

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

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

SNAP-Ed Plan Requirements

A State agency must submit a SNAP-Ed Plan to FNS for approval in order to request grant funds to conduct SNAP-Ed activities. SNAP-Ed Plans must:

- Conform to standards established in regulations, SNAP-Ed Plan Guidance, and other FNS policy. A State agency may propose to implement an annual or 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., by providing information on bulletin boards or through electronic media.
- Describe methods the State agency will use to identify its target audience. States may propose State-specific targeting strategies and supporting data sources.
- Include a needs assessment of the nutrition, physical activity, and obesity prevention needs of the target population 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 that interventions are comprehensive in scope and appropriate for communities and the eligible low-income population. The interventions must recognize the population's constrained resources and potential eligibility for Federal food assistance.

REFER TO THE OVERVIEW SECTION FOR A DEFINITION OF THE SNAP-ED ELIGIBLE AUDIENCE.

- Describe the evidence-based nutrition education and obesity prevention services it will provide and how the State will implement those services, either directly or through agreements with other State or local agencies or community organizations.
- Show how the interventions and strategies meet the assessed nutrition, physical activity, and obesity prevention needs of the target population.
- Include activities that promote healthy food and physical activity choices based on the most recent [DGA](#).

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- 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.

REFER TO THE OVERVIEW SECTION FOR A DETAILED EXPLANATION OF THE SNAP-ED 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 and for all years of multi-year Plans. As part of the budget process, inform FNS by the end of the first quarter of each Federal fiscal year (December 31) of the amount of its prior year allocation that it cannot or does not plan to obligate for SNAP-Ed activities by the end of the Federal fiscal year.
- Provide additional information as may be required about the nutrition education and obesity prevention strategies and interventions selected 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.
- 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

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
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	Due date for submission of EARS data through FPRS online system

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

- 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 should include one unified section describing the identified health-related nutrition and physical activity needs of the SNAP-Ed population in the State as well as the SNAP-Ed goals and objectives for the State.
- Provide project-specific information as instructed in this Guidance, including information on how projects support State goals and objectives and descriptions of project implementation, staffing, and budget for each project in addition to a State summary for each of these items.
- Provide clear and concise descriptions and justifications for requested items.
- Use the templates provided in this Guidance.
- Concisely describe activities considering the scope of projects and limit the length of the Plan.
- Combine all sections and templates of the SNAP-Ed Plan into one comprehensive document with continuous page numbers as opposed to separate files for each section. Use at least a 12-point font and number pages consecutively.
- Complete a careful review of the Plan by the State agency program staff and fiscal officer to assure that the Plan is consistent with the current Guidance and budgetary information is accurate.
- Verify that the State SNAP-Ed Nutrition Coordinator or State SNAP Director and a State SNAP agency fiscal reviewer have approved, signed, and dated the Plan.
- Submit the Plan to the respective FNS Regional Office by the August 15 due date.
- Submit Plan Amendments for current year with new or significantly revised activities to the FNS Regional Office by May 1.
- Complete the Education and Administrative Reporting System (EARS) Form #759, OMB No. 0584-0594, by December 31.
- Concisely describe the outcomes of projects, including evaluation findings where indicated, and submit the previous year's annual report to the FNS Regional Office by January 31.

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

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Guidelines for Developing the SNAP-Ed Plan

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

Annual or Multi-Year Plans

States may submit an annual or multi-year Plan. Multi-year Plans may cover a two or three year period. A multi-year Plan must demonstrate the flow of program activities in a logical and sequential manner with each year building upon the preceding year. FNS recommends that States consider developing multi-year SNAP-Ed plans as they propose implementing nutrition education and obesity prevention activities that use a variety of approaches and incorporate PSE change interventions. States may find that planning, implementing, evaluating, and showing progress on these interventions may be better reflected over time using a multi-year plan.

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

To determine whether to approve a State's multi-year Plan, FNS will consider a State agency's:

- inclusion of a limited number of clear, concise, and well-written target population health-related nutrition and physical activity goals and objectives;
- record of fiscal and program integrity;
- demonstration of a high degree of program stability resulting from experienced staff, consistent and reliable partners, and prior demonstration of proven projects; and
- projections that the State's estimated future funding indicate the ability to support program activities over the course of a 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 when considering preparing multi-year Plans. Budget information, EARS data and Annual Reports are submitted for each year of a multi-year plan.

Template 1: Identifying and Understanding the Target Audience

Definition of Target Audience in SNAP-Ed Plans

States should deliver SNAP-Ed in a way that maximizes the numbers of the SNAP target audience reached and the potential for behavior change among them.

Individuals readily identifiable as members of the target audience include persons referred by the local SNAP office; persons reached through direct marketing to SNAP participants; parents ineligible for SNAP who receive SNAP benefits on behalf of their children; and SNAP participants in a SNAP Job Readiness Training Program. Members of Indian Tribal Organizations participating in FDPIR also are eligible for SNAP-Ed. See *COORDINATION AND COLLABORATION REQUIREMENTS IN SECTION 1*.

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

Income: Persons eligible for other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC Program, or TANF. Persons typically not eligible for SNAP, such as incarcerated persons, residents of nursing homes, boarders, or college/university students, are ineligible for SNAP-Ed.

Qualifying locations: Persons at qualifying locations that serve low-income individuals, such as food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, and other such sites.

Locations serving low-income populations: Persons at other venues when it can be documented that the location/venue serves generally low-income persons where at least 50 percent of persons have gross incomes at or below 185 percent of poverty guidelines/thresholds. This would include, for example, 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

SNAP-Ed eligible individuals

is a label that refers to the **SNAP-Ed target audience**, specifically SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs. It also includes individuals residing in communities with a significant (50 percent or greater) low-income population. The term “**means-tested Federal assistance programs**” for the purposes of this Guidance is defined as Federal programs that require the income and/or assets of an individual or family to be at or below 185 percent of the Federal Poverty Guidelines in order to qualify for benefits. There may be additional eligibility requirements to receive these programs, which provide cash and noncash assistance to eligible individuals and families.

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threshold or children in schools where at least 50 percent of children receive free and reduced priced meals. Also see the community eligibility provision for schools under “Description of the State’s target audiences.”

Retail locations serving low-income populations: Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of \$50,000 or more or persons shopping in grocery stores located in census tracts where at least 50 percent of persons have gross incomes that are equal to or less than 185 percent of the poverty threshold. States may submit proposals to their respective Regional Office with alternate methods for defining grocery stores that serve the low-income target population as potentially eligible for SNAP-Ed. FNS recognizes that SNAP recipients do not necessarily shop at the stores that are closest to where they live. Census tracts in some cases may not be the right measure. For example, in rural areas a particular store may not redeem a monthly average of \$50,000 in SNAP-benefits but may be serving the majority of the SNAP low-income population or be the only grocery outlet in the community for the entire population, including the low-income population. When SNAP-Ed receipts are less than \$50,000 monthly, a store may be show average monthly SNAP redemptions that are significant compared to overall sales or some other indication that the low-income population shops at that location.

Needs Assessment

In Section A of the Plan, the Needs Assessment must:

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

The results should capture information on whether services are already being delivered to the target audience. Plans should make an explicit connection between needs assessment findings, Plan objectives, and the description of where and to whom activities are focused.

The necessary components of this section of the Plan are outlined below and in [*APPENDIX A, TEMPLATE 1.*](#)

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Needs Assessment Methodology

Concisely describe and justify your methodology for assessing the population health-related nutrition and physical activity needs of the State target audience.

Existing Information: First review existing information. Organizational partners should be considered as a source of relevant data. Pertinent findings from organizational partner information reviews should be included in SNAP-Ed Plans. If the State conducted a needs assessment of the same target audience in the last few years, the results should be reviewed and updated as necessary. Resources may include State-specific information about diet, physical activity, and related health conditions, such as diabetes, cancer, cardiovascular disease, and obesity. National surveys that report State-specific information include the Behavioral Risk Factor Surveillance System at <http://www.cdc.gov/brfss>, the National Survey of Children’s Health at <http://www.childhealthdata.org/learn/NSCH>, and the State of Obesity at <http://stateofobesity.org/resources/>. The SNAP-Ed Evaluation Framework Interpretive Guide will provide more details about using different data sources for SNAP-Ed planning and evaluation.

New Information Collection: Collect new data selectively. If there are significant gaps in the available information, States may propose new (primary) data collection e.g., focus groups, surveys, and key informant interviews. Plans should describe the questions to be answered in any new data collection and the steps proposed to answer them.

Needs Assessment Findings

When available, the following information should be addressed in this section of the Plan:

Demographic Characteristics of the SNAP-Ed Target Audience: If information is available, discuss geographic location, race/ethnicity, tribal status, age, gender, family composition, education, and primary language. End of new material. Examples of population characteristics and demographic data that may help in planning and delivering SNAP-Ed effectively include: geographic location, i.e., areas and neighborhoods where the SNAP-Ed target population reside; SNAP participation rates; income-relevant census tract information; poverty rates; geographic areas or neighborhoods serving qualifying schools; location of public housing; race/ethnicity, age, gender, family composition, education, and primary language. The Bureau of Census data may be found under Geographies at American FactFinder at <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

Current and projected obesity rates and diet-related health conditions for the State or target population should also be considered. Cite sources used to obtain data such as a Federal governmental agency data set or other recognized authoritative source. One

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source is the State of Obesity report at <http://stateofobesity.org/> and in particular its state-by-state data on that Web page and at <http://stateofobesity.org/states/>, which may be helpful to States in developing their Plans.

Another relevant source is the Community Health Needs Assessments (CHNA) required under the Affordable Care Act. A CHNA toolkit is available at <http://assessment.communitycommons.org/CHNA/>.

CDC links to their obesity data and related information are available at <http://www.cdc.gov/healthyouth/obesity/obesity-youth.htm> and <https://www.cdc.gov/healthyschools/index.htm>.

CDC State Indicator Reports, strategies, data, fact sheets, social media tools, and resources on physical activity are located at <http://www.cdc.gov/physicalactivity/resources/reports.html>

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

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

Geographic Information System (GIS) Mapping: In rural or frontier areas, urban residential areas that are economically intermixed, and in certain island States and territories, there may be few or no census tracts with more than half of residents within 185% of the Federal Poverty Level (FPL). States have used GIS mapping to identify census designated places (CDPs), which are concentrations of a population that are recognized by name but are not legally incorporated as cities, towns, or other jurisdictions as defined by the State. One State compared the low-income population in the 10 largest CDPs to the overall State population to identify which CDPs have the greatest percentage of low-income residents for SNAP-Ed programming. Here are some mapping tools that may be useful followed by their relevant links:

- Capacity Builder: This map is a capacity builder that is meant for FNS staff, State agencies, and partners to use to conduct needs assessments and planning. The Capacity Builder allows users to identify areas of need using the percentage of Free and Reduced Price (F/RP) children eligible under the School Meals Program in each census block group. The need can also be assessed by the total number of eligible children in a block group, which can also help to estimate the number of meals needed in each area. Finally, certain traditionally underserved areas can be identified such, as Strikeforce counties, Tribal lands, and land on or near military bases. Once need is assessed, potential partners and site locations can be identified. Users can

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add information like public and private schools, universities, school districts, Rural Development and HUD housing, libraries, and churches.

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

- The USDA ERS Food Environment Atlas: The Atlas has SNAP-authorized retailers and farmers markets that report accepting SNAP (and WIC). It also includes Socioeconomic and Health characteristics including obesity rates. <http://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas.aspx>
- The UDS Mapper: The UDS Mapper is a comprehensive tool that can be daunting as it contains a lot of data. The Mapper has sliders for threshold levels of interest (i.e. percent of population at or below 100 percent FPL). Unfortunately there is no pre-set slider for 185 percent. The Mapper is free, but requires registration. <http://www.udsmapper.org/>
- Other resources:
 - <http://www.policymap.com/maps>
 - <http://cares.missouri.edu/portfolio/item/missouri-map-room/>
 - <http://factfinder2.census.gov/>
 - <http://www.communitycommons.org/>
 - <http://www.healthlandscape.org/>

Community Eligibility Provision (CEP): The CEP provides an alternative to household applications for free and reduced price meals in local educational agencies (LEAs) and schools in high poverty areas. To be eligible, LEAs and/or schools must: meet a minimum level (40 percent) of identified students for free meals in the year prior to implementing the CEP;

- agree to serve free lunches and breakfasts to all students;
- not collect free and reduced price applications from households in participating schools;
- and agree to cover with non-Federal funds any costs of providing free meals to all students above amounts provided in Federal assistance.

These schools would be eligible for SNAP-Ed. SNAP-Ed providers implementing this targeting strategy should consider the resource and staffing limitations inherent in providing SNAP-Ed at all eligible schools.

Worksite Wellness Initiatives: To deliver worksite wellness programs, SNAP-Ed providers can work with Human Resource (HR) staff to ensure that 50 percent of the employees at the worksite are at or below 185 percent FPL. The Bureau of Labor Statistics maintains a website with mean and median wages for different occupations at http://www.bls.gov/oes/current/oes_nat.htm. States can use this website to identify which types of occupations would most likely fulfill SNAP-Ed eligibility requirements. One State used data from the American Community Survey and Bureau of Labor Statistics to determine an hourly wage that would equate to no more than 185 percent

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FPL for an average SNAP household with at least one member who earns income. More than half of workers must earn annual wages comparable to 185% of the FPL for the State to qualify for SNAP-Ed programming. Worksites would be required to complete a form verifying the site's eligibility using this method. States may also choose to identify a minimum number of employees per worksite to justify the time, effort, and cost necessary to implement a multi-component worksite wellness program.

Social Marketing Outdoor Advertising Program: Because of the rural nature of certain States, the use of census tracts to qualify social marketing activities for the low-income audience is not cost efficient for population reach. One State developed a targeting methodology for the outdoor advertising component of its social marketing program. The State used a free on-line mapping tool to identify locations of proposed billboards within 1,800 yards of SNAP-Ed qualifying schools and grocery stores which are complementary channels for their social marketing program.

County Fair - Pro-rating Expenses: Certain annual events, such as a State or County Fair, may not be located in low-income areas but have the potential to reach a large number of SNAP-Ed participants and other low-income persons. A State submitted a plan for a pro-rata share of SNAP-Ed funds to pay for the specific costs that would benefit the SNAP-Ed eligible population at the event. FNS calculated a weighted average of the percentage of residents in three target neighborhoods within 130 percent of the FPL, or the gross income required to confer SNAP eligibility.

Links provided above for Needs Assessment are summarized on the SNAP-Ed Connection <https://snaped.fns.usda.gov/>.

State-Specific Diet-Related Health Statistics on Target Population: Define the nutrition/physical activity behavioral and lifestyle characteristics of the State target audience. If available, provide State-specific data on obesity and diet-related diseases for the target population(s). Examples of characteristics that may enhance the ability to develop, target, and deliver appropriate nutrition education and obesity prevention services include dietary and food purchasing attitudes and habits; social and cultural values and norms; and where and how the SNAP-Ed population eats, engages in physical activity, redeems SNAP benefits, lives, learns, works, and plays.

Other Nutrition-Related Programs Serving Low-Income Persons: Describe 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. Team Nutrition is an initiative of FNS to support the CNPs through training and technical assistance for foodservice, nutrition education for children as well as their caregivers,

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and school and community support for healthy eating and physical activity. Team Nutrition makes resources available to schools and childcare at <http://healthymeals.nal.usda.gov/>. Having information about the work of others that serve a similar population may help to identify potential partners for collaboration and avoid duplication of existing services.

Areas of the State Where SNAP Target Audience is Underserved or Has Not Has Access to SNAP-Ed Previously: Identify what efforts will be undertaken to address and build long-term capacity in underserved areas.

Implications of Your Needs Assessment and How These Findings Were Applied to this Current Year's SNAP-Ed Plan: Provide a brief summary of the implications of the needs assessment findings and explain how the State applied the needs assessment to the current year's SNAP-Ed Plan.

Template 2: Goals, Objectives, Projects, Campaigns, Evaluation, and Coordination

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

State Agency Goals and Objectives: Identify your State's 3-5 goals and related objectives based on the needs assessment and current availability of other services. Goals should be population-based and health-related, focusing on nutrition and physical activity needs. They should illustrate the overall purpose of SNAP-Ed. FNS encourages States to select a limited number of behaviorally-focused, measurable objectives for each goal. A well-written and clearly defined SMART objective is:

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

Objectives may include a behavioral focus as well as related process objectives. An example of a State-level process objective 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." The SNAP-Ed Evaluation Framework's Population Results indicators are a useful tool for setting goals and objectives.

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

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

States must select evidence-based nutrition education and obesity prevention projects, strategies, and interventions. An effective program will use interventions across multiple levels of the SEM and/or include community and public health approaches as described under *COMPREHENSIVE SNAP-Ed PROJECTS AND PLANS* in the Overview section. States may use the *SNAP-Ed STRATEGIES AND INTERVENTIONS: AN OBESITY PREVENTION TOOLKIT FOR STATES* to find evidence-based interventions which qualify for use in SNAP-Ed. The toolkit is not an exhaustive list and provides a sampling of interventions from which to choose. Other interventions may be allowable even if they are not currently featured in the resource.

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:

More information on RE-AIM can be found at:
<http://re-aim.org/>.

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

Project Title

Related State Objective(s): Specify the objectives that the project/intervention supports. Project-level objectives should not be selected in isolation but should support State SNAP-Ed goals. Clearly state the purpose of the project.

Example of a project-level objective: “By the end of the school year, students will report that they have tried at least one new vegetable grown in their school’s garden.”

The five RE-AIM steps are:

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

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

Food and Activity Environments: A brief explanation of how project delivery will focus nutrition education and obesity prevention efforts on the SNAP-Ed population. Describe how the project will reflect audience's awareness and access to healthy foods and beverages, and places to be physically active.

Project Description: Description of project implementation features, giving particular attention to the following:

- Behavioral or environmental changes
- 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 participating or reached
- For strategies that include social marketing, include the frequency of messages

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

Evidence Base: A brief summary of the existing evidence base or research that supports the proposed approaches and target audience. Provide the name of each project, identify the evidence level, either research- or practice-based, and cite the supporting references. (Refer to the [CHECKLIST FOR EVIDENCE-BASED APPROACHES IN APPENDIX E.](#)) Indicate the extent to which prior studies demonstrate the feasibility and effectiveness of the proposed intervention methods.

Curriculum fidelity and modification: Evaluation should assess whether local practitioners are implementing the evidence-based intervention with fidelity. Program fidelity means that the intervention was implemented as designed. In some cases, you may need to adapt the original evidence-based intervention to meet the needs of your target audience. Under these circumstances, it is important to document what changes were made and how they were

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implemented. Provide a justification for adapting or changing an identified intervention/project method or strategy.

Use of Existing Educational Materials: Provide the title, author, source, and description of existing materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. If there is a cost for these materials, provide a justification for using proposed materials versus those that are available at no cost. FNS recommends that States use FNS, CNPP, or other Federal governmental agency developed or recommended materials when possible.

Development of New Educational Materials: Identify any new materials that you plan to produce or purchase and justify the need and cost.

Evaluation Plans: FNS recognizes the importance of SNAP-Ed evaluation. Evaluation meets the reasonable and necessary standard when the evaluation:

- Is a systematic process that uses objective data to learn about the strengths and weaknesses of programs and practices
- Is essential to learn what works and how well it works so that you can direct SNAP-Ed resources to the most effective programs. Evaluation is needed for effective project/program management, efficiency, and accountability
- Data obtained is important as part of a continuous improvement cycle to enhance SNAP-Ed interventions over time
- Can help achieve greater positive impact on the nutrition and health of low-income individuals, families, and their communities
- Includes a description of the proposed activity
- Status and available results are included in annual reports

FNS encourages States to publish and disseminate findings from their evaluation of SNAP-Ed projects so that other States with SNAP-Ed initiatives may benefit. However, FNS views publication of a journal article as a value-added activity for project management. Rather than using SNAP-Ed funds, the Agency recommends that this activity be covered through overhead costs that are supported by indirect costs.

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The following types of evaluation are appropriate and may be included in State Plans. The definitions for the different evaluation types can be found in *NUTRITION EDUCATION: PRINCIPLES OF SOUND IMPACT EVALUATION* at <http://www.fns.usda.gov/nutrition-education-principles-sound-impact-evaluation>.

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

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

The impact assessment should meet the criteria described in the FNS Principles of Sound Impact Evaluation found at <http://www.fns.usda.gov/nutrition-education->

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[principles-sound-impact-evaluation](#). The Agency requests descriptions of all proposed evaluation activities. For each evaluation, please indicate:

Name: Project(s) or interventions with which it is associated.

Type: Indicate if the evaluation is primarily a formative, process, outcome, or impact assessment.

Questions: The question(s) to be addressed by the evaluation: Provide approaches and planned use for each evaluation question.

For more information about evaluation, see *APPENDIX C* of this SNAP-Ed Guidance and the following with their associated links:

- FNS's SNAP-Ed Evaluation Framework and Interpretive Guide
<https://snaped.fns.usda.gov/national-snap-ed/snap-ed-evaluation-framework-and-interpretive-guide>
- University of North Carolina Center for Health Promotion and Disease Prevention: Evaluating policy and environmental change interventions
<http://evaluationpse.org/home.do>
- Nutrition Education: Principles of Sound Impact Evaluation
<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 <http://www.fns.usda.gov/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

Approach: The approach(es) used to conduct the evaluation, including scope, design, measures, and data collection.

Planned Use: Describe the plans for how the results will be used.

Prior Evaluation: Whether or not the project has been evaluated previously along with the most recent year in which the evaluation was done.

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

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Coordination of Efforts: Describe efforts to coordinate, complement, and supplement other FNS programs in order to deliver consistent behavior-focused nutrition and obesity prevention messages. Coordination of efforts helps States provide comprehensive multi-level interventions using community-based public health approaches to maximize the reach and potential of federal nutrition education and nutrition assistance programs.

States must consult and coordinate with State and local operators of other FNS programs, such as WIC and CNPs, when developing their SNAP-Ed plan so that SNAP-Ed complements the nutrition education and obesity prevention activities of those programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. See details in [COORDINATION AND COLLABORATION REQUIREMENTS](#).

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.

Template 3: Staffing

Please note that all staff paid with SNAP-Ed funds should support the delivery of SNAP-Ed to the target audience. For each project, provide the following information for all paid staff that performs SNAP-Ed functions. It is not required that you include names of individuals in your State SNAP-Ed Plan, unless this additional detail is requested by your Regional SNAP-Ed Coordinator.

Position title: Examples include Nutrition Educator, Project Coordinator, etc. Attach a statement of work listing SNAP-Ed related job duties for each position. This should clearly show how the position supports the delivery of planned SNAP-Ed activities.

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

Percentage of SNAP-Ed Time Spent on Management/Administrative Duties: For each position title, provide the percentage of SNAP-Ed time the position will spend performing management/administrative duties (including training and professional development)

Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery, including all approaches described in Guidance Section 1: For each position title, provide the percentage of SNAP-Ed time the position will spend on SNAP-Ed direct delivery, multi-level interventions, and community and public health approaches including PSE efforts. This information should coincide with information provided in the attached statement of work/position description.

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

Retain onsite for Management Evaluation (ME) review: for each key management position title, a one page resume or curriculum vitae (CV) for the individual proposed to fill that position demonstrating relevant expertise and experience. If a person has yet to be identified for the position, please indicate that and retain such documentation once the person has been identified. CV's do not need to be submitted with your State SNAP-Ed Plan, unless requested by your Regional SNAP-Ed Coordinator.

Template 4: Budget Summary

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

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Name of sub-grantee

Total funding for contract, grant, or agreement

Federal funding requested

Description of services and/or products

Cost of services and/or products

Section B. Project Costs: For each sub-grantee, provide the Federal cost for each planned project. Provide a detailed breakdown that includes at a minimum the following information in the table provided in [APPENDIX A. TEMPLATE 4: SECTION B](#).

Salary/Benefits

Contracts/Sub-Grants/Agreements. Retain copies of all contracts, sub-grants, and agreements on site for ME review.

Non-capital equipment/supplies.

Materials

Travel

Building space

Maintenance

Equipment and other capital expenditures

Total direct costs

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 federal funds

Estimated funds carry-over from current FY to next FY, if any. Please note that funds cannot be carried over into the next Federal FY if the funds are in the last year of their two-year period of performance.

Budget narrative: Provide a budget narrative which describes all expenses listed above.

Section C. Travel: Travel requests should be identified for in-State and out-of-State purposes. Travel expenditures are a variable cost. States must justify the purpose of the travel and describe how the travel request supports the State's SNAP-Ed goals and objectives. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. State

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agency as well as implementing agency staff may travel for SNAP-Ed purposes. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Refer to Appendix C, for more information on travel. Provide the following information in the SNAP-Ed budget:

In-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

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

Number of staff traveling

Cost of travel for this purpose

Total In-State Travel Cost

Out-of-State Travel

Travel Purpose: Justification of need for travel, including how attendance will benefit SNAP-Ed

Travel destination (city and State)

Number of staff traveling

Cost of travel for this purpose

Total Out-of-State Travel Cost

Total travel cost which includes both in and out of State travel per project should be entered in line 5 of the budget summary (*TEMPLATE 4: SECTION B. SNAP-ED PLAN INFORMATION BY PROJECT*).

Template 5: SNAP-Ed Plan Assurances:

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

- The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight of any sub-grantees. The State SNAP agency is fiscally responsible for activities funded with SNAP funds and is liable for repayment of unallowable costs.
- Efforts have been made to target SNAP-Ed to the SNAP-Ed target audience.
- Only expanded or additional coverage of those activities funded under EFNEP may be claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed targeted individuals. In no case may activities funded under the EFNEP grant be included in the budget for SNAP-Ed.

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- 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 (OMB) regulations governing cost issues. A State agency is responsible for civil rights compliance of its sub-grantees, contractors, and sub-recipients. The State SNAP agency (the cognizant agency) is responsible for ensuring the compliance of all funded providers.
- Program activities do not supplant existing nutrition education and obesity prevention programs and, where operating in conjunction with existing programs, enhance as well as supplement them. This applies to all activities and costs under the Federal budget.
- Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.
- All materials developed with SNAP-Ed funds include the appropriate USDA nondiscrimination statement and credit SNAP as a funding source in standard font that is easily readable.

Template 6: Signatures

The SNAP-Ed Plan should be reviewed and signed by both the State SNAP agency Nutrition Coordinator or the State SNAP Director and a State SNAP agency fiscal reviewer prior to submission.

Multi-Year Plan Templates

Please note that any guidance given on multi-year State SNAP-Ed Plans does not guarantee their approval.

States may submit an annual or a multi-year plan for a two- or three-year period for SNAP-Ed programs. A multi-year plan 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.

States should use the Plan templates located in the appendices to guide the process, while helping to ensure that all information is concise and accurate.

The chart on the following page expands on the SNAP-Ed Plan Guidance's multi-year template to be completed for year 1 of the plan cycle (the duration of the SNAP-Ed Plan) and any subsequent years (year 2; or years 2 and 3).

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Template # and Content Description	Details	Year 1	Year 2 or Years 2 and 3
1: Identifying and Understanding the SNAP-Ed Target Audience	Complete and submit with the initial SNAP-Ed Plan for the cycle, assuming no changes.	Required	If Applicable
2: State Level Goals	Complete and submit with the initial SNAP-Ed submission for the cycle.	Required	Required
2: State Level Objectives	Complete three separate times, once for each year of the multi-year cycle, and submit with the initial comprehensive State Plan.	Required	Required
2: Description of Projects/interventions	States may reflect annual progression in projects/campaigns, which includes justification for implementing projects/campaigns in one region in year 1 and/or to two-three regions in year 2.	Required	If Applicable
2: Evaluation Plans	States may amend activities during the cycle. Each amendment must be included in the updated Plan.	Required	If Applicable

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Template # and Content Description	Details	Year 1	Year 2 or Years 2 and 3
3: Staffing	Submit a staffing plan and narrative annually, showing changes and details for the upcoming fiscal year.	Required	Required
4: Budget Information by Project	Submit line item budgets and budget narratives annually, showing changes and details for the upcoming fiscal year.	Required	Required
5: SNAP-Ed Plan Assurances	Complete and submit each year for the full cycle.	Required	Required
6: SNAP-Ed Plan Signatures	Submit a signature page for the initial Plan and any Plan amendments.	Required	Required

Subsequent years (Year 2 and Years 2-3) submission guidelines

The Food and Nutrition Service requires an executive summary and the entire plan be resubmitted with updated changes highlighted. When submitting the multi-year plan, please send each template as a separate Microsoft Word Document file.

The executive summary should range from 2-3 pages and include an overall summary, highlights of the plan, and address the following elements:

- Program progress and overview of goals for years 2 and/or 3
- Updates on new and/or existing partnerships
- Evaluation plans
- Best practices of executive summaries can be found in the attached appendices.

Program Progression and Justification

In developing multi-year plans, States must use consistent goals for the Plan cycle. **Objectives must be progressive and reflect the dynamic nature of a multi-year project as it evolves over the years in support of the program goals.** The objectives for year 1, year 2, and year 3 must demonstrate progression and include justification for the proposed Plan cycle.

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Objectives must be tied to a justification narrative and a rationale for the expanded scope. The justification should include intervention strategy (i.e., PSE, direct education, and social marketing), audience(s), sites, curricula, and projected number of workshops and contacts (indirect and direct education participants).

When including program progression, a State must demonstrate progression in objectives and activities and provide justification on how the progression timeline was established.

Example of program progression and justification:

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, HTML campaign(s), 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.

Key Steps: Develop and implement paid media campaign for Healthy Behavior, utilizing outlets such as television, radio, grocery stores (including grocery cart ads, floor clings, banners, milk case clings), and billboards to maximize reach for low income women and their children, ages 2-11.

- ***FFY 19 Focus:*** Physical Activity
- ***FFY 20 Focus:*** Family Meals
- ***FFY 21 Focus:*** Physical Activity

FFY Resources: Media programming (\$25,000)

Personnel & Partners: SNAP-Ed Staff and Marketing Contractor

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SNAP-Ed Evaluation Framework Indicators:

- **Short Term: Year 1**
 - Physical Activity and Reduced Sedentary Behaviors
- **Medium Term: Year 2**
 - MT13: Media Practices
- **Long Term: Year 3**
 - LT3: Physical Activity and Reduced Sedentary Behavior
 - R7: Physical Activity and Reduced Sedentary Behavior
 - ST8: Multi-Sector Partnerships and Planning
 - FFY 21 Focus - Physical Activity

Budget and Staffing

When submitting multi-year plans, only the budget for the submission year should be submitted. Please refer to [*TEMPLATE 4: SNAP-ED BUDGET INFORMATION BY PROJECT*](#).

Plan Amendments

State agencies must submit amendments of approved Plans to FNS for prior approval, with supporting documentation, throughout the fiscal year but no later than May 1 of the current fiscal year. Plan amendments are necessary whenever there is a change in the scope of activities or an increase in the budget by 5 percent or \$100,000 cumulative for the current fiscal year (whichever is less). A change in the scope of activities is defined as requests for payment of new or substantially revised SNAP-Ed activities. Examples include, but are not limited to, the incorporation of new environmental or public health approaches as well as significant expansion or reduction of activities.

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

In the amendments, States should indicate whether the request is for a new or revised project and whether funds will come from carryover funding or from another project activity that has been revised. States should provide a full description of the new or revised activities, providing similar information as for a new project. Amendments may be submitted electronically or by mail to the FNS Regional Office.

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Annual Report

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

Summarize the nutrition education and obesity prevention projects implemented and related achievements in the previous fiscal year. Using evaluation and outcome results, discuss the effectiveness of the SNAP-Ed projects and interventions and how they might be improved in the upcoming fiscal year. The report should describe annual and longer-term progress toward achieving objectives and otherwise synthesize accomplishments and learnings that are expected to modify current- or future-year objectives, targeting, interventions, and partnerships. States that are using the SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators are strongly encouraged to report their State outcomes for priority indicators using the Optional Template (*REPORTING SNAP-ED PRIORITY OUTCOME INDICATORS – FNS’S SNAP-ED EVALUATION FRAMEWORK*) in Appendix B. This Template can be submitted as an Attachment to the Annual Report. Additional detail information about the SNAP-Ed priority indicators is available at the online *SNAP-ED TOOLKIT* (<https://snapedtoolkit.org/framework/index/>).

APPENDIX A, TEMPLATE 7 has two sections, A and B. Section A will assist State agencies in summarizing information about approved SNAP-Ed activities implemented in the previous fiscal year. Section B assists State agencies in summarizing significant evaluation activities (those costing more than \$400,000 or those that may contribute meaningfully to the evidence base of SNAP-Ed activities) by providing key discussion points to include in the report in order to describe the methods and results of each approved Program objective.

Template 7: Section A. SNAP-Ed Narrative Annual Report

The SNAP-Ed Narrative Annual Report allows a State to highlight accomplishments for areas of practice and discuss areas needing improvement. The purpose of section A is to describe the State’s nutrition education and obesity prevention activities implemented during the previous fiscal year. **You should consolidate all implementing agency information into one State annual report using Template 7.**

SNAP-Ed Program Overview: Provide a one page (not more than 500 words) executive summary of SNAP-Ed activities, outcomes, and progress toward SNAP-Ed goals during the reporting fiscal year. Include all of the information listed below:

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

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

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

Major achievements (not already addressed).

Major setbacks, if any.

Overall assessment.

SNAP-Ed Administrative Expenditures: To help FNS better understand State SNAP-Ed administrative expenditures, States should provide the percent of total administrative expenditures and dollar value of administrative expenses used for each IA in the State for each of the categories listed below.

Administrative salary

Administrative training functions

Reporting costs

Equipment/office supplies

Operating costs

Indirect costs

Overhead charges (such as office space)

A sample calculation of percent of total administrative expenditures is as follows: Administrative expenditures for X University are \$550,000. Administrative salary expenses totaled \$220,000. $(\$550,000 / \$220,000) \times 100 = 40\%$, so 40 percent of administrative expenditures was used for administrative salaries.

SNAP-Ed Evaluation Reports Completed for this Reporting Year: Identify the type(s) of SNAP-Ed evaluations by project that resulted in a written evaluation report. For each project evaluation, you will be asked to provide the associated project name, key project objectives, target audience, and evaluation type.

SNAP-Ed evaluation types, with associated codes for use in your annual report, are provided below.

- **Formative Evaluation (FE)**
- **Process Evaluation (PE)**
- **Outcome Evaluation (OE)**
- **Impact Evaluation (IE)**

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For each evaluation, attach a copy of your evaluation report. The report should describe methods, findings, and conclusions of the evaluation. Each evaluation report should clearly identify the associated project name(s) on the cover or first page. Include any abstracts or information on any presentations of these findings.

SNAP-Ed Planned Improvements: Describe any modifications the State plans to make in the next fiscal year to improve the effectiveness of specific SNAP-Ed activities and/or to address problems experienced during the past year.

Other Accomplishments (Optional): States may provide a brief description of other SNAP-Ed projects that have had major impacts and are not reported in the sections above. Relevant documentation may be attached as an appendix. Potential topics for inclusion are listed below:

- Staff/partner trainings
- Conference presentations and/or other journal publications
- Curriculum development
- Partnership activities
- Case studies
- Awards

Appendices: Attach evaluation reports or abstracts of published results as appendices.

Template 7: Section B. Report Summary for Outcome and Impact Evaluations

Section B provides guidance on key information to include in the summary of evaluation results. Include the following information by project: direct education, social marketing program, and PSE efforts to ensure that the report meets the basic requirements.

Name of Project or Social Marketing Program. If multiple target audiences, interventions, and evaluations were included in the impact evaluation, list each of them by name.

Total Cost of Evaluation.

Project Goals. Identify each specific goal being assessed by the evaluation.

Evaluation Design. An impact evaluation requires comparing the people, channel or systems, or community that receive the intervention being evaluated (the treatment or intervention group) to those who do not receive any intervention (the control group) and/or to those who receive another kind of intervention (the comparison group). Describe each of the following regarding your evaluation design.

Evaluation participants: Describe how many units (and individuals if they were not the unit of assignment) were being evaluated

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Assignment to intervention and control or comparison conditions

Unit of Assignment: Describe the unit of assignment to intervention or control or comparison groups. Describe how many units (and individuals if they were not the unit of assignment) were in the intervention and control or comparison groups at the start and end of the study.

Group Assignment: Describe how assignment to intervention and control groups was carried out. Be explicit about whether or not this assignment was random.

Unit Retention: Provide the percentage of participants by treatment condition (intervention and control group) that completed the intervention.

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

Data Collection. Describe the points at which data were collected from intervention and control group participants. For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends, or follow-up some weeks or months after the intervention ends. Finally indicate if impact data were collected through observation, self-report, or another method.

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

Point of Contact. Provide a contact for additional details

Reference. Reference to any other report of the evaluation. Include whether the results will be submitted for publication, and if so, to what publication.

Education and Administrative Reporting System (EARS)

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

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The EARS form was revised in 2016 and will expire on September 30, 2019. The form was updated to better capture the number of participants reached through PSE and social marketing interventions, as well as partnerships developed.

Training information is available on the SNAP-Ed Connection at <https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system>.

Both the State agency and its SNAP-Ed Implementing Agencies play critical roles with EARS.

The State SNAP Agency is responsible for:

- Providing training and technical assistance to SNAP-Ed Implementing Agencies regarding the collection of EARS data;
- Reviewing and monitoring SNAP-Ed Implementing Agencies' collection for EARS to ensure that it is accurately collected and reported;
- Using the EARS data, if desired, to inform the annual SNAP-Ed State Plan process, generate reports for State partners and stakeholders, and generate awareness regarding SNAP-Ed services in the State;
- Submitting the EARS form using the online submission system by the submission date; and
- Participating in Regional EARS trainings.

SNAP-Ed Implementing Agencies are responsible for:

- Collecting, compiling, and submitting accurate EARS data to the State agency in a timely manner;
- Providing training and technical assistance to local SNAP-Ed providers regarding the collection of EARS data;
- Attending State or Regional trainings on EARS;
- Using EARS data to inform the planning and management process as appropriate; and
- Reviewing and monitoring the collection of accurate and timely EARS data at the project level to ensure that it is accurately collected and reported in the manner specified on the EARS form.

Gaining Access to the Food Programs Reporting System (FPRS) for EARS Reporting

New: State Agencies will have access to FPRS for entering and submitting EARS data. It is the responsibility of the State Agency to enter data into FPRS. Implementing Agencies will collect the necessary data and submit it to their State Agency for review and entry into FPRS. If a State Agency directly administers the SNAP-Ed program, the State Agency will complete the EARS Form within FPRS. To add new or change existing State or Implementing Agency to FPRS, or to add a new user, please follow the steps below.

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To Add New or Update Existing Agencies

1. Complete a *STATE AND IMPLEMENTING AGENCY PROFILE REQUEST FORM*, found at <https://snaped.fns.usda.gov/snap/StateGates/SNAPedProfileRequestForm.pdf>
2. **Include a start date for new agencies and changes. If removing an agency from FPRS, please include an end date.**
3. Return the completed form to the contacts provided on the form. **Be sure to copy your Regional Coordinator on the email containing the completed form.**

To Add a New User to FPRS

1. Complete an *FNS-674* (found at <https://fprs.fns.usda.gov/Public/FNS-674.pdf>) and *FNS-674A* (found at <https://fprs.fns.usda.gov/Public/FNS-674A.pdf>).
2. It is best practice to have separate individuals who will be responsible for data entry and certification of EARS data. Please speak to your Regional Coordinator if this is not a practice your State Agency is able to meet.
3. Send the completed forms to your Regional Coordinator

A new FNS-674 and FNS-674A must be completed each time a new Implementing Agency is added to FPRS. Complete and send the FNS-674 and FNS-674A after you have confirmed with your Regional Coordinator that the new Implementing Agency has been added. A user will not be able to view newly added Implementing Agencies until this has been completed.

End of new material.

Management Evaluation (ME) Review of State SNAP-Ed Projects

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

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

- Amount of expenditures over the past FY relative to other States in the region with similar population demographics and program scope;
- Quality of sample documentation used by the State agency to support payment from the State agency to subcontractors;
- Known or suspected difficulties in program administration or operation; and
- Length of time since the State's SNAP-Ed services were last examined.

This review will assess whether:

- The State agency has a process in place to review and monitor grantees' and sub-grantees' program operations.
- Operations are consistent with the terms of the approved Plan.
- Activities are targeted to participating and potentially eligible SNAP clients.

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- Nutrition education and obesity prevention activities are being evaluated for effectiveness.
- The State is examining and documenting the progress being made toward reaching the Plan goals.
- Administrative expenses are reasonable, necessary, and properly documented and allocated.
- States are submitting developed materials for sharing on the SNAP-Ed Connection Web site.
- States are adhering to Civil Rights and EEO requirements.

SNAP-ED Management Evaluation Guide

This checklist is used to review SNAP-Ed Programs during Management Evaluations of a State agency (SA) and may be helpful to States during the Plan development process.

Citations		Yes	No
§272.2(d)(2)(ii)	Does the Implementing Agency (IA) notify applicants, participants, and eligible individuals to the maximum extent possible of the availability of SNAP-Ed activities in local communities?		
§272.2(d)(2)(iii)	Does the IA describe methods used to identify its target audience that follow approved targeting strategies?		
§272.2(d)(2)(iv)	Does the IA use the State's valid and data-driven needs assessment on the nutrition, physical activity, and obesity prevention meet the needs of the target population and the barriers to accessing healthy foods and physical activity? Does the needs assessment consider the diverse characteristics of the target population, including race/ethnicity, gender, employment status, housing, language, and transportation/mobility needs?		
§272.2(d)(2)(v)	Does the IA ensure that interventions are appropriate for low-income individuals eligible to receive SNAP benefits? Does the intervention recognize the population constrained resources and potential eligibility for Federal food assistance?		

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Citations		Yes	No
§272.2(d)(2)(vi)	Does the IA provide evidence-based nutrition education and obesity prevention services and does the IA deliver services either directly or through agreements with other local IA and community organizations?		
§272.2(d)(2)(vii)(A)	<p>Does the IA use the SNAP-Ed grant to fund the administrative costs of planning, implementing, and operating its program in accordance with its approved SNAP-Ed plan?</p> <p>Does the SA provide oversight to ensure integrity of funds and demonstrate program effectiveness regarding SNAP-Ed outcomes and impacts?</p> <p>-Are costs allowable, necessary, and reasonable?</p>		
§272.2(d)(2)(vii)(B)	Does the IA's SNAP nutrition education and obesity prevention services include a combination of educational strategies accompanied by environmental supports?		
§272.2(d)(2)(vii)(B)	Are the activities designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors?		
§272.2(d)(2)(vii)(B)	Are the nutrition education and obesity prevention services delivered through multiple venues?		
§272.2(d)(2)(vii)(B)	Are activities delivered at the individual, community, and appropriate policy levels? <i>Note, acceptable policy level interventions are activities that encourage healthier choices based on the current Dietary Guidelines for Americans</i>		
§272.2(d)(2)(vii)(B)	Are all strategies and interventions evidence-based?		

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Citations		Yes	No
§272.2(d)(2)(vii)(B)	Are there research-based strategies and interventions that reflect relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence?		
§272.2(d)(2)(vii)(B)	Do SNAP-Ed activities consider emerging strategies or interventions which are community- or practitioner- driven? Are there practice-based strategies and interventions that reflect case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential? Are all emerging strategies justified for the use of a novel approach and evaluated for effectiveness?		
§272.2(d)(2)(vii)(C)	Do the IA's SNAP-Ed activities promote healthy food and physical activity choices based on the most recent Dietary Guidelines for Americans and Physical Activity Guidelines?		
§272.2(d)(2)(vii)(D); SNAP-Ed Guidance	Does the IA use two or more of the following approaches: individual or group-based nutrition education, health promotion, and intervention strategies comprehensive, multi-level interventions at multiple complementary organizational institutional levels; community and public health approaches to improve nutrition		
§272.2(d)(2)(viii)	Does the IA coordinate and report health promotion activities, initiatives and interventions with national, State, and other special supplemental nutrition programs including women, infant and children, the National School Lunch Program, Farm to School, and Food Distribution on Indian Reservations?		

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Citations		Yes	No
§272.2(d)(2)(viii)	Does the IA maintain copies of Memoranda of Agreement/Understanding with organizations it coordinates with for the provision of services?		
§272.2(d)(2)(ix)	Does the IA include an operating budget for the Federal fiscal year with an estimate of the cost of operation to the State's approved SNAP-Ed Plan?		
§272.2(d)(2)(xi)	<p>Does the IA meet FNS fiscal recordkeeping and reporting requirements, including:</p> <p>-All SNAP-Ed expenditures are reported on the Financial Status Report SF-425</p> <p>-SA collects and reports State and private contributions to the SNAP-Ed activities through the EARS via FNS-759</p>		
§272.2(d)(2)(xii)	<p>Does the IA seek additional information regarding the type of nutrition education and obesity prevention activities offered and the characteristics of the target population served to determine whether nutrition education goals are being met?</p> <p>-Does the IA periodically evaluate whether or not its meeting nutrition education goals?</p>		

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Civil Rights	
FNS Instruction 113-1	<p>IA provides annual civil rights training for all front-line personnel?</p> <ul style="list-style-type: none"> -Civil Rights training is current and accurate? -Civil Rights training is documented including lesson plan/topics covered, date of presentation(s), and staff in attendance? <p>Civil Rights training includes the nine mandatory topics (Collection and use of data; effective public notification systems; complain procedures; compliance review techniques; resolution of non-compliance; requirements for reasonable accommodation for persons with disabilities; requirements for language assistance; conflict resolution; and customer service)?</p>
FNS Instruction 113-1	<p>Nutrition education and related services/benefits are provided free from discrimination?</p> <ul style="list-style-type: none"> - Materials developed and used are appropriate for audience -The education provided and materials used are culturally appropriate -In-person education is provided at accessible locations (convenient to public transportation, free parking, etc.) and on days/times that are convenient for audience participation -Bilingual staff are provided as needed; minimally, the presenter/educator has a way to communicate with all participants
FNS Instruction 113-1	<p>Materials contain the required USDA non-discrimination statement in accordance with the SNAP-Ed Guidance. If other statements are also used, they are listed separately, and the USDA statement is listed first?</p>
FNS Instruction 113-1	<p>Nondiscrimination (“And Justice for All”) posters are posted whenever and wherever SNAP-Ed services/education/interventions are provided?</p>