

Intervention #1	
<p><b>Intervention Name</b>  <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	<p>Intergenerational Community Garden and Healthy Eating; Teach Me How to Grow Healthy (TMTGH) Hoop House initiative:                      PSE - Environmental; Curriculum to be used: Dig In!, Seniors Eating Well</p>
<p><b>Need(s) addressed with this intervention</b>  <i>Include brief description.</i></p>	<p>The Intergenerational Community Garden and Healthy Foods emphasizes the importance of nutrition, self-sufficiency, and education. Overall needs addressed in the area of focus are: decrease in food insecurity, increase in healthy food choices, increase physical activity, eating healthy within budget, and an increase in intergenerational socialization.</p>
<p><b>Intervention Objective(s)</b>  <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i></p>	<p>By September 30, 2022:</p> <ul style="list-style-type: none"> <li>- 50% of adults participating in TMTGH as reported by pre and post testing will have increased their intake of fruits and vegetables.</li> <li>- A 90% increase in fresh vegetables and special dietary foods will be available in the food pantry.</li> <li>- Construct elevated garden beds at Center for Healthy Aging and The Continuum.</li> <li>- 30% Increase in knowledge and awareness of healthy foods as measured by pre and post tests.</li> <li>- A 50% increase of participation in physical activity through construction of garden beds, gardening, and planned physical activities during nutrition classes, as measured by a self-assessment log including type of activity, intensity, frequency, and duration.</li> <li>- Distribution of 300+ healthy food recipes that are culturally appropriate.</li> <li>- 50% increase in intergenerational socialization as measured by a participant log at the site location.</li> </ul>

<p><b>Intervention Strategies</b></p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <p><input type="checkbox"/> PSE Strategies only</p> <p><input type="checkbox"/> PSE Strategies + Health Promotion</p> <p><input type="checkbox"/> PSE Strategies + Health Promotion + Direct Education</p>	
<p><b>PSE Strategies</b></p>	<p>TMTGH has a unique partnerships with New Life Church in Lemmon Valley, NV, The Continuum, and the Center for Healthy Aging. The New Life Church location has a food pantry, classroom, kitchen, and is the home of our Community garden. Master gardeners and nutritionists will give first-hand instruction towards gardening and nutrition to strengthen individual knowledge and skills while promoting community education. The locations have a high frequency of the audience of focus, so the coordination of events (classes and gardening) can be easily promoted and accessed.</p> <p>Through the partnership of City-wide Ministries Food Bank TMTGH will distribute special dietary needs food, indigenous food produce, and cleaning supplies. The harvested foods will be distributed inter-tribally in Nevada.</p>	
		<p>100</p>
<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>		<p>Amount of participants from, agencies, food pantries, and schools</p>
<p><i>Include brief description of strategy, settings where strategy will be implemented and potential reach.</i></p>	<p>TMTGH will track agency referral agreements, referrals, and follow up actions. TMTGH will track press releases and Public Service Announcements. TMTGH will use social media metrics to evaluate the number of people who view messages about intergenerational community garden and indigenous foods recipes. TMTGH will promote SNAP-Ed approved brochures, flyers/signage, curriculum, and programs such as Rethink Your Drink and UNR extension programs..</p>	
<p><b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>		<p>100</p>
<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>		<p>Amount of participants from agencies, food pantries, schools, powwows, and other outreach events.</p>

An on-staff, part-time Nutritionist will provide guidance on surveys and pre and post assessments. TMTGH will conduct classes for adults and adults with disabilities as follows: at least, one (1) class on-site at New Life Church, at least, one (1) class on-site at the Center for Healthy Aging, at least, one (1) class on-site at The Continuum, and four (4) presentations at local Senior centers. TMTGH will administer a series of pre and post-test assessment tools as outlined in the curriculum. TMTGH will conduct classes for children (early childhood) on premises of New Life and The Continuum.  
Curriculum will be: Dig in!, Seniors Eating Well

100

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Amount of participants from agencies, food pantries, faith-based organizations, schools, and outreach.

**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

TMTGH Community Participation outreach will be conducted at four (4) aging community events, four (4) tribal powwows, one (1) farmers market, and distribution of posters and flyers. With electronic tablets, TMTGH will be able to capture data from conference booths, sessions, and powwows. TMTGH will offer coloring pages, a variety of indigenous seeds, and food samples to draw audience of focus.  
In order to get participant buy in, TMTGH will empower participants by asking for their input through the planning process and by requiring participation on committees. TMTGH will acknowledge participants and volunteers through appreciation days, and participating in committees.

**Key Partners and Roles**

Center for Healthy Aging providing TMTGH staff, materials and resources, New Life provides land, classrooms, kitchen, food pantry, and participants. YWAM, UNITY Native youth, and Home Depot are collaborating in providing volunteers. Sun Valley Senior Center, Evelyn Mount Senior Center, Washoe County Senior Center, and Reno and Sparks Senior Centers, and The Continuum are collaborating in providing outlets for promotion, recruitment and classes. All Washoe County libraries are collaborating in providing outlet for promotion, recruitment and classes. Nevada Inter-Faith Coalition Chef Dr. Lois Frank is providing expertise in indigenous foods preparation and recipes. Rail City Garden Center is donating seeds and foliage. Native Seeds Inc. providing seeds for purchase. Hungry Valley Christian Fellowship is providing an 18 passenger van and portable sound system, when needed. We are collaborating with Rethink Your Drink program to encourage healthy drinking choices and Sanford Center for Aging, Seniors Eating Well program. Due to special relationship of Reverend Augustin Jorquez there will be collaboration with Nevada Tribes and Tribal Agencies.

**Site Eligibility**

*all boxes that apply. You do Appendix D for information*

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*List the appropriate Nevada*

TMTGH expects to: Utilize the Community Garden site at New Life Church as the central distribution hub for seeds, sprouts, and bulbs for future Intergenerational community gardens; expand nutrition through food pantries; see current food pantries focused more toward "special dietary needs" produce; see increases in Intergenerational socializing and holistic health benefits.  
TMTGH expects New Life to expand individual healthy eating through backyard and patio elevated and self-watering garden beds.  
The appropriate outcome indicators are:  
Early Childhood: 2.1  
Food Management: 3.1  
Adults with Disabilities: 4.1

**Intervention 1**

**Intervention Name**

*Examples: Curriculum, PSE strategy, or health promotion*

PSE Intervention: Increase Child and Adult Care Food Program (CACFP) Enrollment Among Nevada Early Care and Education (ECE) Centers

**Need(s) addressed with this intervention**

*Include brief description.*

This intervention will aim to implement and evaluate PSE strategies to support increased ECE CACFP participation among eligible centers statewide. Strategies align with recommended Strategies for Improvement of the *CACFP ECE Gap Analysis*.

**Intervention Objective(s)**

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

- 1.1 : By September 30, 2022, assess whether the percentage of ECE centers unaware of CACFP decreased by 20% in FFY21.
- 1.2 : By September 30, 2022, assess whether there was a decrease in the percentage of ECE centers confused about regulations/requirements to serve food by 10% in FFY21.
- 1.3 : By September 30, 2022, assess whether there was a decrease in the percentage of centers reporting there are too many rules/it is too much trouble to participate in the CACFP by 15% in FFY21.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

- 1.1.1 In collaboration with NDA, provide a minimum of one training to Children's Cabinet QRIS trainers and SEED program staff on CACFP ECE Factsheets and strategies for addressing program questions and misconceptions.
- 1.1.2 Through direct outreach and collaboration efforts with Children's Cabinet QRIS trainers and SEED program, provide CACFP ECE Factsheets to CACFP-eligible ECE centers statewide.
- 1.1.3 In collaboration with NDA, identify next steps/strategies and solutions for streamlining CACFP administrative requirements.
- 1.1.4: In collaboration with vendor Social Entrepreneurs Inc (SEI), conduct an assessment to evaluate impact of FFY21 educational campaign via a statewide survey.
- 1.1.5: In collaboration with SEI, conduct key-informant interviews with trainers and ECE center staff regarding the ECE CACFP Factsheet series.
- 1.1.6: Per key-informant interviews, update ECE CACFP Factsheet series.
- 1.1.7: Translate ECE CACFP Factsheet series to Spanish.

<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	4,818 Nevada children
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<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Per data provided by the Children’s Cabinet, 736 licensed Nevada centers receive childcare subsidies. On average, these centers have a center capacity of 66 children. Pending data of the CACFP ECE crosswalk/assessment, the OPCP estimates that a minimum of 10% of CAFPP-qualifying centers will be targeted (~74 licensed centers), therefore reaching a minimum of 4,884 children. Current CACFP data was not included in this estimate.
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**Health Promotion Strategies**

*(if applicable)*  
*Include brief description of strategy,*

Total Health Promotion Reach:

224,000 Nevadans

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**How did you calculate  
this reach estimate?**

*Cite specific metrics, formulas,  
and sources of data used.*



**Direct Education**

N/A

**Total Direct Education Reach:**

N/A

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

N/A

*Cite specific metrics, formulas, and sources of data used.*

**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

To ensure community engagement and participation, the OPCP will leverage its existing partnerships with organizations that work closely with the communities they serve. Specifically, Children’s Cabinet will provide updated licensed center contact lists to enhance targeted community education campaign and evaluation efforts. The ECE provider network will be engaged via two evaluation methods, including a statewide survey to assess trends in program awareness and perception and key informant interviews to gather feedback on the CACFP ECE factsheets.

**Key Partners and Roles**

*Include partner organizations, coalitions, and other. Briefly describe the role of the partners.*

1. Nevada Department of Agriculture: Data sharing; training assistance, workgroup/subcommittee participation, final report reviews/approval
2. Children’s Cabinet: Data sharing, EC provider network contacts, QRIS/SEED collaboration assistance, training and outreach support, workgroup/subcommittee participation, final report reviews/approval
3. Early Childhood Obesity Prevention Steering Committee: Final report reviews/approvals, member workgroup/subcommittee participation
4. Nevada Childcare Licensing: Data sharing
5. DP Video: Social media campaign content and messaging development
6. Nevada Institute for Childcare Research and Policy: Workgroup/Subcommittee participation
7. SEI
8. Nevada DPBH Regulatory and Planning Services: Subcommittee participation
9. Carson City Health and Human Services Disease Control and Prevention: Subcommittee participation
10. Washoe County Health District: Subcommittee participation
11. Southern Nevada Health District: Subcommittee participation
12. UNR Extension: Subcommittee participation

**Site Eligibility**

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.*

Eligible by location	School Meal Data (FRL: school free/reduced lunch data)
<input checked="" type="checkbox"/> Census data	<input checked="" type="checkbox"/> Other

If you chose “Other”, please describe how you determined SNAP-Ed eligibility:

In addition to census data to identify centers in low-income areas, targeted centers will be identified via a crosswalk of ECE centers not currently enrolled in the CACFP with the list of Nevada centers currently receiving childcare subsidies.

### **Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

### **Short-Term Outcomes: Year 2\***

1. # of CACFP-eligible ECE centers identified
2. # of centers reached via education/outreach initiatives
3. # of center follow-ups to assess CACFP interest/technical assistance needs
4. # of next steps and/or educational opportunities identified via Food Safety Subcommittee meeting
5. # of CACFP administrative requirements identified to be updated/streamlined
6. # of innovative strategies identified to support ECE CACFP participation

*\*All outcomes apply to the following Nevada focus area: Early Childhood*

SNAP-Ed Evaluation Framework indicators include: ST1, ST5, and MT5.

Intervention #1	
<p><b>Intervention Name</b>  <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	<p>Smart Shopper                      Curriculum: Eating Smart Being Active                      Direct Education Strategy complimented by intervention #3 (HPI)</p>
<p><b>Need(s) addressed with this intervention</b>  <i>Include brief description.</i></p>	<p>Key educational messages:</p> <ol style="list-style-type: none"> <li>1. Participants will learn that regular physical activity is part of a healthy lifestyle and obesity prevention.</li> <li>2. Participants will learn shopping strategies that will help stretch their food dollars/SNAP benefits.</li> <li>3. Participants learn to increase the variety and amount of fruits and vegetables in their diets.</li> <li>4. Participants learn to identify and choose more whole grain foods.</li> <li>5. Participants learn that eating calcium-rich foods and doing weight-bearing activity help build and maintain strong bones.</li> <li>6. Participants learn to choose lean sources of protein, and how to keep their foods safe.</li> <li>7. Participants learn to limit foods high in fat, sugar, and salt.</li> <li>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.</li> </ol>
<p><b>Intervention Objective(s)</b>  <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i></p>	<ol style="list-style-type: none"> <li>1. By September 30, 2021, FBNN will have taught the Smart Shopper direct education course to 00 low income adults in Northern Nevada.</li> <li>2. By September 30, 2022, FBNN will have taught the Smart Shopper direct education course to 100 low income adults in Northern Nevada.</li> <li>3. By September 30, 2021 and September 30, 2022, 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).</li> <li>4. By September 30, 2021 and September 30, 2022, 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).</li> </ol>

**Intervention Strategies**

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Smart Shopper will be taught in school environments and community organizations. FBNN will target locations that have food pantries on site (receive food from FBNN warehouse). These pantries will be converted to Healthy Pantries to connect the 2 programs and create an environmental change within that site. For example, the client would access that food pantry and get exposed to the nutrition education/Healthy Picks/Nudges that HPI provides, then will also have the opportunity to participate in direct education at that site.

100 (FY2021) 100 (FY2022)

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Included class participant goal- HPI estimates are in the HPI section.

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Smart Shopper will feature the following health promotion strategies:

- Increased marketing/promotion of school nutrition program inside or outside of school building (Works closely with FBNN Child Nutrition Department).
- Site provides information on other nutrition resources (SNAP, WIC, Medicaid) (Works closely with other FBNN programs that provide application assistance).
- Uses posters, visual displays, taste testing, and live demonstrations (Curriculum provides visuals and bilingual nutrition educator will provide a food sample and live demonstrations for the class).

**Total Health Promotion Reach:**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

100 (FY2021) 100 (FY2022)

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Included class participant goal.

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

This course will be primarily taught to parents of youth. 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 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. These community organizations host the course for their client population. After years of teaching this class, community organizations are eager to invite us back.

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

100 (FY2021) 100 (FY2022)

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Goal of 12 classes (FY2021) and 12 classes (FY2022) sessions with an average of 8 clients per class.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Family Health Festivals are run quarterly by Truckee Meadows Healthy Communities and partly led by FBNN. These festivals are placed around the Reno/Sparks area in low-income neighborhoods. We intend on having a nutrition table at each of these events (8 total 2021-2022) to advertise our classes to community members in different areas.

FBNN's mobile harvest distributions are in low income neighborhoods. This gives a marketing opportunity for Smart Shopper and Seniors Eating Well classes. We plan on passing out flyers at distributions near class sites. This aspect will add more community members to classes.

FBNN hosts an Annual Agency Conference for all partner agencies to attend. The Nutrition Education staff intends on hosting a breakout session dedicated to highlighting all SNAP-Ed opportunities for clients in the community. This opportunity allows us to explain the programs to partners, allows them to ask questions, and allows them to request a class or to be part of an intervention.

### Key Partners and Roles

*Include partner organizations,*

*describe the role of the partners.*

Key partners for Smart Shopper include schools, community organizations, and FBNN partner agencies. FBNN has a strong foundation of partnerships within the community that are willing to host this course for their clients (either in person or virtually). Partners support the program by publicizing the course, encouraging adults to attend, and arranging space for the classes.

### Site Eligibility

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See **Appendix D** for information on SNAP-Ed site eligibility.*

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

At the end of year 2, FBNN expects to see Smart Shopper offered in schools and community organizations that also have healthy pantries to ensure clients have access to the healthy food we are teaching about. We hope to see an increase in nutrition & physical activity practices and behaviors among our clients.

Nevada focus area: School Health, adults and those with disabilities

Outcome indicators:

- MT1: Healthy Eating
- MT2: Food Resource Management
- MT3: Physical Activity and Reduced Sedentary Behavior
- MT4: Food Safety
- ST1: Healthy Eating
- ST2: Food Resource Management
- ST3: Physical Activity and Reduced Sedentary Behavior
- ST4: Food Safety

## Intervention #2

### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

### Seniors Eating Well

Curriculum: Seniors Eating Well

Direct Education Strategy complimented by intervention #5 (env scan)

### Need(s) addressed with this intervention

Include brief description.

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 or moderate activity, or 1¼ hours a week of vigorous physical activity.
6. Evaluate use, safety concerns, and credible sources of dietary supplements.

### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

1. By September 30, 2021, FBNN will have taught the Seniors Eating Well direct education course to 100 low income adults in Northern Nevada.
2. By September 30, 2022, FBNN will have taught the Seniors Eating Well direct education course to 100 low income adults in Northern Nevada.
3. By September 30, 2021 and September 30, 2022, 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).
4. By September 30, 2021 and September 30, 2022, 70% of adult participants in Seniors Eating Well classes will have increased one or more fitness-related activities, including being physically activity every day and increasing hydration (MT3 Increase Physical Activity).



	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li>PSE Strategies only</li> <li>PSE Strategies + Health Promotion</li> <li>✓ PSE Strategies + Health Promotion + Direct Education</li> </ul>						
<p><b>PSE Strategies</b></p>	<p>Seniors Eating Well will be taught at Senior Centers and Senior Apartment Complexes. These classes will highlight healthy eating strategies for seniors, and FBNN will also be doing the Environmental Scan at these locations to locate additional environment changes that can be made (see intervention #5).</p> <p>FBNN is also launching a new mobile distribution targeted at seniors called Produce on Wheels. This will be a fruit and veggie truck that will travel to seniors centers/apartment complexes. This will reinforce the information taught in Seniors Eating Well, and truck distribution times and classes will overlap for client convenience.</p>						
<p><b>Health Promotion Strategies</b></p> <p><i>(if applicable)</i></p>	<p>Seniors Eating Well will feature the following health promotion strategies:</p> <ul style="list-style-type: none"> <li>-Site provides information on other nutrition resources (SNAP, WIC, Medicaid) (Works closely with other FBNN programs that provide application assistance).</li> <li>-Uses posters, visual displays, and live demonstrations (Cirriculum provides visuals and bilingual nutrition educator will provide live demonstrations for the class).</li> </ul>						
<p><i>Include brief description of strategy, settings where strategy will be implemented, and potential reach.</i></p>	<table border="1"> <tr> <td data-bbox="477 1199 1252 1650"></td> <td data-bbox="1252 1199 1528 1650">100 (FY2021) 100 (FY2022)</td> </tr> <tr> <td data-bbox="477 1650 1252 1745"> <p><b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p> </td> <td data-bbox="1252 1650 1528 1745">100 (FY2021) 100 (FY2022)</td> </tr> <tr> <td data-bbox="477 1745 1252 1885"> <p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p> </td> <td data-bbox="1252 1745 1528 1885">Included class participant goal.</td> </tr> </table>		100 (FY2021) 100 (FY2022)	<p><b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	100 (FY2021) 100 (FY2022)	<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	Included class participant goal.
	100 (FY2021) 100 (FY2022)						
<p><b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	100 (FY2021) 100 (FY2022)						
<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	Included class participant goal.						

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

This series of 8 classes is offered to 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.

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.

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

100 (FY2021) 100 (FY2022)

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

Goal of 12 classes (FY2021) and 12 classes (FY2022) with an average of 8 clients per class.

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Family Health Festivals are run quarterly by Truckee Meadows Healthy Communities and partly led by FBNN. These festivals are placed around the Reno/Sparks area in low income neighborhoods. We intend on having a nutrition table at each of these events (8 total 2021-2022) to advertise our classes to community members in different areas.

FBNN's mobile harvest distributions are in low income neighborhoods. FBNN also distributes the senior commodity box (CSFP) and is launching a produce truck specifically for seniors (Produce on Wheels). We will market Seniors Eating Well classes at these distributions and connect the lessons to the physical food clients are getting. We plan on passing out flyers at distributions near class sites. This aspect will add more community members to classes.

FBNN hosts an Annual Agency Conference for all partner agencies to attend. The Nutrition Education staff intends on hosting a breakout session dedicated to highlighting all SNAP-Ed opportunities for clients in the community. This opportunity allows us to explain the programs to partners, allows them to ask questions, and allows them to request a class or to be part of an intervention.

### Key Partners and Roles

*Include partner organizations, coalitions, and other. Briefly describe the role of the partners.*

Key partners for SEW include leaders in Washoe County around aging. Most apartment complexes have one manager over multiple complexes. We have a strong foundation of partnerships after year 1 of SEW and intend on strengthening those partnerships in year 2. Partners support the program by publicizing the course, encouraging adults to attend, and arranging space for the classes. FBNN's involvement with the Healthy Aging Alliance (Southern NV UNCE) is also vital to the success of this curriculum and its consistency throughout the state of Nevada.

### Site Eligibility

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.*

- Eligible by location  
Census data
- School Meal Data (FRL: school free/reduced lunch data)  
Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

At the end of year 2, FBNN expects to see Seniors Eating Well offered in at senior apartment complexes that also have CSFP or Produce on Wheels distributions to ensure clients have access to the healthy food we are teaching about. We hope to see an increase in nutrition & physical activity practices and behaviors among our clients.

Nevada focus area: Adults and those with disabilities

Outcome Indicators:

ST1: Healthy Eating

ST3: Physical Activity and Reduced Sedentary Behavior

MT1 Healthy Eating Behaviors,

MT3 Increase Physical Activity

LT1: Healthy Eating

LT3: Physical Activity and Reduced Sedentary Behavior

### Intervention #3

#### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion.

Healthy Pantry Initiative  
PSE- Environmental Change

#### Need(s) addressed with this intervention

Include brief description.

Key educational messages include the messages provided:

1. Meal Kits: Pairing/grouping Healthy Pick foods to create a meal idea.
2. 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.
3. Healthy Pick Cards and other educational images such as MyPlate.
4. 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.
5. 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.

#### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

1. By September 30, 2021 and September 30, 2022, the Food Bank of Northern Nevada will continue the relationship with our current 18 partner agency food pantries, and add 5 new 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, 2021 and September 30, 2022, the Food Bank of Northern Nevada will continue to provide nutrition education training to the 18 partner agency representatives (food pantry managers, staff, volunteers) and 5 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, 2021 and September 30, 2022, 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).

<p><b>Intervention Strategies</b></p> <p>Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.</p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li>  PSE Strategies only</li> <li>  PSE Strategies + Health Promotion</li> <li>  PSE Strategies + Health Promotion + Direct Education</li> </ul>
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<p><b>PSE Strategies</b></p> <p>Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.</p>	<p>Healthy Pantry Initiative will promote PSE work by incorporating nutrition education into the pantry environment. The use of visuals, recipes, and examples will help clients "make the healthy choice the easy choice" at pantry locations. Clients will gain nutrition knowledge walking through the pantry by FBNN/pantry partners putting the healthy food at eye level, labeling potential health benefits of food (ex: low sodium) with Healthy Pick Cards, sharing recipes, hanging MyPlate posters throughout the pantry, and seeing desirable food combinations. These "nudges" will change the environment of that food pantry into a healthier environment and promote healthy eating among its clients.</p>				
	<table border="1"> <tr> <td><b>Total PSE Reach:</b></td> <td>211,000 (FY2021)</td> </tr> <tr> <td><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>220,000 (FY2022)</td> </tr> </table>	<b>Total PSE Reach:</b>	211,000 (FY2021)	<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	220,000 (FY2022)
<b>Total PSE Reach:</b>	211,000 (FY2021)				
<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	220,000 (FY2022)				
<i>Cite specific metrics, formulas, and sources of data used.</i>	Added the yearly average of clients seen at current 18 Healthy Pantries. This is the number of people who will be in the pantry and exposed to HPI.				

<p><b>Health Promotion</b></p>	<ul style="list-style-type: none"> <li>• Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area (MyPlate posters and resources)</li> <li>• Display of Physical Activity Related Signage that directly supports PSE strategies in highly visible area</li> <li>• Implemented or enhanced limits on marketing or promotion of less healthy options, Enhanced marketing or promotion of more healthy food options.</li> <li>• Point of purchase and distribution prompts (Healthy Pick Cards)</li> <li>• Site provides information on other nutrition resources (SNAP, WIC, Medicaid)</li> <li>• Used posters, visual displays, audiovisuals, recipes, etc.</li> <li>• Food labeling (e.g., lower sodium, traffic light color coding, "Healthy Pick" Signs)</li> </ul>				
	<table border="1"> <tr> <td><b>Total Health Promotion Reach:</b></td> <td>211,000 (FY2021)</td> </tr> <tr> <td><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>220,000 (FY2022)</td> </tr> </table>	<b>Total Health Promotion Reach:</b>	211,000 (FY2021)	<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	220,000 (FY2022)
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<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	220,000 (FY2022)				
<i>How did you calculate this reach estimate?</i>	Added the yearly average of clients seen at current 18 Healthy Pantries. This is the number of people who will be in the pantry and exposed to HPI.				
<i>Cite specific metrics, formulas, and sources of data used.</i>					

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

This intervention does not have direct education, but the agencies that participate in HPI are also encouraged to host Smart Shopper and Seniors Eating Well classes to create an environment of healthy eating within that location. Several HPI pantries have committed to this (see letters of support/commitment).

### Total Direct Education Reach:

0

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

N/A

*Cite specific metrics, formulas, and sources of data used.*

## Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

FBNN hosts an Annual Agency Conference for all partner agencies to attend. The Nutrition Education staff intends on hosting a breakout session dedicated to highlighting all SNAP-Ed opportunities for clients in the community. This opportunity allows us to explain the programs to partners, allows them to ask questions, and allows them to request a class or to be part of an intervention.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

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 front line 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.)

FBNN will help 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. FBNN trains the leaders at partner pantries to adapt their pantry environment to support healthier food choices by pantry clients. We continue to work with each pantry to conduct assessments of the strategies they put in place, but it is the responsibility of the pantry to make the information accessible at all times. We visit each HPI pantry at least every three months, bringing educational materials and recipes and providing feedback on their HPI operations.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location  
Census data
- School Meal Data (FRL: school free/reduced lunch data)
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Monthly income is notated in Client Intake Form at that site.

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

At the end of year 2, FBNN expects to see Healthy Pantry Initiative thriving at the current locations it is in. We also expect to see additional locations added, those being school pantries, pantries in/near senior centers to further connect our programming. We hope to see an increase in readiness among our HPI pantries and support from more agencies.

Nevada focus area: Food resource management

Outcome Indicators:  
ST5: Need and Readiness  
ST7: Organizational Partnerships  
MT5: Nutrition Supports

## Intervention #1

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Nutrition on Wheels (NOW)

### Need(s) addressed with this intervention

*Include brief description.*

Key educational messages:

1. Participants learn about and increase the variety and amount of fruits and vegetables in their diets.
2. Participants learn to vary their protein sources.
3. Participants learn to identify and choose more whole grain foods.
4. Participants learn that eating calcium-rich foods and doing weight-bearing activity help build and maintain strong bones.
5. Participants learn to choose foods and beverages with less saturated fat, sodium, and added sugars.
6. Participants learn to make small changes to create a healthier eating style.

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

1. By January 1, 2021, FBNN will have hired and trained a bilingual nutrition educator to conduct the Nutrition on Wheels Program.
2. By September 30, 2021 and September 30, 2022, 50% of adult mobile harvest clients will have increased one or more nutrition practices including increasing fruit and vegetable intake, adopting the MyPlate model, and decreasing sugary beverage intake. (MT1 Healthy Eating Behaviors).
3. By September 30, 2021 and September 30, 2022, 50% of adult mobile harvest clients will have increased use of one or more food resource management practices, including planning meals in advance and not running out of food before the end of the month. (MT2 Food Resource Management Behaviors).



strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in

Select **ONE** of the following combination of strategies for this intervention:

PSE Strategies only

PSE Strategies + Health Promotion

PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

settings where strategy will be

Food insecure clients use mobile harvest as a way to get their families additional food. FBNN distributes a variety of fruits and vegetables that may be foreign to the clients. By combining the access to physical food with nutrition education, fun lessons, and recipes the client feel empowered to go home and prepare those foods for their family. This helps the family eat healthier, more diverse, and more fruit and vegetable packed meals.

The clients will attend mobile harvest events with or without the added nutrition piece, but we have found that clients are more willing to try a variety of fruits and vegetables when they have knowledge on that item (how to prepare it, a recipe to try, and why it is good for you). The added nutrition education changes the mobile harvest environment and puts health and wellness at the forefront of the conversation.

	8,000 households (FY2021) 8,000 households (FY2022)
--	--

**How did you calculate this reach estimate?**  
*Cite specific metrics, formulas, and sources of data used.*

Mobile harvest sees 7,000-10,000 households per year.

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

NOW will feature the following health promotion strategies:

- Increased marketing/promotion of school nutrition program outside of school building (Works closely with FBNN Child Nutrition Department).
- Site provides information on other nutrition resources (SNAP, WIC, Medicaid) (Works closely with other FBNN programs that provide application assistance).
- Uses posters, visual displays, and live demonstrations (uses Myplate materials and SNAP-Ed recipes to teach quick lessons and prepare client for healthy eating).

<b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	8,000 households (FY2021) 8,000 households (FY2022)
---	--

**How did you calculate this reach estimate?**  
*Cite specific metrics, formulas, and sources of data used.*

Mobile harvest sees 7,000-10,000 households per year.

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

NOW will be taught at FBNN's mobile harvest sites to clients of all ages and demographics. The mobile harvest truck parks in neighborhoods around Northern Nevada (rural and urban). While they are waiting to check in, the FBNN bilingual nutrition educator sets up a table and talks with clients about pertinent nutrition topics in the form of short nutrition lessons. The table consists of materials such as nutrition information, recipes, and visuals. The nutrition educator gives a brief nutrition lesson to clients as they wait in line. Often, the produce on the truck is produce that may be intimidating to clients if they are unaware of how to cook it. FBNN mobile harvest staff have seen many clients turn down produce out of fear or the unknown. This results in the client getting less food at the distribution and the client missing out on nutritious and delicious foods. For example, spaghetti squash is oblong, rock hard, and does not look edible at first glance. The NOW bilingual nutrition educator will show clients the squash, explain how to prepare it, give examples of foods to pair it with, and give recipe cards from the SNAP-Ed website. These steps will get the client excited about eating that item. The client may take that spaghetti squash and love it. This expands the clients' horizons on fruits and vegetables while adding a healthy meal to that household.

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

8,000 households (FY2021)  
8,000 households (FY2022)

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Mobile harvest sees 7,000-10,000 households per year.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

NOW will primarily be aimed at food distribution clients, which ranges from children to seniors. The truck travels around northern Nevada, so the locations also range from rural to urban. This program can be versatile for age and geographic location because the content is quick and easy to understand material using MyPlate, SNAP-Ed recipes, and surveys. NOW is offered on weekdays at Mobile Harvest sites including schools in low-income areas, community food pantries, healthcare clinics serving low-income patients, and community centers.

**Key Partners and Roles**

This program does not rely on external partners. FBNN's mobile harvest program will be the program we accompany to disseminate the material.

**Site Eligibility**

*all boxes that apply. You do  
[Appendix D](#) for information*

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*indicators as outlined in Nevada*

At the end of years 1 and 2, FBNN expects to see the bilingual nutrition educator teaching NOW at the planned mobile harvest site distributions (both rural and Washoe). We expect to see an increased daily consumption of fruit and vegetables, decrease in sugary beverage consumption, and increased food security.

Nevada focus area: Food resource management

Outcome Indicators:

MT1: Healthy Eating Behaviors

MT2: Food Resource Management Behaviors

ST7: Organizational Partnerships

R5: Beverages

## Intervention #2

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Environmental Scan Pilot

### Need(s) addressed with this intervention

*Include brief description.*

In partnership with Southern Nevada UNCE and the Healthy Aging Alliance, FBNN will help to administer the environmental scan of senior residences in Washoe County. The purpose of the environmental scan is to understand general characteristics of senior residence locations and the client perspective of these residences in the region to then propose larger environmental or policy changes.

The scan will tell us what wellness resources and opportunities are available to seniors at their residence, and what the senior knows or thinks about those resources. The residence may be set up with resources, but the client may not be aware of the resource or how to access it. This gives the Healthy Aging alliance an opportunity to bring SNAP-ed resources into the residence in a thoughtful and effective manner.

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

1. By September 30, 2021, FBNN will conducted 50 environmental scans at low-income senior residences in Washoe County.
2. By September 30, 2022, FBNN will conducted and additional 50 environmental scans at low-income senior residences in Washoe County.
3. By September 30, 2021, The Healthy Aging Alliance will have met twice virtually to analyze survey data and decide what environmental and policy changes are appropriate for Nevada.
4. By September 30, 2022, The Healthy Aging Alliance will have met twice in person to analyze survey data and decide what environmental and policy changes are appropriate for Nevada.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

✓ PSE Strategies only

PSE Strategies + Health Promotion

PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

In order to understand the needs of seniors within our region, we need to understand which needs are/are not being currently met. The environmental scan will be used as a tool to implement future SNAP-Ed strategies in the future (feeding into year 2).

Example: We survey 5 seniors at a senior residence. We observe that the residence has a pool, but 3/5 seniors stated there was no pool. This gives SNAP-Ed an opportunity to promote the pool at that residence, host classes at the pool, or educate seniors on physical activity they can do related to swimming.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

50 (FY2021)

50 (FY2022)

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Goal is to conduct 100 environmental scans over the 2 grant years at different residences (100 seniors).

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

The environmental scan will be conducted at Senior Residences. Since FBNN is already teaching SEW at senior residences, we have an opportunity to engage this community without having multiple visits. We also already have a relationship with many of the residences in the Washoe County Area.

FBNN also distributes the senior commodity box (CSFP) and is launching a produce truck for seniors (Produce on Wheels). We will use these distributions to talk to seniors at their residence.

### Key Partners and Roles

*Include partner organizations, coalitions, and other. Briefly describe the role of the partners.*

The Healthy Aging Alliance and Southern Nevada UNCE are key partners in this work because we are working together to provide consistent messaging to our seniors of Nevada. FBNN is dedicated to this partnership and work group.

The network of senior residences that FBNN has a relationship with are key partners in this work to understand the needs and environments of seniors.

### Site Eligibility

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.*

- Eligible by location  
Census data
- School Meal Data (FRL: school free/reduced lunch data)  
Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

At the end of year 2, FBNN expects to have conducted 100 environmental scans at senior residences in Washoe County in partnership with the Healthy Aging Alliance. We expect that the data will give us a path to incorporate additional SNAP-Ed resources within these residences.

Nevada focus area: Adults and those with disabilities

## Intervention #1

**Intervention Name**

Examples: Curriculum, PSE strategy, or health promotion

Green Our Planet's (GoP) School Garden Program: PSE, health promotion, and direct education (Curriculum: Dig In! Grow Yourself Healthy) to increase nutrition education for SNAP-Ed-eligible students in Clark County Schools.

**Need(s) addressed with this intervention**

Include brief description.

Childhood obesity is a growing problem: 36.8% of Nevada's children are overweight or obese while childhood obesity has doubled in Nevada during the last two decades. Regular physical activity is a vital element of creating a healthy lifestyle. And yet with the increased pressure for teachers to focus on test scores this often results in cutting physical activity from the school day. Being physically active (at least 30 minutes a day) and reducing sedentary behavior is associated with reducing many health risks. Additionally, according to 2018 Guidelines (CDC & SNAP research), Nevadan children significantly ate below the recommended servings for fruit and vegetable intake.

As a way to combat these alarming statistics, the state of Nevada has mandated a wellness policy (State of Nevada's NRS 439.518 ). However, these policies are not being implemented at schools and one reason is the lack of knowledge and/or training on this policy. There is also a lack of consistent tracking of school wellness goals and what school-wide activities would count toward meeting the goals of this policy.

Some of the reasons for the lack of nutrition education for Nevada students and teachers are 1) lack of a mandated and statewide nutrition curriculum, 2) lack of teacher training in nutrition education, 3) lack of student nutrition knowledge and exposure to fresh vegetables as well as 4) lack of student experiences involving planting, growing and preparing fruits and vegetables.

**Intervention Objective(s)**

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

**Objective 1:** By September 30, 2022, 50% of the 7 schools where we will working with the Wellness Coordinators, in partnership with Southern Nevada Health District and University of Nevada Cooperative Extension, will understand the wellness legislation, have an understanding of the wellness goals and be committed to achieving them, as reported by an internal evaluation taken at midyear and end-of-year points.

**Objective 2:** By September 30, 2022, 50% of K-12 students participating in the GoP School Garden project intervention, as reported by by post surveys, will increase their willingness to taste fruits and vegetables.

**Objective 3:** By September 30, 2022, 50% of K-12 students participating in the GoP School Garden project intervention, as reported by post surveys, will increase their willingness to increase physical activity.

**Objective 4:** By September 30, 2022, 50% of K-12 students participating in the GoP School Garden project intervention, as reported by post surveys, will have a better understanding of the importance of a healthy and active lifestyle.

**Objective 5:** By September 30, 2022, each of the 8 schools that participate in direct education will hold at least 1 farmers market. This will be the capstone activity, giving the school, students and teachers the opportunity to showcase the lessons and knowledge gained in the following areas: health benefits of the produce grown, entrepreneurship skills, the importance of food to the community, using financial literacy skills and starting to understand the "community food system." We will encourage the remaining 81 schools to hold farmers markets.



## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only  
 PSE Strategies + Health Promotion  
 PSE Strategies + Health Promotion + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

GoP's PSE strategy to change each school's culture/attitude towards a healthier environment will be coupled with access to produce from school gardens. Learning about food systems and how to grow food from Garden Educators, students will have opportunities to taste garden produce and share with their communities through farmers markets. This will increase fruit and vegetable consumption among students. Research shows that exposure to a school garden increases students' interest in eating fruits and vegetables and improves attitudes towards fruits and vegetables (Pothukuchi, K. 2004).

To ensure the health and safety of our students, we comply with CCSD's distance learning procedures: Garden Educators will tend to 25 flourishing gardens and provide monthly video garden tours that include nutrition lessons. In addition, our nutrition experts will provide 2 video lessons each week through the GoP Virtual Academy, which will be distributed to each teacher at the 25 schools. Garden produce may be donated to families in need.

An additional focus on PSE change will be working with school wellness coordinators to develop goals that address how the school garden promotes a healthy lifestyle as well as training the school's staff on wellness policies with the goal to streamline school-wide implementation and tracking of the school wellness goals. Rather than separate endeavors supporting school objectives, GoP will work together with partners, including UNCE, CCSD and SNHD, to develop strategies and enact a holistic change to improve health and nutrition for students, their families, teachers, and the school community as a whole.

### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

15,000

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

100 students per grade level x 6 grade levels (K-5) = 600 students x 25 schools = 15,000 students impacted

## Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

The GoP School Garden Program uses a multicomponent, holistic approach geared towards K-12 schools, which incorporates health promotion strategies, to transform the health of our community. The program consists of four components: 1) Food system education, 2) Nutrition education and promotion, 3) healthy and active lifestyle changes and 4) state-wide School Wellness Policy. The program activities, conducted virtually or in-person, include evidence-based nutrition curriculum, nutrition/cooking lessons, garden instructors, community/school farmers markets and school wellness committees. In order to improve student nutrition education students are encouraged to try new fruits and vegetables through virtual and/or video garden instruction and nutrition classes. Opportunities for physical activity and further exposure to fresh vegetables happens in the garden where students experience planting, growing, and preparing fruits and vegetables. The GoP outdoor garden curriculum and GoP's agriculture/gardening lessons help maintain the school gardens while students and teachers are physically active and simultaneously learn to grow nutritious food and taste school-grown fruits and vegetables. Students will sell their school grown, organic and fresh produce to their parents and community surrounding the school through student-run farmers markets. Often these markets provide fresh produce to not only SNAP-Ed eligible communities but also to communities in food deserts. In order to improve teachers' knowledge of health/nutrition education, educators are encouraged to attend one of GoP's state-approved PDE/CU teacher trainings where participants learn how to conduct classroom nutrition/cooking lessons and incorporate nutrition education in their classrooms with the school's fresh garden produce.

### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

3,000

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

2 virtual and/or in-person nutrition/cooking demos, 25 schools (36 school weeks). 2 x 25 = 50 demos x 60 students = 3,000 students

**Direct Education Strategies**

Students will learn and be encouraged to lead a healthy lifestyle and try new fruits and vegetables through direct education using the approved “Dig In! Grow Yourself Healthy” curriculum for fifth-grade at 8 CCSD schools, in addition to the health promotion and PSE strategies described above. Direct education classes will be held virtually and/or in-person depending on CCSD’s distance or in-school learning preferences.

Students will create their own farmers market as a capstone project to solidify the concepts learned through the curriculum. As a result of this direct education strategy, students will learn how to lead a healthy lifestyle and will have a better understanding of food and their local food system.

800

100 students per grade level x 8 schools = 800 students reached

**Community**

By implementing the School Garden Program (SGP) at 25 schools, each of which will hold a farmers market to sell their school-garden produce, the community will enjoy increased access to fresh fruits and vegetables and engage with the students participating in the SGP, creating a culture of health.

The SGP provides the opportunity for parents, teachers and the surrounding community to understand the local food system. This will also include local chefs and nutritionists who will teach students how to use their garden produce to create healthy meals. Additionally, the program will include financial literacy training from the banking community to educate young entrepreneurs who organize farmers markets to sell their school-garden produce and garden crafts. Classes will be held virtually and/or in-person

Since schools are the heart of many communities, the SGP provides a holistic approach that will maximise impact by integrating teachers, students and school community members on multiple levels.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

GoP's SGP is sustained through a collective impact model, where we work together with community partners to ensure we have the maximum impact possible on the health and wellbeing of students and community members. The Clark County School District (CCSD) is one of our key partners and shares our goal to improve student/teacher health and nutrition education using school gardens. GoP partnered with teachers from the CCSD to develop the lessons for Green Our Planet's Nutrition Curriculum, aligned to Nevada's Health Standards. The lessons are geared towards students living in a desert environment, so they are especially appropriate for schools located in Nevada and the southwestern United States. The CCSD will encourage its teachers to conduct hands-on gardening lessons with the goal to increase nutrition education and physical activity. (Letter of commitment attached). The Southern Nevada Health District (SNHD) is another key partner that will assist GoP in creating a culture of wellness at schools by training GoP staff on the school wellness policy, help identify wellness policy goals related to school gardens and provide assistance with end of year school wellness policy reporting (Letter of commitment attached). University of Nevada Cooperative Extension (UNCE) is another key partner that will enable this SNAP-Ed intervention to reach more CCSD students. UNCE will provide programming as stated in their SNAP-Ed plan and we will work together to ensure there is no overlap. GoP coordinators will expand reach and impact by collaborating and sharing information with UNCE coordinators to help schools provide nutrition education and meet their wellness goals.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention applies to the Nevada Focus Area for School Health. This intervention meets the following outcomes from the Nevada SNAP-Ed Evaluation Framework:

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

GoP will work with schools to create a healthier environment and culture for Nevada students. By implementing the school garden program at CCSD schools, GoP will improve the health of students/teachers and the school's community by increasing adherence to the wellness policies; increasing the number of teachers using the outdoor garden classroom; providing virtual and/or in-person nutrition education both direct and indirect; increasing student access to and familiarity with fruits and vegetables and providing opportunities for increased physical activity through the school garden. Farmers markets provide fresh food to parents and community members.

## Intervention #2

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Green Our Planet's (GoP) Healthy Communities Program (HCP): PSE Curriculum Cooking Matters

### Need(s) addressed with this intervention

*Include brief description.*

As students learn how to grow, harvest and prepare fruits and vegetables from their school gardens it is equally important to educate their parents. GoP's HCP bridges the gap between student nutrition education and the health and nutrition choices of parents/guardians. If parents/guardians continue to buy processed foods, the child's lifestyle remains unchanged. GoP provides a holistic approach to changing the health of the entire community by integrating the HCP into this plan.

Adult and childhood obesity is a growing problem: 59% of Nevada's adults are overweight and 29.5% are obese, an increase of 16% since 2000. Further 36.8% of Nevada's children are overweight or obese (Nevada Wellness, January 8, 2016, Childhood Obesity In Nevada) while childhood obesity has doubled in Nevada during the last two decades (Nevada Wellness, January 8, 2016, Childhood Obesity In Nevada and Haboush-Deloye, A., et al, Health Status of Children Entering Kindergarten in Nevada, 2015).

GoP will work to close this health gap in our community by educating the adults, who are the ones buying and preparing food, through the HCP in addition to educating students as outlined in Intervention 1.

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

Objective 1: By September 30, 2020, 50% of the adults participating in the GoP Healthy Communities project intervention, as reported by pre- and post-testing, will increase their family's fruit and vegetable intake.

Objective 2: By September 30, 2020, 50% of the adults participating in the GoP Healthy Communities project intervention, as reported by pre- and post-testing, have a better understanding of the importance of healthy food choices even on a limited budget.

Objective 3: By September 30, 2020, 50% of the adults participating in the GoP Healthy Communities project intervention, as reported by pre- and post-testing, will have increased confidence in cooking healthy meals for their families.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- ✓ PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

The GoP HCP is a health promotion and PSE change intervention that will include a multicomponent and holistic approach to transform the health of the communities that attend Boys & Girls Clubs (BGC). The program consists of two components: 1) food system education and 2) nutrition education and promotion. The program activities, which will be conducted virtually or in-person at BGC, include evidence-based nutrition curriculum, hands-on nutrition/cooking lessons and other nutrition promotion.

GoP's PSE strategy will change the BGC's culture/attitude towards a healthier environment, coupled with access to fresh produce when attending virtual and/or in-person nutrition education classes. GoP is encouraging a holistic change with the decision-makers within each family.

#### Total PSE Reach:

23

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

#### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

1 Boys and Girls Clubs x 15 participants in each virtual and/or in-person class = 23 families impacted.

### Health Promotion Strategies

*(if applicable)*

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

GoP will email a monthly newsletter to each of the families participating in the HCP to support the "Cooking Matters" curriculum. The newsletter will share healthy recipes, cooking tips and revisit the lessons learned to deepen the topics and concepts covered through the virtual or in-person classes at the BGC.

Additionally, to supplement the classes, GoP will provide recipe cards with healthy meal ideas that can involve the whole family, helping participants practice cooking skills at home. At the end of each class, GoP will provide each participant with the fresh ingredients necessary to make a healthy family meal. GoP will also provide participants access to GoP's Virtual Academy, a collection of easy and healthy cooking/nutrition videos that families can watch and then cook together. By providing these grocery and recipe bags as well as cooking videos, GoP will promote health and nutrition in the community.

#### Total Health Promotion Reach:

23

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

#### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

1 Boys and Girls Clubs x 15 participants in each virtual and/or in-person class = 23 families impacted.

**Direct Education Strategies**

SNAP-Ed-eligible adults will learn and be encouraged to lead a healthy lifestyle, try new fruits and vegetables, learn how to improve skills related to meal preparation, grocery shopping, food budgeting and nutrition through direct education using the approved “Cooking Matters” curriculum for adults virtually or at 1 Boys and Girls Clubs of Southern Nevada, in addition to the health promotion and PSE strategies described above.

At the end of each class, participants will receive the items required to prepare the meal covered in the class and are encouraged to cook the meal for their families to solidify the concepts learned in class. As a result of this direct education strategy, participants will learn how to prepare healthy meals for their families and will have a better understanding of food and their local food system.

23

1 Boys and Girls Clubs x 15 participants in each virtual and/or in-person class = 23 families impacted.

**Community**

Through our collaboration with 1 Boys and Girls Clubs (BGC), we will be engaging families in direct nutrition education using the SNAP-Ed-approved curriculum “Cooking Matters” in an ongoing effort to encourage to include more fruits and vegetables and other healthy food choices into the families diet.

Parents and guardians of the students attending the BGC will be encouraged to include more fruits and vegetables and other healthy food choices in their family’s diet. They will be able to sign up for sessions at four of the BGC locations and be asked to attend all of the sessions and be rewarded with incentives for class attendance. GoP and BGC will join efforts to recruit attendees for these classes.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

GoP's key partner is the Boys and Girls Clubs of Southern Nevada (BGC). The role that they will be expected to provide as a partner on this project is space and/or technology for parents to attend nutrition/cooking lessons, advertisement of these lessons to the network of BGC in the Las Vegas Valley, and access to the parents of the young people registered at their sites. In addition, the BGC will assist GoP in surveying the participants to compile impact data for SNAP-Ed.

Due to social distancing guidelines, GoP has created an alternative plan to provide the services expected as part of this objective in a virtual setting using the Zoom application. This will include an additional provision that BGC will set up all the necessary equipment and let all the individuals know how to get to the virtual class that has been scheduled. This model of education has been tested and is already implemented in the sites that received training this year.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention applies to the Nevada Focus Area for Adults. This intervention meets the following outcomes from the Nevada SNAP-Ed Evaluation Framework:

- R1 and R5: Assist Nevadans in overall diet quality and beverages
- R2: Increase daily fruit and vegetable consumption

GoP will work with BGC and implement the GoP's HCP to create a healthier environment by providing direct nutrition education and increasing a family's access to and familiarity with fruits and vegetables through providing meal kits at the end of each class. Additionally, participants will finish the course with a better understanding of the importance of healthy food choices, even on a limited budget, and increased confidence in cooking for their families.

Intervention #1	
<p><b>Intervention Name</b> <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	Lyon County Farm to School
<p><b>Need(s) addressed with this intervention</b> <i>Include brief description.</i></p>	<p>This intervention is designed to:</p> <ul style="list-style-type: none"> <li>-Help increase fruit and vegetable consumption among Elementary and Middle School Students in Lyon County.</li> <li>-Increase knowledge, skills, and abilities to make healthy food choices among Elementary and Middle School students in Lyon County.</li> <li>-Help alleviate food insecurity for children and families in Lyon County by providing them with the knowledge and skills to grow their own food and make healthy food choices.</li> <li>-Help students understand where food comes from and appreciate the process of growing, harvesting, processing, and preparing food.</li> <li><del>-Increase fruit and vegetable consumption in schools by providing fresh produce to school cafeterias or classroom tastings in Lyon County.</del></li> </ul>
<p><b>Intervention Objective(s)</b> <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</i></p>	<p>Increase the number of Lyon County students taking part in school gardening activities at schools that are already participating by 25% by the end of year two, <del>based on an annual survey of school staff. Based on program reports.</del> <u>Increase the number of participants at new sites by the end of year 2.</u></p> <p><u>Increase the number of sites participating in Farm to School activities in Lyon County by 2 by the end of year 2, for a total of 7 sites.</u></p> <p><u>Recruit at least 3 sites to utilize school garden produce at least once per month in their cafeterias or in class room taste tests.</u></p> <p><u>Organize and support a Farm to School Month Activity for each participating school in October 2020 and 2021.</u></p> <p><u>Provide support and technical assistance, including monthly check-in meetings, to Farm to School Teacher Teams at each participating site.</u></p>

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<p><b>Intervention Strategies</b> Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.</p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li>■ PSE Strategies only</li> <li>■ PSE Strategies + Health Promotion</li> <li>■ PSE Strategies + Health Promotion + Direct Education</li> </ul>				
<p>Include brief description of policy, system, or environmental strategy, settings where strategy will be</p>	<p>-Provide support for infrastructure for school gardens at participating schools <a href="#">and youth sites</a>, and technical support for teacher teams at participating schools <a href="#">and sites</a> around gardening and agriculture. This creates an environment where students can learn about growing and choosing fresh, healthy foods.</p> <p>-Work with school food service professionals to develop policies and strategies for including school garden-grown produce in cafeteria or classroom meals.</p> <p><del>-Conduct SPAN-ET Assessments at schools to make recommendations for policy and environment adjustments to improve health. UNCE no longer conducting SPAN-ET due to staffing.</del></p> <p>-Develop Farm to School Activities that are responsive to the COVID-19 situation at schools that allow for gardening experiences for homebound student learners <a href="#">and in-person learning</a>.</p> <p>-Utilize social media and/or email to communicate with students and teachers about garden information, events, and information like featured recipes.</p> <table border="1" data-bbox="342 953 1101 1016"> <tr> <td data-bbox="342 953 899 1016"> <p><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p> </td> <td data-bbox="899 953 1101 1016"> <p>Approx. 1596</p> </td> </tr> </table> <table border="1" data-bbox="342 1016 1101 1121"> <tr> <td data-bbox="342 1016 574 1121"> <p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p> </td> <td data-bbox="574 1016 1101 1121"> <p>About 52.8% of students district-wide are eligible for Free and Reduced lunch. Enrollment at participating schools x 52.8%.</p> </td> </tr> </table>	<p><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	<p>Approx. 1596</p>	<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	<p>About 52.8% of students district-wide are eligible for Free and Reduced lunch. Enrollment at participating schools x 52.8%.</p>
<p><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	<p>Approx. 1596</p>				
<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	<p>About 52.8% of students district-wide are eligible for Free and Reduced lunch. Enrollment at participating schools x 52.8%.</p>				
<p>Include brief description of strategy, settings where strategy will be implemented, and</p>	<p>-Produce a monthly e-newsletter, Farm2School, with timely garden information, news, or topics of interest for distribution to participating schools.</p> <p>- <a href="#">Maintain a website with information about the Farm to School program with information for students, teachers, parents, local farmers and interested community members.</a></p> <p>- <a href="#">Develop "School Garden at Home" kits with educational reinforcers to keep kids engaged in gardening when they are out of school due to COVID-19 or other unforeseen circumstances.</a></p> <p>- <a href="#">Work with schools and other sites to install bulletin boards featuring garden and nutrition information.</a></p> <p>- <a href="#">Work with teachers and site staff to conduct food demonstrations in the classroom using garden grown produce.</a></p>				

potential reach.

  
  

**Total Health Promotion Reach:**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Assuming each SNAP-eligible student is part of a household of 3, who will be reached by these messages.

**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

N/A

**Total Direct Education Reach:**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

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**Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

The school gardens utilize parent [and staff](#) volunteers to keep the gardens running during the summer months.

Utilizing social media and a web page we will share information about the gardens with parents and interested community members.

Lyon County School District - Provides the sites for this intervention. Serves as a partner in disseminating information and implementing the Farm to School Program.

[Boys and Girls Clubs of Mason Valley – Provides sites for this intervention. Serves as a partner in disseminating information and implementing the Farm to School Program.](#)

Nevada Department of Agriculture - Provides supports for school gardens in the form of technical assistance and the provision of producer certificates for the gardens.

[UNCE – Partners for the SPAN-Et Assessment](#)

[Rural Health and Nutrition Initiative – Provides a site for hands-on learning, field trips, and workshops year-round for Lyon County youth.](#)

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.*

- |                      |  |
|----------------------|--|
| Eligible by location | School Meal Data (FRL: school free/reduced lunch data) |
| Census data          | Other  |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

The NV Focus Area for this intervention is School Health. [ST1, STS Qualitative data re: readiness and capacity related to increasing access or appeal to nutrition education.](#) [STS LWP Scores for nutrition environment, Year 1 \(SPAN-ET\)](#) [MT1, MTS Qualitative data re: adoption of nutrition related supports including potential reach and number of sites that make a change](#) [We anticipate at the end of year one that students at participating Lyon County Schools will demonstrate a preference for fresh fruits and vegetables as a result of their participating in the Farm to School program. We also anticipate that this program will influence policy change around healthy foods in schools through the SPAN-ET evaluation process.](#)

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**Intervention #2**

**Intervention Name**

Examples: Curriculum, PSE strategy, or health promotion

Healthy Aging Lyon County

—

**Need(s) addressed with this intervention**

Include brief description.

Seniors in Nevada are a vulnerable population. Vulnerable populations are at risk for adverse health outcomes and health disparities. Food insecurity, inability to shop for healthy foods, and lack of access or inability to do physical activity are all risk factors.

This intervention addresses the need for opportunities for physical activity among rural seniors through ~~two~~ direct education physical activity interventions - [Stay Strong Stay Healthy](#) and [Bingocize](#). Rural seniors have limited opportunities for physical activity and this provides them with both social interaction with other seniors and a chance to ~~reduce the risk of injury by slips and falls through improvements in strength and balance~~ [improve their physical health and health knowledge](#).

Additionally, this intervention will help address the nutrition status of seniors in Lyon County through the Seniors Eating Well curriculum. Seniors will be able to take part in this program to learn important nutrition information that can improve their health status and help them reduce their risk for numerous adverse health outcomes.

<p><b>Intervention Objective(s)</b> Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</p>	<p>As evidenced by pre- post- assessment, at least 1. 30% of participants will report increasing their consumption of cups of fruit and vegetables per day by the end of FFY21; 2. 30% of participants will report increasing overall physical activity by the end of FFY21; 3. 30% of participants will report an increase in choosing healthy foods on a budget by the end of FFY21; 4. 30% of participants will report an increase in reading nutrition facts labels by the end of FFY21; 5. 30% of participants will report a decrease in running out of food before month's end by the end of FFY21; 6. 30% of participants will report an increase in comparing prices before purchasing foods by the end of FFY21; 7. 30% of participants will report an increase in identifying foods on sale or using coupons to save money by the end of FFY21; As evidenced by a PSE tracking tool, at least 8. 50% of implementation sites will establish at least one wellness champion per site by the end of FFY21; 9. 50% of implementation sites will implement the Senior Site Physical Activity and Nutrition Assessment tool (PAN) by the end of FFY21. 10. 50% of implementation sites will have a documented readiness for change through the use of the organizational readiness to change tool by the end of FFY21</p>				
<p><b>Intervention Strategies</b> Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.</p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li>PSE Strategies only</li> <li>PSE Strategies + Health Promotion</li> <li><input checked="" type="checkbox"/> PSE Strategies + Health Promotion + Direct Education</li> </ul>				
<p><b>PSE Strategies</b> Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.</p>	<p>-Participate as a member of the Nevada Healthy Aging Alliance with agencies across the state to meet the health needs of our seniors.  <del>-Stay Strong, Stay Healthy senior physical activity program.</del>          -Seniors Eating Well senior nutrition program.          -Bingocize senior physical activity pilot <a href="#">in our senior centers online</a> in year 21. <a href="#">And in person in Senior Centers in Year 2 post-COVID</a>          -Partner with Healthy Aging Alliance in the development of a healthy eating program for seniors to replace Seniors Eating Well in year 2.          -Implement Garden-based Nutrition Education for seniors through multiple venues, including gardens at our senior centers, pantries and kits distributed through our food pantries and Meals on Wheels.          -Utilize food pantries and the <a href="#">Connect Lyon County</a> system to distribute recipes, nutrition education and social supports to homebound seniors.          -Partner with HAA for Environmental Scan, and development of a module on cooking capacity to be utilized with the instrument to evaluate seniors' ability to prepare food in their own homes.</p> <table border="1" data-bbox="344 1459 1101 1522"> <tr> <td><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>1500</td> </tr> </table> <table border="1" data-bbox="344 1522 1101 1623"> <tr> <td><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></td> <td>Over 1500 seniors are served by our food pantries. We anticipate there will be additional participants.</td> </tr> </table>	<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	1500	<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Over 1500 seniors are served by our food pantries. We anticipate there will be additional participants.
<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	1500				
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Over 1500 seniors are served by our food pantries. We anticipate there will be additional participants.				
<p><b>Health Promotion Strategies</b></p>	<p>-The Dandelion monthly newsletter distributed to food pantry clients.          -Weekly bulletin for Lyon County Seniors to share in print and via social</p>				

Include brief description of strategy, settings where strategy will be implemented, and

media outlets.

-Development and promotion of a Lyon County Seniors Facebook page to be piloted in year 1 [and reach will continue to expand through social media channels in year 2.](#)

-Collaborate with our food pantries and senior centers to place Bulletin Boards at each location with seasonally appropriate information about health and nutrition as well as information about upcoming learning opportunities and classes. [Year 2 post-COVID.](#)

-Distribution of kits, including educational reinforcers, to send home to seniors through the food pantries on a variety of subjects, including cooking, gardening, and fitness.

**Total Health Promotion Reach:**

1500-1800

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Over 1500 seniors are served by our food pantries. We anticipate there will be additional participants.

**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

-Year 1, we will continue to conduct [Bingocize Stay Strong, Stay Healthy](#) at 3 sites: Dayton Senior Center, Silver Springs Senior Center, and Yerington Senior Center. The audience for these classes will be SNAP-Eligible seniors in these communities. We will conduct two series of [Bingocize Level 1 and/or Level 2 at each site](#). In year 2, we plan to expand our program to include Fernley Senior Center and the Yerington Paiute Tribe as well. Our goal for year 2 will also be to recruit and train champions to teach [Bingocize SSSH](#) at each site to improve sustainability. [We will offer the class virtually for seniors.](#)

**Total Direct Education Reach:**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

This assumes 12 participants per class at each site.

**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

This intervention aims to help seniors improve their participation in physical fitness activity and make healthy eating choices. By utilizing community sites like senior centers and food pantries, we can help seniors engage with their communities.

*Include partner organizations,*

University of Nevada Cooperative Extension - Cooperate for training licensing, and data collection for all Direct Education Interventions.

Lyon County Senior Services- Provides sites for PSE, Health Promotion, and Direct Education Interventions

Healthy Communities Coalition Food Pantries- Provides a site for PSE and Health Promotion Interventions

Nevada Healthy Aging Alliance- Collaborates for environmental scan and the development of an evidence-based senior nutrition program to replace Seniors Eating Well.

**Site Eligibility**

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.*

- Eligible by location
- Census data
- School Meal Data (FRL: school free/reduced lunch data)
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

<p><b>Expected Outcomes</b>  <i>Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.</i></p> <p><i>List the appropriate Nevada Focus Area that this intervention applies to.</i></p> <p><i>List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.</i></p>	<p>The Nevada Focus Area for this intervention is Adults including those with disabilities.</p> <p>ST1: Healthy Eating  ST3: Physical Activity and Reduced Sedentary Behavior  ST7: Number of partnerships  MT3 Increase in PA behaviors scores for adults, pre to post, Annually  MT12 Number and % of people reached in each market segment, Number of media impressions</p> <p>At the end of year 1, we expect to see an increase in the number of seniors in Lyon County who are participating in physical activity. We also anticipate that seniors who attend the food pantries and senior centers will be more aware of health behaviors like selecting fresh fruits and vegetables and getting enough physical activity. We expect that we will have strengthened partnerships with other agencies and organizations through the NV Healthy Aging Alliance.</p>
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**Intervention #3**

<p><b>Intervention Name</b>  <i>Examples: Curriculum, PSE strategy, or health promotion.</i></p>	<p>Solidarity Garden and Farmers Market</p>
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<p><b>Need(s) addressed with this intervention</b>  <i>Include brief description.</i></p>	<p>The most common nutrition education topics participants in Phase III of the Nevada SNAP-Ed Needs Assessment expressed interest in were ways to make groceries last all month, ways to prepare healthy meals quickly, and preparing meals on a budget. All these topics are addressed in workshops for community garden members, and through the Farmers Market via a nutrition education booth hosted by UNCE.</p>
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<p><b>Intervention Objective(s)</b> Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</p>	<p>-By the end of year 1, marketing for the Farmers Market will extend its reach by 25% per social media metrics. <a href="#">By the end of year 2... additional 25%.</a></p> <p>-By the end of year 1, the Farmers Market will increase participation by local farmers by 33%. <a href="#">By the end of year 2, the Farmers Market will increase participation by local farmers by an additional 25%.</a></p> <p>-By the end of year one, program staff will have identified 2 additional community garden locations and one additional Farmers Market location. <a href="#">By the end of year 2, second garden location will be accepting members.</a></p> <p>Based on a Pre-Post Survey:</p> <p>-By the end of year 1, 30% of community garden participants will report an increase in fruit and vegetable intake.</p> <p>-By the end of year one, 30% of community garden participants will report an increase in knowledge of ways to make groceries last all month.</p> <p>-By the end of year one, 30% of community garden participants will report an increase in knowledge of ways to prepare healthy meals quickly.</p> <p>-By the end of year one, 30% of community garden participants will report an increase in knowledge of preparing meals on a budget.</p> <p>-By then end of year 1, 50% of community garden participants will report an increase in knowledge of how to grow their own food.</p>				
<p><b>Intervention Strategies</b> Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.</p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li>PSE Strategies only</li> <li><input checked="" type="checkbox"/> PSE Strategies + Health Promotion</li> <li>PSE Strategies + Health Promotion + Direct Education</li> </ul>				
<p><b>PSE Strategies</b> Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.</p>	<p>The Solidarity Garden encourages individuals to take an active role in what they eat by providing growing space to members. The garden provides a place for people from different backgrounds to grow, learn and heal together. Located in the heart of our community, within walking distance of the Dayton Food Pantry, the Garden serves not only as a venue to learn about nutrition and agriculture, but also as a supportive, nurturing space where members of the community feel welcome and accepted.</p> <p>The Dayton Farmers Market brings fresh, local fruits and vegetables to our community. We are pleased to host this space for farmers and residents to connect. The Farmers Market accepts multiple forms of payment to put fresh, locally grown fruits and vegetables in reach of low-income residents, including <a href="#">SNAP</a> EBT, Double Up Food Bucks, WIC Farmers Market Coupons, and Senior Farmers Market Coupons.</p> <table border="1" data-bbox="349 1438 1101 1606"> <tr> <td><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>30/1000</td> </tr> <tr> <td><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></td> <td>30 is the number of members at the Garden. 1000 is the current weekly reach of our Facebook posts on the market. 200 market customers weekly.</td> </tr> </table>	<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	30/1000	<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	30 is the number of members at the Garden. 1000 is the current weekly reach of our Facebook posts on the market. 200 market customers weekly.
<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	30/1000				
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	30 is the number of members at the Garden. 1000 is the current weekly reach of our Facebook posts on the market. 200 market customers weekly.				
<p><b>Health Promotion Strategies</b></p>	<p>-Display of nutrition-related signage that supports PSE strategies.</p> <p><a href="#">-Messaging to social media followers</a></p> <p><a href="#">-Distribution of recipes at the Farmers Market</a></p>				

<p><i>(if applicable)</i> Include brief description of strategy, settings where strategy will be implemented, and potential reach.</p>	<p><a href="#">-Behaviorally-focused food or cooking demonstrations to improve skills related to preparing low-cost healthy food</a> <a href="#">-Food demonstration that increases awareness of PSE strategy</a></p>	
	<p><b>Total Health Promotion Reach:</b></p> <p><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	<p>200</p>
	<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	<p>This is the number of customers who attend the farmers market weekly.</p>
<p><b>Direct Education Strategies</b> <i>(if applicable)</i> Include brief description of audience, settings where education will be provided, and curriculum name.</p>	<p>N/A</p>	
	<p><b>Total Direct Education Reach:</b></p> <p><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	
	<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	

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**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

The Farmers Market creates a venue for all community members to shop for fresh, locally grown produce. During non-COVID markets, there is music, food demos, and samples to encourage people to make healthy food choices. The community is supportive of the market and visits weekly.

Community garden membership is free to SNAP-Eligible individuals, but community members are welcome to sign up for a nominal fee. We also invite community members who are subject-matter experts into the garden to host workshops on growing, cooking demonstrations, and other garden- or nutrition-related topics for garden members.

Nevada Department of Agriculture-Certifies the Farmers Market, provides guidance for safe food handling procedures.

[RSVP – Partners to distribute senior coupons.](#)

[NV WIC – Partners to outreach to WIC clients to distribute WIC FM Coupons.](#)

[Vegas Roots – Partners to run the Double Up Food Bucks Program](#)

[University of Nevada Cooperative Extension-Provides a nutrition education booth at the Farmers Market.](#)

[Local Farmers/ producers- Participate in the farmers market, lead workshops for community garden participants.](#)

[Healthy Communities Coalition Dayton Food Pantry- Promote the garden and farmers market to pantry visitors to increase awareness and participation.](#)

**Site Eligibility**

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [\*\*Appendix D\*\*](#) for information on SNAP-Ed site eligibility.*

Eligible by location	School Meal Data (FRL: school free/reduced lunch data)
Census data	Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:  
Participants in the community garden are primarily SNAP-eligible. Recruitment for this intervention is conducted through a SNAP-Eligible site, the Dayton Food Pantry. Future community garden sites, planned for year 2 of this funding cycle, will be located in Silver Springs, which meets eligibility by census data.

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

The Nevada Focus Areas for this intervention are Food Resource Management and Adults including those with disabilities.

[MT12 Number and % of people reached in each market segment, Number of media impressions](#)

[ST1: Healthy Eating](#)

[ST3: Physical Activity and Reduced Sedentary Behavior](#)

[ST7: Number of partnerships](#)

[MT1.2 Increase in MyPlate scores for adults, pre to post annually](#)

[ST1, ST2 Readiness and capacity to set goal for food resource management](#)

[MT1, MT2 % of participants reporting food resource management behavior change](#)



Intervention #1	
<p><b>Intervention Name</b> <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	<p>Cooking Matters</p>
<p><b>Need(s) addressed with this intervention</b> <i>Include brief description.</i></p>	<p>Increasing access to healthy foods and reducing food insecurity while providing dignified services and education for the community is an ongoing goal of LSSN.</p>
<p><b>Intervention Objective(s)</b> <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i></p>	<p>1.) FY21: By September 30, 2021, 50% of the Cooking Matters intervention participants will report an increased consumption of fruit, vegetables, and lean meat/low-fat proteins. FY22: By September 30, 2022, this will increase to 60% of the Cooking Matters intervention participants.</p> <p>2.) FY21: By September 30, 2021, 50% of the Cooking Matters intervention participants will report that they will feel more confident in their ability to nutrition fact 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. FY22: By September 30, 2022, this will increase to 60% of the Cooking Matters intervention participants.</p> <p>3.) FY21: By September 30, 2021, 50% of the Cooking Matters intervention participants will report an increase in drinking water daily and decreasing their sugary beverage consumption. FY22: By September 30, 2022, this will increase to 60% of the Cooking Matters intervention participants.</p>

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Lutheran Social Services of Nevada will consult with partner organizations and other Las Vegas food pantries on promoting practices that support healthy food and beverages.

LSSN will create nutrition handouts and recipes using food pantry items for food pantry recipients at LSSN, the food pantries at Nevada HAND properties, and other partners.

LSSN will create a monthly newsletter and distribute hard copies to past and current Cooking Matters students and community partners, as well as send an electronic copy to individuals signed up to the LSSN e-mail list.

LSSN will utilize social media marketing by creating and posting educational videos and sharing food resource information and nutrition information on the LSSN Facebook page.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

21-400, 22-1000

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

FY21: Based on Facebook insights, an average of 400 individuals are reached through our posts.

FY22: The average reach has increased to 1,000.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Cooking Matters 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.

Food demonstrations will take place during food pantry hours to increase awareness of PSE strategy.

Stairwell prompts will be posted by the elevator at LSSN to encourage taking the stairs instead of the elevator.

Posters and handouts of nutrition education materials will be distributed at the food pantry and outreach events.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21-96,  
FY22-96

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

FY21: The program anticipates holding 8 classes of 12 participants for a total of 96. FY22: 8 classes of 12 participants will be held for a total of 96.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Cooking Matters consists of a series of six (6) two-hour long classes that take place weekly. These classes will be held in-person at LSSN, at our partners' facilities, or virtually on Zoom when needed. Participants are educated on the health benefits of eating fruits/vegetables and learn about different fruits and vegetables through tastings. Participants will learn 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 hand washing techniques and learning how to cook food at proper temperatures. In addition to nutrition education, participants will learn how to increase physical activity through low-impact exercise, such as walking and yoga, and will be encouraged to utilize local parks and walking trails.

### Total Direct Education Reach:

FY21-96, FY22-96

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

FY21: The program anticipates holding 8 classes of 12 participants for a total of 96. FY22: 8 classes of 12 participants will be held for a total of 96.

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Program participants will be identified by the Health Educator and SNAP-Ed Coordinator through in-reach activities at LSSN and outreach efforts. The Health Educator will distribute both physical and electronic copies of nutrition education materials and monthly newsletters to community partners, past participants, and potential participants. The program, educational materials, and newsletters will be advertised through the LSSN Facebook page, outreach events, and community calendars.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Participants will also be referred through partner agencies, such as WellCare Services, Golden Ages Adult Daycare, and Nevada HAND. The partners will help identify SNAP-eligible recipients to refer to this program. 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 fliers to the partners and ongoing educational materials and newsletters to distribute to their clients and residents.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

- 1.) In FY21, eight separate Cooking Matters classes will be planned for the year. In FY22, eight separate Cooking Matters classes will be planned for the year.
- 2.) In FY21, 96 adults and those with disabilities will be registered for Cooking Matters. In FY22, 96 adults and those with disabilities will be registered for Cooking Matters.
- 3.) In FY21 and FY22, the program will reduce food insecurity through promoting and increasing access to nutritious food through food pantries.
- 4.) In FY21, 400 individuals will be reached in Social Media posts and campaigns. In FY22, this number is increased to 1,000 individuals.



## Intervention #2

### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

Bingocize

### Need(s) addressed with this intervention

Include brief description.

Physical activity and reduced sedentary behavior.

### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

1.) By September 30, 2021, 50% of the Bingocize intervention participants will report an increase in daily physical activity of 15 minutes or more. By September 30, 2022, 50% of the Bingocize intervention participants will continue to report an increase in daily physical activity of 15 minutes or more.

2.) By September 30, 2021, 50% of the Bingocize intervention participants will report that they have reduced the amount of time sitting and feel their mobility has improved or been maintained. By September 30, 2022, 50% of the Bingocize intervention participants will continue to report that they have reduced the amount of time sitting and feel their mobility has improved or been maintained.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- ✓ PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Lutheran Social Services of Nevada will consult with partner organizations on promoting practices and resources that support physical activity and reduce sedentary behaviors.

LSSN will create a monthly newsletter and distribute electronically and hard copies to past and current Bingocize students, community partners, and individuals signed up on the LSSN e-mail list.

LSSN will utilize social marketing by creating and posting educational videos, sharing physical activity information, and promoting walking trails and outdoor activities on the LSSN Facebook page.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

21-400, 22-1000

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

FY21: Based on Facebook insights, an average of 400 individuals are reached through our posts.

FY22: The average reach has increased to 1,000.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Participants will meet for one hour-long class twice per week for ten weeks. The course consists of a warm-up, the Bingocize game, and a cool-down. The exercises are designed to help seniors retain or improve mobility and to decrease their risk of falls while maintaining their independence.

Stairwell prompts will be posted by the elevator at LSSN to encourage taking the stairs instead of the elevator.

Posters and handouts for physical activities will be distributed at the food pantry and outreach events.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21-48, FY22-48

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

FY21: The program anticipates holding 4 classes of 12 participants for a total of 48. FY22: 4 classes of 12 participants will be held for a total of 48.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Bingocize is an ten-week exercise program focusing on fun, social engagement, and increasing/maintaining mobility for seniors, enabling them to retain their independence and reduce their risk of falls. The program will be provided in-person at Lutheran Social Services of Nevada, at partner facilities, and virtually through Zoom when needed.

The courses are one hour long and held twice a week. The classes are taught by the SNAP-Ed Coordinator and Health Educator, both of whom are Bingocize certified. The SNAP-Ed Coordinator and Health Educator will lead the participant through the warm-up, Bingocize game, and a cool-down. These exercises are safe for the participants and the program will provide supplies and "smile prizes" to the participants who win the Bingo game each week.

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

FY21-96,  
FY22-96

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

FY21: The program anticipates holding 4 classes of 12 participants for a total of 48. FY22: 4 classes of 12 participants will be held for a total of 48.

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Program participants will be identified by the Health Educator and SNAP-Ed Coordinator through in-reach activities at LSSN and outreach efforts. The Health Educator will distribute both physical and electronic copies of nutrition education materials and monthly newsletters to community partners, past participants, and potential participants. The program, educational materials, and newsletters will be advertised through the LSSN Facebook page, outreach events, and community calendars.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Participants will also be referred through partner agencies, such as WellCare Services, Golden Ages Adult Daycare, and Nevada HAND. The partners will help identify SNAP-eligible participants to refer to this program. LSSN will also recruit participants through our building partners, the Boys and Girls Club, Nevada Hand Boulder Pines Apartments, and the Multicultural Wellness Center. LSSN will provide promotional fliers to the partners and ongoing educational materials and newsletters to distribute to their clients and residents.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location  
 Census data
- School Meal Data (FRL: school free/reduced lunch data)  
 Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

- 1.) In FY21, four separate Bingocize classes will be planned. In FY22, four separate Bingocize classes will be planned.
- 2.) In FY21, 48 adults and those with disabilities will participate in the program. In FY22, 48 adults and those with disabilities will participate in the program.
- 3.) In both FY21 and FY22, physical activity will increase and sedentary behavior will be reduced.

Intervention #1	
<p><b>Intervention Name</b> <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	Curriculum All-4-Kids with School Garden PSE and Health Promotion
<p><b>Need(s) addressed with this intervention</b> <i>Include brief description.</i></p>	<p>Childhood obesity is an increasing issue. Fourteen percent of Nevada children under 5 years old are overweight. A persons relationship with food is developed when they are a child.</p> <p>Social Development: A preschooler is becoming more aware of self and is able to follow simple rules and directions. They are developing friendships with peers.</p> <p>Emotional Development: A preschooler is beginning to express and label feelings. They are developing self-control and can tolerate some frustration.</p> <p>Cognitive Development: A preschooler's vocabulary is developing quickly. Thinking is very egocentric. They have a short attention span, and are easily distracted.</p> <p>Physical Development: A preschooler is learning to run, jump with both feet, ride a tricycle, walk backwards, climb, and catch a ball.</p>
<p><b>Intervention Objective(s)</b> <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i></p>	<p><b>By May 31st, 2022; 90% of the Pre-K children participating in All 4 Kids intervention will report that they have increased their consumption of fruits and vegetables as measured by pre / post survey.</b></p> <p><b>By May 31st, 2022 90% of the Pre-K children participating in All 4 Kids intervention will report that they have increased their physical activity as measured by pre/post survey.</b></p>

## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only  
 PSE Strategies + Health  
 PSE Strategies + Health + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

NyECC will continue to collaborate with Nye County School District to maintain the garden at the Pre-Kindergarten site. NyECC will monitor site maintenance for continued sustainability. The Pre-K will continue to be provided resources to help incorporate the garden into their daily classroom lessons. This will be an opportunity to work with school staff to implement the best research based intervention as determined by last year's planning and approved by the SNAP-Ed program to incorporate with the garden. NyECC will continue to work with NCS D to promote the garden activities via social media, encouraging others to grow a garden and use the produce from the garden in healthy ways.

### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

180

### How did you calculate this reach estimate?

All of Nye County Schools are in the Community Eligibility Provision Program (CEP) due to community economics.

NyECC will promote messaging on eating fruits and vegetables along with increasing physical activity via flyers and posters at the Pre-Kindergarten sites for children, parents, and educators to view.

### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

180

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

All of Nye County Schools are in the Community Eligibility Provision Program (CEP) due to community economics

**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Education will be conducted in classrooms at Mt. Charleston Elementary School and Tonopah Pre-Kindergarten classrooms. The attendees are all Pre-Kindergarten students. The program is the All 4 Kids program and it includes this lesson format:

Review - Children engage in a discussion or review activity about the concepts of the previous lesson and overall unit theme.

Chant - Children stretch and warm up as they engage in dialogue about moving and making healthful snack choices.

Fitness Move of the Day - Children learn movement skills from the corresponding unit including fitness concepts and dance choreography. Children are encouraged to move at their own skill level.

Dance - Children and teacher dance together with the All 4 Kids original music. The genre, message and choreography of the songs vary according to the corresponding unit. A primary goal throughout all music and dance is to have fun!

Concept Activity - Children participate in a variety of activities that reinforce the All 4 Kids concepts. These segments include movement games, storytelling and food tasting. Closing - Children review the lesson and conclude with the words: Healthy, Happy, Active, Fit! All 4 Kids; Eat Smart, Don't Sit!

180

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

All of Nye County Schools are in the Community Eligibility Provision Program (CEP) due to community economics

Family members of the Pre-Kindergarten students are invited to the three family events, one after each unit delivery. Family is invited to attend and participate in engaging their children in healthy nutrition and education. This also encourages the parents to integrate the lessons into their home. Teachers and educators are also encouraged to participate.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Nye County School District, Mt Charleston Elementary Pre-K, and Tonopah Pre-K will provide the site, access to students and parents. As the school garden develops this may bring in other partners including Cooperative Extension and Green Our Planet.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

All 4 Kids participants will increase their physical activity and daily consumption of fruits and vegetables and gain the knowledge to choose healthy choices. They will receive multiple messages regarding healthy choices and a school will develop a plan and start a school garden.

Increase Physical Activity and decrease sedentary behavior (R7)  
Increase daily fruit and vegetable consumption (R2)  
Number and percentage of children (2-5) and their parents reached.  
Number of media impressions (MT 12)

Focus Area: Early Childhood



## Intervention #2

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Curriculum Pick a Better Snack

### Need(s) addressed with this intervention

*Include brief description.*

Nevada has high rates of preventable chronic disease rates. Data on children point to behaviors that may increase health risks (ex. sedentary behavior, limited intake of fruits and vegetables, consumption of sugar-sweetened beverages). (NV Needs Assessment, Overview page 14).

Pick a Better Snack provides opportunities for students to taste new fruits and vegetables and increase their knowledge about the importance of a healthy diet. Thus, making it more likely that they will encourage their parents to purchase, prepare, and consume more fruits and vegetables in their family's daily meals. Each lesson contains a physical activity break which assists in reducing sedentary behavior and increases opportunity for healthy movement throughout the day.

This program addresses the state priority objectives, "Assist Nevadans in overall diet quality and beverages," "Increase physical activity and reduce sedentary behavior," and "Increase daily fruit and vegetable consumption."

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

By May 31st 2022, 90% of the participating 225 students in the Pick a Better Snack intervention will report increased consumption of fruits and vegetables as measured by pre / post survey.

By May 31st 2022, 90% of the participating 225 students in the Pick a Better Snack intervention will report increased physical activity as measured by pre / post survey.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- ✓ PSE Strategies + Health Promotion + D

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

NyECC will connect with local farmers, growers, gleaners to use locally grown fruits and vegetables for the program. This will create a relationship between Nye County School District and local growers. NCSD will be encouraged to consider systems change of using local foods.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

675

#### How did you calculate this reach estimate?

The average family size of three x the number of participants 225

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

NyECC will work with NCSD and Esmeralda County School District (ECSD) to display signage that supports nutrition and physical activity supports in the school cafeteria where it will be viewed by the students, school-wide.

The reach for this strategy would cover (5) elementary schools with the population of approximately 2250 .

The Pick a Better Snack curriculum contains a newsletter and a BINGO card that go home to the parents with each lesson. These resources encourage parent engagement and reinforce the message of increasing the consumption of fruits and vegetables as well as maintaining an active lifestyle.

We will send the ChopChop magazine home to the parents as an nutrition education support two times during the school year. This resource will encourage families to cook together, learn new cooking skills, and try new recipes.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

2250

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

All of Nye County Schools are in the Community Eligibility Provision Program (CEP) due to community economics.

**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

NyECC will be deliver the Pick a Better Snack program to 2nd and 3rd graders in our after-school program at each of the (4) elementary schools in Pahrump and in the Esmeralda County School District classroom.

Pick a Better Snack consists of a 30 minute lesson delivered once a month by a nutrition educator. Each nutrition lesson will include the chance for the student to taste a new fruit/vegetable and learn more about the health benefits of that fruit/vegetable. Each lesson will have a physical activity break and materials to be sent home to the parents. These materials will stimulate parent/child engagement in choosing more healthy foods and becoming more physically active in the home environment.

225

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

All of Nye County Schools are in the Community Eligibility Provision Program (CEP) due to community economics.

School District and Local School Wellness Coordinators will be informed of proposed programs so that there will be effective and consistent messaging throughout school and community environment. Parents are given the opportunity for comment by contacting the Director of the after-school program or school administrator.

The SNAP-Ed Program Coordinator will collaborate with district's Parent Engagement Specialists to ensure that the parents are well informed about the goals and benefits of nutrition education in the schools.

The director and staff of the after-school programming will be informed of the purpose and benefits of Pick a Better Snack program during staff meetings at beginning of the school year. Parents and other community members are invited to contact director of after-school programming with suggestions and comments of all programs offered during the school year.

Nye County School District  
S.A.F.E. After School Program Coordinators

The school administrator will be a key partner in providing the allocation of space for programming and for communicating with school staff about opportunities to build on the after-school programs.

The director of after-school programming will be the primary contact for communication regarding training of staff to implement Pick a Better Snack. We will also partner with a site coordinator at each school in regards to scheduling activities. The site coordinator will provide demographic information to the SNAP-Ed Coordinator on request. The SNAP-Ed Coordinator will be responsible for compiling turned in attendance sheets and surveys needed for reporting purposes.

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information*

- Eligible by location  
Census data
- School Meal Data (FRL: school free/reduced lunch data)  
Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

With the delivery of Pick a Better Snack, NyECC anticipates that the consumption of fruits and vegetables will increase among the students completing the program and that the students will show a reduction in sedentary behaviors.

We will see an increase in the scores for nutrition environment as measured by the Alliance for Healthier Generation Healthy Schools Program.

We will see increased parent engagement as a result of social marketing strategies to support healthy eating behaviors and encouraging more physical activity in the home.

Focus Area: School Health

ST1: Healthy Eating

ST3: Physical Activity and Reduced Sedentary Behavior

ST5: Need and Readiness

MT12: Social Marketing

Increase Physical Activity and decrease sedentary behavior (R7)

Increased daily fruit and vegetable consumption (R2)

### Intervention #3

#### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion.

Curriculum Cooking Matters for Teens

#### Need(s) addressed with this intervention

Include brief description.

Fruit and vegetable consumption data for Nevada high school students and adults show few changes from 2013 to 2015. Rates for physical activity and sedentary behaviors also indicated few changes from year to year. The 2015 Nevada YRBS data indicated 38.3% of high school students reported playing video or computer games for three or more hours each school day. YRBS data found that 16.6% of middle school students are food insecure.

Cooking Matters for Teens offers nutrition education combined with practical applications to learning how to cook and prepare healthy meals. Students learn basic kitchen skills, (ex. Knife skills, measuring ingredients, food safety, and following a recipe), along with MyPlate healthy eating messages and obtaining knowledge of the Dietary Guidelines for Americans. Students also receive information on importance of keeping physically active as part of living a healthy lifestyle.

#### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

By May 31st 2022, 90% of the participating 50 students in the Cooking Matters intervention will report increased consumption of fruits and vegetables as measured by pre / post survey.

By May 31st 2022, 90% of the participating 50 students in the Cooking Matters intervention will report increased physical activity as measured by pre / post survey.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- | PSE Strategies only
- | PSE Strategies + Health Promotion
- | PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

RCMS environment will be encouraging for students to engage in physical activities. Students are presented with a fitness challenge twice during the school year to reinforce the importance of physical activity. This activity will impact the whole student body not just the intervention participants. NyECC will connect with local farmers, growers, gleaners to use locally grown fruits and vegetables for the program. This will create a relationship between Nye County School District and local growers. NCSD will be encouraged to consider systems change of using local foods. Participants will learn the value of local shopping.

1200

*Cite specific metrics, formulas, and sources of data used.*

1200 student body at RCMS All of Nye Schools are in the Community Eligibility Provision Program (CEP) due to community poverty

NyECC has partnered with the after-school program at Rosemary Clarke Middle School to provide a nutrition educator to deliver evidence-based curriculum that would teach basic cooking skills and how to prepare simple recipes. Health promoting messaging based on MyPlate and Dietary Guidelines included in each lesson plan. Students are encouraged to share recipes with parents at home and to take a more active role in meal preparation based on skills learned in the classroom. NyECC will provide NCSD to display signage that promotes healthy eating and keeping physically active in the school cafeteria where it will be viewed by the students, school-wide.

**Total Health Promotion Reach:**

1200

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

*Cite specific metrics, formulas, and sources of data used.*

Community Eligibility Provision Program(CEP)

**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Cooking Matters for Teens curriculum offers nutrition education combined with practical applications to learning how to cook and prepare healthy meals. The class meets on a weekly basis for 50 minutes starting in October and finishing at the end of the school year. (24 lessons) Lessons are designed to be relevant to youth who live in homes which may be resource limited. The program is offered to all grade levels of students enrolled in the after-school program at Rosemary Clarke Middle School in Pahrump.

36

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

Community Eligibility Provision Program(CEP) for all Nye Schools

District and Local School Wellness Coordinators will be informed of proposed programs so that there will be effective and consistent messaging throughout school and community environment. Parents are given the opportunity for comment by contacting the director of the after-school program or school administrator.

The SNAP-Ed Program Coordinator will collaborate with district's Parent Engagement Specialist to ensure that the parents are well informed about the goals and benefits of nutrition education in the schools.

The director and staff of the after-school programming will be informed of the purpose and benefits of the Cooking Matters program during staff meetings at the beginning of the school year. Parents and other community members are invited to contact director of after-school programming with suggestions and comments of all programs offered during the school year.

Nye County School District  
S.A.F.E. After School Program at middle school in Pahrump

The school administrator will be a key partner in providing the allocation of space for programming and for communicating with school staff about opportunities to build on the after-school programs.

The director of after-school programming will be the the primary contact for communication regarding scheduling of classes. We will also seek assistance from the site's clerical aide to obtain demographic information needed for reporting purposes. The SNAP-Ed Program Coordinator will be responsible for compiling attendance sheets and surveys. A curriculum notebook will be maintained at the site and a second copy held by the SNAP-Ed Program Coordinator.

**Site Eligibility**

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information*

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

With the delivery of Cooking Matters, we anticipate that the consumption of fruits and vegetables will increase among the students completing the program and that the students will show a reduction in sedentary behaviors.

We will see an increase in the scores for nutrition environment as measured by the Alliance for Healthier Generation Healthy Schools Program.

We will see increased parent engagement as a result of social marketing strategies to support healthy eating behaviors and encouraging more physical activity in the home.

Focus Area: School Health

ST1, MT1, R1,R2, R5, R7



## Appendix I Intervention Template

Intervention # 4	
<p><b>Intervention Name</b>  <i>Examples: Curriculum, PSE strategy, or health promotion</i></p>	Curriculum Eating Smart-Being Active
<p><b>Need(s) addressed with this intervention</b>  <i>Include brief description.</i></p>	<p>Eating Smart-Being Active addresses the need for most Americans to increase their daily consumption of fruit and vegetables. It also addresses the need for Americans to become more physically active. Nye County Health Rankings notes that Nye County has 36% obesity and 29% physical inactivity. Esmeralda County data is not ranked due to the small size. Proximity and similarities to Nye County reflects similar data and circumstances.</p> <p>Key informants of the NV Needs Assessment state that education on nutrition for this target audience, needs to cover- healthy eating, shopping, and food resource management as well as teaching participants how to cook at home. The Eating Smart- Being Active curriculum addresses all of these key areas.</p>
<p><b>Intervention Objective(s)</b>  <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i></p>	<p>By September 30th, 2021 90% of the 40 individuals attending the Eating Smart - Being Active intervention will report that they increased their consumption of fruits and vegetables as measured by pre / post survey.</p> <p>By September 30th, 2021 90% of the 40 individuals attending the Eating Smart - Being Active intervention will report that they decreased their sedentary behavior as measured by pre / post survey.</p>

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Strategic marketing and promotion of Physical Activity offered in community at no cost for SNAP eligible participants. This includes Yoga, QiGong, Karate, and Frisbee Golf. Participants will be provided with weekly updated opportunity for physical engagement including the organized activities noted along with relevant timely events and how to engage with physical activity. This may include items such as "attend the local community fair this weekend and make three loops around the display booths with your family to get exercise" or "join in the town clean up this weekend, section out a mile long stretch to pick up trash". This will be promoted for the participants and their family to engage in the physical activity.

**Total PSE Reach:** 120  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?** 40 participants average size family of three  
*Cite specific metrics, formulas, and sources of data used.*

### Health Promotion Strategies

(if applicable)  
Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Social marketing strategies that involve using social media, (Facebook, Twitter, and Instagram) along with traditional media (Newspapers, newsletters, TV, radio) will be disseminated out to the community at large and will include postings on healthy eating messaging based on MyPlate and the Dietary Guidelines for Americans.

**Total Health Promotion Reach:** 1000  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?** 17.3% of population is in poverty in Nye (45,346) and 6.8% of Esmeralda County (826 people)  
*Cite specific metrics, formulas, and sources of data used.* Reach about 10% total population with focus on SNAP populations at WIC, Welfare, Food Pantry

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Eating Smart- Being Active is a curriculum designed to be taught to limited-resource adults. There are 9 core lessons that address physical activity; nutrition and healthy lifestyle choices; food preparation (cooking) and food resource management (saving money at the grocery store); eating a variety of healthy foods from all of the food groups; food safety; reducing fat, sugar and salt; and feeding children. The lessons are offered over a 9 week period in 90 minute segments giving ample time for group cohesion and discussion. This program has the potential to be offered at NyECC (Community Center) at low-income housing centers, at food pantries, and at schools during the after school hours. **Reach:** 40 individuals and their families  
NyECC proposes to deliver at the NyECC Campus's in Pahrump and Tonopah, at the Goldfield Justice Center and at a Pahrump Food pantry.

### Total Direct Education Reach:

40

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Number of individuals who complete program. All participants will be SNAP eligible, recruited through social service, workforce and housing programs.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Participation in the Eating Smart-Being Active program is promoted at the local WIC office, the welfare office, workforce programs, a Family Resource Center, and extensively through social media postings, as well as the NyECC Website Calendar. Ads are placed in local newspaper and the SNAP-Ed Program Coordinator makes announcements at monthly community meetings, (Ex. General Coalition Meeting and Food Security Meeting).  
SNAP-Ed Program Coordinator will distribute promotional flyer's to food pantry managers in Pahrump.  
Community partners will make linked referrals to the program.

**Key Partners and Roles**

*Include partner organizations, coalitions, and other. Briefly describe*

WIC Office - Assists in promotion and referral  
Welfare Office - Assists in promotion and referral  
Workforce Division - Assists in promotion and referral  
Family Resource Center (Nevada Outreach Training Center)- Assists in promotion and referral  
Food Pantries- Assists in promotion and referral  
Food Pantry and Justice Court in Goldfield will provide location.

**Site Eligibility**

*How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on*

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

We anticipate participants will show an increase in fruit and vegetable consumption. We expect an increase in physical activity and a decrease in sedentary behaviors. Measured by pre/post survey.

Focus Area: Adults and those with Disabilities

Outcome Indicators:ST1, ST3, MT1, MT2, MT3, R7, R2

## Intervention # 5

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Promotion of Physical Activity (Community-based Fitness Classes)

### Need(s) addressed with this intervention

*Include brief description.*

NyECC will increase opportunities for physical activity in the community. 33% of the adults in Nye County and 28% of Esmeralda are obese per the County Health Rankings compared to the Nevada rate of 26%. 22% have access to exercise opportunities compared to 91% of the rest of Nevada.

NyECC offers fitness classes for resource limited adults and youth who may not have access to a gym or who are interested in pursuing classes that are not readily available in local gyms. NyECC predominately offers these classes on the NyECC campus where low income people come for services such as workforce training, family planning support, transportation assistance, youth development, and assistance with basic needs.

Gentle Yoga targets active older adults and those with chronic pain.

Qigong targets older adults, including those with disabilities.

Karate targets mostly youth and young adults and has a strong mentoring quality to it's programming. Participation is open to anyone in the community but is highly marketed to the low income youth participants in workforce programs.

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

By September 30th, 2022; 90% of the regular (attending at least three sessions) attendees of the Community Based Fitness Classes will report that they increased their physical activity as measured by pre / post survey.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

NyECC has adopted and developed a suitable location on campus that is dedicated solely to fitness activities and has the capacity to store equipment and supplies used in the classes. Classes encourage the development of healthy habits including healthy eating and we can refer participants to other NyECC's Prevention and Wellness programs. (Ex. Eating Smart-Being Active, Diabetes Self-Management, and Anti-tobacco/Vaping education)

In addition to NyECC offered programs, NyECC will market local activities and locations to engage in physical activity and will work with the town, schools, and other organizations to promote their event and site.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

200

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

At a minimum we will serve 200 individuals through the workforce program which qualifies individuals for programming at 185% poverty.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

The NyECC campus in Pahrump is an old elementary school campus and serves in the capacity of the local community center. The Tonopah campus is the old jail and has community shared meeting rooms. The Prevention and Wellness programs at NyECC complement and are promoted in our fitness classes by sharing promotional flyer's and access to NyECC Newsletter and calendar. The wellness classes include Diabetes Self Management, Diabetes Prevention Programming, Chronic Disease Management, Child Crib Safety, Child Safety Seat Instruction, Tobacco Prevention and Cessation. In addition Workforce Training Program participants are provided information on SNAP Ed program. All Workforce Program participants are determined eligible at 185% poverty. NyECC Campus' serve as One Stop Centers and include campus partners: Rural Housing, ADSD, AARP, Vocational Rehabilitation, and in Tonopah UNR Cooperative Extension and Treatment Program.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

200

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

At a minimum we will serve 200 individuals through the workforce program which qualifies individuals for programming at 185% poverty.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Although our fitness classes do not utilize SNAP-Ed approved curriculum, they are considered evidence based modalities used in recreational and therapeutic settings. Our instructors have multiple credentials making them knowledgeable and adaptable to teaching a diverse population.

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Classes are promoted on NyECC website and the NyECC Newsletter calendar. We also share information with individuals seeking other types of services at NyECC. Participant in Workforce Programming and Youth Development must attend orientation sessions that includes information about physical activity classes and how to sign up. A calendar is posted in the main entrance to the resource room and flyer's are posted on campus'. Participants in other wellness initiatives are encouraged to attend physical activity sessions. Plus, the SNAP-ED Program Coordinator makes announcements at the monthly General Coalition Meetings in Pahrump and Tonopah, encouraging attendance and engagement with other social service program participants. Promotional flyer's for classes are posted at Pahrump Community Library and other local spots; they are also noted in the Pahrump Valley Times newspaper column for community events. Information and sign up is noted in the NyECC newsletter which is distributed to more than 800 individuals and organizations. NyECC also promotes via social media, encouraging attendance and engagement. Information on the type of classes that people would prefer to attend is discussed by attendees of NyECC meetings and programs.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Pahrump Community Library has previously allowed us to utilize their meeting room for a weekly Qigong class (this class has been virtual due to Covid). They also assist in promoting the class. Other partners promote attendance at the classes as they hear about them during general coalition meetings. NyECC partners on campus (Section 8/Rural Housing, ADSD, RSVP (Retired Senior Volunteer Program) and AARP) are encouraged to promote classes among their participants. NyECC has multiple program divisions including workforce, prevention, wellness, transportation, and safety. Programs for SNAP Ed is promoted among the division Directors. Directors discuss potential collaborations and dual enrollments for participants. Tonopah will utilize the community center for the sessions.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

We anticipate that participants will increase their levels of physical activity by attending classes on a consistent basis. As a result of regular attendance, participants will gain in knowledge and skills; increase their levels of strength, flexibility, and balance. In addition, participants often report an improvement in their social-emotional health due to the opportunity to make connections with other individuals in the class.

Focus Area: Adults and those with disabilities (Yoga & Qigong)

Focus Area: School Health (Karate Classes target the youth)

Outcome Indicators: ST3, ST5, R7

Survey will include monitoring participants current practice by asking: During the past week how many days did you do physical activity or leisure sport? 0, 1, 2, 3, 4, 5, 6+



## Appendix I Intervention Template

### Intervention # 6

#### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Healthy Pantry Initiative

#### Need(s) addressed with this intervention

*Include brief description.*

This intervention will address insufficient access to healthy food while promoting healthy food choices in the pantries. The materials in the Healthy Pantry Toolkit are designed to increase accessibility, consumption, and distribution of healthy food. This is accomplished by targeting organizational practices within food pantries, increasing the knowledge of pantry staff, and creating an environment where clients can easily reach information and resources regarding health. The toolkit consists of 5 key objectives which are; Increase client choice, market healthful products, promote additional resources, plan for alternate eating patterns, and emphasize fruits, vegetables, whole grains, and staples. While utilizing this intervention with pantries individually, NyECC staff will be working with the pantry system as a whole to increase coordination and reach to best serve community members in need.

NyECC will also examine opportunities in areas not served by any food pantry such as Esmeralda County. There are pop up pantry services provided by Three Square Food Bank. This project will examine the potential for gleaning in Esmeralda County.

#### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

By March, 2022 NyECC Staff will complete the Healthy Pantry Snapshot Assessment Tool with 2 new pantries utilizing the Healthy Pantry Snapshot Assessment Tool and will identify 2 new strategies for implementation to increase accessibility, distribution, and consumption of healthy foods as measured by completion of assessment tool.

By August 30th, 2022 healthy food will become more accessible at pantries with at least 5 new community members participating in produce gleaning as measured by gleaning registration forms and donation logs.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

In addition to the "Healthy Pantry Snapshot" assessment tool the Healthy Pantry Initiative includes "Strategies for Encouraging Healthy Choices at the Pantry". This intervention will evaluate current policies, systems, and environment within the pantries and encourage pantry staff to adopt strategies such as; providing healthy pick informational cards and recipe cards for pantry clients, posting health and nutrition related signage in high traffic areas of the pantry, placing healthier food options at eye level in pantries that incorporate client choice, and hosting cooking demonstrations in partnership with NyECC staff. These strategies will be evaluated and implemented at three pantries. Pantries identified so far are Pahrump Valley United Methodist Church, Salvation Army Pahrump, Salvation Army Tonopah, and Path of Hope.

**Total PSE Reach:** 255  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?** The number above was derived from average weekly pantry attendance numbers at 4 pantries.

By incorporating local produce gleaning efforts and the NyECC Demonstration Garden with the Healthy Pantry Initiative, food pantry clients will have a wider selection of fresh fruits and vegetables to incorporate into their meals. Additionally they will have educational materials specific to the food available at the pantry, including nutritional values and recipe cards. The Healthy Pantry Snapshot post assessment tool will be used to identify and measure any additional methods pantries use to Market Healthful Products (objective 2 of Healthy Pantry Initiative) and Promote Additional Resources (objective 4 of Healthy Pantry Initiative). The Healthy Pantry Snapshot pre-assessment tool will be used to measure current health promotion strategies as well as readiness to adopt new strategies.

**Total Health Promotion Reach:** 255  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?** The number above was derived from average weekly pantry attendance numbers at 4 pantries.  
*Cite specific metrics, formulas,*

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Community members will be directly involved with several stages of the Healthy Pantries Initiative. Not only adopting healthier eating habits and gaining knowledge as clients, but but by expanding the selection of healthy foods available at the pantries by participating in produce gleaning practices. This program year at least 5 new community members will be recruited to participate in produce gleaning efforts. This means that community members who grow their own produce will agree to donate any excess produce to local pantries. By braiding gleaning efforts into the Healthy Pantry Initiative the community may help to shape a new norm within the pantries by increasing access to fresh, locally grown produce. NyECC coordinates a food security meeting on an as needed basis both in Pahrump and Tonopah, incorporating food security issues into general coalition meetings when a focused meeting is not required. These meetings include community members, recipients of services, providers of services, along with government, faith based, and business partners. These meetings will be used to help guide the initiatives and strategies.

**Key Partners and Roles**

Partnership will include local pantries including but not limited to Pahrump Valley United Methodist Church, and Salvation Army Pahrump and Tonopah. All food pantries in Nye County are run out of churches by volunteers. This results in a very individual driven process. The knowledge, commitment, and engagement of the church is influenced by new church leadership and the loss or gain of volunteers. The Healthy Pantry Snapshot Assessment Tool was discussed and initially implemented at a couple of pantries last program year. NyECC staff will follow up with these pantries, conduct the post assessments, and measure changes within the 5 objectives of the Healthy Pantry Initiative. NyECC staff will develop partnerships with new pantries this program year. The collaboration with the pantries is key. NyECC has been able to assist food pantry partners with securing healthy food in the past and has established a strong working partnership with food pantry leaders.

*You do not need to show data. See [Appendix D](#) for information on*

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Priority Focus Area:**

Increase Food Security / Food Resource Management

**Priority Overall Objectives:**

Assist Nevadans in overall diet quality and beverages (R1 and R5)  
Reduce food insecurity through Food Resource Management (R6)  
Increase daily fruit and vegetable consumption (R2)

**Outcome indicators as outlined in Healthy Pantry Initiative:**

ST5: Readiness and Need

Healthy Pantry Snapshot tool will be utilized to rate current strategies and willingness to adopt new strategies at minimum 2 food pantries

MT5: Nutrition Supports

Healthy Pantry Snapshot rating will increase at 50% of pantries rated last program year. (1 pantry)

## Intervention # 7

### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

Bingocize

### Need(s) addressed with this intervention

Include brief description.

A significant barrier to improving the health and well-being of sedentary older adults is getting them to adhere to an exercise-based health promotion program (Picorelli et al., 2014). Older adults enjoy and are more likely to participate in programs that are game-centered, interactive, and socially engaging multi-modal interventions (targeting multiple aspects of physical and/or cognitive health, such as health education and exercise) are most likely to produce improvements (Park et al., 2011).

### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

The overall goals of the program are to help older adults:

- \* Improve and/or maintain mobility and independence
- \* Learn and use health information focused on falls reduction and other health-related behaviors
- \* Engage older adults in social settings

By September 29th, 2022; 90% of the attendees of the Bingocize intervention will report that they increased their physical activity as measured by pre / post survey.

Select **ONE** of the following combination of strategies for this intervention:

PSE Strategies only

PSE Strategies + Health Promotion

PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

NyECC will promote the take home Bingocize card / health education topic for the week via social media during the instruction weeks of the program. This will encourage not only the participants of the program but also other community members to follow through with the tasks such as checking for home hazards. NyECC will also create flyers and information sheets and distribute at food pantry and via newsletters (community and faith based) to reach community members.

<b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	1500
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	46,523 US Census 30% over 65 years and 15% in poverty.

**Health Promotion Strategies**  
*(if applicable)*  
*Include brief description of strategy, settings where strategy will be implemented, and potential reach.*

The program targets sedentary older adults at all ability levels, in a variety of settings, including certified nursing facilities, assisted living, independent living, and community senior centers. Distribution at the senior centers will include posters, banners, and informational flyers. Senior Center in Pahrump is at a mobile home park, Senior Center in Tonopah just off the main highway in Tonopah, and Beatty has a community center with traffic at both locations.

<b>Total Health Promotion Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	400
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Number of residents at Senior center/community center locations, number attending events, information provided by sites

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

Participants (Bingocizers®) complete a series of strategically inserted exercises designed to increase or decrease the intensity and volume of exercise. Health education questions are also inserted into the game. Participants rest while numbers are called for the bingo game, then complete more strategically inserted exercises or health education questions, rest during number calling, and so on. This pattern is continued until a Bingocizer® wins the game. Small prizes (not included with program) are awarded to winners. Additional games are played until all planned exercises are completed. Senior Center attendees will be the primary participants. Will deliver to three cohorts at Pahump site, one cohort in Tonopah, and one cohort at Beatty site.

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

40

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

Previous events at senior center attendance

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

Beatty Community Center, Tonopah Senior Center and Pahump Senior Center will host the Bingocize program. Each center has regular community members that attend to participate and eat meals. Volunteers to assist with the program will be recruited from the senior center staff and and NyECC AmeriCorps Members. Events are open to the public so will market at food pantries and other community events such as the County Senior Resource Fair.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Senior Centers and Community Center will provide the site and access to participants. AmeriCorps Community Health Workers will assist NyECC Staff with program. They will distribute the prizes and help demonstrate the activities and provide encouragement. Walmart program will donate some of the prizes for participants as part of the bingo program.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

Improved lower/upper body strength, gait, balance, and range of motion  
Improved aspects of cognition (executive function), Increased social engagement, Improved knowledge of falls risk reduction and other important health topics.

Focus Area: Adults and those with disabilities

Outcome Indicators: ST3, ST5, R7

Survey will include monitoring participants current practice by asking: During the past week how many days did you do physical activity or leisure sport? 0, 1, 2, 3, 4, 5, 6+



## Intervention #1

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

### Need(s) addressed with this intervention

*Include brief description.*

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

[Appendix D](#) for information

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*

## Intervention #2

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

### Need(s) addressed with this intervention

*Include brief description.*

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

**Appendix D** for information

- |   |   |
|---|---|
| <input type="checkbox"/> Eligible by location | <input type="checkbox"/> School Meal Data (FRL: school free/reduced lunch data) |
| <input type="checkbox"/> Census data          | <input type="checkbox"/> Other  |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**Expected Outcomes**

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.*



SS Healthy Eating Program: Direct Education and PSE Strategy

**Intervention Name** *Examples: Curriculum, PSE strategy, or health promotion*

Shining Star will focus on two areas identified in the 2017-2018

**Need(s) addressed with this intervention**

*Include brief description.*

SNAP-Ed Needs Assessment: (1) healthy eating habits and (2) food insecurity. According to the Centers for Disease Control and Prevention, unhealthy eating habits have contributed to the obesity epidemic in the United States: about one-third of U.S. adults (33.8%) are obese and approximately 17% (or 12.5 million) of children and adolescents aged 2 —19 years are obese.

The Statewide Needs Assessment stated food insecurity to be a problem for both youth and adults. The report found 16.6% of middle school students and 15.3% of high school students were food insecure in Nevada. Further, the State Needs Assessment discussed findings from the Nevada’s 2015 BRFSS; which indicates 28.2% of SNAP-eligible adults in Clark County reported going hungry at least once in the past 30 days because there was not enough food in their homes.

**Intervention Objective(s)**

*Objectives must be specific, realistic, attainable, measurable,*

*and time-bound. See Appendix G for guidance on creating S.M.A.R.T.*

*objectives.*

Objective (1): By September 30, 2022, 50% of adults and youth participating in the project interventions, as reported by pre and post testing, will eat more whole fruits and vegetables.

Objective (2): By September 30, 2022, 50% of adults and youth participating in the project intervention, as reported by pre and post testing, will read nutrition facts labels or nutrition ingredients lists.

**Intervention Strategies**

*Indicate which combination of*

*strategies are included in this*

Select ONE of the following combination of strategies for this intervention:

PSE Strategies only

intervention. Then, list and briefly

describe your Year 1 strategies in

the sections below.

PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

Include brief description of policy,

system, or environmental strategy,

settings where strategy will be

implemented, and potential reach.

Shining Star will administer the U.S. Household Food Security Survey Module to all program participants. In doing so, staff will work with clients to complete an 18-item three-stage questionnaire (Attachment A) designed to screen and direct food-insecure clients to food resources.

Shining Star staff will be educated and trained on food insecurity and the need to address food insecurity in a sensitive manner. Each SS Healthy Eating Program client will complete the questionnaire. After, clients will be immediately linked to community resources based on their responses.

Estimate how many SNAP-Ed eligible people will be impacted by this strategy. **360**  
Total PSE Reach:

30 participants per month = 360 per year

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

**Health Promotion**

**Strategies**

(if applicable)

Include brief description of

strategy, settings where strategy will be implemented, and potential reach.

Health Promotion Strategies for the SS Healthy Eating Program overlap the Direct Education strategies as Leah's Pantry-Around the Table training curriculum is designed to promote the selection of healthy food in a cost effective manner.

360

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

30 participants per month = 360 per year

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

**Direct Education**

**Strategies**

*(if applicable)*

*Include brief description of*

*audience, settings where*

*education will be provided, and*

*curriculum name.*

Leah's Pantry-Around the Table curriculum integrates social emotional

learning through a trauma-informed lens. Participants will learn the principles of: relationship building, joyful experiences, safety and trust

empowerment and self-care through hands-on cooking, a series of facilitated conversations, and interactive activities designed to support

healthy connections to food, self, and the community. Specifically,

participants will explore their personal relationships with food, and work to improve their food resource management skills; ultimately enabling them to implement strategies that support a healthier diet. Participants will also learn about the connection between nutrition and physical and mental health in addition to healthy coping and self-nourishment skills.

In addition, SSCS will implement a PA form of trauma-recovery yoga techniques and stretches within sessions.

360

Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

30 participants per month = 360 per year

How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community

### Participation

*Include strategies or methods*

*for how you will engage with*

*the community or include their participation.*

Shining Star has established itself as a valuable Clark County community partner by providing high quality services. In doing so, we work to establish positive relationships with members of the community. For example, Shining Star supports reunification events. We would build upon those efforts to further engage with members of the community.

In addition, Shining Star will leverage existing partnerships with the Clark County Departments of Juvenile Justice Services and Family Services and DCFS to engage the community.

RFAFFY2021–2022StateofNevada, DivisionofWelfareandSupportiveServices(DWSS)SNAP-EdGrant-Due: July13, 2020at5PMPT 22

### Key Partners and Roles

*Include partner organizations,*

*coalitions, and other. Briefly*

*describe the role of the partners.*

Shining Star will partner with the Clark County Departments of Juvenile Justice Services (DJJS) and Family Services (DFS). Shining Star provides Independent Living and Safety Services for DFS child welfare clients and mentoring services for DJJS. For this program, Shining Star will work with DFS and DJJS to establish a process to refer children, youth and adults to the program.

### Site Eligibility

*How are the sites for this*

*intervention eligible? Check all boxes that apply. You do*

*not need to show data. See Appendix D for information on SNAP-Ed site eligibility.*

Eligible by location

School Meal Data (FRL: school free/reduced lunch data)

Other

Census data

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

## Expected Outcomes

*Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.*

*List the appropriate Nevada*

*Focus Area that this intervention applies to.*

*List the appropriate outcome indicators as outlined in Nevada*

*SNAP-Ed Evaluation Framework Matrix.*

The SS Healthy Eating Program will focus on two areas (1) healthy eating habits and (2) food insecurity.

Outcomes:

(1) Healthy Eating: Program participants will improve choices as it relates to healthy food consumption.

(2) Food Insecurity: Food insecurity challenges will decrease for program participants

**Intervention #1**

**Intervention Name**

*Examples: Curriculum, PSE strategy, or health promotion*

Healthy Kids Early Start (HKES)

**Need(s) addressed with this intervention**

*Include brief description.*

The Healthy Kids Early Start strategy aims to address early childhood obesity by assisting young children in improving overall diet quality, increasing daily fruit and vegetable consumption, increasing physical activity, and decreasing sedentary behavior through the implementation of multi-level public health approaches.

**Intervention Objective(s)**

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See **Appendix G** for guidance on creating S.M.A.R.T. objectives.*

1. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report the child is increasing in the consumption of more than one type of fruit by the end of FFY21; 2. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report that the child is increasing in the consumption of more than one type of vegetable by the end of FFY21; 3. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report the child increased their consumption of cups of fruit per day by the end of FFY21; 4. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report the child increased their consumption of cups of vegetables per day by the end of FFY21; 5. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report the child increased their overall physical activity by the end of FFY21. 6. As evidenced by pre- post- assessment, at least 50% of the parents of child participants will report increasing the amount of fruits and vegetables they purchase by the end of FFY21; 7. As evidenced by a PSE tracking tool, 24 early childhood education (ECE) sites will establish as least one wellness champion per site by the end of FFY21; 8. As evidenced by a PSE tracking tool, 24 ECE sites will implement the NAPSACC by the end of FFY21. 9. As evidenced by a PSE tracking tool, 24 ECE will have a documented readiness for change through the use of the organizational readiness to change tool by the end of FFY21; 10. As evidenced by a PSE tracking tool, 24 ECE sites will make at least one PSE nutrition or physical activity change by the end of FFY21.

FFY22: Same

## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

1. Conduct NAPSACC environmental scans and action plans at 20 sites; 2. Provide capacity building/technical assistance through the delivery of 20 trainings (~200 teachers); 3. Install physical activity playground stencils at 5 sites; 4. Utilize portable equipment to increase activity at 4 sites; 5. Utilize healthy libraries to improve nutrition at 4 sites; 6. Use the train-the-trainer approach to implement CATCH or Color Me Healthy at 4 sites; 7. Conduct parent engagement workshops at 5 sites; 8. Execute the Healthy Kids Festival (~1,000 participants); 9. Promote continued engagement and reach through the management of Extension's Healthy Kids Resource Center webpage (~1,000 unique users). \*Non-duplicated contacts

### FY22 Updates:

**#1: 24 sites**

**#6: Use the train-the-trainer approach to implement Direct Education (All 4 Kids, CATCH, Color Me Healthy)**

**#9: remove from this item. move to Health Promotion section below.**

### **Total PSE Reach:**

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**3,300**

**FY22: 2,300**

### **How did you calculate this reach estimate?**

Cite specific metrics, formulas, and sources of data used.

# of sites per county x # of children/site + # of proposed participants reached through the Healthy Kids Festival & Healthy Kids Resource Center  
**FY22: # of sites (24 total statewide) x average # of children/site (~25 children, 25 parents) + 100 teachers + # of proposed participants reached through Healthy Kids Festival (~1,000)**

## Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

The Healthy Kids Early Start strategy will conduct health promotion activities which include social media and healthy message board updates and outreach promoting evidenced-based nutrition and physical activity information. Facebook will be utilized to reach at least 1000 users and 6 healthy message boards at participating ECE sites will be updated regularly impacting 900 participants and their families monthly.

### FY22: Updates

**The Healthy Kids Early Start strategy will conduct health promotion activities which include online resources on the Healthy Kids Resource Center (extension.unr.edu/healthykids), social media (facebook.com/UNRExtensionClark), and healthy message board updates and outreach promoting evidenced-based nutrition and physical activity information. The Healthy Kids Resource Center will reach 1,000 unique users. Facebook will achieve 1,000 engagements. Healthy Message Boards at participating ECE sites will be updated regularly impacting 1,000 participants monthly (children and their caregivers).**

### **Total Health Promotion Reach:**

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**11,800**

**FY22: 14,000**

### **How did you calculate this reach estimate?**

Cite specific metrics, formulas, and sources of data used.

Facebook reach: # of likes by unique users  
Healthy Message Boards: 600 existing + 300 new participants x 12 monthly updates  
**FY22: 1,000 Healthy Kids Resource Center unique users +1,000 Facebook engagements+1,000 participant viewing Message Boardsx12 monthly updates**

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

The Healthy Kids Early Start strategy targets obesity prevention among those aged 3-5 years old by involving the preschoolers, their families, and their teachers in educational programming using two evidence-based curricula (*All 4 Kids* & *Little Books Little Cooks*). Direct education programming is implemented at ECE sites that have a high population of SNAP-eligible students.

**FY22: \*using evidence-based curricula (*All 4 Kids*, *CATCH*, *Color Me Healthy*, *Little Books Little Cooks*)**

### Total Direct Education Reach:

422

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**FY22: 400**

### How did you calculate this reach estimate?

# of sites per County x # of children/site

Cite specific metrics, formulas, and sources of data used.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

For the Healthy Kids Early Start (HKES) strategy, community participation will be achieved through direct communication with partners who will provide sustainable solutions to build and create realistic action plans encompassing public health approaches and PSE strategies. These strategies will be leveraged by ECE sites and sustained through the establishment of site wellness champions. By networking with key stakeholders, like community members, ECE sites, early childhood coalitions, and other community resources, continued or new partnerships will assist in the implementation of these solutions as well as establish the relationships necessary to build and maintain healthy habits in young children through the Healthy Kids Festival.



### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**Goal-setting and statewide implementation:** Statewide Obesity Taskforce; Children's Cabinet; Nevada Association for Education of Young Children (NevAEYC); Southern Nevada Early Childhood Advisory Council (SNECAC); Nevada Institute for Children's Research and Policy (NICRP); Southern Nevada Health District Partners for Healthy Nevada (PHN)

**Healthy Kids Festival partnerships:** City of Las Vegas Parks and Recreation; Clark County Parks and Recreation; UNLV Dietetic Internship Program; UNLV Student Nutrition and Dietetic Association; UNLV School of Public Health; UNLV School of Dental Medicine; Junior League of Las Vegas; Chefs for Kids Foundation; Dairy Council; Nevada Department of Agriculture; Nevada Minority Health and Equity Coalition; Three Square; La Bonita Supermarkets

**Implement PSE strategies to improve physical activity and nutrition:** Clark County School District; CCSD FACES program; Acelero Head Start; Wells Family Resource Center; Lincoln County School District; Carson City Daycare and Learning Center; Kinderland Nursery School, Reno Sparks Indian Colony Childcare; Little Warriors PLPT Indian

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- |   |   |
|---|---|
| <input type="checkbox"/> Eligible by location   | <input type="checkbox"/> School Meal Data (FRL: school free/reduced lunch data) |
| <input checked="" type="checkbox"/> Census data | <input checked="" type="checkbox"/> Other                                       |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

ECE documented use of other means-tested Federal assistance or feeds into FRDL school

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

**1.1 Enhance the nutrition environment in ECE programs and centers through education and PSE change.** Reach and assess (NAPSACC) 24 ECE Centers; identify 24 centers that have a need for change; document 24 centers that have a readiness to change (ST5). Establish 24 Champions (ST6). Implement 24 changes, at least 1 per site, that expand access or improve appeal for healthy eating (MT5). At least 50% or more of direct education participants will report eating more than 1 kind of fruit/vegetable, drink fewer sugary sweetened beverages, increase the number of cups of fruit/vegetables consumed per day by the end of the program (MT1). At least 50% or more of direct education participants purchase more fruits/vegetables by end of program (MT2).

**1.2 Improve physical activity environment in ECE through education and PSE change (ST5, ST6, MT6, MT3).** Reach and assess (NAPSACC) 24 ECE Centers; identify 24 centers that have a need for change; document 24 centers that have a readiness to change. Establish 24 Champions. Implement 24 changes, at least 1 per site, that expand access or improve appeal for physical activity or reduced sedentary behavior. At least 50% or more of direct education participants increase duration of physical activity by end of program.

FFY22: Same

## Intervention #2

### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

Healthy Kids Healthy Schools (HKHS)

### Need(s) addressed with this intervention

*Include brief description.*

This strategy improves access to healthy foods and provides nutrition education to students at eligible schools based on 50% or more of students receiving free or reduced lunch. 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.

### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

1. As evidenced by pre- post- assessment, at least 50% of the child participants will report increasing the times they consumed fruit per day by the end of FFY21;
2. As evidenced by pre- post- assessment, at least 50% of the child participants will report increasing the times they consumed vegetables per day by the end of FFY21;
3. As evidenced by a PSE tracking tool, at least half of the sites completing a SPAN-ET will make at least one nutrition or physical activity related environmental change by the end of FFY21.

FY22: SAME

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

PSE Strategies only

PSE Strategies + Health Promotion

PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

The Healthy Kids Healthy Schools strategy will implement the following PSE activities:

- Identify Wellness Champions at 16 SNAP-Ed elementary school sites;
  - Conduct SPAN-ET environmental scans at 8 SNAP-Ed elementary school sites;
  - Conduct Smarter Lunchroom Assessments (SLA) in at least three SNAP-Ed elementary school sites;
  - Develop a school wellness action plan using findings from SPAN-ET assessment at 8 SNAP-Ed elementary school sites;
  - Implement at least one nutrition or physical activity related environmental change in 8 SNAP-Ed elementary school sites
- \*Non-duplicated contacts

FY22:9 SPAN-ET's at SNAP-ED sites, 1 SLA, school wellness action plans in 9 SNAP-ED elementary school sites

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21 4750

FY22 4275

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

FY21 10 schools x 475 students/school= 4,750 student

FY22 9 schools x 475 students/school = 4,275 student

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

The Healthy Kids Healthy Schools strategy will conduct Health Promotion activities which include:

1. Chef demonstrations- Chef who is a registered dietitian nutritionist will provide chef demonstrations to 4th and 5th graders to increase appeal of healthy foods at participating schools

FY22: Same

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21 5,800

FY22 5,600

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Chef Demos: 29 schools x 200 students/school

FY22: 28 schoolsx200 students=5600 students

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Pick a Better Snack (PABS) is the curriculum used for the Healthy Kids Healthy Schools strategy and aims to increase fruit and vegetable consumption among 2nd & 3rd grade students at elementary schools with 50% or more of students receiving FRL.

The Healthy Kids Healthy Schools strategy is also using the emerging Veggies for Kids curriculum at elementary schools within Tribal communities among Kindergarten students.

FY22: Produce Pick of the Month not Pick a Better Snack

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21 5,650

FY22 5,650

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Reach was calculated using historical reach numbers by county & # of grade appropriate students projected to be enrolled at each site

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

The Healthy Kids Healthy Schools strategy will encourage community participation through collaboration with community partners to establish wellness champions, school wellness committees, conduct SPAN-ETs, encourage after school cooking programs, and work with the coalitions that focus efforts on school wellness, such as Clark County's Partners for Healthier Nevada School Wellness Task Force.

FFY22: Same

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Chef for Kids Foundation provides monetary support for Extension's Pick a Better Snack class instructors  
Clark, Washoe, Pershing, Lyon, Elko, Lincoln, Carson City/Storey County School Districts and Tribal schools partner with Extension to incorporate PSE activities, Health Promotion efforts, and direct education  
Clark County Food Service partners with Extension to help promote federal child nutrition programs  
Southern Nevada Health District and High Sierra AHEC conduct SPAN-ETs with the Extension SPAN-ET team  
Green Our Planet works with Extension to bring wellness committees to school garden clubs where gardens have been established  
Partners for a Healthy Nevada School Wellness Task Force in Clark County and 5210 Coalition in Washoe fosters collaboration and communication between organizations to improve school wellness

FY22:Change Pick a Better Snack to Produce Pick of the Month  
Southern Nevada Health District will not be doing SPAN-ET's  
Extension will now host the Partners for a Healthy Nevada School Wellness Task Force in Clark County

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

Eligible by location  
Census data

School Meal Data (FRL: school free/reduced lunch data)  
Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

2.1 Improve the school nutrition environment through access to nutrition education in the classroom and PSE change (ST5, ST6, MT5, MT6, MT1). Reach and assess (SPAN-ET) 8 SNAP-Ed eligible elementary school sites; reach and assess (SLA) 3 eligible school sites; identify 8 sites that have a need for change; document 8 sites that have a readiness to change. Identify 16 Champions. Implement 8 changes, at the SPAN-ET or SLA sites, that expand access or improve appeal for healthy eating or physical activity. At least 50% or more of direct education participants will report increasing the number of times fruit/vegetables are consumed per day by the end of the program.

FY22:Reach and assess (SPAN-ET) 9 SNAP-ED eligible elementary school sites, reach and assess (SLA) 1 eligible school sites and identify 9 sites that have a need for change and document 9 sites that have a readiness to change. Implement 9 changes, at the SPAN-ET or SLA sites that expand access or improve appeal for healthy eating or physical activity.

### Intervention #3

**Intervention Name**

*Examples: Curriculum, PSE strategy, or health promotion.*

Healthy Food Systems (HFS)

**Need(s) addressed with this intervention**

*Include brief description.*

This strategy improves access to healthy foods by supporting healthier food systems, including promoting SNAP use at direct to consumer markets (i.e. farmers markets) and the creation of sustainable food gardens. The intended reach of this strategy is SNAP-eligible populations using WIC & SFMNP coupons, people and staff using SNAP-eligible sites requesting gardens or other PSE, and direct to consumer retailers, such as farmers market managers. Eligible sites include WIC clinics, low-income senior centers, low-income early childhood facilities, and other sites meeting eligibility criteria. The HFS strategy will address the needs of SNAP participants and low-income individuals who qualify to receive SNAP benefits. The intervention will also target individuals residing in communities with a population of persons of 50% or greater meeting poverty threshold guidelines or receiving other means-tested Federal assistance programs

**Intervention Objective(s)**

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

1. As evidenced by pre- post- assessment, 25% of the adults participating in the project intervention will increase their knowledge of how to grow their own food by the end of FFY21;
2. As evidenced by pre- post- assessments, 35% of early childhood participants in the project intervention, as reported by their teachers and parents, will improve their willingness to taste new fruits and vegetables by the end of FFY21;
3. As evidenced by a follow-up post-assessment, 25% of adults participating in SNAP into Farm Fresh Foods, will report using their SNAP benefits at least once at a local farmers market within 6 months of participating;
4. As evidenced by self-report, 100% of farmers markets managers participating in the project intervention will report a 50% increase in SNAP sales as a result of marketing and/or promotional activities by the end of FFY21.

FFY22: Same

## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

FY22: The Healthy Food Systems strategy will implement the following PSE activities:

- Establish two new ECE gardens at SNAP-Ed eligible sites reaching 40 children per site;
- Conduct second pilot of early childhood garden curriculum incorporating a train-the-trainer model to encourage sustainable garden programs at 3 sites;
- Provide garden toolkits to four SNAP-Ed eligible garden sites reaching about 20 participants per site;
- Provide technical assistance to farmers markets throughout the state to assist managers in creating a SNAP shopper friendly environment including implementing central terminal booths and signage at 4 farmers markets \*Non-duplicated contacts

The Healthy Food Systems strategy will implement the following PSE activities:

- Establish two new ECE gardens at SNAP-Ed eligible sites reaching 40 children per site;
- Pilot an early childhood garden curriculum incorporating a train-the-trainer model to encourage sustainable garden programs;
- Provide garden toolkits to seven SNAP-Ed eligible garden sites reaching about 20 participants per site;
- Provide technical assistance to Farmers Markets throughout the state to assist managers in creating a SNAP shopper friendly environment including implementing central terminal booths and signage at 3 markets  
\*Non-duplicated contacts

### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**1,420**

FY22: 1480

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Gardens- avg. 40 kids per school x 2 = 80 kids.

Toolboxes - avg. 20 participants x 7 sites = 140

FM =10 ppl/market x 6 markets x 20 wks. = 1200

FY22:Gardens- avg. 40 kids per school x 5 = 200 kids. Toolboxes - avg. 20 participants x 4 sites = 80

FM =15 ppl/market x 4 markets x 20 wks. = 1200

## Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

FY22 cont

2. Distribute Grow Your Own Herb Kits at Healthy Again (HA) & Healthy Living Sustainable Recovery (HLSR) sites (170 HA & 40 HLSR = 210 kits)
3. House Stop-By-Booths at Farmer's Market promoting nutrition education materials (15 participants/market x 4 markets x 46 weeks) = 2,760
4. Conduct SNAP into Farm Fresh Foods food demos at participating sites (200 projected participants)

FY21: The Healthy Food Systems strategy will conduct Health Promotion activities which include:

1. Conduct two food demos at two ECE sites (2 demos x 40 children/site x 5 sites)
2. Dissemination of educational materials at five ECE sites (200 children x 2 demos)
3. Develop garden related information for quarterly Healthy Aging (HA) newsletter (2,500 distributions x 4 quarters)
4. Develop garden related information for quarterly Healthy Steps to Freedom (HSF) newsletter (100 distributions x 4 quarters)
5. House Stop-By-Booths at Farmer's Market promoting nutrition education materials (10 participants/market x 6 markets x 20 weeks)
6. Conduct SNAP into Farm Fresh Foods food demos at participating sites (460 projected participants)

FY22: The Healthy Food Systems strategy will conduct Health Promotion activities which include:

1. Host planting and harvest days and disseminate educational gardening materials at 12 sites (7 ECE, 2 HA, 3 HLSR) (estimated 40 participants x 7 ECE sites, 15 participants x 2 HA sites, 10 participants x 3 HLSR sites = 340 participants)

### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**3,860**

FY22: 3510

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Please refer to activities above

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Direct nutrition education will be provided to a wide range of populations including young children, seniors, and women in treatment facilities. Extension staff will pilot an early childhood garden-based nutrition curriculum (currently being written by Extension and Garden Farms Foundation) at five SNAP-Ed eligible ECE sites with the intent to go through a peer review process and become an evidence-based curriculum in the SNAP-Ed toolkit. Extension staff will also pilot 10 adult garden-based nutrition lessons (currently being written), with the help of Master Gardeners, at SNAP-Ed eligible garden sites including senior centers, community gardens, and women's treatment facilities. Additionally, the *SNAP into Farm Fresh Foods* program uses the *Maine SNAP-Ed Farmers Market Program Toolkit*. Healthy Eating on a Budget (HEOAB) will also be implemented at JobConnect sites in partnership with DWSS TANF-NEON using the *Eating Smart Being Active* curriculum.

FY22: Extension staff will conduct a second pilot of an early childhood garden-based nutrition curriculum titled *I Am a Seed: A Seed-to-Table Experiential Journey for Preschoolers* (currently being written by Extension and Garden Farms Foundation) at 3 SNAP-Ed eligible ECE sites with the intent to go through a peer review process and become an evidence-based curriculum in the SNAP-Ed toolkit.

### Total Direct Education Reach:

760

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY22: 910

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Based on the reach of other direct education programs that HFS is partnering with to conduct activities

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

The Healthy Food Systems (HFS) strategy will establish site champions at all sites participating in direct education and PSE activities. To assess community engagement, the HFS team will use the Community Engagement assessment tool created by Building the Field of Community Engagement Partners.



## Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**Extension Healthy Kids Early Start** will conduct needs assessments of early childhood facilities to determine if a garden is needed; **Extension Healthy Aging** will conduct needs assessments of senior sites to determine if a garden is needed. HA will send out educational reinforcers, newsletters, and educational materials related to garden-based nutrition education to senior sites. HA will assist with the pilot of 10 adult garden-based nutrition lessons; **Extension Healthy Living Sustainable Recovery** will conduct needs assessments of women's correctional sites to determine if a garden is needed. HSF will send out educational reinforcers, newsletters, and educational materials related to garden-based nutrition education to sites. HA will assist with the piloting of 10 adult garden-based nutrition lessons; **Early Childhood Sites** (Magic of Learning, Discovery Gardens Page, Kids R US, 2 TBD) will agree to allow extension to pilot the EC garden-based nutrition curriculum consisting of 20 lessons. Sites will also agree to go through teacher training for the curriculum; **Garden Farms Foundation** will install gardens and assist in writing, piloting, and reviewing the early childhood garden-based nutrition curriculum; **Master Gardeners** will assist in piloting and reviewing 10 adult garden-based nutrition lessons at select sites; **Nevada Hand** will allow Extension staff to teach SNAP into Farm Fresh Foods, consisting of one 30-minute direct education lesson, at agreed upon sites; **WIC Clinics** will allow Extension staff to teach SNAP into Farm Fresh Foods, consisting of one 30-minute direct education lesson, at agreed upon sites; **Farmers Markets** will allow Extension staff to house a booth at the market to do indirect education and to assist in implementing best practices for creating a SNAP friendly environment including setting up a central terminal booth to accept SNAP/EBT; **Desert Farming Initiative** will agree to become SNAP authorized and use this experience to provide technical assistance to other farms and small food production businesses seeking to become SNAP authorized - FFY22: Same

## Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

## Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

**3.1 Support families through food resource management classes to assist in healthy meal planning and budgeting (MT1, MT2):** 50% increase of participants reporting food resource management behavior change on post-assessment through SNAP EBT usage at Farmers Markets.

**3.3 Increase access and availability of healthy food in the community, including mobile vendors, farmers' markets, corner/country stores, and grocery stores (ST5, ST6, ST7, ST8, MT5):** 50% increase of SNAP EBT use as reported by Farmers Market Managers.

**FFY22: Same**

## Appendix I Intervention Template

Intervention # 4	
<b>Intervention Name</b> <i>Examples: Curriculum, PSE strategy, or health promotion</i>	Healthy Living Sustainable Recovery (HLSR)
<b>Need(s) addressed with this intervention</b> <i>Include brief description.</i>	The Healthy Living Sustainable strategy aims to improve nutrition knowledge and access to fresh foods among women at risk for substance use disorders. A high percentage of women in treatment for substance use disorder are also low income mothers, many with children under the age of 18. They often have poor dietary lifestyles, leading to malnutrition, electrolyte imbalance and vitamin and mineral deficiencies. These deficiencies have an impact on mental health and relapse prevention, and may impede the ability to resist substances, causing a cycle of drug use, nutritional deficiency, recovery and relapse. Poor access to fruits and vegetables, inadequate nutrition knowledge and lack of cooking skills negatively affects the health and well-being of these women and their families.
<b>Intervention Objective(s)</b> <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See <a href="#">Appendix G</a> for guidance on creating S.M.A.R.T. objectives.</i>	<ol style="list-style-type: none"><li>1. As evidenced by pre- post- assessment, at least 40% of participants will report increasing consumption of more than one kind of fruit daily by the end of the FFY21;</li><li>2. As evidenced by pre- post- assessment, at least 40% of participants will report increasing consumption of more than one kind of vegetable daily by the end of the FFY21;</li><li>3. As evidenced by pre- post- assessment, at least 40% of participants will report increasing time spent walking each day by the end of FY21.</li></ol> <p>FY22</p> <ol style="list-style-type: none"><li>1. As evidenced by pre- post- assessment, at least 40% of participants will report increasing consumption of more than one kind of fruit daily by the end of the FFY22;</li><li>2. As evidenced by pre- post- assessment, at least 40% of participants will report increasing consumption of more than one kind of vegetable daily by the end of the FFY22;</li><li>3. As evidenced by pre- post- assessment, at least 30% of participants will report increasing time spent walking each day by the end of FY22.</li></ol>

<p><b>Intervention Strategies</b> Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.</p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <p><input type="checkbox"/> PSE Strategies only</p> <p><input type="checkbox"/> PSE Strategies + Health Promotion</p> <p><input checked="" type="checkbox"/> PSE Strategies + Health Promotion + Direct Education</p>						
<p><b>PSE Strategies</b> Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.</p>	<p>The Healthy Living Sustainable Recovery strategy will implement the following PSE activities:</p> <p>Conduct wellness events at WestCare (12 events x 45 participants= 540);  Promote gardening classes among residents;  Install small refrigerator at WestCare for fruits and vegetables from the garden for healthy snacks (60 clients x 4 groups/year=240);  Conduct capacity building trainings for clinicians (4 sessions x 10 participants)</p> <p>In FY22, HLSR will implement the following PSE activities:  WestCare (60 participants in facility for 3 months each=180 total participants)  -Will conduct 12 wellness challenges, 3 wellness events, weekly walking groups  Conduct capacity building trainings for clinicians -10 clinicians  -4 capacity building trainings</p> <table border="1" data-bbox="500 842 1529 926"> <tr> <td><b>Total PSE Reach:</b></td> <td>FY21=820</td> </tr> <tr> <td><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>FY22=190</td> </tr> </table> <table border="1" data-bbox="500 926 1529 1073"> <tr> <td><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></td> <td>Please refer to activities above..</td> </tr> </table>	<b>Total PSE Reach:</b>	FY21=820	<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	FY22=190	<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Please refer to activities above..
<b>Total PSE Reach:</b>	FY21=820						
<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	FY22=190						
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Please refer to activities above..						
<p><b>Health Promotion Strategies</b> (if applicable) Include brief description of strategy, settings where strategy will be implemented, and potential reach.</p>	<p>The Healthy Living Sustainable Recovery strategy will implement the following Health Promotion activities:</p> <ul style="list-style-type: none"> <li>· Food demos Monthly food demonstrations (12 classes x 15 participants=180)</li> <li>· Monthly Physical Activity classes (12 classes x 11 participants=132)</li> <li>· Update Healthy Message boards to provide nutrition and physical activity messages at Women WestCare Women and Children's Campus, WestCare Community Involvement Center, Choices Group</li> <li>· Update Social Media to provide nutrition, physical activity and healthy recovery messages for women after treatment</li> <li>Develop &amp; launch website to provide healthy resources for clinicians and women</li> </ul> <p>In FY22 HLSR will implement the following Health Promotion activities</p> <ul style="list-style-type: none"> <li>· Monthly cooking skills class WestCare inpatient (12 classes x 10 participants=120)</li> <li>· Cooking skills classes Anchorage House Specialty Sentencing (7 participants) will conduct 6 classes</li> <li>· Update Healthy Message boards to provide nutrition and physical activity messages at Women WestCare Women and Children's Campus, WestCare Community Involvement Center, Choices Group (164 clients/2month stay x 12 board displays=984)</li> <li>· Update Social Media to provide nutrition, physical activity and healthy recovery messages for women after treatment</li> <li>· Develop &amp; launch website to provide healthy resources for clinicians and women</li> <li>· Pilot "Get Up, Get Out" activities at new site- Foundation For Recovery (6 activities x 8 participants=48)</li> <li>· Create quarterly newsletter/healthy tips for counselors (10 facilities) will create 4 newsletters</li> <li>· Conduct stand alone Cooking Matters classes at WestCare Transitional housing (6 classes x 6 participants=36)</li> </ul> <table border="1" data-bbox="500 1629 1529 1713"> <tr> <td><b>Total Health Promotion Reach:</b></td> <td>FY21=932</td> </tr> <tr> <td><i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></td> <td>FY22=1205</td> </tr> </table> <table border="1" data-bbox="500 1713 1529 1881"> <tr> <td><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></td> <td>Food demos= 12 classes x 15 participants = 180; PA classes= 12 classes x 11 participants = 132; WC=60 residents + 12 children x 4 rotations/year + 12 staff= 300; Choices Group= 40 clients x 4/year=160; IOP= 40 part x 4/yr</td> </tr> </table>	<b>Total Health Promotion Reach:</b>	FY21=932	<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	FY22=1205	<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Food demos= 12 classes x 15 participants = 180; PA classes= 12 classes x 11 participants = 132; WC=60 residents + 12 children x 4 rotations/year + 12 staff= 300; Choices Group= 40 clients x 4/year=160; IOP= 40 part x 4/yr
<b>Total Health Promotion Reach:</b>	FY21=932						
<i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i>	FY22=1205						
<b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i>	Food demos= 12 classes x 15 participants = 180; PA classes= 12 classes x 11 participants = 132; WC=60 residents + 12 children x 4 rotations/year + 12 staff= 300; Choices Group= 40 clients x 4/year=160; IOP= 40 part x 4/yr						

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

The *Healthy Steps to Freedom* curriculum will be implemented among SNAP-eligible women attending substance use disorder treatment facilities in Clark County. Sessions will be conducted at the WestCare Women and Children's Campus, The Fearless Kind Organization and a pilot site that is yet to be determined.

Additionally, the *Cooking Matters* curriculum will be piloted among SNAP-eligible women at the WestCare residential transitional housing facility.

WestCare=11 sessions x 15 participants=165

The Fearless Kind= 3 sessions x 5=15

Cooking Matters=1 pilot sessions x 7=7

In FY22, the Healthy Steps to Freedom curriculum will be implemented:

WestCare Women and Children's Campus (12 sessions x 12 participants=144)

The Fearless Kind (3 sessions x 6 participants=18)

Anchorage House Specialty Sentencing (1 session x 6 participants=6)

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

FY21=187

FY22=168

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

# of proposed sessions x projected participants/session=total participants

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

The Healthy Living Sustainable Recovery strategy will promote community participation activities by growing partnerships with the San Miguel community garden to continue gardening engagement for affected women beyond treatment, partner with Garden Farms to provide employment opportunities to affected women beyond treatment, collaborate with subject matter experts across the community to assist with successful wellness events; and partner with the Women's Sustainable Recovery Coalition to provide additional resources to women after treatment.

In FY22, the Healthy Living Sustainable Recovery strategy will continue to work with San Miguel community garden, along with Garden Farms to allow women the opportunity to continue gardening engagement beyond substance use treatment. HLSR will also continue to partner with the Women's Sustainable Recovery Coalition to provide additional resources to women after treatment.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**Irma Magrdichian**- Westcare program director  
-Provide space, recruitment, support for PSE  
-Participates in WestCare wellness committee

**Caitlyn Martinez**-The Fearless Kind Organization  
-Provide space, recruitment and programming

In FY22, HLSR will add a Key Partner :

**Laura Plowman**-Foundation For Recovery Director of Programs  
-provide recruitment and programming

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data                       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Documented use of other means-tested Federal assistance programs

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

**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 (MT1):** Increase the consumption of fruits and vegetables among participants by 40%.

FFY22: Same

## Appendix I Intervention Template

### Intervention # 5

#### Intervention Name

*Examples: Curriculum, PSE strategy, or health promotion*

#### Need(s) addressed with this intervention

*Include brief description.*

#### Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

**How did you calculate  
this reach estimate?**

**Total Health Promotion Reach:**

**How did you calculate  
this reach estimate?**

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*



Empty space for information.

- Eligible by location
- School Meal Data (FRL: school free/reduced lunch data)
- Census data
- Other

**Appendix D** for information on

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Empty space for description.

Empty space for information.

Intervention #1

**Intervention Name**  
*Examples: Curriculum, PSE strategy, or health promotion*

Rethink Your Drink Where You Live

**Need(s) addressed with this intervention**  
*Include brief description.*

**FY21 & FY22:** This intervention consists of several strategies developed to promote healthful beverages and decrease sugary drinks by reaching parents/guardians of young, school-age children in their homes and surrounding community.

Sugary drinks are the largest single food source of added sugar in the U.S. diet and contributes positively to risk for obesity, type 2 diabetes, heart disease, dental caries, and to overall lower dietary quality. RYD interventions will benefit persons who are at greater risk for poor health outcomes including children from low-income households, and racial/ethnic minorities.

Through health promotion strategies, the aim of the IA is to increase parents/guardians' knowledge of healthy beverage choices, to promote healthful beverage choices, and to increase the likelihood that they will limit children's intake of sugary drinks. The IA will do this by reaching SNAP participants using their preferred methods (i.e., by mail and the Internet/website) as noted in the 2017-2018 Statewide Needs Assessment.

**Intervention Objective(s)**  
*Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.*

- FY21:** 1. At least 50% of a random sample of parents/guardians from SNAP households who received the RYD materials via direct mail, will report exposure to one or more of the RYD community approaches (i.e. social media, digital newsletter, website) at the close of the FY 2021.
2. Among a random sample of parents/guardians of SNAP households who received the RYD materials via direct mail, those who report high exposure to the home and community RYD strategies will be more likely to correctly identify "Go", "Slow" or "Whoa" drinks, compared to parents/guardians who do not recall receiving the materials or who report no or little exposure ( $p < .05$ ) at the close of FY 2021.
3. Among a random sample of parents/guardians of SNAP households who received the RYD materials via direct mail, those who report high exposure to the home and community RYD strategies will be: a) more likely to offer/serve water to their children, more likely to limit their children's intake of sugary drinks, c) more likely to consume milk, and less likely to consume sugary drinks compared to parents/guardians who do not recall receiving the materials or who report no or little exposure ( $p < .05$ ) at the close of FY 2021.
- FY22:**
1. Of those participants who complete the quick feedback survey during FY 2022 (n=250), 70% will report they are likely or very likely to recommend the RYD materials to a friend.
  2. By the close of FY 2022, the five newly-developed videos will reach 23,259 unique users through Facebook and Instagram.
  3. By the close of FY 2022, the 46 digital ads promoting healthy drinks will reach 728,732 unique Facebook users.
  4. By the close of FY 2022, 11,000 SNAP-Ed eligible households will receive the direct-mail materials designed to promote healthy drink choices for families with children ages 2-12 years-old.

### Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

### PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

#### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

### Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

**FY21:** Health promotion strategies include the use of direct-mail to SNAP households with children ages 6–12 years old and several online efforts. Three mailings of complementary materials about healthy drinks including the booklet developed in FY 2020 and two postcards for parents and their children will be mailed during the summer months. We will post one image per week to social media (some of these ads will be Spanish). Five new recipe tutorial videos will be recorded in Spanish and posted to social media. The website (rethinkyourdrinknevada.com) will continue to provide information and resources about healthy beverages, and the digital newsletter will be mailed to subscribers monthly. To increase newsletter reach, the practice of posting and 'boosting' our posts on Facebook and Instagram through Facebook's Ad Manager will continue. **FY22:** Health promotion strategies in FY22 include the use of direct-mail to SNAP households with children ages 2–12 years old and several online efforts. The direct mail will include parents with children ages 2-5 for the first time. WIC staff will be consulted during the development of all materials to ensure they are relevant. The direct mail will include four mailings beginning with a postcard introducing households to Rethink Your Drink and whoa, slow, go. The second mailing will be the Rethink Your Drink booklet which was developed in FY 2020 (evaluated and refined in FY21). The third mailing will be a postcard tri-fold inviting households to order a free Rethink Your Drink recipe book. The final mailing will be a Sip Your Way to Health Recipe Book to those households that requested it. All direct mail materials will contain English and Spanish text. The IA will post one image per week to social media (some of these ads will be Spanish). Each month, a RYD recipe tutorial video will be posted to social media and boosted. Lastly, five new videos about Rethink Your Drink will be developed and then posted to Facebook (and boosted). The website (rethinkyourdrinknevada.com) will continue to provide information and resources about healthy beverages, and the digital newsletter will be mailed to subscribers monthly. To increase newsletter reach, the practice of posting and 'boosting' posts on Facebook through Facebook's Ad Manager will continue.

#### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**FY21:** 1,725,123  
**FY22:** 900,131

#### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

**FY21:** 8,075 SNAP households x 3 mailings x 1 person (24,225) + 468 newsletter subscribers x 12 issues (5,616) + estimate reach from social media (1,695,282).  
**FY22:** 11,000 SNAP households x 3 mailings x 1 parent (33,000) + 300 households x 1 recipe book (300) + 458 newsletter subscribers x 12 issues (5,496) + estimate reach from social media (48,900 newsletter + 728,732 ads += 777,632)= 816,428

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

**FY21 & FY22:** No direct education is planned.

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

**FY21:** In addition to the strategies described above, we will engage with community members in the following ways to help ensure RYD efforts are relevant and effective:

- 1) At least 5 nutrition educators who have experience with SNAP-Ed eligible audiences will be invited to review the direct-mail materials before these materials are finalized and distributed.
- 2) At least 25 parents/guardians of children 6-12 years will be interviewed regarding their opinions of the direct-mail materials before these materials are finalized and distributed.
- 3) SNAP-Ed eligible persons will be invited to review and comment on Facebook and Instagram ads before they are posted.
- 4) A randomly-selected sample of SNAP households in Washoe County will be invited to complete the Family Drink Survey at the close of FY 2021. The survey will include questions to determine the relevance and effectiveness of the RYD efforts.
- 5) Explore the degree to which existing RYD materials might be useful for WIC clinics. As we look forward, we will explore the extent to which RYD may collaborate with and support WIC's mission.

### **FY22:**

In addition to the strategies described above, the IA will engage with community members in the following ways to help ensure RYD efforts are relevant and effective:

- 1) Households will be invited to participate in the RYD 'quick feedback' survey throughout the FY. Links to the survey will be on print materials and will be included in social media posts. The purpose of the survey will be to obtain household's opinions of RYD.
- 2) Through the direct mail and digital media activities, the IA will encourage community participation with RYD. Possibilities include encouraging households to post pictures of a RYD drink recipe they made on social media with a hashtag and encouraging households to download a recipe book from the RYD website.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**FY21:** This year we propose to enhance our efforts in Nevada's tribal communities. To help ensure that our efforts are effective, we have secured the support and commitment from colleagues at UNR Extension. Please see the letters of support from S. Emm that are appended to this proposal.

**FY22:** The direct mail intervention will be active in households with children ages 2 to 5 for the first time. The IA will work closely with WIC staff to ensure the materials are relevant for this audience.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- |   |   |
|---|---|
| <input type="checkbox"/> Eligible by location   | <input type="checkbox"/> School Meal Data (FRL: school free/reduced lunch data) |
| <input checked="" type="checkbox"/> Census data | <input checked="" type="checkbox"/> Other                                       |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**FY21 & FY22:** Census data will be used to determine SNAP-Ed eligible zip codes for targeting our digital advertisements. Our direct mail materials will only be sent to households enrolled in SNAP (we will request the household information from DWSS).

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention relates to the following Nevada's focus areas:

1. Food Resource Management
2. Adults

**FY21:** At the close of FY 2021, we expect to have reached 8,075 SNAP households with children between the ages of 6 and 12 in the 16 intervention counties through one or more of the "RYD Where You Live" strategies. This outcome corresponds to indicator M12.

As a result, we anticipate that those parents/guardians exposed to the RYD strategies will have greater knowledge of healthful beverage choices, will more often offer/serve their children healthful beverages, and will more often consume healthful beverages themselves (MT1). Please note that for the social media efforts, metrics recommended in the CDC's Health Communicator's Social Media Toolkit will be used (MT12).

**FY22:**

At the close of FY22, the IA expects to have reached 11,000 households through the direct mail campaign (MT12). In addition, the IA expects to reach 861,335 SNAP-Ed eligible persons through RYD Ads and videos on social media (MT12).

## Intervention #2

### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

### Rethink Your Drink Where You Stay Well

### Need(s) addressed with this intervention

Include brief description.

**FY21 & FY22:** This intervention consists of reaching SNAP-Ed eligible households with young children through primary health care and dental care professionals in medical and dental practices in the intervention counties.

A previous needs assessment conducted by the RYD team revealed that SNAP-Ed eligible parents/guardians relied upon and trusted the advice provided by their child's health care providers. In addition, surveys of Nevada's health care providers have revealed a need for education on healthful beverages, and concerns regarding children's intake of sugary drinks. Lastly, the SNAP-Ed State Needs Assessment showed that nearly half (48%) of SNAP participants surveyed preferred to obtain education on nutrition and physical activity at medical or dental offices/clinics. Therefore, this RYD intervention will address the need for education and PSE efforts in the medical/dental care settings that will serve to promote healthful beverages and decrease the intake of sugary drinks among SNAP-Ed eligible households with young, school-aged children.

### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

#### FY21:

1. At least 75% of eligible medical and dental care practices in the 16 intervention counties will have a RYD Toolkit by the close of FY 2021.
2. Among a random sample of parents/guardians of SNAP households who received the RYD materials via direct mail, at least 50% will report that a medical and/or dental care professional has talked with them about healthful beverage choices at the close of FY 2021.
3. At least 75% of medical and dental care professionals who complete the Health Care Professionals Survey at the close of FY 2021 will report that, as a result of the RYD Toolkit, more education on healthy beverage choices has been provided to their patients.
4. At least 25% of the medical and dental care professionals who complete the Health Care Professionals Survey at the close of FY 2021 will report that they are planning or have implemented one or more PSE approach(es) that supports healthy beverage choices among young children.

#### FY22:

1. At least 50% of new eligible practices to receive an RYD Toolkit will participate in a prospective evaluation of the RYD Toolkit during FY2022.
2. At least 75% of medical and dental care professionals who participate in the prospective evaluation at the close of FY 2022 will report that, as a result of the RYD Toolkit, more education on healthy beverage choices has been provided to their patients.
3. At least 75% of the medical and dental care professionals who participate in the prospective evaluation at the close of FY 2022 will report that they plan to continue to use the Rethink Your Drink materials.
4. At least 75% of the medical and dental care professionals who participate in the prospective evaluation at the close of FY 2022 will report the RYD Toolkit was generally effective.
5. By the close of FY2022, at least 200 eligible medical and dental practices will have access to the RYD Toolkit including newly developed materials.

## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- ✓ PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

**FY21:** For the purpose of facilitating more education on healthful beverages by healthcare professionals who treat children from SNAP-Ed eligible households, we will continue to support eligible medical/dental care practices currently using the toolkit. The toolkit includes tear sheets for parents, stickers for children, posters for waiting and exam rooms, and acrylic models that depict the amount of sugar in a 12 oz soda, energy drink, and sweetened coffee drink. An accompanying digital Guidebook is also provided that explains how the materials are meant to be used, and suggests additional PSE strategies to promote healthy beverages in their practice and community. Previous 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).

**FY22:** For the purpose of facilitating more education on healthful beverages by healthcare professionals who treat children from SNAP-Ed eligible households, the IA will continue to support eligible medical/dental care practices through the RYD Toolkit. The toolkit includes tear sheets for parents, stickers for children, posters for waiting and exam rooms, and acrylic models that depict the amount of sugar in a 12 oz soda, energy drink, and sweetened coffee drink. An accompanying Guidebook is also provided that explains how the materials are meant to be used, and suggests additional PSE strategies to promote healthy beverages in their practice and community. A new Healthy Drink Prescription Pad will be developed and provided to practices.

### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

IA is unable to estimate reach for this intervention.

## Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

**FY21:** Health promotion strategies for this intervention include the replenishment of educational materials provided in the RYD Toolkit to SNAP-Ed eligible households. All materials now feature the "stoplight approach" and promote healthy drinks such as water and low-fat or non-fat milk, and recommend limiting sugary drinks. Updated materials will include new posters and stickers to be sent three times in order to keep the effort "fresh". Other supplies that may need to be replenished include the tear sheets and sugary drink models.

Another health promotion strategy involves the provision of education for the health professionals themselves about beverages and children's health via the "Blog for Health Professionals."

**FY22:** Health promotion strategies for this intervention include the replenishment of educational materials provided in the RYD Toolkit to SNAP-Ed medical/dental practices. Materials all feature the "stoplight approach" and promote healthy drinks such as water and low-fat or non-fat milk, and recommend limiting sugary drinks. New eligible practices will receive the whole Toolkit and subsequent packages of updated materials two times during the FY. Existing partner practices will receive updated materials three times during the FY. Updated materials will include new posters and stickers. Other supplies that may need to be replenished include the tear sheets and sugary drink models. All practices will receive the new Healthy Drink Prescription Pad.

The IA will continue the provision of education for the health professionals themselves about beverages and children's health through the blog for health professionals, *Research on Drinks: What's Trending*.

### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

IA is unable to estimate reach for this intervention

## Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

**FY21 & FY22:** No direct education by RYD team members is planned. As a result of this intervention however, the IA anticipates that a significant proportion of primary medical and dental care professionals will provide education to their pediatric patients and/or their parents.

### Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

**FY21:** In addition to the strategies described above, we will engage with community members in the following ways to help ensure RYD Toolkits and related efforts are relevant and effective:

1. At least 25 medical/dental care professionals will be interviewed regarding their opinions of the RYD Toolkit material during the first quarter of FY 2021. Their feed-back will be used to refine and/or develop toolkit materials.
2. We will up-date our database of medical and dental care practices in the intervention counties that are eligible to receive a RYD Toolkit in preparation for expansion during FY 2022.
3. A random sample of medical/dental professionals from participating practices will be invited to complete the Health Care Professionals Survey at the close of FY 2021. The survey will include questions determine the usefulness and effectiveness of the RYD Toolkit and related resources. Results will be used to further refine the RYD Toolkit.

**FY22:** In addition to the strategies described above, we will engage with community members in the following ways to help ensure RYD Toolkits and related efforts are relevant and effective:

1. New eligible practices to receive a RYD Toolkit will be invited to participate in a prospective evaluation of the RYD Toolkit which will include process and outcome measures. The evaluation will measure the effectiveness of the RYD Toolkit and how it impacts providers' time spent educating patients and their parents/guardians on healthy drink choices.
2. The IA will up-date the database of medical and dental care practices in the intervention counties that are eligible to receive a RYD Toolkit and provide Toolkits to all eligible practices.



## Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**FY21:** Key partners for the "RYD Where You Stay Well" intervention include medical and dental care practices in the intervention counties that provide care to children from SNAP-Ed eligible households. At the close of FY 2020, 223 such practices will have access to the RYD Toolkit. This includes ~600 primary health care and dental care professionals.

Provision of the Toolkit is meant to facilitate education of parents/guardians and their young children about healthful beverages and risks associated with sugary drinks, and to develop other PSE approaches among medical/dental care practices and/or surrounding community.

Please see the letter of support appended to this proposal from one of our medical partners in Washoe County, Dr. Steven Shane.

**FY22:** Key partners for the "RYD Where You Stay Well" intervention include medical and dental care practices in the intervention counties that provide care to children from SNAP-Ed eligible households. At the close of FY 2021, 188 such practices will have access to the RYD Toolkit. This includes ~600 primary health care and dental care professionals.

Provision of the Toolkit is meant to facilitate education of parents/guardians and their young children about healthful beverages and risks associated with sugary drinks, and to develop other PSE approaches among medical/dental care practices and/or surrounding community.

Since the goal of RYD aligns closely with that of the Nevada Oral Health Program, it may be of benefit to both programs to collaborate and/or coordinate. Therefore, a concerted effort will be made in FY 2022 to explore how this might be accomplished, and ideally implement one or more strategies.

## Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location  
Census data
- School Meal Data (FRL: school free/reduced lunch data)  
 Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**FY21 & FY22:** Eligible practices: accept Medicaid or Nevada Check-up health insurance, provide care to children, and for medical practices - limited to primary health care and pediatrics.

## Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention relates to the following Nevada's focus areas:

### 4. Adults

**FY21:** At the close of FY 2021, we expect that at least 75% of eligible medical and dental care practices in the 16 intervention counties will have a RYD Toolkit (ST7) and that at least 50% of medical/dentals care professionals surveyed will report that more education on healthful beverages was provided as a result (MT5).

In addition, at least 50% of parents/guardians of SNAP households surveyed will report that a medical and/or dental care professional had recently talked with them about healthful beverage choices at the close of FY 2021 (also MT5).

### **FY22:**

At the close of FY 2021, the IA expects that at least 200 eligible medical and dental care practices in the 16 intervention counties will have a RYD Toolkit (ST7). In addition, at least 75% of medical/dentals care professionals participating in the prospective evaluation will report that more education on healthful beverages was provided as a result of the toolkit (MT5), that they plan to continue to use the Rethink Your Drink materials and that the Toolkit was generally effective.

## Intervention #3

### Intervention Name

Examples: Curriculum, PSE strategy, or health promotion.

### Rethink Your Drink Where You Shop

### Need(s) addressed with this intervention

Include brief description.

**FY21 & FY22:** This intervention consists of promoting healthful beverage choices at the point-of-purchase in SNAP-approved grocery stores located in or near SNAP-Ed eligible communities. By distributing low-cost, simple healthy beverage recipes and conducting store events, we aim to decrease the purchase of sugary drinks, and to increase the preparation of healthy, inexpensive drinks at home. These behaviors have the potential to enhance food resource management by shifting purchases to more healthful options, and to improve overall dietary quality.

There is evidence from USDA that sugary drinks are often purchased by SNAP participants. Per the 2017-2017 Statewide Needs Assessment, over two-thirds of SNAP participants expressed an interest in education on food resource management including making groceries last all month (72%), and preparing meals on a budget (67%). In addition, key informants reported that cooking at home should be a priority for Nevada's SNAP-Ed.

This intervention addresses the need for education and PSE approaches by facilitating more healthful purchases at grocery stores where SNAP benefits are redeemed, and enhancing food preparation knowledge.

### Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

#### FY21:

1. At any one time during FY 2021, a minimum of 25 SNAP-approved grocery retail stores in the 16 intervention counties will partner with RYD and provide space to improve appeal of healthy beverage choices through the distribution of RYD recipe cards.
2. By the close of each quarter during FY 2021, 3 RYD grocery store displays will be relocated to new grocery retail stores through the development of new partnerships (i.e., 12 new partnerships developed during FY 2021).
3. At least 20,000 RYD recipe cards will be distributed via the RYD grocery store displays by the close of FY 2021.
4. Among a random sample of parents/guardians of SNAP households who received the RYD materials via direct mail, 75% of those who had reportedly prepared one or more of the RYD healthy beverage recipes will be more confident that they can "make healthy drinks that taste good" (i.e., enhanced self-efficacy) by the close of FY 2021.

#### FY22:

1. At any one time during FY 2022, a minimum of 26 SNAP-approved grocery retail stores in the 16 intervention counties will partner with RYD and provide space to improve appeal of healthy beverage choices through the distribution and promotion of RYD recipe cards (stands will be relocated from current stores to accommodate for this).
2. By the close of each quarter during FY 2022, 2 RYD grocery store displays will be relocated to new grocery retail stores through the development of new partnerships (i.e., 8 new partnerships developed during FY 2022).
3. By the close of FY 2022, two promotional events will be held at each participating partner grocery store for the purpose of encouraging customers to prepare a RYD healthy drink recipe.
4. By the close of FY 2022, a minimum of 5 partner grocery stores will place RYD recipes in grocery bags for customer in-store pickup or curbside delivery.
5. At least 5 partner grocery stores will place additional printed signage to promote RYD recipes and/or RYD store events throughout the store by the close of FY 2022.
6. At least 30,000 RYD recipe cards will be distributed via the RYD grocery store displays by the close of FY 2022.

## Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

## PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

**FY21:** In an effort to encourage healthful beverage choices at the point-of-purchase, we began collaborating with SNAP-approved retailers in FY 2017. We now have RYD displays in 24 stores in eight different counties in Nevada (plan to have a total of 25 by close of FY 2021). 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. We will build on the success of this effort through reaching new audiences by relocating 3 RYD grocery store displays per quarter to new partner stores. In stores where displays are not relocated, we will continue to maintain the displays currently in place. This involves updating the posters monthly and keeping the display stocked with seasonally-appropriate recipe cards. We also plan to recruit an additional store(s) in or near a tribal community; collaboration with Extension faculty and staff will be instrumental in this effort.

**FY22:** The IA will continue collaborating with SNAP-approved retailers. The IA currently has RYD displays in 24 stores in eleven different counties in Nevada. The IA will add two more stands in FY22, bringing the total number of stands in stores to 26. 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. The IA will build on the success of this effort through reaching new audiences by relocating 2 RYD grocery store displays per quarter to new partner stores. In stores where displays are not relocated, the IA will continue to maintain the displays currently in place. This involves updating the posters monthly and keeping the display stocked with seasonally-appropriate recipe cards. The IA will work with select stores to put up additional signage promoting the recipe cards and events. Lastly, the IA will recruit stores to begin putting RYD recipe cards and other print materials in grocery delivery and pick up bags.

### Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**FY21:** 20,000

**FY22:** 30,000

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

**FY21:** The estimated reach was determined using the number of recipe cards distributed through stores in FY 2020 thus far.

**FY22:** The estimated reach was determined using the number of recipe cards distributed through stores in FY 2021 thus far and the average number of cards distributed at past RYD store events.

## Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

**FY21:** Due to the COVID pandemic, this year, we plan to promote grocery store displays during the first 10 days of the month through our social media channels. We will continue to maintain the displays with new recipe cards to continue it looking 'fresh'. All of the recipe cards available in stores highlight low-cost recipes that can help benefit customers' food resource management.

**FY22:** The IA will resume grocery store events at the beginning of every month. An event will be conducted at each partner store two times during the FY. Event activities will include sampling of RYD drink recipes, giveaways, and distribution of recipe supply bundles. The IA will continue to promote the recipe card stands and the events on the RYD social media pages during the first ten days of each month.

### Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

### How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

## Direct Education Strategies

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

**FY21 & FY22:** No direct education by RYD team members is planned.

### Total Direct Education Reach:

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

### How did you calculate this reach estimate?

*Cite specific metrics, formulas, and sources of data used.*

## Community Participation

*Include strategies or methods for how you will engage with the community or include their participation.*

**FY21:** In addition to the strategies described above, we will engage with community members in the following ways to help ensure RYD Where You Shop efforts are relevant and effective:

- 1) Feed-back from managers from participating grocery stores will be sought regularly for the purpose of identifying opportunities to improve the RYD Where You Shop intervention.
- 2) Insights from collaborating Extension faculty and staff will be utilized to strengthen the effectiveness of RYD's efforts within the tribal communities -including but not limited to the RYD Where You Shop Intervention. An example of this may include development of new recipes.

**FY22:** In addition to the strategies described above, we will engage with community members in the following ways to help ensure RYD Where You Shop efforts are relevant and effective:

- 1) Feedback from managers from participating grocery stores will be sought regularly for the purpose of identifying opportunities to improve the RYD Where You Shop intervention.
- 2) The IA will inform Extension and other IAs when recruiting new partner grocery stores.

## Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

**FY21:** Key partners for this RYD intervention include the participating SNAP-approved grocery stores and UNR Extension.

Participating grocery stores will provide space (at no cost) to promote healthful beverage choices. This includes a visible location to place the RYD recipe card display, ideally in or near the produce section.

UNR Extension will partner with RYD in FY 2021 to help increase the inclusion of grocery store(s) that are in or near tribal communities. Please see the letter of support provided by S. Emm of Extension that is appended to this proposal.

**FY22:** Key partners for this RYD intervention include the participating SNAP-approved grocery stores. Participating grocery stores will provide space (at no cost) to promote healthful beverage choices. This includes a visible location to place the RYD recipe card display, ideally in or near the produce section. The IA will continue to inform UNR Extension and other IAs as new stores are recruited.

## Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- |   |   |
|---|---|
| <input type="checkbox"/> Eligible by location | <input type="checkbox"/> School Meal Data (FRL: school free/reduced lunch data) |
| <input type="checkbox"/> Census data          | <input checked="" type="checkbox"/> Other                                       |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

**FY21:** The stores that are recruited for this intervention must be SNAP-approved. As we expand the number of stores in FY 2021, we will make a concerted effort to recruit stores in or near tribal communities.  
**FY22:** The stores that will be recruited for this intervention will be approved by the Nevada SNAP-Ed Nutrition and Policy Specialists.

## Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention relates to the following Nevada's focus areas:

3. Food Resource Management

4. Adults

**FY21:** At the close of FY 2021, we expect 12 new grocery store partnerships (3 per quarter). At any one time, 25 existing or new partner stores in the 16 intervention counties will provide space to improve the appeal of healthy beverages through the distribution of RYD recipes cards (ST7 and MT5). As a result, at least 20,000 RYD recipe cards will be distributed.

In addition, at least 75% of SNAP participants who reportedly prepared one or more of the RYD recipes, will report they are more confident they can "make healthy drinks that taste good" (i.e., enhanced self-efficacy).

**FY22:**

At the close of FY 2022, we expect 8 new grocery store partnerships (2 per quarter). At any one time, 26 existing or new partner stores in the 16 intervention counties will provide space to improve the appeal of healthy beverages through the distribution of RYD recipes cards (ST7 and MT5). As a result, at least 30,000 RYD recipe cards will be distributed.

## Appendix I Intervention Template

Intervention #4	
<b>Intervention Name</b> <i>Examples: Curriculum, PSE strategy, or health promotion</i>	Rethink Your Drink Where You Learn <b>*NOTE: UNR-RYD will not continue the Rethink Your Drink Where You Learn Intervention in FY22 due to budget constraints.</b>
<b>Need(s) addressed with this intervention</b> <i>Include brief description.</i>	<p>Sugary drink intake among children in the U.S. has declined overall, but intake remains excessive. Furthermore, not all socio-demographic groups have experienced declines equally; disparities by race/ethnicity and household income remain. In addition, there is evidence that younger children and non-Hispanic Black children are at greater risk of under-hydration compared to their peers. Lastly, a recent report by the Rudd Center, noted that beverage companies spent over \$1 billion to market sugary drinks in 2018 and that Black and Hispanic youth were often targeted.</p> <p>Changes within the school setting that resulted from School Wellness Policies has contributed to the decline in sugary drink intake among students. To build on this positive change, the strategies included in this intervention will reinforce the importance of healthy beverage choices among elementary school students in the location where they eat/drink daily. Parents/guardians report that their food/beverage purchases are influenced by family members. Therefore, this intervention has the potential to also influence parents indirectly.</p>
<b>Intervention Objective(s)</b> <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</i>	<ol style="list-style-type: none"><li>1. At least 75% of SNAP-Ed eligible elementary schools in the 16 intervention counties will reportedly display the RYD healthy beverage posters in their lunchroom/cafeteria areas by the close of FY 2021.</li><li>2. Through formative evaluation, feedback will be collected from 8 teachers (2 per grade level) on the effectiveness of the RYD lesson plan by the close of FY2021.</li></ol>

<p><b>Intervention Strategies</b></p>	<p>Select <b>ONE</b> of the following combination of strategies for this intervention:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PSE Strategies only</li> <li><input checked="" type="checkbox"/> PSE Strategies + Health Promotion</li> <li><input type="checkbox"/> PSE Strategies + Health Promotion + Direct Education</li> </ul>				
	<p>In order to enhance the awareness of healthful beverage choices for children, we will continue to distribute posters that target children for display in eligible elementary school cafeterias. In the intervention counties, there are 79 elementary schools where &gt; 50% of children are eligible for free and reduced -priced school meals (~ 29,000 students).</p>				
<p><b>Health Promotion</b></p>	<p>To complement the PSE approach described above, we plan to continue the development of the RYD lesson plan by recruiting teachers in a limited number of schools to pilot (i.e., formative evaluation). During FY 2022, we plan to modify and incorporate the feed-back provided by the teachers, as well as, post to the RYD website.</p>				
	<table border="1"> <tr> <td data-bbox="500 1883 820 1978"> <p><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p> </td> <td data-bbox="820 1883 1529 1978"> <p>29,000</p> </td> </tr> <tr> <td data-bbox="500 1883 820 1978"> <p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p> </td> <td data-bbox="820 1883 1529 1978"> <p>Total number of students at the eligible schools that will be included in the intervention.</p> </td> </tr> </table>	<p><b>Total PSE Reach:</b> <i>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</i></p>	<p>29,000</p>	<p><b>How did you calculate this reach estimate?</b> <i>Cite specific metrics, formulas, and sources of data used.</i></p>	<p>Total number of students at the eligible schools that will be included in the intervention.</p>
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**Direct Education Strategies**

*(if applicable)*

*Include brief description of audience, settings where education will be provided, and curriculum name.*

No direct education by RYD team members is planned. As a result of this intervention, however, direct education may be provided by individual teachers in the eligible schools.

**Total Direct Education Reach:**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**How did you calculate this reach estimate?**

*Cite specific metrics, formulas, and sources of data used.*

**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*



### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

School food service directors and teachers will be instrumental in the RYD Where You Learn Intervention.

In regards to school food service directors, please see the letter of support from J. Dibble of the NV Department of Agriculture. As School Nutrition Supervisor for the state of Nevada, his support and assistance in communicating with local directors from the intervention counties will be of great benefit. In addition, close communication with Mr. Dibble may also help to identify ways to strengthen this intervention for FY 2022.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data               Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

This intervention relates to the following Nevada's focus areas:

#### 1. School health

At the close of FY 2021, we expect that at least 75% of SNAP-Ed eligible elementary schools in the 16 intervention counties will reportedly display the RYD healthy beverage posters in their lunchroom/cafeteria areas (MT12) . Additionally, feedback from 8 teachers will be obtained and incorporated into RYD lesson plan on healthy beverage choices.

Intervention #1

**Intervention Name**

*Examples: Curriculum, PSE strategy, or health promotion*

Wolf Pack Coaches Challenge

**Need(s) addressed with this intervention**

*Include brief description.*

In order to curb the rise of childhood overweight and obesity, efforts in nutrition education and engagement of physical activity must be developed early on. By improving the markers for nutrition education and physical activity, it can help reduce the prevalence of childhood overweight and obesity, thereby reducing the risk to both children and adults of many chronic diseases.

The Wolf Pack Coaches Challenge (WPCC) aims to improve nutrition education and increase levels of physical activity without overburdening teachers or diminishing time for lessons in class.

**Intervention Objective(s)**

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.*

**FY21**

By March 31, 2021 at least 30 Title I elementary school classrooms will have signed up and completed the Wolf Pack Coaches Challenge.

By May 1, 2021, 25% of elementary students participating in the Wolf Pack Coaches Challenge, as reported by their teachers and student tracking sheets, will increase their fruit, vegetable, and water intake.

By May 1, 2021, 25% of elementary students participating in the Wolf Pack Coaches Challenge, as reported by their teachers and student tracking sheets, will increase their physical activity levels.

By June 1, 2021, 25% of middle school students participating in the Wolf Pack Coaches Challenge, as reported by pre and post testing, will increase their fruit, vegetable, and water intake.

By June 1, 2021, 50% of school teachers will report intention to continue conversations around healthy eating and physical activity with their students.

By June 1, 2021, at least 50% of the teachers will agree or strongly agree that students are more able to identify healthy food choices after participating in the Wolf Pack Coaches Challenge.

By July 1, 2021, develop a pilot project assessment report summarizing the outcomes of piloting Wolf Pack Coaches Challenge in middle schools.

**FY22**

By September 30, 2022, at least 40 elementary school classrooms from Title I Schools will have completed the Wolf Pack Coaches Challenge.

By September 30, 2022, at least two middle school physical education classes will have completed the Wolf Pack Coaches Challenge.

By September 30, 2022, 50% of elementary students participating in the Wolf Pack Coaches Challenge will increase their fruit, vegetable, and water consumption as reported by their teachers and student tracking sheets.

By September 30, 2022, 50% of elementary students participating in the Wolf Pack Coaches Challenge will increase their physical activity engagement as reported by their teachers and student tracking sheets.

By September 30, 2022, 30% of middle school students participating in the Wolf Pack Coaches Challenge will report they have increased their consumption of fruits and vegetables as measured by their pre and post survey.

Select **ONE** of the following combination of strategies for this intervention:

PSE Strategies only

PSE Strategies + Health Promotion

PSE Strategies + Health Promotion + Direct Education

**PSE Strategies**

With the implementation of the program in the classroom, a systems change occurs within the classroom as the teacher incorporates time to deliver lesson plans specific on nutrition and physical activity while also making time for students to engage in physical activity through brain breaks and games that promote movement. This opportunity may not otherwise exist if the classroom was not participating in the challenge.

**Total PSE Reach:** FY21: 1500  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.* FY22: 1550

**How did you calculate this reach estimate?** FY21: Elementary=30 classrooms x 25 students (avg class size)  
 Middle School= 2 PE classes x 375 (avg size)  
*Cite specific metrics, formulas, and sources of data used.* FY22: Elementary=40 classrooms x 20 students (avg class size)  
 Middle School= 2 PE classes x 375 (avg size)

**Health Promotion Strategies**  
*(if applicable)*

*Include brief description of strategy, settings where strategy will be implemented, and potential reach.*

Health promotion is achieved through the healthy food and gardening demonstration, student tracking sheets and poster and other messaging/posters from MyPlate and ReThink your Drink. Strategies will be implemented in the classroom and will reach elementary and middle school students.

**Total Health Promotion Reach:** FY21: 1500  
*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.* FY22: 1550

**How did you calculate this reach estimate?** FY21: Elementary=30 classrooms x 25 students (avg class size)  
 Middle School= 2 PE classes x 375 (avg size)  
*Cite specific metrics, formulas, and sources of data used.* FY22: Elementary=40 classrooms x 20 students (avg class size)  
 Middle School= 2 PE classes x 375 (avg size)

Direct education will be achieved through the use of the Coordinated Approach to Child Health (CATCH) Curriculum for elementary schools and middle schools. The strategies will be implemented in the classroom for elementary schools and in the PE class for middle schools.

**Total Direct Education Reach:**

**FY21: 1500**

*Estimate how many SNAP-Ed eligible people will be impacted by this strategy.*

**FY22: 1550**

**How did you calculate**

FY21: Elementary=30 classrooms x 25 students (avg class size)  
Middle School= 2 PE classes x 375 (avg size)

*Cite specific metrics, formulas, and sources of data used.*

FY22: Elementary=40 classrooms x 20 students (avg class size)  
Middle School= 2 PE classes x 375 (avg size)

**Community Participation**

*Include strategies or methods for how you will engage with the community or include their participation.*

Community participation occurs through the partnerships with the Washoe County School District, UNR Nevada Athletics, Urban Roots and Washoe County Nutrition Services who participates in the program by reiterating healthy messaging to student participants. Partners also help spread the word about WPCC by highlighting the program through their online platforms such as social media, newsletters and announcements within their organization.

### Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Partnerships with the Washoe County School District (WCSD) and Nevada Athletics were formed at the inception of the program in 2016. The WCSD plays a critical role in the program as teachers implement the program with their students. Staff works with the Student Activities and Athletics Department and In-Service Department to offer the program as a course for teachers to claim credit.

Nevada Athletics support the program in numerous ways through classroom recognition, student encouragement by way of classroom visits and/or messages from student athletes and coaches.

Community partners such as Urban Roots covers topics around gardening education, while the Washoe County Nutrition Services provides healthy food samples for students to taste.

### Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location       School Meal Data (FRL: school free/reduced lunch data)  
 Census data       Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

FY21:

The priority focus area is on school health, staff seeks to address the following indicators: 2.1 - ST1 and ST5.

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.

FY22:

The priority focus area is on school health, staff seeks to address the following indicators:

- ST1: Healthy Eating
- ST2: Food Resource Management
- ST3: Physical Activity and Reduced Sedentary Behavior

As a result of participating in the Wolf Pack Coaches Challenge, we anticipate students will:

- Increase their daily consumption of fruits, vegetables and water
- Increase physical activity at home and at school decreasing sedentary behavior
- Gain awareness and knowledge to make healthier choices.