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STATE OF NEW HAMPSHIRE  
DEPARTMENT OF HEALTH AND HUMAN SERVICES  
DIVISION OF FAMILY ASSISTANCE

129 PLEASANT STREET, CONCORD, NH 03301-3857  
603-271-9474 1-800-852-3345 Ext. 9474  
FAX: 603-271-4637 TDD Access: 1-800-735-2964

Nicholas A. Toumpas  
Commissioner

Terry R. Smith  
Director

September 26, 2012

His Excellency, Governor John H. Lynch  
and the Honorable Executive Council  
State House  
Concord, NH 03301

*RETRO*

REQUESTED ACTION

Authorize the Department of Health and Human Services, Division of Family Assistance to enter into a **retroactive** Cooperative Project Agreement with the University System of New Hampshire, Durham, NH (vendor code 177867), for the purpose of providing nutrition education programs in an amount not to exceed \$999,288.00, effective retroactive to October 1, 2012, through September 30, 2013. Funds are available in the following account(s) for SFY 2013 and are anticipated to be available in SFY 2014 upon the availability and continued appropriation of funds in future operating budgets, with authority to adjust between fiscal years, if needed and justified.

*100% FED*

05-95-45-450010-6125 HEALTH AND SOCIAL SERVICES, DEPT. OF HEALTH AND HUMAN SVSC,  
IHS: TRANSITIONAL ASSISTANCE, DIV OF FAMILY ASSISTANCE, DIRECTOR'S OFFICE

Fiscal Year	Class/Object	Class Title	Amount
2013	102-500734	Contracts for Program Services	\$749,466
2014	102-500734	Contracts for Program Services	\$249,822
Total			\$999,288

EXPLANATION

This Request is retroactive due to a delay in the Federal Supplemental Nutrition Education Program approval of the University System proposal for this contract. The Division of Family Assistance received notification of final approval for the Nutrition Education Plan on September 10, 2012.

The purpose of the Cooperative Project Agreement with the University System of New Hampshire is to promote and improve nutritionally sound lifestyles among Supplemental Nutritional Assistance Program recipients, and other eligible persons and families. The Agreement will strengthen collaboration among Food and Nutrition Service agencies and implement necessary activities throughout the State. Specifically, the Agreement will enable the New Hampshire Food Stamp Program, together with the University System of New Hampshire to provide Food Stamp recipients with the knowledge necessary to better utilize their Food Stamp dollars to provide nutritious meals to their families. These funds are made available to the Department of Health and Human Services, Division of Family Assistance in response to a program proposal/grant application to the United States Department of Agriculture, Food and Nutrition Service.

While the Supplemental Nutritional Assistance Program alone increases the quantity of food consumption in participating households, nutrition education is needed to teach the recipients how to ensure there is enough to eat throughout the entire month; sanitary food handling, preparation and storage; thrifty food shopping by using nutritional value, reading labels, and menu planning; and how to compare their diets to nutritional guidelines such as the United States Department of Agriculture Food Guidance System, MyPlate.

The University of New Hampshire Cooperative Extension Supplemental Nutritional Assistance Program has been operating in collaboration with the Department of Health and Human Services, Division of Family Assistance since 1989. The core elements that form the 2013 Supplemental Nutritional Assistance Program Education plan are dietary quality, food security and safety, shopping behavior/food resource management and healthy lifestyle choices. Programs that will continue in 2013 are: the Adult Supplemental Nutritional Education and Obesity Prevention Project and the Youth Nutrition Education and Obesity Prevention Project.

The University of New Hampshire was selected for this contract through a competitive bid process. On May 4, 2012 the Division of Family Assistance issued a Request For Proposal #12-DFA-SNAP-NE-01 to solicit proposals for the Supplemental Nutrition Education Program, Nutrition Education Plan. This Request for Proposals was available on the Department of Health and Human Services Website from May 4, 2012 through June 22, 2012. There was no mandatory bidders conference held. One (1) vendor, the University of New Hampshire- Cooperative Extension, submitted a proposal on June 22, 2012.

An evaluation team consisting of four (4) Department employees with knowledge of the United States Department of Agriculture, Food and Nutrition Service, Supplemental Nutritional Assistance Program reviewed the proposal. The evaluation team consisted of two employees from the Women, Infants and Children program, one from the Division of Family Assistance financial unit and one the Food Stamp Program Manager. The proposal was evaluated based on criteria in Section 3 of the Request for Proposal with the University of New Hampshire scoring 871 points out of 1000 points. The evaluation team recommended to the Division of Family Assistance Director the selection of this proposal for contract award. The Bid Summary is attached.

Should the Governor and Executive Council determine not to approve this Request for the Supplemental Nutritional Assistance Education Program, the opportunities available to New Hampshire families will not be maximized. Food Stamp eligible citizens will not be provided the benefits from nutrition and lifestyle education opportunities designed to improve their health and well-being.

The Supplemental Nutritional Assistance Program Education plan incorporates numerous performance measures. Notable among them are:

- Adult Supplemental Nutritional Education Project, which focuses on influencing individual factors, environmental setting and sectors of influence.
  - Performance Measure – Eighty-five percent (85%) of Supplemental Nutrition Assistance Program eligible adults, including seniors participating in a series of lessons, will improve nutrition knowledge and practices, such as planning meals, making healthy food choices, preparing foods without adding salt, reading nutrition labels and having children eat breakfast, as a way to improve diet quality.
  - One hundred percent (100%) of the Supplemental Nutrition Assistance Program households with children and the Supplemental Nutrition Assistance Program households where case heads are sixty-two (62) and over will receive two issues of the Smart Choices and Senior Smart Choices newsletters respectively.

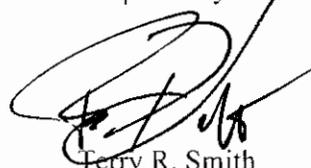
- Youth Nutrition Education Project (Pre K-12), which focuses on dietary quality, food safety and physical activity
  - Performance Measure – One hundred percent (100%) of all schools in New Hampshire that have fifty percent (50%) or higher free and reduced priced meals will be contacted by a variety of methods including phone, e-mail or face-to-face meeting to discuss how they can participate in the Youth Nutrition Education and Obesity Prevention Education Project.
  - Seventy-five percent (75%) of eligible schools will be provided with nutrition and physical activity education and information via Nutrition Nuggets newsletter, parent take home pieces and the information from the Healthy Schools New Hampshire website.

Geographic area to be served: Statewide

Source of Funds: 100% Federal Funds

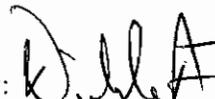
In the event that Federal Funds become no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Terry R. Smith  
Director

Approved by:



Nicholas A. Toumpas  
Commissioner

Bid Summary Sheet for the University of New Hampshire Cooperative Extension  
Supplemental Nutritional Assistance Program

In accordance with NH RSA 21-I:22-a and NH RSA 21-I:22-b, Requests for Proposals Section 3, Evaluation of the Proposals, detailed the following phases for evaluation to be considered for the this proposal.

Evaluation Phase	Weight/Maximum Points	University of New Hampshire
I – Evaluation of Minimum Requirement	Pass/Fail	Pass
II – Corp. Organization and Project Staff	20% 200 points	181 points
III – Scope of Work	50% 500 points	390 points
IV – Cost Proposal	30% 300 points	300 points
Total Score	100% 1,000 points	871 points

After the review of the University of New Hampshire Cooperative Extension proposal which received a score of 871 points out of 1000 points,

Evaluation Team:

1. Margaret Murphy, Department of Health and Human Services, Divison of Public Health Services, Women, Infants and Childrens Supplemental Nutrition Program, Program Administrator.
2. Lisa Richards, Department of Health and Human Services, Divison of Public Health Services, Women, Infants and Childrens Supplemental Nutrition Program, Program Planner III
3. Jeffrey Whitney, Department of Health and Human Serivces, Divison of Family Assistance, Business Administrator II
4. Laurie Green, Department of Health and Human Serivces, Divison of Family Assistance, Supplemental Nutrition Assistance Education Program, Program Manager.

**COOPERATIVE PROJECT AGREEMENT**

between the

**STATE OF NEW HAMPSHIRE, Department of Health and Human Services**

and the

**University of New Hampshire** of the UNIVERSITY SYSTEM OF NEW HAMPSHIRE

- A. This Cooperative Project Agreement (hereinafter "Project Agreement") is entered into by the State of New Hampshire, **Department of Health and Human Services**, (hereinafter "State"), and the University System of New Hampshire, acting through **University of New Hampshire**, (hereinafter "Campus"), for the purpose of undertaking a project of mutual interest. This Cooperative Project shall be carried out under the terms and conditions of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, except as may be modified herein.
- B. This Project Agreement and all obligations of the parties hereunder shall become effective on the date the Governor and Executive Council of the State of New Hampshire approve this Project Agreement ("Effective date") and shall end on **9/30/13**. If the provision of services by Campus precedes the Effective date, all services performed by Campus shall be performed at the sole risk of Campus and in the event that this Project Agreement does not become effective, State shall be under no obligation to pay Campus for costs incurred or services performed; however, if this Project Agreement becomes effective, all costs incurred prior to the Effective date that would otherwise be allowable shall be paid under the terms of this Project Agreement.
- C. The work to be performed under the terms of this Project Agreement is described in the proposal identified below and attached to this document as Exhibit A, the content of which is incorporated herein as a part of this Project Agreement.

**Project Title: New Hampshire Supplemental Nutrition Assistance Program Nutrition Education Program 2013**

- D. The Following Individuals are designated as Project Administrators. These Project Administrators shall be responsible for the business aspects of this Project Agreement and all invoices, payments, project amendments and related correspondence shall be directed to the individuals so designated.

**State Project Administrator**

Name: Mary Miller  
 Address: Division of Family Assistance  
129 Pleasant St.  
Concord, NH 03301  
 Phone: 603-271-9330

**Campus Project Administrator**

Name: Dianne Hall  
 Address: University of New Hampshire  
Sponsored Programs Administration  
51 College Rd. Rm 116  
Durham, NH 03824  
 Phone: 603-862-1942

- E. The Following Individuals are designated as Project Directors. These Project Directors shall be responsible for the technical leadership and conduct of the project. All progress reports, completion reports and related correspondence shall be directed to the individuals so designated.

**State Project Director**

Name: Laurie Green  
 Address: Brown Building, 3<sup>rd</sup> Floor  
129 Pleasant St.  
Concord, NH 03301  
 Phone: 603-271-9287

**Campus Project Director**

Name: Deborah Luppold  
 Address: University of New Hampshire  
Cooperative Extension  
315 Daniel Webster Highway  
Boscawen, NH 03303  
 Phone: 603-796-2151 ext 320

Campus Authorized Official KJ  
 Date 9/10/12

F. Total State funds in the amount of **\$999,288** have been allotted and are available for payment of allowable costs incurred under this Project Agreement. State will not reimburse Campus for costs exceeding the amount specified in this paragraph.

Check if applicable

Campus will cost-share \_\_\_\_\_ % of total costs during the term of this Project Agreement.

Federal funds paid to Campus under this Project Agreement are from Grant/Contract/Cooperative Agreement No. N/A from **U.S. Department of Agriculture, Food and Nutrition Service** under CFDA# **10.561**. Federal regulations required to be passed through to Campus as part of this Project Agreement, and in accordance with the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002, are attached to this document as Exhibit B, the content of which is incorporated herein as a part of this Project Agreement.

G. Check if applicable

Article(s) **7, paragraph 2 and Article 17** of the Master Agreement for Cooperative Projects between the State of New Hampshire and the University System of New Hampshire dated November 13, 2002 is/are hereby amended to read:

Article 7 - If necessary to accomplish the objectives of a Project Agreement, Campus may reallocate up to 5% of the cumulative cost of a Project Agreement between the cost categories (Salaries & Wages, Employee Benefits, Non-capital Equipment/Supplies, Travel, Materials, Administrative, Maintenance, Building and Space, Equipment and Other Capital Expenditures, Contracts/Grants/Agreements, and Facilities & Administrative Costs) in order to meet unanticipated needs. Campus may not reallocate funds between these cost categories for any reason that is inconsistent with the original intent of the State's appropriation of funds. Budget reallocations under 5% of the cumulative cost of the Project Agreement shall require notification to the State. Reallocations in excess of 5% of the cumulative cost of the Project Agreement shall require prior written approval from the State.

Article 17 - Campus will submit a quarterly report identifying any equipment purchased with Agreement funds at a cost of \$300 or more with a useful life beyond one year.

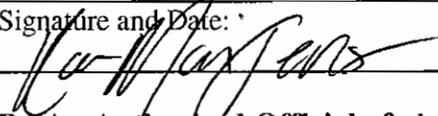
H.  State has chosen **not to take** possession of equipment purchased under this Project Agreement.

State has chosen **to take** possession of equipment purchased under this Project Agreement and will issue instructions for the disposition of such equipment within 90 days of the Project Agreement's end-date. Any expenses incurred by Campus in carrying out State's requested disposition will be fully reimbursed by State.

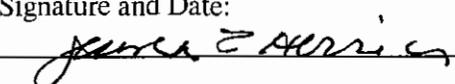
This Project Agreement and the Master Agreement constitute the entire agreement between State and Campus regarding this Cooperative Project, and supersede and replace any previously existing arrangements, oral or written; all changes herein must be made by written amendment and executed for the parties by their authorized officials.

IN WITNESS WHEREOF, the University System of New Hampshire, acting through the **University of New Hampshire** and the State of New Hampshire, **Department of Health and Human Services** have executed this Project Agreement.

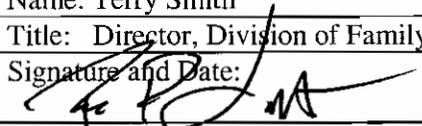
**By An Authorized Official of:  
University of New Hampshire**

Name: Karen M. Jensen  
Title: Manager, Sponsored Programs Administration  
Signature and Date:  9/10/12

**By An Authorized Official of: the New  
Hampshire Office of the Attorney General**

Name: Jeanne P. Herrick  
Title: Attorney  
Signature and Date: 

**By An Authorized Official of:  
Department of Health and Human  
Services**

Name: Terry Smith  
Title: Director, Division of Family Assistance  
Signature and Date: 

**By An Authorized Official of: the New  
Hampshire Governor & Executive Council**

Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Signature and Date: \_\_\_\_\_

**EXHIBIT A**

- A. Project Title:** New Hampshire Supplemental Nutrition Assistance Program Education Program 2013
- B. Project Period:** October 1, 2012 through September 30, 2013
- C. Objectives:** The objectives of this program are described in Exhibit A-1, as attached.
- D. Scope of Work:** The scope of work is detailed in Exhibit A-1, as attached.
- E. Deliverables Schedule:** The deliverables schedule is detailed in Exhibit A-1, as attached.
- F. Budget and Invoicing Instructions:** State awarded budget; total payments will not exceed \$999,288 as described below:

Campus will submit invoices to State on regular Campus invoice forms no more frequently than monthly and no less frequently than quarterly. Invoices will be based on actual project expenses incurred during the invoicing period, and shall show current and cumulative expenses by major cost categories. State will pay Campus within 30 days of receipt of each invoice. Campus will submit its final invoice not later than 60 days after the Project Period end date. Invoices shall be sent to:

Mary F. Miller, Contracts Administrator  
 Department of Health and Human Services  
 Division of Family Assistance  
 129 Pleasant St., Brown Building 3rd Floor  
 Concord, NH 03301  
 603-271-9330  
 mfmiller@dhhs.state.nh.us

Budget Items	State FY 2013	State FY 2014	Total
1. Salaries & Wages	311,088	103,695	414,783
2. Employee Fringe Benefits	139,988	46,663	186,651
3. Travel	17,210	5,737	22,947
4. Supplies and Services	130,530	43,509	174,039
5. Equipment	0	0	0
6. Facilities & Admin Costs	150,652	50,216	200,868
Subtotals	749,468	249,820	999,288
<b>Total Project Costs:</b>		<b>999,288</b>	

## EXHIBIT B

This Project Agreement is funded under a Grant/Contract/Cooperative Agreement to State from the Federal sponsor specified in Project Agreement article F. All applicable requirements, regulations, provisions, terms and conditions of this Federal Grant/Contract/Cooperative Agreement are hereby adopted in full force and effect to the relationship between State and Campus, except that wherever such requirements, regulations, provisions and terms and conditions differ for INSTITUTIONS OF HIGHER EDUCATION, the appropriate requirements should be substituted (e.g., OMB Circulars A-21 and A-110, rather than OMB Circulars A-87 and A-102). References to Contractor or Recipient in the Federal language will be taken to mean Campus; references to the Government or Federal Awarding Agency will be taken to mean Government/Federal Awarding Agency or State or both, as appropriate.

Special Federal provisions are listed here:  None or .

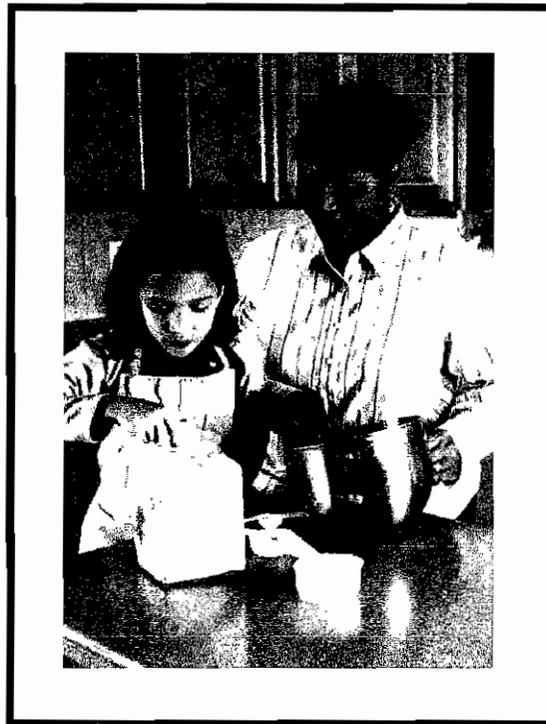


UNIVERSITY  
*of* NEW HAMPSHIRE

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Cooperative Extension

**New Hampshire SNAP-Ed Adult and Youth  
Nutrition Education and Obesity Prevention  
2013**



Submitted by:  
Deborah Luppold, Extension Professor/Specialist  
UNH Cooperative Extension

Robin Peters, Extension Field Specialist  
UNH Cooperative Extension

July 26, 2012

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UNIVERSITY OF NEW HAMPSHIRE



COOPERATIVE PROJECT PROPOSAL  
TO  
NH STATE SPONSOR: DHHS

1. Cover Page

**PROPOSAL SUBMISSION DATE:** July 27, 2012

**PROJECT TITLE:** NH SNAP-Ed Adult and Youth Nutrition Education and Obesity Prevention Project

**PROJECT PERIOD:** 10/1/12 - 9/30/13

On behalf of the University it is my pleasure to submit the proposal described above. We appreciate your consideration of this project. UNH reserves the right to negotiate the terms and conditions of the Cooperative Project Agreement upon acceptance of the proposal.

PROJECT DIRECTOR

Name: Debbie Luppold

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Title: Cooperative Extension Educator

---

Address:

UNH Cooperative Extension  
Durham, NH 03824

---

Phone: 603-796-2151

---

E-mail: [debbie.luppold@unh.edu](mailto:debbie.luppold@unh.edu)

PROJECT ADMINISTRATOR

Name: Dianne Hall

---

Title: Grant and Contract Administrator

---

Address:

University of New Hampshire  
Sponsored Programs Administration  
51 College Rd.  
Durham, NH 03824

---

Phone: 603-862-1942

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E-mail: [dianne.hall@unh.edu](mailto:dianne.hall@unh.edu)

**A. Transmittal Cover Letter**

Proposal for: Supplemental Nutrition Assistance Program-Nutrition Education

OFFER: The undersigned hereby proposes to furnish to THE DEPARTMENT OF HEALTH AND HUMAN SERVICES the services as described in the PROPOSAL (Exhibit A-3) in accordance with the specifications contained in RFP # **12-DFA-SNAP-NE-01**.

The signature of the Bidder below signifies the assent of the Bidder to all of the terms and conditions of this RFP unless exception is taken, in writing, and further certifies:

1. The RFP and provisions in State Contract Form P-37 (please see Attachment 1) are understood and accepted.
2. That the bidder is an organization that has a working knowledge of the deliverables and requirements described in this RFP.
3. That the proposal submitted meets all of the specifications in the RFP.
4. That a full disclosure of any past, current, pending or anticipated litigation between the respondent and any governmental or business entity in the State of New Hampshire is included in the proposal.
5. That the bidder can complete the Scope of Work within the defined timeline.

BIDDER: University of New Hampshire Cooperative Extension  
Typed name of Corporation or Respondent

Address: 51 College Road, Room 111, Service and Fire Building, Durham, NH 03824

  
\_\_\_\_\_  
Signature  
Manager Research Administration  
Title

7/27/12  
\_\_\_\_\_  
Date

Karen Jensen  
Type or print name signed above

Telephone: 603-862-1942; Dianne Hall, Grant Contract Administrator

E-mail: dianne.hall@unh.edu

Fax: 603-862-3564

**B. Bidder Summary of Corporate/Organization Background and Experience**

**RFP #12-DFA-SNAP-NE-01**

1. Provide a description of the organization that includes

a. Name and address of the organization:

UNH Cooperative Extension  
Taylor Hall  
59 College Road  
Durham, NH 03824-2621

b. Date established

UNH Cooperative Extension was established in 1914. In 1969 the Expanded Food and Nutrition Education Program (EFNEP) was established in New Hampshire and continues today. In 1989, the first SNAP-Ed proposal was written for funding work with SNAP eligibles.

c. Organizational structure – including the number and location of full time and part time employees

UNH Cooperative Extension's Nutrition Connections Program implements the SNAP-Ed project. All ten counties have staff implementing SNAP-Ed (6.569 FTE). The UNH Cooperative Extension offices are located in: Laconia, Conway, Keene, Lancaster, Plymouth, Goffstown, Boscawen, Brentwood, Dover, and Newport. The Goffstown office houses two staff. Three staff (1.97 FTE) provide statewide oversight for SNAP-Ed and are located in the Merrimack County UNH Cooperative Extension office in Boscawen, NH.

In addition, hourly staff (0.50 FTE) provide SNAP-Ed programming in selected areas in the state (Grafton County, Rockingham County, and Strafford County). These hourly staff also work on statewide efforts including writing newsletters and data entry. (See Appendix A for UNH Cooperative Extension Organizational Chart)

d. The name and position of the person authorized to negotiate a contract with the State of New Hampshire

Karen Jensen, Manager Research Administration  
51 College Road, Room 111  
Service and Fire Building  
Durham, NH 03824

e. Established linkages with government and other agencies or programs providing social services to low income individuals

Nutrition Connections staff collaborate with many federal, state, and local agencies that serve low-income families, including Food Stamp offices, WIC sites, Head Start, and other community programs including but not limited to; Catholic Charities, Community Action Programs, Child and Family Services, Family Resource Centers,

Community Health Centers, HEAL(Healthy Eating Active Living) grantees, School Nurses Association, local mental health centers, HUD, food pantries and soup kitchens, NH Food Bank, NH Department of Education, school systems and their staff, 21<sup>st</sup> Century After-school programs, Boys and Girls Clubs, United Way, and AHEC (Area Health Education Centers) - North and South branches.

f. Services provided

Adults – Nutrition Connections provides nutrition education at no cost to low-income families and adults with special programs for seniors. We reach people through home study courses, group or individual meetings, and newsletters.

Youth – Nutrition Connections provides nutrition programs that help children and adolescents develop into healthy adults by teaching them to make good diet and physical activity choices. Trained staff provides up-to-date information through hands-on learning activities. *Healthy Schools NH*, an activity within NH SNAP-Ed, partners with New Hampshire schools that have participation rates of 50% or more for free and reduced priced meals that want to improve their school nutrition and physical activity environments to enhance children’s health. The *Healthy Schools NH* program is available at no cost to the school.

g. Customers served – type of customer, numbers and geographical location

Nutrition Connections offers nutrition education to SNAP eligibles in all ten counties. In 2011 1,329 SNAP families (3,620 persons in the families) received nutrition education through in-home education, single sessions, group sessions, home studies, and a newsletter series. Three thousand six hundred twenty (3,620) children received nutrition education during the school day and in after-school programs. Forty-seven (47) schools with two hundred forty-two (242) staff, enrolled in one or more components of *Healthy Schools NH* and reached nine thousand, five hundred fifty-three (9,553) students. The *Nutrition Nuggets* newsletter was provided to thirty-nine (39) schools and reached over eight thousand (8,000) elementary students and their families.

2. Provide the organization’s current mission statement.

UNH Cooperative Extension provides New Hampshire citizens with research-based education and information, enhancing their ability to make informed decisions that strengthen youth, families and communities, sustain natural resources, and improve the economy.

3. If the Bidder is a non-profit organization, provide the organization’s current Board of Director’s roster and their home addresses.

This information is on file with NH Administrative Services as per the master agreement with the University of New Hampshire and the State of New Hampshire. Names of the Members of the USNH Board of Trustees can be found at: [www.usnh.edu/bot/bios.html](http://www.usnh.edu/bot/bios.html) Home addresses are not available.

4. Provide a description of staff who will be assigned to the project
  - a. Staff qualifications and experience including experience in managing nutrition education and working in preventative health and wellness

The Project Director and Education Supervisor have had over 30 years of experience in the field of clinical and community nutrition, are certified through the Academy of Nutrition and Dietetics (formerly known as American Dietetic Association), and maintain memberships in the Society for Nutrition Education and Behavior. Their experience includes: overseeing and training staff; evaluation for implementation of program guidelines; performing needs assessments; developing and reviewing educational materials; and keeping up-to-date on current research. The Project Director is a Registered Dietitian licensed in the State of New Hampshire. The Education Supervisor is a Registered Diet Technician.

The Program Delivery Staff are an experienced staff. The majority have worked in the Nutrition Connections organization for over ten years. The newer staff have come from related fields including teaching nutrition and physical activities in schools and working in the WIC program. Their experience includes recruiting and enrolling limited-income youth and adults in the Nutrition Connections program, making small group presentations to clientele, one-to-one teaching visits in client homes, overseeing client home study coursework, networking with community agencies and organizations to promote referrals and cooperation, and maintaining necessary records and reports such as travel reports, family records and monthly updates. Staff participate in a rigorous training when first hired. (See Appendix B for current resumes.)

UNH Cooperative Extension Nutrition Connections SNAP-Ed staff attend 10 meetings per year to review nutrition updates, use of curriculum materials, and issues in the field, clarification of guidelines, best practices, discussions about effective teaching methods, and training in program policies and guidelines from our funding sources.

- b. Staff knowledge of the United States Department of Agriculture's dietary guidelines
 

All nutrition education is based on MyPlate and Dietary Guidelines for Americans. Staff fully understand the concepts of both and can articulate it to eligibles.
    - c. Resumes of key personnel who are proposed to staff and administer the project
 

Resumes for all staff can be found in Appendix B.
5. Provide a description of the organization's qualifications and ability to carry out the statement of work, including experience and outcomes of similar work with other government entities related to nutrition education and preventative health and wellness.

Nutrition Connections has offered nutrition education to low-income New Hampshire residents for more than 40 years. Nutrition Connections is made of two programs: The Expanded Food and Nutrition Education Program (EFNEP), which was started in New Hampshire in 1969, and SNAP-Education, which began in New Hampshire in 1989. In addition, Nutrition Connections implemented a three year North East Sustainable Agriculture Research and Education grant called Farmers' Gains Make Food Security Count. The grant looked at the infrastructure needed to increase use of EBT cards at Farmers' Markets in New Hampshire.

The Project Director, Education Supervisor and other UNH Cooperative Extension nutritionists train all Nutrition Connections staff using a practical, food-based approach that emphasizes healthy low-cost eating. Training provides staff the skills and tools to work more effectively with SNAP eligibles, and assist them to make the behavior changes they need to establish healthy eating habits and a physically active lifestyle. Staff are trained to deliver any given lesson at a level determined by the needs of the audience. This allows for maximum effectiveness with diverse audiences.

6. Provide a copy of the organization's most recent audited financial statements.

This information is on file with NH Administrative Services as per the master agreement with the University of New Hampshire and the State of New Hampshire. See Appendix C for Financial Accounting Practices narrative.

7. Provide a minimum of three references who are knowledgeable of the organization's ability to carry out the statement of work and who can be contacted as part of the evaluation.

See Appendix D for reference letters.

Reference letters included:

Dr. Norman W. Crisp School

Stewartstown Community School

University of New Hampshire Dietetic Internship Program

Dartmouth Centers for Health and Aging In SHAPE Program

Stratford Public School

8. All contractors must be registered with the Secretary of State of New Hampshire in order to enter into contracts with the State of New Hampshire. Bidders must provide a current copy of such certification of a copy of the submitted application for certification. An application for this certification can be obtained by contacting the NH Secretary of State at 603-271-3242 or 3246.

This information is on file with NH Administrative Services as per the master agreement with the University of New Hampshire and the State of New Hampshire. See Appendix E for Copy of Certification.

## I. Introduction and Overview

The New Hampshire Department of Health and Human Services, Division of Family Assistance (NH DHHS DFA), administers programs and services for eligible New Hampshire residents by providing financial, medical, food and nutrition assistance, help with child care costs, and emergency help to obtain and keep safe housing. The Department embraces the opportunity to promote the health and well-being of low-income New Hampshire residents through the Supplemental Nutrition Assistance Program (SNAP). In its 22nd year, SNAP-Ed represents a successful partnership between NH DHHS DFA and UNH Cooperative Extension that has resulted in effectively reaching New Hampshire's SNAP population with nutrition, food safety, food resource management, and physical activity education to maximize their SNAP benefits. Evaluation results show that SNAP-Ed eligibles improve nutrition, food security, food safety and food resource management practices to move closer to the recommendations in the 2010 Dietary Guidelines for Americans.

UNH Cooperative Extension is uniquely positioned to execute all facets of this grant program. As part of the national land grant university system, UNH has access to research and expertise from staff in other states and at the national level. We have close contacts throughout New Hampshire who respect the research-based education we deliver to help adults, families, youth and communities make informed decisions to eat healthier and be more physically active. In addition, we have access to a national evaluation system which enables us to aggregate data and report on nutrition, physical activity, food resource management, food security and food safety changes in behavior with the target audiences.

The Social-Ecological Framework is a tool for understanding how multiple factors from all sectors of society influence food and physical activity behaviors and this model has influenced how UNH Cooperative Extension has designed this plan. Human behavior is complex. So to change knowledge and behaviors, education programs that include or consider multiple sectors are more likely to be successful. This plan will focus on the following sectors from the Social-Ecological framework Individual Factors, Environmental Settings, and Sectors of Influence. The Social-Ecological Model can help us understand the roles that various segments of society can play in making healthy choices more widely accessible and desirable.<sup>1</sup>

This 2013 plan targets SNAP eligibles providing nutrition, food resource management, food safety, methods to reduce food insecurity, and physical activity education interventions as part of an obesity prevention program that will complement SNAP benefits. This plan will target SNAP households with children, seniors, youth and residents of geographic food deserts (areas where distance and/or transportation provide barriers to SNAP eligibles to obtain fresh and/or healthy food).

Reaching children and youth by linking nutrition and physical activity education provided to mothers or caregivers is an effective strategy which will be further enhanced by education programs targeted directly to children ages 4-19 in schools, after-school programs, and other locations where children can be reached. Eating habits established earlier in life are easier to maintain. Middle school youth, especially, are likely to change nutrition behaviors independent of their parents' advice with the positive influence of outside role models.

The core elements that form the 2013 NH SNAP-Ed plan are dietary quality, shopping behavior/food resource management, physical activity, food security and food safety. A few examples of activities implemented in 2012 that will continue in 2013 are educational series for adults, home study opportunities for adults and for seniors, and the Cooking Matters program, all of which address dietary quality, shopping behavior/food resource management, food security and food safety. The Smart Choices campaign, which also addresses dietary quality and specifically focuses on increasing consumption of fruits and vegetables, will continue with modifications.

The 2013 NH SNAP-Ed plan will provide youth nutrition education to youth ages 4-19 using the Youth Nutrition Education Project activities. The project focuses on dietary quality, food safety, and physical activity. Healthy Schools NH will continue throughout New Hampshire in elementary schools with at least 50% participation in the free and reduced priced meals program, with the goal of promoting positive change in the school nutrition and fitness programming. This project will be modified based on feedback from schools and UNHCE staff. For middle school and teens, Nutrition Essentials – Teaching Tools for Healthy Choices (4/07), USDA FNS will be used.

Finally, training will continue to be an integral part of the NH SNAP-Ed plan to ensure that staff, school faculty, and collaborators have the knowledge and skills necessary to execute this plan.

## Section A: Identifying and Understanding the Target Audience

### Needs Assessment Methodology & Findings

#### Needs Assessment Methodology

The NH SNAP-Ed plan is developed from primary and secondary needs assessment data. This information is gathered not only to determine eligibility for program services, but also to better understand the education needs of different segments of the Supplemental Nutrition Assistance Program (SNAP) eligible population. First, existing data is reviewed including information from the USDA Food and Nutrition Service (FNS) SNAP-Ed Connections web site. Then new data is collected selectively to fill significant gaps in available information. Examples of secondary needs assessment data are demographic data about SNAP eligibles collected from the New Hampshire Department of Health and Human Services, New Hampshire Food Bank, U.S. Census Bureau, USDA FNS, and Feeding America. Another example of secondary data collection is information UNH Cooperative Extension staff receive about SNAP eligibles from dietitians, senior centers, family resource centers, homeless shelters, health care providers, school nurses and others unable to deliver the particular type of nutrition and physical activity interventions SNAP eligibles may want or need. These data help us understand the programming needs as well as the geographic location, race/ethnicity, age, gender, education, and primary location of the intended audience.

Additionally, each year, NH SNAP-Ed assesses the educational needs and interests of the SNAP population via a telephone survey of New Hampshire SNAP recipients; see Appendix F for the survey conducted by RKM Research and Communications, Incorporated. The telephone survey provides primary needs assessment data and is critical to understanding the specific needs of NH SNAP Program recipients.

The telephone survey was administered to a randomly selected sample of SNAP recipient households (n=305) under the direction of UNH Cooperative Extension. A random probabilistic technique is used to select recipients from a complete list of SNAP recipients in New Hampshire.<sup>2</sup>

#### 1. Existing Information (source, content, time frame):

The telephone survey is typically administered during the last two weeks of September, after all the education interventions have reached the intended audience. This survey collects the following data for our needs assessment:

- Information about recipients' overall health, including height and weight
- The nutritional quality of recipients' diets and any recent improvements
- Recipients' interest in improving the nutritional quality of their diets
- Recipients' fruit and vegetable consumption
- Recipients' Stage of Change as it relates to fruit and vegetable consumption
- Recipients' readiness to make positive exercise changes
- Recipients' food security and ability to adopt a more nutritious diet
- The most common barriers to improving recipients' diets

## 2. New Information Collection (source and content):

This needs assessment information will be collected via the annual telephone survey of SNAP recipients in September of 2013. The survey is designed by UNH Cooperative Extension and administered by RKM Research and Communications, Incorporated. The UNH Office of Sponsored Research Institutional Review Board (IRB) reviews the survey questions and gives approval before the annual telephone survey is conducted.

### Needs Assessment Findings

#### 1. Demographic Characteristics of Supplemental Nutrition Assistance Program (SNAP) Target Audience in NH

The demographics of New Hampshire's SNAP population continue to change. The following is a demographic breakdown of the New Hampshire SNAP audience:

##### Age

New Hampshire Department of Health and Human Services, Division of Family Assistance data from March 31, 2012 shows there were 56,535 SNAP cases, which represents 117,250 individuals. This is an increase from 54,634 SNAP cases reporting 114,023 individuals in 2011. The average case size is 2.07 people. Of the 117,250 SNAP recipients in New Hampshire, 15.7% were pre-school age children, 24.7% were school-age children, 52.1% were adults (18 to 59) and 7.6% were elderly individuals (60+).

##### Race/Ethnicity

New Hampshire Department of Health and Human Services data also reveals the following breakdown for SNAP households: 51,708 were White, 2,386 Hispanic, 1,325 African American, 581 Asian American/Pacific Islander, and 87 American Indian/Alaskan Native.<sup>3</sup>

##### SNAP Household Profile Data

Of the 56,535 households that receive SNAP, 2,332 also receive Old Age Assistance (OAA), 23,755 households receive TANF cash, and 2,975 receive Child Care subsidies. In addition, 94.8% live in independent housing, and 4.3% of households are homeless. The average earned monthly income is \$1,331.49, and the average unearned income is \$846.53.<sup>3</sup>

##### Family Composition

The percentage of female-headed families with related children under 18 years of age whose income is at 125% of the poverty level is 27.5%

##### Education

In New Hampshire, 24.3% of SNAP adult recipients have less than a high school education (HS/GED), 58.0% have a high school education (HS/GED), 11.2% have attended college, and 3.9% have four years of college education or more.<sup>3</sup>

## 2. Related Behavioral And Lifestyle Characteristics Of Supplemental Nutrition Assistance Program (SNAP) Target Audience In NH

### Health and Nutrition

New Hampshire SNAP recipients were asked to describe the quality of their health. Over time, the results indicate that SNAP recipients consistently describe their overall health less favorably than the general U.S. population. While the proportion of recipients who rated their overall health as excellent or very good increased slightly from 27% in 2009, 29% in 2010, and 32% in 2011, the proportion of recipients who rated their overall health as fair or poor has continually increased from 22% in 2009, 32% in 2010, and 35% in 2011.

SNAP recipients were asked to rate the nutritional quality of their diet. Seventy-three percent (73%) said that the nutritional quality of their diet is either excellent (5%), very good (32%) or good (36%). Twenty-five percent (25%) said that the nutritional quality of their diet is fair (17%) or poor (8%), representing a slight increase from 2010 (21%).

Recipients were asked how interested they are in improving the nutritional quality of their diet. In 2011, (61%) said that they are very (39%) or moderately (22%) interested in improving the nutritional quality of their diet, compared to a somewhat larger proportion in 2010 (67%). Fewer recipients reported being somewhat interested (24%) or not interested (13%).

### Diet and Weight Control-Body Mass Index

Recipients can be classified as underweight, overweight, obese or as having a healthy weight using the National Institute of Health's Body Mass Index (BMI).

Application of the Body Mass Index formula to self-reported height and weight data shows that over one-fourth of SNAP recipients (29%) enjoy a healthy weight. Sixty-seven percent (67%) of are overweight (26%) or obese (41%). Only four percent (4%) are underweight according to the Body Mass Index.

Recipients were asked if they are currently trying to lose weight, or maintain a healthy weight. Approximately three-fourths of recipients with a normal weight (76%) are trying to maintain a healthy weight, while fewer are trying to lose weight (12%) or are not trying to do either (12%). Among overweight recipients, over one-half (54%) are trying to maintain a healthy weight, while (42%) are trying to lose weight and four percent (4%) are not trying to do either. Among obese recipients, about two-thirds (68%) are trying to lose weight, while approximately one-fourth are trying to maintain a healthy weight (27%) and five percent (5%) are not trying to do either. These results suggest that most recipients in all three weight classes are striving to achieve or maintain a healthy weight.

### Future Dietary Change

Recipients were asked how many servings of fruit and vegetables they eat each day. Fourteen percent (14%) eat five or more servings each day, (11%) eat four servings and (16%) eat three servings. Forty-three percent (43%) eat one (21%) or two (22%) servings each day, while eight percent (8%) do not eat any daily servings of fruits or vegetables.

Recipients were also asked to identify how long they have been eating their current amount of daily fruit and vegetable servings. Over three-fourths (76%) reported that they have been eating their current amount of daily fruit and vegetable servings for more than six months. Nineteen percent (19%) have only been eating that many servings for four to six months (5%), one to three months (9%) or less than one month (5%).

Recipients were asked if they are planning to eat more servings of fruits and vegetables in the next six months. Those who reported that they are planning to eat more servings in the next six months were then asked if they planned to enact this change in the next month. Nearly two-thirds of recipients (63%) said that they are planning to eat more fruits and vegetables in the next six months. Among recipients who plan to increase their intake of fruits and vegetables in the next six months, (88%) said that they are planning to do so in the next month.

#### Stages of Change Dietary Assessment

In order to evaluate SNAP recipients' readiness to make positive dietary changes, and to measure changes that have been made, recipients were asked four questions that can be used to construct a Stages of Change Model of Behavior for eating habits.<sup>4</sup> These questions<sup>5</sup>, which investigate the eating habits of recipients, divide the process of behavioral change into the following five stages: Pre-contemplation: Individuals in this stage eat fewer than five servings of vegetables and fruits each day and have no plans to eat more servings within the next six months. Contemplation: Individuals in this stage consume less than five servings of vegetables and fruits each day, and they are thinking about eating more servings, but not in the immediate future. Preparation: Individuals in this stage eat less than five servings of vegetables and fruits each day, but they are thinking about eating more servings of vegetables and fruits within the next month. Action: Individuals in the action stage eat at least five servings of vegetables and fruits each day, but they have been doing so for less than six months. Maintenance: These individuals eat at least five servings of vegetables and fruits each day, and they have been doing so for over six months.

The results indicate that among SNAP recipients who answered all of the stages of change questions, more recipients are in the preparation stage of change (57%) than any other stage. Sixteen percent (16%) are in the maintenance stage, (1%) are in the action stage, (3%) are in the contemplation stage and (23%) are in the pre-contemplation stage. The proportion of recipients in the preparation stage of change has increased steadily over time from (45%) in 2008 to (57%) in 2011, while the proportion in the pre-contemplation stage has decreased over time from (28%) in 2008 to (23%) in 2011. The proportion of recipients who have been exposed to the *Smart Choices* campaign that are in the maintenance phase (16%) is similar to that of those who have not been exposed to the campaign (14%).

#### Future Physical Activity Change

In order to evaluate SNAP recipients' readiness to make positive physical exercise changes, and to measure changes that have been made, recipients were asked four questions that can be used to construct a Physical Exercise Scoring Tool. Among

recipients who answered all of the Physical Exercise Assessment questions, more recipients are in the maintenance stage (41%) than any other stage. Fifteen percent (15%) are in the action stage, (11%) are in the preparation stage, (5%) are in the contemplation stage and (28%) are in the pre-contemplation stage. Notably, recipients who have been exposed to both the newsletter and television ads (60%) or only to the newsletter (58%) are more likely to be in the maintenance or action stage than recipients who have been exposed to neither television ads nor the newsletter (53%), or to only television ads (51%). (Note: this data was collected in September 2011 when SNAP-Ed activities included television ads as part of the social marketing activity. The ads were not used in the 2012 SNAP-Ed plan)

### Food Security

Recipients were asked whether they ever cut the size of meals or skipped meals in the past year because they did not have enough money. In 2011, (53%) of recipients reduced or skipped meals because of a lack of money. Recipients who were exposed to the campaign (51%) were slightly less likely to report that they reduced the size of, or skipped, meals because there was not enough money than recipients who were not exposed to the campaign (57%).

Recipients were asked how often they go grocery shopping in a typical month. Sixteen percent (16%) reported that they go grocery shopping once a day (1%) or several times per week (15%). Twenty-seven percent (27%) reported that they go grocery shopping once per week, (33%) of recipients reported that they go once every other week, and (22%) reported that they go less than once every other week.

Recipients were also asked how often they purchase extra food items like milk or bread. Twenty-seven percent (27%) reported that they purchase extra food items once a day (1%) or several times per week (26%). Sixty-eight percent (68%) reported that they purchase extra food items once per week (38%), once every other week (19%) and less than once every other week (11%).

Recipients were asked what percentage of their monthly food expenses are covered by their SNAP benefits. Overall, (19%) reported that (1% to 25%) of their monthly food expenses are covered by their SNAP benefits, (20%) reported that (26% to 50%) of their monthly food expenses are covered, (17%) reported that (51% to 75%) of their monthly food expenses are covered, (15%) reported that (76% to 99%) of their monthly food expenses are covered and (21%) reported that (100%) of their monthly food expenses are covered by their SNAP benefits. On average, SNAP benefits cover (63%) of recipients' monthly food expenses.

Recipients were then asked how many days they have before they have to start buying food out of their own pocket. Overall, (16%) of recipients reported that their SNAP benefits run out within 1 to 7 days, (12%) reported that their benefits run out within 8 to 14 days, (31%) reported that their benefits run out within 15 to 21 days, (10%) reported that their benefits ran out within 22 to 30 days and (23%) reported that their benefits do not run out.

Barriers to Diet Improvement

Over one-half of recipients (53%) have reduced or skipped meals in the past year because they did not have enough money for food, and (6%) with children in their household have had to cut the size of a child's meal in the past year because there was not enough money for food.

Cost is the most frequently cited reason among all recipients (40%) as the primary barrier preventing them from eating a more nutritious diet. Forty-five percent (45%) who have been exposed to the campaign, and (52%) of recipients who have not been exposed to the campaign, indicated that they cannot afford to eat a more nutritious diet. The proportion of recipients who reported that cost was a barrier increased steadily from 2009 (27%) and 2010 (33%).<sup>2</sup>

Food Safety

President Obama's Food Safety Working Group acknowledges Americans count on the safety of their food, yet modern conveniences create new challenges for safety. Changes in the U.S. population and in our eating behaviors increase the urgency of food safety reform. By 2015, it is estimated that one in five Americans will be over the age of 60 and therefore more susceptible to certain types of infections. As more Americans live longer with chronic illness, including cancer and diabetes, our vulnerability will increase further.

Safer food means healthier children, longer lives, less costly healthcare, and a more resilient food industry. Federal leadership, along with strong cooperation from the public and private sectors, can achieve real progress for American consumers.<sup>6</sup>

USDA's Expanded Food and Nutrition Education Program, Nutrition Education Evaluation and Reporting System tool used by NH SNAP-Ed to collect data, showed that for FY11, SNAP eligible adults showed improvement in food safety practices based on a retrospective survey: Slightly over half of participants completing surveys, at the beginning of a series of lessons demonstrated acceptable food safety practices, thawing and storing foods properly. These results indicate maintaining lessons on food safety remains a priority and expanding it into the *Smart Choices* campaign may be prudent.

Obesity

Overweight and obesity have greatly increased during recent decades. Contributing factors include physical inactivity, excessive food consumption, and unhealthy food choices. New Hampshire's (NH) Behavioral Risk Factor Surveillance Survey (BRFSS) shows (37.6%) adults are overweight and (25.5%) are obese.<sup>7</sup>

**3. Other Nutrition-Related Programs Serving Low-Income Persons in NH**

UNH Cooperative Extension, through NH SNAP-Ed, coordinates and collaborates with many grass-roots and state-level nutrition-related programs serving low-income populations in New Hampshire. An example is collaboration among USDA FNS programs.

Currently, nutrition, food safety, food resource management, and physical activity education are provided specifically for SNAP eligibles through the 2012 USDA FNS SNAP-Ed Plan. The plan has enabled New Hampshire to provide education to SNAP eligibles and low-income individuals eligible to receive SNAP benefits or other means-tested Federal Assistance programs throughout the state using innovative and creative educational methods. Other programs providing nutrition education to SNAP eligibles and low-income individuals eligible to receive SNAP benefits or other means-tested Federal Assistance programs are listed below. Please note that these programs do not exclusively provide education to SNAP recipients and may be limited in what they offer based on funding or program requirements.

1. The Expanded Food and Nutrition Education Program (EFNEP) is administered by UNH Cooperative Extension. Currently EFNEP reaches participants in targeted locations in New Hampshire. Although an effective nutrition education program, EFNEP has limited funds for staffing and therefore, cannot reach large numbers of limited income families or youth.
2. The Women, Infants, and Children Nutrition Program (WIC) is administered by the New Hampshire Department of Health and Human Services. WIC's mission is to safeguard the health of low-income women, infants and children up to age five who are at nutritional risk by providing nutritious foods to supplement diets, information on healthy eating, and referrals to health care. Limited time, however, is available for nutrition education to pregnant women and parents of children who participate in WIC. UNH Cooperative Extension coordinates with WIC at the state level through joint education efforts including trainings and articles promoting WIC or CSFP in the *Smart Choices* newsletters.
3. The New Hampshire Department of Education, Division of Program Support, Bureau of Nutrition Programs and Services administer the National School Lunch Program (NSLP), After School Program (ASP) and Summer Food Service Program (SFSP) as well as other child nutrition programs. Funds are very limited for nutrition education in all these programs. UNH Cooperative Extension coordinates with this program at the state level specifically in work with schools where over 50% of the youth receive free and reduced priced meals. New efforts will be addressed in FY13 as outlined in the Youth Project.
4. The Commodity Supplemental Food Program is administered by the Women, Infants, and Children Nutrition Program through the New Hampshire Department of Health and Human Services. The Commodity Supplemental Food Program provides food assistance to low-income seniors, children and women after having a baby throughout New Hampshire.

5. The Temporary Emergency Food Assistance Program (TEFAP) is administered by the Community Action Program Belknap-Merrimack Counties, Incorporated. TEFAP makes commodity foods available to food banks, soup kitchens and eligible group homes throughout the state. UNH Cooperative Extension collaborates with TEFAP by writing articles for the TEFAP quarterly newsletter.
6. The New Hampshire Food Bank is operated by New Hampshire Catholic Charities and provides food to food pantries, group homes and soup kitchens throughout the state. The Food Bank also provides nutrition education in collaboration with *Cooking Matters*. UNH Cooperative Extension sub-contracts with *Cooking Matters* to offer education programs state-wide to adults and youth.
7. The NH DHHS Obesity Prevention Program is administered by the New Hampshire Department of Health and Human Services and is funded through a cooperative agreement with the Centers for Disease Control and Prevention (CDC). The Obesity Prevention Program (OPP) works in collaboration with the New Hampshire Healthy Eating, Active Living (HEAL) Initiative to reduce the burden of obesity in New Hampshire. UNH Cooperative Extension collaborates with local community funded HEAL projects and their efforts to reach SNAP families and youth.
8. County public health nurses conduct individual nutrition counseling sessions with a limited number of clients who are referred because of a nutritional crisis.

This project is a cooperative effort between USDA FNS–SNAP-Ed, the New Hampshire SNAP and UNH Cooperative Extension. Implementation is facilitated by the collaborative efforts of state and local agencies, UNH Cooperative Extension personnel and volunteers, UNH faculty, UNH students, as well as Keene State College and Plymouth State University students. Additional agencies that will partner on this project are: the Visiting Nurses Association (VNA), Public Health Services, State and Local Housing Authorities, Senior Centers, Parent-Child Centers, and faith-based organizations. Methods and materials from other USDA FNS funded SNAP-Ed plans from other states will be incorporated into this grant to more fully utilize existing materials, build on models already developed and avoid duplication.

This project will enable the New Hampshire SNAP-Ed, in cooperation with UNH Cooperative Extension, to provide SNAP eligibles with the knowledge needed to help them better use their food stamp dollars to feed their families nutritious meals.

#### 4. Areas of NH Where Supplemental Nutrition Assistance Program Target Audience Is Underserved or Have Not Had Access To SNAP-Ed Previously

Low income families with young children are the most vulnerable to circumstances of food insecurity. The poverty rate in New Hampshire in 2010 was 7.4%. The prevalence of household-level food insecurity (food insecurity-low or very low food security) in New Hampshire rose from 8.9% (2007 to 2009) to 9.6% (2008-2010).<sup>8</sup>

While NH's SNAP-Ed programs have been available statewide, under-served audiences still may not have accessed education including:

- **Rural residents:** New Hampshire residents who live in rural or remote areas of the state may have limited access to services because of limited transportation and lack of opportunity. The additional time and transportation arrangements needed to reach services puts extraordinary strains on the resources of people who live in sparsely populated areas.

The Carsey Institute recently mapped food insecurity and food sources in New Hampshire cities and towns and found the following: forty-two out of 234 towns and cities in New Hampshire are at high risk of food insecurity and are considered geographic food deserts with most located in the northern and western regions of the state. These same regions have public food programs but because they are rural, retail and public programs are limited.<sup>9</sup>

- **Working adults, especially parents of young children:** NH SNAP-Ed needs to be accessible, affordable, and tailored to meet their specific needs.
- **Children and youth:** Low-income children risk nutritional deficiencies that could harm their economic and nutritional status as adults.
- **Very low-income:** The readiness of people to learn and act on nutrition and physical activity information depends on the extent to which their attention is focused on immediate survival needs. For people who have little control over where their next meal may come from, dietary quality and physical activity messages are relatively unimportant and often difficult to act on.
- **Immigrant populations:** New Hampshire has seen an increasing population of immigrants from Mexico, Central and South America, Africa, as well as Eastern Europe and Bhutan. These populations are typically located in cities. Barriers to reaching these populations are language, cultural differences, and mistrust.

Many of the above populations are food insecure. Food insecurity occurs whenever the availability of nutritionally adequate and safe food or the ability to acquire acceptable foods in socially acceptable ways is limited or uncertain.

Hunger is defined as the uneasy or painful sensation caused by a recurrent or involuntary lack of food and is a potential consequence of food insecurity. Over time, hunger may

result in malnutrition. Results of the recent 2010 Feeding America (FA) survey of food security reveal the following statistics for New Hampshire:<sup>10</sup>

- The FA system served by The New Hampshire Food Bank provides emergency food for an estimated 127,200 different people annually.
- Thirty-five percent (35%) of the members of households served by The New Hampshire Food Bank are children under 18 years old.
- Among households with children, (93%) are food insecure (without hunger) and (48%) are food insecure with very low food security (with hunger).
- Fifty-nine percent (59%) of clients served by The New Hampshire Food Bank report having to choose between paying for food and paying for utilities or heating fuel.
- Forty-nine percent (49%) report having to choose between paying for food and paying for medicine or medical care.
- Twenty-six percent (26%) of households served by The New Hampshire Food Bank report having at least one household member in poor health.
- Sixty-one percent (61%) of pantries, (56%) of soup kitchens, and (31%) of shelters are run by faith-based agencies affiliated with churches, mosques, synagogues, and other religious organizations.

Food banks are by far the single most important source of food for agencies and emergency food providers providing (44%) of the food distributed by pantries, (24%) of the food distributed by soup kitchens, and (20%) of the food distributed by shelters.<sup>10</sup>

NH SNAP-Ed provides critical support for millions of low-income people and without these benefits many would go hungry. USDA program data reports the average monthly benefit per SNAP household in FY2011 in New Hampshire as \$119.54. (Total benefits paid out divided by total households served equals average household benefit.)<sup>11</sup> The high cost of oil has had a negative impact on home heating and transportation costs which compete with household income for food. The USDA Economic Research Service reported the Consumer Price Index (CPI) for food has increased by (2.5% to 3.5%) in 2012.<sup>12</sup> Food insecure households will be challenged to absorb the increase in food costs in 2012 and 2013.

Based on data from the 2006 New Hampshire Livable Wage Study, at wages to meet basic human needs, New Hampshire residents would need to spend (15% to 20%) of their household income on food. When lower wages are taken into consideration, families often spend up to (30%) of their income on food. Nutrition education that builds in menu planning and shopping skills to teach program participants how to economize on their food budget helps families come closer to meeting their nutritional requirements.<sup>13</sup>

For a number of reasons, some families choose to cope with food insecurity by using the emergency food system rather than government nutrition assistance programs. This is not a sustainable method to maintain a healthy diet. Soup kitchens and food pantries are an important source of calories; however, reliance on them does not provide a diet that consistently meets the 2010 Dietary Guidelines for Americans. Also food relief organizations in New Hampshire have experienced shortages due to the increasing demand for their services.

Limited income and access to food are prime factors leading to food insecurity. Low incomes combined with high living expenses such as housing, heating, or medical expenses, certain disabilities, or poor health can result in increased risk of food insecurity and hunger. Access to food in socially acceptable ways can be constrained by lack of transportation, living in remote locations, and lack of accessible food stores in geographic food deserts. Some vulnerable populations, such as the elderly, may feel stigmatized by accepting food assistance.

## **5. Implications of Your Needs Assessment and How These Findings Were Applied to This Current Year's SNAP-Ed Plan**

Based on our telephone survey of SNAP recipients, we know newsletters sent directly to recipient households are an effective way to provide education and help improve knowledge and behaviors. It is also clear that SNAP recipients find recipes to be a helpful tool for applying the nutrition education they receive. Moreover, important topics for this audience are: cost effective options for healthy meals; foods that contribute to a healthy weight; followed by quick and easy recipes and cooking methods.<sup>2</sup>

As a result, the 2013 NH SNAP-Ed *Smart Choices* newsletters, developed as part of the *Smart Choices* campaign, will focus on nutrition and healthy weight, an increased number of lower fat/lower calorie recipes, quick and easy meal planning/cooking, saving at the supermarket, and important topics for children's nutritional health.

While recipients' interest in improving their nutrition is high, our 2012 telephone survey revealed this level of interest is not matched by the number of individuals who have a healthy BMI, or who actually fall in the action or maintenance stages of the Stages of Change model. Clearly, barriers exist that prevent many individuals from adopting and sustaining a healthy lifestyle. Examples of some of these barriers are: cost-effective options for purchasing and preparing healthy food; knowledge about where to find food resources; and overall health status that would impact physical fitness. NH SNAP-Ed can provide nutrition knowledge and practical skills to facilitate changes that address these barriers. More attention will be given to writing the newsletters to focus on where the majority of SNAP recipients are in the Stage of Change model for nutrition and physical activity behaviors. Focusing on language that will help to move behaviors from one stage forward to the next stage brings recipients closer to following recommended practices. Results from the September

2012 telephone survey will be used to guide the *Smart Choices* and *Senior Smart Choices* newsletters in 2013.

Our survey also revealed SNAP recipients would be more likely to consider eating a healthy diet if they knew more or were less confused about: 1) the real cost of eating healthy foods, 2) what is or is not “healthy” food, and 3) how to find time to both prepare healthy meals and to be physically active on a regular basis. Our curricula and materials, whether a group series or a home study course, address these issues and are still an important part of SNAP-Ed for eligible adults and youth.

As with previous NH SNAP-Ed projects, recipes are a prominent part of the nutrition education, and are the application of nutrition theory. Staff will be encouraged to use existing recipes and provide more cooking demonstrations with taste-testing.

The survey also revealed that most SNAP recipients answering the stages of change question about fruit and vegetable consumption are in the preparation stage. This number has increased over the years, indicating the need to promote fruit and vegetable consumption through direct teaching. Many eligibles have limited knowledge about vegetable preparation and storage; introducing them to cooking and storage methods may increase intake.

#### Program Goals and Target Audience

The goal of NH SNAP-Ed is to improve the likelihood that SNAP eligibles will make healthy food choices within a limited budget and choose active lifestyles consistent with the 2010 Dietary Guidelines for Americans.

NH SNAP-Ed is intended to help households participating in SNAP by:

- Assisting SNAP eligible households to adopt healthy eating and active lifestyles consistent with the 2010 Dietary Guidelines for Americans.
- Enhancing practices related to thrifty shopping and preparation of nutritious foods by SNAP eligible households.
- Improving SNAP eligibles households’ safe handling, preparation and storage of food.

Recognizing the need for nutrition education to complement food assistance, USDA FNS supports and funds nutrition education for SNAP eligibles. This continuing project, first started in New Hampshire in 1989, has reached thousands of SNAP eligibles with practical education to help them spend their food dollar more wisely and feed themselves and their family’s healthier meals.

This educational effort involves a variety of activities ranging from the dissemination of information about selecting a well-balanced diet to hands-on cooking. Topics cover

nutrition over the lifecycle, however, our primary target audiences are: SNAP households with children; seniors; and youth in school and after-school settings where 50% or more of the youth receive free or reduced priced meals, and these eligible who live in geographic food deserts. According to USDA FNS, this targeted approach to programming is designed to reach the greatest number of SNAP eligibles with education, based on the characteristics of SNAP eligible households.

## Section B: State SNAP-Ed Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### 1. State Level Goals & Objectives

#### a. State Level Goals

The goals of this proposal are to:

1. Improve the knowledge and skills of NH SNAP eligibles to make healthier food choices in purchasing and preparing food for themselves and their families to use their SNAP benefits to their maximum effect.
2. Improve the knowledge and skills of NH SNAP eligibles to maintain or achieve a healthy weight.
3. Improve the knowledge and skills of NH SNAP eligibles to encourage more physical activity as part of healthy lifestyle to reduce sedentary time.
4. To improve the knowledge and skills of NH SNAP eligibles to improve their food safety habits.
5. To reduce the incidence of food insecurity in households.
6. Work with community and statewide groups to improve access to federal assistance programs, initiate school and community gardens and combine efforts to improve the nutrition and physical activity environments of communities and schools.

#### b. State Level Objectives

By September 30, 2013:

- Seventy-five percent (75%) of SNAP eligible adults, including seniors, participating in a series of lessons, will improve food resource management knowledge and practices such as using a shopping list more often, comparing prices, and planning menus to use their benefits to their maximum effect.
- Eighty-five percent (85%) of SNAP eligible adults, including seniors participating in a series of lessons, will improve nutrition knowledge and practices, such as planning meals, making healthy food choices, preparing foods without adding salt, reading nutrition labels and having children eat breakfast, as ways to improve diet quality.
- Twenty percent (20%) of SNAP eligible adults, including seniors, participating in a series of lessons, will increase knowledge and their level of physical activity, and thus reduce their time spent in sedentary behavior.

- Fifty-five percent (55%) of SNAP eligible adults, including seniors participating in a series of lessons will improve food safety knowledge and practices to prevent food-borne illness.
- Twenty-eight percent (28%) of SNAP eligible adults, including seniors participating in a series will run out of food less often before the end of the month.
- One hundred percent (100%) of SNAP households with children and SNAP households where case heads are 62 and over will receive two issues of the *Smart Choices* and *Senior Smart Choices* newsletters respectively.
- UNH Cooperative Extension will participate with other agencies and organizations in one community garden activity to support families to strengthen their ability to feed themselves healthy food.
- Fifty percent (50%) of SNAP eligible adults, including seniors will increase their knowledge of how to determine the appropriate caloric intake for their age and activity level.
- Fifty percent (50%) of SNAP eligible adults, including seniors, will indicate knowledge learned and one behavior they plan to implement as the result of a single lesson.
- Forty percent (40%) of SNAP eligible adults, including seniors participating in a series will increase their fruit consumption.
- Forty percent (40%) of SNAP eligible adults, including seniors participating in a series will increase their vegetable consumption.
- Ten percent (10%) of SNAP eligible adults, including seniors participating in a series will increase their consumption of whole grains.
- Ten percent (10%) of SNAP eligible adults, including seniors participating in a series will switch to fat-free or low-fat (1%) milk.
- SNAP eligible households with children and SNAP eligible seniors will receive information about federal food assistance programs.
- All schools in New Hampshire that have 50% or higher free and reduced priced meals will be contacted by a variety of methods including phone, email or face-to-face meeting, to discuss how they can participate in the *Youth Nutrition Education and Obesity Prevention Education Project*.
- Seventy-five percent (75%) of eligible schools will be reached with nutrition and physical activity education and information via *Nutrition Nuggets* newsletters, parent take home pieces and the *Healthy Schools NH* website.

- Seventy-five percent (75%) of eligible schools will participate with UNH Cooperative Extension to change one aspect of their school's nutrition or physical activity environment.
- Twenty, third or fourth grade classrooms will implement the *Teacher Enrichment Kit* lessons, contributing at least 400 hours.
- Three school or youth related sites will implement a garden project including nutrition and physical activity education.
- Seventy percent (70%) of children in grades K-2 will improve knowledge in food safety, physical activity, and foods from the fruit and vegetable groups.
- Seventy percent (70%) of children in grades 3-5 will improve knowledge and show behavior change when choosing healthy snacks; eating breakfast; being physically active and washing their hands before making something to eat.
- Seventy percent (70%) of children in grades 6-9 will improve knowledge and show behavior change when choosing vegetables; drinking low fat or non-fat milk; drinking 2 or less sweetened beverages a day; choosing 100% whole grains; being physically active for one hour day; washing hands before making something to eat, and following a recipe.
- Seventy youth will participate in *Cooking Matters for Families* or *Cooking Matters for Teens* programs.

1. Description of projects/interventions for each project the following information should be provided:

**Project Title: Adult Nutrition Education and Obesity Prevention Project**

**a. Related State Objectives.**

This project supports the following State Objectives:

By September 30, 2013:

- Seventy-five percent (75%) of SNAP eligible adults, including seniors, participating in a series of lessons, will improve food resource management knowledge and practices such as using a shopping list more often, comparing prices, and planning menus to use their benefits to their maximum effect.
- Eighty-five percent (85%) of SNAP eligible adults, including seniors participating in a series of lessons, will improve nutrition knowledge and practices, such as planning meals, making healthy food choices, preparing foods without adding salt, reading nutrition labels and having children eat breakfast, as a way to improve diet quality.
- Forty percent (40%) of SNAP eligible adults, including seniors participating in a series will increase their fruit consumption.
- Forty percent (40%) of SNAP eligible adults, including seniors participating in a series will increase their vegetable consumption.
- Ten percent (10%) of SNAP eligible adults, including seniors participating in a series will increase their consumption of whole grains.
- Ten percent (10%) of SNAP eligible adults, including seniors participating in a series will switch to fat-free or low-fat (1%) milk.
- Twenty percent (20%) of SNAP eligible adults, including seniors, participating in a series of lessons, will increase knowledge and their level of physical activity, and thus reduce their time spent in sedentary behavior.
- Fifty-five percent (55%) of adults participating in a series of lessons will improve food safety knowledge and practices to prevent food-borne illness.
- Twenty-eight percent (28%) of adults, including seniors participating in a series will run out of food less often before the end of the month.
- One hundred percent (100%) of SNAP households with children and SNAP households where case heads are 62 and over will receive two issues of the *Smart Choices* and *Senior Smart Choices* newsletters respectively.

- UNH Cooperative Extension will participate with other agencies and organizations in one community garden activity to support families to strengthen their ability to feed themselves healthy food.
- Fifty percent (50%) of eligibles will increase their knowledge of how to determine the appropriate caloric intake for their age and activity level.
- Fifty percent (50%) of SNAP eligible adults, including seniors, will indicate knowledge learned and one behavior they plan to implement as the result of a single lesson.
- SNAP eligible households with children and SNAP eligible seniors will receive information about federal food assistance programs.

**b. Audience.**

This project will reach SNAP eligibles who are certified, likely eligible and potentially eligible. Of this group, efforts will target:

- Households with children;
- Seniors (people who are aged 62 and older);
- Residents of geographic areas where distance and/or transportation pose barriers to their ability to obtain fresh and other healthy foods. Henceforth, we will refer to this group as “eligibles in geographic food deserts”.

We are defining SNAP eligibles as certified, likely eligible and potentially eligible based on the descriptions in the FNS guidance on pages 12 and 13 and the RFP on page 14. Henceforth, we will refer to this group as “eligibles.”

**c. Focus on SNAP Target Audience.**

The *Adult Nutrition Education and Obesity Prevention Project* is designed specifically for the SNAP Target Audience (defined in B. Target Audience). This project merges effective educational techniques by tailoring materials for audience needs and learning style.

Materials are written at a sixth grade reading level. Curricula for adults and seniors are learner-centered and implemented using motivational interviewing techniques. The curricula utilize hands-on learning techniques and printed materials for SNAP eligibles to take home. Whenever possible, lessons include food preparation or taste testing to emphasize the message of the lesson. We keep class size to 10 people, but will allow 15 under the right circumstances.

Materials and curricula in Spanish have been specifically designed to meet the needs of the Hispanic audience. We have a Latina Program Delivery staff person working

in Hillsborough County and another staff who is fluent in Spanish who can offer programs and materials in Spanish as requested.

Participant recruitment efforts focus on settings where SNAP eligibles are likely to be found, such as food pantries, family resource centers, community centers, homeless shelters, and at agencies working with the SNAP target audience in areas throughout the state. Special emphasis will be placed on working with agencies to recruit SNAP eligibles in areas of the state with geographic food deserts and high food insecurity. Lessons delivered in homeless shelters are tailored to the unique concerns of SNAP-Ed eligibles in crisis, given their housing situations. Lessons will focus on the most critical needs of this audience based on their location, for example saving money at the grocery store so that EBT benefits last the month and making better choices when refrigeration and cooking facilities are limited.

A recent study by the Carsey Institute highlighted the areas of New Hampshire with high risk for food insecurity and hunger combined with geographic food deserts. We combined Map 1 and Map 10 from their publication to identify each community in the state. We will collect data on SNAP activities and efforts in these communities for the final report. (See Appendix G for Variation in Risk for Food Insecurity in New Hampshire Cities and Towns, 2010).<sup>9</sup>

We collaborate with many agencies who also serve the SNAP audience (see Section 3 Coordination Efforts for details). Agencies refer eligibles to us for individual or small group instruction. We also have mechanisms in place through which eligibles can self-refer.

**d. Project Description.**

The *Adult Nutrition Education and Obesity Prevention Project* provides SNAP eligibles with nutrition, food safety, food resource management, methods to reduce food insecurity and physical activity education that enable and encourage behavior change. The project includes multiple approaches aimed at influencing individual and community decisions making the environment more conducive to maintaining healthy behaviors.

The Social-Ecological Framework was used as a way to organize activities in the *Adult Nutrition Education and Obesity Prevention Project*. This project focuses on influencing individual factors, environmental settings and sectors of influence.

The majority of this project focuses on changing individual decisions by SNAP eligibles knowledge and skills by utilizing the following approaches: small group, work with individuals in their home, home study courses and the *Smart Choices* newsletters. These approaches are designed to help SNAP eligibles improve their knowledge and the practical skills they need to implement dietary and activity changes to maintain a healthy weight, promote good health and prevent disease.

Our work with a community garden project is one approach to influence environmental settings in the community. This project will focus on participating with other community members to create opportunities for SNAP eligibles to gain knowledge, change behavior and reduce food insecurity.

Finally, UNH Cooperative Extension's work with Food Solutions New England, and specifically the Children's Alliance and their plan called NH Hunger Solutions, will influence sectors in society such as government, public health systems and funders to improve access to healthy food and opportunities to be more physically active in communities. This collaboration will be discussed further in (Section 3 Coordination Efforts.)

### Activities

We use a variety of activities to implement our goals and objectives. They are: a series of lessons, single sessions, a newsletter social marketing campaign, community gardens, and statewide collaborations. Staff discuss other USDA food assistance programs and other community resources that SNAP eligibles could investigate to help them stretch their food dollars further.

### Series of Lessons

We use a number of curricula to deliver series of lessons. Each has been selected to fill the varied needs of our audience. The curricula are; *Eat Smart Move More*, *Eat Healthy Stay Fit and Food 4 Thought* (seniors), *Cooking Matters for Adults*, *Cooking Matters for Families*, *Eat Smart Live Strong* (seniors) and *Simply Good Eating* (seniors). (For details see G. Use of Existing Educational Materials.)

Our curricula utilize the most practical nutrition education to help eligibles change their behaviors. Curricula lesson activities use motivational interviewing techniques to help eligibles learn concepts, and identify and overcome barriers to change. They also use hands-on, practical activities to reinforce learning through the use of multiple senses. Partnering with the NH Food Bank and the Cooking Matters program is an example where SNAP eligibles learn nutrition, food safety, and food resource management concepts, practice cooking skills and see where they can change their own behaviors based on what they have learned. We have selected these methods and curricula based on current research (See E Summary of Research) and over 25 years of experience working with the SNAP audience through the Expanded Food and Nutrition Education Program.

Each lesson has a variety of delivery methods to choose from, based on the facilities available. For example, if a program is conducted in a church or homeless shelter with cooking facilities, selected activities will focus on the application of nutrition principles through cooking. At an agency office which lacks cooking facilities, lessons would use handouts, demonstrations, and other teaching methods to reinforce the key messages. Classes are offered in conjunction with a collaborating agency to

best meet the needs of their participants. The target enrollment for classes will be 10 SNAP eligibles, but may be up to 15 individuals.

We have chosen core lessons that will be offered to SNAP eligibles based on recommendations from the 2010 Dietary Guidelines for Americans and USDA's MyPlate. (See section G. Use of Existing Educational Materials for listing). With each lesson, we provide eligibles written materials about the lesson for reference. We also provide nutrition education reinforcement materials costing under \$4.00 that contain an appropriate related message if space permits. Past reinforcement materials have included: a refrigerator thermometer distributed during a food safety lesson or a shopping list distributed during a menu planning lesson.

All topics focus on assisting SNAP eligibles to establish healthy eating habits and a physically active lifestyle as part of primary disease prevention efforts.

#### Single Presentations

We deliver education through single presentations under limited circumstances; for example at the request of a collaborating agency, or where the audience is not available for a series of lessons. At all single presentations we offer SNAP eligibles the opportunity to sign up for a full series. For example, the Carey House, a homeless shelter in Laconia, NH which houses mostly short-stay residents, has asked us to offer single presentations throughout the year to assist their residents with choosing healthy low cost foods that need little refrigeration and can be prepared with limited cooking facilities. Since most of their residents are there for a short stay, single presentations are the most effective. We provide SNAP eligibles with printed materials based on the lesson. We select single lessons from the curricula noted under (Section G. Use of Existing Educational Materials.)

#### Social Marketing Campaign

The ability to reach SNAP eligible households with children and households with SNAP case heads over age 62 with our *Smart Choices* newsletter series enables multiple exposures to information, thus increasing the likelihood that SNAP eligibles will make changes and support eligibles' attempts to maintain healthy habits. The newsletter topics are influenced by an annual telephone survey of SNAP households and will correspond to the 2010 Dietary Guidelines for Americans. The newsletters will also feature the USDA FNS, Core Nutrition Messages. This set of 16 Core Audience Tested Nutrition Messages and supporting content are contained in the publication titled, *Maximizing the Message: Helping Moms and Kids Make Healthier Food Choices*. Messages are designed to assist mothers and children in making specific diet-related changes.<sup>14</sup> (See H Development of New Educational Materials).

Two issues will be mailed to all SNAP households with children and SNAP households with case heads over the age of 62. Each newsletter connects to our

direct programming. To increase participation in a series of lessons, we will include a description of all options available to eligibles, a home study course, in-home visits and group opportunities on the postage paid, mail back card that is part of the newsletter. In addition, each sign up will receive a nutrition education reinforcement materials such as a calendar or recipe booklet. They can also sign up for classes by calling a toll-free number funded by our parent organization UNH Cooperative Extension and staffed by UNH Cooperative Extension volunteers. The *Smart Choices* campaign will help us better reach SNAP eligibles in geographic food deserts.

### Community Gardens

UNH Cooperative Extension will continue work with the Sycamore Community Garden Coalition in Concord, New Hampshire. This project was initiated to make gardening possible for limited income Concord residents, many of whom are refugees. The coalition created the community garden on land donated by the Community College System of NH where refugees and other low-income Concord residents can grow vegetables, a step toward greater food security.

Our work at the garden will focus on working with families to help them handle the foods they grow safely. Additionally, we will connect with families to offer further lessons utilizing our *Adult Nutrition Education and Obesity Prevention Project* curricula and materials.

### Statewide Plan to End Childhood Hunger

The New Hampshire Children's Alliance and Food Solutions New England, located at UNH, convened a group of key stakeholders to develop the first Food Advisory Council for New Hampshire. One of the first initiatives of the Council was to develop and implement the NH Hunger Solutions Plan to end childhood hunger. The Children's Alliance has facilitated the development of the NH Hunger Solutions Plan which has three main components; increase access to existing food resources; improve NH families' economic security, and to strengthen the components of the local and regional food system.

The SNAP-Ed project director has served on the Children's Alliance Steering Committee since October 2010. The project director will continue serving on the committee to assist in implementing the goals and objectives of the plan specifically as they impact UNH Cooperative Extension's work with SNAP eligible adults and youth.

### Where do we deliver our activities and interventions?

We deliver direct education face-to-face in SNAP eligibles homes, in a small group learning session at a collaborating agency, or through a home study course. Examples of collaborating agencies include Head Start, family resource centers, food

pantries, and Behavioral Health Agencies. (See 3 Coordination Efforts for a complete list.)

All of our adult classroom locations will have space which allows privacy and uninterrupted time for instruction, access to restroom facilities, space for child care should eligibles be unexpectedly unable to obtain child care, adequate parking and ADA accessibility. We will work with agencies to see if they can provide child care on site and will include that whenever possible. If space for childcare is unavailable, we will offer the parent individual classes in their home.

We provide our programs state-wide. There is one Program Delivery staff in each county and two in Hillsborough County. An additional staff person will be hired to cover part of Coos County and the northern section of Grafton County. This is an area of the state with geographic food deserts. Two staff are fluent in Spanish. With staffing for each county and our *Smart Choices* newsletter social marketing campaign, we are able to reach SNAP eligibles households with children, seniors and youth throughout the state, including eligibles in geographic food deserts.

#### Duration

All parts of the *Adult Nutrition Education and Obesity Prevention Project* begin October 1, 2012 and end September 30, 2013.

#### Number of eligibles

875 adults will participate in a series of lessons;

Adult home study 235  
Senior home study 200  
Families 325  
Senior series 50  
*Cooking Matters for Adults* (will recruit adults from households with children) and *Cooking Matters for Families* (adults will be counted here) 65.

Five hundred (500) adults with children and seniors will participate in single presentations.

An estimated 22,840 SNAP eligible households will receive the *Smart Choices* or *Senior Smart Choices* newsletters.

#### Frequency of contacts

- In a series of face-to-face lessons there will be 6-8 contacts, lasting 45-120 minutes each.
- In a series of home study lessons, there will be 4-6 contacts.

- Single presentation sessions will be one contact, lasting 45-120 minutes.
- Newsletters: 2 *Smart Choices* newsletters per year, and 2 *Senior Smart Choices* per year. Recipients receive one or the other, not both.
- *Cooking Matters for Adults* will be 6 contacts, lasting 120 minutes each.
- *Cooking Matters for Families* will be 6 contacts, lasting 90-120 minutes each.

#### Key Educational Messages

Key educational messages are consistent throughout each component of the *Adult Nutrition Education and Obesity Prevention Project*, which reinforces learning. The messages are consistent with the 2010 Dietary Guidelines, and MyPlate, and provide the foundation for education for SNAP eligibles.

#### Diet Quality

- Maintain appropriate calorie balance for weight maintenance
- Make half your plate fruits and vegetables
- Make half your grains whole
- Switch to fat-free or low-fat (1%) milk

#### Physical Activity

- Increase physical activity and reduce time spent in sedentary behaviors.

#### Food Safety

- Use and prepare foods using key food safety recommendations.

#### Food Resource Management

- Shop wisely at the supermarket and make the best use of available food resources.

#### Staff Training

Training provides staff the skills and tools to work more effectively with SNAP eligibles, and assist them to make the behavior changes they need to establish healthy eating habits and a physically active lifestyle. Staff are trained to deliver any

given lesson at a level determined by the needs of the audience. This allows for maximum effectiveness with diverse audiences.

UNH Cooperative Extension Nutrition Connections SNAP-Ed staff attend 10 meetings per year where they receive training about; nutrition updates, use of curriculum materials, issues in the field, clarification of guidelines and policies, best practices, and effective teaching methods. Trainings are planned one to two months in advance. Examples of trainings for FY 2013 include nutrition updates, food safety update, and speakers from agencies and organizations such as WIC and the School Lunch Program.

Staff will not attend out-of-state trainings with SNAP-Ed funds.

Note: Staff training will not include training in Medical Nutrition Therapy.

**e. Summary of Research.**

Deehy et.al. state “Nutrition education is most commonly delivered using the didactic model, in which the educator provides information and direction to the participant in a traditional teacher-student relationship. Although didactic approaches are generally successful at conveying information and increasing participant knowledge about nutrition, they have been less successful in motivating participants to translate this knowledge into the adoption of healthful behavior. Recent advancements in behavior change theory have led to more promising methods of influencing behavior change.”<sup>15</sup>

Recognizing the importance of behavioral change NH SNAP-Ed uses Motivational interviewing (MI) a client-centered approach. MI allows staff to assess a participant’s readiness for making changes and then guides them based on the assessment. Research conducted by Marley et.al. has shown MI interventions were effective in efforts involving diet and exercise.<sup>16</sup>

Leading experts agree that to be effective in addressing complex, food-related behaviors, nutrition educators must go beyond simply providing information and instead engage participants in a dialog to identify needs, set goals, increase self-efficacy, and address barriers to change.<sup>15, 16</sup>

NH SNAP-Ed follows the current best practices as described in the nutrition research above. In New Hampshire, we conduct a comprehensive needs assessment each year, design interventions tailored to meet the needs of the SNAP Target Audience; design evaluation strategies which will assess both knowledge and behavior change, collect the data, and monitor program progress. (See Appendix H for sample evaluation tools.)

Social marketing research conducted at the University of Rhode Island by Prochaska et. al. and at the University of California Davis Center for Advance Studies in Nutrition and Social Marketing provides evidence that social marketing can be an

effective method of reaching large populations with nutrition education, effectively supporting behavior change. Prochaska's Trans-theoretical Model is founded on three assumptions:

1. Behavior change involves a series of steps.
2. There are common stages and processes of change across a variety of health behaviors.
3. Tailoring an intervention to the stage of change, in which people are at the moment, is more effective than not considering the stage people are in.<sup>4</sup>

The intervention methods are based on the latest research on nutrition and social marketing. The primary source of this research is the University of California at Davis, Center for Advanced Studies in Nutrition and Social Marketing.<sup>17</sup> Research by C. A. Brown, et. al. demonstrates that continuing professional development for professionals is an important strategic instrument for improving health.<sup>18</sup> There is great benefit to clients when the professional is allowed time to learn new information, re-tool and refresh. In the field of nutrition, where nutrition is still a young science, it is critical to keep staff up-to-date on the latest recommendations and thinking about nutrition issues so that they can convey this information to their clients.

**f. Modification of Project Methods/Strategies.**

To improve consistency of teaching throughout the state, the curriculum, *Families Eating Smart and Moving More* developed collaboratively with the Division of Public Health, Nutrition Services Branch and Physical Activity and Nutrition Branch and North Carolina State University Cooperative Extension will be used. This curriculum has proven to be effective in reaching the SNAP-Ed Target Audience and facilitating behavior change.

The previously created Spanish home study course, *Unos Cambio Pequeños Para la Mejor Salud* has not been as effective as planned as a stand-alone home study course. We will continue to use the lesson materials with Hispanic speaking SNAP eligibles and seniors as part of the other curricula materials for this project. We will shift our Spanish-speaking staff's time to provide more face-to-face series with this audience using the Spanish version of *Families Eating Smart and Moving More*.

**g. Use of Existing Educational Materials.**

Existing curricula include:

*Families Eating Smart and Moving More*, available in English and Spanish, is a curriculum designed to provide families with the skills and motivation to improve nutrition, food resource management, food safety and physical activity behaviors. The core lessons that will be used in a series are: *Fix it Safe; Plan: Know What's for Dinner; Shop: Get the Best for Less; Shop for Value, Check the Facts; Choosing*

*More Fruits and Vegetables; Making Smart Drink Choices; MyPlate/Smart Size Your Portions and Right Size You; and Eating Smart Throughout the Lifecycle-Children.* Each module includes handouts/posters, activities, and other tools to make eating healthier and doing more physical activity fun and easy.

*Eat Healthy, Stay Fit*, Home Study course, UNH Cooperative Extension (revised 2011). This four-lesson home study is specifically designed for the SNAP eligibles, is written at a fifth to sixth grade reading level and focuses on the nutrition, physical activity, food resource management, and food safety issues facing SNAP eligibles.

The home study course is available for SNAP eligibles that are unable to attend group sessions at collaborating agencies or for those that prefer to learn at home. SNAP eligibles are also recruited through a pre-postage paid response card enclosed in *Smart Choices* newsletters. *Eat Healthy; Stay Fit* consists of four eight-page lessons each with a worksheet that is returned, postage paid, to UNH Cooperative Extension. Each lesson focuses on one or two main concepts and includes four topics that are consistent with each lesson; *Make it Together; Family Fitness and Community Resources; Food Safety; and Family Time and Mini-Goals*. The worksheets ask SNAP eligibles to identify what mini-goal they will work on from the lesson and indicate what they will do differently as a result of the main topic of the lesson, and the additional sections on family fitness, family time and food safety.

*Food 4 Thought*, home study course, UNH Cooperative Extension (revised 2011). This six lesson home study course designed for seniors covers nutrition, physical activity, food safety and food resource management topics of interest to seniors. SNAP eligibles are recruited through a pre-postage paid response card enclosed in *Senior Smart Choices* newsletters.

SNAP eligible seniors can complete the six lesson home study course called *Food 4 Thought* which includes a worksheet that is returned, postage paid to UNH Cooperative Extension. Each lesson focuses on one or two main topics, includes information on being more active and recipes for one or two.

*Cooking Matters for Adults*, updated 2011, by Lyssa Balick, MS, CNS, and Susan Gross, PhD, MPH, RD. *Cooking Matters for Adults* is learner-centered and was revised with the goals of integrating best practices from local programs and incorporating techniques from adult learning theories. These materials are printed and distributed by Share Our Strength, the national non-profit anti-hunger organization that administers Cooking Matters. Each SNAP eligible receives a *Cooking Matters for Adults* workbook provided by the Cooking Matters Program. The lessons are *Healthy Cooking Basics; My Plate; Choosing Fruits, Vegetables and Whole Grains (Fruits, Vegetables, and Grains); Cooking Lean and Low fat (protein, dairy and fats); Plan to make the most of Your Meals (food resource management); Shopping Smart; and Recipe for Success*.

*Cooking Matters for Adults* curriculum uses a very successful educational model. A local chef and nutrition educator provide the food and nutrition education together. The chef and nutrition educator discuss the key concepts of the lesson together. The chef demonstrates the skills necessary for recipe preparation, while the nutrition educator reviews the key nutrition messages of each lesson. This curriculum is designed to be delivered in a series of five to six, two-hour lessons for maximum behavior change. The 2010 Dietary Guidelines, as well as the associated information and materials from MyPlate, provide the foundation for nutrition education for the *Cooking Matters Project* and are designed to facilitate behavior change. The *Cooking Matters for Adults* curriculum will be offered in Spanish at the request of a collaborating agency.

*Cooking Matters for Families*, revised in 2009 by Lyssa Balick, MS CNS, and Susan Goss, PhD, MPH, RD. The *Cooking Matters for Families* curriculum is a 6-lesson curriculum designed to bring school-age children and their families together in the kitchen and around the dinner table to learn about nutrition, cooking and healthy eating. The goal of *Cooking Matters for Families* is to get parents thinking about how they can help their children develop healthy eating habits at home and at school. Both parent and child participants will learn the basic nutrition and cooking skills necessary to prepare healthy, low-cost meals. These materials are printed and distributed by Share Our Strength. There are six lessons: *Cooking Side By Side; Try it, You'll Like It; Healthy Starts at Home; The Power of Planning; Active Families; and Celebrating our Success*. Each SNAP eligible receives a *Cooking Matters for Families* workbook provided by the *Cooking Matters Program*.

*Cooking Matters* has a proven record of success in providing food and nutrition education to SNAP eligibles. Additionally, the *Cooking Matters* model focuses on the application of nutrition principles through cooking and nutrition education, skills that many younger families lack. Collaborating with *Cooking Matters* is another way to serve under-served populations and maximize resources. The *Cooking Matters for Families* curriculum will be offered in Spanish at the request of a collaborating agency.

We also use a number of factsheets to supplement lessons and to distribute to SNAP eligibles who may not have signed up for lessons but want further information. We also share these with collaborating agencies. (See 3 Coordination Efforts.) The following is a list of the factsheets we purchase or print.

*Activity Pyramid for Adults*, Park Nicollet  
*Choose MyPlate*, Learning Zone Express  
*Do I Have To Eat That?* UNH Cooperative Extension  
*Fight BAC*, UNH Cooperative Extension  
*Food Keeper*, Food Marketing Institute and Cornell University  
*How to Use Your Food Stamp Benefits*, UNH Cooperative Extension  
*Let's Eat For the Health of It*, USDA and US DHHS  
*Moving Matters*, University of Maine Cooperative Extension

*Portion Distortion*, Learning Zone Express  
*Quick and Easy Meals for Less*, UNH Cooperative Extension  
*A Healthy Habit-Reading Food Labels*, Learning Zone Express  
*Saving at the Supermarket*, UNH Cooperative Extension  
*What's On Your Plate?* UNH Cooperative Extension  
A variety of *10 Tips* sheets developed by USDA

We also print materials to recruit eligibles. They are:

*Eat Healthier and Save Money*, UNH Cooperative Extension  
*Nutrition Connections*, UNH Cooperative Extension

All materials whose author is UNH Cooperative Extension include the appropriate USDA non-discrimination statement, credit SNAP as a funding source, and include a brief message about how SNAP can help provide a healthy diet and how to apply for benefits.

**h. Development of New Educational Materials.**

Two new issues of *Smart Choices* and *Senior Smart Choices* newsletters will be developed for distribution to SNAP households.

*Smart Choices* and *Senior Smart Choices* are designed to meet the needs of the SNAP Target Audience. *Smart Choices* is tailored for households with children. *Senior Smart Choices* is tailored to meet the needs of the SNAP target audience aged 62 and older. The core topics of the newsletters will cover increasing consumption of fruits and vegetables, healthy eating on a budget, increasing physical activity and simple food preparation techniques including recipes. Content is directed by results of our annual telephone survey, where we ask SNAP eligibles what topics they want more information about and how they want that information.

The newsletters will utilize the Core Messages developed by USDA FNS.<sup>14</sup> These messages can help nutrition educators deliver consistent messages that resonate with moms and kids and motivate them to adopt healthier eating habits. The messages can help SNAP eligibles increase consumption of whole grains, fat-free and low fat milk, and fruits and vegetables, and encourage child feeding practices that foster healthy eating habits.

**i. Key Performance Measures/Indicators.**

1. Number of SNAP eligibles including seniors participating in a series of lessons.
2. Number of SNAP eligibles including seniors graduating from a series of lessons.
3. Number of SNAP eligibles including seniors participating in single sessions.

4. Number of SNAP eligibles including seniors receiving *Smart Choices* and *Senior Smart Choices* newsletters.
5. Report of community garden project activities.
6. Reports of knowledge and behavior changes of SNAP eligibles including seniors.
7. Number of SNAP eligibles participating in and graduating from *Cooking Matters for Adults* and *Cooking Matters for Families* programs.
8. Number of staff trainings.
9. Attendance at Food Advisory Council meetings and results of implementation plans.
10. Number of SNAP eligibles receiving information about USDA FNS food assistance programs.

1. Description of projects/interventions for each project the following information should be provided:

Project Title: Youth Nutrition Education and Obesity Prevention Project

a. **Related State Objectives.**

This project supports the following State Objectives:

By September 30, 2013:

- All schools in New Hampshire that have 50% or higher free and reduced priced meals will be contacted by a variety of methods including phone, email or face-to-face meeting, to discuss how they can participate in the *Youth Nutrition Education and Obesity Prevention Education Project*.
- Seventy-five percent (75%) of eligible schools will be provided with nutrition and physical activity education and information via *Nutrition Nuggets* newsletter, parent take home pieces and the information from the *Healthy Schools NH* website.
- Seventy-five percent (75%) of eligible schools will participate with UNH Cooperative Extension to change one aspect of their school's nutrition or physical activity environment.
- Twenty, third or fourth grade classrooms will implement *Teacher Enrichment Kit* lessons, contributing at least 400 hours.
- Three school or youth related sites will implement a garden project including nutrition and physical activity education.
- Seventy percent (70%) of children in grades K-2 will improve knowledge in food safety, physical activity, and foods from the fruit and vegetable groups.
- Seventy percent (70%) of children in grades 3-5 will improve knowledge and show behavior change when choosing healthy snacks; eating breakfast; being physically active and washing their hands before making something to eat.
- Seventy percent (70%) of children in grades 6-9 will improve knowledge and show behavior change when choosing vegetables; drinking low fat or non-fat milk; drinking 2 or less sweetened beverages a day; choosing 100% whole grains; being physically active for one hour a day; washing hands before making something to eat; and following a recipe.
- Seventy youth will participate in *Cooking Matters for Families* or *Cooking Matters for Teens* programs.

**b. Audience.**

The target audience for this project is youth aged 4-19 in schools or after-school settings that have 50% or higher free and reduced priced meals. We will reach some 3 year-old children because some Head Start programs accept children as young as three. Special emphasis will be focused on grades K-6, because research shows behavior change is much more likely to occur with younger children.<sup>19</sup>

**c. Focus on SNAP Target Audience.**

This project is available and delivered in schools where at least 50% the students qualify for free and reduced priced meals. New Hampshire SNAP-Ed works with the NH Department of Education, Bureau of Nutrition Programs and Services to identify these schools. (See Appendix I for a listing of these schools.)

Qualified schools will be targeted throughout the state, both rural and urban, in all ten counties. Youth will receive direct education through a series of lessons. In addition, teachers will receive related nutrition and physical activity information to send home to parents based on the lessons the youth received. Teachers will also have access to additional newsletters and information to send to parents or post in their schools.

The *Youth Nutrition Education and Obesity Prevention Project* materials and curricula have been specifically designed to meet the needs of youth from SNAP families. The lessons have been compiled from UNH Cooperative Extension field-tested curriculum materials and represent the most effective nutrition education materials available to NH SNAP-Ed. These materials focus on the most critical nutrition, food resource management, physical activity, and food safety issues facing SNAP eligible families.

**d. Project Description.**

Through the *Youth Nutrition Education and Obesity Prevention Project* we provide the youth, parents and staff in eligible schools with nutrition and physical activity education. We also support schools and their efforts to maintain behavior changes through comprehensive multi-level interventions and community and public health approaches, such as sharing resources and information with wellness teams and assisting schools in their plans to apply for the Healthier US School Challenge.

Activities

We use a variety of activities to implement our goals and objectives. Our direct education efforts focus on helping students learn the knowledge and practical skills they need to implement dietary and physical activity changes to maintain a healthy weight, promote good health and prevent disease.

### Series of Lessons

We use a number of curricula to deliver series of lessons. The curricula include: *Youth SNAP Tool Kit* lessons for grades K-2; *Food is Elementary, Up for the Challenge*, *Cooking Matters for Families* for grades 3-5; *Nutrition Essentials*, *The Power of Choice*, and *Cooking Matters for Teens* for grades 6-12.

The *Youth Nutrition Education and Obesity Prevention Project* is designed to be delivered at school or after-school programs, in a series of five to six lessons for maximum behavior change. The lessons are approximately 30 to 40 minutes in length and are presented to youth in group learning sessions. In settings outside of school, group size will be limited to no more than ten for children aged twelve and under. When the group is larger, there will be another volunteer or agency staff person to assist the educator.

The lessons use multiple delivery channels to engage children in the learning process, and to accommodate different learning styles. Providing consistent messages through multiple delivery channels is also an effective way to encourage a positive change in a participant's nutritional behavior. Staff will link lessons around the fruits and vegetables served through the USDA Fresh Fruit and Vegetable Program when possible.

Youth will complete surveys prior to the start of lessons, at the completion of lessons, and 30 days after the completion of lessons. Surveys will be designed based on the age and level of youth. Younger children will complete knowledge surveys; older youth will complete knowledge and behavior change surveys. (See Youth Surveys Appendix H)

### Healthy Schools NH

In addition to direct teaching provided by the Program Delivery Staff, teachers will receive *Healthy Schools NH* support and resources from the Education Supervisor and the Program Delivery Staff. Resources are made available via mail or the *Healthy Schools NH* website. Resources include a school self-assessment tool for wellness committees; materials for bulletin boards; information about available grants; upcoming professional development opportunities; curricula; and nutrition and physical activity materials to send home to parents. Additionally, teachers may sign up to receive the *Nutrition Nuggets* newsletters to send home to parents or post on their school's website. (See *Nutrition Nuggets* and Teacher Feedback surveys Appendix H)

UNH Cooperative Extension Staff will assist schools on their application for the Healthier US School Challenge and/or becoming a Team Nutrition School.

### Nutrition Connections Teacher Enrichment Kits

The *Teacher Enrichment Kits* will be implemented in schools where UNH Cooperative Extension Nutrition Connections Program Delivery staff currently teach to give teachers more flexibility to implement lessons when time permits during the school day. Teachers have the option to implement three or more lessons in their own classrooms. Lessons may be broken up into short segments that can be easily inserted into the school day during the school week. Program Delivery Staff will teach the remaining lessons and complete the evaluations. (See Teacher Enrichment Kit Surveys Appendix H)

### Youth Gardens

Program Delivery Staff will recruit and work with three sites in the community designed to establish youth gardens. The Whole Village Family Resource Center in Plymouth and the Ledge Street School in Nashua will be contacted as possible sites as they have already expressed an interest. Program Delivery staff will provide nutrition and physical activity lessons from our various curricula, taste testing, and cooking as permitted by the host site. In addition Program Delivery staff will contribute vegetable seeds, vegetable plants, and small gardening tools and will work with the host site to find other materials needed to make the garden successful. When possible, UNH Cooperative Extension Master Gardeners will be involved with the project to assist with planting and maintaining the garden. Youth will complete surveys prior to the start of lessons and at the completion of a series of lessons. Surveys will be designed based on the age and level of youth. Younger children will complete knowledge surveys; older youth will complete knowledge and behavior change surveys. Every attempt will be made to complete surveys 30 days after the completion of a series of lessons at youth gardens, however, timing may be an issue.

### Where do we deliver our activities and interventions?

We deliver our direct teaching and other activities in schools, Head Start sites and community sites that provide afterschool or out of school programs. We provide our programs state-wide, including areas of the state designated as geographic food deserts. There is one Program Delivery staff in each county and two in Hillsborough County. An additional staff person will cover Coos County and Northern Grafton County. Two staff are fluent in Spanish.

For programs in sites other than schools, we will limit enrollment of youth to 10 for youth 12 and younger. Sites will have space which allows privacy and uninterrupted time for instruction, access to restroom facilities, adequate parking and ADA accessibility.

Duration

All parts of the *Youth Nutrition Education and Obesity Prevention Project* begin October 1, 2012 and end September 30, 2013.

Number of eligibles

Total youth for this project: 3,500

Youth in school settings in a series 3,400  
Youth Nutrition Education Garden Programs 30  
*Cooking Matters for Families* 25 youth  
*Cooking Matters for Teens* 45 youth

Frequency of Contacts

- Direct teaching 4-6 weekly sessions, lasting 30-45 minutes each.
- *Nutrition Nuggets* newsletters five or more issues over the course of the school year.
- Youth Gardens direct teaching over the summer months; planning throughout the year.

Key Educational Messages

Key educational messages are consistent throughout each component of the *Youth Nutrition Education and Obesity Prevention Project*, which reinforces learning. The messages are consistent with the 2010 Dietary Guidelines, and MyPlate, provide the foundation for nutrition education and are delivered in a manner designed to facilitate behavior change, including hands-on activities and games.

Diet Quality

- Make half your plate fruits and vegetables
- Make half your grains whole
- Switch to fat-free or low-fat (1%) milk
- Drink water instead of sugary drinks

Physical Activity

- Increase physical activity and reduce time spent in sedentary behaviors.

Food Safety

- Use and prepare foods using key food safety recommendations.

Staff Training

Training provides staff the skills and tools to work more effectively with SNAP youth, and assist them to make the behavior changes they need to establish healthy eating habits and a physically active lifestyle. Staff are trained to deliver any given lesson at a level determined by the needs of the audience. This allows for maximum effectiveness with diverse audiences.

UNH Cooperative Extension Program Delivery staff attend 10 meetings per year to receive training on nutrition updates, use of curriculum materials, issues in the field, clarification of guidelines and policies, best practices, and effective teaching methods. Staff will not attend out-of-state trainings.

**e. Summary of Research.**

According to USDA Team Nutrition, “A healthy school nutrition environment is one where nutrition and physical activity are taught and supported in the classroom, the dining room, and throughout the school. This environment provides positive messages that help students develop healthy eating and physical activity habits. It also provides an opportunity to practice these healthy habits. This includes the opportunity to make personal choices from healthy food options in the school dining area and throughout the school; the opportunity to eat in pleasant and comfortable surroundings; and the opportunity for physical activity that is fun. By providing these messages and opportunities, lifestyle choices are being taught not only in class but by the environment students experience each school day. Students learn what they live.”<sup>20</sup>

The 4-H Youth Development program's foundation is based on the Experiential Learning Model. All of the *Youth Nutrition Education and Obesity Prevention Project* materials follow this model. Children learn best when they are able to experience by doing something; reflect on the action and apply it to the present.<sup>21</sup>

**f. Modification of Project Methods/Strategies.**

As a result of feedback from teachers and Program Delivery staff, FY12's *Teacher Extended Pilot Lesson Plans* required some editing and minor changes. The changes will be made including a title change to *Nutrition Connections Teacher Enrichment Kits*.

Web-based training will be developed to promote components of the *Healthy Schools NH* program. School staff will learn about all of the components of *Healthy Schools NH* through webinars on the *Healthy Schools NH* website enabling them to

access and receive the benefits of the program in a more convenient and time efficient manner. Student interns will assist with the development of a training video that demonstrates the implementation of the *Teacher Enrichment Kits*. The video will be made available to all eligible schools through the *Healthy Schools NH* website.

**g. Use of Existing Educational Materials.**

Existing Curricula materials include:

The *Youth SNAP Tool Kit*, UNH Cooperative Extension (revised 2011) Includes materials from curricula used in previous NH SNAP-Ed plans as well as pieces from *Eat Smart, Play Hard*, USDA, FNS, 2006 and *Nibbles for Health*, (USDA, FNS *Team Nutrition*, revised 2008); and the *USDA Dietary Guidelines Ten Tip Education Series Hand-outs* (2012). This curriculum reaches K-2 youth. Topics covered include MyPlate, each of the food groups, food safety, and the importance of breakfast.

The *Cooking Matters* curricula: *Cooking Matters for Families* and *Cooking Matters for Teens* are specifically designed for SNAP eligible populations, based on research conducted by Share Our Strength. These curriculum materials focus on the most practical nutrition education to help youth learn and practice skills to make healthier choices and be more active.

*Nutrition Connections Teacher Enrichment Kit*, UNH Cooperative Extension (revised 2012) a curriculum designed for schools to supplement the work of UNH Cooperative Extension, Nutrition Connections staff who teach a series of lessons in their school. For those eligible schools, if programming by UNH Cooperative Extension, Nutrition Connections staff is not possible, teachers will be recruited to teach lessons on their own. The *Nutrition Connections Teacher Enrichment Kit* is designed for third and fourth grade youth. Lessons covered: include MyPlate, each of the food groups, food safety, and the importance of breakfast.

*Food is Elementary*, A Hands-on Curriculum for Young Students (2001, Antonia Demas, Food Studies Institute, Inc.) This food based curriculum integrates academic disciplines with food, nutrition, culture and the arts. Concepts from this curriculum are used with youth in grades 3-5 in classrooms and after- school programs where cooking activities are allowed.

*Up for the Challenge, Lifetime Fitness, Healthy Decisions*, (4-H/Army Youth Development Project, 2006) lessons include fitness and nutrition curriculum for youth in grades 3-5. The five chapters are: *Back to Basics*, *Healthy Decisions for Living Well*, *Fueling the Body*, *Consumer Challenge* and *Activity for Life*. Each chapter provides several lessons and activities.

*Nutrition Essentials – Teaching Tools for Healthy Choices* (4/07), USDA FNS and *The Power of Choice, Helping Youth Make Healthy Eating and Fitness Decisions*

(revised 2008), USDA FNS, US-DHHS, Food and Drug Administration, will be used for middle and high school classes. These lessons have been designed especially for middle to high school aged youth. Topics for *Nutrition Essentials – Teaching Tools for Healthy Choices* include My Pyramid/My Plate Amounts of Foods for You, Choose the Foods You Need, Choose Food for Their Nutrients, Estimate Amounts of Food, Put It All Together-Food for a Day and Move It-Keep Your Health in Balance. Topics for the Power of Choice, Helping Youth Make Healthy Eating and Fitness Decisions lessons are: It's Up to You! , Get Up and Move!, How Much Do You Eat? , Are You Label Able?, Tastes Great, Less Solid Fat! Make Drinks Count!, Snacks: "Chews" for Health, Your Fast-Food Order?, Urge to Splurge?, and What's New?

*Cooking Matters for Families*, by Lyssa Balick, MS CNS, and Susan Goss, PhD, MPH, RD, was revised in 2009 with the goals of addressing the most crucial drivers of family food decisions, and better engaging parents and school aged children together in the learning process. The course was expanded from four to six weeks. These materials are printed and distributed by Share Our Strength. There are six lessons: Cooking Side By Side; Try It, You'll Like It; Healthy Starts at Home; The Power of Planning; Active Families; and Celebrating our Success.

*Cooking Matters for Teens* updated in 2011 by Elyse Levine, PhD, RD is a six week program that teaches teens ages 12-18 to make healthy food choices and prepare nutritious, delicious low-cost meals and snacks. Each lesson emphasizes the importance of health eating, physical activity, and food safety through hands-on learning activities. The six lessons are: Teens Cook; Fabulous Fruits and Vegetables; Whole Grain Goodness; You're the Chef; Store Wars; and Extreme Food Makeover.

*Nutrition Nuggets* Resources for Educators a Division of CCH Inc., a monthly reproducible newsletter, follows the USDA Dietary Guidelines by providing practical ideas for families of elementary school children to improve their nutrition and physical activity. Topics covered in these newsletters in 2012 includes: preparing healthy foods on a tight schedule and tight budget; finding time for physical activity in the family's daily routine; helping children choose healthy snacks; making exercise fun; and making healthy foods attractive to kids

Existing materials we use are:

*Choose MyPlate* coloring sheets, USDA (used with elementary students only)  
*Activity Pyramid*, Park Nicollett Institute  
*Food Stickers*, Michigan State University Extension (used with elementary students only)  
*MyPlate* poster, USDA (used with older students)  
*Kids MyPlate* poster, Learning Zone Express

**h. Development of New Educational Materials.**

No new materials will be developed.

**i. Key Performance Measures/Indicators.**

1. Number of 50% or higher schools contacted.
2. Number of 50% or higher schools that participate in at least one *Healthy Schools NH* activity.
3. Number of 50% or higher schools participating in the *Nutrition Connections Teacher Enrichment Kit*.
4. Number of evaluations from the teachers on the *Nutrition Connections Teacher Enrichment Kits*.
5. Documentation of time teachers spend implementing the *Nutrition Connections Teacher Enrichment Kits*.
6. Number of youth enrolled in a program series, including *Cooking Matters for Families* (youth counted in this project) and *Cooking Matters for Teens*.
7. Observed knowledge and behavior change of youth as measured by pre- and post-tests administered to youth in grades two through twelve participating in the lesson series to determine current nutrition knowledge and behavior.
8. Results from teacher evaluations demonstrating dietary changes children have made in class.
9. Number of schools receiving *Nutrition Nuggets*.
10. Number of evaluations and the results for *Nutrition Nuggets* from teachers and parents (See Appendix H).
11. Number of parent take home pieces distributed by staff.
12. Number and completion of webinars for teachers.
13. Number of collaborations on wellness policies and Healthier US School Challenge applications in 50% schools.

## 2. Evaluation Plans

**Project Title:** Adult Nutrition Education and Obesity Prevention Project

**Type of Evaluation:** Process, Outcome

**Questions to be addressed:**

As a result of the *Adult Nutrition Education and Obesity Prevention Project* participation do SNAP eligibles, including seniors:

- Show improvement in knowledge and in one or more food resource management practices, such as comparing prices, planning menus, and using a shopping list?
- Show improvement in knowledge and one or more nutrition practice, such as planning meals, making healthy food choices, preparing foods without salt, reading nutrition labels, or having their child eat breakfast?
- Increase their knowledge and physical activity level?
- Show improvement in knowledge and one or more food safety practices, such as handling and storing foods safely?
- Run out of food less often?
- Increase their knowledge of how to determine the appropriate calorie intake for their age and activity level?
- Increase their fruit consumption?
- Increase their vegetable consumption?
- Increase their consumption of whole grains?
- Increase their consumption of fat-free or low-fat (1%) milk?
- Show improvement in one or more nutrition practice, such as planning meals, making healthy food choices, preparing foods without salt, reading nutrition labels, or having their child eat breakfast?
- Increase their knowledge and indicated one behavior they will change as a result of a single lesson?

As a result of the *Adult Nutrition Education and Obesity Prevention Project*:

- How many SNAP eligible seniors participate and graduate from the *Food 4 Thought* home study course?
- How many SNAP eligibles participate and graduate from the *Eat Healthy, Stay Fit* home study course?
- How many SNAP eligibles are reached with *Smart Choices* and *Senior Smart Choices* newsletters?
- How many *Smart Choices* and *Senior Smart Choices* newsletters are distributed?
- How many SNAP eligibles participate and graduate from the *Cooking Matters for Adults* and *Cooking Matters for Families* programs?
- How many SNAP eligibles participate and graduate from a series using the *Families Eating Smart and Moving More*?
- How many SNAP eligible seniors participate and graduate from a series using *Simply Good Eating* and *Eat Smart Live Strong*?
- How many SNAP eligibles, including seniors participate in single sessions?
- Do staff receive professional development to gain and skills to effectively deliver education to SNAP eligibles?
- How many successful community garden projects are implemented?
- Is information from the NH Hunger Solutions plan shared with UNH Cooperative Extension staff and other organizations working with SNAP eligibles including seniors?

**Evaluation approach:**

We will use short-term and long-term evaluations to assess program impact on behavior change. We will use a variety of other evaluations to assess other impacts.

Short-term evaluation of behavior change

- SNAP eligibles including seniors will complete a 24-hour food recall at the beginning and end of a program series to measure changes in food intake of: fruits, vegetables, whole grains, and low fat or non-fat milk. Data from both food recalls is entered into our national reporting system called NEERS 5. Program Delivery staff share results with SNAP eligibles. In addition, SNAP eligibles

including seniors will complete another 24 hour food recall 30 days after the end of a series. This survey will be conducted in person, by phone or by mail. The survey will also be entered into the NEERS reporting system. Statewide aggregate data will be used to report on objectives outlined in this project. (See Appendix H for a sample 24 hour food recall) Staff review the forms with eligibles and answer questions as eligibles complete them. Staff are available to fill out the forms as needed.

- SNAP eligibles including seniors will complete a knowledge and behavior checklist at the beginning and end of a program series to measure changes knowledge and behavior on nutrition, food resource management, methods to reduce food insecurity, physical activity and food safety. Data from both knowledge and behavior checklists is entered into our national reporting system NEERS. In addition, SNAP eligibles including seniors will complete another knowledge and behavior checklist 30 days after the end of a series. The survey results will be entered into the NEERS reporting system. Statewide aggregate data will be used to report on objectives outlines in this project. (See Appendix H for current behavior checklist. Knowledge survey will be developed prior to the start of this grant.) Staff review the forms with eligibles and answer questions as eligibles complete them. Staff are available to fill out the forms as needed.
- Statewide aggregate data is collected using the NEERS reporting system on the number of SNAP eligibles including seniors participating and graduating from: *Food 4 Thought; Eat Healthy, Stay Fit; Cooking Matters for Adults; Cooking Matters for Families; Families Eating Smart and Moving More; and Simply Good Eating and Eat Smart Live Strong.*

#### Long-term evaluation of behavior change

Given the time frame of one year for the RFP, our long term evaluation will measure:

- Retention of the knowledge learned in the program
- The participant's use/application of the knowledge and changes in their own behavior as a result.

We propose to complete an additional set of surveys with eligibles that complete a series of lessons, 6 months after completion of an activity. Using the existing evaluation tools already outlined in the RFP, a food recall and survey questions, we give us an additional set of data to look at change longitudinally for each person over time and the average for the group over time. We will also do in-depth interviews with approximately 50 eligibles to obtain more descriptive outcome information and other unanticipated changes people make as a result of participating in activities.

We will partner with the Carsey Institute at UNH to:

- develop the in-depth interview questions;
- conduct the interviews and analyze the data utilizing trained and supervised PhD students from UNH
- compile results for a final report

Other evaluation methods

- Statewide aggregate data is collected using the NEERS reporting system on the number of SNAP eligibles including seniors participating in a single session.
- Documentation will be collected at the state level for the number of newsletters distributed to SNAP eligibles including seniors.
- Documentation will be collected at the state level on the number and content of trainings and staff meetings offered to staff.
- Documentation will be collected on the effectiveness of the community garden activities.
- Documentation will be provided on the information shared and the implementation of the NH Hunger Solutions plan with UNH Cooperative Extension staff and other organizations working with SNAP eligibles.
- Data will be collected on knowledge changed on determining appropriate calorie intake for each SNAP eligible
- Data will be collected on knowledge and behavior intent from a single session.

**Plans for using the results:**

Data is used to assess the degree to which the project level objectives are met and as a needs assessment to identify training needs for staff. UNH Cooperative Extension shares reports with from NEERS with funders, stakeholders and other agencies.

**Previous Evaluation:** Yes

**Year of previous evaluation:** 2012

**Project Title: Youth Nutrition Education Project**

**Type of Evaluation:** Process, Outcome

**Questions to be addressed:**

As a result of participation in the *Youth Nutrition Education Project*, will SNAP eligible youth:

- Increase their knowledge about fruits, vegetables, hand washing, and physical activity? (grades K-2)
- Increase their knowledge about food safety and increase hand washing before eating or preparing food? (grades 3-12)
- Increase their knowledge about the importance of healthy snacks? (grades 3-5)
- Increase their knowledge about the importance of breakfast and have breakfast most days of the week? (grades 3-5)
- Increase their knowledge about following a recipe? (grades 6-12)
- Increase their knowledge about the importance of eating vegetables and increase their vegetable consumption? (grades 6-12)
- Increase their knowledge about the importance of whole grains and increase their consumption of whole grains? (grades 6-12)
- Increase their consumption of fat-free or low-fat (1%) milk? (grades 6-12)
- Increase their knowledge about sweetened drinks and decrease their consumption to two or less a day? (grades 6-12)
- Increase their knowledge about the importance of physical activity and become more physically active? (grades 3-5)

As a result of the *Youth Nutrition Education and Obesity Prevention Project* activities;

- Are eligible schools aware of information and activities available through *Healthy Schools NH*?
- Are schools participating in at least one activity through this project, including *Nutrition Nuggets*?

- Are teachers implementing the *Nutrition Connections Teacher Enrichment Kits* and documenting hours?
- Are three youth sites participating in a youth gardening activity including nutrition and physical activity education?
- Are youth participating in *Cooking Matters for Families* and *Cooking Matters for Teens* programs?

**Evaluation approach:**

- SNAP eligible youth will complete a knowledge and behavior checklist at the beginning and end of a program series to measure changes knowledge and/or behavior on nutrition, physical activity, following a recipe and food safety. Data from both knowledge and behavior checklists is entered into our national reporting system NEERS. In addition, SNAP eligible youth will complete another knowledge and/or behavior checklist 30 days after the end of a series. The survey results will be entered into the NEERS reporting system. Statewide aggregate data will be used to report on objectives outlines in this project. (See Appendix H for examples of knowledge and behavior questions)
- Statewide aggregate data is collected using the NEERS reporting system on the number of SNAP eligible youth participating in a series, a *Cooking Matters* program, and at youth garden site.
- Documentation will be collected at the state level for the number of teachers participating in the *Nutrition Connections Teacher Enrichment Kits* and their contributed hours.
- Documentation will be collected at the state level on the number and content of trainings and staff meetings offered to staff.
- Documentation will be collected on the effectiveness of the community garden activities.
- Documentation of staff meetings with school personnel to provide assistance, training, and feedback on implementing activities.
- Documentation of number of schools enrolled in at least one activity in *Healthy Schools NH*.
- Results of the *Nutrition Nuggets* survey from parents and teachers.
- Analysis of evaluations from the *Nutrition Connections Teacher Enrichment Kits*.

- Tabulation of success stories and changes youth make in classrooms during and after a classroom series as submitted by teachers.

**Plans for using the results:**

Data is used to assess the degree to which the project level objectives are met and as a needs assessment to identify training needs for staff. UNH Cooperative Extension shares reports with from NEERS with funders, stakeholders and other agencies.

**Previous Evaluation:** Yes

**Year of previous evaluation:** 2012

### 3. Coordination Efforts

The staff administers NH SNAP-Ed projects with community and statewide agencies and organizations to coordinate education efforts maximize resources and deliver consistent behaviorally-focused messages. Each UNH Cooperative Extension county office has a broad reach in their county and regularly communicates and collaborates with appropriate agencies to assist with the implementation of NH SNAP-Ed.

#### NH Food Bank-Cooking Matters Program

We have a formal Memoranda of Understanding with the New Hampshire Food Bank, Cooking Matters Program. (See MOU and Detailed Job Duties list in Appendix J.)

This collaboration brings the *Cooking Matters* program to a variety of SNAP eligible audiences including adults with children, adults and children together and teens. The *Cooking Matters* program combines key concepts such as nutrition, food safety, food resource management and physical activity with cooking skills to offer a comprehensive program for SNAP eligibles. UNH Cooperative Extension SNAP-Ed staff in conjunction with the *Cooking Matters* recruit host agencies, volunteers and local chefs to implement the program for SNAP eligibles. The *Cooking Matters* program provides curriculum materials, food and supplies. UNH Cooperative Extension program delivery staff teach the nutrition lessons and the collaborating agencies share oversight of the project including marketing, finding SNAP Eligibles and volunteers.

#### Collaborations with State and Local Agencies

UNH Cooperative Extension SNAP-Ed Project Director and Education Supervisor collaborate with a number of statewide agencies who also work with SNAP eligibles. The work includes, but is not limited to: sharing information and materials among programs, writing informational articles about FNS programs for respective newsletters and pamphlets, co-sponsoring staff training when topics are relevant to all staff and resources can be maximized, referring eligibles to respective programs, and strategizing on a

regular basis to complement respective program goals and objectives. Some examples of past and future efforts are listed below:

*NH SNAP Office*

Nutrition Connections works collaboratively with the State SNAP office to implement the SNAP-Ed grant and share program materials with local district offices and Client Services that are beneficial to SNAP eligibles.

*Women, Infants and Children Nutrition Program*

Information about the WIC program has been featured in each issue of the *Smart Choices* newsletter and the *Eat Healthy, Stay Fit* home study course. Program staff from local WIC agencies and UNH Cooperative Extension program delivery staff attended training together on Health Literacy. We share printed materials with local agencies that are distributed to SNAP eligibles at local WIC local sites.

*Temporary Emergency Food Assistance Program*

UNH Cooperative Extension Program Delivery Staff write articles for the TEFAP newsletter distributed several times throughout the year to food pantries, group homes and soup kitchens.

*Department of Education, Nutrition Services*

UNH Cooperative Extension Project Director and Education Supervisor will work closely with the DOE staff to assist schools that have 50% or higher participation in the school meals program with school wellness activities and their applications to the Healthier US School Challenge. The DOE provides the list of eligible schools to UNH Cooperative Extension.

*UNH and Keene State Dietetics Programs, UNH, and Plymouth University students*

UNH Cooperative Extension provides mentoring experiences for Dietetic Interns and students through community experiences working with SNAP eligible adults and youth. Examples of activities interns participate in include: teaching youth and adult groups under the supervision of statewide and program delivery staff; assisting with food preparation and taste testing activities at schools; and developing bulletin boards for eligible schools on nutrition and physical activity topics.

*Community Behavioral Health Centers*

UNH Cooperative Extension Project Director provides training on basic nutrition, food safety and food resource management for health mentors working under a project called In SHAPE (Individualized Self Health Action Plan for Empowerment), an NIH funded grant. Health mentors work individually with persons with mental illness, many of whom are SNAP eligibles, to cover basic nutrition and physical activity topics. In addition, Program Delivery Staff partner with Cooking Matters to offer Cooking Matters programs to groups of In SHAPE SNAP eligibles at various sites throughout New Hampshire.

*Coalitions and Board*

Program delivery staff serve on various local coalitions, boards and networks that work with the homeless, underserved and/or high risk populations. These include:

- County Continuum of Care Coalition-group of agencies and organizations that meet on a regular basis to share program guidelines, projects and community activities;
- Head Start Health Advisory Boards;
- Local school wellness committees;
- Community wellness committees;
- Community garden coalitions;
- Got Lunch Ashland, a local feeding program;
- Family networks;
- One Spanish speaking program delivery staff facilitates the Hispanic Network which is a collaborative of agencies and organizations that work with Hispanic audiences in Nashua. This collaboration has enabled her to coordinate efforts to reach the SNAP eligible audience in these locations.
- Community based Healthy Eating Active Living grant projects throughout the state.

All of these efforts provide networking and marketing opportunities for the SNAP Ed program as well as discovering new resources and programs to share with SNAP eligibles.

**Implementation Timeline  
October 2012 – September 2013**

General Activities	Oct12	Nov12	Dec12	Jan13	Feb13	Mar13	Apr13	May13	Jun13	Jul13	Aug13	Sept13
Develop spreadsheet for reports	X	X										
Train new staff; housing supplies	X	X	X									
Develop adult knowledge survey questions	X											
Review policies and guidelines	X											
Review and distribute program materials to staff	X											
Meet with Carsey Institute staff develop materials and protocol for long term evaluation				X	X	X						
Collect 6 month evaluation data						X	X					
In-depth interviews with participants								X	X			
Compile results and complete report										X	X	X
Plan agendas for staff meetings and trainings	X											
Order materials as necessary	X											
Review and reprint materials as necessary	X											
Attend Children's Alliance Meetings to End Childhood Hunger as scheduled	X			X			X			X		
Complete annual report for FY12	X	X due 11/15										
Complete EARS data collection and submit		X	X due 12/1									
Compile quarterly reports including improvements in key indicators			X	X due 1/15		X	X due 4/15		X	X due 7/15		X due 10/15

**Implementation Timeline  
October 2012 – September 2013**

	Oct12	Nov12	Dec12	Jan13	Feb13	Mar13	Apr13	May13	Jun13	Jul13	Aug13	Sept13
<b>SNAP Eligible Adult and Senior Activities</b>												
Contact agencies for adult and senior programs; series of lessons and single sessions	X											X
Schedule programs with adults and seniors	X											X
Write first issue of Smart Choices and Smart Choices for Seniors, edit			X	X								
Write second issue of Smart Choices and Smart Choices for Seniors, edit								X	X			
Contact eligibles interested in home study courses				X	X				X	X		
Begin planning for community garden activities				X	X							
Implement community garden activities							X	X	X	X	X	X
Schedule Cooking Matters for Adults program	X											X
Schedule Cooking Matters for Families program	X											X
Collect all data for statewide reports			X			X			X			X

**Implementation Timeline  
October 2012 – September 2013**

<b>SNAP Eligible Youth Activities</b>	Oct12	Nov12	Dec12	Jan13	Feb13	Mar13	Apr13	May13	Jun13	Jul13	Aug13	Sept13
Contact all schools that have 50% or higher free and reduced meals to discuss the Healthy School NH activity	X	X	X									
Recruit 20 teachers to implement the Teacher Enrichment Kits; distribute kits to staff	X	X	X									
Contact 50% or higher schools and Head Starts to schedule series of youth lessons	X											X
Begin planning for youth gardening activities						X	X	X				
Implement youth garden activities								X	X	X		X
Meet with UNH Dietetic Intern to begin work on web-based trainings for teachers; develop content; check research	X	X	X			X	X	X				
Schedule Cooking Matters for Teens programs	X											X
Collect all data for statewide reports			X			X			X			X

**Section C. Cost Proposal (Section D in RFP#12-DFA-SNAP-NE01**

The total direct cost of this proposal is \$999,288. These costs are proposed for providing services from 10/1/2012 – 9/30/2013.

**Personnel Data (Appendix A. Template 3 SNAP-Ed Plan Staffing, Section C: Staffing)**

- 1. Staffing: Adult Nutrition Education and Obesity Prevention Project**
- 2. Staffing: Youth Nutrition Education and Obesity Prevention Project**

(see staffing charts and other information on the following pages 61, 62, and 63)

Project Name: <b>Adult Nutrition Education and Obesity Prevention Project</b>				
1. Position Title	2. FTEs* charged to SNAP-Ed	3. Description of Job Duties		4. Total SNAP-Ed Salary, Benefits, Wages.
		% SNAP-Ed Time Mgmt./Admin. Duties	% SNAP-Ed Time Direct SNAP-Ed Delivery	Federal Dollars Only
<p>UNHCE Specialist, Youth and Family (R.D.)</p> <p>This position is the program director. This staff provides overall leadership for SNAP-Ed activities statewide; works with Field Specialist, Youth and Family to develop and submit SNAP-Ed grant; provide leadership for SNAP-Ed in New Hampshire; provides leadership for development of goals and objectives and identification of appropriate nutrition education materials, overall supervision of staff, oversees record keeping procedures, oversees budget and expenditures; assists with evaluation methodologies; assists with the development and maintenance of statewide networks and collaborative projects.</p>	0.315	50.00%	0.00%	\$ 39,822.00
<p>UNHCE Program Associate, Youth and Family</p> <p>These positions are program delivery staff. They are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; responsible for coordinating and evaluating home study courses for adults; using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; assisting in the development of educational materials; conducting program evaluations; development and maintaining community networks and collaborative projects; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter.</p>	1.976	6.00%	34.00%	\$ 112,487.00
<p>UNHCE Educational Program Coordinator, Youth and Family</p> <p>These positions are program delivery staff. They are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; supervising student interns, training new staff, responsible for coordinating and evaluating home study courses for adults; using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; developing of educational materials; conducting program evaluations; development and maintaining community networks and collaborative projects; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter.</p> <p>One of these positions (0.40 FTEs) is state staff who is responsible for: oversight of purchasing, travel, expense reports, administering SNAP-Ed budget; leadership for collection national data, making sure staff follow correct coding, training staff for data input, technical support for participant data collection and tracking tool, supervising collection of state-wide data, assisting in interpretation of data.</p>	0.920	6.00%	34.00%	\$ 64,490.00
<p>UNHCE Field Specialist, Youth and Family (D.T.R.)</p> <p>This position is the education supervisor. This staff coordinates and supervises implementation of SNAP-Ed statewide; plans, organizes, and/or facilitates nutrition education interventions; develops and maintains statewide networks and collaborative projects; assists with development of staff professional development; administers SNAP-Ed budget and reports on program activities; coordinates and oversees record-keeping procedures, provides leadership for evaluation methodologies; oversees purchasing, travel, expense reports, and time records.</p>	0.268	35.00%	5.00%	\$ 22,969.00
<p>Hourly Nutrition Education Staff</p> <p>Hourly staff are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; conducting program evaluations; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter. Of this total, one hourly staff writes articles for the Smart Choices newsletters and another does data entry under the direction of the project director and education supervisor.</p>	0.150	5.00%	25.00%	\$ 6,577.00
<b>Total</b>				<b>\$ 246,345.00</b>

\* See Cost Proposal D.A.4 for a definition of FTE and the basis for calculations.

Project Name: <b>Youth Nutrition Education and Obesity Prevention Project</b>				
1. Position Title	2. FTEs* charged to	3. Description of Job Duties		4. Total SNAP-Ed Salary, Benefits Federal Dollars Only
		% SNAP-Ed Time Mgmt./Admin. Duties	% SNAP-Ed Time Direct SNAP-Ed	
<p>UNHCE Specialist, Youth and Family (R.D.) This position is the program director. This staff provides overall leadership for SNAP-Ed activities statewide; works with Field Specialist, Youth and Family to develop and submit SNAP-Ed grant; provide leadership for SNAP-Ed in New Hampshire; provides leadership for development of goals and objectives and identification of appropriate nutrition education materials, overall supervision of staff, oversees record keeping procedures, oversees budget and expenditures; assists with evaluation methodologies; assists with the development and maintenance of statewide networks and collaborative projects.</p>	0.315	50.00%	0.00%	\$ 39,822.00
<p>UNHCE Program Associate, Youth and Family These positions are program delivery staff. They are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; assisting in the development of educational materials; conducting program evaluations; development and maintaining community networks and collaborative projects; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter.</p>	2.963	7.00%	53.00%	\$ 168,730.00
<p>UNHCE Educational Program Coordinator, Youth and Family These positions are program delivery staff. They are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; supervising student interns, training new staff, using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; developing of educational materials; conducting program evaluations; development and maintaining community networks and collaborative projects; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter.</p> <p>One of these positions (0.27) is state staff who is responsible for: oversight of purchasing, travel, expense reports, administering SNAP-Ed budget; leadership for collection national data, making sure staff follow correct coding, training staff for data input, technical support for participant data collection and tracking tool, supervising collection of state-wide data, assisting in interpretation of data.</p>	1.380	7.00%	53.00%	\$ 96,734.00
<p>UNHCE Field Specialist, Youth and Family (D.T.R.) This position is the education supervisor. This staff coordinates and supervises implementation of SNAP-Ed statewide; plans, organizes, and/or facilitates nutrition education interventions; develops and maintains statewide networks and collaborative projects; assists with development of staff professional development; administers SNAP-Ed budget and reports on program activities; coordinates and oversees record-keeping procedures, provides leadership for evaluation methodologies; oversees purchasing, travel, expense reports, and time records.</p>	0.402	60.00%	0.00%	\$ 34,454.00
<p>Hourly Nutrition Education Staff Hourly staff are responsible for scheduling, recruiting, and teaching group and individual educational sessions for SNAP eligibles; using approved curriculum to teach food and nutrition and related subject matter to SNAP eligibles; conducting program evaluations; completing and submitting necessary records by due dates; participating in staff training and professional development programs to keep up-to-date in subject matter. Of this total, one hourly staff does data entry under the direction of the project director and education supervisor.</p>	0.350	5.00%	65.00%	\$ 15,347.00
<b>Total</b>				<b>\$ 355,087.00</b>

\* See Cost Proposal D.A.4 for a definition of FTE and the basis for calculations.

**3. Demonstration of competitive wages and salaries**

Proposed personnel costs are competitive with NH's employment market and State of New Hampshire state employee salaries as per a survey of compensation data on the NH Employment Security website.

NHES lists average salary ranges for NH by job category. The closest job category match for SNAP-Ed staff in NH is Adult Literacy, Remedial Education, and GED Teachers and Instructors (25-3011), which has the following wage ranges:

Entry wage 14.28 per hour

Mean wage 24.16

50th percentile wage 24.59

Experienced wage 29.10

See: <http://www.nhes.nh.gov/elmi/products/2011-oes/State%20and%20Substate/3301000033/25-3011.htm>

The closest category for the Specialist RD position is Education Administrators, All Other (11-9039), which has the following wage ranges:

Entry wage 23.64 per hour

Mean wage 35.26

50th percentile wage 36.67

Experienced wage 41.08

See: <http://www.nhes.nh.gov/elmi/products/2011-oes/State%20and%20Substate/3301000033/11-9039.htm>

**4. Definition of FTE and Basis for Calculations**

Every job shall be designated as exempt or non-exempt by the Fair Labor Standards Act. The component institution's Personnel/Human Resources Office shall be responsible for making such determinations in consultation with the USNH Office of Human Resources. Staff members who are exempt from the provisions of the Fair Labor Standards Act are paid by salary. Exempt staff are expected to work those hours which are necessary to accomplish effectively the objectives of the position, but no less than 40 hours per week. When excessive hours are consistently required of a staff member in the regular job, the supervisor and staff member should mutually discuss a resolution around the needs and responsibilities of the job and appropriate administrative options using UNH Personnel/Human Resources as a resource.

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 (2,080 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.

**Section C. Cost Proposal Continued****Budget Proposal Exhibit B-2 (Appendix A. Template 4: Section D. Budget Summary by Project****Project Name: Adult Nutrition Education and Obesity Prevention Project**

Expenses		FY 2013 CNR Allocation Budget
1	Salary/Benefits	\$ 246,345.00
2	Contracts/Grants/Agreements	\$ 87,169.20
3	Non-Capital Equipment/Supplies	\$ -
4	Materials*	\$ 39,881.00
5	Travel	\$ 13,768.00
6	Administrative	\$ -
7a	Building/Space (administrative county support)	\$ 7,850.00
7b	Building/Space (rentals)	\$ 5,040.00
8	Maintenance	\$ -
9	Equipment & Other Capital Expenditures	\$ -
10	<b>Total Direct costs</b>	<b>\$ 400,053.20</b>
11	Indirect Cost	\$ 100,662.00
12	<b>Total Costs</b>	<b>\$ 500,715.20</b>

\* Exclusive of equipment

**Project Name: Adult Nutrition Education and Obesity Prevention Project**

Expense Details	Federal Funds
<b>2. Contracts/Grants/Agreements</b>	
Layout updated publications	\$ 950
Program evaluation	\$ 18,000
NH Food Bank MOU for Cooking Matters	\$ 14,800
Smart Choices Newsletter Campaign	\$ 53,419
<b>Contracts Sub-Total</b>	<b>\$ 87,169</b>
<b>4. Materials</b>	
Eat Healthy Stay Fit reprints	\$ 2,700
How to use food stamp benefit reprints, English &	\$ 1,400
Saving at the supermarket - new number	\$ 700
What's on your plate reprint	\$ 700
Make it at home reprint	\$ 700
Do I have to eat that reprint - English & Spanish	\$ 1,400
Spanish language cookbook	\$ 224
Activity pyramid for adults	\$ 210
Copies of intake forms	\$ 750
Copies of curricula lesson handouts	\$ 410
Educational reinforcements for adults	\$ 7,125
Portion Distortion handouts	\$ 57
Reading the food label handouts	\$ 112
Adult MyPlate handouts	\$ 203
BRM for correspondnce course sign up cards	\$ 396
BRM for 30 & 60 day evaluations	\$ 315
Food 4 Thought postage	\$ 853
Postage meter rental fees	\$ 350
Incentive for newsletters: 5% of 27840	\$ 2,027
Mailing newsletter incentive: 5% of 27840	\$ 2,366
Flip charts	\$ 2,180
Six month evaluation	\$ 7,155
Food Demo and Teaching supplies	\$ 1,848
Program informational materials	\$ 1,560
Other expenses*	\$ 4,140
<b>Materials Sub-total</b>	<b>\$ 39,881</b>
<b>5. Travel</b>	
Travel	\$ 13,768
<b>Travel Sub-total</b>	<b>\$ 13,768</b>
<b>7. Building/space (rentals)</b>	
7 a. Building/Space (Administrative County)	\$ 7,850
7 b. Whole Village Center & Boscawen Office	\$ 5,040
<b>Building/Space Sub-total</b>	<b>\$ 12,890</b>
<b>Project Total</b>	<b>\$ 153,708</b>

\* Project related office expenses such as cell phone service, reference materials, photocopies and office supplies

**Project Name: Youth Nutrition Education and Obesity Prevention Project**

Expenses		FY 2013 CNR Allocation Budget
1	Salary/Benefits	\$ 355,087.00
2	Contracts/Grants/Agreements	\$ 3,700.00
3	Non-Capital Equipment/Supplies	\$ -
4	Materials*	\$ 17,445.00
5	Travel	\$ 9,179.00
6	Administrative	\$ -
7a	Building/Space (administrative county support)	\$ 9,595.00
7b	Building/Space (rentals)	\$ 3,360.00
8	Maintenance	\$ -
9	Equipment & Other Capital Expenditures	\$ -
10	<b>Total Direct costs</b>	<b>\$ 398,366.00</b>
11	Indirect Cost	\$ 100,207.00
12	<b>Total Costs</b>	<b>\$ 498,573.00</b>

\* Exclusive of equipment

**Project Name: Youth Nutrition Education and Obesity Prevention Project**

Expense Details	Federal Funds
<b>2. Contracts</b>	
Smart Choices Newsletter Campaign	\$ 3,700
<b>Contracts Sub-Total</b>	<b>\$ 3,700</b>
<b>4. Materials</b>	
Healthy Schools flyer printing	\$ 500
Nutrition Nuggets subscription	\$ 768
Healthy Schools teacher enrichment curricula	\$ 3,850
MyPyramid for Kids	\$ 1,035
Food stickers activity for elementary grades	\$ 510
Garden projects	\$ 750
Youth certificates	\$ 600
Manchester school nutrition and activity	\$ 500
Food demo and teaching supplies	\$ 3,752
Program informational materials	\$ 1,040
Other expenses*	\$ 4,140
<b>Materials Sub-Total</b>	<b>\$ 17,445</b>
<b>5. Travel</b>	
Travel	\$ 9,179
<b>Travel Sub-Total</b>	<b>\$ 9,179</b>
<b>7. Building/space (rentals)</b>	
7 a. Building/Space (Administrative County)	\$ 9,595
7 b. Whole Village Center & Boscawen Office	\$ 3,360
<b>Building/Space Sub-Total</b>	<b>\$ 12,955</b>
<b>Project Total</b>	<b>\$ 43,279</b>

\* Project related office expenses such as cell phone service, reference materials, photocopies and office supplies

## 2. Summary of Costs for All Projects

Expenses		FY 2013 CNR Allocation Budget
1	Salary/Benefits	\$ 601,432.00
2	Contracts/Grants/Agreements	\$ 90,869.00
3	Non-Capital Equipment/Supplies	\$ -
4	Materials*	\$ 57,326.00
5	Travel	\$ 22,947.00
6	Administrative	\$ -
7a	Building/Space (administrative county support)	\$ 17,445.00
7b	Building/Space (rentals)	\$ 8,400.00
8	Maintenance	\$ -
9	Equipment & Other Capital Expenditures	\$ -
10	Total Direct costs	\$ 798,419.00
11	Indirect Cost	\$ 200,869.00
12	Total Costs	\$ 999,288.00

\* Exclusive of equipment

\*\* In-kind contributions

**Travel (Appendix A. Template 4: Section D: 4. Travel)**

**a. In-State Travel**

**Travel Purpose: To deliver programming and to plan, evaluate, collaborate and provide oversight for NH SNAP-Ed program activities**

1. How attendance will benefit SNAP-Ed program goals and objectives  
Staff will travel to deliver NH SNAP-Ed nutrition interventions, and to plan, evaluate, collaborate and provide oversight for NH SNAP-Ed program activities.
2. Justification of need for travel  
Travel is necessary to deliver nutrition interventions to sites such as homes, agencies, shelters, stores for purchasing supplies and training sites. We also travel to plan, evaluate, collaborate and provide oversight for NH SNAP-Ed program activities.
3. Travel Destination  
  
Towns throughout New Hampshire.
4. Number of Staff Traveling  
  
A total of 19 individuals will travel. Positions and FTEs are as follows:
  - 2.3 FTE Educational Program Coordinators – travel required to work with collaborators, deliver programming, and implement evaluation
  - 4.939 FTE Program Associates – Travel required to work with collaborators, deliver programming, implement evaluation
  - 0.63 FTE Extension Specialist, Food and Nutrition – travel required to work with staff and collaborators
  - 0.67 Educator, Food and Nutrition – travel required to work with staff and collaborators
  - 0.50 Hourly Nutrition Education Staff – travel required to deliver programming
5. Cost of Travel for this Purpose: \$22,947 (Calculated using the current federal mileage rate of \$0.555 per mile)

**Total In-State Travel Cost: \$22,947**

**b. Out-of-State Travel**

There is no out-of-state travel.

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

**Total In-State and Out-of-State Travel Cost: \$22,947**

**Budget Narrative (Exhibit B-3)****1. Salary/Benefits**

Our Salary/Benefits request is for salary and benefits for all of the staff who work on the project and who are paid UNH employees. These positions are the Program Director, Education Supervisor, Program Delivery Staff, and Hourly Nutrition Education Staff. All ten counties in NH have coverage. For a detailed list of costs by position title and including FTE's, see pages 61 to 63 Staffing in this document. See Appendix B in the Statement of Work for staff resumes.

The University System of New Hampshire compensation policies establish categories of employees and sets procedures for compensation to be paid according to all applicable State and Federal laws. For details, see pages 72 to 74.

**2. Contracts/Grants/Agreements**

We have budgeted for several agreements.

- We will contract with a marketing firm vendor for the Smart Choices Newsletter Social Marketing campaign. At the start of the project year, we will request bids.
- We plan to have a contract for our annual telephone survey program evaluation. The telephone survey is the evaluation tool for our social marketing campaign. The results also inform our programming and provide us with a better understanding of our target audience of SNAP eligibles.
- We will work with a graphic designer vendor to make any necessary edits when we reprint publications, to update the Healthy School NH informational flyer, and to design our annual report to collaborators.
- We will have a Memorandum of Understanding (see Appendix J in the Statement of Work) with the NH Food Bank's Cooking Matters program. We partner closely with them to share the expenses and work of offering a successful hands-on curriculum to participants. See Appendix B in the Statement of Work for NH Food Bank staff resumes assigned to this project. For their compensation policy see page 75.

### 3. **Materials**

All materials purchased with SNAP-Ed funds support SNAP-Ed programming. Costs for materials which are shared by SNAP-Ed and other programs are pro-rated based on numbers reached to ensure that SNAP-Ed monies support SNAP-Ed activities.

When selecting materials we consider whether they are necessary and reasonable purchases, and weigh the costs of the materials against the value of their impact.

The materials we purchase fall into four categories:

- Printing and purchasing of participant handouts/flyers/curricula activity sheets and educational reinforcement materials.
- Purchasing of demonstration food and related supplies
- Agency and client materials which help us to enroll participants and to share our work with collaborating agencies.
- Project related reference and training materials, office supplies, postage, photocopying and cell phones.

See page 65 and 67 for Expense Details for a detailed list of projected non-personnel expenses. We estimate costs by using the current costs of the items and the numbers of participants we estimate that we will serve.

### 4. **Travel**

Travel is an important part of our budget which allows us to deliver our programming. Our travel request covers the costs of staff driving to teach classes and individuals, to conduct evaluations, to obtain and buy teaching materials, and to attend meetings and trainings. Mileage reimbursement costs are calculated using the current federal rate of \$0.555 per mile. See page 69 Travel for a breakdown and justification of costs.

### 5. **Building/Space**

We divide our building/space expenditures into two categories. One is for the rental of our office at the Whole Village Resource Center in Plymouth, NH. This location puts our Grafton county staff close to Grafton county's larger poverty pockets for a more efficient use of time. It also puts that staff member in close collaboration with other agencies housed in the Whole Village Center who also work with eligibles. The rental fee includes an office, classroom teaching space, and a kitchen for teaching.

The other building/space category is for our other offices. The cost requested covers a portion of the SNAP-Ed cost of not only physical office space but also utilities, maintenance, storage for program materials, conference rooms, some postage, office supplies, photocopying and

administrative support. The remainder of the SNAP-Ed cost is covered by UNHCE, see In-Kind Funds noted below #6.

**6. In-Kind Funds**

We estimate the total value of in-kind funds for 2013 to be \$165,185. We bring two sources of in-kind funds to SNAP-Ed which lower costs to FNS and help us extend our educational reach. One source is our parent organization, UNH Cooperative Extension, and the other source is teachers from around NH. UNH Cooperative Extension provides a portion of program space, travel and supplies. Teachers help us deliver programming in some schools.

**7. Indirect Costs (Facilities and Administrative Costs)**

The Facilities and Administrative Cost Rate is based on UNH's most current Rate Agreement with the U.S. Department of Health and Human Services, as required under OMB Circular A-21, unless capped by the State of New Hampshire or Federal Sponsor. A copy of the Rate Agreement is provided to the NH Department of Administrative Services when rates change.

**8. Compensation Policies**

**a. University System of New Hampshire**

The University System of New Hampshire Policies relating to compensation (V: Personnel Policies, F: Compensation) establishes categories of employees and sets procedures for compensation to be paid according to all applicable State and Federal laws (excerpt below).

**Section F: Compensation**

**1.2.1 Establishing and Revising Regular Duties, Institutional Base Salary (IBS), IBS Period, and % Time**

Conditions of employment stipulate a salary or hourly wage that represents full compensation for the performance of Regular Duties as defined by the employee's appointment. Each occupational type has an applicable wage schedule, with the exception of faculty appointments, which are determined by UNH policies or the prevailing Collective Bargaining Agreement. The employee's IBS, IBS Period, and % time are established at the time of initial employment by the supervisor or dean in accordance with USNH and UNH policies, and the prevailing Collective Bargaining Agreement as applicable. IBS, IBS Period, and % time may be revised subsequently in accordance with these policies or collective

**Section F. Compensation cont'd.**

bargaining agreements. IBS may not be increased solely because sponsored programs funds have been received.

**1.2.1.3** Staff, Extension Educators, Academic Administrators, and Principal Administrators. Regular Duties are described in the position description for each employee's position. The IBS/IBR, IBS/IBR Period, and % time are communicated in writing to the employee. Appointments must be at least 75% time.

**1.2.1.4** Adjunct Appointments, Including Student Employees. Regular Duties, appointment period, associated compensation (IBS/IBR), and % time are described in appointment and subsequent letters, as appropriate, and communicated to the employee by the supervisor.

*The University of New Hampshire regularly examines external salary data to verify the salary ranges of existing UNH positions and makes adjustments as warranted, within budgets.*

**9.4** Market Equity Range Change. When salary survey data indicates that the range assignment of a particular classification is no longer competitive, the campus Human Resources Office, in cooperation with the USNH Director of Human Resources may move the classification and staff in it to a higher salary range.

**9.4.1** Exempt Staff. Exempt classifications may be applicable or relevant to other positions at more than one campus, so each campus Human Resources Director will comment on the range change prior to USNH approval.

**9.4.2** Non-Exempt Staff. Since non-exempt range changes are based primarily on local survey data, range changes for non-exempt classifications require the approval of the singular campus in that particular location, with the concurrence of the USNH Human Resources Office.

**9.4.3** Monetary Considerations

**9.4.3.1** The range may be moved with or without an accompanying salary adjustment to staff members in the classification, however, those staff members whose salary falls below the new range minimum must be adjusted to the minimum.

**9.4.3.2** If a salary adjustment is given to an exempt classification, the percentage need not be the same for each campus, but normally should be equal for all in the same classification within the campus.

**Section F. Compensation cont'd.**

**9.4.3.3** The amount of the salary increase is not to exceed 10% and is dependent on such factors as the severity of recruitment problems, actual incumbent salaries and consideration of seniority in the classification.

**9.4.3.4** The monetary source for all market equity range change increases is any valid permanent salary source.

**9.4.4** Review Cycle. The selection of classifications to be moved may be made at any time, but a review will be conducted at least once a year by the campus Human Resources Office in consultation with the USNH Director of Human Resources.

**9.5 Equity Adjustment**

**9.5.1** Authority. The chancellor delegates to the campus Chief Executive Officer the authority to award equity adjustments in any amount to exempt and non-exempt staff as long as funds come from dollars committed to base annualized salary funds.

**9.5.2** Definition. An equity adjustment is a salary increase that may be granted to a staff member when a responsible administrator in conjunction with the campus Human Resources Office, recognizes an inconsistency in a staff member's compensation that should be corrected when either of the following conditions exists:

**9.5.2.1** An internal equity adjustment may be appropriate when salary inconsistencies are found due to differences in the compensation paid to staff members in the same classification with equal years of service within the classification which cannot be explained by differences in education, training, and/or job performance.

**9.5.2.2** An external or market equity adjustment may be appropriate when salary inconsistencies are found because salary survey data indicates that the mean or median salary for a like position in the outside market is considerably higher than the compensation paid to a staff member within USNH.

**9.5.3** Monetary payment. The amount of any such equity adjustment is dependent on the availability of funds.

**b. New Hampshire Food Bank**

As employees of NH Catholic Charities, NH Food Bank staff receive Healthcare and Dental benefits, 401k, Life insurance, Long term disability insurance, optional short term disability insurance, optional flex health spending plan, paid vacation and personal days, and 12 paid holidays.

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#### D. Assurances

To assure compliance with policies described in this guidance, the SNAP-Ed plan shall include the following assurances. Mark your response to the right.

SNAP-Ed Plan Assurances	Yes	No
1. The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	X	
2. Efforts have been made to <u>target</u> SNAP-Ed to the SNAP-Ed target population.	X	
3. Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	X	
4. Documentation of payments for approved SNAP- Ed activities are maintained by the State and will be available for USDA review and audit.	X	
5. Contracts are procured through competitive bid procedures governed by State procurement regulations.	X	
6. Program activities are conducted in compliance with all applicable Federal laws, rules, regulations including Civil Rights and OMB circulars governing cost issues.	X	
7. Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	X	
8. Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	X	

To assure compliance with policies described in this guidance, the Supplemental Nutrition Assistance Program Education Plan shall include the following assurances.

Mark your response to the right.

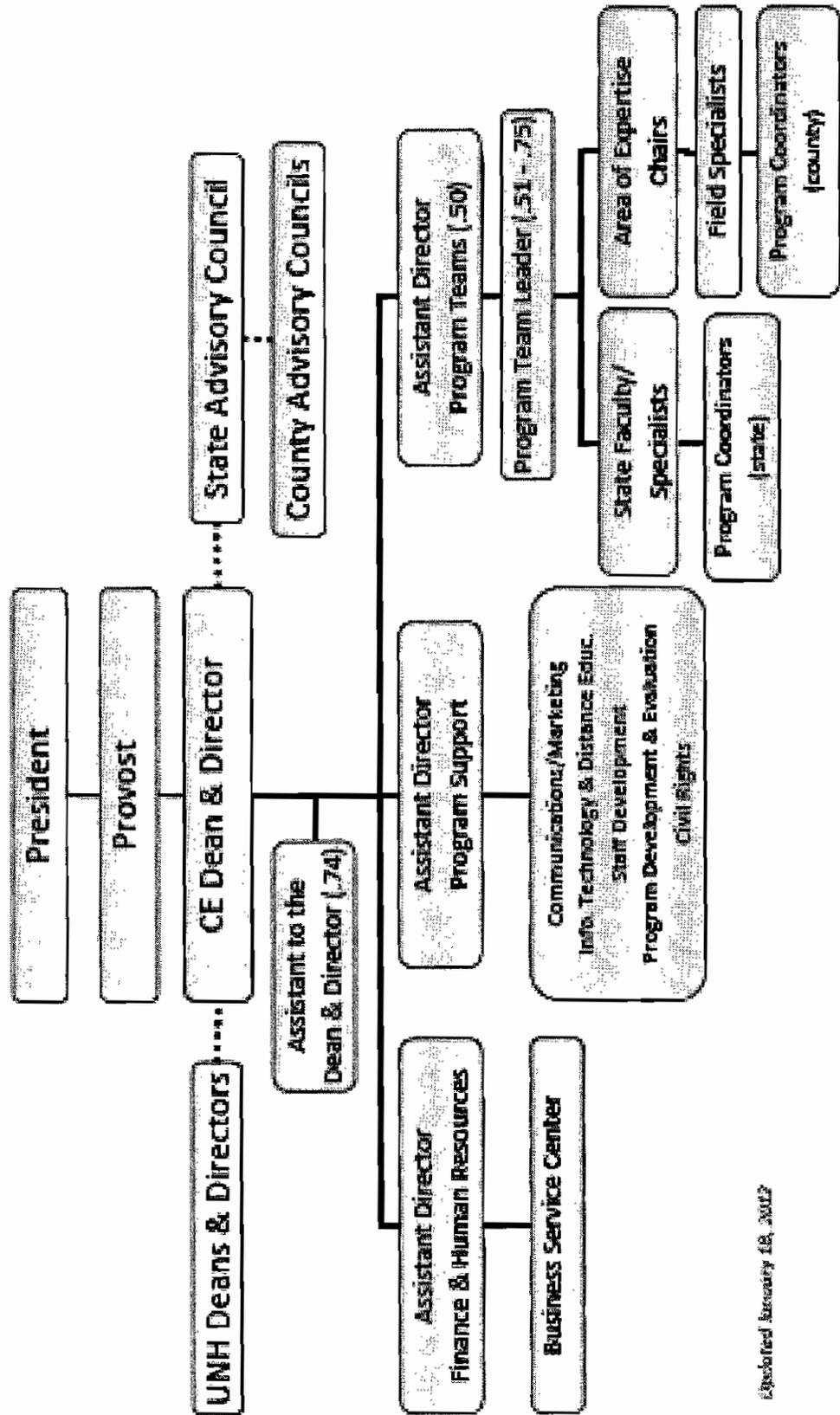
SNAP-Ed Plan Assurances	YES	No
9. All materials developed or printed with SNAP Education funds include the appropriate USDA non-discrimination statement, credit to the SNAP as a funding source, and a brief message about how the SNAP can help provide a healthy diet and how to apply for benefits.	X	
10. Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans and stress the importance of variety, balance, and moderation.	X	

**E. Appendices**

**APPENDIX A.**  
**UNH COOPERATIVE EXTENSION**  
**ORGANIZATIONAL CHART**



# Organizational Chart



Revised January 18, 2012

**APPENDIX C.**  
**FINANCIAL ACCOUNTING PRACTICES**



UNIVERSITY of NEW HAMPSHIRE

July 18, 2012

Ms. Mary F. Miller  
Division of Family Assistance Contracts Administrator  
NH Department of Health and Human Services  
129 Pleasant Street  
Concord, NH 03301-3857

Re: Financial Accounting Practices

Dear Ms. Miller:

The University of New Hampshire (University) is a campus of the University System of New Hampshire which is a not-for-profit institution of higher education created in 1963 as a body politic and corporate under the laws of the State of New Hampshire. The campus manages in excess of \$100 million in annual federal grants expenditures and is subject to OMB Circular A-133. In the most recently completed A-133 audit report, which is available on the University website, there were no findings related to any sponsored programs.

The University maintains fund accounting in accordance with Governmental Accounting Standards Board standards. The University uses the SunGard Higher Education Banner enterprise resource planning system. All sponsored program funds are maintained in separate funds and distinctly from other sources of revenue/funding. The University's financial management system is able to track actual expenditures and outlays against budgeted amounts for each grant or subaward received.

The University has written accounting policies and procedures, which are publicly available, and are published, on the University's website in an online policy manual.

The University has cash management procedures to minimize the time elapsing between the transfer of funds from the US Treasury and disbursement for project activities. Most federal awards are managed on a cost reimbursement basis and utilizing federal systems for letters of credit draw downs.

The University's property control system is reviewed and certified by the Office of Naval Research. Internal controls are in place to safeguard grant assets and to ensure that they are used solely for authorized purposes.

The University System of New Hampshire Controller's office issues guidance regarding the record retention period for general business documents. The Sponsored Programs Administration

SPONSORED PROGRAMS ADMINISTRATION

61 College Road • Durham, New Hampshire 03824 • (603) 862-8302 • FAX (603) 862-3364

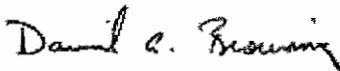
office has a record retention schedule specific to grants and contracts which adheres to OMB Circular A-110 and Federal Acquisition Regulations record retention requirements.

All University employees responsible for fiscal and administrative oversight of grant and awards are familiar with the applicable grants management rules, principles, and regulations of the Department of Health and Human Services and OMB.

Each grant has a unique fund established to keep expenditures distinct from all other sources of revenue and funding. The electronic system (Banner) includes the approved budget lines and shows expenditures against each line.

There are numerous ways in which principal investigators are supported in their management of grants, including a Research website on the UNH website that includes on-line training tools and other informational resources, support from the Sponsored Programs Administration, and support from the Business Service Center for their academic area. Internal controls include electronic warnings of over-expenditure, annual faculty effort reporting (electronic), and a Business Service Center for each academic unit which reviews all expenditures. Information on Compliance and Safety can be found on the Research website: <http://www.unh.edu/research/>.

Very truly yours,



David A. Browning  
Manager, Financial Research Administration

**APPENDIX D.**  
**REFERENCE LETTERS**



Dr. N. W. Crisp School  
50 Arlington Street, Nashua, NH 03060  
Phone: 603-594-4390 - Fax: 594-4395

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Jane Quigley  
Principal

Rose Francoeur  
Assistant Principal

June 1, 2012

To Whom It May Concern,

Dr. Crisp Elementary has had the great pleasure of working with UNH Cooperative Extension to provide a healthy school environment for our students. They have been a key provider of education, support and encouragement since we started our school wellness program back in 2004. In fact, it was a presentation by UNH Cooperative Extension and the New England Dairy Council that encouraged us to commit to improving our school wellness environment.

Below is a listing of some of the many ways that UNH Cooperative Extension has supported our Healthy School Environment over the past 8 years:

- Nutrition education classes for all grade 3 students and for after school programs
- Nutrition education for parents via cooking classes and correspondence courses
- Participant in the school's Annual Open House and Health Fair including assistance with setting up a Farmer's Market for the event
- Funding for nutrition education supplies, healthy food taste testing and more
- "Health through Literacy" book in a bag program for grade 4 students
- "Nutrition Nuggets" monthly newsletter provided in English and Spanish for all Dr. Crisp School families
- Annual conferences that provide education, resources, networking and inspiration

The benefits of these programs are countless. Books, games, puzzles and posters that promote healthy eating and active living are utilized throughout our school. Thanks to grant funds and incentive hours we have been able to purchase these educational materials for all grade levels. Nutrition education supplies are available in Spanish for our English language learners. These supplies are a perfect supplement to help make our Fresh Fruits and Veggies Program a lifelong learning experience.

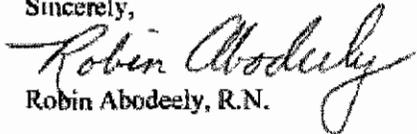
Most recently, cooking classes for parents have been a great success. Many of the parents who participated indicated that they were learning cooking skills for the first time. They were thrilled to learn that it is possible to prepare tasty and healthy meals on a budget.

**"Great Kids Today \* Great Leaders Tomorrow"**

Our partnership with UNH Cooperative Extension has resulted in an award winning wellness program. Dr. Crisp Elementary is very proud of our recent "Silver School" award from the USDA's Healthier US School Challenge. We have also been recognized by the Produce for Better Health Foundation for National Excellence in 2006 and for being a Role Model in 2010. The NH Governor's Council on Physical Activity and Health recognized Dr. Crisp Elementary for Outstanding Achievement in 2009. Dr. Crisp Elementary has also teamed up with Walk NH, Safe Routes to School, International Walk/Bike to School Day and Commute Green.

We hope that you will support UNH Cooperative Extension's request for grant funds so they can continue to support schools and promote healthy lifestyles. Please feel free to contact me at 594-4392 if you have any questions or would like additional information.

Sincerely,

A handwritten signature in cursive script that reads "Robin Abodeely". The signature is written in black ink and is positioned above the printed name.

Robin Abodeely, R.N.

Dr. Norman W. Crisp Elementary

**Stewartstown Community School**

60 School Street

PO Box 120

West Stewartstown, New Hampshire 03597

PH: (603) 246-7082 FAX: (603) 246-3311

[www.stewartstown.k12.nh.us](http://www.stewartstown.k12.nh.us)

*WHERE GREAT KIDS LEARN GREAT THINGS*

Lydia Johnson  
Principal

Jennifer Mathien  
Assistant Principal

Debbie Luppold  
Extension Professor/Specialist  
Nutrition Connections  
UNH Cooperative Extension-Merrimack County  
315 Daniel Webster Highway  
Boscawen, NH 03303

This is a letter of commendation and appreciation for the services provided to Stewartstown Community School during this school year. Heidi Barker has been a consultant to teachers, students and families as we continue to transform our school and community into a healthier more active environment. We are a very small school as you know but we are always open to improvement. Our school has been developing and implementing a variety of improvement plans in the academic area. We must also provide planning and improvement in areas of nutrition, exercise, and healthy living. I am looking forward to working with Heidi for the upcoming school year as I hope she will continue to bring creative, age appropriate, activities to our school. If there is anything I can do to help keep this program, please let me know. This is as important to me as academics. All our children, regardless of socioeconomic background, must first have healthy minds, bodies, and lifestyles.

Respectfully,

Lydia Johnson, Principal



# UNIVERSITY of NEW HAMPSHIRE

June 8, 2012

Dear Ms. Mary Calise,

It is with full confidence and support that I propose UNH Cooperative Extension Snap-Education program be administered and advanced through UNH Cooperative Extension. The SNAP-Ed program through UNH Cooperative Extension has demonstrated a commitment and capacity to deliver relevant nutrition education programs to at risk families for over 20 years. Their staff has the nutrition and socio-ecologic expertise that is required to work across our state. Given that Extension is located in each county in our state, utilizing Extension maximizes existing infra-structure and these efficiencies translate into the capacity to reach countless children families and institutions in our state. For instance, SNAP Ed services were provided to over 3000 children who attended schools in which 50% of the children qualified for free or reduced meals.

As part of the school outreach, Extension worked with the UNH Dietetic Internship to extend Extensions educational reach. It is estimated that over 450 hours of nutrition education provided by 8 graduate level dietetic interns with a conservative value \$ 4500.00 of paraprofessional time, was leveraged via Extension's willingness and capacity to work with the UNH Dietetic Internship training program and the Manchester Schools. Youth and the school community had the benefits of additional nutrition and health education, and the students progressed in their professional development. In addition to SNAP ED, Extension staffs often serve as mentor for our Dietetics program because of their knowledge, commitment, dedication and expertise in food and nutrition and its role in the community.

In addition to the SNAP Ed program, the staff at Cooperative Extension have demonstrated a consistent commitment to addressing and promoting healthier eating and access to food by all of NH residents, including low income residents. Presently, I have the opportunity to work with Debbie Luppold through the NH Children's Alliance Hunger Solutions NH Initiative. The Alliance has a commitment to devising a state wide plan that will address childhood hunger in a very targeted fashion for the next three years via access, food system and economic strategies. Debbie brings her knowledge, commitment and understanding of those living with food insecurity to this group. When I have needed information or numbers for a grant or project, I can always count on Debbie's professional commitment to working with me. I also know that Extension's involvement in family and consumer issues translates into a state wide staff that is knowledgeable in many resources need by SNAP ED recipients.

Thus, I am firmly convinced that UNH Extension has the capacity and commitment to continue to provide SNAP ED programming, and has a rich history that demonstrates this commitment. In these time of limited resources, continuing with a program that has met or surpassed expectations is most appropriate. I am happy to answer any other questions

Best

Joanne Burke PhD, RD, LD

Director, UNH Dietetic Internship

Assistant Clinical Faculty-Nutrition Program

DEPARTMENT OF MOLECULAR, CELLULAR AND BIOMEDICAL SCIENCES

Kendall Hall • 129 Main Street • Durham, New Hampshire 03824-3590 • 603-862-2130 • FAX: 603-862-3758 • www.mcbs.unh.edu



40 Centena Parkway, Box 201  
Lebanon, NH 03766  
Phone (603) 653-3458  
Fax (603) 653-3494  
DartmouthAging.org

June 8, 2012

Deborah Luppold, RD, LD, BS  
Extension Professor/Specialist, Food & Nutrition  
Nutrition Connections  
315 Daniel Webster Highway  
Boscawen, NH 03303

Dear Ms. Luppold,

It is with great enthusiasm that I write this letter of support for the Nutrition Connections program provided by the University of New Hampshire Cooperative Extension. For the past six years, Nutrition Connections has provided nutrition education for persons with serious mental illness participating in the InSHAPE healthy lifestyle program throughout the state of New Hampshire.

The InSHAPE program, funded by NIH and CMS, aims to increase physical activity and promote healthy eating to reduce cardiovascular mortality in overweight and obese persons with serious mental illness. InSHAPE is currently being implemented in all the community mental health centers across the state of New Hampshire. Community partnerships between the community mental health centers and programs like UNH Cooperative Extension's Nutrition Connections are critical to the long term sustainability of InSHAPE and the improved health of those with serious mental illness.

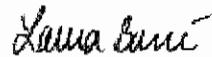
Persons with serious mental illness are a disproportionately poor population of low education. Nutrition Connections supplements the InSHAPE program and provides individual and group instruction in healthy eating, proper food handling/safety, and grocery shopping that are much needed for this population. Additionally, the Cooking Matters class offers education in cooking skills and healthy cooking methods, skills often lacking in those with SMI. The inclusion of family members in nutrition education further enhances the learning and potential for success of the participants.

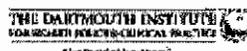
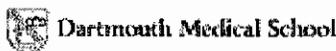
Individually, Ms. Luppold, you have been instrumental in providing nutrition education for the "health mentors" that deliver the InSHAPE program. You have adapted your nutrition training materials for those with serious mental illness and for the health mentors. Your nutrition expertise has enhanced the initial and ongoing training of the health mentors.

The UNH Cooperative Extension Nutrition Connections program is able to provide critical nutrition education to the InSHAPE program staff and participants on individual and group levels. The Cooperative Extension is uniquely able to provide this service throughout the state of New Hampshire and the partnership with them is necessary for the continued success of the InSHAPE program.

Sincerely,

  
Stephen Bartels, MD, MS  
Director  
Dartmouth Centers for Health and Aging

  
Laura Barre, MD  
Research Associate  
Dartmouth Centers for Health and Aging



Stratford Public School

School Health Services

June 4, 2012

To whom this may concern,

I am writing this letter in support of the UNH Cooperative Extension's Nutrition Connection work in our school and the difference it has made to our students.

Stratford, NH is a poor town in a poor county. We have seen dramatic population loss and high unemployment as local industries have shut down over the past decade. Our K-8 school is an important focal point in our community; people pay attention to what happens here, and care very much about the students. The School Breakfast and Lunch programs and the Fresh Fruit and Vegetable program are important components in our students' well being; 71% of our students are on Free or Reduced Lunch. I know that sometimes there is not much food on the table in some households.

It is not just quantity, but quality that is sometimes lacking. I think the Extension's outreach programs that help parents learn to cook nutritious foods on a budget are really important. But, getting the message about nutrition out to students, who will someday be parents is also extremely important; it breaks the cycle. And, kids bring the message home to their own parents, and can actually be really important influences in their families. The "Nutrition Nuggets" newsletter, which we get monthly through the Nutrition Connections program, is also a good school-to-home resource. I send that home to parents of K-4 students.

Stratford School has been very fortunate the past two years to have Heidi Barker, from our local Extension Service, teaching about good nutrition and the importance of physical activity to our elementary students. The kids love her. Elementary students learn about food groups, whole grains, healthy choices and also have fun playing games in the classroom that get them moving. This year our third/fourth grade participated in a pilot project and learned about serving sizes and the concept of calories, making healthy breakfasts, reading food labels and making comparisons, and food safety among other things. All the teachers who had Heidi in the classroom this year would like her back next year-so would I! I have learned a lot about teaching nutrition from helping her in the classroom.

Physical activity is also an important component of good health, of course. As our school is thinking of schedule changes for next year, it has been proposed to cut lunch recess for grades 5-8, all in the name of improving standardized test scores. Heidi has been very helpful by providing me with studies that show that recess can actually be a

boost to academic achievement. I really appreciate having the Nutrition Connections resources available. Also our wellness committee uses the assessment tool provided by the Extension Service to see how our school is faring in terms of nutrition and physical activity, and what changes we can make.

In short, Nutrition Connections is a program that really works for positive change in our school and community.

Sincerely,

A handwritten signature in black ink that reads "Rachel O'Meara RN". The signature is written in a cursive style.

Rachel O'Meara RN

School Nurse

**APPENDIX E.**  
**COPY OF CERTIFICATION**

State of New Hampshire  
Department of State

NH 6-1-91

CERTIFICATE OF GOOD STANDING

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that UNIVERSITY SYSTEM OF NEW HAMPSHIRE is a New Hampshire Trade Name registered on December 30, 1975 and that University System of New Hampshire presently own(s) the trade name. I further certify that it is in good standing as far as this office is concerned, having paid the fees required by law.

IN TESTIMONY WHEREOF, I hereto set my hand and cause to be affixed the Seal of the State of New Hampshire this 7th day of November 1991.

*William M. Gardner*

William M. Gardner  
Secretary of State



**APPENDIX F.**  
**2011 RKM**  
**REARCH AND COMMUNICATIONS, INC.**  
**TELEPHONE SURVEY**

**UNH Cooperative Extension: Smart Choices Survey**  
**© 2011 RKM Research and Communications, Inc.**

INT1 Hello, my name is \_\_\_\_\_, and I'm calling from RKM Research and Communications on behalf of the University of New Hampshire Cooperative Extension. We're not selling anything. We're conducting a survey of families that currently receive Supplemental Nutrition Assistance Program benefits—also known as SNAP benefits—in New Hampshire on the topic of nutrition and we would like to ask you a few questions. SNAP is the new terms for what used to be known as Food Stamps. The survey will take about 10 minutes to complete. Your participation is voluntary. If you decide to participate, you may refuse to answer any question you do not want to answer or you may end the interview at any time.

First, do you or anyone in your household currently receive SNAP benefits?

"Would that be you?" or "Is someone in your household that I could speak with?"

1	Yes - eligible respondent	Continue
2	Call back	Setup an appointment
3	No	Thank and terminate
88	Language barrier	Thank and terminate
99	Refusal	Thank and terminate

INT2 Thank you very much for helping us with this important study. We really appreciate your help.

Before we begin I want to assure you that all of your answers are strictly confidential. They will be combined with answers from other people from across the state. Your telephone number was randomly selected from all families in New Hampshire. This call may be monitored for quality assurance.

Would you be the person in the household who is primarily responsible for doing most of the grocery shopping?

1	Yes	[goto Q01]
2	No	May I speak with that person? [setup appt if necessary]

Q01 Including yourself, how many adults age 18 or older live in your home?

1-5 Number of adults

Q02 How many children age 17 or younger currently live in your household, if any?

0	None
1-6	Children in household
99	Don't know / unsure

**UNH Cooperative Extension: Smart Choices Survey**  
© 2011 RKM Research and Communications, Inc.

**General Health:**

Q03 How would you rate your overall health?

Read responses:

- 1 Excellent
- 2 Very Good
- 3 Good
- 4 Fair
- 5 Poor

99 Don't know / Unsure

Q04 How interested are you in improving the quality of your health? Would you say:

Read responses:

- 1 Very interested
- 2 Moderately interested
- 3 Somewhat interested
- 4 Not interested

99 Don't know / Unsure

Q05 How would you rate the nutritional quality of your overall diet?

Read responses:

- 1 Excellent
- 2 Very Good
- 3 Good
- 4 Fair
- 5 Poor

99 Don't know / Unsure

Q06 How interested are you in improving the nutritional quality of your diet? Would you say:

Read responses:

- 1 Very interested
- 2 Moderately interested
- 3 Somewhat interested
- 4 Not interested

99 Don't know / Unsure

Q07 How many servings of fruits and vegetables have you eaten in the past 24 hours?

0 None

1-10 Number of individual servings

**UNH Cooperative Extension: Smart Choices Survey**  
 © 2011 RKM Research and Communications, Inc.

**Stages of Change:**

Q08 How many servings of vegetables and fruits do you eat each day?

Read responses:

- 0 None
- 1-20 Enter number of servings
- 99 Don't know / Unsure

Q09 About how long have you been eating this number of daily servings of vegetables and fruits?

Read responses:

- 1 Less than 1 month
- 2 1-3 months
- 3 4-6 months
- 4 Longer than 6 months
- 99 Don't know / Unsure

Q10 Are you seriously thinking about eating more servings of vegetables and fruits, starting sometime in the next 6 months?

- 1 Yes [goto Q11]
- 2 No [goto Q12]
- 99 Don't know / Unsure [goto Q12]

Q11 Are you planning to eat more servings of vegetables and fruits in the next month?

- 1 Yes
- 2 No
- 99 Don't know / Unsure

**Diet and Weight Control:**

Q12 Are you currently trying to lose weight, or maintain a healthy weight?

- 1 Yes - lose weight
- 2 Yes - maintain a healthy weight
- 3 No

Q13 Has your weight increased, decreased or stayed about the same in the past 12 months?

- 1 Increased
- 2 Same
- 3 Decreased
- 99 Don't know / unsure

**UNH Cooperative Extension: Smart Choices Survey**  
 © 2011 RKM Research and Communications, Inc.

**Food Habits:**

Q14 How many meals have you eaten at a **fast food** restaurant in the past 7 days, if any?

- 0 None
- 1-21 Number of fast food meals
- 88 Have eaten fast food meals, but cannot recall how many
- 99 Don't know / unsure

Q15 NOT including fast food restaurants, how many meals have you eaten at any other restaurants in the past 7 days, if any?

- 0 None
- 1-21 Number of meals
- 88 Have eaten at restaurant, but cannot recall how many
- 99 Don't know / unsure

Q16 How times have you purchased snacks or light meals in the past 7 days, if any?

This includes purchases at a convenience store, or snack food from places like Dunkin Donuts, soda or sweetened coffee drinks?

- 0 None
- 1-21 Number of snacks
- 88 Have eaten snacks, but cannot recall how many
- 99 Don't know / unsure

Q17 How often do you eat meals that are either pre-packaged, or are prepared by mixing together ingredients that are primarily pre-packaged in a box or bag mix.

Read responses:

- 1 Everyday, or nearly everyday
- 2 Several times a week
- 3 Several times a month
- 4 Only occasionally
- 5 Never
- 99 Don't know / unsure

**UNH Cooperative Extension: Smart Choices Survey**  
 © 2011 RKM Research and Communications, Inc.

**Social Marketing Campaign Exposure:****Printed Newsletter:**

Q18 Did you happen to receive any copies of a full color newsletter mailed to your home in the past year called Smart Choices that was on the topic of food and nutrition?

If yes: How many copies do you recall receiving in the past 12 months?

- |    |     |  |            |
|----|-----|--|------------|
| 0  | No  | - none                                       | [goto Q22] |
| 1  | Yes | - 1  |            |
| 2  | Yes | - 2  |            |
| 3  | Yes | - 3  |            |
| 4  | Yes | - 4 or more                                  |            |
| 88 | Yes | - but do not recall how many copies received |            |

Q19 Have you had a chance to read any of the information in any of the Smart Choices newsletters?

- |    |                     |            |
|----|---------------------|------------|
| 1  | Yes                 | [goto Q20] |
| 2  | No                  | [goto Q22] |
| 99 | Don't know / unsure | [goto Q22] |

Q20 Have you been able to use any of the information from any of the newsletters you've read in the past 12 months - or been motivated to change your diet or exercise habits?

- |    |                     |            |
|----|---------------------|------------|
| 1  | Yes                 | [goto Q21] |
| 2  | No                  | [goto Q22] |
| 99 | Don't know / unsure | [goto Q22] |

Q21 Thinking back, what information from the Smart Choices newsletters have you used?

Do not read: (Circle all mentioned)

- |    |   |
|----|---|
| 1  | Recipes   |
| 2  | Cooking for children  |
| 3  | Information / articles about fruits and vegetables                    |
| 4  | Information / articles about healthy living                           |
| 5  | Information / articles about the food nutrition (my plate)            |
| 6  | Shopping on a budget (getting the most for your money) / saving money |
| 7  | Information / articles about dieting                                  |
| 8  | Information / articles about exercise or exercise tips                |
| 9  | Healthy living (in general)   |
| 88 | Other [specify]   |
| 99 | Do NOT recall message   |

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**TV Commercials:**

Q22 In the past 12 months, have you seen any commercials on television featuring Miss Smarty who is talking about healthy eating and nutrition?

If yes: About how many Miss Smarty TV commercials do you recall seeing in the past 12 months?

- 0 No - none [goto Q24]
- 1-20 Yes - number of TV commercials seen
- 88 Yes - but do not recall how many TV commercials seen

Q23 Have you used or applied any of the information from any of the commercials you've seen in the past 12 months - or been motivated to change your diet or exercise habits?

- 1 Yes
- 2 No
- 99 Don't know / unsure

**Barriers to Healthy Eating:**

Q24 In your own words, what are the primary barriers preventing you from eating a healthier or more nutritious diet, if any?

Do not read: (Circle all mentioned)

- 1 Too busy
- 2 Cannot afford / too expensive
- 3 Health issue
- 4 Transportation (cannot get to a store)
- 5 Not motivated
- 6 Don't like to cook
- 7 Prefer unhealthy food
- 8 Not interested
- 88 Other [specify]
- 99 Don't know / unsure

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**Food Security:**

Q25 In the last 12 months, have you, or any adult in your household, ever cut the size of your meals or skipped meals because there wasn't enough money for food?

- 1 Yes
- 2 No
  
- 99 Don't know / unsure

Q26 How often do you go grocery shopping in a typical month?

Read responses:

- 1 Once a day
- 2 Several times per week
- 3 Once per week
- 4 Once every other week
- 5 Less frequently than once every other week
  
- 99 Don't know / unsure

Q27 NOT including your normal grocery shopping, how often do you purchase extra food items, like milk or bread?

Read responses:

- 1 Once a day
- 2 Several times per week
- 3 Once per week
- 4 Once every other week
- 5 Less frequently than once every other week
  
- 99 Don't know / unsure

If children in the home:

Q28 In the last 12 months, did you ever cut the size of any of the children's meals because there was not enough money for food?

- 1 Yes
- 2 No
  
- 99 Don't know / unsure

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**SNAP Coverage:**

Q29 What percentage of your monthly food expenses is covered by your SNAP benefits?

- 0 None
- 1-100 Percentage covered by SNAP benefits
- 99 Don't know / unsure

Q30 Do your SNAP benefits generally last you the entire month?

IF NO: How many days do your SNAP benefits last before you have to start buying food out of your own pocket?

- 0 SNAP benefits do not run out
- 0-30 Enter number of days
- 99 Don't know / unsure

Q31 How many times do you go to a food pantry, soup kitchen, meal center or get free meals at a church or religious organization in a typical month, if ever?

- 0 Never
- 1-30 Number of days per month
- 88 Occasionally, but not on a regular basis (volunteered)
- 99 Don't know / unsure

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**Physical Exercise Assessment:**

- Q32 Do you currently engage in physical exercise that causes you to break into a sweat?
- 1 Yes  
2 No
- Q33 Approximately how many times per week do you engage in physical exercise that causes you to break into a sweat?
- 1-14  
99 Don't know / unsure
- Q34 Do you intend to engage in physical exercise in the next 6 months that will cause you to break into a sweat?
- 1 Yes  
2 No
- Q35 Do you intend to engage in regular physical exercise in the next 30 days that will cause you to break into a sweat?
- 1 Yes  
2 No
- Q36 Have you been physically exercising on a regular basis for the past 6 months that caused you to break into a sweat?
- 1 Yes  
2 No
- Q37 When you are engaged in physical exercise that causes you to break into a sweat, how often is your exercise vigorous enough that it would prevent you from saying more than a few words without pausing for a breath?
- 1 All of the time  
2 Most of the time  
3 Some of the time  
4 None of the time  
99 Don't know / unsure

**UNH Cooperative Extension: Smart Choices Survey**  
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Q38 What are the primary barriers that prevent you from participating in more physical exercise?

Do not read: (Circle all mentioned)

- 1 Poor physical health
- 2 Do not need exercise
- 3 Too busy (not enough time)
- 4 Cost of gym membership (exercise equipment)
- 5 No gym in the area
- 6 Weather / season
- 7 Already exercise
- 8 Not interested
  
- 88 Other [specify]
- 99 Don't know / unsure

**Demographics:**

D01 Do you currently subscribe to cable television?

- 1 Yes
- 2 No
  
- 99 Don't know / unsure

D02 Which of the following best describes your age?

Read responses:

- 1 18 to 24
- 2 25 to 34
- 3 35 to 44
- 4 45 to 54
- 5 55 to 64
- 6 65 to 74
- 7 75 or older
  
- 99 Don't know / unsure

**UNH Cooperative Extension: Senior Smart Choices Survey**  
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D03 What is the highest grade or year in school you completed?

Do not read:

- 1 Less than high school
- 2 Graduated high school
- 3 Some college or vocational training
- 4 Graduated vocational/technical college (2-year Associate Degree)
- 5 Graduated college (4-year Bachelor Degree)
- 6 Attended Graduate or Professional school (Masters, Ph.D, MPA, Lawyer)
  
- 99 Don't know / unsure

**BMI:**

D04 About how much do you weigh without shoes?

1-500 Weight

999 Refused

D05 About how tall are you in inches without shoes?

(Note: 1 foot = 12 inches)

1-80 Inches

99 Refused

CONC Thank you very much for your time. Your comments are greatly appreciated.

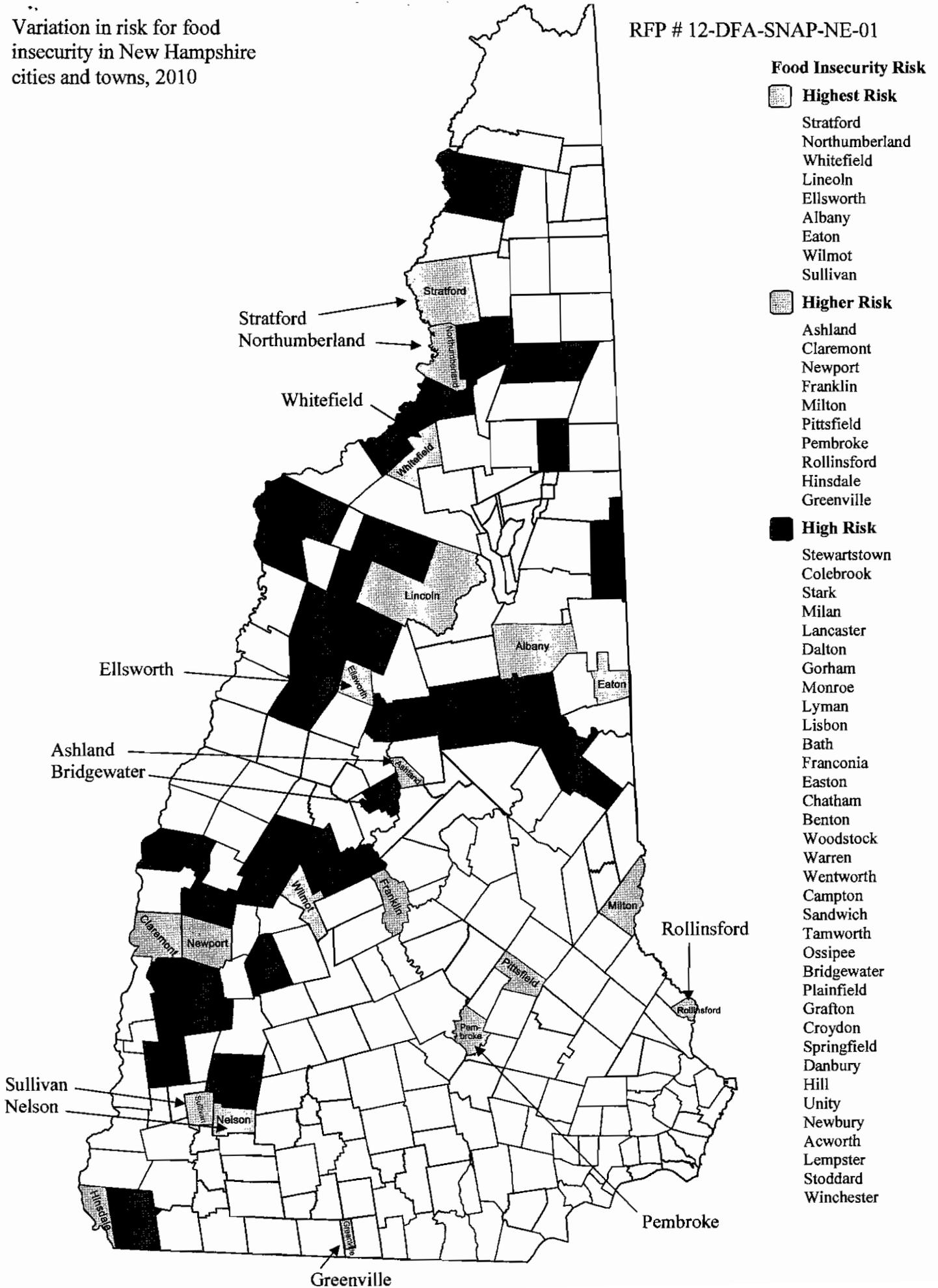
GR INTERVIEWER: ENTER GENDER OF RESPONDENT

- 1 Male
- 2 Female

**APPENDIX G.**  
**VARIATION IN RISK FOR FOOD INSECURITY**  
**IN NEW HAMPSHIRE CITIES**  
**AND TOWNS, 2010**

Variation in risk for food insecurity in New Hampshire cities and towns, 2010

RFP # 12-DFA-SNAP-NE-01



**APPENDIX H.**  
**EVALUATION TOOLS**



## TELL ME ABOUT THE THINGS YOU DO

Name: \_\_\_\_\_ Date: \_\_\_\_\_ ID#: \_\_\_\_\_

This survey helps us measure how these lessons may have changed your food and exercise habits.

- Think about what your habits were before doing these lessons. In the **BEFORE LESSONS** column, put an "X" in the box that fits the best.
- Think about how your habits have changed after completing the lessons. In the **NOW** column, put an "X" in the box that fits the best.

1. How often do you plan meals ahead of time?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

2. How often do you compare prices before you buy food?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

3. How often do you run out of food before the end of the month?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

4. How often do you shop with a grocery list?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

5. This question is about meat and dairy foods. How often do you let these foods sit out for more than two hours?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

6. How often do you thaw frozen foods at room temperature?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

7. When deciding what to feed your family, how often do you think about healthy food choices?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

8. How often do you cook without salt?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

9. How often do you use the "Nutrition Facts" on the food label to make food choices?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

10. How often do your children eat something in the morning within 2 hours of waking up?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

11. How often do you eat at least 2 cups of fruit a day?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

12. How often do you eat at least 2 1/2 cups of vegetables a day?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

13. How often do you get at least 30 minutes of moderate physical activity each day?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

14. How often do you wash your hands in warm soapy water before preparing foods?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

15. Do you use 1% milk or skim milk?

	Before Lessons	Now
a. Doesn't Apply	<input type="checkbox"/> 0	<input type="checkbox"/> 0
b. Never	<input type="checkbox"/> 1	<input type="checkbox"/> 1
c. Seldom	<input type="checkbox"/> 2	<input type="checkbox"/> 2
d. Sometimes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
e. Most Of The Time	<input type="checkbox"/> 4	<input type="checkbox"/> 4
f. Almost Always	<input type="checkbox"/> 5	<input type="checkbox"/> 5

12/11

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Department of Agriculture and N.H.  
counties cooperating.



## Youth Evaluation Questions

GRADES K-2				
#	Core Area	qUserText	qAid	Age Group
1	DQ	At your home, do you have vegetables to eat?	Smiley faces/word options: 1= Never; 2= Almost never; 3= In between; 4= Almost always; 5= Always	K-2
2	DQ	At your home, do you have fruits to eat?	Smiley faces/word options: 1= Never; 2= Almost never; 3= In between; 4= Almost always; 5= Always	K-2
3	DQ	Circle the snacks that are best for your body. Pictures Include: Apple, French Fries, Cake, Banana, Carrot, Grapes	Enter value between 0 and 6	K-2
4	FS	Circle when you should wash your hands before cooking or eating? Pictures Include: Combing Hair, Tying Shoes, Petting a Dog, Coughing or Sneezing	Enter value between 0 and 4	K-2
5	PA	What is a physical activity? Circle the activities that are physical activities. Pictures Include: Computer, Walking, Swinging, Riding a Bike, Watching TV	Enter value between 0 and 5	K-2
6	DQ	Circle the foods from the Vegetables Group. Pictures Include: Bell Pepper, Lettuce, Meat, Cake, Pretzel, Cucumber	Enter value between 0 and 6	K-2
7	DQ	Circle the foods from the Fruit group. Pictures Include: Apple, Broccoli, Strawberries, French Fries, Bread, Glass of Milk	Enter value between 0 and 6	K-2
8	DQ	Circle the foods from the Grains Group. Pictures include: Bananas, Oat Bran, Syrup, Taco Shell, Tomato, Bread	Enter value between 0 and 6	K-2
9	DQ	Circle the foods from the Dairy (milk) group. Pictures include: Pumpkin, Can of Pop/Soda, Grated Cheese, Ice Cream, Yogurt, French fries	Enter value between 0 and 6	K-2
10	DQ	Circle the foods from the Proteins (meats and beans) group. Pictures Include: Meat, Vegetables, Milk, Yogurt	Enter value between 0 and 4	K-2

## Youth Evaluation Questions

GRADES 3-5				
#	Core Area	qUserText	qAid	Age Group
1	DQ	I eat vegetables ...	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
2	DQ	I eat fruit ...	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
3	DQ	I choose healthy snacks ...	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
4	DQ	I eat breakfast ...	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
5	PA	I do physical activities like walking to school, helping around the house, using the stairs, or walking the dog.	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
6	PA	Being active is fun.	1=I do not agree; 2=I am not sure; 3=I agree	3-5
7	PA	Being active every day is good for me.	1=I do not agree; 2=I am not sure; 3=I agree	3-5
8	FS	A pizza was left out of the refrigerator overnight. What should you do? A) Eat the pizza; B) Smell it and then decide if it's okay to eat; C) Put the pizza in the refrigerator; D) Throw it away	1=Right (D); 2=Wrong (A,B,C)	3-5
9	FS	A chicken and rice dish has been in the refrigerator for over a week. What should you do? A) Eat the chicken and rice dish; B) Smell it and then decide if it's okay to eat; C) Put the chicken and rice dish back in the refrigerator; D) Throw it away	1=Right (D); 2=Wrong (A,B,C)	3-5
10	FS	I wash my hands before making something to eat.	1=Never or almost never, 2=Some days; 3=Most days; 4=Every day or almost every day	3-5
11	DQ	How sure are you that you can ask someone in your family to buy your favorite fruit or vegetable?	1= Not very sure; 2=Somewhat sure; 3=Very sure	3-5
12	DQ	How sure are you that you can ask someone in your family to buy low-fat milk instead of regular whole milk?	1= Not very sure; 2=Somewhat sure; 3=Very sure	3-5
13	DQ	How sure are you that you can ask someone in your family to have fruits and fruit juices in a place (refrigerator or bowl) where you can reach them?	1= Not very sure; 2=Somewhat sure; 3=Very sure	3-5
14	DQ	How sure are you that you can ask someone in your family to have vegetables cut up and in a place (refrigerator or bowl) where you can reach them?	1= Not very sure; 2=Somewhat sure; 3=Very sure	3-5

## Youth Evaluation Questions

GRADES 6-8				
#	Core Area	qUserText	qAid	Age Group
1	DQ	Yesterday, how many times did you eat vegetables, not counting French fries? Include things like cooked vegetables, raw vegetables, and salads.	Enter value between 0 and 4	6-8 9-12
2	DQ	Yesterday, how many times did you eat fruit, not counting juice? Include fresh, frozen, canned and dried fruits.	Enter value between 0 and 4	6-8 9-12
3	DQ	Yesterday, how many times did you drink nonfat or 1% low-fat milk, or drinks made with low-fat milk or yogurt, like smoothies? Include chocolate and other flavored milk, and milk on cereal.	Enter value between 0 and 4	6-8 9-12
4	DQ	Yesterday, how many times did you drink sweetened drinks? Include soda, fruit drinks, sports drinks, energy drinks and vitamin water.	Enter value between 0 and 3	6-8 9-12
5	DQ	When you eat grain products, how often do you choose whole grains, such as 100% whole wheat bread, brown rice, or multigrain cereals?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
6	DQ	When you eat away from home, how often do you choose a low-fat food (for example, green salad with low-fat dressing, plain baked potato, grilled chicken sandwich)?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
7	PA	During the past 7 days, how many days were you physically active for at least 1 hour?	Enter value between 0 and 7	6-8 9-12
8	PA	During the past 7 days, how often were you so active that your heart beat fast and you breathed hard most of the time?	1=None; 2=One time last week; 3=Two or three times last week; 4=Four times last week; 5= Five or more times last week	6-8 9-12
9	PA	How much do others encourage you to be physically active?	1=Strongly encourage; 2=Encourage; 3=Do not encourage or discourage; 4=Discourage; 5=Strongly discourage	6-8 9-12
10	FS	How often do you wash your hands before making something to eat?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
11	FS	How often do you wash your hands before eating?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8
12	FS	In the last 2 weeks, how often have you put foods that may spoil back in the refrigerator within 2 hours, for example, milk, cheese, meat or leftovers.	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
13	FRM	How confident are you with using measuring cups and spoons?	1=Not confident; 2=Somewhat confident; 3=Confident; 4=Totally confident	6-8
14	FRM	How confident are you with following directions in a recipe?	1=Not confident; 2=Somewhat confident; 3=Confident; 4=Totally confident	6-8

## Youth Evaluation Questions

GRADES 9-12				
#	Core Area	qUserText	qAid	Age Group
1	DQ	Yesterday, how many times did you eat vegetables, not counting French fries? Include things like cooked vegetables, raw vegetables, and salads.	Enter value between 0 and 4	6-8 9-12
2	DQ	Yesterday, how many times did you eat fruit, not counting juice? Include fresh, frozen, canned and dried fruits.	Enter value between 0 and 4	6-8 9-12
3	DQ	Yesterday, how many times did you drink nonfat or 1% low-fat milk, or drinks made with low-fat milk or yogurt, like smoothies? Include chocolate and other flavored milk, and milk on cereal.	Enter value between 0 and 4	6-8 9-12
4	DQ	Yesterday, how many times did you drink sweetened drinks? Include soda, fruit drinks, sports drinks, energy drinks and vitamin water.	Enter value between 0 and 3	6-8 9-12
5	DQ	When you eat grain products, how often do you choose whole grains, such as 100% whole wheat bread, brown rice, or multigrain cereals?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
6	DQ	When you eat away from home, how often do you choose a low-fat food (for example, green salad with low-fat dressing, plain baked potato, grilled chicken sandwich)?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
7	PA	During the past 7 days, how many days were you physically active for at least 1 hour?	Enter value between 0 and 7	6-8 9-12
8	PA	During the past 7 days, how often were you so active that your heart beat fast and you breathed hard most of the time?	1=None; 2=One time last week; 3=Two or three times last week; 4=Four times last week; 5= Five or more times last week	6-8 9-12
9	PA	How much do others encourage you to be physically active?	1=Strongly encourage; 2=Encourage; 3=Do not encourage or discourage; 4=Discourage; 5=Strongly discourage	6-8 9-12
10	FS	How often do you wash your hands before making something to eat?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
11	FS	How often do you wash fruits and vegetables before eating them?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	9-12
12	FS	In the last 2 weeks, how often have you put foods that may spoil back in the refrigerator within 2 hours, for example, milk, cheese, meat or leftovers.	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	6-8 9-12
13	FS	How often do you check the expiration date before eating or drinking foods?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	9-12
14	SEC	How often do you worry about having enough food to eat?	1=Never; 2=Once in a while; 3=Sometimes; 4=Often; 5=Almost always	9-12



## Nutrition Nuggets Evaluation Survey For Parents

We'd like to know what you think about the Nutrition Nuggets newsletters sent home to you by your child's school. Your opinion is very important to us and will help us improve nutrition and fitness information for you and your family.

Below is a brief list of survey questions. When you have completed the survey just pop it in the mail – it is postage paid.

1. Did you or your child read the Nutrition Nuggets newsletters?    Yes                    No

    If you didn't read them, why not?

2. How helpful was the information in the newsletter?

    Very helpful                    Helpful                    Not helpful

3. If the newsletter was helpful, how did you use the information?

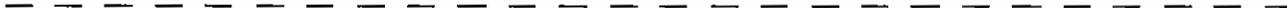
4. What was your favorite part of the newsletter?

5. How can we improve this newsletter?

**Thank you for your input and time!**

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BOSCAWEN NH 03303-9801





## Project Evaluation

Name: \_\_\_\_\_ School: \_\_\_\_\_ SAU: \_\_\_\_\_ Date: \_\_\_\_\_

Please help us improve Healthy Schools NH.

Were the time estimates for lesson lengths too high or too low?

How can we improve Healthy Schools?

Were the instructions for the lessons clear? What was unclear?

Were the lessons easy to document? If not, how could we make it easier?

Were the lessons easy to implement? If not, how could we make it easier?

What worked well?

Return this form to Robin Peters at [robin.peters@unh.edu](mailto:robin.peters@unh.edu) or fax to 796-2271. For questions call Robin at 796-2151.



**Grade 3 – Lesson 3  
Make Half Your Plate Fruits and Vegetables  
Time and Effort Documentation**

Name: \_\_\_\_\_ School: \_\_\_\_\_ SAU: \_\_\_\_\_

**Check the activities that you did in your classroom:**

Make Half Your Plate Activities	Estimated Time	Additional Time (if any)
<input type="checkbox"/> Opening discussion	10 minutes	_____
<input type="checkbox"/> We eat different parts of the plant	10 minutes	_____
<input type="checkbox"/> Beans, Beans, Corn	10 minutes	_____
<input type="checkbox"/> Is it fruit?	15 minutes	_____

Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you!

We collect this information for our funders, who want to know approximately how much time our partners spend on Healthy Schools NH projects. To document your time, simply check off the activities you completed and sign the sheet.

Keep this form with this lesson's materials packet. We will collect it when we visit you for the last lesson.

If you have questions about this form contact Robin Peters at 796-2151 or [robin.peters@unh.edu](mailto:robin.peters@unh.edu)



**Grade 4 – Lesson 4  
The Power of Breakfast  
Time and Effort Documentation**

Name: \_\_\_\_\_ School: \_\_\_\_\_ SAU: \_\_\_\_\_

**Check the activities that you did in your classroom:**

The Power of Breakfast activities	Estimated Time	Additional Time (if any)
<input type="checkbox"/> Opening discussion	10 minutes	_____
<input type="checkbox"/> Plan a Breakfast	10 minutes	_____
<input type="checkbox"/> The Milk Run	10 minutes	_____
<input type="checkbox"/> Breakfast Food Fued	15 minutes	_____

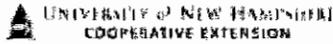
Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you!

We collect this information for our funders, who want to know approximately how much time our partners spend on Healthy Schools NH projects. To document your time, simply check off the activities you completed and sign the sheet.

Keep this form with this lesson's materials packet. We will collect it when we visit you for the last lesson.

If you have questions about this form contact Robin Peters at 796-2151 or [robin.peters@unh.edu](mailto:robin.peters@unh.edu)



Date:	Nutrition Connections Staff:
Teacher Name:	School:
Name of curriculum:	

Thank you for the opportunity to work with your students. We appreciate your support of nutrition education. We appreciate your feedback—it will help us provide the programming that best meets your needs.

**\*\*Student Changes\*\***

Please check 'yes', 'no', or 'unsure' next to changes that students may have made since receiving our program. These changes may be based on your observations or students' comments.				If yes is checked, please give an example.
	Yes	No	Unsure	
More aware of nutrition				
Make healthier meal and/or snack choices				
Eat breakfast more often				
More willing to try new foods				
Improved hand washing				
Improved food safety (other than hand washing)				
Increased physical activity				
Other:				

**\*\*Teacher Changes\*\***

Please check 'yes' or 'no' to show what changes you have made since our program. Or if you were already practicing the healthy behavior, check 'already practicing'.	Yes	No	Already practicing	Please check 'yes' or 'no' to tell us if you talk about or model these behaviors in front of students.	
				Yes	No
More aware of nutrition					
Make healthier meal and/or snack choices					
Eat breakfast more often					
More willing to try new foods					
Improved hand washing					
Improved food safety (other than hand washing)					
Increased physical activity					
Make/offer healthier food choices for students					
Other:					

Do you plan to spend more time on nutrition education in your classroom than you did prior to this nutrition education program?  
 Check one:  Yes  Maybe  No  About the same

How was class response to the program?  
 Check one:  Excellent  Good  Average  Fair  Poor

What part(s) of the program did students enjoy the most? Check all that apply.  
 Taste testing food  Activities/games  Stories/books Other \_\_\_\_\_

Would you be interested in having the program again next year?  Yes  No

Do you have any requests, suggestions, ideas for improvement, or other comments?

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 University of New Hampshire, U.S. Department of Agriculture and N.H. counties cooperating.

**APPENDIX I.**  
**NATIONAL SCHOOL LUNCH PROGRAM**  
**(50% ELIGIBILITY) LIST**

Virginia M. Barry, Ph.D.  
Commissioner of Education  
Tel. 603-271-3144

Paul Leather  
Deputy Commissioner of Education  
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900

**National School Lunch Program (NSLP) 50% Eligibility**

FY 2012 Data\* as of February 15, 2012

\*January 2012 claim Data

**This Free & Reduced data is ONLY to be used for the NSLP.**

List of New Hampshire schools in which at least 50% of the total number of children enrolled are "certified" eligible to receive free or reduced price meals.

SAU #	School	Town	Enrolled	# Students Reduced	# Students Free	Percent
003	Brown Elementary School	Berlin, NH	263	7	146	58%
	Hillside Elementary School	Berlin, NH	347	24	196	63%
004	Bristol Elementary School	Bristol, NH	256	25	107	51%
006	Bluff School	Claremont, NH	228	18	124	62%
007	Stewartstown Community School	Stewartstown, NH	76	4	42	60%
008	Dame School	Concord, NH	214	12	100	52%
009	Conway Elementary School	Conway, NH	225	19	112	58%
011	Woodman Park School	Dover, NH	537	30	295	60%
013	Kenneth A. Brett School	Tamworth	223	36	84	53%
018	Jennie D Blake School	Hill, NH	80	7	36	53%
	Paul A. Smith School	Franklin, NH	448	33	261	65%
021	Seabrook Elementary School	Seabrook, NH	641	40	298	52%
023	Bath Village School	Bath, NH	52	9	20	55%
029	Franklin Elementary School	Keene, NH	197	7	107	57%
	Wheelock Elementary School	Keene, NH	184	9	94	55%
030	Elm Street School	Laconia, NH	267	25	151	65%
	Pleasant Street School	Laconia, NH	270	19	131	55%
	Woodland Heights Elementary School	Laconia, NH	417	30	246	66%
035	Landaff Blue School	Landaff, NH	22	1	11	54%
036	Lancaster Elementary School	Lancaster, NH	423	36	178	50%
	Whitefield Elementary School	Whitefield, NH	338	53	134	55%
037	Bakersville School	Manchester, NH	383	28	292	83%
	Beech Street School	Manchester, NH	619	25	568	95%
	Gossler Park School	Manchester, NH	403	30	309	84%
	Hallsville School	Manchester, NH	332	40	152	57%
	McDonough School	Manchester, NH	550	38	376	75%
	Northwest Elementary School	Manchester, NH	653	53	336	59%
	Parker-Varney School	Manchester, NH	543	36	267	55%
	Wilson School	Manchester, NH	390	41	321	92%

TDD Access: Relay NH 711  
EQUAL OPPORTUNITY EMPLOYER- EQUAL EDUCATIONAL OPPORTUNITIES

Page 2

**NH NSLP ONLY(50% Eligibility)**

As of February 15, 2012 (based on January 2012 claim data)

SAU #	School	Town	Enrolled	# Students Reduced	# Students Free	Percent
042	Amherst Street School	Nashua, NH	307	24	225	81%
	Dr Norman W Crisp School	Nashua, NH	367	20	294	85%
	Fairgrounds Elementary School	Nashua, NH	558	43	366	73%
	Ledge Street School	Nashua, NH	472	35	348	81%
	Mt Pleasant School	Nashua, NH	357	26	226	70%
043	Richards Elementary School	Newport, NH	350	24	197	63%
	Towle Elementary School	Newport, NH	138	12	72	60%
048	Russell Elementary School	Rumney, NH	140	15	65	57%
	Wentworth Elementary School	Wentworth, NH	54	4	25	53%
049	Ossipee Central School	Center Ossipee, NH	341	30	179	61%
051	Pittsfield Elementary School	Pittsfield, NH	326	47	168	65%
053	Armand R Dupont	Allenstown, NH	129	11	62	56%
054	Chamberlain Street School	Rochester, NH	374	24	166	50%
	Maple Street School	Rochester, NH	51	4	38	82%
	Nancy Loud School	Rochester, NH	110	11	51	56%
	School Street School	Rochester, NH	83	3	57	72%
	William Allen School	Rochester, NH	326	24	160	56%
056	Idlehurst Elementary School	Somersworth, NH	503	37	248	56%
058	Groveton Elementary School	Groveton, NH	141	16	74	63%
	Stark Village School	Stark NH	26	6	12	61%
	Stratford Public School	Stratford, NH	77		49	71%
061	Henry Wilson School	Farmington, NH	553	50	235	51%
080	Belmont Elementary School	Belmont, NH	333	23	180	60%
084	Mildred Lakeway Elementary School	Littleton, NH	423	28	209	56%
092	Hinsdale Elementary School	Hinsdale, NH	264	28	109	51%
093	Gilsum Elementary School	Gilsum, NH	56	6	24	53%
	Sullivan Elementary School	Sullivan, NH	39	6	17	58%
	Troy Elementary School	Troy, NH	147	12	65	52%
094	Winchester Elementary School	Winchester, NH	442	40	263	68%

February 15, 2012

**APPENDIX J.**

**MEMORANDUM OF UNDERSTANDING BETWEEN:**

**UNH COOPERATION EXTENSION,  
THE NEW HAMPSHIRE FOOD BANK,  
AND THE SNAP-ED PROGRAM**

**&**

**COOKING MATTERS,  
UNH COOPERATIVE EXTENSION,  
JOB DESCRIPTIONS AND REQUIRED  
PAPERWORK/DOCUMENTS**

**Memorandum of Understanding (MOU)**  
**Between UNH Cooperative Extension, the New Hampshire Food Bank and**  
**the NH Food Stamp Program**  
**10/1/12-9/30/13**

This is an agreement between “Party A” hereinafter called UNH Cooperative Extension, “Party B,” hereinafter called NH Food Bank, and “Party C” hereinafter called the NH Supplemental Nutrition Assistance Program.

**I. Purpose and Scope**

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the U.S. Department of Agriculture Food and Nutrition Service, Supplemental Nutrition Assistance Program (SNAP) and the University of New Hampshire (UNH) Cooperative Extension supported Cooking Matters classes.

In particular, this MOU is intended to:

- Enhance the already close collaborative relationship between UNH Cooperative Extension and the NH Food Bank.
- Increase the reach to SNAP eligibles with nutrition, food resource management, physical activity and food safety education.
- Establish a partnership with the NH Food Bank in the expansion of the Cooking Matters program.
- Maximize the efforts of community partners in reaching SNAP eligibles.

**II. Background**

The University of New Hampshire through the Cooperative Extension provides New Hampshire citizens with research-based education and information, enhancing their ability to make informed decisions that strengthen youth, families and communities, sustain natural resources, and improve the economy.

As a University outreach program, we have a network of professional Extension staff located in all 10 New Hampshire counties. Staff work with local volunteers and specialists on the UNH campus to design and conduct educational programs that meet societal, environmental and economic needs.

The New Hampshire Food Bank is a program of New Hampshire Catholic Charities. The New Hampshire Food Bank serves as the only food bank in the state. In addition, the Food Bank develops programs to help educate our member agencies, has initiated a Mobile Food Pantry, and has expanded the Cooking Matters program to reach more needy New Hampshire residents.

In 2011 the Food Bank distributed 7.8 million pounds of donated and purchased surplus food to over 412 food pantries, soup kitchens, shelters, day care centers, senior citizen homes and substance abuse treatment centers. These member agencies in turn provide food to the over 130,000 hungry men, women and children throughout New Hampshire.

The New Hampshire Department of Health and Human Services, Division of Family Assistance (NH DHHS DFA), administers programs and services for eligible New Hampshire residents by providing financial, medical and food and nutrition assistance, help with child care costs, and emergency help to obtain and keep safe housing. One of the programs administered by the NH DHHS DFA is the Supplemental Nutrition Assistance Program (SNAP.) SNAP provides eligible individuals and households with benefits used to purchase food items at a grocery store, supermarket or other participating food retailer. SNAP ensures that all recipients have an opportunity to learn more about purchasing and preparing nutritious meals. Eligibility for SNAP benefits depends on household size, income, expenses and resources.

### **III. UNH Cooperative Extension Responsibilities Under this MOU**

UNH Cooperative Extension shall undertake the following activities:

- Deliver the nutrition education programming for Cooking Matters classes – *Cooking Matters for Adults, Cooking Matters for Families and Cooking Matters for Teens* as outlined in 2013 NH SNAP-Ed for recipients and eligibles.
- Share resources to provide for high-quality programming for SNAP eligibles.
- Assist in the evaluation of Cooking Matters programming as outlined in the 2013 NH SNAP-Ed.
- Responsible for oversight of the NH SNAP-Ed Cooking Matters classes as outlined in the 2013 NH SNAP-Ed (see attached Job Descriptions and Required Paperwork for specific responsibilities of UNH Cooperative Extension and Cooking Matters.)
- Document outcomes for the Cooking Matters classes.
- Maintain necessary records according to the USDA FNS 2013 SNAP-Ed guidance.

### **IV. NH Food Bank Responsibilities Under this MOU**

The NH Food Bank shall undertake the following activities:

- Responsible for overall implementation of NH SNAP-Ed Cooking Matters classes - *Cooking Matters for Adults, Cooking Matters for Families and Cooking Matters for Teens* as outlined in the 2013 NH SNAP-Ed (see attached Job Descriptions and Required Paperwork for specific responsibilities of UNH Cooperative Extension and Cooking Matters).
- Organize Cooking Matters in each expansion community.
- Contact and recruit chefs in each expansion community for participation in Cooking Matters classes.
- Train staff and volunteers for Cooking Matters activities.
- Purchase, maintain and track expenditures for Cooking Matters programming.
- With UNH Cooperative Extension, evaluate programming efforts according to 2013 NH SNAP-Ed.
- Assist in the documentation of outcomes for the Cooking Matters classes.
- Maintain necessary records according to the USDA FNS 2013 SNAP-Ed guidance.

### **V. NH SNAP Responsibilities Under this MOU**

The NH SNAP shall undertake the following activities:

- The NH SNAP is responsible for the oversight of activities outlined in the 2013 NH SNAP-Ed, including the Cooking Matters classes.
- With UNH Cooperative Extension, work to address any issues that arise regarding the execution of activities of the 2013 NH SNAP-Ed.
- Communicate with USDA FNS-NERO about activities of the 2013 NH SNAP-Ed.
- Maintain necessary records according to the USDA FNS 2013 SNAP-Ed guidance.

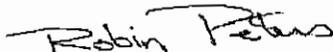
**VI. It is Mutually Understood and Agreed by and Between the Parties that:**

- The Cooking Matters activities will be modified if necessary, but only with the approval of a formal amendment by USDA FNS-NERO.
- If the NH Food Bank is unable to fully implement Cooking Matters as outlined in the 2013 NH SNAP-Ed, the relationship will be terminated.

**VII. Funding**

- This MOU does include the reimbursement of \$18,500 in funds from UNH Cooperative Extension to the NH Food Bank for the implementation of the Cooking Matters Program.

Signatures

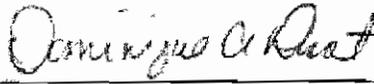
  
\_\_\_\_\_  
Robin Peters  
UNH Cooperative Extension Educator  
Food and Nutrition  
UNH Cooperative Extension

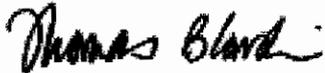
  
\_\_\_\_\_  
Deborah Luppold  
UNH Cooperative Extension Specialist,  
Food and Nutrition  
UNH Cooperative Extension

  
\_\_\_\_\_  
Darrel Covell  
Acting Assistant Director, Finances and  
Human Resources  
UNH Cooperative Extension

\_\_\_\_\_  
Laurie Green  
NH Food Stamp Program Manager  
Division of Family Assistance  
NH Department of Health and Human  
Services

\_\_\_\_\_  
Victor Sosa  
Manager of Research Administration  
UNH Office of Sponsored Research

  
\_\_\_\_\_  
Dominique A. Rust  
Vice President & COO  
NH Catholic Charities

  
\_\_\_\_\_  
Thomas E. Blonski  
President & CEO  
New Hampshire Catholic Charities

**Cooking Matters/UNH Cooperative Extension  
Job Descriptions and Required Paperwork/Documents  
2013 NH SNAP**

NC: Nutrition Connections

Cooking Matters-NH: NH Food Bank Staff

**Share Our Strength's / NH Food Bank's Cooking Matters will:**

- Recruit and provide in-person or remote training for professional chefs, nutritionists, and class coordinators to instruct classes, including all training materials.
- Choose host sites and provide site visits/inspections in collaboration with UNH NC, as needed.
- Provide take home groceries and/or gift cards upon receiving receipts, unless other arrangements have been made. Cooking Matters will solicit sponsorships, if possible, with local supermarkets.
- Recruit and train helpers. Provide back-up if helper not available.
- Provide:
  - A startup kit including: at least 5 cutting boards, demo spray bottle, thermometer and 2 chef's knives, if needed.
  - Class materials, including workbooks, certificates, and incentives for participant, numbers requested by site coordinators.
  - Necessary curricula, as indicated by the program guidelines.
- Be available by phone, email, or in person to provide additional training and technical assistance and to address specific needs and concerns, as needed.
- Cooking Matters-NH Coordinator or staff will attend at least one class of the series.
- Collect attendance sheets, class evaluations, media releases, and facility agreements. Provide copies of attendance sheets, evaluations and media releases to Nutrition Connections staff.
- Communicate weekly with Nutrition Connections staff during class series.
- Coordinate with host site staff for all Cooking Matters program implementation guidelines including:
  - Maximum of 15 participants and a minimum of 8 recruited individuals
  - Participants may be recruited from host site/agency only or from additional sites with permission of host site
  - Each participant must sign an enrollment form and media release
  - Participants must commit to attending the majority of classes in a series
  - Classes will enroll no more than the maximum number
  - Class may be cancelled if the number of participants falls below minimum number
  - No new participants will be able to join the program after the second class in series
  - Make sure the classroom and kitchen are available, clean and set up for class
  - Make calls to remind participants before the first class

- Cooking Matters-NH experienced staff will be available for post class series wrap-up meeting with volunteers and site coordinator.
- Submit invoices on a regular basis with final invoice received by UNHCE no later than October 15, 2013.
- Follow SNAP-Ed program guidelines.
- Prepare a year-end report of SNAP Cooking Matters activities for the SNAP final report to USDA FNS. This report will be due to Robin Peters by October 31, 2013.

**Class Manager/Facilitator will:**

(Duties may be split between Nutrition Connections and Cooking Matters Staff or support volunteer)

- Administer and submit all paperwork to Cooking Matters staff:
  - Attendance sheet, volunteer end of class surveys, volunteer log, and participant enrollment forms/end of class surveys.
  - Volunteer media release and application.
- Implement Cooking Matters program according to Share Our Strength's Implementation Guidelines.
- Purchase groceries for class demonstration and take home bags as instructed by Site Coordinator.
- Be present at the site during each class. If using a remote building ensures that someone from the organization/agency is present or available in case of an emergency.

**UNH Cooperative Extension Nutrition Connections Educator will:**

- Initiate contact with agency and/or site to schedule a class and forward information to Cooking Matters staff.
- Provide names or contact information for restaurant, chef or other volunteer for Cooking Matters staff to recruit from their service area.
- Be aware of and follow the Cooking Matters' program goals and guiding principles.
- Provide nutrition, food resource management, food safety, and physical activity education to participants using the appropriate Cooking Matters curriculum, delivery methods and incentives for the class population.
- Be aware of and prepared for each lesson's key messages and objectives and communicate them effectively to participants.
- Work as a team with the chef instructor, Cooking Matters staff, and any other class volunteers to provide a welcoming and coordinated atmosphere during class times.
- Strive to identify and meet what participants need and want from the Cooking Matters class.
- Communicate weekly with Cooking Matters staff during class series.
- Work with Cooking Matters staff to solve any problems, questions, or concerns that arises during the class series.
- Assist participants in completing Cooking Matters paperwork and Nutrition Connections forms.

**All parties will be responsible for ensuring the following gets submitted to Cooking Matters**

- Volunteer documents (volunteer application, media release, and official agreement.)
- Collect and return participant documents as stated above.
- Cooking Matters End of Class Survey for volunteers and agency staff.
- Inventory of remaining curriculum, instructor manuals and participant incentives after each class series with Cooking Matters staff.
- Participant and class documents are collected and sent to Cooking Matters staff.