

STATE OF NEW MEXICO
HUMAN SERVICES DEPARTMENT

THIS AGREEMENT is made and entered into by and between the State of New Mexico, Human Services Dept. hereinafter referred to as "HSD," and the Regents of New Mexico State University (NMSU) Cooperative Extension Services (CES), hereinafter referred to as the "Contractor". The GSA specifies the terms and conditions under which the Contractor will provide a range of services intended to implement the Supplemental Nutrition Assistance Education Program (SNAP-Ed) State Plan. NMSU SNAP-Ed is known as Ideas for Cooking and Nutrition (I CAN) and Kids Can and is referred to as such in this GSA.

IT IS MUTUALLY AGREED BETWEEN THE PARTIES THAT THE FOLLOWING PROVISIONS OF THE ABOVE-REFERENCED CONTRACT ARE AMENDED AS FOLLOWS:

1. Scope of Work.

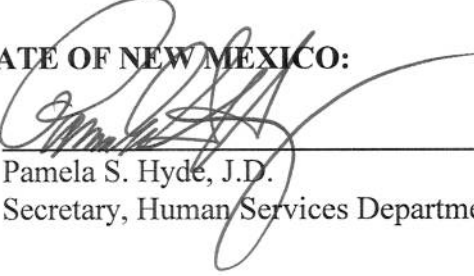
The Contractor shall provide a range of services intended to implement the Supplemental Nutrition Assistance Education Program (SNAP-Ed) State Plan. NMSU SNAP-Ed is known as Ideas for Cooking and Nutrition (I CAN) and Kids Can (KC) as detailed in Attachment A, Scope of Work, attached to this GSA, and incorporated herein by reference.

2. Compensation.

- A. Under this Agreement, HSD shall pay to the Contractor in full payment for services rendered additional compensation of two million four hundred thousand six hundred twenty four dollars (\$2,400,624.00). Obligated contractor cost share of 51% to be processed as follows: 1% must be met between October 01, 2009 and December 31, 2009, the other 50% proportional to each invoice. The CONTRACTOR shall have sole responsibility for reporting and paying any applicable gross receipts tax to the New Mexico Department of Taxation and Revenue. HSD will pay no additional or separate funds for gross receipts tax, other than what is included in the above specified amount, if such tax is applicable.
- B. The CONTRACTOR shall submit an invoice, based on expenditures incurred the previous month, by the 15th day of the month, with the exception of the month of June 2010, in which invoices must be received on or before July 10, 2010.
- C. No more than 10% of this sum may be charged to HSD for indirect costs for the Contractor. These costs include, but are not limited to: personnel, rent, equipment, utilities, travel, and office supply costs not involved in direct participant services. The Contractor shall conform to the requirements of Federal Office of Management and Budget OMB Circular A-87, A-110, and A-21.

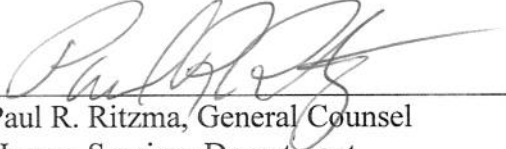
IN WITNESS WHEREOF, the parties execute this GSA Amendment as set forth below:

STATE OF NEW MEXICO:

By: 
Pamela S. Hyde, J.D.
Secretary, Human Services Department

Date: 7/4/09

Approved as to form and legal sufficiency:

By: 
Paul R. Ritzma, General Counsel
Human Services Department

Date: 7/10/09

Governing Contractor Official:

Regents of New Mexico State University

Title: Director of Grants & Contracts

Signature: 
Neta Fernandez

Date: 8/24/09

Designee (PRINT): _____

Date: _____

Approved as to Form and Legal Sufficiency:

By: _____
Agency/Contractor
General Counsel

Date: _____

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- D. The budget attached to this GSA as Exhibit B1 and incorporated in this GSA by reference shall provide the basis for the services provided under this GSA. Budget Adjustment Request (BAR's) shall be submitted to HSD for approval. If a BAR is disapproved, the program manager will communicate the reason for the disapproval to the Contractor by mail or fax within fifteen (15) days of receipt.

Under this GSA and all Amendments to said GSA, the total amount of the monies payable to the Contractor, excluding gross receipts tax and expenses, shall not exceed five million two hundred ninety five thousand nine hundred three dollars (\$5,295,903.00).

3. **Term.**

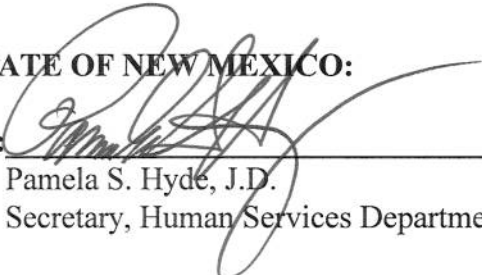
THIS CONTRACT AS AMENDED BY THIS AGREEMENT SHALL NOT BECOME EFFECTIVE UNTIL APPROVED BY THE DEPARTMENT OF FINANCE AND ADMINISTRATION OR A SPECIFIED DATE WHICHEVER IS LATER. This Contract as amended shall terminate on June 30, 2010, unless terminated pursuant to paragraph 4 or paragraph 5 of the Contract.

All other articles of this contract remain the same.

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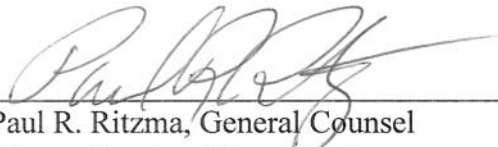
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Signature: 
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Date: 8/24/09

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By: _____
Agency/Contractor
General Counsel

Date: _____

Attachment A – Scope of Work
New Mexico State University (NMSU)

1. NMSU Adult Program - ICAN

a. Related State Objectives

The adult ICAN project supports nine of the state's 11 objectives:

1. By the end of each project, participants who do not consume US Dietary Guideline recommendations will:
 - i. increase their intake of fruits and vegetables by 1-2 cups per week.
 - ii. increase their intake of whole grains by 12 ounces per week.
 - iii. increase their intake of low-fat and/or fat-free milk and milk products by 2-3 cups per week.
2. Participants will achieve improved balance of caloric intake from food and beverages with calories expended by the end of each project through integration of one or more of the following:
 - i. Participants will increase their intake of water or sugar-free beverages by at least 8 ounces per day.
 - ii. Participants who do not participate daily in at least one half hour of physical activity, will increase physical activity to at least ½ hour of moderate or vigorous activity daily.
 - iii. Participants will limit television and other screen time to 2 or fewer hours a day.
 - iv. Participants will eat breakfast most days of the week.
 - vi. Participants will hold family meals in which parents and children eat together at least three times a week.
 - vii. Participants will limit portion sizes to serving sizes listed in the USDA Dietary Guidelines, using myPyramid as a guide.

The adult ICAN project also has five additional objectives of its own:

3. By the end of each project, participants will:
 - i. Compare prices at the grocery store.
 - ii. Look at nutrition labels when deciding what foods to buy.
 - iii. Purchase healthy items at the grocery store.
 - iv. Prepare healthy meals at home each day.
 - v. Involve their children in meal preparation each day.

b. Audience

SNAP-Ed ICAN focuses on women and children who are eligible to receive SNAP. It also reaches a wider food stamp-eligible audience, including men and senior citizens. Because SNAP-Ed-eligible adults can be difficult to reach, ICAN conducts multiple, complementary nutrition education efforts. These include series classes; one-time sessions at grocery stores, schools and other venues; providing materials at local ISD offices; and sending parent materials home with

children enrolled in KidsCAN classes. Multiple exposures to the SNAP-Ed messages through different channels facilitate adoption of desired nutrition behaviors.

Each county Extension program determines the local agencies with which it will partner in order to deliver ICAN. This flexibility enables CES staff to focus their efforts where they can best reach eligible adults with meaningful nutrition education. Particularly fruitful avenues for reaching adults include childcare provider classes, adult basic education and GED courses and other structured programs that bring eligible individuals together on a regular basis.

When a nutrition educator begins work with a new group of participants, he or she discusses with them what they would most like to learn. Nutrition educators then work with participants throughout the lesson series to monitor their progress toward meeting these needs by conducting goal-setting activities. In this way they are able to balance the structure of the curriculum with the needs of participants.

c. Focus on SNAP Eligibles

SNAP-Ed ICAN specifically targets food stamp participants and applicants in New Mexico. In addition, food stamp participants and applicants are targeted in collaborative efforts between ICAN and other local agencies that serve low-income audiences. Waivers are requested to work in other sites where there is a high probability of reaching food stamp eligibles even though others may be reached inadvertently. If they do not fall within an eligible census tract, these other sites must complete the Local Agency Agreement form (see Section F) and declare that more than half of their clients are at or below 185% of poverty. In adult classes, information about SNAP is provided to encourage food stamp participation.

Each county Extension office provides nutrition education services to its local ISD office. At a minimum, educators perform the following tasks: conduct periodic visits with ISD staff to educate them about the benefits of ICAN and how they can refer their clients; stock the ISD offices with ICAN brochures, posters and referral forms; and create bulletin board displays with nutrition messages. In some offices, ICAN educators also conduct nutrition education activities. Most often, these are food demonstrations in the waiting room, which are used to reach adults with one-time contacts as well as recruit them to attend series classes. In a few cases, ICAN holds series classes at the ISD office. Collaboration and coordination with ISD offices will continue to be a focus of FY10.

d. Project Description

The ICAN adult program teaches a series of hands-on, needs-based cooking and nutrition classes. A series is considered 4 or more classes. Nutrition educators almost always teach groups of Food Stamp eligibles rather than individuals. This approach uses funding more effectively, thus extending the reach of the program, and also encourages interaction among participants and helps ensure the safety of employees. In some cases, newsletters and/or take home lessons may supplement group classes.

ICAN also provides one-time nutrition education for adults in situations where series programming is not feasible. While series programming is the gold standard of nutrition

education and is most likely to result in behavior change, it is not always easy to conduct. SNAP-eligible adults have many demands on their time, including childcare and work outside the home. Often, they do not have access to reliable transportation. Therefore, in addition to the class series, ICAN also reaches adults in other ways, including one-time classes, ISD displays and communication with them via their children who participate in kIdsCAN. This environmental approach, in which adults receive the same nutrition messages through a variety of sources, results in multiple contacts with even those adults who do not attend a class series.

Since 1995, federal SNAP-Ed funds have been utilized by New Mexico State University to extend the EFNEP (Expanded Food and Nutrition Education Program) model into additional counties. The name Ideas for Cooking and Nutrition (ICAN) refers to both the EFNEP-funded and the SNAP-Ed-funded Extension Service programs in New Mexico. SNAP-Ed funds have extended the reach of EFNEP in the counties where it already exists, Bernalillo and Doña Ana. In FY10, the EFNEP home economist positions in these two counties will be funded by both EFNEP and SNAP-Ed in a pattern consistent with the funding of the nutrition educators they supervise.

NMSU County Extension offices are located in every county. In most cases, paraprofessional nutrition educators teach the ICAN lessons. The majority of counties employ both a home economics agent and an agriculture agent. The home economists in these counties hire, train and supervise the paraprofessional ICAN nutrition educators. Most nutrition educator positions are three-quarter time, while some are full time. Most counties employ one or two nutrition educators. In larger population areas, there are often more than two educators.

In counties without a home economist (referred to as “one-agent counties”), the agriculture agent supervises the ICAN nutrition educator and state ICAN staff provides training and additional support. State ICAN staff will continue to work closely with the nutrition educators in counties which lack home economists in order to ensure quality teaching and optimal outreach efforts.

County action plans

In each county, the ICAN staff will continue to refine their action plans (CAPs) to reach adults that they initiated in FY09. These individualized plans take into account the particular realities in the county, including population density and existence of other social service programs. ISD field office personnel will also provide input into the plans. The plans will include goals for series and will identify specific avenues for reaching adult audiences. County and state staff will review their progress toward meeting the goals throughout the year.

State-level collaboration

The state ICAN staff will continue to work closely with other state agencies to explore partnerships that can extend the reach of the adult ICAN program. These may include the TANF workforce training program and childcare provider networks. Venues for making these linkages will include the NM SNAP meetings and the NM Interagency for the Prevention of Obesity meetings.

Research confirms that experiential educational methods are essential to enhancing skills and improving attitudes toward new foods, given that humans retain only about 20 percent of what they hear, but up to 90 percent of what they experience. The learning and practice of food preparation skills and how to make healthy food choices are keys to developing healthy eating patterns. Cooking and sharing food together teaches adults and children to care for themselves and to respect the cultural values of food.

f. Modification of Project Methods/Strategies

Student internship liaison

In FY10, ICAN will create a new state position to facilitate the internships and field experiences of NMSU students with the ICAN program. The number of students participating in such experiences has dramatically increased in recent years. While this has had the positive benefit of exposing students to community nutrition opportunities and has enabled ICAN to extend its reach, it has also placed a significant burden on the ICAN state office coordinators as well as on the site supervisors of the interns. This new position will ensure that students have positive and rigorous experiences.

g. Use of Existing Educational Materials

Nutrition information taught in ICAN adult classes will be based on the USDA MyPyramid and the Dietary Guidelines for Americans. All classes will focus on foods and nutrition themes, with parenting, resource management and physical activity covered only as they relate directly to these two subjects.

In FY08, ICAN implemented the USDA/FNS curriculum: “Loving Your Family, Feeding Their Future,” which was released in June 2007. All counties will continue to use this curriculum in FY10.

In addition, all counties will be trained on the new USDA/FNS senior curriculum, “Eat Smart—Live Strong,” when it becomes available. After they are trained, nutrition educators will begin to implement this curriculum with seniors.

Additional materials may be used as supplements to these curricula, including the following resources.

- “Eating Smart—Being Active” (California and Colorado EFNEP). This curriculum targets families and is available in both English and Spanish. It follows the “Anchor, Add, Apply, Away” approach, in which the nutrition educator facilitates learning rather than delivering a didactic lesson.
- Emotion-based materials (Massachusetts WIC). This series of 33 handouts by Pam McCarthy includes activities and tips educators can use to involve their participants in meaningful discussion.
- California FSNE curricula.

In FY10, ICAN will continue to use the bilingual promotional materials developed in FY01, which include a unique logo, brochures and posters. The state ICAN office prints these materials at a low cost and makes them available to counties as they need them.

The state ICAN office will continue to staff the toll-free phone number with a bilingual secretary, who can connect potential participants with ICAN staff in their counties as well as refer them to their local food stamp offices.

In addition, NMSU CES has developed a variety of nutrition multimedia materials, many with SNAP-Ed funds. Educators may choose to use these materials when they match the needs of their participants.

h. Development of New Educational Materials

Video project

In FY10 a video project will be conducted that builds on the follow-up evaluation of adults that was initiated in FY09. NMSU Communications will provide the technical expertise. Using an oral history framework, the project will engage ICAN adult participants in telling their own success stories and sharing their healthy traditions. The resulting footage may be used in promotional and recruiting pieces, for evaluation purposes, and to encourage ICAN educators and participants to make healthy lifestyle changes.

Key Performance Measures/Indicators

The 16 performance indicators below tie to the 14 objectives listed above by the same numbers:

- 1i. Three to six months after the end of a class series, 20 percent of ICAN participants will report they more frequently eat fruits or vegetables for snacks each day compared to entry.
- 1i. Three to six months after the end of a class series, 25 percent of ICAN participants will report they more frequently eat at least four cups of fruits and vegetables each day compared to entry.
- 1ii. Three to six months after the end of a class series, 30 percent of ICAN participants will report they more frequently eat at least three ounces of whole grains each day compared to entry.
- 1iii. Three to six months after completing a class series, 20 percent of ICAN participants will report they more frequently eat or drink at least three cups from the dairy group each day compared to entry.
- 2i. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently drink water when they are thirsty compared to entry.
- 2i. Three to six months after completing a class series, 25 percent of ICAN participants will report they more frequently drink one cup or less of sugary beverages each day compared to entry.
- 2ii. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently get at least 30 minutes of physical activity each day compared to entry.
- 2iii. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently watch two hours or less of television each day compared to

- entry.
- 2iv. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently eat breakfast compared to entry.
 - 2vi. Three to six months after completing a class series, 25 percent of ICAN participants will report they more frequently sit down and eat together at home each day compared to entry.
 - 2vii. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently pay attention to portion sizes compared to entry.
 - 3i. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently compare prices at the grocery store compared to entry.
 - 3ii. Three to six months after completing a class series, 30 percent of ICAN participants will report they more frequently look at nutrition labels when deciding what foods to buy compared to entry.
 - 3iii. Three to six months after completing a class series, 25 percent of ICAN participants will report they more frequently purchase healthy items at the grocery store compared to entry.
 - 3iv. Three to six months after completing a class series, 25 percent of ICAN participants will report they more frequently prepare healthy meals at home each day compared to entry.
 - 3v. Three to six months after completing a class series, 20 percent of ICAN participants will report they more frequently involve their children in meal preparation each day compared to entry.

II. NMSU Youth Program (kIdsCAN)

a. Related State Objectives

The youth kIdsCAN project supports eight of the state's 11 objectives:

1. By the end of each project, participants who do not consume US Dietary Guideline recommendations will:
 - i. increase their intake of fruits and vegetables by 1-2 cups per week.
 - ii. increase their intake of whole grains by 12 ounces per week.
 - iii. increase their intake of low-fat and/or fat-free milk and milk products by 2-3 cups per week.
2. Participants will achieve improved balance of caloric intake from food and beverages with calories expended by the end of each project through integration of one or more of the following:
 - i. Participants will increase their intake of water or sugar-free beverages by at least 8 ounces per day.
 - ii. Participants who do not participate daily in at least one half hour of physical activity, will increase physical activity to at least ½ hour of moderate or vigorous activity daily.
 - iii. Participants will limit television and other screen time to 2 or fewer hours a day.
 - iv. Participants will eat breakfast most days of the week.
 - vii. Participants will limit portion sizes to serving sizes listed in the USDA Dietary Guidelines, using myPyramid as a guide.

The youth kIdsCAN project also has one additional objective of its own:

3. By the end of each project, participants will:
 - i. Wash their hands correctly.

b. Audience

NMSU refers to its statewide youth nutrition education program as kIdsCAN. This program reaches youth primarily through in-school programming. Additional kIdsCAN delivery points include summer lunch sites, after school programs and club meetings.

c. Focus on SNAP Eligibles

It is not feasible or desirable to separate young food stamp recipients from their peers in the school or other settings. NMSU seeks a waiver for kIdsCAN to conduct programs in schools at which 50 percent or more of students are eligible to receive free or reduced price meals. If nutrition educators conduct kIdsCAN in schools with rates below 50 percent, expenses will be prorated accordingly.

d. Project Description

kIdsCAN focuses on inexpensive nutritious snacks and simple meals which children can help prepare or prepare themselves. As an important sensory experience, children taste samples of the recipes they prepare.

Because it is fairly easy to reach youth with a series of lessons, kIdsCAN focuses its efforts on conducting a series of at least four lessons with youth. Many series include six or more lessons. Approximately 80 percent of students reached by the program are in the lower elementary grades.

Because one of the most effective ways for children to adopt new behaviors is to actually prepare and taste foods, approximately half of the lessons in each series will include a food activity. Parents will be encouraged to participate as volunteers.

Parents of kIdsCAN participants will also receive activity sheets via their children, which they will complete together. These worksheets will reinforce the nutrition messages taught in kIdsCAN and will encourage parents to facilitate healthy eating behaviors in their children as well as adopt those behaviors themselves. The materials will include information about accessing food stamp benefits. Other applicable take home materials will also be integrated into youth programming.

The Eat Smart. Play Hard.[™] “Connections” program, a specialized component of kIdsCAN, will continue to operate in FY10. Initiated in FY04, this program connects with Family and Consumer Sciences (FCS) teachers across the state. Interested FCS teachers work with the ICAN educators to train their middle and high school students in the basic kIdsCAN curriculum and in working with elementary students. Teachers in related subject areas, such as health and science, will also be invited to participate. The older students then assist the Extension ICAN educators in delivering five lessons to third graders at a nearby school. NMSU developed the first four lessons, basing them on the USDA Eat Smart. Play Hard.[™] materials. The FCS students design,

prepare, present and evaluate the fifth lesson themselves. Middle and high schools participating in this program will be encouraged to apply for transportation funds. This funding will enable a school to secure a bus or van to transport FCS students to the elementary schools where they work with third graders. The schools' inability to fund this service has presented a significant barrier to expanding this program in the past.

County action plans

See this paragraph in the ICAN section above.

Physical activity component

See this paragraph in the ICAN section above.

Cooking with Kids Cooking Classes

The Doña Ana County Extension office will continue to implement Cooking with Kids cooking class series in FY10. These will likely be conducted both in an after-school program as well as at Conlee Elementary as part of the Keep Moving, Keep Healthy initiative (see below). Over the course of the school year, an ICAN educator will teach five Cooking with Kids cooking lessons to each group of children.

Healthy Kids, Healthy Las Cruces

In fall 2007, NM Department of Health initiated the Healthy Kids, Healthy Las Cruces pilot project. This project involves many state agencies at the state and local levels, enabling local agency employees to implement innovations with the approval and assistance of their state-level counterparts. In addition, the pilot project encourages collaboration and communication between state agencies. The multipronged intervention is aimed at both individual behavior change and environmental changes in the community.

NMSU Cooperative Extension Service is participating in the project both at the state and county levels in all areas, including home economics, 4-H and agriculture. In the area of nutrition education, kIdsCAN is involved in several ways beyond its usual youth classes. The flagship elementary school, Conlee, will receive several different types of nutrition interventions, including Eat Smart. Play Hard.TM; OrganWise Guys, Cooking With Kids (during the school day) and a 4-H club focused on nutrition and physical activity.

Middle school programming

In FY10, Extension will continue to increase its emphasis on working with middle school students. (kIdsCAN has traditionally focused its efforts on elementary-age students.) Now that so many elementary schools will be participating in OrganWise Guys, it is natural that ICAN educators begin to work more with this important audience. Nutrition educators will conduct a series of lessons during the school day. The pilot project will likely employ a combination of Team Nutrition curricula (including "Empowering Youth with Nutrition and Physical Activity" and "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions") and media literacy materials produced by the New Mexico Media Literacy Project.

Cooking with Kids tastings

In connection with its NRI-funded evaluation project, Cooking with Kids will conduct tastings training for Extension employees in August 2009 as part of the ICAN regional meetings. The tastings curriculum consists of a series of sensory-based themed tastings of fruits and vegetables.

NRI funds will pay for the training costs, the tastings curriculum, production of an instructional video and evaluation of the project. ICAN funds will be used to implement the program in the counties, paying for the educators' salaries and for food costs.

The hands-on training will be supplemented periodically with web-based conferencing sessions. Home economists and nutrition educators will set goals to pilot the Cooking with Kids curriculum in FY10.

e. Summary of Research

Lee Ann Birch's nutrition research over the past twenty years has demonstrated that children's dietary practices are established early. Ellyn Satter's work in the area of feeding relationships has pioneered the concepts of parents being responsible for what food is offered and when food is offered, and children being responsible for the quantity that they eat. This self-regulation is critical to the creation of healthy body images in both children and adults.

Studies by New York researchers Isobel Contento and Toni Liquori show that school-based experiential and skills-based nutrition education may contribute to establishing lifelong healthy eating habits. Furthermore, Colorado researchers Garry Auld and Cathy Romaniello have demonstrated that schools represent a significant opportunity to implement preventive and remedial nutrition education with a diverse group of children.

See additional research summaries in the "Summary of Research" section of the ICAN narrative above.

f. Modification of Project Methods/Strategies

kIdsCAN will institute a number of changes in FY10 with an eye to improving the program's outcomes:

OrganWise Guys (OWG)

The OrganWise Guys project was initiated in New Mexico in FY08 and it will greatly increase in size in FY10. The project is modeled after the successfully evaluated Delta H.O.P.E. (Healthy Options for People through Extension) Tri-State Initiative (Arkansas, Louisiana and Mississippi). It features plush characters that represent organs in the human body. Through stories, songs and activities, children learn how eating a healthy diet helps them take care of their organs. The OWG programs are based on promoting four basic nutritional habits: maintaining a low-fat diet, eating high-fiber foods, drinking lots of water, and engaging in regular exercise. The materials are aligned with national educational benchmarks.

A generous donation by Blue Cross Blue Shield of New Mexico (BCBS) enabled NMSU to purchase the core curriculum and complementary educational materials for 30 elementary

schools across the state in FY09. These schools will continue the project in FY10.

In FY10, three additional sources of funding will bring the total number of grant-funded OWG schools to 96: a Kellogg Foundation grant (6 schools), a BCBS expansion grant (20 schools), and a BCBS major grant (40 schools). These new grant funds will in turn be put up as match, which will be used to purchase additional materials (for approximately 50 additional new schools and to replace consumable items in the 30 original schools).

To manage this rapidly growing program, two OrganWise coordinators will be hired. Working out of the state office, they will take over the role assumed by the home economists in the first year of the project: recruiting schools and training teachers to use the OrganWise Guys materials. This will reduce the burden on the home economists and enable the program to be implemented in locations without a home economist.

In addition, small stipends will be paid to the OrganWise champion at each elementary school. These individuals will be responsible for organizing trainings, collecting teacher match, and serving as the liaisons to the NMSU OrganWise coordinators.

Every effort will be made to work with schools where 50 percent or more of students received free or reduced price meals. If a school is below this percentage, the costs billed to SNAP-Ed will be appropriately prorated.

g. Use of Existing Educational Materials

NMSU nutrition educators will utilize a variety of curricula and teaching materials with youth. The primary curriculum used by ICAN educators will be the Eat Smart. Play Hard.TM materials. The corresponding "Connections" materials created by NMSU will be utilized in a smaller number of schools. As described above, the OrganWise Guys curriculum and corresponding materials will be implemented fully in approximately 150 partner schools. Some of these materials are available in Spanish. The Cooking with Kids tastings curriculum will be piloted by educators as part of the NRI study. The Cooking with Kids cooking curriculum will be implemented by a few nutrition educators. All Cooking with Kids curricula are in both English and Spanish.

Other youth curricula that may be implemented include the following:

- Team Nutrition curricula and materials (USDA: English and Spanish)
- New Mexico Media Literacy Project materials (<http://www.nmmmlp.org/>: English and some Spanish)
- Adventures with Food 4-H project book (Ohio State: English)
- 4-H foods project books (Purdue: English)
- Jump into Foods & Fitness (Michigan State: English)
- Youth Source Book (Wisconsin: English)
- Nutrition Idea Book (Society for Nutrition Education: English)
- How to Teach Nutrition to Kids (Connie Evers: English)
- The Story of BAC video (NMSU: English, Navajo and Spanish)

Just Be It: Healthy and Fit (diabetes awareness program for elementary schools) (NMSU: English, take home sheets available in Spanish as well)

h. Development of New Educational Materials

kIdsCAN will likely not develop new educational materials in FY10. If the need arises for additional materials, project staff will first conduct a thorough review of available materials. If none meet the established need, NMSU will seek FNS approval before developing any new materials.

i. Key Performance Measures/Indicators

The 12 performance indicators below tie to the nine objectives listed above by the same numbers:

- 1i. At the end of a class series, 30 percent of kIdsCAN participants will report they more frequently eat fruits or vegetables for snacks compared to entry.
- 1i. At the end of a class series, 40 percent of kIdsCAN participants will improve their ability to identify nutrient-dense vegetables.
- 1ii. At the end of a class series, 50 percent of kIdsCAN participants will improve their ability to identify whole grain foods.
- 1iii. At the end of a class series, 30 percent of kIdsCAN participants will improve their ability to identify healthy dairy choices.
- 2i. At the end of a class series, 20 percent of kIdsCAN participants will report they less frequently drink sugary drinks compared to entry.
- 2ii. At the end of a class series, 20 percent of kIdsCAN participants will report they more frequently get at least 1 hour of physical activity each day compared to entry.
- 2ii. At the end of a class series, 30 percent of kIdsCAN participants will improve their ability to identify the benefits of physical activity.
- 2iii. At the end of a class series, 20 percent of kIdsCAN participants will report they more frequently watch two hours or less of television each day compared to entry.
- 2iv. At the end of a class series, 25 percent of kIdsCAN participants will report they more frequently eat something in the morning compared to entry.
- 2vii. At the end of a class series, 30 percent of kIdsCAN participants will report they more frequently choose healthy portions compared to entry.
- 2vii. At the end of a class series, 30 percent of kIdsCAN participants will improve their understanding of what they can learn from MyPyramid.
- 3i. At the end of a class series, 50 percent of kIdsCAN participants will improve their ability to identify correct handwashing techniques.

NMSU SNAP-Ed Evaluation Plans

All NMSU SNAP-Ed projects conduct process evaluation every year. Methods include observation of classes by supervisors, oral and written comments from agency contacts and classroom teachers and suggestions on improving the curriculum from SNAP-Ed nutrition educators. Quantitative data will include numbers of participants reached, as well as time records for all employees who are matched or paid for less than full time on the project. The sections below discuss outcome evaluation measures for each project.

I. NMSU Adult Program (ICAN)

a. Pre-post surveys

NMSU will continue implementation of the revised evaluation procedure initiated in FY08. At the final class, series participants fill out a behavior survey. First, they indicate how often they practiced 16 different behaviors before attending the ICAN class series. Then they turn the page over and indicate how often they plan to practice these same behaviors in the future.

b. Video project

See “Development of new educational materials” above.

c. Follow-up evaluation

A trained interviewer will continue to conduct interviews with a sample of ICAN participants three to six months after their last class. The phone interviews will be conducted in English or Spanish, as preferred by each participant. Each participant will answer the same questions they answered earlier on the program evaluation forms, this time in reference to their current behaviors. This data will assist NMSU in determining the extent to which the participants have maintained nutrition behavior changes over time, as well as the barriers they have faced to doing so. Additional open-ended questions will help determine what characteristics of the ICAN program contribute most to the behavior change of participants.

d. Management Evaluations

The Management Evaluation (ME) efforts initiated by NMSU began in FY07 and will continue in FY10. The state program staff will conduct an ME of each county ICAN program every three years, meaning that approximately ten MEs will take place each year. The standardized procedure examines all aspects studied in a state-level ME. These include personnel, curriculum and budgetary issues. In each case, an NMSU state office employee travels to the project site and conducts the program review over a two-to-three-day period. The state SNAP-Ed liaisons attend when their schedules allow. Each visit includes a meeting with the ISD County Director, the Cooperative Extension County Director and home economist, as well as separate meetings with paraprofessional staff. The reviewer sets aside time to observe each educator teaching a class. Results from these evaluations (commendations, recommendations and findings) are discussed with county ICAN staff members, who then design and implement a plan to address any deficiencies. The state program staff monitors progress toward achieving the plan’s goals and objectives throughout the year. In most cases, this monitoring is done by means of phone calls, and ISD directors can be included when appropriate. (ISD directors are involved in the development of the individualized county plans, explained above.)

II. NMSU Youth Program (kIdsCAN)

a. Pre-post surveys

Participants in kIdsCAN class series will continue to complete a written pre and post survey. The survey was revised in FY09 and underwent testing for validity and reliability. The instrument contains six questions assessing nutrition behaviors and six questions assessing nutrition knowledge. The Remark software will be utilized to read and analyze the completed surveys in-

house. The data from this evaluation will be used to improve the kIdsCAN program and will be shared in the annual report.

b. Management Evaluations

Every county Management Evaluation (described above) includes the kIdsCAN program.

4. Coordinated Efforts

NMSU:

The success of NMSU SNAP-Ed in New Mexico depends to a great extent on collaboration between ISD, other FNS programs and other agencies that serve Food Stamp recipients. Much of this collaboration happens at the local level with support from the state level of these agencies. The signed collaboration agreement forms from the following state departments—Public Education; Children, Youth and Families; and WIC—are included with this proposal. With each agency, the goal is to enhance availability of NMSU SNAP-Ed to food stamp recipients and eliminate any duplication of services.

Collaboration with ISD

Collaboration between NMSU SNAP-Ed and ISD will serve two purposes: promotion of the ICAN/kIdsCAN program and promotion of the food stamp program. Periodic meetings to plan and coordinate these activities will take place between county ICAN staff and ISD field office directors.

NMSU is very excited to continue working with the HSD SNAP-Ed manager who was hired in fall 2008. The creation of this position has been very beneficial to NM SNAP-Ed.

ISD field office employees will pursue the following tactics to promote the ICAN program to SNAP recipients:

- Display ICAN posters and literature provided by NMSU CES in the reception area.
- Dedicate a bulletin board to ICAN in the reception area, which will be changed six to eight times per year by ICAN staff.
- Point out to SNAP applicants the language in the New Mexico FS application that refers to FSNE. (“The Food Stamp Nutrition Education Program can help with information about how to stretch your food dollars and about cooking. You can ask at the Food Stamp office about this important benefit.”)
- Make ICAN promotional brochures available to new food stamp approvals.
- Collect sign-up sheets and referral cards listing food stamp recipients interested in attending ICAN classes. (Follow-up will be the responsibility of ICAN staff.)
- Make arrangements for ICAN educators to recruit at the ISD office. These recruitment activities will take place on a frequency agreed upon by both the ISD field office and the county Extension office. In a county where it is challenging to reach SNAP eligibles in other locales, the nutrition educators might work a few hours per week at the ISD field office. In counties where the target population is more effectively reached elsewhere, the

ICAN presence at the ISD office will be less intensive. Possible recruitment activities include food tastings, cooking demonstrations and promotional talks in the reception area.

- Work with the TANF workforce training program, NM Works, to allow adult ICAN classes to count toward work or training requirements.
- Ensure that ISD staff members receive ongoing training from ICAN staff about the benefits of ICAN and how to recruit food stamp recipients into classes.

County Extension employees will pursue the following tactics to promote the SNAP program to their participants:

- Promote the SNAP program during ICAN classes. In ICAN sessions that include individuals not receiving SNAP, SNAP brochures, applications and proof checklists will be made available.
- Make SNAP brochures, applications and proof checklists available in the county extension office.
- Post SNAP posters in the county extension office.
- Ensure that ICAN staff members receive ongoing SNAP policy training.
- Refer potential SNAP recipients who are contacted through non-ICAN activities to the ISD field office.

Exhibit B1 - NMSU SNAP-Ed State FY10 Budget

NMSU SFY10 SNAP-Ed Budget Total =	\$4,795,360
NMSU Cost Share =	\$2,394,736
Total Maximum Federal Drawdown =	\$2,400,624

State FY10 – 1st Fiscal Quarter - July 1, 2009- September 30, 2009

FFY09 total	4th quarter
Contractor Cost Share	
\$1,923,435.00 X 25%	\$480,858.75
Federal Drawdown	
\$2,022,785.00 X 25%	\$505,696.25
No carry-over of balance to next quarter	

State FY10 – 2nd, 3rd, 4th Fiscal Quarters - October 1, 2009- June 30, 2010

FFY10 total	1st, 2nd, 3rd quarters
Contractor Cost Share	
\$2,551,836.00 X 75%	\$1,913,877.00
Federal Drawdown	
\$2,526,570.00 X 75%	\$1,894,927.50
No carry-over of balance to next state fiscal year	