

Form Instructions

FY 2010 Preschool Track Programming Summary and Statement of Work

GENERAL INSTRUCTIONS

1. Print a copy of these instructions. Print a copy of the FY 2010 Preschool Track Description.
2. Open the FY 2010 Preschool Track Programming Summary and Statement of Work form.
3. Complete a Programming Summary table. (See Section A)
4. Complete Statements of Work. (See Section B)
5. Use the Tab key to move through the Preschool Track Programming Summary and Statement of Work form.

Refer to the Sample Preschool Track Programming Summary and Statement of Work form for additional guidance.

A. PROGRAMMING SUMMARY INSTRUCTIONS

1. When the document is opened the cursor will be in the form field labeled: **Local Partner Agency**. Enter the name of your agency, e.g. ABC Community Services, Inc. Press the Tab key to move to the next form field, **Local Partner Project Name**. Enter the name your agency has given to its TRACKS project, e.g. Enjoying Activity and Tasty Food (EAT Food). If your agency does not assign a name to its TRACKS project, leave this field blank. Press the Tab key to move to the next form field.

Instructions #2-8 below each contain an image from the table on page 1 of the FY 2010 Adult/Senior Track Programming Summary and Statement of Work form. The image is intended to help you identify columns on the Programming Summary table. Use the image and associated instructions, *Important Definitions*, and *Helpful Tips* to guide your completion of each field on the Programming Summary table.

Instructions #2-7 below refer to proposed direct education programming. **Direct Education** is defined by FNS as interventions where a participant is actively engaged in the learning process with an educator and/or interactive media. For an activity to qualify as direct education, information on the number of individuals, SNAP participation, age, gender, and race/ethnicity must be collected.

Target Audience Subgroup	
1	
2	
3	
4	

2. **Direct Education - Target Audience Subgroup**. Enter a name for one subgroup of Preschool Track programming. Press the Tab key to move to the next form field.

Helpful Tips:

Choose subgroups that encompass major areas of programming; subgroups may be selected based on the programming provided (curricula, strategies, etc.), the age of the target audience, or other such unifying characteristics. Examples of subgroups are: **Preschools, Preschools-Caregivers, Head Start sites**.

A total of four separate subgroups (one subgroup per row) can be described in the Programming Summary table. Local Partners may designate fewer than four subgroups. If proposed number of subgroups exceeds the capacity of this form, contact the TRACKS Management Entity (TRACKS ME) prior to proposal submission.

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Objectives:

- For Preschoolers:
- 1) MyPyramid for Preschoolers
 - 2) Recognize F&V
 - 3) Taste F&V
 - 4) Recognize Healthy Snack/Beverage
 - 5) Taste Healthy Snack/Beverage
 - 6) Recognize Calcium
 - 7) Taste Calcium
 - 8) Physical Activity
- For Caregivers:
- 9) Identify MyPyramid food groups/variety
 - 10) Identify reasons for MyPyramid variety
 - 11) Physical Activity

3. **Direct Education - Objectives.** Enter the number that corresponds to each objective covered by proposed direct education programming for this subgroup. Separate numbers with a comma. Press the Tab key to move to the next form field.

Helpful Tips:

Refer to the Preschool Track goals and objectives on page 1 of the Preschool Track Description. Please note there are specific objectives for preschoolers and for their caregivers under both goals.

4. **Direct Education - Strategy.** Enter the number that corresponds to each strategy used to implement proposed direct education programming for this subgroup. Numbers that correspond to each strategy are shown in the image to the left of this instruction; e.g. entering the number 1 represents the single class strategy. Separate numbers with a comma. Press the Tab key to move to the next form field.

Strategy:

- 1) Single Class
- 2) Series Class, 2-4 sessions
- 3) Series Class, 5-9 sessions
- 4) Series Class, 10+ sessions
- 5) One-on-One
- 6) Assembly
- 7) Multimedia

Important Definitions

Single Class – “stand alone” nutrition education sessions that covers one or more objectives. They target populations that may not be able to consistently attend a series class; single classes are also sometimes used as a recruitment method to generate further interest in nutrition education.

Series Class – two or more consecutive lessons planned as an orderly progression of information. Each class builds upon material covered in the previous lesson and introduces new subject matter.

One-on-One – an education session to individual members of the target audience. Sessions are generally brief, and focus on one objective.

Assembly – programs presented once a week that include interaction between the preschoolers and presenter. Assemblies can be used to address SNAP-Ed concepts in a stimulating and entertaining format. In order to extend and reinforce messages provided by this strategy, follow up sessions can be conducted by classroom teachers.

Multimedia – web modules, online activities, computer games, video presentations, music, performance art, podcasts, or other “non-traditional” programming. Note: To be considered direct education, multimedia strategies must be interactive, generate participant responses, and be able to capture required demographic information.

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Curricula:

- 1) Chef Combo
- 2) Eat Well, Play Hard
- 3) Families
Understanding
Nutrition (F.U.N.)
- 4) Keystone Color Me
Healthy
- 5) MyPyramid for
Preschoolers

5. **Direct Education - Curricula.** Enter the number that corresponds to each curriculum used to cover objectives selected for the subgroup. Numbers that correspond to each curriculum are shown in the image to the left of this instruction; e.g. entering the number 2 represents *Eat Well, Play Hard*. Separate numbers with a comma. Press the Tab key to move to the next form field.

Helpful Tips:

Review the table on page 4 of the Preschool Track Description for information about these curricula.

Supporting Materials:

- 1) Iowa Veggie Grant
- 2) Lunchbox Chatter
- 3) Nutrition in Every
Theme
- 4) State Nutrition
Action Plan materials

6. **Direct Education - Supporting Materials.** Enter the number that corresponds to each material used to support selected curricula for this subgroup. Numbers that correspond to each supporting material are shown in the image to the left of this instruction; e.g. entering the number 3 represents *Nutrition in Every Theme*. Separate numbers listed with commas. Press the Tab key to move to the next form field.

Helpful Tips:

Review the table on page 4 of the Preschool Track Description for information about these supporting materials.

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Estimate of Reach:	
Unduplicated Participants	Number of Contacts

7. **Direct Education – Estimate of Reach.** Enter the estimated number of unduplicated participants reached through all proposed direct education for this subgroup in fiscal year 2010 (October 1, 2009 – September 30, 2010). Press the Tab key to move to the next form field. Enter the estimated number of contacts for all proposed direct education with this subgroup in fiscal year 2010 (October 1, 2009 – September 30, 2010). Press the Tab key to move to the next form field.

Important Definitions:

Unduplicated Participants – refers to different individuals who receive TRACKS direct education during one fiscal year. When an individual (participant) receives direct education a second or subsequent time in one fiscal year, s/he is referred to as a duplicated (repeat) participant.

Nutrition education **Contact** – is an interaction in which a TRACKS participant participates in a direct education activity. The number of unduplicated participants plus the number of times each unduplicated participant has repeated participation in TRACKS programming equals the number of contacts.

Sample Calculation of Unduplicated Participants and Number of Contacts:

The EAT Tasty Food project provides direct education programming to a subgroup of participants entitled **Preschools**.

	UP*	Contacts
A twelve-session series class is planned for this subgroup. Approximately 300 children (unduplicated participants) will participate.	300	3,600
One of the preschool sites receiving the series class also plans to conduct an assembly. Approximately 50 children (duplicated participants) will attend.	0	50
**Totals	300	3,650

*UP = unduplicated participants

** Total unduplicated participants and total contacts are entered in row for corresponding subgroup on the Programming Summary table.

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Indirect Education*
<p style="text-align: center; margin: 0;">Strategy:</p> <p>1) Posters, Bulletin Boards, Displays</p> <p>2) Announcements</p> <p>3) DPR, DVD, video</p> <p>4) Fairs, Community Event, Exhibits</p> <p>5) Food Demos / Tastings</p> <p>6) Newsletters</p> <p>7) Fact sheets, Pamphlets</p> <p>8) Website</p>

8. **Indirect Education – Strategy.** Enter the number(s) that correspond to each proposed indirect education strategy for this subgroup. Consider all proposed indirect programming, i.e. indirect education that supports direct education and indirect education that stands alone. Do **NOT** include indirect strategies that are utilized as part of a direct education encounter (e.g. you would **not** select “5” for a single class that contains a food tasting). Press the Tab key to move to the next row in the Programming Summary table. Repeat these instructions for each subgroup (row) in the programming summary table.

Important Definitions:

Indirect Education is defined by FNS as the distribution of information and resources, including any mass communications, public events, and materials distribution that **DO NOT** meet the definitions of Direct Education (see page 1) above.

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

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

Newsletters: Newsletters are printed nutrition education materials that generally focus on multiple nutrition education objectives.

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

Helpful Tips:

When all proposed subgroups have been described in the table, keep pressing the Tab key until the cursor moves to page 2. Then follow the instructions for the Statement of Work.

B. STATEMENT OF WORK INSTRUCTIONS

Use the instructions in this section to provide a separate Statement of Work for each proposed **Target Audience Subgroup** listed in the Programming Summary table. Each subgroup corresponds to a numbered row in the Programming Summary Table (see page 1, instruction #1) above. The Statement of Work for each subgroup includes a numbered “auto-fill field” as well as form fields for sections **a-h**. Instructions are provided for each field. Begin by completing the Statement of Work for the subgroup listed in row 1 of the of the Programming Summary table.

1. This is an “auto-fill field”; the subgroup name entered in row 1 of the Programming Summary table should appear here. *Helpful Tip:* If the subgroup name does not appear in the Statement of Work – select the Print Preview option in the Print menu. Close out of the Print Preview window. Subgroup name should now appear in the Statement of Work.

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Pressing the Tab key from the Programming Summary will bring the cursor to the form field for section **a. Recruitment Methods**. Specific instructions are provided for each section of the Statement of Work. *Helpful Tip:* When typing the requested information within each section, press the return key to separate text into paragraphs.

a. Recruitment Methods: Describe how your agency will inform potential SNAP-Ed participants about available direct and indirect education programming for this subgroup.

b. Direct Education Conducted by TRACKS Staff: Provide a description of proposed direct education programming to be conducted by TRACKS staff for this subgroup. Structure your response to provide a plan for each strategy selected on the Programming Summary. Indicate if food tastings are implemented as part of direct education conducted by cost share staff; include an estimated number of contacts for food tastings.

c. Direct Education Conducted by Cost Share Staff: Provide a description of proposed direct education programming to be conducted by cost share staff for this subgroup. Structure your response to provide a plan for each strategy selected on the Programming Summary. Indicate if food tastings are implemented as part of direct education conducted by cost share staff; include an estimated number of contacts for food tastings.

d. Indirect Education Supporting Direct Education: Explain how indirect education strategies are used in support of direct education strategies selected for this subgroup. Include number of events, issues, or themes for each indirect education strategy selected. If food tastings are selected on the Programming Summary table, include an estimated number of contacts (see page 3, instruction #7, *Important Definitions*).

e. Stand Alone Indirect Education: Indirect education activities for a subgroup are considered to be stand alone if there is no direct education provided to this target audience segment. Provide a description of proposed stand alone indirect education for this subgroup; include objectives addressed and curricula/supporting materials that will be utilized. Include number of events, issues, or themes for each strategy selected. Estimate number of unduplicated participants (see page 3, instruction #7, *Important Definitions*). If food tastings are selected on the Programming Summary table, include an estimated number of contacts (see page 3, instruction #7, *Important Definitions*).

f. Direct Education - Collection of Unduplicated (Participant) Counts: Briefly describe procedures your agency will use to collect and report unduplicated participant (see page 3, instruction #7, *Important Definitions*) counts for this subgroup.

g. Direct Education - Collection of SNAP Status and Other Demographics: Briefly describe procedures your agency will use to collect and report SNAP status and other demographics for unduplicated participants (see page 3, instruction #7, *Important Definitions*) in this subgroup.

h. Evaluation: Provide a detailed description of evaluation activities your agency will use to evaluate proposed education for this subgroup. **Press the Tab key when finished to move to the Statement of Work for the subgroup listed in Row 2 of the Programming Summary table.**

2. This field will automatically fill with the subgroup name entered in row 2 of the Programming Summary table. Complete Statement of Work sections **a-h** according to the instructions and examples above. Press the Tab key when finished to move on to the Statement of Work for the subgroup listed in Row 3 of the Programming Summary table.

3. This field will automatically fill with the subgroup name entered in row 3 of the Programming Summary table. Complete Statement of Work sections **a-h** according to the instructions and examples above. Press the Tab key when finished to move on to the Statement of Work for the subgroup listed in Row 4 of the Programming Summary table.

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4. This field will automatically fill with the subgroup name entered in row 4 of the Programming Summary table. Complete Statement of Work sections **a-h** according to the instructions and examples above.