

Food Resource Guide – Communication Plan



Based on a template created by the CDC

Background

Food insecurity is a major barrier to health for Hartford Public High School (HPHS) students, their families and the greater Hartford community. Hartford's food insecurity rate is significantly higher than the statewide average (1 in 4 vs 1 in 7 CT residents).

Program Goals

Increase food security among HPHS students/families and families across CT

Communication Goals

Increase use and awareness of food resources available to our target audiences

Audiences

There are two target audiences for this project. First, we need to reach people in the HPHS community. This includes HPHS students, families, and key staff members who interact with students and families. Second, beyond the HPHS community, we need to reach students, families, school social workers, superintendents' offices, and community organizations around the state of Connecticut.

Key Messages

1. Food insecurity is common and nothing to be ashamed of
 - a. Food is a basic human right
 - b. You may find yourself low on ingredients for your next meal
 - c. Sometimes you may not have enough food at home
2. Many people need food assistance resources but don't know where to find them
3. There is support in many places

- a. More than 600 food pantries across Connecticut
- b. A food pantry in your school.

Methods and Tactics

Separate methods and tactics were used to disseminate the Food Resource Guide to each audience:

HPHS students and families

- Printed handouts distributed at school-wide events, in the library, and the school pantry (in bags of food)
- Handouts and a digital link to the Resource Guide distributed to school counselors
- Notices placed through ParentSquare (communication platform used by K-12 school districts to connect with families); Google Classroom (communication platform used by educators and students); HPHS TV monitors in halls; family and community resource page on school website
- Posts on school social media sites (Instagram and Facebook)
- Article in the school newspaper
- Posters throughout HPHS with QR code to food resource guide
- Student-led podcast to increase awareness of the Guide

Students and families in CT

- Printed handouts and a digital link shared via community partners and organizations to their clients
- Toolkit to assist in dissemination, includes sample newsletter paragraph about the guide, sample social media posts and graphic

Steps

1. Meet with key stakeholders within HPHS to identify the food needs of the student population.
2. Visit Foodshare (CT food bank) to explore existing food resources
3. Connect with additional community stakeholders and local food pantry coordinators.
4. Collaborate with local food pantry coordinators to begin co-design of the initial Food Resource Guide.
5. Distribute the first version of the HPHS Guide and gather feedback
6. Develop a revised Guide based on feedback

7. Create and produce all communication materials (handouts, poster, sample social media posts, sample emails, podcast)
8. Revise the HPHS Guide to create a state-wide version for CT
9. Create a toolkit to disseminate the guide and communication materials to community partners
10. Distribute all final dissemination materials

Materials

HPHS students and families

- Food Resource Guide that can be accessed digitally or printed, in English, Spanish and Portuguese
- HPHS sample social media posts and graphic
- Poster with QR code to access HPHS Guide

All-CT students and families

- Food Resource Guide that can be accessed digitally or printed, in English and Spanish
- Dissemination email with link to toolkit containing the Guide in English and Spanish, sample newsletter blurb and social media posts (in English and Spanish) and graphic.
- List of community contacts

Resources

- Relationships with key personnel at HPHS to access the school's social media, Google classroom, and Parentsquare.
- HPHS personnel with podcast recording and editing experience
- Canva (or other basic graphic design program) for creating professional-looking guide, graphics, and poster
- School district-wide partners
- Community partners

Timeline

A more detailed spreadsheet can be made with specific to-do lists for each task/activity, responsible lead, and hours needed to complete.

Tactic/Activity	Who is Responsible? (Include the lead for the tactic/activity)	Timing (include info on how long it will take to complete the activity)
Design the HPHS Food Resource Guide and translate (English, Spanish, Portuguese)	ACS students and program team	January-March (including feedback and revisions)
Create a digital version of the Guide accessed via QR code	Program team	January-February, March-May (update original guide and create new versions)
Print handouts of the Guide and identify locations and school staff for dissemination	ACS students and program team	February, March-May
Create and disseminate materials to communicate availability of the Guide to key HPHS audiences (poster, social media posts, other school communications)	ACS students and program team, HPHS teachers, counselors and other staff	May
Create a statewide version of the Guide (English, Spanish)	ACS students and program team	March-May
Create a toolkit for community members to disseminate the Guide	ACS students and program team	April-May
Create a list of community organizations that might be interested in disseminating the materials and email them with information about the Guide and the toolkit	ACS students and program team	May