



# PROPOSAL INSTRUCTIONS

**Proposal for Subcontracting with the  
Michigan Fitness Foundation to conduct SNAP-Ed Programming  
October 1, 2019 – September 30, 2020  
(Fiscal Year 2020)**

**This document references the current FY 2019 USDA SNAP-Ed Guidance.** Updated regulations and guidance will be issued and replace previous versions. All SNAP-Ed projects will need to adjust programming for compliance when applicable.

The Michigan Fitness Foundation's (MFF) FY 2020 Request for Proposal (RFP) packet includes ten documents:

1. **Letter of Intent** – This **required** document must be completed and submitted, according to the Proposal Instructions, to MFF by **4:00 pm EST, March 26, 2019**. It assists MFF with planning for the proposal review process.
2. **Proposal Backgrounder** – This document includes background information about SNAP-Ed at MFF that will be useful when completing the Proposal Form.
3. **Proposal Form** – This document needs to be completed and submitted to MFF according to the Proposal Instructions.
4. **Proposal Instructions** – This document includes directions for completing and submitting the Proposal Form.
5. **Budget Worksheet** – This document needs to be completed and submitted according to the Budget Instructions.
6. **Budget Instructions** – This document includes directions for completing and submitting the Budget Worksheet.
7. **Letter of Qualification** – This must be completed and submitted according to the Proposal Instructions.
8. **SNAP-Ed Compliance Assurances** – This document must be signed and submitted according to the Proposal Instructions.
9. **Evaluation Assurances** – This document must be completed, signed, and submitted according to the Proposal Instructions.
10. **Current and Pending** – This must be completed according to the instructions accompanying the document.

**IMPORTANT:** Ensure you carefully read the Proposal Instructions in its entirety and visit the FAQs at <http://www.michigannutritionnetwork.org/how-to-apply>.

## ELIGIBILITY

Organizations and agencies eligible to submit proposals for the funding should:

- Conduct all programming within the state of Michigan and with SNAP-Ed eligible populations.
- Have the ability, capacity, and expertise to:
  - Deliver comprehensive, community wrap-around programming with an appropriate balance of direct education and policy, systems, and environmental change (PSE) approaches that is substantiated by a thorough needs assessment.
  - Implement chosen interventions with fidelity.
- Partner with at least two non-SNAP-Ed funded organizations as part of program implementation.
- Have the capacity to participate in required process and outcome evaluation specific to the direct education and PSE change initiatives proposed.
- Conduct programming within the context of SNAP-Ed program parameters, which can be found in the Proposal Backgrounder.
- Have the capacity to participate in a reimbursement grant. Organizations are reimbursed for allowable program costs, including staff time and effort.
- Have an accounting system that, at a minimum, shall consist of chart of accounts, cash receipts journal, cash disbursements journal, and general ledger.
- Conduct all reporting according to Federal, State, and MFF program requirements.
- Comply with mandatory background check requirements.

**Note:** The Request for Proposal (RFP) process is competitive and proposals undergo a thorough and objective review. Given the limited funds available and competitive nature of SNAP-Ed funding, we encourage all proposals to build a strong case for programming that is comprehensive, effective, and meets identified community needs.

## SUBMISSION INSTRUCTIONS

### **Step 1: Letter of Intent (LOI) (Required)**

Use the Letter of Intent template to draft an LOI and then electronically submit a Letter of Intent by **March 26, 2019 at 4:00 pm EST**.

**LETTER OF INTENT SUBMISSION PROCESS will be posted at:**

**<http://michigannutritionnetwork.org/how-to-apply/>**.

### **Step 2: Proposal Package (Required)**

By **April 16, 2019 at 4:30 pm EST**, complete and submit one (1) electronic AND five (5) printed versions of the following seven (7) required items using the instructions outlined below. Hard copies must be postmarked by April 16, 2019.

Your complete proposal package must include the seven (7) components listed in the 'Proposal Requirements Checklist' below. Your complete proposal packet must be submitted to MFF in two formats:

1. **Electronically** – Submit the completed Proposal Form in MS WORD format; the SNAP-Ed Compliance Assurances, Evaluation Assurances, Letter of Qualification, Letters of Collaboration, and Current and Pending documents in PDF format; and the Budget Worksheet in MS EXCEL format.

**ELECTRONIC SUBMISSION PROCESS will be posted at:**

**<http://michigannutritionnetwork.org/how-to-apply/>**.

2. **Hard Copy** – Five (5) complete proposal packages with all seven (7) components (one copy with original signatures (electronic signatures are accepted), plus four copies) must be mailed and postmarked by April 16, 2019 to:

Fiscal Year 2020 RFP  
c/o  
Sarah L. Panken, MS  
Michigan Fitness Foundation  
1213 Center Street, Lansing, Michigan 48906 (UPS/FedEx)  
OR  
P.O. Box 27187, Lansing, MI 48909 (USPO)

**If you have questions, email: [fy2020-rfp@michiganfitness.org](mailto:fy2020-rfp@michiganfitness.org).** Questions will be logged, answered, and posted in batches weekly. Please visit:

<http://www.michigannutritionnetwork.org/how-to-apply> to find the FAQs. To ensure that questions are answered in time to inform your proposal writing process, please submit questions by Wednesday, April 11, 2019 at noon.

FY20 RFP information can also be found at: [www.michigannutritionnetwork.org/how-to-apply/](http://www.michigannutritionnetwork.org/how-to-apply/).

## **PROPOSAL REQUIREMENTS CHECKLIST**

Please review the following checklist to ensure that your proposal package meets submission requirements.

### **Step 1: Letter of Intent**

- Letter of Intent was submitted electronically to MFF by March 26, 2019 at 4:00 pm EST.

### **Step 2: Proposal Package**

- Proposal Package, with the below outlined components, was submitted electronically and five (5) hard copies mailed to MFF by April 16, 2019 at 4:30 pm EST.

## 1) Proposal Form

- All Proposal Instructions were carefully followed:
  - Thoroughly answered all questions in each section of the proposal narrative, including Appendix A and Appendix B.
  - If you submitted a proposal in FY19, there is an expectation that proposal feedback and program evaluation will inform your FY20 proposal.
  - Used the 'Proposal Backgrounder' to understand SNAP-Ed at the Michigan Fitness Foundation and plan proposed programming.
  
- The margins on this document are 1" on all sides.
- The font size is at least 11 pt. Font size in tables may be 10 pt.
- The proposal submitted was organized in the order as outlined in the Proposal Form, including section and appendix headings.
- Document (MS Word format) is submitted electronically **AND** 5 hard copies are mailed to MFF.

## 2) Budget Worksheet

- Budget Instructions were carefully followed.
- Any math has been double checked.
- Information in all cells prints in full.
- All Budget Worksheets are included with the hard copy of the application submitted to MFF.
- Document (MS Excel format) is submitted electronically **AND** 5 hard copies are mailed to MFF.

## 3) Letter of Qualification

- On organization/agency letterhead.
- Signed by an authorized signer.
- Document (PDF format) is submitted electronically **AND** 5 hard copies (**1 with original signature** + 4 copies) are mailed to MFF.

## 4) SNAP-Ed Compliance Assurances

- Signed by both the authorized organization representative **AND** the organization financial representative.
- Signed by the organization program lead.
- Document (PDF format) is submitted electronically **AND** 5 hard copies (**1 with original signature** + 4 copies) are mailed to MFF.

## 5) Evaluation Assurances

- Signed by both the organization authorized representative **AND** the organization evaluation representative.
- Document (PDF format) is submitted electronically **AND** 5 hard copies (1 with **original signature** + 4 copies) are mailed to MFF.

## 6) Current and Pending

- Complete a Current and Pending Form for each key staff person who will be funded (full or in part) through your proposed FY20 SNAP-Ed program. At a minimum, include the Lead Program Contact, Financial Representative, and Evaluation Representative (if different from the Lead Program Contact at your organization). MFF reserves the right to ask for additional current and pending documents for other key staff after proposal submission.
- Document (PDF format) submitted electronically (current and pending documents can be compiled into one PDF) **AND** 5 hard copies are mailed to MFF.

## 7) Letters of Collaboration (as referenced in the Proposal Instructions)

- At least 2 Letters (PDF format) are submitted electronically **AND** 5 hard copies (1 **original** + 4 copies) are mailed to MFF.

# PROPOSAL FORM INSTRUCTIONS

## A. MFF SNAP-Ed Partner Information Sheet

- Insert organization/agency name and type of organization/agency.
- Insert title of program (No more than 75 characters).
- Insert point person contact information for each applicable role. This is the person from your organization who is responsible for ensuring each set of activities is completed.

## B. Program Snapshot

Complete the table in Section B to provide a snapshot of your proposed program (see example below). It may be helpful to fill in the table after you complete the other sections in the Proposal Form to ensure it fully and accurately reflects your proposed programming.

Please include a new row for each intervention and report if the intervention will be used as direct education or to support policy, systems, and environmental change.

- Direct Education (DE): Face-to-face, evidence-based nutrition education delivered by an educator; based on guidance from USDA, *interactions/sessions must be at least 20 minutes to count as DE.*
- Policy, Systems, and Environmental Change (PSE): A set of actions, rooted in collaboration, to advance changes in written policy, organizational, or community

practices, and the built, economic, and social environment to improve opportunities for people to engage in healthy behaviors.

If an intervention has both DE and PSE components, list it on two separate rows to ensure the anticipated reach for each component is well-defined and that participants included in the proposed DE reach are not also counted as reach in the PSE component.

Next, report the setting(s) and # of sites for each setting related to the intervention. Use the setting names as defined in the SNAP-Ed Education and Administrative Reporting System (EARS) (*For a list of setting names, reference the “Settings by Domain” document listed under the ‘Other Resources’ on the MNN website – ‘How to Apply’ webpage*). The anticipated reach by audience age should also be listed, with totals provided.

Intervention Name	DE or PSE	Setting(s)* and # of sites per setting		Anticipated Reach by Audience Age					Total Reach
		Setting	# Sites	<5	5-11	12-17	18-59	60+	
<i>PE-Nut</i>	<i>DE</i>	<i>a. Schools b. Community Centers</i>	<i>a. 10 b. 4</i>	<i>0</i>	<i>1000</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1000</i>
<i>PE-Nut</i>	<i>PSE</i>	<i>a. Schools</i>	<i>a. 5</i>	<i>0</i>	<i>1500</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1500</i>
<i>CX3 in Pantries</i>	<i>PSE</i>	<i>a. Food Banks b. Food Pantries</i>	<i>a. 1 b. 2</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>300</i>	<i>75</i>	<i>375</i>
<b>Total</b>				<b>0</b>	<b>2500</b>	<b>0</b>	<b>300</b>	<b>75</b>	<b>2875</b>

**C. Funding and Program History**

Table: Complete the table in Section C of the Proposal Form if your organization received SNAP-Ed funding in previous years.

- For organizations that received a Federal Award for SNAP-Ed work in FY17, FY18, and/or FY19, do the following:
  - In Row 1, specify the amount of the Federal Award that was approved in your contract.
  - In Row 2, indicate the actual amount of the Federal Award for which you received reimbursement.
- If your organization received a Federal Award for SNAP-Ed work for the first time in FY19, only complete Row 1.
- For organizations that received funding through a mid-year capacity-building project or a pilot project to do SNAP-Ed work, do the following:
  - Complete the last column ‘Other SNAP-Ed Funding’ and note the year funding was received, how much funding you were given (Row 1), and how much of that funding was expended (Row 2).

Narrative: If your organization has been previously funded to conduct SNAP-Ed work, include a few sentences describing how you will build off results from prior work to inform what is being proposed in FY20.

#### **D. Current and Future Work**

**FY20 Funding Requested:** Enter the total amount of funding being requested for your proposed FY20 SNAP-Ed program.

**Narrative:** Briefly describe your organization's full portfolio of all work related to healthy eating and active living. Include current and potential future project(s) that may/will be implemented within the next two (2) years, and cite your specific funding source(s). Also, discuss the synergy (i.e., coordination among projects and how they leverage each other) of these initiatives with your SNAP-Ed work. Describe how they contribute to SNAP-Ed program sustainability.

#### **E. Needs Assessment Methodology and Findings**

A needs assessment is conducted to identify the direct nutrition education, physical-activity promotion, **AND** policy, systems, and environmental change (PSE) needs of the population you plan to serve and to ensure your SNAP-Ed program meets those needs. Priority for funding will be given to projects that present a strong needs assessment and whose proposed programming addresses the needs identified.

Complete Questions 1-8 in Section E of the Proposal Form to describe your needs assessment process, findings, and sources of information and to connect the identified community needs to your proposed program. This section should focus on local data as much as possible, include the health status with focus on key target audiences, and provide a robust picture of community assets, barriers, and opportunities.

Use the [Map to Healthy Living \(http://map2healthyliving.org/\)](http://map2healthyliving.org/) to identify existing SNAP-Ed programming and include this information in Question #5.



Refer to the tip sheet, "A New Perspective on the Needs Assessment," under 'Other Resources' on the MNN website – 'How to Apply' webpage for more considerations when developing this section.

**Note:** There should be focus on reaching food insecure populations. MFF also encourages proposals focusing programming on priority populations and in priority geographies (see below); however, only highlight these in your proposal if there will be specific programming to reach these populations and/or geographies.

**Priority Populations:** Native Americans, Arab Americans, Hispanics/Latinos, Individuals with Disabilities, Veterans, Refugees, or Seniors.

**Priority Geographies:** Rural Communities, Communities in Crisis (Detroit and Flint, or others with rationale), and the 14 counties with the largest SNAP eligible populations in Michigan: Berrien, Calhoun, Genesee, Ingham, Jackson, Kalamazoo, Kent, Macomb, Muskegon, Oakland, Saginaw, St. Clair, Washtenaw, and Wayne.

**Programming**

**F. Intervention Materials and Resources**

SNAP-Ed requires that existing evidence-based and/or practice-tested interventions be used. Note that nutrition education, physical activity promotion, and PSE intervention materials developed by other federal programs might have activities and features that are not allowable for SNAP-Ed (see Proposal Backgrounder). Such activities, if implemented, cannot be supported by SNAP-Ed funding. If you elect to use educational materials that are not fully allowable for use in SNAP-Ed, please specify which components are allowable and will be used for SNAP-Ed. Evidence-based interventions should still be delivered in full and with fidelity even if only a portion of the program is SNAP-Ed allowable.

MFF encourages the use of existing SNAP-Ed materials. A resource for potential interventions and accompanying materials is the SNAP-Ed Toolkit ([\*SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States\*](#)). The Toolkit, however, is not an exhaustive list and not all of the interventions or materials listed are fully SNAP-Ed allowable, appropriate for use in Michigan, or aligned with your focus audience(s) or community(ies). Interventions should be selected based on the results of your needs assessment and the likelihood they will lead to positive outcomes for your target audience(s) and community (as described in Section L).

Complete the table for all materials and resources proposed (i.e., core interventions, supporting/supplemental materials, assessments). This must include both direct education and PSE initiatives. See example below.

**Note:** Any proposed revision of education materials requires written approval from MFF prior to implementation and may require additional evaluation beyond overall program evaluation.

<b>Title</b>	<b>Author</b>	<b>Description of Material</b>	<b>DE or PSE</b>	<b>Core, Supplemental, Assessment</b>
<i>PE-Nut (HSHC, FIT BITS, HTL, EPEC)</i>	<i>MFF</i>	<i>Comprehensive school-based nutrition education intervention with PSE strategies (changes in school policies around healthy classroom snacks)</i>	<i>DE &amp; PSE</i>	<i>Core, Assessment</i>
<i>MIHOTM</i>	<i>MFF</i>	<i>Teacher and food service tools, student activities, family/ community newsletters, and recipes focused on fruits and vegetables.</i>	<i>DE</i>	<i>Supplemental</i>
<i>CX3</i>	<i>California Department of Public Health</i>	<i>Set of strategies and tools to support PSE change in grocery stores</i>	<i>PSE</i>	<i>Core, Assessment</i>




## G. Evidence of Effectiveness of Core Interventions (DE and PSE)

Provide a summary of the evidence supporting the effectiveness of each of your proposed core direct education (nutrition education and physical activity promotion) and PSE intervention(s).

1. Include the following to show your proposed interventions are effective and will achieve the desired sustainable behavior outcomes with your proposed target audience(s):
  - a. Evidence from the literature: Reference up-to-date citations from multiple credible sources, as applicable.
  - b. Evidence from evaluation studies: Reference up-to-date citations from multiple credible sources, as applicable.
  - c. Evidence from previous programming (if applicable): If your organization is currently implementing or has implemented any of the proposed core interventions in the past, provide a brief synopsis of the program's past outcomes/results.
2. What evidence is there to suggest this intervention will lead to positive outcomes for your target audience? Do you have past outcomes to indicate it will likely achieve anticipated outcomes?

**Note:** Just being listed in the SNAP-Ed Toolkit is not evidence that an intervention is effective in achieving your defined objectives with your selected audience. Further, previous use of an intervention does not in and of itself support its use in future programming unless there is an identified need and you can verify its effectiveness with your target audience.

 Refer to the tip sheet, "A Closer Look at Evidence-Based Interventions," under 'Other Resources' on the MNN website – 'How to Apply' webpage for more considerations when developing this section.

## H. Program Narrative

Concisely describe each of your proposed direct nutrition education, physical activity promotion, and PSE interventions and how they will work together in the communities you serve. Clearly articulate the balance of DE and PSE components and materials and how they will create a comprehensive, community wrap-around program and achieve outcomes.

The level of detail must be sufficient so that an audience **completely unfamiliar** with your current and/or previous SNAP-Ed programming and can understand your proposed program.

## I. Program Timeline

Complete the first table (see example below) by listing each proposed direct education intervention and the associated number of sessions, frequency of sessions, and total number of series provided.

- Session: A single, face-to-face lesson or interaction where DE is provided (must be at least 20 minutes in length).
- Series: A group of multiple sessions over the course of which a complete DE intervention is delivered.

Direct Education Intervention	Number of Sessions	Frequency of Sessions	Total Number of Series
<i>Linking Lessons</i>	<i>5</i>	<i>Weekly</i>	<i>16</i>

The purpose of the Program Timeline table (see abbreviated example below) is to provide an overall view of your program components across the program year (10/01/19 – 09/30/20). This table provides an overview of what happens when, how individual tasks fit into the overall program plan, who is responsible for each task, and products or deliverables that need to be produced each month. Make sure to include evaluation activities.

Use alpha bullets so information within each cell can be easily reviewed. Use short phrases; complete sentences are not necessary.

Timeframe	DE Tasks (include evaluation tasks)	PSE Tasks (include evaluation tasks)
<i>October 2019</i>	<ul style="list-style-type: none"> <li><i>a. Team planning meetings</i></li> <li><i>b. Schedule/begin PE-Nut lesson series at 3 sites</i></li> <li><i>c. Administer fruit/veggie screener evaluation (pre)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a. Project planning meetings</i></li> <li><i>b. Identify/contact potential collaboration members</i></li> <li><i>c. Schedule first meeting; draft the agenda</i></li> </ul>
<i>January 2020</i>	<ul style="list-style-type: none"> <li><i>a. Monthly team meeting</i></li> <li><i>b. PE-Nut Series 2: Lessons 5-6</i></li> <li><i>c. Educators complete teaching log</i></li> </ul>	<ul style="list-style-type: none"> <li><i>a. Collaboration meets</i></li> <li><i>b. Complete Fruit/Vegetable Community Assessment (pre)</i></li> <li><i>c. Summarize survey results; identify possible areas to work on</i></li> </ul>

## J. Program Evolution

If your organization has previously received funding to conduct SNAP-Ed work, briefly outline how that work informed the evolution of your proposed FY20 programming. Specifically, describe how things that are working well in your program are being built upon and how things not working well are being revised. Provide data- and experience-supported justification for adding or removing interventions and any changes being made to the program’s delivery methods/strategies, resources used, and/or activities.

## Collaboration

### K. Multi-Sector, Collaborative Approach

The USDA and MFF emphasize using a multi-sector, collaborative approach that includes partnering with non-SNAP-Ed funded organizations to advance SNAP-Ed goals, leverage resources, and build sustainability. This approach can reinforce and amplify the efforts of each organization.

The focus is on working toward community-level changes to improve opportunities for people to choose healthy foods and be physically active. Pages 139-148 of the [SNAP-Ed Evaluation Framework \(Framework\)](#) provide helpful information about multi-sector partnerships and planning (ST8). If your community already has a productive collaborative group that is working

towards or making changes in policies; food access; community facilities or recreational spaces; and/or social marketing campaigns, etc., review Chapter 3 of the *Framework* to understand how your proposed SNAP-Ed program can operate at the “Sectors of Influence” level.

**Narrative:**

In the narrative, describe the multi-sector, collaborative approach you plan to use to support and advance SNAP-Ed aligned PSE efforts in your community. Discuss how SNAP-Ed staff will actively contribute to accomplish PSE changes (outside of networking and sharing information).

A collaborative approach could involve being a part of a collaboration where organizations work together to tackle a community issue such as food insecurity, limited access to local fruits and vegetables, or too few opportunities for physical activity. Include who will be involved and the role of each partner.

**Table:**

In the table (see example below) in Section K of the Proposal Form, list partners that will provide a Letter of Collaboration. At least two (2) letters from non-SNAP-Ed funded organizations or collaboratives are required, and they need to clearly describe how the organization/collaborative will contribute to your proposed program. Include the signed letters with your proposal packet.

**Note:** It is not enough for an organization to indicate that they think your proposed program is great and are supportive of it. If they do not have a specific role that benefits your program, do not add them as a collaborative partner; they are only a cooperating partner at this point.

<b>Partnering Organization</b>	<b>Describe previous or current collaborative work with this organization.</b>	<b>How will you work collaboratively with this organization in your proposed program?</b>
<i>County Obesity Task Force</i>	<i>We have participated as a member for two years.</i>	<i>A representative from our organization is on the sub-group involved in assessing need for nutrition education in all food pantries in the county, and the assessment results will help identify nutrition education needs in local food pantries.</i>
<i>Midtown Neighborhood Association</i>	<i>We have implemented PE-Nut in all schools within this neighborhood.</i>	<i>We will work together to complete the PAC assessment to identify current opportunities for physical activity and create a plan to expand them such that Mid-Town N'hood Assoc. is actively involved.</i>

**Evaluation**

**L. Indicators and SMART Objectives**

A completed outcome evaluation table, including indicators, outcome measures, and SMART objectives, should establish that a structured evaluation is in place and demonstrate your proposed program’s alignment with the [SNAP-Ed Evaluation Framework \(Framework\)](#).

Examples are provided in the table that follows. As you complete the table, consider the following:

1. **Indicator.** Select the indicators your proposed SNAP-Ed program will address from the [SNAP-Ed Evaluation Framework \(Framework\)](#), and list each indicator on a row in the table.

**Every program must address, measure, and report on:**

- *MT1. Healthy Eating*
- At least one of: *ST5. Readiness and Need, ST6. Champions, and/or ST7. Organizational Partnerships*
- At least one of: *MT5. Nutrition Supports and/or MT6. Physical Activity and Reduced Sedentary Behavior Supports*

- **For returning SNAP-Ed subrecipient organizations:**

- If you have implemented **SNAP-Ed programming for at least two (2) full program years, ST8: Multi-Sector Partnerships and Planning is required.**
- If you have implemented **SNAP-Ed programming in any domain for at least three (3) full program years, at least one LT indicator per domain, such as LT5: Nutrition Supports Implementation and LT6: Physical Activity Supports Implementation, must be included.**

- Optional: Other important indicators are *MT2. Food Resource Management, MT3. Physical Activity and Reduced Sedentary Behavior*, and additional indicators, as relevant to your programming.

2. **Outcome Measure(s).** For each indicator, review the associated outcome measures in the *Framework*. Select and list all the outcome measure(s) the program will influence and that you will evaluate and report on.
3. **SMART Objective(s).** List SMART objective(s) associated with indicators and outcome measures. SMART objectives should be **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-specific. (See Proposal Backgrounder for more information on SMART objectives). **Note:** There may be multiple SMART objectives associated with a particular indicator, depending on the number of outcome measures, number of interventions, and audience age-groups.
4. **Associated Intervention(s).** List the intervention(s) that align with the indicator(s), outcome measure(s), and SMART objective(s). Ensure expected outcome(s) from intervention(s) align with the indicator.
5. **Outcome Evaluation Tool(s).** Include the evaluation tool(s) that will be used. For DE, valid and reliable tools are available and should be used. PSE interventions might not have validated tools available. In these cases, describe the evaluation process that will occur. Tools selected for interventions must be approved by MFF before programming begins.

6. **Audience to Complete Tool.** Describe the audience who will complete the data collection tool(s).

Indicator	Outcome Measure(s)	SMART Objective(s)	Associated Intervention(s)	Outcome Evaluation Tool(s)	Audience to Complete Tool
MT1	MT1l. & MT1m.	<p><b>By September 30, 2019:</b></p> <p><i>XX%* of Cooking Matters participants will increase their frequency of fruit and vegetable consumption.</i></p> <p><i>After participating in PE-Nut:</i></p> <p><i>XX% of children who reported vegetable consumption 'most or all of the time' before the lessons will maintain their frequency and XX% of children who reported 'little/none' or 'sometimes' before the lessons will increase their frequency of vegetable consumption</i></p> <p><i>XX% of K-2<sup>nd</sup> grade participants' parents will report their child increased consumption of fruits and XX% will report their child increased consumption of vegetables.</i></p>	<p><i>Cooking Matters for Adults</i></p> <p><i>PE-Nut</i></p> <p><i>PE-Nut</i></p>	<p><i>Cooking Matters for Adults Participant Survey</i></p> <p><i>That's Me: My Choices</i></p> <p><i>MFF Parent Survey</i></p>	<p><i>Sample of Adult Program Participants</i></p> <p><i>3<sup>rd</sup>-5<sup>th</sup> grade program participants</i></p> <p><i>Parents of K-2<sup>nd</sup> grade program participants</i></p>
MT2	MT2b.	<p><i>At least XX% of Cooking Matters for Adults participants will increase their frequency of reading nutrition facts labels when shopping.</i></p>	<p><i>Cooking Matters for Adults</i></p>	<p><i>Cooking Matters for Adults Participant Survey</i></p>	<p><i>All Adult program participants</i></p>

<b>Indicator</b>	<b>Outcome Measure(s)</b>	<b>SMART Objective(s)</b>	<b>Associated Intervention(s)</b>	<b>Outcome Evaluation Tool(s)</b>	<b>Audience to Complete Tool</b>
<i>ST7</i>	<i>ST7a., ST7b., &amp; ST7c.</i>	<i>At least two active organizational partnerships that support MT5 PSE initiatives will be documented and evolved.</i>	<i>Grocery Store PSE Intervention</i>	<i>Documentation regarding the number of active partnerships (ST7a), the depth of relationship (ST7b), and the partnerships accomplishments and lessons learned (ST7c) will be collected and reported.</i>	<i>Program Staff, Grocery Store Staff</i>
<i>MT5</i>	<i>MT5a., MT5b., MT5c., MT5d., &amp; MT5f.</i>	<i>At least three grocery stores will implement at least two new PSE changes each, based on assessment results.</i>	<i>Grocery Store PSE Intervention</i>	<i>CX3 Assessment Pre/Post change (MT5b-MT5d), initiative adoption documentation (MT5b-d), store sales records (MT5f)</i>	<i>Program staff, grocery store staff</i>
<i>LT5</i>	<i>LT5a., LT5b., LT5c.</i>	<i>&lt;Program Name&gt; will work with two farmers markets (Shop domain) that have each made PSE changes (aligned with MT5) to implement staff training on program and policy implementation (aligned with LT5a) and complete pre and post effectiveness assessments (aligned with LT5c).</i>	<i>Grocery Store PSE Intervention</i>	<i>Documentation regarding the MT5 change and staff training for continuous implementation per site. Pre and post assessment scores using a reliable environmental assessment tool to demonstrate score improvement.</i>	<i>Program staff, grocery store staff</i>

Indicator	Outcome Measure(s)	SMART Objective(s)	Associated Intervention(s)	Outcome Evaluation Tool(s)	Audience to Complete Tool
ST8	ST8a, ST8b, ST8c, & ST8d	Engage in at least one multi-sector coalition that addresses nutrition or physical activity-related community changes. The coalition will have at least five sectors represented and level of engagement of <Program Name> and influence of SNAP-Ed in the coalition will be documented and align with Indicator ST8.	<Program Name>	Documentation of the types and number of organizations or individuals per sector represented (ST8a), level of multi-sector representation (ST5b), level of active engagement (ST5c), and level of influence of SNAP-Ed in the partnership (ST5d) will be collected and reported. Evaluation tools will include the PARTNER Tool; staff notes; coalition notes/minutes.	Program staff, coalition members

\*XX% = The percent change predicted by the evidence-based intervention

### M. Process Evaluation

Process evaluation for DE is required to document consistency and fidelity of program delivery across educators and sites **and** to collect information from participants, educators, teachers, or site contacts to improve programming (during the intervention and in the future).

For PSE, it is necessary to document the process (collaborations, assessments, planned actions, and actions taken, etc.) with enough detail so others can understand what led (or did not lead) to changes in policies, systems, or the environment.

#### Table:

Complete the table (see example below) in Section M of the Proposal Form.

What type of process evaluation tool(s) will you use? (Include author)	What type of data will you collect using that tool?	What intervention(s) does this tool relate to?	Who is the respondent for this tool and when will they provide the information?
<u>DE example:</u>  Educator log (MFF template)	Name of lessons taught; total reach and attendance per lesson; modifications from the delivery plan; input from participants and educators about tastings and suggested changes to improve the lesson.	PE-Nut; Grow It! Try It! Like It!; Fresh Conversations	All educators will complete the log after each lesson and turn it in monthly.
<u>PSE example:</u>  Meeting log with agendas and action plans (MFF templates)	Meeting dates, attendees, actions taken, and planned or needed next steps.	Grocery Store Intervention (CX3)	Project director will complete/revise the log after each meeting and provide it to their MFF Project Manager as part of their monthly highlights.

Narrative:

Complete questions 1-5 in Section M of the Proposal Form to provide specific details regarding your process evaluation plan for both DE and PSE programming. Each question can be answered in a few sentences; please provide brief but clear answers. See below for considerations to keep in mind.

1. **What training(s) will be provided to program staff on how to implement the process evaluation plan detailed in the table above?**  
*Include details about how and when program staff will learn how to follow the plan's procedures and protocols (e.g., using the correct process evaluation tools, submitting forms on time and to the appropriate person, etc.).*
2. **What training(s) will be provided to program staff on maintaining fidelity of the DE and PSE intervention(s)?**  
*Include details such as what content will be covered; where and when/how often training(s) will take place; who will facilitate the training(s), etc.*
3. **Describe how you will monitor intervention fidelity.**  
*Include details about how and which tools (e.g., educator or fidelity logs) and activities (e.g. site visits) will be utilized; where and when/how often monitoring will occur; and who will be responsible for monitoring fidelity, etc.*
4. **How will you use process evaluation to find out whether your program (both DE and PSE) is meeting the needs of your target audience(s)?**  
*Include details about data you will gather to see if the program is meeting needs (e.g., participant satisfaction), and which tools or practices (new or existing) can be used to collect that data (e.g., focus groups, end-of-program participant survey sessions).*



5. **Describe how you will use process evaluation findings to inform program improvement.**

*Some things to consider include when/how often data will be reviewed; what data or tools from your process evaluation will be used to identify areas for improvement (e.g., information on successes and challenges in program delivery); what approach will be used to determine which program improvements to make (i.e., how will decisions be made?), etc.*

**NOTE:** All FY 2020 SNAP-Ed subrecipient organizations with funding requests less than \$150,000 will receive evaluation support from MFF; those with funding requests greater than \$150,000 are expected to budget for a third-party evaluator.

However, the network-wide evaluation strategy for SNAP-Ed funded subrecipients may be adjusted based on the outcomes of the FY 2019 evaluation, as determined by MFF.

## **Appendices**

### **Appendix A. Focus on Target Audience**

The Focus on Target Audience table (see example below) describes the SNAP-Ed eligibility of your target audience(s) and estimates the number of people reached through your proposed programming. You must accurately identify the eligible audience(s) for the interventions and activities you plan to implement in your proposed program to be eligible to receive SNAP-Ed funding.

#### **1. Delivery Site**

List, specifically as possible, the locations where you plan to connect with SNAP eligible audiences for your proposed core DE and PSE interventions (e.g., Nutrition Assistance Office, 10<sup>th</sup> Street Farm Market, Best Public Housing, etc.). If you plan to work with schools, please list each building separately.

MFF recognizes that program sites may change before programming begins. Be sure to list site locations to the best of your ability and in sufficient detail to justify reach numbers and budget. All sites must be secured before the program year begins on October 1, 2019.

#### **2. New (N) or Returning (R) Site**

Indicated whether the delivery site is new (N) and you have not provided SNAP-Ed programming there previously, or if the site is returning (R) and you have provided SNAP-Ed programming there in the past.

#### **3. Audience Category**

In accordance with USDA Guidance, Target Audiences are broken into four categories (1-4). Identify a number (1, 2, 3, or 4) for the Audience Category. Complete this section of the table using the Category information below. Each bullet describes a specific population within each Category:

##### **Category 1 – Income-based:**

- Persons eligible for other means-tested Federal assistance programs such as Supplemental Security Income (SSI), the WIC Program, or TANF.
- Incarcerated persons, residents of nursing homes, boarders, or college/university students are ineligible for SNAP-Ed.

##### **Category 2 – Location-based:**

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

##### **Category 3 – Locations serving low-income populations:**

- Persons at other venues when it can be documented that the location/venue serves generally low-income persons where at least 50 percent of persons have gross incomes at or below 185 percent of poverty guidelines/thresholds. This would include, for example, persons residing in or schools or childcare centers located in census tract

areas or other defined areas where at least 50 percent of persons have gross incomes that are ≤185 percent of the poverty threshold, or children in schools where at least 50 percent of children receive free and reduced priced meals.

- Venues/locations identified in qualified census tracts
  - Steps to see the statewide view of the eligible tracts, go to <http://map2healthyliving.org>, then do the following:
    1. In the “What to Look For” section, scroll to the Geographic section and click the “Eligible Census Tract” layer.
    2. Click “Go”. The shaded areas on the map indicate census tracts where at least 50 percent of the population have gross incomes at or below 185 percent of poverty guidelines/thresholds.

**Category 4** – Retail locations serving low-income populations:

- Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of \$50,000 or more OR persons shopping in grocery stores located in census tracts where at least 50 percent of persons have gross incomes that are ≤185 percent of the poverty threshold. When SNAP-Ed receipts are less than \$50,000 monthly, a store may be able to show average monthly SNAP redemptions that are significant compared to overall sales or some other indication that the low-income population shops at that location.

#### **4. Target Audience Description**

Identify the segment of the population to whom the program is targeted, such as older adults, mothers, youth ages 11-17, children ages 6-11, children ages 0-5, etc. Include additional details if you plan to target a sub-category of the population, such as African American mothers, Native American children ages 1-5, etc.

**Note:** If you are conducting DE or PSE programming with different segments of the population (e.g. children and their caregivers), please list them separately. See example below.

#### **5. DE or PSE – Denote Type of Programming**

Use “DE” or “PSE” to identify whether the programming occurring at each site location is a direct education (DE) or a policy, systems, and environmental change (PSE) intervention.

**Note:** If you are conducting different DE and PSE interventions at the same site, please list the site location twice (one row for DE; one row for PSE) and provide the associated audience information and reach. See example below.

If an intervention has both DE and PSE components, list it on two separate rows to ensure the anticipated reach for each is well-defined and that participants included in the proposed DE reach are not also counted as reach in the PSE component.

**6. Core DE or PSE – List Specific Intervention**

Name the core DE or PSE intervention to be implemented at each site.

**7. Reach**

Estimate the total number of people your organization anticipates reaching through direct education (e.g., face-to-face class, workshop, group discussion, etc.) or PSE interventions during the program period.

<b>Delivery Site</b>	<b>New (N) or Returning (R) Site</b>	<b>Audience Category</b> (Category number and type)	<b>Target Audience Description</b>	<b>DE or PSE</b>	<b>Core DE or PSE Intervention</b>	<b>Reach</b>
Best Public Housing, 809 ABC Dr, Anywhere	N	3-Qual census tract	A. Adults, M/F, 18+ B. Children 10-16	DE	Cooking Matters for Families	A. 20 B. 10
XYZ School, 1234 ABC Dr., Anywhere	R	3-Schools ≥ 50% F/R	Children K, 2, 4	DE	PE-Nut	120
XYZ School, 1234 ABC Dr., Anywhere	R	3-Schools ≥ 50% F/R	Children K-5	PSE	Smarter Lunchrooms	240
<b>TOTAL</b>						390

## Appendix B. Indirect Channels

An indirect channel (IC) is a type of education that reaches an audience not participating in your core DE or PSE interventions and can include channels such as: newsletters, community and/or parent engagement activities, community events, tastings at farmers markets or health fairs, MiHOTM components, NERI, etc. The Indirect Channels table (see example below) is used to summarize the types of the indirect channels that are part of your core DE and PSE program interventions and their corresponding reach.

Consider the following:

- **Interventions:** Your intervention may include a combination of DE, PSE, and indirect channels for multiple audiences. It is important to record all of the indirect channels your program will use, even if you do not have *additional* reach through indirect channels.
- **Indirect Channel Reach:** Supplemental activities delivered in tandem with the core DE to the same participants are not indirect channels; rather, they are components of the DE intervention and the reach should not be reported outside of, or in addition to, the DE reach number. For example, if NERI is given out to students in the Cooking with Kids sessions, do not double count those students (for classroom lessons plus NERI) – they are already reflected in the core DE reach.

### 1. Intervention

List each core DE or PSE intervention that has an associated IC reach on a separate line.

### 2. Indirect Channel Delivery Setting Description

List the settings in which indirect intervention channels will be delivered for each intervention. *For a list of setting names, reference the “Settings by Domain” document listed under ‘Other Resources’ on the MNN website – ‘How to Apply’ webpage.*

### 3. Indirect Channel

List all the indirect channels used in each setting. *For a complete list of indirect channels, reference the “Indirect Channels” document listed under ‘Other Resources’ on the MNN website – ‘How to Apply’ webpage.* For food tastings, use ‘Other’ and list the type of channel (e.g., Other-food tasting).

### 4. Target Audience Description

Identify the population the indirect channel strategies target. List each audience segment separately and denote with alpha bullets.

### 5. Audience counted as part of PSE or DE table

Enter “yes” or “no” to identify if each target audience segment was counted as part of the DE and PSE audience table. If you enter yes, the reach should be 0 for that audience segment. List each audience segment separately and denote with alpha bullets.

## 6. Reach

Provide one reach number that represents all settings and channels for the intervention (indirect delivery) listed in #1. *Only include a reach number for individuals not already included in your Target Audience Table in Appendix A.* If they have been counted in your Target Audience Table, still list them and the associated indirect channels and settings, but the reach will be 0 (see #5).

Examples:

- If you send newsletters (indirect channel reaching caregivers) home to an entire school and hosted a school-wide food tasting (indirect channel reaching students), and only offer DE classes to K, 2, 4; you would count parent(s) of ALL students, and ONLY students in 1,3,5 in your indirect channel reach since you have already counted K, 2, 4 as part of your DE reach.
- The core DE intervention is Cooking with Kids reaching 1000 K, 2 and 4 students in five elementary schools and newsletters are sent home to 1400 parents. In addition, Smarter Lunchrooms (PSE) is being implemented in all five of the same schools and reaches a total student population of 2000. In this case, the core DE reach is 1000 students (included in Appendix A). The reach from indirect channels (IC) is 1400 parents (included in Appendix B), and PSE reach is 2000 students (included in Appendix A).

**Note:** Record unduplicated reach only. If your core DE includes multiple indirect channels, then a person counted in the core DE reach (in Appendix A), **should not be counted** in any of the indirect channels reach (Appendix B). Likewise, a person counted in one of the ICs should not be counted again in another IC within that same core intervention. In other words, only count a person once in an intervention.

Intervention	Indirect Channel Delivery Setting Description	Indirect Channel	Target Audience Description	Audience counted as part of PSE or DE in table above (Appendix A)? (yes or no)	Reach
PE-Nut	Individual homes; Schools	Electronic materials, Hard copy materials, NERI, other-PEAs, other-MIHOTM tasting	A. Parents of K-5 students; B. children grades K-5	A. No-parents; B. No-grades 1,3,5; Yes-grades K,2,4	25,000
Smarter Lunchrooms (SL)	Individual homes	Hard copy materials- newsletter about SL initiatives	Parents of K-5 students;	No-parents	17,500
<b>TOTAL</b>					42,500

\*\*This table is a summary by core intervention, both DE and PSE. Each core intervention with an associated IC reach in your proposed program should be represented in this table.