



EXTENSION

College of Agriculture,
Biotechnology & Natural Resources

**University of Nevada, Reno
Extension Statewide Health
and Nutrition Department
Best Practices Guide for
Program Implementation**

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University of Nevada, Reno Extension Statewide Health and Nutrition Program Best Practices Guide for Program Implementation

First Edition



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University of Nevada, Reno Extension

Mission

To discover, develop, disseminate, preserve and use knowledge to strengthen the social, economic and environmental well-being of people.

To promote good health throughout the life spans of individuals, families and communities, in both urban and rural settings by educational efforts.

Core values

Accountability and ethics; teamwork and collaboration; quality community education; honest and open communication; responsive to needs of a diverse society; innovative thinking, flexibility, integrity and dedication

Purpose

University of Nevada, Reno Extension operates within the College of Agriculture, Biotechnology & Natural Resources. Extension's statewide Health and Nutrition Program builds sustainable opportunities centered on facilitating access and/or creating appeal for improved healthy eating and physical activity in order to help Nevadans be healthy, active and well.



EXTENSION

**College of Agriculture,
Biotechnology & Natural Resources**

Purpose

The best practices guide is designed to assist county educators, contractors and collaborators with SNAP-Ed statewide Extension nutrition and physical activity strategy implementation. This tool serves as a resource for implementing multi-component interventions and evidence-based curricula to improve the health and wellbeing of Nevadans. Within this guide is information to assist with increasing the appeal of healthful nutrition and physical activity in each community.

Throughout the following section, information can be found on: practices and activities common to each strategy, activities and interventions unique to each strategy, suggested timelines of implementation, strategy efforts towards sustainability, and grant reporting indicators.

Strategy Areas

Extension's statewide Health and Nutrition Program reaches various target populations through five strategies. Each strategy is led by statewide health and nutrition specialists and composed of one or multiple program officers, community educators and additional support as necessary. Multi-component interventions and evidence-based curricula being implemented in each community will fall under one or more of these strategy areas.

The five strategies are:

- Healthy Kids Early Start, preschool-age children 3-5 years old, their teachers and their families within the structure of the preschool or classroom setting.
- Healthy Kids Healthy Schools, school-aged children within the structure of the classroom, lunchroom or school environment.
- Healthy Food Systems, children, adults and older people through garden activities and farmers markets.
- Healthy Living Sustainable Recovery, people in recovery for substance use disorder and their families.
- Healthy Aging, older adults within the context of places where they eat, live, learn and play.

For questions and requests for materials needed for the activities outlined throughout the guide, please contact the federal nutrition programs coordinator (SNAPED@unr.edu).

Getting Started

To successfully implement the activities outlined in each Extension Health and Nutrition strategy listed below, county educators, contractors and collaborators must understand the local community: gaps, needs, traditions and strengths. Partnerships should reflect a similar goal, in line with Supplemental Nutrition Assistance Program Education objectives when receiving SNAP-Ed funding, and should be characterized by mutual trust, respect and commitment. For county educators, contractors and collaborators, here are a few steps to get started.

1. Determine the strategy best suited for the local area. Reference [needs assessment data](#), speak with county commissioners and collaborate with University Specialists to identify an appropriate set of interventions for the local community.
2. Compile a list of potential sites from the local area that service the identified strategy's target population. These sites should be where individuals eat (restaurants), learn (school); live (transitional housing); play (senior center); shop (farmers market); work (veteran services sites. Refer to Figure 2 (Page 77) for domains of strategy implementation.
 - a. Ensure sites qualify based on criteria such as: SNAP eligibility (at or below 200% of the federal poverty guidelines), census data, medically underserved areas or health profession shortage areas.
 - b. To determine if an address is located in a SNAP-eligible area, use this website to identify the census tract geographic identifiers: <https://geocoding.geo.census.gov/geocoder/geographies/address?form>
 - i. Then, search the GEOID in the 2018 NV Census Tract Eligibility Data Lookup available here: <https://nvsnap-ed.org/tips-resources/state-documents/>.
 - ii. Eligible sites will be located in a GEOID with a 50.1% or greater percentage of the population at or below the 200% federal poverty guideline.
 - c. To determine if a Nevada ZIP code is SNAP-eligible based on the federal poverty guideline, view the SNAP eligibility by ZIP code on the [needs assessment dashboard](#) or contact the Federal nutrition programs coordinator.
 - i. ZIP codes must reflect a 50% or greater value of individuals at or below 200% of the FPG to be SNAP-eligible.
 - d. The following sites can be used to verify the SNAP eligibility of schools:
 - i. <https://nces.ed.gov/ccd/schoolsearch/> - at least 50.1% of students should qualify for free and reduced-price lunch.

- ii. [https://agri.nv.gov/Resources/Data and Reports/Food and Nutrition/SN/SN Data Reports/](https://agri.nv.gov/Resources/Data_and_Reports/Food_and_Nutrition/SN/SN_Data_Reports/) - at least 50.1% of students should qualify for free and reduced-price lunch.
 - e. Other commonly served eligible sites are food banks, food pantries, transitional housing facilities, public housing, Head Start learning centers, food distribution programs on Indian Reservations and family resource centers.
 3. Assess demographics of qualifying potential sites and compare with constituents currently being served to determine if there are some sites/individuals underrepresented.
 4. Target those that are underrepresented in the recruitment strategy and strive for reaching a diverse population, representative of the various qualifying criteria.
 5. For SNAP-Ed funded programming, notify eligible sites/individuals to the maximum extent possible of the availability of existing SNAP-Ed activities happening in the community (e.g., direct education courses, health promotion events).
 6. To build rapport with identified and eligible sites, consider offering a health promotion activity or a stand-alone (or “pop-up”) lesson from an evidence-based program as a recruitment strategy.
 - a. These can be helpful methods of introducing the strategy and enhancing buy-in from the organization and constituents.
 - b. While building rapport through a stand-alone event or activity, the best point of contact at the site will be identified. This person will likely become one of the site champions (a member who extends their influence to support health-related interventions).
 7. An environmental scan (See Appendix B) should be distributed at the site to identify programmatic gaps and opportune interventions best for that site and target population. The findings from this scan should be presented to the site staff. The site champion is crucial for ensuring staff are engaged and provided decision-making opportunities.
 8. Once a set of interventions or activities have been identified through the environmental scan, the champion (and other people as they suggest) should fill out a readiness assessment tool (See Appendix C), which measures the capacity of the site to implement and support suggested changes that will meet the needs of the site and target audience.

Many resources within Extension exist to support the success of federal nutrition programming in counties across Nevada. These supports are highlighted in Figure 1 (see pg. 76).

|

Steps to Success

To have the most success with the Health and Nutrition strategy interventions, activities should follow a general order of implementation: 1) identification of champions, 2) administration of environmental scan, 3) completion of readiness assessment, 4) establishment of wellness committees, 5) identification of an action plan, 6) implementation of the action plan and 7) evaluation of the implementation for sustainability. However, be flexible because there are numerous situations where the order may be changed.

This order of implementation supports each strategy's effort in sustainably changing an environment to better promote health and wellness through Policy, Systems and Environmental (PSE) approaches. PSE changes expand upon direct education for a target population and positively alter the nutrition and physical activity structure within a community. PSE changes have the potential and capacity to endure external changes, therefore relating to a strategy's success through sustainability. The following steps to success build the foundation to support PSE interventions that intend to increase the appeal of healthy eating and physical activity to a larger community in a long-term way. This foundation is necessary for the PSE interventions to be sustainable.

Champions

Individual champions are those who act to facilitate access and create appeal for improved healthy eating and physical activity choices at a site. These individuals serve as advocates and help promote nutrition and physical activity efforts. Examples of champions include a principal or principal-appointed teacher at a school, a farmer at a farmers market, a religious leader, an activity director at a senior center, a director at a transitional housing complex. Champions play a key role in the success of policy and environmental change implementation. As a site is identified and eligibility is assessed, the site champion should also be identified. Site champions should have some level of authority in enacting change. The site champion should complete the readiness assessment tool prior to environmental scan administration.

An organizational partnership can develop from the identification of a site champion, an organizational partnership can develop. As the relationship builds, the organization may make decisions to change the conduction of business in relation to healthy eating and physical activity efforts. Organizations may adopt a new intervention, reallocate resources, institute or revise policy in an effort to better serve its population. Organizational partnerships provide greater support through institutional buy-in (decision making, shared resources, collective and additional partnerships) and play a key role in the success of sustainability. These partnerships can be solidified with a Memorandum of Understanding (MOU) or similar agreement that ensures the relationship is maintained despite changes (e.g., staffing). For a MOU template, reference Appendix A. The depth of the organizational partnership can be assessed by the levels of collaboration (see glossary, Page 78).

Environmental scan

An environmental scan is used to assess organizational nutrition and physical activity needs in settings where individuals eat, learn, live, play, shop and work. Each strategy administers a scan that is appropriate for its target environment and population. Scan data should be aggregated after implementation. See Appendix B for the administered scans.

Readiness assessment

Understanding an organization's level of readiness to make health-related changes is critical to the success of those changes. Organizational Readiness for Implementing Change tool (ORIC) measures organization or site readiness to create changes that will address unmet needs for improved access or appeal of nutrition and physical activity interventions. This assessment should be given to at least one staff member of a site following identification and prior to administering an environmental scan. The results from this tool will confirm that the site has the capacity to work in collaboration with the strategy to implement policy, systems and environmental changes. This tool also prompts the discussion of available resources a site has to implement programs. The ORIC tool is available in Appendix C.

Wellness committees

Wellness committees should be formed at partner sites to ease the burden of implementation by helping to drive the process of improving the health and wellbeing of the individuals served in a particular environment. Wellness committees should include the site champion, as well as a diverse group of individuals who can best represent the perspectives within that particular site. Committees should also be diversely represented and reflect various stakeholders (an educator, an administrator, an individual serviced by the site). In collaboration with the SNAP-Ed strategy, wellness committees will support the identification, development and implementation of action plans. Similar to champions, wellness committees are key to successful implementation and sustainability.

Action plan

To address the findings from an environmental scan, action plans should be developed and implemented. The action plan is intended to create and maintain sustainability. The development of an action plan lays the framework for potential policy changes, implementation of new policies and integration of interventions supporting healthy eating and physical activity. To create an action plan, the findings of the environmental scan are presented to the wellness committee members. Ideas are formulated into a plan to address the needs of those serviced within the community setting. The action plan should be created with available resources (staff, funding, space) in mind. Assigning roles and responsibilities for implementing the action plan with an appropriate and realistic timeline will better achieve sustainability.

Sustainability

The sustainability of health-promoting interventions at a site is critical and should be continued and maintained beyond direct involvement of the SNAP-Ed staff. This requires stakeholder involvement throughout the implementation. Their involvement improves the site's commitment to intervention implementation and facilitates a structure that intertwines the health promoting interventions with the site's day-to-day activities and operations. The success of sustainability relies on the ability to mobilize the site's available resources, staffing capacity and funding options. Using a collaborative effort between the SNAP-Ed strategy team and site, a written sustainability plan should be developed as a road map of priorities and action steps to achieve long-term sustainability goals. Initially when working with a site, strategy staff will take a lead role in initiating efforts, fostering site support and involvement, planning and implementing interventions and evaluating efforts. Eventually, the strategy staff will take a primarily advisory or supportive role providing trainings, technical assistance, check-ins with wellness committees and rescanning the environment to evaluate the impact and longevity of the original interventions. In this supportive role, the strategy staff will also be available through open communication for brainstorming, overcoming challenges, identifying additional resources and relationship building with organizations for partnership.

Existing tools are available to evaluate the path towards sustainability and their utilization is encouraged. Some examples include Center for Disease Control Sustainability Planning Guide for Healthy Communities, Georgia State University's Sustainability Framework or Self-Assessment Tool, and the Program Sustainability Assessment Tool (Center for Public Health Systems Science).

Choosing an Activity

The following sections of this guide include a range of activities. Some are applicable to any implementation site and others are specific to a particular strategy. Activities should be chosen based on the information found in the readiness assessment of a site, the environmental scans of the individuals serviced by that site and the resources available to the site. The needs of the community and the level of readiness of that site should drive the activity selection, timeline and implementation. Similarly, all activities should be implemented with an end-goal of sustainability at that particular site. This means that the activities offered at the site should eventually be maintained by the site itself, with the SNAP-Ed strategy teams stepping into a more supportive role.

Policy, Systems, Environmental Activities

The activities below can be implemented by any strategy at any site. These interventions are appropriate for all eligible target audiences and are likely relevant for any site where individuals eat, learn, live, play, shop and work. Many of these activities overlap as policy, systems and environmental initiatives. Additional activities that are unique to each strategy are mentioned later in this document.

Policy (P)	Systems (S)	Environmental (E)
Access to healthy eating and physical activity	Farmers markets SNAP authorization	Clubs (walking, cooking, gardening)
Food service guidelines	Food banks/pantries collaboration	Gardens (installation, workshops)
Nutrition guidelines	Food service capacity	Vending machines/snack shacks
	Transportation	
	Train-the-trainer	

Access to healthy eating and physical activity: Those implementing Extension strategies can work with eligible and appropriate implementation sites to alter existing policies or enact new policies (*improving the access to physical activity where individuals eat, learn, live, play, shop and work*). These policies will have a subsequent environmental impact at the site by making the site more healthful with respect to nutrition and physical activity. Access policies can also improve the environment for the staff, by making employee spaces more healthful or promoting staff to model certain healthful behaviors. Access policies may also incorporate systems approaches to build community partnerships or form community coalitions in order to enact access to healthy eating and physical activity.

Data provided by Extension strategies can help legislatures write, enact and drive policy. Extension can also provide the technical assistance and support to sites implementing healthy eating and physical activity laws and codes.

Food service guidelines: Those implementing Extension strategies can work with relevant implementation sites to alter existing policies or enact new policies around food served on property. This includes, but is not limited to, food served in congregate meals,

school lunchrooms, office workplaces, family engagement gatherings, community independent-living residential facilities and transitional housing. Registered dietitians may assist with the criteria for the food service guidance by assisting in the updating of menus and providing training for food service staff. These policies may have an environmental impact at the site if the food line is changed to promote healthier choices. These guidelines aim to change behavior by improving the diet quality of those congregating at the site.

Nutrition guidelines: Those implementing Extension strategies can work with relevant implementation sites to alter existing policies or enact new policies (establishing healthy eating standards for staff, residents and those that frequent the property). These policies will have a subsequent environmental impact at the site by making the food more healthful.

Farmers market SNAP authorization: (Helping a farmers market become authorized to accept SNAP or other nutrition benefits) is a system change. Individuals can enjoy locally grown produce at farmers markets by using nutrition incentives, Seniors or WIC Farmers' Market Nutrition Program coupons or Nevada SNAP/EBT card benefits when the market is authorized to accept them. Coordinate with a local farmers market to promote these benefits and increase the proportion of people on a limited income shopping at farmers markets. Education on using these benefits at farmers markets may provide economic benefit to both the SNAP beneficiary and farmers market vendors by increasing access to fresh produce. Establishing a relationship with a local farmers market is also a way to form a community partnership and expand services. The promotion of farmers markets can be included in direct education and health promotion materials.

Food bank/pantries collaboration: *Establishing a collaborative relationship with local food banks and/or pantries* can increase access to healthier food choices. Different ways to collaborate include, donation of groceries or food boxes, creation and distribution of recipe cards, assistance with implementing nutrition education, hosting congregate meals, increasing healthfulness of foods available, and signage to nudge patron choices towards healthier foods. The promotion and de-stigmatization of utilizing food banks and pantries can be included in direct education and health promotion materials. Establishing a relationship with a food bank and pantry is a way to form a community partnership. Attendance at food banks can be increased through transportation partnerships. The increased availability of nutritious groceries can improve an individual's home environment.

Foodservice capacity: (Resources for food service staff are available to support and maintain healthful integrity of registered dietitian-approved menu items). Resources are available from the Extension nutrition specialist for training kitchen staff and maintaining menu integrity. Contact the federal nutrition programs coordinator for access to these resources.

Train-the-trainer: The train-the-trainer approach supports each strategy's sustainability initiative of empowering sites to promote nutrition and physical activity. (Site coordinators can be trained to deliver evidence-based curricula or other strategy activities). Changing the organizational system by adopting the delivery of nutrition and physical activity programs may also improve the social and normative environment. Activities for the train-the-trainer approach may include evidence-based program, health promotion event hosting, environmental scan distribution and wellness committee oversight.

Transportation: Individuals may have limited access to local businesses and community resources, such as doctors' offices, grocery stores, health fairs, local gyms, parks and community centers, due to a lack of transportation in their neighborhood. Partnerships can be created with local nonprofits and organizations to connect individuals with existing resources (*e.g., free or reduced-costs transportation*). Partnerships can also be created to bring services to the target population at a site where they congregate.

Clubs: (Starting a club in a variety of community-based settings is a good way to expand on physical activity or nutrition direct education in an effort to change the social environment). Work with the wellness committee to schedule a club that would be of interest (walking, cooking, gardening). Set meeting times and promote the club. For a walking club, find a great pathway that will keep the members coming back for more. When selecting a route, identify a path that is safe. Do a test walk prior to the first walking club meetup. Calculate the distance of the path chosen. Designate a meeting spot and rest stops if the distance of the route is rather lengthy. Sometimes the weather is not favorable. In this case, with permission of staff, move the walking club inside or to a nearby mall. To continue this activity on an individual basis, consider using stencils, spray paint or chalk to map out the walking route. The path can be more interactive by including signs or handouts that demonstrate additional exercises. Cooking and garden clubs utilize the same basic concepts outlined above.

Gardens: Gardens are a sustainable project to improve and maintain healthy eating behaviors, increase physical activity, and decrease social isolation by providing a space to connect with others. (Installing garden beds where individuals eat, learn, live, play, shop and work increases an individual's access to fruits, vegetables and herbs). Collaborate with partners in the local area to establish a location and necessary materials to place the garden bed. The Healthy Food Systems strategy is a great resource to learn more about installing garden beds (contact the federal nutrition programs coordinator for more information). Garden workshops at the garden location can provide individuals knowledge on how to maintain and utilize the garden. These workshops are a critical piece to a successful and sustainable garden intervention by empowering people through knowledge and skillset development. Trained Master Gardeners can also assist with garden development, maintenance, and sustainability.

Master Gardeners are in counties throughout Nevada and can be contacted through this website: <https://extension.unr.edu/master-gardeners/people.aspx>.

Vending machines/snack shacks: A variety of different sites where individuals eat, learn, live, play, shop and work often have vending machines available. (The items in vending machines may be replaced with some healthier food and beverage options to increase the likelihood of people making healthy choices). For example, some sodas may be replaced with 100% fruit juice and water, and some salty snacks may be replaced with lower-sodium alternatives. These new items may be supplied through donation by a local grocery store or food bank. Working with additional organizations to supply the site with healthier options integrates a systems approach, while the healthier vending machine improves a person's environment with increased access to healthier foods and beverages. If a facility is managed by municipality, state or federal government, certain rules apply (see the Randolph Sheppard Act). Modifying vending machines and snack shacks is a multi-step process and should begin with an objective assessment of the offerings. The Nutritional Environmental Measures Survey on vending (<https://nems-upenn.org/nem-v-resources/>) can be used as the assessment tool. Once assessed, the vending machine modifications should also include the establishment of vending machine guidelines or policy for the site.

Program Delivery Essentials

Program fidelity

All delivered programming is evidence-based. The data collected and outcomes measured are tied to the level of fidelity of implementation for each program. Fidelity to curriculum procedures is critical to the success of direct education interventions. Educators should follow curriculum procedures as outlined in program materials. While personalized facilitation is encouraged, any variation to the curricula must be addressed and approved by the federal nutrition programs coordinator.

Evaluation

Programs have specific assessments that are distributed at the beginning and end of each program. Pre-assessments must be distributed and collected prior to or on the first day of scheduled sessions. Post-assessments should be collected on the last day or within one week of the program's final session. Information collected in these assessments remains isolated from identifiable attributes (name, address). The data gathered is crucial for program evaluation and securing future funding. Programming data (attendance records, evaluations and demographics) is collected and maintained primarily for reporting purposes and the management of programs and services in making strategic data-informed decisions. Data may be collected using only a sample size of participants in a program. Data related to SNAP-Ed indicators are required to be collected for each participant engaging in the SNAP-Ed program. Institutional Review

Board (IRB) protocol may also be required. Check with the federal nutrition programs coordinator.

Statewide data collection

Counties and contractors are required to share their programming data with the appropriate Extension team for statewide aggregation. Collaborators are also encouraged to share programming data for aggregate analysis by Extension faculty. Analysis and aggregation of statewide data demonstrates impact to federal funders and legislatures, improves state decision-making to improve service delivery, manages existing resources and examines program effectiveness. Data related to SNAP-Ed programming is collected using the national Program Evaluation and Reporting System (PEARS). Information garnered from statewide data collection and analysis can be used to improve and expand programs, services and system approaches across Nevada.

Program marketing

Examples of marketing materials or templates can be obtained from the Federal nutrition programs coordinator. Development of new materials must be discussed and approved by the Federal nutrition programs coordinator.

Educational reinforcers

Educational reinforcers are giveaway items that reinforce topics or themes covered in DE lessons, or more generally promote healthy lifestyle behaviors. These items may be directly related to a lesson (grocery shopping should include a takeaway insulated grocery bag) or may be tangentially related to a topic (an event centered on walking outdoors include a takeaway water bottle). These materials can be supplied by a strategy area or purchased independently. Cost per item for educational reinforcers must be equal to or less than five dollars). Group purchasing between strategies is encouraged as an efficient use of funding. For ideas of items and other details about reinforcers (see Appendix D). Any educational reinforcers designed with the SNAP-Ed logo must receive approval prior to purchase. Contact the Federal nutrition programs coordinator to obtain approval.

Evaluation Indicators

Extension health and nutrition strategies report programs reach outcomes related to policy, systems and environmental (PSE) interventions. These indicators are SNAP-Ed specific and measure organizational motivators, adoption, promotion, implementation and effectiveness. The following reach outcomes are often reported:

- Needs and readiness

- Number of staff who have documented readiness for PSE changes
- Number of sites with an identified need for improving access or creating appeal for nutrition and physical activity supports
- Number of organizations that have documented readiness for PSE changes
- Champions
 - Number of champions identified
 - Number and percent of qualified sites benefiting from champion activities.
 - Champion accomplishments
- Organizational partnerships
 - Number of active partnerships
 - Depth of active partnerships
 - Accomplishments with mature partnerships
- Nutrition activities
 - Number of PSE changes
 - Number of promotional efforts for PSE changes
 - Number and proportion of sites that make at least one change in writing or practice to expand access or improve appeal for healthy eating
- Physical activity activities
 - Number of PSE changes
 - Number of promotional efforts for PSE changes
 - Number and proportion of sites that make at least one change in writing or practice to expand access or improve appeal for physical activity or reduced sedentary behavior
- Nutrition and physical activity activities implementation
 - Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes
 - Total number of components per site or organization, and types of components implemented during the period assessed
 - Number of sites or organizations that made at least one PSE change (MT5) and show improved food environment assessment scores using a reliable and, if possible, valid environmental assessment tool

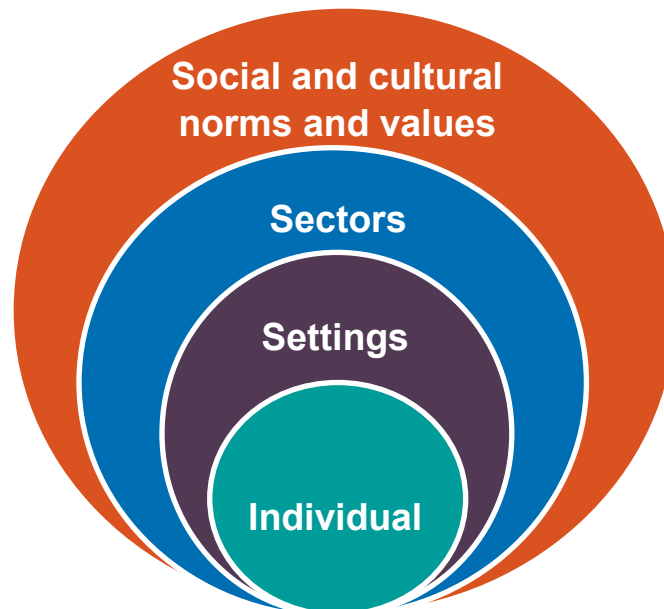
Extension health and nutrition strategies also report individual behavior impact and outcomes. Behavior indicators are reportable outcomes that measure a person's change in behaviors, habits and/or attitudes. Extension health and nutrition strategies focus on a variety of healthy lifestyle changes. The following SNAP-Ed priority indicators measure readiness to change, actual changes and maintenance of said behavior changes:

- Healthy eating

- Increasing fruit, vegetable, lean protein, whole grain, low-fat and fat-free dairy consumption
- Diversifying fruit and vegetable choices
- Reducing saturated and trans fats
- Using MyPlate to make food choices
- Increasing water consumption
- Reducing sugar-sweetened beverages
- Food resource management
 - Choosing healthy foods while on a budget
 - Reading nutrition facts labels and ingredients lists
 - Shopping with a grocery list
 - Purchasing 100% whole grain products, low-fat dairy, fruit and vegetables
 - Comparing prices before buying foods
- Food safety
 - Washing hands and surfaces often
 - Avoiding cross-contamination
 - Cooking foods to proper temperatures
 - Refrigerating food promptly
- Physical activity
 - Increasing participation in physical activity and leisure sport
 - Increasing participation in moderate-vigorous physical activity
 - Increasing participation in muscular strength activities
 - Reducing screen time
 - Reducing sitting time

Additional evaluation measures may be reported based on target audience. Work with the health and nutrition specialists to determine other funding and research-related indicators necessary for implementation.

Theoretical Model



Adapted from: FNS/SNAP-Ed, *FY 2022 Supplemental Nutrition Assistance Program Education Plan Guidance*. SNAP-Ed Program Administration – U.S. Department of Agriculture, SNAP-Ed Connection, https://snaped.fns.usda.gov/sites/default/files/documents/FY%202022%20SNAP-Ed%20Plan%20Guidance_0.pdf

The theoretical model most used in SNAP Education is the social-ecological model which showcases the interconnectedness of various factors that influence nutrition- and physical-activity related choices for a person. Using this model can allow for integrative approaches to improving the likelihood that people will make health promoting choices related to their nutrition and physical activity participation.

Individual

Direct education of people including topics like nutrition intake, physical activity, healthy behaviors, health outcomes.

Settings

Educational efforts in settings such as before-and-after school program, congregate meal site, early childhood facility, farmers market, food bank, food pantry, grandparent respite site, Head Start facility, recovery center, schools, senior center, senior living residential complexes, substance use disorder outpatient treatment center, transitional housing

Sectors

Partnerships and collaborations through coalitions, county and city parks, recreation departments, local and state government, Women, Infants & Children (WIC), low-income housing, school districts, transportation organizations, relationships among organizations

Social, cultural norms and values

Building sustainable change through activity director certification, food policy councils, garden installation, improved access to healthy foods and beverages, bike rack installation, SNAP-friendly environments (farmers markets), smart snacking refrigerator installation, school wellness policies. All of these policies can act on the norms and values (e.g., priorities, lifestyle) that influence health outcomes.

Extension Health and Nutrition Strategy Areas

Healthy Kids Early Start

Mission

To build healthy early learning centers and target early childhood obesity prevention by assisting early care and education settings in implementing sustainable policy, systems and environmental changes that help promote access and appeal for physical activity and nutrition.

Core values

Healthy habits, healthy families, teacher education, early childhood education, fundamental movement skill development, improved cognition, improved health, fun.

Purpose

To educate young children, their families and ECE professionals on how to develop healthy habits at a young age and create healthy school and home environments that foster healthy choices. The Healthy Kids, Early Start (HKES) strategy supports ECE settings in implementing comprehensive physical activity and nutrition-based interventions and incorporating policy, systems and environmental changes that support Nevada's early childhood physical activity and nutrition facility and teacher licensing statutes.

Policy, Systems, Environmental Activities

The following activities are unique to the (HKES) strategy. Refer to the table on Page 10 for additional ideas to implement in the community. PSE ideas derived from environmental scan results but not outlined in this document must be approved by the Federal nutrition programs coordinator to ensure fund use is allocable, allowable and reasonable.

Policy (P)	Systems (S)	Environmental (E)
ECE center policies	Child and Adult Care Food Program (CACFP) assistance enrollment	Direct education train-the-trainer model
Local early childhood education councils	Capacity building/ professional development <i>NRS 432A.077</i>	Healthy library

Nevada Childcare Licensing <i>NRS 432A.1771</i>	Healthy Kids Festival	Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC) environmental scan and action plan
	Quality Rating & Improvement System (QRIS)	Playground stencils
		Pre-K garden installs, activities & education
		Wellness committee

ECE center policies: Enforcing ECE wellness policies is a sustainable intervention to improve the appeal of and access to healthy eating and physical activity. Policies may vary based on the environmental scan results and champion site. The following examples are non-exhaustive.

- **Healthy snacks and feeding practices:** Nutritious meals and snacks are essential for young children’s optimal growth and development. Energy provided by healthy foods ensures that children will be ready to fully participate in the day’s learning opportunities. ECE centers that do not provide meals can implement policies that outline and promote healthy lunches brought from home. These guidelines and activities assist parents and caregivers in packing healthy lunches and also ensure a shared culture of eating healthy during snack and mealtimes.
- **Screen time policies:** A majority of young children exceed screen time recommendations. Screen time includes the use of television, video games, computers and tablets. Screen time can impede playtime, physical activity time, and interactions with others, all of which contribute to learning and healthy physical and social development. ECE centers can implement policies that limit screen time during care and/or entirely eliminate screens in the classroom in conjunction with screen time practices in the home environment.
- **Staff policies:** Studies suggest that caregivers influence children’s behaviors through role modeling in ECE environments. ECE centers are encouraged to implement staff policies that ensure consistent positive role modeling of healthy behaviors. Such behaviors may include sitting and eating healthy foods with children during mealtimes and limiting food brought in from outside entities into

the classroom as to not influence children's food preferences as well as participation in physical activities.

Local early childhood education councils: Participate in local groups such as the [Nevada Early Childhood Advisory Council](#) (ECAC), [the Early Childhood Obesity Prevention Workgroup](#) and/or the [Nevada Association for the Education of Young Children](#). Councils and coalitions such as these bring together experts in the field to strategize and develop multi-sector plans to improve overall child wellness.

Nevada Childcare Licensing Policies (NRS 432A. 1771): Nevada law requires all licensed childcare facilities to offer physical activity programming in order to maintain their licenses. It also necessitates opportunities for physical activities for children with special needs and prohibits the use of physical activities as a reward or punishment. The HKES strategy supports ECE centers in meeting this regulation by providing training and implementation of moderate to vigorous structured physical activities. Read more about the legislative requirements from the [Nevada Legislature](#).

CACFP enrollment: The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating child care centers, day care homes, and adult day care centers. CACFP contributes to the wellness, healthy growth and development of young children and adults. HKES coaches provide technical assistance to ECE centers who provide meals to children and wish to enroll in the program to save costs and improve meals. For ECE centers who do not enroll in CACFP, current menus can be reviewed by a UNR Extension Registered Dietitian to improve quality of meals provided.

Capacity building/professional development (NRS 432A.077): Nevada law requires licensed ECE professionals to complete 12 hours of continuing education annually, two hours of which must be completed in Child Wellness. The HKES strategy in partnership with ECE centers offers opportunities to fulfill this requirement through the delivery of free Nevada-Registry-approved trainings to educate teachers and staff on the importance of healthy eating, increasing physical activity and reducing sedentary behavior in preschool aged children. All trainings must be delivered by a Nevada-Registry-approved trainer. Trainings are two hours, four hours, or six hours. UNR Extension developed trainings should precede activities conducted at sites so that staff involved have a clear understanding of how and why such activities should be implemented. Read more about the legislative requirements from the [Nevada Legislature](#).

Healthy Kids Festival (HKF): An annual event can be conducted locally that aims at providing sustainable tools and opportunities for low income families with young children (ages 3-8) to make healthy choices as they approach the adolescent years. The event can be held in collaboration with local community partners who provide long-term solutions to childhood obesity through physical activity, healthy eating and other behaviors related to childhood obesity prevention. Unlike many health fairs, the HKF

focuses on the learning environment through interactive activities from local health, nutrition and physical activity specialists including youth sports, dance, gymnastics and other physical activity advocates, as well as local chefs, food growers and gardening experts. Educational activities such as reducing sugary beverages, registering kids to participate in local team sports and exposing children to ways to be active are all features of the festival that come together to create a special experience. Parents are provided with the opportunity to have children's health indicators such as BMI measured and explained, along with other health services such as dental or eye exams. Musicians and dancers can add to the excitement of the healthy messaging. Suggested time of the event is the last Saturday of September which is National Childhood Obesity Awareness Month. For assistance with implementation, contact the Federal nutrition programs coordinator.

Quality Rating & Improvement System (QRIS): The Division of Welfare and Supportive Services, Office of Early Care and Education hosts Nevada's Silver State Stars QRIS, a voluntary program open to all child care centers in the state. The QRIS is a systemic approach to improve and assess the level of quality in child care centers. The QRIS also helps families find high quality child care that fits their needs. Silver State Stars is a five-star system which rates ECE centers on the quality of child care offered based on over 50 criteria. HKES coaches work in collaboration with a center's QRIS Coach to help the center achieve a higher rating utilizing PSE interventions.

Direct education train-the-trainer: Evidence-based curricula and materials to implement them are offered to ECE centers via the train-the-trainer model. HKES coaches conduct training to educate ECE professionals on how to implement curricula in their classrooms and provide ongoing support throughout the implementation process. ECE professionals gain knowledge and expertise in physical activity and nutrition curricula and are able to implement programs on an ongoing basis with continuous training and support from HKES coaches as needed. HKES coaches monitor and track participation for funding purposes and conduct pre- and post-assessments on participants. By training ECE professionals to deliver evidence-based curricula, children have an increased access to physical activity and nutrition education. Requiring teachers to participate in train-the-trainer programs can be implemented as an organizational policy and simultaneously changes the system of the organization. For support with train-the-trainer initiatives, contact the Federal nutrition programs coordinator.

Healthy library: Offer a set of books that promote literacy and introduce children to a collection of age-appropriate reviewed literature on a range of important health topics such as eating well, being active, getting enough sleep and gardening. Books can be used in different ways by the school such as highlighting a book of the month, bringing in special guest volunteers for a reading day, doing an art project about the book, etc. Consult with the wellness committee to see what ideas they have about implementing the books in the Healthy Library set. A list of approved books can be obtained from the

Federal nutrition programs coordinator. Any revisions to the approved book list must be discussed and approved by the Federal nutrition programs coordinator.

NAPSACC self-assessment and action plans: The [NAPSACC self-assessment tool](#) allows childcare providers to evaluate and improve the health of young children through practices, policies and environments that instill habits supporting lifelong health and well-being. Providers complete either the [Physical Activity & Screen Time self-assessment](#) or the [Nutrition self-assessment](#). Once the survey is complete, a member of the HKES team will review the responses and match areas of improvement to available resources. This HKES coach will contact the ECE center to schedule a time to meet and review the survey responses as well as discuss the development of a wellness committee. Once a wellness committee is developed, the HKES Coach will guide the committee through the creation of an action plan. This action plan will outline the center's goals and activities with an appropriate timeline to improve access and appeal for physical activity and nutrition supports at the site. An updated action plan should be completed periodically. To review previously implemented action plans, contact the Federal nutrition programs coordinator.

Playground stencils: Playground stencils are a simple, cost effective way to enhance the outdoor play environment with fun, colorful physical activity prompts. They provide opportunities for children to engage in physical activities as well as physical and academic skill development. The wellness committee at the site should assist in volunteer recruitment for a stencil painting day where teachers, staff, parents and other volunteers are involved in the installation. Contact the Federal nutrition programs coordinator for recommendations on stencils.

Pre-K garden installs, activities and education: Incorporate experiential seed-to-table learning with a pre-K garden install where children learn how to grow their own healthy foods and how to maintain a garden. Conduct healthy food demos that involve the whole center. Implement the "I Am A Seed: An Experiential Journey for Preschoolers" garden-nutrition curriculum to accompany the pre-K garden and promote learning. To access the I Am A Seed curriculum, contact the Federal nutrition programs coordinator.

Wellness committee: Teachers, parents, administrative staff and volunteers form the wellness committee to develop action plans with interventions that fit the needs of the center designed to improve access and appeal for physical activity and healthy eating for children, teachers, staff and family. The committee will see that planned interventions are executed by meeting periodically to share their perspective and ideas on desired goals and outcomes and recruiting volunteers to develop and implement the activities on their school's action plan. Ultimately, this committee improves the environment of the ECE center by supporting and facilitating all PSE initiatives.

Direct Education and Health Promotion

Activities should be chosen based on the readiness of the site and the results of the environmental scan. For program curricula and health promotion materials, contact the federal nutrition programs coordinator.

Direct Education	Health Promotion
Evidence-based nutrition and physical activity curricula	Family engagement workshops
Evidence-based garden-nutrition curricula	Healthy Kids Resource Center
	Healthy message boards
	Portable physical activity equipment
	Social media

Evidence-based nutrition and physical activity curricula: To support PSE efforts, evidence-based nutrition and physical activity curricula can be used to increase healthy habits in young children and address childhood obesity.

The HKES strategy is currently approved to implement the following programs:

- [All 4 Kids](#) – All 4 Kids helps children meet Nevada pre-K standards while encouraging preschool children and families to practice healthy eating habits and be active every day. A six-hour training is offered to teach ECE professionals how to implement this curriculum in their classrooms by HKES coaches. Contact the Federal nutrition programs coordinator if interested in this training
- [CATCH Early Childhood](#) - The Coordinated Approach to Child Health, Early Childhood (CATCH) is designed to nurture a love of physical activity while introducing classroom-based gardening, nutrition, and healthy eating in children ages 3-5. A 6-hour training is offered to teach ECE professionals how to implement this curriculum in their classrooms by HKES coaches. Contact the federal nutrition programs coordinator if interested in this training.
- [Color Me Healthy](#) - Color Me Healthy is designed to improve fruit and vegetable intake and increase physical activity among four to five years old. The lesson

plans include color, music, dance and imaginary play to provide opportunities for physical activity and to teach children about fruits and vegetables. Contact the federal nutrition programs coordinator to access this curriculum.

Evidence-based garden-nutrition curricula: These programs support PSE interventions by incorporating garden education with environmental changes that promote garden utilization. If interested in offering this curriculum in conjunction with an ECE center's garden, contact the federal nutrition programs coordinator.

The HKES strategy is currently approved to implement the following program:

- I Am A Seed: An Experiential Seed to Table Journey for Preschoolers – This curriculum captures the seed to table experience for young children, including planting, growing, and harvesting fruits and vegetables in a pre-kindergarten garden; food systems; health and nutrition concepts; mindfulness and movement in a garden with yoga-like music and dance highlighting Indigenous culture.

Family engagement workshops: Interactive activities derived from UNR Extension's Little Books Little Cook curriculum are offered that encourage positive relationships while building healthy habits that enhance and support children's learning. These approximately 1 – 1 ½ hour long workshops provide children and their caregivers an opportunity to prepare a healthy snack together and read a book including a healthy message. The lesson plans for these workshops can be accessed from the Federal nutrition programs coordinator.

Healthy Kids Resource Center: The [Healthy Kids Resource Center](#) is a one-stop-shop for evidence-based research, resources, curricula, activities and materials that focus on obesity prevention for teachers and parents of young children. It is designed to educate parents and teachers as well as provide the tools needed to teach young children how to live a healthy lifestyle.

Toolboxes are provided on topics related to nutrition and physical activity. Within these sections you will find educational fact sheets on relevant topics such as energy balance, exploring healthy foods, eating smart, reducing sedentary behavior, physical literacy and living healthy at any shape or size. Teachers and parents are provided with their own sections filled with easy-to-use resources such as activities, games, recipes, lessons, videos, music and dances which are free to use at home or in the classroom. These resources can be shared with ECE centers to promote and create opportunities to establish healthy eating and physical activity habits at an early age.

Healthy message boards: Monthly message boards (bulletin boards, display cases) showcase nutrition and physical activity information, including the promotion of eating more fruits and vegetables, health during the holidays, and summertime fun physical activities. Each month should include a take-home activity and/or recipe. Provide families with healthy tips, recipes, activities, community events and more to reinforce messages at home. A schedule of posters and handouts are provided by HKES

coaches for up to three years of messaging which can then be repeated after three years with new audiences. ECE centers should encourage a champion to become responsible for the monthly updates to the board with materials provided by an HKES coach. Contact the federal nutrition programs coordinator to access reproducible healthy message board materials. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Portable physical activity equipment: Portable equipment can make achieving physical activity goals easier for ECE centers that do not have permanent outdoor playground structures or adequate funding provisions. Equipment can be used during unstructured free play or can be accompanied with structured activity recommendations. The distribution of these items may be considered an environmental change if their selection is determined by an environmental scan or accompanies other implemented policies around physical activity engagement.

Social media: County Extension social media accounts should promote early childhood physical activity and nutrition resources and programming from credible sources. Posts can include free community events, easy at-home physical activities, recipe suggestions, seasonal physical activities and recipes and research and news for parents and teachers to encourage learning. Contact the fto access reproducible healthy messaging ideas.

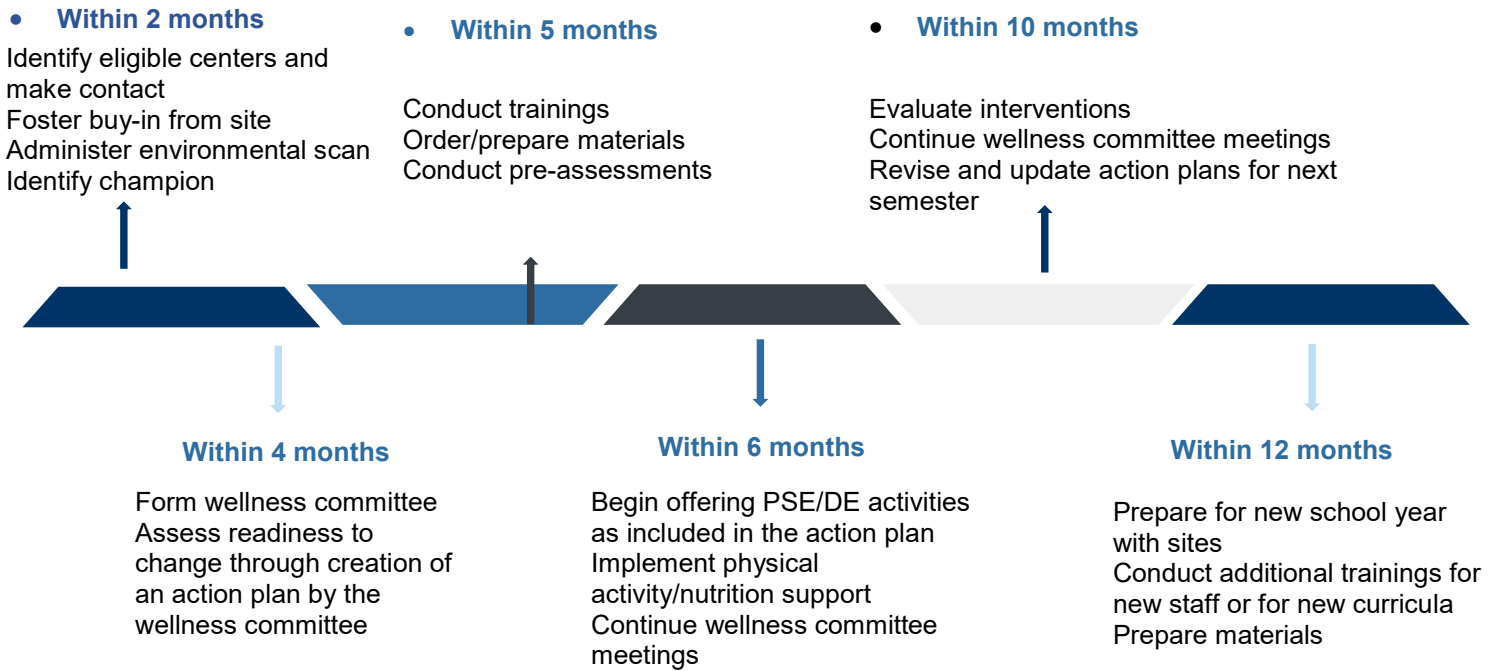
Timeline of Implementation

In Year 1, sites will need more detailed support, training and implementation assistance including environmental scans and readiness assessments. As sites move into sustainability (see Page 9), they will need less support after their first year, allowing new sites to come aboard. As Year two begins, evaluate partnerships and programming from Year one, continue wellness committee meetings, and update action plans to include different physical activity/nutrition support from previous year. As sites move into Year three, evaluate partnerships and programming from Year 2, step back and support wellness committees in recruiting new members and staying active, support implementation of different physical activity/nutrition support led by ECE staff at site, and provide materials and additional training.

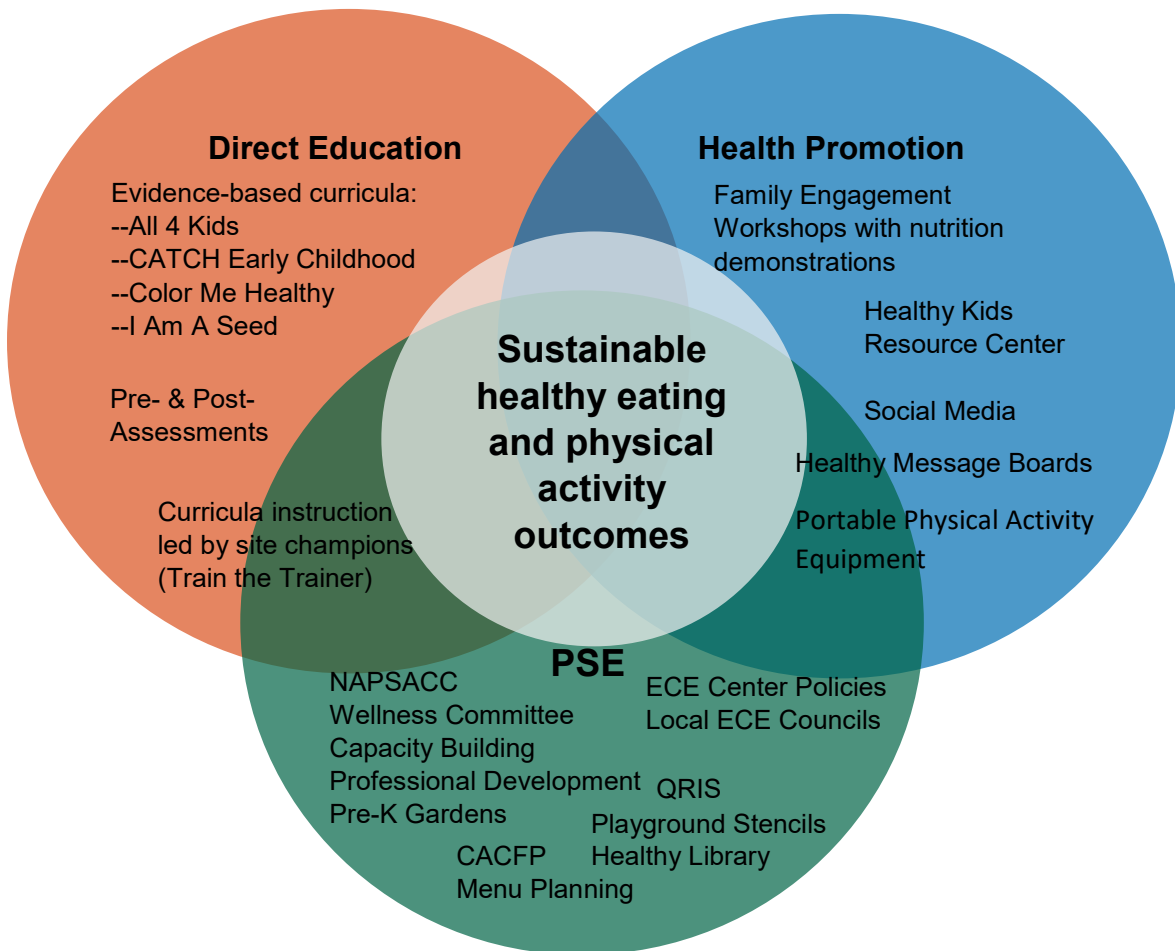
The HKES sustainability plan takes about three years. Action plans should be written in each year and should demonstrate a shift in leadership from HKES staff to ECE center champions throughout the partnership. Specific suggestions for sustainability for HKES include:

- Conducting early implementation and periodic review of the NAP SACC
- SNAP-Ed strategy teams provide ongoing technical assistance and training of new staff
- Supporting reporting/tracking of PSE and DE activities
- Training teachers to facilitate family engagement workshops
- Implementing stencils on playgrounds
- Wellness committees revisit action plan goals and develop new plans based on feedback received and outcomes each semester (at least)
- Wellness committees recruit new members to join existing members on the committee

Note: Sites implementing direct education should not begin curricula later than October 1 in the fall term and March 1 in the spring term in order to complete evaluation before the end of the school session.



Strategy Integration



Healthy Kids Healthy Schools

Mission

To deliver nutrition interventions and promote healthful nutrition and physical activity participation for the elementary-school-age population across Nevada.

Core values

Education, nutrition, school wellness, health promotion, PSE

Purpose

The Healthy Kids Healthy Schools (HKHS) strategy is a comprehensive nutrition program based on the socio-ecological model incorporating nutrition education, promotion and policy, systems, and environmental changes that support the implementation of school wellness policy.

Policy, Systems, Environmental Activities

The following activities are unique to the Healthy Kids Healthy Schools (HKHS) strategy. Refer to the table on Page 10 for additional ideas to implement in the community. PSE ideas derived from environmental scan results but not outlined in this document must be approved by the federal nutrition programs coordinator to ensure the use of funds is allocable, allowable and reasonable.

Policy	Systems	Environmental
Local school wellness policies	District school wellness taskforce	Direct education train-the-trainer model
School wellness action plan (SWAP)	School wellness committees	School wellness environment and facilitate changes
		Smarter lunchroom assessments (SLA)

Local school wellness policy: Developing and implementing local school wellness policies help create healthier school environments that promote learning as well as student and staff wellness nutrition promotion and education, physical activity and other school-based activities. Although the state and each school district have a school

wellness policy, the gold standard is that individual schools develop their own policy to provide for sustainability. For assistance in contributing to a school wellness policy, contact the federal nutrition programs coordinator.

School wellness action plan (SWAP): School wellness action plans allow for the successful implementation and sustainability of all PSE initiatives. SWAPs require buy-in from the school administration, staff and additional members of the wellness committee (see below). Developing a policy to require the development of a SWAP for a site receiving HKHS activities and support ensures sustainability of future PSE activities. For frameworks to develop a SWAP, contact the federal nutrition programs coordinator.

District school wellness taskforce: Some counties in Nevada have school wellness taskforces that promote and support the implementation of the school district wellness policy (e.g., [CCSD R-5157](#)). The HKHS SNAP-Ed staff can participate in the taskforce as a way to develop a system to disseminate resources and opportunities to school wellness coordinators. If a district does not have a wellness taskforce in place, this model can be replicated by generating buy-in from the district. The HKHS strategy can serve as the support of a taskforce and can assist in convening community entities to advocate for PSE changes. For assistance in starting a taskforce or to learn more about the CCSD taskforce, contact the federal nutrition programs coordinator.

School wellness committees: [Nevada School Wellness Policy](#) states that school districts should have an advisory group made up of stakeholders to assess and develop policy to improve student wellness. A district school wellness committee is an advisory body and should consist of parents, students, representatives of school food, PE teachers, school health professionals, school board members, school administrators and the general public. A local school wellness committee should ideally consist of a diverse group that includes school staff, students, parents and community partners. Extension staff can be involved in the creation, implementation, re-energizing and sustaining of a school wellness committee. For training around school wellness committee implementation, contact the Federal nutrition programs coordinator.

Direct education train-the-trainer model: Evidence-based curricula and materials to implement them are offered to schools via the train-the-trainer model. In addition to training staff on how to implement curricula, materials are available to assist with the implementation. HKHS staff monitor fidelity of lesson implementation by site staff and track participation for funding purposes. The HKHS staff can also assist in pre and post-assessment collection; however, pre-and post-data does not need to be collected for every series offered through train-the-trainer. By training the school staff to deliver evidence-based curricula, students have increased access to physical activity and nutrition education. Requiring teachers to participate in train-the-trainer or implement curricula can be implemented as an organizational policy simultaneously changing the system of the organization. For support with train-the-trainer initiatives, contact the Federal nutrition programs coordinator.

School wellness environment and facilitate changes*: Most school-based wellness programs assess outcomes at the level of the individual and evaluate impacts at the level of changes in students' knowledge, skills, attitudes and behaviors (or behavioral intentions). A public health approach to promoting healthy habits focuses on changing the context of the behavioral environment to make healthy options the default choice. The School Physical Activity & Nutrition-Environment Tool (SPAN-ET) was developed by Oregon State University to assess school physical activity and nutrition contexts, determine school resources and readiness, suggest appropriate improvement strategies and measure contextual changes resulting from PSE treatments. The assessment tool includes 27 items (areas of interest) in two main component categories- physical activity and nutrition. The tool considers the physical, situation, and policy environment. Training is required for the tool and assessments require two evaluators. If interested in utilizing the SPAN-ET and accessing the training, contact the federal nutrition programs coordinator. Appendix B has more information.

Smarter lunchroom assessments*: The [Smarter Lunchroom Assessment](#) (SLA) is a tool that may be used to evaluate a school lunchroom and learn what improvements can be implemented to nudge students towards healthier eating behaviors. The completed SLA provides a list of evidence-based, simple, low- and no-cost strategies to transform lunchrooms with the overall goal of improving school lunch participation and profits while also decreasing lunchroom waste. This scan should be conducted by Extension and school food service staff together. A training is available (\$20/person) through the eCornell platform at [Smarter Lunchrooms Movement Online Trainings](#). For information on purchasing the training or accessing templates for follow-up materials after the scan is implemented, contact the federal nutrition programs coordinator.

*Examples of environmental changes based on SPAN-ET and SLA findings include, but are not limited to, menu boards, easier access to fresh fruit or milk in the lunchroom, nutrition promotion, purchase of physical activity equipment (jump ropes, hula hoops) and installation of bicycle racks to promote active transportation. Contact the federal nutrition programs coordinator for additional ideas for changes related to the scan findings.

Direct Education and Health Promotion

The following activities can be used in conjunction with each other to improve the appeal of healthy eating and physical activity for school-age children. Activities should be chosen based on the readiness of the site and the results of the SPAN-ET or lunchroom assessments. For program curricula and health promotion materials, contact the federal nutrition programs coordinator.

Direct Education	Health Promotion
Evidence-based nutrition education	Chef demonstrations
	Fresh food market
	Special events outreach

Evidence-based nutrition education: To support PSE efforts, evidence-based nutrition education can be used to teach children how to make healthy eating choices. Topics also include cooking skills, food safety and the promotion of lifelong healthy lifestyles in children. Education can be delivered while school is in session or as summer programs.

The HKHS strategy is currently approved to implement the following programs:

- [Produce Pick of the Month](#) (formerly Pick a Better Snack)
- [Dig In!](#)
- [CATCH](#) in afterschool settings

Chef demonstrations: The HKHS strategy works directly with a chef nutritionist for children-specific recipe demonstrations. The chef nutritionist demonstrates recipes that are approved by licensed registered dietitians. Some demonstrations have been pre-recorded and can be used virtually or in-person. The chef nutritionist can also offer demonstrations in-person or virtually. Chef demonstrations are a great opportunity to increase children’s interest in trying new produce and new foods, especially when coordinated with the Produce Pick of the Month curriculum. If interested in using the pre-recorded videos, or having the chef nutritionist participate in your programming, contact the federal nutrition programs coordinator.

Fresh food markets: Creating fresh food markets at elementary schools gives K-5 students the opportunity to try new fruits and vegetables during recess and increase school lunch participation. If interested in creating an on-site fresh food market, contact the federal nutrition programs coordinator for necessary materials and recommended vendors.

Special events outreach: An opportunity exists to partner with community events (back-to-school nights, field days, harvest festivals) to host a station or booth about healthy eating and garden education. Activity materials can be obtained through the federal nutrition programs coordinator. Development of new materials or selection of already-existing materials must be discussed and approved by the federal nutrition programs coordinator.

Timeline of Implementation

Below is an approximate timeline for successful program implementation. The tasks outlined at each interval should occur within a number of months of site identification. Following this timeline allows for progressive steps towards sustainability (see Page 9).

Specific suggestions for sustainability for HKHS include:

- Train teachers to implement Produce Pick of the Month
- Facilitate the adoption of a school policy requiring teachers to incorporate physical movement into daily classroom activities
- Provide physical activity equipment to facilitate increased physical activity participation during recess, based on SPAN-ET findings
- Redesign the lunchroom to promote healthy choices, based on SLA findings

• Within 1 month

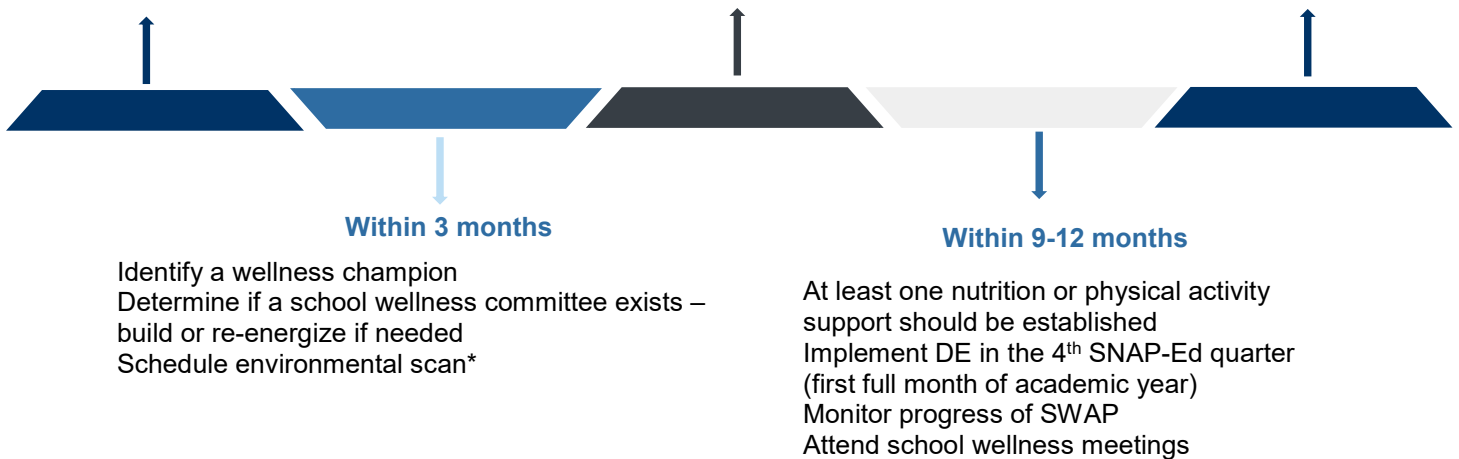
Verify identified school meets grant eligibility
 Schedule meeting with school contact to review program and commitments
 Assess school readiness

• Within 6 months

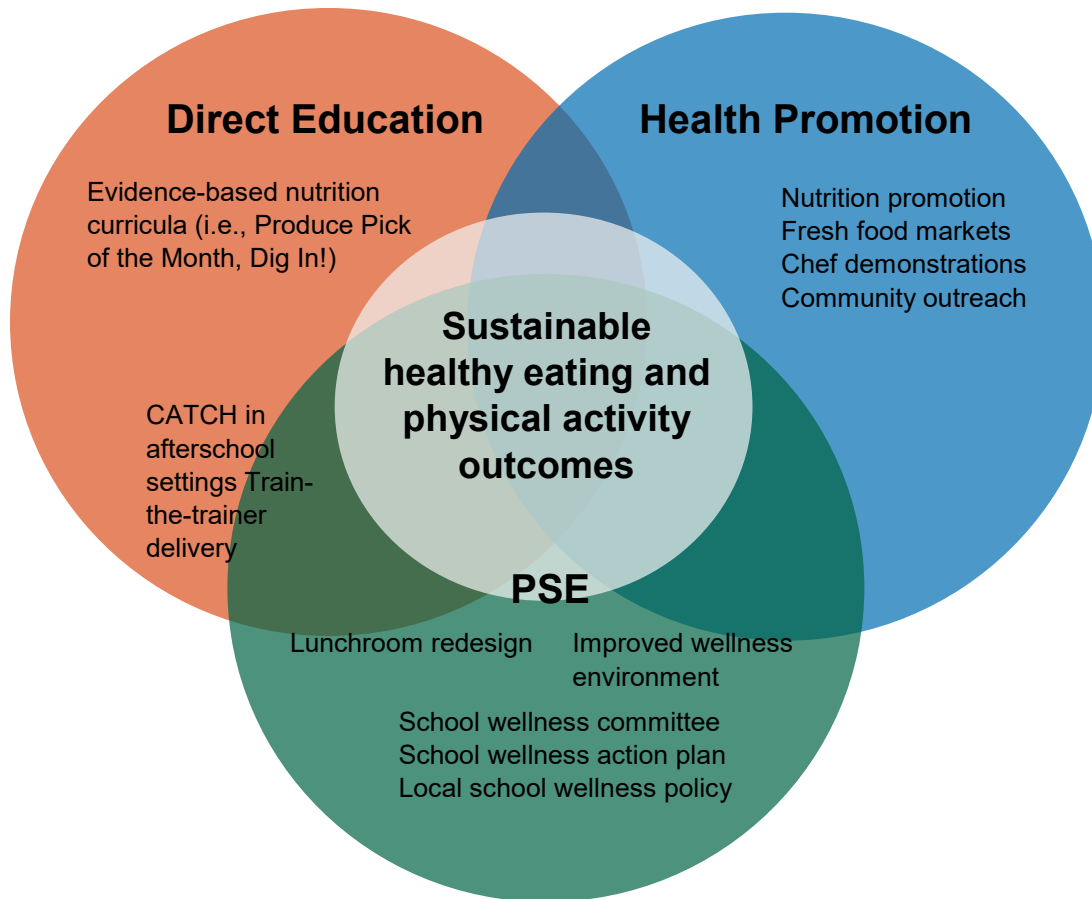
Review scan findings with principal and wellness committee
 Develop SWAP
 Plan or offer PSE, DE and HP activities to support SWAP

• Throughout year 2

Evaluate Year 1 partnership and progress of SWAP – adjust or refocus as needed
 Active school wellness committee
 > 1 additional nutrition or physical activity support



* SPAN-ET data is evaluated annually and needs only be done once every three to five years.



Healthy Food Systems

Mission

To inspire healthier communities by improving physical, sociocultural and economic access to healthy foods.

Core values

Education, food access, supporting local, equity, empowerment, cultural appreciation, community, improved health.

Purpose

The Healthy Food Systems (HFS) strategy focuses on programming that works to increase food literacy and improve access to healthy food within the community through direct education, health promotion, and policy, systems and environmental (PSE) approaches. The program focuses on local food production and promotion, food preparation and processing, nutrition, gardening, and food security to successfully improve food access and educate the community on how food systems influence health. HFS works across multiple strategies and population groups to improve food access.

Policy, Systems, Environmental Activities

The following activities are unique to the Healthy Food Systems (HFS) strategy. Refer to the table on Page 10 for additional ideas to implement in the community. PSE ideas derived from environmental scan results but not outlined in this document must be approved by the federal nutrition programs coordinator to ensure the use of funds is allocable, allowable and reasonable.

Policy	Systems	Environmental
Local Food Policy Council	SNAP authorization for farmers market technical support	Address environmental improvements based on SNAP shopper friendliness checklist (see Appendix C)
		Farmers market signage
		Garden toolkits

Local Food Policy Council: Participating in or organizing a local food council, such as the Southern Nevada Food Council, helps provide a venue to learn about and build community capacity to address food access and food policy issues. For assistance in initiating a food council or identifying a council in your local community, contact the federal nutrition programs coordinator.

SNAP authorization for farmers market technical support: Providing technical assistance to assist farmers market managers and vendors through the SNAP authorization process can increase access to healthy foods. HFS provides technical assistance to other direct-to-consumer retailers like farmers and farmers market managers seeking to become SNAP-authorized and assist markets that accept SNAP to become more SNAP-shopper friendly. Assistance includes:

- Information about the benefits of accepting SNAP
- Further understanding and assistance on SNAP authorization steps
- Technical support with SNAP/EBT machines
- Education and support on setting up a SNAP Central Terminal Booth
- Support on how to create a SNAP-friendly farmers market

If interested in providing this technical support to local farmers markets, contact the Federal nutrition programs coordinator for the necessary resources and training.

Address environmental improvements based on SNAP shopper friendliness checklist: When beginning to work with a farmer's market it is important to conduct a baseline environmental scan to assess the SNAP friendliness of the market. To target environmental improvements, use the Virginia Cooperative Extension [SNAP shopper friendliness checklist](#). Once a site is assessed, an action plan can be drafted with the site champion to address the findings. If any support is needed in creating an action plan, contact the federal nutrition programs coordinator.

Farmers market signage: Signage promoting SNAP and EBT acceptance can be created and provided to farmers markets. If interested in supplying local farmers markets with signage, contact the federal nutrition programs coordinator for the necessary resources and templates.

Garden toolkits: Sites which have gardens may need additional supplies to get started. A garden toolkit includes an outdoor storage bin and enough tools for the site participants. Tools may include gloves, hand rakes, trowels, watering cans, seeds, and plant labels. Purchase the supplies and assemble the kits, then schedule a time to drop them off at the sites.

Direct Education and Health Promotion

The implementation of the following activities may look different dependent on the population receiving the intervention (children versus older adults) however, the main objectives of improving healthy eating and physical activity remain the same. Activities should be chosen based on the identification of a site champion, readiness of the site, results of the environmental scan and project sustainability. For program curricula and health promotion materials, contact the federal nutrition programs coordinator.

Direct Education	Health Promotion
Evidence-based nutrition and physical activity curricula	Adult garden activities
Farmers market education	Farmers market nutrition booths
Food gardening education	Food demonstrations
	Grow-your-own kits
	Online garden-based nutrition resources
	Planting and harvesting days
	Special events outreach

Evidence-based nutrition and physical activity curricula: To support PSE efforts, evidence-based nutrition education can be used to increase healthy eating behavior, food resource management and food safety practices in adults. Evidence-based physical activity programs aim to increase active participation in physical activity and reduce sedentary behavior in adults. Changes in physical activity participation are assessed by measuring frequency, duration, intensity of activities, or increases in leisure activity performed. Reduction in sedentary behavior is assessed by time spent sitting and/or in screen time. Curricula typically have 5-10 unique lessons and either meet weekly or biweekly with at least one rest day between, or weekly. Lessons emphasize the importance of a healthy lifestyle and provide opportunities to the necessary skills to make healthy lifestyle choices. Lessons typically come with

associated handouts for participants, and educational reinforcers may be distributed to reiterate a curriculum's message.

The HFS strategy is currently approved to implement the following programs:

- [Eating Smart Being Active](#)

Farmers market education: Extension uses a SNAP Into Farm Fresh Foods lesson adapted from the Maine SNAP-Ed farmers market toolkit. This adapted lesson is a one-time 30-60 minute session centered on improving the likelihood that individuals who are SNAP-eligible will make affordable healthy food choices by purchasing fresh fruits and vegetables at local farmers markets. The lesson may be modified to fit the needs of the audience. If interested in obtaining the lesson plan, contact the federal nutrition programs coordinator.

Food gardening education: Garden-based nutrition education (GBNE) empowers participants of all ages to grow their own affordable, nutrient-dense foods. GBNE serves a wide range of populations including young children, individuals in substance use disorder treatment and older adults. GBNE can also include farmers market and food systems education. To support PSE efforts, GBNE can be delivered with partner organizations like Garden Farms, an urban farming company that empowers communities to grow their own food. To access materials for GBNE, contact the federal nutrition programs coordinator.

Adult garden activities: Garden activities for adults can be delivered to any congregation site for adults (residential treatment centers, public housing). Eleven activities have been designed to teach adults with little to no gardening knowledge how to start their own garden and how gardening can benefit health. These activities can be hosted as stand-alone health promotion events. Site staff can be trained to deliver these activities to accompany PSE garden work being implemented at a site. Contact the federal nutrition programs coordinator for the activity materials.

Farmers market nutrition booths: Farmers market nutrition booths are an excellent way to connect with the community and educate about healthy foods found at the farmers market. The booth might include nutrition education handouts, dot surveys, healthy food samples, healthy recipes highlighting seasonal produce, flyers promoting local farmers markets that accept SNAP benefits and hands-on activities for kids such as coloring pages highlighting market produce. A nutrition booth is a great way to encourage SNAP participants to use their benefits to purchase healthy fruits and vegetables from the market. To obtain booth materials, contact the federal nutrition programs coordinator. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Food demonstrations: Food demonstrations can be conducted at the farmers market with sites receiving direct education or at sites with gardens. Consider choosing recipes that highlight local food or food grown on-site from the garden. Refer to the recipe

selection and distribution policy for protocol (see Page 61). If any assistance is needed while following the Extension recipe protocol, contact the federal nutrition programs coordinator. Food demonstrations are a great opportunity to demonstrate creative ways to use fresh, local produce and educate about seed-to-table concepts. Some demonstrations have been pre-recorded and can be used virtually, or demonstrations can be hosted in person by Extension staff, educators or site champions. To access these available recordings and obtain training for hosting a food demonstration, contact the federal nutrition programs coordinator.

Grow-your-own kits: Grow-your-own kits are an excellent way to extend the benefits of garden nutrition within the comfort of one's home. Herbs and produce that can be grown with these kits include basil, chives, cilantro, green onions (scallions), bok choy, radishes, lettuce, and spinach. The kits include two to three pots and saucers, two to three seed packets and soil discs, a how-to instructional sheet, and a corresponding recipe(s). The kits are intended to be an educational activity to support healthy eating. They are also a way to encourage other garden nutrition activities that may promote physical activity. The grow-your-own kit activity can be led by an Extension county educator, a site staff member using the train-the-trainer model or on their own.

Suggested kit materials (and examples)

- Terracotta or plastic pots and saucers:
 - [Pennington 4.5 in. Mini Terra Cotta Pot](#)
 - [Pennington 4.25 in. Terra Cotta Clay Saucer](#)
 - Plastic options from [Amazon](#)
 - Terracotta options from [Walmart](#) or [Amazon](#)
- Soil discs:
 - [Compressed Coco Plant Disc](#)
 - [Minute Soil Compressed Container](#)
- Seed packets:
 - [Herb and produce seed packets](#)
 - Options from [Walmart](#)

Online garden-based nutrition resources: Online toolboxes, such as the [Healthy Food Systems Website](#), [SNAP-Ed Gardening Webpage](#) or the [Healthy Kids Resource Center](#), provide materials nutrition, physical activity, body image and gardening. These materials include activities, instructional videos, handouts and fact sheets about incorporating gardening into healthy living efforts.

Special events outreach: An opportunity exists to partner with community events (health fairs or festivals) to host a station or booth about healthy eating and garden education. Materials can be obtained through the federal nutrition programs coordinator. Development of new materials or selection of already-existing materials must be discussed and approved by the federal nutrition programs coordinator.

Planting and harvesting days: Scheduling planting and/or harvesting days are a wonderful way to support sites with newly installed or existing gardens. Educators should coordinate with site champions what the participants would like to grow in their garden based on seasonality. Educators should guide participants through the process of planting their garden. Additionally, once produce is ready for harvest, educators can coordinate a day to visit the site and assist participants with harvesting their crops using the proper harvesting techniques. The harvest day is also a great opportunity to conduct a food demonstration with the produce grown in the garden. If seeds, transplants, harvesting equipment or training is needed, contact the federal nutrition programs coordinator.

Timeline of Implementation

Below is an approximate timeline for successful program implementation. The first timeline is specific to garden installation and the second is specific to farmers market program implementation. The tasks outlined at each interval should occur within a few months after site identification. Following this timeline allows for progressive steps towards sustainability (see Page 9) for both garden installation and farmers market environmental changes.

The HFS sustainability plan takes about two years. Specific suggestions for sustainability for HFS include:

- Training the site champion or other staff members to implement direct education
- Training site champion or other staff members to deliver adult garden activities
- Formation of garden committees to maintain gardens after installation
- Training farmers market managers to accept SNAP

Gardens

- **Within 1 month**

Verify identified site meets grant eligibility
 Contact director or coordinator
 Schedule introductory meeting to discuss garden resources and assistance available
 If garden installation is of interest, explain expectations and set time to survey land
 Identify a champion to ensure maintenance

- **Within 6 months**

Offer DE and determine instructors
 If site is leading instruction, coordinate a train-the-trainer workshop

- **Throughout year 2**

Year 1 partnership and programming evaluated
 Minimum of quarterly meetings with site champion
 At least one nutrition or physical activity support implemented

- **Within 3 months**

Schedule and coordinate garden build
 Follow up with site after build to determine further support needed
 Offer a garden toolkit
 Coordinate and schedule a planting day

- **Within 9-12 months**

Establish a garden committee or club to maintain sustainability and garden maintenance
 Consider establishing an MOU outlining partnership responsibilities

Farmers Markets

- **Within 1 month**

Identify site via grant eligibility and establish relationship with manager
 Schedule introductory meeting
 Conduct assessment using SNAP Shopper Friendliness checklist
 Explain Extension's available activities

- **Within 6 months (2nd quarter):**

Establish a nutrition education or SNAP central terminal booth
 Ensure all managers and vendors are trained on SNAP friendliness

- **Throughout Year 2**

Year one partnership and programs evaluated
 Minimum of quarterly meetings with market manager and/or champion (if different)
 At least one nutrition or physical activity support implemented

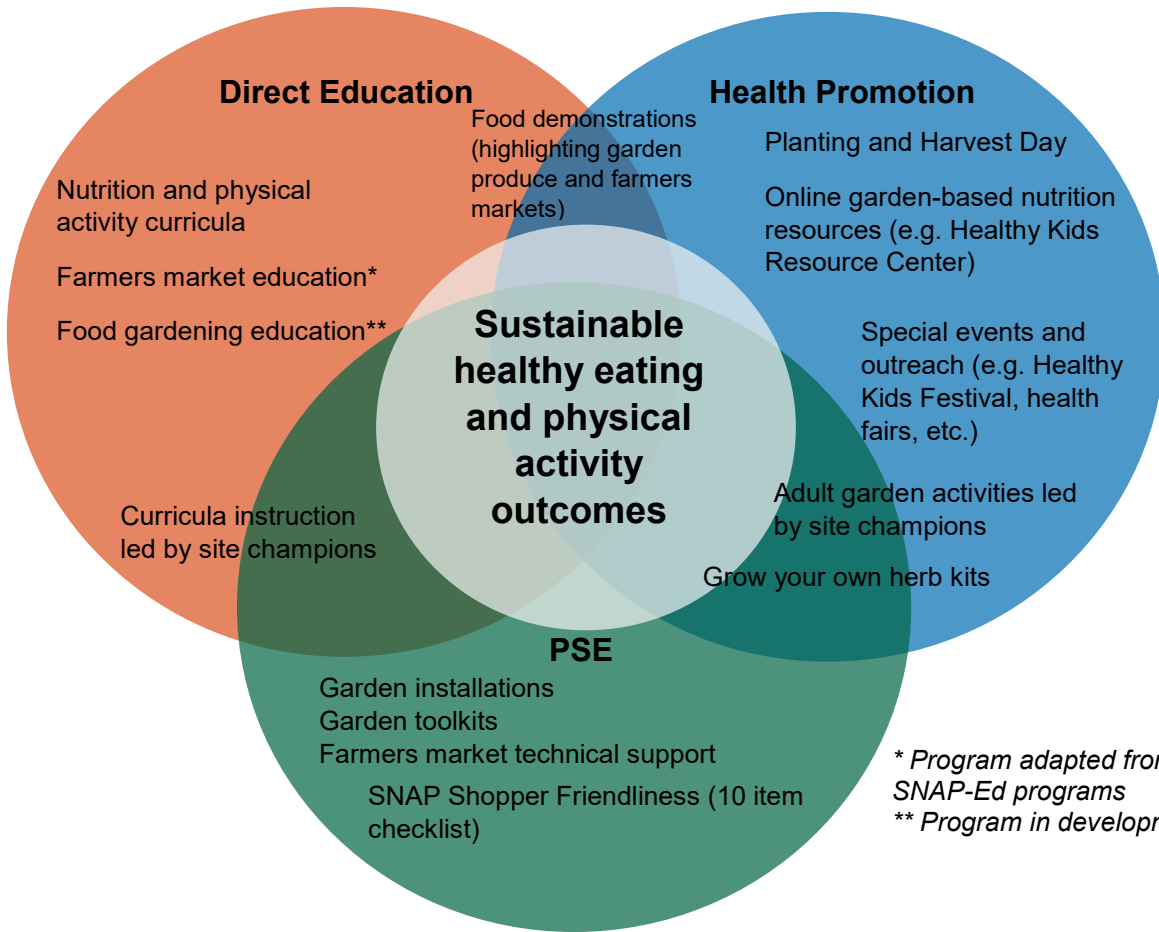
- **Within 3 months**

Provide SNAP authorization technical assistance
 Implement SNAP friendliness best practices (based on assessment)
 Plan and market DE, scheduled by end of quarter
 Explore additional health promotion activities (food demonstrations, tours)

- **Within 9-12 months**

Conduct post-assessment of SNAP friendliness and review with managers and vendors
 Conduct six-month post-assessment with DE participants

Strategy Integration



Healthy Living Sustainable Recovery

Mission

The mission of the Healthy Living Sustainable Recovery strategy is to improve quality of life by increasing health and nutrition knowledge while participants build a skillset to help improve recovery outcomes and promote quality of life. This is through management of body image and weight concerns, stress and anxiety, fatigue, physical health, eating and physical activity behaviors, and external influences (media, social media, relationships).

Core values

Gender-responsiveness, empowerment, self-acceptance, diversity; improved physical, mental and social health

Purpose

The HLSR strategy is designed to promote health, nutrition, physical activity and positive body image for individuals in recovery from substance use disorder. Proper nutrition and physical activity can play an important role in recovery and improving physical and psychological health. While men and women have different pathways to addiction, relapse for different reasons, use different drugs, and are affected by drugs differently, many women also have unique social and capital needs (family responsibilities, lower wages, less employment, childcare expenses), history of trauma and domestic violence, and other social and emotional factors creating challenges to recovery. Because of this, people need programs designed with their specific needs in mind, particularly women.

The HLSR strategy focuses on several areas to help make sustainable changes for sites treating individuals for substance use disorder, including PSE, community partnerships, health promotion and direct education. Programming can include any or all of these activities. As more areas are included, sustainability may increase.

Policy, Systems, Environmental Activities

The following activities are unique to the HLSR strategy. Refer to the table on Page 10 for additional ideas to implement in the community. PSE ideas derived from environmental scan results but not outlined in this document must be approved by the federal nutrition programs coordinator to ensure the use of funds is allocable, allowable and reasonable.

Policy	Systems	Environmental
Staff healthy policies	Get Up, Get Out transitional house activities	Environmental scan
	Professional development	Garden technical assistance and education
		Smart snacking

Get Up, Get Out: Engaging people in healthy activities while in treatment can provide a skillset to continue healthy behaviors upon re-entry. Get Up, Get Out activities can be created by the program facilitator and should target nutrition education and physical activity, such as grocery store tours, food preservation workshops, food bouquet workshops, local hikes or activity scavenger hunts. Activities must be safe for all ability levels and consider unique life circumstances (socioeconomic status, transportation, children). Participants can provide input on which activities are selected. These pro-social activities can be implemented at sites where clients can leave the facility (transitional housing, outpatient services) in order to help individuals, especially women, feel more comfortable participating in healthy behaviors during recovery. For activity ideas, or to have your activity approved for implementation, contact the federal nutrition programs coordinator.

Professional development: Offering resources for professional development allows site staff to understand the connection more fully between proper nutrition, physical activity and substance use recovery. Professional development can be offered by HLSR educators after completing a training by contacting the federal nutrition programs coordinator. Professional development sessions can be structured to best meet the needs of the staff (informal class-setting or structured courses required) for example, 30-minute, monthly health related substance use topics offered during a staff meeting or through professional organizations earning CEUs. If a site is interested in obtaining CEUs, contact the federal nutrition programs coordinator for assistance if needed.

Garden technical assistance and education: If a garden is available at a site, technical assistance can be provided to the site champion or other site staff to support and maintain the garden. By training the staff on garden maintenance and activities, the SNAP-Ed team builds capacity of the site to promote healthy eating and physical activity. Educational resources can also be provided to the site to complement the garden work. All garden PSE work requires education through either direct or indirect

channels. To access the available garden education and/or technical assistance support for site staff, contact the federal nutrition programs coordinator.

Environmental scan: Prior to implementing HLSR activities, it is recommended that an environmental scan is conducted to assess the facility’s nutrition and physical activity needs of the facility. The HLSR team uses a general environmental scan to be used in substance use disorder treatment facilities (see Appendix B). Contact the federal nutrition programs coordinator to access the scan.

Smart snacking: At sites that have gardens, small refrigerators can be installed to store produce harvested from the garden or from fruit trees planted at the facility. By working with the onsite gardening team, facilities can receive input from clients and grow produce for snacking, such as mini sweet peppers, cherry tomatoes, snap peas and carrots. After the produce is harvested, it can be placed in the refrigerator and accessed later for snacking, thereby increasing fruit and vegetable intake in the facility. This will allow healthy snack options and empower participants by allowing them to see the work that was accomplished through the process of growing, nurturing, harvesting and preparing produce. If this activity seems appropriate after assessing needs, contact the federal nutrition programs coordinator to coordinate the necessary logistics of refrigeration installation if needed.

Direct Education and Health Promotion

The implementation of the following activities may look different dependent on the site receiving the intervention. However, the main objectives of improving healthy eating and physical activity remain the same. Activities should be chosen based on the readiness of the site and the results of the environmental scan. For program curricula and health promotion materials, contact the federal nutrition programs coordinator.

Direct Education	Health Promotion
Evidence-based nutrition education	Cooking workshops
Healthy Steps to Freedom, healthy living during recovery education	Email blasts
	Messaging boards

	Physical activity workshops
	Social media
	Wellness events

Evidence-based nutrition education: To support PSE efforts, evidence-based nutrition education can be used to increase healthy eating behavior, food resource management, food safety practices and cooking skills. Consider implementing these programs in outpatient centers or transitional housing facilities to complement Get Up Get Out initiatives.

The HLSR is currently approved to implement the following programs:

- [Cooking Matters](#)

Healthy Steps to Freedom: To support PSE efforts, evidence-based health and body image curriculum consisting of 10 lessons can be offered at sites. The HLSR strategy created the [Healthy Steps to Freedom \(HSF\)](#) curriculum. Developed and published by the HLSR faculty, HSF topics address gender-responsive, health-related issues addressed during treatment for substance use disorder while providing opportunities for reflection and dialogue between participants.

Cooking workshops: Food preparation workshops are recommended when a site can provide the necessary space. They can be conducted at the educator’s discretion. The workshop along with food preparation takes about one hour and 15 minutes but can be adjusted to fit allotted time. It is recommended that the lesson is conducted using the HLSR six-module nutrition and cooking curriculum. Each module consists of a 15-minute lesson plan, PowerPoint, supplementary handout and recipe options that complement the topic. Modules include planning a balanced meal, grocery shopping, food safety, reading recipes, knife skills, cooking and preparation techniques. After presenting the topic, participants are put into groups of no larger than four people to allow a more hands-on experience. Each group receives a recipe and the necessary items to complete the recipe. The instructor can prepare the recipe at the same time as the participants and allow them to follow along, or can walk around and supervise as the groups prepare the recipe. These modules are the recommended curriculum for this activity and available by contacting the federal nutrition programs coordinator for materials. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Email blasts: Quarterly nutrition and physical activity email blasts feature nutrition and physical activity-related best practices to support recovery. The email communication includes health, nutrition, physical activity and body image topics and how they are

related to substance use disorder. The content of these emails is geared towards facility directors, counselors and site staff. Contact the federal nutrition programs coordinator be placed on the listserv.

Messaging boards: Messaging boards (bulletin boards, display cases) showcase health promotion and can reiterate the information shared in the newsletters. Information posted encourages healthful nutrition and physical activity involvement and may also include program marketing materials. Sites may already have a bulletin board installed and may be willing to allocate space for health promotion materials. Sites may also allow for board installation. Contact the federal nutrition programs coordinator to access reproducible healthy message board materials. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Physical activity workshops: These modules allow for a more in-depth look at the importance of physical activity during recovery. Workshops can be held at the educator's discretion and last about one hour and 15 minutes but can be adjusted to fit allotted time. The HLSR strategy offers a seven-module physical activity curriculum for these workshops. Each module consists of a 15-minute lesson plan, PowerPoint, supplementary handout and physical activity options. Modules include reducing sedentary behaviors, aerobic activities, strength building activities, balance and flexibility, physical activity in small spaces, high blood pressure, and osteoporosis. These modules are the recommended curriculum for this activity and are available to educators, contact the federal nutrition programs coordinator for materials.

Social media: County extension social media accounts should promote physical activity and nutrition resources and programming from credible sources related to recovery of adults. Posts can include free community events, easy to do at-home physical activities, recipe suggestions, health-related research and news that is interesting to adults in recovery. Sites and program participants may also indicate content that would be of interest to share via social media channels. Contact the federal nutrition programs coordinator to access reproducible healthy messaging ideas.

Wellness events: Full facility activities can be an engaging way to motivate counselors and clients to live a healthier lifestyle. Events are focused on nutrition and/or physical activity and promote the importance of healthy decisions. Some examples include field days, cooking competitions, grow-your-own-herb assembly kits and kickball tournaments. Contact the federal nutrition programs coordinator for additional guidance if needed.

Timeline of Implementation

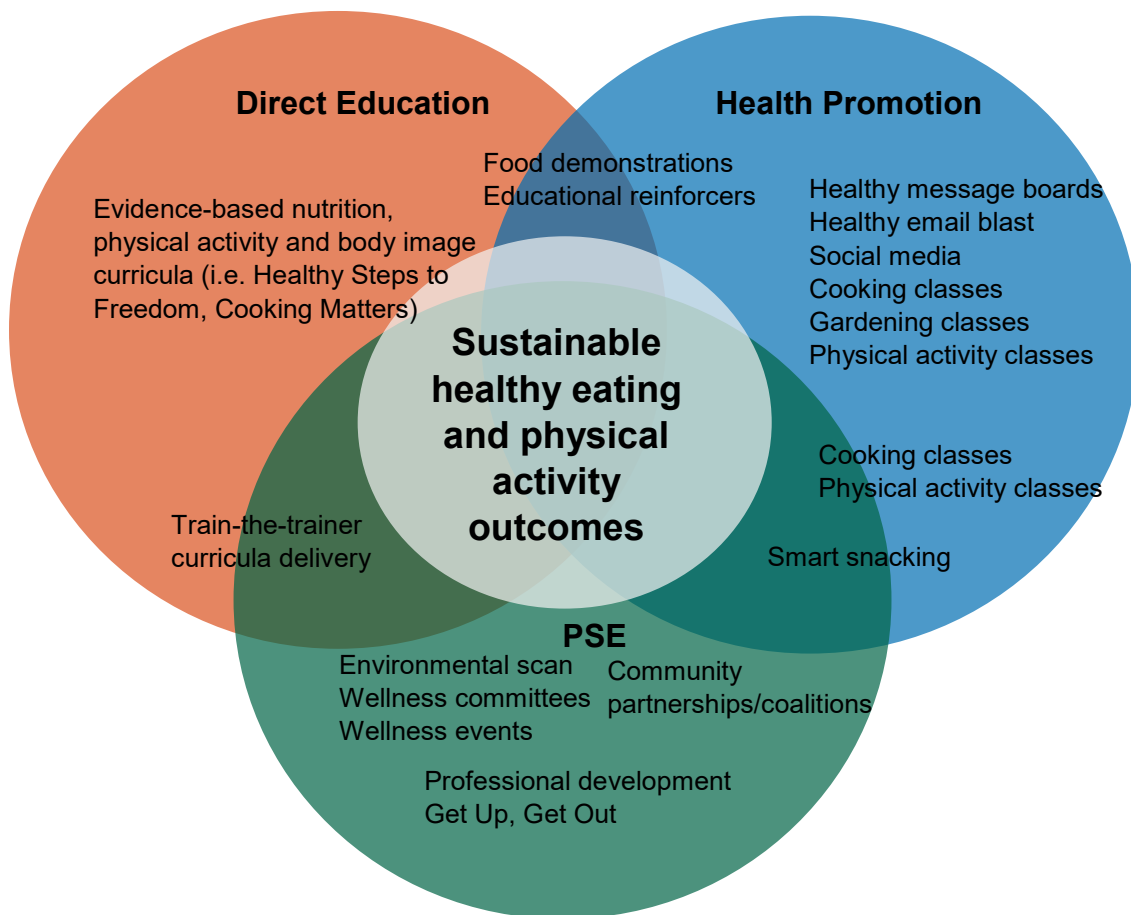
Below is an approximate timeline for successful program implementation. The tasks outlined at each interval should occur within a number of months after site identification. Following this timeline allows for progressive steps towards sustainability (see Page 9).

Specific suggestions for sustainability for HLSR include:

- Training site champion or other staff members to implement direct education
- Forming of garden sub-committees by the wellness committee to maintain garden sites
- Training instructors conduct a needs assessment every five years to identify champions and to recruit interest from low-income sites
- Training instructors provide train-the-trainer or professional development opportunities for site staff to enhance understanding of the need for health, nutrition and physical activity for women in recovery from substance use disorder
- Training instructors assist facilities in creating wellness committees to address health, nutrition and physical needs of the facility and that include staff and clients



Strategy Integration



Healthy Aging

Mission

To deliver interventions and create sustainable opportunities that promote healthful nutrition and physical activity participation for the older adult population across Nevada.

Core values

Healthy lifestyle, equity, empowerment, cultural appreciation, independent living, fun, social engagement, improved health

Purpose

The Healthy Aging (HA) strategy is designed to promote health through a multi-level collaborative approach that improves the quality of life for low-income older adults throughout Nevada. The strategy aims to address food insecurity and improve the likelihood that older adults, especially those that have limited income, will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the United States Department of Agriculture food guidance. Nutrition and physical activity interventions are implemented in community sites where older adults live, learn, work, shop and play.

Policy, Systems, Environmental Activities

The following activities are unique to the HA strategy. Refer to the table on Page 10 for additional ideas to implement in the community. PSE ideas derived from environmental scan results but not outlined in this document must be approved by the federal nutrition programs coordinator to ensure the use of funds is allocable, allowable and reasonable.

Policy	Systems	Environmental
Activity director certification for new hires	Nevada Healthy Aging Alliance	Direct education, train-the-trainer model
Food distribution policy	Required fall prevention distribution	Garden technical assistance and education
		Physical Activity and Nutrition (PAN) scan
		Resource center

Activity director certification for new hires: A module-based certification program has been created to assist activity directors/site coordinators with the implementation of multi-component healthy eating and physical activity interventions for older adults. This program can be offered to organizations as mandatory training for new hires to improve the appeal of healthy eating and physical activity. If completing the training becomes an unwritten rule of an organization, then the implementation is a systems approach, still impacting the operations of the site. By increasing familiarity with the delivery of healthy eating and physical activity for site staff, the environment of the site will be improved. This initiative supports sustainability by ensuring that all staff are aware of the health and wellness goals at the site. If interested in providing this training, contact the federal nutrition programs coordinator.

Food distribution policy: Some sites may provide packaged food for visitors or residents to take home free of charge. With help from the HA SNAP-Ed staff and the wellness committee, the site may implement a policy requiring free packaged food meet certain nutritional guidelines. An Extension registered dietitian can assist in determining the nutritional guidelines required and an appropriate percentage of the foods these guidelines apply to (60% of packaged foods distributed in this way must be high fiber foods as determined by percentage of daily value). To receive input from a registered dietitian when designing this policy, contact the federal nutrition programs coordinator.

Nevada Healthy Aging Alliance: The Nevada Healthy Aging Alliance (NHAA), originally formed solely as a SNAP-Ed led alliance, has expanded to include any organization servicing low-income older adults in both urban and rural Nevada settings. Members include state government entities, foodbanks, social service groups, community coalitions, religious organizations and health centers. This is a collaborative effort to better service older adults in our communities. The only requirement for membership is attendance at most meetings and engagement in addressing topics relative to older adults' needs throughout Nevada. Quarterly meetings are easily accessed by computer, phone or other devices. Discussion topics are directed by alliance members and the sharing of information is a big part of learning and growing as a team. Networking across Nevada is an added benefit of the alliance with the sharing of information that can be applicable for other counties and their local sites. If interested in being added to the NHAA, contact the federal nutrition programs coordinator.

Required fall prevention distribution: Reducing the risk of falls is an important component of work related to healthy aging. Increasing rates of physical activity to improve strength, balance and mobility can help reduce this risk. The HA strategy has available materials related to fall prevention and increased physical activity that can be offered as required materials distributed to site participants or residents. In residential settings, these materials may be included in a leasing packet. In congregate settings, these materials may be provided when an individual first signs up for a congregate meal or signs up to participate at a community center. The requirement of distributing these

materials changes the system of the site by increasing access and information to physical activity. Contact the federal nutrition programs coordinator to access the materials. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Direct education, train-the-trainer model: Evidence-based curricula and materials to implement them are offered to sites serving older adults via the train-the-trainer model. In addition to training site staff on how to implement curricula, materials are available to assist with implementation (educational reinforcers). HA staff monitor fidelity of lesson implementation by site staff and track participation for funding purposes. The HA staff can also assist in pre- and post-assessment collection; however, pre and post- data does not need to be collected for every series offered through train-the-trainer. By training the site staff to deliver evidence-based curricula, older adults have an increased access to physical activity and nutrition education and capacity is built within the site. Requiring site staff to participate in train-the-trainer and/or implement curricula can be implemented as an organizational policy and simultaneously change the system of the organization. For support with train-the-trainer initiatives, contact the federal nutrition programs coordinator.

Garden technical assistance and education: If a garden is available at a site, technical assistance can be provided to the site champion or other site staff to support and maintain the garden. By training the staff on garden maintenance and activities, the SNAP-Ed team builds capacity of the site to promote healthy eating and physical activity. Educational resources can also be provided to the site to complement the garden work. All garden PSE work requires education through either direct or indirect channels. To access the available garden education and/or technical assistance support for site staff, contact the federal nutrition programs coordinator.

Physical Activity and Nutrition (PAN) scan*: Under faculty development this is an environmental scan which helps service providers better understand the physical activity and nutrition needs of the older adults where they live, learn and play. The PAN scan data should be aggregated and formatted into a report to share with the site. Contact the federal nutrition programs coordinator for data aggregation and the report template. Wellness committees can be established and an action plan can be created with the results of the aggregation of PAN scan data.

This tool should be administered prior to implementing other HA activities and can be delivered at senior centers, older adult apartment complexes, congregate meal sites or other sites where older adults congregate via phone, email or in person. While the scan should be completed by site administrators, it can also be delivered to attendees, members or residents for constituent input. See Appendix C(Page 71) for more information.

Resource center: Offer a variety of resources (books, posters, brochures) that promote nutrition and physical activity as they relate to healthy aging. Community partnerships

can also be integrated into the resource library to arrange visits or informational chats from professionals with relevant expertise (geriatricians, occupational therapists). Consult with the wellness committee to see what ideas they have about important resources to include and what guests may be of interest for informational chats. A list of suggested resources can be obtained from the federal nutrition programs coordinator. Any new identified resources must be discussed and approved by the federal nutrition programs coordinator.

*Examples of environmental changes based on PAN scan findings include, food safety education, garden installation and/or clubs, physical activity promotion, healthy vending machines and nutrition education. Contact the federal nutrition programs coordinator to discuss potential changes because of scan findings.

Direct Education and Health Promotion

The implementation of the following activities may look different depending on the site receiving the intervention. However, the main objectives of improving healthy eating and physical activity for older adults remain the same. Activities should be chosen based on the readiness of the site and the results of the PAN scan. For program curricula and health promotion materials, contact the federal nutrition programs coordinator.

Direct Education	Health Promotion
Evidence-based nutrition and physical activity curricula	Cooking demonstrations
	Grow-your-own garden kits
	Messaging boards
	Physical Activity and Nutrition (PAN) nudge cards
	Statewide monthly newsletters

Evidence-based nutrition and physical activity curricula: To support PSE efforts, evidence-based nutrition education can be used to increase healthy eating behavior, food resource management and food safety practices in older adults. Lessons emphasize the correlation between better nutrition and better health, and incorporate budgeting skills, grocery shopping tactics and cooking confidence. Physical activity

programs aim to increase active participation in physical activity and reduce sedentary behavior. Lessons emphasize the importance of physical activity to support activities of daily living. Changes in physical activity participation are assessed by measuring frequency, duration, intensity of activities or increases in leisure activity performed. Reduction in sedentary behavior is assessed by time spent sitting or in screen time. Programs meet once or twice a week and lessons typically include handouts for participants. Educational reinforcers may be distributed to reiterate a curriculum's message.

The HA strategy is currently approved to implement the following programs:

- [Bingocize®](#)
- [Cooking Matters for Families](#) (specific for older adults with custody of children)
- [Seniors Eating Well](#)

Cooking demonstrations: Cooking demonstrations are an interactive activity showcasing how a nutritious recipe is prepared and can be used as part of a nutrition curriculum or as a standalone recruitment event for programs. This activity is a great opportunity to create interest in the direct education programs and increase self-efficacy for making healthy choices at home. Consider including a recipe card with the recipe demonstrated. Refer to the recipe selection and distribution policy for protocol. If any assistance is needed while following Extension recipe protocol, contact the federal nutrition programs coordinator. Cooking demonstrations have been pre-recorded and these recordings can be used virtually or in person. Demonstrations can also be hosted in person by Extension staff, educators or site coordinators. To access the available recordings or obtain training for hosting a food demonstration, contact the Federal nutrition programs coordinator.

Grow-your-own kits: As an alternative to garden beds, grow-your-own kits are an excellent way to promote the benefits of garden nutrition within the comfort of an older adult's home. Herbs and produce that can be grown with these kits include basil, chives, cilantro, green onions (scallions), bok choy, radishes, lettuce and spinach. The kits include two or three pots and saucers, two or three seed packets and soil discs, a how-to instructional sheet, and corresponding recipe. The kits are intended to be an educational activity to support healthy eating. They are also a way to encourage other garden nutrition activities that may promote physical activity. The grow-your-own kit activity can be led by an Extension educator, a site staff member using the train-the-trainer model or on their own.

Suggested kit materials (and examples)

- Terracotta or plastic pots and saucers:
 - [Pennington 4.5 in. Mini Terra Cotta Pot](#)
 - [Pennington 4.25 in. Terra Cotta Clay Saucer](#)
 - Plastic options from [Amazon](#)

- Terracotta options from [Walmart](#) or [Amazon](#)
- Soil discs:
 - [Compressed Coco Plant Disc](#)
 - [Minute Soil Compressed Container](#)
- Seed packets:
 - [Herb and produce seed packets](#)
 - Options from [Walmart](#)

Messaging boards: Messaging boards (bulletin boards, display cases) reinforce the health promotion provided in the statewide monthly newsletters. Information posted encourages healthful nutrition and physical activity involvement and may also include the newsletter itself and program marketing materials. Sites may already have a bulletin board for their attendees, members, residents and/or visitors and may be willing to allocate space for health promotion materials. Contact the federal nutrition programs coordinator to access reproducible healthy message board materials. Development of new materials must be discussed and approved by the federal nutrition programs coordinator.

Physical Activity and Nutrition (PAN) nudge cards: Information on these cards include recipes, nutritional advice, fall prevention tips and physical activity movements. The nutritional components were created in partnership with local foodbanks and food pantries, reflecting Dietary Guidelines for Americans (specifically older adults). Recipes consider things like cost and required preparation (mindful of low dexterity or arthritis). The fall prevention and physical activity components include ways to safely increase activity. These cards can be distributed at events or in conjunction with other organizations, facilitating a systems initiative (recipes distributed at pantry distribution sites). PAN nudge cards are available through the federal nutrition programs coordinator.

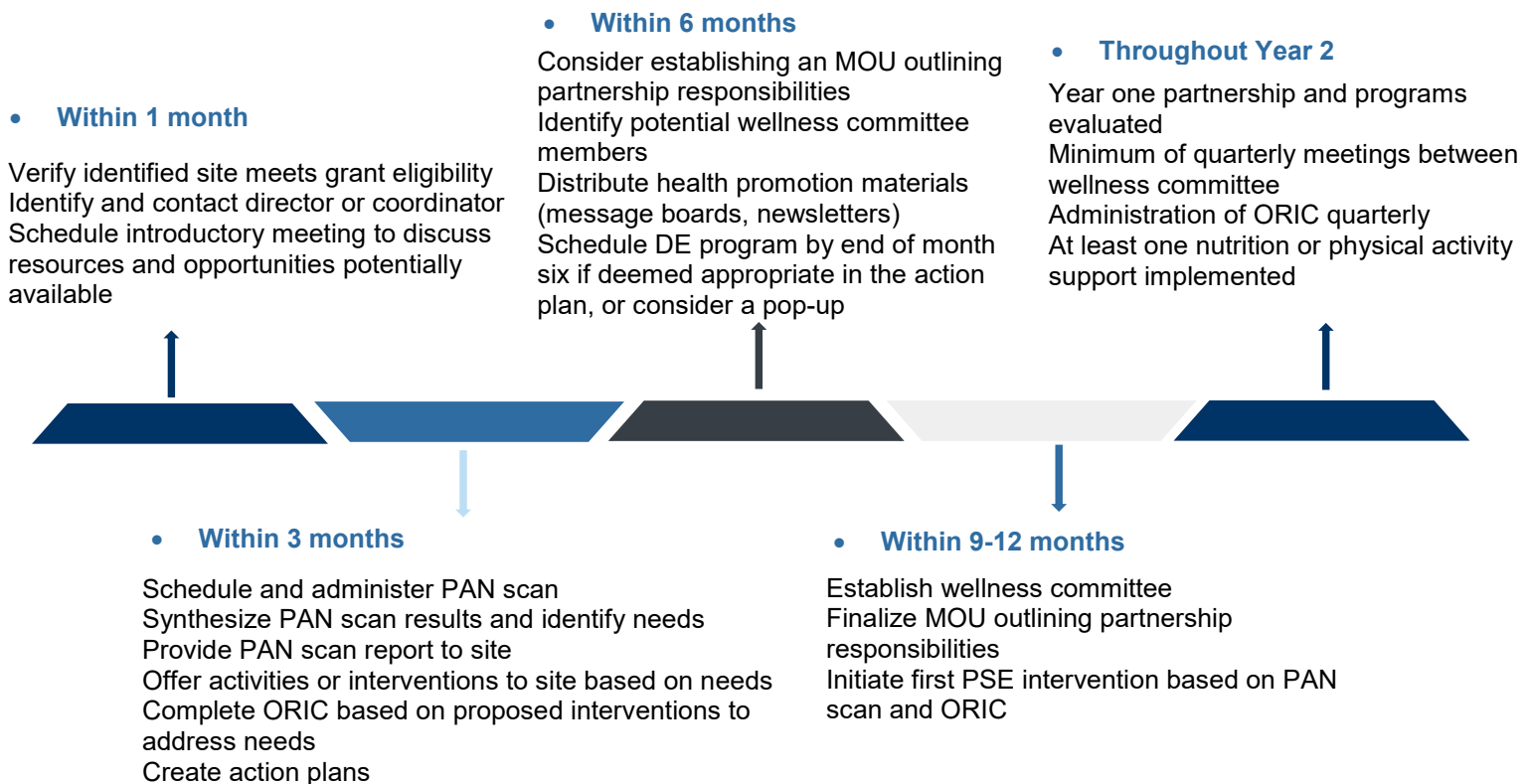
Statewide monthly newsletters: The Healthy LIVING while aging statewide newsletters feature nutrition and physical activity-related best practices to support aging in a healthy way. The monthly newsletter includes aging-related information, USDA MyPlate dietary guidelines, the most current physical activity recommendations and gardening tips. Concepts presented in the main article are reinforced through additional newsletter content (recipes, crossword puzzles, links to credible aging sources). The free newsletter may be downloaded from the [Extension website](#) or received through a mailing list. Contact the federal nutrition programs coordinator for more information.

Timeline of Implementation

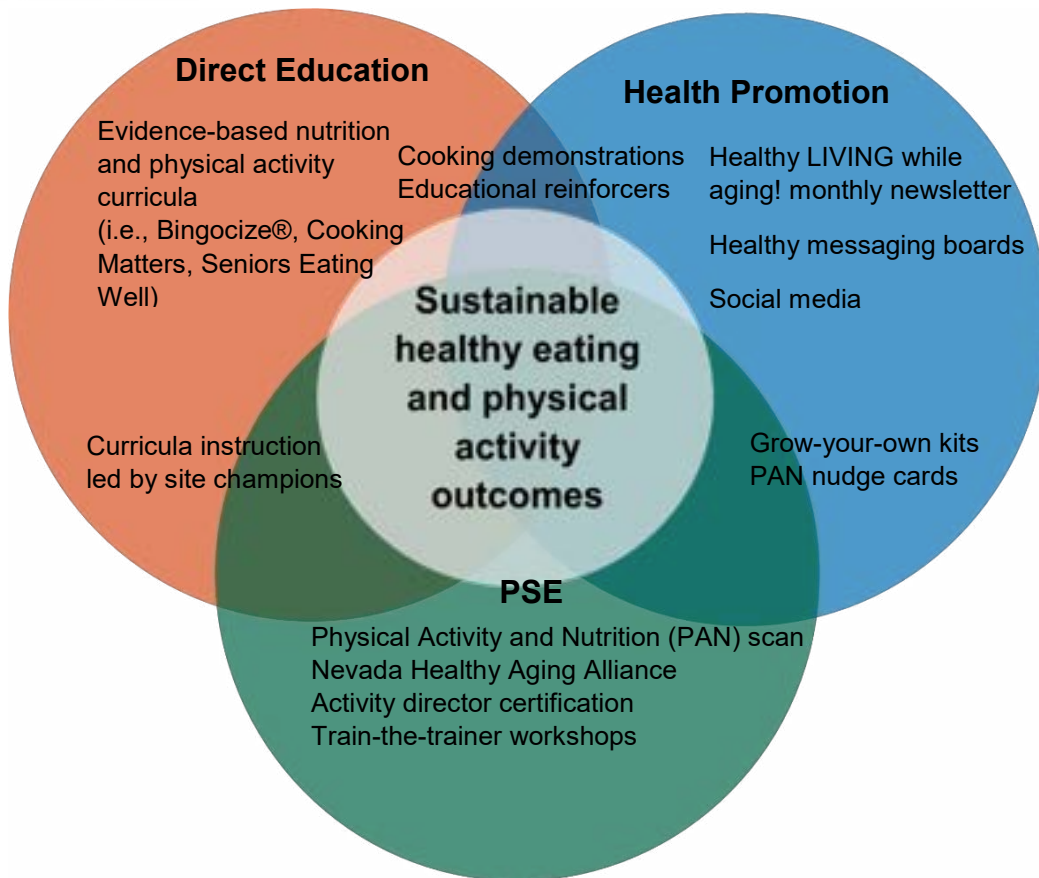
Below is an approximate timeline for successful program implementation. The tasks outlined at each interval should occur within the number of months since site identification. Following this timeline allows for progressive steps towards sustainability (see Page 9).

Specific suggestions for sustainability for HA include:

- Providing activity director training to site staff for stronger facilitation of health-related activities
- Training individuals already teaching Bingo how to implement Bingocize®



Strategy Integration



References

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Policies

SNAP-Ed Purchasing

The SNAP-Ed grant requires that all purchased items are used within the fiscal year they are purchased. The quantities purchased during the grant year must be reasonable to the programming being implemented. Purchases cannot be made to replace inventory at the end of the grant year.

To ensure all SNAP-Ed purchases meet this requirement, any purchases made after Sept. 1 require approval by the federal nutrition programs coordinator prior to purchase.

* Once approved, purchase must be made within two business days. Contact the federal nutrition programs coordinator for the necessary purchase request form (see Appendix E).

Using SharePoint for purchases

1. Email the completed purchase request form to SNAPED@unr.edu
2. If written approval in email is given, submit the SharePoint requisition
 - a. Select Macy Helm as the faculty approver
 - b. Include the completed purchase request form
 - c. Include a PDF copy of the approval email from the federal nutrition programs coordinator
3. After faculty and fiscal approval, purchase the items within two business days
 - a. Ensure the delivery date is still appropriate within the current grant year

Purchases without SharePoint

1. Email the purchase request form with subject line “September Purchase Request” to SNAPED@unr.edu
2. If written approval in email is given, proceed with the purchase
 - a. Ensure the delivery date is still appropriate within the current grant year
3. Include the following in Workday submission
 - a. The completed purchase request form
 - b. A PDF copy of the approval email from the federal nutrition programs coordinator

*The only purchases excluded from this policy are those related to the Clark County Healthy Kids Festival. These purchases in September must include “Healthy Kids Festival” in the SharePoint justification to obtain fiscal approval. If other counties implement a similar festival in September, contact the Federal nutrition programs coordinator to arrange exemption from the policy. Exemption to the policy is not guaranteed and will be reassessed on a case-by-case basis.

Recipe Selection and Distribution

The purpose of this policy is to provide guidance on recipe selection and approval for use in Extension nutrition education, media or for distribution in Extension materials, hardcopy or electronic formats.

Requirements of all recipes

- Align with the [Dietary Guidelines](#) and [MyPlate](#) messages
- Use inexpensive ingredients easily found in most grocery stores
- Use basic cooking techniques and equipment most participants would have at home
- Be appropriate for the audience – culture, age, setting
- Restrict commercial branding or references to branded items
- Reinforce the key messages of the lesson or support existing program activities

Approved sources

The following sites contain recipes that are pre-approved. Use of a recipe from one of these sites does not need to go through the Extension approval process, but may need an analysis if it does not provide nutrition information:

- USDA partner organizations such as [EatFresh.org](#), [CalFresh Healthy Living](#), [Harvest of the Month](#)
- Extension programs such as: [Oregon State University Extension](#), [University of Nebraska Extension](#), [Iowa State University Extension](#)

If a recipe is being modified or requires nutrition analysis, contact the federal nutrition programs coordinator.

Appendices

Appendix A

Memorandum of Understanding (MOU)

Below is an approved template to create a Memorandum of Understanding between Extension and partner sites for program implementation. Fill out the template as completely as possible, then send to the federal nutrition programs coordinator for review. Once approved, the MOU will be routed to the SNAP-Ed fiscal manager. Once approved by the fiscal manager and the partner site, the MOU will be routed through the appropriate channels for signature. SNAP-Ed and Extension staff do not have signing authority. An example follows on Page 67.

Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by and between: **Site Name (Abbreviation)** and the Nevada System of Higher Education, Board of Regents on behalf of the University of Nevada, Reno Extension's (insert department)

I. Introduction

WHEREAS, **Site Name** is _____ and is participating in the **Strategy Name (Strategy Abbreviation)** program which is in year _____(____),

WHEREAS, Extension is providing **Strategy Name** programming and Policy, Systems and Environmental change plan for **Site Name**,

THEREFORE, the purpose of this agreement is to clearly identify the roles and responsibilities of each party as they relate to the _____ project.

II. Term

The term of this Memorandum of Understanding is from _____. This Memorandum of Understanding shall remain in effect unless terminated earlier as provided herein.

III. Termination

The parties agree that either party may terminate this MOU upon thirty (30) days written notice.

Parties may terminate this MOU immediately by giving written notice for any material breach of this MOU, including, but not limited to, the happening of any of the following events:

- (A) Either party violates any material provisions of this MOU or takes any other action which could result in damage to either party or their customer relations;
or
- (B) Either party materially ceases to function under the terms of the MOU for any reason.

IV. Delineation of Area of Cooperation

Site Name responsibilities

Academy shall undertake the following activities:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

University of Nevada, Reno Extension's (Department) responsibilities

Extension shall undertake the following activities:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

II. Notices

Any notice or communication pertaining to this Memorandum of Understanding shall be sent to the following addresses:

To Site Name:

Site Address
Attn: Point of Contact
City, State ZIP code

To Extension:

8050 Paradise Road
Attn: Lisa Wilson, Fiscal Manager
Las Vegas, NV 89123

This agreement can be revoked by either party without cause with a 30-day written notice of revocation.

III. Integration

This Memorandum of Understanding supersedes all previous agreements between the parties concerning the subject matter contained within.

Signatures and dates

Site Name
Site Address
City, State ZIP Code

Point of Contact
Title

Date

The Board of Regents of the Nevada System of
Higher Education on behalf of University of
Nevada, Reno Extension
1664 N. Virginia St. 89557

Sherry Mendez
Associate Vice President, Business and
Finance

Date

Memorandum of Understanding Example

Memorandum of Understanding Between

This Memorandum of Understanding (MOU) is entered into by and between: Dee's Play & Learn Christian Academy (Academy) and the Nevada System of Higher Education, Board of Regents on behalf of the University of Nevada, Reno Extension's (Department)

IV. Introduction

WHEREAS, Dee's Play & Learn Christian Academy is an early childhood education site with a current Policy, Systems and Environmental (PSE) change plan and is participating in the Healthy Kids Healthy Schools (HKHS) program which is in year three (3),

WHEREAS, Extension is providing Healthy Kids Healthy Schools programming and Policy, Systems and Environmental change plan for Dee's Play and Learn,

THEREFORE, the purpose of this agreement is to clearly identify the roles and responsibilities of each party as they relate to the early childhood garden, healthy food systems project.

V. Term

The term of this Memorandum of Understanding is from October 1, 2021 to September 30, 2022. This Memorandum of Understanding shall remain in effect unless terminated earlier as provided herein.

VI. Termination

The parties agree that either party may terminate this MOU upon thirty (30) days written notice.

Parties may terminate this MOU immediately by giving written notice for any material breach of this MOU, including, but not limited to, the happening of any of the following events:

- (A) Either party violates any material provisions of this MOU or takes any other action which could result in damage to either party or their customer relations;
- or
- (B) Either party materially ceases to function under the terms of the MOU for any reason.

VII. Delineation of Area of Cooperation

Dee's Play & Learn responsibilities

Academy shall undertake the following activities:

Permit Extension to the premises for bi-weekly visits to provide ongoing education targeting both teachers and children on how to successfully grow and harvest healthy foods in the garden.

Provide ongoing education to both families and children attending the Academy on how to successfully grow and harvest healthy foods in the garden which includes nutrition demonstrations and family engagement activities.

Permit Extension to host community demonstration and family engagement activities on the premises during normal business hours.

Attend monthly Wellness Committee meetings.

University of Nevada, Reno Extension's (Department) responsibilities

Extension shall undertake the following activities:

Provide for the maintenance of the garden at the Academy's site either by Extension or a designee.

Host Wellness Committee meetings and address wellness action items from the PSE plan for site.

Provide continuing HKHS and PSE work at the Academy.

Conduct pre- and post-program surveys to evaluate the program.

VIII. Notices

Any notice or communication pertaining to this Memorandum of Understanding shall be sent to the following addresses:

To Dee's Play and Learn:

To Extension:

8050 Paradise Road
Attn: Lisa Wilson, Fiscal Manager
Las Vegas, NV 89123

This agreement can be revoked by either party without cause with a 30-day written notice of revocation.

IX. Integration

This Memorandum of Understanding supersedes all previous agreements between the parties concerning the subject matter contained within.

Signatures and dates

Dee's Play & Learn Christian Academy
6321 Lauren Ashton Avenue
Las Vegas, NV 89131

Dee Stewart
Owner

Date

The Board of Regents of the Nevada System of
Higher Education on behalf of University of
Nevada, Reno Extension
1664 N. Virginia St. 89557

Sherry Mendez
Associate Vice President, Business and
Finance

Date

Appendix B

Environmental Scans

Healthy Kids Early Start uses the [Nutrition and Physical Activity Self-assessment for Child Care](#) (NAPSACC) to assess the practices, policies and environments of early childcare education centers.

Healthy Kids, Healthy Schools uses the [School Physical Activity and Nutrition Environment Tool](#) (SPAN-ET) to assess the environment of elementary and middle/high school resources for healthy eating and physical activity. The Smarter Lunchroom Assessment (SLA) is used to assess the school lunchroom environment.

Healthy Food Systems uses the [SNAP shopper friendliness checklist](#) from Virginia Cooperative Extension to assess the ease of use of SNAP benefits at farmers markets.

Healthy Living Sustainable Recovery uses the HLSR environmental scan (unpublished, in progress) to assess the environment of substance use disorder treatment facilities for women.

Healthy Aging uses the physical activity and nutrition (PAN) scan (unpublished, in progress) to assess the environment of residential complexes and recreational centers for older adults.

Appendix C

Organizational Readiness for Implementing Change Tool

This tool should be completed with a site champion to determine the degree to which a nutrition or physical activity intervention could be successfully implemented. Other site staff may also complete the survey to provide a well-rounded viewpoint of the site's capacity for an intervention. Those completing the survey should have decision-making power around the intervention. It is recommended that this survey is completed during the planning phase, and results are reviewed between the site staff and Extension staff.

	1	2	3	4	5			
	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree			
1. People who work here feel confident that the organization can get people invested in implementing this change.				1	2	3	4	5
2. People who work here are committed to implementing this change.				1	2	3	4	5
3. People who work here feel confident that they can keep track of progress in implementing this change.				1	2	3	4	5
4. People who work here will do whatever it takes to implement this change.				1	2	3	4	5
5. People who work here feel confident that the organization can support people as they adjust to this change.				1	2	3	4	5
6. People who work here want to implement this change.				1	2	3	4	5
7. People who work here feel confident that they can keep the momentum going in implementing this change.				1	2	3	4	5
8. People who work here feel confident that they can handle the challenges that might arise in implementing this change.				1	2	3	4	5
9. People who work here are determined to implement this change.				1	2	3	4	5

10. People who work here feel confident that they can coordinate tasks so that implementation goes smoothly. 1 2 3 4 5

11. People who work here are motivated to implement this change. 1 2 3 4 5

12. People who work here feel confident that they can manage the politics of implementing this change. 1 2 3 4 5

Appendix D

Educational Reinforcers

Educational reinforcers should be relevant to the activity or program they are being distributed in. Educational reinforcers must have a clear, relevant and useful connection to nutrition education and obesity prevention materials. These materials cannot be considered celebratory items designed primarily as morale boosters without nutrition education messaging. Contact the Federal nutrition programs coordinator to confirm selected items are allowable. Below are examples of items that correspond with program subject matter.

- Reducing sodium: can-attachment strainer, herb stripping tool
- Developing cooking skills: measuring cups, cutting board, apron
- Increasing vegetable intake: peeler, grater, scrub brush, spiralizer, microwave steamer
- Improved food safety: kitchen thermometer, refrigerator thermometer
- Improved food resource management: grocery shopping notepad, insulated grocery bag
- Increased physical activity: water bottle, resistance band, walking belt, pedometer, jump rope

Collaboration between strategic partners for large orders of educational reinforcers (and other program materials) can strategically leverage grant funds for cost-saving measures. Prior to placing a bulk order for educational reinforcers, reach out to partners that implement similar curricula to see if they would benefit from ordering materials in tandem.

Any materials paid for by SNAP-Ed that are custom-ordered and screen-printed must obtain approval before purchase and distribution. Contact the federal nutrition programs coordinator to initiate the approval process.

Appendix E

SNAP-Ed September Purchase Request Form

Name:

Request Date:

Strategy:

County:

Item to purchase:

Quantity:

Vendor:

Is this an online purchase?: **YES** **NO**

Justification *include scheduled programming, estimated number of participants, etc.*

Expected purchase date:

Expected delivery date (if online):

Purchases must be completed within two business days of receiving necessary approvals.

Figures

Figure 1

County Support

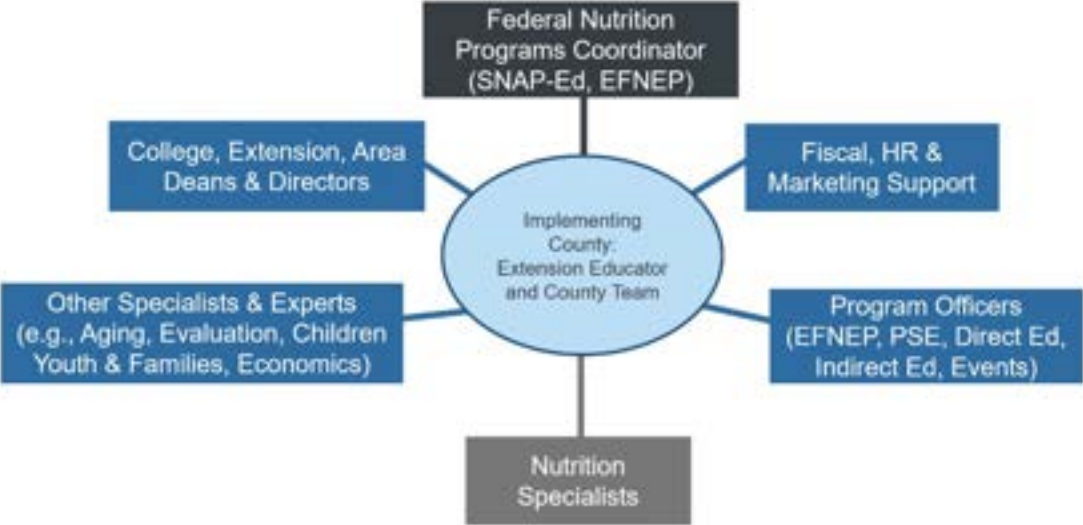


Figure 2

Strategy and Domain Map

Strategy Areas		Healthy Kids Early Start (HKES)	Healthy Kids Healthy Schools (HKHS)	Healthy Food Systems (HFS)	Healthy Living Sustainable Recovery (HLSR)	Healthy Aging (HA)
Domain	PSE Settings					
EAT	Congregate meal sites/senior nutrition centers		X			X
	Before and after school education	X		X		
LEARN	Family resource centers			X		X
	Libraries					X
	Schools (K-12)		X	X		
LIVE	Faith-based centers/places of worship			X		X
	Indian reservations	X	X	X		X
	Temporary/transitional housing			X	X	
	Health care clinics and hospitals				X	
	Residential complexes			X		X
	Bicycle and walking paths		X			X
PLAY	Community and recreation centers		X	X		X
	Gardens	X	X	X	X	X
	Parks and other open spaces	X	X	X	X	X
SHOP	Farmers markets	X	X	X	X	X
	Food assistance sites, food banks, food pantries			X		X
WORK	Adult education, job training, veteran services sites				X	X

Glossary

Alternative sentencing (drug court): The judge may place individuals in programs to help them make better choices instead of choosing a traditional penalty such as a fine or jail time. (HLSR)

Champion: Community members, participants, partners and organizational leaders who extend their influence beyond direct delivery sites of SNAP-Ed interventions. These individuals provide sustained leadership that successfully advocates for, creates appeal of, or improves access to nutrition and physical activity in organizations or environmental settings.

Community partnerships: Collaboration with groups and other organizations to improve nutrition/physical activity and to facilitate the adoption of healthy behaviors. Partnerships should have agreed upon values, goals, trust, respect and commitment.

Congregate meal site: A location that serves meals in a community setting to facilitate social interaction along with a nutritious meal. (HA)

Direct education: The delivery of nutrition education and/or physical activity at the individual/interpersonal level that incorporates behaviorally-focused strategies, motivators and reinforcers. Direct education must be personally relevant to the target audience, using multiple channels of communication to convey healthy behaviors and include approaches that allow for active personal engagement.

Early childhood education (ECE) settings: A preschool or Title 1 school providing educational services to young children (age range dependent on site). (HKES, HFS).

Environmental change: An environment is the surroundings or conditions where a person eats, lives, learns, plays and shops, and may include physical, social or economic environments. Physical environmental changes are modifications to a person's surroundings (safe walking paths, access to free drinkable water, garden installations). Social environmental changes are modifications to environmental attitudes and behaviors (attitude of celebration, physical activity breaks). Economic environmental changes are modifications to a person's monetary needs (addressing food insecurity, providing a tablet, access to resources).

Evidence-based: Educational interventions are research-based or practice-based evidence. Research-based evidence refers to relevant rigorous research including systematically reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies and evidence from the field that demonstrate obesity prevention potential.

Farmers market: A public market at which farmers and often other vendors sell produce and other products directly to consumers. (HA, HFS, HKES, HKHS, HLSR)

Food bank: A organization that distributes food to the community either directly or by supplying distribution sites. (HA, HKHS)

Food pantry: A distribution center available to the community for free or low-cost food. (HA, HKHS)

Grandparent respite site: A location providing short-term relief for older adult primary caregivers or guardians of grandchildren. (HA)

Head Start: A government program providing early childhood education, health, nutrition, and parent involvement services to low-income children and families. (HKES, HFS).

Health promotion materials/Indirect education: The promotion of healthy eating, physical activity and lifestyle behaviors to reduce the likelihood of long-term health damage and chronic disease. Materials are disseminated through mass distribution to promote healthy behaviors or can be marketed to specific interventions (the promotion of lights installed at a local walking path, the promotion of water filters available) relative to targeted demographics.

Intervention/Activity: A specific set of evidence-based, behaviorally focused activities and/or actions to promote healthy eating and active lifestyles. An intervention is a combination of program elements or strategies designed to produce behavior changes or improve health status among individuals or an entire population. Interventions may include educational programs, new or stronger policies, improvements in the environment, or a health promotion campaign. Interventions that include multiple strategies are typically the most effective in producing desired and lasting change.

Jail*: A county facility for those who are awaiting trial or are held for minor crimes. People usually go to jail for short-term (less than one year) sentences. (HLSR)

Levels of collaboration: A scale that assesses collaboration among grant partners. In developing the instrument, the detailed descriptions of community linkage provided by Hogue (1993) and discussed by Borden and Perkins (1998, 1999) were combined and shortened. Given the definitions of each level of collaboration, respondents are asked to what extent they collaborate with each other's grant partner. The levels include: networking, cooperation, coordination, coalition and collaboration.

Nursing homes/skilled nursing facilities/long-term care facilities*: Residential, medical and personal care that is provided in a clinical setting. (HA)

Policy: A written statement of an organizational position, decision, or course of action. Ideally, policies describe actions, resources, implementation, evaluation and enforcement. Policies are made in the public, non-profit and business sectors. Policies will help to guide behavioral changes for audiences served through SNAP-Ed activities.

Program fidelity: The delivery of an intervention, program or curriculum in the way in which it was designed to be delivered.

Recovery center: A type of community program aiding women with substance use disorder (excluding jails and prisons). (HLSR, HFS)

Senior center: A community center dedicated to older adults where social, physical, emotional and intellectual needs are fulfilled. (HA, HFS)

Senior living residential complexes: Housing facilities provided specifically to older adults, often offering services designed to promote their health, security, happiness and independent living. (HA, HFS)

Substance use disorder outpatient treatment center: Treatment facility in which patients live at home and go to treatment during the day (excluding jails and prisons). Treatment time varies, usually three months to a year. (HLSR, HFS)

Substance use disorder residential treatment center: Treatment facility in which patients live in the facility while receiving treatment (excluding jails and prisons). Treatment time varies, usually 30-90 days. (HLSR, HFS)

Sustainability: The continued use of intervention components and activities for the continued achievement of desirable programmatic and population outcomes. This may look different for different organizations: continuing program services through funding and resource shifts or losses, institutionalizing services or continuation of a program or activities and impacts, creating a legacy, maintaining consistent outcomes. Sustainability requires the adoption of a multi-component and multi-level intervention with one or more nutrition and/or physical activity policy, systems and environmental change along with evidence-based education, marketing, parent/community involvement and/or staff training on continuous implementation.

Systems: A system is a set of things working together as parts of an interconnecting network. Systems changes alter how the organization or network of organizations conducts business. Systems changes are unwritten, ongoing, organizational decisions or changes that result in new activities reaching large proportions of people the organization serves. An organization may adopt a new intervention, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may precede or follow a written policy. Adopting a systems approach is an opportunity to reach a larger audience.

Transitional housing: Housing to prevent homelessness and to help women gain opportunities to become financially independent. The housing is typically less than 24 months. (HLSR, HFS)

*SNAP-Ed funding not available for this site.