COMMUNITY IMPACT PROJECT

BACKGROUNDER

MICHIGAN
FITNESS
FOUNDATION

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SNAP-Ed Overview

The United States Department of Agriculture's (USDA) **Supplemental Nutrition Assistance Program (SNAP)** provides nutrition assistance benefits to eligible low-income households so they can purchase food from authorized food retailers. USDA's **Food and Nutrition Service (FNS)** mission is to work with partners to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture.

In Michigan, all SNAP programming is administered by the Michigan Department of Health and Human Services (MDHHS). Through nutrition education, physical activity promotion, and community change work, **Supplemental Nutrition Assistance Program Education (SNAP-Ed)** supports SNAP's role in addressing food insecurity and is central to SNAP's efforts to improve nutrition and prevent or reduce diet-related chronic disease and obesity among SNAP recipients. MDHHS has established two SNAP-Ed State Implementing Agencies, the Michigan Fitness Foundation (MFF) and Michigan State University Extension (MSU Extension).

The goal of SNAP-Ed is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the most current *Dietary Guidelines for Americans* and the USDA food guidance.

"SNAP-Ed eligible individuals" refers to the target audience for SNAP-Ed, specifically SNAP participants and low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs. It also includes individuals residing in communities with a significant low-income population.

The Focus of SNAP-Ed is:
- Implementing strategies or interventions, among other health promotion efforts, to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle; and
- Primary prevention of diseases to help the SNAP-Ed target audience that has risk factors for nutrition-related chronic disease, such as obesity, prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.

SNAP-Ed maximizes its impact by concentrating on key behavioral, community, and population outcomes achieved through evidence-based direct education, multi-level interventions, social marketing, policy, systems and environmental (PSE) change efforts, and partnerships.

USDA FNS Guiding Principles for SNAP-Ed

1. SNAP-Ed is intended to serve SNAP participants, low-income individuals eligible to receive SNAP benefits or other means-tested Federal assistance programs, and individuals residing in communities with a significant low-income population (>50%). (See SNAP-Ed Target Audiences for additional information about qualifying target audiences.)
2. SNAP-Ed must include nutrition education and obesity prevention services consisting of a combination of educational approaches. Nutrition education and obesity prevention services are delivered through partners in multiple venues and involve activities at the individual, interpersonal, community, and societal levels. Acceptable intervention strategies and policy level interventions must be consistent with the *Dietary Guidelines for Americans* (DGA) and may include activities that encourage healthier choices and/or focus on increasing or limiting consumption of certain foods, beverages, or nutrients.
3. While SNAP-Ed has the greatest potential impact on behaviors related to nutrition and physical activity of the overall SNAP low-income households, when it targets low-income households

with SNAP-Ed eligible women and children, SNAP-Ed is intended to serve the breadth of the SNAP eligible population.

4. SNAP-Ed must use evidence-based, behaviorally-focused interventions and maximize its national impact by concentrating on a small set of key population outcomes supported by evidence-based multi-level interventions. Evidence-based interventions based on the best available information must be used.
5. SNAP-Ed's reach is maximized when coordination and collaboration take place among a variety of stakeholders at the local, state, regional, and national levels through publicly or privately funded nutrition intervention, health promotion, or obesity prevention strategies. The likelihood of nutrition education and obesity prevention interventions successfully changing behaviors is increased when consistent and repeated messages are delivered through multiple channels.
6. SNAP-Ed is enhanced when the specific roles and responsibilities of local, state, regional, and national SNAP agencies and SNAP-Ed providers are defined and put into practice.

SNAP-Ed programs must consider the unique needs of people eligible for SNAP, specifically the need to make healthy choices on a limited food budget and to increase physical activity to achieve or maintain caloric balance. The *Dietary Guidelines for Americans* are the foundation of nutrition education and obesity prevention efforts in all USDA FNS nutrition assistance programs, and messages delivered through SNAP-Ed must be consistent with the most current version. Refer to the USDA Center for Nutrition Policy and Promotion (cnpp.usda.gov) for complete information on the DGA.

USDA FNS expects SNAP-Ed programs to coordinate SNAP-Ed activities with other nutrition education, obesity prevention, and health promotion initiatives and interventions, especially those implemented by other USDA FNS nutrition assistance programs.

SNAP-Ed Approaches

USDA FNS requires comprehensive interventions that address multiple levels of the Social-Ecological Model (SEM) to reach the SNAP-Ed target population in ways that are relevant and motivational to them, while addressing constraining environmental and/or social factors in addition to providing direct nutrition education and physical activity promotion.

Refer to the *Dietary Guidelines for Americans* for details about the *Social-Ecological Framework for Nutrition and Physical Activity Decisions*.
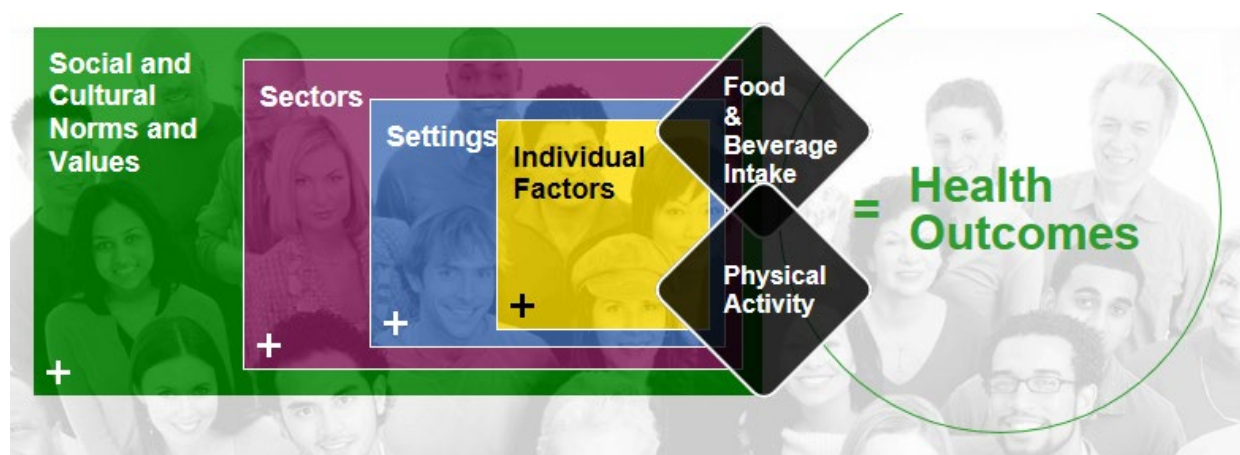
To deliver a comprehensive SNAP-Ed program, SNAP-Ed funds must be used for evidence-based activities using the SNAP-Ed approaches. SNAP-Ed approaches must include Approach One and Approach Two and/or Approach Three. **Approach One activities must be combined with interventions and strategies from Approaches Two and/or Three.**

1. Approach One – Individual or group-based direct nutrition education, health promotion, and intervention strategies.

   AND

2. Approach Two – Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels.

   OR

3. Approach Three – Community and public health approaches to improve nutrition and obesity prevention.

Approaches Two and Three are focused on PSE change efforts that create supportive environments in which people can engage in healthy behaviors. Direct education can help people understand why and how to choose healthy foods and/or be physically active; but for long-term impact, SNAP-Ed programs must also engage in partnerships and multi-sector collaborations to address healthy eating and physical activity barriers to increase opportunities for healthy choices.

Changing health behaviors is complicated; working across the SEM with multi-component (direct education and PSE change strategies) SNAP-Ed programming will maximize impact. SNAP-Ed programs must include multi-level approaches that are related to one another to collectively have impact on the target populations' nutrition and physical activity behaviors.

Using Evidence-Based Interventions

Using evidence-based interventions and strategies means that you are more likely to achieve intended outcomes with your target audience(s), resulting in desired, sustainable healthy behaviors.
- Research-based evidence refers to relevant rigorous research, including systematically reviewed scientific evidence.
- Practice-based evidence refers to case studies, pilot studies, and evidence from the field on interventions that demonstrate obesity prevention potential.
- Emerging strategies or interventions are community- or practitioner- driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Emerging strategies or interventions require a justification for a novel approach and must be evaluated for effectiveness.

SNAP-Ed interventions and strategies must be evidence-based, implemented with fidelity (i.e., delivering an intervention as intended including using all intervention components and following scope and sequence), and have:
- Evaluation outcomes that clearly demonstrate effectiveness of the intervention with specific target audience(s) (If an evidence-based intervention is modified, further justification and data are necessary to support that the intervention, as modified, can be expected to have the desired impact); and
- Effective education strategies including behaviorally-focused nutrition education and physical activity promotion, use of motivators and reinforcements, multiple channels of communication of messages, opportunities for active personal engagement (behavior practice), and justification of duration and intensity of messages.

One resource to find potential interventions is the *SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States* (*Toolkit*). The Toolkit, however, is not an exhaustive list, and not all of the interventions listed are fully SNAP-Ed allowable or are appropriate for use in Michigan. In addition,

USDA FNS created a [checklist for evidence-based programs](#) to classify interventions according to levels of evidence.

Social Marketing

In addition to direct education, social marketing programs have often been used to deliver nutrition messages to the SNAP-Ed audience.

In Michigan, MFF facilitates a statewide SNAP-Ed social marketing campaign on behalf of all funded SNAP-Ed programs.

Policy, Systems, and Environmental (PSE) Change

Taken together, direct education, social marketing, and PSE changes are more effective than one strategy alone for preventing overweight and obesity. While PSE changes have the potential to reach more people than solely through direct education, PSE change efforts are optimized when combined with reinforcing educational or social marketing strategies implemented used in SNAP-Ed or by mission-aligned partners.

The *2020-2025 [Dietary Guidelines for Americans](#)* recognizes that everyone has a role in helping support healthy eating patterns in multiple settings. PSE change strategies can be implemented across a continuum and may be employed on a limited scale as part of Approach Two or in a more comprehensive way through the community and public health approaches of Approach Three.

SNAP-Ed should be seen as a consultant and technical advisor for creating PSE changes that benefit low-income households and communities, rather than the provider of services. SNAP-Ed aids organizations so that they can adopt, maintain, and enforce PSE changes themselves without continuous involvement from SNAP-Ed. This likely will also facilitate sustainable PSE changes as [non-SNAP-Ed] organizations take ownership of the PSE change.

Although FNS recognizes that SNAP-Ed resources may be needed on an ongoing basis to support changes as partner organizations build capacity, the [non-SNAP-Ed] organization that receives the consultation and technical assistance is ultimately responsible for adopting, maintaining, and enforcing the PSE change.

PSE changes should reflect input from partner organizations and community members served by the organizations. This is indicative of the concept that "no service system can be effective or sustained unless it is grounded in, reflective of, and has the full participation of the community it is designed to serve."

SNAP-Ed programs may consult and provide technical assistance on PSE changes that support healthy eating and physical activity without taking on or supplanting the responsibilities of Federal, State, and local program operators.

The definitions and examples below help clarify SNAP-Ed's role in implementing PSE change strategies.

Policy: A written statement of an organizational position, decision, or course of action. Ideally, policies describe actions, resources, implementation, evaluation, and enforcement. Policies are made in the public, non-profit, and business sectors. Policies will help to guide behavioral changes for audiences served through SNAP-Ed programming.

Systems: Systems changes are unwritten, ongoing, organizational decisions or changes that result in new activities reaching large proportions of people the organization serves. Systems changes alter how the organization or network of organizations conducts business. An organization may adopt a new intervention, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may precede or follow a written policy.

Environmental: This includes the built or physical environments which are visual/observable, but may include economic, social, normative, or message environments.

- Modifications in settings where food is sold, served, or distributed may promote healthy food choices.
- Signage that promotes the use of stairwells or walking trails may increase awareness and use of these amenities.
- Social changes may include shaping attitudes among administrators, teachers, or service providers about time allotted for school meals or physical activity breaks.
- Economic changes may include financial disincentives or incentives to encourage a desired behavior, such as purchasing more fruits and vegetables.

Note that SNAP-Ed funds may not be used to provide the cash value of financial incentives, but SNAP-Ed funds can be used to engage farmers markets and retail outlets to collaborate with other groups and partner with them.

Examples of PSE Partnerships and Initiatives

- *Collaborating with community groups and other organizations such as Food or Nutrition Policy Councils to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population;*

- *Delivering technical assistance to a local corner or country store to create a designated healthy checkout lane. Other activities might include providing training to retailers on healthy foods to stock and strategies to encourage people to purchase and use such foods or partnering with other groups on a healthy food financing initiative;*

- *Conducting health promotion efforts such as promoting use of a walking trail or selection of healthy foods from vending machines.*

Examples of PSE Change Strategies

|	*PSE Change Work*	*SNAP-Ed's Role*
Policy	*A school or school district that serves a majority low-income student body writes a policy that allows the use of school facilities for recreation by children, parents, and community members during non-school hours.*	*The local SNAP-Ed provider can be a member of a coalition of community groups that works with the school to develop this policy.*
Systems	*A local food policy council creates a farm-to-fork system that links farmers and local distributors with new retail or wholesale customers in low-income settings.*	*The local SNAP-Ed provider could be an instrumental member of this food policy council, providing insight into the needs of the low-income target audience.*
Environmental	*A food retailer serving SNAP participants or other low-income persons increases the variety of fruits and vegetables it sells and displays them in a manner to encourage consumer selection of healthier food options based on the most current Dietary Guidelines for Americans.*	*A SNAP-Ed provider can provide consultation and technical assistance to the retailer on assessing its environment, expanding its fruit and vegetable offerings, and behavioral techniques to position produce displays to reach the target audience.*

SNAP-Ed Evaluation

There are multiple types of intervention evaluations. The USDA evaluation definitions provided below describe types of evaluations:

- *Formative Evaluation* is a type of program evaluation that usually occurs up front and provides information that is used during the development of an intervention [or when selecting strategies for delivering education]. Formative evaluation results are used to shape the features of the intervention itself prior to implementation.

- *Process Evaluation* is a type of program evaluation that systematically describes how an intervention looks in operation or actual practice. It includes a description of the context in which the program was conducted (e.g., participants, setting, materials, activities, duration, etc.). It also determines if an intervention was implemented with fidelity (i.e., if an evidence-based intervention was delivered as designed and likely to yield the expected outcomes).

- *Outcome Evaluation* is a type of program evaluation that addresses the question of whether anticipated group changes or differences occur in conjunction with an intervention. For example, measuring shifts in a target group's nutrition knowledge before and after an intervention. Such evaluation indicates the degree to which the intended outcomes occur among the target population. It does not, however, provide definitive evidence that the observed outcomes are due to the intervention.

- *Impact Evaluation* is a type of program evaluation that allows one to conclude authoritatively whether the observed outcomes are a result of the intervention. To draw cause and effect conclusions, impact evaluations incorporate research methods that eliminate alternative explanations. This requires comparing those who receive the intervention (e.g., persons, classrooms, communities) to those who either receive no treatment or an alternative intervention.

The [SNAP-Ed Evaluation Framework: Nutrition, Physical Activity, and Obesity Prevention Indicators](#) *(SNAP-Ed Evaluation Framework)* identifies common indicators and outcome measures that support documenting changes resulting from comprehensive SNAP-Ed programming. Practitioners must use the *SNAP-Ed Evaluation Framework* to identify indicators of success when implementing multi-level (across the SEM), multi-component (direct education and PSE change strategies) programming.

The *SNAP-Ed Evaluation Framework* can look overwhelming; to help navigate the framework, refer to the SNAP-Ed Approaches and consider how they align with outcome indicators at each level of the *Framework**.

- Individual level aligns with Approach One (direct education);
- Environmental Settings level aligns with Approach Two (PSE changes at an organization or specific setting); and
- Sectors of Influence level aligns with Approach Three (community or public health approaches influenced by multiple sectors working together).
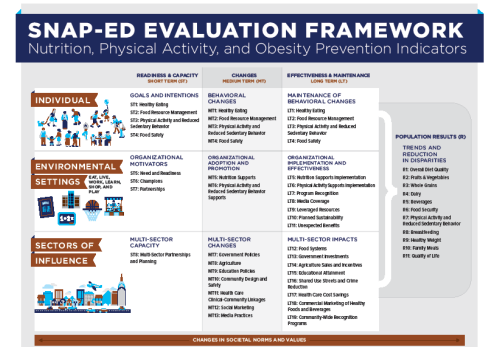
Across all levels of the *SNAP-Ed Evaluation Framework*:

- Short-term indicators relate to getting ready to make a change.
- Medium-term indicators relate to adopting a change.
- Long-term indicators relate to maintaining a change.

Using the *SNAP-Ed Evaluation Framework* enables SNAP-Ed programs to monitor and evaluate the implementation and effectiveness of strategies and interventions while also communicating outcomes to SNAP-Ed stakeholders and funders.

USDA FNS has selected priority indicators:
- MT1: Healthy Eating Behaviors
- MT2: Food Resource Management;
- MT3: Physical Activity and Reduced Sedentary Behaviors
- ST7: Organizational Partnerships
- MT5: Nutrition Supports Adopted
- ST8: Multi-Sector Partnerships and Planning

Any objectives defined by a SNAP-Ed program must be aligned with indicators and outcome measures and in SMART format. SMART format includes objectives that are **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-specific.

RE-AIM Model

USDA FNS encourages SNAP-Ed programs to use the RE-AIM (**R**each, **E**ffectiveness, **A**doption, **I**mplementation, and **M**aintenance) model for planning and evaluating the implementation of evidence-based interventions. Indicators in the *Environmental Settings* level of the *SNAP-Ed Evaluation Framework* are well-aligned with the RE-AIM model (see below). Following the model across *Environmental Settings*, from short-term changes through long-term changes, aligns an intervention or set of strategies with a systems approach leading to sustainable community-level changes. For more information on RE-AIM, visit www.re-aim.org.

SNAP-Ed Environmental Settings Indicator	SNAP-Ed Evaluation Framework Definition	RE-AIM Model Component
ST5: Needs and Readiness	Sites with an identified need or readiness for change in organizational settings or policies.	Organizational Readiness and Capacity-Building
ST6: Champions	Community change agents who have engaged in efforts outside of SNAP-Ed programming to improve access or create appeal for nutrition and physical activity supports.	
ST7: Partnerships	Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work.	
MT5: Nutrition Supports;	Number of people who are impacted by a PSE change.	**R**each
MT6: Physical Activity and Reduced Sedentary Behavior Supports	Number of organizations/sites that make at least one (1) change in writing or practice to expand access or improve appeal for healthy eating and active living.	**A**doption

SNAP-Ed Environmental Settings Indicator	SNAP-Ed Evaluation Framework Definition	RE-AIM Model Component
LT5: Nutrition Supports Implementation; **LT6: Physical Activity Supports Implementation;** **LT7: Program Recognition;** **LT8: Media Coverage;** **LT9: Leveraged Resources;** **LT10: Planned Sustainability;** **LT11: Unexpected Benefits**	Intervention delivered with fidelity and the essential elements known to be important to the achievement of positive outcomes.	**I**mplementation
	Improvements (e.g., improved assessment scores) in the food environment and/or organizational changes, policies, rules, marketing, and access that make healthy choices easier.	**E**ffectiveness
	Number and average percentage increase of SNAP-Ed eligible sites/systems with a plan in place for staff, training, procedures, diversified funding, human and facility resources, and other maintenance-of-effort essentials.	**M**aintenance

SNAP-Ed Domains

To maintain consistency across states in reporting PSE changes, the *SNAP-Ed Evaluation Framework* categorizes SNAP-Ed settings into six domains – EAT, LIVE, LEARN, WORK, PLAY, and SHOP – to aggregate activities across settings in a meaningful way. This also helps with tracking and reporting outcomes *across* multiple sites, or different physical locations, where SNAP-Ed services are provided.

Domains	Settings (examples)
Eat	Fast food chains, restaurants, mobile vending/food trucks, congregate meal sites and other senior nutrition centers (or other places where people primarily go to "eat")
Live	Faith/places of worship, community organizations, SNAP offices, Indian tribal organizations, public housing, shelters, residential treatment centers, low-income health clinics, (or other community or neighborhood settings where people "live" or live nearby)
Learn	Early care and education; schools; afterschool, summer, and community youth organizations; Boys and Girls Clubs, YMCA, Cooperative Extension offices; (or other places where people go to "learn")
Play	Parks and recreation, bicycle and walking paths, school gymnasiums and fields, county fairgrounds (or other places where people go to "play")
Work	Worksites with low-wage workers, job training programs/TANF worksites (or other places where people go to "work")
Shop	Large food stores (4+ registers), small food stores ($\leq$ 3 registers), food banks and pantries, and farmers markets (or other places where people "shop" for or otherwise access food)

SNAP-Ed Target Audiences

SNAP-Ed programming is required to focus on eligible audiences. According to USDA, SNAP-Ed target audiences SNAP-Ed fall into four (4) categories. Refer to the category descriptions below to determine qualifying target audience(s).

Category 1 – Income-based:
- Persons eligible for other means-tested Federal assistance programs, such as Supplemental Security Income (SSI), the WIC Program, or TANF. The term "means-tested Federal assistance programs" is defined as Federal programs that require the income and/or assets of an individual or family to be at or below 185% of the Federal Poverty Guidelines to qualify for benefits.
- Persons typically not eligible for SNAP such as incarcerated persons, residents of nursing homes, boarders, or college/university students are ineligible for SNAP-Ed.

Category 2 – Qualifying locations:
- Persons at qualifying locations that serve low-income individuals such as food banks, food pantries, soup kitchens, public housing, SNAP/TANF job readiness program sites, and other such sites.

Category 3 – Locations serving low-income populations:
- Persons at other venues when it can be documented that the location/venue serves generally low-income persons where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds. This would include, for example, persons residing or schools or childcare centers located in census tract areas or other defined areas where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold, or children in schools where at least 50% of children receive free and reduced priced meals.
- Venues/locations identified in qualified census tracts.
  - For a statewide view of eligible tracts, go to map2healthyliving.org and follow these steps:
    1. In the "What to Look For" section, scroll to the Geographic section and click the "Eligible Census Tract" layer; and
    2. Click "Go".

Sometimes a potential audience for SNAP-Ed programming does not meet the pre-defined criteria outlined in the four target audience categories.

In these cases, SNAP-Ed programs can propose alternate targeting methodologies for SNAP-Ed audiences that are reviewed and approved by MFF.

Category 4 – Retail locations serving low-income populations:
- Persons shopping in food retailers who redeem SNAP and/or WIC benefits. Retail locations must accept WIC and SNAP benefits to qualify as a site for SNAP-Ed activities. Although many retailers accept these benefits, SNAP-Ed activities should occur in locations which demonstrate significant patronage by low-income individuals and families. Stores located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold may qualify as SNAP-Ed activity sites. FNS recognizes that SNAP recipients do not necessarily shop at the stores that are closest to where they live. Census tracts in some cases may not be the right measure. For example, in rural areas a particular store may be serving the majority of the SNAP low-income population or be the only grocery outlet in the community for the entire population, including the low-income population. [SNAP-Ed programs should] seek input from low-income individuals and families, and organizations that regularly serve low-income individuals and families, to understand the SNAP and WIC retailers that are preferred by low-income members of the community.
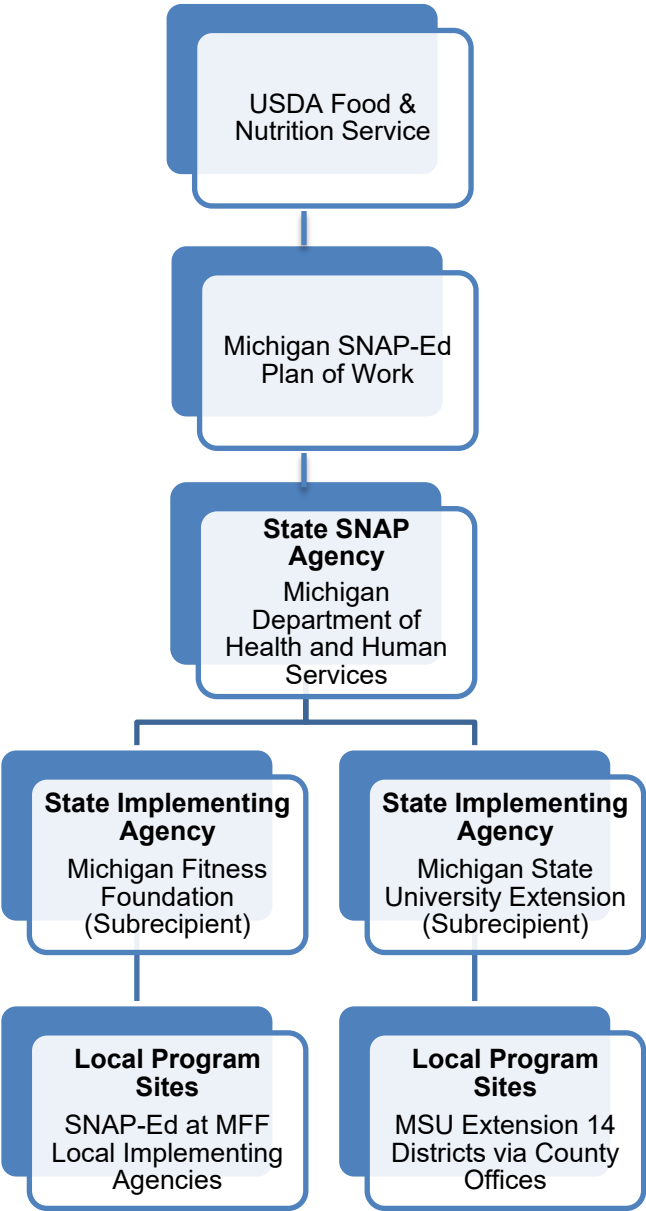
SNAP-Ed in Michigan

Michigan SNAP-Ed Vision

Improve nutrition and physical activity behaviors, as well as policies, systems, and environments, to prevent obesity- and diet-related chronic diseases, where Michigan SNAP-Ed-eligible residents eat, live, learn, work, play, and shop.

SNAP-Ed in Michigan

The chart below highlights the organizations involved with SNAP-Ed in Michigan. Additional information about the specific roles and responsibilities can be found in the USDA SNAP-Ed Guidance.

USDA Food & Nutrition Service

Michigan SNAP-Ed Plan of Work

State SNAP Agency
Michigan Department of Health and Human Services

State Implementing Agency
Michigan Fitness Foundation (Subrecipient)

State Implementing Agency
Michigan State University Extension (Subrecipient)

Local Program Sites
SNAP-Ed at MFF Local Implementing Agencies

Local Program Sites
MSU Extension 14 Districts via County Offices

Michigan SNAP-Ed Goals

1. Increase vegetable and fruit consumption;
2. Increase physical activity;
3. Increase access to affordable, healthy foods and safe places for physical activity through PSE efforts; and
4. Increase readiness to consume fruits and vegetables and be physically active by using an [statewide] evidence-based social marketing campaign.

Local SNAP-Ed programs may also have secondary or intermediate behavioral outcomes consistent with other USDA FNS-aligned SNAP-Ed objectives:

- Improved behaviors associated with following a healthy eating pattern across the lifespan at an appropriate calorie level;
- Increased whole grain consumption (make half your grains whole);
- Switch to low-fat and fat-free milk and milk products; and
- Other intermediary behaviors toward outcomes (must be evidence-based).

MDHHS, MFF, and MSU Extension work collaboratively to ensure that SNAP-Ed best meets the needs of people eligible for SNAP throughout Michigan. Additionally, USDA FNS encourages states to coordinate activities implemented by USDA FNS nutrition assistance programs and initiatives. In Michigan, the Michigan State Nutrition Action Collaborative (MiSNAC) is a network of state-level organizations that receive funding from the USDA FNS that work together to connect and coordinate nutrition education programs and approaches. MFF represents local SNAP-Ed programs in MiSNAC.

SNAP-Ed at the Michigan Fitness Foundation

In FY 2020, MFF-funded SNAP-Ed programs and activities reached approximately four million Michigan residents. MFF partners with more than 50 local and regional organizations that receive SNAP-Ed funding to implement nutrition education and physical activity promotion throughout Michigan.

Framework. MFF is a backbone organization for a network of local organizations that deliver comprehensive, evidence-based programming that meets identified community needs. This powerful, locally-driven SNAP-Ed program model empowers local organizations and experts who understand participant and community needs and can align and deliver programming to address those unique needs. SNAP-Ed at MFF funded programs must use evidence-based, comprehensive programming (direct education and PSE change strategies) tied to identified community needs that addresses multiple levels of the SEM to reach SNAP-Ed target audiences. All MFF-funded SNAP-Ed programs focus on healthy eating and physical activity behavior change and supportive PSE changes at sites, settings, and/or the community-level. SNAP-Ed programs should also use a collaborative, multi-sector partnership and planning approach to achieve program goals. Principles of health equity are integrated into community engagement approaches, program implementation, and PSE strategies to reduce inequities in healthy food access and environments that support physical activity.

Coordination and Collaboration. SNAP-Ed programs are required to coordinate their SNAP-Ed efforts with other organizations advancing health promotion or nutrition improvement strategies. Working with community partners furthers SNAP-Ed's collaborative efforts, reduces the likelihood of duplication of effort, and aligns SNAP-Ed strategies with current public health practices for health promotion and disease prevention. MFF developed the *Map to Healthy Living* (M2HL) website (map2healthyliving.org) to support cross-program and community collaboration in Michigan.

Evaluation. SNAP-Ed program evaluation is based on the *SNAP-Ed Evaluation Framework* and aligned with local program activities. MFF works with funded organizations to collaboratively

develop a comprehensive evaluation plan, including SMART objectives. Evaluation focuses on indicators and outcome measures at the Individual and Environmental Settings levels. Using the *SNAP-Ed Evaluation Framework*, MFF analyzes and synthesizes program data for SNAP-Ed at MFF programs.

Support Services. MFF provides a variety of support services to MFF-funded SNAP-Ed programs including, program and grant management support, training, the statewide SNAP-Ed social marketing campaign, nutrition education and physical activity promotion curricula and intervention development, Nutrition Education Reinforcement Items (NERI), evaluation services, and the Map to Healthy Living.

SNAP-Ed at MFF Local Implementing Agencies

The SNAP-Ed at MFF Community Impact Grant opportunity includes two options for organizations to receive funding and implement locally-relevant SNAP-Ed programming:
- **Request for Proposals (RFP).** Organizations propose to implement an evidence-based SNAP-Ed program that meets community needs and provides community wrap-around programming as a subrecipient.
- **Request for Applications (RFA).** Organizations apply to deliver a Community Impact Project and work with MFF to collaboratively design a SNAP-Ed program package.

Organizations are selected to receive SNAP-Ed funding using criteria aligned with each funding option:
- Proposals undergo an objective review process that includes external content-expert reviewers who score each proposal on how well proposed evidence-based programming met identified community needs, inclusion of community wrap-around approaches, and demonstrated ability to independently implement a SNAP-Ed program.
- Applications are reviewed to determine if they meet required eligibility criteria. Organizations whose applications meet the criteria are selected to participate in a collaborative program design process with MFF and receive SNAP-Ed funding.

Organizations that receive SNAP-Ed funding through MFF's Community Impact Grant opportunity are known as Local Implementing Agencies (LIAs). These are local and regional agencies, schools, and nonprofit organizations that work with MFF to expand the reach of Michigan's SNAP-Ed programming.
- Organizations who receive funding through the RFP process are known as LIA – Subrecipients.
- Organizations who receive funding through the RFA process are known as LIA – Community Impact Project (CIPs).

By applying for funds through MFF, SNAP-Ed funded organizations help maximize resources available for nutrition education and physical activity promotion in Michigan. SNAP-Ed at MFF LIAs apply for funding annually.

SNAP-Ed Program Funding

Funding for Michigan SNAP-Ed is provided by the USDA through MDHHS. Michigan's annually submitted SNAP-Ed Plan of Work is developed by MFF and MSU Extension in cooperation with MDHHS. MFF includes proposed local SNAP-Ed program activities in the Michigan Plan of Work. The Plan of Work is reviewed by MDHHS and then submitted to USDA FNS for final review and approval. Typically, Plan of Work approval from USDA FNS is in late September. At any point during the review and approval process, Plan of Work amendments may be requested.

SNAP-Ed funding is distributed on a cost-reimbursement basis. SNAP-Ed funds are the reasonable and necessary expenses an organization incurs to implement SNAP-Ed activities. Those expenses are then submitted for reimbursement. All programming and grant management activities must comply with

SNAP-Ed program financial and cost policies. SNAP-Ed funding should not be considered as substitute funding for programs that have other funding streams or that move away from the mission of USDA FNS and the goal and focus of SNAP-Ed.
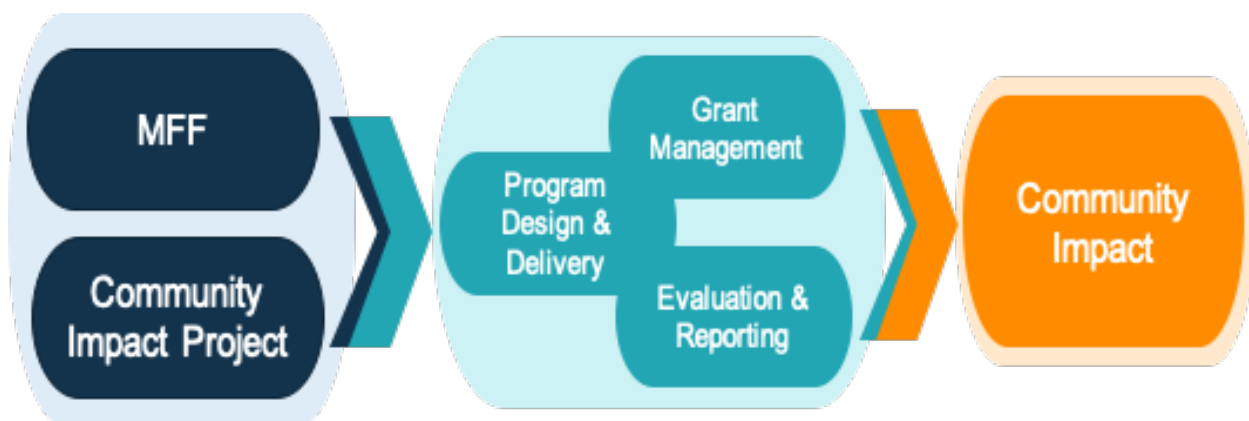
Collaborative Process

A Community Impact Projects (CIP) team works collaboratively with MFF to develop a package of locally-relevant SNAP-Ed direct nutrition education (DE) and policy, systems, and environmental (PSE) change interventions and strategies. The program package is built upon the information outlined in your application, including your existing work advancing community health-related initiatives and how that aligns with SNAP-Ed.

The process begins with local CIP teams participating in a series of guided conversations with an MFF Project Manager to further refine community needs and organizational capacity, identify opportunities for local collaboration, and then determine suitable evidence-based interventions and strategies.

The program design process results in a SNAP-Ed program that will be delivered within local context and:

- Includes evidence-based DE and PSE strategies rooted in community need;
- Focuses on local organization-identified SNAP-eligible priority populations and settings;
- Aligns with your organizational capacity; and
- Has a program-aligned budget.

A program evaluation plan will also be developed in partnership with MFF.

CIPs receive tailored, hands-on assistance from MFF throughout program design and implementation, working collaboratively on program delivery, grant management, evaluation, and reporting to optimize impact. Support and technical assistance, both programmatic and administrative, are customized for each CIP based on organizational capacity, programming needs, and local context to build and sustain high-quality SNAP-Ed programs.

Grant Management

As an organization receiving funding through the RFA process, a Local Implementing Agency – Community Impact Project (CIP) works collaboratively with MFF to develop a package of locally-relevant SNAP-Ed direct nutrition education (DE) and policy, systems, and environmental (PSE) change interventions and strategies. MFF will provide CIPs ongoing customized grant management support, resources, tools, training, and ongoing technical assistance to help CIPs ensure programmatic, administrative, and financial compliance with SNAP-Ed parameters and State and Federal regulations.

CIP Monitoring

MFF's compliance monitoring framework will assess risk with programmatic, administrative, and financial aspects of SNAP-Ed program implementation. The output will be key in developing tailored support for CIPs. Monitoring may include:

- Virtual or in-person meetings;
- Email communication;
- Informal or formal visits to your office or programming sites;
- Participation in your local SNAP-Ed events;
- Feedback provided during invoice and monthly highlights review;
- Compliance review (managing deadlines and meeting requirements); and
- Reporting (quality and timeliness).

Timely submission of required documentation, invoices, and reports are considered in the compliance history for returning SNAP-Ed at MFF CIPs. Individual mitigating circumstances will continue to be addressed on an individual program basis for all CIPs.

Program Parameters

Program parameters outline program activities and expenses that are within the scope of SNAP-Ed and therefore likely to support achieving SNAP-Ed goals. As a Community Impact Project (CIP), MFF will work collaboratively with you on program delivery and grant management to help you follow the programs parameters so that your SNAP-Ed activities and expenses 1) support SNAP-Ed goals, 2) align with your organization's Program Summary and Budget, and 3) are eligible for reimbursement. Note that implementing programming or making purchases outside of the outlined program parameters may result in limited or no reimbursement for those activities and/or expenses.

If you are funded in FY 2023 by SNAP-Ed at MFF, you will receive a programming & operations manual with detailed program parameters.

Expectations

To assist your organization in making decisions related to SNAP-Ed program activities and expenses, MFF will:
- Inform CIPs of any updates to program parameters and/or SNAP-Ed guidelines in a timely fashion;
- Provide on-going customized support, training, technical assistance, and monitoring based on organizational capacity, programming needs, and local context to build and sustain high-quality SNAP-Ed programs; and
- Answer requests or questions in a timely fashion.

As a Community Impact Project you will:
- Thoroughly review and follow all program parameters and approval processes outlined in the provided Community Impact Projects Programming & Operations Manual;
- Work proactively with MFF to ensure your activities and expenses are allowable;
- Align all programming with your organization's Program Summary and Budget; and
- Plan ahead for sufficient time to submit requests for pre-approval, as needed, or ask any questions about allowability of planned activities and/or expenses.