



# **FFY 2024-2026 IWP Blueprint Packet**

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## Introduction

The IWP Blueprint Packet provides foundational knowledge of the CalFresh Healthy Living (CFHL) Integrated Work Plan (IWP). This packet includes basic definitions, structure tables, and resources to help Local Implementing Agencies (LIAs) plan and create their IWPs.

IWPs are developed across LIAs, at a city or county level, in a coordinated and collaborative effort to achieve statewide goals and objectives using comprehensive multi-level delivery strategies, direct and indirect nutrition education/physical activity intervention, promotional methods, and supports policy, systems, and environmental changes. This packet will help LIAs reference the different components of the IWP.

This packet does not include all IWP resources. Additional resources and trainings can be found in the [CalFresh Healthy Living SharePoint Site Resources tab](#) and the [CalFresh Healthy Living Statewide Training Learning Platform](#). If you have any questions regarding this packet or any IWP resource please reach out to your State Implementing Agency representative.

### New IWP Content

Sections with new content will be marked with text reading New: with the end of the new section marked with End of new material to assist users in identifying this information. Additional minor edits throughout have been made to assure consistency, and to correct insignificant editorial and grammatical issues.

#### New Content:

Terms and Definitions Section Pages 7-10

Food Waste Prevention, Recovery and Redistribution Sub-Strategy Definition Page [12](#)

Food Waste Prevention, Recovery and Redistribution Sub-Strategy Activity Table Page [43](#)

Jurisdiction Level Policy Support Sub-Strategy Page [13](#)

Jurisdiction Level Policy Support Sub-Strategy Activity Table Page [56](#)

Local Agriculture, Jobs Development, and Skill Building Sub-Strategy Definition Page [13](#)

**FFY 2024 2026 IWP Blueprint Structure**

**Crosswalk Table: Domains - PSE Settings & PSE Strategies**

DOMAIN PSE Settings	PSE Strategy - Nutrition Standards	PSE Strategy - Behavioral Economics	PSE Strategy - Healthy Default	PSE Strategy - Active Transportation	PSE Strategy - Daily Quality Physical Activity	PSE Strategy - Increasing Access to and Utilization of Farmers Markets	PSE Strategy - Access to Physical Activity Opportunities	PSE Strategy - Portion Size Limits	PSE Strategy - Access to Healthy Food
LEARN Early Childcare and Education Facilities*	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>
LEARN Schools (K-12)*	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>
LEARN Before and After School Programs*	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
LEARN Family Resource Centers	<b>X</b>			<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>
EAT Restaurants*			<b>X</b>					<b>X</b>	
EAT Congregate Meal Sites & Other Senior Nutrition Center	<b>X</b>				<b>X</b>		<b>X</b>		<b>X</b>
SHOP Retail (Small and Large)*		<b>X</b>							<b>X</b>
SHOP Food Assistance Sites, Food Banks, and Food Pantries*	<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>
SHOP Farmers Markets*		<b>X</b>		<b>X</b>		<b>X</b>			
SHOP FDPIR Distribution Sites					<b>X</b>				<b>X</b>
PLAY Parks and Open Spaces*	<b>X</b>	<b>X</b>			<b>X</b>		<b>X</b>		
PLAY Bicycle and Walking Paths*				<b>X</b>	<b>X</b>		<b>X</b>		
PLAY Community and Recreation Centers					<b>X</b>		<b>X</b>		
LIVE Health Care Clinics and Hospitals*	<b>X</b>	<b>X</b>				<b>X</b>			<b>X</b>
LIVE Emergency Shelters & Temporary Housing	<b>X</b>			<b>X</b>			<b>X</b>		<b>X</b>
LIVE Faith Based Centers/ Places of Worship	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>
LIVE Indian Reservations						<b>X</b>			<b>X</b>
LIVE Public Housing Sites				<b>X</b>	<b>X</b>		<b>X</b>		<b>X</b>

DOMAIN PSE Settings	PSE Strategy - Nutrition Standards	PSE Strategy - Behavioral Economics	PSE Strategy - Healthy Default	PSE Strategy - Active Transportation	PSE Strategy - Daily Quality Physical Activity	PSE Strategy - Increasing Access to and Utilization of Farmers Markets	PSE Strategy - Access to Physical Activity Opportunities	PSE Strategy - Portion Size Limits	PSE Strategy - Access to Healthy Food
LIVE Group Living Arrangements	X			X	X		X		X
LIVE Other Neighborhood Settings where People Live or Live Nearby	X	X		X	X		X		X
LIVE Residential Treatment Centers	X			X	X		X		X
WORK Adult Education, job training, TANF, and veteran services sites	X				X	X			X

\*Denotes priority PSE Setting for CFHL Local Health Departments.

**Bold** in Domain- PSE Setting column denotes Setting that has a Comprehensive Setting-Based Approach (see page 18 for more information). The Nutrition Pantry Program is a sub-strategy of the Comprehensive Setting Based Approach: Food Banks and Pantries.

### Crosswalk Table: PSE Strategies & Sub-Strategies

PSE Strategies	Nutrition Standards	Behavioral Economics	Healthy Default	Active Transportation	Daily Quality Physical Activity	Increasing Access to and Utilization of Farmers Markets	Access to Physical Activity Opportunities	Portion Size Limits	Access to Healthy Food
Core PSE Sub-Strategies (Activity Bundles)	Nutrition Standards: Schools	Places that Serve Food & Beverages	Default Beverages in Kids Meals	Safe Routes	Physical Activity in Schools (non-PE) (Children ages 5-17)	Creating New Markets	Shared Use Agreements	Portion Size	Healthy Procurement
	Nutrition Standards: Early Care and Education	Places that Sell or Distribute Food & Beverages			Physical Activity in Early Care and Education (Children ages 0-4)	Improving Existing Markets	Community Physical Activity Opportunities		Food Waste Prevention, Recovery and Redistribution
	Nutrition Standards: Before/After school Programs	Food Waste Prevention, Recovery and Redistribution			Community Physical Activity Opportunities	Food Waste Prevention, Recovery and Redistribution	Parks Physical Activity Programming		
	Nutrition Standards: Community								
Complimentary PSE Sub-Strategies (Activity Bundles)	Water Access and Appeal	Places that Sell or Distribute Food & Beverages	Default Food Sides in Kids Meals	Active Transportation Policy Supports	Stencils	Jurisdiction Level Policy Support	Stencils	Jurisdiction Level Policy Support	Local Agriculture, Jobs Development, and Skill Building
	Gardens	School Wellness Policy	Jurisdiction Level Policy Support	School Wellness Policy	School Wellness Policy		Water Access and Appeal		Gardens
	School Wellness Policy	Site or Organizational Wellness Policy		Site or Organizational Wellness Policy	Site or Organizational Wellness Policy		Jurisdiction Level Policy Support		Capacity Building for Food Distribution
	Site or Organizational Wellness Policy	Water Access and Appeal		Jurisdiction Level Policy Support	Water Access and Appeal				School Wellness Policy
	Jurisdiction Level Policy Support	Gardens			Improving Physical Education in Schools				Site or Organizational Wellness Policy
		Jurisdiction Level Policy Support			Jurisdiction Level Policy Support				Vending
								Water Access and Appeal	
								Jurisdiction Level Policy Support	



## Terms and Definitions

New:

### Activity Categories

Themed groups of activities organized by type of activity (i.e., Assessment, Community Engagement, Coordination and Collaboration: Partnerships and Coalitions, Direct Education, Indirect Education, and Training & Technical Assistance).

### Assessment - ASMT

Activities that work to identify and describe the extent and type of community issues, gaps, assets, the environment and needs of individuals and/or target populations in the CFHL-eligible community. May include assessments of 1) community environments and policies, 2) institutional policies, and/or 3) practices, knowledge, attitudes, behaviors, and health status of individuals and populations.

### Community Goals

Broad, long-term goals that support the needs of all community members in a defined area or jurisdiction (may be regional, county, city or collaborative specific) that help inform and shape the CFHL work plan settings and strategies. May have CFHL and non-CFHL components as these goals are for all community members.

### Community Engagement - CE

Grassroots/CFHL population and leadership work/engagement with community groups and/or individuals who are CFHL-eligible, affiliated by geographic proximity, special interest, or specific experience to address CFHL-related issues around healthy eating and active living in their communities.

### Coordination and Collaboration: Partnerships and Coalitions - C&C

Work to coordinate across, collaborate with, and/or organize other CFHL-funded and unfunded partners to promote healthy eating and active living among the CFHL target population.

### Complimentary PSE Sub-Strategies

PSE Sub-Strategies that support and add to the effectiveness of a PSE Strategy, but may not be feasible, necessary, and/or as effective when implemented alone. These sub-strategies may be of equal importance to the core sub-strategies when applied and can add value to the overall approach to the strategy and comprehensive work plan.

### Comprehensive Setting-Based Approach

Pre-packaged PSE Strategies and PSE Sub-Strategies for specific settings that have been deemed priority settings for reaching and impacting our target population.

## Terms and Definitions

### Core PSE Sub-Strategies

PSE Sub-Strategies that are essential to the effectiveness of a PSE Strategy. These PSE Sub-Strategies must be included in IWPs in support of specific PSE Strategies as designated in the IWP Blueprint Strategy Table.

### Direct Education - DE

An evidence-based, behavior-focused nutrition education and physical activity intervention conducted at the individual and interpersonal levels with an intensity and duration that supports behavior change and allows for active engagement in-person or through interactive media.

### Domain

Overarching categories of settings grouped by location purpose (e.g., what happens at the sites) where people eat, learn, live, play, shop, and work; developed by U.S Dept. of Agriculture (USDA).

### Equity

Equity recognizes that because different individuals or groups have different histories and circumstances, they have different needs and unequal starting points. Using an equity approach, individuals and groups receive different resources, opportunities, support, or treatment based on their specific needs. By providing what each individual or group needs, they can have equal or fair outcomes.

### General Plans

A General Plan is a broad, long-range policy document that guides future development, conservation, and is a comprehensive collection of goals and policies related to a multitude of aspects of community life. In California, cities and counties are required by State law to have a General Plan. It is the local government's long-term policy guidance for future development. Work with cities and counties to ensure that the General Plans include provisions for healthy eating and active living through required or optional elements of the plan.

### Indirect Education (Promotion) - IE

The distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia.

## Terms and Definitions

### Innovative Work

A PSE Strategy or PSE Sub-Strategy that is entirely new, meets a need in the community, and differs from a current PSE Strategy and/or PSE Sub-Strategy within the IWP Blueprint Structure and falls within [SNAP-Ed Plan Guidance](#). Innovative strategies and/or sub-strategies must be accompanied by a justification statement and require review and approval by the State Implementing Agency, CA Dept. of Social Services and/or USDA prior to implementation.

### Integrated Work Plan (IWP)

An integrated plan incorporating the collaborative and coordinated intervention work of all CFHL Local Implementing Agency (LIA) programs for each county or city.

### IWP Blueprint Structure

The tables that contain all the CFHL programmatic components, i.e., Domains, Settings, PSE Strategies, and PSE Sub-Strategies. They link these components together and ensures that implementation of local workplans is rooted in evidence-based and effective strategies. The structure demonstrates how settings and strategies can be layered to create a cohesive and multi-faceted approach to CFHL within a county or city.

### Jurisdiction

A defined area of governmental authority. It may be at a regional, county, or city/municipal level.

### Nutrition Security

The consistent access, availability, and affordability of foods and beverages that promote well-being and prevent (and if needed, treat) disease, particularly among racial/ethnic minority populations, populations living under the Federal poverty line, and rural and remote populations.

### Planning Stages

The phases of program implementation, i.e., planning, implementation, maintenance, and monitoring.

- Planning (PL): planning and preparation for implementation (i.e., assessment, training, etc.)
- Implementation (IM): started implementing changes or continued to implement changes
- Maintenance (MA): worked to maintain changes; sustainability measures employed
- Monitoring (MO): conducting follow-up assessments, evaluation, and/or monitoring activities

## Terms and Definitions

### Policy, Systems, and Environmental (PSE)

PSE change initiatives for CFHL are interventions that have the potential to improve a community's health by making healthy food and physical activity choices more accessible, easier, and the default option.

### Program Activity Setting

The intention of this column in the IWP Form is to capture any additional setting(s) where the population targeted by the identified PSE Setting, Strategies, and Sub-Strategies are reached with Direct-Ed Activities. In the Direct-Ed Activity Table, the "Program Activity Setting" Column (titled to match PEARS), is the place to identify where the complementary Direct-Ed Activities will take place. Select as many settings as apply.

### PSE Levels

The levels that PSE work can occur to align with the Socio-Ecological Model and the [SNAP-Ed Evaluation Framework](#) for a comprehensive multi-level approach. As outlined in the SNAP-Ed guidance, CFHL PSE work can occur at three levels: individual site (level 1), organization or institution (level 2), and community or jurisdiction (level 3).

### PSE Strategies

Evidence-based healthy eating and active living strategies found to be more effective when implemented in certain settings as outlined in the IWP Blueprint structure.

### PSE Sub-strategies

A specific set of evidence-based, behaviorally focused interventions and/or actions that support PSE Strategies.

### Racial Equity

The condition achieved when race can no longer be used to predict life outcomes and outcomes for all groups are improved.

### Sites

The physical locations or places where CFHL activities occur.

### Setting

Overarching categories of sites where activities occur, grouped by location, purpose, (e.g., what happens at the sites).

## Terms and Definitions

### Sub-strategy Activity Tables

Sets of specific activities derived from the Activity Categories for implementation of each PSE Sub-Strategy within a given setting.

### Training and Technical Assistance - TTA

Work to provide appropriate resources, information, and training to partners in support of healthy eating and active living planning, strategy, and activity intervention implementation and evaluation.

### Zoning Code

Zoning codes (or ordinances) implement General Plan policies through detailed development regulations, such as specific types of uses and building requirements. Zoning implements the General Plan with greater specificity as to what can be built where, development standards, etc. CHFL implementers work with the local zoning code to ensure that farmers markets and other food retail or access sites, as well as spaces to be physically active, are an allowable use in zones and places that are safe, accessible, and convenient for the SNAP-Ed eligible population.  
End of new material.

## PSE Strategy Definitions

### Access to Healthy Food

Policies, systems, and environmental changes that ensure food purchased, provided, or made available is healthy. Includes policy, system and/or environmental work that increases access to fresh, healthy, locally sourced fruit and vegetables, as well as other healthy products. Healthy food can be procured from farms, gardens, grocers, food rescue organizations, and/or food distributors (of locally sourced products), i.e., farm to community or institution, purchasing systems, food waste prevention and recovery, food system supports, and partnerships.

### Access to Physical Activity Opportunities

Work that increases access to parks and/or bike/walking paths for physical activity; work that establishes and supports joint-use/shared-use of public properties/facilities that increase opportunities of physical activity; work that increases access to physical activity in other established CFHL priority settings.

### Active Transportation

Work that promotes and supports any type of human-powered transportation and all of the aspects that are relevant (safety supports, alignment with other funding, physical activity promotion, and creating equitable opportunities for CFHL participants through policy, system and/or environmental changes).

### Behavioral Economics

For CFHL purposes, behavioral economics is a subset of marketing activities designed to complement other PSE Strategies to promote healthy eating and active living behaviors, specifically at the point of decision. Includes activities that support restricted marketing of less healthy food items and innovative marketing for healthy food items in particular settings and strategies that use economic incentives/methods that apply psychological insights into purchasing and consumption behavior. Examples include placement of healthy or less healthy foods, point of purchase prompts, pricing and other innovations in food access, food restrictions, etc., and can relate to physical activity. Activities can also include work (or alignment with work) that addresses the pricing of healthy/less-healthy food and beverage options to increase or decrease access as appropriate. This includes alignment with programs such as the Food Insecurity Nutrition Incentive Grant Program (FINI), Market Match, and other price incentive programs. Behavioral economics is distinguished from other promotional strategies in that it usually does not involve education but rather influences spontaneous or even unconscious decision making at the point of decision.

## PSE Strategy Definitions

### Daily Quality Physical Activity

Work that establishes and supports (through policy, systems and/or environmental changes) daily, quality time for age- and ability-appropriate physical activity and encourages individuals to meet the [Physical Activity Guidelines for Americans](#). At early care and education and school sites it is particularly important that quality structured physical activity (physical education in the case of schools) be provided for all students/children on a daily basis.

### Healthy Default

Work in allowable settings to make healthier beverage options (water, fat-free or 1% unflavored milk) the default options (through policy or system changes) when beverages are served as a part of a meal or package (does not take away any choice) for children (ages 0-17 years). Secondary work aligns with making the healthier food option the default option (i.e., apples instead of fries) when choices are available. This work is appropriate as a part of comprehensive policies and nutrition standards but can also be implemented as a singular strategy where comprehensive approaches or nutrition standards are not feasible (i.e., restaurants where less healthy food is served).

### Increasing Access to and Utilization of Farmers Markets

Policy and/or environmental work that addresses access to farmers markets including locations, hours of operations, allowability of vendors and types of products sold; could be approached at the site or community level.

Complementary activities can include supporting the purchase and consumption of fruit and vegetables at Farmers Markets (partnership with Market Match programs, etc.) Can be used in conjunction with pricing incentives and nutrition standards.

### Nutrition Standards

Work to develop and implement specific guidelines (in the form of new or strengthened policy and/or system changes) for food and beverages served, sold, or distributed in a variety of settings including meals, snacks, vending, distribution, nutrition assistance, or other sales. The guidelines should support balanced eating patterns and healthy body weight, address CFHL Goals, and be consistent with the Dietary Guidelines for Americans.

### Portion Size Limits

Policy and system work that supports or reinforces appropriate serving sizes in various settings, e.g., snacks or meals to children depending on age; limited or no (free) refills in restaurant or cafeteria settings. Are appropriate as a component of comprehensive policies and nutrition standards but can be implemented as a singular strategy where comprehensive approaches or nutrition standards are not feasible (i.e., restaurants where less healthy food is served).

## PSE Sub-Strategy Definitions

### Active Transportation Policy Supports

Advances policy change that supports safe and active human-powered transportation to community sites, and catalyzes support for healthy, active communities (includes Complete Streets policies, local land use and transportation plans, etc.)

### Capacity Building for Food Distribution

This sub-strategy supports food distribution sites with improving and/or expanding their physical infrastructure, accessibility, and input/output. Work in this strategy includes providing training and technical assistance to support sites to serve a greater reach of individuals/households with healthy food and beverage options, through the storage and display of fresh/frozen/perishable items; extended hours of operation; improved/more accessible administrative/intake processes; partnership growth; transportation of healthy products, and/or offering of mobile food options, among others.

### Community Physical Activity Opportunities

Work with partners and/or coalitions in the various settings to incorporate more opportunity for physical activities during the day (can include time for physical activity breaks, organized physical activity and more). The U.S. DHHS 2018 Scientific Report summarized the public health impact in this way "The number of older adults in the United States is rapidly growing. Given that many older adults have one or more chronic conditions, sometimes co-occurring, which may be ameliorated by participating in regular physical activity, interventions targeted to their needs and preferences are strongly indicated."

### Creating New Markets

Work to adopt or change policies and/or systems at newly created markets to ensure that markets sell healthy products and limit the sale of unhealthy products; includes access to water. Should support work to ensure that newly created markets meet specific standards of promoting health through market policies and best practices (location selected with target population in mind, access to water, sale of healthy food, opportunities for physical activity at market, etc.).

### Default Beverages in Kids Meals

Work to make healthier beverage options (water, fat-free or 1% unflavored milk) the default options (through policy or system changes) when beverages are served as a part of a meal or package (does not take away any choice) for children (ages 0-17 years).

### Default Foods Sides in Kids Meals

Secondary work (to beverage work) aligns with making the healthier food option the default option (example apples instead of fries) when choices are available.



## PSE Sub-Strategy Definitions

### New: Food Waste Prevention, Recovery, and Redistribution

Food waste prevention aims to address individual behavior and organizational structures to prevent the unnecessary waste of food. Food recovery (also known as “food rescue”) collects surplus edible food that would otherwise go to waste and redistributes it to feed people in need of access to healthy food. Feeding hungry people through the recovery of healthy food is the best use for surplus food and a vital way for California to conserve resources and reduce organic waste disposed of in landfills. CFHL multi-level interventions can support food recovery efforts in a variety of settings including indirect and direct community nutrition education, providing nutrition expertise to multi-sector collaboratives focused on food waste, leading PSE efforts including, but not limited to, home and institutional food waste prevention strategies, collaborative coordination, food system development, and healthy food waste recovery (such as connecting and coordinating efforts between agencies and organizations to support food donation).

End of New Material.

### Gardens

Work that utilizes gardens as a tool for education, and for fresh fruit and vegetable yield for low-income populations. Garden must be a part of the educational strategy and an aligned PSE strategy at the site. Gardens is a policy and/or environmental change strategy when they are new, expanded, reinvigorated, or actively maintained.

### Healthy Procurement

Policy and systems work to ensure food procured is healthy (strategies include farm to school/institution, shared buying practices, etc.)

### Improving Existing Markets

Work to ensure the markets meet specific standards of promoting health through market policies and best practices (location selected with target population in mind, access to water, sale of healthy food, opportunities for physical activity at market, etc.) Should support work to adopt or change policies and/or systems at markets to ensure that markets sell healthy products and limit the sale of unhealthy products; includes access to water.

### Improving Physical Education in Schools

Strong evidence demonstrates that interventions that revise the structure of physical education classes are effective for increasing in-class physical activity in this primary school-aged and adolescent youth. Increasing physical activity levels during school hours can in part be addressed by providing enhanced PE that increases lesson time, with delivery conducted by well-trained specialists, and emphasizes instructional practices that provide substantial moderate-to-vigorous physical activity.

## PSE Sub-Strategy Definitions

### New: Jurisdiction Level Policy Support

Jurisdiction level policies are requirements for a governmental jurisdiction (primarily city and county level for CFHL). Examples include health plans, general plans, zoning codes, complete streets policies, food sale or growing policies, etc. CFHL supports jurisdiction level policy through partnership and education on policy effectiveness and best practices to all applicable audiences, and pertains specifically to PSE Level 3 work in the IWP. Jurisdiction level policy support includes both healthy eating and active living goals.

End of New Material

### Local Agriculture, Jobs Development, and Skill Building

This definition will be available at the beginning of FFY 24. If you have any questions, please reach out to your SIA representative during your FFY 24 planning period.

### Nutrition Pantry Program

The Nutrition Pantry Program is a combination of practical, client-focused strategies implemented to create a health-focused environment in all types of food distribution sites. The program utilizes community engagement, policy/standards, training, behavioral economics, and other community-informed strategies across 6 focus areas: nutrition education, environment, cultural and dietary accommodations, community connections, inventory (good sourcing and waste reduction), and nutritional goals and pantry plans.

### Nutrition Standards: Before/Afterschool Programs

Work in before/afterschool setting (K-12; aged 5-17 years) to develop and implement specific guidelines (in the form of new or strengthened policy and/or system changes) for food and beverages served, sold, or distributed in a variety of settings including meals, snacks, vending, distribution, nutrition assistance or other sales. The guidelines should support balanced eating patterns and healthy body weight, address CFHL Goals, and be consistent with the Dietary Guidelines for Americans.

### Nutrition Standards: Community

Work in allowable non-Learn settings (intergenerational or any individual population possible) to develop and implement specific guidelines (in the form of new or strengthened policy and/or system changes) for food and beverages served, sold, or distributed in a variety of settings including meals, snacks, vending, distribution, nutrition assistance or other sales. The guidelines should support balanced eating patterns and healthy body weight, address CFHL Goals, and be consistent with the Dietary Guidelines for Americans.

## PSE Sub-Strategy Definitions

### Nutrition Standards: Early Care and Education

Work in early childhood education setting (Preschool and Pre-K; ages 0-5 years) to develop and implement specific guidelines (in the form of new or strengthened policy and/or system changes) for food and beverages served, sold, or distributed in a variety of settings including meals, snacks, vending, distribution, nutrition assistance or other sales. The guidelines should support balanced eating patterns and healthy body weight, address CFHL Goals, and be consistent with the Dietary Guidelines for Americans.

### Nutrition Standards: Schools

Work in school setting (K-12; aged 5-17 years) to develop and implement specific guidelines (in the form of new or strengthened policy and/or system changes) for food and beverages served, sold, or distributed in a variety of settings including meals, snacks, vending, distribution, nutrition assistance or other sales. The guidelines should support balanced eating patterns and healthy body weight, address CFHL Goals, and be consistent with the Dietary Guidelines for Americans.

### Parks Physical Activity Programming

Work with local parks to increase physical activity in parks (can include specific programs like Parks Rx, Parks After Dark, and others) and includes partnership activities with parks departments and other partners to increase access to services, safe recreation areas (specific to Parks and Open Spaces setting).

### Physical Activity in Early Care and Education (Children ages 0-4)

Work with partners and/or coalitions in the ECE setting to incorporate more opportunity for physical activities during the day. Promising strategies in ECE settings include providing staff with training in the delivery of structured physical activity sessions and increasing the time allocated for such sessions, integrating physical activity teaching and learning activities into pre-academic instructional routines, increasing time that children spend outside and providing portal play equipment on playgrounds and other play spaces.

### Physical Activity in Schools (non-PE) (Children ages 5-17)

In addition to improving the quality of PE, increasing physical activity levels during the day can be achieved by working with partners and/or coalitions in the school setting to incorporate more opportunity for physical activity during the school day (can include active recess and recess before lunch, providing classroom physical activity breaks, developing activity sessions before and/or after school, and providing after-school activity space and equipment.)

## PSE Sub-Strategy Definitions

### Places that Sell or Distribute Food & Beverages

Implementation of behavioral economic strategies and activities in places where food and beverages are sold and distributed, such as farmers markets, food banks and pantries, food distribution sites and retail settings. Strategies and activities are intended to influence healthy food and beverage choices at the point of decision. This includes sub-strategies such as Healthy Stores for a Healthy Community, Interior Signage and Promotion, Product Placement Pricing Strategies and Incentives, and Expanded/Mobile Distribution Sites.

#### **Healthy Stores for a Healthy Community**

Work with the existing California campaign to improve the health of SNAP-Ed eligible Californians through changes in community stores. Can be paired with education about how in-store product marketing influences consumption of healthy and unhealthy products.

#### **Interior Signage and Promotion**

Work with sites on interior signage for both healthy and unhealthy products, and work with sites to actively promote healthy products (and to not promote unhealthy products).

#### **Product Placement**

Work with sites to stock nutritious products and place the healthier items in high traffic and easily accessible locations; consider “healthy checkout” or equivalent option for sites.

#### **Pricing Strategies and Incentives**

Work (or alignment with work) that addresses the pricing of healthy/less healthy food and beverage options to increase or decrease access as appropriate. This includes alignment with programs such as the Food Insecurity Nutrition Incentive Grant Program (FINI), Market Match, and other price incentive programs.

#### **Expanded/Mobile Distribution Sites**

Through increased access points, increase access to healthy foods by expanding distribution sites (Community Supported Agriculture programs, alternative pickup sites for food boxes, etc.), creating mobile distribution systems (reverse food trucks, etc.), and/or expanding number of healthy food outlets such as fruit and vegetable stands.

## PSE Sub-Strategy Definitions

### Places that Serve Food & Beverages

Implementation of behavioral economics strategies in school cafeterias or other places where meals are served, but not sold. This includes sub-strategies like the Smarter Lunchrooms Movement (SLM), Smarter Mealtimes Movement, and behavioral economics interventions in other cafeterias like congregate meal sites, soup kitchens, and faith-based settings.

#### **Smarter Lunchrooms Movement (SLM)**

Implementation of an existing strategy (SLM) to nudge youth towards healthy choices in the school setting. A Smarter Lunchroom is one that nudges students towards selecting and eating nutritious foods through the application of behavioral economics. Applying SLM standards creates an opportunity for students to select and consume a balanced diet. SLM applies research-based principles that lead children to make healthy choices when provided with the full spectrum of choices.

#### **Smarter Mealtimes Movement (SMM)**

The Smarter Mealtimes Movement is an adaptation of the Smarter Lunchrooms Movement for childcare environments; creates environments that support healthy choices and the consumption of a balanced diet. This sub-strategy is applicable to the ECE setting.

#### **Cafeterias and Food Service in other settings (such as Faith-Based or Healthcare)**

Work that makes changes (the healthy choice is the easy choice) to the food service environment in applicable settings (outside of school and ECE settings). This work can include placement of food, access to certain items, pricing of healthy/unhealthy items, etc.

### Portion Size

Policy and system work that supports or reinforces appropriate serving sizes in various settings, e.g., snacks or meals to children depending on age; limited or no (free) refills in restaurant or cafeteria settings. Are appropriate as a component of comprehensive policies and nutrition standards but can be implemented as a singular strategy where comprehensive approaches or nutrition standards are not feasible (e.g., restaurants where less healthy food is served).

## PSE Sub-Strategy Definitions

### Safe Routes

Advances policy and environmental change that supports safe and active human-powered transportation to community sites, and catalyzes support for healthy, active communities, starting with walking and bicycling to school and other settings. Utilizes existing National Safe Routes resources that support comprehensive programming in sites to ensure education and access. Work with partners and coalitions to support and advance new and/or improvements to environmental assets that promote walking and biking (sidewalks, bike lanes/signage, benches, lightening, crosswalks, etc.) for all ages.

### School Wellness Policy

A local school wellness policy is a written document of official policies that guide a local educational agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

### Shared Use Agreements

Working with allowable sites to provide complementary or alternative uses of a site to provide increased opportunity for physical activity and/or healthy food (opportunities for physical activity, access to kitchen space, community meeting spaces). Can include formal shared use agreements or informal agreements.

### Site or Organizational Wellness Policy

A site-based or organization-wide wellness policy is a written document of official policies that guide a site's or network of sites' efforts to establish an environment that promotes the SNAP-Ed population's health, well-being, and ability to thrive by supporting healthy eating and physical activity.

### Stencils

Work to increase physical activity by changing the environment with the inclusion of painted physical activity cues and games.

### Vending

Work to support a healthy food environment through healthy vending policies/guidelines (can be a part of broader nutrition standards), behavioral economics strategies (pricing, placement, product selection), and supporting compliance with current laws (or supporting best practices).

### Water Access and Appeal

Work that supports creating access to free, safe drinking water (can include working with partners to include water refilling stations, free water available in food service environments) and increasing the safety, taste, and appeal of water as a beverage choice.

## Comprehensive Setting-Based Approaches

CalFresh Healthy Living has packaged four comprehensive, setting-based strategy approaches in settings that have been deemed priority settings for reaching and impacting our target population. This section outlines:

Settings that have comprehensive setting-based approaches

- The rationale for that setting
- The strategies that apply to that setting
- The sub-strategies that apply to that setting

All corresponding sub-strategy activity tables can be found starting on page [30](#).

### **Comprehensive Setting-Based Approach: Community Sites (older adults, residential, and faith-based settings):**

Healthy eating, physical activity, and community support are all important aspects in promoting the well-being of older adults, the homeless, and other low-income community members. Settings in which people connect and find important support, services, and access to food and shelter in their communities can be impactful places for nutrition education and obesity prevention work to benefit our most vulnerable populations. Settings suited for comprehensive work include those where individuals spend significant amounts of time, where there exist opportunities and space for physical activity, and where meals, snacks, and other food are commonly served and/or distributed. These include older adult settings (congregate meal sites, senior centers), residential sites (shelters, temporary housing, low-income senior housing), as well as faith-based sites (churches, temples, places of worship). Comprehensive work in these settings may include quality nutrition education, physical activity opportunities and policies, systems, and environmental change activities that support food access and healthy eating habits, active living, as well as community engagement and support work that serves to prevent isolation and improve quality of life among vulnerable populations with limited resources.

### **Settings where the Comprehensive Setting Based Approach: Community Sites is appropriate and allowed:**

<b>Settings</b>
<ul style="list-style-type: none"><li>• Congregate Meal Sites &amp; Other Senior Nutrition Centers</li><li>• Public Housing Sites</li><li>• Emergency Shelters &amp; Temporary Housing</li><li>• Faith-Based Centers / Places of Worship</li><li>• Group Living Arrangements</li><li>• Residential Treatment Centers</li><li>• Other Neighborhood Settings where people live or Live Nearby</li></ul>

**Strategies and Sub-Strategies that apply to the Comprehensive Setting Based Approach: Community Sites:**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Nutrition Standards</li><li>• Daily Quality Physical Activity</li><li>• Access to Physical Activity Opportunities</li><li>• Access to Healthy Food</li></ul>
<b>Core Sub-Strategies</b>
<ul style="list-style-type: none"><li>• Nutrition Standards: Community</li><li>• Community Physical Activity Opportunities</li></ul>
<b>Complementary Sub-Strategies:</b>
<ul style="list-style-type: none"><li>• Water Access and Appeal</li><li>• Gardens</li><li>• Shared Use Agreements</li><li>• Stencils</li><li>• Healthy Procurement</li><li>• Vending</li></ul>



## **Comprehensive Setting-Based Approach: Early Care and Education (ECE)**

Healthy habits, formed early, can positively influence a child's overall health into adulthood. Therefore, the ECE years (birth to 5 years of age) are a unique time in which to reach children, their parents and other adult caregivers (such as childcare providers, teachers and aides). ECE settings such as family childcare homes, childcare centers, preschools and Head Start sites are ideal for comprehensive work addressing young children, their parents, and other adult caregivers through quality nutrition education and policy, systems, and environmental change activities.

### **Strategies and Sub-Strategies that apply to the Comprehensive Setting-Based Approach: Early Care and Education (ECE)**

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Nutrition Standards</li><li>• Behavioral Economics</li><li>• Daily Quality Physical Activity</li><li>• Active Transportation</li><li>• Access to Healthy Food</li></ul>
<b>Core Sub-Strategies</b>
<ul style="list-style-type: none"><li>• Nutrition Standards: Early Care and Education</li><li>• Physical Activity in Early Care and Education</li><li>• Water Access and Appeal</li></ul>
<b>Complementary Sub-Strategies:</b>
<ul style="list-style-type: none"><li>• Stencils</li><li>• Places that Serve Food and Beverages</li><li>• Safe Routes</li></ul>

## Comprehensive Setting-Based Approach: Food Banks and Pantries

Many among the SNAP-Ed eligible population live in food insecure households and therefore rely on emergency food assistance and distribution programs.

Comprehensive work in food pantries combines hunger relief with nutrition information and healthy food access for low-income individuals and families. The Nutrition Pantry Program provides a process for implementing practical, client-centered strategies for health-focused food distribution using a framework of six focus areas to improve nutrition education, pantry environments, inventory and purchasing practices, cultural and dietary accommodations, community connections, as well as policies and procedures. This work mitigates food insecurity and improves nutrition behaviors by bringing healthier foods and increased knowledge and resources (e.g., recipes) into the home.

<b>Core Strategies:</b>
<ul style="list-style-type: none"><li>• Nutrition Standards</li><li>• Behavioral Economics</li><li>• Access to Healthy Food</li></ul>
<b>Complementary Strategies</b>
<ul style="list-style-type: none"><li>• Access to Physical Activity Opportunities</li></ul>
<b>Core Sub-Strategy</b>
<ul style="list-style-type: none"><li>• Nutrition Pantry Program</li></ul>
<b>Complementary Sub-Strategies</b>
<ul style="list-style-type: none"><li>• Water Access and Appeal</li><li>• Garden (to produce yield for pantry)</li><li>• Community Physical Activity Opportunities</li><li>• Stencils</li><li>• General Plans</li><li>• Capacity Building for Food Distribution</li><li>• Places that Sell or Distribute Food &amp; Beverages</li></ul>

## Comprehensive Setting-Based Approach: Schools (K-12)

As rates of childhood obesity continue to rise, schools provide an ideal setting where children and adolescents can learn and practice healthy habits, which positively impact behaviors and health well into adulthood. Integrated comprehensive nutrition and physical activity education, along with Policy Systems and Environmental (PSE) change activities within school settings are essential to improve the health, nutritional status, and academic performance of children and adolescents.

You **must** implement the Daily Quality Physical Activity Strategy, **and a minimum of one other** Strategy from the list below:

<b>Strategies:</b>
<ul style="list-style-type: none"><li>• Nutrition Standards</li><li>• Behavioral Economics</li><li>• Active Transportation</li><li>• Access to Healthy Food</li></ul>

1. You must implement **all core\*** (shown with asterisk) Sub-Strategies within the Daily Quality Physical Activity Strategy. If you choose, you may incorporate the complementary sub-strategies.

<b>Daily Quality Physical Activity Strategy</b>
<ul style="list-style-type: none"><li>• Physical Activity in Schools (non-PE) (Children ages 5-17)*</li><li>• School Wellness Policy*</li><li>• Promoting Physical Education in Schools</li><li>• Stencils</li></ul>

2. You must implement **all core\*** (shown with asterisk) Sub-Strategies from the list below as applicable to your second (or more) Strategy selection. If you choose, you may incorporate the complementary sub strategies associated with the second (or additional) strategies selected.

<b>Nutrition Standards Strategy</b>
<ul style="list-style-type: none"><li>• Nutrition Standards (schools)*</li><li>• School Wellness Policy*</li><li>• Gardens</li><li>• Water Access and Appeal</li></ul>
<b>Behavioral Economics Strategy</b>
<ul style="list-style-type: none"><li>• Places that Serve Food &amp; Beverages- Smarter Lunchrooms Movement</li><li>• School Wellness Policy*</li><li>• Gardens</li></ul>
<b>Active Transportation Strategy</b>
<ul style="list-style-type: none"><li>• Safe Routes</li><li>• School Wellness Policy*</li></ul>

<b>Access to Healthy Food</b>
<ul style="list-style-type: none"><li>• Healthy Procurement*</li><li>• School Wellness Policy*</li><li>• Gardens</li><li>• Vending</li></ul>



*Complementary -*

In addition to the core sub-strategies delineated with an \*, you may choose other strategies from the above list to compliment your school-based comprehensive approach. Complimentary sub-strategy or sub-strategies chosen must correspond with your selected core strategies.

## Work Plan Coordinator Roles and Responsibilities

### PURPOSE OF WORK PLAN COORDINATORS

Work Plan Coordinators (WPCs) are an integral part of the CalFresh Healthy Living Team. WPCs play a pivotal role in the development and revision of the CalFresh Healthy Living Program's three-year Integrated Work Plan (IWP) based on USDA's Supplemental Nutrition Assistance Program Education (SNAP-Ed) guidelines. WPC's active participation in local County Nutrition Action Partnerships (or comparable), comprehensive knowledge of their jurisdiction's community needs and resources, their good working relationships with local partners, and their knowledge of public health approaches makes them the best resource to facilitate and coordinate the development and revision of the three-year IWP. The WPC's roles and responsibilities enhance and maximize the potential impact of the IWP deliverables which contribute to the overall success of the CalFresh Healthy Living Program.

### WORK PLAN COORDINATOR ELIGIBILITY

- Employed by a CalFresh Healthy Living-funded Local Implementing Agency (LIA) within the jurisdiction
- Coordinator and Back-up Coordinator may come from the same, or different LIAs
- All LIAs in the jurisdiction should agree on who becomes the WPC
- Have proven leadership within CalFresh Healthy Living
- Knowledgeable of the program, respected in the nutrition education and physical activity community, and are successful in facilitation, partnership building, and project management

### WORK PLAN COORDINATOR ROLES and RESPONSIBILITIES

#### Integrated Work Plan Development

- Serves as the CalFresh Healthy Living Program's main point of contact for IWP-related communications.
- Leads the establishment of an agreed process for the jurisdiction's LIAs to complete and submit the IWP via CFHL SharePoint website according to the State Plan Timeline.
- Ensures that all LIAs in their jurisdiction participate in developing the IWP by
  - Supporting jurisdiction LIA collaboration
  - Coordinating and facilitating the development of a draft, collaborative work plan and including all feedback from the CalFresh Healthy Living team
  - Setting up meetings, calls, webinars, and using nutrition and obesity prevention related meetings for IWP development, as applicable
  - Notifying appropriate SIA contacts of any unforeseen issues that delay the development or revision of the IWP
- Ensures that IWP deadlines are met according to the timeline set by the CalFresh Healthy Living team.

### Integrated Work Plan Revisions

After the IWP is approved by CDSS, IWP revisions may be necessary for several reasons. Some reasons include site changes that alter the scope of work, new LIAs providing CalFresh Healthy Living services in a jurisdiction, current LIAs providing additional services, and/or a LIA is no longer able to provide services. Prior to implementation of a revision, the initiating LIA who requires the revision must communicate the changes to their WPC and partner LIAs based on the most current [IWP Revision Process Guide for LIAs posted to the CFHL SharePoint Resources](#) page. The WPC should convene meetings as necessary to ensure all LIAs are in support of the revision and work through any challenges. When agreement is reached, the initiating LIA requiring the revision will make the appropriate changes to Section B of the IWP. The WPC is responsible for making any corresponding changes to Section A of the IWP, as applicable.

Please refer to the most current [IWP Revision Process Guide for LIAs posted to the CFHL SharePoint Resources](#) page for full details and instructions. Please refer to the most current [IWP Revision Process Guide for LIAs posted to the CFHL SharePoint Resources](#) page for full details and instructions.

### Community Collaborations

Many jurisdictions have several unfunded CalFresh Healthy Living partners who are engaged in nutrition education and obesity prevention work within their communities. Including these agencies in the local conversation is important because they have similar community goals to CalFresh Healthy Living-funded LIAs. Based on the type of services they provide and to whom, they can assist LIAs in identifying where the greatest needs are in the community and where there are service gaps.

Although these partnerships appear differently in each county, suggestions for WPCs to become active participants are:

- Attend and participate in County Nutrition Action Partnerships (or comparable) meetings, coalitions, conferences, boards, and various networks.
- Become familiar with their jurisdiction's CalFresh Healthy Living funded LIA's work so that they can speak to this.
- Inform LIAs of information and updates obtained at County Nutrition Action Partnership (or comparable) meetings that may impact IWP development and/or revisions.
- Disseminate information and pertinent materials from other statewide-related projects (i.e., Farmers Market Initiative, Health Equity), as appropriate.

### Additional Responsibilities

If the WPC is temporarily unable to complete their duties, the designated Back-up WPC will fulfill the duties of the WPC. In the event the WPC is unable to continue in this role, the LIAs should meet to determine who will permanently fulfill the role of the WPC. Once the LIAs come to a consensus, the WPC will notify [CalFreshHealthyLiving@dss.ca.gov](mailto:CalFreshHealthyLiving@dss.ca.gov) and their SIA by email. The e-mail should include of all LIA partners and provide the contact information of the new WPC.

## Planning Tool Templates

### Purpose of the FFY24-26 IWP Blueprint Planning Tool

The planning tool is for planning purposes ONLY. It is designed to mimic how the Automated SharePoint System is laid out. It is STRONGLY ENCOURAGED to finalize information within the planning tool, and then copy and paste from the tool into the Automated SharePoint System. There are two versions of the IWP Blueprint Planning Tool – one for Section A and one for Section B.

The Section A and Section B Planning Tools can be found in the [CalFresh Healthy Living SharePoint Site Resources tab](#) and the [CalFresh Healthy Living Statewide Training Learning Platform](#).

## Activities by Category

Program and evaluation work plan activities that bridge across strategies. Activities are in the same order that appear in the IWP Form.

### Direct Education Activities:

#### 1. DE – Direct Education

Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.

### All Other Activities (Program Component Activities):

#### 2. ASMT- Assessment

Conduct appropriate community level and setting-based assessments

- a. Baseline/pre-assessment
- b. Ongoing assessment
- c. Post-assessment

#### 3. CE - Community Engagement

Cultivate relationships with and educate appropriate local champions/influencers and community members, engaging them in priority planning and program implementation. Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials, as well as conduct information sharing and gathering forums with appropriate stakeholders.

#### 4. C&C - Coordination and Collaboration: Partnerships & Coalitions

Identify, meet, and work with appropriate funded and unfunded partners, committees and workgroups engaged in program planning, implementation, and maintenance.

#### 5. IE - Indirect Education (Promotion)

Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.

#### 6. TTA - Training and Technical Assistance

Provide training and technical assistance to appropriate individuals or groups to educate and/or adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies



## IWP Form Program Activity Settings (Derived from EARS/PEARS)

All of the following "Program Activity Settings" are available for Education delivery

<b>Type of Setting by Domain</b>
<b>Eat</b>
Congregate meal sites/senior nutrition centers
Fast food chains
Mobile vending/food trucks
Restaurants
Soup kitchens
USDA Summer Meals sites <sup>1</sup>
Other places people go to eat:
<b>Learn</b>
Before- and after-school programs
Early care and education facilities
Extension offices
Family resource centers
Libraries
Mobile education sites
Schools (K-12, elementary, middle, and high)
Schools (colleges and universities)
WIC clinics <sup>2</sup>
Other places people go to learn:
<b>Live</b>
Emergency shelters and temporary housing sites
Faith-based centers/places of worship
Health care clinics and hospitals
Indian reservations
Individual homes or public housing sites
Group living arrangements
Residential treatment centers
Other settings where people live or live nearby:
<b>Play</b>
Bicycle and walking paths

Community and recreation centers
State/county fairgrounds
Gardens
Parks and open spaces
Other places people go to play:
<b>Shop</b>
Farmers markets
Food assistance sites, food banks, and food pantries
FDPIR distribution sites <sup>3</sup>
Small food stores (≤3 registers)
Large food stores and retailers (4+registers)
Other places people go to shop for or access food:
<b>Work</b>
Adult education, job training, TANF, <sup>4</sup> and veteran services sites
Military bases
SNAP offices
Worksites with low-wage workers
Other places people go to work:

<sup>1</sup> Sites that administer the Summer Food Service Program

<sup>2</sup> Sites that offer activities as part of the Special Supplemental Nutrition Program for Women, Infants, and Children

<sup>3</sup> Sites where food for the Food Distribution Program on Indian Reservations is distributed

<sup>4</sup> Sites that administer the Temporary Assistance for Needy Families program

## Blueprint Resource List

The [IWP Blueprint Resource List](#) contains a library of resources that are available to assist you in the implementation of the PSE sub-strategy activities. It is organized by sub-strategy and activity category and includes the resource name and link. The options within each column of the resource list may be utilized to filter by Activity Category, Sub-Strategy, Support Type, etc. to assist you in locating the relevant resources (see the screenshot below). **The IWP Blueprint Resource List is not an exhaustive or required list of all resources that are available**, but rather a library of options that you may consider utilizing as you are planning your work. Please use the [IWP Blueprint Resource Form](#) to submit and share new resources.

Activity Category	Activity Category No.	Sub-Strategy	Resource Name	Support Type	Purpose / Notes
Assessment	2c	Active Transportation Policy Support	<a href="#">Community Health Needs Assessment: Promoting Safe Active Modes</a>	Assessment	
Assessment	2a	Active Transportation Policy Support	<a href="#">Active Transportation Assessment and Strategic Transit Policy</a>	Tools	to inform decision-makers about potential health, role and benefits of improving and expanding transit services
Community Engagement	2c	Active Transportation Policy Support	<a href="#">Community Engagement Toolkit: Generalist Institute</a>	Tools	
Community Engagement		Active Transportation Policy Support	<a href="#">Community Transit Connectivity</a>	Tools	20 strategies to increase community engagement and promote equitable transit communities

## Sub-Strategy Activity Tables

### IWP Sub-Strategy Activity Tables

The following IWP Sub-Strategy Activity Tables are intended to outline sample language to include in your Integrated workplan. The sample language is written for each of the activities, across all PSE sub-strategies. The language is intended to serve as a starting point for reference as you develop your workplan and should be adapted so it is specific to your planned work.

## Active Transportation Policy Supports

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	<p>PRE: Assess policy opportunities, infrastructure, current partner activities, community readiness, and environment of [site/organization/jurisdiction] in relation to active transportation.</p> <p>POST: Conduct a post assessment on usage, unanticipated impacts, partnerships, capacity, leveraged assets, and gaps in active transportation in relationship to interventions.</p>	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	<p>Identify local influencers such as youth, seniors, park users, active transport users, promotors, Environmental Justice supporters, and other appropriate influencers to engage, educate, and garner support for active transport policy development, implementation, and maintenance. Present assessment results and/or educate on the benefits and impact of active transportation. Leverage relationships with influencers to generate support for existing active transportation and/or around improved and/or expanded active transportation. Engage youth, seniors, park users, active transport users, promotors, Environmental Justice supporters, and other appropriate influencers consistently throughout planning, implementation, and maintenance of active transportation initiatives.</p>	PL, IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members</b>	<p>Cultivate relationships with youth, seniors, park users, active transport users, promotoras, Environmental Justice supporters, and other appropriate influencers to engage, educate, and garner support for active transport policy development, implementation, and maintenance.</p>	IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	<p>Cultivate relationships with local decision makers such as Chamber of Commerce, City Council, Board of Supervisors, Parks and Rec, Municipal Planning Organization, local law enforcement, Council of Governments, Land Use Planners, Transportation planners/staff, Public Works department, Air Quality Management District, School Districts, Local Education Agency, and other appropriate partners to engage, educate, and garner support for active transport policy development, implementation, and maintenance. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of the intervention.</p>	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	<p>Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to active transportation needs in their community. Incorporate local champions and community members' vision and high priority needs into the project planning through</p>	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	engaging them through meetings (Jurisdictional planning committees), listening sessions, and data collection or needs assessments.	
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with walk/bike advocates, planners, housing advocates, parks and recreation department, chamber of Commerce, School Boards and other professional or community partners/coalitions to advance the development and implementation of active transportation. Work with these partners with the goal of applying for funding to support Active Transport policy supports and/or other infrastructure/non-infrastructure supports for improved active transport.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with various Planning Commission, Transportation Commissions, Municipal Planning Organization, Council of Governments, and Transit Authority to provide health assessment data, analysis, and preliminary research to guide active transportation. Support appropriate workgroups to maintain consistent communication and support amongst stakeholders/partners during planning and implementation.	PL, IM, MA
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based education to eligible individuals to support work being done to improve active transport and promote physical activity. Partners can include safe routes to school and law enforcement. Education in addition to physical activity promotion objectives within SNAP-Ed approved curriculum contents can include topics/activities such as bike rodeo, helmet fittings, bike/pedestrian safety, bike shops.	IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (LIST ALL APPROPRIATE OR SPECIFIC) Newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to influencers and other stakeholders and partners who play important roles in affecting change to Active Transport infrastructure. This could include providing sample policies, sharing best practices and resources, educating on the importance of active transport and increased physical activity, as well as health equity.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to partners and sample policies and steps to develop safe routes. This may include new and/or improvements to environmental assets that promote walking and biking (sidewalks, bike lanes/signage, benches, lighting, crosswalks, etc.) for all ages.	IM, MA, MO

## Capacity Building for Food Distribution

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	<p>PRE: Assess need at current food distribution site(s) and barriers to distributing healthier food and beverage options (e.g., need: increase in distribution of produce, lean proteins; barrier: lack of refrigeration).</p> <p>POST: Assess environment in relation to improvements made and/or client impact.</p>	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify and educate key decision makers to provide funding for equipment for food storage and other infrastructure needs. Present assessment results and/or educate on the benefits and impact of infrastructure improvements. Leverage relationships with influencers to generate support for improved and/or expanded infrastructure.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members and gather feedback on needs/desires around food offered at local food distribution sites as well as facilitators and barriers related to food distribution. Incorporate local champions and community members' vision and high priority needs into project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with food distribution stakeholders (staff and volunteers) to educate on proper and appropriate food storage at distribution sites. Work together to identify strategies as well as sources of funding and/or donated resources to increase food distribution and/or site capacity (e.g., storage, space, resources, refrigeration, etc.)	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to stakeholders, food distribution sites (including directors, staff, and volunteers) on proper food storage, efficient distribution (and re-distribution) cycles, food waste prevention strategies, use of new equipment/space/resources, etc. Promote and establish a training plan to share best practices around food storage, distribution cycles, food waste prevention, etc.	IM, MA, MO

## Community Physical Activity Opportunities

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide complementary Direct Education using evidence-based curriculum approved for target population that includes objectives of physical activity promotion.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess current PA environment, implementation at site level, and program strength. Identify gaps or ways to strengthen current PA program. Survey site participants (park and rec staff, maintenance, COBs) for input and feedback on potential PA opportunities. POST: Conduct post-assessment of PA program implementation. Solicit and assess feedback from site participants and site leadership/staff.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers such as congregate meal participants, site participants in other activities, program champions, and site staff to present assessment results and/or educate on the benefits and impact of increased access to PA opportunities in the Community. Leverage relationships and generate support for new or improved PA opportunities.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify Influencers may include, site participants in other activities, program champions, and site staff. Key decision makers City Council. Parks and recreation Commissioners, congregate meal participants) to present assessment results and/or educate on the benefits and impact of increased access to PA opportunities in the Community. Leverage relationships and generate support for existing work and/or Generate support for PA opportunities. Work with garden coordinators to provide opportunities to engage in daily quality physical activity using community gardens (specifically for older adult population).	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members to assess what the community wants: type of PA, frequency, times, days of the week, etc. Present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to enhanced community PA opportunities. Identify community leaders interested in leading PA opportunities and engaging them through meetings, listening sessions, surveys, etc.	PL, IM



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders through events or messaging. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Identify, establish, cultivate, and maintain relationships with funded partners and unfunded partners such as Local CBO's, Parks and recreation staff, senior centers, site directors, school supervisors, location (site) staff for buy-in and coordination with PA organization and promotion. Engage with local volunteers interested in leading PA opportunities.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Meet with local committees and or workgroups such as Bike Planning commission, parks and Recreation commission, planning commissions, Transit to engage them in the planning and implementation process.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Deliver PA opportunities in conjunction with healthy eating and active living (education) through promotional and education materials to reinforce nutrition education and physical activity promotion and messaging.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Identify stakeholders and educate on intent and importance of PA opportunities. Generate support for PA opportunities. Stakeholders may include site leadership, parks and recreation administrator.	IM, MA, MO



## Creating New Markets

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education to Farmers Market attendees. Utilize food resource management education to promote Farmers Market EBT and Market Match program. Offer taste tests, cooking demonstrations, and market tours, if possible.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess existing general plans and zoning codes for how they support and/or hinder health (look for language regarding healthy eating: Farmers Markets, agriculture, gardens, farms and in what settings).  POST: Assess environment in relation to changes made and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local community influencers such as parents, youth leaders, business owners, grocers/retailers, farmers, educators, faith community, etc. on local planning processes. Share best practices, models, outcomes and present assessment results and/or educate on the benefits and impact of Farmers Markets. Leverage relationships with influencers to generate support for Farmers Markets among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of farmers markets.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as city planning department, farmers, community groups, etc. Present assessment results and/or educate on the benefits and impact of farmers markets. Leverage relationships and generate support for farmers markets among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of new farmers markets.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results, if applicable. Understand community need and demand for changes before moving forward with creating new markets. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to attending farmers markets. Incorporate local champions and community members' vision, issues, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support, and funding opportunities. If appropriate, host convenings around specific, timely topics. Encourage more mobile farmer's markets to reach people in communities that cannot support a full scale Farmers Market. Connect with Farmers Market Associations, Federally Qualified Health Centers, Community Based Organizations (CBOs), Non-Governmental Organizations (NGOs) and school-based health centers to help identify opportunities.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with community foundations, community organizations, WIC, Food banks, Farmers Market Associations, community groups, or County Nutrition Action Program (CNAP) to advance the development and implementation of existing farmers markets. Establish, cultivate, and maintain relationships with local municipalities to increase transportation to markets, including bus lines, bike paths, and safe walking routes. For older adults, work with congregate meal sites for potential to coordinate transportation for older adults from meal sites to Farmers Markets. Promote the Market Match program by working with partners including State Nutrition Action Committee (SNAC) members - California Department of Food & Agriculture (CDFA); Ecology Center, Women, Infants & Children (WIC), and other SNAP-Ed local implementing agencies.  Work with local funders and/or healthcare practitioners towards a Veggie Rx (or other) incentive program.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend & participate in local community coalitions, for example food policy councils, market associations, community groups, and County Nutrition Action Plan (CNAP).	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Provide recipe cards, food storage, information, etc. to customers at markets. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.). Assist with making CalFresh Shoppers aware of incentive programs at participating Farmers Markets. Incentive programs include Special	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	<p>Supplemental Nutrition Program for Women, Infants, and Children (WIC) and Senior Farmers' Market Nutrition Program, and the Market Match program that doubles SNAP dollars at certified Farmers Markets.</p> <p>Work with local DSS, state level SNAC initiatives, Market associations, local community organizations, for text message blasts, social media promotion.</p>	
<p><b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b></p>	<p>Provide training and technical assistance to market directors and vendors to support incentive programs as well as nutrition/quality standards for selling food &amp; beverages at the Farmers Market. Provide training on Veggie Rx. Provide training on opportunities to include PA at the market.</p>	<p>IM, MA, MO</p>

## Default Beverages in Kids Meals

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based information to parents of young kids, kids, youth groups, and/or high school students, as well as the children themselves. Education should have a strong healthy drink consumption component.	IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population specifically youth, parents, and caregivers). Educate on the benefits and impact of recently passed legislation ( <a href="#">SB 1192</a> ). Leverage relationships with influencers to generate support for monitoring compliance of the law among community members. Engage local influencers consistently throughout monitoring of policy. Identify local influencers (SNAP-Ed population could include parents, youth leaders, restaurant owners, business owners, and/or business leaders among others). Leverage relationships with influencers to generate support for monitoring restaurants by community members. Engage local influencers consistently throughout monitoring.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers (could include the Mayor, City Council, City staff, City Manager, or other directors). Leverage relationships and generate support for requiring compliance of law with support from leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout monitoring of law.	PL, IM, MA
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with appropriate workgroups and committees regarding this policy.	PL, IM, MA

<p><b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b></p>	<p>Promote, support and reinforce messages consistent with DE and other activities related to default beverages for kid's meals in restaurants, as well as consumption of healthy beverages.</p> <p>Communicate through various appropriate channels (Newsletters, site-based events, flyers, posters, websites, health fairs, etc.). Create and disseminate press releases regarding beverage policy adoption, challenges with implementation, and/or successes after implementation.</p>	<p>PL, IM, MA</p>
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New: Food Waste Prevention, Recovery, and Redistribution

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p><b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b></p>	<p>These efforts focus on reviewing existing or gathering baseline assessments related to the demand for recovered food across communities and settings, the amount of healthy and nourishing food available for either waste prevention or recovery, and/or the feasibility of various prevention or recovery efforts, including the requirements to successfully implement these efforts. Assessments (quantitative and qualitative) may include plate waste assessments (schools, childcare, senior meal sites, hospitals, or other dining settings), process evaluations of dining or distribution sites, consumer demand and readiness assessments, environmental scans, gathering waste estimates (weight, volume, value) at the household, site and/or community level, assessments of infrastructure or organizational capacity, transportation and staff capacity, and partnerships and relationships that support food waste prevention, recovery and redistribution. Feasibility assessments can be aimed at food waste prevention (are meals times long enough to complete meal for example), related to food waste recovery, as well as assessments to determine the highest impact and most efficient ways to distribute recovered food. Work could include engaging youth in data collection in youth settings.</p>	<p>PL, IM, MO</p>
<p><b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b></p>	<p>These efforts cultivate relationships and share knowledge and experience with local food waste champions, community members and other trusted community-based representatives with the purpose of aligning food waste prevention and recovery efforts with CFHL goals. Activities may include the identification and maintenance of "food waste reduction/food recovery community representatives" (highly motivated or influential individuals within community) in various settings, community-based representatives who lead the effort to receive and distribute recovered food, spearheading collaborative initiatives (including serving as the backbone organization), or participation in existing groups which address nutritional health, food security, and food waste reduction/food recovery. Keep in mind these community leaders may overlap across sub-strategies (parents in schools/ECE sites, etc.).</p>	<p>PL, IM, MA, MO</p>



<p><b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b></p>	<p>These efforts include prioritizing sustainable food system and food waste reduction strategies and discussions in relationships with leadership and/or decision makers across settings (food pantries, restaurants, school districts, other food production/distribution sources) and local government or city staff or elected officials in varying capacities. This activity specifically addresses activities that build relationships and support knowledge building among leaders and decision-makers around food waste prevention and recovery opportunities, as well as opportunities to distribute recovered food, capacity needs and intended outcomes.</p>	<p>PL, IM, MA, MO</p>
<p><b>CE (3c): Engage community in priority planning and implementation.</b></p>	<p>These efforts include the community in planning and implementation efforts to reduce food waste and increase food recovery and distribution opportunities by leveraging community and food system relationships. This activity could include planning meetings, community input sessions, surveys, meet and greets, and other community engagement strategies that include the community for which the interventions are intended; the activities should have active ways for the community members to provide direct input into local work plan development including priorities and activities, site planning, implementation meetings, sustainability planning, and other CFHL efforts (may overlap with other sub-strategies). These activities should consider cultural norms and include culturally competent approaches; should consider equitable practices and equity goals.</p>	<p>PL, IM, MA</p>
<p><b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b></p>	<p>Efforts include engaging multiple types of stakeholders in a meeting format related to this sub-strategy. Information sharing can include general discussions and explanations of the strategies, informing stakeholders of assessment processes and need, sharing information on impact, and disseminating information that can further the expansion of the strategy implementation. This can also include attending external events to learn and participate in planning.</p>	<p>PL, IM</p>
<p><b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local</b></p>	<p>These efforts include coordinating and collaborating in broad efforts to reduce food waste and increase food recovery and distribution opportunities by leveraging community and food system relationships. Partners may include the Department of Environmental Health, county/city waste management, local food policy councils, offices of</p>	<p>PL, IM, MA, MO</p>

<p><b>funding for community change strategies).</b></p>	<p>sustainability, gleaning groups, community composting partners, school districts, waste haulers, food banks &amp; pantries, other large food production/distribution sources, community-based and other non-profit or service-oriented entities to receive food, as well as with any local CNAP or similar collaborative group. These meetings can be related to identified CFHL community change goals.</p>	
<p><b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b></p>	<p>These efforts include participating in or spearheading collaborative initiatives (including serving as the backbone organization) which address nutritional health, food security, and food waste reduction/food recovery and food distribution. This is a more involved activity than C&amp;C (4a) as it focuses on efforts regarding specific projects in the planning, implementation and/or maintenance.</p>	<p>PL, IM, MA, MO</p>
<p><b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b></p>	<p>These efforts include providing nutrition education to the target population on topics that align with consumer and community level waste reduction strategies as well as general nutrition education provision. Topics may include food storage education, food preservation, cooking education, garden education including composting, household and community composting, and more general nutrition education that encourages individuals to utilize recovered healthy food The <i>Food Smarts: Waste Reduction</i> curriculum is one example of an approved direct education program for CFHL.</p>	<p>IM</p>
<p><b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b></p>	<p>These efforts include coordinating public awareness campaigns on food waste and recovery, often with youth or community engagement components, promoting local household and business challenges to encourage systems change in reduction, donation and separation of excess food, and leveraging community events to reinforce food waste reduction and recovery strategies with NERI, informational flyers, tip sheets, recipe books and displays, taste tests, and demonstrations, among others.</p>	<p>IM</p>
<p><b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or</b></p>	<p>These efforts include training site, organizational and areawide staff or volunteers in PSE interventions (such as Smarter Lunchroom and Mealtimes, Breakfast in the Classroom, Nutrition Pantry Program, Wiser Diner, YPAR) that include components aligned with food waste reduction and food recovery efforts. These activities can also include educating, training, and providing technical assistance to appropriate</p>	<p>IM, MA</p>

<b>environmental components of focus area strategies.</b>	people in various aspects of food waste prevention and recovery efforts.	
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End of New Material

## Gardens

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based garden-enhanced and/or nutrition education around fruit and vegetable consumption specific to target population. When possible, include taste tests. If appropriate, provide nutrition education during farm field trips and/or Farmers Market field trips for target populations.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of site/garden location in relation to the establishment and/or reinvigoration of an edible garden. POST: Assess environment in relation to the edible garden and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population, parents, clients, community members, local farmer partners, teachers, congregate meal site participants, educators, etc.). Present assessment results and/or educate on the benefits and impact of edible gardens. Leverage relationships with influencers to generate support for existing gardens and/or additional work around expanding and/or reinvigorating edible gardens among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of edible gardens. This could include the establishment of a garden advisory committee, garden champions, or similar group of those charged with maintaining the garden. If appropriate, train peer educators to deliver garden enhanced education and/or garden skills to community members. Work with garden coordinators to provide opportunities to engage in daily quality physical activity using school gardens.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as site leadership and staff and/or local government officials. Present assessment results and/or educate on the benefits and impact of edible gardens. Leverage relationships and generate support for existing work and/or additional work around expanded and/or reinvigorated edible gardens among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of edible gardens.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to establishing and/or reinvigorating edible gardens. Incorporate local champions, community	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc. Consider special needs of specific populations such as high raised beds for seniors.	
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded partners including professional and community partners/coalitions to advance the development and implementation of edible gardens. These can include wellness committee, local businesses, community organizations, master gardeners, etc. Partners can assist with materials, resources, labor, supplies, tools, seeds, and expertise.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with garden advisory committees, maintenance groups, community members and other stakeholders to discuss garden maintenance, yield, and to continually recruit new committee members to increase membership and garden participation.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy (on link between garden and benefits of healthy eating and active living). Communicate through various appropriate channels (newsletters, site-based events, flyers, signage, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to garden advisory group or similar garden maintenance group and/or volunteers to support garden establishment and maintenance. This may include training and technical assistance around gardening skills, harvest, delivery of garden-enhanced education, linking the garden to site food service/meals, linking the garden yield to nutrition education activities, and/or establishing yield-distribution plan(s) for low-income community members.	IM, MA, MO

## Healthy Procurement

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education that promotes the purchase and consumption of healthy foods and beverages, as well as food resource management, at various venues including parks and recreation, healthcare clinics, hospitals, meal sites, residential locations, food banks and pantries.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	<p>PRE: Assess readiness, environment and client-need of sites that may include ECE sites, schools, after schools, retail, emergency food outlets (food banks and pantries) and hospitals. Implement assessment or use results from existing assessments regarding current procurement practices and access to healthy foods; include aspects that measure support and readiness for change as well as a review of the existing procurement system. Review agreements, policies, procurement sources (vendors, farmers, etc.), and standards. Share results of client feedback surveys and assessments.</p> <p>Procurement, inclusive of vending, can be incorporated into Nutrition Standards approaches for facilities as well. Ensure the initial assessment captures all relevant areas of interest.</p> <p>POST: Assess environment in relation to procurement practices and/or client impact. Conduct follow-up assessments with site leadership, clients, procurement sources, etc. to measure success of procurement changes over time. Establish monitoring system to ensure compliance with agreements, policies, and/or standards implemented. Track trends over time.</p>	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers including community members, business leaders, etc. Present assessment results and/or educate on the benefits and impact of healthy procurement practices. Leverage relationships with influencers to generate support for existing and/or additional work around improved and/or expanded procurement work among local champions and community members. Engage local influencers consistently throughout planning, implementation, and maintenance of healthy procurement work.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers including city officials and other partners to identify and resolve barriers, and where possible to incentivize donations of produce to food banks, emergency food outlets, and other food/meal distributors. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded healthy procurement among leadership, staff, outside funders, etc. Engage	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of healthy procurement practices.	
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to healthy procurement. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc., if appropriate.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings to support healthy food access.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with school/community gardens, farms, vendors, grocers, or food access organizations to support increased healthy food access by sourcing/gleaning produce and other healthy food and beverage options for clients.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with groups such as CNAP and local Food Policy Councils to engage with healthy food access work.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	<p>Promote, support and reinforce messages with the staff and clients consistent with DE and other activities within healthy procurement work.</p> <p>Communicate through various appropriate channels such as newsletters, site-based events, flyers, posters, websites, health fairs, etc.</p>	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and</b>	Provide training and technical assistance to food service management, administrators, leaders, staff, and volunteers of programs, sites, events, etc. that distribute food on nutrition education and the importance of the nutritional quality of foods/beverages distributed to low-income populations. Support site initiatives and provide needed training and TA for projects, agreements, and systems that healthy produce access	IM, MA, MO

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p><b>sustain policy, systems, and/or environmental components of focus area strategies.</b></p>	<p>from local farms and school/community gardens.</p> <p>Establish or improve agreements/policies w/procurement sources (vendors, farmers etc.) including purchasing/donations, specification, vendor agreement, when possible. Support the establishment of an internal policy by site/organization, to outline standards of foods/beverages accepted for distribution to participants/clients, if appropriate.</p> <p>Support qualifying ECEs, schools and/or districts to participate in Farm to School procurement systems with nutrition education and community links by establishing a uniform invoicing and/or buying collaborative, if possible.</p>	



## Improving Existing Markets

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education to Farmers Market attendees. Utilize food resource management education to promote Farmers Market EBT and Market Match program. Offer taste tests, cooking demonstrations, and market tours, if possible.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess market for existing policies/standards appropriate for the SNAP-Ed population to identify gaps and ways to strengthen policies/standards.  POST: Assess environment in relation to changes made and/or client impact.	PL, MO
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results, if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to existing markets. Incorporate local champions and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with community foundations, community organizations, WIC, Food banks, Farmers Market Associations, community groups, or County Nutrition Action Program (CNAP) to advance the development and implementation of existing Farmers Markets.  Establish, cultivate, and maintain relationships with local municipalities to increase transportation to markets, including bus lines, bike paths, and safe walking routes. For older adults, work with congregate meal sites for potential to coordinate transportation for older adults from meal sites to Farmers Markets.  Promote the Market Match program by working with partners including State Nutrition Action Committee (SNAC) members - California Department of Food & Agriculture (CDFA); Ecology Center, Women, Infants & Children (WIC), and other SNAP-Ed local implementing agencies.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	Work with local funders and/or healthcare practitioners towards a Veggie Rx (or other) incentive program.	
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with decision makers, including Farmers Market managers/directors, and farmers/vendors. Share model of Farmers Market food environment policies with market decision makers. Explain benefits of model. Attend and participate in local community coalitions, for example food policy councils, market associations, community groups, and County Nutrition Action Plan (CNAP).	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Provide recipe cards, food storage, information, etc. to customers at markets. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.). Assist with making CalFresh Shoppers aware of incentive programs at participating Farmers Markets. Incentive programs include Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and Senior Farmers' Market Nutrition Program, and the Market Match program which doubles SNAP dollars at certified Farmers Markets. Work with local DSS, state level SNAC initiatives, Market associations, local community organizations, for text message blasts, social media promotion.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to market directors and vendors to support incentive programs as well as nutrition/quality standards for selling food & beverages at the Farmers Market. Provide training on Veggie Rx. Provide training on opportunities to include PA at the market.	IM, MA, MO

## Improving Physical Education in Schools

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based [INSERT APPROPRIATE – nutrition/garden/PA/etc.] Coordinate with school staff/teachers to provide Direct Education using evidence-based PE curricula such as Coordinated Approach To Child Health (CATCH) PE and SPARK PE.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess the need for school staff training in PE curriculum and skill development; Also determine the amount of minutes students participate in PE and compare to California Department of Education State Physical Activity Requirements. POST: Conduct a post assessment to measure implementation of improved PE programming at school sites.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers such as school administration, PTA's, teachers, site counsel and present assessment results and/or educate on importance and benefits of PE to stakeholders such as PTA, parents with children with special needs, community members and local health professionals, including those at an associated school-based health center if applicable, in order to gain support for PE teachers and PE programming. Have interested stakeholders assist in meeting with local decision makers.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers [INSERT]. Present assessment results and/or educate on importance and benefits of PE to school board/staff/ district and share opportunities to meet PE mandates with SNAP-Ed curriculum and training. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of promoting PE in schools.	PL, IM, MA
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders and appropriate committees, (e.g., PTA, Wellness etc). If appropriate, host convenings around specific, timely topics.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with appropriate partners for planning and implementation of a school health assessment to determine status of PE (minutes/10 school days). Engage after school, ECE and school-based health center representatives if your school is host to any of these programs and services.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Work with School/District Wellness Policy Committee, parent groups (i.e. PTA) and other school groups to determine facilitation of training and TA to support PE in the schools.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (LIST ALL APPROPRIATE OR SPECIFIC) Newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and TA to teachers/staff in the delivery of evidence-based curriculum. Provide guidance and technical support for integration of PE programming and goals into the School Wellness Policy. Assist schools in connecting with appropriate opportunities for additional funding to support PE programming.	IM, MA, MO

## New: Jurisdiction Level Policy Support

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p><b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b></p>	<p>PRE: Conduct a pre-assessment by doing a local policy scan. A scan can inform existing policies, their timelines and processes for updates, potential partners and contacts, opportunities for new policies, and community priorities. For existing policies, assess readiness for action related to food access, access to physical activity and health equity. Review model relevant policies for ideas to strengthen existing policies or educate on the value of a new policy. Determine areas of opportunity related to the IWP community goals and work plan goals. Assess readiness with partners and others in the community, e.g., what is the environment in relation to existing strategy or effort; review existing plan for alignment with strategies of interest [LIA to add any specifics]. POST: Conduct a post assessment of the policy language, as it relates to food access, access to physical activity and equity. Conduct a partnership engagement assessment for future mobilization and support.</p>	<p>PL, MO</p>
<p><b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b></p>	<p>Identify local influencers to present assessment results and/or educate on the benefits and impact of selected policies. Leverage relationships with influencers to generate support for existing work and/or additional work around policies among community members. Engage local influencers such as Business Associations, SNAP-Ed, public health advocates, CNAPs, Chamber of Commerce, local Food Policy Councils and other non-profit and/or advocacy groups. Use assessment findings to determine potential new partners for relationship development.</p> <p>Identify additional local influencers such as youth, seniors, park users, AT user, Promotoras, Environmental Justice supporters, food access/food security advocates. Present assessment results and/or educate on the benefits and impact of policies on health equity. Leverage relationships with influencers to generate support for improvements to land planning as it relates to health equity. Engage local influencers consistently throughout planning, implementation, and maintenance of policy updates.</p>	<p>PL, IM, MA</p>
<p><b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b></p>	<p>Identify and build relationships with key decision makers such as Chamber of Commerce, City/Town Council, planning commission, General Plan Advisory Committee (GPAC) Board of Supervisors, Parks and Rec, Municipal Planning Organization, Council of Governments, Land Use Planners, Transportation planners/staff, Public Works department, Air Quality Management District, School Districts, Local Education Agency, local Food Policy Councils, and other relevant entities. Other key decision makers could include Parks &amp; Recreation Commission, Environmental Justice organizations, Food Policy councils, food access/food security advocacy organizations, churches, healthcare institutions, bike and pedestrian</p>	<p>PL, IM, MA</p>

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	<p>advocacy organizations, law enforcement, urban forestry, and or County/city officials Identify key decision makers such as Mayor, City Council, City staff, City Manager, directors to present assessment results and/or educate on the benefits and impact of selected policies. Present assessment results and/or educate on the benefits and impact of healthy eating and active living initiatives as part of the proposed policy. Leverage relationships and generate support for existing work related to applicable policies. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of updating policy elements. Consider participation in committees related to policy development or updates.</p>	
<p><b>CE (3c): Engage community in priority planning and implementation.</b></p>	<p>Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to health equity (i.e., food access, access to physical activity). Incorporate local champions, SNAP-ED populations and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc. Consider supporting the community through readiness-to-engage meetings to help them prepare for any public meetings related to the policy.</p>	<p>PL, IM</p>
<p><b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b></p>	<p>Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host a convening around the policy topic with partners such as walk/bike advocates, planners, housing advocates, parks and recreation department, Chamber of Commerce, School Board, environmental justice partners, chronic disease and injury control programs, Food Policy councils, food access/food security advocacy organizations.</p>	<p>IM, MA</p>
<p><b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b></p>	<p>Establish, cultivate, and maintain relationships to advance the development and implementation of and increase support for incorporating health equity initiatives related to food access, the built environment and active living into policies by highlighting health benefits and threats related to parks, green/open space, trees, food insecurity, healthy food access, resources, and other messaging strategies through digital and social media such as an opinion editorial, blog posts or a letter to the editor.</p> <p>Establish, cultivate, and maintain relationships with partners who have a common goal to advance the policy areas above by encouraging them to or collaboratively apply</p>	<p>PL, IM, MA</p>

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	for additional funding. Partners and opportunities can include: consultants, city/county planners, applying for climate investment dollars, and others as relevant.	
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with appropriate committees and workgroups (INSERT committees/workgroups) and provide sample policies and steps to improve food access and develop open spaces for physical activity (playground, walking paths, and safe routes). This may include changes to active transport infrastructure, parks and urban tree canopy projects, food hubs, the built environment, and others as it relates to relevant policy updates. Maintain consistent communication and support amongst stakeholders/partners during policy development and implementation.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide trainings to partners, intermediaries, CNAP, community leaders and other influencers and stakeholders on health equity, health disparities, social determinants of health and health inequities in order to gain support for general plan initiatives related to health equity, and environmental justice. Train community champions to be a part of the education of the importance of the policy; train residents to be a part of the implementation and monitoring. Train community members to participate in the public process. Provide training and technical assistance to Planning Commission, Transportation Commissions, Municipal Planning Organization, Council of Governments, and Transit Authority, General Plan consultant (working with municipality or county) related to policy analysis and health impact data in relation to general plan update initiatives.	IM, MA, MO
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with promotion and other activities within strategy. Communicate through various appropriate channels such as newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA

End of New Material.

## Nutrition Pantry Program

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based education specific to clients with a focus on nutrition education, utilization of pantry foods (healthy recipes), and food resource management.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need within food pantry in relation to the Nutrition Pantry Program. Evaluate the baseline and areas for improvement across the 6 NPP focus areas. POST: Assess environment and client impact after implementation of the pantry's Nutrition Pantry Program work plan.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (NPP Ambassadors) chosen from pantry staff or volunteers. Present assessment results and/or educate on the benefits and impact of the Nutrition Pantry Program. Leverage relationships with NPP Ambassadors to generate support for existing pantry work and/or additional work around improvement across the 6 NPP focus areas among community members. Engage NPP Ambassadors consistently throughout planning, implementation, and maintenance of the Nutrition Pantry Program.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as local leadership, pantry management, organizational management, etc. Present assessment results and/or educate on the benefits and impact of the Nutrition Pantry Program. Leverage relationships with local decision makers to generate support for existing pantry work and/or additional work around improvement across the 6 NPP focus areas among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of the Nutrition Pantry Program. Hold recognition events and incite agency and local leadership to attend. Share success stories, best practices, and challenges through photos, stories, etc.	PL, IM, MA



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members such as donors and clients in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to healthy community food pantries and priorities around pantry improvement. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc. Share program information and strategies for pantry improvement with pantry management and other appropriate stakeholders.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic. Attend appropriate collaboratives such as food security, food systems, waste reduction, etc. to advocate for nutrition security initiatives.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation.</b>	Establish, cultivate, and maintain relationships with professional or community partners/coalitions, especially new sources of healthy food, hydration stations and water, and/or volunteers to advance the development and implementation of the Nutrition Pantry Program and outlined activities.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (EatFresh.org website referrals, healthy living posters and other print media, recipe cards, social media, CalFresh messaging, Harvest of the Month, NPP participation/recognition materials, etc.)	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and/or adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to pantry leaders as well as education to staff/volunteers to support the following activities: areas for improvement in pantry; Purchased food policy; Donated food policy; Respect and Dignity policy; Pantry Procedures Manual; nutrition education strategies; distribution model; staff and volunteer training; cultural and dietary accommodation strategy; pantry set-up and food placement; complementary environmental changes( e.g. gardens, signage, nudges); etc.	IM, MA, MO

## Nutrition Standards: Before/Afterschool Programs

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education specific to target population. Combine with taste tests and engage youth in cooking demonstrations, where feasible.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and youth-need of afterschool settings in relation to afterschool nutrition standards. POST: Assess environment in relation to nutrition standards and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed youth – through youth engagement, YPAR, Student Nutrition Action Committees, as well as afterschool staff). Present assessment results and/or educate on the benefits and impact of nutrition standards. Leverage relationships with influencers to generate support for existing standards and/or additional work around improved and/or expanded nutrition standards among youth. Engage youth and staff consistently throughout planning, implementation, and maintenance of nutrition standards.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as afterschool project partners and leadership. Present assessment results and/or educate on the benefits and impact of nutrition standards. Leverage relationships and generate support for existing standards and/or additional work around improved and/or expanded standards among leadership and staff. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of nutrition standards.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results, if applicable. Gather parent/guardian feedback and input on the needs and desires of the parents, youth, and staff as well as facilitators and barriers related to nutrition standards in afterschool settings. Incorporate parent/guardian vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders (parents/guardians, wellness committee). Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with district and site level leaders or community partners/coalitions to advance the development and implementation of nutrition standards in afterschool settings.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with parents/guardians, wellness committees, and afterschool staff to establish and maintain nutrition standards.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy</b>	Promote, support and reinforce messages consistent with DE and other activities within nutrition standards. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, events, etc.).	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
eating and active learning information.		
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to afterschool site staff to support nutrition standards and maintain environmental changes to improve selection and consumption of healthy foods, if applicable.	IM, MA, MO

## Nutrition Standards: Community

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education specific to target population. Ensure staff have adequate knowledge of nutrition education and standards as well as community food resource to promote referrals.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of site/organization/jurisdiction in relation to nutrition standards. POST: Assess environment in relation to nutrition standards and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population, program participants, site staff, advisory council, vendors, local farmers, food banks, etc.). Present assessment results and/or educate on the benefits and impact of nutrition standards. Leverage relationships with influencers to generate support for existing standards and/or additional work around improved and/or expanded nutrition standards among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of nutrition standards.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as site leadership and staff, program directors, organizational leads, board of directors, etc. Present assessment results and/or educate on the benefits and impact of nutrition standards. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded nutrition standards among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of nutrition standards. If appropriate, promote the importance of healthy site policies that include nutrition standards inclusive of healthy procurement, vending, sales, and marketing.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results, if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to nutrition standards. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage	IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>with appropriate stakeholders.</b>	relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded professional or community partners/coalitions to advance the development and implementation of nutrition standards, including partners that can provide donations and/or vending agreements for healthier foods and beverages.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with site liaisons to identify existing and relevant workgroups and committees to establish and maintain nutrition standards. If no workgroup exists, consider establishing one. Create and disseminate shared messaging regarding the importance of written and implemented nutrition standards.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within nutrition standards. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to site leadership and staff to support the development and implementation of nutrition standards. Provide site-specific templates, examples, and resources for the development of standards as well as on the implementation and maintenance of standards.	IM, MA, MO

## Nutrition Standards: Early Care and Education

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education directly or through train-the-trainer models for teachers and aides at ECE sites. If your site is also host to a school-based health center, consider coordinating nutrition education materials, messages, and events.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment, and client-need of ECE sites in relation to nutrition standards. POST: Assess environment in relation to ECE nutrition standards and/or impact on youth.	PL, MO
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers/ECE stakeholders such as Child Care Resource Network, County Office of Education, Child and Adult Care Food Program sponsor agencies, First 5 County Commission, Parent Voices, etc. Present assessment results and/or educate on the benefits and impact of nutrition standards in ECE settings. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded nutrition standards in ECE settings among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of nutrition standards in ECE settings.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members (parent/guardians) in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to nutrition standards in ECE settings. Incorporate parent/guardian vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with professional or community partners/coalitions to advance the development and implementation of nutrition standards in ECE settings.	PL, IM, MA



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with Childcare and Education leadership, staff, parents, wellness policy committees, and other partners to establish and maintain nutrition standards at ECE settings.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (ECE Newsletters, site-based events, flyers, posters, websites, events, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to ECE leadership, staff, and partners to support nutrition standards in ECE settings.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to ECE staff and leadership to support recognition activities related to nutrition standards. Provide training and technical assistance to ECE staff and leadership to support local purchasing and Farm to School activities.	IM, MA, MO

## Nutrition Standards: Schools

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education specific to target population. Could be delivered in conjunction with taste tests.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of school site and/or district in relation to nutrition standards as well as current site wellness policy and adherence to National School Lunch Program (NSLP), School Breakfast Program (SBP), Smart Snacks in Schools, Fresh Fruit and Vegetable Program, Afterschool Snacks, and state level nutrition requirements, if applicable. POST: Assess environment in relation to nutrition standards and/or impact on student body.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population – school youth through youth engagement, Youth Participatory Action Research (YPAR) projects, Student Nutrition Action Committees). Present assessment results and/or educate on the benefits and impact of school nutrition standards. Leverage relationships with youth leaders to generate support for existing nutrition standards and/or additional work around improved and/or expanded nutrition standards in schools among students. Engage youth consistently throughout planning, implementation, and maintenance of nutrition standards.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers including district and school leadership (superintendent, school board, principals, school nutrition director, school-based health center administrators, and parents/adult leaders). Present assessment results and/or educate on the benefits and impact of nutrition standards in schools. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded nutrition standards among leadership, staff, outside funders, etc. – this could include additional work around local procurement, healthy classroom celebration policies, reducing food waste, universal breakfast, Farm to School systems, school foodservice requirements, produce sourcing, etc.). Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of nutrition standards.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to nutrition standards in schools. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc. Community members may include members of wellness committees, parent/teacher associations, local farmers, school-based health center staff and administrators, and students.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders such as wellness committees, parent/teacher associations, local California School Nutrition Association chapter, local farmers, and others. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded professional or community partners/coalitions at the district and site level to advance the development and implementation of improved nutrition standards. This can also include work around healthy classroom celebrations, local procurement, and breakfast policies.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy throughout the school environment. Communicate through various appropriate channels (Newsletters, site-based events, flyers, posters, websites, health fairs, etc.). If the site is host to a school-based health center, consider coordinating nutrition education materials, messages, and events.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to school site staff to support nutrition standards as well as maintain environmental changes to improve selection and consumption of healthy foods, if applicable (e.g. Smarter Lunchrooms). Training/education topics can include Farm to School, fruit and vegetable consumption, connections to the National School Lunch and Breakfast Programs, screening for food security, resources for referrals, food safety guidelines, best practices, food procurement, etc.	IM, MA, MO



## Parks Physical Activity Programming

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based PA, garden or nutrition education to specific to target population complimentary to project implementation.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess environment, opportunities, and community opinions for PA in community parks using observational and other data sources. Collect supporting such as obesity, crime, chronic disease, injury, high needs, violence, disability, poverty. POST: Assess environment in relation to Parks PA programming changes and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers such as residents, coaches, sports leagues, childcare providers, etc. Present assessment results and/or educate on the benefits and impact of PA in parks such as Walking clubs & structured PA, Walk with a Doc, Tai Chi, Zumba, etc. Leverage relationships with influencers to generate support for existing (work) and/or additional (work) around improved and/or expanded PA among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of the project.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as Board of Supervisors, City mayor, Local Law enforcement, Park staff/administrator, Parks and recreation commission, Transportation Business Community Present assessment results and/or educate on the benefits and impact of PA opportunities in program planning. Leverage relationships and generate to support work leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of Parks programing.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to parks programing. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. Partners may include Parks & Recreation staff, family resource centers, School/afterschool staff, farmers markets, transportation, local law enforcement, public works, and/or Public Health. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with Partners such as Parks & Recreation staff, family resource centers, School/afterschool staff, farmers markets, transportation, local law enforcement, public works, and/or Public Health. Professional or community partners/coalitions to advance the development and implementation of Parks PA program planning.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with partners and planning workgroups/commissions to identify existing efforts to align, avoid duplication, and fill gaps.	PL, IM, MA
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based [INSERT APPROPRIATE – nutrition/garden/PA/etc.] specific to target population [add additional detail as necessary].	IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels such as social media platforms, newsletters, blogs, newspapers/media channels, brochures, flyers, walking maps; focus of the promotion is a referral to parks for programming, services, and community cohesiveness and point of decision prompts.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to</b>	Training of parks and recreation (or other) staff (via LIA) to identify and implement appropriate evidence-based PA programs in order to support sustainability.	IM, MA, MO

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p>appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</p>		

## Physical Activity in Early Care and Education (Children ages 0-4)

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess access, readiness, environment and client-need physical activity best practice improvement needs. POST: Assess environment in relation to changes made in the ECE setting and/or client impact.	PL, MO
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers ECE owners, First Five Commissions and Child Care Planning Councils. Present assessment results and/or educate on the benefits and impact of Structured PA in ECE settings. Leverage relationships and generate support around development, adoption and/or improved PA for children ages 0-5. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of PA policy and systems changes.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires in relationship to type of PA, culturally appropriate PA, frequency, times, and days of the week. of the community as well as facilitators and barriers related to implementing structured PA in ECE settings. Incorporate local champions and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or other data from assessments, community engagement activities, and implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish and cultivate relationships with partners such as WIC, local childcare planning councils and School Based Health Center if applicable. Educate partners about the benefits and importance of physical activity health eating integration in ECE settings and provide guidance and support for implementation in ECE settings.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Develop and implement policies that support and promote physical activity to help children meet daily physical activity recommendations or guidelines.	PL, IM, MA



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based age appropriate structured PA opportunities to families and children ages 0-5 and staff work in ECE settings.	IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels such as newsletters, site-based events, flyers, posters; website to engage & empower caregivers and parents to implement changes at ECE sites and at home. Implement social media activities. Promote physical activity messages to parents community-wide (community bulletin boards, newsletters, etc.)	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Engage & empower caregivers and parents to implement changes on site and at home using educational tools and resources, posters and messaging consistent with State NEOPB Media messages.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide staff and caregiver training on appropriate use of tools and resources related to structured PA in ECE settings. Support and assist participants in developing policy and systems change standards for their settings.	IM, MA, MO

Physical Activity in Schools (non-PE) (Children ages 5-17)

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess access, environment and need by determining whether there is already PA breaks, structure PA during recess, other offered during/after school using S-PAPA or garden activity, Healthy Schools Assessment. POST: Assess environment in relation to PA changes and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify and engage local influencers such as youth, Parent Teacher Associations, community members, SNAP-Ed population. Present assessment results and/or educate on the benefits and impact of additional PA opportunities at school. Leverage relationships with influencers to generate support for implementing PA opportunities. Engage local influencers consistently throughout planning, implementation, and maintenance PA opportunities in school. Work with garden coordinators to provide opportunities to engage in daily quality physical activity using school gardens	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage teachers, parents and youth in assessment and/or present assessment results if applicable. Gather parent and youth feedback and input on the needs and desires PA opportunities as well as facilitators and barriers related to PA in schools. Incorporate needs into the project planning through engaging them through meetings, listening sessions.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Identify and engage appropriate partners such as PE staff, School administration, ECE partners, and school based Health center representation for planning and implementation of a school health assessment to determine current status of PA during/after school and current or future opportunities that may exist. Include after school, ECE and school-based health center representatives if your school is host to any of these programs and services.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Meet with school wellness committees, and other appropriate workgroups to provide summary of assessment results and opportunities that exist to increase PA. Share research related to increased learning and PA. Assist Wellness Committees to integrate PA policies (non-PE related) to support overall maintenance of PA in schools. Look for opportunities to engage young adult leaders as a part of these efforts.	PL, IM, MA
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based PA education specific to target population (add additional detail as necessary).	IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce PA opportunities in conjunction with healthy eating and active living messaging through promotional and education materials to reinforce health benefits of physical activity and healthy eating. Provide self-guided learning displays, posters, and educational boards throughout the school campus and cafeteria that reinforce and encourage physical activity. Provide activity messages during morning announcements.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Based on opportunities that exist, and or new opportunities provide technical assistance and training to teachers, staff aides, and school/afterschool staff on support materials to increase PA offered during school or after school. Include ECE and school-based health center representatives if your school is host to any of these programs and services.	IM, MA, MO

## Places that Sell or Distribute Food & Beverages

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based education to reinforce behavioral economic strategies to reach customer/client population using curriculum related to purchasing healthy items, and food resource management.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of farmers markets, food banks/pantries, and/or retail settings using observational or intercept surveys to identify facilitators and barriers to access to food. Assess for external marketing and promotion, and current food distribution/retail sites. POST: Assess environment in relation to {changes made} and/or client impact.	PL, MO
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of farmers markets, food banks/pantries, and/or retail settings using observational or intercept surveys to identify facilitators and barriers to access to food. Assess for interior signage and promotion, product placement, and pricing strategies and incentives. POST: Assess environment in relation to {changes made} and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers [SNAP-Ed population + key stakeholders such as chambers of commerce, youth organizations, storeowners, retail coalitions, farmer or farmers market associations and food banks]. Present assessment results and/or educate on the benefits and impact of working in the SHOP domain. Leverage relationships with influencers to generate support for existing (work) and/or additional (work) around improved and/or expanded food access among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of selected interventions.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers (could include city council, Business Improvement Districts, policy makers, Agricultural Commissioners). Present assessment results and/or educate on the benefits and impact of working in the SHOP settings to improve the food environment. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded external marketing and promotion, and current food distribution/retail sites among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	level consistently throughout planning, implementation, and maintenance of selected interventions in SHOP settings.	
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to facilitators/barriers related to healthy food and identify potential priority areas. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic to generate action.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with organizations that have an interest in the retail environment such as Tobacco Control, Alcohol Prevention, Sexually Transmitted Diseases Prevention, education institutions, Food banks, and other community-based organizations to collaborate and support healthy food retail and access interventions across sectors.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities regarding making healthy food choices. Communicate through various appropriate channels (Newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to store owners and/or food bank/pantry managers related to policy development and implementation and sustainability related to external marketing, promotion and placement.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to</b>	Provide training and technical assistance to store owners and/or food bank/pantry managers to support product placement, pricing incentives, and/or signage and	IM, MA, MO

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p><b>appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b></p>	<p>promotion. Training and TA may include healthy food procurement (how to find healthy food distribution; collective buying; food hubs), site sharing, access points and the establishing MOUs. Provide TA around food storage, food safety, and healthy checkout isles. Engage storeowners to become peer-to-peer trainers.</p>	

## Places that Serve Food & Beverages

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education that reinforces healthy eating behavior to K-12 students. Complement that education with taste testing of fruits and vegetables available in the school environment.	IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers SNAP-Ed population + school nutrition and/or childcare staff. Present assessment results and/or educate on the benefits and impact of SLM and/or SMT, and identify staff priorities for the school cafeteria and/or eating space. Leverage relationships with influencers to generate support for existing (work) around improved and/or expanded lunchrooms and eating spaces. Engage local influencers consistently throughout planning, implementation, and maintenance of food and beverage service improvements.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers including school or childcare administrators, food service directors, or others. Present assessment results and/or educate on the benefits and impact of SLM/SMT. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded interest in healthy eating environments among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of SLM/SMT.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results to school nutrition staff, identify priorities, and develop an action plan for staff to implement 3-5 SLM/SMT Strategies. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to cafeterias and meal times. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with youth, potentially through Youth Participatory Action Research, to inform cafeteria changes and share findings with appropriate stakeholders. Youth may also be activated to lead nutrition education opportunities or support events. Engage	IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	additional partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	<p>Promote, support and reinforce messages consistent with DE and other activities including self-guided learning displays, posters, and educational boards throughout the school campus and cafeteria that reinforce and encourage healthy food and beverage choices.</p> <p>Communicate through various appropriate channels (including morning announcements, newsletters, site-based events, flyers, posters, websites, health fairs, etc.). Host school events that promote the Smarter Lunchrooms Movement (SLM) work/activities (e.g. Back to School Night).</p> <p>Utilize state-developed messages as appropriate. Participate in community events and Days of Action related to healthy food choices.</p>	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to assistance to staff on the implementation of the SLM/SMT action plan.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to appropriate wellness committees and decision makers to support the inclusion of Smarter Lunchroom Movement (SLM) specific language in school and/or district wellness policies.	IM, MA, MO



## Portion Size

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education that includes education regarding healthy appropriate portion size and healthy drink consumption to target population.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess the environment to understand the current standards for portion sizes for foods and beverages. POST: Assess environment in relation to portion sizes and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers such as parents, youth leaders, restaurant owners, business owners, and/or business leaders. Present assessment results and/or educate on the benefits and impact of portion size limits. Leverage relationships with influencers to generate support for existing work and/or additional work around improved and/or expanded portion size limits among community members. Incorporate local champions and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as the mayor, city council, city staff, city manager and/or directors. Present assessment results and/or educate on the benefits and impact of portion sizes, including best practices sharing of best practices and sharing of outcomes from model policy. Leverage relationships and generate support for existing work and/or additional work around improved portion size limits among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of portion size limits.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to limiting portion sizes. Engage community on policy viability (feasibility).	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around portion sizes.	IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with organizations that have a vested interest in nutrition and health outcomes to support portion size work.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.). <ul style="list-style-type: none"> <li>• Utilize state developed materials including Rethink your Drink, Be Better, and/or other statewide media related to beverages.</li> </ul> <p>Craft and disseminate press releases regarding beverage policy adoption and successes after implementation.</p>	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to community champions to be a part of the policy campaign. Provide training and technical assistance to residents to be part of the implementation and monitoring of policy.	IM, MA, MO

## Safe Routes

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based education on bike/walk to school day, walk/roll challenges, walking school bus, bike trains, bike rodeo, bike skills group ride, to the target populations such as peer mentors for school student leaders (add additional detail as necessary).	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of [site/organization/jurisdiction] in relation to assessing pedestrian and bike safety, as well as community readiness. POST: Assess environment in relation to assessing pedestrian and bike safety, as well as community readiness, and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (parents, teachers, seniors, and youth), SNAP-Ed population + others}. Present assessment results and/or educate on the benefits and impact of safe and active transportation. Leverage relationships with influencers to generate support for existing Safe and active interventions and/or engage them to support maintenance efforts and post assessments. Engage local influencers consistently throughout planning, implementation, and maintenance of safe and active transportation projects.	PL, IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify and recruit safety officers, champions and other community members to continually do scans. Present assessment results and/or educate on the benefits and impact of safe routes. Leverage relationships with influencers to generate support for existing (work) and/or additional (work) around improved and/or expanded safe routes among community members.	MA, MO
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers Including county and city government departments (planning, public works, public safety, school districts, Local Education Agencies, etc.). Present assessment results and/or educate on the benefits and impact of safe routes Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded engagement and support among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of safe routes.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Establish a local coalition and/or workgroup to support planning, implementation, and maintenance of safe routes interventions.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities related to safe routes. Communicate through various appropriate channels utilizing signage, markers, place cards, promotional events, and other messaging/communication channels to disseminate information.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide TTA to safety officers, schools, Parent Teacher Associations, city staff and/or community members that support and advance new and/or improvements to environmental assets that promote walking and biking (sidewalks, bike lanes/signage, benches, lightening, crosswalks, etc.) for all ages.	IM, MA, MO

## School Wellness Policy

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based related to PA, healthy eating and gardens to engage stakeholders and support policy implementation with the specific to target population such as students, school administration, PTA's, Site council, After school programs etc.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	POST: Assess environment in site-specific schools where implementation has occurred. Conduct client centered post assessment surveys to determine effectiveness	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (teachers, students, parents, administrators, school nutrition services etc.) SNAP-Ed population + others. Present assessment results and/or educate on the benefits and impact of wellness polices in schools. Leverage relationships with influencers to generate support for updating existing or establishing new school wellness policies. Engage local influencers consistently throughout planning, implementation, and maintenance of the policies.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision maker (school board members, superintendent of schools, county office of education, etc.) to resent assessment results and/or educate on the benefits and impact of school wellness policies. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of school wellness policies.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to School wellness policies. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report	IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>with appropriate stakeholders.</b>	results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, School Wellness Policy requirements and the final rule.	
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Post intervention share assessment results with decision makers and key stakeholders such as School board members, principals, County office of education etc. to promote successful interventions.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with schools, nutrition services, office of education, first five, public health departments professional or community partners/coalitions to advance the development and implementation of an action plan based on the needs assessments. Connect with other school partners such as First five, LHD's, to determine a unified and coordinated approach that supports the school(s).	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend local school wellness policy meetings and planning workgroups to assist with policy development and implementation planning. Assist in developing a monitoring the action plan once implemented.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities related to school wellness policy initiatives. Communicate through various appropriate channels posters, school newsletters, social media, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training & technical assistance (TA) to key stakeholders, such as PTA's, School administration, site councils based on the action plan. Provide assistance in the development of policy language.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or</b>	Provide training and technical assistance to Specific sites implementing pieces of the wellness policy or action plan.	IM, MA, MO

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<p>groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</p>		

## Site or Organizational Wellness Policy

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education and physical activity promotion specific to target population.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of site and/or organization in relation to wellness policies. Include assessment of strengths and gaps, physical environment, priorities, and opportunities. POST: Assess environment in relation to wellness policies and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population, site leadership and staff). Present assessment results and/or educate on the benefits and impact of Wellness Policies. Leverage relationships with influencers to generate support for existing policies and/or additional work around improved and/or expanded wellness policies among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of wellness policies.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as site and/or organizational leadership, administrators, directors, etc. Present assessment results and/or educate on the benefits and impact of wellness policies. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded wellness policies among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of wellness policies.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to wellness policies. Incorporate local champions and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage	IM, MA



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded professional or community partners/coalitions to advance the development and implementation of wellness policies. Work toward unified and coordinated approach that support the site(s).	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to appropriate site and/or organizational leadership and staff to support the development, implementation and maintenance of wellness policies.	IM, MA, MO

## Shared Use Agreements

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based [INSERT APPROPRIATE – nutrition/garden/PA/etc.] specific to target population [add additional detail as necessary].	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment of underserved communities in relation to neighborhood parks, PA access space, unmet recreation needs, assess client need.  In partnership with community members, youth, and/or community leaders, draft an asset map of communities with low access to free and open spaces for physical activity	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers' community members, youth, PTAs, Community Based Organizations and the SNAP-Ed population. Present assessment results and/or educate on the benefits and impact of PA and shared use agreements. Leverage relationships with influencers to generate support for increase access to PA. Engage local influencers consistently throughout planning, implementation, and maintenance of the project.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers city/county council, school board member, site administrator, influential staff and present assessment results and/or educate on the benefits and impact of PA and shared use agreements. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded shared use agreements among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance the project.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members, youth, and/or community leaders in assessment and/or present assessment results if applicable. In partnership with the community draft, an asset map of communities with low access to free and open spaces for physical activity Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to PA. Incorporate local champions and community members' vision and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with physical activity advocate groups, gardening groups, food distribution groups, local leaders, administrators, law enforcement and other community groups to identify opportunities to support similar requests from community. Discuss how programs can work together towards the same goal and reduce duplication where possible.	PL, IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with [funded and unfunded as applicable to overall work plan community change goals] professional or community partners/coalitions to advance the development and implementation of [strategy].	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Meet with appropriate workgroups or committees such as school wellness committee, city government or school district site governance groups there is interest in adopting a shared use agreement.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce PA messages consistent with DE and other activities related to increased access/shared use agreements to support PA. Communicate through various appropriate channels to promote the PA space opportunity at various sites (using newsletter, signage, listservs, social media, etc.) that might be interested in delivering the PA programming.	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems,</b>	Provide training, technical assistance and support to agencies and organizations implementing this policy by providing w sample policies and identify steps to ensure qualifying schools/districts/communities have the support to develop and implement formal joint use agreements for recreational, garden, and cooking facilities with surrounding community agencies, parks, community centers, faith-based sites, and/or other resources.	IM, MA, MO

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
and/or environmental components of focus area strategies.		

## Stencils

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide complementary Direct Education using evidence-based curriculum that includes objectives of physical activity promotion.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Identify and assess sites for need and readiness, such as preschools, childcare sites, schools, FQHCs, School-based Health Centers, Parks and Recreation sites, low-income housing developments, and other sites where eligible individuals spend significant time and could be encouraged to engage in PA etc. POST: Conduct a post evaluation of stencil area use, such as who used it, how was it used, estimated number of users, number and type of implementation sites, pre/post change in average daily minutes of PA, etc.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify and establish relationships with local influencers such as Child Care Resource and Referral Agencies, CACFP Sponsors, First 5 County Commissions, County Offices of Education, School Districts, Parent Advisory Boards, School Wellness Policy Councils, Parent Teacher Organizations, Student Body Leadership, Resident Advisory Boards, and Champion Providers. Discuss the benefits of the project's targeted healthy behaviors to enhance outdoor PA opportunities within the organization. Engage local influencers consistently throughout planning, implementation, and maintenance of the Stencil project.	PL, IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Discuss the benefits of the project's targeted healthy behaviors to enhance outdoor PA opportunities with local champions and community members. These can include Child Care Resource and Referral Agencies, CACFP Sponsors, First 5 County Commissions, County Offices of Education, School Districts, Parent Advisory Boards, School Wellness Policy Councils, Parent Teacher Organizations, Student Body Leadership, Resident Advisory Boards, and Champion Providers etc.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational,</b>	Identify key decision makers such as Parks and Recreation commission, site directors etc. and discuss the benefits of the stencil project. Engage decision-makers at the site,	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>and/or community level local decision-makers and officials.</b>	organizational, and/or community level consistently throughout planning, implementation, and maintenance of the project.	
<b>CE (3d): Conduct information sharing and gathering forums with appropriate stakeholders.</b>	Regularly meet, share and/or gather data from assessments, community engagement activities, implementation progress, successes, solutions for challenges, and report results with community stakeholders. Engage partners with common goals to leverage relationships, support and funding opportunities. If appropriate, host convenings around specific, timely topic.	IM, MA
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish relationships and recruit members for stencil implementation workgroup, including but not limited to staff, educators, administrators, parents, community members and students/youth. Engage unfunded partners such as paint and supply stores, teachers, PTO, parents, and the community to support the project such by providing additional materials and supplies for stencil project. Identify and contact local Stencil Kit Host contacts to secure use of stencils.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Work with stencil implementation workgroup to observe and determine how space is used, optimal layout and any safety concerns. Develop stencil design layout, implementation/maintenance plan and timeline. Schedule and prepare for paint day. Paint stencil project. Provide for regular maintenance of project site to minimize debris buildup and touch up paint as needed, or on a regular basis.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within strategy. Communicate through various appropriate channels or display information and resources that increase awareness of healthy eating and active living messages, such as mass communications, newsletters, flyers, posters and website updates.	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to organizations or sites implementing the stencil project on the benefits of promoting active play, encouraging PA and specific painted stencil activities.	IM, MA, MO
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance for written policies that promote PA and the removal of potential barriers to daily, quality PA.	IM, MA, MO

## Vending

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based direct nutrition education to adults and children at sites.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need for healthier options in vending. Implement assessment or use results from existing assessments regarding current vending practices and agreements. Include aspects that measure support and readiness for change. Review the existing vending system and sources. POST: Assess environment in relation to vending changes and/or client impact. Track trends over time.	PL, MO
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers including site leadership, directors, site wellness group, local clinic or hospital, food bank/pantry site manager, local hospital leadership/foodservice managers to engage and educate decision makers on the benefits and steps toward healthier food/beverage vending options. Present assessment results and/or educate on the benefits and impact of healthy vending. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded vending agreements among leadership, staff, outside funders, etc. Engage decision-makers at the site, organizational, and/or community level consistently throughout planning, implementation, and maintenance of healthier food/beverage vending options.	PL, IM, MA
<b>CE (3c): Engage community in priority planning and implementation.</b>	Engage community members in assessment and/or present assessment results, if applicable. Gather community feedback and input on the needs and desires of the community as well as facilitators and barriers related to healthy vending. Incorporate local champions, community members' vision, and high priority needs into the project planning through engaging them through meetings, listening sessions, surveys, etc.	PL, IM



Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded partners as applicable to advance the development and implementation of improved vending agreements for healthier nutrition. Support partnerships with vendors or procurement sources that offer healthier options. Promote the importance of healthy site policies that include nutrition standards inclusive of procurement, vending, sales, and marketing.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with site liaisons to identify any existing and relevant workgroups or committees addressing nutrition standards, procurement and/or vending. Develop an influence map to determine where and how key related decisions are made and where responsibilities lie. If no workgroup exists, consider establishing a nutrition standards committee.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities related to healthy eating. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to on site staff responsible for developing and implementing vending policies and agreements. Promote the importance of healthy site policies that include nutrition standards inclusive of procurement, vending, sales, and marketing. Train appropriate individuals (i.e. individuals responsible for development and implementation of policies).	IM, MA, MO

## Water Access and Appeal

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
<b>DE (1a): Evidence-based education appropriate for the target population with an educator actively engaging participants in the learning process through delivery of an evidence-based intervention.</b>	Provide evidence-based nutrition education on the consumption of water in place of sugary beverages specific to target population.	IM, MA
<b>ASMT (2a): Conduct appropriate community level and setting-based needs assessments.</b>	PRE: Assess readiness, environment and client-need of site in relation to water access and appeal. This could include assessment of # and types of water stations, functionality or safety of water outlets, compliance to existing standards, etc. POST: Assess environment in relation to water access and appeal and/or client impact.	PL, MO
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population, teachers, students, residents, administrators, site staff and leadership, etc.). Present assessment results and/or educate on the benefits and impact of water access and appeal. Leverage relationships with influencers to generate support for existing work and/or additional work around improved and/or expanded water access and appeal among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of initiatives around water access and appeal.	PL, IM, MA
<b>CE (3a): Cultivate relationships with and educate appropriate local champions/influencers and community members.</b>	Identify local influencers (SNAP-Ed population, county drinking water organizations, students, community groups, resident groups, site staff, water utility leaderships, drinking water advocacy organizations, etc.). Present assessment results and/or educate on the benefits and impact of water access and appeal. Leverage relationships with influencers to generate support for existing work and/or additional work around improved and/or expanded initiatives around water access and appeal among community members. Engage local influencers consistently throughout planning, implementation, and maintenance of water access and appeal.	PL, IM, MA
<b>CE (3b): Cultivate relationships with and educate site, organizational, and/or community level local decision-makers and officials.</b>	Identify key decision makers such as school boards, water utilities, CA Department of Education, teacher associations, employers, administrators, and other leaders. Present assessment results and/or educate on the benefits and impact of increased access to fresh, clean drinking water and to generate support for improvements. Leverage relationships and generate support for existing work and/or additional work around improved and/or expanded water access and appeal among leadership, staff, outside funders, etc. Engage decision-makers at the site,	PL, IM, MA

Activity Category & Language	How to make this activity specific for this strategy (and/or setting)	Program Stages
	organizational, and/or community level consistently throughout planning, implementation, and maintenance of initiatives around water access and appeal.	
<b>C&amp;C (4a): Identify and meet with appropriate funded and unfunded partners for program planning and implementation (tracking of local funding for community change strategies).</b>	Establish, cultivate, and maintain relationships with funded and unfunded professional or community partners/coalitions to advance the development and implementation of water access and appeal. This may include seeking outside funding sources for the obtainment, installation, and maintenance of hydration stations, filtration systems, and other water access and filtration equipment and infrastructure.	PL, IM, MA
<b>C&amp;C (4b): Meet and work with appropriate committees and workgroups engaged in planning, implementation, and maintenance.</b>	Attend and work with stakeholder groups, site leadership, and appropriate committees to identify current efforts for improved access to water.	PL, IM, MA
<b>IE (5a): Engage SNAP-Ed eligible population using indirect education strategies and channels to share healthy eating and active learning information.</b>	Promote, support and reinforce messages consistent with DE and other activities within nutrition standards. Communicate through various appropriate channels (newsletters, site-based events, flyers, posters, websites, health fairs, etc.).	PL, IM, MA
<b>TTA (6A): Provide training and technical assistance to appropriate individuals or groups to educate and adopt, implement, maintain, and sustain policy, systems, and/or environmental components of focus area strategies.</b>	Provide training and technical assistance to appropriate site leadership and staff to support water access and appeal. This may include training around hydration station maintenance, tap water promotion, how to read the Consumer Confidence Report, tap water safety practices, etc.	IM, MA, MO