

**FY 2025 SNAP-Ed at Michigan Fitness Foundation
Request for Proposals
Anticipated Programming Form Instructions**

Instructions

Based on new USDA Food and Nutrition Service (FNS) reporting guidelines, the following form will need to be completed as part of the FY24 Request for Proposal process. Please complete this form for your proposed SNAP-Ed program.

If you want to review or modify your responses, click the back arrow to page back through the form.

Note: If you plan to work on completing this form over multiple days and want to have your responses saved:

1. Use the same computer with the same browser.
2. Do not clear your browser cookies.
3. Do not click Submit at the end of the form.

If you use a different computer or browser, clear the browser cookies, or click Submit, your responses will not appear when you re-open the form.

RECOMMENDED

- **If you are currently funded by SNAP-Ed at MFF:** Use your most up-to-date FY 2024 Program Summary files (workbook and narrative) or FY 2024 Scope of Work (workbook and narrative) files as a reference to help you complete the *Anticipated Programming Form* with the required information.

General Information

Name:

Email address:

Organization name:

Title of your proposed SNAP-Ed program

Program Reach

Provide one total estimated reach number (cumulative number) for all DE interventions and one total estimated reach number (cumulative number) for all PSE changes. These reach estimates will be incorporated into your program description.

Record unduplicated reach only. A person may only be counted once per DE intervention or PSE strategy.

Total PSE reach*

Estimate the total number of people your organization anticipates reaching in the community through PSE changes.

Total DE reach

Estimate the total number of people your organization anticipates reaching through DE interventions.

*Total potential number of persons who encounter the improved environment or are affected by the policy change or systems change on a regular (typical) basis and are assumed to be influenced by it.

Note: If you are currently funded by SNAP-Ed at MFF, referencing reach numbers in your FY 2024 Program Summary (workbook and narrative) or FY 2024 Scope of Work (workbook and narrative) might be helpful.

Indirect Channel(s)

An indirect channel is a type of education that reaches **additional audiences** beyond your core DE intervention or PSE strategy and can include channels such as: newsletters, community and/or parent engagement activities, community events, tastings at farmers markets or health fairs, take-home material such as Michigan Harvest of the Month™ (MIHOTM™) resources or Nutrition Education Reinforcement Items (NERI), etc.

- *For example*, if NERI are distributed to students in Cooking with Kids sessions, do not double count those students (receiving NERI) as indirect channel reach; those students should already be reflected in the unduplicated DE reach.

Note: if your DE intervention or PSE strategy include multiple indirect channels, only count participants for one indirect channel within the same intervention/strategy.

A full list of indirect channels can be found on page 25 of this document.

Supplemental activities that are delivered in tandem with a core DE intervention or PSE strategy reach the *same participants* are not indirect channels; rather, they are components of the overall DE intervention or PSE strategy, and reach should not be reported outside of, or in addition to, the core DE or PSE reach number.

What is the total estimated unduplicated **direct education reach** for your proposed program?

What is the total estimated unduplicated **indirect channel activity reach related to direct education** for your proposed program?

What is the total estimated **PSE reach** for your proposed program?

Program Description

For this program, direct education will be offered in the following languages: *(select all that apply)*

- | | |
|--|---|
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Laotian |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Mandarin |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Chinese (simplified) | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Chinese (traditional) | <input type="checkbox"/> Serbo-Croatian |
| <input type="checkbox"/> Creole | <input type="checkbox"/> Somali |
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Khmer | <input type="checkbox"/> Other |
| <input type="checkbox"/> Korean | |

Please specify 'other' language:

This proposed program includes one or more **policy, systems, and environmental (PSE) initiative(s)** that will be in the following stage(s): *(select all that apply)*

- ☐ Planning and preparing for implementation (e.g., contacting sites, assessment, training)
- ☐ Implementing changes
- ☐ Maintaining changes
- ☐ Conducting follow-up assessments, evaluation, and/or mentoring

Priority Populations

Select priority population groups that your proposed program will directly impact. Select 'no priority' if your proposed program does not include components to reach a specific population group.

The **priority age groups** for this proposed program are: *(select all that apply)*

- ☐ under 5
- ☐ 5-17
- ☐ 18-59
- ☐ 60-75
- ☐ 76+

The **priority racial groups** for this proposed program are: *(select all that apply)*

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other
- ☐ No priority racial group

'Other' race:

The **priority ethnic groups** for this proposed program are: *(select all that apply)*

- ☐ Hispanic/Latino
- ☐ Non-Hispanic/Latino
- ☐ No priority ethnic group

The **priority gender groups** for this proposed program are: *(select all that apply)*

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ No priority gender group

Does this proposed program prioritize serving **people with disabilities**?

- ☐ Yes
- ☐ No

Program Settings

Select the setting(s) in which DE and/or PSE will be implemented:

- | | |
|---|--|
| <input type="checkbox"/> Congregate meal sites/senior nutrition centers | <input type="checkbox"/> Residential treatment centers |
| <input type="checkbox"/> Fast food chains | <input type="checkbox"/> Indian Reservations |
| <input type="checkbox"/> Mobile vending/food trucks | <input type="checkbox"/> Other settings where people live or live nearby |
| <input type="checkbox"/> Restaurants | <input type="checkbox"/> Bicycle and walking paths |
| <input type="checkbox"/> Soup kitchens | <input type="checkbox"/> Community and recreation centers |
| <input type="checkbox"/> USDA Summer Meals sites | <input type="checkbox"/> State/county fairgrounds |
| <input type="checkbox"/> Other places people go to eat | <input type="checkbox"/> Gardens (community/school) |
| <input type="checkbox"/> Before- and after-school programs | <input type="checkbox"/> Parks and open spaces |
| <input type="checkbox"/> Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) | <input type="checkbox"/> Senior centers |
| <input type="checkbox"/> Extension offices | <input type="checkbox"/> Other places where people go to play |
| <input type="checkbox"/> Family resource centers | <input type="checkbox"/> Farmers markets |
| <input type="checkbox"/> Libraries | <input type="checkbox"/> Food assistance sites (e.g., food banks, food pantries, food shelves) |
| <input type="checkbox"/> Mobile education sites | <input type="checkbox"/> Food distribution sites (e.g., FDPIR, TEFAP, CSFP) |
| <input type="checkbox"/> Schools (K-12, elementary, middle, and high) | <input type="checkbox"/> Small food stores (up to three registers) |
| <input type="checkbox"/> Schools (colleges and universities) | <input type="checkbox"/> Large food stores and retailers (four or more registers) |
| <input type="checkbox"/> WIC clinics | <input type="checkbox"/> Other places people go to shop for or access food |
| <input type="checkbox"/> Other places people go to learn | <input type="checkbox"/> Adult education, job training and work (e.g., SNAP E&T, TANF, and veteran services sites) |
| <input type="checkbox"/> Emergency shelters and temporary housing sites | <input type="checkbox"/> Military bases |
| <input type="checkbox"/> Faith-based centers/places of worship | <input type="checkbox"/> SNAP offices |
| <input type="checkbox"/> Healthcare clinics and hospitals | <input type="checkbox"/> Worksites with low-wage workers |
| <input type="checkbox"/> Individual homes | <input type="checkbox"/> Other places where people go to work |
| <input type="checkbox"/> Public housing sites (includes public housing for seniors and disabled individuals) | |
| <input type="checkbox"/> Group living arrangements/homes | |

For any setting selected that starts with 'Other places...', specify the setting in the appropriate box(es) below.

NOTE – if you have not selected any 'Other places...' these boxes will not appear.

Specify 'Other places people go to eat':

Specify 'Other places people go to learn':

Specify 'Other places where people live or live nearby':

Specify 'Other places where people go to play':

Specify 'Other places people go to shop for or access food':

Specify 'Other places where people go to work':

For each setting selected, the following four (4) prompts will be asked.

Total planned number of sites in ***selected setting A***:

Planned number of sites in ***selected setting A*** in **Tribal jurisdiction**:

Planned number of sites in ***selected setting A*** in **rural locations**: (You can use the [Federal Office of Rural Health Policy \(FORHP\) Data Files](#) to identify rural locations.)

Intervention/strategy approaches for ***selected setting A***: (select all that apply)

- ☐ Direct education
- ☐ PSE

Direct Education (DE) Interventions

Select the **core** DE intervention(s) you plan to use:

- ☐ 13 Moons of Anishinaabe Nutrition
- ☐ Choose Health: Food, Fun, and Fitness (CHFFF)
- ☐ Cooking Matters at the Store
- ☐ Cooking Matters for Adults
- ☐ Cooking Matters for Childcare Professionals
- ☐ Cooking Matters for Families
- ☐ Cooking Matters for Kids
- ☐ Cooking Matters for Parents
- ☐ Cooking Matters for Teens
- ☐ Cooking with Kids
- ☐ Discover MyPlate
- ☐ Eat Smart, Live Strong
- ☐ Eating Smart, Being Active
- ☐ Energize Your Life: Gardening for a Healthier You
- ☐ Farmers Market Food Navigator
- ☐ Food Smarts Adult
- ☐ Food Smarts for Food Waste
- ☐ Food Smarts Kids
- ☐ Fork & the Road
- ☐ Grow It, Try It, Like It
- ☐ Growing Healthy Habits
- ☐ Harvest for Healthy Kids
- ☐ Healthy Eating Active Living (HEAL) Toolkit
- ☐ Healthy Schools, Healthy Communities
- ☐ Learning About Nutrition Through Activities (LANA)
- ☐ Linking Lessons - Schools
- ☐ Linking Lessons in the Community
- ☐ MyGarden
- ☐ PE-Nut
- ☐ Pick a Better Snack
- ☐ Rec-Connect
- ☐ Taste, Move, and Learn. A Program for Learners with Cognitive Disabilities
- ☐ Teen Battle Chef
- ☐ The Learning Kitchen Adults
- ☐ The Learning Kitchen Young Adults
- ☐ The Learning Kitchen Youth
- ☐ TWIGS - Youth Gardening and Healthy Eating
- ☐ Other evidence-based DE intervention

If “Other evidence-based DE Intervention” was selected, the following three (3) prompts will display.

The evidence-based intervention criteria can be found below. Note that MFF will follow up to collect more information about the ‘other evidence-based intervention’ you are proposing to use.

‘Other DE intervention’ name:

Author of ‘other DE intervention’:

Link to ‘other DE intervention’ website or page:

Level of Evidence Definitions. As defined by USDA FNS, for an intervention to be evidence-based it must meet the criteria in one of the follow definitions:

Research-tested: The approach is based upon relevant rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence, and other published studies and evaluation reports that demonstrate significant effects on individual behaviors, food/physical activity environments, or policies across multiple populations, settings, or locales.

Practice-tested: The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field; these studies must show positive effects on individual behaviors, food/physical activity environments, or policies.

Emerging: The approach includes community- or practitioner-driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Evaluation indices may reflect cultural or community-informed measures of success.

For each DE intervention selected, the following prompt will display.

Will **intervention A** be adapted for the planned setting(s) or priority population(s)?

- ☐ Yes
☐ No

If yes is selected, the question below will display.

What modification(s) are you planning to make to **intervention A** to ensure cultural relevance and equal access to programming?

- ☐ Adapting recipes to include culturally relevant foods or practices
- ☐ Including culturally relevant activities
- ☐ Translating written materials
- ☐ Delivering lessons in a language other than English
- ☐ Adapting for neurodiversity
- ☐ Adapting for physical ability diversity
- ☐ Virtual delivery
- ☐ Other modification

Please specify 'Other modification':

PSE Assessments/Tools

Aligned with your planned PSE strategies, what are the **primary** assessment(s) or tool(s) you plan to use? *The PSE strategies list can be found in the Program Narrative.*

- | | |
|---|---|
| <input type="checkbox"/> A Guide to Smart Snacks in School | <input type="checkbox"/> Nutrition and Physical Activity Environment Assessment |
| <input type="checkbox"/> Community Connections | <input type="checkbox"/> Nutrition Environment Food Pantry Assessment Tool (NEFPAT) |
| <input type="checkbox"/> Community Garden Social Impact Assessment Toolkit | <input type="checkbox"/> Nutrition Pantry Program |
| <input type="checkbox"/> Community Gardening Toolkit | <input type="checkbox"/> Organizational Readiness to Implement Change (ORIC) |
| <input type="checkbox"/> Community PSE Exploration | <input type="checkbox"/> Out of School Nutrition and Physical Activity (OSNAP) Action Planning Tool |
| <input type="checkbox"/> CX3 | <input type="checkbox"/> Photovoice |
| <input type="checkbox"/> Eat Smart, Play Hard Concession Stand Toolkit | <input type="checkbox"/> Promoting Active Communities (PAC) Assessment |
| <input type="checkbox"/> Energize Your Live: Gardening for a Healthier You | <input type="checkbox"/> Rapid Market Assessment |
| <input type="checkbox"/> Farm to School Assessment or Planning Toolkit | <input type="checkbox"/> School Garden Assessment Tool |
| <input type="checkbox"/> Farmers Market Assessment: Enhancing the Shopper Experience (Farmers Market Food Navigator) | <input type="checkbox"/> School Nutrition Policy Initiative (SNPI) Assessment |
| <input type="checkbox"/> Food and Physical Environment Checklist (adapted from Health Matters: The Exercise and Nutrition Health Education Curriculum for People with Developmental Disabilities) | <input type="checkbox"/> School Wellness Policy Evaluation Tool, WellSAT 3.0 |
| <input type="checkbox"/> Food Policy Council | <input type="checkbox"/> Senior Center Needs Assessment |
| <input type="checkbox"/> Go NAPSACC (Nutrition and Physical Activity Self-Assessment for Child Care) | <input type="checkbox"/> Smarter Lunchrooms Scorecard |
| <input type="checkbox"/> Healthy Apple Assessment | <input type="checkbox"/> Stock Healthy, Shop Healthy |
| <input type="checkbox"/> Healthy Eating, Active Living Toolkit (HEAL) | <input type="checkbox"/> Team Nutrition local Wellness Policy Outreach Toolkit |
| <input type="checkbox"/> Healthy Food Pantry Assessment Tool | <input type="checkbox"/> The Teen Food Literacy Curriculum |
| <input type="checkbox"/> Healthy Hospital Environment Scan | <input type="checkbox"/> Thumbs Up for Healthy Choices in Food Pantries |
| <input type="checkbox"/> Healthy Kids, Healthy Future Checklist | <input type="checkbox"/> Using Collaborative Approaches to Identify Specific Strategies |
| <input type="checkbox"/> Healthy Pantry Snapshot Assessment Tool | <input type="checkbox"/> Voices for Food Pantry Toolkit |
| <input type="checkbox"/> Healthy School Action Tool (HSAT) | <input type="checkbox"/> Walkability Checklist |
| <input type="checkbox"/> MDE Triennial Local Wellness Policy Assessment | <input type="checkbox"/> Wellness Policy in Action Tool (WPAT) |
| <input type="checkbox"/> Modified Triennial Wellness Assessment | <input type="checkbox"/> Youth Participatory Action Research (YPAR) |
| | <input type="checkbox"/> Other evidence-based assessment/tool/approach |

If “Other evidence-based assessment/tool/approach” was selected, the following three prompts will display.

The evidence-based assessment/tool/approach criteria can be found below. Note that MFF will follow up to collect more information about the ‘other evidence-based assessment/tool’ you are proposing to use.

‘Other assessment/tool/approach’ title:

Author of ‘other assessment/tool/approach’:

Link to ‘other assessment/tool/approach’ website or page:

Level of Evidence Definitions. As defined by USDA FNS, for an assessment/tool/approach to be evidence-based it must meet the criteria in one of the follow definitions:

Research-tested: The approach is based upon relevant rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence, and other published studies and evaluation reports that demonstrate significant effects on individual behaviors, food/physical activity environments, or policies across multiple populations, settings, or locales.

Practice-tested: The approach is based upon published or unpublished evaluation reports and case studies by practitioners working in the field; these studies must show positive effects on individual behaviors, food/physical activity environments, or policies.

Emerging: The approach includes community- or practitioner-driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Evaluation indices may reflect cultural or community-informed measures of success.

For every PSE assessment/tool selected, the following prompt will display:

Will **name of assessment/tool A** be adapted for the planned setting(s) or priority population(s)?

- ☐ Yes
☐ No

If yes is selected, the question below will display.

What modification(s) are you planning to make to **name of assessment/tool A** ?

- ☐ Translating written materials
- ☐ Administering assessment/tool/approach in a language other than English
- ☐ Adapting assessment/tool/approach for neurodiversity
- ☐ Adapting the assessment/tool/approach for physical ability diversity
- ☐ Other modification

Please specify 'Other modification':

Multisector Partnerships/Coalitions

Note: Multisector partnerships/coalitions are composed of at least five different sector representatives.

Enter the **number** of multisector partnerships/coalitions

How many multisector partnerships/coalitions is your agency planning to be actively engaged in as part of your SNAP-Ed program?

For each multisector partnership/coalition, the following questions will be asked.

For example, if you answered 2 multisector partnerships/coalitions, you will see “Enter the name of partnership/coalition 1”, followed by questions. Then “Enter the name of partnership/coalition 2”, followed by questions.

Enter the name of partnership/coalition 1:

Select the sectors that will be represented in the

Name you entered in the cell above (Group A) multisector partnership/coalition:

(At least five sectors are required for a multisector partnership/coalition.)

- ☐ Agriculture
- ☐ Childcare
- ☐ Commercial marketing
- ☐ Community design
- ☐ Economic development/business
- ☐ Education
- ☐ Food industry
- ☐ Food retailers
- ☐ Government
- ☐ Media
- ☐ Public health and healthcare
- ☐ Public safety
- ☐ Social service providers
- ☐ Transportation

For each sector selected, you will be asked to enter the number of organizations in that sector that are part of that named multisector partnership/coalition group.

At minimum you will see five questions on page 20.

You will only see the prompts for the sectors selected previously. This page is the full list of all sectors.

Enter the number of organizations that will be involved from the **Agriculture** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Childcare** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Commercial Marketing** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Community Design** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Economic Development / Business** sector in the **Group A** multisector partnership/coalition.

Enter the number of organizations that will be involved from the **Education** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Food Industry** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Food Retailers** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Government** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Media** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Public Health and Healthcare** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved from the **Public Safety** sector in the **Group A** multisector partnership/coalition:

Enter the number of organizations that will be involved with the **Social Service Providers** sector in the **Group A** multisector partnership/coalition.

Enter the number of organizations that will be involved from the **Transportation** sector in the **Group A** multisector partnership/coalition:

For each multisector partnership/coalition the following questions will be asked.

Select the geographic level of the **Group A** multisector partnership/coalition:

- ☐ State/Territory
- ☐ Local
- ☐ Tribal

Describe key activities planned with the **Group A** multisector partnership/coalition
(*Limit your answer to 250 words*):



Tribes and Indian Tribal Organizations (ITOs)

Will your organization be consulting, coordinating, or collaborating with any Federal or State-recognized American Indian or Alaska Native Tribes or Tribal representatives on your SNAP-Ed program planning and/or implementation?

☐ Yes

☐ No

If you respond yes, the following prompt will display on the next page.

With how many Indian Tribal Organizations will you be consulting, coordinating, or collaborating on your SNAP-Ed planning and/or implementation?

The following series of prompts will display for each Indian Tribal Organization (ITO) you indicated above. For example, if you indicated 2 ITOs, you would see the five prompts below for each ITO.

Name of Indian Tribal Organization 1:

Name of ITO Primary Contact:

Title of ITO Primary Contact:

Nature of planned consultation, coordination, and collaboration with **Name of ITO 1:** *(select all that apply)*

- ☐ Meeting with ITO for input on SNAP-Ed programming
- ☐ ITO involved in SNAP-Ed proposal development
- ☐ ITO to be involved with SNAP-Ed activities
- ☐ Other, please specify 'other':

Describe planned consultation, coordination, and collaboration with **Name of ITO 1:** *(Limit your answer to 250 words)*

Minority-serving Institutions (MSIs)

MSIs are institutions of higher education that serve minority populations and receive U.S. Department of Interior funding and resources on behalf of their students and communities. MSIs include historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), Tribal colleges and universities (TCUs), and Asian American and Pacific Islander serving institutions (AANAPISIs).

Will your organization be coordinating or collaborating with any MSIs on your SNAP-Ed planning and/or implementation?

- ☐ Yes
☐ No

If you respond yes, the following prompt will display on the next page.

With how many MSIs will you be coordinating or collaborating on your SNAP- Ed planning and/or implementation?

The following series of prompts will display for each MSI you indicated above. For example, if you indicated 2 MSIs, you will get the four prompts below for each MSI.

MSI name 1:

MSI type:

- ☐ Historically Black college or university
☐ Hispanic-serving institution
☐ Tribal college or university
☐ Asian American or Pacific Islander serving institution

Nature of planned coordination and collaboration with **MSI Name 1**: *(select all that apply)*

- ☐ Meeting with MSI for input on SNAP-Ed programming
☐ Involved in SNAP-Ed proposal development
☐ MSI to be involved with SNAP-Ed activities
☐ Other, please specify 'other':

Describe planned coordination and collaboration with **MSI Name 1**: *(Limit your answer to 250 words)*

You have reached the end of this form.

If you want to review or modify your responses, click the back arrow to page back through the form.

If you are ready to submit all of your responses, click the **Submit** button.

You will not be able to modify your responses once you click Submit.

When the form is submitted, an email confirmation will be sent to the email address entered and will contain the responses to the form questions.

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Indirect Channel List

Articles

Billboards, bus/van wraps, or other signage

Calendars

Electronic materials (e.g. email and electronic newsletters or mailings/text messaging)

Hard copy materials (e.g. fact sheets, flyers, pamphlets, activity books, posters, banners, postcards, recipe 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 – please specify: