



GOOD FOOD GUIDELINES



Table of Contents

1. How to Use this Guide.....	1
2. Introduction.....	2-4
3. Initial Steps.....	5
<u>Step 1: Understanding Food Guidelines and</u> Determining Scope.....	6-12
i. Settings and Venues.....	11-12
<u>Step 2: Determining Community Resources.....</u>	13-14
<u>Step 3: Community Engagement.....</u>	15-29
i. General Community Engagement.....	18-22
ii. Community Based Participatory Process.....	23-29
<u>Step 4: Recruiting Partners.....</u>	30-36
i. Resource Selection Process.....	34-36
<u>Step 5: Accountability and Sustainability.....</u>	37-38
4. Resource Section for Actionable Steps.....	39-53
a. Project Workflows.....	40
b. Timelines.....	41-42
c. Logic Models.....	43-44
d. Menu of Options.....	45
e. One Pagers.....	45
f. Assessments.....	46-48
g. Examples of Guidelines.....	49
h. Examples of Policies.....	49
i. Examples of Promotion/Marketing/Posters.....	50
j. Examples of Regulations and Licensures.....	50
k. Success Stories.....	51
l. Evaluation / Post Assessment Metrics.....	52
m. Handbook Information.....	53

How to Use the Guide

This Good Food Guidelines handbook is structured as a flexible toolkit for project coordinators to use while planning and implementing healthy food and beverage policy, systems, and/or environmental (PSE) improvements with a community partner at a particular site. These are considered long term formal changes at the community partner's site. A policy change would ingrain new food sourcing and serving guidelines that prioritize no-sugar products. A systems change could be setting up a way to procure foods from a certified organic farmer or working with a new farmer in their current food procurement system. An environmental change could be adding new processing, cooking, or serving equipment that supports healthier food consumption.

This Handbook is in digital format with many project management tools linked throughout the text. While sections can be printed for ease of reading and reference, it is recommended to keep a copy of the Handbook saved in a digital format to have access to all the linked tools and resources. The creators of the Handbook recognize that over time certain links may expire. For this reason, graphics and information from some links have been excerpted right into the Handbook. There are examples of certain tools made available in the appendix.

Sections in the Handbook are adaptable to best meet the needs of your community partnership, the project timeline, and your workflow. You can modify the tools provided with your organization's logos and font to add cohesiveness to your project. For use of any externally linked items, please provide publishing credit accordingly.

Introduction

The Good Food Guidelines Handbook was developed with support from the State Physical Activity and Nutrition (SPAN) Program through the Centers for Disease Control and Prevention (CDC). The Minnesota Department of Health (MDH) Office of Statewide Health Improvement Initiatives (OSHII) received SPAN funding to “implement scalable, evidence-based strategies that are state and locally-led with a focus on advancing health equity.” Using the implementation guide, CDC State Physical Activity and Nutrition Program (SPAN) Implementation Guide, Good Food Guidelines was developed.

Healthy Northland and PartnerSHIP 4 Health were both awarded a Good Food Guidelines (GFG) pilot project grant through MDH in 2019 to “pilot a community-based approach to food guideline implementation.” This handbook details the learning process and reflections of those who participated in the pilot project.

Good Food Guidelines Pilot Project Administration:

Good Food Guidelines Pilot Project Administration:
Minnesota Department of Health - Grant Manager
Healthy Northland - Grant Awardee
PartnerSHIP 4 Health - Grant Awardee
Get Fit Itasca - Healthy Northland grant partner
AEOA Rutabaga Project - Healthy Northland grant partner

Introduction

Our food choices are often influenced by our physical environment, such as the food available in work, school or community settings. This means that organizations and public places that offer food are influential venues when addressing healthy food access. Establishing healthy nutrition and behavioral design policies and guidelines in venues will help bring healthier food access to the larger community.

Local guidelines and policies bring together diverse stakeholders to create a unified food movement, influence the food supply chain, and improve overall dietary behaviors. The idea is to avoid double standards regarding food options, and to make the healthy choice the easy choice. States and localities are realizing that serving and selling unhealthy food contradicts their obesity and chronic disease prevention efforts. Good Food Guidelines helps to reverse these contradictions by changing systems with new policies when the expectation doesn't meet the reality through community and partner input. Policy, systems, and environmental changes (PSE) changes are implemented through technical assistance and potential seed funding collaborations to meet healthy eating goals.

The pilot projects are the foundation for action steps identified in this Handbook. Community partnerships worked towards implementing Good Food Guidelines within public facilities by assessing the current food environment, identifying opportunities to increase incorporating healthy foods, and implementing changes while addressing barriers to assist organizations in achieving the standard of healthy food they want to provide.

Introduction

The types of guidelines that would be considered fall under two categories:

1) Food and Nutrition Standards and

2) Behavioral Design Standards

- **Food and Nutrition Standards:** criteria that supports the availability of healthier foods and beverages as a way to support optimal health and prevent nutrition-related chronic diseases.
- **Behavioral Design Standards:** set of strategies that focus on how foods and beverages are placed, presented, promoted, or priced, in order to influence the selection and consumption of these products.

In summary, the goal of Good Food Guidelines work is to ensure that **healthier food and beverages** are **available and encouraged**, **environmentally responsible practices** are conducted in food service venues, communities are **economically supported through local food sourcing**, and **food safety practices** are followed.



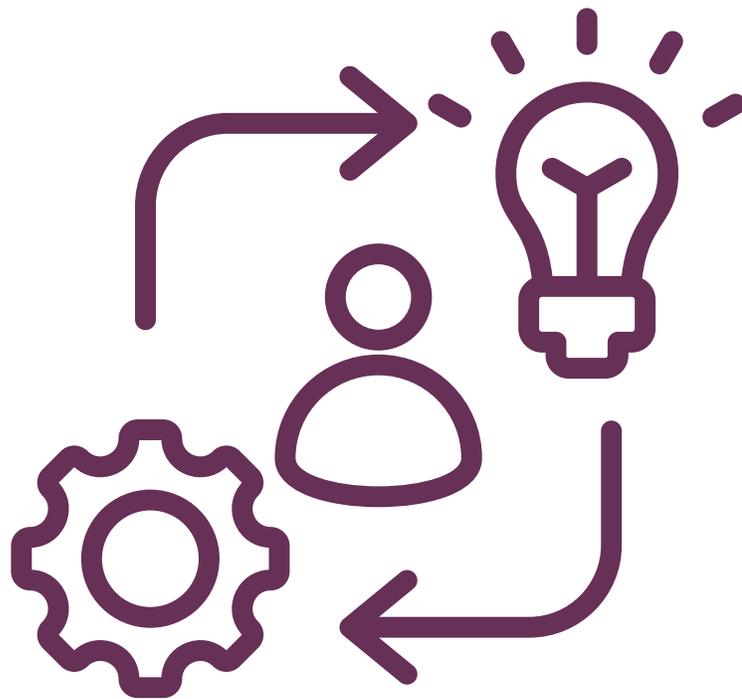
This handbook is not all inclusive. It is meant to help guide you through the process by providing ideas and resources to get you started on different aspects.

Initial Steps

There are several directions you can take when looking at implementing healthier options in partner organizations. The most important piece, that proved itself true in this work, is to nurture good relationships with your community partners.

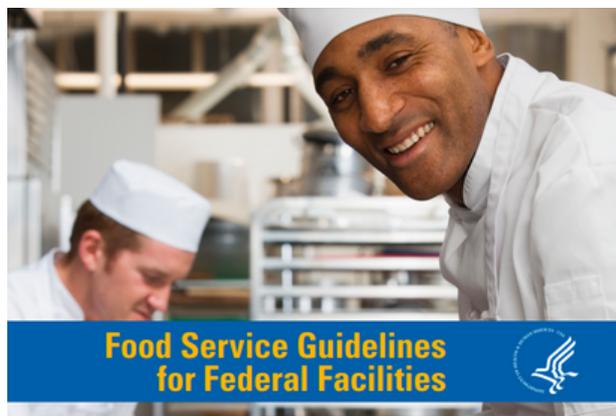
Community work is built off of who you know, level of trust, and time - be patient with yourself and this work. Community culture and norms take years to change, and so we continue to engage those with the abilities to adapt and include healthy choices for progress to be made.

The following steps do not need to be done in linear succession but are in a recommended order. Depending on your strengths, experience, and community, there are many different methods of approaching community work.



Step 1: Understanding Guidelines and Determining Scope

Read [Food Service Guidelines](#) and [How to Implement FSG](#) to understand the idea of implementing Good Food Guidelines (GFG).



The CDC also has a great number of resources in their [toolkit](#).

Building Blocks of Food Service Guidelines

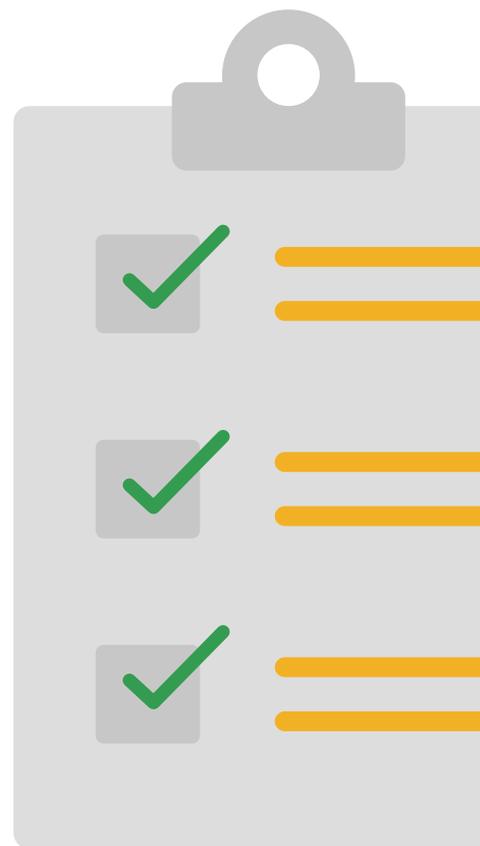


Step 1: Understanding Guidelines and Determining Scope

If your work is grant funded, read grant reporting requirements and performance measures documents for evaluation needs.

If it is not grant funded, or the funding is broad, determine your scope of work, and timeline. Clear definition greatly helps with organizing project workflows. Questions to ask yourself:

- Are you looking at working in one city, with one type of stakeholder, with one type of venue, or across multiple settings?
- Who or what, within the food system, do you want to impact?
- How long do you have to work on this?
- How much time can you dedicate to this project?
- How much time can you dedicate to each partner?



Step 1: Understanding Guidelines and Determining Scope



Start with reviewing identified needs through existing health needs assessments and other tools in your area.

Step 1: Understanding Guidelines and Determining Scope

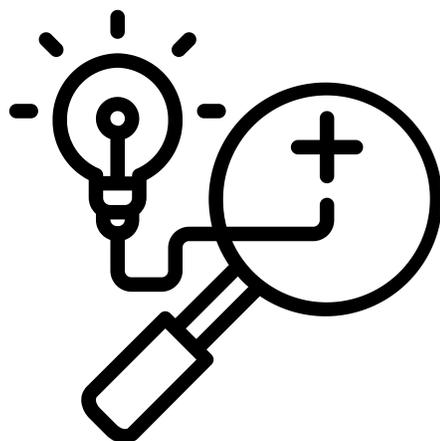
Examples of Tools in Your Area

- Community Food Assessments
- Hospital Community Health Needs Assessments
- Public Health Community Health Assessments
- Community Action Program Needs Assessments
- Local nonprofit community needs assessments (schools, food banks, foundations)
- Community leadership teams, steering committees, and city/county/tribal/regional/state commissions
- Business plans, usually those with an impact on the food system (food co-ops, farms, farmers markets)
- State initiatives (MDH, MDA, Extension)
- USDA - [Food Access Research Atlas GIS Map](#), also known as the food desert map
- [Counter Tools](#)
- [Broadstreet](#) - needs an account

Step 1: Understanding Guidelines and Determining Scope

The size of the scope depends mainly on how much time you are able to put towards this project. Even working in small communities and a few partners in multiple types of settings, it took Healthy Northland's organizations about 5-10 hrs per week per partner once they were actively participating in the work. The next steps of determining resources and recruiting partners has a different time commitment for everyone based on their level of trust in the community, ability to "sell" the objective(s) to new partners, and attitudes.

Resources for laying out goals, objectives, and timelines can be found in the resource section.



Example

Healthy Northland piloted by City, working with Deer River and Aurora/Virginia, MN. This worked well to define who we wanted to impact, but because of the size of the cities, left us with limited venues to work with. This was a conscious choice with the size/abilities of the implementing organizations and grant parameters. The initial grant was \$80,000 for 2.5 years of funding. The COVID pandemic affected our grant scope and timeline.

Step 1: Understanding Guidelines and Determining Scope

Recommended Settings to Target

Not sure what community partners to approach? The following settings were outlined in the pilot program grant as what partners to work with. Those as self-regulating entities for their food policies were allowable and those with federal, state, or other pre-set regulations were not allowed. Due to COVID, some settings became allowable so we had flexibility to adapt to community needs.

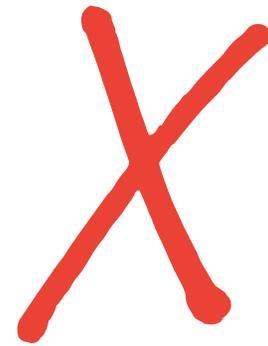
- Hospitals / Healthcare organizations
- Long-term care facilities
- Shared housing (e.g., group homes, dorms)
- Food pantries/shelves/banks (COVID allowable)
- Full Service Community Schools - community nutrition aspect (COVID allowable)
- Cities / Tribes
- Public or private workplaces
- Concession stands (school, community, workplace)
- Vending machines
- Community Clubs (e.g. Boys and Girls Club)
- Community/Recreational Centers
- College campuses
- Parks
- Libraries
- Fitness centers
- Faith Based organizations
- Government buildings
- Arenas/Stadiums
- Museums
- Camps
- Daycares

Step 1: Understanding Guidelines and Determining Scope



Food Access Venues Within the Settings

- Cafes
- Cafeterias
- Delis
- Vending machines
- Grab and go areas
- Concessions
- Grills
- After school snacks
- Youth gardens (COVID allowable)
- Backpack programs (outside of school time)



Settings not Recommended

- Schools (school food service)
- Retail stores
- Grocery stores
- Convenience stores
- Gas station stores
- Farmers Markets
- Food Shelves (originally)

Step 2: Determine Community Resources

You've decided on who and what you want to work with for implementing food guidelines. Now you need to determine what is available in that community.

Start with researching the history of the food system, the current availability of food, the different settings in the community, and whatever else you feel is important to know about the system you've decided to work with.

A food map drawing is an excellent way to visualize this step.



A COMMUNITY-ENGAGED CONVERSATION METHODOLOGY:

Personalized Food Maps

Based on participatory mapping best practices, participants create customized maps that contain information about their personal food systems from which a discussion about community food systems is held. This mapping exercise was used in the 2013 Gwayakosijigan (Compass) Project with Fond du Lac members, and in December 2016 with White Earth, Leech Lake, and Red Lake members.

Allow up to 3 hours for thorough discussion and analysis of the maps. Provision of a meal or snacks and stretch breaks is highly recommended.

Prepare a map of known grocery stores, food shelves, convenience stores, and other food providers in your targeted area for a comparison tool (optional).

MATERIALS

- 11" x 17" good quality drawing paper
- Pens, pencils, colored pencils, crayons, fine point markers, colored pens
- Pencil sharpener(s), and eraser(s)
- Colored dots: 5+ colors of "mini-dots", One color of neon standard sized dot.

ROOM SET-UP

For a small group (under ~12) set up tables and chairs in a circle or U shape so all participants can see each other. Alternatively, with a large group, seat ~6 at a table for small group discussion.

ORDER OF EVENTS

- 1) Gather and explain the purpose of the meeting – to learn more about our local food systems, and what is important in a local food system.
- 2) Provide instructions for the mapping project and allow participants to draw their maps [allow 20+ minutes for this drawing activity].

Distribute a sheet of drawing paper to each participant and distribute the pens, pencils, and markers around the room so everyone has access.

- a) Ask participants to draw a small representation of their residence in the middle of the map

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Step 2: Determine Community Resources

Research and background information is important for any community work you want to work on. The more information available, the better we can provide technical assistance to our partners. Do not feel like you need to know everything though. The food system is large, and there are partners that are available to help answer questions. Reach out to other organizations and technical assistance providers if you have questions, or when a partner asks a question that you aren't familiar with.

- Look at resources reviewed through defining scope and balance with funding sources and program requirements. The resources built into the information used to determine scope are also helpful here.
- Check out partners with aligned funding (e.g., SHIP, Health Care funds, MDH grants, Local Public Health funds, foundations) and goals (Community Leadership Teams, Steering Committees, City/County/Tribe/State Commissions, ARDC, Extension).
- Check out other toolkits or resources on specific topics, e.g. you're focusing on waste reduction strategies, look at resources that talk about waste reduction.
- Community and partner support is needed in any community you work in. If you are newer to a community, reach out to related programs in the area and get some traction by collaborating with them.

You need more than funding to get a project done.

Step 3: Community Engagement



Decision time for your approach. The first two steps are highly recommended preparation steps for any project, as preparation is key to long-term success.

Incorporating community engagement is rampant amongst grant funded work (also known as community based participatory approach, stakeholder engagement, community based research, etc.).

The concept is that you do not do community work “for communities,” you undertake them “with communities,” so that they have a meaningful role in the planning and decision making processes. Therefore, it is best practice to gather input from partners, stakeholders, community members, etc. when doing community work to build support, collaboration, and create sustainability avenues to incorporate their feedback in some way. It may not always be the initial process you engage the community in, as from resources listed in helping define scope, there are many partners and organizations that have already done the community engagement.

If your funding or your organization’s process doesn’t require this, you can go directly to Step 4.

Step 3: Community Engagement

The [SHIP Health Equity and Community Engagement Guide](#) has great resources for working with diverse communities. Here is an excerpt to inform your role as an organizer to keep an open and patient mind when working in community settings:

“Communities most impacted by health inequities are often described in terms of individual-level deficits, reinforcing stereotypes and contributing to ongoing inequities and traumatization. Legislatures (and other funders) tend to allocate resources to “fix” problems, reinforcing the deficit frame for describing health issues. Public health has contributed to this story and has the opportunity to tell a different story, and one way to do that is focus on a community's assets. Asset-based community engagement is a strategy for sustainable community-driven change by drawing out strengths and successes in a community's shared history as its starting point for change (Collaborative For Neighborhood Transformation).”

Some of the guiding principles of asset-based community engagement are centering the ideas that:

- Everyone has gifts to offer.
- Relationships are central to building a movement and creating change.
- Community members are at the center of decision making and planning.
- Agency leaders actively involve community members as leaders.

Self-interest is what community members care about and what motivates them to action and to create change in their communities.

Step 3: Community Engagement

When recruiting partners, it is recommended to use a more informal, collaborative approach. It is also good to note that feedback can always be gathered after you implement any changes, so don't stress if initial community engagement doesn't go as planned.

If your grant is part of a community of practice or you have colleagues to discuss projects with, be sure to brainstorm and share ideas during that time. Here are a few questions to help guide those conversations:

- What has worked so far and are there key elements that need to be highlighted?
- Do they know of trusted or exemplary community members?
- What would this help with engagement in your community?
- Concept of engaging with different users of the system at different times: What steps and resources did you use at what points in your conversations with the community?
- Did you feel a need to deviate from the way this handbook is laid out?
- For evaluation methods - how did you engage with the users of the system at each stage of the project for quality improvement (food and nutrition standards) and change management (behavioral design guidelines) focused on the four P's?
 - Product
 - Price
 - Placement
 - Promotion

Step 3: Community Engagement

General Community Engagement Ideas

Now is a great time to convene an advisory group of stakeholders in your selected community or setting.

- Initial advisory group members are collected from Steps 1 and 2 research and personal knowledge of the community.
 - Contact information is commonly gathered from networking, searching on websites, visiting during open hours, or cold calling.
- It is good to have a series of meetings (at least 3 meetings) to set up initial networking, delve deeper into the project ideas, and walk away with action plans.

The main points you want to take from the advisory group engagement work are to have them decide where potential partners are, who to contact, and how to go about working with them.



Step 3: Community Engagement

Other Items to Think About With This Group

- Leveraging resources
- Sharing information and promoting the work being done
- Identifying champions or cultural brokers, if applicable
 - A project may be helped by first engaging with what are known as “Cultural Brokers” or “Champion”
 - A person who is trusted as a bridge-builder between your community and the place you’re working in if they have a good grounding and knowledge of the needs there.
 - A person who may be a leader in inspiring and moving the work and ideas forward from within.
- Brainstorming and creating examples of guidelines
- Showcasing other examples of policy, systems, and environmental (PSE) work
- Making new connections in a community

Create a few lists to identify who and what you need for the advisory group, attain some more information about attitudes towards healthier eating with them, and create more relationships in your community network.

This is a flexible and exploratory process that can help define projects by gathering information on who your community partners are and what their needs are. When you reach out to sites individually you’ll learn more about their site capacity for implementing changes, what equipment might be needed, and what guidelines are best suited for those changes.

Step 3: Community Engagement

Using this information, your community resources, and ideas on what you want to learn about the food system you are working on, plan out a series of community engagement activities.

- [This guide](#) can help decide which activities are best for your community.
- The food mapping activity can be built upon from Step 2 for a community engagement session.

A community meal with small discussion groups at tables is another great way to get people talking about their food systems. The [World Cafe Style](#) is a good guide to use.

COMMUNITY PLANNING TOOLKIT



Step 3: Community Engagement



If you have interested and active community members, they can also help with creating a food policy committee that would review current PSE with you and review guideline document drafts throughout the project.

Form a team with interested organizations to continue this type of work.

If not, be sure to keep your advisory group updated throughout the project so they can follow the work being done. Even if they don't engage fully for this project, it is important to maintain those relationships. People are your greatest assets in community driven work.

In your series of advisory group meetings, it is important to track and keep members accountable by identifying who agreed to do any variety of tasks, such as to create connections with community champions, pursue approval for leveraging resources, explore guideline templates, or research community networks.

Step 3: Community Engagement



Example

The grant Healthy Northland worked under did not intend for the community to create new guidelines, only converse about the ones available in the food service guidelines document from the CDC.

The guidelines could be slightly modified to suit the setting/organization's abilities, but not create new guidelines outside the scope of the CDC's food service recommendations. The exception was for guidelines that were in completely new categories outside the scope of that document.

This meant that most of the community engagement work we participated in was learning about potential partners and the attitudes towards healthier food guidelines. The CDC food service guidelines were helpful talking points to showcase to community partners on what is possible for healthier food and beverage improvement options for their site.

Step 3: Community Engagement

Community Based Participatory Approach (CBPA)/Processes

The Recommended Community Engagement Method in the Pilot Project

Definition: A collaborative, systematic framework that acknowledges and respects the strengths that the community and partners bring to the process. It allows community members to contribute their knowledge and wisdom, build their capacity, help collect information, as well as support the implementation and evaluation of the process.

There are three main components to CBPA for Good Food Guidelines projects:

- Develop shared goals and objectives by conducting a community food assessment.
- Identify where food guidelines are desired and can be implemented.
- Outline community assets and barriers.

Here is a guide to community food assessments (CFA) using the CBPA process: CFA guide.

Step 3: Community Engagement

MDH Characteristics of CBPA Approach

- Recognizing the community as a unit of identity
- Building on the strengths and resources of the community
- Promoting co-learning among research partners
- Achieving a balance between research and action that mutually benefits both science and the community
- Emphasizing the relevance of community-defined problems
- Employing a cyclical and iterative process to develop and maintain community/research partnerships
- Disseminating knowledge gained from the CBPR project to and by all involved partners
- Requiring long-term commitment on the part of all partners

Step 3: Community Engagement

Best Practices learned from the GFG Community of Practice:

- Recognizing the community as a unit of identity
- Building on the strengths and resources of the community
- Promoting co-learning among research partners
- Achieving a balance between research and action that mutually benefits both science and the community



Step 3: Community Engagement

Other Items to Consider

- Important to be aware of the impact of trauma in communities. Best practice to follow a trauma-informed approach. One example is the CDC “[6 Guiding Principles to a Trauma-Informed Approach](#)”
- **6 guiding principles include:**
 - Safety
 - Trustworthiness & transparency
 - Peer support
 - Collaboration & mutuality
 - Empowerment & choice
 - Cultural, historical & gender issues

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's [Center for Preparedness and Response \(CPR\)](#), in collaboration with SAMHSA's [National Center for Trauma-Informed Care \(NCTIC\)](#), developed and led a new training for CPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work.

Participants learned SAMHSA's six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by [CPR](#) and [NCTIC](#) was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

Step 3: Community Engagement

Examples

- Healthy Northland and Essentia Community Health Needs Assessment (CHNA) partnership: Worked with Essentia to complete their CHNA and gather joint feedback on community needs as related to GFG and broader healthy food access barriers. Engagement methods we used were:
 - Online surveys
 - Targeted focus groups
 - Community events with food questions activity
 - Advisory teams
- AEOA Forager survey: Surveyed the community about foraging interests for resources, classes, and farmers market collaborations
- Reviewed public health needs assessments (various from those listed in Step 1)
- Food Systems Mapping activity with Deer River advisory group
- The Health Equity Data Analyses (HEDA) data that local public health and MDH used to develop this pilot

Step 3: Community Engagement

Much of the CBPA was interrupted by the COVID-19 pandemic during the pilot. Healthy Northland used that time to get more training on online engagement activities. Below are the main points we took away from the training.

Online community engagement tools from Aurora Consulting:

- Resources by Aurora Consulting
 - [Planning Effective Online Meetings](#)
 - [Working Together: Four Values for Collaboration](#)
- Online engagement by Capire (<https://capire.com.au/impact/publications/>)
- [Focused Conversation Outline](#)
 - A focused conversation is having a discussion to assist with brainstorming in a community to learn more about a topic or issue. This outline guides a team through the process of having an open and transparent conversation, which will help identify feasible next steps for both project planning or implementation.

OBJECTIVE	REFLECTIVE	INTERPRETIVE	DECISIONAL
• • • • •	• • • •	• • • •	• • • •
What? Data, Senses, Facts, Reality	Gut? Reactions, Feelings, Experiences, Connections, Stories	So What? Meaning, Options, Significance, Interpretations, Purpose	Now What? Consensus, Action, Next Steps

Step 3: Community Engagement

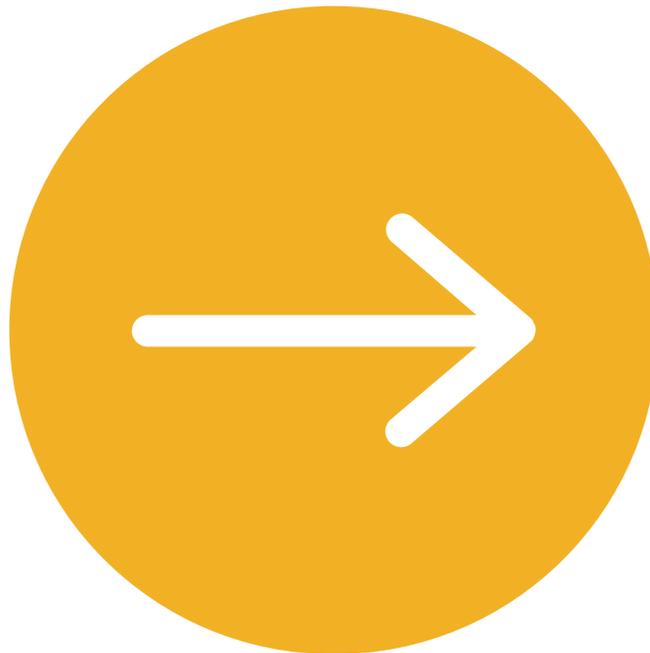
Online Community Engagement Tools From Aurora Consulting

- Preparing a great meeting takes time! Plan to spend 2-3 times the amount of time prepping for your event as it is planned for (1 hr event needs at least 2-3 hours of prep).
- Use breakout sessions in your online platform to make conversations more intimate, personal, and connective. Use them for intros or for digging into one question or category in a deeper way.
- Meet people where they are in the engagement, remain civil, and find different ways to get your message across for receiving good input. Make sure you are reaching the audience/population you want to.
- Always come away with action steps.
- Format for a meeting example:
 - Welcome and orientation to any “tools” you are using
 - Overview of questions/items to address
 - Structured breakout and debrief
 - Reconnect back to your questions
 - Wrap up and create action steps/next steps for the next meeting
- Define, prepare, and conduct your events to get the most from them and make people feel like their time was valuable.

Step 4: Recruiting Partners

You've done the research and understand your objectives, now use that information to recruit collaborators. Review the resource section below for tools that will explain the idea and process to partners you'll be working with directly. Present assessments, approximate timelines, project options, and logic models to explain or show the **goals** and how you'll get there. A few resources have been highlighted in this section.

Reach out to partners you have found, know, or think might be interested in creating guidelines or policies towards the **goals** of the project. Utilize connections and information you learned from your community engagement work. It's important you have a good understanding of the **goals** while remaining flexible about implementation in different communities and settings.



Step 4: Recruiting Partners

Tips and Recommendations on Approaching Partners

- Reach out to people and get to know how they work. Change resources accordingly to the goals, timeline, and parameters of the grant or organization you are working under.
 - [Example email](#) for reaching out to community partners
 - [Call script](#) for calling community partners
- Come prepared with ideas if the community partner seems unsure of where or how this could fit into their organization, but let them brainstorm ideas if they're really excited about the description of the grant you gave them and work from there.
 - A [change readiness assessment](#) could be a useful starting point if they don't think employees would want any changes.

Step 4: Recruiting Partners

- Recommended items to bring to a first meeting:
 - A Memorandum of Understanding (MOU) can help clarify roles and responsibilities and describe the grant parameters, so everyone is clear with the objectives from the beginning. You as the coordinator can bring the template to have something to work with.
 - A Menu of Options can help their decision making by showcasing exactly what you are offering. It also can help explain a collaborative partnership dynamic.
 - A one pager that explains why this work is important - Why Good Food Guidelines?
 - An initial assessment- GFG Checklist assessment.
 - Examples of guidelines similar settings and venues have created.
 - If you're talking with a concession stand, bring examples of concession stand guidelines with you.

Increasing access to healthy, local food and building stronger, more economical food systems is different for everyone. Be open to creative ways of achieving these goals.

Step 4: Recruiting Partners

Example

Through our networks, colleagues, and advisory groups, Healthy Northland found organizations interested in participating in this grant. Essentia Health, ISD 317 Full Service Community Schools, Bois Forte Boys and Girls Club, Fortune Bay Resort Casino, Boys and Girls Club of the Leech Lake Area, and Second Harvest North Central Food Bank partnered with us during the pilot project.

For those we did not already have direct contacts for, we called and emailed ahead of time to ask for an invitation to do a site visit and share information. This was only required with a few of the potential partners identified in our food mapping activity, since we had been working in those communities for a few years on other projects.

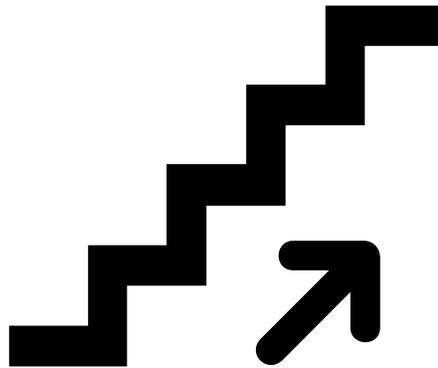
Having equipment funding for healthy food or beverage improvements was a great incentive. For partners resistant to quick changes, we created no-to-low cost simple improvement options. Once established, we surveyed community members within the organization or workplace to gauge how they received the healthy food or beverage modifications. We then moved onto initiating guidelines development to make sure it was a good collaborative fit between our organization and theirs.

Step 4: Recruiting Partners

Resource Selection Process

Once your potential partner is interested in the process and you are both in agreement about the next steps and goals of the project, you are ready to start implementing food guidelines. Check out the resources in the resource section after Step 5 and incorporate Step 5 into discussions with partners as much as possible.

Sections are based on categories of resources after Step 5, as **work like this is often not linear and needs to be flexible depending on the partner and their needs.**



That said – here is a general linear step-by-step process to take your community partner through using the resources in this handbook:

1. Take before and after pictures for any environmental changes!
 - Be sure to get permission and any photo releases for people in the photos.

Step 4: Recruiting Partners

Resource Selection Process

2. Complete an initial assessment of setting and venues (examples in resource section), determining what is in policy and/or practice (can include a range of PSE items).
 - a. Use categories within the food system graphic in the MOU example and interventions in the FSG framework.
 - b. Include a community/employee engagement survey or other process to incorporate their feedback as applicable.
3. Review assessment and any community/employee feedback for changes to healthy food and beverages, environmental practices, local food system support, and food safety practices.
4. Choose items to work on, sometimes grant money is available to help purchase equipment and supplies for sustainable change.
 - a. What is top of mind for your partner? What changes do you see? Anything quick and easy?
 - b. SMART goals can be a useful tool - template example.

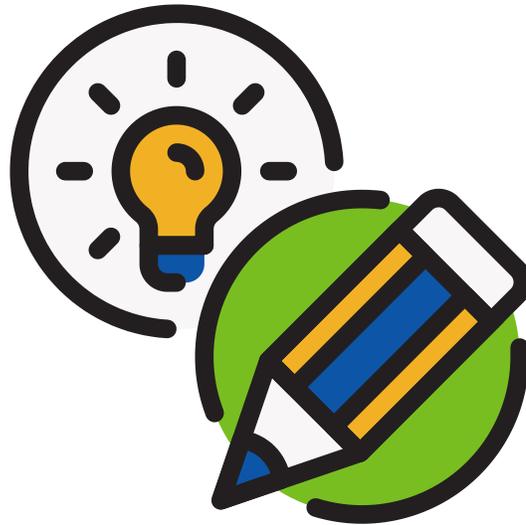
Step 4: Recruiting Partners

Resource Selection Process

5. Develop implementation and sustainability plans.
 - a. Any equipment, training, or other resources needed?
 - b. Use a timeline tool to showcase those milestones.
6. Have organizations adopt the guidelines/policies for items worked on.
7. Survey/Engage/Evaluate the community and/or workplace for opinions on the changes.
 - a. Does your evaluation relate back to the project outcomes, goals, or deliverables?
 - b. Will it be a community based participatory process?
8. Complete a review assessment to track changes after the project is implemented.
 - a. This can depend on the reporting and evaluation needs of your funding.

Step 5: Accountability/Sustainability

Ideas and Processes



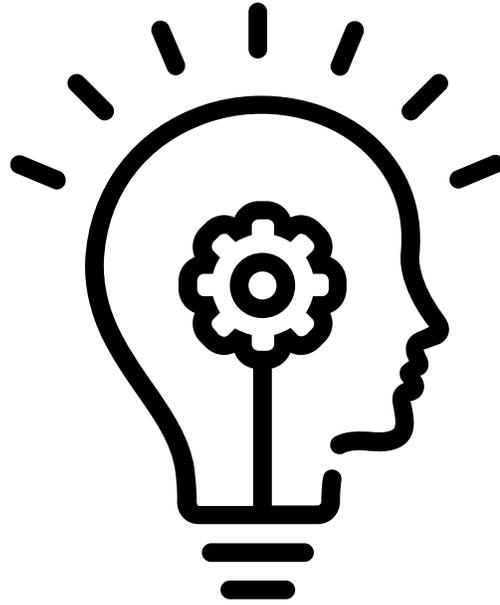
Winding down and bringing projects to a close can be the hardest thing to do, and certainly can get quite philosophical about the whole PSE approach. It's important that you have that relationship and trust with your community partners, so when you work together, you'll feel confident that they'll continue what you've built together.

That's why it is always good to stress the importance of the collaborative approach. It is not one person's job or one organization's responsibility to work on changing culture and societal norms. Yes, one organization will have to be the leader for a time, but it isn't only up to them. There are resources and like-minded people around. It can take time to find them within a community, and if you work alone, it can lead to feelings of social isolation. Know that any change that continues will be worth our efforts now.

If you are lucky enough to be a part of a larger organization, be sure to figure out your internal team before you approach a community. Being prepared for logistical and emotional aspects of this work will assist you with staying engaged and being a leader.

Step 5: Accountability/Sustainability

Ideas and Processes



How do you know a project is done? How can you feel structured in wrapping up? In order to know when a project is completed, collectively define the end result for the guideline objectives.

It is recommended that organizations' administrators are part of these discussions for implementation at their site. Establish processes for accountability and sustainability. To structure these agreements, project coordinators can use the following tools to facilitate goals, roles, and responsibilities:

- The collaborative agreement / MOU objectives are met
- All partners are in agreement the project is complete
- The agreed upon evaluation method(s) is (are) completed

Remember to be aware of:

- End of grant or funding period
- Limits of staff capacity, resources, and funding

Resource Section

This resource section is for when you are working directly with community partners on a Good Food Guidelines project. You are creating your own actionable steps based on the resources and background work you've done because every partner is different. We've included resources that were created with partners during the pilot, and reference a few similar projects you can check out for more resources.

- The SHIP Workplace Wellness Strategy has a lot of great resources on working with partners that have multiple locations.
- The SuperShelf project has great resources for working with food banks, shelves, and pantries.
- The Good Food Sold Here project has great resources for assessments and behavioral nudging.
- The Minnesota Institute of Sustainable Agriculture has great resources for food access, food systems, trainings, and connections to farmers.
- The Public Health Law Center has great resources for drafting or reviewing guidelines and policies.



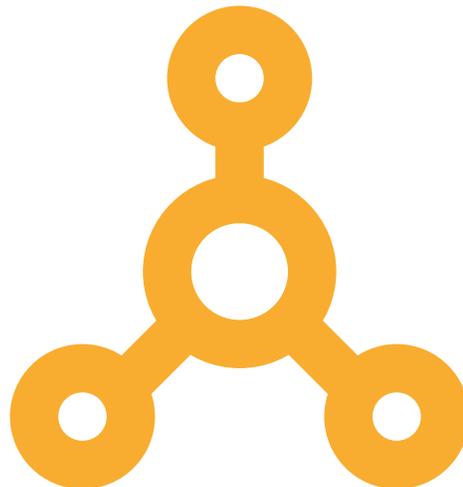
Resource Section

Overall Project Workflows

- Broad workflow framework - MDH working with local public health and community organizational leadership for community health initiatives
- SHIP Work Plan template - help lay out your partners, timelines, goals, and objectives
- Design Process, which mirrors the steps to doing community participatory food guidelines work - <https://education.uky.edu/nxgla/wp-content/uploads/sites/33/2016/11/Design-Thinking-for-Educators.pdf>.
- Design thinking process example 2 - <https://empathizeit.com/design-thinking-models-standford-d-school/>
- Design thinking process example 3 - <https://dschool.stanford.edu/resources/getting-started-with-design-thinking>
 - Overall diagram

GFG cyclical visual example

- GFG Learning Model

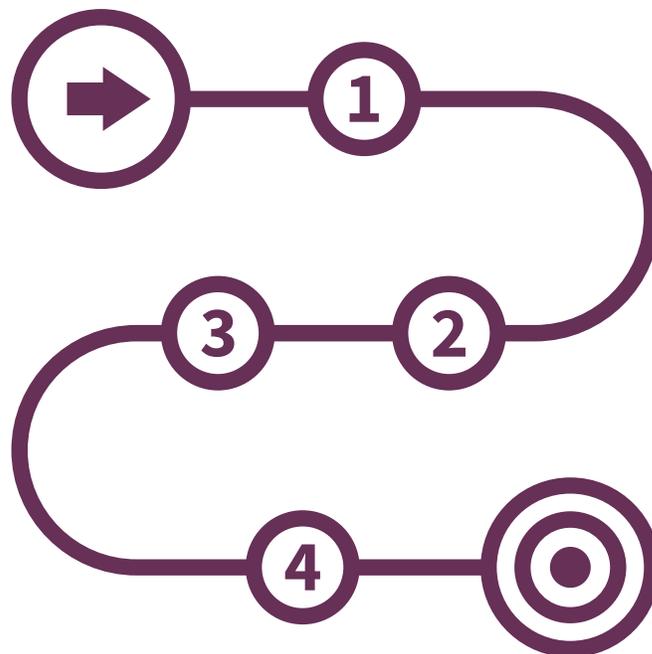


Resource Section

Partner Working Timelines

Healthy Northland averaged about 5-10 hours per partner per week, but it depends on your funding or organization. Projects in Deer River took between 3-24 months from start to finish with different partners. Funding for the pilot was originally planned for 2.5 years and was extended to 4 years due to COVID. Start by outlining the approach and/or limits on each partner (e.g., grant funding limitations, staff time limitations) - create with an awareness of cultural, organizational, and individual experiences.

Sustainability and goals depend on the partner and their needs.



Resource Section

Partner Working Timelines

- Create a timeline and/or checklist with defined progress steps to be agreed upon by all partners
- Gantt Chart Template
 - Note on use of the Gantt Chart: From experience, this is best used when organizing a more complex project with multiple collaborators. The Gantt Chart takes more admin time. For smaller projects with less than three partners, using a simple linear checklist for project management works best. A checklist can be used in addition to the Gantt Chart for breaking down larger goals into more specific tasks.
- Gantt Chart example
- Basic example
- Food Bank/Shelf/Pantry example summarized from the MDH guidance document and the Healthy Eating Research Nutrition Guidelines for Charitable Food Systems
- Bois Forte Checklist Example

Resource Section



Logic Models

Logic models can vary greatly on their uses, and are great ways for visual representation of how you want to organize your workflow. A project can be viewed from an overall perspective (larger picture), setting specific (working with partners), or evaluation centered (keeping your objectives lined up with a measurable goal) workflow. With many variations of those, the pilot group felt a graphic that connected what the situation and available resources were in our grant to actionable steps, was most appropriate.

We struggled at times to connect those actionable steps back to what we were trying to accomplish and what the funding parameters could cover. There are many ideas and initiatives about what can be done to improve community health, but as we all learn, the attitudes and resources are not always in a community you want to work with, and can be difficult to evaluate. Use visuals that are most helpful for your workflow and strategic thinking.

Resource Section

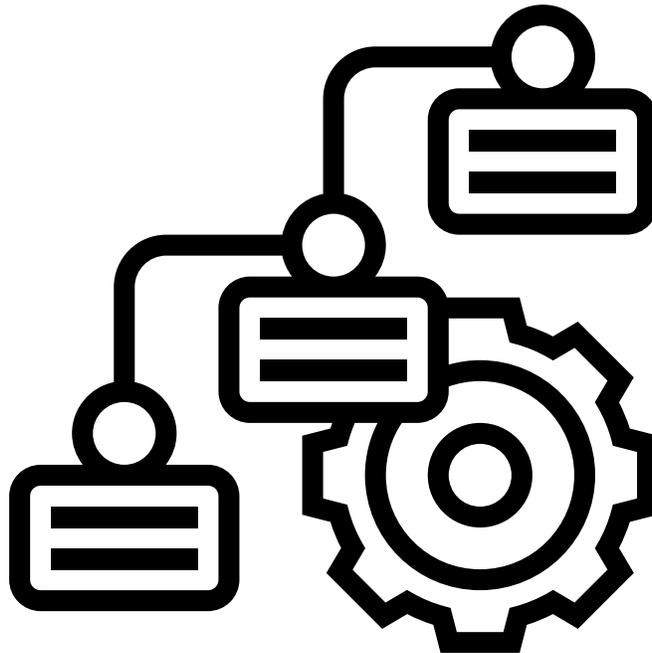
Logic Models

- An introduction to logic models
- A couple of food access logic models example 1 and example 2
- An evaluation logic model
- Example from SuperShelf

This logic model, developed by Healthy Northland, tries to connect the resources that were available for the GFG grant to actionable steps allowed in the grant.

- GFG MDH logic model - overview of Good Food Guidelines grant

Healthy Northland GFG logic model



Resource Section

Partner Outreach

- [General email](#)
- [Call script](#)

Project Agreements

- [Memorandum of Understanding](#) - somewhat official agreement
- [Email collaboration](#) - more general agreement

Menu of Options

- [GFG Example](#)
- PartnerSHIP 4 Health [Action Plan](#)

Project One Pagers

- [Why Good Food Guidelines](#) - Healthy Northland
- [Why Good Food Guidelines](#) - PartnerSHIP 4 Health

Resource Section

Assessments for Working With Individual Community Partners

Use the [checklist of guidelines](#) as the assessment or incorporate the guidelines into a larger food system assessment (see examples below), both tailored to the appropriate setting.

You can also create your own, generally include info about:

- The type of organization setting (workplace or community)
- Number of employees or patrons
- Workplace health promotion programs offered
- The food service venues where food is prepared, served, and sold
- The categories of the food system you are working on
- The existing policies, standards, and practices that affect purchasing and nutrition
- The scope of their authority over what foods are sold
- The contracting process and procedures for buying foods and food services
- The capacity to implement food service guidelines

Resource Section

Partner Assessment Examples:

- [Checklist](#) (basic template)
- [Hospitals](#) - Get Fit Itasca (GFI)
- [Food banks/shelves/pantries](#) - Get Fit Itasca (GFI)
 - Adapted from the [Healthy Food Pantry Assessment Tool](#)
- [General](#) - PartnerSHIP 4 Health
- [Salad Bars](#)
- [Food Policy Audit](#)
- Corner Stores and Grocery Stores
 - [Sell Healthy Guide](#) - The Food Trust



Resource Section

Partner Assessment Examples:

- [Community Food Assessment](#)
- [Healthy food and hospital scan guide and assessment](#) - CDC
- [Hospital example](#) for an achievement, recognition, and reward stylized approach

Assessments are designed to provide feedback and direction based on specific project priorities. Other categories to include when assessing partners could include:

- Food Access
- Food Insecurity
- Local Food Purchasing
- Incorporating or layering with SHIP statewide activities: social connections or active living planning

Resource Section

Examples of Guidelines

- See checklist in partner assessment examples - those are written as guidelines (pg. 47)
- Basic format to follow
- See created guidelines folder in Google Drive
- Overall resource from the Association of State Public Health Nutritionists (ASPHN)
<https://asphn.org/food-service-guidelines/>
- Work with SuperShelf and their resources for food shelves

Examples of Policies

- Drafting new policies checklist
- TA help from Public Health Law Center available through MDH/SHIP
- Food Bank of Central New York
- Second Harvest Heartland

Resource Section

Examples of Promotion/Marketing/Posters

- [Hydration](#)
- [More fruits and vegetables](#)
- [Portion sizes](#)
- [Healthy choices](#)
- [Balance Your Plate](#)
- [Good Food Sold Here fruit](#)
- [Good Food Sold Here with Ojibwe](#)
- [Nutrition labeling](#)
- [Behavioral nudging](#)

Regulations/Licensures

- Check out MISA, MDH, or MDA resources and technical assistance
 - [All food fact series](#) from MISA
 - [Selling produce to food facilities](#)
 - [Selling meat products to food facilities](#)
- List of licensures and regulations for local food purchasing - MISA has an excellent guide and training
 - Blazing Trails food regulations training - [website](#)
 - [Food Innovation Team](#)
 - Public Health Law Center has technical assistance available

Resource Section

Success Stories

(partially worked in as examples in each section)

- Template to follow: [SHIP Success Story Outline](#)
 - [Checklist for Developing a Successful Success Story](#)
- [Essentia Health Deer River Cafe](#)
- [Essentia Health Deer River Comstock Court](#)
- [ISD 317 Full Service Community School food pantries](#)
- [Bois Forte Boys and Girls Club](#)
- PartnerSHIP 4 Health Success Stories - Concession stands, mobile unit, Corner Stone Youth Center; Roasted Catering Company (healthy foods more available in workplaces through catering); Work Well, Eat Well Event
 - [Example 1](#)
 - [Example 2](#)
 - [Example 3](#)
 - [Example 4](#)

Resource Section

Evaluation/Post Assessment Metrics



- [CDC Framework for Evaluation in Public Health](#)
- [Evaluation Framework Template Tool to use with CDC Framework](#)
- [Community Sites](#)
- [Workplaces](#)
- [Template for tracking](#)
- Conduct Audio interviews
- Create a storymap- MDH and SHIP have examples

Resource Section

Handbook Information

This handbook was developed by Get Fit Itasca in collaboration with The Rutabaga Project, Healthy Northland, PartnerSHIP 4 Health, and the Minnesota Department of Health. For mentorship opportunities, orientation, or questions about this handbook, reach out to Healthy Northland or the Minnesota Department of Health Office of Statewide Health Improvement Initiative's Healthy Communities Unit. Good Food Guidelines grew from the pilot project grant to be included in Statewide Health Improvement Partnership (SHIP) initiatives. If you know of a community partner that would benefit from working on this initiative, reach out to your local SHIP coordinator.

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