

### 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 2019 Annual Report due on November 30, 2019.

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 *BUDGET DETAIL TEMPLATE* developed and used by the Mountain Plains Region 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.

- Project/Intervention Summary Sheet
- Reviewing State SNAP-Ed Plans Checklist
- Reporting SNAP-Ed Priority Outcome Indicators –Using the SNAP-Ed Evaluation Framework
- Checklist for Evidence-Based Approaches
- Checklist for Public Health Approaches
- Budget Detail Template
- Executive Summary Examples

## **Project / Intervention Summary Sheet**

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### **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.

**Name of project**

**Implementing Agency**

**Project description (please describe project succinctly in 2 – 3 sentences)**

**Location & setting**

**Primary goals & objective(s)**

**How are the objectives related to your needs assessment?**

**Target audience (age group and estimated number attendees expected per session)**

**If community partners are involved, list them here**

**How were roles for community partners decided upon and defined?**

**Are there policy, systems, or environmental (PSE) supports for the educational component?**

## **Project / Intervention Summary Sheet**

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*If yes, please describe*

**Single session or series**

**If series, how many sessions provided for each series?**

**Direct education participants (estimate number of unduplicated participants for each session)**

**Other Intervention Type Participants (social marketing or PSE)**

**How were these participants calculated?**

**Implementation plan**

**Curriculum/a used**

**Handouts/print materials used (attach handout or website link)**

**Educational reinforcement items (what and when provided)**

**How was project eligibility determined?**

**Do the strategies and/or interventions meet research-based standards or practice-based standards?**

*If so, how?*

## Project / Intervention Summary Sheet

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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

Evaluation? If so, is knowledge, behavior, or other being assessed?

Did this project operate last year?

If so, are there changes? What are they?

Project staffing (number FTE)

Total cost of project

*Staffing*

*Equipment/supplies*

*Nutrition Education Reinforcement Items (NERI)*

*Travel*

*Building/space allocation (how calculated?)*

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 Checklist

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### Reviewing State SNAP-Ed Plans Checklist

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

#### Elements considered when reviewing SNAP-Ed Plans:

General	Yes	No
Was the plan submitted by 8/15		
Is the plan complete?		
Is the plan signed by appropriate State representatives?		
Does the plan use appropriate templates?		
Are copies of Interagency Agreements maintained by the State?		
Overall, does the plan seem reasonable, and will it accomplish the SNAP mission?		

Needs Assessment	Yes	No
Are methods and sources used appropriate?		
Does it adequately define the audience and its needs?		
Does it identify other nutrition and obesity prevention programs serving low-income persons?		
Does it identify areas that are underserved?		

Goals and Objectives	Yes	No
Are the State goals and objectives consistent with SNAP-Ed Plan 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, MyPlate, and the Physical Activity Guidelines for Americans?		
Are materials to be used defined and appropriate?		
Is there justification for development of new materials (if any)?		
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?		

## Reviewing State SNAP-Ed Plans Checklist

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<b>Coordination Efforts</b>	<b>Yes</b>	<b>No</b>
Are coordination efforts designed so duplication of efforts is eliminated?		
Is SNAP-Ed's role in State SNAP defined?		

<b>Staffing</b>	<b>Yes</b>	<b>No</b>
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?		

<b>Budget</b>		
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?		

<b>Assurances</b>	<b>Yes</b>	<b>No</b>
Are assurances included?		

<b>Evaluation</b>	<b>Yes</b>	<b>No</b>
Is the evaluation type defined?		
Is the methodology adequately defined?		
Are plans for using the results defined?		

## Reporting SNAP-Ed Priority Outcome Indicators – Using the SNAP-Ed Evaluation Framework

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### Reporting SNAP-Ed Priority Outcome Indicators –Using the SNAP-Ed Evaluation Framework

States that are using the *SNAP-ED EVALUATION FRAMEWORK*'s 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 2019 Annual Report due on January 31, 2020.

#### 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.

## Reporting SNAP-Ed Priority Outcome Indicators – Using the SNAP-Ed Evaluation Framework

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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, from 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. 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.

#### **Outcome Measure 1:**

Enter survey(s) or data collection tool(s) and age group(s) here.



## Reporting SNAP-Ed Priority Outcome Indicators – Using the SNAP-Ed Evaluation Framework

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### ***Outcome Measure Details:***

Enter pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional Outcome Measures & Details as needed.

### **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.

### ***Outcome Measure 1:***

Enter survey(s) or data collection tool(s) and age group(s) here.

### ***Outcome Measure Details:***

Enter pre scores, post scores, sample sizes, and statistical testing, if applicable. Add additional Outcome Measures & Details as needed.

### **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.

#### ***Policy, systems, environmental changes, or associated promotion adopted***

#### ***Policy, system, or environmental change 1:***

Enter PSE change uptake that was confirmed here.

#### ***Policy, system, or environmental change 1 Details:***

Enter how PSE change uptake was confirmed; unexpected benefits or spinoffs; and challenges, course-corrections, and intervention improvements here, as applicable. Add additional policy, system, or environmental changes as needed.

### **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.

#### ***Partnership 1:***

Enter the name and 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 here.

#### ***Partnership 1 Details:***

Describe the partnership maturity levels, partnership accomplishments and lessons learned here. Add additional partnerships as needed.

### **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.

#### ***Partnership 1:***

Enter the name and 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 here.

## Reporting SNAP-Ed Priority Outcome Indicators – Using the SNAP-Ed Evaluation Framework

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### ***Partnership 1 Details:***

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 here. Add additional partnerships as needed.

## **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 % of 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.

### ***Outcome Measure 1:***

Enter survey(s) or data collection tool(s) and age group(s) here.

### ***Outcome Measure Details:***

Enter the number or % of 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 here. Add additional Outcome Measures & Details as needed.

## **Additional Information to Report More SNAP-Ed Framework Outcomes**

### ***Other Outcome Indicator 1:***

Report other outcome indicators here.

### ***Other Outcome Indicator Details:***

Enter how results were measured here. Add additional Outcome Indicators as needed.

### 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://snapedtoolkit.org/> 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)

## Checklist for Evidence-Based Approaches

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***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)

## Checklist for Evidence-Based Approaches

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### Intervention or Strategy 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
	<u>National Collaborative for Childhood Obesity Research: SNAP-Ed Interventions Toolkit</u> <a href="https://snapedtoolkit.org/">https://snapedtoolkit.org/</a>		
	<u>Food and Nutrition Service: Nutrition Evidence Library</u> <a href="http://www.nel.gov">http://www.nel.gov</a>		
	<u>National Cancer Institute: Research-Tested Interventions Program</u> <a href="http://rtips.cancer.gov/rtips/programSearch.do">http://rtips.cancer.gov/rtips/programSearch.do</a>		
	<u>U.S. Department of Health and Human Services: Guide to Community Preventive Services</u> <a href="http://www.thecommunityguide.org/index.html">http://www.thecommunityguide.org/index.html</a>		
	<u>U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit</u> <a href="https://www.ruralhealthinfo.org/community-health/obesity">https://www.ruralhealthinfo.org/community-health/obesity</a>		
	<u>What Works for Health: Policies and Programs to Improve Wisconsin's Health</u> <a href="http://whatworksforhealth.wisc.edu/">http://whatworksforhealth.wisc.edu/</a>		
	<u>University of North Carolina Center of Excellence for Training and Research Translation</u> <a href="http://www.centertrt.org/?p=interventions_overview">http://www.centertrt.org/?p=interventions_overview</a>		
	<u>Other (specify, attach with submission):</u> _____		
<u>Notes/Comments:</u>			

*If you answered to yes to any of the above, congratulations, your strategy or intervention has been certified as evidence-based! If you answered no, go to Step 2.*

## Checklist for Evidence-Based Approaches

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 <sup>7</sup> , 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.*

Step 2	(continued)	Yes	No
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.*

<sup>7</sup> 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*.

## Checklist for Evidence-Based Approaches

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
<b>A</b>	Does the approach align with the <i>Dietary Guidelines for Americans</i> <a href="http://health.gov/DietaryGuidelines/">http://health.gov/DietaryGuidelines/</a> , the <i>Physical Activity Guidelines for Americans</i> , <a href="http://health.gov/paguidelines/">http://health.gov/paguidelines/</a> and/or <b>Healthy People 2020 objectives for Nutrition and Weight Status</b> , <a href="http://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives?topicId=29?">http://www.healthypeople.gov/2020/topics-objectives/topic/nutrition-and-weight-status/objectives?topicId=29?</a>		
<b>B</b>	Does the approach reflect the budgetary and time constraints of the low-income population?		
<b>C</b>	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)		
<b>D</b>	Will the approach be evaluated for changes in individual behaviors, food/physical activity environments, or obesity prevention policies?		
<b>If you answered yes to items A – D, go to item E. Else, your approach is not considered emerging for SNAP-Ed.</b>			
<b>E</b>	Does the approach reflect the social, cultural, and/or linguistic needs and resources of the low-income population(s) served?		
<b>F</b>	Does the approach address the results and implications of a State or community needs assessment?		
<b>G</b>	Does the approach address State or local priorities/strategic plans?		
<b>Notes/Comments (including applicable supporting files to be attached with submission):</b>			
<i>If you answered yes to items E, F, or G (any one of them), your approach is emerging.</i>			
<b><u>Designate which category of evidence applies:</u></b>			



## Checklist for Evidence-Based Approaches

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

## Checklist for Evidence-Based Approaches

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### 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 201.

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

### Checklist for Public Health Approaches

The Healthy Hunger-Free Kids Act of 2010 transformed SNAP-Education into a nutrition education and obesity prevention grant program, explicitly adopting obesity prevention as a major emphasis and allowing comprehensive community and public health approaches for low-income populations. The purpose of this checklist is to help States and Implementing Agencies use a public health approach for planning and implementing SNAP-Education projects. Following a general outline for program planning in public health, there are three core steps: 1) engagement and assessment, 2) program development and implementation, and 3) monitoring and evaluation. This checklist provides examples of each of these steps. The checklist begins by describing the types of SNAP-Education policy, systems, and environmental change strategies and interventions, and then provides steps and examples of program planning in public health. Please keep in mind that in practice, these processes are more parallel and iterative, than they are linear. SNAP-Education programming may include comprehensive, 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-Education providers can implement community and public health approaches that affect a large segment of the population rather than solely targeting the individual or a small group. Community and public health approaches include three complementary and integrated elements: education, marketing/promotion, and policy, systems, and environmental approaches. Using these three elements helps create conditions where people are encouraged to act on their education and awareness and where the healthy choice becomes the easy and preferred choice, which is facilitated through changes in policy, systems, and the environment. By focusing activities on settings with large proportions of low-income individuals and using evidence-based interventions that are based on formative research with SNAP-Education audiences, public health approaches can reach large numbers of low-income Americans and might produce meaningful impact.

## Checklist for Public Health Approaches

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**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.

## Checklist for Public Health Approaches

Step 1. Engagement and Assessment: Findings from assessing the needs and assets of local settings should inform the selected PSE approach. The following are common components of stakeholder engagement and community assessments.	Yes	No	Additional Info.
Collect and analyze qualitative and quantitative data from primary and secondary sources. Primary data is data that one collects directly through surveys, interviews, and focus groups; it often adds local or unique information difficult to obtain through secondary data. Secondary data is existing data which has already been collected by someone else. Previous evaluation data may also be useful to the assessment.			
Incorporate stakeholder (e.g. local decision makers, program partners, program participants) priorities and local initiatives to determine the appropriate strategies.			
Engage communities of focus and gain an understanding of current issues of importance and relevance to them.			
Form community advisory groups, or other bodies to facilitate and maintain stakeholder input.			
Coordinate with other FNS-funded programs such as the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Child Nutrition Programs which include the National School Lunch Program, and Summer Food Service Program, to help ensure SNAP-Ed fills in gaps left by other nutrition programs.			
Partner with other existing services and resources at the national, State, and local levels to further the reach and impact of SNAP-Ed activities. Developing and enhancing partnerships is critical to instituting policy, systems, and environmental change strategies in communities.			
Assess settings that are conducive to reaching a large segment of the population, which otherwise would be challenging to reach one person at a time.			
Assess areas with barriers to the availability and/or accessibility of healthy options (e.g. access to healthy and affordable grocery stores, safe pedestrian walkways, and parks and open spaces).			
Determine what will serve as baseline data.			

## Checklist for Public Health Approaches

<b>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.</b>	Yes	No	Additional Info.
Identify target population(s) to work with for the intervention.			
Identify appropriate PSE approaches, which complement direct education and social marketing, based on the results from Step 1. Engagement and Assessment.			
Select and align goals and SMART (simple, measurable, attainable, realistic, timely) objectives in at least two levels of the SEM with the Multi-Level Frameworks, such as the: SNAP-Ed Evaluation Framework <a href="https://snapedtoolkit.org/framework/index/">https://snapedtoolkit.org/framework/index/</a> CDC Obesity Prevention Framework <a href="http://www.cdc.gov/pcd/issues/2012/11_0322.htm">http://www.cdc.gov/pcd/issues/2012/11_0322.htm</a> , or NIFA Community Nutrition Education Logic Model <a href="https://nifa.usda.gov/resource/community-nutrition-education-cne-logic-model">https://nifa.usda.gov/resource/community-nutrition-education-cne-logic-model</a>			
Create a logic model that clearly links each component of the policy and program changes to one another, and connects these to the overall, long-term outcome of improved nutrition, physical activity, and maintenance of normal body weight.			
Select and train implementers.			
Facilitate adoption, implementation, and maintenance.			
Determine which existing materials, implementation guides, and resources are appropriate to utilize.			
Create and develop additional resources, products, and project materials.			
Communicate progress to stakeholders.			

## Checklist for Public Health Approaches

<b>Step 3. Evaluation: The changes that occur as a result of the strategies used can be observed at the individual, environmental and systems levels. Evaluating SNAP-Ed interventions using outcome measures that are specific to each intervention and the overall impact using appropriate measures/indicators. The following are components of evaluation commonly used in public health interventions.</b>	<b>Yes</b>	<b>No</b>	<b>Additional Info.</b>
Choose evaluation outcomes with realistic and appropriate measures.			
Collect evaluation data that will inform decisions to be made throughout implementation and later, maintenance/improvement of the project.			
Conduct a process evaluation.			
Determine whether implementation occurs as intended.			
Describe the reach of the intervention in terms of settings or neighborhoods. For example, the number of SNAP-Ed eligible individuals that benefitted from the change(s) during the period assessed. Refer to RE-AIM (Reach, Effectiveness, Adoption, Implementation, and Maintenance) model in the SNAP-Ed Evaluation Framework.			
Conduct an outcome evaluation.			
Continue to monitor outcomes and make continuous program improvements.			
Replicate across multiple populations and venues, making adjustments according to context.			
Communicate and disseminate results to stakeholders and funders.			

## Checklist for Public Health Approaches

### Policy Systems, and Environmental (PSE) Approaches

Examples of PSE approaches that complement direct or indirect nutrition education. Check the corresponding box for those that have the potential to fit your project. This list is not exhaustive; please write-in other proposed approaches for review.	Yes	No
Use community or place-based messaging to promote access and appeal for healthy foods, beverages, and/or physical activity.		
Use digital or social media to promote access and appeal for healthy foods, beverages, and/or physical activity.		
Mobilize community partnerships around healthy eating and active living.		
Develop wellness policies in schools, after-school, or 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:		



## Budget Detail Template

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### Budget Detail Template

The Budget Detail Templates below are for illustrative purposes only. Please use the fillable Excel version of this template available at the SNAP-Ed Connection at <https://snaped.fns.usda.gov/materials/mountain-plains-region-budget-template>.

Template developed by Mountain Plains Region.

#### In State Travel Trip #1

Trip Purpose:

Travel location:

Staff Positions Traveling:

Category	Number of Staff	Cost	Trip Mileage or Duration	Total Cost
Mileage		(Per Mile)	Miles Roundtrip	Total \$
Lodging		(Per Day)	# Days	Total \$
Per Diem		(Per Day)	# Days	Total \$

Total Cost Trip #1

\$

#### In State Travel Trip #2

Trip Purpose:

Travel location:

Staff Positions Traveling:

Category	Number of Staff	Cost	Trip Mileage or Duration	Total Cost
Mileage		(Per Mile)	Miles Roundtrip	Total \$
Lodging		(Per Day)	# Days	Total \$
Per Diem		(Per Day)	# Days	Total \$

Total Cost Trip #2

\$ -

## Budget Detail Template

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### In State Travel Trip #3

Trip Purpose:

Travel location:

Staff Positions Traveling:

Category	Number of Staff	Cost	Trip Mileage or Duration	Total Cost
Mileage		(Per Mile)	Miles Roundtrip	Total \$
Lodging		(Per Day)	# Days	Total \$
Per Diem		(Per Day)	# Days	Total \$

Total Cost Trip #3

\$-

### In State Travel Trip #4

Trip Purpose:

Travel location:

Staff Positions Traveling:

Category	Number of Staff	Cost	Trip Mileage or Duration	Total Cost
Mileage		(Per Mile)	Miles Roundtrip	Total \$
Lodging		(Per Day)	# Days	Total \$
Per Diem		(Per Day)	# Days	Total \$

Total Cost Trip #4

\$

## Budget Detail Template

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### Out of State Travel Trip #1

Trip Purpose:

Travel location:

Staff Positions Traveling:

Category	Number of Staff	Cost	Trip Mileage or Duration	Total Cost
Mileage		(Per Mile)	Miles Roundtrip	Total \$
Lodging		(Per Day)	# Days	Total \$
Per Diem		(Per Day)	# Days	Total \$

Total Cost Trip #1

\$

### Out of State Travel Trip #2

Trip Purpose:

Travel location:

Staff Positions Traveling:

Cost Type	Number of Staff	Cost Basis	Variable	Cost Total
Air Travel		Air Fare	Roundtrip	Total
Lodging		Cost Per Day	# Days	Total
Ground Transportation		Cost Per Day	# Days	Total
Registration Fee		Registration Fee		Total

Total Cost Trip #2

\$

## Budget Detail Template

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### Out of State Travel Trip #3

Trip Purpose:

Travel location:

Staff Positions Traveling:

Cost Type	Number of Staff	Cost Basis	Variable	Cost Total
Air Travel		Air Fare	Roundtrip	Total
Lodging		Cost Per Day	# Days	Total
Ground Transportation		Cost Per Day	# Days	Total
Registration Fee		Registration Fee		Total

Total Cost Trip #3

\$

### Out of State Travel Trip #4

Trip Purpose:

Travel location:

Staff Positions Traveling:

Cost Type	Number of Staff	Cost Basis	Variable	Cost Total
Air Travel		Air Fare	Roundtrip	Total
Lodging		Cost Per Day	# Days	Total
Ground Transportation		Cost Per Day	# Days	Total
Registration Fee		Registration Fee		Total

Total Cost Trip #4

\$

## Budget Detail Template

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### 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

## Budget Detail Template

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### Nutrition Educational Enhancements – FFY

Item	Audience	Use	Message	Cost/item
			Total	\$

### Computer Inventory

FFY	Region	County	Name
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### Executive Summary Example

#### Massachusetts Executive Summary 2017 (Example)

##### *2017 Plan Highlights*

To ensure that program activities are accessible to the maximum extent possible, eligible participants are notified, about SNAP-Ed program activities which are held in local communities, via mailings, posters/flyers posted on the TAO lobby TVs and hard copy posters/flyers posted in the lobby of the TAOs.

TAO or DTA staff can refer participants to scheduled activities or the participants can self- refer. This referral system and the ensuing coordination is overseen by the DTA Program Coordinators. In some locations, it is not possible to schedule SNAP-Ed activities at TAOs, due to space restrictions, therefore sites at community agencies are developed, as host sites offering space, where the activities are held. The DTA Program Coordinators are the liaisons connecting the participants to the host site and the implementing agencies conduct the activities.

DTA has also expanded its use of electronic media for SNAP clients. Most recently, there has been the development of the mobile APP. The mobile APP is in Stage I release and, as a new format, will offer clients the ability to obtain EBT balances, view notices, and receive alerts and appointment reminders, among other personalized case data. In future releases, the mobile APP will include message “pushes”, and have the capacity to provide clients with geo-specific information about nutrition education and farmer’s market opportunities available in real time near where they live. In this way, the reach will be expanded for nutrition education program participation.

**The SNAP-Ed Blog ([www.healthyfoodsinasnap.wordpress.com](http://www.healthyfoodsinasnap.wordpress.com)) and the weekly Tips Line which UMass NEP had developed for DTA, and advertised at TAOs through a Rack Card called “Spend a minute, save a dollar”, will no longer be operated by UMass. The Tips Line was a call in phone line which is an outdated mode of communication. However, two years worth of these phone message scripts, in English and Spanish, are being transferred to DTA for transitioning this format to be either texts or tweets or linked to the mobile APP. The SNAP-Ed Blog, with its historical entries, will also be transferred to DTA and housed in our website and/or linked to the mobile APP. UMass NEP will continue to supply DTA with nutrition-related content, for the Blog on a monthly basis.**

The two smaller Implementing Agencies, Ascentria and Bay Cove/Kit Clark Senior Services, each specialize in unique populations. Ascentria serves the Refugee community in Springfield/Westfield areas and Bay Cove/Kit Clark serves the elderly population in the Boston area. Through their expertise in understanding the learning capacity and modalities for their clients, they have recognized key points within SNAP-

## Executive Summary Examples

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Ed curriculum which could be honed for a more relevant nutrition education learning experience. Thus, each agency is proposing to explore and develop new materials to address these concerns.

(see section i. Development of New Educational Materials)

SOS\_CM moved their facility from South Boston to Dorchester. The increase in rent is indicated in the Lease found in Appendix I.

DTA is exploring the implementation of a Social Marketing Campaign. The approach and terms for using either an existing evidence-based intervention from the Toolkit or leveraging funds with other agencies and/or a subcontract agreement with a marketing firm have not been finalized. We request \$300,000 to be reserved for this purpose. We anticipate that plans for this will be fully developed within the first quarter of FFY 2017.

The FFY 2017 Plan requests \$4,741,045 and \$511,255 in carry in funding from prior year for a total of \$5,252,300.

The following charts summarize the overall Nutrition Education activities for Direct, Indirect, and Policy, Systems and Environmental changes.

### ***Summary of Overall Nutrition Education Activities***

Project Activities are listed in detail on the Planned Direct and Indirect Activities Spreadsheets included in Appendix A. These spreadsheets provide information about how and where the activities will be delivered including: DTA region, collaborator name, type of delivery site, audience, activity type, number of activities to be conducted, and number of individuals/contacts to be reached.

Projected numbers of activities, contacts and participants are summarized below:



## Executive Summary Examples

### *Direct Methods*

Agency	Activity	Projected Number of Individuals	Projected Number of Contacts
ACS	7 Single Session Lessons	35	35
SOS/Cooking	262 Single Session Lessons	2,358	2,358
UMass NEP	449 Single Session Lessons	5,884	5,884
ACS	48 Series = 335 Lessons	730	4,960
BC/KCSS	80 Series = 240 Lessons	1,030	1,854
SOS/Cooking	77 Series = 462 Lessons	770	4,620
UMass NEP	2,545 Series = 10,723 Lessons	52,057	217,850
	Total Direct Individuals/Contacts	62,864	237,561

OVERALL Direct: 3,468 Series/Single Sessions, 12,478 Lessons.

### *Indirect Methods*

Implementing Agency	Activity	Projected Number of Individuals To Be Reached
ACS	6 Farmers' Market Food Demos	120
ACS	24 Other Food Demos	120
ACS	1 Other Display	100
ACS	Parent Newsletters	299
UMass NEP	75 TAO Food Demonstrations	2,430
UMass NEP	8 TAO Displays	16,609
UMass NEP	TAO Newsletters, Handouts, Daily Tips	7,609
UMass NEP	108 Farmers' Market Food Demos	8,410
UMass NEP	193 Other Displays	17,155
UMass NEP	Parent Newsletters and Handouts	59,786
UMass NEP	School Enrichment Materials	96,565
	Total Indirect individuals	209,203

## Executive Summary Examples

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### *Policy, Systems, Environmental Changes*

Implementing Agency	Type of Policy, System, or Environmental Change	Channel/ Setting	Number of Initiatives	Projected # of Individuals Reached
ACS	Nutrition Support Change	Eat	1	20
ACS	Nutrition Support Change	Live	1	40
ACS	Physical Activity Support Change	Play	1	150
ACS	Partnership: J.J. Duggan School	Learn	1	n/a
BC/KCSS	Nutrition Support Change	Live	2	415
BC/KCSS	Physical Activity Support Change	Play	1	25
BC/KCSS	Partnership: St Cecilia's	Live	1	n/a
SOS/CM	Nutrition Support Change	Shop	1	131
SOS/CM	Partnership: TBD	TBD	1	n/a
UMass NEP	Nutrition Support Change	Learn	11	12,784
UMass NEP	Nutrition Support Change	Shop	1	500
UMass NEP	Physical Activity Support Change	Learn	9	7,571
	Total		31	21,636

### Oregon Executive Summary 2017 Example

Supplemental Nutrition Assistance Program – Nutrition Education (SNAP-Ed) Federal Fiscal Year (FFY) 2017

#### *Executive Summary*

On behalf of the State of Oregon, the SNAP-Ed Plan for fiscal year 2017 is dedicated to improving the likelihood that persons eligible for SNAP will make healthy choices within a limited budget and choose active lifestyles consistent with the current Dietary Guidelines for Americans. Many essential partnerships within the state contribute to the overall effort, which is led by the Oregon Department of Human Services (DHS) in partnership with the implementing agency, Oregon State University (OSU).

#### *Highlights of the Plan:*

Strong statewide partnerships: Oregon DHS is proposing to move the SNAP-Ed program into a three-year State plan. The statewide partnerships have continued to develop and strengthen, ensuring that collaboration is occurring on multiple projects and is maximizing joint program reach. Regularly scheduled quarterly SNAP-Ed stakeholder meetings, individual meetings with each agency or organization, plus a one-day retreat, have created a strong three-year outcome focus such as: writing grants including partners; creating conference presentations together; inviting staff from different agencies to shared trainings; and providing time and effort from multiple agencies to joint SNAP-Ed projects and opportunities.

As a result, DHS and OSU staff will be coordinating new stakeholder taskforces to help steer the strategies and initiatives between our partners in targeted focus areas: Smarter Lunchrooms, refugee populations, early childhood and childcare and older adults. We will use a 3-phase model based on the SNAP-Ed Evaluation Framework that will help assess and guide the taskforces.

***Oregon Hub model:*** The Oregon Hub model is in its third year. This model is well-suited to the development of a data-driven multi-year Plan: individual Hub summaries reflect a thoughtful progression of strategies and interventions selected by audience, site, and objectives. Taken as a whole, 90 Hub summaries show common themes and strategies that have local partner support and buy-in. The core of each Hub is centered in one of three settings: school, family/community, or early childhood and childcare. The Hubs work towards a combination of policy, system and/or environmental (PSE) strategies in conjunction with direct education and social marketing. Each Hub is at a different stage of development and has been classified as formative, building, or maintenance stage. PSE strategies in Hubs are categorized by stage: assess, implement, or maintain.

***Oregon Assessment Tools:*** A variety of assessment tools are available to assist with beginning PSE efforts. Three of these tools are Oregon-grown and are part of the

## Executive Summary Examples

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*SNAP-Ed Interventions Toolkit.* The Oregon Food Bank (with OSU) created the Healthy Pantry Toolkit. These categories provide a system of progression for work in Hubs overall and in specific PSE efforts. The Oregon SNAP-Ed Toolkit for Strategies and Interventions provides evidence-based curricula choices for utilization within each Hub for direct education, and fidelity checklists facilitate the delivery of curriculum with fidelity.

***Oregon SNAP-Ed signature programs:*** The Food Hero social marketing campaign, focusing on research-based, participant-directed fruit and vegetable messages through high-visibility communication channels, has been widely adopted by other State and local organizations, increasing its reach and application throughout the State. Adapting the recipes for use by older adults is a goal for 2017.

Increased focus on evaluations: In 2017, The Growing Healthy Kids impact evaluation will be completed; a comprehensive randomized outcome evaluation of Food Hero in four counties will be finished; outcome evaluations of direct education; Food Hero survey evaluations; and a thorough reassessment of overall evaluation strategies will be conducted in FFY 2017.

For this three-year Plan proposal, Oregon SNAP-Ed will explore ways to utilize the SNAP-Ed Evaluation Framework and Interpretive Guide to answer the question: What effect does integration of direct education, social marketing, and PSE have on eating and physical activity behavior within the Hub model?

Fiscal request: The amount of funding requested is \$7,264,717 (FFY 2017 FNS allocation) plus \$720,000 in carry-in funds.

In summary, Oregon SNAP-Ed in FFY 2017 will:

Maintain close linkages with State and community partners;

Reach youth, adults, and families through multiple channels within local and regional Hubs;

Deliver messages multiple times through direct education, and social marketing strategies;

Assess partner and environmental contexts and readiness to change through use of assessment tools and strategies, resulting in sustained PSE interventions that, in conjunction with education and messaging, maximize the likelihood of behavior change that is maintained over time;

Refine and improve program content and quality, based on participant feedback, evaluation data, and agency input;

## **Executive Summary Examples**

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Select and deliver curricula and materials that are evidence-based with fidelity;

Train faculty, staff, volunteers, and partners who will extend SNAP-Ed programming in effective assessment tools, program delivery, evaluation and PSE implementation.