



HUMAN
SERVICES
DEPARTMENT

HUMAN SERVICES

D E P A R T M E N T

State of New Mexico

SNAP-Ed Multi-Year Plan

Federal Fiscal Years 2022-2024

Submitted by NM Human Services Department,

Food and Nutritional Services Bureau

Date: July 13, 2021



STATE OF NEW MEXICO
Human Services Department
Governor Michelle Lujan Grisham
David R. Scrase, M.D., Cabinet Secretary
Angela Medrano, Deputy Cabinet Secretary
Kari Armijo, Deputy Cabinet Secretary
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July 14, 2021

Mr. Dwight Crudup, Regional SNAP Director
Supplemental Nutrition Assistance Program
USDA Food and Nutrition Service
Southwest Regional Office
1100 Commerce Street
Dallas, TX 75242

Dear Mr. Crudup;

The Human Services Department/Income Support Division is pleased to submit the State of New Mexico's proposed SNAP-Ed Multi-Year Plan for FFYs 2022 - 2024. As outlined in the Plan, NM SNAP-Ed expects to spend **\$5,070,267** in FFY 2022 to expand outreach. New Mexico estimates having roughly \$700,000 in carry over funds to add to this year's grant amount of \$4,476,739 for a grand total of \$5,176,739 to carry out the first year of this multi-year plan.

Should you have any questions, please contact Yvonne Howard at 505-709-5602 or Steven Chavez at 505-841-2690.

Sincerely,

A handwritten signature in black ink that reads "Karmela Martinez". The signature is fluid and cursive, with the first name being the most prominent.

Karmela Martinez
Division Director
Human Services Department/Income Support Division

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New Mexico Executive Summary 2022

“The goal of SNAP-Ed is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current DGA and the USDA food guidance.” As such, SNAP-Ed is an empowering asset for the state of New Mexico with its large eligible population. The multi-year plan presented below addresses a continued need for the program, demonstrates evidence-based results, explains plans for future SNAP-Ed endeavors, and outlines the budgetary funding request needed to carry out the SNAP-Ed mission.

Fortunately for New Mexico, there are seven (7) agencies implementing SNAP-Ed programming throughout this state to support USDA’s goal. This Plan will outline how each one proposes to do so centered around the FFY2022 SNAP-Ed Guidance with amendments written for years two and three accordingly.

To carry out the NM SNAP-Ed Plan, the State Agency (SA) and all Implementing Agencies (IAs) will meet as a group at least monthly. Individual meetings between each IA and the SA will persist monthly as well. A full financial desk audit will be completed by the SA in response to every invoice submitted for provided SNAP-Ed services. Yearly Management Evaluation Reviews will be done by the SA of each IA. Two in-person meetings will be held between the SA and all IAs each year, although this may be done by Zoom if pandemic restrictions persist.

The Implementing Agencies will submit quarterly reports to the State Agency identifying progress made toward SNAP-Ed goals and quantification amounts of people reached. IAs will also provide data the SA will enter in the national EARS database by December 31st of each year. The SA will prepare an annual report, yearly budget report, etc. per USDA guidelines which will be submitted to the Regional Coordinator.

New for New Mexico and this year’s Plan, SNAP-Ed will continue offering virtual opportunities for participation, therefore expanding reach and providing nutrition education for those unable or unwilling to leave the comfort of their homes. The COVID-19 Pandemic forced an adaptation to the delivery of SNAP-Ed in New Mexico. Due to stay-at-home orders, in-person direct education was not permitted. To continue the important work of nutrition education for SNAP-Eligible persons, SNAP-Ed NM quickly pivoted to alternative methods for program delivery. Virtual classes were taught via means such as Facebook, Zoom, Microsoft Teams, WebEx, and other platforms. Online cooking classes involved more than usual family members as everyone was home. Participation increased as people became accustomed to the new format and will continue to be offered in addition to in-person nutrition education opportunities.

Please refer to the Plan presented below which explains how the SA and each IA will carry out SNAP-Ed delivery with the USDA FNS funding.



Template 1: Identifying and Understanding the SNAP-Ed Target Audience

The SNAP-Ed Target Audience

Needs Assessment Methodology

New Mexico is a unique state, being the 5th largest in the nation but also the sixth most sparsely populated per <https://worldpopulationreview.com>. While averaging only 17 people per square mile, there are four counties in NM that each boast having more than 100,000 residents. New Mexico has never experienced a population boom.

One explanation for the lack of population growth could very well be the high poverty levels in the state. Poverty results in a host of concerns including food insecurity, poor health care, lack of transportation or adequate housing, etc. and NM faces many of these challenges. The COVID-19 Pandemic has increased poverty not only in New Mexico, but also nation-wide.

New Mexico ranks poorly in many areas of concern. Physical activity of children under the age of 18 falls short of the national average while food insecurity in the state exceeds it. More New Mexicans live below the poverty level than Americans as a whole. Nearly one third of NM residents have a chronic medical condition and 16% are disabled per www.nmhealth.org. The caseload for NM SNAP has increased by almost 19% when compared to the prior year.

New Mexico is a minority-majority state and statistics show that minority populations have a greater risk of developing obesity, chronic diseases, food insecurity, etc. Nearly 40% of New Mexicans speak a language other than English. This fact, combined with the vast ruralness of the state, often makes obtaining access to services difficult, if not impossible.

Studies show that school children are healthier and perform better academically when they are eating nutritious foods and getting plenty of physical activity. Obesity is associated with poorer educational outcomes, including more school absences, parents more frequently contacted by the school about problems, and lower educational engagement. Research also found that obese students have more behavioral problems, are more likely to repeat a grade, have lower grade point averages and reading scores, and demonstrate lower scholastic effort.

Based on telephone survey data, the percentage of adults who are obese has more than doubled since 1990 in both New Mexico and the United States. Unfortunately, obesity is connected to an increased risk for several chronic diseases including heart disease, stroke, diabetes, hypertension, and 13 types of cancers (ovarian, uterine, colon, kidney, esophageal, pancreatic, post-menopausal breast cancer, etc.) Excess weight also contributes to the development of arthritis, a chronic disease that is the leading cause of disability among adults in the nation and the state. The need for nutrition education and intervention is more important than ever because as within the nation, New Mexico's obesity rates for adults 18 years and over continue to be on the rise. (*The State of Obesity: Better Policies for a Healthier America 2017*)

Obviously, poor nutrition and the problems associated with such is of great distress. SNAP-Ed is designed to address and improve nutrition concerns for low-income individuals. Nutrition education is more important than ever across the nation and in New Mexico. State Implementing Agencies recognize this and strive to reach all qualified individuals with needed interventions. Based on the findings of this Needs Assessment, NM has formulated a plan to address issues and concerns for the next three years.

Existing information (source, content, time frame):

1. Poverty in New Mexico per www.Welfareinfo.org
 - a. 420,293 of 2,043,896 residents reported income levels below the poverty line in the last year and
 - b. New Mexico ranks 49th in Poverty Rate at 20.6%. The Poverty Rate of New Mexico is dramatically higher than the national average of 14.6%.
2. Population Characteristics in New Mexico as of 2018 per www.datausa.io
 - a. 827,000 Hispanic residents,
 - b. 773,000 White (Non-Hispanic),
 - c. 184,000 American Indian & Alaska Native,
3. Children and Obesity in New Mexico per NM DOH
 - a. In the 2016-2019 cohort, obesity increased by 54% from kindergarten (14.9%) to third grade (22.9%).
4. New Mexico Obesity by Income level in 2017 per <https://ibis.health.state.nm.us>

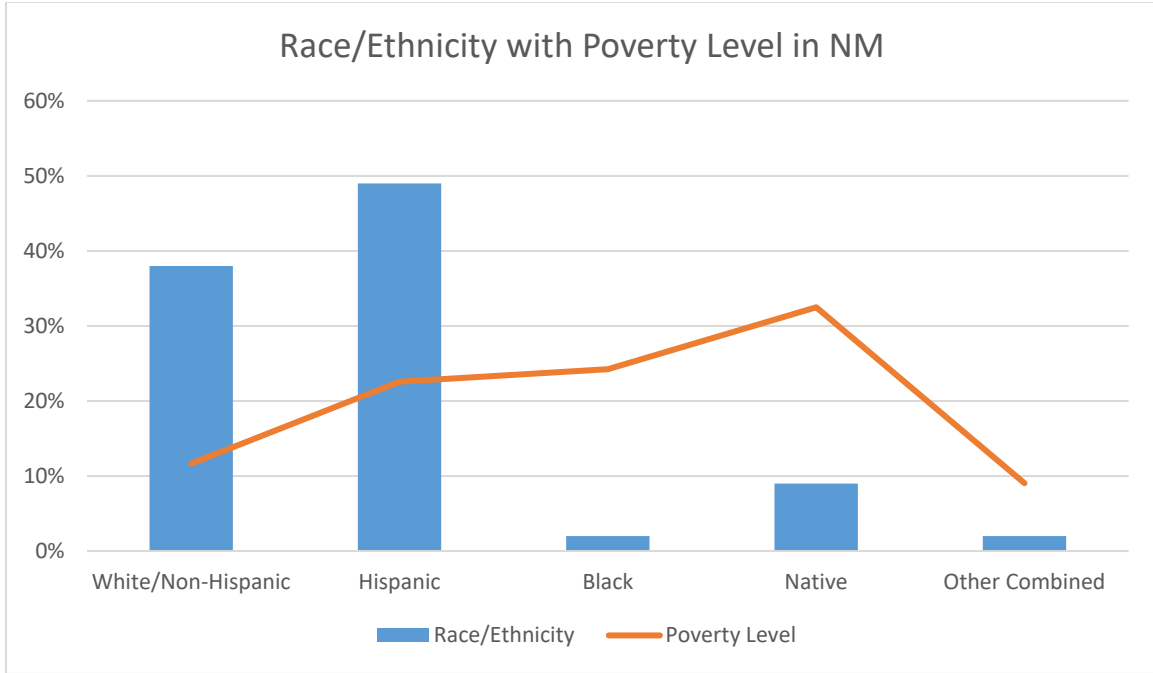
a.

Household Income	Percentage Who Were Obese
<\$15,000	35.9%
\$15,000 to \$24,999	28.6%
\$25,000 to \$49,999	27.8%
\$50,000 to 74,999	28.5%
\$75,000 or more	27.3%

New information collection (source and content):

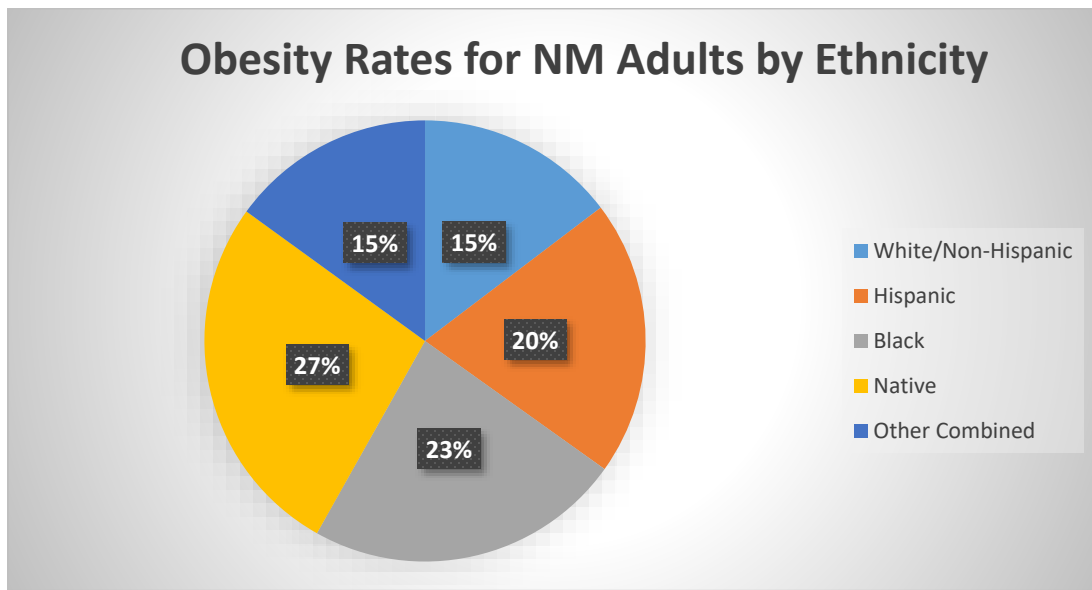
1. Diversity in New Mexico – 2019 per the Behavioral Risk Factor Surveillance System (BRFSS)

- a. NM is a minority-majority state with the largest population being Hispanic and
- b. Poverty rates vary greatly by race/ethnicity.



2. Obesity rates vary by ethnicity

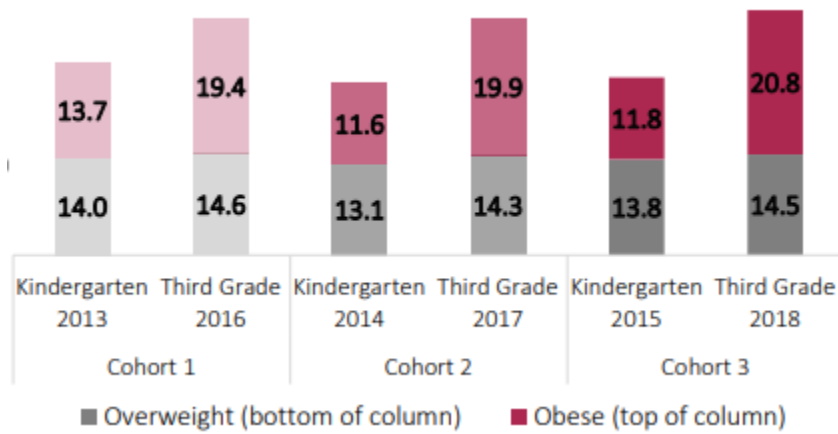
- a. Adult obesity rates by ethnicity in New Mexico – 2019 per www.statista.com



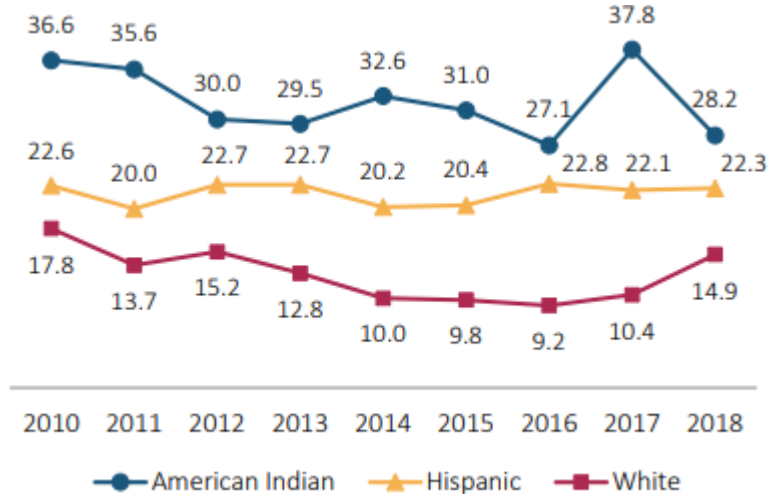
3. New Mexico Obesity Rankings per <https://stateofchildhoodobesity.org>
 - a. New Mexico ranks 23rd out of 51 among all states and the District of Columbia for obesity in youth ages 10 to 17
 - b. New Mexico ranks of 28th out of 51 among all states and the District of Columbia for adults having obesity

4. A five-year comparison of New Mexico obesity calculations between kindergarten and third grade per www.nmhealth.org

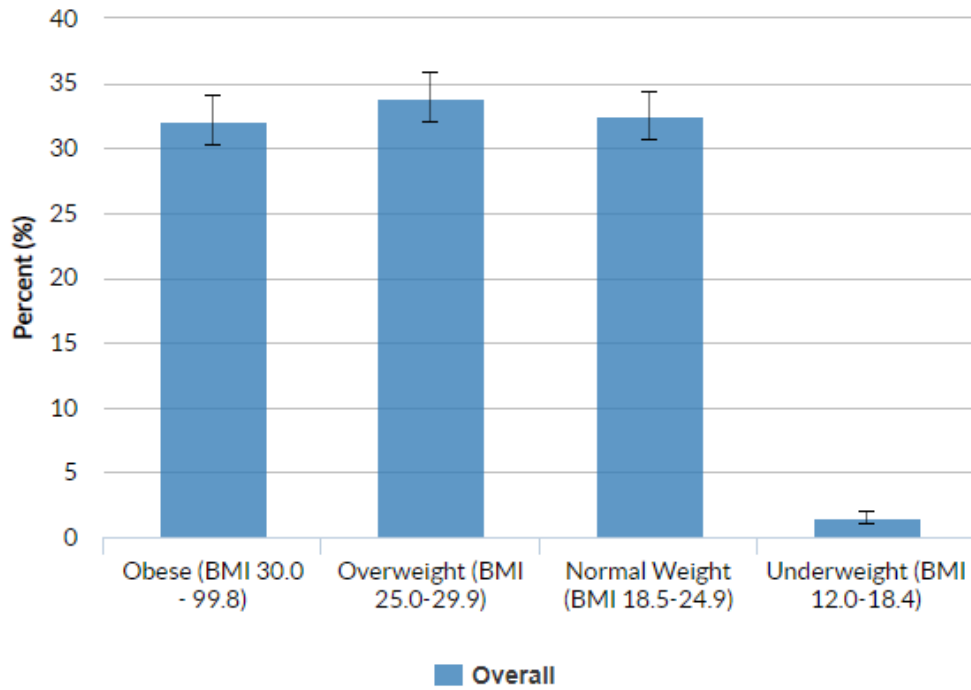
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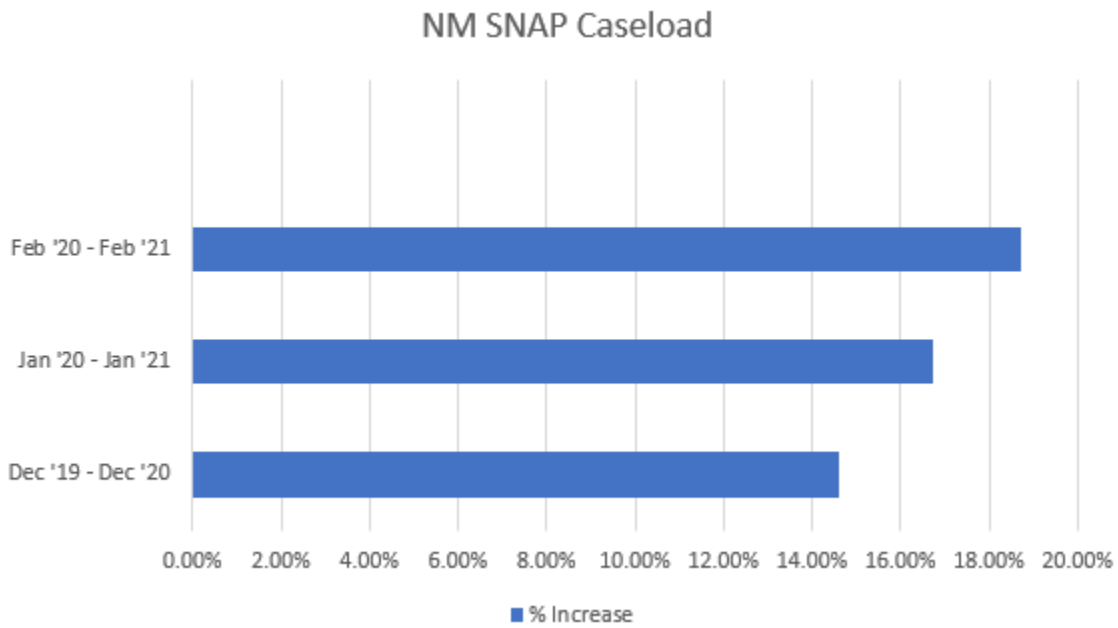
b. Percent of Third Grade Students Obese by Race/Ethnicity, New Mexico



c. Overall Weight Classification by BMI in NM, 2019 per the Behavioral Risk Factor Surveillance System (BRFSS)



5. SNAP Caseload Numbers Over Three Month Period When Compared to Same Three-Month Period One Year Earlier per the HSD Monthly Statistical Report
 - a.



Needs Assessment Findings

Demographic Characteristics of SNAP-Ed Target Audience:

Target Audience (Add rows as needed)	Source (Add rows as needed)
Snap-eligible populations	See sources cited above and below
FDIPR-eligible populations	See sources cited above and below
Other approved government program eligible pop.	See sources cited above and below

State-Specific Diet-Related Health Statistics on Target Population:

Poor diet is directly related to high overweight and obesity rates. Obesity is known to increase cancer risk, heart disease probability, diabetes threat, and the chances of developing hypertension among other health issues.

1. New Mexico Statistics
 - a. 15.2% of youth ages 10 to 17 have obesity,
 - b. 31.7% of New Mexico adults had obesity in 2020 per www.Americashealthrankings.org
 - c. 11.6% of New Mexico adults have diabetes while 36.1% have pre-diabetes per www.diabetes.org
 - d. Heart disease was the leading causes of death for NM per the CDC in 2019
 - e. 31.6% of New Mexicans had hypertension in 2019 per www.statistica.com

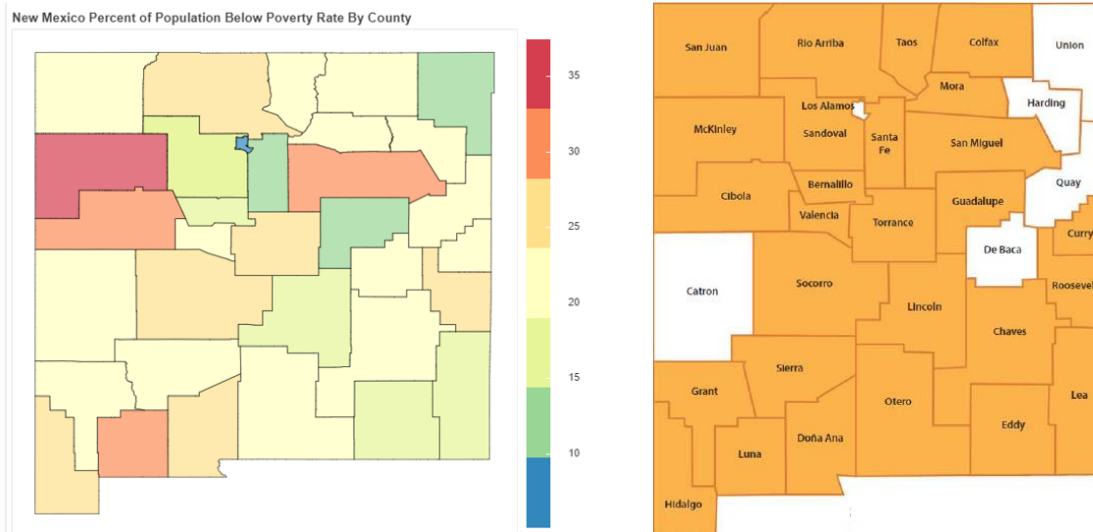
Other Nutrition-Related Programs Serving Low-Income Persons:

New Mexico offers a variety of nutrition-related programs in addition to SNAP. SNAP-Ed NM works with these programs to expand reach for low-income individuals.

1. New Mexico Connections with other programs

- a. NM provides EFNEP services to qualified individuals through New Mexico State University, a SNAP-Ed IA,
- b. NM has a state-wide WIC Program through the Department of Health, a SNAP-Ed IA, and
- c. NM operates TEFAP and CSFP out of the same state office as the SNAP-Ed SA.

Areas of the State Where SNAP Target Audience Is Underserved or Has Not Had Access to SNAP-Ed Previously:



SNAP-Ed New Mexico is currently not in Catron, De Baca, Harding, Los Alamos, and Union Counties. Los Alamos County, as evidenced by the first map, is generally not SNAP-Ed eligible by income. The other four counties are extremely rural with very small populations making it difficult to deliver in-person SNAP-Ed education. However, now that the IAs have been doing virtual delivery, all counties are expected to be touched by SNAP-Ed in some way.

Implications of Your Needs Assessment and How These Findings Were Applied to This Current Year’s SNAP-Ed Plan:

New Mexico SNAP-Ed is fortunate in that it has multiple IAs working to educate eligible populations, Early Child Education through Seniors, about good nutrition and the benefits of physical activity. The statistics regarding poverty, obesity, and chronic diseases have been considered and utilized across the state to formulate programs and activities for best combating poor nutrition. The IAs have compiled plans that do not duplicate efforts but collaborate and expand on each other to reach the target populations.

SNAP-Ed



New Mexico



Eat Smart



Play Hard

SNAP-Ed



**New Mexico
Evaluation**





Template 2: Description of Projects/Interventions

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

State Agency Goals and Objectives:

In the first year of this three-year plan, the state agency administering the SNAP program, the New Mexico Human Services Department (NMHSD), will continue to manage the SNAP-Ed program. The agency will provide oversight to the program as outlined in SNAP-Ed 2022 Guidance and appropriate Codes of Federal Regulation. To plan, implement, and operate the SNAP-Ed program, NMHSD will:

1. Work collaboratively across State agencies to include those administering other FNS Programs as well as additional appropriate agencies to promote healthy eating and active living among the SNAP-Ed target population;
2. Develop a coordinated, cohesive State SNAP-Ed Multi-Year Plan based on the applicable 2022 state-specific needs assessment of diet-related disease and obesity that addresses national and state priorities while linking SNAP-Ed to SNAP benefits;
3. Provide leadership, direction, and information to entities contracted to deliver SNAP-Ed services ensuring the program appropriately serves its audience and is consistent with SNAP-Ed policies;
4. Submit a unified State SNAP-Ed plan to FNS and provide assurances that plan activities comply with SNAP-Ed policies;
5. Submit a final SNAP-Ed performance report to FNS;
6. Monitor activities of all implementing agencies in the State's approved SNAP-Ed Plan to include ensuring allowable expenditures, approving educational reinforcement items, observing appropriateness of training materials, etc. per the FY 2022 SNAP-Ed Guidance Procedures;
7. Provide budget information to FNS as required; and
8. Collect and report data regarding participation in SNAP-Ed, characteristics of those served, and progress made toward the state's goals and objectives.

See Templates 5 and 6, Signatures and Assurances, at the end of this state plan addendum.

State-Level Goals:

1. New Mexico will expand opportunities for healthy eating and physical activity where SNAP-Ed eligible children and adults live, learn, play, work, eat, and shop;
2. New Mexico will increase healthy eating and physical activity behaviors among SNAP-Ed eligible children and adults;
3. New Mexico will build state and local partnerships while also coordinating activities to maximize collective impact of SNAP-Ed interventions; and
4. New Mexico will assist in decreasing childhood and adult obesity-related health issues through teaching healthy life-style changes including behavioral changes.

State-Level Objectives:

1. By the end of fiscal year 2024, New Mexico SNAP-Ed will have increased the exposure to and opportunities for acquiring fruits and vegetables, whole grains, low-fat dairy products, and water per current DGA and MyPlate guidelines in childcare centers, schools, and community sites in SNAP-Ed eligible communities including Tribal by;
 - a. Expanding into additional Early Childcare Centers,
 - b. Increasing the number of school/community gardens,
 - c. Growing the number of tastings, DUFEB use, demonstrations, etc. at Farmers' Markets,
 - d. Augmenting the number of in-classroom and/or virtual cooking lessons, and
 - e. Developing more salad bar promotions;
2. By the end of fiscal year 2024, New Mexico SNAP-Ed will have amplified the exposure to and opportunities for physical activity in childcare centers, schools, and community sites including Tribal by utilizing, when appropriate, the Physical Activity Guidelines (PAG) and Healthy People 2020 (HP 2020) guidelines in SNAP-Ed eligible communities by;
 - a. Growing its number of participating Early Childcare Centers,
 - b. Implementation the ESPH and 5210 programs into additional schools,
 - c. Adding more "Exercise as a Reward/Active Party Kits" into further schools, and
 - d. Including more physical activity time with cooking lessons in schools;
3. By the end of fiscal year 2024, New Mexico SNAP-Ed will have enhanced the number of state and local partnerships who have continuous communication, mutually reinforcing activities, and shared measurements to support obesity-prevention efforts in SNAP-Ed eligible communities including Tribal by;
 - a. Adding new educational opportunities at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health Offices, Income Support Offices, EFNEP sites, FDPIR locations, tribal communities, pueblos, virtual platforms, etc.; and
4. By the end of fiscal year 2024, New Mexico SNAP-Ed, in collaboration with state and local health partners, will champion for a decrease in obesity-related health issues in the SNAP-Ed eligible communities including Tribal by;
 - a. Reaching into more schools to institute additional school wellness policies,
 - b. Consulting and training with additional food retailers, farmers, food distributors, etc. on increasing access to and promotion of healthy eating, and
 - c. Collaborating with further federal, state, and locally funded obesity prevention grant programs on physical and nutrition activities that align with NM SNAP-Ed goals to institute PSE changes.

Reporting Progress on State-Level Goals and Objectives:

Each Implementing Agency will provide the State Agency with an electronic quarterly report that outlines progress made toward goals and objectives related to PSE and Direct Education. These quarterly reports will include a summary of numbers for recipients reached as well.

1. New Mexico State University/Ideas for Cooking and Nutrition (ICAN)

Related State Objective(s):

ICAN's mission is to inspire New Mexico's SNAP-eligible families to make healthy food and lifestyle choices and to make those choices possible by creating health-friendly communities.

ICAN implements the SNAP-Ed state objectives (State Objectives 1b and c; 2b; 3a; and 4b and c) in counties across the entire state using the Cooperative Extension Service offices as well as the Agriculture Science and Experiment Stations.

Audience:

ICAN serves all eligible populations in New Mexico, from youth to adults and families to seniors.

Food and Activity Environments:

Ideas for Cooking and Nutrition (ICAN) is a program administered by New Mexico State University (NMSU). ICAN is one of the SNAP-Ed Implementing Agencies in New Mexico. ICAN supports the SNAP-Ed state objectives in counties across the entire state using the Cooperative Extension Service offices as well as the Agriculture Science and Experiment Stations using primarily direct education. ICAN uses a paraprofessional model to deliver nutrition and physical activity education according to approved, evidence-based curricula and single sessions (called Reinforcing Activities) that support the curricula's educational messaging.

ICAN has state support staff that train, mentor and guide the paraprofessional staff in program delivery. These state support staff are in Albuquerque, Carrizozo, and on the campus of NMSU in Las Cruces. This system is designed to reduce travel time, cost of travel, and to maximize collaborative opportunities.

ICAN uses primarily direct education (DE) in a variety of settings with a combination of series-based programming and single-session lessons or tastings. ICAN also works in policy, systems and environmental (PSE) areas by providing SNAP-eligible participants with opportunities to engage in community and home gardens.

Project Description:

Ideas for Cooking and Nutrition (ICAN) is a program administered by New Mexico State University (NMSU). ICAN uses a paraprofessional model to deliver nutrition and physical activity education according to approved, evidence-based curricula. ICAN has state support staff that train, mentor, and guide the paraprofessional staff in program delivery. These state support staff are in Albuquerque, Carrizozo, and on the campus of NMSU in Las Cruces. This system is designed to reduce travel time, cost of travel, and to maximize collaboration opportunities.

NMSU-ICAN Youth Programming Efforts:

Youth programming typically takes place with students, grades K-12, attending SNAP-Ed eligible schools (i.e., greater than or equal to 50% of students in the school are eligible for free and/or reduced lunch). This includes programming during school hours as well as programs that operate outside of school hours. ICAN recruits for and concentrates programming efforts on grades 3-6 with multiple strategies which include series-based education in classrooms, lunchroom tastings and demonstrations, encouraging use of the salad bar as available, and administering New Mexico's social marketing campaign known as Eat Smart to Play Hard. ICAN also provides single sessions called "Reinforcing Activities" related to USDA's Fresh Fruit and Vegetable Program. When a school or community garden is accessible, ICAN provides direct education, linking school gardens to healthy eating and local food availability using approved series-based curricula and "Reinforcing Activities", either during or after school hours, as a part of the ICAN Food Systems Project. ICAN's activities leverage Cooperative Extension resources, which are available in every county in New Mexico.

FFY 22 ICAN PROPOSES TO:

1. Continue current direct education services and recruit for expansion of services within a school where ICAN DE is taking place (e.g., offer parent programming and expand services where appropriate for community group education as well as before and after school education);
2. Build relationships with previously engaged SNAP-Ed eligible schools, providing opportunities to build on current initiatives by adding additional program components such as parent education, garden education, before and after school programs, and staff education. Identify key stakeholders within each school to order and build sustainability for garden and nutrition education initiatives;
3. Recruit at least two (2) schools to work collaboratively with their community and build a basic outdoor classroom where students can interact directly with the natural environment for nutrition education, farm to table concepts, and gardening education; and
4. Recruit new SNAP-Ed eligible schools for direct education.

FFY 23 ICAN PROPOSES TO:

1. Continue services from FFY 22;
2. Recruit new SNAP-Ed eligible schools for direct education, focusing on schools that have not participated previously and do not partake in other USDA-funded programs such as EFNEP; and
3. Build relationships with previously engaged SNAP-Ed eligible schools, providing opportunities to build on current initiatives by adding additional program components such as parent education, garden education, before and after school programs, and staff

education. Identify key stakeholders within each school to order and build sustainability for garden and nutrition education initiatives.

FFY 24 ICAN PROPOSES TO:

1. Continue services from FFYs 22 and 23;
2. Recruit new SNAP-Ed eligible schools for direct education, focusing on schools that have not participated previously and do not partake in other USDA-funded programs such as EFNEP; and
3. Build even more relationships with previously engaged SNAP-Ed eligible schools, providing opportunities to build on current initiatives by adding additional program components such as parent education, garden education, before and after school hours programs and staff education. Identify key stakeholders within each school to order and build sustainability for garden and nutrition education initiatives.

These activities will use the SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors, MT2 Food Resource Management Behaviors, MT3 Physical Activity and Reduced Sedentary Behaviors, MT5 Nutrition Supports Adopted in Environmental Settings, MT8 Agriculture, ST6 Champions, ST7 Partners, LT9 Leveraged Resources, and LT10 Planned Sustainability.

NMSU-ICAN Adult Programming Efforts:

Adults participate in ICAN programming throughout numerous settings. Adults are recruited through the Cooperative Extension Service network of offices and activities, social media, and direct, person-to-person recruitment. Series-based lessons are taught at the County Extension offices, Income Support Division offices, Public Health offices, WIC offices, and low-income housing offices. Series-based programming includes a pre and post Food and Physical Activity Questionnaire that looks at behavior changes in several areas. Data from those questionnaires is entered into the SNAP-Ed WebNEERS data collection system for analysis. This allows ICAN to monitor impacts, behavior change, and programming outcomes.

ICAN also conducts direct education in single session “Reinforcing Activities” on topics that reinforce the Dietary Guidelines and enhance/expand concepts taught in series-based programming. These sessions take place in locations that serve the ICAN target population such as:

1. Public food distribution sites including, but not limited to Commodity Supplemental Food Program (CSFP), The Emergency Food Assistance Program (TEFAP), and Food Distribution Program on Indian Reservations – (FDIPR);
2. Farmer’s Markets or farm stands that accept EBT and/or Double Up Food Bucks (DUFEB);

3. Grocery stores or farm stands that have significant sales from EBT;
4. Cooperative Extension offices;
5. Public Health Offices (including WIC Offices);
6. Community Kitchens; and
7. Community and School Garden Sites.

FFY 22 ICAN PROPOSES TO:

1. Continue services from previous years;
2. Recruit for series-based education within home and center-based childcare sites:
 - a. Reach parents in Home Childcare Sponsoring Agencies statewide and
 - b. Provide parent education in support of SNAP-Ed Priority Outcome indicators in childcare centers and Head Start Centers statewide;
3. Provide opportunities for series-based programming in every ICAN county statewide;
4. Explore the ability to reach a wider audience and into additional counties using NMSU's "On Demand" for online programming;
5. Explore use of other online formats for direct, virtual education such as Zoom or Facebook Live;
6. Recruit new SNAP-Ed eligible sites for direct education for pregnant women;
7. Recruit at GRADS sites (or similar programs or schools) for pregnant and parenting teens; and
8. Provide direct, series-based education and "Reinforcing Activities" for seniors in every ICAN County.

FFY 23 ICAN PROPOSES TO:

1. Continue services from FFY 22;
2. Provide series-based education and "Reinforcing Activities" within home and center-based childcare sites;
3. Increase the number of series-based adult education sessions in each county;
4. Boost the offerings using NMSU's "On Demand" for online programming or another online format such as Zoom or Facebook Live;
5. Engage additional SNAP-Ed eligible sites for direct education for pregnant women;
6. Recruit at GRADS sites (or similar programs or schools) for pregnant and parenting teens;
7. Provide direct, series-based education and "Reinforcing Activities" for seniors in every ICAN County; and

8. Build more relationships with previously engaged SNAP-Ed eligible partners, providing opportunities to leverage Cooperative Extension resources and for sustainability.

FFY 24 ICAN PROPOSES TO:

1. Continue services from FFYs 22 and 23;
2. Provide additional series-based education and “Reinforcing Activities” within home and center-based childcare sites;
3. Further increase the number of series-based adult education sessions in each county;
4. Expand the offerings using NMSU’s “On Demand” for online programming or another online format such as Zoom or Facebook Live;
5. Recruit additional SNAP-Ed eligible sites for direct education for pregnant women;
6. Add more GRADS sites (or similar programs or schools) for pregnant and parenting teens;
7. Provide direct, series-based education and “Reinforcing Activities” for seniors in every ICAN County; and
8. Build further relationships with previously engaged SNAP-Ed eligible partners, providing opportunities to leverage Cooperative Extension resources and for sustainability.

These activities will use the SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors, MT2 Food Resource Management Behaviors, MT3 Physical Activity and Reduced Sedentary Behaviors, MT5 Nutrition Supports Adopted in Environmental Settings, MT8 Agriculture, ST6 Champions, ST7 Partners, MT8 Agriculture, LT9 Leveraged Resources; LT10 Planned Sustainability; and R8 Breastfeeding.

NMSU-ICAN Food Systems Project Plan:

The Food Systems project has made significant strides in bringing gardening education to SNAP-eligible adults throughout New Mexico during the past three years. NMSU plans to expand and enhance this successful project in the next three years by expanding on projects and relationships that are mutually beneficial.

One of the expansions this year will be to create a path so that “Promotoras” or Community Member Teachers, will be trained to lead the Seed to Supper course in their own community, using community partner agency venues. These classes will specifically target the Spanish-speaking and tribal communities in New Mexico. These series are meant to expand upon the current Seed to Supper classes being taught by Master Gardener volunteers. Most Master Gardener volunteers do not speak Spanish or live in/near the tribal communities served, which has been a barrier to helping these populations. Hiring community members from these two communities will allow NMSU-ICAN to directly provide gardening education in a culturally appropriate manner and reach the intended audience.

FFY 22 ICAN PROPOSES TO:

Under Direct Education:

1. Provide technical assistance, support, and follow up training to ICAN educators ensuring successful implementation of approved youth and adult direct garden education curricula. ICAN Educators provide a Cook-Along Demonstration at the end of the Seed to Supper Course. This connects Master Gardeners and community members with the ICAN Educator for recruiting;
2. Have educators provide direct garden education in SNAP-Ed eligible schools using approved curricula;
3. Hire and train Promotoras/Community Member Teachers to teach Seed to Supper in their community at eligible sites; and
4. Train Master Gardeners to teach Seed to Supper courses in their community.

Under Policy, Systems, Environmental Change:

1. Provide SNAP-eligible participants and tribal communities with increased exposure to gardening education and opportunities to engage in community and home gardens. This supports obesity-prevention efforts in SNAP-eligible communities throughout New Mexico;
2. Partner with NMSU's Master Gardener Program to connect trained Master Gardeners with opportunities to provide the Seed to Supper course in their communities statewide;
3. Develop and implement 3-4 community gardens sites in SNAP-eligible communities;
4. Collaborate with Tribal community organizations to support the establishment of community garden sites;
5. Have online Seed to Supper and Siembra la Cena course offerings through NMSU's On Demand system (virtually);
6. Coordinate with ICAN educators to promote community garden sites to SNAP-eligible participants; and
7. Collaborate with other SNAP-Ed implementing agencies to promote community garden sites to SNAP-eligible participants.

FFY 23 ICAN PROPOSES TO:

Under Direct Education:

1. Continue activities from FFY 22 and
2. Further expand the Promotora/Community Member Teacher program to add more Promotoras and sites statewide.

Under Policy, Systems, Environmental Change:

1. Continue activities from FFY 22;
2. Increase the number of SNAP-eligible participants and tribal communities exposed to gardening education and opportunities to engage in community and home gardens. This supports obesity-prevention efforts in SNAP-eligible communities throughout New Mexico;
3. Partner with NMSU's Master Gardener Program to connect additional trained Master Gardeners with opportunities to provide the Seed to Supper course in their communities statewide;
4. Develop and implement more community gardens sites in SNAP-eligible communities;
5. Collaborate with more Tribal community organizations to support the establishment of community garden sites;
6. Further expand the online Seed to Supper and Siembra la Cena course offerings through NMSU's On Demand system (virtually); and
7. Coordinate with ICAN educators to promote additional community garden sites to SNAP-eligible participants.

FFY 24 ICAN PROPOSES TO:

Under Direct Education:

1. Continue current activities from FFYs 22 and 23 and
2. Grow the Promotora/Community Member Teacher program to add even more Promotoras and sites statewide.

Under Policy, Systems, Environmental Change:

1. Continue current activities from FFYs 22 and 23;
2. Further increase the number of SNAP-eligible participants and tribal communities exposed to gardening education and opportunities to engage in community and home gardens. This supports obesity-prevention efforts in SNAP-eligible communities throughout New Mexico;
3. Connect more trained Master Gardeners with NMSU's Master Gardener Program for opportunities to provide the Seed to Supper course in their communities statewide;
4. Develop and implement additional community gardens sites in SNAP-eligible communities;
5. Collaborate with Tribal community organizations to support the establishment of additional community garden sites;
6. Further expand the online Seed to Supper and Siembra la Cena course offerings through NMSU's On Demand system (virtually); and
7. Coordinate with ICAN educators to promote added community garden sites to SNAP-eligible participants.

These activities will use the SNAP-Ed Evaluation Framework: MT1 Healthy Eating Behaviors, MT2 Food Resource Management Behaviors, MT3 Physical Activity and Reduced Sedentary Behaviors, MT5 Nutrition Supports Adopted in Environmental Settings, MT8 Agriculture, ST6 Champions, ST7 Partners, MT8 Agriculture, LT9 Leveraged Resources; LT10 Planned Sustainability; and R8 Breastfeeding.

Evidence Base:

ICAN Adult Program:

In series-based education, ICAN teaches from the USDA My Plate for My Family curricula and USDA's Eat Smart Live Strong curriculum for seniors. Both curricula use pre- and post-assessments using the Expanded Food and Nutrition Education Program (EFNEP) Food and Physical Activity Questionnaire (FPAQ). These questions are research-tested. The program will use three of the questions as "Key Indicators" with a specific focus on questions that measure fruit/vegetable consumption as well as physical activity increases and report on those as key outcome impacts. ICAN will coordinate with the state's evaluation team to evaluate programing as needed.

For PSE, ICAN will participate in the tool used by UNM's Prevention Research Center.

ICAN Youth Program:

For youth, one measure will be from the Salad Bar Toolkit. This is an emerging intervention and ICAN will be testing its effectiveness with observational questions. Other direct education strategies will be supporting messages in New Mexico's Eat Smart to Play Hard campaign and will be evaluated as that program is evaluated.

ICAN Food Systems Project:

In providing direct education for "Seed to Supper", ICAN will conduct a pre and post evaluation to determine the knowledge gained. This curricula evaluation is evidence-based and uses tested questions.

Key Performance Indicators (KPIs):

NMSU-ICAN will coordinate with the state's evaluation team to evaluate programming as needed.

Use of Existing Educational Materials:

Adult Curricula:

1. “Seed to Supper” (Cornell Cooperative Extension, Modified for New Mexico climate). Seed to Supper is a series of six classes for beginning gardeners who want to learn to grow food on a budget. English, Spanish. Already purchased and adapted for NM climate. Print cost only. This curriculum is specifically designed for the senior population and focuses educational messages on physical activity and consumption of fruits and vegetables, which are important for New Mexico’s senior population;
2. “My Plate for My Family” (USDA, FNS, SNAP-Ed). MyPlate for My Family is a resource that aims to provide nutrition education and prevent obesity, based on the Dietary Guidelines for Americans (DGA). Designed for nutrition educators, this resource includes a Handbook and Discussion Session lesson plans to encourage participants' dialogue about nutrition and physical activity. Also included are games, activities, and participant handouts that refer to the discussion topics. English, Spanish. Print cost only. This curriculum works well for the ICAN audience and is the most cost-effective series-based curricula available;
3. Cooking Matters Adults (Share Our Strength, Cooking Matters). Cooking Matters helps families to shop for and cook healthy meals on a budget, as part of Share Our Strength’s No Kid Hungry campaign. English, Spanish. Print and materials cost only. ICAN is the only implementing agency for Cooking Matters in New Mexico. This curriculum fits a need for rural areas where grocery stores are not nearby (food deserts). It allows a simulation in grocery store environments for label reading and nutrient density;
4. “Eat Smart Live Strong” (USDA, FNS, SNAP-Ed Toolkit) Eat Smart, Live Strong is an intervention designed to improve fruit and vegetable consumption and physical activity among 60–74-year-olds participating in or eligible for FNS nutrition assistance programs. This resource was originally released in 2008 and was updated in 2013. Available in English and Spanish languages. Print cost only. This curriculum is specifically designed for senior populations and focuses educational messages on physical activity and consumption of fruits and vegetables, which are important for New Mexico’s senior population.
5. Eating Smart Being Active (Colorado State University, 2017) Eating Smart • Being Active is an evidence-based, healthy-eating, and active living curriculum. The curriculum is designed to be taught by paraprofessionals to limited-resource adult learners. Curriculum content is based on the latest research findings from the 2015-2020 Dietary Guidelines for Americans, MyPlate, and the 2008 Physical Activity Guidelines for Americans. Each of the nine (9) lessons is designed to be taught in sequential order. Activities include dialogue-based learning and hands-on activities. Lesson content includes physical activity, nutrition, healthy lifestyle choices, food preparation (cooking skill development), food safety, and food resource management. English, Spanish. Print cost only. ICAN uses this curriculum in working with pregnant and parenting teens who are living as adults, as it includes valuable messages at the teachable moment for this audience.

Youth Curricula:

1. Cooking Matters Youth (Share Our Strength, Cooking Matters). Cooking Matters helps youth choose healthy foods and gain simple food preparation skills. English, Spanish. Costs for print and educational materials replenishing;
2. Learn, Grow, Eat & Go! (International Junior Master Gardener). LGEG grows good kids through an interdisciplinary program combining academic achievement, gardening, nutrient-dense food experiences, physical activity, and school & family engagement. English. Costs for print and educational materials replenishing;
3. UP4it (University of California, Agriculture and Natural Resources, 2018) UP4it is a field-tested curriculum with four lessons that will energize youth to explore new skills that develop the healthy habits that will help them, “Wake up (importance of sleep), Eat up (select foods for health), Drink up (choose water), and Get up (move and play at least an hour every day).” English. Cost is \$3.00 for each student activity book.
4. EatFit (University of California, Davis, 2009) EatFit is a goal-oriented intervention designed to challenge middle school students to improve their fitness and eating choices. This program uses interactive computer technology to assist teens with diet assessment and “guided” goal setting for making healthy lifestyle choices. The program provides skill building experiences and social support to promote dietary self-efficacy and goal attainment. English. Costs \$18.00 for the kit plus \$2.00 for the student workbook.

Development of New Educational Materials:

NMSU-ICAN continues to develop the ICAN Chef series and the Salad Bar Toolkit for Nutrition Educators. There are no curricula designed for students at the salad bar that encourages children to try something new or educate them on choices. The ICAN Chef series is designed to work with seniors and complement the Eat Smart Live Strong series. Prior to the pandemic, ICAN was focus-group testing the ICAN Chef series and plan to resume when it is possible.

Evaluation Plans

Name:

NMSU-ICAN will coordinate with the state’s evaluation team to evaluate programming as needed.

Type:

Questions:

Approach(es):

Planned use:

NMSU-ICAN will coordinate with the state's evaluation team to evaluate programming as needed.

Prior Evaluation:

N/A

Use of SNAP-Ed Evaluation Framework:

MT1 Healthy Eating Behaviors, MT2 Food Resource Management Behaviors, MT3 Physical Activity and Reduced Sedentary Behaviors, MT5 Nutrition Supports Adopted in Environmental Settings, MT8 Agriculture, ST6 Champions, ST7 Partners, LT9 Leveraged Resources, and LT10 Planned Sustainability.

ICAN will also be collaborating with the UNM-PRC to participate in a statewide evaluation.

Coordination of Efforts:

NMSU-ICAN consistently coordinates and collaborates with other SNAP-Ed Implementing Agencies in New Mexico to maximize reach and impact of the educational efforts of SNAP-Ed. NMSU is primarily responsible for direct education and has a presence in 23 of the 33 counties in New Mexico. Examples of this collaboration include:

1. Working with the NM Department of Health - Healthy Kids Coordinators in each county to provide direct education that supports initiatives such as Eat Smart to Play Hard, the Fresh Fruit and Vegetable Education Program, and the 5-2-1-0 Challenge. In this instance, duplication of services is avoided since NMSU-ICAN is the sole provider of direct education;
2. Working with LCPS to provide direct education for parents in schools where there are active parent groups. This education can focus on home gardening using the Seed to Supper curriculum. ICAN supports gardening education when there are traditional garden spaces on site and connects experts (NMSU Extension Master Gardeners and Agents) in the field of hydroponic gardens with LCPS in support of the efforts to bring these gardens to classrooms in LCPS. In this instance, duplication of services is avoided since the work is with parent groups, outside of school hours, and simply providing a connection for resources to support SNAP-Ed education provided by another Implementing Agency;
3. NMSU-ICAN coordinates efforts with Kids Cook and Cooking with Kids to avoid approaching schools that have these programs for direct education. ICAN will provide lunchroom tastings, upon request, in support of the classroom education provided. In this instance, duplication of service is avoided by providing complementary and distinct education on a single supporting topic;

4. NMSU-ICAN works with ESPH to provide supporting messages and lessons that can be recorded in the ESPH “Fun Book”. NMSU-ICAN provides this education in counties where there is an ICAN Educator. In some counties, the work is done with the DOH Healthy Kids Coordinator. These are non-duplicative services as ICAN provides supporting direct education and assistance with the fun day, which is distinct and separate from the PSE work that is provided by DOH;
5. NMSU collaborates and cooperates with the UNM Evaluation Team to provide data that will be used to determine New Mexico’s outcome and reach for SNAP-Ed; and
6. NMSU-ICAN works with community partners such as SNAP-Ed eligible schools or boys’ and girls’ clubs for youth. For adults, ICAN works with public food distribution sites, including, but not limited to, Commodity Supplemental Food Program – CSFP sites or Temporary Emergency Food Assistance Program – TEFAP sites and Food Distribution Program on Indian Reservations - FDIPR. The program has a presence at Income Support Offices as well. Public gatherings or educational forums that target or significantly include the SNAP-eligible audience such as health or wellness fairs or health-related community activities are also utilized. NMSU-ICAN has been working with a local farmer in what is categorized as a Farm Stand that accepts EBT and/or Double Up Food Bucks (DUFB) to promote the use of DUFB. There is also work with Farmers Markets to promote DUFB. Where there are grocery stores or farm stands that have significant sales from EBT, ICAN will work with them to increase utilization of DUFB. Finally, the program works with Cooperative Extension offices, Public Health Offices (including WIC Offices), and Community Kitchens. To promote adult gardening education, work is done with community and school garden sites.

NMSU-ICAN administers the EFNEP (Expanded Food and Nutrition Education Program) program for the State on New Mexico and works to align efforts and direct participants to the best program for their needs. For example, adults who are interested in more in-depth education are referred to the EFNEP program from SNAP-Ed and those participants who would rather participate in the shorter series lessons are referred from EFNEP to SNAP-Ed. Although the two programs are titled the same, at the state program level, great care is taken to separate funding, staffing, locations, incentives, and curriculum for the two programs so there is no duplication of service.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Mescalero Apache Tribe

Name of the individual(s) contacted:

WIC Staff - Varies

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

An ICAN Educator goes to the Mescalero WIC office about once a month and provides lessons to participants.

Name of the ITO:

Mescalero Apache Tribe

Name of the individual(s) contacted:

Mescalero Elder Center – Michaelene Ahidley

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

An ICAN Educator goes to the Mescalero Elder Center about once a month and provides lessons to participants.

Name of the ITO:

Isleta Pueblo

Name of the individual(s) contacted:

Emma Ebeyta, Adult Day Services and Robyn Kowice, Food Service Manager

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

An ICAN Educator provides one-time classes at the Senior Center.

Name of the ITO:

Nambe Pueblo

Name of the individual(s) contacted:

Nambe FDPIR/ENIPC (Eight Northern Indian Pueblo Council) Diandra Medina and Wayne Martinez

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

An ICAN Educator provides one-time classes for an adult group about healthy eating in general and cooking demonstrations to support and supplement the specific diabetes education they receive from the center. ICAN has also developed some standardized recipes using native foods that are also distributed in the FDIPR food boxes.

Name of the ITO:

To'Hajiilee Reservation

Name of the individual(s) contacted:

Larue Medina, Diabetes Program Coordinator

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

The ICAN Educator has been going once a month with a recipe to sample and nutrition education from USDA, 10 tips, and ICAN Chef. Focus groups have been used to find and create specific Traditional Recipes for this group. Sally Cassady (ICAN) collaborated with Tom Dominguez (Extension Agent) to go twice per week to start a community garden there. Some Raised beds were built, and the soil was tilled for a garden. There have been community events such as a celebration for planting and harvesting prior to the pandemic.

Name of the ITO:

San Ildefonso Pueblo

Name of the individual(s) contacted:

Julianna Trujillo (principal) and Martha Cooke (HKHC coordinator), San Ildefonso Day School

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

An ICAN Educator has provided monthly classes and hands-on food preparation demonstrations.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Mariano Lake, Family and Child Education (FACE) Program

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to an adult group of parents as part of a regularly scheduled parent education group.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Marcella, Iyanbito Senior Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing nutrition education classes.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Darrel Antone, Thoreau Elementary

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN provided bi-weekly nutrition education classes to elementary students.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Marlene Tsosie, Chichiltah Dorm

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to a group of mid and high school students.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Darlene Nez, Wingate Dorm

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to a group of mid and high school students.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Cynthia Tsosie, Bread Springs Senior Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to a group of seniors.

Name of the ITO:

Navajo Nation

Name of the individual(s) contacted:

Jenna Copeland, Shiprock Hospital

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education on healthy eating and cooking for adults.

Name of the ITO:

Ramah Indian Area

Name of the individual(s) contacted:

Elsie Thomas, Ramah Senior Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to an adult group of seniors as a part of a regularly scheduled education group.

Name of the ITO:

Ramah Indian Area

Name of the individual(s) contacted:

Bob Hymer, FACE Program Staff, Pinehill Family and Child Education (FACE) Program

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to an adult group of parents as a part of a regularly scheduled parent education group.

Name of the ITO:

Zuni Nation

Name of the individual(s) contacted:

April Him, Zuni Community Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes for enrolled families as a part of a regularly scheduled family education group.

Name of the ITO:

Cochiti Pueblo

Name of the individual(s) contacted:

Stephanie, Cochiti Senior Center

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to an adult group of seniors as a part of a regularly scheduled education group.

Name of the ITO:

Cochiti Pueblo

Name of the individual(s) contacted:

Molly Gurule, Cochiti Elementary School

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ICAN is providing weekly nutrition education classes to all students in all grades.

2. Child Health Initiative for Lifelong Eating and Exercise (CHILE) Plus

Related State Objective(s):

The purpose of this project is to support and carry out the objectives and goals for the state. UNM, PRC CHILE Plus implements the SNAP-Ed State Objectives (State Objectives 1a, 2a, 3a, and 4c) in multiple counties throughout New Mexico.

Audience:

The primary audience for CHILE Plus is low-income preschool aged children and their families enrolled in early care and education (ECE) settings. Head Start (HS) is a program specifically for low-income children and their families, likely eligible for SNAP. HS requires that 90% of children enrolled are low-income (in tribal HS, 50% of families enrolled must be of low-income); therefore at least 90% of families who participate in HS are likely SNAP-eligible. Children in HS are between 3 and 5 years old, of both male and female gender. The HS licensed childcare centers (LCCs), and home childcare providers that CHILE Plus works with enroll predominantly Hispanic or American Indian children. Mothers are the primary adult audience, although the experience in ECE settings has been that fathers and other caregivers, particularly grandparents who are raising their grandchildren, should be included in adult educational activities. CHILE Plus is currently implemented in half of the Head Start programs in New Mexico, serving 89 ECE centers in 20 of New Mexico's 33 counties. Five of the 13 counties CHILE Plus is not currently serving do not have Head Start programs.

Food and Activity Environments:

Through its multi-level, multi-component strategy utilizing direct education and policy, systems, and environmental change (PSE) approaches, CHILE Plus increases awareness of and access to fruit, vegetable, whole grains, and low-fat dairy; increases awareness of the need to reduce sugar sweetened beverage consumption; and encourages the idea to drink more water. CHILE Plus provides structured physical activities that can be carried out in a variety of home and ECE settings, many of which are indoors, supporting communities that may lack safe places for children to be physically active.

Project Description:

CHILE Plus includes the evidence-based CHILE nutrition and physical activity curriculum for direct education and multiple PSE components. Based on the socio-ecological model, CHILE Plus includes preschool aged children enrolled in ECE settings and their families, ECE teaching and foodservice staff, local health care providers, and local grocery stores. CHILE Plus promotes increased consumption of fruits and vegetables, switching to whole grains and low-fat dairy; decreased consumption of sugar-sweetened beverages; increased physical activity; and decreased

screen and sedentary time. CHILE Plus has been disseminated as an exclusively SNAP-Ed funded program since 2011.

CHILE Plus will continue to expand in FFYs 22-24 to reach an additional 6-10 new Head Start (HS), licensed childcare centers (LCCC), or licensed home childcare providers using a multi-modal learning approach, to include in-person professional development training, coupled with the online learning collaborative, and the in-person CHILE Plus Summit to allow for communication among implementers to share best practices and ideas with each other and the CHILE Plus team. CHILE Plus will distribute the materials needed to implement the curriculum and all participating centers and homes have access to the CHILE Plus team for technical assistance related to program implementation. CHILE Plus will recruit and support grocery stores and health care providers to deliver and reflect CHILE Plus nutrition and physical activity messages in alignment with program implementation in ECE settings.

FFY22 CHILE Plus PROPOSES TO:

1. Rebuild networks and reconnect relationships with Head Start programs around the state. Due to the COVID-19 related school shutdowns and the resignation of the former principal investigator, the CHILE Plus team has lost some communication with participating HS centers and is unable to ensure how many Head Starts are still implementing the program;
2. Deliver up to 20 professional development trainings in a hybrid manner. Specifically, CHILE Plus team will conduct these trainings in a combination of online and in-person settings in up to four (SE, SW, NE, NW) New Mexico geographical regions to teachers, food service members, and administrative staff from ECE programs that wish to implement CHILE Plus. This training will prepare staff to deliver the evidence-based CHILE Plus Nutrition and Physical Activity curriculum to preschool-aged children, and to provide education related to healthy eating and active living in alignment with the 2020-2025 Dietary Guidelines for Americans to adult parents and caregivers of children enrolled at their centers;
3. Continue to develop and maintain the CHILE Plus online presence including distance-learning units, monitor and maintain the existing interactive web-based discussion board, (CHILE Chat), and manage the social media platform content (e.g., Facebook, Instagram) to support the effective delivery of the CHILE Nutrition and Physical Activity curriculum in CHILE Plus participating centers;
4. Provide ongoing technical assistance (TA) as needed to CHILE Plus participating centers implementing the program. TA will be provided via phone, email, or through a CHILE Plus online presence;
5. Collect, manage, and analyze the required process evaluation data on direct and indirect education information for reporting purposes as well as to determine fidelity of the CHILE Plus program. This information is submitted by partners on a weekly basis via the

online module checklist link on the CHILE Plus website, which uses REDCap, a web-based electronic data capture program;

6. Collaborate with and participate in monthly contractor's calls with HSD and other NM SNAP-Ed implementing agencies;
7. Submit conference abstracts to present CHILE Plus at a minimum of two in-state conferences (e.g., Native American Child and Family Conference, New Mexico Association for the Education of Young Children, New Mexico Head Start Association Annual Meeting, New Mexico Academy of Nutrition and Dietetics Annual Conference, New Mexico Public Health Association Annual Conference) and one national meeting/conference (e.g., Society for Nutrition Education and Behavior); and
8. Plan, conduct, and evaluate the one-day CHILE Plus Focus Group Summit in the spring/summer of 2022. Up to 80 participants from CHILE Plus participating centers will attend the Summit. The goal of the Summit is to facilitate a community of practice through focus groups and needs assessment to evaluate the effective implementation of CHILE Plus. The Summit is for those who have already executed the program and therefore not an implementation training.

FFY23 CHILE Plus PROPOSES TO:

1. Continue existing strategies already in place from FFY22;
2. Maintain and expand the reach of CHILE Plus to include adoption and integration of the program into at least 75% of the 186 HS programs in New Mexico. This includes the adoption and implementation of the CHILE Plus program with its evidence-based nutrition and physical activity curriculum, PSE components, and integration into the policy (e.g., CHILE Plus is adopted as the nutrition and physical activity program into ECE center or home policy and procedures), system (CHILE Plus professional development training included in each in-service), and environment (e.g., changes in grocery stores) of the ECE setting and surrounding community;
3. Amend the CHILE Plus Curriculum to create Modules 9-12, which will add 32 additional nutrition lessons and accompanying parent engagement materials to be carried out over the course of one year. This will allow the transitioning of CHILE Plus into a three-year, rather than a two-year curriculum. This is in response to demand from existing HS partners, particularly those who have been implementing CHILE Plus for several years. There will be additional lessons targeting more fruits and vegetables as well as flexibility to reflect seasonality and availability of produce. The CHILE Plus team will conduct a formative evaluation to identify four (4) new fruits and four (4) new vegetables to target for increased consumption by young children for addition to the CHILE Plus curriculum. Assessment will consider seasonality/availability and the use of New Mexico-grown produce will be highlighted when feasible. CHILE Plus will develop these materials and disseminate/evaluate implementation of this amendment to the curriculum;
4. Develop and test new intervention strategies that combine both nutrition education and physical activity at HS, such as gardening. The CHILE Plus team will conduct a formative evaluation to include a literature review and gather stakeholder input related to the content of the CHILE Plus gardening.

5. Continue to work with UNM's NM Nutrition and Obesity Policy Research and Evaluation Network (NOPREN) Advisory Group, a community of practice related to nutrition and obesity prevention policies in New Mexico's ECE settings. This will support the work of CHILE Plus, particularly as the program develops new curricula and materials for early childhood providers across different settings and sectors. There is currently no other network of experts supporting those working in child nutrition in New Mexico. This will include a listserv and meetings as feasible so the need for extensive funds is not anticipated for this effort.

FFY24 CHILE Plus PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23;
2. Test the content gathered from stakeholder input related to gardening with Early HS partners; and
3. Further expand as resources permit.

Evidence Base:

The research-based Child Health Initiative for Lifelong Eating and Exercise (CHILE) Plus is the dissemination of the original CHILE study. CHILE was a five-year, multi-level, multi-component childhood obesity prevention intervention for Head Start children and their families. CHILE was designed by the multidisciplinary research team at the PRC (many of whom comprise the current CHILE Plus team) in collaboration with Head Start partners in New Mexico to implement and evaluate a multi-level, trans-community intervention. Based on the socio-ecological model, the CHILE intervention included Head Start children and their families, HS teaching and foodservice staff, local health care providers, and local grocery stores. CHILE Plus promotes increased consumption of fruits and vegetables, switching to whole grains and low-fat dairy, decreased consumption of sugar-sweetened beverages, increased physical activity, and decreased screen and sedentary time. The program has been disseminated as an exclusively SNAP-Ed funded platform since 2011. CHILE Plus was accepted into the USDA SNAP-Ed Toolkit as an evidence-based intervention in FFY19.

Relevant citations for the original CHILE study include:

1. Cruz, T. H., Davis, S. M., Myers, O. B., O'Donald, E. R., Sanders, S. G., & Sheche, J. N. (2016). Effects of an obesity prevention intervention on physical activity among preschool children: the CHILE study. *Health Promotion Practice, 17*(5), 693-701
2. Davis SM, Myers OB, Cruz TH, Morshed AB, Canaca GF, Keane PC, O'Donald E. (2016) Child Health Initiative for Lifelong Eating and Exercise (CHILE): BMI z-score outcomes in a group randomized controlled trial of an intervention to prevent obesity in Hispanic and American Indian children in rural Head Start centers. *Prev Med. 89*; 162–168;

3. Morshed AB, Davis SM, Keane PC, Myers OB, Mishra SI. (2016) The impact of the CHILE intervention on the food served in Head Start centers in rural New Mexico. *J Sch Health* 86(6); 414-423;
4. Trappmann JL, Yakes Jimenez E, Keane PC, Cohen DA & Davis SM (2015): Cross-sectional relationships between household food insecurity and child BMI, feeding behaviors, and public assistance utilization among Head Start children from predominantly Hispanic and American Indian communities in the CHILE study, *J Hunger & Envir Nutr*, DOI: 10.1080/19320248.2014.962770;
5. Cruz TH, Davis SM, FitzGerald C, Canaca G, Keane P. (2014) Engagement, recruitment, and retention in a trans-community, randomized controlled trial for the prevention of obesity in rural American Indian and Hispanic children. *J Prim Prev* 35;135-49;
6. Davis S, Sanders S, FitzGerald C, Keane P, Canaca G, Volker-Rector R. (2013) CHILE: An evidence-based preschool intervention for obesity prevention in Head Start. *J Sch Health* 83;223-229; and
7. Sussman AL, Davis S (2010). Integrating formative assessment and participatory research: Building healthier communities in the CHILE Project. *American Journal of Health Education / American Alliance for Health, Physical Education, Recreation, and Dance*, 41(4), 244–249.

Key Performance Indicators (KPIs):

Implementation Measures:

1. Number of professional development trainings conducted by the CHILE Plus team.

Performance Measures:

1. Number of organizational partners reporting CHILE Plus activities weekly;
2. Number of classrooms reporting CHILE Plus activities weekly;
3. Number of online module checklists reporting CHILE Plus activities submitted weekly;
4. Number of children participating in CHILE Plus nutrition activities weekly;
5. Average minutes of structured physical activity led per week;
6. Number of CHILE Plus nutrition lessons completed per week;
7. Number of CHILE Plus tasting opportunities provided;
8. Percent of time target fruits and vegetables were served in center meals and snacks;
9. Percent of classroom days reporting 30 minutes or more of structured physical activity;
10. Percent of classroom days reporting 60 minutes or more of structured physical activity;

11. Percent of time that teachers distribute family engagement materials to families;
12. Number of grocery stores implementing CHILE Plus messaging and displays;
13. Number of health care providers implementing CHILE Plus messaging in well child visits; and
14. Number of health care providers displaying CHILE Plus messages and materials in waiting and exam rooms.

Use of Existing Educational Materials:

CHILE Plus primarily uses the CHILE curriculum and materials developed by the UNM Prevention Research Center CHILE Plus team, posters with messaging developed by the NM SNAP-Ed Social Marketing Project Eat Smart to Play Hard, as well as MyPlate resources from USDA. These materials are available in both English and Spanish. Tribal partners orally translate CHILE Plus materials into their Pueblo's language as needed and when appropriate. Printing of materials for distribution to CHILE Plus participating centers is a necessary cost for successful CHILE Plus implementation.

Development of New Educational Materials:

1. CHILE Plus Modules 9-12: The development of this amendment to the original CHILE curriculum and parent engagement materials is in response to demand from existing Head Start partners, particularly those who have been implementing CHILE Plus for several years, for additional fruits and vegetables, and for more flexibility to reflect seasonality and availability of produce. As part of the three-year plan to develop an additional four modules to amend the CHILE curriculum from a two-year to a three-year cycle, in FFYs 22 - 24, CHILE Plus will develop these materials, to include one Food Detectives, one Taste Testers, and two Let's Get Cooking activities for each of the newly identified fruits and vegetables, for a total of 32 new nutrition lessons, as well as the accompanying parent education materials. In FFY24, CHILE Plus will disseminate and evaluate implementation of this amendment to the curriculum and
2. Explore new intervention strategies to implement at HS that combine both nutrition education and physical activity, such as gardening. As part of the three-year plan, in FFY23, the CHILE Plus team will conduct a formative evaluation to include a literature review and gather stakeholder input related to the content of the CHILE Plus gardening. In FFY24, CHILE Plus will test the content with Early HS partners.

Evaluation Plans

Name:

CHILE Plus

Type:

CHILE Plus will primarily conduct process evaluation and selective formative evaluations related to development of new material. CHILE Plus will also cooperate in statewide evaluation activities as requested by the UNM SNAP-Ed Evaluation Team.

Questions:

1. To what extent is CHILE Plus being implemented in participating ECE programs and
2. To what extent does CHILE Plus Professional Development impact CHILE Plus implementation?

Approach(es):

CHILE Plus will collect, manage, and analyze the required process evaluation data on direct education and PSE efforts for reporting purposes as well as to determine fidelity of the CHILE Plus program. This information is submitted by CHILE Plus partners on a weekly basis via the online module checklist link on the CHILE Plus website, which uses REDCap, a web-based electronic data capture program. Data collected includes which sites, classrooms, and teachers completed CHILE Plus activities, the number of children present for nutrition lessons, the number of children who tasted the food in the lesson, which lesson was completed, how many minutes of structured physical activity per day were led by an adult, whether printed materials were distributed to families, and whether target fruits and vegetables were served in meals and snacks.

Planned use:

Results from process evaluation efforts are used for reporting purposes, quality improvement, and for communication back to CHILE Plus participating centers and community partners to measure their success.

Prior Evaluation:

Process evaluation is carried out on an ongoing basis; outcome evaluation was last completed in 2018 by the UNM statewide SNAP-Ed evaluation team.

Use of SNAP-Ed Evaluation Framework:

At the Individual Level of the SNAP-Ed Evaluation Framework, the process evaluation captures ST1 – Healthy Eating, MT1 – Healthy Eating Behaviors, and LT1 - Healthy Eating; ST3 – Physical Activity and Reduced Sedentary Behavior, MT3 – Physical Activity and Reduced Sedentary Behavior, and LT3: Physical Activity and Reduced Sedentary Behavior. At the Environmental Settings level, CHILE Plus captures MT5: Nutrition Supports and MT6: Physical Activity and Reduced Sedentary Behavior Supports.

Coordination of Efforts:

CHILE Plus integrates SNAP-Ed efforts with ECE programs, providing a braiding of nutrition services for vulnerable, low-income children and their families throughout New Mexico. CHILE Plus's demonstrated success and existing relationships with ECE programs and the PRC's extensive background in engaging rural and sometimes hard to reach communities allows for seamless integration. Collaboration with grocery stores and health care providers incorporates additional levels of the social-ecological model and will provide consistent messaging within the community. CHILE Plus does not duplicate services with other NM SNAP-Ed programs.

The PRC's concurrent collaborations with HSD and SNAP-Ed Implementing Agencies as well as national partners including the CDC's Nutrition and Obesity Policy Research and Evaluation Network (NOPREN), provides further resources for collaboration at the state and national levels, and may increase the likelihood of consistent nutrition and physical activity messages across programs.

The CHILE Plus Team has a decade-long relationship with the NM Children Youth and Families Department (CYFD), which oversees the Child and Adult Care Food Program (CACFP), the FNS program utilized in Head Start, childcare centers, and homes throughout NM. CYFD continues to support the program by allowing CHILE Plus activities to be used as approved activities for CACFP program compliance.

New partners, including the Partnership for Community Action (PCA) and Three Sisters Kitchen, provide new access points to test CHILE Plus with the home provider audience to build evidence for how the program can most effectively engage this population in evidence-based nutrition education in their childcare setting. PCA has a network of providers they already work with, but they do not have the nutrition and physical activity curriculum nor expertise to train them, so it is a unique and exciting partnership for CHILE Plus.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Zia Pueblo

Name of the individual(s) contacted:

Head Start Program Staff

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

CHILE Plus programming is available and being used in the Zia Pueblo Head Starts.

Name of the ITO:

Pueblo de Cochiti

Name of the individual(s) contacted:

Head Start Program Staff

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

CHILE Plus programming is available and being used in the Pueblo de Cochiti Head Starts.

Name of the ITO:

Santa Ana Pueblo

Name of the individual(s) contacted:

Head Start Program Staff

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

CHILE Plus programming is available and being used in the Santa Ana Pueblo Head Starts.

2. B. UNM- PRC Social Marketing – Eat Smart to Play Hard (ESPH)

Related State Objective(s):

The UNM PRC Social Marketing Program, or NM Social Marketing Program (NMSM), supports the overall goal of the SNAP-Ed program to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with current Dietary Guidelines for Americans and the USDA food guidance.

The NMSM has a campaign called Eat Smart to Play Hard (ESPH). This is a social marketing campaign focused on increasing consumption of fruits and vegetables as well as physical activity among 8- 11-year-old elementary school students in under-resourced communities of New Mexico. The goal is to reduce obesity and nutrition related diseases. The NMSM program will pursue formative research to bolster ESPH and pursue five initiatives that will 1) extend the campaign to Tribal communities, 2) explore and adapt the implementation of ESPH with other age groups 3) develop a new social marketing initiative with high school students 4) explore opportunities for PSE changes, and 5) develop a social marketing strategy for older adults. The NMSM program will support the following state objectives: (State objectives 1c, d, e, 2b, c, d, 3a and 4a, b, c.)

Audience:

The ESPH social marketing campaign was developed for SNAP-eligible Spanish-speaking children ages 8 to 11 years old in elementary schools throughout New Mexico. The program has been tested and implemented in elementary schools in the state with English and Spanish speaking students and their families. The focus of the program is 3rd, 4th and 5th graders and their families, but other grades also participate in the program in some communities. This audience is reached through recruitment at the elementary schools. Each participant receives a fun book passport to take home and prepare healthy recipes and do activities while also engaging their families.

The NMSM program has conducted formative research and will continue to pilot test ESPH in Native American communities to culturally tailor the campaign messages and associated recipes/activities while also exploring opportunities to incorporate linguistically appropriate content. Apart from working with elementary school children and their families, the NMSM program will continue conducting formative research to develop an ESPH component for middle school students to increase their own healthy habits.

Furthermore, the NMSM program has begun and will continue formative research to develop a teen campaign for high school students. The priority audience for this will be SNAP-eligible high school students and their families in rural and urban communities throughout New Mexico.

The NMSM program will also work with existing SNAP-Ed programs to apply social marketing principles towards PSE changes in schools and the development of materials that will support the promotion of funding goals.

The NMSM program will collaborate with the NM State Aging & Long-Term Services Department (ALTSD) and senior centers around NM to develop a social marketing strategy for seniors ages 60 and older to support funding goals.

Food and Activity Environments:

The NMSM program will be using the Social Ecological Framework to work with the entire community where kids and families learn and make decisions about food and physical activity. The purpose will be to not only change individual behavior but also to change the environment. Activities for ESPH will take place in schools, grocery stores, churches, WIC offices, healthcare provider offices, and other locations, but especially at home. The seniors' project will take place at senior centers, grocery stores, and at home.

Project Description:

The Eat Smart to Play Hard program uses the social marketing framework to increase consumption of fruits and vegetables in children ages 8 to 11 and their families. ESPH is designed to make it easier for students and their families to eat their daily recommended amounts of fruits and vegetables while helping to bridge the gap from classroom to home, through the notion that eating healthy will help them to play long and hard. The program consists of a six-week campaign in which kids, alongside their families at home, prepare a healthy recipe with lots of fruits and vegetables of their choice. The program also calls for a weekly family activity. At the completion of each activity, parents sign, and children bring, their Eat Smart to Play Hard passport back to school to receive a stamp from their teacher. The more stamps they collect, the more fun they will have. At the end of the campaign, all participants get to enjoy a big Fun Day celebration. Each day, students also get to put a sticker in their passport for every portion of fruit and vegetable they consumed. In some communities, 5th graders become the champions of ESPH and get to be role models and develop strategies to encourage the 3rd graders to do 5.2.1.O. (another school-based program implemented by ONAPA.) The campaign is accompanied by reinforcement materials to help them achieve the desired behavior.

There is a promotional piece in the social marketing program to reinforce the behavior through consistent messages. The USDA FNS core nutrition messages were translated to Spanish and tested in this community. The three key educational messages that are used in English and Spanish throughout the campaign are:

1. For parents of preschoolers

- a. They take their lead from you. Eat fruits and veggies and your kids will too;
2. For parents of elementary school age children
 - a. Want your kids to reach for a healthy snack? Make sure fruits and veggies are in reach; and
3. For children ages 8 to 10
 - a. Eat smart to play hard. Eat fruits and veggies at meals and snacks.

These messages are on banners and posters throughout the schools and the communities. Billboards, bus stops, and buses are utilized as well when the budget allows. These messages appear on seven large delivery trucks that travel throughout the state distributing food as part of another program. The ESPH program is evidence based and consumer oriented, created with very specific feedback from the priority population and tested with them as well.

FFY 22 NEW MEXICO SOCIAL MARKETING PROPOSES TO:

1. Continue working with all other NM SNAP-Ed Implementing Agencies (IAs) to implement Eat Smart to Play Hard in 60 schools and one additional Native American community;
2. Coordinate with other IAs to support the implementation of Eat Smart to Play Hard in their communities. The NM Social Marketing team will provide materials and training for implementation in Bernalillo and Santa Fe Counties;
3. Pilot test a social marketing strategy for high school students;
4. Pilot test a social marketing strategy for older adults; and
5. Keep exploring ways to influence PSEs with the social marketing framework.

FFY 23 NEW MEXICO SOCIAL MARKETING PROPOSES TO:

1. Continue existing strategies already in place from FFY 22;
2. Maintain implementation of ESPH in 15 counties and 60 schools while collaborating with other IA agencies to ensure proper execution of the program to achieve desired outcomes;
3. Add five additional schools and one Tribal community as funding permits;
4. Execute the products for high school students in five schools with process evaluation after testing and finalization; and
5. Continue the work for PSEs and with older adults.

FFY 24 NEW MEXICO SOCIAL MARKETING PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23;
2. Further collaborate with other IAs;
3. Implement ESPH in at least five more schools as funding permits; and

4. Disseminate the high school and older adult social marketing campaign as well as the PSE efforts to additional counties throughout NM.

Evidence Base:

The social marketing framework seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good. Social marketing uses marketing concepts to influence behaviors in individuals, providers, stakeholders, policy makers, and to promote social good in general. Social Marketing uses research to create a systematic, integrated plan to change behavior. It uses research to select the behavioral target, to segment and select priority populations, to understand the competition, and to develop an integrated marketing mix. The purpose of social marketing it is not to educate alone, but to also change behaviors.

The Eat Smart to Play Hard social marketing campaign uses the FNS core nutrition messages with three groups participating in federal nutrition assistance programs: mothers of preschool-aged children; mothers of elementary school-aged children; and 8 to 11-year-old children. These messages were developed because of a 3-phase process conducting focus groups with the priority audiences. After multiple focus groups in nine different cities in the US, with over 200 participants, several core messages were created and directed to each of the three groups. These messages are based on five overarching concepts tested in the focus groups: role modeling; cooking and eating together; division of feeding responsibility; availability and accessibility; and food preference, beliefs, and asking behavior. FNS programs are encouraged to integrate these messages into their nutrition education activities. The campaign is based in all the formative research (Phases I and II) done in the past years in New Mexico and in the pilot (Phase III) conducted in a New Mexico community.

Phase I of the SNAP-Ed NM Social Marketing served to:

1. Identify existing concepts, messages, and supporting content which align with those developed by FNS and in accordance with the then current 2010 Dietary Guidelines for Americans and
2. Identify new concepts, messages and/or supporting content which align with those developed by FNS and in accordance with the then current 2010 Dietary Guidelines for Americans.

Phase II of the SNAP-Ed NM Social Marketing served to:

1. Test the newly created or translated FNS core messages with SNAP-eligible, Spanish-speaking mothers of preschool-age children, mothers of elementary school-age children, and children ages 8-10 in rural and urban communities in New Mexico and

2. Investigate potential methods of delivery for the social marketing campaign and explore use of media and optimal venues for the campaign.

Phase III of the project served to:

1. Pilot a social marketing campaign about fruits and vegetables, whole grains, and low-fat dairy;
2. Identify venues for testing materials developed; and
3. Test the feasibility of the campaigns in a community in New Mexico.

After this comprehensive formative research, the current Eat Smart to Play Hard program was created and has been implemented in New Mexico for seven (7) years with rigorous process and outcome evaluation.

Increasing social marketing in health promotion and disease prevention is one of the Healthy People 2020 objectives. Research plays a very important role in developing each step of social marketing, and properly focused research can make a social marketing campaign or other products more effective.

Key Performance Indicators (KPIs):

Participation in social marketing campaign

1. Number of elementary schools and classes implementing the ESPH campaign;
2. Number of elementary students (3rd, 4th, and 5th grade) participating in the ESPH campaign;
3. Number of fun books submitted or returned;
4. Number of signatures in each fun book; and
5. Number of billboards and other outdoor media promotion.

Trainings

1. Number of trainings provided to school staff on how to implement the ESPH.

PSE Implementation

1. Number of school districts adopting ESPH to their system;
2. Number of elementary schools implementing ESPH;
3. Number of students participating in ESPH; and
4. Number of partnerships and leveraged resources.

Use of Existing Educational Materials:

1. The NMSM program will use the FNS core nutrition messages and supporting content presented in “Maximizing the Message: Helping Moms and Kids Make Healthier Food Choices” by USDA FNS;
2. Social Marketing will continue to use all materials developed and tested in the previous phases of the project; and
3. Social Marketing will use the ESPH fun book in English as well as Spanish and newsletters for parents also in both languages. There is also a guide for implementers.

Development of New Educational Materials:

The social marketing team uses a consumer-focused approach in all its efforts. The team conducts focus groups, interviews, and observations, and is constantly working with the community to develop the right tools that work in their lives. Most of the materials for the Eat Smart to Play Hard campaign have been developed, but the team is always looking for ways to improve them. For the promotion piece of the campaign, the NMSM program purchases posters, banners, billboards, and bus signs with the campaign messages as approved by the SNAP-Ed coordinator.

Efforts to expand ESPH reach to new populations, such as elementary schools in Tribal communities, will require the NMSM program to dedicate additional resources for conducting formative research. The team will conduct formative research to serve different age groups through focus groups to survey values, explore motives, and test existing messages and materials with these new audiences. The PSE initiative will extend NMSM efforts to change school environments by collaborating with IAs and other agencies using social marketing strategies at schools in NM, focusing on nutrition and wellness policies by working with key state and school district stakeholders to identify opportunities for improving school cafeteria practices and procedures.

Evaluation Plans

Name:

1. ESPH: Process evaluation via cross-sectional survey of ESPH coordinators, implementers, and school administrators. Focus groups with teachers, students, and parents as well as analyses of campaign products are also conducted. Outcome evaluation is directed by the SNAP-Ed healthy habits pre & post survey and the NMSM program facilitates survey data collection at ESPH sites;
2. For the older adults social marketing initiative, the program will conduct a Needs Assessment in the senior centers; and

3. The NMSM program will work with the evaluation team to support all statewide evaluation efforts.

Type:

The NMSM program uses a combination of formative, process, and outcome evaluation to assess efficacy of existing programming and develop new initiatives.

Questions:

1. To what extent is ESPH being implemented in participating elementary schools; (Process Evaluation)
2. To what extent is ESPH culturally appropriate for Native American communities?; (Dissemination)
3. What do NM high school students value and how can this be tied to healthy eating and increased physical activity; (Formative Research) and
4. What policy, systems, and environmental elements in elementary schools are amenable to a social marketing approach for healthy eating and physical activity? (Formative Research)

Approach(es):

1. NMSM will systematically pursue process evaluation efforts on core ESPH implementation procedures, inclusive of data collection and the analyses of audience participation insights to determine campaign fidelity. The evaluation design will involve collection of program implementation via ESPH products (e.g. Fun Books, progress and posters), as well as coordinator and implementer surveys. Coordinators will be asked to complete a 10-minute web-based survey twice per campaign season to document the implementation process. Implementers and school staff will complete a 10-minute survey, once per year. NMSM will collect, clean, and analyze survey data to generate frequencies and descriptive statistics that will track campaign implementation. ESPH Fun Books and progress posters will be collected from each school and scanned onto UNM computers for data extraction. These will be cleaned and analyzed to assess student return rates and campaign completion. Focus groups will be audio recorded, transcribed, and then analyzed for content themes. The team will also develop and pilot quality control procedures for school check-ups to reinforce ESPH training, audit implementation of ESPH, and offer support to coordinators and implementers;
2. NMSM will travel to Native American communities in New Mexico to conduct focus groups to culturally-tailor ESPH and adapt existing FNS core nutrition messages. The team will explore opportunities to incorporate linguistically appropriate materials, messages, and products by collecting feedback and synthesizing themes that will directly influence how the NMSM program implements ESPH in these communities. This

initiative will involve collaboration with other SNAP-Ed IAs to enhance direct nutrition education impact in Native American communities;

3. The NMSM program will pursue formative research with high school students in rural and urban communities in New Mexico. The team will conduct focus groups that evaluate high school student products to align with the primary purpose of a teen campaign that will promote healthy eating, physical activity, and/or consumption of water in low-income, SNAP-eligible schools; and
4. NMSM will collaborate with other SNAP-Ed IAs to implement PSE strategies that will benefit multiple elementary school stakeholders in improving nutrition, physical activity, and wellness policies. The NMSM will conduct process evaluation with school and district officials/staff to identify opportunities to implement trainings, promotion, messages, and products that facilitate PSE change. The team will collect feedback from these sources and then consolidate and analyze the information to generate any necessary modifications. Results will be utilized in reports as well as the development of promotion.

Planned use:

Results from the process evaluation and formative research will be used for reporting purposes as well as quality improvement and the development of new NMSM initiatives. Proposed formative research and evaluation efforts will enhance ESPH implementation, extend reach (e.g., age groups, cultural groups, and PSE), and enhance the direct education provided by other SNAP-Ed IA's in New Mexico.

Prior Evaluation:

Outcome evaluation was conducted in 2018 and indicated that ESPH, along with direct nutrition education, increased consumption of fruits and vegetables. However, the consumption increases have dropped since 2016. Preliminary results from 2018-2019 school year products (process evaluation) suggest that there may be barriers to campaign completion and inconsistencies in implementation. NMSM will conduct an extensive ESPH process evaluation to bolster campaign fidelity and to address challenges in school implementation.

Use of SNAP-Ed Evaluation Framework:

N/A

Coordination of Efforts:

The role of the social marketing program is to enhance the impact created by other IA programs. The Eat Smart to Play Hard social marketing campaign was created in collaboration with other SNAP-Ed programs in NM to concentrate on specific behavior changes in children and families

participating in other programs. It is very important for the social marketing team to work in collaboration with all other IAs in their communities. The IAs coordinate the implementation of the program and NMSM provides training, materials, and the needed assistance.

For the other social marketing initiatives that will continue with teens, Tribal communities, PSEs, and older adults, NMSM will also be working with all other IAs.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Zuni Pueblo

Name of the individual(s) contacted:

Jessica Quinlan, Food Sovereignty Coordinator at Zuni Youth Enrichment Program;

Andrea Pepin, Program Manager at Zuni Youth Enrichment Program; and

Zachary James, Food Sovereignty Leader at Zuni Youth Enrichment Program

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

The UNM SM team has formed a partnership with Zuni Pueblo and has an ongoing collaboration with the Zuni Youth Enrichment Project (ZYEP) staff and DOH who implement ESPH at Shiwi Ts'ana Elementary School with all students. Last year, Zuni Pueblo had one elementary school, grades k-5, that participated in the ESPH program. In the prior three years, 4th and 5th grades have participated.

Name of the ITO:

Navajo Community of San Juan County

Name of the individual(s) contacted:

Patience Williams, San Juan County Healthy Kids Healthy Communities Coordinator and

Jerome Armijo, Food Service Manager at Central Consolidated School District

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

The NMSM team has formed a partnership with the San Juan County Navajo community. The team is currently working with students, parents, and school staff to modify ESPH materials specifically for the Navajo community including a native language needs assessment, culturally appropriate recipes and activities, and culturally relevant graphics for message promotion. NMSM conducted informal focus groups with elementary students and parents at Judy Nelson Elementary in the spring and summer of 2021 for process evaluation of ESPH materials including the fun booklet, promotional materials, incentives, recipes, and activities.

2. C. UNM- PRC Evaluation

Related State Objective(s):

N/A

Audience:

N/A

Food and Activity Environments:

N/A

Project Description:

N/A

Evidence Base:

N/A

Key Performance Indicators (KPIs):

N/A

Use of Existing Educational Materials:

N/A

Development of New Educational Materials:

N/A

Evaluation Plans

FFY22:

1. SNAP-Ed NM Adult Healthy Habits Survey and
2. SNAP-Ed NM Policy, Systems, and Environments (PSE) Evaluation

Name:

1. New Mexico State University and

2. Cooking with Kids, NM DOH- Healthy Kids Healthy Communities, Kids Cook!, Las Cruces Public Schools, and NMSU-ICAN

Type:

1. Formative Evaluation and
2. Outcome

Questions:

1. What strategies and methods are best for capturing evaluation data from adult and older adult/senior SNAP-Ed NM participants? and
2. To what extent do SNAP-Ed NM policy, systems and environmental change efforts result in changes to nutrition and physical activity supports in the school environment?

Approach(es):

1. In FFY22, the UNM PRC Evaluation Team will develop and pilot-test administration of an adult version of the SNAP-Ed NM Healthy Habits Survey among adult participants in NMSU ICAN's direct education programming. The UNM PRC Evaluation Team will initially partner with NMSU and conduct four (4) focus groups to inform the evaluation strategy for adults and older adults/seniors. The focus groups will provide information on best methods to reach adults for evaluation, best methods to use for the evaluation administration (e.g., in-person, phone, electronic), how best to follow-up with individuals, how individuals interpret questions, etc. The Evaluation Team will develop the survey instrument utilizing questions from the EFNEP survey and the NM Healthy Habits Survey for children. Questions will be adapted as needed, based on the NM context as well an input from the IAs and focus group participants. The instrument will be pilot tested among adults and older adults/seniors in at least four (4) communities in the state. The survey may be administered with paper-and-pencil, by telephone, and/or electronically and
2. In FFY22, the UNM PRC Evaluation Team will conduct a follow-up evaluation of SNAP-Ed NM efforts to modify policies, systems, and environments (PSEs), using a standardized tool – SPAN-ET. The SPAN-ET tool is in the SNAP-Ed Toolkit and is used to measure PSEs in elementary schools. The Evaluation Team will partner with the IAs to send trained teams into each of the 20 participating schools to conduct the assessments including scanning policies, interviewing principals and staff, and observing the environments. Average school scores overall, for nutrition supports, for physical activity supports, and for areas of interest will be calculated. The follow-up data will be compared with baseline data collected in FFY19. The evaluation will assess the extent to which efforts to encourage, promote, and provide opportunities for healthy eating and active living in the school environment have increased nutrition and physical activity supports.

Planned use:

1. Results of the formative assessment will be used to develop the statewide survey instrument and protocol to be used in FFY24 and
2. SNAP-Ed NM will use the data to inform programming, share back with schools, and disseminate information about SNAP-Ed NM for the public. The UNM PRC Evaluation Team will make reports available on the SNAP-Ed NM website, the UNM PRC website, and partner websites. Results may also be presented at statewide or national conferences or through peer-reviewed journal articles.

Prior Evaluation:

1. Although individual IAs have captured some evaluation data on direct education programming for adults, this formative assessment will inform the development of the first statewide assessment of adult direct education efforts and
2. In FFY19 – The UNM PRC conducted a baseline Policy, Systems and Environmental change assessment as part of our outcome evaluation of PSEs at schools where SNAP-Ed Implementing Agencies work. The average overall SPAN-ET score was 54%; individual school scores ranged from 40% to 67%. Schools had higher scores for physical activity supports (mean score: 57%) than nutrition supports (mean score: 51%). Schools were also more likely to meet criteria for the environmental domains than for the policy domain. The FFY22 PSE Evaluation will use the baseline survey as a comparison.

Use of SNAP-Ed Evaluation Framework:

1. The formative assessment will inform instrument development to measure SNAP-Ed Evaluation Framework Indicators MT1, MT3, and MT12 and
2. The PSE outcome evaluation focuses on Evaluation Framework Indicators MT5, MT6, and MT9.

Evaluation Plans

FFY23:

1. Evaluation of SNAP-Ed NM Programming for Native Americans and
2. SNAP-Ed NM Healthy Habits in Children

Name:

1. Cooking with Kids, UNM- CHILE Plus, NM DOH- Healthy Kids Healthy Communities, Kids Cook!, Las Cruces Public Schools, NMSU-ICAN, and UNM – Eat Smart to Play Hard and

2. Cooking with Kids, UNM- CHILE Plus, NM DOH- Healthy Kids Healthy Communities, Kids Cook!, Las Cruces Public Schools, NMSU-ICAN, and UNM – Eat Smart to Play Hard.

Type:

1. Process and
2. Outcome

Questions:

1. To what extent do SNAP-Ed NM programs reach Native American populations? To what extent are SNAP-Ed programs designed or adapted by, with, and for Native American populations? and
2. To what extent do SNAP-Ed NM direct education efforts result in changes to nutrition and physical activity behaviors among children living in New Mexico?

Approach(es):

1. In FFY23, the UNM PRC Evaluation Team will conduct a process evaluation to examine changes in programming and reach within the Native American population in New Mexico. The process evaluation will include an assessment of the number of Native Americans reached by SNAP-Ed NM programming, the types of SNAP-Ed NM programming, the adaptation and adoption of programming, and the context. The Evaluation Team will build on the work conducted in FFY21 and assess the data for changes. Data collection will include a survey instrument administered to each IA and program in New Mexico that includes information on the types of programming conducted with Native American communities, relationships/partnerships with Native American communities, etc. The evaluation will also identify and highlight a success story and
2. In FFY23, the UNM PRC Evaluation Team will conduct an overall statewide evaluation of NM SNAP-Ed direct education efforts with preschool and elementary school aged students. This evaluation will use the Healthy Habits survey which includes self-reported fruit and vegetable consumption survey data from children in a stratified random sample of schools participating in SNAP-Ed NM direct education. The Evaluation Team anticipates developing an electronic version of the Healthy Habits Survey allowing the survey to be taken on-line or using paper and pencil.

Planned use:

1. SNAP-Ed NM will use the data to inform programming and planning at the state level. The UNM PRC Evaluation Team will make reports available on the SNAP-Ed NM

website, the UNM PRC website, and partner websites. Results may also be presented at statewide or national conferences or through peer-reviewed journal articles and

2. SNAP Ed NM will use the data to inform programming, to share back to schools, and to disseminate information about SNAP-Ed NM to the public. The UNM PRC Evaluation Team will make reports available on the SNAP-Ed NM website, the UNM PRC website, and partner websites. Results may also be presented at statewide or national conferences or through peer-reviewed journal articles.

Prior Evaluation:

1. In FFY21 – The UNM PRC assessed SNAP-Ed NM programming with Native Americans. Results indicated that SNAP-Ed NM works with 9 of the 23 tribes in New Mexico. Four (4) tribes partnered with multiple implementing agencies who provided different programming (e.g., direct education, social marketing) or worked with different populations (e.g., children, adults, seniors). Additionally, SNAP-Ed NM reached nearly 3,000 Native Americans through programming and
2. In FFY18- the UNM PRC Evaluation Team conducted an outcome evaluation of SNAP-Ed direct education programming. The evaluation team sent Healthy Habits baseline and follow-up surveys to more than 6,500 children participating in SNAP-Ed programming from six (6) IAs throughout New Mexico. Participants in the programming had a 0.23 serving increase in fruit and vegetable consumption from baseline to follow-up. An impact evaluation scheduled to occur in FFY21 did not take place due to COVID-19 school closures and related restrictions.

Use of SNAP-Ed Evaluation Framework:

1. Although the programming with tribal communities is established to address multiple indicators in the framework, this process evaluation focuses on Evaluation Framework Indicators ST7 and
2. The outcome evaluation focuses on Evaluation Framework Indicators MT1, MT3, and MT12.

Evaluation Plans

FFY24:

1. SNAP-Ed NM Healthy Habits in Adults and Older Adults/Seniors.

Name:

1. NMSU-ICAN and UNM – Social Marketing.

Type:

1. Impact.

Questions:

1. To what extent do SNAP-Ed NM social marketing efforts and series direct education classes result in changes to nutrition and physical activity behaviors among adults, including older adults, living in New Mexico?

Approach(es):

1. In FFY24, the UNM PRC Evaluation Team will conduct an evaluation of NM SNAP-Ed direct education efforts with adults and older adults/seniors participating in programming in NM. This evaluation will use an adapted version of the Healthy Habits survey, developed from the formative assessment conducted in FFY22. It will include self-reported fruit and vegetable consumption, physical activity, and other nutrition measures. It is anticipated that data collection will include both an online and paper-and-pencil format, and may incorporate phone surveys, depending on the results of the formative assessment. Participants will be recruited among adults and older adults/seniors participating in a stratified random sample of SNAP-Ed NM direct education events. Pre- and post-surveys will be used to assess changes in nutrition and physical activity measures. Participants will be in three groups: single session education, series education, and education plus social marketing. The team hypothesizes that participants in series education and social marketing will have improved outcomes over single session participants.

Planned use:

1. SNAP-Ed NM will use the data to improve programming, to share back to IAs and health educators, and to disseminate information about SNAP-Ed NM to the public. The UNM PRC Evaluation Team will make reports available on the SNAP-Ed NM website, the UNM PRC website, and partner websites. Results may also be presented at statewide or national conferences or through peer-reviewed journal articles.

Prior Evaluation:

1. SNAP-Ed NM has not yet conducted a statewide evaluation to assess programming for adults and older adults/seniors.

Use of SNAP-Ed Evaluation Framework:

1. The impact evaluation focuses on Evaluation Framework Indicators MT1, MT3, and MT12.

Coordination of Efforts:

The UNM PRC Evaluation team coordinates and collaborates with the State Agency (NM Human Services Division) and all IAs. The Evaluation Team participates in all SNAP-Ed NM statewide monthly calls and bi-annual in-person meetings to develop and conduct evaluations that are both feasible and practical while also addressing the needs of the IAs and the State Agency. Additionally, the Evaluation Team has separate monthly calls with the state agency and holds calls and meetings on an ad hoc basis with IAs to ensure the data collection runs smoothly. Lastly, the Evaluation Team also reports finalized results to the SNAP-Ed NM team as a whole and to individual IAs where appropriate and requests feedback for future evaluations.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

N/A

Name of the individual(s) contacted:

N/A

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

N/A - The UNM PRC Evaluation Team does not perform PSE or DE activities and therefore has not consulted with any ITOs.

3. Las Cruces Public Schools (LCPS)

Related State Objective(s):

The purpose of this project is to support and carry out the objectives and goals for the state. LCPS implements the SNAP-Ed State Objectives (State Objectives 1b, d, and e; 2c and d; 3a; and 4a, b, and c.) in Las Cruces, New Mexico.

Audience:

The LCPS SNAP-Ed Program will be starting its 17th year in FFY22. The program will target students (pre-K to 12th grade), parents/guardians of students, and foodservice staff in the district. Students include males and females at up to 25 elementary schools, 8 middle schools, and 7 high schools that qualify based on SNAP-Ed eligibility.

The project will focus education on the target audiences by providing nutrition education and promoting physical activity during the school day, sending materials and activities to be completed at home, community outreach, collaborating with other implementing agencies, and coordinating staff wellness for the foodservice staff. Policy, System, and Environmental (PSE) changes to the cafeteria, and school in general, will be made to the school environment, directly reaching the students and staff, and indirectly reaching parents/guardians.

Food and Activity Environments:

LCPS will strive to change the district's food and activity environments to support and encourage healthy lifestyle choices. Students' awareness of and access to healthy foods and beverages will be increased through programs such as tasting lessons, working in school gardens, and nutrition education in the cafeteria. The environment in the cafeteria will potentially be further improved through staff wellness efforts focused on the foodservice staff.

Teachers, in addition to leading some of the nutrition education, will also be supported with materials, equipment, and ideas to encourage physical activity for students both in and out of the classroom. Students will learn the benefits of physical activity and play an active role in identifying types of exercise that realistically fit their lifestyles and interests through activities such as the exercise portion of the tasting lessons or active parties.

Beyond the school environment, the audience's awareness of and access to healthy foods and beverages will be increased in the home environment through marketing/promotional strategies (both paper and digital) that share opportunities for identifying and preparing healthy food options. Based on what is learned in the school environment, some changes to the home environment could also be made indirectly.

The LCPS district likewise has a staff wellness program (not funded by SNAP-Ed) that staff and teachers can participate in, simultaneously setting a good example for students. This program works because staff members, whether teachers or cafeteria workers, who understand their own personal wellness are more apt to promote healthy environments.

Project Description:

LCPS SNAP-Ed is uniquely positioned to reach the target audience (as described above) due to the grant administrators being employees of the school district's Nutrition Services Department. Working closely with the Nutrition Services Director, the LCPS SNAP-Ed program has access to bulk purchasing power; commercial kitchens with trained staff; access to school administrators/teaching staff; and an in-house print shop, mail system, and translation service. These resources allow LCPS SNAP-Ed to be cost effective and efficient.

The project will be divided up into 6 categories: nutrition education, the cafeteria environment, the school environment, physical activity, youth-driven initiatives, and community outreach/collaboration.

Nutrition Education

FFY 22 LCPS PROPOSES TO:

1. Have classroom tastings in up to 25 elementary schools consisting of five (5) lessons as funding allows during the school year. An additional lesson will be provided to students during the summer K5/ESY program. Due to ongoing COVID concerns, lessons may take place on campus during the school day or students may be provided with materials and instruction for completing lessons remotely;
2. Encourage students to try fruits, vegetables, whole grains, dairy, and/or water. Physical activity suggestions will be incorporated into all tasting lessons. A cooking safety activity will also be merged into one of the tasting lessons (using plastic, kid-safe knives) to increase students' food resource management skills;
3. Have lessons taught in-person by a classroom teacher, through handouts, or with pre-recorded lessons and online links. Each lesson lasts an average of 45 minutes and will incorporate educational materials that support curriculum standards and include information such as food history, nutritional importance, and cultivation of the foods being introduced, while integrating math, vocabulary, and reading/writing activities. Teachers/parents/guardians will receive nutrition education enhancements/supplements, cooking supplies, and training as needed. Information will be distributed to both the teachers and parents about the program at the beginning of the school year. Approximately 540 classrooms with 11,500 students will be reached;

4. Develop and distribute interactive, bilingual take-home activity sheets (physical or digital) for parents/guardians to complete with their children as part of each nutrition education lesson to reinforce the key messages of the LCPS SNAP-Ed Program. These worksheets aim to help parents reach the state objectives by educating them on various nutrition and physical activity topics. The worksheets will be sent home with elementary school students reaching an estimated 11,500 students and their parents up to five (5) times during the school year; and
5. Go beyond the elementary school by reaching out to secondary teachers to determine if there is interest in participating in cooking classes as funding and the school environment allows. LCPS could partner with local farmers, chefs, and culinary students to provide supplemental recorded tours and interviews for the classes.

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22 and
2. Expand reach as funding allows.

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23 and
2. Provide additional nutrition education activities as funding allows.

Cafeteria Environment

Using avenues already in place and/or developing new ones, LCPS will promote the cafeteria (and school in general) as a source of nutrition and nutrition information. The avenues already in place include Meals Plus (online school menu platform), LCPS Health & Nutrition Facebook page, and the LCPS Nutrition webpage. New avenues to explore could be other types of media (such as creating videos of recipes being prepared), digital or print materials/signage/bulletin boards, Smarter Lunchroom techniques, Farm to School resources, bringing in a chef/farmer to visit, student contests (recipes, creative food naming, artwork, etc.), reduced price salad bar for staff as a role modeling technique (not subsidized by SNAP-Ed), etc. Kitchen managers can also provide ideas based on their observations. These cafeteria efforts will promote the salad bar, breakfast, lunch, any locally grown produce that is served, and healthy beverage choices. These approaches allow messages to be in direct view of students and equip the foodservice staff with knowledge that can be shared during their daily interactions with students. This initiative may reach as many as 25,000 students.

FFY 22 LCPS PROPOSES TO:

1. Make staff wellness efforts for the foodservice staff that work in school kitchens

throughout the district. According to SNAP-Ed Plan Guidance, 50% of the staff must be at or below 185 percent FPL. The mean wage for food preparation workers according to the Bureau of Labor Statistics for this area of New Mexico as well as the mean wage for LCPS kitchen staff qualifies them;

2. Organize and promote different challenges for foodservice staff such as a walking challenge, mindfulness meditation challenge, fruit/vegetable challenge, and/or reducing sugary drinks challenge. Incentives will be given to individuals who achieve certain set benchmarks or win a challenge;
3. Provide Direct Education (DE) through bi-annual employee in-service sessions. This program is expected to reach 250 employees; and
4. Possibly, once again focus on the promotion of Recess Before Lunch (RBL) when school schedules are more flexible following the pandemic restrictions. After reviewing which schools currently schedule recess before lunch, additional schools can be encouraged to change their schedules with a goal of having all elementary schools follow the recommendations.

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22;
2. Increase staff wellness efforts for school foodservice workers; and
3. Encourage more schools to utilize Recess Before Lunch (RBL).

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23;
2. Provide additional wellness efforts for school foodservice staff;
3. Approach additional schools to institute RBL.

School Environment

LCPS SNAP-Ed seeks to promote and support a healthy school environment through various programs and initiatives. For instance, LCPS collaborates with La Semilla Food Center, a local non-profit, to create school gardens.

FFY 22 LCPS PROPOSES TO:

1. Work with La Semilla Food Center to fund projects for eligible SNAP-Ed schools. Funds will cover school garden infrastructure for raised garden beds, irrigation, and soil along with edible education projects and lesson materials as funding allows. Reach for this gardening education is 1,000 or more students;

2. Provide interested LCPS agriculture and biology teachers with kitchen produce scraps to be collected in food safe harvest bins for composting education;
3. Collaborate with Dona Ana County Cooperative Extension and the Master Gardeners to establish at least two hydroponic gardens (as funding and the school environment allows) throughout the district reaching ~450 students. Being smaller in size and portable, these gardens can be easily maintained in the classroom and used for educational lessons on pH, photosynthesis, etc.;
4. Help implement wellness policies and their related goals by participating in and supporting district advisory councils (Student Health Advisory Council, Wellness Policy Leadership Committee etc.) to promote healthy school environments; and
5. Focus on recognizing and promoting positive changes that have been made/are being made in the schools. For example, blurbs could be inserted into school newsletters or teachers could submit photos of their class doing a healthy activity (playing during an active party, working in the school garden, eating healthy snacks, etc.) to be shared with the district and community. (A contest may also be held for the best teacher-submitted photo to encourage participation.) Once schools start making changes, a pact or agreement could be created that schools would sign stating they will commit to doing at least three different initiatives to create a healthy environment that supports wellness policy. Different initiatives/programs they could select include healthy parties (active party kits), non-food (or healthy food) fundraisers, non-food rewards, a school garden, Recess Before Lunch, etc. These schools could then be recognized and spur on others to join.

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22;
2. Establish at least three (3) new gardens as funding allows;
3. Introduce at least two (2) new hydroponic gardens in middle schools as funding allows; and
4. Install herb pollinator beds or outdoor classroom spaces at up to five (5) new schools as funding allows.

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23;
2. Establish at least three (3) additional gardens as funding allows;
3. Introduce at least two (2) additional hydroponic gardens in middle schools as funding allows; and
4. Install herb pollinator beds or outdoor classroom spaces at up to five (5) additional

schools as funding allows.

Physical Activity

According to the US DHHS Report titled “Strategies to Increase Physical Activity Among Youth,” multi-component interventions that take place throughout the school year are more effective than isolated education in helping youth reach physical activity guidelines. Because of this, LCPS SNAP-Ed seeks to provide multiple opportunities for physical activity. As piloted in previous years, suggestions for physical activity will continue to be included as a part of the monthly tasting lessons and/or take-home worksheets.

FFY 22 LCPS PROPOSES TO:

1. Provide and maintain active party kits as an additional strategy for not only encouraging physical activity, but also providing a healthy alternative for school celebrations/parties. These “active party kits” consist of a wagon/cart of equipment that teachers can check-out when they want to celebrate/reward their students. The kits include hula hoops, jump ropes, balls, and other similar small equipment that can be used to engage an entire class in an exercise party. It could reach as many as 9,700 students. Funds will be used to maintain current kits and purchase new ones. Efforts will be focused on not only adding the total number of participating schools, but also increasing marketing and promotion efforts. Memoranda of Understanding (MOUs) will be provided to increase continued and consistent usage of the active party kit and will continue to be required;
2. Utilize small pieces of exercise equipment (such as a stretch band or yoga mat) for each student to use at home if COVID concerns persist. This would happen if many students were still attending school remotely for part of the 2021-2022 school year or required to complete their physical activity at home instead of on campus. Suggestions can be provided for their use and students can develop their own physical education activities. These activities and games can be shared during the physical education portion of their school day. Like the active party kits, this equipment would encourage students to play and be active instead of sitting down, especially with their increased screen time during this period if it persists; and
3. Pilot activity breaks (if allowed within COVID restrictions) coordinated with the Fresh Fruit and Vegetable snacks at one (1) school as an additional strategy to incorporate more physical activity in the school day. Before eating their snacks, teachers will lead students in a 10-minute activity described on a sheet that comes with their snack. The activities could come from curricula like the “Balanced Energy and Physical Activity” toolkit or “TAKE10.”

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22 and

2. Add physical activity kits to three (3) new schools.

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23 and
2. Add physical activity kits to an additional three (3) schools.

Youth-Driven Initiatives

Knowing the impact of the student voice in catalyzing change, LCPS facilitates peer-to-peer engagement among middle and high school students.

FFY 22 LCPS PROPOSES TO:

1. Form a team of Health Advocates, when it is safe to do so, to effect peer engagement. This group of students will promote healthy eating and physical activity using direct education, PSE changes, and student-driven social marketing strategies. This model follows the best practices and research regarding youth engagement/advocacy and positive youth development and
2. Collaborate with middle and high school students involved in the Health Occupation Students of America (HOSA) or a similar student organization to work on a project of their choosing related to health promotion. After identifying potential areas for improvement at their school using an assessment tool such as the CDC's School Health Index, the students will pick which issue they would like to address and develop an intervention. An adult ally, such as a New Mexico State University student or a HealthCorps person, can provide training/education for the students. LCPS will support their projects by providing resources/materials, guidance, etc., as funds allow.

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22 and
2. Work with additional schools primarily on PSE changes if the Pilot is successful.

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23 and
2. Add more schools to work with on PSE changes.

Community Outreach/Collaboration

LCPS will use various strategies to not only collaborate with other organizations, but also to reach out to the community.

FFY 22 LCPS PROPOSES TO:

1. Reach out to the SNAP-eligible population through social media, interactive Zoom conferences etc.;
2. Assemble interactive booths on various nutrition and physical activity topics for health fairs, open houses, parent-teacher conferences, math/science nights at schools, etc. to provide more outreach for parents and families when it is safe to do so. Supplies will be purchased to prepare booth “sets” with instructions and materials. These will incorporate several interactive activities to encourage healthy eating and active living in a fun and positive manner such as tastings, measuring portions, or comparing models. Dietetic interns/undergrad students from NMSU can help facilitate booth activities as part of their rotation with the school district. If timing and funds allow, the booth will be present at 1-2 events throughout the year and will reach approximately 200-400 students and their families. A booth could also be set-up at a foodservice or physical education conference to promote SNAP-Ed as a partner; and
3. Seek to create partnerships both within and outside of SNAP-Ed with groups that have similar goals and interests. By partnering with organizations such as the Farmers’ and Crafts Market of Las Cruces, Healthy Kids Las Cruces, Action for Healthy Kids, or other similar groups, LCPS SNAP-Ed can expand program capacity and reach as well as leverage resources. Other partnerships include NMSU’s ICAN to help implement the salad bar promotion toolkit that was piloted in FY17 which can be modified to address COVID safety concerns.

FFY 23 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFY 22 and
2. Develop/expand further partnerships such as that with ICAN.

FFY 24 LCPS PROPOSES TO:

1. Continue existing strategies already in place from FFYs 22 and 23 and
2. Develop/expand additional partnerships such as that with ICAN.

Evidence Base:

Cooking with Kids is practice- and research-tested program. Research done by Colorado State University is described in an article published in the Journal for Nutrition Education and Behavior, “Impact of a School-Based Cooking Curriculum for Fourth-Grade Students on Attitudes and Behaviors Is Influenced by Gender and Prior Cooking Experience.”

A potential curriculum that could be used for secondary cooking classes is Cooking Matters for Teens. This curriculum “teaches teens how to make healthy food choices, meals, and snacks for themselves, their families, and friends.” Cooking Matters is an evidence-based direct education program.

As described in the systemic review completed by the Community Preventative Services Task Force (CPSTF), “Obesity: Meal and Fruit and Vegetable Snack Interventions to Increase Healthier Foods and Beverages Provided by Schools,” multiple strategies have been found to be effective including taste tests of new menu items, changing the placement/displays of healthy options, and posting signage. LCPS will support and promote the salad bars found in the district to increase fruit/vegetable intake by providing daily options as determined by Salad Bars to Schools (SB2S), a research-tested initiative. A resource connected to SB2S, The Lunch Box, describes how stickers can be an encouraging incentive as part of campaign (a strategy that was pilot tested last year). Smarter Lunchrooms techniques developed by the Cornell Center for Behavioral Economics in Child Nutrition Program will be utilized to encourage students to select and eat healthy foods in the cafeteria setting. These techniques are research-tested. As with Media Smart Youth, an evidence-based program where media projects are used to educate their peers, videos promoting the cafeteria could be created. Materials from marketing campaigns such as Rethink Your Drink (evidence-based) could also be used in the cafeteria or for interactive, educational booths.

Modeled after the Coordinated Approach to Child Health (CATCH), an evidence-based program, LCPS’s strategy is multi-faceted. In addition to education in the cafeteria, staff/teachers will be encouraged to serve as role models of healthy behavior, and parent/guardians and community members will be informed about and/or included in wellness efforts (i.e., wellness policy).

As recommended by Farm to School, a research-tested program, school gardens will continue to be supported. Taste testing and the encouragement/promotion of local food procurement will also be implemented in the cafeteria.

In addition to offering the emerging intervention of “active party kits,” curricula such as TAKE10 (evidence-based) and/or the Balanced Energy Physical Activity (BEPA) toolkit (practice-tested) could be used as a part of a lesson, take-home sheet, or activity break in the classroom. Structured or active recess, a potential area for expansion, is scientifically supported to encourage physical activity according to What Works for Health by the University of Wisconsin.

LCPS will follow the recommendations within the CDC’s “Best Practices User Guide: Youth Engagement–State and Community Interventions” (for tobacco control) and Positive Youth Development Framework to guide our youth-driven initiatives. LCPS will also follow guidance and use resources from the Innovation Center for Community and Youth Development in

creating and guiding the team(s) of Health Advocates at pilot middle/high schools. Another youth-driven initiative, the writing contest, will solicit student feedback like a social marketing campaign where the information received is then translated into marketing.

The FoodCorps Healthy School Toolkit provides an evidence base for many of the interventions LCPS implements in the categories of: Hands-On Learning, Healthy School Meals, School-wide Culture of Health, and Community Support. Examples of evidence-based, hands-on activities include tasting/cooking lessons (series based), farm to plate efforts, field trips, farmer/chef visits, and school garden development/maintenance. Healthy school meal interventions include salad bar and lunch line design, taste tests, cafeteria role modeling, local sourcing, and breakfast/after school meal promotion. School-wide examples include celebrations/events/rewards/snacks, school-wide healthy food promotion, fundraisers, and family/staff/community education. Community support includes garnering support from and partnerships with school administrators, food service directors, teachers, and parents.

Key Performance Indicators (KPIs):

PROJECT	MEASURE TYPE	MEASURE
Nutrition Education	I	Average number of minutes teachers spend on each tasting lesson.
	I	Percentage of teachers completing at least 50% of all 5 lessons.
	I	Percentage of students that try most or all the foods offered during a tasting lesson.
	I	Percentage of teachers that conducted Cooking in the Classroom activities with students.
	P	Percentage of students eating healthier foods, drinking more water, and/or bringing healthier food items to school because of the lessons.
	I	Number of take-home sheets distributed to all elementary schools in district.
	P	Numbers of classrooms reporting that over 75% of students are completing the take-home activities with their parent/guardian.
Cafeteria Environment	I	Number of widgets with nutrition education messages created and shared on Meals Plus web page.
	P	Number of unique users that have visited Meals Plus.
	P	Number of page views per month on Meals Plus.
	P	Number of people reached through posts on LCPS Health & Nutrition Facebook page.
	I	Number of promotional signs posted in cafeterias.
	I	Number of different bulletin boards created and displayed in the lunchroom cafeteria.
	I	Number of Smarter Lunchroom, Salad Bars to Schools, or Farm to School techniques implemented.

	I	Number of kitchen tours piloted for pre-K/kindergarten students at elementary schools.
	P	Number of students participating in contests and/or food fairs.
	P	Number of stickers given out for eating from salad bar (a.k.a. the number of students eating salad bar).
	I	Percentage of foodservice staff participating in wellness challenges.
	P	Number of foodservice employees who attend employee in-service sessions.
School Environment	I	Number of students receiving school gardening edible education.
	I	Number of gardens installed in addition to compost bins and specialty beds (pollination, herbs, etc.) at schools.
	I	Number of hydroponic gardens installed in classrooms.
Physical Activity	I	Number of new active party kits implemented.
	I	Number of classrooms that use the kit 3+ times per year.
	I	Percentage of classes that have all students participating in active party.
	P	Percentage of students requesting to have an exercise reward instead of food based on teacher response in survey.
Youth-Driven	I	Percentage of schools in district participating in the writing contest and total number of entries.
	I	Number of students reached and/or number of projects implemented by secondary school students.
Community/ Collaboration	I	Number of elementary schools ICAN's Salad Bar Promotion Toolkit is implemented at and number of participating students.
	I	Number of booths held throughout the school year and number of participants.

Use of Existing Educational Materials:

1. LCPS will use the Cooking with Kids Tastings Curriculum, developed by Lynn Walters in Santa Fe, NM. This is a series of nutrition education lessons that teaches children about different types of fruits and vegetables, including nutrition and health information and cultivation practices. Most importantly, these lessons give students the opportunity to taste fruits and vegetables in the fun, pressure-free environment of the classroom. Based on this model, LCPS also developed 15 lessons used in rotation with the Cooking with Kids lessons. Topics range from making healthy snacks to water or plant parts and
2. Any other USDA-developed materials, including those listed in the current SNAP-Ed Program Education Guidance and the SNAP-Ed Strategies & Interventions: An Obesity

Prevention Toolkit for States may be used to support the SNAP-Ed Healthy Schools initiative with approval by the HSD SNAP-Ed Coordinator such as Cooking Matters for Teens, TAKE10, or the Balanced Energy Physical Activity toolkit. The materials will be provided in both English and Spanish.

Development of New Educational Materials:

1. New interactive parent–child take-home activities will be produced to provide education to families on the topics of nutrition and physical activity with approval from the SNAP-Ed Coordinator;
2. New tasting lessons may be developed for the classroom tastings program. These materials will be developed in English and Spanish by program staff and printed by the LCPS print shop with approval from the SNAP-Ed Coordinator; and
3. New materials allow for the continuation of providing quality nutrition education messages that have been tailored to the specific audience. Furthermore, developing new materials allows for varying ways to deliver nutrition messages while preventing boredom amongst the target group. The district employs an in-house translator, meaning that any new tasting units or parent pieces can easily be produced in Spanish at low cost to SNAP-Ed with approval from the SNAP-Ed Coordinator.

Evaluation Plans

Name:

Cooking With Kids Teacher Survey

Type:

Process/Outcome

Questions:

1. How is implementation and what are the effects of Cooking With Kids tastings lessons;
2. Do you have comments on specific program components;
3. Are there any areas of concern;
4. Do the delivery logistics work;
5. What are your perceptions of student benefit;
6. Do you have suggestions for program improvement; and
7. Does the school environment work?

Approach(es):

A survey will be administered electronically through Survey Monkey to the elementary school teachers at the end of the year. Analysis and Research for the district has a subscription so there would be no cost to SNAP-Ed other than staff time.

Planned use:

LCPS will be evaluating lessons being offered (content, participation in, etc.), intentions/behavior changes noted because of the lessons, and PSE changes in place at school (active party kits, staff wellness, etc.).

Prior Evaluation:

This evaluation was completed at the end of the 2018-2019 school year most recently.

Use of SNAP-Ed Evaluation Framework:

ST1 – Healthy Eating, ST3 – Physical Activity and Reduced Sedentary Behavior, MT1 – Healthy Eating Behaviors, MT3 – Physical Activity and Reduced Sedentary Behavior

Name:

Cooking with Kids Lesson Observations

Type:

Process

Questions:

1. Does the content of lesson/curriculum used work;
2. Is the student participation in the tastings favorable;
3. What is the quality of food offered; and
4. What is the teacher/student reaction to the lesson?

Approach(es):

Observations will be completed in a representative sample of classrooms to determine how schools are successfully implementing lessons. Nutrition Services administrators can aid in completing these observations.

Planned use:

The results of the observations are used to inform LCPS of kitchen performance in preparing the kits as well as student and teacher response to the lesson.

Prior Evaluation:

This evaluation was completed during the 2019-2020 school year most recently.

Use of SNAP-Ed Evaluation Framework:

N/A

Name:

Health Advocates Evaluation

Type:

Process/Outcome

Questions:

1. What interventions were designed;
2. How were the interventions implemented;
3. What was the impact of the interventions;
4. What was successful regarding the team structure; and
5. What was not successful regarding the team structure?

Approach(es):

A School Health Index assessment and/or survey of Health Advocate team members will be administered.

Planned use:

The results of the assessments/surveys will provide LCPS with information on not only how the teams were formed and functioned, but also what the teams were able to complete (and potential impact that it/they may have had). This will guide projects for subsequent years.

Prior Evaluation:

N/A

Use of SNAP-Ed Evaluation Framework:

ST1 – Healthy Eating, ST3 – Physical Activity and Reduced Sedentary Behavior, MT1 – Healthy Eating Behaviors, MT3 – Physical Activity and Reduced Sedentary Behavior, MT12 – Social Marketing

Name:

Nutrition Staff In-Service Evaluations

Type:

Process/Outcome

Questions:

1. What is the relevance of the material;

2. What was learned during the session;
3. What behavior changes they will make (if any) based on what they learned;
4. What are ideas for future topics; and
5. How effective was the speaker/presentation?

Approach(es):

A pre- and post-survey will be distributed during the session.

Planned use:

The results of the surveys will inform LCPS on what information should be presented in the future and how it should be done. This will also provide an understanding of what planned behavior changes they intend to make.

Prior Evaluation:

N/A

Use of SNAP-Ed Evaluation Framework:

ST1 – Healthy Eating, ST3 – Physical Activity and Reduced Sedentary Behavior

LCPS will also be collaborating with the UNM-PRC to participate in a statewide evaluation that will measure indicators ST1, ST3, MT1, and MT3 as well as PSE changes.

Coordination of Efforts:

As described above, LCPS will continue to work with NMSU to implement the Salad Bar Promotion Kit that was piloted in FY17.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

N/A

Name of the individual(s) contacted:

N/A

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

The LCPS IA only works within the town’s public schools. Although it is likely that some of the population reached is Native American, specific tribal populations are not sought after specifically.

4. Department of Health (DOH)/Obesity, Nutrition, and Physical Activity Program (ONAPA)

Related State Objective(s):

ONAPA's obesity prevention efforts are focused on increasing opportunities for and exposure to healthy eating and physical activity using a Policy, Systems, and Environmental (PSE) approach. These efforts are supported by local Healthy Kids Healthy Community (HKHC) coordinators in ten (10) counties and two (2) tribal communities selected for their expertise and social connectivity within each community. Coordinators are the backbone of local coalitions in which stakeholders and partners collaborate to advance healthy eating and physical activity efforts that result in sustainable community change and expanded reach. ONAPA leverages Centers for Disease Control and Prevention (CDC) Preventative Health and Health Services (PHHS) Block Grant funding to implement physical activity strategies in preschools, schools, and communities. Healthy eating and physical activity are two main lifestyle behaviors that can help prevent obesity.

ONAPA leverages its relationship with key partners including Public Education Department (PED), Early Childhood Education and Care Department (ECECD), Aging and Long-Term Services Department (ALTSD), statewide New Mexico (NM) Grown Coalition, and local HKHC coalitions to align efforts, build capacity, increase awareness, and maximize impact of healthy eating interventions.

Implementation of PSE strategies may occur in-person and/or virtually. Some strategies may be modified to meet COVID-19 social distancing and public safety requirements.

DOH ONAPA implements the SNAP-Ed state objectives (State Objectives 1a and b; 2a and b; 3a; and 4a, b, and c) in multiple counties across the state.

Audience:

Intervention A: Healthy Eating in Pre-Schools

The audience for Healthy Eating in Preschools includes preschool-age children attending SNAP-eligible preschools and Head Start programs participating in the Children and Adult Care Food Program (CACFP); parents and families of preschool-age children; and teachers, providers, and other staff of SNAP-eligible preschools and Head Start programs in the following HKHC counties and tribal communities: Chaves, Colfax, Curry, Grant, Guadalupe, Hidalgo, Roosevelt, San Juan, Socorro, Pueblo de San Ildefonso, and Zuni Pueblo.

Intervention B: Healthy Eating in Schools

The audience for Healthy Eating in Schools includes elementary school-age children attending SNAP-eligible schools and after-school programs; parents and families of elementary school-age children; and teachers, food service, and other staff of SNAP-eligible schools in the following HKHC counties and tribal communities: Chaves, Colfax, Curry, Grant, Guadalupe, Hidalgo, Roosevelt, San Juan, Socorro, Pueblo de San Ildefonso, and Zuni Pueblo.

Intervention C: Healthy Eating in Communities

The audience for Healthy Eating in Communities includes families, adults and older adults/seniors of the following HKHC counties and tribal communities: Chaves, Colfax, Curry, Grant, Guadalupe, Hidalgo, Roosevelt, San Juan, Socorro, Pueblo de San Ildefonso, and Zuni Pueblo, as well as adults, elderly, and children in rural, frontier, urban, and tribal communities who qualify for federally means-tested food or benefits programs including: SNAP, The Emergency Food Assistance Program (TEFAP), Commodity Supplemental Food Program (CSFP), Food Distribution Program on Indian Reservations (FDPIR), Women, Infants and Children (WIC) program, and/or food pantries.

Food and Activity Environments:

Intervention A: Healthy Eating in Pre-Schools

The New Mexico Department of Health (DOH) ONAPA program's Healthy Kids Healthy Preschool (HKHP) initiative increases opportunities for healthy eating in SNAP-eligible preschools and Head Start programs through: establishing and implementing preschool wellness policies to support increased healthy eating and physical activity, decreased screen time, breastfeeding, water consumption, staff wellness, and family engagement; establishing and supporting comprehensive culturally appropriate Farm to Preschool initiatives, including purchasing NM grown produce for meals and snacks, establishing edible gardens and conducting gardening/tasting lessons, and family engagement; and implementing the Family 5.2.1.O Challenge to encourage and support families to adopt healthy lifestyle behaviors at home.

Intervention B: Healthy Eating in Schools

ONAPA PSE efforts are focused on increasing opportunities for and exposure to healthy eating in public elementary and Bureau of Indian Education (BIE) schools and districts, including elementary school classrooms, physical education classes, cafeterias, and edible school gardens. All healthy eating efforts are supported by local HKHC coordinators in ten counties and two tribal communities selected for their expertise and social connectivity within each community. Coordinators are the backbone of local coalitions in which stakeholders and partners collaborate

to advance healthy eating and physical activity efforts that result in sustainable community change and expanded reach.

Intervention C: Healthy Eating in Communities

ONAPA's PSE efforts are focused on increasing opportunities for healthy eating and access to healthy, local, affordable foods in HKHC counties and tribal communities in the following environments: edible community gardens; farmers' markets; local grocery stores; senior/elder centers; federal food program sites including SNAP, TEFAP, WIC, CSFP, FDPIR; food banks; food pantries; and public health offices. ONAPA also partners with state agencies, non-profit organizations, and other partners to build capacity and expand NM's food and agricultural systems.

Project Description:

FFY 22 DOH/ONAPA PROPOSES TO:

Intervention A: Healthy Eating in Pre-Schools

1. Partner with the ECECD, SNAP-eligible preschool providers and Head Start programs, the statewide Farm to Preschool coordinator, HKHP coordinators for northern and southern NM, and local HKHC coordinators and coalitions in ten (10) counties and two (2) tribal communities to;
 - a. Implement PSE strategies, including Farm to Preschool initiatives, and
 - b. Engage families to adopt healthy lifestyle behaviors at home.
2. Recruit between 70 and 90 New Mexico Preschool and Head Start programs to participate in statewide HKHP initiatives during annual CACFP conferences. Those conferences are attended by approximately 450 NM preschool and Head Start providers;
3. Recruit four (4) preschools or Head Start programs from diverse cultural and geographic areas of NM to pilot comprehensive and culturally appropriate Farm to Preschool initiatives;
4. Provide virtual or in-person training, technical assistance, and support to Preschool and Head Start program staff on all HKHP initiatives;
5. Recognize Preschools and Head Start programs participating in HKHP initiatives at annual CACFP conferences, the National CACFP Week in March, and the weekly HKHP Facebook page posts, quarterly ECECD newsletters, HKHC newsletters, and HKHP factsheets. Preschool or Head Start programs piloting comprehensive Farm to Preschool initiatives will also be recognized during NM Grown week and Farm to School month in October;
6. Provide primary support for implementing HKHP initiatives in Preschools and Head Start programs in northern and southern NM as well as HKHC coordinators in ten counties and two tribal communities;

7. Partner with ECECD, the statewide Farm to Preschool coordinator, and HKHP and HKHC coordinators on strategic planning, developing training content, and supporting/coordinating pilot Farm to Preschool efforts; and
8. Work with the NM Grown Coalition and Interagency Procurement Task Force (comprised of ECECD, PED, ALTSD, Department of Agriculture [NMDA], Human Services Department (HSD), DOH, and Office of the Governor) to establish and adopt a standard procurement system that streamlines purchasing of NM-grown products across all state agencies administering meal programs.

Intervention B: Healthy Eating in Schools

1. Partner with PED, SNAP-eligible public elementary and BIE schools and districts, and local HKHC coordinators and coalitions in ten (10) counties and two (2) tribal communities to implement the following PSE strategies;
 - a. Establishing and implementing school wellness policies to support healthy eating and physical activity behaviors among students, staff, and families,
 - b. Establishing and supporting comprehensive and culturally appropriate Farm to School initiatives, including purchasing NM-grown produce for meals and snacks, establishing edible gardens, conducting gardening/tasting lessons, and family engagement,
 - c. Establishing salad bars and/or premade salads and conducting nutrition education,
 - d. Implementing classroom fruit and vegetable tastings in elementary schools awarded Federal Fruit and Vegetable Program and/or NM Grown funding,
 - e. Implementing healthy cafeteria promotions,
 - f. Implementing healthy fundraisers,
 - g. Implementing the Healthy Kids 5.2.1.O Challenge to encourage and support families to adopt healthy behaviors at home, and
 - h. Implementing the Eat Smart to Play Hard (ESPH) social marketing campaign.

Intervention C: Healthy Eating in Communities

1. Partner with HKHC coordinators and coalitions in ten (10) counties and two (2) tribal communities to implement the following PSE strategies in communities;
 - a. Work with local organizations to conduct short tastings, cooking demos, and nutrition education in grocery stores, farmers' markets, WIC clinics, food distribution sites, food pantries, and community gardens,
 - b. Collaborate with local grocery stores to increase and promote availability of fresh produce and other healthy food options,
 - c. Establish and expand farmers' markets,
 - d. Create, maintain, and support edible community gardens, and
 - e. Institute and support comprehensive, culturally appropriate Farm to Senior/Elder Center initiatives to include purchasing NM grown produce for congregate meals

and establishing edible gardens while also conducting gardening and tasting lessons.

FFY 23 DOH/ONAPA PROPOSES TO:

Intervention A: Healthy Eating in Preschools

1. Continue with the strategies already in place for FFY 22 and
2. Implement additional and expand existing PSE strategies to support healthy eating in preschools and increase family engagement.

Intervention B: Healthy Eating in Schools

1. Continue with the strategies already in place for FFY 22 and
2. Implement additional and expand existing PSE strategies to support healthy eating in schools.

Intervention C: Healthy Eating in Communities

1. Continue with the strategies already in place for FFY 22 and
2. Implement additional and expand existing PSE strategies to increase opportunities for healthy eating and access to nourishing, local, affordable food.

FFY 24 DOH/ONAPA PROPOSES TO:

Intervention A: Healthy Eating in Preschools

1. Continue with the strategies already in place for FFYs 22 and 23 and
2. Implement additional and expand existing PSE strategies to support healthy eating in preschools and increase family engagement.

Intervention B: Healthy Eating in Schools

1. Continue with the strategies already in place for FFYs 22 and 23 and
2. Implement additional and expand existing PSE strategies to support healthy eating in schools.

Intervention C: Healthy Eating in Communities

1. Continue with the strategies already in place for FFYs 22 and 23 and
2. Implement additional and expand existing PSE strategies to increase opportunities for healthy eating and access to nourishing, local, affordable food.

Evidence Base:

Intervention A: Healthy Eating in Preschools

Because healthy eating and active living are two major lifestyle choices that can prevent obesity, ONAPA's Healthy Eating in Preschools efforts focus on PSE changes to support these behaviors in NM's preschools and Head Start programs. All PSE strategies are in alignment with Centers for Disease Control and Prevention's (CDC) best practices for preventing obesity, the United States Department of Agriculture's (USDA) Dietary Guidelines for Americans 2020-2025, and the USDA's SNAP-Ed toolkit's strategies and interventions used successfully to address obesity in communities across the country.

Farm to Preschool is an evidence-based nutrition intervention focused on increasing young children's access to local foods, gardens, food and agriculture education, and high quality Early Childhood Education (ECE) settings (SNAP-Ed Toolkit and National Farm to School Network, 2018). Farm to Preschool has many benefits, which can impact not only the children in an ECE but also the ECE providers, children's families, and the community. These benefits include increased access to fresh local produce, local economic development, advancing equity, the understanding of farming and ecology, increased fruit and vegetable consumption, experiential learning for children, long-term influence on children's eating habits, and positive associations with the outdoors. Published studies have documented Farm to Preschool's association with children's increased new food acceptance, fruit and vegetable consumption, knowledge of farming and food, and parent engagement (Hoffman et al., 2017; Shedd et al., 2018; SNAP-Ed Toolkit and National Farm to School Network, 2018).

Intervention B: Healthy Eating in Schools

Because healthy eating and active living are two major lifestyle choices that can prevent obesity, DOH ONAPA's Healthy Eating in Schools efforts focus on PSE changes to support these behaviors NM's schools and districts. All PSE strategies are in alignment with CDC'S best practices for preventing obesity, USDA Dietary Guidelines for Americans 2020-2025, and the USDA's SNAP-Ed toolkit's strategies and interventions used successfully to address obesity in communities across the country.

Intervention C: Healthy Eating in Communities

Because healthy eating and active living are two major lifestyle choices that can prevent obesity, ONAPA's Healthy Eating in Communities efforts focus on PSE changes to support these behaviors in NM's low-income populations. All PSE strategies are in alignment with CDC'S best practices for preventing obesity, USDA Dietary Guidelines for Americans 2020-2025, and the USDA's SNAP-Ed toolkit's strategies and interventions used successfully to address obesity in communities across the country.

Key Performance Indicators (KPIs):

Intervention A: Healthy Eating in Preschools

ONAPA uses an RBA framework to collect and report on PSE data related to the Healthy Eating in Preschools implementation efforts. The RBA framework measures KPIs using the following questions:

1. How much did we do;
2. How well did we do it; and
3. Is anyone better off?

ONAPA collects and reports the following PSE measures:

1. Number of preschools and/or Head Start programs trained on establishing, updating, and implementing wellness policies;
2. Number of preschools and/or Head Start programs that have established wellness policies;
3. Number of preschools and/or Head Start programs implementing wellness policies;
4. Number of preschools and/or Head Start programs implementing Farm to Preschool initiatives (local procurement, edible gardens, gardening lessons, nutrition education, and family engagement);
5. Number of preschools and/or Head Start programs implementing the Family 5.2.1.O Challenge;
6. Number of preschool-age children in those sites where PSE strategies are being implemented (potential reach for each measure); and
7. Number of partnerships and leveraged resources.

Intervention B: Healthy Eating in Schools

ONAPA uses an RBA framework to collect and report PSE data for Healthy Eating in Schools implementation efforts. The RBA framework measures KPIs using the following questions:

1. How much did we do;
2. How well did we do it; and
3. Is anyone better off?

ONAPA collects and reports the following PSE measures:

1. Number of school districts trained on updating and implementing wellness policies;
2. Number of school districts with updated and approved wellness policies;
3. Number of schools implementing updated and approved wellness policies;
4. Number of schools purchasing NM-grown produce for meals and snacks;
5. Number of schools implementing edible gardens;

6. Number of schools implementing salad bars and/or premade salads;
7. Number of schools implementing classroom fruit and vegetable tastings;
8. Number of schools implementing healthy cafeteria promotions;
9. Number schools implementing healthy fundraising;
10. Number of schools implementing the Healthy Kids 5.2.1.O Challenge;
11. Number of third grade students who successfully complete the Healthy Kids 5.2.1.O Challenge;
12. Number of schools implementing the ESPH social marketing campaign;
13. Number of elementary-school age students in those schools where PSE strategies are being implemented (potential reach for each measure); and
14. Number of partnerships and leveraged resources.

Intervention C: Healthy Eating in Communities

ONAPA uses an RBA framework to collect and report on PSE data related to Healthy Eating in Communities efforts. The RBA framework measures key performance indicators using the following questions:

1. How much did we do;
2. How well did we do it; and
3. Is anyone better off?

ONAPA collects and reports the following PSE measures:

1. Number of federal food distribution sites, including TEFAP, CSFP, FDPIR sites, implementing tasting and/or cooking lessons;
2. Number of senior/elder centers implementing Farm to Senior/Elder Center initiatives including local procurement, edible gardens, tasting, cooking, and/or gardening lessons, and nutrition education;
3. Number of other community sites (farmers' markets, grocery stores) implementing tasting and/or cooking lessons;
4. Number of federal food distribution sites with edible gardens;
5. Number of senior/elder centers with edible gardens;
6. Number of other community sites with edible gardens;
7. Number of rural, frontier, and/or tribal communities with at least one established healthy food site (food buying club, food stores, mobile grocery stores, farmers' markets, community gardens);
8. Number of senior/elder centers trained on healthy meal preparation;
9. Number of tribal WIC and FDPIR sites trained to implement nutrition education; and
10. Number of partnerships and leveraged resources.

Use of Existing Educational Materials:

Intervention A: Healthy Eating in Preschools

1. HKHP Family 5.2.1.O Challenge. Author: ONAPA. The HKHP Family 5.2.1.O Challenge is endorsed by ECECD and supports the 5.2.1.O healthy behavior goals of eating 5 or more fruits and vegetables a day, limiting screen time to 2 hours or less a day, getting at least 1 hour of physical activity a day, and drinking lots of H2O every day. The materials are designed for preschool-age children and their families to encourage healthy lifestyle behaviors at home by focusing on one of the four 5.2.1.O behaviors per week. All materials are free and will be used in English and Spanish.
2. Child Health Initiative for Lifelong Eating and Exercise (CHILE) Plus. Author: University of New Mexico Prevention Research Center (UNM PRC). CHILE Plus is a multi-level, multi-component nutrition and physical activity education program for preschool-age children and their families enrolled in Head Start programs. The CHILE Plus nutrition curriculum, in combination with the food service component, is designed to provide children with repeated opportunities to taste fruits, vegetables, and whole grains. The curriculum will be used in licensed preschools and Head Start programs. All materials are free and will be used in English and Spanish.
3. Natural Learning Initiative Childcare Center Fruit and Vegetable Gardening Series. Author: Joint production of the Natural Learning Initiative, North Carolina Cooperative Extension, and the Center for Environmental Farming Systems. Gardening curriculum created for early childhood educators on preschool garden design, installation, and professional development, creating garden infrastructure, growing and preparing fruits and vegetables in warm and cool seasons, and composting techniques. This series will be one of several resources shared with NM preschool and Head Start programs about how to establish edible gardens and teaching children how to grow, maintain, harvest, and eat garden produce. All materials are free and will be used in English.
4. Nuevo Thursdays. Author: PED. Nuevo Thursdays is a new and exciting program that showcases fresh local foods in NM's cafeterias, classrooms, and educational spaces. Nuevo Thursdays participants receive promotional posters featuring local farmers and NM United Soccer players for lunchrooms and cafeteria spaces, seasonality chart magnets for kitchens, and "I tried something Nuevo" stickers for students. All materials are free and will be used in English and Spanish.
5. Other USDA-developed materials including those listed in the current SNAP-Ed Program Education Guidance and the SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States, may be used to support Healthy Eating in Preschools with approval from the HSD SNAP-Ed Coordinator.

Intervention B: Healthy Eating in Schools

1. Healthy Kids 5.2.1.O Challenge. Author: ONAPA. The Healthy Kids 5.2.1.O Challenge materials are in alignment with national best practices for preventing obesity and support the healthy lifestyle behavior goals of eating 5 or more fruits and vegetables a day, limiting screen time to 2 hours or less a day, getting at least 1 hour of physical activity a

day, and drinking lots of H₂O every day. The materials are designed for elementary school-age children, specifically third grade students, to encourage healthy lifestyle behaviors at school and at home. All materials are free and will be used in English and Spanish.

2. Nuevo Thursdays. Author: PED. Nuevo Thursdays is a new and exciting program that showcases fresh local foods in NM's cafeterias, classrooms, and educational spaces. Nuevo Thursdays participants receive promotional posters featuring local farmers and NM United Soccer players for lunchrooms and cafeteria spaces, seasonality chart magnets for kitchens, and "I tried something Nuevo" stickers for students. All materials are free and will be used in English and Spanish.
3. Eat Smart to Play Hard. Author: UNM PRC. ONAPA partners with UNM PRC to align the Healthy Kids 5.2.1.O Challenge and the Eat Smart to Play Hard social marketing campaign in selected HKHC schools each year. Materials will be used in English, Spanish, and Zuni (specifically for HKHC Zuni Pueblo).
4. Other USDA-developed materials including those listed in the current SNAP-Ed Program Education Guidance and the SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States, may be used to support the Healthy Eating in Schools project with approval by the HSD SNAP-Ed Coordinator.

Intervention C: Healthy Eating in Communities

1. Nuevo Thursdays. Author: NM PED. Nuevo Thursdays is a new and exciting program that showcases fresh local foods in NM's cafeterias, classrooms, and educational spaces. Nuevo Thursdays participants receive promotional posters featuring local farmers for lunchrooms and cafeteria spaces, and seasonality chart magnets for kitchens. All materials are free and will be used in English and Spanish.
2. USDA-developed materials including those listed in the current year SNAP-Ed Program Education Guidance and the SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States may be used to support Healthy Eating in Communities with approval by the NM HSD SNAP Ed Coordinator.

Development of New Educational Materials:

Intervention A: Healthy Eating in Preschools

DOH ONAPA is not planning to develop new educational materials to support this intervention in FFY22.

Intervention B: Healthy Eating in Schools

DOH ONAPA is not planning to develop new educational materials to support this intervention in FFY22.

Intervention C: Healthy Eating in Communities

In FY22, ONAPA plans to use SNAP-Ed funding to contract with a trained chef and culinary arts professional to create culturally appropriate trainings and recipes for federally funded food program staff and senior/elder center food service staff on healthy meal preparation using fresh and indigenous ingredients including NM grown produce. Trainings will be recorded and shared with state and tribal agencies and programs, sponsors that administer meal programs, and local senior/elder center food service staff.

Evaluation Plans

Name:

DOH ONAPA's SNAP-Ed Evaluation Plan for Healthy Eating in Preschools, Healthy Eating in Schools, and Healthy Eating in Communities:

The plan aligns with state-level goals and objectives, and includes components of SNAP-Ed. DOH ONAPA's projects:

1. Healthy Eating in Preschools;
2. Healthy Eating in Schools; and
3. Healthy Eating in Communities.

The Evaluation Plan includes approaches for measuring increased healthy eating and opportunities as well as behavior change.

Type:

Process data and key short-term goals and performance indicators for each intervention will be evaluated using the RBA framework.

Questions:

RBA is an integrated planning and accountability system to help local leadership teams and coalitions focus on the result for each indicator area and leads to ongoing real-time collection of data that show whether the indicator is improving. It provides ONAPA and its state and local partners the data needed to improve and expand SNAP-Ed interventions, identify gaps and areas for growth, or reframe initiatives and strategies that are not achieving results.

A key outcome of this process is that every component and level of each intervention will be collecting data, assessing progress, and observing results of the same set of indicators on a regular and frequent basis, initiating quality improvement activities frequently, and communicating status updates and lessons learned. As the culture of continuous monitoring and quality improvement becomes the norm, SNAP-Ed programming and implementation strategies will be more effective in measuring and reporting results. To assess progress within each intervention, the following questions are asked:

1. How much did we do;
2. How well did we do it; and
3. Is anyone better off?

‘How much’ refers to the number of sites trained on a SNAP-Ed initiative, the number of sites that have increased opportunities (e.g., established an edible school garden), or the number of sites implementing nutrition education (e.g., nutrition education or tasting lessons using the produce grown in the school garden).

‘How well’ refers to the corresponding percentage of sites implementing a SNAP-Ed initiative compared to the total number of sites. ‘How well’ also includes the number of partnerships and leveraged resources (monetary and labor) to support implementation.

‘Is anyone better off’ refers to both potential and actual reach of SNAP-Ed initiatives within each intervention. This includes the SNAP-Ed target audience: preschool-age children attending SNAP-eligible preschools and Head Start programs; parents and families of preschool-age children, teachers, providers, and other staff of SNAP-eligible preschools and Head Start programs; elementary school-age children attending SNAP-eligible schools and after-school programs, parents and families of elementary school-age children, and teachers, food service, and other staff of SNAP-eligible schools; and adults, elderly, and children in rural, frontier, urban, and tribal communities who qualify for federal means-tested food or benefits programs.

Approach(es):

ONAPA implements comprehensive obesity prevention efforts using a multi-level, coalition-based approach to improve health outcomes for children and adults. ONAPA will collect and evaluate data on PSE change in preschools, schools, and communities.

Intervention A: Healthy Eating in Preschools

Healthy Eating in Preschools RBA Grid

How much did we do?	How well did we do it?
<ul style="list-style-type: none"> • # preschools and/or Head Start programs trained on establishing, updating, and implementing wellness policies • # preschools and/or Head Start programs with wellness policies • # preschools and/or Head Start programs implementing wellness policies • # preschools and/or Head Start Programs implementing Farm to Preschool 	<ul style="list-style-type: none"> • % preschools and/or Head Start programs trained on establishing, updating, and implementing wellness policies • % preschools and/or Head Start programs with wellness policies • % preschools and/or Head Start programs implementing wellness policies • % preschools and/or Head Start Programs implementing Farm to Preschool

initiatives <ul style="list-style-type: none"> • # preschools and/or Head Start programs implementing the Family 5.2.1.O Challenge • # partnerships and leveraged resources 	initiatives <ul style="list-style-type: none"> • % preschools and/or Head Start programs implementing the Family 5.2.1.O Challenge
<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • # children in preschools and/or Head Start programs trained on establishing, updating, and implementing wellness policies • # children in preschools and/or Head Start programs with wellness policies • # children in preschools and/or Head Start programs implementing wellness policies • # children in preschools and/or Head Start Programs implementing Farm to Preschool initiatives • # children participating in the Family 5.2.1.O Challenge 	<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • % children in preschools and/or Head Start programs trained on establishing, updating, and implementing wellness policies • % children in preschools and/or Head Start programs with wellness policies • % children in preschools and/or Head Start programs implementing wellness policies • % children in preschools and/or Head Start Programs implementing Farm to Preschool initiatives • % children participating in the Family 5.2.1.O Challenge

Intervention B: Healthy Eating in Schools

Healthy Eating in Schools RBA Grid

<p style="text-align: center;">How much did we do?</p> <ul style="list-style-type: none"> • # school districts trained on updating and implementing wellness policies • # school districts with updated and approved wellness policies • # schools implementing updated and approved wellness policies • # schools purchasing NM-grown produce for meals and snacks • # schools with edible gardens • # schools with salad bars and/or premade salads • # schools implementing classroom fruit and vegetable tastings • # schools implementing healthy cafeteria promotions 	<p style="text-align: center;">How well did we do it?</p> <ul style="list-style-type: none"> • % school districts trained on updating and implementing wellness policies • % school districts with updated and approved wellness policies • % schools implementing updated and approved wellness policies • % schools purchasing NM-grown produce for meals and snacks • % schools with edible gardens • % schools with salad bars and/or premade salads • % schools implementing classroom fruit and vegetable tastings • % schools implementing healthy cafeteria promotions
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<ul style="list-style-type: none"> • # schools implementing healthy fundraising • # schools implementing the Healthy Kids 5.2.1.O Challenge • # schools implementing the ESPH social marketing campaign • # partnerships and leveraged resources 	<ul style="list-style-type: none"> • % schools implementing healthy fundraising • % schools implementing the Healthy Kids 5.2.1.O Challenge • % schools implementing the ESPH social marketing campaign
<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • # students in schools with updated and approved wellness policies • # students in schools implementing updated and approved wellness policies • # students in schools purchasing NM-grown produce for meals and snacks • # students in schools with edible gardens • # students in schools with salad bars and/or premade salads • # students in schools implementing classroom fruit and vegetable tastings • # students in schools implementing healthy cafeteria promotions • # students in schools implementing healthy fundraising • # students participating in the Healthy Kids 5.2.1.O Challenge • # students who successfully complete the Healthy Kids 5.2.1.O Challenge • # students participating in the ESPH social marketing campaign 	<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • % students in schools with updated and approved wellness policies • % students in schools implementing updated and approved wellness policies • % students in schools purchasing NM-grown produce for meals and snacks • % students in schools with edible gardens • % students in schools with salad bars and/or premade salads • % students in schools implementing classroom fruit and vegetable tastings • % students in schools implementing healthy cafeteria promotions • % students in schools implementing healthy fundraising • % students participating in the Healthy Kids 5.2.1.O Challenge • % students who successfully complete the Healthy Kids 5.2.1.O Challenge • % students participating in the ESPH social marketing campaign

Intervention C: Healthy Eating in Communities

Healthy Eating in Communities RBA Grid

<p style="text-align: center;">How much did we do?</p> <ul style="list-style-type: none"> • # federal food distribution sites implementing tasting and/or cooking lessons • # senior/elder center sites implementing Farm to Senior Center initiatives 	<p style="text-align: center;">How well did we do it?</p> <ul style="list-style-type: none"> • % federal food distribution sites implementing tasting and/or cooking lessons • % senior/elder center sites implementing Farm to Senior Center initiatives
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<p>including local procurement, edible gardens, tasting, cooking, and/or gardening lessons, and nutrition education</p> <ul style="list-style-type: none"> • # other community sites (farmers' markets, grocery stores) implementing tasting and/or cooking lessons • # federal food distribution sites with edible gardens • # senior/elder centers with edible gardens • # other community sites with edible gardens • # rural, frontier, and/or tribal communities with at least one established healthy food site (food buying club, food stores, mobile grocery stores, farmers' markets, community gardens) • # senior/elder centers trained on healthy meal preparation • # tribal WIC and FDPIR sites trained to implement nutrition education • # partnerships and leveraged resources 	<p>including local procurement, edible gardens, tasting, cooking, and/or gardening lessons, and nutrition education</p> <ul style="list-style-type: none"> • % other community sites (farmers' markets, grocery stores) implementing tasting and/or cooking lessons • % federal food distribution sites with edible gardens • % senior/elder centers with edible gardens • % other community sites with edible gardens • % rural, frontier, and/or tribal communities with at least one established healthy food site (food buying club, food stores, mobile grocery stores, farmers' markets, community gardens) • % senior/elder centers trained on healthy meal preparation • % tribal WIC and FDPIR sites trained to implement nutrition education
<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • # people in federal food distribution sites with access to tasting and/or cooking lessons • # people in senior/elder center sites with access to Farm to Senior Center initiatives including local procurement, edible gardens, tasting, cooking, and/or gardening lessons, and nutrition education • # people in other community sites (farmers' markets, grocery stores) with access to tasting and/or cooking lessons • # people in federal food distribution sites with edible gardens • # people in senior/elder centers with edible gardens • # people in other community sites with edible gardens • # people in rural, frontier, and/or tribal communities with at least one established healthy food site 	<p style="text-align: center;">Is anyone better off?</p> <ul style="list-style-type: none"> • % people in federal food distribution sites with access to tasting and/or cooking lessons • % people in senior/elder center sites with access to Farm to Senior Center initiatives including local procurement, edible gardens, tasting, cooking, and/or gardening lessons, and nutrition education • % people in other community sites (farmers' markets, grocery stores) with access to tasting and/or cooking lessons • % people in federal food distribution sites with edible gardens • % people in senior/elder centers with edible gardens • % people in other community sites with edible gardens • % people in rural, frontier, and/or tribal communities with at least one established healthy food site

(food buying club, food stores, mobile grocery stores, farmers' markets, community gardens)	(food buying club, food stores, mobile grocery stores, farmers' markets, community gardens)
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Planned use:

Results from ONAPA's SNAP-Ed Evaluation Plan will be used primarily for program improvement and identification of next steps for building community coalitions, partnerships, and collective impact. Potential reach for all PSE initiatives will be reported in newsletters and program documents to highlight progress and key successes for each SNAP-Ed intervention. Results will be shared and disseminated with the intent of informing state and local partners, policymakers, preschools and Head Start programs, schools, public health organizations, nutrition programs, local communities, and the public.

Prior Evaluation:

Most recently, ONAPA collected and reported annual data for healthy eating in schools and healthy eating in communities in FFY21. While not included in recent state plans, ONAPA also collected and reported annual data on the healthy eating in preschools efforts in FFY21 as part of its own program-specific evaluation.

Use of SNAP-Ed Evaluation Framework:

MT1 - Healthy Eating Behaviors, MT5 - Nutrition Supports Adopted in Environmental Settings, ST7 - Organizational Partnerships, ST8 - Multi-Sector Partnerships and Planning, and R2 - Fruits and Vegetables.

DOH/ONAPA will also be collaborating with the UNM-PRC to participate in a statewide evaluation that will measure indicators ST1, ST3, MT1, and MT3 as well as PSE changes.

Coordination of Efforts

ONAPA implements comprehensive obesity prevention efforts using a multi-level, coalition-based approach. ONAPA leverages its relationship with key partners including PED, ECECD, ALTSD, statewide NM Grown Coalition, and local HKHC coalitions to align efforts, build capacity, increase awareness, and maximize impact of healthy eating interventions. For example, ONAPA is collaborating with state agencies administering meal programs to establish one unified statewide procurement system for preschools, schools, and senior/elder centers to purchase NM-grown food. At the local level, HKHC coalitions support robust Farm to Cafeteria initiatives including local procurement, in preschools, schools, and senior/elder centers across the state. This comprehensive multi-level approach is centered around sustainability and has the

potential to transform NM's food system, expand equitable access to healthy food options, address obesity and hunger, and improve overall health outcomes among children and adults.

ONAPA focuses on PSE change in preschools, schools, and communities and, where possible, collaborates with other IAs to enhance healthy eating interventions and reinforce healthy lifestyle behavior messages. For example, ONAPA partners with UNM PRC to implement the ESPH social marketing campaign in HKHC schools where PSE changes are being made to improve school nutrition and physical activity environments. Duplication of effort is minimized through open and ongoing communication across IAs and the differing specialization of each agency.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Zuni Pueblo

Name of the individual(s) contacted:

Joe Claunch, Co-Director, and Andrea Pepin, Program Manager, Zuni Youth Enrichment Project (ZYEP)

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ONAPA will support Zuni Pueblo's modification of PSE strategies in Interventions A, B, and C to incorporate Zuni culture and traditions, modify nutrition education lessons and recipes to incorporate healthy indigenous foods in traditional recipes, incorporate traditional gardening and farming practices, and translate program materials into the Zuni language.

Name of the ITO:

Pueblo de San Ildefonso

Name of the individual(s) contacted:

Troy Campbell, Pueblo de San Ildefonso Health and Human Services Director; Martha Cooke, HKHC coordinator for Pueblo de San Ildefonso

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ONAPA will support Pueblo de San Ildefonso's modification of PSE strategies in Interventions A, B, and C to incorporate San Ildefonso culture and traditions, modify nutrition education lessons and recipes to incorporate healthy indigenous foods in traditional recipes, incorporate

traditional gardening and farming practices, and translate program materials into the Tewa language.

Name of the ITO:

All NM tribes, pueblos, and nations elder center food service staff, tribal WIC staff, and FDPIR staff.

Name of the individual(s) contacted:

Rebecca Baca, Office of Indian Elder Affairs Director; Wayne Martinez, Eight Northern Indian Pueblos Communities (ENIPC) FDPIR Manager; and Aiko Allen, DOH Office of Tribal Liaison (OTL)

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

ONAPA will partner with ALTSD-OIEA, ENIPC-FDPIR, and DOH-OTL to coordinate and support culturally appropriate trainings for tribal elder center food service staff, tribal and non-tribal WIC staff, and FDPIR staff on healthy meal preparation using indigenous ingredients and nutrition education to support the consumption of fresh fruits and vegetables. Trainings will be recorded and shared with state and tribal agencies and programs, sponsors that administer meal programs, and local senior/elder center food service staff.

5. Kids Cook! (KC!)

Related State Objective(s):

Kids Cook! (KC!) seeks to increase students' and their families' opportunities and willingness to try diverse, healthy foods and to learn healthy food preparation methods while gaining sanitation and safety skills. The program also emphasizes families cooking and eating together and the need for regular exercise paired with good nutrition to promote a healthy lifestyle throughout life.

KC! implements the SNAP-Ed state objectives (State Objectives 1c, d; 2b, d; 3a, and 4a, b and c) in Bernalillo and Sandoval Counties.

Audience:

The priority audience for SNAP-Ed program Kids Cook! is SNAP eligible elementary school age children and their families in Bernalillo County and Sandoval County. The primary focus is K-6th grade and work will be done with both English and Non-English-speaking families. The qualifying schools (up to 14) will be schools in which 50% or more of the children are eligible to receive free and reduced lunch. From the last published statistics in the 2018 school year, all 14 currently participating schools qualify as 95% free and reduced lunch. The program also works with the entire community surrounding these students (families, teachers, school staff, mobile food pantry participants, farmers' market participants, health care providers when appropriate, and other community organizations.) In FFY22, Kids Cook! expects to serve up to 4,000 students. Additionally, approximately 1,800 adult family and community members will participate as volunteers in classrooms, family nights, and community events (as allowed by school guidelines related to Covid-19 health restrictions). The community volunteers typically range in age from high schools and college students to retired adults, thus creating intergenerational learning opportunities. During the summer months, KC! collaborates with the Albuquerque Downtown Growers Market and Rail Yard Market to encourage families to shop at the market with Double Up Food Bucks. They are provided an opportunity to cook Kids Cook! recipes as a family, taste local produce, and interact via social media channels through Facebook Live events.

Food and Activity Environments:

Kids Cook! uses a Social Ecological Model, building on a collaborative, cross-sector approach that supports State SNAP-Ed goals and objectives. Kids Cook! is a partner in these communities to support healthy eating and active living where students and families eat, learn, play, shop, and work. Kids Cook! creates a safe environment for students and families to try new foods, learn healthy preferences, and build or reinforce culinary skills. This is done through a variety of approaches:

Direct Education:

1. Hands-on cooking and tastings classes;
2. Inviting family members to attend KC! cooking classes; supports adult learning by modeling to students' proper culinary techniques;
3. Providing Kids Cook! Family Nights and collaborating with schools at Family Events;
4. Increasing the awareness to purchase local produce;
5. Providing Kids Cook! recipes for families to cook at home;
6. Offering Cooking, Tasting, and Physical Activity Home Challenges through a monthly tasting newsletter and the fuddr website; and
7. Due to the National Pandemic and Social Distancing, KC! may also be providing online resources for schools to access materials normally provided in schools through traditional settings. KC! will offer direct education when able and classes through virtual tools when unable.

Policy, System and Environmental strategies:

1. Coordinating Cafeteria promotions with food service and school garden programs to increase exposure to and familiarity with a variety of fresh fruits and vegetables;
2. Providing technical support for schools to create and implement wellness plans that align with the District Wellness Policy;
3. Coordinating efforts at family events to increase familiarity with fresh fruits and vegetables and align learning activities with Common Core learning standards;
4. Integrating Eat Smart to Play Hard, the NM Social Marketing Campaign in KC! schools and communities;
5. Providing service-learning opportunities for high school and college students while engaging them in healthier eating and active living behaviors;
6. Participating in district and state level food and agriculture policy councils; and
7. Providing expertise and technical assistance to local community food spaces who provide culinary training to SNAP-Ed eligible youth.

Project Description:

Kids Cook! will have comprehensive community-based public health programming in up to 14 schools in the Albuquerque and Sandoval School Districts. Kids Cook! seeks to increase students' and their families' opportunities and willingness to try diverse, healthy foods as well as to learn healthy food preparation methods while gaining sanitation and safety skills. The program emphasizes the idea of families cooking and eating together while also stressing the need for regular exercise paired with good nutrition to promote a healthy lifestyle throughout the lifespan. The program includes direct education, multi-level interventions, and public health approaches.

1. Deliver up to 5 two-hour Kids Cook! cooking lessons and up to 2 one-hour tasting lessons per year taught by KC! educators in collaboration with classroom teachers, parent volunteers, and high school/college service-learning interns (approximately 4,000 students per unit, 1,800 family volunteers, and 600 service-learning hours). KC! will model healthy food preparation and choices in the classroom and at home by providing home recipes. The Kids Cook! strategies to purchase as much local produce as possible (while sharing the history or story of that farmer) as well as collaborating with school garden coordinators to grow foods tasted and prepared in the classroom, introduces families to local growers and growers' markets, supporting the local economy and introducing the idea of sustainable agriculture; MT1, MT 2, ST7
2. Deliver a minimum 10 minutes of physical activity (PA) during each Kids Cook! session. Referring to the MyPlate icon, this delivers the key message "Healthy eating, which includes variety and moderation, paired with exercise, is what it takes to create healthy bodies and a healthy family." KC! creates a safe and non-competitive venue for all students to be successful with physical activity. Students take this excitement home as they are challenged to meet the 60-minute PA goal each day. Kids Cook! works with students to "Add Up" their activity. "If you had up to 10 minutes during Kids Cook! and 10 minutes at lunch recess, how many more minutes do you need at home to reach "60?" This reinforces the accumulation of fun activities throughout the day. Families have access to "home challenges" through online newsletters (e.g., Plan a physical activity to include what, when, and where. Invite the whole family to participate and share how it went in the next KC! class.); MT3, ST7
3. Engage families in their child's education. All parents are invited to participate in Kids Cook! classes with their students. Teachers and principals report KC! parent volunteer experiences have increased overall parent involvement in their child's school experience. Parents have shared they learned valuable culinary skills used at home and are confident their kids will enjoy the healthy meal when they serve the Kids Cook! recipes. Many parents joined the online cooking classes during the pandemic and these virtual cooking family nights prove to reinforce the principles of cooking with the whole family at home. Kids Cook! educators attend school parent/teacher organization meetings informing parents about Kids Cook!, encouraging them to ask their teacher when Kids Cook! will be in their classroom throughout the year and promoting Family Night/Food Fairs and reinforcing key messages; LT1, LT2, ST7
4. Coordinate monthly cafeteria promotions with APS Food and Nutrition Services, Food Corp service members, local growers, and school garden coordinators to increase a student's exposure to different types of foods and explore the nutritional value of food paired with the cultural, historical, and local (when possible) background of the foods being tasted. KC! purchases as much local produce as possible. Each tasting event has an

- Online Home Newsletter providing families with home challenges/activities, easy-to-make recipes, and a nutrition focus (approx. 4,000 students per event); MT1, MT5, ST8
5. Partner with UNM PRC Eat Smart to Play Hard (ESPH) to coordinate PSE with direct education through a 6-week Eat Smart to Play Hard Social Marketing Campaign and Fun Day at each of the schools (up to 8 schools) that have Kids Cook!. This includes promoting passports and common messages in KC! classes, coordinating with school staff to ensure a successful ESPH implementation, and evaluation. KC! helps to plan and participate in each school's Fun Day. (The focus is on 3rd, 4th, and 5th grades serving approximately 1,800 students); ST7
 6. Coordinate with school administration to incorporate Kids Cook! fruit and vegetables tasting activities at family school events such as Math and/or Literacy Nights. KC! educators will provide culinary skill building, tasting, and home recipes for recipients (approximately 1,000 families per month); MT1, MT5, ST8
 7. Provide technical support to schools for the planning and implementation of the District Wellness Policy at each of these schools through meetings, presentations, and as-requested support;. MT5, ST8
 8. Deliver two (2) Kids Cook! Family Nights in each school allowing students and their families to come together to prepare and share a Kids Cook! meal while reinforcing key messages such as increased consumption of fruits and vegetables, whole grains, and low-fat dairy. These family nights will continue to be online as success has been realized in offering at-home online cooking instruction for families. This format increases the parents' capacity to learn cooking skills with their children as they are in their own kitchen. KC! has partnered with a local grocery store to provide meal kits to families for these events and attendance has increased by nearly 50% under the virtual format. USDA funding will not be used to provide any food to participants. Approximately 1,400 attendees are anticipated to attend these online events; and MT1, MT2, MT5, ST8
 9. Provide digital and social resources for promotion to school families that reaches beyond the school building and into the homes of Kids Cook! participants. These resources will be on the Kids Cook! website, in monthly school newsletters, and other social means that connect learning in Kids Cook! classes to home activities and support healthy behaviors that can be implemented at home. KC! will encourage use of the fudrr website so participating families will learn about and share healthy behaviors and eating they can take part in at home. Kids Cook! and fudrr social sites will provide interactive content 5-7 times a week. LT1, LT2, LT3

FFY 23 **KC! PROPOSES TO:**

1. Continue existing strategies already in place from FFY 22;
2. Assess progress and expand efforts on PSE through work with individual schools and the Albuquerque district schools' wellness divisions. Based on evaluations,

programming will be improved to meet objectives; and

3. Assess effectiveness and expand efforts of the fudrr school family engagement as well as social media to increase reach of Kids Cook! messaging.

FFY 24 **KC! PROPOSES TO:**

1. Continue existing strategies already in place from FFYs 23 and 24 and
2. Expand programming based on assessments, needs, and funding possibilities.

Evidence Base:

Because healthy eating and active living are the two major lifestyle choices that can prevent obesity, the SNAP-Ed Healthy Schools initiative focuses on a combination of PSE changes and direct education to support these behaviors in a multi-sector, community-coalition driven approach. The KC! Curriculum and strategies are based on direct evidence and/or practice-based education incorporating staff, students, and families using USDA approved curriculum. PSE strategies are in alignment with CDC promising practices for healthy school environments and obesity prevention.

As a founding theory of Kids Cook! to focus on obesity prevention, it is important to consider the eating competence of students and their families. Kids Cook! embraces the Satter Eating Competence Model (J of NE; 39: supp. 142-153 2007.) Eating competence results in: taking time to eat, providing rewarding meals and snacks, positive attitudes toward food that allows individuals to seek food rather than avoid it, enjoying food which supports the natural inclination to seek variety, and eating until satisfied then stopping. According to the U.S. Dietary Guidelines 2020-25, exposure to different types of food is important early in life to better develop a child's interest and willingness to eat and enjoy a variety of foods. By providing a safe space for kids to try new foods they increase their competence and attitude toward seeking a variety of foods that will support nutritional health over a lifetime.

Children spend most of their day at school during the school year. Influencing this environment to adopt healthy eating and an active lifestyle helps students achieve success academically for a lifetime of good health. Kids Cook! supports a school community in enacting school health guidelines to promote healthy eating and physical activity by providing students with knowledge, attitude, skills, and experiences for healthy eating and physical activity. (MMWR 2011;60(RR-5):1-76) Because Kids Cook! is a part of a student's school day, parent volunteers are invited to help lead kids through hands-on activities and provided with home materials to reinforce continued learning. Kids Cook! has an impact on families and the community.

Nutrition and child education experts recommend integrated, experiential school-based interventions with sequential lessons. A recent study reported nutrition education (when combined with taste testing), cooking-related activities, and gardening interventions increased

children’s willingness to taste unfamiliar foods including new fruits and vegetables, improved their cooking and food preparation skills, and increased nutritional knowledge. Charlton, K., Comerford, T., Deavin, N., & Walton, K. (2020). Characteristics of successful primary school-based experiential nutrition program: A systematic literature review. *Public Health Nutrition*, 1-21.) Kids Cook! provides at a minimum 12 hours of culinary, nutrition, and physical activity education through 7 lessons in a school year and has been providing these education experiences in some schools for up to 20 years. KC! serves as a healthy eating and physical activity norm in these schools. In a recent impact study, students participating in Kids Cook! for 3 years or more responded they enjoyed new food, had an increased willingness to try new foods, and helped with meal planning and cooking at home more often than students who participated in KC! for only 1 or 2 years.

Families are cooking less and eating fewer meals at home. Kids Cook! helps students and their families increase culinary self-efficacy through hands-on age-appropriate skills. When children cook new and different foods from what they have been exposed to at home, it increases their acceptance of a variety of healthy, culturally diverse foods. Some characteristics of a successful school-based nutrition education program includes family involvement, developmentally appropriate skill development, building self-efficacy (strengthen skills, influence attitudes, behavioral capability), and that the education is culturally relevant. (*European Journal of Clinical Nutrition* volume 57, pages S82–S85 (2003))

The coordination of community health approaches and direct nutrition education allows for a continuum of healthy eating/active living that encourages healthy lifestyles among early childhood, pre-adolescent children and their families thus reducing youth risk behaviors such as obesity and diabetes.

Kids Cook! curriculum and lessons are included in the USDA SNAP-Ed Tool Kit.

Key Performance Indicators (KPIs):

1. By the end of the FFY22 school year, 85% of participating students will show that they have increased exposure to and had an opportunity to acquire a variety of fruits, vegetables, whole grains, and low-fat dairy foods they prepared as measured by observation and survey data collection;
2. By the end of the FFY22 school year, 85% of the participating students will show growth in exposure to and opportunities for increased physical activity, thru a minimum of 10 minutes of physical activity in every KC! lesson, home challenges, and community events throughout the year as measured by classroom observation and teacher/parent survey data collection;
3. By the end of the FFY22 school year, compared to the beginning of the year, KC! families will show an increase in children’s access to fruits and vegetables in the home as measured by survey data collection;

4. By the end of the FFY22 school year, when compared to the beginning of the school year, KC! participants will show an increase in fruit and vegetable consumption as measured by survey data collection;
5. By the end of the FFY22 school year, families who attend a virtual Kids Cook! family night will have learned one new culinary skill as measured by survey data collection;
6. By the end of the FFY22 school year, Kids Cook! will be meeting regularly with school wellness (SHAC) teams and participation will be reflected in health and nutrition strategies documented in the school wellness plan as measured by meeting sign-in sheets and School Wellness Plans;
7. By the end of the FFY22 school year, Kids Cook! will have completed a minimum of 10 school family events at each school, providing cafeteria promotions and coordinated fresh fruit and vegetable tastings with curriculum activities (i.e., melon tasting during Math Night with a “melon seed” estimation activity); and
8. By the end of the FFY22 school year, when compared to the beginning for the year, KC! will show an increase in state and local partnerships and leveraged resources as measured by the NM SNAP-Ed collective impact survey;

Use of Existing Educational Materials:

1. The Kids Cook! curriculum was developed by the founding director of Kids Cook! without SNAP-Ed funds. The program provides grade-level learning about the cultural, historical, and local (when possible) background of the foods being tasted and prepared. Each lesson features a key nutritional focus as it relates to the foods in the recipes. Teachers and family members work with Kids Cook! educators during each cooking class to ensure safety and create small learning groups (1 adult to 7-9 students). Kids Cook! recipes are sent home with each student allowing families to prepare the meal at home. All workbooks, materials, and recipes are provided in English and Spanish;
2. Nutrition educators utilize USDA materials, (specifically the My Plate icon and tools) when applicable to teach nutrition in their classes and any other appropriate USDA-developed materials listed in the SNAP-Ed Toolkit;
3. Kids Cook! developed and provides a monthly family focused nutrition newsletter including health-based home activities to each participating school which is placed in the school newsletters sent home to parents/families and shared online. This allows families to stay apprised of what students are learning through Kids Cook! and complete a food focused activity at home. The Kids Cook! website and social sites provide information and resources for parents, teachers, and schools. All material is in Spanish and English;
4. SNAP application information is available for parents and families at Kids Cook! Family Nights;

5. Kids Cook! will use Eat Smart to Play Hard material (SNAP-Ed NM Social Marketing Project) supporting common messaging and as an active participant in the NM Social Marketing Campaign (English and Spanish materials available); and
6. Fudrr: the interactive healthy eating and active living website (developed with non-USDA funds) is used to track online cooking class participation and supports the pilot program of giving an incentive for fresh produce purchases at local retailers. Again, English and Spanish options are available.

Development of New Educational Materials:

N/A

Evaluation Plans

Name:

Kids Cook!

Type:

Process Evaluation

Evaluation is part of program development and is used to assess and appraise the effectiveness of the curriculum and activities with students, teachers, and KC! educators. Based on feedback received, adjustments can be made prior to final implementation. At the end of each year, KC! surveys teachers and principals to determine the success of individual units and educator's success of curriculum implementation as well as to document school policy and practice changes regarding health food choices and physical activity opportunities. Through a process evaluation, KC! will continue to determine the success of implementing lessons by the teachers, components of the curriculum used, and what is most helpful for the teachers, as well as teacher perceptions of the benefit to students. Participants of online classes are being sent a post evaluation by email and systematically requesting feedback from educators who are conducting the classes online. Social media is evaluated through metrics of interactions and fudrr use is monitored by SNAP-Ed participants as well as redemption of the coupon by at a local retailer.

Outcome Evaluation

Parent and teacher surveys are done annually with a focus on knowledge, skills, student food selection, and the use of KC! recipes at home. KC! educators assess student skills, knowledge, and abilities during each session using an assessment check list and summary questions at the end of each class. Qualitative data is collected through stories and written comments from teachers, parents, students, and educators. These comments and stories are used with and to support quantitative data collected.

KC! will pilot a survey of parents in a school which has never received Kids Cook!

programming. By utilizing the annual survey as a pre-survey prior to starting Kids Cook! classes in August 2021, the program can assess teacher, family, and student healthy eating as well as establish a cooking and physical activity baseline. The school will then collect the post survey in Spring of 2022 as a part of the Kids Cook! annual survey mentioned above.

Collective Impact

New Mexico SNAP-Ed is committed to building and maintaining mutually reinforcing activities, continuous communication, and shared measurements among SNAP-Ed implementing agencies. As an implementing agency, Kids Cook! will partner with UNM PRC and all NM Implementing agencies in the development, testing, and implementation of how collective impact works and how effective it is in relation to SNAP-Ed implementation efforts. KC! will also work with partners to support the NM Social Marketing Campaign and provide all relevant KC! data toward this effort.

Questions:

1. Do Kids Cook! participants increase consumption of fruits and vegetables, whole grains, and low fat or fat free dairy products after participating in Kids Cook! programming;
2. Are Kids Cook! participants more willing to try a variety of healthful foods because of participating in Kids Cook! programming;
3. Do Kids Cook! participants learn, improve, and use their food resource management skills, such as meal preparation, knife safety, and food sanitation skills because of participating in Kids Cook! programming;
4. Do Kids Cook! participants increase their daily physical activity because of participating in Kids Cook! programming;
5. Are the eating behaviors of families, at home, positively influenced by participation in Kids Cook!; and
6. Are school practices around healthy food choices and physical activity positively influenced by the school's participation in KC! programming?

Approach(es):

Measurements are obtained from parents, teacher and principal surveys, and direct assessment by nutrition educators of student behaviors, skills, and knowledge while participating in KC! programming through an assessment check list.

Planned use:

Results from the evaluation are used to inform SNAP-Ed leadership, schools, and the public regarding the effectiveness of programming; used to assess the effectiveness of strategies; used to inform curriculum/lesson plan adjustments; and used in outcome analysis, comparing results

from year to year and comparing school data to determine if the years of participation in KC! as a school impacts the school environment regarding healthy food choices and physical activity.

Prior Evaluation:

FFY21 teacher and administrative staff process and outcome evaluations were completed. These found that 75% teachers strongly agreed Kids Cook! lessons helped students understand how nutrition and physical activity choices affect their body and ability to identify healthy food choices as well as healthy food and physical activity behaviors after conducting KC! lessons this school year. Parent surveys completed after virtual family cooking nights indicated the families learned new cooking skills (i.e., snapping green beans) and tried new foods after participating in the classes.

FFY20 Kids Cook! Planned to evaluate participants, but due to school closures was unable to send surveys to families.

FFY19 parent and teacher surveys were completed.

FFY 18 teacher surveys were completed. Results showed that although teachers liked the idea of teaching tasting classes themselves, up to 50% of the tasting food bags were unused. Waste was enormous and learning seemed limited. Teachers suggested needing a KC! educator to complete the class to ensure proper and successful implementation.

FFY15 and FFY16 Kids Cook! was not able to offer (or had very limited offering of) Kids Cook! Programming and parent surveys were not conducted. However, the focus was on training teachers to conduct tasting lessons in their classroom. A process evaluation was completed with these teachers to determine the success of implementing lessons by the teachers, components of the curriculum used by and most helpful for the teachers, and teacher perceptions of the benefit to students. Results will inform of further adjustments.

FFYs14-15 Kids Cook! was part of the NM SNAP-ED Evaluation conducted by UNM Prevention Research Center. The goal was to identify a common indicator of program impact and to develop an instrument and method to measure behavioral changes with respect to this indicator. The survey focused on fruits and vegetables (FVs) eaten over three consecutive days, including a weekend. Results showed significant increases of FV consumption among KC! participants.

Exposure to Kids Cook! has been tracked for 13,272 unique students (2007-2014) as part of the Healthy Weight Assessment Project (HWAP), a collaborative project between the Albuquerque Public School District and the NM DOH Community Data Collaborative (NMCDC). The HWAP dataset includes student weight, socio economic, demographic, health, academic, and absenteeism data. Preliminary analysis has demonstrated a statistically significant relationship between reduced absenteeism and Kids Cook! exposure.

Use of SNAP-Ed Evaluation Framework:

ST3- Physical Activity and Reduced Sedentary Behavior, ST7- Organizational Partnerships, ST8- Multi-Sector Partnerships and Planning, MT1- Healthy Eating, MT2 - Food Resource Management Behaviors, MT5- Nutrition Supports, and MT8- Agriculture.

Coordination of Efforts

Kids Cook! draws on the collective strength of community partners to provide effective, multi-level, evidence-based SNAP-Ed interventions that are community –based public health approaches. These partnerships aim to minimize duplication while leveraging additional funding sources.

Partners include:

1. Bernalillo and Sandoval County School Districts: For 20 years, Kids Cook! has partnered with the school districts served. The purpose of the partnership is to engage students and families in opportunities and willingness to try diverse, healthy foods and to learn healthy food preparation methods while gaining sanitation and safety skills. The emphasis is on families cooking and eating together and the need for regular physical activity paired with healthy eating to promote a healthy lifestyle;
2. Families: Kids Cook! engages families in their children’s public education through volunteerism in KC! classes, sending recipes home for families to prepare meals together at home, and through newsletters providing home challenges and activities related to healthy eating and active living;
3. Healthy Here: Multi-sector partnership and planning group for Albuquerque South Valley and International Districts coordinating efforts to increase access to healthy food and create safe and active environments where families can live, work, learn, and play as well as ensure coordination of consistent behavior-focused nutrition and physical activity messages;
4. Presbyterian Center for Community Health: Coordinated effort to help healthcare providers engage their patients in wellness activities such as healthy cooking classes. Focus is placed on community and clinical linkages to further ensure consistent messaging while providing community members hands on exploration of fresh foods and culinary skill building;
5. Service-Learning Partners: UNM Community Health, Nutrition Departments, UNM Work study, Amy Biehl High School, Health Leadership High School, Van Buren Middle School, Sandoval Academy of Bilingual Education: KC! has been committed to providing service-learning opportunities since its inception. The goal has been to maximize the reach and potential impact of Federal nutrition education and nutrition

assistance programs by engaging high school and college students in teaching younger students about healthy eating and active living. This approach is an equal focus on the service being provided and the learning that is occurring. This is the 17th year collaborating with Amy Biehl High School providing placement for seniors to complete their Senior Project including 100 hours of service learning. The Off-site work-study program allows students majoring in health and nutrition to gain valuable work experience in their field while allowing KC! to maximize its reach and minimize costs. The most recent endeavor has been engaging Middle school students as health ambassadors; supporting them in creating simple, fun activities they can engage their peers in such as monthly food tasting in the cafeteria, garden to table cooking, etc.;

6. Sandoval County Health Alliance: A broad-based multi-sector partnership of organizations and individuals interested in the health and wellbeing of Sandoval residents. This provides an ideal forum for introducing and implementing environmental strategies that impact community norms, laws, policies, regulations, enforcement, community awareness, and media efforts. This requires input and collaboration from many community partners while coordinating limited resources to ensure consistent messaging;
7. APS Coordinated School Health Division and Food Corps: Coordination of Cafeteria Tasting Program as well as creation and distribution of monthly newsletter;
8. Farm to School: Coordination of Kids Cook! tastings with local foods purchased for school cafeterias;
9. NM Farmers Market Association, Local Farmers and Food Collaborative: KC! has a 20-year history of purchasing as much local produce as possible and has done crop planning with individual farms to increase farmer production as well as increase the amount of local fresh produce KC! is able to use in classes. For the past 5 years, KC! has collaborated with NM Farmers Market Association to increase access to fresh local fruits and vegetables. KC! provided hands-on cooking and tastings of recipes, coupled with a complimentary bag of food (provided by NM Farmers Market Assoc.) and the recipe to take home, at 16 farmers' market sites during October, engaging more than 400 families;
10. Road Runner Food Bank: Kids Cook! collaborates with the Road Runner Healthy Foods Center and the Health Advisory Council; and

Other NM SNAP-Ed Implementing Agencies:

1. Eat Smart to Play Hard (ESPH): Kids Cook! is excited to expand the partnership with ESPH. KC! served as the control group during the pilot year. Up to eight (8) schools participating in Kids Cook! have also agreed to participate in ESPH. The goal is to align behavior-focused nutrition and physical activity messages and KC! educators will support school staff in engaging students and families in ESPH fun book passport activities;

2. NM DOH ONAPA: Kids Cook! looks forward to drawing on ONAPA's expertise in school wellness policies and will provide training for KC! educators to ensure they understand and support schools in developing and implementing school wellness plans;
3. NMSU: As a provider of direct Education in the Albuquerque and surrounding areas, every effort is made each year to ensure NMSU educators and KC! educators are not duplicating services. Each year the program shares a list of KC! schools in the Albuquerque and surrounding school districts with NMSU and vice versa. The continuous communication through State SNAP-Ed meetings and conference calls supports the efforts to coordinate messaging and complimentary services; and
4. Cooking with Kids: KC! continued to discuss opportunities to collaborate and work together on programs and projects that overlap programming.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Kewa Pueblo

Name of the individual(s) contacted:

Shauna Branch, Principal, Santo Domingo School

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

Santo Domingo School has signed a commitment to partner with Kids Cook! to deliver programming. This increases the number of families served under Kids Cook! and expands reach to serve an isolated community who has had limited freedoms related to COVID-19.

6. Cooking with Kids! (CWK)

Related State Objective(s):

The purpose of Cooking with Kids is to provide direct nutrition education to public elementary school children, and create/support policy, systems, and environmental changes in SNAP-Ed eligible schools. CWK implements the SNAP-Ed State Objectives (State Objectives 1b, c, and d; 2d, and 4a, b, and c) in Santa Fe and Rio Arriba Counties. There may be expansion into San Miguel County and Tribal Communities where these objectives will be carried out as well.

Audience:

The audience for Cooking with Kids (CWK) direct education includes:

1. Students in grades preK-8 attending SNAP-Ed eligible (greater than or equal to 50% free and reduced-price school meals) public schools and/or after-school programs in Santa Fe and Rio Arriba Counties as well as the Ohkay Owingeh Tribal Community and
2. Parents and families of these children. Potential expansion to San Miguel County and/or Tribal Communities will be coordinated with NMHSD and other SNAP-Ed implementing agencies.

The audience for CWK policy, systems, and environmental change initiatives includes:

1. Teachers, principals, and district-level administrators of SNAP-Ed-eligible schools in Santa Fe and Rio Arriba Counties;
2. Food Service staff and district-level administrators of SNAP-Ed-eligible schools in Santa Fe and Rio Arriba Counties;
3. Statewide SNAP-Ed partners (e.g., NM DOH Healthy Kids Healthy Communities coordinators), and other state agencies, counties, and tribal communities as directed by NMHSD. Potential expansion to San Miguel County and/or Tribal Communities will be coordinated with NMHSD and other SNAP-Ed implementing agencies.

Food and Activity Environments:

Cooking with Kids increases opportunities for healthy eating in public elementary schools through:

1. Direct evidence and/or practice-based education for students, parents, and families and
2. Policy, systems, and environmental (PSE) changes.

The audience's awareness and access to healthy foods and beverages is addressed in several ways, including:

1. Hands-on nutrition education using affordable, easily accessible foods (e.g., canned beans, dried lentils, and frozen vegetables), along with in-season fresh fruits and vegetables;

2. CWK's bilingual curriculum is culturally sensitive and considers varying levels of awareness and experience with healthy foods;
3. CWK's direct education and PSE initiatives make use of student/parent focus group findings conducted by UNM's "Eat Smart to Play Hard" social marketing team (e.g., facilitators and barriers to healthy eating);
4. Reinforcement of key healthy eating messages and classroom/cafeteria hands-on experiences is accomplished through the distribution of bilingual family recipes and newsletters, as well as Eblast technical assistance for classroom teachers; and
5. PSE work that creates changes in school cafeterias and lunchrooms often involves the training of staff who have limited awareness of or interest in healthy foods. Engaging those staff members as change agents and co-creators of healthy lunchroom initiatives has shown great success.

Project Description:

Cooking with Kids programming uses direct education (DE) and policy, systems, and environmental change (PSE) initiatives in public schools to positively influence healthy food preferences and eating behaviors in students and their families and to support healthy food initiatives in school cafeterias. Combined, these DE and PSE approaches amplify overall impact and allow CWK to leverage SNAP-Ed resources to secure additional government and private funding and partnerships. Efforts are also coordinated with other New Mexico SNAP-Ed implementing agencies, other USDA programs, and complementary nutrition education and obesity prevention programs.

Nutrition Education

FFY 22 CWK PROPOSES TO:

1. Deliver hands-on and/or virtual nutrition education to approximately 5,000 PreK – 8th grade students in 14 - 20 SNAP-Ed qualifying public schools in Santa Fe and Rio Arriba counties as well as the Ohkay Owingeh Tribal Community. In addition, over 1,000 family member volunteers will participate as children explore, learn, and practice cooking skills and enjoy fresh, healthy, affordable foods from diverse cultural traditions. This programming is formatted as a series, with specifics varying based on the needs and capacity of a given school. Series average four - five sessions, with many students participating in multiple series (e.g., 91 to 120-minute cooking classes, 31 to 60-minute fruit and vegetable (F/V) tasting classes or virtual family cooking nights, and/or 0 to 30-minute F/V demo/promotions). Students participate in programming with their classmates and classroom teacher, without need for "recruitment," because of longstanding MOU's and agreements with school districts and principals. Each classroom lesson includes a take-home packet of

student materials with home recipes and key messages that encourage increased consumption of fruits, vegetables, and /or whole grains, while also encouraging family meals. All materials are designed for low-income SNAP-eligible audiences and are printed in Spanish and English. As schools return to in-person instruction, post-pandemic restrictions may impact the number of students and families participating, as well as the number of sessions provided;

2. Ensure programming takes place in dedicated CWK kitchen classrooms, in regular classrooms, or in cafeterias and lunchrooms. Virtual programming may take place in home kitchens or other appropriate venues. Programming is part of the regular school day during the school year and, in some instances, during afterschool time and in the summer. Virtual family cooking nights occur in the early evening hours;
3. Have CWK educators, classroom teachers, and parent and community volunteers teach or facilitate classes and demo/promotions. Classroom teacher trainings (“train the trainer”) will be provided on conducting fruit, vegetable, and whole grain tasting classes. These trainings may also include high school culinary students. CWK’s research and practice-tested curriculum and lesson plans are utilized for cooking and tasting classes. The CWK Curriculum is included in the most recent USDA SNAP-Ed Toolkit: Obesity Prevention Interventions and is used by other IA’s in New Mexico and across the country;
4. Involve families in their children’s education, many of whom may otherwise feel excluded or intimidated by schools. Through ongoing volunteer opportunities, over 1,000 family members participate annually in school day classes, and hundreds more in virtual family cooking nights. Additionally, the CWK Superchef and Farmers in the Schools programs bring professionals into classrooms and cafeterias to support CWK programs;
5. Provide training and technical assistance to other SNAP-Ed implementing agencies and SNAP-Ed eligible institutions, as directed by NMHSD. Collaborative and complementary programming may also occur in partnership with NM SNAP-Ed implementing agencies or other state agencies; and
6. Provide training, professional development and technical assistance to school food service personnel in Santa Fe, Rio Arriba, and other NM counties and tribal communities, coordinated with NMHSD and other SNAP-Ed implementing agencies. Building on the well-established and successful partnership with Santa Fe Public Schools (SFPS) Student Nutrition Department, CWK works to standardize, simplify, and address the needs of school food service staff in the following areas: marketing and promotion to increase consumption of fresh fruits, vegetables, and whole grains; scratch cooking; and promotion of farm to school efforts. Trainings and planning meetings with school food service staff and administrators occur throughout the year, and SFPS will continue to serve as the testing ground for refinements and new initiatives. Statewide support and training of other food service personnel serving SNAP-eligible individuals may occur as directed by NMHSD.

PSE

Cooking with Kids policy, systems and environmental approaches provide multi-level interventions to support healthy schools and cafeterias as well as complement direct education efforts. PSE changes result from close collaboration with school district administrators and other agencies and stakeholders.

1. Have CWK nutrition education integrated into the regular school day in Española and Santa Fe Public Schools;
2. Maintain intensive in-kind support from schools (e.g., thousands of hours of classroom teacher time and dedicated kitchen classrooms built and funded by Española and Santa Fe Public Schools);
3. Plan, build, and/or utilize the support of school/community gardens;
4. Support and promote state-level procurement policies and bidding procedures (“NM Grown” initiative) that allow expanded purchase of locally grown fruit and vegetables for use in cafeterias;
5. Participate in the School Health Advisory Committee which updates and implements school district wellness policies;
6. Participate in state-wide Farm to School and Smarter Lunchroom efforts;
7. Utilize the food service staff training/professional development and “train the trainer” model for implementing healthy eating/food preparation strategies in schools and cafeterias;
8. Use digital and social media that complement and promote direct education and key messages;
9. Link local farmers, chefs, and community heroes to DE and PSE initiatives. Local chefs (CWK Superchefs), farmers (CWK Farmers in the Schools), and other community heroes support CWK direct education and PSE efforts in a variety of ways, from volunteering in cooking classes and participating in cafeteria F/V promotions to conducting trainings with cafeteria staff and hosting farm field trips; and
10. Collaborate with numerous partner organizations that provide multiple types of assistance, including but not limited to advertising, consulting, development, funding, human resources, materials, space, and technical services. As reported in the Education and Administrative Reporting System (EARS), these non-SNAP-Ed funded partner organizations fall into the following categories. Examples are listed for each organization type:
 - a. Agricultural organizations (NM Dept. of Agriculture; NM Farmers’ Marketing Association; Santa Fe Farmers’ Market),
 - b. Chefs/culinary institutes (Santa Fe School of Cooking; 25+ volunteer CWK Superchefs),
 - c. City and regional planning groups (NM Food, Hunger, and Farm Steering Committee; Santa Fe Food Policy Council),
 - d. Food stores (various food stores and suppliers donate food and funding for nutrition education classes),
 - e. Foundations/philanthropy organizations/nonprofits (additional funding comes

- from multiple sources),
- f. Government program/agency (NM Public Education Department; City of Santa Fe Children and Youth Commission),
- g. Hospitals/healthcare organizations (Presbyterian Center for Community Health; Community Health Funders Alliance),
- h. Media/advertising groups (various local magazines and newspapers),
- i. Restaurants (numerous restaurants support CWK through the Superchef program), and
- j. Schools (Española Public Schools; Santa Fe Public Schools).

Key educational messages

These align with 2020-2025 Dietary Guidelines and USDA FNS Core Nutrition Messages and encourage positive steps to increase whole grain and fruit/vegetable consumption, and to encourage child-feeding practices that foster healthy eating habits. Examples of these messages for children and adults include:

1. For children: “Eat a rainbow every day,” “Eat smart to play hard”, and “We take care of ourselves when we cook” and
2. For parents and teachers: “Sometimes new foods take time,” and “Patience works better than pressure”.

Cooking with Kids also makes use of key messages from UNM PRC’s “Eat Smart to Play Hard” social marketing campaign in participating Santa Fe Public Schools. In addition, CWK staff members support PRC staff in implementation of the social marketing campaign.

FFY 23 CWK PROPOSES TO:

1. Continue with services as outlined in FFY 22, and
2. Expand as possible direct education and PSE initiatives in Rio Arriba, Santa Fe, San Miguel, and/or additional counties/Tribal Communities in coordination with NMHSD and other SNAP-Ed implementing agencies. Expansion is dependent upon available funding and resources.

FFY 24 CWK PROPOSES TO:

1. Continue with services as outlined in FFYs 22 and 23 and
2. Have expanded, by the end of the year as possible, direct education and PSE initiatives by up to six additional schools in Rio Arriba and/or Santa Fe counties and by up to six additional schools in San Miguel and/or additional counties/Tribal Communities in coordination with NMHSD and other SNAP-Ed implementing agencies. Expansion is dependent upon available funding and resources.

Evidence Base:

A growing body of research supports the relationship between food preparation and cooking skills, food choices of children and adolescents, and the benefits of farm to school programs in increasing F/V consumption (citations on SNAP-Ed Connection website).

Research on Cooking with Kids programming was conducted by Colorado State University from 2006-2010, with funding from the National Research Initiative of USDA Cooperative State Research, Education and Extension Service, grant #2007-05062. Results were published in various professional journals, starting in 2013.

Results of this study conducted with fourth graders include, “Cooking with Kids increased fruit and vegetable preferences, especially with vegetables. Greatest gains in preferences and self-efficacy were seen in boys without prior cooking experience. For fourth graders, experiential nutrition education improved cognitive behaviors that may mediate healthful food choices.”

Cunningham-Sabo, L., and Lohse, B. (2014). Impact of a School-Based Cooking Curriculum for Fourth-Grade Students on Attitudes and Behaviors Is Influenced by Gender and Prior Cooking Experience. *Journal of Nutrition Education and Behavior*, 46(2), 110-120
doi:10.1016/j.jneb.2013.09.007.

Cunningham-Sabo, L., and Lohse, B. (2013). *Cooking with Kids* Positively Affects Fourth Graders’ Vegetable Preferences and Attitudes and Self-Efficacy for Food and Cooking. *Childhood Obesity*. 9(6), 549-556. Doi:10.1089/chi.2013.0076.

Key Performance Indicators (KPIs):

Direct Education Short-Term Performance Indicators

Nutrition Education Implementation:

1. Number of elementary schools and classes where nutrition education is delivered by a CWK educator;
2. Number of elementary schools and classes where nutrition education is delivered by a classroom teacher;
3. Number of elementary schools and cafeterias where fruit and vegetable promotions are delivered;
4. Number of students in those schools where direct education is provided;
5. Number of volunteers participating in direct education;
6. Percentage of teachers wanting their students to participate in CWK; and
7. Percentage of teachers and/or parents who believe CWK increases students’ awareness of healthy eating.

Policy, Systems, and Environmental Short-Term Performance Indicators

Trainings/Technical Assistance (TA):

1. Number of school districts and elementary schools where food service staff trainings/TA occur;
2. Number of trainings/TA provided to classroom teachers on how to conduct nutrition education classes; and
3. Number of trainings/TA provided to SNAP-Ed implementing agencies/sub-grantees, and other SNAP-Ed eligible agencies.

PSE Implementation

1. Number of elementary schools with integrated school-day nutrition education;
2. Number of elementary schools with dedicated kitchen classrooms for nutrition education;
3. Number of school/community gardens built or planted,
4. Number of elementary schools and school districts purchasing local produce for school meals;
5. Number of students in those schools where PSE changes have been made;
6. Number of partnerships and leveraged resources; and
7. Number of school districts participating in state-level Farm to School initiatives.

Use of Existing Educational Materials:

Cooking with Kids research and practice-tested curriculum and lesson plans are designed to educate and empower children and families to make healthy food choices and are included in the most recent USDA SNAP-Ed Toolkit: Obesity Prevention Interventions. They are approved for health education instruction by NM Public Education Department (PED) Instructional Materials Bureau. Curricula pieces include cooking and tasting lessons featuring fresh affordable foods from diverse cultural traditions, and are aligned with Common Core State Standards, Next Generation Science Standards, and SPLC Social Justice Standards. The Cooking with Kids curriculum combines three nutrition education and obesity prevention approaches: direct education, multi-level interventions, and community and public health approaches. Curricula pieces are available for grades K-6 in both English and Spanish and tasting lessons are available for free download at <http://www.cookingwithkids.org>. USDA-funded research conducted by Colorado State University found that CWK lessons increase children's preferences for fresh fruit and vegetables as well as cooking self-efficacy.

Other materials from the SNAP-Ed Toolkit may be used in CWK programming and food service staff trainings/professional development. CWK curriculum is incorporated into NM PED's "NM Grown/Nuevo Thursdays" toolkit which will be used as well.

Development of New Educational Materials:

Slight modifications to CWK curricula may be made to better serve the current needs of schools. In addition, food service training/technical assistance guidelines and "how-to" instructions will be formalized for dissemination. These modifications and any new materials, though not funded through SNAP-Ed, will be used for SNAP-Ed programming with approval by the NMHSD SNAP-Ed Coordinator.

Evaluation Plans

Name:

Cooking with Kids

Type:

Process and Outcome Evaluation

Questions:

1. Students: Is there a willingness to explore and eat healthful foods, especially fruits, vegetables, and whole grains;
2. Parents: Do you influence eating behaviors at home, particularly increased consumption of fruit and vegetables; and
3. Teachers and Principals: Are there behavior changes noticed in students, contributions to a healthy school environment, and a willingness to support/implement programming?

Approach(es):

CWK conducts ongoing internal program evaluation. Additionally, nutrition education will be evaluated by classroom teachers, school principals, program directors and educators, students, and parents. Program efficacy will be assessed by the level of integration into the school curriculum. Nutrition education will be evaluated primarily through process evaluation collected through post-test observations and questions. Food educators collect student comments and success stories. Outcome evaluation is conducted through annual teacher surveys, annual school administrator interviews, annual volunteer interviews, and biannual parent surveys.

In addition, CWK utilizes a Results Based Accountability (RBA) framework to help measure direct nutrition education programming impact:

How "much" did we do? (*How much programming was provided*)

1. # of schools receiving CWK nutrition education programming;
2. # of classrooms receiving CWK nutrition education programming; and
3. # of students receiving CWK nutrition education programming.

How "well" did we do it? (*How well was the programming provided?*)

1. % of CWK classes using common core-aligned, bilingual curriculum ;
2. Average student: adult ratio in CWK classes; and
3. % of teachers wanting to participate in CWK next year

Is anyone better off? (*How many participants are better off and what percent are better off? What changes were produced because of program efforts – change in attitude, beliefs, behavior, or circumstances?*)

1. % of classroom teachers who believe CWK classes provide hands-on learning experiences that are engaging for students;
2. % of classroom teachers who believe CWK increases students' awareness of healthy eating behaviors; and
3. # of family members participating in student's education through CWK volunteerism.

Food service training and farm-to-school support will be evaluated using process and outcome evaluation measures, including number and duration of trainings as well as number of participants. Interviews with participating school food service staff and directors will evaluate and elicit feedback. Outcome evaluation will measure the number of schools and districts implementing local food procurement practices and scratch cooking practices.

Process and outcome evaluation will also be used to determine impact and integration of partnerships.

Cooking with Kids will also participate in the statewide SNAP-Ed evaluation plan, coordinated by UNM PRC.

Planned use:

Plans for using the results of evaluation are to improve program planning, implementation, and reach. Results are also used to inform SNAP-Ed leadership, schools, and the public about the effectiveness of programming and to help secure additional partners and funding. Prior examples include continued adaptation to the school environment, increasing access to family recipes, and engaging more members of the community to encourage and support healthy eating and school environments.

Prior Evaluation:

Evaluation was conducted at the conclusion of the 2020/2021 school year (teacher surveys and principal interviews).

Key performance indicator measures and EARS data are collected on an on-going basis.

In the Fall of 2019, UNM PRC also supplied “Healthy Habits Survey” pre-tests that were sent home to families in 3 SFPS schools, 2 EPS schools, and 1 state charter school. PSE evaluation is underway, again in partnership with UNM PRC.

EARS data is collected on an on-going basis.

Use of SNAP-Ed Evaluation Framework:

ST2- Food Resource Management, ST3- Physical Activity and Reduced Sedentary Behavior, ST4- Food Safety, ST6- Champions, ST7- Organizational Partnerships, ST8- Multi-Sector Partnerships and Planning, MT1- Healthy Eating, MT5- Nutrition Supports, MT8- Agriculture, MT9- Education Policies, LT9- Leveraged Resources, LT10 – Planned Sustainability, and LT11: Unexpected Benefits.

Coordination of Efforts

Cooking with Kids is part of the larger SNAP-Ed implementing agency network in New Mexico, with NMHSD as the state agency overseeing the State SNAP-Ed Plan. Working with NMHSD, CWK and the other IA's coordinate efforts, plan complementary programming, and ensure that there is no duplication of efforts.

CWK conducts direct nutrition education and/or PSE change initiatives in Santa Fe and Española Public Schools, the Turquoise Trail State Charter School, and the Ohkay Owingeh Community School, working closely with main collaborators: teachers, principals, administrators, and food service staff. Potential expansion to public schools in San Miguel County and Tribal Communities will be coordinated with NMHSD and other SNAP-Ed implementing agencies.

CWK provides professional development/training and technical assistance to other SNAP -Ed implementing agencies and SNAP-Ed eligible institutions, as directed by NMHSD. Collaborative and complementary programming may also occur in partnership with SNAP-Ed implementing agencies, including NM DOH HKHC, UNM PRC Eat Smart to Play Hard, and NMSU ICAN. Statewide SNAP-Ed evaluation is conducted by UNM PRC and supports collective impact of efforts in specific communities and across the state.

CWK partners with various government, non-profit, and community organizations and funders to maximize impact and reach of direct nutrition education and PSE change initiatives. Following is a partial list of current collaborative efforts:

1. Española Public Schools, Santa Fe Public Schools, Turquoise Trail State Charter School (described above);
2. Ohkay Owingeh Community School (described above);
3. New Mexico SNAP-Ed implementing agencies (described above);
4. CWK partners with New Mexico Public Education Department and New Mexico Department of Agriculture to provide trainings, curriculum, and technical assistance in areas such as Student Wellness, Farm to School, and Out-of-School Time activities;
5. CWK works in community collaboration to initiate and support farm to school efforts. The program coordinates closely with regional agricultural producers to purchase ingredients for nutrition education programming whenever possible, supporting family farms, the local economy, and sustainable agriculture practices. Recent work at the school district and state level has resulted in new procurement policies that allow greater purchase of local produce and encourage participation of farmers in nutrition education programs;

6. Over 25 Cooking with Kids Superchefs volunteer in CWK classes and help with food service trainings and cafeteria promotions;
7. Santa Fe County’s “Youth Educational Program” provides funding to CWK as a program that affects specific health indicators including supporting a healthy community and reduction of childhood obesity;
8. CWK leverages SNAP-Ed funding in “NM Grown” local food promotions using USDA Specialty Crop Block Grant funding to purchase local produce and provide modest stipends for farmers to participate in these local fruit and vegetable promotion events. CWK SNAP-Ed funded staff plan and coordinate these events with school food service staff;
9. Promotion of “Double Up Food Bucks” and the Santa Fe Farmers’ Market, particularly the “Del Sur” Market which is in a neighborhood that includes several SNAP-Ed eligible schools. CWK collaborates with the Farmers’ Market in nutrition education initiatives for SNAP-eligible children and families, at both the Market and in schools. The Presbyterian Center for Community Health is another partner in these initiatives;
10. School garden projects are supported through partnerships with local gardening experts: non-profit entities (e.g., Santa Fe Botanical Garden) and farmers (CWK Farmers in the Schools); and
11. Direct education and PSE initiatives are supported by local arts organizations: Museum of International Folk Art and Santa Fe Opera.

Consultation with Indian Tribal Organizations (ITOs):

Name of the ITO:

Ohkay Owingeh

Name of the individual(s) contacted:

Claudia Sena, Principal of Ohkay Owingeh Community School

Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:

CWK began providing programming to Ohkay Owingeh Community School students in January 2020. This relationship is expected to continue.



Template 3: SNAP-Ed Staffing Plan

New Mexico Human Services Department/State Agency

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
FANS Bureau Chief	.25	100%	0%	\$30,000
FANS SNAP-Ed Coordinator	1.00	90%	10%	\$89,300
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$119,300

Staffing Narrative

HSD/ISD/Food and Nutrition Services Bureau Chief - .25 FTE

This position will provide oversight and management of all aspects of the SNAP-Ed Plan in New Mexico. This will include supervision of the SNAP-Ed Coordinator and program.

HSD/ISD/Food and Nutrition Services SNAP-Ed Coordinator FTE - 1.0 FTE

This position will provide oversight and guidance for all aspects of the SNAP-Ed Plan in New Mexico. This will include overseeing and monitoring the budget, all contracts, state plan amendments, meetings, trainings, programmatic support, management evaluations, and liaison work with project and contract managers to ensure compliance with SNAP-Ed requirements.

A regular full-time employee (FTE) is hired for an indefinite period and is normally scheduled to work forty (40) hours per week. Employment is continuous, subject to satisfactory performance, and availability of funding.

The New Mexico Human Services Department (HSD) salary figures are current as of July 1, 2021. The fringe benefit rate for HSD employees is 39.25%.

New Mexico State University/Ideas for Cooking and Nutrition (ICAN)

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
SNAP-Ed Program Director	0.70 FTE	90%	10%	\$70,463
SNAP-Ed Program Manager	0.75 FTE	80%	20%	\$54,792
SNAP-Ed Financial Manager	0.70 FTE	95%	5%	\$30,510
SNAP-Ed Administrative Assistants (2)	0.81 FTE	100%	0%	\$43,232
SNAP-Ed Data Manager	0.70 FTE	90%	10%	\$35,122
SNAP-Ed Regional Coordinators (2)	1.60 FTE	60%	40%	\$106,243

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
SNAP-Ed Food Systems Specialist	0.80 FTE	80%	20%	\$57,395
Registered Dietitian Program Coordinator	0.70 FTE	95%	5%	\$13,119
SNAP-Ed Student Assistants (2)	0.60 FTE	100%	0%	\$13,226
County SNAP-Ed Supervisors (22)	2.80 FTE	50%	50%	\$222,085
SNAP-Ed Nutrition Educators (30)	22 FTE	10%	90%	\$864,158
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$1,510,345

Staffing Narrative

NMSU has a central system for officially recording staff/faculty effort. At the beginning of each fiscal year, allocations are entered into this system and can be updated as needed if staff/faculty responsibilities change via an Electronic Labor Redistribution. These changes are initiated in the department and then approved by the college business office, sponsored projects accounting (who oversees the SNAP-Ed grant), and then finally the central administration office. Biannually, employees are required to certify that their labor distributions are reasonable and accurate.

The benefits rates below are for NMSU employees through June 30, 2021. They vary by type of employment and are indicated by the following symbols:

*Regular employees	37.10 percent
^Temporary employees	20.50 percent
+Student employees	0.90 percent

The ICAN state office positions are located partly at NMSU's main campus in Las Cruces and partly in the NMSU Albuquerque Center, which is housed at the Central New Mexico Montoya Campus in Albuquerque, NM. Most of these positions are supervised by the Program Director and the Student positions are supervised by the Program Manager. The ICAN county positions are in the county Extension offices and are supervised by "County SNAP-Ed Supervisors" who are county Family and Consumer Science (FCS) Agents and/or county directors. They in turn are supervised by one of the three Extension District Department Heads.

The position descriptions below and the staffing template include both adult and youth programming tasks. All FTE figures are based on the calculation of 1.0 FTE= 2,080 hours worked per year.

***SNAP-Ed Program Director - 0.70 FTE**

This state office (Albuquerque) MS RD position will coordinate the state ICAN program; direct the training of ICAN county staff; serve as the primary liaison to HSD and to other state agencies; write the annual plan, quarterly updates, and annual budget; coordinate development of all educational and promotional products; coordinate selection of educational materials; oversee the PSE, distance education, and social media initiatives; coordinate data analysis; coordinate Spanish translation; and supervise the state Office ICAN employees in the Albuquerque Office, Carrizozo Office, and staff in the Las Cruces office.

*** SNAP-Ed Program Manager -0.75 FTE**

This state office (Las Cruces) Master's-level position will serve as lead manager for SNAP-Ed and have primary responsibility for curriculum and instruction. In that realm, the manager is responsible for development and maintenance of the SNAP-Ed NM website, the ICAN website, the Procedure Guidebooks, ICAN forms, and social media/marketing. In addition, the manager assists with the selection and purchase of supplies, incentives, and educational materials. Finally, the manager assists in hiring, training, and supervising staff in the Las Cruces office, including the student employees.

***SNAP-Ed Financial Coordinator - 0.70 FTE**

This state office (Las Cruces) Bachelor-level position will provide support in budget management; monitor, process, and track expenditures; prepare monthly, quarterly, and yearly reports on the budget status of county and state offices; purchase supplies; and train county staff on budget management practice.

***SNAP-Ed Administrative Assistant (2) - 0.81 FTE**

These state office (Las Cruces and Albuquerque) part-time positions will provide administrative support to the ICAN State Staff, assemble mailings, format the monthly Newsletter, document meetings, correspond and coordinate with ICAN county staff, assist with data entry, purchase supplies, coordinate county shipments, and other tasks as needed.

*** SNAP-Ed Data Manager - 0.70 FTE**

This state office (Las Cruces) Master's-level position will oversee all ICAN data collection, enter EARS data monthly for NMSU counties, assist with data analysis and evaluation as well as outcome reporting, work with the counties and the university to resolve reporting issues, and create reports and infographics specific to NMSU from the web-based database and outcome measures.

***SNAP-Ed Regional Coordinators (2) - 1.60 FTE**

These state office (Albuquerque, Carrizozo) positions will travel throughout the counties to observe and train nutrition educators, conduct annual, quarterly, and individual trainings, conduct virtual trainings, host quarterly and monthly educator webinars/calls, assist ICAN supervisors with the technical aspects of program implementation, and serve as liaison between the state office and the counties.

***Food Systems Specialist - 0.80 FTE**

This state office (Albuquerque) Master's-level position is primarily responsible for the ICAN Food Systems Project. It links SNAP-Ed eligible clients with community garden experiences. The position trains and provides technical assistance to ICAN Nutrition Educators in delivering gardening lessons and implementing gardening curriculum with ICAN counties (to include both adult and youth education). It provides PSE work around community gardens and evaluation results. This person works closely with the NMSU Master Gardener Program and interfaces regularly with County and District CES staff as well as other state and community-based agency/organization professionals and volunteers in support of the ICAN Food Systems Project.

^Registered Dietitian Program Coordinator - 0.70 FTE

This state office (Albuquerque) position will assist the SNAP-Ed program director in developing and evaluating SNAP-Ed direct educational materials with nutritional content and translation.

+ SNAP-Ed Student Assistants (2) - 0.60 FTE

These state office (Las Cruces) positions will assist staff with clerical, social media, data entry, manual tasks, and other tasks as assigned.

***SNAP-Ed County Supervisors (22) - 2.80 FTE**

These county Master's-level positions will supervise the nutrition educators, provide mentorship and guidance, approve time, and assign schedules. County ICAN Supervisors also assist in recruiting and completing required paperwork, including a monthly report of ICAN activities. Supervisors with one nutrition educator are paid at 0.10FTE. SNAP-Ed will pay an additional 0.05 FTE of the supervisor's time for each additional nutrition educator in the same county.

***SNAP-Ed Nutrition Educators (30) - 22 FTE**

These county positions will recruit agencies and participants; purchase materials; and schedule, plan, and teach ICAN education according to an approved plan and using approved curriculum. Two positions are 0.5 FTE; 28 positions are 0.75 FTE.

UNM CHILE Plus

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Project Director	1.0 FTE	50%	50%	\$117,254
UNM PRC Director	0.20 FTE	50%	50%	\$51, 941
Health Educator	1.00 FTE	20%	80%	\$56,079
Health Educator	1.00 FTE	20%	80%	\$63,836
Nutrition Student	0.40 FTE	0%	100%	\$8,359
Accountant	0.20 FTE	100%	0%	\$17,802

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Unit Administrator	0.20 FTE	100%	0%	\$10,781
Administrative Assistant	0.31 FTE	100%	0%	\$11,893
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$337,945

Staffing Narrative

Project Director/Principal Investigator (PI) –1.0 FTE

This position will oversee the entire project including supervision, hiring, training, mentoring and evaluation of staff; implementation and integrity of the scope of work; development of reports and publications; and be responsible for the integration of all resources needed for the project as well as ensure the fulfillment of all aspects of the contract and the alignment of the intervention with the state goals and the SNAP-Ed Guidance. This position will oversee the work of graduate students and interns working on or volunteering for CHILE Plus and develop/maintain relationships along with consistent communication for CHILE Plus participating centers. Dr. Zeng will provide expertise towards the delivery of culturally appropriate curricula and educational materials to improve nutrition and physical activity among preschool-aged children and their families.

UNM PRC Director – 0.2 FTE

The Center director will provide guidance and mentorship to the project director. Dr. Davis will provide expertise towards the delivery of culturally appropriate curricula and educational materials to improve nutrition and physical activity among pre-school aged children and their families.

Health Educator –1.00 FTE

Ms. Claire Sweeney will provide training and technical assistance to ECE center staff implementing the CHILE Plus curriculum, develop online learning content for ECE staff professional development, share duties with the team to monitor and generate content for the CHILE Plus website and social media platforms, and assist with formative and process needs of CHILE Plus. Ms. Sweeney will also present on CHILE Plus at meetings and conferences plus play a key role in developing the agenda and related content for the CHILE Plus 2022 Summit. Ms. Sweeney will provide content expertise to the CHILE Plus project as well as contribute to the development of project reports and evaluations.

Health Educator –1.00 FTE

This Health Educator will provide training and technical assistance for ECE center staff to carry out the CHILE Plus curriculum, cultivate online learning content for ECE staff professional development, share the duties with the team to monitor and generate content for the CHILE Plus website and social media platforms, and assist with formative and process needs of CHILE Plus. This Health Educator will also present on CHILE Plus at meetings/conferences plus play a key role in developing the agenda and related content for the CHILE Plus Summit. This position may oversee the work of graduate students and interns working on or volunteering for CHILE Plus. The Health Educator will provide content expertise to the CHILE Plus project, as well as contribute to the development of project reports and evaluations.

Nutrition Student – 0.40 FTE

The undergraduate nutrition student will assist the CHILE Plus team in preparing for professional development trainings, presentations, meetings, events, data reporting, and other duties as assigned. The preferred candidate would be an undergraduate nutrition student from UNM's nutrition and dietetics program and therefore be able to provide important foundational experience for the future NM SNAP-Ed workforce.

Accountant –.20 FTE

This position will analyze, evaluate, and interpret the acceptable calculation of expenditure categories for UNM and NM HSD to ensure that CHILE Plus expenditures are allowable costs per NM HSD and USDA SNAP-Ed Guidance; monitor monthly expenses by creating and updating monthly budget projections for CHILE Plus; serve as point of contact between the University business offices and NM HSD to ensure compliance with University and NM HSD policies and procedures for CHILE Plus; maintain NM HSD funding in all UNM database systems; and prepare scheduled and special reports for the CHILE Plus project and analyses, as required by NM HSD, to ensure accountability of CHILE Plus.

Unit Administrator –0.20 FTE

This position will coordinate and carry out allowable purchasing of project-related equipment and supplies for the effective delivery of the CHILE Plus project, assist with hiring and serve as liaison to UNM Human Resources for personnel matters, manage required arrangements and documentation associated with travel (rental car, hotel, etc.) for CHILE Plus personnel to deliver the project, and assist in the planning and execution of the CHILE Plus Summit, as it relates to venue logistics.

Administrative Assistant I –0.31 FTE

Ms. Lopez will provide admin support to the CHILE Plus team as needed, including but not limited to relaying messages from community partners, coordinating parking for on – campus meetings, meeting UNM purchasing and travel reimbursement requirements, copying, coordinating, and carrying out allowable purchasing of project-related equipment and supplies for the effective delivery of the CHILE Plus project.

Definition of FTE and basis for calculations:

Regular Full-Time Employee

A regular full-time employee is hired for an indefinite period and is normally scheduled to work forty (40) hours per week. Appointment is continuous, subject to satisfactory performance and availability of funding. University Business Policies and Procedures Manual #3200, Employee Classification. Fringe benefit rates are calculated per HSC Benefit Rates on Proposals.

UNM Social Marketing

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Center Director	0.01 FTE	50%	50%	\$2,597
Program Director	0.50 FTE	50%	50%	\$57,761
Program Coordinator	1.00 FTE	40%	60%	\$75,594
Associate Scientist 2	1.00 FTE	20%	80%	\$78,616
Associate Scientist 2	1.00 FTE	20%	80%	\$78,616
Health Educator	1.00 FTE	30%	70%	\$56,744

Technical Editor	1.00 FTE	30%	70%	\$56,744
Accountant 3	0.05 FTE	90%	10%	\$4,450
Unit Administrator	0.05 FTE	90%	10%	\$2,837
Admin Assistant 1	0.05 FTE	90%	10%	\$1,918
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$415,877

Staffing Narrative

Center Director – 0.01 FTE

The Center director will provide guidance and mentorship to the project director. She will provide expertise in the development, implementation, and evaluation of culturally appropriate nutrition education and obesity prevention programs.

Program Director – 0.50 FTE

This position will oversee the Social Marketing program including hiring, training, supervision, and evaluation of staff; implementation and integrity of the scope of work; overseeing reports and publications; integrating all resources needed for the project. She will guide and supervise the work of the team, prepare quarterly and annual reports, and ensure the fulfillment of all aspects of the contract and the alignment of the intervention with the state goals and guidance. She will also guide the planning, development, implementation, and evaluation of new social marketing initiatives.

Program Coordinator – 1.00 FTE

This position will provide direct coordination of all aspects of the project implementation, work with the communities, engage different partners, and act as the primary point of contact between the research team and the rural communities as well as other IAs. This person will collaborate in the planning, designing, and production of the social marketing instructional products to include the messages, educational videos, and associated aids. This position will develop and review all nutrition-related content to ensure scientific integrity and provide scientific expertise for analysis. This person will work with the rest of the team in the implementation and evaluation of the project and will contribute to the interpretation of the monitoring and evaluation data, including development of recommendations based on the findings; ensure data quality; and assist in writing the final reports. This position will lead the PSA campaign.

Associate Scientist 2 – 1.00 FTE

This position will assist the team with the development, implementation, and evaluation of the project. This person will travel to all communities implementing the program to assist in training, implementation, and promotional events. This position will collaborate with the development of materials for the campaign, engagement of community partners, will assist in data collection, conduct surveys, and work with focus groups. She will also take the lead with the Native American social marketing effort.

Associate Scientist 2 – 1.00 FTE

This position will assist the team with the development, implementation, and evaluation of the project. She will provide professional guidance and leadership in conducting evidence-based social marketing in the state of New Mexico. This person will collaborate with the development of materials for the campaign and engagement of community partners. She will lead the evaluation component of the program; everything from formative research to process evaluation. She will mentor and supervise the student employees. She will also provide written and oral Spanish interpretation, transcription, and translation as needed.

Health Educator – 1.00 FTE

This position will assist the team with the development, implementation, and evaluation of the project. The employee will collaborate with the development of materials for the campaign, engagement of community partners, will assist in data collection, conduct surveys, and work with focus groups.

Technical Editor – 1.00 FTE

This position will assist the team with the development, implementation, and evaluation of new and existing culturally and linguistically sensitive social marketing initiatives for Hispanic/Latino communities. The employee will develop, edit, and prepare for publication, newsletters as well as other promotional and educational materials in Spanish. They will contribute to the team with graphic design expertise and digital art in designing, editing, and producing videos, websites, and other printed publications. They will oversee production schedules to ensure completion by set deadlines. They will perform research to edit, prepare, and produce audience-relevant educational materials accurately. This person will format, design, and create surveys and data collection forms in JotForm and other dataset tools for formative research and process evaluation. They will serve as a liaison between the PRC and printers or other vendors for promotional and educational efforts.

Accountant 3 – 0.05 FTE

This position will evaluate and interpret the acceptable calculation of expenditure categories for UNM to ensure that the project's expenditures are in alignment with USDA allowable costs, monitor monthly expenses by creating and updating monthly budget projections, serve as point of contact between the University business offices and NMHSD to ensure compliance with University and NMHSD policies and procedures, maintain NMHSD funding in all UNM database systems, and prepare scheduled as well as special reports.

Unit Administrator – 0.05 FTE

This position will be responsible for hiring new personnel and all business with Human Resources. They will coordinate allowable purchases of project-related equipment and supplies

for the effective delivery of services. They will also manage required documentation associated with travel arrangements for personnel to deliver the project.

Admin Assistant 1 – 0.05 FTE

This position will coordinate allowable purchases of project-related equipment and supplies for the effective delivery of services. They will also manage required documentation associated with travel arrangements for personnel to deliver the project.

Definition of FTE and basis for calculations:

Regular Full-Time Employee

A regular full-time employee is hired for an indefinite period and is normally scheduled to work forty (40) hours per week. Appointment is continuous, subject to satisfactory performance and availability of funding. University Business Policies and Procedures Manual #3200, Employee Classification

UNM Evaluation

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Project Director	0.30 FTE	100%	0%	\$ 44,432
Evaluation Coordinator	1.00 FTE	100%	0%	\$ 66,955
Associate Scientist-Data Analyst	0.70 FTE	100%	0%	\$ 46,175
Health Communications	0.75 FTE	100%	0%	\$58,092
Accountant	0.10 FTE	100%	0%	\$8,901
Office Administrator	0.10 FTE	100%	0%	\$ 5,391
Student Assistant	0.25 FTE	100%	0%	\$5,651
Student Assistant	0.25 FTE	100%	0%	\$ 5,651
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$241,248

Staffing Narrative

Project Director/Principal Investigator – 0.30 FTE

Dr. Cruz will oversee the Statewide SNAP-Ed Evaluation project including supervision, hiring and, evaluation of staff; implementation of the evaluation plan (including a formative assessment and PSE evaluation) in accordance with the scope of work; leadership of data collection, data entry, data analysis, and quality control; interpretation of results; oversight of institutional review board protocols; and management of reporting. Dr. Cruz will provide expertise in management, evaluation, study design, instrumentation, and analysis as well as writing.

Evaluation Coordinator – 1.00 FTE

Ms. Sanchez will assist the project director by coordinating aspects of the SNAP-Ed Evaluation implementation to include both the formative assessment and PSE evaluation in accordance with the evaluation plan and scope of work, particularly regarding the SNAP-Ed survey administration. This includes engaging with implementing agencies; coordinating quantitative data collection and data entry; modifying survey instruments and other evaluation tools as needed; conducting quality control; and contributing to report writing. Ms. Sanchez will provide expertise in evaluation, community engagement, and project management to the SNAP-Ed Evaluation.

Associate Scientist -Data Analyst – 0.70 FTE

The Associate Scientist/Data Analyst will assist the project director and coordinator with components of the SNAP-Ed Evaluation to include quantitative and qualitative data collection and analysis in accordance with the plan and scope of work. This includes assistance with data collection cleaning and management for the PSE Evaluation, inferential statistics, data interpretation, and report writing. The Data Analyst will also contribute to the methods and results sections of the quantitative reports. The Data Analyst will provide knowledge and experience in study design, data management, and complex data analysis.

Health Communications Specialist – 0.75 FTE

Ms. Velarde will assist the project director with partner engagement, qualitative research as part of the formative assessment, and the communication and dissemination of SNAP-Ed Evaluation materials including the development, graphic design, and messaging of evaluation materials. Ms. Velarde will design the evaluation reports, executive summaries, and reports for schools in accordance with the plan and scope of work and in collaboration with the project director. She will contribute her expertise in qualitative research, health communication, design, messaging, and data visualization.

Office Administrator – 0.10 FTE

The Office Administrator will coordinate allowable purchases of project-related materials and supplies necessary for conducting the SNAP-Ed Evaluation; manage and process documentation associated with project-related travel; assist with project logistics; and aid the project director with any hiring and other staffing matters.

Accountant – 0.10 FTE

Ms. Lucero will assist in the fiscal management of the project including projecting, monitoring, and reporting of expenditures related to the project budget; revising budgets as needed; preparing financial reports; maintaining compliance with laws and regulations related to research, fiscal management, and other standards; monitoring and maintaining ledgers of accounts for quality assurance and supervisor approval under the direction of the project director.

Student Assistants - 0.25 FTE

Two UNM student assistants will contribute .25 FTE each to the SNAP-Ed Evaluation. The students will assist with data collection and data entry for both the adult Healthy Habits survey and the PSE assessment. They will work under the daily supervision of the evaluation coordinator with oversight by the Project Director/Principal Investigator.

Definition of FTE and basis for calculations:

Regular Full-Time Employee

A regular full-time employee is hired for an indefinite period and is normally scheduled to work forty (40) hours per week. Appointment is continuous, subject to satisfactory performance and availability of funding. University Business Policies and Procedures Manual #3200, Employee Classification

Las Cruces Public Schools

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
FoodCorps Member	.95 FTE	0%	100%	\$7,500
Nutrition Services Workers	.51 FTE	100%	0%	\$11,123
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$18,623

Staffing Narrative

FoodCorps Member - .95 FTE

This position will work 38 hours/week and assist with gardens, assemble teacher materials, create/assist with bulletin board construction, work in the warehouse dividing orders if needed, assist with food and supply orders, work at health fairs, and do other duties as assigned.

Total hours = 1700 hours = .95FTE

\$7,500 in federal funds

Nutrition Services workers, managers, and cashiers (200) - .51 FTE

These positions at 25 schools will assemble tasting kits for each classroom.

One FTE for this position = 176 days/year x 6 hours/day = 1056 hours/year = 0.507 FTE²⁰⁸⁰

Position will work 15 minutes/class x 5 tastings x 560 classes = 700 hours. 50 additional hours will be used to prepare tasting foods for health fairs during the school year and for preparing the tasting kits for one summer K5 lesson that takes place at about 18 schools.

Total hours = 750 hours

750 hours x \$11.80/hour + 25.68% benefits = \$11,123 in federal funds

LCPS benefits rate for permanent employees is 40%. The Benefits rate for temporary employees is 25.68% plus a one-time fee of \$9.20 for workers' comp. The Benefits rate for overtime is 25.68%. Benefits rates for students are 9.81% plus a one-time fee of \$9.20 for workers' comp. These are the rates for the 20-21 school year. Rate for the 21-22 school year have not yet been released.

DOH ONAPA

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
ONAPA Program Manager	.50 FTE	90%	10%	\$ 53,001
SNAP-Ed Program Manager	.50 FTE	60%	40%	\$ 41,040
HKHC Program Manager	.50 FTE	50%	50%	\$ 42,279
ONAPA Epidemiologist/Evaluator	.50 FTE	70%	30%	\$ 43,706
Health Educator	.50 FTE	20%	80%	\$ 34,631
Health Educator	.50 FTE	20%	80%	\$ 32,876
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$247,533

Staffing Narrative

ONAPA Program Manager – .50 FTE

This position directs and oversees the overall operation of the ONAPA program and is responsible for all program and initiative strategic planning, program employee development and supervision, program implementation and evaluation, building statewide partnerships, and resource allocation and management with the overarching goal of reducing the burden of poor nutrition, physical inactivity, and obesity in NM. Key responsibilities are to: oversee planning, implementation, monitoring, and evaluation of the Healthy Kids Healthy Communities (HKHC) program, the HKHP initiative, and Farm to Preschool; build, maintain, and expand public-private and local-state partnerships supporting implementation of healthy eating, physical activity, and obesity prevention strategies; plan, write, oversee, and monitor the program budget; oversee planning, development, negotiations, and monitoring of program contractual scopes of work; plan, oversee, and support program compliance with federal grant requirements, monitoring, improvement, and evaluation efforts; and participate in required federal grant trainings and professional development opportunities.

SNAP-Ed Program Manager – .50 FTE

This position is responsible for coordinating and supporting the ONAPA program's statewide and local food setting PSE efforts to increase availability of healthy, local, affordable foods, healthy eating, and nutrition promotion/education. Key responsibilities are to: develop and maintain state and local partnerships that improve social and physical environments which makes healthy eating behaviors more accessible while also emphasizing nutrition education for children and low-income adults; collaborate with state and local partners and HKHC coalitions to increase, enhance, and support healthy eating in ECE environments, schools, senior centers, public health offices, tribal communities, and other community settings such as community gardens, farmers' markets, and food distribution sites; provide training, technical assistance, and support to state and local partners who implement PSE efforts in the food system; collaborate with state and local partners and HKHC coalitions to market and promote community participation and engagement in healthy eating/nutrition education; participate in and support ONAPA food system data collection and evaluation; write and submit annual SNAP-Ed EARS and Partner Reports as well as quarterly and annual SNAP-Ed reports; monitor two to three ONAPA program contracts; and participate in required federal grant trainings and professional development opportunities.

HKHC Program Manager – .50 FTE

This position oversees day-to-day operations and advances healthy eating, physical activity, and obesity prevention initiatives of the ONAPA HKHC program in collaboration with state and

local partners. Key responsibilities include to: provide oversight, training, technical assistance (TA), and support for state and local partners to implement PSE changes to advance healthy eating, physical activity, and obesity prevention in the built environment, education system, and food system; develop, establish, and maintain state and local partnerships to build collaborative healthy eating and active living initiatives throughout the state; use program data to develop, implement, and evaluate healthy eating, physical activity, and obesity prevention efforts in 12 HKHC communities; oversee HKHC program budget and contracts; provide supervision and workforce development to two (2) employees; and participate in required federal grant trainings/professional development opportunities.

ONAPA Epidemiologist/Evaluator – .50 FTE

This position is responsible for surveillance and epidemiology data to develop, plan, implement and evaluate healthy eating, physical activity, and obesity prevention efforts for the ONAPA program. Key responsibilities include to: develop sampling methodology, collect and analyze all program data, and disseminate results to program employees, state and local partners, legislators, and federal funders in easily understandable terms and formats; provide training and support to ONAPA employees and contractors on collecting and managing program data to measure and report progress; analyze, interpret, evaluate, and disseminate selected program data to guide program improvement, demonstrate impact, and support sustainability; and participate in required federal grant trainings/professional development opportunities.

Health Educator – .50 FTE

This position is responsible for coordinating and supporting the ONAPA statewide HKHP initiative to increase opportunities for healthy eating and physical activity; decrease screen time; and support breastfeeding, employee wellness, and family engagement in licensed centers and Head Start Programs across NM. Key responsibilities are to: provide support for statewide HKHP leadership team meetings including scheduling them, creating agendas, taking and distributing meeting notes, and following up on team action items; provide training, technical assistance, and support to two (2) statewide HKHP contractors on HKHP initiatives; collaborate with the ECECD to identify state, regional, and local ECE training opportunities on HKHP initiatives; track ECE participation in HKHP initiatives for statewide recognition; collect and share testimonials from ECE leadership, providers, and employees; compile HKHP qualitative and quantitative data for ONAPA and ECECD success stories; and present ECE successes to Public Health and ECECD leadership.

Health Educator - .50 FTE

This position is responsible for providing training, on-going technical assistance, and support to ONAPA contractors and other partners for implementation of PSE changes to support healthy eating and increased physical activity in the school system and coordinating/supporting the

ONAPA program's statewide and local physical activity PSE efforts to increase opportunities for physical activity and safe active transportation. Key responsibilities include to: partner with the Public Education Department (PED) to provide training, technical assistance, and support for schools and districts on updating, strengthening, and implementing school wellness policies that support increased healthy eating and physical activity; develop and maintain state and local partnerships to improve social and physical environments to make healthy behaviors, particularly physical activity, more accessible and convenient with a focus on expanding opportunities for walking, biking, and active transportation in selected high-need communities; coordinate with the ONAPA statewide active transportation consultant to provide in-depth training, technical assistance, and support for HKHC coalitions on identifying safe walking and biking routes to connect community members and everyday destinations; applying for public and private funding for local active transportation projects; and participate in required federal grant trainings and professional development opportunities.

Kids Cook! (KC!)

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Executive Director	0.74 FTE	20%	80%	\$67,942
Nutrition Education Manager	0.83 FTE	0	100%	\$55,385
Food Procurement Manager	0.83 FTE	0	100%	\$45,378
Executive Assistant	0.48 FTE	100%	0	\$26,331
Digital Media Manager	0.32 FTE	0	100%	\$17,523
Nutrition Educators	3.25 FTE	0	100%	\$165,449
Work Study Students	0.9807 FTE	0	100%	\$9,027
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$387,035

Staffing Narrative

Executive Director - 0.74 FTE

This position will manage all aspects the program. Job duties include, but are not limited to, program planning and development, implementation, evaluation, and personnel management. This position will write grants, administer the budget, develop community partnerships and sponsorships, supervise program evaluation, and act as the liaison between the program and each district in which Kids Cook! works. This position is responsible for the coordination of all resources and ensuring the fulfillment of all aspects of the contract as well as alignment of Kids Cook! intervention with state goals following SNAP-Ed guidance.

Nutrition Education Manager - 0.83 FTE

This position works with the Executive and Food Procurement Manager enabling the program to reach more eligible participants in the Albuquerque area. Duties of this position include, but are not limited to, supervising eight (8) Nutrition Educators, providing in-service/unit training, direct observation, and feedback of educators, and serving as liaison with every school/principal associated with each educator. The position also assists with the collection of data for record keeping, training for nutrition educators, and evaluation/management of inventory at school sites.

Food Procurement Manager - 0.83 FTE

This position works closely with the Executive Director and Nutrition Education Manager to ensure the purchase of food for Kids Cook! programming. Duties include, but are not limited to, creating unit food distribution sheets, making weekly purchases (using local vendors when appropriate), distributing food by school/educator, managing food inventory, assigning office tasks to work study/service-learning students or volunteers, managing online properties, running a small Kids Cook! school as an educator, and supporting the Nutrition Education Manager in staff training.

Executive Assistant - 0.48 FTE

This position works closely with the Executive Director, Nutrition Education Manager, and Food Procurement Manager to ensure office accounting and financial responsibilities of Kids Cook! are maintained. Duties include, but are not limited to, processing purchase orders, ensuring timely payment to vendors, providing accounting data, preparing reports, and performing other office duties.

Digital Media Manager - 0.32 FTE

This position works closely with the Executive Director, Nutrition Education Manager and Food Procurement Manager to ensure all digital communication to schools, families, students, and the

community are consistent and accurate with Kids Cook! messaging. Duties include, but are not limited to, managing, measuring, and supporting digital media activities at kidscook.us and ensuring a growing social media presence.

Nutrition Educators (8) - 3.25 FTE

These positions will teach up to five (5) cooking and two (2) tasting lessons following Kids Cook! curriculum in all classrooms in up to 14 elementary schools and provide the school with up to 12 tasting events (cafeteria promotions, literacy and or math night, and Eat Smart to Play Hard activities). Educators also attend school wellness meetings to provide technical support and assist in evaluation implementation plans. Kids Cook! nutrition educators are paid per hour worked.

UNM Work Study Students (4) - 0.9807 FTE

These (up to 4) positions will support Kids Cook! Teacher Lead Tasting Program (K-5th grade) and support parent/community events. Students will monitor tasting schedules, place weekly food orders, prepare foods to be tasted, and ensure delivery to classrooms during each tasting unit. They will collect classroom confirmation and tally unit numbers for reporting. UNM Work study students are paid \$12.50/hr (plus 18% taxes). As an off-site campus program, KC! pays 30% of their wages.

Kids Cook! has a time record process in place. All employees who are not 100% SNAP-Ed funded keep time records, which are signed by employee and supervisor as well as stored onsite for review.

Payroll tax rate for Kids Cook! employees = 18% - 18.6%. This is made up of 6.25% FICA, 2.9% Medicare, 1% workers compensation, 1% unemployment, 6.45% SUTA.

NM Health Connections Small Group Plan Care Connect HMO (HHP Silver) will be offered to employees with 50% employer paid premiums and a \$500 Health Reimbursement Account for a yearly total of \$11,446.

Cooking with Kids (CWK)

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Executive Director	0.45 FTE	80%	20%	\$33,280
Program Director	0.4 FTE	25%	75%	\$29,120
Operations Coordinator	0.2 FTE	75%	25%	\$14,560
Farm to School Coordinator	0.4 FTE	10%	90%	\$26,000
Educators	3.5 FTE	10%	90%	\$184,690
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$287,650

Staffing Narrative

Executive Director -0.45 FTE

This position coordinates and oversees program administration, implementation, evaluation, and financial reporting; provides direct supervision of program director, operations coordinator, and farm-to-school coordinator; acts as primary connection to collaborators, school administrators, community partners and other government agencies.

Program Director -0.4 FTE

This position works with the executive director to implement the program. Duties include training and supervision of educators; curriculum alignment with school programming; development and oversight of trainings for food service staff; oversight of Superchef program; development of program reporting; and evaluation.

Operations Coordinator -0.2 FTE

This position coordinates program logistics, purchasing and distribution of materials for programming, develops and adapts family materials, compiles evaluations/reports, and provides administrative support to executive director.

Farm-to-School Coordinator - 0.4 FTE

This position coordinates farm-to-school initiatives and food purchases/distribution for programming and trainings, provides technical support to school districts and farmers, coordinates cafeteria promotions, works with program director to develop and implement food service staff trainings, collaborates with school garden organizers and coordinates Farmers in the Schools program.

Educators (10) - 3.5 FTE

These positions teach nutrition education classes to children in the public schools; schedule classes in coordination with school administrators and teachers; facilitate fruit and vegetable tasting classes; conduct cafeteria promotions; coordinate volunteers; keep accurate classroom records; and prepare reports on each unit.

Cooking with Kids has a time record process in place. All employees who are paid less than full time by SNAP-Ed funds keep time records, which are signed by the employee and supervisor, or in an approved electronic manner.

Payroll taxes and benefits rate is 25% for Cooking with Kids full time employees and 18% for part time employees. Salaries reflect SNAP-Ed funding support.



Template 4: SNAP Ed Budget Information by Project

Section A. Budget Summary for New Mexico Human Services Department/State Agency

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

New Mexico Human Services Department/State Agency

Total Federal funding, grant:

\$124,000

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for HSD/ISD

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: NM Human Services Department/State Agency

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$119,300	\$0
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$1,200	
Nutrition Education Materials			
Travel		\$3,000	\$0
Building/Space Lease or Rental			
Cost of Publicly Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		\$500	\$0
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs		\$124,000	\$0
Indirect Costs (Indirect Cost Rate= _____)		\$0	
Total Federal Funds		\$124,000	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$124,000	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	\$0	\$0

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: \$119,300

Please see Template Three

Contracts/Sub-Grants/Agreements: \$0

Non-capital equipment/office supplies: \$1,200

This includes a work cellular phone with hotspot connection for the SNAP-Ed Coordinator.

Nutrition Education Materials: \$0

Travel: \$3,000

This includes possible participation in the 2022 Virtual or in-person ASNNA Conference and a SW Regional Conference should it take place. There will also be some in-state travel to review SNAP-Ed activities.

Building/space lease or rental: \$0

Cost of publicly owned building space: \$0

Maintenance and repair: \$0

Institutional memberships and subscriptions: \$500

This is for the ASNNA membership allowing the State Agency and 4 individuals to be endorsed as voting members while also lowering the cost of the conference for those members.

Equipment and other capital expenditures: \$0

Total direct costs: \$124,000

Total indirect costs: \$0

Total Federal funds: \$124,000

Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$0

Total Federal funds including unobligated balance from previous FY: \$124,000

Section C. Travel for HSD/ISD

In-State Travel

Travel Purpose:

1. Multiple locations around the state may be travelled to observe SNAP-Ed activities. This will ensure Implementing Agencies are carrying out activities per their Plans and the SNAP-Ed Guidance. This may also include in-person meetings if needed and
2. If rescheduled in New Mexico, the SNAP-Ed Coordinator may attend the Farm to Table Conference. This conference outlines benefits, challenges, and procedures in procuring Farm-Fresh produce for school lunches, tastings, etc. NM SNAP-Ed uses a great deal of farm-fresh products.

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

1. The SNAP-Ed Coordinator and possibly the Bureau Chief will be traveling to multiple destinations around the entire state of NM as needed and depending upon where the SNAP-Ed activities are being held. This may require overnight stays and
2. Albuquerque NM as this city may be hosting the Farm to Table Conference if it is rescheduled.

Number of staff traveling:

1. One or two
2. One or two

Cost of travel for this purpose:

1. \$500

Total In-State Travel Cost:

\$500

Out-of-State Travel

Travel Purpose:

1. ASNNA Annual Conference in February 2022: Information obtained at this national conference will allow the State Agency to learn best practices from all state SNAP-Ed agencies. It also includes federal regulations and updates for state plan development and submission. This line item includes registration fees for up to 1 staff member. Attendees will receive orientation from FNS headquarters, participate in SNAP-Ed strategy sessions, and attend a SWRO SNAP-Ed meeting. This may be virtual or in-person and

2. The SNAP-Ed SWRO may host a regional meeting. The state agency, HSD, is responsible for SNAP-Ed federal compliance and attending the regional federal meeting will keep New Mexico in compliance if it is held.

Travel destination (city and State):

1. If held as a virtual conference, no travel required. If in-person, it will likely be held in Washington DC, but to be determined at the writing of this plan.
2. Dallas, TX

Number of staff traveling:

1. One
2. One or two

Cost of travel for this purpose:

1. \$1,750
2. \$ 750

Total Out-of-State Travel Cost: **\$2,500**

SNAP-Ed Guidance dictates that no more than four (4) staff persons per state are allowed to attend National level or out of State conferences, six (6) for Regional conferences, and eight (8) for local conferences. The SNAP-Ed Coordinator will ensure this rule is followed despite multiple requests for ASNNA or other similar conferences. When National conferences are announced, NM HSD and the Implementing Agencies will meet and elect representatives to attend authorized SNAP-Ed trips.

Section A. Budget Summary for New Mexico State University (ICAN)

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

New Mexico State University (ICAN)

Total Federal funding, grant:

\$1,939,862

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for NMSU ICAN

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: New Mexico State University (ICAN)

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$1,510,345	
Contracts/Sub-Grants/Agreements		\$21,500	
Non-Capital Equipment/ Office Supplies		\$64,830	
Nutrition Education Materials		\$98,236	
Travel		\$68,600	
Building/Space Lease or Rental		0	
Cost of Publicly Owned Building Space		0	
Maintenance and Repair		0	
Institutional Memberships and Subscriptions		0	
Equipment and Other Capital Expenditures		0	
Total Direct Costs		\$1,763,511	
Indirect Costs (Indirect Cost Rate= <u>10%</u>)		\$176,351	
Total Federal Funds		\$1,939,862	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$1,939,862	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank	0	

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$1,510,345**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$21,500**

NMSU will not enter any subcontracts as part of its SNAP-Ed work. The line items include interdepartmental vouchers and temporary hires or professional service contracts. Anticipated items include:

1. Website maintenance (NMSU Media Productions): \$1,000;
2. Creative Development of ICAN Chef, Seed to Supper, ICAN Calendar, and Garden curricula modifications as well as Native American recipes \$15,500;
3. Promotora/Community Member Teachers for Seed to Supper train-the-trainer sessions: \$3,000; and
4. Food Handlers Certification (Serve Safe): \$2,000.

Non-capital equipment/office supplies: **\$64,830**

This line item includes the following types of items for 23 ICAN counties: publications, books, and multimedia; office supplies; software; postage and freight; small equipment and furniture; associated supplies for computers; phone lines; and cost-sharing in ICAN counties for internet, phone lines, copy machine rental or copier ink, and paper supplies.

Nutrition Education Materials: **\$98,236**

This line item includes the following type of items; copying and printing for classes, printed supplies for classes, ICAN Calendar, educational reinforcements for participants, demonstration and food safety supplies for classes, food for hands-on educational activities, and personal protective equipment (PPE) during the pandemic that is necessary or required by local, state, or federal mandates.

Travel: **\$68,600**

Please refer to Section C of this template.

Building/space lease or rental: **\$0**

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$0**

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$1,763,511**

Total indirect costs: **\$176,351**

Indirect costs are calculated at 10% or \$176,351. This falls well below the limit of 26% for colleges and universities. (See Attachment 1.a.)

Total Federal funds: **\$1,939,862**

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$0**

Total Federal funds including unobligated balance from previous FY: **\$1,939,862**

Section C. Travel for NMSU ICAN

In-State Travel

Travel Purpose:

1. This line item includes travel to conduct classes, recruit agencies, shop for class supplies, and attend trainings. There is travel by ICAN county staff within their counties and this enables ICAN staff to teach programs from the approved curricula to adults and youth that result in health behavior change;
2. This line item includes expenses connected to attendance at regional trainings, the ICAN state meeting, and initial training for new nutrition educators. There is travel by ICAN county staff outside their counties which allows them to attend various trainings throughout the state that will enable the continued delivery of effective nutrition education; and
3. This line item includes travel to conduct regional trainings and site visits as well as attend trainings and meetings sponsored by HSD and other agencies. There is also travel by ICAN state office staff throughout NM that enables them to train county staff in carrying out the project's goals and objectives, as well as ensure that NMSU's SNAP-Ed programming is coordinated with and does not duplicate that of other agencies.

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

1. Nutrition educators and home economists based in each county will travel within that county to multiple locations;
2. Regional trainings will be held around the state at locations convenient to county staff. The state training will likely be held in either Las Cruces or Albuquerque; and
3. Destinations will include counties across the state where ICAN Programming is in process.

Number of staff traveling:

1. Approximately 50 staff will be involved in this travel, including nutrition educators and their supervisors;
2. Approximately 50 staff will be involved in this travel, including nutrition educators and their supervisors; and
3. Approximately 11 ICAN state office employees will travel for these purposes.

Cost of travel for this purpose:

1. \$49,600
2. \$7,000
3. \$8,000

Total In-State Travel Cost: **\$64,600**

Out-of-State Travel

Travel Purpose:

1. To attend the ASNNA annual meeting: This line item includes registration fees, airfare, lodging, and meals for up to 2 staff members if the conference is held in-person rather than virtually. Attendee will receive orientation from FNS headquarters, participate in SNAP-Ed strategy sessions, and attend a SWRO SNAP-Ed meeting.

Travel destination (city and State):

1. Washington, DC

Number of staff traveling:

1. Two

Cost of travel for this purpose:

1. \$4,000

Total Out-of-State Travel Cost: **\$4,000**

Section A. Budget Summary for UNM-PRC, CHILE Plus

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

UNM-PRC, CHILE Plus

Total Federal funding, grant:

\$398,418

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for CHILE Plus

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: UNM-PRC, CHILE Plus

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$337,945	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/Supplies		\$3,790	
Materials		\$18,390	
Travel		\$15,198	
Building/Space		\$2,350	
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs		\$377,673	
Indirect Costs (Indirect Cost Rate= 5.4929%)		\$20,745	
Total Federal Funds		\$398,418	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$337,945**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$0**

Non-capital equipment/office supplies: **\$3,790**

Telephone-Long Distance (6020) **\$300**

Long distance service is needed to communicate with CHILE Plus implementation sites, other implementing agencies, and community partners throughout CHILE Plus participating communities. Includes organization and coordination of training and provision of technical assistance to CHILE Plus partners and other CHILE Plus-related activities. Also includes voice mail service for CHILE Plus team members. Estimated at \$25 per month.

Postage (31K0) **\$240**

Postage and shipping are requested to cover mailings to CHILE Plus participating centers, other implementing agencies, NMHSD, or other community partners as needed. Estimated \$20/month.

Office Supplies (3100) **\$2,750**

Estimate of \$2,750 for office and training supplies for CHILE Plus program delivery and evaluation, including the professional development regional training, online learning content (e.g. folders, paper, pens, computer software licenses), and to conduct the CHILE Plus Focus Group Summit (e.g. flip chart pads, recorders).

ASNNA Membership **\$500**

Institutional membership to the Association of SNAP Nutrition Education Administrators, the professional organization for SNAP-Education providers. Per ASNNA bylaws, this covers the membership of 5 [UNM] staff + 1 state agency member is included at no additional cost.

Nutrition Education Materials: **\$18,390**

Educational/Training Materials (31P1) **\$10,150**

The CHILE Plus Kit: CHILE Plus classroom curriculum, materials and supplies to be provided to new classrooms in FFY22 to carry out the CHILE Plus curriculum assuming a maximum of 20 children per classroom. In FFY22, some materials purchased in previous fiscal years will be used plus the request of \$9,000 to purchase additional materials needed to meet the needs of program participants. Items in the CHILE Plus Kit include the CHILE Curriculum, supplies for carrying

out the Nutrition Curriculum components (adult and child aprons, magnifying glasses, chef hats), the Physical Activity Curriculum components (indoor and outdoor balls, CDs, bean bags, etc.), and messaging posters.

Educational/Training materials for attendees of CHILE Plus summit: \$5/person x up to 80 attendees = \$400. The estimate is \$750 for materials for grocery store and health care provider components to include CHILE plus posters, banners, etc.

Cooking Demonstrations (31B0) \$1,600

Funds are requested to purchase food and supplies necessary for food and cooking demonstrations associated with the nutrition education lessons and parent engagement activity training for up to 32 professional development training sessions in FY22. \$1,600 for PD sessions (\$50 avg per PD x 32 sessions) = \$1,600

Meals for Focus Group Summit Participants (31B0) \$3,040

Breakfast and Lunch provided to focus group participants at \$38/person x 80 participants.

Printing/duplication (70F0 Internal or 63C0 External) \$3,600

Funds are requested for printing and duplication costs related to all other material printed including brochures or posters for presentations, meeting agendas, reports, and site-specific educational development training packets. The estimated cost is based on paper and printing charges of \$300 per month.

Travel: **\$15,198**

Please refer to Section C of this template.

Building/space lease or rental: **\$2,350**

The need to rent space for the CHILE Plus team at UNM PRC (\$900), training sessions in certain partner communities (\$75 per training day x 10 training days = \$750). For the CHILE Plus Summit, estimated room rental costs will be \$700 for the day.

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$0**

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$377,673**

Total indirect costs: **\$20,745**

Indirect costs are calculated at 5.4929% or \$20,745. This falls well below the limit of 26% for colleges and universities. (See Attachment 1.b.)

Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$0

Total Federal funds including unobligated balance from previous FY: \$398,418

Section C. Travel for CHILE Plus

In-State Travel

Travel Purpose:

Since CHILE Plus is in Albuquerque, travel is required to carry out the CHILE Plus scope of work for FFY22. Site locations are realistic estimates based on desired expansion in FY22, but these locations may change as needed.

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

CHILE Plus Professional Development Training

1. Santa Fe (116 miles RT) x 2 training visits;
2. Las Cruces (448 miles RT) x 2 training visits;
3. Hobbs (630 miles RT) x 2 training visits;
4. Taos (274 miles RT) x 2 training visits;
5. Ohkay Owingeh (186 miles RT) x 2 training visits;
6. Five Sandoval Indian Pueblos (84 miles RT) x 2 training visits;
7. Española (186 miles RT) x 2 training visits;
8. Llano Quemado (260 miles RT) x 2 training visits;
9. Albuquerque (30 miles RT) x 6 training visits;
10. Farmington (366 miles RT) x 2 training visits; and
11. Silver City (460 miles RT) x 1 training visit.

Most training locations outside of Albuquerque will likely require a 1-2-night stay x 2 rooms and per diem (unless meals are provided by the hotel or training site).

CHILE Plus Summit

Up to 80 community partners representing CHILE Plus-participating Head Start and childcare centers will participate in a Spring 2022 CHILE Plus Focus Group Summit in Albuquerque. Shared lodging will be provided for up to 40 attendees from outside the greater Albuquerque metro area.

Meetings in Albuquerque, Santa Fe, and/or Socorro

Mileage reimbursement to attend meetings as required to carry out CHILE Plus scope of work. Meetings may include Implementing Agency meetings, meeting with HSD, other community partners, etc.

In-state Professional Development for CHILE Plus Staff

Up to three (3) CHILE Plus staff will attend an appropriate in-state meeting for their own professional development (e.g., Native American Child and Family Conference, New Mexico Association for the Education of Young Children, New Mexico Head Start Association Annual Meeting, New Mexico Academy of Nutrition and Dietetics Annual Conference, New Mexico Public Health Association Annual Conference, National Farm to Cafeteria Conference), with registration costs not to exceed \$220.00 per person. Mileage will be reimbursed at \$0.58 per mile. If meals are not provided at conference, per diem will be provided per UNM policy if meeting location exceeds 20 miles from the UNM PRC office in Albuquerque. Meetings in Albuquerque are preferred.

In-State Meeting / Conference to present CHILE Plus

Up to three (3) CHILE Plus staff will present at appropriate in-state meetings (e.g., Native American Child and Family Conference, New Mexico Association for the Education of Young Children, New Mexico Head Start Association Annual Meeting, New Mexico Academy of Nutrition and Dietetics Annual Conference, New Mexico Public Health Association Annual Conference). A waived registration fee is expected, as CHILE Plus will be presenting. Mileage will be reimbursed at \$0.58 per mile. If meals not provided at conference, per diem will be provided per UNM policy if meeting location exceeds 20 miles from the UNM PRC office in Albuquerque and travel day exceeds 12 hours. Meetings in Albuquerque are preferred.

Number of staff traveling:

This will vary depending on the activity; from 1 to 3 (average of 2) CHILE Plus team members will travel. The project director will determine the number of team members needed to ensure the highest quality of program delivery, training, and technical assistance based on the purpose of the visit. Every effort will be made to keep travel costs to a minimum while maintaining program quality and integrity.

Cost of travel for this purpose:

CHILE Plus Professional Development Training Delivery:

\$7,494

Mileage: 5,752 miles x \$0.58/mi = \$3,336

1. Santa Fe (116 miles RT) x 2 training visits x \$0.58/mi = \$134;
2. Las Cruces (450 miles RT) x 2 training visits x \$0.58/mi = \$522;
3. Hobbs (630 miles RT) x 2 training visits x \$0.58/mi = \$731;
4. Taos (276 miles RT) x 2 training visits x \$0.58/mi = \$320;

5. Ohkay Owingeh (186 miles RT) x 2 training visits x \$0.58/mi = \$216;
6. Five Sandoval Indian Pueblos (85 miles RT) x 2 training visits x \$0.58/mi = \$99;
7. Española (186 miles RT) x 2 training visits x \$0.58/mi = \$216;
8. Llano Quemado (260 miles RT) x 2 training visits x \$0.58/mi = \$302;
9. Albuquerque (30 miles RT) x 6 training visits x \$0.58/mi = \$104;
10. Farmington (366 miles RT) x 2 training visits x \$0.58/mi = \$424; and
11. Silver City (462 miles RT) x 1 training visits x \$0.58/mi = \$268.

Per diem: 11 days per diem at \$60/day x 2 staff = \$1,320

Hotel: 11 nights hotel at \$129/nt x 2 staff = \$2,838

CHILE Plus Focus Group Summit: \$2,400

Hotel – 20 rooms x \$120/night = \$2,400

Meetings in Albuquerque, Santa Fe, and/or Socorro: \$266

Mileage reimbursement to attend up to six meetings in Santa Fe, Albuquerque, or Socorro for CHILE Plus related efforts (e.g., annual implementing agency meeting, meetings with HSD, etc). Assume two in Albuquerque, two in Santa Fe, one in Socorro, or combination equaling not more than 460 miles RT in FY22.

460 mi RT x \$0.58/mi = \$266

*Rounded down.

In-state Professional Development for CHILE Plus Staff: \$660

\$220 registration fee x 3 CHILE Plus staff members = \$660. Per diem is not required if in ABQ metro area.

In-state Meeting / Conference to present CHILE Plus \$360

Per diem at \$60/day, or prorated if meals provided, depending on location and length of day x 2 days x 3 staff x 1 meeting = \$360. Per UNM travel policy, per diem not required if in ABQ metro area or if less than 12 hours in the travel day.

Total In-State Travel Cost: **\$11,180**

Out-of-State Travel

Travel Purpose:

1. ASNNA is the only national gathering specifically for SNAP-Ed professionals and therefore is an important meeting for CHILE Plus in which to attend and participate and

2. The Society for Nutrition Education and Behavior (SNEB) Annual Conference is a premier conference for nutrition education professionals. Attendees can interface with influential nutrition professionals working in Extension, public health, government, academia, industry, and community settings, many of whom are affiliated with SNAP-Ed. At the Annual Conference, SNEB hosts dynamic discussions, innovative research presentations, and hands-on training in support of healthy communities, food systems, and behaviors. A proposal to present on CHILE Plus will be submitted for this conference and several other conferences to ensure the presentation of CHILE Plus at one national conference.

Travel destination (city and State):

1. Washington DC, February 2022 and
2. Atlanta, GA, July 2022

Number of staff traveling:

1. One
2. One

Cost of travel for this purpose:

1. \$500 conference registration + \$350 Flight + \$840 Hotel (4 nights x \$210/night) + \$242 Per Diem (\$69 per diem x 2 days + \$52 per diem x 2 travel days) + \$50 taxi + \$33 Airport Parking = \$2,015
2. \$505 conference registration + \$350 flight + \$840 Hotel (4 nights x \$210/night) + \$224 Per Diem (\$64 per diem x 2 days + \$48 per diem x 2 travel days) + \$50 taxi + \$34 = \$2,003

Total Out-of-State Travel Cost:

\$4,018

Section A. Budget Summary for UNM-PRC, Social Marketing – Eat Smart to Play Hard

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

UNM-PRC, Social Marketing – Eat Smart to Play Hard (ESPH)

Total Federal funding, grant:

\$517,559

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for ESPH

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: UNM-PRC, Social Marketing - ESPH

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$415,877	
Contracts/Sub-Grants/Agreements		\$25,000	
Non-Capital Equipment/ Office Supplies		\$3,000	
Nutrition Education Materials		\$35,000	
Travel		\$10,000	
Building/Space Lease or Rental		\$1,200	
Cost of Publicly Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		\$500	
Equipment and Other Capital Expenditures			
Total Direct Costs		\$490,577	
Indirect Costs (Indirect Cost Rate= <u>5.5%</u>)		\$26,982	
Total Federal Funds		\$517,559	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$415,877**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$25,000**

New Initiative Creation

Funds are requested to contract with Rescue, the Behavior Change Agency to collaborate in the creation of a new social marketing initiative for teens.

Non-capital equipment/office supplies: **\$3,000**

Telephone-Long Distance **\$300**

Long distance telephone calls are needed to communicate with partners in the communities. The estimated cost is for the entire year.

Postage **\$1,000**

Postage and shipping are requested to cover mailings to partners and communities to distribute all required materials for the entire year.

Project Specific Supplies **\$1,700**

Specific supplies will be purchased to conduct the implementation and evaluation such as computer programs like In-Design, NVivo, notepads, markers, pencils, and batteries for the recorders.

Nutrition Education Materials: **\$35,000**

In-house Printing **\$1,200**

Funds are requested for internal duplication cost related to all materials printed in house; handouts, newsletters, training guides, recruitment materials, demographic forms, permission slips, nutrition messages, reports, and all paperwork related to the Human Research Protection Office (HRPO). The estimated cost is based on paper and printing charges of \$100 a month x 12 months= \$1,200.

Promotional campaign materials **\$15,000**

Funds are requested to print the campaign banners and posters as well as to contract with different companies in different cities for mass promotion. NMSM distributes a significant

number of posters and banners to each school implementing ESPH. The team will reuse banners from previous years that are in good condition and will only purchase new banners and posters with new promotion. Community-wide campaigns are one of the evidence-based strategies to prevent obesity. NMSM places the communications in as many venues as possible in each community to reinforce messages and the healthy behaviors. The cost in each county varies depending on the possibilities. The team attempts to have billboards, buses, bus stops, and other unique opportunities available in each community. NMSM will need a budget of \$15,000 for promotion and reach throughout the state.

Nutrition Education Reinforcement Items \$15,800

To conduct Eat Smart to Play Hard as intended, SM needs to budget for augmented products and nutrition education reinforcement items (NERI) that motivate and facilitate the desired behavior in the ESPH population and support the messages of the campaign. The reach is estimated at up to 8,000 children and their families. Fun Books will be purchased at an average cost of \$1.00 each for a total of \$8,000. Bookmarks at \$0.15 each for a total of \$1,200 will also be purchased. Materials remaining from the previous year will be utilized first to reach up to 8,000 students and their families. If enough of one specific NERI is not available, SM will purchase the missing ones to reach all participants at a cost no more than \$5 each. The estimated need is \$6,600 for this. Some of the materials distributed to participants are water bottles, exercise packs, balls, jump ropes, hacky sacks, magnets, stickers, medals, and ribbons. These items total \$15,800.

Food for cooking demonstrations and taste tastings \$3,000

Funds are requested for tasting activities at 30 events. The average cost is \$100 per activity x 30= \$3,000.

Travel: **\$10,000**

Please refer to Section C of this template.

Building/space lease or rental: **\$1,200**

This is being requested to pay the storage fees for materials that cannot be accommodated in the communities.

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$500**

Funds are requested to pay for an institutional membership for the International Social Marketing

Association that provides professional development in social marketing and subscription to their publication.

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$490,577**

Total indirect costs: **\$26,982**

Indirect cost rate of 5.5% for a total of \$26,982 of indirect costs. This falls well below the limit of 26% for colleges and universities. (See Attachment 1.b.)

Total Federal funds: **\$517,559**

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$0**

Total Federal funds including unobligated balance from previous FY: **\$517,559**

Section C. Travel for ESPH

In-State Travel

Travel Purpose:

By traveling to communities throughout the state, the social marketing team will be able to train and engage school staff, children, families, and community partners to implement the Eat Smart to Play Hard social marketing campaign. While traveling to each one of the counties throughout the state, the team will also be conducting formative research to apply the social marketing framework to the NM SNAP-Ed IA's programs. By implementing Eat Smart to Play Hard throughout the state, the team is applying evidence-based social marketing to help SNAP-eligible people in New Mexico choose healthy lifestyles. Travel is required to engage and work with the community partners and priority audience as well as to conduct formative research in all these cities.

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

1. Bernalillo County;
2. Chaves County;
3. Cibola County;
4. Curry County;
5. Dona Ana County;
6. Grant County;
7. Guadalupe County;
8. Luna County;
9. Roosevelt County;
10. Sandoval County;
11. Santa Fe County;
12. Valencia County;
13. San Juan County; and
14. Zuni Pueblo.

Number of staff traveling:

The number of staff traveling will vary. The goal will be to take advantage of as many opportunities as possible for each trip. If able to coordinate enough activities for two staff members to travel at the same time, SM will do that. Some activities require more than one person such as focus groups and Fun Days. When possible, there will be the support of HKHC coordinators and other community members in the field.

Cost of travel for this purpose:

The number of trips to each of the counties doing Eat Smart to Play Hard during the contract year varies depending on the number of activities in each community. Subject to the distance or duration of the trip, staff will either rent a car or travel with personal cars and get reimbursed at \$0.58/mile for a total of \$2,500.

Total In-State Travel Cost: \$2,500

Out-of-State Travel

Travel Purpose:

The social marketing team tries as much as possible to keep up to date with all social marketing initiatives, especially with SNAP-Ed audiences. The team submitted a proposal for the 2020 USF social marketing conference, but it was postponed due to the Pandemic. SM plans to attend next year’s conference and academy to present the team’s work and obtain more training on social marketing. The team is always looking for venues that present good opportunities to learn more evidence-based efforts utilized worldwide in social marketing and to share the social marketing work that is being done in New Mexico. Aside from gathering valuable information about the SNAP-Ed work being conducted in other states, this also presents opportunities to gain knowledge of all the social marketing efforts made with SNAP-Ed funding.

Travel destination (city and State):

- 1. USF Social Marketing Conference and Academy: Clearwater, Florida.
- 2. Agents of Change Summit, San Diego, CA
- 3. ASNNA, Washington DC

Number of staff traveling:

- 1. Up to 3
- 2. Up to 3
- 3. Up to 3

Cost of travel for this purpose:

- 1. \$7,500

Total Out-of-State Travel Cost: \$7,500

Section A. Budget Summary for UNM-PRC, Evaluation

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

UNM-PRC, Evaluation

Total Federal funding, grant:

\$272,024

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for EVALUATION

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: UNM-PRC, Evaluation

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$241,248	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		\$7,600	
Nutrition Education Materials			
Travel		\$7,495	
Building/Space Lease or Rental		\$1,500	
Cost of Publicly Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs		\$257,843	
Indirect Costs (Indirect Cost Rate= 5.5%)		\$14,181	
Total Federal Funds		\$272,024	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank	\$272,024	Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$241,248**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$0**

Non-capital equipment/office supplies: **\$7,600**

Telephone-Long Distance **\$60**

Long distance telephone calls are needed to communicate with implementing agencies, key stakeholders' organizational partners in communities, and the project officer. The estimated cost for the year is \$5 per month x 12 months = \$60.

Postage **\$1,000**

Postage and shipping are requested to cover mailings to implementing agencies, community partners, mailing of evaluation supplies, mailing of surveys when necessary, and mailing of incentives when necessary for distribution and collection in the amount of \$1,000 for the year.

Project Specific Supplies **\$3,940**

Specific supplies will be purchased that are necessary to conduct the evaluation. These include items like data analysis software, electronic survey software, USB flash drives, pens, notepads, markers, folders, binder clips, and mailers at an estimated cost of \$3,940 for the year.

Internal Copying **\$100**

Funds are requested for internal duplication costs related to evaluation materials including recruitment materials, consent forms, reports, and all paperwork related to the Human Research Protections Office (HRPO). The estimated cost is \$100 for the year.

Participant Compensation for Evaluation **\$2,500**

Participants will be provided with items to compensate them for their time participating in the evaluation. Items valuing at approximately \$5.00 each (e.g., lunch bag) will be provided to each person participating in the PSE evaluation and survey coordination/participation for a maximum of \$5.00 x 500 people = \$2,500.

Nutrition Education Materials: **\$0**

Travel: **\$7,495**

Please refer to Section C of this template.

Building/space lease or rental: **\$1,500**

UNM PRC Evaluation is requesting \$1,500 to pay for storage of evaluation materials, participant incentives, and other supplies awaiting distribution to communities.

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$0**

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$257,843**

Total indirect costs: **\$14,181**

Indirect cost rate of 5.5% for a total of \$14,181 of indirect costs. This falls well below the limit of 26% for colleges and universities. (See Attachment 1.b.)

Total Federal funds: **\$272,024**

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$0**

Total Federal funds including unobligated balance from previous FY: **\$272,024**

Section C. Travel for EVALUATION

In-State Travel

Travel Purpose:

Travel is required to carry out the proposed scope of work for conducting the statewide evaluation. This includes travel to manage the SPAN-ET assessment in 20 schools throughout the state in the spring and revisiting those schools in August/September to present the results. It also includes travel to conduct four focus groups in communities of each region of the state for the formative assessment to develop the adult version of the NM Healthy Habits survey. Additionally, it includes funding for survey distribution and collection. In-state travel funds will also be used for any project-related meetings as outlined in the scope of work. Visiting communities and building relationships with the implementing agencies, community partners, and participants will help increase fidelity to the evaluation methods and improve response rates. Travel funds will further be used to disseminate results for participating communities. The evaluation will benefit SNAP-Ed by measuring progress toward program goals and objectives and will provide SNAP-Ed NM with needed data.

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

The PSE evaluation will be administered in 20 communities across the state with participating schools from each of the implementing agencies. Travel for the focus groups will be to each region of the state (Northeast, Northwest, Southeast and Southwest). For pilot-testing the survey, travel will be to at least 4 communities in New Mexico. Travel destinations will include:

1. Las Cruces;
2. Santa Fe;
3. Albuquerque;
4. Chaves County;
5. San Juan County;
6. Sandoval County;
7. Rio Arriba County;
8. Torrance County; and
9. Socorro County.

Number of staff traveling:

The Project Director, Evaluation Coordinator, Health Communications Specialist, and Associate Scientist will travel in-state for the project. If more than one person is traveling to the same destination at the same time, they will travel together.

Cost of travel for this purpose:

Costs were calculated based on an estimated 2,893 miles at a rate of \$0.56 = \$1,620. The SNAP-Ed Evaluation team estimates per diem rates for 12 days at \$55.00 per day = \$660 with up to 6 overnight stays at \$120/night = \$720.

Total In-State Travel Cost: \$3,000

Out-of-State Travel

Travel Purpose:

Out-of-state travel to SNAP-Ed related meetings (e.g., ASNNA conference, SW SNAP-Ed Regional Meeting, APHA) will benefit the SNAP-Ed program goals and objectives in that it will allow evaluators to remain current, coordinate with other evaluators, and ensure that evaluations are conducted with the best available information. Travel to these meetings allows for the sharing of information, identification of common indicators, and discussion of the best available measures with others in the field. Applying this information to lead a statewide evaluation will improve the evaluation in New Mexico and will assist with efforts to coordinate and collaborate in local regions as well as nationally. Travel to these meetings will also provide an opportunity to share New Mexico’s evaluation results and methods with other SNAP-Ed programs as well as other professionals.

Travel destination (city and State):

1. ASNNA - Washington, DC (possibly virtual) and
2. APHA - Denver, CO as examples

Number of staff traveling:

1. One
2. One

Cost of travel for this purpose:

Location	flight	hotel rate	# of nights	total hotel	per diem	# days	total per diem	local travel	Conf reg	Total
1.DC	\$608	\$350	3	\$1050	\$67	4	\$268	\$50	\$450	\$2,426
2.Denver	\$476	\$275	3	\$825	\$67	4	\$268	\$50	\$450	\$2,069
Total	\$1084			\$1875			\$536	\$100	\$900	\$4,495

Total Out-of-State Travel Cost:

\$4,495

Section A. Budget Summary for Las Cruces Public Schools

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Las Cruces Public Schools

Total Federal funding, grant:

\$209,556

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for LCPS

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: Las Cruces Public Schools

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	0	\$11,123	
Contracts/Sub-Grants/Agreements	0	\$22,500	
Non-Capital Equipment/ Office Supplies	0	\$2,300	
Nutrition Education Materials	0	\$164,782	
Travel	0	\$2,000	
Building/Space Lease or Rental	0	0	
Cost of Publicly-Owned Building Space	0	0	
Maintenance and Repair	0	0	
Institutional Memberships and Subscriptions	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs	0	\$202,705	
Indirect Costs (Indirect Cost Rate= 3.38%)	0	\$6,851	
Total Federal Funds	0	\$209,556	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$11,123**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$22,500**

This will be used to pay for La Semilla services for garden sustainability.

Non-capital equipment/office supplies: **\$2,300**

This will be used to purchase small cooking appliances/larger utensils such as blenders, slicers, cutting mats, strainers, and salad spinners for the Cooking with Kids tasting program.

Nutrition Education Materials: **\$164,782**

Tasting Lessons *\$65,161*

Will be used to purchase food and paper goods for the Cooking With Kids tastings lessons (elementary, K5, ESY, Special Ed classes), Cooking in the Classroom, educational booths for health fairs, etc. Paper goods and/or serving supplies includes items such as paper food trays, napkins, food preparation gloves, gallon zip lock bags, and paper bags to be used in the various tastings.

Print Materials and Other Supplies *\$94,581*

Will be used for purchasing nutrition education supplies and/or printing materials for the following programs/projects/events: Cooking With Kids lessons (teacher/parent letter, student workbooks, recipe booklet, safety in the kitchen cooking activity supplies and materials, take-home sheets, educational products), bulletin boards and/or promotional signage/materials for cafeteria, school garden/hydroponic garden supplies/materials, supplies for educational booths for health fairs, etc., active party kit materials, middle/high school student projects, foodservice staff wellness, and healthy classroom celebration incentives.

Teacher Nutrition Educational Support *\$5,040*

Will be used for enhancement/cooking materials/training. Six monthly CSA produce boxes with seasonal cooking instructions and classroom/garden education suggestions x 28 teachers.

Travel: **\$2,000**

Please refer to Section C of this template.

Building/space lease or rental: **\$0**

<i>Cost of publicly owned building space:</i>	\$0
<i>Maintenance and repair:</i>	\$0
<i>Institutional memberships and subscriptions:</i>	\$0
<i>Equipment and other capital expenditures:</i>	\$0
<i>Total direct costs:</i>	\$202,705

<i>Total indirect costs:</i>	\$6,851
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3.38% is the amount designated by the New Mexico Public Education Department that LCPS may charge for the 20-21 school year. (The cost rate for the 21-22 school year has not yet been released.) (See Attachment 1.c.)

<i>Total Federal funds:</i>	\$209,556
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Estimated unobligated balances (carry-over) from current FY to next FY, if any: \$0

<i>Total Federal funds including unobligated balance from previous FY:</i>	\$209,556
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Section C. Travel for LCPS

In-State Travel

Travel Purpose:

No in-state travel reimbursement is requested at this time.

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

N/A

Cost of travel for this purpose:

N/A

Total In-State Travel Cost: \$0

Out-of-State Travel

Travel Purpose:

Attending the ASNNA Conference will increase opportunities in learning about effective SNAP-Ed interventions throughout the country, updates to the SNAP-Ed Guidance, and valuable information pertaining to documentation and evaluation.

Travel destination (city and State):

1. ASNNA – Normally held in Washington, DC.

Number of staff traveling:

1. One

Cost of travel for this purpose:

1. \$2,000 – Registration fee, flight, hotel, transportation, per diem, and airport parking reimbursement.

Total Out-of-State Travel Cost: \$2,000

Section A. Budget Summary for Dept. of Health – Obesity, Nutrition, and Physical Activity Program

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Dept. of Health – Obesity, Nutrition, and Physical Activity Program

Total Federal funding, grant:

\$774,663

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for DOH ONAPA

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: Dept. of Health – Obesity, Nutrition, and Physical Activity Program

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$247,533	
Contracts/Sub-Grants/Agreements		\$501,600	
Non-Capital Equipment/ Office Supplies		\$ 3,500	
Nutrition Education Materials		\$ 3,500	
Travel		\$ 5,000	
Building/Space Lease or Rental		\$ 13,530	
Cost of Publicly Owned Building Space		0	
Maintenance and Repair	0	0	
Institutional Memberships and Subscriptions	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs		\$774,663	
Indirect Costs (Indirect Cost Rate=_____)	0		
Total Federal Funds		\$774,663	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: Rita Gordon

Date: June 12, 2020

Budget narrative:

Salary/Benefits: **\$247,533**

Please see Template Three.

Contracts/Sub-Grants/Agreements: **\$501,600**

Copies of contracts are retained on site and given to the NM state agency. Contracts include HKHC coordinators in Chaves, Colfax, Curry, Grant, Guadalupe, Hidalgo, Roosevelt, San Juan, and Socorro counties, and San Ildefonso and Zuni pueblos, HKHP coordinators in northern and southern NM, statewide Farm to Preschool coordinator, statewide culinary arts professional and chef, and one additional HKHC tribal/county (TBD) if funding allows.

Non-capital equipment/office supplies: **\$3,500**

This line item includes funding for the following types of items: training supplies, office supplies; postage and freight; small equipment and furniture; monthly Wi-Fi hot spot access costs, document shredding services, and computers/associated supplies.

Nutrition Education Materials: **\$3,500**

This line item includes the following types of items: copying and printing training materials, publications, books, multimedia, organizational memberships, and conference registrations and materials.

Travel: **\$5,000**

Please refer to Section C of this template.

Building/space lease or rental: **\$13,530**

Fifty percent of the cost for office space to house six (6) ONAPA staff. The remaining fifty percent is paid with CDC PHHS block grant funding.

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$0**

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$774,663**

Total indirect costs: **\$0**

Total Federal funds: **\$774,663**

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$0**

Total Federal funds including unobligated balance from previous FY: **\$774,663**

Section C. Travel for DOH ONAPA

In-State Travel

Travel Purpose:

In-state travel is required for ONAPA staff to attend HKHC and HKHP coordinator meetings, monitor contractor activities, attend partner meetings and trainings, host regional trainings, and provide on-site technical assistance and support to preschools, schools and districts, and senior/elder centers on implementing healthy eating interventions.

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

ONAPA will need funding for in-state travel to include the following HKHC county and tribal communities: Chaves, Colfax, Curry, Grant, Guadalupe, Hidalgo, Roosevelt, San Juan, and Socorro counties as well as San Ildefonso and Zuni pueblos, preschools and Head Start program sites in northern and southern NM, and Farm to Preschool pilot sites. Additional travel locations include host sites for regional trainings outside HKHC counties and communities listed above, and other out of office trips for meetings and trainings to include collaborative SNAP-Ed efforts in non-HKHC counties and tribal communities.

Number of staff traveling:

One to three ONAPA staff will travel to conduct site visits and provide trainings, technical assistance, and support on healthy eating interventions in HKHC counties and tribal communities, preschool and Head Start programs in northern and southern NM, and Farm to Preschool pilot programs.

Cost of travel for this purpose:

These site visits and trainings typically consist of mileage reimbursement along with one overnight stay and the program plans to conduct 16 site visits in FFY22. \$2,500

Total In-State Travel Cost: \$2,500

Out-of-State Travel

Travel Purpose:

If in-person out-of-state travel is permitted in FY22,

1. ASNNA which connects SNAP-Ed Implementing Agencies to others around the U.S. may be requested. It also provides connection to USDA and FNS to better complete SNAP-Ed duties or

2. *National Seeds of Native Health Annual Conference on Native American Nutrition.*
Information obtained at this conference will allow ONAPA to better understand specific nutrition and food needs of the 23 tribes, pueblos, and nations that comprise about 11% of the New Mexico population. This conference will discuss the current state of Indigenous and academic scientific knowledge about Native nutrition and food science, and identify best practices on health and nutrition, as well as provide an opportunity to learn how other states address health and nutrition in Indian country. This information will be shared with the State Agency and implementing agencies to better implement effective and efficient policy, system, and environmental change efforts in NM's tribal communities.

Travel destination (city and State):

1. Washington DC or
2. To be determined.

Number of staff traveling:

1. Up to two or
2. Up to two

Cost of travel for this purpose:

1. \$2,500 or
2. \$2,500

Total Out-of-State Travel Cost:

\$2,500

Section A. Budget Summary for Kids Cook!

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Kids Cook!

Total Federal funding, grant:

\$475,535

Description of services and/or products:

Implement Kids Cook program in up to 14 (SNAP-Ed-eligible) schools in the Albuquerque Public School and Sandoval County School Districts.

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for KC!

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: Kids Cook!

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$387,035	
Contracts/Sub-Grants/Agreements		\$ 25,000	
Non-Capital Equipment/ Office Supplies		\$ 2,500	
Nutrition Education Materials		\$ 33,000	
Travel		\$ 7,000	
Building/Space Lease or Rental		\$ 21,000	
Cost of Publicly Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions			
Equipment and Other Capital Expenditures			
Total Direct Costs			
Indirect Costs (Indirect Cost Rate= _____)			
Total Federal Funds		\$475,535	Leave blank
Total Federal Funds Including Unobligated Balance from Previous FY	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$387,035**

Please see Template Three, Staffing Narrative.

Contracts/Sub-Grants/Agreements: **\$25,000**

This category includes translator; IT services; audits, completion, and filing of annual 990 form; website/social media management; program consultation, evaluation, design, and implementation; grant writing; and insurance. It also includes administration of fudrr program development and marketing to implement the pilot program for fudrr incentives for Kids Cook! online cooking class participants.

Non-capital equipment/office supplies: **\$2,500**

This category is for audiovisual and computer equipment (hardware and software licenses, office supplies including postage, small furniture items (portable tables, chairs, shelves etc.) and equipment such as copiers/fax and printers to support daily operations of KC!

Nutrition Education Materials: **\$33,000**

This category is used for all educational food purchases, small kitchen equipment used in the classroom, disposables, personal protective equipment, unit specific music and books, and the printing of educational materials including unit specific student workbooks, activity sheets, and home recipes books. (All material going home is translated for English and Spanish)

Travel: **\$7,000**

Please refer to Section C of this template.

Building/space lease or rental: **\$21,000**

This category encompasses all expenses related to the Kid's Cook! office space including rent, telecommunications services, all utilities, office equipment, janitorial, and the building and equipment maintenance not covered under lease and insurance related to building needs.

Cost of publicly owned building space: **\$0**

Maintenance and repair: **\$0**

<i>Institutional memberships and subscriptions:</i>	\$0
<i>Equipment and other capital expenditures:</i>	\$0
<i>Total direct costs:</i>	\$475,535
<i>Estimated unobligated balances (carry-over) from current FY to next FY, if any:</i>	\$0
<i>Total Federal funds including unobligated balance from previous FY:</i>	\$475,535

Section C. Travel for KC!

In-State Travel

Travel Purpose:

Travel is needed to train, observe, and follow up with KC! staff, teachers, work study students, and principals, to ensure quality SNAP-Ed programming in schools in Bernalillo and Sandoval counties. Staff will travel to all sites for training, food pick up/delivery, follow up for KC! Programming, and to ensure sites are following KC!, state, and federal guidelines. Travel will also involve meetings related to SNAP-Ed in Santa Fe and Socorro.

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

1. Bernalillo County, NM;
2. Sandoval County, NM;
3. Socorro, NM; and
4. Santa Fe, NM

Number of staff traveling:

1. One to Six;
2. One to Six;
3. One to Two; and
4. One to Two

Cost of travel for this purpose:

Approx. 246 trips to 20 different sites (14 schools in 2 counties, stores, HSD office, SNAP-Ed meetings, partner meetings, etc. at approx. 26 miles RT)
 $246 \times 26 \times \$0.575 = \3677

Parking: 3 staff park in downtown parking garage daily.
 $\$36.75/\text{month} \times 3 \text{ passes} = \$110.25 \times 12 \text{ months} = \1323

Total In-State Travel Cost: \$5,000

Out-of-State Travel

Travel Purpose:

KC! Executive Director expects to attend the 2022 ASNNA conference to gain knowledge on SNAP-Ed programming, collaborate with SNAP-Ed partners to improve programming in the community, and share information with Kids Cook! educators to improve local services.

Travel destination (city and State):

ASNNA Conference location to be determined; likely Washington DC.

Number of staff traveling:

1

Cost of travel for this purpose:

\$2,000

Total Out-of-State Travel Cost:

\$2,000

Section A. Budget Summary for Cooking With Kids

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Cooking With Kids

Total Federal funding, grant:

\$358,650

Description of services and/or products:

See budget narrative.

Cost of specific services and/or products:

See section B.

Section B. Project Costs for CWK

Federal Fiscal Year: 2022

State: New Mexico

Sub-grantee Name: Cooking With Kids

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$287,650	
Contracts/Sub-Grants/Agreements		\$32,000	
Non-Capital Equipment/Supplies		0	
Materials		\$16,000	
Travel		\$3,000	
Building/Space		\$20,000	
Maintenance		0	
Equipment and Other Capital Expenditures		0	
Total Direct Costs		\$358,650	
Indirect Costs (Indirect Cost Rate=_____)		0	
Total Federal Funds		\$358,650	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative:

Salary/Benefits: **\$287,650**

Please see Template Three

Contracts/Sub-Grants/Agreements: **\$32,000**

Grants management support and professional services for bookkeeping and required audit.

Non-capital equipment/office supplies: **\$0**

Nutrition Education Materials: **\$16,000**

Printing and copying of student, teacher, and parent materials as well as food service training materials; food for nutrition education classes and trainings; disposable and demonstration supplies; small kitchen equipment and gardening equipment/supplies; books; and educational materials used during nutrition education classes.

Travel: **\$3,000**

Please refer to Section C of this template.

Building/space lease or rental: **\$20,000**

Cooking with Kids' office rental, utilities, insurance, and telecommunication services.

Maintenance and repair: **\$0**

Institutional memberships and subscriptions: **\$0**

Equipment and other capital expenditures: **\$0**

Total direct costs: **\$358,650**

Estimated unobligated balances (carry-over) from current FY to next FY, if any: **\$0**

Total Federal funds including unobligated balance from previous FY: **\$358,650**

Section C. Travel for CWK

In-State Travel

Travel Purpose:

Travel is for staff mileage to school and training sites in Santa Fe and Rio Arriba Counties, Tribal Communities, and additional sites as directed by NMHSD. Travel costs may also include meals and lodging as required for trainings or meetings outside of Santa Fe. These trips are necessary for delivery of direct education to outlying schools and for face-to-face meetings or trainings with school administrators, food service directors, etc. Statewide SNAP-Ed meetings allow implementing agencies to coordinate efforts, discuss best practices, etc. There are also meetings with state partners necessary for ongoing PSE efforts.

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

1. Santa Fe County;
2. Rio Arriba County;
3. Tribal Communities; and
4. Additional sites as directed by the State Agency.

Number of staff traveling:

1. One to Ten;
2. One to Ten;
3. One to Ten; and
4. One to Ten

Cost of travel for this purpose:

Up to \$3,000

Total In-State Travel Cost: \$3,000

Out-of-State Travel

Travel Purpose:

N/A

Travel destination (city and State):

N/A

Number of staff traveling:

N/A

Cost of travel for this purpose:

N/A

Total Out-of-State Travel Cost:

\$0

Template 5: SNAP Ed Plan Assurances

SNAP-Ed Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	X	
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.	X	
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	X	
Documentation of payments for approved SNAP- Ed activities is maintained by the State and will be available for USDA review and audit.	X	
Contracts are procured through competitive bid procedures governed by State procurement regulations.	X	
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.	X	
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	X	
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	X	
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.	X	
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.	X	

Template 6: SNAP Ed Plan Signatures


Template 6: SNAP Ed Plan Signatures

Supplemental Nutrition Assistance Program Multi-Year Plan for SNAP-Ed

State Agency: New Mexico Human Services Department/State Agency

Date: 07/13/2021

Federal Fiscal Year: 2022

Certified By:  _____
1268153575FC602

David Scrase, MD, HSD Cabinet Secretary

Date: 7/30/2021

SNAP STATE AGENCY FISCAL REVIEWER:  _____
6680EE72DE30413

Danny Sandoval, ASD Director

Date: 7/29/2021