AZ HEALTH ZONE

SEEDS

SEEDS MANUAL

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Introduction

SEEDS (SNAP-Ed Electronic Data System) is a web-based application that allows SNAP-Ed staff to input all necessary information to comply with USDA's Annual report and the state implementation team's reporting requirements. SEEDS tracks Direct Education, partnerships, indirect education, social marketing, policy, system, and environmental changes over time.

SEEDS also holds programmatic information to help the Local Implementation Agency (LIA) and the State Implementation Team (SIT) make decisions and assess the reach and efficacy of AZ Health Zone programming.

Key Terms

Term	Definition
Strategy	High level description of evidence-based interventions designed to impact an individual's food or physical activity choices.
Activity	The predetermined function of implementing a related strategy. Each Strategy will have activity choices. See Appendix A.
Community	The defined geographical area that a local implement agency is allowed to work in.
Action	The work you will do to help achieve the aim of your activity or strategy. Actions will be entered into SEEDS to report SNAP-Ed work for your agency.
PSE	Policy, Systems, and Environment.
DE	Direct Education; Direct Education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media within an AZ Health Zone approved curriculum.

Accessing SEEDS

SEEDS will be available to all SNAP-Ed-funded staff as deemed appropriate by each Local Implementing agency's (LIA) leadership. LIAs should determine how to define staff roles.

LIAs will need to develop internal workflows to ensure that the information being submitted is comprehensive, coordinated, and encompasses all of the LIA's work.

User accounts are separate and provide individual access to SEEDS, yet all the work will be completed and submitted as a collective unit for the LIA.

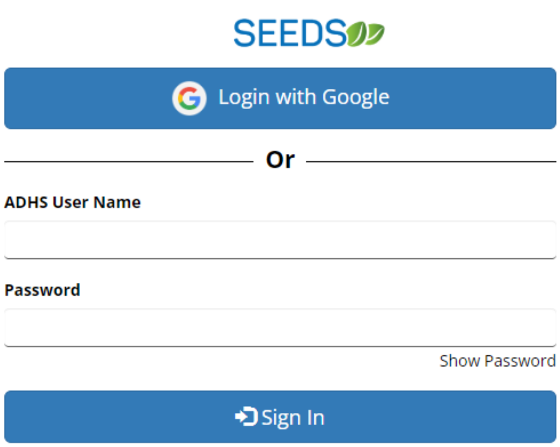
Any changes made by one user will impact the entire LIA profile. For example, if User A begins drafting an activity and saves it midway, then User B comes in, works on another portion of the strategy, and submits it, the entire strategy will be submitted for the LIA.

Software

SEEDS does not require special software, it can be accessed on any computer that has Internet access. It can be accessed via Google Chrome, Mozilla Firefox, and Internet Explorer Web browser. However, it will work the best in the most updated version of Chrome.

Google and SEEDS

SEEDS will require authentication via Google. To access SEEDS, each user must register their **work email** with Google.



When entering the SEEDS webpage, click the "Login with Google" button. Then, choose your work Google account.

Once logged in with Google, there is a screen with a request to email azhealthzone@azdhs.gov with your name and agency. After this notification is sent, please allow 3-5 business days to receive access.

SEEDS
ARIZONA DEPARTMENT OF HEALTH SERVICES

Contact

Welcome to SEEDS! To request access to the application, please send an email to AZHealthZone@azdhs.gov with the following information:

Agency:
Your Full Name: (First Name, Last Name)
Email Address: (Used to sign-in to SEEDS)

You will receive an email confirmation when your account is active. Please allow 3 to 5 business days.

Thank you!

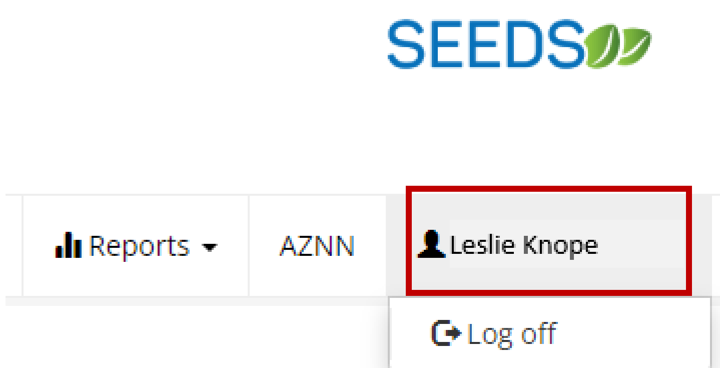
Logging On/Off

To log on:

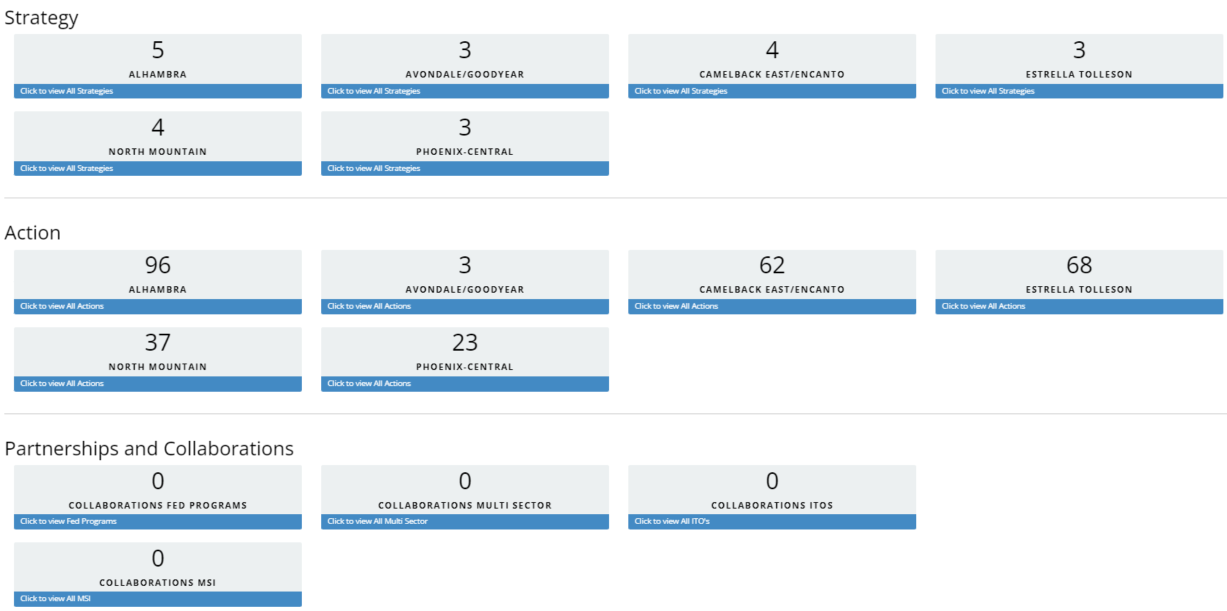
1. Once given access, go to the SEEDS website at seeds.azdhs.gov.
2. Click “Login with Google”.
3. Choose your **work email** (This step will not be necessary if there is only one Google account registered with the computer).

To log off:

1. Click your name on the top right corner of the screen under the SEEDS logo.
2. Click “Log Off”.



Dashboard Overview



The Dashboard is the SEEDS home screen. There are three sections:

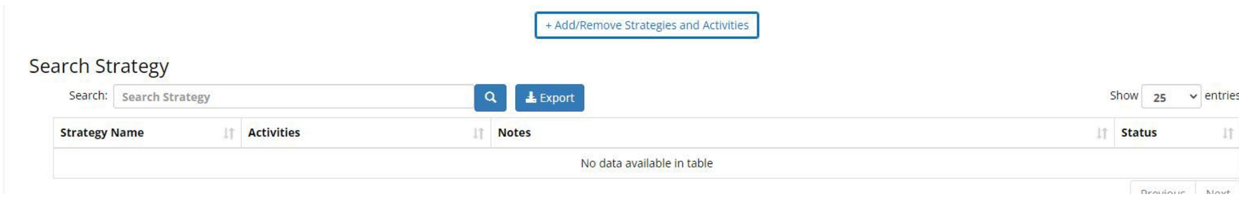
Term	Definition
Strategy	It gives a quick look at the number of strategies in each community and leads to a filtered list of strategies and activities for that selected community.
Action	It gives a quick look at the number of actions in each community and leads to a filtered list of actions for that selected community.
Partnerships and Collaborations	Gives a quick look at the number of partnerships and collaborations overall. Collaborations include federal, multi-sector, Indian Tribal Organizations, and Minority Serving Institutions.

Strategies and Activities

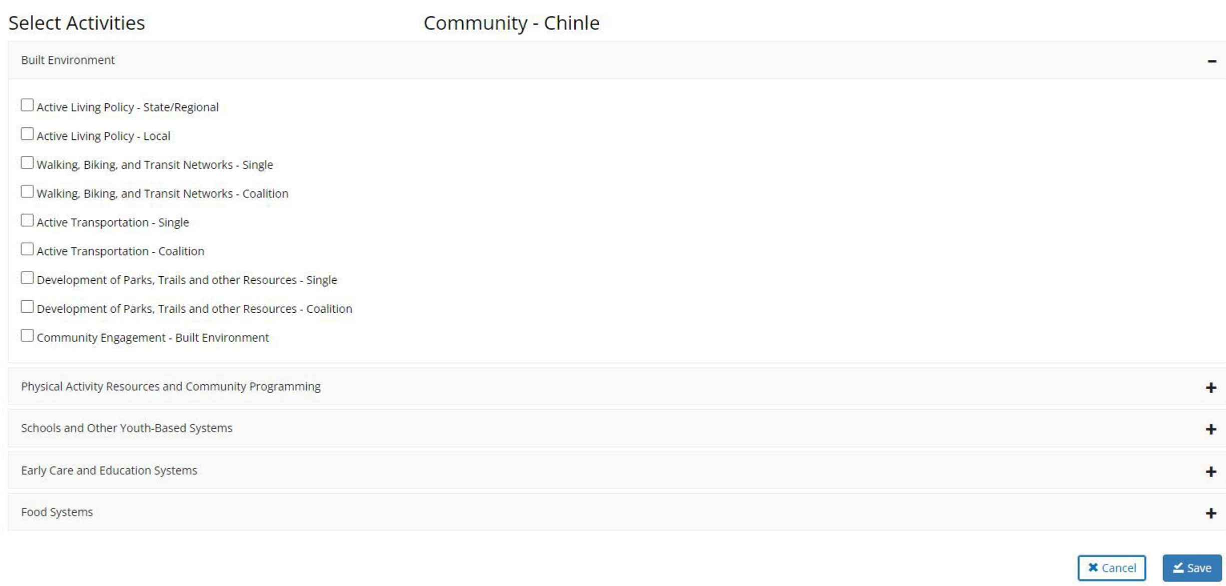
Submitting Strategies and Activities

To Submit Strategies and Activities:

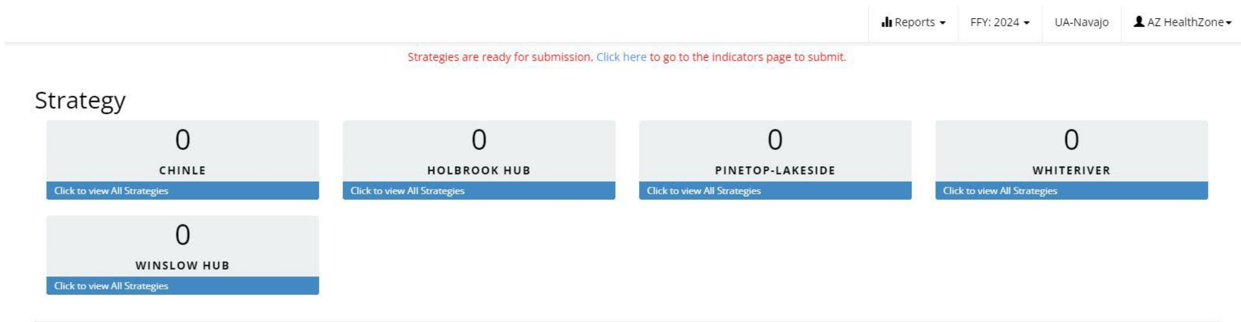
1. Click on the community in the “Strategy” section you will be entering strategies for.
2. Click on the button at the top of the screen that says “+ Add/Edit Strategies”.



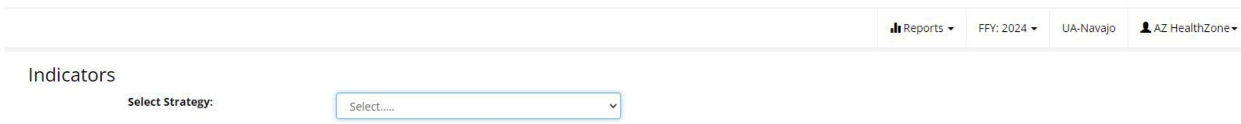
3. Check the box next to the activities and strategies that will be used in that community.



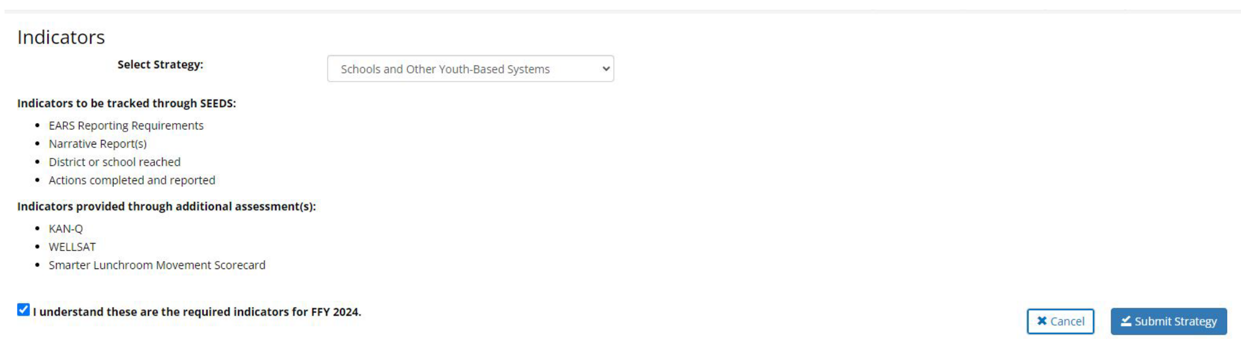
4. Click the “Save” button in the bottom right corner.
5. Click the “Home” button. When you are back to the dashboard, you should see **“Strategies are ready for submission,** Click here **to go to the indicators page to submit.”** on the top of the dashboard.



6. Click the "Click here" button to get taken to the indicators screen.



7. Click on the dropdown. There will be a list of strategies that have been submitted. Select the one you would like to submit for approval from the SIT. Check the box next to the **"I understand these are the required indicators for FFY 2024."**



8. Click on "Submit Strategy" and wait for the strategy to be approved.

Editing Submissions

To edit an already submitted Strategy/Activity:

1. Click on the community in the "Strategy" section you will be entering strategies for.
2. Click on the button at the top of the screen that says "+Add/Remove Strategies."
3. Uncheck strategies/activities that you wish to remove or check strategies you wish to add.
4. Click the "Save" button in the bottom right corner.
5. Then follow the instructions from above to re-submit the strategy with the changes.

PSE Actions

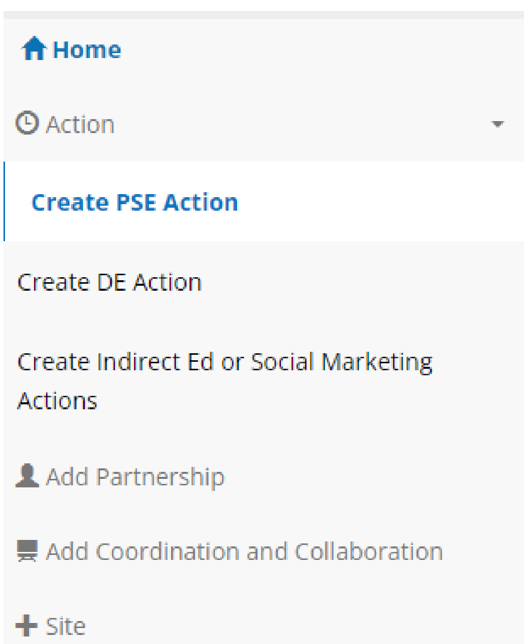
PSE Actions include Events, Meetings, Training, and Assessments action types. PSE Actions should be reported when steps are made to achieve a PSE goal that will impact SNAP-eligible residents within an AZ Health Zone designated area of services. The area of impact can include a site(s), towns, cities, county, region, and/or statewide.

Action Types	Definition
Assessment	An evaluation is required based on the Arizona SNAP-Ed Evaluation Framework for the fiscal year.
Event	Interactions with the SNAP-Ed audience that do not meet the definition of Direct Education. This includes one-time education activities, holding or participating in community events, etc.
Meeting	A gathering of two or more people called to discuss one or more SNAP-Ed strategies. A meeting may or may not include providing technical assistance.
Training	An intentionally organized activity designed to build knowledge, skills, or capacity of a partner organization's professional staff to deliver services.

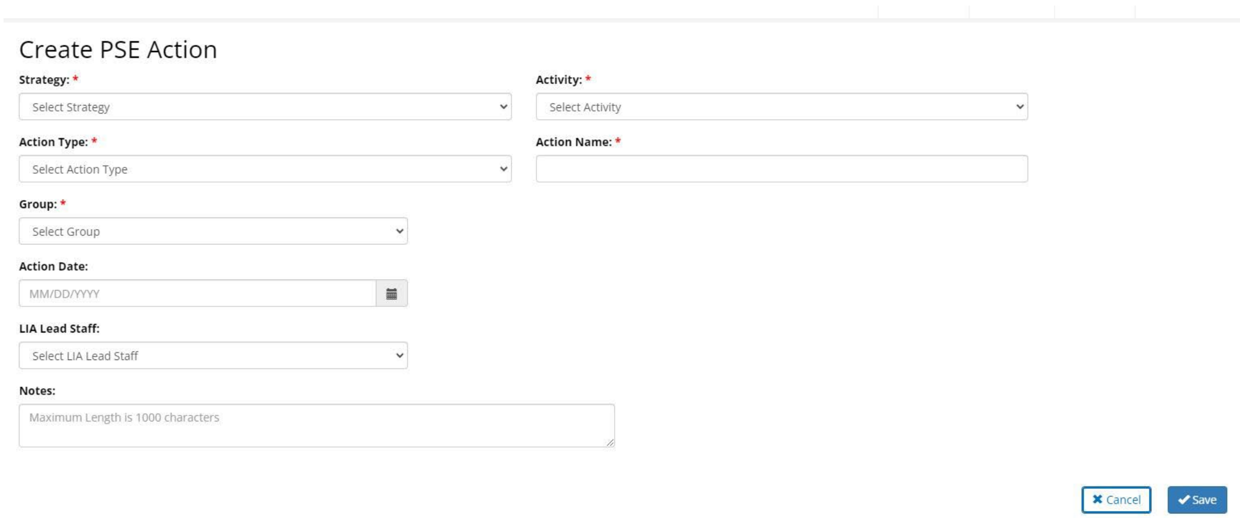
Creating PSE Actions

To create a PSE Action:

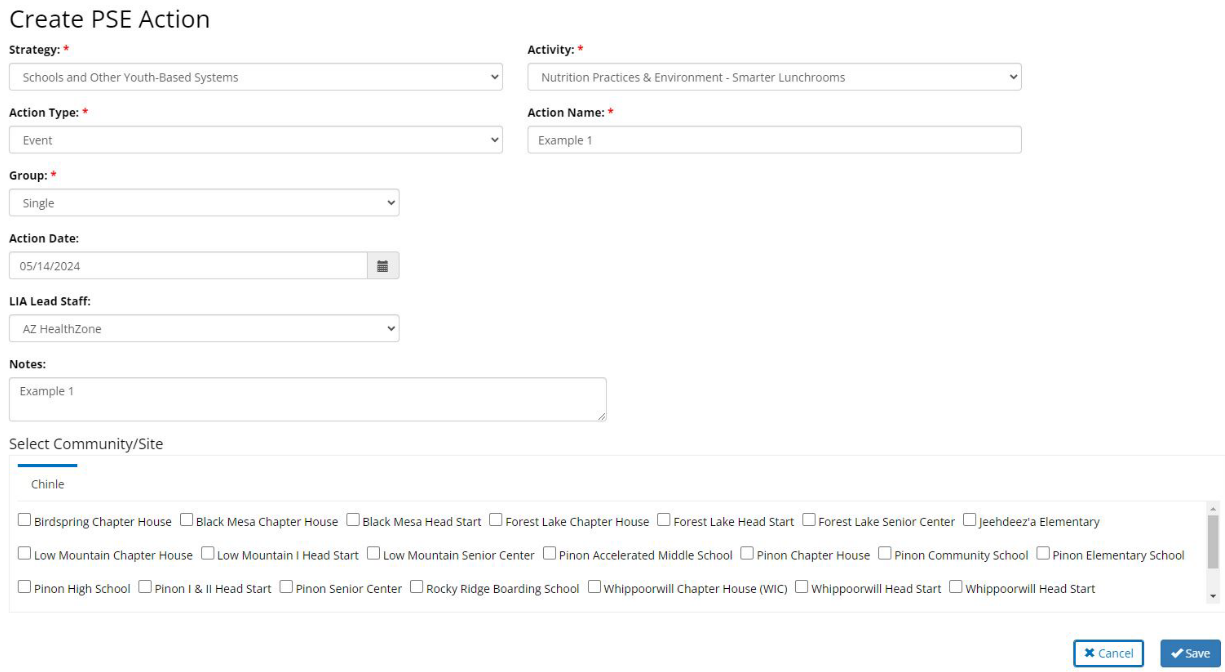
1. Click "Create PSE Action" in the menu on the left.



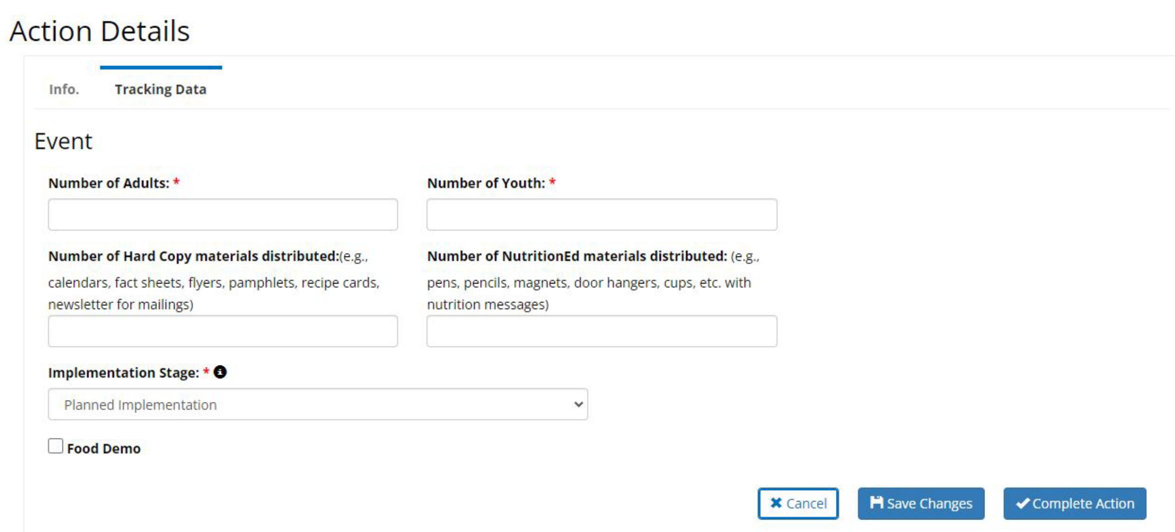
2. After clicking on “Create PSE Action,” you will see the info tab of the action.



3. Select the Strategy used in PSE action using the “Strategy” dropdown.
4. Select the Activity used in PSE action using the “Activity” dropdown.
5. Select the Action Type used in PSE action using the “Activity” dropdown.
    a. If your Action Type is “Assessment,” an additional “Assessment Type” box will appear. Choose your assessment type in that dropdown.
6. Type in the Action Name in the “Action Name” text entry box.
7. In the “Group” drop-down:
    a. Select “Single” if this is a one-time action (i.e. a one-time training for school staff).
    b. Select “Series” if this will be a series of actions of the same type (i.e. a series of weekly meetings with a school board).
        i. Enter the number of series in the “Number of Series” text entry box.
8. Click on the “Action Date” entry box. (**Note:** This box will not appear if you have selected “Series”) The current date will automatically populate. Select the date on the calendar (or type in the date) that the Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**
9. Select the lead staff member for the event using the “LIA Lead Staff” dropdown.
10. Enter any notes in the “Notes” text entry box.
11. Select any sites for this action by checking the box next to site name in the “Select Community/Site box”. Sites will be specific to community, with each community showing as a different tab.



12. Click the “Save” button in the bottom right corner.
13. Tracking data will be specific per action type and discussed further in the Tracking Data Section.



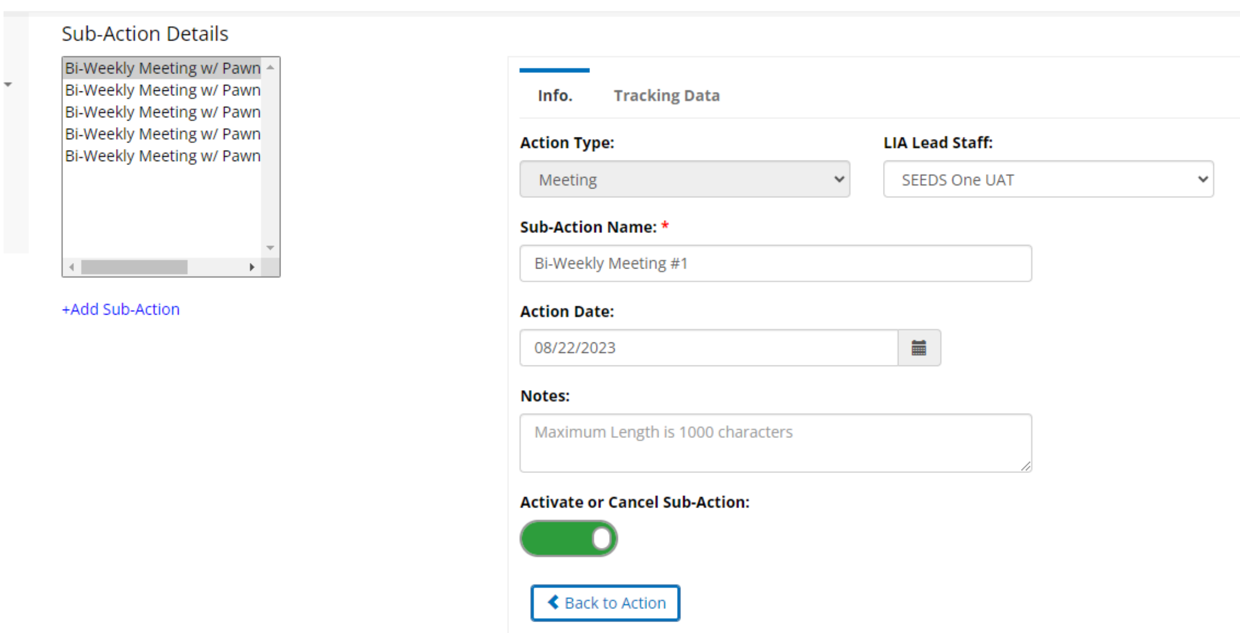
Note: Each PSE Action will have an “Info” tab that must be completed first and a “Tracking Data” tab that must be completed after the Action date has passed. **The tracking data tab will not appear until the info tab has been completed and has been saved.**

Creating PSE Sub-Actions (Series)

If you have selected “Series” as the action group, you will be brought to the “Sub-Action Details” screen.

1. Click on the sub-action you wish to enter information for.
2. “Action Type” will be grayed out, as this **cannot** be edited once saved.
3. The “LIA Lead Staff” field will be automatically filled out with the selection from the action created - if the sub-action will have a different lead staff, you can select with the drop-down.
4. Click on the “Action Date” entry box. The current date will automatically populate. Select date on calendar (or type in date) that Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**
5. Enter any notes in the “Notes” text entry box.
6. Click the “Save Changes” button in the bottom right corner.

Note: You can add additional sub-actions without editing the action by clicking the “+ Sub-Action” button on the left. However, if you complete the last sub-actions in the series, you will not be able to add more sub-actions.



Tracking Data

Once the action date has passed, the tracking data tab will be available. Each action type will require different tracking information:

Action Types	Tracking Data
Assessment	1. Subcontractor Name (If you do not have a subcontractor, none is an option). 2. Agency contact email address. 3. Some assessments will require more information and some only have a checkbox. 4. Implementation Stage (Defaults to Assessment).
Event	1. Number of Adults who attended the event. 2. Number of Youth who attended the event. 3. Number of Hard Copy materials distributed. 4. Number of Nutrition Education Materials distributed. 5. Implementation Stage (for definitions check the Implementation Stage section). 6. Whether or not there was a food demo at the event.
Meeting	1. Number of Adults who attended the meeting. 2. Number of Youth who attended the meeting. 3. Implementation Stage (for definitions check the Implementation Stage section).
Training	1. Training Length (Minutes). 2. Did you train professional staff on an AZ Health Zone specific curriculum? 3. If question 2 is "yes" then a Curriculum will need to be selected. 4. Number of Adults. 5. Number of Youth. 6. Implementation Stage (for definitions, check the Implementation Stage section).

Implementation Stages

Implementation Stages represent the current phase of a PSE Action. There are 4 different Implementation Stages:

Implementation Stages	Definition
N/A	Services stopped at site.
Planned Implementation	Prep work and development to implement a PSE change.
Adopted Changes	PSE changes are considered new if they are in a new site or if they are a new type of change in a site that previously implemented changes.
Maintained Changes	If the PSE change was maintained during this fiscal year with the support of staff and/or funding from SNAP-Ed.

Note: Select "N/A" if the site withdraws from services or if it was a data entry error. For more information on implementation stages, please refer to Appendix C.

Community Coordination Actions

Community Coordination is an activity that is only in the childhood focus area. For an action to be reported under community coordination, there must be coordination between:

1. The LIA.
2. A school/ECE site.
3. An outside entity(s).

The third entity(s) must provide service to the site partner or community. SEEDS will pull from your partnership list to determine who the outside entity is.

Community Engagement Actions

Community Engagement action entries should describe actions that can be identified as consulting with, involving, collaborating with, and deferring to community members to inform, impact, and/or improve program implementation. When entering Community Engagement activities, users will be prompted to select the level of community engagement: **Consult**, **Involve**, or **Collaborate**. Entering a short note that describes the community engagement activity and the goal of the engagement is best practice.

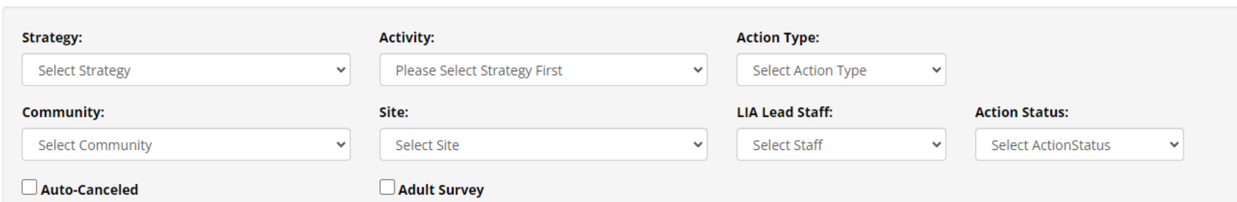
Community Engagement Level	Example Activity
Consult	If your activity is a survey, focus group, or needs assessment.
Involve	For more activities where the community is more fully and consistently involved, like advisory groups.
Collaborate	If the community is engaged in coming up with planning and solutions, such as involving the community in writing CAPs.

Editing PSE Actions

Note: After submission, you can no longer edit Strategy, Activity, Action Type, Group, and Action Date.

To edit an already completed PSE Action:

1. Go to the dashboard.
2. Find the Community containing the PSE Action you want to edit under “Actions.”
3. Click on the Community containing the PSE Action you want to edit.
4. Use filters if needed to find the action you would like to edit.



5. Click on the name of the action you would like to edit.
6. Edit the fields needed in the Info and Tracking Data tab.
7. Click “Complete Action” in the bottom right corner.

Editing PSE Sub-Actions

Note: After submission, you can no longer edit Strategy, Activity, Action Type, Group, and number in Series in the main Action after completion. You **cannot** change the Action Type or Action Date of a sub-action once completed.

To edit an already submitted PSE Sub Actions:

1. Go to the dashboard.
2. Find the Community containing the PSE Action you want to edit under “Actions.”
3. Click on the Community containing the PSE Action you want to edit.
4. Use filters if needed to find the action you would like to edit.

DE Actions

An action is classified as Direct Education (DE) when it involves specifically teaching **AZ Health Zone curricula**.

DE Action Types

There are 2 types of DE actions which include the following curriculum:

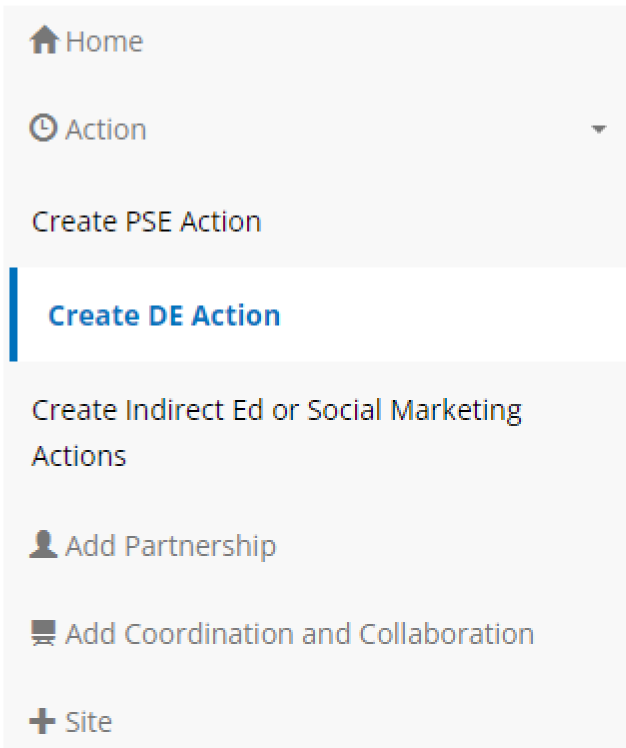
1. DE-Adult
    a. Around The Table: Nourishing Families
    b. Eat Smart, Live Strong
    c. Eat Together, Eat Better
    d. Eating Smart Being Active
    e. MyPlate for My Family
    f. Seed to Supper

2. DE-Youth
    a. Around the Table: Youth
    b. Botany on Your Plate
    c. Color Me Healthy
    d. Cooking Matters for Chefs and Kids
    e. Discover MyPlate
    f. Eat Together, Eat Better
    g. Food Smarts
    h. Grow It Try It Like It
    i. Growing Healthy Habits
    j. Healthy Classrooms, Healthy Schools
    k. Junior Master Gardener - Level 1
    l. Junior Master Gardener - Level 2
    m. Learn, Grow, Eat & Go!
    n. The Great Garden Detective

Creating DE Actions

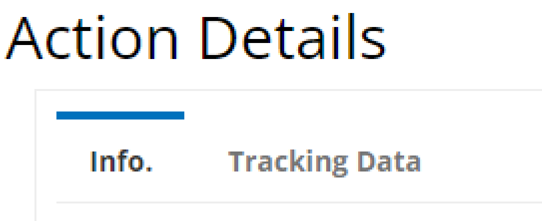
To create a DE Action:

1. Click “Create DE Action” in the menu on the left.



2. Select the Strategy used in DE action using the “Strategy” dropdown.
3. Select curriculum from the Curriculum dropdown. The curriculum selected will determine if the DE action is Youth or Adult.
4. Select from "How was direct education delivered?" dropdown.
5. For DE Youth Actions, there will be "Teacher/Grade Level" multi-select dropdown displayed.
6. Type in the Action Name in the “Action Name” text entry box.
7. Choose the Community the DE action will take place by using the “Community” Drop Down.
8. After Community is chosen, choose the site from the “Sites” dropdown where the DE is being held.
9. In the “Group” drop-down:
    a. Select “Single” if this is a one-time action (i.e. one lesson).
    b. Select “Series” if this will be a series of actions of the same type (i.e. a series of lessons at site over time).
        i. Enter the number of series in the “Number of Series” text entry box.
10. Click on the “Action Date” entry box. (**Note:** This box will not appear if you have selected “Series”) The current date will automatically populate. Select the date on the calendar (or type in the date) that the Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**

11. Select the lead staff member for the event using the "LIA Lead Staff" dropdown.
12. Enter any notes in the "Notes" text entry box.
13. Click the "Save" button in the bottom right corner.
14. Each DE Action will have an "Info" tab that must be completed first and a "Tracking Data" tab that must be completed after the Action date has passed. **Note:** These tabs will not appear until the initial information **has been saved.**

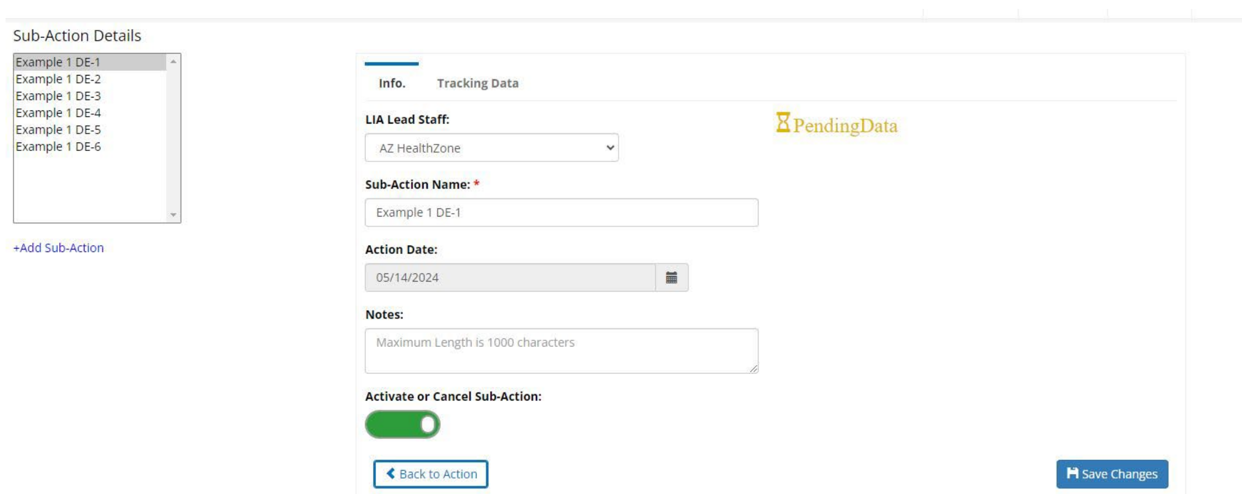


Creating DE Sub-Actions

If you have selected "Series" as the action group, you will be brought to the "Sub-Action Details" screen.

1. Click on the sub-action for which you wish to enter information.
2. Click on the "Action Date" entry box. The current date will automatically populate. Select the date on the calendar (or type in the date) that the Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**
3. Enter any "Notes" text entry box.
4. Click the "Save Changes" button in the bottom right corner.
5. After clicking on "Save Change" the tracking data tab will appear and will be covered in the next section.

Note: You can add additional sub-actions without editing the action by clicking the "+ Sub-Action" button to the left. However, if you complete the last sub-actions in the series, you will not be able to add more sub-actions.

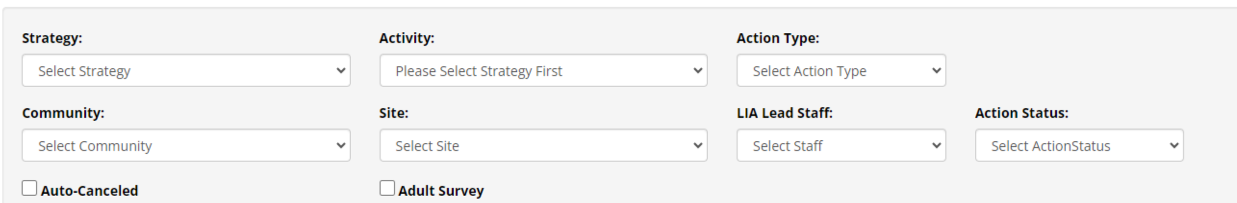


Editing DE Actions

Note: After submission, you can no longer edit Strategy, Curriculum, Group, Action Date, and LIA Lead Staff.

To edit an already completed DE Action:

1. Go to the dashboard.
2. Find the DE Action you would like to edit under “Actions”.
3. Use filters if needed to find the action you would like to edit.



4. Click on the name of the action you would like to edit.
5. Edit the fields needed in the Info and Tracking Data tab.
6. Click “Complete Action” in the bottom right corner.

Editing DE Sub-Actions

Note: After submission, you can no longer edit Strategy, Curriculum, and LIA Lead Staff. Group and number in Series in the main Action after completion. You **cannot** change the Action Date of a sub-action once it is completed.

To edit an already completed DE Sub Action:

1. Go to the dashboard.
2. Find the Action containing the DE Sub-Action you want to edit under “Actions.”
3. Use filters if needed to find the action you would like to edit.
4. Edit the fields needed in the Info and Tracking Data tab.
5. Click “Complete Action” in the bottom right corner.

DE Tracking Data

Once the action date has passed, the tracking data tab will be available. Enter the following information:

Youth DE:

1. Number of New Attendees
2. Did you use a data estimation tool for demographic numbers? (i.e. the Youth Demographic Estimation Tool)
3. Age/Sex
4. Ethnicity
5. Race
6. Language
7. Session Length (Minutes)
8. Check the box for whether or not there was a food demo at the event
9. Number of Hard Copy materials distributed [Optional]
10. Number of NutritionEd materials distributed [Optional]

Adult DE:

1. Number of New Attendees
2. Age/Sex
3. Ethnicity
4. Race
5. Language
6. Session Length (Minutes)
7. Check the box for whether or not there was a food demo at the event
8. Number of Hard Copy materials distributed [Optional]
9. Number of NutritionEd materials distributed [Optional]

Indirect Ed and Social Marketing Actions

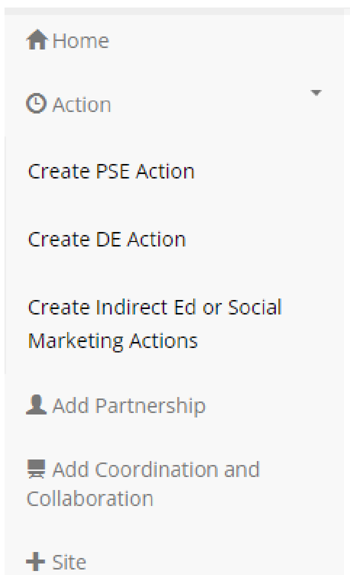
Indirect Education is defined as Social media, material distribution, and all one-time social marketing actions that are now part of a comprehensive social marketing campaign.

Social Marketing is defined as Comprehensive social marketing campaigns involving **paid** media and, most likely, a marketing firm. (If you plan to do this type of work, please reach out to the SIT to help know what data points need to be collected.)

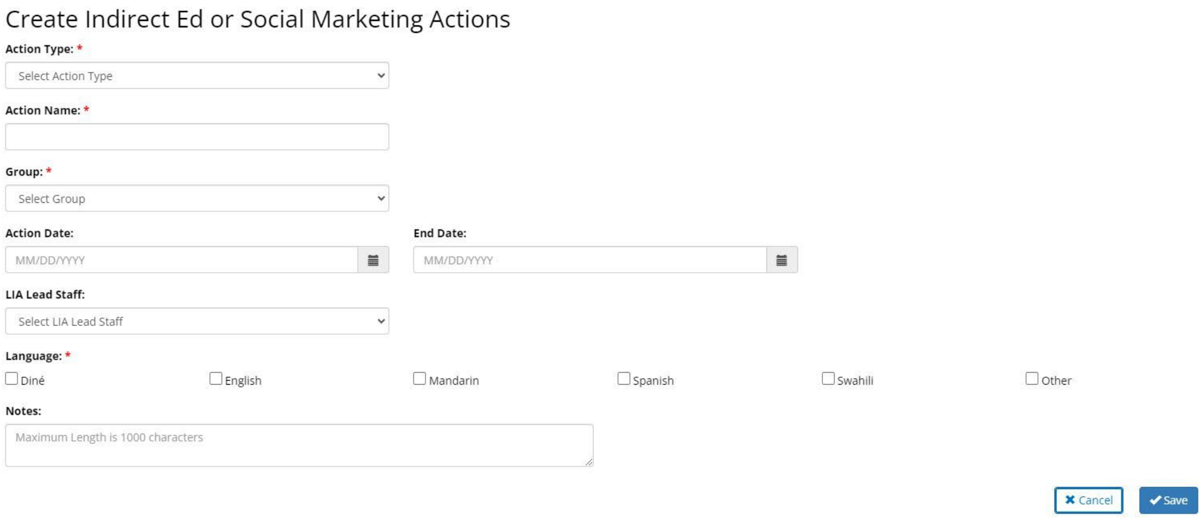
Creating Indirect Education and Social Marketing Actions

To create an Indirect Action:

1. Click “Create Indirect Ed or Social Marketing Actions” in the menu on the left.



2. This will lead you to the information page:



3. Select your action type in the "Action Type" dropdown (see the beginning of the section for definitions if wondering which to choose).
4. Type in the Action Name in the "Action Name" text entry box.
5. In the "Group" drop-down:
    a. Select "Single" if this is a one-time action (i.e. a one-time training for school staff).
    b. Select "Series" if this will be a series of actions of the same type.
        i. Enter the number of series in the "Number of Series" text entry box.
6. Click on the "Action Date" entry box. (**Note:** This box will not appear if you have selected "Series") The current date will automatically populate. Select the date on the calendar (or type in the date) that the Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**
7. Click on the "End Date" and enter a date. (**Note:** Action date and End date can be the same).
8. Select the lead staff member for the event using the "LIA Lead Staff" dropdown.
9. Select the "Language".
10. If you selected Social Marketing Action:
    a. Choose Campaign topic(s) in the multi-select box. Hold Ctrl and Select on your keyboard simultaneously to select multiple topics.
    b. Choose the Campaign Scale with whichever apply (**This information will be given to you by the marketing agency**).
11. Type any notes in the "Notes" box.
12. Click the "Save" button in the bottom right corner.

Creating Indirect Education Sub-Actions and Social Marketing (Series)

If you have selected “Series” as the action group, you will be brought to the “Sub-Action Details” screen.

1. Click on the sub-action you wish to enter information for.
2. “Action Type” will be grayed out, as this **cannot** be edited once saved.
3. The “LIA Lead Staff” field will be automatically filled out with the selection from the action created - if the sub-action will have a different lead staff, you can select it with the drop-down.
4. Click on the “Action Date” entry box. The current date will automatically populate. Select the date on the calendar (or type in the date) that the Action has taken place or will take place. **You cannot enter a date that is more than 30 days prior.**
5. Click on the “End Date” and enter a date. (**Note:** Action date and End date can be the same).
6. Fill in the “Notes” section.
7. Click the “Save” button in the bottom right corner.
8. Tracking data will be specific per action type and discussed further in the Indirect ed Tracking Data Section.

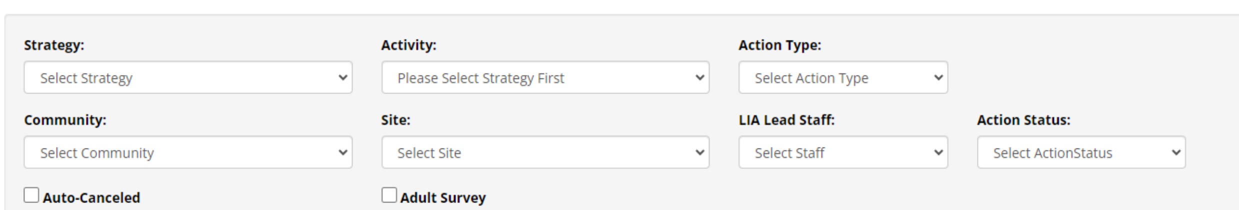
Note: You can add additional sub-actions without editing the action by clicking the “+ Sub-Action” button to the left. However, if you complete the last sub-actions in the series, you will not be able to add more sub-actions.

Editing Indirect Education and Social Marketing Actions

Note: After submission, you can no longer edit Action Type, Group, Action Date, End Date, and LIA Lead Staff.

To edit an already completed Indirect and Social Marketing Action:

1. Go to the dashboard.
2. Find the action you would like to edit under “Actions”.
3. Use filters if needed to find the action you would like to edit.



4. Click on the name of the action you would like to edit.
5. Edit the fields needed in the Info and Tracking Data tab.
6. Click “Complete Action” in the bottom right corner.

Indirect Ed Tracking Data

All data fields **do not** have to be filled in. Fill in with the data that is appropriate based on the ad's host or other indirect activity.

Channel	Tracking Data
Traditional media advertisements (e.g. Ads on broadcast or cable TV, or radio)	Engagement: Impressions Does not apply
Billboards, transit advertising (e.g. Outdoor billboards and interior/exterior transit advertising)	Engagement: Impressions Does not apply
Social Media (e.g. Facebook, Instagram)	Engagement: Impressions Comments Likes Clicks Shares Engagement Score Does not apply
Websites	Engagement: Impressions Comments Likes Clicks Shares Engagement Score Does not apply
YouTube Channel	Engagement: Impressions Comments Likes Clicks Shares Engagement Score Does not apply
Site-level assets (e.g., posters, banners, a-frames, displays)	Engagement: Impressions Does not apply Community [Drop Down] Site [Drop Down]

Channel	Tracking Data
Electronic materials (e.g., emails, electronic newsletters, text messaging)	# of Sends
Hardcopy materials	Number of materials distributed Community [Drop Down] Site [Drop Down]
Nutrition education reinforcement items	Number of materials distributed Community [Drop Down] Site [Drop Down]
CD or DVD	Number of materials distributed Community [Drop Down] Site [Drop Down]
Articles	Number of materials distributed Community [Drop Down] Site [Drop Down]
Other	Fill In

Social Marketing Tracking Data

All data fields **do not** have to be filled in. Fill in with the data that you received from the advertising agency.

Channel	Tracking Data
Traditional media advertisements	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number
Billboards, transit advertising	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number
Site-level assets	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Community Site
Facebook	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement

Channel	Tracking Data
Instagram	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Twitter	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Other Social Media Channels	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Web advertisements	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Digital media advertisements	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Websites	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
YouTube channel	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement
Email updates	Directs Audience to Website (e.g., via QR Code) Impressions SNAP-Ed Eligible Reach Source Number Engagement

Actions Deadline and Status

Actions Deadline

The 30-day Rule limits the dates that are available in SEEDS in relation to the current date to ensure that data entry is completed in a timely manner. The 30-Day Rule does the following:

1. Only allows "Creating" actions that have completed or started within 30 days of today's date (future dates are always available).
2. All users will have 60 days to edit and complete the action.
3. If users do not complete the action in 60 days, SEEDS will "Auto-Cancel" it, and it will no longer be editable.

Action Status Table

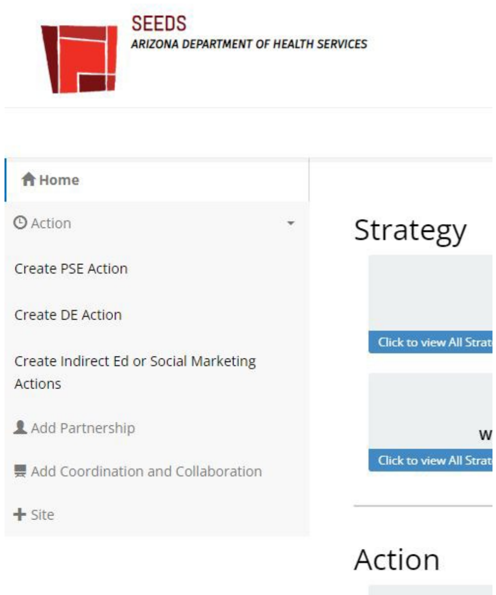
An action's status depends on the current date and the Action Date or End Date (also referred to as the trigger date).

Action Status	Description
Created	The action has been created, but the trigger date field is not entered or today's date is before the trigger date. Both the LIA User and LIA Admin can cancel, edit and complete.
Pending Data	The action has been created, and the trigger date has passed. When the Trigger Date has been reached for your action, the status will automatically change to "Pending Data." LIA User can no longer cancel, but can edit and complete. LIA Admin can cancel, edit, and complete.
Saved	When information has been entered into the Tracking Data tab and saved, but it has not yet been marked as complete, the LIA User can no longer cancel but can edit and complete it. The LIA Admin can also cancel, edit, and complete.
Completed	When all information has been entered, the Action is marked as complete. LIA Admin can edit, complete, or cancel for up to 60 days after the trigger date.
Canceled	When an action and all sub-actions have been inactivated, if it is not manually completed after 60 days, it will become auto-canceled.

Partnerships

Adding New Partnership

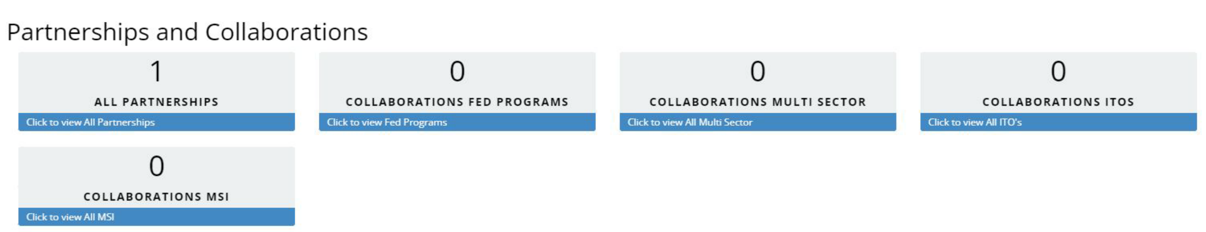
1. On the left-hand menu, click on "Add Partnership".



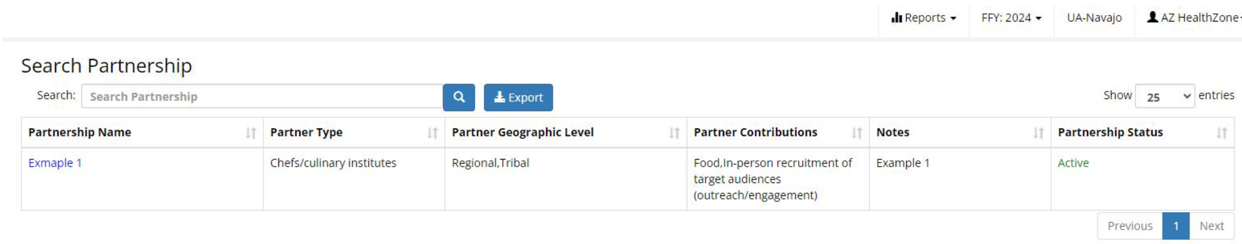
2. Select a partnership type from the "Partner Type" drop-down.
3. Write partner's name in "Partner Name".
4. In the multi-select box, select one or more "Partner Geographic Level." To select multiple topics, hold Ctrl and Select on your keyboard simultaneously.
5. Select how the partner is supporting you via the "Partner Contributions" multi-select box. Hold Ctrl and Select on your keyboard simultaneously to select multiple topics.
6. Enter any notes into the "Notes" box.
7. Click on "Save" in the bottom right corner.

Reviewing and Editing an Existing Partnership

1. From the home screen, select on the Box that states "All Partnerships".



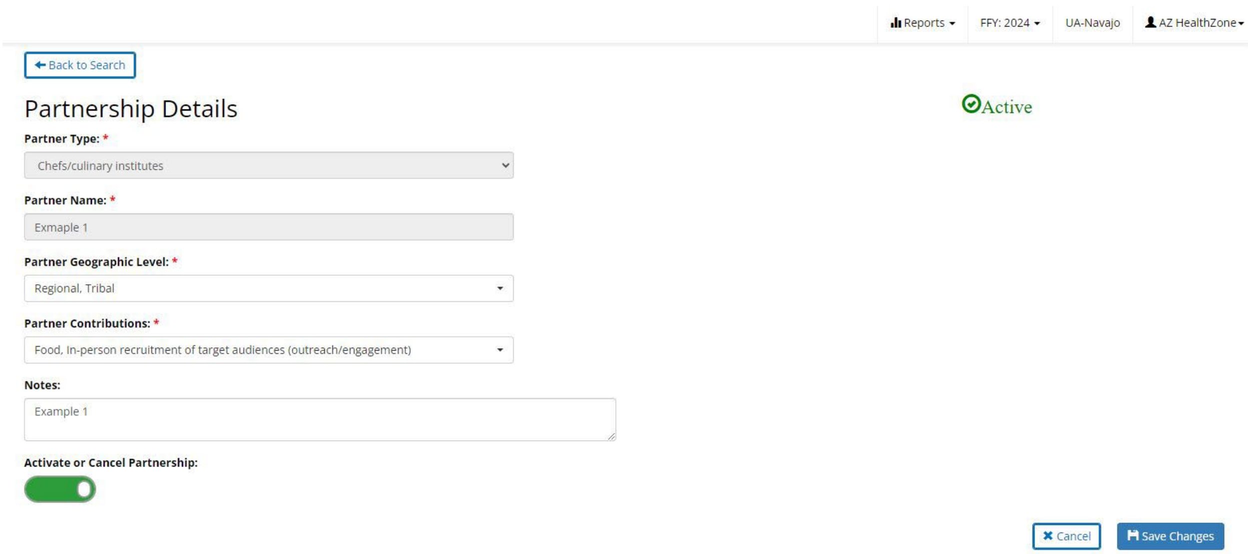
2. Click on the Partnership Name.



3. Make any changes needed or add to the notes section.
4. Click "Save."

Canceling Partnerships

1. Inside the editing page, you will see a toggle that states, **"Activate or Cancel Partnership."**



2. Click on the toggle, you should see it turn gray.
3. Click on "Save Changes".

Submitting A New Site Request

This How to Guide is a review of the steps required to submit a new site request in SEEDS. Only users with the LA Admin role are able to enter new site requests in SEEDS. Because the system does not allow you to save a new site request mid-completion, it is recommended that you have all required information ready and accuracy verified before you begin.

Section 1: Entering Site Information:

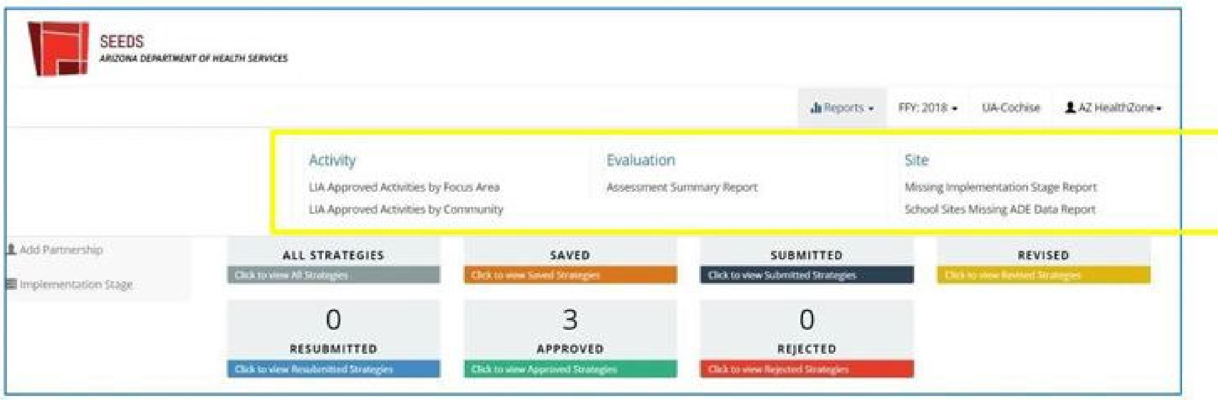
1. On the Home screen, select +Site on the site menu.
2. The Add/View Sites screen will be displayed and current sites for your agency are listed alphabetically.
3. Search for the site you want to add to make sure it is not already an approved site for your Agency. Click in the Search box and type in the information for the site. Any sites with information matching your search will populate your list. The search function searches all fields, not just the site name. **Note:** You may have multiple activities at a site but the site should only be listed once in your agency site list.
4. Once you have verified that the site is not already an approved site for your agency, click on the Add Site button.
5. The Add Site screen will display. All fields with a red asterisk are required.
6. Enter the Site Name as you would like it to appear in SEEDS. Full and proper school names are required, including any initials (i.e., Arthur M Hamilton School). Accuracy of school names is important for locating accurate qualifying data and to help identify duplication of sites.
7. Select the Community from the drop-down menu. **Note:** If the community you need is not listed and you wish to add a new one, contact the State Implementation Team (SIT). A new community must be approved and added to SEEDS before a new site can be added to it.
8. Select the Site Type from the drop-down menu. Use of the Site Type “Other” should be avoided whenever possible. If the Site Type “School” is selected, two additional fields will display and are required. School District CTDS **Note:** The CTDS number should be verified for accuracy before continuing.
9. Do not use punctuation for N, S, E, or W, and Street/Avenue/Lane, etc., should be spelled out (i.e. 1234 N Canyon Boulevard). The site address and zip code should be validated for correctness before entering in SEEDS. Errors can delay the approval of the site request. PO Boxes are not acceptable. If no valid street address can be found for the site, Latitude and Longitude must be provided. Select the County from the drop-down menu.

Section 2: Entering Qualifying Data:

Select the appropriate Data Source from the drop-down menu.

Accessing Reports

SEEDS Users will have access to reports. Reports will be accessible via the button on the top navigation bar.



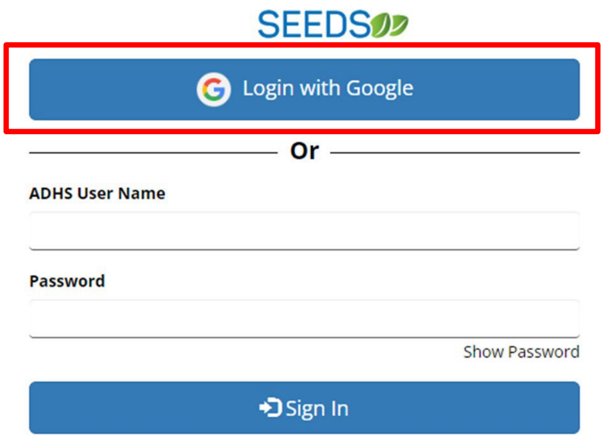
When selecting reports, they will be listed in categories.

After selecting the report, SEEDS users must select the criteria, if applicable. Then select “View Report.” After running viewing, the report it can be extracted in an Excel spreadsheet.

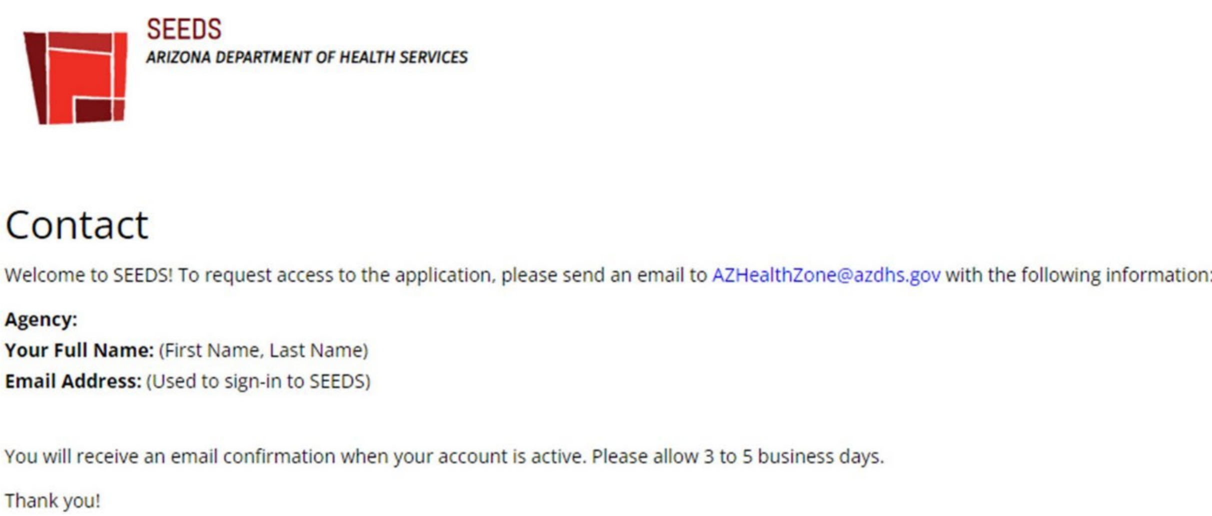
Appendix A: Logging into SEEDS

Logging into Seeds

1. Go to seeds-training.azdhs.gov
2. Click the button that says Login with Google:



3. Once prompted by Google, log in **with your AZHZ email**. You should now see the SEEDS dashboard.
4. If you get this message instead of the dashboard please email azhealthzone@azdhs.gov:



Appendix B: FAQs By Strategy and Activity

Active Living

Built Environment
Strategy: Support development of the Built Environment to increase access and use of community infrastructure(s).

Activity (Track)	Description	Examples
Active Living Policy	Contribute to the creation or implementation of state, regional, or local policies that create safer, more accessible, and/or more walkable communities.	See track examples.
(State/Regional)	Support state, regional, and/or county-level policies.	Assist with making changes to policy regarding access to or safer PA resources. Creating or implementing Complete Streets.
(Local)	Support municipal-level policies.	Plan to implement Multi Use Trails, Health in All Policies.
Walking, Biking, and Transit Networks	Contribute to the creation or implementation of infrastructure that improves the walking, biking, and/or transit system or environment within or between communities.	See track examples.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders representing.	Convene and facilitate meetings for community to explore ways of improving walking, biking and/or transit routes. Advocate for a new bus route between towns, pop-up traffic calming near a site, advocate for park upgrades.
(Single)	Working with individual sites or partners.	Support the installation of pavement, trail signage, markers to improve walking, biking within or between two communities.

Activity (Track)	Description	Examples
Active Transportation	Encourage active transportation behavior with partnering organizations (those managing bikeshare, scooters, etc.) and among SNAP-eligible residents.	See track examples.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders representing.	Convene and facilitate meetings with stakeholders (especially those who have decision making power) to map out safe bike routes to school, work, PA resources.
(Single)	Working with individual sites or partners.	Publicize low-cost bikeshare programs, support the implementation and marketing of a safe bike route. Support creation of social media marketing that highlights scooter rentals/trails.
Development of Parks, Trails and other Resources	Support development of new spaces to encourage participation in regular physical activity.	See track examples.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders representing.	Partner with Parks and Rec and/or government entities to develop brown space or undeveloped space for community recreation, work with a community group with a Kaboom grant to build a new playground.
(Single)	Working with individual sites or partners.	Partner to run an event to celebrate a new splash pad, collaborations with local church to brainstorm ideas for a new open space that can be used for PA.

Activity (Track)	Description	Examples
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving and collaborating techniques.	One-on-one conversations, door knocking, phone banking, tabling, surveys, community meetings, focus groups, town halls, consultations, advisory committees, listening sessions, etc. to understand how best to match SNAP-Ed programs and initiatives with the priorities of the community.

Increase Usability and Access
Strategy: Increase usability and access to physical activity resources and community programming.

Activity (Track)	Description	Examples
Improve Usability and Access to Community Resources	Increase usability and access to community physical activity resources by improving space features, amenities, incivilities, or access.	See track examples.
(Single)	Working with individual sites or partners.	Organize a park cleanup and then secure agreement from Parks and Rec for weekly maintenance visits. Partnering with Parks & Rec to repair resident-controlled lights at a basketball court to expand hours of play. Provide virtual or live demonstrations on how to use/access physical activity resources or equipment.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders Representing.	Partner with Parks and Rec to repair resident-controlled lights at a basketball court to expand hours of play.

Activity (Track)	Description	Examples
Shared Use Agreements	Develop a written agreement between agencies to allow communities to access resources to be physically active.	See track examples.
(Single)	Working with individual sites or partners.	School agrees to open its gym on Saturdays to community residents. School agrees to allow access to outdoor facility for community members every day after school.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders representing.	Convene and facilitate meetings with parks and rec, local community member, to develop a shared use plan that allows stakeholders to access space to facilitate PA activities/events during the week.
Social Support Networks	Establish/support physical activity groups for adults through sustainable partnerships with community organizations.	See track examples.
(Single)	Working with individual sites or partners.	Set up the structure for a volunteer-led walking group for seniors at a community center or local PA resource Creating and setting up a buddy system for physical activity (walk groups, hiking groups), creating an agreement with others to complete specified levels of Physical Activity.
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders Representing.	Partner with local gym, and community members to set up event that highlights physical activity groups, and events in SNAP- ED eligible areas.

Activity (Track)	Description	Examples
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving and collaborating techniques.	One-on-one conversations, door knocking, phone banking, tabling, surveys, community meetings, focus groups, town halls, consultations, advisory committees, listening sessions, etc. to understand how best to match SNAP-Ed programs and initiatives with the priorities of the community.

Childhood

Early Care and Education
Strategy: Support the development, implementation, and evaluation of policies that promote nutrition and physical activity in early care and education settings.

Activity (Track)	Description	Examples
Empower Policy	Support Empower policy change at ECE, regional, and/or state levels.	See track examples.
(State/Regional)	Support state, regional, and/or county-level policies.	Presentation at state conference about written Empower policy and/or work with the state's Empower program to help revise the written policy samples offered by Empower.

Activity (Track)	Description	Examples
(Local)	Support municipal-level policies.	Support ECEs in drafting, reviewing, revising, writing and/or disseminating written ECE policies consistent with one or more Empower standards. Work with an ECE to focus on the Policy section of any GO NAPSACC module to improve written policy. Work collaboratively with an FTF regional partnership to develop, review, revise, and/or disseminate written policy guidelines for the region. Collaboratively work with a Head Start advisory council in order to influence and/or inform written policy changes.
Learning Collaborative	Convene a group of early care and education (ECE) programs and/or professionals to participate in a learning system to make quality improvements in a focused area.	See track examples.
(Go NAPSACC)	Participating in the Go NAPSACC Learning Collaborative.	Recruit and provide training, consultation, and technical assistance to two or more ECE sites participating in the Go NAPSACC Learning Collaborative Program.

Activity (Track)	Description	Examples
(Other)	Participate any other collaboratives outside Go NAPSACC.	Recruit, convene, and/or provide training and TA to two or more ECE sites to participate in a co-learning space in order to make site-level policy, system, and environmental changes and to establish a community of practice. Provide consultation to ECE sites participating in a learning collaborative.
Staff Development	Assist a program or facility to increase staff knowledge, abilities, skills, and improve practices when implementing the EMPOWER program.	See track examples.
(Empower Standard 8)	Regarding staff development on wellness topics to ECE and/or Out of School Time providers.	Train ECE staff on how EMPOWER Standards 1, 3, 4, 5, and 6. Provide technical assistance and training on how to use the Staff Development section of Go NAPSACC online assessments, tools, and resources to improve staff development at the ECE.
(AZHZ Curriculum)	Train the Trainer on AZHZ approved curriculum.	Facilitate Train-the-Trainer with ECE staff on approved AZHZ curriculum (Grow It, Try It, Like It and Color Me Healthy) to support the implementation of the EMPOWER standards.
(Other)	Training provided to ECE providers that supports any SNAP-Ed related strategies and activities other than Empower Standard 8 or AZHZ Curriculum.	Introduction and overview on Language of Health nutrition concepts and how this can be integrated in the classrooms and with communicating with families.

Activity (Track)	Description	Examples
ECE-Based Agriculture	Provide training, support, and technical assistance to ECE partners and staff to implement food education activities/events, establish and sustain site gardens and/or support local food procurement.	See track examples.
(Gardens)	Working with an ECE site to establish and sustain an on-site garden.	Provide training, support, and TA to an ECE site in assessing capacity to establish and maintain an on-site garden.
(Procurement)	Start and expand Farm to ECE programming with ECE sites.	Support an ECE site with completing the GO NAPSACC Farm to ECE module, and use the results to support action planning for local procurement. Assist action planning for Farm to ECE by connecting an ECE to a local grower and provide technical assistance with integrating local food in meals.
Nutrition and Feeding Practices	Support ECE site in improving nutrition practices and environments (including breastfeeding) that are consistent with Empower Standards and best practices.	See track examples.
(Breastfeeding)	Working with ECE site to assess and create breastfeeding-friendly environment.	Provide training, support, and technical assistance to an ECE site to create a breastfeeding-friendly environment by completing the GO NAPSACC Breastfeeding and Infant Feeding module.

Activity (Track)	Description	Examples
(Other)	Working with ECE site to align nutrition and feeding practices with industry best practices.	Provide support and technical assistance to ECE staff by reviewing menus and make appropriate recommendations if needed, following Empower Basics training. Provide on-going support in goal-setting and action planning to implement family-style meal service. For example, work with a site to develop a goal and action plan to implement family-style meal service such as: on-site observation of a typical lunch meal service; providing feedback based on your observations; and then working with the site to set new goals and action plan.
PA Environment	Support improvements in ECE PA environments and practices consistent with Empower Standards (e.g. painted playgrounds).	During an on-site visit, you observe an ECE site's indoor and outdoor play space, you help a site identify types of portable play equipment that could be made available to prompt unstructured activities during the day. You work with an ECE site to complete Go NAPSACC physical activity assessment and action planning, providing TA and on-going support to assist site in implementing a physical activity policy.

Activity (Track)	Description	Examples
Community Coordination	Support and/or provide consultation for ECE sites, coalitions, councils, and/or organizations with increasing partnerships and resources, writing and revising policies, and expanding support networks in order to meet an identified need ECEs and/or families with young children have (e.g. food security resources – SNAP Outreach, backpack programs, food pantries).	Lead efforts and/or partner with community stakeholders to conduct and/or participate in community needs and assets data collection to help inform, influence, and disseminate ECE related information, standards of practice, etc. Apply for and/or regularly attend First Things First regional partnership councils, Head Start advisory council, and/or create, partner with or join a regional ECE coalition. Work with an ECE to develop and support a system to address family food insecurity, for example by providing TA on how to start a weekend backpack program or take a dinner home program.
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving, and collaborating techniques.	Facilitate one-on-one conversations, community meetings, focus groups, town halls, consultations, advisory committees, listening sessions, and/or disseminating and analyzing surveys, etc. to understand how best to match SNAP-Ed programs and initiatives with the priorities of the ECE site, ECE families, and/or community.

School and Youth-Serving
Strategy: Support the development, implementation, and evaluation of policies that promote nutrition and physical activity in schools and other youth-based systems.

Activity (Track)	Description	Examples
Policy Revision and Communication	Support written Local Wellness Policy (LWP) and/or Empower review, revision, dissemination and (two-way) communication with school stakeholders.	See track examples.
(State/Regional)	Support state, regional, and/or county-level policies.	Train a wellness team on the cycle of assessment, planning and implementation.
(Local/District)	Support district and school level policies.	Assist School Health Advisory Committee (SHAC) with LWP assessment using an approved tool like the Well SAT 3.0 or the ADE Activity and Assessment Tool. Disseminate information to parents and community members about wellness policy.
Wellness Committees	Support District and School-Level school wellness committees, including recruitment, formation and participation.	Meet with district administration to promote the creation of a district or school-level wellness team. Perform a gap-analysis of the wellness team. Offer to convene meetings, and/or provide logistical support in the form of meeting reminders, agendas and minutes.
Staff Development	Provide school staff with Train the Trainer one evidence-based curricula and resources to support policy implementation and encourage students' healthy behaviors.	See track examples.
(Empower Standard 8)	Provide staff development on wellness topics to Out of School Time providers.	Provide professional development and resources to out of school time staff about wellness topics - such as Physical Activity.

Activity (Track)	Description	Examples
(AZHZ Curriculum)	Train the trainer on AZHZ approved curriculum.	Train classroom teachers to deliver an AZ Health Zone-approved curriculum in their classrooms.
(Other)	Training provided to school and/or out of school time staff that supports any SNAP-Ed related strategies and activities other than Empower Standard 8 or AZ Health Zone curriculum.	Introduction and overview on Language of Health nutrition concepts and how this can be integrated in the classroom.
School/Youth-Based Agriculture	Train partners to implement and sustain gardens and or support local food procurement and implementation.	See track examples.
(Gardens)	Work with a wellness team to establish and sustain school gardens.	Partner with school wellness team to strengthen written policy for gardens. Work with teachers to gain support for gardening curriculum and activities e.g.: clubs and classes.
(Procurement)	Work with your school foods administrator to start and expand Farm to School programs.	Work with school nutrition staff on garden tastings and farm to school activities for local food procurement.
Nutrition Practices and Environment	Support improvements in nutrition practices and environments, including the Smarter Lunchrooms Movement (SLM), School Meal Programs and Out-of-School Time (OOST) consistent with Empower.	See track examples.
(Smarter Lunchrooms)	Assist in assessment and planning for improvements to school nutrition environments.	Facilitate completion and action planning around the Smarter Lunchrooms Scorecard.
(Other)	Assist in assessment and planning for nutrition practices and environment outside the cafeteria.	Conduct No Time to Train with cafeteria staff to make improvements to the school nutrition environment.

Activity (Track)	Description	Examples
Physical Activity Practices and Environment	Support improvements in PA practices and environments by employing the tenants of a Comprehensive School Physical Activity Program (CSPAP) e.g.: active transportation, active recess, adequate Physical Education opportunities, classroom brain breaks.)	Assist wellness committees to design recess spaces using the AZ Health Zone lending stencils. Assist wellness committees to organize active transportation opportunities (Walking School Bus, Walk to School Days) and incorporate them into wellness policies. Provide information and support for active classrooms through the use of brain energizers. Support a school to implement the required two recess periods per day utilizing the Let's Play Recess Toolkit.
Community Coordination	Support School and other youth-based programs and resources that meet an identified need e.g.: food security - SNAP Outreach, backpack programs and food pantries.	Conduct an environmental scan of the school to inform efforts around emergency feeding. Assist in the creation of resources such as a week-end backpack program and/or a campus food pantry and help school officials with information about SNAP benefits.
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving and collaborating techniques.	One-on-one conversations, door knocking, phone banking, tabling, surveys, community meetings, focus groups, town halls, consultations, advisory committees, listening sessions, etc. to understand how best to match SNAP-Ed programs and initiatives with the priorities of the community.

Food Systems

Food Systems
Strategy: Support the production, distribution, and availability of food to increase access and consumption of healthy foods.

Activity (Track)	Description	Examples
Food Systems Policy	Develop and support food systems policies at state, regional, county, or municipal levels.	See track examples.
(State/Regional)	Support state, regional, and/or county-level policies.	Assess current county gardening ordinances, participate in making changes with a Food Policy Council, share model legislation to support new farmers, advocate for changes to existing food systems taxes or subsidies.
(Local)	Support municipal-level policies.	Share information about municipal policies that allow for home raising of dairy products, advocate for permit programs for local produce vendors, establish locally- developed food action plans, provide TA to develop healthy retail certifications.
Food Access	Enhance policies, systems, and environments that support no-cost food programs (where food is free).	See track examples.
(Food Banks/Pantries)	Enhance the availability, distribution and promotion of nutritious foods at food banks and pantries.	Assist a food bank with drafting and implementing nutrition standards. Identify potential funding sources for a new cooler to store produce at a pantry. Leverage partnerships to establish a new emergency food location. Support customer choice and autonomy in emergency food environments.

Activity (Track)	Description	Examples
(Housing/Community)	Support the availability, distribution, and promotion of nutritious foods at housing sites and community centers.	Support a housing site in sourcing local produce for residents via a mobile market. Work with a senior center to improve nutritious menu options for meals served on- site.
(Summer Food)	Support Summer Food Service Program sites and sponsors.	Work with a coalition to address summer hunger issues, such as identifying underserved areas. Provide meal site activities for families. Assist partners with fundraising for mobile meal distribution. Promote meal locations through kick-off events.
Food Retail	Enhance policies, systems, and environments that support food retail (where food is purchased).	See track examples.
(EBT/Double Up)	Support retail sites (such as stores and farmers' markets) to accept benefits such as SNAP, Double Up, WIC and/or FMNP.	Assist a storeowner with becoming a WIC vendor. Assist a market manager in accepting SNAP.
(Store Changes)	Support retail sites (such as stores and farmers' markets) to improve the availability, appeal, and promotion of healthy food items.	Assist a storeowner with sourcing whole grain options. Make plan to move healthy choices to the front of the store or near checkout. Install point of purchase prompts or other signage.
(Outreach/Navigator)	Conduct outreach (including but not limited to navigator programs) to increase benefit redemption at retail sites.	Train DES staff on benefits at farmers markets. Work with a farmers' market to implement a navigator or ambassador program. Promote market locations, transportation routes and benefits accepted.
Farmers/Growers	Train and connect local farmers and food producers to support locally-based food access and food retail.	See track examples.

Activity (Track)	Description	Examples
(Coalition)	Working with a partnership coalition or community coalition (multiple stakeholders). Note: To use the coalition track, the coalition must have at least five stakeholders Representing.	Convene and facilitate meetings for local farmers to explore ways of improving food security. Assist a group of backyard gardeners in starting a community exchange table at a nearby church.
(Single)	Working with individual sites or partners.	Support producers incorporating SNAP- eligible sites into their business models.
Gardens	Support community and home gardens.	See track examples.
(Establishing)	Establish new community and home gardens in current fiscal year.	Convene and facilitate community meetings around potential gardens. Provide workshops on affordable home gardening methods in Arizona climates. Assist a community group to establish a new garden.
(Sustaining)	Provide support to sustain community and home gardens started in previous fiscal years.	Provide TA and continuing education to gardeners and leaders. Convene or support garden networks to work on additional funding, programming, mentorship, and long- term land use agreements.
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving and collaborating techniques.	One-on-one conversations, door knocking, phone banking, tabling, surveys, community meetings, focus groups, town halls, consultations, advisory committees, listening sessions, etc. to understand how best to match SNAP-Ed programs and initiatives with the priorities of the community.

Appendix C: How-To on Reporting

SEEDS Reporting Guidance

Actions are divided into four categories: Direct Education (DE) Actions, Policy, Systems, and Environmental (PSE) Actions, Social Marketing Actions, and Indirect Education Actions.

Direct Education Action

Any education provided using AZ Health Zone-approved curricula should be reported as direct education actions. It is not necessary to report the prep work, meetings, and/or relationship building that lead up to a direct education class/series. Utilize the "Notes" section for specific details.

Policy System and Environment (PSE) Actions

PSE Actions include Events, Meetings, Training, and Assessments action types. Actions should be reported when steps are made to achieve a PSE goal that will impact SNAP-eligible residents within an AZ Health Zone designated area of services. The area of impact can include a site(s), towns, cities, county, region, and/or statewide.

Stages of Implementation When entering data for events, meetings, and training action types for all activities except community engagement, SEEDS will ask you to choose the implementation stage of the action. The stages of implementation are: Planned Implementation, Adopted Changes, or Maintained Changes. Most actions will fall under Planned Implementation. This also means that some actions will be created to denote an adoption or a maintained change when the staff is not there. For example, a policy getting passed by a governing body.

PSE can be challenging and multifaceted, and it is difficult to know what stage to select. Please review the table below to help guide your selection.

Implementation Stages	Definition	Example
Planned Implementation	Prep work and development to implement a PSE change.	Meeting with a transportation agency to improve a policy.
Adopted Changes	PSE changes are considered new if they are in a new site or a new type of change in a site that previously implemented changes.	The Transportation agency approves the improved policy.
Maintained Changes	PSE changes that were maintained during the current fiscal year, with the support of AZ Health Zone staff and/or SNAP-Ed funding.	Supporting wellness policy implementation in the school after the school district passes the wellness policy.

Relationship-building and exploratory work are important. Relationship building can take multiple meetings before work is decided on. This type of work does not need to be reported. Actions should be made when work strives to reach for a specific PSE change. "Live reporting" is not necessary for relationship building. For example, introduction or discovery meetings primarily focused on how the AZ Health Zone can support a site(s) that do not lead to a specific ask or plan to conduct PSEs do not need to be reported.

Community Coordination is an activity that is only in the childhood strategy. For an action to be reported under community coordination, there must be coordination between:

- The LIA
- A school/ECE site
- An outside entity(s)

The third entity(s) must provide service to the site partner or community. SEEDS will ask who are/is the outside entity by pulling from your partnership list.

Other PSE Supporting Activities that Need to be Reported

Training action type should be reported whenever AZ Health Zone instructs on new skills to professional staff that provide direct services. Also, anytime a train-the-trainer model is used to teach AZ Health Zone-approved curricula.

Event action type: All events, whether attended, tabled, or hosted by AZ Health Zone staff, should be denoted with the event action type. One-time educational classes that do not use curricula should also be reported under the events-action type. Provide a note that explains the class and the topic taught. Most of these actions will be Planned Implementation as stand-alone classes and are not PSE changes.

Community Engagement action entries should describe actions that can be identified as consulting with, involving, collaborating with, and deferring to community members to inform, impact, and/or improve program implementation. When entering Community Engagement activities, users will be prompted to select the level of community engagement: Consult, Involve, or Collaborate. Entering a short note that describes the community engagement activity and the goal of the engagement is best practice.

Community Engagement Level	Example Activity
Consult	If your activity is a survey, focus group, or needs assessment.
Involve	For more activities where the community is more fully and consistently involved, like advisory groups.
Collaborate	If the community is engaged in coming up with planning and solutions, such as involving the community in writing CAPs.

Social Marketing Actions

Social marketing actions are only for reporting comprehensive social marketing campaigns. This involves paid media and, most likely, a marketing firm. If you plan to do this type of work, please reach out to the SIT to help know what data points need to be collected.

Indirect Education Actions

All social media work not part of a comprehensive social marketing campaign should be listed as an indirect education action. Materials dropped off at sites is an indirect education action.

Appendix D: Indian Tribal Organizations (ITOs) vs Partnerships with Tribes

Local Implementing Agencies are required to report engagements with Tribal Communities, encompassing collaborations and partnerships with Indian Tribal Organizations (ITOs) or with non-governing tribal entities.

"Tribal organization" means the recognized governing body of an Indian tribe (including the tribally recognized intertribal organization of such tribes), as the term "Indian tribe" is defined in the Indian Self-Determination Act (25 U.S.C. 450b(b)), as well as any Indian tribe, band, or community holding a treaty with a state government."

Examples of Indian Tribal Organizations (ITOs) include:

- Tribal Governments
- Tribal Government Organizations
    - Tribal Health Departments
    - Tribal Health Care Centers
    - Tribal Health Services
- Inter-Tribal Council of Arizona
- Indian Health Service Health Boards

Examples of non-governing tribal entities include:

- Non-profit organizations in tribal communities
- Chapter houses in tribal communities
- Schools or businesses in tribal communities
- Community centers in tribal communities
- Indian Health Service (IHS) Health Care Facilities in tribal communities

These partnerships and reporting are facilitated through SEEDS. This comprehensive approach ensures a meaningful and inclusive engagement with tribal communities as part of the SNAP-Ed plan.