

ASPHN Farm to Early Care and Education Implementation Grant (FIG)

2022-23 INFORMATION PACKET - YEAR THREE



Association of State Public Health Nutritionists
PO Box 37094 • Tucson, AZ 85740-7094
[tel & fax] 814-255-2829 • www.asphn.org

Table of Contents

| | |
|---|-----------|
| <u>Funding Overview</u> | 3 |
| <u>Introduction to the ASPHN FIG Program</u> | 4 |
| <u>Background on Farm to ECE</u> | 5 |
| <u>FIG Funding Background</u> | 6 |
| <u>FIG Driver Diagram</u> | 7 |
| <u>FIG Benefits and State Expectations</u> | 11 |
| FIG Benefits | |
| Year 3-Specific Benefits | |
| Year 3 FIG Expectations | |
| <u>Year 3 FIG Funding Details</u> | 16 |
| FIG Fiduciary Agent | |
| FIG Budgeting | |
| Additional Year 3 Budget Considerations | |
| <u>FIG Lead (or Co-Lead) Expectations</u> | 18 |
| FIG Leadership Benefits and Logistics | |
| FIG Leadership Expectations | |
| <u>FIG Reporting Expectations</u> | 19 |
| <u>Appendices</u> | 20 |
| Appendix I: FIG Timeline | |
| Appendix II: Farm to ECE Resources | |
| Appendix III: Acknowledgement Statements | |
| Appendix IV: Additional Strategy Ideas | |
| Appendix V: References | |

ASPHN's Farm to ECE Implementation Grant (FIG) is supported by the Centers for Disease Control and Prevention (CDC) of the United States (U.S.) Department of Health and Human Services (HHS) as part of cooperative agreement number NU380T000279 (total of \$2,295,000). This resource is wholly supported by the FIG, which is funded by the Division of Nutrition, Physical Activity and Obesity (DNPAO)/ National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) /CDC/HHS. The contents of this resource are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, DNPAO/NCCDPHP/CDC/HHS, or the U.S. government.

Funding Overview

Funding Opportunity Title: Association of State Public Health Nutritionists (ASPHN) 2022-23 Farm to Early Care and Education (ECE) Implementation Grant (FIG)

FIG Funding Amount: up to \$63,000 per state (includes travel subsidy)

FIG Project Period: November 1, 2022 - June 30, 2023

FIG Funding Eligibility: Funding is available to the 11 competitively-selected 2020 FIG recipients. No new FIG applications are being accepted.

Award Mechanism: FIG awards will be a subaward to your state from an original federal award entitled: *Strengthening Public Health Systems and Services through National Partnerships to Improve and Protect the Nation's Health* [FAIN: NU38OT000279, CFDA number -93.421, Federal Award Dates 06/18/2020 for Year 1 FIG (03), 7/7/2021 for Year 2 FIG (04) and 6/6/2022 for Year 3 (05)]. The Association of State and Territorial Public Health Nutrition Directors (doing business as) the Association of State Public Health Nutritionists is the pass through entity, and CDC is the original federal awarding agency. For ASPHN, the Year 3 FIG budget period is 08/01/2022 to 7/31/2023, because of expanded authority this is different from the FIG funding and project period. This is not an R&D award.

Year 3 FIG Key Submission Dates:

Year 3 FIG Information and [Application Update](#) Release: by August 8, 2022

Year 3 [Application Update](#) and Budget Submission by September 15, 2022

Year 3 FIG Program Managers: Emia Oppenheim, PhD, MPhil, RDN, ASPHN FIG Program Manager, and Sophia Riemer, MPH, RDN, National Farm to School Network (NFSN) FIG Program Manager.

FIG Description: With funding from CDC DNPAO and in collaboration with NFSN, ASPHN is offering a third year of FIG funding and technical assistance (TA) opportunities for state level organizations to strengthen Farm to ECE initiatives statewide or at the state level. Funds will be dedicated to the implementation of policy, system or infrastructure changes that bolster robust, comprehensive Farm to ECE at the state level.



Introduction to the ASPHN FIG Program

The FIG is a funding and TA opportunity to support state-level public health nutrition professionals advancing Farm to ECE initiatives at the state level. FIG was started in 2020, renewed in 2021 and is now being renewed for a final year, Year 3 FIG. The focus of Year 3 will be to increase the capacity to implement policy, systems or environmental changes that facilitate long-term sustainable, comprehensive, and equitable Farm to ECE.

Comprehensive Farm to ECE initiatives are defined as Farm to ECE programs that promote, support and empower ECE settings to:

- purchase and serve local foods;
- grow edible gardens;
- embed food and agricultural literacy into the content of the ECE programming.

ECE settings, which include child care centers, family child care homes, preschool classrooms, and Head Start/Early Head Start programs, present an important opportunity

for healthy early childhood development, obesity prevention, and long-term health. ECE settings are a priority setting for the CDC's obesity prevention efforts in the US. CDC is supporting the FIG and its focus on Farm to ECE as an effective way to teach healthy habits at a young age, support local economies, and address equity.

Background on Farm to ECE

Farm to ECE is an evidenced-based nutrition intervention focused on increasing young children's access to local foods, gardens, food and agriculture education, and high quality ECE settings (SNAPEd Toolkit, 2018 and National Farm to School Network, 2021). Farm to ECE has many benefits, which impact the children in an ECE site but may also impact the ECE providers, children's families, and community. These benefits include increased access to fresh local produce, local economic development, advancing equity, understanding of farming and ecology, increased fruit and vegetable consumption, experiential learning, long-term influence on children's eating habits, and positive associations with the outdoors.

Published studies have documented Farm to ECE's association with children's increased new food acceptance and preference, fruit and vegetable consumption, knowledge of farming and food, parent engagement (Hoffman et al., 2017; Shedd et al., 2018; SNAPEd Toolkit and National Farm to School Network, 2018). These studies and others affirm that early childhood is an ideal time to introduce Farm to ECE (Baidal & Taveras, 2012). Birth to five years of age is a developmental time period when new food acceptance is critical and most malleable (Birch, 1999; Mennella & Trabulsi, 2012; Ventura & Worobey, 2013). Early childhood is also a time when habit development and interventions have lasting impacts (Campbell et al., 2014; Wen et al., 2012); and therefore the return on investment on early childhood health interventions is a potent justification for Farm to ECE (Campbell et al., 2014; Heckman, J., 2011; Reynolds et al., 2011).

Farm to ECE initiatives can adapt to diverse ECE types, capacities and resources. ECE sites can buy locally farmed foods from different sources including grocery stores, food hubs, or directly from producers. Foods offered in meals, snacks or taste tests may include local produce, eggs, meat, grains, or dairy. ECE sites, even those with limited space, can develop their own garden, indoors and/or outdoors. The garden can provide hands-on learning and produce for meals, snacks, or taste tests. ECE sites can incorporate nutrition-based curriculum or activities that include learning about agriculture, local foods, healthy eating, and the importance of supporting local agriculture. Farm to ECEs can provide experiential

learning opportunities in addition to garden-based learning, with trips to visit farms or related agricultural businesses. The versatility of Farm to ECE programming allows for numerous approaches for successful implementation, and the opportunity to meet multiple state or local standards while implementing the programming.

Farm to ECE can also play an important role in addressing equity. Farm to ECE can support health and educational equity by increasing access to and the promotion of:

healthy foods,
beneficial and positive outdoor environments,
experiential learning opportunities,
and quality ECE settings.

Farm to ECE local food purchasing practices can also drive equity in food systems by creating new markets for small producers, producers of color, and producers from historically marginalized groups. Additionally, Farm to ECE can be a powerful way to increase agency and support engagement of families in their child's education, nutrition and the local food system.

FIG Funding Background

The Year 3 FIG opportunity is supported by ASPHN's cooperative agreement with CDC (#NU380T000279-05). There are several projects within this cooperative agreement, all with the common goal of strengthening capacity in state, local, and tribal public health. One hundred percent of this project is funded by DNPAO/NCCDPHP/CDC/HHS. ASPHN is the lead organization for this project but working in conjunction with Farm to ECE advisory committee that includes experts in Farm to ECE, early childhood health and development, program evaluation, and ECE and public health systems. In addition, ASPHN is collaborating closely with CDC DNPAO and NFSN to manage the FIG.

Purpose: The focus of the FIG will be to increase the implementation of policy, systems or environmental changes that facilitate long-term sustainable, comprehensive, and equitable Farm to ECE. In addition, to sustain and fortify the FIG work plans, the FIG will also support state teams in the following:

- ✓ Strengthening and building diverse, multi-organizational, state Farm to ECE coalitions
- ✓ Networking and accessing other states and experts working on Farm to ECE
- ✓ Working towards sustainable local food systems in your state

- ✓ Expanding community and/or family engagement in Farm to ECE
- ✓ Increasing equitable implementation of Farm to ECE in your state
- ✓ Helping Farm to ECE stakeholders respond to COVID-19 and other challenges to ensure long-term sustainability.

Up to 11 recipient teams will participate in the Year 3 FIG. Each funded state will receive \$60,600. In addition, each state outside of Washington D.C. will receive an additional \$2,400 to cover travel costs for the required attendance at the December 2022 meeting (details below). The budget will span 8 months beginning November 1, 2022. FIG states align budgets and budget narratives with their written state-level work plan for Year 3 based, which is based on the FIG driver diagram (Figure 1).

FIG Driver Diagram

A driver diagram is a structured logic model with three or more levels and measurable components that can be applied to public health challenges (Institute for Healthcare Improvement, 2020). A typical driver diagram has 3 components – aim statement, primary drivers and secondary drivers, with an optional fourth component reflecting change ideas or strategies to move drivers. For more information on traditional driver diagrams and the theories behind the structure, reference the [driver diagram description provided by the Administration for Children](#). The FIG has a modified driver diagram (Figure 1), which includes a long-term aim to provide the broader vision for the FIG. The themes and focus of the modified FIG driver diagram are abstracted from [NFSN's Farm to ECE Working Group's Vision and Key Strategies to Advance Farm to ECE](#). The *Vision and Key Strategies* document provides additional ideas and details that might help applicants further appreciate the FIG driver diagram. The FIG driver diagram remains the same across the FIG years and is the basis of how teams work to create sustainable Farm to ECE programming.

FIG Driver Diagram Key Components

Aim Statement: A written statement of the expected results of an improvement process.

Long-term aim for the FIG is to increase the number of ECEs, within the state, conducting sustainable, comprehensive Farm to ECE for the purposes of supporting long-term wellness and healthy development for all US children. As stated in the

introduction, for the purposes of the FIG, “comprehensive Farm to ECE” is a Farm to ECE program that encompasses purchasing and serving of local foods in the ECE, edible gardens inside or outside at the ECE, and food and agricultural literacy integrated into the content of the ECE’s programming

Intermediate FIG aim is measurable and time sensitive, in that it can be accomplished within the FIG time frame. The FIG intermediate aim will advance states towards the FIG long-term aim. The intermediate aim is to implement state level policy, systems or environmental changes that facilitate sustainable, comprehensive Farm to ECE.

Primary Drivers: A set of high-level factors that need to be influenced to achieve grant aims. They should be written as straightforward statements rather than as numeric targets.

The FIG primary drivers include the following:*

- 1) Increase awareness of Farm to ECE – increase marketing, communication, and promotion of Farm to ECE as an evidence-based strategy that simultaneously addresses multiple public health, food system, and ECE priority goals;
- 2) Leverage or create policies – initiate or support Farm to ECE policies at the state, local, or ECE level;
- 3) Build programmatic capacity – increase the volume of and access to Farm to ECE resources, professional development, TA, funding, and networking opportunities for diverse categories and types of ECE providers and community partners;
- 4) Strengthen collaborations – initiate or empower collaborations at the state, tribal, and local level among diverse stakeholders (e.g., ECE providers, families, producers) and sectors (e.g., food systems/supply chain, public health, ECE systems);
- 5) Increase equitable access to Farm to ECE – expand the benefits of Farm to ECE and leverage Farm to ECE as a pathway to advance equity in ECE and food systems.

Secondary Drivers: These are more generalized projects or activities that contribute to at least one primary driver. They should be collectively sufficient to achieve the aim. The FIG driver diagram includes seven example secondary drivers.

Strategies/Change Ideas: For the purposes of the FIG driver diagram, the listed strategies (often called change ideas in driver diagrams) are **specific, actionable, and measurable** changes or activities that can be tried out on a system of interest to realize the stated aim.

Supporting Structures: The FIG driver diagram also includes supporting structures, partnerships and equity, which are critical to the sustainability of the FIG work plans beyond the FIG funding period. These supporting structures should be integral to each state's drivers and strategies or the process by which strategies are accomplished.

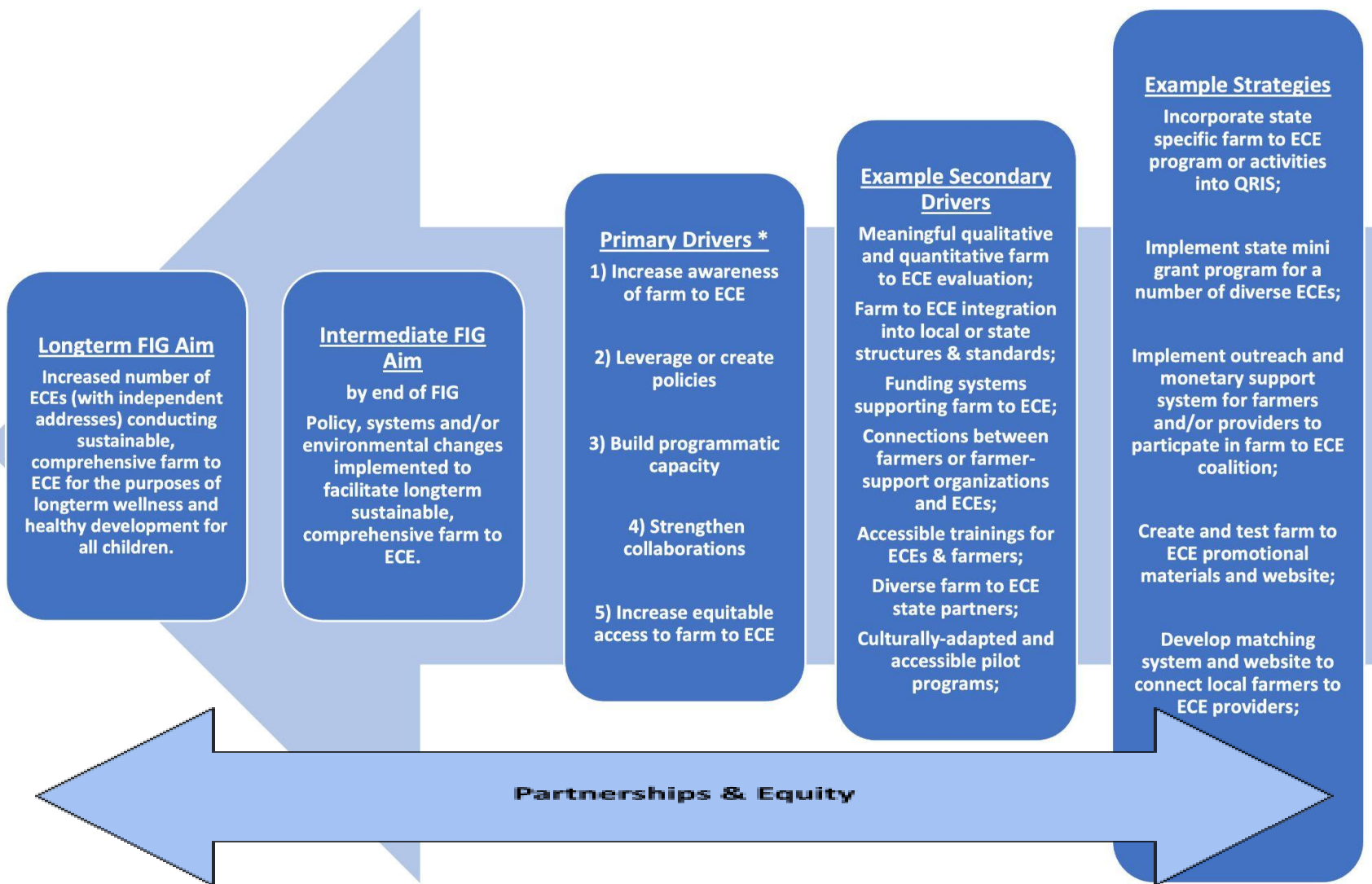


Figure 1: ASPHN Farm to ECE Implementation Grant (FIG) Modified Driver Diagram, based in part on the [NESN Farm to ECE's Working Group Visitions and Key Strategies to Advance Farm to ECE](#).

Year 3 FIG Benefits and Expectations

FIG Benefits

State coalitions can anticipate several benefits from the FIG project, including:

- Access to relevant Farm to ECE, food system, ECE, and equity related resources
- Networking with others engaged in Farm to ECE
- Expert, tailored technical support and advising
- Webinars, calls, and trainings on Farm to ECE topics
- Learning session with specific Farm to ECE coalition and content trainings
- Tools and reporting methods to build communications and evaluation
- Funding support

Year 3-Specific FIG Benefits

In-Person Farm to ECE Learning Session

December 5-8, 2022, in Washington, DC, ASPHN will host the Farm to ECE Learning Session, in-person. A least 4 individuals from each team are required to attend the meeting and a maximum of 7 individuals. Meeting attendees can be any individuals actively involved in the FIG team's Year 3 work plan, but we recommend this attendees include at least one FIG team lead and a team member from a state agency.

Goals of this meeting include:

- Increasing team capacity to build and sustain cross-sector Farm to ECE coalitions,
- Providing opportunities for teams to network,
- Protected team time to plan for sustaining equity work in Farm to ECE programs, and learning from and be inspired by subject matter experts and those with lived experience about best Farm to ECE practices.

State-Specific Infographics

By the spring of 2023, each FIG team will receive a FIG outcomes infographic that is specific to their state's FIG work. An ASPHN evaluator will pull information from progress surveys,

team lead meeting notes, and success stories since the beginning of the FIG in 2020 to create the content for teams' infographics. These will be formatted by the ASPHN Communications Team. Ultimately, each state will receive an infographic for their first two years of work that will be developed based on the information they provided, to enable teams to share their FIG success with community stakeholders, partners, and policy makers.

ASPHN Farm to ECE Springboard Opportunities

Beginning fall 2022, teams will have an opportunity to participate in ASPHN Farm to ECE Springboard Opportunities. Each opportunity is fully funded by ASPHN and will not require state-allocated FIG funds. Opportunities are not limited to team leaders and open to all interested team members.

These expert-led opportunities may include:

- *Farm to ECE Roadmapping* - work with a facilitator to create a 3 year action plan for advancing Farm to ECE.
- *Farm to ECE Value Chain Coordination (VCC) Training* - learn from experienced practitioners on local food systems, what value chains are and why they matter for Farm to ECE, and how to strengthen ECE access local, more nutritious food through strategic coordination.
- *Farm to ECE Training on Mapping Local Food Value Chain* - learn from value chain coordination practitioners how to improve ECE procurement by visualizing and mapping value chains in your region.
- *Asset Based Communication* - learn further about asset-based communications and integrating into Farm to ECE resources, grant applications and more.
- *Translation Services* - translate Farm to ECE resources or mini grant materials into multiple languages (over 150 languages available).
- *Community Engagement* - learn about best practices for capturing, uplifting, and learning from community stories.

These are not required activities but elective options for teams. Some opportunities involve time training with multiple teams, while others just engage with a single team at a time. Some involve coalition meeting time, while others simply involve submitting documents to FIG program managers. Some opportunities are available to many teams while some are only available to 1-2 teams. Team leads will be notified about each opportunity in further detail as they become available. These details will include the number of teams able to participate, the estimated time for the opportunity, the expert lead, and how to apply to participate.

State Funding

Each funded state will receive \$60,600. In addition, each state outside of Washington D.C. will receive an additional \$2,400 to cover travel costs for the required attendance at the December 2022 meeting. Funds must be spent between November 1, 2022 to June 30, 2023. No carryover or extensions will be available. FIG fiscal agencies will receive a subaward for Year 3 that delineates the funding process. See [FIG fiscal section](#) below. [Register and join the FIG Fiscal Webinar on August 23rd at 3pm ET](#) to learn more about the fiscal changes for Year 3 FIG.

Special Farm to ECE Project Funding

As funding permits, state teams will be able to apply for additional funding beyond the FIG State Funding for delineated, short-term Farm to ECE projects. These projects augment FIG work rather than duplicate it. Between \$5,000 and \$25,000 can be applied for but all projects must be completed by June 30, 2023. Example short-term, discreet projects could include website development for FIG work, graphic design of critical materials, or support for key in-person Farm to ECE related meetings. This funding opportunity will have a separate announcement and application process to be released later in 2022.

Year 3 FIG Expectations

FIG Work Plan Expectations

The Year 3 FIG work plan will be updated in the [application update](#). Year 3 work plans include at least one additional or expanded Farm to ECE secondary driver based on the [FIG driver diagram](#). The driver diagram describes the potential primary drivers with example secondary drivers. Secondary drivers beyond the provided examples may be employed by states with clear descriptions in the state's work plan. Each secondary driver will have at least 1 or more **specific, actionable, and measurable** strategy selected to achieve the driver. These strategies and their measures should be described in the work plans, along with information on how equity (see below) will be integrated and staffing will be distributed to achieve the work.

As in previous FIG work, the focus should be on drivers that achieve FIG aims by making state policy, system and/or environment changes (PSEC). PSEC should be selected based on the impact they may have on Farm to ECE sustainability, comprehensiveness, reach, and/or equity. FIG work plans should describe potential policy, system and environmental changes.

FIG Equity Plan Expectations

Year 3 work plans, like previous years, need to include a section on equity. The team's equity plan should explain how the state's drivers and strategies reflect equitable approaches to Farm to ECE and how the overarching work plan aims to advance equity.

Consider reviewing equity resources such as the Food Trust's [Farm to Early Care and Education Racial Equity Framework](#), NFSN's [Racial and Social Equity Assessment Tool for Farm to School Programs and Policy](#) resources on equity in ECE, resources in this packet, or those from the FIG 2021 Online Learning Session, linked [here](#).

FIG Coalition Expectations

FIG Farm to ECE coalitions function to support the state level FIG work plan. As such the coalition is expected to have representation from state agencies, individuals working in the state's food systems, and individuals working in the state's ECE system. As in previous years, the Year 3 coalition should align with the coalition structures listed below.

Required Coalition Members One person can meet more than one of the requirements listed below.

- i. Representative(s) from the state health department (e.g., an ECE lead, SPAN-funded staff, Title V Maternal Child Health Block Grant staff).
- ii. Public health nutritionist(s)* who is an [ASPHN member or ASPHN-eligible member](#).
- iii. Food systems partner (e.g., farmers, food distributors, Extension Agents).
- iv. ECE partner (e.g., ECE provider, Child and Adult Care Food Package (CACFP) sponsor organization staff).
- v. Individual with evaluation expertise (no more than 5% budget attributed to this).
- vi. Representative(s) from additional state agencies, including education or agriculture.

*A public health nutritionist is an individual working on state-level public health nutrition programs, policies, or systems. Preference should be given to an RD/RDN.

Recommended Coalition Members Not required members but highly recommended:

- i. Representation from a partner organization of the [National Farm to School Network](#)
- ii. Diversity across sectors (education, food systems, child care fields, etc.)
- iii. Representation from the communities being served (e.g., families, ECE providers, farmers)
- iv. Cooperative Extension
- v. Regional or state representative from an agriculture agency,
- vi. Regional or state representative from an education agency
- vii. Regional or state representative from state CACFP agency or sponsor-agency

Required Coalition Structures

- Coalition culture fostering inclusiveness and multi-directional communication
- Monthly coalition convenings with a share-site tool (e.g., Google drive, Basecamp)
- Monthly coalition meeting agendas and minutes shared on the above share-site

See [Community Tool Box](#) for [coalition tools, components of successful coalitions, and other supportive information on coalitions](#).

Year 3 FIG Funding Details

FIG Fiduciary Agent

FIG funding can be managed by the lead agency (the agency that employs the team lead or a co-lead), or a designated fiduciary agent can be selected to manage the FIG funding on behalf of the lead agency. The FIG fiduciary agent should have excellent fiduciary oversight, familiarity with CDC awards, the ability to quickly execute contracts, and strong communication lines with the FIG leadership team. The fiduciary agent must be listed within the designated section of the state's FIG application update. Any changes to the fiduciary agent must be pre-approved by the ASPHN program manager.

FIG Budgeting

As in Years 1 and 2, FIG funding can finance staff, consultants, supplies, materials, fees, subcontracts, evaluation (evaluation cannot be >5% of FIG budget), and other costs. Equipment may not be purchased on the FIG budget. Equipment is defined per the CDC as *tangible, non-expendable personal property (including exempt property) that has a useful life of more than one year AND an acquisition cost of \$5,000 or more per unit*. In circumstances where your organization has a lower threshold for equipment, you will use the threshold consistent with your organization's policy. Significant budget changes (greater than 5%) post-selection must be pre-approved by the ASPHN program manager. None of the funds made available under this agreement may be used to promote or advocate the legalization or practice of prostitution or sex trafficking. Nothing in the preceding sentence shall be construed to preclude the provision to individuals of palliative care, treatment, or post-exposure pharmaceutical prophylaxis, and necessary pharmaceuticals and commodities, including test kits, condoms, and, when proven effective, microbicides. By accepting this award, the subrecipients (states) agree that it is opposed to the practices of prostitution and sex trafficking because of the psychological and physical risks they pose for women, men, and children. In addition, no FIG funds, which are federally appropriated, can be used by grantees for grassroots or direct lobbying activities directed at inducing members of the public to contact their elected representatives to urge support of, or opposition to, proposed or pending legislation or appropriations or any regulation, administrative action, or order issued by the executive branch of any Federal, state or local government. For more information on allowable and unallowable activities please see the following documents: [Anti-Lobbying Restrictions for Grantees](#) and [General Terms and Conditions for Grantees](#). Financial records and expenditure documentation need to be kept

for a minimum of 5 years from the end of the FIG, to be available in the event of an audit by ASPHN, ASPHN's auditor, or the federal government.

Additional Year 3 Budget Considerations

In-person Farm to ECE Learning Session

December 5-8, 2022, in Washington, DC, ASPHN will host an in-person learning session. FIG budgets will need to include funding, for 4-7 individuals from each team, to attend the meeting. Each state outside of Washington D.C. will receive an additional \$2,400 travel subsidy to cover travel costs for the required attendance at the December 2022 meeting. We recommend \$8,000 be set aside for travel to fund the minimum of 4 attendees. Participation in this meeting is a grant requirement and individuals attending the meeting should declare themselves at time of application within the designated check box in the [2022-2023 FIG partnership form](#).

Payment Process For Year 3 FIG

Funding in Year 3 will be done differently to previous FIG grant years. Year 3 FIG will use a contractual relationship for subawards to FIG Fiscal Agents. Funds will be disbursed in three (3) payments upon progress of the work plan and receipt of an invoice. Invoices should be submitted by November 1, 2022, February 1, 2023, and July 31, 2023.

Disbursements are contingent on the following grant requirements:

- Receipt and approval of the team's Progress Survey and Final Report. Approval is provided within fifteen (15) days of receipt of these Reports. Approval is contingent on surveys, reports and team lead meetings indicating the team is making appropriate progress on their FIG approved work and equity plans.
- Team's participation in monthly meetings and webinars. Each team must have at least one (1) team lead attend each scheduled monthly team lead meeting and Farm to ECE monthly webinars.
- Participation in the in-person Year 3 Farm to ECE learning session. Each team is required to have at least four (4) team members attend the annual Farm to ECE learning session, December 5-8, 2022 in Washington, D.C.

The FIG project manager and ASPHN management team will determine if a team is not fulfilling their reporting requirements or making progress on their work plan and withhold

payments, if appropriate. Funding will be withheld until evidence of acceptable performance has been demonstrated.

Year 3 Payment Schedule:

11/01/2022 invoice submitted for \$23,000*, payment disbursed by 11/15/2022

*DC will invoice \$20,600 on 11/01/22, which is FIG funding without the flight subsidy.

02/01/2023 invoice submitted for \$20,000, payment disbursed by 02/15/2023

07/31/2023 invoice submitted for \$20,000, payment disbursed by 08/15/2023

FIG Lead (or Co-Lead) Expectations

FIG Leadership Benefits

- Develop leadership skills
- Network with other Farm to ECE state leaders from across the US
- Learn from state and national Farm to ECE subject matter experts
- Expand knowledge base about coalitions and effective collaborations
- Gain reporting and communication skills

The FIG coalition may be led by up to four individuals. If there are co-leads, one must be designated as the coalition point of contact for the FIG. All leads should be listed as such within the [Year 3 FIG application](#) and any changes in FIG leadership should be pre-approved by the ASPHN program manager. All leads need to submit an e-signature from their supervisor on the [provided partnership form](#) or an email of support from their supervisor, with supervisor's signature block.

Leadership for the FIG coalition does not need to be at the state health department or another state agency, but state agency leadership or co-leadership is strongly recommended.

FIG Leadership Expectations

In addition to the efforts needed to lead the FIG work plan, the FIG lead(s) are expected to meet requirements for the FIG. This work would be expected to be divided among state leads, if there is more than one lead/state. The breakdown of requirements are listed below and what is listed is estimated to take 5-10 hours per week.

- Monthly meetings with ASPHN and NFSN program managers
- Regular FIG coalition meetings
- Regular email and other forms of communication with ASPHN program manager
- Submit Year 3 progress report
- Attend and participate in monthly FIG webinars or calls
- Provide updates on the FIG networking calls
- Communicate with Farm to ECE stakeholders within the state, as needed
- Share coalition learnings and resources with other FIG leads, as requested
- Submit a final FIG survey in collaboration with the coalition and evaluation leads
- Include the required [CDC DNPAO acknowledgement statement](#) for all FIG supported products, trainings, and materials ([see appendix III](#)).

FIG Reporting Expectations

There are reporting requirements and photo requests for the FIG. During the FIG, to best communicate the work being done at the state level, and document the barriers, challenges, TA needs, and work plan updates, the FIG team will provide the FIG program manager with the following:

- One progress report using the ASPHN 2023 FIG progress survey. The survey will be released January 2023 and submitted 2 weeks later, February 1, 2023 - see basecamp for details.
- Share available photos, with the appropriate release forms completed (state agency or organization required forms), and resources created with FIG funding.
- Final progress survey and final report will be combined in Year 3. A final survey will be released to teams mid June and submitted 2 weeks later. This final survey will include final reporting on FIG activities, springboard opportunities and outcomes from supplemental funding projects and will be the basis of ASPHN's Final FIG Evaluation report.

Appendices

Appendix I: FIG Timeline

| Event | Date | Time | Details |
|--|--|--------------|---|
| FIG Information Release | By August 8, 2022 | COB ET | FIG team leads receive Year 3 FIG materials and application information. |
| FIG Fiscal Information and Q&A Session | August 23, 2022 | 3pm ET | Fiscal Information Session Registration This meeting will answer questions related to Year 3 FIG budgeting and subaward processes. |
| Year 3 FIG Application Update Due | By September 15, 2022 | COB ET | Submit to ASPHN FIG program manager (emia@asphn.org) |
| Year 3 FIG app and budget reviews done | By September 30, 2022 | COB ET | ASPHN Farm to ECE planning team complete applications and budget reviews, ensuring materials are clear and complete |
| Year 3 Subawards sent to Fiscal Agents | By October 20, 2022 | COB ET | |
| Year 3 FIG Begins & First Invoice Due | November 1, 2022 | COB ET | Submit to ASPHN FIG program manager (emia@asphn.org) |
| Year 3 FIG recurring Webinars Start | November 8, 2022 | 2-3:30 pm ET | Webinars recur every 2nd Tuesday of the month at 2-3:30pm ET Via Zoom https://zoom.us/j/92124329718 |
| Team Lead Meetings | varied | varied | FIG and NFSN program managers meet with FIG leads each month at a mutually agreeable time. All designated leads for a state must attend. |
| State ASPHN Dues for 2023 | January 1, 2023 | 5pm ET | Contact FIG program manager (emia@asphn.org) with questions or updates regarding dues. |
| FIG Annual Learning Session | December 5-8, 2022 | TBD | A multi-day meeting (in-person) will be held in 2022 in Washington, DC. |
| ASPHN FIG Progress Survey | Sent January 15, 2023 and due February 1, 2023 | | Surveys will be sent to team leads 1-2 weeks in advance of the due date. These should be completed collaboratively and submitted via survey monkey. |
| Second Disbursement Invoice Due | February 1, 2023 | COB ET | Submit to ASPHN FIG program manager (emia@asphn.org) |

| | | | |
|--------------------------------|---|-----------|---|
| ASPHN FIG Final Survey | Mid-January 2023 sent out Due February 1, 2023 | COB ET | Surveys will be sent to team leads 1-2 weeks in advance of the due date. These should be completed collaboratively and submitted via survey monkey. |
| FIG Project Period Ends | June 30, 2023 | | |
| Final Disbursement Invoice Due | July 31, 2023 | COB ET | Submit to ASPHN FIG program manager (emia@asphn.org) |

Appendix II: Farm to ECE Resources

General Farm to ECE References

- [ASPHN Farm to ECE Webpage with Grantee Materials and Resources](#)
- [National Farm to School Network's ECE webpage](#)

Additional resources from the National Farm to School Network:

- [Vision and Key Strategies for Advancing Farm to Early Care and Education](#)
- [Local Procurement for Child Care Centers](#) and [Local Purchasing for Family Child Care Homes](#)
- [Growing Head Start Success with Farm to Early Care and Education](#)
- [Resource Database](#) (search preschool/early care)
- [USDA's Food and Nutrition Service's Office of Community Food Systems' Farm to School website](#) and USDA's [Farm to CACFP](#)
- Michigan State University Center for Regional Food Systems (MSU) [Local Foods for Little Eaters: A Purchasing Toolbox for the Child and Adult Care Food Program](#)
- Georgia Organics' [Getting Started: Georgia Farm to Early Care and Education Guide](#)
- Washington State's [Comprehensive Farm to ECE Resource Page- English and Spanish](#)
- Resource developed by the [NC Farm to Preschool Network aligns farm to preschool activities with Early Childhood Environment Rating Scale \(ECERS\)](#) and the [Farm to Preschool Toolkit](#).
- The [Public Health Law Center resource supporting Family Child Care providers incorporating a farm to child care](#) program into their FCC setting
- [Rooted's Farm to ECE reference library](#)

Equity and Farm to ECE Resources

- National Farm to School Network - [Racial and Social Equity Assessment Tool for Farm to School Programs and Policy](#)
- Pennsylvania Ready Set Grow - [Farm to Early Care and Education Racial Equity Framework](#)
- Center for Social Inclusion - [Building the Case for Racial Equity in the Food System](#)

- [Center for Law and Social Policy - An Anti-Racist Approach to Supporting Child Care Through COVID-19 and Beyond](#)
- [National Association for the Education of Young Children - Advancing Equity in Early Childhood Education Position Statement](#)

COVID 19 and ECE Resources

- [CDC's COVID-19 resources and guidance for Schools and Child Care Programs](#)
- [ASPHN and NFSN: Significance of Farm to ECEs in the Context of COVID-19](#)
- [National CACFP Association: COVID-19 Updates & Resources](#)
- [HHS-ACF: Early Childhood Learning and Knowledge Center](#)
- [Child Care Aware: COVID Resources for Care Professionals, Families & Policymakers](#)
- [Lessons from the COVID-19 Experience: Innovations and Strategies for Farm to ECE](#)

State Strategic Plans or Road Maps

- [Alabama Farm to ECE Coalition: Strategic Plan 2019-2021](#)
- [Georgia Farm to Early Care and Education Overview and Strategy](#)
- [NFSN's Guidance for Farm to ECE Planning](#)
- [MSU's step-by-step guide for procuring local foods](#)

Farm to ECE Example Curricula References

- [USDA's Grow It, Try It, Like It](#)
- [Harvest of the Month](#)
- [NFSN's catalog of Farm to ECE curricula](#)
- [Washington's Farm to Preschool Curriculum & Resources](#)
- [The Creative Curriculum® for Preschool to Support Farm-to-ECE Models](#)

General Early Childhood Healthy Eating and Active Living Resources

- [ASPHN's General Resources](#)
- [CDC's site for addressing childhood health in ECEs Opportunities for Action and the Spectrum of Opportunity](#)
- [Childhood Obesity Research Demonstration \(CORD\) - Primary Care and Community-Based Strategies to Prevent and Treat Childhood Obesity](#)
- [Nemours and Resources for State & Local Leaders](#)
- [Caring for Our Children National Health and Safety Performance Standards Guidelines for Early Care and Education Programs](#)
- [Child Care Aware of America](#)
- [The State of Obesity: Better Policies for a Healthier America](#)

Appendix III: Acknowledgement

Starting November 1, 2020 through to the end of FIG funding, please acknowledge CDC DNPAO funding support for any resource created with FIG funding support.

Resources include materials, family engagement materials, informational documents, strategic plans, trainings, meetings, websites, or conference agendas.

There are 2 options for an acknowledgement statement for FIG support. Choose one of the following statements for any resource funded by Year 3 FIG funds.

- a. Use the following statement in its entirety.

The Association of State Public Health Nutritionist's (ASPHN) Farm to ECE grantee programs are supported by the Centers for Disease Control and Prevention (CDC) of the United States (U.S.) Department of Health and Human Services (HHS) as part of cooperative agreement number NU380T000279 (total of \$2,295,000). ["All" or "x percent"] of this resource is supported by an ASPHN's Farm to ECE grantee program, which is funded by the Division of Nutrition, Physical Activity and Obesity (DNPAO)/ National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) /CDC/HHS. The contents of this resource are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, DNPAO/NCCDPHP/CDC/HHS, or the U.S. government.

Or

- b. Include the statement below hotlinked to the larger acknowledgement statement using the link <https://public.3.basecamp.com/p/myGSA2NpJZ577gmfUZFod7g1>.

[\[Name of the coalition or organization\] appreciates the technical and financial support that the Association of State Public Health Nutritionists and Centers for Disease Control and Prevention provided for this resource.](#)

Appendix IV: Additional Strategy Ideas

Additional Farm to ECE Strategies for the Example FIG Drivers

| | |
|--|---|
| <p>Change ideas for building diverse Farm to ECE state partners and collaborations</p> | <p>Work with state ECE professional development(PD) organization to offer PD for participation in the state Farm to ECE coalition</p> |
| | <p>Create coalition operational guidelines that foster open communication and platforms of communication intentionally inclusive of all coalition members</p> |
| | <p>Develop a list of state food system organizations and identify best organization to invite to join Farm to ECE coalition</p> |
| | <p>Build well-marketed presentations and networking events celebrating Farm to ECE to engage cross sector partners</p> |
| | <p>Conduct a state Farm to ECE coalition needs assessment to help identify missing partners</p> |
| <p>Strategies for culturally-adapted and accessible pilot programs</p> | <p>Develop a small cohort of ECE providers, that include representation from commonly underserved populations in the state, to test Farm to ECE pilot materials among</p> |
| | <p>Create a “square inch” garden pilot that is aligned with learning standards for ECE providers and professionally translated into the most common state languages</p> |
| | <p>Survey ECE providers in commonly underserved populations to help identify barriers to Farm to ECE within those provider communities</p> |
| <p>Strategies to integrate Farm to ECE into local or state structures and standards</p> | <p>Create a Farm to ECE recognition program that includes support for ECE providers creating wellness policies for their settings with Farm to ECE components</p> |
| | <p>Expand existing pilot work to survey participating providers on potential policy changes either at the ECE site level or state level</p> |
| | <p>Draft licensing language that supports the integration of Farm to ECE into state licensing rules for ECEs</p> |

| | |
|--|--|
| | Add QRIS professional development requirements related to Farm to ECE |
| | Expand PD to include creditable hours provide for participating in a Farm to ECE training or pilot |
| Strategies to create or increase funding systems supporting Farm to ECE | Create language and educational materials for a legislative proposal for a Farm to ECE month to elevate awareness among providers, policy makers and funders |
| | Use SNAP-Ed or HRSA Maternal and Child Health funding to support Farm to ECE |
| | Create boilerplate language and templates to have ready for new grant applications |
| | Create a Farm to ECE marketing campaign for your state with return on investment information to share with funders |

Appendix V: References

- Baidal, J. A. W., & Taveras, E. M. (2012). Childhood Obesity: Shifting the Focus to Early Prevention. *Archives of Pediatrics & Adolescent Medicine*, 166(12), 1179. <https://doi.org/10.1001/2013.jamapediatrics.358>
- Birch, L. L. (1999). Development of Food Preferences. *Annual Review of Nutrition*, 19(1), 41–62. <https://doi.org/10.1146/annurev.nutr.19.1.41>
- Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early Childhood Investments Substantially Boost Adult Health. *Science*, 343(6178), 1478–1485. <https://doi.org/10.1126/science.1248429>
- Heckman, J. (2011). The Economics of Inequality: The Value of Early Childhood Education. *American Educator*, 35(1), 31–35.
- Hoffman, J. A., Schmidt, E. M., Wirth, C., Johnson, S., Sobell, S. A., Pelissier, K., Harris, D. M., & Izumi, B. T. (2017). Farm to Preschool: The State of the Research Literature and a Snapshot of National Practice. *Journal of Hunger & Environmental Nutrition*, 12(4), 443–465. <https://doi.org/10.1080/19320248.2016.1227747>
- Institute for Healthcare Improvement. (2020). *Driver Diagram*. Institute for Healthcare Improvement Cambridge, Massachusetts, USA. <http://www.ihl.org/resources/Pages/Tools/Driver-Diagram.aspx>
- Mennella, J. A., & Trabulsi, J. C. (2012). Complementary Foods and Flavor Experiences: Setting the Foundation. *Annals of Nutrition and Metabolism*, 60(s2), 40–50. <https://doi.org/10.1159/000335337>
- National Farm to School Network (2021), *Farm to Early Care and Education, Cultivating healthy habits for our littlest eaters*. <https://www.farmentoschool.org/our-work/early-care-and-education>.
- Oppenheim, E., & Stephens, L. (2020, June). *The Significance of Farm to Early Care and Education in the Context of COVID-19*. <https://asphn.org/wp-content/uploads/2020/06/The-Significance-of-Farm-to-Early-Care-and-Education-in-the-Context-of-COVID-19.pdf>
- Reynolds, A. J., Temple, J. A., White, B. A., Ou, S.-R., & Robertson, D. L. (2011). Age 26 Cost-Benefit Analysis of the Child-Parent Center Early Education Program: Cost-Benefit Analysis. *Child Development*, 82(1), 379–404. <https://doi.org/10.1111/j.1467-8624.2010.01563.x>
- Shedd, M., Stephens, L., Matts, C., & Laney, J. (2018). *Results From the 2018 National Farm to Early Care and Education Survey* (pp. 1–38). National Farm to School Network. www.farmentoschool.org/Resources/results-of-the-2018-national-farm-to-early-care-and-education-survey.pdf.
- SNAPEd Toolkit and National Farm to School Network. (2018). *Farm to Early Care and Education*. SNAPEd Toolkit: Obesity Prevention Interventions and Evaluation

Framework.

<https://snapedtoolkit.org/interventions/programs/farm-to-early-care-and-education/#~:text=Farm%20to%20ECE%20includes%20a,all%20types%20of%20ECE%20settings>.

- Ventura, A. K., & Worobey, J. (2013). Early Influences on the Development of Food Preferences. *Current Biology*, 23(9), R401–R408. <https://doi.org/10.1016/j.cub.2013.02.037>
- Wen, L. M., Baur, L. A., Simpson, J. M., Rissel, C., Wardle, K., & Flood, V. M. (2012). Effectiveness of home based early intervention on children's BMI at age 2: Randomised controlled trial. *BMJ*, 344(jun26 3), e3732–e3732. <https://doi.org/10.1136/bmj.e3732>