

STATE OF CONNECTICUT SNAP ED REVISED

FFY2019

REVISED BUDGET



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State Wide Revised Budget FFY2019

Federally Funded Expenditure Summary

Expenses		FFY 2018 Carry Fwd Budget	FFY 2019 CNR Allocation Budget	State Cash
1	Direct Costs	137,853.06	2,466,093.07	0
2	Contracts/Grants/Agreements	58,281.00	332,269.00	0
3	Non-Capital Equipment/Supplies	10,483.00	84,990.00	0
4	Materials	5,469.89	89,163.09	0
5	Travel	771.29	92,900.71	0
6	Administrative	0.00	0.00	0
7	Building/Space	0.00	49,885.00	0
8	Maintenance	0.00	0.00	0
9	Equipment & Other Capital Exp.	0.00	0.00	0
10	Indirect Costs	40,190.08	688,857.52	0
11	Travel	0.00	4,468.61	0
12	Total	<u>253,048.32</u>	<u>3,808,627.00</u>	0

Project 1

Department of Public Health Preschool, Family & Community

NO REVISIONS

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

Description of projects/interventions:

Project Title: *Connecticut Department of Public Health – Preschool, Families, and Community Project*

Related State Objective(s):

The Connecticut Department of Public Health (DPH) project supports the Connecticut SNAP-Ed State Plan for Fiscal Years (FY) 2019, 2020, and 2021: Goal 1: Objectives 1.1-1.9; Goal 2: Objectives 2.1-2.2; and Goal 3: Objectives 3.1-3.5

Audience:

There are two project components to the Connecticut Department of Public Health – Preschool, Families, and Community Project: 1) Preschool Children and their Families, and 2) Adults/Families.

Component 1: Preschool Children and their Families

The target audience is SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3-5 and families).

The Preschool Children and their Families project component will reach SNAP households through collaboration with Head Start (HS), School Readiness (SR), Early Childhood Education (ECE), and Summer Meals programs. Connecticut serves over 10,000 HS/SR preschool children and families. Programs are divided into operational priority clusters throughout the state based on the number of HS/SR programs and census tract population with median household income $\leq 185\%$ of the federal poverty level.

- HS programs provide services to families that are $\leq 185\%$ of the federal poverty level.
- SR programs are state-funded preschool education programs. Approximately 75% of SR households are $\leq 185\%$ of the federal poverty level. SR programs will be identified and targeted based the following criteria: location within a priority school district, $>50\%$ of children receive free and reduced-cost meals through the Child and Adult Care Food Program, and $>50\%$ of the census tract population is $\leq 185\%$ of the federal poverty level.

The target audience for this project component resides in Connecticut's major cities of Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. It is proposed that nutrition education activities be conducted in these areas; however, the DPH program will not duplicate other SNAP-Ed services offered in Connecticut.

Component 2: Adults/Families

The target audience is SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (18 years of age and older including adults 60+).

This project component will reach the target audience in the following locations:

- The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Offices – At least one WIC main office or satellite in each of the twelve local WIC programs will be targeted for SNAP-Ed services. The DPH contracts with 12 WIC main offices located in Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, New Haven, Stamford, New London, Torrington, Waterbury, and Windham; and the 33 satellites throughout the state. SNAP-Ed participation by WIC offices and/or WIC satellites is encouraged by the DPH state-level WIC Program. However, participation is voluntary and based on each agency's needs.
- Community Health Centers (CHC) – CHC locations targeted will include Bridgeport, Hartford, Meriden, Middletown, New Britain, and New Haven. Additional CHCs will be targeted as determined by community needs and/or future partnership development.
- Community Partner Locations – Additional sites targeted with a high percentage of SNAP clientele will include, but will not be limited to, the following: Department of Social Services' (DSS)/SNAP Offices in Norwich and Willimantic, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program (CSFP) sites, and Farmers' Markets. The DPH continues to work with our current community partners to expand our network and geographic penetration to promote consistent messaging across the community.

Connecticut serves 408,448 SNAP participants¹ which includes about 47,800 WIC participants.² The target audience for this project component is focused on low-income individuals eligible to receive SNAP benefits and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population. The communities include Connecticut's major cities (i.e., Bridgeport, Hartford, New Haven, and Waterbury), as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. It is proposed that nutrition education activities be conducted in these areas; however, the DPH program will not duplicate other SNAP-Ed Services offered in Connecticut.

Food and Activity Environments:

The DPH Preschool, Families, and Community Project will provide nutrition education and obesity prevention services delivered through activities at the individual and community level through evidence-based strategies and interventions. The project will provide nutrition education sessions and workshops that will increase participants' awareness and knowledge of the Dietary Guidelines for Americans. Participants will be encouraged to:

- increase fruit and vegetable intake by making half of their plate fruits and vegetables
- make half of their grains whole
- switch to fat-free or low-fat milk and milk products
- increase physical activity and reduce sedentary time
- maintain appropriate calorie balance during each stage of life

Project Description:

Component 1: Preschool Children and their Families

This project component targets SNAP participants, low-income individuals eligible to receive SNAP benefits, and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3-5 and families). This project component uses a four-pronged delivery method of main nutrition activity which acts synergistically to reach the target audience and to achieve SNAP-Ed goals.

¹ Supplemental Nutrition Assistance Program: Average Monthly Participation (Person) Data as of June 8, 2018 <https://fns-prod.azureedge.net/sites/default/files/pd/29SNAPcurrPP.pdf> Accessed on June 21, 2018.

² USDA Food and Nutrition Service WIC program Data, WIC Program: Total Participation Data as of June 8, 2018 <https://fns-prod.azureedge.net/sites/default/files/pd/26wifypart.pdf> Accessed on June 21, 2018.

First: Train-the-Trainer. Prior to FY 2019, DPH trained preschool teachers and paraprofessionals on the use of the *Adventures of Captain 5 A Day* curriculum, with activities from the *Grow It, Try It, Like It!* curriculum and *I Am Moving, I Am Learning*, for teaching nutrition to preschool children. Starting in FY 2019, preschool teachers, community educators, and paraprofessionals serving as nutrition education multipliers will be trained to teach nutrition education to preschool children using the Coordinated Approach to Child Health (CATCH) program, CATCH Early Childhood (CEC).³ Educators will be provided a CEC Kit which consists of the “*It’s Fun to Be Healthy*” Teacher’s Manual, hand puppets, a CEC Physical Activity Box, and the CEC Coordination Guide. The manual, hand puppets, and physical activity box provide resources and tools needed to conduct nutrition education in the classroom and to support school-wide environmental change activities. Further information regarding CEC will be described in the policy, systems, and environmental change section within the Project Description.

Second: Nutrition Classroom Lessons. In FY 2019, preschool teachers will continue to teach nutrition education to preschool children using the *Adventures of Captain 5 A Day* curriculum. The existing *Adventures of Captain 5 A Day* curriculum will be complemented by adding activities from the *Grow It, Try It, Like It!* curriculum that was developed by USDA Food Nutrition Service (FNS) Team Nutrition initiative and *I Am Moving, I Am Learning* approach for addressing childhood obesity in Head Start program. The music component of the *I Am Moving, I Am Learning* curriculum will be used to complement the nutrition and physical activity message of the *Adventures of Captain 5 A Day* curriculum. The songs available from the *I Am Moving, I Am Learning* CD will be played to generate activity among the children while teaching them various nutrition messages. Starting in FY 2020 and continuing in FY 2021, preschool teachers will transition to teach nutrition education to preschool children using the CEC nutrition education curriculum. The nutrition-based and gardening-based classroom lessons will encourage healthy eating behaviors. The activity cards with music will be used to promote physical activity. A music CD will be used to keep the class motivated, moving, and having fun.

Third: *Adventures of Captain 5 A Day*, and *I Am Moving, I Am Learning* interactive events. The interactive events will complement the Nutrition Classroom Lessons taught using the *Adventures of Captain 5 A Day* curriculum. Since the Nutrition Classroom Lessons will transition to the CEC nutrition education curriculum in FY 2020, the interactive events will be phased out and only be conducted in FY 2019. The strategies used for the interactive events include showing pictures to reinforce children’s ability to

³ CATCH Early Childhood (CEC). 2018. SNAP-Ed Toolkit. Available at: <https://snapedtoolkit.org/> Accessed 12 Jun. 2018.

identify healthy foods; describing to children how the healthy foods grow; and role playing in which the children pretend to pick and prepare fruits and vegetables.

Fourth: Nutrition Education Sessions and Workshops. This activity uses evidence-based nutrition education and behavior change strategies for the parents of preschool children with the goal of improving overall nutrition and increasing physical activity of families. Parents are targeted as they have the most influence on food choices and are able to enforce healthy messages within their families. Lifestyle changes are promoted through nutrition education sessions, group workshops, and cooking demonstrations that include food tasting and distribution of healthy recipes. USDA’s Food and Nutrition Services (FNS) has found that effective health education interventions require both intensity and duration. Thus, the program uses various modes of delivery and tailors lesson plans to individual population needs (ethnic, cultural, language and socio-economic status). The program curriculum that will be utilized is based on the USDA’s ‘MyPlate’ which is based on the 2015-2020 Dietary Guidelines⁴ for Americans, the 2008 Physical Activity Guidelines for America,⁵ and the 2012 FNS Core Nutrition Messages.⁶ Each topic has a key message linked to one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. The workshop and nutrition education session content will be based on *Eating Smart • Being Active*, a curriculum developed at Colorado State University and University of California at Davis⁷ for low income adults with young children.

The DPH collaborates with the University of Saint Joseph (USJ) and Connecticut’s HS, SR, ECE, and Summer Meals programs to conduct the above-mentioned nutrition activities. The targeted numbers of participants/contacts to be reached from these activities are illustrated in the table below:

Main Nutrition Activity	Total # of participants/contacts
1. Train-the-Trainer: Three-day CEC training conducted by a master trainer from CATCH. The CEC training includes two days of Train-the-Trainer training for DPH SNAP-Ed staff and one day of CEC Implementation Training for DPH SNAP-Ed staff as	FY 2019: 15 preschools for 30 preschool teachers/staff FY 2020: 30 preschools for 60 preschool teachers/staff

⁴ 2015-2020 Dietary Guidelines for Americans. Available at <http://www.cnpp.usda.gov/dietary-guidelines> Accessed June 6, 2018.

⁵ 2008 Physical Activity Guidelines for Americans. Available at <http://www.health.gov/paguidelines/guidelines/summary.aspx> Accessed June 12, 2018.

⁶ FNS core messages. Available at <https://www.fns.usda.gov/core-nutrition/background> Accessed June 12, 2018.

⁷ Eating Smart Being Active. Available at: <http://eatingsmartbeingactive.colostate.edu/wp-content/uploads/2016/11/program-implementers-guide-2016.pdf> Accessed June 11, 2018.

well as the CEC teams from each of 15 ECE sites.	FY 2021: 45 preschools for 90 preschool teachers/staff
2. Teach two weekly 20-minute, Nutrition Classroom Lessons which include physical activity to SNAP eligible preschool children (FY 2019 using <i>Adventures of Captain 5 A Day</i> curriculum and FYs 2020-2021 using CEC nutrition education curriculum). The target is to teach two nutrition-based/gardening-based classroom lessons weekly to SNAP eligible preschool children to reinforce the message of eating more fruits and vegetables and encourage healthy eating behaviors.	FY 2019: 1,500 estimated numbers of unique participant FY 2020: 1,600 estimated numbers of unique participant FY 2021: 1,700 estimated numbers of unique participant
3. Teach 30-minute, <i>Adventures of Captain 5 A Day</i> , and <i>I Am Moving, I Am Learning</i> , interactive events to SNAP eligible preschool children. Interactive strategies include the children's verbal identification of healthy foods, how the healthy foods grow, the color and taste of healthy foods as well as roll playing in which the children pretend to pick and prepare fruits and vegetables. To be phased out in FY 2020.	FY 2019: 20 events for 300 estimated numbers of unique participant FY 2020: N/A FY 2021: N/A
4. Teach 30-minute <i>Eating Smart • Being Active</i> nutrition education sessions and workshops to SNAP eligible parents at HS, SR, and Summer Meals programs at location specified in target audience. Sessions will be conducted in English and Spanish based on population needs as described above.	FY 2019: 124 sessions/workshops for 1,240 contacts FY 2020: 128 sessions/workshops for 1,280 contacts FY 2021: 132 sessions/workshops for 1,320 contacts
The following supplemental nutrition activities will be conducted to complement the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops.	
As part of the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops, supplemental nutrition education materials are given to participants during direct education to share and enforce healthy messages within their families. The supplemental nutrition education materials in both English and Spanish. They will be used to encourage fruit and vegetable consumption, implementation of the dietary guidelines, and to share FNS Core Nutrition Messages. The recipes and the nutrition education	FY 2019: 13,000 reach FY 2020: 13,500 reach FY 2021: 14,000 reach

material support the goals and key objectives of the <i>Eating Smart • Being Active</i> lessons. Recipes are from various sources such as <i>Eating Smart • Being Active</i> , <i>MyPlate for My Family</i> (MPFMF) and <i>SpendSmart</i> extension from Iowa State University https://spendsmart.extension.iastate.edu/recipe/ .	
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While the reach of this project component will extend to all target populations and areas described in the Audience section above, a greater focus will be placed on the priority communities in Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. The priority communities are identified by a Planning Tool using geographic information system (GIS) mapping to identify Connecticut communities with low-income neighborhoods, neighborhoods with low access to healthy food retailers, and small area estimates for childhood obesity. The DPH will focus its efforts in New Haven for Fiscal Year 2019, and then shift the main focus to Hartford, Waterbury, and Bridgeport in Fiscal Years 2020 and 2021. The priority locations and their timing will reinforce the initiatives proposed in the Policy, Systems, and Environmental Changes Section below.

Component 2: Adults/Families

This project component targets SNAP participants, low-income individuals eligible to receive SNAP benefits, other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (18 years of age and older including adults 60+).

The DPH and USJ SNAP-Ed Nutrition Education Team (NET) are composed of agency staff, faculty, registered dietitians, educators and students. The DPH SNAP-Ed NET provides multi-sectoral nutrition education in a variety of community settings that are frequented by SNAP eligible adults. The project component uses evidence-based education and behavior change strategies to improve overall nutrition and physical activity, as well as to achieve positive obesity prevention and health promotion outcomes for the SNAP eligible adult population. Education provided promotes lifestyle changes through nutrition education sessions, group workshops, and cooking demonstrations that include food tastings and the distribution of healthy recipes. FNS has found that effective health education interventions require both intensity and duration. The program curriculum that will be utilized is based on the USDA's 'MyPlate' which is based on the 2015-2020 Dietary Guidelines⁸ for Americans, the 2008 Physical

⁸ 2015-2020 Dietary Guidelines for Americans.

Activity Guidelines for America,⁹ and the 2012 FNS Core Nutrition Messages.¹⁰ The program uses various modes of delivery and tailors lesson plans to individual population needs (ethnic, cultural, language and social economic status). Each topic has a key message linked to one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. The workshop and nutrition education sessions content will be based on *Eating Smart • Being Active*, a curriculum developed at Colorado State University and University of California at Davis¹¹ for low income adults and families. The existing *Eating Smart • Being Active* curriculum will be implemented in Fiscal Years 2019-2021. The program curriculum has eight different topics that will be used to teach nutrition education workshops and/or nutrition education sessions for adults and/or parents of preschool children. The topics are Get Moving, Plan Shop Save, Fruits and Veggies Half Your Plate, Make Half Your Grains Whole, Build Strong Bones, Go Lean with Protein, Make a Change, and Celebrate! Eat Smart and Be Active. All lesson content is based on the *Eating Smart • Being Active* curriculum, and handouts from the curriculum are also given to the participants for reinforcing nutrition messages learned. In addition, handouts from the USDA FNS *MyPlate for My Family* (MPFMF) curriculum¹² will be incorporated as part of the nutrition education reinforcement for this project component.

A health coaching initiative developed by the Michigan Fitness Foundation¹³ will be employed by the educators in all settings (i.e., workshops and nutrition education sessions, etc.). Health coaching skills will be incorporated into the training of all nutrition educators. The individualized health coaching will motivate SNAP-Ed participants to maximize behavior changes. SNAP-Ed clients are invited to participate in the health coaching initiative during direct education and through our partner network. SNAP-Ed adult participants that participated in the existing *Eating Smart • Being Active* Nutrition Education Sessions and Workshops in either project component are eligible to participate in the health coaching. Clients participate in six weekly telephonic health coaching sessions that last between 20 and 30 minutes.^{14,15,16,17,18} Key messages

⁹ 2008 Physical Activity Guidelines for Americans.

¹⁰ FNS core messages.

¹¹ Eating Smart Being Active.

¹² MyPlate for My Family. Available at: <https://snaped.fns.usda.gov/nutrition-education/myplate-my-family> Accessed June 12, 2018.

¹³ Coaching for Behavior Change Preliminary Evaluation Results from Year 1 (FY 2013). Available at: <http://www.michigannutritionnetwork.org/sites/default/files//content/main-content/mnn-events/mnn-university/coaching-for-behavior-change-handout.pdf>

¹⁴ Olsen JM, Nesbitt BJ. Health coaching to improve healthy lifestyle behaviors: An integrative review. *Am J Health Promot.* 2010;25(1):e1-e12.

¹⁵ Moore M, Tschannen-Moran B. *Coaching Psychology Manual*. Philadelphia, PA: Lippincott Williams and Wilkins; 2009: 132-147

¹⁶ Arloski M. *Wellness Coaching for Lasting Lifestyle Changes*. Duluth, MO: Whole Person Associates, Inc 2009: 73-84, 156.

concentrate on healthy eating and physical activity as stated in the 2015 USDA Dietary Guidelines for Americans¹⁹ and the 2008 Physical Activity Guidelines for Americans.²⁰

Main Nutrition Activity	Total # of participants/contacts
<p>1. Teach 45-60 minute <i>Eating Smart • Being Active</i> nutrition education workshops (one series consists of four workshops) which incorporate a physical activity and a food demonstration component (as allowed by site/local regulations) to SNAP eligible adults. The nutrition education workshops employ a group discussion approach to engage participants in in-depth discussions of each nutrition education topic. The workshops will be conducted in English and Spanish at WIC offices, CHCs, and other Community Partner locations. Age-appropriate materials and foods will be provided. Recipes that specifically incorporate food provided by WIC and which encompass FNS core messages will be provided to all attendees of SNAP-Ed activities.</p>	<p>FY 2019: 56 workshops for 280 estimated numbers of unique participant FY 2020: 60 workshops for 300 estimated numbers of unique participant FY 2021: 64 workshops for 320 estimated numbers of unique participant</p>
<p>2. Teach 20-minute <i>Eating Smart • Being Active</i> nutrition education sessions (one series consists of four sessions) including food demonstrations (as allowed by site/local regulations) to SNAP eligible adults at partner sites such as WIC offices, CHCs, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program, and Farmers' Markets.</p>	<p>FY 2019: 164 sessions for 1,640 estimated numbers of unique participant FY 2020: 168 sessions for 1,680 estimated numbers of unique participant FY 2021: 172 sessions for 1,720 estimated numbers of unique participant</p>
<p>3. Deliver individualized health coaching by telephone for SNAP-Ed participants. Individual sessions provide the intensity and duration needed for those clients who are motivated to maximize behavior changes. A session consists of 30-minutes telephonic individualized health coaching. Sessions will be conducted weekly for six weeks (six sessions total) to work on achieving individual goals set for each</p>	<p>FY 2019: 40 participants with 240 contacts FY 2020: 45 participants with 270 contacts FY 2021: 50 participants with 300 contacts</p>

¹⁷ Wolever RQ, Simmons LA, Sforzo GA, Dill D, Kaye M, Bechard EM, Southard ME, Kennedy M, Vosloo J, Yang N. A systematic review of the literature on health and wellness coaching: defining a key behavioral intervention in healthcare. *Glob Adv Health Med.* 2013;2(4):38-57.

¹⁸ Healthcare Intelligence Network. *Guide to Health Coaching.* Sea Girt, New Jersey: 2016.

¹⁹ 2015 USDA Dietary Guidelines for Americans.

²⁰ 2008 Physical Activity Guidelines for Americans.

participant.	
The following supplemental nutrition activities will be conducted to complement the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops.	
As part of the <i>Eating Smart • Being Active</i> nutrition education sessions and workshops, supplemental nutrition education materials are given to participants during direct education to share and enforce healthy messages within their families. The supplemental nutrition education materials include healthy recipes and nutrition education materials in both English and Spanish. They will be used to encourage fruit and vegetable consumption, implementation of the dietary guidelines, and to share FNS Core Nutrition Messages. The recipes and the nutrition education material support the goals and key objectives of the <i>Eating Smart • Being Active</i> lessons. Recipes are from various sources such as <i>Eating Smart • Being Active</i> , <i>MyPlate for My Family</i> (MPFMF) and <i>SpendSmart</i> from Iowa State University.	FY 2019: 20,000 reach FY 2020: 21,000 reach FY 2021: 22,000 reach

The DPH SNAP-Ed NET will expand the multi-sectoral nutrition education provided in a variety of community settings to SNAP eligible adults. The DPH SNAP-Ed NET will continue collaborations with organizations such as the Connecticut Food Policy Council and local food policy councils, End Hunger Connecticut!, Food Share, the Connecticut Food Bank and local food banks/pantries, Preschool Health Advisory Committees, the Connecticut Office of Early Childhood, the UConn Rudd Center for Food Policy and Obesity, the Connecticut State Department of Education, the New England Head Start Training and Technical Assistance Network, Child Health and Development Institute, local health departments, YMCAs, Boys and Girls Clubs, and other relevant community organizations and agencies. These collaborations will increase and/or expand opportunities to promote awareness, provide nutrition education, and encourage sustainable environmental change strategies. This will also be accomplished through the DPH SNAP-Ed NET’s active involvement on various community-based boards, committees, and councils.

The DPH – Preschool, Families, and Community Project incorporates key messages consistent with Connecticut’s State SNAP-Ed Plan, the 2015-2020 Dietary Guidelines for Americans, 2012 FNS messages, 2008 Physical Activity Guidelines, and *MyPlate* recommendations. The general purpose is to develop healthy eating habits in preschool children: set a good example, offer a variety of foods, start with small portions, help them know when they’ve had enough, follow a meal and snack schedule, make

mealtime a family time, cope with a picky eater, help them try new foods, and make food fun.

Key Messages for Eating Smart • Being Active:

- Make half your plate fruits and vegetables
- Switch to nonfat or 1% dairy (adults, children 2 or older)
- Make at least half your grains whole
- Vary your protein to include lean protein sources
- Reduce sodium intake
- Think your drink (choose water instead of sugary drinks)
- Eat the right amount of calories for you (enjoy your food, but eat less and avoid oversized portions)
- Be physically active at least 60 minutes most days of the week for children and at least 30 minutes most days of the week for adults
- Practice food safety
- Eat healthy on a limited budget

Policy, Systems, and Environmental Changes

The project's policy, systems, and environmental change (PSE) strategies are supported through the DPH SNAP-Ed staff's collaborations with the staff and nutrition students of USJ and community partners. This team works to improve the nutrition and physical activity levels of individuals, children, adults and families by coordinating PSE interventions with community-based organizations that focus on childhood obesity reduction and improving nutrition and physical activity.

The DPH will support expansion of nutrition-related policies to organizational settings. It has been found that providing examples of PSE strategies and resources can help influence organizations to change their policies to incorporate healthy eating and physical activity into their client's lives. This effectively changes the environment of these organizations. Examples include: food policy councils, End Hunger Connecticut!, Food Share Hunger Action Teams, Connecticut Food Bank, Preschool Health Advisory Committees, and other related community partners. Collaboration with these agencies involves shared communication and coordination of programming to support efforts and influence policy that promotes healthy eating and physical activity.

For FYs 2019-2021, DPH will be conducting three PSE initiatives: 1) Coordinated Approach to Child Health Early Childhood (CEC), 2) Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC), and 3) Breastfeeding Friendly Child Care Recognition Program. The details of each initiative is described below.

Coordinated Approach to Child Health Early Childhood (CEC)

Modeled after the nationally recognized Coordinated Approach to Child Health (CATCH) Program (grades K-12), CATCH Early Childhood (CEC) is an obesity prevention intervention designed to increase physical activity and promote healthy eating in children ages 3-5.²¹ CEC is delivered over the course of a school year through direct nutrition education and PSE approaches at center-based Early Childhood Education (ECE) sites, providing children an environment where physical activity, health education, gardening and healthy eating behaviors are valued, demonstrated and taught.²² ECE staff are given the information and tools they need to successfully implement CEC at their sites through hands-on training, supportive materials, and technical assistance. During Fiscal Year 2019, DPH SNAP-Ed will implement CEC in 15 center-based ECE sites located within the priority towns and communities identified in the state's needs assessment. Each of the selected ECE sites will identify a two-person CEC team, consisting of one administrator and one lead or senior teacher, who will coordinate CEC implementation at their site. DPH SNAP-Ed will sponsor a three-day CEC training conducted by a master trainer from CATCH. The CEC training includes two days of Train-the-Trainer training for DPH SNAP-Ed staff and one day of CEC implementation training for DPH SNAP-Ed staff as well as the CEC teams from each of 15 ECE sites. Each participating ECE site will be provided a CEC Kit which consists of the *"It's Fun to Be Healthy"* teacher's manual, hand puppets, a CEC physical activity box, and the CEC coordination guide. The manual, hand puppets, and physical activity box provide the following resources and tools needed to conduct nutrition education in the classroom and to support school-wide environmental change activities:

- nutrition-based and gardening-based classroom lessons to encourage healthy eating behaviors
- activity cards with music to promote physical activity
- parent tip sheets that provide a home-based coloring activity, additional nutrition and physical activity information, and recipe ideas for parents
- extension activities aimed at promoting repetition of nutrition messages
- curriculum connectors to extend lessons into other learning areas such as language, math, and science
- an adaptive learning component to meet the needs of children with physical or learning disabilities

²¹ CATCH Early Childhood (CEC). 2018.

²² Cheryl, P., Guy, P. and Deanna, H. 2018. Catch Early Childhood Coordination Guide. Making the Healthy Choice the Easy Choice. Available at: <https://digitalcatchprod.s3.amazonaws.com/uploads/attachment/production/file/642/catch-early-childhood-coordination-toolkit-1st-edition-nov-2016.pdf> Accessed 12 Jun. 2018.

- stretching exercises to allow children to cool-down and transition back to classroom learning
- a music CD that keeps the class motivated, moving, and having fun

The CEC Coordination Guide provides step-by-step guidance on integrating wellness efforts throughout the school and into the community to facilitate environmental changes. The guide is organized into six bimonthly themes (every other month) and outlines a variety of activities designed to engage all members of the school community, supplement the topics taught in the classroom, and deliver consistent messaging about healthy lifestyles.²³ Activities include posting a bulletin board using included signage; sending home parent tip sheets, recipes, and newsletters; hosting a family event; planning staff wellness activities; and more.

The focus of CEC is to make the healthy choice the easy choice. The following provides an overview of the CEC nutrition and physical activity standards that ECE sites are encouraged to reach to become a “CATCH MVP School.” Key messages support these overall standards.

A CATCH MVP School:²⁴

- Creates schedules so students can get 30 or more minutes of structured moderate to vigorous physical activity during the school day.
- Supports and promotes the importance of physical activity through posted signage, ongoing messages to teachers and communication with parents.
- Encourages families to devote 30 minutes or more of daily physical activity at home.
- Encourages students to eat fruits and vegetables every day.
- Promotes the consumption and availability of healthy GO (low-calorie, least processed) foods.
- Restricts, or strictly limits, the availability and consumption of WHOA (high-calorie, low-nutrition) foods at school.
- Promotes the benefits of drinking water or fat-free milk instead of sweetened beverages.
- Supports and promotes the importance of eating healthy through posted signs, ongoing messages to teachers and communication with parents. Practice healthy habits.
- Nurtures a belief that school staff should model healthy behaviors.
- Creates school policies that promote and raise standards about health and wellness.

²³ Ibid.

²⁴ Ibid.

- Encourages students and parents to reduce sedentary activity by limiting TV to no more than one hour per weekday and two hours a day on weekends.
- Urges students to eat a healthy breakfast every day and get nine to ten hours of sleep each night.

DPH SNAP-Ed will expand CEC implementation in FYs 2020 and 2021 to increase the reach and impact of the intervention, recruiting 30 ECE sites in FY 2020 and 45 ECE sites in FY 2021 to participate. DPH SNAP-Ed will be responsible for conducting the CEC implementation training and will offer two separate training dates in FY 2020 and three in FY 2021 to accommodate the expanded number of sites included in the intervention. CEC sites will be recruited from those that have participated in the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) intervention described later in an effort to facilitate a multi-faceted approach to obesity prevention.

FY	Number of HS, SR, and ECE Sites	Number of Estimated Reach
2019	15	900
2020	30	1,800
2021	45	2,700

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

The NAP SACC program is a PSE intervention that targets ECE sites to ensure policies and practices help preschool children (3-5 years old) establish healthy habits for life. NAP SACC consists of several critical elements, including: 1) an organizational self-assessment, 2) goal setting and action planning, 3) continuing education for child care providers, 4) skill building activities, 5) technical assistance and consultation, and 6) follow-up and reinforcement.^{25,26}

During FY 2019, DPH SNAP-Ed will implement NAP SACC in 10 center-based ECE sites located within priority towns and communities as identified in the state’s needs assessment. The NAP SACC implementation period is expected to range from 6 to 9 months in duration. Each participating ECE site will initially complete an organizational self-assessment, the central component of NAP SACC. The NAP SACC assessment tools measure 14 areas of nutrition and physical activity policy, practices, and environments to identify the site’s strengths and limitations. Following the self-

²⁵ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC). UNC at Chapel Hill, Center for Health Promotion and Disease Prevention Division of Public Health, NC Department of Health and Human Services. 2014. Available at: http://www.centertrt.org/content/docs/Intervention_Documents/Intervention_Templates/NAPSACC_Template_Updated_April_2014.pdf Accessed 12 Jun. 2018.

²⁶ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016. SNAP-Ed Toolkit. Available at: <https://snapedtoolkit.org/> Accessed 12 Jun. 2018.

assessment, DPH SNAP-Ed staff will work with each ECE site to identify goals and develop an action plan for improving nutrition and physical activity practices based on limitations identified in the assessment.²⁷ As sites begin to implement their action plans, DPH SNAP-Ed staff will conduct ECE staff training.

The NAP SACC training series consists of five nutrition and physical activity workshops addressing child nutrition and physical activity topics, personal (staff) wellness, and family engagement. Each workshop is an hour in length, containing the latest evidence-based nutrition and physical activity recommendations, while incorporating adult learning theory concepts. ECE staff also learn the importance of developing nutrition and physical activity policies and the importance of monitoring and evaluation to ensure sustainability. After the training, DPH SNAP-Ed staff will promote problem solving and assist staff with making organizational-level changes through the provision of on-site targeted technical assistance. In addition, ECE sites will receive support identifying community resources such as connections to SNAP-Ed parent workshops and the breastfeeding-friendly child care training and toolkit described in other parts of the plan. Each ECE site will receive a minimum of five hours in-person technical assistance and follow-up support remotely as needed. At the end of implementation period, participating ECE sites will complete the assessment tools again to evaluate progress, revise and repeat the process, and identify future implementation needs.

The NAP SACC intervention provides ECE sites with a set of 49 specific nutrition and physical activity best practice standards. These standards are summarized in the following key messages:

- Offer fruits and vegetables without added sugars or added fats
- Offer lean meats or meat alternates without added fats
- Offer more whole-grain products
- Serve healthier beverages, making water easily accessible and available
- Provide culturally appropriate menus with a variety of foods
- ECE staff should role model healthy behaviors and participate in supportive feeding practices
- Provide and enforce guidelines and enforce healthier celebrations and fundraisers
- Staff should support healthy eating by sitting with children and serving meals family style
- Nutrition education should be provided to staff, children, and families
- Create policies to support nutrition and food service best practices

²⁷ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

- Provide children with at least 120 minutes of physical activity (including structured and unstructured) and do not withhold active time for misbehavior
- Make a wide variety of play equipment available both indoors and outdoors
- Role model and encourage physical activity
- Physical activity education should be provided to staff, children, and families
- Create policies to support physical activity best practices

DPH SNAP-Ed will promote creation and adoption of policies to support systems or environmental changes through the delivery of the NAP SACC intervention. In an effort to expand implementation and increase the reach and impact, DPH will implement NAP SACC in 15 ECE sites in FY 2020 and in 20 ECE sites in FY 2021.

FY	Number of HS, SR, and ECE Sites	Number of Estimated Reach
2019	10	600
2020	15	900
2021	20	1,200

Breastfeeding Friendly Child Care Recognition Program

DPH SNAP-Ed staff, in partnership with the State WIC program and the Connecticut Breastfeeding Coalition (CBC), will advance breastfeeding in its programming through the development and promotion of a statewide Breastfeeding-Friendly Child Care Recognition (BFCCR) program. The BFCCR program, in its developmental phase, is based on evidence-based breastfeeding support strategies as recognized in the Surgeon General’s Call to Action to Support Breastfeeding and the Centers for Disease Control and Prevention’s (CDC) Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies.^{28,29} The BFCCR program aims to increase breastfeeding duration rates, community breastfeeding support, and compliance with state and federal lactation accommodation law in ECE sites. The DPH SNAP-Ed will assist with the development of the BFCCR program, and conduct key activities including assisting with the development of lactation policies and practices at ECE sites that either employ or serve the SNAP eligible population.

In addition, DPH SNAP-Ed staff, in collaboration with the State WIC program, will continue to support and promote the “It’s Worth It!” breastfeeding campaign. Based on

²⁸ U.S. Department of Health and Human Services. The Surgeon General’s Call to Action to Support Breastfeeding. Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General; 2011.

²⁹ U.S. Department of Health and Human Services. Overweight & Obesity Prevention Strategies & Guidelines. Washington, DC: U.S. Department of Health and Human Services, Division of Nutrition, Physical Activity, and Obesity; 2018.

the Ten Steps to Successful Breastfeeding, It's Worth It! is an existing statewide breastfeeding campaign developed by the State WIC program in collaboration with the CT Breastfeeding Coalition and DPH State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risks Factors and Promote School Health (SHAPE) grant staff. On-going communications and shared materials help ensure consistency of breastfeeding messages, avoid duplication, and enhance the educational opportunities for WIC clients, who are also SNAP eligible.

Key Messages:

It's Worth It!

- Make a Plan – communicate your breastfeeding goals with your family, friends and health care providers
- Skin to Skin and Rooming-in are two important hospital maternity care practices
- Community Support – everyone has role in breastfeeding support; identify your support system early
- Make it Work – Plan and prepare ahead for a successful return to work or school

BFCCR

- Have a written breastfeeding policy that is routinely communicated to all ECE staff
- Welcome on-site breastfeeding
- Make a private space available for breastfeeding or pumping
- Train all staff in the skills necessary to implement the policy
- Provide families with information about breastfeeding support and protocols of the site
- Connect families to community-based resources or support groups as needed

In FY 2019, DPH SNAP-Ed staff, in collaboration with the State WIC program and CBC will develop toolkits for center and home-based providers to support the BFCCR program, which will include an organizational self-assessment, goal setting tools, and resources to assist with implementation of selected goals. DPH SNAP-Ed staff will assist with the development of a web-based professional development module to support the BFCCR program. A family-based toolkit will be developed as a resource to support parents as they return to work or school. The family-based-toolkit will be designed to incorporate the It's Worth It! Make it Work theme. DPH SNAP-Ed staff will work with ECE sites and other community partners to distribute this as well as previous It's Worth It! materials to expand reach of the BFCCR project. In FY 2020, two ECE sites will be recruited to participate in the BFCCR program pilot. These sites will be

provided with the toolkits developed in the first year, and will receive training and targeted technical assistance for achieving BFCCR status. Technical assistance will include developing breastfeeding policies, facilitating staff training, connecting programs to community resources, and working with staff to overcome barriers to implementation of program requirements. In FY 2021, this program will be expanded to reach an additional four ECE sites.

FY	Number of HS, SR, and ECE Sites	Number of Estimated Reach
2019	N/A	N/A
2020	2	125
2021	4	250

Evidence Base:

Component 1: Preschool Children and their Families

The preschool-based intervention approach has demonstrated that improving health behaviors early in life can have sustained, positive health effects for adolescents and adults.^{30,31} The *Adventures of Captain 5 A Day* curriculum is used by DPH to provide nutrition education to preschool children and their teachers. This curriculum follows the Centers for Disease Control and Prevention’s guidelines and the Social Learning Theory Model to incorporate family and community involvement, nutrition and physical education, food service, and preschool performance standards. Proposed activities and community partnerships support delivery of high-quality programs that improve dietary quality and physical activity for preschool children and families.³² Preschool teachers state that the *Adventures of Captain 5 A Day* curriculum enables them to fulfill nutrition and physical activity education in the classroom.³³ Outcome assessments report an increase in preschoolers’ vegetable intake and physical activity across 5-week^{34,35} and

³⁰Kelder SH, Perry CL, Klepp KI, Lytle LL. Longitudinal tracking of adolescent smoking, physical activity, and food choice behaviors. *Am J Public Health* 1994;84:1121-6.

³¹ Wang Y, Bentley M, Zhai F, Popkin B. Tracking of Dietary Intake Patterns of Chinese from Childhood to Adolescence over a Six-Year Follow-Up Period. *J Nutr* 2002;132:430-438.

³² Frassinelli J, Duffy V. Collaborating to improve the health status of at-risk populations: State agency and University Program answer the call. The Public Health Foundation Council on Linkages between Academia and Public Health Practice. Association of State and Territorial Health Organizations. Orlando, Florida; 2001 (Abstract).

³³ Noel S. The evaluation of the *Adventures of Captain 5 A Day* Program for Head Start children and their families. Masters Thesis at the University of Connecticut, August, 2004.

³⁴ Ibid.

³⁵ Frassinelli J, Cobb K, Shaw K, Pelligrino M, Bazzano J, Duffy V. Relationship between vegetable acceptance and intake in Head Start children. The 129th Annual Meeting of American Public Health Association. Atlanta, GA; 2001. Available at: http://apha.confex.com/apha/129am/techprogram/paper_27291.htm.

16-week³⁶ interventions, the latter being more sustainable for preschool education. The *Grow It, Try It, Like It!* curriculum was developed by the USDA FNS Team Nutrition initiative. The curriculum is a garden-themed nutrition education kit featuring MyPlate for early childhood program staff that introduces children to fruits and vegetables. The kit has seven booklets featuring fruits and vegetables with fun activities through an imaginary garden. Each set of lessons contains: hands-on activities, planting activities, and nutrition education activities that introduce MyPlate.³⁷ The curriculum is an additional resource that has been shown to have a favorable impact on obesity prevention and promotion of healthy eating in the ECE Settings, and has been recommended as a resource for Head Start and preschools by the CDC's "Spectrum of Opportunities" plan.³⁸ Other states have implemented the *Grow It, Try It, Like It!* curriculum. Teachers who used the curriculum reported a significant increase in their modeling of healthy behaviors, changed their teaching practices to encourage positive nutrition behaviors among their students, and advocated for changes that support a school focus on nutrition and physical activity for students.³⁹

Component 2: Adults/Families

Multi-component nutrition education strategies will increase a person's nutrition knowledge and self-efficacy which is instrumental to making healthy lifestyle behavior changes. Effective health education interventions require both intensity and duration – such as a series of interactive workshops that include healthy cooking – to increase the likelihood of positive, permanent behavior change. For instance, studies have found that parents have a desire to attend nutrition education workshops on the following topics: what to purchase, how to cook healthier foods, how to encourage their children to eat healthier, and how to read food labels.⁴⁰ Additionally, WIC clients reported facilitated group discussions and cooking classes as preferred methods of nutrition education.⁴¹ To help clients make behavior changes, the SNAP-Ed curricula include easy steps to initiate healthy eating habits in clients' busy lives by explaining the components of a healthy diet, improving shopping skills, and demonstrating how to serve healthy meals.

³⁶ Kneeland K, Kinsley E, Frassinelli J, Duffy VB. Teacher reporting sheets as a tool for evaluating preschooler's vegetable intake response to school-based interventions. Spring Meeting of the Connecticut Dietetic Association, April 24, 2006.

³⁷ USDA Food and Nutrition Services: Grow It, Try It, Like It curriculum. <https://www.fns.usda.gov/tn/grow-it-try-it-it-nutrition-education-kit-featuring-myplate>. Accessed on June 12, 2018.

³⁸ Reynolds, M, Cotwright, CJ, Polhamus, B, et al. Obesity Prevention in the Early Care and Education Settings: Successful initiative across a Spectrum of Opportunities. *Journal of Law, Medicine and Ethics*. 2013; 8-18.

³⁹ University of Maryland Extension Program. <http://extension.umd.edu/fsne/fsne-youth-programs/grow-it-try-it-it> . Accessed on June 12, 2018.

⁴⁰Slusser W, Prelip M, Kinsler J, Erasquin JT, Thai C, Neumann C. Challenges to parent nutrition education: a qualitative study of parents of urban children attending low-income schools. *Public health nutrition*. 2011;14:1833-1841.

⁴¹Birkett D, Johnson D, Thompson JR, Oberg D. Reaching low-income families: focus group results provide direction for a behavioral approach to WIC services. *J Am Diet Assoc* 2004;104:1277-1280.

For many people it is difficult to make changes to their diet. Social Cognitive Theory has demonstrated that self-efficacy (a person's belief or confidence in his or her ability to execute a given behavior) is a strong predictor of later success across a variety of different situations.⁴² When a person experiences a positive change, they are more willing to persist longer and try harder to change behavior.⁴³ There is evidence that providing nutrition education improves the diet quality of low-income households.^{44,45} Education sessions that are interactive, hands-on, and incorporate food are effective with adult learners.⁴⁶ Consumers modify their food choices in response to scientific information linking diet and health.⁴⁷ The use of nutrition education sessions, which includes food tastings, increases the understanding and the retention of nutrition information⁴⁸, and increases participants' interest in food and cooking.⁴⁹ Cooking classes, demonstrations, or tasting events with recipes can be effective ways to increase self-efficacy in preparing healthy foods which improves the likelihood that the client will be able to follow through with the behavior change.⁵⁰ The *Eating Smart • Being Active* curriculum is based on the 2015-2020 Dietary Guidelines for Americans and *MyPlate*, both of which are based on the most current research in food and nutrition. Teaching methodologies in *Eating Smart • Being Active* are based upon the Social Cognitive Theory and adult learning principles. Nutrition educators using *Eating Smart • Being Active* give low income parents the knowledge and skills needed to choose healthy foods, keep foods safe to eat, increase their level of physical activity, and stretch their food resources further increasing their level of food security.⁵¹ Supplemental activities such as relevant and practical education materials⁵² and nutrition education sessions reinforce the nutrition messages. The *MyPlate for My Family (MPFMF)* curriculum developed by USDA FNS is a *MyPlate* resource that supports SNAP-Ed nutrition education and obesity prevention efforts. The curriculum is

⁴²Glanz K, Rimer BK, Viswanath K, eds. *Health Behavior and Health Education 4thed.* San Francisco, CA: John Wiley & Sons, Inc.; 2008

⁴³ Guthrie JF, Variyam JN. Nutrition information can it improve the diets of low-income households? *USDA Economic Research Service.* 2007.

⁴⁴ Ibid.

⁴⁵ Hersey J, Anliker J, Miller C, Mullis RM, Daugherty S, Das S, Bray CR, Dennee P, Sigman-Grant M, Thomas HO. Food shopping practices are associated with dietary quality in low-income households. *JNE.* 2001;33:S16-S26.

⁴⁶ Manilla B, Keller HH. Food tasting as nutrition education for older adults. *Can J Diet Prac Res.* 2010;71:99-102.

⁴⁷ Guthrie JF, Variyam JN.

⁴⁸ Colapinto C, Malaviarachchi D. Paint your plate: effectiveness of a point-of-purchase display. *Can J Diet Prac Res.* 2009;70:(2):66-71.

⁴⁹ Manilla B, Keller HH.

⁵⁰ Hildebrand DA, Betts NM. Assessment of stage of change, decisional balance, self-efficacy, and use of processes of change of low-income parents for increasing servings of fruits and vegetables to preschool-aged children. *J NutrEduc and Behav.* 2009;41:110-119.

⁵¹ Eating Smart Being Active.

⁵² Harmon AH, Grim BJ, Gromis JC. Improving nutrition education newsletters for the food stamp eligible audience. *Health PromotPract* 2007 Oct;8(4):394-402.

based on recommendations from the Dietary Guidelines for Americans. It is targeted to parents and caregivers who are SNAP participants or eligible for SNAP, and play a key role in planning, purchasing and preparing food for their families.⁵³

Handouts from *MPFMF* for each lesson topic will be used to further help participants understand relevant Dietary Guidelines recommendations for a healthier lifestyle. These handouts provide information about the amount of food to eat each day from each food group; tips on buying foods on a budget; making small, simple changes; motivating children to eat healthier foods; and being physically active every day.⁵⁴ Telephone coaching has been shown to improve health behavior, self-efficacy and health status, and provides a cost effective method of access to this service.⁵⁵ Health coaching skills will be incorporated into the training of all nutrition educators. These skills which include eliciting client engagement, active listening, affirmation, and moving to action have been shown to promote clients' behavior change.⁵⁶ These skills will then be incorporated by educators in all settings (workshops and nutrition education sessions, etc.).

Coordinated Approach to Child Health Early Childhood (CEC)

The CEC is a community health program classified by the SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States as a “research-tested” obesity prevention intervention.⁵⁷ CEC aligns with the CDC’s Whole Community, Whole Child (WSCC) model, an effective model for achieving national health goals which promotes a school-wide approach with a focus on the individual child, and acknowledges learning, health, and the school as being a part of the local community.^{58,59,60} The key to the CEC and WSCC alignment is the CEC coordination of wellness efforts across the school campus and into the community.⁶¹

⁵³ USDA SNAP-Ed Connection. <http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/myplate-my-family>. Accessed on June 11, 2018.

⁵⁴ USDA SNAP. <http://snap.nal.usda.gov/snap/MPMF/EducatorsHandbook.pdf> Accessed on June 11, 2018.

⁵⁵ Dennis SM, Harris M, Lloyd J, Davies GP, Faruqi N, Zwar N. Do people with existing chronic conditions benefit from telephone coaching? A rapid review. *Australian Health Review*. 2013; 37: 381-388.

⁵⁶ Lipscomb R. Health coaching: a new opportunity for dietetics professionals. *Journal of the American Dietetic Association*. 2007; 107: S14-S16.

⁵⁷ CATCH Early Childhood (CEC).

⁵⁸ *Idid*.

⁵⁹ How CATCH aligns with the WSCC Model. 2018. Available at: <http://catchinfo.org/wp-content/uploads/2016/03/CATCH-alignment-with-WSCC-model.pdf> Accessed 12 Jun. 2018

⁶⁰ Michael SL, Merlo CL, Basch CE, Wentzel KR, Wechsler H. Critical connections: health and academics. *J Sch Health*.2015; 85: 740-758.

⁶¹ How CATCH aligns with the WSCC Model.

CEC has been successfully implemented in over 1,000 child care programs throughout the country⁶² and has been found to produce positive health behavior outcomes in young children.^{63,64} Studies evaluating the effectiveness of CEC have shown an increase in moderate to vigorous physical activity and fruit and vegetable intake among children, a reduction in whole milk intake in favor of low-fat or skim milk, an increase in the serving of fruits and vegetables during snack time, and a decrease in childhood overweight and obesity.^{65,66,67,68,69} In addition, CEC has been tested in sites which service a large majority of children from low-income households, indicating the potential for similar success in Connecticut's SNAP-Ed target audience.⁷⁰

The CEC intervention provides children an environment where physical activity, health education, gardening and healthy eating behaviors are valued and taught. The Community Preventive Services Task Force highlights that regular exposure to fruits and vegetables in childhood can result in an increased consumption.⁷¹ Specifically, gardening-based interventions, such as incorporation of garden-based lesson plans in the classroom, have shown to increase children's willingness to try and preference for fruits and vegetables.⁷² The CEC program also emphasizes family involvement through education and support for families to incorporate physical activity and nutrition into the home routine to promote consistent messaging between the home and school environments. Research has shown that parent engagement in school activity is associated with better student behavior, increased academic achievement and makes students more likely to avoid unhealthy and risky behaviors.⁷³

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

⁶² CATCH Early Childhood (CEC).

⁶³ Michael SL, Merlo CL, Basch CE, Wentzel KR, Wechsler H.

⁶⁴ CATCH Early Childhood Evidence Summary. 2018. Available at: http://catchinfo.org/wp-content/uploads/2014/10/CEC_evidence-summary-copy.pdf Accessed 12 Jun. 2018.

⁶⁵ Ibid.

⁶⁶ Sharma S, et al. The CATCH Early Childhood program increases moderate-to- vigorous physical activity among low-income preschoolers: results from a pilot study. 2014. Under review.

⁶⁷ Sharma SV, Chuang R, Rahman G. Results of pilot testing CATCH Early Childhood in Head Start preschoolers in Texas [abstract]. In: ISBNPA 2012 Oral Sessions. 2012; p145.

⁶⁸ Dunn Carver M, Pope L, Dana G, Dorwaldt A, Flynn B, Bunn J, Harvey-Berino J. (2013). Evaluation of a teacher-led physical activity curriculum to increase preschooler physical activity. *Open Journal of Preventive Medicine*. 2013; 3(1):1415-147.

⁶⁹ Sharma S, Chuang R, Hedberg, A. M. Pilot-testing CATCH Early Childhood: a preschool-based healthy nutrition and physical activity program. *American Journal of Health Education*. 2011; 12(1):125-23.

⁷⁰ CATCH Early Childhood Evidence Summary.

⁷¹ Guide to Community Preventive Services. TFFRS - Nutrition: Gardening Interventions to Increase Fruit and Vegetable Consumption Among Children. <https://www.thecommunityguide.org/content/tffrs-nutrition-gardening-interventions-increase-fruit-and-vegetable-consumption-among-children>. Page last updated: March 27, 2018. Page accessed: May 23, 2018

⁷² Ibid.

⁷³ Centers for Disease Control and Prevention. Parent Engagement: Strategies for Involving Parents in School Health. Atlanta, GA: U.S. Department of Health and Human Services; 2012. https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf

NAP SACC is a research-tested obesity prevention intervention designed to enhance nutrition and physical activity practices in ECE sites.^{74,75} NAP SACC primarily addresses the interpersonal and organizational levels of the socioecological model.⁷⁶ Using constructs of Social Cognitive Theory, NAP SACC is delivered through direct nutrition education and PSE approaches focused on improving the nutritional quality of food served, amount and quality of physical activity, provider-child interactions around food and physical activity, educational opportunities for children, parents, and providers, and program policies related to nutrition and physical activity.⁷⁷

NAP SACC has been implemented in at least 30 states and internationally.⁷⁸ During research trials, facilities randomly selected to implement the intervention, and which completed most or all of the intervention components, improved their nutrition and physical activity policies and practices and showed a statistically significant increase in total child care nutrition and physical activity environment scores when compared to control facilities.⁷⁹

Breastfeeding Friendly Child Care Recognition Program

Research has shown that breast milk is the optimal source of nutrition for infants and provides protective health benefits including reduced risk of childhood overweight and obesity.^{80,81} The Academy of Pediatrics recommends that infants be fed breast milk exclusively for the first 6 months after birth and should continue to receive breast milk with the addition of complementary solids until the child's first birthday, or as long as mutually desired by mother and child.⁸² In CT, 84.9% of mothers initiate breastfeeding, while only 26.1% of those continue through 6 months and only 33% continue throughout the first year.⁸³

There are multiple factors that influence a woman's decision to start and continue breastfeeding. For example, lack of access to competent professional care or peer

⁷⁴ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

⁷⁵ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016.

⁷⁶ Center TRT Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC).

⁷⁷ Ibid.

⁷⁸ Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) 2016.

⁷⁹ Yarber L, Brownson CA, Jacob RR, Baker EA, Jones E, Baumann C, et al. Evaluating a train-the-trainer approach for improving capacity for evidence-based decision making in public health. *BMC Health Serv Res.* 2015;15, 547. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4676893/>

⁸⁰ U.S. Department of Health and Human Services. The Surgeon General's Call to Action to Support Breastfeeding.

⁸¹ U.S. Department of Health and Human Services. Overweight & Obesity Prevention Strategies & Guidelines.

⁸² American Academy of Pediatrics. (2012). Breastfeeding and the use of human milk. *Pediatrics*, 129(3), e827–e841. <http://pediatrics.aappublications.org/content/129/3/e827> Accessed June 22, 2018.

⁸³ Centers for Disease Control and Prevention. National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition, Physical Activity, and Obesity. Data, Trend and Maps [online]. <https://www.cdc.gov/nccdphp/dnpao/data-trends-maps/index.html>. Accessed June 15, 2018.

support, inadequate breastfeeding education and information, unsupportive maternity care practices, and early returning to work.⁸⁴ With 57% of all mothers with infants employed, and nearly 70% of children under the age of 6 in center-based child care, ECE sites are a critical component of a family's breastfeeding support system.^{85,86} ECE providers influence the lives and health of their families and are an important source of support for breastfeeding mothers.

The CDC's Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies includes 9 community based strategies to increase breastfeeding rates and improve outcome measures.⁸⁷ Strategy 6 highlights the importance of supporting breastfeeding in ECE sites. In addition to ensuring the safe handling, storage and appropriate feeding of breastmilk through staff training and site policies, ECE support for mothers may also include welcoming mothers to breastfeed on-site and providing a private space to do so as requested.^{88,89} In addition, ECE sites can provide families with print materials and resources that communicate site's policies and procedures and the benefits of breastfeeding, or connect mothers to breastfeeding services located within the community so they do not wean their infants prematurely.⁹⁰

Implementation of these types of ECE based breastfeeding support practices have shown to be effective. A longitudinal study that followed mothers from the third trimester until children were age 1 year, found that breastfeeding at 6 months was significantly associated with support from ECE providers to feed expressed breast milk to infants and allow mothers to breastfeed on-site before or after work.⁶ A survey that addressed five questions about breastfeeding support found that mothers who said they received all five of the supports were three times as likely to be breastfeeding at 6 months as mothers who said they received less than three supports.⁹¹

⁸⁴ Centers for Disease Control and Prevention. Strategies to Prevent Obesity and Other Chronic Diseases: The CDC Guide to Strategies to Support Breastfeeding Mothers and Babies. Atlanta: U.S. Department of Health and Human Services; 2013.

⁸⁵ Ibid.

⁸⁶ Early Childhood Program Participation Survey of the National Household Education Surveys Program (ECPN-NHES:2005). National Center for Education Statistics Web site. http://nces.ed.gov/programs/digest/d09/tables/dt09_044.asp . Accessed June 15, 2018.

⁸⁷ Ibid.

⁸⁸ Ibid.

⁸⁹ American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs. 3rd ed. Elk Grove Village, IL: American Academy of Pediatrics; 2011. <http://cfoc.nrckids.org>. Accessed June 15, 2018.

⁹⁰ Ibid.

⁹¹ American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education.

Key Performance Indicators (KPIs):

The Preschool, Families, and Community Project participants will improve their knowledge, skills, and self-efficacy regarding the identified key messages. The implementation and performance measures listed below will be collected to evaluate the project.

Train-the-trainer, Coordinated Approach to Child Health Early Childhood (CEC)

- Number of ECE centers/sites that participated in CEC training
- Number of ECE teachers/staff that attended CEC training
- Number of preschool children reached/impacted as result of efforts implemented through the CEC training

Nutrition Classroom Lessons (FY 2019 using *Adventures of Captain 5 A Day* curriculum and FYs 2020-2021 using CEC nutrition education curriculum)

- Number of preschools/classrooms that taught nutrition lessons in their classrooms using the *Adventures of Captain 5 A Day* curriculum or CEC nutrition education curriculum
- Number of preschool children that received nutrition education through Nutrition Classroom Lessons
- Number of classroom and mealtime minutes spent on teaching nutrition and physical activity messages to the preschoolers, using the *Adventures of Captain 5 A Day* curriculum or CEC nutrition education curriculum
- Number of minutes preschoolers spent on physical activity

Adventures of Captain 5 A Day and *I am Moving, I am Learning* interactive events

- Number of preschools/classrooms that participated in the *Adventures of Captain 5 A Day* and *I am Moving, I am Learning* interactive event
- Number of preschool children that attended the event
- Percent of preschool children improve their ability to distinguish between healthy and unhealthy foods

Eating Smart • Being Active nutrition education workshops and nutrition education sessions for families of preschool children and adults/families

- Number of nutrition education workshops conducted
- Number of nutrition education sessions conducted
- Number of preschools, WIC offices, Community Health Centers, and Community Partner Locations that participated in the nutrition education workshops and nutrition education sessions

- Number of participants in the nutrition education workshops and nutrition education sessions
- Percent of participants that report increased knowledge that half of their plates should be fruits and vegetables
- Percent of participants that report increased knowledge that half of their grains should be whole grains
- Percent of participants that report increased knowledge that they should include food from all five food groups every day
- Percent of participants that report increased knowledge that adults should get at least 30 minutes of physical activity per day
- Percent of participants report that they are confident to include all 5 food groups in their meals every day
- Percent of participants report that they are confident to increase their fruits and vegetables consumption by 1 cup per day
- Percent of participants report that they are confident to replace sugar-sweetened beverage with water
- Percent of participants report that they are confident to replace refined grains with whole grains food daily
- Percent of participants report that they are confident to switch to low-fat dairy
- Percent of participants report that they are confident to reduce their sodium/salt intake
- Percent of participants report that they are confident to increase their physical activity
- Percent of participants report that they are confident to replace high fat meat/protein with a lean source of protein in their meals
- Percent of participants report that they increased their consumption of fruits and vegetables by half of a cup or more
- Percent of participants report that they increased their consumption of whole grain food as compared to non-whole grain food
- Percent of participants report that they switched to a lower fat milk
- Percent of participants report that they increased their physical activity by 60 minutes per week
- Percent of participants report that they increased the number of days where they usually include food from all five food groups in their diet
- Percent of participants report that they decreased their sugar-sweetened beverage intake
- Percent of participants report that they decreased consumption on fatty proteins
- Percent of participants report that they decreased salt/sodium intake

- Percent of participants report that they increased the frequency of using food safety practices at home
- Percent of participants report that they increased the frequency of using strategies to stretch their food dollars at the grocery store
- Percent of participants report that they increased the likelihood of using “Nutrition Facts” on the food label to make healthier food purchases

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

- Number of ECE centers/sites that participated in NAP SACC training
- Number of ECE teachers/staff that attended NAP SACC training
- Number of ECE centers/sites that completed an organizational self-assessment
- Number of preschool children reached/impacted as result of efforts implemented through the NAP SACC training

Breastfeeding Friendly Child Care Recognition (BFCCR)

- Number of ECE centers/sites that participated in BFCCR training
- Number of ECE teachers/staff that attended BFCCR training
- Number of target audience reached/impacted as result of efforts implemented through the BFCCR training

Use of Existing Educational Materials:

This project utilizes the existing *Eating Smart • Being Active* curriculum, Coordinated Approach to Child Health (CATCH), and Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) to teach nutrition education to preschoolers and their families.

Eating Smart • Being Active

The *Eating Smart • Being Active*, in English and Spanish, is a nutrition education, healthy lifestyles curriculum for low income adults including those with young children developed at Colorado State University and University of California at Davis. The lesson plans of *Eating Smart • Being Active* are detailed and appropriate for use by nutrition educators when teaching low income families about healthy lifestyle choices. The curriculum consists of eight core lessons. The information included in *Eating Smart • Being Active* is based on the latest research in health and nutrition from the 2015-2020 Dietary Guidelines for Americans and MyPlate. Each topic has a key message linked to

one or more of the 2015-2020 USDA Dietary Guidelines for Americans key recommendations. All participant materials are available in English and Spanish.

The authors of *Eating Smart • Being Active* utilized the Social Cognitive Theory as well as adult learning principles when developing the curriculum. These principles of adult learning are incorporated throughout the curriculum activities and materials. Curriculum activities include facilitated discussion (dialogue-based learning) and hands-on activities such as menu planning. These activities help participants to be actively engaged in the learning process, increasing their retention of the new information and increasing the chances of behavior change. *Eating Smart • Being Active* can be used to teach adults one-on-one or in small group workshops. The curriculum includes:

Lesson Titles and Focus

- Get Moving!: physical activity is part of a healthy lifestyle
- Plan, Shop, Save: how to stretch your food dollars
- Fruits & Veggies - Half Your Plate: how to increase amount and variety of fruits and vegetables
- Make Half Your Grains Whole: identify whole grain foods and why grains are beneficial
- Build Strong Bones: calcium rich foods and weight bearing activity help build strong bones
- Go Lean With Protein: choosing lean sources of protein and how to keep food safe
- Make a Change: choosing foods low in fat, sugar, and salt, and
- Celebrate! Eat Smart and Be Active: review of key concepts and how to involve family in good food choices.

Material Cost:

Eating Smart • Being Active used for the Preschool, Families and Community Project includes purchasing handouts designed specifically for each lesson in the curriculum as listed above. These materials are copyright protected and non-reproducible and therefore, must be purchased. The cost incurred will be approximately \$1,600 per year.

Supplemental materials from approved USDA sources, available in English and Spanish at no cost, are used as needed from the following resources:

- ChooseMyPlate www.choosemyplate.gov including ChooseMyPlate for preschoolers www.choosemyplate.gov/preschoolers
- 2015-2020 Dietary Guidelines for Americans: <http://www.cnpp.usda.gov/>

- FNS Core Nutrition Messages: <http://www.fns.usda.gov/core-nutrition/core-nutrition-messages>
- 2008 Physical Activity Guidelines for Americans
<http://www.health.gov/paguidelines/guidelines/summary.aspx>
- SNAP-Ed Nutrition Connection, Resource Library: <http://snap.nal.usda.gov>
- USDA National Agricultural Library, Food and Nutrition information Center:
[www.http://fnic.nal.usda.gov/](http://www.fnic.nal.usda.gov/)
- CDC Fruits & Veggies Matter:
<http://www.fruitsandveggiesmatter.gov/index.html>
- National Dairy Council: www.nationaldairycouncil.org
- USDA Know Your Farmer, Know Your Food:
<http://www.cnpp.usda.gov/KnowYourFarmer.htm>
- Partnership for Food Safety Education Fight Bac!: <http://www.fightbac.org/>
- Team Nutrition <http://teamnutrition.usda.gov>
- Let's Move! Child Care:
<http://www.healthykidshealthyfuture.org/welcome.html>
- Head Start I Am Moving, I Am Learning:
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/healthy-active-living/imil>
- Connecticut State Department of Education: Action Guide for Child Care Nutrition and Physical Activity Policies:
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG_Acti onGuide.pdf
- Color Me Healthy: <http://www.colormehealthy.com/>
- MyPlate for My Family: <http://snap.nal.usda.gov/resource-library/nutrition-education-materials-fns/myplate-my-family>

Coordinated Approach to Child Health for Early Childhood (CEC)

The CEC curriculum will be incorporated as a classroom lesson resource for teachers. The emphasis will be incorporating the gardening theme as a way of introducing fruits and vegetables to children. Depending on the specific peak seasons, different fruits and vegetables will be discussed. CEC materials were created by CATCH Global Foundation, the University of Texas Health Science Center at Houston and are required for implementation of the CEC intervention. The kit has a teacher manual, hand puppets, a CEC Physical Activity Box, and the CEC Coordination Guide. The kit also contains: hands-on activities, planting activities, nutrition education activities, parent tip sheets, recipes, newsletters, and wellness activities. Materials are copyrighted and must be purchased for use. Each participating ECE site requires one CEC Kit and an online subscription to download additional copies of the curriculum and CEC

Coordination Guide. The CEC Kits are available for purchase at www.FlagHouse.com and the downloadable curriculum and CEC Coordination Guide are available at www.CatchInfo.org. Supplemental implementation resources (e.g., books with a nutrition/physical activity focus, music CDs, bean bags, etc.) will be provided throughout the year to support CEC goals and to encourage submission of programmatic reporting. These items are purchased from a variety of state-approved vendors that supply educational materials. The cost incurred will be approximately \$7,500 per year.

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

NAP SACC was developed by University of North Carolina Center for Health Promotion and Disease Prevention. Materials necessary for implementation of NAP SACC include intervention materials, informational materials, and implementation resources. All NAP SACC intervention and informational materials are available at no cost through the Center of Excellence for Training and Research Translation at UNC.

Intervention Materials:

- The self-assessment instrument with instruction sheet and a completed sample
- The Action Planning Document with a completed sample
- A sample nutrition and physical activity policy
- Five continuing education workshops, including PowerPoint presentations, outlines, and activities. The five workshop topics are:
 - Childhood Obesity
 - Nutrition for Young Children
 - Physical Activity for Young Children
 - Personal Health and Wellness for Staff
 - Working With Families to Promote Healthy Weight Behaviors

Informational Materials:

- NAP SACC handouts for providers (English and Spanish)
- NAP SACC brochure and handouts for parents (English and Spanish)
- NAP SACC Best Practice Recommendations
- NAP SACC Certificate of Completion

Implementation Resources:

Each program enrolled in the NAP SACC intervention will receive a resource kit to ensure site-level implementation. The kit includes a variety of nutrition and physical activity resources, including:

- Activity Beanbags and Beanbag Fun CD
- Activity Scarves and Musical Scarves Activity CD
- Wrist Ribbons

- Foods Vocabulary Development Photo Card Library
- Choosy Kids – Music Moves Me CD (Available in English and Spanish)
- The Animal Boogie Book and CD by Fred Penner
- Growing Vegetable Soup Book by Lois Ehlert
- Dance, Turn, Hop, Learn! By Connie Bergstein Dow

Breastfeeding Friendly Child Care Recognition (BFCCR) Program

DPH SNAP-Ed will use the previously developed It's Worth It! campaign materials (e.g., posters, newsletters, and checklists) to expand reach of the BFCCR program to SNAP eligible populations. In addition, DPH SNAP-Ed will adapt existing toolkits and training modules from the Colorado Department of Public Health and Environment to ensure consistency with the It's Worth It! campaign and with state specific lactation accommodation law. Updated toolkits and training materials will be submitted for review by USDA FNS.

Development of New Educational Materials:

FYs 2019-2021 SNAP-Ed funds will not be used on the development of new educational materials.

Evaluation Plans

Name: Connecticut Department of Public Health – Preschool, Families, and Community Project

Type: Process and outcome assessments.

Questions: Questions that will be addressed through evaluation process mirror the Key Performance Indicators as discussed above.

Approach(es):

The DPH, in conjunction with the USJ, has developed a systematic method for collecting, analyzing, and using information with data collected from SNAP-Ed program participants to determine program effectiveness and efficiency. The Preschool, Families, and Community Project will involve process and outcome evaluation of the main nutrition activities.

For CEC, NAP SACC, and BFCCR Program, post-training surveys will be handed to the ECE teachers/staff at the end of the workshops for completion or to be completed online through SurveyMonkey. The survey will include an evaluation of their overall satisfaction of the training and an assessment in their willingness and readiness to affect PSEs in their ECEs.

For Nutrition Classroom Lessons, surveys will be mailed to teachers three times a year to capture four months of information at each time. The survey will determine how many classroom and mealtime minutes is spent teaching nutrition and physical activity messages to the students. The evaluation methodology will be to disseminate surveys to all participating school readiness programs and have their teachers complete daily nutrition activity minutes for a given week each month. The survey will include number of school readiness children in classroom; number of classrooms; mealtime nutrition minutes spent discussing food and nutrition with the children; type of learning activities; and number of minutes spent on physical activity. The survey or nutrition activity report will be sent to the DPH, and the data will be entered into an Excel or Access database. Data will then be analyzed and the results will be used to determine reach (number of preschool children), intensity (number of minutes) and coverage (geographical location) through the train-the-trainer model of educating preschoolers using key nutrition and physical activity messages.

For *The Adventures of Captain 5 A Day* and *I am Moving, I am Learning* interactive events (FY 2019 only); preschoolers will be asked to identify fruits and vegetables and distinguish between healthy and unhealthy foods using age-appropriate methodology. The distinction of healthy and unhealthy foods will be completed prior to (pre-test) and after (post-test) the interactive events to demonstrate a change in the ability to tell the difference. Results from FY 2017 showed that before *The Adventures of Captain 5 A Day* interactive event begin 82% of the children were able to pick out the healthy food choice, and after nutrition education 89% were able to pick out the healthy food choice.

The approaches to conducting the evaluation of *Eating Smart • Being Active* nutrition education workshops and nutrition education sessions for families of preschool children and adults/families will be to complete demographic cards and administer pre-test, post-test, and 6-week follow-up surveys.

The DPH SNAP-Ed program developed a SNAP-Ed demographic card based on Education Administration Reporting System (EARS) reporting requirements. Data collected includes date, zip code of participant's residence, gender, age, race, and ethnicity, if they are currently a SNAP participant, and if they have attended SNAP-Ed nutrition education since October 1st of current fiscal year. The latter question was designed to determine if the participants are considered as unduplicated or duplicated counts of direct education participants. At SNAP-Ed service sites, each participant fills out a demographic card and pre and post-test surveys.

The main questions to be addressed in the pre-test and post-test surveys will be to determine participant knowledge gained, attitude toward behavior change, and client satisfaction. Each participant will be asked questions measuring their knowledge of specific USDA dietary guideline and current behavior (e.g., current level of fruit intake) before starting the nutrition education workshops or nutrition education sessions. Upon

conclusion of the nutrition education, the participants will be asked to complete the post-test survey. The post-test survey will repeat the question relating to the knowledge; include question to measure confidence level of future behavior change, and questions to assess client satisfaction. Questions measuring confidence of future behavior change will be assessed using a five-point Likert Scale (1= Not at all confident, 2= Not very confident, 3=Moderately confident, 4= Very confident, 5=Totally confident). Participants will also be asked if they are willing to be contacted to assess their progress at 6-week post intervention (nutrition education). A sample of willing participants will be contacted by telephone, email, or other methods and surveyed at six-week follow-up to determine any behavioral changes as the result of receiving nutrition education.

Planned use:

The demographic cards and evaluation surveys will be collected and entered into the SNAP-Ed Access database. Data will then be analyzed and the results will be used to determine the reach (number of participants), knowledge gained, attitude towards modifying behavior (e.g., future level of fruit intake), outcome, client satisfaction, and coverage (geographical location). The DPH and USJ will review the evaluation findings and participant feedback at least semi-annually. The number and percent of returned surveys will be tracked and client satisfaction will be quantified. The SNAP-Ed program will work with the team of Epidemiologists to review the results and feedback provided by the participants. Collectively, the team will develop a list of action items to improve the delivery of SNAP-Ed activities based on the client feedback.

Prior Evaluation:

The evaluation of the Preschool, Families, and Community Project has been done on a consistent basis and most recently in FY 2018.

Below are results from FYs 2016-2017 measuring the effectiveness of *Eating Smart • Being Active* interactive workshops and nutrition education sessions. Pre-test, post-test, and six-week follow-up evaluations were administered to assess participants' knowledge gained, attitudes towards behavioral change, and outcomes for behavioral change. The completion rate was 34.7% for the six-week follow-up. Table 1 showed the participants' knowledge gained as result of receiving nutrition education. Overall, participants demonstrated an increase in knowledge immediately after nutrition education (post-test), and they also were able to retain most of the knowledge gained six weeks after nutrition education (six-week follow-up). For example, before receiving nutrition education, 61% of the participants knew that half of their plates should be fruits and vegetables. This response increased to 90% immediately after receiving nutrition education. At the six-week follow-up, 71% of the participants were able to retain the knowledge. Similarly, 85% knew that half of their grains should be whole grains before

nutrition education. This response increased to 98% after receiving nutrition education and 98% at six-week follow-up. Also, 63% knew fat free milk is the lowest in fat before nutrition education. This response increased to 87% after receiving nutrition education and 75% at six-week follow-up. Similar increased knowledge were reported on topics of saturated fat, sugar-sweetened beverage, sodium, five food groups, food label, and physical activity.

Table 1: Knowledge Gained as Result of Receiving Nutrition Education (FY 2016-2017).

	Pre ¹		Post ²		Six-week ³	
	N ⁴	% correct	N ⁴	% correct	N ⁴	% correct
Half of your plate should be fruits and vegetables	1125	61.0	1105	89.8	175	70.9
Half of your grains should be whole grains	813	84.5	812	97.5	123	98.4
Fat free milk is the lowest in fat	806	63.3	794	87.4	134	75.4
Red meat (pork, beef, and lamb including hot dogs) is high in saturated fat	806	90.1	782	97.3	115	100.0
Foods that are grilled, broiled and roasted are lower in saturated fat	800	84.8	783	94.8	114	93.9
Drinking less sugar-sweetened beverage reduces calorie intake	766	88.1	738	94.6	131	99.2
Adding salt when cooking or eating increases sodium intake	749	89.3	723	96.3	127	96.9
All five food groups should be eaten every day	736	75.8	711	86.2	141	91.5
Using the Nutrition Facts on the food label can help to make healthy food choices	1086	94.8	1055	99.0	194	99.5
Adults should get a minimum of 30 minutes of physical activity per day	661	50.7	640	82.3	129	72.1

¹Question asked before participant was given nutrition education

²Question asked after participant was given nutrition education

³Question asked by calling the participant six weeks after nutrition education

⁴Total number of participants responded to the question at the specified time period

Table 2 showed the results of participants' attitude toward behavioral change. After nutrition education, 95% of the participants felt confident to increase their fruits and vegetables consumption by one cup per day; 94% reported confident to replace refined grains with whole grains food daily; 87% reported confident to switch to lower fat dairy product; 95% reported confident to replace proteins high in saturated fat with a lean source of protein; 91% reported confident to replace sugar-sweetened beverage with water; 91% reported confident to add less salt when cooking or eating; 93% reported

confident to include all five food groups in their meals every day; 92% reported confident to increase their physical activity by 10 minutes per day; and 94% reported confident to use Nutrition Facts on the food label to select food.

Table 2: Attitude toward Behavioral Change (FY 2016-2017).

How confident are you to...	N¹	% confident²
Increase fruit and vegetable intake by one cup per day [ST1] ³	1106	94.9
Replace one ounce of refined grain with one ounce of whole grain food per day [ST1]	730	93.7
Switch to or add a lower fat dairy product per day [ST1]	553	87.0
Replace proteins high in saturated fat with a lean source of protein [ST1]	695	95.1
Replace one sugar-sweetened beverage with water or sugar-free drink per day [ST1]	577	90.8
Add less salt when cooking or eating [ST1]	631	91.4
Include all 5 food groups in your meals every day [ST1]	557	93.4
Use the Nutrition Facts on the food label to select food [ST2] ⁴	1052	94.0
Increase physical activity by 10 minutes per day [ST3] ⁵	634	92.1

¹Total number of participants responded to the question after nutrition education

²Participants who responded as moderately, very or totally confident

³[ST1] indicates Evaluation Framework Indicator Short-Term 1: Healthy Eating Goals and Intentions

⁴[ST2] indicates Evaluation Framework Indicator Short-Term 2: Food Resource Management Goals and Intentions

⁵[ST3] indicates Evaluation Framework Indicator Short-Term 3: Physical Activity and Reduce Sedentary Behavior Goals and Intentions

Table 3 showed the participant behavioral changes toward healthy eating, and these performance measures were identified as the Evaluation Framework Medium-Term Indicator 1. Two out of every three participants (66%) increased frequency of eating more than one kind of fruit or vegetable each day at six-week follow-up (including 8% continued to always eat more than one kind of fruit or vegetable each day). Three out of every five participants (59%) increased their fruit or vegetable consumption by half of a cup or more. Nine out of every ten participants (93%) increased frequency of eating at least one whole grain food as compared to refined (white) grain food; generally the participants were more likely to switch to eating whole grain cereal or bread or pasta then to switch to eating brown rice or whole grain/wheat pasta. One out of every three participants (35%) switched to a lower fat milk (including 14% continued to drink fat free, soy, rice, or almond milk). Half of the participants (49%) decreased frequency of eating proteins that are high in saturated fat; and 58% increased frequency of grilling, broiling or roasting as a way to reduce saturated fat when preparing food (including 14% continued to always grill, broil or roast foods). Two out of every three participants (69%) decreased their sugar-sweetened beverage intake (including 22% continued to drink none); 53% increased frequency of preparing foods without adding salt or salt seasoning (including 11% continued to always prepare foods without adding salt or salt

seasoning); and 65% increased the number of days where they usually include food from all five food groups in their diet (including 21% continued to eat all five food groups every day).

Table 3: Behavioral Change towards Healthy Eating [MT1]¹ (FY 2016-2017).

At six-weeks, percent of participants...	N²	%
Increased frequency or continued to always eat more than one kind of fruit each day	246	56.5
Increased frequency or continued to always eat more than one kind of vegetable each day	246	58.9
Increased frequency or continued to always eat more than one kind of fruit or vegetable each day	246	65.5
Increased fruit consumption by at least ½ cup	245	45.3
Increased vegetable consumption by at least ½ cup	245	42.0
Increased fruit or vegetable consumption by at least ½ cup	246	58.5
Increased frequency of eating at least one whole grain food as compared to refined (white) grain food	195	93.3
Switched to a lower fat milk or continued to drink fat free milk	185	35.1
Decreased frequency or continued to never eat proteins that are high in saturated fat	183	49.2
Increased frequency or continued to always grill, broil or roast food	184	57.6
Decreased consumption of sugar-sweetened beverages or continued to consume none	202	69.3
Increased frequency or continued to always prepare foods without adding salt or salt seasoning	201	53.2
Increased days eating food from all five food groups in their meals or continued to eat all five food groups every day	212	64.6

¹[MT1] indicates Evaluation Framework Indicator Medium-Term 1: Healthy Eating Behavioral Changes

²Total number of participants responded to the questions both before education and six-week post education

Table 4 showed the participant behavioral changes toward food resource management, and these performance measures were identified as the Evaluation Framework Medium-Term Indicator 2. More than half of the participants (55%) increased the use of Nutrition Facts on food label to make food choices at six-week follow-up (including 9% continued to always use Nutrition Facts on food label). Two out of every five participants (42%) increased frequency of planning meals ahead of time (including 7% continued to always plan meals ahead of time); 71% increased frequency of comparing prices before buying food (including 34% continued to always compare prices before buying food); and 57% increased frequency of shopping with a grocery list (including 14% continued to always shop with a grocery list) as ways to save money at the grocery store.

Table 4: Behavioral Change towards Food Resource Management [MT2]¹ (FY 2016-2017).

At six-weeks, percent of participants...	N²	%
Increased the frequency or continued to always use Nutrition Facts on food label to make food choices	319	54.6
Increased the frequency or continued to always planned meals ahead of time as a way to save money at the grocery store	192	42.2
Increased the frequency or continued to always compared prices before buying food as a way to save money at the grocery store	193	70.5
Increased the frequency or continued to always shopped with a grocery list as a way to save money at the grocery store	191	57.1

¹[MT2] indicates Evaluation Framework Indicator Medium-Term 2: Food Resource Management Behavioral Changes

²Total number of participants responded to the question at the specified time period

Table 5 showed the participant behavioral changes toward physical activity and food safety, and these performance measures... were identified as the Evaluation Framework Medium-Term Indicator 3 and 4, respectively. About two-fifth of the participants (39%) increased their physical activity by at least 60 minutes per week at six-week follow-up. For food safety practice, the majority of the participants did not let dairy foods sit outside the refrigerator for more than two hours. Nine out of every ten participants (90%) decreased frequency of letting dairy foods to sit outside the refrigerator for more than two hours (including 69% continued to never doing so). About two-thirds of the participants (63%) decreased the practice of thawing frozen foods at room temperature (including 14% continued to never doing so), and 38% increased the use of meat thermometer to determine if meat is cooked (including 2% continued to always doing so). In addition to measuring the percent change of behavioral outcome at six-week post education vs. before education, participants were also asked during the six-week follow-up if they self-perceived of making any behavioral changes since receiving nutrition education. The results are shown in Table 6.

Table 5: Behavioral Change towards Physical Activity [MT3]¹ and Food Safety [MT4]² (FY 2016-2017).

At six-weeks, percent of participants...	N³	%
Increased physical activity by at least 60 minutes per week	175	39.4
Decreased the frequency or continued to never let dairy foods sit outside the refrigerator for more than two hours	133	90.2
Decreased the frequency or continued to never thaw frozen foods at room temperature	112	62.5
Increased the frequency or continued to always use a meat thermometer to determine if meat is cooked	113	38.1

¹[MT3] indicates Evaluation Framework Indicator Medium-Term 3: Physical Activity and Reduced Sedentary Behavioral Changes

²[MT4] indicates Evaluation Framework Indicator Medium-Term 4: Food Safety Behavioral Changes

³Total number of participants responded to the question at the specified time period

Table 6: Self-Perception of Behavioral Change since Receiving Nutrition Education (FY 2016-2017).

Since receiving nutrition education, percent of participants self-perceived to have...	N ¹	%
Increased eating fruits and vegetables by more than ½ portion per day	164	80.5
Replaced one portion of refined (white) grain food with one portion of whole grain food	114	79.8
Switched from eating regular yogurt to low-fat yogurt	70	61.4
Switched from eating regular cheese to low-fat cheese	92	38.0
Replaced proteins high in saturated fat with a lean source of protein	103	77.7
Increased or added at least one cooking method (grilling, broiling or roasting)	112	70.5
Replaced one cup of sugar-sweetened drink with water	124	75.0
Added less salt when cooking or eating	125	76.0
Increased eating all five food groups every day	131	81.7
Increased the use of Nutrition Facts on the food label to make healthy food choices	303	80.9
Increased or added physical activity	124	68.6

¹Total number of participants responded to the question at six weeks after nutrition education

Use of SNAP-Ed Evaluation Framework:

The Evaluation Framework indicators used by the evaluation plan for the Connecticut Department of Public Health – Preschool, Families, and Community Project include:

- ST1 (Healthy Eating Goals and Intentions)
- ST2 (Food Resource Management Goals and Intentions)
- ST3 (Physical Activity and Reduce Sedentary Behavior Goals and Intentions)
- MT1 (Healthy Eating Behavioral Changes)
- MT2 (Food Resource Management Behavioral Changes)
- MT3 (Physical Activity and Reduce Sedentary Behavioral Changes)
- MT4 (Food Safety Behavioral Changes)

Coordination of Efforts

The DPH will conduct SNAP-Ed evidence based, interactive programming targeting preschool children, their families, and SNAP participants, low-income individuals eligible to receive benefits, and individuals residing in communities with significant low-income population through multiple established partnerships. DPH SNAP-Ed initiatives are conducted in collaboration with USJ who network with current partners, other agencies, organizations, and programs that work with the SNAP eligible participants. The DPH and USJ will share a schedule of activities on the centralized SNAP-Ed calendar

managed by DSS, and will work closely together to avoid duplication of SNAP-Ed services in Connecticut.

HS/SR Programs: DPH has consistently provided these programs to numerous HS/SR programs located in areas of the state with median household incomes $\leq 185\%$ of the federal poverty level. Through a strong, well-established partnership with the University of Saint Joseph, DPH has expanded its SNAP-Ed programming reach to this target population throughout the state with demonstrated success.

Coordinated Approach to Child Health Early Childhood (CEC): DPH SNAP-Ed in collaboration with USJ and the CEC intervention will be coordinated with center-based ECE sites located within the priority towns and communities identified in the state's needs assessment. The DPH, through SNAP-Ed and other agency initiatives, has an extensive network of statewide and community ECE partners, including ECE sites with which SNAP-Ed staff coordinate and collaborate to ensure consistent messaging and to increase reach and impact. Partner organizations include but are not limited to: the Connecticut Office of Early Childhood, the Rudd Center for Food Policy and Obesity, the Connecticut State Department of Education, the New England Head Start Training and Technical Assistance Network, Child Health and Development Institute, local health departments, YMCAs, and Boys and Girls Clubs.

Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC): Similar to CEC, the DPH will coordinate with partners at USJ to ensure a multi-layered approach in delivering NAP SACC to ECE sites. Where appropriate, SNAP-Ed activities conducted by USJ will be promoted and coordinated with those conducted by DPH to ensure that SNAP-Ed participants receive the full suite of obesity prevention interventions available through the DPH SNAP-Ed program. For example, NAP SACC participating sites will be offered the ESBA workshop series for their families, as well as training and technical assistance to achieve the Breastfeed-Friendly Child Care Recognition.

Breastfeeding Friendly Child Care Recognition Program: the DPH SNAP-Ed staff will coordinate with the WIC program to supplement and complement WIC breastfeeding services. SNAP-Ed staff will serve an advisory role in the development of the recognition program to ensure alignment with best practice standards, and will facilitate training and technical assistance to aid in the adopting of lactation policy and supportive practices in programs located within priority towns and communities as identified in the state's needs assessment.

WIC: The DPH SNAP-Ed Program collaborates directly with the DPH State WIC Program. Each year, SNAP-Ed staff in collaboration with WIC Program staff develop and disseminate correspondence to each of the twelve local WIC programs initiating

SNAP-Ed programming. On-going communications and shared materials help ensure consistency of messages, avoid duplication and enhance educational opportunities for WIC clients who are also SNAP participants. In addition, SNAP-Ed staff present at the Annual WIC Meeting, nutrition education opportunities available for these agencies which complement WIC mandated nutrition education.

Commodity Supplemental Food Program (CSFP): the DPH will coordinate with CSFP to improve the health of low income elderly persons age 60 years of age and older by providing nutrition education, food tasting, and healthy recipes at assigned CSFP sites, such as Monroe Food Pantry, Bloomfield Rehoboth Church of God, Bristol A.J. DeLorenzo Towers, Executive Square House Wethersfield, Gift of Love Avon, Human Resources Agency (HRA) New Britain, Trumbull Social Services, West Haven Housing Authority, and Wethersfield Social Services.

To avoid duplication of services the following strategies will be utilized:

WIC offices – Identify current program services provided and work with the state WIC program to meet identified gaps and needs.

Community Health Centers – Identify sites not currently served by other SNAP-Ed programs in the geographic areas of Bridgeport, Hartford, Meriden, Middletown, New Britain, and New Haven.

Community Partners – To avoid duplication with other SNAP-Ed programs and minimize travel costs, the DPH will focus geographically in Connecticut's major cities Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Windham. The DPH and USJ will continue collaboration with organizations such as food councils, End Hunger Connecticut!, Food Share Hunger Action Teams, Connecticut Food Bank, and other related community organizations and agencies to promote awareness and access to nutrition education sessions and resources as well as to encourage implementation of sustainable environmental change strategies. Collaborative efforts with these agencies involve shared communication and coordinating programming to support and promote healthy eating and physical activity.

For FYs 2019, 2020, and 2021, the DPH will continue to coordinate, complement, and collaborate with other programs, agencies, and organizations to deliver comprehensive multi-level interventions, and community-based and public health approaches. Continued collaborative efforts will maximize the reach and potential impact of the SNAP-Ed Federal nutrition education program in areas of Connecticut not currently reached.

Civil Rights Training:

The DPH and USJ staff involved in execution of SNAP-Ed direct nutrition education programming will obtain Civil Rights training on an annual basis. Several options are currently being offered and documentation of training will be forwarded to DSS as part of the progress reporting.

Template 3: SNAP-Ed Staffing Plan

Project Name: Connecticut Department of Public Health – Preschool, Families, and Community Project (FY 2019)

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Nutrition Coordinator/Educator: Idamaris Rodriguez	1.0 FTE	75%	25% Approach 1: 10% Approach 2: 10% Approach 3: 5%	\$129,904
Program Nutrition Consultant: Jennifer Vinci	1.0 FTE	25%	75% Approach 1: 15% Approach 2: 45% Approach 3: 15%	\$107,838
Nutrition Educator Assistant: Amor Gamarra-Gross	0.45 FTE	60%	40% Approach 1: 30% Approach 2: 10%	\$34,642
			Total Staffing Budget:	\$272,384

Staffing

DPH – Preschool, Families, and Community Project – FY 2019

Statement of Work listing SNAP-Ed related job duties for each position:

Nutrition Coordinator/Educator: Idamaris Rodriguez

Monitor budgets, expenditures, and contracts; provide technical assistance, coordinate nutrition education programming; design, modify, and conduct direct and indirect nutrition education; ensure consistency of program delivery; oversee, analyze, and report program evaluation; update and maintain DPH SNAP-Ed website, and assists in activities that promote policy, systems, and environmental changes.

Program Nutrition Consultant: Jennifer Vinci

Plan and implement the nutrition education curriculum of the SNAP-Ed program; coordinate program nutrition education activities; conduct direct and indirect nutrition education; provide training and technical assistance to administrators, nutrition staffs, and educators and assist in activities that promote policy, systems, and environmental changes at Early Childhood Centers; and attend conferences and stakeholder meetings to promote improved nutrition and physical activity policies and practices in Early Childhood Education.

Nutrition Educator Assistant: Amor Gamarra-Gross

Assist with nutrition education activities and community events; conduct direct and indirect nutrition education; disseminate indirect nutrition education materials; maintain database for nutrition education activities; collect and enter data on nutrition spreadsheet; and prepare staff travel and schedule transportation.

Definition of FTE and basis for calculations:

Full-Time Equivalent (FTE) employment, as defined by the Federal government, means the total number of straight-time hours (i.e., not including overtime pay or holiday hours) worked by employees divided by the number of compensable hours in the fiscal year. According to this definition, annual leave, sick leave, compensatory time off, and other approved leave categories are considered “hours worked” for purposes of defining FTE employment.

Nutrition Coordinator/Educator: Idamaris Rodriguez

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 100% of the time.

Program Nutrition Consultant: Jennifer Vinci

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 100% of the time.

Nutrition Educator Assistant: Amor Gamarra-Gross

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the Preschool, Families and Community Project Nutrition Education will be 45% of the time.

Project Title: Connecticut Department of Public Health – Preschool, Families, and Community Project

DIRECT PROGRAM STAFF – Fiscal Year 2019

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
Nutrition Coordinator/ Educator: Idamaris Rodriguez	\$63,923	1	1.00	\$ 63,923
Program Nutrition Consultant: Jennifer Vinci	\$54,447	1	1.00	\$ 54,447
Nutrition Ed Assistant: Amor Gamarra-Gross	\$43,405	1	0.45	\$ 19,532
Total program Salary amount from section (a)				\$137,902

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Nutrition Coordinator/Educator: Idamaris Rodriguez	103.22%	\$ 65,981
Program Nutrition Consultant: Jennifer Vinci	98.06%	\$ 53,391
Nutrition Ed Assistant: Amor Gamarra-Gross	77.36%	\$ 15,110
Total Fringe amount combined from section (b)		\$ 134,482

Total Program Salary (total amount from section (a) & (b) combined) \$ 272,384

c) Breakdown of Fringe Benefits

As instructed by DPH management in Fiscal Memorandum No. 19-01, we are using the actual fringe rate for each employee. The breakdown of fringe benefits for each employee is as follow:

	Nutrition Coordinator/ Educator: Idamaris Rodriguez	Program Nutrition Consultant: Jennifer Vinci	Nutrition Educator Assistant: Amor Gamarra- Gross
50410 Life Insurance	0.21%	0.24%	0%
50420 Medical Insurance	37.91%	33.76%	0%
50430 Unemployment Compensation	0.25%	0.25%	0.29%
50441 FICA	5.70%	5.64%	7.24%
50442 Medicare	1.33%	1.32%	1.69%
50471 Regular Employee Retirement	57.82%	56.85%	68.14%
Total Fringe Benefit Rate	103.22%	98.06%	77.36%

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

Connecticut Department of Public Health – Preschool, Families and Community Project

Total Federal funding, grant: FY2019

\$751,809* (\$693,528 in funds for FFY2019 + 58,281 in carry-in funds from FFY2018)

Description of services and/or products:

The Connecticut Department of Public Health (DPH) Preschool, Families, and Community Project provides multi-level nutrition improvement intervention strategies that reach SNAP participants, low-income individuals eligible to receive SNAP benefits, and other means-tested federal assistance programs, as well as individuals residing in communities with a significant low-income population (preschool children ages 3 – 5 and families). In addition, these strategies reach SNAP participants adults (18 years of age and older including adults 60+).

The Preschool Children and their Families Project Component provides nutrition education activities in Head Start (HS), School Readiness (SR), and Early Childhood Education (ECE) Programs in school districts with >50% of children who receive free and reduced-cost meals through the Child and Adult Care Food Program, and with >50% of the census tract population who are ≤185% of the federal poverty level.

Nutrition education and train-the-trainer education sessions are conducted for HS, SR, and Early Childhood preschool teachers, who then apply strategies to promote healthy eating behaviors while teaching children important nutrition concepts. Incorporating nutrition activities including family engagement activities into their lesson plans provide an environment where healthy eating behaviors are valued and taught.

Nutrition education sessions and workshops are also provided to preschoolers' families in English and Spanish. Conduct interactive events including Adventures of Captain 5 A Day, and I am Moving, I am Learning, to engage children in physical activity, teach children how to identify, grow and appreciate healthy foods. Indirect nutrition education is conducted and education materials in English and Spanish are disseminated.

The Adults/Families Project Component provides nutrition education and obesity reduction activities for SNAP participants adults at WIC offices, CHC offices, and Community Partner locations; Department of Social Services (DSS) /SNAP office,

Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites, and Farmers' Markets.

For Policy, System, and Environmental (PSE) Change interventions, DPH is conducting the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program that targets ECE sites to ensure policies and practices help preschool children (3-5 years old) establish healthy habits for life. DPH is also conducting a Coordinated Approach to Child Health (CATCH) Early Childhood Program, which is an obesity prevention intervention designed to increase physical activity and promote healthy eating in children ages 3-5. DPH is also conducting Breastfeeding-Friendly Child Care Recognition (BFCCR) program to increase breastfeeding duration rates, community breastfeeding support, and compliance with state and federal lactation accommodation law in ECE sites.

DPH, in collaboration with the University of Saint Joseph, coordinates and conducts all direct and indirect nutrition education activities with collaborative partners; conducts PSE change interventions; manages nutrition education statewide delivery; monitors and evaluates all activities; completes all mandated SNAP-Ed reporting; and, manages DPH Memorandum of Agreement with DSS.

Cost of specific services and/or products:

The total cost of the project is \$751,809* and the cost of specific services are detailed below for FY2019.

*The total cost amount includes \$58,281 carry-over from FFY2018

Section B. Project Costs

Federal Fiscal Year: FY 2019

State: Connecticut

Sub-grantee Name: Connecticut Department of Public Health – Preschool, Families, and Community Project

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$272,384	
Contracts/Sub-Grants/Agreements	\$58,281	\$316,000	
Non-Capital Equipment/Supplies		\$3,006	
Materials		\$45,800	
Travel		\$1,177	
Building/Space		\$0	
Maintenance		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs	\$58,281	\$638,367	
Indirect Costs (Indirect Cost Rate= <u>40%</u>)		\$55,161	
Total Federal Funds	\$58,281	\$693,528	
Estimated Funds Carry-over from Current FY to Next FY, if any			

Signature of Responsible Official: _____

Date: _____

Budget narrative:

FY 2019

Salary/Benefits: \$272,384 (\$137,902 – salaries/\$134,482 – fringe benefits)

Position	FTE	Salary	Fringe Benefits (Rate)	Total
Nutrition Coordinator/Educator	1.00	\$63,923	\$65,981 (103.22%)	\$129,904
Program Nutrition Consultant	1.00	\$54,447	\$53,391 (98.06%)	\$107,838
Nutrition Educator Assistant	0.45	\$19,532	\$15,110 (77.36%)	\$34,642

Contracts/Sub-Grants/Agreements: \$374,281*

\$290,000 – University of Saint Joseph, School of Health and Natural Sciences

Description of services: Provide statewide nutrition education for SNAP participants (preschool children and families) at Head Start, School Readiness and Early Childhood programs; recruit Head Start, School Readiness, and Early Childhood programs to participate in the *Coordinated Approach To Child Health (CATCH)* program; conduct train-the-trainer presentations/workshops to Head Start, School Readiness, and Early Childhood preschool teachers; conduct nutrition education sessions and workshops to SNAP participants parents; conduct nutrition education sessions and workshops with a food demonstration component to SNAP participants adults at WIC offices, CHC offices, and Community Partner locations; Department of Social Services (DSS) /SNAP office, Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites, and Farmers' Markets; deliver individualized health coaching by telephone for SNAP-Ed participants; orientate and train nutrition paraprofessionals to ensure delivery of high-quality nutrition education; plan and coordinate the direct and indirect nutrition education schedule to maximize efforts, prevent duplication, and guarantee effective delivery of direct and indirect nutrition education; oversee nutrition paraprofessionals in the field; collect and aggregate evaluation data collected at all nutrition workshops and nutrition education session; conduct process and outcome evaluation of the project; collaborates with multiple organizations/site in a community to promote core nutrition messages and “speak with one voice” to address broader environmental changes that make it easier for SNAP participants to make healthy food choices; work with organizations to influence changing their policies to incorporate healthy eating and physical activity sessions and workshops into their client’s lives.

\$17,000 – **ARC Safety Group, Inc.**: Warehouse/Fulfillment

Description of services: Fulfillment (assembly) and storage of nutrition education materials including *The Adventure of Captain 5 A Day* and *Coordinated Approach to Child Health (CATCH)* curriculum; ship and/or deliver nutrition education materials to preschool locations where nutrition education workshops and activities are conducted; ship and/or deliver nutrition education materials to CT DPH and/or approved partner organizations; print nutrition education materials (newsletters, recipe cards, and handouts) for dissemination; maintain inventory, usage reports, and database of customers.

\$58,281* – Media: Mass Transit – Connecticut Public Television (CPTV)

Plan, coordinate and conduct existing, USDA approved media campaign *The Action Pack*; mass transit signage will be placed on the interior and exterior on city buses that travel within communities in Connecticut with the largest numbers of SNAP household in Hartford, New Haven, Bridgeport and Waterbury. The locations are strategically selected to reinforce nutrition messages, support and promote the important to increase physical activity and promote healthy eating in adult with young children. The subcontractor will display the mass transit signs for 16-week period from May through August with an estimated reach of 150,000 individuals. The cost of displaying mass transit signs per week is about \$3,400; totaling \$54,400 for the 16-week period. With the addition of \$3,881 for administrative cost by our contractor, the total budget equals to \$58,281.

\$9,000 – CATCH Train-the-Trainer

Description of services: Provide Train-the-trainer CATCH Early Childhood workshop to 30 Head Start, School Readiness, and Early Childhood Education administrators/teachers with evidence based physical education, nutrition engaging curricula, and framework to begin implementing the curriculum components at their schools/sites.

CATCH Early Childhood training orients administrators/teachers a variety of interactive techniques that both teach and demonstrate strategies for effective implementation. School administrators/teachers will adapt this framework to strategically plan how their programs can better guide youth in the process of being physically active and eating nutritious foods for a lifetime. CATCH is cost-effective training and is approved by USDA for SNAP-Ed.

Train the Trainer cost:

- Include one day of implementation training for 30 participants, and 2 additional days of train the trainer sessions.
- CATCH Early Childhood training manuals for all participants, including access to an online suite of training tools including PowerPoint slides, evaluations sheets, and more.
- CATCH Early Childhood training physical activity equipment for 30 participants, including curricula.
- Post training follow-up support for participants.

Non-capital equipment/supplies: \$3,006

Purchase office supplies, SAS license and training.

Itemized Costs:

\$ 1,306 Office Supplies

\$ 800 SAS license (1 license)

Justification: This SAS License is required for use of statistical analysis and database management for evaluation and reporting. The license will be purchased as part of a combined multi-users license for the Connecticut Department of Public Health.

\$ 900 Training

Justification: In-service trainings for staff to learn new skills (e.g., database development, reporting writing, and webpage creation).

Materials: \$45,800

Purchase preschool nutrition education materials (brochures, flyers, and recipe cards), nutrition classroom resources (books/materials/games), nutrition education incentive items with printed SNAP-Ed information such as reusable shopping bag, CATCH curriculum kits and online subscription, and teaching aides/materials.

Itemized Costs:

\$ 13,000 Preschool Nutrition Education Materials (Brochures, Flyers, Signage, Recipe Cards) and Classroom Resources (Books, Materials, Games)

\$ 12,000 Nutrition Education Incentive Items (2,400 items @ \$5.00 each)

\$ 16,300 CATCH Curriculum Kits and Online Subscriptions (56 kits @ \$275 each and 30 subscriptions @ \$30 each)

\$ 4,500 Teaching Aides/Materials

Travel: \$1,177 (see justification on Section C)

Building space: Not applicable

Maintenance: Not applicable

Equipment and other capital expenditures: Not applicable

Total direct costs: \$696,648*

Total indirect costs: \$55,161 (40% indirect rate applied to DPH Salaries only) SECTION 3, FINANCIAL AND COST POLICY.

Total federal funds: \$751,809* (\$693,528 in funds for FFY2019 + 58,281 in carry-in funds from FFY2018)

***The total cost amount includes \$58,281 carry-over from FFY2018**

Estimated funds carry-over from current FY to next FY, if any:

DPH SNAP-Ed program will expend all **FY 2019** funds thus no funds will be return.

Section C. Travel

In-State Travel

Travel Purpose:

Connecticut Department of Public Health – Preschool, Families, and Community Project delivers high quality nutrition education to SNAP participants. Travel is required to deliver nutrition education programs; audit nutrition education program delivered by contractors; attend meetings to plan activities for effective delivery and evaluation of nutrition education; and attend meetings with collaborative partners to garner support for nutrition education to SNAP participants.

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

For conducting nutrition education program activities and evaluation, in-state travel to Head Start, School Readiness and Early Childhood locations statewide (Bridgeport, Hartford, New Haven and Waterbury as well as Bristol, Danbury, East Hartford, Meriden, New Britain, Norwalk, Norwich, Stamford, West Haven, Torrington, and Willimantic; WIC main offices (Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, New Haven, Stamford, New London, Torrington, Waterbury, and Windham) and the 33 satellites throughout the state; Community Health Center offices (Bridgeport, Bristol, Hartford, Meriden, Middletown, New Britain, New Haven, Norwalk, Norwich, Stamford, Torrington and Waterbury); Department of Social Services (DSS) SNAP office in Norwich and Willimantic; as well as Community Action Agencies, Emergency Food Assistance Sites (including mobile food pantries), Commodity Supplemental Food Program sites, and Farmers' Markets.

Number of staff traveling:

3 staff members

Cost of travel for this purpose:

\$1,177 (12 trips/month x 12 months x 15 miles/trip x \$0.545/mile)

Total In-State Travel Cost: \$1,177

Out-of-State Travel

Travel Purpose:

Not Applicable. No out-of-state travel is planned.

Travel destination (city and State):

Not Applicable

Number of staff traveling:

Not Applicable

Cost of travel for this purpose:

Not Applicable

Total Out-of-State Travel Cost: \$0


Section B. Project Costs

Federal Fiscal Year: FY 2019

State: Connecticut

Sub-grantee Name: Connecticut Department of Public Health – Preschool, Families, and Community Project

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$272,384	
Contracts/Sub-Grants/Agreements	\$58,281	\$316,000	
Non-Capital Equipment/Supplies		\$3,006	
Materials		\$45,800	
Travel		\$1,177	
Building/Space		\$0	
Maintenance		\$0	
Equipment and Other Capital Expenditures		\$0	
Total Direct Costs	\$58,281	\$638,367	
Indirect Costs (Indirect Cost Rate= <u>40%</u>)		\$55,161	
Total Federal Funds	\$58,281	\$693,528	
Estimated Funds Carry-over from Current FY to Next FY, if any			

Signature of Responsible Official: 

Date: 03/12/19

Project 2
Food Security

NO REVISIONS

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

2. Description of projects/interventions:

Project Title:

CT SNAP-Ed UConn Food Security Project

Related State Objective(s):

Goal 1: Increase healthy food choices among population groups who are receiving or eligible to receive SNAP benefits.

SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015 including one or more of the following:

- Increase reported fruit and vegetable consumption by at least one-half portion,
- Demonstrate increased knowledge and skills about selecting healthy foods through one of the following activities: label reading, identification of healthy food choices from an array of foods.
- Demonstrate increased knowledge and skills about preparing healthy foods by at least one of the following activities: ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, demonstration of newly acquired cooking skills and substituting healthier ingredients in recipes.

Goal 2: Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.

- Demonstrate ability to do simple stretching and other physical activities as appropriate
- Demonstrate increased knowledge of the importance of increasing physical activity and decreasing sedentary activities

Goal 3: Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

- Project will support coordinated systems planning and will integrate program activities into at least one additional neighborhood, municipality, agency, or statewide health promotion initiative.
- Project will develop and execute a coordinated program with at least one additional federally funded program (e.g. Commodity Foods, Child Nutrition Programs, Farmer's Market and retail incentive programs, WIC, CDC, EFNEP)

- Provide training on the development and delivery of culturally appropriate, evidence-based food, nutrition, and physical activity education to at least two additional provider groups (e.g. Area Agency on Aging resource coordinators, early childcare staff, teachers, shelter or soup kitchen staff, and emergency food providers).

Audience:

The primary target audience is participants in emergency food programs and federal food assistance programs, or those involved with community agencies who receive food from Connecticut's two food banks.

Audience will be primarily adults with children, heads-of-households or older adults facing food insecurity. After school or summer programs with youth from SNAP-eligible families will also be conducted.

People who receive food from food banks and food pantries or who are shelter residents or clients of soup kitchens are all very low income and potentially eligible to receive SNAP benefits if not already receiving SNAP. We also work in low income communities where over half of the children receive free or reduce-priced school meals, and in senior housing for low-income older adults.

CT SNAP-Ed: Food Security Project will conduct programming in the following communities: Bridgeport, Danbury, Hartford, Manchester, New London, Norwich, Torrington, Windham and surrounding towns as appropriate. Coordination with other SNAP-Ed projects will ensure that we do not duplicate the services they are providing in the state.

Food and Activity Environments:

Each workshop and local intervention will be tailored to the community being served, based on cultural appropriateness, feedback from participants, partners and key informants, and the environment/access to resources. Whenever possible for local interventions, we will align education and recipes to the foods offered at the farmers' market or mobile food pantry. All lessons and educational materials will align with the Dietary Guidelines and MyPlate.

Promoting physical activity is part of the SNAP-Ed educational messaging. When appropriate, SNAP-Ed educators discuss local options for physical activity, as well as ways individuals can be more physically active at home and at work. Some SNAP-Ed programs work with community and school gardens, offering opportunities for physical activity as well as access to healthy food.

Many of our programs are held at food pantries or food distribution sites, where participants can access healthy foods and beverages. We also work at farmers' markets and promote the use of SNAP benefits at farmers' markets. Several of our farmers' markets participate in the "double up" program where people can double the value of their SNAP benefits.

Project Description:

The Food Security Project is a state-based intervention that reaches out to the local level. The project runs year- round. Nutrition and food safety education is provided to SNAP recipients and

people who receive food from emergency food programs and/or participate in other federal food assistance programs. Workshops are usually 20-90 minutes in duration; programs during food delivery at emergency food sites usually last 1 to 2 hours.

- Face-to-face programs that reinforce, but are not duplicative of WIC, EFNEP or other CT SNAP-Ed efforts. Target groups are women with children, low income heads of households and older adults. School children and seniors will be a smaller target audience. These programs are broken down into two subcategories:
 - Food and Health for Families, Adults and Children: The lessons provided in these class series will follow MyPlate and Dietary Guidelines, with the curriculum chosen based on the needs of the population and the amount of time allotted for the classes. MyPlate for My Family is a curriculum often utilized, providing evidence-based lessons based on the Dietary Guidelines, tailored both English- and Spanish-speaking families with children. The lessons provide practical guidance for increasing physical activity, shopping on a budget and food preparation. Educators also use Families Eating Smart and Moving More, an Expanded Food and Nutrition Education Program curriculum from North Carolina State University. This curriculum provides varied options for interactive lessons, focusing on nutrition, physical activity, shopping on a budget and food safety. There are 21 lessons from which to choose, in the Families Eat Smart and Moving More Curriculum, and every lesson includes hands-on parts of class for food preparation and short physical activity breaks. There are also options for each lesson to be adjusted between 30-90 minutes in length, based on the audience. This is very helpful, as the amount of time provided for lessons varies, and every group moves at a different pace, so this flexible format is very amenable to SNAP-Ed.
 - Nutrition for Older Adults: Workshops will focus on improving food security and health and nutrition status of older adults. Eat Smart, Live Strong is a curriculum used for many of these group sessions. The lessons are tailored to adults 60-74 years of age, and emphasize increasing fruit and vegetable intake and participating in 30 minutes of exercise or more each week. Goal setting, active participation with simple exercises, and easy shopping and cooking tips all help to increase self-efficacy for participants. Lessons are short enough that they can be completed in 45 minutes, but options for adding physical activity can lengthen classes and increase the interactive nature of the class. In order to provide additional options for greater interaction, staff have begun using the new Seniors Eating Well curriculum, which is aligned with the 2015-2020 Dietary Guidelines. This curriculum provides a variety of recipes, along with activities to prepare and taste the recipes. The lessons focus on a format in which discussion is encouraged, allowing greater adaptability to participants' everyday life.
- Local interventions will be at individual emergency food sites, shelters, soup kitchens, farmers' markets (where people can use SNAP benefits and WIC vouchers), mobile food

pantries, day care, Head Start, housing sites, grocery stores and community centers. Projected number of programs based on previous year's data is estimated to be 140 reaching approximately 800 participants who attend workshops (Some will be in a series, so contact numbers will be greater) and over 1,800 who attend events such as farmers' markets and health fairs.

- The focus of nutrition education for farmers' markets and health fairs will be to provide simple guidance to improve nutrition security and dietary intake. MyPlate education materials from www.choosemyplate.gov will be provided, as well as recipes for healthy eating on a budget. When possible, recipes will be aligned with the foods offered at the sites, and prepared at farmers' markets using the foods that are for sale that day. Recipes will be from various sources, including English and Spanish recipes from SNAP-Ed Recipe Finder, SNAP4CT and Cooking with EFNEP.

Key messages

- Follow MyPlate and U.S. Dietary Guidelines recommendations for better health, including healthy eating and active living.
- Make half your plate fruits and vegetables, half your grains whole and switch to fat-free or low fat milk and milk products.
- Plan and prepare balanced meals and snacks with foods available from food pantries.
- Use SNAP benefits to “fill in the gaps” with more varied and nutritious foods.
- Eat more fruits and vegetables.
- Follow food safety guidelines to avoid foodborne illness.
- Use food shopping skills, such as label reading, to choose healthy foods while on a limited budget.
- Understand portion sizes
- Enjoy more physical activity

We do not anticipate changing the project methods or strategies at this time, continuing to reach SNAP eligibles in many areas of Connecticut, with a focus on Eastern and Western Connecticut low-income communities where such programs have not been available in the past.

Evidence Base:

Practice-based -- Using a small group and/or individual contact educational model, such as EFNEP, has shown over 90% of participants improve food choices or food behaviors, with an

increase in fruit and vegetable intake of about 0.5 cup/day. Additionally, over 80% of participants improve food resource management practices, resulting in improved food security.

Key Performance Indicators (KPIs):

Number of workshop series delivered during implementation; numbers of participants reached; number of partnerships/collaborations

SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015. Special attention will be placed on using foods commonly available at emergency food programs with suggestions for using SNAP benefits to purchase nutritious foods to enhance the quality of meals and snacks.

Indicators: Acceptance of foods during food tasting (affective), ability to prepare foods during hands-on workshops (behavioral), use of recipes and food tips as well as dietary intake (behavioral), ability to plan meals and snacks following MyPlate education (cognitive and behavioral). We will assess the readiness and capacity component by assessing intent to change dietary behavior, with a focus on increasing fruits and vegetables.

Measurement of outcome: Numbers of participants and contacts. Informal feedback documented by staff reports, observation of food preparation and food safety skills, 24-hour dietary recall and/or pre/post survey analysis of sample of participants, documentation of intent to make positive changes or reporting of making changes. We will utilize the Fruit and Vegetable Inventory to assess readiness and capacity, as well as 1-2 questions based on the Stages of Change (Trans theoretical) Model, as described by Kim et al ¹ We will also utilize the updated EFNEP Food and Physical Activity Questionnaire for a subset of participants, as this tool has been validated and questions target behaviors aligned with the Dietary Guidelines, as well as the Share our Strength Cooking Matters for Adults Survey.

2. SNAP recipients, eligibles and people receiving emergency foods will improve food management knowledge and skills so they can stretch their SNAP benefits and food dollars, and rely less on emergency foods to meet nutritional needs.

Indicators: Demonstration of increased knowledge and skills through one or more of the following: label reading, identification of healthy food choices from an array of foods, ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, demonstration of newly acquired cooking skills and substituting healthier ingredients in recipes, pre/post survey of sample of participants. . We will utilize the Share our Strength Cooking Matters for Adults Survey as well as the EFNEP Food and Physical Activity Questionnaire to assess these outcomes.

Measurement of outcome: Numbers of participants and contacts. Informal feedback documented by staff reports, observation of food preparation, food management and shopping skills, food safety surveys, documentation of intent to make positive changes or reporting of making changes.

3. Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

Indicators: SNAP-Ed staff involvement in food policy groups, community agencies and coalitions will enhance nutrition education efforts in targeted communities.

Measurement of Outcome: Numbers of program activities integrated with neighborhood, municipality, agency, or statewide health promotion initiative. Narrative reports by community-based SNAP-Ed educators. Number of coordinated programs with federally funded programs. Number of trainings offered to providers.

Use of Existing Educational Materials:

From USDA:

- MyPlate materials (English and Spanish) (www.choosemyplate.gov)
- SNAP-Ed Recipe Finder (English and Spanish when available)
- Healthy Eating on a Budget
- “MyPlate for My Family” materials (English and Spanish)
- “Eat Smart, Live Strong” materials (English and Spanish)
- “Fight Bac!” materials

Recipes for Healthy Kids & Team Nutrition as appropriate

- www.foodsafety.gov

From Other States:

- Iowa State Food and Nutrition Calendar (English and Spanish)-- purchased
- Iowa State “Spend Smart, Eat Smart” materials (English)
- Colorado & California – Eating Smart, Being Active (English and Spanish)
- Families Eating Smart and Moving More and Cooking with EFNEP Cookbook (English and Spanish)-North Carolina State University
- English/Spanish Pictorial Recipes – Oregon State University
- Seniors Eating Well- Pennsylvania State University (English)

Connecticut Resources:

- Farm Fresh, CT Grown recipes (English and Spanish)

- SNAP4CT (www.snap4ct.org) (English and Spanish)
- Recipes and lesson plans already developed

Other:

- Cooking Matters educational materials

Development of New Educational Materials:

We do not plan to develop any major, new nutrition education materials. We will revise materials from other sources to meet participants' limitations of food access, income, skills, cooking equipment, literacy, as well as the culture and language of our participants. Our recipes include menu ideas for balanced meals, so we will provide as needed. We may develop recipes for food items available in season/commodity foods as needed. New materials may be developed specifically for the food pantry and homeless shelter population if the existing materials are not effective in delivering nutrition messages due to literacy level, cultural sensitivity or other issues. All new materials will be sent to the SNAP Agency (CT Department of Social Services) for approval before being used in programming.

Evaluation Plans

We have limited capacity to conduct formal evaluations, but as discussed above, will utilize the Fruit and Vegetable Inventory, the Share our Strength Cooking Matters for Adults Survey, EFNEP Food and Physical Activity Questionnaire, as well as 24 hour recalls pre/post for a subset of participants.

Coordination of Efforts

The SNAP-Ed Food Security Project will coordinate with other CT SNAP-Ed partners in an effort to provide the most appropriate programming to various audiences in targeted communities. We will interact regularly with other programs via email and will check We will also coordinate with the EFNEP program, CT FoodCorps, and UConn Extension to avoid duplication and work with state or local food policy councils to assist in meeting their nutrition education efforts.

The CT SNAP-Ed Food Security Project will provide civil rights training in coordination with CT Department of Social Services to insure compliance. Currently, all materials used in our programs include an address and phone number where individuals can make a civil rights complaint to USDA office of Civil Rights.

References

1. Kim K, Reicks M, Sjoberg S. Applying the theory of planned behavior to predict dairy product consumption by older adults. J Nutr Educ Behav. 2003;35:294-301.

Template 3: SNAP-Ed Staffing Plan – FFY 2019

Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalent (FTE), describe staff responsibilities as they relate to SNAP-Ed and note the funding amounts that will be paid by State and/or Federal funds. Add rows as needed.

Project Name: UConn Food Security

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
Community Nutrition Educator (Assistant Extension Educator)	20% FTE based on 35-hour work week	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	90%: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$11,646 salary \$6,382 benefits \$18,028 total
Community Nutrition Educator (Public Service Specialist)	48% FTE based on 35-hour work week (17 hours/week for 52 weeks)	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	90%: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$30,940 salary \$7,766 benefits \$38,706 total

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
Community Nutrition Educator (Public Service Specialist)	21% FTE based on 35-hour work week (17 hours/week x 23 weeks)	10%: Submitting EARS reports, time and effort, accounting for travel, attending meetings	90%: Delivery of nutrition education programs, cooking demonstrations, meeting with site contacts	\$7,650 salary \$1,920 benefits \$9,570 total
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$50,236 salary \$16,068 benefits \$66,304 total

Statement of Work listing SNAP-Ed related job duties:

**Community Nutrition Educator
Assistant Extension Educator**

Under the general direction of designated administrator or faculty member, provides program and related administrative support at the local level for the Expanded Food and Nutrition Education Program and SNAP-Ed. The focus of the position is on broad, in-depth knowledge of the program specialty, but includes some administration such as reports. It requires the ability to exercise independent judgment within known practice and to resolve problems of programmatic and administrative detail and procedures.

1. Under the general direction of designated supervisor, promotes and implements food and nutrition education programs to targeted audiences. Works independently in the community, consulting with supervisor on a regular basis and as needed.
2. Develops and implements a recruitment program in the community.
3. Conducts needs assessments of target audience and administers evaluation tools as appropriate.
4. Provides food and nutrition education programs through individual and group presentations. Uses research-based, scientific information as background to develop programs, materials and presentations.
5. Maintains accurate records, including time and effort reports, program documentation reports, and evaluation reports. Enters data into computerized reporting system and writes reports as directed.
6. Serves as contact with community and provides for informational needs such as publications, program materials and educational opportunities.
7. Writes and/or edits informational and promotional materials for use in outreach and educational activities, requiring and understanding of the subject matter.
8. Maintains a collection of resource materials and program information
9. Represents UConn Community Nutrition Programs in community groups and coalitions as appropriate.
10. Assists with identifying opportunities for match, grants, and assists in writing grants.
11. Assists in the preparation of local budgets and control of expenditure
12. Participates in staff meetings and in-service training programs.
13. Ability to provide programming at a variety of sites throughout Connecticut.

14. Work schedule flexibility to allow for programming at the convenience of community partners.
15. Requires valid CT driver's license and transportation to program sites.
16. Performs related duties as required.

**UCONN Special Payroll, Public Service Specialist
Community Nutrition Educator**

Under the direction of designated administrator, provides food and nutrition educational programs as part of the CT-SNAP-Ed program (Supplemental Nutrition Assistance Program – Education component). The focus of the position is on knowledge of the program specialty, but includes some administration such as reports.

1. Under the direction of designated supervisor, promotes and implements food and nutrition education programs to targeted audiences in targeted agencies identified by program director and agency partners. Works independently in the community, consulting with supervisor on a regular basis and as needed.
2. Develops and implements a recruitment program in the community.
3. Provides food and nutrition education programs through individual and interactive group presentations. Uses research-based, scientific information as background to assist in developing programs, materials and presentations as needed.
4. Maintains accurate records, including time and effort reports, program documentation reports, and evaluation reports. Enters data into computerized reporting system and writes reports as directed.
5. Maintains a collection of resource materials and program information.
6. Participates in staff meetings and in-service training programs.
9. Work schedule flexibility to allow for programming at the convenience of community partners.
10. Requires valid CT driver's license and transportation to program sites.
11. Performs related duties as required.

DIRECT PROGRAM STAFF – Fiscal Year 2019

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>FTE</u>	<u>Salary</u>
Comm Nutr Edu/Heather Peracchio	\$58,230	1	20%	\$11,646
Comm Nutr Edu/Krissy Anderson	\$30,940	1	100%	\$30,940
Comm Nutr Edu/Diane Schuler	\$7,650	1	100%	\$7,650

Total Program Salary amount from section (a)

\$50,236

b) Program Fringe

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Comm Nutr Edu/Heather Peracchio	54.8%	\$6,382
Comm Nutr Edu/Krissy Anderson	25.1%	\$7,766
Comm Nutr Edu/Diane Schuler	25.1%	\$1,920

Total Program Fringe amount combined from section (b)

\$16,068

Total Program Salary and Fringe (amount from section (a) & (b) combined)

\$66,304

Template 4: SNAP-Ed Budget Information by Project FFY 2019

Section A. Budget Summary for Sub-Grantee

Refer to Appendix E. for additional information on allowable costs.

Contracts/Grants/Agreements for nutrition education services:

Provide the information below for each contract, grant, or agreement.

Name of sub-grantee:

University of Connecticut, College of Agriculture and Natural Resources
CT SNAP-Ed Food Security Project

Total Federal funding, grant:

\$104,877 (\$101,330 in funds for FFY2019 + \$3,547 in carry-in funds from FFY2018)

Description of services and/or products:

The Food Security Project is a state-based intervention that reaches out to the local level. The project runs year round. Nutrition and food safety education is provided to SNAP recipients and people who receive food from emergency food programs and/or participate in other federal food assistance programs. Workshops are usually 20-90 minutes in duration, with key messages that encourage healthy eating and physical activity based on the USDA MyPlate. Three community-based nutrition educators will provide programs in Bridgeport, Danbury, Manchester, New London, Norwich, Torrington and Windham, as well as selected sites in low-income, underserved areas. Programming will include:

- Face-to-face programs that reinforce, but are not duplicative of WIC, EFNEP or other CT SNAP-Ed efforts. Target groups are women with children and low income heads of households.
- Local interventions will be at individual emergency food sites, shelters, soup kitchens, farmers' markets (where people can use SNAP benefits and WIC vouchers), mobile food pantries, day care, Head Start, housing sites, grocery stores and community centers. School children and seniors will be a smaller target audience.

Projected number of programs based on previous year's data is estimated to be 180 reaching approximately 1,200 participants who attend workshops (Some will be in a series, so contact numbers will be greater) and over 2,200 who attend events such as farmers' markets and health fairs.

Cost of specific services and/or products:

Salary = \$52,486 (\$50,236 for 2019 and \$2,250 carry-in funds)

3 part time community educators who will implement local SNAP-Ed programming. See job description for community nutrition educators, which will apply to all community-based staff.

Fringe = \$16,633 (\$16,068 for 2019 and \$565 carry-in funds)

- 1 part time community educator (54.8% fringe)
- 2 part time special payroll community educators (25.1% fringe)

Total Salary and Benefits = \$69,119 (66,304 for 2019 and \$2,815 carry-in funds)

Sub-Contract to Interfaith AIDS Ministry of Greater Danbury = \$6,270*

(See separate Template 4A, Sub-grantee, for this sub-contractor)

Non-capital equipment and supplies - \$2,628

To cover costs of materials for educational workshops including food demonstration supplies such as plastic and paper goods, handouts, food prep supplies (\$300), food for demonstrations (\$2,328)

Materials = \$691: To cover cost of purchasing educational nutrition calendars, other educational materials, and copying charges.

Travel = \$4528

For 3 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 210 miles at 0.58 per mile = \$121.80 for 12 months = \$1,461.60 x 3 staff = \$4,384.80, plus \$143.20 for PI annual in-state travel of 246.9 miles.

Total Direct Costs = \$83,236 (\$80,421 for 2019 and \$2,815 carry-in funds)

Indirect costs - \$21,641 (\$20,909 for 2019 and \$732 carry-in funds)

TOTAL = \$104,877 (\$101,330 in funds for FFY2019 + \$3,547 in carry-in funds from FFY2018)

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: CT

Sub-grantee Name: UConn FoodSecurity

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$2,815	\$66,304	
Contracts/Sub-Grants/Agreements		\$6,270	
Non-Capital Equipment/Supplies		\$2,628	
Materials		\$691	
Travel		\$4,528	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$2,815	\$80,421	
Indirect Costs (Indirect Cost Rate= <u>26%</u>)	\$732	\$20,909	
Total Federal Funds	\$3,547	\$101,330	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date:

Joni Gould
Assistant Director
Sponsored Program Services

Budget narrative:

Salary/Benefits:

Salary = \$50,236: Three part time community educators who will implement local SNAP-Ed programming. See job description for community nutrition educators, which will apply to all community-based staff. Fringe for staff = \$16,068 part time community educator (54.8% fringe), 2 part time special payroll community educators (25.1% fringe)
Total Salary and Benefits = \$66,304

Contracts/Sub-Grants/Agreements: Retain copies of agreements on site.

Inter-faith AIDS Ministry of greater Danbury = \$6,270

Salary: N/A

Materials: N/A

Travel: N/A

Building Space: N/A

Utilities and Insurance: N/A

Non-capital equipment/supplies:

\$2628: To cover costs of materials for educational workshops including food demonstration supplies such as plastic and paper goods, handouts, food prep supplies (\$300), food for demonstrations (\$2,328)

Materials:

\$691: To cover cost of purchasing educational nutrition calendars and other educational materials, copying charges for copying handouts

Travel:

Travel = \$4,528

For 3 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 210 miles at 0.58 per mile = \$121.80 times 12 months = \$1,461.60 times 3 staffers = \$4,384.80. Plus \$143.20 for PI annual in-state travel of 246.9 miles.

Building space: N/A

Maintenance: N/A

Equipment and other capital expenditures: N/A

Total direct costs: \$80,421 (+ \$2,815 for carry-in funds)

Total indirect costs: Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in [SECTION 3, FINANCIAL AND COST POLICY](#).

The total indirect cost of \$20,909 includes 26% of direct costs of total direct costs for FY2019 ($\$80,421 \times 0.26 = \$20,909$) plus 26% of direct costs of previous funds ($\$2,815 \times 0.26 = \732).

Total federal funds: \$104,877 (101,330 in 2019 +\$3,547 carry-in funds)

Estimated funds carry-over from current FY to next FY, if any: Please note that funds cannot be carried over into the next Federal FY if the funds are in the last year of their two-year period of performance.

Section C. Travel

Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).

Provide the following information for all travel included in your SNAP-Ed budget:

In-State Travel

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

Travel will include direct delivery of nutrition education programs, as well as travel for meetings with community partners to schedule programs, promote programs, provide technical assistance and foster coordination and collaboration. Travel will include attending staff meetings and in-state meetings and conferences as appropriate.

Delivery of nutrition education programs requires traveling to community-based sites.

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

Local food pantries, homeless shelters, community agencies throughout Connecticut, program staff offices for meetings. Will cover a wide area throughout the state. Staff are located in Extension offices in Fairfield, New London and Windham counties.

Number of staff traveling:

3 Nutrition Educators and one Project Director

Cost of travel for this purpose: \$4,528

For 3 part time educators and the PI for direct delivery of nutrition education programming, to meet with community partners, to market programs, to provide technical assistance and foster coordination and collaboration. To attend staff meetings and in-state meetings and conferences as appropriate.

In-state travel: 210 miles at 0.58 per mile = \$121.80 times 12 months = \$1,461.60 times 3 staffers = \$4,384.80. Plus \$143.20 for PI annual in-state travel of 246.9 miles.

Out-of-State Travel: N/A

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

Travel destination (city and State):

Number of staff traveling:

Cost of travel for this

purpose:

Total In-State Travel Cost: \$4,528

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: CT

Sub-grantee Name: UConn Food Security

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$2,815	\$66,304	
Contracts/Sub-Grants/Agreements		\$6,270	
Non-Capital Equipment/Supplies		\$2,628	
Materials		\$691	
Travel		\$4,528	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$2,815	\$80,421	
Indirect Costs (Indirect Cost Rate= 26%)	\$732	\$20,909	
Total Federal Funds	\$3,547	\$101,330	Leave Blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave Blank		

Signature of Responsible Official: Joni Gould
 Date: 3/13/19

Joni Gould
 Assistant Director
 Sponsored Program Services

Project 3

Hispanic Health Council School and Family-Based SNAP-Ed

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

Description of projects/interventions:

Project/Intervention Title:

Hispanic Health Council SNAP-Ed Program (HHC-SNAP-Ed)

Related State Objective(s):

The Hispanic Health Council program supports the Connecticut SNAP-Ed State Plan

Audience:

The HHC SNAP-Ed program targets low-income SNAP recipients or likely eligible participants living in seven towns with a high number of SNAP participants (Hartford, New Haven, Waterbury, Bridgeport, New Britain, Norwich, and New London). The program also provides services at other towns that had a good number of SNAP participants, such as Meriden, East Hartford, West Haven, Hamden, and Bristol but not on a regular basis. The main seven towns that are targeted have a diverse population and high levels of poverty (table 1). HHC-SNAP-Ed program follows a lifespan approach by providing nutrition and exercise education services to pregnant and post-partum women and their infants, preschool and school age children, adolescents, adults and older adults. The program focuses on reaching low-income families with children and low-income minority populations, mostly those that only speak Spanish.

	Population	Race %	Median Household	Poverty %
Hartford	123,400	Black: 37.8 Hispanic:44 White not Hispanic:15.5	\$32,095	31.9
New Haven	131,014	Black: 34.3 Hispanic:28.6 White not Hispanic:30.8	\$38,126	26.1
Waterbury	108,629	Black: 20 Hispanic:36.7 White not Hispanic:39.4	\$39,681	25.4
Bridgeport	146,579	Black: 35.5 Hispanic:39.2 White not Hispanic:21.7	\$43,137	22.1
New Britain	72,710	Black: 11.1 Hispanic:40.7 White not Hispanic:43.7	\$41,844	22.9

Norwich	39,470	Black: 11.8 Hispanic:16.2 White not Hispanic:61	\$51,758	15.8
New London	27,072	Black: 15.5 Hispanic:32.2 White not Hispanic:47.3	\$35,357	28.2

Source: U.S. Census

<https://www.census.gov/quickfacts/fact/table/newlondoncityconnecticut,norwichcityconnecticut,newbritaincityconnecticut,bridgeportcityconnecticut,newhavencityconnecticut,ct/PST045217>

Food and Activity Environments:

The HHC-SNAP-Ed Program provides culturally appropriated nutrition and exercise education through activities that are specially tailored to participants’ age, literacy levels, cultural heritage, and food budget. These educational activities are aimed to increase participants’ awareness, knowledge and skills to facilitate adoption of better eating and exercise habits. In addition, program staff actively participate on community coalitions, committees, working with partners in improving access, within the target communities, to healthy food and places to be physically active.

Project Description:

The HHC SNAP-Ed Program utilizes a comprehensive life course approach to improve the nutrition and physical activity levels of SNAP recipients. Its nutrition and exercise education efforts use a mix of direct and indirect methodologies to deliver education to its target population. HHC SNAP-Ed direct education services are provided through group and individual sessions, which include engagement activities aimed to increase participant’s knowledge and skills necessary to adopt better eating and activity behaviors. These activities are consistent with frequencies designed to reinforce the educational messages based on the latest 2015 USDA Dietary Guidelines, My Plate food guide and CDC 2008 physical activity recommendations. All services are available in English and Spanish. During the new fiscal year cycle (2018-2020), The HHC-SNAP-Ed program is planning to enhance the services currently offered as follows: a) through the incorporation of vegetable tasting activities as part of all direct services; b) increasing its reach to parents of children receiving direct services by inviting them to enroll into a one month e-texting nutrition and exercise messaging and visit our Facebook page containing nutrition information; c) creating and evaluating a new nutrition puppet show about healthy drinks to be added to the series, and also a new jeopardy game about understanding the food label. The timeline for these enhanced services will be in 2018 working in the planning and testing of the incorporation of food tasting and e-texting into all the direct services, and also work on the development of new PS script/JG activity. In FY 2019 it will take place the full implementation of these

enhancement activities. In FY 2020, the program will evaluate the impact of these activities on the overall services.

During the new fiscal year cycle (2019-2021), The HHC-SNAP-Ed program is also planning new initiatives which are; a) To develop and implement a bilingual (English/Spanish) media campaign aimed at promoting the intake of fiber rich foods as part of a healthy diet for the prevention of chronic diseases, in 2019 formative research will be done for the campaign, in 2020 the implementation of the campaign will take place, and 2021, evaluation of campaign exposure and impact ; b) Work in partnership with the American Heart Association (AHA) to deliver a series of educational group experiences based on our program's curricula and material from the "Healthy for Life Educational" site available in English and Spanish at:

http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Healthy-For-Life-Resources_UCM_491278_Article.jsp#.W0YZ7NL0mUI. The HHC will also work with AHA's "Know Your Numbers" campaign which promotes maintaining a healthy blood pressure for the prevention of cardiovascular diseases at community events offering individual education. More information about the campaign is available at: http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/KnowYourNumbers/Understanding-Blood-Pressure-Readings_UCM_301764_Article.jsp#.W033-NL0mUk.

During FY 2019 and 2020 will be focus on the expansion of these AHA initiatives to all the targeted towns where the program works, and in 2021 its final evaluation.

The HHC-SNAP-Ed program will also continue to work in local and state coalitions and committees working to improve food security and the prevention of childhood obesity.

Nutrition and Exercise Education for Children:

- 1) Puppet Shows: The program offers nutrition education for children from preschool to 3rd grade using a series of six interactive puppet shows each of which has follow-up classroom activities, as well as nutrition education information for parents of children attending presentations. These presentations cover the following topics: a) eating healthy by using My Plate; b) preventing of chronic diseases by eating healthy and exercising; c) eating plenty of fresh fruits and vegetables; d) eating well, drinking water and exercising every day; and d) avoiding foodborne illness by following the 4 steps to keep foods safe from bacteria. Puppet shows last between 30 to 40 minutes, each has pre/post questions based on presentation's topic, a song summarizing the main messages and visuals aids are used to reinforce messages. This coming fiscal year, the program is planning to develop a new puppet show about choosing healthy drinks and beverages such as water and unflavored low-fat milk. In the

delivery of these services, the program works in partnership with Early Childhood Centers (ECC), public schools, public libraries, city recreational services, and with many community agencies serving low-income populations.

- 2) Jeopardy Games: this activity is for children from 4th grade and up with follow-up classroom activities for teachers, as well as nutrition education for parents of children attending these presentations. The main topics of the two-jeopardy games are: My Plate and Food Safety. This year the program is also planning to develop a 3rd jeopardy game about the nutrition facts and the importance of drinking water. In the delivery of these services, the program works in partnership with public schools, after school programs for low-income youth, summer feeding programs, and park and recreation services.
- 3) Media-Smart-Youth: Eat, Think and Be Active! is an interactive afterschool/summer camp program for young people ages 11 to 13. It helps them to develop critical thinking skills that will aid them in making better food choices while increasing their physical activity habits by analyzing the complex media world around them, which influences their health, nutrition and physical activity. It consists of 10- 90 minutes lessons. Each includes a healthy snack preparation, tasting and a physical activity break. Children work in teams on a project specific to developing healthy eating and exercise promoting messages for their peers. Our main partners for the delivery of these activities are: public schools and youth focused community agencies.

Nutrition and Exercise Education for Adults:

Group presentations for parents. It's a series of nutrition and exercise workshops aimed at increasing knowledge and abilities to facilitate the adoption of healthier nutrition and physical activity behaviors. The program will use the *Eating Smart/Being Active* curriculum to conduct group education to parents. This curriculum is evidence based, it consists of 9 lessons lasting from 90 to 120 minutes, and the main topics of the lesson are: eating healthy, food preparation skills development, physical activity, and food resource management. This option will be offered to parents attending groups which will usually meet at schools and other community places since it consist on 9 sessions. The program will also use its own practice tested curricula consisting of 4 sessions about the following topics 1) healthy eating on a limited budget; 2) smart food choices using the food label; 3) food portion control and being active to achieve health/weight control; 4) healthy meal preparation with food safety. Each lesson last 60 minutes and are offered as a single presentation or as part of a series. Our main partners are HHC Maternal and Child Programs (MCP), and other MCP within the community,

parent's liaisons, and resource centers from public schools, city's offices, community agencies, and community clinics.

A series of group nutrition education activities from the "Eating Smart Being Active" curricula series will include cooking demonstration or food tasting activities, as well as educative materials and handouts from the same curricula will be distributed to participants to reinforce the healthy nutrition and physical activities messages.

4) Nutrition Education for Older Adults.

Group presentations and Individual education is provided to older adults at senior centers, senior housing and places of distribution for CFCP program for seniors. Program staff offers the 4 series of presentation mentioned for parents but adapted for the needs of seniors.

5) Healthy for Life Educational Experiences

The Hispanic Health Council has been chosen as a Healthy for Life Educational Site by the American Heart Association. Through this project, the HHC-SNAP-Ed program is delivering a series of educational experiences using HHC-SNAP-Ed series of four nutrition education sessions while incorporating material from AHA curricula such as videos and recipes on the delivery of these presentations. Each presentation is offered as a series of 4-two hours workshops, that include videos and activities taken from the Healthy Life Experiences curricula available in English and Spanish at:

http://www.heart.org/HEARTORG/HealthyLiving/HealthyEating/Nutrition/Healthy-For-Life-Resources_UCM_491278_Article.jsp#.W0YZ7NL0mUI. The American

Heart Association provides limited funding for meals demonstrations, childcare and educational materials. In addition, the HHC-SNAP-Ed program complements its one-on-one activities at community events by offering education on ways to reduce sodium and saturated fat on the diet, and intake of fresh fruit and vegetables to prevent cardiovascular diseases working with the AHA on monitoring and maintaining a healthy blood pressure for the prevention of cardiovascular diseases promoting its campaign Know your Numbers

http://www.heart.org/HEARTORG/Conditions/HighBloodPressure/KnowYourNumbers/Understanding-Blood-Pressure-Readings_UCM_301764_Article.jsp#.W033-NL0mUk. AHA also provides educational materials about blood pressure

readings for this type of activity.

Nutrition and Exercise Education for Adults with a PSE Initiative:

The program also conducts direct education connected to a PSE initiative through the following projects:

- 6) HHC Maternal and Child Program (MCP). MCP staff is trained by the HHC-SNAP-Ed program nutritionist to educate their clients about good nutrition and being active. The HHC-SNAP-ED program will use the *Eating Smart/Being Active* curriculum which has three individual maternal and infant lessons. The topics of the lessons are: eating smart during pregnancy, feeding your baby and feeding your baby solid foods. This program will be complemented with information about planning healthy meals with My Plate, making healthy choices at the supermarket, food safety during pregnancy. A total of 6 in-training, one-hour sessions are provided to staff working on these programs. During the next fiscal year, staff will also be trained on teaching their mother to practice responsive feeding, which is feeding the child nutritious food by responding to their hunger and satiety cues and avoid overfeeding their children. HHC-MC staff will educate clients for ½ hour on each of these nutrition topics at client's homes, and at their offices. HHC-MCH program staff help pregnant and women with small children to access food assistance programs. They also work with a network of community agencies and clinics, and food banks in the area to make referrals or receive referrals for needed services.

- 7) The Hartford Mobile Market (HMM) was the result of formative research conducted by the HHC and a University partner, as a way to increase access to fresh produce among residents of low-income Hartford neighborhoods. This mobile service is available year-round and program staff conduct direct nutrition education services at the several mobile stops that include a WIC office, Community Health Centers, and low-income housing. The HHC-SNAP-Ed program staff conducts vegetable tasting activities at market sites during the summer and early fall. The Hartford Food System runs the market's daily operations and the HHC-SNAP program maintains communication with them in the delivery of nutrition education and exercise services;

- 8) The Holcomb Farm project, is the result of Hispanic Health Council partnership with a Community Supported Agriculture farm, known as Holcomb Farm located in Granby CT. This farm offers community organizations in Hartford that provide services to low-income clients', membership by delivering vegetable shares on a weekly basis from June through the end of the season. The HHC-SNAP-Ed program provides weekly nutrition education with recipes, accompanied several times during the season with vegetable tasting activities. Participants receive a weekly share of the vegetables. This activity increases access to fresh produce, providing ideas for its preparation, storage and nutritional benefits. In other words, it brings the farm to the city.

Indirect Education

HHC-SNAP-Ed direct nutrition education activities are complemented by indirect education delivered through the following channels: media presentations conducted at local Spanish Radio and TV; distribution of nutrition and exercise information to parents at schools; and through nutrition and exercise e-texting messages to adult participants of HHC SNAP-Ed direct education activities who wish to receive it.

10. Social Marketing Campaign

The program will also include a bilingual social marketing campaign promoting a higher intake of foods that are good sources of fiber among low income populations, it will use a combination of bilingual hand-outs, e-texting and social media such as Facebook to deliver its message targeting SNAP recipients. Formative research will be conducted to determine the preferred messages for this campaign, frequency and additional venues for its delivery.

11. Participation in Initiatives, Committees and Coalitions

The program will continue to participate on obesity prevention initiatives at the regional, state and local levels aimed to implement social and environmental changes within the communities to facilitate the adoption of healthy lifestyle behaviors. These initiatives include:

- Get Healthy CT Coalition from New Haven County
- Get Healthy CT Coalition from Bridgeport and Fairfield area.
- Hartford Childhood Wellness Alliance,
- Hartford Food Policy Commission,
- Connecticut Network Food System Alliance,
- End Hunger Connecticut! Board of Directors
- New Haven Wellness Committee
- Fruit and Vegetable Hartford Food Policy Subcommittee
- Healthy Kids Policy group

It is important to highlight that recently a program staff co-chaired a national panel of experts that developed important infant feeding guidelines for infant and young toddlers using a responsive feeding guidelines⁹². The panel was organized by Healthy Eating Research, a national program of the Robert Wood Johnson Foundation. Program staff

⁹² Pérez-Escamilla R, Segura-Pérez S, Lott M, on behalf of the RWJF HER Expert Panel on Best Practices for Promoting Healthy Nutrition, Feeding Patterns, and Weight Status for Infants and Toddlers from Birth to 24 Months. Feeding Guidelines for Infants and Young Toddlers: A Responsive Parenting Approach. Durham, NC: Healthy Eating Research, 2017. Available at <http://healthyeatingresearch.org>

also participated in a panel helping to develop infant feeding messages for Puerto Rican mothers.

Key Messages: Each project component will deliver one or more of the following key messages:

- Make half your plate fruits and vegetables.
- Eat a variety of fresh fruits and vegetables daily.
- Make half of your daily grain choices whole grains.
- Choose fat-free or low-fat dairy products.
- Keep meat and poultry portions small and lean.
- Balance caloric intake from food and beverages with calories expended.
- Choose nutrient-dense foods.
- Read Food Labels.
- Be physically active every day as part of a healthy lifestyle.
- Reduce screen time.
- Safely handle, prepare and store food.
- Breastfeed exclusively for the first six months of life, and for at least one year, with the gradual introduction of solid foods during the second six months of life.
- Eat nutrient-rich foods in extra amounts during pregnancy/breastfeeding/infancy.

Intervention	Intervention Type	Locations	Duration and Frequency	Total # of participants
<p>1. Nutrition and Exercise Puppet Shows (PS)</p> <p>Targets: preschool, kindergarten, first through 3rd grade children, and their parents.</p>	<p>-Direct group education, interactive PS with follow-up classroom activities and educational materials for parents.</p>	<p>-Early Childhood Centers (ECC). -Public Schools. -After School Programs. -Summer Camps. -Community agencies and events.</p>	<p>30-45 minutes</p> <p>-Series of 4 to 6 PS at ECC and Public Schools, and after school programs. -Series of 2 to 3 presentations for community events and Summer camps</p>	<p>FY2019/2020/2021 15,500 participants Divided as follows: Hartford: 3000 NH: 3000 Bridgeport: 3000 Waterbury: 2500 New Britain: 2500 Norwich: 1000 New London: 500</p>
<p>2. Nutrition and Exercise Jeopardy Games</p> <p>Targets: School age children (4th to 6th grade).</p>	<p>-Direct group education with follow-up activities and educational materials for parents.</p>	<p>-Public Schools -After school programs. -Summer camps.</p>	<p>-60 minutes presentations. -Series of 3 jeopardy games about My Plate, Food Safety, and Making Healthy food choices</p>	<p>FY2019/2020/2021 1700 participants Divided as follows: Hartford: 350 NH: 350 Bridgeport: 350 Waterbury: 300 New Britain: 250 Norwich: 50 New London: 50</p>
<p>3. Media-Smart-Youth: Eat,</p>	<p>Nutrition and physical activity group</p>	<p>-Summer camp</p>	<p>-Ten 90 minutes lessons</p>	<p>FY 2019/2020/2021 A total of 30 participants per</p>

Think and Be Active.	sessions, using the evidence-based “Media-Smart Youth, Eat, Think, and Be Active” curriculum.		plus snack recipes sent to parents to prepare it. -Lessons are delivered in 6 weeks during the Summer	year
4. Nutrition and exercise presentations for parents	The program will use the <i>Eating Smart/Being Active</i> curriculum to conduct group education to parents. This curriculum includes cooking demonstration and physical activity.	-Public Schools. -Community clinics. -Community agencies.	The full curriculum consists of 9 lessons covering, My Plate healthy eating recommendation, resource management and promoting being active.	FY2019/2020/2021 600 participants Divide as follows: Hartford:102 NH: 102 Bridgeport: 102 Waterbury: 102 New Britain: 50 Norwich: 100 New London: 50
5. Group presentation for older adults.	Group presentations and Individual education at tables with information.	-Senior centers -CCFP sites in New Haven and Bridgeport	-60 minutes group sessions with a food tasting activity -20-30 minutes one on one education	FY 2019/2020/2021 -200 group education -200 individual education
6. Healthy for Life Educational	A series of 4 lesson based on the	Hispanic Health Council and	90 minutes lessons with video and	FY 2019/2020/2021 Total number of participants

Experiences.	<p>following topics:</p> <ol style="list-style-type: none"> 1. Your Wellbeing 2. Cooking skills and easy budget friendly healthy cooking 3. Smart grocery shopper 4. Gardening and planting seeds for healthy eating 	Community Partners	hand on activity available at: http://www.heart.org/H EARTORG/HealthyLiving/HealthyEating/Nutrition/Healthy-For-Life-Resources_UCM_491278_Article.jsp#.W1neoNL0mUI	800 individual education. 75 participants at group education Hartford (25), New Haven (25) and Bridgeport (25)
7. HHC Maternal and Child Programs	<p>The program will use the <i>Eating Smart/Being Active</i> curriculum to provide one-on-one education. The program also provides a train of trainer for the nutrition and maternal and child program staff.</p>	<p>-HHC Community agency -Participant's homes</p>	<p>This curriculum contains 3 lessons about nutrition during pregnancy and infants' nutrition.</p>	<p>FY2019/2020/2021 1000 participants Hartford only</p>
8. Holcomb Farm nutrition and exercise education.	<p>Individual education with recipes. The HHC is member of a Community Supported Agricultural</p>	HHC offices	<p>Weekly during 16 weeks from June through the end of September.</p>	<p>FY 2019/2020/2021 600 participants</p>

	Farm, thus through this initiative we bring the farm to the city.			
9. Hartford Mobile Market (HMM) Nutrition Education	-Individual education with hands on activities	HMM Stop sites -HHC WIC office -Charter Oak Community Health Center -CHS Community Health Center -CCMC Primary Care Center -Senior Centers and Housing	Activities 4 time per/week at different sites. The market runs year round	FY 2019/2020/2021 2500 participants
10. Eat Fiber for your Health Social Marketing Campaign	Participants from SNAP-Ed activities will be invited to receive e-texting messaging related to this campaign.		Duration of the campaign will be 4 months each year.	FY 2019 Formative and pilot testing with 100 participants FY 2020 Full implementation Reaching 6000 participants with e-texting messaging promoting fiber intake. Facebook likes and sharing: 6000 e-texting 6000 2021 Evaluation of the campaign.

11. Participation in committees, coalitions and initiatives.	Participation in local and statewide committees and coalition for the prevention of childhood obesity.			

Evidence Base:

The HHC has conducted, with an academic partner, a series of needs assessments indicating that our target low-income audience: a) is highly food insecure, b) under-consumes fruits & vegetables, c) has a high consumption of sodas and sweetened beverages and fast foods and deep fried products, e) is physically sedentary, f) experiences excessive rates of obesity and associated comorbidities, g) practices suboptimal food safety behaviors, h) has limited nutrition and food safety knowledge, self-efficacy, and skills needed to adopt the Dietary Guidelines advice; and (i) experiences dietary risk related to pre-conception and prenatal food insecurity and poor dietary habits⁹³. A case-control study was conducted to identify predictors of obesity among Puerto Rican children from Hartford, CT. The study included 53 pre-pubertal children, 31 girls and 22 boys, between 7 and 10 y of age. Children were classified as obese [n = 29, body mass index (BMI) \geq 85th percentile] or controls (n = 24, BMI < 85th percentile). Factors associated with obesity were frequency of fruit juice consumption [odds ratio (OR), 95% confidence interval (CI); 4.02, 1.48-10.95], hours of daily TV viewing (1.86, 1.02-3.42), maternal BMI (1.39, 1.10-1.77) and lower dairy product intake (0.41, 0.19-0.93). In addition, obese children were more likely than non-obese children to have higher systolic and diastolic blood pressures. These results showed the multiple factors affecting childhood obesity in this community⁹⁴. Through this partnership, HHC also conducted numerous qualitative and quantitative studies showing The HHC SNAP-Ed Project's pre/post Nutrition Knowledge, Attitudes and Behaviors surveys consistently showed that HHC's SNAP-Ed Project's social marketing campaigns (fruits and vegetables, food safety, breastfeeding) reached at least 75% of the target audience; were easily understood, were liked and found to be useful; improved knowledge and skills; and led to improved behaviors (e.g., increased fruit

⁹³ . Pérez-Escamilla R., Damio, G, Himmelgreen D, González A, Segura-Pérez S, Bermúdez-Millán A. Translating knowledge into community nutrition programs: Lessons learned from the Connecticut Family Nutrition Program for Infants, Toddlers, and Children. *Recent Research Developments in Nutrition* 2002; 5:69-9070

⁹⁴ Tanasescu M, Ferris AM, Himmelgreen DA, Rodriguez N, Pérez-Escamilla R. [Biobehavioral factors are associated with obesity in Puerto Rican children.](#) *J Nutr.* 2000 Jul;130(7):1734-42. PubMed PMID: 10867044.

consumption, improved home food safety practices)^{95 96}. The Hispanic Health Council conducted in partnership with the University of Yale focus groups with pregnant low-income Latina women aimed to identify a culturally appropriate intervention to increase fruit and vegetable (F&V) intake among this group. These women also suggested nutrition education sessions and cooking/taste testing demonstrations as important components to improve their eating habits thus teaching participants to prepare healthy, tasty dishes. Many women in these groups favored both group and individual education delivered by community health educators⁹⁷.

HHC conducted an RCT to assess the impact of distribution of incentive coupons along with a texting-based marketing campaign promoting usage of a Mobile Market (MM), on increasing access, purchase, and intake of fruit and vegetables among SNAP-Ed participants. The study was known as the NEAT study (Nutrition Education, Access and Texting (NEAT))⁹⁸. The program invited participants of SNAP-Ed “My Plate” educational session and who were Hartford residents with unlimited texting plan and being willing to receive daily text messages for a 4-week period. A total of 193 participants completed baseline and follow-up survey of whom 100 were intervention and 93 from the control group. Both groups had similar socio-demographic characteristics, with a mean age of 32±8.81 years, 79% were Hispanic, mostly female (96%), and receiving SNAP benefits (80%). They also had similar baseline fruit and vegetable shopping and purchasing practices, and consumption. Findings from the follow-up survey (n=169) showed that participants from the intervention group spent significantly more on fruits than those in the control group (\$42 vs. \$30, p=0.027), and a significant higher percentage of participants from the intervention group reported buying at the MM their produce than participants from the control group (46% vs. 23%, p=0.002). There was a significant increase in intake of fruit (p=0.001) in the intervention group but not on the control group. Pre and post test results showed significant improvements in knowledge (59.64±20.29 vs 71.14±21.99) p=0.000 as a result of the nutrition education session. NEAT was successfully implemented and it lead to higher use of MM, more money spent on fruits, and higher intake of produce. Based on this findings the program has

⁹⁵ Pérez-Escamilla R, Himmelgreen D, Bonello H, Peng YK, Mengual G, González A, Méndez I, Cruz J, Phillips LM. [Marketing nutrition among urban Latinos: the SALUD! campaign.](#) J Am Diet Assoc. 2000 Jun;100(6):698-701. PubMed PMID: 10863575.

⁹⁶ Dharod JM, Perez-Escamilla R, Bermudez-Millan A, Segura-Perez S, Damio G. [Influence of the Fight BAC! food safety campaign on an urban Latino population in Connecticut.](#) J Nutr Educ Behav. 2004 May-Jun;36(3):128-32. PubMed PMID: 15202988.

⁹⁷ Hromi-Fiedler A, Chapman D, Segura-Pérez S, Damio G, Clark P, Martinez J, Pérez-Escamilla R. [Barriers and Facilitators to Improve Fruit and Vegetable Intake Among WIC-Eligible Pregnant Latinas: An Application of the Health Action Process Approach Framework.](#) J Nutr Educ Behav. 2016 Jul-Aug;48(7):468-477.e1. doi: 10.1016/j.jneb.2016.04.398. PubMed PMID: 27373861; PubMed Central PMCID: PMC4934128.

⁹⁸ Segura-Perez S., Perez-Escamilla R., Damio G. Improving Access to Fresh Fruit and Vegetables among Inner-City Residents: The NEAT Trial. Abstract Number 313.2 FASEB Journal 1 April 2017

implemented to its direct nutrition education for adults e-texting messages delivered to participants that agree to receive and have unlimited text messaging

- Nutrition and Exercise Puppet Shows.

HHC SNAP-Ed program has been delivering a series of six nutrition and exercise puppet shows successfully for many years for children from pre-k to 3rd grade. This activity has been practice-tested by a robust process evaluation method that has collected qualitative and quantitative data from teachers and child care providers, which consistently shows high level teacher's satisfaction and their assessment of significant knowledge increase as result of these presentations. Through all these years teachers have also provided their observations about the effect of the puppet show on their students through their comments as well. Program's teacher's evaluation data from FY 2017 (n=1,739) continues to show high satisfaction levels with these presentation, since 90% of them rated the puppet show as very good to excellent, and 94% of the teachers thought that the knowledge of the students improved a fair amount of a lot. Teachers' qualitative observation also show this fact as you can read in the following quotes:

10/29/2017 "This program should be thought in every primary classroom in CT. It has helped our children become aware of good food, nutritious food and the need for exercise"

4/15/2016 "I'm so impressed with this program our students are learning so much from this."

10/14/2016 "Thanks for coming to our school. We focus on good healthy practices and this program connects with our curriculum."

03/29/2017 "We have loved and learned a lot from these shows. The children love exercising with the puppets. "

Monitoring field observation, n=20 conducted by independent graduate student concluded that based on pre and post questions children remember the main messages taught by previous presentation, and also based on pre-and post-test questions, it was observed that more children provide right answers to post-test questions after each presentations.

- Media-Smart Youth, Eat, Think, and Be Active The HHC will continue to use This NIH based curriculum⁹⁹ for their after school programs at MI CASA site in

⁹⁹ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, HHS. (2009). Report on the Evaluation of the Media-Smart Youth Curriculum. Retrieved October 12, 2012, from https://www.nichd.nih.gov/publications/pubs/documents/msy_evaluation_report_final.pdf Media-

Hartford. Its main objective is to empower youth (11-13 years old) to make healthy food and physical activity choices and to develop a critical thinking in assessing how media may influence their nutrition and lifestyle choices. Based on pre/post test results from 16 children that completed both tests, children participating in Media-Youth, Eat, Think, and Be Active! Program significantly increased their knowledge in nutrition and physical activity (55.1 pre-test vs 64.8 post-test) ($p=0.000$). They also showed a significant improved attitude toward considering good nutrition as being important to them ($p=0.040$).

- Jeopardy Games (JG):

A series of two jeopardy games (My Plate and Exercise, Food Safety) are delivered at schools and after school programs for children from 4th grade and older. My Plate JG teaches children about healthy eating and the importance of being active and Food Safety JG teaches children to follow the four main steps promoted by USDA to keep food safe from bacteria. This activity is also practice tested, a total of 1,410 children were reached with these presentations, and based on 53 JG teacher's evaluation for this 2017 fiscal year, they showed very high levels of satisfaction with this service (95%), teachers also observed positive impacts on their student's nutrition knowledge after participating on this activity (96%). Quotes from thank you notes from children attending these JG presentations also showed high level of satisfaction among students and positive impact on their knowledge and behaviors, some examples are presented below:

"Thanks for a great presentation about the five food groups, and teach me about facts about the foods that we need to eat more often. I learn that bacon is not that healthy because its full of fat."

"Thank you for showing the class the healthy food choices and we need to eat wheat bread and not white bread, and not a lot sugar."

"Thanks for coming to our class. I'm most likely going to make better food choices"

"Thank you for teaching me the healthy way to eat. I will apply this and cut back on potato chips! I will drink 6 cups of water, and 60 minutes of exercise daily."

- Group Presentation for adults. A series of four presentation are offered to parents with children, the topics of these presentations are: 1) Planning your family meals with My Plate, 2) Making healthy food choices at the supermarket,

Smart Youth Program Evaluation Fact Sheet. Retrieved October 12, 2012, from <https://www.nichd.nih.gov/publications/pubs/documents>

3) following healthy lifestyles habits to prevent diabetes and other chronic diseases, 4) Food safety. A total of 39 sessions of nutrition workshops were delivered to 900 participants at schools and other community sites. In addition, a total of 17 group education nutrition presentations were delivered to 100 seniors. These presentations are evaluated with pre/post-test to assess change in knowledge and behaviors, in addition satisfaction surveys filled out by participants or contact person. Participants are also asked to set a behavioral goal for them to follow as a result of these presentation. Pre and post-est in a subsample of participants from attending presentations showed significant improvements in knowledge and behaviors (table A) and examples of goal settings that participants wrote after each presentation (table B).

Table A. Results of change in knowledge and behaviors from group presentations for adults		
	Increase in knowledge Paired t-test scores and p value	Behavior change
My Plate n=24	50.07±22 pre-test scores vs 72.22±21.23 post-test p=0.000	Found an increase in the percentage of participants that reported to feel confidence in exercising at least 30 minutes daily (55.2% vs 69.2%). And also an increase of those who reported to feel confident eating the right portion of foods (75% vs 100%).
Food Label n=22	(69.09 pretest mean vs 78.54	Significant Increase on

	post-test mean) p=0.016	participant's confidence in using food label (p=0.015) after presentation.
Diabetes Prevention n=12	Not significant changes in knowledge were found	Not measured

Table B Participants Behavioral Goals	
Topic of presentations	Participants goals after presentations
My Plate	<p>“Exercise more and eat more vegetables”</p> <p>“Eat more green vegetables and switch to low fat milk”</p> <p>“Eat a variety of fruits and vegetables”</p>
Food Label	<p>“Eat less processed foods”</p> <p>“ Read food labels and choose those with less saturated fat”</p> <p>“use less salt”</p> <p>“ always check food labels and choose foods low in sodium and saturated fats”</p> <p>“Eat less canned food”</p>
Diabetes presentation	<p>“Avoid sweets, exercise and go for my annual check-ups”</p> <p>“Exercise regularly and make healthy foods choices”</p>

	<p>“Drink less soft drinks”</p> <p>“Drink more water”</p>
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Key Performance Indicators (KPIs):

Table 3 Performance Indicators

Activity	Measures/indicators	Method	Core Indicators measured
Puppet Shows	<p>Process evaluation: Total number of participants/contacts at each puppet show</p> <p>Outcome evaluation: Teacher Satisfaction Teacher observation of behavior change Qualitative assessment of change of knowledge.</p>	<ul style="list-style-type: none"> • Satisfaction survey after each event • Comments on satisfaction surveys • Qualitative independent observations of children remembering main messages pre and post presentation. 	<ul style="list-style-type: none"> • Healthy Eating (MT1) • Physical Activity MT3
Jeopardy Games	<p>Process evaluation: Total number of participants/contacts</p> <p>Outcome evaluation: Teacher satisfaction Teacher observation of behavior change Change in knowledge Changes in knowledge and attitudes</p>	<ul style="list-style-type: none"> • Satisfaction survey after each event • Comments on satisfaction surveys • Pre/post testing 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1 • Physical Activity (MT3)
Adult Education Sessions	<p>Process evaluation: Total number of participants/contacts</p> <p>Outcome evaluation:</p>	<ul style="list-style-type: none"> • Pre/post testing • Pre/post self-efficacy scale • Goal setting 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1 • Food Resource

	Change in knowledge Change in self-efficacy for healthy eating and performing physical activity		(MT2) • Physical Activity (MT3) • Nutrition Support (MT5)
Maternal & Child Health Programs	Process evaluation: -Total number of participants in the trainings (train of trainer) (Breastfeeding: Heritage and Pride) - Breastfeeding initiation and duration Comadrona, MIOP, NFN, DCF – change in knowledge, food intake, self-efficacy	<ul style="list-style-type: none"> • Initiation and duration data documented by program staff • Pre/post testing (only train of trainer activities) 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1 • Food Resource (MT2) • Physical Activity (MT3) • Nutrition Support (MT5)
Media-Youth	Process evaluation: Total number of participants/contacts Outcome evaluation: Change in nutrition and physical activity knowledge, self-efficacy and food intake	<ul style="list-style-type: none"> • Pre/post testing, food frequency questionnaires, self-efficacy scale • Children satisfaction survey 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1 • Physical Activity (MT3)
Social media campaign	Process evaluation: Total number of likes/shares, received e text messaging and consumer satisfaction with overall campaign assessed by phone.	<ul style="list-style-type: none"> • Pre/post testing, short food frequency of daily vegetables, fruits, legumes and whole grains. • Participant's satisfaction survey 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1
E-Texting Not related to the social media campaign.	Process evaluation # of messages delivered Outcome evaluation -Level of satisfaction and self-efficacy change after receiving messages.	<ul style="list-style-type: none"> • Satisfaction survey at the end of the texting campaign. 	<ul style="list-style-type: none"> • Healthy Eating Behaviors MT1 • Food Resource (MT2) • Physical Activity (MT3)

Use of Existing Educational Materials:

Educational Materials

Title	Source	Language	Cost	Cost justification
Stickers: Five Food Groups, Food Safety, Exercise,	Positive Promotions	English	\$0.07 each	No-cost substitute available
Have Fun with Fruits and Veg.	Team Nutrition	English	\$0.04/copy	No-cost substitute available
Crack the Secret Code	Team Nutrition	English	\$0.04/copy	No-cost substitute available
What Food Am I? Coloring Pgs.	SNAP-Ed Program, HHC	Bilingual	\$0.04/copy	No-cost substitute available
Coloring Pages – My Plate,	USDA	English	\$0.04/copy	No-cost substitute available
Coloring Pages –Happy Heart, Farm to Table, Exercise	HHC	Bilingual	\$0.04/copy	No-cost substitute available
Choose My Plate, 10 Tips	USDA	Bilingual	\$0.04/copy	No-cost substitute available
10 Tips Add More Veggies	USDA	Bilingual	\$0.04/copy	No-cost substitute available
Focus on Fruits 10 Tips	USDA	Bilingual	\$0.04/copy	No-cost substitute

				available
Come Frutas y Verduras	CDC	Spanish	\$0.04/copy	No-cost substitute available
Thermy				No-cost substitute available
Coloring Page	USDA	English	\$0.04/copy	available
The Amazing Refrigerator	USDA	English	\$0.04/copy	No-cost substitute available
Fight Back Pamphlet	USDA	Bilingual	\$0.06/copy	No-cost substitute available
Word Scramble - Whole Grain	USDA	English	\$0.04/copy	No-cost substitute available
Enjoy Exercise! Color Pages	SNAP-Ed Program, HHC	Bilingual	\$0.04/copy	No-cost substitute available
Are you a Fit Kid?	Team Nutrition	English	\$0.04/copy	No-cost substitute available
Tips for Increasing Phys. Act.	USDA	English	\$0.07/copy	No-cost substitute available
How Much Physical Activity	USDA	English	\$0.07/copy	No-cost substitute available
Magnet Hand Washing Guide	USDA	English	\$0.62 each	No-cost substitute available

Development of New Educational Materials:

The HHC SNAP-Ed program is planning in developing bilingual postcards with nutrition information for parents of children attending presentations with information to access our website and nutrition Facebook with nutrition information, and to enroll in nutrition texting messaging.

The program is also planning to develop a new jeopardy and puppet show about choosing healthy beverages and make healthy food choices.

Evaluation Plans

Name: *Eat Fiber for your Health Social Marketing Campaign*

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

In FY 2019, the program will conduct formative research to develop messages for a bilingual (English/Spanish) campaign to promote higher intake of fiber rich foods. The main target of this campaign will be low income Hispanics. The main purpose of the focus group will be to tailor the main messages promoting fiber rich foods (fresh fruit and vegetables, whole grains and legumes) to low income Hispanics living in the area, and get input about what type of information they want us to share through Facebook, e-texting, and printed materials. We will conduct 2 focus groups with low-income Hispanic parents of small children.

Outcome evaluation: Once the campaign begins we will collect pre-post data on a subsample of 250 participants enrolled in the e-texting campaign. Participants will be recruited from SNAP-Ed classes delivered at the community. They will be consented and then they will be asked to answer a 20 minutes survey by phone asking socio-demographic questions, daily intake of fiber rich foods, nutrition knowledge and attitudes toward eating more high fiber rich foods. At the end of the texting period (30 days), participants will be call for a follow-up survey asking similar questions to the baseline survey, plus participant's satisfaction with the texting and the information shared on Facebook.

Process evaluation: The program will aim to reach 6000 individual to visit and receive e-texting, by collecting Facebook likes and shares and visits to assess general coverage of the campaign.

Questions: The questions(s) that will be addressed are:

How much people knows about fiber intake recommendation?

How many daily intake of fiber rich foods SNAP-Ed participants are eaten?

What are the attitudes and behaviors related fiber rich food, and how these changed with a campaign promoting it.

Can a texting and Facebook campaign improve participant's intake of fiber rich food?

Provide approaches and planned use for each evaluation question.

Approach(es):

The recruitment for the formative research will be done by bilingual nutrition educators that will invite WIC participants, and clients from the Maternal and Child Programs at the Hispanic Health Council to participate in two focus groups to gather input in the development of the campaign. Results of the analysis of the focus group will be used for its development. This phase will take 5 months.

Once the campaign is launched, individuals participating in SNAP-Ed activities will be invited to participate this e-texting campaign for 30 days and also invited to visit the Facebook campaign. The campaign will last 9 months.

Planned use: The results will be used to assess the effectivity of using social media and e-texting on participant's knowledge and behaviors about eating healthy foods.

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

Eat Fiber for your Health will use the ST1, MT2 Healthy Eating indicators and ST2,

Coordination of Efforts

The HHC-SNAP-Ed program works very closely with CT Department of Social Services and the other CT SNAP-Ed programs to coordinate efforts and avoid duplication of services. In addition, the program coordinates its efforts with other local or statewide initiatives, an example of this is the work that we do with End Hunger CT! and other partners supporting their effort promoting the Summer Food Program at targeted towns, and by conducting educational activities at these summer feeding sites. The program also provides the CT DSS phone number for information about the availability of SNAP benefits or other food assistance programs among likely eligible individuals. The Maternal and Child component of the program works very closely with the WIC program in supporting and promoting breastfeeding, and this program also helps clients with their SNAP application. At each town the program partners with public school districts, preschools, senior centers, libraries, churches, hospitals, community health centers, farmer markets, community gardens, and community agencies serving low income clients.

NO REVISIONS

Template 3: SNAP-Ed Staffing Plan

Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalents (FTE), describe staff responsibilities as they relate to SNAP-Ed and note the funding amounts that will be paid by State and/or Federal funds. Add rows as needed.

Project Name: Hispanic Health Council, SNAP-Ed Program FFY2018-2019

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
Director of Programs	.45 FTE (32 hours/week)	75%	25% Approach 2,3	\$57,814
Associate Director	1.0 FTE (35 hours/week)	50%	50% Approach 2,3	\$87,998
Nutritionist (2 staff)	2.0 FTE (35 hours/week)	0%	100% Approach 1, 2	\$123,507
Group Leader/Nutrition Educator	1.0 FTE (35 hours/week)	0%	100% Approach 1, 2	\$52,400

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Nutrition Educator (10 staff)	10.0 FTE (35 hours/week)	0%	100% Approach 1	\$458,682
Infant Feeding Coordinator	.25 FTE (35 hours/week)	0%	100% Approach 1, 2	\$13,100
Prenatal Nutrition Coordinator	.15 FTE (30 hours/week)	0%	100% Approach 1, 2	\$9,538
Prenatal Nutrition Educator	.80 FTE (35 hours/week)	0%	100% Approach 1	\$48,009
Program Assistant	1.0 FTE (35 hours/week)	100%	0% Approach 2	\$56,152
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$907,200

Staffing

Staffing Hispanic Health Council – SNAP-Ed Program

Statement of Work listing SNAP-Ed related job duties for each position:

Director of Programs:

Responsible for grant coordination, partner relationships. Programmatic oversight including budget monitoring and contractual reporting.

Associate Director:

Responsible for program development and service delivery; network oversight and coordination of statewide relationships and coordination of activities. Personnel management including, coordination of staff trainings and evaluations. Data collection and reporting oversight.

Nutritionist:

Responsible for weekly scheduling of nutrition education activities, conduct staff trainings and in-service trainings for other agencies, conduct community nutrition presentations among target populations.

Group Leader/Nutrition Educator:

Assist with staff supervision, deliver nutrition activities, and conduct outreach with school staff, preschool programs and community agencies to schedule presentations. Monitor on-site daily programming.

Nutrition Educator:

Conduct nutrition education activities, and community events; disseminate nutrition education materials. Collect data and enter data on database.

Program Assistant:

Provides general administrative support. Processes supplies requests, prepares expenses reports, etc. Assist with data entry, and in the production of reports.

Infant Feeding Coordinator:

Coordinates nutrition education of peer counselors. Educates and promotes proper infant nutrition to client one-one and in community settings.

Prenatal Nutrition Coordinator:

Supervises daily activities of prenatal nutrition educators, and coordinates nutrition education activities with nutritionists.

Prenatal Nutrition Educator:

Direct delivery of nutrition education activities to pregnant women. Collect and maintain data, and enter data in database.

Definition of FTE and basis for calculations:

Full-Time Equivalent (FTE) employment, as defined by the Federal government, means the total number of straight-time hours (i.e., not including overtime pay or holiday hours) worked by employees divided by the number of compensable hours in the fiscal year. According to this definition, annual leave, sick leave, compensatory time off, and other approved leave categories are considered “hours worked” for purposes of defining FTE employment.

Director of Programs:

The full-time equivalent of this position is based on a 32-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 45% of the time.

Associate Director:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Nutritionist:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Group Leader/Nutrition Educator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Nutrition Educator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Program Assistant:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 100% of the time.

Infant Feeding Coordinator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 25% of the time.

Prenatal Nutrition Coordinator:

The full-time equivalent of this position is based on a 30-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 15% of the time.

Prenatal Nutrition Educator:

The full-time equivalent of this position is based on a 35-hour work week. The amount of time spent by this staff on the HHC SNAP-Ed program will be 80% of the time.

Staffing

Project Title: Hispanic Health Council, Inc. - SNAP-Ed Program

a. Program Salaries

Position/Name	Annual Salary	No. of Persons	% funded in this contract (FTE)	Salary
Program Director -Leticia Marulanda	\$ 98,074.00	1	45%	\$ 44,133.00
Associate Director -Sofia Segura-Perez	\$ 67,174.00	1	100%	\$ 67,174.00
Nutritionist -Gilma Galdamez	\$ 53,280.00	1	100%	\$ 53,280.00
Nutritionist -Veronica Mallqui Reyes	\$ 41,000.00	1	100%	\$ 41,000.00
Group Leader/Nutrition Educator - Maria Arroyo	\$ 40,000.00	1	100%	\$ 40,000.00
Nutrition Educator - Paula Agudelo	\$ 36,022.00	1	100%	\$ 36,022.00
Nutrition Educator - Josefa Correa	\$ 36,281.00	1	100%	\$ 36,281.00
Nutrition Educator - Alfred Feliciano	\$ 32,000.00	1	100%	\$ 32,000.00
Nutrition Educator - Ruth Gonzalez	\$ 39,022.00	1	100%	\$ 39,022.00
Nutrition Educator -Alexis Hidalgo	\$ 35,579.00	1	100%	\$ 35,579.00
Nutrition Educator - Lisset Lolandes-Acosta	\$ 32,654.00	1	100%	\$ 32,654.00
Nutrition Educator - Lusero Rodriguez	\$ 33,292.00	1	100%	\$ 33,292.00
Nutrition Educator – Surelys Ramos Flores	\$ 32,000.00	1	100%	\$ 32,000.00
Nutrition Educator - Migdalia Texidor-Huertas	\$ 39,329.00	1	100%	\$ 39,329.00
Nutrition Educator - Jessenia Turcios	\$ 33,960.00	1	100%	\$ 33,960.00
Program Assistant - Teresita Marquez	\$ 42,864.00	1	100%	\$ 42,864.00
Infant Feeding Coordinator - Bethany Salguero	\$ 40,000.00	1	25%	\$ 10,000.00
Prenatal Nutrition Coordinator-Iris Nieves Cross	\$ 48,540.00	1	15%	\$ 7,281.00
Prenatal Nutrition Educator- Maria Serrano	\$ 45,810.00	1	80%	\$ 36,648.00
Total Program Salaries from section (a)				\$ 692,519.00

b. Program Fringe Benefits

Position/Name	Fringe %	Total Fringe
Program Director -Leticia Marulanda	31%	\$ 13,681.23
Associate Director -Sofia Segura-Perez	31%	\$ 20,823.94
Nutritionist -Gilma Galdamez	31%	\$ 16,516.80
Nutritionist -Veronica Mallqui Reyes	31%	\$ 12,710.00
Group Leader/Nutrition Educator - Maria Arroyo	31%	\$ 12,400.00
Nutrition Educator - Paula Agudelo	31%	\$ 11,166.82
Nutrition Educator - Josefa Correa	31%	\$ 11,247.11
Nutrition Educator - Alfred Feliciano	31%	\$ 9,920.00

Nutrition Educator - Ruth Gonzalez	31%	\$ 12,096.82
Nutrition Educator -Alexis Hidalgo	31%	\$ 11,029.49
Nutrition Educator - Lisset Lolandes-Acosta	31%	\$ 10,122.74
Nutrition Educator – Surelys Ramos Flores	31%	9,920.00
Nutrition Educator - Lusero Rodriguez	31%	\$ 10,320.52
Nutrition Educator - Migdalia Texidor-Huertas	31%	\$ 12,191.99
Nutrition Educator - Jessenia Turcios	31%	\$ 10,527.60
Program Assistant - Teresita Marquez	31%	\$ 13,287.84
Infant Feeding Coordinator - Bethany Salguero	31%	\$ 3,100.00
Prenatal Nutrition Coordinator-Iris Nieves Cross	31%	\$ 2,257.11
Prenatal Nutrition Educator- Maria Serrano	31%	\$ 11,360.88
Total Fringe from section (b)		\$ 214,681.00
Total Program Salaries & Fringe from section (a & b) combined		\$ 907,200.00

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Refer to Appendix E. for additional information on allowable costs.

Contracts/Grants/Agreements for nutrition education services:

Provide the information below for each contract, grant, or agreement.

Name of sub-grantee:

Hispanic Health Council, Inc. SNAP-Ed. Program

Total Federal funding, grant:

\$1,288,261.00

Description of services and/or products:

The HHC SNAP-Ed Program utilizes a comprehensive life course approach to improve the nutrition and physical activity levels of SNAP recipients. Its nutrition and exercise education efforts use a mix of direct and indirect methodologies to reach the target population. HHC SNAP-Ed direct education services are provided through group and individual education using a mixture of behavioral messaging and active engagement activities. The frequency of these activities are designed to reinforce the educational messages which are based on the latest 2015 USDA Dietary Guidelines, My Plate food guide and CDC 2008 physical activity recommendations. The program offers nutrition education for younger children using a series of interactive puppet shows, and jeopardy games for older children, both of which have follow-up classroom activities for teachers, as well as nutrition education for parents of children attending these presentations. The nutrition activities conducted at the after-school program and at the summer camps also include the delivery of puppet shows and jeopardy games as well as a variety of nutrition and exercise activities, including one for youth from 11-13 years old known as *Media-Smart-Youth: Eat, Think and Be Active* conducted during the summer time. Group presentations, for parents consist of nutrition and exercise workshops aimed to increase knowledge and abilities to facilitate the adoption of healthier nutrition and physical activity behaviors. In addition, individual education is provided through HHC Maternal and Child staff trained by the program to educate their clients about good nutrition and exercise topics. In addition, individual education is provided at the Hartford Mobile market stops, Holcomb Farm project, and at community events. HHC-SNAP-Ed direct nutrition education activities are complemented by indirect education, delivered through the following channels: media presentations conducted at local Spanish Radio and TV; distribution of nutrition and exercise information to parents at schools; and through nutrition and exercise e-texting messages to adult participants of HHC SNAP-Ed direct education activities, who wish to receive it. The program will also include a bilingual social marketing campaign tailored to promote a higher intake of foods that are

good sources of fiber using a combination of bilingual hand-out, e-texting promoting rich sources of fiber and social media, Facebook, to deliver its message targeting SNAP recipients.

Cost of specific services and/or products:

\$1,288,261

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: Hispanic Health Council, Inc. SNAP-Ed Program

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$907,200.00	
Contracts/Sub-Grants/Agreements		\$0.00	
Non-Capital Equipment/Supplies		\$39,895.00	
Materials		\$5,754.00	
Travel		\$27,875.00	
Building/Space		\$49,885.00	
Maintenance		\$0.00	
Equipment and Other Capital Expenditures		\$0.00	
Total Direct Costs		\$1,030,609.00	
Indirect Costs (Indirect Cost Rate= <u>25%</u>)		\$257,652.00	
Total Federal Funds		\$1,288,261.00	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: \$907,200 (\$692,519-Salaries + \$214,681-Fringe Benefits)

Position	FTE	Salary	Fringe Benefits (Rate)	Total
Program Director	0.45	\$44,133.00	\$13,681.23 (31%)	\$ 57,814.23
Associate Director	1.00	\$67,174.00	\$20,823.94 (31%)	87,997.94
Nutritionist	1.00	\$53,280.00	\$16,516.80 (31%)	69,796.80
Nutritionist	1.00	\$41,000.00	\$12,710.00 (31%)	53,710.00
Group Leader/Nutrition Educator	1.00	\$40,000.00	\$12,400.00 (31%)	52,400.00
Nutrition Educator	1.00	\$36,022.00	\$11,166.82 (31%)	47,188.82
Nutrition Educator	1.00	\$36,281.00	\$11,247.11 (31%)	47,528.11
Nutrition Educator	1.00	\$32,000.00	\$9,920.00 (31%)	41,920.00
Nutrition Educator	1.00	\$39,022.00	\$12,096.82 (31%)	51,118.82
Nutrition Educator	1.00	\$35,579.00	\$11,029.49 (31%)	46,608.49
Nutrition Educator	1.00	\$32,654.00	\$10,122.74 (31%)	42,776.74
Nutrition Educator	1.00	\$32,000.00	\$9,920.00 (31%)	41,920.00
Nutrition Educator	1.00	\$33,292.00	\$10,320.52 (31%)	43,612.52
Nutrition Educator	1.00	\$39,329.00	\$12,191.99 (31%)	51,520.99
Nutrition Educator	1.00	\$33,960.00	\$10,527.60 (31%)	44,487.60
Program Assistant	1.00	\$42,864.00	\$13,287.84 (31%)	56,151.84
Infant Feeding Coordinator	0.25	\$10,000.00	\$3,100.00 (31%)	13,100.00
Prenatal Nutrition Coordinator	0.15	\$7,281.00	\$2,257.11 (31%)	9,538.11
Prenatal Nutrition Educator	0.80	\$36,648.00	\$11,360.88 (31%)	48,008.88

Contracts/Sub-Grants/Agreements: Retain copies of agreements on site.

N/A

Non-capital equipment/supplies: \$39,895.00

Purchase office and program supplies, printing & copying, postage, phone, cellphone and, social media.

\$4,705.00	Office Supplies. Includes cost of general office supplies such as pens, papers, envelopes, binders, calendars, laminating rollstocks, folders, toner, trifold boards, laminated pouches, Velcro, etc.
\$8,115.00	Program Supplies. Purchase program supplies needed to perform nutrition education activities, including: microphones/headsets (\$80/each X 4), speakers (\$230/each X 3), rolling luggage bags (\$120/each X 8), puppets (\$50/each X 10 & \$30/each X 20), fabrics/drapes for puppet theaters (\$5.50/yard X 20), promotional pens (\$0.45/each X 3,700) and promotional pencils (\$0.30/each X 3,000), promotional measuring cups (\$1.20/each X 600) and food ingredients for food tasting (\$50/session X 33).
\$6,815.00	Printing & Copying. Covers the cost of duplication and printing needs of the program. This includes forms, educational materials, coloring books, posters, etc. (\$0.10/copy X 68,150)
\$720.00	Postage. Covers cost of program correspondence with clients and other social service providers. (\$0.48/postage X 1,500)
\$13,500.00	Phones. Cover cost of telephone and internet services for the program staff. (\$75/month X 12 months X 15 staff)
\$3,000.00	Cellphone. Cover cost of mobile phone services for program staff while performing

	program activities throughout the State. (\$50/month X 5 lines X 12 months)
\$3,040.00	E-Z texting Platform \$70.00 per month x 12=\$840.00 Facebook campaign:\$20.00 per day for a total of 100 days=\$2,000 Online course \$200 – Learn to develop an effective social marketing campaign.

Materials: \$5,754.00

Educational materials to distribute at program activities sessions, as follows:

Item	Cost/item	Amount	Total Cost/item
Five Food group, Exercise, Food Safety Stickers	\$ 0.07	20,000	\$ 1,400.00
My Plate placemats	\$ 0.50	2,000	\$ 1,000.00
Eating Smart Bracelet	\$ 1.00	400	\$ 400.00
Stretching bands with nutrition and exercise messages	\$ 1.98	500	\$ 990.00
Shopping tote bag with nutrition message	\$2.27	500	\$1,135.00
“Eating and being active” curricula	\$323	1 set	\$323.00
Worksheets and handouts lessons 2-8 from “Eating and being active” curricula	\$31.23	13 sets (1 set = 50) (5 sets English) (8 sets Spanish)	\$406.00
Worksheets and handouts for physical activities lessons from “Eating and being active” curricula	\$20	5 sets (1 set = 50)	\$100.00
		Total	\$5,754.00

Travel: \$27,875.00 (see Justification on Section C)

Building space: \$49,885

A total 2,362 sq. ft. X \$1.76/sq. ft. X 12 months. Cover cost of space occupied by program staff.

Maintenance: N/A

Equipment and other capital expenditures: N/A

Total direct costs: \$1,030,609.00

Total indirect costs: Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in [SECTION 3, FINANCIAL AND COST POLICY](#).

\$257,652 @ 25% of direct costs of \$1,030,609. Supports the agency's federally approved indirect cost rate of 25%. These expenses are attributed to general agency costs, such as salaries and expenses of the President & CEO, Directors of Finance and Human Resources, and fiscal staff.

Total federal funds: \$1,288,261

Estimated funds carry-over from current FY to next FY, if any: Please note that funds cannot be carried over into the next Federal FY if the funds are in the last year of their two-year period of performance.

N/A

Section C. Travel

In-State Travel

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

The HHC SNAP-ED program provides nutrition and exercise services to low-income individuals and families living at seven targeted towns across the state. These services include puppet shows, jeopardy games, adult group presentations, media presentations, and tables with information taking place at schools, child care centers, community agencies, clinics, and other community settings. In addition, program staff will participate in local trainings and statewide meetings. The staff is expected to travel around the State to do program activities, attend meetings and trainings/conferences,

and meet with partners. The agency reimbursable rate is based on the federally approved rate.

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

From Hartford, CT to: Hartford, CT area, Bridgeport CT, New Haven CT, New Britain, CT, Norwich, CT, New London, CT, and Waterbury, CT.

Number of staff traveling:

15 staff members

Cost of travel for this purpose:

ACTIVITIES CONDUCTED BY NUTRITION EDUCATORS					
Round trip from Hartford to:	# of miles per day	# of trips/week	# of weeks per year	Mileage rate per mile:\$0.545	Total
Hartford	6	16	44	0.545	\$2,302.00
New Haven	80	4	40	0.545	\$6,976.00
Bridgeport	120	3	40	0.545	\$7,848.00
New Britain	25	2	40	0.545	\$1,090.00
Waterbury	80	1	20	0.545	\$872.00
Norwich	80	2	30	0.545	\$2,616.00
New London	95	1	16	0.545	\$828.00
				Sub-Total	\$22,532.00

ACTIVITIES CONDUCTED BY NUTRITIONISTS					
Round trip from Hartford to:	# of miles per day	# of trips/week	# of weeks per year	Mileage rate per mile:\$0.545	Total
Hartford	6	1	8	0.545	\$26.00
New Haven	80	1	10	0.545	\$436.00
Bridgeport	120	1	10	0.545	\$654.00
New Britain	25	1	10	0.545	\$136.00
Waterbury	80	1	10	0.545	\$436.00

Norwich	80	1	3	0.545	\$131.00
				Sub-Total	\$1,819.00

TRIPS TO ATTEND LOCAL MEETINGS				
	# of miles	# of trips/year	Mileage rate per mile:\$0.545	Total
NH Wellness Committee	80	10	0.545	\$436.00
NH Healthy Coalition	80	10	0.545	\$436.00
Bridgeport Healthy Coalition	120	10	0.545	\$654.00
CT Obesity Prevention Coalition, Farmington	25	8	0.545	\$109.00
Hartford Wellness Committee	6	8	0.545	\$26.00
Hartford Food Policy	6	6	0.545	\$20.00
			Sub-Total	\$1,681.00
			Total	\$26,032.00

Total In-State Travel Cost: \$26,032.00

Out-of-State Travel

Travel Purpose:

This allocation is to cover of cost of one staff to attend the 2019 Society for Nutrition Education and Behavior (SNEB) Annual Conference taking place from July 27 to July 30, 2019 in Orlando, Florida. The conference is for professionals actively involved in nutrition education and health promotion and provides forums for sharing innovative strategies for nutrition education, and disseminating of research findings. This is also an opportunity to meet nationwide SNAP-Ed coordinators as well as an opportunity for sharing of information and experiences in program implementation.

Travel destination (city and State):

2019 Society for Nutrition Education and Behavior Annual Conference, Orlando, Fl. Saturday, July 27 – Tuesday, July 30, 2019

Number of staff traveling:

One (1) Staff

Cost of travel for this purpose:

Hyatt Regency Grand Cypress - \$191 per night X 3 nights = \$573.00

Conference Registration= \$555.00

Airfare - Hartford, CT to Orlando, FL =\$458.50

Local transportation (airport to hotel roundtrip) = \$50.00

Per Diem (based on GSA rate):

\$59.00 per day x 2 full days + \$44.25 per day x 2 half days= \$206.50

Estimated total \$1,843.00

Total Out-State Travel Cost:

\$1,843.00

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project.

Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: Hispanic Health Council, Inc. SNAP-Ed Program

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$907,200.00	
Contracts/Sub-Grants/Agreements		\$0.00	
Non-Capital Equipment/Supplies		\$39,895.00	
Materials		\$5,754.00	
Travel		\$27,875.00	
Building/Space		\$49,885.00	
Maintenance		\$0.00	
Equipment and Other Capital Expenditures		\$0.00	
Total Direct Costs		\$1,030,609.00	
Indirect Costs (Indirect Cost Rate= 25%)		\$257,652.00	
Total Federal Funds		\$1,288,261.00	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Project 4
UConn Health Husky Nutrition

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

Description of projects/interventions:

Project/Intervention Title:

Husky Nutrition at UConn Health

Related State Objective(s):

Husky Nutrition supports CT SNAP-Ed State Level Objectives:

Goal 1: Objectives: 1.1 - 1.9

Goal 2: Objectives: 2.1 and 2.2

Goal 3: Objectives: 3.1 - 3.5

Husky Nutrition, the first of the Connecticut contractors funded by SNAP-Ed in 1994, engage SNAP recipients and those eligible to receive SNAP in food, nutrition, and physical activity programming, while collaborating with community partners to assess needs, improve environments, develop policy, and conduct evaluations to improve the health of this population (<http://publichealth.uconn.edu>). This plan outlines each *Husky Nutrition* initiative to reduce obesity and chronic disease with particular focus on reaching families of young children in early childcare and food retail sites with our direct education program efforts, and to support, not only our programs, but the state-wide SNAP-Ed education efforts with the SNAP4CT.org online platform. In addition, the plan further integrates program design with the social-ecological model, multi-level interventions and community and public health approaches to improve nutrition and obesity prevention with the following measures:

- First, we plan to increasingly partner with community sites that are involved with or intend to engage in a developed or emerging PSE effort so that our program complements those of a larger initiative for maximum impact.
- Secondly, we will develop and implement nutrition education plans for community sites resulting in delivering SNAP target populations with multiple exposures to key nutrition education messages. Simultaneously, interventions will be coordinated across community settings for target populations and SNAP4CT.org will implement a targeted social media campaign reinforcing these same messages to individuals using the website and social media platform.
- Thirdly, we plan to partner closely with *Husky Sport* to develop and implement a comprehensive, coordinated multi-level intervention for the Northeast neighborhood of Hartford which is a recognized Promise Zone.

Audience:

Husky Nutrition initiatives reach SNAP recipients, low-income individuals who are eligible to receive SNAP benefits or other means-tested Federal Assistance programs, and individuals residing in communities with a significant low-income population. In alignment with the needs assessment findings, the majority of programming efforts will

focus on preschool aged children and their parents/caregivers. Additionally, some programming will be provided for other adults aged 18 – 59 and older adults 60+.

Husky Nutrition Direct Education (Approach One)	SNAP Participants - Target Audience(s)
SNAP4CT.org website and social media	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
Husky Reads	Young children ages 2 – 5, parents, caregivers and adult family members of young children
Little City Sprouts (HFS)	Young children ages 2 – 5, parents, caregivers and adult family members of young children
Husky Nutrition On-the-Go	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
Husky Smart Shopping	Parents, caregivers and adult family members of young children, adults 18 – 59 and adults 60+
PSE and Collaborations (Approaches Two and Three)	Target Audience
SNAP4CT.org dissemination	Public, private agencies and programs serving SNAP participants; and those eligible to receive SNAP
Husky Sport/Husky Nutrition Northeast Hartford Partnership	Residents of Hartford’s Northeast neighborhood (06120 ZIP Code) which is part of the federally designated Promise Zone
Early childcare center food, nutrition, and physical activity policy and written policy improvement	Early Care and Education providers (program directors, classroom teachers); parents and caregivers of preschoolers; and policy makers
Husky Smart Shopping retail food systems partnership	Retail stores serving low-income, high risk areas; franchise/store owners; store RDs; and social media marketing staff members
Coordination with the DSS Unit on Aging	DSS Department of Social Services Unit on Aging management and Area Agencies on Aging nutrition educators
Engagement and collaboration with public policy leaders and influencers	State, municipal and nonprofit organizations involved with policy and systems change initiatives to improve food access, food quality, and nutrition education targeting low-income residents in CT

Husky Nutrition will deliver the majority of interventions in Connecticut's municipalities with the highest level of need, including Priority Groups 1 and 2 and Risk Level 1 as identified in the Needs Assessment. A focal point of programming will be early care and education (ECE) sites and retail food outlets located in these municipalities, as they represent an opportunity for multi-component, multi-level interventions in places where many families with young children in low-income communities spend time. For a site to be eligible for programming and interventions, *Husky Nutrition* staff use CT-DSS data on the number of individuals in the municipality receiving SNAP coupled with census tract data on the percent of individuals in that tract living in poverty, and the percent of children receiving free and reduced lunch at the closest school. Farmers markets that can process SNAP and/or WIC electronic payments and/or accept double value coupons receive priority.

Food and Activity Environments:

Husky Nutrition direct education programs, which can be delivered in English and/or Spanish, are tailored to meet the needs of the target audience at each site based on their age, physical ability, and site location (physical environment). This project further reflects the needs of the audience in a number of ways:

- For ECE sites with ongoing education programs, *Husky Nutrition* staff will develop a standard baseline profile with relevant information for the types of site and a catalog of food, nutrition and physical activity programs currently occurring at the early care and education site or agency, as well as, the site's inclusion in any evaluations or other projects that might influence program outcomes.
- Retail food outlets, such as grocery stores and farmers markets, are the primary venues for *Husky Smart Shopping* programs. *Husky Smart Shopping* tailors the program to the individual site and provides hands-on learning opportunities for SNAP participants using curricula centered on food demonstrations and recipe distribution that highlight fruits and vegetables, label reading, and food-resource management skills. Sites that provide complimentary incentives to the nutrition education program receive priority scheduling. When transportation or physical limitations make store tours impossible to conduct, nutrition educators offer classroom style workshops as a substitute for in-store education.
- The SNAP4CT.org website and social media platform provides a complementary and alternative mode to effectively target and reach SNAP participants and those eligible to receive SNAP 24 hours a day, seven days per week. The ability to target messaging using demographics such as income, race/ethnicity and location (zip code) is a powerful tool to ensure that messages are reaching the intended audience.
- PSE efforts are described in two sections, program description and coordination of efforts. SNAP-Ed fully funds integral involvement by *Husky Nutrition* in the former. See the table under the latter that describes the degree of involvement and funding by SNAP-Ed.

Project Description:

Husky Nutrition helps participants gain insight and implement strategies to overcome the challenges of eating healthy on a limited budget when access to fresh fruits and vegetables and healthy beverages is limited. The following four key messages guide *Husky Nutrition* direct education.

Key messages:

- **Build a healthy, affordable, plate:** Make half your plate fruits and vegetables (seasonal items, sales, canned, frozen and fresh options). Switch to skim or 1% milk. Make at least half your grains whole.
- **Cut back on foods high in solid fats, added sugars, and salt:** Choose foods and drinks with little or no added sugars. Look out for salt (sodium) in the food items you buy - it all adds up. Eat fewer foods that are high in solid fats. Eat tasty, affordable substitutions and homemade options.
- **Be physically active your way:** Be physically active daily and in a way that matches your age and ability.
- **Parents and caregivers are role models:** Be a good role model. Realize that what you choose to eat and drink and what your level of physical activity are important for your own health and also for your children's health. You are your children's most important role model. Your children pay attention to what you do more than what you say.

These key messages are the focal point connecting direct education programming and the multi-dimensional PSE and public health strategies outlined in this plan. During this upcoming 3-year cycle, *Husky Nutrition* will focus its direct education and PSE efforts in two realms. *Husky Nutrition* educators will implement the following five programs online and at school and center-based early childcare and education (ECE) centers and retail food venues such as grocery stores and farmers markets. The direct education programs that target preschoolers and their families will occur with high frequency at the various ECEs and the local retail food establishments identified that serve the same population. For other adult SNAP participants, nutrition educators will conduct programs at a lesser intensity and frequency at other community locations such as WIC offices, medical centers, and public libraries to ensure optimal reach of the target audience. The five coordinated¹⁰⁰ programs include:

1. SNAP4CT.org Online Learning platform

¹⁰⁰ Educators will coordinate messages by community site resulting in SNAP participants receiving multiple exposures to the same message. Simultaneously, SNAP4CT.org will provide a targeted social media campaign reinforcing those same messages to individuals using the website and social media platforms.

2. Husky Reads
3. Little City Sprouts
4. Husky Nutrition On-the-Go
5. Husky Smart Shopping

1. SNAP4CT.org Online Learning Platform



The SNAP4CT.org website and associated social media channels form an online (virtual learning) platform providing the SNAP-Ed eligible population with nutrition and healthy lifestyle education and resources, which are accessible via computer and mobile devices. *Husky Nutrition* maintains this online platform as a hub for all its programs, partners, and contractors, providing tools and resources in support of direct education initiatives, and serving as a point for collaboration and information dissemination for all CT SNAP-Ed contractors, as well as community partners who serve the SNAP population.

The SNAP4CT.org online platform:

- Provides direct communication with the SNAP-Ed and eligible population through its “Ask a Nutritionist” tool which enables the target population to ask specific questions of *Husky Nutrition* Registered Dietitians, or to make a general requests for popular nutrition topics (Heart Healthy Diet, Increasing Fruit and Vegetable Intake, Kid-Friendly Foods, Quick and Easy Meals, Decreasing Added Sugar). Specific nutrition questions are answered based on SNAP-Ed guidelines within one to two business days while general nutrition topics are delivered instantly via one-page infographics. Communication is also delivered through an educational, bi-weekly eNewsletter sent to subscribers (SNAP and SNAP-Ed eligible participants, and other engaged visitors). Likewise, *Husky Nutrition* staff interact with social media visitors directly via posts and comments on Facebook, Instagram, and Twitter.
- Disseminates food, nutrition, and physical activity promotion information through simple, targeted, educational messages. These messages are delivered via detailed recipes with colorful photos, simple preparation instructions, and nutritional content (such as MyPlate® and tips to decrease sugar sweetened beverage consumption); through videos that offer grocery shopping tips and

simple cooking demonstrations; with infographics that detail important nutritional guidelines; in blog posts that explain popular nutrition topics; with a bi-weekly eNewsletter; and through social media channels which feature content in a concise, mobile-friendly format.

- Serves as an educational resource available 24/7 for participants of all *Husky Nutrition* activities. Many of the online materials, such as recipes and tip sheets, can be downloaded and printed as PDF documents, making them helpful resources for other SNAP-Ed contractors as well as other organizations who directly serve SNAP-Ed eligible individuals.
- Promotes program communication, coordination, and cross-promotion of events and education materials among CT SNAP-Ed contractors. All SNAP-Ed CT contractors post direct education events on a Google calendar. The calendar, which is embedded on the SNAP4CT.org website, updates in real-time, therefore, allowing contractors and CT-DSS staff to determine if all program/educational needs are being met as outlined in the needs assessments.
- Ensures promotion of SNAP4CT.org to as many SNAP-Ed eligible persons as possible by utilizing a variety of web marketing techniques to drive traffic to the website. Strategies include optimizing the site for keywords that visitors would typically use, carefully monitoring site traffic through Google Analytics, utilizing Google AdWords for terms that are pertinent to the target audience, and by regularly posting on social media outlets. Due to search term optimization, one major point-of-entry for the website is the “DSS offices and SNAP Help” web page in the “Resources” section of the site:
<http://www.snap4ct.org/resources.html>.

When an individual comes to the website, they are encouraged to interact with the content through a variety of pertinent call-outs. For example, a vibrant “Ask a Nutritionist” button encourages direct interaction with our dietitians, and a colorful image of a “Recipe of the Week” guides visitors to our recipes section. Call-outs also invite participants to subscribe to the regularly published eNewsletter and receive a free downloadable cookbook of easy, budget-friendly recipes. This has led to significant and consistent growth in online subscribers.

Husky Nutrition educators also employ more traditional tactics to bring the target audience to the online platform. These efforts include instructing participants at direct education programs on how they can access the site using a computer, cell phone, or tablet; providing sample education materials or recipes highlighting the website; and offering a promotional card or magnet that describes the website and provides the web address, www.SNAP4CT.org. *Husky Nutrition* staff also engage with key community collaborators, giving them educational and promotional materials that include

information on accessing SNAP4CT.org's online platforms (website and social media channels), and requesting that they include a link to the site on their own websites. Likewise, through social media, staff members interact directly with organizations that serve SNAP and SNAP-Ed eligible individuals, broadening the reach of the nutrition and health messages.

Husky Nutrition expects to reach visitors from Connecticut at a total rate of 200,000 online interactions in FY 2019, increasing to 225,000 in FY 2020, and to 250,000 FY 2021 (budget permitting) through its online platforms (SNAP4CT.org website and social media channels). To track and report online usage and reach we will be predominantly focused on direct interactions such as page views, form submissions, newsletters opened, videos viewed and user responses such as "likes", "follows" and comments provided by users. As outlined under key performance measures later in this plan, filtered Google Analytics data and social media platform metrics will guide development of content and marketing efforts to ensure that the online platforms' primary users are SNAP recipients and individuals who are likely eligible to receive SNAP benefits.

2. *Husky Reads*

A well-established SNAP-Ed program, has been ongoing since 1998. Inspired by the nationally accepted American Academy of Pediatrics' program "Reach Out and Read," *Husky Reads* was first designed for promotion of health and nutrition habits by reading nutrition-focused, health-oriented books to young children in pediatric and health clinics. A USDA Higher Education Challenge Grant (2005-2010)^{101,102} supported the early development of the *Husky Reads*' curriculum and its delivery method. Over time, *Husky Reads* has grown into a food and nutrition, literacy-based intervention for preschool age children designed to increase MyPlate literacy while promoting fruits and vegetables. *Husky Reads* includes a series of 10 weekly lessons lasting 30 minutes. Generally, the program is delivered as a series of lessons for preschoolers enrolled in ECEs. At times, individual lessons from the 10-week series are delivered as stand-alone single sessions of 20-90 minutes to children, often along with their parents/caregivers, at WIC clinics, public libraries, medical centers, and other community sites in areas with a high concentration of the SNAP-Ed eligible population. *Husky Nutrition* educators (trained students engaged in a university service-learning class) conduct structured lessons including reading food, health and physical activity-themed books to preschoolers, playing activities that reinforce the learning objectives, and offering food samples that



¹⁰¹ Poehlitz PM, Pierce MB, and Ferris AM. (2006). Delivering nutrition education in a service-learning course. *J. Nutr. Educ. Behav.* 38:388-9.

¹⁰² Pierce MB, Havens E, Poehlitz M, Ferris, AM. (2012) "Evaluation of Community Nutrition Service-Learning Program: Changes to Student Leadership and Cultural Competence." *North American Colleges and Teachers of Agriculture*, 56:3, 10-16.

encourage children to taste different foods in a positive and supportive environment. Each of the books selected for use with the *Husky Reads*' lessons come from the Food and Nutrition Fun for Preschoolers Resource List.¹⁰³ The foods selected for tasting correspond to the MyPlate® food groups with an emphasis on fruits and vegetables. The ECE directors and staff are encouraged to use the [www. SNAP4CT.org](http://www.SNAP4CT.org) website and resources as an on-going strategy to reinforce in-class learning for parents and caregivers.

In FY 2019, the *Husky Nutrition* team will conduct 800 *Husky Reads* educational sessions at 25 – 30 sites reaching approximately 3,000 participants with 13,000 contacts of direct nutrition education. The number of contacts will remain steady through FYs 2020 and 2021 with a goal of increasing the coordination of messages among sites and surrounding area by one site per year.

3. Little City Sprouts

Little City Sprouts is a Farm to Preschool program of the Hartford Food System (HFS), providing preschool children with the opportunity to know about, grow, and taste fresh, healthy food through food-related field trips, gardening, nutrition, and cooking lessons designed for them. *Husky Nutrition* provides financial support and technical assistance with nutrition content for curricula and materials for educational program delivery. The Hartford Food System develops the curricula in coordination with



Husky Reads and builds the raised-bed gardens at each program site. In addition, Trinity Health Systems Wellbeing 360 funded the Hartford Food System to develop a program, “*Little City Sprouts Plus*,” that expands *Little City Sprouts* in the northeast section of Hartford, CT and adds a parent education component to the program. While *Husky Nutrition* does not support this program financially, the curriculum will also be coordinated with *Husky Reads*. In FY 2019, *Little City Sprouts* will work with 7 - 10 ECE sites and 550 children delivering 5 sessions of two hours each over the course of the school year and summer. Contact numbers supported by SNAP-Ed will remain stable in FY 2020 & 2021. ECE sites for programming will be determined in conjunction with strategic planning with the *Husky Reads*' Manager (S. Coleman) and will heavily favor scheduling of those sites where *Husky Reads* and parent education programs are occurring.

4. Husky Nutrition On-the-Go

- **Healthy Beverage Series:** *Husky Nutrition* educators deliver a ten-week series entitled the “*Healthy Beverage Series*” to parents and non-parental caregivers of preschoolers. They deliver targeted messaging and education focused on

¹⁰³ (https://www.nal.usda.gov/sites/default/files/fnic_uploads/fun_preschool.pdf).

reducing sugary drink consumption, limiting use of fruit juice to American Academy of Pediatrics' recommended levels, and promoting water consumption for their children. This program was originally developed as part of a funded project in the USDA Childhood Obesity Prevention Initiative (USDA/CSREES: 2008-55215-19071, Effectiveness of an IMB-based Intervention for Reducing Sweetened Beverage Consumption in Preschool Children, A. Ferris PI)¹⁰⁴. For this intervention, students enrolled in a university service-learning class greet parents when they pick up their children from school and provide a very brief interaction with parents while standing in front of a themed display board. Each week of this ten-week intervention centers on a tailored message, game, and supportive display. In FY 2019, the *Husky Nutrition* team will conduct 50 sessions at 4 – 6 sites reaching approximately 1,000 participants and 1,500 contacts. Program delivery will remain stable in FY 2020 through FY 2021 with a goal of increasing the coordination of messages among sites and surrounding area by one site per year.

- **Single Sessions:** Nutrition educators deliver programs using interactive display boards at community sites in targeted locales where SNAP participants and low-income families are already engaged (e.g. health fairs, family resource centers, community centers, and charity and commodity food distribution sites). Topics for these interactive display boards include reducing sugary drinks from the *Healthy Beverage Series*, enhancing fruit and vegetable intake using MyPlate® materials, and increasing physical activity. Curricula and demonstrations may also include recipes and nutrition/culinary tips. Total contact time per participant is under 15 minutes. The direct education incorporates a variety of strategies that promote the key messages including interactive and multimedia games or activities, demonstrations, and skill practice opportunities. In FY 2019, *Husky Nutrition On-the-Go* may be conducted at 5 - 10 of these events reaching 600 participants. This level of service will remain stable over the 3-year term. Educators will inform and engage adult participants at these events to visit www.SNAP4CT.org, sign up for the eNewsletter, and follow SNAP4CT on social media.

5. *Husky Smart Shopping*

The *Husky Smart Shopping* program focuses on developing new, and enhancing existing, partnerships with retail food systems, coupled with an array of direct education

¹⁰⁴ Ferris, A. M., D. Wakefield, K. Lora, C. Quesada. Caretakers receiving SNAP are responsive to education to reduce preschool child sugar-sweetened beverage (SSB) consumption. 42nd Ann Soc Nutr Educ/EB, San Diego, CA. April 2014. 14-7959.

strategies. The retail food systems include large and medium sized grocery stores and farmers markets in targeted low-income areas focusing on marketing and promoting healthy foods and incenting SNAP clients to purchase them. The emphasis will be on strategically building comprehensive partnerships within the Healthy Hartford Hub (described in the “Coordination of Efforts” section), with ShopRite stores, with C-Town in Hartford, and with farmers markets. Those farmers markets that process SNAP and/or WIC electronic payments and produce double value coupons receive priority.

A *Husky Nutrition* registered dietitian (RD), coordinates *Husky Smart Shopping* activities. These activities include:

- managing the partnership with store management, franchise owners, and market managers
- coordinating messaging with the SNAP4CT.org online platform
- implementing direct education delivery
- managing a multi-cultural staff to deliver programs in English and Spanish
- selecting appropriate educational topics for the audience being served (culturally relevant and appropriate foods; literacy/learning level and age appropriate; and suitable for the venue)



The direct education methods that will be available to partnering retailers and markets include:

- *Grocery store tours* (in-store and classroom/virtual) – Grocery Store Tours follow the *Shopping Matters*¹⁰⁵ or *Cooking Matters at the Store* format at grocery stores and retail food outlets serving a high number of SNAP recipients. When transportation, childcare responsibilities, and physical limitations prohibit participation at the store, nutrition educators deliver full and adapted grocery store tours in a community site with mock stations set up or via live streaming to the community site from the local grocery store.
- *Video modules*: videos of grocery store tours and other single topic education modules that highlight shopping the perimeter of the store, label reading and unit pricing, and other related topics will be available. Videos are compatible for viewing on a PC, tablet, and smartphone. Videos are maintained online on the SNAP4CT.org platform and are available for sharing on partner websites and social media.

¹⁰⁵ <http://cookingmatters.org/educational-tools>

- *Point-of-Purchase or Promotion (POP)* in retail food stores and farmers markets: POP programs include single topic interactions (label reading, unit pricing, identifying whole grains etc.) in the aisles and produce sections of mid-sized markets as well as farmers markets. Additionally, they include food demonstrations particularly in the produce section.

Following is an example of a strategy incorporating direct education with targeted marketing and coordination with store partners. *Husky Nutrition* will use the www.SNAP4CT.org website and social media platform to drive nutrition messages, shopping tips, and recipes to SNAP participants who are located in the zip codes close to the retail venue and who likely shop there. At the store, nutrition educators will provide food demos and will set up a display including ingredient items from the featured recipe in order to co-merchandise these foods and promote consumer purchasing. Nutrition educators conducting the food demos will heavily emphasize ingredients such as vegetables, fruits, and whole grains and they will coordinate with store management to use ingredients that are on sale. In order to inform SNAP participants, we will promote these events using regionally targeted social media (on SNAP4CT.org and with the store's social media when available) and in-store advertisements such as flyers and posters.

In addition, *Husky Nutrition* staff, working with the CT Department on Aging will continue to provide training sessions to nutritionists working with the Area Agencies on Aging to help them to deliver similar workshops to older adults across CT.

In FY 2019, *Husky Smart Shopping* will work with 5 partners and conduct 100 educational sessions at 25 – 35 sites reaching approximately 2,700 participants with 3,600 contacts of direct nutrition education. In FYs 2020 and 2021 we will add 5 partners/stores and increase SNAP participant reach by 10%. Each year, the staff of *Husky Smart Shopping* will provide two trainings through the CT Department of Aging for nutritionists serving the Area Agencies on Aging throughout the state.

Policy, systems, and environmental change programs:

1. *Husky Nutrition and Husky Sport Northeast Hartford Partnership*

As stated in the introduction, we plan to partner closely with *Husky Sport* to develop and implement a comprehensive, coordinated, multi-level intervention for the Northeast neighborhood of Hartford (ZIP code 06120), which is part of a recognized federally designated Promise Zone. Informed through ongoing strategy discussions, it became clear that our existing programs provide parallel, often complementary activities for many of the same families without intersecting. Specifically, the NEAG School of Education, *Husky Sport* program focuses on school-age children, primarily at Fred D. Wish Museum School (K-8) and delivers neighborhood-based out of school time programs for that same age group. Simultaneously, *Husky Nutrition* focuses on pre-

school age children by working with children, parents, and providers in the neighborhood's early childcare centers and retail venues. In addition, both *Husky Sport* and *Husky Nutrition* staff work with the myriad city, foundation, university, healthcare, and church-based efforts to improve the well-being of residents and reduce childhood obesity in this highly impoverished area.

Beginning with the 2019-2021 SNAP-Ed plan, the *Husky Nutrition* and *Husky Sport* programs will construct a framework for a multi-level program with coordinated messaging, programming, staffing, and evaluation for SNAP-Ed in the 06120 ZIP Code in Hartford, CT, an area of highest need in CT with almost 50% of residents living in poverty. Over the three years of the proposed plan, the coordinated *Husky Nutrition* and *Husky Sport* programs commit to the development and implementation of a coordinated, multi-level nutrition and physical activity education plan. This plan will serve the needs of the community, improve the potential impact of SNAP-Ed within the area, and evaluate the specific contribution made by SNAP-Ed in meeting the community nutrition and physical activity goals, while also coordinating with other community efforts.

Of particular importance and influence on the development of the coordinated effort between *Husky Nutrition* and *Husky Sport* is the school consolidation plan of the Hartford Public Schools. In fall 2018, Simpson-Waverly School will close its doors and those students will move to Wish School, and in fall 2019 Thurman Milner School will do the same. In FY 2019, the leadership of our SNAP-Ed Northeast Hartford Partnership will focus on:

- organizing the partnership (leadership, staff commitments, training, and coordination of current programs);
- completing an asset inventory of programs, retail establishments, and institution in the neighborhood of the expanded Wish School that could support changes in food, nutrition, and physical activity in that neighborhood;¹⁰⁶
- examining state and national models to guide our work; and
- developing a draft framework for program planning.

The focus for FY 2020 would be on program development, maintaining community perspective, and the evaluation and potential expansion of the UConn service-learning course offerings that engage university students and faculty in delivery of SNAP-Ed or community projects in the northeast neighborhood. The target for FY 2021 activities is

¹⁰⁶ We expect to draw on reports and maps produced by the Promise Zone, North Hartford Triple Aim Collaborative (the health initiative of the Promise Zone), Invest Hartford (A Robert Wood Johnson Foundation, Culture of Health supported project), Wellbeing 360 (a Trinity Healthcare initiative), the UCONN Cities Collaborative, the City of Hartford, Departments of Health and Human Services and Children, Families, Youth, and Recreation, the Community Needs Assessments of the Hartford Health Care and St. Francis Hospital (part of the Trinity Healthcare System, The Connecticut Children's Hospital, Hartford Child Wellness Alliance, and the Connecticut Office of Health Strategy to reduce the time needed to produce this inventory.

the initial implementation of the coordinated plan and evaluation framework. Consequently, the following three-year SNAP-ED Plan would include a well-defined and cost-effective approach for multi-level SNAP-ED programming in an area of highest need in Connecticut.

2. Early childcare center food, nutrition, and physical activity written policy improvement

Husky Nutrition will develop workshops and technical assistance to provide support for early childcare directors and programs who participated in the policy enhancement series for the 69 centers in the City of Hartford and the 7 centers in the City of New Britain.

Evidence Base:

Initiative	Level of Evidence	Supporting References
SNAP4CT.org Online Platform	Emerging Site development relies on the multiple reviews available for individual components and an overall framework as outlined by Oldenburg et. al. The information derived from the in-depth Google Analytics applied to the site also provides information on reach to the target audience.	Oldenburg <i>et al.</i> New Technologies to Improve the Prevention and Management of Chronic Conditions in Populations, <i>Ann. Rev. Public Health</i> 2015. 36:483-505 www.annualreviews.org
“Husky Reads.” Literacy-based fruit and vegetable promotion with activity and tasting for preschool age children. This program will be the focus of a control trial in this plan.	Practice-tested Husky Reads significantly increased preschoolers’ correct identification of 2 types of fruits and 2 types of vegetables. A significant correlation was found between correct identification of fruit and trying the fruit. Other research shows 4-6 year olds exposed to vegetable-promoting picture books consumed almost twice as much carrots in	Coleman A, Coleman S, Ferris AM, Book-based nutritional literacy effects preschoolers' nutritional knowledge and willingness to consume fruits and vegetables: 2013 American Public Health Association National Conference, Boston, MA Paper #289287. de Droog SM, Buijzen M, Valkenburg PM. Enhancing children’s

	<p>proportion to other foods consumed than children without exposure to the book.</p>	<p>vegetable consumption using vegetable-promoting picture books. The impact of interactive shared reading and character-product congruence. <i>Appetite</i>. 2014. 73: 73-80.</p>
<p>“Healthy Beverage Series.” Brief intervention series for caregivers of preschoolers.</p>	<p>Practice-tested proceeding to research-based</p> <p>Randomized control trial with 10-week sugar-sweetened beverage education intervention and sham control on home food safety. Among SNAP recipients who consumed SSBs, the intervention group consumed significantly less SSB ounces than control at 6 months.</p>	<p>Ferris, A. M., D. B. Wakefield, K. Lora, C. Quesada. Caretakers receiving SNAP are responsive to education to reduce preschool child sugar-sweetened beverage (SSB) consumption. <i>FASEB J</i> April 2014 28:252. 8.</p>
<p>“Little City Sprouts.” Farm to Preschool with gardening and cooking lessons.</p>	<p>Varies / Research-tested for school-age children.</p> <p>Less available data for preschool age children. In the SNAP-Ed toolkit, the Coordinated Approach to Child Health Early Childhood (CEC) program was research-tested. Observed outcomes included a statistically significant increase in Level 5 PA, significant increase in FV intake among intervention and control groups, and a decrease in overweight and obesity in the intervention group (no change among controls). SNAP-Ed toolkit lists four programs that use farm-to-child and gardening as a</p>	<p>SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit.</p> <p>Savoie-Roskos MR, Wengreen H, Durward C. (2017) Increasing fruit and vegetable intake among children and youth through gardening-based interventions: A Systemic review. <i>J Acad Nutr Diet</i> 117:240-250.</p>

	strategy: 1 research-tested (CEC), 1 practice-tested (HOTM), 2 emerging (NYS F2PS & Food Hero).	
Husky Nutrition On-the-Go, Brief interventions	Practice-tested Average knowledge score improved significantly from 45% to 63% correct pre- to post-test. Participants also demonstrated intent to change behavior.	Pierce, M.B., K. A. Hudson, K. R. Lora, E. Havens, and A. M. Ferris. (2011). The Husky Byte Program Delivering Nutrition Education One Sound Byte at a Time; <i>J. Nutr. Edu. Behav.</i> 43:135-7.
Husky Smart Shopping - Grocery tours	Practice-tested The SNAP-Ed toolkit lists Cooking Matters as evidence-based.	SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit. Hartmann-Boyce, J. <i>et al.</i> (2018). Grocery store interventions to change food purchasing behaviors: a systemic review of randomized controlled trials. <i>Amer. J. Clin. Nutr.</i> 107:1004-1016.
Husky Smart Shopping - POP	Emerging – but research-tested if implemented as part of a larger program as done in Baltimore or California. Unpublished results from our FY2017 evaluation found that of SNAP-eligible respondents who participated in the program, 66% intended to make the recipe, 59% planned to buy at least 3 vegetables at the market and 79% planned to use a financial incentive.	SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States lists “Pick It, Try It, Like It” Havens, E. Unpublished results, FY 2017
Early Care PSE Change	Practice / Research-tested There is limited evidence for policy change oriented initiatives; however,	SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States. (National Early Care & Education

	improvement in practices was considered research-tested for Go NAP SACC and practice-tested for several other programs, especially as part of a broader intervention.	Learning Collaboratives; Go NAP SACC, Eat Well Play Hard in Child Care Settings).
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Key Performance Indicators (KPIs):

To evaluate project implementation, *Husky Nutrition* management will compare the projected outcomes with the EARS data for the number reached for each of the following numeric indicators: direct programs, direct education participants, contacts, and indirect contacts. Management will conduct further analysis of the number, type and location of community education sites; direct education programs to SNAP recipients; train-the-trainer sessions to collaborating partners; and collaboration meetings with public and private agencies, coalitions, task forces, and other planning groups that directly result in SNAP-Ed programming, to measure progress towards meeting project performance measures. In addition, *Husky Nutrition* management will monitor and record program fidelity on a regular schedule and will seek feedback about program delivery from program educators and site directors. Specifically, program educators complete a debriefing form after conducting direct education sessions and site directors have the opportunity to complete a satisfaction survey to inform the Program Manager. The Program Manager uses this information to identify opportunities for program improvements.

Husky Nutrition – Key Performance Indicators	
Initiative	Indicators
SNAP4CT.org Online Platform	<ul style="list-style-type: none"> • <i>Formative:</i> Client and site availability to electronic devices and receptiveness to receive or deliver nutrition education electronically. Assess the interest and engagement of SNAP-Ed eligible SNAP4CT.org users through online and in-person satisfaction surveys as deemed appropriate to test/develop materials. (See evaluation.) • <i>Process:</i> Google Analytics will track key weekly and monthly website metrics including; number of visitors/users, page views, location of user (filtered by CT and outside of CT), location of user by town, and technology used to access site (mobile phone, tablet, desktop computer). Available social media metrics and the growth/stability in eNewsletter subscribers will also be reviewed on a regular basis. • <i>Outcome:</i> Comparison of analytical data with previous years will show changes in use overall and by specific platforms and topics over time. The percent of repeat views and time spent on the site and page will gauge client engagement. Documenting

	<p>the number of entities that incorporate SNAP4CT social media into their food, nutrition, and physical activity promotional and educational materials, as well as, include a link on their website will measure partner confidence of SNAP4CT as a source of information for their clients.</p>
Husky Reads/ Little City Sprouts	<ul style="list-style-type: none"> • <i>Process</i>: Number of sites, sessions, and clients. Site and teacher satisfaction with program. • <i>Impact</i> (Husky Reads): Increase in fruit and vegetable identification and liking as measured by a paired comparison of pre-intervention and post-intervention scores from one-on-one child interviews capturing child's ability to name and willingness to consume specified fruits and vegetables, as well as ability to correctly identify MyPlate® and identify foods in different food groups. See evaluation section for complete protocol.
Husky Nutrition On-the-Go	<ul style="list-style-type: none"> • <i>Process</i>: Number of sites, sessions, and clients. Site and teacher satisfaction with program. Client satisfaction (intercept survey) • <i>Outcome</i> (SSB): Population change in IMB responses pre- and post-intervention. Program previously validated against home beverage inventories, child food records, and a beverage questionnaire based on the information, motivation, and behavior (IMB) Fisher and Fisher model of behavior change.
Husky Smart Shopping	<ul style="list-style-type: none"> • <i>Process</i>: Number of sites, sessions, clients, and train-the-trainer sessions. Number of sessions enhanced by program incentives such as coupons. Site and client satisfaction with program (survey). • <i>Impact</i>: Percent of participants who report learning new ideas for preparing specified foods. Percent of participants who report intent or behavior related to specific food resource management skills and/or healthy eating behaviors such as willingness to purchase and use food highlighted in session. UCONN Health IRB 16-165-2. • <i>Outcome</i>: Number of partner sites or systems who made at least one change in placement of healthy foods, decreased promotion of unhealthy foods, implemented incentives in conjunction with SNAP-Ed, or incorporated SNAP4CT information in store promotions.
Early Childcare, Food, Nutrition, and Physical Activity Education Policy and Practice Program	<ul style="list-style-type: none"> • <i>Process</i>: Participation. Attendance at group sessions (attendance sheets). Number of small group or one-on-one technical assistance sessions. • <i>Outcome</i>: Change in score for policy comprehensiveness and strength from baseline¹⁰⁷ to post (2016-17 Parent and Staff handbooks) as measured by the UConn Rudd Center WellCCAT (modified).
Multi- Dimensional, Integrated	<ul style="list-style-type: none"> • <i>Formative</i>: Environmental scan of all ECEs and retail venues who partner with <i>Husky Nutrition</i>; Number of organizations reporting willingness to adopt new policies, offer incentives or

¹⁰⁷ Reports submitted to City of Hartford, Division of Families, Children, Youth, and Recreation and City of New Britain, Department of Health and Human Services.

Programming	<p>make environment changes.</p> <ul style="list-style-type: none"> • <i>Process:</i> Number of sites with message coordination with SNAP4CT.org, Husky Reads, Little City Sprouts, and Husky Nutrition On-the-Go. Number of partners that incorporate SNAP4CT social media into their food, nutrition, and physical activity promotional and educational materials; Number of partners that include a link on their website will measure partner confidence of SNAP4CT as a source of information for their clients.
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Use of Existing Educational Materials:

Husky Nutrition will utilize nutrition education materials from the *Choose My Plate 10 Tips Nutrition Education Series*, *Cooking Matters at the Store*, *Shopping Matters*, as well as, the *Husky Nutrition* evidenced-based curricula on reducing sugar-sweetened beverages in preschool children. For *Husky Reads*, the books used as a foundation for the lessons come from the Food and Nutrition Fun for Preschooler resource list from the USDA Food and Nutrition Resource Center. SNAP4CT.org will use SNAP-Ed Connection and the recipe finder.

The following are **examples** of additional and existing materials *Husky Nutrition* will use:

Title	Author/Source	Languages
Ten Tips Nutrition Education Series	USDA/ChooseMyPlate.gov	English, Spanish Large font
Dietary Guidelines Consumer Brochure	UDSA/ChooseMyPlate.gov	English
Recipes, storage tips, seasonal availability	Produce for Better Health Foundation/ fruitsandveggiesmorematters.org	English (<i>Husky Nutrition</i> staff can translate to Spanish)
Early Childhood Nutrition: It's Fun to be Healthy PreK Garden lessons	Catch.org https://catch.org/lessons/early-childhood-nutrition-its-fun-to-be-healthy-garden-kids	English
Recipes	USDA SNAP-Ed Connection	English*
Cooking Matters, Shopping Matters	Share Our Strength	English, Spanish
Eat Smart, Live Strong	USDA/SNAP-Ed Connection	English
Food Safe Families Campaign Toolkit	USDA, FDA, CDC, Ad Council Foodsafety.adcouncil.org	English, Spanish
Sugar Sweetened Beverages Set	<i>Husky Nutrition</i> - NRI http://www.publichealth.uconn.edu/nricurriculum.html	English, Spanish
Parenting the	(University of Wisconsin Extension)	English,

Title	Author/Source	Languages
Preschooler: Beverages for your preschooler	https://fyi.uwex.edu/parentingthepreschooler/healthy-minds-and-bodies/beverages/	Spanish
Count Up Your Sugar From Juice Drinks "Rethink your Drink"	North Coast Region Champions for change https://cachampionsforchange.cdph.ca.gov/en/tips/Pages/Rethink-Your-Drink.aspx	English, Spanish
10 Steps to Help Fill your Grocery Bag through SNAP	https://www.fns.usda.gov/snap/10-steps-help-you-fill-your-grocery-bag	English
Eat Better On Us, What Can \$16 Buy	<i>Husky Nutrition</i>	English, Spanish Large font
Recipes and items for www.snap4ct.org	SNAP http://snap.nal.usda.gov/	English, Spanish
USDA/ChooseMyPlate.Gov	http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html	English
Dirty Dozen/Clean Fifteen from the Environmental Working Group (EWG)	http://foodmatters.tv/articles-1/2012-shoppers-guide-to-pesticides-the-dirty-dozen-clean-15 http://www.ewg.org/foodnews/	English

* recipes added to the SNAP4CT.org website are translated into Spanish

Development of New Educational Materials:

Husky Nutrition staff do not anticipate developing new educational materials. On occasion *Husky Nutrition* staff may modify materials to ensure that messages are accessible and provide relevant, adoptable options for those participating in direct education. *Husky Nutrition* staff make adaptations in consideration of age and functional ability, barriers to food access, income, skills, and literacy, as well as culture and language.

Evaluation Plans

The Center for Population Health evaluation group headed by Dr. Sara Wakai oversees the evaluation efforts of this plan with Erin Havens, MPH, MPA delegated to lead the SNAP-Ed evaluation with the assistance of Dorothy Wakefield, MA, in statistics and data base analysis; Ann Ferris, Ph.D., in program design; and hourly data collectors. These staff can draw upon extensive expertise of social science researchers, statisticians, and doctoral students when needed. Under their guidance, the *Husky Nutrition* evaluation group will continue to develop a more rigorous evaluation framework and data collection and analytical system to guide program development. Where appropriate, the evaluation group will use performance indicators and outcome measures developed and measured by the Center for Population Health for non-SNAP

programs such as the CDC-funded 1805 and 1807 programs and the CT Health Care Innovation Model (SIM) projects.

Continuing Evaluation Programs: As its contribution to several citywide and neighborhood level childhood obesity prevention efforts in Hartford, CT, in 2020 *Husky Nutrition* will conduct the third round of measuring height and weight in a statistically sound, randomized sampling of children in all the preschools in Hartford, CT. In addition, as part of the formative evaluation for the potential reach of www.SNAP4CT.org, we are conducting a survey of clients on the availability of technology and barriers and enhancers needed to use electronic devices for delivering SNAP-Ed. (UCONN Health IRB 18-030-2).

Special Project Evaluation: Husky Reads

Name: *Husky Reads Evaluation: Measuring changes in MyPlate knowledge and fruit and vegetable recognition and liking.*

Since 1998, UConn undergraduate students have volunteered as part of a service-learning course to deliver *Husky Reads*. Inspired by the nationally accepted American Academy of Pediatrics' program "Reach Out and Read," *Husky Reads* developed into a program promoting health and nutrition habits, and literacy by reading health-oriented books to young children in pediatric and health clinics. A USDA Higher Education Challenge Grant (2005-2010) supported early development of the *Husky Reads'* curriculum and its delivery method. The following protocol is a registered Clinical Trial (NCT03338257) and is approved by UCONN Health Institutional Review Board (IRB 17-069-3)

The *Husky Reads'* curriculum now includes a series of 10 lessons designed to introduce preschool-age children to MyPlate[®] while improving fruit and vegetable literacy. Each lesson includes reading at least one children's book, an activity or game, and food tasting to complement learning objectives related to MyPlate[®] and fruit/vegetable literacy. Undergraduate students enrolled in the *Husky Reads'* service-learning course at UConn, or college students participating in the paid summer internship program, deliver the preschool lessons. Each team of 2-3 undergraduate students visits 2-3 early care classrooms and delivers *Husky Reads'* lessons to preschoolers on a weekly basis. This series targets children at an early age because early childhood is a pivotal time to influence the path towards healthy behaviors and away from obesity. Providing food tastings and increasing exposure to foods like fruits and vegetables is especially relevant because food preferences^{108,109} and appetite regulation¹¹⁰ are developed in

¹⁰⁸ Mennella, JA. (2014). Ontogeny of taste preferences: basic biology and implications for health. *Am. J. Clin Nutr.* 99:704S-711S doi: 10.3945/ajcn.113.067694. Epub 2014 Jan 22.

¹⁰⁹ Mennella JA, Lukasewycz, LD, Castor SM, Beauchamp GK. (2011). The timing and duration of a sensitive period in human flavor learning: a randomized trial. *Am J Clin Nutr.* 2011; 92:1019-24... doi: 10.3945/ajcn.110.003541. Epub 2011 Feb 10.

early childhood. Early childhood is also an important time for introducing healthy behaviors because once established in childhood obesity often tracks through to adulthood and is difficult to reverse through interventions¹¹¹.

Type: Outcome

Questions: The purpose of this evaluation is to answer the question:

Does *Husky Reads*, an educational program that has been in existence for over 15 years, increase a preschool child's recognition of MyPlate® and food group concepts, and correct identification of and liking of specified fruits and vegetables?

Approach(es):

Pilot. In February/March 2017, the investigators conducted pilot testing to adapt the fruit and vegetable preference instrument and protocol developed by Carraway-Stage and colleagues¹¹² in North Carolina for use in urban areas of Connecticut. Pilot activities included: selecting, testing and modifying the array of different pictures of fruits and vegetables loaded onto a tablet for survey administration; testing the orientation activity; and obtaining IRB approval for the adapted protocol, recruitment materials and instrument. In December 2017, investigators began the process of developing the interview tool to measure changes in MyPlate® recognition and food groups concepts.

Data collection: The evaluation team has completed two cycles of data collection to measure changes in fruit and vegetable preference. As of October 2017, study participation in the evaluation includes 6 ECE programs, with a total of 320 children from 24 classes participating in pre-test interviews. Information packets were provided to the parent/caregivers of the 359 children eligible for participation in the evaluation. Of these children, 89% completed the pre-test interview. Only 1 parent opted to not have their child participate.

Design: The evaluation uses a pre-test/post-test control group design with paired data at the child level to explore whether children who participate in *Husky Reads* have increased odds of correctly identifying, trying, or liking select fruits and vegetables and identifying MyPlate® components. Based on conservative assumptions, we expect that 900 children and 60 classrooms (average of 15 children per class) will provide sufficient power to discern an increase of 10% for correct identification of and 10% for reported

¹¹⁰ Birch LL, Doub AE. 2014 Learning to eat: birth to age 2 y. *Am J Clin Nutr.* 99(3):723S-8S. doi: 10.3945/ajcn.113.069047. Epub 2014 Jan 22.

¹¹¹ Waters E, de Silva-Sanigorski A, Hall BJ et al. (2011) Interventions for preventing obesity in children. *Cochrane Database of Systematic Reviews*, (12): Art. No.: CD001871.

¹¹² Carraway-Stage V, Spangler H, Borges M, Goodell LS. (2014) Evaluation of a pictorial method to assess liking of familiar fruits and vegetables among preschool children. *Appetite* 75: 11-20.

liking of the targeted produce. We anticipate that as data are collected, early analyses of pre/post data will allow us to refine the power estimate. We anticipate that a smaller number of classrooms will yield adequate power. Two examples of challenges to estimating power include 1) limited data available on the extent to which Hartford preschoolers correctly identify or like the selected fruits and vegetables; and 2) correct identification of produce items by preschoolers varies depending on the produce item.

The intervention (*Husky Reads*) follows an approved school and parent consent and child assent and participation protocol. Over 60 early childcare centers in Hartford meet eligibility criteria for participation in SNAP-Ed programs. The *Husky Reads* program administration maintains background data on total enrollment, number of classrooms, and child demographics for each program that will allow for matching control and intervention classrooms by child age (3-4 vs. 4-5 year olds) and racial/ethnic composition. All children in the control and intervention classrooms will be eligible for inclusion in the evaluation. Centers enrolled as control sites receive the *Husky Reads* after a hiatus to insure that no children who participated in the control treatment are enrolled when the program is evaluated. Given that the full *Husky Reads* program runs in the fall and spring, each with up to 25 classrooms receiving the program each semester, completing the evaluation is limited by the availability of evaluation staff and not program participation.

The adapted Carraway-Stage *et al.* and MyPlate® evaluation process starts up to 3 weeks before the *Husky Reads* program begins in intervention sites. The evaluation staff conducts an orientation activity to train children for the interview and the next week, collects pre-intervention evaluation data. The interview is in a private space to reduce peer influence on the responses. Within three weeks of completion of the 10-week intervention, the evaluation team repeats the process. A code kept in the classroom allows for matching the pre/post responses for the same child. Once the post evaluation testing and data integrity check are complete, the evaluation site supervisor will witness the classroom teacher destroy the Subject Key.

Statistical Analyses: The evaluation team will use logistic regression to analyze the relationship between participation in *Husky Reads* and two dichotomous dependent variables: correct identification of MyPlate® and correct identification of foods in the specified food groups, as well as, the relationship between participation in *Husky Reads* and two dichotomous dependent variables: experience and identification of specified fruits and vegetables. To determine “liking”, we will examine the frequencies of the five (5) possible responses on the liking scale to decide how to combine responses. Depending upon the distribution of responses, we expect to combine into either two or three categories. We will use logistic regression (if data is combined into two (2) categories) to analyze the relationship between participation in *Husky Reads* and “liking” specified fruits and vegetables or a multinomial logistic regression model will be used if data is combined to three (3) categories. For both analyses, the following variables will be considered as possible covariates: child demographics (age group, gender, ethnicity/race, interview identification responses), as well as Early Care Program and Classroom level demographics.

Planned use:

Husky Nutrition will use the data to determine program effectiveness with regard to knowledge gained (identification) and increased willingness to consume target vegetables and fruits, thus confirming or denying the anecdotal evidence for this program. If the program does effect changes in identification and willingness to consume the target produce, then the change in the evidence base for the program will warrant dissemination to the larger SNAP-Ed community.

Prior Evaluation:

Findings from a prior evaluation suggest the ability of preschoolers to identify blueberries, strawberries, carrots, and broccoli increased significantly after participation in one *Husky Reads* lesson¹¹³. Although the findings were promising, the evaluation design lacked a control group and relied on a classroom-wide assessment with hands raised as a response rather than measuring whether the ability to identify the produce items changed for a given child after participation in *Husky Reads*. Therefore, a more thorough evaluation of whether *Husky Reads* helps children learn to identify select fruits and vegetables is still needed. Questions also remain whether *Husky Reads* increases the odds of a child tasting and/or liking select fruits and vegetables.

Previous evaluation results

Child weight surveillance: Hartford: Child weight ages 3-5: In May of 2012, *Husky Nutrition* conducted a baseline assessment of child BMI in the 69 early childcare centers in Hartford where 73% of all children between the ages of 3-5 attend center-based care. As part of an agreement with the City of Hartford supporting childhood obesity prevention programs, *Husky Nutrition* repeated the process in 2016. See <http://www.publichealth.uconn.edu/child-weight-surveillance-preschool-hartford.html> for a copy of the complete report. The percentage of children classified as overweight or obese decreased from 37% in 2012 to 32% in 2016. The average BMI percentile decreased significantly by four percentile points. However, the weight gap between Hispanic/Latino children and other children in Hartford widened in the four years between assessments with 35% of Hispanic/Latino children classified as overweight or obese and 3.9% classified as extremely obese versus 28% of non-Hispanic/Latino children classified as overweight and obese and 2% classified as extremely obese. We will repeat the child weight surveillance in 2020. Other cities and regions: Although not funded by SNAP-Ed, the *Husky Nutrition* team uses data collected and analyzed by our evaluation group in the City of New Britain and in 13 Federally Qualified Health Centers in the Central and Southeastern parts of CT, to help monitor SNAP-Ed progress (<http://www.publichealth.uconn.edu/newbritainschool.html>).

¹¹³ Coleman A, Coleman S, Ferris AM. Book-based nutritional literacy effects preschoolers' nutritional knowledge and willingness to consume fruits and vegetables: 2013 American Public Health Association National Conference, Boston, MA Paper #289287

Early childcare policy change: The project outlined in the 2015-2018 program plan was completed and a report will be part of the 2018 annual report.

Use of SNAP-Ed Evaluation Framework:

Husky Nutrition programs are multi-dimensional and partnered with PSE efforts. To some degree, each program targets changes in individual and organizational behavior while engaging individuals, organizations and partnerships to participate. As the program budget does not allow for in-depth evaluation of all programs at all levels, the *Husky Nutrition* evaluation team along with program leadership will formalize our logic model, timeline and evaluation strategy for each listed program. The logic model will include SNAP-Ed evaluation framework priority indicators at the individual and organization level. For this three-year proposal, on the individual level we will measure several intent and behavior change indicators for healthy eating (ST1 and MT2) and food resource management (ST2 & MT2). We will also measure change in readiness and capacity (ST5), as well as adoption of nutrition supports (MT5) within the ECE and food venue settings where we offer programs. In addition, we will keep close track of the quantity of our partnerships, the meeting and planning processes, and we will summarize our accomplishments (ST8). We would expect that we will amend our subsequent year plans to include more detailed measures for coordinated programs.

Coordination of Efforts

Husky Nutrition staff coordinate with and participate in various committees, councils, and work groups across CT to provide expertise and help influence systems and environmental change with regard to policies and implementation to improve diet quality, food access, and nutrition education to low-income and underserved populations in the state. Staff involvement with collaboration and capacity building help ensure that SNAP-Ed resources and planning are incorporated into various statewide and municipal policy initiatives. *Husky Nutrition* involvement with these groups occurs on a quarterly, monthly, or bi-monthly basis as directed by the committee chair or board. Following is a description of collaboration activities that align with *Husky Nutrition* as well as a table of other partnerships and initiatives that *Husky Nutrition* staff participate in regarding food, nutrition, and physical activity policy, systems, and environmental changes in CT. The plan describes initiatives where *Husky Nutrition* provides or may provide more extensive programming in the 2018-2021.

Website/Social Media Coordination of Efforts

SNAP4CT.org. aides in the coordination of SNAP-Ed contractor programs within Connecticut. The site provides a vehicle for posting and sharing of events and materials to SNAP-Ed eligible populations, program staff, and social service and health providers. Within the SNAP-Ed program, each contractor sends a list of planned activities at the beginning of each quarter to CT-DSS-SNAP, as well as posts all

activities on a Google calendar that is on the www.SNAP4CT.org website. This events calendar updates immediately when SNAP-Ed contractors enter their information, allowing for real-time schedule changes and coordination with other contractors.

Although these postings greatly reduce program duplication and program dissemination, they do not address a need for deeper program coordination in service delivery, messaging, and evaluation. To address this opportunity, during FY 2019 the *Husky Nutrition* web/social media team will work with one of the SNAP-Ed contractors (CT-DPH) to strengthen the collaboration and work towards coordinating more messaging and increasing communications with the end user (SNAP participants). Towards the end of FY 2019 and through FY 2020, the team will continue these efforts with one additional contractor (*UConn Husky Sport*) with a concentrated effort on increasing communications with the targeted North End Promise Zone region. In FY 2021, an additional SNAP-Ed contractor will be added and participate in a strategic web communications initiative.

Healthy Hartford Hub

The Healthy Hartford Hub is a proposed mixed-use development site that will include a full-service grocery store alongside health-promoting services, and potential housing or office space. The proposed development will reside in Hartford's North End where residents of the Northeast Partnership area would most likely shop. The Hartford Foundation for Public Giving has provided significant funding for this project. Invest Hartford completed a market and community needs assessment and discussions have started with a possible grocery retailer. The Hartford Food System is organizing a community advisory board that will direct the depth of *Husky Nutrition* involvement with the Healthy Hartford Hub. The location of this proposed development provides a great opportunity for *Husky Nutrition* to work closely with community partners and the new grocery store to better reach the high-risk population in the North End of Hartford with SNAP-Ed. The *Husky Nutrition* staff has initiated discussions with the Healthy Hartford Hub leadership and commits to providing services to this initiative. *Husky Nutrition* can play a significant role bringing SNAP-Ed to the store by implementing *Husky Smart Shopping* direct education for residents, serving as a resource, and coordinating additional program delivery with other CT SNAP-Ed contractors. If this involvement develops as proposed, then *Husky Nutrition* would submit an amendment to this plan that further describes the commitment.

SNAP-Ed and SHAPE

The Center for Population Health, of which *Husky Nutrition* is a part, leads the evaluation of the current (SHAPE – CDC 1805) and proposed (CDC – 1807) that focus on improving the health of Connecticut children and adults. As such, evaluation frameworks developed for the CT Department of Public Health programs that are integrated with SNAP-Ed will also be used by *Husky Nutrition*. In addition, Center for Population Health staff who implement the “Secrets of Baby Behavior” breastfeeding

education program at work and healthcare sites are supervised by *Husky Nutrition* SNAP-Ed leadership.

Department of Social Services Unity on Aging and the City of Hartford

Husky Nutrition will continue its work with the Department of Social Services Unit on Aging’s Elderly Nutrition Programs by conducting the statewide training for the State Area Agencies on Aging and Title III Elderly Nutrition Program educators and assessors.

Additionally, *Husky Nutrition* educators will implement nutrition education at the North and South End Senior Centers in Hartford (partially funded by the City of Hartford). *Husky Nutrition* educators will provide programs tailored to older adults at senior housing sites and retail food stores in conjunction with other PSE initiatives.

Other group initiatives that support food, nutrition, and physical activity changes with families and young children, and with whom *Husky Nutrition* staff share curriculum and approaches are listed in the table below.

Organization, Committee, Council, or Workgroup	Type of Involvement	Husky Nutrition staff involved
CDC proposed 1807 Grant “Secrets of Baby Behavior” Trainings with CT-DPH and WIC	Implementation Evaluation	S. Furbish, M. Belyea (<i>per diem</i> dietitian – not funded by SNAP-Ed)
City of Hartford, Departments of Health and Human Services and Children, Families, Youth, and Recreation	Implementation, Technical Assistance and Consulting Evaluation	A. Ferris, S. Furbish
City of Hartford Food Policy Advisory Council	Attendee	S. Furbish
Connecticut Children’s Medical Center - Hartford Childhood Wellness Alliance	Member, Advisory group	A. Ferris, S. Furbish
Community Health Network of CT, Cooking Matters	Implementation	S. Furbish, C. Quesada (training team)
CT-DSS, Department of Social Services Unit on Aging	Implementation – training	C. Quesada
CT Early Childcare Food, Nutrition, and Physical Activity Planning Committee (CT-DPH organized) Continuance depends on receipt of CDC funding.	Member	A. Ferris
CT Food System Alliance	Member	A. Ferris, S. Furbish

Organization, Committee, Council, or Workgroup	Type of Involvement	Husky Nutrition staff involved
Foodshare	Coordinating SNAP4CT social media and programming	M.Traub. S. Coleman
Grow Windham	Coordinating programming and SNAP4CT.org dissemination	S. Coleman, M. Traub
Hartford Food System	Coordinating programming, staffing, and funding Curriculum development	A. Ferris, S. Furbish
Opportunity Knocks Middletown	Coordinate programming and SNAP4CT.org dissemination	S. Furbish
New Britain Health Department Obesity Study of Children - Yearly Monitoring of Childhood Obesity and Health Issues.	Evaluation and Surveillance (not funded by SNAP-Ed)	D. Wakefield, E. Havens
State of CT Department on Aging	Consultation and training	S. Furbish, C. Quesada
University of Connecticut, Community Engaged Health Core Group	Members	A. Ferris, S. Furbish
University of Connecticut, Obesity research interest group	Member	A. Ferris
Voices for Healthy Kids, American Heart Association	Founding Partners	A. Ferris, S. Furbish

Template 3: SNAP-Ed Staffing Plan

Project Name: Husky Nutrition Programs UConn Health

FY 2019

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
Director	.30 FTE	5%	Approach 2 – 60% Approach 3 – 35%	\$ 48,481.32
Assistant Director	1.0 FTE	30%	Approach 1 – 5% Approach 2 – 60% Approach 3 – 5 %	\$136,889.71
Nutrition Educator – Web/Social Media - RD	.88 FTE	10%	Approach 1 – 55% Approach 2 – 35%	\$ 97,574.40
Nutrition Educator - RD	1.0 FTE	3%	Approach 1 – 62% Approach 2 – 35%	\$114,861.83
Nutrition Educator – Non-RD	.90 FTE	15%	Approach 2 – 85%	\$103,375.66
Program Assistant	.21 FTE	95%	Approach 1 – 5%	\$ 14,544.30
Nutrition Educators – Per diem RDs and non-RDs	1.81 FTE	1%	Approach 1 – 99%	\$110,952.27
Nutrition Educators - Students	2.89 FTE	1%	Approach 1 – 99%	\$ 80,757.14

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
Evaluation/Support	.52 FTE	100%	0%	\$68,048.50
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$775,485.13

1 FTE = 2080 Hours per year

Job Description/Duties

Director: (.30 FTE – 1 person at fringe rate 8.3%) responsible for grant coordination, partner relationships/collaboration/capacity building, fiscal oversight, program integrity, early care and education policy and practices review (PSE) and evaluation.

Assistant Director: (1.0 FTE – 1 person at fringe rate 66.9%) coordinate the Husky Nutrition Programs providing daily program management, personnel supervision, training and ensuring program integrity, program reporting (EARS/quarterly and annual reports), as well as direct program delivery, coordination of programming and PSE at early care and education sites, collaboration in state capacity building with community groups, state and local leaders.

Nutrition Educators-RD: (1.88 FTE – 2 people at fringe rate 66.9%) provide and coordinate direct education for the SNAP participants, SNAP4CT.org, assist and train non-RD nutrition educators; collaboration in state capacity building with the State and local leaders and PSE interventions with retail food outlets, scheduling and supervising per diem and student employees to support direct education.

Nutrition Educator-non RD: (.90 FTE – 1 person at fringe rate 66.9%) coordinate the delivery of direct programming for Husky Reads and Healthy Beverages, Husky Nutrition On-the-Go and Husky Healthy Shopping at retail stores and Farmers Markets by student nutrition educators.

Program Assistant: (.21 FTE – 1 person at a fringe rate of 66.9%) Provides program and administrative support for direct education. Duties include procurement of food for on-site education (food demos and tastings), transportation assistance, set-up of supplies and educational materials, inventory control for program incentives.

Nutrition Educators per diem (RD and non-RD): (1.81 FTE at a fringe rate of 8.3% – a fluctuating number of professional educators, RD and non-RD) - provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On the Go, Husky Smart Shopping and SNAP4CT.org.

Nutrition Educators – students: (2.89 FTE a fluctuating number of student para-professionals workers at fringe rate 8.3%) – provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On-the-Go, Husky Smart Shopping and SNAP4CT.org.

Evaluation / Support: (.52 FTE - 2 people at fringe rate 66.9%) Responsible for program evaluation framework, instrument development, data analysis, EARs database management and report writing.

FTE Basis: Full-time equivalents are calculated using the standard of 2080 hours worked per year (8 hours per day x 5 days per week x 52 weeks per year.)

Project Title: Husky Nutrition Programs at UConn Health

DIRECT PROGRAM STAFF – Fiscal Year 2019

(a) Program Salaries

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
Director/Ferris	\$149,219.20	1	.30	\$ 44,765.76
Asst Director/Furbish	\$ 82,019.00	1	1.00	\$ 82,019.00
NutEd RD/Web/ Traub	\$ 66,434.99	1	.88	\$ 58,462.79
Nut Ed RD/ Quesada	\$ 68,820.75	1	1.00	\$ 68,820.75
Nut Ed non-RD/ Coleman	\$ 68,820.76	1	.90	\$ 61,938.68
Program Assistant - tbn	\$ 41,497.05	1	.21	\$ 8,714.38
Per diem RD/nonRD	\$102,449.00	tbn	1.81	\$102,449.00
Nut Ed students	\$ 74,568.00	tbn	2.89	\$ 74,568.00
Eval Support/ Wakefield	\$108,959.00	1	.02	\$ 2,179.18
Eval Support/ Havens	\$ 77,185.68	1	.50	\$ 38,592.84

Total program Salary amount from section (a) \$542,510.38

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Director/Ferris	8.3%	\$ 3,715.56
Asst Director/Furbish	66.9%	\$ 54,870.71
Nut Ed RD/Web Traub	66.9%	\$ 39,111.61
Nut Ed RD/Quesada	66.9%	\$ 46,041.08
Nut Ed non-RD/Coleman	66.9%	\$ 41,436.98
Program Assistant - tbn	66.9%	\$ 5,829.92
Per diem RD/nonRD/tbn	8.3%	\$ 8,503.27
Nutr Ed students/tbn	8.3%	\$ 6,189.14
Eval Support/Wakefield	66.9%	\$ 1,457.87
Eval Support/Havens	66.9%	\$ 25,818.61

Total Fringe amount combined from section (b) \$ 232,974.75

**Total Program Salary and Fringe
(total amount from section (a) & (b) combined) \$ 775,485.13**

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Name of sub-grantee: *Husky Nutrition Programs at UConn Health*

Total Federal funding, grant:

Fiscal Year 2019 - \$960,644 + Carry-over \$146,926.38

Description of services and/or products:

The *Husky Nutrition* programs, SNAP-Ed programs managed by UConn Health, engage Connecticut residents living in poverty in food, nutrition, and physical activity programming, policy development, environmental change, and evaluation (<http://publichealth.uconn.edu>). This plan outlines the individual program initiatives to reduce obesity and chronic disease with particular focus on reaching families of young children in early childcare and food retail sites with our direct education program efforts and to support, not only our programs, but the state-wide SNAP-Ed education efforts with the SNAP4CT.org social media platform.

Husky Nutrition program educators and staff will deliver direct nutrition education (Approach One) to individuals and groups of SNAP recipients and eligible in Connecticut in conjunction with multi-level PSE interventions and collaborations (Approaches Two and Three) with targeted complementary community sites and organizations. Educators and staff will conduct program evaluation, and utilize community and public health approaches to work with early care and education sites, food retailers, statewide and municipal leaders to improve nutrition for the public at large. Specific details of the plan are outlined in the *Husky Nutrition* Program Plan.

Cost of specific services and/or products:

Fiscal Year 2019 - \$960,644 + Carry-over \$146,926.38

Section B. Project Costs

Federal Fiscal Year: 2019

State: CT

Sub-grantee Name: Husky Nutrition Programs at UConn Health

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$100,962.06	\$674,523.07	
Contracts/Sub-Grants/Agreements		\$ 9,999.00	
Non-Capital Equipment/Supplies/Purchase Services	\$ 10,483.00	\$ 37,000.00	
Materials	\$ 4,930.89	\$ 17,976.09	
Travel	\$ 232.29	\$ 22,917.71	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$116,608.24	\$762,415.87	
Indirect Costs (Indirect Cost Rate= 26%)	\$ 30,318.14	\$198,228.13	
Total Federal Funds	\$ 146,926.38	\$960,644.00	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: *Tracy Root (electronically signed)*

Date: 03/18/19

Budget narrative:

Salary/Benefits: \$ 775,485.13

Director: (.30 FTE – 1 person at fringe rate 8.3%) responsible for grant coordination, partner relationships/collaboration/capacity building, fiscal oversight, program integrity, early care and education policy and practices review (PSE) and evaluation.

Assistant Director: (1.0 FTE – 1 person at fringe rate 66.9%) coordinate the Husky Nutrition Programs providing daily program management, personnel supervision, training and ensuring program integrity, program reporting (EARS/quarterly and annual reports), as well as direct program delivery, coordination of programming and PSE at early care and education sites, collaboration in state capacity building with community groups, state and local leaders.

Nutrition Educators-RD: (1.88 FTE – 2 people at fringe rate 66.9%) provide and coordinate direct education for the SNAP participants, SNAP4CT.org, assist and train non-RD nutrition educators; collaboration in state capacity building with the State and local leaders and PSE interventions with retail food outlets, scheduling and supervising per diem and student employees to support direct education.

Nutrition Educator-non RD: (.90 FTE – 1 person at fringe rate 66.9%) coordinate the delivery of direct programming for Husky Reads and Healthy Beverages, Husky Nutrition On-the-Go and Husky Healthy Shopping at retail stores and Farmers Markets by student nutrition educators.

Program Assistant: (.21 FTE – 1 person at a fringe rate of 66.9%) Provides program and administrative support for direct education. Duties include procurement of food for on-site education (food demos and tastings), transportation assistance, set-up of supplies and educational materials, inventory control for program incentives.

Nutrition Educators per diem (RD and non-RD): (1.81 FTE at a fringe rate of 8.3% – a fluctuating number of professional educators, RD and non-RD) - provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On the Go, Husky Smart Shopping and SNAP4CT.org.

Nutrition Educators – students: (2.89 FTE a fluctuating number of student para-professionals workers at fringe rate 8.3%) – provide direct delivery of nutrition education for Husky Reads, Husky Nutrition On-the-Go, Husky Smart Shopping and SNAP4CT.org.

Evaluation / Support: (.52 FTE - 2 people at fringe rate 66.9%) Responsible for program evaluation framework, instrument development, data analysis, EARs database management and report writing.

FTE Basis: Full-time equivalents are calculated using the standard of 2080 hours worked per year (8 hours per day x 5 days per week x 52 weeks per year.)

Contracts/Sub-Grants/Agreements: \$9,999

Sub Contract to Hartford Food Systems: \$9,999

Husky Nutrition Programs will sub-contract to Hartford Food System to conduct the Little City Sprouts program at preschools within the City of Hartford. Sub-contract will include:
Program Leader— 325 hours @ \$20/hour= \$6,500

Payroll Taxes and Fringe @ 20% = \$1,300

Total Personnel costs = \$7,800

Supplies and materials for 28 sessions, 1.5 hours each, for up to 100 children @ \$24 each= \$672

Transportation and supplies for 3 trips for up to 100 children @206 each=\$618

Total Other costs= \$1,290

Total Direct Costs= \$9,090

Overhead Costs @ 10% of direct costs = \$909

Non-capital equipment/supplies/purchase services/purchase services: \$47,483.00

- Adobe Creative Cloud subscription (\$600 per year) for snap4ct.org website development
- Weebly web hosting with Widgetic App and Weebly Grow package (\$550 year)
- Piktochart subscription (\$150 per year) for pictogram creation for eNewsletter responses
- Google Ad Words search engine optimization, Facebook boosts, Instagram boosts and You Tube Boost at \$95 per day for 360 days (\$34,200)
- Google Suite Admin package (\$300 per year)
- Google Drive (\$100 per year)
- Survey Monkey (\$410 per year)
- Hootesuite for newsletter creation and for scheduling posts on social media (\$120 per year)
- Instagram links - LinkMyPhoto (\$150 per year)
- Refrigerator for food supplies at Storrs office - \$525

- Replacement PC's (2) and laptops with docking stations (2) to conform to data security requirements at University - \$4,900
- 4 data plans for iPads for electronic data collection and for displaying snap4ct.org website and signing up new subscribers (SNAP recipients) for eNewsletters (\$2,500 per year)
- ESHA Food Processor for nutrient/recipe analysis (\$600)
- secure records storage at Iron Mountain (\$228 per year)
- postage (\$250)
- equipment maintenance (\$1,900)

Materials: \$22,906.98

- Food and paper goods/food safety gloves, aprons for food tastings to support Husky Reads in preschools, food demonstration costs at parent workshops and Husky Smart Shopping (\$7,000)
- Incentives for health fairs, farmers markets, Husky Smart Shopping and Husky Reads direct education, Husky Nutrition On-the-Go at Preschools (\$8,000)
- Educational supplies - crayons, books, craft supplies (\$3,000)
- Supplies for reproduction of educational materials to support programs collaborating sites and for promotion of SNAP4CT website to SNAP participants (\$3,000)
- Office supplies (\$1,906.98)

Travel: \$23,150.00

In-State Travel: \$5,500.00

In-state travel to reimburse staff for work-related round trip travel to community sites for nutrition education programming and for meetings with municipal, state and local community partners for capacity building and policy change efforts. Current estimations based on travel history: 10,091.74 miles @ 0.545/mi.

Van Rental and Gas: \$15,300.00

One van rental is through CT Dept. of Administrative Services is \$450 per month plus fuel of \$175 per month for 12 months. (\$7,500)

Rental charge for two 7-passenger vans from May – August (13 weeks) based at \$600 per week (includes fuel charge) – (\$7,800)

Out-of-State Travel: \$2,350

Travel for one person to attend the annual Society of Nutrition Education and Behavior Conference to be held in Orlando, FL July 27 - 30, 2019

Registration: \$420, Hotel: \$764, Air \$575, meal per diem: \$516, Taxi: \$75

Building space: N/A

Maintenance: N/A

Equipment and other capital expenditures: N/A

Total direct costs: \$879,024.11

Total indirect costs: \$228,546.27

Indirect Cost rate = 26%

Total federal funds: \$1,107,570.38

Estimated funds carry-over from current FY to next FY, if any: \$146,926.38

Section C. Travel

In-State Travel

Travel Purpose:

Nutrition educators and staff travel within Connecticut to deliver direct nutrition education at community sites, to meet with community sites to conduct policy review and to do physical site assessments, and to attend meetings with state, municipal and local community leaders for policy/systems/environmental (PSE) change initiatives to support achievement of the State SNAP-Ed goals and objectives.

Travel within CT is required in order for nutrition educators and staff to complete work directly associated with achievement of the SNAP-Ed goals and objectives. Round trip travel reimbursement will occur for business-related expenses supporting direct education, PSE change initiatives, attending meetings for collaboration and state partnership and capacity building activities.

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

Local travel from Husky Nutrition offices in Farmington, Hartford, Storrs and Norwich to the community sites for direct programming and PSE efforts and to meetings with collaborators and DSS within CT.

Number of staff traveling:

Six (6) *Husky Nutrition* staff (Director, Assistant Director, 4 Community Based Nutrition Educators (RD and non-RD), 2 Evaluation/Support staff) and 4 - 6 per diem RD and non-RD nutrition educators. Total estimated travel within CT is 10,091.74 miles per year.

Husky Nutrition rents three (3) vans used for additional travel throughout the year to transport the per diem and non-RD nutrition educators to and from community sites where educators conduct direct nutrition.

Cost of travel for this purpose:

Mileage Reimbursement \$5,000

In state travel reimburses staff for work related round trip travel to community sites for nutrition education programming and for meetings with municipal, state and local community partners for capacity building and policy change efforts. Total estimated travel (based on historical data) within CT is for 10,091.74 miles @ 0.545/mile.

Van Rental and Gas: \$15,300

One van rental is through CT Dept. of Administrative Services is \$450 per month plus fuel of \$175 per month for 12 months. (\$7,500)

Rental charge for two 7-passenger vans from May – August (13 weeks) based at \$600 per week (includes fuel charge) – (\$7,800)

Total In-State Travel Cost: \$20,800

Out-of-State Travel: \$2,350

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

Out of state travel is being requested for one (1) staff member to attend and be an active participant at the Society of Nutrition Education and Behavior annual conference to be held in Orlando, Florida from July 27 to July 31, 2019. The annual meeting and

conference provide the most prominent opportunities for presentation of new program initiatives in food, nutrition and physical activity promotion and sharing best practices for promoting behavior changes.

This meeting will provide an opportunity to gain valuable insight into best practices for evidence-based interventions in the arena of nutrition education and physical activity promotion for obesity prevention.

See the program agenda from the 2018 Annual conference as an example of the sessions offered at the conference as the 2019 agenda is not yet available. The agenda may be found at this link: <https://www.sneb.org/2018-annual-conference-programs/>

Travel destination (city and State):

The *Husky Nutrition Programs'* staff member will actively participate in the meeting (presentation and/or poster presentation) to share our evidence-based curriculum and evaluation of the direct education programs and PSE efforts with other nutrition education professionals. As well, participation will provide opportunities for us to gain insight into other proven methods and best practices of successful education and policy and systems advocacy to assist with our achievement of the State SNAP Ed goals and objectives.

Number of staff traveling:

1

Cost of travel for this purpose:

Registration: \$420, Hotel: \$764, Air \$575, meal per diem: \$516, Taxi: \$75

Total Out-of-State Travel Cost: \$2,350

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Section B. Project Costs

Federal Fiscal Year: 2019

State: CT

Sub-grantee Name: Husky Nutrition Programs at UConn Health

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	\$100,962.06	\$674,523.07	
Contracts/Sub-Grants/Agreements		\$ 9,999.00	
Non-Capital Equipment/Supplies/Purchase Services	\$ 10,483.00	\$ 37,000.00	
Materials	\$ 4,930.89	\$ 17,976.09	
Travel	\$ 232.29	\$ 22,917.71	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs	\$116,608.24	\$762,415.87	
Indirect Costs (Indirect Cost Rate= 26%)	\$ 30,318.14	\$198,228.13	
Total Federal Funds	\$ 146,926.38	\$960,644.00	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: *Jracy M. Root*
 Date: 03/18/19

Project 5
Husky Sport

NO REVISIONS

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

Description of projects/interventions:

Project/Intervention Title: UConn Husky Sport

Related State Objective(s):

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

Objective 1: Increase healthy food choices among population groups who are receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge about making healthy food choices in accordance with the Dietary Guidelines for Americans 2015 including one or more of the following:

- 1.1 Increase reported whole fruit consumption by at least one-half portion,
- 1.2 Increase reported vegetable consumption by at least one-half portion,
- 1.3 Increase reported consumption of whole grains and decrease reported consumption of refined grains,
- 1.4 Increase reported consumption of fat-free or low-fat dairy, including milk, yogurt, cheese, and/or fortified dairy alternatives and a decrease reported consumption of full fat dairy or dairy alternative,
- 1.5 Decrease reported consumption of saturated fat by exchanging one serving of food high in saturated fat for a lower saturated fat option,
- 1.6 Decrease reported consumption of salt and sodium containing foods
- 1.7 Decrease reported sugar-sweetened beverages (SSB) consumption by substituting water for at least one SSB selection per day, Match DGA – Decrease reported consumption of added sugars?
- 1.8 Demonstrate increased knowledge and skills about selecting healthy foods as demonstrated by at least one of the following activities: label reading and/or identification of healthy food choices from an array of foods,
- 1.9 Demonstrate increased knowledge and skills about preparing healthy foods by at least one of the following activities: ability to read and follow directions on a recipe, ability to describe how to properly clean and store fresh produce, and/or demonstration of newly acquired cooking skills that include substituting healthier ingredients in recipes.

Objective 2: Increase physical activity among population groups who are receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed Program year, an additional 10% of SNAP-Ed participants will demonstrate increased knowledge and application of that knowledge with regard to physical activity including one or more of the following:

- 2.1 Demonstrate increased knowledge about recommended levels and health benefits of physical activity.
- 2.2 Report practices utilized to increase daily physical activity.

Objective 3: Support comprehensive, multi-level interventions and community and public health approaches to shape and facilitate healthy food and physical activity choices among those receiving or eligible to receive SNAP benefits.

At the end of each SNAP-Ed program year,

- 3.1 SNAP-Ed contractors will support coordinated systems planning and will integrate program activities into at least one additional neighborhood, municipality, agency, or statewide health promotion initiative.
- 3.2 SNAP-Ed contractors will develop and execute a coordinated program with at least one additional federally funded program (e.g. Commodity Foods, Child Nutrition Programs, Farmer’s Market and retail incentive programs, WIC, CDC)
- 3.5 SNAP-Ed contractors will provide training on the development and delivery of culturally appropriate, evidence-based food, nutrition, and physical activity education to at least five additional provider groups (e.g. Area Agency on Aging resource coordinators, early childcare staff, teachers).

Audience:

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

UConn Husky Sport	SNAP Target Audience(s)
Ready, Set, Read!	
Wish School, grades Pre K-2	Youth ages 4-7, family members, and classroom teachers
Husky Growth	

Wish School, grades 3-4	Youth ages 8-10, family members, and classroom teachers
Husky Move	
Wish School, grades 4-7	Youth ages 8-15, family members, and classroom teachers
Husky Strength	
Wish School, boys grade 8	Youth ages 13-15, family members, and classroom teachers
Husky Power	
Wish School, girls grades 7-8	Youth ages 13-15, family members, and classroom teachers
After School Programs	
Hartford Catholic Worker, Wish School Programs (with Hartford Communities That Care and the Village for Families and Children)	Youth ages 5-15
Saturday Program	
Hartford Catholic Worker and Salvation Army	Youth ages 5-18
Professional Development	

Storrs, CT and Hartford, CT	Husky Sport professional and student staff
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Food and Activity Environments:

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

Youth at the school and community-based organizations in which Husky Sport operates are in the North End neighborhoods of Hartford. In 2018-2019 (FY19), Simpson-Waverly School is closing and the majority of its students will attend Fred D. Wish Museum School, where Husky Sport currently operates. The student population at Wish will increase by 200-225 students. We report the demographics on the North End as a whole to encompass both the school population as well as youth who attend after school and weekend programs who do not attend Wish School. Those demographics are as follows:

African Americans	45%
Latinos	52%
Median Household Income	\$19,652
Eligible for Free/Reduced Lunch	95%

In 2019-20 (FY20), Thuman Milner School will also be closing and those students will merge with Wish School. We expect another 150-200 students to enroll at Wish as a result. Projections of how those numbers will be distributed by grade level will be determined in the FY20 and FY21 narrative.

Project Description:

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

Husky Sport includes the following programs: Ready, Set, Read!, Husky Growth, Husky Move, Husky Strength, Husky Power, Afterschool, Saturday, and Professional Development.

The key messages used by Husky Sport focus on promoting healthy lifestyles for school-aged youth keeping in mind the barriers that exist for finding food that are affordable, convenient and nutritious as well as encouraging increased physical activity.

1. Ready, Set, Read! Ready, Set, Read! is entering its 10th year. It is modeled after programs like Scholastic's Read and Rise (<http://www.scholastic.com/aboutscholastic/communityreadandrise.htm>) that aim to bring families and community members into schools to support youth literacy development. Husky Sport also works closely with school curriculum specialists and teachers to select appropriate books and plan activities. During the 2018-2019 academic year, Husky Sport will focus the reading efforts at one school with grades K-2. Once per week, students and classroom teachers visit the Husky Sport classroom to participate in a lesson plan and specific book aimed at promoting positive nutritional choices and emphasizing physical activity. For example, during our agility themed cycle we will read the book "Ready, Steady, Mo" by Mo Farah. This engaging picture book showcases agility skills Farah gained as an Olympic Gold Medalist. To reinforce the physical literacy skill of agility, students will participate in a fun relay-style ladder drill and jump rope activity to deepen their understanding of agility and how that relates to both the character's experience and their own bodies. Husky Sport selects books according to the connections to physical activities and nutrition concepts (see attached).

Youth contacts for Ready, Set, Read! number 5,200 per year (8 classrooms with 25 students each over 26 weeks of the academic year). At the end of each Ready, Set, Read! cycle, students in grades Pre K-2 try a healthy tasting funded by SNAP-Ed, that connects to the nutritional theme. SNAP-Ed funds a graduate assistant (Cassie Therriault) to coordinate the Ready, Set, Read! Program, as well as partial time from three part time graduate assistants (Jenna Stone, Bricherland Quinones, Anne Dennerville) for program delivery. Responsibilities for this position include: communication with teachers, administrators and parents, managing the development of the Ready, Set, Read! Program curriculum, facilitating scheduling of lessons, supervising part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluate the effectiveness of Ready, Set, Read!. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the sites.

2. Husky Growth — The Husky Sport Husky Growth Program is entering its 10th year in the Hartford Public Schools.

The Husky Growth curriculum is collaboratively planned between Husky Sport staff and the school curriculum specialist and teachers. Activities align with common core curriculum (<http://www.sparkpe.org/physical-education-resources/common-core/>; <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320886>).

Once per week, Husky Sport staff members visit students in each classroom in grades 3-4, spending one 40-minute period with the students and their teacher.

For 15-20 minutes of that period, students engage in nutrition education, demonstrations, tastings and related enrichment that reinforce healthy nutrition choices. The Husky Growth Program follows a 3-4-week cycle around a specific nutrition theme, for example vegetables:

- Week 1: Students will be introduced to the theme via a physically active pretest to show the knowledge they have of the theme, then students will learn about foods that fit the MyPlate category and the benefits of eating those foods.
- Week 2: With focus on using your 5 senses to explore some familiar and unfamiliar vegetables, students will use their five senses (tasting, touching, hearing, smelling and finally seeing,) to explore a variety of vegetables.
- Week 3: For a team vegetables activity, students teamed up to identify where certain vegetables are grown - underground, on the ground or on a vine/stalk. Students play a fun team game of scattergories, identifying vegetables that grow in a certain location during each round of game play.
- Week 4: Food tastings that fit the theme always culminate the end of the cycle. Food tastings could include new vegetables that students have not tried or trying vegetables in ways that they have not tried before i.e. a sliced-vegetable variety cup with hummus or a cucumber dill salad. All students are hands-on in preparing the tasting which motivates students to try the food at each tasting, as part of Husky Sport's overall objective is to get participants to engage in the 2-bite challenge to at least try two bites of each food.

The remaining 20-25 minutes is used for interactive physical activity lessons centered around a physical literacy theme. Outlined is an example of plyometrics as the physical literacy focus.

- Week 1: Introduce and teach fundamentals of plyometrics through a physically active pre-test – explosive and controlled “upward” movements (jumps) and soft landings. Then students practice with Husky Sport staff/volunteers for exercise and learning with a fun small group game of silent jumps and/or taps.
- Week 2: Reteach and re-practice the same fundamental skills again and play a large group game of helicopter, where students put skills into practice by jumping over a spinning rope and landing softly.
- Week 3: Includes training in plyometrics by using the exercise of squat jumps in a fun and engaging activity of Frogger. Students must hop over moving objects and make their way (silently landing) to the other side of the carpet.
- Week 4: The physically active post test will include familiar plyometric exercises as students reveal what they learned about the nutrition theme of vegetables. In three different small groups, relay style, students will engage in a plyometric activity from one point to the next and be asked a nutrition-themed question.

Husky Sport will share a monthly newsletter that summarizes the curriculum, including activities, descriptions of the tastings, and nutrition tips with teachers and family members in order to increase the integration of nutrition education and the promotion of

physical activity in the classroom and at home. Husky Sport also creates recipe cards for each month's nutrition tasting and sends those home.

The Husky Growth program includes 3,120 contacts per academic year with the youth (20 students per 6 classrooms over 26 weeks) and another 100 contacts with parents/adult family members at PTO meetings (25 people, 4 times per academic year) and 1,680 with newsletters & recipe cards (120 people, 14 times - 7 newsletters and 7 recipe cards - per academic year).

SNAP-Ed funds a 100% time professional staff member (Bellamy), who as part of her responsibilities, will manage Husky Growth including communication with teachers, administrators and parents, designing the curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of the Husky Growth Program, as well as partial time from three part time graduate assistants (Jenna Stone, Bricherland Quinones, Anne Dennerville). SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies (including food tastings), and transportation for nutrition/physical activity educators to the sites.

Appendix - [Lesson Plan linked here](#)

3. Husky Move-Husky Move was part of Husky Sport's plan for the first time in 2015-2016. A functional movement program adapted from programming with elite youth soccer athletes (see Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2014). Husky Move is an exercise series that students in grades 4 through 7 will participate in three times per week. Programming highlights a variety of sports and physical activities, and provides students with functional movement skills in the areas of strength, balance, agility and plyometrics. Addressing functional movement skills may enhance the ability of children to maintain an active lifestyle and provide them the necessary skills to participate. Failure to incorporate physical activity into daily life and promote the acquisition of basic motor skills is a major barrier of physical activity participation and obesity prevention efforts.

SNAP-Ed funds a 100% time professional staff member (Bellamy) and part time graduate assistants (Kerry Mattson, Emma Zuk, and Deshon Foxx), who will manage Husky Move communication with teachers, administrators and parents, designing the curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Husky Move. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the sites.

Youth contacts for Husky Move number Youth contacts for Husky Move number 14,040 per year (9 classes, 20 students per class, three times per week across 26 weeks of academic year).

4. Husky Strength - The boys middle school program was created in 2014-2015 as a response to the effect that the relocation, then ultimate closing of Clark School had on one particular group of students, 6-8th grade boys. Without gym space and opportunities

to be physically active, many students experienced negative behavioral outcomes that impacted their ability to fully participate in academics. Husky Strength has been met with a positive response at Wish School and will enter its third year of operation there in 2018-2019. With slight adjustment based on the Wish School identified needs, availability by grades and scheduling, and youth interest, Husky Strength engages boys in grade 8 for two - 90 minutes sessions per week.

With Husky Strength, young men in middle school grades engage in Sport-Based Youth Development (SBYD) learning and practices so to empower development of life skills and leadership traits that can be transferred into classroom, home, and community life. Engagement centers around physical activity in a team setting with Husky Sport coaches, with intentional and consistent fostering of a supportive and challenging culture, as well as an opportunity for 8th grade participants to work with Husky Sport staff and lead in delivery of physical activity programming for Wish School students in younger grades (PreK-4th).

Youth contacts for Husky Strength will be 780 contacts per year (15 students, 2x/week, 26 weeks). SNAP-Ed funds part time graduate assistant (Charles Macaulay), who as part of his responsibilities, will manage Husky Strength communication with teachers, administrators and parents, designing the curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Husky Strength. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the sites.

5. Husky Power - The girls middle school program (grades 7-8) was created in 2016-2017 as a planned next step following the creation of Husky Strength. Husky Power is a program, focused on developing the potential of middle school aged girls through Sport-Based Youth Development (SBYD) learning and practices. The program primarily focuses on mind-body development through sport and the application of leadership skills and emotional intelligence in every activity. The girls have a great deal of autonomy in programing - their interest in various sports, the joint creation of program expectations and teacher and self-identified needs of the girls guide the creation of the program.

Youth contacts for Husky Power will be 780 per year (15 students, 2x/week, 26 weeks). SNAP-Ed funds a 100% time professional staff member (Bellamy), who as part of her responsibilities, will manage Husky Power communication with teachers, administrators and parents, designing the curriculum, training part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of Husky Power. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the sites.

6. After School Programs (Hartford Catholic Worker House, and Wish School--with Hartford Communities That Care and the Village for Families and Children)—Husky Sport's After School Program joins each of three North End Hartford

neighborhood community organizations (HCW 3 days per week, Wish 3 days per week) for 90 minute sessions to deliver nutrition education and physical activity. Each program enrolls between 30 youth in Kindergarten-8th grade. Husky Sport staff members deliver a 10-minute nutrition lesson once per week and a tasting once per month to small groups. Each of four themes has three weeks devoted to it—fruit and vegetable consumption, whole grains, low fat dairy, and food safety. An example lesson for younger youth (K-2nd grade) would be focused on facts about fruit. Students would be divided into small teams working together to separate picture cards that belong to 1 of 3 possible categories: 1-Fruits that grow on trees 2- Fruits that do not grow on trees 3- Foods that are not fruits. Messages that are reinforced include:

1. Fruits grow in different ways, including on trees.
2. Fruits should be eaten every day.
3. When you eat a meal, fruits and vegetables should cover half of your plate.

Students would then be given a tasting of banana slices (tree fruit) and grapes (vine fruit).

Following the lesson, the youth would engage in a related physical activity for the next 30-minute session. In this example, the youth would play Fruit Follow the Leader. A staff member leads the youth by demonstrating that bananas grow on trees (standing with hands above head like a tree) and grapes grow on vines (standing with hands straight out to sides like a vine). The leader calls out different fruits, first slowly while walking then picking up the pace into a jog while the youth follow the leader in identifying how each fruit grows.

In the final 30-minute session, the youth engage in a more rigorous physical activity. Depending on the space available at each site (gym, pool, field, playground), Husky Sport staff lead the youth in a game or activity that requires a high degree of movement and participation. Husky Sport avoids games where youth are “out” or stand for periods of time waiting for a turn. Favorites include “ultimate ball” or ultimate frisbee with a foam ball and obstacle courses.

Contacts number is 3,952 (30 youth per site, 5 times a week for 26 weeks during the academic year).

SNAP-Ed funds a part-time professional staff member (Evanovich) and 3 part-time graduate student staff (Kerry Mattson and Joe Condren) who, as part of his responsibilities, manages the development of the After School Program curriculum, facilitates partnerships at each site, supervises part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluates the effectiveness of the After School Program. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the site.

7. Saturday Program (Hartford Catholic Worker and Salvation Army North End Corps). Husky Sport also works with the Hartford Catholic Worker for their Saturday program. The program runs from 10am-1pm every Saturday and typically anywhere from 30-50 youth ages 5-18 attend. Lunch is served to youth as part of the program. Husky Sport is responsible for the nutritional messages and menu planning around the lunch that volunteers prepare with food donations each week. Then, the Salvation Army

North End Corps operates an afternoon program from 1pm-4pm each Saturday. Husky Sport provides staffing for sport activities for multiple small groups of youth ages 8-18 who rotate through the gym during the afternoon. Contacts number as many as 2400 (50 youth (Hartford Catholic Worker) and 50 youth (Salvation Army) for 24 Saturdays during the academic year). SNAP-Ed funds part of a staff member (DeRosa) who shares responsibility for managing the Saturday Program partnership, supervising part-time nutrition/physical activity educators to deliver the lessons and activities, and evaluating the effectiveness of the Saturday Program. SNAP-Ed also funds the part-time nutrition/physical activity educators, materials and supplies, and transportation for nutrition/physical activity educators to the site.

8. Professional Development. Husky Sport provides extensive staff development effective strategies for delivering nutrition education and physical activity to youth and their parents and adult family members, teaching methods to engage and hold the attention of youth, and cultural competency through various workshops and presentations. Husky Sport holds 2 day retreats for its professional and part-time staff twice per year (August and January), monthly meetings for part-time nutrition/physical activity educators to come together as a group to discuss issues particular to their roles, and bi-weekly staff development workshops. In addition, Husky Sport provides volunteer training to university students to enable them to effectively assist the part-time nutrition/physical activity educators at the Husky Sport sites.

SNAP-Ed funds portions of professional staff members (DeRosa and Evanovich). As part of DeRosa's responsibilities, she manages the staff development efforts and works with a team of SNAP-Ed funded undergraduate and graduate student (Denée Jackson) who assist her in developing and delivering professional development. The team working on professional and staff development work collaboratively with the input of Husky Sport staff to develop the workshop topics, enlist guest experts to lead some workshops, plan and deliver their own workshops. In addition, DeRosa works to maintain communication with other Husky Programs funded by SNAP-Ed to share best practice and ideas. Lastly, DeRosa is actively involved in the curriculum development for the service learning courses associated with Husky Sport. Evanovich oversees the development of curriculum for service learning courses, teaches multiple sections per semester, and, as such, is responsible for all aspects of course management. As part of these service-learning courses, college students are trained to assist Husky Sport's part-time nutrition/physical activity educators in delivering nutrition education and physical activity curricula in Husky Sport's programs. Service-learning courses are offered to students at the University of Connecticut through the Department of Educational Leadership, focusing on authentic relationship building in working with SNAP-Ed recipients in Hartford, and developing effective strategies and best practices for delivering nutrition education and physical activity with youth participants and community stakeholders, with the following course sections:

EDLR 1162: Health and Education in Urban Communities (1 credit course; average 15 students per semester / 30 per year)

EDLR 3547: Introduction to Sport-Based Youth Development (4 credit course; average 40 students per semester / 80 per year)

EDLR 3090: Internship with Husky Sport (3 credit course; 5 per semester / 10 per year)

Evidence Base:

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

Husky Sport makes use of the evidence-based strategies and interventions in SNAP-Ed Interventions: A Toolkit for States. Husky Sport has also secured additional funding through the Long Foundation, the Ensworth Charitable Trust, Public Allies, and through internal UConn research awards to evaluate programs and publish results.

Ready, Set, Read! started in 2008 and is modeled after Scholastic's Read and Rise program (<http://www.scholastic.com/aboutscholastic/communityreadandrise.htm>) which aims to bring families and community members into school to support youth literacy development.

Husky Growth began in 2009 as a collaborative planned curriculum between Husky Sport staff, teachers and the curriculum specialist. It continues to be planned by this group in accordance with the Common Core Standards. (<http://www.sparkpe.org/physical-education-resources/common-core/>; <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320886>)

Husky Move is a functional movement program adapted from programming with elite youth soccer athletes (see Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2014).

Husky Strength, Husky Power and the After School Programs are grounded in Sport Based Youth Development theory (see Perkins & Noam, 2007) and use the sports plus model. Sport is seen as the hook to interest youth in taking part in the program, but the learning approach uses nutrition education and general physical activity as the developmental goals, or the "plus."

Professional Development for the Husky Sport staff is grounded in the literature on communities of practice (see Armour, 2010; Bertram & Gilbert, 2011; Wenger, 1998). And, professional development in the service learning courses linked to Husky Sport utilizes a sport-based youth development (SBYD) framework (Perkins & Noam, 2007) in addition to being informed by campus-community partnership literature (Bringle & Hatcher, 2002).

Key Performance Indicators (KPIs):

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

Project implementation will be evaluated using EARS and comparing the number anticipated with the number reached for: direct programs, participants, contacts, indirect contacts, sites by location type, directly result in SNAP-ED programming.

Project Performance will be evaluated by pre and post-tests with participants before and after each 4-week cycle.

Use of Existing Educational Materials :

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

Husky Sport will utilize nutrition education materials from the Cooking Matters, Shopping Matters and Eat Smart, Nutrition.gov, Live Strong curricula, the Choose MyPlate 10 Tips Nutrition Education Series. SNAP-Ed Connection and the recipe finder will be used for snap4ct.org.

The following are **examples** of additional existing materials Husky Sport will use:

Title	Author/Source	Languages
Ten Tips Nutrition Education Series	USDA/ChooseMyPlate.gov	English, Spanish Large font
Dietary Guidelines Consumer Brochure	USDA/ChooseMyPlate.gov	English
Recipes	USDA SNAP-Ed Connection	English
Eat Smart, Live Strong	USDA/SNAP-Ed Connection	English
Recipes and items for www.snap4ct.org	SNAP http://snap.nal.usda.gov/	

Development of New Educational Materials:

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

- Husky Sport will develop lesson plans for each of its programs using nutrition and physical activity sites, in addition to previous years' templates as guides.
- Husky Sport will develop newsletters and recipe cards for monthly tastings during each year of the grant. Newsletters and recipe cards, created for each themed cycle, will be given to students in the Husky Sport program so they may share what they learned and duplicate the recipes with their families.
- Husky Sport will purchase school-age and program-relevant literature to fit cycle themes for the RSR! program.
- Husky Sport will purchase classroom materials and supplies to be used for Husky Sport programming at Wish School.
- Husky Sport will purchase food preparation supplies and sporting equipment to be used by all Husky Sport programs during the school day and after school programs.

Evaluation Plans

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

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

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

Questions: The questions(s) that will be addressed

Provide approaches and planned use for each evaluation question.

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

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

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

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

A. Ready, Set, Read! Evaluations

1. Type: Outcome
2. Questions: How did participants' healthy literacy increase during program? What was impact of style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Youth participants complete surveys at end of program (May). Grades Pre K-2 complete survey questions via interactive, physically

active relay races where students answer only one question at a time, alone from influence of others when it is their turn in the Q & A line. Teachers complete online (Qualtrics) surveys at the middle (December) and end of program (May) about perceived and experienced program effectiveness for students.

4. 2018
5. ST1, ST3, ST4, ST6, ST7, MT5, MT6

B. Husky Growth Evaluations

1. Type: Outcome
2. Questions: How was program content acquired and retained by participants? What was impact of style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Youth participants will engage in a physically active pre and post test before and after each 3 or 4 week cycle. Youth participants will also take part in grade-level focus groups at the middle (December) and at the end of program (May). Teachers will complete online (Qualtrics) surveys at the middle (December) and end of programming (May).
4. 2018
5. ST1, ST3, ST4, ST6, ST7, MT5, MT6

C. Husky Move Evaluations

1. Type: Outcome
2. Questions: How did participants' knowledge of body / health increase during program? How did participants' physical literacy increase during program? How was program content acquired and retained by participants? What was impact of style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Husky Move will gather physical data (pro agility run, vertical jump, 40 time) at the beginning (September) and at the end of program (May). Youth participants will also take part in grade-level focus groups at the middle (December) and end of program (May). Teachers will complete online (Qualtrics) surveys at the middle (December) and end of programming (May).
4. 2018
5. ST3, ST6, ST7, MT3, MT6, LT3

D. Husky Strength and Power Group Evaluations

1. Type: Outcome
2. Questions: How did participants' physical literacy increase during program? How was program content acquired and retained by participants? What was impact of style of delivery on that knowledge acquisition and retention? How did the ability of Husky Sport staff to build positive relationships with participants impact program effectiveness?
3. Approach: Husky Strength and Husky Power will gather qualitative data in the form of participant and group leader weekly journals (formative). Youth participants will also take part in program-based focus groups at the middle

(December) and end of program (May), inquiring about program impact on physical activity outcomes. Teachers will complete online (Qualtrics) surveys at the middle (December) and end of programming (May). Leader journals and teacher surveys will focus on project performance indicators.

4. 2018
5. ST3, ST5, ST6, ST7, MT3, MT6, LT3, LT6

Coordination of Efforts

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

Husky Nutrition and Husky Sport Northeast Hartford Partnership – Beginning with the 2019-2021 SNAP-Ed plan, the Husky Nutrition and Husky Sport programs will construct a framework for coordinated messaging, programming, staffing, and evaluation for SNAP-Ed in the 06120 Zip code in Hartford, CT, an area of highest need in CT with almost 50% of residents living in poverty. The programs provide parallel activities for many of the same families without intersecting. The Neag School of Education, Husky Sport Program focuses on school-age children, primarily at Fred D. Wish Museum School (Pre K-8) and neighborhood-based out of school time programs for that same age group. Husky Nutrition Programs works with children, parents, and providers in the area early childcare centers. Both programs also work with the myriad city, foundation, university, healthcare, and church-based efforts to improve the well-being of residents and reduce childhood obesity in this highly impoverished area; often duplicating efforts. Over the three years of the proposed plan, the coordinated Husky Nutrition and Husky Sport Programs commit to the development and implementation of a coordinated, multi-level nutrition and physical activity education plan to

- serve the needs of the community,
- improve the potential impact of SNAP-Ed within the area,
- evaluate the specific contribution made by SNAP-Ed in meeting the community nutrition and physical activity goals, and
- coordinate with other community efforts.

Of particular importance and influence on the development of the coordinated effort between Husky Nutrition and Husky Sport is the school consolidation plan of the Hartford Public Schools. In Fall 2018, Simpson-Waverly School will close its doors and those students will move to Wish School, and in Fall 2019 Thurman Milner School will do the same. As such, the first year of the SNAP-Ed grant, 2019-2020 would be devoted to partnership organization (leadership, staff commitments, training, and coordination of current programs), completion of an asset inventory of programs, retail establishments, and institution in the neighborhood of the expanded Wish School that could support changes in food, nutrition, and physical activity in the neighborhood⁽¹⁾,

examination of state and national models to guide our work, and the development of a draft framework for program planning. The focus for YR2 would be on the program development, maintaining community perspective, and the evaluation and potential expansion of the UConn service –learning undergraduate and graduate offerings that support university student and faculty participation. The target for YR3 is the initial implementation of the coordinated plan and evaluation framework. Consequently, the following three-year SNAP-ED Plan would include a well-defined and cost effective approach for multi-level SNAP-ED programming in an area of highest need in Connecticut.

[1] We would expect to draw on reports produced by the Hartford Promise Zone, Invest Hartford (An RWJ, Culture of Health supported project), the North Hartford Triple Aim Collaborative, Trinity Health sponsored “Wellbeing 360,” the UCONN Cities Collaborative, The Hartford Child Wellness Alliance, and the Connecticut Office of Health Strategy to reduce the time needed to produce this inventory.

Template 3: SNAP-Ed Staffing Plan

Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalents (FTE), describe staff responsibilities as they relate to SNAP-Ed and note the funding amounts that will be paid by State and/or Federal funds. Add rows as needed.

Project Name: Husky Sport

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 McGarry	Academic Year .01	95	5	Salary 1205 Fringe 660 Total 1865
Managing Director Evanovich	Academic Year .11	75	25	Salary 7544 Fringe 4134 Total 11678
Managing Director Evanovich	Summer .33	75	25	Salary 7612 Fringe 1911 Total 9523
Faculty DiStefano	Summer	100	21.5	Salary 4472 Fringe 1122 Total 5594
Program Administrator Ward	.10	100	0	Salary 6263 Fringe 4509 Total 10772

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
Assistant Director DeRosa	.30	50	50	Salary 17034 Fringe 12264 Total 29298
Assistant Director Bellamy	1.0	20	80	Salary 56960 Fringe 41011 Total 97971
Nutrition Educator Jackson	1.0	50	50	Salary 23598 Fringe 4484 Total 28082
Nutrition Educator Macaulay	.50	10	90	Salary 12415 Fringe 2359 Total 14774
Nutrition Educator Therriault	.50	25	75	Salary 11799 Fringe 2242 Total 14041
Nutrition Educator Mattson	.50	10	90	Salary 11799 Fringe 2242 Total 14041
Nutrition Educator Foxx	.50	10	90	Salary 11799 Fringe 2242 Total 14041

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
Nutrition Educator Condren	.50	10	90	Salary 11799 Fringe 2242 Total 14041
Nutrition Educator Stone	.50	10	90	Salary 11799 Fringe 2242 Total 14041
Nutrition Educator Quinones	.50	10	90	Salary 11799 Fringe 2242 Total 14041
Nutrition Educator Denerville	.50	10	90	Salary 11799 Fringe 2241 Total 14040
Nutrition Educator Zuk	.25	50	50	Salary 5900 Fringe 1121 Total 7021
Student Workers		5	95	Salary 12862 Fringe 527 Total 13389

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
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	Salary 238673 Fringe 89804 Total 328477

Job Descriptions/Duties

Executive Director (McGarry) Oversees Directors Team and mission of Husky Sport.

Managing Director (Evanovich) Manages Husky Sport and its external partnership as well as all UConn relationships.

Assistant Directors (2-Bellamy and DeRosa). Bellamy oversees all partnerships with community organizations and schools and program leaders. DeRosa supervise management of logistics of education programs. Assist with staff training. All assist Executive Director and Managing Director.

Grant Manager (Ward). Works with Directors Team on staffing and travel. Serves as liaison to University Sponsored Programs Services for all grant related matters.

Nutrition Educators (non-RD). (Griffith, Mattson, Foxx, Condren, Stone, Quinones, Denerville, Jackson, Macaulay, Therriault, Zuk) Direct delivery of nutrition education programming using approved materials and selected sites with flexibility to adapt to varying needs of target audience.

Hourly Staff. Support work of Directors and Nutrition Educators.

DIRECT PROGRAM STAFF – Fiscal Year 2019

(a) Program Salaries

Position/Name	Annual Salary	No. of Persons	FTE	Salary
Executive Director/Jennie McGarry	\$120,479	1	1.00%	\$1,205
Managing Director/Justin Evanovich	\$68,580	1	11.00%	\$7,544
Managing Director/Justin Evanovich Summer	\$22,860	1	33.30%	\$7,612
Faculty member/Lindsay DiStefano summer	\$20,798	1	21.5%	\$4,472
Program Administrator/Leah Ward	\$62,633	1	10.00%	\$6,263
Program Specialist/Danielle DeRosa	\$56,780	1	30.00%	\$17,034
Program Specialist/Patricia Bellamy	\$56,960	1	100.00%	\$56,960
Graduate Assistants - AY L1	\$23,598	6	50.00%	\$70,794
Graduate Assistants - AY L2	\$24,830	1	50.00%	\$12,415
Graduate Assistants - AY L1	\$23,598	1	100.00%	\$23,598
Graduate Assistants -AYL1 to 12/31	\$23,598	1	50.00%	\$11,799
Graduate Assistant - AY L1	\$23,598	1	25.00%	\$5,900
Student Labor	n/a	Multiple	n/a	\$13,077

**Total Program Salary amount from section (a)
\$238,673**

b) Program Fringe

Position/Name	Fringe %	Total Fringe
Executive Director/Jennie McGarry	54.8%	\$660
Managing Director/Justin Evanovich	54.8%	\$4,134
Managing Director/Justin Evanovich Summer	25.1%	\$1,911
Faculty member/Lindsay DiStefano	25.1%	\$1,122
Program Administrator/Leah Ward	72.0%	\$4,509
Program Specialist/Danielle DeRosa	72.0%	\$12,264
Program Specialist/Patricia Bellamy	72.0%	\$41,011
Graduate Assistants - AY L1	19.0%	\$13,451
Graduate Assistants - AY L2	19.0%	\$2,359
Graduate Assistants - AY L1	19.0%	\$4,484
Graduate Assistants -AYL1 to 12/31	19.0%	\$2,242
Graduate Assistant - AY L1	19.0%	\$1,121
Student Labor	4.1%	\$536

**Total Program Fringe amount combined from section (b)
\$89,804**

**Total Program Salary and Fringe (amount from section (a) & (b) combined)
\$328,477**

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Refer to Appendix E. for additional information on allowable costs.

Contracts/Grants/Agreements for nutrition education services:

Provide the information below for each contract, grant, or agreement.

Name of sub-grantee: University of Connecticut Husky Sport

Total Federal funding, grant: \$464,243

Description of services and/or products: see below

Cost of specific services and/or products: see below

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: University of Connecticut Husky Sport

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$328,477	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/Supplies			
Materials		\$7,200	
Travel		\$32,770	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Total Direct Costs		\$362,629	
Indirect Costs (Indirect Cost Rate=26%)		\$95,796	
Total Federal Funds		\$464,243	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: \$328,477

Executive Director (McGarry) Oversees Directors Team and mission of Husky Sport.

Managing Director (Evanovich) Manages Husky Sport and its external partnership as well as all UConn relationships.

Assistant Directors (2-Bellamy and DeRosa). Bellamy oversees all partnerships with community organizations and schools and program leaders. DeRosa supervise management of logistics of education programs. Assist with staff training. All assist Executive Director and Managing Director.

Grant Manager (Ward). Works with Directors Team on staffing and travel. Serves as liaison to University Sponsored Programs Services for all grant related matters.

Nutrition Educators (non-RD). (Griffith, Mattson, Foxx, Condren, Stone, Quinones, Denerville, Jackson, Macaulay, Therriault, Zuk) Direct delivery of nutrition education programming using approved materials and selected sites with flexibility to adapt to varying needs of target audience.

Hourly Staff. Support work of Directors and Nutrition Educators.

Contracts/Sub-Grants/Agreements: NONE

Non-capital equipment/supplies: NONE

Materials: \$7,200

Food for tastings @ \$1 per child. 9 tastings for Husky Growth Program (120 students) = \$1080.00 and 9 for Ready, Set, Read (175 students) = \$1575.00, and after school site (3 sites with average of 30 children per site) = \$810.00. Total = \$3,465.00 per year

Program materials = Materials for Husky Growth lessons = \$800. Ready, Set, Read! Books = \$450, Materials for Ready, Set, Read lessons = \$935. Materials for Husky Move, Strength and Power = \$1000. Total = \$3,185.00 per year

Copying and printing supplies (newsletters and recipe cards) = Husky Growth = \$250; Ready, Set, Read = \$300. Total = \$550 per year.

Travel: \$32,770

Travel for Husky Sport will remain In-State. Per state reimbursement mileage rates (.545/mile) a round trip from Storrs to Hartford is 56 miles or \$30.52 per trip. 1 trip per week for 30 weeks (28 weeks of academic year with prep and evaluation weeks added) per 7 staff members [McGarry, Bellamy, DeRosa, Therriault, Stone, Quinones, Denerville] = \$915.60 each = \$6,409.20 2 trips per week per 1 staff member (Evanovich) = \$1831.20 Total = \$8,240.40.

Van transportation for hourly staff and Nutrition Educators to program sites. Rental costs per 7 passenger van from Storrs to Hartford = \$65 + \$.54.5 a mile for 56 miles RT = \$95.52 per trip, approximately 9 trips a week for 28 weeks of academic year with 4-5 additional trips during planning weeks. Total = \$24,529.60.

Building space: NONE

Maintenance: NONE

Equipment and other capital expenditures: NONE

Total direct costs: \$368,447

Total indirect costs: \$95,796

Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in [SECTION 3, FINANCIAL AND COST POLICY](#).

Total federal funds: \$464,243

Estimated funds carry-over from current FY to next FY, if any: Please note that funds cannot be carried over into the next Federal FY if the funds are in the last year of their two-year period of performance.

Section C. Travel

Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).

Provide the following information for all travel included in your SNAP-Ed budget:

In-State Travel

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

All in-state travel is to allow for Husky Sport staff and student volunteers to travel from duty station (Storrs) to Hartford to deliver. Travel is necessary to allow for staff to be on site for program delivery.

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

Storrs, CT to Hartford, CT

Number of staff traveling:

12 professional and student staff, approximately 120 student volunteers.

Cost of travel for this purpose:

\$32,770

Total In-State Travel Cost: \$32,770

Out-of-State Travel

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

Travel destination (city and State):

Number of staff traveling:

Cost of travel for this purpose:

Total Out-of-State Travel Cost: \$0

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: University of Connecticut Husky Sport

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$328,477	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/Supplies			
Materials		\$7,200	
Travel		\$32,770	
Building/Space			
Maintenance			
Equipment and Other Capital Expenditures			
Total Direct Costs		\$368,447	
Indirect Costs (Indirect Cost Rate=26%)		\$95,796	
Total Federal Funds		\$464,243	Leave Blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave Blank		

[Handwritten Signature]

3/18/19

Project 6

UConn School and Family-Based SNAP-Ed

NO REVISIONS

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

Description of projects/interventions:

UConn Department of Allied Health Sciences (DAHS) School and Family-Based SNAP-Education Services for the Obesity Prevention Grant Program FFY 2019-21.

The Allied Health Sciences three-year project is driven by the needs assessment coordinated with the CT SNAP-Ed implementing agencies and multiple partnerships to promote healthy weight, healthy eating and enjoyable physical activity among SNAP recipient and eligible adults, families with children, and seniors. We complement evidence-based nutrition education and obesity prevention activities based on the Dietary Guidelines for Americans at the individual/group levels as well as comprehensive/multi-level interventions. Our project yields high and cost-effective output via a team of registered dietitians (RD) and competent, trained volunteer paraprofessionals in synergy with partnering agencies/organizations' needs.

Related State Objective(s):

In alignment with the State-level objectives, our team will:

-Reach 5,630 direct participants with nutrition education and broader reach via a variety of indirect education channels (hard copy, calendars, electronic communications, nutrition education reinforcements), inspiring and motivating individuals and families to increase healthy food choices, consume sensible portions, increase physical activity to balance calorie intake and expenditure, decrease intake of sugar sweetened beverages and increase intake of water, and cook more at home.

-Implement feasible methods to evaluate the outcomes of our tailored education with our diverse groups in our community-based settings.

-Support comprehensive, multi-level interventions and avoid duplication of services by coordinating efforts within a community, across SNAP-Ed projects, and continuing to grow our rich partnerships in synergy with federally-funded nutrition programs, Title 1 schools, non-profit community-based projects, and agencies in our target communities.

Audience:

SNAP recipients and eligibles (focused on adult women, children, and families) via well-established partners in our target counties (**Hartford, New Haven, New London, Tolland, Windham**) and communities (**Bristol, East Hartford, Enfield, Groton, Hartford, Manchester, Meriden, New Britain, Norwich, Tolland, Willimantic, Waterbury, West Hartford, Windsor**). These are in the Connecticut Top 20 towns with the most SNAP participants (Needs Assessment Figure A-4) or specific agencies within communities that serve low-income participants (Enfield, Tolland, West Hartford).

We are able to tailor and focus nutrition education to our audiences of SNAP recipients and eligibles because of collaboration with long-term partners and stakeholders already serving low-income groups. No waivers are required.

Food and Activity Environments:

We work closely with key stakeholders and site personnel (e.g., Title I schools, WIC, Commodity Program, mobile/stationary food pantries) to develop and implement nutrition education that addresses the nutrition/obesity issues pertinent to the target audience and their healthy food and physical activity environments, in the context of the Dietary Guidelines for Americans. Interviews with key stakeholders elicit pertinent information about the audiences' awareness and access to healthy foods and beverages, and places to be physically active. Our nutrition education lessons aim to increase nutrition knowledge, skills and competence that, in turn, empower our audiences to improve diet quality within the context of budget strategies and local foods available (e.g., pantry foods for adults who cook at home, healthy foods from the national school lunch program for students in a SNAP-Ed eligible school). Each lesson includes a discussion on physical activity and balancing calories consumed with expended, along with water as the daily beverage of choice. When space permits, and tailored to the health of the group, lessons involve simple physical activity "breaks" (stand up, stretch) with discussion on walking as a safe, healthy form of exercise.

Project Description:

Five sub-projects (1A/B, 2, 3, 4 described below) are grounded in theories of behavior change and aligned with the Socio-Ecological Framework (*multifaceted and interactive effects of personal and environmental factors that influence behaviors*) to achieve the learning objectives by working at the individual, family/group, and community levels.

For example, we utilize the Social Cognitive Theory (*an individual's knowledge acquisition directly relates to observing others within the context of social interactions, experiences, and media influences*), with motivational nutrition education that is tailored to the participant and his or her learning environment. We couple our knowledge-based learning with reinforcing sensory activities like food demonstrations and food sampling and fun, interactive review "games". Finally, we evaluate our direct nutrition education with paper and pencil and growing technology-based platforms (e.g., topical quizzes, interactive challenges and games via handheld tablets) on site, and follow-up with key informant interviews and participant surveys with individuals in our partnering agencies.

Project 1A—Multi-level obesity prevention via partnerships with FoodCorps, Cooking Matters, Cooking Matters at the Store (CMATS), and grocery stores in low-income communities.

Description: This project partners with groups in our target communities/counties to reach adult individuals and families with school-aged children with tailored nutrition education coordinated with the school meal programs, local food environments and enhancements, and locally-grown produce in grocery stores. These partnerships create synergy in program delivery and assure reaching the target audiences with effective formats that meet their learning needs.

The anticipated direct education deliverables are **750**. This project is **multi-level** as it promotes healthy eating environments in the school, home and community (especially grocery stores where SNAP recipients and eligibles shop) as well as supports consumption of locally grown food.

SNAP-Ed funds are requested specifically to focus and enhance the nutrition education for SNAP recipients and eligibles, working with the CT FoodCorps team to boost parent engagement with school-based nutrition and gardening activities, and partnering with Cooking Matters in CT to implement Cooking Matters funded programming at community sites and in grocery stores, paying for the time and travel of our UConn RDs, reinforcement materials/supplies, and foods for tasting (only with FoodCorps classroom activities in schools).

Implementation: Our team engages children and families in schools, and adult individuals, seniors and families in grocery stores with approved MyPlate, SNAP-Ed Key Behavioral Objectives, and approved and evaluated Cooking Matters curriculum, reinforcing and enhancing the above with interactive food models and displays (sugar in soda, fat test tubes, grocery store circulars for menu planning, label reading), and information about SNAP.

FoodCorps occurs primarily during the school year (September-November, February-April), dictated by the classroom and health education teachers' schedules, as well as afterschool programming. FoodCorps has "in district" school service member who:

- assist with marketing/recruitment of children in classrooms and afterschool programs;
- coordinate with us to implement nutrition education to kids and their parents;
- collaborate with UConn School and Family to develop a parent needs assessment and enhanced parent education program;
- build and tend school gardens to reinforce SNAP-Ed principles and guidance;
- bring high-quality local food into public school cafeterias while reinforcing the importance of farm to school programs; and
- collaborate with our nutrition education team on school wellness committees to improve school meals, the school food environment and wellness policy implementation.

Anticipate 620 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

– Year ONE: By the end of year 1, one (1) new FoodCorps collaboration/district will be added to deliver MyPlate nutrition education during the school year with coordinated messages for the family. (Objective 3.1)

-Year ONE: By the end of year 1, Food Corps and UConn SNAP Ed will have developed and implemented a parent survey to assess parent interest in Food Corps messages home and parent involvement. (Objective 3.1)

– Year TWO: At least 2 FoodCorps collaborations/districts will have cafeteria tastings of 3 new vegetables with messages and recipes shared with the family. (Objective 1.1)

– Year TWO and THREE: At least 2 FoodCorps service members in our target districts will report UConn collaborations have influenced system change (Objective 3.3) with 3

examples of healthy menu changes in their cafeterias and greater involvement of parents/caregivers in FoodCorps/SNAP-Ed.

– Year THREE: Our SNAP-Ed nutrition education participants (children and parents) will demonstrate willingness to eat sample foods offered during a class, and report improvements in nutrition knowledge, intent to change, consumption of school fruit and vegetable offerings and eating more vegetables at home (Objective 1).

Cooking Matters occurs year-round but is funding-contingent and sites are often participatory in subsidizing a six-week series of classes. SNAP-Ed does not fund Cooking Matters classes. Cooking Matters serves to:

- recruit participants at sites serving SNAP recipients and eligibles in our targeted counties;
- coordinate with our team to implement nutrition education services;
- increase delivery of science-based, culturally-appropriate, and literacy-level-specific nutrition education to participants across all stages of the life cycle (evaluated Cooking Matters curriculum);
- provide hands-on experience with basic food preparation and cooking techniques to empower participants to prepare healthy meals and snacks at home
- provide \$10 gift cards (funded by partner Community Health Network of CT Foundation) to participants as follow up to grocery store “My Plate” pop up tours

Anticipate 30 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

– By the end of each year, we will add one (1) new site in our targeted areas to deliver the six-class Cooking Matters series (Objective 3.1)

– After attending the six-class series, and based on a pre to post survey, $\geq 33\%$ of participants will report an increase in ability to plan a healthy diet and their willingness to prepare and consume healthy foods. (Objective 1)

Cooking Matters at the Store/grocery store collaborations serve to:

- recruit participants through community sites and schools serving SNAP recipients and eligibles;
- provide approved and evaluated hands-on grocery curriculum (e.g., nutrition facts label reading) to empower participants to shop for nutritious foods on a limited budget.

Anticipate 100 direct nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

– By the end of each year, we will add at least one (1) Cooking Matters at the Store event. (Objective 3.1)

– After attending the grocery store event and based on post-survey, $\geq 50\%$ of CMATS participants will report increased knowledge and ability to choose healthier foods in the grocery store and $\geq 25\%$ will report they plan to increase their consumption of healthy food. (Objective 1)

Project 1B—Multi-level obesity prevention via community partnerships:

Description: This project highlights our on-going collaborations with well-established community networks and associations (eg farmers markets, public schools, health care service site in low-income community) to reach SNAP Ed recipient and eligible adults and families with direct and indirect nutrition education, enhance access to healthy foods, increase consumer confidence to purchase and prepare healthy foods, and follow safe food handling. The nutrition education delivered follows the SNAP-Ed toolkit evidence-based and peer-reviewed scientific literature. This project is **multi-level** as it delivers nutrition education to individuals and groups while promoting healthy eating environments at home, in schools, and in the community, as well as supports consumption of locally grown food. These collaborations occur at various “seasonal” or “academic” times during the year.

The anticipated deliverables: **2,055 direct** and **1,670 indirect** nutrition education contacts.

SNAP-Ed funds are specifically requested to enhance the nutrition education for SNAP recipients and eligibles, paying for the time and travel of our UCONN RDs and/or masters-prepared nutrition educators, reinforcement materials and supplies, and food ingredients for food demonstrations and tastings, which occur at all sites except Foodshare mobiles.

Implementation: Our team supplies adult individuals, families with school-aged children, and seniors with MyPlate nutrition education materials, SNAP-Ed Connection recipes, SNAP information, and engages these participants in interactive lessons reinforced with food models, displays and/or food demos and a tasting, often with participant involvement, interaction and assistance. Lessons usually last an hour.

Charter Oak Health Center (Hartford community health center) serves to:

- Provide direct access to SNAP recipients and eligibles in a community urban setting;
- Provide quality teaching space (e.g., certified kitchen) for lessons and food tastings.

Nutrition educator RDs and paraprofessionals partner with Charter Oak RDs to tailor USDA My Plate, Dietary Guidelines for Americans, and Cooking Matters materials to client’s perceived and stated needs for knowledge and applications for obesity prevention. As supported in our evidence base, coupling nutrition education with recipes and tastings increases willingness to prepare and eat healthy foods (43).

Anticipate 50 direct and 50 indirect contacts per year.

Evaluation/Enhancement from Years 1 to 3:

- Years ONE to THREE: Each year, at least 33% of the community clinic patients will report willingness to increase fruit and vegetable consumption, motivation to cook more at home, and overall healthier eating. (Objective 1)
- Years ONE to THREE: Each year, at least 50% of the participants in the weight

management program will report efforts at balance calorie intake with calorie expenditure and a healthier weight (Key Behavioral Outcome)

– Years TWO and THREE: Each year, we will recruit one (1) Cooking Matters series or assist with a cooking class on site (Objective 3.1)

2. GROW Windham—Collaboration with GROW Windham and their partners expands opportunities to provide education to SNAP Ed recipients and eligibles and fuel changes to the local environment to make healthy choices practical and available to individuals and families in the community (e.g., gardens, farmers markets).

GROW Windham serves to:

- Work with the SNAP-Ed team to use Cooking Matters Curriculum with Kids "Exploring Food Together," and deliver nutrition education lessons in school-based afterschool Youth Health and Wellness Program. This Program is dedicated to promoting healthy food via community gardens, food projects, and food and garden-based youth programming, leadership and engagement in Windham that support the local food system.
- Collaborate with community partners (e.g., [Windham Community Food Network](#), [Willimantic Farmers' Market](#), [UCONN Extension](#), [Willimantic Food Co-op](#), and [CLiCK \(commercially operated\) Community Kitchen and Garden](#)) dedicated to promoting access to healthy food in the Windham region through the support of community food projects and on-going community exchanges, surveys, and dialogue with community members.

Evaluation/Enhancements from Years 1 to 3:

– Years ONE to THREE: By the end of each year, we will collaborate with one (1) new school (classroom, cafeteria, after school) or community-based (CLiCK community kitchen, community garden, food co-op) project that supports access to and intake of fruits and vegetables (Objective 3.1; 3.2)

– Years ONE to THREE: UConn School and Family will partner with GROW Windham to offer healthy cooking classes following the Cooking Matters Curriculum with Kids at the Windham Middle School enrichment program, share findings with stakeholders, and work to incorporate new vegetable offerings into the school lunch menu (Objectives 3.1; 3.3)

– Years ONE to THREE: By the end of each year, at least 30% of youth in Willimantic afterschool programming will report and demonstrate willingness to eat sample foods offered, improvements in nutrition knowledge, and intent to change dietary behaviors (Objective 1)

– Years ONE TO THREE: We will collaborate with Grow Windham to implement food- and garden-based education (including the Cooking Matters Curriculum with Kids "Veggie Superheroes" and FoodShare activities) in afterschool programs at local affordable housing complexes, including Village Heights and West Avenue (Objective 1)

– Years ONE to THREE: We will collaborate with Grow Windham to offer "Fresh Food Outreach" in the community. Fresh Food Outreach creates an exchange of ideas with community members about local food assistance, nutrition education (tastings, recipes), cooking demonstrations, and family activities (Objective 3.1; 3.3; 3.4)

– Years ONE to THREE: We will collaborate with Grow Windham to collect community data that will inform a Program called BASICS Program, which aims to provide deep discounts on staple food products and a “produce prescription program” similar to that tested in other communities (<http://www.prchn.org/ProducePrescriptionProgram.aspx>). We will assist with a market basket survey to compare the BASICS prices with other local stores and will offer nutrition education based on SNAP-Ed Toolkit to accompany the BASICS program when collaborative efforts reach pertinent timing in the project (Objective 3.1; 3.2; 3.3; 3.4)

Anticipate 250 direct and 100 indirect contacts per year

3. WIC (New Britain/Bristol, Norwich, East Hartford, and Willimantic) serves to:

Provides direct access to SNAP families (especially moms) in the sites’ waiting rooms;
Coordinate with our team to provide mini-lessons (e.g., MyPlate displays, food demos and tastings, WIC-approved information on breastfeeding encouragement).

Anticipate 175 direct and 400 indirect per year through six WIC agencies in our targeted communities where we have an 8+ year history of collaboration. We will coordinate with other SNAP-Ed implementing agencies to avoid duplication.

Evaluation/Enhancements from Years 1 to 3:

– Years ONE to THREE: Coordination with WIC educators to identify reinforcing and multi-level nutrition education messages to participants via a face-to-face format in the waiting rooms at WICS (e.g., improved dietary quality and breastfeeding) (Objective 3.2)
– YEARS ONE TO THREE: Consistent delivery of nutrition topics with a focus on purchasing, storing and preparing veggies tailored to WIC mother’s and family’s preferences, and cooking interests and abilities (Objective 1)

4. Brass City Harvest (Waterbury Farmers Market) serves to:

Provide direct access to the low-income population in urban Waterbury, and
Coordinate with our nutrition education team to deliver SNAP-Ed via MyPlate materials, cooking tips/recipes, and offer vegetable tastings based on those donated by the farmers at the market.

Anticipate 450 direct and 120 indirect each year.

Evaluation/Enhancements from Years 1 to 3:

– With coordination of recipes/tastings for vegetables distributed by farmers, and using simple on-site survey, at least 50% of the participants each year will report increased knowledge of selection and preparation of healthy foods, especially vegetables, and willingness to cook more at home (Objective1)

5. Public Schools Norwich, Manchester, Afterschool Manchester and Windsor

Manchester (Bowers, Martin, Roberston, Verplank, Waddell, Washington Elementary), Norwich Teachers' Magnet School and Windsor (Clover St. Elem, Sage Park Middle School, Poquonock Elementary) serve to:

- Provide direct access to afterschool/health classes of elementary/middle- school age children.
- Coordinate with the UConn School and Family nutrition education team to deliver tailored messages and interactive lessons following FARM to School lessons and reinforcing MyPlate for Kids materials in classrooms with technology-based interventions, reinforcement tastings and healthy behavior messages. Collaborative meetings with teachers result in nutrition topics most needed by students: eating more f/v, drinking fewer SSBs, exercising to balance calories in and out, etc. Tailored lessons via PP slides are approved by SNAP Ed RDNs. Aligned with Project 4 and the evidence for Project 4, we are utilizing the technology available in the schools and classroom to tailor nutrition education messages to reported behaviors, aligned with the school meal programs, and reinforcing nutrition education materials.

Anticipate 1100 direct and 1000 indirect nutrition education contacts per year.

Evaluation/Enhancements from Years 1 to 3:

– Elementary and middle schoolers' report improvements in knowledge, skills, and willingness to change dietary quality and physical activity will increase from 25% (year 1) to 30% (year 2) to 35% (year 3) (Objective 1; Objective 2)

6. West Hartford Fellowship (public housing site for seniors, West Hartford)

serves to:

- Provide direct access to low-income seniors in a community setting;
- Provide a quality teaching space; and
- Coordinate recruitment, marketing and tailored nutrition topics
- *Anticipate 30 direct contacts per year.*

Evaluation/Enhancements for Years 1 to 3:

Years ONE to THREE: At least one-third (33%) of the seniors will report improvements in overall healthier eating, basic culinary skills, and food resource management (Goal 1)
Year THREE: We will coordinate with West Hartford Fellowship to offer one (1) virtual pop up grocery store tour led by RDNs and trained dietetics paraprofessionals to further develop residents' grocery shopping skills (Objective 1)

Project 2—Nutrition education partnerships at food pantries that offer “client choice format” and mobile pantries to decrease food insecurity, improve dietary quality, decrease obesity risk of adults and to increase cooking at home:

Description: *Freshplace* (www.chrysaliscenterct.org/programs-services/community-connections/freshplace) has had early impact successes to decrease level of food

insecurity and increased dietary quality, both to promote healthy weight and prevent obesity. **MANNA** (www.handsonhartford.org/MANNA) provides basic needs to Hartford's most vulnerable (homeless, children and families in crisis, low-income seniors citizens). Since 1968, **Enfield Food Shelf** (EFS) (enfieldfoodshelf.org) has been a non-profit volunteer organization "assuring that no Enfield resident goes hungry because of a lack of resources." **Foodshare** (www.foodshare.org) mobile pantries (Hartford and Tolland counties) are pantries-on-wheels that bring fresh produce and other food to SNAP recipients and eligibles in need at community sites throughout Hartford and Tolland counties. The program increases access to healthy food and nutrition throughout the region serving an average of 16,000 visitors each month. In 2017 Mobile Foodshare distributed over 4 million pounds of food to 70 different locations. The USDA **Commodity Supplemental Nutrition Program** (CSFP) (<https://www.fns.usda.gov/csfp/commodity-supplemental-food-program-csfp>) distributes monthly food boxes to low-income senior residents in Enfield through collaboration with Foodshare. Positioning knowledgeable nutrition educators at pantry and mobile sites where SNAP recipients and eligibles gather is an effective means to share nutrition topics, recipes, and information (healthyfoodbankhub.feedingamerica.org).

Anticipated deliverables: 1,100 direct and **21,000** indirect nutrition education contacts. (Freshplace 175 direct, 175 indirect; MANNA 175 direct, 3985 indirect; Enfield Food Shelf 350 direct, 5,800 indirect; Foodshare Mobile 400 direct; 11,000 indirect; Commodity Food Program 40 indirect.

SNAP-Ed funds are requested for our nutrition education team to conduct the nutrition education activities (time and travel), for reinforcement materials and supplies, and food ingredients for tastings at site pantries.

Implementation: Our nutrition education team provides "point of service" nutrition education to engage participants in food discussions and simple food tastings, with a recipe (SNAP-Ed Recipe Connection) and SNAP information. These collaborations depend on internal pantry scheduling (i.e., when clients shop) and occur year-round. We have collaborated over two years to assist Dr. Katie Martin (Vice President & Chief Strategy Officer at Foodshare) to implement the SWAP system in selected local pantries. SWAP is a Stoplight Nutrition Ranking System designed to help promote healthy food choices at food banks and food pantries. It creates an easy- to- implement, easy- to- understand nutrition ranking system to categorize the food offered in a food pantry. Additionally, Tina Dugdale is a member of the Foodshare Health and Nutrition Advisory Council with its goal to carefully assess, develop and implement new policies for food accepted from outside vendors for distribution by Foodshare.

Each site pantry serves to:

- Provide direct access to SNAP recipients and eligibles and USDA Commodity Food recipients,
- Coordinate with our team to tailor nutrition messages to healthy pantry foods, increased fruit and vegetable consumption, increased cooking at home, and food safety practices
- Foodshare mobiles serve to:

- Establish multiple sites for food distribution to SNAP eligibles and recipients, and
- Coordinate with our nutrition education team to provide handouts and recipes targeted to increasing vegetable knowledge, preparation and consumption.

Evaluation/Enhancements from Years 1 to 3:

-Years ONE thru THREE: With on-going coordination of recipes and tastings of the foods/vegetables at pantry sites, at least 50% of the participants each year will verbally report increased knowledge of selection and preparation of healthy foods, especially vegetables, and willingness to purchase, consume, and cook more at home (Objective 1.6)

-Years ONE thru THREE: Continued support to the SWAP Program in selected pantries and assistance to implement in new pantries over time (Objective 1; Objective 3)

-Years ONE thru THREE: Support to the development and implementation of an evaluation for the SWAP Project in site pantries (Objective 3)

-Years ONE to THREE: With increasing coordination of recipes for foods distributed, and using simple on-site survey in our targeted communities, at least 50% of the Foodshare Mobile participants each year will verbally report increased knowledge of selection and preparation of healthy foods and cooking more at home (Objectives 1.6; 3.2)

Project 3— Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers

Description: We have partnered with Dr. Jennifer Harris at the UConn *Rudd Center* for Food Policy & Obesity, Dr. Molly Waring at the UConn Center for mHealth and Social Media, and with agencies in East Hartford (Connecticut Children’s Medical Center pediatric practice in East Hartford, Early Child Learning Center, WIC), New Britain (The Human Resources Agency of New Britain Head Start and School Readiness Program) and Manchester (Manchester Early Learning Center) to address the high levels of overweight and obesity that can develop in young toddlers and exists in preschoolers. This **multi-level** project is non-duplicative with other CT SNAP-Ed projects. Surveys of 61 parents/caregivers of young toddlers revealed the need for nutrition education. Approximately one-third of toddlers are being served sugary beverages daily in portion sizes larger than 8 oz as well as in food portions larger than usual or toddlers. Parents/caregivers need to increase the diversity of fruits/vegetables they serve their children and let the toddler determine the amount of food consumed instead of encouraging them to “finish their plates.”

Anticipated deliverables/year: 1,200 direct and 1,450 indirect nutrition education contacts

SNAP-Ed funds are specifically requested for our UConn RDs and/or masters-prepared nutrition educators to conduct the nutrition education activities (time and travel) described below, for reinforcement materials and supplies, and food ingredients for tastings.

Implementation: We place RDs and trained para-professionals in direct contact with young families, parents/caregiver and children where we support *The Healthy Eating Research Feeding Guidelines for Infants and Young Toddlers: A Responsive Parenting Approach* and encourage fruit and vegetable consumption, avoidance of sugary beverage consumption, appropriate portion sizes, and healthy eating for both young toddler/pre-school age (and picky eater) and adults/families. We conduct tailored direct nutrition education in the clinical waiting rooms (pediatric centers, WIC), childcare centers, or family resource centers as well as fruit and vegetable “sensory lessons” in the classroom, and brief contacts with parents/caregivers during pick-up/drop-off and school events. We also will implement a coordinated and evidence-based communications plan and materials to deliver persuasive, reinforcing information about the targeted behavior(s) via highly influential but infrequent contact points (e.g., well-child visits at pediatric clinics, WIC offices), concurrent with frequent tips and supportive messages via ongoing communications (e.g., Family Resource Centers, social media, text messages). The communications plan will be developed by quantitative and qualitative methods with research funding from the Connecticut Health Development Institute and Child Health Foundation. The preschool school-based programs are aligned with I am Moving/I am Learning reinforced by tastings as reported in our evidence base for Project 3 (24-30). Our collaborations also include participation on health committees (advisory boards) to improve the school food environment; we also assist to interpret weight screenings of the preschoolers. For indirect nutrition education, we leave unmanned tables in high traffic parent areas with culturally-appropriate and family-oriented nutrition information, SNAP information, and seasonal cooking tips/recipes for diverse audiences.

1. Encouraging Healthy Food Consumption in Young Toddlers – East Hartford via CCMC-affiliated pediatric practice, WIC, childcare centers, and Early Childhood Learning Center at Hockanum School.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE thru THREE: ≥50% of the classrooms will have received a nutrition-related/sensory lesson with fresh vegetables tailored for preschoolers (Objective 1).
- Year ONE thru THREE: Coordinate nutrition education and communications plan on healthy feeding of toddlers between pediatric care, WIC program, Family Resource Centers and Childcare (Objective 3.1)
- Year ONE thru THREE: ≥50% of parents will be able to recall and comprehend the nutrition education and communications as well as report the direct and digital communications are useful. All community partners will report that the education and communications plan is useful and feasible/practical to their organization
- Years TWO thru THREE: ≥25% of the teachers will engage in a nutrition education lesson (train-the-trainer) on healthy eating, physical activity and healthy environments (Objectives 1, 2 & 3)
- Years TWO thru THREE: Tailor the messages program to the parent/caregiver responses to a simple survey conducted on a handheld tablet in clinical waiting rooms (Pediatrics clinics, WIC) with follow-up online messages based on the parent/caregivers’ preferences

- Years TWO thru THREE: Parents/caregivers will report significant and clinically relevant pre/post program changes in self-efficacy, normative beliefs, intent to engage in targeted feeding practices (Objective 1)
- Year THREE: ≥50% of the teachers will report, by our validated survey, improved fruit/vegetable consumption among ≥ 50% of preschoolers who were poor or average consumers (Objective 3)

2. New Britain Head Start (NBHS); Manchester Early Learning Center, Manchester; Early Childhood Learning Center at Hockanum School, East Hartford CT; Hartford Pre-Kindergarten Magnet School, Hartford CT.

Evaluation/Enhancements from Years 1 to 3:

- Years ONE thru THREE: ≥50% of the classrooms will receive a nutrition-related/sensory lesson on healthy foods tailored for preschoolers (Objective 1)
- Year TWO thru THREE: ≥25% of the teachers will engage in a nutrition education lesson (train-the-trainer) on healthy eating, physical activity, and healthy environments (Objectives 1, 2 & 3)
- Year THREE: ≥50% of the teachers will report, by our validated survey, improved fruit/vegetable consumption among ≥ 50% of preschoolers who were poor or average consumers (Objective 3)

Project 4—Nutrition Education partnership to improve diet quality and decrease obesity risk of children: CT Children’s Medical Center (CCMC) Emergency and Primary Care Department

Description: CCMC is an urban children’s health care facility (65% Medicaid recipients). In the Emergency Department or Primary Care Clinic, we partner with the physicians (Dr. Sharon Smith), healthcare staff, and premed undergraduates to screen parents and children for diet/physical activity behaviors that increase risk of obesity with a simple liking survey—the Pediatric-Adapted Liking Survey (PALS)—as well as assess body mass index percentile and waist circumference percentile. To be able to provide parent and child immediate and tailored messages based on the PALS responses, we put the PALS and health (dental health, body image, sleep) and food insecurity questions online with the UConn-supported Qualtrics platform.



Keep crunching on veggies! The more you eat the better - they're packed with vitamins and fiber!



Stop your thirst with water - sugary drinks will just make you thirstier!

From a PED cohort of over 900 children ¹, we developed algorithms from the online PALS responses to trigger messages of positive reinforcement and encouragement of healthy eating and physical activity. These messages were developed with interactions with 300+ middle schoolers (separate school districts) about sugary beverages, water, fruit, physical activity and screen time. With the online PALS, we can provide immediate

tailored messages. These messages work within the constructs of the social cognitive theory, supporting intentions to—and subsequent changes in— behavior. The next step is to communicate the screening findings and message focus with the primary care physician and to use the Qualtrics platform to send follow-up healthy eating and physical activity messages coordinated with website information and recipes. Funding from USDA Hatch will test the impact and refine the message system.

Anticipated deliverables/year: 525 direct nutrition education contacts

SNAP-Ed funds are requested for the parking, supplies, and materials for our nutrition education team to deliver direct nutrition education activities and evaluation. Funding is also requested to train and monitor the volunteer paraprofessionals in the delivery and evaluation of these nutrition education activities.

Implementation: All parent and child dyads receive “My Weight Ruler” handout with the child’s BMI% category in a culturally-relevant manner ² and supportive positive messages (avoiding negative messages of dieting, restriction or weight loss, which can result in poor outcomes). Qualtrics algorithms of the online PALS responses generate tailored messages and reinforcing pictures. For example, they receive a positive vegetable message with liking vegetables and a behavior change message with high preference for sugary beverages (see below).

Aligned with motivational interviewing, the nutrition educator will ask the children and parents to select the most useful message with the behavior they think that they can work on and provide a reinforcing handout with ideas to support the behavior change. Parents will complete 3 online questions about the message topic (stage of change, perceived self-efficacy for helping their child meet this behavior, perceived importance for the child to improve this behavior). Based on voluntary approval, parents will receive one weekly message either by email or text for 4 weeks after the clinical visit. The message will be tailored to their most desired behavior change and their stage of behavior change. The last week will include a brief follow-up survey to assess action towards the recommended behavior change and satisfaction with the messages.

Evaluation/Enhancement from Years 1 to 3:

- Years ONE thru THREE: 85% of parent/child dyads will report that the messages in the PED or sent home are useful; 50% will report the intent to make changes to improve on their diet quality and physical activity for supporting a healthy weight; and 30% will report that they improved their healthy behaviors. We will continue to refine the messages based on reports from the parents, children and stakeholders
- Years TWO and THREE: Coordinate the screening information and message programs with the primary care physicians

Evidence Base:

Successful reductions in rates of childhood obesity occur in communities that implement **multi-level interventions** to improve diet and physical activity as well as engage stakeholders ³. We have rich and robust community partnerships over 16+ years that have built rapport and trust so that these collaborators look to us, and include our team in plans to improve the healthiness of low-income children and families. Our project delivers nutrition education and our nutrition education team serves as partners and

leaders throughout our targeted community areas to increase access to healthy foods and plan environments that support healthy weights. This work aligns with the mission and activities of being employees and students of the University of Connecticut, College of Agriculture, Health and Natural Resources. We utilize evidence-based nutrition education approaches and materials, including My Plate, the Dietary Guidelines for Americans, USDA FNS Core Nutrition Messages and USDA Food Safety Resources.

Project 1: *Multi-level obesity prevention via community partnerships*

The approaches outlined in Project 1 are research-based. For FoodCorps, program evaluation by the Tisch Center for Food, Education and Policy ⁴ shows that >75% of schools with the presence of FoodCorps after one year had measurably healthier school food environments. In addition, students who participated in FoodCorps hands-on activities (cooking and gardening, activities to incorporate fruits and vegetables into their diets) tripled their consumption of fruits and vegetables. And, school systems with more resources in the FoodCorps activities showed greater outcomes. From a published cluster randomized controlled trial, school gardening interventions need to be combined with school-based education to improve dietary quality of children ⁵. These findings support our efforts to partner with FoodCorps to increase their reach and develop greater child and family engagement with the program to achieve healthy diet and obesity prevention goals.

There is theoretical support for the association between cooking more at home and prevention of chronic diseases ⁶. Cooking Matters was evaluated using a quasi-experimental design with nonequivalent comparison group and 6-month follow-up ⁷. In the evaluation, low-income participants had improved confidence in food resource management skills and worried less about food running out by the end of the month. These findings support that Cooking Matters helps low-income families eat healthier, even during times of economic hardship. Cooking Matters at the Store also has shown positive impact from program evaluation ⁸. Five weeks after a single tour, participants reported saving money on groceries because of using food management strategies, a greater level of food security, and purchasing healthier foods. The impact was greatest among SNAP participants. Our own evaluation of Cooking Matters at the Store showed high satisfaction of the nutrition education by clients and grocery store administrators. According to the USDA, there has been a sharp increase in SNAP redemptions at Farmers markets, including a 69.7% increase in Connecticut from 2012 to 2017 (<https://fns-prod.azureedge.net/sites/default/files/snap/SNAP-Farmers-Markets-Redemptions.pdf>). Coordinating SNAP-Ed with farmers markets and community gardens increases low-income families use of these healthy food opportunities and empowers and improves their consumption of fruits and vegetables ⁹. Mobile food pantries increase the access to fresh produce among low-income families who have limited means of transportation ¹⁰. Our practice of coupling recipes with tastings of vegetables available at Farmer's markets and pantries can increase the preparation and consumption of these vegetables ¹¹.

Project 2: *Nutrition education partnerships at food pantries that offer "client choice format" and mobile pantries to decrease food insecurity, improve dietary*

quality, decrease obesity risk of adults and to increase cooking at home

The approaches outlined in Project 2 are research-based. Our collaborations with pantries include food tastings of healthy products that are untypical or uninteresting to some cultures and pantries cannot move out (eg: wheat bread for white; whole grain pasta for white; some vegetables; and ingredients in simple recipes to increase cooking at home). Offering this nutrition education at food pantries increases diet quality of the individuals and families ¹². SNAP-Ed can decrease the risk of food insecurity according to an observational study ¹³. According to statistics presented in a recent peer-reviewed scientific paper, Connecticut colleagues including Dr. Katie Martin (vice president and chief strategy officer, Foodshare) and Dr. Marlene Schwartz (Director, UConn Rudd Center) ¹⁴, up to half of families who use food pantries have the double burden of food insecurity and a chronic disease. These researchers have spearheaded a feasible method to rank foods in food banks/pantries by nutritional criteria (Supporting Wellness at Pantries or SWAP). The goal of SWAP is to increase the supply and demand for healthier foods in food banks/pantries ¹⁴. From initial evaluation of SWAP piloted in 6 Connecticut pantries, 2/3 of the pantry staff/volunteers liked the system and said that it was easy to use ¹⁴.

Project 3: Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers

The approaches outlined in Project 3 are research-based. Numerous peer-reviewed scientific research as well as our own evaluation studies have shown that with young toddler and preschool interventions involving parents and teachers, parents help to establish and develop healthy eating behaviors early for promotion of healthy weight and reduction of the risk of obesity. Data from the 2011-2012 NHANES shows risk of obesity of infants and young toddlers at 8.1%, which in turn, increases the risk of childhood obesity ¹⁵. Infants and young toddlers from low-income families have disparities in diet quality and nutrient intakes compared with those from higher income families ¹⁶. The Robert Wood Johnson Foundation's Healthy Eating Research Program in collaboration with the Pregnancy and Birth to 24 Months Project at the USDA and CDC provide evidence-based guidelines for feeding and for translating into nutrition education practices in the home, school and agencies reaching young toddlers ¹⁷. There is great developmental plasticity between 1 and 2 years old, when toddlers transition from breastmilk or formula and pureed foods to the family diet. Food preferences established at this age lay the foundation for a lifetime of healthy or unhealthy eating. Toddlers must have continuous exposure to a variety of healthy solid foods of differing textures and tastes (including fruits/vegetables) to develop a preference and regularly consume healthy beverages (including water and plain milk), while limiting consumption of sugar-sweetened beverages, juices, sweets, and other nutrient poor foods. Early adoption of fruit/vegetable liking associates with more favorable weights later in childhood ¹⁸. Low-income mothers report conflicting messages from pediatricians, nutrition programs, family members and friends ¹⁹. While pediatricians' advice is highly trusted, well-child visits are as brief as 15 minutes to assess and address health needs, leaving limited

time for nutrition guidance. Fueling the confusion, the Internet inundates new parents with advice (often company-sponsored) that promotes nutritionally poor toddler products²⁰. Although nutrition educators find mothers are receptive to messages to improve their child's diet²¹, messages must be tailored to the child-mother dyad, involve their peers, and be consistent with messages from clinicians. As low-income parents seek online information via smartphones, messages on recommended feeding practices must be short, cogent, and easily accessible by current and emerging social media²². Preliminary findings from the Rudd Center survey (Dr. Jennifer Harris) indicates that approximately one-half of low-income mothers of young toddlers regularly access and trust social media for information about feeding their child.

Preschoolers also fall short of dietary recommendations with low intakes of fruits and vegetables and, according to the NHANES 2013 to 2016, 11.6% are obese²³. Over half of preschool-aged children (58%) attend center-based childcare according to the 2016 U.S. Department of Education, National Center for Education Statistics (nces.ed.gov/fastfacts/display.asp?id=4). Our sensory lessons with the preschoolers are grounded in scientific evidence. Sensory lessons with fruits and vegetables encourage preschoolers to taste^{24,25}, especially if this lesson is not during mealtime²⁶. Nutrition education in childcare centers improve intakes of vegetables in the center as well as in the home from a randomized group study²⁷. Our interventions have been refined and sustained over the years, which supports positive impact of SNAP-Ed interventions delivered in child care centers on preschoolers' diet quality²⁸. Our SNAP-Ed has shown significant ability to improve diet quality and carotenoid status among preschoolers²⁹. The diet quality measure was a simple liking survey³⁰ that was responsive to changes in the intervention and the carotenoid status measure²⁹.

Project 4: CT Children's Medical Center (CCMC) Emergency and Primary Care Department

The approaches outlined in Project 4 are research-based. Elevated rates of childhood obesity call for multi-tiered approaches, including prevention efforts in clinical settings³¹. Chronic illnesses have been targeted in the pediatric emergency department (PED), including screening, brief interventions and referrals³²⁻³⁵. Adolescents and low-income children who use PEDs have been shown to have unhealthy dietary behaviors and often do not obtain primary medical or preventive care^{32,36}. Brief interventions for obesity treatment and prevention have successfully been accomplished in the PED³³. We propose continuing our brief intervention in the PED for children being treated for non-urgent issues, combining communicating the BMI percentile with the evidence-based My Weight Ruler² and quick screening of dietary and physical activity behaviors with the Pediatric Liking Survey (PALS). The PALS has proven feasible in a clinical setting (high response rate, excellent clinical-home test-retest reliability³⁷. In usual care visits at CCMC pediatric emergency department (PED) Vosburgh, 2016 #1461}, 925 children and parents completed the PALS. A Healthy Behavior Index constructed from the PALS responses was able to detect differences in healthiness in parent > child, gender (females > males), age (older > younger), health insurance (private > public), and community description of the family residence (higher income/food security > lower

income/ food security). In testing the online PALS in the PED, over 300+ parent/child dyads both reported high satisfaction with the online survey (>90% agree with ease of use, understanding, and the survey was fun) and that doing it made them think about what they eat and do. From initial testing of tailored messages from the PALS responses in 269 child/parent dyads—80-92% of the children and parents agreed that they learned something new from the messages, the messages were helpful and they would like to receive messages in the future³⁸. The messages are affective (supporting enjoyment, social) instead of highlighting physical/health risks to be more effective in supporting behavior change³⁹. Tailoring the messages to the parent's stage of change, perceived self-efficacy for helping their child meet this behavior, and perceived importance for the child to improve this behavior will increase the effectiveness⁴⁰. Individuals with low self-efficacy may benefit more from tailored messages to assist in making behavior changes⁴¹.

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Key Performance Indicators (KPIs):

Across all projects, we maintain a comprehensive web-based system to document direct and indirect contacts as well as comply with EARS reporting. This system is securely accessible anywhere via the Internet, has checks/balances/back-up systems for accurate program reporting and forecasting future program delivery. We are complying with the mandated changes.

All projects also have participant and stakeholder satisfaction with and relevance to our nutrition education.

Project 1A—Multi-level obesity prevention via partnerships with FoodCorps, Cooking Matters, Cooking Matters at the Store (CMATS), and grocery stores in low-income communities.

FoodCorps

- New FoodCorps collaborations/districts
- Parent involvement with FoodCorp/SNAP-Ed collaborations (number reached with direct/indirect nutrition education)
- Coordination of food tastings with menu offerings
- Changes in wellness indicators in the School with the FoodCorp/SNAP-Ed collaborations including health menu items
- Change in nutrition knowledge, intent to change, and change in fruit and vegetable consumption of the school meal offerings

Cooking Matters

- New target area to deliver six-class Cooking Matters series and the grocery store events
- Ability to plan a healthy meal and increased willingness to prepare and consume a healthy diet

Project 1B—Multi-level obesity prevention via community partnerships:

Charter Oak Health Center

- Changes in diet quality and reported changes in body weight.
- New collaborations to offer cooking classes

GROW Windham

- New sites for nutrition education and increasing access to healthy foods
- Changes in knowledge for healthy eating and intent to improve dietary behaviors.

WIC

- Coordination of nutrition education with WIC that is tailored to families.

Brass City Harvest Farmers' Market

Coordination of recipes and nutrition education with items available.

- Changes in knowledge, selection, preparation and diet behaviors.

Public Schools and Senior housing

- Changes in knowledge for healthy eating and intent to improve dietary behaviors.

Project 2—Nutrition education partnerships at food pantries that offer “client choice format”, and mobile pantries to decrease food insecurity, improve dietary quality, decrease obesity risk of adults and to increase cooking at home

- Changes in knowledge, selection, preparation and consumption of a healthier diet
- New pantries using the SWAP program to grade the healthiness of the pantry foods

Project 3— Addressing High Rates of Overweight/Obesity in Young Toddlers and Preschoolers

- Changes in the intensity of classroom nutrition education that is offered/ implemented
- Coordination of nutrition education and communications plan between clinical, outreach, educational settings as well as the client's home
- Changes in preschoolers' fruit and vegetable consumption in the preschool center and home
- Changes in parent-reported self-efficacy, normative beliefs, and intent to engage in targeted feeding practices of young toddler

Project 4: CT Children's Medical Center (CCMC) Emergency and Primary Care Department

- Changes in intent to and improvements in diet quality and physical activity
- Coordination of the screening information and message program with primary care physicians

Use of Existing Educational Materials:

Source	Specific Author	Description	Language	Cost
Dietary Guidelines 2015; USDA MyPlate; USDA Choose MyPlate for Kids; SNAP-Ed My Plate for My Family	Unknown	Approved USDA materials	Eng and Span	No cost
Iowa State Extension	Unknown	12-month calendars with recipes to encourage cooking at home	Eng and Span	\$.80 each for order of 500
USDA: SNAP-Ed Connection: Recipe Finder/Mixing Bowl; Team Nutrition; Fight Back Food Safety; USDA FNS Core Nutrition Messages	Unknown	Approved USDA materials	Engl and Span	No cost
Produce for Better Health Foundation www.pbhfoundation.org)	Unknown	Topic reinforce handouts	Eng and Span	No cost; download-able
Cooperative Extension System: www.extension.org/families_food_fitness	Unknown	Topic reinforce handouts	Eng and Span	No cost; download-able
FoodCorps USA/FoodCorps of CT Foodcorps.org	Unknown	Topic reinforce handouts	Eng and Span	No cost
Professional organizations (Academy of Nutrition and Dietetics).	Various RD/PHD authors	Topic reinforce handouts	Eng and Span	Handouts at low cost or download able
New England Dairy & Food Council www.newenglanddairycouncil.org		Topic reinforce handouts	Eng and Span	Handouts and/or items less than

				\$5.00
Learning Zone Xpress www.learningzonexpress.com		Topic reinforce handouts	Eng and Span	Handouts and/or items less than \$5.00
Positive Promotions www.positivepromotions.com		Topic reinforce handouts	Eng and Span	Handouts and/or items less than \$5.00
Nutrition Matters www.numatters.com			Eng and Span	Handouts and/or items less than \$5.00
Nasco Nutrition www.enasco.com/nutrition			Eng and Span	Handouts and/or items less than \$5.00

Development of New Educational Materials:

No new material development with SNAP-Ed funds are planned for FFY-2019-21, although we will modify approved materials to tailor to the SNAP-eligible and their family.

Evaluation Plans

Our project does not involve large-scale evaluation and only historical controls (e.g., previous Child Nutrition Program participation). Our team has secured funding from the Connecticut Child Health Development Institute as well as USDA Hatch to evaluate Projects 3 and 4.

Name: All Projects 1a, b; 2; 3 and 4 will be a part of our evaluation efforts

Type: Short-term outcome or impact assessment and process evaluation

Questions: See questions below

Approaches and Planned Use: We plan to share the findings with local stakeholders and use the results to improve our SNAP-Ed program effectiveness and to

Short and medium-term questions and outcomes within the SNAP Ed Evaluation Framework where appropriate:

1. Did our program recruit new sites to deliver nutrition education or new partnering organizations? (ST7: Partnerships)
2. Did any partnering school systems improve the healthy meal offerings at breakfast or lunch? (MT5: Nutrition Supports)
3. Did the participants state a willingness to change behaviors for obesity prevention? (post-test only) (ST1: Healthy Eating)

As part of our **short-term outcome evaluation**, we will assess willingness to change or reported change, including the following examples:

- Student, client or parent reported change in nutrition knowledge, change in preference ^{29,30,37}, self-efficacy, food safety practices as well as intent or motivation to change dietary and physical activity behaviors
- Working with the school lunch program directors to document participation in School Lunch/Breakfast Programs and increased selection of fruits/vegetables at school lunch ⁴². Working with teachers and via observation to document changes in preschoolers' consumption of vegetables at lunch
- Parent-reported motivation/anticipated behavior changes to increase purchasing and preparation of healthy foods
- Observed improvements in cooking/shopping skills of participants engaged in "hands-on" skill-building, and direct nutrition education lessons through validated instruments

Process evaluation to assess the effectiveness and continuous quality improvement (CQI) of our nutrition education to reach target audiences in an effective manner, we will utilize:

- Interviews with community partners and key informants (ST8: Multi-sector Partnerships and Planning)
- Coordination of nutrition education messages with food distribution, across programs, and with other professionals reaching the target audience (ST8: Multi-sector Partnerships and Planning)
- Coordination of nutrition education messages and foods available or distributed (ST1: Healthy Eating; ST7: Partnerships)
- Orientation and direct observation of volunteer paraprofessionals by registered dietitians/nutrition educators
- Group discussion, reflection, and feedback on nutrition education delivery between volunteer paraprofessionals, nutrition educators and community partners
- Network and sharing best practices with nutrition educators via the Academy of Nutrition and Dietetics, CT Academy of Nutrition and Dietetics, Cooperative Extension,

EFNEP, Food Corp, SNAP-Ed Connection and End Hunger, CT (ST8: Multi-sector Partnerships and Planning)

- Post-activity surveys conducted for select direct nutrition education activities to assure high level of satisfaction and quality of the activity (ST: Readiness and Capacity)
- Engagement of our nutrition education team within organizations that work toward obesity prevention for SNAP-Ed recipients and eligibles (ST: Readiness and Capacity)

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

UConn School and Family Project has consistently conducted process and short/medium term outcome evaluations toward stated SNAP Ed CT state goals, following SNAP-Ed evaluation guidelines (www.fns.usda.gov/sites/default/files/SNAPEDWavell_Guide.pdf).

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

Based on the SNAP Ed framework, our projects address the following components:

	Readiness and Capacity (Short Term)	Changes (Medium Term)	Effectiveness and Maintenance (Long Term)
Individual	Goals and Intentions: ST1: Healthy Eating ST2: Food Resource Management ST3: PA and Reduced Sedentary Behavior ST4: Food Safety *Addressed in educational workshops	Behavioral Changes: (same as left) Post survey documents willingness and motivation to change food and exercise habits	N/A
Environmental Settings	Organizational Motivators: ST5: Need and Readiness	Organizational Adoption and Promotion: Outreach to sites where SNAP recipients work, learn and shop (schools, grocery stores, community	N/A

	ST6: Champions	gardens, etc)	
	ST7: Partnerships	Cafeteria tastings and menu changes in the NSLP in part due to UCONN/Food Corps collaboration Grow Windham partnerships to increase access to fruits and veggies and local foods	
Sectors of Influence	Multi Sector Capacity: ST8: Multi-sector Partnerships and Planning MT11: Linkages between pediatrics and community activities for obesity prevention MT5: Nutrition Supports for Obesity Prevention MT8: Agriculture LT12: Food Systems	Grow Windham (and partners) Toddler Grant (healthy consistent messaging to Moms) Cooking Matters CCMC collaboration Food Corps Farmers Market/CSA; pantries; mobiles	

Coordination of Efforts

Team members from UConn School and Family consistently meet in person (or utilize electronic communications), with representatives from other Implementing Agencies (UConn Husky and University of Saint Joseph, USJ) to coordinate SNAP Education with large agencies that request assistance. Foodshare and CT Food Bank, for example, cover the entire 8 counties, but UConn School and Family delivers nutrition education at Foodshare mobiles only in Hartford and Tolland counties. USJ covers the other counties with CT Food Bank and for Foodshare sites that USJ would like to visit, there is close communication with our program to avoid overlap. Collaborative agreements with Husky Nutrition and the Department of Public Health have resulted in carefully controlled SNAP-Ed presence at preschool and WIC sites in the general Hartford area.

Template 3: SNAP-Ed Staffing Plan

Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalents (FTE), describe staff responsibilities as they relate to SNAP-Ed and note the funding amounts that will be paid by State and/or Federal funds. Add rows as needed.

Project Name: UConn School and Family SNAP-ED FFY 2019

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 Leader—Valerie Duffy, PhD, RD \$142,545 9-month base salary, 25.1% fringe	.0375 FTE (40 hrs/wk) (base + 3 mo. summer @ 47,515)	30%	70% (approaches 1 & 2)	\$8,916
Program Specialist—Tina Dugdale MS RN RD CD-N \$66,310 11-mth salary, 54.8% fringe	80% of 11-mo appointment (40 hrs/wk) or 0.733 FTE	5%	95% (approaches 1 & 2)	\$82,118
Nutrition Educator – hourly (Donna Zigmont RD CD-N) Spec. Payroll \$37/hr, 25.1% fringe	17 hrs/wk, 52 wks/yr; 0.49 FTE based on 35 hrs/wk full time	20%	80% (approaches 1 & 2)	\$40,918
Nutrition Educator – graduate student (Lindsey Fenn, RD) \$30.254/hr academic yr (19% fringe); \$30.74/hr summer (25.1% fringe)	780 hrs academic yr; 343 hrs in summer; 0.53 FTE based	5%	95% (approaches 1 & 2)	\$41,272
Nutrition Educator –grad student (Heidi Karner, RD) \$30.254/hr academic yr (19% fringe); \$30.74/hr summer (25.1% fringe)	390 hrs academic yr; 343 hrs in summer; 0.34 FTE	5%	95% (approaches 1 & 2)	\$27,231
Nutrition Educator –grad student (Sarah Chau, RD) \$30.254/hr academic yr (19% fringe); \$30.74/hr summer (25.1% fringe)	585 hrs academic yr; 343 hrs in summer; 0.44 FTE	5%	95% (approaches 1 & 2)	\$34,251

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
Student Laborer –grad student (TBA) 28.67/hr in the summer (4.1% fringe)	367 hrs in summer; 0.18 FTE	50	50	\$10,953
Student Laborer –undergrad student nutrition education assistant (TBA) 18/hr (4.1% fringe)	300 hrs; 0.14 FTE	5	95	\$5,622
			Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.	\$ 251,281

UConn School and Family SNAP-Ed Statement of Work/Job Duties

FFY19

Project Leader (Valerie Duffy, PhD, RD)—For 30%, management/administrative, responsible all year long for overseeing staff; fiscal monitoring; assures compliance of SNAP-Ed funding and procedures in accordance with UConn, State and Federal requirements. In 70% of time, guiding program planning, evaluation and reporting, program monitoring, and staff coordination.

Program Specialist (Tina Dugdale, MS, RDN, RN, CD-N)—For 95%, delivery of nutrition education programs, supervise nutrition paraprofessionals, cooking demonstrations, meeting with site contacts to set up programming. For 5% of time in management/administration, schedule activities, coordinate volunteer dietetics paraprofessionals (junior and senior undergraduate, dietetic interns, graduate students); review program reports on EARS, time and effort, accounting for travel, attending meetings with community partners, market programs, provide technical assistance and foster coordination and collaboration.

Nutrition Educator Special Payroll (Donna Zigmont, RD)— In 20% management/administration, responsible for purchasing of nutrition education materials, monitoring of budget, oversight of EARS administration, assisting in the preparation of project annual report. For 80% in direct nutrition education, delivery of nutrition education programs, mentor nutrition paraprofessionals, and engage in cooking demonstrations.

Nutrition Educator Graduate Student (Lindsay Fenn, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Nutrition Educator Graduate Student (Heidi Karner, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Nutrition Educator Graduate Student (Sarah Chau, RD)—For 95%, deliver nutrition education programs, mentor nutrition paraprofessionals, meet with site contacts to set up programming. For 5%, management/administrative duties, schedule activities, assist in monitoring volunteer dietetics paraprofessionals (undergraduates and dietetic interns); submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

Graduate Student Laborer (TBA)–50% administrative duties including managing the EARS database program and 50% for SNAP-Ed time on SNAP-Ed delivery maintaining our Website and web-based survey assessment.

Undergraduate Student Laborer, nutrition education assistant (TBA)– A professional masters student will be hired as a summer nutrition educator for 95% to deliver nutrition education programs and conduct cooking demonstrations as well as assist in program evaluation and maintaining nutrition education materials/supplies. For 5%, submit program reports on EARS; program evaluation, time and effort, accounting for travel, attending meetings.

DIRECT PROGRAM STAFF – Fiscal Year 2019 (Carry-over included)**(a) Program Salaries**

<u>Position/Name</u>	<u>Annual Salary</u>	<u>No. of Persons</u>	<u>% funded in this contract (FTE)</u>	<u>Salary</u>
Project Leader/Duffy	\$ 142,545 at 9-month base + 3 months summer	1	3.75%	\$ 7,127
Program Specialist/Dugdale	\$66,310 11 month	1	80%	\$53,048
Nutrition Educator/Zigmont (hourly)	\$37/hour	1	49% 17 hr/wk, 52 wk/yr	\$32,708
Nutrition Educator – Graduate Student/Lindsay Fenn	\$47,439	1	100% Academic (20 hrs/week); 66% summer	\$34,142
Nutrition Educator – Graduate Student/Heidi Karner	\$47,439	1	50% Academic (10 hrs/week); 66% summer	\$22,343
Nutrition Educator – Graduate Student/Sarah Chau	\$47,439	1	75% Academic (15 hrs/week); 66% summer	\$28,242
TBA Grad student laborer	\$28.67/hour	1	18% (367 hours)	\$10,522
TBA Undergrad student laborer	\$18/hour		14% (300 hours)	\$5,400
Total program Salary amount from section (a)				\$193,532

b) Program Fringe Benefits

<u>Position/Name</u>	<u>Fringe %</u>	<u>Total Fringe</u>
Project Leader/Duffy	25.1%	\$1,789
Program Specialist/Dugdale	54.8%	\$29,070
Nutrition Educator/Zigmont (hourly)	25.1%	\$8,210
Nutrition Educator – Graduate Student/ Lindsay Fenn	19.0% AY; 25.1% Summer;	\$4,484+2,646 =\$7,130
Nutrition Educator – Graduate Student/ Heidi Karner	19.0% AY; 25.1% Summer;	\$2,242+2,646 =\$4,888
Nutrition Educator – Graduate Student/ Sarah Chau	19.0% AY; 25.1% Summer;	\$3,363+2,646 =\$6,009
TBA Grad student laborer	4.1%	\$431
TBA Undergrad student laborer	4.1%	\$222
Total Fringe amount combined from section (b)		\$ 57,749

Total Program Salary (total amount from section (a) & (b) combined) \$ 251,281

Template 4: SNAP-Ed Budget Information by Project

Section A. Budget Summary for Sub-Grantee

Contracts/Grants/Agreements for nutrition education services:

Name of sub-grantee:

The University of Connecticut, Department of Allied Health Sciences: Supplemental Nutrition Assistance Program - Education: UConn School & Family-based SNAP-Ed Services Project

Total Federal funding, grant:

\$44,294 carry-in + \$296,152 (yr 1), and \$288,822 (yr 2 and 3) for \$918,090 in total

Description of services and/or products:

This project includes multi-level interventions with complementary organizational and institutional level approaches for nutrition education and obesity prevention in SNAP eligible and recipient school-aged children and their families (mostly women) primarily in Tolland, Windham, New London, New Haven and Hartford counties, including the towns of Bristol, East Hartford, Enfield, Hartford, Manchester, Meriden, Middletown, New Britain, Norwich, Tolland, Willimantic, Waterbury, West Hartford, Windsor, and targeted towns in these counties covered by Food Share Mobiles. We leverage a large group of nutrition education volunteer paraprofessionals to assist in the delivery of direct and indirect nutrition education.

Cost of specific services and/or products:

The total cost of the project is \$918,090, including \$340,446 for year 1, \$288,822 for year 2, and \$288,822 for year 3 as outlined in Template 4B and 4C from October 1, 2018 to September 30, 2021.

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: UConn School and Family SNAP-ED

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	34,076	217,205	
Contracts/Sub-Grants/Agreements	0	0	
Non-Capital Equipment/Supplies	0	2,461	
Materials	539	11,742	
Travel	539	3,633	
Building/Space	0	0	
Maintenance	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs	35,154	235,041	0
Indirect Costs (Indirect Cost Rate=26%)	9,140	61,111	
Total Federal Funds	44,294	\$296,152	Leave blank
Estimated Funds Carry-over from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: _____

Date: _____

Budget narrative: \$44,294 carry-in + \$296,152 = \$340,446

Salary/Benefits: \$34,067 + \$217,205 = \$251,281

- RD Project Leader—.0375 FTE based on 40 hours/week (1 person/fringe rate 25.1%).
- RD Program Specialist—.73 FTE based on 40 hours/week (1 person/fringe rate 54.8%).
- RD Nutrition Educator (special payroll, hourly)—.49 FTE based on 35 hours/week (1 person/fringe rate 25.1%).
- RD Nutrition Educator (graduate student)—.53 FTE based on 40 hours/week [20 hours/week during 9-month academic year (19% fringe) and 343 hours in the 3 summer months (25.1% fringe)].
- RD Nutrition Educator (graduate student)—.34 FTE based on 40 hours/week [20 hours/week during 9-month academic year (19% fringe) and 343 hours in the 3 summer months (25.1% fringe)].
- RD Nutrition Educator (graduate student)—.44 FTE based on 40 hours/week [20 hours/week during 9-month academic year (19% fringe) and 343 hours in the 3 summer months (25.1% fringe)].
- Graduate student laborer—.18 FTE based on 40 hours/week (4.1% fringe).
- Undergraduate student nutrition education assistant—.14 FTE based on 40 hours/week (4.1% fringe).

Contracts/Sub-Grants/Agreements: \$0

Non-capital equipment/supplies: \$2,461

Supplies for conducting nutrition education, copy charges, postage and office management. This includes: software/minor equipment \$1,200, Printing \$533, Postage \$20, Program Supplies \$400, and Training \$308.

Materials: \$12,281

Purchase and reproduction of nutrition education materials including ink toner and paper, curricula, handouts for direct nutrition education programming, food for sampling/tastings and nutrition education reinforcements costing less than \$5.00 each. Most nutrition education materials (handouts, recipes, tip sheets, etc.) will be reproducible in small orders within the Department of Allied Health Sciences (≤ 200 copies; B&W @ .023/copy or color @ .07/copy) or at UConn Document Production (> 200 copies; B&W @ .08 and color @ .40 per double-sided copy) to keep project costs down. We will utilize appropriate free materials when possible.

Nutrition Education materials to provide clients/families

Direct contacts—Budgeted at \$.40/contact or \$2,083

Indirect contacts—Budgeted at \$.09/contact or \$2,349

Nutrition Education for demonstrations and presentations

\$1,539 (Plates with MyPlate graphic, MyPlate banners for tastings and other nutrition education activities, MyPlate tear-off pads (English and Spanish), MyPlate bingo game);

limited Number of New NASCO food models

Program reinforcements (e.g., cutting board, vegetable brush, magnetic grocery pad, sticker) - \$5,000 (2,500 clients * 2.00/client)

Food for demonstrations and tastings: \$1,310 (Food - \$1000; Food service utensils and supplies, as needed, for tastings and cooking demonstrations - \$310)

Travel: In-State Travel: \$4,172 (see justification on Template 4C); \$0 Out-of-State Travel

Building space: \$0

Maintenance: \$0

Equipment and other capital expenditures: \$0

Total direct costs: \$ 35,154 + \$ 235,041 = \$ 270,195

Total indirect costs: \$ 9,140 + 61,111 = 70,251 (26%)

Total federal funds: \$44,294 + 296,152 = \$340,446

Estimated funds carry-over from current FY to next FY: \$35,000

Section C. Travel

In-State Travel: \$539 + \$3633 = \$4,172

Travel Purpose:

Travel is primarily for nutrition education staff to deliver nutrition education programs where SNAP recipients live and work, making them accessible and convenient. Program leaders meet periodically with collaborators and community agencies to consolidate efforts and target the audience most effectively.

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

Travel in addition to direct delivery of nutrition education will be to meet with community partners, market programs, provide technical assistance and foster coordination and collaboration. (1) Project Leader and (4) part-time staff (other than volunteers) and up to 45 volunteer dietetics paraprofessionals (junior and senior undergraduates and dietetic interns) will conduct in-state travel for this project. Travel is charged only if the amount of mileage exceeds that from traveling to and from work or if travel is from the workplace. Only the Project Leader and (4) part-time staff will be reimbursed for travel expenses. Volunteers may be paid for parking charges. All in-state travel is conducted with private vehicles; car-pooling is encouraged.

Number of staff traveling:

(4) part-time staff will be reimbursed for travel. Programming can run 6 days per week (Monday-Saturday) over 12 months per year.

Cost of travel for this purpose: \$34 in parking fees plus mileage \$4,138

Area Traveled	Round Trip	# of Weeks	# Per week	Staff	Total
Windham County	14	14	1	1	196
New London County	65	12	1	1	780
New Britain/Bristol	69	14	1	1	966
Hartford County	52	40	2	1	4160
Tolland County	20	14	1	1	280
Waterbury	110	11	1	1	1210
				Total Mileage	7,592
				Cost @.545 /mi	\$4,138

Total In-State Travel Cost: \$4,172

Out-of-State Travel: \$0

Template 4: SNAP-Ed Budget Information by Project

Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection.

Federal Fiscal Year: 2019

State: Connecticut

Sub-grantee Name: UConn School and Family SNAP-ED

Expenses	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits	34,076	217,205	
Contracts/Sub-Grants/Agreements	0	0	
Non-Capital Equipment/Supplies	0	2,461	
Materials	539	11,742	
Travel	539	3,633	
Building/Space	0	0	
Maintenance	0	0	
Equipment and Other Capital Expenditures	0	0	
Total Direct Costs	35,154	235,041	0
Indirect Costs (Indirect Cost Rate=26%)	9,140	61,111	
Total Federal Funds	44,294	\$296,152	
Estimated Funds Carry-over from Current FY to Next FY, if any			

Signature of Responsible Official: Jim Arnold
 Date: 3/12/19

DSS Travel In and Out Travel Cost

Section C. Travel – estimated travel for FFY2019

In-State Travel

Travel Purpose: CT, Department of Social Services (DSS) has 6 contractors who conduct SNAP Ed activities throughout CT. Two activities to be monitored per contractor. The activities that are monitored by the SNAP Ed team are changed yearly, unless an activity is determined to be At risk, it is monitored again the following year.

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

We have not selected which activities we will be monitoring for FFY19. All the activities that we monitor are in CT. Below is an estimate of anticipated activity that will be monitored multiplied by 12.

Number of staff traveling:

3 DSS staff-SNAP Public Assistance Consultants

Cost of travel for this purpose

12 Monitoring reviews = 12x33 miles round trip x \$.545/miles=\$215.82 rounded up
\$216.00

Out-of-State Travel:

Travel Purpose: We anticipate attending the 2019 Annual Conference Society for Nutrition Education and Behavior (SNEB) July 27-30 2019 in Orlando Florida. It is an international community of professionals actively involved in nutrition education and health promotion. The conference provides forums for sharing innovative strategies for nutrition education, and disseminating research findings. Specifically, this is also an opportunity to meet nationwide SNAP-Ed coordinators as well as an opportunity for sharing of information and experiences in program implementation.

Travel destination (city and State):

Orlando, Florida

Number of staff traveling:

2

Cost of travel for this purpose:

\$4,253.00-This amount is anticipated to be used for 2 staff to attend this conference. This is to cover the following expenses:

Registration fee=\$540.00x2= \$1080.00

4 nights lodging=\$215.00x4x2=\$1720.00

Transportation Airfare=\$350.00x2=\$700.00

Bags=\$50.00x2=\$100.00

Meals= \$183.00x2=\$366.00

**Transportation to site, to and from airport and travel cost (mileage) to airport
143.50x2=287.00**

\$4,253.00

Total in and out of state travel = \$4,469.00

Appendices

Appendix A-Indirect Cost Rate Letters and Fringe Information

Department of Public Health

Hispanic Health Council

University of Connecticut-Food Security and Husky Sport

University of Connecticut Health Husky Nutrition Programs

UConn University of CT-School & Family & Budget and Costing Guide

STATE OF CONNECTICUT
DEPARTMENT OF PUBLIC HEALTH



Michael Pino, M.D., M.P.H.
Commissioner

Dannel P. Malloy
Governor
Nancy Wyman
Lt. Governor

From: *Abdi H. Elmi, Chief Fiscal Officer*
Subject: Fringe & Indirect Rate for State Fiscal Year 2018
Date: August 10, 2017

FISCAL MEMORANDUM

No. 18-01

Below please find the estimated fringe rates for grants for State Fiscal Year 2018. The rates below are to be used when actual rates are unknown as (s) applicable with newly proposed positions. Actual fringe rates should be used for existing (known) positions. These estimates should be used for planning purposes only.

1. Department of Public Health
Fringe Benefit Rate Estimate
For Fiscal Year 2018 (July 1, 2017 – June 30, 2018)

50410 Life Insurance	11%
50420 Medical Insurance	22.66%
50430 Unemployment Compensation	2.6%
50441 FICA	6.20%
50442 Medicare	1.45%
50471 Regular Employee Retirement	63.41%
Estimated Fringe Benefit Rate	94.09%

2. The Indirect Rate is: 40%



Phone: (860) 509-XXXX • Fax: (860) 509-XXXX
410 Capitol Avenue, P.O. Box 540308
Hartford, Connecticut 06154-0308
www.ct.gov/dph
Affirmative Action/Equal Opportunity Employer



Project 1-Department of Public Health

STATE AND LOCAL GOVERNMENTS RATE AGREEMENT

EIN: 1066000798A9

DATE:06/14/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 07/17/2012

State of Connecticut
 Department of Public Health
 410 Capitol Avenue, P.O.Box 340308
 Hartford, CT 06134-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES, FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE (%)	LOCATION	APPLICABLE TO
PRED.	07/01/2016	06/30/2020	40.00	All	(1)
FIXED	07/01/2016	06/30/2020	40.00	All	(2)
PROV.	07/01/2020	06/30/2022	40.00	All	(1)
PROV.	07/01/2020	06/30/2022	40.00	All	(2)

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

- (1) Applicable to all programs except Federal contracts
 (2) Applicable to Federal contracts

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Accrued vacation and sick leave pay at retirement are not part of the normal cost for salaries and wages. These costs are included in the organization's indirect cost rate.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit effective July 1, 2015.

Your next proposal based on actual costs for the fiscal year ending 6/30/19 is due in our office by 12/31/19.

- (1) Applicable to all programs except Federal contracts.
- (2) Applicable to Federal contracts.

SECTION III: GENERAL

A. APPLICATION:

The terms in this Agreement are subject to any statutory or administrative limitation that apply to a given grant, contract or other agreement, and to the extent that such applicable limitations of the State are enacted or the following conditions: (i) Only costs incurred by the organization were included in the indirect cost just as finally approved; such costs are legal obligations of the organization and are allowable under the governing cost principles; (ii) The same costs that have been received as indirect costs are not claimed as direct costs; (iii) Similar types of costs have been included in indirect accounting previously; and (iv) The instructions provided by the organization which are used to calculate the rates in our later found to be materially incomplete or inaccurate by the State's Government. In such instances the rates will be subject to renegotiation at the discretion of the federal government.

B. ACCOUNTING METHODS:

This Agreement is based on the accounting system supported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the recipient agency. Such changes include, but are not limited to, changes in the charges of a particular type of cost item, indirect to direct, failure to obtain approval by prior notification.

C. ESTIMATION:

If a time rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future period to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE OF OTHER FEDERAL AGREEMENTS:

The costs in this Agreement were approved in accordance with the authority of Title 2 of the Code of Federal Regulations Part 201 (2 CFR 201), and should be applied to grants, contracts and other agreements covered by 2 CFR 210, subject to any limitations of a grant. The organization may provide copies of the Agreement to other Federal Agencies to give their early notification of the Agreement.

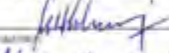
E. OTHER:

If any federal contract, grant or other agreement or arrangement contains a provision that the approved funding in this Agreement, the organization should (i) credit such costs to the affected program, and (ii) apply the approved rate to the appropriate base to identify the proper amount of indirect costs relative to these programs.

BY THE ORGANIZATION:

Head of Connecticut Department of Public Health

DATE:


Abdi H. Elmi

Chief Fiscal Officer (CFO)

6-29-16

BY HEAD OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

AGENCY:

Darryl W. Mayes - A

DATE:

Darryl W. Mayes

NAME:

Deputy Director, Cost Allocation Division

TITLE:

DATE:

STATE:

OFF REPRESENTATIVE: Council Moore

Telephone: (202) 264-2989

Phone: (860) 509-xxxx - Fax: (860) 509-xxxx
 410 Capitol Avenue, P.O. Box 340308
 Hartford, Connecticut 06134-0308 www.ct.gov/dph



Connecticut Department of Public Health – Preschool, Families, and Community Project

As instructed by DPH management in Fiscal Memorandum No. 18-01, we are using the actual fringe rate for each employee (when known). The breakdown of fringe benefits for each employee is as follows:

	Nutrition Coordinator/ Educator: Idamaris Rodriguez	Program Nutrition Consultant: Jennifer Vinci	Nutrition Educator Assistant: Amor Gamara-Gross
50410 Life Insurance	0.21%	0.24%	0%
50420 Medical Insurance	37.91%	33.76%	0%
50430 Unemployment Compensation	0.25%	0.25%	0.29%
50441 FICA	5.70%	5.64%	7.24%
50442 Medicare	1.33%	1.32%	1.69%
50471 Regular Employee Retirement	57.82%	56.85%	68.14%
Total Fringe Benefit Rate	103.22%	98.06%	77.36%

Project 3-Hispanic Health Council

NONPROFIT RATE AGREEMENT

EIN: 061018979

DATE: 07/31/2017

ORGANIZATION:

FILING REF.: The preceding

Hispanic Health Council, Inc.

agreement was dated

175 Main Street

01/28/2014

Hartford, CT 06106-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2016	06/30/2017	25.00	On-Site	All Programs
PRED.	07/01/2017	06/30/2019	25.00	On-Site	All Programs
PROV.	07/01/2019	06/30/2021	25.00	On-Site	All Programs

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$2,500 or more per unit.

* Your next indirect cost proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Hispanic Health Council, Inc.
AGREEMENT DATE: 7/31/2017

SECTION III: GENERAL

A. LIMITATIONS.

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) the same costs that have been treated as indirect costs are not claimed as direct costs; (3) similar types of costs have been accounted consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES.

This Agreement is based on the accounting system purporting by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES.

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES.

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (29 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER.

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rates in this Agreement, the organization should (1) credit such costs to the affected program, and (2) apply the approved rates to the appropriate base to identify the proper amount of indirect costs allocable to those programs.

BY THE INSTITUTION:

Hispanic Health Council, Inc.

IDENTIFICATION

Darryl W. Mayes

SIGNATURE

Larry W. Lewis

NAME

Finance Director

TITLE

8/11/17

DATE

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes

-S

SIGNATURE

Darryl W. Mayes

NAME

Deputy Director, Cost Allocation Services

TITLE

7/31/2017

DATE

WHS REPRESENTATIVE: Michael Stanco

Telephone: (202) 264-2069

FRINGE BENEFITS RATES FOR FISCAL YEAR 2019

Under Hispanic Health Council, Inc. fringe benefits must be paid for hours worked for all permanent full-time and part-time employees.

The fringe benefit rate is calculated by the development of a pool of fringe benefit costs (the numerator) and of a salary and wage base (denominator). The pool consists of costs for the benefits provided to employees. A fringe benefit rate is developed by dividing the cost pool by the base; this rate represents the percentage that must be multiplied by employees' salaries and wages expended by sponsored grants.

The fringe benefit costs included in the rate are: FICA, Worker's Compensation, medical and dental plan, vision plan, unemployment insurance, and life insurance.

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, and contracts as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences. Unpaid leave are not charged to grants and contracts.

Full-time employees benefit rate is based on 30 or more hour work week for all eligible employees at 31%, as follows:

Component	Rate
FICA	7.65%
CT State Unemployment Insurance	6.8%
Worker's Compensation	1.2%
Life Insurance	0.1%
Health Insurance	15.25%
Total	31.00%

Health insurance includes: medical, dental and vision insurance.

Part-time employees benefit rate is based on less than 30-hour work week for all eligible employees at 13%, as follows:

Component	Rate
FICA	7.65%
CT State Unemployment Insurance	4.05%
Workers' Compensation	1.2%
Life Insurance	0.1%
Total	13.00%

The approved fringe benefits rates must be used in all applications that request salary support for Fiscal Year 2019 until amended.

Project 2 and 5-UConn Food Security and Husky Sport



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Division
Cost Allocation Services

26 Federal Plaza, Room 346
New York, NY 10278
PHONE: (212) 264-2948
FAX: (212) 264-8478
EMAIL: CASH-NY@psh.state.ct.us

June 18, 2018

Mr. Charles Eaton, Controller
University of Connecticut
343 Mansfield Road, Unit 1074
Storrs, CT 06269-1074

Dear Mr. Eaton:

A negotiation agreement is being sent to you for signature. This agreement reflects an understanding reached between your institution and a member of my staff concerning the rates or amounts that may be used to support your claim for costs on grants and contracts with the Federal Government. The agreement must be signed by a duly authorized representative of your institution and emailed to me; retain a copy for your file. Our email address is cas-nys@psh.hhs.gov. We will reproduce and distribute the agreement to awarding agencies of the Federal Government for their use.

Requirements for adjustments to costs claimed under Federal Grants and Contracts resulting from this negotiation are dependent upon the type of rate contained in the negotiation agreement. Information relating to these requirements is enclosed.

In consideration of this negotiation, the following was agreed to:

1. The carry-forward under-recovery of \$358,432 resulting from the settlement of your actual Professional fringe benefit rate for fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2019.
2. The carry-forward under-recovery of \$50,860 resulting from the settlement of your actual Faculty fringe benefit rate for fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2019.
3. The carry-forward over-recovery of \$(884,784) resulting from the settlement of your actual Graduate Assistant's fringe benefit rate for fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rates for fiscal years ending June 30, 2019 \$(221,196) and June 30, 2021 \$(663,588).
4. The carry-forward under-recovery of \$555,095 resulting from the settlement of your actual Special Payroll fringe benefit rate for fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rate for fiscal years ending June 30, 2019 \$135,969 and June 30, 2021 \$419,996.
5. The carry-forward over-recovery of \$(412) resulting from the settlement of your actual Student Labor fringe benefit rate for fiscal year ended June 30, 2017 will be taken into consideration in computing the actual fringe benefit rate for your fiscal year ending June 30, 2019.
6. Your fringe benefit proposal for your fiscal year ending June 30, 2018 will be due by December 31, 2018.

In addition, please acknowledge your concurrence with the comments and conditions cited above by

Mr. Charles Eaton

-2-

June 14, 2018

signing this letter in the space provided below and returning it to me via email, along with the enclosed negotiation agreement.

Sincerely,

Darryl W. Mayes -S

Darryl W. Mayes
Deputy Director
Cost Allocation Services

Enclosures

Concurrence:

 Charles Eaton

Name



Title

6/21/18

Date

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***BASE**

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Connecticut
AGREEMENT DATE: 6/14/2018

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(\$)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2018	6/30/2019	72.00	All	Professional
FIXED	7/1/2018	6/30/2019	54.80	All	Faculty
FIXED	7/1/2018	6/30/2019	19.00	All	Graduate Assistants
FIXED	7/1/2018	6/30/2019	25.10	All	Special Payroll
FIXED	7/1/2018	6/30/2019	4.10	All	Student Labor
PROV.	7/1/2019	Until amended	68.60	All	Professional
PROV.	7/1/2019	Until amended	53.90	All	Faculty
PROV.	7/1/2019	Until amended	20.50	All	Graduate Assistants
PROV.	7/1/2019	Until amended	23.90	All	Special Payroll
PROV.	7/1/2019	Until amended	4.20	All	Student Labor

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

ORGANIZATION: University of Connecticut
AGREEMENT DATE: 6/14/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

ORGANIZATION: University of Connecticut
AGREEMENT DATE: 6/14/2018

(1) For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

(2) The Fringe Benefit rates include the following: Pension, Unemployment Compensation, Worker's Compensation, Health Services, Group Life Insurance, Social Security, and Medical Insurance.

(3) The following is a list of the locations to which the On-Campus indirect cost rate is applicable to:

Storrs - Main Campus
Greater Hartford Campus:
Hartford Branch
School of Law
School of Social Work
School of Insurance
Institute of Public Services

Southeastern Location:
Groton, CT
Southeastern Branch
Marine Services Institute

Waterbury Branch, Torrington Branch, Stamford Branch

(4) Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

(5) A fringe benefit proposal based on actual costs for the fiscal year ending June 30, 2018 is due by December 31, 2018. A Facilities & Administrative cost proposal based on actual costs for the fiscal year ending June 30, 2019 is due by December 31, 2019.

SECTION III: GENERAL

A. INTENTIONS.

The terms in this Agreement are subject to any authority or administrative regulations that apply to a given period, unless an other agreement, only to the extent that such are conflict. Notwithstanding the terms of any other agreement, the following modifications: (i) only terms included by the organization were included in its facilities and administrative costs, as finally adopted; such terms are legal obligations of the organization and not enforceable under the governing laws; (ii) the same terms that have been treated as facilities and administrative costs are not treated as direct costs; (iii) similar types of costs have been assigned consistent accounting treatment; and (iv) the information provided by the organization shall not be used to establish the price is not later found to be materially incomplete or inaccurate for the financial statements. In such situations the price will be subject to investigation at the discretion of the Federal Government.

B. ACCOUNTING SYSTEM.

This Agreement is based on the accounting system reported by the organization to be in effect during the Agreement period. Changes to the nature of accounting for costs which affect the amount of reimbursement, including the use of this Agreement, require prior approval of the authorized representatives of the complainant agency. Such changes include but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct, failure to obtain approval may result in cost disallowances.

C. FUND COSTS.

If a fund cost is in this Agreement, it is based on an estimate of the cost (the price) provided to the cost. When the actual costs for this period are determined, an adjustment will be made to a fund cost if a price variance is computed for the difference between the costs used to establish the fund cost and actual costs.

D. USE OF FEDERAL FUNDS.

The terms in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 201 of CFR 201, and should be applied to grants, contracts and other agreements covered by 2 CFR 201, subject to any limitations in a grant. The complainant may provide notice of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER.

If any other contract, grant or other agreement is in effect relating facilities and administrative costs by a means other than the approved format in this Agreement, the organization should (i) comply with costs in the affected programs, and (ii) apply the approved format to the applicable base to directly the proper amount of facilities and administrative costs if there is a change in these programs.

BY THE INSTITUTION:

University of Connecticut

SIGNATURE:



DATE:

Charles Eaton

TITLE:

Controller

DATE:

5/21/18

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

SIGNATURE:

Darryl W. Mayes - S

DATE:

Darryl W. Mayes

TITLE:

Deputy Director, Cost Accounting Division

DATE:

5/21/18

DATE:

U.S. REPRESENTATIVE: Michael Leonard

Telephone: (202) 266-2248

Project 4-University of Connecticut Health Husky Nutrition Programs

SUBJECT: Indirect Cost (F&A) Rates

The UConn Health and the Department of Health and Human Services recently completed the negotiation of the University’s Facilities and Administrative (F&A) Rate Agreement covering fiscal years 2018 through 2021.

Budgeting instructions have been updated on the Office of the Vice President for Research Sponsored Programs Services [website](#) and are also summarized here:

- Current awards will remain at their existing F&A rate until competitively renewed.
- There will be no impact on direct costs for any proposals that are pending or that are awarded at the old F&A rates. (Those rates would be honored in cases where using the new rates would result in a reduction of direct costs which also includes capped funding mechanisms such the NIH “P” awards).
- Proposals submitted to Sponsored Program Services (SPS) on or before July 9, 2018 may be submitted using the former F&A rates.
- Pending proposals will be grandfathered at the proposed rate at time of award in all cases where re-budgeting to support the new rate would reduce the amount of direct costs.
- Proposals submitted to SPS after July 9th must be budgeted in accordance with the new rates.

Rate Type	Existing Awards, and Grandfathered Proposal Budgets	July 1, 2018 – June 30, 2019	July 1, 2019 – until amended
On-campus research	59.5%	62.5%	64%
Off-Campus	26%	26%	26%
Other Sponsored Programs	39%	38%	38%
On-Campus Instruction	49%	54%	54%

Notes:

1. For budget periods that extend beyond FY21, continue to use the FY21 rates.
2. For research proposals with start dates before 7/1/19, a pro-rated rate should be used for the first budget period. Your SPS project officer can assist you with this calculation

Please contact Paul Hudobenko hudobenko@uconn.edu (860) 679-3951 with any questions or concerns related to proposal submissions or existing awards.



Office of the Vice President for
Research

BUDGETING & COSTING GUIDE

Salaries & Fringe Benefits

- † A 5% annual increase is recommended and should be applied to personnel salary projections for future budget years for all sponsors except NIH.
- † A 3% annual increase is recommended and should be applied to personnel salary projections for future budget years for NIH.
- † A 3% annual increase is recommended and should be applied to graduate assistant stipends for future budget years for all sponsors.
- † The Sponsored Program rates provided below are consistent with the current Cost Indirect Cost Rate Agreement (http://content.research.uconn.edu/pdf/storm/sps/presaward/F_A_RateAgreement.pdf) and negotiations with the Department of Health and Human Services, and the University's standard projected fringe benefit increases for future budget years. Please see information from the Controller regarding Fiscal 2019 Approved Sponsored Fringe Rates (<http://dailydigest.uconn.edu/publicEmailSingleStoryView.php?id=107138&cid=24&iid=3280>). The Sponsored Program rates should be used when developing sponsor paid budgets.
- † The University rates provided below should be used when developing cost share budgets.

Sponsored Program Fringe Benefits Rates and Projections (%)[†]

Description	FY18	FY19	FY20*	FY21*	FY22*
Faculty	55.6	54.8	56.0	57.0	58.0
Professional/Classified	67.3	72.0	73.8	75.0	76.0
Special Payroll ²	25.3	25.1	28.7	30.0	31.0
Post Docs	19.3	19.0	19.8	21.0	22.0
Graduate Assistant, Acad. Year	19.3	19.0	19.8	21.0	22.0

Student Labor	37	41	43	44	45
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1. Rates refer to grant funding sources only. See the Budget and Planning website (<http://www.budget.uconn.edu>) for non-grant rates.
 2. Examples: Summer faculty, other state agency employees, state retirees, summer grad students
- * FY20 – FY22 rates shown are projected estimates for budgeting purposes only

University Fringe Benefits Rates and Projections (%)

Description	FY18	FY19	FY20	FY21	FY22
Faculty	49.0	49.9	51.9	53.9	55.9
Professional	65.0	65.6	67.6	69.6	71.6
Classified	96.2	96.4	98.4	98.4	98.4
Special Payroll	23.6	23.6	25.6	27.6	29.6
Post Docs	29.5	33.3	35.3	37.3	39.3
Graduate Assistant, Acad. Year	18.0	18.0	20.0	22.0	24.0
Student Labor	0.0	0.0	0.0	0.0	0.0

Graduate Assistant Stipends

A full time graduate assistant devotes one-half time to studies (approximately 20 hours per week) and one half-time to graduate assistant duties. During the summer, graduate assistants are put on special payroll and can work 40 hours per week. The summer stipend, below, utilizes the published rates and can be used as a tool for budgeting summer salary. The department sets the pay rates for summer employment. Refer to the Graduate School website (<http://grad.uconn.edu/policies-and-procedures/>) for additional information regarding graduate assistants. If applying for an individual fellowship or training grant from NIH, refer to the NRSA requirements (<http://grants.nih.gov/grants/guide/notice-files/NOT-OD-16-062.html>) for stipend, tuition, and institutional allowance.

Graduate Assistant Stipends

Estimates for Proposal Development Only[†]

Calendar	Academic	Summer	Summer	Bi-Weekly
50%	50%	3 Months	3 Months	Pay Periods
(20 Hrs)	(20 Hrs)	(20 Hrs)	(40 Hrs)	

Stipends for Academic Year August 2017 – May 2018

LEVEL I	\$30,547	\$22,910	\$7,755	\$15,510	\$1,774.89
LEVEL II	\$32,143	\$24,107	\$8,159	\$16,318	\$1,236.27
LEVEL III	\$35,736	\$26,802	\$9,071	\$18,142	\$1,374.47

Stipends for Academic Year August 2018 – May 2019 (3% projected increase)

LEVEL I	\$31,463	\$23,598	\$7,988	\$15,976	\$1,210.13
LEVEL II	\$33,107	\$24,830	\$8,404	\$16,808	\$1,273.36
LEVEL III	\$36,808	\$27,606	\$9,343	\$18,687	\$1,415.70

Stipends for Academic Year August 2019 – May 2020 (3% projected increase)

LEVEL I	\$32,407	\$24,305	\$8,228	\$16,455	\$1,246.44
LEVEL II	\$34,101	\$25,575	\$8,656	\$17,312	\$1,311.56
LEVEL III	\$37,912	\$28,434	\$9,624	\$19,247	\$1,458.17

Graduate Assistant Stipend Level Description:

- 1 LEVEL I – Graduate assistant with at least a baccalaureate degree.
- 1 LEVEL II – Experienced graduate assistant with at least the master's degree or its equivalent in the field of graduate study. (Equivalency consists of 24 credits of appropriate course work beyond the baccalaureate, together with admission to a Ph.D. Program).
- 1 LEVEL III – For student with experience as graduate assistants who have at least the master's degree or its equivalent and who have passed the general examination for the Ph.D.

† Please refer to the Payroll website (http://payroll.ucorn.edu/PY/far_departments/graduate.html) for updated stipend information.

Actual Semester Dates. (The months of June, July & August should be used for budgeting purposes for the summer period)

- 1 2017 – 2018
 - 1 Full Academic Year: 08/23/17-05/22/18; 19.5 Pay Periods x Bi-Weekly \$ = Offer Amt.
 - 1 Fall Semester: 08/23/17-01/05/18; 9.8 Pay Periods x Bi-Weekly \$ = Offer Amt.
 - 1 Spring Semester: 01/05/18-05/22/18; 9.8 Pay Periods x Bi-Weekly \$ = Offer Amt.
 - 1 Spring Continuation: 01/05/18-05/22/18; 9.7 Pay Periods x Bi-Weekly \$ = Offer Amt.
- 1 The 12-Month Stipend is not to be used in the offer letter.
- 1 You cannot arrive at the full academic year stipend by doubling the stipend paid for one semester.
- 1 Summer Stipend based on continuation dates 6.5 pay periods.

Post Doctoral Fellow Stipends

- 1 Below are the current National Research Service Award (NRSA) Post Doctoral Fellow stipend levels that should be taken into consideration when preparing your proposal budget. These stipend levels must be used when applying to the NRSA for support. Stipend levels can also be found on the NIH website (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-175.html>).

4/15/18 10:40

- Use of the stipend level which is consistent with the intended postdoctoral years of experience is recommended for use with other support sources, however, in accordance with University policy (<http://policy.uconn.edu/2011/05/31/post-doctoral-trainees-and-fellows-graduate-school-policy-on/>), the stipend level must at least be equal to the minimum NRSA rate.
- For more information, visit the Graduate School Post Doc Policies (<http://grad.uconn.edu/postdoctoral-scholars/policies-benefits/>).

Years of Experience	Stipend
0	\$48,432
1	\$48,804
2	\$49,188
3	\$51,324
4	\$53,184
5	\$55,308
6	\$57,528
7+	\$59,736

Student Labor Pay Scale

Student Labor and Work-Study are paid based on an established pay scale determined by the Office of Student Employment (<http://studentjobs.uconn.edu/>). The rate of pay for a position is based on the skills and level of experience required for the position, regardless of whether earnings are paid through the work-study or student labor payrolls. The pay rate is determined by the hiring supervisor and is subject to approval by the student employment staff in the Office of Student Financial Aid Services (<http://financialaid.uconn.edu/>).

Student Labor/Work Study Pay Scale

Class	Requirement	Pay Rate
I	The position does not require a specific degree of skill or prior work experience.	\$10.10
II	The position requires a reasonable degree of skill, prior experience and a fair amount of responsibility.	\$10.25 – \$11.45

III	The position requires a high degree of skill and entails an extensive amount of responsibility.	\$11.50 – \$13.45
IV	The position requires advanced skill, market/environmental demand, knowledge and/or training in a scientific, academic or specialized study.	\$13.50 – \$28.80

NIH Salary Cap

Effective January 7, 2018, the NIH salary limitation for Executive Level 2 was increased to \$189,600. For additional information, please refer to NIH Notice: NOT-OD-18-137 (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-137.html>). Note this salary cap applies to all all DHHS agencies (<http://www.hhs.gov/about/agencies/orgchart/index.html>).

Facilities and Administration (F&A) Rates

- * Proposals submitted to Sponsored Program Services after October 14, 2016 must use the appropriate F&A rate in accordance with the most recently negotiated rate agreement and University policy.
- * Proposals submitted to Sponsored Program Services on or before October 14, 2016 may use F&A rates in accordance with the agreement dated 4/19/16. These pending proposals will be grandfathered at the proposed rate in all cases where re-budgeting to support the current rate would reduce the amount of direct costs.

Federal & Corporate Rate

	Rate Base*	07/01/15 – 06/30/16	07/01/16 – 06/30/17	07/01/17 – 06/30/18	07/01/18 – 06/30/19	07/01/19 – 06/30/20
Research						
On Campus	MTDC	58.0%	59.5%	59.5%	59.5%	61.0%
Off Campus ⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%
Instruction						
On Campus	MTDC	63.0%	57.0%	57.0%	57.0%	57.0%
Off Campus ⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%
Other Sponsored Activities						
On Campus	MTDC	29.2%	35.0%	35.0%	35.0%	35.0%
Off Campus ⁽²⁾	MTDC	26.0%	26.0%	26.0%	26.0%	26.0%

Items & Costing Guide (Office of the Vice President for Research <https://research.uconn.edu/propoals/proposal-preparation-guide>)
The University's F & A Agreement, negotiated with the Department of Health and Human Services: Cost/Indirect Cost Rate Agreement (http://content.research.uconn.edu/pdf/stors/tps/preaward/F_A_RateAgreement.pdf)

* F & A costs are calculated on Modified Total Direct Cost (MTDC) which is Direct Costs minus certain exclusions. Direct Costs include salary, fringe benefits, supplies, travel, animal per diems and the first \$25,000 of each subcontract, etc.

The exclusions include equipment over \$5,000, rent, Specialized Service Facilities, fellowships and subcontract amounts beyond the first \$25,000 for each subcontract.

- Equipment. In order to be consistent with State classification standards, the dollar threshold for capitalization of equipment at UConn is \$5,000.
- For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off campus rate will apply. Grants or contracts will not be subject to more than one F & A rate. If more than 50% of a project is performed off campus, the off campus rate will apply to the entire project.

Sponsor Stated Limits

When the University collects F & A costs at less than the full federally negotiated rates, F & A costs are charged to Total Direct Costs (including equipment, subcontracts, etc.) unless otherwise stated in the sponsor guidelines.

Funding from state agency appropriations and local municipalities are charged a current reduced rate of 20%. F & A costs should be charged to Total Direct Costs.

Reduction of F&A on Projects Having a Total Cost of \$50k or Less

To allow for more buying power on small sponsored projects and to help foster smaller awards which may lead to additional funding, F&A on new awards received after October 1, 2017 with total costs of \$50,000 or less, will be reduced to 20% or the difference between the full F&A rate and 20% will be distributed to the investigators F&A account. F&A costs are charged to Total Direct Costs (TDC) or Modified Total Direct Costs (MTDC) as required by the specific sponsor or solicitation.

Sponsored Program Services (SPS) has developed guidance and FAQs ([http://content.research.uconn.edu/pdf/stors/tps/preaward/\\$50K_Guidance.pdf](http://content.research.uconn.edu/pdf/stors/tps/preaward/$50K_Guidance.pdf)) on how this program will be implemented.

Animal Per Diem Rates

Animal per diem rates are available here (<http://oac.uconn.edu/perdiem.html>)

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CONTACT US ([HTTPS://RESEARCH.UCONN.EDU/CONTACT/](https://research.uconn.edu/contact/))
WEBSITE FEEDBACK ([HTTPS://RESEARCH.UCONN.EDU/CONTACT/WEBSITE-FEEDBACK/](https://research.uconn.edu/contact/website-feedback/))

Appendix B-Conference Agenda

Hispanic Health Council, Husky Nutrition Programs and Department of Social Services

2019 Annual Conference

[Conference Home](#)

[Registration Information](#)

[Register Now](#)

[Accommodations](#)

[Programs](#)

[Student Resources](#)

[Sustainability](#)

[Attendee Deals and Discounts](#)

[Exhibitors and Sponsors](#)

July 27 - 30, 2019

Location

Hyatt Regency Grand Cypress
One Grand Cypress Boulevard
Orlando, FL 32836
United States

[LAUNCH GOOGLE MAP >](#)



Contact

SNEB
1.800.235.6690
info@sneb.org

Full Conference includes opening session on July 27 through late afternoon session on July 30	
	Before 6/7/19
Full Conference SNEB Member	\$396
Full Conference Non-Member	\$540
Full Conference Student Member	\$187
Full Conference Student Non-member	\$268
One Day Member	\$230
One Day Non-Member	\$289
One Day Student Member	\$100
One Day Student Non-Member	\$112
Full Conference Plus New Professional Membership	\$496
Full Conference Plus New Student Membership	\$227
Full Conference Plus Renew Pro Membership (if member in 2018)	\$596
Full Conference Plus Renew Student Membership (if member in 2018)	\$247

Supplemental Nutrition Assistance Program Annual Plan for SNAP-Ed

State Agency: State of Connecticut-Department of Social Services

Date: March 28, 2019

Federal Fiscal Year: FFY 2019

Certified By:


Michael J. Gilbert, Director-Division of Financial Services

Date: March 28, 2019

SNAP STATE AGENCY FISCAL REVIEWER

Date: March 28, 2019