**NEW JERSEY FOOD SECURITY
3-YEAR STRATEGIC PLAN**

# Implementation Planning Toolkit

**MARCH 2026**

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# ACKNOWLEDGEMENTS

# INTRODUCTION & OVERVIEW

## Purpose of the Toolkit

The New Jersey Office of the Food Security Advocate (OSFA) and partners created the New Jersey Food Security 3-Year Strategic Plan (from here on referred to as "the Strategic Plan"). The Strategic Plan establishes the overall direction for food security efforts in New Jersey.

There are five focus areas in the Strategic Plan. Each focus area has its own set of strategies that support food security. View a summary of the focus areas and strategies here. The Strategic Plan does not prescribe required actions. Instead, it is meant to be used as a flexible framework where communities can choose the strategies that best match their priorities and needs and then decide which tactics may be most impactful in moving those strategies forward locally.

The New Jersey Food Security Strategic Plan Implementation Planning Toolkit (from here on referred to as "the Toolkit") helps you move from the broad focus areas outlined in the Strategic Plan to your own specific food security program plan. It is designed to help you think through a program from idea to implementation.

If you are starting a new program, working through each step in order can help guide your planning process. If you are strengthening or expanding an existing effort, you may have already completed some of the steps and find it more helpful to jump to the steps that are most relevant to your work. Use the imbedded hyperlinks and table of contents to easily navigate between sections. This toolkit is meant to be a resource, not a requirement. You do not need to complete it to participate in the Strategic Plan. However, using the toolkit can help you organize your ideas, develop a clear program plan, and directly connect your work to the larger priorities and focus areas of the Strategic Plan.

## Moving from Strategies to Action: Tiers of the Strategic Plan Framework

**Defined Within the Strategic Plan**

**Vision** — Statewide aspiration describing the future New Jersey is working toward.

**Focus Areas** — Five domains that organize the work and define where coordinated action is needed.

**Strategies** — Approaches/strategies within each focus area that outline what to advance.

**Determined Through Completing the Toolkit**

**Tactics** — Specific methods or projects that support and implement a strategy.

**Action Plan (Tasks)** — Detailed steps, timelines, and responsibilities for activities.

## Using this Toolkit

### WHEN TO USE THE TOOLKIT

Use this Toolkit when planning a new program or documenting an existing program that advances food security in New Jersey and aligns with the Strategic Plan. For the purposes of this Toolkit, a "program" is a coordinated set of related activities or services designed to advance food security. It may be large or small. It may be new or long-standing. It may focus on one or many communities, systems, or specific strategies. Your organization or sector may use other terms for a "program", such as intervention, project, or initiative.

A program is not a single, one-time activity (for example, hosting one community food distribution event or holding a single training session). At the same time, it is not an entire department or an organization's full portfolio of work. For example, a county health department's nutrition division is not a single program. However, a specific, ongoing initiative within it, such as a coordinated food recovery and gleaning effort with clear goals and partners, would be considered a program.

You can use this Toolkit at any stage of program development:

- Designing and planning a new program.
- Strengthening or documenting an existing program.
- Aligning and organizing multiple programs within one organization.

This Toolkit is designed to help develop one program at a time. Organizations may want to return to the Toolkit to design additional programs. Working through the process more than once can help you better organize your programs, ensure they align with the Strategic Plan, and strengthen each one for success. This toolkit can also be used to align funding proposals with the Strategic Plan and clearly show how your program contributes to the broader statewide effort to improve food security in New Jersey. Explore funding opportunities on OFSA's Funding Opportunities webpage.

### Call to Action

We encourage you to align your work with the growing community working to improve food security across New Jersey. The action plans developed through this Toolkit can help connect local efforts to the broader statewide vision. By developing programs using this Toolkit, partners can help contribute to the Strategic Plan and support coordinated progress toward a more food-secure New Jersey.

### WHAT YOU GET OUT OF USING THE TOOLKIT

This Toolkit is practical. It is meant to be held, written on, discussed, and adapted. As you work through it, you will complete templates that guide you toward a clear program aligned with a strategy in the Strategic Plan. By the end, you will have a set of completed planning tools that come together as a ready-to-implement action plan for your organization's program.

Achieving food security for all New Jerseyans requires coordinated action across communities, organizations, and sectors. Food insecurity is a complex issue shaped by many interconnected systems, and no single program or sector can solve it alone. This Toolkit helps connect local efforts to the broader statewide movement to improve food security. It provides shared language and practical tools to help partners design programs that meet local needs while aligning with the Strategic Plan.

Using this Toolkit can help organizations create:

- A clearly defined program plan.
- Well-defined goals, activities, and intended outcomes.
- A better understanding of the need the program addresses.
- A clear connection between program activities and the Strategic Plan.
- A structured way to organize partners, resources, and responsibilities.
- A foundation for tracking progress and evaluating results.

## WHO CAN USE THE TOOLKIT

The toolkit is designed for anyone working to advance food security. You may be new to the concept of food security. You may be working full-time to improve one or more of the Six Dimensions of Food Security. You may be somewhere in between. The only prerequisite is a willingness to collaborate and a commitment to advancing food security for all.

All sectors and groups can have a role to play across each focus area. To the right is a list of groups that OFSA invites to engage with the toolkit. The Strategic Plan lists sectors that will be important to advance each focus area.

- Academic and research organizations.
- Schools, school districts, and childcare centers.
- Local, county, and regional coalitions.
- Community and advocacy organizations.
- Charitable food networks.
- Food producers including farmers, ranchers, fishers and other producers.
- Agriculture and economic development agencies.
- Food retail and food supply chain organizations.
- Healthcare systems.
- Philanthropic partners and funders.
- State and local agencies.
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## HOW TO USE THE TOOLKIT

The Toolkit is organized around the steps needed to build a food security program action plan. This toolkit walks you step-by-step through the process. Use the checklist on the left side of each page to guide your work, and use the templates, prompts, and resources on the right side of each page to help you complete the steps.

Each step includes:

Why the step is important and matters.

A checklist to complete the step.

Key tips and questions to guide discussion and decisions.

Collaborative tools and templates.

Additional resources and support.

A hypothetical model example of the step in practice.

### Download the Documents You'll Need

Each step also has templates you can use alongside the toolkit to document your work. Download the full set of templates here.

We recommend working through the Toolkit with your program team. Be familiar with the focus areas and strategies in the Strategic Plan.

**Follow the Model Example Program Throughout**
At the end of each step, we provide an example of the completed step. The topic of this fictitious example is a campaign to get all local grocery stores to accept "Double-up Bucks" for fruit and vegetable purchases via SNAP. Double-up Bucks is an incentive program that matches the dollar amount of SNAP benefits spent on fruits and vegetables, allowing participants to receive additional funds to purchase more produce. The program is designed to increase access to healthy foods for households with low-income while also supporting local farmers and strengthening the local food economy.

### We Want to Hear From You
Tell us about your experience using the Strategic Plan and the Toolkit, the results of using the toolkit, and how we can improve this resource. Take the feedback survey here.

### OFSA is Available to Support Program Planning
OFSA can provide support to help individuals or groups develop an action plan. Request support using OFSA's Contact Us form.

# MOVING STRATEGY TO ACTION

This toolkit provides a step-by-step process that helps you move from a focus area and strategy in the [Strategic Plan](#) to a detailed action plan. Following the steps can help you create a plan that responds to community needs and priorities, considers organizational capacity and resources, and leads to positive outcomes for food security.

There are six steps in this process: (1) assess the need, (2) pick a strategy and tactic, (3) envision the program, (4) build a logic model, 5) plan for evaluation, and 6) plan for action.[1] The Implementation Planning Toolkit 6-Step Process table below shows the process, with sub-steps in a checklist format. Click in the figure to navigate to that section or download the associated template.

**Implementation Planning Toolkit 6-Step Process**

| STEP | SUB-STEP | TEMPLATE |
|---|---|---|
| **Step 1.** Assess the Need | ❑ a. Identify Your Program's Focus<br>❑ b. Identify a Planning Team<br>❑ c. Identify and Prioritize Community Needs<br>❑ d. Describe Drivers, Needed Actions, and Expected Changes | • Program Focus and Planning Team Template<br>• Community Needs Table Template |
| **Step 2.** Pick a Strategy and Tactic | ❑ a. Identify Your Strategy and Specific Tactics<br>❑ b. Assess Capacity and Resource Needs<br>❑ c. Choose Among the Feasible Tactics | • Strategy Selection Template |
| **Step 3.** Envision the Program | ❑ a. Build Off of What Others Have Done<br>❑ b. Sketch Out the Program Activities | • Envision the Program Template |
| **Step 4.** Build a Logic Model | ❑ a. Explore How to Create an Effective Logic Model<br>❑ b. Fill in the Logic Model | • Logic Model Template |
| **Step 5.** Plan the Evaluation | ❑ a. Draft Evaluation Questions<br>❑ b. Determine How You Will Answer Evaluation Questions<br>❑ c. Document Your Objectives | • Evaluation Plan Template |
| **Step 6.** Plan for Action | ❑ a. Outline Program Tasks with Defined Roles and Timelines<br>❑ b. Develop an Estimated Program Budget<br>❑ c. Finalize the Full Action Plan<br>❑ d. Discuss Potential Next Steps: Program Management, Sustainability, and Communications | • Program Timeline and Roles Template<br>• Program Budget Planning Template<br>• Program Action Plan Template<br>**Download the full set of templates here.** |

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[1] The steps are loosely based on the [Intervention Mapping Framework](#), a framework for developing evidence-based health promotion programs.

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# Step 1. Assess the Need

The purpose of this step is to clearly define who your program is for, where it will take place, and what it will focus on. This includes identifying the population and geography your program will impact, choosing a primary focus area, identifying your program team, and listing the community's priority need(s). You will also explore what is driving the need(s), what actions could be taken to help address the need, and what changes you hope to see.

## Why This Step Matters

▶ Strong programs begin with clear purpose.
▶ Defining the context and focus of your work creates a shared understanding among partners.
▶ Grounding your program in real community needs and aligning with statewide priorities can lead to community buy-in, stronger partnerships, and lasting impact.

## 1a. Identify Your Program's Focus

❑ Determine the priority population and geography for your program.

Download the Program Focus and Planning Team Template here. You will use this for steps 1a through 1c.

Examples of priority populations include older adults, families eligible for a certain program, and preschool-age children. Examples of geographies include statewide, rural communities, county, and school district.

Choose communities and geographic areas where you have existing relationships with community members and partners, and/or connections with decision-makers who are connected to your chosen focus area. If your organization does not have these connections or expertise, how can you pivot your priority population or how could you form these relationships first?

❑ Review the focus areas in the Strategic Plan and determine the focus area that your organization would like to work on.

Not every organization needs to address all five focus areas, and not every program can, or should, try to do everything.

OFSA recommends selecting one primary focus area in which your work can create the most direct change. If it makes sense for your program, you may also select a secondary focus area your work contributes to indirectly. If you find yourself selecting three or more, your scope may be too broad.

## 1b. Identify a Planning Team

❑ Confirm the members of your existing team that will be a part of the program planning and implementation.

❑ As needed, reach out to other organizations relevant to the focus area selected. Ask them to be involved in the program planning to bring additional expertise or connections.

❑ Identify interested people or organizations who represent the population and geographic area for your program, and/or who bring helpful experience and expertise. Include them in the implementation planning process.

Explore the Community Engagement for Collective Action handbook to support community engagement in establishing a planning team.

Include community members with lived experience of the need on the planning team to provide valuable insight and perspective.

Ideally, all members of the planning team have a defined future role in implementing the program. These roles may be larger (for example, program lead organization) or smaller (for example, member of a community advisory board).

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## 1c. Identify and Prioritize Community Needs

☐ Review available data and reports to identify specific community needs within the focus area(s) you selected.

Sources of recently available data:

- American Community Survey Data
- County Health Rankings
- Exploring the Six Dimensions of Food Security in NJ
- Food Insecurity Index
- Food System Dashboard
- State of Food Security in New Jersey: A Data Chart Book

Find additional data sources in OFSA's Public Data Catalog.

☐ If helpful, gather additional information directly from the community to better understand specific needs.

Activities to better understand community needs might include listening sessions, focus groups, surveys, crowd sourcing, etc.

Resources to help guide community feedback:

- Participatory Methods Matrix Worksheet
- Community ToolBox: Community Assessment, Collecting Information About the Problem

☐ Review and analyze the collected information.

How will you center community voice as you assess and prioritize community needs? Check your understanding of the need with community through activities like listening sessions to encourage program buy-in and reduce the chances of unintended negative impacts.

## 1d. Describe Drivers, Needed Actions, and Expected Changes

☐ List community needs in a "*Community Needs Table*" (View the Step 1 - Hypothetical Model Example Community Needs Table for an example of how this looks).

Use the Community Needs Table Template here.

Your team may identify more than one need to explore but you will ultimately choose one to focus on for your program.

☐ Add the setting (where the need exists) and drivers (factors contributing to the need in that setting) for each community need.

☐ Add assets that already exist in the community related to the need.

Are there existing programs trying to reduce the need? Are there any individuals or groups already interested in addressing the need?

For more information, explore the Community Tool Box: Identifying Community Assets and Resources.

☐ Determine what type of change is needed to address the problem and describe the impacts you expect people to experience because of your program.

Think about this as the change that you hope your program produces.

☐ Select a priority community need to focus on in the rest of the Toolkit.

Consider which need is most urgent, has the greatest impact, affects some groups more than others, or is timely to address. Also consider whether the need is realistic to address.

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## Step 1 - Hypothetical Model Example

**Program Population**: People eligible for enrollment in the Supplemental Nutrition Assistance Program (SNAP).
**Program Geographic Scope**: Rural areas of South Jersey.

**Community Needs Table**

| FOCUS AREA: Focus Area 2: Expand Community-Based Food Infrastructure and Market Channel Creation | | | | |
|---|---|---|---|---|
| **COMMUNITY NEED** | **SETTING AND DRIVERS** | **COMMUNITY ASSETS** | **CHANGE REQUIRED** | **IMPACTS FOR PEOPLE** |
| A. Nearby fresh fruits and vegetables are too expensive for households to put SNAP dollars towards as evidenced by community listening sessions.* | Local food stores in rural areas of South Jersey have prices for fresh fruits and vegetables that are too high for people to afford regularly. | • Local food retailers accepting SNAP.<br>• Nearby farms and producers.<br>• Farmers markets with SNAP access.<br>• Nutrition incentive programs.<br>• Community-based food access organizations. | Increased access to affordable fresh fruit and vegetable options at nearby locations. | • Afford more fruits and vegetables for families.<br>• Healthier diets.<br>• Better health. |
| B. Community members have limited access to land and space to grow their own food as evidenced by a land access survey conducted. | Many neighborhoods lack available land for community gardens or food production. Limited public land access, zoning barriers, and lack of garden infrastructure make it difficult for residents to grow their own food. | • Public land.<br>• Schools and faith-based spaces.<br>• Community organizations.<br>• Resident interest and gardening knowledge.<br>• Cooperative Extension and technical assistance providers. | Increased access to safe, affordable land and infrastructure for community food production (for example, community gardens, shared growing spaces, or urban agriculture sites). | • More opportunities for residents to grow their own food.<br>• Lower household food costs.<br>• Stronger community connections.<br>• Improved access to fresh food. |

*In this hypothetical model example, this is the community need identified as the priority to move forward with based on considerations of what is most pressing, impactful, inequitably felt, and timely.

# Step 2. Pick a Strategy and Tactic

The purpose of this step is to decide what your program will do. This step helps you select the strategy and specific tactic(s) that address the community need you selected and is grounded in your team's capacity. You will document the resources required and the factors that may affect implementation.

## Why This Step Matters

▸ Selecting strategies and tactics requires thoughtful consideration of your organization's strengths, capacity, and available resources.
▸ Not every good idea is the right fit for every team.
▸ By assessing staffing, funding, partnerships, and other internal and external factors, you can determine what is realistic and achievable.

## 2a. Identify Your Strategy and Specific Tactics

❑ Find a strategy(s) within the Strategic Plan that would help address the priority community need that you selected. Each of the five focus areas has several strategies attached to it.

View the Strategic Plan in your preferred format:

- Strategic Plan webpage with dropdown menu and interactive presentation of strategies by focus area.
- Full Strategic Plan document.
- Video voiceover of the Strategic Plan.

Start by looking at Strategies within the focus area you selected in step 1a. You may want to look at other focus area's strategies as well. It is ok to adjust your focus area from above.

Use the Strategy Selection Template to document your work. You will use this template throughout step 2 and refer to it in future steps.

❑ Review this library of tactics to address food insecurity and select a tactic that aligns with your strategy(s).

These tactics are evidence-based ways to implement a strategy. This library does not include all possible tactics. It is intended to be a springboard for selecting or developing relevant tactics.

View the Library of Tactics to Address Food Insecurity in New Jersey here.

Consider modifying a tactic if necessary to best fit your community context.

If a desired tactic is not listed, you are encouraged to move forward with it and contact OFSA for planning support, if needed.

## 2b. Assess Capacity and Resource Needs

❑ Review the descriptions of tactics in the library of tactics. Make note of activities others have conducted and resources they required from the examples.

❑ Reflect on your team's capacity and resources to pursue those tactics. Add the capacity and resource needs to your Strategy Selection Template.

What, if any, additional funding or partnerships do you need for each tactic?

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## 2c. Choose Among the Feasible Tactics

❑ For each tactic, determine your team's strengths and weaknesses, and write the external opportunities and threats. This is called a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

Additional information about SWOT analyses can be found in the Strategy Selection Template and the Community Tool Box's resource, SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats.

In this toolkit, "weaknesses" are framed as areas for growth, resourcing, or support helping teams strengthen programs and plan proactively.

❑ From your SWOT analysis, choose the row and accompanying tactic that your organization and/or team is a good fit to pursue. We recommend choosing one, or at most two, tactics.

The rows not selected may identify opportunities for additional (future or coexisting) programs, depending on capacity for you or your partners.

## Tactics to Address Food Insecurity in New Jersey - Library of Examples

The Tactics to Address Food Insecurity – Library of Examples is a collection of evidence-informed approaches designed to support effective implementation of strategies within the Strategic Plan. Developed through a structured review of existing literature and documented implementation initiatives, this repository highlights tactics that have shown positive impacts. This library is not exhaustive. It serves as a springboard to help you plan, identify, adapt, or develop tactics that meet community needs and are aligned with the Strategic Plan.

Each tactic in the library has a short description, model examples, supporting resources, and a summary of the evidence supporting it. Tactics are also tagged by focus area, Strategy, Dimension of Food Security, sector or setting involved, and geographic scale of implementation, so that you can find approaches that best fit your context, capacity, and goals.

**View the full Food Security Tactic Library here.**
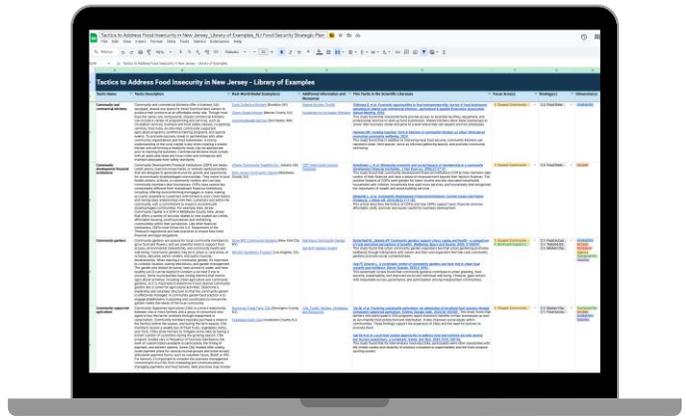
**Strategy Selection Template**

| FOCUS AREA: Focus Area 2: Expand Community-Based Food Infrastructure and Market Channel Creation. | | | | | | |
|---|---|---|---|---|---|---|
| COMMUNITY NEED: Nearby fresh fruits and vegetables are too expensive for households to allocate SNAP dollars towards. | | | | | | |
| STRATEGY | TACTIC | CAPACITY & RESOURCE NEEDS | STRENGTH | WEAKNESS | OPPORTUNITY | THREAT |
| Focus Area 2, Strategy 3: Market Channel Creation* | **Nutrition incentive programs.** Campaign to get all local grocery stores to accept Double-up Bucks for fruit and vegetable purchases via SNAP. | Expertise on the Good Food Bucks program. Modes to communicate information. Persuasive talking points. Staff to assist with applications. | Applicable expertise. Staff capacity. Relationships with food retail businesses. | Limited marketing and promotion experience. Limited funding available. | Community buy-in is high. Double-up Bucks program. National and NJ funders are interested in addressing healthy food access issues. | Potential federal cuts to the SNAP program. |
| Focus Area 2, Strategy 4: Food Enterprise Investment | **Mobile markets.** Veggie mobile market with sliding scale payment . | Vehicle and refrigeration equipment. Staff or volunteers to operate market. Partnerships with local farms or food distributors.  Point-of-sale system that accepts SNAP/EBT. Operating funds for fuel, staffing, and food purchasing. | Strong relationships with local farmers. Community interest in convenient produce access. Existing experience with food distribution. | High startup costs for vehicle and equipment. Ongoing staffing and operational costs. | Strong interest from potential partnership organizations: community centers, schools, and health clinics. Interest from funders supporting mobile markets and healthy food access. | Weather and seasonal supply challenges. Fuel and operating cost increases. Difficulty sustaining long-term funding. |

* In this hypothetical model example, this is the strategy identified as the priority to move forward with based on the SWOT analysis.

# Step 3. Envision the Program

The purpose of this step is to picture how the tactic you chose will work in real life. This step starts by learning from others. You will review examples, models, and lessons from efforts similar to what you are planning to see what has worked and what challenges to avoid. You will think through the main activities, the order they will happen in, and what would support successful implementation.

## Why This Step Matters

- Clear planning reduces confusion later.
- Mapping out major steps and talking through feasibility helps catch program gaps early and build a smoother path forward.

## 3a. Build Off of What Others Have Done

❑ Explore necessary program activities by reviewing existing reports, case studies, the library of tactics, and other resources that describe your selected tactic or tactics similar to it.

What worked well and what challenges were encountered? What main activities and steps did others take to conduct similar programs? Note their timelines, required resources, partnerships, and any adaptations they made to fit their local context.

Additional places to find examples of related programs:
- Alliance for a Healthier Generation Resources
- Healthy Eating Research & Publications
- Sustainable Agriculture Research & Education Projects
- Voices for Healthy Kids Success Stories

❑ Engage with others who have implemented similar strategies to save time and prevent challenges. Reach out to other organizations for informal conversations, mentorship, or collaboration to learn what works, avoid common challenges, and strengthen your approach.

Ways to engage with others:
- Talking with a local coalition, food policy council, or community partnership groups.
- Joining a professional network or listserv to exchange ideas.
- Reviewing case studies, reports, or program examples.
- Reaching out to another organization for a short call or site visit.
- Asking OFSA if they know of similar programs or groups to which they can connect you.

❑ Find implementation best practices that support the tactic.

"Implementation best practices" are things you can do to improve the success and sustainability of the activities in your tactic. Common organizational best practices include:
- Engaging community and building partnerships.
- Establishing a program communication, management, and decision-making structure.
- Creating or adapting internal guidance tools and protocol documents.
- Providing training and education to staff involved.
- Prioritizing cross-sector collaboration.
- Evaluating and monitoring activities.
- Planning for sustainability.

Explore additional implementation best practices here.

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## 3b. Sketch Out the Program Activities

☐ List main program activities and implementation best practices that move your identified tactic forward.

Consider:

- What is realistically achievable given your time, staffing, and funding?
- Are these activities clearly connected to the community need and the change you hope to see?
- If capacity becomes limited, which activities are essential and which could be phased in later?

☐ Get community and partner feedback on the program activities. Update the activities accordingly.

Getting feedback at this stage can be helpful because the program has not started yet, so changes can still be made easily. Early feedback can also build buy-in and show how community input helped shape the program plan.

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## Step 3 - Hypothetical Model Example

**Selected Tactic**: <u>Nutrition Incentive Programs.</u> Campaign to get all local grocery stores to accept Double-up Bucks for fruit and vegetable purchases via SNAP.

| Main Program Activities with Supporting Implementation Best Practices | |
|---|---|
| **KEY ACTIVITIES** | **IMPLEMENTATION BEST PRACTICE(S) TO SUPPORT THE ACTIVITIES** |
| Host multiple workshops to educate grocery vendors on how to participate in Double-up Bucks. | Provide training: Train workshop facilitators to promote consistency and quality of the messaging. |
| Provide technical assistance to support vendors interested in enrolling in Double-up Bucks. | Create internal guidance documents that direct technical assistance providers to the appropriate information based on the vendors' needs. |

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# Step 4. Build a Logic Model

The purpose of this step is to clearly map out how your program will create change. A logic model is a simple visual tool that shows the connection between what you invest (*inputs*), what you do (*activities*), and what you expect to happen as a result (*outputs and outcomes*). The completed logic model serves as the justification for your program. It will clearly show how your program is expected to lead to meaningful outcomes.

## Why This Step Matters

▸ A logic model helps the team, and partners, see the full picture of how the program is intended to work.
▸ The categories in the model ensure that each activity has a clear purpose.
▸ Sections help connect program activities to the short- and long-term changes the program aims to achieve.

## 4a. Explore How to Create an Effective Logic Model

❑ Explore the What is a Logic Model? section. Become familiar with the sections of a logic model and categories of information that belong in each section.

❑ As needed, explore resources to support development of a strong logic model.

Additional information on logic models:
- Enhancing Program Performance with Logic Models, Creating a Logic Model | University of Wisconsin.
- Evaluation 101: Evaluation Planning and Logic Models (video) | Center for Nutrition & Health Impact.

## 4b. Fill in the Logic Model

❑ Fill in the columns of the logic model in the following order (or in the order that makes most sense to you). Consider what you intend for a program to achieve, then consider what it would take to achieve those outcomes.
- Outcomes
- Activities
- Outputs
- Inputs
- Assumptions and External Factors

Use the Logic Model Template to guide your logic model development.

Gather your Community Needs Table and list of program activities with implementation best practices. You have already thought through many of the elements needed for the logic model there. Use the information from these other planning tools to build out your logic model.

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## What is a Logic Model?

A logic model is a tool to visualize the relationship between program resources, activities, and desired results. Sections in a logic model include:

- **Inputs**: The resources that you invest into a program.
- **Activities**: What you do with those resources.
- **Outputs**: The direct, quantifiable results of the activities.
- **Outcomes**: The short-term (in a year of starting the program), medium (in 1 to 3 years of starting the program), and long-term changes (effects on the broader system and/or community) resulting from your program's inputs and activities.
- **Assumptions and External Factors**: The assumptions underlying the expected change and external factors that might influence success of the program.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | | |
|---|---|---|---|---|---|
| | | | **SHORT** | **MEDIUM** | **LONG** |
| **What you invest**<br><br>• Staff<br>• Volunteers<br>• Time<br>• Money<br>• Research<br>• Materials<br>• Equipment<br>• Technology<br>• Partners | **What you do**<br><br>• Conduct workshops and meetings<br>• Deliver services<br>• Develop products, curriculum, resources<br>• Train<br>• Assess<br>• Facilitate<br>• Partner | **What you accomplished**<br><br>• Number of meetings/workshops<br>• Frequency, type, duration of services<br>• Number of products developed<br>• Training participation rates<br>• Number of people referred<br>• Number of materials produced | **What was learned**<br><br>• Awareness<br>• Knowledge<br>• Attitudes<br>• Skills<br>• Opinions<br>• Aspirations<br>• Motivations | **What changed**<br><br>• Action<br>• Behavior<br>• Practice<br>• Decision-making<br>• Policies<br>• Social Action | **What the ultimate impact was**<br><br>Conditions:<br><br>• Social<br>• Economic<br>• Civic<br>• Health and wellness<br>• Environmental |

**ASSUMPTIONS:**

Underlying beliefs and assumptions

**EXTERNAL FACTORS:**

Context and factors outside of your organization

## Step 4 - Hypothetical Model Example

**Selected Tactic**: <u>Nutrition incentive programs</u>. Campaign to get all local grocery stores to accept Double-up Bucks for fruit and vegetable purchases via SNAP.

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | | |
|---|---|---|---|---|---|
| | | | **SHORT** | **MEDIUM** | **LONG** |
| • Team members' expertise. <br> • Staff capacity. <br> • Existing relationships with food retail businesses. <br> • Community buy-in. <br> • Partnerships with the Double-up Bucks administrative program. | • Host workshops to educate grocery store owners on how to participate in Double-up Bucks. <br> • Train workshop facilitators to ensure consistent messaging. <br> • Conduct outreach to grocery store owners and managers. <br> • Provide technical assistance to stores interested in enrolling. | • # of workshops hosted. <br> • # of grocery store owners attending workshops. <br> • # of stores expressing interest in participation. <br> • # of stores enrolled in Double-up Bucks. | • Increased awareness among grocery store owners about Double-up Bucks. <br> • Increased knowledge of how retailers can participate. | • Increased number of local grocery stores accepting Double-up Bucks. <br> • Increased availability of fruit and vegetable incentives for SNAP participants. | • Expanded retail participation in healthy food incentive programs. <br> • Increased access to affordable fruits and vegetables for SNAP participants. <br> • Improved diet quality and food security in the community. |

**ASSUMPTIONS:**

- The Double-up Bucks program can be implemented.
- Funders remain interested in supporting healthy food access.
- Grocery store owners are interested in attracting SNAP customers.

**EXTERNAL FACTORS:**

- Low awareness of the program .
- Limited funding available.
- Potential federal changes to the SNAP program.

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# Step 5. Plan the Evaluation

Evaluation is the process of gathering and reviewing information about a program to understand how well it is working, the quality of what was implemented, and what impact it is having. The purpose of this step is to decide how you will know if your program is working by defining clear evaluation questions and objectives. You will identify indicators and evaluation tools to determine how you will answer those questions.

## Why This Step Matters

▶ Planning your evaluation early helps you make informed decisions throughout the life of the program.
▶ Evaluation allows you to adjust in real time, strengthen what is working, and address what is not.
▶ Evaluation gives you clear information to share with partners, funders, leadership, and community members.

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**Types of Evaluation:**

| PROCESS EVALUATION | | OUTCOME EVALUATION |
|---|---|---|
| Examines whether the program is being implemented as planned. The findings help show what is working and what could be improved. | **What it Is** | Investigates what effects the program had on participants and whether the program was effective. |
| Process evaluations look at the first three sections of the logic model: resources, activities, and outputs. | **Logic Model Sections** | Outcome evaluations look at the outcomes on the logic model: such as changes in knowledge, behavior, or broader effects. |
| Process evaluations are often done during the program, such as mid-way through implementation. The findings are reviewed both during and after the program, so teams can adjust if needed. | **When it's Done** | Outcome evaluations typically occur after a program has had time to produce results, often near the end of a program period. |
| How many grocery store workshops were held? | **Example** | Did more stores begin accepting Double-up Bucks? |

**OFSA is Available to Support Evaluation Planning**
OFSA can provide support to help individuals or groups develop an evaluation plan. Request support using OFSA's Contact Us form.

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## 5a. Draft Evaluation Questions

❑ Develop evaluation questions that are clear, focused, direct, and answerable. See the Evaluation Question and Indicator Examples figure for a non-exhaustive menu of options. Separate evaluation questions by different sections of the logic model.

Use the Evaluation Plan Template to guide your evaluation plan development.

Refer to common planning and evaluation frameworks, like the Reach, Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) framework, to help guide your thinking.

## 5b. Determine How You Will Answer Evaluation Questions

❑ Choose the indicators that you will use to answer your evaluation questions. Indicators are measurable signs of progress or change. See the Evaluation Question and Indicator Examples figure for a non-exhaustive menu of options.

❑ Determine the measurement tool you will use to collect data for each indicator.

Consider:

- How and when will you use the measurement tool?
- Who will collect the information?
- Who will the data come from? Participants, staff, volunteers, or partners?

You will likely use a combination of qualitative and quantitative measurement tools to conduct your evaluation. See the Qualitative and Quantitative Measurement Tools figure for examples.

Watch this video about data collection methods for more information.

## 5c. Document Your Objectives

❑ Review your evaluation table and identify:

- The activity or change you want to measure.
- The indicator that will show success.
- The timeframe for implementation or change.

Strong objectives describe one clear activity and one measurable change (outcome) within a defined timeline.

Consider using the following sentence builder to identify all the important SMART components:

By [*timeframe*], [*organization or team*] will [*complete a specific activity*] for [*population or setting*], reaching [*number or amount*], resulting in [*measurable outcome*].

❑ Use those elements to write one or more SMART objectives for your program. Explore the SMART Framework for Objectives figure for more information.

Use a process objective when you want to measure what your program will do. Process objectives focus on activities and outputs.

Use an outcome objective when you want to measure the change your program hopes to produce. Outcome objectives focus on results or impacts.

**Evaluation Question and Indicator Examples**

| EVALUATION TYPE | LOGIC MODEL SECTION | EVALUATION QUESTION EXAMPLES | INDICATOR EXAMPLES |
|---|---|---|---|
| Process Evaluation | Inputs | • Were the inputs sufficient?<br>• Were the inputs timely?<br>• Will this work continue beyond the grant period?<br>• To what extent is the intervention part of routine organizational practices?<br>• What was needed to implement it well? | • # of staff<br>• $ spent<br>• # of partners<br>• Time of delivery<br>• Availability of materials |
| | Activities & Outputs | • How many services or products/resources were delivered?<br>• Was training developed?<br>• How many people participated?<br>• Did all participants attend that were invited?<br>• Who was and was not referred to services? Why?<br>• Was the intervention implemented as intended? | • # of workshops & meetings<br>• Frequency, type, duration of service delivery<br>• # of products developed<br>• % of invited participants that attended<br>• # of people referred<br>• # of materials produced<br>• Documentation of activities implemented as planned |
| Outcome Evaluation | Outcomes | • To what extent did knowledge increase?<br>• Are people using the new services?<br>• What difference do these services make?<br>• What difference do these services make for participants?<br>• What difference did the program make in key outcomes? (for example, food security or food access)<br>• Were goals met? | • #, % who learn about the services<br>• #, % who utilize the services<br>• Changes in participant knowledge or behavior (for example, change in dietary intake)<br>• Level of improvement (for example, improvement in food security rate or health outcomes)<br>• Adoption of practice or policy |

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**Qualitative and Quantitative Measurement Tools**

| | QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|---|---|---|
| Description | • Data collected in text form, often verbally, from those who have experienced a program<br>• Generally focused on the *why* and *how*<br>• Data types: Open-ended survey questions, photos, focus groups, interviews, observations, case studies | • Data collected using structured counts or measures in numeric form<br>• Generally focused on the *what, who, when,* and *how much*<br>• Data types: Surveys, assessments, polls, tests, quantified interview results, program data, administrative records |
| Examples | • Participant descriptions of barriers to accessing healthy foods *(Interview)*<br>• Community perspectives on how a program is working or could be improved *(Focus group)*<br>• Participant feedback on services or programs *(Open-ended survey question)*<br>• Pictures documenting program activities or community food environments *(Photos)*<br>• Notes describing how participants engage with a program or service *(Observation)*<br>• A detailed story describing how a program affected an individual or organization *(Case study)* | • % of participants reporting increased knowledge after a workshop *(Survey)*<br>• Scores measuring changes in skills or knowledge before and after a program *(Pre/post Assessment or test)*<br>• % of respondents supporting a new food access initiative *(Poll)*<br>• # of participants using a new service or program *(Program data)*<br>• # of grocery stores participating in Double-up Bucks *(Administrative records)*<br>• # or % of participants reporting specific experiences or outcomes during interviews *(Quantified interview results)* |
| Resources | • [Five Tips for Conducting Effective Qualitative Interviews, Duke Global Health Initiative](#)<br>• [Community ToolBox: Conducting Focus Groups](#) | • [How to Create an Effective Survey in 15 Simple Tips, Qualtrics](#)<br>• [Using Administrative Data for Monitoring and Evaluation](#) |

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**SMART Framework for Objectives**

Objectives are most useful when they are written using the **SMART framework**:

**SPECIFIC**
Be clear about who the objective is for and what will happen.

**MEASURABLE**
Objectives should tell us how much change you expect to see.

**ACHIEVABLE**
Make sure the objective can realistically be accomplished with current resources.

**REALISTIC**
Objectives should match both the scope of the problem and what you can influence.

**TIME-BOUND**
Every objective needs a completion timeline.

SMART objectives clearly describe what your program will accomplish, what change it expects to produce, and how progress will be measured.

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**SELECTED TACTIC**: <u>Nutrition incentive programs</u>. Campaign to get all local grocery stores to accept Double-up Bucks for fruit and vegetable purchases via SNAP.

| EVAL TYPE | LOGIC MODEL SECTION | EVALUATION QUESTION(S) | INDICATOR | MEASUREMENT TOOL | OBJECTIVE |
|---|---|---|---|---|---|
| PROCESS | Input(s) | Were sufficient resources and capacity available to implement the workshops? | # facilitators who completed training.<br><br>Training materials developed before implementation (y/n). | Facilitator training attendance logs.<br><br>Staff record. | By May 2026, the County Food Security Coalition will train four facilitators to deliver the Double-up Bucks retailer workshop curriculum.<br><br>By August 2026, the County Food Security Coalition will host four workshops for grocery store owners on participating in Double-up Bucks, reaching at least 20 retailers. |
| | Activities | Were the planned workshops implemented as intended?<br><br>Did grocery vendors engage in the workshops? | % of workshops delivered compared to planned.<br><br>Average workshop length compared to planned.<br><br># unique grocery stores represented, % of invited vendors who attended.<br><br>% participants who reported the workshop was useful. | Workshop schedule and program records.<br><br>Facilitator checklist/record keeping.<br><br>Workshop registration and attendance logs.<br><br>Facilitator observation notes.<br><br>Feedback survey. | |
| OUTCOME | Short-term | Did grocery vendors increase their knowledge of how to participate in Double-up Bucks? | % of workshop participants reporting increased understanding of Double-up Bucks participation requirements.<br><br>Change in knowledge scores between pre- and post-workshop surveys. | Pre/post workshop survey.<br><br>Knowledge assessment questionnaire. | By December 2026, participating grocery store owners will increase their understanding of how to enroll in the Double-up Bucks program, resulting in more retailers participating in the program. |
| | Medium-term | Did grocery stores begin participating in Double-up Bucks? | % of workshop participant stores that enroll in the program. | One-on-one interviews with participants.<br><br>Admin program data. | |
| | Long-term | Did access to Double-up Bucks increase in the community? | Increase in number of grocery stores accepting Double-up Bucks.<br><br>Geographic distribution of participating stores Increase in SNAP fruit and vegetable purchases at participating stores. | Double-up Bucks program administrative data.<br><br>Retail participation records.<br><br>Program transaction data. | |

# Step 6. Plan for Action

The purpose of this step is to turn all your ideas and decisions from the previous steps into a clear and organized plan. An action plan outlines the tasks, roles, timelines, and resources needed for your program. In this step, you will define activities, assign roles and responsibilities, set timelines, and identify the resources required. You may also think about sustainability and next steps. When possible, you will gather feedback from community members and partners to strengthen the plan before finalizing it, while remaining flexible as the program evolves.

## Why This Step Matters

‣ An organized plan brings focus and accountability to your work.
‣ It helps everyone understand who is responsible for what tasks, when activities will happen, and what is needed to move forward.
‣ A strong action plan helps you anticipate challenges, reduce confusion, and communicate your work both internally and externally.

## 6a. Outline Program Tasks with Defined Roles and Timelines

❑ Building off the list of activities in your logic model and the implementation best practices identified in Step 3b, list each activity and the tasks needed to carry it out.

Use the Program Timeline and Roles Template to list your tasks.

Think about what needs to happen before each task can start. Be sure to include preparation steps and tasks needed to put the best practices into place.

❑ Add the estimated time needed for each task.

Consider building in a cushion for unexpected delays.

❑ Define which team member or role is responsible for each task.

Program roles can include positions such as program lead, program manager, consultant, advisory board member, and data/evaluation manager.

View the following for more information on community advisory boards: Developing a Community Advisory Board for Research Toolkit.

❑ Put the tasks for each activity in the order they will happen. Use longer or shorter bars to show when each task starts and how long it will take (see Step 6 - Hypothetical Model as an example).

Make sure the timeline is realistic and the tasks are achievable. Think about how the program activities overlap with other staffing needs outside of this program. Consider adjusting timing or modifying as needed.

## 6b. Develop an Estimated Program Budget

❑ Using your Program Timeline and Roles Template, list the estimated costs needed for each activity in the Program Budget Planning Template.

Think about everything needed to carry out the program, such as staff time, benefits, consultants, supplies, equipment, participant incentives, travel, space, communications, translation, data collection, and administrative costs.

If this feels overwhelming, start with your largest costs (like staffing and major program expenses) and build from there.

## 6b. Develop an Estimated Program Budget (continued)

❑ Estimate the cost for each item.

Think about which costs are needed to start the program, and which will continue over time.

View the following for more information on budgeting.

- National Council of Nonprofits - Budgeting for Nonprofits
- Wallace Foundation - Strong Nonprofits Toolkit
- CDC - Budget Preparation Guidelines

❑ Note how each cost will be covered.

Note whether the cost is already funded, still needs funding, or could be covered through in-kind support (such as existing staff time, donated space, or partner contributions).

❑ Review your full budget to make sure it matches your plan.

Check that the budget matches the level of effort needed for each activity and that nothing important is missing.

Think about whether the program is realistic based on available resources. If not, consider adjusting the scope, spreading activities out over time, or identifying additional funding or partners.

## 6c. Finalize the Full Action Plan

❑ Combine the elements of your program plan into a streamlined document.

Use the Program Action Plan Template.

❑ Share the draft action plan with program partners and ask them to identify any gaps, redundancies, or areas that require additional clarification.

❑ Incorporate feedback received and finalize the action plan.

It should be clear, complete, current, and easily accessible to partners. Note that your action plan is never set in stone. It's likely that you will need to make adjustments over the course of the work.

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## 6d. Discuss Potential Next Steps – Program Management, Sustainability, and Communications

Now that you developed your Action Plan, you are ready to move into implementation. You and your team can consider these common next steps to support implementation and help ensure the program runs smoothly.

❑ Establish program management systems and tools. Set up the tools and materials your team will use to manage and run the program on a day-to-day basis.

Some commonly used systems and tools can include program management software; scopes of work or agreements for partners, consultants, or staff; and standard operating procedures (SOPs) to guide consistent implementation.

If a new staff member joined tomorrow, what would they need written down to do this work? Where will key documents be stored so everyone can access them?

For additional information on choosing project management software, explore the Nonprofit Learning Lab: How to use a project management tool.

❑ Discuss how to sustain the program and its impact by identifying funds and inputs necessary to help the program continue.

Many programs require ongoing funding. You may want to make a robust fundraising plan.

For additional information on sustaining a program, refer to the Community Tool Box's Strategies for the Long-Term Sustainability of an Initiative - Sustainability Resource Guide.

❑ Discuss plans for sharing about the program with community members and partners. Understand what information they might find helpful, what types of information sharing are most useful, and timing.

When planning efforts to widely-share about the program, the following may be important:

- **Know your audience**. Adapt content and format for different audiences.
- **Tell a story.** Use quotes and examples if possible.
- **Be clear and concise.** Use plain language.
- **Include actionable recommendations.** Discuss the implications of your program results. Share what worked and what didn't. Provide clear next steps.
- **Gather feedback.** Provide space for collaborators and community members to discuss, react, and respond to the results of your program.

This video offers more information about reporting and sharing your program findings.

**Selected Tactic**: <u>Nutrition incentive programs</u>. Campaign to get all local grocery stores to accept Double-up Bucks for fruit and vegetable purchases via SNAP.

| Activity and Tasks | Timeline | | | | | | | | | | | | Associated Objective |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | |
| Plan and prepare for vendor workshops | | | | | | | | | | | | | By May, the County Food Security Coalition will train four facilitators to deliver the Double Up Bucks retailer workshop curriculum. |
| Develop workshop content and agenda | ▓ | | | | | | | | | | | | |
| Draft facilitator guide and materials | | ▓ | | | | | | | | | | | |
| Recruit and train workshop facilitators | | | ▓ | | | | | | | | | | |
| Promote workshops to vendors through partner networks and local channels | | | ▓ | | | | | | | | | | |
| Deliver workshops | | | | | | | | | | | | | By August, the County Food Security Coalition will host four workshops for grocery store owners on participating in Double-up Bucks, reaching at least 20 retailers. |
| Finalize logistics (venue, technology, materials) | | | | ▓ | | | | | | | | | |
| Conduct workshops (4) | | | | | ▓ | ▓ | ▓ | | | | | | |
| Distribute resources and next steps for enrollment | | | | | | | | ▓ | | | | | |
| Evaluate and refine workshops | | | | | | | | | | | | | |
| Develop and distribute participant feedback surveys | | | | | | ▓ | ▓ | | | | | | |
| Collect and analyze attendance and feedback | | | | | | ▓ | | ▓ | | | | | |
| Refine workshop content and approach based on feedback | | | | | | | | ▓ | ▓ | | | | |
| Support vendor enrollment in Double-Up Bucks | | | | | | | | | | | | | By December, participating grocery store owners will increase their understanding of how to enroll in Double-up Bucks, resulting in more retailers participating. |
| Provide follow-up technical assistance to interested vendors | | | | | | | | ▓ | ▓ | ▓ | | | |
| Connect vendors to Double-Up Bucks program administrators | | | | | | | | | ▓ | ▓ | | | |
| Track vendor progress toward participation | | | | | | | | | | ▓ | ▓ | | |

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# RESOURCE ROUNDUP

**Introduction & Overview**
- OFSA's Funding Opportunities webpage
- New Jersey Food Security 3-Year Strategic Plan
- Primer on the Six Dimensions of Food Security in New Jersey

**Step 1: Assessing the Need**
- Community Engagement for Collective Action
- Community Tool Box: Identifying Community Assets and Resources
- Participatory Methods Matrix Worksheet
- Community Needs Assessment: Facilitator/Mentor Guide
- Community Tool Box: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

   **Sources of Community Data**
   - American Community Survey Data
   - County Health Rankings
   - Exploring the Six Dimensions of Food Security in New Jersey
   - Food Insecurity Index
   - Food System Dashboard
   - The State of Food Security in New Jersey: A Data Chart Book
   - OFSA's Public Data Catalog

**Step 2: Picking a Strategy and Tactic**
- Strategic Plan webpage with dropdown menu of strategies by focus area
- Full Strategic Plan

**Step 3: Envisioning the Program**
- Implementation Best Practices
- Intervention Mapping Framework

   **Examples of Related Initiatives**
   - Alliance for a Healthier Generation Resources & Trainings
   - Healthy Eating Research & Publications
   - Sustainable Agriculture Research and Education Projects
   - Voices for Healthy Kids Success Stories

**Step 4: Building a Logic Model**
- Enhancing Program Performance with Logic Models, Creating a Logic Model, University of Wisconsin
- Evaluation 101: Evaluation Planning and Logic Models, Center for Nutrition & Health Impact [video]
- Logic Model Development Guide, W.K. Kellog Foundation

**Step 5: Plan the Evaluation**
- Reach, Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) Framework

   **Data Collection Methods**
   - Evaluation 101: Data Collection Methods and Types of Evaluation, Center for Nutrition & Health Impact [video]
   - Five Tips for Conducting Effective Qualitative Interviews, Duke Global Health Initiative
   - Twelve Tips for Conducting Qualitative Research Interviews, Medical Teacher
   - Community Tool Box: Conducting Focus Groups
   - How to Create an Effective Survey in 15 Simple Tips, Qualtrics
   - Using Administrative Data for Monitoring and Evaluation

**Step 6: Plan for Action**
- Community Tool Box: Strategies for the Long-Term Sustainability of an Initiative - Sustainability Resource Guide.
- Evaluation 101: Reporting and Sharing Project Findings, Center for Nutrition & Health Impact [video]
- Design Tips and Tricks for Reports and Presentations, Center for Nutrition & Health Impact
- Nonprofit Learning Lab: How to use a project management tool

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# GLOSSARY

**Action Plan:** A document that outlines the specific tasks, roles, timelines, and resources needed to carry out a program.

**Activities**: The actions your program carries out using available resources. These are the specific things you do to implement your program. This is a component of a logic model.

**Assumptions:** The beliefs and context that inform expected changes from the program. This is a component of a logic model.

**Community Advisory Board:** A group of people with lived experience of a particular issue and other stakeholders who provide guidance on the development and implementation of a program.

**Evaluation:** The process of gathering and reviewing information about a program to understand how well it is working, the quality of what was implemented, and what impact it is having.

**External Factors:** Context and factors outside of an organization that may (positively or negatively) affect a program's success. This is a component of a logic model.

**Focus Areas:** The five domains in the New Jersey Food Security Strategic Plan that organize the work and define where coordinated action is needed.

**Gantt Chart:** A tool to create a timeline of a program and show progress in task completion over time. Gantt charts can be used to define overarching activities, outline tasks, designate responsible team members, and document the anticipated duration of different tasks.

**Indicators:** Measurable signs of progress or change that are used to answer evaluation questions.

**Inputs:** The resources (time, money, materials, energy) invested into a program. This is a component of a logic model.

**Logic Model:** A tool to visualize the relationship between program resources, activities, and desired results. A logic model considers inputs, activities, outputs, outcomes, assumptions, and external factors.

**Objective:** A statement that describes a clear input/activity and measurable change (outcome) within a defined timeline.

**Outcome Evaluation:** A type of evaluation that seeks to understand what impacts the program had on participants and whether the program was effective or ineffective.

**Outcomes**: The changes that result from your program over time. These can be short-term (what people learn), intermediate (what people do differently), and long-term (how people's lives change). This is a component of a logic model.

**Outputs:** The direct, measurable results of your activities. These show what was produced or delivered (for example, number of workshops held or people reached). This is a component of a logic model.

**Participatory Approaches:** Methods of program planning, data collection, and program implementation that are typically more interactive than traditional methods and meaningfully involve people with lived experience of the issue a program seeks to address in the planning, data collection, and implementation processes.

**Process Evaluation:** A type of evaluation that seeks to understand if a program is being implemented as planned and according to schedule. Findings from process evaluations inform strengths and areas for improvement.

**Process Objective:** A type of objective that focuses on activities and outputs rather than outcomes.

**Program:** A coordinated set of related activities or services designed to advance a goal (in this case, food security). A program is not a single, one-time activity (for example, hosting one community food distribution event or holding a single training session), nor is it an entire department or an organization's full portfolio of work.

**Qualitative Measures:** Data collected in text form, often verbally, from those who have experienced a program; generally focused on the why and how. Data types: Open-ended survey questions, photos, focus groups, interviews, observations, case studies.

**Quantitative Measures:** Data collected using structured counts or measures in numeric form; generally focused on the what, who, when, and how much. Data types: Surveys, assessments, polls, tests, quantified interview results, program data, administrative records.

**Six Dimensions of Food Security:** A framework for understanding food security as a dynamic system rather than a single outcome. The six dimensions include access, availability, utilization, stability, sustainability, and agency. For more on the Six Dimensions, check out OFSA's Primer on the Six Dimensions of Food Security in New Jersey.

**SMART Framework:** A tool for constructing goals and objectives that are Specific, Measurable, Achievable, Realistic, and Time-bound.

**Strategy:** An overall plan or approach to meet a goal or solve a problem. The New Jersey Food Security Strategic Plan outlines strategies within each focus area that advance the goals within that domain.

**SWOT Analysis:** A tool used to assess the internal and external factors that can impact a program. It helps inform decisions such as which strategies to pursue, areas in which an organization might benefit from building strength, and/or anticipating risks. The components of a SWOT analysis include Strengths (internal factors that give the organization an advantage), Weaknesses (internal factors that pose challenges or limitations), Opportunities (external factors that could provide growth or improvement), Threats (external factors that could hinder progress or pose risks).

**Tactic:** A specific action or method that supports and implements a strategy.

**Vision:** Statewide aspirations describing the future New Jersey is working toward. Our vision as outlined in the Strategic Plan is: *A sustainable New Jersey food system where all people, at all times, have continual and resilient access to foods that meet their needs and preferences now and for generations to come, and where every sector and community member sees themselves as integral to the collective effort necessary to achieve this shared vision.*

**We Want to Hear From You**
Tell us about your experience using the Strategic Plan and the Toolkit, the results of using the toolkit, and how we can improve this resource. Take the feedback survey here.