

# FY19 SNAP-Ed Final Report EARS Data Report Instructions

Useful items to have available when completing your EARS Data Report:

- This instruction document;
- Your most up-to-date Project Summary;
- The EARS Data Report, available on the [Partner Portal](#); and
- Program participant data files.

To access the EARS Data Report:

1. Go to the Final Report page on the [Partner Portal](#).
2. At the bottom of the webpage, click the 'Get Started' button under 'EARS Data Report' to be directed to the online form.

## Complete All Five Parts

The image displays five interactive cards arranged in two rows. Each card features a teal circular icon with a white pencil symbol at the top. The cards are as follows:

- Top Row:**
  - PSE Details Worksheet**: (Indicators ST5, MT5, MT6, ST6, LT5, and LT6). Includes a 'GET STARTED' button.
  - ST7 and ST8 PSE Details in M2HL Update Portal**. Includes a 'GET STARTED' button.
- Bottom Row:**
  - EARS Data Report**: This card is circled in red. Includes a 'GET STARTED' button.
  - Program Report**. Includes a 'GET STARTED' button.
  - Financial Report**. Includes a 'GET STARTED' button.

The instructions that follow are a PDF of Power Point presentation slides and their corresponding notes. If you have difficulty finding information about a specific topic, you can use the 'search' function in Adobe Acrobat to locate what you need by clicking 'Edit,' 'Find,' and entering a search term.

# SAMPLE PROJECT SUMMARY FOR DEMONSTRATION PURPOSES ONLY

## Michigan Fitness Foundation Project Summary The Amazing Nutrition Program in Michigan

### 1. SMART Objectives

- a. By September 30, 2019, at least 20% of students participating in cooking and nutrition education lessons with *Cooking with Kids* will report an increased frequency of consumption of fruit, and 25% will report an increased frequency of consumption of vegetables.
- b. By September 30, 2019, 25% of parents of students participating in nutrition education lessons with *Grow It! Try It! Like It!* will report their child is eating more fruits, and 30% will report their child is eating more vegetables.
- c. By September 30, 2019, The Amazing Nutrition Program in Michigan will partner with five School Wellness Committees to conduct an assessment of their respective school's nutrition environment using the *Smarter Lunchroom Self-Assessment Score Card*, and at least one school will implement at least one environmental or policy improvement to the nutrition environment.

### 2. Focus on Target Audience

Delivery Site	Type of Intervention (DE or PSE)	Audience Category	Target Audience Description	Reach
Elementary Schools (5)	DE ( <i>Cooking with Kids</i> )	(3) Schools where ≥50% of students receive free and reduced priced meals	M/F ages 5-11	300
	IC (Newsletters)		M/F adult parents of participating children	420
Head Start (1)	DE ( <i>Grow It! Try It! Like It!</i> )	(2) Head Start program located in qualifying census tract	M/F ages 3-5	20
Elementary Schools (5 schools will complete assessment; at least 1 school will make changes)	PSE ( <i>Smarter Lunchrooms</i> )	(3) Schools where ≥50% of student receives free and reduced priced meals	M/F ages 5-11	500

Overview of the Example: In the example provided above, The Amazing Nutrition Program in Michigan engages a total of five elementary schools and one Head Start with their Direct Education programming. In all five elementary schools, School Wellness Committees will complete a PSE assessment of the school nutrition environment, and at least one of the schools will make at least one environmental or policy change.

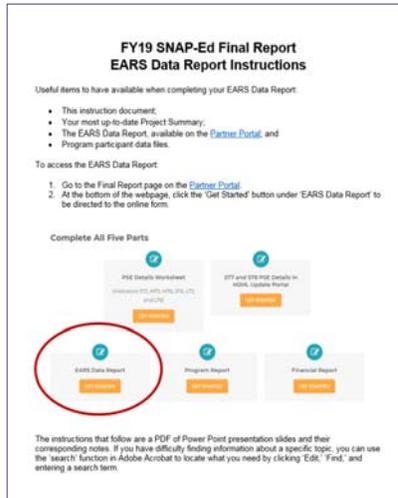
The indirect channel reach will occur through newsletters home to parents of children participating in Direct Education.

# **FY 2019 SNAP-Ed Final Report: EARS Data Report**



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# Getting Started



Please print off the  
**EARS Data Report  
Instructions**  
available on the  
Partner Portal

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When you are ready to complete your EARS Data Report, it will be helpful for you to have the following items on hand:

- These EARS Data Report Instructions;
- Your most up-to-date Project Summary;
- The EARS Data Report, available on the Partner Portal; and
- Program participant data files

**Michigan Fitness Foundation Project Summary  
The Amazing Nutrition Program in Michigan**

**1. SMART Objectives**

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For the purposes of this instruction guide, we have created a mock-up Project Summary for demonstration use.

Our SMART objectives are as follows:

1. By September 30, 2019, at least 20% of students participating in cooking and nutrition education lessons with *Cooking with Kids* will report an increased frequency of consumption of fruit, and 25% will report an increased frequency of consumption of vegetables.
2. By September 30, 2019, 25% of parents of students participating in nutrition education lessons with *Grow It! Try It! Like It!* will report their child is eating more fruits, and 30% will report their child is eating more vegetables.
3. By September 30, 2019, The Amazing Nutrition Program in Michigan will partner with five School Wellness Committees to conduct an assessment of their respective school's nutrition environment using the *Smarter Lunchroom Self-Assessment Score Card*, and at least one school will implement at least one environmental or policy improvement to the nutrition environment.

With those SMART objectives in mind, let's look at the Target Audience table.

For this program, we are working in two different settings: five elementary schools sites and one Head Start site. We are delivering nutrition education programming with *Cooking with Kids* in all 5 elementary schools and will provide Direct Education to a total of 300 students. We are also conducting the *Smarter Lunchrooms* assessment at each school, and one of the five schools will implement PSE changes. The reach will be the number of elementary

school children who are impacted by the PSE change made at the one elementary school. Assuming the *Smarter Lunchrooms* PSE change will impact the entire school population of that school, we have a total PSE reach of 500.

We are also reaching the parents of these elementary school students indirectly via a newsletter sent home. The total reach for adults of 420 represents multiplying the student direct reach by 1.4 to obtain the estimated number of parents/caregivers reached with this part of our intervention.

Lastly, in the Head Start, we are providing Direct Education with *Grow It! Try It! Like It!* to a total of 20 children.

When completing your final report, you will want to review your own program's most current and approved Project Summary and look at the table entitled 'Focus on Target Audience.' You will continue to refer back to this table as you complete your EARS Data Report.

**Complete All Five Parts**

The graphic displays five rectangular boxes, each representing a component to be completed. Each box contains a teal circular icon with a white pencil, the component name, a brief description, and an orange 'GET STARTED' button. The components are:

- PSE Details Worksheet**: (Indicators ST5, MT5, MT6, ST6, LT5, and LT6)
- ST7 and ST8 PSE Details in M2HL Update Portal**
- EARS Data Report**: This button is circled in blue.
- Program Report**
- Financial Report**

[michigannutritionnetwork.org/partner-portal/](http://michigannutritionnetwork.org/partner-portal/)

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Now, let's open the EARS Data Report.

Go to the Final Report page on the Partner Portal at ([michigannutritionnetwork.org/partner-portal](http://michigannutritionnetwork.org/partner-portal)). Click on the 'Get Started' button below 'EARS Data Report' to be directed to the online form.

FY19 EARS Data Report

Please enter the following information:

Your Name \*      Email \*

First Name      Last Name      [Email Field]

Organization \*

**IMPORTANT!**  
If you click the "Save and Resume Later" link more than once, be sure to save the most recent version of the link you receive. The link you receive will change each time you click Save and Resume Later. Previous versions of the link will not contain your most recent changes.

[Save and Resume Later](#)

[Next](#)

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Once you have the EARS Data Report open, begin by filling in your contact information.

If you need to close the EARS Data Report and come back to it later, you may do so at any time by clicking 'Save and Resume Later.' Clicking this brings up a prompt that allows you to cancel the action, or save and get a link sent to your email that will allow you to access the form with all your saved information.

Please note that each time you click 'Save and Resume Later,' a new link will be generated. Therefore, it's important to save and use the most recent link that is emailed to you. Previous links will not contain your latest changes.

Once you have entered all of your contact information and you are ready to continue, click 'Next' to move to the next screen.

**Direct Education** - Number of SNAP-Ed participants (unduplicated) by age group and sex

Reporting an unduplicated count means providing the number of unique individuals per intervention, regardless of the number of direct education sessions. Both actual counts and estimated counts may be included. Actual counts should be used whenever possible. Estimated counts are appropriate in certain cases, such as when single presentations are given to families at school events.

Please note that all fields are required, except those that are auto-calculated. Enter a "0" in those fields for which there is no data.

**Less than 5 years**

Less than 5 years - Female\*       Less than 5 years - Male\*       Less than 5 years - Actual count\*       Less than 5 years - Estimated count\*

Less than 5 years - Total

0  
auto-calculated

**5 to 17 years**

5-17 years - Female\*       5-17 years - Male\*       5-17 years - Actual count\*       5-17 years - Estimated count\*

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Next, you will report on the number of SNAP-Ed participants who received Direct Education through your program.

**\*\*\*Some tips for filling out this section:**

- First, as a reminder, Direct Education occurs when a participant is actively engaged in the learning process with an educator or interactive media. To qualify as Direct Education, information on the number of individuals, SNAP participation status, age, gender, and race/ethnicity must be collected or estimated, and evidence-based education must be at least 20 minutes.
- Some fields are auto-calculated. Any field that is not auto-populated must have a value entered. If you do not have any information for a given field, enter a '0.'
- **The number of participants you report here should span across ALL your Direct Education interventions, including the Direct Education component of any combined DE/PSE intervention.**
- **You should only report on Direct Education and should break out your numbers accordingly.**
  - For example, in the case of a combined DE/PSE intervention, you should only include the number of participants that received the Direct Education.
- **Do NOT include any indirect reach associated with Direct Education here.**

- **A participant should be counted once for each different intervention they participate in.** An unduplicated count of people should be recorded *per intervention*, meaning that a person is counted once, regardless of the number of sessions they participate in within a series.
  - For example, if Billy attended 4 out of 6 sessions in a Direct Education series, he counts as one participant for this entire intervention. However, if Billy later participates in a different intervention series where he and his mother Maria attend 10 out of 12 sessions, Billy would count as one participant and Maria would count as one participant for this intervention.
- You may report a combination of estimated and actual data.
- **A person is not required to report their age, sex, race, or ethnicity. If any part of the person's demographic data is missing or will be estimated for reporting purposes, all of his/her data, even if there is some self-reported demographics, should be reported under the appropriate 'Estimated count' box.**
- If you are estimating age, sex, race, or ethnicity of your participants, use existing data about the population you are serving, such as WIC, free and reduced price lunch enrollment, or census data, etc.
  - If these data are not appropriate or applicable, such as when identifying demographic data for a small group of young children at a USDA Summer Food Service site, visual identification may be used.
  - Please note that it is never appropriate to change or challenge a self-declaration made by a participant as to their racial or ethnic background or sex.

**Direct Education - Number of SNAP-Ed participants (unduplicated) by age group and sex**

Reporting an unduplicated count means providing the number of unique individuals per intervention, regardless of the number of direct education sessions. Both actual counts and estimated counts may be included. Actual counts should be used whenever possible. Estimated counts are appropriate in certain cases, such as when single presentations are given to families at school events.

Please note that all fields are required, except those that are auto-calculated. Enter a "0" in those fields for which there is no data.

---

**Less than 5 years**

Less than 5 years - Female\*

Less than 5 years - Male\*

Less than 5 years - Actual count

Less than 5 years - Estimated count\*

Less than 5 years - Total

0  
to calculated

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**5 to 17 years**

5-17 years - Female\*

5-17 years - Male\*

5-17 years - Actual count\*

5-17 years - Estimated count\*

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Let's look in more detail at the section 'Direct Education – Number of SNAP-Ed participants by age group and sex.'

**The total number of people reached through Direct Education in each age group will be auto-calculated and reported as the sum of actual and estimated counts.**

Note that because a person may choose not to report their sex, the total of the number of males and females *may not* match the total for actual and estimated counts of the age group.

18 to 59 years

18-59 years - Female*	18-59 years - Male*	18-59 years - Actual count*	18-59 years - Estimated count*
9	5	14	1

18-59 years - Total

15

auto calculated

If capturing **actual counts** for DE reach:

Female + Male ***may not*** = Actual + Estimated

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This is true when using actual counts.

For example, let's say that you held a class for 18-59 year-olds. 9 participants self-reported they were female, 5 reported they were male, and 1 did not wish to identify as male or female. You would record:

- '9' in the '18-59 years – Female' box;
- '5' in the '18-59 years – Male' box; and
- '14' in the '18-59 years – Actual count' box

As for the person who did not report a sex, you would record them under the '18-59 years – Estimated count' box as '1' and not account for them under 'male' or 'female.'

5 to 17 years

5-17 years - Female*	5-17 years - Male*	5-17 years - Actual count*	5-17 years - Estimated count*
<input style="width: 90%;" type="text" value="180"/>	<input style="width: 90%;" type="text" value="120"/>	<input style="width: 90%;" type="text" value="0"/>	<input style="width: 90%;" type="text" value="300"/>
5-17 years - Total			
<input style="width: 90%;" type="text" value="300"/>			
<small>auto calculated</small>			

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Let's look at the case of when we have the actual count of the number of individuals from Direct Education, but we have to estimate all demographic data.

Using our example of *Cooking with Kids*, let's say we had an actual count of 300 kids. Since participants are elementary students, we can reasonably put them in the '5 to 17 years' age group, and we will estimate their other demographic data based on the school district's demographic breakdown. If the district reports having 60% female and 40% male, applying this to our example, we would report under the age group '5 to 17 years': 180 females, 120 males, and an estimated count of 300.

Again, if any part of a person's demographic data is missing or being estimated, all of the person's demographic data should be reported under 'estimated.' So even though our number of participants was actual, we still need to report the participants under 'estimated' because we are estimating the demographic data.

**Less than 5 years**

Less than 5 years - Female* <input style="width: 90%; border: 1px solid gray;" type="text" value="10"/>	Less than 5 years - Male* <input style="width: 90%; border: 1px solid gray;" type="text" value="5"/>	Less than 5 years - Actual count* <input style="width: 90%; border: 1px solid gray;" type="text" value="15"/>	Less than 5 years - Estimated count* <input style="width: 90%; border: 1px solid gray;" type="text" value="5"/>
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Less than 5 years - Total  
  
auto-calculated

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Looking at another example, let's say that we have actual count and age data for all of the children who participated in *Grow It! Try It! Like It!*, but we only have some actual data on sex. The data we have is:

- A total reach of 20 children less than 5 years-old
- (For example purposes) 10 children self-reported as female
- (Again, for example purposes) 5 children self-reported as male
- 5 children are missing their sex information

Under the age group 'Less than 5 years,' we would enter '10' female, '5' male, '15' actual count, and '5' estimated count. In this example, the 5 who were missing data on their sex were not reported under 'female' or 'male' but were accounted for in the 'Estimated count' box.

Total less than 5 years	Total 5-17 years	Total 18-59 years	Total 60 years or older
<input type="text" value="20"/>	<input type="text" value="300"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
auto calculated	auto calculated	auto calculated	auto calculated
DE - Total female - all ages	DE - Total male - all ages	DE - Total actual count - all ages	DE - Total estimated count - all ages
<input type="text" value="160"/>	<input type="text" value="160"/>	<input type="text" value="0"/>	<input type="text" value="320"/>
auto calculated	auto calculated	auto calculated	auto calculated
DE - Total - all ages			
<input type="text" value="320"/>			
auto calculated			
<p>For any estimated counts, please describe the methods used to determine the number of participants.</p> <p>Explanation of estimation method(s) - 3,000 character limit</p>			
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Once you have entered your data into all applicable fields, the form will auto-calculate and fill in the totals, as you can see here. If you have entered any numbers into the 'Estimated count' boxes, you will need to provide a written explanation of your estimation methods at the bottom of the page. In our example, we utilized the demographic data for each school and applied the percentage of male/female students to the participant numbers.

Now, let's move on to the next section to navigate race and ethnicity information.

**Direct Education - Number of unduplicated SNAP-Ed participants by race and ethnicity**

Please note that all fields are required, except those that are auto calculated. Enter a "0" in those fields for which there is no data.

**Ethnicity**

<p>Actual count of Hispanic/Latino SNAP-Ed participants *</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="0"/>	<p>Estimated count of Hispanic/Latino SNAP-Ed participants *</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="160"/>
<p>Actual count of non-Hispanic/Latino SNAP-Ed participants *</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="0"/>	<p>Estimated count of non-Hispanic/Latino SNAP-Ed participants *</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="160"/>
<p>Total actual count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="0"/> <p><small>auto calculated</small></p>	<p>Total estimated count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants</p> <input style="width: 90%; border: 1px solid #ccc;" type="text" value="320"/> <p><small>auto calculated</small></p>

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Again, race and ethnicity will only apply to your Direct Education participants.

**\*\*\*A couple of reminders and tips for this section:**

- You may have both actual counts and estimated counts for race and ethnicity
- Actual counts should only be reported whenever participants self-identify race and ethnicity
  - Estimated counts are appropriate in certain cases, such as when individuals do not identify with a specific race and are assigned one or more for reporting purposes, and in cases in which you are estimating this information based on demographic data for your population.
- **If any part of a person's demographic data is missing or being estimated, all the person's demographic data should be reported under 'estimated.'**
- Even though both ethnicity and race information is collected in this section, the **total is based on ethnicity only**. This is because participants can only be counted as Hispanic/Latino **or** non-Hispanic/Latino, as opposed to race, where participants may select more than one race.
- Individuals are not required to report race and ethnicity, so the **total for your Direct Education by age and sex may not match the total for your race and ethnicity**.

Ethnicity	
Actual count of Hispanic/Latino SNAP-Ed participants *	Estimated count of Hispanic/Latino SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="160"/>
Actual count of non-Hispanic/Latino SNAP-Ed participants *	Estimated count of non-Hispanic/Latino SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="160"/>
Total actual count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants	Total estimated count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants
<input type="text" value="0"/>	<input type="text" value="320"/>
auto calculated	auto calculated

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Going back to our example, let's say we obtained all of our ethnicity/race information from our school demographics. Also, school demographic data on ethnicity/race is reported as a percentage, so our race and ethnicity totals will match. As mentioned previously, if you have actual race/ethnicity information, your totals for race and ethnicity may not match since participants are able to select multiple races.

The total Direct Education reach is 320. Based on demographic data on ethnicity, we have estimated that 50% of our participants are Hispanic/Latino, and 50% are non-Hispanic/Latino. Therefore, we enter '160' into each corresponding box. The 'Total estimated count' box is auto-calculated for us at the bottom as 320.

**Race**

Actual count of American Indian or Alaskan Native SNAP-Ed participants *	Estimated count of American Indian or Alaskan Native SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="5"/>
Actual count of Asian SNAP-Ed participants *	Estimated count of Asian SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="10"/>
Actual count of Black or African American SNAP-Ed participants *	Estimated count of Black or African American participants *
<input type="text" value="0"/>	<input type="text" value="150"/>
Actual count of Native Hawaiian or Other Pacific Islander SNAP-Ed participants *	Estimated count of Native Hawaiian or Other Pacific Islander SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="5"/>
Actual count of White SNAP-Ed participants *	Estimated count of White SNAP-Ed participants *
<input type="text" value="0"/>	<input type="text" value="150"/>

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Moving on to race, keep in mind that:

- For persons identifying as multiple races, enter a '1' into each race category.
  - For instance, if a person reports both American Indian or Alaska Native and White identity, a '1' should be entered into both of these race categories.
- You may notice that there is no longer an 'Other' category for race. This is because the definitions used in the EARS Data Report is consistent with those described by FNS 113, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities.

Applying the same methodology of using school demographics to calculate estimated counts of race of our 320 Direct Education participants, we have inputted the information for race here.

Once you have entered all of your race and ethnicity data, click 'Next' to move on to Direct Education programming details.

**Direct Education - Education session format, delivery, time, and use of interactive media**

Please note that all fields are required. Enter a "0" in those fields for which there is no data.

**1. Single session**

Number of single sessions delivered \*

Number of single sessions by time range:

Number of 0-30 min. sessions (single session) *	Number of 31-60 min. sessions (single session) *	Number of 61-90 min. sessions (single session) *	Number of 91-120 min. sessions (single session) *
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
Number of over 120 min. sessions (single session) *	Number of single sessions delivered using interactive multimedia *		
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>		

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The next section, ‘Direct Education – Education session format, delivery time, and use of interactive media,’ collects information about the delivery of your Direct Education, specifically, information on the number of series, sessions, and length of sessions of your Direct Education intervention(s), or Direct Education component of combined DE/PSE intervention(s).

For clarity, a **session** is a single, face-to-face interaction where Direct Education is provided. A **series** is a group of multiple sessions during which a complete Direct Education intervention is delivered. In other words, think of a ‘session’ as a single class and a ‘series’ as a set of classes that, as a whole, make up an intervention.

Be sure to **report the actual number of sessions delivered even if this number is different than the planned number of sessions**. For example, if you originally offered a 6-session class but had to cancel after the second session due to low attendance, you should report this as a 2-session series.

Also, if a series of sessions **crosses fiscal years**, report this as though it was two separate interventions, with one occurring in each fiscal year. For example, let’s say you have a series of 6 sessions, and 2 sessions occur in FY19 and 4 sessions occur in FY20. You would report the 2 sessions as a 2-session series in FY19 and the 4 sessions as a 4-session series in FY20.

## 2. Series of 2 to 4 sessions

Number of series of 2 to 4 sessions delivered \*

Number of series of 2 to 4 sessions by time range:

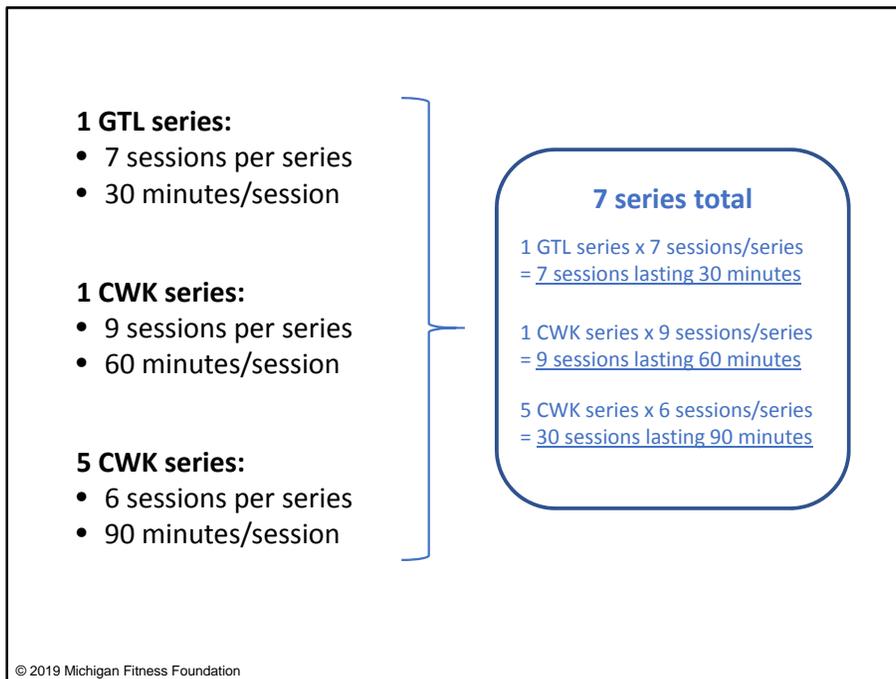
Number of 0-30 min. sessions (2-4 session series) *	Number of 31-60 min. sessions (2-4 session series) *	Number of 61-90 min. sessions (2-4 session series) *	Number of 91-120 min. sessions (2-4 session series) *
<input style="width: 100%; height: 20px;" type="text"/>			

Number of over 120 min. sessions (2-4 session series) *	Number of series of 2 to 4 sessions delivered using interactive multimedia *
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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You should break out your Direct Education information in this section by the number of sessions that were held over all of your Direct Education intervention(s).

If you have multiple Direct Education interventions that fall into the same series category (e.g., 'Series of 2 to 4 sessions') but have different time ranges, you should report all time ranges.



Going to back our example, let's say we had:

- 1 series of *Grow It! Try It! Like It!* that had 7 sessions, and each session lasted 30 minutes;
- 1 series of *Cooking with Kids* that had 9 sessions, and the each session lasted 60 minutes; and
- 5 series of *Cooking with Kids* that had 6 sessions each, and each session lasted 90 minutes;

This would mean that under the category 'Series of 5 to 9 sessions,' we would report a total of 7 series in the box 'Number of series of 5-9 sessions delivered.'

Then, we would move on to calculate the total number of sessions held in each of the time ranges. In our example, there was 1 series of *Grow It! Try It! Like It!* that had 7 sessions of 30 minutes each. So, we would multiply the number of series by the number of sessions in that series to get 7 total sessions that fall into the 0-30 minute category.

Applying, the same methodology to *Cooking with Kids*, for the 1 series that had 9 sessions of 60 minutes each, we would multiply the 1 series times 9 sessions to get 9 total sessions of 60 minutes. Finally, for the 5 series of *Cooking with Kids* that had 6 sessions of 90 minutes each, we would multiply 5 series times 6 sessions to get 30 total sessions of 90

minutes.

### 3. Series of 5 to 9 sessions

Number of series of 5 to 9 sessions delivered \*

Number of series of 5 to 9 sessions by time range:

Number of 0-30 min. sessions (5-9 session series) * <input style="width: 100%; border: 1px solid #ccc;" type="text" value="7"/>	Number of 31-60 min. sessions (5-9 session series) * <input style="width: 100%; border: 1px solid #ccc;" type="text" value="9"/>	Number of 61-90 min. sessions (5-9 session series) * <input style="width: 100%; border: 1px solid #ccc;" type="text" value="30"/>	Number of 91-120 min. sessions (5-9 session series) * <input style="width: 100%; border: 1px solid #ccc;" type="text" value="0"/>
Number of over 120 min. sessions (5-9 session series) <input style="width: 100%; border: 1px solid #ccc;" type="text" value="0"/>	Number of series of 5 to 9 sessions delivered using interactive multimedia * <input style="width: 100%; border: 1px solid #ccc;" type="text" value="15"/>		

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Let's see how this looks on the form. Again, we have a total of 7 series of Direct Education from *Grow It! Try It! Like It!* and *Cooking with Kids*, of which there were 7 sessions that were 0-30 minutes in length, 9 sessions that were 31-60 minutes in length, and 30 sessions that were 61-90 minutes in length.

You will also notice there is a box at the bottom of each series category to identify the number of sessions in that category that were delivered using interactive multimedia. **Interactive media integrates text, audio, graphics, still images, and moving pictures into a computer-controlled, multimedia product that provides an individualized educational experience based on a participant's input.** Examples include a CD-ROM with games for kids and an online class with interactive components. A PowerPoint or video would count as interactive media if it provides a way to respond to a participant's input through a feature that is used within the presentation. For instance, if a slide asks for a participant to respond to a question, and the content that follows is presented in a way that is customized to the response, this is an interactive PowerPoint presentation.

If you had Direct Education sessions that used interactive media, you would report the total number of these sessions for each series category.

In our example, let's say that in each of 6-session series of *Cooking with Kids*, we utilized interactive media in 3 out of the 6 sessions. We would enter '15' into the box 'Number of

series of 5 to 9 sessions delivered using interactive multimedia,' based on the calculation of 5 series of *Cooking With Kids* times 3 interactive media sessions per series = 15 sessions delivered using interactive media.

Just like in previous sections, all boxes on this page are required fields. If a particular series category does not apply to your programming, be sure to enter a '0' in the applicable boxes.

3. Series of 5 to 9 sessions

Number of series of 5 to 9 sessions delivered\*

7

Maximum number of total sessions:  
7 series \* 9 sessions = 56 sessions

Minimum number of total sessions:  
7 series \* 5 sessions = 35 sessions

**Total number of sessions is between 35 and 56**

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One way to do a quick check for errors in your reporting of number of series and sessions is to look at the **sum of the number of sessions** across all time ranges.

The total number of sessions should not be more than: [number of series delivered] x [*maximum* number of sessions in the series]; however, it should be greater than: [number of series delivered] x [*minimum* number of sessions in the series].

Let's test this out with our previous example. Since there were 7 series delivered and the maximum number of sessions in a series is 9, the total number of sessions should not be more than 7 times 9 , or 56.

Additionally, since the minimum number of sessions is 5, the total number of sessions should be greater than 7 (number of series delivered) times 5, or 35.

In other words, the total number of sessions should be between 35 and 56.

Number of series of 5 to 9 sessions by time range:

Number of 0-30 min. sessions (5-9 session series)*	Number of 31-60 min. sessions (5-9 session series)*	Number of 61-90 min. sessions (5-9 session series)*	Number of 91-120 min. sessions (5-9 session series)*
<input type="text" value="7"/>	<input type="text" value="9"/>	<input type="text" value="30"/>	<input type="text" value="0"/>
Number of over 120 min. sessions (5-9 session series)	Number of series of 5 to 9 sessions delivered using interactive multimedia*		
<input type="text" value="0"/>	<input type="text" value="15"/>		

$7 + 9 + 30 + 0 + 0 = 46$  total sessions

**$35 < \underline{46} < 56$**

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If we add up the total number of sessions across all time ranges, we get 46 (7 sessions of 0-30 min + 9 sessions of 31-60 min + 30+sessions of 61-90 min + 0 sessions of 91-120 min + 0 sessions of over 120 min).

46 is between 35 and 56, which tells us our calculation of series and sessions is on the right track.

Once you are finished with this section on looking at sessions, go ahead and click 'Next' to move to the 'Intervention' section of the EARS Data Report.

**Interventions - Characterizing Implementation**

Specify the intervention used by selecting it from the drop-down menu in item A, then complete items B - K, for the intervention selected.

A. Intervention Title/Name \*

B. Intervention type(s) for the selected intervention

Direct Education

Policy Systems, and Environmental Changes

Select all that apply

C1. Total number of years you have used the selected intervention

C2. Number of years the selected intervention is expected to be used

Leave this blank if you are unsure whether or not you will continue to use the intervention or if you are unsure how long you will continue to use it.

D. Implementation stage for the selected intervention

Planning

Developing

Implementing

Tracking and evaluation

Select all that apply

E. Priority population(s) for the selected intervention

Hispanic/Latino

Non-Hispanic/Latino

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

All ages

Less than 5 years

5 to 17 years

18 to 29 years

30 years or older

Select all that apply

Estimated number of SNAP-Ed participants reached via Direct Education

Estimated number of SNAP-Ed participants reached via Policy Systems, and Environmental changes

F. Estimated number of SNAP-Ed participants reached (DE and PSE) with the selected intervention

0

auto-generated

G. Data sources used to calculate estimate

Commercial market data on audience size

Survey of target audience

Visual estimate

Other

Select all that apply

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The section ‘Interventions – Characterizing Implementation,’ is where you describe both your Direct Education and PSE interventions. For SNAP-Ed purposes, **an intervention is defined as a specific set of evidence-based, behaviorally-focused activities or a set of activities and/or actions implemented to promote healthy eating and active lifestyles.**

For ease of reporting, Part A, ‘Intervention Title/Name’ is a drop-down menu. We have included the names of interventions that are common across Michigan to allow for ease of data compilation for the state as a whole. If you are using an intervention not included in the drop-down list, please contact your MFF SNAP-Ed Project Manager.

You will need to fill out all fields for **each** intervention that you implemented in FY19.

Let’s step through some examples together.

### Interventions - Characterizing Implementation

Specify the Intervention used by selecting it from the drop-down menu in Item A, then complete Items B. - K, for the Intervention selected.

A. Intervention Title/Name \*

Cooking with Kids
⌵

B. Intervention type(s) for this selected intervention

Direct Education

Policy, Systems, and Environmental Changes

Select all that apply

C1. Total number of years you have used the selected intervention

3

C2. Number of years the selected intervention is expected to be used

Leave blank if you are unsure whether or how long you will continue to use the intervention or if you are unsure how long you will continue to use it

D. Implementation stage for the selected intervention

Planning

Developing

Implementing

Tracking and evaluation

Select all that apply

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Going back to the example from our sample Project Summary, let's enter the information for our *Cooking with Kids* programming. We selected the intervention title from the drop-down menu in Part A. In Part B, this intervention was delivered as Direct Education. In Part C1, we listed out the number of years the organization has been implementing this intervention as 3, and in Part C2, it asks you enter the number of years the selected intervention is expected to be used. If you do not know how much longer you anticipate using this intervention, you would leave this section blank. This is the case with our *Cooking with Kids* intervention, so we left Part C2 blank.

For Part D, we selected the appropriate implementation stage, or stages, of this intervention. In this example, we've been implementing the intervention for 3 years and are in the implementation stage.

<b>E. Priority population(s) for the selected intervention</b>	<b>F. Estimated number of SNAP-Ed participants reached via Direct Education</b>	<b>F. Estimated number of SNAP-Ed participants reached (DE and PSE) with the selected intervention</b>
<input checked="" type="checkbox"/> Hispanic/Latino <input checked="" type="checkbox"/> Non-Hispanic/Latino <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Native Hawaiian or Other Pacific Islander <input checked="" type="checkbox"/> White <input type="checkbox"/> All ages <input type="checkbox"/> Less than 5 years <input checked="" type="checkbox"/> 5 to 17 years <input checked="" type="checkbox"/> 18 to 59 years <input type="checkbox"/> 60 years or older Select all that apply	<input type="text" value="720"/>	<input type="text" value="720"/> <small>auto-calculated</small>
<b>G. Data sources used to calculate estimate</b>	<p><b><u>Total reach for <i>Cooking with Kids</i>:</u></b></p> <p>300 children (DE) + 420 parents (Indirect channel reach via newsletters – 300 x 1.4) = <b>720</b></p>	
<input type="checkbox"/> Commercial market data on audience size <input checked="" type="checkbox"/> Survey of target audience <input type="checkbox"/> Visual estimate <input type="checkbox"/> Other Select all that apply		

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Starting in Part E, you will report on demographic data and reach numbers for your intervention.

**\*\*\*In the ‘Intervention’ section, you should report reach and demographic data for ALL participants reached in an intervention. This includes Direct Education reach, PSE reach, and reach from indirect channels. For instance:**

- **Direct Education reach should include: Direct Education reach + Any indirect channel reach associated with the Direct Education**
- **Similarly, PSE reach should include: PSE reach + Any indirect channel reach associated with the PSE**

Let’s go back and complete Part E for *Cooking with Kids*. ‘Priority population’ refers to your target audience. You should select all that apply. Keep in mind that you have already entered reach and demographic data for your Direct Education participants in multiple areas throughout the EARS form, so you may use this information as one of your references.

For example, I went back to the age, sex, race, and ethnicity information from the previous sections. Overall, demographic data for this intervention show that our target audiences

were Hispanic/Latino, non-Hispanic/Latino, female, and male, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White, so I would check all applicable boxes. Further, I checked the boxes for ages 5-17 years as this is my target population age range for our Direct Education programming, and ages 18-59 to represent our indirect reach to parents via newsletters for *Cooking with Kids*.

In Part F, again, you should reflect ALL participants reached in the selected intervention, whether that is through Direct Education, indirect channel reach associated with the Direct Education, PSE, or indirect channel reach associated with PSE.

New this year, we are asking that **each intervention's reach be broken out by Direct Education and PSE, as applicable**. In Part B, if you select 'Direct Education,' a box will appear in Part F for you to input the estimated number of SNAP-Ed participants reached via Direct Education. Likewise, if you select 'Policy, Systems, and Environmental Changes' in Part B, a box will appear in Part F for you to input the estimated number of SNAP-Ed participants reached via PSE. In addition, an auto-calculated box will appear in Part F to sum up the total estimated number of SNAP-Ed participants reached (through DE and PSE) with the selected intervention.

In terms of indirect channel reach, as mentioned previously, **if there is indirect channel reach associated with your Direct Education, include that in your Direct Education reach number. If there is indirect channel reach associated with your PSE, include that in your PSE reach number.**

In our example, I referred back to my Direct Education numbers to determine the number of participants reached directly with *Cooking with Kids*. *Cooking with Kids* has both direct and indirect reach (through parent newsletters), but no PSE reach. We reached 300 total children via Direct Education, plus 420 parents who were reached through the indirect channel of newsletters. By adding our Direct Education number of 300 children to the indirect channel reach of 420 parents, we get a total of 720. We would enter '720' in the 'Estimated number of SNAP-Ed participants reached via Direct Education' box.

Finally, in Part G, we identified the data sources we used to estimate our number(s) in Part F.

<p>E. Priority population(s) for the selected intervention</p> <p><input checked="" type="checkbox"/> Hispanic/Latino</p> <p><input checked="" type="checkbox"/> Non-Hispanic/Latino</p> <p><input checked="" type="checkbox"/> Female</p> <p><input checked="" type="checkbox"/> Male</p> <p><input checked="" type="checkbox"/> American Indian or Alaska Native</p> <p><input checked="" type="checkbox"/> Asian</p> <p><input checked="" type="checkbox"/> Black or African American</p> <p><input checked="" type="checkbox"/> Native Hawaiian or Other Pacific Islander</p> <p><input checked="" type="checkbox"/> White</p> <p><input type="checkbox"/> All ages</p> <p><input type="checkbox"/> Less than 5 years</p> <p><input checked="" type="checkbox"/> 5 to 17 years</p> <p><input type="checkbox"/> 18 to 59 years</p> <p><input type="checkbox"/> 60 years or older</p> <p>Select all that apply</p> <p>G. Data sources used to calculate estimate</p> <p><input type="checkbox"/> Commercial market data on audience size</p> <p><input checked="" type="checkbox"/> Survey of target audience</p> <p><input type="checkbox"/> Visual estimate</p> <p><input type="checkbox"/> Other</p> <p>Select all that apply</p> <p>© 2019 Michigan Fitness Foundation</p>	<p>Estimated number of SNAP-Ed participants reached via Policy, Systems, and Environmental changes</p> <p>500</p>	<p>F. Estimated number of SNAP-Ed participants reached (DE and PSE) with the selected intervention</p> <p>500</p> <p>auto calculated</p>
--	---	--

**Total reach for *Smarter Lunchrooms***

Total population of the school = **500**

Since the calculation of reach in Part F differs so much between Direct Education, PSE, and combined Direct Education/PSE interventions, we're going to stay on Part F for while and look at how this part would be completed for a PSE intervention and a combined DE/PSE intervention.

First, we'll begin with a PSE intervention. Using our example, the PSE intervention was *Smarter Lunchrooms*. In Part F, we need to enter the reach for the intervention. Remember for PSE interventions, you should only report reach if changes were made. In our example, although we did the *Smarter Lunchrooms* assessment in 5 elementary schools, only 1 school ended up making changes, so we can only report reach for that 1 school. We entered the reach as 500 to represent the total population of the 1 school where we implemented *Smarter Lunchroom* changes.

Note that the reach number, 500, accounts for the students who were part of our Direct Education in that school as well as the students who were only reached through the PSE initiative. Remember that participants can be counted once for each different intervention they participate in. Even though the students who received Direct Education in the school were counted in the *Cooking with Kids* intervention, *Smarter Lunchrooms* is a different intervention, so these students may be included in the *Smarter Lunchrooms* reach.

A. Intervention Title/Name \*

B. Intervention type(s) for the selected intervention

Direct Education

Policy, Systems, and Environmental Changes

C1. Total number of years you have used the selected intervention

2

C2. Number of years the selected Intervention is expected to be used

3

D. Implementation stage for the selected intervention

Planning

Developing

Implementing

Tracking and evaluation

E. Priority population(s) for the selected intervention

Hispanic/Latino

Non-Hispanic/Latino

Female

Male

Estimated number of SNAP-Ed participants reached via Direct Education

100

Estimated number of SNAP-Ed participants reached via Policy, Systems, and Environmental changes

400

F. Estimated number of SNAP-Ed participants reached (DE and PSE) with the selected intervention

500

**Combined Direct Education *and* PSE Intervention**

*Total reach for intervention = DE + indirect channels + PSE reach*

DE = 100 students

PSE = 500 students\* (school pop.)

\*Remember that the 100 students reached via DE are included in the total school population of 500 students.

Number of (unduplicated) participants reached through DE = 100

Number of (unduplicated) participants reached through PSE = 400

**Total reached for DE/PSE intervention (Part F) = 500**  
(100 + [500-100])

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Now, let's look at how Part F is calculated in the case of an intervention that incorporates both Direct Education *and* PSE. In Part B, you would select both 'Direct Education' and 'PSE' as the type of intervention.

Jumping to Part F, remember this should be a reflection of **ALL** reach for the intervention, including Direct Education, indirect channels, and PSE reach, and the number should be an **unduplicated** count.

Let's say that you delivered a school-based intervention that had both Direct Education and PSE components. Direct Education reached 100 students and the PSE reached the total school population of 500 students. The total number of **unduplicated** students reached through this intervention is 500, with 100 students who received Direct Education plus an additional 400 students in the school who were only exposed to the PSE portion of the intervention. We would put '100' in Direct Education reach and '400' in PSE reach.

In this example there is no reach through indirect channels. When completing your own EARS Data Report, you will need to consider **all** components of your interventions and determine the appropriate total reach for each intervention based on Direct Education, indirect channel reach associated with Direct Education, indirect channel reach associated with PSE, and PSE reach.

H. Intervention settings for the selected intervention

Select all settings from each category below (Eat, Learn, Live, Play, Shop, Work) in which the intervention was implemented. For each setting selected, you will be prompted to enter the number of sites for the setting.

<p><b>"Eat" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congregate meal sites/nutrition centers</li> <li><input type="checkbox"/> Fast food chains</li> <li><input type="checkbox"/> Mobile vending food trucks</li> <li><input type="checkbox"/> Restaurants</li> <li><input type="checkbox"/> Soup kitchens</li> <li><input type="checkbox"/> USDA Summer Meals sites</li> <li><input type="checkbox"/> Other places people go to eat (Select all that apply)</li> </ul>	<p><b>"Learn" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Before- and after-school programs</li> <li><input type="checkbox"/> Early care and education facilities</li> <li><input type="checkbox"/> Includes child care centers and day care homes as well as head start, preschool, and pre-kindergarten programs</li> <li><input type="checkbox"/> Extension offices</li> <li><input type="checkbox"/> Family resource centers</li> <li><input type="checkbox"/> Libraries</li> <li><input type="checkbox"/> Middle education sites</li> <li><input checked="" type="checkbox"/> Schools (K-12, elementary, middle, and high)</li> <li><input type="checkbox"/> Schools (colleges and universities)</li> <li><input type="checkbox"/> WIC clinics</li> <li><input type="checkbox"/> Other places people go to learn (Select all that apply)</li> </ul>	<p><b>"Live" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency shelters and temporary housing sites</li> <li><input type="checkbox"/> Faith-based centers (places of worship)</li> <li><input type="checkbox"/> Health care clinics and hospitals</li> <li><input type="checkbox"/> Indian reservations</li> <li><input checked="" type="checkbox"/> Individual homes or public housing (other)</li> <li><input type="checkbox"/> Group living arrangements/residential treatment centers</li> <li><input type="checkbox"/> Other settings where people live or live nearby (Select all that apply)</li> </ul>
<p><b>"Play" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bicycle and walking paths</li> <li><input type="checkbox"/> Community and recreation centers</li> <li><input type="checkbox"/> State/sports fields/grounds</li> <li><input type="checkbox"/> Gardens (community/school)</li> <li><input type="checkbox"/> Parks and open spaces</li> <li><input type="checkbox"/> Other places people go to play (Select all that apply)</li> </ul>	<p><b>"Shop" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Farmers markets</li> <li><input type="checkbox"/> Food pantries/meal, food banks, and food pantries</li> <li><input type="checkbox"/> FQMH distribution sites</li> <li><input type="checkbox"/> Small food stores (fewer than 4 registers)</li> <li><input type="checkbox"/> Large food stores (4 or more registers)</li> <li><input type="checkbox"/> Other places people go to shop for or access food (Select all that apply)</li> </ul>	<p><b>"Work" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adult education, job training, TANF, and veteran services sites</li> <li><input type="checkbox"/> Military bases</li> <li><input type="checkbox"/> SNAP offices</li> <li><input type="checkbox"/> Worksites with live-wage workers</li> <li><input type="checkbox"/> Other places where people go to work (Select all that apply)</li> </ul>

If only schools (K-12, elementary, middle, and high)

Individual homes or public housing sites

If you marked "other" for places to eat, learn, live, play, shop or work, please specify here:

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Now that we've gone through how Part F is calculated for different types of interventions, let's get back to the EARS Data Report and our *Cooking with Kids* Direct Education example and finish filling out the form.

In Part H, you should identify all of the settings in which the particular intervention was conducted. If you implemented an intervention in multiple settings, a box will appear for each setting you select, prompting you to enter the number of sites for each setting.

Returning to our example, we implemented *Cooking with Kids* in 5 elementary schools so we would check the box for 'Schools (K-12, elementary, middle, and high)' under the 'Learn' setting, and we would enter '5' in the box that appears to account for the number of sites in the 'Schools' setting.

We would also select 'Individual homes or public housing' under the 'Live' setting to reflect the parent households where indirect channel reach occurred with newsletters, and then enter '300' to reflect the number of households that newsletters were sent to in the prompt box.

I. Indirect intervention channels for the selected intervention

Select all channels used for indirect education. If no indirect education was used, leave blank.

- Articles
- Billboards, bus/van wraps, or other signage
- Calendars
- Electronic materials (e.g., mail and electronic newsletters or mailings/text messaging)
- Hard copy materials (e.g., fact sheets, flyers, pamphlets, activity books, posters, banners, postcards, recipes cards, or newsletters for mailings)
- Nutrition education reinforcement items (e.g., pens, pencils, wallet reference cards, magnets, door hangers, and cups with nutrition messages)
- Point-of-sale or distribution signage (e.g., displays or window clings in retail stores)
- Radio
- Social media (e.g., Facebook, Twitter, Pinterest, and blogs)
- TV
- Videos (includes CD, DVD, and online video sites like YouTube)
- Websites
- Other

Select all that apply

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Moving on to Part I, you will identify the different channels in which you provided indirect education in the selected intervention. In our example, indirect channel reach was achieved through newsletters home (or 'hard copy materials').

One common indirect channel, food tastings/demos (e.g., such as at Community Engagement Events), is not called out in the list, but if it is applicable to your program, select 'Other' and write it in the prompt box.

Please note - indirect channel reach does NOT mean PSE.

J. Intervention topics for the selected intervention

Select all topics for the intervention from each of the topic areas below.

<p>Individual knowledge and skills topics</p> <p><input type="checkbox"/> MyPlate food groups and portions for a healthy eating pattern</p> <p><input type="checkbox"/> Food shopping and resource management</p> <p><input checked="" type="checkbox"/> Food preparation/cooking and food safety</p> <p><input type="checkbox"/> Promoting and maintaining a healthy weight</p> <p><input type="checkbox"/> Prevention of obesity, diabetes, and other chronic diseases</p> <p><input type="checkbox"/> Other Select all that apply</p>	<p>Individual Behaviors: Food and beverage consumption topics</p> <p><input checked="" type="checkbox"/> Fruits and vegetables</p> <p><input type="checkbox"/> Whole grains</p> <p><input type="checkbox"/> Dairy (including low-fat/fat-free milk and/or fortified soy beverages)</p> <p><input type="checkbox"/> Protein foods (including seafood; lean meats and poultry; eggs; nuts; seeds; and soy products)</p> <p><input type="checkbox"/> Healthy fats and oils</p> <p><input type="checkbox"/> Fiber-rich foods</p> <p><input type="checkbox"/> Water</p> <p><input type="checkbox"/> Limiting added sugars</p> <p><input type="checkbox"/> Limiting saturated fats</p> <p><input type="checkbox"/> Limiting sodium Select all that apply</p>	<p>Individual Behaviors: Engagement in physical activity topics</p> <p><input type="checkbox"/> Active commuting (e.g., walking and bicycling)</p> <p><input type="checkbox"/> Participation in sports and recreational activities (e.g., tennis and swimming)</p> <p><input type="checkbox"/> Reducing sedentary activities and screen time (e.g., decreasing the playing of computer games and TV viewing)</p> <p><input type="checkbox"/> Other Select all that apply</p>
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Part J focuses on the primary content areas of your intervention. At the very least, **all SNAP-Ed Partners should select ‘Fruits and vegetables’ as this directly relates to Michigan’s statewide goal to increase fruit and vegetable consumption.**

You may select other content areas, as applicable. With our example, we selected ‘Food preparation/cooking and food safety’ along with ‘Fruits and vegetables.’

Please provide a brief description of the estimated reach for this intervention, including methods used and any assumptions made.

Explanation of reach calculations and assumptions

We utilized school demographic data to calculate reach numbers.

Please provide a brief description of the estimated reach for this intervention, including methods used and any assumptions made. 937/1000

Do you have another intervention to add?

Yes  No

[Save and Resume Later](#)

[Previous](#) [Next](#)

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At the bottom of this page is a place for you to explain how your reach numbers were calculated and any assumptions you made in that process.

The last question at the bottom of the page asks, “Do you have another intervention to add?” If yes, select the ‘yes’ button, and another ‘Intervention’ section will be generated for you to complete when you click ‘Next.’

Make sure to capture **ALL** of your program’s interventions. This includes Direct Education, PSE, and combined DE/PSE interventions.

If you have more than 7 interventions to enter, you will receive the message ‘If you have more than 7 interventions, please contact your MFF Project Manager after submitting this report.’ In this case, your Project Manager will send you a link to an additional form to allow you to capture the remainder of your Direct Education and PSE interventions.

Let’s go ahead and select ‘yes’ and click ‘Next’ to generate another ‘Intervention’ form so that we can see how the form will be completed for our example PSE intervention of *Smarter Lunchrooms*.

**Interventions - Characterizing Implementation**

Specify the intervention used by selecting it from the drop-down menu in item A, then complete items B - K, for the intervention selected.

A. Intervention Title/Name \*

Smarter Lunchrooms (assessment completed & changes implemented/planned)

B. Intervention type for selected intervention

Direct Education  
 Policy, Systems, and Environmental Changes  
Select all that apply

C1. Total number of years you have used the selected intervention

2

C2. Number of years the selected intervention is expected to be used

3  
Leave this blank if you are unsure whether to use this number. Enter how long you plan to use it.

D. Implementation stage for the selected intervention

Planning  
 Developing  
 Implementing  
 Tracking and evaluation  
Select all that apply

E. Primary population(s) for the selected intervention

All/Latino  
 Non-Hispanic/Latino  
 Female  
 Male  
 American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian or Other Pacific Islander  
 White  
 All ages  
 Less than 5 years  
 5 to 17 years  
 18 to 59 years  
 60 years or older  
Select all that apply

F. Estimated number of SNAP-Eligible participants reached via Policy, Systems, and Environmental changes

500

G. Data sources used to calculate estimate

Commercial market data on audience size  
 Survey of target audience  
 Visual estimate  
 Other  
Select all that apply

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Starting with Part A, we selected the intervention ‘*Smarter Lunchrooms*,’ identified the intervention type as PSE, and entered the number of years we have been implementing as 2. We are only planning to implement this intervention for 1 more year, so we entered ‘3’ into Part C2. We indicate the intervention is in the implementation stage in Part D. In Part E, we have selected all of the target audience populations that fall under our *Smarter Lunchrooms* programming. We went through the calculation for Part F earlier and determined the reach was 500. And in Part G, we noted that we estimated reach through surveys.

H, Intervention settings for the selected intervention

Select all settings from each category below (Eat, Learn, Live, Play, Shop, Work) in which the intervention was implemented. For each setting selected, you will be prompted to enter the number of sites for the setting.

<p><b>"Eat" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congregate meal sites/nutrition centers</li> <li><input type="checkbox"/> Fast food chains</li> <li><input type="checkbox"/> Mobile vending/food trucks</li> <li><input type="checkbox"/> Restaurants</li> <li><input type="checkbox"/> Soup kitchens</li> <li><input type="checkbox"/> USDA Summer Meals sites</li> <li><input type="checkbox"/> Other places people go to eat Select all that apply</li> </ul>	<p><b>"Learn" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Before- and after-school programs</li> <li><input type="checkbox"/> Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)</li> <li><input type="checkbox"/> Extension offices</li> <li><input type="checkbox"/> Family resource centers</li> <li><input type="checkbox"/> Libraries</li> <li><input type="checkbox"/> Mobile education sites</li> <li><input checked="" type="checkbox"/> Schools (K-12, elementary, middle, and high)</li> <li><input type="checkbox"/> Schools (colleges and universities)</li> <li><input type="checkbox"/> WIC clinics</li> <li><input type="checkbox"/> Other places people go to learn Select all that apply</li> </ul>	<p><b>"Live" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency shelters and temporary housing sites</li> <li><input type="checkbox"/> Faith-based centers (places of worship)</li> <li><input type="checkbox"/> Health care clinics and hospitals</li> <li><input type="checkbox"/> Indian reservations</li> <li><input type="checkbox"/> Individual homes or public housing sites</li> <li><input type="checkbox"/> Group living arrangements/residential treatment centers</li> <li><input type="checkbox"/> Other settings where people live or live nearby Select all that apply</li> </ul>
<p><b>"Play" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bicycle and walking paths</li> <li><input type="checkbox"/> Community and recreation centers</li> <li><input type="checkbox"/> State/country fairs/grounds</li> <li><input type="checkbox"/> Gardens (community/school)</li> <li><input type="checkbox"/> Parks and open spaces</li> <li><input type="checkbox"/> Other places people go to play Select all that apply</li> </ul>	<p><b>"Shop" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Farmers markets</li> <li><input type="checkbox"/> Food assistance sites, food banks, and food pantries</li> <li><input type="checkbox"/> FDIW distribution sites</li> <li><input type="checkbox"/> Small food stores (fewer than 4 registers)</li> <li><input type="checkbox"/> Large food stores (4 or more registers)</li> <li><input type="checkbox"/> Other places people go to shop for or access food Select all that apply</li> </ul>	<p><b>"Work" settings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adult education, job training, TANF, and veteran services sites</li> <li><input type="checkbox"/> Military bases</li> <li><input type="checkbox"/> SNAP offices</li> <li><input type="checkbox"/> Worksites with low-wage workers</li> <li><input type="checkbox"/> Other places where people go to work Select all that apply</li> </ul>

# of schools (K-12, elementary, middle, and high) \*

1

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In Part H, we selected our setting as 'Schools (K-12, elementary, middle, and high)' and entered '1' in the box that appears to report that we successfully implemented *Smarter Lunchrooms* in 1 school.

I. Indirect intervention channels for the selected intervention

Select all channels used for indirect education. If no indirect education was used, leave blank.

- Articles
  - Billboards, bus/van wraps, or other signage
  - Calendars
  - Electronic materials (e.g., mail and electronic newsletters or mailings/text messaging)
  - Hard copy materials (e.g., fact sheets, flyers, pamphlets, activity books, posters, banners, postcards, recipes cards, or newsletters for mailings)
  - Nutrition education reinforcement items (e.g., pens, pencils, wallet reference cards, magnets, door hangers, and cups with nutrition messages)
  - Point-of-sale or distribution signage (e.g., displays or window clings in retail stores)
  - Radio
  - Social media (e.g., Facebook, Twitter, Pinterest, and blogs)
  - TV
  - Videos (includes CD, DVD, and online video sites like YouTube)
  - Websites
  - Other
- Select all that apply
- 

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In Part I, we identified the channels through which we reached our audience with our PSE intervention. In our example, after completing the *Smarter Lunchrooms* assessment, we implemented changes including posters and point-of-sale signage in the lunchroom.

J. Intervention topics for the selected intervention

Select all topics for the intervention from each of the topic areas below.

Individual knowledge and skills topics

- MyPlate food groups and portions for a healthy eating pattern
  - Food shopping and resource management
  - Food preparation/cooking and food safety
  - Promoting and maintaining a healthy weight
  - Prevention of obesity, diabetes, and other chronic diseases
  - Other
- Select all that apply

Individual Behaviors: Food and beverage consumption topics

- Fruits and vegetables
  - Whole grains
  - Dairy (including low-fat/fat-free milk and/or fortified soy beverages)
  - Protein foods (including seafood; lean meats and poultry; eggs; nuts; seeds; and soy products)
  - Healthy fats and oils
  - Fiber-rich foods
  - Water
  - Limiting added sugars
  - Limiting saturated fats
  - Limiting sodium
- Select all that apply

Individual Behaviors: Engagement in physical activity topics

- Active commuting (e.g., walking and bicycling)
  - Participation in sports and recreational activities (e.g., tennis and swimming)
  - Reducing sedentary activities and screen time (e.g., decreasing the playing of computer games and TV viewing)
  - Other
- Select all that apply

In Part J, we have selected the intervention topics for our *Smarter Lunchrooms* programming. Remember, all SNAP-Ed Partners should select at least ‘Fruits and Vegetables.’

Please provide a brief description of the estimated reach for this intervention, including methods used and any assumptions made.

Explanation of reach calculations and assumptions

We utilized school demographic data to calculate reach numbers.

Please provide a brief description of the estimated reach for this intervention, including methods used and any assumptions made. 937/1000

Do you have another intervention to add?

Yes  No

[Save and Resume Later](#)

[Previous](#) [Next](#)

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Lastly, we entered a description of how we estimated our reach numbers.

Again, make sure to complete the 'Interventions' section for each intervention your program implements.

Once you have entered information for each of the interventions your program implements, you would select 'no' to the question 'Do you have another intervention to add?' and then click 'Next' to move on to the next section.

### Partnerships - Entities that receive no direct SNAP-Ed funding but are involved with SNAP-Ed programs

Select the partner type(s) you worked with on your SNAP-Ed program that receive no direct SNAP-Ed funding.

- Agriculture organizations (includes farmers markets)
  - Chefs/culinary institutes
  - City and regional planning groups
  - Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
  - Faith-based groups
  - Food banks/food pantries
  - Food stores (convenience stores, grocery stores, supermarkets, etc.)
  - Foundations/philanthropy organizations/nonprofits
  - Government program/agency (Federal, State, local, etc.)
  - Hospitals/healthcare organizations (includes health insurance companies)
  - Human services organizations
  - Indian Tribal Organizations
  - Labor/workforce development groups
  - Media/advertising groups
  - Parks and recreation centers
  - Public health organizations
  - Restaurants
  - Schools (preschools, K-12, elementary, middle, and high)
  - Schools (colleges and universities)
  - Transportation groups
  - Worksites
  - Other
- Select all that apply.

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The following section captures information about partnerships. When considering what to include as a partnership, it is important to distinguish between a delivery site and a partnership. A delivery site is a physical location where an intervention may be held or provided, while a partnership refers to a relationship with an entity that receives *no direct SNAP-Ed funding* but is involved in SNAP-Ed programming. Partners may have a formal or informal agreement, which may include the use of services, locations, advice, or other financial or non-financial contributions.

Be sure to report all partnerships as part of your SNAP-Ed work.

**Partnerships - Entities that receive no direct SNAP-Ed funding but are involved with SNAP-Ed programs**

Select the partner type(s) you worked with on your SNAP-Ed program that receive no direct SNAP-Ed funding.

- Agriculture organizations (includes farmers markets)
- ★  Chefs/culinary institutes
- City and regional planning groups
- Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
- Faith-based groups
- Food banks/food pantries
- ★  Food stores (convenience stores, grocery stores, supermarkets, etc.)
- Foundations/philanthropy organizations/nonprofits
- Government program/agency (Federal, State, local, etc.)
- Hospitals/healthcare organizations (includes health insurance companies)
- Human services organizations
- Indian Tribal Organizations
- Labor/workforce development groups
- Media/advertising groups
- Parks and recreation centers
- Public health organizations
- Restaurants
- Schools (preschools, K-12, elementary, middle, and high)
- Schools (colleges and universities)
- Transportation groups
- Worksites
- ★  Other

Select all that apply

Other partnership: Please specify \*

Local sign company

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In our example, let's say that we partnered with a local chef to come to one of the *Cooking with Kids* sessions in each series to provide Direct Education as a volunteer. We also partnered with a local health food store who came in and did a lesson with our foodservice staff on how to organize food in the cafeteria to promote healthy choices, and they donated a cooler to display ready-made salads. Lastly, we partnered with a local sign company who donated the posters and point-of-sale signage for our *Smarter Lunchrooms* PSE changes. Because the sign company didn't fit into any of the partner types listed, we checked 'other' and specified the partnership in the text box that appears.

For each entity that you select, an additional field will be activated below to capture more in-depth information regarding each partnership type. Let's look at one of the additional information fields together.

### Chefs/culinary institutes

Number of this type of partner you worked with this reporting year	Assistance your SNAP-Ed program received from this type of partner (Select all that apply)	Assistance your SNAP-Ed program provided to this type of partner (Select all that apply)	Intervention Type(s) With Partner's Involvement (Select all that apply)
<input style="width: 100%;" type="text" value="1"/>	<input type="checkbox"/> Advertising <input checked="" type="checkbox"/> Consulting <input type="checkbox"/> Development <input type="checkbox"/> Evaluation and tracking <input type="checkbox"/> Funding <input type="checkbox"/> Human resources ("staff or staff time") <input checked="" type="checkbox"/> Program Implementation (e.g. food and beverage standards) <input type="checkbox"/> Materials (publications, supplies, etc.) <input type="checkbox"/> Planning <input type="checkbox"/> Recruitment (includes program outreach) <input type="checkbox"/> Space (e.g., facility or room where programs take place) <input type="checkbox"/> Technical services (e.g. a videographer producing videos for local SNAP offices) <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Advertising <input type="checkbox"/> Consulting <input type="checkbox"/> Development <input type="checkbox"/> Evaluation and tracking <input type="checkbox"/> Funding <input type="checkbox"/> Human resources ("staff or staff time") <input type="checkbox"/> Program Implementation (e.g. food and beverage standards) <input type="checkbox"/> Materials (publications, supplies, etc.) <input checked="" type="checkbox"/> Planning <input type="checkbox"/> Recruitment (includes program outreach) <input checked="" type="checkbox"/> Space (e.g., facility or room where programs take place) <input type="checkbox"/> Technical services (e.g. a videographer producing videos for local SNAP offices) <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Direct Education (DE) <input type="checkbox"/> Policy, Systems and Environment (PSE)

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For our chef partnership, once checked, the following questions shown on the screen will appear.

First, we enter the number of this type of partnership we had as 1 because we worked with only one chef or culinary institute. The first column of checkboxes asks you to identify the types of assistance your SNAP-Ed program **received** as a part of this partnership. You should select all that apply. The second column asks you to identify the types of assistance your SNAP-Ed program **provided** as a part of the partnership. Again, you should select all that apply. Lastly, you should identify which intervention type – Direct Education, PSE, or combined DE/PSE – this partnership applies to.

Be sure to complete this additional information section for each partnership type you select.

This is the end of the report.

If you are ready to submit:  
Click the "Submit Form" button below. **Changes cannot be made once Submit Form is clicked.**

If you are not ready to submit:  
Click the "Previous" button to review your responses and make any necessary changes.

[Save and Resume Later](#)

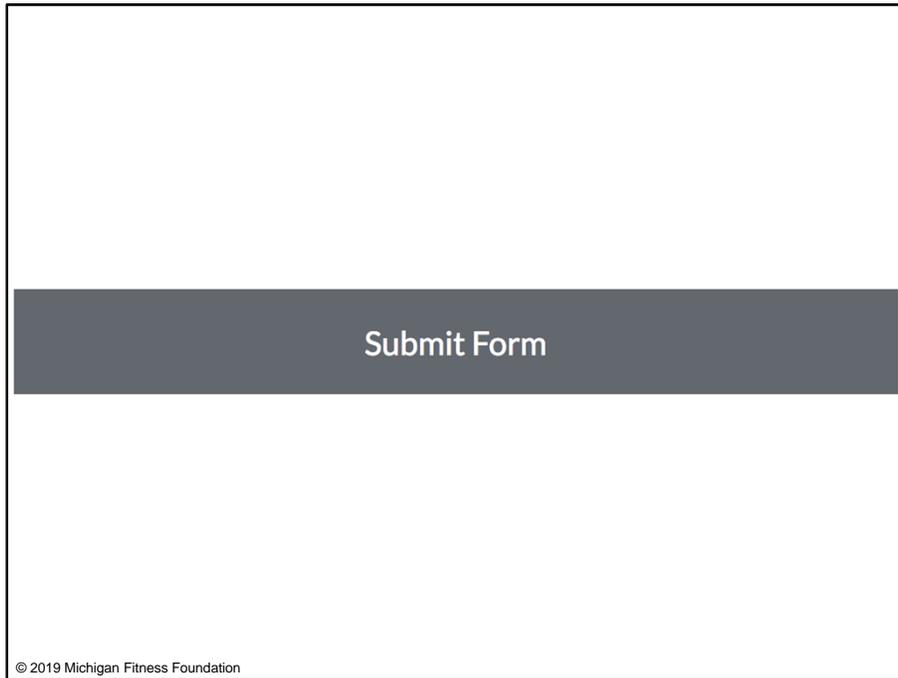
[Previous](#) [Submit Form](#)

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Once you have entered all of your information regarding your SNAP-Ed partnerships, you have reached the end of the EARS Data Report. If you click 'Next,' you will be directed to this screen which will allow you to review the information you entered before submitting.

You can use the 'Previous' and 'Next' buttons at the bottom of each page to go back through the form and ensure your information is complete and correct.

Remember, you can always click 'Save and Resume Later' at any point.



Once you are ready to submit your completed EARS Data Report, click the 'Submit Form' button at the bottom of the screen. This will automatically submit your form to MFF for review, and changes cannot be made after your form has been submitted.