USDA

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Supplemental Nutrition Assistance Program Education Plan Guidance FY 2017

Nutrition Education & Obesity Prevention Grant Program

USDA Supplemental Nutrition Assistance Program

SNAP

Putting Healthy Food Within Reach

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Supplemental Nutrition Assistance Program Education Plan Guidance

Nutrition Education and Obesity Prevention Grant Program

Introduction

This Fiscal Year (FY) 2017 Supplemental Nutrition Assistance Program Education (SNAP-Ed) Plan Guidance provides instructions for developing and submitting State nutrition education and obesity prevention grant program plans also referred to as State SNAP-Ed Plans. The SNAP-Ed Plan Guidance includes provisions of the Food and Nutrition Act (FNA) of 2008, 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, *SNAP: Nutrition Education and Obesity Prevention Grant Program,* adopts the amended interim rule published April 5, 2013 to implement the SNAP Education (SNAP-Ed) provisions of the HHFKA. The rule also implements a provision of the Agricultural Act of 2014 to authorize physical activity promotion in addition to promotion of healthy food choices as part of this nutrition education and obesity prevention program. Highlights include:

- States 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.

- States are required to consult and coordinate with State and local operators of other FNS programs 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 approaches to deliver evidence-based nutrition education and obesity prevention activities that are based on the *Dietary Guidelines for Americans* in their SNAP-Ed programs:

    - individual or group-based nutrition education, health promotion, and intervention strategies;
    - comprehensive, multi-level interventions; and
    - community and public health approaches.

  To enhance their efforts, the Food and Nutrition Service (FNS) encourages State agencies to integrate multiple complementary approaches when implementing SNAP-Ed.

- SNAP-Ed funds are allocated annually for a two-year period of performance. States must obligate these funds in a timely manner or funds are at risk of being returned to FNS or otherwise reallocated. To assist with the management of funds, States must now inform FNS by the end of the first quarter of each fiscal year, of 1) any funds that were carried over from the prior fiscal year to the current fiscal year and 2) the amount which the State

cannot or does not plan to obligate for SNAP-Ed activities within the two-year period of performance.

- 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, as well as individuals residing in communities with a significant low income population.

FNS continues to support enhancement of SNAP-Ed services by providing improvements and clarifications in the SNAP-Ed Plan Guidance. This year, FNS made the following revisions to improve program operations:

- Explicitly defined the label "SNAP-Ed eligibles"

- Updated the SNAP-Ed behavioral outcomes and revised other sections of the Guidance to reflect the *2015-2020 Dietary Guidelines for Americans*

- Assured that physical activity promotion is included with promotion of healthy food choices throughout the document complying with the authorization of physical activity in section 4028 of the Agricultural Act of 2014 (Farm Bill of 2014)

- Referred specifically to and defined emerging strategies and interventions in the definition of SNAP-Ed evidence-based approaches and requires justification and evaluation of emerging strategies and interventions when implemented

- Changed the due date for Annual Reports from November 30 to January 31 to allow States to have more time to better analyze and report on program activities and budget

- Included reporting of outcomes as part of Annual Reports

- Added clarifying language to the SNAP-Ed Plan development process to indicate that State needs assessments of their target populations must be valid and data-driven and address barriers to participants accessing healthier options; and required States to specify how their evidence-based interventions and strategies meet the assessed needs of their target population.

- Specified that evaluating programs, in addition to planning, implementing, and operating SNAP-Ed programs, is an appropriate use of SNAP-Ed funds

- Made the Western Region's SNAP-Ed Evaluation Framework a national FNS SNAP-Ed Evaluation Framework following a comprehensive review and update in partnership with the National Collaborative on Childhood Obesity Research (NCCOR) and the Evaluation Committee of the Association of SNAP Nutrition Education Administrators (ASNNA)

- Requires States to consult and coordinate with State and local operators of other FNS programs such as the Special Supplemental Nutrition Program for Women, Infants and

Children (WIC); Child Nutrition Programs (CNP), which include the School Breakfast Program (SBP), National School Lunch Program (NSLP), and the Child and Adult Care Food Program (CACFP); the Fresh Fruit and Vegetable Program; and the Food Distribution Program on Indian Reservations (FDPIR), to ensure that their SNAP-Ed activities complement the nutrition education and obesity prevention efforts of these programs

- Indicates that as part of the budget process, a State must Inform FNS by the end of the first quarter of each Federal fiscal year (FFY) on December 31st of any portion of its prior year allocation that it cannot or does not plan to obligate for SNAP-Ed activities by the end of the FFY

- Further clarifies the definition of nutrition education and obesity prevention services by indicating that 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 *2015-2020 Dietary Guidelines for Americans*

- Indicates that SNAP-Ed activities must include evidence-based activities using two or more of the specified SNAP-Ed approaches

- Clarifies that State agencies may use SNAP-Ed funding for State as well as local projects

- Adds a Reviewing State SNAP-Ed Plans Checklist in Appendix B for States to reference during their planning process

The Food and Nutrition Service (FNS) emphasizes that all projects and interventions included in State SNAP-Ed Plans must be evidence-based as required by the FNA and the Final Rule. Evidence-based interventions are defined in the Definitions section of the Overview and include research-based, practice-based and emerging interventions. **State and Implementing Agency staffs are expected to review thoroughly the Overview Section including the SNAP-Ed Guiding Principles as this section describes evidence-based interventions that are required and the types of approaches that must be used.**

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

- **Implementing Policy, Systems, and Environmental (PSE) approaches, such as multi-level 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.**
- **Coordinating with and complementing nutrition education and obesity prevention services delivered in other U.S. Department of Agriculture (USDA) nutrition and education programs,** such as the Expanded Food and Nutrition Education Program (EFNEP)
- **Partnering 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 multi-level interventions and community and public health approaches in communities

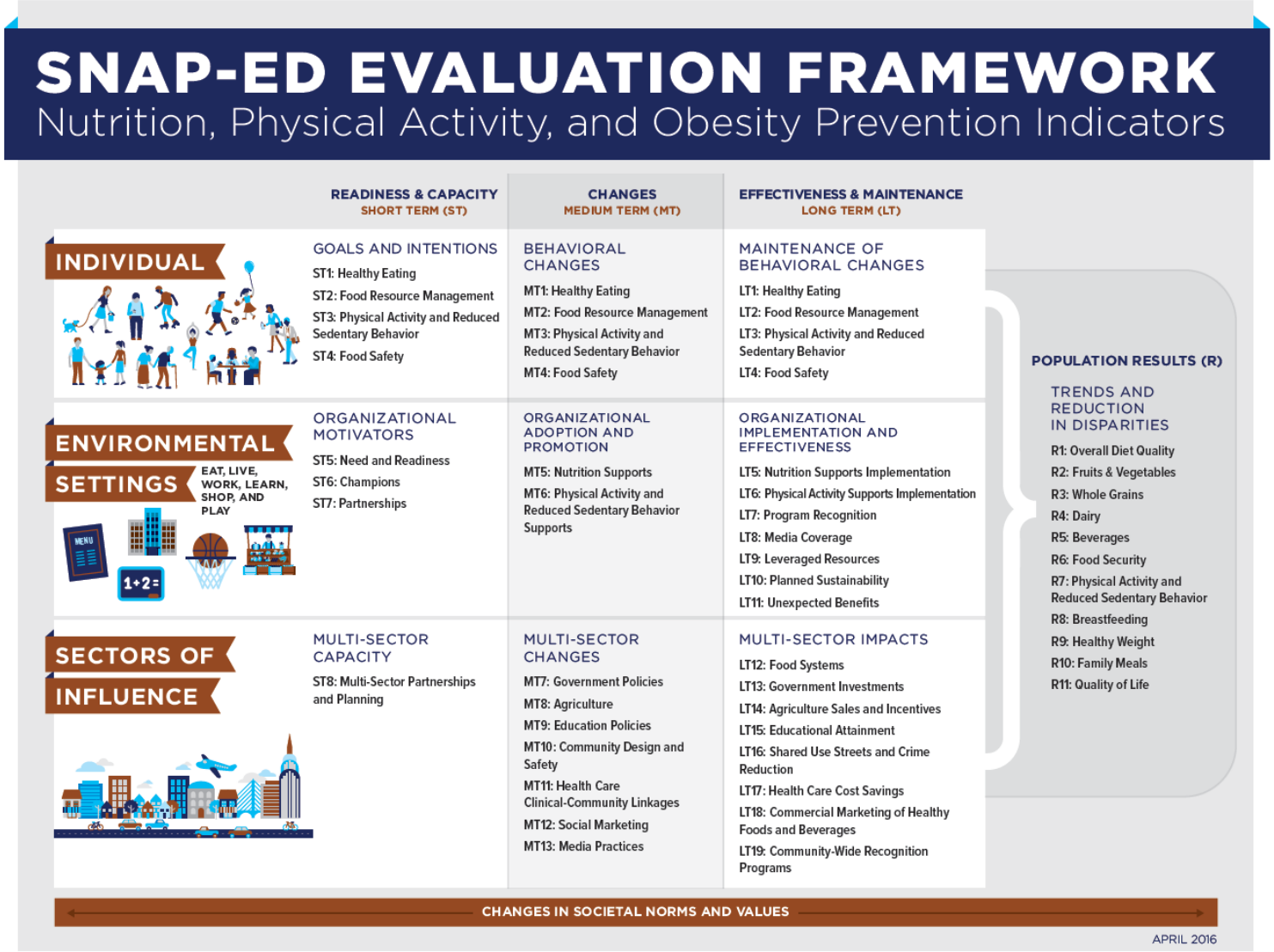
- **Evaluating SNAP-Ed interventions using evaluation indicators across the Social-Ecological Model, such as those identified in the FNS SNAP-Ed Evaluation Framework (see the logic model on page 9), that are specific to each intervention and the overall plan's impact using appropriate outcome measures and indicators.**

The FY 2017 SNAP-Ed Guidance describes FNS expectations regarding State SNAP-Ed requirements. Some sections have been broadened to provide additional instructions and in some places new information has been added. More examples that can be used in SNAP-Ed programming are included. Sections that include new content or have significant revisions are highlighted in yellow to assist users in identifying this information. Additional minor edits throughout the Guidance have been made to assure consistency and to correct insignificant editorial and grammatical issues. **Significant topical areas and activities that are State requirements or FNS expectations are set in bold type to facilitate identification.**

The method for determining State SNAP-Ed allocations is the same as for FY 2016 and is based on State shares of SNAP-Ed expenditures in addition to State shares of SNAP participation. For FY 2017, the ratio of expenditures to participation is 60/40 which will build progressively to a 50/50 weighting of expenditures to participation in FY 2018 and thereafter. Estimated FY 2017 allocations to assist States in preparing their FY 2017 Plan budgets are attached to the transmittal correspondence accompanying this document.
The *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States* *https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf* features evidence-based policy, systems, and environmental changes that support education and social marketing and provides ways to evaluate interventions across various settings. It was developed by the National Collaborative on Childhood Obesity Research (NCCOR) at the request of FNS. The last toolkit was updated and released in January 2016 with the help of The Center for Training and Research Translation (CenterTRT) and the Association of SNAP Nutrition Education Administrators (ASNNA). Updates to the toolkit will continue to add strategies and interventions that are being used successfully to address obesity in communities across the nation. FNS plans to publish an interactive SNAP-Ed Toolkit developed with the help of USDA's Regional Nutrition and Obesity Prevention Centers of Excellence (RNECE) in Spring 2016 to make it easier for States to use the Toolkit to develop their SNAP-Ed plans. More information about the Toolkit is found in the Comprehensive SNAP-Ed Projects and Plans section of the Guidance Overview (see page 29). The Interventions Toolkit is available on the SNAP-Ed Connection at https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf.
The FY 2017 SNAP-Ed Plan Guidance supersedes previous releases and provides instructions to States to implement all provisions of Section 28 of the FNA.

SNAP-Ed Evaluation Framework Logic Model

This graphic is provided for illustrative purposes. Please refer to the SNAP-Ed Evaluation Framework's *Interpretive Guide* for the most up-to-date version.



Section 1
Overview

For 50 years, the Supplemental Nutrition Assistance Program (SNAP) has served as the foundation of America's safety net. SNAP is the nation's first line of defense against hunger and a powerful tool to improve nutrition among low-income people. SNAP is effective in its mission to mitigate the effects of poverty on food insecurity. A USDA study found that participating in SNAP for 6 months is associated with a significant decrease in food insecurity. The SNAP benefit increase in the American Recovery and Reinvestment Act of 2009 increased the food expenditures of low-income households by more than 5 percent and improved food security by more than 2 percent.[1]

SNAP-Ed does not have a food insecurity goal or focus but supports SNAP's role in addressing food insecurity. SNAP-Ed is central to SNAP's efforts to improve nutrition and prevent or reduce diet-related chronic disease and obesity among SNAP recipients. SNAP-Ed is an important priority for the USDA/FNS and the Agency appreciates the leadership demonstrated by States towards this mutual commitment to improve the health of low-income families.

The SNAP-Ed requirements mandated by the FNA, 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.*"

SNAP-Ed Goal and Focus

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 2015-2020 Dietary Guidelines for Americans (http://health.gov/dietaryguidelines/2015/guidelines/) and* the USDA food guidance.

"SNAP-Ed eligibles" is a label that refers to the target audience for SNAP-Ed, specifically SNAP participants and 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.

The focus of SNAP-Ed is:

- Implementing strategies or interventions, among other health promotion efforts, to help the SNAP-Ed target audience[2] establish healthy eating habits and a physically active lifestyle;

[1] Nord, Mark and Mark Prell. "Food Security Improved Following the ARRA Increase in SNAP Benefits in 2009." Washington, DC: U.S. Department of Agriculture, Economic Research Service, April 2011.
[2] The Agency has determined that the population eligible for SNAP-Ed is SNAP participants and low-income

and

- Primary prevention of diseases to help the SNAP-Ed target audience that has risk factors for nutrition-related chronic disease, such as obesity, prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.

SNAP-Ed Plans must include only evidence-based nutrition education and obesity prevention interventions and projects that are consistent with FNS's mission and the goal and focus of SNAP-Ed.

SNAP-Ed Guiding Principles

The SNAP-Ed Guiding Principles characterize FNS's vision of quality nutrition education and 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 *Dietary Guidelines for Americans* that address their target audiences providing justification and rationale in their SNAP-Ed Plans.

State agencies must implement SNAP-Ed interventions from multiple levels of the *Dietary Guidelines for Americans Social-Ecological Framework for Nutrition and Physical Activity Decisions*. States must include one or more approaches in addition to Approach One, individual or group-based nutrition education, health promotion, and intervention strategies in their SNAP-Ed Plans. States may find that by implementing projects through collaborative efforts with partners they may likely achieve goals and objectives while maximizing resources.

The six SNAP-Ed Guiding Principles are as follows.

The SNAP-Ed Program:
1. 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. For this definition, significant is considered 50 percent or greater. 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 the Federal Poverty Guidelines 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.

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individuals eligible to receive benefits under SNAP or other means-tested Federal *assistance and individuals residing in communities with a significant low-income population.*

This SNAP-Ed principle supports the overall goal of SNAP, which is to provide eligible low-income households with nutrition benefits to ensure that they have access to an adequate diet. Persons who participate in the formal SNAP certification process (e.g., SNAP participants) are the only persons known with certainty to meet criteria for participation in the program. As such, SNAP participants, who are among the Nation's most in need of assistance, are at the core of SNAP-Ed efforts.

The definition of the population eligible for SNAP-Ed aligns SNAP-Ed with other FNS, Federal, and State-administered benefit programs, allowing the focus to remain on the low-income population while also permitting a greater reach to persons residing in communities with a significant low-income population.

Certain settings offer a high likelihood of reaching individuals eligible for SNAP-Ed and are appropriate locations for SNAP-Ed delivery. Such venues include but are not limited to SNAP or Temporary Assistance for Needy Families (TANF) offices, public housing sites, food banks, job readiness or training programs for SNAP/TANF recipients.

States may deliver SNAP-Ed to the target population through other venues if the audience meets the general low-income standard (i.e., 50 percent or more of persons have household incomes of less than or equal to 185 percent of the Federal Poverty Level {FPL}). Examples of such venues may include schools that serve a majority of free and reduced price meals, child care centers, Summer Food Service Program sites, WIC clinics, community centers participating in CACFP, and grocery stores in low-income neighborhoods. **For venues other than those previously described, States must prorate SNAP-Ed's share of the total cost based on the estimated number of the SNAP-Ed target audience that may receive SNAP-Ed.** Details pertaining to cost accounting are described in Section 3*, Financial and Cost Policy*. **States may submit project plans for FNS consideration that include alternate delivery sites for SNAP-Ed activities and interventions that do not meet the general low-income standard described above.** The plans must propose and describe reasonable methodology the State will use to determine the proportion of the low-income target audience that may be reached. Examples of alternative targeting methodologies such as the Community Eligibility Provision for schools are included under **Description of the State's target audiences in Section 2, Guidelines for Developing the SNAP-Ed Plan.**

FNS expects State agencies to communicate with a variety of State SNAP staff, WIC, and CNP staffs and other programs such as EFNEP to assist in identifying low-income persons who may be eligible for SNAP-Ed. Coordinating activities with other Federal, State, and community efforts may enhance targeting efforts. Detailed information about identifying the SNAP-Ed target audience is available in Section 2 SNAP-Ed Plan Process, Guidelines for Developing the SNAP-Ed Plan, Definition of Target Audience.

2. **Includes nutrition education and obesity prevention services consisting of a combination of educational strategies, accompanied by supporting environmental 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 participate in SNAP and 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 partners in multiple venues 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*. 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 *Dietary Guidelines for Americans*.
This SNAP-Ed definition focuses on the needs of the low-income population eligible for SNAP and recognizes that multi-level interventions, social marketing, and community and public health approaches including PSE efforts, in addition to educational strategies, are necessary to have an impact on nutrition and physical activity related behaviors. The definition emphasizes that policy level interventions in SNAP-Ed are based on the *Dietary Guidelines for Americans* and encourages delivery of evidence-based nutrition education and obesity prevention interventions through multiple channels at a variety of levels as described through the *Social Ecological Framework* in Chapter 3 of the *2015-2020 Dietary Guidelines for Americans,* FNS recognizes the potential impact environmental factors such as institutional policy, neighborhood design, food access, and advertising may have on eating and physical activity behaviors. **States must incorporate PSE change interventions into their SNAP-Ed Plans.** These activities are most effective if they are part of collaborative efforts with other national, State, or local efforts. States may determine that social marketing programs also will be effective in meeting their Plan objectives. **Both PSE change interventions and social marketing must be directed to the low-income SNAP-Ed target population and be implemented such that the FNS mission and the goal and focus of SNAP-Ed are considered.** More about social marketing and PSE efforts is contained in Section 2 under Guidelines for Developing the SNAP-Ed Plan.

Areas that, in general, fall outside the Agency's "reasonable and necessary" criteria (see Section 3, *Financial and Cost Policy*) and would not be allowed include funding for infrastructure changes, like purchasing capital equipment or building sidewalks, and organized efforts to influence elected officials or lobbying for legislative/policy changes. Initiatives that include educating policymakers can be appropriate.

3. Has the greatest potential impact on behaviors related to the nutrition and physical activity of the overall SNAP low-income population when it targets low-income households with SNAP-Ed eligible women and children.

To maximize SNAP-Ed funding, FNS continues to encourage States to focus their resources on changing the nutrition and physical-related behaviors of key subsets of the SNAP population within the broader SNAP-Ed target population. Specifically, FNS encourages targeting first women, and then children in households participating in SNAP. Observational studies have demonstrated that higher levels of maternal nutrition knowledge are associated with increased fruit and fiber intake as well as lower fat intake by children. Thus, child-feeding behaviors may have implications for reducing childhood obesity.[3] Targeting SNAP-Ed to women and children captures a majority of SNAP recipients. In FY 2014, 69 percent of SNAP participants were children between 5 to 17 years of age.[4] A

[3] Clark, H. R., E. Goyder, P. Bissell, L. Blank, and J. Peters. "How Do Parents' Child-feeding Behaviours Influence Child Weight? Implications for Childhood Obesity Policy." *Journal of Public Health* 29.2 (2007): 132-41. Web.

study conducted in 2011 found that young children from disadvantaged families, who benefited from SNAP, were 16% less likely to be obese as adults. This suggests that nutrition assistance can result in long-term, positive impacts on health.[5]

Targeting these two groups is also important to address obesity. According to data from the National Health and Nutrition Examination Survey, more than one-third of adults (36 percent) and 17 percent of children and adolescents aged 2-19 years were obese in in 2011–2014.[6] Reaching children is particularly important because as stated in *Nutrition Insight,* "The quality of children's and adolescents' diets is of concern because poor eating patterns established in childhood may transfer to adulthood. Such patterns are major factors in the increasing rate of childhood obesity over the past decades and are contributing factors to related health outcomes. In addition, nutrition-related diseases that were once considered adult illnesses, such as type 2 diabetes and high blood pressure, are increasingly diagnosed in children."[7]

FNS recognizes programs such as WIC, CACFP, and EFNEP, also target women and children, to varying degrees. This shared targeting provides an opportunity to reinforce and build upon nutrition- and physical activity-related education strategies or interventions across programs. FNS believes that this will increase the likelihood of positive changes in eating and other nutrition-related behaviors for a significant portion of the SNAP population and that effective SNAP-Ed intervention will further accomplish this national focus. Furthermore, SNAP-Ed activities for children which include related parental activities hold greater promise of success because they reinforce behaviors in the home setting.

FNS's national focus on women and children does not preclude States from also offering SNAP-Ed to other SNAP audience segments such as the elderly, men, or adults without children. The SNAP-Ed Plan needs assessment will help States identify and select their target population to effectively and efficiently focus SNAP-Ed efforts to yield the greatest change in nutrition and physical activity-related behavior.

4. Uses evidence-based, behaviorally focused interventions and can maximize its national impact by concentrating on a small set of key population outcomes supported by evidence-based direct education, multilevel interventions, social marketing, PSE change efforts and partnerships. Evidence-based interventions based on the best available information must be used.

To magnify the impact of SNAP-Ed, **FNS encourages States to concentrate their SNAP-Ed efforts on the SNAP-Ed Key Behavioral Outcomes described later under SNAP-Ed Key Behavioral Outcomes.** These behaviors are associated with a reduced risk of obesity, some forms of cancer, type 2 diabetes, and cardiovascular disease. The focus on the Key Behavioral Outcomes for the SNAP-Ed population is appropriate since low-income individuals often experience a disproportionate share of obesity and diet-related problems that are risk factors in the major diseases contributing to poor health, disability, and premature death.

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[4] U.S. Department of Agriculture, Food and Nutrition Service, Office of Research and Analysis, *Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2014*. Project Officer, Jenny Genser. Alexandria, VA: 2015

[5] Executive Office of the President of the United States, *Long-Term Benefits of the Supplemental Nutrition Assistance Program*, December 2015

[6] Ogden CL, Carroll MD, Fryar CD, Flegal KM. Prevalence of obesity among adults and youth: United States, 2011–2014. NCHS data brief, no 219. Hyattsville, MD: National Center for Health Statistics. 2015

[7] *Nutrition Insight* 43, U.S. Department of Agriculture, Center for Nutrition Policy and Promotion, April 2009

Other evidence-based interventions that are consistent with the *Dietary Guidelines for Americans* and consider the FNS mission and the goal and focus of SNAP-Ed may be included in Plans as well.

5. Can maximize its reach when coordination and collaboration takes 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.

Cross-program coordination and collaboration at the State and community levels include working together, as State agencies, Implementing Agencies, and with other FNS programs and partners, toward common goals to reinforce and amplify each other's efforts. Collaborative projects necessitate commitments of staff support and time, and leverages funds among all involved entities. Refer to the Coordination and Collaboration Requirements section for additional information.
To further support healthy lifestyles, State agencies are encouraged to provide wellness training for human service professionals to increase their awareness of healthy eating and active living so that they may serve as role models for the population being taught as well as for general overall health in their professions. Such training would not be a cost of SNAP-Ed per se, but would be an allowable SNAP administrative cost similar to other training or personnel benefits.

6. Is enhanced when the specific roles and responsibilities of local, State, regional and national SNAP agencies and SNAP-Ed providers are defined and put into practice.
Providing nutrition education and obesity prevention services to the SNAP-Ed target audience requires the cooperation and ongoing communication between Federal, State, and local entities and the recognition that each of these sets of organizations has key roles and responsibilities as noted below. FNS also recognizes that there are many roles and responsibilities, such as program development, financial management, and training, which are common at all levels of SNAP-Ed operations.

SNAP-Ed Key Behavioral Outcomes

FNS encourages States to focus their efforts on *The 2015-2020 Dietary Guidelines* *http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/#guidelines* and its key recommendations http://health.gov/dietaryguidelines/2015/guidelines/executive-summary/#key-recs in order to magnify the impact of SNAP-Ed.

States may address other behavioral outcomes consistent with the goal and focus of SNAP-Ed and other *2015-2020 Dietary Guidelines for Americans* messages. The primary emphasis of these efforts should remain on assisting the SNAP-Ed target population to establish healthy eating patterns and physically active lifestyles to promote health and prevent diseases, including obesity. States must consider the financial constraints of the SNAP-Ed target population in their efforts as required under the FNA.

Sources of Nutrition and Obesity Prevention Guidance

Dietary Guidelines for Americans (DGAs): These guidelines are the foundation of nutrition education and obesity prevention efforts in all FNS nutrition assistance programs. The FNA stipulates that SNAP-Ed activities must promote healthy food and physical activity choices based on the most recent *DGAs*. Therefore, strategies and interventions used in SNAP-Ed should be consistent with the *2015-2020 Dietary Guidelines for Americans,* the associated USDA food guidance system, MyPlate, as well as messages and resources available at http://www.choosemyplate.gov/. As SNAP-Ed nutrition education and obesity prevention activities and interventions are grounded in the *DGAs,* States may base their project activities on any or all of its recommendations or messages. To elaborate, SNAP-Ed intervention strategies may focus on limiting, as well as increasing, consumption of certain foods, beverages, and nutrients consistent with the DGAs. 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 Coordinators to ensure that the content and program efforts appropriately convey the *DGA* and MyPlate. For more information, please refer to the USDA Center for Nutrition Policy and Promotion's (CNPP) Web site at http://www.cnpp.usda.gov/.

The *2015-2020 Dietary Guidelines for Americans* notes the close relationship between diet and health. About half of all American adults—117 million individuals—have one or more preventable, chronic diseases, many of which are related to poor quality eating patterns and physical inactivity. Rates of these chronic, diet–related diseases continue to rise along with associated increased health risks and high costs. Medical costs associated with obesity are part of these costs. Considering this, one of the five guidelines from the *2015-2020 Dietary Guidelines for Americans* is to follow a healthy eating pattern across the lifespan, at an appropriate calorie level. Doing so helps to support a healthy body weight and reduce the risk of chronic disease. FNS expects that healthy eating patterns, weight management, and obesity prevention for the low-income population will be a key component of SNAP-Ed Plans due to the focus on nutrition education and obesity prevention of the FNA, Section 28 and to meet the *2015-2020 Dietary Guidelines for Americans*. States are strongly encouraged to use MyPlate and related resources found at ChooseMyPlate.gov to support their SNAP-Ed Plans.

Other resources that complement the *2015-2020 Dietary Guidelines for Americans* and can assist States in addressing healthy weight management and obesity prevention include the following:

Physical Activity Guidelines: The Office of Disease Prevention and Health Promotion (ODPHP), within HHS, led the development of the first PAG in 2008 and the subsequent PAG Midcourse Report in 2013. 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. These materials are valuable resources for planning and implementing physical activity components of nutrition education and obesity prevention efforts. The *2015-2020 Dietary Guidelines* provides a key recommendation that encourages Americans to meet the Physical Activity Guidelines (PAG).

Healthy People 2020 (HP 2020) Plan: These objectives are 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 Weight Status and Physical Activity objectives of HP 2020 with related data and information on interventions and resources can assist States in formulating objectives and selecting interventions in these areas. More information on HP 2020 may be obtained at http://healthypeople.gov/.

Core Nutrition Messages: FNS's series of core nutrition messages are complementary to the *Dietary Guidelines for Americans,* enabling consumers to meet the *MyPlate Selected Messages for Consumers* (http://www.choosemyplate.gov/content/dietary-guidelines-2010-selected-messages-consumers) and to address some of the key food groups. The messages and related resources address motivational mediators and intervening factors that are relevant to low-income moms and children. These messages can be used in educational resources to help low-income audiences put the 2015-2020 *Dietary Guidelines for Americans* into practice. FNS core nutrition messages resources are available at http://www.fns.usda.gov/core-nutrition/core-nutrition-messages.

Definitions

To align with the HHFKA, FNS has provided a definition of nutrition education that States must use within SNAP-Ed. The definition considers the FNS mission and has been updated for FY 2017.

SNAP nutrition education and obesity prevention services *are a combination of educational strategies, accompanied by supporting policy, systems, and environmental interventions, that have been shown to facilitate adoption of food and physical activity choices and other nutrition-related behaviors. These strategies are conducive to the health and well-being of SNAP participants and low-income individuals eligible to receive benefits under SNAP or other means-tested Federal assistance programs in addition to 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.*[8] *Intervention strategies may focus on increasing or limiting consumption of certain foods, beverages, or nutrients consistent with the Dietary Guidelines for Americans.*

Another provision of the FNA requires that allowable activities in SNAP-Ed be evidence-based. FNS considered definitions related to evidence-based activities used by other agencies and groups such as the National Academy of Sciences and the Centers for Disease Control and Prevention (CDC) and feedback from FNS stakeholders. The Agency additionally reflected on the types of activities that would have the greatest impact and show promise in demonstrating the effectiveness of a wide range of approaches. **The following defines an evidence-based approach that is required in SNAP-Ed activities and has been updated for FY 2017. For resources that assist in identifying what constitutes an evidence-based intervention or approach, please refer to Appendix C.**

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 best research 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.*

FNS recognizes that there is 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 that target different levels of the Social-Ecological Model (see Approaches section for related information) could include both research-based and practice-based interventions and approaches. For example, an intervention targeting elementary school children could combine a research-tested nutrition education and obesity prevention curriculum with a set of changes to school environment that have been observed to increase healthier choices but have not undergone a rigorous evaluation. The SNAP-Ed provider would evaluate this intervention and add to the SNAP-Ed evidence base. Once the school-environment intervention has been rigorously evaluated, it would be considered a research-

[8]Adapted from definition by Isobel R. Contento, PhD in *Nutrition Education, Linking Research, Theory, and Practice*, Jones and Bartlett Publishers, 2011

based intervention. Evaluating practiced based interventions, such as emerging interventions, is an appropriate use of SNAP-Ed funds. FNS has developed its SNAP-Ed Evaluation Framework to help states identify appropriate evaluation indicators and outcome measures.

Evidence may be related to obesity prevention target areas, intervention strategies, and/or specific interventions. 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 intervention programs, and implementing and measuring the effects of policy, systems, and environmental changes in accordance with SNAP-Ed Plan Guidance.
FNS expects that SNAP-Ed providers assure that their evidence-based interventions reflect the following:

- Demonstrate through research review or sound self-initiated evaluation, if needed, that interventions have been tested and demonstrated to be meaningful for their specific target audience(s), implemented as intended or modified with justification, and shown to have the intended impact on behavior as well as 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, practiced- 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 rationales for the implementation of projects built upon practice-based evidence and describe plans to evaluate them.**

Approaches

The FNA stipulates that SNAP-Ed funds may be used for evidence-based activities using the following three approaches. **States are required to incorporate two or more of these approaches in their SNAP-Ed Plans to include Approach 1 and Approach 2 and/or Approach 3, as indicated by the numbers below.**

1. Individual or group-based direct nutrition education, health promotion, and intervention strategies;
2. Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels; and
3. Community and public health approaches to improve nutrition

Chapter 3 of the *2015-2020 Dietary Guidelines for Americans (DGA)* (accessible at http://health.gov/dietaryguidelines/2015/guidelines/chapter-3/) provides detailed information about how a coordinated system-wide approach is needed to reverse the current national

environment that promotes caloric overconsumption and discourages physical activity. Individual choices in addition to the environment have contributed to dramatic increases in the rates of overweight and obesity. The DGA describes the **Social-Ecological Model (SEM)** which many public health experts agree illustrates how all sectors of society including individuals and families, educators, communities and organizations; health professionals; small and large businesses; and policymakers combine to shape an individual's food and physical activity choices. According to the DGA, consistent evidence shows that implementing multiple changes at various levels of the Social-Ecological Model is effective in improving eating and physical activity behaviors.

The SEM offers an opportunity to address providing SNAP nutrition education and obesity prevention services to the low-income SNAP-Ed target audience through the three approaches described in the FNA: Approach One - individual and group-based activities, Approach Two - multi-level interventions, and Approach Three - community and public health approaches.

Please refer to Chapter 3 of the *2015-2020 Dietary Guidelines for Americans* for detailed information on the *Dietary Guidelines for Americans Social-Ecological Framework for Nutrition and Physical Activity Decisions* depicted below. **FNS expects SNAP agencies to use comprehensive interventions in SNAP-Ed that address multiple levels of this framework to reach the SNAP-Ed target population in ways that are relevant and motivational to them, while addressing constraining environmental and/or social factors. This is in addition to providing direct nutrition education.** 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.

Using the Three FNA Nutrition Education and Obesity Prevention Approaches in SNAP-Ed

1. Approach One - Individual or group-based direct nutrition education, health promotion, and intervention strategies

Activities conducted at the individual and interpersonal level have been a nutrition education delivery approach in SNAP-Ed and remain important. **These activities must be evidence-based as with interventions conducted through the other Approaches.** Curricula and other materials developed by FNS 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* (MPFMF) and *Eat Smart, Live Strong* (ESLS) (http://pueblo.gpo.gov/SNAP_NEW/SNAPPubs.php) as well as materials developed by Team Nutrition (http://www.fns.usda.gov/tn/team-nutrition) are considered evidence-based. SNAP-Ed and Team Nutrition materials may be used to deliver direct nutrition education and physical activity through Approach One. See more about Team Nutrition materials in Appendix F, Notes about Educational Materials. ESLS was evaluated as part of the SNAP Education and Evaluation Study, Wave II (http://www.fns.usda.gov/sites/default/files/SNAPEdWaveII.pdf). MPFMF is an update of the *Loving Your Family, Feeding their Future* nutrition education kit and is considered practice-based. States are encouraged to conduct evaluations of this resource if implemented as part of their nutrition education and obesity prevention interventions.

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

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

Some examples of Approach One allowable activities for States to consider include, but are not limited to:

- Conducting nutrition education based on the *Dietary Guidelines* including:
  Following a healthy eating pattern across the lifespan;
  Focusing on variety, nutrient density, and amount within each food group;
  Limiting calories from added sugars and saturated fat and reducing sodium intake;
  and shifting to healthier food and beverage choices.
- Conducting individual or group educational sessions on achieving and maintaining a healthy body weight based on the *Dietary Guidelines for Americans*. These sessions could include measuring height and weight or using self-reported heights and weight to determine body mass index (BMI)
- Integrating nutrition education into ongoing physical activity group interventions based on the HHS *Physical Activity Guidelines*
- Implementing classes to build basic skills, such as cooking or appetite management
- Sponsoring multi-component communication activities to reinforce education, such as interactive Web sites, social media, visual cues, and reminders like text messages

- An example would be the Eating Smart Being Active curriculum at https://snaped.fns.usda.gov/materials/eating-smart-being-active.

2. Approach Two - Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels

Approach Two may address several or all elements or levels 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.). Key to multi-level interventions is that they reach the target audience at more than one level of the SEM and that the interventions mutually reinforce each other. 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 multi-level interventions of Approach Two according to the definition of nutrition education and obesity prevention services in this document. Examples of efforts from Approach Two that States may want to implement in conjunction with Approach One include but are not limited to these:

- Developing and implementing nutrition and physical activity policies at organizations with high proportions of people eligible for SNAP-Ed, such as work-sites that employ low-wage earners or eligible youth- and faith-based organizations
- Collaborating with schools and other organizations to improve the school nutrition environment, including supporting and providing nutrition education classes as well as serving on school wellness committees. Local educational agencies (LEAs) are encouraged to include SNAP-Ed coordinators and educators on local school wellness policy committees[9] (see Partnering with School Wellness Programs in **the Financial and Cost Policy Section and Other Federal Policies Relevant to the Administration of SNAP-Ed**).
- Coordinating with outside groups to strategize how healthier foods may be offered at sites, such as emergency food sites frequented by the target audience
- Establishing community food gardens in low-income areas such as public housing sites, eligible schools, and qualifying community sites
- Providing consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, a local corner or country store to provide evidence-based, multi-component interventions. SNAP-Ed providers may work with key 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 CDC's Healthier Food Retail Action Guide (http://www.cdc.gov/nccdphp/dnpao/state-local-programs/healthier-food-retail.html). SNAP is mentioned as a potential partner in CDC's Guide.
- Working to bring farmers markets to low-income areas, such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits

[9] Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 Proposed Rule, February 26, 2014

- Coordinating with WIC to promote and support breastfeeding activities

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 the CDC, public health interventions are community-focused, population-based interventions aimed at preventing a disease/condition or limiting death/disability from a disease/condition. Learn more about public health approaches through CDC's Arthritis – A Public Health Approach Online Course at http://www.cdc.gov/arthritis/temp/pilots-201208/pilot1/online/ph-approach/overview.htm and through the SNAP-Ed Connection at https://snaped.fns.usda.gov/professional-development-tools/public-health-approaches.

By focusing on neighborhoods, communities, and other jurisdictions (e.g., cities, towns, counties, districts, and Indian reservations with large numbers of low-income individuals, public health approaches aim to reach the SNAP-Ed target audience. **As with Approach Two, PSE change efforts also may be conducted using community and public health approaches.**

Approach Three activities to consider where SNAP-Ed could assist include, but are not limited to:

- Working with local governments in developing policies for eliminating food deserts in low-income areas

- Collaborating with community groups and other organizations, such as Food or Nutrition Policy Councils to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population

- Serving on other relevant nutrition and/or physical activity-related State and local advisory panels, such as school wellness committees and State Nutrition Action Committees (SNAC). Examples include working with schools on Smarter Lunchroom efforts. The Smarter Lunchroom Movement uses research-based principles that lead children to make healthy food choices. More information is available at http://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms.

- Delivering technical assistance to a local corner or country store to create a designated healthy checkout lane. Corner stores, often referred to as convenience stores or bodegas, are small-scale stores that may have a more limited selection of food and other products. The Healthy Corner Stores Guide, which can be accessed at www.fns.usda.gov/healthy-corner-store-guide, provides information, strategies, and resources for organizations interested in making healthy foods and beverages more available in corner stores within their communities. It is the latest initiative in ongoing USDA efforts to promote healthy food and lifestyle choices by SNAP recipients and residents of low-income communities where the availability of healthy foods may be at a minimum.

- Providing training to retailers on healthy foods to stock and strategies to encourage people to purchase and use such foods or partnering with other groups on a healthy food financing initiative.

- Facilitating the reporting of statewide surveillance and survey data on nutrition indicators among the population that is eligible to receive SNAP benefits

- Providing obesity prevention interventions at settings, such as schools, child care sites, community centers, places of worship, community gardens, farmers markets, food retail venues, or others with a low-income population of 50 percent or greater

- Conducting social marketing programs targeted to SNAP-Ed eligible populations about the benefits of physical activity

- Providing low-income individuals with nutrition information, such as shopping tips and recipes in collaboration with other community groups who provide access to grocery stores through "supermarket shuttles" to retailers that have healthier options and lower prices than corner stores

- Conducting 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.

- Helping local workplaces establish policies for healthy food environments

- Partnering with non-profits hospitals to coordinate their Internal Revenue Service (IRS)-mandated community benefits program with SNAP-Ed (see http://www.irs.gov/Charities-%26-Non-Profits/Charitable-Organizations/New-Requirements-for-501(c)(3)-Hospitals-Under-the-Affordable-Care-Act for details)

Comprehensive SNAP-Ed Projects and Plans

State agencies must integrate multiple approaches in implementing evidence-based nutrition education and obesity prevention interventions. 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 will note that there is a degree of overlap between Approaches Two and Three and the Social Marketing and PSE change efforts are included in both of these Approaches. This overlap and intersection is 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. More about Social Marketing and PSE efforts and how they may be included in comprehensive SNAP-Ed Plans is detailed in this section.

Social Marketing Programs

In addition to interactive groups and one-on-one instruction, social marketing programs often have been used to deliver nutrition messages to the 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."[10]

Commercial marketing technologies include market segmentation; formative research and pilot testing; commercial and public service advertising; public relations; multiple forms of mass communication including social media; the 4 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 needs of the target audience and associated behaviors and perceptions about and the reasons for and against changing behavior;
- Identifying target behavior to address;
- Interacting with the target audience to test the message, materials, approach, and delivery channel to ensure that these are understood and are likely to lead to behavior change; and
- Adjusting messages and delivery channels through continuous feedback using evaluation data and target audience engagement.

An example of an appropriate social marketing program would be FNV, the fruit and vegetable marketing campaign. Its associated Web site is http://www.fnv.com/.

Reaching SNAP-Ed Eligible Audiences through Social Marketing

[10] Alan Andreasen, *Marketing Social Change: Changing Behavior to Promote Health, Social Development, and the Environment*, Jossey-Bass, 1995

The advertising and public relations aspects of social marketing programs can reach SNAP-Ed eligible audiences through a variety of delivery channels. These channels can include:

- *Mass media* (e.g., television, radio, newspapers, billboards, and other outdoor advertising),
- *Social media* (e.g., social networks, blogs, and user-generated content)
- *Earned media* (e.g., public service announcements, letters to the editor, opinion editorials, and 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, Web sites, 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 include:

- CDC's Audience Insights at http://www.cdc.gov/healthcommunication/Audience/index.html
- *National Cancer Institute's Health Information National Trends Survey at* http://hints.cancer.gov/
- *Pew Research Center's Internet, Science, and Tech at* http://www.pewinternet.org/

Policy, Systems, and Environmental Change Interventions

The *2015-2020 Dietary Guidelines for Americans* recognizes that everyone has a role in helping support healthy eating patterns in multiple settings nationwide, from home to school to work to communities, in which people live, learn, work, shop, and play. PSE change efforts can be implemented across a continuum and may be employed on a limited scale as part of the multi-level interventions of Approach Two or in a more comprehensive way through the community and public health approaches of Approach Three or a mix of any combination of all three approaches.

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 that are based on formative research with SNAP-Ed audiences, public health approaches can reach large numbers of low-income Americans and might produce meaningful impact.

Taken together, education, marketing, and PSE changes are more effective than any of these strategies alone for preventing overweight and obesity. While PSE changes have the potential to reach more people than can be served through individual or group contacts, PSE change efforts will benefit by combining them with reinforcing educational and marketing

strategies used in SNAP-Ed or that are conducted by partners such as other FNS programs or CDC, as examples. One way to envision the role of SNAP-Ed is that of a provider of consultation and technical assistance in creating appropriate PSE changes that benefit low-income households and communities. The organization that receives the consultation and technical assistance is ultimately responsible for adopting, maintaining, and enforcing the PSE change. For example, as requirements of the HHFKA are implemented in child care and school settings (http://www.fns.usda.gov/school-meals/child-nutrition-programs), SNAP-Ed can build on and complement required changes in menu standards, competitive foods, training, and school wellness policies by providing consultation and technical assistance, while not taking on or supplanting the responsibilities of the cognizant State and local education agencies.

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

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-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 non-school 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.

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.

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

Example: A food retailer serving SNAP participants or other low-income persons increases the variety of fruits and vegetables it sells and displays them in a manner 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 expanding its fruit and vegetable offerings and behavioral techniques to position produce displays to reach the target audience.

Interventions Toolkit: To help States identify evidenced-based obesity prevention PSE change strategies and interventions, FNS engaged NCCOR in FY 2013 to develop an

intervention toolkit to make it easier for States to select evidence-based PSE interventions. *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States* is a package of off-the-shelf options that can be readily adopted by SNAP-Ed State agencies and providers and are highly likely to produce positive outcomes. The toolkit provides existing, proven effective and actionable tools that embody community-based and public health approaches to nutrition education and obesity prevention, consistent with the context and policies of SNAP.

As part of the FY 2016 revisions, 20 **new** evidence- based strategies and interventions are available for states to use in crafting their SNAP-Ed Plan. This revised toolkit builds on the initial set of more than **60** interventions identified by NCCOR and Center TRT. Additionally, it highlights PSE and social marketing approaches and collects strategies and interventions, along with additional resources. These are categorized by the following settings and focus areas: schools, child care, communities, helping families, and social marketing and media. More interventions may be added as appropriate interventions become available.

The toolkit is not an exhaustive compilation of potential strategies and interventions that are appropriate for SNAP-Ed. Rather, FNS is offering the toolkit as a starting point for ideas that States may use to further their obesity prevention efforts through SNAP-Ed. FNS sees the toolkit as a dynamic resource that will have supplementary content added to it as more evidence-based strategies and interventions that are appropriate for use with the low-income SNAP population are identified. States are encouraged to engage partners as they embark on expanding their nutrition education and obesity prevention activities and are advised that these efforts are subject to Regional Office approval. The toolkit can be found on the SNAP-Ed Connection at https://snaped.fns.usda.gov. **States and Implementing agencies that have evidence-based PSE interventions that they wish to submit for review and possible inclusion in future updates of the Toolkit should provide these with accompanying descriptive information to their Regional SNAP-Ed Coordinator.**

Putting Comprehensive Plans Together

States have opportunities to include a vast array of interventions into comprehensive SNAP-Ed Plans by using the definitions of nutrition education and obesity prevention services and an evidenced-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 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 would promote physical activity for the SNAP-Ed target audience this activity would not be an allowable cost since capital expenditures are not permitted. Additionally using SNAP-Ed funds to build a walking trail would move away from the FNS mission and the goal and focus of SNAP-Ed. 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 are in accord 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 following components:

> *Teaching children about nutrition; holding cooking classes for students; working on school wellness committees to improve school meals and the school food*

environment; creating/implementing/assessing wellness policies that address food served at parties, fundraisers, and school events; engaging qualified chefs to teach culinary techniques to food service staff to increase fruit and vegetables consumption, reduce sodium, or increase whole grains; sending home information for parents and families to use; assisting with starting a school garden and starting a farm-to-school program; including nutrition education efforts in service projects such as community and church gardens; Safe Routes to Schools programs, improving access to community parks, and creating a social marketing program to change norms around the food environment and healthy eating.

As States select PSE interventions, they may choose interventions that are research- or practice-based, or interventions that are being implemented with the 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. Once such a PSE intervention has been rigorously evaluated it would be considered a research-based intervention.

Some may question, "What is an appropriate mix of approaches and evaluation of programs to include in balanced comprehensive SNAP-Ed State Plans?" While there is no set formula, some suggest that a mix of around 40 percent direct education; around 40 percent PSE efforts; and 20 percent for evaluation and administration might lead to a suitable balance. The percentages mentioned here are for State consideration and are not a requirement. States should determine a suitable mix for their programs and recognize that the selected mix may augment 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.

Coordination and Collaboration Requirements

In conformance with the FNA, States may coordinate their SNAP-Ed activities with other public or privately funded health promotion or nutrition improvement strategies. Considering 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 eligible individuals through multiple channels and varied approaches to increase effectiveness and efficiency.

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 the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the National School Lunch Program, Farm to School, and the Food Distribution Program on Indian Reservations, to ensure SNAP-Ed complements the nutrition education and obesity prevention activities of those programs. States may engage in breastfeeding education, promotion, and support that is supplementary to and coordinated with WIC, which has the lead and primary role in all breastfeeding activities among FNS programs. States are encouraged to coordinate activities with other USDA-funded low-income nutrition education programs such as EFNEP. **States are required to describe their coordination efforts in their SNAP-Ed Plans** following the instructions contained in *The SNAP-Ed Plan Process in Section 2.*

Shown below are examples of opportunities for collaboration between SNAP-Ed providers and other groups.

Non-profit hospitals: One such new opportunity is with non-profit hospitals, who are now required under the Affordable Care Act to fund community benefits, and who 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 schools, and providing farmers markets. (See: http://www.irs.gov/Charities-%26-Non-Profits/Charitable-Organizations/New-Requirements-for-501(c)(3)-Hospitals-Under-the-Affordable-Care-Act)

State Nutrition Action Committees (SNAC): About 10 years ago, SNAC were established in FNS Regions to maximize nutrition education efforts and improve coordination, cooperation, partnerships, and communication among the State agencies, FNS Nutrition Assistance Programs, public health agencies, and EFNEP. SNAC now primarily are comprised of representatives from FNS programs who develop statewide cross program nutrition educations plans. The plans focus on one or more common goals and promote collaboration and use of integrated approaches to connect effort and resources. A number of States effectively still 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, and in FY2016, has included this work in the FNS Agency Priority to "Help America Eat Smart and Maintain a Healthy Weight" under the goal to work toward improving the health of SNAP recipients through provision of SNAP nutrition education and obesity prevention strategies as defined in the HHKFA. Through this work, each FNS Regional Office is establishing a new SNAC (or similar council) in one State with a high obesity rate, as defined by the CDC, to align to nutrition and obesity prevention activities across programs. States may find out more about initiating and sustaining these types of collaborative efforts by consulting with their FNS Regional SNAP-Ed Coordinators.

FNS is piloting an updated version of SNAC in all of its regions in FY16. These new collaborations seek to expand the stakeholders to include interested public, private, and non-profit groups and programs to develop a State Nutrition and Food Systems Plan that identifies state priorities to combat food insecurity, and diet-related disease and obesity that can help serve as a needs assessment for state SNAP-Ed plans. It is appropriate for SNAP-Ed to help fund these pilots and subsequent efforts in the pilot or other states. These groups are encouraged to use the SNAP-Ed Evaluation Framework as a tool to help plan and evaluate SNAC and state level partnerships.

Related State and Federally-funded programs: States also are 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.

Indian Tribal Organizations: FDPIR provides USDA foods to income-eligible households, including the elderly, those living on Indian reservations, and to Native American families residing in approved areas near reservations and in the State of Oklahoma. **Because persons eligible for SNAP may participate in FDPIR as an alternative to SNAP, FDPIR participants are considered eligible to receive SNAP-Ed.** FNS encourages States to work together with FDPIR program operators and nutritionists to explore avenues to increase

nutrition education funding and resources in FDPIR communities and optimize them to provide the greatest benefit to FDPIR participants.
FNS requires States to consult with Tribes about the SNAP State Plan of Operations, which includes the SNAP-Ed State Plan. States must actively engage in Tribal consultations with Tribal leadership or their designees, as required by SNAP regulations at 7 CFR 272.2(b) and 272.2(e) (7) and FNS reminds States through this Guidance of this requirement as it relates to SNAP-Ed. The consultations must pertain to the unique needs of the members of Tribes. FNS also expects States to consider the needs of Tribal populations in conducting their needs assessments for SNAP-Ed and to consult and coordinate with State and local operators of FDPIR.- FNS encourages States to ensure they make every effort to include a focus and devotion of resources to Tribal nutrition education. States should seek out FDPIR programs to help foster relationships at the Tribal level with SNAP-Ed, as well as local health departments and university extension programs to help with onsite nutrition education implementation, especially organizations that may be submitting proposals to the State to receive SNAP-Ed funding.

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-contacts. Examples of collaborative activities with Indian Tribes and SNAP-Ed include:

- 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 like bison
- 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. The project includes having youth conduct a map-based community assessment of the ease or difficulty with which residents can lead healthy lifestyles
- Direct nutrition interventions such as food demonstrations, cooking classes, or brief interactive educational interventions
- Nutrition education classes on topics such as 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 an FDPIR program site

CDC-funded grant programs: FNS recommends that State Agencies explore and engage in collaborative opportunities with CDC-funded obesity prevention grant programs in their State. CDC funds agencies that may be potential partners that are already working to improve nutrition and prevent obesity through evidence-based PSE change initiatives in States and communities. One example is the Partnerships to Improve Community Health grants, which are working to make healthy living easier and more affordable where people eat, learn, live, play, shop, and work. To improve health and wellness in their communities, awardees focus on four risk factors: tobacco use and exposure, poor nutrition, physical inactivity, lack of access to opportunities for chronic disease prevention, risk reduction, and disease management. SNAP-Ed providers could potentially partner with these awardees on

nutrition and physical activity-related initiatives. More information is available at http://www.cdc.gov/nccdphp/dch/programs/partnershipstoimprovecommunityhealth/index.html.

Another example is the grants for the Programs to Reduce Obesity in High Obesity Areas, which fund Land Grant Colleges and Universities to conduct intervention strategies to improve nutrition and physical activity, among other health objectives, through cooperative extension and outreach services at the county level. See http://www.cdc.gov/obesity/highobesitycounties for details.

Additional information from CDC about overweight and obesity is available at http://www.cdc.gov/obesity/.

Collective impact: States also may wish to consider other promising solutions to organize around delivering and achieving their program objectives. A new approach to increase effectiveness is to move from an isolated impact where numbers of nonprofit, business, and government organizations each work to address social problems independently to a collective impact approach[11]. 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. 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. In its partnership role, providing backbone support for such partnerships may be a powerful way for SNAP-Ed providers to achieve nutrition education and obesity prevention objectives. Likewise SNAP-Ed providers may find that participating in such collective efforts best suits their programs. More information about community collaboratives can be found in the White House Council for Community Solutions Community Collaboratives Whitepaper, http://www.serve.gov/sites/default/files/ctools/CommunityCollaborativesWhitepaper_0.pdf.

States must continue to show in their SNAP-Ed Plans that the funding received from SNAP will remain under the administrative control of the State SNAP 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 with which it plans to coordinate provision of services, including statewide organizations. States should formalize these relationships through letters of support or commitment. Copies of contracts and Memoranda of Agreement or Understanding that involve funds provided under the State agency's Federal SNAP-Ed grant must be available for inspection upon request.

[11] Kania, John and Kramer, Mark, *Collective Impact*, Stanford Social Innovation Review, Winter 2011, p.36-41

FNS, USDA:

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 State SNAP 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 related 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 cross program collaboration and planning at State and local levels to ensure implementation of consistent and effective interventions.

Consults with the Director of the 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.

Develops and provides nutrition education and PSE materials for use with the SNAP-Ed target audience.

Oversees the collection and analysis of national SNAP-Ed data.

Incorporates the current *Dietary Guidelines for Americans* and the related USDA Food Guidance System into FNS nutrition assistance programs.

Promotes evidence-based decisions through technical assistance, standards for research, and support for sound and systematic evaluation.

State SNAP 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 that is based on a State-specific needs assessment of diet-related disease and obesity and addresses national and State priorities and links SNAP-Ed to SNAP benefits.

Provides leadership, direction, and information to 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 final SNAP-Ed performance report to FNS each year.

Monitors implementation of the State's approved SNAP-Ed Plan including allowable expenditures.

Offers training to State/local office human services staff on the availability of SNAP and SNAP-Ed services.

Provides budget information to FNS as required.

Collects and reports data regarding participation in SNAP-Ed and characteristics of those served.

Considers offering wellness training to State/local office human services professionals.

State SNAP-Ed Provider:

Works with State SNAP agency, other FNS Programs, and other SNAP-Ed providers within the State to develop a single comprehensive State SNAP-Ed Plan that addresses State-specific SNAP-Ed population needs, 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.

Implements evidence-based nutrition education and obesity prevention efforts as specified in the approved State SNAP-Ed plan.

May coordinate and collaborate with other State nutrition education and obesity prevention programs, especially those recognized by or receiving support from CDC.

Submits required reports according to timelines established by the State SNAP agency.

Works with the State SNAP agency to provide information to State/local office human services staff on the availability of SNAP-Ed services.

Collects and reports data regarding participation in SNAP-Ed and characteristics of those served.

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.

Local SNAP-Ed Provider

Delivers nutrition education and obesity prevention strategies and interventions to the SNAP audience according to approved 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.

May coordinate and collaborate with other local nutrition education and obesity prevention programs, especially those recognized by or receiving support from USDA and CDC.

Collects and reports data to the State SNAP agency regarding participation in SNAP-Ed and characteristics of those served.

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 non-participants to access SNAP benefits, as appropriate.

Section 2

SNAP-Ed Plan Process

This section describes the requirements for SNAP-Ed Plans based on the provisions of the Food and Nutrition Act, Section 28. The section also includes guidance on the development and submission of SNAP-Ed Plans and Annual Reports.

State Agency Liability

For SNAP: SNAP regulations at 7 CFR 272.2(b) and 272.2(e)(7) require States to actively engage in Tribal consultations about the SNAP State Plan of Operations, which includes the SNAP-Ed State Plan. The consultations must pertain to the unique needs of the members of Tribes. State SNAP agencies must submit a plan for activities requiring prior approval, which includes the SNAP-Ed Plan, annually by August 15. Plans may be submitted earlier to facilitate the review and approval process to assure 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.

For SNAP-Ed: The State SNAP 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 State SNAP 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 State SNAP agency is responsible for providing technical assistance to any sub-grantees to ensure that all projects support the State's SNAP-Ed goals and objectives and to clarify which expenses are eligible for reimbursement through SNAP.

SNAP-Ed Plan Requirements

A State Agency must submit a SNAP-Ed Plan to FNS for approval in order to request grant funds to conduct SNAP-Ed activities. 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 applicants, participants, and eligible individuals to the maximum extent possible 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, etc. by providing information on bulletin boards or through electronic media.
- Describe methods the State agency will use to identify its target audience. States may propose State-specific targeting strategies and supporting data sources.
- Include a needs assessment of the nutrition, physical activity, and obesity prevention needs of the target population, and their barriers to accessing healthy foods and physical activity; ensure that the needs assessment considers the diverse characteristics of the target population.

- Ensure that interventions are comprehensive in scope and appropriate for communities and the eligible low-income population defined as SNAP- 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. The interventions must recognize the population's constrained resources and potential eligibility for Federal food assistance.
- 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.
- Show how the interventions and strategies meet the assessed nutrition, physical activity, and obesity prevention needs of the target population.
- Include activities that promote healthy food and physical activity choices based on the most recent *Dietary Guidelines for Americans*.
- Include evidence-based activities using two or more SNAP-Ed approaches including individual or group-based direct nutrition education, health promotion, and intervention strategies and one or more additional approaches as described in this Guidance.
- Include 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 CNPs, 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).
- Include an operating budget for the Federal fiscal year with an estimate of the cost of operation for one year for an annual Plan and for all years of multi-year 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.
- Provide additional information as may be required about the nutrition education and obesity prevention strategies and interventions selected and the characteristics of the target population served, depending on the contents of the State's SNAP-Ed Plan, to determine whether nutrition education and obesity prevention goals are being met.
- 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.

Record Retention Requirements and Management (moved from Appendices)

State Agency and All Sub-Grantees 7CFR 272.2

SNAP regulations require that all records be retained for 3 years from fiscal closure. This requirement applies to fiscal records, reports and client information. Supporting documentation may be kept at the sub-grantee 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.

Timeline for Plan and Annual Report Submission and Approval

January 31	Due date for Annual Report for previous fiscal year
April 1-August 15	Plan submission period for the coming fiscal year
May 1	Last date for receipt of Plan Amendments for current year
August 15	Due date for receipt of annual Plans or updates to multiyear Plans for the coming fiscal year
October 1	Approval date or Regional Office response to States on Plan
December 31	Provide status of prior year allocation
December 31	Due date for submission of EARS data through FPRS online system

The State agency should follow these instructions in submitting its Plan and Annual Report:

- Submit one single SNAP-Ed Plan and annual report per State that will incorporate all State sub-grantees that participate. The Plan should include one unified section describing the identified health-related nutrition and physical activity needs of the SNAP-Ed population in the State and the SNAP-Ed goals and objectives for the State.
- 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 in addition to a State summary for each of these items.
- Provide clear and concise descriptions and justifications for requested items.
- Use the templates provided in this Guidance.
- Concisely describe activities considering the scope of projects and limit the length of the Plan.
- Combine all sections and templates of the SNAP-Ed Plan into one comprehensive document with continuous page numbers as opposed to separate files for each section. Use at least a 12-point font and number pages consecutively.
- Complete a careful review of the Plan by the State agency program staff and fiscal officer to assure that the Plan is consistent with the current Guidance and budgetary information is accurate.
- Verify that the State SNAP-Ed Nutrition Coordinator or State SNAP Director and a State SNAP agency fiscal reviewer have approved, signed, and dated the Plan.
- Submit the Plan to the respective FNS Regional Office by the August 15 due date.
- Submit Plan Amendments for current year with new or significantly revised activities to the FNS Regional Office by May 1.
- Complete the Education and Administration Reporting Form (EARS) Form #759, OMB No. 0584-0542, by December 31.
- Concisely describe the outcomes of projects, including evaluation findings where indicated, and submit the previous year's annual report to the FNS Regional Office by the January 31 due date.

The Plan should be submitted as an electronic document either as a Microsoft Word document or Adobe Portable Document Format (PDF) file saved on a compact disc, portable external drive, or submitted electronically. States must include changes to their State Plans as requested by FNS and resubmit the electronic copies to FNS before final approval is granted.

Guidelines for Developing the SNAP-Ed Plan

SNAP-Ed Plans should be consistent with the mission of FNS, the Focus of SNAP-Ed, the SNAP-Ed Key Behavioral Outcomes, and the Coordination and Collaboration policy detailed in the Overview Section of this Guidance.

Annual or Multiyear Plans

States may submit an annual or multiyear Plan. Multi-year Plans may cover a 2- or 3-year period. **A multiyear Plan must demonstrate the flow of program activities in a logical and sequential manner with each year building upon the preceding year.**

FNS recommends that States consider developing multiyear SNAP-Ed plans as they propose implementing nutrition education and obesity prevention activities that use a variety of approaches and incorporate PSE change interventions. States may find that planning, implementing, evaluating, and showing progress on these interventions may be better reflected over time using a multiyear plan.

In developing an annual or multi-year SNAP-Ed Plan, **States must use the recommended Plan templates** located in the appendices to guide the process, helping to ensure that all requested information is **concise** and accurate. **Regional SNAP-Ed Coordinators may request alternate or supplementary templates or forms for State completion to meet Regional needs (see Appendix B).** The templates are fillable forms when downloaded from the SNAP-Ed Connection. This should expedite preparation of Plans and ease subsequent review and approval.

To determine whether to approve a State's multiyear Plan, FNS will consider a State agency's: inclusion of a limited number of clear, concise, and well-written target population health-related nutrition and physical activity goals and objectives; a 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; and projections that the State's estimated future funding indicate the ability to support program activities over the course of a multiyear Plan.

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 when considering preparing multi-year Plans.**

Section A. Identifying and Understanding the Target Audience

Definition of Target Audience

The SNAP-Ed Guiding Principles identify the target audience for SNAP-Ed as SNAP participants and low-income individuals eligible to receive benefits under SNAP or other means-tested Federal assistance program benefits, and individuals residing in communities with a significant low-income population. **States should deliver SNAP-Ed in a way that maximizes the numbers of the SNAP target audience reached and the potential for behavior change among them.**

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 the Coordination and Collaboration Requirements section in Section 1).

SNAP-Ed providers may use the following measures in order to identify additional persons appropriate for the target audience:

1. Income - Persons eligible for other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC Program, or TANF. Persons typically not eligible for SNAP such as incarcerated persons, residents of nursing homes, boarders, or college/university students are ineligible for SNAP-Ed.
2. Qualifying Locations - Persons at qualifying locations that serve low-income individuals such as food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, and other such sites.
3. Locations serving low-income populations - Persons at other venues when it can be documented that the location/venue serves generally low-income persons where at least 50 percent of persons have gross incomes at or below 185 percent of poverty guidelines/thresholds. This would include, for example, persons residing or schools or childcare centers located in census tract areas or other defined areas where at least 50 percent of persons have gross incomes that are equal to or less than 185 percent of the poverty threshold or children in schools where at least 50 percent of children receive free and reduced priced meals. Also see the community eligibility provision for schools under the **Description of the State's target audiences.**
4. Retail locations serving low-income populations - Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of $50,000 or more or persons shopping in grocery stores located in census tracts where at least 50 percent of persons have gross incomes that are equal to or less than 185 percent of the poverty threshold**. 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. FNS recognizes that SNAP recipients do not necessarily shop at the stores that are closest to where they live. Census tracts in some cases may not be the right measure. For example, in rural areas a particular store may not redeem a monthly average of $50,000 in SNAP-benefits but may be serving the majority of the SNAP low-income population or be the only grocery outlet in the community for the entire population, including the low-income population. When SNAP-Ed receipts are less than $50,000 monthly, a store may be able show average monthly SNAP redemptions that are significant compared to overall sales or some other indication that the low-income population shops at that location.**

Describing the Target Audience

Section A of the Plan, Needs Assessment

- Must be valid and data-driven;
- Present the nutrition, physical activity, and obesity prevention needs of the target population, and their barriers to accessing healthy foods and physical activity;
- Consider the diverse characteristics of the target population, including race/ethnicity, gender, employment status, housing, language, transportation/mobility needs, and other factors;
- Consider the needs of Tribal populations and make efforts to include a focus and devotion of resources to Tribal nutrition education;
- Indicate why specific population segments were chosen for intervention such as need, trends, readiness for change, availability of effective interventions with sufficient reach and expected impact, and likely partners.

The results should capture information on whether services are being delivered already to the target audience. Plans should make an explicit connection between needs assessment findings, Plan objectives, and the description of where and to whom activities are focused. The necessary components of this section of the Plan are outlined below and in Appendix A, Template 1.

Describe and justify the methodology for assessing the needs of the target audience in your State and report your findings.

- **First Review Existing Information.** Organizational partners should be considered as a source of relevant data. Pertinent findings from organizational partner information reviews should be included in SNAP-Ed Plans. If the State conducted a needs assessment of the same target audience in the last few years, such results should be reviewed and updated as necessary. Resources may include State specific information about diet, physical activity, and related health conditions such as diabetes, cancer, cardiovascular disease, and obesity. National surveys that report State specific information include the Behavioral Risk Factor Surveillance System http://www.cdc.gov/brfss, the National Survey of Children's Health, http://www.childhealthdata.org/learn/NSCH, and the State of Obesity (http://stateofobesity.org/resources/). The forthcoming SNAP-Ed Evaluation Framework Interpretive Guide will provide more details about using different data sources for SNAP-Ed planning and evaluation.
- **Collect New Data Selectively.** If there are significant gaps in the available information, States may propose new (primary) data collection e.g., focus groups, surveys, and key informant interviews. Plans should describe the questions to be answered in any new data collection and the steps proposed to answer them.

Describe findings of the needs assessment. When available, the following information should be addressed in this section of the Plan:

1. Description of the State's target audiences. Examples of population characteristics and demographic data that may help in planning and delivering SNAP-Ed effectively include: geographic location, i.e., areas and neighborhoods where the SNAP-Ed target population reside; SNAP participation rates; income-relevant census tract information; poverty rates; geographic areas or neighborhoods serving qualifying schools; location of public housing; race/ethnicity, age, gender, family composition, education, and primary language. The Bureau of Census data may be found under Geographies at American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t).

Current and projected obesity rates and diet-related health conditions for the State or target population should also be considered. Cite sources used to obtain data such as a Federal governmental agency data set or other recognized authoritative source. One source is the State of Obesity http://stateofobesity.org/ report and in particular its state-by-state data on that Web page and at http://stateofobesity.org/states/ which may be helpful to States in developing their Plans.
Another relevant source is Community Health Needs Assessments (CHNA) required under the Affordable Care Act. A CHNA toolkit is available at http://assessment.communitycommons.org/CHNA/.

CDC links to their obesity data and related information are available here: http://www.cdc.gov/healthyyouth/obesity/obesity-youth.htm and http://www.cdc.gov/healthyyouth/npao/index.htm.

CDC State Indicator Reports, strategies, data, fact sheets, social media tools, and resources on physical activity are located here: http://www.cdc.gov/physicalactivity/resources/reports.htmlCDC - Reports - Physical Activity - DNPAO

2015 County Health Rankings may be found at: http://www.countyhealthrankings.org/

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

- **Geographic Information System (GIS) Mapping:** In rural or frontier areas, urban residential areas that are economically intermixed, and in certain island states and territories, there may be few or no census tracts with more than half of residents within 185% of the Federal Poverty Level (FPL). States have used GIS mapping to identify census designated places (CDPS), which are concentrations of a population that are recognized by name but are 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. Here are some mapping tools that may be useful:
    - **Area Eligibility:** The first map is for State agencies, sponsoring organizations for CACFP and sponsors for SFSP to identify area eligibility based on census data. This map improves upon the map originally created by the Food Research and Action Center and is now maintained by FNS. This map includes the newest policy updates and includes a pop-up with details for averaging census block groups over 40 percent. One must zoom in for the layer to appear. http://cacfpsfsp.maps.arcgis.com/apps/OnePane/basicviewer/index.html?appid=a36523f6456d41959a95af760d2b8f2e

    - **Capacity Builder:** The second map is a capacity builder that is meant for FNS staff, State agencies, and partners to use to conduct needs assessments and planning. The Capacity Builder allows users to identify areas of need using the percentage of Free and Reduced Price (F/RP) children eligible under the School Meals Program in each census block group. The need can also be assessed by the total number of eligible children in a block group which can also help to 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 HUD housing, libraries, and churches.

http://cacfpsfsp.maps.arcgis.com/apps/OnePane/basicviewer/index.html?appid=d37b85538642426c903758752132da69

- **The USDA ERS Food Environment Atlas:** The Atlas has SNAP-authorized retailers and farmers markets that report accepting SNAP (and WIC). It also includes Socioeconomic and Health characteristics including obesity rates. http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx

- **The UDS Mapper** is a comprehensive tool that can be daunting as it contains a lot of data. The Mapper has sliders for threshold levels of interest (i.e. percent of population at or below 100 percent FPL). Unfortunately there is no pre-set slider for 185 percent. The Mapper is free, but requires registration. http://www.udsmapper.org/

- **Other resources:**
  http://www.policymap.com/maps
  http://cares.missouri.edu/portfolio/item/missouri-map-room/
  http://factfinder2.census.gov/
  www.communitycommons.org
  www.healthlandscape.org

- **Community Eligibility Provision (CEP):** The CEP provides an alternative to household applications for free and reduced price meals in local educational agencies (LEAs) and schools in high poverty areas. 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 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. These schools 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.
- **Worksite Wellness Initiatives:** To deliver worksite wellness programs, SNAP-Ed providers can work with Human Resource (HR) staff to ensure that 50 percent of the employees at the worksite are at or below 185 percent FPL. The Bureau of Labor Statistics maintains a website with mean and median wages for different occupations at http://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. 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 185 percent FPL for an average SNAP household with at least one member who earns income. More than half of workers must earn annual wages comparable to 185% of the FPL for the state 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 multi-component worksite wellness program.

- **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 on-line 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.
- **County Fair - Pro-rating Expenses:** Certain annual events, such as a State or County Fair, may not be located in low-income areas but have the potential to reach of a large number of 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 130 percent of the FPL, or the gross income required to confer SNAP eligibility.

A needs assessment will help target SNAP-Ed effectively. FNS recommends that States maximize the SNAP-Ed investment by targeting first women in households with children and then children themselves since these two groups comprise the majority of persons receiving SNAP benefits as stated in the Guiding Principles. *Characteristics of SNAP Household Reports*, based on SNAP Quality Control data, are available at: http://www.fns.usda.gov/characteristics-supplemental-nutrition-assistance-program-households-fiscal-year-2012

2. Nutrition/physical activity-related behavioral and lifestyle characteristics of the State target audience. Examples of characteristics that may enhance the ability to develop, target, and deliver appropriate nutrition education and obesity prevention services include dietary and food purchasing attitudes and habits, social and cultural values and norms, and where and how the SNAP-Ed population eats, engages in physical activity, redeems SNAP benefits, lives, learns, works, and plays.

3. Availability of other nutrition and or physical activity-related programs, services, and social marketing programs that target low-income populations in the State. Examples include WIC, Team Nutrition, CNP, 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. **Team Nutrition** is an initiative of FNS to support the CNPs 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 http://healthymeals.nal.usda.gov/. Having information about the work of others that serve a similar population may help to identify potential partners for collaboration and avoid duplication of existing services.

4. Areas of the State where the target audience is underserved or has not had access to SNAP-Ed previously. Identify what efforts will be undertaken to address and build long-term capacity in underserved areas.

5. Implications of needs assessment. Provide a brief summary of the implications of the needs assessment findings, i.e. *how has the State applied the needs assessment to the current year's SNAP-Ed Plan?*

Section B: Goals, Objectives, Projects, Campaigns, Evaluation and Coordination Appendix A, Template 2

Identify the State's goals and objectives for SNAP-Ed and the methods it will use to achieve them consistent with the needs assessment and the current availability of other nutrition education and obesity prevention services.

1. Identify State SNAP-Ed goals and accompanying measurable objectives. Goals should be population-based and health-related focusing on nutrition and physical activity needs. They should illustrate the overall purpose of SNAP-Ed. **FNS encourages States to select a limited number of behaviorally-focused, measurable objectives for each goal.** A well-written and clearly defined SMART objective is:

- Specific - Identifies a specific event or action that will take place.
- Measurable - Quantifies the amount of change to be achieved.
- Appropriate - Logical and relates to the State's SNAP-Ed goals.
- Realistic – Practical, given available resources and proposed SNAP-Ed activities.
- Time specific - Specifies a time by which the objective will be achieved within the fiscal year(s) of the Plan.

Objectives may include a behavioral focus as well as related process objectives. An example of a State-level process objective: *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.* The SNAP-Ed Evaluation Framework population results indicators is a useful tool for setting goals and objectives.

State goals and objectives should be linked conceptually to the project or local level objectives described in the next section. An explanation of how the results of the needs assessment support the chosen objectives should be provided.

2. Select and describe the planned nutrition education and obesity prevention projects, strategies, and interventions that support goals and objectives listed in number 1 and how these meet the assessed nutrition, physical activity, and obesity prevention needs of the target population.

States must select evidence-based nutrition education and obesity prevention projects, strategies, and interventions. An effective program will use interventions across multiple levels of the SEM and/or include community and public health approaches as described under Comprehensive SNAP-Ed Projects and Plans in the Overview section on page 29. 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 are:

- Reach the target population
- Effectiveness or efficacy
- 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.

More information on RE-AIM can be found at http://www.re-aim.hnfe.vt.edu/index.html

3. For each project, strategy, or intervention provide the following:

a. The objectives that the project/intervention supports. Project level objectives should not be selected in isolation, but should support State SNAP-Ed goals.
   Example of a project-level objective: *By the end of the school year, students will report that they have tried at least one new vegetable grown in their school's garden.*

b. The target audience that will receive the project/intervention, specifying all relevant characteristics and results of your needs assessment. Section A.
c. A brief explanation of how project delivery will focus nutrition education and obesity prevention efforts on the SNAP-Ed population.
d. Description of project implementation features, giving particular attention to: behavioral or environmental changes, key educational messages, how and where services will be delivered, partner organization roles and contributions, duration of project, and the projected total number of individuals, sites, or systems participating or reached.
e. A brief summary of the existing evidence base or research that supports the proposed approaches and target audience. Indicate the extent to which prior studies demonstrate the feasibility and effectiveness of the proposed intervention methods.
f. A justification for adapting or changing an identified intervention/project method or strategy.
g. Evaluation should assess whether local practitioners are implementing the evidence-based intervention with fidelity. Program fidelity means that the intervention was implemented as designed. In some cases, you may need to adapt the original evidence-based intervention to meet the needs of your target audience. Under such circumstances it is important to document what changes were made and how they were implemented.
h. The title, author, source, and description of existing materials that will be used in the delivery of the project/intervention. Specify if materials are in languages other than English. If there is a cost for these materials, provide a justification for using proposed materials versus those that are available at no cost. FNS recommends that States use FNS, CNPP, or other Federal governmental agency developed or recommended materials where possible.

4. **FNS recognizes the importance of SNAP-Ed evaluation. 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 that you can direct SNAP-Ed resources to the most effective programs. Evaluation is needed for effective project/program management, efficiency, and accountability;
   - Data obtained is important as part of a continuous improvement cycle to enhance SNAP-Ed interventions over time;
   - 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;
   - Status and available results are reported in annual reports.

   FNS encourages States to publish and disseminate findings from their evaluation of SNAP-Ed projects so that 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, the Agency recommends that this activity be covered through overhead costs that are supported by indirect costs.

   The following types of evaluation are appropriate and may be included in State Plans. The definitions for the different evaluation types can be found in Nutrition Education: Principles of Sound Impact Evaluation at http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation.

- Formative - involves pre- and ongoing testing of consumer and intermediary elements within program delivery including messaging, consumer communication materials, training and intervention aids, and evaluation instruments. May be used to adapt elements of an existing evidence-based intervention to a new audience, geographic area, or setting.
- Process - can involve such measures as tracking the number of materials distributed, counting the number of clients reached, effectiveness of alternate methods of delivering services and/or barriers to implementing the intervention; helps to assure fidelity that an evidence-based intervention is delivered as designed and thus likely to result in the expected outcomes;
- Outcome - demonstrates changes that occur in the presence of an intervention but do not establish cause and effect conclusions; and
- Impact - indicates how effective the intervention was in changing the target populations' behavior.

Whenever a State carries out a SNAP-Ed evaluation activity that costs more than $400,000 in total, FNS strongly recommends that an impact evaluation be conducted. This is regardless of whether the $400,000 is spent in one or multiple years. 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.

The impact assessment should meet the criteria described in the FNS Principles of Sound Impact Evaluation found at http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation The Agency requests descriptions of all proposed evaluation activities. For each evaluation, please indicate:

- Project(s) or interventions with which it is associated;
- Type of evaluation as primarily a formative, process, outcome or impact assessment;
- Question(s) to be addressed by the evaluation;
- Approach to conducting the evaluation, including scope, design, measures, and data collection;
- Plans for using the results;
- Whether or not the project has been evaluated previously, along with the most recent year in which the evaluation was done; and
- Evaluation cost.

For more information about evaluation, see Appendix C of this SNAP-Ed Guidance and the following:

- FNS's SNAP-Ed Evaluation Framework https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates
- University of North Carolina Center for Health Promotion and Disease Prevention: Evaluating policy and environmental change interventions http://evaluationpse.org/home.do
- Nutrition Education: Principles of Sound Impact Evaluation at 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://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf

- Evaluation and Related Resources, Journal of Nutrition Education: 33, Supplement 1, 2001
- Evaluating Social Marketing in Nutrition: A Resource Manual http://www.fns.usda.gov/sites/default/files/evalman-2.PDF
- WIC Evaluation Resource Guide at http://www.fns.usda.gov/wic-evaluation-resource-guide

5. Describe efforts to coordinate, complement, and supplement other FNS programs in order to deliver consistent behavior-focused nutrition and obesity prevention messages. States must consult and coordinate with State and local operators of other FNS programs such as WIC, and CNPs when developing their SNAP-Ed plan so that SNAP-Ed complements the nutrition education and obesity prevention activities of those programs. See details in Coordination and Collaboration Requirements of Section 1.

A written agreement such as a Memorandum of Agreement or Understanding that outlines 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. Written agreements are required for all other collaborations that involve any type of financial or budget management issues. 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 at the local level. A separate agreement for each local level project implemented under it is not necessary. The State-level 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 there would be one agreement signed between the State WIC agency and the State SNAP agency that would include a list of all the local level 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, then a written agreement for each local project is needed.

Section C: Staffing Appendix A, Template 3

Please note that all staff paid with SNAP-Ed funds should support the delivery of SNAP-Ed to the target audience. For each project, provide the following information for all paid staff that performs SNAP-Ed functions.

1. Position title (e.g., Nutrition Educator, Project Coordinator).

2. For each position title, attach a statement of work or position description outlining the duties associated with the SNAP-Ed project. This should clearly show how the position supports the delivery of planned SNAP-Ed activities.

3. For each position title, provide the Full Time Equivalents (FTEs) that will be funded through SNAP-Ed. FTEs are defined in Appendix C: Definitions. States may use their own definition of FTEs for purposes of reporting SNAP-Ed staffing needs in this section, but should provide their definition with an explanation of how FTEs are calculated.

4. For each position title, provide the percentage of SNAP-Ed time the position will spend performing management/administrative duties (including training and professional development) and the percentage of SNAP-Ed time that the position will spend on SNAP-Ed direct delivery, multilevel interventions, and community and public health approaches

including PSE efforts. This information should coincide with information provided in the attached statement of work/position description.

5. For each key position title, provide the total annual salary, total SNAP-Ed salary, benefits and wages. An estimate may be used for the budget, but actual time spent must be used for billings.

6. Retain onsite for Management Evaluation (ME) review: for each key management position title, a one page resume or curriculum vitae (CV) for the individual proposed to fill that position demonstrating relevant expertise and experience. If a person has yet to be identified for the position, please indicate that and retain such documentation once the person has been identified.

Section D: Budget Summary, Appendix A, Template 4

Contracts, Grants or Agreements for Nutrition Education Services

If the State agency intends to contract for SNAP-Ed with sub-grantees list each sub-grantee that is a recipient of Federal grants, cooperative agreements, or contracts related to SNAP-Ed. Attach a copy of any interagency agreement(s) that identifies how Federal funds will be paid between the State or county agency and/or other agencies. Include the following for each sub-grantee:

- Name of Sub-Grantee
- Total Funding for Contract, Grant, or Agreement
- Federal Funding Requested
- Description of Services and/or Products
- Cost of Services and/or Products
- One-page resumes or CVs for key management personnel (retain onsite for ME review rather than submitting)

1. Project Costs

For each sub-grantee, provide the Federal cost for each planned project. Provide a detailed breakdown that includes at a minimum the information contained in Appendix A, Template 4.

2. Travel

Travel requests should be identified for in-State and out-of-State purposes. States must justify the purpose of the travel and describe how the travel request supports the State's SNAP-Ed goals and objectives. State Agency as well as Implementing Agency staff may travel for SNAP-Ed purposes. Refer to Appendix C, for more information on travel. Provide the following information in the SNAP-Ed budget:

In-State Travel

- Travel Purpose - how attendance will benefit SNAP-Ed program goals and objectives, justification, destination (city, town, or county or indicate local travel), number of staff traveling, cost
- Total In-State Travel Cost

Out-of-State Travel

- Travel Purpose and/or Name of Conference - how attendance will benefit SNAP-Ed program goals and objectives, destination (city and State), number of Staff traveling, cost
- Total Out-of-State Travel Cost

Section E: Assurances Appendix A, Template 5

To assure compliance with policies described in this Guidance, the SNAP-Ed Plan should include the following assurances, that:

1. The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight of any sub-grantees. The State SNAP agency is fiscally responsible for activities funded with SNAP funds and is liable for repayment of unallowable costs.

2. Efforts have been made to target SNAP-Ed to the SNAP-Ed target audience.

3. Only expanded or additional coverage of those activities funded under EFNEP may be 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 targeted individuals. In no case may activities funded under the EFNEP grant be included in the budget for SNAP-Ed.

4. Contracts are procured through competitive bid procedures governed by State procurement regulations.

5. Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and Office of Management and Budget (OMB) regulations governing cost issues. A State agency is responsible for civil rights compliance of its sub-grantees, contractors, and sub-recipients. The State SNAP agency (the cognizant agency) is responsible for ensuring the compliance of all funded providers.

6. Program activities do not supplant existing nutrition education and obesity prevention programs, and where operating in conjunction with existing programs, enhance and supplement them. This applies to all activities and costs under the Federal budget.

7. Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.

8. All materials developed or printed with SNAP-Ed funds include the appropriate USDA non-discrimination statement, credit SNAP as a funding source, and a brief message about how SNAP can help assure a healthier diet and how to apply for SNAP benefits.

Section F: Signatures Appendix A, Template 6
The SNAP-Ed Plan should be reviewed and signed by both the State SNAP agency Nutrition Coordinator or the State SNAP Director and a State SNAP agency fiscal reviewer prior to submission.

Sample Multi-Year Planning Guide for a Three-Year Plan

Template Name	Year Completed			Submission Details
	Year 1	Year 2	Year 3	
Template 2. Section A. Identifying and Understanding the Target Audience	✓			Completed with the initial SNAP-Ed Plan submission.
Template 2. Section B. Part 1.a. State Level SNAP-Ed Goals	✓			Use consistent goals for the 3-year Plan.
Template 2. Section B. Part1.b. State Level Objectives	✓			Objectives should be progressive and reflect the dynamic nature of a multi-year project as it evolves over the years in support of program goals. States may amend nutrition education and obesity prevention activities during the 3-year cycle and submit a Plan amendment as necessary.
Template 2. Section B. Part 2. SNAP-Ed Projects, Campaigns	✓			
Template 2. Section B: Part 3. SNAP-Ed evaluation Part 4. Coordination	✓			
Template 3. Staffing	✓			Submit estimates for each year with the initial Plan submission. Complete updates with Plan amendments, as necessary.
Template 4. Budget Information	✓	✓	✓	Submit a projected budget for the 3-year Plan. Submit line item budgets and budget narratives annually showing changes and details for upcoming fiscal year.
Template 5. Assurances	✓			Complete and submit in year 1 for the full 3-year cycle.
Template 7: Signatures	✓	✓	✓	Submit a signature page for the initial Plan and any Plan amendments.
Template 8: Time and Effort Documentation	✓			As required by SNAP-Ed Guidance and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.
Template 9: EARS Reporting	✓	✓	✓	

Plan Amendments

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 there is a change in the scope of activities or an increase in the budget by 5 percent or $100,000, cumulative for the current fiscal year, whichever is less. A change in the scope of activities is defined as requests for payment of new or substantially revised SNAP-Ed activities. Examples include, but are not limited to, the incorporation of new environmental or public health approaches, significant expansion or reduction of activities.

Other instances when a Plan amendment may be necessary are whenever there are significant budgetary changes such as requests for additional Federal funds not to exceed the total State grant allocation, contract changes greater than 10 percent of the said contract amount, or anticipated carryover of funds greater than 10 percent of the current fiscal year allocation. Carryover of funds refers to the act of designating unspent funds as funds that will be used in the next fiscal year. **FNS recommends that States consult with their respective Regional Offices for technical assistance prior to submitting an amendment.**

In the amendments, States should indicate whether the request is for a new or revised project and whether funds will come from carryover funding or from another 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. Amendments may be submitted electronically or by mail to the FNS Regional Office.

Annual Report

The SNAP-Ed Annual Report that describes project activities, outcomes, and budget for the prior year must be submitted by January 31 of each year. Under extenuating circumstances, States may request to extend the deadline for the Plan Annual Report by written request to the FNS Regional Office.

Annual Report of SNAP-Ed Activities:

Summarize the nutrition education and obesity prevention projects implemented and related achievements in the previous fiscal year. 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.** The report should describe annual and longer-term progress toward achieving objectives and otherwise synthesize accomplishments and learning that are expected to modify current- or future-year objectives, targeting, interventions and partnerships. States that are using the *SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators* are strongly encouraged to report their State outcomes for priority indicators using the Optional Template (Reporting SNAP-Ed Priority Outcome Indicators – FNS's SNAP-Ed Evaluation Framework) found in Appendix B. This Template can be submitted as an Attachment to the Annual Report.

Appendix A, Template 7 has two sections, A and B. Section A will assist State agencies in summarizing information about approved SNAP-Ed activities implemented in the previous fiscal year. Section B assists State agencies in summarizing significant evaluation activities (those costing more than $400,000 or those that may contribute meaningfully to the

evidence base of SNAP-Ed activities) by providing key discussion points to include in the report in order to describe the methods and results of each approved Program objective.

Section A. SNAP-Ed Narrative Annual Report

The SNAP-Ed Narrative Annual Report allows a State to highlight accomplishments for areas of practice and discuss areas needing improvement. The purpose of section A is to describe the State's nutrition education and obesity prevention activities implemented during the previous fiscal year.

1. **SNAP-Ed Program Overview**: Provide a one page (not more than 500 words) executive summary of SNAP-Ed activities, outcomes, and progress toward SNAP-Ed goals during the reporting fiscal year.
2. **SNAP-Ed Administrative Expenditures**: Provide the percentage and total value of the total administrative expenditures.
3. **SNAP-Ed Evaluation Reports Completed for this Reporting Year**: Identify the type(s) of SNAP-Ed evaluations by project that resulted in a written evaluation report. Include methods, findings, and conclusions.
4. **SNAP-Ed Planned Improvements**: Describe any modifications the State plans to make in the next fiscal year to improve the effectiveness of specific SNAP-Ed activities and/or to address problems experienced during the past year.
5. **Appendices**: Attach evaluation reports included under item # 3 above. States may also provide a brief description or information that highlights other SNAP-Ed activities and outcomes that are not reported under the sections above.

Section B: Annual Report Summary for Outcome and Impact Evaluations

Section B provides guidance on key information to include in the summary of evaluation results. Examples are provided in Appendix A Template 7 Section B. Include the following information by project, including direct education, social marketing program, and PSE efforts to ensure that the report meets the basic requirements.

1. **Name and characteristics of nutrition education and obesity prevention project or initiative.** If multiple target audiences, interventions, and evaluations were included in the impact evaluation, list them by name.
2. **Describe the research question being studied.**
3. **Key evaluation outcome(s) or impact(s).** Identify each outcome or impact being assessed by the evaluation. *Has there been PSE change that supports behavior change? Are there changes in participant BMIs? See the SNAP-Ed Evaluation Framework's Population Results indicators for impacts.*
4. **Evaluation target (participants).** Describe the population being evaluated and its size.
5. **Study design including assignment to intervention and control or comparison conditions.** An impact evaluation requires comparing the people, channel or systems, or community that receive the intervention being evaluated i.e., referred to as the treatment or intervention group, to those who do not receive any intervention i.e., the control group and/or to those who receive another kind of intervention i.e., comparison group.

a) Describe the unit of assignment to intervention and control groups. For example, an intervention focused on youth may assign school districts, individual schools or community youth organizations, classrooms, or individual students to intervention and control groups; similarly an intervention with qualifying supermarkets or worksites may assign intervention or control conditions by site, geographic region, type of store/industry, or other factors that make legitimate comparisons.

b) Describe how the assignment to intervention and control groups was carried out. Be explicit about whether or not the assignment was random. For example, ten kindergarten classes were randomly assigned to intervention and control groups.

c) Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

6. **Outcome and Impact Measure(s).** For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, behavior, PSE change or something else. Each measure should be characterized in terms of its nutrition or obesity prevention focus, e.g. *was a policy implemented making an improvement in a school nutrition or physical activity environment*. Finally, indicate if outcome or impact data were collected through observation, self-report, or another method.

   Describe the points at which data were collected from intervention and control group participants. For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends, or follow-up some weeks or months after the intervention ends.

7. **Results**. Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and control group participants measured at each point. Describe any tests and results that are statistically significant.

8. **Reference.** Provide a contact for additional details and a reference to any other report of the evaluation. **Include whether the results will be submitted for publication and if so where.**

Education and Administrative Reporting System (EARS)

The EARS Form (FNS-759) which is available on the SNAP-Ed Connection at https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system is an administrative tool used to collect annual uniform data and information on SNAP-Ed activities. Data elements collected include demographic characteristics of participants receiving SNAP-Ed benefits, topics covered by educational interventions, education delivery sites, education strategies, and resource allocation. Data should be entered into the Food Program Reporting System (FPRS) by December 31.

The EARS form has been approved through August 31, 2016. FNS is in the process of examining EARS and alternative comprehensive data collection, reporting, and evaluation systems that might accommodate management of data related to activities and interventions associated with post-HHFKA SNAP-Ed programming. On August 17, 2015, a notice was published in the Federal Register (80 FR 49198) inviting public comment on a revised EARS form that will collect data related to some HHFKA provisions.

An EARS Online Training Module is available on the SNAP-Ed Connection at

https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system/ears-training and can be used as a training resource for new staff, a refresher tool for existing staff, or as a reference tool.

Both the State Agency and its SNAP-Ed implementing agencies play critical roles with EARS.

The State SNAP Agency is responsible for:

Providing training and technical assistance to SNAP-Ed implementing agencies regarding the collection of EARS data;

Reviewing and monitoring SNAP-Ed implementing agencies' collection for EARS to ensure that it is accurately collected and reported;

Using the EARS data, if desired, to inform the annual SNAP-Ed State Plan process, generate reports for State partners and stakeholders, and generate awareness regarding SNAP-Ed services in the State;

Submitting the EARS form using the online submission system by the submission date; and

Participating in Regional EARS trainings.

SNAP-Ed Implementing Agencies are responsible for:

Collecting, compiling, and submitting accurate EARS data to the State Agency in a timely manner;

Providing training and technical assistance to local SNAP-Ed providers regarding the collection of EARS data;

Attending State or Regional trainings on EARS;

Using EARS data to inform the planning and management process as appropriate; and

Reviewing and monitoring the collection of accurate and timely EARS data at the project level to ensure that it is accurately collected and reported in the manner specified on the EARS form.

Management Evaluations

Management Evaluation (ME) Review of State SNAP-Ed Projects Performance Reporting System, Management Evaluation OMB No. 0584-0010

Although not a direct part of the SNAP-Ed Plan, the information about MEs can assist in the development of SNAP-Ed Plans to remind States of the documentation they must be able to provide during an onsite review.

Selection of SNAP-Ed projects for on-site ME reviews should be based on one or more of the following factors:

- Amount of expenditures over the past FY relative to other States in the region with similar population demographics and program scope;
- 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; and
- 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 sub-grantees' 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 Web site.
- States are adhering to Civil Rights and EEO requirements.

SNAP-Ed Management Evaluation Guide

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		Yes	No
As per SNAP-Ed Guidance	Has the 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?		
§272.2(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 maintain agreements for services provided by State or local agencies or community organizations?		
§272.2(d)(2)(iv)	Are all interventions appropriate for the low-income population defined as SNAP 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?		
§272.2(d)(2)(v)	Does the SA describe its methods to identify its target audience, including low-income individuals eligible to participate in SNAP, other means-tested Federal assistance programs, and individuals residing in communities with a significant low-income population?		
§272.2(d)(2)(vi)(A)	Does the SA use the SNAP-Ed grant to fund the administrative costs of planning, implementing, operating, and evaluating its program in accordance with its approved SNAP-Ed plan? -Are costs allowable, necessary, and reasonable?		

§272.2(d)(2)(vi)(B)	Does the SA's SNAP nutrition education and obesity prevention activities include a combination of educational strategies accompanied by environmental supports?		
§272.2(d)(2)(vi)(B)	Are the activities designed to facilitate voluntary adoption of healthy food and physical activity choices and other nutrition-related behaviors?		
§272.2(d)(2)(vi)(B)	Are the nutrition education and obesity prevention activities delivered through multiple venues?		
§272.2(d)(2)(vi)(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)(vi)(B)	Are all strategies and interventions evidence-based?		
§272.2(d)(2)(vi)(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)(vi)(B)	Are there practice-based strategies and interventions that reflect case studies, pilot studies, and evidence from the field on nutrition education interventions (including emerging interventions) that demonstrate obesity prevention potential?		
§272.2(d)(2)(vi)(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?		

Citations		Yes	No
§272.2(d)(2)(vi)(D); SNAP-Ed Guidance	Does the State use Approach Two and/or Three in addition to Approach One: individual or group-based nutrition education, health promotion, and intervention strategies comprehensive, multi-level interventions at multiple complementary organizational and institutional levels; community and public health approaches to improve nutrition		
§272.2(d)(2)(vii)	Does the SA coordinate, and report, activities with national, State, and local nutrition education and health promotion initiatives and interventions?		
§272.2(d)(2)(vii)	Does the SA maintain copies of Memoranda of Agreement/Understanding with organizations it coordinates with for the provision of services when SNAP-Ed funds are involved?		
§272.2(d)(2)(ix)	Does the SNAP-Ed funding remain under the administrative control of the SA?		
§272.2(d)(2)(x)	Does the SA meet FNS fiscal recordkeeping and reporting requirements, including: -All SNAP-Ed expenditures are reported on the Financial Status Report SF-425 -SA collects and reports State and private contributions to the SNAP-Ed activities through the EARS via FNS-759		
§272.2(d)(2)(xi)	Does the SA provide additional information regarding the type of nutrition education and obesity prevention activities offered and the characteristics of the target population served to determine whether SNAP-Ed goals are being met? -Does the SA periodically evaluate whether or not it is meeting SNAP-Ed goals?		
65-§272.2(d)(2)(xii)	Did the SA submit its SNAP-Ed Annual Report by January 31st for the last fiscal year's operations? -Did the report describe SNAP-Ed Plan activities, outcomes, and budget?		
§272.2(e)(6)	Did the SA submit its SNAP-Ed Plan by August 15th? -Was the plan complete and correct as originally submitted?		

Civil Rights

Citations		Yes	No
FNS Instruction 113-1	Does the SA provide annual civil rights training for all SNAP-Ed agencies? -Civil Rights training is current and accurate? -Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance?		
FNS Instruction 113-1	Does the IA provide annual civil rights training for all front-line personnel? -Civil Rights training is current and accurate? -Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance? Civil Rights training includes the nine mandatory topics (Collection and use of data; effective public notification systems; complaint 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)?		
FNS Instruction 113-1	Does the SA monitor IA civil rights compliance as part of SNAP-Ed reviews? -Civil Rights review questions or prompts are included on SA standard review forms?		
FNS Instruction 113-1	Nutrition education and related services/benefits are provided free from discrimination? - Materials developed and used are appropriate for audience -The education provided and materials used are culturally appropriate -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 -Bilingual staff are provided as needed; minimally, the presenter/educator has a way to communicate with all participants		
FNS Instruction 113-1	Materials contain the required USDA non-discrimination statement in its entirety. 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", version 475-B) posters are posted whenever and wherever SNAP-Ed services/education/interventions are provided?		

Section 3

Financial and Cost Policy

The Financial and Cost Policy Section describes policy changes as required by Section 28 of the Food and Nutrition Act (FNA) of 2008. This section also describes the impact of these policy changes 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.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards . The Uniform Guidance consolidates the guidance previously contained in several citations (OMB Circulars A-21, A-87, A-110, and A-122 {which have been placed in OMB guidance}; Circulars A-89, A-102, and A-133; and the guidance in Circular A-50 on Single Audit Act follow-up) into a streamlined format that aims to improve both the clarity and accessibility. This Uniform Guidance is located in Title 2 of the Code of Federal Regulations.

State Agency Requirements

1) 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 one or more years. The State agency must identify the uses of funding for State or local projects and show that 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.

Federal Financial Participation and Allocation of Grants

How did FNS determine initial State allocations of SNAP-Ed funds and how will FNS continue to allocate funds?

Each State agency that submitted an approved fiscal year 2009 SNAP-Ed Plan received a 100 percent Federal grant in fiscal year 2011 and continues to receive a grant each fiscal year to operate SNAP-Ed upon submission of an approved SNAP-Ed Plan. FNS allocates grant funds to States based on their shares of national SNAP-Ed expenditures for fiscal year 2009, as reported in February 2010. The 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.

FNS will allocate grants by:

- Determining annually each State's share of the SNAP-Ed funding provided for each fiscal year in the FNA. Fixed amounts of funding were provided for the program years 2011 through 2015;

- Determining the amount available during the preceding fiscal year as adjusted to reflect any increases for the 12-month period ending the preceding June 30th in the Consumer Price Index for All Urban Consumers published by the Bureau of Labor Statistics of the Department of Labor for fiscal year 2016 and each subsequent year; and
- Allocating the available funding each fiscal year using a formula that factors in State shares or percentages of the base 2009 Federal SNAP-Ed expenditures, building progressively to a 50/50 weighting of expenditures to national SNAP participation from fiscal year 2014 to fiscal year 2018 and beyond.

State allocations for SNAP-Ed grants were determined for FY 2013 and thereafter as follows:

(1) For fiscal year 2013, the State's percentage of national SNAP-Ed expenditures for FY 2009, as reported in February 2010;

(2) For fiscal year 2014, 90 percent based on the State's percentage of national SNAP-Ed expenditures for FY 2010, as reported in February 2011, plus 10 percent based on the State's percentage of national SNAP participation for the 12-month period February 1, 2012 to January 31, 2013;

(3) For fiscal year 2015, 80 percent based on the State's percentage of national SNAP-Ed expenditures for FY 2011, as reported in February 2012, plus 20 percent based on the State's percentage of national SNAP participation for the 12-month period February 1, 2013 to January 31, 2014;

(4) For fiscal year 2016, 70 percent based on the State's percentage of national SNAP-Ed expenditures for FY 2012, as reported in February 2013, plus 30 percent based on the State's percentage of national SNAP participation for the 12-month period February 1, 2014 to January 31, 2015;

(5) For fiscal year 2017, 60 percent based on the State's percentage of national SNAP-Ed expenditures for FY 2013, as reported in February 2014, plus 40 percent based on the State's percentage of national SNAP participation for the 12-month period February 1, 2015 to January 31, 2016; and

(6) For fiscal year 2018 and thereafter, 50 percent based on the State's percentage of national SNAP-Ed expenditures, and 50 percent based on the State's percentage of national SNAP participation for the previous 12-month period ending January 31.

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 ahead of current year funds. Should a participating State agency notify FNS that it will not obligate or expend all of the funds allocated for a fiscal year, FNS may recover the unobligated, unexpended funds and reallocate them to other participating State agencies that have approved SNAP-Ed Plans during that fiscal year or the next fiscal year. The reallocated funds received by a State will be considered part of its base 2009 allocation for the next fiscal year for the purpose of determining allocation; funds surrendered by a State will not be considered part of its base 2009 allocation for that purpose.

Fiscal Recordkeeping and Reporting Requirements

Form SF-425 State Agency 7CFR 277 OMB No. 0584-0067

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

2) **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.
3) **FNS-759, SNAP-Ed Education Administrative Reporting System (EARS).** This report captures data on the numbers of SNAP-Ed participants, their characteristics (such as ages, racial/ethnic identities, etc.), the types of SNAP-Ed services provided, the Federal and non-Federal sources of funding for SNAP-Ed, etc.
4) As part of the budget process, the State 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 obligate for SNAP-Ed activities by the end of the Federal fiscal year.

Allowable Costs

How can a State agency determine if costs are allowable?

Allowable costs are those for which 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; and
3. Conform to Government-wide and SNAP-specific rules for specific items of cost.

What activities are considered SNAP-Ed activities, therefore chargeable to a State's SNAP-Ed allocation?

The most fundamental Federal cost principle is that a cost must benefit a Federal program or program component in order to be reimbursable from Federal funds. **A cost that supports an activity that is 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 sub-grantee, 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, but are not limited to, the following:

1. Employing State Agency staff, such as Registered Dietitians with public health training or 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. Providing nutrition education and obesity prevention interventions to 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 low-income population. A person whose income is less than or equal to 185 percent of the Federal poverty guidelines is income-eligible for SNAP-Ed with certain exceptions.

3. Promoting and conducting physical activity to members of the SNAP-Ed population in conjunction with SNAP-Ed nutrition interventions or activities. Appendix E, Physical Activity.
4. Food-related gardening and food-related gardening education for nutrition education and obesity prevention. Appendix E, Gardening.
5. Breastfeeding Promotion - Activity must be conducted in collaboration with the WIC Program. Appendix E, Breastfeeding.
6. Collecting information for use in providing nutrition education and obesity prevention activities for the SNAP-Ed audience. Examples include but are not limited to: (a) simple measuring of height and weight by SNAP-Ed staff in determining BMI, as preparation for discussing the prevention or management of overweight and obesity; and (b) administering dietary intake questionnaires on nutrition knowledge and behaviors.
7. Evaluating SNAP-Ed projects and interventions as described elsewhere in this Guidance.

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

1. Medical Nutrition Therapy, Appendix C, Definitions of Terms
2. Providing SNAP-Ed services to persons not eligible for SNAP benefits. Appendix E, College and University Students
3. Clinical Health Assessments of SNAP-Ed population. This activity includes obtaining clinical data on members of the SNAP-Ed target audience. Such assessments include the measurement of cholesterol, blood glucose, or iron levels. Such activities are not part of SNAP-Ed.

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, but are not limited to, the following:

1. Reasonable Costs

   A reasonable cost is one that a reasonable, prudent person would opt to incur under the circumstances. Factors to consider in determining reasonableness include:

   a. Did the State agency receive a program benefit that is generally commensurate with the dollar amount incurred?

   b. Is the cost proportionate to costs incurred for other, comparable goods or services?

   c. What is the cost item's priority compared with competing demands on limited administrative resources?

2. Necessary Costs

   This refers to the cost item's relationship to the program's mission and objective(s). Factors to consider necessity include:

   a. Is the cost item needed to carry out the program?
   b. Can the cost item be foregone without adversely impacting the program's operations?
   c. Will incurring the cost duplicate existing efforts?

3. Allocable Costs

Allocation entails correlating costs with the program benefits obtained by incurring them. If a cost item benefits only SNAP-Ed, then 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. That portion must be proportionate to the benefit each program received.

To illustrate, a broader audience may benefit from a nutrition education effort whose cost is otherwise allowable under SNAP-Ed. In such a 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 likely SNAP-Ed low-income target audience that will receive the nutrition education and obesity prevention 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 from the SNAP-Ed target audience, 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 low-income target audience that may be reached.**

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. Since 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. Costs Requiring Prior Approval

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 that proposed equipment requests do not duplicate previous years' equipment purchases for the same project. Inventory records must be maintained for equipment that is 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.

b. Costs Related to State SNAP-Ed Plan Amendments.

Should a State agency make changes to a SNAP-Ed Plan, the State must submit a Plan amendment for Federal approval prior to incurring the related expenses in order to ensure that costs meet all criteria for allowability. Further, 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 7CFR 277 (OMB Circular A-87). See instructions regarding Plan Amendments in the ***SNAP-Ed Plan Process*** *in Section 2.*

Where are the Federal cost principles located?

Allowable costs are specified in the following sources:

OMB Guidance:

- 2 CFR 200 Subpart E (Cost Principles): cost principles for State and local governments, universities and institutions of higher learning, not-for-profit organizations, etc.

- 2 CFR 200 Subpart D (Post Federal Award Requirements): administrative requirements for universities, hospitals, and not-for-profit organizations, etc.

USDA departmental regulations:

- 2 CFR 416: administrative requirements for State and local governments;
- 2 CFR 400: administrative requirements for universities, hospitals, and not-for-profit organizations (USDA codification of 2 CFR 200)

Program-specific guidance:

- SNAP regulations at 7 CFR 277
- FNS policy statements

What specific items of cost are allowable charges to SNAP-Ed?

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 that 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, but are not limited to:

- 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 Federal minimum hourly wages established by the United States Department of Labor. The wages and salaries are not necessarily commensurate with compensation that would be paid to the individual when performing duties for which he/she is credentialed, but shall relate to the task they are actually performing for SNAP-Ed.

  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 university 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 institution 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
- Nutrition Education Reinforcement Materials. 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, utilities, etc. directly if they are already charged as indirect costs.

What specific cost items are not allowable as charges to SNAP-Ed?

Unallowable administrative expenses include, but are not limited to:

- Advertising and Public Relations - Except where incurred for recruitment of staff, acquisition of material for the grant, or publishing the results or accomplishments of the grant. Costs incurred to publicize the organization, as opposed to the grant, are unallowable.
- 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 that are primarily for amusement or social activities but there are exceptions. For example, OMB guidance cites meals might be allowable within the context of training. Other costs here might require a "reasonable judgment" based on program purpose and why or when the activity takes place.
- Fines and Penalties - Includes 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 his/her time to SNAP-Ed, the cost of his/her 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 277.4(e), the value of volunteer services does not represent any State expenditure or outlay, is therefore not a program cost, and is not payable to the State agency from Federal funds.

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

- Alumni Activities (2CFR 200.424)
- Commencement and Convocations (2CFR 200.429)
- Legal Fees Which Result From a Failure to Follow Federal, State, Tribal, Local or Foreign Laws. If certain conditions are met, the Federal government may allow some legal fees. (2CFR 200.441)
- Housing and Personal Living Expenses
- Interest, Fund Raising, and Investment Management – There are exceptions with prior approval (2 CFR 200.445) but if the cost is shown it needs to be examined in light of the exceptions.
- Any and All Political Party Expenses (2CFR 200.450{c})
- Scholarships and Student Aid - There are exceptions which should be reviewed if these costs appear in the budget. (2CFR 200.466)
- Student Activity Costs (2CFR 200.469)

Other Federal Policies Relevant to Administration of SNAP-Ed

Federal Royalty Rights

Under 2 CFR 200.315 (b), **FNS reserves a royalty-free, non-exclusive 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 Program Income from the sale of nutrition education materials such as videos, literature, etc. 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, re-production costs may be deducted from the gross amount of program income.

Partnering With Health Care Organizations

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 non-profit status is not relevant. There are three areas to consider carefully when initiating a new contract or managing an existing SNAP-Ed program that utilizes a health care organization:

1. Procurement regulations in some States or counties prevent awarding a contract to a private health care organization without a public notice allowing other health care organizations an opportunity to bid on the work. In addition, once a grantee moves beyond using other governmental services, procurement requirements become mandated. These include items such as the method of procurements and dollar limits.
2. While the nature of a public health care organization may mean that SNAP participants and eligible households will be involved, the health care organization should still validate that it meets target audience categories described in this Guidance. Additionally, the health care 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 health care organizations is generally for secondary prevention and medical nutrition therapy, which are not allowable SNAP-Ed expenditures.
3. Private, non-profit health care organizations receive the majority 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 would be difficult in this environment to clearly document costs and ensure they are charged to the correct grant or other cost objectives.

Potential Partnerships with Non-Profit Hospitals

SNAP-Ed focuses exclusively on community-based, non-medical primary prevention, while health care 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 health care entities that serve SNAP-Ed audiences on primary prevention projects that include education, marketing, and PSE interventions. Medical Nutrition Therapy is part of health care 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 health care 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 could donate their dietitians' time to help schools teach healthy eating, become sites for summer meals, or

farmers markets. For more information on this process States may refer to CDC's Resources for Implementing the Community Health Needs Assessment Process http://www.cdc.gov/chinav/index.html and New Requirements for 501(c)(3) Hospitals Under the Affordable Care Act https://www.irs.gov/Charities-%26-Non-Profits/Charitable-Organizations/New-Requirements-for-501(c)(3)-Hospitals-Under-the-Affordable-Care-Act.

Partnering With School Wellness Programs

The Child Nutrition and WIC Reauthorization Act of 2004 (Pub. L.108–265), required each local educational agency (LEA) participating in the National School Lunch Program (NSLP) and/or the School Breakfast Program (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 *Dietary Guidelines for Americans* 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. 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[12]. 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. A good example of coordination among wellness policies, FNS, and SNAP-Ed would be support for FNS's What's Shaking? initiative to help successfully reduce sodium in school meals. See http://healthymeals.nal.usda.gov/whatsshaking for more information.

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

[12] Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010 Proposed Rule, February 26, 2014

of other school wellness policy committee activities for which SNAP-Ed providers may contribute expertise and/or funds include: school-based nutrition and physical activity environmental assessments, healthy classroom checklists, integrating physical activity into the school day through activities such as instant recess, use of non-food items for rewards, school or community gardens, policies to allow use of school recreational facilities during non-school hours, walking school buses, and 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, 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 or preparing fruit and vegetables if such expenses do not duplicate other FNS program and are targeted at SNAP-Ed eligible populations. States should consult with Regional SNAP-Ed Coordinators should they have questions about which activities are allowable.

Examples of Allowable and Unallowable Costs

ALLOWABLE	UNALLOWABLE
Literature/Materials/Audiovisuals	
• 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 Food and Nutrition Service or Center for Nutrition Policy and Promotion 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	• 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 • Manufacturer's 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 is not consistent with the current *Dietary Guidelines for Americans* and MyPlate
Social Marketing Programs	
• Electronic, outdoor, indoor, transit, and print announcements of nutrition education- and obesity prevention-related activities for the SNAP-Ed target audience • Social and multi-media 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, web sites, and other digital content that is designed, tailored to, and predominantly promoted to the SNAP-Ed target audience	• Social marketing that targets the general population. In some instances, prorated costs based upon 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 *Dietary Guidelines for Americans* and *MyPlate* • Television and radio announcements/ advertisements that do not include a brief message about SNAP, its benefits, and how to apply

ALLOWABLE	UNALLOWABLE
Equipment	
• Purchase of office equipment. A county 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	• 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 BMI and calorie balance/physical activity
Food Samples, Supplies, and Provisions	
• Cost of food for recipe/taste testing purposes and 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	• Ongoing snack or food service • Meal sized portions or complete meal service • Cost of food provided as groceries or supplemental food
Nutrition Education and Obesity Prevention	
• 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, referral that includes a nutrition-related message based on Dietary Guidelines for Americans connected to the intervention • Classes on calorie balance (nutrition and physical activity) to manage weight consistent with the Dietary Guidelines for Americans • Activities that assist in advancing a nutrition education or obesity prevention-related community or environmental change for the low-income population	• Classes that are 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 • Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc. • Gym memberships, trainers, gym equipment, or facilities. Appendix E, Physical Activity

• The pro rata share of costs of classes that are provided in conjunction with another program, e.g., WIC, provided the State agency describes the method for allocating costs between the programs • Breastfeeding education, promotion, and support which is coordinated with WIC and which 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 multi-level interventions and/or public health approaches	• Clinical health screening (i.e., cholesterol testing, and blood glucose testing, etc.) • Distribution of nutrition education and physical activity reinforcement items costing over $4.00 each • Nutrition education costs that are 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 • Education provided to incarcerated or institutionalized persons who are not eligible for SNAP • SNAP-Ed activities delivered to most able-bodied students, ages 18 through 49, enrolled in college or other institutions of higher education at least half time. For information on students that may be eligible: http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm.
Space Allocation	
• 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	• Commercial rental space charges cannot be used for publicly owned space.

ALLOWABLE	UNALLOWABLE
Staff Compensation and Training Costs	
• SNAP-Ed-related training for program delivery staff • 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 health care providers serving low-income communities about SNAP-Ed activities in the community • Compensation for State agency staff to plan, oversee, and/or monitor the use of SNAP-Ed funds • Orientation of school, child care, or appropriate worksite food service staff on collaborative PSE change efforts	• The time volunteers of a non-public agency, e.g., faith-based organizations, many food banks, etc. 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 his/her credentials as opposed to the duties he/she is performing • University courses that are 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

ALLOWABLE	UNALLOWABLE
Costs Associated With Other Activities	
• 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 • 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	• 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 that they may attend nutrition education and obesity prevention classes, e.g., for childcare and transportation expenses • Childcare or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities

ALLOWABLE	UNALLOWABLE
Policy, Systems, and Environmental Changes	
• 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 policy, systems, and environmental changes	• 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 or permit fees for farmers markets or food retailers

Financial and Cost Policy Supplement

A. Costs Associated with Program Efforts

Physical Activity

The 2008 Physical Activity Guidelines for Americans (http://health.gov/paguidelines/guidelines/default.aspx) provide Guidance to help Americans improve their health through appropriate physical activities. FNS encourages States to include the related *2015-2020 Dietary Guidelines for Americans* key recommendation, to meet the *Physical Activity Guidelines for Americans*, in their SNAP-Ed Plans. Efforts to improve the health and fitness of program participants could include:

- 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 of weight loss.

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, 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.

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 cooperators may use nutrition education funds to develop nutrition education and physical activity material that is reasonable and necessary for SNAP-Ed purposes. Generally physical activity materials should include a nutrition education message that promotes healthy eating and link nutrition and physical activity. FNS encourages the use of existing materials, especially existing FNS and CNPP materials, and ones 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 cooperators 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

Examples of Beyond the Scope for SNAP-Ed Physical Activity Education and Promotion Costs

Examples of unallowable costs include, but are not limited to, costs incurred for: health club, gym, or fitness class membership fees; large expenditure equipment (e.g., bicycles, treadmills, ellipticals, weight sets, etc.); facilities (rental or modifications); and instructors for continuing exercise classes.

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, child care, or communities as examples.

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

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

Community physical activity information for youth is available at: http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_communities.pdf

Gardening

Food-based gardening is a beneficial activity that leads to the economical production and consumption of healthy and fresh food. Costs for the rental or purchase of garden equipment (tractors, etc.) or the purchase or rental of land for garden plots are not allowable. The purchase of seeds, plants, and 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. 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, i.e., 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. 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. More information about community gardening is available here: http://www.cdc.gov/healthyplaces/healthtopics/healthyfood/community.htm

Farmers Markets

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

- Working to bring farmers markets to low-income areas, such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits
- Providing obesity prevention interventions at farmers markets serving low income communities
- Partnering with organizations that offer incentives for the purchase of fresh produce at Farmers Markets
- Conducting food demonstrations and sharing appropriate recipes with shoppers
- 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

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

Breastfeeding

All SNAP-Ed activities that address the topic of breastfeeding must be planned and implemented in collaboration with the State WIC agency and State Breastfeeding Coordinator. The WIC Program should have the lead and primary role in all breastfeeding activities with SNAP-Ed supplementing existing WIC activities. A written agreement such as an Inter-agency Agreement or Memorandum of Understanding 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 lactation policies and promotion at low-wage work sites, child care facilities, or other community venues. More information about breastfeeding promotion is available at the Surgeon General's Call to Action to Support Breastfeeding at http://www.surgeongeneral.gov/library/calls/breastfeeding/calltoactiontosupportbreastfeeding.pdf, the WIC Works Resource System at https://wicworks.fns.usda.gov/breastfeeding, and CDC's breastfeeding page at http://www.cdc.gov/breastfeeding/..

Nutrition Education Reinforcement Materials

Nutrition education reinforcement materials refer to products given to the SNAP-Ed audience or those closely associated with SNAP-Ed. Such items convey nutrition messages and promote healthy nutrition and physical activity practices and may include for example measuring cups or pedometers. These items must have a direct relationship to program objectives and the desired nutrition or physical activity behavior change. Terms used to describe these items include enhancement items, home reinforcements, incentives, 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 that is 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;
- Be offered only after weighing and assessing other relative needs and cost effectiveness;
- Be of nominal value of $4.00 or less per item; and
- 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: celebratory items and items designed primarily as staff morale boosters; items that are not reasonable or necessary and/or have no nutrition education message; and any program incentive item intended for persons who are not SNAP-eligible or potentially SNAP-eligible.**

B. Administrative Efforts

College and University Students

Eligibility for SNAP Benefits and SNAP-Ed Services

Most able-bodied students ages 18 through 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. However, a student may be able to get SNAP benefits and participate in SNAP-Ed if otherwise income eligible and he/she:

- Gets public assistance benefits under a Title IV-A program;
- Takes part in a State or federally financed work study program;
- Works at least 20 hours a week;
- Takes care of a dependent household member under the age of 6;
- Takes care of a dependent household member over the age of 5 but under 12 and does not have adequate child care to enable him/her to attend school and work a minimum of 20 hours, or to take part in a State or federally financed work study program; or
- Is assigned to or placed in a college or a certain other school through:
  - A program under the Workforce Investment Act of 1998;
  - A program under Section 236 of the Trade Act of 1974;
  - An employment and training program under the Food and Nutrition Act; or
  - An employment and training program operated by a State or local government;
- Is a single parent enrolled full time in college and taking care of a dependent household member under the age of 12, if otherwise eligible.

Scholarships and Tuition

2 CFR 200.466 makes a distinction between scholarships, fellowships and other similar financial transactions, and tuition remission and similar work/study payments. For scholarships, costs may only be charged if (1) the purpose of the scholarship is for training of selected students, and (2) approval is granted by the grantor agency. There would need to be a necessary and reasonable judgment for approval of any scholarship payment shown as a cost to SNAP-Ed. In general, this is not a cost that would be necessary and reasonable 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 on the other hand may be allowable in whole or in part, depending on the situation. The criteria for approval are:

- There is a bona fide employer-employee relationship 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 due to the fundamental differences in our grants and other grants provided for nutrition education; and it is the institution's practice to similarly compensate students in non-Federally funded activities as well as 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 only be charged by the percentage of time that 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.

Documentation of Staff Time and Effort

Standards for documenting Staff time have changed with 2 CFR 200.430 (i), which is excerpted below. **Consultation with Regional Office staff will be necessary as the changes related to the Uniform Guidance are implemented.**

(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 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
(C) 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 tribes, 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. Such systems may include, but are not limited to, random moment sampling, “rolling” time studies, case counts, or other quantifiable measures of work performed.
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 project for audit.

Indirect Costs

Indirect cost is a general term for certain types of costs that are incurred by the grantee or sub-grantee in support of other allowable activities that are 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.
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 there was an office known as the Division of Cost Allocation or DCA. Due to budget cuts, the DCA no longer reviews or approves indirect costs for sub-grantees. 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 sub-grantees. 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. We retain 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, then 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 which 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, then 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 then allocated to the various grants operated. Indirect costs may be claimed by grantees for the cost of activities operated by sub-grantees. 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 that 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 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 that 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.

Cost of Travel and Conference Attendance

Travel expenditures are a variable cost. In order 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. States are reminded that 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:

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.

Travel Purpose and Justification

- Justify the purpose of the travel request.
- 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.
- Number of Staff Attending
- Identify and justify the number and type of staff making the travel request.
- For attendance at National level or out-of-State 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 due to locality, States may submit a request to their respective Regional Office for consideration of limited attendance beyond four staff.**

Per Diem Rates - The standard State or Federal per diem rates shall be applied. In addition, all travel restrictions found in the OMB regulations (e.g., no first-class tickets, etc.) shall be followed.

Section 4

Appendices

A SNAP-Ed Plan and Report Templates

B Supplementary Checklists and Templates
C Evaluation and Related Resources
D Compilation of Guidance Links to Resources
E SNAP-Ed Connection
F Notes about Materials
G Definitions
H Acronyms

Appendix A Templates for SNAP-Ed Plans and Reports

The following templates are provided for the completion of SNAP-Ed Plans and Annual Reports. Information for all Implementing Agencies should be consolidated where appropriate. Refer to Appendix G Definitions of Terms for terms used in these templates. The templates are available as stand-alone documents on the SNAP-Ed Connection at https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates and are fillable forms or Excel spreadsheets on the Web site.

Template 1. Identifying and Understanding the SNAP-Ed Target Audience (DOC|46 KB)
https://snaped.fns.usda.gov/snap/Guidance/Template1ANarrative.docx

Template 2. State Agency Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration (DOC|49 KB)

Template 3. SNAP-Ed Staffing Plan (DOC|42 KB) Template 4. Section A: SNAP-Ed Plan Budget Information By Project (for Sub-Grantees) (DOC|33 KB)

Template 4. Section B: SNAP-Ed Budget Information By Project (DOC|41 KB)

Template 4. Section C: SNAP-Ed Budget Information By Project (Travel) (DOC|43 KB)

Template 5. SNAP-Ed Plan Assurances (DOC|29 KB)

Template 6. SNAP-Ed Plan Signatures (DOC|34 KB)

Template 7. Section A: SNAP-Ed Narrative Annual Report (DOC|88 KB)

Template 7. Section B: SNAP-Ed Summary for Impact Evaluations (DOC|42 KB)

Needs Assessment Methodology and Findings

Needs Assessment Methodology

Concisely describe and justify your methodology for assessing the population health-related nutrition and physical activity needs of the State target audience. Sources of data may include obesity and poverty rates, racial/ethnic differences, tribal status, fruit and vegetable consumption, Behavioral Risk Factor Surveillance System data. Refer to Section 2 of this Guidance, Describing the Target Audience for other sources. Insure data is current, i.e., less than five years old.

A. Existing information (source, content, time frame):

Click here to enter existing information

B. New information collection (source and content):

Click here to enter new information collection.

Needs Assessment Findings

1. **Demographic Characteristics of SNAP-Ed Target Audience.** If information is available, discuss geographic location, race/ethnicity, tribal status, age, gender, family composition, education, and primary language. Reference the source(s) of any data described.

Target Audience	State
	Choose a State.
Click here to enter Target Audience.	
Click here to enter Target Audience.	
Click here to enter Target Audience.	
Click here to enter Target Audience.	
Click here to enter Target Audience.	

2. **State-Specific Diet-Related Health Statistics on Target Population**

   Provide State-specific data on child and adult obesity and diet-related diseases such as Type 2 diabetes and hypertension, for target population if available.

   Click here to enter State-specific diet-related health statistic.

3. **Other Nutrition-Related Programs Serving Low-Income Persons**

   Discuss the availability of other nutrition-related programs, services, and social marketing campaigns (i.e., EFNEP, Child Nutrition services, etc.).

   Click here to enter other programs.

4. **Areas of the State Where SNAP Target Audience Is Underserved or Has Not Had Access to SNAP-Ed Previously**

   Click here to enter text .

5. **Implications of Your Needs Assessment and How These Findings Were Applied to This Current Year's SNAP-Ed Plan**

1. State Agency Goals and Objectives

Identify your State's 3-5 population health goals and related objectives based on the needs assessment and current availability of other services. Use the SMART format.

a. State Level Goals

Click here to enter goals.

b. State Level Objectives

Click here to enter objectives.

2. Description of projects/interventions. The following information should be provided:

Project Title Click here to enter text.

a. Related State Objectives

Specify the objectives that the project/intervention will accomplish. Use the SMART format. Clearly state the purpose of the project.

Click here to enter text.

b. Audience

Specify the audience category as explained in Section A: Identifying and Understanding the Target Audience and other relevant characteristics of the proposed audience (e.g., age, gender, etc.). Describe how the project will focus education on the SNAP target audience.

Click here to enter text.

c. Food and Activity Environments

Describe how the project will reflect audience's awareness and access to healthy foods and beverages, and places to be physically active.

Click here to enter text.

d. Project Description for Educational Strategies

Note how you will implement the project: how and where it will be delivered, its duration, the projected number of participants, the frequency of contacts (number of classes, mailings, billboards, etc.), and key educational messages.
Click here to enter text.

Template 2 SNAP-Ed State Goals, Objectives, Projects, Campaigns,

e. Project Description for Marketing Strategies

Note how you will implement the program: how and where it will be delivered, its duration, the projected number of participants, and the frequency of messages, etc.

f. Evidence Base

Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the Checklist for Evidence-Based Approaches in Appendix E.

Click here to enter text.

g. Policy, Systems, and Environmental Changes

Provide a list of the specific strategies you will use to effect PSE changes for interventions where nutrition and physical activity education is provided. Environmental supports may include changes in organizational practices or a policy or systems change.

Click here to enter modification.

h. Use of Existing Educational Materials

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

Click here to enter existing education materials.

i. Development of New Educational Materials

Identify any new materials that you plan to produce or purchase and justify the need and cost.

Click here to enter existing education materials.

j. Key Performance Measures/Indicators (kpi)

List the key measures/indicators of implementation or performance that you will capture or collect. Identify if these are new measures/indicators not collected in the past. An example of an implementation measure is the number of PSAs delivered in each media market during the intervention. One associated performance indicator might be the percent of people in a media market who report hearing the message.

Click here to enter kpi.

Template 2 SNAP-Ed State Goals, Objectives, Projects, Campaigns,

3. Evaluation Plans

Describe any evaluation planned. For each evaluation, please indicate:

a. **Name:** the name(s) of each project(s) that will be a part of this evaluation;

Click here to enter name.

b. **Type:** the type of evaluation as primarily a formative, process, outcome or impact assessment;

Click here to enter type.

c. **Questions:** the questions(s) that will be addressed and;

- the approach to conducting the evaluation, including scope, design, measures and data collection;
- plans for using the results

Click here to enter questions.

d. **Evaluation:** if the project has been evaluated previously, note the most recent year in which the evaluation was done.

Click here to enter evaluation.

e. **Use of SNAP-Ed Evaluation Framework:** identify Evaluation Framework indicators that are used to help FNS track the use of these indicators.

4. Coordination Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.

Click here to enter coordination effort.

Staffing

Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalents (FTE), describe staff responsibilities as they relate to SNAP-Ed and note the funding amounts that will be paid by State and/or Federal funds.

Project Name:				
1. Position Title*	**2. FTEs** charged to SNAP-Ed**	**3. Description of Job Duties**		**4. SNAP-Ed Salary, Benefits, and Wages** *Federal Dollars only*
*Attach statement of work listing SNAP-Ed-related job duties for each position.	**Attach definition of FTE and basis for calculations.	Percentage of SNAP-Ed Time Spent on Management/ Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery, including all approaches described in Guidance Section 1	
Click here to enter title.	Click here to enter definition.	Click here to enter % of time.	Click here to enter % of time.	Click here to enter dollars.
Click here to enter title.	Click here to enter definition.	Click here to enter % of time.	Click here to enter % of time.	Click here to enter dollars.
Click here to enter title.	Click here to enter definition.	Click here to enter % of time.	Click here to enter % of time.	Click here to enter dollars.
Click here to enter title.	Click here to enter definition.	Click here to enter % of time.	Click here to enter % of time.	Click here to enter dollars.
Click here to enter title.	Click here to enter definition.	Click here to enter % of time.	Click here to enter % of time.	Click here to enter dollars.

Total	Click here to enter dollars.

Template 4 SNAP-Ed Plan Budget Information by Project Section A

7 CFR 272.2 (d)(2)(i) OMB No. 0584-0083

Budget Summary for Sub-Grantee

Refer to Appendix E for additional information on allowable costs.

1. Contracts/Grants/Agreements for nutrition education services
   Provide this information for each contract, grant, or agreement.
   a. Name of sub-grantee

      Click here to enter name.

   b. Total Federal funding, grant

      Click here to enter funding.

   c. Description of services and/or products

      Click here to enter description.

   d. Cost of specific services and/or products

      Click here to enter cost.

2. Project costs
   For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table.

Template 4 SNAP-Ed Plan Budget Information by Project Section B

7 CFR 272.2 (d)(2)(i) OMB No. 0584-0083

FY: Choose a year **SNAP-Ed Budget for each project**

State: Click here to enter state.

Sub-grantee Name: Click here to enter sub-grantee name.

	Expenses*	Carry-in from Previous FY	Current FY Budget	Non-Federal Support
1.	Salary/Benefits	Click here to enter $.	Click here to enter $.	Click here to enter $.
2.	Contracts/Sub-Grants/Agreements**	Click here to enter $.	Click here to enter $.	Click here to enter $.
3.	Non-Capital Equipment/Supplies	Click here to enter $.	Click here to enter $.	Click here to enter $.
4.	Materials	Click here to enter $.	Click here to enter $.	Click here to enter $.
5.	Travel	Click here to enter $.	Click here to enter $.	Click here to enter $.
6.	Building/Space	Click here to enter $.	Click here to enter $.	Click here to enter $.
7.	Maintenance	Click here to enter $.	Click here to enter $.	Click here to enter $.
8.	Equipment and Other Capital Expenditures	Click here to enter $.	Click here to enter $.	Click here to enter $.
9.	Total Direct Costs	Click here to enter $.	Click here to enter $.	Click here to enter $.
10.	Indirect Costs*** (Indirect Cost Rate=_____)	Click here to enter $.	Click here to enter $.	Click here to enter $.
11.	Total Federal Funds	Click here to enter $.	Click here to enter $.	
12.	Estimated Funds Carry-over from Current FY to Next FY, if any****		Click here to enter $.	Click here to enter $.

*Provide narrative describing all expenses. **Retain copies on site. ***Provide assurance that the indirect cost rate is an approved rate (Appendix C).

****Please note that funds cannot be carried over into the next Federal Fiscal Year if the funds are in the last year of their 2-year period of performance.

Signature of Responsible Official: _____

Date: Click here to enter a date.

Travel

Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Provide the following information for all travel included in your SNAP-Ed budget:

A. In-State Travel

Travel Purpose

1. How attendance will benefit SNAP-Ed program goals and objectives

   Click here to enter benefits.

2. Justification of need for travel

   Click here to enter justifications.

3. Travel destination (city, town or county or indicate local travel)

   Click here to enter destination.

4. Number of staff traveling

   Choose a building block.

5. Cost of travel for this purpose

   Click here to enter cost.

Total In-State Travel Cost

B. Out-of-State Travel

Travel Purpose and/or Name of Conference

1. How attendance will benefit SNAP-Ed program goals and objectives

   Click here to enter benefit.

2. Justification of need for travel

   Click here to enter justification.

3. Travel destination (city and state)

   Click here to enter destination.

4. Number of staff traveling

   Click here to enter number.

5. Cost of travel for this purpose

   Click here to enter cost.

Total Out-of-State Travel Cost

Click here to enter total costs.

Note: Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).

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.

SNAP-Ed Plan Assurances	YES	NO
1. The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	☐	☐
2. Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.	☐	☐
3. 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 the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	☐	☐
4. Documentation of payments for approved SNAP- Ed activities is maintained by the State and will be available for USDA review and audit.	☐	☐
5. Contracts are procured through competitive bid procedures governed by State procurement regulations.	☐	☐
6. Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.	☐	☐
7. Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	☐	☐
8. Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	☐	☐
9. All materials developed or printed with SNAP Education funds include the appropriate USDA non-discrimination statement, credit to SNAP as a funding source, and a brief message about how SNAP can help provide a healthy diet and how to apply for benefits.	☐	☐
10. Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.	☐	☐

Supplemental Nutrition Assistance Program
Annual Plan for SNAP-Ed

State Agency Choose A State.

Date Click here to enter a date.

FY Choose or enter a Fiscal Year.

Certified By:

	Click here to enter a date.
Choose a Title.	Date
	Click here to enter a date.
SNAP STATE AGENCY FISCAL REVIEWER	Date

Template Directions: Consolidate all Implementing Agency (IA) information into one State annual report using the template below. Refer to the Definitions Section for terms used in this template.

1. SNAP-Ed Program Overview:

Directions - Provide a one page (not more than 500 words) executive summary of SNAP-Ed activities and outcomes during the reporting fiscal year. Please include the following as applicable:

- Progress in achieving no more than 3-5 overarching goals:

  Click here to enter text.

- Number of new projects implemented during the reporting year by identified primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Change):

  Click here to enter text.

- Number of ongoing projects that were operational during the reporting year identified by primary approach (specify approach: Direct, Indirect, Social Marketing, Policy, Systems, or Environmental Change):

  Click here to enter text.

- Major achievements (not already addressed):

  Click here to enter text.

- Major setbacks, if any:

  Click here to enter text.

- Overall assessment:

  Click here to enter text.

2. SNAP-Ed Administrative Expenditures

Directions - To help FNS better understand State SNAP-Ed administrative expenditures, provide the percent and dollar value of administrative expenses used for each IA in the State for each of the following categories. To estimate the percentage of total administrative expenditures, use the data you compiled for question 10 on the EARS report. In the example below, administrative expenditures for X State University = $550,000.

Type of Administrative Expense:	Percent of Total Administrative Expenditures for each Implementing Agency by Type of Expense					
	Name of IA:		Name of IA:		Name of IA:	
	Example: X State U		Click here to enter name.		Click here to enter name.	
	% values	$ values	% values	$ values	% values	$ values
Administrative Salary	40%	$220,000	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.
Administrative Training Functions	15%	$82,500	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.
Reporting Costs	3%	$16,500	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.
Equipment/Office Supplies	10%	$55,000	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.
Operating Costs	10%	$55,000	Click here to enter %.	Click here to enter $.Click here to enter $.	Click here to enter %.	Click here to enter $.
Indirect Costs	12%	$66,000	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.
Overhead Charges (space, HR services, etc.)	10%	$55,000	Click here to enter %.	Click here to enter $.	Click here to enter %.	Click here to enter $.

SNAP-Ed Evaluation Reports Completed for this Reporting Year

Using the chart below, identify the type(s) of SNAP-Ed evaluations by project that resulted in a written evaluation report of methods, findings, and conclusions. Use the definitions of each type of evaluation that are provided below. Include a copy of each evaluation report that was produced in the appendix to this report. Impact evaluation reports should include the components described on the following page. Each evaluation report should clearly identify the associated project name(s) on the cover or first page.

Formative Evaluation (FE) usually occurs up front and provides information that is used during the development of an intervention. 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. Formative research results are used to shape the features of the intervention itself prior to implementation.

Process Evaluation (PE) 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. This checks for fidelity, that is, if an evidence-based intervention is delivered as designed and likely to yield the expected outcomes.

Outcome Evaluation (OE) addresses the question of whether or not 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. It does not provide definitive evidence, however, that the observed outcomes are due to the intervention.

Impact Evaluation (IE) allows one to conclude authoritatively, whether or not the observed outcomes are a result of the intervention. In order to draw cause and effect conclusions, impact evaluations incorporate research methods that eliminate alternative explanations. This requires comparing those (e.g., persons, classrooms, communities) who receive the intervention 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.

Project Name	Key Project Objective(s)	Target Audience	Check all Evaluation Types for Which Reports Are Included			
			FE	PE	OE	IE
Click here to enter Project Name	Click here to enter Key Project Objective.	Click here to enter Target Audience.	☐	☐	☐	☐
Click here to enter Project Name	Click here to enter Key Project Objective.	Click here to enter Target Audience.	☐	☐	☐	☐
Click here to enter Project Name	Click here to enter Key Project Objective.	Click here to enter Target Audience	☐	☐	☐	☐
Click here to enter Project Name	Click here to enter Key Project Objective.	Click here to enter Target Audience	☐	☐	☐	☐

3b. Impact Evaluation:

Include the following items in each impact evaluation report:

- **Name of the Project**

  Click here to enter text.

- **Project Goals (specifically those evaluated)**

  Click here to enter text.

- **Evaluation Design:** Describe the unit of assignment to intervention and control or comparison groups. Describe how assignment to these groups was carried out. Be explicit about whether or not this assignment was random. Describe how many units (and individuals if they were not the unit of assignment) were in the intervention and control or comparison groups at the start and end of the study.

  Click here to enter text.

- **Impact Measures:** Describe the measure(s) associated with each intervention goal. Describe the points at which data were collected and how. If there were any differences in measures for intervention and control or comparison groups, describe them.

  Click here to enter text.

- **Findings:** Describe the measurement results for intervention and control or comparison groups at each point data were collected.

  Click here to enter text.

- **Description of how evaluation results will be used:**

  Click here to enter text.

- **Point of Contact:**
  Click here to enter text.
- **Relevant Journal References:**
  Click here to enter text.

Template 7 SNAP-Ed Narrative Annual Report Section A Continued
7 CFR 272.2 (i) OMB No. 0584-0083

4. SNAP - Ed Planned Improvements:

Directions - Describe any modifications planned for in the next fiscal year to improve the effectiveness of specific SNAP-Ed projects and/or to address problems experienced

during the past year. Please identify the specific project(s).

Click here to enter text.

5. **Appendices:**
   Directions – Attach evaluation reports included under item #3. **Optional** – States may also provide a **brief** description or information that highlights other SNAP-Ed projects that are new or have had major impacts and are not reported under the sections above. For example, share information about:
   a. Staff/partner trainings
   Click here to enter text.

   b. Conference presentations and/or other journal publications
   Click here to enter text.

   c. Curriculum development
   Click here to enter text.

   d. Partnership activities
   Click here to enter text.

   e. Case studies
   Click here to enter text.

   f. Award
   Click here to enter text.

SNAP-Ed Annual Report Summary for Impact Evaluations.

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than $400,000) that were completed during the previous year.

1. **Name of Project or Social Marketing Program**

   If multiple projects or programs were part of a single impact evaluation, please list them all.

   Click here to enter the name of the project or social marketing campaign.

2. **Key Evaluation Impact(s)**

   Identify each impact being assessed by the evaluations. For example are SNAP-Ed participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of SNAP-Ed participants choose low-fat (1% or fat-free) milk in the school cafeteria compared to non-participants'?

   Click here to enter key evaluation impact(s).

3. **Evaluation participants**

   Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in one school district.

   Click here to enter participant evaluations.

4. **Assignment to intervention and control or comparison conditions**

4a. **Describe the unit of assignment to intervention and control groups.**

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

Click here to enter unit of assignment description.

4b. **Describe how assignment to intervention and control groups was carried out.**

Be explicit about whether or not assignment was random. For example, 10 kindergarten classrooms were randomly assigned to intervention and control groups.

Click here to enter assignment and control group description.

Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

Click here to enter unit and individual description.

Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutrition and obesity prevention focus, e.g. low-fat food preparation, number of whole grain servings consumed, ability to read food labels accurately. Finally indicate if impact data were collected through observation, self-report, or another method.

Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results

Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Appendix B: Supplementary Checklists and Templates

States that are using the *SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators* are strongly encouraged to report their State outcomes for seven priority indicators using a Template in this Appendix. States may also complete and submit this Template as an attachment to their FFY 2015 Annual Report (Template 1, Section A: SNAP-Ed Narrative Report due on November 30, 2015).

Two checklists and another template used by some States are also provided for your use. 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 Mountain Plains Region **(MPR) Budget Template** developed and used by the MPR is completed in addition to the Template 4 Section A, Budget Summary for Sub-grantees to gather budgetary information in another format. States may wish to contact their Regional SNAP-Ed Coordinators with questions about using these materials.

1. Project/Intervention Summary Sheet
2. Reviewing State SNAP-Ed Plans Checklist
3. Reporting SNAP-Ed Priority Outcome Indicators – FNS's SNAP-Ed Evaluation Framework
4. Checklist for Evidence-Based Approaches
5. Checklist for Public Health Approaches
6. Mountain Plains Region Budget Template

Project/Intervention Summary Sheet

This summary sheet was completed and submitted by States in one Region during the SNAP-Ed Plan development process to describe each project/intervention. States may find this summary form useful to concisely describe their Plan projects and interventions.

1. Name of Project

2. Implementing Agency

3. **Project Description** (please describe project succinctly in 2-3 sentences)

4. Location & Setting

5. Primary Goal & Objective/s (Key messages)

6. How are the objectives related to your needs assessment?

7. Target Audience (age group and estimated number attendees expected per session):

8. If community partners are involved, list them here

9. How were roles for community partners decided upon and defined?

10. Are there policy, systems, or environmental supports for the educational component?

    If yes, please describe

11. Single Session or Series If series, how many sessions provided for each series?
12. Direct Contacts (estimate number of participants for each session or total unique contacts for the series) Indirect Contacts How were the indirect contacts calculated?
13. Implementation Plan
14. Curriculum/a used
15. Handouts used (attach handout or website link)
16. Educational Reinforcement Items (what and when provided)
17. How was project (income) eligibility determined?
18. Do the strategies and/or interventions meet research-based standards or practice-based standards? If so, how?
19. If there are multiple groups/agencies providing nutrition education at this same physical location (project site) describe the partnership that is on-going and how the nutrition education messages are coordinated:

20. Evaluation? If so, are knowledge, behavior, or other being assessed? Explain.
21. Did this project operate last year? If so, are there changes? What are they?
22. Project Staffing (#FTE)
23. Total Cost of Project (optional for Extension Agencies) Staffing: Equipment/supplies: NERI: Travel: Building/space allocation (how calculated?):
24. If this is NOT a group/individual education site, is it a media, social marketing, or website project? If yes, please describe
Notes

Reviewing State SNAP-Ed Plans

This checklist is used to review SNAP-Ed Plans and may be helpful to consider during the planning process.

Elements considered when reviewing SNAP-Ed Plans	Yes	No
General		
Was the plan submitted by 8/15		
Is the plan complete?		
Is the plan signed by appropriate State representative?		
Does the plan use appropriate templates?		
Are copies of Interagency Agreements maintained at the State?		
Overall, does the plan seem reasonable and will it accomplish the SNAP mission?		
Needs Assessment		
Are methods and sources used appropriate?		
Does it adequately define the audience and their needs?		
Does it identify other nutrition and obesity prevention programs serving low-income persons?		
Does it identify areas that are underserved?		
Goals and Objectives		
Are the State goals and objectives consistent with SNAP-Ed Guidance?		
Are objectives written in the SMART format?		
Are the key messages included?		
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* and *MyPlate*?		
Are materials to be used defined and appropriate?		
Is there justification for development of new materials (if any)?		
Is there a plan to capture behavior change (performance indicators)?		
Does the Plan incorporate public health approaches?		
Does the Plan demonstrate a coordinated approach using the SEM?		

Evaluation		
Is the evaluation type defined?		
Is the methodology adequately defined?		
Are plans for using the results defined?		
Coordination Efforts		
Are coordination efforts designed so duplication of efforts is eliminated?		
Is SNAP-Ed's role in State SNAP defined?		
Staffing		
Are administrative FTEs and program delivery FTEs appropriate for described activities?		
Do salaries relate appropriately to the work being performed?		
Is the math in the template correct?		
Budget		
Is there a budget justification for all implementing agencies?		
Are costs reasonable and necessary?		
Does the salary line item match the salary total on the staffing template?		
Are indirect costs limited to 26 percent for Federal reimbursement (applies to colleges and universities only)?		
Is an indirect cost rate agreement included?		
Is the math correct?		
Assurances		
Are assurances included?		

Reporting SNAP-Ed Priority Outcome Indicators - SNAP-Ed Evaluation Framework
States that are using *FNS's SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators* are strongly encouraged to report their State outcomes for at least five out of seven national priority indicators using this Template. States may also complete and submit this template as an attachment to their FFY 2016 Annual Report due on January 31, 2017.

Four Core Indicators (*measure these four*)

All states are strongly encouraged to measure the following four core indicators of changes at the medium-term components of the SNAP-Ed Evaluation Framework. The first three are indicators of behavioral changes in SNAP-Ed participants in direct education programs. The fourth is a multi-component indicator of adoption and reach of nutrition policy, systems, environmental changes and promotion across the environmental settings where SNAP-Ed eligible populations eat, learn, live, play, shop, and work.

Indicator Code (MT = medium-term)	Indicator Name
MT1	Healthy Eating Behaviors
MT2	Food Resource Management Behaviors
MT3	Physical Activity and Reduced Sedentary Behaviors
MT5	Nutrition Supports Adopted in Environmental Settings

Two Partnerships and Coalition Indicators (*measure at least one*)
All states are strongly encouraged to measure at least one or both of the following indicators of partnerships and coalitions associated with short-term components of the SNAP-Ed Evaluation Framework. The first indicator, ST7, tracks changes in organizational partnerships, councils, or collaboratives in qualified SNAP-Ed settings that organize themselves around a common agenda, mission, or strategic plan to adopt nutrition or physical activity practices, supports, and/or standards. The second indicator, ST8, identifies changes in multi-sector partnerships representing diverse sectors of influence or industries at the community or jurisdiction level (e.g., district, parish, city, town, county, borough, region, Indian Nation, or U.S.-affiliated territory). The community may be defined by geographic, demographic, and/or civic/political boundaries.

Indicator Code (ST = short-term)	Indicator Name

ST 7	Organizational partnerships
ST 8	Multi-sector partnerships and planning

Population Results Indicator (*Measure, if possible)*

All states are strongly encouraged to measure the Fruits and Vegetables indicator, R2, the Population Results section of the SNAP-Ed Evaluation Framework. Population Results indicators are markers of the low-income population's achievement of recommendations put forth in the Dietary Guidelines for Americans (DGA) and Physical Activity Guidelines for Americans (PAGA), and their associated health and well-being. Population-level indicators measure changes over time in the behaviors that promote positive health outcomes. R2 measures the low-income population (within 185% of federal poverty level) that ate fruits one or more times per day and vegetables one or more times per day.

Indicator Code (R = population results)	Indicator Name
R 2	Fruits and Vegetables

Reporting outcomes for these indicators is a meaningful way to demonstrate SNAP-Ed effectiveness across multiple levels of the Social-Ecological Model and inform continuous program improvement. FFY 2017 priority indicator definitions and instructions will be published in the forthcoming *Interpretive Guide to the SNAP-Ed Evaluation Framework*. Reporting additional outcomes beyond these seven is highly encouraged.

MT1 Healthy Eating Behaviors

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

Click here to enter text	
Insert Outcome Measure 1	Click here to enter text.
Insert Outcome Measure 2	Click here to enter text.
Insert Outcome Measure 3	Click here to enter text.
Insert Outcome Measure 4	Click here to enter text.

MT2 Food Resource Management Behaviors

For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed: For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary.

Click here to enter text

Insert Outcome Measure 1	Click here to enter text.
Insert Outcome Measure 2	Click here to enter text.
Insert Outcome Measure 3	Click here to enter text.
Insert Outcome Measure 4	Click here to enter text.

MT3 Physical Activity and Reduced Sedentary Behaviors For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed. For each outcome measure, indicate pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional rows if necessary. Click here to enter text	
Insert Outcome Measure 1	Click here to enter text.
Insert Outcome Measure 2	Click here to enter text.
Insert Outcome Measure 3	Click here to enter text.
Insert Outcome Measure 4	Click here to enter text.

MT5 Nutrition Supports Adopted
Adoption Takes place when SNAP-Ed sites or settings put into effect an evidence-based policy, systems, environmental change, or associated promotion. Nutrition supports can include one or more PSE changes, often including favorable procurement or meal preparation activities or others that expand access and promote healthy eating. Documentation (direct observation, photographic evidence, repeated self-assessments or surveys) or interviews with key informants to 1) confirm the uptake of the PSE change in the setting, 2) learn of unexpected benefits or spinoffs, or 3) learn of challenges, course-correct, and improve the intervention if needed. Click here to enter text

Policy, systems, environmental changes, or associated promotion adopted	
Policy, system, or environmental change 1	Click here to enter text.
Policy, system, or environmental change 2	Click here to enter text.
Policy, system, or environmental change 3	Click here to enter text.
Policy, system, or environmental change 4	Click here to enter text.

ST 7 Organizational Partnerships	
Report the number of organizational partnerships, councils, or collaboratives in qualified SNAP-Ed settings that organize themselves around a common agenda, mission, or strategic plan to adopt nutrition or physical activity practices, supports and/or standards. For selected partnerships, describe the partnership maturity levels, partnership accomplishments and lessons learned. Click here to enter text	
Partnership 1	Click here to enter text.
Partnership 2	Click here to enter text.
Partnership 3	Click here to enter text.
Partnership 4	Click here to enter text.

ST 8 Multi-Sector Partnerships and Planning	
Report the number of state SNAP-Ed programs or local geographic areas with multi-sectoral partnerships that include at least 5 diverse sector representatives (who reach low-income audiences through their services) that address nutrition or physical activity practices or standards or other elements contained within the evaluation framework. For selected partnerships, describe the types and number of organizations or individuals per sector represented, documented level of multi-sectoral integration of the partnership, documented level of active engagement of the partnership, and level of influence of SNAP-Ed in the partnership. Click here to enter text	
Partnership 1	Click here to enter text.
Partnership 2	Click here to enter text.
Partnership 3	Click here to enter text.

Partnership 4	Click here to enter text.

R2 Fruits and Vegetables For this indicator, specify the survey(s) or data collection tool(s) and age group(s) surveyed. Report the number or % or the low-income population (within 185% of federal poverty level) who ate fruits one or more times per day and vegetables one or more times per day.	
Insert Outcome Measure 1	Click here to enter text.
Insert Outcome Measure 2	Click here to enter text.
Insert Outcome Measure 3	Click here to enter text.
Insert Outcome Measure 4	Click here to enter text.

Complete Additional Tables to Report More SNAP-Ed Framework Outcomes

Other Outcome Indicators	Click here to enter text.

Checklist for Evidence-Based Approaches

The purpose of this 4-step checklist is to help States and Implementing Agencies meet SNAP-Ed evidence-based program and practice requirements. 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 education and social marketing interventions, and implementing and measuring policy, systems, and environmental change strategies that will make it easier for low-income persons to make healthy dietary choices and be physically active.

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, behaviorally–focused activities and/or actions to promote healthy eating and active lifestyles). The *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States* at https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf contains a listing of many evidence-based strategies and interventions in child care, school, community, and family settings. The Toolkit is the starting point for choosing evidence-based obesity prevention programs for SNAP-Ed.

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. 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: Color Me Healthy, Baltimore Healthy Stores, Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

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: Eat Well Play Hard in Child Care Settings (New York), Empowering Healthy Choices in Schools and Homes (Georgia)

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: Eat Smart in Parks (Missouri), Fit Business Kit Worksite Program (California)

Identify Strategy or Intervention Name:			
Step 1	Many strategies or interventions have already been reviewed for their effectiveness for nutrition education and obesity prevention. To begin, check if the approach is recognized as evidence-based by at least one government or scientific agency, or listed in a registry reviewed by experts and researchers in nutrition education and obesity prevention.	Yes	No
	National Collaborative for Childhood Obesity Research: *SNAP-Ed Interventions Toolkit* https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf		
	Food and Nutrition Service: Nutrition Evidence Library http://www.nel.gov/		
	National Cancer Institute: Research-Tested Interventions Program http://rtips.cancer.gov/rtips/programSearch.do		
	U.S. Department of Health and Human Services: *Guide to Community Preventive Services* *http://www.thecommunityguide.org/index.html*		
	U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit https://www.ruralhealthinfo.org/community-health/obesity		
	What Works for Health: Policies and Programs to Improve Wisconsin's Health http://whatworksforhealth.wisc.edu/		
	University of North Carolina Center of Excellence for Training and Research Translation http://www.centertrt.org/?p=interventions_overview		
	Other (specify, attach with submission): _____		
Notes/Comments:			
If you answered to yes to any of the above, congratulations, your strategy or intervention has been certified as research- or practice-tested! If you answered no, go to Step 2.			

Step 2	Search for evaluation results for your intervention or strategy with a university or public health partner using the following guidelines.	Yes	No
A	Is there at least one peer-reviewed[13], scientific journal article that concludes your approach has significant positive impacts on individual behaviors, food/physical activity environments, or obesity prevention policies? Journal, article title, publication date:_____		
B	Was the approach tested and compared against some type of control condition present (e.g., a similar venue or population that does not receive the intervention or strategy) with significant positive effects?		
Notes/Comments (including applicable supporting files to be attached with submission):			
If you answered yes to both items A and B, your approach is research-tested. **Else, go to item C.**			
C	Is there at least one evaluation report or case study that shows your approach has positive changes in individual behaviors, food/physical activity environments, or obesity prevention policies? Indicate title of report or study: _____ Please attach files in the submission		
Notes/Comments (including applicable supporting files to be attached with submission):			
If you answered yes to item C, your approach is practice-tested. **Else, go to Step 3.**			

[13] Peer-reviewed articles have been critiqued by the author's peers, who are experts in a given field or academic discipline. Articles published in peer-reviewed journals meet standards of excellence in scientific research. Examples of peer-reviewed journals with SNAP-Ed articles include: *Journal of Nutrition Education and Behavior* and *Preventing Chronic Disease.*

Step 3	Many strategies or interventions have the potential for obesity prevention, but have not been thoroughly tested. The following criteria will help categorize an emerging approach.	Yes	No
A	Does the approach align with the *Dietary Guidelines for Americans* http://health.gov/DietaryGuidelines/, the *Physical Activity Guidelines for Americans*, http://health.gov/paguidelines/ and/or **Healthy People 2020 objectives for Nutrition and Weight Status** http://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives?topicId=29?		
B	Does the approach reflect the budgetary and time constraints of the low-income population?		
C	Does the approach reflect solutions that would make healthy eating and physically active lifestyles easier and more appealing to SNAP-Ed participants? (Solutions that make healthy choices easier may include changes in food retail, food distribution, or recreation facilities, including hours of operation, price, promotion, placement, marketing, communication, and related operations and policies)		
D	Will the approach be evaluated for changes in individual behaviors, food/physical activity environments, or obesity prevention policies?		
If you answered yes to items A – D, go to item E. Else, your approach is not considered emerging for SNAP-Ed.			
E	Does the approach reflect the social, cultural, and/or linguistic needs and resources of the low-income population(s) served?		
F	Does the approach address the results and implications of a state or community needs assessment?		
G	Does the approach address state or local priorities/strategic plans?		
Notes/Comments (including applicable supporting files to be attached with submission):			
If you answered yes to items E, F, or G (any one of them), your approach is emerging.			
Designate which category of evidence applies:			

Step 4	*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.	Research Tested	Practice-Tested	Emerging
1	Use SMART (simple, measurable, attainable, realistic, timely) objectives	Required	Required	Required
2	Justify that the reach of the SNAP-Ed population warrants the cost of the intervention	Required	Required	Required
3	Justify the use of a novel or creative approach	Possible	Preferred	Required
4	Use existing materials, implementation guides, and resources	Required	Preferred	Possible
5	Conduct formative research, including audience testing	Possible	Preferred	Required
6	Conduct a limited duration pilot test, and refine strategy	Possible	Preferred	Required
7	Gain stakeholder input and put into place partnership agreements to support implementation and sustainability.	Required	Preferred	Preferred
8	Ensure facilities and support provided by partners are available on a consistent basis	Required	Preferred	Preferred
9	Train staff to implement the intervention	Required	Preferred	Possible
10	Assess that staff have a clear understanding of the nature of the intervention, how it is being implemented, and their role	Required	Preferred	Preferred
11	Determine whether implementation occurs as intended	Required	Preferred	Preferred
12	Replicate across multiple populations and venues	Required	Preferred	Possible
13	Evaluate outcomes with appropriate follow-up period based on program model	Preferred	Preferred	Required

Required Preferred Possible

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: Checklist for Public Health Approaches

The Healthy Hunger-Free Kids Act of 2010 transformed SNAP-Ed 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-Ed 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-Ed 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-Ed programming may include comprehensive, multi-level 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.

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. Policies, systems, and environmental (PSE) approaches intend to supplement individual, group and community-based educational strategies used by nutrition and physical activity educators in a multi-component program delivery model. Education combined with PSE is more effective than either strategy alone in preventing overweight and obesity.

SNAP-Ed 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-Ed audiences, public health approaches can reach large numbers of low-income Americans and might produce meaningful impact.

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-Ed programming.

Example: A school 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 non-school 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.

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.

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. Note that SNAP-Ed funds may not be used to provide the cash value of financial incentives.

Example: A food retailer serving SNAP participants or other low-income persons institutes 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.

Example: A food retailer serving SNAP participants or other low-income persons institutes 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.

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.

A	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.			
B	Incorporate stakeholder (e.g. local decision makers, program partners, program participants) priorities and local initiatives to determine the appropriate strategies.			
C	Engage communities of focus and gain an understanding of current issues of importance and relevance to them.			
D	Form community advisory groups, or other bodies to facilitate and maintain stakeholder input.			
E	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.			
F	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.			
G	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.			
H	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).			
I	Determine what will serve as baseline data.			

Step 2. Program Development and Implementation: 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.
A	Identify target population(s) to work with for the intervention.			
B	Identify appropriate PSE approaches, which complement direct and indirect education strategies, based on the results from Step 1. Engagement and Assessment.			
C	Select and align goals and SMART (simple, measurable, attainable, realistic, timely) objectives in at least two levels of the SEM with the Multi-Level Frameworks, such as the: - **SNAP-Ed Evaluation Framework** https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates, - **CDC Obesity Prevention Framework** http://www.cdc.gov/pcd/issues/2012/11_0322.htm, or - **NIFA Community Nutrition Education Logic Model** nifa.usda.gov/resource/community-nutrition-education-cne-logic-model			
D	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.			
E	Select and train implementers.			
F	Facilitate adoption, implementation, and maintenance.			
G	Determine which existing materials, implementation guides, and resources are appropriate to utilize.			
H	Create and develop additional resources, products, and project materials.			
I	Communicate progress to stakeholders.			

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.		Yes	No	Additional Info.
A	Choose evaluation outcomes with realistic and appropriate measures.			
B	Collect evaluation data that will inform decisions to be made throughout implementation and later, maintenance/improvement of the project.			
C	Conduct a process evaluation.			
D	Determine whether implementation occurs as intended			
E	Describe the reach of the intervention in terms of settings or neighborhoods. For example, the number of SNAP-Ed eligibles 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.			
F	Conduct an outcome evaluation.			
G	Continue to monitor outcomes and make continuous program improvements.			
H	Replicate across multiple populations and venues, making adjustments according to context.			
I	Communicate and disseminate results to stakeholders and funders.			
J	*Return to Step 1 and begin the next cycle of this iterative process, applying evaluation data and lessons learned to the engagement and assessment phase.*			

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.*
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 child care 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 recipients 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.
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 work-site 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:

Mountain Plains Region Budget Template: Available as an Excel Spreadsheet on the SNAP-Ed Connection

In State Travel Trip #1				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #1	$

In State Travel Trip #2				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #2	$ -

In State Travel Trip #3				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #3	$ -

In State Travel Trip #4
Trip Purpose:

Travel location:				
Staff Positions Traveling:				
Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #4	$

Out of State Travel Trip #1				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #1	$

Out of State Travel Trip #2				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Air Travel	Air Fare			Total
Lodging	# Staff	Cost Per Day	# Days	Total
Ground Transportation	# Staff	Cost Per Day	# Days	Total
Registration Fee	# Staff	Registration Fee		Total
			Total Cost Trip #2	$
Out of State Travel Trip #3				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				

Mileage	# Staff	Cost Per Mile	Miles Roundtrip	Total $
Lodging	# Staff	Cost Per Day	# Days	Total $
Per Diem	# Staff	Cost Per Day	# Days	Total $
			Total Cost Trip #3	$

Out of State Travel Trip #4				
Trip Purpose:				
Travel location:				
Staff Positions Traveling:				
Air Travel	Air Fare			Total
Lodging	# Staff	Cost Per Day	# Days	Total
Ground Transportation	# Staff	Cost Per Day	#Days	Total
Registration Fee	# Staff	Registration Fee		Total
			Total Cost Trip #4	$

Supplies				
Item	Explanation (if needed)	Price/Item	Quantity	Total
				$
				$
				$
				$
				$
				$
			Total	$

Total Salary and Fringe for Each Position					
Title	Name	FTE	Salary	Fringe	Total
Educator		100%	$ 35,000.00	$ 10,000.00	$45,000.00
					$
					$

					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
					$
Total			$ 35,000.00	$ 10,000.00	$ 45,000.00

Nutrition Educational Enhancements – FFY				
Item	Audience	Use	Message	Cost/item
			Total	$

Computer Inventory			
FFY	Region	County	Name

Appendix C: Evaluation and Related Resources

In addition to the interventions identified by NCCOR in the SNAP-Ed interventions toolkit, the following sources can also be used for identifying evidence-based programs for obesity prevention:

- USDA Center for Nutrition Policy and Promotion Nutrition Evidence Library, www.nel.gov
- National Cancer Institute Research-Tested Intervention Programs, http://rtips.cancer.gov/rtips/index.do
- CDC's The Guide to Community Preventive Services, http://www.thecommunityguide.org/index.html
- Center for Training and Research Translation, http://www.centertrt.org/
- Evaluation Framework http://centertrt.org/?p=evaluation_framework
- Evaluation Resources http://centertrt.org/?p=evaluation_resources
- The Cochrane Collaboration, http://www.cochrane.org/features/evidence-shows-how-childhood-obesity-can-be-prevented
- Centers for Disease Control and Prevention Recommended Community Strategies and Measurements to Prevent Obesity in the United States http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a1.htm
- Other peer reviewed journals and literature searches conducted through search engines such as http://www.ncbi.nlm.nih.gov/pubmed
- Preventing Chronic Disease, http://www.cdc.gov/pcd/
- Rural Assistance Center, Rural Obesity Prevention Toolkit, http://www.raconline.org/communityhealth/obesity/
- Developing a logic model: Teaching and training guide, E. Taylor-Powell and E. Henert. University of Wisconsin Extension, February 2008 http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
- SNAP-Ed Connection Web site
    - https://snaped.fns.usda.gov/professional-development-tools/evaluation
- Nutrition Education Studies, Food and Nutrition Service http://www.fns.usda.gov/ora/MENU/Published/NutritionEducation/NutEd.htm
- Nutrition Education: Principles of Sound Impact Evaluation, FNS, September 2005
- http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation
- National Academy of Sciences, http://www.nasonline.org/
- Evaluating Social Marketing in Nutrition: A Resource Manual by Hersey et. al. http://www.fns.usda.gov/sites/default/files/evalman-2.PDF
- Designing Evaluations: 2012 Revision, GAO
- http://gao.gov/assets/590/588146.pdf
- Building Capacity in Evaluating Outcomes, University of Wisconsin Extension, October 2008
    - http://www.uwex.edu/ces/pdande/evaluation/bceo/index.html

- The 2010 User-Friendly Handbook for Project Evaluation, National Science Foundation

  https://www.purdue.edu/research/docs/pdf/2010NSFuser-friendlyhandbookforprojectevaluation.pdf

- Developing a Logic Model: Teaching and Training Guide, E. Tayloe-Powell and E. Henert, University of Wisconsin Extension, February 2008
- http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
- Harris et al. An introduction to qualitative research for food and nutrition professionals. J Am Diet Assoc. 2009;109:80-90.
- National Collaborative on Childhood Obesity Research (NCCOR) – Policy Evaluation Webinar Series, February 2009
  http://nccor.org/resources/nccor/webinars.php#fourpart
- NCCOR – Measures Registry
  http://nccor.org/projects/measures/index.php
- NCCOR – Catalogue of Surveillance Systems

  http://tools.nccor.org/css/

- An Evaluation Framework for Obesity Prevention Policy Interventions. CDC – Preventing Chronic Disease: Volume 9, 2012: 11_0332
  - http://www.cdc.gov/pcd/issues/2012/11_0322.htm
- Child Trends Research-to-Results Brief: Publication#2009-36. Online Resources for Identifying Evidence-Based, Out-of-School Time Programs: A User's Guide
  http://www.childtrends.org/wp-content/uploads/2009/07/Online-EvidenceBased.pdf
- Virginia Tech, Reach Effectiveness Adoption Implementation Maintenance (RE-AIM)
  http://www.re-aim.org/

Appendix D: Compilation of Guidance Resource Links

Approaches, Evidence Base, Interventions:

The SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States: https://snaped.fns.usda.gov/

CDC Arthritis – A Public Health Approach Online Course: Arthritis – A Public Health Approach http://www.cdc.gov/arthritis/temp/pilots-201208/pilot1/online/ph-approach/overview.htm

Smarter Lunchroom Movement: http://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms

Food and Nutrition Service: Nutrition Evidence Library

http://www.nel.gov/

National Cancer Institute: Research-Tested Interventions Program http://rtips.cancer.gov/rtips/programSearch.do

U.S. Department of Health and Human Services: Guide to Community Preventive Services http://www.thecommunityguide.org/index.html

U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit https://www.ruralhealthinfo.org/community-health/obesity

What Works for Health: Policies and Programs to Improve Wisconsin's Health http://whatworksforhealth.wisc.edu/

University of North Carolina Center of Excellence for Training and Research Translation http://www.centertrt.org/?p=interventions_overview

Breastfeeding:

http://www.surgeongeneral.gov/library/calls/breastfeeding/calltoactiontosupportbreastfeeding.pdf

https://wicworks.fns.usda.gov/breastfeeding

http://www.cdc.gov/breastfeeding/

Community:

Partnerships to Improve Community Health Grants: CDC - Programs - Partnerships to Improve Community Health (PICH) - Division of Community Health (DCH) http://www.cdc.gov/nccdphp/dch/programs/partnershipstoimprovecommunityhealth/pich.html

White House Council for Community Solutions Collaboratives Whitepaper: http://www.serve.gov/sites/default/files/ctools/CommunityCollaborativesWhitepaper_0.pdf

Evaluation (also Appendix C):

Nutrition Education: Principles of Sound Impact Evaluation | Food and Nutrition Service

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://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf

Evaluation and Related Resources Journal of Nutrition Education: 33, Supplement 1, 2001

Evaluating Social Marketing in Nutrition: A Resource Manual

http://www.fns.usda.gov/sites/default/files/evalman-2.PDF

SNAP Education and Evaluation Study, Wave II
http://www.fns.usda.gov/sites/default/files/SNAPEdWaveII.pdf

SNAP-Ed Evaluation Framework
https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates

CDC Obesity Prevention Framework http://www.cdc.gov/pcd/issues/2012/11_0322.htm

NIFA Community Nutrition Education Logic Model nifa.usda.gov/resource/community-nutrition-education-cne-logic-model

University of North Carolina Center for Health Promotion and Disease Prevention: Evaluating policy and environmental change interventions http://evaluationpse.org/home.do

WIC Evaluation Resource Guide http://www.fns.usda.gov/wic-evaluation-resource-guide

Gardening:

http://www.cdc.gov/healthyplaces/healthtopics/healthyfood/community_assessment.htm

Gardening Guide | Let's Move!

http://www.letsmove.gov/gardening-guide

GIS Mapping:

Area Eligibility –
http://cacfpsfsp.maps.arcgis.com/apps/OnePane/basicviewer/index.html?appid=a36523f6456d41959a95af760d2b8f2e

Capacity Builder -

http://cacfpsfsp.maps.arcgis.com/apps/OnePane/basicviewer/index.html?appid=d37b85538642426c903758752132da69

USDA ERS Food Environment Atlas - http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx

UDS Mapper - http://www.udsmapper.org/

Other Maps

http://www.policymap.com/maps

http://cares.missouri.edu/portfolio/item/missouri-map-room/

Needs Assessment:

Behavioral Risk Factor Surveillance System

http://www.cdc.gov/brfss/

Community Health Needs Assessments of the Affordable Care Act: http://assessment.communitycommons.org/CHNA/

County Health Rankings: http://www.countyhealthrankings.org/

Characteristics of SNAP Household Reports: Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2012 | Food and Nutrition Service

http://www.fns.usda.gov/characteristics-supplemental-nutrition-assistance-program-households-fiscal-year-2012

Community Health Needs Assessment Process: Resources for Implementing the Community Health Needs Assessment Process http://www.cdc.gov/chinav/index.html

Census Data: http://www.serve.gov/sites/default/files/ctools/CommunityCollaborativesWhitepaper_0.pdf

National Survey of Children's Health http://www.childhealthdata.org/learn/NSCH

www.communitycommons.org

http://factfinder2.census.gov/

www.healthlandscape.org

http://www.re-aim.hnfe.vt.edu/index.html

Nutrition, Physical Activity, and Obesity:

Dietary Guidelines for Americans:

http://health.gov/dietaryguidelines/2015/guidelines/2015-2020 Dietary Guidelines - health.gov

FNS Core Nutrition Messages: http://www.fns.usda.gov/fns/corenutritionmessages/default.htm

Healthy People 2020:

http://healthypeople.gov/

Nutrition and Weight Status and Physical Activity Objectives https://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status

HHS Physical Activity Guidelines:

http://www.health.gov/paguidelines/

http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_communities.pdf

Nutrition, Physical Activity and Obesity: http://www.cdc.gov/physicalactivity/index.html

Resources: http://www.cdc.gov/physicalactivity/resources/reports.html

CDC - Reports - Physical Activity

http://www.cdc.gov/physicalactivity/resources/

MyPlate Resources: www.choosemyplate.gov.

Physical Activity: http://www.cdc.gov/physicalactivity/

Youth: http://www.cdc.gov/healthyyouth/obesity/obesity-youth.htm; http://www.cdc.gov/healthyyouth/npao/index.htm

SNAP-Ed nutrition education materials: http://pueblo.gpo.gov/SNAP_NEW/SNAPPubs.php

The State of Obesity: http://stateofobesity.org/resources/

Team Nutrition: http://teamnutrition.usda.gov; http://healthymeals.nal.usda.gov/

OMB Circular Replacement: 2 CFR 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards

Potentially Eligible Students: http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm

Programs:

CNP: http://www.fns.usda.gov/ops/child-nutrition-programs

EFNEP: http://nifa.usda.gov/program/expanded-food-and-nutrition-education-program-efnep

FDPIR: http://www.fns.usda.gov/fdpir/food-distribution-program-indian-reservations-fdpir

SNAP: http://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap

WIC: http://www.fns.usda.gov/wic/women-infants-and-children-wic

Retail - CDC Healthier Food Retail Action Guide: Healthier Food Retail Action Guide http://www.cdc.gov/nccdphp/dnpao/state-local-programs/healthier-food-retail.html

SNAP-Ed Connection: https://snaped.fns.usda.gov/Home

Miscellaneous:

EARS Form: https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system

EARS Online Training Module: https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system/ears-training

Appendix E: Supplemental Nutrition Assistance Program Education

SNAP-Ed Connection Web Site

SNAP-Ed Connection https://snaped.fns.usda.gov/ is a resource Web site for SNAP-Ed administrators, state agencies, implementing agencies, educators, and others involved in the SNAP-Ed program. The Web site is managed by Registered Dietitians who help SNAP-Ed personnel find helpful information to bolster their programs and who listen to feedback about the site. **Contact SNAP-Ed Connection:** snap-edconnection@fns.usda.gov

Find Resources in the SNAP-Ed Resource Library - new in 2016!

SNAP-Ed-related documents such as curricula, impact reports and state infographics, descriptions of evaluation tools and frameworks, and policy memos are welcomed. This is a collaborative tool to allow States to see what others are doing and what might be shared. **FNS encourages State and local projects to submit materials that they have developed at** https://snaped.fns.usda.gov/snap-ed-library/submission-form**.** Any educational materials or other program resources may be submitted for review and inclusion on the Web site. Many materials are submitted by SNAP-Ed agencies. All are reviewed for adherence to the Dietary Guidelines for Americans.

Subscribe to the 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.

Download Free Nutrition Education Images

The Photo Gallery is a collection of copy-right free images that can be used in social marketing campaigns, brochures and handouts, and in any other SNAP-Ed materials.

Find Useful Program Information

- SNAP-Ed Plan Guidance and National SNAP-Ed Information https://snaped.fns.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates.
- State SNAP-Ed Information https://snaped.fns.usda.gov/state-contacts, including State contact information, Web sites and newsletters. **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.**
- SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States. https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdToolkit2016UpdateFeb2.pdf.
- Program evaluation https://snaped.fns.usda.gov/professional-development-tools/evaluation information.

Find Nutrition Education Materials to Enhance Curricula

- Low-cost recipes https://snaped.fns.usda.gov/recipes that are easy to cook.
- Online educational handouts and materials https://snaped.fns.usda.gov/resource-library/handouts-and-web-sites that can be used to supplement curricula
- Seasonal produce guide with lesson plans, recipes, and information about seasonal produce in Nutrition Through the Seasons https://snaped.fns.usda.gov/nutrition-through-the-seasons.

Appendix F: Notes about Educational Materials

General

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.

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 Resource Finder Database. See Appendix E https://snaped.fns.usda.gov/ .

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)."

Non-discrimination Statement: Materials developed or reprinted with SNAP-Ed funds shall include the following non-discrimination statement:

English:

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form http://www.ocio.usda.gov/sites/default/files/docs/2012/Complain_combined_6_8_12.pdf, found online at https://www.ascr.usda.gov/filing-program-discrimination-complaint-usda-customer, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities, who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

For SNAP publications, add the following paragraph:

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the State Information/Hotline Numbers http://www.fns.usda.gov/snap/state-informationhotline-numbers (click the link for a listing of hotline numbers by State).

Spanish:

El Departamento de Agricultura de los Estados Unidos (por sus siglas en inglés "USDA") prohíbe la discriminación contra sus clientes, empleados, y solicitantes de empleo a base de raza, color, origen nacional, edad, discapacidad, sexo, identidad de género, religión, represalias y, según corresponda, convicciones políticas, estado civil, estado familiar o paternal, orientación sexual, o si los ingresos de una persona provienen en su totalidad o en parte de un programa de asistencia pública, o información genética protegida de empleo o de cualquier programa o actividad realizada o financiada por el Departamento. (No todos los criterios prohibidos se aplicarán a todos los programas y/o actividades laborales).

Si desea presentar una queja por discriminación del programa de Derechos Civiles, complete el USDA Program Discrimination Complaint Form http://www.ocio.usda.gov/sites/default/files/docs/2012/Complain_combined_6_8_12.pdf

(formulario de quejas por discriminación del programa del USDA), que puede encontrar en internet en http://www.ascr.usda.gov/complaint_filing_cust.html , o en cualquier oficina del USDA, o llame al (866) 632-9992 para solicitar el formulario. También puede escribir una carta con toda la información solicitada en el formulario. Envíenos su formulario de queja completo o carta por correo postal a U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, por fax al (202) 690-7442 o por correo electrónico a program.intake@usda.gov.

Las personas sordas, con dificultades auditivas, o con discapacidad del habla que deseen presentar sea una queja de EEO (Igualdad de Oportunidades en el Empleo) o del programa, por favor contacte al USDA por medio del Federal Relay Service (Servicio federal de transmisión) al (800) 877-8339 o (800) 845-6136 (en español).

Las personas con discapacidades que deseen presentar una queja del programa, por favor vea la información anterior acerca de cómo contactarnos directamente por correo postal o por correo electrónico. Si necesita medios alternativos de comunicación para obtener información acerca del programa (Braille, caracteres grandes, cinta de audio, etc.) por favor contacte al Centro TARGET del USDA al (202) 720-2600 (voz y TDD).

El USDA es un proveedor y empleador que ofrece igualdad de oportunidades.

Para publicaciones del SNAP, agregue el siguiente párrafo:

Para obtener más información acerca de cuestiones del programa SNAP, las personas deben contactar al número de línea directa del USDA SNAP al (800) 221-5689, que también está en español o llame a State Information/Hotline Numbers http://www.fns.usda.gov/snap/state-informationhotline-numbers (dé clic en el enlace para obtener un listado de números de línea directa por estado); lo puede encontrar en internet en http://www.fns.usda.gov/snap/contact_info/hotlines.htm.

Edits and size requirements: Additions, edits, or deletions to the Civil Rights statement are not allowed. There are no print size requirements when the full Civil Rights statements are used. If the material is too small to permit the full statement to be included, the material at a minimum should include the following statement:

- **English:** "USDA is an equal opportunity provider and employer."
- **Spanish:** "USDA es un proveedor y empleador que ofrece oportunidad igual para todos."

Credit: Should be provided to SNAP as a funding source on newly developed and reprinted materials. FNS recommend the following statements:

- **English**: "This material was funded by USDA's Supplemental Nutrition Assistance Program -- SNAP."
- **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)."

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.

Under the Team Nutrition initiative, FNS provide numerous high-quality free educational materials for schools and child care. Materials developed under the Team Nutrition initiative utilize six communication channels: 1) food service, 2) classroom, 3) school, 4) home, 5) community, and 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:

- Improving School Foods Through the Team Nutrition Program http://www.bridgingthegapresearch.org/_asset/z9cm9b/btg_team_nutrition_111711.pdf;
- 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 http://www.ncbi.nlm.nih.gov/pubmed/12047818 .

The development process for Team Nutrition materials includes the following:

1) Review of peer-reviewed nutrition education literature
2) Application of Social Cognitive Theory and development of behaviorally focused objectives
3) Formative research with the target audience to test concepts, nutrition education messages, and images
4) Alignment with educational standards, such as math, science, English, and health
5) 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.)

6) Review by Child Nutrition experts and stakeholders
7) 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 (http://teamnutrition.usda.gov) include:

- 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)
- Healthier Middle Schools: Everyone Can Help

Appendix G: 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.

Behavior indicates action rather than knowledge or attitudes.

Behaviorally Focused Nutrition Messages are those that are (a) related to healthy food choices, for example, eating lower fat foods, adding one fruit each day, and switching to whole grain breads; (b) related to other nutritional issues, for example encouraging breast feeding practices, or physical activity (c) related to the environmental impact of dietary practices, including safe food handling, promoting community walking groups (d) related to 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, and (e) food security such as applying for nutrition assistance programs (i.e. WIC, SNAP, Child Nutrition Programs, Food Distribution Programs, etc.).

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 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.

Cognizant Federal Agency refers to the Federal agency that has been identified by OMB that is responsible for establishing indirect cost rates. For more information see item Appendix E, Indirect Costs.

Organization	Cognizant Federal Agency
State Public Assistance Agencies	Dept. of Health and Human Services (DHHS)
All Other State agencies	Federal agency identified by OMB
Educational Institution	Department of Education, Department of Defense-Naval Research or DHHS, 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.

EARS, the Education and Administrative Reporting System, is an annual data and information collection process completed by SNAP State agencies. It collects uniform data and information on nutrition education activities funded by SNAP during the prior fiscal year.

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. EFNEP is a Federal Extension (community outreach) program that operates through the 1862 and 1890 Land-Grant Universities. EFNEP uses paraprofessionals to deliver evidence-based, hands on, interactive lessons to participants.

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.

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 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 *2015-2020 Dietary Guidelines*

for Americans (see *http://health.gov/dietaryguidelines/2015/guidelines/*). 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 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 provides USDA foods, formerly known as commodity foods, to low-income households, including the elderly, living on Indian reservations, and to Native American families residing in designated areas near reservations and in the State of 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.

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. Check with Budget on this definition for clarity.

Interventions are a specific set of evidence-based, behaviorally–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 185 percent of poverty. 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.

Marketing Orders generally refer to USDA or State programs that support prices and consumption of various fruits, vegetables, milk, eggs and meat. Funds are collected from the producers and used to publicize the item in question. Limits to production are also enforced (for example both Florida and California have orange marketing order boards). With some constraints, money and services provided by marketing boards can comprise an allowable component of a State Plan. However, the promotion of a specific item (for example, only oranges) is not an allowable expense.

Means-tested 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.

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.) 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.**

Multi-level 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.

Non-capital 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.

Non-Federal Public Agency is a State or local government agency or entity, including State universities and colleges, and instrumentalities of the State, such as organizations that are chartered by State or local governments for public purpose.

Plan Confirmation means a time and effort reporting process that is an acceptable alternative to time studies or time records for universities and colleges only. The use of plan confirmation is allowable only for those schools that have submitted a request to the Division of Cost Allocation, DHHS, and have had an audit completed which supports the use of plan confirmation. Universities which have pending requests, and for whom audit approval has not been received, will be required to continue to use time records to account for charges to FNS (normally this will not be an issue since audits normally occur at least every 2 years). For further information refer to 2 CFR 220 (OMB Circular A-21). If approval through the audit process has not occurred, the Division of Cost Allocation, DHHS, should be contacted as follows:

The U.S. Department of Health and Human Services

Office of the Secretary

Division of Cost Allocation

200 Independence Ave, S.W.

Washington, D.C. 20201

Telephone: 202-401-2808

Toll Free: 1-877-696-6775

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. http://aspe.hhs.gov/poverty/index.shtml .

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. www.census.gov/hhes/www/poverty.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 means a discrete unit of nutrition education or obesity prevention intervention at the local level, which is distinguished by a specifically identified low-income target population.

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. Learn more about the public health approach here: 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, as defined by the U.S. Department of Housing and Urban Development, is apartments for low-income people, operated by local housing agencies.

Random Moment Time Studies are time studies conducted through the use of a sampling methodology rather than through a log of each time period worked by the employee. The studies are used to determine the percentage of time worked by activity or program. The purpose of the study is to allocate the cost of time worked among the various activities and funding sources.

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: 1. **Reach** your intended target population; 2. **Efficacy** or effectiveness; 3. **Adoption** by target staff, settings, or institutions; 4. **Implementation** consistency, costs and adaptations made during delivery; 5. **Maintenance** of intervention effects in individuals and settings over time.

SNAP-Ed eligibles is a label that refers to the target audience for SNAP-Ed, specifically SNAP participants and 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 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 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.[14] 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 Dietary Guidelines for Americans.

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, 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.

SNAP-Ed Toolkit is an obesity prevention toolkit of evidence-based policy, systems and environmental change (PSE) strategies & 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 child care, school, community and family settings and how to evaluate them.

Social-Ecological Framework for Nutrition and Physical Activity Decisions 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 health care 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."

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.

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.

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[14]Adapted from definition by Isobel R. Contento, PhD in *Nutrition Education, Linking Research, Theory, and Practice*, Jones and Bartlett Publishers, 2011

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.

Appendix H: Acronyms

CFR- Code of Federal Regulations

CACFP-Child and Adult Care Food Program

CDC-Centers for Disease Control and Prevention

CenterTRT – Center for Training and Research Translation

CNP-Child Nutrition Programs

CNPP-Center for Nutrition Policy and Promotion

EARS-Education and Administrative Reporting System

EFNEP- Expanded Food and Nutrition Education Program

FDPIR-Food Distribution Program on Indian Reservations

FNS- Food and Nutrition Service

FPRS- Food Program Reporting System

FY- Fiscal Year

HHS- U.S. Department of Health and Human Services

IA - Implementing Agency

NAL- National Agricultural Library

NCCOR-National Collaborative on Childhood Obesity Research

OMB- Office of Management and Budget

PAG- Physical Activity Guidelines

PDF- Portable Document Format

PSE- Policy, systems, and environment

SEM- Social-Ecological Model

SNAP-Ed- Supplemental Nutrition Assistance Program Education

SNAP- Supplemental Nutrition Assistance Program

TANF- Temporary Assistance for Needy Families

WIC- Special Supplemental Nutrition Program for Women, Infants and Children

USDA- Department of Agriculture