

Section 2: Writing Your SNAP-Ed Plan & Annual Report

This section describes the requirements for the SNAP-Ed Plans based on provisions of the Food and Nutrition Act of 2008, as amended, under Section 28. The section also includes guidance on the development and submission of SNAP-Ed Plans and Annual Reports.

SNAP-Ed Plan and Annual Report Requirements

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

- Conform to standards established in regulations, SNAP-Ed Plan Guidance, and other FNS policy. A State agency may propose to implement an annual or multi-year Plan of up to 3 years.
- Include a table of contents and executive summary.
- 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. Agencies may also provide 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 an assessment of the nutrition, physical activity, and obesity prevention needs of the target population in addition to barriers to accessing healthy foods and physical activity. State agencies should make certain that the needs assessment considers the diverse characteristics of the target population.
- Ensure interventions are comprehensive in scope and appropriate for communities and the eligible population. The interventions must recognize the population's constrained resources and potential eligibility for Federal food assistance.
- 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

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- Include activities that promote healthy food and physical activity choices based on the most recent [DGA](#).
- Include evidence-based activities using two or more [SNAP-Ed approaches](#), including individual or group-based direct nutrition education, health promotion, and intervention strategies with one or more additional approaches.
- Provide a description of the State's efforts to consult and coordinate activities with publicly or privately funded national, State, and local nutrition education and health promotion initiatives and interventions, including WIC, the 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).
- Present an operating budget for the Federal fiscal year with an estimate of the cost of operation for one year for an annual Plan. An updated budget should also be submitted annually for 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 along with characteristics of the target population served. This will depend on the content of the State's SNAP-Ed Plan and is necessary to determine whether nutrition education and obesity prevention goals are being met.
- State agencies must also submit a SNAP-Ed Annual Report to FNS by January 31 of each year. The Report must describe SNAP-Ed Plan project activities, outcomes, and budget for the prior year.

State Agency Liability

For SNAP

State SNAP agencies must submit a SNAP-Ed Plan by August 15 for approval. Plans may be submitted earlier to facilitate the review and approval process to 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.

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.

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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.

Record Retention Requirements and Management

According to 7 CFR 272.1 (f) SNAP regulations require that all records be retained for 3 years from fiscal closure. This requirement applies to fiscal records, reports and client information held by the SNAP State agency and all sub-grantees. 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

Date	Action
January 31	Due date for Annual Report for previous fiscal year. New: FNS is expected to implement a new electronic reporting system for FY 2023 annual reporting and beyond, which will replace the current EARS and the Annual Narrative Report, and due as one report by January 31, 2024. End of new material.
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 multi-year 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	New: Due date for submission of EARS data in the Food Program Reporting System (FPRS) online through FY 2022 only. End of new material.

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

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

- Submit one single SNAP-Ed Plan and annual report per State that will incorporate all SNAP-Ed implementing agencies and local providers that participate.
- The Plan must describe 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.
- Provide clear and concise descriptions and justifications for requested items.
- Use the modules recommended in this Guidance.
- Concisely describe activities considering the scope of projects and limit the length of the Plan.
- 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.
- 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 January 31.

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

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Annual or Multi-Year Plans

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

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

When considering the approval of a State's multi-year Plan, FNS will factor in the State agency's:

- inclusion of a limited number of clear, concise, and well-written target population health-related nutrition and physical activity objectives;
- record of fiscal and program integrity;
- demonstration of a high degree of program stability resulting from experienced staff, consistent and reliable partners, and prior demonstration of proven projects; and
- projections indicating the State's estimated future funding can support program activities over the course of a multi-year Plan.

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

Annual Progression to SNAP-Ed Plans

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

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The following chart expands on what is required in the SNAP-Ed Plan for each year of the needs assessment cycle.

Plan Module	Year 1	Years 2 and 3
1: Identify the Target Audiences and Their Needs <ul style="list-style-type: none"> Needs assessment State priority goals 	Required	Updates (if applicable)
2: State SNAP-Ed Action Plan <ul style="list-style-type: none"> Objectives Performance indicators Projects SMART Nonproject activities SNAP-Ed Outreach Action plan overview 	Required	SMART objective and performance indicator updates (if applicable) Project, nonproject activity, outreach, and action plan overview updates (if applicable) The action plan overview should describe progress made in the last year and how the current Plan builds upon that progress.
3: Planned Projects	Required	Required. May be updated from the previous year if a project is continuing.
4: Planned Evaluations	Required	Required. May be updated from the previous year if an evaluation is continuing.
5: Coordination and Collaboration	Required	Required
6: Planned Staffing and Budget	Required	Required
7: Assurances and Signatures	Required	Required End of new material

Plan Amendments

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

- The State SNAP-Ed program budget exceeds \$100,000 and there is a change in activities that results in a change of 5 percent or greater of the total program budget.
- An implementing agency SNAP-Ed program budget exceeds \$100,000 and there is a change in activities that results in a change of 5 percent or greater of the total program budget. This includes State reallocations of funds among

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implementing agencies and implementing agency reallocation of funds among subcontractors.

- Budget revisions involve the transfer of amounts budgeted for indirect costs to absorb increases in direct costs.

Examples of changes that may require a Plan amendment include, but are not limited to, the incorporation of new environmental or public health approaches as well as significant expansion or reduction of activities. FNS recommends that States consult with their Regional Office for technical assistance prior to submitting an amendment.

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

New: Each SNAP-Ed Plan module **section** and **subsection** is discussed below along with **key content**. To the extent possible, external resources are identified in bullet form with live links; these resources and links can also be found on the SNAP-Ed Connection (<https://snaped.fns.usda.gov/>). There are no significant substantive changes to the information collected in the following Plan Modules and Report Modules. However, the format has changed; and some instructions have been expanded to provide clarity and facilitate consistent reporting. Therefore, all Plan and Report Modules should be viewed as new materials. **End of new material.**

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Plan Module 1: Identify the Target Audiences and Their Needs

New: 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. State agencies are required to conduct a comprehensive needs assessment every 3 years. The needs assessment should drive State priority goals, objectives, performance indicators, and SNAP-Ed projects and their target audiences. As such, it must identify the target audiences' needs as well as the strengths and weaknesses of current SNAP-Ed programming in meeting those needs.

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

The Needs Assessment must:

- Be a purposeful, strategic, and data-driven process led by the State agency with the active engagement of its implementing agencies and other stakeholders to identify the SNAP-Ed target audiences and understand their needs;
- Present the nutrition, physical activity, and obesity prevention needs of the target population as well as their barriers to accessing healthy foods, physical activity, and SNAP-Ed programming;
- Consider the diverse characteristics of the target population, including race/ethnicity, language, and other factors;
- Consider the needs of Tribal populations and make efforts to include a focus and devotion of resources to Tribal nutrition education;
- Capture information on whether services are already being delivered to the target audience;
- Present areas for improvement with regards to:
 - SNAP-Ed access and appropriateness for the target audiences;
 - collaborations and partnerships with other agencies and organizations including USDA nutrition programs, Minority Serving Institutions, Indian Tribal Organizations, and organizations from multiple sectors that work with or can impact nutrition and physical activity opportunities for the SNAP-Ed target population;
 - capacity of the SNAP-Ed workforce to deliver programming that addresses the needs and characteristics of its diverse target audiences;
- Describe the program's assets and challenges in having desired impacts.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

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Needs Assessment Process

The SNAP-Ed needs assessment is led by the State SNAP agency and utilize an inclusive and collaborative process that engages diverse stakeholders including implementing agencies, partner entities, Minority-Serving Institutions (MSIs) and other minority-serving organizations, Indian Tribal Organizations, and, to the extent feasible, SNAP-Ed eligible individuals.

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

Needs Assessment Findings

The Needs Assessment findings must integrate data collected outside of SNAP-Ed (e.g., State and national health surveys, health and nutrition needs assessments completed by other agencies in the State), SNAP-Ed Annual Report data, SNAP-Ed program evaluations, and other qualitative and quantitative data collected by SNAP-Ed that can help to identify assets and needs (e.g., focus groups, key informant interviews, community listening sessions, surveys).

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

- State WIC program data
- Behavioral Risk Factor Surveillance System (<http://www.cdc.gov/brfss>)
- National Survey of Children's Health (<http://www.childhealthdata.org/learn/NSCH>)
- Youth Risk Behavior Surveillance System (<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>)
- America's Health Rankings (<https://www.americashealthrankings.org/>)
- State Department of Health data, including State Health Improvement Plan needs assessments

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- USDA Economic Research Service data products (<https://www.ers.usda.gov/data-products/>)
 - Food Consumption Estimates (<https://www.ers.usda.gov/data-products/food-consumption-and-nutrient-intakes/>)
 - American Time Use Survey Eating and Health Module (<https://www.ers.usda.gov/data-products/eating-and-health-module-atus/>)
 - Current Population Survey, Food Security Supplement (<https://www.ers.usda.gov/data-products/food-security-in-the-united-states/>)
- State of Childhood Obesity (<https://www.stateofchildhoodobesity.org/data/>)
- Community Commons Maps and Data (<https://www.communitycommons.org/collections/Maps-and-Data>)
- CDC obesity data and related information (<https://www.cdc.gov/obesity/data/childhood.html>, <https://www.cdc.gov/healthyschools/index.htm>)
- CDC State Indicator Reports, strategies, data, fact sheets, social media tools, and resources on physical activity (<http://www.cdc.gov/physicalactivity/resources/reports.html>)
- County Health Rankings (<https://www.countyhealthrankings.org/>)
- PolicyMap (<https://www.policymap.com/maps>)
- CARES HQ (<https://careshq.org/map-room/>)
- HealthLandscape (<https://healthlandscape.org/>)
- The UDS Mapper (<http://www.udsmapper.org/>)⁷
- SNAP-Ed Engagement Network (<https://snaped.engagementnetwork.org/>)

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

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

⁷ 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.

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State-Specific Nutrition and Physical Activity-Related Data on Target Population

State agencies are expected to provide information on the nutrition/physical activity, behavioral, and lifestyle characteristics of the State population. These statistics can help to identify the behaviors and health conditions to be addressed by SNAP-Ed programming. Agencies are welcome to include other statistics to enhance their ability to develop, target, and deliver appropriate nutrition education and obesity prevention services (e.g., dietary and food purchasing attitudes and habits; social and cultural values and norms).

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

When possible, State agencies should use the same data source as has been used in previous SNAP-Ed Plans to identify trends more readily. If data are available for populations that overlap (e.g., children 2 – 5, children 2 – 18), both may be reported if they illustrate unique needs related to nutrition, physical activity, and health outcomes. State agencies are not expected to combine or reconcile information across data sources.

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

Community Food Access Data

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

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

Demographic Characteristics of the SNAP-Ed Target Audience

SNAP-Ed Target Audience

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

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

Persons eligible for other means-tested Federal assistance programs such as Supplemental Security Income (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.

While 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, 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 of the Social Security Act
- 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 childcare 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.
- Is assigned to or placed in a college or a certain other school through:
 - A program under the Workforce Innovation and Opportunity Act of 2014.
 - A program under Section 236 of the Trade Act of 1974.
 - An employment and training program under the Food Stamp Act.
 - An employment and training program operated by a State or local government.
- Is a single parent enrolled full time in college and taking care of a dependent household member under the age of 12?

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

- Are eligible to participate in a State or Federally financed work study program during the regular school year, as determined by the institution of higher education; or

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- Have an expected family contribution (EFC) of \$0 in the current academic year.

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

SNAP-Ed providers can address low-income students' nutrition and food access needs by partnering with campus-based food pantries or social service providers. These interventions can include providing technical assistance and educational resources on healthy donation and nutrient dense food selections to site partners, and in-person or virtual mini lessons with cooking demonstrations utilizing pantry items or on food resource management.

For additional information, please refer to:

SNAP Student Provisions in the Consolidated Appropriations Act 2021 - Questions and Answers | USDA-FNS <https://www.fns.usda.gov/snap/student-provisions-consolidated-appropriations-act-2021-qars>

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

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

To qualify, it must 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, residents, 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.

As part of the COVID-19 pandemic response, FNS has expanded eligibility for free meals to students at all participating schools for the duration of this emergency. When the school meals program is no longer means tested, SNAP-Ed providers must use different targeting methods to identify low-income schools and ensure they are serving the target low-income population.

Retail Locations Serving Low-Income Populations: Persons shopping in food retailers serving low-income populations are part of the SNAP-Ed target audience. Retail locations must accept WIC and/or SNAP benefits to qualify as a site for SNAP-Ed activities. Although many retailers accept these benefits, States should only approve SNAP-Ed activities in locations which demonstrate significant patronage by low-income individuals and families. Stores located in census tracts where at least 50 percent of

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persons have gross incomes that are equal to or less than 185 percent of the poverty threshold may qualify as SNAP-Ed activity sites.

FNS recognizes that SNAP recipients do not necessarily shop at the stores that are closest to where they live.⁸ Census tracts in some cases may not be the right measure. For example, in rural areas a particular store may be serving much of the SNAP low-income population or be the only grocery outlet in the community for the entire population, including the low-income population.

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

Demographic Characteristics

Provide data on the race, ethnicity, tribal status, age, primary language, and geographic location (county, parish, or ward) of the [SNAP-Ed target audience](#). Note that 185 percent of the Federal poverty guidelines (or your State's SNAP gross income limit, if higher) may be used as a proxy for the SNAP-Ed-eligible population.

Other population characteristics and demographic data that may help in planning and delivering SNAP-Ed effectively can be provided, including SNAP participation rates; income-relevant census tract information; poverty rates; geographic areas or neighborhoods serving qualifying schools; location of public housing; gender, family composition, and education; and where and how the SNAP-Ed population eats, engages in physical activity, redeems SNAP benefits, lives, learns, works, and plays.

The following data sources may be useful for describing the SNAP-Ed target audience:

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

States may propose alternate methodologies and data sources to identify their target audience for all SNAP-Ed efforts. Examples of alternate 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

⁸ Ver Ploeg, Michele, Lisa Mancino, Jessica E. Todd, Dawn Marie Clay, and Benjamin Scharadin. Where Do Americans Usually Shop for Food and How Do They Travel To Get There? Initial Findings From the National Household Food Acquisition and Purchase Survey, EIB-138, U.S. Department of Agriculture, Economic Research Service, March 2015.

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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. SNAP-Ed agencies may find the following mapping tools useful:

- **Capacity Builder:** The Capacity Builder allows users (i.e., FNS staff, State agencies, and partners) 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. 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 like public and private schools, universities, school districts, Rural Development and HUD housing, libraries, and churches. <https://www.hudexchange.info/resources/>
- **Community Commons:** Community Commons brings together a network of partners who have developed and made publicly available a variety of data and mapping tools among other resources. <http://www.communitycommons.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. These schools and communities would be eligible for SNAP-Ed. SNAP-Ed providers implementing this targeting strategy should consider the resource and staffing limitations inherent in providing SNAP-Ed at all eligible schools. To be eligible, LEAs and/or schools must meet a minimum level (40 percent) of identified students for free meals in the year prior to implementing the CEP; agree to serve free lunches and breakfasts to all students; not collect free and reduced-price applications from households in participating schools; and agree to cover with non-Federal funds any costs of providing free meals to all students above amounts provided in Federal assistance.

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

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.

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.

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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.

- The Bureau of Labor Statistics maintains a website with mean and median wages for different occupations at https://www.bls.gov/oes/current/oes_nat.htm. States can use this website to identify which types of occupations would most likely fulfill SNAP-Ed eligibility requirements.

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.

Pro-Rating Expenses for Events with Mixed-Income Audiences: Certain events, such as a State or County Fair, may not be located in low-income areas but have the potential to reach many SNAP-Ed participants and other low-income persons. A State submitted a plan for a pro-rata share of SNAP-Ed funds to pay for the specific costs that would benefit the SNAP-Ed eligible population at the event. FNS calculated a weighted average of the percentage of residents in three target neighborhoods within 185 percent of the FPL, or the gross income required to confer SNAP eligibility.

SNAP Participation

Provide the number of SNAP households in each county, parish, or ward in the State using the most recent SNAP State agency data. SNAP participants are a key part of the target audience for SNAP-Ed. While the SNAP-Ed eligible population include people who are not SNAP participants, examining SNAP participation data helps to further describe where the SNAP-Ed eligible population resides. These local data matched or mapped with SNAP-Ed reach data may help to identify localities where SNAP-Ed is serving high need populations and those where there is particular need for expanded SNAP-Ed reach (see the Plan module 1 subsection on [Gaps in geographic reach of SNAP-Ed and related programs for the target audiences](#)).

Program Access and Appropriateness for Diverse Target Audiences

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

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intervention meeting the needs of the target audience. Appropriateness includes, but is not limited to:

- Mode of delivery (e.g., online interventions are not appropriate for audiences with limited broadband access, in-person interventions may not be appropriate for people with limited access to transportation)
- Accommodations for people with disabilities
- Languages offered
- Target audience culture
- Time of delivery (e.g., direct education interventions designed for working parents are offered outside of working hours)
- Implementing agency and staff (i.e., implemented by an organization and staff trusted within the target audience community)

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

Gaps in geographic reach of SNAP-Ed and related programs for the target audiences

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

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

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

Last, describe factors that limit the geographic reach of SNAP-Ed programming (e.g., lack of implementing agencies serving a location) and the State and implementing

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agency's plans for addressing those gaps (e.g., developing partnerships with new implementing agencies).

Other factors affecting program access for diverse target audiences

Describe how SNAP-Ed programming is reaching all groups within its target audiences. To identify reach among these groups, compare the characteristics of direct education participants from the most recent Annual Report to the characteristics of SNAP-Ed eligible individuals identified in the [Needs Assessment Findings](#) in Plan module 1 and consider: what groups among the target audience are most and least likely to be reached by SNAP-Ed direct education?

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

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

Program appropriateness for diverse target audiences

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

To describe the strengths and weakness of SNAP-Ed programming appropriateness, the State agency should strongly consider obtaining input in a structured manner from SNAP-Ed participants and SNAP-Ed eligible non-participants. This input should focus on the SNAP-Ed programming's strengths or assets and weaknesses related to how well the program's service delivery methods, messages, and other attributes are tailored to support the behavioral change and policy, systems, and environmental change needs of diverse segments of the SNAP-Ed target audience. State agencies must also explain how the State agency and implementing agencies will address factors limiting program appropriateness.

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Coordination and Partnerships With Programs and Organizations From Multiple Sectors

Review the collaboration, coordination, and partnerships described in the most recent SNAP-Ed Annual Report. Consider the programs, multisector partnerships and coalitions, Indian tribal organizations, and minority-serving institutions with which SNAP-Ed coordinated. Then, describe the strengths and areas for improvement in coordination and partnerships.

Agency/Workforce Capacity

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

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

Selected State Priority Goals Based on Needs Assessment

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

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

Goals may be revised on an annual basis to reflect new needs identified from needs assessment updates.

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Plan Module 2: State SNAP-Ed Action Plan

State agencies complete this module to show how the priority goals identified in [Plan Module 1 – Identify the Target Audience and Their Needs](#) based on the needs assessment align with the objectives set to accomplish the goals, performance indicators used to measure progress, and projects and nonproject activities planned to achieve the objectives. FNS encourages States to select 5 to 7 priority goals and create at least one SMART objective 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 is the following: “By the end of the fiscal year, the State agency will have established collaborative relationships with four food banks to increase access to healthier food choices at their facilities for the SNAP-Ed target population.”

SMART objectives should be designed to be accomplished within the 3-year needs assessment cycle. A single objective may describe something to be accomplished over the course of two to three years, or they may be written in one-year segments, with each year building upon the previous one. For example:

Objective Year 1: By September 30, 2019, conduct formative research for a media campaign. Formative research includes focus groups, stakeholder interviews, and state-level and national data sets to select SNAP-Ed eligible community and cross-reference with indicators from the SNAP-Ed Evaluation Framework.

Objective Year 2: By September 30, 2020, conduct three complete Healthy Behavior campaigns that will promote common behavior change nutrition education messages targeting SNAP-Ed eligible individuals with an annual overall marketing reach of at least 25 million to include media impressions, website visitors, and social media supporting local contractors in the five service areas of Food Systems, Active Living, School Health, Early Childhood Development, and Direct Education.

Objective Year 3: By September 30, 2021, evaluate knowledge level and implementation of the family meals program as well as engagement of multi-sector partners.

State agencies must **identify performance indicators to track progress on all objectives from the [SNAP-Ed Evaluation Framework](#)**. For the example objective on establishing collaborative relationships with food banks, “ST7: Organizational

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Partnerships” from the SNAP-Ed Evaluation Framework provides possible performance indicator measurements, such as ST7c (description of partnership accomplishments and lessons learned).

[All SNAP-Ed projects](#) and [Nonproject Activities](#) must be designed to accomplish one or more objectives. In the Annual Report, agencies are required to list the SNAP-Ed Evaluation Framework indicator(s) measured for each project implemented, which must align to the objective(s) the project was designed to accomplish. Agencies must report results for certain priority SNAP-Ed Evaluation Framework indicator(s) (if measured as part of the project), and they have the option to report results for other indicators. As such, it is critical during the planning stage for agencies to **identify the indicators that will be measured for each project and identify the methods that will be used to collect the measurements.**

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Link SNAP-Ed Projects to SMART Objectives

A SNAP-Ed project is an [intervention](#) or a cluster of interventions or activities⁹ executed by a single agency (State agency, implementing agency, or subcontractor) with common goals, intended outcomes, target audiences (e.g., youth), and implementation setting types (e.g., school). State and implementing agencies are strongly encouraged to review [Plan Module 3 – Planned Projects](#) and [REPORT Module 4 – Planned Evaluations](#) to understand the requirements for describing planned projects and reporting the outcomes of projects.

In this part of the Plan, State agencies must provide the name/title of each project, the agency conducting each project, and the SMART objective(s) to be addressed by each project. Planned projects must be:

- Comprehensive in scope and appropriate for communities and the [ELIGIBLE POPULATION](#), recognizing the population’s constrained resources and potential eligibility for Federal food assistance;
- Include activities that promote healthy food and physical activity choices based on the most recent DGA; and
- Include evidence-based nutrition education and obesity prevention intervention strategies and interventions.

An effective program will use interventions across multiple levels of the SEM. State agencies must be sure their Plan includes evidence-based activities using two or more SNAP-Ed approaches, including individual or group-based direct nutrition education, health promotion, and intervention strategies with one or more additional approaches as described under [Comprehensive SNAP-Ed Projects and Plans](#) in the Overview section. States may use the SNAP-Ed Toolkit

⁹ Project activities include planning and reporting.

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(<https://snapedtoolkit.org/interventions/find/>) to find peer reviewed evidence-based interventions which are qualify for use in SNAP-Ed. States may consult with their FNS SNAP-Ed Regional Coordinator on other interventions that may be allowable even if they are not currently featured in the SNAP-Ed Toolkit. FNS recommends that States use FNS, CNPP, or other Federal governmental agency developed or recommended materials when possible.

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

The five RE-AIM steps are:

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

Link Nonproject Activities to SMART Objectives

Nonproject activities are all efforts funded by SNAP-Ed other than projects that are designed to accomplish State priority goals and objectives. Examples include comprehensive needs assessments, general staff training (e.g., civil rights training), technical assistance, and peer-to-peer learning that benefit staff across multiple projects. Other examples include convening of coalitions, contracted services such as evaluation and formative research, and other activities not tied to a specific project. Note that administrative activities, such as procurement, are neither projects nor nonproject activities. Administrative activities will be part of the SNAP-Ed budget in [Plan Module 6: Planned Staffing and Budget](#); they should not be included in Plan module 2.

In this part of the Plan, State agencies must provide a description of each nonproject activity, the agency conducting each nonproject activity, and the SMART objective(s) to be addressed by each nonproject activity.

SNAP-Ed Outreach

All State agencies must conduct SNAP-Ed outreach. Note that outreach specific to a SNAP-Ed project may be described in [Plan Module 3: Planned Projects](#). In Plan module 2, State agencies should summarize only general outreach efforts that are not tied to a specific project. Examples of SNAP-Ed outreach includes 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. State agencies may also provide SNAP-Ed information on bulletin boards or through electronic media.

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Action Plan Overview

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

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Plan Module 3: Planned Projects

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

Keep in mind that projects are a central unit of SNAP-Ed planning and reporting. In the Plan, agencies must provide a budget for each project. In the Annual Report, agencies are expected to report results and expenditures by project. Agencies are strongly encouraged to review [REPORT MODULE 4: PROJECT RESULTS](#) to ensure all data required for annual reporting are collected during project implementation.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Project Name

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

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

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Approaches

Indicate the stage(s) of implementation for each approach (i.e., [DIRECT EDUCATION](#); [POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE](#), [SOCIAL MARKETING](#) that is part of the project. Select all stages of implementation the project is anticipated to enter during the fiscal year.

Priority Populations

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

Languages

Indicate the language(s) in which each project approach will be offered.

Project Outreach (Optional)

Note that SNAP-Ed Outreach across the entire program is described by State agencies in [PLAN MODULE 2: STATE SNAP-ED ACTION PLAN](#). If any outreach efforts specific to a project will be conducted, describe them in this optional part of Plan module 3.

Direct Education and PSE Settings

Indicate the settings in which direct education and PSE interventions will be conducted. For each setting, provide the total planned number of sites (inclusive of those in Tribal jurisdictions and rural locations), the planned number of sites in Tribal jurisdiction, and the planned number of sites in rural locations. Also indicate if direct education, PSE, or both will be implemented in each setting. Agencies may use the [Federal Office of Rural Health Policy \(FORHP\) Data Files](#) to identify rural locations.

Social Marketing Campaign Scale

Accurately describing the geographic scale of social marketing campaigns is important for budget justification and to demonstrate the extent to which SNAP-Ed will reach the areas with the greatest need as identified by the needs assessment in [PLAN MODULE 1: IDENTIFY THE TARGET AUDIENCES AND THEIR NEEDS](#).

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

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Evidence Base of Project Interventions

Indicate the number of SNAP-Ed Toolkit interventions the project will use, the number of other previously developed interventions the project will use, and the number of new interventions to be developed and/or implemented for the project. The following text describes the information to be provided for each type of intervention.

SNAP-Ed Toolkit Interventions

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

If an agency is planning to adapt a SNAP-Ed toolkit intervention, it should work with the original intervention developer to make the adaptations, evaluate the modified intervention to demonstrate effectiveness, and share results with the original intervention developer.

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

Other Previously Developed Interventions

For each other previously developed intervention that will be used, indicate the intervention name and whether the FNS Regional Office has granted approval to use this intervention prior to Plan submission.

Use the checklist provided in the Plan form to determine the level of evidence for each of the other previously developed interventions. There are three levels of evidence:

- ***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. Agencies may need to provide a citation to demonstrate an intervention is research-tested.
- ***Practice-tested:*** The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field; these studies must show positive effects on individual behaviors, food/physical activity environments, or policies. Agencies must provide a citation to demonstrate an intervention is practice-tested.

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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. For interventions identified as *emerging*, agencies must describe the foundational evidence base to be developed to establish or grow the evidence base for the emerging intervention.

If the intervention will be adapted for the project setting(s) or target audience, briefly describe any planned adaptations and explain how the adaptations will better meet the needs of the target audience and/or better fit the project setting than the original intervention.

If an agency is planning to adapt a previously developed intervention, it should work with the original intervention developer to make the adaptations, evaluate the modified intervention to demonstrate effectiveness, and share results with the original intervention developer.

New Interventions

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

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

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Plan Module 4: Planned Evaluations

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

Note that an evaluation plan is not required for standard [PROJECT MONITORING](#), which must be conducted for all SNAP-Ed projects. Project monitoring includes the collection and analysis of data on how the project was implemented and the outcomes the project was anticipated to affect. Frequently, the outcomes measured during SNAP-Ed project monitoring are short term and medium term measures from the SNAP-Ed Evaluation Framework. Especially in instances when the measured outcomes differ from what was expected, implementation data can be used to understand the outcomes. If the project was not implemented as planned, quality improvement efforts may focus on implementation. If the project was implemented as planned and the results differed from what was expected, quality improvement efforts might instead focus on project adaptations or even selecting entirely different interventions. Refer to [REPORT MODULE 4: PROJECT RESULTS](#) to see the required and optional reporting for data collected through project monitoring efforts.

Evaluation meets the reasonable and necessary standard when the evaluation:

- Is a systematic process that uses objective data to learn about the strengths and weaknesses of programs and practices
- Is essential to learn what works and how well it works so that you can direct SNAP-Ed resources to the most effective programs. Evaluation is needed for effective project/program management, efficiency, and accountability
- Can help achieve greater positive impact on the nutrition and health of low-income individuals, families, and their communities
- Includes a description of the proposed activity (i.e., has an approved Plan module 4 evaluation plan)
- Status and available results are included in Report module 5

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 to cover direct costs associated with such publications, the Agency recommends State and implementing agencies consider manuscript development and publication as overhead activities that are supported by indirect costs.

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

- **Formative:** Formative evaluation is done during the development of an intervention to shape the features of the intervention prior to implementation. It may be used to determine if a target audience understands the nutrition messages or to test the feasibility of implementing a previously developed intervention in a new setting. It may also involve testing of consumer and intermediary elements within program delivery, including consumer communication materials, training and intervention aids, and evaluation instruments. Formative research results are used to shape the features of the intervention itself prior to implementation, including adapting elements of an existing evidence-based intervention to a new audience, geographic area, or setting.
- **Process:** Process evaluation systematically describes how an intervention looks in operation or actual practice. It can involve such measures as tracking the number of materials distributed, counting the number of clients reached, measuring the effectiveness of alternate methods of delivering services, and documenting barriers to implementing the intervention. Process evaluation may also include a description of the context in which the program was conducted such as its participants and setting. Process evaluations are used to determine if an intervention was implemented as intended and is therefore likely to yield the expected outcomes; they may also illuminate strategies for overcoming identified barriers.
- **Outcome:** Outcome evaluation 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 evaluation

For more information about evaluation, see [APPENDIX C](#) of this SNAP-Ed Guidance and the following with their associated links:

- Nutrition Education: Principles of Sound Impact Evaluation
<http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation>
- Evaluation section of SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States
<https://snapedtoolkit.org/framework/index/>
- 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
<https://www.fns.usda.gov/wic/wic-evaluation-resource-guide>
- Addressing the Challenges of Conducting Effective SNAP-Ed Evaluations: A Step-by-Step Guide
https://www.fns.usda.gov/sites/default/files/SNAPEDWavell_Guide.pdf

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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:** Impact evaluation 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. Impact evaluations 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>.

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

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

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

For each evaluation to be conducted by dedicated evaluation staff, complete Plan module 4, indicating:

Evaluation Name

Project(s) ***Evaluated***

An evaluation may encompass one or more projects.

Evaluation Type (*formative, process, outcome, impact*)

Evaluation Details

Note that agencies will only describe the types of evaluations they plan to conduct.

- **For formative and process evaluations:**
 - Indicate the project components to be evaluated and evaluation dates. Note that an evaluation may span multiple years.

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- Indicate the data collection methods (e.g., self-administered paper survey, qualitative interview or focus group) and
- Indicate the planned use of results (e.g., intervention design, intervention adaptation or improvement). The planned use of results should help to justify the evaluation.
- **For outcome and impact evaluations:**
 - Indicate the project components to be evaluated
 - List the performance indicators that will be measured
 - Indicate the data collection methods (e.g., self-administered paper survey, qualitative interview or focus group)
 - Indicate the evaluation design. If the evaluation includes randomized assignment to a study group, provide the unit of randomization.
 - List the times measurements will be collected (i.e., pretest, posttest, other) and the evaluation start and end dates. Note that an evaluation may span multiple years.
 - Indicate the planned use of results (e.g., intervention adaptation or improvement, dissemination). The planned use of results should help to justify the evaluation.

Please note:

- Performance indicators to be used in evaluation must come from [PLAN MODULE 2: STATE SNAP-ED ACTION PLAN](#). If an important measure to be used for evaluation has not been specified in Plan module 2 and it is well-aligned to the State priority goals and objectives, consider modifying Plan module 2.
- Agencies conducting formal evaluations must conduct a thorough literature review and environmental scan to ensure the planned evaluation will not duplicate prior work. List prior evaluations done for this project.

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Plan Module 5: Coordination and Collaboration

Coordination between SNAP-Ed and other nutrition and obesity prevention efforts helps States maximize the reach and potential of Federal nutrition education and nutrition assistance programs. Consultation and collaboration with key stakeholders in project planning, implementation, and evaluation also helps to maximize the reach and effectiveness of SNAP-Ed efforts. State and implementing agencies must complete this module.

Note: 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 locally. A separate agreement for each local project implemented under it is not necessary. The State agreement is signed by all the State agencies involved. Examples where an agreement would be necessary are school-based projects that collaborate with the State Department of Education or a breastfeeding project that collaborates with the WIC State agency. In the WIC example, there would be one agreement signed between the State WIC agency and the State SNAP agency that would have a list of all the local breastfeeding projects to be implemented under the agreement. For the county governments, if there is no “umbrella” organization that can sign an agreement on behalf of the local entities, then a written agreement for each local project is needed.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Coordination and Collaboration With Other Federal Nutrition, Obesity Prevention, and Health Programs

States must consult and coordinate with State and local operators of other [FNS programs](#), such as the Fresh Fruit and Vegetable Program (FFVP) and FDPIR, when developing their SNAP-Ed Plan, so that SNAP-Ed complements the nutrition education and obesity prevention activities of those programs. Indicate the Federal programs with which SNAP-Ed will coordinate and the purpose of the coordination in Plan module 5. Note that a brief narrative description of how coordination efforts avoid duplication of services should be provided in the action plan overview in [MODULE 2: STATE SNAP-ED ACTION PLAN](#), especially when two IAs are working in the same venue or jurisdiction. See details in [COORDINATION AND COLLABORATION REQUIREMENTS](#).

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In [REPORT MODULE 2 - COORDINATION AND COLLABORATION](#), agencies will complete a nearly identical section on Federal programs. When the electronic reporting is fully implemented, most of the coordination and collaboration information from the plan will auto-populate to the annual report. An important distinction to consider during the planning phase is that in the Annual Report, only the significant coordination and collaboration conducted with other Federal programs is included. To be considered significant, there must be regular ongoing dialogue and information or resource sharing. Only providing space for SNAP-Ed programming or distributing SNAP-Ed materials is not considered significant coordination or collaboration.

Engagement With Multisector Partnerships/Coalitions

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

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

Consultation, Coordination, and Collaboration with Indian Tribal Organizations (ITOs)

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.

SNAP-Ed States must explicitly describe how they have consulted with Indian Tribal Organizations in their SNAP-Ed Plans. SNAP-Ed Regional Coordinators can only approve SNAP-Ed Plans that include the following:

- Name of the Indian Tribal Organization or Indian Tribal Organization representative
- Nature of planned consultation, coordination, and collaboration
- Brief description of the planned consultation, coordination, and collaboration; and staff time in full-time equivalence (FTE) and funding distribution to ITOs if applicable.

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Coordination and Collaboration with Minority-Serving Institutions (MSIs)

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

Agencies coordinating and/or collaborating with MSIs should provide the MSI name; MSI type; the nature of the planned coordination and collaboration; a brief description of the planned coordination and collaboration; and staff FTE and funding distribution to MSIs if applicable.

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Plan Module 6: Planned Staffing and Budget

State and implementing agencies must complete this module to describe their planned staffing and budgets. Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Planned Staffing

SNAP-Ed funds are used to pay staff who support SNAP-Ed delivery. For each staff person who will be paid using SNAP-Ed funds, provide the position title; full-time equivalents (FTEs) charged to SNAP-Ed; SNAP-Ed salary, benefits, and wages; percentage of SNAP-Ed time spent on management/administrative duties; and percentage of SNAP-Ed time spent on SNAP-Ed delivery.

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

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

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

For the total salary, benefits, and wages that will be paid with SNAP-Ed fund, an estimate may be used for the budget provided in *PLAN MODULE 6 – PLANNED STAFFING AND BUDGET*. For the financial reporting in [REPORT MODULE 3 – SNAP-ED FINANCIAL REPORTING](#), actual time employees spent on SNAP-Ed must be used to determine expenditures.

For each position title, provide the percentage of SNAP-Ed time the position will spend performing management/administrative duties (including training, professional development, required Federal reporting) and the percentage of SNAP-Ed time to be spent on SNAP-Ed delivery. SNAP-Ed delivery includes all approaches described in **Section 1**. The information about time allocation should align with information provided in the attached position descriptions.

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Planned Budget

State agencies should fully account for the planned use of SNAP-Ed funds by providing their total planned budget for each sub-grantee that is a recipient of a Federal grant, cooperative agreement, or contract related to SNAP-Ed; direct costs for each project implemented by the State agency; direct costs for all other State agency SNAP-Ed expenditures; and planned indirect cost expenditures. State agencies should coordinate with sub-grantees to also provide a detailed planned budget for each sub-grantee project and all other sub-grantee SNAP-Ed expenditures.

Direct cost categories

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

Planned Implementing Agency Budgets

List each sub-grantee and provide their total planned operating budget for the fiscal year.

Note: Retain 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. For each contract, grant, or agreement, provide the sub-grantee name, total funding, Federal funding requested, description of services and/or products, and the cost of services and/or products.

Planned Project Budgets

Provide the planned operating budget for each SNAP-Ed project the State agency or State agency sub-grantees will implement during the fiscal year that includes all relevant direct cost categories, including those associated with developing the SNAP-Ed Plan and Annual Report.

Planned Budget for Other SNAP-Ed Expenditures

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

Planned Total Budget

In addition to the above planned expenditures, to fully account for the planned use of SNAP-Ed funds, provide the following additional information:

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- **Total indirect costs.** Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in Appendix C.
- **Total anticipated Federal cost**
- **Estimated unobligated balances (carry-over) from current FY to next FY, if any.** Please note that funds cannot be obligated the next Federal FY if the funds are in the last year of their two-year period of performance.
- **Total Federal SNAP-Ed budget for current Federal FY (funds requested from current Federal FY allocation)**

Budget narrative

Provide a budget narrative to justify total planned expenditures for each direct cost category:

Salaries/benefits

Contracts/Subcontracts/Agreements

Noncapital Equipment/Office Supplies

Nutrition Education Materials

If there is a cost for using existing educational materials, provide a justification for using proposed materials versus those that are available at no cost. Describe any new materials that you plan to produce or purchase and justify the need and cost.

Travel

When justifying travel, provide the number of in-State and out-of-State trips and describe for each trip the purpose/benefit to SNAP-Ed, travel location, staff positions traveling, and trip details (e.g., number of staff, cost per unit, and number of units for each travel cost category). To be considered for funding, travel requests should provide a direct and clear link to how the training will improve the agency's ability to provide quality SNAP-Ed programming for the target audience.

Building/Space Lease or Rental

Cost of Publicly Owned Building Space

Maintenance and Repair

Institutional Memberships and Subscriptions

Equipment and Other Capital Expenditures

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Plan Module 7: Assurances and Signatures

To assure compliance with policies described in this Guidance, the SNAP-Ed Plan includes specific assurances. For example, a State agency is responsible for civil rights compliance of its sub-grantees, contractors, and sub-recipients. The State SNAP agency (the cognizant agency) is responsible for ensuring the compliance of all funded providers. Refer to [APPENDIX A](#) for the full list of assurances.

- 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 nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.
- Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.
- Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage to serve additional SNAP-Ed individuals or provide additional education services to EFNEP clients eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.
- Documentation of payments for approved SNAP-Ed activities is maintained by the State and will be available for USDA review and audit.
- Contracts are procured through competitive bid procedures governed by State procurement regulations.
- Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations, including Civil Rights and Office of Management and Budget circulars governing cost issues.
- Program activities do not supplant existing nutrition education programs and, where operating in conjunction with existing programs, enhance as well as supplement them.
- Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.
- All materials developed or printed with SNAP-Ed funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.
- Messages of nutrition education and obesity prevention as consistent with the Dietary Guidelines for Americans.

The SNAP-Ed Plan shall be signed by the head of the State agency and submitted prior to funding of nutrition education and obesity prevention activities when the State agency elects to request Federal grant funds to conduct these SNAP-Ed activities. The *ASSURANCES AND SIGNATURE FORMS* are in [APPENDIX A](#). The Plan shall be submitted for

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approval no later than August 15. Approved plans become effective the following FFY October 1 to September 30. **End of new materials.**

Guidelines for Developing the Annual Report

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

- Summarize the nutrition education and obesity prevention projects implemented and related achievements in the 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.
- Describe annual and longer-term progress toward achieving objectives and otherwise synthesize accomplishments and learnings that are expected to modify current- or future-year objectives, targeting, interventions, and partnerships.
- **New:** Report on relevant SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators in [Report Module 4: Project Results](#). Performance indicators and measures not captured in the standardized sections of module 4 can be reported at the end of the module. Additional detail information about the SNAP-Ed priority indicators is available at the online [SNAP-Ed Toolkit](#).

Each recommended SNAP-Ed Annual Report module **section** and **subsection** is discussed below along with **key content**. To the extent possible, external resources are identified in bullet form with live links; these resources and links can also be found on the [SNAP-Ed Connection](#). **End of new materials.**

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Report Module 1: Executive Summary

New: State and implementing agencies are encouraged to familiarize themselves with the contents of this module before completing their Annual Report. However, FNS advises that agencies wait until they have finished all other Report modules before completing Report module 1. The executive summary will be easier to complete after reviewing the details provided in the other Report modules.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Key Successes

The Annual Report executive summary describes the State and implementing agencies' key successes related to their SMART objectives and other important achievements from the fiscal year.

SNAP-Ed Projects and Activities (State agencies only)

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

Reaching the Target Audience

Review data from [REPORT MODULE 4: PROJECT RESULTS](#) on the places SNAP-Ed was implemented and the demographic characteristics of direct education participants. Use this information to describe the program's geographic breadth and demographic reach statewide across all implementing agencies and all approaches (direct education, PSE change, and social marketing).

Then, review the identified gaps in program reach, access, and appropriateness from [PLAN MODULE 1: IDENTIFY THE TARGET AUDIENCES AND THEIR NEEDS](#). Describe how the implemented projects addressed these gaps.

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Report Module 2: Coordination and Collaboration

State and implementing agencies should review *PLAN MODULE 5: COORDINATION AND COLLABORATION* and update the information to reflect the coordination and collaboration conducted during the fiscal year.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Coordination and Collaboration With Other Federal Nutrition, Obesity Prevention, and Health Programs

Update information provided in the Plan on planned coordination and collaboration with other Federal programs to reflect work done and accomplishments achieved during the fiscal year. Note that only significant coordination and collaboration with other Federal programs should be reported. To be considered significant, there should have been regular ongoing dialogue and information or resource sharing. Only providing space for SNAP-Ed programming or distributing SNAP-Ed materials would not be considered significant coordination or collaboration. Agencies should retain all written agreements outlining roles and responsibilities of entities involved.

Engagement With Multisector Partnerships/Coalitions (ST8)

Update information provided in the Plan about planned multisector partnerships/coalitions to reflect work done and accomplishments achieved during the fiscal year.

Consultation, Coordination, and Collaboration With Indian Tribal Organizations

Update the information provided in the Plan about planned consultation, coordination, and collaboration with Indian Tribal Organizations to reflect work done and accomplishments achieved during the fiscal year.

Coordination and Collaboration With Minority-Serving Institutions

Update the information provided in the Plan about planned coordination and collaboration with MSIs to reflect work done and accomplishments achieved during the fiscal year.

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Report Module 3: SNAP-Ed Financial Reporting

State agencies will use Report module 3 to provide FNS a complete picture of their expenditures, including total expenditures associated with each implementing agency contract; expenditures for each project implemented by the State agency, if applicable; and all other direct expenditures. Implementing agencies will use Report module 3 to provide a complete picture of their expenditures, including expenditures for each of the implementing agency's projects and all other direct expenditures. State and implementing agencies will report expenditures in a format similar to the budget (see [PLAN MODULE 6: PLANNED STAFFING AND BUDGET](#)); refer to the description of that module for additional detail on providing the information. Module **sections** are listed below.

SNAP-Ed Implementing Agency Expenditures (State agencies only)

SNAP-Ed Project Expenditures

Other SNAP-Ed Expenditures

SNAP-Ed Expenditures Total

Program Income

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

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Report Module 4: Project Results

State and implementing agencies that conducted projects during the fiscal year must complete Report module 4 to describe the results of those projects. All data required in Report module 4 should be collected through *PROJECT MONITORING* efforts. One copy of Report module 4 must be completed for each project.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Project Detail

Begin by providing an overview of the project, including the:

Approaches

Projects may include *DIRECT EDUCATION*, *PSE CHANGE*, and/or *SOCIAL MARKETING*.

Interventions Used

SNAP-Ed Evaluation Framework Indicators Measured

Note that all of these project elements will already be shown in the Report form as planned; agencies should only need to update the information to reflect the project as implemented.

Project Sites

Information on project sites is used to describe the geographic reach of SNAP-Ed efforts and the diversity of sites. Provide the name of all sites where SNAP-Ed projects were conducted. For each site, indicate the setting type, whether the site is within a Tribal jurisdiction, the intervention approach(es) implemented there, and the address. Note that social marketing campaigns conducted in broader areas (i.e., not specific sites) will be described elsewhere in Report module 4; those areas should not be reported as project sites. If a site could be classified under several settings (e.g., a childcare center located within a faith-based organization), report the setting most relevant to the target audience of the project implemented. If the project focuses on children and parents in the childcare center, report the setting as childcare. If the project focuses on all members of the faith-based organization, report the setting as faith-based organization.

Direct Education

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

Stage

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

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Planning and Development Results

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

The following module sections are only applicable for direct education interventions that were implemented:

Languages

Reach

Number of SNAP-Ed direct education participants (unduplicated)

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

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

Explanation of estimation method(s)

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

Mode of delivery

If direct education sessions are delivered in-person or in a live online format, agencies should report the types of series offered (e.g., single sessions, series of 2-4 sessions) and the total number of sessions delivered. Interactive multimedia may not have discrete sessions, as it is content designed for participants to complete at their own pace. Sessions should not be reported for interactive multimedia.

For all modes of delivery for direct education interventions, agencies must provide an estimate of the total amount of time participants engaged on average. If, for instance, participants attended an average of 3 sessions in a series of 4 60-minute sessions, the average amount of time participants engaged would be 180 minutes. For interactive multimedia, agencies should use an estimation method that matches the intervention. Agencies may be able to directly measure the amount of time participants logged into an interactive multimedia site. Alternatively, agencies may be able to measure the number of web pages visited or activities completed per participant and estimate the amount of time spent on each to derive the total time spent.

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Behavior Change (MT1: Healthy Eating, MT2: Food Resource Management, MT3: Physical Activity and Reduced Sedentary Behavior)

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

For continuous measures of health behavior, the AVERAGE and STDEV functions in Microsoft Excel can be used to quickly calculate the mean and standard deviation. Imagine that the cups of fruit consumed each day by five participants were 0, 0.5, 1, 1.5, and 2. The mean would be 1 and the standard deviation would be 0.79. Type “=AVERAGE(0, 0.5, 1, 1.5, 2)” into a cell in Microsoft Excel to find the mean and “=STDEV(0, 0.5, 1, 1.5, 2)” to find the standard deviation.

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

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Outcome	< 5 years	5-17 years	≥18 years
Eat more than one kind of fruit throughout the day or week (MT1c) ¹	More than one kind per day		
Eat more than one kind of vegetable throughout the day or week (MT1d) ¹	More than one kind per day OR At least five kinds per week		
Drinking fewer sugar-sweetened beverages (MT1h) ²	No more than once/week		
Choose healthy foods for my family on a budget (MT2a)	At least often		
Read nutrition facts labels or ingredients lists (MT2b)	At least often		
Not run out of food before month's end (MT2g)	Never or rarely run out of food		
Compare prices before buying foods (MT2h)	At least often		
Identify foods on sale or use coupons to save money (MT2i)	At least often		
Shop with a list (MT2j)	At least often		
Moderate-vigorous physical activity (MT3b)	Physically active throughout day	60+ min MVPA/day	150 – 300 min MPA/week, or 75 - 150 min VPA/week

1 – The [MyPlate Plan](#) recommends daily intake for vegetable, fruit, grains, protein and dairy groups based on age, sex, height, weight and physical activities level.

2 – The Dietary Guidelines for Americans do not specify a recommended frequency for sugar-sweetened beverage consumption, but they do recommend limiting added sugars.

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Interventions targeting the following priority health indicators should report those outcomes:

Healthy eating behavior changes (MT1)

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

Food resource management behavior changes (MT2)

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

Physical activity and reduced sedentary behavior changes (MT3)

- Moderate-vigorous physical activity (MT3b)

State and implementing agencies should indicate the other MT1, MT2, and MT3 indicators measured among direct education participants. Future iterations of the Annual Report form may provide formatted space to report MT1, MT2, and MT3 outcomes commonly measured in SNAP-Ed. In the current Report form, agencies may report these outcomes in the [OTHER RESULTS \(OPTIONAL\)](#) subsection at the end of Report module 4.

Policy, Systems, and Environmental Change Initiatives

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

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PSE Changes (MT5: Nutrition Support and MT6: Physical Activity and Reduced Sedentary Behavior Support)

PSE changes are reported at the site level. For each site with a PSE change, provide:

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

Active Partners (ST7: Organizational Partnerships or ST8: Multi-Sector Partnerships and Planning)

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

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

Social Marketing Campaigns

Social marketing campaign results focus primarily on intervention development for interventions yet to be implemented and reach for interventions that were implemented.

Stage

The type of information reported depends on whether the social marketing campaign was implemented. Begin by indicating the stage of implementation for the social marketing campaign.

Planning and development results

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

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

Languages

Campaign topics

Campaign scale

Campaign scale is reported in the same format as it is planned; see [PLAN MODULE 3: PLANNED PROJECTS](#).

Market segments (MT12b)

If the social marketing campaign was conducted in specific sites (e.g., schools), use the methods described above for [PSE CHANGES \(MT5 AND MT6\)](#) to estimate site-level reach. Add the reach from each site to estimate the overall reach.

If the social marketing campaign was conducted in a broader area (zip codes, towns/cities), use Census Bureau data or other sources as described for the needs assessment in [PLAN MODULE 1: IDENTIFY THE TARGET AUDIENCES AND THEIR NEEDS](#) to provide the number of SNAP-Ed eligible individuals and the total number of individuals where the social marketing campaign was conducted. As in the needs assessment, 185 percent of the Federal poverty guideline may be used as a proxy for the SNAP-Ed eligible population.

Reach and engagement by channel (MT12b)

Agencies should provide data on reach and engagement for each channel used for the social marketing campaign. Note that agencies are not required to estimate the unduplicated reach across all channels used for the campaign. For instance, if the same 100 individuals are reached through social media as are reached through posters in a community center, 100 can be reported for each of those channels.

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

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

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The following table provides a list of potential reach data sources by social marketing channel.

Channel and Description	Potential Sources of Reach Data
Any channel	<ul style="list-style-type: none"> Survey a sample of the target audience for recall rate; if several channels are used, ask which contributed to the recall; must weight by population data. If the advertisement directs viewers to a unique URL, Google Analytics (or another analytical tool) can be used to estimate reach.
Traditional media advertisements <i>Ads on broadcast or cable TV or radio</i>	<ul style="list-style-type: none"> Commercial data, usually purchased by larger stations, can be used to estimate reach.
Billboards, transit advertising <i>Outdoor billboards and interior/ exterior transit advertising</i>	<ul style="list-style-type: none"> Vendors use formulas to estimate reach using impression data and census tract population data.
Social media <i>Organic, paid, or boosted posts</i>	<ul style="list-style-type: none"> Reach metrics are available for all social media platforms. Facebook and Instagram can deduplicate accounts across platforms.
Digital media advertisements <i>Ads on platforms such as online TV, YouTube, digital radio, and podcasts, and websites</i>	<ul style="list-style-type: none"> Google Ads Manager can report reach based on cookies for up to 90 days. If an advertisement directs viewers to a unique URL, Google Analytics (or another analytical tool) can be used to estimate reach. Vendors may be able to provide other data to estimate unique reach.
Websites <i>Websites used only for campaign materials</i>	<ul style="list-style-type: none"> Google Analytics (or another analytical tool) can be used to estimate reach.

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Channel and Description	Potential Sources of Reach Data
YouTube channel <i>Channel displaying campaign materials as videos</i>	<ul style="list-style-type: none">• Unique viewers can be used to estimate reach for a 90-day period.
Site-level assets <i>Posters, banners, a-frames, recipe cards, etc.</i>	<ul style="list-style-type: none">• A percentage of the total promotional resources distributed can be used to estimate reach.
Email updates <i>Messages sent to a list of subscribers via email</i>	<ul style="list-style-type: none">• The number of individuals who open an email can be used to estimate reach.

Agencies are encouraged to report on engagement with their campaign if reliable estimates are available or can be produced. Engagement is a measure of actions, including comments, likes, clicks, and shares on digital platforms. Some engagement measures may be obtained directly from social media platforms or through Google Analytics.

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

Indirect Education Channels

For SNAP-Ed purposes, *INDIRECT EDUCATION CHANNEL* 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. If any indirect education was done outside of social marketing campaigns, report the language(s) and channel(s) used.

Language

Channels

Other Results (Optional):

State and implementing agencies may use this space to provide results not already captured in Report module 4.

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Report Module 5: Evaluation Reports

State and implementing agencies that conducted evaluations with dedicated evaluation staff (internal or contracted) should complete an evaluation report. Note that an evaluation report is not required for standard *PROJECT MONITORING*, which must be conducted for all SNAP-Ed projects.

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Project Evaluation Overview

Begin by indicating the project(s) included in the evaluation and the type(s) of evaluations conducted.

Project(s) Evaluated

Evaluation Type

Formative and Process Evaluation Summary

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

- For process evaluation results and conclusions, consider the reach, adoption, implementation, and maintenance aspects of RE-AIM (<https://ebccp.cancercontrol.cancer.gov/reAimCriteria.do>) as well as other implementation outcomes (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3068522/>).

Outcome and Impact Evaluation Design

The online Annual Report form will show the information provided in [PLAN MODULE 4: PLANNED EVALUATIONS](#) on planned outcome and impact evaluations. Update the information as necessary to reflect the outcome and/or impact evaluation conducted.

Outcome and Impact Evaluation Objectives, Analysis, Results, Conclusions, and Dissemination Plan

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

Then, provide the number of individuals in the comparison or control group and the number in the intervention group. Indicate how many individuals in each study group completed the pretest and posttest assessments and how these samples were selected (e.g., a random sample, census of all project participants). If data were collected at

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more than two timepoints, explain the timing of other rounds of data collection and the sample included in the data collection.

Next, summarize the evaluation results and conclusions. Begin this summary by providing data on intervention participation and the sample analyzed. For intervention participation, indicate the number of participants who received the intended intervention dose (e.g., completed a target number of direct education sessions). For the sample analyzed, describe why any individuals (or other analytic units) who were part of the study were not part of the sample analyzed (e.g., lost to follow-up). Then, provide quantitative and qualitative results for the SNAP-Ed evaluation performance indicators selected in *PLAN MODULE 2: STATE SNAP-ED ACTION PLAN* for the projects evaluated.

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

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Report Module 6: Major Challenges and Modifications from Plan

State and implementing agencies should complete Report module 6 to describe major challenges implementing SNAP-Ed as planned, how the challenges limited progress toward the State priority goals, any modifications made or planned for the next fiscal year to address the challenges, and potential solutions in the future to prevent or overcome the challenges.

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Report Module 7: Success Stories

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

Additional guidance and instructions are presented below by module **section** and **subsection**; **key content** is outlined where relevant.

Background

Before providing the story, give the following information. Many of these pieces of information will be entered into prior Report modules; agencies will merely need to select the piece of information relevant for the success story.

Story title

Choose a short, descriptive title.

Site(s) or organization(s)

Location (region, county, Tribal jurisdiction, city, or neighborhood)

Activity name

The success story can be about a project or a nonproject activity.

Project Target Population(s)

Related framework indicators

Types of partners involved

The Story

The story itself should describe what was done and the impact it had.

Activity description

Story narrative

Favorite quotes

File Attachments (Optional)

Agencies may attach pictures, graphics, media coverage, or other materials related to the success story. **End of new materials.**