

Form Instructions

Statement of Work: FY 2011 Adult/Senior Track

STATEMENT OF WORK: FY 2011 Adult Senior Track INSTRUCTIONS

Complete one **FY 2011 Statement of Work: Adult/Senior Track** for *each* subgroup listed on the FY 2011 Programming Summary: Adult/Senior Track. Enter responses in the space provided for each section. Tables will expand as text is entered. Be specific in your responses. Programming described here needs to support your budget, budget narrative, staffing chart and cost share documentation.

a. Subgroup Name: Enter the subgroup name from the Programming Summary in the space provided.

b. Direct Education Conducted by TRACKS Staff: Describe proposed direct education programming to be delivered by TRACKS staff. Describe each strategy listed on the Programming Summary form. How many interventions are planned for each strategy (e.g. 3 series; four sessions each)? How will curricula and supporting materials be used (e.g. lesson plans from Eat Smart, Live Strong curriculum and activity sheets from SNAC)? What specific methods are planned for nutrition interventions (e.g. lessons, games, activities, cooking, etc.)? How long is each intervention and over how many months will strategies be implemented? Are food tastings occurring as part of each strategy? If so, how many food tasting contacts are estimated?

c. Direct Education Conducted by Cost Share Staff: Describe how cost share staff are trained to deliver and document TRACKS programming using approved curricula/supporting materials. Describe proposed direct education programming to be delivered by cost share staff listed in your staffing chart and cost share letters. Describe each strategy selected on the Programming Summary form. How many interventions are planned for each strategy (e.g. 3 series; four sessions each)? How will curricula and supporting materials be used (e.g. lesson plans from Eat Smart, Live Strong curriculum and activity sheets from SNAC)? What specific methods are planned for nutrition interventions (e.g. lessons, games, activities, cooking, etc.)? How long is each intervention and over how many months will strategies be implemented? Are food tastings occurring as part of each strategy? If so, how many food tasting contacts are estimated?

d. Indirect Education: Indirect Education is defined by FNS as the distribution of information and resources, including any mass communications, public events, and materials distribution that **DO NOT** meet the definitions of Direct Education above.

Important Definitions:

Announcements: Announcements are used to communicate simple SNAP-Ed messages; they may be delivered in the classroom by a teacher, over a loudspeaker, or via a school-wide TV channel as part of daily announcements. They are generally brief (less than 5 minutes) and address a single nutrition objective. Announcements should reinforce messages being delivered to the students through direct education programming.

DPR: Digital Photo Receivers can be used in school settings like the nurse's office where members of the target audience receive other services, and can view the nutrition education presentations while they wait.

Food Demos/Tastings: Food demonstrations allow participants to observe or participate in preparation of healthy foods. This strategy reinforces nutrition education messages, demonstrates basic cooking skills and preparation methods, and provides a forum for application of learning. Food tastings allow participants to sample a quarter of a normal serving, or less, of a healthy food or beverage.

Newsletters: Newsletters are printed nutrition education materials that may focus on one or more nutrition education objectives within an issue.

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Fact Sheets and Pamphlets are concise printed materials that generally focus on one nutrition education objective. They are often used in tandem with food tastings, food or cooking demonstrations, announcements, or health fairs/exhibits/community events.

Website: Websites are used to present nutrition education messages in electronic format. Some of the approved curricula and supporting materials (see pages 4-6 of the Adult/Senior Track Description) contain websites (e.g. *www.MyPyramid.gov*).

For each strategy selected, estimate the number of indirect education participants reached and the frequency of intervention (e.g. daily, weekly, monthly, or quarterly). In the far right column, provide a brief description of planned indirect education, and how strategies support direct education interventions.

e. Evaluation - Statewide Evaluation Tools: Check the box next to each statewide evaluation your agency will participate in for this subgroup. Review the Adult/Senior Track statewide evaluation plans on pages 8-9 of the Adult/Senior Track Description.

Other Evaluation Activities: Provide a detailed description of other evaluation activities your agency will use to evaluate proposed education for this subgroup. Review page 9 of the Adult/Senior Track Description for information regarding Applicant-Specific Evaluation activities.