EARS Frequently Asked Questions (FAQs) for Fiscal Year 2019 Reporting

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Overview

1. What is EARS?

EARS is the abbreviation for the Supplemental Nutrition Assistance Program Education (SNAP-Ed) Education and Administrative Reporting System.

2. How will EARS data be used?

EARS data is used to understand SNAP-Ed program outputs, such as numbers and demographics of people served by the program, methods used to reach the SNAP-Ed target audience, and types of partners engaged.

In regards to number of individuals reached, FNS seeks to understand the maximum number of individuals in the SNAP-Ed target audience who are reached through program activities. Additional information about reach as it relates to Item 2 and Item 5 can be found with FAQs for each Item.

3. When will reporting begin with the EARS Form for Fiscal Year 2017 and beyond?

Reporting with the updated EARS for began with Federal Fiscal Year 2017 data. You will use the updated form to report Federal Fiscal Year 2019 data (data from October 1, 2018 until September 31, 2019). The formal reporting period for EARS is December 1 – 31. EARS form data entry into FPRS can be started as early as November 1, 2019.

4. Where can the EARS form be accessed?

The EARS Form is available on the SNAP-Ed Connection at https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system .

5. Who will have access to the Food Program Reporting System (FPRS)?

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.

6. How do I gain access to FPRS?

To add new or change existing State or Implementing Agency to FPRS, or to add a new user, please follow the steps below.

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.

7. If I am not entering data into FPRS, I won't have access to drop-down menus to choose response options. How should I input my information into the EARS Form that I submit to my agency?

A fillable Adobe PDF version of the form is available online at https://snaped.fns.usda.gov/national-snap-ed/education-and-administrative-reporting-system. It has instructions for data entry into sections of the form where drop-down menus are found in FPRS.

8. If multiple agencies participate in an intervention, who should report it? Perhaps some sort of partnership is being executed.

Depending on the type of SNAP-Ed activity, multiple Implementing Agencies may list the same program for internal purposes. However, only one entity should report reach to avoid duplicate counts when the data is entered into EARS. We recommend that agencies work together to determine who will report reach so that multiple groups are not reporting the same information separately.

Item 2: Direct Education – Information on participation by age and sex

1. Is direct education reported twice, in Items 2 & 3 and then again in Item 5?

Yes, direct education participants are reported in Items 2 & 3 and again in Item 5. Single sessions not part of a series must be at least 20 minutes in length or have demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators in order to be considered a direct education intervention. Interventions less than 20 minutes require Regional Coordinator approval to be considered direct education. Demographic data on participants reached through direct education interventions are reported in Items 2 and 3. In Item 5 Column F, reach will consist of **all** participants for an intervention, including ones that combine direct education with social marketing or a policy, system, and environmental change (PSE) intervention. Examples are provided below for clarification.

Example 1: Many schools deliver whole-school interventions, such as PE-NUT, Health Empowers, ReFresh, etc., with multiple components. If 500 students receive direct education lessons and will also be exposed to a PSE change, like a wellness policy, all 500 students should be reported in Item 2 for direct education. 500 would also be entered into Item 5 Column F since the 500 total students participated in all components of the intervention.

Example 2: An Implementing Agency holds direct education (DE) sessions at a food pantry where they also conduct PSE activities to encourage healthy food selections. They determine that 3,500 individuals have used the food pantry during the implementation of their PSE efforts. Surveys completed during their DE sessions indicate that 1,200 of the food pantry users have attended DE sessions. In this case, their 1,200 direct education attendees will be reported in Item 2. The total 3,500 persons reached through all intervention efforts would be reported in Item 5 Column F.

Example 3: 15 children attend a series of nutrition education classes. After each class, a handout with activities is sent home to be completed with parents/guardians which reinforces the information taught in class. The Implementing Agency assumes that one parent/guardian completes the handout with each child. The 15 children will be included in direct education reporting. The 15 parents/guardians will be counted as part of reach in Item 5.

2. If someone participates in one DE intervention and then participates in another, separate DE intervention, how are they counted in Items 2 and 3?

A participant should be counted once for each **different** intervention they attend. This means that an **unduplicated** count of persons is recorded **per intervention**, meaning that a person is counted once, regardless of the number of sessions within a series in which they participated. Please also use these guidelines when reporting social marketing and/or policy, systems, and environmental change activities.

Example: Billy attended 4 out of 6 sessions in a direct education series at his school. Billy counts as **one** participant for this entire intervention. Billy later participated in a separate series, where he and his mother Maria attended 10 out of 12 sessions. For this intervention, Billy counts as one participant, and Maria counts as **one** participant.

3. For male and female – how do we count those who do not identify with either sex?

A person is not required to report a sex. This person can be recorded in the appropriate age group in the “Estimated Count” column for Item 2. Do not include them in either the “Female” or “Male” columns.

4. How is the total in Item 2 calculated?

When data is entered into the form, the total for each age range reflects the sum of the actual and estimated columns for that row. Because a person may choose not to report their sex, the total of the male and female columns may not match the total for actual and estimated counts. The total number of persons your Implementing Agency has reached through direct education is reflected as the sum of the actual and estimated counts columns.

<u>Example:</u> An Implementing Agency held a class with 18 - 59 year olds. 9 participants reported they were female, and 5 reported they were male. One person did not wish to identify as male or female. 14 individuals are recorded in the actual column for 18 – 59. The person who did not identify with either sex is reported in the estimated column for this age group. The total will reflect 15 participants.

5. If we have actual counts of the number of individuals in a direct education intervention, but estimate age, sex, ethnicity, or race data, would that be considered actual or estimated counts?

These would be considered estimated counts since you are estimating the demographic data.

<u>Example 1:</u> A series of hour-long classes is held with adults. At the start of the series, each adult completes a survey in which they indicate their sex, race, and ethnicity. This would be considered an **actual** count.

<u>Example 2:</u> A series of 30-minute classes is held at a Summer Food Service Program site in a park where any child in the community is able to attend. Educators use American Community Survey (ACS) data to estimate the race and ethnicity of attendees and a visual estimate of sex. This is considered an **estimated count.**

Item 3: Direct Education – Information on participation by race and ethnicity

1. **For Item 3, what methods for estimation can we use when participants choose not to identify ethnicity or race or when asking participants to confirm ethnicity or race is not appropriate, such as with young children?**

If possible, please use existing data about the population you are serving, such as WIC[1] or free and reduced lunch enrollment, ACS or census data, etc. If this data is not appropriate, such as when identifying demographic data for a small group of young children at a USDA Summer Food Service site, visual identification may be used.

[1]WIC: Special Supplemental Nutrition Program for Woman, Infants, and Children

2. **What method should be used to identify race if an adult chooses to not self-identify?**

Any data set such as WIC or free and reduced lunch enrollment data, ACS data, etc. may be used to estimate ethnic and racial makeup of persons participating in an intervention. In instances where there is no applicable data set, visual identification may be used. Please note that it is never appropriate to change or challenge a self-declaration made by a participant as to their racial or ethnic background.

3. **Why is there no "Other" category for Race?**

The definitions used in the EARS Form have been updated to be consistent with those described by FNS 113, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities.

4. **What if a State only provides estimates?**

Please report the information a State provides, even if it is only estimates. Do ensure that estimation methods for the number of participants by age and sex (in Item 2) are included in the open text field.

5. **How is the total in Item 3 calculated?**

When data is entered into Item 3, the total for each column will reflect the sum of the Ethnicity responses for that column. This total is used because participants can only be counted as Hispanic/Latino **or** Non-Hispanic/Latino. Data on race is collected, but a total is not shown since multiple selections are possible.

6. **Could you provide an example of how you would report an individual who chooses multiple races in Item 3? Is only the ethnicity reported and not the race?**

Both ethnicity and race should be reported for all direct education participants. For persons identifying as multiple races, enter a "1" into each racial category. For instance, if a person reports both American Indian or Alaska Native and White identity, a "1" is entered into both of these racial categories.

7. We work with many Arab American/Yemeni/Chaldean populations and always get the question of whether they are considered White or Asian in the race ethnicity portion?

Yemen is a country in the Middle East. The United States Census Bureau provides definitions on race, and based on this information, individuals from Yemen would be classified as White.

Click on the link below for additional information, including detailed explanations of how to determine racial categorization for persons from a variety of nations: http://census.gov/topics/population/race/about.html .

8. Should the total number of DE participants in Item 2's Age and Sex reporting equal the number of participants in Item 3's Race and Ethnicity reporting?

Since individuals are not required to report race and ethnicity, the totals for Items 2 and 3 may not be the same.

Item 4: Direct Education – characterizing education session format, delivery, time, and use of interactive media

1. For Item 4, should the number of sessions originally offered or actually delivered be counted? For example, if a six-lesson class series is cancelled after the 2nd lesson due to low attendance, should the series be reported as 6 or 2?

Only report the classes actually delivered. This follows the heading in Column A, which reads “number delivered.” In the above scenario, the series should be reported with the number 2.

2. A six-week series of class sessions crosses fiscal years, with two sessions occurring in the first year and four in the second. Should the two sessions covered in year 1 be reported as 2 in year 1 with the last 4 sessions delivered in year 2 reported as 4 in year 2?

It is important to try to schedule classes so that there are no crossover years. However, if this does happen, report the series as though it is two separate interventions, with one occurring in each fiscal year. All individuals who have participated in the program, up to the end of the first fiscal year, will be reported in year 1 with the number of sessions which were completed in that year. All individuals who participated in the intervention in the following year will be reported in year 2 with the number of sessions which were completed in year 2. SM and PSE interventions which are held across fiscal years should be reported the same way. Be sure to use the same name for the intervention in each year for clarity.

Example: In a six-week series of sessions, two sessions occurred in FY 2017 and four sessions occurred in FY 2018. 10 participants attended the first two sessions. 12 participants, including the 10 from the first two sessions, completed the four sessions in FY 2018. Report 10 participants and 2 sessions in FY 2017 and 12 participants and 4 classes in FY 2018.

3. What do we do if our classes have multiple time ranges? For example, some 30-minute classes and some 90-minute classes.

Report the classes using multiple time ranges. In this case, you would report both 0 – 30 minutes and 61 – 90 minutes.

4. In Column B., how should we calculate the number of sessions for each time range?

For Column B, you will report the **total** number of sessions that were held using a specific time range. This will be the number of series multiplied by the number of sessions within those series. (Number of series in time range x number of sessions in series.)

ITEM 4 Direct education - characterizing education session format, delivery, time, and use of interactive media

Programming details:

Interactive multimedia integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product that provides an individualized educational experience based on a participant's input.

Format	A. Number of Series Delivered	B. Time Range		C. Number of Sessions Delivered Using Interactive Multimedia
		Session (in minutes)	Number of Sessions	
1. Single Session	2	[X] 0-30	2	0
		[ ] 31-60		
		[ ] 61-90		
		[ ] 91-120		
		[ ] Over 120		
2. Series of 2 to 4 Sessions	12	[ ] 0-30		36
		[ ] 31-60		
		[X] 61-90	48	
		[ ] 91-120		
		[ ] Over 120		
3. Series of 5 to 9 Sessions	3	[ ] 0-30		0
		[X] 31-60	5	
		[X] 61-90	12	
		[ ] 91-120		
		[ ] Over 120		
4. Series of 10 or More Sessions	0	[ ] 0-30		0
		[ ] 31-60		
		[ ] 61-90		
		[ ] 91-120		
		[ ] Over 120		

3

Example 1: **As shown in row 3 in the graphic above,** there was 1 series of 5 sessions and two series of 6 sessions. We report a total of 3 series in Column A Row 3. Since our 5 sessions lasted 31 – 60 minutes, we report 5 sessions in this time range in Column B. Our 2 series of 6 sessions lasted 61 – 90 minutes, so we report a total of 12 sessions in this time range in Column B.

The sum of the number of sessions in column B should not exceed the number included in column A times the maximum number of sessions in the series.

Format	A. Number of Series Delivered	B. Time Range		C. Number of Sessions Delivered Using Interactive Multimedia
		Session (in minutes)	Number of Sessions	
1. Single Session	9	☒ 0-30	8	0
		☒ 31-60	84	
		☒ 61-90	1	
		☐ 91-120		
		☐ Over 120		

Example 2: In the example above, the number entered in either column A or column B is incorrect. If 9 is entered in column A, and the maximum number of sessions in the series is 1, then the total number of sessions in column B should not exceed 9 times 1, or 9. In this example, for all time durations, the sum of the number of sessions is 93.

$$9 \times 1 \neq 8 + 84 + 1$$
$$9 \neq 93$$

2. Series of 2 to 4 Sessions	2	☒ 0-30	13	0
		☒ 31-60	55	
		☐ 61-90		
		☐ 91-120		
		☐ Over 120		

Example 3: In the example above, the number entered in either column A or column B is incorrect. Since 2 is entered in column A, and the maximum number of sessions in the series is 4, the total number of sessions in column B should not exceed 2 times 4, or 8. The minimum number of sessions should be 2 times 2, or 4. In this example, for all time durations, the sum of the number of sessions is 93.

$$2 \times (2 \text{ to } 4) \neq 13 + 55$$
$$4 \text{ to } 8 \neq 93$$

3. Series of 5 to 9 Sessions	3	☐ 0-30		0
		☒ 31-60	5	
		☒ 61-90	12	
		☐ 91-120		
		☐ Over 120		

Example 4: In the example above, the numbers entered in both column A and column B are correct. Since 3 is entered in column A and the maximum number of sessions in the series is 9, the total number of sessions in column B should not exceed 3 times 9, or 27. The minimum number of sessions should be 5 times 3, or 15. In this example, for all time durations, the sum of the number of sessions is 17.

$$3 \times (5 \text{ to } 9) = 5 + 12$$
$$15 \text{ to } 27 = 17$$

5. **If a session is not part of a series and is very short, is it direct education or indirect education?**

For FY 2018 and Beyond**:** Single sessions not part of a series must be at least 20 minutes in length or have demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators in order to be considered a direct education intervention. Check with your Regional Coordinator to determine if your intervention is considered direct education if it is a single session lasting less than 20 minutes.

6. **Item 4 Column C asks for the number (not percent) of the sessions delivered using interactive multimedia. Does this mean the number of classes within the curriculum or the total number of sessions?**

The number of sessions delivered using interactive media refers to the total number of interactive sessions of each format type (i.e., the total number of single sessions, total number of sessions in the series of 2-4 sessions, etc.).

<u>Example:</u> **As shown in the graphic above**, if 12 series of courses were held that had 4 sessions each with 3 using interactive media, a total of 36 would be reported in Item 4 Column C Row 2. This is based on the following calculation: 12 series x 3 interactive sessions per series = 36 sessions (within the series of 2 to 4 sessions) delivered using interactive media.

7. **Will you please explain what is meant by interactive multimedia?**

Interactive multimedia integrates text, audio, graphics, still images, and moving pictures into a computer-controlled, multimedia product that provides an individualized educational experience based on a participant's input. Examples include a CD-ROM with games for kids and an online class with interactive components. A PowerPoint or video would count as interactive media if it provides a way to respond to a participant’s input through a feature that is used within the presentation. For instance, if a slide asks for a participant to respond to a question, and the following content is presented in a way that is customized to the response, this is an interactive PowerPoint presentation. If you want to know if your specific technology counts as interactive multimedia, please check with your Regional Coordinator.

Item 5: Interventions – characterizing implementation

1. Item 5 doesn't seem to allow multiple entries. Will this field be expanded?

In FPRS, you will be able to add rows to capture all interventions. If you use the EARS Form to report to your State Agency, a fillable PDF version of the form is available on the SNAP-Ed Connection. It has several rows for reporting Item 5 data. If you need more rows than are available, you may want to provide a second copy of the PDF with the additional data only.

2. Please specify the definition of intervention.

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

For Item 5 Column A, you can use a descriptive name for these activities. To improve your ability to consistently report and compare data across years, it is helpful to use the same descriptive name year after year. Common intervention names used nationally help FNS to understand which interventions are being used most frequently and which interventions may be reaching the greatest number of individuals. Please refer to your state's SNAP-Ed Plan to determine if a descriptive name has been developed for an intervention.

For descriptive names, the following naming approaches have been suggested:

a. Approach 1: SNAP-Ed Toolkit Intervention Names:
   - *Cooking Matters*
   - *NAP SACC*
   - *Health MPowers You*
   - *Farm to School*
   - *Cooking Matters at the Store*
   - *Eat Smart, Live Strong*
   - *Eat Well Play Hard in Child Care Settings*
   - *Food Hero*
   - *Pick a Better Snack*
   - *Harvest of the Month*
   - *Text 2B Healthy*
   - *Rethink Your Drink*

b. Approach 2: Setting/Audience:
   - K-12
   - Early Childcare
   - Emergency Food or Food Assistance
   - Food Retail at Stores
   - Farmers Markets
   - Parents
   - Community-Based Adults (Activity provided to adults (18-59 years old) at a community agency

- (e.g. social services, libraries, etc.)
- Community-Based Seniors (Activity provided to adults (60+ years old) at a community agency
- (e.g. social services, libraries, etc.)
- Community-Based Youth (Activity provided to youth (5-17 years old) at a community location
- (e.g. parks, community centers, etc.)
- Faith-based
- Tribal Communities
- Social Marketing

c. Approach 3: Combination of audience and educational approach.

   Example: A statewide social marketing campaign is developed to reach families with young children. This intervention could be described as "Statewide social marketing – families with young children."

3. Can a single SNAP-Ed intervention use multiple intervention types?

An intervention may have multiple components, including DE, SM, and PSE separately or a combination thereof. When reporting information about your intervention for Item 5, consider all components and strategies that were used to affect a particular behavioral objective of your State SNAP-Ed Plan.

4. Can you clarify what is meant by social marketing? Do you use it when programs are offered through some sort of social media (like Facebook) or when social media is used in the class?

Social marketing applies commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences. For an activity to be considered social marketing, an Agency must complete specific steps (see the section on Social Marketing Programs in the current SNAP-Ed Plan Guidance).After the social marketing campaign has been executed, evaluation which interacts with the target audience to see if the message, materials, and delivery channel(s) have been understood and ar~~r~~e meaningful (i.e., would lead to behavior change) must occur.

In contrast, **social media** simply refers to internet-based applications where individuals interact with each other to share information. Social marketing may use social media, but the use of social media does not necessarily mean that an intervention should be considered social marketing.

5. For Item 5, Column C, our State has us write one-year work plans. Would we put "1 of 1" for each intervention?

Please consider the total amount of time the intervention has been used and may continue to be used in the future. The first number reflects the total number of years you have used the intervention, while the second reflects the number of years the intervention is expected to be used.

Example 1: This is the first year you are using a particular intervention and have included it in your State SNAP-Ed Plan. You are not sure if you will continue to use this intervention. Report “1 of 1” in Item 5, Column C. (If you use the intervention in the following year, you could report this as “2 of _” if you are unsure of the end year of implementation or “2 of 3” if you know it will continue for one additional year.)

Example 2: You have successfully implemented the same intervention for the past 4 years, but are unsure how long you will continue to use it. Report “4 of _” in Item 5 Column C.

Example 3: You are developing an intervention you expect to implement and evaluate the following fiscal year. Report “1 of 2” in Item 5 Column C.

6. If we use multi-year plans, does the intervention have to have an end year?

If you are unsure how many years your intervention will be implemented, you can leave the second entry blank, as in Example 2 above. However, if your multi-year plan specifies how many years the intervention will be used, be sure to enter the total number of years you will implement the intervention.

7. Will we only be reporting persons we know to be SNAP-eligible? What if we have an SM or PSE intervention which reaches a large audience?

The updated EARS Form no longer has a question regarding SNAP participation. In developing the State SNAP-Ed Plan, a thorough needs assessment has been completed to understand the nutrition, physical activity, and obesity prevention needs of the target population and their barriers to accessing healthy foods and physical activity. Additionally, the State SNAP-Ed Plan allows States to specify how their evidence-based interventions and strategies meet the assessed needs of their target population. Since the intervention activities are based on this needs assessment, State and Implementing Agencies may report all SNAP-Ed participants reached. It is understood that interventions which reach broad audiences, such as SM and PSE interventions, will also reach some persons who are not low-income. Please be sure to include an explanation of reach calculations in the “*Explanation of any reach calculations and any assumptions made*” text box directly below Item 5.

8. At what stage of a PSE intervention do we count the people reached?

People reached would be counted during the implementation phase.

9. How does FNS use the number of participants reached?

FNS seeks to understand:

- interventions that reach the most SNAP-Ed eligible participants
- the number of individuals reached by the program annually.

10. In Item 5, Columns D and G, monthly reporting can change these values. How should a State account for this change?

Select all codes which apply in your reporting year for both Columns D and G.

Example: An intervention was in both implementation and evaluation phases during the reporting year. For implementation, commercial market data was used to identify locations for outdoor advertisements and surveys of the target audience were used to gain feedback about message understanding. In Column D, codes I (for implementing) and T & E (for tracking and evaluation) are reported. In Column G, codes C (for commercial market data on audience size) and S (for survey of target audience) are reported. If you would like to provide clarification, the remarks section of the form can be used for this.

11. How do you recommend tracking participants to avoid duplicate counts?

A participant should be tracked using the system that a State or Implementing Agency has in place. An example of such a system could include a sign-in sheet filled out at the delivery site.

12. For Train the Trainer curricula, how is total reach reported?

If an evidence-based train the trainer intervention is delivered with fidelity and a number of individuals who received the education from trained individuals can be confirmed, then the total number of individuals reached can include those reached by those attending the train the trainer sessions.

Example: A SNAP-Ed educator trained 10 teachers in an elementary school. These 10 teachers then educate a total of 300 students. **The total reach for this intervention would be 310.**

13. PSE reach is almost always going to be an estimate. Should estimation methods be provided for SNAP-Ed reach in PSE projects?

Yes, whenever estimates are provided, a description of the estimation methods must be included in the open text field below the table in Item 5.

14. For Item 5 Column F, what is the difference in "reach" and "contacts" or "impressions"?

Reach is defined as the number of unduplicated individuals who experience your intervention and are assumed to be influenced by it. **Impressions** refer to the number of times your content is displayed, broadcasted, or viewed. When working with marketing professionals, specify that you will need to report persons reached, not impressions. **Contacts** refer to the number of times an individual has received, interacted with, or experienced educational instruction, messaging, or an environmental intervention.

Example: 5 television ads were placed during programming that was estimated to reach 500 households per airing. American Community Survey data indicates the average household size in the viewing area is 3 persons. We can reasonably estimate that up to 1,500 persons were **reached** using these 5 television ads. 500 households x 3 persons per household = 1,500 persons reached. In comparison, there were up to 7,500 **impressions** using these 5 television airings, assuming that each individual with a television saw each of the ads. The calculation is as follows: (5 airings x 500 households) x 3 persons per household = 7,500 impressions.

Example: A school-based intervention has unique monthly educational flyers that go home with students in a school district once every month in a 9-month school year. 5,000 students receive monthly flyers designed to reach the students and their parents or guardians. The Implementing Agency assumes that each flyer reaches the student and at least one parent or guardian in each household per month. The total number of persons **reached** is estimated at 10,000 persons. In comparison, there are 90,000 **contacts** made during the school year.

15. If you have regular classes at a location but you have different curricula over the course of the year, would an individual who attends four curricula at the same site count as four unduplicated individuals?

If each curriculum is considered a separate and distinct intervention, then the individual may be counted four separate times. However, if multiple curricula are used for a single intervention, the individual is only counted one time per each intervention. Please refer to your State SNAP-Ed Plan to determine how your curricula fit into interventions. Please refer to the glossary for a definition of an intervention.

16. Will contact numbers no longer be reported?

The updated EARS form no longer collects contact numbers. It gathers unduplicated participant counts per intervention. If a person participates in multiple interventions, they will be counted once for each intervention in which they participated in Item 5 Column F.

17. Are there more specific guidelines on calculating reach for specific settings?

To learn more about databases and data sources that can be used for specific SNAP-Ed Evaluation Framework indicators and associated settings where SNAP-Ed programming takes place, review Appendix D: Indicator Resources Chart of the SNAP-Ed Evaluation Framework Interpretive Guide. A direct link to the resource posted on the SNAP-Ed Connection is https://snapedtoolkit.org/framework/index/ .

18. In Item 5, can you clarify how settings are reported?

Choose all qualifying setting codes which apply for your intervention. If the same intervention was held in multiple locations, such as a school and a park, report all locations that apply.

Example 1: If a cooking course was held in a food pantry located in a faith-based organization, you would report BB, the code for Food Assistance Sites, Food Banks, and Food Pantries. If the class was held in the fellowship hall (dining area) of the same building, you would use code Q, which denotes Faith Based Centers/Places of Worship. You would **not** report both BB and Q.

Example 2: An agency chose to partner with WIC clinics to post social marketing materials aimed at normalizing breastfeeding. The WIC clinics are located in a public health office with a variety of services. Even though the social marketing materials are posted in the waiting room, which is used by individuals using any of the available services at the public health office, **since the partnership is organized through WIC and aimed at WIC clinics, the setting code O for WIC Clinics would be used.**

19. Is there a specific code for community events?

There is not a specific code for community events, so please use the setting which best describes the location of your community event. If none of the provided codes apply, please select "Other" under the appropriate domain (Eat, Learn, Live, Play, Shop, or Work) and enter a brief description of the location.

20. I do not see supermarkets on the list for intervention sites. What code should I use?

Supermarkets are considered a food retailer and therefore fall under the Shop domain of the setting codes. Since they are typically considered large food stores (with 4 or more cash registers), you will most likely use code EE for "large food stores and retailers."

21. In the previous EARS Form, indirect education was reported in a separate section. Where should I report this now, compared to DE, SM, or PSE interventions?

Indirect education data is captured in Item 5 Column I titled "Indirect Intervention Channels." You will use this column to report the methods of distribution for your indirect education channel.

For FY 2018 and Beyond: Distribution of educational materials alone is not an evidence-based activity. Your interventions should be reported to reflect that they are part of an evidence-based DE, SM, or PSE intervention. Recruitment efforts are not counted as part of reach, only individuals reached through implementation efforts.

22. Is a community event with an educator present considered indirect education?

If participants in the community event have a face-to-face interaction with the educator and is actively engaged in learning, for 20 minutes or more or as otherwise approved by their Regional Coordinator, this is considered direct education. If a participant is not actively engaged in face-to-face learning with the educator, this would be considered education through an indirect intervention channel. When determining if your event is considered direct education or education within another intervention approach, such as PSE, consider how the intervention is defined in your State SNAP-Ed plan. Please remember, all events need to be part of an evidence-based intervention.

23. How do you categorize a newsletter that targets parents of children who received school-based nutrition education in which you have complete demographic information and will count under direct education?

You would count parents who receive the newsletters as a different audience in Item 5 by selecting the priority population of 18-59 in Column E and use code E or H for electronic or hard copy materials, respectively. Since the children would be captured under direct education reporting in Item 2, the parents would be considered additional participants and would be included in the total reach count in Item 5 Column F.

24. When categorizing by individual topic (Column J), is the preference for the State to select one or many?

Include all topics that were covered, which may be many.

Item 6: Partnerships – entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed programs

1. What is the difference between a partnership (Item 6) and a delivery site (Item 5)?

A delivery site is a physical location where an intervention may be held or provided. A partnership refers to the relationship with an entity that receives no direct SNAP-Ed funding but is involved in SNAP-Ed programming. Partners may have a formal or informal agreement, which may include the use of services, locations, advice, or other financial or non-financial contributions. A site always implies a partnership but a partnership does not necessarily involve a site. Partners may contribute resources other than sites for interventions, such as volunteers or physical materials such as retail food displays.

2. How do we know which partner title our partnership will fall under?

You should choose the Partner Title which best encompasses the partner with which they collaborated. When determining which Partner Title to choose, agencies should consider who is the decision-making body for policies/practices/programming within that partnership.

If an agency is truly unable to place a partnership under an existing Partner Title, they should choose "Other (please specify)". Please limit the use of the Other category, as most Partner Titles should fit within one of the defined titles.

If there is only one "Other" Partner Title, the agency will be able to write this into the box provided at right of "Other (please specify)".

If more than one distinct partnership title falls into the "Other" category, please ask agencies to type "See Remarks" and then specify each Partnership Title and the number of partners they worked for with for FY17 (Item 6, Column A) for **each new Partner Title** in the Remarks tab. This is the farthest right tab in FPRS.

<u>Example 1:</u> An agency partners with county department of health WIC clinics to provide educational grocery store tours for their participants. Since the WIC is a government program, and decisions about programming at a county department of health are made through a government agency, the correct Partner Title is "Government program/agency (Federal, State, local, etc.). One partner would be reported under Item 6, Column A. Number of Partners You Worked With This Reporting Year. In Item 5, Column H; both "O. WIC clinics" and "EE. Large food stores and retailers" would be chosen. The number of WIC clinics where participants were recruited would be reported for the number of "O. WIC clinics" sites, while the number of grocery stores where tours were held would be reported for "EE. Large food stores and retailers."

<u>Example 2:</u> A project collaborates with early childcare education centers within YMCA locations across the state to help providers offer healthier foods. Since the YMCA is a nonprofit organization, the correct Partner Title is "foundations/philanthropy organizations/nonprofits." The number of partners reported in Item 6, Column A would depend on the number of independently

operated YMCA organizations chose to partner with SNAP-Ed for the intervention. In Item 5, Column H; both “H. Early care and education facilities” and “W. Community and recreation centers” would be chosen. The number of early childcare centers would be reported for the number of “H. Early care and education facilities” sites, while the number of YMCA locations would be reported for “W. Community and recreation centers.”

3. How should we report partnerships with associations that are groups of individuals, like a professional organization? What about associations that are groups of organizations, like a school district?

For associations of **individuals**, such as a chef’s association or local dietetic association which provides volunteers for interventions, report the association as a single partner under the most appropriate partner title. For the examples above, you would use the codes “Chefs/culinary institutes” and “Foundations/philanthropy organizations/nonprofits,” respectively. Use the “other” option and specify the association if none of the partner titles describe the group.

For associations of **organizations**, such as a school district or healthcare organization with multiple clinics where interventions are held, report each organization as a separate partner under the partner title that best reflects the group. School district partners would fall under “Schools (preschools, K-12, elementary, middle, and high),” while healthcare organizations may go under “Hospitals/healthcare organizations.”

4. Can there be crossover in resources received and provided in Item 6?

Yes, the same partner can both receive and provide assistance, but the type of assistance would differ based on the partner’s role in implementing the intervention(s).

Example: A university (SNAP-Ed Implementing Agency) develops an evaluation survey for direct education, which occurs at a community partner’s location (assistance is provided to the partner). The community partner administers the survey to participants, who take the SNAP-Ed Implementing Agency’s course at their site (assistance is received from the partner).

5. Are there examples for the codes listed in Item 6?

Some examples are provided below.

A = Advertising: The marketing mix of advertising, public relations, promotion, and personal sales.

C = Consulting: Episodic expert advice, opinion or discussion to aid decision-making.

D = Development: Building a program’s organizational or economic well-being.

E = Evaluation and tracking: Evaluation projects led by an evaluation specialist or specialist organization.

F = Funding: Monetary support, such as grants, contracts, donations, payment for services, user or licensing fees.

H = Human resources: Staff or volunteer time or reassignment.

I = Program implementation: Carrying out or executing a plan or intervention, including for PSE changes and social marketing.

M = Materials: Tangible goods such as food, beverages, equipment, publications, and supplies.

P = Planning: Process of assessing needs, goals objectives, actions and evaluation.

R = Recruitment: Includes program outreach to low-income groups, opinion leaders, partner organizations. **Recruitment for participants in a food assistance program is not an allowed SNAP-Ed activity.**

S = Space: Facility or room where programs, events or program administration take place.

T = Technical services: Specialized expertise with monetary value, such as videography, music, art, other creative, communications, research, evaluation, legal.

6. What codes should you use for childcare, transportation, and food in Item 6 Columns B and C?

Childcare would be likely to use staff or volunteers to watch children, so use code H for “human resources.” Code S for “space” may also apply. If transportation contributes to the successful implementation of the program(s), use code I for “program implementation.”