

Supplemental Nutrition Assistance Program-Education (SNAP-Ed) Three-Year Integrated Work Plan (IWP) Instructions: FFY 2017- 2019

SECTION A: OVERVIEW

1.SNAP-Ed Implementing Agency (counterpart local agency) Names

Check the Implementing Agencies (IAs) that receive SNAP-Ed funding in your county/jurisdiction and are contributing to the development of this three-year Integrated Work Plan (IWP).

Enter the name of the local implementing agency after the corresponding agency type.

2.State Level Goals

No additional information is required.

3.Jurisdiction Description

To complete this section, each county/jurisdiction may utilize the updated SNAP-Ed County Profiles (<http://www.cdph.ca.gov/programs/NEOPB/Pages/2015SNAP-EdCountyProfiles.aspx>), in conjunction with other county/jurisdiction specific data obtained. All chosen data sources must be relevant and support the selection of activities included in this three-year IWP.

Include a description of the SNAP-Ed-eligible population in your county/jurisdiction. The description needs to include the following key elements:

- Demographic and/or other information relevant to SNAP-Ed objectives, such as population size;
- Race/ethnic composition;
- Primary language;
- Nutrition behaviors;
- Food Insecurity rates;
- Physical activity behaviors;
- Obesity prevalence;
- Geographic location, including underserved areas;
- Number and/or percentage of CalFresh participants;
- Summary of food and activity environments (i.e. access); and
- Other nutrition-related programs serving low-income persons.

4.Community Assessment

Describe assessments and/or data sources used to identify the needs of the county/jurisdiction focused on SNAP-Ed-eligible population. **Identify what was learned from the assessments and/or data sources and the unmet need in your county/jurisdiction.** Include how this data is used to develop this three-year IWP. Information included in this section is intended to help identify what was learned from the assessments and/or data sources and its impact on SNAP-Ed program delivery.

5.Community Change Goals

Describe the following components in your summary narrative:

- The long-term community change goals around obesity prevention in your county/jurisdiction (these are multi-year goals that support future efforts);
- How do the community change goals align with the community assessment(s);
- County/jurisdiction efforts which demonstrate how identified unmet needs are

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being addressed and how this SNAP-Ed three-year IWP will help to achieve identified community change goals;

- The identified three-year SNAP-Ed local objective(s) of the IWP and how these objective(s) support the community change goals and are informed by the community needs assessment(s); and
- The policy, systems, and environmental (PSE) change strategies that will be implemented.

Although community change goals may have non-SNAP-Ed components, SNAP-Ed's role is to target the low-income population.

6.Partnerships and Collaborative Efforts [County Nutrition Action Plan (CNAP) partners or comparable]

Enter a summary description of your county/jurisdiction's partnerships and collaborative efforts to achieve the identified SNAP-Ed goals and objectives. Include details about nutrition education and obesity prevention community change goals that involve both non-funded and funded SNAP-Ed partners; this may be your County Nutrition Action Plan (CNAP), or if one does not exist for your local county/jurisdiction, indicate a comparable or similar entity (i.e. council, coalition, consortium, and/or collaborative) and its goals. Provide specific details indicating how these partnerships are and will be coordinated to implement obesity prevention strategies, such as healthy eating, physical activity, and food security in your county/ jurisdiction. Include how often your CNAP or comparable entity meets.

7.Key Messages

Check the box(es) for all key messages used.

Check "Other" and specify if additional key messages are used.

8.Educational Materials, Resources, and Curriculum

Provide a **brief narrative overview** of the curriculum and materials used to implement this three-year IWP. Describe how the proposed curricula and materials will be defined and appropriate for the target audience as identified in Section B: Target Audience Description of this IWP document. Within Section C of this IWP document you will provide more detail on the specific curricula, resource, and materials that will be used for SNAP-Ed program implementation.

All educational materials, resources, and curriculum must be approved through the USDA SNAP-Ed Connection website (<https://snaped.fns.usda.gov/>), and/or **FFY 2017-2019** USDA approved UC CalFresh, California Department of Aging, California Department of Social Services, Catholic Charities of California or the California Department of Public Health - Nutrition Education Obesity Prevention Branch (NEOPB) Approved Nutrition Education Materials list.

- **Curriculum:** all approved curricula for use by any Local Implementing Agencies (LIAs) are available on the [California SNAP-Ed Integrated Curricula List](#). The list includes Instructions, a Glossary, and an Appendix, and tabs for the following: Preschool, Elementary School, Middle School, High School, After School, General Adult, Family Centered, Older Adult, and Pilot. Each tab includes columns for:

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Program, Curriculum, Source, Link, Description, Languages, Evidence Based Category, Evaluation Tool, and Main Topics. This comprehensive list is also accessible as a resource on the CDSS SNAP-Ed SharePoint site and on each State Implementing Agencies' (SIA's) website.

- **Other (non-curriculum) approved education materials and resources** are accessible on each SIA's website, as appropriate.

9. Intervention and Evaluation Plan Narrative Summary (Not to exceed 8 pages)

All intervention strategies used in SNAP-Ed must meet evidence-based standards for research-tested, practice-tested, or emerging programs as defined in the *SNAP-Ed Strategies Interventions: An Obesity Prevention Toolkit for States* – January 2016 (*SNAP-Ed Toolkit*) and/or the approved California SNAP-Ed Integrated Curricula List. These include comprehensive, multi-level interventions at multiple complementary organizational and institutional levels of the Social Ecological Model (SEM). A mix of intervention strategies need to be used to work towards achieving PSE related changes in your county/jurisdiction.

The *SNAP-Ed Toolkit* (<https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf>) may be used in addition to other resources provided by SIAs to identify intervention strategies to include in this three-year IWP.

Because this is a three-year IWP, intervention strategies must show progression from year one, to year two, through year three and must support by the identified three-year SNAP-Ed local objective(s) and annual SNAP-Ed local objectives.

List all interventions strategies used and integrated activities to be conducted for all LIAs. Include the following components in your summary narrative:

- Explain how the selected three-year SNAP-Ed local objective(s) are based on county/jurisdictional needs and reflect PSE change efforts/strategies;
- Include how the state-level goals (see Section A of the IWP Template for specifics) are supported throughout the three years;
- Describe how SNAP-Ed activities are delivered in multiple venues that focus on the SNAP-Ed target audience and are comprehensive in scope with multiple approaches at more than one level of the SEM;
- Summarize how the mix of activities within the various Intervention Categories work together to support the identified PSE strategy(ies);
 - Intervention Categories include the following:
 - **CED** = Community/Nutrition Education and Physical Activity Direct
 - **CEI** = Community/Nutrition Education and Physical Activity Indirect
 - **MPR** = Media, Social Media, Public Relations, and Messaging
 - **C&C** = Coordination and Collaboration
 - **TTA** = Training and Technical Assistance
- Describe efforts to coordinate, complement, and collaborate amongst LIAs and other programs in order to deliver consistent nutrition and physical activity messaging, programs and comprehensive multi-level interventions to maximize reach and impact of the federal nutrition assistance programs;
- Include how each LIA will collaborate and coordinate intervention sites that meet SNAP-Ed targeting criteria; and

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- Describe how community engagement will be increased across different SNAP-Ed target audiences and various organizations.

Evaluation Plan Narrative Summary

Include the following components in your evaluation plan summary narrative:

- Description of the evaluation activities of all LIAs during the three-year period (FFY 2017 – FFY 2019), including how the information gathered will be used to improve SNAP-Ed services within your county/jurisdiction;
- Describe how the evaluation plan aligns with SNAP-Ed Evaluation Framework (<https://snaped.fns.usda.gov/snap/WesternRegionEvaluationFramework.pdf>); and
- Describe how the identified interventions meet evidence-based standards for research-tested, practice-testing, or emerging programs.

Refer to pages 11-15 of this IWP instructions document for a description of required evaluation for each SIA. If planned, additional activities that go beyond those that are required can also be described within this section of the IWP.

SECTION B: TARGET AUDIENCE DESCRIPTION

Jurisdiction Name

Enter the county name in the header from Section A, 1.

Information in this section needs to describe the SNAP-Ed target audience served by all LIAs during FFY 2017 – FFY 2019.

1. Gender

Enter the percentage of each gender targeted. **The total needs to equal 100%.**

2. Ages

Enter the number for each age group that is targeted. This number will represent your total population and may not match the combined Projected Number of Low-income Persons Reached indicated in Section B-5. **The numbers entered in this section needs to reflect a three-year period (FFY 2017-FFY 2019).**

3. Ethnicity/Race

- **Ethnicity** - Enter the percentage for Hispanic/Latino and Not Hispanic/Latino. **The total of both needs to equal 100%.**
- **Race** - Enter the percentage of Hispanic/Latino and Not Hispanic/Latino participants for each Race. **The total of both need to equal 100%.**

4. Languages Used in Intervention Activities and Materials

Enter the percentage of each primary language staff will use to conduct interventions and in materials used with the target audience. **The total needs to equal 100%.**

Use “Other” if a language is not listed and specify the language used.

5. Projected Number of SNAP-Ed-Eligible Persons Reached

Record the estimated total number of low-income persons reached by all LIA’s for each

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category for each fiscal year:

- Direct Education (**estimated unduplicated**)
- Indirect Education
- PSE change in low-income, SNAP-Ed eligible areas

Direct Education (DE)

A planned nutrition education event designed to increase knowledge and/or skills (not just awareness), based on an activity or lesson plan where participants are actively engaged in the learning process with an educator for at least 15 minutes. Examples include classroom instruction/lessons, planned one-on-one nutrition education, grocery store or farmers' market tours, and cooking demonstrations.

For an event to qualify as DE, LIAs must be able to report the CalFresh participation status, age, gender, and race/ethnicity for each participant. If all four criteria are not collected, the participant cannot be reported as DE and will be counted as indirect education.

Data cards may be used to collect the necessary demographic information for DE conducted with adults. The required demographics for DE conducted with school/afterschool preschool/daycare /Head Start children will be obtained by the Implementing Agency and/or NEOPB from the California Department of Education (CDE) and enrollment forms. **Record the estimated total number of persons reached by DE (estimated unduplicated) for each fiscal year by all LIAs.**

Indirect Education (IE)

The distribution of information and resources that are designed to increase public awareness of SNAP-Ed and/or increase awareness and knowledge of food, dietary quality, food security, food safety, and food resource management/shopping behaviors. IE includes any mass communications, public events, and materials distribution that are not part of direct education efforts. **Record the estimated total number of persons reached by IE for each fiscal year by all LIAs; the total may reflect duplicated reach.**

Examples of IE include:

- Mass Communications: radio, TV, billboards, posters, paid/unpaid advertising, and newspapers;
- Print Materials Distribution: flyers, facts sheets, pamphlets, newsletters, and nutrition articles;
- Displays of Educational Materials: bulletin boards, and posters;
- Public Events: community events, health fairs, exhibits, open houses, and back to school nights; and
- Forums or workshops where individual data for direct education cannot be collected

Policy, System and Environment (PSE) Change/Environmental Supports

Indicate reach of obesity prevention PSE change strategies in SNAP-Ed eligible settings that support the identified three-year SNAP-Ed local objectives. **Record the estimated total number of persons reached by PSE activities in low-income SNAP-Ed eligible areas for each fiscal year by all LIAs.**

Examples of estimated reach:

- The number of persons working in or learning in or eating from a community

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garden in a low-income area per year.

- The number of children attending qualifying childcare centers, and their parents, in low-income areas with PSE intervention activities per year.
- The number of students per year attending schools in low-income areas participating in farm-to-school initiatives or Smarter Lunchroom Movement (SLM).
- The number of persons shopping at farmers' markets in low-income areas (average day or per year, if possible).

6. Intervention Sites

Enter the number of sites/locations for each type of setting the project targets. Site numbers entered need to reflect those served by all LIAs. The total for each intervention site must match total number listed on Means-Tested, Census Tract, and Free and Reduced Price Meals (FRPM) datasheets.

Use “Other” for site types not listed and specify the type of intervention site. Enter the total number of all identified intervention sites.

SECTION C: INTERVENTION PLAN

Background

As stated in the SNAP-Ed Guidance for FFY 2016, the combination of nutrition education, marketing, and PSE changes are more effective than any of these strategies alone for preventing overweight and obesity. The aim of the Intervention Plan is to develop a three-year plan utilizing approved SNAP-Ed interventions and strategies to support the community change goals identified in your county/jurisdiction (i.e. how does the work of SNAP-Ed align with the community change goals around obesity prevention in your county/jurisdiction). Demonstrating the connection of your SNAP-Ed work to community change goals, will be accomplished by identifying S.M.A.R.T. three-year SNAP-Ed local objective(s) that are driven by PSE strategies. Annual objectives will support the three-year SNAP-Ed local objectives demonstrating progression over the three-year period.

Time Frame (Year and Quarter)

Years
Year 1 (FFY 2017)
October 1, 2016 – September 30, 2017
Year 2 (FFY 2018)
October 1, 2017 – September 30, 2018
Year 3 (FFY 2019)
October 1, 2018 – September 30, 2019
Quarters
Quarter 1
October 1 – December 31
Quarter 2
January 1 – March 31
Quarter 3
April 1 – June 30
Quarter 4
July 1 – September 30

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I. Three-Year SNAP-Ed Local Objectives (FFY 2017-FFY 2019)

Below are guidelines for writing three-year SNAP-Ed local objectives for your IWP.

Objectives need to be:

- Written in the S.M.A.R.T. format (Specific, Measurable, Achievable, Relevant, and Time-Based);
- Formatted in numeric order;
- Supportive of one or more State Goals(s);
- Reflective of the overarching change your county/jurisdiction strives to achieve through its SNAP-Ed programming (i.e. considered as the SNAP-Ed contribution to the overall community change goals described in Section A.5: Community Change Goals on the IWP);
- Inclusive of at least one a PSE change strategy;
- Focused on outcome based achievement; and
- Written to reflect what your county/jurisdiction plans to achieve within the three-year period (i.e. a 10% increase in fruit and vegetable consumption in the identified SNAP-Ed eligible population.); rather than how your county/jurisdiction plans to achieve it (i.e. intervention activities).

The number of three-year SNAP-Ed local objectives included within your county/jurisdiction's IWP may vary based on need. After each three-year S.M.A.R.T. SNAP-Ed local objective has been identified, continue to complete IWP template with the following elements (**each element is described in further detail below and outlined within the IWP template**):

- Identify how the three-year S.M.A.R.T. SNAP-Ed local objective supports one or more state-level goals (see Section A of the IWP Template for specifics);
- Specify the PSE strategy(ies) that support the three-year S.M.A.R.T. SNAP-Ed local objective;
- Develop annual objectives to support the three-year SNAP-Ed local objective;
 - All annual local objectives need to be written in the S.M.A.R.T. format
 - Counties/jurisdictions may have more than one annual objective.
- Describe intervention plan activities;
- Specify educational materials, resources, toolkits, and curriculum; and
- Describe evaluation activities.

State Goals

Check the box(es) for each state-level goal that your identified three-year S.M.A.R.T. SNAP-Ed local objective supports. See Section A of the IWP Template for additional specifics.

- Goal 1: Food and Beverages (*Behavioral*)
- Goal 2: Physical Activity (*Behavioral*)
- Goal 3: Food Resource Management (*Behavioral*)
- Goal 4: Access to and/or appeal of dietary choices (*Physical and Social Environmental*)
- Goal 5: Access to and/or appeal of physical activity opportunities (*Physical and Social Environmental*)

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II. PSE Strategy(ies) that support the Three-Year SNAP-Ed Local Objective

Specify the PSE strategy(ies) that support the three-year S.M.A.R.T SNAP-Ed local objective. One or more PSE strategies may be listed.

A listing of PSE strategies may be located within the USDA SNAP-Ed Plan Guidance on page 123 (<https://snaped.fns.usda.gov/snap/Guidance/FinalFY2016SNAP-EdGuidance.pdf>)

III. Annual Objectives to support the Three-Year SNAP-Ed Local Objective listed above:

Below are guidelines for writing annual SNAP-Ed local objectives for your IWP:

Objectives need to be:

- Written in the S.M.A.R.T. format (Specific, Measurable, Achievable, Relevant, and Time-Based);
- Formatted in alphabetical order;
- Supportive of the overarching identified three-year S.M.A.R.T. SNAP-Ed local objective; and
- Demonstrative of progression over the three-year period. For example, each annual objective needs to build on the previous year's objective or increase in rigor.

More than one annual objective may be listed for each FFY. The intention of the annual objectives remains outcome driven; as appropriate and needed, annual objectives may define the Intervention Category that will be implemented.

Activity Number

The activities have been pre-numbered within the IWP template. The numbering convention is as follows:

- 1.1 = Three-Year SNAP-Ed Local Objective 1, Activity 1
- 2.1 = Three-Year SNAP-Ed Local Objective 2, Activity 1

As needed, follow this same numbering convention to add additional activities.

Activity Description

Activities needs to be specific and quantified with one activity per activity description line. An activity may be supported by more than one Intervention Category and LIA.

Include activities that reflect efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition messages and more comprehensive interventions.

Media, social media, and public relations activities can be those (but not exclusively) that support community events planned at the local level. All media, social media, and web-based activities must be targeted to the SNAP-Ed eligible population and delivered in multiple venues that meet SNAP-Ed targeting criteria. Community event activities need to reflect all aspects of developing and implementing the actual community event. If activities for C&C support more than one annual objective or apply to other activities, reference the other annual objective or activity numbers in the description.

Intervention Category

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For each activity, check the box(es) for each Intervention Category the identified activity supports. An activity may be supported by more than one Intervention Category. The Intervention Categories are as follows:

- **CED** = Community/Nutrition Education and Physical Activity Direct
- **CEI** = Community/Nutrition Education and Physical Activity Indirect
- **MPR** = Media, Social Media, Public Relations, and Messaging
- **C&C** = Coordination and Collaboration
- **TTA** = Training and Technical Assistance

Responsible SNAP-Ed Agency(ies)

Check the box for the LIA that is responsible for conducting the activity:

- **CWD** = County Welfare Department
- **LHD** = Local Health Department
- **AAA** = Area Agency on Aging
- **UCCE** = UC Cooperative Extension
- **CCC** = Catholic Charities of California

More than one LIA box may be checked for this section as multiple agencies may be supporting the activity. Should LIA partners determine that each LIA is conducting an activity in a significantly different manner, the LIAs need to list the activities separately within the intervention plan table.

Subcontractor(s)

For each activity that is conducted, provide the name of the subcontractor that is fulfilling it under the appropriate responsible SNAP-Ed LIA agency listed.

Time Frame (Year and Quarter)

Check the box for the year and quarter(s) in which the activity will be completed. Depending on the Intervention Category, an activity may be implemented in more than one year and/or quarter.

Years
Year 1 (FFY 2017)
October 1, 2016 – September 30, 2017
Year 2 (FFY 2018)
October 1, 2017 – September 30, 2018
Year 3 (FFY 2019)
October 1, 2018 – September 30, 2019
Quarters
Quarter 1
October 1 – December 31
Quarter 2
January 1 – March 31
Quarter 3
April 1 – June 30
Quarter 4
July 1 – September 30

Documentation

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Documentation types listed need to reflect evidence of the activity being conducted. Examples include: agendas protocols, press packets, tools, and/or community event announcements, etc.

Educational Materials, Resources, and Curriculum

Curriculum, Toolkit, Resource Name

In the table provided within the IWP template, indicate the corresponding activity number to the exact name of the curriculum, toolkit, material, and/or resource that will be used for implementation of that activity to support each identified three-year SNAP-Ed local objective. Per each row within the table, input only one curriculum, toolkit, materials, and/or resource. If a curriculum, toolkit, material, or resource will be used for multiple activities, list each activity number within the designated cell of the table.

The intent is to submit all curricula, toolkits, materials, and/or resources used to implement all IWP activities during the three-year period, thereby minimizing the need for work plan revisions.

All educational materials, resources, and curriculum must be approved through the USDA SNAP-Ed Connection website (<https://snaped.fns.usda.gov/>), and/or **FFY 2017-2019** USDA approved UC CalFresh, California Department of Aging, California Department of Social Services, Catholic Charities of California or the California Department of Public Health - Nutrition Education Obesity Prevention Branch (NEOPB) Approved Nutrition Education Materials lists.

- **Curriculum:** all approved curricula for use by any Local Implementing Agencies (LIAs) are available on the [California SNAP-Ed Integrated Curricula List](#). The list includes Instructions, a Glossary, and an Appendix, and tabs for the following: Preschool, Elementary School, Middle School, High School, After School, General Adult, Family Centered, Older Adult, and Pilot. Each tab includes columns for: Program, Curriculum, Source, Link, Description, Languages, Evidence Based Category, Evaluation Tool, and Main Topics. This comprehensive list is also accessible as a resource on the CDSS SNAP-Ed SharePoint site and on each State Implementing Agencies' (SIA's) website.
- **Other (non-curriculum) approved education materials and resources** are accessible on each SIA's website as appropriate.
- Approved Resources Lists for LIAs:
 - CDSS agencies may use materials from CDPH and USDA
 - CDPH-NEOPB:
<http://www.cdph.ca.gov/programs/NEOPB/Pages/ApprovedSNAP-EdMaterials.aspx>
 - CDA: <http://www.aging.ca.gov/Programs/SNAP-Ed/>
 - UC CalFresh: <http://www.uccalfresh.org/curriculum>
 - CCC agencies may use materials from CDPH and USDA

SNAP-Ed Agencies

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Check the box for the agency using each curriculum, toolkit or resource:

- **CWD** = County Welfare Department
- **LHD** = Local Health Department
- **AAA** = Area Agency on Aging
- **UCCE** = UC Cooperative Extension
- **CCC** = Catholic Charities of California

Level of Evidence

Indicate the level of evidence base for curricula (not resources and materials).

- **Curriculum** - check the appropriate box to indicate the evidence-based of the selected curricula.
 - Research tested
 - Practice tested
 - Emerging
- **Resources, Toolkits, and Materials** – check “not applicable (N/A)” and provide a brief description of the publication source.

Evaluation Activities

Include required **and** additional evaluation activities that will be achieved during the three-year period. Required evaluation activities are those that are included in each SIA’s grant/contract documents.

All LIAs have the requirement of process evaluation or activity tracking for the SNAP Education and Administrative Reporting System (EARS) federal reporting in order to document the following:

- Activities implemented;
- Sites;
- Number of participants reached; and
- Demographic characteristics of participants reached.

In addition to the required evaluation, LIAs are strongly encouraged to identify additional evaluation question(s) and activities intended to contribute to the improvement of SNAP-Ed services in their county/jurisdiction. Various evaluation methods might be used to address improvements such as, soliciting client feedback through small group discussion or client satisfaction surveys. Unlike required evaluation activities, the State will not be providing or requiring specific evaluation instruments or methods for these additional evaluation activities.

Required Evaluation

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Process Evaluation: All implementing agencies have the requirement of process evaluation or activity tracking to document activities implemented, sites, number and demographic characteristics of participants reached for the SNAP Education and Administrative Reporting System (EARS) federal reporting.

Agency	Formative Evaluation (FE)	Process Evaluation (PE)	Outcomes Evaluation (OE)	Impact Evaluation (IE)
<p style="text-align: center;">CDPH*</p> <p>*Refer to the evaluation and reporting requirements outlined in the Funding Application Request.</p>	<p>Community Assessment: LHDs are expected to use Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention (CX³) or other evidence-based community assessment to develop a plan for achieving identified changes.</p>	<p>Policy System and Environment (PSE) Change— Annual reporting on measures of reach, effectiveness, adoption, implementation, and maintenance.</p>	<p>Same as Process Evaluation.</p>	<p>LHDs receiving \$350k or more. Impact Outcome Evaluation (IOE) using validated survey instruments to measure change in nutrition education participants' nutrition and physical activity behaviors.</p>
<p style="text-align: center;">UC CalFresh</p> <p>Refer to UC CalFresh Core Curricula and Evaluation Tools with SMART objectives document.</p>	<p>Intent to Change questions are used with adult participants to measure current behavior and readiness to change behavior.</p> <p>Pre/Post Assessments measure behavior change relating to resource management and food security status with Adult participants.</p> <p>Teacher Observation Tool assesses teachers perceived behavior change of students.</p> <p>Teacher Tasting Tool assesses the teacher's perception of student's baseline exposure to various foods and willingness to either try again or ask for these foods in the future.</p>	<p>Reporting Tools Workbooks are completed by each county. Data gathered from counties measures program goals to ensure reach, target audience and intended approaches.</p> <p>Policy System and Environment (PSE) Change— Annual reporting on measures of reach, effectiveness, adoption, implementation and maintenance.</p>	<p>Intent to Change questions are used with adult participants to measure readiness to change behavior.</p> <p>Adult Taste Testing Tool assesses adult participants' baseline exposure to healthy foods and willingness to try again or ask for in the future.</p> <p>Retrospective Assessments are used with specific curriculum to assess participant knowledge and behavior change.</p> <p>Pre/Post Assessments measure behavior change relating to resource management and food security status with adult participants.</p>	

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Agency	Formative Evaluation (FE)	Process Evaluation (PE)	Outcomes Evaluation (OE)	Impact Evaluation (IE)
<p align="center">UC CalFresh</p>	<p>Community Assessment: Smarter Lunchrooms Self-assessment Scorecard.</p>		<p>Teacher Observation Tool assesses teachers perceived behavior change of students.</p> <p>Teacher Tasting Tool assesses the teacher's perception of student's baseline exposure to various foods and willingness to either try again or ask for these foods in the future.</p>	
<p align="center">CDSS</p>		<p>Activity Tracking: use of Activity Tracking Form System (ATF) to document activities, sites, and number and demographic characteristics of participants reached for EARS reporting.</p>		
<p align="center">CDA</p> <p>¹Refer to the Older Adult section, Evaluation Tool column of the "California SNAP-Ed Integrated Curriculum List"</p>		<p>Required SNAP Education and Administrative Reporting System (EARS) - Activity tracking to document activities implemented, sites, number and demographic characteristics of participants reached.</p>	<p>Outcome evaluation using validated survey instruments identified by CDA¹ to demonstrate change occurred in presence of an intervention.</p>	

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Agency	Formative Evaluation (FE)	Process Evaluation (PE)	Outcomes Evaluation (OE)	Impact Evaluation (IE)
CCC		<p>All Agencies: Required SNAP Education and Administrative Reporting System (EARS) - Activity tracking to document activities implemented, sites, number and demographic characteristics of participants reached.</p> <p>Agencies Identified in CCC Evaluation Plan: Policy System and Environment (PSE) Change— Annual reporting on measures of reach, effectiveness, adoption, implementation and maintenance.</p>	<p>Agencies Identified in CCC Evaluation Plan: Outcome evaluation using validated survey instruments identified by CCC to demonstrate change occurred in presence of an intervention.</p>	

Activity Number

The evaluation activities have been pre-numbered within the template. Evaluation activities need to begin with the letter “E” and align numerically with the three-year SNAP-Ed local objective activity number.

The numbering convention is as follows:

- E.1.4 = Three-Year SNAP-Ed Local Objective 1, Evaluation Activity 4
- E.2.4 = Three-Year SNAP-Ed Local Objective 2, Evaluation Activity 4

As needed, follow this same numbering convention to add additional evaluation activities.

Evaluation Activity Description

Activities needs to be specific and quantified with one activity per activity description line.

Evaluation Type, Formative, Process, Outcome, or Impact

Check the box to indicate the type of evaluation the activity describes: Formative; Process; and Outcome or Impact. Evaluation types are defined as:

- **Formative** – occurs up front and provides information that is used during the development of an intervention.
- **Process** – systematically describes how an intervention looks in operation or actual practice.

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- **Outcome or Impact** – addresses the question of whether or not anticipated group changes or differences occur in conjunction with an intervention (outcome) and allows one to conclude authoritatively, whether or not the observed outcomes are a result of the intervention (impact).

Responsible SNAP-Ed Agency(ies)

Check the box for the agency that is responsible for conducting the activity:

- **CWD** = County Welfare Department
- **LHD** = Local Health Department
- **AAA** = Area Agency on Aging
- **UCCE** = UC Cooperative Extension
- **CCC** = Catholic Charities of California

Time Frame (Year and Quarter)

Check the box for the year and quarter(s) in which the evaluation activity will be completed.

Years
Year 1 (FFY 2017) October 1, 2016 – September 30, 2017
Year 2 (FFY 2018) October 1, 2017 – September 30, 2018
Year 3 (FFY 2019) October 1, 2018 – September 30, 2019
Quarters
Quarter 1 October 1 – December 31
Quarter 2 January 1 – March 31
Quarter 3 April 1 – June 30
Quarter 4 July 1 – September 30

Tool/Documentation

Check the box(es) to indicate the tool/documentation used to support the evaluation activity. List other tools next to other if tools are not listed.

Due Date: Friday, March 11, 2016.

Contact your respective SIA partners if you have additional questions regarding the three-year Integration Work Plan instructions, template, or sample. Additional IWP resources may be obtained on the CDSS SNAP-Ed [SharePoint site](#) and the FFY 2016 LIA SNAP-Ed Forum [webpage](#).