



Food and Nutrition Service  
U.S. DEPARTMENT OF AGRICULTURE

**FY 2024**

# Supplemental Nutrition Assistance Program Education (SNAP-Ed) Plan Guidance

## Nutrition Education and Obesity Prevention Grant Program



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### Introduction

This *Fiscal Year (FY) 2024 Supplemental Nutrition Assistance Program Nutrition Education (SNAP-Ed) Plan Guidance* provides instructions for developing and submitting State nutrition education and obesity prevention grant program plans, commonly referred to as State *SNAP-Ed Plans*. It describes Food and Nutrition Service (FNS) expectations for State SNAP-Ed requirements and includes examples of *activities* that can be used in SNAP-Ed programming. **New:** SNAP-Ed is overseen by the Nutrition Education Branch within FNS and supported through Regional Offices. **End of new material.** Instructions are provided for preparing and submitting the Annual Plan and Annual Report. Some sections have been broadened to provide additional instructions, and in some sections, new information has been added for greater clarity.

Sections with new content or significant revisions are marked with text reading **New**, with the end of the new section marked **End of new material** to better identify this information. Additional minor edits throughout address consistency and correct minor editorial and grammatical issues. Activities that represent State requirements or FNS expectations or are significant to program implementation are set in **BOLD** to facilitate identification. **New:** Key terms are set in *italic*. An updated list of abbreviations and acronyms used in this document

**New:** FNS continues to support enhancement of SNAP-Ed services by providing improvements and clarifications in the SNAP-Ed Plan Guidance. This year, FNS included the following revisions to the Guidance:

- New Nutrition Education Branch (p. [1](#))
- Key terms in *italic* (p. [1](#))
- Abbreviations and acronyms update (p. [1](#), [117](#))
- Maximum use of PSE encouragement (p. [3](#), [7](#), [19](#))
- Tribal consultation clarification (p. [3](#), [30](#), [39](#))
- SNAP referrals clarification (p. [4](#))
- Nutrition Security overview (p. [5](#))
- Start Simple with MyPlate update (p. [11](#))
- MyPlate public communications update (p. [12](#))
- Virtual programming requirements (p. [14](#))
- Maternal and Child Health Services Grants and Programs update (p. [33](#))
- National Program Evaluation and Reporting System (N-PEARS) implementation dates (p. [38](#), [90](#))
- Timeline for Plan and Annual Report update (p. [41](#))
- *Needs Assessment* requirements (p. [46](#))
- *Needs Assessment* resources (p. [47](#))
- Centers for Disease Control and Prevention resources update (p. [51](#), [54](#))
- *Social marketing campaigns* projected reach clarification (p. [63](#))
- Memorandum of understanding (MOU) requirements (p. [69](#))
- Staff training cost (p. [104](#))
- Gardening cost (p. [108](#))
- Nutrition education reinforcement materials cost (p. [111](#))
- Plan and Annual Report modules update (p. [120](#))
- Nondiscrimination statement update (p. [283](#), [288](#))
- New or updated definitions in Appendix F: *Behaviorally Focused* (p. [293](#)), *Cognizant Agency* (p. [294](#)), *Direct education* (p. [294](#)), *EARS* (p. [295](#)), *Evidence-Based* (p. [295](#)), *Impressions* (p. [296](#)), *Interactive media* (p. [297](#)), *Nutrition Security* (p. [299](#)), *SNAP Outreach* (p. [300](#))

**End of new material.**

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can be found after section 3. **End of new material.**

In *SECTION 2: WRITING YOUR SNAP-ED PLAN AND ANNUAL REPORT*, detailed instructions and resources are provided to facilitate *needs assessment* data collection and analysis during the planning process. Information on SNAP-Ed Evaluation Framework Indicators and *social marketing* reporting is included to facilitate consistent and streamlined reporting.

The *FY 2024 SNAP-Ed Plan Guidance* supersedes previous releases and provides instructions to States to implement all provisions of Section 4019 of the Agriculture Improvement Act of 2018.

### 1. Summary of Regulations and Background

The SNAP-Ed Plan Guidance includes provisions of the Food and Nutrition Act (FNA), Section 28, as amended by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), and the SNAP: Nutrition Education and Obesity Prevention Grant Program Final Rule (the Final Rule).

The Final Rule adopts the amended interim rule published April 5, 2013, to implement the SNAP-Ed provisions of the HHFKA. The rule also implements a provision of the Agricultural Act of 2014 to authorize promotion of physical activity in addition to promotion of healthy food choices. Highlights follow:

- SNAP *State agencies*, in consultation with local operators of other Federal and State programs must present a valid and data-driven *needs assessment* of nutrition, physical activity, and obesity prevention needs of the target population and their barriers to accessing healthy foods and physical activity in the State *SNAP-Ed Plan*. This helps to ensure SNAP-Ed *activities* complement the nutrition education and obesity prevention efforts of these programs.
- Under this rule, States must implement two or more of the following complementary *approaches* to deliver evidence-based nutrition education and obesity prevention *activities* that are based on the most current Dietary Guidelines for Americans (DGA):
  - Individual or group-based nutrition education, health promotion, and *intervention strategies*
  - Comprehensive, *multilevel interventions*

**SNAP nutrition education and obesity prevention services** per 7 CFR §272.2 (d)(2)(vii)(B), SNAP-Ed services are—

“a combination of educational strategies, accompanied by supporting policy, systems, and environmental interventions, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to receive benefits under SNAP or other means-tested programs and individuals residing in communities with a significant low-income population.”

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- Community and *public health approaches*
- The *target audience* for SNAP-Ed is defined as SNAP participants and low-income individuals eligible to receive SNAP benefits or other *means-tested Federal assistance programs*, such as Medicaid or Temporary Assistance for Needy Families (TANF) and individuals residing in communities with a significant low-income population.

States must meet SNAP-Ed statutory, regulatory, and policy recommendations:

- Implement *policy, systems, and environmental (PSE) change approaches*, such as *multilevel interventions* and community and *public health approaches* in addition to individual or group-based (direct) nutrition education, to deliver effective, evidence-based nutrition education and obesity prevention programming. **New:** FNS encourages the maximum use of PSE approaches. **End of new material.**
- Coordinate with and complement *nutrition education and obesity prevention services* delivered in other U.S. Department of Agriculture (USDA) nutrition and education programs and other Federal nutrition and nutrition education programs. Programs for partnership include the *Expanded Food and Nutrition Education Program (EFNEP)*, the *Food Distribution Program on Indian Reservations (FDPIR)*, the *Commodity Supplemental Food Program (CSFP)* and the National School Lunch Program (NSLP).
- Partner with other national, State, and local initiatives to further the reach and impact of SNAP-Ed *activities*. Developing and enhancing partnerships is critical to instituting *multilevel interventions* and community and *public health approaches* in communities.
- Evaluate SNAP-Ed *interventions* using evaluation indicators across the *Social-Ecological Model (SEM)*, such as those identified in FNS's [SNAP-Ed Evaluation Framework](#) to each *intervention* and the overall plan's impact using appropriate outcome measures and indicators.
- **New:** FNS requires State agencies to consult with Tribes about the SNAP State Plan of Operations, which includes the State SNAP-Ed Plan. State agencies must actively engage in timely, meaningful, and substantive dialogue with Tribal leadership or their designees, as required by SNAP regulations at **7 CFR 272.2(b), 272.2(e)(7), and 7 CFR 281.2(b)**. *State agencies* must include and consider the needs of American Indian/Alaskan Native (AI/AN) populations in conducting a holistic *needs assessment* for SNAP-Ed, and coordinate with State and local operators on how those *needs assessments* can be conducted.<sup>1</sup> For more detail on this requirement, refer to [Coordination and Collaboration Requirements: Tribal Organizations](#). For more detail on how agencies should document these activities in the *SNAP-Ed Plan* and Annual Report, refer to [Plan Module 5, Page 3: Tribes and Indian Tribal Organizations](#) and [Report Module 1, Page 3: Tribes and Indian Tribal Organizations](#). **End of new material.**

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<sup>1</sup> The United States Department of Agriculture Food and Nutrition Service. (2022, September). *Memorandum on Tribal Consultation Requirements*. <https://www.fns.usda.gov/snap/memorandum-on-tribal-consultation-requirements>

### 2. Determining SNAP-Ed State Allocations

The method for determining State SNAP-Ed allocations is based on State shares of SNAP-Ed expenditures in addition to State shares of SNAP participation. For *FY* 2018 and each year thereafter, the ratio of expenditures to participation is a 50/50 weighting of expenditures to participation. Estimated *FY* 2024 allocations to assist States in preparing their *FY* 2024 Plan budgets will be posted on the SNAP-Ed Connection website's [Funding Allocations](#) page, when available.

### 3. SNAP Promotion Rule and SNAP-Ed

Per the 7 CFR 277.4 (b)(5), recruitment activities designed to persuade an individual to apply for SNAP benefits; television, radio, or billboard advertisements that are designed to promote SNAP benefits and enrollment; or agreements with foreign governments designed to promote SNAP benefits and enrollment are prohibited.

For SNAP-Ed, this means information regarding SNAP enrollment should not be placed on any billboard, radio, television, or video recording that may be part of a SNAP-Ed *intervention*. **New:** Communicating factual information pertaining to SNAP is not considered a recruitment activity. The purpose of SNAP-Ed documents should not be for *SNAP Outreach*, however, basic SNAP information or a link to SNAP information may be placed on handouts, brochures, recipes, etc. FNS encourages SNAP-Ed agencies to refer participants to *SNAP Outreach* partners and/or to SNAP State and local offices for SNAP benefit information and assistance. **End of new material.**

**The full text of the regulations and resources listed in this section can be found as follows:**

- Food and Nutrition Act of 2008, as amended:  
<https://www.govinfo.gov/content/pkg/COMPS-10331/pdf/COMPS-10331.pdf>
- Agriculture Improvement Act of 2018, Section 4019:  
<https://www.congress.gov/bill/115th-congress/house-bill/2/text?format=txt>
- HHFKA: [https://www.fns.usda.gov/sites/default/files/PL\\_111-296.pdf](https://www.fns.usda.gov/sites/default/files/PL_111-296.pdf)
- SNAP: Nutrition Education and Obesity Prevention Grant Program Final Rule:  
<https://www.federalregister.gov/documents/2016/03/31/2016-07179/supplemental-nutrition-assistance-program-nutrition-education-and-obesity-prevention-grant-program>
- SNAP Promotion Final Rule:  
<https://www.federalregister.gov/documents/2016/12/20/2016-30621/supplemental-nutrition-assistance-program-promotion>
- 2020–2025 DGA: [https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary\\_Guidelines\\_for\\_Americans\\_2020-2025.pdf](https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf)



### Section 1: Overview

SNAP is the Nation's first line of defense against hunger and a powerful tool to improve nutrition among low-income people. A USDA study found that participating in SNAP for 6 months is associated with a significant decrease in food insecurity.<sup>2</sup> An additional USDA study found SNAP participants typically spend less on average on food than eligible nonparticipants and spend more of their food dollars on foods prepared at home.<sup>3</sup> Further studies indicate that overall, no major differences are apparent between the types of foods purchased by SNAP-participating households and nonparticipating households.<sup>4</sup>

**New:** SNAP-Ed strengthens SNAP's public health impact by addressing food and *nutrition security* to improve nutrition and prevent or reduce diet-related chronic diseases, including obesity, among SNAP recipients. USDA defines **food security** as access at all times to enough food for an active, healthy life. An active, healthy life depends on both adequate amounts of food and the proper mix of nutrient-rich food to meet an individual's nutrition and health needs.<sup>5</sup> **Nutrition security** means all Americans have consistent and equitable access to healthy, safe, affordable foods essential to optimal health and well-being.<sup>6</sup>

SNAP-Ed agencies should emphasize the importance of programming that addresses both food and nutrition security, and should adopt all approaches they use to deliver evidence-based nutrition education and obesity prevention activities with an equity lens. To the extent possible, these approaches should: address the co-existence of food insecurity and diet-related chronic diseases; prioritize comprehensive multi-level and/or public health approaches with the potential to reach historically underserved populations; and translate the latest science into culturally and contextually relevant actions that communities can integrate into their daily lives. Selected examples include:

- SNAP-Ed has been used to establish multi-sector partnerships to help ensure readily available fresh produce and nutrition education for families with limited access. In one State, SNAP-Ed brought together a health insurance provider, local health centers, churches, food banks and food pantries, and a local library to establish a mobile market. The market distributed fresh produce to eligible families at convenient locations to improve access to healthy foods. SNAP-Ed staff also provided recipes and nutrition education at the mobile market events and translated materials to help meet the unique language needs of the limited English-proficient community.

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<sup>2</sup> Mabli, J., Ohls, J., Dragoset, L., Castner, L., & Santos, B. (2013, August). *Measuring the effect of Supplemental Nutrition Assistance Program (SNAP) participation on food security*. Mathematica Policy Research Report for U.S. Department of Agriculture, Food and Nutrition Service.

<sup>3</sup> Tiehen, L., Newman, C., & Kirilin, J. A. (2017, August). The food-spending patterns of households participating in the Supplemental Nutrition Assistance Program: Findings from USDA's FoodAPS. Economic Information Bulletin No. 176. U.S. Department of Agriculture, Economic Research Service.

<sup>4</sup> Garasky, S., Mbwana, K., Romualdo, A., Tenaglio, A., & Roy, M. (2016, November). *Foods typically purchased by SNAP households*. IMPAQ International for U.S. Department of Agriculture, Food and Nutrition Service.

<sup>5</sup> The United States Department of Agriculture Economic Research Service. (2022, October). *Definitions of Food Security*. <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security/>.

<sup>6</sup> The United States Department of Agriculture Food and Nutrition Service. (2022, March). *USDA Actions on Nutrition Security...* <https://www.usda.gov/sites/default/files/documents/usda-actions-nutrition-security.pdf>

## Section 1: Overview

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- In several States, SNAP-Ed helps promote SNAP match programs, which provide SNAP recipients with supplemental benefits to buy produce at SNAP-accepting farmers markets and grocery stores. These collaborations make fruits and vegetables more affordable for SNAP recipients and have the potential to increase access to, and consumption of, healthy foods in remote and rural communities. SNAP-Ed may be used to coordinate social marketing campaigns, conduct on-site food demonstrations, and promote farmers markets and grocery stores with match programs to SNAP recipients.
- Many SNAP-Ed programs use public health approaches, such as social marketing strategies, to promote healthy foods and beverages. One State partnered with SNAP-Ed eligible communities to implement a multi-channel social marketing campaign that encourages healthy nutrition and physical activity behavior change. The campaign materials were developed based on focus group feedback to ensure the messages and images resonated with community members and were placed in prominent public locations. The State used many communication channels including texts, message boards, banners, and posters to disseminate short, simple statements on consuming more produce, less sugary drinks and being more active. These clear and consistent healthy messages were displayed over 20 million times throughout the campaign and resulted in the majority of survey respondents able to recall campaign images.

More information on these and other examples can be found on the SNAP-Ed Connection website at: <https://snaped.fns.usda.gov/success-stories>

SNAP-Ed remains an important priority for FNS, and the Agency appreciates the leadership demonstrated by States toward this mutual commitment to improve the health of families with low income. The SNAP-Ed requirements mandated by the Food and Nutrition Act under Section 28 complement and address the FNS mission and the goal and focus of SNAP-Ed. As part of the FNS mission, “[We work with partners to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture.](#)” **End of new material.**

### 1. SNAP-Ed Goal

The SNAP-Ed goal is:

“To improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current DGA and the USDA food guidance.”

### 2. SNAP-Ed Focus

The focus of SNAP-Ed is:

- Implementing *strategies* or *interventions*, among other health promotion efforts, to help the *SNAP-Ed target audience* establish healthy eating habits and a physically active lifestyle.
- Primary prevention of diseases to help the *SNAP-Ed target audience*, which has risk factors for nutrition-related chronic disease (such as obesity); prevent or postpone the onset of disease by establishing healthier eating habits and more physical activity.

### 3. SNAP-Ed Guiding Principles

The SNAP-Ed Guiding Principles characterize FNS's vision of comprehensive multilevel and *public health approaches* complementing high-quality nutrition education to address the nutrition concerns and food budget constraints faced by those eligible for SNAP. These Guiding Principles reflect the definitions of *nutrition education and obesity prevention services* and evidence-based *interventions* that stem from the FNA.

**FNS strongly encourages States to use these Guiding Principles as the basis for SNAP-Ed activities in conjunction with the SNAP-Ed goal and behavioral outcomes.** States may focus their efforts on other *interventions* based on the DGA that address their *target audiences* by providing justification and rationale in their *SNAP-Ed Plans*. **New: In particular, FNS encourages the maximum use of PSE approaches. End of new material.**

The **SNAP-Ed target audience IS SNAP-Ed eligible individuals**; specifically, SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other *means-tested Federal assistance programs*. It also includes individuals residing in communities with a significant (50 percent or greater) low-income population.

The term *means-tested Federal assistance programs* for the purposes of this Guidance is defined as Federal programs that require the income and/or assets of an individual or family to be at or below 185 percent of FPL to qualify for benefits. Additional eligibility requirements may be in place for receiving these programs, which provide cash and noncash assistance to eligible individuals and families.

Households certified for SNAP, including those in States with broad-based categorical eligibility (BBCE) policies with gross income limits up to 200 percent of the FPL, are SNAP participants and are therefore eligible for the same programs and services as all SNAP participants, including SNAP-Ed. SNAP-Ed eligibility limits should not exceed the State threshold for BBCE, as listed at <https://www.fns.usda.gov/snap/broad-based-categorical-eligibility>.

Temporary changes to college students' eligibility for SNAP and expansion to the school lunch program, in response to the public health emergency, are discussed in more detail in section 2.

### The Six SNAP-Ed Guiding Principles

1. SNAP-Ed is intended to serve SNAP participants, low-income individuals eligible to receive SNAP benefits or other *means-tested Federal assistance programs*, and individuals residing in communities with a significant low-income population.

*REFER TO SECTION 2, WRITING YOUR SNAP-ED PLAN AND ANNUAL REPORT*

2. SNAP-Ed must include *nutrition education and obesity prevention services* consisting of a combination of educational *approaches*. The *SEM* illustrates how all sectors of society, including individuals and families, communities, and organizations; small and large businesses; and policymakers combine to shape an individual's food and physical activity choices.

The *SEM* (figure 1) addresses how SNAP *nutrition education and obesity prevention services* can be provided to the low-income *SNAP-Ed target audience* through the three *approaches* described in the FNA.

*Nutrition education and obesity prevention services* are delivered through partners in multiple venues and involve *activities* at the individual, interpersonal, community, and societal levels. Acceptable policy *interventions* are *activities* that encourage healthier choices based on the current DGA. *Intervention strategies* may focus on increasing consumption of certain foods, beverages, or nutrients and limiting consumption of certain foods, beverages, or nutrients consistent with the DGA.

*REFER TO CHAPTER 4 OF THE DGA FOR MORE INFORMATION ABOUT HOW NUTRITION EDUCATION AND OBESITY PREVENTION ACTIVITIES CAN SUPPORT HEALTHY EATING AMONG ADULTS*

**Approach One:** individual or group-based direct nutrition education, health promotion, and *intervention strategies*

**Approach Two:** comprehensive, *multilevel interventions* at multiple complementary organizational and institutional levels

**Approach Three:** community and *public health approaches* to improve nutrition

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**Figure 1. A Social-Ecological Model for Food and Physical Activity Decisions**

The Social-Ecological Model can help health professionals understand how layers of influence intersect to shape a person's food and physical activity choices. The model below shows how various factors influence food and beverage intake, physical activity patterns, and ultimately health outcomes.





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3. While SNAP-Education has the greatest potential impact on *behaviors* related to the nutrition and physical activity of the overall SNAP low-income households, when it targets low-income households with *SNAP-Education-eligible* women and children, SNAP-Education is intended to serve the breadth of the *SNAP-eligible* population. Based on a *needs assessment*, States have the flexibility to determine priority audience segments that would be best served by SNAP-Education.

Refer to [Guidelines for Developing the SNAP-Education Plan](#)

4. SNAP-Education must use evidence-based, behaviorally focused *interventions* and maximize its national impact by concentrating on a small set of key population outcomes supported by evidence-based *multilevel interventions*. Evidence-based *interventions* based on the best available information must be used. FNS encourages States to concentrate their SNAP-Education efforts on the program's key behavioral outcomes.
5. SNAP-Education can enhance its reach when coordination and collaboration take place among a variety of stakeholders at the local, State, regional, and national levels through publicly or privately funded nutrition *intervention*, health promotion, or obesity prevention *strategies*. The likelihood of nutrition education and obesity prevention *interventions* successfully changing *behaviors* is increased when consistent and repeated messages are delivered through multiple channels.

Refer to [Coordination and Collaboration Requirements](#).

6. SNAP-Education is enhanced when the specific roles and responsibilities of local, State, regional, and national SNAP agencies and SNAP-Education providers are defined and put into practice.

Refer to [SNAP-Education Roles and Responsibilities](#).

An *evidence-based approach* for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available *practice-based evidence*. The SNAP-Education **key behavioral outcomes** align with the DGA key recommendations, found at <https://www.dietaryguidelines.gov/>.

States may address other behavioral outcomes consistent with the goal and focus of SNAP-Education and DGA messages. The primary emphasis of these efforts should remain on assisting the SNAP-Education target population to establish healthy eating patterns and physically active lifestyles to promote health and prevent disease, including obesity. **States must consider the financial constraints of the SNAP-Education target population in their efforts as required under the FNA.**

### 4. Sources of Nutrition and Obesity Prevention Guidance

#### 4.1. Dietary Guidelines for Americans

Based on scientific evidence on diet and health, the DGA are the foundation of nutrition education and efforts to prevent diet-related health conditions, including obesity, in all FNS nutrition assistance programs. **The FNA stipulates that SNAP-Ed activities, strategies, and interventions should be consistent with the DGA and the associated USDA food guidance system, MyPlate.** MyPlate is the consumer-friendly translation of the DGA to help individuals, families, and communities implement the science-based recommendations. MyPlate messages and resources are available at <https://www.myplate.gov/>.

SNAP-Ed *intervention strategies* may focus on limiting, and increasing, consumption of certain foods, beverages, and nutrients consistent with the DGA. **However, FNS has determined that States may not use SNAP-Ed funds to convey negative written, visual, or verbal expressions about any specific brand of food, beverage, or commodity.** FNS encourages *State agencies* to consult with their SNAP-Ed Regional Coordinators to ensure the content and program efforts appropriately convey the most current DGA and MyPlate messaging. For more information, refer to the USDA Center for Nutrition Policy and Promotion's (CNPP) website at <http://www.fns.usda.gov/cnpp>.

A key recommendation of the DGA is to follow a healthy eating pattern at all life stages. The recommendation is based on evidence that healthy dietary pattern is associated with a reduced risk of obesity and diet-related chronic disease. **FNS expects that healthy eating patterns, weight management, and obesity prevention for the low-income population will be key components of SNAP-Ed Plans** as a result of the focus on nutrition education and obesity prevention of the FNA under Section 28. States are strongly encouraged to incorporate consumer-friendly MyPlate resources (<https://www.myplate.gov/>) in their *SNAP-Ed Plans* because these resource are aligned with the evidence-based DGA.

CNPP's *Start Simple with MyPlate* campaign was developed to bring the DGA to life for consumers with motivational encouragement and actionable resources: "No matter your age, healthy eating is important. Small changes matter, so let's help Americans make every bite count. Start Simple with MyPlate today!"

- [Start Simple with MyPlate](#) provides tips and recipe ideas from the five MyPlate food groups (fruits, vegetables, grains, protein foods, dairy/soy alternatives) that Americans can easily incorporate into their busy lives regardless of their food preferences, cultural traditions, health status, or budget.
- **New:** Consumers can start by taking the [MyPlate Quiz](#) (available in English and Spanish) to see how their eating habits stack up against the MyPlate recommendations. Based on the answers, they will



**Start simple**  
with MyPlate

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receive tailored resources, results level, and a personal quiz results code to sync with the Start Simple with MyPlate app.

- Consumers can download the [Start Simple with MyPlate app](#) to set daily, achievable goals to help eat healthy meals throughout the day and week. They can sync their results from the MyPlate Quiz for a personalized experience. They can also join challenges, see progress, and earn badges to celebrate successes.
- The [MyPlate Plan](#) shows food groups targets: what and how much to eat within a calorie allowance. Consumers can use the MyPlate Plan calculator to get a personalized plan based on their age, sex, height, weight, and physical activity level. The MyPlate Plan calculator and all 31 calorie levels are available in both English and Spanish. A [widget](#) is also available to easily embed on any website. **End of new material.**
- Consumers can use [Shop Simple with MyPlate](#) to save money while shopping for healthy food choices by finding savings in their local area and discovering new ways to prepare budget-friendly foods. In the “Savings” area of the tool, they can enter their ZIP Code to find cost-saving opportunities in their local area, including stores and farmers markets that accept SNAP electric benefit transfer (EBT) and rewards programs (e.g., GusNIP incentive programs.)<sup>7</sup> In the “Foods” section, consumers can get budget-friendly suggestions from each food group, purchasing and storage tips, serving ideas, recipes, and nutrition information.
- **New:** Consumers can follow MyPlate on [Twitter](#) or [Facebook](#), or get [email updates](#) through GovDelivery for nutrition tips, special campaigns, or health observances. **End of new material.**

Other resources that complement the DGA and can assist States in addressing healthy weight management and obesity prevention include the Physical Activity Guidelines (PAG), Healthy People 2030 Plan, and U.S. Food and Drug Administration (FDA) Nutrition Facts Label and Menu Labeling.

### 4.2. Physical Activity Guidelines

The PAG provide science-based information and guidance on the amounts and types of physical activities Americans 6 years and older need for health benefits. The PAG are intended for health professionals and policymakers and are accompanied by resources to help guide the physical activity of the general public. The DGA provide a key recommendation that encourages Americans to meet the PAG at <https://health.gov/our-work/nutrition-physical-activity/physical-activity-guidelines/current-guidelines>.

### 4.3. Healthy People 2030 Plan

The Healthy People 2030 Plan (HP 2030) has science-based, 10-year national objectives for improving the health of all Americans that include established benchmarks and the monitoring of progress over time. The Nutrition and Healthy Eating and Physical Activity objectives of HP 2030 with related data and information on [interventions](#) and resources can assist States in formulating objectives and selecting

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<sup>7</sup> The Gus Schumacher Nutrition Incentive Program (GusNIP) funds and evaluates projects to increase the purchase of fruits and vegetables among SNAP participants.

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*interventions* in these areas. More information on HP 2030 may be obtained at <https://health.gov/healthypeople>.

### 4.4. Nutrition Facts Label and Menu Labeling

FDA’s public health education campaign “**The New Nutrition Facts Label: What’s in It for You?**” provides consumers, health educators, and other health professionals with information about the updated label that is based on current scientific information, including the link between diet and chronic diseases. A portfolio of materials and videos are available to help raise awareness about the changes to the Nutrition Facts label, increase its use, and help consumers, healthcare professionals, and educators learn how to use it as a tool for maintaining healthy dietary practices. FDA’s Interactive Nutrition Facts label tool (available at <https://www.accessdata.fda.gov/scripts/InteractiveNutritionFactsLabel/#intro>) helps users explore all the information on the label and take a Fun Facts Quiz. More information on the Nutrition Facts label can be found at <https://www.fda.gov/food/nutrition-education-resources-materials/new-nutrition-facts-label>.

Menu Labeling requires calories to be listed on many menus and menu boards of restaurants and other food establishments that are part of a chain of 20 or more locations. In addition to calorie information, covered establishments are also required to provide written nutrition information such as saturated fat, sodium, and dietary fiber to consumers on request. More information on Menu Labeling may be found at <http://www.fda.gov/caloriesonthemenu>.

## 5. Approaches

The FNA stipulates that SNAP-Ed funds may be used for evidence-based *activities* using two of the three SNAP-Ed *approaches*. **States must include one or more approaches in addition to Approach One in their SNAP-Ed Plans.**

FNS expects SNAP agencies to use comprehensive *interventions* in SNAP-Ed that address multiple levels of the *SEM* to reach the *SNAP-Ed target audience* in ways that are motivational and sensitive to cultural and socioeconomic needs. Working with partners to achieve this aim furthers SNAP-Ed’s collaborative efforts, reduces the likelihood of duplication of effort, and aligns SNAP-Ed’s *strategies* with current public health practices for health promotion and disease prevention.

### 5.1. Approach One: individual or group-based direct nutrition education, health promotion, and intervention strategies

*Activities* conducted at the individual and interpersonal levels remain important as a nutrition education delivery *approach* in SNAP-Ed. **These activities must be evidence-based, as with interventions conducted through the other approaches.**

Approach One *activities* must be combined with *interventions* and *strategies* from Approaches Two and/or Three. Direct nutrition education may be conducted by a

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SNAP-Ed provider organization or by a partner organization through a collaborative effort.

The direct nutrition education and physical activity *interventions* implemented should incorporate features that have shown to be effective such as the following:

- Behaviorally focused *strategies*
- Motivators and reinforcements that are personally relevant to the *target audience*
- Multiple channels of communication to convey healthier *behaviors*
- Approaches that foster active personal engagement
- Intensity and duration that provide opportunities to reinforce *behaviors*

Some examples of Approach One allowable *activities* for States to consider include the following:

- Conduct nutrition education based on the DGA 2020–2025:
  - Follow a healthy dietary pattern at every life stage.
  - Customize and enjoy nutrient-dense food and beverage choices to reflect personal preferences, cultural traditions, and budgetary considerations.
  - Focus on meeting food group needs with nutrient-dense foods and beverages and stay within calorie limits.
  - Limit foods and beverages higher in added sugars, saturated fat, and sodium, and limit alcoholic beverages.
- Conduct individual or group educational sessions on achieving and maintaining a healthy body weight based on the DGA. These sessions could include measuring height and weight or using self-reported heights and weight to determine body mass index.
- Integrate nutrition education into ongoing physical activity group *interventions* based on the U.S. Department of Health and Human Services (HHS) Physical Activity Guidelines.
- Implement classes to build basic skills, such as cooking, menu planning, or food resource management.
- Sponsor multicomponent communication *activities* to reinforce education, such as interactive websites, social media, visual cues, and reminders such as text messages. An example would be the Eating Smart Being Active curriculum at <https://snaped.fns.usda.gov/library/materials/eating-smart-being-active>.
- **New:** Deliver curricula and *interventions* virtually. For virtual programming, agencies are still responsible for collecting demographic information, establishing protocols, and measuring *behavior* change. Agencies are also required to display the SNAP “And Justice for All” poster in a readable way. **End of new material.**

### 5.2. Approach Two: comprehensive, multilevel interventions at multiple complementary organizational and institutional levels

Approach Two may address several or all elements of the *SEM* and may target the individual, the interpersonal (family, friends, etc.), organizational (workplace, school, etc.), community (food retailers, food deserts, etc.), and public policy or societal (local laws, social norms, etc.) levels. **A key tenet of multilevel interventions is they reach**



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**the target audience at more than one level of the SEM and the interventions mutually reinforce one another.** *Multilevel interventions* generally are thought of as having three or more levels of influence.

**In SNAP-Ed, States may implement PSE change efforts using the multilevel interventions of Approach Two according to the definition of nutrition education and obesity prevention services in the *INTRODUCTION* section of this document.**

Examples of efforts from Approach Two that States may want to implement in conjunction with Approach One include the following:

- Develop and implement nutrition and physical activity policies at organizations with high proportions of people eligible for SNAP-Ed, such as worksites that employ low-wage earners or eligible youth- and faith-based organizations.
- Collaborate with schools and other organizations to improve the school nutrition environment, including supporting and providing nutrition education classes and serving on school wellness committees. Local educational agencies (LEAs) are encouraged to include SNAP-Ed coordinators and educators on local school wellness policy committees (see [Partnering with School Wellness Programs](#)).
- Coordinate with outside groups to strategize how healthier foods may be offered at sites, such as emergency food distribution sites frequented by the *target audience*.
- Establish community food gardens in low-income areas, such as *public housing* sites, eligible schools, and qualifying community sites, which will reap benefits at the individual, interpersonal, and community levels.
- Provide consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, a local corner or country store to provide evidence-based, multicomponent *interventions*. SNAP-Ed providers may work with partners on strategic planning and provide assistance with marketing, merchandising, recipes, customer newsletters, and technical advice on product placement. The retailer could provide produce, healthy nutrition items, and point of sales space for a healthy checkout lane. For more information on how to develop, implement, and partner on food retail initiatives and *activities*, see the Centers for Disease Control and Prevention's (CDC) Healthier Food Retail Action Guide at <http://www.cdc.gov/nccdphp/dnpao/state-local-programs/healthier-food-retail.html>. SNAP is mentioned as a potential partner in CDC's Guide.
- Work to bring farmers markets to low-income areas, such as advising an existing market on the process for obtaining EBT machines to accept SNAP benefits.
- Coordinate with the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) to promote and support breastfeeding *activities*.

### **5.3. Approach Three: community and public health approaches to improve nutrition and obesity prevention**

Community and *public health approaches* are efforts that affect a large segment of the population, rather than targeting the individual or a small group. According to CDC, *public health interventions* are community-focused, population-based *interventions* aimed at preventing a disease/condition or limiting death/disability from a

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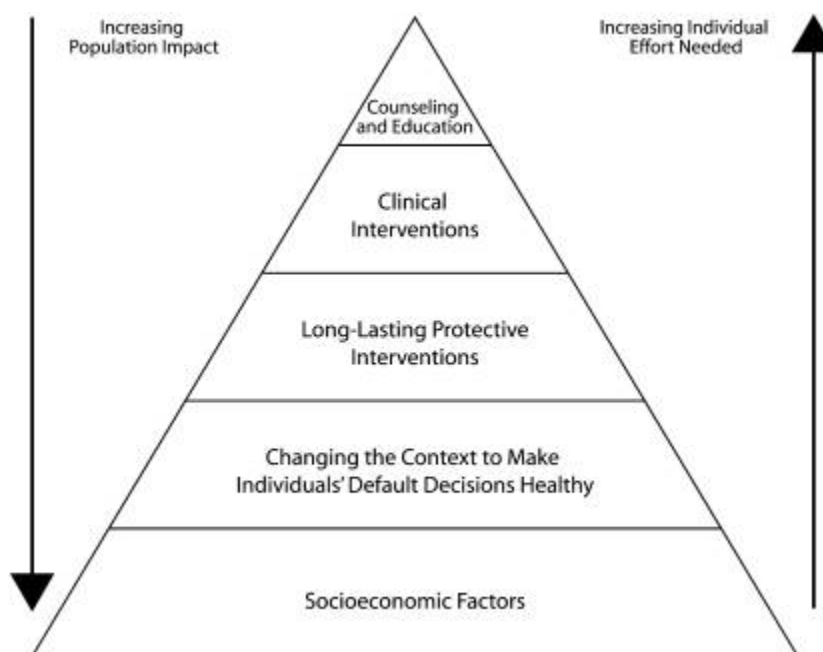
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disease/condition. Learn more about *public health approaches* through *CDC's PUBLIC HEALTH 101 SERIES* at <https://www.cdc.gov/publichealth101/index.html>.

The Health Impact Pyramid (figure 2) illustrates the relative population impact and individual effort needed for the five tiers of *interventions*: socioeconomic factors, changing the context to make individuals' default decisions healthy, long-lasting protective *interventions*, clinical *interventions*, and counseling and education. In this model, SNAP-Ed is providing nutrition education and *intervention strategies* to make healthy choice the easier choice for participants.

SNAP-Ed also coordinates and collaborates with agencies and community partners that provide healthcare or address social determinants of health. By focusing *PSE* efforts on neighborhoods, communities, and other jurisdictions (e.g., cities, towns, counties, districts, Indian reservations with large numbers of low-income individuals), *public health approaches* aim to increase the health impact on the *SNAP-Ed target audience*. **As with Approach Two, PSE change efforts also may be conducted using community and public health approaches.**

**Figure 2. The Health Impact Pyramid**



Source: Frieden T. R. (2010). Framework for public health action: The health impact pyramid. *Am J Public Health, 100*, 590–595. doi: [10.2105/AJPH.2009.185652](https://doi.org/10.2105/AJPH.2009.185652)

Approach Three *activities* to consider where SNAP-Ed could assist include the following:

- Work with local governments in developing policies to improve healthy food access in low-income areas.
- Collaborate with community groups and other organizations, such as Food or Nutrition Policy Councils, to improve food, nutrition, and physical activity

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environments to facilitate the adoption of healthier eating and physical activity *behaviors* among the low-income population.

- Serve on other relevant nutrition- and/or physical activity-related State and local advisory panels, such as school wellness committees and State Nutrition Action Councils (SNAC).
- Deliver technical assistance to a local corner or convenience store to increase healthier offerings and purchases. Corner stores, often referred to as convenience stores, country stores, or bodegas, are small-scale stores that may have a more limited selection of food and other products. The Healthy Corner Stores Guide (accessed at <https://snaped.fns.usda.gov/library/materials/healthy-corner-stores>) provides information, *strategies*, and resources for organizations interested in making healthy foods and beverages more available in corner stores within their communities. A Spanish-language version is also available at the link above.
- Facilitate the reporting of statewide surveillance and survey data on nutrition indicators among the population eligible to receive SNAP benefits.
- Conduct *social marketing* programs targeted to *SNAP-Ed-eligible* populations about the benefits of physical activity.
- Conduct health promotion efforts, such as promoting the use of a walking trail through a Safe Routes to Schools program or the selection of healthy foods from vending machines.
- Help local workplaces establish policies for healthy food environments.
- Partner with nonprofit hospitals to coordinate their Internal Revenue Service-mandated community benefits program with SNAP-Ed (see [https://www.irs.gov/irb/2015-05\\_IRB](https://www.irs.gov/irb/2015-05_IRB) for details).

States will note a degree of overlap between *Approaches* Two and Three and the *Social Marketing* and *PSE* change efforts are included in both *Approaches*. This overlap and intersection are indicative of the integrated nature of ways to reach the intended audience through multiple spheres of influence. This is appropriate for developing comprehensive *SNAP-Ed Plans*.

## 6. Social Marketing Programs

In addition to interactive groups and one-on-one instruction, *social marketing* programs can be used to deliver nutrition messages to a large SNAP-Ed audience. *Social marketing* may be delivered as part of the *multilevel interventions* of Approach Two or as part of community and public health efforts of Approach Three.

As described by CDC, *social marketing* is "the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society."<sup>8</sup>

Commercial marketing technology include market segmentation; formative research and pilot testing; commercial and public service advertising; public relations; multiple forms

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<sup>8</sup> Andreasen, A. (1995). Marketing social change: Changing behavior to promote health, social development, and the environment. Jossey-Bass.



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of mass communication including social media; the four Ps of marketing—product, price, placement, and promotion; consumer education; strong integration across platforms; and continuous feedback loops and course correction.

*Social marketing* can be an important component of some SNAP-Ed *interventions* and may target the individual in large groups, organizational/institutional, and societal levels. *Social marketing* emphasizes—

- Targeting an identified segment of the *SNAP-Ed-eligible* audience
- Identifying and addressing needs of the *target audience* and potential barriers to *behavior* change
- Interacting with the *target audience* to test the message, materials, approach, and delivery channel to ensure they are understood and likely to lead to *behavior* change
- Adjusting messages and delivery channels through continuous feedback using evaluation data and *target audience* engagement

### 6.1 Reaching SNAP-Ed-Eligible Audiences Through Social Marketing

The advertising and public relations aspects of *social marketing* programs can reach *SNAP-Ed-eligible* audiences through a variety of delivery channels such as the following:

- Mass media (e.g., television, radio, newspapers, billboards, other outdoor advertising)
- Social media (e.g., social networks, blogs, user-generated content)
- Earned media (e.g., public service announcements, letters to the editor, opinion editorials, press conferences)
- Peer-to-peer popular opinion leaders (e.g., youth or parent ambassadors, local champions, celebrity spokespersons, faith leaders)
- Promotional media (e.g., point-of-purchase prompts, videos, websites, newsletters, posters, kiosks, brochures, educational incentive items)

Successful SNAP-Ed *social marketing* programs should be comprehensive in scope using multiple communication channels to reach *target audiences* with sufficient frequency and reach. Market research and formative evaluation can help identify communication channels and nutrition-and health-information seeking behaviors that will best reach different segments of the *SNAP-Ed-eligible* audience. Examples of market research tools that can help identify audience segment characteristics follow:

- National Cancer Institute's *HEALTH INFORMATION NATIONAL TRENDS SURVEY* at <http://hints.cancer.gov/>
- Pew Research Center's *INTERNET, SCIENCE, AND TECH* at <https://www.pewresearch.org/topic/internet-technology/>

## 7. PSE Change Interventions

*PSE* change efforts can be implemented across a continuum and may be employed as part of the *multilevel interventions* of Approach Two, or in a more comprehensive way

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through the community and *public health approaches* of Approach Three, or a mix of any combination of all three *approaches*. **New: FNS encourages the maximum use of PSE approaches. End of new material.** Everyone has a role in helping support healthy eating patterns in multiple settings nationwide, from home to school to work to communities where people live, learn, work, shop, and play.

As previously stated, *public health approaches* are community-focused, population-based *interventions* aimed at preventing a disease or condition or limiting death or disability from a disease or condition. Community and *public health approaches* may include three complementary and integrated elements: education, marketing/promotion, and *PSE interventions*. Using these three elements helps create conditions where people are encouraged to act on their education and awareness and where the healthy choice becomes the easy and preferred choice, which is facilitated through changes in *policy, systems, and the environment*. By focusing *activities* on settings with large proportions of low-income individuals and using evidence-based *interventions* based on formative research with SNAP-Ed audiences, *public health approaches* can reach large numbers of low-income Americans and produce meaningful impact.

The definitions and examples below can contribute to States' greater understanding of SNAP-Ed's role in implementing *PSEs*.

### 7.1. Policy

Policy is a written statement of an organizational position, decision, or course of action. Ideally, policies describe actions, resources, implementation, evaluation, and enforcement. Policies are made in the public, nonprofit, and business sectors. Policies can help guide behavioral changes for audiences served through SNAP-Ed programming.

**Example:** A school or school district that serves a majority low-income student body writes a policy that allows the use of school facilities for recreation by children, parents, and community members during nonschool hours. The local SNAP-Ed provider can be a member of a coalition of community groups that works with the school to develop this policy.

### 7.2. Systems

Systems changes are unwritten, ongoing, organizational decisions or changes that result in new *activities* reaching large proportions of people the organization serves. Systems changes alter how the organization or network of organizations conducts business. An organization may adopt a new *intervention*, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may precede or follow a written policy.

**Example:** A local food policy council creates a farm-to-fork system that links farmers and local distributors with new retail or wholesale customers in low-income settings. The local SNAP-Ed provider could be an instrumental member of this food policy council providing insight into the needs of the low-income *target audience*.

### 7.3. Environment

Environment includes the built or physical environments that are visual/observable but may include economic, social, normative, or message environments. Modifications in settings where food is sold, served, or distributed may promote healthy food choices. Social changes may include shaping attitudes among administrators, teachers, or service providers about time allotted for school meals or physical activity breaks. Economic changes may include financial disincentives or incentives to encourage a desired *behavior*, such as purchasing more fruits and vegetables. **SNAP-Ed funds may not be used to provide the cash value of financial incentives, but SNAP-Ed funds may be used to engage farmers markets and retail outlets to collaborate with nutrition education and healthy food access efforts.**

**Example:** A food retailer serving SNAP participants or other *low-income persons* increases the variety of fruits and vegetables sold and displays them in a manner to encourage consumer selection of healthier food options based on the DGA and MyPlate. A SNAP-Ed provider can provide consultation and technical assistance to the retailer on expanding its fruit and vegetable offerings and behavioral techniques to position produce displays to reach the *target audience*.

Taken together, education, marketing, and *PSE* changes are more effective than any of these *strategies* alone for improving health and preventing obesity. The combination reinforces the various *strategies* used in SNAP-Ed or conducted by partners such as other FNS or CDC programs. Examples of approaches for supporting healthy food environments can be found at <https://www.cdc.gov/nutrition/healthy-food-environments/>.

SNAP-Ed should be seen as a consultant and technical advisor for creating *PSE* changes that benefit low-income households and communities, rather than the provider of services. SNAP-Ed aids organizations so they can adopt, maintain, and enforce *PSE* changes themselves without continuous involvement from SNAP-Ed. This approach will also likely facilitate sustainable *PSE* changes as organizations take ownership of the *PSE* change.

SNAP-Ed programs should work closely with communities and partners to develop *PSE* changes that are useful and relevant to SNAP-Ed participants and feasible for *PSE* activity partners to sustain. Although FNS recognizes SNAP-Ed resources may be needed in an ongoing way to support changes as partner organizations build capacity, the organization that receives the consultation and technical assistance is ultimately responsible for adopting, maintaining, and enforcing the *PSE* change. If a partner organization is not able to sustain *PSE* changes, this may indicate the change is not realistic or relevant to community needs.

*PSE* changes should reflect input from partner organizations and community members served by the organizations to demonstrate that “no service system can be effective or

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sustained unless it is grounded in, reflective of, and has the full participation of the community it is designed to serve.”<sup>9</sup>

SNAP-Ed programs may consult and provide technical assistance on *PSE* changes that support healthy eating and physical activity without taking on or supplanting the responsibilities of Federal, State, and local program operators. For example, as requirements of the HHFKA are implemented in childcare and school settings (<https://www.fns.usda.gov/cn>), SNAP-Ed can build on and complement required changes in menu standards, competitive foods, training, and school wellness policies. Examples of successful SNAP-Ed partnerships implementing *PSE* changes can be found at <https://snaped.fns.usda.gov/success-stories/pse-change>.

### 8. Evidence-Based Approach to SNAP-Ed

As a reminder, an *evidence-based approach* for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available *practice-based evidence*.

- **Research-based evidence** refers to relevant rigorous research, including systematically reviewed scientific evidence.
- **Practice-based evidence** refers to case studies, pilot studies, and evidence from the field on *interventions* that demonstrate obesity prevention potential.
- **Emerging strategies or interventions** are community- or practitioner-driven *activities* that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. **Emerging strategies or interventions require a justification for a novel approach and must be evaluated for effectiveness.**

Evidence may be related to *nutrition security* and obesity prevention target areas, *intervention strategies*, and/or specific *interventions*. FNS recognizes a continuum for evidence-based practices, ranging from the rigorously evaluated *interventions* (research-based) that have also undergone peer review, to *interventions* that have not been rigorously tested but show promise based on results from the field (practice-based, including *emerging interventions*). FNS also recognizes that *interventions* targeting different levels of the *SEM* could include both research-based and practice-based *interventions* and *approaches*. Evidence-based allowable use of funds for SNAP-Ed includes conducting and evaluating *intervention* programs and implementing and measuring the effects of *PSE* changes in accordance with SNAP-Ed Plan Guidance.

#### Evidence-Based Approach Expectations

FNS expects that SNAP-Ed providers ensure their evidence-based *interventions* accomplish the following:

- Demonstrate through research review or sound self-initiated evaluation, if needed, that *interventions* have been tested and are meaningful for their specific

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<sup>9</sup> Franz, J. (2008). Planning for and implementing system change using the wraparound process. In E. J. Bruns and J. S. Walker (Eds.), *The resource guide to wraparound*. National Wraparound Initiative, Research, and Training Center for Family Support and Children's Mental Health. [https://nwi.pdx.edu/NWI-book/Chapters/Franz-5b-\(system-change\).pdf](https://nwi.pdx.edu/NWI-book/Chapters/Franz-5b-(system-change).pdf)

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*target audience(s)*; are implemented as intended or modified with justification; and have the intended impact on *behavior* and on policies, systems, or environments.

- Provide emerging evidence and results of efforts such as State and/or community-based programs that show promise for practice-based *interventions*. Where rigorous reviews and evaluations are not available or feasible, *practice-based evidence* may be considered. Information from these types of *interventions* may be used to build the body of evidence for promising SNAP-Ed *interventions*. States should provide justification and rationale for the implementation of *projects* built on *practice-based evidence* and describe plans to evaluate them.

### 8.1. Finding Evidence-Based Materials

Curricula and other materials FNS develops are evidence-based. FNS materials have undergone formative evaluation during the developmental phase, review by USDA and HHS experts, and testing with the *target audience* in most instances. Therefore, curricula and other educational materials developed for SNAP-Ed, such as MyPlate for My Family and Eat Smart, Live Strong (available at <https://snaped.fns.usda.gov/nutrition-education/fns-curricula>), and materials developed by *Team Nutrition* (posted at <https://www.fns.usda.gov/team-nutrition>) are considered evidence-based.

*THE SNAP-ED STRATEGIES AND INTERVENTIONS: AN OBESITY PREVENTION TOOLKIT FOR STATES*, also known as the *SNAP-Ed Toolkit*, features evidence-based *PSE* changes that support education and *social marketing* and provides ways to evaluate *interventions* across various settings. Available at <https://snapedtoolkit.org/>, this toolkit was developed by the National Collaborative on Childhood Obesity Research (NCCOR) at the request of FNS. Updates will continue to add *strategies* and *interventions* being used successfully to address *nutrition security* in communities across the Nation. While not an exhaustive compilation of potential *strategies* and *interventions* appropriate for SNAP-Ed, it is a starting point for ideas States may use to further their obesity prevention and *nutrition security* efforts through SNAP-Ed.

### 8.2. Evaluating Evidence-Based Interventions

When validated evaluation tools or instruments are not available for an *intervention*, the *State* or *implementing agencies* may need to adapt existing tools or develop new ones. When developing new tools or adapting existing tools for the *target audience*, established protocols for instrument development should be followed. The process for developing reliable and valid evaluation instruments/tools is provided in chapter 4 of FNS's *Addressing the Challenges of Conducting Effective SNAP-Ed Evaluations: A Step-by-Step Guide*.<sup>10</sup>

It is recommended that *implementing agencies* discuss evaluation tool adaptation or development ideas with their *State agency*. *State agency* staff should discuss with their

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<sup>10</sup> Cates, S., Blitstein, J., Hershey, J., Kosa, K., Flicker, L., Morgan, K., & Bell, L. (2014, March). Addressing the challenges of conducting effective Supplemental Nutrition Assistance Program Education (SNAP-Ed) evaluations: A step-by-step guide. Altarum Institute and RTI International for U.S. Department of Agriculture, Food and Nutrition Service.

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SNAP-Ed Regional Coordinator to avoid duplications of effort within the State or region or across regions. Evaluations should focus on specific, current SNAP-Ed *interventions* or initiatives in the State's *SNAP-Ed Plan*. Lastly, before modifying any existing evaluation tool(s), contact the specific developer(s) to obtain permission and to gain insight into whether modifications would affect the validity of the evaluation tool.

### 8.3. SNAP-Ed Evaluation Framework Priority Indicators

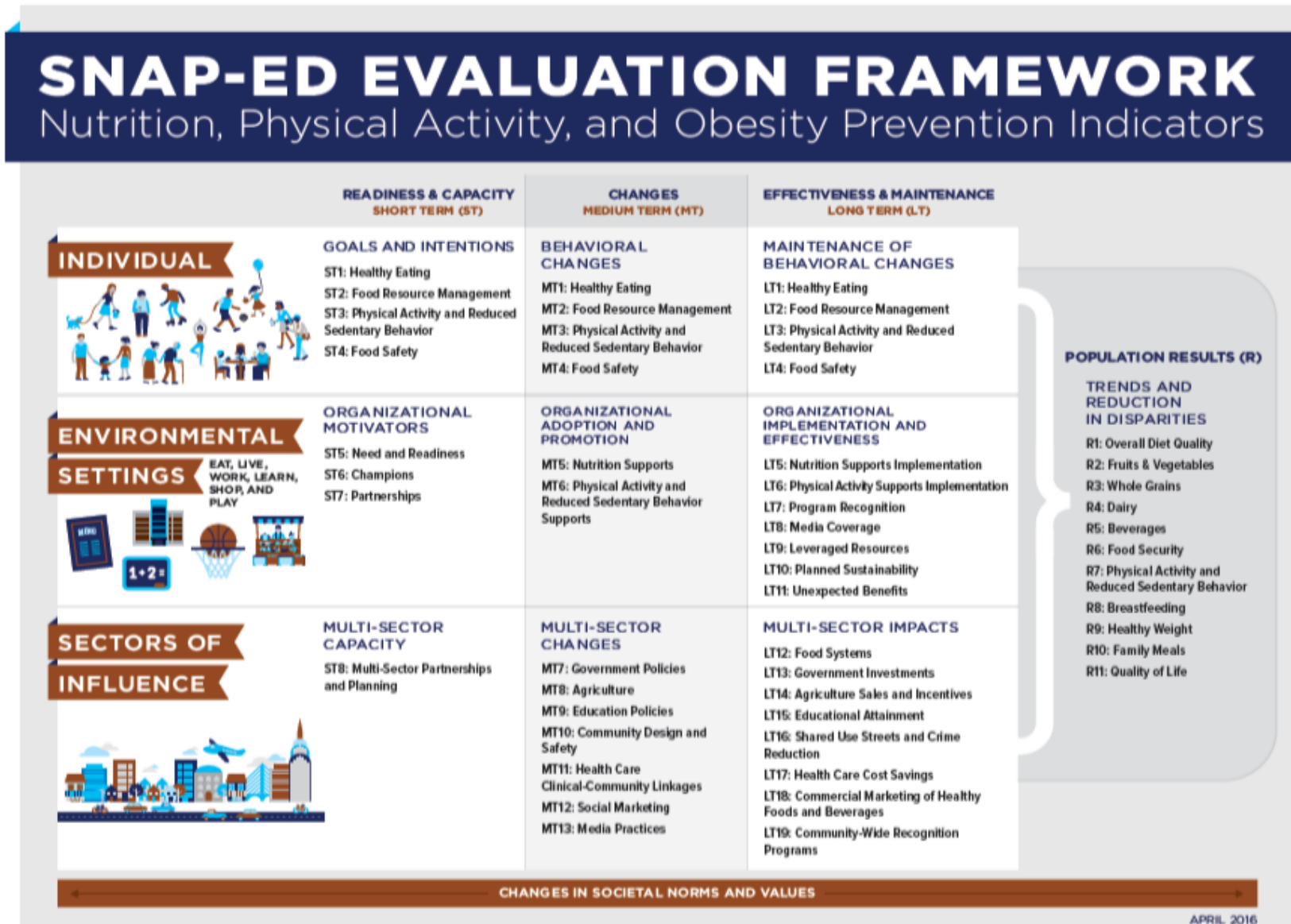
The FNS *SNAP-Ed EVALUATION FRAMEWORK: NUTRITION, PHYSICAL ACTIVITY, AND OBESITY PREVENTION INDICATORS* (Evaluation Framework, see figure 3) was released in 2013 by the FNS Western Regional Office, updated in 2014, and finalized with experts and stakeholders' input at the national level in 2016. The Evaluation Framework includes a focused menu of 51 evaluation indicators that align with SNAP-Ed guiding principles. The indicators lend support to documenting changes resulting from multiple *approaches* for nutrition education and obesity prevention targeted to a low-income audience. The interactive SNAP-Ed Evaluation Framework provides more details on evaluation indicators and measurement tools at <https://snapedtoolkit.org/framework/index/>.

States are strongly encouraged to use the SNAP-Ed Evaluation Framework indicators and report their State outcomes for the seven SNAP-Ed priority indicators. The SNAP-Ed priority indicators follow:

- **Medium-Term (MT) 1:** Healthy Eating Behaviors
- **MT2:** Food Resource Management
- **MT3:** Physical Activity and Reduced Sedentary Behaviors
- **MT5:** Nutrition Supports Adopted in Environmental Settings
- **Short-Term (ST) 7:** Organizational Partnerships
- **ST8:** Multisector Partnerships and Planning
- **Population Results (R) 2:** Fruits and Vegetables



Figure 3. SNAP-Ed Evaluation Framework



### 8.4. Types of Evaluation

There are multiple types of *intervention* evaluations. SNAP-Ed definitions of evaluation types follow:

- **Formative evaluation** provides information used during the development of an *intervention*. This type of evaluation may be used to determine if a *target audience* understands the nutrition messages or to test the feasibility of implementing a previously developed *intervention* in a new setting. Formative research results are used to shape the features of the *intervention* itself prior to implementation.
- **Process evaluation** systematically describes how an *intervention* looks in operation or actual practice. It includes a description of the context in which the program was conducted such as its participants, setting, materials, *activities*, duration, etc. Process assessments are used to determine if an *intervention* was implemented as intended. They check for fidelity; that is, if an evidence-based *intervention* is delivered as designed and likely to yield the expected outcomes.
- **Outcome evaluation** addresses the question of whether anticipated group changes or differences occur in conjunction with an *intervention*. Measuring shifts in a target group's nutrition knowledge before and after an *intervention* is an example of outcome evaluation. Such research indicates the degree to which the intended outcomes occur among the target population. This research does not provide definitive evidence, however, that the observed outcomes resulted from the *intervention*.
- **Impact evaluation** allows one to conclude authoritatively whether observed outcomes are a result of the *intervention*. To draw cause-and-effect conclusions, impact evaluations incorporate research methods that eliminate alternative explanations. This approach requires comparing those who receive the *intervention* (e.g., persons, classrooms, communities) to those who either receive no treatment or an alternative *intervention*. The strongest impact evaluation randomly assigns the unit of study to treatment and control conditions, but other quasi-experimental research designs are sometimes the only alternative available.

## 9. Comprehensive SNAP-Ed Projects and Plans

The Agency expects States to develop comprehensive *SNAP-Ed Plans* that provide a balance of all three *approaches* to deliver SNAP-Ed. FNS advises States that all *SNAP-Ed Plans* must include *PSE* change efforts that may be delivered through Approaches Two and/or Three.

States have opportunities to include a vast array of *interventions* in comprehensive *SNAP-Ed Plans* by using the definitions of *nutrition education and obesity prevention services* and an *evidence-based approach*, and by using the three *Approaches* identified to deliver nutrition education and obesity prevention *interventions* described in the FNA. These *interventions* must comply with the [SNAP-Ed Financial and Cost Policy](#) detailed in [SECTION 3](#), including policy on *allowable costs* and reasonable and necessary expenditures. For example, while building walking trails in a low-income community

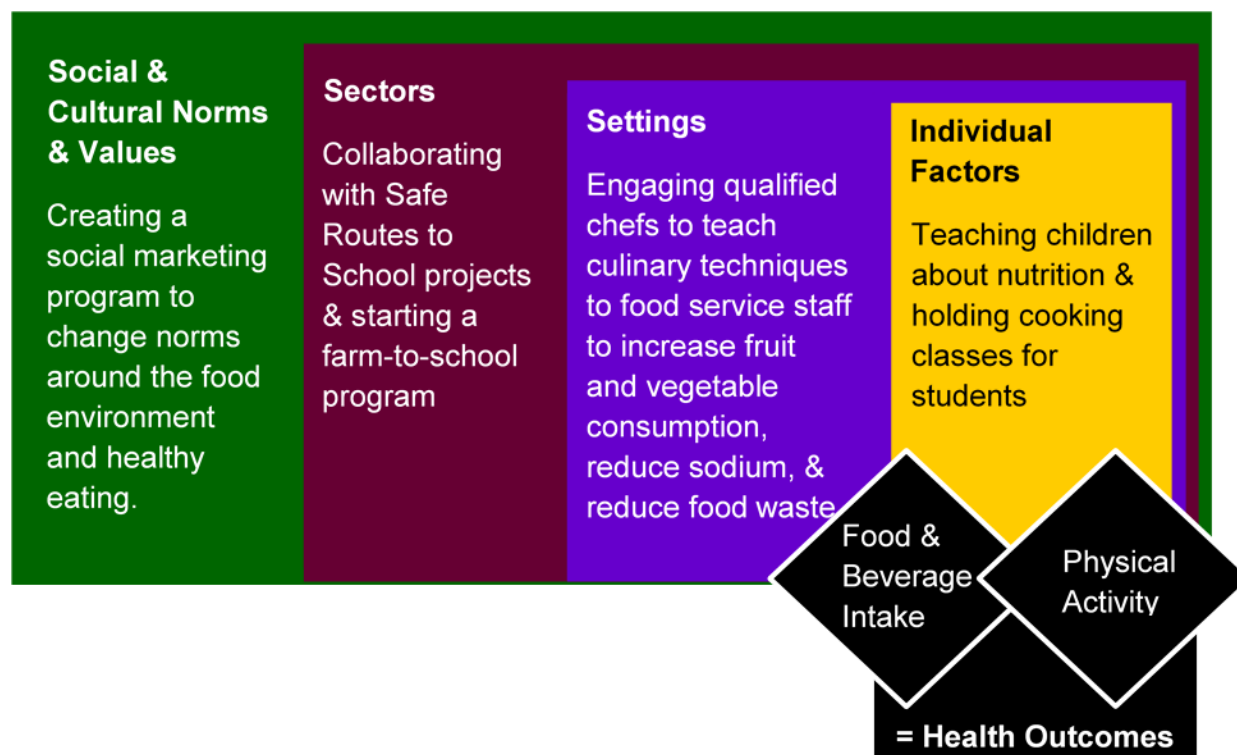


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would promote physical activity for the *SNAP-Ed target audience*, this activity would not be an *allowable cost* because capital expenditures are not permitted. Helping partner groups organize and plan walking trails may be an allowable SNAP-Ed expense. Promoting the walking trail and the benefits of physical activity to address weight management are SNAP-Ed *allowable costs* and in accordance with the SNAP-Ed goals and principles.

Employing multiple *approaches* has been shown to be more effective than implementing any one *approach*. An example of implementing *activities* from all three *approaches* including *social marketing* and *PSE* change efforts in schools with a majority low-income population could include several of the components described in figure 4.

**Figure 4. Example of Implementing Activities From All Three Approaches**



As States select *PSE interventions*, they may choose *interventions* that are research-based, practice-based, or being implemented with a *SNAP-Ed target audience* or in a different setting for the first time. As mentioned in the discussion of an *evidence-based approach*, *PSE interventions* that are practice-based or being implemented in a new setting or with the SNAP-Ed population for the first time should be evaluated. FNS expects States to evaluate these *PSE interventions*, which can be an allowable use of SNAP-Ed funds. After such a *PSE intervention* has been rigorously evaluated, it would be considered a research-based *intervention*.

**The mix of approaches will be based on the needs assessment as completed by your State, your State priorities, and your funding availability.** Taken together, these can guide your State Plan development for a suitable balance of *PSE*, *direct education*, *social marketing* efforts, and evaluation. States should recognize that the

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selected mix may increase the need to engage additional partners when implementing *interventions* or conducting evaluations. Further assessment of comprehensive programming will contribute to determining an effective ratio of *approaches* and evaluation.

### 10. Coordination and Collaboration Requirements

In conformance with the FNA, States may coordinate their SNAP-Ed *activities* with other publicly or privately funded health promotion or nutrition improvement *strategies*. Considering that SNAP-Ed funds are capped, States may be able to leverage SNAP-Ed financial resources with funding of other organizations with complementary missions to reach *SNAP-Ed-eligible* individuals through multiple channels and varied *approaches* to increase *effectiveness* and efficiency.

States must continue to show in their *SNAP-Ed Plans* that the funding received from SNAP will remain under the administrative control of the SNAP *State agency* as they coordinate their *activities* with other organizations. When SNAP-Ed funds are used, States must describe the relationship between the *State agency* and other organizations they plan to coordinate with for the provision of services, including statewide organizations. States should formalize these relationships through memoranda of agreement/understanding (MOUs) or letters of support or commitment. Copies of contracts and MOUs that involve funds provided under the *State agency's* Federal SNAP-Ed grant must be available for inspection on request.

**FNS expects States to coordinate SNAP-Ed activities with other national, State, and local nutrition education, obesity prevention, and health promotion initiatives and interventions, whether publicly or privately funded.** States must consult and coordinate with State and local operators of other *FNS programs*, including WIC, NSLP, Farm to School, and *FDPIR* to ensure SNAP-Ed complements those programs' efforts to address *nutrition security* and obesity prevention. States are encouraged to coordinate *activities* with other federally funded low-income nutrition education programs, such as the *EFNEP* and the CSFP. States are required to describe their coordination efforts in their *SNAP-Ed Plans* following the instructions contained in *PLAN MODULE 5: COORDINATION AND COLLABORATION* in *SECTION 2*.

#### 10.1 Data Exchange Guidance

7 CFR §272.1(c)(1) provides the limited circumstances where *State agencies* may disclose information obtained from SNAP *applicant* or recipient households. These provisions permit the disclosure of this information to those directly connected with the administration of SNAP, including SNAP-Ed.

For the purposes of SNAP-Ed, this applies to the sharing of SNAP participant data between States and *implementing agencies*. All agencies must adhere to protections for all SNAP *applicant* or recipient household data, which may be used to identify individual SNAP *applicants* or recipients, also known as personally identifiable data (PII). Participant data must be stored and exchanged using encrypted servers. All individuals who will be handling PII must be trained on secure access and use and must annually sign a document stating they understand their responsibilities.

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*State* and *implementing agencies* must establish a data exchange agreement before data can be shared. These agreements are not part of the *State Agency's* Plan of Operation and must specify the following:

- Data that will be exchanged using encrypted servers
- How data will be stored and who will have access
- Training procedures for individuals who will be handling PII
- Procedures used to exchange the data between the two entities
- Steps to be taken in case of a data breach
- Steps to securely destroy data 90 days after the date are no longer in use

### **10.1.1. Data exchange examples**

#### **10.1.1.a. Use of participant data for program evaluation**

The Oregon Department of Human Services (OR DHS) contracted with Oregon State University (OSU) Extension for outcome evaluation of their Food Heroes project. The evaluation consisted of a phone survey with a goal sample size of 300–400 participants per county in 4 counties. These phone surveys were paired with baseline data collected in the same areas to facilitate comparison. Phone surveys were used to gain more responses than would have been possible with paper and online surveys. Subjects were recruited using a list of Oregon SNAP participants provided by OR DHS, which included household members' names, addresses, phone numbers, and household composition. All SNAP participants in county ZIP Codes first received a direct-mail notification so they were aware they could be contacted to participate in the survey. A random sample of participants from each ZIP Code was contacted without tracking individuals.

The agreement between OR DHS and OSU contained a confidentiality clause at both State and local levels. Privacy statements were required to be posted in offices located in surveyed counties.

#### **10.1.1.b. Contract language for exchange of data**

Rhode Island Department of Human Services entered into a contract with Brown University's Rhode Island Innovative Policy Lab to provide contact data, including full name, address, phone number, and email address for SNAP clients, for a pilot survey of food insecurity across the State. A contract was developed and clearly described the data to be used, how the data would be used, and a Mitigation Plan. The Mitigation Plan defined what conditions would constitute a data breach, the steps to be taken if such a breach of SNAP participant PII data occurred, and who would be responsible for each of these steps. Mitigation Plan steps included lead time for notification and initiation of an investigation of a suspected breach, procedure for outside allegations of a breach, agencies for cooperation, Corrective Action Plan activities, and destruction of participant data. Liabilities were also described. This agreement was approved and signed prior to any exchange of participant data.

## **10.2. Multi-State SNAP-Ed Partnerships Guidance**

SNAP-Ed funds may be used to collaborate with other State SNAP-Ed agencies and *implementing agencies* to leverage resources to deliver education programming or

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enhance *PSE* changes to promote healthy eating and active lifestyles. This type of partnership may be beneficial in providing SNAP-Ed services to Tribal organizations, hard-to-reach rural locations, and communities in interstate border areas.

States/*implementing agencies* must have signed MOUs on file detailing each type of contribution from each entity. Details such as funding amounts, responsibilities of each entity, *activities*, types and methods of evaluation, and timelines should be included.

This type of multi-State partnership should be included in the State *SNAP-Ed Plan* of each entity in the collaboration.

### 10.3. Opportunities for Collaboration With SNAP-Ed

#### 10.3.1. Nonprofit hospitals

One collaboration opportunity is with nonprofit hospitals that provide services to low-income individuals in need of medical care that may stem from diet-related diseases. Nonprofit hospitals have a strong history of supporting and promoting USDA food programs such as WIC, providing access to summer meals, using their dietitians to teach healthy eating in the community, and providing support or locations for SNAP-authorized farmers markets.

#### 10.3.2. SNAC

About 15 years ago, SNAC were established in FNS Regions to enhance nutrition education efforts and improve coordination and cooperation among the *State agencies*, FNS nutrition assistance programs, public health agencies, and *EFNEP*. SNAC are now primarily composed of representatives from FNS programs who develop statewide nutrition education plans across programs. The plans focus on one or more common goals, promote collaboration, and use integrated approaches to connect effort and resources.

Many States still effectively operate SNAC or similarly named groups today. SNAC can serve as a model for coalescing State programs around nutrition education and obesity prevention efforts. Several States have established SNAP-Ed Advisory Committees that include representatives from the FNS nutrition assistance programs but have the SNAP *State agency* taking the lead role. FNS encourages States to engage in these types of collaborative efforts.

In *FY* 2016, each FNS Regional Office was charged with establishing a new SNAC (or similar council) in one State with a high obesity rate, as defined by CDC, to align nutrition and obesity prevention *activities* across programs. FNS Regional Offices may assist States in establishing and supporting SNACs or similar councils to focus on improving *nutrition security*.

Some of these statewide coalitions seek to expand the stakeholders to include interested public, private, and nonprofit groups and programs to develop State Nutrition and Food Systems Plans. These plans identify State priorities to combat food insecurity, diet-related disease, and obesity that can help serve as a *needs assessment* for State *SNAP-Ed Plans*.

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It is appropriate for SNAP-Ed to devote staff time to help fund these pilots and subsequent efforts in the pilot. These groups are encouraged to use the SNAP-Ed Evaluation Framework as a tool to help plan and evaluate SNAC and State-level partnerships. States may learn more about initiating and sustaining these types of collaborative efforts by consulting with their FNS Regional SNAP-Ed Coordinators.

The Public Health Institute Center for Wellness and Nutrition developed the *SNAC TOOLKIT* to guide SNAC through the process of establishing partnerships to successfully implement obesity prevention initiatives and improve the health of the most at-risk communities.<sup>11</sup>

### 10.4. Related State and Federally Funded Programs

States are also expected to coordinate *activities* and collaborate with community and State Departments of Health, Agriculture, and/or Education implementation of related State and federally funded nutrition education and obesity prevention projects. Such collaboration provides the capacity for SNAP-Ed to meet its goal and remain consistent with the FNS mission, while reaching low-income families and individuals through multiple spheres of the *SEM*.

### 10.5. Tribal Organizations

#### 10.5.1. Tribal Organization consultation requirements

**New: FNS requires State agencies to consult with Tribes about the SNAP State Plan of Operations, which includes the State SNAP-Ed Plan. In FY 2022, FNS issued policy memorandum, “Tribal Consultation Requirements,” to clarify USDA’s and FNS’s expectations and requirements for Tribal consultations. FNS expects SNAP State agency officials to engage in timely, meaningful, and substantive dialogue with the official leadership of Tribes, or their designated representatives, as outlined in this policy memorandum and as required by SNAP regulations at 7 CFR 272.2(b), 272.2(e)(7), and 7 CFR 281.2(b).**

Per these regulations, *State agencies* must maintain records of consultations held with Tribes on State Plans, which includes the State *SNAP-Ed Plan*, and make them available for review by FNS. These records need not be submitted with the plan, but any portion of the Plan pertaining to SNAP-Ed implementation for citizens of the Tribe on reservations should reflect these consultations. *State agencies* must also provide Tribes with all portions of the State Plan relevant to SNAP operations on Tribal lands, including SNAP-Ed operations, and provide 30 days for written comment. The comment period should be completed prior to the *SNAP-Ed Plan* submission.

*State agencies* should explicitly describe any consultation that occurred with Tribes in their annual SNAP State Plan of Operations, to include *SNAP-Ed Plans*. FNS SNAP-Ed Regional Coordinators are unable to approve *SNAP-Ed Plans* that do not include the following:

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<sup>11</sup> Mills, M.A., DeLisio, A., & Vitulli, S. (n.d.). *State Nutrition Action Council (SNAC) toolkit: A guide for developing state-level, cross-program partnerships to reduce obesity*. <https://centerforwellnessandnutrition.org/wp-content/uploads/2018/12/SNAC-Toolkit-Final.pdf>



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- Name of the Tribe participating in the consultation
- Name and title of the primary contact
- Nature of planned consultation, coordination, and collaboration efforts, including staff time in *full-time equivalents (FTEs)* and funding distribution to Tribe if applicable
- Brief description of the outcome of the consultation and how it will impact the State *SNAP-Ed Plan*
- Description of written comments received

Effective engagement by *State agencies* with Tribes is essential to meeting the nutrition needs of Tribal citizens. *State agencies* should engage with Tribal leaders to establish a consultation relationship, discussing Tribes' preferences and needs regarding consultation. *State agencies* must also include and consider the needs of AI/AN populations in conducting a holistic *needs assessment* for SNAP-Ed, and coordinate with State and local operators on how those *needs assessments* can be conducted. States should make efforts to include a focus and devotion of resources to Native nutrition education.

The Tribal Consultation Requirements memorandum can be found at <https://www.fns.usda.gov/snap/memorandum-on-tribal-consultation-requirements>. FNS also issued a policy memorandum to provide guiding principles to assist *State agencies* in meeting regulatory Tribal consultation requirements. This memorandum can be found at <https://www.fns.usda.gov/snap/memorandum-on-state-tribal-consultation-best-practices>.

A directory of Tribal leaders, including contact information, can be found at <https://www.bia.gov/service/tribal-leaders-directory>. This page also contains an interactive map that offers more information on the federally recognized Tribes in a State.

**End of new material.**

### **10.5.2. Tribal Organization collaboration**

States are encouraged to seek out *FDPIR* programs to help foster relationships at the Tribal level with SNAP-Ed, as well as local health departments, university extension programs, and other organizations experienced in working with Tribes to help with onsite nutrition education implementation, especially organizations that may be submitting proposals to the State to receive SNAP-Ed funding. **States are expected to provide technical information and training on how Tribes can best submit such a proposal.**

Examples of collaborative *activities* with Indian Tribes and SNAP-Ed follow:

- An *implementing agency* working with communities in urban and rural Tribal areas to develop culturally relevant and resonant materials, such as recipes using traditional foods such as bison and materials provided in Tribal languages

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- A university and a Tribal Nutrition Services Program developing a video demonstrating healthy, culturally relevant cooking recipes for television or internet use
- SNAP-Ed engaging with Indian Health Services and local clinic staff to create system changes, such as encouraging and providing recommendations for physical activity
- Direct nutrition *interventions* such as cooking classes or interactive educational *interventions*
- Nutrition education classes on general nutrition, infant nutrition, food safety, food resource management, encouraging more fruits and vegetables, etc.
- Staff working with Tribal community volunteers to plant a kitchen garden at an *FDPIR* program site

*FDPIR* provides USDA foods to income-eligible households living on Indian reservations and Native American households residing in approved areas near reservations or in Oklahoma. USDA distributes food and administrative funds to participating Tribal Organizations and *State agencies* to operate *FDPIR*. Many households participate in *FDPIR* as an alternative to SNAP because they do not have easy access to SNAP offices or authorized food stores; however, *FDPIR* participants are considered eligible to receive SNAP-Ed.

FNS encourages States to collaborate with *FDPIR* program operators and nutritionists to conduct nutrition education and explore opportunities to increase nutrition education funding and resources to provide the greatest benefit to *FDPIR* participants. FNS provides nutrition resources to promote and help *FDPIR* participants make the most of USDA Foods including Product Information Sheets for each USDA food item and an *FDPIR* Sharing Gallery. SNAP-Ed State and local contact information for *FDPIR* programs is available from FNS Regional Office SNAP-Ed Coordinators or through the SNAP-Ed Connection at <https://snaped.fns.usda.gov/state-snap-ed-programs>.

To learn more about *FDPIR*, visit <https://www.fns.usda.gov/fdpir/food-distribution-program-indian-reservations>.

To access the *FDPIR* Foods Available List, visit <https://www.fns.usda.gov/fdpir/usda-foods-available-list-fdpir>

To access USDA Foods Product Information Sheets, with storage, preparation tips, nutrition information and recipes, visit <https://www.fns.usda.gov/usda-foods/household-product-information-sheets-and-recipes>.

To access nutrition education materials, recipes, photos, videos, tip sheets and more on the *FDPIR* Sharing Gallery, visit <https://www.fns.usda.gov/fdpir/fdpir-sharing-gallery>.

*CSFP* works to meet the unique nutritional needs of low-income older adults at least 60 years of age by supplementing their diets with a monthly package of nutritious USDA foods. USDA distributes food and administrative funds to participating States and Tribal Organizations. States, Tribes, and local agencies determine eligibility of applicants, distribute food, and provide nutrition education. Recipients of this program may be



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eligible and receive referrals for other nutrition and healthcare assistance programs such as SNAP, Medicaid, and Medicare.

FNS encourages States to collaborate with *CSFP* local agencies and Tribes to conduct and evaluate nutrition education *activities* and explore opportunities to increase nutrition education funding and resources to provide the greatest benefit to low-income older adults. FNS provides information about nutrition including resources to help promote and make the most of *CSFP* USDA Foods via Product Information Sheets for each USDA food item and a *CSFP* Sharing Gallery. To learn more about *CSFP*, visit <https://www.fns.usda.gov/csfp/commodity-supplemental-food-program>.

### 10.6. CDC-Funded Grant Programs

FNS recommends that *State agencies* explore and engage in collaborative opportunities with CDC-funded nutrition, physical activity, and obesity prevention grant programs in their State. CDC funds agencies that may be potential partners and are already working to improve nutrition and physical activity and prevent obesity through evidence-based *PSE* change initiatives in States and communities. SNAP-Ed providers could potentially collaborate and partner with CDC grant awardees on nutrition and physical activity initiatives. Additional information about funding programs from CDC Division of Nutrition, Physical Activity, and Obesity Prevention is available at <https://www.cdc.gov/nccdphp/dnpao/state-local-programs/index.html>.

### 10.7. Title V MCH Services Block Grant to the States Program

**New:** FNS recommends that *State agencies* explore ways to collaborate with the Health Resources and Services Administration's (HRSA) Title V Maternal and Child Health (MCH) Services Block Grant. Title V supports improving maternal and child health. Title V supported programs provide MCH services at three levels – direct services, enabling services, and public health services and systems. States have discretion in determining how to best invest their federal Title V funds to most effectively complement State-supported efforts in addressing the unique needs of each State's MCH population. Two Title V performance measures focus on breastfeeding and physical activity. Utilizing evidence-based, or -informed, *strategies*, 42 States addressed breastfeeding in the current 5-year cycle (2021-2025), while 20 States are working on ways to improve physical activity among children and adolescents. Other states have state-defined performance measures related to nutrition. SNAP-Ed providers may potentially partner with State Title V programs on these nutrition and physical activity initiatives. Additional information from HRSA about the Title V MCH Services Block Grant program including state annual reports is available at <https://mchb.hrsa.gov/programs-impact/title-v-maternal-child-health-mch-block-grant>.

### 10.8. MCH Nutrition Training Program

FNS recommends that *State agencies* explore opportunities for collaboration and technical assistance opportunities with HRSA's MCH Nutrition Training Programs. The MCH Nutrition Training Program establishes nutrition centers of excellence to train future and current MCH nutrition professionals and improve access to comprehensive,

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community-based, nutrition-centered, coordinated care. The program provides interdisciplinary graduate education and training with a public health focus and provides continuing education and technical assistance to local, State, and national organizations while working in collaboration with State Title V and other MCH programs. The program builds workforce capacity and translates science into practice and policy to implement effective *strategies* and innovations that impact MCH population health outcomes. Contact a funded project in your state for more information at: <https://mchb.hrsa.gov/training/projects.asp?program=12>.  
**End of new material.**

### 11. Collective Impact

States may wish to consider other promising solutions to organize around delivering and achieving their program objectives. A promising approach to increase *effectiveness* is to move from an isolated impact approach to a *collective impact* approach.

*Collective impact* is fundamentally different in that it offers more discipline, structure, and higher performing approaches to large-scale social impact than other types of collaboration. In partnerships, providing backbone support may be a powerful way for SNAP-Education providers to achieve nutrition education and obesity prevention objectives. Likewise, SNAP-Education providers may find participating in such collective efforts best suits their programs.

### 12. Management Evaluation Review of State SNAP-Education Projects

Although not a direct part of the *SNAP-Education Plan* or Annual Report, the information about management evaluations (*MEs*) can assist in the development of *SNAP-Education Plans* to remind States of the documentation they must be able to provide during an *onsite* review.

Selection of SNAP-Education *projects* for *onsite ME* reviews should be based on one or more of the following factors:

- Amount of expenditures over the past *fiscal year* relative to other States in the region with similar population demographics and program scope

**Isolated impact** is an approach oriented toward finding and funding a solution embodied within a single organization, combined with the hope that the most effective organizations will grow or replicate their impact more widely.

**Collective impact** is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem. The five conditions of successful *collective impact* initiatives follow:

1. A common agenda
2. Shared measurement systems
3. Mutually reinforcing activities
4. Continuous communication
5. Backbone support organizations

To learn more about *collective impact*, visit [https://ssir.org/articles/entry/collective\\_impact](https://ssir.org/articles/entry/collective_impact).

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- Quality of sample documentation used by the *State agency* to support payment from the *State agency* to subcontractors
- Known or suspected difficulties in program administration or operation
- Length of time since the State's SNAP-Ed services were last examined

This review will assess whether—

- The *State agency* has a process in place to review and monitor *grantees'* and *subgrantees'* program operations.
- Operations are consistent with the terms of the approved Plan.
- *Activities* are targeted to participating and potentially eligible SNAP clients.
- Nutrition education and obesity prevention *activities* are being evaluated for *effectiveness*.
- The State is examining and documenting the progress being made toward reaching the Plan goals.
- Administrative expenses are reasonable, necessary, and properly documented and allocated.
- States are submitting developed materials for sharing on the SNAP-Ed Connection website.
- States are adhering to Civil Rights and Equal Employment Opportunity requirements.

## 13. SNAP-Ed Roles and Responsibilities

### 13.1. FNS

- Establishes SNAP-Ed policy and develops related guidelines and procedures, *intervention* programs, and *activities* that address the highest priority nutrition problems and needs of the *target audiences*
- Allocates to SNAP *State agencies* 100 percent funding for allowable, reasonable, and necessary SNAP-Ed costs
- Reviews and approves State *SNAP-Ed Plans*
- Monitors State SNAP-Ed *projects*
- Leads the coordination of nutrition education and obesity prevention efforts at the national and regional levels, including partnerships with other Federal agencies, appropriate national organizations, and other public and private entities to address national priorities
- Promotes and supports collaboration across programs and planning at State and local levels to ensure implementation of consistent and effective *interventions*.
- Consults with the Director of CDC and outside experts and stakeholders
- Aligns SNAP-Ed messages with all other FNS nutrition assistance program messages.
- Provides technical assistance to program providers at all levels, including linking staff with appropriate resources and identifying partnership opportunities at the State and regional levels
- Develops and provides nutrition education and *PSE* materials for use with the *SNAP-Ed target audience*

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- Oversees the collection and analysis of national SNAP-Ed data
- Incorporates the current DGA and the related USDA Food Guidance System in FNS nutrition assistance programs
- Promotes evidence-based decisions through technical assistance, standards for research, and support for sound and systematic evaluation

### 13.2. SNAP State Agency

- Works collaboratively across *State agencies*, especially those administering other FNS programs and with other appropriate agencies to promote healthy eating and active living among the SNAP-Ed target population
- **Develops a coordinated, cohesive State SNAP-Ed Plan based on a State-specific needs assessment of diet-related disease and addresses national and State priorities while linking SNAP-Ed to SNAP benefits**
- Provides leadership, direction, and information to *implementing agencies* and entities contracted to provide SNAP-Ed services to ensure that SNAP-Ed appropriately serves the SNAP-Ed audience and is consistent with SNAP-Ed policies
- Submits a unified State *SNAP-Ed Plan* to FNS and provides assurances that Plan *activities* comply with SNAP-Ed policies
- **Submits a coordinated, cohesive annual SNAP-Ed performance report to FNS each year**
- **Monitors implementation of the State's approved SNAP-Ed Plan, including allowable expenditures.** SNAP *State agencies* must monitor performance of *implementing agencies* which, at a minimum, includes a review of financial integrity to ensure—
  - Proper documentation and identification of costs
  - Proper allocation of costs
  - Account for any program income
  - Appropriate time and effort documents are kept
  - FNS also encourages *State agencies* to participate in observations of nutrition education *activities* to ensure *activities* are delivered in accordance with the SNAP-Ed Guidance and efforts are targeted toward *SNAP-Ed-eligible* audiences. It is recommended that observations be conducted annually. The review of financial integrity and observation of nutrition education *activities* may be completed as part of the State *Management Evaluation (ME)* process
- Offers training and/or information to State/local human services office staff or SNAP case workers, so they can notify SNAP participants and *applicants* of the availability of SNAP-Ed programs and services, as applicable
- Provides budget information to FNS as required
- Collects and reports data regarding participation in SNAP-Ed and characteristics of those served

### 13.3. SNAP-Ed Implementing Agency/Local Provider

- Works with SNAP *State agency*, other FNS programs, and other SNAP-Ed providers within the State to develop a single comprehensive State *SNAP-Ed Plan*. The Plan addresses State-specific SNAP-Ed population needs as well as national/State priorities and includes sound evaluation strategies
- Works with other State and local agencies and with private agencies to promote healthy eating and active living among the SNAP-Ed population
- Coordinates and collaborates with other State and local nutrition education and obesity prevention programs, especially those recognized by or receiving support from CDC
- Implements evidence-based nutrition education and obesity prevention efforts as specified in the approved State *SNAP-Ed Plan*
- Helps the SNAP-Ed audience understand how to eat a healthy diet on a limited food budget using SNAP benefits and managing their food resources
- Uses appropriate evidence-based *PSE strategies* and *interventions* to reach the SNAP-Ed population
- Collects and reports data to the SNAP *State agency* regarding participation in SNAP-Ed and characteristics of those served
- Submits required reports according to timelines established by the SNAP *State agency*
- Works with the SNAP *State agency* to provide information to State/local office human services staff, so they can notify SNAP participants and *applicants* of the availability of SNAP-Ed programs and services
- Builds relationships with other local service providers (WIC, local health departments, childcare, school meals programs, etc.), so referrals of SNAP participants to other nutrition and health-related services can be made as appropriate
- Provides referrals to SNAP for low-income nonparticipants to access SNAP benefits, as appropriate

### 13.4. Local SNAP Office

- Informs SNAP participants and *applicants* of opportunities to participate in SNAP services, including SNAP-Ed
- Builds relationships with other local service providers (WIC, local health departments, and school meals programs) so referrals of SNAP participants to other nutrition and health-related services can be made as appropriate
- As space and resources allow, makes SNAP-Ed information and services available in the SNAP office
- Coordinates opportunities between SNAP and SNAP-Ed efforts, as appropriate and available
- Participates in worksite wellness *activities* or community-based wellness programs, as appropriate and available



### Section 2: Writing Your SNAP-Ed Plan and Annual Report

This section describes the requirements for the *SNAP-Ed Plans* based on provisions of the Food and Nutrition Act of 2008, as amended, under Section 28. The section also includes guidance on the development and submission of *SNAP-Ed Plans* and Annual Reports. **New:** FY 2024 *SNAP-Ed Plans* and FY 2023 Annual Reports will be submitted through N-PEARS. N-PEARS contains all national reporting requirements; however, States can collect additional information necessary for their specific program needs. **End of new material.**

#### 1. SNAP-Ed Plan and Annual Report Requirements

To request SNAP-Ed grant funds, *State agencies* must submit a *SNAP-Ed Plan* to FNS for approval. In accordance with 7 CFR 272.2(d)(2), *SNAP-Ed Plans* must—

- Conform to standards established in regulations, SNAP-Ed Plan Guidance, and other FNS policy. A *State agency* may propose to implement an annual or multiyear Plan of up to 3 years.
- Identify the methods the State will use to notify to the maximum extent possible *applicants*, participants, and eligible individuals of the availability of SNAP-Ed *activities* in local communities. As an example, States may inform potential SNAP-Ed participants through linkages and referrals with facilities and programs that serve the low-income population, such as county offices, *food banks*, *public housing*, or public assistance offices. Agencies may also provide information on bulletin boards or through electronic media. The “SNAP-Ed Outreach” portion of SNAP-Ed Plan Module 2 covers this requirement.
- Describe methods the *State agency* used to identify its *target audience*. States may propose State-specific methods and supporting data sources. Agencies should use the “Needs Assessment Process” part of SNAP-Ed Plan Module 1 to describe how the *State agency* identified the *target audience*.
- Include an assessment of the nutrition, physical activity, and obesity prevention needs of the target population in addition to barriers to accessing healthy foods and physical activity. *State agencies* should make certain the *needs assessment* considers characteristics of the target population. The “State-Specific Nutrition and Physical Activity-Related Data on Target Population” and “Community Food Access Data” parts of SNAP-Ed Plan Module 1 cover this requirement.
- Ensure *interventions* are comprehensive in scope and appropriate for communities and the eligible population. The *interventions* must recognize the population’s constrained resources and potential eligibility for Federal food assistance. The “Program Appropriateness for Diverse Target Audiences” part of SNAP-Ed Plan Module 1 covers this requirement.
- Describe the evidence-based *nutrition education and obesity prevention services* it will provide and how the State will implement those services, either directly or through agreements with other State or local agencies or community organizations. SNAP-Ed Plan Modules 2, 3, and 5 cover this requirement.
- Show how the *interventions* and *strategies* meet the assessed nutrition, physical activity, and obesity prevention needs of the target population. The “Program

## Section 2: Writing Your SNAP-Ed Plan and Annual Report

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Appropriateness for Diverse Target Audiences” part of SNAP-Ed Plan Module 1 covers this requirement.

- Include *activities* that promote healthy food and physical activity choices based on the most recent [DGA](#). Agencies should describe their planned *projects* in sufficient detail in SNAP-Ed Plan Module 3 to clearly show alignment with the most recent DGA.
- Include evidence-based *activities* using two or more [SNAP-Ed approaches](#), including individual or group-based direct nutrition education, health promotion, and *intervention strategies* with one or more additional *approaches*. Agencies will indicate the *approaches* planned and the evidence base for planned *interventions* in SNAP-Ed Plan Module 3.
- Provide a description of the State’s efforts to consult and coordinate *activities* with publicly or privately funded national, State, and local nutrition education and health promotion initiatives and *interventions*, including WIC, the *Child Nutrition Programs*, *FDPIR*, and *EFNEP*. States must consult and coordinate with State and local operators of other FNS programs. The State must describe the relationship between the *State agency* and coordinating organization(s). SNAP-Ed Plan Module 5 covers this requirement.
- Present an operating budget for the Federal *fiscal year* with an estimate of the cost of operation for 1 year for an annual Plan. An updated budget should also be submitted annually for multiyear Plans. As part of the budget process, inform FNS by the end of the first quarter of each Federal *fiscal year* (December 31) of the amount of its prior year allocation that it cannot or does not plan to obligate for SNAP-Ed *activities* by the end of the Federal *fiscal year*. SNAP-Ed Plan Module 6 covers the requirement to present an operating budget.
- Provide additional information about the nutrition education and obesity prevention *strategies* and *interventions* selected along with characteristics of the target population served may be required. This will depend on the content of the State’s *SNAP-Ed Plan* and is necessary to determine whether nutrition education and obesity prevention goals are being met.
- *State agencies* must also submit a SNAP-Ed Annual Report to FNS by January 31 of each year. The Report must describe *SNAP-Ed Plan project activities*, outcomes, and budget for the prior year. Annual Plan Modules 1–7 cover this requirement.

**New:** Additionally, States must actively engage in timely, meaningful, and substantive consultations with Tribes about the SNAP State Plan of Operations, which includes the SNAP-Ed Plan, as required by SNAP regulations at 7 CFR 272.2(b), 272.2(e)(7), and 7 CFR 281.2(b). The consultations must pertain to the unique needs of Tribal members. SNAP-Ed Plan Module 5 covers this requirement. **End of new material.**



### 2. State Agency Liability

#### 2.1. For SNAP

SNAP *State agencies* must submit a *SNAP-Ed Plan* by August 15 for approval. Plans may be submitted earlier to facilitate the review and approval process to ensure continuity of program efforts. FNS has 30 days to approve, deny, or request additional information. If additional information is requested, the *State agency* must provide this expeditiously for FNS's approval within 30 days after receiving the request. FNS notifies the *State agency* of the Plan approval or denial and the authorized allocation amount, after which funds are put in the Letter of Credit for the *State agency* to draw down to pay the Federal *administrative costs*.

#### 2.2. For SNAP-Ed

The SNAP *State agency* is accountable for the contents and implementation of its approved *SNAP-Ed Plan*. It is responsible for making *allowable cost* determinations and monitoring to ensure that SNAP-Ed operators spend funds appropriately. The SNAP *State agency* is fully liable for repayment of Federal funds should those costs be determined unallowable. *State agencies* shall provide program oversight to ensure integrity of funds and demonstrate program *effectiveness* regarding SNAP-Ed outcomes and impacts.

FNS Regional Office financial management and program staff are available to provide technical and other assistance to *State agencies* in developing Plans. The SNAP *State agency* is responsible for providing technical assistance to any *subgrantees* to ensure all *projects* support the State's SNAP-Ed goals and objectives and to clarify which expenses are eligible for reimbursement through SNAP.

### 3. Record Retention Requirements and Management

According to 7 CFR 272.1 (f), SNAP regulations require that all records be retained for 3 years from fiscal closure. This requirement applies to fiscal records, reports, and client information held by the SNAP *State agency* and all *subgrantees*. Supporting documentation may be kept at the *subgrantee* level but shall be available for review for 3 years from the date of quarterly claim submittal. Any costs that cannot be substantiated by source documents will be disallowed as charges to SNAP.

## Section 2: Writing Your SNAP-Ed Plan and Annual Report

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**New:**

### 4. Timeline for Plan and Annual Report Submission and Approval

See table 1 for this timeline.

**Table 1. Timeline for Plan and Annual Report Submission and Approval**

Date	Action
April 1–August 15	Plan submission period for the coming <i>fiscal year</i> . Annual Plans and updates to multiyear Plans for the coming <i>fiscal year</i> must be submitted by August 15
October 1	Approval date or Regional Office response to States on Plan
December 31	Provide status of prior <i>FY</i> allocation (Unobligated Funds Report, provided by Regional Coordinators)
January 31	Due date for Annual Reports in N-PEARS. Beginning with the FY 2023 Annual Report, all Annual Reports will be submitted through N-PEARS, which replaced the Education and Administrative Reporting System (known as <i>EARS</i> ) and the Annual Narrative Report
May 1	Due date for Plan Amendments for current <i>fiscal year</i>

**End of new material.**

### 5. Instructions for Submitting the State SNAP-Ed Plan and Annual Report

*SNAP-Ed Plans* and Annual Reports must be consistent with the mission and focus of FNS, key behavioral outcomes, and the coordination and collaboration policy detailed in the [Overview](#) Section of this Guidance. *State agencies* are expected to—

- Describe in their *SNAP-Ed Plan* the identified health-related nutrition and physical activity needs of the SNAP-Ed population in the State. It must include clear, concise, and well-written target population health-related nutrition and physical activity goals and objectives for the State. SNAP-Ed Plan Modules 1 and 2 cover these requirements.
- Provide *project*-specific information as instructed in this Guidance, including information on how *projects* support State goals and objectives and descriptions of *project* implementation, staffing, and budget for each *project*. SNAP-Ed Plan Modules 3 and 6 cover this requirement.
- Provide clear and concise descriptions and justifications for requested items. SNAP-Ed Plan Module 6 includes space to provide all required budget justifications.

## Section 2: Writing Your SNAP-Ed Plan and Annual Report

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- Submit the Plan and Annual Report through N-PEARS.
- Complete a careful review of the Plan by the *State agency* program staff and fiscal officer to ensure the Plan is consistent with the current Guidance and budgetary information is accurate.
- Verify the State SNAP-Ed Nutrition Coordinator or State SNAP Director and a SNAP *State agency* fiscal reviewer have approved, signed, and dated the Plan. SNAP-Ed Plan Module 7 covers this requirement.
- Submit the Plan to the respective FNS Regional Office by August 15.
- Submit [Plan Amendments](#) for current year with new or significantly revised *activities* to the FNS Regional Office by May 1.
- Concisely describe the outcomes of *projects*, including evaluation findings where indicated, and submit the Annual Report to the FNS Regional Office by January 31 of the following *fiscal year*.

The Plan should be submitted electronically through N-PEARS to the Regional SNAP-Ed Coordinator. States must include changes to their State Plans as requested by FNS, and resubmit the Plan electronically to FNS before final approval is granted.

### 5.1. Annual or Multiyear Plans

*State agencies* must conduct comprehensive *needs assessments* that cover a 3-year period and set State priority goals and objectives to correspond with the 3-year *needs assessment* cycle. *Projects*, *nonproject activities*, evaluation, and coordination and collaboration, however, may be planned annually or on a multiyear basis.

Multiyear Plans may cover a 2- or 3-year period and include all the *projects* and *nonproject activities* to be conducted during that period. FNS recommends that States develop multiyear *SNAP-Ed Plans* when their planned nutrition education and obesity prevention *activities* employ a variety of *approaches* and incorporate *PSE change interventions*. States may find that planning, implementing, evaluating, and demonstrating progress on these *interventions* is better reflected using a multiyear Plan. All *State agencies* must submit a budget annually, regardless of the number of years covered by other parts of the Plan.

When considering the approval of a State's request to submit a multiyear Plan, FNS will factor in the *State agency's*—

- Inclusion of a limited number of clear, concise, and well-written target population health related nutrition and physical activity objectives
- Record of fiscal and program integrity
- Demonstration of a high degree of program stability resulting from experienced staff, consistent and reliable partners, and prior demonstration of proven *projects*
- Projections indicating the State's estimated future funding can support program *activities* over the course of a multiyear Plan

A full list of FNS criteria for reviewing *SNAP-Ed Plans* can be found in [Appendix C. Reviewing State SNAP-Ed Plans Checklist](#).

## Section 2: Writing Your SNAP-Ed Plan and Annual Report

States may be limited to a 1-year Plan if they are experiencing ongoing problems. State requests to submit a multiyear Plan may not be approved until problems are resolved as determined by the Regional Office. FNS encourages *State agencies* to seek Regional Office technical assistance regarding the *SNAP-Ed Plan* development and submission process and should do so early in the *fiscal year* when considering preparing multiyear Plans.

### 5.2. Annual Progression to SNAP-Ed Plans

State priority goals are established every 3 years as a part of the comprehensive *needs assessment*. In the second and third years of this cycle, the *SNAP-Ed Plan*, whether single or multiyear, must demonstrate a progression and/or flow of program *activities* in a logical and sequential manner with each year building on the preceding one. For example, year 1 can include conducting a *needs assessment* and performing baseline programming and/or piloting; year 2 can include program implementation and evaluation; and year 3 can include program expansion and further evaluation.

Table 2 expands on what is required in the *SNAP-Ed Plan* for each year of the *needs assessment* cycle.

**Table 2. SNAP-Ed Plan Requirements**

Plan Module	Year 1	Years 2 and 3
<p>1: Target Audience and Needs Assessment</p> <ul style="list-style-type: none"><li>• Identify the Target Audiences and Their Needs</li><li>• Needs Assessment Process</li><li>• State-Specific Nutrition and Physical Activity-Related Data on Target Population</li><li>• Community Food Access Data</li><li>• Demographic Characteristics of SNAP-Ed Target Audiences</li><li>• SNAP Participation</li><li>• Program Access and Appropriateness for Diverse Target Audiences</li><li>• Coordination and Partnerships with Programs and Organizations from Multiple Sectors</li><li>• Agency/Workforce Capacity</li><li>• Selected State Priority Goals Based on Needs Assessment</li></ul>	Required	Updates (if applicable)

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Plan Module	Year 1	Years 2 and 3
<p>2: SNAP-Ed Action Plan</p> <ul style="list-style-type: none"> <li>• Objectives and Indicators</li> <li>• Project SMART Objectives</li> <li>• SNAP-Ed Outreach</li> <li>• Action Plan Overview</li> </ul>	Required	<p>SMART objective and performance indicator updates (if applicable)</p> <p><i>Project, nonproject activity,</i> and outreach updates (if applicable)</p> <p>The action plan overview should describe progress made in the last year and how the current Plan builds upon that progress</p>
<p>3. Planned Projects and Activities</p> <ul style="list-style-type: none"> <li>• Basic Information</li> <li>• Link Project to SMART Objectives</li> <li>• Approaches</li> <li>• Priority Populations</li> <li>• Project Outreach</li> <li>• Direct Education and Policy, Systems, and Environmental Settings</li> <li>• Social Marketing Campaign Scale</li> <li>• SNAP-Ed Toolkit Interventions</li> <li>• Other Previously Developed Interventions</li> </ul>	Required	Required. May be updated from the previous year if a <i>project</i> is continuing
<p>4: Planned Evaluations</p> <ul style="list-style-type: none"> <li>• Basic Information</li> <li>• Evaluation Details</li> </ul>	Required	Required. May be updated from the previous year if an evaluation is continuing
<p>5: Coordination and Collaboration</p> <ul style="list-style-type: none"> <li>• Federal Nutrition, Obesity Prevention, and Health Programs</li> <li>• Multisector Partnership/Coalitions</li> <li>• Tribes and Tribal Organizations</li> <li>• Minority Serving Institutions</li> </ul>	Required	Required. May be updated from the previous year if coordination and collaboration are continuing

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Plan Module	Year 1	Years 2 and 3
6: Planned Staffing and Budget <ul style="list-style-type: none"><li>Planned Staffing</li><li>Implementing Agency Budgets</li><li>Project Budgets</li><li>Other SNAP-Ed Expenditures</li><li>Non-SNAP-Ed Funding</li><li>Travel</li><li>Budget for Indirect Costs</li><li>Estimated Unobligated Balance</li><li>Total Budget</li></ul>	Required	Required
7: Assurances and Signatures	Required	Required

### 5.3. Plan Amendments

Per 7 CFR 272.2(f) *State agencies* must submit amendments of approved Plans to FNS for prior approval, with supporting documentation, throughout the *fiscal year*, but no later than May 1 of the current *fiscal year*. Plan amendments are necessary whenever—

- The State SNAP-Ed program budget exceeds \$100,000 and there is a change in *activities* that results in a change of 5 percent or greater of the total program budget.
- An *implementing agency* SNAP-Ed program budget exceeds \$100,000, and there is a change in *activities* that results in a change of 5 percent or greater of the total program budget. This includes State reallocations of funds among *implementing agencies* and *implementing agency* reallocation of funds among subcontractors.
- Budget revisions involve the transfer of amounts budgeted for indirect costs to absorb increases in direct costs.

Examples of changes that may require a Plan amendment include the incorporation of new environmental or *public health approaches* and significant expansion or reduction of *activities*. FNS recommends States consult with their Regional Office for technical assistance prior to submitting an amendment.



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In amendments, States should indicate whether the request is for a new or revised *project* and whether funds will come from unobligated previous *fiscal year* funds (carry-over) or from a *project activity* that has been revised. States should provide a full description of the new or revised *activities*, providing similar information as for a new *project*. Submit amendments electronically to the FNS Regional Office.

### 6. Guidelines for Developing the SNAP-Ed Plan

Each *SNAP-Ed Plan* Module is discussed below. These explanations align to the mockups of the Plan shown in appendix B. To the extent possible, external resources are identified in bullet form with live links; these resources and links can also be found on the SNAP-Ed Connection (<https://snaped.fns.usda.gov/>).

#### 6.1. Plan Module 1: Target Audience and Needs Assessment

States should deliver SNAP-Ed to maximize the number of *SNAP-Ed-eligible* individuals reached and the potential for *behavior* change among them. *State agencies* are required to conduct a comprehensive *needs assessment* every 3 years. The *needs assessment* should drive State priority goals, SMART objectives, performance indicators, and SNAP-Ed *projects* and their *target audiences*. The *needs assessment* must therefore identify the *target audiences'* needs and the strengths and areas for improvement of current SNAP-Ed programming in meeting those needs.

*Needs assessment* findings also provide a benchmark for *State* and *implementing agencies* to use in assessing progress achieved each year. All *State agencies* should update the *needs assessment* annually when significant new information becomes available that might warrant modifications of priority goals and objectives.

*State agencies* complete Plan Module 1. However, *State agencies* should develop the content they submit in Plan Module 1 through an inclusive and collaborative process that engages a variety of organizations and people involved in and affected by SNAP-Ed, including *implementing agencies*, partner entities, minority-serving institutions (MSIs) and other minority-serving organizations, Indian Tribal Organizations, and, to the extent feasible, *SNAP-Ed eligible* individuals.

**New:** The *Needs Assessment* must—

- Be a purposeful, strategic, and data-driven process led by the *State agency* with the active engagement of its *implementing agencies* and other stakeholders to identify the *SNAP-Ed target audiences* and understand their needs.
- Present the nutrition, physical activity, and obesity prevention needs of the target population and their barriers to accessing healthy foods, physical activity, and SNAP-Ed programming.
- Consider the diverse characteristics of the target population, including race/ethnicity, language, and other factors.

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- Include and consider the needs of AI/AN populations and should make efforts to include a focus and devotion of resources to Native nutrition education.<sup>12</sup> **End of new material.**
- Capture information on whether services are already being delivered to the *target audience*.
- Present areas for improvement related to—
  - SNAP-Ed access and appropriateness for the *target audiences*
  - Collaborations and partnerships with other agencies and organizations including USDA nutrition programs, MSIs, Tribal Organizations, and organizations from multiple sectors that work with or can influence nutrition and physical activity opportunities for the SNAP-Ed target population
  - Capacity of the SNAP-Ed workforce to deliver programming that addresses the needs and characteristics of its diverse *target audiences*
- Describe the program’s assets and challenges in having desired impacts.

**New:** Additional resources on SNAP-Ed *needs assessments* can be found as follows:

- SNAP-Ed Needs Assessment Toolkit (<https://snaped.fns.usda.gov/library/materials/snap-ed-needs-assessment-toolkit>)
- SNAP-Ed Needs Assessment Webinar 1: Needs Assessment Purpose and Planning (<https://www.youtube.com/watch?v=E6qBQ6S1GhY>)
- SNAP-Ed Needs Assessment Webinar 2: State-Level Approach (<https://www.youtube.com/watch?v=04dlxHxp5Nc>)

**End of new material.**

### 6.1.1. Needs assessment process (Plan Module 1, Page 2)

The SNAP-Ed *needs assessment* is led by the SNAP *State agency* and should be conducted through an inclusive and collaborative process that engages a variety of organizations and people involved and impacted by SNAP-Ed, including *implementing agencies*, partner entities, minority-serving institutions (MSIs) and other minority-serving organizations, Tribal Organizations, and to the extent feasible, *SNAP-Ed-eligible* individuals.

In the Plan, *State agencies* must concisely describe how these groups were engaged to provide input into the *needs assessment* and/or review and contextualize the results of the *needs assessment*. They should also describe the process used to apply the *needs assessment* findings to determine the State’s priority goals, develop objectives, and select indicators to track progress.

### 6.1.2. Needs assessment findings (Plan Module 1, Pages 3–9)

The *Needs Assessment* findings must integrate data collected outside SNAP-Ed (e.g., State and national health surveys, health and nutrition *needs assessments* completed by other agencies in the State), SNAP-Ed Annual Report data, SNAP-Ed program

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<sup>12</sup> The United States Department of Agriculture Food and Nutrition Service. (2022, September). *Memorandum on Tribal Consultation Requirements*. <https://www.fns.usda.gov/snap/memorandum-on-tribal-consultation-requirements>

## Section 2: Writing Your SNAP-Ed Plan and Annual Report

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evaluations, and other qualitative and quantitative data collected by SNAP-Ed (e.g., focus groups, key informant interviews, community listening sessions, surveys) that can help to identify assets and needs.

To provide this information, **agencies must first review available information.** Organizational partners and State and local agencies should be considered as a source of relevant data. Many conduct their own *needs assessments* (e.g., State Health Improvement Plans, hospital community health *needs assessments*) that provide information that may be useful for SNAP-Ed *needs assessments*. Data collected through SNAP-Ed *projects* are also an important source of information that may be used to describe the *target audience*. Other sources of data that may be valuable for SNAP-Ed *needs assessments* follow:

- State WIC program data
- Behavioral Risk Factor Surveillance System (<http://www.cdc.gov/brfss>)
- National Survey of Children’s Health (<https://www.childhealthdata.org/learn-about-the-nsch/NSCH>)
- Youth Risk Behavior Surveillance System (<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>)
- America’s Health Rankings (<https://www.americashealthrankings.org/>)
- State Department of Health data, including State Health Improvement Plan needs assessments
- USDA Economic Research Service data products (<https://www.ers.usda.gov/data-products/>)
  - Food Consumption Estimates (<https://www.ers.usda.gov/data-products/food-consumption-and-nutrient-intakes/>)
  - American Time Use Survey Eating and Health Module (<https://www.ers.usda.gov/data-products/eating-and-health-module-atus/>)
  - Current Population Survey, Food Security Supplement (<https://www.ers.usda.gov/data-products/food-security-in-the-united-states/>)
- State of Childhood Obesity (<https://stateofchildhoodobesity.org/data-by-policy/>)
- Community Commons Maps and Data (<https://www.communitycommons.org/collections/Maps-and-Data>)
- CDC obesity data and related information (<https://www.cdc.gov/obesity/data/childhood.html>)
- CDC State Indicator Reports, *strategies*, data, fact sheets, social media tools, and resources on physical activity (<http://www.cdc.gov/physicalactivity/resources/reports.html>)
- County Health Rankings (<https://www.countyhealthrankings.org/>)
- PolicyMap (<https://www.policymap.com/newmaps#/>)
- CARES HQ (<https://careshq.org/map-room/>)
- HealthLandscape (<https://healthlandscape.org/>)

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- The UDS [Uniform Data System] Mapper (<http://www.udsmapper.org/>)<sup>13</sup>
- SNAP-Ed Engagement Network (<https://snaped.engagementnetwork.org/>)

More general nutrition/food resources from CDC are available at <http://www.cdc.gov/nutrition/resources-publications/index.html>.

**Agencies can collect new data selectively** if significant gaps in the available information are apparent. States may develop an objective related to improved *needs assessment* and propose new (primary) data collection (e.g., focus groups, surveys, and key informant interviews) as a *nonproject activity* in [Plan module 2: SNAP-Ed Action Plan](#). Plans should describe the questions to be answered in any new data collection and the steps proposed to answer them.

### **6.1.2.a. State-specific nutrition and physical activity-related data on target population (Plan Module 1, Page 3)**

*State agencies* are expected to provide information on the nutrition/physical activity, behavioral, and lifestyle characteristics of the target population. These statistics can help to identify the *behaviors* and health conditions to be addressed by SNAP-Ed programming. Agencies may include other statistics to enhance their ability to develop, target, and deliver appropriate *nutrition education and obesity prevention services* (e.g., dietary and food purchasing attitudes and habits, social and cultural values and norms). All data used in the *needs assessment* should be less than 5 years old.

Avoid providing similar or duplicative information about the *target audiences* from different data sources (e.g., obesity rates for a particular age group measured by different surveys). If more than one source is available, *State agencies* should focus on State-level statistics using the most recent data for Plan Module 1.

When possible, *State agencies* should use the same data source as has been used in previous *SNAP-Ed Plans* to identify trends more readily. If data are available for populations that overlap (e.g., children 2–5, children 2–18), both may be reported if they illustrate different needs related to nutrition, physical activity, and health outcomes. For example, if both statewide data and WIC data on the body mass index of children 2–5 are available, both data points can be presented. Even though there is overlap in the populations represented by these two data points, the data from WIC may reveal information about a group of individuals eligible for SNAP-Ed not apparent from statewide data. *State agencies* are not expected to combine or reconcile information across data sources.

Agencies may include statistics on subpopulations that directly inform their goals, objectives, *projects*, and/or *nonproject activities*. For instance, local or Tribal nation obesity rates may be included separately to justify programming in a specific location or with a specific *target audience*.

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<sup>13</sup> The UDS Mapper is a comprehensive tool that can be daunting because it contains much data. The Mapper has sliders for threshold levels of interest (i.e., percentage of population at or below 100 percent FPL). Unfortunately, there is no preset slider for 185 percent. The Mapper is free but requires registration.

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### 6.1.2.b. Community food access data (Plan Module 1, Page 4)

Upload a table or State-level map describing community food access. The following data sources may be useful for describing food access:

- USDA ERS Food Access Research Atlas and the Food Environment Atlas (<https://www.ers.usda.gov/data-products/food-access-research-atlas/>)
- PolicyMap (<https://www.policymap.com/newmaps#/>)
- CARES HQ (<https://careshq.org/map-room/>)

### 6.1.2.c. SNAP-Ed target audiences

#### 6.1.2.c.i. SNAP-Ed target audience definition

Individuals readily identifiable as members of the *target audience* include persons referred by the local SNAP office; persons reached through direct marketing to SNAP participants, parents ineligible for SNAP who receive SNAP benefits on behalf of their children, and SNAP participants in a SNAP Job Readiness Training Program. Members of Indian Tribal Organizations participating in *FDPIR* also are eligible for SNAP-Ed. See [SNAP-Ed Target Audience](#) text box and [Coordination and Collaboration Requirements](#) subsection in section 1.

*Income*: Households certified for SNAP, including those in States with BBCE policies with gross income limits up to 200 percent FPL, are SNAP participants and are therefore eligible to the same programs and services as all SNAP participants, including SNAP-Ed. SNAP-Ed eligibility limits should not exceed the State threshold for BBCE, as listed at <https://www.fns.usda.gov/snap/broad-based-categorical-eligibility>.

Persons eligible for other *means-tested Federal assistance programs* such as Supplemental Security Income, WIC, or TANF are also part of the *SNAP-Ed target audience*. Persons typically not eligible for SNAP, such as incarcerated persons, residents of nursing homes, boarders, or college/university students, are ineligible for SNAP-Ed.

While most able-bodied students 18–49 who are enrolled in college or other institutions of higher education at least half time are not eligible for SNAP and therefore not eligible to receive SNAP-Ed, a student may be able to receive SNAP benefits and participate in SNAP-Ed if otherwise income eligible and they—

- Get public assistance benefits under a Title IV-A program of the Social Security Act
- Take part in a State or federally financed work study program
- Work at least 20 hours a week
- Take care of a dependent household member under 6
- Take care of a dependent household member over 5 but under 12 and does not have adequate childcare to enable them to attend school and work a minimum of 20 hours, or take part in a State or federally financed work study program
- Are assigned to or placed in a college or a certain other school through—
  - A program under the Workforce Innovation and Opportunity Act of 2014



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- A program under Section 236 of the Trade Act of 1974
- An employment and training program under the Food Stamp Act
- An employment and training program operated by a State or local government
- Are a single parent enrolled full time in college and taking care of a dependent household member under 12

Additional college students are now temporarily eligible under the exemptions created by the Consolidated Appropriations Act, 2021 (CAA). The CAA created two new temporary exemptions for college students, which expand SNAP eligibility to students who—

- Are eligible to participate in a State or federally financed work study program during the regular school year, as determined by the institution of higher education; or
- Have an expected family contribution of \$0 in the current academic year

These students must still meet all other SNAP financial and nonfinancial eligibility criteria to be eligible for SNAP. The temporary student exemptions remain effective until the first recertification of a household beginning no earlier than 30 days after the COVID-19 public health emergency is lifted.

SNAP-Ed providers can address low-income students' nutrition and food access needs by partnering with campus-based food pantries or social service providers. These *interventions* can include providing technical assistance and educational resources on healthy donation and nutrient-dense food selections to site partners and in-person or virtual minilessons with cooking demonstrations using pantry items or on food resource management. **New:** Refer to CDC Healthy Schools resources for more examples (<https://www.cdc.gov/healthyschools/index.htm>). CDC also lists approaches for supporting healthy nutrition in Early Care and Education Settings at <https://www.cdc.gov/obesity/strategies/childcareece.html>. **End of new material.**

For additional information, refer to SNAP Student Provisions in the Consolidated Appropriations Act 2021—Questions and Answers | USDA-FNS (<https://www.fns.usda.gov/snap/student-provisions-consolidated-appropriations-act-2021-qars>).

See also SNAP Student Eligibility | USDA-FNS at <https://www.fns.usda.gov/snap/students>.

*Qualifying locations:* Persons at qualifying locations that serve low-income individuals are part of the *SNAP-Ed target audience*. Information on the location of *food banks*, food pantries, *soup kitchens*, *public housing*, SNAP/TANF job readiness program sites, and other such sites may be included in additional files as part of SNAP-Ed Plan Module 1, page 5, to identify where the *target audiences* live, work, shop, play, eat, and learn. Persons at other qualifying venues are also part of the *SNAP-Ed target audience*.

To qualify, documentation must show the location/venue serves generally *low-income persons* where at least 50 percent of persons have eligible guidelines/thresholds. This would include, for example, residential housing communities, schools, or childcare



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centers located in *census tract* areas or other defined areas where at least 50 percent of persons have incomes consistent with eligible *poverty guidelines or thresholds* or children in schools where at least 50 percent of children receive free and reduced-priced meals.

*Retail locations serving low-income populations:* Persons shopping in food retailers serving low-income populations are part of the *SNAP-Ed target audience*. Retail locations must accept WIC and/or SNAP benefits to qualify as a site for SNAP-Ed *activities*. Although many retailers accept these benefits, States should approve only SNAP-Ed *activities* in locations that demonstrate significant patronage by low-income individuals and families. Stores located in *census tracts* where at least 50 percent of persons have gross incomes equal to or less than the percentage of the FPL used for SNAP-Ed eligibility<sup>14</sup> may qualify as SNAP-Ed *activity* sites.

FNS recognizes that SNAP recipients do not necessarily shop at the stores closest to where they live.<sup>15</sup> *Census tracts* in some cases may not be the right measure. For example, in rural areas a particular store may be serving much of the SNAP low-income population or be the only grocery outlet in the community for the entire population, including the low-income population.

*State* and *implementing agencies* should seek input from low-income individuals and families and organizations that regularly serve low-income individuals and families to understand the SNAP and/or WIC retailers preferred by low-income members of the community. States may submit proposals to their respective Regional Office with alternate methods for defining grocery stores that serve the low-income target population as potentially eligible for SNAP-Ed.

### 6.1.2.c.ii. Demographic characteristics of SNAP-Ed target audiences (Plan Module 1, Page 5)

Review the provided data on the race, ethnicity, Tribal status, age, primary language, and geographic location (county, parish, or ward) of the *SNAP-Ed target audience*. Note that 185 percent of the *FPL* (or the *State agency's* SNAP gross income limit, if higher) may be used as a proxy for the SNAP-Ed-eligible population. In the Plan, *State agencies* must indicate the *FPL* value they are using to identify the *SNAP-Ed-eligible* population. The following data sources may be useful for describing the *SNAP-Ed target audience*:

- Census Bureau data (<https://data.census.gov/>)
- State demographic surveys

Other population characteristics and demographic data that may help in planning and delivering SNAP-Ed effectively can be provided, including SNAP participation rates; income-relevant *census tract* information; poverty rates; geographic areas or

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<sup>14</sup> The percentage of the poverty threshold used to define SNAP-Ed eligibility is at least 185 percent nationwide. In places where SNAP policy allows SNAP eligibility with gross incomes above 185 percent (commonly 200 percent), that value may be used instead.

<sup>15</sup> Ver Ploeg, M., Mancino, L., Todd, J. E., Clay, D. M., & Scharadin, B. (2015, March). Where do Americans usually shop for food and how do they travel to get there? Initial findings from the National Household Food Acquisition and Purchase Survey. Economic Information Bulletin No. 138. U.S. Department of Agriculture, Economic Research Service.

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neighborhoods serving qualifying schools; location of *public housing*; gender, family composition, and education; and where and how the SNAP-Ed population eats, engages in physical activity, redeems SNAP benefits, lives, learns, works, and plays.

States may propose alternate methodologies and data sources to identify their *target audience* for all SNAP-Ed efforts. Five examples of alternate methodologies for determining the SNAP-Ed target population that have been approved are described below. FNS recommends States consult with their Regional SNAP-Ed Coordinators as they consider alternative methodologies.

*Alternative methodology 1, Geographic Information System (GIS) Mapping:* In rural or frontier areas, urban residential areas that are economically intermixed, and in certain island States and territories, few or no *census tracts* may be available with more than half of residents within the income threshold used for SNAP-Ed eligibility. States have used *GIS* mapping to identify census designated places (CDPs), which are concentrations of a population recognized by name but not legally incorporated as cities, towns, or other jurisdictions as defined by the State. One State compared the low-income population in the 10 largest CDPs to the overall State population to identify which CDPs have the greatest percentage of low-income residents for SNAP-Ed programming. SNAP-Ed agencies may find the following mapping tools useful:

- **Capacity Builder:** The Capacity Builder enables users (i.e., FNS staff, *State agencies*, partners) to identify areas of need using the percentage of children receiving free and reduced-price meals eligible under the School Meals Program in each census block group. Need can also be assessed by the total number of eligible children in a block group, which can also help estimate the number of meals needed in each area. Finally, certain traditionally underserved areas can be identified such as Strikeforce counties, Tribal lands, and land on or near military bases. Once need is assessed, potential partners and site locations can be identified. Users can add information such as public and private schools, universities, school districts, rural development, and Department of Housing and Urban Development housing, libraries, and churches.<sup>16</sup>

**Community Commons:** Community Commons is an online platform that seeks to advance equitable community health and well-being.<sup>17</sup> It brings together a network of partners who have developed and made publicly available a variety of data and mapping tools among other resources.

*Alternative methodology 2, Community Eligibility Provision (CEP):* The CEP provides an alternative to household applications for free and reduced-price meals in LEAs and schools in high-poverty areas. These schools and communities would be eligible for SNAP-Ed. SNAP-Ed providers implementing this targeting strategy should consider the resource and staffing limitations inherent in providing SNAP-Ed at all eligible schools. To be eligible, LEAs and/or schools must meet a minimum level (40 percent) of identified students for free meals in the year prior to implementing the CEP; agree to

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<sup>16</sup> U.S. Department of Housing and Urban Development. (2022). Resource library. *HUD Exchange*. <https://www.hudexchange.info/resources/>

<sup>17</sup> Community Commons. (2022). *Well-being, data, equity*. <http://www.communitycommons.org/>

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serve free lunches and breakfasts to all students; not collect free and reduced-price applications from households in participating schools; and agree to cover with non-Federal funds any costs of providing free meals to all students above amounts provided in Federal assistance.

- Each year, a list of all schools and LEAs eligible for CEP are listed in the CEP database at <https://frac.org/community-eligibility-database/>.

*Alternative methodology 3, Worksite Wellness Initiatives:* To deliver worksite wellness programs, SNAP-Ed providers can work with human resources staff to ensure 50 percent of the employees at the worksite are at or below the income threshold used for SNAP-Ed eligibility.

One State used data from the American Community Survey and Bureau of Labor Statistics to determine an hourly wage that would equate to no more than the income threshold used for SNAP-Ed eligibility for an average SNAP household with at least one member who earns income. More than half of workers must earn annual wages comparable to the income threshold used for SNAP-Ed eligibility for the worksite to qualify for SNAP-Ed programming. Worksites would be required to complete a form verifying the site's eligibility using this method. States may also choose to identify a minimum number of employees per worksite to justify the time, effort, and cost necessary to implement a multicomponent worksite wellness program.

- The Bureau of Labor Statistics maintains a website with mean and median wages for different occupations at [https://www.bls.gov/oes/current/oes\\_nat.htm](https://www.bls.gov/oes/current/oes_nat.htm). States can use this website to identify which types of occupations would most likely fulfill SNAP-Ed eligibility requirements.
- **New:** CDC has resources for adopting food service guidelines, standards for healthier foods and beverages, and food service operations in worksite and community settings at <https://www.cdc.gov/nutrition/food-service-guidelines/index.html> and <https://www.cdc.gov/nutrition/food-service-guidelines/implementation-toolkit.html>.

**End of new material.**

*Alternative methodology 4, Social marketing outdoor advertising program:* Because of the rural nature of certain States, the use of *census tracts* to qualify *social marketing activities* for the low-income audience is not cost-efficient for population reach. One State developed a targeting methodology for the outdoor advertising component of its *social marketing* program. The State used a free online mapping tool to identify locations of proposed billboards within 1,800 yards of SNAP-Ed qualifying schools and grocery stores, which are complementary channels for their *social marketing* program.

*Alternative methodology 5, prorating expenses for events with mixed-income audiences:* Certain events, such as a State or county fair, may not be located in low-income areas but have the potential to reach many SNAP-Ed participants and other *low-income persons*. A State submitted a plan for a pro rata share of SNAP-Ed funds to pay for the specific costs that would benefit the *SNAP-Ed-eligible* population at the event. FNS calculated a weighted average of the percentage of residents in three target neighborhoods within the income threshold used for SNAP-Ed eligibility.

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### 6.1.2.d. SNAP participation (Plan Module 1, Page 6)

Provide the number of SNAP households in each county, parish, or ward in the State using the most recent SNAP *State agency* data. SNAP participants are a priority audience for SNAP-Ed. While the *SNAP-Ed-eligible* population includes individuals who are not SNAP participants (e.g., low-income households not enrolled in SNAP), examining SNAP participation data helps to further describe where the *SNAP-Ed-eligible* population resides. These local data can be matched or mapped with SNAP-Ed reach data to identify localities where SNAP-Ed is serving high-need populations and those where there is particular need for expanded SNAP-Ed reach (see [Plan module 1, page 7: Program Access and Appropriateness for Diverse Target Audiences](#)).

### 6.1.2.e. Program access for diverse target audiences (Plan Module 1, Page 7)

*State agencies* must describe access to and appropriateness of past *interventions* and make plans to address identified gaps. In their descriptions, *State agencies* should cite recent SNAP-Ed program data, which could include quantitative and qualitative information collected from partners and *SNAP-Ed-eligible* individuals.

SNAP-Ed access is defined as *SNAP-Ed-eligible* individuals being able to participate in appropriate SNAP-Ed *interventions* with reasonable effort. Access therefore includes the physical location of the SNAP-Ed *interventions* (i.e., programming is offered where the *target audiences* live, work, shop, play, eat, and learn). It also includes the extent to which the *interventions* are appropriate. SNAP-Ed appropriateness is defined as an *intervention* meeting the needs of the *target audience*. Appropriateness considerations include the following:

- Mode of delivery (e.g., online *interventions* are not appropriate for audiences with limited broadband access, in-person *interventions* may not be appropriate for people with limited access to transportation)
- Accommodations for people with disabilities
- Languages offered
- *Target audience* culture
- Time of delivery (e.g., offer *direct education* sessions for parents of preschoolers at times convenient to dropoff and pickup)
- *Implementing agency* and staff (i.e., implemented by trusted organizations and staff within the *target audience* community)

### 6.1.2.e.i. Gaps in geographic reach of SNAP-Ed and related programs for the target audiences

Begin by identifying the availability of other nutrition and/or physical activity programs, services, and *social marketing campaigns* that target low-income populations in the State. Examples include WIC, *Team Nutrition*, *Child Nutrition Programs*, *FDPIR*, *EFNEP*, *food banks*, public health services, and obesity prevention programs funded by governmental organizations, such as CDC, or privately funded groups such as the Robert Wood Johnson Foundation. Having information about the work of others that serve a similar population may help to identify potential partners for collaboration and avoid duplication of services.

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Then, use the most recent Annual Report to identify the places where SNAP-Ed programming has been offered. Compare the locations of SNAP-Ed and other programming to the places with the most *SNAP-Ed-eligible* people and SNAP participants identified through the *needs assessment* in Plan Module 1, pages 5–6.

Next, list the areas of your State with a significant number of SNAP-Ed-eligible individuals but little or no current programming from SNAP-Ed or other nutrition programs. Describe these areas. For example, consider whether they are rural, frontier, suburban, or urban; Tribal communities; or communities with many non-English-speaking groups. Maps may be used to illustrate program availability.

Last, describe factors that limit the geographic reach of SNAP-Ed programming (e.g., lack of *implementing agencies* serving a location) and the *State* and *implementing agency's* plans for addressing those gaps (e.g., developing partnerships with new *implementing agencies*).

### 6.1.2.e.ii. Other factors affecting program access for diverse target audiences

Describe how SNAP-Ed programming is reaching all groups within its *target audiences*. To identify reach among these groups, compare the characteristics of *direct education* participants from the most recent Annual Report to the characteristics of *SNAP-Ed-eligible* individuals identified in Plan Module 1, page 5. Consider which groups among the *target audience* are most and least likely to be reached by SNAP-Ed *direct education*.

*State agencies* may conduct additional analyses on Annual Report reach data. For instance, while demographic characteristics of individuals reached by a *social marketing campaign* or *PSE intervention* may not be directly measured, agencies could use Census Bureau data to describe the demographic characteristics of the *SNAP-Ed-eligible* population living in the areas covered. This analysis could help to better understand the segments of the *SNAP-Ed-eligible* population in the State least and most likely to be reached by SNAP-Ed.

Use the findings on the groups most and least likely to be reached to consider the barriers and facilitators to SNAP-Ed access. To describe those barriers and facilitators, *State agencies* are strongly encouraged to obtain input through new data collection efforts with *implementing agencies*, community-based partner organizations, SNAP-Ed participants, and *SNAP-Ed-eligible* nonparticipants (e.g., key informant interviews, focus groups, community listening sessions). Last, describe how the *State agency* and *implementing agencies* will address factors limiting program access.

### 6.1.2.e.iii. Program appropriateness for diverse target audiences

*State agencies* must describe the strengths and weakness of SNAP-Ed programming in its appropriateness for diverse *target audiences*. This part of the *needs assessment* draws directly from a statutory mandate in Farm Bill statute (Section (c)(2)(B)(ii)), which specifies the *SNAP-Ed Plan* should “ensure that the interventions are appropriate for eligible individuals.”



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To describe the strengths and weakness of SNAP-Ed programming appropriateness, the *State agency* should strongly consider obtaining input through new data collection efforts with SNAP-Ed participants and *SNAP-Ed-eligible* nonparticipants. This input should focus on SNAP-Ed programming's strengths or assets and weaknesses related to how well the program's service delivery methods, messages, and other attributes are tailored to support the behavioral change and *PSE* change needs of different segments of the *SNAP-Ed target audience*. *State agencies* must also explain how the *State agency* and *implementing agencies* will address factors limiting program appropriateness.

### **6.1.2.f. Coordination and partnerships with programs and organizations from multiple sectors (Plan Module 1, Page 8)**

Review the collaboration, coordination, and partnerships described in the most recent SNAP-Ed Annual Report. Consider the programs, multisector partnerships and coalitions, Tribal Organizations, and MSIs SNAP-Ed coordinates with. Then, describe the strengths and areas for improvement in coordination and partnerships.

### **6.1.2.g. Agency/workforce capacity (Plan Module 1, Page 9)**

Describe the strengths and needs of the SNAP-Ed workforce at the *State* and *implementing agency* levels. Agencies may use methods such as surveys, interviews, and focus groups to obtain input from their staff and SNAP-Ed participants for this part of the *needs assessment*. *State agencies* will need to identify strengths and weaknesses or gaps at the *State* and *implementing agency* levels. *State agencies* should also identify resources and steps to strengthen workforce capacity (e.g., staff training, hiring).

- *State* and *implementing agencies* may consider using the Society for Nutrition Education and Behavior Nutrition Educator Competencies (see <https://www.sneb.org/nutrition-educator-competencies/>) to assess strengths and weaknesses of their nutrition educators.
- Nutrition educators can enhance their nutrition knowledge and teaching skills by completing the National Nutrition Certification Program, a free online learning and certification program available through Utah State University Extension's SNAP-Ed program (see <https://community-nutrition-education.extension.org/national-nutrition-certification-program/>).

### **6.1.3. Selected State priority goals based on needs assessment (Plan Module 1, Page 10)**

*State agencies* must identify State priority goals that will drive their SMART objectives to be accomplished through *projects* and other *activities*. Five to seven priorities goals are required for each State *SNAP-Ed Plan*. These priority goals should arise directly from the *needs assessment* findings, reflecting the most important areas for SNAP-Ed programmatic efforts over the next 3 years and illustrating the overall purpose of SNAP-Ed.



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Most goals should be population-based and health-related, focusing on nutrition and physical activity needs of the target population. Goals can focus on specific subpopulations, including expanding program reach to underserved high-need populations and improving outcomes at the individual, organization, or community levels. At least one goal is expected to focus on improving program access or appropriateness. States are also encouraged to include at least one priority goal related to (a) expanding or strengthening partnerships and collaborations with other organizations and sectors or (b) strengthening SNAP-Ed workforce capacity. For each goal, indicate one or more goal types:

- Improve health behaviors.
- Improve PSE settings.
- Improve multisector outcomes.
- Improve SNAP-Ed access.
- Improve appropriateness of SNAP-Ed programming.
- Expand or strengthen coordination and collaboration with other programs.
- Collaborate with multiple sectors.
- Strengthen workforce capacity.
- Develop/strengthen innovations in programming.
- Other.

Goals may be revised annually to reflect new needs identified from *needs assessment* updates.

### 6.2. Plan Module 2: SNAP-Ed Action Plan

*State agencies* complete this module to show how the priority goals identified in [Plan Module 1: Target Audience and Needs Assessment](#) based on the *needs assessment* align with (1) the objectives set to accomplish the goals, (2) performance indicators used to measure progress, and (3) *projects* and *nonproject activities* planned to achieve the objectives.

#### 6.2.1. Objectives and indicators (Plan Module 2, Page 1)

FNS encourages States to select five to seven priority goals and create at least one SMART objective for each goal. A well-written and clearly defined SMART objective—

- **Specific:** identifies a specific event or action that will take place
- **Measurable:** quantifies the amount of change to be achieved
- **Appropriate:** is logical and relates to the State's SNAP-Ed goals

*State agencies* complete Plan Module 2. However, *State agencies* should develop the content they submit in Plan Module 2 through an inclusive and collaborative process that engages a variety of organizations and people involved in and impacted by SNAP-Ed, including *implementing agencies*; partner entities; MSIs and other minority-serving organizations; Tribal Organizations and to the extent feasible, *SNAP-Ed eligible* individuals.

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- **Realistic:** is practical, given available resources and proposed SNAP-Ed *activities*
- **Time-specific:** specifies a time the objective will be achieved within the *fiscal year(s)* of the Plan

*SNAP-Ed Plans* may include process and outcome objectives. Outcome objectives specify a desired *behavior* or health change. Process objectives are accomplishments expected to lead to *behavior* and/or health changes. For example, a State-level process objective could be, “By the end of the *fiscal year*, the *State agency* will have established collaborative relationships with four *food banks* to increase access to healthier food choices at their facilities for the SNAP-Ed target population.”

SMART objectives should be designed to be accomplished within the 3-year *needs assessment* cycle. A single objective may describe something to be accomplished over the course of 2–3 years, or they may be written in 1-year segments, with each year building on the previous one. An example follows:

**Objective Year 1:** By September 30, 2024, conduct formative research for a social marketing campaign. Formative research includes focus groups, stakeholder interviews, and State-level and national datasets to select SNAP-Ed-eligible communities and cross-reference with indicators from the SNAP-Ed Evaluation Framework.

**Objective Year 2:** By September 30, 2025, conduct three complete Healthy Behavior social marketing campaigns that will promote common behavior change nutrition education messages targeting SNAP-Ed-eligible individuals with an annual overall marketing reach of at least 25 million to include media *impressions*, website visitors, and social media supporting local contractors in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.

**Objective Year 3:** By September 30, 2026, evaluate implementation of the social marketing campaign, campaign recall by a sample of *target audience* members, and engagement level of multisector partners.

*State agencies* must **identify performance indicators to track progress on all objectives. Whenever possible, State agencies should use indicators from the [SNAP-Ed Evaluation Framework](#)**. For the prior example objective on establishing collaborative relationships with *food banks*, [ST7: Organizational Partnerships](#) provides possible performance indicator measurements, such as ST7c (description of partnership accomplishments and lessons learned). Because some performance indicators will relate to topics such as workforce capacity or processes, not all performance indicators used to measure progress on SMART objectives will connect to indicators in the SNAP-Ed Evaluation Framework.

### 6.2.2. Project SMART objectives (Plan Module 2, Page 2)

*State agencies* do not directly enter any information into Plan Module 2, page 2. Information entered in Plan Module 3 is used to populate the tables shown in Plan Module 2, page 2, which *State agencies* should review to ensure appropriate alignment

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of *projects* and *nonproject activities* with SMART objectives. *State agencies* should also review the tables to ensure all SMART objectives are adequately addressed by the planned *projects* and *nonproject activities*.

An effective *SNAP-Ed Plan* will use *interventions* across multiple levels of the *SEM*. *State agencies* must make sure their Plan includes evidence-based *activities* using two or more SNAP-Ed *approaches*, including individual or group-based direct nutrition education, health promotion, and *intervention strategies* with one or more additional *approaches* as described under [Comprehensive SNAP-Ed Projects and Plans](#) in the Overview section. States may use the *SNAP-Ed Toolkit* (<https://snapedtoolkit.org/interventions/find/>) to find peer-reviewed, evidence-based *interventions* that qualify for use in SNAP-Ed. States may consult with their FNS SNAP-Ed Regional Coordinator on other *interventions* that may be allowable even if they are not currently featured in the *SNAP-Ed Toolkit*. FNS recommends States use FNS, CNPP, or other Federal governmental agency-developed or recommended materials when possible.

FNS encourages States to consider applying the *Reach Effectiveness Adoption Implementation Maintenance (RE-AIM)* framework in selecting SNAP-Ed *interventions*. The *RE-AIM* framework is designed to enhance the quality, speed, and public health impact of efforts to translate research into practice. The five *RE-AIM* steps to translate research into action appear in the text box. More information on *RE-AIM* can be found at <https://re-aim.org/applying-the-re-aim-framework/re-aim-guidance/use-when-planning-a-project/planning-tool/>.

### The five RE-AIM steps

- **Reach** the target population
- **Effectiveness** or efficacy
- **Adoption** by target staff, setting, or institutions
- **Implementation** consistency, costs, and adaptations made during delivery
- **Maintenance** of *intervention* effects in individuals and settings over time

### 6.2.3. *SNAP-Ed outreach (Plan Module 2, Page 3)*

All *State agencies* must conduct SNAP-Ed outreach. Outreach specific to a SNAP-Ed *project* may be described in [Plan Module 3: Planned Projects and Activities](#). In Plan Module 2, *State agencies* should summarize only general outreach efforts not tied to a specific *project*. Examples of SNAP-Ed outreach include linkages and referrals with facilities and programs that serve the low-income population, such as county offices, *food banks*, *public housing*, public assistance offices. *State agencies* may also provide SNAP-Ed information on bulletin boards or through electronic media.

### 6.2.4. *Action Plan overview (Plan Module 2, Page 4)*

Provide a brief overview of how the planned SNAP-Ed efforts across *implementing agencies* and *subgrantees* fit together to address the *target audiences'* needs, accomplish SMART objectives, and complement other programs in the State to support individuals and families with low incomes in improving their healthy eating and physical activity *behaviors*.

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### 6.3. Plan Module 3: Planned Projects and Activities

*State* and *implementing agencies* will describe in Module 3 the SNAP-Ed *projects* and *nonproject activities* they have designed to support goals and objectives identified in Plan Modules 1 and 2. *State* and *implementing agencies* will complete one copy of Module 3 for each *project*.

*Implementing agencies* complete Plan Module 3. *State agencies* that will conduct *projects* and/or *nonproject activities* must also complete Plan Module 3.

A SNAP-Ed *project* is an *intervention* or a cluster of *interventions* or *activities*<sup>18</sup> executed by a single agency (*State agency*, *implementing agency*, or subcontractor) with common goals, intended outcomes, *target audiences* (e.g., youth), and implementation setting types (e.g., school). *State* and *implementing agencies* are strongly encouraged to review [Report Module 3: Project and Activity Results](#) to understand the requirements for reporting the outcomes of *projects*. It is critical during the planning stage for agencies to **identify the indicators that will be measured for each project and identify the methods that will be used to collect the measurements.**

*Nonproject activities* are all efforts funded by SNAP-Ed other than *projects* designed to accomplish State priority goals and objectives. Examples include comprehensive *needs assessments*, general staff training (e.g., civil rights training), technical assistance, and peer-to-peer learning that benefit staff across multiple *projects*. Other examples include convening of coalitions, contracted services such as evaluation and formative research, and other *activities* not tied to a specific *project*. Administrative activities, such as procurement, are neither *projects* nor *nonproject activities*. Administrative activities will be part of the SNAP-Ed budget in [Plan Module 6: Planned Staffing and Budget](#); they should not be included in Plan Module 3.

*Projects* are a central unit of SNAP-Ed planning and reporting. In the Plan, agencies must provide a budget for each *project*. In the Annual Report, agencies are expected to report results and expenditures by *project*.

#### 6.3.1. Basic information (Plan Module 3, Page 1)

Provide the *project* name, year of implementation (e.g., if this will be the *project's* third year of implementation, enter "3"), and a brief description of the *project*. When describing the *project*, give particular attention to the following:

- Why specific population segments were chosen for *intervention(s)*, such as need, trends, readiness for change, lack of availability of effective *interventions* with sufficient reach and expected impact, and likely partners
- Behavioral and environmental changes the *project* was designed to achieve
- Key educational messages
- How and where services will be delivered
- Partner organization roles and contributions
- Duration of *project*

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<sup>18</sup> *Project activities* include planning and reporting.

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- Projected total number of individuals, sites, or systems that will participate or be reached
- For *strategies* that include *social marketing*, include the frequency of messages
- How *project* delivery will focus nutrition education and obesity prevention efforts on the SNAP-Ed population
- How the *project* will reflect the audience's awareness of and access to healthy foods and beverages and places to be physically active
- Plans to ensure the *project* is implemented as designed (i.e., with fidelity)

### **6.3.2. Link project to SMART objectives (Plan Module 3, Page 2)**

All *projects* must be designed to accomplish one or more SNAP-Ed SMART Objectives included in Plan Module 2. Indicate which SMART Objective(s) the *project* will address.

### **6.3.3. Approaches (Plan Module 3, Page 3)**

Indicate the stage(s) of implementation for each *approach* (i.e., *direct education*; *PSE change*; *social marketing*) that is part of the *project*. Select all stages of implementation the *project* is anticipated to enter during the *fiscal year*. For *direct education* and *social marketing*, also indicate the language(s) to be used.

### **6.3.4. Priority populations (Plan Module 3, Page 4)**

Specify the priority populations for the *project* (age groups, racial groups, ethnic groups, gender groups, disability status).

### **6.3.5. Project outreach (Optional) (Plan Module 3, Page 5)**

SNAP-Ed Outreach across the entire program is described by *State agencies* in [Plan Module 2: SNAP-Ed Action Plan](#). If any outreach efforts specific to a *project* will be conducted, describe them in this optional page of Plan Module 3. To avoid duplication, review Plan Module 2 before completing Plan Module 3.

### **6.3.6. Direct education and PSE settings (Plan Module 3, Page 6)**

Indicate the settings in which *direct education* and *PSE interventions* will be conducted. For each setting, provide the total planned number of sites (inclusive of those in Tribal jurisdictions and rural locations), the planned number of sites in Tribal jurisdictions, and the planned number of sites in rural locations. Also indicate if *direct education*, *PSE*, or both will be implemented in each setting. Agencies may use the Federal Office of Rural Health Policy Data Files at <https://www.hrsa.gov/rural-health/about-us/what-is-rural/data-files> or the Rural Health Grants Eligibility Analyzer at <https://data.hrsa.gov/tools/rural-health> to identify rural locations.

### **6.3.7. Social marketing campaign scale (Plan Module 3, Page 7)**

Accurately describing the geographic scale of *social marketing campaigns* is important for budget justification and to demonstrate the extent to which SNAP-Ed will reach the areas with the greatest need as identified by the *needs assessment* in [Plan Module 1: Target Audience and Needs Assessment](#).



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To describe the scale of a *social marketing campaign*, indicate the largest geographic unit used to plan the campaign. The largest geographic unit used for planning is defined as the biggest area to be covered in its entirety by the campaign. For instance, if a social marketing campaign will cover the entirety of four towns/cities but not the entirety of the county that contains those towns/cities, the largest geographic unit used for planning would be towns/cities. If the *social marketing campaign* is planned by ZIP Code, *census tract*, towns/cities, counties/parishes/wards, and/or reservations, select the appropriate options to indicate where the campaign will be implemented. If the campaign is planned by schools, in-State media markets/metropolitan statistical areas/multicounty regions, multi-State media markets, and/or another means, describe the geographic areas to be covered by the *social marketing campaign*.

**New:** Appendix B contains a screenshot showing how to enter closed-ended data on scale and another showing how to enter open-ended data on scale. For all campaigns, indicate the projected reach of the campaign. *Social marketing reach* is the total number of unique individuals exposed at least once to campaign materials during a given period. FNS requests the projected reach to better determine the cost-effectiveness of *social marketing campaigns*. Information on estimating *social marketing reach* is provided in [7.3.8.c.ii. Market Segments \(MT12b\)](#) and [7.3.8.c.iii. Impressions, Reach, and Engagement](#). Agencies are required to report *impressions* rather than estimated reach in the Annual Report. **End of new material.**

### 6.3.8. Evidence base of project interventions

Use Plan Module 3, page 8, to describe the *SNAP-Ed Toolkit interventions* that will be used. Use Plan Module 3, page 9, to describe the evidence base for other *interventions* that will be used. Use Plan Module 3, page 10, to describe new *interventions* and the work planned to develop an evidence base for them.

#### 6.3.8.a. SNAP-Ed Toolkit interventions (Plan Module 3, Page 8)

For each *SNAP-Ed Toolkit intervention*, indicate the *intervention* name and whether the *intervention* will be adapted for the *project* setting(s) or *target audience*. Briefly describe any planned adaptations and explain how the adaptations will better meet the needs of the *target audience* and/or better fit the *project* setting than the original *intervention*.

If an agency is planning to adapt a *SNAP-Ed toolkit intervention*, the agency should work with the original *intervention* developer to make the identified adaptations, evaluate the modified *intervention* to demonstrate *effectiveness*, and share results with the original *intervention* developer. Agencies can describe the outcomes of this work in Report Module 3.

If a *SNAP-Ed Toolkit intervention* has already been modified and will be used in its modified form, use the open-ended response about adaptations to *SNAP-Ed Toolkit interventions* to explain how the *intervention* was adapted and if the adapted *intervention* has been previously approved for use by FNS. Agencies should also describe the evidence supporting the adapted *intervention* and the plans to further build the evidence base if the adapted *intervention* is not yet considered research-tested (see below for criteria for research-tested *interventions*).



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### 6.3.8.b. Other previously developed interventions (Plan Module 3, Page 9)

For each other previously developed *intervention* that will be used, indicate the *intervention* name, whether the FNS Regional Office has granted approval to use this *intervention* prior to Plan submission, and whether the *intervention* will be adapted for the *project* setting(s) or *target audience*. Briefly describe any planned adaptations and explain how the adaptations will better meet the needs of the *target audience* and/or better fit the *project* setting than the original *intervention*. If an agency is planning to adapt a previously developed *intervention*, the agency should work with the original *intervention* developer to make the adaptations, evaluate the modified *intervention* to demonstrate *effectiveness*, and share results with the original *intervention* developer. Then, select the level of evidence supporting the previously developed *intervention* and provide the information requested to demonstrate the *intervention* meets the selected level of evidence:

- *Emerging*: The approach includes community- or practitioner-driven *activities* that have the potential for effects on individual *behaviors*, food/physical activity environments, or policies across multiple populations, settings, or locales but have not yet been formally evaluated for these outcomes. Evaluation areas of focus may reflect cultural or community-informed measures of success. For *interventions* identified as emerging, agencies must describe the foundational evidence base to be developed to establish or grow the evidence base for the *emerging intervention*. *Emerging interventions* must accomplish the following:
  - Align with the DGA, PAG for Americans, or the Healthy People 2030 objectives for Nutrition and Healthy Eating.
  - Reflect the budgetary and time constraints of the low-income population.
  - Reflect solutions that would make healthy eating and physically active lifestyles easier and more appealing to SNAP-Ed participants.
  - Include a plan for evaluation of effects on individual *behaviors*, food/physical activity environments, or obesity prevention policies.
  - Accomplish at least one of the following:
    - Reflect the social, cultural, and/or linguistic needs and resources of the low-income population(s) served.
    - Address the results and implications of a State or community *needs assessment*.
    - Address State or local priorities/strategic plans.
- *Practice-tested*: The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field; these studies must show positive effects on individual *behaviors*, food/physical activity environments, or policies. Agencies must provide a citation to demonstrate an *intervention* is practice-tested.
- *Research-tested*: The approach is based on relevant rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence and other published studies and evaluation reports that demonstrate significant effects on individual *behaviors*; food/physical activity environments; or policies across multiple populations, settings, or locales. Agencies should indicate if the approach has been included in a compendium of research-tested *interventions*

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(e.g., FNS Nutrition Evidence Library). Otherwise, agencies need to provide a citation to demonstrate an *intervention* is research-tested.

### 6.3.8.c. New interventions (Plan Module 3, Page 10)

The development of a new *intervention* is sometimes necessary when no existing *interventions* appropriate for a target population are available. Before developing new *interventions*, agencies should conduct thorough literature reviews or environmental scans to justify their need. For each new *intervention* that will be used, indicate the *intervention* name and whether the FNS Regional Office has granted approval to use this *intervention* prior to Plan submission. Then, describe who will be involved in developing the *intervention*, the *intervention strategies*, and materials. Explain the evaluation plan that will establish a foundational evidence base for the new *intervention*.

**Agencies should discuss the rationale for developing the new intervention and the contents of the intervention with their Regional Office prior to Plan submission.**

### 6.4. Plan Module 4: Planned Evaluations

FNS recognizes the importance of SNAP-Ed evaluation. *State* and *implementing agencies* are required to provide an evaluation plan in Module 4 for all formal evaluations that will be led by dedicated evaluation staff (internal or contracted).

*State* and *implementing agencies* that will conduct formal evaluations complete Plan Module 4. Formal evaluation is not required for all SNAP-Ed *projects*, so Plan Module 4 will not be completed by all *State* and *implementing agencies*.

An evaluation plan is not required for standard *project monitoring* that must be conducted for all SNAP-Ed *projects*. *Project monitoring* includes the collection and analysis of data on how the *project* was implemented and the outcomes the *project* was anticipated to affect. Frequently, the outcomes measured during SNAP-Ed *project monitoring* are short- and medium-term measures from the [SNAP-Ed Evaluation Framework](#). Especially in instances when the measured outcomes differ from what was expected, implementation data can be used to understand the outcomes. If the *project* was not implemented as planned, quality improvement efforts may focus on implementation fidelity. If the *project* was implemented as planned, and the results differed from what was expected, quality improvement efforts might instead focus on *project* adaptations or even selecting entirely different *interventions*. Refer to [Report Module 3: Project and Activity Results](#) to see the required and optional reporting for data collected through *project monitoring* efforts.

Evaluation meets the reasonable and necessary standard when the evaluation—

- Is a systematic process that uses objective data to learn about the strengths and weaknesses of programs and practices
- Is essential to learn what works and how well it works so you can direct SNAP-Ed resources to the most effective programs. Evaluation is needed for effective *project/program* management, efficiency, and accountability

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- Can help achieve greater positive impact on the nutrition and health of low-income individuals, families, and their communities
- Includes a description of the proposed *activity* (i.e., has an approved Plan Module 4 evaluation plan)
- Status and available results are included in Report Module 4

FNS encourages States to publish and disseminate findings from their evaluation of SNAP-Ed *projects* so other States with SNAP-Ed initiatives may benefit. However, FNS views publication of a journal article as a value-added activity for project management. Rather than using SNAP-Ed funds to cover direct costs associated with such publications, the Agency recommends *State* and *implementing agencies* consider manuscript development and publication as overhead activities supported by indirect costs.

The following types of evaluation are appropriate and may be included in the SNAP-Ed Plan Module 4:

- **Formative:** Formative evaluation is conducted during the development of an *intervention* to shape the features of the *intervention* prior to implementation. It may be used to determine if a *target audience* understands the nutrition messages or to test the feasibility of implementing a previously developed *intervention* in a new setting. It may also involve testing of consumer and intermediary elements within program delivery, including consumer communication materials, training and *intervention* aids, and evaluation instruments. Formative research results are used to shape the features of the *intervention* itself prior to implementation, including adapting elements of an existing evidence-based *intervention* to a new audience, geographic area, or setting.

For more information about evaluation, see *APPENDIX D* and the following publications:

- *Nutrition Education: Principles of Sound Impact Evaluation*  
(<http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation>)
- Evaluation section of *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States*  
(<https://snapedtoolkit.org/framework/index/>)
- *Evaluating Social Marketing in Nutrition: A Resource Manual*  
(<http://www.fns.usda.gov/sites/default/files/evalman-2.PDF>)
- *WIC Evaluation Resource Guide*  
(<https://www.fns.usda.gov/wic/wic-evaluation-resource-guide>)
- *Addressing the Challenges of Conducting Effective SNAP-Ed Evaluations: A Step-by-Step Guide*  
([https://www.fns.usda.gov/sites/default/files/SNAPEDWavell\\_Guide.pdf](https://www.fns.usda.gov/sites/default/files/SNAPEDWavell_Guide.pdf))

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- **Process:** Process evaluation systematically describes how an *intervention* looks in operation or actual practice. It can involve such measures as tracking the number of materials distributed, counting the number of clients reached, measuring the *effectiveness* of alternate methods of delivering services, and documenting barriers to implementing the *intervention*. Process evaluation may also include a description of the context in which the program was conducted such as its participants and setting. Process evaluations are used to determine if an *intervention* was implemented as intended. For *interventions* with a strong established evidence base, ensuring implementation with fidelity can increase the likelihood the *intervention* yields the expected outcomes. For new *interventions* and *interventions* with emerging evidence, process evaluation results can help implementers interpret their results (e.g., could a lack of *behavior* change be related to a failure to properly implement the program or the program's lack of appropriateness for the audience?). Process evaluation results can also illuminate ways of overcoming identified barriers.
- **Outcome:** Outcome evaluation addresses the question of whether group changes or differences occur in conjunction with an *intervention*. Measuring shifts in a target group's nutrition knowledge before and after an *intervention* is an example of outcome evaluation. Such evaluation indicates the degree to which the intended outcomes occur among the target population. It does not provide definitive evidence, however, that the observed outcomes are the result of the *intervention*.
- **Impact:** Impact evaluation allows one to conclude authoritatively whether the observed outcomes are a result of the *intervention*. To draw cause-and-effect conclusions, impact evaluations incorporate research methods that eliminate alternative explanations. This approach requires comparing those who receive the *intervention* (e.g., persons, classrooms, communities) with those who receive either no treatment or an alternative *intervention*. The strongest impact evaluation randomly assigns the unit of study to treatment and control conditions, but quasi-experimental research designs are sometimes the only alternative available. Impact evaluations should meet the criteria described in FNS's *Nutrition Education: Principles of Sound Impact Evaluation* found at <http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation>.

FNS recommends that agencies discuss major evaluations with their Regional Coordinators prior to Plan submission. Such evaluations include large-scale impact evaluations, significant multi-State or multiagency evaluations, and evaluations with budgets over \$400,000.

Whenever a State carries out a SNAP-Ed evaluation activity that costs more than \$400,000 in total, whether these costs are incurred in a single year or across multiple years, FNS strongly recommends an impact evaluation be conducted. States may consider conducting impact evaluations with partners to assist in cost sharing. They also may submit proposed impact evaluations to their respective Regional SNAP-Ed Coordinators for consideration of related costs.

Complete one copy of Plan Module 4 for each evaluation to be conducted by dedicated evaluation staff.

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### 6.4.1. Basic information (Module 4, Page 1)

Provide a descriptive name for the evaluation and the *project(s)* included in the evaluation. An evaluation may encompass one or more *projects*.

### 6.4.2. Evaluation details (Module 4, Page 2)

First, indicate the evaluation type(s) (formative, process, outcome, impact) to be carried out during the Plan year. For formative and process evaluations, indicate the following:

- *Project* components to be evaluated and evaluation dates; an evaluation may span multiple years
- Data collection methods (e.g., self-administered paper survey, qualitative interview, focus group)
- Planned use of results (e.g., *intervention* design, *intervention* adaptation or improvement), which should help to justify the evaluation

For outcome and impact evaluations, indicate the following:

- *Project* components to be evaluated and evaluation dates; an evaluation may span multiple years
- Performance indicators that will be measured
- Data collection methods (e.g., self-administered paper survey, qualitative interview, focus group)
- Impact evaluation only: evaluation design (randomized controlled trial; not randomized, with comparison group; no comparison group)
- Times measurements will be collected (i.e., pretest, posttest, other).
- Link or citation for any prior outcome or impact evaluations; agencies conducting formal evaluations must conduct a thorough literature review and environmental scan to ensure the planned evaluation will not duplicate prior work
- Planned use of results (e.g., *intervention* adaptation or improvement, dissemination), which should help to justify the evaluation

For all evaluations, agencies may upload a logic model to help explain the *project(s)* and evaluation.

Performance indicators to be used in an evaluation must come from [Plan Module 2: SNAP-Ed Action Plan](#). If an important measure to be used for evaluation has not been specified in Plan Module 2 and it is well aligned to the State priority goals and objectives, consider modifying Plan Module 2.

## 6.5. Plan Module 5: Coordination and Collaboration

Coordination between SNAP-Ed and other nutrition and obesity prevention efforts helps States maximize the reach and potential of Federal nutrition education and nutrition assistance programs. Consultation and collaboration with key stakeholders in *project* planning, implementation, and evaluation also help enhance the reach and

*State and implementing agencies complete Plan Module 5.*



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*effectiveness* of SNAP-Ed efforts. *State* and *implementing agencies* must complete this module.

**Note:** A written agreement such as an MOU outlining the responsibilities of all the *State agencies* involved in the collaboration should be kept on file for SNAP-Ed *projects* delivered in coordination with another agency when funds are involved. **New:** Written agreements are required for all other collaborations that involve any type of financial or budget management issues, including when SNAP-Ed provides reoccurring staff time and effort to an organization. States may maintain written agreements in electronic format. The agreement should list the location and the contact information for the responsible person(s) for each *project* implemented locally. A separate MOU for each local *project* implemented under it is not necessary. The State agreement is signed by all the *State agencies* involved.

Examples where an agreement would be necessary are school-based *projects* that collaborate with the State Department of Education or a breastfeeding *project* that collaborates with the WIC *State agency*. In the WIC example, one agreement would be signed between the State WIC agency and the SNAP *State agency* that would have a list of all the local breastfeeding *projects* to be implemented under the agreement. For the county governments, if there is no “umbrella” organization that can sign an agreement on behalf of the local entities, a written agreement for each local *project* is needed. These agreements should be updated, at a minimum, whenever there is a change in *activities*, responsibilities, and/or time periods included. Agencies must maintain copies of these agreements. **End of new material.**

### **6.5.1. Federal nutrition, obesity prevention, and health programs (Plan Module 5, Page 1)**

States must consult and coordinate with State and local operators of other [FNS programs](#), such as the Fresh Fruit and Vegetable Program and *FDPIR*, when developing their *SNAP-Ed Plan* so SNAP-Ed complements the nutrition education and obesity prevention activities of those programs. Indicate the Federal programs SNAP-Ed will coordinate with and the purpose of the coordination (e.g., *needs assessment*/plan development, coordination of messaging/materials/approaches, *PSE* change efforts, *social marketing campaigns*, improvement of SNAP-Ed access for *target audiences*, and/or other). A brief narrative description of how coordination efforts avoid duplication of services should be provided in the action Plan overview in [Module 2: SNAP-Ed Action Plan](#), especially when two *implementing agencies* are working in the same venue or jurisdiction. See details in [Coordination and Collaboration Requirements](#).

In [Report Module 1, Coordination and Collaboration](#), agencies will complete a nearly identical section on Federal programs. Most of the coordination and collaboration information from the Plan will autopopulate to the Annual Report. An important distinction to consider during the planning phase is that in the Annual Report, only significant coordination and collaboration conducted with other Federal programs is included. The Plan therefore should include only significant coordination and collaboration. To be considered significant, regular ongoing dialogue and information or resource sharing must be in place. Providing space only for SNAP-Ed programming or



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distributing SNAP-Ed materials is not considered significant coordination or collaboration.

### **6.5.2. Multisector partnerships/coalitions (Plan Module 5, Page 2)**

Multisector partnerships and coalitions are an important indicator of work at the Sectors of Influence level in the SNAP-Ed Evaluation Framework (e.g., indicator ST8). These partnerships can be at the multi-State, State/Territory, local, or Tribal level. They are composed of at least five diverse sector representatives that engage in coordinated planning for changes in policies and/or practices for nutrition, physical activity, food security, and/or obesity prevention. These partners work together as a coalition, such as in SNAC or a local food policy council.

Agencies must indicate the name of each partnership/coalition, the sectors represented, and the geographic level of each partnership/coalition. Agencies must also provide a brief description of key *activities* planned with each partnership/coalition.

### **6.5.3. Tribes and Tribal Organizations (Plan Module 5, Page 3)**

SNAP-Ed States are required to have consulted with Tribal Organizations and must describe how they have done so in their *SNAP-Ed Plans*. SNAP-Ed Regional Coordinators can approve only *SNAP-Ed Plans* that include the following for each Federal or State-recognized American Indian and Alaska Native Tribe or Tribal representative the agency consulted, coordinated, or collaborated with on SNAP-Ed planning and/or implementation:

- Name of the Tribe participating in the consultation
- Name and title of the primary contact
- Nature of planned consultation, coordination, and collaboration efforts, including staff time in *FTEs* and funding distribution to Tribe if applicable
- Brief description of the outcome of the consultation and how it will impact the State *SNAP-Ed Plan*
- Description of written comments received

### **6.5.4. Minority-Serving Institutions (MSIs) (Plan Module 5, Page 4)**

MSIs are institutions of higher education that serve minority populations and receive U.S. Department of Interior funding and resources on behalf of their students and communities. MSIs include historically Black colleges and universities (HBCUs), Hispanic-serving institutions, Tribal colleges and universities (TCUs), and Asian American and Native American Pacific Islander Serving institutions (AANAPISIs).

Agencies coordinating and/or collaborating with MSIs should provide the following:

- Name of the MSI
- MSI type (i.e., HBCU, HIS, TCU, AANAPISI)
- Nature of planned consultation, coordination, and collaboration including staff time in *FTE* and funding distribution to MSIs if applicable
- Brief description of the planned coordination and collaboration

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### 6.6. Plan Module 6: Planned Staffing and Budget

*State and implementing agencies* complete Plan Module 6.

*State* and *implementing agencies* must complete this module to describe their planned staffing and budgets.

#### 6.6.1. Planned staffing (Plan Module 6, Page 1)

SNAP-Ed funds are used to pay staff who support SNAP-Ed delivery. For each staff person who will be paid using SNAP-Ed funds, provide the position title; *FTEs* charged to SNAP-Ed; percentage of SNAP-Ed time spent on management and administrative duties (including training, professional development, required Federal reporting); percentage of SNAP-Ed time spent on SNAP-Ed delivery; and SNAP-Ed salary, benefits, and wages. SNAP-Ed delivery includes all *approaches* described in [Section 1: Approaches](#). The information about time allocation should align with information provided in the attached position descriptions.

Position title examples include Nutrition Educator and Project Coordinator. Attach a document with brief job descriptions for each position (i.e., list SNAP-Ed related job duties that demonstrate how the position will support SNAP-Ed *activities*). Indicate any vacant positions by writing “(vacant)” next to the position title; for example, “Nutrition Educator (vacant).”

For each key management position title, agencies must retain a one-page resume or curriculum vitae (CV) onsite for *ME* review that demonstrates relevant expertise and experience for the individual proposed to fill the position. Resumes and CVs do not need to be submitted with the State *SNAP-Ed Plan*. If a position is vacant, retain the CV after the position is filled.

For *FTEs* charged to SNAP-Ed, States may use the definition of *FTE* provided in [Appendix F: Definitions of Terms](#) or provide their own definition of *FTEs* for purposes of reporting SNAP-Ed staffing needs. Agencies using their own definition should provide an explanation of how *FTEs* are calculated.

For the total salary, benefits, and wages to be paid with SNAP-Ed funds, an estimate may be used for the budget provided in *PLAN MODULE 6: PLANNED STAFFING AND BUDGET*. For the financial reporting in [Report Module 2: SNAP-Ed Financial Reporting](#), actual time employees spent on SNAP-Ed must be used to determine expenditures.

#### 6.6.2. Implementing agency budgets (Plan Module 6, Page 2)

Plan Module 6, page 2, lists the total planned operating budget for the *fiscal year* for each *implementing agency* in the State. No information is entered for this module; the information presented is based on data entered in the other pages of Module 6. This module will be displayed only for *State agencies*.

**Note:** Retain a copy of any interagency agreements that identify how Federal funds will be paid between the State or county agency and/or other agencies.

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### 6.6.3. Project budgets (Plan Module 6, Page 3)

Provide the planned operating budget for each SNAP-Ed *project* the *State agency* or State agency *subgrantees* will implement during the *fiscal year* that includes all relevant direct cost categories, including those associated with developing the *SNAP-Ed Plan* and Annual Report. See [Section 3: Financial and Cost Policy](#).

**Direct cost categories** include salary/benefits, contracts/subgrants/agreements, *noncapital equipment*/office supplies, nutrition education materials, travel, building space lease or rental, cost of publicly owned building space (commercial rental space charges cannot be used for publicly owned space), maintenance and repair, institutional memberships and subscriptions, and equipment and other capital expenditures.

### 6.6.4. Other SNAP-Ed expenditures (Plan Module 6, Page 4)

Provide the planned operating budget for other SNAP-Ed expenditures, if applicable, that includes all relevant direct cost categories. Other SNAP-Ed expenditures may include *nonproject activities* described in [Plan Module 2: SNAP-Ed Action Plan](#) and other *activities* not accounted for in a *project* budget (e.g., negotiating *subgrantee* contracts/agreements, providing civil rights training, contracted services such as evaluation or formative research).

### 6.6.5. Non-SNAP-Ed funding (Plan Module 6, Page 5)

Indicate non-SNAP-Ed public and private funding support for the *projects* and other *activities* included in the *SNAP-Ed Plan*.

### 6.6.6. Travel (Plan Module 6, Page 6)

For each trip, provide a trip name, brief description of its purpose and how it will benefit SNAP-Ed; the location; the staff positions traveling; the costs for air travel, mileage, and lodging; and per diem. For out-of-State travel, also include the costs of ground transportation and registration fees.

### 6.6.7. Budget for indirect costs (Plan Module 6, Page 7)

Indicate the total indirect costs under SNAP-Ed funding and the total indirect costs under other sources of funding. For more detail on indirect costs, see [indirect costs](#) in the *FINANCIAL AND COST POLICY SUPPLEMENT*.

### 6.6.8. Estimated unobligated balance (Plan Module 6, Page 8)

Provide the total estimated unobligated balance/carryover from the previous Federal *fiscal year*.

### 6.6.9. Total budget (Plan Module 6, Page 9)

Review the summary of the planned budget and provide a narrative justification for the following:

- Salaries/benefits

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- Contracts/subgrants/agreements
- *Noncapital equipment*/office supplies
- Nutrition education materials
  - If a cost is associated with using existing educational materials, provide a justification for using proposed materials versus those available at no cost. Describe any new materials you plan to produce or purchase, and justify the need and cost
- Travel
- Building/space lease or rental
- Cost of publicly owned building space
- Maintenance and repair
- Institutional memberships and subscriptions
- Equipment and other capital expenditures

### 6.7. Plan Module 7: Assurances and Signatures

*State agencies* complete Plan Module 7.

To ensure compliance with policies described in this Guidance, the *SNAP-Ed Plan* includes specific assurances. For example, a *State agency* is responsible for civil rights compliance of its *subgrantees*, contractors, and subrecipients. The SNAP *State agency* (the *cognizant agency*) is responsible for ensuring the compliance of all funded providers. Refer to the Assurances and signatures information below for the full list of assurances (see the list also in [Appendix B](#)).

- The SNAP *State agency* is accountable for the content of the State *SNAP-Ed Plan* and provides oversight of any *subgrantees*. The SNAP *State agency* is fiscally responsible for nutrition education *activities* funded with SNAP funds and is liable for repayment of unallowable costs.
- Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.
- Only expanded or additional coverage of those activities funded under *EFNEP* are claimed under the SNAP-Ed grant. Approved *activities* are those designed to expand the State's current *EFNEP* coverage to serve additional SNAP-Ed individuals or to provide additional education services to *EFNEP* clients who are eligible for SNAP. Activities funded under the *EFNEP* grant are not included in the budget for SNAP-Ed.
- Documentation of payments for approved SNAP-Ed *activities* is maintained by the State and will be available for USDA review and audit.
- Contracts are procured through competitive bid procedures governed by State procurement regulations.
- Program *activities* are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.
- Program *activities* do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.

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- Program *activities* are reasonable and necessary to accomplish SNAP-Ed objectives and goals.
- All materials developed or printed with SNAP-Ed funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.
- Messages of nutrition education and obesity prevention are consistent with the DGA.

The *SNAP-Ed Plan* shall be signed by the head of the *State agency* and submitted prior to funding of nutrition education and obesity prevention *activities* when the *State agency* elects to request Federal grant funds to conduct these SNAP-Ed *activities*.

### 7. Guidelines for Developing the Annual Report

The SNAP-Ed Annual Report describes *project activities*, outcomes, and expenditures for the prior *fiscal year* and must be submitted by January 31 of each year. Under extenuating circumstances, States may request to extend the deadline for the Annual Report by written request to the FNS Regional Office. *State agencies* are expected to—

- Summarize the nutrition education and obesity prevention *projects* implemented during the *fiscal year* and related achievements; this is accomplished in Annual Report Modules 3, 6, and 7.
- Using evaluation and outcome results, discuss the *effectiveness* of the SNAP-Ed *projects* and *interventions* and how they might be improved in the upcoming *fiscal year*; this is accomplished in Annual Report Modules 4 and 5.
- Describe annual and longer term progress toward achieving objectives; this is accomplished in Annual Report Module 7.
- Synthesize accomplishments and learnings anticipated to modify current- or future-year objectives, targeting, *interventions*, and partnerships; this is accomplished in Annual Report Modules 1, 4, 5, 6, and 7.
- Report on relevant SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators in [Report Module 3: Project and Activity Results](#). Performance indicators and measures not captured in the standardized sections of Module 3 can be reported at the end of the module. Additional information about the SNAP-Ed priority indicators is available at the online [SNAP-Ed Toolkit](#).

Each SNAP-Ed Annual Report module is discussed below. These explanations align to the mockups of the Annual Report shown in [Appendix B](#). For *FY 2023*, agencies will enter all required information directly into the Annual Report. Beginning with the *FY 2024* Annual Report, information entered into the Plan will automatically carry into the Report; agencies will need to review and update this Plan information as needed. To the extent possible, external resources to support agencies' work on the Annual Report are identified below in bullet form with live links; these resources and links can also be found at the [SNAP-Ed Connection](#).

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### 7.1. Report Module 1: Coordination and Collaboration

*State and implementing agencies* complete Report Module 1.

#### 7.1.1. Federal nutrition, obesity prevention, and health programs (Report Module 1, Page 1)

Indicate coordination and collaboration carried out with other Federal programs during the *fiscal year* and the purpose(s) of the coordination and collaboration. Only significant coordination and collaboration with other Federal programs should be reported. To be considered significant, regular dialogue and information or resource sharing should have been ongoing. Only providing space for SNAP-Ed programming or distributing SNAP-Ed materials would not be considered significant coordination or collaboration. Agencies should retain all written agreements outlining roles and responsibilities of entities involved.

#### 7.1.2. Multisector partnerships and coalitions (Report Module 1, Page 2)

Add partnerships/coalitions to report on SNAP-Ed Evaluation Framework indicator ST8 results. For each partnership/coalition added, provide a name for the partnership/coalition, the number of organizations involved by sector, the geographic level of the partnership/coalition, and a description of the key *activities* conducted with the partnership/coalition during the *fiscal year*.

#### 7.1.3. Tribes and Tribal Organizations (Report Module 1, Page 3)

Provide the following information for each Federal or State-recognized American Indian and Alaska Native Tribe or Tribal representative the agency consulted, coordinated, or collaborated with on SNAP-Ed planning and/or implementation:

- Name of the Tribe participating in the consultation
- Name and title of the primary contact
- Nature of planned consultation, coordination, and collaboration efforts, including staff time in *FTEs* and funding distribution to Tribe if applicable
- Brief description of the outcome of the consultation and how it will impact the State *SNAP-Ed Plan*
- Description of written comments received

#### 7.1.4. Minority-Serving Institutions (Report Module 1, Page 4)

Provide the following information for each MSI the agency coordinated or collaborated with on SNAP-Ed planning and/or implementation:

- Name of the MSI
- MSI type (i.e., HBCU, HIS, TCU, AANAPISI)
- Nature of coordination and collaboration including staff time in *FTEs* and funding distribution to MSIs if applicable
- Brief description of the key outcomes of coordination and collaboration during the *fiscal year*



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### 7.2. Report Module 2: SNAP-Ed Financial Reporting

*State and implementing agencies* complete Report Module 2.

*State agencies* will use Report Module 2 to provide a complete picture of their expenditures, including total expenditures associated with each *implementing agency* contract; expenditures for each *project* implemented by the *State agency*, if applicable; and all other direct expenditures. *Implementing agencies* will use Report Module 2 to provide a complete picture of their expenditures, including expenditures for each of the *implementing agency's projects* and all other direct expenditures. *State and implementing agencies* will report expenditures in a format similar to the budget (see [Plan Module 6: Planned Staffing and Budget](#)); refer to the description of that module for additional detail on providing the information. Module **pages** are listed below.

**7.2.1. SNAP-Ed implementing agency expenditures (State agencies only) (Report Module 2, Page 1)**

**7.2.2. SNAP-Ed project expenditures (Report Module 2, Page 2)**

**7.2.3. Other SNAP-Ed expenditures (Report Module 2, Page 3)**

**7.2.4. Indirect costs (Report Module 2, Page 4)**

**7.2.5. Unobligated balance (Report Module 2, Page 5)**

**7.2.6. SNAP-Ed expenditures total (Report Module 2, Page 6)**

**7.2.7. Program income (Report Module 2, Page 7)**

Agencies must report any program income generated. Describe how the income was generated and how the income was or will be used to support SNAP-Ed.

### 7.3. Report Module 3: Project and Activity Results

*Implementing agencies* complete Report Module 3. *State agencies* that conducted *projects* and/or *nonproject activities* must also complete Report Module 3.

*State and implementing agencies* that conducted *projects* during the *fiscal year* must complete Report Module 3 to describe the results of those *projects*. All data required in Report Module 3 should be collected through *project monitoring* efforts. One copy of Report Module 3 must be completed for each *project*. Any *projects* or *nonproject activities* not included in the Plan can be added when completing the Report.

**7.3.1. Basic information (Report Module 3, Page 1)**

Begin by providing an overview of the *project*, including the *project* name, year of implementation (e.g., if this will be the *project's* third year of implementation, enter "3"), and a brief description of the *project*. When describing the *project*, give particular attention to the following:

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- Why specific population segments were chosen for *intervention(s)*, such as need, trends, readiness for change, lack of availability of effective *interventions* with sufficient reach and expected impact, and likely partners
- Behavioral and environmental changes the *project* was designed to achieve
- Key educational messages
- How and where services were delivered
- Partner organization roles and contributions
- Duration of *project*
- Total number of individuals, sites, or systems that participated or were reached
- For *strategies* that include *social marketing*, include the frequency of messages
- How *project* delivery focused nutrition education and obesity prevention efforts on the SNAP-Ed population
- How the *project* reflected the audience’s awareness and access to healthy foods and beverages and places to be physically active
- Efforts to ensure the *project* was implemented as designed (i.e., with fidelity)

### **7.3.2. Interventions used (Report Module 3, Page 2)**

Agencies may add new *interventions*, previously developed *interventions*, and *SNAP-Ed Toolkit interventions* used during the *fiscal year*. Refer to Plan Module 3, pages 8–10 for more detail.

### **7.3.3. SNAP-Ed indicators measured (Report Module 3, Page 3)**

Select the SNAP-Ed Evaluation Framework indicators measured for this *project*.

### **7.3.4. Project sites (Report Module 3, Page 4)**

Information on *project* sites is used to describe the geographic reach of SNAP-Ed efforts and the variety of sites in which SNAP-Ed was implemented. Provide the name of all sites where SNAP-Ed *projects* were conducted. For each site, indicate the setting type, whether the site is within a Tribal jurisdiction and the name of the Tribal Organization, the *intervention* approach(es) implemented, and the address. N-PEARS will automatically classify sites as urban, suburban, rural, or frontier based on the address. *Social marketing campaigns* conducted in broader areas (i.e., not specific sites) will be described elsewhere in Report Module 3; those areas should not be reported as *project* sites. If a site could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the setting most relevant to the *target audience* of the *project* implemented. If the *project* focuses on children and parents in the childcare center, report the setting as childcare. If the *project* focuses on all members of the faith-based organization, report the setting as a faith-based organization.

### **7.3.5. Direct education (Report Module 3, Page 5)**

*Direct education* results focus primarily on *intervention* development for *interventions* yet to be implemented. For *direct education interventions* that were implemented, results focus on reach and *behavior* change.

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### 7.3.5.a. Stage

The type of information reported depends on whether the *direct education intervention* was implemented. Begin by indicating if the *intervention* was implemented during the *fiscal year*.

### 7.3.5.b. Planning and development results

For *direct education interventions* not yet implemented, describe the results of work done this *fiscal year* to plan and develop the *intervention*. Related *activities* might include formative evaluation, coordination and collaboration efforts that informed development, material adaptation and the adaptation process, and material development and the development process.

**The following information is reported only for direct education interventions that were implemented.**

### 7.3.5.c. Languages

Select the language(s) the *direct education* was offered in.

### 7.3.5.d. Reach

#### 7.3.5.d.i. Number of SNAP-Ed direct education participants (unduplicated)

*Direct education* reach should be unduplicated counts, meaning the number of unique individuals reached through *direct education*, regardless of the number of *direct education* sessions or contacts. Actual counts collected from *direct education* participants through sign-in forms or other methods should be used whenever possible. Estimated counts may be used in the absence of data collected directly from participants.

**Note:** When reporting on reach, the categories of age, gender, and ethnicity are mutually exclusive; the total number of people must therefore be the same when broken down by age, gender, and ethnicity. The racial categories, however, are not mutually exclusive. People may identify with more than one race, so the total number of people across all racial categories may be greater than the total number of unique individuals.

#### 7.3.6.d.ii. Explanation of estimation method(s)

If estimated counts are used, agencies must describe the estimation methods.

### 7.3.5.e. Mode of delivery

If *direct education* sessions are delivered in person or in a live online format, agencies should report the types of series offered (e.g., single sessions, series of two to four sessions) and the total number of sessions delivered in person and virtually. *Interactive media* may not have discrete sessions because content is designed for participants to complete at their own pace. Sessions should not be reported for *interactive media*.

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For all modes of delivery for *direct education interventions*, agencies must provide an estimate of the total amount of time participants engaged on average. If, for instance, participants attended an average of three sessions in a series of four 60-minute sessions, the average amount of time participants engaged would be 180 minutes. For *interactive media*, agencies should use an estimation method that matches the *intervention*. Agencies may be able to directly measure the amount of time participants logged into an *interactive media* site. Alternatively, agencies may be able to measure the number of web pages visited or activities completed per participant, and estimate the amount of time spent on each to derive the total time spent.

### **7.3.5.f. Behavior change (MT1: Healthy Eating, MT2: Food Resource Management, MT3: Physical Activity and Reduced Sedentary Behavior)**

*State* and *implementing agencies* should collect data on the health *behaviors* targeted by their *direct education interventions* before and after the *intervention* (i.e., via pretest and posttest) for each age group involved in the *intervention*.

*State agencies* do not need to track individuals over time to directly measure changes in their health *behaviors*; doing so may present overly burdensome privacy and data security challenges. Instead, agencies may draw inference about *behavior* change by comparing group-level data from before and after the *intervention*. These group-level data include averages for continuous measures (e.g., average cups of fruit consumed per day) and proportions for categorical measures (e.g., the number of people who drink sugar-sweetened beverages no more than once per week out of the total number of people who completed the health behavior assessment).

For continuous measures of health behavior, the AVERAGE function in Microsoft Excel can be used to quickly calculate the mean. Imagine the cups of fruit consumed each day by five participants were 0, 0.5, 1, 1.5, and 2. The mean would be 1. Type “=AVERAGE(0, 0.5, 1, 1.5, 2)” into a cell in Microsoft Excel to find the mean.

Other outcomes should be reported as the number of individuals meeting SNAP-Ed health behavior reporting guidelines. These reporting guidelines are to be used exclusively for the purposes of SNAP-Ed reporting; they should not be used in place of dietary or other guidelines. See table 3 for the SNAP-Ed health behavior reporting guidelines on these outcomes. For guidance on using responses to common survey items to determine whether a health behavior meets the SNAP-Ed health behavior reporting guidelines, see the supplementary materials published by Ryan-Ibarra et al. (2020) at <https://www.cambridge.org/core/journals/journal-of-nutritional-science/article/us-supplemental-nutrition-assistance-program-education-improves-nutritionrelated-behaviors/800EA36922D8896F89A0FD6FC8C4CF7C#supplementary-materials>.

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**Table 3. SNAP-Ed Health Behavior Reporting Guidelines**

Outcome	Age Group		
	< 5 years	5–17 years	≥ 18 years
Eat more than one kind of fruit throughout the day or week (MT1c) <sup>a</sup>	More than one kind per day		
Eat more than one kind of vegetable throughout the day or week (MT1d) <sup>a</sup>	More than one kind per day OR At least five kinds per week		
Drinking fewer sugar-sweetened beverages (MT1h) <sup>b</sup>	No more than once/week		
Choose healthy foods for my family on a budget (MT2a)	At least often		
Read nutrition facts labels or ingredients lists (MT2b)	At least often		
Not run out of food before month's end (MT2g)	Never or rarely run out of food		
Compare prices before buying foods (MT2h)	At least often		
Identify foods on sale or use coupons to save money (MT2i)	At least often		
Shop with a list (MT2j)	At least often		
Moderate-vigorous physical activity (MT3b)	Physically active throughout day	60+ min MVPA/day	150–300 min MPA/week, or 75–150 min VPA/week

MPA = moderate physical activity; MT = medium term; MVPA = moderate-to-vigorous physical activity; VPA = vigorous physical activity

<sup>a</sup> The [MyPlate Plan](#) recommends daily intake for vegetables, fruits, grains, proteins, and dairy groups based on age, sex, height, weight, and physical activity level.

<sup>b</sup> The Dietary Guidelines for Americans do not specify a recommended frequency for sugar-sweetened beverage consumption, but they recommend limiting added sugars.

*Interventions* targeting MT1, MT2, and/or MT3 should report at least one outcome per age group for each priority indicator.

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### 7.3.5.f.i. Healthy eating behavior changes (MT1)

- Eat more than one kind of fruit throughout the day or week (MT1c)
- Eat more than one kind of vegetable throughout the day or week (MT1d)
- Cups of fruit per day (MT1l)
- Cups of vegetables per day (MT1m)
- Times per day fruits were consumed
- Times per day vegetables were consumed
- Drink fewer sugar-sweetened beverages (MT1h)

### 7.3.5.f.ii. Food resource management behavior changes (MT2)

- Choose healthy foods for my family on a budget (MT2a)
- Read nutrition facts labels or ingredients lists (MT2b)
- Not run out of food before month's end (MT2g)
- Compare prices before buying foods (MT2h)
- Identify foods on sale or use coupons to save money (MT2i)
- Shop with a list (MT2j)

### 7.3.5.f.iii. Physical activity and reduced sedentary behavior changes (MT3)

- Moderate-vigorous physical activity (MT3b)

*State* and *implementing agencies* should indicate the other MT1, MT2, and MT3 indicators measured among *direct education* participants. Future iterations of the N-PEARS Annual Report may provide formatted space to report these other MT1, MT2, and MT3 outcomes commonly measured in SNAP-Ed. In the current N-PEARS Annual Report; agencies may report these outcomes in the [Other Results \(Optional\)](#) part at the end of Report Module 3.

### 7.3.6. PSE Change Initiatives (Report Module 3, Page 6)

Agencies should report the *PSE* changes maintained and the *PSE* changes adopted with the support of staff and/or funding from SNAP-Ed.

#### 7.3.6.a. PSE Changes Maintained and Adopted

*PSE* changes are reported at the site level. For each site with a *PSE* change maintained or adopted, provide the following:

- **Estimated site reach.** For reference on estimating site reach, see Kansas State University Program Evaluation and Reporting System support on documenting reach: <https://support.pears.io/document-reach/>.
- **Type of PSE change maintained or adopted.** Select all *PSE* change types maintained or adopted using the list of options provided in the online form.
- **Description of PSE change.** Provide a brief description of each change made. If the same *PSE* change was maintained or implemented in multiple sites, use the same description.



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### 7.3.6.b. Active partners

Agencies must also describe the active partners involved in *PSE* changes. Active partners include individuals or organizations who regularly meet, exchange information, and identify and implement mutually reinforcing *activities* with SNAP-Ed to contribute to the adoption of one or more *PSE* changes (such as those listed in MT5 and MT6). For each type of active partner, provide the following:

- The partner type
- The number of partners (e.g., the number of Tribal Organizations)
- The geographic level of the partners (State/territory, regional, tribal, and/or local)
- The contributions of the partners

### 7.3.7. Social marketing (Report Module 3, Page 7)

For *social marketing campaigns* yet to be implemented, results focus primarily on *intervention* development. For *social marketing campaigns* that were implemented, results focus on *intervention* details and outcomes.

#### 7.3.7.a. Stage

Begin by indicating the stage of implementation for the *social marketing campaign*. The type of information reported will depend on the stage of implementation.

#### 7.3.7.b. Planning and development results

For *social marketing campaigns* not yet implemented, describe the results of work done this *fiscal year* to plan and develop the campaign. Related *activities* might include formative research, coordination and collaboration efforts that informed development, material adaptation and the adaptation process, and material development and the development process.

#### 7.3.7.c. Implementation and evaluation stage results

For *social marketing campaigns* that were implemented, indicate the languages in which the campaign was implemented; the topics of the campaign; the campaign scale; the market segments potentially reached; and the reach, engagement, and *impressions* by channel.

##### 7.3.7.c.i. Social marketing campaign details

For more information on providing *social marketing campaign* details, including detail on campaign scale, see *PLAN MODULE 3, PAGE 7*. Appendix B has one screenshot showing how to enter closed-ended data on scale and another showing how to enter open-ended data on scale.

##### 7.3.7.c.ii. Market segments (MT12b)

For market segments (MT12b), indicate the number of SNAP-Ed-eligible individuals and the total number of individuals potentially reached. If the *social marketing campaign* was conducted in specific types of sites (e.g., schools), use the methods described above for [PSE Change Initiatives](#) to estimate site-level reach. If the *social marketing campaign*

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was conducted in a broader area (ZIP Codes, towns/cities), use Census Bureau data or other sources to provide the number of *SNAP-Ed-eligible* individuals and the total number of individuals where the *social marketing campaign* was conducted. Refer to [Plan Module 1: Target Audience and Needs Assessment](#) for more detail on using these sources of population data. As in the *needs assessment*, 185 or 200 percent of the *FPL* may be used as a proxy for the *SNAP-Ed-eligible* population.

### 7.3.7.c.iii. Impressions, reach, and engagement

Agencies are encouraged to report the estimated SNAP-Ed-eligible reach of their campaign by channel if reliable estimates are available or can be produced. Social marketing reach is the total number of unique individuals exposed at least once to campaign materials during a given period. Methods for determining reach depend on whether the channel is online (e.g., social media, digital advertisements) or offline (e.g., billboards, traditional media advertisements).

- **For online channels**, estimates of reach can be obtained directly from a social media platform or through Google Analytics, a free resource that is relatively easy to use.
- **For offline channels**, vendors (i.e., companies that sell advertisement space) can often provide reach data. Alternatively, agencies can estimate reach based on *census tract* population data as described in [Market Segments \(MT12b\)](#).

Table 4 provides a list of potential reach data sources by social marketing channel.

**Table 4. Potential Sources of Reach Data by Social Marketing Channel**

Channel and Description	Potential Sources of Reach Data
<b>Any channel</b>	<ul style="list-style-type: none"><li>• Survey a sample of the <i>target audience</i> for recall rate; if several channels are used, ask which contributed to the recall; must weight by population data</li></ul>
<b>Traditional media advertisements</b> Ads on broadcast or cable TV or radio	<ul style="list-style-type: none"><li>• Commercial data, usually purchased by larger stations, can be used to estimate reach</li></ul>

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Channel and Description	Potential Sources of Reach Data
<b>Billboards, transit advertising</b> Outdoor billboards and interior/ exterior transit advertising	<ul style="list-style-type: none"><li>• Vendors use formulas to estimate reach using impression data and <i>census tract</i> population data</li></ul>
<b>Social media</b> Organic, paid, or boosted posts	<ul style="list-style-type: none"><li>• Reach metrics are available for all social media platforms</li><li>• Facebook and Instagram can deduplicate accounts across platforms</li></ul>
<b>Digital media advertisements</b> Ads on platforms such as online TV, YouTube, digital radio, and podcasts, and websites	<ul style="list-style-type: none"><li>• Google Ads Manager can report reach based on cookies for up to 90 days</li><li>• If an advertisement directs viewers to a unique URL, Google Analytics (or another analytical tool) can be used to estimate reach</li><li>• Vendors may be able to provide other data to estimate unique reach</li></ul>
<b>Websites</b> Websites used only for campaign materials	<ul style="list-style-type: none"><li>• Google Analytics (or another analytical tool) can be used to estimate reach</li></ul>
<b>YouTube channel</b> Channel displaying campaign materials as videos	<ul style="list-style-type: none"><li>• Unique viewers can be used to estimate reach for a 90-day period</li></ul>
<b>Site-level assets</b> Posters, banners, a-frames, recipe cards, etc.	<ul style="list-style-type: none"><li>• A percentage of the total promotional resources distributed can be used to estimate reach</li></ul>
<b>Email updates</b> Messages sent to a list of subscribers via email	<ul style="list-style-type: none"><li>• The number of individuals who open an email can be used to estimate reach</li></ul>

Agencies are encouraged to report on engagement with their campaign if reliable estimates are available or can be produced. Engagement is a measure of actions,

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including comments, likes, clicks, and shares on digital platforms. Some engagement measures may be obtained directly from social media platforms or through Google Analytics.

Agencies are not required to estimate the unduplicated reach across all channels used for the campaign. For instance, if the same 100 individuals are reached through social media as are reached through posters in a community center, 100 can be reported for each of those channels.

Agencies are required to report campaign *impressions* by channel. *Impressions* represent the total number of times content is displayed to an audience during a given period. This metric is commonly used and readily available for most channels.

### **7.3.8. Indirect education channels (Report Module 3, Page 8)**

For SNAP-Ed purposes, *indirect education* is defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution that involve no participant interaction with an instructor or multimedia. If any *indirect education* was done outside *social marketing campaigns*, report the language(s) and channel(s) used.

### **7.3.9. Other results (optional) (Report Module 3, Page 9)**

*State* and *implementing agencies* may use this space to provide results not already captured in Report Module 3.

### **7.3.10. Priority populations (Report Module 3, Page 10)**

Specify the priority populations for the *project* (age groups, racial groups, ethnic groups, gender groups, disability status). Priority populations should have been determined when planning the *project*.

### **7.3.11. Link project to SMART objectives (Report Module 3, Page 11)**

Indicate the SMART objectives this *project* was designed to address.

## **7.4. Report Module 4: Evaluation Reports**

*State* and *implementing agencies* that completed evaluations this year with dedicated evaluation staff (internal and/or contracted) should complete an evaluation report. An evaluation report is not required for standard *project monitoring*, which must be conducted for all SNAP-Ed *projects*.

*State* and *implementing agencies* that completed formal evaluations complete Report Module 4. Formal evaluation is not required for all SNAP-Ed *projects*, and formal evaluations can take more than 1 year, so Report Module 4 will not be completed by all *State* and *implementing agencies*.

### **7.4.1. Introduction (Report Module 4, Page 1)**

Begin by providing the evaluation name, indicating the *project(s)* included in the evaluation and selecting the type(s) of evaluations conducted.

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### **7.4.2. Design and summary (Report Module 4, Page 2)**

#### **7.4.2.a. Formative evaluation design**

For formative evaluations, indicate the *project* components evaluated, the data collection methods, the data collection tools, the results and conclusions, and the use of the results. The results and conclusions should describe how *interventions* will be adapted or developed to meet the needs of the *target audience(s)*.

#### **7.4.2.b. Process evaluation design**

For process evaluations, indicate the *project* components evaluated, the data collection methods, the data collection tools, the results and conclusions, and the use of the results. For process evaluation results and conclusions, consider the reach, adoption, implementation, and maintenance aspects of *RE-AIM* (<https://ebccp.cancercontrol.cancer.gov/reAimCriteria.do>) and other implementation outcomes (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3068522/>).

#### **7.4.2.c. Outcome evaluation design**

For outcome evaluations, indicate the *project* components evaluated, outcomes evaluated, any corresponding SNAP-Ed Evaluation Framework indicators, the data collection methods, and the data collection tools. More information on the outcome evaluation will be provided on the next page.

#### **7.4.2.d. Impact evaluation design**

For impact evaluations, indicate the *project* components evaluated, outcomes evaluated, any corresponding SNAP-Ed Evaluation Framework indicators, the data collection methods, the data collection tools, the evaluation design, and the unit of randomization for randomized studies. More information on the impact evaluation will be provided on the next page.

### **7.4.3. Outcome and impact evaluation objectives, analysis, results, conclusions, and Dissemination Plan (Report Module 4, Pages 2)**

Describe the objective(s) and analytic methods for the evaluation. Include specific research questions and hypotheses and the way data were analyzed to answer those questions or test the hypotheses.

Then, provide the number of individuals in the comparison or control group and the number in the *intervention* group. Indicate how many individuals in each study group completed the pretest and posttest assessments and how these samples were selected (e.g., a random sample, census of all *project* participants). If data were collected at more than two timepoints, explain the timing of other rounds of data collection and the sample included in the data collection.

Next, summarize the evaluation results and conclusions. Begin this summary by providing data on *intervention* participation and the sample analyzed. For *intervention* participation, indicate the number of participants who received the intended *intervention* dose (e.g., completed a target number of *direct education* sessions). For the sample

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analyzed, describe why any individuals (or other analytic units) who were part of the study were not part of the sample analyzed (e.g., lost to follow-up). Then, provide quantitative and qualitative results for the SNAP-Ed evaluation performance indicators selected in *PLAN MODULE 2: STATE SNAP-ED ACTION PLAN* for the *projects* evaluated.

Last, indicate how the results of the evaluation will be used (e.g., *intervention* adaptation or improvement, conference presentation, peer-reviewed or other paper).

### 7.5. Report Module 5: Challenges and Modifications from Plan

*State* and *implementing agencies* should complete Report Module 5 to describe major challenges implementing SNAP-Ed as planned, how the challenges limited progress toward the State priority goals, any modifications made or planned for the next *fiscal year* to address the challenges, and potential solutions in the future to prevent or overcome the challenges.

*State* and *implementing agencies* complete Report Module 5.

### 7.6. Report Module 6: Success Stories

*State* and *implementing agencies* are encouraged to provide at least two success stories from the reporting year, especially success stories from *PSE* or multilevel *projects* and efforts involving a variety of partners in collaborative work to achieve the State's goals and objectives. Other topics include staff/partner trainings, conference presentations and/or other journal publications, curriculum development, partnership activities, and awards. For each success story, provide background information and the story itself. Files may be attached as part of the success story.

*Implementing agencies* complete Report Module 6. *State agencies* that conducted *projects* and/or *nonproject activities* must also complete Report Module 6.

#### 7.6.1. Background (Report Module 6, Page 1)

Before providing the story, indicate the following:

- Short, descriptive title
- Site(s) or organization(s) involved in the story
- Location of the story (region, county, Tribal jurisdiction, city, or neighborhood)
- Name of the *activity* the story is about (can be a *project* or *nonproject activity*)
- SNAP-Ed Evaluation Framework indicators related to the story
- Types of partners involved

#### 7.6.2. The story (Report Module 6, Page 2)

The story itself should describe what was done and the impact it had. Agencies can include quotes and file attachments (e.g., pictures, graphics, media coverage) to help illustrate these points.



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### 7.7. Report Module 7: Executive Summary

*State* and *implementing agencies* should summarize key successes of their programming in the executive summary. *State agencies* will also provide an overview of the SNAP-Ed *projects* and *activities* implemented across the State, including the reach of these efforts.

*State* and *implementing agencies* complete Report Module 7. Parts 2 and 3 of Report Module 7 are completed by *State agencies* only.

#### 7.7.1. Key successes (Report Module 7, Page 1)

Describe key successes related to the SMART objectives and other important achievements from the *fiscal year*. *State agencies* should describe key successes on the *projects* and *nonproject activities* they implemented, not those carried out by *implementing agencies*. All agencies should include key successes from work done by subcontractors.

#### 7.7.2. SNAP-Ed projects and activities (State agencies only) (Report Module 7, Page 2)

*State agencies* will provide a summary of the *projects* and *activities* implemented. This narrative summary may be an update of the action plan overview from [Plan Module 2: SNAP-Ed Action Plan](#). It should describe how the work carried out across *implementing agencies* and *subgrantees* fit together to address the *target audiences'* needs, accomplish SMART objectives, and complement other programs in the State to support individuals and families with low incomes in improving their healthy eating and physical activity *behaviors*.

##### 7.7.2.a. Reaching the target audience (State agencies only) (Report Module 7, Page 3)

Review the map of data from [Report Module 3: Project and Activity Results](#) on the places SNAP-Ed was implemented. Also review the demographic characteristics of *direct education* participants and any available data on the demographic characteristics of those reached by *PSE* or *SM*. Use this information to describe the program's geographic breadth and demographic reach statewide across all *implementing agencies* and all approaches (*direct education*, *PSE* change, and *social marketing*).

Then, review the identified gaps in program reach, access, and appropriateness from [Plan Module 1: Target Audience and Needs Assessment](#). Describe how the implemented *projects* addressed these gaps.

### Section 3: Financial and Cost Policy

This section describes policies as required by Section 28 of the Food and Nutrition Act of 2008, as amended. This section also describes the impact of these policies on various funding-related SNAP-Ed activities. Where applicable, changes have been made to comply with 2 CFR 200 *UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)* (<https://www.govinfo.gov/content/pkg/CFR-2018-title2-vol1/xml/CFR-2018-title2-vol1-part200.xml>).

#### 1. State Agency Requirements

A *State agency* must submit a *SNAP-Ed Plan* should it decide to request grant funds to conduct SNAP-Ed *activities*. If a *State agency* does not submit an approvable Plan, FNS may reallocate the State's grant among other States with approved Plans. The *SNAP-Ed Plan* must include an operating budget for the Federal *fiscal year* with an estimate of the cost of operation for 1 or more years. The *State agency* must identify the uses of funding for State or local *projects* and show the funding will remain under its administrative control when coordinating *activities* with other organizations. The *State agency* must inform FNS by the end of the first quarter of each Federal *fiscal year* (December 31) of any portion of its prior year allocation that it cannot or does not plan to spend for SNAP-Ed *activities* by the end of the Federal *fiscal year*.

#### 2. Federal Financial Participation and Allocation of Grants

SNAP-Ed grants have the following characteristics:

- Require no State contribution or match
- Are available each *fiscal year* and have a 2-year *period of performance*
- Are the only source of Federal SNAP funds available for SNAP-Ed *activities*
- Will not cover costs incurred in excess of the SNAP-Ed grant amount

From 2018 and beyond, SNAP-Ed funding allocation is 50 percent based on a State's *FY* 2009 SNAP-Ed expenditures and 50 percent based on the State's share of national SNAP participants for the previous 12-month period ending January 31. The amount is also adjusted to reflect any increases in the Consumer Price Index for All Urban Consumers published by the Bureau of Labor Statistics of the Department of Labor for the 12-month period ending the preceding June 30.

##### 2.1. What happens if a State must surrender unspent funds for reallocation?

FNS strongly encourages States to spend the entirety of their SNAP-Ed allocations and to spend prior year funding before beginning to spend current year funds. Per 7 CFR 272.2(d)(2)(x)(F), a *State agency* must notify FNS by the end of the first quarter of each Federal *fiscal year* (December 31) if it will not or cannot spend any portion of its prior year allocation, in which case FNS may recover the unobligated, unexpended funds. FNS may reallocate these funds to other participating *State agencies* that have approved *SNAP-Ed Plans* during that *fiscal year* or the following *fiscal year*. Funds surrendered by a State will be removed from its base 2009 allocation, which is used to

## Section 3: Financial and Cost Policy

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determine the next *fiscal year* funding allocation. The reallocated funds received by a State will be added to its base 2009 allocation for the next *fiscal year* to determine allocation.

### 3. Fiscal Recordkeeping and Reporting Requirements

Each participating *State agency* must meet FNS's fiscal recordkeeping and reporting requirements including the following:

1. **7 CFR 277.111, SF-425, Federal Financial Report:** This quarterly report captures the *State agency's* expenditures of Federal SNAP-Ed funds during the report quarter and the amount of obligations for SNAP-Ed costs that remain unliquidated at the end of the report quarter. This report is submitted quarterly, 30 days after the end of each quarter. An annual report is due 90 days following the end of the Federal *fiscal year*.
2. **7 CFR 272.2 (d)(2)(xi-xiii), Fiscal Recordkeeping, Reporting Requirements and SNAP-Ed Annual Report: New:** When implemented for *FY* 2023 reporting, N-PEARS will streamline SNAP-Ed annual reporting in one report due January 31, 2024. **End of new material.** The system will capture the numbers of SNAP-Ed participants, their characteristics (such as ages, racial/ethnic identities, etc.), the types of SNAP-Ed services provided, *intervention* characteristics, partnerships developed, *project* outcomes and expenditures for the prior year, to determine whether SNAP-Ed goals are met.
3. **7 CFR 272.2 (d)(2)(ix), Unobligated Funds Report:** The State must inform FNS by December 31 if and how much of its prior year allocation it cannot or does not plan to obligate or expend for SNAP-Ed *activities* by the end of that Federal *fiscal year*.
4. **7 CFR 272.1 (f), Record Retention:** SNAP regulations require that all records be retained for 3 years from fiscal closure.

### 4. Allowable Costs

#### 4.1. How can a State agency determine if costs are allowable?

*Allowable costs* are those FNS will reimburse the *State agency* that incurred them. To be allowable, a cost must—

1. Support an *activity* within the scope of SNAP-Ed, included in an approved SNAP-Ed State Plan.
2. Conform to Federal Government-wide and SNAP-specific cost principles.
3. Conform to Government-wide and SNAP-specific rules for specific items of cost.

### 4.2. What activities are chargeable to a State's SNAP-Ed allocation?

The most fundamental Federal cost principle is that a cost must be necessary and reasonable for the performance of the Federal program or program component to be reimbursable from Federal funds. A cost that supports an activity outside the scope of SNAP-Ed is unallowable, even if it otherwise conforms to the Federal cost principles. To be allowable, all costs charged to SNAP-Ed must be valid obligations of the State, local government or other *subgrantee* and must support *activities* described in an approved *SNAP-Ed Plan*. The diversity of SNAP nutrition education and obesity prevention *activities* makes it impossible to compile a comprehensive listing of all allowable and unallowable costs. FNS will make all final judgments on what *activities* support the delivery of SNAP-Ed. As examples, such *activities* may include the following:

1. Employing *State agency* staff, such as registered dietitians with public health training and experience or credentialed public health professionals, to plan, oversee, and/or monitor the use of SNAP-Ed funds and *nutrition education and obesity prevention services*
2. Promoting and conducting physical activity *interventions* with members of the SNAP-Ed population in conjunction with SNAP-Ed nutrition *interventions* or *activities*; [Section 3, Physical Activity](#)
3. Food-related gardening and related education for nutrition education and obesity prevention; [Section 3, Gardening](#)
4. Breastfeeding promotion activities conducted in collaboration with WIC; [Section 3, Breastfeeding](#)
5. Collecting information for use in providing nutrition education and obesity prevention *activities* for the SNAP-Ed audience. Examples follow:
  - Simple measuring of height and weight by SNAP-Ed staff in determining body mass index to prepare for discussing the prevention or management of overweight and obesity. Measurement and communication of weight status should be done with careful consideration of the sensitive and personal nature of this information. Consider if this is truly necessary for the *effectiveness* of the *intervention* and what actions to take to prevent stigmatizing and alienating participants
  - Administering dietary intake questionnaires on nutrition knowledge and *behaviors*
6. Evaluating SNAP-Ed *projects* and *interventions* as described elsewhere in this Guidance.

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As examples, the following are **not** SNAP-Ed *activities* and their costs are not allowable charges:

1. *Medical nutrition therapy*; [Appendix F](#)
2. Providing SNAP-Ed services to persons not eligible for SNAP-Ed
3. Clinical health assessments of *SNAP-Ed-eligible* individuals; such assessments include measurement of cholesterol, blood glucose, or iron levels

### 4.3. What Federal cost principles apply to SNAP-Ed costs?

The Federal cost principles identify certain criteria that an *allowable cost* must satisfy. These criteria include the following:

#### 4.3.1. 2 CFR 200.404, *reasonable and necessary costs*

A reasonable and necessary cost is one that, in nature and cost, is one a reasonable, prudent person would incur for that purpose. Factors to consider follow:

##### *Reasonable costs*

- Did the agency receive a program benefit that reflects the dollar amount incurred?
- Is the cost similar to market prices for comparable goods or services in that geographic area?
- What is the priority of the purchase as compared with competing demands on limited resources?
- Does the purchase carry nutrition education messages consistent with the DGA and meet the definition for SNAP-Ed *allowable costs*?

##### *Necessary costs*

- Is the good or service necessary to carry out essential functions of the program?
- Can the purchase be avoided without adversely affecting the program's operations?
- Has the agency performed an inventory of current items prior to new purchases? This may be the case with Nutrition Education Reinforcement Items (NERI)
- Has the agency significantly deviated from established practices and policies regarding the purchase?
- Does this purchase duplicate existing nutrition education and obesity prevention activities in the area?

Areas that in general fall outside the Agency's "reasonable and necessary" criteria and would not be allowed. They include funding for infrastructure changes, such as purchasing *capital equipment* or building sidewalks. Organized efforts to influence elected officials or *lobbying* for legislative/policy changes are not considered reasonable or necessary for SNAP-Ed. Initiatives that include educating policymakers can be appropriate.

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### **4.3.2. 2 CFR 200.405, allocable costs**

A cost is allocable to SNAP-Ed if the goods or services involved are chargeable (assignable) to SNAP-Ed in accordance with the relative benefits obtained by the SNAP-Ed program. If a cost item benefits only SNAP-Ed, 100 percent of it is allocable to SNAP-Ed. If a cost benefits multiple programs or activities, a portion of the cost is allocable to each program. The portion allocated to SNAP-Ed must be proportionate to the benefit SNAP-Ed received.

### **4.3.3. 2 CFR 200 Appendix IV (4), prorating costs**

A broader audience may benefit from a nutrition education effort whose cost is otherwise allowable under SNAP-Ed. In this case, FNS may allow prorated costs that reflect SNAP-Ed's proportionate share of the total cost. The calculation of SNAP-Ed's share of the total cost is based on the number of the *SNAP-Ed-eligible* individuals who will receive the *activities* relative to the total population to be reached. For example, if a SNAP-Ed *project* will reach 100 persons and 20 of these persons are *SNAP-Ed-eligible*, then 20 percent of the total costs may be counted as SNAP-Ed costs. FNS will consider other reasonable methodologies that States describe in their *SNAP-Ed Plans* for determining the proportion of the *SNAP-Ed target audience* that will be reached.

Other nutrition education and physical activity programs may share use of some costs, such as building lease or rental costs, which are allowable for SNAP-Ed. Agencies must prorate costs shared by multiple programs in a manner that reflects the proportionate benefit received by SNAP-Ed. For example, if 30 percent of the staff working in a building are SNAP-Ed staff, then 30 percent of the cost of the building lease is allocable to SNAP-Ed. Similarly, if the SNAP-Ed program uses building space for 25 percent of the time, then 25 percent of the cost of the space is allocable to SNAP-Ed.

States must show how prorated costs were calculated, fully describe the nature of such costs, and demonstrate the value of the proposed *activity* to SNAP-Ed. Because activities that target general audiences are often not designed with the needs of the *SNAP-Ed target audience* in mind, the State must justify how the *activity* is a good vehicle for reaching the SNAP-Ed audience and influencing their nutrition-related *behaviors*.

### **4.3.4. Costs Requiring Prior Approval in SNAP-Ed**

#### **4.3.4.a. Expenditures for capital equipment**

The *State agency* must obtain prior Federal approval before procuring or requesting payment for equipment valued at more than \$5,000 per item. Review and approval of equipment acquisition is normally conducted during review of the proposed budget. Budget review should ensure proposed equipment requests do not duplicate previous years' equipment purchases for the same *project*. Inventory records must be maintained for equipment paid for with Federal funds. A physical inventory is required, and the results must be reconciled with property records, at least once every 2 years or more often.



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### **4.3.4.b. Costs related to State SNAP-Ed Plan amendments**

If a *State agency* makes changes to a *SNAP-Ed Plan*, the State must submit a Plan amendment for Federal approval prior to incurring the related expenses to ensure costs meet all criteria for allowability. If the scope of the *activities* in a Plan change, regardless of the impact on the planned expenditures, a State must submit a Plan amendment for FNS approval as required by 7 CFR 272.2(d)(2). See instructions regarding *PLAN AMENDMENTS* in the *GUIDELINES FOR DEVELOPING THE SNAP-ED PLAN*.

### **4.4. Where are the Federal cost principles located?**

Additional guidance can be found at the following sources.

#### **4.4.1. OMB Guidance**

- 2 CFR 200 Subpart D (Post-Federal Award Requirements): administrative requirements for Federal grant programs as applicable to SNAP-Ed *State* and *implementing agencies* and subcontractors
- 2 CFR 200 Subpart E (Cost Principles): cost principles for Federal grant programs as applicable to SNAP-Ed *State* and *implementing agencies* and subcontractors

#### **4.4.2. USDA departmental regulations**

- 2 CFR 400: adopts Office of Management and Budget (OMB) guidance in parts A through F of 2 CFR 200 as USDA policy and procedure. 2 CFR 400 also provides additional guidance regarding conflict of interest
- 2 CFR 416: administrative requirements for State and local governments

#### **4.4.3. Program-specific guidance**

- SNAP regulations at 7 CFR 277

### **4.5. What specific items of cost are allowable charges to SNAP-Ed?**

#### **4.5.1. Allowable administrative costs are operational costs of carrying out SNAP-Ed in accordance with the State's approved SNAP-Ed Plan**

Lists of allowable and unallowable cost items as examples appear in 2 CFR 200 Subpart E, § 200.420 through §200.475. However, the vast array of possible costs precludes giving a comprehensive list in either the OMB guidance or this Guidance. The OMB guidance states that its failure to mention a particular item of cost does not imply the cost is either allowable or unallowable; rather, administering agencies should determine allowability on a case-by-case basis, considering the treatment or standards given in the OMB guidance for similar or related items of cost. Allowable administrative expenses include the following:

- *Salaries and benefits of personnel involved in SNAP-Ed and administrative support.* All staff wages, salaries, and benefits must be computed on a reasonable hourly basis commensurate with duties being performed, or the

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Federal minimum hourly wages established by the United States Department of Labor.

- The wages and salaries shall be commensurate to the task an individual is actually performing for SNAP-Ed, as opposed to reflecting other positions for which they are credentialed. For instance, if a doctor or physician is teaching a SNAP-Ed course as a Nutrition Classroom Educator, pay will be commensurate with the *activity* of nutrition education in a classroom rather than that of a physician
- Staff must record time as specified in this Guidance and the underlying regulations and OMB circulars. For more information, see *DOCUMENTATION OF STAFF TIME AND EFFORT IN THE FINANCIAL AND COST POLICY SUPPLEMENT* following this section
- *Office equipment, supplies, postage, and duplication costs* that are necessary to carry out the *project's* objectives
- *Charges for travel necessary to fulfill the approved Plan.* The travel must conform to official State, local, or agency travel regulations. Allowable travel costs are subject to restrictions, such as prohibiting the charging of commercial airfare in excess of coach or its equivalent. For more information, see *COST OF TRAVEL AND CONFERENCE ATTENDANCE* in the *FINANCIAL AND COST POLICY SUPPLEMENT* following this section
- *Development and production of SNAP-Ed materials* when no other appropriate materials exist
- *Memberships, subscriptions, and professional activities.* Costs of institutional memberships in technical and professional organizations necessary to effectively implement an approved State *SNAP-Ed Plan* are allowable. Costs of individual memberships in such organizations for personnel that work in SNAP-Ed are not allowable. Professional registration or license fees paid by individuals are unallowable costs because the fees would be considered personal expenses, not institutional expenses
- *Lease or rental costs*
- *Maintenance and repair expenses*
- *Indirect costs.* See *INDIRECT COSTS* in the *FINANCIAL AND COST POLICY SUPPLEMENT* following this section
- *NERI.* See *NUTRITION EDUCATION REINFORCEMENT MATERIALS* in the *FINANCIAL AND COST POLICY SUPPLEMENT* following this section
- *Cost of using publicly owned building space.* Includes depreciation based on the building's original acquisition cost and such building-related costs as maintenance and utilities; must not include costs of maintenance and utilities directly if they are already charged as indirect costs.

### 4.6. What administrative expenses are not allowable for SNAP-Ed?

#### 4.6.1. Unallowable administrative expenses include the following:

- *Advertising and public relations:* Costs incurred to publicize the organization, as opposed to SNAP-Ed *activities*, are unallowable, except when incurred for

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SNAP-Ed *social marketing campaigns*, recruitment of staff, acquisition of material for the grant, or publishing the results or accomplishments of the grant

- *Alcoholic beverages*
- *Bad debts*: Includes losses represented by accounts or claims written off as uncollectible and related costs. The related costs associated with delinquent debts for which the State continues to pursue collection are allowable
- *Contingencies*: Contributions to an emergency reserve or similar provision for events whose likelihood or magnitude cannot be forecast with certainty. These are not insurance payments, which are allowable
- *Contributions and donations*: Usually these are political in nature
- *Entertainment*: Costs primarily for amusement or social activities. 2 CFR 200.438 states that entertainment costs are unallowable “except where specific costs that might otherwise be considered entertainment have a programmatic purpose and are authorized either in the approved budget for the Federal award or with prior written approval of the Federal awarding agency.” One example of this could be meals as provided during SNAP-Ed staff training events (see *COSTS OF TRAVEL AND CONFERENCE ATTENDANCE* within *ADMINISTRATIVE EFFORTS*). Other related costs require a “reasonable judgment” based on program purpose and why/when the activity takes place
- *Fines and penalties*: Include fiscal penalties, damages, and other settlements resulting from failure to comply with Federal, State, Tribal, local or foreign laws and regulations
- *General government costs*: Include costs of the Governor’s Office, the State Legislature, the Judiciary, etc. While such costs are generally unallowable, some may be charged as direct costs to a Federal grant if they clearly benefit that grant. For example, if a person assigned to the Governor’s Office devotes 100 percent of their time to SNAP-Ed, the cost of their compensation may be allowable. Each situation must be judged on its own merit
- *Goods and services for private use*
- *Indemnification*: Payments to third parties and other losses not covered by insurance
- *Lobbying*
- *Losses not covered by insurance*: See Indemnification above. These costs are similar, but not the same
- *Medical equipment*: Used in clinical health assessment
- *Pre-agreement costs*: Costs incurred prior to the effective date of the grant award are unallowable unless approved in advance by FNS
- *Under recovery of costs under Federal grants*: A shortfall in one Federal grant cannot be recovered by charging it to another Federal grant. This is not the same as charging two Federal grants for a share of the costs of the *activity* if both funding agencies benefit from the *activity* funded. However, an allocations basis must be established for sharing the costs in proportion to the benefit each receives
- *Volunteer services*: Under 7 CFR 277.41, the value of volunteer services does not represent any State expenditure or outlay, is therefore not a program cost, and is unallowable

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Under, 2 CFR 200 Subpart E (Cost Principles) some unallowable cost categories apply to universities, in addition to those listed above:

- Alumni activities (2 CFR 200.424)
- *Commencement and convocations* (2 CFR 200.429)
- *Legal fees that result from a failure to follow Federal, State, Tribal, local, or foreign laws*: If certain specific conditions are met, the Federal Government may allow some legal fees (2 CFR 200.441)
- *Housing, personal living expenses, and goods for personal use* (2 CFR 200.445)
- *Interest* (2 CFR 200.449), *fund raising, and investment management* (2 CFR 200.442): Exceptions occur with prior approval, but if the cost is shown, it needs to be examined in light of the exceptions
- *Lobbying* (2 CFR 200.450)
- *Scholarships and student aid*: Exceptions should be reviewed if these costs appear in the budget (2 CFR 200.466)
- *Student activity costs* (2CFR 200.469)

### 4.7. Federal Royalty Rights

Under 2 CFR 200.315, FNS reserves a royalty-free, nonexclusive right to reproduce, publish, use, or authorize others to use videos, photocopies, illustrations, computer programs such as DVDs, CD-ROMs, and related source codes; literature; or other products produced with SNAP funds for Government purposes.

The State and local agencies may sell videos, photocopies, illustrations, or literature to other States for SNAP-Ed purposes at the cost of reproduction, plus shipping and handling. If a *State agency* or local agency realizes SNAP-Ed income from the sale of nutrition education materials such as videos, literature, and so on, paid with Federal dollars, it shall report the amount to FNS as program income on the SF-425 form.

Any program income earned through the sale of print and audiovisual materials produced under the grant must be used to reduce the cost of the grant to FNS. The gross amount of program income may be reduced by the cost of producing that income. For example, reproduction costs may be deducted from the gross amount of program income.

### 4.8. Partnering With Healthcare Organizations

#### 4.8.1. Financial considerations

The allowability of this type of partnership for the delivery of SNAP-Ed depends on whether the organization is public or private. The organization's profit or nonprofit status is not relevant. Three areas should be considered carefully when initiating a new contract or managing an existing SNAP-Ed program that uses a healthcare organization:

1. Procurement regulations in some States or counties prevent awarding a contract to a private healthcare organization without a public notice allowing other healthcare organizations an opportunity to bid on the work. Once a *grantee* moves beyond using other governmental services, procurement requirements

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become mandated. These include items such as the method of procurements and dollar limits.

2. While the nature of a public healthcare organization may mean SNAP participants and eligible households will be involved, the healthcare organization should still validate that it meets *target audience* categories described in this Guidance. The healthcare organization should meet the provisions of allowable SNAP-Ed *activities* (i.e., health promotion and primary prevention of disease should be the focus and aim of SNAP-Ed *activities*). The purpose of public healthcare organizations is generally for secondary prevention and *medical nutrition therapy*, which are not allowable SNAP-Ed expenditures.
3. Private, nonprofit healthcare organizations receive most of their funding from Medicare/Medicaid. Costs of activities funded under one Federal grant may not be billed to another Federal grant. Unless the State involved is dedicated in tracking these expenditures, it could be difficult in this environment to clearly document costs and ensure they are charged to the correct grant or other cost objectives.

### **4.8.2. Potential partnerships with nonprofit hospitals**

SNAP-Ed focuses exclusively on community-based, nonmedical primary prevention, while healthcare providers, hospitals, and insurance systems typically provide secondary and tertiary prevention. Secondary prevention focuses on individuals by lowering risk factors and treating disease, while tertiary prevention aims to help individuals mitigate the effects of existing disease and disability. In some States, SNAP-Ed has partnered successfully with federally qualified health centers, local health departments, free clinics, and other healthcare entities that serve SNAP-Ed audiences on primary prevention *projects* that include *direct education*, *social marketing*, and *PSE interventions*. *Medical nutrition therapy* is part of healthcare delivery and may not be provided by SNAP-Ed.

Increasingly, large health systems are focusing on primary prevention as a means of slowing the rise of healthcare costs and preventing readmissions. The Affordable Care Act (Section 9007) community health benefits provision links hospitals' tax-exempt status to the development of a triennial *needs assessment* and implementation strategy. This provision applies to not-for-profit hospitals that seek Federal tax-exempt status. As a result, FNS encourages States to seek opportunities to partner with these hospitals for their support of *SNAP-Ed Plans* and *activities*.

SNAP-Ed providers may identify opportunities for sustainable partnerships with these groups to identify and implement evidence-based *interventions* and evaluations for low-income populations. For example, hospitals' community benefit programs can cover costs of gardening *project* infrastructure and equipment or community meals beyond what is allowable for SNAP-Ed. Hospitals and clinics can become sites for summer meals, or popup or mobile farmers markets for SNAP-Ed *PSE projects*. For more information on this process, States may refer to CDC's *Community Health Improvement Navigator* process (see <http://www.cdc.gov/chinav/index.html>) and *Requirements for*



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501(c)3 Hospitals Under the Affordable Care Act (<https://www.irs.gov/charities-non-profits/charitable-organizations/new-requirements-for-501c3-hospitals-under-the-affordable-care-act? ga=1.49972196.378713778.1477075620>).

### 4.9. Partnering With School Wellness Programs

The Child Nutrition and WIC Reauthorization Act of 2004 (Pub. L. 108–265), required each LEA participating in the NSLP and/or SBP to establish a local school wellness policy by school year 2006. Local school wellness programs are intended to empower local communities to work together to promote and reinforce healthy eating and lifestyle *behaviors*. SNAP-Ed helps contribute to community health and wellness goals by providing and supporting *nutrition education and obesity prevention services* within eligible schools and other eligible venues. These *activities* help low-income students and their families make healthy eating and physical activity-related decisions in accordance with the DGA and MyPlate. While SNAP-Ed may pay for *activities* directed to the *SNAP-Ed target audience*, it is not within its scope to pay for local initiatives that are directed to the entire community. Such initiatives are the financial responsibility of the community.

The Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 Proposed Rule would require all LEAs participating in the NSLP and/or the SBP to meet expanded local school wellness policy requirements, establish the framework for the content of these policies, ensure stakeholder participation in the policy development, and require periodic assessment of compliance and reporting on the progress toward achieving wellness policy goals.<sup>19</sup> The rule also requires LEAs, as part of the local school wellness policy, to implement policies for the marketing of foods and beverages on the school campus during the school day consistent with nutrition standards. LEAs are encouraged in the rule to include SNAP-Ed coordinators and educators among others on local school wellness policy committees. Many SNAP-Ed providers already provide nutrition education in classrooms and may be able to broaden the reach of a school's local school wellness activities through SNAP-Ed collaborative efforts with other publicly or privately funded national, State, and local nutrition education and health promotion initiatives and *interventions*. Working within school wellness policy committees affords opportunities for SNAP-Ed providers to expand the scope of the *activities* conducted in the school setting using *PSE* efforts.

SNAP-Ed providers may participate on—but not lead—school wellness committees. Leadership in developing, implementing, maintaining, and enforcing the local wellness policy remains the responsibility of the LEA. SNAP-Ed providers may offer consultation on *strategies* that will help schools become community nutrition and wellness hubs. Examples of other school wellness policy committee activities for which SNAP-Ed providers may contribute expertise and/or funds to assist in:

- School-based nutrition and physical activity environmental assessments
- Healthy classroom checklists

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<sup>19</sup> Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 Proposed Rule, February 26, 2014



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- Integrating physical activity into the school day through activities such as instant recess
- Use of nonfood items for rewards
- School or community gardens
- Policies to allow use of school recreational facilities during nonschool hours
- Walking school buses
- Training on Smarter Lunchrooms in partnership with school district staff

As part of the local *needs assessment*, local SNAP-Ed agencies must demonstrate how these *activities* help to fill an unmet need in schools that lack the appropriate nutrition education staff or resources.

States are reminded that SNAP-Ed funds may not be used for school-based food service activities including school meals preparation and distribution, paying food service workers, or any efforts focused on implementing new meal patterns for reimbursable meals or snacks.

SNAP-Ed might be able to assist in some areas of school food service as long as the SNAP-Ed rules are followed. For example, SNAP-Ed might be able to help train school food service personnel in culinary techniques to support healthy eating, such as reducing sodium, preparing fruits and vegetables, or promoting students' participation in developing and taste testing healthy menu items, if such expenses do not duplicate other FNS programs and are targeted at *SNAP-Ed-eligible* populations.

States should consult with Regional SNAP-Ed Coordinators if they have questions about which *activities* are allowable.

## 5. More Examples of Allowable and Unallowable Costs

### 5.1. Literature/Materials/Audiovisuals

#### 5.1.1. Allowable

- The nutrition education/promotion materials that address SNAP-Ed topics and are for use with or distribution to the SNAP-Ed audience
- The purchase of other nutrition education materials, when there are no FNS or CNPP materials available, that address SNAP-Ed topics and will be used with or distributed to the *SNAP-Ed target audience*
- The production of State SNAP-Ed materials, for which no other comparable materials exist that support the State's goals and objectives for SNAP-Ed and will be used with or distributed to the SNAP-Ed audience. States are encouraged to collaborate with other FNS programs on the messages conveyed in SNAP-Ed materials and in sharing the production costs

#### 5.1.2. Unallowable

- Costs for any nutrition education materials that have already been charged to another Federal or private program or source
- Any material that endorses or promotes brand name products or retail stores. If a *State* or *implementing agency* chooses to use an evidence-based curriculum or

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validated evaluation tool that includes brand name products as illustrations, the agency must blur or otherwise obscure brand names and clearly identifiable logos

- Manufacturer or store (cents off) coupons
- Purchase or production of written or visual material for purposes of *lobbying* or influencing Federal, State, or local officials to pass or sign legislation or to influence the outcomes of an election, referendum, or initiative
- Purchase or production of written or visual nutrition education messages that are not consistent with the current DGA and MyPlate

### 5.2. Social Marketing Programs

#### 5.2.1. Allowable

- Electronic, outdoor, indoor, transit, and print announcements of nutrition education and obesity prevention-related *activities* for the *SNAP-Ed target audience*
- Social and multimedia initiatives that are part of comprehensive *interventions*
- Appropriate *social marketing* programs in which messages are delivered in areas, venues, or using communication channels where at least 50 percent of the audience is eligible for SNAP-Ed
- Social media, websites, and other digital content designed for, tailored to, and predominantly promoted to the *SNAP-Ed target audience*
- Television and radio announcements/advertisements that do not include a brief message about SNAP, its benefits, and how to apply

#### 5.2.2. Unallowable

- *Social marketing* that targets the general population. In some instances, prorated costs based on the number of the *SNAP-Ed target audience* that will be reached with the campaign may be allowed. FNS may consider alternate methods with justification
- Publication or dissemination of nutrition education and obesity prevention messages that are inconsistent with the current DGA and MyPlate
- Television and radio announcements/advertisements that contain messages about SNAP, its benefits, and how to apply

### 5.3. Equipment

#### 5.3.1. Allowable

- Purchase of office equipment. A State can donate equipment and use fair market value. However, any fair market value has to be adjusted to reflect Federal funding provided for the equipment. This can be arrived at by multiplying the fair market value times the State's percentage share invested in the equipment
- Equipment shared with non-SNAP users when cost shared with those users or used by non-SNAP users when not needed for SNAP-Ed purposes as long as such use is incidental
- Kitchen appliances, only with justification of need

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- Cell phones may be purchased for staff who work predominantly in the field or away from a desk location with a land line. Cell phone purchases should be limited, and efforts to share cell phones among staff only as needed for remote work are encouraged. If a cell phone is purchased for staff who work on multiple grants, a cost allocation plan for the cell phone is required. Cell phones are “theft sensitive” items and should be kept under close watch. Requests for cell phones must be approved in advance by the FNS regional office
- Tablets are to be used for program delivery purposes, such as delivering nutrition education or collecting data for evaluation. Tablets must be shared with all staff that work remotely in the field. Devices must be checked out and returned according to the non-Federal entity’s existing policies. Tablets are “theft sensitive” items and should be kept under close watch, and reasonable security measures must be developed if participant information is collected. Requests for tablets must be approved in advance by the FNS regional office
- A one-time purchase of a Wi-Fi hotspot to support tablet function is allowable

### 5.3.2. *Unallowable*

- Expenditures for equipment that exceeds prior approval thresholds (i.e., \$5,000 per unit) unless prior approval is received from FNS
- Medical equipment except for inexpensive equipment such as anthropometric measuring tools that can be used to measure height and weight to determine and discuss body mass index and calorie balance/physical activity
- Purchases of cell phones and tablets without prior approval from FNS Regional Office
- Purchases of tablets for purposes other than program delivery or data collection for evaluation

## 5.4. Food Samples, Supplies, and Provisions

### 5.4.1. *Allowable*

- Cost of food for recipe/taste testing purposes
- Cost of kitchen equipment and supplies necessary for food storage, preparation, and display of food prepared for demonstration purposes
- Food samples associated with educational lessons

**Food service and safety are regulated by State and/or local agencies. All food service activities must follow guidelines set out by the cognizant agency (State or local) responsible for oversight of food service.**

### 5.4.2. *Unallowable*

- Ongoing snack or food service
- Meal sized portions or complete meal service
- Cost of food provided as groceries or supplemental food

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### 5.5. Nutrition Education and Obesity Prevention

#### 5.5.1. Allowable

- Classroom setting (salaries, space, equipment, materials) for SNAP-Ed audience. Primary purpose of class shall be to provide nutrition and obesity prevention education. If nutrition and obesity education is included with other topics, only that portion of class pertaining to these topics is an *allowable cost*
- Physical activity demonstration, promotion, and referral that includes a nutrition-related message based on DGA connected to the *intervention*
- Classes on calorie balance (nutrition and physical activity) to manage weight consistent with the DGA
- *Activities* that assist in advancing a nutrition education or obesity prevention-related community or environmental change for the low-income population
- The pro rata share of costs of classes that are provided in conjunction with another program, such as WIC, provided the *State agency* describes the method for allocating costs between the programs
- Breastfeeding education, promotion, and support that is coordinated with WIC and supplements and complements WIC services, rather than duplicating or supplanting them
- Messages that teach how to compare ingredients and nutrients among foods and beverage products
- Diabetes prevention education, promotion, and support that focuses on obesity prevention and is coordinated with *multilevel interventions* and/or *public health approaches*
- Nutrition and food safety education for individuals impacted by disasters and eligible for the Disaster Supplemental Nutrition Assistance Program (known as D-SNAP).

#### 5.5.2. Unallowable

- Classes designed to provide case management or “life skills” training such as classes on English as a second language, parenting, child development, crisis management, rental information
- *Medical nutrition therapy* and secondary prevention *interventions*; [Appendix F, Definitions of Terms](#)
- Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc.
- Gym memberships, trainers, gym equipment, or facilities
- Clinical health screening (i.e., cholesterol testing, and blood glucose testing, etc.)
- Distribution of nutrition education and physical activity reinforcement items costing over \$5 each
- Nutrition education costs charged to another Federal program such as WIC, *EFNEP*, Head Start
- Breastfeeding education, promotion, and support that duplicates or is provided through WIC, *EFNEP*, or Head Start funding

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- Education provided to incarcerated or institutionalized persons who are not eligible for SNAP
- SNAP-Ed *activities* delivered to most able-bodied students, aged 18–49, enrolled in college or other institutions of higher education at least half time. For information on students that may be eligible, see <https://www.fns.usda.gov/snap/students>

### 5.6. Space Allocation

#### 5.6.1. Allowable

- Space allocated to SNAP-Ed and other programs under a plan whereby the method of space/cost allocation between programs is documented and the costs are tracked
- Space donated by local school districts but only the cost of the space based on depreciation

#### 5.6.2. Unallowable

- Commercial rental space charges cannot be used for publicly owned space

### 5.7. Staff and Training Costs

#### 5.7.1. Allowable

- SNAP-Ed-related training for program delivery staff
- **New:** Nutrition specific mental and/or emotional health training for SNAP-Ed staff that directly correlates with a SNAP-Ed *project* or *intervention*. **End of new material.**
- Staff time spent delivering nutrition education and obesity prevention *activities* to the *SNAP-Ed target audience*. Time must be charged at a rate commensurate with the duties being performed
- General briefings to community healthcare providers serving low-income communities about food insecurity assessments and SNAP-Ed *activities* in the community
- Compensation for *State agency* staff to plan, oversee, and/or monitor the use of SNAP-Ed funds
- Training for *State agency* staff on SNAP-Ed programs and services, so they can enhance notification of SNAP-Ed availability to participants and *applicants*
- Orientation of school, childcare, or appropriate worksite food service staff on collaborative *PSE* change efforts

#### 5.7.2. Unallowable

- The time volunteers of a nonpublic agency (e.g., faith-based organizations, many *food banks*) spend performing SNAP-Ed specific duties
- A physician's or other professional time spent conducting SNAP-Ed *activities* when charges are based on a rate commensurate with their credentials as opposed to the duties they are performing

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- University courses not relevant to the practical delivery of SNAP-Ed to the SNAP-Ed target population
- Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed

### 5.8. PSEs

#### 5.8.1. Allowable

- Costs associated with the implementation and maintenance of *PSE* efforts within the scope of SNAP-Ed
- Consultation with partner organizations on promoting organizational policy and practice changes that support healthy food and beverages, physical activity, and reduced sedentary behavior (e.g., entertainment screen time)
- Analyzing and preparing data reports and sharing information on the expected benefits of *PSE* changes
- Consultation and training with food retailers, farmers, food distributors, and farmers market managers on increasing access to and promotion of whole grains, fruits and vegetables, and low-fat dairy
- Conducting environmental scans or assessments of the food and activity environments where food and activity decisions and choices are made
- Community forums or meetings with *SNAP-Ed-eligible* populations or service providers on healthy eating and active living
- Point-of-purchase or point-of-decision signage and other behavioral cues to action that promote healthy eating or physical activity choices
- Resource kits with *strategies* for adopting, implementing, maintaining, and evaluating *PSE* changes
- Consultation with partner organizations on measures to address and reduce food waste and enhance use and consumption of available healthy food resources

#### 5.8.2. Unallowable

- Costs associated with the establishment and maintenance of environmental or policy changes outside of the scope of SNAP-Ed, such as infrastructure, equipment, space, land, or construction
- Costs associated with capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities
- Costs associated with refrigeration units or shelving in grocery or convenience stores
- Financial incentives to community partners or retailers to support environmental or policy changes
- Salaries for retail store staff, farmers market managers, or food service workers for service operations
- License, permit fees or EBT equipment for farmers markets or food retailers



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### 5.9. Costs Associated With Other Activities

#### 5.9.1. Allowable

- Reimbursement for personal costs such as childcare, meals, lodging, and transportation for recipients of SNAP-Ed to actively participate in focus groups, *needs assessment*, and advisory groups to inform and improve SNAP-Ed *effectiveness*. *Allowable costs* for focus group participants are intended to reimburse for incurred costs, not to provide a financial incentive for participation
- If reimbursement is given in the form of a gift card, it is recommended the reimbursing organization issue gift cards restricted from alcohol, tobacco, and gambling purchases
- *Interventions* that promote the selection of healthy foods from vending machines
- Participation on relevant nutrition education and obesity prevention-related State and local advisory panels focusing on the interests of the *SNAP-Ed target audience*

#### 5.9.2. Unallowable

- Organized efforts to influence elected officials and *lobbying* for legislative/policy changes
- Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP-Ed population
- Money, vouchers, or passes provided to SNAP-Ed recipients to offset personal costs incurred so they may attend nutrition education and obesity prevention classes (e.g., childcare, transportation expenses)
- Childcare or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed *activities*

## 6. Financial and Cost Policy Supplement

### 6.1. Costs Associated With Program Efforts

#### 6.1.1. Physical activity

*THE 2018 PHYSICAL ACTIVITY GUIDELINES FOR AMERICANS* (<https://health.gov/our-work/nutrition-physical-activity/physical-activity-guidelines/current-guidelines>) provide guidance to help Americans improve their health through appropriate physical activities. FNS encourages States to include the related *2020–2025 DGA* key recommendation, to meet the PAG for Americans in the *SNAP-Ed Plans*. Efforts to improve the health and fitness of program participants could include the following:

- *Activities* to help participants follow a healthy eating pattern by providing nutrition education and linking it to program benefits
- *Activities* to encourage physical activity every day by promoting active living and connecting people with community-based physical activity resources funded by other appropriate entities. Physical activity, particularly when combined with appropriate calorie intake, may aid weight loss and maintenance

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The provisions of 2 CFR 200 Subpart E allow FNS to make reasonable judgments as to what is necessary and reasonable to deliver SNAP-Ed. Section 4028 of the 2014 Farm Bill (Public law 113-79) reinforced the physical activity dimension of SNAP-Ed by inserting “and physical activity” into section 28(b) of the FNA. This action recognizes physical activity promotion as an integral part of SNAP-Ed. Costs incurred for that purpose are allowable, subject to the following guidance.

*Allowable costs* include *activities* that educate participants and promote physical activity, such as providing the SNAP-Ed audience with information and encouragement to make physical activity part of their lifestyle. Allowable purchases may include inexpensive physical activity equipment such as stability balls, hand weights, jump ropes, and hula hoops to use in ongoing physical activity in conjunction with nutrition education provided to the low-income *target audience*. States should consult their Regional SNAP-Ed Coordinator about reasonable physical activity-related *interventions* for SNAP-Ed.

### **6.1.1.a. The following form the basic principles of SNAP-Ed policy on physical activity**

- Educational and program materials developed to promote and reinforce physical activity for all *target audiences* should include messages that link nutrition and physical activity and explain the associated health benefits of active lifestyles
- All programming such as workshops, conferences, and trainings for SNAP-Ed that encourages physical activity also should include promotion of healthy eating patterns. *Activities* may include physical activity demonstration for the SNAP-Ed audience and training for staff to develop skills to help SNAP-Ed participants
- FNS program *State* and *implementing agencies* may use nutrition education funds to develop nutrition education and physical activity material that is reasonable and necessary for SNAP-Ed purposes. Physical activity materials should include a nutrition education message that promotes healthy eating and links nutrition with physical activity. FNS encourages the use of existing materials, especially existing FNS and CNPP materials, and those available through the SNAP-Ed Connection, CDC, and other Federal Government agencies. Using or adapting successful *interventions* developed by others is preferable to developing new materials
- FNS program *State* and *implementing agencies* are encouraged to coordinate with community, faith-based, youth, recreational, and other organizations whose primary mission is to make regular opportunities for physical activity accessible and actively promote and coordinate such *activities*.
- FNS encourages *PSE interventions* that promote and support physical activity.

### **6.1.1.b. Examples of costs beyond the scope for SNAP-Ed physical activity education and promotion**

Examples of unallowable costs include costs incurred for the following:

- Health club, gym, or fitness class membership fees
- Large expenditure equipment (e.g., bicycles, treadmills, ellipticals, weight sets)

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- Facilities (rental or modifications)
- Instructors for continuing exercise classes.

### 6.1.1.c. Examples of acceptable physical activity education and promotion costs

SNAP *State agencies* may make physical activity education and promotion coupled with nutrition education available to the SNAP-Ed audience in a variety of ways. States may develop or adapt existing educational materials to teach physical activity concepts coupled with nutrition-related messaging or collaborate with partners on physical activity *PSE* change efforts in schools, childcare, or communities, as examples.

Physical activity education and promotion as part of nutrition education sessions in SNAP may include provision of general advice, demonstrations (instructional in nature), nutrition education integrated into ongoing physical activity sessions, and community resource information to encourage the SNAP-Ed population to engage in regular physical activities.

CDC's Division of Nutrition, Physical Activity, and Obesity Physical Activity web page provides a range of resources at <http://www.cdc.gov/physicalactivity/index.html>.

Physical activity information for youth is available at <https://www.nccor.org/nccor-tools/youthcompendium/>.

### 6.1.2. Gardening

Food-based gardening is a beneficial *activity* that leads to the economical production and consumption of healthy and fresh food. Gardening *projects* funded by SNAP-Ed are intended to serve schools and communities eligible for SNAP-Ed to teach food gardening and promote physical activities benefits of gardening. They are not meant to create gardens whose primary purpose is to donate food into the emergency food system.

Costs for the rental or purchase of garden equipment (tractors, rototiller, cultivator, etc.) or the purchase or rental of land for garden plots are not allowable. **New:** Only edible plants are allowable, including edible pollinator plants. **End of new material.**

The purchase of seeds, plants, small gardening tools, and supplies such as fertilizer and potting soil to assist in developing school and community food gardening *projects* are allowable SNAP-Ed costs. These costs should be incurred in partnership with other funding mechanisms to ensure sustainability of the *project*. Educational supplies, curricula, and staff salaries to teach food gardening concepts that reinforce the beneficial nutrition and physical activity aspects of food gardening are *allowable costs*.

Staff salaries to establish and maintain community food gardens, such as in low-income housing projects or schools, may be allowable but should be submitted to FNS for prior approval. Provision of time for food garden maintenance is an example of an opportunity for community participation in addition to SNAP-Ed funding. Participants may use program benefits to purchase seeds and plants for individual food gardening purposes.

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FNS encourages *State agencies* to coordinate with the Federal, State, local, and private initiatives that create sustainable food gardens as *PSE* efforts to benefit schools and communities through collaborative efforts. SNAP-Ed providers can play an instrumental role in community food gardening for the low-income population.

It is a requirement that all SNAP-Ed garden *activities* include nutrition education at the gardening site. This can include *indirect education channels*, but *direct education* at the gardening site is recommended. For sites where this is logistically not feasible, and/or in sites not located in low-income communities, where produce is being distributed at a partner site serving *SNAP-Ed-eligible* individuals and families, nutrition education must be provided at the point of distribution. Nutrition education should be related to the produce being distributed from the garden, and inclusion of information about gardening and health is recommended.

All efforts should be taken to establish community garden sites in areas where they are easily accessible for *SNAP-Ed-eligible* individuals. In rare instances other sites may be approved, though this is left to regional discretion for approval based on the rationale provided for the site. The rationale should be thoroughly documented and reasonable to judgment.

If a State intends to implement this type of *intervention*, their nutrition education efforts must be evaluated. Some State and local agencies have evaluated only pounds of food distributed and volunteer contributions, and this is not sufficient for SNAP-Ed.

### 6.1.3. Farmers markets

**Farmers markets offer multiple opportunities to partner with SNAP-Ed providers. States have the flexibility to implement PSE change efforts using multilevel interventions for nutrition education and obesity prevention services at farmers markets.** Examples follow:

- Working to bring farmers markets to low-income areas, such as advising an existing market on the process for obtaining EBT machines to accept SNAP benefits and marketing farmers markets to low-income individuals and communities
- Providing nutrition education *interventions* at farmers markets serving low-income communities, including food demonstrations and healthy recipes
- Partnering with organizations that offer incentives for the purchase of fresh produce at Farmers Markets
- Consultation and training with farmers and farmers market managers on increasing access to and promotion of fruits and vegetables, whole grains, and low-fat dairy to low-income customers

**SNAP-Ed funds may not be used to provide the cash value of financial incentives or the cost of EBT equipment, but SNAP-Ed funds can be used to engage farmers markets and retail outlets to collaborate with other groups and partner with them.**

**Food service and safety are regulated by State and/or local agencies. All food service activities must follow guidelines set out by the cognizant agency (State or local) responsible for oversight of food service.**

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### 6.1.4. Breastfeeding

All SNAP-Ed *activities* that address the topic of breastfeeding must be planned and implemented in collaboration with the State and local WIC agencies including State Breastfeeding Coordinators and Local Peer Counselors. WIC should have the lead and primary role in all breastfeeding *activities* with SNAP-Ed supplementing existing WIC activities. A written agreement such as an Interagency Agreement or MOU stating the degree of collaboration and the specific responsibilities of WIC (i.e., staff, duties, and time) and SNAP-Ed shall be signed by all collaborating agencies and maintained for inspection. SNAP-Ed can advance breastfeeding in its programming through such *activities* as working on breastfeeding policies and promotion at low-wage work sites, childcare facilities, or other community venues.

More information about breastfeeding promotion is available at *The Surgeon General's Call to Action to Support Breastfeeding* at <https://www.cdc.gov/breastfeeding/resources/calltoaction.htm>, the *WIC Breastfeeding Support* website at <https://wicbreastfeeding.fns.usda.gov>, and CDC's *Breastfeeding* page at <http://www.cdc.gov/breastfeeding/>. Other FNS WIC Guidance document resources that speak to breastfeeding promotion and support in WIC are *Breastfeeding Policy and Guidance* at <https://www.fns.usda.gov/wic/breastfeeding-policy-and-guidance> and the *WIC Nutrition Services Standards* at <https://wicworks.fns.usda.gov/resources/wic-nutrition-services-standards>

### 6.1.5. Nutrition education reinforcement materials

Nutrition education reinforcement materials refer to products given to the SNAP-Ed audience or those closely associated with SNAP-Ed and meant to reinforce the objectives of the education provided to the participants. These items must have a direct relationship to the desired nutrition or physical activity *behavior* change and are not meant to be provided just as an incentive. Terms used to describe these items include enhancement items, home reinforcements, and educational extenders. Such items are *allowable costs* only if they are reasonable and necessary, contain or reinforce nutrition and physical activity messages, and are of nominal value.

FNS shall apply the general rules for determining the allowability of costs, as described in OMB guidance, paramount among which are the reasonable and necessary cost tests. Program reinforcement materials for nutrition education also should—

- Have a clear, relevant, and useful connection to particular FNS/SNAP nutrition education or obesity prevention messages.
- Contain an educational message or have a use directly relevant to reinforce *behaviors* among the *SNAP-Ed target audience*.
- Have nutrition education and obesity prevention messages.
- Have value as nutrition education and obesity prevention aids, for example measuring cups to determine portion size or pedometers to track physical activities.
- Be offered only after weighing and assessing other relative needs and cost-effectiveness.
- Be of nominal value of \$5 or less per item.



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- Not be used solely for marketing or staff morale boosters.

If the reinforcement material is designed for physical activity promotion, it should be provided in conjunction with relevant nutrition and physical activity messages. Items that would be considered not allowable include the following:

- Celebratory items and items designed primarily as staff morale boosters
- Items that are not reasonable or necessary and/or have no nutrition education message. **New:** T-shirts are not considered allowable NERI items. **End of new material.**
- Any program reinforcement item intended for persons who are not SNAP-eligible or potentially SNAP-eligible.
- Knives are not considered acceptable NERI items. Knives should be used only for recipe preparation for food demonstrations or *direct education* classes.

### 6.2. Administrative Efforts

#### 6.2.1. College and university student scholarships and tuition

2 CFR 200.466 makes distinctions among scholarships, fellowships and other similar financial transactions, and tuition remission and similar work/study payments. For scholarships, costs may be charged only if (1) the purpose of the scholarship is for training of selected students, and (2) approval is granted by the grantor agency. A necessary and reasonable judgment for approval would be needed for any scholarship payment shown as a cost to SNAP-Ed. In general, this is not a necessary and reasonable cost for the purposes of SNAP-Ed.

In the event the scholarship is based on research activity, FNS would normally not accept the cost as being necessary and reasonable. The primary function of SNAP-Ed is teaching nutrition education to the *SNAP-Ed target audience*. While basic research may be a commendable activity for developing new methods or data, it is beyond the basic purpose of this grant.

Tuition remission, however, may be allowable in whole or in part, depending on the situation. The criteria for approval follow:

- A bona fide employer-employee relationship is in place between the student and the institution for the work performed.
- The tuition or other payments are reasonable compensation for work performed and are conditioned explicitly upon the performance of necessary work. Again, any research activity should be carefully reviewed and in most cases will not be approved because of the fundamental differences in FNS grants and other grants provided for nutrition education and the institutional practice to similarly compensate students in nonfederally funded activities and federally funded grants.

Students who are working on SNAP-Ed under a tuition remission situation shall account for their time, as would any full-time or part-time staff. The financial review of this charge shall take into account both the type of work performed and the number of hours worked. As with any charge, tuition remission can be charged only by the percentage of



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time the student or employee worked on SNAP-Ed. If the student is working 50 percent of their time on SNAP-Ed, only 50 percent of the tuition may be charged to FNS. Again, a necessary and reasonable judgment should be made as to the purpose of the work and its impact on SNAP-Ed.

### **6.2.2. Documentation of staff time and effort**

Time and effort reporting is required by staff (cost share and salaried staff) devoting less than 100 percent of their time to SNAP-Ed. Employees devoting 100 percent of their time to SNAP-Ed do not need to maintain weekly time sheets; however semiannual time and effort certification by a supervisor is required. For personnel *activity* reporting, States may use methods approved by FNS Regional SNAP-Ed Coordinators to account for time spent working on FNS programs. Time documentation forms must reflect after-the-fact reporting and may not be completed in advance of the *activity* and later certified by the employee. *Implementing agencies* must additionally comply with all State laws and regulations regarding staff time and effort documentation.

### **Time documentation forms should be available for review during Management Evaluations or upon request of the Regional Coordinator.**

Standards for documenting staff time also come from 2 CFR 200.430, which is excerpted below.

#### *(i) Standards for Documentation of Personnel Expenses*

*(1) Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

*(i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;*

*(ii) Be incorporated into the official records of the non-Federal entity;*

*(iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities (for Institute of Higher Education {IHE}, this per the IHE's definition of Institutional Base Salary {IBS});*

*(iv) Encompass both Federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;*

*(v) Comply with the established accounting policies and practices of the non-Federal entity (See paragraph (h)(1)(ii) above for treatment of incidental work for IHEs.); and*

*(vi) [Reserved]*

*(vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than*

## Section 3: Financial and Cost Policy

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*one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

*(viii) Budget estimates (i.e., estimates determined before the services are performed) alone do not qualify as support for charges to Federal awards, but may be used for interim accounting purposes, provided that:*

*(A) The system for establishing the estimates produces reasonable approximations of the activity actually performed;*

*(B) Significant changes in the corresponding work activity (as defined by the non-Federal entity's written policies) are identified and entered into the records in a timely manner. Short term (such as one or two months) fluctuation between workload categories need not be considered as long as the distribution of salaries and wages is reasonable over the longer term; and*

*I The non-Federal entity's system of internal controls includes processes to review after-the-fact interim charges made to a Federal awards based on budget estimates. All necessary adjustment must be made such that the final amount charged to the Federal award is accurate, allowable, and properly allocated.*

*(ix) Because practices vary as to the activity constituting a full workload (for IHEs, IBS), records may reflect categories of activities expressed as a percentage distribution of total activities.*

*(x) It is recognized that teaching, research, service, and administration are often inextricably intermingled in an academic setting. When recording salaries and wages charged to Federal awards for IHEs, a precise assessment of factors that contribute to costs is therefore not always feasible, nor is it expected.*

For States, local governments, and Indian Tribal Organizations, substitute processes or systems for allocating salaries and wages to Federal awards may be used in place of or in addition to the records described above if approved by the *cognizant agency* for indirect cost.

*State agencies* may submit alternative methods of calculating time with appropriate justification for consideration by the FNS Regional Office. The FNS Region may consider and approve alternative methods of calculating time that provide a reasonable assurance of accuracy of the time estimate. Time records need not be submitted with the Plan but should be maintained by the agency for audit.

### **6.2.3. Indirect costs**

Indirect cost is a general term for certain types of costs incurred by the *grantee* or *subgrantee* in support of other allowable *activities* that are charged directly to sponsoring Federal or State funding agencies. These indirect costs (also called

### Section 3: Financial and Cost Policy

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overhead costs) are determined through a variety of rates or “cost allocation plans” that detail how the costs are to be shared by the funding agencies.

*Indirect cost rates* are documented through an indirect cost plan, which is approved by a *cognizant agency*. A cost allocation plan, also approved by a *cognizant agency*, is a more extensive plan that combines many different allocations.

Historically, indirect cost plans were reviewed and approved by a *cognizant agency* officially assigned by OMB. Typically, OMB assigned cognizance to the Federal funding agency that had the largest dollar amount involvement with the specific *grantee*. Within that agency was an office known as the Division of Cost Allocation (DCA). As a result of budget cuts, DCA no longer reviews or approves indirect costs for *subgrantees*. Recently, these costs were claimed without any Federal review. FNS has determined that under the new Uniform Guidance, the primary *grantee* (normally the *State agency*) is responsible for review of indirect costs submitted by their *subgrantees*. This policy is currently implemented by other Federal agencies, including the Departments of Education, Labor, and Health and Human Services.

FNS will accept indirect costs established through an indirect cost plan approved by the appropriate *State agency*. FNS retains the right to review any and all such plans. In the event a *State agency* has approved a plan that is determined to be unacceptable, indirect costs charged through that plan may be disallowed.

If a cost can be directly attributed to one grant, that cost may not be included in either an indirect cost plan computation or any cost allocation plan. *Indirect cost rates* are normally computed through a process where all indirect costs are added together and then divided by the Modified Total Direct Costs. This results in a percentage that is applied to each grant as its share of the indirect or overhead costs. For example, if indirect costs total \$16,000 and the Modified Total Direct Costs total \$100,000, the *indirect cost rate* would be 16 percent. Each grant would then be charged 16 percent of the total direct costs chargeable to that grant. In a cost allocation plan, usually meant for a larger *grantee*, various costs are pooled and allocated to the various grants operated. Indirect costs may be claimed by *grantees* for the cost of *activities* operated by *subgrantees*. This would result in two *indirect cost rates* being applied to the grant. In most cases, the rates are restricted to the first \$25,000 of any flow-through grants or contracts. This is provided for in the construction of the Modified Total Direct Costs used in development of the *indirect cost rates*.

If a *grantee* has an approved indirect cost plan or cost allocation plan, it should note the *indirect cost rate* agreement in its *SNAP-Ed Plan*. FNS may request documentation in support of the submitted *indirect cost rate*. The *State agency* should ensure documentation from either the federally assigned *cognizant agency* or the State review process will be available for FNS review if requested.

FNS will accept *indirect cost rates* for colleges and universities that have been approved by the appropriate cognizant entity. Unless justification is provided, only the off-campus rates may be used. If additional categories such as “other sponsored activities” are covered, FNS will not accept “instructional rates” without justification. In most *SNAP-Ed Plans*, only one rate may be used for each program charged. As a result, any

## Section 3: Financial and Cost Policy

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justification for using either the “on-campus” or “off-campus” rate should be based on where the majority of the allowable *activities* take place. In the case of SNAP-Ed, the allowable *activities* are defined as those *activities* that provide nutrition education to the *SNAP-eligible* population. Other activities, such as research and data analysis, are not the primary purpose of SNAP-Ed and should not be used in determining where the majority of the *activities* take place. Indirect costs at colleges and universities are limited to 26 percent of Modified Total Direct Costs, based on 2 CFR 200 Appendix III.

Small local agencies may not have staff with the expertise to develop *indirect cost rates*. Local agencies that do not have a *cognizant agency* to review and approve their rates may apply to the *State agency* for approval to use a rate developed either by or for the local agency. They may obtain contracted accounting services as an allowable program cost. Any costs of determining the indirect costs are themselves *allowable costs* and may be included in the Plan budget as either direct or indirect costs. The *State agency* should indicate, within the *SNAP-Ed Plan*, its acceptance of the *indirect cost rate*. The FNS Regional Office may accept or reject use of the rate based on the rate computation documents. If the *State agency* does not accept the responsibility for approving the *indirect cost rate*, or disapproves the rate, the FNS Regional Office will not accept the rate.

*State agencies* are responsible for ensuring indirect costs included in the State *SNAP-Ed Plan* are supported by an indirect cost agreement approved by the appropriate *cognizant agency* and are claimed in accordance with that agreement.

### **6.2.4. Cost of travel and conference attendance**

Travel expenditures are a variable cost. Per 2 CFR 200.432, a conference is “a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award.” To be considered for funding, the request shall provide a direct and clear link to providing quality SNAP-Ed programming for the SNAP-Ed audience. The CFR also states that “conference hosts/sponsors must exercise discretion and judgement in ensuring that conference costs are appropriate, necessary, and managed in a manner that minimizes costs to the Federal award.” States are reminded they may use a portion of their SNAP-Ed allocation for *State agency* travel for the same purpose.

Agencies must provide the following information for all travel included in the SNAP-Ed budget:

#### **6.2.4.a. Travel destination**

Travel requests should be identified for in-State and out-of-State purposes. States should note the destination of the meeting, training, or conference attendance.

#### **6.2.4.b. Travel purpose and justification**

- Justify the purpose of the travel request.

## Section 3: Financial and Cost Policy

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- Describe how attendance is necessary to achieve SNAP-Ed program goals and objectives and how the travel request supports the State's SNAP-Ed goals and objectives.
- Demonstrate how information will be disseminated to in-State educators, collaborators, and SNAP office staff.
- Identify the number of staff attending.
- Identify and justify the number and type of staff making the travel request.
  - For attendance at national level conferences, the request should be limited to no more than four staff persons per State. When travel to a national conference is similar in cost to local travel because of locality, States may submit a request to their respective Regional Office for consideration of limited attendance beyond four staff.
  - For attendance at regional conferences or meetings, with attendance invitations limited to a specific area, no more than six staff persons are allowed per State.
  - For attendance at State or local conferences or meetings with attendees limited to persons working within State borders (such as SNAC meetings), no more than eight staff persons are allowed per State.
  - For attendance at any conference held virtually or remotely, additional flexibilities may apply around the maximum number of allowable attendees. Contact your Regional Office if you require specific flexibilities for attending virtual conferences.
  - If the attendance Guidance provided above does not enable you to meet the needs of your SNAP-Ed *activities*, contact your Regional Office to determine if an alternative number of attendees is allowable.

### 6.2.4.c. Per diem rates

The standard State or Federal per diem rates shall be applied. These can be found at <https://www.gsa.gov/travel/plan-book/per-diem-rates>. All travel restrictions found in the OMB regulations (e.g., no per diem for travel status less than 12 hours, no first-class tickets) shall be followed. If meals are provided to minimize cost and time lost to local travel for meals, costs must be reasonable, and per diem must be reduced for meals provided in accordance with OMB regulations. Additional detail can be found at <https://www.ecfr.gov/current/title-41/subtitle-F>.

## **Appendix A. Abbreviations and Acronyms**

AANAPISI	Asian American and Native American Pacific Islander serving institution
AI/AN	American Indian/Alaska Native
APD	Advance Planning Document
BBCE	broad-based categorical eligibility
CAA	Consolidated Appropriations Act, 2021
CACFP	Child and Adult Care Food Program
CDC	Centers for Disease Control and Prevention
CDP	Census designated places
CEP	Community Eligibility Provision
CFR	Code of Federal Regulations
CNPP	Center for Nutrition Policy and Promotion
CSFP	Commodity Supplemental Food Program
DCA	Division of Cost Allocation
DGA	Dietary Guidelines for Americans
DNPAO	Division of Nutrition, Physical Activity, and Obesity
EARS	Education and Administrative Reporting System
EBT	electric benefits transfer
EFNEP	Expanded Food and Nutrition Education Program
FDA	Food and Drug Administration
FDPIR	Food Distribution Program on Indian Reservations
FFY	Federal fiscal year
FM	financial management
FNA	Food and Nutrition Act
FNS	Food and Nutrition Service
FNSRO	Food and Nutrition Service Regional Office
FPL	Federal Poverty Level
FPRS	Food Program Reporting System



## Appendix A. Abbreviations and Acronyms

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FTE	full-time equivalent
FY	fiscal year
GIS	Geographic Information Systems
HBCUs	historically Black colleges and universities
HHFKA	Hunger-Free Kids Act of 2010
HHS	U.S. Department of Health and Human Services
HRSA	Health Resources and Services Administration
ITO	Indian Tribal Organization
LEA	local educational agency
MCH	maternal and child health
ME	management evaluation
MOU	memorandum of agreement/understanding
MSI	minority-serving institution
NAL	National Agricultural Library
NCCOR	National Collaborative on Childhood Obesity Research
NERI	Nutrition Education Reinforcement Items
NIFA	National Institute of Food and Agriculture
N-PEARS	National Program Evaluation and Reporting System
NSLP	National School Lunch Program
OMB	Office of Management and Budget
ORDHS	Oregon Department of Human Services
OSU	Oregon State University
PAG	Physical Activity Guidelines
PII	personally identifiable information
PSE	policy, systems, and environmental
RE-AIM	Reach Effectiveness Adoption Implementation Maintenance
SEM	Social-Ecological Model
SNAC	State Nutrition Action Councils

## **Appendix A. Abbreviations and Acronyms**

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SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	SNAP Education
TANF	Temporary Assistance for Needy Families
TCUs	Tribal colleges and universities
USDA	U.S. Department of Agriculture
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

## Appendix B. SNAP-Ed Plan and Annual Report Modules

**New:** The following tables provide recommended modules for consistent and streamlined submission of the Plan and Annual Report, which are discussed in detail in Section 2. **These modules are currently unapproved drafts and are subject to change.** Refer to [Appendix F Definitions of Terms](#) for terms used in these templates.

### Plan Modules Summary

SNAP-Ed Plan Modules
<p><b>1: Target Audience and Needs Assessment (State agencies only)</b></p> <ul style="list-style-type: none"><li>• Needs Assessment<ul style="list-style-type: none"><li>– Identify the Target Audiences and Their Needs</li><li>– Needs Assessment Process</li><li>– State-Specific Nutrition and Physical Activity-Related Data on Target Population</li><li>– Community Food Access Data</li><li>– Demographic Characteristics of SNAP-Ed Target Audiences</li><li>– SNAP Participation</li><li>– Program Access and Appropriateness for Diverse Target Audiences</li><li>– Coordination and Partnerships with Programs and Organizations from Multiple Sectors</li><li>– Agency/Workforce Capacity</li><li>– Selected State Priority Goals Based on Needs Assessment</li></ul></li></ul>
<p><b>2: SNAP-Ed Action Plan (State agencies only)</b></p> <ul style="list-style-type: none"><li>• Objectives and Indicators</li><li>• Project SMART Objectives</li><li>• SNAP-Ed Outreach</li><li>• Action Plan Overview</li></ul>
<p><b>3: Planned Projects and Activities (State and implementing agencies)</b></p> <ul style="list-style-type: none"><li>• Brief Information</li><li>• Link Project to SMART Objectives</li><li>• Approaches (Direct Education, PSE, and/or Social Marketing)</li><li>• Priority Populations</li></ul>

**SNAP-Ed Plan Modules**

- Project Outreach
- Direct Education and PSE Settings
- Social Marketing Campaign Scale
- SNAP-Ed Toolkit Interventions
- Other Previously Developed Interventions
- New Interventions

**4: Planned Evaluations (State and implementing agencies)**

- Basic Information
- Evaluation Details

**5: Coordination and Collaboration (State and implementing agencies)**

- Coordination and Collaboration with Other Federal Nutrition, Obesity Prevention, and Health Programs
- Multisector Partnerships/Coalitions
- Tribes and Tribal Organizations
- Minority-Serving Institutions

**6: Planned Staffing and Budget (State and implementing agencies)**

- Planned Staffing
- Implementing Agency Budgets
- Project Budgets
- Other SNAP-Ed Expenditures
- Non-SNAP-Ed Funding
- Travel
- Budget for Indirect Costs
- Estimated Unobligated Balance
- Total Budget

**7: Assurances and Signatures (State agencies only)**

## Appendix B. SNAP-Ed Plan and Report Modules

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### Mockup of N-PEARS Page with State Annual Plan Modules for State Agencies.

#### 2023 State Annual Plan

Prerequisites

<b>Target Audience and Needs Assessment</b> <span style="float: right;">✔</span> <small>All done! 11 sections complete</small> <input type="button" value="Edit"/>	<b>SNAP-Ed Action Plan</b> <span style="float: right;">✔</span> <small>All done! 5 sections complete</small> <input type="button" value="Edit"/>
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Planned Efforts

<b>Planned Projects and Activities</b> <span style="float: right;">↻</span> 12 projects <input type="button" value="View All Projects"/>	<b>Planned Evaluations</b> <span style="float: right;">↻</span> 7 evaluations <input type="button" value="View All Evaluations"/>	<b>Coordination and Collaboration</b> <span style="float: right;">●</span> 0 of 4 complete <input type="button" value="Start"/>	<b>Planned Staffing and Budget</b> <span style="float: right;">●</span> 0 of 7 complete <input type="button" value="Start"/>
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### Mockup of N-PEARS Page with State Annual Plan Modules for Implementing Agencies.

#### Implementing Agency 1 Annual Plan

<state agency name> has provided Annual Plan information to give context for implementing agencies creating their own plans:  
[Target Audience and Needs Assessment](#) and [SNAP-Ed Action Plan](#)

<b>Planned Projects</b> <span style="float: right;">↻</span> 12 projects <input type="button" value="View All Projects"/>	<b>Planned Evaluations</b> <span style="float: right;">↻</span> 7 evaluations <input type="button" value="View All Evaluations"/>	<b>Coordination and Collaboration</b> <span style="float: right;">●</span> 0 of 4 complete <input type="button" value="Start"/>	<b>Planned Staffing and Budget</b> <span style="float: right;">●</span> 0 of 7 complete <input type="button" value="Start"/>
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### Plan Module 1: Target Audience and Needs Assessment

Only SNAP *State agencies* submit Plan Module 1. However, diverse groups including *implementing agencies* and others should be a part of developing the content submitted in Plan Module 1. Mockups from Plan Module 1 in N-PEARS follow. Notice mockups are for a single example *State agency*; some content may differ for other *State agencies*.

#### Plan Module 1: State Plan Prerequisites

## State Plan Prerequisites

Set up some initial data for your plan. Once you submit this page, you will not be able to return.

Gross Income Limit (% of Federal Poverty Level)

- 185%
- 200%

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Save and Continue

#### Plan Module 1 Page 1: Identify the Target Audiences and Their Needs

## Identify the Target Audiences and Their Needs

Every 3 years, State agencies should conduct a comprehensive SNAP-Ed needs assessment, a critical component of SNAP-Ed planning. For State agencies that submit a multi-year SNAP-Ed plan, the needs assessment should be submitted during the first year. All State agencies should update the needs assessment annually as needed when new information becomes available or priority goals change.

- The SNAP-Ed needs assessment should be a purposeful, strategic, and data-driven process led by the State agency with the active engagement of its implementing agencies and other stakeholders to identify the SNAP-Ed target audiences and understand their needs.
- Findings from the needs assessment should illuminate factors promoting or inhibiting program access, describe the appropriateness of programming for the target audiences, and be used to identify five to seven State priority goals for the State agency and its implementing agencies to address during the 3-year needs assessment cycle.
- Once identified, State priority goals should inform objectives and specific performance indicators the State agency and implementing agencies will use to track progress.

---

I Understand, Continue



### Plan Module 1 Page 2: Needs Assessment Process

## Needs Assessment Process

Respond to each prompt to provide a high-level summary of the needs assessment process.

This needs assessment is a:

- Comprehensive needs assessment (submitted every 3 years)
- Needs assessment update (submitted in the interim years)

List the stakeholders engaged in the needs assessment process and describe how they were engaged to provide input on the SNAP-Ed target audiences' needs and/or review and contextualize the results of the needs assessment to determine State priority goals.  
*Limit your answer to 500 words.*

Describe the process used to determine the State's priority goals and develop objectives and indicators to track progress toward them.  
*Limit your answer to 250 words.*

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Save

Save and Continue

## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 1 Page 3: State-Specific Nutrition and Physical Activity-Related Data on Target Population

#### State-Specific Nutrition and Physical Activity-Related Data on Target Population

Summarize available State-level information on diet, physical activity, and related health conditions. State agencies should provide data on as many listed topics as possible. Other pertinent health statistics can be included.

States are expected to review and summarize data available from a range of secondary data sources, the previous year's program results, and evaluation findings to understand the priority nutrition, physical activity, and obesity prevention needs of the target population. Where available, the SNAP-Ed needs assessment should leverage information from needs assessments conducted by State health departments, community hospitals, Statewide Nutrition Advisory Councils, or other related collaboratives. States must ensure data are current (i.e., less than 5 years old).

Avoid providing similar or duplicative information about the target audiences from different data sources (e.g., obesity rates for a particular age group measured by different surveys). If more than one source is available, State agencies should focus on State-level statistics using the most recent data for Plan module 1.

When possible, State agencies should use the same data source as has been used in previous SNAP-Ed Plans to identify trends more readily. If data are available for populations that overlap (e.g., children 2 – 5, children 2 – 18), both may be reported if they illustrate unique different needs related to nutrition, physical activity, and health outcomes. For example, if there are statewide data and WIC data on the BMI of children 2 - 5, both data points can be presented. Even though there is overlap in the populations represented by these two data points, the data from WIC may reveal information about a group of individuals eligible for SNAP-Ed not apparent from statewide data. State agencies are not expected to combine or reconcile information across data sources.

#### Topics


Obesity	Add data																				
Type 2 Diabetes	Edit data																				
<table border="1"><thead><tr><th>Age Group(s)</th><th>Finding</th><th>Data Source</th><th>Data Source Year</th></tr></thead><tbody><tr><td>&lt; 10 years</td><td>15%</td><td>Current Population Survey,</td><td>2022</td></tr><tr><td>&lt; 10 years</td><td>10%</td><td>Food Security Supplement</td><td></td></tr><tr><td>10-35</td><td>25%</td><td></td><td></td></tr><tr><td>36-75</td><td>25%</td><td></td><td></td></tr></tbody></table>	Age Group(s)	Finding	Data Source	Data Source Year	< 10 years	15%	Current Population Survey,	2022	< 10 years	10%	Food Security Supplement		10-35	25%			36-75	25%			
Age Group(s)	Finding	Data Source	Data Source Year																		
< 10 years	15%	Current Population Survey,	2022																		
< 10 years	10%	Food Security Supplement																			
10-35	25%																				
36-75	25%																				

## Appendix B. SNAP-Ed Plan and Report Modules

Cancer

Age Groups

Age Range      Finding

0 - 9      10 %      

I.E. 0 - I.E. 10      %     

Data Source

Data Source Year

[cancel](#)

Hypertension

High Cholesterol

Fruit Consumption

Age Group(s)	Finding	Data Source	Data Source Year
< 10 years	1.5 Average daily cups	State Department of Health data	2022

Vegetable Consumption

Physical Activity Behaviors

Household Food Insecurity

Other: 85% poverty line

Age Group(s)	Finding	Data Source	Data Source Year	
< 10 years	15%	State WIC program data	2022	<a href="#">Remove</a>

Add an additional topic:

[previous](#)

### Plan Module 1 Page 4: Community Food Access Data

## Community Food Access Data

Upload a table or State-level map describing community food access. Consider using the USDA Food Access Research Atlas and the Food Environment Atlas (<https://www.ers.usda.gov/data-products/food-access-research-atlas/>). Other data sources on food access may also be used.

Drop files here or [upload now](#)

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[previous](#)

Save

Save and Continue

### Plan Module 1 Page 5: Demographic Characteristics of SNAP-Ed Target Audiences

## Demographic Characteristics of SNAP-Ed Target Audiences

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources.

For this section, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

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[previous](#)

I acknowledge, continue

## Appendix B. SNAP-Ed Plan and Report Modules

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### Age

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

< 5

5-17

18-59

60-75

76+

Data Source

American Community Survey

State Demographic Survey

Other

Data Source Year

▼

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[previous](#)

# Appendix B. SNAP-Ed Plan and Report Modules

## County, Parish, Ward

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

<input type="text"/>	Allen	<input type="text"/>	Elk	<input type="text"/>	Labette	<input type="text"/>	Phillips	<input type="text"/>	Trego
<input type="text"/>	Anderson	<input type="text"/>	Ellis	<input type="text"/>	Lane	<input type="text"/>	Pottawatomie	<input type="text"/>	Wabunsee
<input type="text"/>	Atchison	<input type="text"/>	Ellsworth	<input type="text"/>	Leavenworth	<input type="text"/>	Pratt	<input type="text"/>	Wallace
<input type="text"/>	Barber	<input type="text"/>	Finney	<input type="text"/>	Lincoln	<input type="text"/>	Rawlins	<input type="text"/>	Washington
<input type="text"/>	Barton	<input type="text"/>	Ford	<input type="text"/>	Linn	<input type="text"/>	Reno	<input type="text"/>	Wichita
<input type="text"/>	Bourbon	<input type="text"/>	Geary	<input type="text"/>	Logan	<input type="text"/>	Republic	<input type="text"/>	Wilson
<input type="text"/>	Brown	<input type="text"/>	Gove	<input type="text"/>	Lyon	<input type="text"/>	Rice	<input type="text"/>	Woodson
<input type="text"/>	Butler	<input type="text"/>	Graham	<input type="text"/>	Marion	<input type="text"/>	Riley	<input type="text"/>	Wyandotte
<input type="text"/>	Chase	<input type="text"/>	Grant	<input type="text"/>	Marshall	<input type="text"/>	Rooks		
<input type="text"/>	Chautauque	<input type="text"/>	Gray	<input type="text"/>	McPherson	<input type="text"/>	Rush		
<input type="text"/>	Cherokee	<input type="text"/>	Greeley	<input type="text"/>	Meade	<input type="text"/>	Russell		
<input type="text"/>	Cheyenne	<input type="text"/>	Greenwood	<input type="text"/>	Miami	<input type="text"/>	Saline		
<input type="text"/>	Clark	<input type="text"/>	Hamilton	<input type="text"/>	Mitchell	<input type="text"/>	Scott		
<input type="text"/>	Clay	<input type="text"/>	Harper	<input type="text"/>	Montgomery	<input type="text"/>	Sedgwick		
<input type="text"/>	Cloud	<input type="text"/>	Harvey	<input type="text"/>	Morris	<input type="text"/>	Seward		
<input type="text"/>	Coffey	<input type="text"/>	Haskell	<input type="text"/>	Morton	<input type="text"/>	Shownee		
<input type="text"/>	Comanche	<input type="text"/>	Hodgeman	<input type="text"/>	Nemaha	<input type="text"/>	Sheridan		
<input type="text"/>	Cowley	<input type="text"/>	Jackson	<input type="text"/>	Neosho	<input type="text"/>	Sherman		
<input type="text"/>	Crawford	<input type="text"/>	Jefferson	<input type="text"/>	Neosho	<input type="text"/>	Smith		
<input type="text"/>	Decatur	<input type="text"/>	Jewell	<input type="text"/>	Norton	<input type="text"/>	Stafford		
<input type="text"/>	Dickinson	<input type="text"/>	Johnson	<input type="text"/>	Osage	<input type="text"/>	Stanton		
<input type="text"/>	Doniphan	<input type="text"/>	Keamy	<input type="text"/>	Osborne	<input type="text"/>	Stevens		
<input type="text"/>	Douglas	<input type="text"/>	Kingman	<input type="text"/>	Ottawa	<input type="text"/>	Summer		
<input type="text"/>	Edwards	<input type="text"/>	Kiowa	<input type="text"/>	Pawnee	<input type="text"/>	Thomas		

Data Source

American Community Survey  
 State Demographic Survey  
 Other

Data Source Year

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## Appendix B. SNAP-Ed Plan and Report Modules

---

### Ethnicity

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

<input type="text" value="11600"/>	Hispanic/Latino
<input type="text" value="88400"/>	Non-Hispanic/Latino

Data Source

American Community Survey  
 State Demographic Survey  
 Other

Data Source Year

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### Language

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

<input type="text"/>	Amharic	<input type="text"/>	Mandarin
<input type="text"/>	Arabic	<input type="text"/>	Polish
<input type="text"/>	Armenian	<input type="text"/>	Portuguese
<input type="text"/>	Cantonese	<input type="text"/>	Russian
<input type="text"/>	Creole	<input type="text"/>	Serbo-Croatian
<input type="text"/>	English	<input type="text"/>	Somali
<input type="text"/>	Farsi	<input type="text"/>	Spanish
<input type="text"/>	Hindi	<input type="text"/>	Thai
<input type="text"/>	Hmong	<input type="text"/>	Urdu
<input type="text"/>	Khmer	<input type="text"/>	Vietnamese
<input type="text"/>	Korean	<input type="text"/>	Other (specify) <input type="text"/>
<input type="text"/>	Loatian		

Data Source

American Community Survey  
 State Demographic Survey  
 Other

Data Source Year

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# Appendix B. SNAP-Ed Plan and Report Modules

---

## Race

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

<input type="text"/>	American Indian or Alaska Native
<input type="text"/>	Asian
<input type="text"/>	Black or African American
<input type="text"/>	Native Hawaiian or Other Pacific Islander
<input type="text"/>	White
<input type="text"/>	Multiracial or Other

Data Source

American Community Survey  
 State Demographic Survey  
 Other

Data Source Year

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## Tribes

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)

<input type="text" value="250"/>	<input type="text" value="Sioux"/>	<input type="button" value=""/>
<input type="text" value="e.g. 300"/>	<input type="text" value="Tribe name"/>	<input type="button" value="Add Row"/>

Data Source

American Community Survey  
 State Demographic Survey  
 Other

Data Source Year

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## Appendix B. SNAP-Ed Plan and Report Modules

---

### Other Demographics

Provide the demographic characteristics of the SNAP-Ed-eligible population in the State using available secondary data sources. For this page, your State's SNAP gross income limit of 185% (as a percentage of the Federal Poverty Level) was used to pre-populate the SNAP-Ed-eligible population.

Population Size (Number of Individuals)	Demographic characteristic	Data Source	Data Source Year	
<input type="text" value="250"/>	<input type="text" value="Below poverty line"/>	<input type="text" value="State Demographic Surv"/>	<input type="text" value="2022"/>	<input type="button" value="✕"/>
<input type="text"/>	<input type="text" value="Other (please specify)"/>	<input type="text" value="Data source"/>	<input type="text" value="Data Source Year"/>	<input type="button" value="Add"/>

Data Source

American Community Survey

State Demographic Survey

Other

Data Source Year

---

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### Additional Files

Optional: If useful for the needs assessment and program planning, States may choose to provide additional analyses or socioeconomic indicators for the SNAP-Ed-eligible population or analyze the demographic characteristics of specific groups targeted by the State's SNAP-Ed program (e.g., families with children, older adults). Attach files containing any additional demographic, health and/or geographic analysis, with the data source(s) noted, such as needs assessment summaries from Tribes and Tribal Organizations.

Drop files here or [upload now](#)

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Plan Module 1 Page 6: SNAP Participation

# SNAP Participation

Using State agency data, provide the SNAP household participation by county, parish, or ward.

Number of SNAP Households in Most Recent Federal Fiscal Year

<input type="text"/>	Allen	<input type="text"/>	Elk	<input type="text"/>	Labette	<input type="text"/>	Phillips	<input type="text"/>	Trego
<input type="text"/>	Anderson	<input type="text"/>	Ellis	<input type="text"/>	Lane	<input type="text"/>	Pottawatomie	<input type="text"/>	Wabaunsee
<input type="text"/>	Atchison	<input type="text"/>	Ellsworth	<input type="text"/>	Leavenworth	<input type="text"/>	Pratt	<input type="text"/>	Wallace
<input type="text"/>	Barber	<input type="text"/>	Finney	<input type="text"/>	Lincoln	<input type="text"/>	Rawlins	<input type="text"/>	Washington
<input type="text"/>	Barton	<input type="text"/>	Ford	<input type="text"/>	Linn	<input type="text"/>	Reno	<input type="text"/>	Wichita
<input type="text"/>	Bourbon	<input type="text"/>	Geary	<input type="text"/>	Logan	<input type="text"/>	Republic	<input type="text"/>	Wilson
<input type="text"/>	Brown	<input type="text"/>	Gove	<input type="text"/>	Lyon	<input type="text"/>	Rice	<input type="text"/>	Woodson
<input type="text"/>	Butler	<input type="text"/>	Graham	<input type="text"/>	Marion	<input type="text"/>	Riley	<input type="text"/>	Wyandotte
<input type="text"/>	Chase	<input type="text"/>	Grant	<input type="text"/>	Marshall	<input type="text"/>	Rooks		
<input type="text"/>	Chautauqua	<input type="text"/>	Gray	<input type="text"/>	McPherson	<input type="text"/>	Rush		
<input type="text"/>	Cherokee	<input type="text"/>	Greeley	<input type="text"/>	Meade	<input type="text"/>	Russell		
<input type="text"/>	Cheyenne	<input type="text"/>	Greenwood	<input type="text"/>	Miami	<input type="text"/>	Saline		
<input type="text"/>	Clark	<input type="text"/>	Hamilton	<input type="text"/>	Mitchell	<input type="text"/>	Scott		
<input type="text"/>	Clay	<input type="text"/>	Harper	<input type="text"/>	Montgomery	<input type="text"/>	Sedgwick		
<input type="text"/>	Cloud	<input type="text"/>	Harvey	<input type="text"/>	Morris	<input type="text"/>	Seward		
<input type="text"/>	Coffey	<input type="text"/>	Haskell	<input type="text"/>	Morton	<input type="text"/>	Shawnee		
<input type="text"/>	Comanche	<input type="text"/>	Hodgeman	<input type="text"/>	Nemaha	<input type="text"/>	Sheridan		
<input type="text"/>	Cowley	<input type="text"/>	Jackson	<input type="text"/>	Neosho	<input type="text"/>	Sherman		
<input type="text"/>	Crawford	<input type="text"/>	Jefferson	<input type="text"/>	Ness	<input type="text"/>	Smith		
<input type="text"/>	Decatur	<input type="text"/>	Jewell	<input type="text"/>	Norton	<input type="text"/>	Stafford		
<input type="text"/>	Dickinson	<input type="text"/>	Johnson	<input type="text"/>	Osage	<input type="text"/>	Stanton		
<input type="text"/>	Doniphan	<input type="text"/>	Kearny	<input type="text"/>	Osborne	<input type="text"/>	Stevens		
<input type="text"/>	Douglas	<input type="text"/>	Kingman	<input type="text"/>	Ottawa	<input type="text"/>	Summer		
<input type="text"/>	Edwards	<input type="text"/>	Kiowa	<input type="text"/>	Pawnee	<input type="text"/>	Thomas		

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**Plan Module 1 Page 7: Program Access for Diverse Target Audiences**

# Program Access for Diverse Target Audiences

For this section of the needs assessment, State agencies are encouraged to use recent SNAP-Ed program data and quantitative and qualitative information collected from partners and SNAP-Ed-eligible individuals. Cite these data to support the responses provided. For example, "According to the FY 2021 SNAP-Ed State report, ..."

## Gaps in geographic reach of SNAP-Ed and related programs for the target audiences

List the areas of your State that have a significant number of SNAP-Ed-eligible individuals but little or no current programming from SNAP-Ed or other nutrition programs (EPNEP, child nutrition, etc.). What are the characteristics of these areas (e.g., rural, frontier, suburban, or urban; Tribal communities; communities with many non-English-speaking groups)?  
*Limit your answer to 250 words.*

Optional: Upload a table or map that supports the above conclusions.

What factors limit the geographic reach of SNAP-Ed in your State?  
*Limit your answer to 250 words.*

How can the SNAP-Ed State agency and implementing agencies address the identified gaps in your State?  
*Limit your answer to 250 words.*

## Appendix B. SNAP-Ed Plan and Report Modules

---

### Other factors affecting program access for diverse target audiences

Describe how SNAP-Ed programming is reaching all groups within its target audiences. Consider the diverse racial and ethnic groups, Tribal members, age groups, gender groups, people with limited-English proficiency, people with disabilities, people with limited access to transportation, and people in rural or frontier communities among the SNAP-Ed-eligible population.  
*Limit your answer to 500 words.*

What are the key factors **supporting** access to SNAP-Ed programming for each of these groups? These factors may include availability of transportation, broadband access, accommodations for people with disabilities, and languages offered. Consider current outreach and recruitment strategies, the location of SNAP-Ed efforts, the time and mode of SNAP-Ed efforts (e.g., in person, virtual), and availability of programming or translation services for people with limited English proficiency.  
*Limit your answer to 500 words.*

What are the key factors **limiting** access to SNAP-Ed programming? These factors may include lack of transportation, lack of broadband access, lack of accommodations for people with disabilities, and language barriers.  
*Limit your answer to 500 words.*

How can the State agency and implementing agencies address the above limiting factors?  
*Limit your answer to 500 words.*



## Appendix B. SNAP-Ed Plan and Report Modules

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### Program appropriateness for diverse target audiences

Describe the **strengths** of current SNAP-Ed programming regarding its appropriateness for target audiences. Consider whether and how the delivery methods, materials, and messages adequately account for the target audiences' financial resources, food access, and diverse cultural food preferences. Also consider the target audiences' comfort with program sites and the types of implementing agencies and partners engaged in program development and implementation. *Limit your answer to 500 words.*

Describe the **weaknesses** of current SNAP-Ed programming regarding its appropriateness for target audiences. Again, consider whether and how the delivery methods, materials, and messages adequately account for the target audiences' financial resources, food access, and diverse cultural food preferences. Also consider the target audiences' comfort with program sites and the types of implementing agencies and partners engaged in program development and implementation. *Limit your answer to 500 words.*

How can the SNAP-Ed State agency and implementing agencies address weaknesses related to the appropriateness of programming for its target audiences? *Limit your answer to 250 words.*

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## Plan Module 1 Page 8: Coordination and Partnerships with Programs and Organizations from Multiple Sectors

### Coordination and Partnerships With Programs and Organizations From Multiple Sectors

Describe the strengths of coordination and partnerships among SNAP-Ed and other nutrition education, obesity prevention, and health programs and organizations from multiple sectors (e.g., education, agriculture, health, transportation).  
*Limit your answer to 250 words.*

Describe important areas for improved coordination and partnerships among SNAP-Ed and other nutrition education, obesity prevention, and health programs and organizations from multiple sectors (e.g., education, agriculture, health, transportation).  
*Limit your answer to 250 words.*

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## Plan Module 1 Page 9: Agency/Workforce Capacity

### Agency/Workforce Capacity

Describe the **strengths** of the SNAP-Ed workforce at the State and implementing agency levels for program planning, implementation, and evaluation.  
*Limit your answer to 250 words.*

Describe the **needs** of the SNAP-Ed workforce at the State and implementing agency levels for program planning, implementation, and evaluation. Consider specific staff training, staff recruitment, and other resources to support and strengthen workforce capacity.  
*Limit your answer to 250 words.*

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Plan Module 1 Page 10: Selected State Priority Goals Based on Needs Assessment

## Selected State Priority Goals Based on Needs Assessment

Based on the needs assessment findings, identify five to seven State priority goals below. Selected goals should reflect the most important areas for SNAP-Ed programmatic efforts over the next 3 years. At least one of these goals must focus on improving program access or appropriateness. States are also encouraged to include at least one priority goal related to (a) expanding or strengthening partnerships and collaborations with other organizations and sectors or (b) strengthening SNAP-Ed workforce capacity.

1. Priority Goal		Goal Type(s) <input checked="" type="checkbox"/> Improve Health Behaviors <input checked="" type="checkbox"/> Improve SNAP-Ed Access <input checked="" type="checkbox"/> Improve policies, systems, or environment of settings <input checked="" type="checkbox"/> Improve appropriateness of SNAP-Ed programming <input type="button" value="Edit"/>
2. Priority Goal		Goal Type(s) <input checked="" type="checkbox"/> Improve Health Behaviors <input checked="" type="checkbox"/> Collaborate with multiple sectors <input checked="" type="checkbox"/> Develop/strengthen innovations in programming <input checked="" type="checkbox"/> Other: Other goal type <input type="button" value="Edit"/>
3. Priority Goal		Goal Type(s) <div style="background-color: #f0f0f0; padding: 10px; text-align: center;"><input type="button" value="Select Goal Types"/></div>
4. Priority Goal		Goal Type(s) <div style="background-color: #f0f0f0; padding: 10px; text-align: center;"><input type="button" value="Select Goal Types"/></div>
5. Priority Goal		Goal Type(s) <div style="background-color: #f0f0f0; padding: 10px; text-align: center;"><input type="button" value="Select Goal Types"/></div>
6. Priority Goal (Optional)		Goal Type(s) <div style="background-color: #f0f0f0; padding: 10px; text-align: center;"><input type="button" value="Select Goal Types"/></div>
Priority Goal (Optional)		Goal Type(s)

## Appendix B. SNAP-Ed Plan and Report Modules

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Select Goal Types

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### Plan Module 1 Page 10 (Expanded View)

## Selected State Priority Goals Based on Needs Assessment

Based on the needs assessment findings, identify five to seven State priority goals below. Selected goals should reflect the most important areas for SNAP-Ed programmatic efforts over the next 3 years. At least one of these goals must focus on improving program access or appropriateness. States are also encouraged to include at least one priority goal related to (a) expanding or strengthening partnerships and collaborations with other organizations and sectors or (b) strengthening SNAP-Ed workforce capacity.

Priority Goal	Goal Type(s)
1. Priority Goal 1	<input checked="" type="checkbox"/> Improve Health Behaviors <input checked="" type="checkbox"/> Improve SNAP-Ed Access <input checked="" type="checkbox"/> Improve policies, systems, or environment of settings <input type="checkbox"/> Improve appropriateness of SNAP-Ed programming
2. Priority Goal 2	
3. Priority Goal 3	
4. Priority Goal 4	

### Goal Types

Select all that apply

- Improve health behaviors
- Improve policies, systems, or environment of settings
- Improve multi-sector outcomes
- Improve SNAP-Ed access
- Improve appropriateness of SNAP-Ed programming
- Expand or strengthen coordination and collaboration with other programs
- Collaborate with multiple sectors
- Strengthen workforce capacity
- Develop/strengthen innovations in programming
- Other

Please specify...

Update [cancel](#)

Select Goal Types

## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 2: SNAP-Ed Action Plan

Only SNAP *State agencies* submit Plan Module 2. However, diverse groups including *implementing agencies* and others should be a part of developing the content submitted in Plan Module 2. Mockups from Plan Module 2 in N-PEARS follow. Notice mockups are for a single example *State agency*; some content may differ for other *State agencies*.

#### Plan Module 2 Page 1: Objectives and Indicators

##### Objectives & Indicators

For each State priority goal, create at least one specific, measurable, achievable, relevant, and time-bound (SMART) objective the State and its implementing agencies seek to accomplish over the 3-year needs assessment period. For each SMART objective, identify the performance indicators that will be used to track progress. All SMART objectives must have performance indicators; when feasible, select indicators from the [SNAP-Ed Evaluation Framework](#). Performance indicators can include process and outcome measures. For example, the State may track the number of projects with interventions offered in multiple languages to measure progress toward an access-related objective or the number of hours of diversity training provided to State and implementing agency staff to measure progress toward a workforce capacity-building objective.

PRIORITY GOAL 1	SMART Objectives	SNAP-Ed Evaluation Framework Indicators <i>Select All That Apply</i>	Other Performance Indicators <i>Separate each indicator with a comma</i>
Name of priority goal 1	SMART objective 1 for priority goal 1	<input checked="" type="checkbox"/> MT:5 Nutrition Supports <input checked="" type="checkbox"/> MT:7: Government Policies <input checked="" type="checkbox"/> ST:5: Need and Readiness <input checked="" type="checkbox"/> LT:4: Food Safety	Number of survey responses
	SMART objective 2 for priority goal 1	ST:6: Champions	Number of Champions
	SMART objective 3 for priority goal 1	ST:4: Food Safety, MT:4: Food Safety	Serv-Safe Certification
	SMART objective 4 for priority goal 1	MT:5: Nutrition Supports	Pre/Post Class Surveys
	SMART objective 5 for priority goal 1	MT:8: Agriculture	Post-Program Survey
		See list_evaluation_indicator	<input type="button" value="Add"/>
PRIORITY GOAL 2	SMART Objectives	SNAP-Ed Evaluation Framework Indicators <i>Select All That Apply</i>	Other Performance Indicators <i>Separate each indicator with a comma</i>
Name of priority goal 2		See list_evaluation_indicator	<input type="button" value="Add"/>

## Appendix B. SNAP-Ed Plan and Report Modules

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PRIORITY GOAL 3

Name of priority goal 3

SMART Objectives

SNAP-Ed Evaluation Framework Indicators  
*Select All That Apply*

Other Performance Indicators  
*Separate each indicator with a comma*

Add

---

PRIORITY GOAL 4

Name of priority goal 4

SMART Objectives

SNAP-Ed Evaluation Framework Indicators  
*Select All That Apply*

Other Performance Indicators  
*Separate each indicator with a comma*

Add

---

PRIORITY GOAL 5

Name of priority goal 5

SMART Objectives

SNAP-Ed Evaluation Framework Indicators  
*Select All That Apply*

Other Performance Indicators  
*Separate each indicator with a comma*

Add

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 2 Page 2: Project SMART Objectives

#### Project SMART Objectives

The tables below list the projects and nonproject activities funded by SNAP-Ed that will be implemented during the fiscal year or years covered by your plan to achieve the SMART objectives. Also listed is the agency implementing each project or nonproject activity.

A SNAP-Ed project is an intervention or a cluster of interventions or activities executed by a single agency (State agency, implementing agency, or subcontractor) with common goals, intended outcomes, target audiences (e.g., youth), and implementation setting types (e.g., school).

Examples of nonproject activities include staff training, technical assistance, and peer-to-peer learning that benefit staff across multiple projects. Other examples include convening of coalitions, contracted services such as evaluation and formative research, and other activities not tied to a specific project. Agencies should not include administrative activities, such as implementing agency or local subcontractor procurement. If all planned activities will be associated with one or more projects implemented during this fiscal year, no nonproject activities will be listed.

##### Projects Linked to the State Objectives

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
Project 1	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li><li>• SMART Objective 2</li></ul>
Project 2	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Project 3	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Project 4	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Project 5	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>

##### Nonproject Activities Linked to the State Objectives

Nonproject Activity	Agency Conducting Activity	SMART Objective(s) to be Addressed
Activity 1	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Activity 2	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li><li>• SMART Objective 2</li></ul>
Activity 3	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Activity 4	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>
Activity 5	Implementing or state agency name	<ul style="list-style-type: none"><li>• SMART Objective 1</li></ul>

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### Plan Module 2 Page 3: SNAP-Ed Outreach

#### SNAP-Ed Outreach

Describe the methods the State agency will use to notify SNAP applicants, participants, and eligible individuals of the availability of SNAP-Ed activities. Include a description of any specific target groups for these outreach efforts and, if relevant, how SNAP-Ed is working with State and local SNAP offices to reach participants and applicants. Limit your answer to 250 words.

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### Plan Module 2 Page 4: Action Plan Overview

## Action Plan Overview

Provide a brief overview of how the planned SNAP-Ed efforts across implementing agencies and subgrantees fit together to address the target audiences' needs, accomplish SMART objectives, and complement other programs in the State to support individuals and families with low incomes in improving their healthy eating and physical activity behaviors. Limit your answer to 500 words.

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## Plan Module 3: Planned Projects and Activities

### Plan Module 3: Add Project

Planned Projects and Activities

Add Non-project Activity    Add Project

Name	Description	Project?	Modified	
Project 1	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️
Project 2	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️
Project 3	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️
Project 4	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️
-	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️
Project 5	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✔	03/12/22	🔍 🗑️

**Add Project** ✕

Enter the name of a new project. Or, you may select an existing multi-agency project to implement from the dropdown.

Select From Existing Projects

- Or -

Enter New Project Title

[cancel](#)

When you are done adding projects and activities mark as complete below.

Plan Module 3: Add Nonproject Activity

### Planned Projects and Activities

Add Non-project Activity    Add Project

Name	Description	Project?	Modified	
Project 1	This will be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud	✔	03/12/22	📄 🗑️
Project 2			22	📄 🗑️
Project 3			22	📄 🗑️
Project 4			22	📄 🗑️
-			22	📄 🗑️
Project 5	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.		22	📄 🗑️

#### Add Non-project Activity

Description

Briefly describe the activity. Limit your answer to 100 words.

This project addresses the following SMART objectives:

- SMART objective 1
- SMART objective 2
- SMART objective 3
- SMART objective 4
- SMART objective 5

Create Activity    [cancel](#)

When you are done adding projects and activities mark as complete below.

Mark as complete


### Plan Module 3 Page 1: Basic Information

## Basic Information

A SNAP-Ed project is an intervention or a cluster of interventions or activities executed by a single agency (State agency, implementing agency, or subcontractor) with common goals, intended outcomes, target audiences (e.g., youth), and implementation setting types (e.g., school).

When describing the project, give particular attention to:

- Why specific population segments were chosen for intervention(s), such as need, trends, readiness for change, lack of availability of effective interventions with sufficient reach and expected impact, and likely partners
- Behavioral and environmental changes the project was designed to achieve
- Key educational messages
- How and where services were delivered
- Partner organization roles and contributions
- Duration of project
- Total number of individuals, sites, or systems that participated or were reached
- For strategies that include social marketing, include the frequency of messages
- How project delivery focused nutrition education and obesity prevention efforts on the SNAP-Ed population
- How the project reflected the audience's awareness and access to healthy foods and beverages, and places to be physically active.
- Efforts to ensure the project was implemented as designed (i.e., with fidelity)

Is this a **mult-agency** project? 

- Yes  
 No

Project Name

Reinventing Home Cooking: Farm to Fork Access

This project is entering year  of implementation.

Briefly describe this project. *Limit your answer to 500 words.*

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## Appendix B. SNAP-Ed Plan and Report Modules

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### Plan Module 3 Page 2: Link Project to SMART Objectives

## Link Project to SMART Objectives

Select the specific, measurable, achievable, relevant, and time-bound (SMART) objectives this project seeks to address. SMART objectives are objectives related to a specific priority goal the State and its implementing agencies seek to accomplish over the 3-year needs assessment period.

This project addresses the following SMART objectives:

- SMART objective 1
- SMART objective 2
- SMART objective 3
- SMART objective 4
- SMART objective 5

---

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### Plan Module 3 Page 3: Approaches

## Approaches

---

### Direct Education

An evidence-based, behavior-focused nutrition education and physical activity intervention conducted at the individual and interpersonal levels with an intensity and duration that supports behavior change and allows for active engagement in-person or through interactive media.

This project includes one or more **direct education** interventions that will be in the following stage(s):  
*Select all that apply.*

- Planning (formative research)
- Developing (design and consumer testing)
- Implementing
- Evaluating
- This project does not include direct education

The **direct education** will be offered in the following languages:  
*Select all that apply.*

- |  |                                  |   |   |
|--|----------------------------------|---|---|
| <input type="checkbox"/> Amharic               | <input type="checkbox"/> English | <input type="checkbox"/> Mandarin       | <input type="checkbox"/> Thai               |
| <input type="checkbox"/> Arabic                | <input type="checkbox"/> Farsi   | <input type="checkbox"/> Polish         | <input type="checkbox"/> Urdu               |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Hindi   | <input type="checkbox"/> Portuguese     | <input type="checkbox"/> Vietnamese         |
| <input type="checkbox"/> Cantonese             | <input type="checkbox"/> Hmong   | <input type="checkbox"/> Russian        | <input type="checkbox"/> Other (specify):   |
| <input type="checkbox"/> Chinese (simplified)  | <input type="checkbox"/> Khmer   | <input type="checkbox"/> Serbo-Croatian | <input type="text" value="Enter Language"/> |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Korean  | <input type="checkbox"/> Somali         |   |
| <input type="checkbox"/> Creole                | <input type="checkbox"/> Laotian | <input type="checkbox"/> Spanish        |   |

### Policy, Systems, and Environmental (PSE) Initiatives

Interventions that have the potential to improve a community's health by making healthy food and physical activity choices more accessible, easier, and the default option.

- For more information, see:
- [Creating Healthy Local Places](#)
  - [SNAP-Ed Toolkit: Environmental Settings](#)
  - [PSE Change](#)

This project includes one or more **policy, systems, and environmental (PSE) initiative(s)** that will be in the following stage(s):  
*Select all that apply.*

- Planning and preparing for implementation (e.g., contacting sites, assessment, training)
- Implementing changes
- Maintaining changes
- Conducting follow-up assessments, evaluation, and/or monitoring
- This project does not include PSE initiatives



## Appendix B. SNAP-Ed Plan and Report Modules

---

### Social Marketing Campaigns

A coordinated set of communications delivered to one or more SNAP-Ed market segments to a particular population across a large geographic area. Campaigns are typically branded, communicate a common call to action, are delivered in multiple complementary settings and channels, and focus on one or more priority behavior changes. Please visit the [social marketing](#) page on SNAP-Ed Connection for additional information and examples of SNAP-Ed social marketing campaigns.

This project includes one or more **social marketing campaign(s)** that will be in the following stage(s):  
*Select all that apply.*

- Planning (formative research)
- Developing (design and consumer testing)
- Implementing
- Evaluating
- This project does not include social marketing

The **social marketing** will be offered in the following **languages**:  
*Select all that apply.*

- |  |                                  |   |   |
|--|----------------------------------|---|---|
| <input type="checkbox"/> Amharic               | <input type="checkbox"/> English | <input type="checkbox"/> Mandarin       | <input type="checkbox"/> Thai               |
| <input type="checkbox"/> Arabic                | <input type="checkbox"/> Farsi   | <input type="checkbox"/> Polish         | <input type="checkbox"/> Urdu               |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Hindi   | <input type="checkbox"/> Portuguese     | <input type="checkbox"/> Vietnamese         |
| <input type="checkbox"/> Cantonese             | <input type="checkbox"/> Hmong   | <input type="checkbox"/> Russian        | <input type="checkbox"/> Other (specify):   |
| <input type="checkbox"/> Chinese (simplified)  | <input type="checkbox"/> Khmer   | <input type="checkbox"/> Serbo-Croatian | <input type="text" value="Enter Language"/> |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Korean  | <input type="checkbox"/> Somali         |   |
| <input type="checkbox"/> Creole                | <input type="checkbox"/> Laotian | <input type="checkbox"/> Spanish        |   |

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### Plan Module 3 Page 4: Priority Populations

## Priority Populations

Priority populations are the populations your agency aims to reach through this project.

The **priority age groups** for this project are:  
Select all that apply.

- < 5
- 5–17
- 18–59
- 60–75
- 76+
- Unknown

The **priority racial groups** for this project are:  
Select all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other:
- Prefer not to respond
- Unknown

The **priority ethnic groups** for this project are:  
Select all that apply.

- Hispanic/Latino
- Non-Hispanic/Latino
- Prefer not to respond
- Unknown

The **priority gender groups** for this project are:  
Select all that apply.

- Male
- Female
- Non-binary
- Prefer not to respond
- Unknown

Does this project prioritize serving **people with disabilities**?

- Yes
- No

---

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 3 Page 5: Project Outreach (Optional)

#### Project Outreach (optional)

Describe any methods that will be used to notify eligible individuals of the availability of this project. Include a description of any specific target groups for these outreach efforts and, if relevant, how SNAP-Ed is working with State and local SNAP offices to reach participants and applicants and communicate information about this project in the community.  
Limit your answer to 250 words.

Attach any additional information on the referral and/or outreach process.

Drop files here or [upload now](#)

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### Plan Module 3 Page 6: Direct Education and PSE Settings

#### Direct Education and PSE Settings

Complete one row below for each setting in which direct education and/or PSE will be implemented. Note that if project sites could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the setting most relevant to the project's target audiences. For example, if the project focuses on children and parents in the childcare center, report the setting as childcare. If the project focuses on all members of the faith-based organization, report the setting as faith-based organization. Projects may be implemented in multiple settings, but no single project site should be categorized as belonging to more than one setting.

Setting	Total planned number of sites:	Planned number of sites in Tribal jurisdiction:	Planned number of sites in rural locations:	Intervention Approach(es) in all stages of planning and implementation. Select all that apply.
Congregate meal sites/senior nutrition centers	50	10	30	PSE
Before and afterschool programs	32	12	20	Direct Education
See list_pse_setting				Select Approach <span>Add</span>

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Save

Save and Continue

Plan Module 3 Page 7: Social Marketing Campaign Scale (Zip Code View)

## Social Marketing Campaign Scale

What is the smallest geographic unit to be used to plan the social marketing campaign?

- ZIP Code
- Census tract
- School(s)
- Towns/cities
- Counties/parishes/wards
- Reservation
- In-State media markets/metropolitan statistical areas/multicounty regions
- Multi-State media markets:
- Entire State (all media markets)
- Other (specify):

Indicate the areas to be covered by the social marketing campaign.  
Select all that apply

Zip codes	▼
44624	
44606	
46060	

Projected reach of this campaign

Specify estimated number of unique individuals who will be reached by this social marketing campaign.

---

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 3 Page 7: Social Marketing Campaign Scale (School View)

## Social Marketing Campaign Scale

What is the smallest geographic unit to be used to plan the social marketing campaign?

- ZIP Code
- Census tract
- School(s)
- Towns/cities
- Counties/parishes/wards
- Reservation
- In-State media markets/metropolitan statistical areas/multicounty regions
- Multi-State media markets:
- Entire State (all media markets)
- Other (specify):

Describe the areas to be covered by the social marketing campaign.  
Limit your answer to 100 words.

Projected reach of this campaign

Specify estimated number of unique individuals who will be reached by this social marketing campaign.

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Save

Save and Continue

### Plan Module 3 Page 8: SNAP-Ed Toolkit Interventions

## SNAP-Ed Toolkit Interventions

Projects may include one or more direct education, PSE, and/or social marketing interventions.

Add Intervention

Intervention Name	Description of adaptations	
Alliance for a Healthier...	This is the description of adaptations. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris bibendum ultrices eros, vel dapibus...	<input type="checkbox"/> <input type="checkbox"/>
BE Physically Active 2Day	This is the description of adaptations. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris bibendum ultrices eros, vel dapibus...	<input type="checkbox"/> <input type="checkbox"/>
Child Health Initiative...	Not adapted	<input type="checkbox"/> <input type="checkbox"/>
Cooking Matters	This is the description of adaptations. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris bibendum ultrices eros, vel dapibus...	<input type="checkbox"/> <input type="checkbox"/>

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 3 Page 8 (Add Intervention)

**SNAP-Ed Toolkit Interventions**

Projects may include one or more direct education, PSE, and/or social marketing interventions.

Add Intervention

**Add SNAP-Ed Toolkit Intervention** ✕

Intervention Name

Alliance for a Healthier Future

The intervention will be adapted for this setting or target population

Describe the adaptations to be made, including any intervention materials to be translated or created.  
Limit your answer to 250 words.

previous Save Add Intervention

### Plan Module 3 Page 9: Other Previously Developed Interventions

## Other Previously Developed Interventions

Projects may include one or more direct education, PSE, and/or social marketing interventions.

Add Intervention

Intervention Name	Level of evidence	Is this approved for use by FNS?	Will the intervention be adapted for this project?	
Cooking Matters	Research-tested	✔	✔	📄 ✕
Cooking Matters at the Store	Practice-tested	⊘	⊘	📄 ✕
Cooking Matters for Healthcare	Research-tested	✔	✔	📄 ✕
Eagle Adventure	Emerging	✔	✔	📄 ✕
Eat Smart to Play Hard	Practice-tested	✔	✔	📄 ✕
EatFresh	Research-tested	⊘	⊘	📄 ✕
Farm to School	Emerging	⊘	⊘	📄 ✕
FoodCorps Healthy School	Research-tested	⊘	⊘	📄 ✕
Go NAPSACC	Emerging	⊘	⊘	📄 ✕
Healthy Bodies, Healthy Futures	Research-tested	✔	✔	📄 ✕

previous Save Save and Continue



Plan Module 3 Page 9 (Edit Intervention Data)

### Other Previously Developed Interventions

Projects may include one or more direct education, PSE, and/or social marketing interventions.

[Add Intervention](#)

**Intervention Name**

- Cooking Matters
- Cooking Matters at the Store
- Cooking Matters for Healthcare
- Eagle Adventure
- Eat Smart to Play Hard
- EatFresh
- Farm to School
- FoodCorps Healthy School
- Go NAPSACC
- Healthy Bodies, Healthy

#### Edit Intervention Data

Name

This intervention has been approved for use by FNS.  
 The intervention will be adapted for this setting or target population.

Describe the adaptations to be made, including any intervention materials to be translated or created.  
*Limit your answer to 250 words.*

What is the level of evidence for this intervention? Select one option below.

[Update Intervention](#)

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 3 Page 9 (Emerging Intervention)

EVIDENCE BASE OF PROJECT INTERVENTIONS

# Other Projects

Projects may include one or more interventions.

**Intervention Name**

- Cooking Matters
- Cooking Matters at the Store
- Cooking Matters for Healthcare
- Eagle Adventure
- Eat Smart to Play Hard
- EatFresh
- Farm to School
- FoodCorps Healthy Schools
- Go NAPSACC
- Healthy Bodies, Healthy Communities

## Edit Intervention Data

Name  
Cooking Matters for Healthcare

This intervention has been approved for use by FNS.  
 The intervention will be adapted for this setting or target population.

What is the level of evidence for this intervention? Select one option below.  
Emerging

Select one option

Required Criteria for Emerging Interventions

This intervention meets all of the required criteria.  
Note that all are requirements for emerging interventions

1. Aligns with the [Dietary Guidelines](#) for Americans
2. Aligns with the [Physical Activities Guidelines](#) for Americans
3. Aligns with the [Healthy People 2030 objectives](#) for Nutrition and Healthy Eating
4. Reflects the budgetary and time constraints of the low-income population
5. Reflects solutions that would make healthy eating and physically active lifestyles easier and more appealing to SNAP-Ed participants  
(Ex: changes in food retail, food distribution, or recreation facilities, including hours of operation, price, promotion, placement, marketing, communication, and related operations and policies)
6. Will be evaluated for changes in individual behaviors, food/physical activity environments, or obesity prevention policies

Which of the following criteria does the intervention meet? Emerging interventions must meet at least one of the criteria.

Reflects the social, cultural, and/or linguistic needs and resources of the low-income population(s) served  
 Addresses the results and implications of a State or community needs assessment  
 Addresses State or local priorities/strategic plans

What foundational evidence base will you develop this year to establish or grow the evidence base for this emerging intervention?  
Limit your answer to 250 words.

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Plan Module 3 Page 9 (Practice-Tested Intervention)

### Other Previously Developed Interventions

Projects may include one or more direct education, PSE, and/or social marketing interventions.

[Add Intervention](#)

Intervention Name	Edit Intervention Data	
Cooking Matters	Name <input type="text" value="Cooking Matters for Healthcare"/>	<input type="checkbox"/> <input type="checkbox"/>
Cooking Matters at the Store	<input type="checkbox"/> This intervention has been approved for use by FNS.	<input type="checkbox"/> <input type="checkbox"/>
Cooking Matters for Healthcare	<input type="checkbox"/> The intervention will be adapted for this setting or target population.	<input type="checkbox"/> <input type="checkbox"/>
Eagle Adventure	What is the level of evidence for this intervention? Select one option below. <input type="text" value="Practice-tested"/>	<input type="checkbox"/> <input type="checkbox"/>
Eat Smart to Play Hard	<i>The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field; these studies must show positive effects on individual behaviors, food/physical activity environments, or policies.</i>	<input type="checkbox"/> <input type="checkbox"/>
EatFresh	Provide the citation or a link for at least one evaluation report or case study that shows the intervention results in positive changes in individual behaviors, food/physical activity environments, or obesity prevention policies. If there is no such report or case study, this is not a practice-tested intervention.	<input type="checkbox"/> <input type="checkbox"/>
Farm to School	<input type="text"/>	<input type="checkbox"/> <input type="checkbox"/>
FoodCorps Healthy School		<input type="checkbox"/> <input type="checkbox"/>
Go NAPSACC		<input type="checkbox"/> <input type="checkbox"/>
Healthy Bodies, Healthy		<input type="checkbox"/> <input type="checkbox"/>

[Update Intervention](#)

Plan Module 3 Page 9 (Research-Tested Intervention)

EVIDENCE BASE OF PROJECT INTERVENTIONS

## Other Previously Developed Interventions

Projects may include one or more of the following evidence-based, research-tested, or research-pending interventions:

### Intervention Name

- Cooking Matters
- Cooking Matters at the Store
- Cooking Matters for Health
- Eagle Adventure
- Eat Smart to Play Hard
- EatFresh
- Farm to School
- FoodCorps Healthy School
- Go NAPSACC
- Healthy Bodies, Healthy

### Edit Intervention Data

Name:

This intervention has been approved for use by FNS.  
 The intervention will be adapted for this setting or target population.

What is the level of evidence for this intervention? Select one option below.

*The approach is based upon relevant rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence, and other published studies and evaluation reports that demonstrate significant effects on individual behaviors, food/physical activity environments, or policies across multiple populations, settings, or locales.*

Which of the following sources includes this intervention?

- Food and Nutrition Service: Nutrition Evidence Library [ [Read more](#) ]
- National Cancer Institute: Research-Tested Interventions Program [ [Read more](#) ]
- U.S. Department of Health and Human Services: Guide to Community Preventive Services [ [Read more](#) ]
- U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit [ [Read more](#) ]
- What Works for Health: Policies and Programs to Improve Wisconsin's Health [ [Read more](#) ]
- Other:
- None

Provide the citation for at least one peer-reviewed, scientific journal article that concludes this intervention has significant positive impacts on individual behaviors, food/physical activity environments, or obesity prevention policies. The article(s) must compare the intervention against some type of control condition (e.g., a similar venue or population that does not receive the intervention). If there is no such study, this is not a research-tested intervention.

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# Appendix B. SNAP-Ed Plan and Report Modules

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## Plan Module 3 Page 10: New Interventions

### New Interventions

Projects may include one or more direct education, PSE, and/or social marketing interventions.

Name of New Intervention	Approved for use by FNS? 	Explain who will be involved in developing the intervention and describe the intervention strategies and materials. <i>Limit your answer to 250 words.</i>	What foundational evidence base will you develop this year to establish or grow the evidence base for this new intervention? <i>Limit your answer to 250 words.</i>
<input type="text" value="Intervention name"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text" value="lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute inure dolor in"/>	<input type="text" value="lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute inure dolor in"/> 
<input type="text" value="Enter Name"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="text"/>	<input type="text"/> <input type="button" value="Add"/>

---

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## Plan Module 4: Planned Evaluations

### Plan Module 4 Page 1: Basic Information

#### Basic Information

##### Evaluation Name

Provide a short descriptive title for this evaluation.

##### Project(s) Evaluated

Select all projects included in this evaluation.

---

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Save

Save and Continue

### Plan Module 4 Page 2: Evaluation Details

#### Evaluation Details

Complete the following pages to describe the planned evaluation.

Evaluation dates may span multiple years (i.e., do not need to be contained within the reporting year).

##### Evaluation Type

Select all that apply.

- Formative
- Process
- Outcome
- Impact

---

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### Plan Module 4 Page 2 (Formative Evaluations)

# Formative Evaluations

Complete the following pages to describe the planned evaluation. Evaluation dates may span multiple years (i.e., do not need to be contained within the reporting year).

Project Components to Be Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Evaluation Date Range

Start date


End date

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other





Planned Use of Results. *Select all that apply.*

- Intervention design
- Intervention adaptation or improvement
- Conference presentation
- Peer-reviewed paper
- Other report or paper

Other

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### Plan Module 4 Page 2 (Process Evaluations)

# Process Evaluations

Complete the following pages to describe the planned evaluation. Evaluation dates may span multiple years (i.e., do not need to be contained within the reporting year).

Project Components to Be Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Evaluation Date Range

    
Start date End date

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Planned Use of Results. *Select all that apply.*

- Intervention design
- Intervention adaptation or improvement
- Conference presentation
- Peer-reviewed paper
- Other report or paper

Other

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## Plan Module 4 Page 2 (Outcome Evaluations)

### Outcome Evaluations

Complete the following pages to describe the planned evaluation. Evaluation dates may span multiple years (i.e., do not need to be contained within the reporting year).

Project Components to Be Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Evaluation Date Range

    
Start date                      End date

Performance Indicators

▼

Select all that apply

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Measurements. *Select all that apply.*

- Pretest
- Post test
- Other:

Prior Evaluations

Provide a link or citation for any outcome or impact evaluations already conducted for this project. (Leave blank if none.)

Planned Use of Results. *Select all that apply.*

- Intervention adaptation or improvement
- Community-wide dissemination
- Stakeholder dissemination
- Legislative dissemination
- Conference presentation
- Peer-reviewed paper
- Other report or paper

Other

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### Plan Module 4 Page 2 (Impact Evaluations)

# Impact Evaluations

Complete the following pages to describe the planned evaluation. Evaluation dates may span multiple years (i.e., do not need to be contained within the reporting year).

Project Components to Be Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Evaluation Date Range

    
Start date                      End date

Performance Indicators

▼

Select all that apply

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Evaluation Design. *Choose One.*

- Randomized controlled trial
- Not randomized, with comparison group
- No comparison group

Measurements. *Select all that apply.*

- Pretest
- Post test
- Other:

## Appendix B. SNAP-Ed Plan and Report Modules

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### Prior Evaluations

Provide a link or citation for any outcome or impact evaluations already conducted for this project. (Leave blank if none.)

### Planned Use of Results. Select all that apply.

- Intervention adaptation or improvement
- Community-wide dissemination
- Stakeholder dissemination
- Legislative dissemination
- Conference presentation
- Peer-reviewed paper
- Other report or paper

### Other

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## Plan Module 4 Page 2 (Logic Model Files)

### Logic Model Files

Optional: Attach a logic model for the project and evaluation.

Drop files here or [upload now](#)

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## Plan Module 5: Coordination and Collaboration

### Plan Module 5 Page 1: Federal Nutrition, Obesity Prevention, and Health Programs

# Federal Nutrition, Obesity Prevention, and Health Programs

Indicate whether your agency is coordinating or collaborating in a significant way with each type of Federal program listed and identify the purpose(s). To be considered significant, coordination or collaboration should include regular ongoing dialogue and information or resource sharing. Only providing space for SNAP-Ed programming or distributing SNAP-Ed materials would not be considered significant coordination or collaboration. Collaborations with Federal programs can be at regional, State and/or local levels. Retain all written agreements outlining roles and responsibilities of entities involved.

#### Food and Nutrition Service, USDA

##### Programs

Child and Adult Care Food Program (CACFP)	Add data
Commodity Supplemental Food Program (CSFP)  Purpose(s) of Coordination Collaboration <input checked="" type="checkbox"/> Needs Assessment / Plan Development <input checked="" type="checkbox"/> Coordination of Messaging/Materials/Approaches	Edit data
Community Food Systems Programs (e.g., Farm to School and Community Food Projects)	Add data
Food Distribution Program on Indian Reservations (FDPIR)	Add data
Fresh Fruit and Vegetable Program (FFVP)	Add data
National School Lunch Program (NSLP)	Add data
School Breakfast Program (SBP)	Add data
Senior Farmers Market Nutrition Program (SFMNP)	Add data
Special Milk Program (SMP)	Add data
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	Add data
Summer Food Service Program (SFSP)	Add data
Supplemental Nutrition Assistance Program (SNAP)	Add data
Team Nutrition	Add data
The Emergency Food Assistance Program (TEFAP)	Add data

## Appendix B. SNAP-Ed Plan and Report Modules

WIC Farmers Market Nutrition Program (FMNP)

Purpose(s) of Coordination and Collaboration (select all that apply)

Needs Assessment / Plan Development     Coordination of Messaging/Materials/ Approaches     PSE Change Efforts     Social Marketing Campaign(s)     Improvement of SNAP-Ed Access for Target Audiences     Other:

[cancel](#)

Non Standard Program Type 1

Purpose(s) of Coordination Collaboration

Needs Assessment / Plan Development

Add an additional Food and Nutrition Service, USDA program type:

### National Institute of Food and Agriculture, USDA

Programs

Expanded Food and Nutrition Education Program (EFNEP)

Gus Schumacher Nutrition Incentive Program (GusNIP)

Add an additional National Institute of Food and Agriculture, USDA program type:

### Centers for Disease Control and Prevention, HHS

Programs

Add an additional Centers for Disease Control and Prevention, HHS program type:



## Appendix B. SNAP-Ed Plan and Report Modules

### Administration for Community Living, HHS

Programs

Older Americans Act Title III-C Senior Nutrition Program

Add data

### Other Federal Nutrition, Obesity Prevention, and Health Programs

Programs

Add an additional Other Federal Nutrition, Obesity Prevention, and Health Programs program type:

please specify

Add Program Type

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## Plan Module 5 Page 2: Multisector Partnerships/Coalitions

### Multisector Partnerships/Coalitions

Multisector partnerships are an important indicator of work at the Sectors of Influence level of the SNAP-Ed Evaluation Framework (e.g., indicator STR). These partnerships can be at the Multi-state, State/Territory, Local, or Tribal level and are composed of at least five diverse sector representatives that engage in coordinated planning for changes in policies and/or practices for nutrition, physical activity, food security, and/or obesity prevention. These partners often work together as a coalition, such as in a SNAP-Ed State Nutrition Action Council (SNAC). Use the add button to create a record for each multisector partnership with which your agency is currently or plans to be actively engaged, indicating the number of organizations involved in the partnership/coalition from each sector, the geographic level of the partnership/coalition, and the key activities planned.

Add Partnership/Coalition

Name	Geographic Level	Key Activities Planned With the Partnership/Coalition	
Multisector partnership/coalition 1	Multi-State	Description of key activities planned. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut	 
Multisector partnership/coalition 2	State/Territory	Description of key activities planned. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut	 
Multisector partnership/coalition 3	Local	Description of key activities planned. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa	 

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Plan Module 5 Page 2 (Expanded View)

## Multisector Partnerships/Coalitions

Multisector partnerships are an important indicator of work at the Sectors of Influence level of the SNAP-Ed Evaluation Framework (e.g., indicator STR). These partnerships can be at the Multi-state, State/Territory, Local, or Tribal level and are composed of at least five diverse sector representatives that engage in coordinated planning for changes in policies and/or practices for nutrition, physical activity, food security, and/or obesity prevention. These partners often work together as a coalition, such as in a SNAP-Ed State Nutrition Action Council (SNAC). Use the add button to create a record for each multisector partnership with which your agency is currently or plans to be actively engaged, indicating the number of organizations involved in the partnership/coalition from each sector, the geographic level of the partnership/coalition, and the key activities planned.

### Add Multisector Partnership/Coalition

**Name**

Partnership/Coalition Name

**Sectors Represented**  
*Indicate the number of organizations involved in the partnership/coalition from each of the following sectors.*

- Agriculture
- Childcare
- Commercial marketing
- Community design
- Education
- Food industry
- Food retailers
- Government
- Media
- Public health and healthcare
- Public safety
- Transportation

Other  
 Custom other option

**Geographic Level of Partnership/Coalition**

- Multi-State
- State/Territory
- Local
- Tribal

Describe Key Activities Planned With the Partnership/Coalition. *Limit your answer to 250 words.*







## Appendix B. SNAP-Ed Plan and Report Modules

---

### Plan Module 5 Page 3: Tribes and Tribal Organizations







#### Tribes and Tribal Organizations

Use the add button to create a record for each Federal or State-recognized American Indian and Alaska Native Tribe or Tribal representative with which your agency is consulting, coordinating, or collaborating on SNAP-Ed planning and/or implementation.

Name	Nature of Planned Consultation, Coordination, and Collaboration	
Tribal Organization 1	Meeting with TO for input on SNAP-Ed programming, TO receives SNAP-Ed funding (as an implementing or subcontracting agency): \$10,000	 
Tribal Organization 2	TO involved in plan development	 
Tribal Organization 3	SNAP-Ed agency provides dedicated staff: 10 FTEs	 

#### Tribes and Indian Tribal Organizations

Use the add button to create a record for each Federal or State-recognized American Indian and Alaska Native Tribe or Tribal representative with which your agency is consulting, coordinating, or collaborating on SNAP-Ed planning and/or implementation.

Name	Nature of Planned Consultation, Coordination, and Collaboration	
Indian Tribal Organization 1	Meeting with ITO for input on SNAP-Ed programming, ITO receives SNAP-Ed funding (as an implementing or subcontracting agency): \$10,000	 
Indian Tribal Organization 2	ITO involved in plan development	 
Indian Tribal Organization 3	SNAP-Ed agency provides dedicated staff: 10 FTEs	 

---

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 5 Page 3 (Expanded View)

## Indian Tribal Organizations

Use the add button to create a record for each Federal or State-recognized American Indian and Alaska Native Tribe or Tribal representative with which your agency is consulting, coordinating, or collaborating on SNAP-Ed planning and/or implementation.

Name		
Indian Tribal Organization 1		Add
Indian Tribal Organization 2		[✓] [🗑️]
Indian Tribal Organization 3		[✓] [🗑️]

### Add Tribe or Indian Tribal Organization (ITO)

**Name of ITO**

**Name of Primary Contact**

**Title of Primary Contact**

**Nature of Planned Consultation, Coordination, and Collaboration**  
*Select all that apply:*

Meeting with ITO for input on SNAP-Ed programming

ITO involved in plan development

ITO involved in SNAP-Ed activities

ITO receives SNAP-Ed funding (as an implementing or subcontracting agency):

SNAP-Ed agency provides dedicated staff:

Other:

**Describe the outcome of the consultation and how it impacted the SNAP-Ed plan.**  
*Limit your answer to 250 words.*

*This is the description of planned consultation, coordination, and collaboration.*  
 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

**Description of written comments received and outcome.**  
*Limit your answer to 250 words.*

*This is the description of written comments received and the related outcome.*  
 Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

   [cancel](#)

### Plan Module 5 Page 4: Minority-Serving Institutions

## Minority-Serving Institutions

This page displays the coordination and collaboration planned with minority-serving institutions (MSIs) as entered in the latest State SNAP-Ed plan. Please update the page as needed to reflect the coordination and collaboration realized this fiscal year with MSIs.

Name	Type	Nature of Consultation, Coordination, and Collaboration	
Institution 1	Hispanic-serving institution	Involved in SNAP-Ed Activities	Add
Institution 2	Historically Black college or university	Involved in SNAP-Ed activities, SNAP-Ed agency provides dedicated staff: 5 FTEs	[✓] [🗑️]
Institution 3	Historically Black college or university	Involved in SNAP-Ed Activities	[✓] [🗑️]

## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 5 Page 4 (Expanded View)

Minority-serving Institutions

Minority-serving institutions (MSI) are in the best interest of their students and communities. They include Historically Black colleges and universities (HBCUs), Tribal colleges and universities (TCUs), and Asian American and Pacific Islander serving institutions (AAPI SIs).

Use the add button to create a record for a new institution.

Name
Institution 1
Institution 2
Institution 3

[previous](#) [Save](#) [Save and Continue](#)

#### Add Minority-Serving Institution (MSI)

MSI Name

MSI Type  
Select one.

- Historically Black college or university
- Hispanic-serving institution
- Tribal college or university
- Asian American or Pacific Islander serving institution

Nature of Planned Coordination and Collaboration  
Select all that apply:

- Meeting with MSI for input on SNAP-Ed programming
- Involved in plan development
- Involved in SNAP-Ed activities
- Receives SNAP-Ed funding (as an implementing or subcontracting agency):
- SNAP-Ed agency provides dedicated staff:
- Other:

Describe Planned Coordination and Collaboration between Agency and MSI  
Limit your answer to 250 words.

[Add](#)

[Add](#) [Add](#) [Add](#)

[Create Minority-Serving Institution](#) [cancel](#)

## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 6: Planned Staffing and Budget

#### Plan Module 6 Page 1: Planned Staffing

### Planned Staffing

Add positions for each staff person who will be paid using SNAP-Ed Federal funds.

Position Title	Full-Time Equivalents Charged to SNAP-Ed	% of SNAP-Ed Time Spent on Management and Administrative Duties	% of SNAP-Ed Time Spent on SNAP-Ed Delivery (include all projects)	SNAP-Ed Salary, Benefits, and Wages (Federal dollars only)	
Director	1	75	20	50,000	🗑️
Nutrition Assistant	5	55	10	50,000	🗑️
Specialist	3	45	15	50,000	🗑️
					Add
<b>Total Staffing Budget</b>				<b>\$150,000</b>	

Provide full-time equivalent (FTE) definition and describe basis for calculation. Limit your answer to 100 words.

Attach a document with brief job descriptions.

Drop files here or [upload now](#)

[previous](#) [Save](#) [Save and Continue](#)

### Plan Module 6 Page 2: Implementing Agency Budgets

### Implementing Agency Budgets

The table below captures the total planned operating budget for each implementing agency for the current fiscal year.

Implementing Agency Name	Planned Budget for Current Fiscal Year (\$)
Implementing agency 1	x,xxx,xxx
Implementing agency 2	x,xxx,xxx
Implementing agency 3	x,xxx,xxx

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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 6 Page 3: Project Budgets

## Project Budgets

The form below captures the planned operating budget for each project your agency will implement during the fiscal year. Add the planned operating budget for each project your agency will implement during this fiscal year. If your agency will not implement a project during the fiscal year, continue to the next section.

Project 1	<a href="#">Add data</a>
Project 2	<a href="#">Edit data</a>
Total Direct Costs \$27,560.00	
Project 3	
Direct Cost Category ⓘ	
<input type="text" value="4,800.00"/>	Salary/benefits
<input type="text" value="5,000.00"/>	Contracts/subgrants/agreements
<input type="text" value="1,000.00"/>	Noncapital equipment/office supplies
<input type="text" value="100.00"/>	Nutrition education materials
<input type="text" value="100.00"/>	Travel
<input type="text" value="800.00"/>	Building/space lease or rental
<input type="text" value="0.00"/>	Cost of publicly owned building space
<input type="text" value="100.00"/>	Maintenance and repair
<input type="text" value="50.00"/>	Institutional memberships and subscriptions
<input type="text" value="120.00"/>	Equipment and other capital expenditures
<b>\$12,070.00</b>	<b>Total Direct Costs</b>
<a href="#">Save</a>	<a href="#">cancel</a>

### Totals by Direct Cost Category

Subtotal Across Projects	Direct Cost Category ⓘ
\$16,800.00	Salary/benefits
\$8,000.00	Contracts/subgrants/agreements
\$1,500.00	Noncapital equipment/office supplies
\$100.00	Nutrition education materials
\$100.00	Travel
\$800.00	Building/space lease or rental
\$0.00	Cost of publicly owned building space
\$100.00	Maintenance and repair
\$50.00	Institutional memberships and subscriptions
\$120.00	Equipment and other capital expenditures
<b>\$27,560.00</b>	<b>Total Direct Costs</b>

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## Appendix B. SNAP-Ed Plan and Report Modules


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### Plan Module 6 Page 4: Other SNAP-Ed Expenditures

#### Other SNAP-Ed Expenditures

The form below captures your agency's planned operating budget for other SNAP-Ed expenditures, which may include nonproject activities and other activities not accounted for in the Planned Project Budgets section (e.g., State agency staff time spent procuring implementing agencies and training implementing agency staff, contracted services such as evaluation or formative research).

State agencies and implementing agencies with planned expenditures not accounted for in the Planned Project Budgets table should complete the table below. State agencies should not include contracts with implementing agencies in the table below, because they are accounted for in the Implementing Agency Budgets table. If all of your agency's planned expenditures are associated with one or more projects planned for this fiscal year and were reported in the Planned Project Budgets table, continue to the next section.

Direct Cost Category 	Planned Budget for Other SNAP-Ed Activities (\$)
Salary/benefits	<input type="text"/>
Contracts/subgrants/agreements	<input type="text"/>
Noncapital equipment/office supplies	<input type="text"/>
Nutrition education materials	<input type="text"/>
Travel	<input type="text"/>
Building/space lease or rental	<input type="text"/>
Cost of publicly owned building space	<input type="text"/>
Maintenance and repair	<input type="text"/>
Institutional memberships and subscriptions	<input type="text"/>
Equipment and other capital expenditures	<input type="text"/>
<b>Total Direct Costs</b>	<b>\$0.00</b>

---


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## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 6 Page 5: Non-SNAP-Ed Funding

## Non-SNAP-Ed Funding

The table below captures your agency's planned operating budget for Non-SNAP-Ed funding. Indicate other public and private funding support for each cost category, if applicable.

Direct Cost Category 	Other (i.e., Non-SNAP-Ed) Planned Public and Private Funding (\$)
Salary/benefits	<input type="text"/>
Contracts/subgrants/agreements	<input type="text"/>
Noncapital equipment/office supplies	<input type="text"/>
Nutrition education materials	<input type="text"/>
Travel	<input type="text"/>
Building/space lease or rental	<input type="text"/>
Cost of publicly owned building space	<input type="text"/>
Maintenance and repair	<input type="text"/>
Institutional memberships and subscriptions	<input type="text"/>
Equipment and other capital expenditures	<input type="text"/>
<b>Total Direct Costs</b>	<b>\$0.00</b>

### Plan Module 6 Page 6: Travel

## Travel

Are there any trips planned to include in the travel budget?

- Yes  
 No

Add Trip

Trip Name	Type	Purpose/Benefits	Location	Positions	Total Cost (\$)	
Trip 1	In-State	Networking	City, State	Director	100	 
Trip 2	Out-of-State	Education	City, State	Director, Nutrition Assistant	1,000	 
Trip 3	Out-of-State	Vendor	City, State	Director	400	 
Trip 4	Out-of-State	Education	City, State	Nutrition Assistant	650	 
Trip 5	Out-of-State	Conference	City, State	Nutrition Assistant	700	 

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# Appendix B. SNAP-Ed Plan and Report Modules

## Plan Module 6 Page 6 (Add Trip: In-State Travel)

### Travel

Are there any trips planned to include in the travel budget?

Yes  
 No

Trip Name	Type
Trip 1	In-State
Trip 2	Out-of-S
Trip 3	Out-of-S
Trip 4	Out-of-S
Trip 5	Out-of-S

[previous](#)

#### Add Trip

In-State Travel  Out-of-State Travel

Trip Name

Trip Purpose/Benefits to SNAP-Ed

Travel Location  
City/State

Staff positions traveling

Category	Number of Staff	Cost Per Unit	Number of Units	Total
Air Travel	<input type="text"/>	<input type="text" value="per person"/>		\$0.00
Mileage	<input type="text"/>	<input type="text" value="per mile"/>	<input type="text" value="Miles roundtrip"/>	\$0.00
Lodging	<input type="text"/>	<input type="text" value="per day"/>	<input type="text" value="Number of days"/>	\$0.00
Per diem	<input type="text"/>	<input type="text" value="per day"/>	<input type="text" value="Number of days"/>	\$0.00

Total Trip Cost

## Appendix B. SNAP-Ed Plan and Report Modules

### Plan Module 6 Page 6 (Add Trip: Out-of-State Travel)

## Travel

Are there any trips planned to include in the travel budget?

Yes  
 No

Trip Name	Type
Trip 1	In-State
Trip 2	Out-of-S
Trip 3	Out-of-S
Trip 4	Out-of-S
Trip 5	Out-of-S

[previous](#)

**Add Trip**
✕

In-State Travel

Out-of-State Travel

Trip Name

Trip Purpose/Benefits to SNAP-Ed

Travel Location

Staff positions traveling

Category	Number of Staff	Cost Per Unit	Number of Units	Total
Air Travel	<input type="text"/>	per person		\$0.00
Lodging	<input type="text"/>	per day	<input type="text"/>	\$0.00
Ground transportation	<input type="text"/>	per day	<input type="text"/>	\$0.00
Per diem	<input type="text"/>	per day	<input type="text"/>	\$0.00
Registration fee	<input type="text"/>	per person		\$0.00
<b>Total Trip Cost</b>				<b>\$0.00</b>

### Plan Module 6 Page 7: Budget for Indirect Costs

## Budget for Indirect Costs

Indirect cost is a general term for certain types of costs incurred by the grantee or subgrantee in support of other allowable activities charged directly to sponsoring Federal or State funding agencies. These indirect costs (also called overhead costs) are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agencies.

#### SNAP-ED Costs (Current FFY Budget)

Total Indirect Costs    Indirect Cost Rate

\$  0.00     %

#### Other (i.e. Non-SNAP-Ed) Planned public and private funding

Total Indirect Costs    Indirect Cost Rate

\$  0.00     %

[previous](#)

**Plan Module 6 Page 8: Estimated Unobligated Balance**

# Estimated Unobligated Balance

Enter your agency's estimated unobligated SNAP-Ed balance from the previous Federal fiscal year.

What is the total estimated unobligated balance/carry-over from the previous Federal fiscal year?

\$

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Plan Module 6 Page 9: Total Budget

# Total Budget

## Planned Total Budget Review

The table below captures your agency's total planned operating budget for the current fiscal year.

Cost Category	SNAP-Ed Planned Cost (\$)	Other Planned Funding (\$)
<b>1. Direct Costs</b>	<b>180,500.00</b>	<b>150,000.00</b>
a. Salary/benefits	76,000.00	110,000.00
b. Contracts/subgrants/agreements	66,500.00	30,000.00
c. Noncapital equipment/office supplies	9,500.00	0.00
d. Nutrition education materials	6,650.00	10,000.00
e. Travel	2,850.00	0.00
f. Building/space lease or rental	7,600.00	0.00
g. Cost of publicly owned building space	3,800.00	0.00
h. Maintenance and repair	3,800.00	0.00
i. Institutional memberships and subscriptions	2,850.00	0.00
j. Equipment and other capital expenditures	950.00	0.00
<b>2. Indirect Costs, not including building space/ contracts/subgrants/agreements (indirect cost rate: 5%)</b>	<b>5,320.00</b>	<b>30,000.00</b>
<b>3. Total Anticipated Federal Cost (Direct Cost + Indirect Cost)</b>	<b>185,820.00</b>	<b>180,000.00</b>
4. Estimated unobligated balance/carry-over from previous FFY	14,180.00	
<b>5. TOTAL Federal SNAP-Ed Budget for Current FFY (Funds requested from current FFY allocation)</b>	<b>\$200,000.00</b>	

## Budget Narrative

For the current fiscal year, a total of **\$200,000.00** is needed to cover SNAP-Ed operating costs, including **\$180,500.00** in direct costs and **\$5,320.00** in indirect costs. Unobligated funds from the previous FFY in the amount of **\$14,180.00** will be used to cover the costs of operating SNAP-Ed before funds from the current fiscal year allocation are used. Provide justification below for each budget line item. Additional instructions and tables are provided for some line items.

Limit each answer to 250 words

### Salaries/Benefits

The total amount required for salaries/benefits is **\$76,000.00**

## Appendix B. SNAP-Ed Plan and Report Modules

---

### Contracts/Subgrants/Agreements

The total amount required for grants/agreements is \$66,500.00

*Retain copies of contracts or agreements on site.*

### Noncapital Equipment/Office Supplies

The total amount required for noncapital equipment/office supplies is \$9,500.00

### Nutrition Education Materials

The total amount required for nutrition education materials is \$6,650.00

### Travel

The total amount required for travel is \$2,850.00

- Planned number of in-State trips: 1
- Planned number of out-of-State trips: 4

### Building/Space Lease or Rental

The total amount required for building/space lease or rental is \$7,600.00

*Include the calculation/basis for your building/space lease amount.*

### Cost of Publicly Owned Building Space

The total amount required for the cost of publicly owned building space is \$3,800.00

### Maintenance and Repair

The total amount required for maintenance and repair is \$3,800.00

### Institutional Memberships and Subscriptions

The total amount required for institutional memberships and subscriptions is \$2,850.00



## Appendix B. SNAP-Ed Plan and Report Modules

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### Equipment and Other Capital Expenditures

The total amount required for equipment and other capital expenditures is \$950.00

Optional: Attach relevant documentation (e.g., quotes, invoices, costs per item, contracts, indirect cost rate agreement).

Drop files here or [upload now](#)

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Save

Save and Continue

## Plan Module 7: Assurances and Signatures

# Assurances and Signatures

Download the assurances checklist and upload the signed document to continue.

Download Checklist from USDA [↗](#)

Upload the signed form

Drop files here or [upload now](#)

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Save and Continue

## Appendix B. SNAP-Ed Plan and Report Modules

### Assurances Checklist

State Agency completion only: To assure compliance with policies described in this Guidance, the SNAP-Ed Plan shall include the following assurances. Mark your response to the right. The assurances and signature checklist can be downloaded on SNAP-Ed connection (<https://snaped.fns.usda.gov/program-administration/snap-ed-plan-guidance-and-templates>) or through the N-PEARS system.

SNAP-Ed Plan Assurances	Yes	No
The SNAP State agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The SNAP State agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.		
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.		
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.		
Documentation of payments for approved SNAP- Ed activities is maintained by the State and will be available for USDA review and audit.		
Contracts are procured through competitive bid procedures governed by State procurement regulations.		
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.		
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.		
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.		
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.		
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.		

**Signature Page**

**The Supplemental Nutrition Assistance Program  
Nutrition Education (SNAP-Ed)  
Annual Plan Signature Page**

**Name of State SNAP Agency:**

**Date:**

**Federal Fiscal Year:**

**Certified By:**

**Date:**

**SNAP State Agency Fiscal Reviewer**

**Signature:**

**Date:**

## Annual Report Modules Summary

### SNAP-Ed Annual Report Modules

#### 1: Coordination and Collaboration

- Federal Nutrition, Obesity Prevention, and Health Programs
- Multisector Partnerships/Coalitions
- Tribes and Tribal Organizations
- Minority-Serving Institutions

#### 2: SNAP-Ed Financial Reporting

- Implementing Agency Expenditures
- Project Expenditures
- Other SNAP-Ed Expenditures
- Indirect Cost
- Unobligated Balance from Previous FFY
- SNAP-Ed Total Expenditure
- Program Income (if applicable)

#### 3: Project and Activity Results

- Nonproject Activities
- Project Results
  - Interventions Used
  - SNAP-Ed Indicators Measured
  - Project Sites
  - Direct Education
    - Stage
    - Planning a Development Results
    - Languages
    - Reach (race, ethnicity, gender, age)
    - Mode of delivery
    - Outcome Indicators Results
  - PSE Initiatives
    - PSE Change Maintained
    - PSE Change Adopted
    - Active Partners
  - Social Marketing
    - Stage
    - Planning and Development Results
    - Market Segments
    - Impressions, Reach, and Engagement
  - Indirect Channels
    - Language
    - Channel
  - Other Results

**SNAP-Ed Annual Report Modules**

- Priority Populations
- Link Project to SMART Objectives

**4: Evaluation Reports**

- Introduction
  - Project(s) Evaluated
  - Evaluation Type
- Design and Summary
  - Component(s) Evaluated
  - Data Collection Methods
  - Results and Conclusions
  - Use of Results (citation if applicable)
- Outcome and Impact Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan

**5: Challenges and Modifications**

- Describe major challenges
- Describe how projects and nonproject activities will be modified to address challenges
- What solutions can help prevent or overcome these challenges

**6: Success Stories**

- Background
  - Title
  - Site(s) or organization(s)
  - Location
  - Activity name
  - Related SNAP-Ed Evaluation Framework Indicators
  - Partners involved
- The Story
  - Activity description
  - Story narrative
  - Favorite quotes

**7: Executive Summary**

- Key Successes
- SNAP-Ed Projects and Activities
- Reaching the Target Audience

Mockup of N-PEARS Page with 2023 State Annual Report Modules.

## 2023 State Annual Report

The mockup displays seven report modules arranged in a grid. Each module has a title, a progress indicator, and an action button.

- Coordination and Collaboration** (0 of 4 complete): Start button.
- SNAP-Ed Financial Reporting** (0 of 6 complete): Start button.
- Project and Activity Results** (12 projects): View All Projects button.
- Evaluation Reports** (7 evaluations): View All Evaluations button.
- Major Challenges and Modifications** (All done! 2 sections complete): Edit button.
- Success Stories** (All done! 3 sections complete): Edit button.
- Executive Summary** (All done! 4 sections complete): Edit button.



## Appendix B. SNAP-Ed Plan and Report Modules

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### Annual Report Module 1: Coordination and Collaboration

#### Annual Report Module 1 Page 1: Federal Nutrition, Obesity Prevention, and Health Programs

## Federal Nutrition, Obesity Prevention, and Health Programs

This page displays the planned coordination and collaboration with other Federal nutrition education, obesity prevention, and health programs as entered in the latest State SNAP-Ed plan. Update the page as needed to reflect the significant coordination and collaboration your agency accomplished this fiscal year. To be considered significant, there should have been regular ongoing dialogue and information or resource sharing. Only providing space for SNAP-Ed programming or distributing SNAP-Ed materials would not be considered significant coordination or collaboration. Retain all written agreements outlining roles and responsibilities of entities involved.

### Food and Nutrition Service, USDA

#### Programs

Child and Adult Care Food Program (CACFP)	Add data
Commodity Supplemental Food Program (CSFP)  Purpose(s) of Coordination Collaboration <input checked="" type="checkbox"/> Needs Assessment / Plan Development <input checked="" type="checkbox"/> Coordination of Messaging/Materials/Approaches	Edit data
Community Food Systems Programs (e.g., Farm to School and Community Food Projects)	Add data
Food Distribution Program on Indian Reservations (FDPIR)	Add data
Fresh Fruit and Vegetable Program (FFVP)	Add data
National School Lunch Program (NSLP)	Add data
School Breakfast Program (SBP)	Add data
Senior Farmers Market Nutrition Program (SFMNP)	Add data
Special Milk Program (SMP)	Add data
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	Add data
Summer Food Service Program (SFSP)	Add data
Supplemental Nutrition Assistance Program (SNAP)	Add data
Team Nutrition	Add data
The Emergency Food Assistance Program (TEFAP)	Add data

## Appendix B. SNAP-Ed Plan and Report Modules

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WIC Farmers Market Nutrition Program (FMNP)

Purpose(s) of Coordination and Collaboration (select all that apply)

Needs Assessment / Plan Development     Coordination of Messaging/Materials/ Approaches     PSE Change Efforts     Social Marketing Campaign(s)     Improvement of SNAP-Ed Access for Target Audiences     Other:

[cancel](#)

Non Standard Program Type 1

Purpose(s) of Coordination Collaboration

Needs Assessment / Plan Development

Add an additional Food and Nutrition Service, USDA program type:

### National Institute of Food and Agriculture, USDA

Programs

Add an additional National Institute of Food and Agriculture, USDA program type:

### Centers for Disease Control and Prevention, HHS

Programs

Add an additional Centers for Disease Control and Prevention, HHS program type:

## Appendix B. SNAP-Ed Plan and Report Modules

### Administration for Community Living, HHS

Programs

Older Americans Act Title III-C Senior Nutrition Program

Add data

### Other Federal Nutrition, Obesity Prevention, and Health Programs

Programs

Add an additional Other Federal Nutrition, Obesity Prevention, and Health Programs program type:

please specify

Add Program Type

[previous](#)

Save

Save and Continue







## Annual Report Module 1 Page 2: Multisector Partnerships and Coalitions

### Multisector Partnerships and Coalitions

This page displays the multisector partnerships in which the agency planned to engage, as entered in the latest State SNAP-Ed plan. Please update the page as needed to reflect the multisector partnerships realized this fiscal year, including any changes in the sectors represented and organizations involved. Briefly describe key activities conducted with each partnership/coalition during the fiscal year.

Multisector partnerships can be at the multi-State, State/territorial, local, or Tribal level and are composed of at least five diverse sector representatives that engage in coordinated planning for changes in policies and/or practices for nutrition, physical activity, food security, and/or obesity prevention. These partners often work together as a coalition, such as in a SNAP-Ed State Nutrition Action Council (SNAC).

Add Partnership/Coalition

Name	Geographic Level	Key Activities Conducted with the Partnership/Coalition	
Partnership 1	Multi-State	Partnership 1 key activity lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in	 
Partnership 2	State/Territory	Partnership 2 key activity lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	 
Partnership 3	Local	Partnership 3 key activity lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation.	 

[previous](#)

Save

Save and Continue

Annual Report Module 1 Page 2 (Add Multisector Partnership/Coalition)

### Add Multisector Partnership/Coalition

Partnership/Coalition Name

Sectors Represented  
Indicate the number of organizations involved in the partnership/coalition from each of the following sectors.

<input type="text" value="0"/>	Agriculture
<input type="text" value="1"/>	Childcare
<input type="text" value="0"/>	Commercial marketing
<input type="text" value="0"/>	Community design
<input type="text" value="1"/>	Education
<input type="text" value="0"/>	Food industry
<input type="text" value="0"/>	Food retailers
<input type="text" value="1"/>	Government
<input type="text" value="0"/>	Media
<input type="text" value="0"/>	Public health and healthcare
<input type="text" value="1"/>	Public safety
<input type="text" value="1"/>	Transportation

Other  
 Custom other option

Geographic Level of Partnership/Coalition

- Multi-State
- State/Territory
- Local
- Tribal







Describe Key Activities Conducted with the Partnership/Coalition During the Fiscal Year  
Limit your answer to 250 words.

lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

### Annual Report Module 1 Page 3: Tribes and Tribal Organizations

# Tribes and Tribal Organizations (TO)

This page displays the consultation, coordination, and collaboration planned with Tribes and Tribal Organizations (TOs) as entered in the latest State SNAP-Ed plan. Please update the page as needed to reflect the consultation, coordination, and collaboration realized this fiscal year with TOs.

Name of TO	Nature of Consultation, Coordination, and Collaboration		
TO 1	lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis		
TO 2	lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim		
TO 3	lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		

Annual Report Module 1 Page 3 (Add Tribal Organizations (TO))

### Tribes and Tribal Organizations (TO)

This page displays the latest State collaboration report.

Name of TO

TO 1

TO 2

TO 3

[previous](#)

#### Tribe or Tribal Organization (TO)

Name of TO  
Tribal Organization 1

Name of Primary Contact  
[Text Box]

Title of Primary Contact  
[Text Box]

Nature of Consultation, Coordination, and Collaboration

Select all that apply:

- Meeting with TO for input on SNAP-Ed programming
- TO involved in plan development
- TO involved in SNAP-Ed activities
- TO received SNAP-Ed funding (as an implementing or subcontracting agency): \$ [Text Box]
- SNAP-Ed agency provided dedicated staff: Number of FTE's [Text Box]
- Other: [Text Box]

Describe Key Outcomes of Consultation, Coordination, and Collaboration Between Agency and TO During the Fiscal Year

Limit your answer to 250 words.

*lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.*

Create TO

## Appendix B. SNAP-Ed Plan and Report Modules







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### Annual Report Module 1 Page 4: Minority-Serving Institutions

## Minority-Serving Institutions

This page displays the coordination and collaboration planned with minority-serving institutions (MSIs) as entered in the latest State SNAP-Ed plan. Please update the page as needed to reflect the coordination and collaboration realized this fiscal year with MSIs.

Add

Name	Type	Nature of Consultation, Coordination, and Collaboration	
Institution 1	Hispanic-serving institution	Involved in SNAP-Ed Activities	 
Institution 2	Historically Black college or university	Involved in SNAP-Ed activities, SNAP-Ed agency provides dedicated staff: 5 FTEs	 
Institution 3	Historically Black college or university	Involved in SNAP-Ed Activities	 

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Save

Save and Continue



Annual Report Module 1 Page 4 (Add Minority-Serving Institutions (MSI))

**Minority-Serving Institutions (MSI)**

This page displays the coordination and collaboration between the agency and Minority-Serving Institutions (MSIs) as entered in the latest report. This page is used to add, update, or delete the coordination and collaboration information for each institution.

**Name**

- Institution 1
- Institution 2
- Institution 3

**MSI Name**

Institution 4

**MSI Type**

Select one.

- Historically Black college or university
- Hispanic-serving institution
- Tribal college or university
- Asian American or Pacific Islander serving institution

**Nature of Coordination and Collaboration**

Select all that apply.

- Involved in plan development
- Involved in SNAP-Ed activities
- Received SNAP-Ed funding (as an implementing or subcontracting agency): \$
- SNAP-Ed agency provided dedicated staff: Number of FTEs
- Other:

**Describe Key Outcomes of Coordination and Collaboration Between Agency and MSI During the Fiscal Year**

Limit your answer to 250 words.

previous Save Save

Create Minority-Serving Institution cancel

## Annual Report Module 2: SNAP-Ed Financial Reporting

### Annual Report Module 2 Page 1: SNAP-Ed Implementing Agency Expenditures

#### SNAP-Ed Implementing Agency Expenditures

State agencies should review that the table below captures the final total expenditures for each implementing agency (i.e. total amount expended to operate SNAP-Ed this fiscal year).

Implementing Agency Name	Total SNAP-Ed Expenditures (\$)
Implementing Agency 1	x,xxx,xxx
Implementing Agency 2	x,xxx,xxx
Implementing Agency 3	x,xxx,xxx
Total Implementing Agency Expenditures	\$x,xxx,xxx

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## Appendix B. SNAP-Ed Plan and Report Modules

### Annual Report Module 2 Page 2: SNAP-Ed Project Expenditures

## SNAP-Ed Project Expenditures

This page captures SNAP-Ed expenditures for each project implemented by your agency this fiscal year. State agencies that did not implement a project during the fiscal year should continue to the next page.

Project 1	Add data
Project 2	Edit data
Total Direct Costs \$27,560.00	
Project 3	
Direct Cost Category ⓘ	
<input type="text" value="4,800.00"/>	Salary/benefits
<input type="text" value="5,000.00"/>	Contracts/subgrants/agreements
<input type="text" value="1,000.00"/>	Noncapital equipment/office supplies
<input type="text" value="100.00"/>	Nutrition education materials
<input type="text" value="100.00"/>	Travel
<input type="text" value="800.00"/>	Building/space lease or rental
<input type="text" value="0.00"/>	Cost of publicly owned building space
<input type="text" value="100.00"/>	Maintenance and repair
<input type="text" value="50.00"/>	Institutional memberships and subscriptions
<input type="text" value="120.00"/>	Equipment and other capital expenditures
\$12,070.00	Total Direct Costs
<input type="button" value="Save"/>	<a href="#">cancel</a>

## Appendix B. SNAP-Ed Plan and Report Modules

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### Totals by Direct Cost Category

Subtotal Across Projects	Direct Cost Category 
\$16,800.00	Salary/benefits
\$8,000.00	Contracts/subgrants/agreements
\$1,500.00	Noncapital equipment/office supplies
\$100.00	Nutrition education materials
\$100.00	Travel
\$800.00	Building/lease or rental
\$0.00	Cost of publicly owned building space
\$100.00	Maintenance and repair
\$50.00	Institutional memberships and subscriptions
\$120.00	Equipment and other capital expenditures
<b>\$27,560.00</b>	<b>Total Direct Costs</b>

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## Appendix B. SNAP-Ed Plan and Report Modules


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### Annual Report Module 2 Page 3: Other SNAP-Ed Expenditures

## Other SNAP-Ed Expenditures

This page captures your agency's other SNAP-Ed expenditures, which may include nonproject activities described in section 2 of your agency's annual plan and other activities not accounted for in a project budget on the previous page (e.g., State agency staff time spent procuring implementing agencies and training implementing agency staff, contracted services such as evaluation or formative research).

**State agencies and implementing agencies** with SNAP-Ed expenditures not accounted for in a project budget should complete this page. State agencies should not include contracts with implementing agencies in this page because they are accounted for on the first page of this section. If all of your agency's SNAP-Ed expenditures were associated with one or more projects implemented during this fiscal year and were reported on the last page, continue to the next page.

Direct Cost Category 	Expenditures for Other SNAP-Ed Activities (\$)
Salary/benefits	<input type="text"/>
Contracts/subgrants/agreements	<input type="text"/>
Noncapital equipment/office supplies	<input type="text"/>
Nutrition education materials	<input type="text"/>
Travel	<input type="text"/>
Building/space lease or rental	<input type="text"/>
Cost of publicly owned building space	<input type="text"/>
Maintenance and repair	<input type="text"/>
Institutional memberships and subscriptions	<input type="text"/>
Equipment and other capital expenditures	<input type="text"/>
<b>Total Direct Cost Expenditures</b>	<b>\$0.00</b>

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### Annual Report Module 2 Page 4: Indirect Costs

## Indirect Costs

Indirect cost is a general term for certain types of costs incurred by the grantee or subgrantee in support of other allowable activities charged directly to sponsoring Federal or State funding agencies. These indirect costs (also called overhead costs) are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agencies.

SNAP-ED Expenditures (Current FFY Budget)

**Total Indirect Costs** (not including building space, contracts, subgrants, agreements)  
(indirect cost rate: 5%)

\$

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**Annual Report Module 2 Page 5: Unobligated Balance**

# Unobligated Balance FFY

Enter your agency's unobligated SNAP-Ed balance from the previous Federal fiscal year.

What is the total unobligated balance/carry-over from the previous Federal fiscal year?

\$

## Appendix B. SNAP-Ed Plan and Report Modules

### Annual Report Module 2 Page 6: SNAP-Ed Expenditures Total

## SNAP-Ed Expenditures Total

This table captures your agency's total operating expenditures for this fiscal year. Direct cost line items have been auto-populated based on estimates provided in previous pages, as applicable.

Type of Expense	SNAP-Ed Expenditure (\$)	Percent of Total SNAP-Ed Expenditures (%)
<b>1. Direct Costs</b>	<b>180,500.00</b>	<b>97.14</b>
a. Salary/benefits	76,000.00	40.90
b. Contracts/subgrants/agreements	66,500.00	35.79
c. Noncapital equipment/office supplies	9,500.00	5.11
d. Nutrition education materials	6,650.00	3.58
e. Travel	2,950.00	1.53
f. Building/space lease or rental	7,600.00	4.09
g. Cost of publicly owned building space	3,900.00	2.04
h. Maintenance and repair	3,900.00	2.04
i. Institutional memberships and subscriptions	2,950.00	1.53
j. Equipment and other capital expenditures	950.00	0.51
<b>2. Indirect Costs, not including building space/ contracts/subgrants/agreements (indirect cost rate: 5%)</b>	<b>5,320.00</b>	<b>2.86</b>
<b>3. Total Federal Expenditures</b>	<b>185,820.00</b>	<b>100.00</b>
4. Unobligated balance/carry-over from previous FFY	14,180.00	
<b>5. TOTAL Federal Expenditures from Current FFY</b>	<b>\$200,000.00</b>	

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**Annual Report Module 2 Page 7: Program Income**

## Program Income

Although not common, some agencies generate program income. For example, some SNAP-Ed agencies generate income by developing nutrition education materials and selling them at cost to other agencies.

Did your agency generate income through SNAP-Ed programming during the fiscal year?

- Yes
- No

Total amount of program income generated was: \$

Briefly describe how or why the income was generated and how the income was or will be used to support SNAP-Ed. *Limit your answer to 250 words.*

---

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## Annual Report Module 3: Project and Activity Results

### Annual Report Module 3: Add Nonproject Activity

Project and Activity Results

Add Unplanned Activity    Add Unplanned Project

Name	Description	Is Project?	Is Complete?	
Project 1	This would be the project description. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco	✓	✓	📄 🗑️
Project 2		✓	✓	📄 🗑️
Project 3		✓	✓	📄 🗑️
Project 4		✓	✓	📄 🗑️
-		⊗	⊗	📄 🗑️
Project 6	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.	✓	✓	📄 🗑️

#### Add Non-project Activity

Description

Briefly describe the activity. Limit your answer to 100 words.

This project addresses the following SMART objectives:

- SMART objective 1
- SMART objective 2
- SMART objective 3
- SMART objective 4
- SMART objective 5

Create Activity    [cancel](#)

When you are done adding projects and activities mark as complete below.

Mark as complete

### Annual Report Module 3: Add Project

#### Annual Report Module 3 Page 1: Basic Information

## Basic Information

A SNAP-Ed project is an intervention or a cluster of interventions or activities executed by a single agency (State agency, implementing agency, or subcontractor) with common goals, intended outcomes, target audiences (e.g., youth), and implementation setting types (e.g., school).

Project Name

This project is entering year  of implementation.

Briefly describe this project. *Limit your answer to 500 words.*

---

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## Appendix B. SNAP-Ed Plan and Report Modules

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### Annual Report Module 3 Page 2: Interventions Used

# Interventions Used

Your agency planned to use the following SNAP-Ed Toolkit and other previously developed interventions (research-tested, practice-tested, and emerging) for this project. Update the list as needed.

Add Intervention

- |                                   |                          |                          |
|-----------------------------------|--------------------------|--------------------------|
| 1. Cooking Matters                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cooking Matters at the Store   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cooking Matters for Healthcare | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Eagle Adventure                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Eat Smart to Play Hard         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. EatFresh                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Farm to School                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. FoodCorps Healthy School       | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Go NAPSACC                     | <input type="checkbox"/> | <input type="checkbox"/> |

Your agency planned to use the following new interventions for this project. Update the list as needed.

Add Intervention

- |                                   |                          |                          |
|-----------------------------------|--------------------------|--------------------------|
| 1. Cooking Matters                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cooking Matters at the Store   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cooking Matters for Healthcare | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Eagle Adventure                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Eat Smart to Play Hard         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. EatFresh                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Farm to School                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. FoodCorps Healthy School       | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Go NAPSACC                     | <input type="checkbox"/> | <input type="checkbox"/> |

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Save

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Annual Report Module 3 Page 2: Interventions Used (Add New Intervention Data)

## Interventions Used

Your agency planned to use the following SNAP-Ed Toolkit and other previously developed interventions (research-tested, practice-tested, and emerging) for this project. Update the list as needed.

- 1. Cooking Matters
- 2. Cooking Matters at the
- 3. Cooking Matters for H
- 4. Eagle Adventure
- 5. Eat Smart to Play Hard
- 6. EatFresh
- 7. Farm to School
- 8. FoodCorps Healthy Se
- 9. Go NAPSACC

Your agency planned to u

### Add New Intervention Data

Name of New Intervention

Approved for use by FNS?  
 Yes  
 No

Explain who was involved in developing the intervention and describe the intervention strategies and materials used.

Limit your answer to 250 words

What foundational evidence base did you develop this year to establish or grow the evidence base for this new intervention?

Limit your answer to 250 words

[cancel](#)

- 1. Cooking Matters
- 2. Cooking Matters at the
- 3. Cooking Matters for H
- 4. Eagle Adventure
- 5. Eat Smart to Play Hard
- 6. EatFresh

Annual Report Module 3 Page 2: Interventions Used (Edit Previously Developed Intervention Data)

### Intervention

Your agency planned to use practice-tested, and emerg

- Cooking Matters
- Cooking Matters at the
- Cooking Matters for He
- Eagle Adventure
- Eat Smart to Play Hard
- EatFresh
- Farm to School
- FoodCorps Healthy Sch
- Go NAPSACC

Your agency planned to use

- Cooking Matters
- Cooking Matters at the
- Cooking Matters for He
- Eagle Adventure
- Eat Smart to Play Hard
- EatFresh
- Farm to School
- FoodCorps Healthy Sch
- Go NAPSACC

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### Edit Previously Developed Intervention Data

Name

This intervention was approved for use by FNS.

The intervention was adapted for this setting or target population.

What is the level of evidence for this intervention? Select one option below.

*The approach includes community- or practitioner-driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Evaluation indices may reflect cultural or community-informed measures of success.*

Which of the following sources includes this intervention?

- Aligns with the Dietary Guidelines for Americans
- Aligns with the Physical Activity Guidelines for Americans
- Aligns with the Healthy People 2030 objectives for Nutrition and Healthy Eating
- Reflects the budgetary and time constraints of the low-income population
- Reflects solutions that would make healthy eating and physically active lifestyles easier and more appealing to SNAP-Ed participants
- Will be evaluated for changes in individual behaviors, food/physical activity environments, or obesity prevention policies

Which of the following criteria does the intervention meet? Emerging interventions must meet at least one of the criteria.

- Reflects the social, cultural, and/or linguistic needs and resources of the low-income population(s) served
- Addresses the results and implications of a State or community needs assessment
- Addresses State or local priorities/strategic plans

What foundational evidence base did you develop this year to establish or grow the evidence base for this emerging intervention?  
*Limit your answer to 250 words.*

[cancel](#)

**Annual Report Module 3 Page 2: Interventions Used (Add SNAP-Ed Toolkit Intervention Data)**

## Interventions Used

Your agency planned to use the following SNAP-Ed Toolkit and other previously developed interventions (research-tested, practice-tested, and emerging) for this project. Update the list as needed.

[Add Intervention](#)

- 1. Cooking Matters
- 2. Cooking Matters at the Store
- 3. Cooking Matters for Healthcare
- 4. Eagle Adventure
- 5. Eat Smart to Play Hard
- 6. EatFresh
- 7. Farm to School
- 8. FoodCorps Healthy School
- 9. Go NAPSACC

Your agency planned to use the following r

- 1. Cooking Matters

### Add SNAP-Ed Toolkit Intervention Data x

**Intervention Name**

The intervention was adapted for this setting or target population

Describe the adaptations made, including any intervention materials that were translated or created.  
*Limit your answer to 250 words.*

[Save](#) [cancel](#)



Annual Report Module 3 Page 3: SNAP-Ed Indicators Measured

## SNAP-Ed Indicators Measured

What SNAP-Ed Evaluation Framework indicator(s) did this project measure?

Select All That Apply

- Indicator 1
- Indicator 2
- Indicator 3
- Indicator 4
- Indicator 5
- Indicator 6
- Indicator 7
- Indicator 8

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Save and Continue

# Appendix B. SNAP-Ed Plan and Report Modules

## Annual Report Module 3 Page 4: Project Sites

### Project Sites

Complete one row in this table to describe each site in which SNAP-Ed programming was implemented. Social marketing campaigns conducted in broader areas (i.e., not specific sites) will be described elsewhere; do not include those areas here. For systems-level and other changes that may affect multiple sites in the same way, report each site affected.

Note that if project sites could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the site once for each setting. In the example, the site would be entered once for the childcare center and once for the faith-based organization. Also note each site only needs to be entered once in this table, even if multiple PSE changes were implemented there; the table on "PSEs and Change Initiatives" will capture information about all PSEs implemented in each site.

Include all sites involved in SNAP-Ed activities this fiscal year. For any site(s) that should remain confidential to protect the privacy of SNAP-Ed participants (e.g., shelters for survivors of domestic abuse), leave the site name and address blank.

Site Name	Setting	Tribal Jurisdiction	Intervention	Site Address	Area Type	
Site 1 Name	Senior centers	Tribal Jurisdiction 1	Direct Education	3212 Main St.	Urban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 2 Name	Farmer's markets	No	PSE (Adopted Changes)	402 East 4th	Suburban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 3 Name	Libraries	No	Social Marketing	326 West Drive	Rural	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 4 Name	WIC Clinics	Tribal Jurisdiction 2	PSE (Maintained Changes)	965 Spruce	Frontier	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 5 Name	Military bases	Tribal Jurisdiction 3	PSE (Maintained Changes)	7825 MLK BLVD	Rural	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 6 Name	SNAP offices	No	Direct Education	623 Anderson	Suburban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 7 Name	Individual homes	No	Direct Education	432 Poyntz	Urban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 8 Name	Farmer's markets	Tribal Jurisdiction 4	PSE (Planned Implementation)	4562 Strong Ave	Urban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 9 Name	Soup kitchens	No	Direct Education	1001 Plaza	Suburban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 10 Name	WIC Clinics	No	PSE (Adopted Changes)	1001 Plaza	Suburban	<input type="button" value="edit"/> <input type="button" value="delete"/>

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## Annual Report Module 3 Page 4: Project Sites (Add Existing Site Data)

### Project Sites

Complete one row in this table to describe each site in which SNAP-Ed programming was implemented. Social marketing campaigns conducted in broader areas (i.e., not specific sites) will be described elsewhere; do not include those areas here. For systems-level and other changes that may affect multiple sites in the same way, report each site affected. Note that if project sites could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the setting most relevant to the target audience of the project implemented. If the project focuses on children and parents in the childcare center, report the setting as childcare. If the project focuses on all members of the faith-based organization, report the setting as faith-based organization. Also note each site only needs to be entered once in this table, even if multiple PSE changes were implemented there; the table on "PSEs and Change Initiatives" will capture information about all PSEs implemented in each site.

Include all sites involved in SNAP-Ed activities this fiscal year. For any site(s) that should remain confidential to protect the privacy of SNAP-Ed participants (e.g., shelters for survivors of domestic abuse), leave the site name and address blank.

Site Name	Setting	Tribal Jurisdiction	Intervention	Site Address	Area Type	
Site 1 Name	Senior centers	Tribal Jurisdiction 1	Direct Education	3212 Main St.	Urban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 2 Name	Farmer's markets	No	PSE (Adopted Changes)	402 East 4th	Suburban	<input type="button" value="edit"/> <input type="button" value="delete"/>
Site 3 Name	Libraries	No	Social Marketing	326 West Drive	Rural	<input type="button" value="edit"/> <input type="button" value="delete"/>

**Add existing site data** ×

Sites

or [create a new site](#) if it isn't in the list

# Appendix B. SNAP-Ed Plan and Report Modules

## Annual Report Module 3 Page 4: Project Sites (Add Site)

### Project Sites

Complete one row in this table to describe each site in which SNAP-Ed programming was implemented. Social marketing campaigns conducted in broader areas (i.e., not specific sites) will be described elsewhere; do not include those areas here. For systems-level and other changes that may affect multiple sites in the same way, report each site affected. Note that if project sites could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the setting most relevant to the target audience of the project implemented. If the project focuses on children and parents in the childcare center, report the setting as childcare. If the project focuses on all members of the faith-based organization, report the setting as faith-based organization. Also note each site only needs to be entered once in this table, even if multiple PSE changes were implemented there; the table on "PSEs and Change Initiatives" will capture information about all PSEs implemented in each site.

Include all sites involved in SNAP-Ed activities this fiscal year. For any site(s) that should remain confidential to protect the privacy of SNAP-Ed participants (e.g., shelters for survivors of domestic abuse), leave

Site Name	Setting	Is this site within Tribal jurisdiction?	Name of Indian Tribal Organization:	Intervention Approach(es)	Site Address
Site 1 Name	Senior centers	<input checked="" type="checkbox"/> Yes		Direct Education	3212 Main St. <span style="font-size: small;"> ⓘ This site is in an area that is Rural</span>
Site 2 Name		<input type="checkbox"/> No			
Site 3 Name					
Site 4 Name					
Site 5 Name					
Site 6 Name					
Site 7 Name					
Site 8 Name					
Site 9 Name					
Site 10 Name	WIC Clinics	No		PSE (Adopted Changes)	1001 Plaza

Area Type	
Urban	<input checked="" type="checkbox"/> <input type="checkbox"/>
Suburban	<input checked="" type="checkbox"/> <input type="checkbox"/>
Rural	<input checked="" type="checkbox"/> <input type="checkbox"/>
Frontier	<input checked="" type="checkbox"/> <input type="checkbox"/>
Rural	<input checked="" type="checkbox"/> <input type="checkbox"/>
Suburban	<input checked="" type="checkbox"/> <input type="checkbox"/>
Urban	<input checked="" type="checkbox"/> <input type="checkbox"/>
Urban	<input checked="" type="checkbox"/> <input type="checkbox"/>
Rural	<input checked="" type="checkbox"/> <input type="checkbox"/>
Suburban	<input checked="" type="checkbox"/> <input type="checkbox"/>

### Annual Report Module 3 Page 5: Direct Education (Not Yet Implemented)

## Direct Education

Does this project include one or more **direct education** interventions?

- Yes  
 No

### Stage

What was the stage of this direct education intervention(s) at the end of this fiscal year?

- Not yet implemented  
 Implemented

### Planning and Development Results

Describe the results of work done this fiscal year to plan and develop direct education.  
*Limit your answer to 250 words.*

---

[previous](#)

Save

Save and Continue

### Annual Report Module 3 Page 5: Direct Education (Implemented)

## Direct Education

Does this project include one or more **direct education** interventions?

- Yes
- No

### Stage

What was the stage of this direct education intervention(s) at the end of this fiscal year?

- Not yet implemented
- Implemented

---

[previous](#)

**Annual Report Module 3 Page 5: Direct Education (Implemented) – Languages**

## Languages

In what languages was direct education offered?

Select all that apply.

- Amharic
- Arabic
- Armenian
- Cantonese
- Chinese (simplified)
- Chinese (traditional)
- Creole
- English
- Farsi
- Hindi
- Hmong
- Khmer
- Korean
- Laotian
- Mandarin
- Polish
- Portuguese
- Russian
- Serbo-Croatian
- Somali
- Spanish
- Thai
- Urdu
- Vietnamese
- Other (specify):

---

[previous](#)

## Appendix B. SNAP-Ed Plan and Report Modules

### Annual Report Module 3 Page 5 Direct Education (Implemented) – Reach Reach

Complete this page to report the number of SNAP-Ed direct education participants for this project. Reporting an *unduplicated count* means providing the number of unique individuals reached through the project, regardless of the number of direct education sessions or contacts.

A row may have both *actual counts* and *estimated counts*. *Actual counts* should be used whenever possible. *Estimated counts* are appropriate in certain cases, such as when single presentations are given to families at school events. For race and ethnicity, *actual counts* should be used whenever participants self-identify; *total counts* for race may exceed totals for other demographic characteristics if participants self-identify as more than one race. *Estimated counts* by race and ethnicity should be used in the absence of self-reported data.

Total number of SNAP-Ed direct education participants (unduplicated)

Ethnicity	Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed Participants	Row Total
<input type="text"/> Hispanic/Latino	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Non-Hispanic/Latino	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Prefer not to respond	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Unknown	<input type="text"/>	<input type="text"/>	0
0 TOTAL	0 TOTAL	0 TOTAL	0 ETHNICITY TOTAL

Race	Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed Participants	Row Total
<input type="text"/> American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Asian	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Black or African American	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	0
<input type="text"/> White	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Prefer not to respond	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Unknown	<input type="text"/>	<input type="text"/>	0
0 TOTAL	0 TOTAL	0 TOTAL	0 RACE TOTAL

Gender	Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed Participants	Row Total
<input type="text"/> Male	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Female	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Non-binary	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Prefer not to respond	<input type="text"/>	<input type="text"/>	0
<input type="text"/> Unknown	<input type="text"/>	<input type="text"/>	0
0 TOTAL	0 TOTAL	0 TOTAL	0 GENDER TOTAL



## Appendix B. SNAP-Ed Plan and Report Modules

Age	Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed Participants	Row Total
	<input type="text"/> < 5	<input type="text"/> < 5	0
	<input type="text"/> 5-17 (Or Grades K-12)	<input type="text"/> 5-17 (Or Grades K-12)	0
	<input type="text"/> 5-7 (Or Grades K-2)	<input type="text"/> 5-7 (Or Grades K-2)	0
	<input type="text"/> 8-10 (Or Grades 3-5)	<input type="text"/> 8-10 (Or Grades 3-5)	0
	<input type="text"/> 11-13 (Or Grades 6-8)	<input type="text"/> 11-13 (Or Grades 6-8)	0
	<input type="text"/> 14-17 (Or Grades 9-12)	<input type="text"/> 14-17 (Or Grades 9-12)	0
	<input type="text"/> 18-59	<input type="text"/> 18-59	0
	<input type="text"/> 60-75	<input type="text"/> 60-75	0
	<input type="text"/> 76+	<input type="text"/> 76+	0
	<input type="text"/> Unknown	<input type="text"/> Unknown	0
	0 TOTAL	0 TOTAL	0 AGE TOTAL

### Explanation of estimation method(s)

For any **estimated counts**, please describe the methods used to determine the number of participants.  
 Limit your answer to 500 words.

Describe Methods

[previous](#)

**Annual Report Module 3 Page 5 Direct Education (Implemented) – Mode of Delivery**

## Mode of Delivery

How was direct education delivered?

Select all that apply:

- In person (i.e., instructors and participants are in the same physical space at the same time)
- Virtual, live online (i.e., instructors and participants are in the same virtual space at the same time)
- Virtual, self-directed & interactive (i.e., participants engage with content at their own pace)

What types of direct education series were delivered?

- Single Session
- Series of 2–4 sessions
- Series of 5–9 sessions
- Series of 10 or more sessions

How many total sessions were delivered?

In Person:

Virtually:

What is the estimated total amount of time participants engaged, on average, in the direct education intervention(s)?

Minutes:

---

[previous](#)

*Annual Report Module 3 Page 5 Direct Education (Implemented) – Mode of Delivery (Virtual, Self-directed & Interactive)*

## Mode of Delivery

How was direct education delivered?

Select all that apply:

- In person (i.e., instructors and participants are in the same physical space at the same time)
- Virtual, live online (i.e., instructors and participants are in the same virtual space at the same time)
- Virtual, self-directed & interactive (i.e., participants engage with content at their own pace)

What is the estimated total amount of time participants engaged, on average, in the direct education intervention(s)?

Minutes:

---

[previous](#)

Annual Report Module 3 Page 5: Direct Education (Implemented) – MT1

# Individual Behavior Change MT1: Healthy Eating

Provide data on the following individual health behaviors reported by SNAP-Ed participants before and after participating in a direct education intervention(s). Agencies should report unmatched data by age group. Only report on behaviors relevant to the project (i.e., expected to be influenced) and tracked during this fiscal year.

Healthy Eating Outcomes

Eat more than one kind of fruit throughout the day or week (MT1c)				<a href="#">Add data</a>
Eat more than one kind of vegetable throughout the day or week (MT1d)				<a href="#">Edit data</a>
<small>AGE GROUP</small>		<b>Pretest</b>	<b>Posttest</b>	<b>Data Collection Instruments</b>
<b>&lt;5</b>	Number of individuals meeting guidelines	6	→ 8	<p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.</p>
	Total number of participants	10	→ 10	
<small>AGE GROUP</small>		<b>Pretest</b>	<b>Posttest</b>	<b>Data Collection Instruments</b>
<b>5-17</b>	Number of individuals meeting guidelines	6	→ 8	<p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.</p>
	Total number of participants	10	→ 10	
<small>AGE GROUP</small>		<b>Pretest</b>	<b>Posttest</b>	<b>Data Collection Instruments</b>
<b>18-59</b>	Number of individuals meeting guidelines	6	→ 8	<p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.</p>
	Total number of participants	10	→ 10	

## Appendix B. SNAP-Ed Plan and Report Modules

Cups of fruit per day (MT1l)

AGE GROUP

<5

	Pretest	Posttest
Mean cups	<input type="text" value="6"/>	<input type="text" value="12"/>
Total number of participants	<input type="text" value="15"/>	<input type="text" value="16"/>

**Data Collection Instruments**

lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

---

AGE GROUP

5-17

	Pretest	Posttest
Mean cups	<input type="text" value="6"/>	<input type="text" value="12"/>
Total number of participants	<input type="text" value="15"/>	<input type="text" value="16"/>

**Data Collection Instruments**

lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

[cancel](#)

Cups of vegetables per day (MT1m)

Times per day fruits were consumed

Times per day vegetables were consumed

Drink fewer sugar-sweetened beverages (MT1h)

To inform future reporting, please indicate all additional MT1 measures your agency tracks for this project.

Select All That Apply

- MT1a. During main meals, protein foods prepared without solid fats
- MT1b. During main meals, ate a serving size of protein less than the palm of a hand or a deck of cards
- MT1e. Throughout the day or week, ate nuts or nut butters
- MT1f. Throughout the day or week, used MyPlate to make food choices
- MT1g. Frequency, drinking water
- MT1h. Frequency, consuming low-fat or fat-free milk (including with cereal), milk products (e.g., yogurt or cheese), or fortified soy beverages
- MT1i. Frequency, eating fewer refined grains
- MT1j. Frequency, eating fewer sweets (e.g., cookies or cake)
- Other healthy eating behavior change measures not specified for MT1:

[previous](#)

Annual Report Module 3 Page 5: Direct Education (Implemented) – MT2

Individual Behavior Change MT2: Food Resource Management

Provide data on the following individual health behaviors reported by SNAP-Ed participants before and after participating in a direct education intervention(s). Agencies should report unmatched data by age group. Only report on behaviors relevant to the project (i.e., expected to be influenced) and tracked during this fiscal year.

Food Resource Management Outcomes

Choose healthy foods for my family on a budget (MT2a)				Add data
Read nutrition facts labels or ingredients lists (MT2b)				Edit data
AGE GROUP		Pretest	Posttest	Data Collection Instruments
18-59	Number of individuals meeting guidelines	6	→ 8	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
	Total number of participants	10	→ 10	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
AGE GROUP		Pretest	Posttest	Data Collection Instruments
14-17	Number of individuals meeting guidelines	6	→ 8	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
	Total number of participants	10	→ 10	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
AGE GROUP		Pretest	Posttest	Data Collection Instruments
18-59	Number of individuals meeting guidelines	6	→ 8	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.
	Total number of participants	10	→ 10	lore ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

## Appendix B. SNAP-Ed Plan and Report Modules

**Not run out of food before month's end (MT2g)**

AGE GROUP

**60-75**

	Pretest	Posttest
Number of individuals meeting guidelines	<input type="text" value="6"/>	<input type="text" value="12"/>
Total number of participants	<input type="text" value="15"/>	<input type="text" value="16"/>

**Data Collection Instruments**

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If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

---

AGE GROUP

**18-59**

	Pretest	Posttest
Number of individuals meeting guidelines	<input type="text" value="6"/>	<input type="text" value="12"/>
Total number of participants	<input type="text" value="15"/>	<input type="text" value="16"/>

**Data Collection Instruments**

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If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

[cancel](#)

Compare prices before buying foods (MT2h)

Identify foods on sale or use coupons to save money (MT2i)

Shop with a list (MT2j)

To inform future reporting, please indicate all additional MT2 measures your agency tracks for this project.

Select All That Apply

- MT2c. Buy 100 percent whole-grain products
- MT2d. Buy low-fat dairy or milk products
- MT2e1. Buy foods with lower added solid fats
- MT2e2. Buy foods with lower added sugar
- MT2e3. Buy foods with lower added salt/sodium
- MT2f. Buy fruits and vegetables—fresh, frozen, dried, or canned in 100 percent juice
- MT2k. Batch cook (cook once; eat many times)
- MT2l. Use unit pricing to find best values
- MT2m. Cook healthy foods on a budget
- Other food resource management behavior changes not specified for MT2:

[previous](#)

Annual Report Module 3 Page 5: Direct Education (Implemented) – MT3

# Individual Behavior Change MT3: Physical Activity and Reduced Sedentary Behavior

Provide data on the following individual health behaviors reported by SNAP-Ed participants before and after participating in a direct education intervention(s). Agencies should report unmatched data by age group. Only report on behaviors relevant to the project (i.e., expected to be influenced) and tracked during this fiscal year.

Physical activity and reduced sedentary behavior changes

**Moderate-vigorous physical activity (MT3b)**

AGE GROUP

**<5**

	Pretest	Posttest
Number of individuals meeting guidelines	6	12
Total number of participants	15	16

**Data Collection Instruments**

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If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

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AGE GROUP

**5-17**

	Pretest	Posttest
Number of individuals meeting guidelines	6	12
Total number of participants	15	16

**Data Collection Instruments**

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If using previously developed data collection instruments, cite the sources here. Otherwise, describe the instruments used. Limit your answer to 250 words.

[cancel](#)

To inform future reporting, please indicate all additional MT3 measures your agency tracks for this project. *Select All That Apply*

**Increased physical activity, fitness, and leisure sport.** Increases in duration, intensity, and frequency of exercise, physical activity, or leisure sport appropriate for the population of interest, and types of activities.

- MT3a. Physical activity and leisure sport (general physical activity or leisure sport)
- MT3b. Physical activity when you breathed harder than normal (moderate-vigorous physical activity)
- MT3c. Physical activity to make your muscles stronger (muscular strength)
- MT3d. Physical education or gym class activities (school PE)
- MT3e. Recess, lunchtime, classroom, before/after school physical activities (school activities—non-PE)
- MT3f. Walking steps during period assessed (e.g., increasing daily goal by ≥ 2,000 steps)
- Other increased physical activity, fitness, and leisure sport behavior change measures not specified for MT3:



## Appendix B. SNAP-Ed Plan and Report Modules

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**Reduced sedentary behavior.** Decreases in time spent in sedentary behavior (computers, desk sitting, television watching).

- MT3g. Television viewing
- MT3h. Computer and video games
- MT3i. Sitting on weekdays while at work, at home, while doing course work, and during leisure time
- MT3d. Physical education or gym class activities (school PE)[ ] MT2e3. Buy foods with lower added salt/sodium
- Other reduced sedentary behavior change measures not specified for MT3:

**Increased physical fitness.** Increases in health-related physical fitness levels (aerobic or cardio fitness, muscular strength, muscular endurance, and flexibility).

- MT3j. Aerobic or cardio fitness, muscular strength, muscular endurance, and/or flexibility
- Other increased physical fitness behavior change measures not specified for MT3:

---

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## Annual Report Module 3 Page 6: PSE Change Initiatives

### PSE Change Initiatives

Does this project include one or more **policy, systems, and environmental (PSE) initiative(s)** ?

- Yes
- No

---

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**Annual Report Module 3 Page 6 PSE Change Initiatives (PSE Changes Maintained)**

## PSE Changes Maintained

This table shows the PSE changes previously adopted as a part of this project. For each, indicate if the PSE change was maintained during this fiscal year with the support of staff and/or funding from SNAP-Ed. As needed, update the information about the PSEs maintained (e.g., a change in the reach).

Add Site

PSE Site(s)	Estimated Reach	PSE Change Maintained	
PSE Site A	500	- Change 1 - Description of PSE Change Maintained... - Change 2 - Description of PSE Change Maintained...	<input checked="" type="checkbox"/>
PSE Site B	230	Change 2	<input checked="" type="checkbox"/>
PSE Site C	32,343	Change 3	<input checked="" type="checkbox"/>

---

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Save

Save and Continue

Annual Report Module 3 Page 6 PSE Change Initiatives (PSE Changes Maintained) – Add PSE Site

## PSE Changes Maintained

This table shows the PSE changes previously adopted as a part of this project. For each, indicate if the PSE change was maintained during this fiscal year with the support of staff and/or funding from SNAP-Ed. As needed, update the information about the PSEs maintained (e.g., a change in t

PSE Site(s)	Esti
PSE Site A	500
PSE Site B	230
PSE Site C	32,3

### Add PSE Site

Select PSE Site you would like to add.

Select Site from list of Project Sites

Estimated Reach

Enter Estimated Reach

PSE Change Maintained.

Enter PSE Change Maintained

Notes about this PSE change (optional)  
Limit response to 100 words.

Enter Description of PSE Change Maintained

Create Site

[previous](#)

## Appendix B. SNAP-Ed Plan and Report Modules




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### Annual Report Module 3 Page 6: PSE Change Initiatives (PSE Changes Adopted)

## PSE Changes Adopted

For each site in this table, describe the new PSE changes adopted this fiscal year and provide an estimate of PSE reach. PSE changes are considered new if they are in a new site or if they are a new type of change in a site that previously implemented changes.

Add Site

PSE Site(s)	Estimated Reach	PSE Change Adopted	
PSE Site D	500	- Change 1 - Description of PSE Change Adopted... - Change 2 - Description of PSE Change Adopted...	
PSE Site E	230	Change 2	
PSE Site F	32,343	Change 3	

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Save

Save and Continue

Annual Report Module 3 Page 6: PSE Change Initiatives (PSE Changes Adopted)  
– Add PSE Site

### PSE Changes Adopted

For each site in this table, describe the PSE change adopted at the site. Sites that are considered new if they are in a new location or have a new PSE change adopted.

PSE Site(s)	Estimated Reach
PSE Site D	500
PSE Site E	230
PSE Site F	32,300

#### Add PSE Site

Select PSE Site you would like to add.

Select Site from List of Project Sites

Estimated Reach

Enter Estimated Reach

PSE Change Adopted.

Enter PSE Change Adopted

Notes about this PSE change (optional)  
Limit response to 100 words.

Enter Description of PSE Change Adopted

Create Site

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## Appendix B. SNAP-Ed Plan and Report Modules

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### Annual Report Module 3 Page 6: PSE Change Initiatives (Active Partners)

#### Active Partners

Please complete one row in this table for each active partner that contributed significantly to the PSE change work for this project. Include work on PSE changes in all stages. Active partners include individuals or organizations who regularly meet, exchange information, and identify and implement mutually reinforcing activities with SNAP-Ed to contribute to the adoption of one or more PSE changes (such as those listed in MT5 and MT6). Do not include partners that are not actively involved in your SNAP-Ed PSE activities.

Partner Type	Number of Partners	Partner(s) Geographic Level	Partner(s) Contributions	<a href="#">Add Partner</a>
Agricultural organizations	4	State/Territory	Financial, Space, Food	
Chefs/culinary institutes	4	State/Territory	Financial, Space, Food	
Colleges and universities	4	State/Territory	Financial, Space, Food	
Faith-based groups	4	State/Territory	Financial, Space, Food	

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Annual Report Module 3 Page 6 PSE Change Initiatives (Active Partners) – Add Active Partner

### Active Partners

Please complete one row in this table for each partner in all stages. Active partners include those that are currently working with SNAP-Ed to contribute to the implementation of PSE changes, as well as those that have been involved in your SNAP-Ed PSE change initiatives in the past.

Partner Type

- Agricultural organizations
- Chefs/culinary institutes
- Colleges and universities
- Faith-based groups

Partner(s) Contributions

- Financial, Space, Food
- Financial, Space, Food
- Financial, Space, Food
- Financial, Space, Food

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#### Add Active Partner

Partner Type:

Number of Partners:

Partner(s) Geographic Level  
Select all that apply

- State/Territory
- Regional
- Tribal
- Local

Partner(s) Contributions  
Select all that apply

- Financial (e.g., direct funding or coupons for purchase of healthy foods)
- Space (e.g., facility, location, or space for PSE changes)
- Human resources (staff time or volunteers)
- Food
- Materials (publications, supplies, etc.)
- Marketing/advertising
- In-person recruitment of target audiences (outreach/engagement)
- Social Media
- Needs assessment/program planning support
- Technical expertise/consultation
- Other:

### Annual Report Module 3 Page 7: Social Marketing (Planning)

# Social Marketing

Does this project include one or more **social marketing campaign(s)** ?

- Yes  
 No

## Stage

What was the stage of this social marketing campaign at the end of the reporting year?

Select one.

- Planning (formative research)  
 Development (design and consumer testing)  
 Implementation  
 Evaluation

## Planning and development results

Describe the results of work done this reporting year to plan and develop your social marketing campaign.

*Limit your answer to 500 words.*

---

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Annual Report Module 3 Page 7: Social Marketing (Implementation)

## Social Marketing

Does this project include one or more **social marketing campaign(s)** ?

- Yes
- No

### Stage

What was the stage of this social marketing campaign at the end of the reporting year?  
Select one.

- Planning (formative research)
- Development (design and consumer testing)
- Implementation
- Evaluation

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**Annual Report Module 3 Page 7 Social Marketing (Implementation and Evaluation)  
– Details (Describe Area Covered)**

## Social Marketing Campaign Details

### Languages

In what languages was the campaign (at least one channel) offered?  
Select all that apply:

- |  |                                  |   |   |
|--|----------------------------------|---|---|
| <input type="checkbox"/> Amharic               | <input type="checkbox"/> English | <input type="checkbox"/> Mandarin       | <input type="checkbox"/> Thai               |
| <input type="checkbox"/> Arabic                | <input type="checkbox"/> Farsi   | <input type="checkbox"/> Polish         | <input type="checkbox"/> Urdu               |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Hindi   | <input type="checkbox"/> Portuguese     | <input type="checkbox"/> Vietnamese         |
| <input type="checkbox"/> Cantonese             | <input type="checkbox"/> Hmong   | <input type="checkbox"/> Russian        | <input type="checkbox"/> Other (specify):   |
| <input type="checkbox"/> Chinese (simplified)  | <input type="checkbox"/> Khmer   | <input type="checkbox"/> Serbo-Croatian | <input type="text" value="Enter Language"/> |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Korean  | <input type="checkbox"/> Somali         |   |
| <input type="checkbox"/> Creole                | <input type="checkbox"/> Laotian | <input type="checkbox"/> Spanish        |   |

### Campaign topics

Please indicate the campaign's primary topic(s).

- Fruit and vegetable consumption
- Healthy beverage consumption
- Physical activity
- Food security (including food access and resource management)
- Food safety
- Other:

### Campaign Scale (MT12a)

What is the smallest geographic unit for which you measure your social marketing campaign coverage?

- ZIP Code
- Census tract
- School(s)
- Towns/cities
- Counties
- Reservation
- In-State media markets/metropolitan statistical area/multicounty region
- Multi-State media markets:
- Entire State (all media markets)
- Other:

Describe the areas covered by the social marketing campaign.  
Limit your answer to 100 words.

Describe areas

---

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**Annual Report Module 3 Page 7: Social Marketing (Implementation and Evaluation) – Details (Select Area Covered)**

## Social Marketing Campaign Details

### Languages

In what languages was the campaign (at least one channel) offered?  
Select all that apply.

- |  |                                  |   |   |
|--|----------------------------------|---|---|
| <input type="checkbox"/> Amharic               | <input type="checkbox"/> English | <input type="checkbox"/> Mandarin       | <input type="checkbox"/> Thai               |
| <input type="checkbox"/> Arabic                | <input type="checkbox"/> Farsi   | <input type="checkbox"/> Polish         | <input type="checkbox"/> Urdu               |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Hindi   | <input type="checkbox"/> Portuguese     | <input type="checkbox"/> Vietnamese         |
| <input type="checkbox"/> Cantonese             | <input type="checkbox"/> Hmong   | <input type="checkbox"/> Russian        | <input type="checkbox"/> Other (specify):   |
| <input type="checkbox"/> Chinese (simplified)  | <input type="checkbox"/> Khmer   | <input type="checkbox"/> Serbo-Croatian | <input type="text" value="Enter Language"/> |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Korean  | <input type="checkbox"/> Somali         |   |
| <input type="checkbox"/> Creole                | <input type="checkbox"/> Laotian | <input type="checkbox"/> Spanish        |   |

### Campaign topics

Please indicate the campaign's primary topic(s).

- Fruit and vegetable consumption
- Healthy beverage consumption
- Physical activity
- Food security (including food access and resource management)
- Food safety
- Other:

### Campaign Scale (MT12a)

What is the smallest geographic unit for which you measure your social marketing campaign coverage?

- ZIP Code
- Census tract
- School(s)
- Towns/cities
- Counties
- Reservation
- In-State media markets/metropolitan statistical areas/multicounty region
- Multi-State media markets:
- Entire State (all media markets)
- Other:

Indicate the areas covered by the social marketing campaign.

Select All That Apply ▼

- State Option 1
- State Option 2
- State Option 3
- State Option 4

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## Appendix B. SNAP-Ed Plan and Report Modules

### Annual Report Module 3 Page 7: Social Marketing (Implementation and Evaluation) – Market Segments

#### Market Segments (MT12b)

Complete the following items to indicate the market segment(s) your campaign targeted and the potential reach within each segment. Do not report potential reach for segments that were not targeted by your campaign.

Preschoolers, children aged 2–5, and their parents/caretakers	Add data				
Children in elementary school (often grades K–6)	Edit data				
<table><thead><tr><th>Number of SNAP-Ed-Eligible Individuals Where Social Marketing Campaign Was Conducted</th><th>Number of Individuals (Total) Where Social Marketing Campaign Was Conducted</th></tr></thead><tbody><tr><td>75</td><td>42</td></tr></tbody></table>	Number of SNAP-Ed-Eligible Individuals Where Social Marketing Campaign Was Conducted	Number of Individuals (Total) Where Social Marketing Campaign Was Conducted	75	42	
Number of SNAP-Ed-Eligible Individuals Where Social Marketing Campaign Was Conducted	Number of Individuals (Total) Where Social Marketing Campaign Was Conducted				
75	42				
Middle school students (often grades 7–8)					
Number of SNAP-Ed-Eligible Individuals Where Social Marketing Campaign Was Conducted	<input type="text"/>				
Number of Individuals (Total) Where Social Marketing Campaign Was Conducted	<input type="text"/>				
<input type="button" value="Save"/> <a href="#">cancel</a>					
High school students (often grades 9–12)	Add data				
Women (may include moms, women generally, female caretakers, others)	Add data				
Men (may include fathers, men generally, male caretakers, others)	Add data				
Older individuals (60+)	Add data				
Multigeneration/residents/shoppers/congregants	Add data				
Workers/employees	Add data				
People with disabilities	Add data				
Ethnic/language groups, specify	Add data				
Add an additional market segment:					
<input type="text" value="please specify"/>	Add market segment				

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## Appendix B. SNAP-Ed Plan and Report Modules

### Annual Report Module 3 Page 7: Social Marketing (Implementation and Evaluation) – Impressions, Reach, and Engagement

#### Impressions, Reach, & Engagement

Complete this section to provide the requested information on impressions, reach, and engagement by channel, and note:

- Agencies are **required to report campaign impressions** by channel. Impressions represent the total number of times content is displayed to an audience during a given period.
- Agencies are **encouraged to report the estimated SNAP-Ed-eligible reach** of their campaign by channel if reliable estimates are available or can be produced. Reach is the total number of unique individuals exposed, at least once, to campaign materials during a given period.
- Agencies are **encouraged to report on engagement** with their campaign if reliable estimates are available or can be produced. Engagement is a measure of actions, including comments, likes, clicks, and shares on digital platforms.

#### Impressions, Reach, & Engagement by Channel (MT12b)

Traditional media advertisements		<i>Ads on broadcast or cable TV or radio</i>		Add data
Billboards, transit advertising		<i>Outdoor billboards and interior/exterior transit advertising</i>		Edit data
Directs Audience to Website (e.g., via QR Code)	Impressions	SNAP-Ed Eligible Reach	Engagement	
✔ Yes	3,532	42 Survey	50 Comments 1,042 Clicks 10 Shares	

## Appendix B. SNAP-Ed Plan and Report Modules

**Site-level assets** *Posters, banners, a-frames, displays, etc.*

<b>Directs Audience to Website (e.g., via QR Code)</b> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A, campaign does not include this channel	<b>Impressions</b> <input type="text"/>	<b>SNAP-Ed Eligible Reach</b> Number <input type="text" value="Add Number"/>  Source (Select one) <input type="radio"/> Survey <input type="radio"/> Analytical tool <input type="radio"/> Vendor <input type="radio"/> Social media platform <input type="radio"/> Direct count (e.g. number of emails) <input type="radio"/> Other: <input type="text"/>	<b>Engagement</b> <i>Measure/Count (Select all that apply)</i> <input type="checkbox"/> Comments <input type="text"/> <input type="checkbox"/> Likes <input type="text"/> <input type="checkbox"/> Clicks <input type="text"/> <input type="checkbox"/> Shares <input type="text"/> <input type="checkbox"/> Engagement score <input type="text"/> <input type="checkbox"/> Does not apply <input type="text"/>
--	--	--	--

[cancel](#)

**Facebook**

**Instagram**

**Twitter**

**Other Social Media Channels** *Organic, paid, or boosted posts*

**Web advertisements** *Ads on websites*

**Digital media advertisements** *Ads on platforms such as online TV, YouTube, digital radio, and podcasts*

**Websites** *Websites used only for campaign materials*

**Youtube channel** *Channel displaying campaign materials as videos*

**Email updates** *Messages sent to a list of subscribers via email*

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Annual Report Module 3 Page 7: Indirect Education Channels

## Indirect Education Channels

Were any indirect education channels used to support this project that were **not part of a comprehensive social marketing campaign**?

- Yes
- No

### Language

In what languages was indirect education offered?  
*Select all that apply:*

- |  |                                  |   |   |
|--|----------------------------------|---|---|
| <input type="checkbox"/> Amharic               | <input type="checkbox"/> English | <input type="checkbox"/> Mandarin       | <input type="checkbox"/> Thai               |
| <input type="checkbox"/> Arabic                | <input type="checkbox"/> Farsi   | <input type="checkbox"/> Polish         | <input type="checkbox"/> Urdu               |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Hindi   | <input type="checkbox"/> Portuguese     | <input type="checkbox"/> Vietnamese         |
| <input type="checkbox"/> Cantonese             | <input type="checkbox"/> Hmong   | <input type="checkbox"/> Russian        | <input type="checkbox"/> Other (specify):   |
| <input type="checkbox"/> Chinese (simplified)  | <input type="checkbox"/> Khmer   | <input type="checkbox"/> Serbo-Croatian | <input type="text" value="Enter Language"/> |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Korean  | <input type="checkbox"/> Somali         |   |
| <input type="checkbox"/> Creole                | <input type="checkbox"/> Laotian | <input type="checkbox"/> Spanish        |   |

### Channels

Please indicate the indirect education channels used to support this project.  
*Select all that apply:*

- Traditional media advertisements
- Billboards, transit advertising
- Social media
- Websites
- YouTube channel
- Site-level assets (e.g., posters, banners, a-frames, displays)
- Electronic materials (e.g., emails, electronic newsletters, text messaging)
- Hardcopy materials (e.g., calendars, fact sheets, flyers, pamphlets, recipe cards, newsletter for mailings)
- Nutrition education reinforcement items (e.g., pens, pencils, magnets, door hangers, cups, etc. with nutrition messages)
- CD or DVD
- Articles
- Other (specify):

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Annual Report Module 3 Page 9: Other Results

## Other Results (Optional)

At your discretion, select an indicator from the dropdown menu and use the space provided to share important project results not otherwise captured in the form.

 ▼

Summarize key project findings for this indicator in the space below or use the upload link below to share a document.  
*Limit your answer to 250 words.*

Enter Summary

Attach any additional information on findings for this indicator.

Drop files here or [upload now](#)

---

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Save

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### Annual Report Module 3 Page 10: Priority Populations

## Priority Populations

Priority populations are the populations your agency aims to reach through this project. The populations specified in the 2023 Annual plan have been pre-filled. Please review the selections below and update if necessary.

The **priority age groups** for this project are:

Select all that apply:

- < 5
- 5–17
- 18–59
- 60–75
- 76+
- No age group priority

The **priority ethnic groups** for this project are:

Select all that apply:

- Hispanic/Latino
- Non-Hispanic/Latino
- No ethnic group priority

The **priority racial groups** for this project are:

Select all that apply:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other:
- No racial group priority

The **priority gender groups** for this project are:

Select all that apply:

- Male
- Female
- Non-binary
- No gender group priority

Does this project prioritize serving **people with disabilities**?

- Yes
- No

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### Annual Report Module 3 Page 11: Link Project to SMART Objectives

## Link Project to SMART Objectives

Select the specific, measurable, achievable, relevant, and time-bound (SMART) objectives this project seeks to address. SMART objectives are objectives related to a specific priority goal the State and its implementing agencies seek to accomplish over the 3-year needs assessment period.

This project addresses the following SMART objectives:

- SMART objective 1
- SMART objective 2
- SMART objective 3
- SMART objective 4
- SMART objective 5

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## Annual Report Module 4: Evaluation Reports

### Annual Report Module 4 Page 1: Introduction

# Introduction

This Evaluation--

Select One.

- Is focused on a single project
- Encompasses more than one project

## Project(s) Evaluated

Select all projects included in this evaluation.

Project 1, Project 2	▼
<input checked="" type="checkbox"/> Project 1	
<input checked="" type="checkbox"/> Project 2	
<input type="checkbox"/> Project 3	

---

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### Annual Report Module 4 Page 2: Design and Summary

## Design and Summary

Indicate the evaluations that were completed this fiscal year and update the information from the plan about these evaluations as needed. Include conference submissions and papers yet to be developed for use of results.

### Evaluation Type

*Select all evaluations completed this year.*

- Formative
- Process
- Outcome
- Impact

---

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Save

Save and Continue

**Annual Report Module 4 Page 2: Design and Summary (Formative Evaluation Design)**

## Formative Evaluation Design



Project Components Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Custom Data Option 1	
Custom Data Option 2	
<input type="text"/>	<input type="button" value="Add"/>

Data Collection Tools

Provide the names of all previously developed data collection tools used or adapted. When possible, include a citation or link. *Limit your answer to 100 words.*

Results and Conclusions

Describe the results and conclusions. *Limit your answer to 250 words.*

## Appendix B. SNAP-Ed Plan and Report Modules

---

### Use of Results

- Intervention design
- Intervention adaption or improvement
- Conference Presentations: *Name and date of conference(s)*

- Peer Reviewed paper: *Citation or link (indicate if paper is in progress)*

1. [CITATION.cdf](#)

- Other paper: *Citation or link (indicate if paper is in progress)*

### Other

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**Annual Report Module 4 Page 2: Design and Summary (Process Evaluation Design)**

# Process Evaluation Design



Project Components Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Custom Data Option 1	
Custom Data Option 2	
<input type="text"/>	<input type="button" value="Add"/>

Data Collection Tools

Provide the names of all previously developed data collection tools used or adapted. When possible, include a citation or link. *Limit your answer to 100 words.*

Results and Conclusions

Describe the results and conclusions. *Limit your answer to 250 words.*

## Appendix B. SNAP-Ed Plan and Report Modules

---

### Use of Results

- Intervention design
- Intervention adaption or improvement
- Conference Presentations: *Name and date of conference(s)*

- Peer Reviewed paper: *Citation or link (indicate if paper is in progress)*

1. [CITATION.cff](#)

- Other paper: *Citation or link (indicate if paper is in progress)*

### Other

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**Annual Report Module 4 Page 2: Design and Summary (Outcome Evaluation Design)**

## Outcome Evaluation Design

Project Components Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing



Outcome(s) Evaluated

Corresponding SNAP-Ed Evaluation Framework Indicator(s). *Select all that apply.*

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Custom Data Option 1	
Custom Data Option 2	
<input type="text"/>	<input type="button" value="Add"/>

Data Collection Tools

Provide the name of all previously developed data collection tools used or adapted. When possible, include a citation or link. *Limit your answer to 100 words.*

---

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**Annual Report Module 4 Page 2: Outcome Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan**

## Outcome Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan

Provide information about the data collected, data analysis, results of the analysis, conclusions, and dissemination plan. Include conference submissions and papers yet to be developed for use of results.

Describe the objective(s) and analytic methods used to accomplish each. *Limit your answer to 250 words*

### Study Groups

How many people were in the control or comparison group?  
Enter whole number.

How many people were in the intervention group?  
Enter whole number.

### Pretest Sample

How many people in the control or comparison group completed the pretest assessment?  
Enter whole number.

How many people in the intervention group completed the pretest assessment?  
Enter whole number.

The pretest sample was a--  
Select one.

- Random sample
- Convenience sample
- Purposive sample
- Census of project participants

## Appendix B. SNAP-Ed Plan and Report Modules

---

### Posttest Sample

How many people in the control or comparison group completed the posttest assessment?

Enter whole number.

How many people in the intervention group completed the posttest assessment?

Enter whole number.

The posttest sample was a--

Select one

- Random sample
- Convenience sample
- Purposive sample
- Census of project participants

### Additional Data Collection

If data was collected at times other than a single pretest and posttest, describe the timing and sample. Limit your answer to 100 words.

### Results and Conclusions

Describe the results and conclusions for all SNAP-Ed evaluation framework and other indicators included in the evaluation. Limit your answer to 500 words.

### Use of Results

- Intervention adaption or improvement
- Community-wide dissemination
- Stakeholder dissemination
- Legislative dissemination
- Conference Presentations: Name and date of conference(s)

- Peer Reviewed paper: Citation or link (indicate if paper is in progress)

Upload

1. CITATION.cff

- Other paper: Citation or link (indicate if paper is in progress)

Upload

Other

- Custom Data Option 1

Add

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**Annual Report Module 4 Page 2: Design and Summary (Impact Evaluation Design)**

# Impact Evaluation Design

Project Components Evaluated. *Select all that apply.*

- Direct Education
- PSE
- Social Marketing

Outcome(s) Evaluated

Corresponding SNAP-Ed Evaluation Framework Indicator(s). *Select all that apply.*

Data Collection Methods. *Select all that apply.*

- Self-administered paper survey
- Self-administered online survey
- In-person survey
- Phone survey
- Qualitative interview
- Focus group
- Direct observation (e.g., monitoring tool)

Other

Data Collection Tools

Provide the name of all previously developed data collection tools used or adapted. When possible, include a citation or link. *Limit your answer to 100 words.*

## Appendix B. SNAP-Ed Plan and Report Modules

---

Evaluation Design.

- Randomized controlled trial
- Not randomized, with comparison group
- No comparison group

What is the unit of randomization?

- Individual
- Other

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## Appendix B. SNAP-Ed Plan and Report Modules

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### **Annual Report Module 4 Page 2: Impact Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan**

# Impact Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan

Provide information about the data collected, data analysis, results of the analysis, conclusions, and dissemination plan. Include conference submissions and papers yet to be developed for use of results.

Describe the objective(s) and analytic methods used to accomplish each. *Limit your answer to 250 words*

#### Study Groups

How many people were in the control or comparison group?  
Enter whole number.

How many people were in the intervention group?  
Enter whole number.

#### Pretest Sample

How many people in the control or comparison group completed the pretest assessment?  
Enter whole number.

How many people in the intervention group completed the pretest assessment?  
Enter whole number.

The pretest sample was a--  
Select one.

- Random sample
- Convenience sample
- Purposive sample
- Census of project participants

#### Posttest Sample

How many people in the control or comparison group completed the posttest assessment?  
Enter whole number.

How many people in the intervention group completed the posttest assessment?  
Enter whole number.

## Appendix B. SNAP-Ed Plan and Report Modules

---

The posttest sample was a--  
Select one.

- Random sample
- Convenience sample
- Purposive sample
- Census of project participants

### Additional Data Collection

If data was collected at times other than a single pretest and posttest, describe the timing and sample.  
Limit your answer to 100 words.

### Results and Conclusions

Describe the results and conclusions for all SNAP-Ed evaluation framework and other indicators included in the evaluation.  
Limit your answer to 500 words.

### Use of Results

- Intervention adaption or improvement
- Community-wide dissemination
- Stakeholder dissemination
- Legislative dissemination
- Conference Presentations: *Name and date of conference(s)*

- Peer Reviewed paper: *Citation or link (indicate if paper is in progress)*

Upload

[1\\_CITATION.cdf](#)

- Other paper: *Citation or link (indicate if paper is in progress)*

Upload

### Other

- Custom Data Option 1

Add

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## Annual Report Module 5: Challenges and Modifications from Plan

### Challenges and Modifications from Plan

Describe any major challenges in implementing planned project and nonproject activities during the reporting year. To the extent possible, consider how the challenges limited progress toward the State's SNAP-Ed goals. *Limit your answer to 250 words.*

Describe how project and nonproject activities were or will be modified to address these challenges. *Limit your answer to 250 words.*

In the future, what solutions can help prevent or overcome these challenges?  
*Limit your answer to 250 words.*

---

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## Annual Report Module 6: Success Stories

### Annual Report Module 6 Page 1: Background

# Background

Story Title:

Site(s) or Organization(s):

Select all that apply.

Location: (region, county, tribal jurisdiction, city, or neighborhood)

Activity Name:

[View or edit project target population\(s\)](#)

Related Framework Indicators

Please select indicators from the SNAP-Ed Evaluation Framework that are related to the success story.

Types of partners Involved:

Select all that apply.

- Other USDA program(s)
- Non-USDA Federal program(s)
- State organization(s)
- Community-based program(s) working with the SNAP-Ed target audience
- Multisector partnership or coalition
- Minority-serving institution
- Indian Tribal Organization

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## Annual Report Module 6 Page 2: The Story

### The Story

#### Activity Description

Describe the activity, including the setting, target audience, curricula or methods used, and key partners involved.  
*Limit your answer to 250 words.*

#### Story Narrative

Describe the impact of this activity on the participants. Provide specific details and observations. Conclude with a synthesis of the information provided and clarify what readers should take away from this success story.  
*Limit your answer to 500 words.*

#### Favorite Quotes

Include quotes or testimonials from participants or staff that exemplify the impact of the activity on individuals and/or the community.  
*Limit your answer to 150 words.*

#### File Attachments (Optional)

Upload files related to this success story, such as pictures, graphics, and scans of media coverage.

Drop files here or [upload now](#)

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## Annual Report Module 7: Executive Summary

### Annual Report Module 7 Page 1: Key Successes

#### Key Successes

The form below lists all projects and nonproject activities planned for the fiscal year or years covered by your plan to accomplish specific, measurable, achievable, relevant, and time-bound (SMART) objectives. Briefly describe key successes achieved through projects and nonproject activities toward the corresponding SMART objective(s) this fiscal year. If two or more projects were aligned to a single objective, describe the contributions of all relevant projects to the key successes. State agencies should describe key successes from the projects and nonproject activities they implemented, not those carried out by implementing agencies. All agencies should include key successes from work done by subcontractors. Agencies are encouraged to complete the Executive Summary after completing all other sections in the annual report.

PRIORITY GOAL 1  
Generic Goal 1

#### SMART Objective 1

Describe key successes achieved by the following projects and nonproject activities:  
Project 1, Project 2, and Activity 1

Limit your answer to 100 words.

#### SMART Objective 2

Describe key successes achieved by the following projects and nonproject activities:  
Project 1, Project 2, and Project 3

Limit your answer to 100 words.

PRIORITY GOAL 2  
Generic Goal 2

#### SMART Objective 3

Describe key successes achieved by the following projects and nonproject activities:  
Project 1, Project 2, and Project 3

Limit your answer to 100 words.

#### SMART Objective 4

Describe key successes achieved by the following projects and nonproject activities:  
Project 1, Project 2, and Project 3

Limit your answer to 100 words.

Describe any other important achievements for this fiscal year. *Limit your answer to 250 words.*

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**Annual Report Module 7 Page 2: SNAP-Ed Projects and Activities**

## SNAP-Ed Projects and Activities

Review Key Successes for all implementing agencies in the State. Concisely describe the range of programming and approaches implemented.  
*Limit your answer to 750 words.*

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[previous](#)

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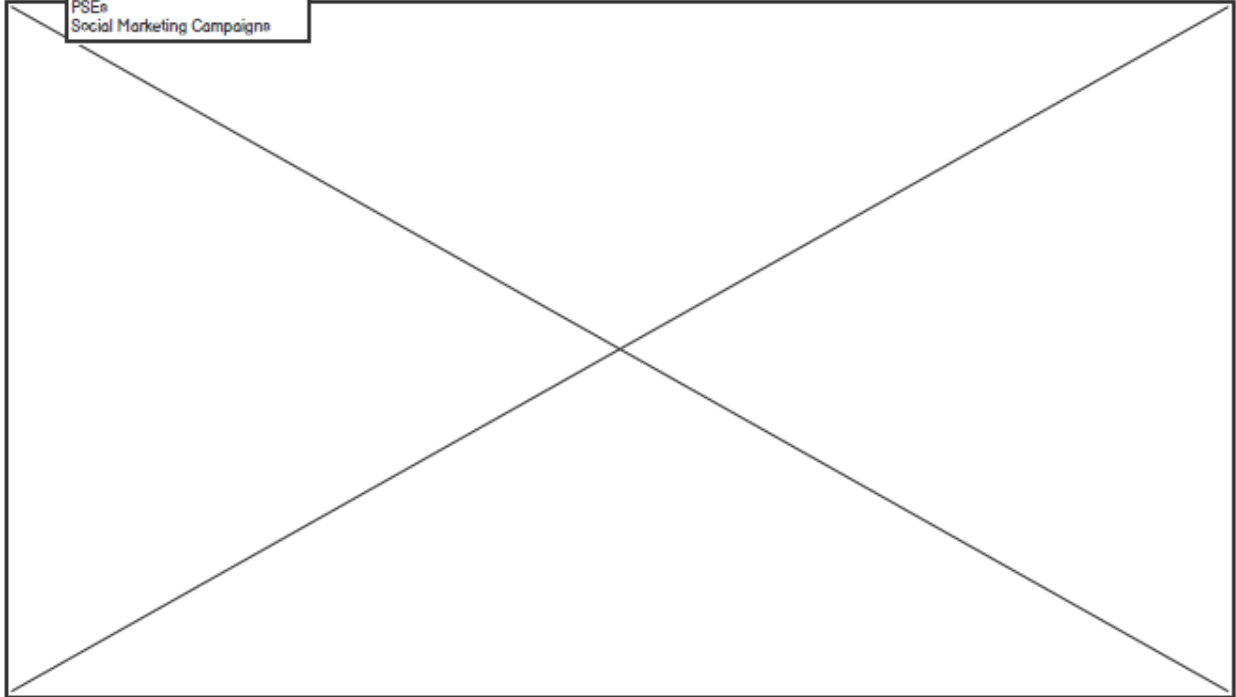
Annual Report Module 7 Page 3: Reaching the Target Audience

# Reaching the Target Audience

Review the map of SNAP-Ed project sites and areas covered by social marketing campaigns. Also review the demographic characteristics of direct education participants. Then answer the following questions.

## Program Sites and Areas Covered by Social Marketing Campaigns

Filter:    
 Direct Education  
 PSEs  
 Social Marketing Campaigns



Map of all sites reported in project results with activity at each site.

Provide a brief narrative to describe the program's geographic breadth and demographic reach statewide across all implementing agencies and all approaches (direct education; policy, systems, and environmental change initiatives (PSE); and social marketing).  
Limit your answer to 250 words.

Describe how the program has addressed identified gaps in program reach, program access, and appropriateness. [Review the gaps identified in the SNAP-Ed plan.](#)  
Limit your answer to 250 words.

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Annual Report Module 7 Page 3: Reaching the Target Audience (Expanded View of Gaps Identified in SNAP-Ed Plan)

## Reaching the Target Audience

Program Access for Diverse Target Audiences

### Gaps in geographic reach of SNAP-Ed and related programs for the target audiences

Description of the areas of the State that have a significant number of SNAP-Ed-eligible individuals but little or no current programming from SNAP-Ed or other nutrition programs

This is a description of the areas of the state that have lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

File Attachment: [State-Level](#)

### Factors that limit the geographic reach of SNAP-Ed in the State

The factors that limit the geographic reach of lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

The SNAP-Ed State agency and implementing agencies can address the identified gaps in the State by:

The SNAP-Ed State agency and implementing agencies plan to address the lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Furthermore lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

### Other factors affecting program access for diverse target audiences

Description of how SNAP-Ed programming is reaching all groups within its target audiences

The SNAP-Ed program is reaching all groups within lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

### Key factors supporting access to SNAP-Ed programming for each of these groups

The key factors supporting access to SNAP-Ed programming for lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

### Key factors limiting access to SNAP-Ed programming

The following key factors are limiting access to lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

The State agency and implementing agencies can address the above limiting factors by:

We plan to address the above limiting factors by lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

## Appendix B. SNAP-Ed Plan and Report Modules

Table 1	<p><b>Program appropriateness for diverse target audiences</b></p> <p><b>Strengths of current SNAP-Ed programming regarding its appropriateness for target audiences</b></p> <p>The current strengths of SNAP-Ed programming regarding its lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p>
Review	<p><b>Weaknesses of current SNAP-Ed programming regarding its appropriateness for target audiences</b></p> <p>The weaknesses of current programming regarding its lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p>
Provide educational Limit y	<p><b>The SNAP-Ed State agency and implementing agencies can address weaknesses related to the appropriateness of programming for its target audiences by:</b></p> <p>The State Agency and implementing agencies plan to lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.</p>
Descri Limit y	<p>OK</p>

## Appendix C. Supplementary Checklists and Templates

### Appendix C. Supplementary Checklists and Templates

The Checklist for *Evidence-Based Approaches* and the Checklist for *Public Health Approaches* were developed by the Western Region and are used by some other Regions. They provide detailed descriptions, steps, and examples that may assist States as they consider approaches for delivery of *nutrition education and obesity prevention services*. The checklist for *Evidence-Based Approaches* has been fully integrated into the *SNAP-Ed Plan* and Annual Report, so it no longer exists as a standalone document.

- Reviewing State *SNAP-Ed Plans* Checklist
- Checklist for *Evidence-Based Approaches*
- Checklist for *Public Health Approaches*

#### 1. Reviewing State SNAP-Ed Plans Checklist

This checklist is used to review *SNAP-Ed Plans* and may be helpful to consider during the planning process.

##### 1.1. Elements considered when reviewing SNAP-Ed Plans:

General	Yes	No
Was the plan submitted in N-PEARS by 8/15?		
Is the plan complete (all modules completed with sufficient details)?		
Is the plan signed by appropriate State representatives?		
Overall, does the plan seem reasonable, and will it accomplish the SNAP-Ed mission?		



## Appendix C. Supplementary Checklists and Templates

Needs Assessment	Yes	No
Are methods and sources used appropriate?		
Does it adequately define the audience and its needs?		
Does it identify other nutrition and obesity prevention programs serving low-income persons?		
Does it identify areas that are underserved?		

## Appendix C. Supplementary Checklists and Templates

Goals and Objectives	Yes	No
Are the State goals and objectives consistent with SNAP-Ed Plan Guidance?		
Are objectives written in the SMART format?		
Do the objectives relate to the State goals and objectives?		
Do the activities target the SNAP-Ed target audience?		
Are the activities adequately described?		
Are the activities supported by research?		
Are the activities consistent with Dietary Guidelines for Americans, MyPlate, and the Physical Activity Guidelines for Americans?		
Are materials to be used defined and appropriate?		
Is there justification for development of new materials (if any)?		

## Appendix C. Supplementary Checklists and Templates

Goals and Objectives	Yes	No
Is there a plan to capture behavior change (SNAP-Ed Evaluation Framework indicators)?		
Does the Plan incorporate public health approaches?		
Does the Plan demonstrate a coordinated approach using the SEM?		

Evaluation	Yes	No
Is the evaluation type defined?		
Is the methodology adequately defined?		
Are plans for using the results defined?		

Coordination Efforts	Yes	No
Are coordination efforts designed so duplication of efforts is eliminated?		

**Appendix C. Supplementary Checklists and Templates**

Staffing	Yes	No
Are administrative FTEs and program delivery FTEs appropriate for described activities?		
Do salaries relate appropriately to the work being performed?		

Budget	Yes	No
Is there a budget justification for all Implementing Agencies?		
Are costs reasonable and necessary?		
Are indirect costs limited to 26 percent for Federal reimbursement (applies to colleges and universities only)?		
Is an indirect cost rate agreement included?		

Assurances and Signatures	Yes	No
Are assurances and signatures included?		

**End of new material.**

## Appendix C. Supplementary Checklists and Templates

### 2. Checklist for Evidence-Based Approaches

The checklist for *evidence-based approaches* is now fully integrated into the *SNAP-Ed Plan* and Annual Report. An *evidence-based approach* for nutrition education and obesity prevention is defined as “the integration of the best research evidence with the best available *practice-based evidence*.” Evidence-based allowable uses of SNAP-Ed funds include conducting and evaluating *direct education*, *PSE*, and *social marketing interventions*.

An *evidence-based approach* may include a mix of *strategies* (broad approaches to intervening on obesity prevention target areas) and *interventions* (specific set of evidence-based, *behavior*-focused *activities* and/or actions to promote healthy eating and active lifestyles). The *SNAP-Ed Toolkit Interventions* at <https://snapedtoolkit.org/> contains an interactive listing of peer-reviewed evidence-based *interventions* at various settings, for various target populations, using the *direct education*, *PSE*, and *social marketing strategies*. The Toolkit is the starting point for choosing evidence-based obesity prevention programs for SNAP-Ed.

#### 2.1. Categories of Evidence-Based Approaches

FNS has identified three categories of evidence for *strategies* and *interventions* along a continuum: research-tested, practice-tested, and emerging. These categories vary according to scientific rigor, evaluation outcomes, research translation, and degree of innovation. Each category along the continuum is vital for expanding and building the knowledge base on effective practices. Movement along the continuum requires that programs are fully implemented and evaluated.

##### 2.1.1. Research-tested

The approach is based upon relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence, and other published studies and evaluation reports that demonstrate significant effects on individual *behaviors*, food/physical activity environments, or policies across multiple populations, settings, or locales. Examples include:

- Color Me Healthy
- Baltimore Healthy Stores
- Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

##### 2.1.2. Practice-tested

The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field that have shown positive effects on individual *behaviors*, food/physical activity environments, or policies. Examples include:

- Eat Well Play Hard in Child Care Settings (New York)
- Empowering Healthy Choices in Schools and Homes (Georgia)











































## Appendix C. Supplementary Checklists and Templates

### 2.1.3. Emerging

The approach includes community- or practitioner-driven *activities* that have the potential for obesity prevention, but have not yet been formally evaluated for obesity prevention outcomes. Evaluation indices may reflect cultural or community-informed measures of success. Examples include:

- Eat Smart in Parks (Missouri)
- Fit Business Kit Worksite Program (California)

**For implementation purposes: There are different expectations for program implementers when choosing among research-tested, practice-tested, or emerging approaches. Research-tested programs, and some practice-tested programs, have existing guidelines, materials, and tools for implementers to use upon appropriate training on program delivery. For certain emerging programs, there may be a need for development and audience testing of new strategies and concepts, which may be cost prohibitive. For each of the following criteria, you can use the symbols to the right to help identify what is required, preferred, or possible.**

Required  Preferred  Possible 		Research Tested	Practice-Tested	Emerging
1	Use SMART (simple, measurable, attainable, realistic, timely) objectives			
2	Justify that the reach of the SNAP-Ed population warrants the cost of the intervention			
3	Justify the use of a novel or creative approach			
4	Use existing materials, implementation guides, and resources			
5	Conduct formative research, including audience testing			
6	Conduct a limited duration pilot test, and refine strategy			
7	Gain stakeholder input and put into place partnership agreements to support implementation and sustainability.			
8	Ensure facilities and support provided by partners are available on a consistent basis			
9	Train staff to implement the intervention			
10	Assess that staff have a clear understanding of the nature of the intervention, how it is being implemented, and their role			
11	Determine whether implementation occurs as intended			
12	Replicate across multiple populations and venues			
13	Evaluate outcomes with appropriate follow-up period based on program model			

## Appendix C. Supplementary Checklists and Templates

### References:

Baker, S; Auld, G; MacKinnon, C; Ammerman, A; Hanula, G; Lohse, B; Scott, M; Serrano, E;

Tucker, E; and Wardlaw, M. Best Practices in Nutrition Education for Low-Income Audiences (2014).

Brennan L, Castro S, Brownson RC, Claus J, Orleans CT. Accelerating evidence reviews and broadening evidence standards to identify effective, promising, and emerging policy and environmental strategies for prevention of childhood obesity. *Annu Rev Public Health* 2011;32:199-223

Cates, S., Blitstein, J., Hersey, J., Kosa, K., Flicker, L., Morgan, K., and Bell, L. Addressing the Challenges of Conducting Effective Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluations: A Step-by-Step Guide. Prepared by Altarum Institute and RTI International for the U.S. Department of Agriculture, Food and Nutrition Service, March 2014.

Kaplan GE, Juhl AL, Gujral IB, Hoaglin-Wagner AL, Gabella BA, McDermott KM. Tools for Identifying and Prioritizing Evidence-Based Obesity Prevention Strategies, Colorado. *Prev Chronic Dis* 2013; 10:12027

## Appendix C. Supplementary Checklists and Templates

### 3. Checklist for Public Health Approaches

The Healthy Hunger-Free Kids Act of 2010 transformed SNAP-Education into a nutrition education and obesity prevention grant program, explicitly adopting obesity prevention as a major emphasis and allowing comprehensive community and *public health approaches* for low-income populations. The purpose of this checklist is to help States and *Implementing Agencies* use a *public health approach* for planning and implementing SNAP-Education *projects*. Following a general outline for program planning in public health, there are three core steps: 1) engagement and assessment, 2) program development and implementation, and 3) monitoring and evaluation. This checklist provides examples of each of these steps. The checklist begins by describing the types of SNAP-Education *policy, systems, and environmental change strategies* and *interventions*, and then provides steps and examples of program planning in public health. Please keep in mind that in practice, these processes are more parallel and iterative than they are linear. SNAP-Education programming may include comprehensive, *multilevel interventions* at multiple complementary organizational and institutional levels. These approaches may address several or all elements or levels of the *socio-ecological model (SEM)* and may target individual factors, environmental settings, sectors of influence, and social/cultural norms and values.

#### 3.1. Categories of Public Health Approaches

Selected *strategies* should respond to unmet community need for *public health approaches* that will make it easier for low-income children and families to engage in lifelong behavioral changes. *Policy, systems, and environmental (PSE)* approaches intend to supplement individual, group and community-based educational *strategies* used by nutrition and physical activity educators in a multicomponent program delivery model. Education combined with *PSE* is more effective than either strategy alone in preventing overweight and obesity.

SNAP-Education providers can implement community and *public health approaches* that affect a large segment of the population rather than solely targeting the individual or a small group. Community and *public health approaches* include three complementary and integrated elements: education, marketing/promotion, and *policy, systems, and environmental* approaches. Using these three elements helps create conditions where people are encouraged to act on their education and awareness and where the healthy choice becomes the easy and preferred choice, which is facilitated through changes in *policy, systems, and the environment*. By focusing *activities* on settings with large proportions of low-income individuals and using evidence-based *interventions* that are based on formative research with SNAP-Education audiences, *public health approaches* can reach large numbers of low-income Americans and might produce meaningful impact.

##### 3.1.1. Policy

A written statement of an organizational position, decision, or course of action. Ideally policies describe actions, resources, implementation, evaluation, and enforcement. Policies are made in the public, non-profit, and business sectors. Policies will help to guide behavioral changes for audiences served through SNAP-Education programming.



## Appendix C. Supplementary Checklists and Templates

An example of a policy change is a school that serves a majority low-income student body writing a policy that allows the use of school facilities for recreation by children, parents, and community members during nonschool hours. The local SNAP-Ed provider can be a member of a coalition of community groups that work with the school to develop this policy.

### 3.1.2. Systems

Systems changes are unwritten, ongoing, organizational decisions or changes that result in new *activities* reaching large proportions of people the organization serves. Systems changes alter how the organization or network of organizations conducts business. An organization may adopt a new *intervention*, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may precede or follow a written policy.

An example of a systems change is a local food policy council creating a farm-to-fork system that links farmers and local distributors with new retail or wholesale customers in low-income settings. The local SNAP-Ed provider could be an instrumental member of this food policy council providing insight into the needs of the low-income *target audience*.

### 3.1.3. Environmental

Includes the built or physical environments which are visual/observable, but may include economic, social, normative or message environments. Modifications in settings where food is sold, served, or distributed may promote healthy food choices. Signage that promotes the use of stairwells or walking trails may increase awareness and use of these amenities. Social changes may include shaping attitudes among teachers or service providers about time allotted for physical activity breaks. Economic changes may include financial disincentives or incentives to encourage a desired *behavior*, such as purchasing more fruits and vegetables. SNAP-Ed funds may not be used to provide the cash value of financial incentives.

An example of an environmental change is a food retailer serving SNAP participants or other *low-income persons* instituting in-store signage with free educational materials to encourage consumer selection of healthier food options based on the Dietary Guidelines for Americans and MyPlate. A SNAP-Ed provider can provide consultation and technical assistance to the retailer on preferred educational materials and positioning of signage to reach the *target audience* through this channel.

## Appendix C. Supplementary Checklists and Templates

Step 1. Engagement and Assessment: Findings from assessing the needs and assets of local settings should inform the selected PSE approach. The following are common components of stakeholder engagement and community assessments.	Yes	No	Additional Info.
Collect and analyze qualitative and quantitative data from primary and secondary sources. Primary data is data that one collects directly through surveys, interviews, and focus groups; it often adds local or unique information difficult to obtain through secondary data. Secondary data is existing data which has already been collected by someone else. Previous evaluation data may also be useful to the assessment.			
Incorporate stakeholder (e.g. local decision makers, program partners, program participants) priorities and local initiatives to determine the appropriate strategies.			
Engage communities of focus and gain an understanding of current issues of importance and relevance to them.			
Form community advisory groups, or other bodies to facilitate and maintain stakeholder input.			
Coordinate with other FNS-funded programs such as the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Child Nutrition Programs which include the National School Lunch Program, and Summer Food Service Program, to help ensure SNAP-Ed fills in gaps left by other nutrition programs.			
Partner with other existing services and resources at the national, State, and local levels to further the reach and impact of SNAP-Ed activities. Developing and enhancing partnerships is critical to instituting policy, systems, and environmental change strategies in communities.			
Assess settings that are conducive to reaching a large segment of the population, which otherwise would be challenging to reach one person at a time.			
Assess areas with barriers to the availability and/or accessibility of healthy options (e.g. access to healthy and affordable grocery stores, safe pedestrian walkways, and parks and open spaces).			
Determine what will serve as baseline data.			

## Appendix C. Supplementary Checklists and Templates

<b>Step 2. Program Development and Implementation:</b> <b>The program design is based on the conclusions drawn in the Engagement and Assessment phase and developed as an appropriate response to the identified issues. Be sure to build goals and objectives which reflect the socio-ecological model (SEM). The following are components of program development and implementation used in public health planning processes.</b>	Yes	No	Additional Info.
Identify target population(s) to work with for the intervention.			
Identify appropriate PSE approaches, which complement direct education and social marketing, based on the results from Step 1. Engagement and Assessment.			
Select and align goals and SMART (simple, measurable, attainable, realistic, timely) objectives in at least two levels of the SEM with the Multilevel Frameworks, such as the: SNAP-Ed Evaluation Framework <a href="https://snapedtoolkit.org/framework/index/">https://snapedtoolkit.org/framework/index/</a> CDC Obesity Prevention Framework <a href="http://www.cdc.gov/pcd/issues/2012/11_0322.htm">http://www.cdc.gov/pcd/issues/2012/11_0322.htm</a> , or NIFA Community Nutrition Education Logic Model <a href="https://www.nifa.usda.gov/community-nutrition-education-cne-logic-model">https://www.nifa.usda.gov/community-nutrition-education-cne-logic-model</a>			
Create a logic model that clearly links each component of the policy and program changes to one another, and connects these to the overall, long-term outcome of improved nutrition, physical activity, and maintenance of normal body weight.			
Select and train implementers.			
Facilitate adoption, implementation, and maintenance.			

**Appendix C. Supplementary Checklists and Templates**

<b>Step 2. Program Development and Implementation:</b> The program design is based on the conclusions drawn in the Engagement and Assessment phase and developed as an appropriate response to the identified issues. Be sure to build goals and objectives which reflect the socio-ecological model (SEM). The following are components of program development and implementation used in public health planning processes.	Yes	No	Additional Info.
Determine which existing materials, implementation guides, and resources are appropriate to utilize.			
Create and develop additional resources, products, and project materials.			
Communicate progress to stakeholders.			

## Appendix C. Supplementary Checklists and Templates

<b>Step 3. Evaluation: The changes that occur as a result of the strategies used can be observed at the individual, environmental and systems levels. Evaluating SNAP-Ed interventions using outcome measures that are specific to each intervention and the overall impact using appropriate measures/indicators. The following are components of evaluation commonly used in public health interventions.</b>	<b>Yes</b>	<b>No</b>	<b>Additional Info.</b>
Choose evaluation outcomes with realistic and appropriate measures.			
Collect evaluation data that will inform decisions to be made throughout implementation and later, maintenance/improvement of the project.			
Conduct a process evaluation.			
Determine whether implementation occurs as intended.			
Describe the reach of the intervention in terms of settings or neighborhoods. For example, the number of SNAP-Ed eligible individuals that benefitted from the change(s) during the period assessed. Refer to RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance) model in the SNAP-Ed Evaluation Framework.			
Conduct an outcome evaluation.			
Continue to monitor outcomes and make continuous program improvements.			

**Appendix C. Supplementary Checklists and Templates**

<p><b>Step 3. Evaluation: The changes that occur as a result of the strategies used can be observed at the individual, environmental and systems levels. Evaluating SNAP-Ed interventions using outcome measures that are specific to each intervention and the overall impact using appropriate measures/indicators. The following are components of evaluation commonly used in public health interventions.</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Additional Info.</b></p>
<p>Replicate across multiple populations and venues, making adjustments according to context.</p>			
<p>Communicate and disseminate results to stakeholders and funders.</p>			

## Appendix C. Supplementary Checklists and Templates

### 3.2. Examples of Policy Systems, and Environmental (PSE) Approaches

Examples of PSE approaches that complement direct or indirect nutrition education. Check the corresponding box for those that have the potential to fit your project. This list is not exhaustive; please write-in other proposed approaches for review.	Yes	No
Use community or place-based messaging to promote access and appeal for healthy foods, beverages, and/or physical activity.		
Use digital or social media to promote access and appeal for healthy foods, beverages, and/or physical activity.		
Mobilize community partnerships around healthy eating and active living.		
Develop wellness policies in schools, after-school, or childcare settings sites that support children and family nutrition and health.		
Participate in State or local food policy councils.		
Create healthy corner stores or food retail policies and organizational practices.		
Develop nutrition standards at emergency food distribution sites.		
Develop point-of-purchase marketing/signage at food retailers or food distribution sites.		
Providing training on Smarter Lunchroom Movements in school cafeterias.		
Develop systems that refer and link SNAP participants to SNAP-Ed, and vice versa.		
Improve the quality of foods and beverages sold in vending machines.		
Provide training or technical assistance to health or community professionals on obesity prevention.		

**Appendix C. Supplementary Checklists and Templates**

<b>Examples of PSE approaches that complement direct or indirect nutrition education. Check the corresponding box for those that have the potential to fit your project. This list is not exhaustive; please write-in other proposed approaches for review.</b>	<b>Yes</b>	<b>No</b>
Develop healthy procurement policies, healthy nutrition standards, and/or signage for senior nutrition centers and other congregate meals providers.		
Promote farmers markets, including SNAP at farmers markets.		
Create worksite or church-based SNAP-Ed programs.		
Link farms to institutions through farm stands or farm-to-where-you-are initiatives.		
Cultivate community or school gardens.		
Allow for the use of school facilities for recreation during non-school hours.		
Promote access/appeal, or policy changes to support physical activity or exercise.		
Other, specify:		



## Appendix D. SNAP-Ed Connection and SNAP-Ed Toolkit Websites

### 1. SNAP-Ed Connection

SNAP-Ed Connection <https://snaped.fns.usda.gov/> is a resource website for SNAP-Ed administrators, *State agencies*, *Implementing Agencies*, educators, and others involved in the SNAP-Ed program.

Contact SNAP-Ed Connection: [snap-edconnection@usda.gov](mailto:snap-edconnection@usda.gov)

#### 1.1. SNAP-Ed Success Stories

Success stories from around the country are published on the website. All States are welcome to submit as many stories as they would like. States are encouraged to use the success stories tip sheet to write their stories. The tip sheet can be found at [https://snaped.fns.usda.gov/sites/default/files/documents/SuccessStoriesTipSheet2022\\_0.pdf](https://snaped.fns.usda.gov/sites/default/files/documents/SuccessStoriesTipSheet2022_0.pdf). All stories should include evaluation and outcomes information. Stories are copyedited prior to publication.

#### 1.2. SNAP-Ed Library

The SNAP-Ed Library contains materials created with SNAP-Ed funding and resources that may be helpful to SNAP-Ed programs. Some of the materials include:

- Curricula
- Evaluation tools
- State impact reports

It is a collaborative tool to allow States to share information so that there is no duplication of efforts across the program. FNS encourages State and local agencies to submit materials that they have developed at <https://snaped.fns.usda.gov/submit-material>. All materials are reviewed according to the SNAP-Ed Library Inclusion Criteria <https://snaped.fns.usda.gov/library/inclusion-criteria>.

#### 1.3. SNAP-Ed Connection e-Bulletin

The e-Bulletin brings you updates to SNAP-Ed Connection, new resources, and spotlights of SNAP-Ed programs from around the country. Subscribe at [https://public.govdelivery.com/accounts/USFNS/subscriber/new?topic\\_id=USFNS\\_191](https://public.govdelivery.com/accounts/USFNS/subscriber/new?topic_id=USFNS_191).

#### 1.4. Photo Gallery

The Photo Gallery is a collection of copy-right free images that can be used in *social marketing campaigns*, brochures, and other SNAP-Ed materials. Find photos at <https://snaped.fns.usda.gov/resources/nutrition-education-materials/photography-gallery>

#### 1.5. SNAP-Ed Program Administration Resources

SNAP-Ed Plan Guidance and Plan Templates can be found at <https://snaped.fns.usda.gov/administration/snap-ed-guidance-and-policy>

### 1.6. State SNAP-Ed Information

State SNAP-Ed information can be found at <https://snaped.fns.usda.gov/state-snap-ed-programs>, including State contact information and websites. States should regularly check the agency information to make sure that it is up-to-date and inform their FNS Regional SNAP-Ed Coordinator if the information needs to be updated.

## 2. SNAP-Ed Toolkit

### 2.1. SNAP-Ed Interventions

The Interventions component of the *SNAP-Ed Toolkit* helps *State* and *implementing agencies* identify and select evidence-based obesity prevention and *policy, systems, and environmental change (PSE) interventions* to include in *SNAP-Ed Plans*. These *interventions* help agencies comply with the requirement that State *SNAP-Ed Plans* must include *multilevel interventions* or *public health approaches* that reach low-income households most impacted by health disparities.

<https://snapedtoolkit.org/interventions/find/>

### 2.2. SNAP-Ed Evaluation Framework

The SNAP-Ed Evaluation Framework gives SNAP-Ed professionals the powerful ability to collectively share successes. The Evaluation Framework is SNAP-Ed's opportunity to produce cumulative results using standardized, evidence-informed methods to share with our clients, partner organizations, stakeholders, and policy makers.

<https://snapedtoolkit.org/framework/index/>

### 2.3. Trainings

The Trainings component of the *SNAP-Ed Toolkit* includes access to online webinars, courses, and other training material (e.g., how-to guides) for *State* and *implementing Agencies*. The various trainings provide guidance on program development, delivery, and evaluation as well as on equity and professional development. Continuing education credits are available for some trainings. Identification of training material for inclusion in the Toolkit is reviewed by the *SNAP-Ed Toolkit* team.

<https://snapedtoolkit.org/training/about-the-trainings/>

### Appendix E. Guidelines for Nutrition Education Materials

*State agencies* should design SNAP-Ed materials to address the cultural, literacy, language, and income needs of the *SNAP-Ed target audience*.

*State agencies* should submit media messages and materials prior to their release to FNS Regional Office staff for review, particularly when States are planning large media campaigns and productions.

FNS reserves a royalty-free, non-exclusive right to reproduce, publish, use, or authorize others to use photographs, videos, recordings, computer programs and related source codes, literature, or other products produced, in whole or in part, with SNAP funds for Government purposes. For more information, see *FEDERAL ROYALTY RIGHTS* in the *FINANCIAL AND COST POLICY* section.

Materials with subject matter that is beyond the scope of SNAP-Ed, including the screening for diseases and the treatment and management of diseases, are not *allowable costs*.

FNS encourages *State agencies* to submit their materials to the SNAP-Ed Connection for consideration and inclusion in the SNAP-Ed Library at <https://snaped.fns.usda.gov/submit-material>.

#### 1. Guidelines for Duplicating or Editing SNAP-Ed Materials

If the materials will be reproduced as is, nothing needs to be done.

When any changes or additions are made to the content or design of SNAP-Ed materials, the SNAP and USDA logos must be removed and the following statement must be added:

“Adapted from U.S. Department of Agriculture, Supplemental Nutrition Assistance Program. USDA does not endorse any products, services, or organizations. Provided by (organization’s name).”

If the name or logo of an organization or company is added to the document, the SNAP and USDA logos must be removed and the following statement must be added:

“Adapted from U.S. Department of Agriculture, Supplemental Nutrition Assistance Program. USDA does not endorse any products, services, or organizations. Provided by (organization’s name).”

#### 2. Guidelines for Use of the USDA and SNAP Logos

Use of the USDA logo must follow requirements as stated in the *USDA VISUAL STANDARDS GUIDE*. This guide provides detailed requirements for standards such as logo colors, size, and placement within documents. The guide can be found at <https://www.usda.gov/sites/default/files/documents/visual-standards-guide-january-2013.pdf>.

## Appendix E. Guidelines for Nutrition Education Materials

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Use of the SNAP logo must follow requirements as stated in the *SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) USING THE SNAP LOGO* guide. The guide is located at <https://www.fns.usda.gov/snap/logo-guidance>.

### 3. Nondiscrimination Statement Use

The nondiscrimination statement lists all of the prohibited bases for discrimination contained in the USDA Civil Rights Policy Statement. Materials that should have the nondiscrimination statement include print (e.g., brochures, newsletters, education curricula, etc.) and non-print (e.g., audio, videos, websites, etc.) forms of communication. Documents developed, adapted, or reprinted by *State* and *implementing agencies* receiving financial assistance from FNS must have the following shortened nondiscrimination statement: **“This institution is an equal opportunity provider.”** when used specifically for SNAP-Ed. In general, anything that features USDA logos, such as MyPlate, or communicates SNAP-Ed programming information, including times, dates, and locations as well as objectives and outcomes of classes or activities, falls into this category. Moreover, all communication must comply with Section 508 (meet accessibility standards) and all applicable civil rights laws, regulations, Executive Orders, and policies (see <https://www.section508.gov/training/> for relevant information).

The full nondiscrimination statement provided at the end of this appendix document is rarely, if ever, required for SNAP-Ed. It is necessary to have if SNAP or other FNS program eligibility or application information is provided. **New:** All newly printed documents, pamphlets, websites, etc. that require the full nondiscrimination statement must use the updated *FY 2022* version. For online sites, individual SNAP-Ed webpages should provide the full version of the nondiscrimination statement if there is information that requires the full statement to be featured even if it is on a different webpage of the site. A recommendation is to link to the appropriate version, available at <https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-snap-fdpir>, in the footer of the site. **End of new material.**

The nondiscrimination statement should be made available in English or other languages appropriate for the local population served or directly affected by any USDA program or activity. Please be sure to use the provided USDA translations, rather than have the statement translated for you. Translated versions of the nondiscrimination statement will be available in the following languages:

Amharic	Farsi	Hindi
Arabic	Vietnamese	Hmong
Armenian	Laotian	Korean
Chinese (both Traditional and Simplified)	Portuguese (Brazil)	Russian
Haitian Creole	Serbo-Croatian	Somali
	Khmer	Thai
	Polish	Urdu

## Appendix E. Guidelines for Nutrition Education Materials

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Please refer to <https://www.fns.usda.gov/cr/fns-nondiscrimination-statement> for more information on translated statements.

SNAP-Ed *State* and *Implementing Agencies* are required to notify *applicants* with disabilities and limited English proficiency (LEP) persons of their right to free language assistance and accommodations and provide free language assistance and accommodations upon request.

SNAP *State Agencies* must also ensure equal opportunity access for persons with disabilities. This includes ensuring that communications with *applicants*, participants, members of the public, and companions with disabilities are as effective as communications for people without disabilities. Persons with disabilities who require alternative means of communication of program information, including web-based information, must be provided with alternative formats (e.g. Braille, large print, audiotape, American Sign Language, etc.). If materials developed and released by the USDA are needed in alternative formats, please contact the SNAP-Ed National Office by emailing [SNAP-Ed@usda.gov](mailto:SNAP-Ed@usda.gov) with the type of alternative format requested (Braille, large print, etc.), the quantity desired, and a mailing address. Additionally, *State Agencies* that participate in SNAP must take reasonable steps to ensure that LEP persons have meaningful access to programs, services, and benefits. This includes the requirement to provide bilingual program information and certification materials and interpretation services to single-language minorities in certain project areas.

The nondiscrimination statement is not needed if a document meets the following criteria:

- is not funded by the USDA/SNAP-Ed;
- only contains content that provides general information for the public (examples are menus, calendars, and recipes); and
- has no SNAP or SNAP-Ed program information or reference to SNAP application or eligibility.

When in doubt about proper usage of the nondiscrimination statement, refer to your regional SNAP-Ed Coordinator.

## Appendix E. Guidelines for Nutrition Education Materials

### 3.1. Example Documents

**Example 1:** Since the handout below includes program information, such as goals and objectives, it would require the short nondiscrimination statement, “This institution is an equal opportunity provider.”

**What does SNAP-Ed provide?**

- ◆ An 8-12 lesson, interactive, research-based nutrition curriculum
- ◆ Adaptable material to meet each participant's needs
- ◆ Lessons delivered in small groups or one-on-one sessions

**Participants learn how to...**

- ◆ Read food labels
- ◆ Save money on groceries
- ◆ Make healthy food choices
- ◆ Be more active

Optional lessons are available addressing nutrition during pregnancy, feeding a new baby, introducing solid foods, and feeding young children.

**Participants receive...**

- ◆ Water bottle
- ◆ Grocery shopping list
- ◆ Produce brush
- ◆ Measuring cups and spoons
- ◆ Stretch band and physical activity booklet
- ◆ Food thermometer
- ◆ Cookbook
- ◆ Graduation certificate

*Hands-on learning allows participants to create healthy recipes and learn the essentials of food safety.*

**What participants had to say...**

"I look at nutrition labels for fat and sugars. I try to eat more vegetables by adding them to my meals and I eat smaller portions rather than eating till I'm full."

"I personally like the classes because I learned some easy and nutritious recipes, as well as how to properly use the thermometer."

"My success has been great! I've started to eat healthier and I don't eat out as much. I've also started cooking which is a huge change for me, but I am trying!"

**Example 2:** The Farmers Market Stir-Fry recipe does not provide SNAP-Ed program information or use a USDA or MyPlate logo, so a nondiscrimination statement is not required.

**Farmer's Market Stir-Fry** <sup>[1]</sup>

**Serves:** 8

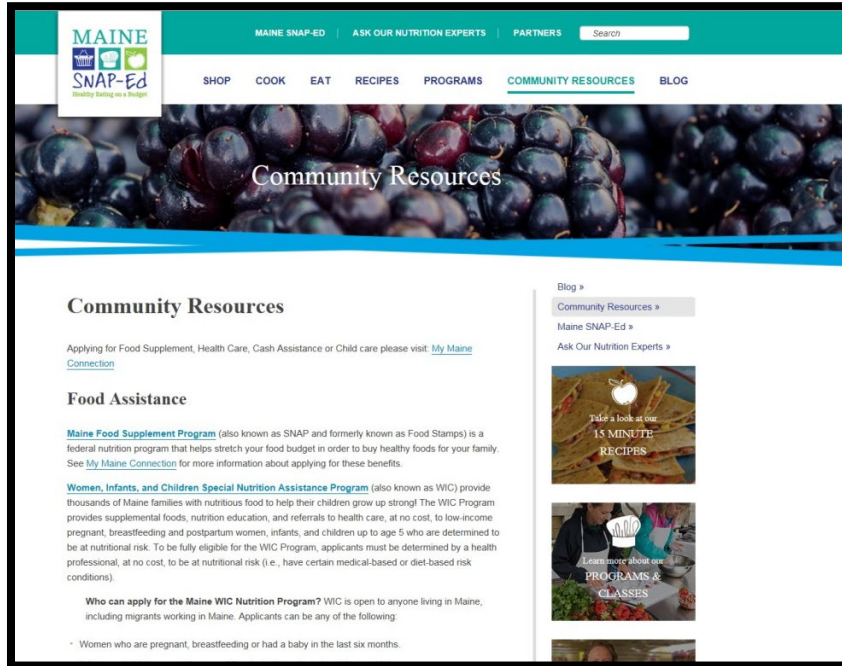
**Ingredients:**

- 2 cups cooked brown rice
- vegetable oil cooking spray
- 3 gloves garlic or  $\frac{1}{2}$  teaspoon garlic powder
- 1 teaspoon fresh ginger or  $\frac{1}{2}$  teaspoon ground ginger
- 1 cup onion, diced
- 1 cup broccoli, cut into bite-sized pieces
- 1 cup carrots, sliced
- 1 cup cabbage, chopped
- 1 cup cauliflower, cut into bite-sized pieces



## Appendix E. Guidelines for Nutrition Education Materials

**Example 3:** The web page pictured below includes a link to application forms for SNAP benefits; therefore, it requires the full nondiscrimination statement from the USDA website at <https://www.fns.usda.gov/usda-nondiscrimination-statement>. The link to the appropriate statement can be placed in the footer.



**Example 4:** The website pictured below does not link to or feature SNAP benefit information or applications, so the short nondiscrimination statement suffices.



## Appendix E. Guidelines for Nutrition Education Materials

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**Example 5:** This participant recruitment flyer would require the short nondiscrimination statement since it includes SNAP-Ed program information, such as locations and contact details. Although the program is not explicitly referred to as a “SNAP-Ed” *activity*, the short nondiscrimination statement is required because the program provides nutrition education using SNAP-Ed funding

### Eat Well, Live Well


FREE nutrition & lifestyle classes with Food \$ense

**What:** FREE cooking and nutrition classes! At each class you will enjoy FREE FOOD SAMPLES and learn new, tasty recipes that won't break your budget!

**Where:** Cache County Administration Building multi-purpose room. (179 North Main St, Logan)

**Who:** Everyone! Out of respect for the hearing impaired, room space and others attending, no children and/or babies permitted.

**Sign Up:** Call 435-752-6263 or email [cachecountyfoodsense@gmail.com](mailto:cachecountyfoodsense@gmail.com) to reserve your spot. Please register 24 hours in advance.



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### 3.2. Full Nondiscrimination Statement

#### NEW:

#### 3.2.1. English:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (833) 620-1071, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to:

- (1) **mail:**  
Food and Nutrition Service, USDA  
1320 Braddock Place, Room 334  
Alexandria, VA 22314; or
- (2) **fax:**  
(833) 256-1665 or (202) 690-7442; or
- (3) **email:**  
[FNSCivilRightsComplaints@usda.gov](mailto:FNSCivilRightsComplaints@usda.gov)

This institution is an equal opportunity provider.

#### 3.2.2. Spanish

De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación sexual), credo religioso, discapacidad, edad, creencias políticas, o represalia o retorsión por actividades previas de derechos civiles.

## Appendix E. Guidelines for Nutrition Education Materials

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La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Personas con discapacidad que requieran medios alternos de comunicación para obtener información sobre el programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano), debe ponerse en contacto con la agencia (estatal o local) donde solicitaron los beneficios. Las personas sordas, con dificultades auditivas o con discapacidades del habla pueden comunicarse con el USDA a través del Servicio Federal de Retransmisión al (800) 877- 8339.

Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA que puede obtenerse en línea en: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, en cualquier oficina del USDA, llamando al (833) 620-1071, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse por:

- (1) **correo:**  
Food and Nutrition Service, USDA  
1320 Braddock Place, Room 334  
Alexandria, VA 22314; o
- (2) **fax:**  
(833)-256-1665 , o (202) 690-7442; o
- (3) **correo electrónico:**  
[FNSCIVILRIGHTSCOMPLAINTS@usda.gov](mailto:FNSCIVILRIGHTSCOMPLAINTS@usda.gov)

Esta institución es un proveedor que ofrece igualdad de oportunidades.

**End of new material.**

### **3.2.3. Edits and size requirements**

Additions, edits, or deletions to the Civil Rights statement are not allowed. The minimum font size for nondiscrimination statements for brochures is 8 point. For all other printed materials and web pages, the statement must be legible. Use of a smaller font size must be approved by FNS CRD in writing.

## **4. Credit**

Credit should be provided to SNAP as a funding source on newly developed and reprinted materials. FNS recommends the following statements:

English: "This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP."

## Appendix E. Guidelines for Nutrition Education Materials

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Spanish: “Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés).”

### 5. About Team Nutrition Materials

*Team Nutrition* is an initiative of the US. Department of Agriculture’s Food and Nutrition Service that supports the *Child Nutrition Programs* through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. The goal of *Team Nutrition* is to improve children’s lifelong eating and physical activity habits through nutrition education based on the principles of the Dietary Guidelines for Americans and MyPlate. SNAP-Ed and *Team Nutrition* materials may be used to deliver direct nutrition education and physical activity through Approach One.

Under the *Team Nutrition* initiative, FNS provides numerous high-quality free educational materials for schools and childcare. Materials developed under the *Team Nutrition* initiative utilize six communication channels:

1. food service
2. classroom
3. school
4. home
5. community
6. media

These channels offer a comprehensive network for delivering consistent and reinforcing nutrition messages to children and their caretakers. Social cognitive theory provides the theoretical framework for *Team Nutrition*, as this addresses personal, behavioral, and environmental factors that influence *behavior*.

Articles about the *Team Nutrition* approach include:

- The Story of Team Nutrition <http://www.fns.usda.gov/story-team-nutrition-executive-summary-pilot-study>; and
- The Team Nutrition Pilot Study: Lessons Learned From Implementing a Comprehensive School-based Intervention <https://pubmed.ncbi.nlm.nih.gov/12047818/>

The development process for *Team Nutrition* materials includes the following:

- Review of peer-reviewed nutrition education literature
- Application of Social Cognitive Theory and development of behaviorally focused objectives
- Formative research with the *target audience* to test concepts, nutrition education messages, and images
- Alignment with educational standards, such as math, science, English, and health

## Appendix E. Guidelines for Nutrition Education Materials

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- Formative research of draft materials with the *target audience* (e.g., piloting of materials in classrooms, focus group testing of parent materials, teacher interviews, etc.)
- Review by Child Nutrition experts and stakeholders
- Review by U.S. Department of Agriculture and the Department of Health and Human Services via a Dietary Guidelines Work Group for consistency with the Dietary Guidelines for American and technical accuracy

Examples of *Team Nutrition* materials (<https://www.fns.usda.gov/team-nutrition>) include:

- Grow It, Try It, Like It! (Pre-K)
- Discover MyPlate: Nutrition Education for Kindergarten
- Serving Up MyPlate: A Yummy Curriculum (Grades 1-6)
- The Great Garden Detective Adventure (Grades 3-4)
- Dig In! Nutrition Education from the Ground Up (Grades 5-6)
- Fueling My Healthy Life (Grades 6-8)

### 6. Start Simple with MyPlate

CNPP's Start Simple with MyPlate campaign was developed to promote healthy eating and physical activity. No matter your age, healthy eating is important. Small changes matter, so let's help Americans make every bite count. Start Simple with MyPlate today!



- *START SIMPLE WITH MYPLATE* ([www.MyPlate.gov](http://www.MyPlate.gov)) provides tips and recipe ideas from the five MyPlate food groups (Fruits, Vegetables, Grains, Protein Foods, Dairy) that Americans can easily incorporate into their busy lives no matter their food preferences, cultural traditions, health status, or budget.
- The goal of Start Simple is to help consumers meet their food group targets and eat healthy.
- Start by taking the MyPlate Quiz to find out what food group recommendations you are meeting and where you might need more help.
- Download the Start Simple with MyPlate App to set daily, achievable goals to help you eat healthy throughout the day and week.

### 7. Food and Drug Administration (FDA) Nutrition Label Educational Materials

FDA's Center for Food Safety and Applied Nutrition (CFSAN) has a wealth of educational materials that make it easy to understand and use the Nutrition Facts label, Menu Labeling, and other nutrition and food safety topics. Consumers, educators, teachers, dietitians, and health professionals are invited to check out CFSAN's many

## **Appendix E. Guidelines for Nutrition Education Materials**

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online resources, and downloadable and printable materials in the CFSAN Education Resource Library (<https://epublication.fda.gov/>) and on CFSAN's Nutrition Education Page (<https://www.fda.gov/food/food-labeling-nutrition/nutrition-education-resources-materials>).

## Appendix F. Definitions of Terms

### Appendix F: Definitions of Terms

*Activity* refers to actual work performed by program personnel to implement objectives.

*Administrative Costs* refers to the financial costs characterized by the following types of activities:

- Dollar value of salaries and benefits associated with staff time dedicated towards the administration of SNAP-Ed
- Cost of training for performing administrative functions like record keeping and accounting, etc.
- Cost of reporting SNAP-Ed *activities*
- Operating costs
- Indirect costs for those administrative staff not covered above
- Other overhead charges associated with administrative expenses (i.e. space, human resource services, etc.)

*Allowable Cost* refers to costs that are reimbursable from Federal program funds because they support SNAP-Ed and conform to Government-wide and SNAP-specific cost policy.

*Applicant* refers to person/households who have actually applied for the SNAP.

*Approaches* are types of *intervention strategies*. There are three SNAP-Ed approaches. Plans must include approach 1. Plans also must include approach 2 or 3; both may be included.

1. Individual or group-based direct nutrition education, health promotion, and *intervention strategies*
2. Comprehensive, *multilevel interventions* at multiple complementary organizational and institutional levels
3. Community and *public health approaches* to improve nutrition and obesity prevention

*Behavior* indicates action rather than knowledge or attitudes.

**New:** *Behaviorally Focused* are those activities, interventions, objectives and strategies that are related to (a) healthy food choices, for example, eating lower fat foods, adding one fruit each day, and switching to whole grain breads; (b) other nutrition or physical activity issues, for example encouraging breast feeding practices; (c) the environmental impact of dietary practices, including safe food handling, promoting community walking groups; and (d) food shopping practices that increase purchasing power and availability of food including using store coupons, joining store clubs for added discounts, and purchasing in bulk. **End of new material.**

*Capital Equipment* is non-expendable property having a value of \$5000 or more per item at the time of acquisition. Capital equipment shall (7CFR 277 (OMB Circular A-87)) be inventoried and accounted for every 2 years by a physical inventory process. Capital

## Appendix F. Definitions of Terms

equipment shall be disposed of in accordance with Federal property management requirements.

*Census Tracts* are small, relatively permanent geographic entities within counties (or the statistical equivalent of counties) delineated by a committee of local data users. Generally, census tracts have between 2,500 and 8,000 residents and boundaries that follow visible features. Census tract data may be used in targeting audiences for delivery of SNAP-Ed.

*Child Nutrition Programs* include the National School Lunch Program, the School Breakfast Program, the Child and Adult Care Food Program, the Fresh Fruit and Vegetable Program, the Summer Food Service Program, the Special Milk Program, and the Seamless Summer and the Afternoon Snacks Program.

**New:** *Cognizant Agency* refers to the agency that has been identified by OMB that is responsible for establishing *indirect cost rates*. For more information see *Indirect Costs*.  
**End of new material.**

Organization	Cognizant Federal Agency
State Public Assistance Agencies	Dept. of Health and Human Services (HHS)
All Other State agencies	Federal agency identified by OMB
Educational Institution	Department of Education, Department of Defense-Naval Research or HHS, depending on which provided more Federal funds over the last 3 years
Nonprofit Organization	Normally the Federal agency with the largest dollar value of award with the organization

*Collective Impact* is the commitment by a group of actors from different sectors to a common agenda to solve complex social problems such as healthy eating or obesity prevention. Collective impact requires five conditions for success: a common agenda, shared measurement, mutually reinforcing *activities* based on a common action plan, continuous communication, and backbone support to guide the group's actions, provide technical support, and mobilize resources.

*Commodity Supplemental Food Program (CSFP)* is the program that works to improve the health of *low-income persons* at least 60 years of ages by supplementing their diets with nutritious USDA foods.

**Direct education:** **New:** is an evidence-based, *behavior-focused* nutrition education and physical activity *intervention* conducted at the individual and interpersonal levels with an intensity and duration that supports *behavior* change and allows for active engagement in-person, in a live online format, or through *interactive media*. **End of new material.**



## Appendix F. Definitions of Terms

*Education and Administrative Reporting System (EARS)*: **New**: an annual data and information collection process that was completed by SNAP *State agencies*. It collected uniform data and information on nutrition education *activities* funded by SNAP during the prior *fiscal year*. This reporting system for SNAP-Ed was phased out after FY 2022 reporting. **End of new material.**

*Effectiveness* is the extent to which pre-established objectives are attained as a result of program *activity*, as indicated by performance measures.

*EFNEP* is the *Expanded Food and Nutrition Education Program* of the National Institute of Food and Agriculture, U.S. Department of Agriculture. EFNEP is conducted by Cooperative Extension, through a Federal, State, and local (community-based) partnership. It serves youth and families with limited financial resources in all States and U.S. Territories. 1862 and 1890 Land-Grant Universities provide State-level leadership for local programming. EFNEP employs paraprofessionals to deliver evidence-based, hands-on, interactive and virtual lessons to participants. State and local EFNEP leadership also contribute to *policy, systems, and environmental* change efforts through their Extension and University connections. EFNEP staff work collaboratively with SNAP-Ed staff to increase reach and facilitate improved nutritional well-being among low-income populations nationwide. For more information on EFNEP and supporting resources, see <https://www.nifa.usda.gov/grants/programs/capacity-grants/efnep/about-efnep>.

*Emerging Strategies or Interventions* are community- or practitioner-driven *activities* that have the potential for obesity prevention, but have not yet been formally evaluated for obesity prevention outcomes. Emerging strategies or interventions in SNAP-Ed require a justification for a novel approach and must be evaluated for *effectiveness*.

**New:** *Evidence-Based* approaches for nutrition education and obesity prevention are defined as the integration of the best research evidence with the best available *practice-based evidence*. **End of new material.** The best research evidence refers to relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence. *Practice-based evidence* refers to case studies, pilot studies, and evidence from the field on nutrition education *interventions* that demonstrate obesity prevention potential.

Evidence may be related to obesity prevention target areas, *intervention strategies*, and/or specific *interventions*. The target areas are identified in the *2020-2025 DIETARY GUIDELINES FOR AMERICANS* (see <https://www.dietaryguidelines.gov/resources/2020-2025-dietary-guidelines-online-materials>). SNAP-Ed services may also include *emerging strategies or interventions*, which are community- or practitioner-driven *activities* that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. *Emerging strategies or interventions* require a justification for a novel approach and must be evaluated for *effectiveness*. *Intervention strategies* are broad approaches to intervening on specific target areas. *Interventions* are a specific set of evidence-based, *behaviorally focused activities* and/or actions to promote healthy eating and active lifestyles. Evidence-based allowable use of funds for SNAP-Ed include conducting and evaluating



## Appendix F. Definitions of Terms

*intervention* programs, and implementing and measuring the effects of *policy, systems, and environmental* changes in accordance with SNAP-Ed Guidance.

*Fiscal Year* is the Federal Fiscal Year that runs from October 1 of one year through September 30 of the following year.

*Food Bank* means a public or charitable institution that maintains an established operation involving the provision of food or edible commodities, or the products of food or edible commodities, to food pantries, *soup kitchens*, hunger relief centers, or other food or feeding centers that, as an integral part of their normal activities, provide meals or food to feed needy persons on a regular basis.

*Food Distribution Program on Indian Reservations (FDPIR)* provides USDA foods to income-eligible households living on Indian reservations, and to Native American households residing in approved areas near reservations or in Oklahoma.

*Full-Time Equivalent (FTE)* employment, as defined by the Federal government, means the total number of straight-time hours (i.e., not including overtime pay or holiday hours) worked by employees divided by the number of compensable hours (2,080 hours) in the *fiscal year*. According to this definition, annual leave, sick leave, compensatory time off, and other approved leave categories are considered “hours worked” for purposes of defining FTE employment. States may define FTEs differently than the Federal standard. States may use their own definition of FTEs in their *SNAP-Ed Plan*, but shall clearly state the definition and the basis for the calculation.

*GIS* is *Geographic Information System Mapping* and refers to a system for storing, editing, and displaying geographical information on a computer.

*Grantee* means the agency of the State responsible for administering SNAP. Federal funds are paid to this agency for all food costs, and for 100 percent of all non-food expenditures, including program administration and nutrition education. The grantee in turn takes agreements with local agencies (sub grantees) to conduct SNAP-Ed *activities*. Federal funds are made available to pay for 100 percent of all allowable nutrition education costs on a payment basis.

*Implementing Agencies* contract with *State agencies* to provide SNAP-Ed and include Cooperative Extension offices, universities, State departments of health or education, State level nutrition networks, *food banks*, and other organizations.

**New:** *Impressions* represent the total number of times content is displayed to an audience during a given period. This metric is commonly used and readily available for most channels. **End of new material.**

*Indirect Cost Rate* is a rate typically computed by summing all indirect costs then dividing the total by the Modified Total Direct Costs. The resulting percentage is applied to each grant to determine its share of the indirect or overhead costs. Indirect cost rates applied in the *SNAP-Ed Plan* shall be documented through an indirect cost plan that is approved by a *cognizant agency*. If the rate is not approved, the computation of the rate shall be acceptable to FNS.

## Appendix F. Definitions of Terms

*Indirect Education Channel or Indirect Channel* is the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia.

**New:** *Interactive Media* is a mode of delivery of SNAP-Ed *direct education* that includes active participant interaction and engagement, is considered virtual in nature and may be self-paced and/or self-directed. Instructors and participants are not in the same virtual space at the same time. **End of new material.**

*Interventions* are a specific set of evidence-based, *behavior focused activities* and/or actions to promote healthy eating and active lifestyles.

*Lobbying* is any activity or material to influence Federal, State, or local officials to pass, or sign legislation or to influence the outcomes of an election, referendum, or initiative.

*Low-Income Persons* are people participating in or applying for SNAP, as well as people with low financial resources defined as gross household incomes at or below the income threshold used for SNAP-Ed eligibility (185 percent of poverty or higher for State agencies that set a higher gross income limit for SNAP eligibility). National School Lunch Program data on the number of children eligible for free and reduced-price meals, which represents children in families with incomes at or below 185 percent of poverty, or Census data identifying areas where low-income persons reside, are examples of available data sources that can be used to identify low-income populations. Participation in other *means-tested Federal assistance programs* may also be used as a proxy for low-income since these individuals have gross family incomes below 185 percent of poverty.

*Management Evaluation (ME)*: periodic assessment of the accomplishment of program objectives and compliance assessment of *State agency* and local program operations including compliance efficiency, effectiveness and quality of service that results in a report that indicates ME findings, observations, and noteworthy initiatives. Observations are the identification of a program weakness or area needing improvement which may involve management practices or an unregulated activity. Observations are associated with suggestions, which are statements of actions that address observations made in the *ME*. These actions may or may not be required. Noteworthy initiatives are projects and practices worthy of recognition that can be shared with other *State agencies* for replication and in an effort to improve program operations.

*Means-tested Federal assistance programs* are those that require the income and/or assets of an individual or family to fall below specified thresholds in order to qualify for benefits. There may be additional eligibility requirements to receive these programs, which provide cash and noncash assistance to eligible individuals and families. For SNAP-Ed the threshold is at or below 185 percent of the Federal Poverty Level except for State agencies that allow a higher gross income for SNAP eligibility, in which case the SNAP-Ed threshold matches that value (e.g., 200 percent).

*Medical Nutrition Therapy Services* means the assessment of the nutritional status of patients with a condition, illness, or injury (such as diabetes, hypertension, gout, etc.)

## Appendix F. Definitions of Terms

that puts them at risk. This includes review and analysis of medical and diet history, laboratory values, and anthropometric measurements. Based on the assessment, nutrition modalities most appropriate to manage the condition or treat the illness or injury are chosen and include the following:

- Diet modification and counseling leading to the development of a personal diet plan to achieve nutritional goals and desired health outcomes.
- Specialized nutrition therapies including supplementation with medical foods for those unable to obtain adequate nutrients through food intake only; parenteral nutrition delivered via tube feeding into the gastrointestinal tract for those unable to ingest or digest food; and parenteral nutrition delivered via intravenous infusion for those unable to absorb nutrients.

Medical nutrition therapy services are outside the scope of SNAP-Ed, and their cost is unallowable. Allowable SNAP-Ed *activities* focus on primary prevention of disease. Accordingly, they include *activities* to help the SNAP-Ed population to prevent or to postpone the onset of chronic disease by establishing more physically active lifestyles and healthier eating habits. By contrast, medical nutrition therapy is a secondary *intervention* that focuses on helping people already afflicted with the disease and its effects and to prevent additional disability. Medical nutrition therapy services are not allowable SNAP-Ed costs.

*Multilevel interventions* reach the *target audience* at more than one level of the *SEM* and mutually reinforce each other. Multilevel interventions generally are thought of as having three or more levels of influence.

*Needs Assessment* is the process of identifying and describing the extent and type of health and nutrition problems and needs of individuals and/or target populations in the community.

*Noncapital Equipment* is property having a value of less than \$5,000 per item at the time of acquisition. This equipment is generally treated as supplies and is not required to be included in any property management system. Treatment and disposition of non-expendable equipment should be done in accordance with State or local property management requirements.

*Nonproject activities* are all efforts funded by SNAP-Ed other than *projects* that are designed to accomplish State priority goals and objectives. Examples include comprehensive *needs assessments*, general staff training (e.g., civil rights training), technical assistance, and peer-to-peer learning that benefit staff across multiple *projects*. Other examples include convening of coalitions, contracted services such as evaluation and formative research, and other *activities* not tied to a specific *project*. Administrative activities, such as procurement, are neither *project* nor nonproject activities.

*Nutrition Education and Obesity Prevention Services* are a combination of educational *strategies*, accompanied by supporting *policy, systems, and environmental interventions*, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related *behaviors* conducive to the health and well-being of SNAP

## Appendix F. Definitions of Terms

participants, and low-income individuals eligible to receive benefits under SNAP or other *means-tested Federal assistance programs*, and individuals residing in communities with a significant low-income population. Nutrition education and obesity prevention services are delivered through multiple venues, often through partnerships, and involve *activities* at the individual, interpersonal, community, and societal levels. Acceptable policy level *interventions* are *activities* that encourage healthier choices based on the current *DIETARY GUIDELINES FOR AMERICANS* (DGA). *Intervention strategies* may focus on increasing consumption of certain foods, beverages, or nutrients as well as limiting consumption of certain foods, beverages, or nutrients consistent with the DGA.

**New:** *Nutrition Security* means all Americans have consistent and equitable access to healthy, safe, affordable foods essential to optimal health and well-being. **End of new material.**

*On-Site:* FNS activity performed at a *State agency's* office, local office, or program operating site/location, for example any activity not performed in FNS offices. This may include local agency visits, store visits, interviewing staff, review of computer systems, participant files, reports, forms, and records.

*Period of Performance* means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. (2 CFR 200.77).

*Policy, systems, and environmental (PSE) change* initiatives for SNAP-Ed are *interventions* that have the potential to improve a community's health by making healthy food and physical activity choices more accessible, easier, and the default option. For more information, see <https://psechange.org/>, <https://snapedtoolkit.org/framework/index/environmental-settings/>, and <https://snaped.fns.usda.gov/resources/policy-systems-environmental-change>.

*Poverty Guidelines* are an administrative version of the Federal poverty measure and are issued annually by the Department of Health and Human Services in the Federal Register. Sometimes referred to as the Federal Poverty Level, these guidelines are often used to set eligibility for certain programs. <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>

*Poverty Thresholds* are the statistical version of the Federal poverty measure and are released annually by the Census Bureau. They are used to estimate the number of persons in poverty in the United States or in States and regions. <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>

*Practice-Based Evidence* refers to case studies, pilot studies, and evidence from the field on nutrition education *interventions* that demonstrate obesity prevention potential. Evidence from the field includes evidence from *emerging strategies and interventions*.

*Project* is defined as an *intervention* or a cluster of *interventions* or *activities* executed by a single agency (*State agency, implementing agency, or subcontractor*) with common goals, intended outcomes, *target audiences* (e.g., youth), and implementation setting types (e.g., school). Project activities include planning and reporting.

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*Project monitoring* is required for all SNAP-Ed *projects*. It includes the collection and analysis of data on how the *project* was implemented (e.g., attendance at nutrition education sessions) and the outcomes the *project* was anticipated to affect (e.g., fruit and vegetable consumption). Project monitoring data are used to complete the SNAP-Ed Annual Report.

*Public health approach* as defined by CDC is a four-step process that is rooted in the scientific method. It can be applied to violence and other health problems that affect populations. The public health approach steps are: define and monitor the problem; identify risk and protective factors; develop and test prevention *strategies*; and assure widespread adoption. These efforts affect a large segment of the population rather than targeting the individual or small group. Learn more about the public health approach here: [http://www.cdc.gov/violenceprevention/pdf/ph\\_app\\_violence-a.pdf](http://www.cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf).

*Public health interventions* are community-focused, population-based *interventions* aimed at preventing a disease or condition, or limiting death or disability from a disease or condition, according to the CDC.

*Public Housing*, defined by the U.S. Department of Housing and Urban Development, public housing was established to provide decent and safe rental housing for eligible low-income families, the elderly, and persons with disabilities. Public housing comes in all sizes and types, from scattered single-family houses to high-rise apartments for elderly families. There are approximately 1.2 million households living in public housing units managed by some 3,300 housing authorities.

[https://www.hud.gov/topics/rental\\_assistance/phprog](https://www.hud.gov/topics/rental_assistance/phprog)

*RE-AIM* is a framework designed to enhance the quality, speed, and public health impact of efforts to translate research into practice in five steps:

- **Reach** your intended target population
- **Efficacy** or effectiveness
- **Adoption** by target staff, settings, or institutions
- **Implementation** consistency, costs and adaptations made during delivery
- **Maintenance** of *intervention* effects in individuals and settings over time

To learn more about RE-AIM and how it can be used to evaluate SNAP-Ed programs, please visit: <https://snapedtoolkit.org/training/online-training/>

*SNAP Outreach*: “SNAP Outreach” is a SNAP functional area which provides information or assistance to individuals who might be eligible for SNAP (<https://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap>) in order to help them make an informed decision whether to apply for the Program. SNAP *State agencies* seeking Federal funding for outreach activities may annually submit an Outreach plan to FNS for approval. **New**: “SNAP Outreach” is not an allowable SNAP-Ed expense, however agencies may communicate factual information pertaining to SNAP, and refer participants to SNAP Outreach partners and/or to SNAP State and local offices for SNAP benefit information and assistance. **End of new material**. SNAP-Ed may conduct outreach activities to inform potential participants or community



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partners of SNAP-Ed nutrition education, *PSE*, and *social marketing interventions*. “SNAP-Ed outreach” is not the same as “SNAP Outreach.”

*SNAP-Ed eligible* is a label that refers to the target audience for SNAP-Ed, specifically SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other *means-tested Federal assistance programs*, such as Medicaid or Temporary Assistance for Needy Families. It also includes individuals residing in communities with a significant low-income population.

*SNAP-Ed Plan* is an official written document that describes SNAP-Ed services States may provide. It should clearly describe goals, priorities, objectives, *activities*, procedures used, and resources including staff and budget, and evaluation method.

*SNAP-Ed Target Audience* includes SNAP participants, low-income individuals eligible to receive benefits under SNAP or other *means-tested Federal assistance programs*, and individuals residing in communities with a significant (50 percent or greater) low-income population.

*SNAP-Ed Toolkit* is an obesity prevention toolkit of evidence-based *policy, systems, and environmental change (PSE) strategies* and *interventions* that are appropriate for the SNAP-Ed population. The Toolkit was developed by FNS in collaboration with NCCOR and CenterTRT and lists *strategies* and *interventions* for childcare, school, community, and family settings and how to evaluate them.

*Social-Ecological Model* illustrates how all elements of society, including individual factors (demographic factors, psychosocial, knowledge, and skills, etc.), environmental settings (schools, workplaces, faith-based organizations, food retail establishments, etc.), sectors of influence (government, industry, media, public health and healthcare systems, etc.), and social and cultural norms and values (belief systems, religion, heritage, body image, etc.) combine to shape an individual’s food and physical activity choices, and ultimately one’s calorie balance and chronic disease risk.

*Social Marketing*, as described by CDC is “the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary *behavior* of *target audiences* in order to improve their personal welfare and that of society.”

*Social Marketing Campaign* is defined as a coordinated set of communications delivered to one or more SNAP-Ed market segments to a particular population across a large geographic area. It is typically branded, communicates a common call to action, is delivered in multiple complementary settings and channels, and focuses on one or more priority *behavior* changes. Please visit the *social marketing* page on SNAP-Ed Connection (<https://snaped.fns.usda.gov/snap-ed-works/social-marketing>) for additional information and examples of SNAP-Ed *social marketing*.

*Soup Kitchen*: a public or charitable institution that, as an integral part of the normal activities of the institution, maintains an established feeding operation to provide food to needy homeless persons on a regular basis.

## Appendix F. Definitions of Terms

*State Agency* means the agency of State government, including the local offices thereof, which is responsible for the administration of the Federally aided public assistance programs within the State, and in those States where such assistance programs are operated on a decentralized basis; it includes the counterpart local agencies, which administer such assistance programs for the State agency.

*State SNAP-Ed Plan*: see *SNAP-Ed Plan*.

*Strategies*: broad approaches to intervening on nutrition education and obesity prevention target areas.

*Sub-grantee* means the organization or person to which a *State agency*, as *grantee*, takes an agreement to conduct nutrition education and obesity prevention *activities*. Federal funds pay the *grantee* for 100 percent its allowable *administrative costs*. The *grantee* in turn generally will pay sub grantees for 100 percent of their *allowable costs*. The *subgrantee* is accountable to the grantee for the use of funds provided, and the *grantee* is accountable to the Food and Nutrition Service for the use of all Federal funds provided.

*Supplemental Nutrition Assistance Program (SNAP) Eligible*: SNAP participants and low-income individuals eligible to receive SNAP benefits or other *means-tested Federal assistance*.

*Target Audience*: See *SNAP-Ed Target Audience*.

*Team Nutrition* is an initiative of the Food and Nutrition Service to support the *Child Nutrition Programs* through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. Team Nutrition makes resources available to schools and childcare at <https://www.fns.usda.gov/tn>.

## Appendix G. SNAP-Ed Management Evaluation Guide

### 1. SNAP-Ed Management Evaluation Guide for State Agencies

This checklist is used to review SNAP-Ed Programs during *Management Evaluations* of a *State agency (SA)* and may be helpful to States during the Plan development process.

Citations	Questions for Determining Compliance	Yes	No
Per SNAP-Ed Guidance	Has the State agency (SA) identified clear population health-related nutrition and physical activity goals for its SNAP-Ed target population such as percent reductions in childhood obesity rates, and in prevalence of diet-related diseases such as diabetes?		
§272.1(c)(1)	<p>Has disclosure of information obtained from SNAP applicant households been restricted to persons directly connected with the administration or enforcement of the Food Stamp Act or regulations?</p> <ul style="list-style-type: none"> <li>Do any data sharing agreements specify the data to be exchanged, the procedures used to exchange the data, how the data will be stored and who will have access, steps to be taken in case of a data breach, and how data will be securely destroyed?</li> <li>Is participant information protected through the use of encrypted servers?</li> </ul>		
§272.2(d)(2)(ii)	Does the SA notify applicants, participants, and eligible individuals to the maximum extent possible of the availability of SNAP-Ed activities in local communities?		
§272.2(d)(2)(iii)	Does the SA describe methods used to identify its target audience that follow approved targeting strategies and supporting data sources included in the SNAP-Ed Plan Guidance and alternate targeting strategies approved by FNS?		



## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(iv)	<p>Does the SA have a valid, data-driven needs assessment on the nutrition, physical activity, and obesity prevention needs of the target population and the barriers to accessing healthy foods and physical activity?</p> <p>Does the needs assessment consider the diverse characteristics of the target population, including race/ethnicity, gender, employment status, housing, language, and transportation/mobility needs?</p>		
§272.2(d)(2)(v)	<p>Does the SA ensure that interventions are appropriate for low-income individuals eligible to receive SNAP benefits? Do interventions recognize the population’s constrained resources and potential eligibility for Federal food assistance?</p>		
§272.2(d)(2)(vi)	<p>Does the SA provide evidence-based nutrition education and obesity prevention services either directly or through agreements with IAs and community organizations?</p>		
§272.2(d)(2)(vii)(A)	<p>Does the SA use the SNAP-Ed grant to fund the administrative costs of planning, implementing, and operating its program in accordance with its approved SNAP-Ed Plan?</p> <p>Does the SA provide oversight to ensure integrity of funds and demonstrate program effectiveness regarding SNAP-Ed outcomes and impacts?</p> <ul style="list-style-type: none"> <li>• Are costs allowable, necessary, and reasonable?</li> <li>• Are costs in accordance with 2 CFR 200 Subpart E “Cost Principles”?</li> </ul>		
§272.2(d)(2)(vii)(B)	<p>Does the SA’s SNAP nutrition education and obesity prevention services include a combination of educational strategies accompanied by environmental supports?</p>		

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Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(vii)(B)	Are the activities designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors?		
§272.2(d)(2)(vii)(B)	Are the nutrition education and obesity prevention services delivered through multiple venues?		
§272.2(d)(2)(vii)(B)	Are activities delivered at the individual, community, and appropriate policy levels? Note, acceptable policy level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans		
§272.2(d)(2)(vii)(B)	Are all strategies and interventions evidence-based?		
§272.2(d)(2)(vii)(B)	Are there research-based strategies and interventions that reflect relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence?		
§272.2(d)(2)(vii)(B)	Are there practice-based strategies and interventions that reflect case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential? Is the State providing sufficient justification for the use of emerging strategies and evaluating all emerging strategies for effectiveness?		
§272.2(d)(2)(vii)(C)	Do the SA's SNAP-Ed activities promote healthy food and physical activity choices based on the most recent Dietary Guidelines for Americans and Physical Activity Guidelines?		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
Per SNAP-Ed Guidance	Has the State agency (SA) identified clear population health-related nutrition and physical activity goals for its SNAP-Ed target population such as percent reductions in childhood obesity rates, and in prevalence of diet-related diseases such as diabetes?		
§272.1(c)(1)	<p>Has disclosure of information obtained from SNAP applicant households been restricted to persons directly connected with the administration or enforcement of the Food Stamp Act or regulations?</p> <ul style="list-style-type: none"> <li>• Do any data sharing agreements specify the data to be exchanged, the procedures used to exchange the data, how the data will be stored and who will have access, steps to be taken in case of a data breach, and how data will be securely destroyed?</li> <li>• Is participant information protected through the use of encrypted servers?</li> </ul>		
§272.2(d)(2)(ii)	Does the SA notify applicants, participants, and eligible individuals to the maximum extent possible of the availability of SNAP-Ed activities in local communities?		
§272.2(d)(2)(iii)	Does the SA describe methods used to identify its target audience that follow approved targeting strategies and supporting data sources included in the SNAP-Ed Plan Guidance and alternate targeting strategies approved by FNS?		
§272.2(d)(2)(iv)	<p>Does the SA have a valid, data-driven needs assessment on the nutrition, physical activity, and obesity prevention needs of the target population and the barriers to accessing healthy foods and physical activity?</p> <p>Does the needs assessment consider the diverse characteristics of the target population, including race/ethnicity, gender, employment status, housing, language, and transportation/mobility needs?</p>		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(v)	Does the SA ensure that interventions are appropriate for low-income individuals eligible to receive SNAP benefits? Do interventions recognize the population’s constrained resources and potential eligibility for Federal food assistance?		
§272.2(d)(2)(vi)	Does the SA provide evidence-based nutrition education and obesity prevention services either directly or through agreements with IAs and community organizations?		
§272.2(d)(2)(vii)(A)	<p>Does the SA use the SNAP-Ed grant to fund the administrative costs of planning, implementing, and operating its program in accordance with its approved SNAP-Ed Plan?</p> <p>Does the SA provide oversight to ensure integrity of funds and demonstrate program effectiveness regarding SNAP-Ed outcomes and impacts?</p> <ul style="list-style-type: none"> <li>• Are costs allowable, necessary, and reasonable?</li> <li>• Are costs in accordance with 2 CFR 200 Subpart E “Cost Principles”</li> </ul>		
§272.2(d)(2)(vii)(B)	Does the SA’s SNAP nutrition education and obesity prevention services include a combination of educational strategies accompanied by environmental supports?		
§272.2(d)(2)(vii)(B)	Are the activities designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors?		
§272.2(d)(2)(vii)(B)	Are the nutrition education and obesity prevention services delivered through multiple venues?		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(vii)(B)	Are activities delivered at the individual, community, and appropriate policy levels? Note, acceptable policy level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans		
§272.2(d)(2)(vii)(B)	Are all strategies and interventions evidence-based?		
§272.2(d)(2)(vii)(B)	Are there research-based strategies and interventions that reflect relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence?		
§272.2(d)(2)(vii)(B)	Are there practice-based strategies and interventions that reflect case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential? Is the State providing sufficient justification for the use of emerging strategies and evaluating all emerging strategies for effectiveness?		
§272.2(d)(2)(vii)(C)	Do the SA's SNAP-Ed activities promote healthy food and physical activity choices based on the most recent Dietary Guidelines for Americans and Physical Activity Guidelines?		
FNS Instruction 113-1	Does the SA provide annual civil rights training for all SNAP-Ed agencies? <ul style="list-style-type: none"> <li>• Civil Rights training is current and accurate?</li> </ul> Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance?		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
FNS Instruction 113-1	<p>Is annual civil rights training provided for all front-line personnel?</p> <ul style="list-style-type: none"> <li>• Civil Rights training is current and accurate?</li> <li>• Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance?</li> </ul> <p>Civil Rights training includes the nine mandatory topics (Collection and use of data; effective public notification systems; complain procedures; compliance review techniques; resolution of non-compliance; requirements for reasonable accommodation for persons with disabilities; requirements for language assistance; conflict resolution; and customer service)?</p>		
FNS Instruction 113-1	<p>Does the SA monitor IA civil rights compliance as part of SNAP-Ed reviews?</p> <p>Civil Rights review questions or prompts are included on SA standard review forms?</p>		
FNS Instruction 113-1	<ul style="list-style-type: none"> <li>• Nutrition education and related services/benefits are provided free from discrimination?</li> <li>• Materials developed and used are appropriate for audience</li> <li>• The education provided and materials used are culturally appropriate</li> <li>• In-person education is provided at accessible locations (convenient to public transportation, free parking, etc.) and on days/times that are convenient for audience participation</li> </ul> <p>Bilingual staff are provided as needed; minimally, the presenter/educator has a way to communicate with all participants</p>		

**Appendix G. SNAP-Ed Management Evaluation Guide**

Citations	Questions for Determining Compliance	Yes	No
FNS Instruction 113-1	Materials contain the required USDA non-discrimination statement in accordance with SNAP-Ed Guidance. If other statements are also used, they are listed separately, and the USDA statement is listed first?		
FNS Instruction 113-1	Nondiscrimination (“And Justice for All”) posters are posted whenever and wherever SNAP-Ed services/education/interventions are provided?		

## Appendix G. SNAP-Ed Management Evaluation Guide

### 2. SNAP-Ed Management Evaluation Guide for Implementing Agencies

This checklist is used to review SNAP-Ed *implementing agency* programming during *Management Evaluations*. This may be helpful to States and *implementing agencies* during planning, or for *State agencies* during their monitoring of *implementing agency* programming.

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(ii)	Does the Implementing Agency (IA) notify applicants, participants, and eligible individuals to the maximum extent possible of the availability of SNAP-Ed activities in local communities?		
§272.2(d)(2)(iii)	Does the IA describe methods used to identify its target audience that follow approved targeting strategies?		
§272.2(d)(2)(iv)	Does the IA use the State’s valid and data-driven needs assessment on the nutrition, physical activity, and obesity prevention meet the needs of the target population and the barriers to accessing healthy foods and physical activity?  Does the needs assessment consider the diverse characteristics of the target population, including race/ethnicity, gender, employment status, housing, language, and transportation/mobility needs?		
§272.2(d)(2)(v)	Does the IA ensure that interventions are appropriate for low-income individuals eligible to receive SNAP benefits?  Does the intervention recognize the population constrained resources and potential eligibility for Federal food assistance?		
§272.2(d)(2)(vi)	Does the IA provide evidence-based nutrition education and obesity prevention services and does the IA deliver services either directly or through agreements with other local IA and community organizations?		



## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(vii)(A)	<p>Does the IA use the SNAP-Ed grant to fund the administrative costs of planning, implementing, and operating its program in accordance with its approved SNAP-Ed Plan?</p> <p>Does the SA provide oversight to ensure integrity of funds and demonstrate program effectiveness regarding SNAP-Ed outcomes and impacts?</p> <p>Are costs allowable, necessary, and reasonable?</p>		
§272.2(d)(2)(vii)(B)	Does the IA's SNAP nutrition education and obesity prevention services include a combination of educational strategies accompanied by environmental supports?		
§272.2(d)(2)(vii)(B)	Are the activities designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors?		
§272.2(d)(2)(vii)(B)	Are the nutrition education and obesity prevention services delivered through multiple venues?		
§272.2(d)(2)(vii)(B)	Are activities delivered at the individual, community, and appropriate policy levels? <i>Note, acceptable policy level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans</i>		
§272.2(d)(2)(vii)(B)	Are all strategies and interventions evidence-based?		
§272.2(d)(2)(vii)(B)	Are there research-based strategies and interventions that reflect relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence?		
§272.2(d)(2)(ix)	Does the IA include an operating budget for the Federal fiscal year with an estimate of the cost of operation to the State's approved SNAP-Ed Plan?		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
§272.2(d)(2)(xi)	<p>Does the IA meet FNS fiscal recordkeeping and reporting requirements, including:</p> <ul style="list-style-type: none"> <li>All SNAP-Ed expenditures are reported on the Financial Status Report SF-425</li> </ul> <p>SA collects and reports State and private contributions to the SNAP-Ed activities through N-PEARS.</p>		
§272.2(d)(2)(xii)	<p>Does the IA seek additional information regarding the type of nutrition education and obesity prevention activities offered and the characteristics of the target population served to determine whether nutrition education goals are being met?</p> <p>Does the IA periodically evaluate whether or not its meeting nutrition education goals?</p>		
FNS Instruction 113-1	<p>IA provides annual civil rights training for all front-line personnel?</p> <ul style="list-style-type: none"> <li>Civil Rights training is current and accurate?</li> <li>Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance?</li> </ul> <p>Civil Rights training includes the nine mandatory topics (Collection and use of data; effective public notification systems; complain procedures; compliance review techniques; resolution of non-compliance; requirements for reasonable accommodation for persons with disabilities; requirements for language assistance; conflict resolution; and customer service)?</p>		

## Appendix G. SNAP-Ed Management Evaluation Guide

Citations	Questions for Determining Compliance	Yes	No
FNS Instruction 113-1	<p>Nutrition education and related services/benefits are provided free from discrimination?</p> <ul style="list-style-type: none"> <li>• Materials developed and used are appropriate for audience</li> <li>• The education provided and materials used are culturally appropriate</li> <li>• In-person education is provided at accessible locations (convenient to public transportation, free parking, etc.) and on days/times that are convenient for audience participation</li> </ul> <p>Bilingual staff are provided as needed; minimally, the presenter/educator has a way to communicate with all participants</p>		
FNS Instruction 113-1	<p>Materials contain the required USDA non-discrimination statement in accordance with the SNAP-Ed Guidance. If other statements are also used, they are listed separately, and the USDA statement is listed first?</p>		
FNS Instruction 113-1	<p>Nondiscrimination (“And Justice for All”) posters are posted whenever and wherever SNAP-Ed services/education/interventions are provided?</p>		