

# School Age Track Description FY 2013 Request for Partners

The School-Age Track is a statewide plan for provision of Supplemental Nutrition Assistance Program Education (SNAP-Ed) to eligible audiences in Kindergarten through 12<sup>th</sup> grade and their caregivers. 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: **School Age Track Programming Summary & Statement of Work**.

## GENERAL INSTRUCTIONS

- Print a copy of this document.
- Open the FY13 School-Age 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:
Elementary School Students	Elementary Schools
Middle School Students	Middle Schools
High School Students	High Schools
After School Students	Schools, Kids Café sites, other sites with after school programs
Summer Program Students	Any sites with summer programming
Community Sites	Recreation Centers, YMCA, Churches, Libraries
Caregivers*	Caregivers from any of the above sites who receive education that directly supports education provided to students, i.e. focuses on students’ nutrition and physical activity needs and uses caregiver materials from TRACKS-approved curricula for school-age children.
Assembly	Schools

\* Education that addresses objectives for adults, or uses curricula intended for adults should be included as part of Adult/Senior Track programming.

### 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](#).

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

### 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 student objective and one caregiver objective must be selected from the list below.
- Use the codes in the Programming Summary to indicate selected objectives for each subgroup.

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

<b>Objective: As a result of Pennsylvania’s SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:</b>	<b>Programming Summary Abbreviation</b>
• Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks	Variety/Whole Grains Variety/Fruits & Veggies Variety/Calcium-rich
• Eating from each food group every day	Food Groups/MyPlate
• Eating foods that are high in fiber	Fiber
• Drinking plenty of water	Water/Beverages
• Eating breakfast every day	Breakfast
• Eating healthy snacks	Healthy Snacks
• Practicing food safety	Food Safety
• Balancing calorie intake with calories expended	Calories In: Out
• Being physically active every day as part of a healthy lifestyle	Physically Active
• Limiting foods high in fat, sodium and added sugar	Limit fat, sodium, sugar

Goal 2: Students will apply skills consistent with USDA guidance related to eating and physical activity for good health.

<b>Objective: As a result of Pennsylvania’s SNAP-Ed plan, students will be able to:</b>	<b>Programming Summary Abbreviation</b>
• Assess personal health practices.	Skills/ Goal-setting/ Accomplishments
• Develop a goal to adopt, maintain, or improve a personal health practice.	
• Plan strategies for performing health-enhancing practices.	
• Make a commitment to improve health.	
• Choose strategies to overcome barriers to action.	
• Monitor progress in achieving desired health practices and outcomes.	
• Measure accomplishment in meeting health outcomes.	
• Analyze the influence of personal values and beliefs on personal health practices.	

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Goal 3: Caregivers will be able to access materials that will reinforce concepts to their school-age children related to eating and physical activity for good health.

<b>Objective: As a result of Pennsylvania’s SNAP-Ed plan, caregivers will:</b>	<b>Programming Summary Abbreviation</b>
<ul style="list-style-type: none"> <li>• Access valid, reliable and appropriate resources that promote health.</li> <li>• Analyze socio-cultural influences (family, community) on personal health practices.</li> <li>• Analyze the influence of personal values and beliefs on personal health practices.</li> </ul>	Resources/ Influences

### 2. Strategies

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

<b>Strategies for delivering direct education include:</b>	<b>Programming Summary Abbreviation</b>
<b>Single Class:</b> “stand alone” nutrition education sessions, held during the school day or in an afterschool setting. Single classes may include crafts, activities, games, food tastings, or food/cooking demonstrations.	Single Class After-school Single
<b>Series Class:</b> two or more consecutive lessons, taught during the school day or in an afterschool setting, 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 After-school Series, 2-4 sessions After-school Series, 5-9 sessions After-school Series, 10+ sessions
<b>One-on-One:</b> 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
<b>Multimedia:</b> 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
<b>Assembly:</b> multi-classroom nutrition education that includes interaction between the students and presenter.	Assembly
<b>Assembly Follow-Up:</b> extension lessons and activities that reinforce assembly messages with related follow-up nutrition education	Assembly Follow-Up

### 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 School-Age Track are listed in the two tables 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.

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Title	Description (Number of Lessons, Audience, Topics, Languages, Cost)	Evaluation Tool	Caregiver Materials
<a href="#">4<sup>th</sup> Grade Vegetable Core</a>	4 lessons, Fourth Grade Students, Food Tastings, Vegetables, English, No Cost	X	
<a href="#">Maximizing the Message</a>	16 audience-tested core nutrition messages, Mothers of elementary school-aged children, and 8-10 year old children, English, No Cost		X
TRAILS For Bones	4 lessons, Middle School Students, Calcium, all lesson materials and foods for student taste testing included, English, Contact the NEEDS Center for cost information: <a href="mailto:lohseb@psu.edu">lohseb@psu.edu</a> or 814-865-5169.	X	
<a href="#">BodyWorks</a>	10 lessons, Caregivers of adolescent females and adolescent females, Family food and physical activity habits, Dialogue between caregivers and teens, English, No cost		X
<a href="#">Book in A Bag</a>	Storybooks with food-related themes, hands-on food and nutrition activities. Lessons based on MyPyramid food groups, family times or mealtimes and includes an activity, recipes and a Dear Parent letter. English, No Cost		X
<a href="#">California Children's Power Play!</a>	10 lessons, 4 <sup>th</sup> and 5 <sup>th</sup> grade students, Parent tip sheets and teacher resource kits that promote fruit and vegetable consumption, English & Spanish, No Cost		X
<a href="#">Choice, Control, &amp; Change (C3)</a>	A module from Linking Food and the Environment curriculum (an inquiry-based approach to teaching science and health concepts), 6-8 <sup>th</sup> grade students, English, Cost: \$34.95 teacher guide		
<a href="#">Cooking With Kids</a>	3 spiral-bound curriculum guides and student journals (grades K-1, grades 2-3, and grades 4-6), Hands-on learning with foods from diverse cultures, English & Spanish, Cost: \$150 for full set or \$55 for one grade		
EAT.RIGHT. NOW.	K-12 curriculum including lesson plans and worksheets; MyPyramid, healthy breakfast, snacks, beverages, calcium, fruits and vegetables, whole grains, food safety; English, No Cost		X
<a href="#">FRIDGE</a>	Food Related Inter-generational Discussion Group Experiences: Program involving multiple generations within the family with goal of fostering communication and healthier food choices. English, No Cost		X
<a href="#">Horizon Student Nutrition Guide</a>	Horizon Student Nutrition Guide is a comprehensive interactive nutrition and activity education resource for grades K-12 using the CDC National Health Education Standards and state standards. English only. Cost: \$99 for pkg	X	
Kids Café	18 lesson after school curriculum for grades 1-6 with focus on food safety and nutrition; lessons include interactive games. English only; Cost: None	X	
<a href="#">Media Smart Youth: Eat, Think and Be Active!</a>	7 chapters [chapters 1, 2 (only activity B), 4, 5, 6, 8, and 9] for students ages 11 to 13 that discuss the connection between media and health using nutrition and physical activity examples. Includes classroom materials, student and caregiver handouts, recipes, food tasting ideas, and group activities. English only. Cost: None	X	X
My Plate <a href="#">MyPyramid</a> <a href="#">MyPyramid for Kids</a>	Official USDA food guidance system; includes interactive "Tracker" feature, "Blast Off" game for kids. <i>MyPyramid for Kids</i> recommended for grades K-6. In English & Spanish. Cost: None		
<a href="#">Nourish Interactive</a>	Website uses interactive video game technology to teach children about the importance of nutrition and exercise. English & Spanish. Cost: None		X

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Nutrition Explorations: 1. <a href="#">Little D's</a> 2. <a href="#">Arianna's</a> 3. <a href="#">Bridges to Wellness</a> 4. <a href="#">Food Model Activities</a>	1. 10-lesson curriculum for 2nd grade; introduces the food groups using stories, hands-on activities, and video games 2. 8-lesson curriculum for 4th grade; explores MyPyramid for Kids using child characters, interactive games 3. Interactive lessons providing classroom instruction with school nutrition program-based activities for grades 5-10. 4. Hands on activities using life-size color photographs of commonly eaten foods. English only. Cost: None	X	
<a href="#">Pennsylvania Interdisciplinary Nutrition Curriculum</a>	16 lessons for K-12 that incorporate nutrition and physical activity topics into lesson plans that align with PDE state academic standards. English only. Cost: None		
<a href="#">Power Panther Pals</a>	8-week health education program for 4th-6th grade students to increase their fruit and vegetable consumption and physical activity; includes lesson plans, tastings, games and materials for caregivers. English only. Cost: None	X	X
<a href="#">Professor Popcorn</a>	Curriculum for grades 1-6 exploring MyPyramid; each lesson includes nutrition concepts, a nutrition activity, food safety activity, brief physical activity, cooking activity, take home material. English only. Cost: \$50	X	
<a href="#">ReCharge!</a>	After-school curriculum for grades 3-6 focusing on healthy food choices, energy balance, teamwork and goal setting. English. Parent newsletters in English/Spanish. Cost: \$225 for kit	X	X
<a href="#">Sesame St – Food for Thought, Eating on a Budget</a>	Provides 2 to 8 year old children and their caregivers practical strategies for making healthy food choices on a limited budget. The videos and downloadable curriculum include a caregiver guide, a story for children, recipe cards, online games, lessons for workshops, etc. English and Spanish, Cost: None		X
<a href="#">Show Me Nutrition</a>	Curriculum for grades K-8 emphasizing nutrition, physical activity, and related decision-making skills. English only. Cost: \$20 for printed copies, \$30 for CD's	X	X
Smart Food Shopping for Teens	Six approved lessons (lessons 1-5, and 7) for teens that include topics and activities about making healthy food choices when shopping, fruits, vegetables, breakfast, and a grocery store scavenger hunt. English only. Cost: None	X	
<a href="#">Team Nutrition: Nutrition Essentials</a>	Targeted to middle and high school; 6 lessons on MyPyramid, label reading, physical activity. Includes posters & handouts. English only. Cost: None		X
<a href="#">Team Nutrition; The Power of Choice</a>	Targeted to pre-teens/young teens; 10 topic lessons on dietary choices, decision making skills related to diet, and consumer skills. English only. Cost: None		X
<a href="#">The Heat Club (Healthy Eating, Active Time)</a>	Includes 26 hands-on activities for elementary school children in after school programs to improve eating habits and increase physical activity levels. Also includes family tip sheets matched with specific activities. Available in English, Haitian Creole, Portuguese & Spanish. Cost: \$50		X

#### 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).

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- 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, 2012).

## 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

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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**

4th Grade Vegetable Survey: The 4th Grade Vegetable Survey includes food preference, knowledge, attitude, and self-efficacy items. Local Partners administer the evaluation surveys to a sample of their 4th grade classrooms using a pretest/posttest protocol. Surveys are provided to Local Partners in scan-able format; Partners return completed surveys and evaluation materials to the TRACKS ME for processing.

Nutrition and Physical Activity Survey (8th-12th grade): Nutrition and physical activity items from the Youth Risk Behavior Survey<sup>1</sup> and calcium items from a University of Minnesota food frequency questionnaire<sup>2</sup> are used to assess targeted student behaviors. Local Partners administer the survey to a sample of 8th-12th grade students. Surveys are provided in scan-able format; Partners return completed surveys and evaluation materials to the TRACKS ME for processing.

Elementary Level Behavioral Monitoring Tool: The ME is researching monitoring tools appropriate for use with elementary school students to assess targeted student behaviors, e.g. fruit, vegetable, and dairy intake. This type of tool will provide TRACKS Partners with valuable baseline evaluation data and the capability to monitor behavioral change over time. Anticipated protocol would be similar to that used for the 8<sup>th</sup>-12<sup>th</sup> grade Nutrition and Physical Activity Survey. Local Partner input will be solicited in determining a feasible tool and protocol.

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<sup>1</sup> Centers for Disease Control and Prevention. <http://www.cdc.gov/healthyyouth/yrbs/index.htm>, accessed 1-10-12

<sup>2</sup> Harnack LJ, Lytle LA, Story M, Galuska DA, Schmitz K, Jacobs DR, Gao S. Reliability and validity of a brief questionnaire to assess calcium intake of middle-school-aged children. *J Am Diet Assoc.* 2006;106:1790-1795.