

EARS Frequently Asked Questions (FAQs) and Answers for Fiscal Year 2017 Reporting

Glossary

Adoption is when an organization makes at least one change in writing or practice to expand access or appeal for healthy eating or physical activity using an evidence-based policy, systems, or environmental change. This can be a change described in the *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States*, commonly known as the SNAP-Ed Toolkit also available as an [interactive online site](#), or one defined in the *SNAP-Ed Evaluation Framework*.

Advertising is a commercial message promoting a specific behavior or product. Advertisements can appear in print or electronic publications, broadcast media, other electronic distribution (e.g., podcasts) and public media (e.g., billboards and signage in public areas).

Collective impact, as defined in *The SNAP-Ed Plan Guidance*, refers to actors from different sectors that commit to the following five conditions: a common agenda to solve social problems; shared measurement (e.g., indicators in the *SNAP-Ed Evaluation Framework*); a common action plan; continuous communication; and backbone support to guide actions, provide technical support, and mobilize resources.

Consulting, for SNAP-Ed purposes, is the provision of expert advice related to a specific SNAP-Ed activity. For instance, a former hospital administrator may provide consulting services to an Implementing Agency that is developing partnerships with community clinics to provide nutrition education to patients.

Development refers to intervention or project development activities, such as curriculum adaptation.

Direct education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media within an evidence-based intervention.

Example: [Walk with Ease](#) - a national, research-tested program that offers six-week classes

Evaluation and tracking assistance refers to services which facilitate the evaluation of programs and/or the tracking of participants engaged in them.

Funding assistance received for SNAP-Ed activities describes financial support of activities or materials for which SNAP-Ed funds are not allowable, such as store shelving, or for which an agency does not have sufficient SNAP-Ed funding to purchase.

Funding assistance provided to SNAP-Ed partners describes the use of SNAP-Ed funds for the support and implementation of SNAP-Ed activities.

Human resources assistance for SNAP-Ed refers specifically to the use of staff or

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staff time for a specific activity.

Implementation, for the purposes of EARS, is the process of putting a SNAP-Ed plan's activities into action through programs or interventions within the Eat, Learn, Live, Play, Shop, and/or Work domains.

Indirect education, for SNAP-Ed purposes, is defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of educational materials through indirect intervention channels, needs to take place within an evidence-based intervention.

For EARS reporting, the term **indirect intervention channels** will be used to describe the medium of communication used for indirect education.

An **intervention**, for SNAP-Ed purposes, is a specific set of evidence-based, behaviorally-focused activity or set of activities and/or actions implemented to promote healthy eating and active lifestyles.

Materials assistance refers to the provision of deliverable materials, publications, or supplies which will be used in SNAP-Ed activities. Examples include printed signage for retail stores or food for cooking demonstrations.

Partner entities are entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed programming by offering or receiving support or services (i.e., funding, technical expertise, etc.). They contribute to collective impact. A group that is involved in the planning of an intervention for 10 weeks is a partner, while an organization that is contacted and part of the process for 10 minutes is not.

Planning assistance refers to activities related to planning SNAP-Ed interventions, such as design and content development for social marketing campaigns.

Policy, systems, and environmental change (PSE) interventions refer to evidence-based interventions that can fall under either policy, systems, or environmental change or be any combination thereof. PSE interventions shape policies, practices, and physical environments (workplaces, health care settings, schools, day care centers, senior centers, etc.) to support and improve nutrition education, physical activity habits, and obesity prevention efforts. Unlike direct education programs, which generally target individuals and groups and have a beginning and an end, PSEs have the potential to reach a large number of people and continue over time. For more information, including examples of each type of intervention, refer to Section 1 of the most recent SNAP-Ed Plan Guidance, which contains an overview under the subsection Policy, Systems, and Environmental Change Interventions.

Example (with social marketing components): Baltimore Healthy Stores - research-tested program in Maryland

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Recruitment assistance in SNAP-Ed refers to the recruitment of participants or partners to engage in SNAP-Ed. For instance, a food bank may help an Implementing Agency recruit pantries for participation in a healthy pantry PSE project. In the field, practitioners may refer to recruitment activities as program outreach.

Space, for partnership assistance reporting, refers to the physical space where an activity is held, such as a meeting room.

Settings are the primary places where SNAP-Ed programming takes place. Settings with a high likelihood of reaching the SNAP-Ed eligible low-income population are characterized into the following six domains: eat (e.g., congregate meals sites/senior nutrition centers, fast food chains, and restaurants); learn (e.g., early care and education facilities, libraries, and schools); live (e.g., faith-based centers/places of worship, Indian reservations, and individual homes or public housing sites); play (e.g., State/county fairgrounds and parks and open spaces); shop (e.g., farmers markets and small food stores); and work (military bases and worksites with low-wage workers).

Social marketing, as described by the 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" (adapted from Alan Andreasen 1995 and Social Marketing Division of Society for Nutrition Education and Behavior). Some commercial marketing techniques that distinguish social marketing include advertising and mass communication through social media or other communication channels. Social marketing campaigns typically bring together numerous partners and methods to achieve measurable population change.

For an activity to qualify as an evidence-based social marketing campaign, the initiative being reported on must have included all of the steps specified in the SNAP-Ed Plan Guidance under the section on Social Marketing Programs.

Example: Ways to Enhance Children's Activity and Nutrition (WeCan!) - a national, evidence-based program

Supermarkets engage in the retail sale of grocery and other store merchandise. These stores typically have 10 or more checkout lines with registers, bar code scanners, and conveyor belts. Supermarkets contain all the major food departments found in a traditional supermarket, including fresh meat and poultry; produce; dairy; dry, packaged, and frozen foods.

Technical services in SNAP-Ed refer to the provision of services for specific technologies. An example is a videographer producing videos for local SNAP offices.

Tracking and evaluation refers to activities which keep a record of and measure outputs, outcomes, and impacts of interventions.