

# Frequently Asked Questions

## FY18 MFF SNAP-Ed Request for Proposals (RFP)

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### New This Year

**\*\*The FAQs below were added on April 4, 2017.**

#### **1. Will the Statewide Fruit and Veggie and Statewide Physical Activity Screeners be provided to partners at no cost?**

Statewide Evaluation surveys will no longer be provided at no cost to funded Partners. Using guidance in the evaluation assurances, we recommend that you estimate the number of surveys you will need to determine the cost you should include in your budget. MFF will pay to ship the surveys to you, but you must budget for return shipping to MFF.

- Fruit and Vegetable Screener for Adults (Pre- and Post- Survey), 30 surveys per set - \$7
- Fruit and Vegetable Screener for Youth (Pre- and Post- Survey), 30 surveys per set - \$7
- Physical Activity Screener for Adults (Pre- and Post- Survey), 30 surveys per set - \$5
- Physical Activity Screener for Youth (Pre- and Post- Survey), 30 surveys per set - \$4

#### **2. What should we budget if we are planning to use the PE-Nut Compendium resources for our FY18 programming?**

That's Me, the PE-Nut Parent Survey, and the Statewide Physical Activity Screener for Youth will no longer be provided at no cost to funded Partners. We recommend that you estimate the number of each survey you will need to determine the cost you should include in your budget. MFF will pay to ship the surveys to you, but you must budget for return shipping to MFF. Spanish language surveys are available at no additional cost for That's Me and the PE-Nut Parent Survey.

- PE-Nut Parent Survey, 30 surveys per set - \$7
- That's Me, 30 surveys per set - \$3
- Physical Activity Screener for Youth (Pre- and Post- Survey), 30 surveys per set - \$4

#### **3. How should we plan to execute our program evaluation for FY18?**

For grantees funded for less than \$150,000, MFF will act as your evaluator. You should, however, take the following evaluation-related expenses into consideration when writing your budget:

- Time and effort for evaluation tasks (e.g., data collection, monthly reporting of process evaluation, etc.)
- Necessary supplies (e.g., printing, survey costs, etc.)

- Postage (e.g., return shipping of evaluation tools to MFF, postage to mail surveys to participants)
- Travel (e.g., mileage for on-site data collection)

For grantees funded for greater than \$150,000, you will be responsible for your program evaluation. You may contract with an external evaluator, or complete your evaluation in-house depending on your capacity.

## General Grant

### **1. Are we still focusing on the two key Michigan goals?**

Yes. 1) Increase the consumption of fruits and vegetables, and 2) Increase physical activity.

### **2. If we are applying for the first time, is it more advantageous to start small and prove our capacity first?**

It is best to propose programming that you can realistically accomplish based on your capacity.

### **3. How would the review team react to proposals that plan to only program 8–9 months during the program year?**

We currently have many programs that do not provide SNAP-Ed programming year-round in their service area. The type of programming, length of programming, and target audience(s) proposed should align with the findings of your Needs Assessment.

### **4. Can you clarify what “SNAP-Ed funding should not be considered as substitute funding for programs that have other funding streams” means?**

If you were doing work with a funding source and you lost that funding, you cannot simply use SNAP-Ed funding to take the place of/do the work funded by other source(s) (e.g., CDC, WIC, Coordinated School Health).

### **5. Please provide some more guidance regarding what is being asked in Section C of the proposal regarding submitting your application for similar work to another agency.**

If you plan to submit the same project proposal, or a proposal for similar work to multiple funders, explain how you will respond if funding is awarded through multiple sources.

### **6. Is this a pass or fail grant, or is there possibility for funding at lower or higher amount than proposed?**

Successful proposals are typically funded with conditions, which allows for scaling back the program and budget, if needed.

**7. If I do not submit a letter of Intent, will this have impact on scoring my proposal?**

For the FY18 RFP, a Letter of Intent is a required document and must be submitted by March 31<sup>st</sup>, 2017 at 4:00pm EST to be considered for funding.

**8. Are Letters of Support for SNAP-ED funding required for the MNN RFP FY18?**

Look closely at the proposal instructions in Section M – Collaborative Approach. At least 2 letters of Collaboration ARE required. Please note that your proposal will be assessed for degree of collaboration and partnerships. In order to list “Partners” in the table for section N, there must be a Letter of Collaboration from each listed partner.

**9. Where do I register for the Technical Assistance that is being offered?**

Registration information for the two TA Sessions offered will be posted at: <http://michigannutritionnetwork.com/how-to-apply/>. TA sessions will be held March 16<sup>th</sup> from 10:00am-12:00pm, and March 30<sup>th</sup> from 1:00pm-2:30pm.

**10. In some places in the proposal form, the orientation switches from portrait to landscape. Is that on purpose or should we change the formatting to be all portrait?**

The tables were put in landscape on the form to ensure that the tables will fit. When filling out your proposal, it is best to have the sections that have tables as landscape, but if you can get them to fit on a page in portrait, this is okay. It is fine to have a mix of landscape and portrait pages.

**11. On the Project Summary, Item #4 (Summary of Research) — what do you mean by citation? How much of this information is needed on the project summary?**

Because the project summary is limited to two pages, please provide the author and year of cited studies at the end of the sentence as follows: (Doe, 2015). Provide the complete citation(s), e.g. Title, Journal (source), year, etc., on a separate page.

**12. Does submitting the proposal early result in any advantage? Or disadvantage. If we receive the award, can we begin immediately?**

MFF’s SNAP-Ed Partner funding is awarded through a competitive RFP process. All proposals are reviewed concurrently. There is no advantage or disadvantage to submitting a proposal early. Programming for Fiscal Year 2018 cannot begin until October 1, 2017.

**13. Who is contacted about funding for the proposed project?**

The Authorized Organization Representative will receive notification about whether the proposed project was funded, funded with conditions, or not funded.

**14. My agency has high administrative costs. How will administrative cost be evaluated? Will this hinder my application?**

FY2018 funds available to Michigan SNAP-Ed are less than in FY2017. All applications will be reviewed fairly and consistently using the review criteria outlined in the Backgrounder on page 22. Given the limited funds available and the competitive nature of SNAP-Ed funding, administrative costs will be evaluated carefully within the context of the full proposal and scope of programming.

**15. [For the Letter of Intent] is the total response for all 4 questions supposed to be less than 500 words or [is it] 500 words per each of the 4 questions?**

The word limit for the narrative portion (all 4 questions) of the Letter of Intent is 500 words.

**16. [In the Letter of Intent], do the project objectives need to be in SMART objective format?**

No, the project objectives included in the Letter of Intent do not need to be in SMART objective format. Focus on creating objectives that provide a sense of what you hope to accomplish with your proposed programming.

**17. How close does the budget estimate in the Letter of Intent need to be to the actual requested amount?**

The estimated budget number is based on an informed estimate given the general scope of work you hope to include in a full proposal. If you are a returning Partner, use last year's budget as a starting point and then increase or decrease the estimate based on any programmatic and/or reach changes you think you will include in your full proposal. If you are a new partner, use your best judgement to align your budget estimate with the anticipated proposed programming and reach.

**18. How in depth do we need to get when outlining the proposed education materials we will use with our intervention(s). Do you want details or basic curriculum?**

Focus on providing a list of education materials that relate to your core intervention(s). It is not necessary to list every book title or newsletter in the proposal.

**19. Do we need to provide the evidence base for all of our supplemental materials and NERI?**

For all interventions, core or supplemental, if a reference or evidence base is available you are encouraged to provide them. MFF has centralized the procurement and evaluation of NERI for all grantees who are funded and are available at no cost to those grantees throughout the year.

**20. There are many funding sources available for local healthy food efforts. What if my organization wants to apply for other funding opportunities to do work similar to SNAP-Ed work?**

Organizations are welcome to apply for any funding that will support their efforts to increase healthy eating and promote physical activity; however, when applying for non SNAP-Ed funding opportunities, consider whether that funding will serve to complement or supplant your SNAP-Ed work. Receiving funding to conduct work that will supplant your SNAP-Ed work may jeopardize your SNAP-Ed funding.

**21. Is there a page limit for the proposal?**

No.

**22. Is there a limit to the number of SMART objectives we can include in our proposal?**

The USDA prefers several (3-5) SMART objectives. We strongly encourage you to include at least one objective addressing behavior change and one addressing PSE. Sub-objectives may be necessary in some cases. If you have too many SMART objectives MFF reviewers will recommend consolidation.

**23. In the project description, should I include a description of the components for each age group in the RFP?**

Yes, include as much details as possible for the components proposed in order for the reviewers to make an accurate assessment of your proposal.

**24. I see that 11 point font is required. Can the numbers in the table be 10?**

The 11-point font requirement is to ensure that reviewers can comfortably read your proposal. The tables in the proposal form, however, are in 10-point font. Please use either 10-point or 11-point font for text in any table, but for the narrative please use 11-point font.

**25. In section B, should I include our original award amount for previous awards (i.e., FY15, FY16, or FY17) or the budget reduction amount?**

If previously awarded SNAP-Ed funding through MFF, include the award amount included in your contract.

**26. Are organizations that have only received a Mid-Year Award supposed to complete the section B of the RFP, SNAP-Ed Funding History?**

Yes; and include a note in that section identifying that you received mid-year funding.

**27. If Partners have multiple awards (e.g., annual award, mid-year award, and special projects funding), how should they complete section B of the proposal?**

Put each funding source (annual award, mid-year award, special projects funding) on a separate line in the table in section B. Include notes identifying the type of funding.

**\*\*The FAQs below were added on March 1, 2017.**

**28. Is the RFP due Wed April 19, or Friday April 21<sup>st</sup>? The website says “Friday, April 19, 2017 at 4:30pm EST”.**

The RFP is due on Wednesday, April 19, 2017 at 4:30pm. The website has been updated to reflect the appropriate date. Thank you for notifying us of this error.

**29. I just want to clarify, on page 3 of the SNAP-Ed Funding History table, should this list FY15, FY16 and FY17 award instead of FY16, FY17 and FY18 awards? I assume this was just a typo, but want to be sure.**

Thank you for notifying us of this error. The RFP Proposal document has been updated and is available here: [www.michigannutritionnetwork.com/how-to-apply](http://www.michigannutritionnetwork.com/how-to-apply).

**\*\*The FAQs below were added on March 2, 2017.**

**30. We noticed that increasing physical activity was still a goal; however, we also noticed the language around reducing obesity right away and wondered if this was a change to our Michigan goals. We reviewed the FAQ document made available by MNN and noted that the Michigan goals were remaining the same: increase fruits and veggies and increase physical activity. However, we noticed that the top of the document states FY17 and the bottom of the page states it was last updated in 2016. There was a mention of FY 18 in one of the answers to a question. Are the goals for the FY 18 RFP changing? Or, were there a few old dated left in the FAQ document?**

Thank you for notifying us of this error. The FAQ document is current, and has been updated to reflect the current FY18 RFP dates.

The focus of SNAP-Ed at the Michigan Fitness Foundation remains the same (increased consumption of fruits and vegetables, and increased physical activity). Please refer to page 5 of the Proposal Backgrounder for more information.

**\*\*The FAQs below were added on March 14, 2017.**

**31. Should we include funding for staff to obtain their ServSafe certification?**

Servsafe training is provided at no cost to all applicants offered a SNAP-Ed award. However, travel expenses associated with attending Servsafe training are not covered should be included in your budget.

**32. We read that we must budget for the SNAP-Ed conference in August; should we count all projected staff involved or just the program leads?**

SNAP-Ed University is our annual programming and operations training and will be held in East Lansing in August. All applicants offered a SNAP-Ed award are required to 2 program leads to this event. MFF will cover all expenses related to this event. If you are a returning SNAP-Ed partner and have funds in your budget to cover travel expenses, we request that you do, but it is not required.

**33. How about budgeting for the MiHOTM training? We would like to include it as part of our programming.**

We do not yet have the FY18 training schedule mapped out. If you are interested in the MiHOTM training, we would recommend setting aside funds for this training in your budget. If we do not end up offering a MiHOTM training in FY18, you can reallocate those funds.

**\*\*The FAQs below were added on March 22, 2017.**

**34. Is there a fundamental shift to focus on obesity prevention for this year? Do we need to add something to our RFP proposal that gets beyond eating fruits and vegetables that goes beyond PA?**

This question was previously answered and can be found at question #30 under General Grant.

**35. We have a question regarding Section E of the proposal. The Delivery Site is requested twice on the chart. If I am doing PSE and direct education at the same site, do I need to list it twice?**

You will need to list delivery sites twice, once for direct education, and once for PSE work. This aligns with the new EARS form.

**36. My question is in regards to direct reach in the Focus on Target Audience table. If the same individual is part of direct education as well as PSE work, would that individual be counted twice? Should the number of people reached in the Focus on Target Audience table equal the number of people reached in the project summary?**

We are awaiting USDA guidance regarding the new EARS form and recommend that you err on the side of caution at this time and include them in both sections. Yes, the reach in your Focus on Target Audience Table should match the reach in your project summary.

**37. In regards to SMART objectives, in the past, we have used the method of splitting our SMART objectives by target audience and this year we are adding a new population. Should we combine like SMART objectives despite the different populations to abide by the recommended goal of 3-5 SMART objectives?**

SMART objectives need to be a reasonable measure of change. If you have different interventions delivered to different target audiences, but the degree of change is similar, you may be able to condense them. We recommend that you look at your program to determine the best method to segment your SMART objectives.

**38. Please explain the difference between partners and organizations.**

We often refer to SNAP-Ed funded agencies as Partners; however, the conversation in regards to LOC and partnerships, is not limited to SNAP-Ed funded agencies.

**39. In regards to “Checklist for Eligibility” in the RFP, my question is about capacity of the organization and history of compliance. How can I be compliant with the instructions but am a new applicant? (Backgrounder, page 23, #10)**

This only applies to organizations that have been previously funded.

**\*\*The FAQs below were added on March 29, 2017.**

**40. Does your company have to be 501(c)3/n status to apply for grant funding?**

In order to receive SNAP-Ed funding, applicants should be associated with an organization that has the capacity to participate in a reimbursement grant, and must be able to comply with the intervention, evaluation, budget, and reporting requirements laid out in the Eligibility Section of the Proposal Instructions.

**41. We are a new applicant and would like to better understand the average grant size for a new grantee?**

Your budget needs to align with your programming proposed based on a thorough needs assessment and using evidence-based interventions that align with your target audience.

**42. Are the nutrition education support materials allowable if we can provide details on how they will be used?**

MFF has centralized the procurement and evaluation of NERI for all funded grantees, and are available at no cost to those grantees throughout the year.

**43. Where can I find information about the PE-Nut trainings? Would portions of the training be covered or we should factor all cost in our budget (training, travel meals)?**

Information regarding scheduled MFF trainings is available on the Michigan Nutrition Network website as they are scheduled. For MFF sponsored PE-Nut trainings, funded grantees should budget for travel costs only.

**44. Who can participate in Cohort #6 of Coaching for Community Transformation, when will it take place, and how much do we need to budget?**

The Coaching for Community Transformation (five days of training) is designed for nutrition educators, SNAP-Ed leadership, and others who play a key role in SNAP-Ed implementation. The three-day training typically takes place in November-December and the follow up two-day training takes place a couple of months later. The training, materials, meals, and overnight expenses are built into the MFF training budget. You would need to budget for staff time and effort and travel.

**45. [Coaching for Community Transformation] Is it okay if I have a number of staff people that I'd like to train?**

Yes, as long as their participation does not interfere with your SNAP-Ed program implementation. If you have a number of staff to train, there's the possibility MFF could hold the training in your area. Contact Mary Grill at [MGrill@michiganfitness.org](mailto:MGrill@michiganfitness.org) if this applies to you.

**46. [Coaching for Community Transformation] What if I have teachers, parents, high school students, or others who support our SNAP-Ed work that could benefit from coaching training?**

They would not be candidates for the five-day training. There is a possibility of doing "taste of coaching" training(s) that could be ½ day to full day trainings. A limited number of these are usually built into MFF's training budget each year. You would need to budget for travel and staff time and effort, if appropriate.

**47. [Coaching for Community Transformation] Would it be allowable to budget teacher release time (sub pay) for teachers to participate in coaching training?**

In regards to potential 'taste of coaching' training(s) mentioned in the preceding question, we recommend that you consider how you would justify the need, as well as what is reasonable and necessary to meet your program objectives, and how you would assess teacher implementation of the skills gained at the training. If you are able to justify the need for teachers to attend a 'taste of coaching' training, yes, you could budget for teacher release time (sub pay) for participating teachers.

**48. Can I check out a curriculum to review from the MFF Lending Library?**

We do not loan out curriculum materials from the lending library during the RFP process in fairness to others who may want to review them. If we have a copy of a curriculum that you would like to review, you are welcome to do so at the MFF office.

**\*\*The FAQs below were added on April 4, 2017.**

**49. Our organization changed ownership. Can we update our Fluxx account to reflect this?**

Yes. Please send an email to the Fluxx technical support team at [FluxxTechnicalHelp@michiganfitness.org](mailto:FluxxTechnicalHelp@michiganfitness.org) for assistance with this.

**50. I just wanted to confirm that we do not have to calculate total contacts, just reach?**

In the Focus on Target Audience table, you do not need to calculate contacts; however, in the Outcome Evaluation Work Plan table please provide the number of contacts related to your direct education. This is the number of contacts when the program is implemented with fidelity.

**\*\*The FAQs below were added on April 4, 2017.**

**51. Is there a benefit to an agency budgeting administrative costs as match or in-kind to this project? Is it helpful to show as in-kind other agency funding such as in-kind staff time committed to this project?**

We no longer as for match up front as part of your budget; however, this information is generally part of the final report. We recommend that if you have in-kind/match funding, you think about how you would track it for final report purposes. If you feel that this type of funding helps tell your story in terms of leveraging resources or implementing SNAP-Ed programming, you may include it in your narrative.

**52. Confirming that the Partner Information Sheet and Organization Information Sheet are the same? It is referred to differently in the instructions and in the proposal. I want to ensure I am not forgetting any components.**

Correct; they are the same thing.

**53. The Proposal Form seems to be missing section letters, how should I handle this in my proposal narrative?**

Please use the letters laid out in the Proposal Instructions for section headings.

**54. How often does the Michigan Fitness Foundation release a competitive request for SNAP-Ed funding application? I understand this is dependent on funding, but historically, have you released a request for applications on a yearly basis?**

Historically, MFF has released competitive requests for SNAP-Ed funding applications each year. However, all SNAP-Ed funding opportunities through MFF rely upon federal funding, and cannot be guaranteed in the future.

**\*\*The FAQs below were added on April 12, 2017.**

**55. Regarding the Focus on Target Audience table: Proposal instructions indicate the Focus on Target Audience table needs to have either DE or PSE indicated. We understand students need to be listed twice, once as DE and once as potential PSE (indirect) contacts. Is this correct?**

Please see question #36 under General Grant Questions.

**56. When submitting the hard copies of our proposal, do you require that the letters of support/collaboration have original signatures or can they be scanned copies?**

Please submit one electronic copy that has either been signed and scanned, or electronically signed and uploaded to the MFF grant management portal, Fluxx. You will also need to submit five printed copies.

**57. Regarding the Focus on Target Audience table: We think we need to list each site's adult caregivers as contacts through PEAs and newsletters, etc. We view our adult contacts as indirect contacts due to lack of demographic info. Should they be listed as DE or PSE?**

PEAs and newsletters would not fall into the PSE category. You would be able to list your PEA contact with adult caregivers as direct education reach if have access to demographic information. Otherwise, you would not list it in the Focus on Target Audience table as indirect reach is no longer collected information. Please note that in the Focus on Target Audience table, you do not need to calculate contacts; however, in the Outcome Evaluation Work Plan table you do need to provide the number of contacts related to your direct education.

**\*\*The FAQs below were added on April 17, 2017.**

**58. What do I do if my DE or PSE SMART objective doesn't fit when entering it into the form field in the MFF Grant Portal (Fluxx)?**

Please enter as much of your objective as you are able. The current field is restricted to 255 characters (including spaces). An adjustment to the form will be made later in the award process to enable full entry of any objectives being cut off.

## **Needs Assessment**

**1. We [have received funding in the past / did a needs assessment last year / are proposing the same programming, etc.]. May we utilize the same needs assessment in our FY18 proposal? If not, is performing a community needs assessment allowable to do with SNAP-Ed funding?**

Likely not. Needs can and do change over time (e.g., program participants differ, as may their fruit and vegetable consumption barriers) even if you are focusing on the same population(s) year after year. Successful programming should help participants overcome barriers and help you identify new barriers to address through SNAP-Ed. SNAP-Ed funding cannot be used to perform a formal community needs assessment. There are many existing community assessment resources that can be referenced or utilized (e.g., Community Commons.org, local hospital foundations or non-profit assessments, County Health Rankings).

**2. In the Proposal Instructions document, what does MFF mean by “implications of your needs assessment”?**

It is important, but not sufficient, to identify broad demographic characteristics of your audience and their social- or environmentally-determined health characteristics (e.g., low fruit or vegetable consumption, high obesity rates, etc.). Your needs assessment must also directly demonstrate 1) what specific barriers currently prevent your target audience from achieving your SMART Objective(s) and 2) how your program will address these concrete barriers. In other words, how does the programming you are proposing address the needs you identified for your focus population(s).

**3. Our audience is children. Will we adequately address the needs of children if we only include data on school lunch programs in the needs assessment?**

That will depend upon your proposed programming. Your needs assessment should include information and data that will build a strong case for your proposed programming.

**4. Should we include obesity and overweight data in our needs assessment?**

Please include all data that may help to make a case for the needs of your target population and communities.

**5. Do you have any suggestions or guidance about how best to articulate the reasons why we have chosen our interventions or why we have selected the levels of the SEM to program?**

The best thing to do is to conduct a literature review of your proposed interventions to identify the best practice or evidence base that has been identified in the literature. Furthermore, previous evaluation of the intervention at the local level can provide evidence as to the proposed intervention’s success. The *SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators (Framework)* includes a focused menu of outcome indicators that align with the SNAP- Ed guiding principles and lend support to documenting changes resulting from multiple approaches in low-income nutrition education and obesity prevention efforts. (Please refer to page 11 of the Proposal Backgrounder.)

**\*\*The FAQs below were added on March 2, 2017.**

**6. On the Map to Health Living SNAP-Ed eligible Census Tract FY 17 the percentage of 65 and older population, below 185% of poverty is giving me 100% for Gratiot County . Based on my other counties I believe this number is not accurate. Can you guide me as to what to do for this piece of my supporting data as I don't want to put an inaccurate number in, yet my resource Map2HL is saying it is 100%?**

If you use the search criteria of SNAP-Ed eligible census tracts, and nutrition education audience age 60yr and over, and Gratiot County, there is only 1 census tract in Gratiot County that is SNAP-Ed eligible. If the entire county were SNAP-Ed eligible, the whole county would be

shaded in blue. You can click the **View on Map** button to see a zoomed in view of the eligible tract.

## Program Sites

### **1. When identifying delivery sites, is it where the program will take place or also where we plan to recruit from?**

For delivery site, you would identify the venue where you will be delivering the education.

### **2. Which Audience Category/Description should I select for schools which have moved to Community Eligibility Status (which allows them to serve every student in their schools free breakfast and lunch) and no longer record the free and reduced school meal percentage?**

Community Eligibility Status means that the entire community is qualified and we need not look for any other qualifier. This would fall under Category 3 – Locations serving low-income populations.

### **3. Can SNAP-Ed be offered at summer camp programs? Can we use SNAP-Ed funds for after-school programming? Is the delivery of nutrition education at summer meal sites an allowable venue?**

Yes, SNAP-Ed may be offered at summer camp programs and used in after-school programming, if the participants are SNAP-eligible. Please see the Proposal Backgrounder for the Categories of SNAP-eligibility. Please note that supporting all day summer camps with SNAP-Ed programming will not likely meet the reasonable and necessary criteria. Yes, summer meal sites are an allowable venue for nutrition education.

### **4. How do we determine whether a store is an eligible site for SNAP-Ed programming? Where do we obtain information on a store's SNAP redemptions?**

Please contact the store directly. This is also a good opportunity to describe your programming and to engage the store in relationship building.

### **5. For SNAP-Ed at worksites, how do we determine eligibility of workplaces?**

Low-wage SNAP-Ed worksites are defined as industries generally classified by the Bureau of Labor Statistics as low-wage, with at least 25 employees, and whose human resources department or management confirms that more than half of workers earn annual wages comparable to 185% of the Federal Poverty Level for the state.

### **6. Can free or reduced lunch rates be shared among the district?**

The requirement for eligibility for a school is at the building level, a district average can not be used to qualify schools that individually have a free/reduced rate that is less than 50%. However, if a school district has community eligibility, where all students receive free school meals, then the entire school district is eligible for SNAP-Ed programming.

**7. In Table F, Focus on Target Audience, (Audience Category and Description), do we have to include the complete description from each bullet point? The descriptions are really long.**

You do not need to include the description word for word. You may include a summary. (e.g., school w/  $\geq 50\%$  free/reduced meals.

**8. We have two PSE objectives that involve grocery/retail stores. Do we need to include these stores in our site information table? Do we need a Letter of Collaboration with these stores?**

Yes, you need to include the targeted grocery/retail stores in Table F (Focus on Target Audience). You do not need to provide Letters of Collaboration for each program site (Table F). You do need to provide Letters of Collaboration for each partner (Table M). See page 11 of Proposal Instructions for information on completing section M.

**19. If we have a school that has been part of our program for multiple years and they drop below the 50% (48%) can we still include them?**

No. If a school's free/reduced meal rate is under 50% when you start your SNAP-Ed programming, the school is not eligible to receive SNAP-Ed funding.

**\*\*The FAQs below were added on March 14, 2017.**

**9. We received Mid-Year funding previously. Can we use requested funding to serve students in current schools who have not participated in our program, or do we need to have new sites?**

You are not required to concentrate your SNAP-Ed programming into one area. Your needs assessment must drive your decisions for programming at selected locations and with selected audiences.

**10. Are there any restrictions on location? May we select schools across Wayne Co that are high-need schools or do we have to concentrate in one area?**

You are not required to concentrate your SNAP-Ed programming into one area. Your needs assessment must drive your decisions for programming at selected locations and with selected audiences.

**\*\*The FAQs below were added on March 22, 2017.**

**11. Should we check with individual school sites for updates on free and reduced lunch counts? Or is what is on the link now acceptable?**

For RFP writing, include what is posted on the MDE site with an understanding that all sites will have more details on qualifications by the time programming begins. Projects funded will need to go back to check rates to assure eligibility before programming at those sites.

**\*\*The FAQs below were added on April 4, 2017.**

**12. Do food pantries located in a school that does not meet eligibility requirements qualify for SNAP-Ed Programming.**

Please refer to the Audience Category/Description criteria in the Focus on Target Audience and Program Description section of the proposal instructions. A food pantry is a qualifying location under Category 2.

**\*\*The FAQs below were added on April 12, 2017.**

**13. For our schools that are CEP (Community Eligible Provision) for school meals, how do we determine Free and Reduced Priced Lunch? If they are CEP, can we count them as eligible automatically?**

Please see question #2 under Program Sites.

## **Interventions**

**1. Are there any new considerations for community food tastings in the USDA FY 17 SNAP-Ed Guidance?**

No. Please refer to page 37 of the Proposal Backgrounder for allowability related to community food tastings.

**2. In Process Evaluation, what is meant by "intervention"?**

Your program activities are considered your intervention. This includes your core intervention and any supplemental reinforcing activities.

**3. Do you have a list of all approved SNAP-Ed Curricula?**

We do not have a complete list of SNAP-Ed approved interventions/curricula. Applicants are asked to assess their local programming needs based on findings from a thorough needs assessment. They can then choose a practice-tested or evidence-based intervention that is most appropriate for their local needs and meets SNAP-Ed allowable standards set forth in the Proposal Backgrounder and instructions. The 2016 edition of [SNAP-Ed Strategies and](#)

[Interventions: An Obesity Prevention Toolkit for States](#)(Toolkit) does provide a list of evidence-based interventions. In addition, FNS also created a [checklist for evidence-based programs](#) to classify interventions according to levels of evidence.

**4. I understand that we need to assure fidelity and program consistency in delivering the chosen intervention, but inconsistency may result from site to site based on age and location (various community sites). As long as the programming is fundamentally the same, is this okay?**

All attempts should be made to deliver the program as intended. Consideration should be given to choosing interventions that best meet the needs of the target audience and your organizational capacity. That being said, when programming is implemented, issues do arise that may impact your plans for fidelity. Your process evaluation should measure the degree to which you were able to program with fidelity and clearly identify unforeseen variables that had influence on your fidelity.

**5. Is it possible to use MiHOTM materials as an intervention for our school-based program?**

MiHOTM is a supplemental material and cannot be used as a core intervention. It could, however, be used to supplement your core nutrition intervention after school or in the classroom, in addition to a practice-tested or evidence-based intervention. The following link provides more information on how MiHOTM may be used in your programming:  
<http://michigannutritionnetwork.org/mihotm/>

**6. [Working with worksites.] Can we use the [Michigan] Harvest of the Month messaging without implementing the full Harvest of the Month curriculum?**

If an applicant is using an evidence-based intervention to work with worksites on nutrition and physical activity policy, systems, and environmental changes (PSE), a needs assessment is part of that process to determine which PSE changes will be implemented. If a worksite's needs assessment shows that promotion of how to use seasonal fruits and vegetables is a need, then Michigan Harvest of the Month materials can be used. Those materials, however, must be used as created and intended; it is not allowable to take portions of those materials (e.g., messages) and integrate those into newly created materials.

**7. In choosing a curriculum/intervention, what types of things should be considered?**

Each proposal will be scored on how well it justifies why the selected materials/interventions for a program best meet the needs of a particular target population. Applicants are required to utilize both direct education, and policy, systems, and environmental change (PSE) interventions. This includes assurance that the intervention is evidence-based or practice-tested and reasonable and necessary. Dosage and number of contacts for the proposed curriculum/intervention, as well as any proposed modifications to your programming and related costs, should be justified. All MFF partners providing SNAP-Ed programming are required to use materials that highlight the most

up-to-date food guidance system, which is MyPlate (not MyPyramid, etc.). Please review all proposed materials to ensure they feature the MyPlate food guidance system.

**8. MFF is offering two types of supplemental online programming (i.e., not to be counted as your core and/or PSE interventions) in FY2018, *Ready or Not to Eat Well and Be Active (Eat Well and Be Active)* and *Health in Motion*.**

[\*Eat Well and Be Active\*](#) is an evidence-based program designed for adults and is available in English and Spanish with a readability score at the 6<sup>th</sup> grade level. Adults may participate in either *Eat Well* or *Be Active*, but based on the evidence participation in both is recommended to maximize effectiveness. Use your needs assessment to determine the appropriate audience and number of adult participants. As a component of statewide support services provided, MFF plans to cover up to 50 licenses per funded partner in FY2018. For more than 50 participants, budget \$22.44 per adult participant per year which includes the opt in, tailored text messaging component.

[\*Health in Motion\*](#) is an evidence-based, multimedia, multiple behavior energy balance program for adolescents that focuses on increasing physical activity, eating more fruits and vegetables, and reducing TV time. It has been used successfully with low-income and diverse middle and high school students and is available in English with a readability score at the 6<sup>th</sup> grade level. Use your needs assessment to determine the appropriate audience and number of youth participants. As a component of statewide support services provided, MFF plans to cover up to 50 licenses per funded partner in FY2018. For more than 50 participants, budget \$15.00 per youth participant per year. There are parent and teacher guides that accompany *Health in Motion*. *Health in Motion* does not include opt in tailored text messaging at this time.

**9. Where can more information be found (in writing) on this [Rec-Connect]?**

Rec- Connect™ is a multi-level intervention that: 1) provides physical activity education and information, 2) employs a collaborative community assessment, and 3) supports community partnerships that connect the direct education with opportunities to practice the physical activity.

Rec-Connect aligns with the statewide social marketing campaign “*They Learn From Watching You...*” to increase SNAP eligible individuals’ participation in a physically active lifestyle.

**10. Where can we look to find out what is included (physical activity) in the [Rec-Connect PA Tastings] kit? Where are prices for these?**

What is included in a PA Tastings Kit varies based on a needs assessment, which can impact the cost. An outline of the types of components can be provided upon request. A rough estimated cost per kit for budgeting purposing is \$500-\$800.

**11. In the past, we have been discouraged from not using an intervention not included in the [SNAP-Ed] toolkit.**

As has been standard practice, you can select any evidence-based or practice-tested intervention that will address the gaps identified in your needs assessment, and that shows evidence of sustainable behavior outcomes for your focus audience(s). The SNAP-Ed Toolkit is a great place

to find effective interventions, but you are not limited to choosing only interventions included in the Toolkit. Keep in mind, however, that with any chosen interventions, you are required to provide evidence of its effectiveness.

**12. We're encouraged to make interventions the same at each grade school. What if one school has a different component? Can we have interventions vary based on site (customize based on a school's unique situations)?**

Your needs assessment should drive your decisions for programming at every venue you are delivering SNAP-Ed. The evidence base of your selected intervention(s) should align to that needs assessment and serve to justify the rationale for why it was selected and how it will meet the needs of the audience you are delivering your programming to achieve your program objectives.

**13. Are the Health Through Literacy (HTL) books available to students to take home- are they available in the library?**

The HTL books are available as classroom book sets and the HTL Take Home Book Bag. The HTL Library book sets are not available. The HTL Library book set was a pilot conducted in 2009-2010 school year. They were evaluated and MFF found that the logistics of implementing a library program with so many varying library/media specialty capacities at the school and, even district level, created unique challenges with a statewide program such as PE-Nut.

**14. Increasing access to breastfeeding-friendly environments is listed as a primary goal in the SNAP-Ed Strategies and Interventions Toolkit for States. However there is a note that WIC is the lead agency for these interventions. This is a priority for our agency. What activities would be allowable?**

In Michigan, the Primary SNAP-Ed goals are to: 1) Increase the consumption of fruits and vegetables, and 2) Increase physical activity. Because of this focus, only proposals that include programming and interventions that will result in behavioral outcomes that align with Michigan's primary SNAP-Ed goals will be considered for funding.

**15. Is MiHOTM Showcase programming (taste testing, NERI, MIHOTM Cookbooks) at qualifying grocery stores and/or food distribution sites considered direct reach?**

Michigan Harvest of the Month programming at a retail or food distribution location could be considered direct reach. In order for programming to be considered direct reach, you must provide face-to-face education or education via interactive media, and demographic information for participants must be collected. In the case of a qualifying grocery store or food distribution site, you could use community eligibility data to report your direct reach information.

**16. We are planning to use *Grow It, Try It, Like It* in conjunction with preschool teachers. In order to maintain the fidelity of the program as it is designed, the lessons are taught daily for seven weeks. Could our educator introduce the topic and initial lesson each week and provide training and curriculum to the preschool teacher to implement the remaining lessons?**

This would be allowable as long as the preschool teachers are adequately prepared to deliver the lessons as designed. You should include details in your program description (section G) regarding lesson delivery, training of the preschool teachers, and ongoing support for the preschool teachers. You should also consider how you will monitor the fidelity of the lessons implemented by the preschool teachers.

**17. Can we include the Physical Activity Tasting Kits if we aren't officially involved with Rec-Connect?**

Yes, you may include the Physical Activity Tasting Kits if you are addressing physical activity in your SMART objectives and the materials in the kit will help you achieve your PA objectives. Remember, PA promotion should be tied to low/no-cost opportunities for participants to be active at home or in the community. PA Tasting Kits are the direct education component for PA promotion and vary based on the local environment and resources. See question #9 under "Interventions" for more information.

**18. Healthy meetings is of interest in our organization. How do we determine eligible sites for implementing these types of programs?**

You can find more information about this in these FAQs, Program Sites section. Low-wage work-sites are identified by the Department of Labor where at least ½ the workers earn less than the Federal Poverty Level of >185%.

**19. Are we able to use *Michigan Harvest of the Month* resources in retail locations and are these resources free to us in grocery stores?**

Yes, you are welcome to use the *Michigan Harvest of the Month* resources in qualifying retail locations, such as grocery stores. There is no cost to MFF Partners associated with the use of these resources.

**20. Will NERI still be available at no cost to Partners? Can they be used in grocery stores?**

Yes, NERI will be available at no cost to MFF SNAP-Ed Partners and these items can be included in SNAP-Ed interventions taking place in grocery stores.

**\*\*The FAQs below were added on March 9, 2017.**

**21. Is it allowable to conduct the Walk with Ease Program from the Arthritis foundation in a worksite where we are implementing the Learning Kitchen?**

You can select any evidence-based or practice-tested intervention that will address the gaps identified in your needs assessment, and that shows evidence of sustainable behavior outcomes for your focus audience(s).

**22. I wanted to get your thoughts on the program “Teen Battle Chef.” I was doing some research for a program that offers cooking, nutrition and leadership skills for our middle and high school buildings, and wanted to hear your thoughts and see if it is a SNAP-Ed allowable program.**

As has been standard practice, you can select any evidence-based or practice-tested intervention that will address the gaps identified in your needs assessment and that shows evidence of sustainable behavior outcomes for your focus audience(s). For more information on evidence-based interventions please see the SNAP-Ed Toolkit and Checklist for Evidence-Based programs (<https://snaped.fns.usda.gov/materials/checklist-evidence-based-approaches>) is a great place to find effective interventions, but you are not limited to choosing only interventions included in the Toolkit. Keep in mind, however, that with any chosen interventions, you are required to provide evidence of its effectiveness.

**\*\*The FAQs below were added on March 14, 2017.**

**23. The Mid-Year RFAs consisted of a list of programs recommended for implementation. If an organization is funded to implement one of those programs for the mid-year, is it acceptable to include that same program in the organization’s full year RFP as well?**

If you were provided funding through the FY17 RFA, you will not likely be funded for the same intervention for the RFP. The RFAs build capacity at both the local and state level. The list of programs in the MYRFA consists of both evidence based and emerging programs that will be tested with specific audiences. An RFP should propose programming and multi-level interventions that are not included in a current RFA.

**24. May we choose any SNAP-Ed approved evidence-based curriculum? Or is it recommended since we are re-applying to use the program we piloted?**

Applicants are asked to assess their local programming needs based on findings from a thorough needs assessment. They can then choose a practice-tested or evidence-based intervention that is most appropriate for their local needs and meets SNAP-Ed allowable standards set forth in the Proposal Backgrounder and instructions. Each proposal will be scored on how well it justifies why the selected materials/interventions for a program best meet the needs of a particular target population.

**\*\*The FAQs below were added on March 22, 2017.**

**25. As I look through the list of approved SNAP-Ed programs, if they are not implemented in Michigan, are we allowed to use them?**

The key is to use something evidence-based or practice-tested. Please see questions 3 and 7 under Interventions in the FAQ for more detail. The 2016 edition of the SNAP-Ed Obesity Prevention Toolkit provides a list of evidence-based interventions, as well as a checklist for practice-tested interventions. This will help walk you through it.

**26. In regards to the 2016 SNAP-Ed toolkit, what if I see an intervention that could work but needs changes to fit with the population?**

Programs included in the toolkit are assessed for the entire intervention and without strong justification and evidence that a change would be needed, it is not recommended to include the program for your application. It is important that full interventions are used with fidelity as evidence base was established with the full intervention. Taking part of an intervention would mean that the evidence base may be lost. If you are going to make a big change to an intervention, you must have strong reasoning to back up that change.

**\*\*The FAQs below were added on March 29, 2017.**

**27. We are interested in learning more about MyGarden and its potential fit with our program and participants needs. Is there a way to review the modules/lessons? Can it only be used in school settings with existing gardens?**

We have a copy of MyGarden here at the MFF. If you would like to review the curriculum, you may do so at the MFF office. MyGarden is approved for use in both school and community settings with gardens.

**28. We would be using the PE-Nut program for our intervention and wanted to confirm that Healthy Classrooms, Healthy Schools is the curriculum used?**

PE-Nut is a whole-school approach to motivate students, parents, and educators to be physically active and eat healthier. As a research-based program, it should be used in its entirety to achieve the desired results. The PE-Nut components, including pricing, are listed in a previous FAQ. Please see question # 17 from the Budget section.

**29. [PE-Nut] Would we plan on ordering a copy of the PE-Nut materials only for the health educators implementing the intervention or does every classroom teacher receiving the program need one as well?**

New in FY 2018, there will be Teacher Tools for PE-Nut components. Please see question # 17 from the Budget section for details. You should budget to supply your health educators with all of the curriculum components, and your teachers with the Teacher Tools.

**30. Is there a limited budget allowed for curriculum and supply materials?**

We would ask that you consider what is reasonable and necessary for your SNAP-Ed programming when considering your curriculum and supply budget. There is range in the cost of curricula, and supply materials vary depending on the curriculum selected. Please be thoughtful, and base your decisions on a thorough needs assessment.

**31. [PE-Nut] Can we calculate both the Classroom Literacy Bags and Take Home Bags for the Student's in our budget or we can only choose one to use?**

PE-Nut is a research-based program, and should be used in its entirety to achieve the desired results. You should plan to use both the Classroom Literacy Bags, and the Take Home Book Bags in order to implement with fidelity.

**\*\*The FAQs below were added on April 4, 2017.**

**32. In the SNAP-Ed Toolkit, there is an intervention from New York that is similar to Michigan. Can we draw a comparison between the two and reference the New York Intervention?**

You would need to provide a solid evidence base to show that the intervention fills a gap identified in your needs assessment and is effective with the target audience that you are working with. Keep in mind that you must plan to implement any proposed intervention with fidelity.

**33. Can you provide more information on Rec-Connect and the PA Tasting kit? Is Rec-Connect PSE or Direct Education?**

Rec-Connect™ is a multi-level intervention that provides best-practice physical activity education and information, employs a collaborative community assessment, and aligns with the statewide social marketing campaign “They Learn From Watching You...” to increase SNAP-eligible individuals’ participation in a physically active lifestyle.

Rec-Connect™ Physical Activity (PA) Tastings—demonstrations that include both education and practice—are conducted in community locations. Strategic partnerships with recreation venues such as local parks and recreation departments increase the number and knowledge of low/no-cost activities available as well as expand the reach of Rec-Connect™.

**Four Phases of Rec-Connect™**

- Phase 1 – Assess physical activity assets/gaps and design PA promotion plan  
Assessing your community through a lens of accessible resources will guide your PA Tasting selections.
- Phase 2 – Build Selected PA Tastings  
Complete PA Tasting Action Plan that includes activity type, instructors, and resources (both direct education and community connections).
- Phase 3 – Implement and Assess PA Tastings  
Schedule PA Tastings to align with your core nutrition education program and implement evaluation tools.
- Phase 4 – Physical Activity (PA) PSE Assessment  
Complete the PA PSE Assessment to identify both assets and gaps within the community. Identify at least one change to implement.

To implement full Rec-Connect PSE programming, you must complete all 4 phases of Rec-Connect outlined above.

The PA Tasting Kit is the direct education piece of Rec-Connect, and is a set of resources that can be used to implement PA tastings. While PA Tastings can potentially be implemented as a

complement to your core nutrition education programming, the intention is to use them in conjunction with full Rec-Connect programming for maximum impact. A thorough needs assessment should help guide you toward the best choice for your community.

The cost range to implement Rec-Connect at one site that serves up to 30 participants is \$500 to \$800 depending on the physical activity tastings selected. Costs account for physical activity education materials as well as participant resources.

**\*\*The FAQs below were added on April 4, 2017.**

**34. We want to increase our physical activity in our nutrition lessons. Is there a research or evidence-based physical activity program we can use during our nutrition education lessons that would work well in the classroom?**

If you are looking to add a core physical activity intervention, you can select any evidence-based or practice-tested intervention that will address the gaps identified in your needs assessment and that shows evidence of sustainable behavior outcomes for your target audience(s). Please note that all physical activity education needs to take place in the context of nutrition education. For more information on evidence based interventions, the SNAP-Ed Toolkit and Checklist for Evidence-Based programs (<https://snaped.fns.usda.gov/materials/checklist-evidence-based-approaches>) is a great place to find an effective intervention, but you are not limited to choosing only interventions included in the Toolkit. Keep in mind, however, that with any chosen interventions, you are required to provide evidence of its effectiveness.

If you are looking to add PA programming as a supplement to your practice-tested or evidence-based core nutrition programming, you may be able to select materials with a more emerging evidence-base. As always, if a reference or evidence-base is available for a supplemental intervention, you are encouraged to provide it.

**35. We are interested in applying for CSA educators to work with our Farm to Pantry program. Can you recommend any curriculum specifically for CSA nutrition and cooking education?**

Many point of access interventions, including Michigan Harvest of the Month / Michigan Produce for Pantries would be suitable for use at CSA (community supported agriculture) share distributions, which are logistically similar. An important caveat, however, is that such interventions are typically focused on helping families use a single fruit or vegetable effectively, in environments where access to fresh produce is restricted. Many families accessing CSA struggle with the newfound abundance and variety of produce, instead, which warrants other evidence-based strategies in addition to those afforded by MiHOTM and Produce for Pantries-type interventions.

## **Policy, Systems, & Environmental Change (PSE)**

### **1. What are the actual levels of the Social Ecological Model? Do we have to program at all levels of the Social Ecological Model?**

Please refer to page 7 of the Proposal Backgrounder for the most up-to-date version of the Social Ecological Model (SEM) from the 2016 Dietary Guidelines. While you do not have to program at all levels of the SEM, it is required that your proposed programming is multi-level and that your Program Description clearly articulates the targets and planned intervention(s) at each level. It is required that in addition to direct nutrition education, at a minimum, applicants must include one short-term and one medium-term environmental policy, systems, and environmental change (PSE) indicator in their proposed programming (refer to Pages 15 - 16 of the Backgrounder).

### **2. Do we need to include behavioral outcomes, a SMART objective, and an evaluation plan for the PSE component of our proposal?**

Not necessarily. Proposed PSEs should mutually reinforce a stated behavioral outcome(s) of the direct education curriculum/intervention, such as increased physical activity or increased consumption of fruits and vegetables, among the same target population (multi-level approach), but your PSE SMART objective will likely not have behavioral outcomes. Attributing that PSE resulted in particular behavioral outcome(s) with multi-level programming is difficult as multiple factors are at play. Definitions and examples of PSE SMART objectives are provided on Pages 20-22 of the Backgrounder.

### **3. Is it appropriate for staff to work with Committees for School Wellness? Food Service Director Network meetings?**

Yes, as long as the following conditions are met: Staff supported by SNAP-Ed funds may not lead the meetings (i.e., SNAP-Ed Staff play a supportive but not leading role in PSE change efforts and partnerships); meeting content must focus on your SNAP-Ed behavioral outcomes and SMART objectives; SNAP-Ed funded time and effort for staff participating on any committee must be reasonable and necessary; and participation must demonstrably assist the SNAP-Ed program in meeting its SNAP-Ed SMART objectives, above and beyond what other entities are already required to do related to nutrition and physical activity.

### **4. Is PSE evaluation as simple as doing a teacher survey and counting implementation?**

PSE interventions and evaluation tools are evolving. The 2016 edition of [SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States](#) (Toolkit) contains research-tested, practice-tested, or emerging PSE strategies and interventions (beginning on page 27 for school based interventions).

### **5. Is "Smarter Lunchrooms" an acceptable PSE intervention and evaluation tool? Can you clarify how you envision our use of the Smarter Lunchroom Assessment Tool as part of a SNAP-Ed project?**

If mutually reinforcing to your direct education intervention as a multi-level approach and a component of a broader PSE intervention, the Smarter Lunchroom assessment tool is evidence-based and is in the 2016 edition of the *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States (Toolkit)*. You are encouraged to establish relationships and partner with school-based stakeholders affiliated with the SNAP-eligible school(s) in which you will be programming (e.g., through representation on school wellness committees, student wellness committees, etc.) and to suggest this as a planning tool to increase the fruit and vegetable intake of students. SNAP-Ed providers play a supportive role but not leading role in implementing Smarter Lunchrooms and in subsequent planning for potential cafeteria/lunchroom improvements to increase fruit and vegetable consumption.

**6. Can we advertise for local pantries if we are not programming there as part of our PSE strategies?**

It is allowable to provide information/materials that identify community resources to overcome barriers to healthy eating and physical activity in an effort to achieve individual behavior change (e.g., handout or newsletter).

**7. I want to work with a ‘Healthy Corner Store’ initiative. Can this be carried out with SNAP-Ed funds?**

Policy, systems, and environmental change (PSE) objectives are required this year. At minimum, all applicants must include one short-term and one medium-term PSE indicator from the SNAP-Ed Evaluation Framework (see pages 11-16 in the RFP Backgrounder). Working to increase nutrition supports in an environmental setting (e.g., where people shop for food) is an allowable activity in SNAP-Ed. A Healthy Corner Store initiative may be part of SNAP-Ed PSE work if there is a strong tie with the direct nutrition education intervention to support overall goals and outcomes.

**8. How granular do PSE objectives need to be?**

For Fiscal Year 2018, applicants are required to choose at least one short-term and one medium-term environmental indicator from the SNAP-Ed Evaluation Framework. At the short-term level, PSE objectives should measure more than the number of partnerships or local champion and examine the quality of partnerships or champions. At the medium-term level, PSE objectives should measure not only the number of changes in nutrition or physical activity supports but also the types of changes made. In essence, PSE objectives should avoid ‘widget counting’ and focus on the broader impact.

**9. Can we serve on state-level coalitions advancing nutrition and/or physical activity PSE changes?**

Serving on coalitions must directly relate to the local on-the-ground work you are doing. Successful applicants are funded to do programming at the local or regional level, thus, the time and effort to serve on coalitions should be focused on local or regional level.

**10. Can I work with school wellness teams as part of PSE work in SNAP-Ed?**

Yes, if your programming focus is school-based, working with school wellness teams to support PSE changes that will positively impact the food and/or physical activity environment may be appropriate.

**11. In SNAP-Ed, we have been prohibited from leading collaborative efforts [PSE work]. Is that still the case? Is there a definition for ‘lead role’? What if there is no obvious lead and we need to catalyze momentum?**

In SNAP-Ed programming, providers play a supportive but not leading role in PSE change efforts and partnerships. When thinking about how to define a lead vs. supporting role, consider whether your role is helping to facilitate partnerships/collaborations with those who can create PSE change, and if implementation and maintenance of these initiatives would continue without SNAP-Ed funds. This is a key criterion that helps identify a supportive role. The aim is to help provide guidance and dot-connecting to create the conditions for sustainable PSE efforts.

**12. Do we need to have PSE activities at every [school] site?**

Consider the needs of your target audience and that every site may not be ready to change or have the same needs as another. Sites may have varying degrees of nutrition or physical activity activities or policies in place. Consider working with those school-based programs that have an active, established wellness committee. The same strategy would hold true for Smarter Lunchrooms Movement initiatives in school cafeterias. These interventions may be implemented at a school level not a district level dependent on the local needs.

**13. Is anything allowed for purchase for PSE? Like equipment or bowls?**

Consider the SNAP-Ed allowable purchases provided in the RFP backgrounder. The purchase of sample materials and supplies to demonstrate PSE activities may be necessary (e.g., you might have visual aids, that remain in your possession, to help you demonstrate PSE activities with partner organizations). These purchases may need preapproval from MFF if your program is funded for FY 2018.

**14. We have 5 sites where we are conducting direct education. Do we need to have a different PSE with a different short term and medium term for each?**

If you are implementing programming at different sites within a setting (e.g., school or worksite setting), presumably you are using the same intervention(s). Thus, you need to choose only one short-term and one medium-term PSE indicator. If you propose programming at sites in different settings, then you should ensure that the PSE indicators chosen align with the interventions being conducted at those different sites (in different settings). Remember that competitive proposals will include direct education and PSE strategies that are related to one another and impact the nutrition and physical activity behaviors of the same target population.

**15. When you say SEM, you mean environmental settings, right?**

Environmental settings are one level of the Social Ecological Model (SEM). See the diagram on page 7 of the Backgrounder and the accompanying text for additional information.

**16. Are we discouraged from or not allowed to work on other levels of the SEM?**

You are welcome to propose activities that address the other levels of indicators if your program has the capacity to do so.

**17. Do the PSE indicators need to be included in the narrative component of our proposal as well as in the work plan table?**

Yes, you should include the PSE indicators within the narrative component of the proposal as well as within the work plan table.

**\*\*The FAQs below were added on March 9, 2017.**

**18. Is it allowable to develop and print a brochure as a resource guide to promote walking trails?**

Printed materials that identify community resources to overcome barriers to healthy eating and physical activity in an effort to achieve individual behavior change may be an allowable expense depending on how they are tied to your evidence-based SNAP-Ed programming. All printed materials should be used in conjunction with an evidence-based intervention and should be developed with the guidance of your SNAP-Ed Project Manager. See the Proposal Backgrounder for further information.

**19. For PSE interventions, is it allowable to purchase signage to promote a walking trail at point of decision? For example, a map of the trail or signage to mark the trail at the trail start.**

It may be allowable to provide point-of-decision making signage and other behavior cues to action that promote physical activity choices depending on how they are tied to your evidence-based SNAP-Ed programming and cost. You would want to consider what is reasonable and necessary. For example, a trailhead sign would not be allowable as it would be a capital expense. See the Proposal Backgrounder for further information.

**\*\*The FAQs below were added on March 14, 2017.**

**20. May we keep the same objectives as the previous year at new school locations?**

Objectives should be reassessed each year and based on the outcomes of the program evaluation.

**\*\*The FAQs below were added on March 22, 2017.**

**21. Part of my PSE is to collaborate with our local grocery stores that currently accept EBT cards to get them to promote, reduce price and feature the fruit or vegetable that we are promoting. How do I estimate the REACH for those locations?**

In the case of a qualifying grocery store, you could use community eligibility data to report reach. If you have determined eligibility for a grocery store based on SNAP redemption rates, you could apply the percentage of SNAP sales to determine reach. Plan to work closely with the stores with which you are partnering.

**22. Is it expected that a PSE activity should occur at each program delivery site?**

This question has been answered previously. Please see question 12 under PSE.

**23. If we are working together to change PSE, do our partners become part of what we evaluate, in terms of their programming? In the past, collaboration has been separate, but communication and support is there. Since PSE is now more pronounced, would the effect of other programs actually be part of our evaluation?**

Consider the school-based and district-wide PSE changes that you do to impact healthy eating and active living. Look under ST7 and ST8 in the Interpretive Guide to find the specific metrics to measure the activity and partnership. There is an expectation to have evaluation metrics around that specific work. For direct education interventions, you will evaluate your programming and report on outcomes. If an organizational partnership is happening and other direct education is happening in the same place, sharing why you achieved outcomes. Being able to report on ST7/ST8 partnerships and multisector will affect the interpretation of your outcomes.

**\*\*The FAQs below were added on March 22, 2017.**

**24. If a PSE intervention is listed in the SNAP-Ed toolkit as an approved intervention, can we assume that it is then a MFF approved intervention for the state of Michigan?**

MFF does not have a complete list of SNAP-Ed approved interventions/curricula for the state of Michigan. Applicants are asked to assess their local programming needs based on findings from a thorough needs assessment and choose an evidence-based or practice-tested intervention that is most appropriate for their local needs and meets SNAP-Ed allowable standards set forth in the Proposal Backgrounder and instructions. The 2016 edition of *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States*(Toolkit) is a great resource to search for evidence-based and practice-tested interventions. In addition, FNS also *created a checklist for evidence-based programs* to classify interventions according to levels of evidence that may be helpful.

**25. Would starting a Safe Routes to School program, including the cost of providing the Safe Routes to School training for school districts in our County be an eligible expense, as part of our PSE strategy.**

There is no cost associated with a Safe Routes to School training. The SRTS team provide training at no charge. The costs associated with implementing a Safe Routes to School program vary widely. SNAP-Ed funds may not be used to cover infrastructure for SRTS, but may cover costs for time and effort, printing or other promotional supports for the program as a PSE intervention. Plan to work closely with your SNAP-Ed Project Manager to determine allowability.

**\*\*The FAQs below were added on April 12, 2017.**

**26. Regarding the Focus on Target Audience table: We can accurately predict numbers of student and adult reach at school sites except when estimating PSE change at the school. Potentially, all students could be affected by a PSE change as described in our SMART objectives, however, it is unlikely to happen at all programming sites. Do we still list our reach for PSE as the entire enrollment involved in our programming? If not, how should we predict PSE reach numbers with students?**

We recommend that you use your best judgement to estimate your PSE reach within a school building. In programming sites where a PSE intervention will be implemented, you should count all participants who will be reached by that improvement. If you do not have a PSE intervention implemented at some programming sites, you would not include those participants in your PSE count.

## **Evaluation**

**1. Is there room to budget for a sub-contractor to do the evaluation portion of the grant activities?**

Yes, you can have a sub-contractor conducting your program evaluation. MFF Project Managers and Evaluation Specialists will approve and/or recommend changes to your evaluation design, plan and evaluation budget accordingly. As in FY17, projects funded for less than \$150,000 will be evaluated by the MFF evaluation team.

**2. How soon does pre-approval of the evaluation plan need to take place?**

Pre-approval is not required before the proposal is submitted. If funded, the evaluation plan will need to be approved by MFF before the data collection related to your programming starts.

**3. Is it necessary to have a SMART objective for all aspects of our programming?**

It is not necessary to have a SMART objective for every activity related to your programming; however, there should be a SMART objective for each core intervention (DE and PSE) and target audience group.

**4. Is it necessary to have a SMART objective relating to physical activity?**

It is not required to have a SMART objective related to physical activity; however, if a substantial portion of your programming includes physical activity promotion, consideration should be given to including a SMART objective for physical activity to justify the SNAP-Ed funds being expended.

**5. My program evaluation plan includes the MFF Statewide Fruit and Vegetable Screener for adults. How should my SMART objective be written to measure consumption?**

The Fruit and Vegetable Screener for adults measures consumption in number of cups per day. Please structure your SMART objective to be consistent with this unit of measurement.

**6. My program evaluation plan includes the MFF Statewide Fruit and Vegetable Screener for youth. How should my SMART objective be written to measure consumption?**

The Fruit and Vegetable Screener for youth measures consumption in number of times per day. Please structure your SMART objective to be consistent with this unit of measurement.

**7. My program evaluation plan includes the MFF Statewide Physical Activity Screener for youth and adults. How should my SMART objective be written to measure consumption?**

Physical Activity screeners for both youth and adults measure change in physical activity behaviors by days per week. Please structure your SMART objective to be consistent with this unit of measurement.

**8. What are the common traps when it comes to evaluation?**

Not providing enough information regarding your evaluation methodology, such as planned evaluation tools, who will be assessed and when, and what the sampling size will be, etc. Plans to create an evaluation instrument rather than the use of a validated instrument, when available is also a common trap and unallowable. Information regarding plans for process evaluation that is very limited or lacking is also problematic.

**9. Do I need to commit to a specific environmental assessment tool when I submit the proposal?**

You do not have to commit to a particular tool(s) in your proposal as the list is expansive: <http://appliedresearch.cancer.gov/mfe/instruments>, but we prefer that you have an

understanding of the tools you will use. If you would prefer, you could state that upon award, you will work with your MFF Project Manager to identify the most appropriate tool(s) to evaluate the food environment for your program.

**10. Right now we use PE-Nut Compendium, for FY18 should we continue to use that and if it changes can we work with our project manager later?**

For FY18, the PE-Nut Compendium will continue to be a tool available to grantees to conduct outcome and some process evaluation for school-based SNAP-Ed programs with a whole school approach.

**11. Is it possible that our SMART objectives for direct education interventions can include elements of PSE SMART objectives?**

SMART objectives need to directly relate to the interventions being proposed; therefore, SMART objectives for direct education interventions will be separate from SMART objectives for PSE work.

**12. If we have programming addressing student fruit and vegetable consumption that is measured by student AND parent surveys, should we include a separate SMART objective for parents as a proxy for their child?**

No, a separate SMART objective is not recommended in this case.

**13. If we reach participants in multiple age groups, should we create a SMART objective for each one?**

If it makes sense with your programming and evaluation, you can combine age groups.

**14. Do we need to have a separate objective for fruit consumption and vegetable consumption?**

The short answer is no; however, you should consider your programming and evaluation strategies when making this decision.

**15. Last year we got reviewer feedback that we should use previous years' data as our baseline in our SMART objectives. Our evaluator recommends using pre-intervention data since we will reach different students this year. Is this okay?**

Yes, you can use pre-intervention data when measuring behavior change.

**16. If we have data from a previous program (not funded by SNAP-Ed), can we include this information in the RFP?**

The summary of research and program description should include prior evaluation findings that support your proposed intervention whether it was funded by SNAP-Ed or not. It is okay to include this information in both places in your proposal.

**17. Is there an evaluation tool approved for young children?**

MFF only endorses the required SNAP-Ed Statewide Evaluation Surveys, which begin at age 12 for fruit and vegetable consumption and age 9 for physical activity. Consider existing reliable and valid tools specific to your programming for audiences outside these age ranges.

**18. Can we create an evaluation tool for young children?**

Tool development is not allowable for *outcome* evaluation. Program specific *process* evaluation tools to support your programming may be permitted. If your proposal is funded, you will have the opportunity to work with your MFF SNAP-Ed Project Manager on identifying specific tools to help with your evaluation.

**19. Do we need to list all of our objectives in Section L (Outcome Evaluation)?**

Yes, all of your primary SMART objectives must be listed in Table L. There is not a limit on the number of SMART objectives. However, we recommend that you combine objective where there is alignment with target audience, outcome, and/or type of intervention. Make sure you follow the Proposal Instructions.

**\*\*The FAQs below were added on April 7, 2017.**

**20. Is there a Physical Activity Screener for adults to potentially screen activity pre-and post for the rec connect intervention?**

The Statewide Physical Activity Screener for Adults is a pre/post assessment for adults that could be used to assess behavior change for your rec-connect adult population. There are also post intervention dot surveys for adults that could be used to assess readiness for change.

## **Non-Duplication**

**1. Should we describe in our proposal other known and similar nutrition education/physical activity programming that is currently present in our proposed service area?**

Yes. This is one of the four elements that must be addressed in your Needs Assessment.

**2. We don't know if another organization is programming at one of our proposed sites. How do we demonstrate we are not "duplicating efforts"? Who should I contact with Map to Healthy Living technical or 'how-to' questions?**

Visit Map2HealthyLiving (<http://map2healthyliving.org/>) for a searchable online map of SNAP-Ed programming being offered in your proposed programming area. Follow the prompts: (1) What to Look For; 2) Where to Look; and 3) Go to search for other programs in your area by program type and location. After clicking "Go," the search will process, and the results will appear in the Results window on the right side of the page. All locations that meet the search criteria will be listed, along with the contact information. To identify SNAP-Ed programs at a given location: Once you have clicked "Enter Map," you will find a menu bar at the top of the screen (Home; About; Feedback; Share; Print Map; and Map Styles). Click "Feedback" and follow the prompts to type your message. This information goes directly to MFF staff, who will respond promptly to your request.

### **3. If we are working in the same site as another program, but we are offering a different core intervention, is that considered duplication?**

Coordination of SNAP-Ed activities with other entities implementing publicly- or privately-funded health promotion or nutrition improvement strategies is encouraged to reinforce and amplify each other's efforts. In your community Needs Assessment, you should identify any other SNAP-Ed or other related programs and services that target low-income populations in your proposed program area, and discuss how you will coordinate to ensure complementary programming, best use of resources, and avoid redundancy with these programs and services.

## **Collaboration / Memorandums of Understanding (MOU)**

### **1. Can we collaborate with other SNAP-Ed partners in the same area or school? Because we must submit letters of collaboration for the partners that we identify in the table for Section M of the Proposal Form, will Memoranda of Understanding still be required, if funded?**

Yes, collaboration is highly encouraged. Please note that, if funded, you will still need to have a Memorandum of Understanding in place with all entities that are providing like services to the same target population/area that you will be programming with. The Memorandum of Understanding is a USDA requirement. Its purpose is to specifically detail how duplication of effort will be prevented. This requirement further assists MFF in representing collaboration/partnership activities between and across all MFF-funded SNAP-Ed partners. If you are an existing SNAP-Ed funded partner, please do not submit MOUs with your proposal.

### **2. Does a store giving us a discount count as a partnership?**

Possibly. For example: a store committing to a local SNAP-Ed program in a Letter of Partnership/Collaboration that it will provide discounts to program participants to increase their purchasing power would meet the requirements set forth in Section M.

**3. Is there a template available for the required Letters of Collaboration? Should the letters of collaboration required for the FY18 proposal be formatted using the FY17 MOU template?**

No, there is not a template available, but the details of what must be included in the letter(s) are presented clearly in Section M of the Proposal Instruction. Remember that a letter of collaboration and MOU are two different things.

**4. In Section M. Collaborative Approach, do I need to have MOUs and letters of collaboration now or can it wait until the fall?**

The required letters of collaboration should be provided with the proposal (pre-award). An MOU should be submitted closer to the start of the program year (post-award).

**5. What breadth and depth of content you expect to receive about partnerships/collaborations? What is the difference between a Letter of Collaboration and a Memo of Understanding?**

Provide enough context in your response to indicate that you have done due diligence identifying, communicating with, and coordinating programs with any other agencies that are providing like programming in the same geographic area to ensure there is no duplication of effort. A Memo of Understanding is required if your program will be working in the same geographic area as another SNAP-Ed provider and should articulate what each agency is doing - ensuring no duplication of effort. A Letter of Collaboration defines the relationship between two agencies. It identifies what each agency is doing and how they are working together to achieve a larger mission/vision. Letters of Collaboration can include partnerships between SNAP-Ed funded program agencies, as well as non SNAP-Ed funded program agencies. Letters of Collaboration must be submitted at the time of the proposal and a Memo of Understanding (if applicable) is required upon award.

**6. I am concerned that I will not be able to get Letters of Collaboration from all the sites I plan to work in in time to include them in the proposal. Will it be acceptable if we do not have Letters of Collaboration from all our program sites?**

A Letter of Collaboration is required for every partner listed in the Table in Section M of the Proposal Form. A Letter of Collaboration is not needed for each of your programming sites included in the Table in Section F.

**7. Is it possible to provide too many LOC's – example: partners that provide outreach as well as programming support?**

No. Any partner providing significant support your SNAP-Ed programming should have a LOC.

**\*\*The FAQs below were added on March 14, 2017.**

**8. Do SNAP-Ed partners need to submit letters of support or letters of collaboration for each other? We know we need to submit non SNAP-Ed letters of support this year.**

You are required to submit at least 2 letters of collaboration from non SNAP-Ed agencies, and are welcome to have additional letters of collaboration from both non-SNAP-Ed and SNAP-Ed partners.

**\*\*The FAQs below were added on March 22, 2017.**

**9. It is my understanding that we are encouraged to use a collaborative multi-sector partnership and planning approach. Please explain the difference between ST7 and ST8 and a provide an example of each.**

Yes, we are encouraging a collaborative multi-sector approach. The main difference is that ST7 has an organization level focus; for example partnerships within the school setting to implement PSE work in that specific setting. ST8 is multi-sector partnership and planning meaning that you would be working with partners from at least 5 different sectors (e.g., healthcare, education, food industry). This works at a broader level to advance PSE work that will improve healthy eating and physical activity. See pages 97 & 145 in the Interpretive Guide.

**10. If in collaboration with other SNAP-Ed organizations, one will conduct cooking classes and one will conduct nutrition education, how in depth do you want us to write up the partnership for letters of collaboration?**

Letters of collaboration should contain sufficient detail so that a reviewer can understand how partnerships are coming together to implement SNAP-Ed. What we want to see is that there is a true partnership happening, not just a letter of support.

**11. With regard to Section M: Collaborative Approach – please give examples of partners other than MSUE’s programs. Could you go further, is each school required to have an LOC?**

No, you do not need an LOC from each school. Including an LOC from the district could be helpful. Other partners include parent-teacher organizations, food industry partners, healthcare organizations. If you are looking for ideas of the types of organizations, look at the SNAP-Ed evaluation Framework – ST8.

**12. Can I include only the ISD even though they are my employer?**

You are encouraged to think outside the SNAP-Ed box to consider other agencies that could be a collaborative partner. Please remember that you are required to have two non-SNAP-Ed letters of collaboration.

**13. I have almost the same number of school districts as I do school buildings, it seems burdensome to include these locations with an LOC.**

We are not asking that you get an LOC from school districts, we were just using that as an example. We are requiring that there be two LOC from non-SNAP-Ed partners – whoever works best for you. Think about where you are doing PSE, and consider the locations, sites and readiness. It makes sense to seek out letters from those who are most engaged. This could be partners who help with direct education, or PSE work.

**14. Almost half of my job is other funding and it involves training teachers in NE and PA, so I am a partner in other funding. My question is how to write this up?**

Think about what makes sense in terms of the SNAP-Ed programming you're doing. Our recommendation is to brainstorm the organizations who support your program. Include LOCs from those organizations that align with your program. Part of making a claim for why your organization has the capacity to implement SNAP-Ed programming includes your ability to leverage resources.

**\*\*The FAQs below were added on April 4, 2017.**

**15. We are concerned that we will not be able to get a Letter of Collaboration from MSU Extension to submit with our proposal.**

If you have reached out to obtain a LOC from MSU-Extension and have been unsuccessful, it is acceptable for you to write a memo stating that you were unable to obtain the LOC, and outline the details of your collaboration.

**16. I see that multi-sector collaboration is encouraged, should we utilize evaluation tools to measure ST8?**

We highly encourage this. The SNAP-Ed Evaluation Framework Interpretive Guide has some great tools listed that can help you:

<https://snaped.fns.usda.gov/snap/EvaluationFramework/SNAP-EdEvaluationFrameworkInterpretiveGuide.pdf>

**17. To clarify, are two letters of support from non-SNAP-Ed organizations required?**

Yes. Please see question #8 under Collaboration/Memorandums of Understanding.

**18. If a program were to work directly with a PTO to organize an event at a school, would we need a letter of collaboration with the PTO?**

You are encouraged you to obtain a Letter of Collaboration from any organization providing significant support to your SNAP-Ed programming.

## Allowability

### **1. If we are going to show kids how to make a recipe healthy, can the grant funding pay for the cost for the food items purchased?**

Yes, SNAP-Ed funding can be used to pay for materials and supplies that are reasonable and necessary to deliver a program lesson with fidelity, including foods for experiential learning (e.g., food tastings or cooking demonstrations).

### **2. Can you provide examples of allowable physical activity promotion?**

See page 47 of the Proposal Backgrounder. One example of physical activity promotion would be to use one-time demonstrations to introduce your audience to a variety of low or no-cost ways to get moving and then provide information on where they can access physical activity resources on an ongoing basis in their communities. Community physical activity offerings do not have to be in the form of a class, but may include free library videos, YouTube clips, or a listing of trails and parks in the community, etc.

### **3. Is programming that directly involves gardening SNAP-Ed allowable? Is there any change to the physical activity promotion allowable activities this year?**

Yes. Programming that directly involves gardening may be SNAP-Ed allowable. Please note that there are many available gardening/nutrition education curricula and you should not design your own material. Physical activity promotion still must occur in conjunction with nutrition education activities. Please refer to the Proposal Backgrounder for more detail related to these and other SNAP-Ed allowability criteria.

### **4. We would like to offer each participating site a stipend to put toward PSE change. Is there a list of approved purchases that a site could make using SNAP[-Ed] funding?**

According to SNAP-Ed guidance, stipends or other incentives are unallowable. SNAP-Ed can cover the cost associated with a grantee's time and effort to be part of (but not lead) a collaborative effort to do the needs assessment to determine site-based PSE changes; however, costs related to implementing those changes, must be covered by a source other than SNAP-Ed (e.g., a worksite providing funding to buy exercise equipment). The good news is that many PSE changes are low- or no-cost.

### **5. Our Faithful Families Churches would like to implement walking clubs. Church facilitators are unpaid. Would coordination of these clubs/ support and evaluation of participants towards our increased physical activity goals be eligible expenses?**

On-going physical activity continues to be an unallowable activity in SNAP-Ed, including the time and effort spent on coordination of on-going physical activity, including a walking club. Allowable activities include, but are not limited to, promoting the physical activity opportunities (e.g., walking club); contributing to, but not leading efforts to change policy and environments that promote and encourage walking; and incorporating nutrition education/messaging into a

physical activity program that is funded/supported through non-SNAP-Ed sources. Evaluation of participants in your nutrition education program is allowable, evaluation of a walking program is not.

**\*\*The FAQs below were added on March 14, 2017.**

**6. Do we have to buy enough copies of curriculum or may we get the copy masters and copy pages for our students, teachers, and parents? If we may copy from a master, may we pay for contracted printing?**

We recommend that you assess what is reasonable and necessary for your program. Curriculum costs, and contracted printing services are both SNAP-Ed allowable expenses, and should be justified in your proposal.

**\*\*The FAQs below were added on March 22, 2017.**

**7. MiHOTM has been embraced by the school employees who attended the first MiHOTM training and are doing wonderful things with it. We are having trouble getting that level of buy-in from those who did not attend. My concern is not paying the teachers to come to a training off school time. Could I budget to pay teachers or substitutes during the off school hours to come to the training?**

We recommend that you set budget funds aside for your team to attend statewide trainings and include the funds in your projected budget. If the MiHOTM training is offered in the summer, your team will be invited to attend, and if the training is not offered, you can reallocate the funds with the support of your MFF Project Manager. In terms of local program trainings, the training that your local SNAP-Ed staff could provide the teachers could be incorporated into other trainings that you may be planning. Participants who attended the MiHOTM Champion training are highly encouraged to take their knowledge attained back to their local programs and train others. Consider what is reasonable and necessary to include in your budget.

**8. Are PA demos allowable with adults if they are receiving indirect education?**

Yes, this is appropriate.

## **Budget**

**1. Can you give some insight on common budget questions and provide some advice to avoid mistakes?**

Spellcheck your work before submission! Staffing worksheet - Read budget instructions carefully when completing the staffing worksheet. Each column in the budget staffing worksheet is carefully explained in the budget instructions. Each person's direct delivery (DE and PSE) and

administrative columns should total 100%. Part-time people should be represented with their total salary as a part-time employee, their employment FTE status, and portion of the employment FTE status contributed to SNAP-Ed. For example: \$20,000 annual salary, 0.50 annual FTE and 0.50 SNAP-Ed commitment = 0.25 annual FTE commitment to SNAP-Ed (10 hrs/wk) with \$10,000 supported by the grant. Job descriptions should define the unique role of each person and not all be identical. Supplies/Materials - Program supplies are allowable. Office supplies are not allowable so be sure if supplies can be attributed to programming that they are listed as program supplies. Incentives are not allowable. NERI is provided by MFF as a statewide support service. All grantees will have access to the resource if applicable. Do not include this as an expense in your budget. If you run out of lines in the Supplies/Materials section, consider condensing your items into meaningful categories and provide detail in the description column. Contracts - Fee for service agreements are allowable, should be supported with a formal agreement, and tied to a specific set of deliverables that support your SNAP-Ed program. Stipends are not allowable.

**2. What should I do if my agency's indirect cost rate certification expires during the window of time when the RFP is due?**

The expired rate can be used in your application. Submit with your application your expired indirect cost rate certification and a memo explaining your process for obtaining a new certification. Both documents will be required if you wish to include an indirect cost rate.

**3. Is it appropriate to budget for the purchase of curriculum/materials in order to have the most up-to-date versions?**

Yes, it is appropriate to budget for updating the materials you may be using in your current program, especially if the materials currently used have the old food guidance system (MyPyramid) or reference to the old Dietary Guidelines for Americans (2010). All SNAP-Ed programs funded through MFF should be using materials that highlight MyPlate rather than older food guidance systems.

**4. We are adding the Rec-Connect curriculum and the MyGarden Curriculum into our RFP and we need to know how much each curriculum costs to add it to our budget.**

For Rec-Connect, the cost range for one kit that serves up to 30 participants and includes physical activity demonstration supplies is \$500 to \$800 depending on the activities selected. There is no cost associated with the MyGarden curriculum, but you will need to budget for resources to implement the modules you select to implement.

**5. When traveling for SNAP-Ed, can we be reimbursed for rental vehicles or agency-owned vehicles in lieu of mileage?**

Yes. You should go with standard practice within your agency as long as it is not more expensive than charging the SNAP-Ed mileage rate.

**6. In the budget, what if a person's salary or other areas of the budget shift before the grant period begins?**

Changes often occur between proposal submission and the start of the grant. If awarded, budget and program adjustments can be made prior to issuing a contract. If further adjustments are needed, a budget amendment can be made during the program year.

**7. How and what should I budget for travel expenses related to the SNAP-Ed trainings that are offered?**

For 1-day trainings, applicants should budget for mileage needed to/from the training. For multi-day trainings, applicants should budget for mileage to/from the training and meals needed while in travel status (see travel guidelines in Backgrounder for details). MFF will cover lodging near the training site for MFF sponsored multi-day trainings. If you are traveling a distance to a training/event please give consideration to additional travel costs when planning your budget. An example of current MNN events can be found on our website at <http://michigannutritionnetwork.org/trainings>. We anticipate a similar offering of events for FY18.

**8. If we are choosing a worksite PSE and providing technical assistance we also include staff time in our budget for worksites that would like to offer a program such as HOTM or Cooking Matters to their employees and have our SNAP staff teach the curriculum?**

If an applicant is using a worksite intervention to work with worksites on nutrition and physical activity policy, systems, and environmental changes (PSE), a needs assessment is part of that process to determine which PSE changes will be implemented. SNAP-Ed can cover the cost associated with a grantee's time and effort to be part of (but not lead) a collaborative effort to do the needs assessment to determine worksite-based PSE changes. Costs related to implementing those changes, must be covered by a source other than SNAP-Ed (e.g., a worksite providing funding to buy exercise equipment). The good news is that many PSE changes are low- or no-cost. If a worksite's needs assessment shows that one component of change needed is direct education focused on the promotion of how to use seasonal fruits and vegetables is a need, or that cooking and budgeting skills to support the consumption of fruits and vegetables then Michigan Harvest of the Month materials or Cooking Matters programming can be used and the associated costs can be supported by SNAP-Ed funds when those materials are used as created and intended with programming being delivered with fidelity to a SNAP-Ed eligible audience.

**9. Are we able to include printing cost for materials related to HOTM, Cooking Matters etc. in our budget?**

If implementing a program such as Michigan Harvest of the Month or Cooking Matters with a SNAP-Ed eligible audience is part of your program work plan then printing costs to support the implementation of that program are allowable expenses.

**10. What is the award range for this grant?**

Your proposed budget should be in line with the programming you intend to deliver and your organizational capacity to implement and report outcomes.

**11. My HR department makes changes to our fringe rates at odd times, making it a challenge for budget projections. How should I handle this?**

It is recommended that you consult with your HR department and/or business office to discuss your proposed budget and anticipate future personnel needs, including fringe.

**12. Is Servsafe training free for new Nutrition Educators?**

Servsafe training is no cost; however, travel expenses associated with attending Servsafe training should be included in your budget.

**13. If our scope of work is the same, can we increase our budget to include funds previously provided as match?**

This is a valid request. If the amount of Federal funds you are requesting increases and your programming does not, we strongly encourage you to include a solid justification for the budget increase in section I, Program Modifications.

**14. Can we direct allocate administrative expenses?**

Yes, as long those administrative costs do not overlap with costs included in an established indirect cost rate.

**15. Should we submit the letter of approval for our Federally approved indirect rate with our proposal?**

Yes, this is a required piece of documentation that must be included with your proposal.

**16. The RFP mentions reduced funding for SNAP-Ed in FY 2018, can you provide more information about how this might affect our proposed budget?**

SNAP-Ed funding in Michigan is decreasing and given the competitive nature of the proposal you should be aware that it is possible that your project will be funded at a lesser amount than you requested.

**\*\*The FAQs below were added on March 29, 2017.**

**17. We want to implement PE-Nut, how much should we budget for materials?**

PE-Nut is a whole-school approach to motivate students, parents, and educators to be physically active and eat healthier. As a research-based program, it should be used in its entirety to achieve the desired results. The PE-Nut components are listed below, including pricing:

- Healthy Classrooms, Healthy Schools (Third Edition – New in FY 2018) - \$95

- Available at three levels: Kindergarten, Lower Elementary, and Upper Elementary
- Healthy Classrooms, Healthy Schools Teacher Tools (New in FY 2018) - \$20
  - Available at three levels: Kindergarten, Lower Elementary, and Upper Elementary
- Fit Bits - \$50
  - Available at three levels: Kindergarten, Lower Elementary, and Upper Elementary
- Health Through Literacy – Classroom Bags - \$150
  - Available at six levels: K-5
- Health Through Literacy – Take Home Book Bags
  - Available at two levels: K-Lower Elementary and Upper Elementary
- EPEC K-5 Print Your Own CD and Animation DVDs - \$99
  - Consider adding printing costs to your budget so the PE teacher can print their lessons if they choose. If the teacher prints the entire CD it would be 4,013 pages
- Family Newsletters (They Learn From Watching You – New in FY 2018) - \$15/pad of 30
  - Available at three levels: Kindergarten, Lower Elementary, and Upper Elementary
  - Volumes 1, 2, and 3 available
- Healthy Snack Handouts - \$10/pad of 30
- Tip Sheets for Teachers and Others Working with Youth - \$15/pad of 30

**18. We want to implement Eat Healthy. How should we budget for materials?**

Eat Healthy is a preschool intervention to help parents and caregivers raise healthy eaters. Each binder costs \$50. Binders are designed for nutrition educators and can be given to all participants to continue learning at home.

**19. We want to implement Linking Lessons. How should we budget for materials?**

Linking Lessons are poster lessons designed for middle and high school students. Each set of Linking Lessons are \$350.

**20. We want to implement Eat Healthy. How should we budget for materials?**

Eat Healthy is a preschool intervention to help parents and caregivers raise healthy eaters. Each binder costs \$50. Binders are designed for nutrition educators and can be given to all participants to continue learning at home.

**21. We want to implement Linking Lessons. How should we budget for materials?**

Linking Lessons are poster lessons designed for middle and high school students. Each set of Linking Lessons are \$350.

**\*\*The FAQs below were added on April 4, 2017.**

**22. Regarding question #17 under budget that was added on March 29<sup>th</sup>. There are new Healthy Classrooms, Healthy Schools materials listed, what is the price?**

The HCHS materials are \$95 for each grade level, and there are new Teacher Tools (to be left in the classroom) that will be available in FY18 at a cost of \$20 per level.

**23. Regarding question #17 under budget that was added on March 29<sup>th</sup>. Is the EPEC Kit no longer available?**

Correct, the full kit is no longer available. What is available is the EPEC K-5 Print Your Own CD and Animation DVDs listed in question 17. You can also order an empty EPEC box if you would like to store any materials you print from the CD.

**24. Regarding question #17 under budget that was added on March 29<sup>th</sup>. Under the EPEC K-5 Print Your Own CD and Animation DVDs, it says that the entire CD would be over 4,000 pages. Is this correct?**

Yes, if you were to print all the materials on the CD, it comes out to 4,013 pages; however, we recommend that you print lessons as you need them in lieu of printing the entire document at once. You should follow your budget in terms of any EPEC printing you incur.

**25. Regarding question #17 under budget that was added on March 29<sup>th</sup>. What are the Family Newsletters and who are they intended for?**

The Family Newsletters are new They Learn From Watching You newsletters. They are seasonal (Fall, Winter, and Spring), and are a supplemental material available for any partner programming with children in grades K-5. If you are working in schools, these newsletters would be appropriate for all classrooms you are reaching. If you have a PSE initiative that focuses on a whole school approach (e.g., a healthy snack policy PSE objective), these newsletters would be appropriate to give to the whole school.

**26. Regarding question #17 under budget that was added on March 29<sup>th</sup>. What are the Healthy Snack Handouts? How many versions are available?**

The Healthy Snack Handouts are not new – they are the same handouts any organization implementing PE-Nut is familiar with. There is only one version and they are a supplemental material available for any partner programming with children in grades K-5. If you are working in schools, these handouts would be appropriate for all classrooms you are reaching. If you have a PSE initiative that focuses on a whole school approach (e.g., a healthy snack policy PSE objective), these handouts would be appropriate to give to the whole school.

**27. Regarding question #17 under budget that was added on March 29<sup>th</sup>. How many Teacher Tip Sheets are there, and who should get them?**

There are 3 Teacher Tip Sheets. They are seasonal (Fall, Winter, and Spring), and are a supplemental material available for any partner programming with children in grades K-5. They are appropriate for anyone who works with children in grades K-5.

**28. Are payments to school team liaisons permitted? Each school has a team lead that organizes things at the school.**

Contracting with someone on a fee-for-services basis is allowable. You would need to provide a list of responsibilities or deliverables for that person and those need to be completed to receive payment. Expenses must be reasonable and necessary in regard to programming and the budget.

**29. Our organization has not requested an indirect cost rate in the past. We are considering applying the de minimus rate of 10% this year. Would this change from our past applications negatively affect our competitiveness for funding?**

If you do not have a federally approved indirect rate, and have never used one, you may enter a 10% de minimus indirect cost rate. All administrative expenses will be evaluated within the context of the proposed programming and must be reasonable, necessary, and properly documented and allocated. Proposals that can deliver effective programming with low administrative costs will receive priority for funding.

**\*\*The FAQs below were added on April 7, 2017.**

**29. Regarding question #17 under budget that was added on March 29<sup>th</sup>. Are the latest versions of FitBits aligned with 2015 Dietary Guidelines?**

Yes, they are.

**30. The budget form (3-30-17) calculates the indirect on the “Total Direct Expenditures” and our Federal Indirect rate is based on salary & fringe. How do you want us to enter our indirect amount? Last year you had us enter in under “Space/Misc./Admin”. Is this how you want us to do it this year?**

For indirect costs that are not calculated as a percent of total direct expenditures, include an indirect cost amount (in dollars) in the indirect cost amount row in the budget summary along with a brief explanation of how that number was calculated.

**\*\*The FAQs below were added on April 17, 2017.**

**31. I have a quick question about the budget form, particularly the mileage section. Do we need to break down the mileage per trip or can we estimate a lump sum of the expected mileage throughout the course of the year? (e.g. 3500 miles x \$0.535). Any information you can provide me with will be greatly appreciated.**

Please provide a lump sum.

## Other

### **1. Where will the 2018 Choices Conference be held & what part of the cost will MFF cover?**

The location and dates for Choices 2018 are to be determined. MFF provides a \$50.00 scholarship to SNAP-Ed grantees that includes the full conference registration and lodging. Applicants should budget for mileage, additional meals and lodging needed while traveling, especially if traveling a long distance.

### **2. Where will SNAP-Ed University take place, what two staff are required to attend, and will MFF cover part of our cost to attend?**

SNAP-Ed University is our annual programming and operations training and will be held in East Lansing on August 23-24, 2017. All applicants offered a SNAP-Ed award are required to send lead staff to this event. MFF will cover all expenses related to this event. If you are a returning SNAP-Ed partner and have funds in your budget to cover travel expenses, we request that you do, but it is not required.

### **3. Can we offer new resources/materials to returning teachers who have participated in our SNAP-Ed program in the past and are not in need of additional training?**

While we understand that new teachers may need material, to ensure the fidelity of your programming, all teachers should have the same supporting materials. You can supplement lessons with evidence-based or practice-tested materials AND you need to justify that the materials in your current programming were used consistently amongst participating teachers. Again, expenses for additional supplies to support all teachers would need to be considered reasonable and necessary and justified when taken in context of current level of support materials.