

Adult/Senior Track Description FY 2013 Request for Partners

The Adult/Senior Track is a statewide plan for provision of nutrition education to Supplemental Nutrition Assistance Program (SNAP) eligible individuals ages 18 and over. This plan meets criteria established by USDA's Food & Nutrition Service; refer to the [SNAP-Ed Guidance](#) for more information.

Proposed interventions must be consistent with SNAP-Ed Guidance and fit within the framework of this Track Description. Applicants are encouraged to propose evidence/theory-based, behaviorally-focused interventions. Describe proposed programming in the Request for Partners (RFP) form entitled: **Adult/Senior Track Programming Summary & Statement of Work**.

GENERAL INSTRUCTIONS

- Print a copy of this document.
- Open the FY13 Adult/Senior Track Programming Summary and Statement of Work.
- Double click in the header of the first page and enter your Partner Agency Name.
- Complete the Programming Summary table and Statement of Work according to the information and instructions provided below.

PROGRAMMING SUMMARY INSTRUCTIONS

A. SUBGROUP DEFINITIONS

Programming Summary Subgroups	This subgroup includes the following sites:
Health Centers	Health Centers, Clinics, WIC sites, Visiting Nurses, Family Planning Sites
Food Pantries/Distribution	Food Pantries, Food Banks
Group Living Sites	Residential Sites: Recovery Centers, Shelters, Goodwill, Salvation Army, Mental Health, Disability
Community Gardens	Community Gardens, Farm to Families
SNAP Offices/CAO	SNAP Offices, County Assistance Offices
Seniors	Senior Centers, Senior Low-income Housing
Low-income Housing (Adults)	Low-income Housing for Adults
Food Stores/Farmers Markets	Grocery Stores, Corner Stores, Farmers Markets
Community Sites	Recreation Centers, YMCA, Churches, Libraries
Caregivers	Recruited from School-Age or Preschool Tracks for programming that addresses Adult/Senior Track objectives, or uses curricula intended for adults

B. INDIRECT EDUCATION ONLY

Indirect Education is the distribution of information and resources, including any mass communications, public events, and materials distribution that do NOT meet the definitions of direct education (see section C). Strategies for delivering indirect education include: community events, newsletters, fact sheets, food tastings, cooking demonstrations and [digital photo receiver \(DPR\) programs](#).

- **Instruction:** Enter an "x" in the corresponding box to indicate if a subgroup will receive indirect education only.

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C. DIRECT EDUCATION ONLY

Direct Education is active participant engagement in the learning process with an educator and/or interactive media. For an activity to qualify as direct education, information on the number of individuals, SNAP participation, age, gender, and race/ethnicity must be collected.

1. Objectives

- At least one objective must be selected from the list below.
- Use the codes in the Programming Summary to indicate selected objectives for each subgroup.

Goal 1: Adopt behaviors consistent with current USDA guidance outlined in *MyPyramid/MyPlate* and *2010 Dietary Guidelines for Americans*. [Programming Summary Abbreviation = MyPlate/MyPyramid]

Objective:	Programming Summary Abbreviation
• Consume or intend to consume recommended amounts and variety of fruits daily.	Fruit
• Consume or intend to consume recommended amounts and variety of vegetables daily.	Vegetable
• Consume or intend to consume recommended amounts of whole grain foods daily.	Whole Grains
• Consume or intend to consume recommended amounts of low-fat calcium-rich foods daily.	Calcium
• Be or intend to be physically active every day as part of a healthy lifestyle.	Physical Activity
• Balance or intend to balance calorie intake from foods and beverages with calories expended.	Calories In: Out
• Choose or intend to choose a diet with adequate fiber.	Fiber
• Use or intend to use the food label or package to make healthy food choices.	Food Label
• Consume or intend to consume a diet low in saturated fat, trans fat and cholesterol and moderate in total fat.	Fat/Cholesterol
• Choose or intend to choose beverages and foods to moderate intake of sugars.	Sugars
• Adopt or intend to adopt food safety practices.	Food Safety

Goal 2: Adopt behaviors that stretch food resources.

Objective: As a result of Pennsylvania's SNAP-Ed plan, participants will be able to:	Programming Summary Abbreviation
• Use or intend to use shopping strategies to stretch food dollars	Food Shopping

Goal 3: Adopt cognitive eating behaviors compatible with good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, participants will:	Programming Summary Abbreviation
• Increase practice of eating competence constructs.	Eating Competence

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2. Strategies

- Use the codes in the Programming Summary to indicate selected strategies for each subgroup.

Strategies for delivering direct education include:	Programming Summary Abbreviation
Single Class: “stand alone” nutrition education sessions. Single classes may include crafts, activities, games, food tastings, or food/cooking demonstrations.	Single Class
Series Class: two or more consecutive lessons, planned as an orderly progression of information. Each class builds upon material covered in the previous lesson and introduces new subject matter.	Series Class, 2-4 sessions Series Class, 5-9 sessions Series Class, 10+ sessions
One-on-One: brief, focused education with an individual that may stand alone or may be used to reinforce messages delivered in other settings.	One-on-one sessions
Multimedia: web modules, online activities, computer games, video presentations, podcasts, or other “non-traditional” programming. To be considered direct education, multimedia strategies must be interactive, generate participant responses, and be able to capture required demographic information.	Multimedia

3. Primary Curricula

Primary curricula include those that will be used most often and are essential to meet selected objectives. Returning TRACKS Partners can review the most recent completed fiscal year (FY 2011) curricula usage data from STARtracks to determine primary curricula. Allowable curricula for the Adult/Senior Track are listed in the table below. Click on underlined titles to view more information about the material.

- Use the codes in the **Programming Summary** to indicate up to **three** primary curricula for each subgroup. Separate numbers with a comma.

Title	Description (Number of Lessons, Topics, Languages, Cost)	Evaluation Tools
<u>About Eating</u>	5 web based lessons, Core constructs of eating competence model, English, No Cost	X
<u>A New You: Health for Every Body</u>	10-lesson curriculum based on Health at Every Size model and non-diet approach; involves group discussion, journaling. English only. Cost: None to download, CDs \$25	X
<u>Eating Smart, Being Active</u>	8 lessons for caregivers. Topics include exercise, food resource management, vegetables, whole grains, calcium, limiting high sugar/fat/salt-containing foods, lean protein, & healthy snacks. English only. Cost: \$51.96 for Educator Guide	
<u>Eat Smart. Live Strong</u>	4 lessons for adults ages 60-74; focuses on fruit and vegetable consumption and physical activity. English only. Cost: None	X
<u>FRIDGE</u>	Food Related Intergenerational Discussion Group Experiences: Program involving multiple generations within the family with the goal of fostering better communication and healthier food choices. English only. Cost: None	X
Health Promotion Council’s Low Literacy Curriculum	Food For Health newsletters, lessons, and fact sheets that address fat, calcium, sodium, food safety, healthy weight, fruits, vegetables, label reading; In English & Spanish. Cost: None	
Healthy Living	10 lesson curriculum focusing on nutrition and physical activity for older adults; intended for group classes. English only. Cost: None	

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Loving Your Family, Feeding Their Future	4 discussion sessions covering nutrition and physical activity; includes staff support materials, participant handouts. Materials targeted and designed for English and Spanish speaking caregivers with children ages 2-18. In English & Spanish. Cost: None	X
Money for Food (Oct 2007 ed.)	13 lessons focusing on food resource management and food security. English only. Cost: None	X
MyPyramid/ MyPlate	Official USDA food guidance; graphic representation of principles of the 2010 Dietary Guidelines; tracker feature gives guidance tailored to the user's gender and age; In English & Spanish. Cost: None	
Seniors Eating Well	9 lessons on nutrition & health for middle-aged and older adults. Lessons are 45 minutes; include visuals, handouts (omit handout 2 in lesson 9), recipes, & evaluation tools. English only. Cost: \$45	X
Shopping Matters	An interactive, guided grocery store tour that teaches adults to make real changes to their food shopping habits by helping families learn how to make healthy food choices on a limited budget. This facilitator-led tour covers four main objectives: identify at least 3 economical ways of purchasing fruits and vegetables; practice comparing unit prices; practice comparing food labels and practice identifying whole grains. English. Cost: None	X
Simply Good Eating	Comprised of four units: For Moms & Kids, For Seniors, For Health, and Now You're Cooking! Lessons focus on nutrition and physical activity as part of a healthy lifestyle and cooking on a limited budget. The Moms & Kids section <i>Baby Feeding Tips that Really Work</i> is not approved for TRACKS. English only. Cost: \$97.00 for entire curriculum, units sold separately.	

4. Estimate of Reach

A *participant* is an individual who received education one or more times during the fiscal year.

Number of Contacts is the number of participants plus the number of times each participant has repeated participation in TRACKS programming.

- Enter the estimated number of participants reached through proposed **direct education** for each subgroup in fiscal year 2013 (October 1, 2012 – September 30, 2013).
- Enter the estimated number of contacts for proposed **direct education** for each subgroup in fiscal year 2013 (October 1, 2012 – September 30, 2013).

EXAMPLE: 2000 participants receive four series lessons and 12 follow-up lessons (3 per series lesson).

1. 2000 participants X 16 classes = 32,000 contacts OR
2. (2000 participants X 4 series classes = 8000) + (2000 participants X 12 follow-up = 24,000) = 32,000 contacts

D. FOOD TASTING CONTACTS ESTIMATE

- Enter the estimated number of food tasting contacts for all proposed **direct and indirect education** for each subgroup in fiscal year 2013 (October 1, 2012 – September 30, 2013).

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STATEMENT OF WORK INSTRUCTIONS

A. RECRUITMENT METHODS

- Enter your response to the question: “how will you inform potential SNAP-Ed participants about available direct and indirect education programming?”

B. COLLECTION OF UNDUPLICATED COUNTS AND DEMOGRAPHICS

- Describe tools and procedures to collect and report unduplicated participant counts, SNAP status, and other demographics.

C. PROGRAM DESCRIPTION

- Review the bulleted items and use these to develop your program description in approximately 1000 words or less.

D. EVALUATION

- Review the evaluation information in the section below. Describe your evaluation plan (e.g. protocols, description of survey(s), sampling plan, etc.) on the **Statement of Work** form.

The TRACKS Management Entity (ME) supports several statewide evaluations (described below). Applicants must identify evaluation tools and protocol for interventions that are not covered by statewide evaluation activities. You may wish to select curricula that include tested evaluation tools.

Partners may also conduct evaluation in addition to using state supported tools, e.g. to determine impact of, or evidence base for, their specific program delivery model. TRACKS funds can be expended on evaluation consultants to assist in designing an evaluation plan and conducting evaluation activities.

Statewide Process Evaluation

TRACKS partners are required to enter information about interventions delivered and demographic data on audiences served into the STARtracks (Statewide Technical and Administrative Reporting) web based reporting system. Data elements required for reporting to the TRACKS federal funding agency and process evaluation data are compiled by STARtracks to guide local and statewide programming and evaluation efforts.

Statewide Outcome Evaluation

Post/Retrospective-pre Surveys: A post/retrospective-pre protocol is used to evaluate **Food Shopping, Calcium,** and **Food Safety** objectives for education delivered as single classes or individual sessions within a series class. After receiving education on one of these objectives, a topic-specific survey is completed by participants to report behavioral intention and (retrospectively) their previous behavior. A Spanish language version of the **Food Shopping** post/pre survey is available. Post/retrospective-pre surveys are provided to Local Partners in scan-able format; Partners return completed surveys and evaluation materials to the TRACKS ME for processing.

Eat Smart, Live Strong: *Eat Smart, Live Strong* (ESLS) client feedback surveys are used to evaluate client perception of ESLS lessons.

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About Eating: Client use of modules is tracked using programs to record web usage statistics (e.g. number of hits, page views, etc.). Eating competence status is assessed with online administration of the Satter Eating Competence Inventory for Low-Income Audiences.

Newsletter Survey: A newsletter survey (revised FY2009) solicits client reported behavior change as a result of reading newsletters, and provides client feedback for TRACKS Partner use in developing locally tailored newsletters. Newsletter surveys can be customized by Local Partners to obtain feedback on specific recipes included in newsletters and to provide information on direct education opportunities in their service area, thus facilitating recruitment for more in-depth education.