



# COMMUNITY IMPACT PROJECTS

## SNAP-ED AT MICHIGAN FITNESS FOUNDATION FY 2022 PROGRAMMING & OPERATIONS MANUAL

# Table of Contents

## Page

<b>Welcome to the Fiscal Year 2022 SNAP-Ed Program Year .....</b>	<b>1</b>
<b>SNAP-Ed Overview.....</b>	<b>2</b>
• SNAP-Ed Goals and Guiding Principles .....	2
• SNAP-Ed Approaches .....	3
• Using Evidence-Based Interventions .....	4
• Social Marketing and PSE Change .....	5
• SNAP-Ed Evaluation .....	7
• RE-AIM Model.....	8
• SNAP-Ed Domains .....	9
• SNAP-Ed Target Audiences.....	10
<b>SNAP-Ed in Michigan.....</b>	<b>11</b>
• Michigan SNAP-Ed Vision and Organizational Chart.....	11
• Michigan SNAP-Ed Goals .....	12
• MFF SNAP-Ed Local Implementing Agencies.....	13
• SNAP-Ed Program Funding .....	13
<b>Collaborative Process.....</b>	<b>15</b>
<b>Grant Management.....</b>	<b>16</b>
• MFF SNAP-Ed Tools .....	18
• Required Reporting for Community Impact Projects .....	20
• Reimbursement Process and Invoice Adjustments .....	22
• Record Retention .....	22
• CIP Monitoring .....	23
• Reporting Deadlines .....	24
<b>SNAP-Ed Qualifications.....</b>	<b>25</b>
• SNAP-Ed Letter of Qualification .....	26
<b>SNAP-Ed at MFF Evaluation Requirements .....</b>	<b>27</b>
<b>Program Parameters .....</b>	<b>31</b>
• Table of Contents .....	31
• Program Parameters Overview.....	32
• Key Requirements .....	35
• SNAP-Ed Program Parameters Alphabetically by Category: <i>Community Events through Websites and Domain Names .....</i>	39
<b>Additional Information .....</b>	<b>60</b>
• Table of Contents.....	60
• Abbreviations/Acronyms .....	61
• Nondiscrimination Statement .....	62
• Travel and Meal Rates .....	64
• Recipe Selection and Serving Size Guidelines .....	66
• Definitions .....	69

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*It is important that you thoroughly review all material.  
Call-out boxes, like this text box, are included  
throughout the manual to draw your attention to  
important information.*

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**TO:** Fiscal Year 2022 SNAP-Ed Community Impact Projects

**FROM:** The SNAP-Ed Team at the Michigan Fitness Foundation

**RE:** Welcome to the Fiscal Year 2022 SNAP-Ed Program Year

**DATE:** October 1, 2021

The SNAP-Ed Team at the Michigan Fitness Foundation (MFF) welcomes you to SNAP-Ed FY 2022!

Last year, SNAP-Ed at MFF began to operationalize a re-designed grantmaking model and technical assistance (TA) paradigm to allow for more meaningful TA and customized programming support. We look forward to building out this model with you and supporting your local SNAP-Ed program to improve the health and well-being of Michigan's vulnerable populations.

Your organization applied to work collaboratively with MFF to design and deliver a locally-relevant SNAP-Ed program and is a Local Implementing Agency – Community Impact Project (CIP). MFF will provide you with ongoing customized programming and grant management support, resources, tools, training, and technical assistance to help you implement a SNAP-Ed program.

The *FY 2022 P&O Manual for Community Impact Projects* (P&O Manual) outlines what you need to know about SNAP-Ed program implementation in Michigan and is a key resource that you and the MFF team will reference when making programmatic and grant management decisions. The P&O Manual includes regulations in the USDA Food and Nutrition Service's (FNS) *FY 2022 SNAP-Ed Guidance* as well as state and FNS region-specific SNAP-Ed guidance. It details general SNAP-Ed guidance, programming and grant management requirements, and expectations for key program activities like evaluation.

Please thoroughly review the P&O Manual prior to program planning and refer to it throughout the program year as you work with MFF to ensure that your SNAP-Ed program activities align with SNAP-Ed guidelines.

The P&O Manual is a comprehensive tool for your program and just one of the many tools available to you. Throughout the year, the SNAP-Ed Team at MFF will share additional tools and resources to support you as they become available. Remember your MFF Project Manager can also help you with questions. Feel free to connect with them at any time.

Thank you for your work to improve the lives of low-income Michiganders. As we navigate the impacts of COVID-19, MFF is committed to working alongside you to cultivate a healthier Michigan.

Best Regards,

The SNAP-Ed Team at the 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 ( $\geq 50\%$ ). (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.

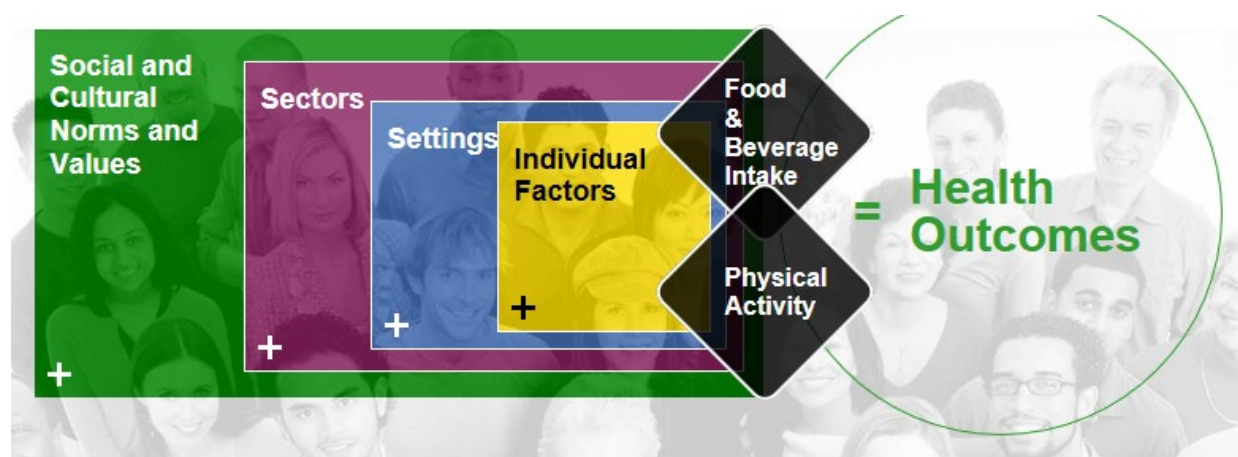
SNAP-Ed programs must consider the unique needs of people eligible for SNAP, specifically the need to make healthy choices on a limited food budget and to increase physical activity to achieve or maintain caloric balance. The [Dietary Guidelines for Americans](#) are the foundation of nutrition education 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](http://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.

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

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### 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.

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*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.”*

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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 Change Strategies

#### 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.*

	<i>PSE Change Work</i>	<i>SNAP-Ed's Role</i>
<b>Policy</b>	<i>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.</i>	<i>The local SNAP-Ed provider can be a member of a coalition of community groups that works with the school to develop this policy.</i>
<b>Systems</b>	<i>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.</i>	<i>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.</i>
<b>Environmental</b>	<i>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 <a href="#">Dietary Guidelines for Americans</a>.</i>	<i>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.</i>



## SNAP-Ed Evaluation

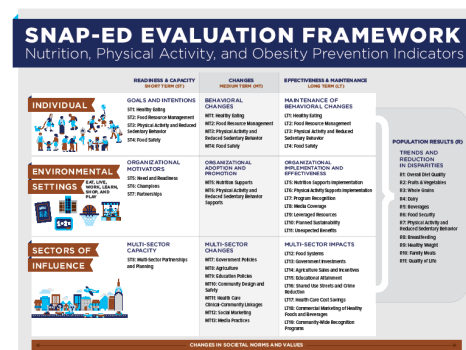
There are multiple types of intervention evaluations. The USDA evaluation definitions provided below describe types of evaluations:

- **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 (page 3) 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).



*A full-sized version of the SNAP-Ed Evaluation Framework can be found on page 30 in the SNAP-Ed at MFF Evaluation Requirements section.*

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

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*Michigan SNAP-Ed has identified additional priority indicators and related outcome measures (refer to page 27 in the SNAP-Ed at MFF Evaluation Requirements section).*

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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](http://www.re-aim.org).

SNAP-Ed Environmental Settings Indicator	SNAP-Ed Evaluation Framework Definition	RE-AIM Model Component
<b>ST5: Needs and Readiness</b>	Sites with an identified need or readiness for change in organizational settings or policies.	Organizational Readiness and Capacity-Building
<b>ST6: Champions</b>	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.	
<b>ST7: Partnerships</b>	Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work.	
<b>MT5: Nutrition Supports;</b>	Number of people who are impacted by a PSE change.	Reach
<b>MT6: Physical Activity and Reduced Sedentary Behavior Supports</b>	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.	Adoption

SNAP-Ed Environmental Settings Indicator	SNAP-Ed Evaluation Framework Definition	RE-AIM Model Component
<b>LT5: Nutrition Supports Implementation;</b>	Intervention delivered with fidelity and the essential elements known to be important to the achievement of positive outcomes.	Implementation
<b>LT6: Physical Activity Supports Implementation;</b>	Improvements (e.g., improved assessment scores) in the food environment and/or organizational changes, policies, rules, marketing, and access that make healthy choices easier.	Effectiveness
<b>LT7: Program Recognition;</b>		
<b>LT8: Media Coverage;</b>		
<b>LT9: Leveraged Resources;</b>	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.	Maintenance
<b>LT10: Planned Sustainability;</b>		
<b>LT11: Unexpected Benefits</b>		

### 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)
<b>Eat</b>	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”)
<b>Live</b>	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)
<b>Learn</b>	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”)
<b>Play</b>	Parks and recreation, bicycle and walking paths, school gymnasiums and fields, county fairgrounds (or other places where people go to “play”)
<b>Work</b>	Worksites with low-wage workers, job training programs/TANF worksites (or other places where people go to “work”)
<b>Shop</b>	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

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*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).*

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### 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](http://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”.

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*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.*

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### 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.



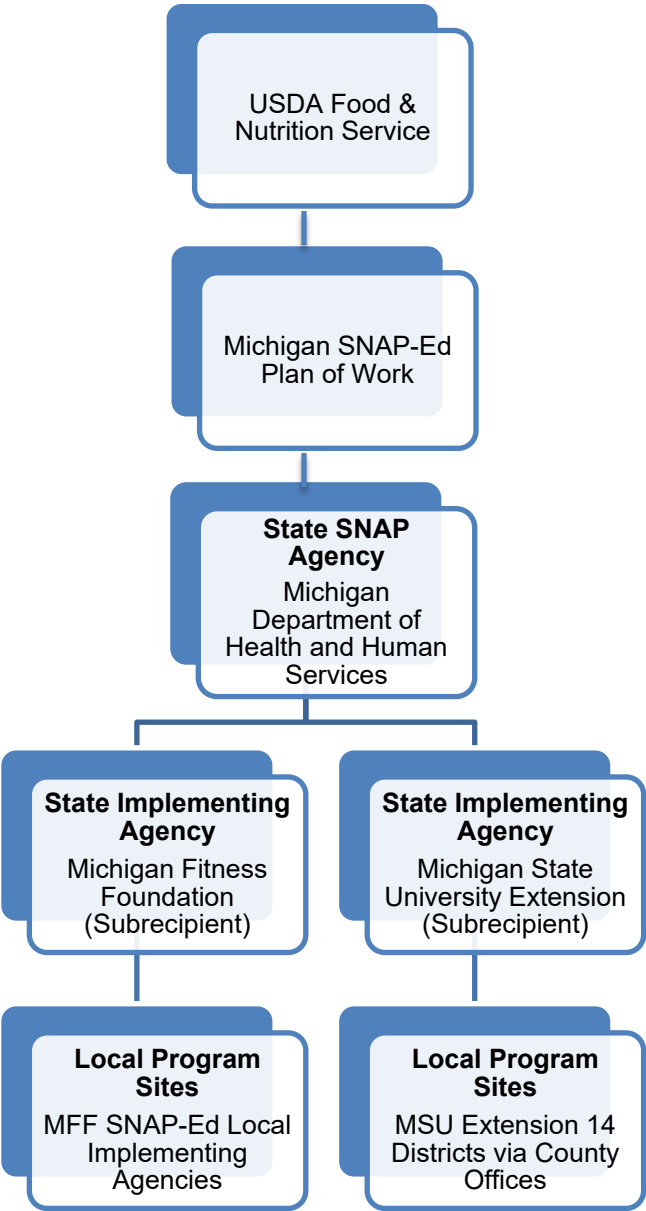
# SNAP-Ed in Michigan

## 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.*



## 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. MFF SNAP-Ed 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 (refer to page 3) 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](http://map2healthyliving.org)) to support cross-program and community collaboration in Michigan.

**Evaluation.** SNAP-Ed program evaluation is based on the *SNAP-Ed Evaluation Framework* (refer to page 30) 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 MFF SNAP-Ed programs. Refer to the SNAP-Ed at MFF Evaluation Requirements section (page 27) to learn more about evaluation strategies and requirements.

**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.

### MFF SNAP-Ed Local Implementing Agencies

The MFF SNAP-Ed 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. MFF SNAP-Ed 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 (refer to page 33 in the Program Parameters section). 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

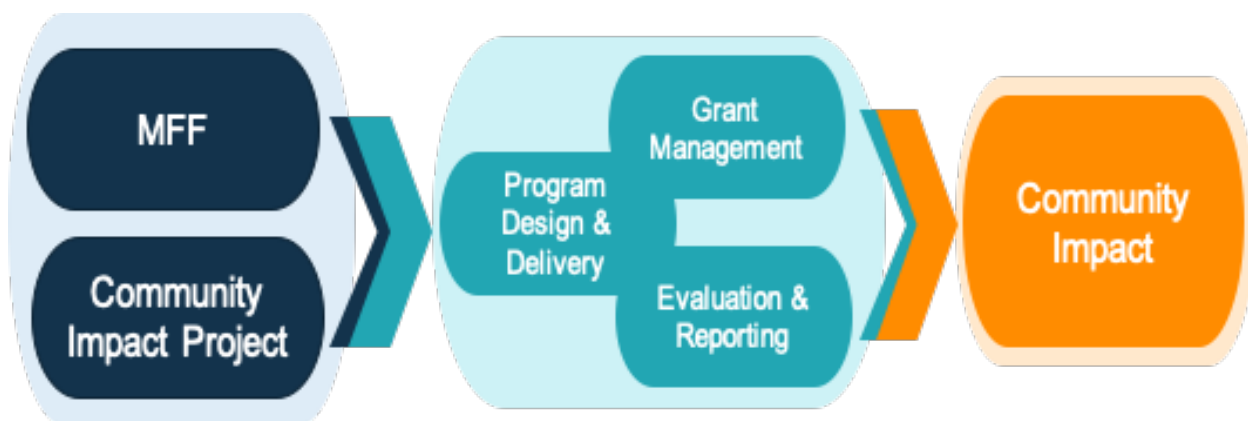
A Community Impact Projects (CIP) team works collaboratively with MFF to develop a package of locally-relevant SNAP-Ed direct nutrition education (DE) and policy, systems, and environmental (PSE) change interventions and strategies. The program package is built upon the information outlined in your application,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

## Contracts

Your contract is a services agreement between MFF and your organization. It will be issued once your organization completes the collaborative design process with MFF and has a final SNAP-Ed Program Summary and a program-aligned budget. The contract outlines expectations and requirements of both entities. It is helpful for the local Program Lead to review and understand this document.



It is important to keep an ongoing dialogue with your MFF Project Manager to talk about any needed programming and/or budget changes aligned with evolving community needs and opportunities. Proposed changes must be rooted in local need, be reasonable and necessary, and align with SNAP-Ed parameters. Some changes will be minor and require an updated Program Summary and/or Budget to be on file; more significant changes will require a contract amendment. You will work with your MFF Project Manager to prepare and submit any required documentation.

## Required Program Start Up Documentation

MFF will assist your organization with the completion and submission of additional program start up items identified below and on the MFF SNAP-Ed Start Up Checklist (accessible through the *Partner Portal*).

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*It is recommended that you print and review the start up checklist to ensure you remain up-to-date and in compliance with these requirements.*

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## FY 2022 CIP START UP DEADLINES

ITEM		DUE DATE
Start Up Items	SNAP-Ed University (Required training for local Program and Finance Leads)	August 2021
	Finalize Program Summary and Budget	Prior to contract execution

	ITEM	DUE DATE
<b>Start Up Items</b>	Contract Execution	By October 29, 2021
	SNAP-Ed 101 (webinar) Program and Finance Leads	Within 30 days of contract execution <i>(or within 30 days of hire for new staff)</i>
	Scope & Sequence for PSE and DE	Developed with MFF Project Manager before program activities start
	Civil Rights Training & Certificate All front-line and supervisory staff	Within 30 days of contract execution <i>(or within 30 days of hire for new staff)</i>
	Proposed Social Media Activities	Within 30 days of contract execution <i>(and prior to expected changes)</i>
	Current & Pending Documents	December 15, 2021 <i>(or within 30 days of hire for new staff or funding changes)</i>
	Strategies for Collaboration and Non-Duplication	By December 31, 2021
	Intervention-Specific Trainings	Prior to intervention delivery
	M2HL Update Portal Training (M2HL and PSE reporting)	October 29, 2021 <i>(or within 30 days of hire for new staff who will lead reporting)</i>
	ServSafe Training (Assure that at least one supervisor overseeing food preparation has current ServSafe certification)	October 29, 2021 <i>(or within 30 days of hire for new staff)</i>
	Access to the <i>Partner Portal</i> for key staff	October 29, 2021 <i>(or within 30 days of hire for new key staff)</i>

*\*For reporting deadlines, refer to page 24.*

## Communication

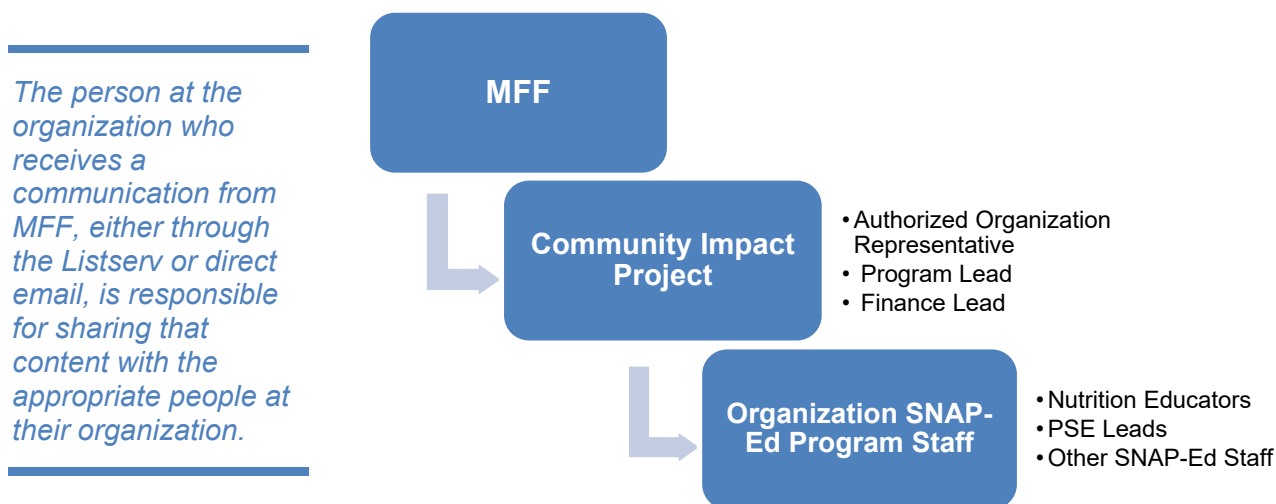
Regular and on-going communication will occur with your MFF SNAP-Ed Project Manager. As your programming coach and consultant, your Project Manager will provide customized virtual or on-site support for your SNAP-Ed program. You will also work with your PM to develop a program evaluation plan, and the Grant Operations Project Manager will communicate with local Program and Finance Leads, as needed, for operations and compliance activities.

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*CIPs are responsible for ensuring MFF has the most current contact information of key organizational personnel for grant communication, including the Authorized Organization Representative, Program Lead, and Finance Lead.*

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Additional important information is communicated by email using two methods: 1) group email messages using distribution software (Listserv) and 2) email messages directly from MFF SNAP-Ed staff. Group messages are distributed through two main email lists: Program Lead list and Finance Lead list. These contact lists are generated using information provided during the contract process.



MFF uses Constant Contact for group email distribution. Some organizations automatically block Constant Contact. If this is the case for your organization, please contact your MFF Project Manager who will work to resolve the issue. If MFF changes email distribution platforms, notification will be sent to all MFF SNAP-Ed CIPs.

## MFF SNAP-Ed Tools

While your MFF Project Manager is often your first and best resource for SNAP-Ed program implementation, MFF also has many resources and tools available to Community Impact Projects (CIPs) as a component of technical assistance to support a successful SNAP-Ed program. Below is a list of the key tools CIPs will access and use on a regular basis, sometimes independently and sometimes collaboratively with your MFF Project Manager. In addition to those listed below, there are other resources and tools available on the SNAP-Ed at MFF website, *Partner Portal*, and from the MFF SNAP-Ed Team.

**Evaluation Plan** – You will work with your Project Manager to develop and implement an evaluation plan for your program. Refer to page 27 in the SNAP-Ed at MFF Evaluation Requirements section for details.

**Map to Healthy Living (M2HL) website** at <https://www.map2healthyliving.org> shows where MFF SNAP-Ed programming is occurring in Michigan. It supports cross-program and community collaboration and allows users (e.g., SNAP-Ed implementers, community partners, funders, and decision-makers) to easily find, visualize, and share useful information about SNAP-Ed programming.

**Partner Portal\*** provides CIPs access to resources and tools to support you in managing SNAP-Ed grant requirements and implementing your SNAP-Ed program. To access the *Partner Portal*, follow the steps below.

1. Create an account by clicking the “Create an Account” link at the top of the SNAP-Ed at MFF website home page [snap-ed.michiganfitness.org](https://snap-ed.michiganfitness.org). Account access is limited to Program and Finance Leads. You will receive an email message when your account is approved. Please allow 1-2 business days for the approval process.



2. Once your account is approved, you will be able to log in using the “Login” link, also on the SNAP-Ed at MFF website home page.

The *Partner Portal* is also where certain programming materials can be ordered, such as NERI and MiHOTM™ materials, and where you will submit monthly reports.

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### Using the *Partner Portal*

- When you log in to the *Partner Portal*, you will immediately be taken to the *Partner Portal* landing page which contains a section for evaluation and a section for reporting.
  - When hovering your mouse over the *Partner Portal* menu item, you will see a dropdown menu that includes access to ordering and other resources.
  - While logged into the *Partner Portal*, you will still have access to and be able to see the SNAP-Ed at MFF website and tabs.
  - If you remain logged in to the *Partner Portal* but navigate to different pages, clicking on the *Partner Portal* menu item will take you to the landing page.
- 

*\*The Partner Portal is different than the M2HL Update Portal. They are two different websites. Logging into one site does not give you access to the other.*

**M2HL Update Portal** at [snap-ed.michiganfitness.org/m2hl-update-portal](https://snap-ed.michiganfitness.org/m2hl-update-portal) is an online tool that gathers MFF SNAP-Ed program information into databases. CIPs, in cooperation with their MFF Project Manager, update data quarterly (refer to page 21). The data and information entered are used for State and Federal reporting, in addition to helping determine gaps and opportunities in SNAP-Ed programming. A training webinar on entering data into the M2HL Update Portal is available at [snap-ed.michiganfitness.org/online-trainings](https://snap-ed.michiganfitness.org/online-trainings).

**Programming & Operations Manual (P&O Manual)** provides details about MFF SNAP-Ed funding, reporting, compliance, programming, and evaluation expectations and requirements. You and your staff should review and become familiar with this content. Refer to the P&O Manual when working with your MFF Project Manager to make local program decisions and establish justification for adjustments, amendments, or other changes.

**Program Summary and Budget** are documents included in your contract and outline the work you will complete and how you will complete it. These documents serve as the ultimate source of program activities and expectations for the contract period.

**SNAP-Ed at MFF website** at <https://snap-ed.michiganfitness.org> includes information and training opportunities that will help you meet program requirements and support programming. This website is also where Program Leads access the Partner Portal.

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***FY 2022 SNAP-Ed P&O Manual Updates.***  
*If there are changes to the Guidance or other SNAP-Ed regulations, MFF will update the P&O Manual to remain consistent with Federal SNAP-Ed requirements. Updated versions will be available at: [snap-ed.michiganfitness.org/programming-operations-manual](https://snap-ed.michiganfitness.org/programming-operations-manual). Notification of changes will be made via the SNAP-Ed website and via email communication.*

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## Required Reporting for Community Impact Projects

It is recommended that you print and review the reporting deadlines on page 24.

### Monthly Reporting

#### Monthly Program Progress

Monthly program progress provides timely information on program delivery and challenges and can help your MFF Project Manager identify areas for customized technical assistance. Also, when coupled with your monthly invoice, the progress report helps tell the story of your SNAP-Ed work, both direct education and PSE change efforts, and its impact on the people you serve during that particular month. Information in your progress report is shared in MFF's monthly program highlights to MDHHS. MFF will provide a progress report template. Program progress reports must be submitted by the 10<sup>th</sup> of each month, unless otherwise indicated, through the *Partner Portal*.

#### Monthly Invoices

Reimbursement of allowable expenses is generated by an invoice. The invoice and supporting documentation should be uploaded to the *Partner Portal* on or before the 10<sup>th</sup> of each month, unless otherwise indicated.

MFF will provide an invoice template. Submitted expenses must align with your progress as presented in your monthly progress report and be allowable through SNAP-Ed as presented in the Program Parameters section of this P&O Manual.

*The invoice template will be available online after October 1, 2021 at [snap-ed.michiganfitness.org/reporting](https://snap-ed.michiganfitness.org/reporting). Be sure to use the 'Community Impact Projects' version of the invoice template. MFF can customize the template for your organization upon request.*

*All project expenses must be incurred within the contract period. Expenses incurred outside of these dates are unallowable and will not be reimbursed.*

Invoice and documentation must include:

- Authorized signer's signature on the invoice; and
- Support documentation for expenses, which must:
  - Be easily verifiable against the invoice;
  - Have a date, be itemized, totaled, and show proof of payment (e.g., cash payment; check date, check #, and amount; or credit card transaction);
  - Clearly identify SNAP-Ed items when both SNAP-Ed and non-SNAP-Ed items are present; and
  - Include how the expense is tied to SNAP-Ed. Note details and description, as needed (e.g., intervention name/lesson, recipe name, % SNAP-Ed allocation, etc.).

Noting key information on documentation for certain expenses will also help to expedite the invoice review process.

- **Mileage:** Traveler, date(s), purpose, to/from locations, addresses, number of miles, mileage rate used.
- **Meals and lodging** (allowable only for overnight travel): Purpose (e.g., event name), date(s) of event, location (e.g., city) of lodging even if not claiming lodging for reimbursement, proof of overnight status (e.g., agenda from event).

- *Food demonstrations/tastings*: Name of associated intervention/lesson, number and date(s) of lesson(s), audience (e.g., Pre-K), recipe, etc.
- *Program supplies* purchased to deliver SNAP-Ed programming (e.g., office supplies such as paper, markers, etc.) should be clearly noted as program expenses.
- If an expense requires pre-approval, attach justification and proof of pre-approval.

As a SNAP-Ed funded program, it is the organization's responsibility to track, document, and keep on file SNAP-Ed staff time and effort (refer to page 54 in the Program Parameters section for more detail). Time and Effort Reporting documentation must be included as part of your monthly invoice supporting documentation.

If questionable or unallowable items are present on an invoice, MFF will contact the Program Lead for details. If time does not allow for a thorough review and response, MFF may remove the expense(s) and process the balance of the invoice. If an issue is resolved to satisfaction, the questionable item(s) can be added to a future invoice.

### **Quarterly Reporting**

The following data must be entered in the M2HL Update Portal (refer to page 19) on a quarterly basis (refer to the *Reporting Deadlines* on page 24):

- PSE progress made on SNAP-Ed Evaluation Framework Indicators aligned with your program evaluation plan; and
- SNAP-Ed program information, including site locations and programming description. This information is displayed on the M2HL website ([www.m2hl.org](http://www.m2hl.org)).

The M2HL Update Portal can be accessed at [snap-ed.michiganfitness.org/m2hl-update-portal](http://snap-ed.michiganfitness.org/m2hl-update-portal). Your MFF Project Manager will provide technical assistance for quarterly reporting.

### **Annual Reporting**

A Year-End Report is required summarizing your program activities as well as information required by USDA FNS for the Education and Administrative Reporting System (EARS). You will receive a reporting template, instructions, and technical assistance on how to submit the report closer to the reporting date. The Year-End Report should be submitted to MFF on or before November 4, 2022.

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*Year-End reporting may consist of multiple components and the deadlines for each may be staggered. MFF will provide details closer to the reporting dates.*

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An *Equipment Inventory* must be submitted to MFF with the Year-End Report. Equipment included in the inventory is defined as "anything that plugs in or recharges by plugging in, and costs less than \$5,000." Use the Equipment Inventory template, found at [snap-ed.michiganfitness.org/reporting](http://snap-ed.michiganfitness.org/reporting), to track your equipment purchases.

Report (Frequency)	Submission Location
<b>Progress Report (Monthly)</b>	Partner Portal
<b>Invoice (Monthly)</b>	Partner Portal
<b>Program Site Information and Location Updates (Quarterly)</b>	M2HL Update Portal
<b>PSE Report (Quarterly)</b>	M2HL Update Portal
<b>Year-End Report and EARS (Annually at year-end)</b>	Partner Portal

## Reimbursement Process and Invoice Adjustments

SNAP-Ed funds are Federal pass-through funds and, therefore, distributed on a cost-reimbursement basis. A SNAP-Ed CIP organization incurs reasonable and necessary expenses to implement SNAP-Ed activities, pays those expenses, submits those expenses via a monthly invoice to MFF, and is reimbursed for those expenses after MFF review of the invoice. It is important for your organization to understand the cash flow management that is required with cost-reimbursement funding awards (see below for reimbursement process).

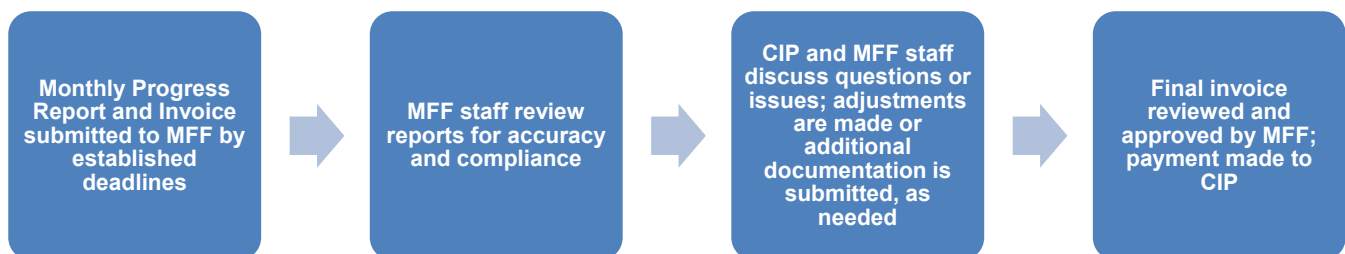
*All program and administrative activities must be allowable through SNAP-Ed, and these activities comply with SNAP-Ed program financial and cost policies (refer to page 33).*

You and your MFF Project Manager will be in ongoing communication to ensure that the programming and administrative costs submitted on your monthly invoices are reasonable and necessary to deliver your SNAP-Ed program and are in alignment with State and Federal guidance.

It is critical that monthly invoices and supporting documentation are correct and include appropriate notations; incorrect or incomplete reporting may result in a delay of your reimbursement or only partial reimbursement (refer to page 20 for details on monthly invoices).

After an invoice is submitted to MFF, it goes through a programming and administrative review. Upon final approval, MFF has 60 days to pay your invoice. MFF pays CIPs via ACH transactions. If adjustments are needed to your invoice, a memo describing the changes and a copy of your adjusted invoice are sent via email.

### Monthly Reimbursement Process



After MFF pays your monthly invoice, that amount is included on MFF's monthly Financial Status Report (FSR) to MDHHS. Upon approval of the monthly FSR, MFF is reimbursed for that amount by MDHHS.

## Record Retention

You are responsible for retaining and maintaining all grant records including: services agreement, financial records, supporting documents, statistical records, and all other records pertinent to your grant for a period of **four (4) years** after final payment.

- If any litigation, claim, or audit is started before the expiration of the three-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
- Records for real property and equipment acquired with Federal funds shall be retained for four (4) years after final disposition.
- A site visit or audit can be conducted by MFF or MDHHS at any time for any reason within this three-year period.



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## CIP Monitoring

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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 MFF SNAP-Ed CIPs. Individual mitigating circumstances will continue to be addressed on an individual program basis for all CIPs.

## Reporting Deadlines

The table below outlines the required financial and reporting deadlines for FY 2022.

### FY 2022 REPORTING DEADLINES

ITEM	DUE DATE
Invoice – October	November 10, 2021
Progress Report – October	
<b>M2HL Update Portal</b> Program & location updates	<b>November 30, 2021</b>
Invoice – November	December 10, 2021
Progress Report – November	
Invoice – December	January 10, 2022
Progress Report – December	
<b>M2HL Update Portal</b> PSE progress; program & location updates	<b>January 10, 2022</b>
Invoice – January	February 10, 2022
Progress Report – January	
Invoice – February	March 10, 2022
Progress Report – February	
Invoice – March	April 11, 2022
Progress Reports – March	
<b>M2HL Update Portal</b> PSE progress; program & location updates	<b>April 11, 2022</b>
Invoice - April	May 10, 2022
Progress Report - April	
Invoice – May	June 10, 2022
Progress Report – May	
Invoice – June	July 11, 2022
Progress Report – June	
<b>M2HL Update Portal</b> PSE progress; program & location updates	<b>July 11, 2022</b>
Invoice – July	August 10, 2022
Progress Report – July	
<b>All Program Evaluations Complete and Submitted</b> Unless programming is provided in September	<b>August 31, 2022</b>
Invoice – August	September 12, 2022*
Progress Report – August	
Invoice – September	Invoice TBD*
<b>No Progress Report Due – September</b> Information is captured in the Year-End Report	
<b>FY 2022 Year-End Report</b>	November 4, 2022**
<b>Equipment Inventory</b>	November 4, 2022**

\*Date subject to change based on year-end deadlines established by MDHHS and MFF. Notification of the August and September deadlines will be sent closer to the reporting dates.

\*\*Year-End reporting may consist of multiple components and the deadlines for each may be staggered. Details will be provided closer to the reporting dates.

# SNAP-Ed Qualifications

As part of the MFF SNAP-Ed Community Impact Grant process, your organization submitted a SNAP-Ed Letter of Qualification that is aligned with Federal SNAP-Ed Guidance. The *Letter of Qualification* (LOQ) (page 26) certifies that your organization understands the SNAP-Ed Federal funding requirements, is eligible to receive Federal funding, and will conduct allowable, reasonable, and necessary SNAP-Ed program activities in accordance with the MFF SNAP-Ed P&O Manual and the SNAP-Ed Guidance.

The LOQ was reviewed, verified, and signed by the Authorized Organization Representative. By signing this document, your organization committed to the outlined expectations and actions to ensure compliance with Federal, State, and MFF SNAP-Ed guidelines. This document was submitted with your FY 2022 SNAP-Ed application and is included in this section for reference.

**Letter of Qualification  
SNAP-Ed at MFF Community Impact Projects  
Fiscal Year 2022**

SNAP-Ed funding from the Michigan Fitness Foundation requires that your organization satisfies the eligibility criteria listed below through September 30, 2022. ***The text below must be placed on your organization's official letterhead and include an original signature (electronic signatures accepted) of an authorized representative.***

Official Organization Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ FAX: (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

- 1) Your organization is a public entity and/or receives public money (e.g., a political jurisdiction, parks and recreation department, health department, college or university, public school districts, Indian Tribal Organizations, or other public organizations).

**OR**

Your organization is a nonprofit organization with private cash donations. The cash donations are not given in connection with any endorsements of donors or products related to the nutrition education activities, do not benefit the donor or revert back to the donor, and do not have any restriction on their use.

- 2) You will provide allowable nutrition education, physical activity promotion, and policy, systems, and environmental (PSE) change activities to SNAP-Ed eligible audiences: SNAP participants, low-income individuals eligible to receive SNAP benefits or other means-tested Federal assistance programs, and individuals residing in communities or attending schools with a significant low-income population. You will focus programming on the four Target Audiences that qualify by income, location, geography, and/or retail shoppers served. (Refer to the current [Community Impact Projects Programming & Operations Manual](#) for details.)

I have reviewed the requirements listed above and verify that my organization meets all the qualifications.

\_\_\_\_\_  
Signature of Authorized Organization Representative                      Date

\_\_\_\_\_  
Print Name    Title

# SNAP-Ed at MFF Evaluation Requirements

Evaluation is an important and required component of MFF-funded SNAP-Ed programs. Effective evaluations are valid, well-planned, and well-executed. Each component of SNAP-Ed programming (e.g., nutrition education, physical activity promotion, PSE change interventions, etc.) should have both process and outcome evaluations to measure relevant local feedback on and ultimate effectiveness of funded interventions and strategies (refer to page 7 for types of SNAP-Ed evaluation). Implementing interventions in communities is challenging and sound feedback to inform improvement is critical to achieving intended outcomes.

## Evaluation Plan

All MFF SNAP-Ed Local Implementing Agencies (LIAs) will participate in program evaluation as directed by MFF. MFF will work collaboratively with each LIA to develop an evaluation plan that includes: 1) SMART Objectives and 2) process and outcome measures for direct education and PSE change strategies. The evaluation plan is also aligned with local program considerations and statewide metrics for behavioral and PSE outcomes.

## Evaluation Framework

SNAP-Ed program evaluation must align with [SNAP-Ed Evaluation Framework](#) indicators and outcome measures (refer to page 30) to monitor and evaluate the implementation and effectiveness of interventions and strategies, as well as communicate 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

Additionally, Michigan has included other priority indicators and related outcome measures:

- ST1: Healthy Eating Goals and Intentions
- ST3: Physical Activity and Reduced Sedentary Behaviors Goals and Intentions
- ST5: Needs and Readiness
- ST6: Champions
- MT6: Physical Activity and Reduced Sedentary Behavior Supports
- LT1: Healthy Eating Behaviors Maintained
- LT3: Physical Activity and Reduced Sedentary Behaviors Maintained
- LT5: Nutrition Supports Implementation
- LT6: Physical Activity Supports Implementation
- R2: Fruits and Vegetables – Population Results
- R7: Physical Activity and Reduced Sedentary Behaviors – Population Results

## Required Evaluation Indicators

- **Every MFF-funded SNAP-Ed program** must address, measure, and report on the following indicator for DE:
  - MT1. Healthy Eating

- **Optional:** Other important indicators are MT2. Food Resource Management; MT3. Physical Activity and Reduced Sedentary Behavior; and additional indicators, as relevant to your programming.
- **Every MFF-funded SNAP-Ed program** must address, measure, and report on the following indicators for PSE:
  - At least one of: *ST5. Readiness and Need*, *ST6. Champions*, and/or *ST7. Organizational Partnerships*
- **Returning MFF-funded SNAP-Ed programs that have completed the PSE Community Exploration process** must also address, measure, and report on at least one of: *MT5. Nutrition Supports* and/or *MT6. Physical Activity and Reduced Sedentary Behavior Supports*
- **For returning MFF-funded SNAP-Ed programs**, the following are additional requirements:
  - If you have implemented SNAP-Ed programming for **at least two (2) full program years**, *ST8: Multi-Sector Partnerships and Planning* is required.
  - If you have implemented SNAP-Ed programming in any domain for **at least three (3) full program years**, at least one LT indicator per domain, such as *LT5: Nutrition Supports Implementation* and *LT6: Physical Activity Supports Implementation*, must be included.

### Evaluation Tools and Data Collection

All MFF SNAP-Ed LIAs must administer evaluation instruments to collect data from a sample of program participants, in accordance with their evaluation plan. MFF will analyze and synthesize data to be shared back to LIAs through reports and dashboards. For additional information on guidelines related to evaluation activities, refer to the “Evaluation” section of the Program Parameters (page 41).

#### Process Evaluation

Process evaluation (scantron or online) is required, and details will be provided by your Project Manager. Process evaluation will be included for DE and PSE change strategies and will use statewide tools, when available (e.g., an online Educator Log must be completed at the end of each series of lessons for all interventions).

Measures will determine if program activities were implemented as intended (fidelity) and capture staff and participant feedback to inform future program improvements. Data are collected by local program staff as appropriate throughout the program year.

#### Outcome Evaluation

##### *Fruit and Vegetable Consumption*

All surveys assess recent (1-4 weeks) fruit and vegetable intake and have been nationally validated in a wide range of populations. The surveys will be administered before and after the period of active program implementation and will request demographic information and other non-identifiable items (middle initial, day, and month of birth) so that pre-/post-surveys can be matched by individual.

- Programs that focus on child participants in PreK-2<sup>nd</sup> grade will use a post-only, parent questionnaire (i.e., MFF Parent Survey) with parents of the child participants.
- Programs that focus on child participants in 3<sup>rd</sup>-5<sup>th</sup> grade will use a post/retrospective pre-questionnaire with participants (i.e., That’s Me, My Choices).
- Programs that focus on adolescent participants in 6<sup>th</sup>-12<sup>th</sup> grade (age 12-18 years) will use the 9-item dietary assessment component of the National Youth Risk Behavior Survey (YRBS) developed by the Centers for Disease Control and Prevention<sup>1</sup> (i.e., Fruit and Vegetable Screener for Youth).

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<sup>1</sup> Centers for Disease Control and Prevention. (2013). Youth Risk Behavior Survey. Available at: [www.cdc.gov/yrbss](http://www.cdc.gov/yrbss).



## SNAP-Ed at MFF Evaluation Requirements

- Programs focusing on adults (18 years and older) with direct education will use a 6-10 item (6 pre and 10 post) questionnaire adapted from the Food & Physical Activity Questionnaire and Health-Related Quality of Life Measures<sup>2,3</sup> (i.e., Food and Health Questionnaire for Adults).

### *Health Related Quality of Life*

Health-Related Quality of Life Measures are included in the Food and Health Questionnaire for Adults survey (detailed above) and will be collected at the local level, aggregated by MFF, analyzed by MFF, and reported as statewide data.

### *Physical Activity*

Physical activity surveys will be administered before and after the period of active program intervention and will request demographic information and other non-identifiable items (middle initial, day and month of birth) to facilitate matching of pre-/post-surveys.

- Programs that focus on child participants in PreK-2<sup>nd</sup> grade will use a post-only parent questionnaire (i.e., MFF Parent Survey) with parents of the child participants.
- Programs focusing on physical activity behavior change among participants in grades 4th through 12th (age 9 – 18 years) will use a screener that is comprised of a combination of questions from the Physical Activity Questionnaire for Older Children (PAQ-C)<sup>4</sup> and Youth Risk Behavior Survey (YRBS)<sup>5</sup> (i.e., Physical Activity Screener for Youth). The combined questionnaire includes the majority of the PAQ-C questions plus three questions from the YRBS pertaining to duration of physical activity and sedentary behavior.
- Programs focusing on adults (18 years and older) will use the International Physical Activity (PA) Questionnaire<sup>6</sup> (i.e., Physical Activity Screener for Adults). This is a simple 4-question survey that includes questions about moderate and vigorous PA, as well as sedentary behavior.

### *PSE Change*

Measuring PSE change strategies will include statewide tools to track both progress towards change and actual changes to policies, systems, or the environment at the site, setting, or community level. MFF SNAP-Ed LIAs will collect and report PSE change information and data in the M2HL Update Portal (refer to page 19) throughout the program year. MFF will aggregate and use these data for evaluation and reporting purposes.

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<sup>2</sup> Expanded Food and Nutrition Education Program. (2020). Food & Physical Activity Questionnaire. <https://nifa.usda.gov/resource/efnep-evaluation-adult-program>

<sup>3</sup> Centers for Disease Control and Prevention. (1993). Health-Related Quality of Life Measures.

<sup>4</sup> Kowalski, K., Crocker, P., & Donen, R. (2004 August). The Physical Activity Questionnaire for Older Children (PAQ-C) and Adolescents (PAQ-A) Manual. College of Kinesiology, University of Saskatchewan.

<sup>5</sup> Centers for Disease Control and Prevention. (2013). Youth Risk Behavior Survey. [www.cdc.gov/yrbss](http://www.cdc.gov/yrbss).

<sup>6</sup> The International Physical Activity questionnaire. (2005). <http://www.ipaq.ki.se/>

# SNAP-ED EVALUATION FRAMEWORK

## Nutrition, Physical Activity, and Obesity Prevention Indicators



# Program Parameters

## Table of Contents

### Page

<b>Program Parameters Overview.....</b>	<b>32</b>
• Expectations.....	32
• Navigating Allowability .....	32
• Reasonable and Necessary .....	33
• Using the Program Parameters.....	34
<b>Key Requirements .....</b>	<b>35</b>
• SNAP-Ed Programming .....	35
• Civil Rights Posters – “And Justice for All” .....	36
• Civil Rights Training .....	36
• Credit Statement .....	37
• Nondiscrimination Statement .....	37
• 508 Compliance .....	38
• Multimedia and Property Releases .....	38
<b>SNAP-Ed Program Parameters.....</b>	<b>39</b>
• Community Events .....	39
• Contractor and Fee-for-Service Providers .....	39
• Equipment .....	40
• Evaluation.....	41
• Farmers Markets .....	42
• Food Demonstrations and Food Tastings .....	42
• Gardening.....	43
• Indirect Costs .....	44
• Literature, Audiovisuals, and Other Materials .....	45
• Media Activities .....	45
• Medical Equipment and Health Services.....	46
• Memberships and Subscriptions .....	47
• Nutrition Assistance Promotion .....	47
• Nutrition Education Interventions and PSE Strategies .....	48
• Nutrition Education Reinforcement Items (NERI).....	49
• Physical Activity Promotion .....	49
• Policy, Systems, and Environmental Change .....	50
• Profits, Revenues, Fundraising, and Grant Writing .....	52
• Retail Locations.....	52
• Social Marketing Campaigns.....	52
• Social Media.....	53
• Space Allocation.....	54
• Time and Effort Reporting and Employment Costs .....	54
• Training, Conferences, and Workshops .....	56
• Travel .....	57
• Volunteers .....	58
• Websites and Domain Names .....	59

# Program Parameters Overview

The Program Parameters Section outlines 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 (refer to page 22 for information about 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.

## 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 MFF SNAP-Ed Program Parameters and approval processes outlined in this P&O Manual. (Also available at [snap-ed.michiganfitness.org/programming-operations-manual](https://snap-ed.michiganfitness.org/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.

## Navigating Allowability

Sometimes program parameters leave room for interpretation when applied to your planned SNAP-Ed program activities. As a CIP, MFF will help you conduct due diligence, providing tools and guidance to ensure that your program activities and expenses are allowable in SNAP-Ed. In those instances when interpretation of the program parameters is warranted, MFF will help you document justification supporting the allowability of activities and expenses.

When determining whether a program activity or expense is allowable, the following questions are considered:

- Does it support an activity within the scope of SNAP-Ed, included in an approved SNAP-Ed State Plan (Program Summary and Budget)?
- Does it conform to Federal Government-wide and SNAP-specific cost principles? Refer to the information below as well as the "Definitions" section in Additional Information for the terms "Allocable" and "Reasonable and Necessary".
- Does it conform to Government-wide and SNAP-specific rules for specific items of cost? Refer to the Program Parameters (pages 35 – 59) with specific attention to the "Key Requirements".

### Reasonable and Necessary

The most fundamental Federal cost principle is that a cost must be necessary and reasonable for the performance of the Federal program or program component in order to be reimbursable from Federal funds. All SNAP-Ed program expenditures must meet “**reasonable and necessary**” guidelines.

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*According to the code of Federal regulations, “a reasonable and necessary cost is one that, in nature and cost, a reasonable, prudent person would incur for that purpose.”*

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Expenses reimbursed through SNAP-Ed need to meet both reasonable and necessary criteria included in USDA SNAP-Ed Guidance. For your reference, the following key questions are used to determine whether a cost is reasonable and necessary.

#### Reasonable Costs

- Would you receive a program benefit that reflects the dollar amount incurred?
- Is the cost similar to market prices for comparable goods or services in your geographic area?
- What is the priority of the purchase as compared with competing demands on limited resources?
- Are the costs in proportion to other program costs for the reach and function that the costs serve?
  - For example, if your total award is \$100,000 and you want to do a one-day event that costs \$25,000, these costs are likely out of proportion when considering your full budget. If the activity, however, costs \$1,000, it may be considered in proportion to the total budget and therefore reasonable.
- Does the purchase carry nutrition education messages consistent with the current [Dietary Guidelines for Americans](#) and meet the definition for SNAP-Ed allowable costs?

#### Necessary Costs

- Is the good or service necessary to carry out essential program and administrative functions?
- Can the purchase be avoided without adversely affecting program operations?
- Have you performed an inventory of current items prior to new purchases?
- Would this require significantly deviating from established procurement practices and policies?
- Would this duplicate existing efforts in your community?



You will work with your MFF Project Manager to determine what is allowable, reasonable, and necessary for your program activities and expenses and ensure proper documentation of justification and pre-approval for activities and costs where needed.

### Using the Program Parameters

The Program Parameters are organized first by Key Requirements and then by topic (alphabetical).

**KEY REQUIREMENTS** section highlights important USDA FNS, MDHHS, and/or MFF guidelines and requirements that apply to ALL aspects of your SNAP-Ed program. This section should be referenced FIRST when you begin SNAP-Ed program planning and implementation and when determining if activities and expenses will meet criteria for reimbursement.

Each topic includes the following, as applicable:

- **REQUIREMENTS:** These are things you must do when considering purchases and implementing SNAP-Ed activities in order to be reimbursed for them.
- **ALLOWABLES:** These are activities and expenses that can be reimbursed or used if they:
  - Meet SNAP-Ed guidelines and criteria for allowability and reasonable and necessary;
  - Are included in the Program Summary included with your contract; and
  - Are included in the budget included with your contract.
- **UNALLOWABLES:** These are activities and expenses that are not allowable under MFF's SNAP-Ed guidelines and do not meet criteria for allowability and reasonable and necessary. These expenses cannot be reimbursed with SNAP-Ed funding.

***Program Parameters are aligned with the current FY 2022 USDA SNAP-Ed Guidance.***

If you are ever unsure of the program parameters, please contact your MFF SNAP-Ed Project Manager before any money is spent. They will help you determine whether your proposed program activities or expenses are in compliance with MFF SNAP-Ed Program Parameters.



# Key Requirements

## SNAP-Ed Programming

*The list of requirements below applies to all direct nutrition education, PSE change efforts, and physical activity promotion activities, resources, and other elements included as part of your SNAP-Ed program.*

### **REQUIREMENTS:**

- You must notify MFF of any substantive changes to your programming, including changes to nutrition education lessons and curricula. Changes must be approved by MFF prior to implementation.
- Direct nutrition education must be at least 20 minutes in length, actively engage participants in the learning process, and associated reach (including demographics) must be collected or estimated.
- All educational materials, resources, and activities must focus on nutrition education, physical activity promotion, and/or PSE changes that align with healthy eating habits and physically active lifestyles; and must:
  - Be produced for SNAP-Ed eligible audiences and delivered at qualifying locations, as detailed in the Program Summary and Budget included with your contract;
  - Be culturally appropriate; and
  - Have the associated expense(s) allocated, if not used 100% for SNAP-Ed.
- Scope and sequence outlines must be submitted to MFF (refer to page 17) prior to the start of each DE and PSE intervention. Scope and sequence outlines must:
  - Identify lessons (by name), timing (when,) and frequency; recipes/food tastings, etc.; and
  - Identify any modification being made to the intervention, including any adjustments needed to deliver your DE and/or PSE intervention online.
- If not already included in your scope and sequence outlines, online direct nutrition education (DE) outlines must be submitted to MFF for approval. Additional resources, guidelines, and best-practices about online programming can be found under the Resources section of the SNAP-Ed at MFF website (<https://snap-ed.michiganfitness.org/resources>).
- Recorded videos aligned with SNAP-Ed allowable nutrition education and physical activity promotion must be:
  - Included in your scope & sequence and/or online programming plan submitted to MFF for approval prior to recording;
  - Recorded following the best-practices available under the Resources section of the SNAP-Ed at MFF website (<https://snap-ed.michiganfitness.org/resources>); and
  - Submitted using the submission guidelines (available under the Resources section of the SNAP-Ed at MFF website) for review before MFF uploads them to the *Online Learning in a SNAP YouTube channel* (<https://www.youtube.com/channel/UCt52xig5vQ7Hok6uvHH3TfQ>).
- When operating in conjunction with existing programs, SNAP-Ed program activities are required to enhance and/or supplement, not supplant them. For example, the cost for a classroom teacher paid outside their contract time to conduct an extracurricular cooking club for low-income teenagers may be allowable. Using SNAP-Ed funds to replace personnel costs of state-funded school class time, however, is not allowable.

### **UNALLOWABLE COSTS:**

- Childcare services provided for SNAP-Ed recipients in conjunction with SNAP-Ed.
- Transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed.
- Payment, incentives, or prizes for recipients to attend SNAP-Ed activities;
- Education for incarcerated or institutionalized persons not eligible for the SNAP (e.g., people in jails, prisons, nursing homes, mental institutions, etc.).

- Program activities, resources, or materials:
  - Endorsing or promoting - directly or indirectly - brand name products or retail stores/restaurants (e.g., fast food or supermarket guides including specific restaurant or product names) unless specifically pre-approved. Any brand names, products, and clearly identifiable logos, even when included in evidence-based intervention materials, must be blurred or otherwise obscured;
  - Containing negative written, visual, verbal expressions about specific foods, beverages, products, commodities, products, or retail stores, including resources labeling specific foods as “junk food”;
  - Including subject matter outside the scope of SNAP-Ed;
  - Containing personal diet plan information, including weight control/loss or special diet plans;
  - Disparaging a person’s individual attributes, especially body size;
  - Addressing the psychological issues of “body image diseases” (e.g., anorexia or bulimia);
  - Addressing the subject of basic anatomy and physiology;
  - Addressing screening, treating, or managing diseases;
  - Providing secondary disease prevention intervention information (e.g., cookbooks for people with diabetes or disease/disorder books providing coping tips or suggestions);
  - Premised on using SNAP-Ed funds to pay for manufacturer or store (cents off) coupons; and
  - Influencing a store’s pricing policy.

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### Civil Rights Posters – “And Justice for All”

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#### **REQUIREMENTS:**

- All SNAP-Ed programs must have an “And Justice for All” poster visible to participants during each SNAP-Ed program activity. This includes online activities that are live or recorded.
- MFF has printed and digital posters available, upon request.

#### **ALLOWABLE COSTS:**

- “And Justice for All” posters may be permanently displayed in specific locations where SNAP-Ed program activities are repeatedly conducted; and
- Posters can be posted during a SNAP-Ed activity and taken down after the activity.

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*For online program activities, the “And Justice for All” posters can be posted in the background and visible to participants or the poster may be displayed on a slide at the end of a recording. For more information about online requirements and examples, please access the SNAP-Ed at MFF website ([snap-ed.michiganfitness.org](https://snap-ed.michiganfitness.org)).*

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#### **UNALLOWABLE COSTS:**

- “And Justice for All” posters should not be displayed in common areas of a SNAP-Ed program site unless programming is conducted in those common areas.

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### Civil Rights Training

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#### **REQUIREMENTS:**

- Civil Rights training is required each new program year for all frontline staff and those who supervise frontline staff. “Frontline staff” refers to anyone who interacts with SNAP-Ed participants. To meet this requirement, all frontline staff and supervisors must:
  - Complete the self-paced, read-along training provided by MFF; and
  - Submit the Civil Rights Training Confirmation Form online.

- Civil Rights training must be completed by October 30<sup>th</sup> or within 30 days of hire for new staff.
- The Civil Rights training and confirmation form can be found at [snap-ed.michiganfitness.org/civil-rights](https://snap-ed.michiganfitness.org/civil-rights).

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### Credit Statement

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#### **REQUIREMENTS:**

All literature, materials, and audiovisuals distributed to program participants and all media communications (including media releases, interviews, electronic media, etc.) must include the following credit statement when produced or reproduced using SNAP-Ed funds:

**“This project was funded in whole or in part by the USDA’s Supplemental Nutrition Assistance Program Education through the Michigan Department of Health and Human Services and the Michigan Fitness Foundation.”**

For more information about online and social media requirements and examples, please go to the Resources section of the SNAP-Ed at MFF website (<https://snap-ed.michiganfitness.org/resources>).

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*Do not add USDA and SNAP logos to newly created or reprinted materials. These logos have specific requirements that must be followed when used. See USDA SNAP-Ed Guidance for details.*

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### Nondiscrimination Statement

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The nondiscrimination statement lists all of the prohibited bases for discrimination contained in the USDA Civil Rights Policy Statement. Materials that must have the nondiscrimination statement include print (e.g., brochures, newsletters, education curricula, etc.) and non-print (e.g., audio, videos, websites, etc.) forms of communication.

The minimum font size for nondiscrimination statements for brochures is 8 point. For all other printed materials and web pages, the statement must be legible. Failing to use the USDA Nondiscrimination Statement could result in items not being eligible for reimbursement.

The full nondiscrimination statement is rarely, if ever, required for SNAP-Ed. It is only necessary to include the full nondiscrimination statement if SNAP or other FNS program eligibility or application information is provided. Refer to page 62 – 63 in the Additional Information section for details on the full statement.

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*All materials developed, adapted, or printed with SNAP-Ed funds that are shared in public must include, in a reasonably-sized font, the shortened USDA nondiscrimination statement: “This institution is an equal opportunity provider.”*

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*Please refer to <https://www.fns.usda.gov/usda-nondiscrimination-statement> for more information on translated statements.*

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If an agency has additional wording or information to be included, it must be added after the USDA nondiscrimination statement; the added information must be separated and not included within the USDA paragraphs or wording.

For more information about online and social media requirements and examples, please go to the Resources section of the SNAP-Ed at MFF website (<https://snap-ed.michiganfitness.org/resources>).

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## 508 Compliance

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*Do not add USDA and SNAP logos to newly created or reprinted materials. These logos have specific requirements that must be followed when used. See USDA SNAP-Ed Guidance for details.*

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According to USDA SNAP-Ed Guidance, all communication must comply with Section 508 (meet accessibility standards) and all applicable civil rights laws, regulations, Executive Orders, and policies (see <http://www.section508.gov/content/learn> for relevant information).

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## Multimedia and Private Property Releases

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### **REQUIREMENTS:**

- To protect privacy, particularly in regard to minors, photographs, video, or audio recordings that are to be made public must have a release completed for each person who is captured and recognizable in photographs or video/audio recordings.
- Parents or guardians must sign the multimedia release prior to their children being photographed or captured on video or audio.
  - Many schools have releases signed by parents at the beginning of the school year and this release may be sufficient for your needs.
- If it is known ahead of time that photos, video, or audio recordings will take place (e.g., during a nutrition-based class for children), multimedia releases can be completed at the beginning of the class or program year.
- For additional legal protection, we recommend that organizations obtain a property release from the property owner if photographs, video, or audio recordings are to be captured on private property.
- LIAs can follow their own policies for photos or video/audio recordings that are to be used only for internal purposes.
- A sample Multimedia Release and Property Release can be found at [snap-ed.michiganfitness.org/forms-and-reports](http://snap-ed.michiganfitness.org/forms-and-reports).

# SNAP-Ed Program Parameters

## In alphabetical order by topic

*In addition to the requirements and allowables/unallowables listed below, refer to and follow the guidelines outlined in Key Requirements (pages 35 – 38).*

### Community Events

*Community events refer to and include any event(s) such as school-based events, health fairs, community forums, events at retailers or pantries, etc. that engage families or the broader community where SNAP-Ed is taking place.*

#### **REQUIREMENTS:**

- Participation in nutrition education or physical activity promotion events, classes, and community events must:
  - Focus on SNAP-Ed program activities and engage SNAP-eligible audiences identified in the Program Summary and Budget included with your contract.
- School-based events must engage families/caregivers.
- Use the Community-Based Events and Parent Engagement Activities form found at [snap-ed.michiganfitness.org/forms-and-reports](https://snap-ed.michiganfitness.org/forms-and-reports) to determine if an event is reasonable and necessary to support your core SNAP-Ed programming.

#### **ALLOWABLE COSTS:**

- Structured, interactive nutrition education and physical activity promotion with SNAP-eligibles in SNAP-Ed allowable locations and PSE support activities that support your DE programming.

#### **UNALLOWABLE COSTS:**

- School assemblies of a celebratory nature that do not reach parents with nutrition education/SNAP-Ed messages and do not meet the minimum parent attendance rate of 20% of student enrollment.

### Contractor and Fee-for Service Providers

#### **REQUIREMENTS:**

The costs associated with contractor or fee-for-service provider duties:

- Must be reasonable and necessary;
- Must be consistent with specific SNAP-Ed allowable deliverables associated with program activities identified in the Program Summary and Budget included with your contract;
- Must be documented with an invoice or receipts, proof of payment for all costs claimed, and include a list of deliverables, service period, and rate of pay. Work must be completed prior to payment; and
- You must follow your organization's procurement policies. Following Federal Uniform Guidance, a quote must be obtained from an adequate number of sources (more than one) when engaging contractors or fee-for-service providers whose services range from \$10,000 to \$250,000. Documentation for procuring services must be maintained with grant records.

#### **ALLOWABLE COSTS:**

- Individuals receiving a fee-for service when specific deliverables, service period, and hourly rate are established;

- Food service staff time is only allowable with a memorandum from the school confirming the work being done is above and beyond the staff member's normal time and pay and supports SNAP-Ed approved programming; and
- Teacher or public employee time (or other contracted staff) is only allowable with a memorandum from the school or employer confirming the work being done is above and beyond the normal time and pay on the contract.

### **UNALLOWABLE COSTS:**

- Subcontracting your SNAP-Ed contract or portion of your contract to other parties without obtaining prior written approval from MFF;
- Stipends;
- Incentives;
- A professional delivering nutrition education when a rate of pay is commensurate with his/her credentials as opposed to the duties he/she is performing;
- Contractors whose work extends beyond the scope of SNAP-Ed and is not allocated; and
- Contractors' scope of work is outside of what is defined in your SNAP-Ed proposal and budget.

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## Equipment

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*Equipment is defined as anything that plugs in or is re-charged by plugging in. All equipment costing \$5,000 or more is defined as "capital equipment."*

### **REQUIREMENTS:**

- All equipment must be reasonable and necessary and integral in the delivery of your SNAP-Ed program.
- All non-capital equipment (e.g. 'small kitchen equipment for food tastings') must be identified in the budget included with your contract and be purchased by June 30<sup>th</sup> of the contract year.
- If the equipment is also being used to support activities outside of SNAP-Ed, or is being used by a staff person who is not 100% SNAP-Ed, the cost must be allocated across programs. This includes computers, printers, laptop batteries, etc.
- Equipment purchased with SNAP-Ed funds must be returned at the request of MFF if the program is terminated or the Local Implementing Agency no longer participates in SNAP-Ed.
- All equipment (as defined above) purchased with SNAP-Ed funds must be logged into an Equipment Inventory and submitted to MFF with the Year-End Report.
- All capital equipment costing \$5,000 or more must be pre-approved in writing by MFF, even if it is approved in the budget included with your contract.

### **ALLOWABLE COSTS:**

- Purchase of reasonable and necessary electronic equipment (such as computers, TV, DVD player, cameras, etc.) that costs \$4,999 or less if listed as "electronic equipment to deliver SNAP-Ed programming" in the budget included with your contract.
- Electronic equipment purchased for someone not working 100% on SNAP-Ed must be allocated based on the person's percent dedication to SNAP-Ed.
- Purchase of small non-commercial-grade cooking or food demonstration equipment and dishes necessary for food preparation, demonstration, and food storage, if identified in the budget included with your contract, as "small kitchen equipment and storage for food tastings".
- Cell phones purchased for staff who work predominantly in the field, or away from a desk location with a land line, with written pre-approval by MFF and FNS before purchase.
  - Cell phone purchases should be limited, and efforts to share cell phones among staff only as needed for remote work are encouraged.



- Tablets/iPads to be used for program delivery purposes, such as delivering nutrition education or collecting data for evaluation, with written preapproval by MFF and FNS before purchase.
  - Tablets/iPads must be shared with all staff that work remotely in the field.
  - Tablets/iPads usage should have a tracking system in place. Devices should be:
    - Checked out and returned according to existing organization policies; and
    - Include reasonable security measures if participant information is collected.
  - A one-time purchase of a Wi-Fi hotspot to support tablet/iPad function may be allowable provided the hotspot is reasonable and necessary for the delivery of SNAP-Ed programs and interventions.

### **UNALLOWABLE COSTS:**

- Purchase of food service equipment for food service use;
- Medical equipment;
- Cell phones and/or tablets/iPads purchased without pre-approval from MFF and FNS;
- Purchases of tablets/iPads for purposes other than program delivery or data collection for evaluation; and
- Walkie talkies and/or handheld two-way radios.

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## Evaluation

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### **REQUIREMENTS:**

- Implement the SNAP-Ed funded program evaluation plan as provided by MFF. (Note: MFF will perform data analysis.)
- Dedicate staff time and effort to evaluation activities. These activities must be included in the 'Description of SNAP-Ed Duties' in the 'Staffing Tab' and reflected in the FTE associated with SNAP-Ed work in your budget. Do not include personnel expenses associated with evaluation activities as 'Program Expenses'.
  - Local SNAP-Ed program leads are responsible for overseeing implementation of program evaluation; working with the Project Manager and/or Evaluation Specialist on evaluation activities; and the application of findings and results, etc.
  - Local SNAP-Ed program staff are responsible for survey distribution, data collection, etc.
- Local and statewide program evaluation must focus only on evaluating SNAP-Ed activities and assessing the effectiveness of SNAP-Ed interventions approved in your Program Summary and Budget included with your contract.

To learn more about evaluation requirements, refer to the SNAP-Ed at MFF Evaluation Requirements section (page 27).

### **ALLOWABLE COSTS:**

- Evaluation activities that correspond to approved SNAP-Ed program activities;
- Needs assessment/evaluations of minimal or no cost that directly contributes to SNAP-Ed program planning and are identified in the Program Summary and Budget included with your contract; and
- Reimbursement for reasonable and necessary personal costs (such as childcare, meals, lodging, and transportation) for SNAP-Ed recipients to actively participate in focus groups, needs assessments, and advisory groups to inform and improve SNAP-Ed effectiveness. Allowable costs for focus group participants are intended to reimburse for incurred costs, not to provide a financial incentive for participation. **If reimbursement is given in the form of a gift card, the reimbursing organization should issue gifts cards restricted from alcohol, tobacco and gambling purchases.**

### **UNALLOWABLE COSTS:**

- Payment to subjects for their participation in research/evaluation studies;
- Incentive items or payments to encourage attendance at focus groups or evaluations;
- Research that does not target SNAP eligible populations;
- Costs associated with surveillance or surveys of the general population that are not allocated based on the number of likely SNAP eligible respondents;
- Community needs assessments beyond the scope of SNAP-Ed efforts; and
- Time and effort to support unallowable SNAP-Ed evaluation activities and evaluation activities not pre-approved by MFF.

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## Farmers Markets

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Farmers Markets offer multiple opportunities to partner with SNAP-Ed providers. States have the flexibility to implement PSE change efforts using multi-level interventions for nutrition education and obesity prevention services at farmers markets. Examples include:

- Working to bring farmers markets to low-income areas, such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits;
- Providing nutrition education interventions at farmers markets serving low-income communities;
- Partnering with organizations that offer incentives for the purchase of fresh produce at farmers markets;
- Conducting food demonstrations and sharing appropriate recipes with shoppers; and
- Consultation and training with farmers and farmers market managers on increasing access to and promotion of fruits and vegetables, whole grains, and low-fat dairy.

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

Food service and safety are regulated by state and/or local agencies. All food service activities must follow guidelines set out by cognizant agency (state or local) responsible for oversight of food service.

### **UNALLOWABLE COSTS:**

- Operation of any food assistance benefit machine (e.g., running EBT, DUFB, etc.); and
- License or permit fees for farmers markets.

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## Food Demonstrations and Food Tastings

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*Food demonstrations and food tastings support a nutrition lesson or activity promoting healthy eating behaviors. When planning for food demonstrations and tastings, choose ones that align with your SNAP-Ed direct education and PSE interventions and activities.*

Refer to page 66 in the Additional Information section for additional recommendations on selecting recipes and determining serving sizes.

### **REQUIREMENTS:**

- All staff who provide food tastings or cooking demonstrations must be supervised by a staff member who is certified as a ServSafe Food Manager. The ServSafe certified staff must ensure those who are conducting food tastings or demonstrations comply with all state and local food laws and safety standards.

- When able, MFF provides in-person ServSafe trainings, self-study options, and proctored certification exams to SNAP-Ed LIAs. To see a schedule of upcoming ServSafe trainings, visit [snap-ed.michiganfitness.org/servsafe](https://snap-ed.michiganfitness.org/servsafe).
- Local health department guidelines for conducting community food tastings must be followed. Programs must verify if they are required to have certification (in addition to ServSafe) or licensure to conduct food demonstrations at their site(s).
- Food tastings and cooking demonstrations must support a nutrition education activity and/or lesson from evidence-based interventions or PSE strategies; and include a SNAP-Ed allowable nutrition education message.
- Food tastings must provide only a **small taste**, not an entire snack, meal, or serving. The SNAP-Ed Guidance describes a food tasting as “¼ - ½ of a serving.” Refer to page 67 in the Additional Information section for more information on serving size guidelines.

### **ALLOWABLE COSTS:**

- Food for demonstration and tasting purposes that support SNAP-Ed programming as outlined in the Program Summary and Budget included with your contract;
- Non-commercial grade small kitchen equipment, serving ware, and food storage items for preparation and demonstration purposes if identified in your budget included with your contract, as “small kitchen equipment for food tastings”;
- Staff time to prepare, serve, and clean up for food demonstration and/or taste testing purposes (school food service staff time is allowable for SNAP-Ed activities ONLY if over and above routine school food service duties); and
- Materials to ensure food safety, as reasonable and necessary.

### **UNALLOWABLE COSTS:**

- Snacks or food service;
- Meal size portions or complete meal service, including any sample recipes created for the purpose of training staff on preparation and serving (i.e., portion sizes must be limited to taste-test sample sizes and cannot be snacks, partial meals, or complete meal service);
- Cost of food provided as groceries or supplemental food;
- School food service staff time for any SNAP-Ed activities during regular school/contract hours.
- Distributing or providing meals or snacks as incentives (e.g., for attending nutrition education classes, completing evaluations, etc.);
- Use of SNAP-Ed staff time to prepare or serve full meals or snacks;
- Bottled water, unless necessary for remote food preparation; and
- License or permit fees for farmers markets or food retailers.

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## Gardening

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Food-based gardening is a beneficial activity that leads to the economical production and consumption of healthy and fresh food. FNS encourages local and private initiatives that create sustainable food gardens as PSE efforts that benefit schools and communities through collaborative efforts. SNAP-Ed providers can play an instrumental role in community food gardening working with low-income populations. Volunteer time for food garden maintenance is an example of an opportunity for community participation and collaborative partnerships to support efforts beyond SNAP-Ed funding.

### **REQUIREMENTS:**

- All efforts should be taken to establish community garden sites in areas where they are easily accessible for SNAP-Ed eligible individuals. If a garden is not directly serving SNAP-Ed eligible individuals at the site, then the produce grown must be distributed at a partner site serving low-income individuals and families.

- All SNAP-Ed garden activities are required to include evidence-based nutrition education (this can include indirect education) at the gardening site or point of distribution and must be approved in your SNAP-Ed program scope of work.
- Nutrition education should be related to the produce being distributed from the garden, and inclusion of information about gardening and health is recommended.

### **ALLOWABLE COSTS:**

- Educational supplies, curricula, and staff salaries to teach food gardening concepts as part of an evidence-based nutrition education curriculum/lesson reinforcing the beneficial nutrition and physical activity aspects of food gardening;
- Point-of-decision signage and other behavioral cues to action that promote healthy eating or physical activity choices in the garden; and
- Seeds, plants, small gardening tools, supplies such as fertilizer and potting soil, and other supplies needed to reinforce nutrition messages being taught through gardening if gardening-based curricula and/or PSE activities are identified in your Program Summary and Budget included with your contract as “gardening supplies for ‘ABC’ curriculum/PSE activities.”

### **UNALLOWABLE COSTS:**

- The rental or purchase of garden equipment (including rototillers, tractors, etc.);
- The purchase or rental of land for garden plots;
- All costs associated with staff time to maintain gardens; and
- Botany and horticulture discussions, if not tied to a specific, evidence-based nutrition education lesson or curriculum.

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## Indirect Costs

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*Allowability of administrative costs is governed by SNAP-Ed Guidance and 2 CFR 200 OMB Uniform Guidance. Organizations are advised to seek professional counsel on organization-wide allocation of administrative expenses prior to reimbursement.*

### **REQUIREMENTS:**

- All administrative expenses will be evaluated within the context of the proposed SNAP-Ed programming and must be reasonable, necessary, and properly documented and allocated.

### **ALLOWABLE COSTS:**

- A Federal indirect cost rate can be applied to the grant application if substantiated with a Federally-negotiated indirect cost rate agreement (NICRA) or Michigan Department of Education rate.
  - If your indirect cost rate is not a percentage of your modified total direct expenditures but is applied only to certain portions of your budget (e.g., 10% applied only to salary and fringe), you must submit the justification for that calculation.
- 10% de minimis indirect cost rate can be applied to a grant application if your organization currently does not have a Federal indirect rate, if substantiated with a de minimis certification.
- If your agency does not have an indirect cost rate, administrative expenses that are reasonable and necessary to support your SNAP-Ed program may be allocated and submitted for reimbursement under “administrative/space/miscellaneous” expenses. You must submit the justification and method of allocation for these expenses.

## Literature, Audiovisuals, and Other Materials

*This section covers literature, audiovisuals, and other materials needed to implement SNAP-Ed direct education, physical activity promotion, and PSE change strategies, such as participant handouts, newsletters, presentations, recruitment flyers, recipe cards, etc.*

### **REQUIREMENTS:**

- Existing materials and resources must be used whenever possible, including those produced by USDA, such as *MyPlate* handouts or other evidence-based resources such as *MI Harvest of the Month*™ recipes.
- Materials must be detailed in the Program Summary and Budget included with your contract.
- Newly created materials such as newsletters and participant handouts must:
  - not duplicate existing resource; and
  - be pre-approved by MFF.
- All literature, audiovisuals, and other materials (including recruitment materials) distributed to program participants must include the appropriate USDA nondiscrimination statement and credit statement when produced or reproduced using SNAP-Ed funds.
- Any children's books used to support nutrition education must be pre-approved. MFF created a Book List to make it easy to find books that are already approved for SNAP-Ed in Michigan.
  - The Book List is divided into two categories for use in SNAP-Ed programming: 1) books fully approved and 2) books needing pre-approved reader notes. Visit [snap-ed.michiganfitness.org/book-lists](https://snap-ed.michiganfitness.org/book-lists) for the most up-to-date list and additional information about the Book List, required messaging, and approvals.

### **ALLOWABLE COSTS:**

- The purchase of USDA FNS nutrition education and physical activity promotion materials (posters, fact sheets, supplemental materials, etc.) addressing SNAP-Ed topics for use with SNAP-eligibles;
  - Other nutrition education materials may be utilized when there are no FNS or Center for Nutrition Policy and Promotion materials available.
- The purchase of children's books from the MFF SNAP-Ed approved book list; and
- Materials that align with SNAP-Ed program parameters and are required to deliver a lesson or activity as part of the evidence-based interventions identified in the Program Summary and Budget included with your contract.

### **UNALLOWABLE COSTS:**

- Office supplies;
- Literature, audiovisuals, and other materials developed with SNAP-Ed funds that do not include the required nondiscrimination and credit statement.
- Children's books that are not on the MFF SNAP-Ed approved book list [snap-ed.michiganfitness.org/book-lists](https://snap-ed.michiganfitness.org/book-lists) unless pre-approved by MFF.
- A bulk purchase of a children's book on the SNAP-Ed approved book list without pre-approval; and
- Water bottles, pedometers, and heart rate monitors.

## Media Activities

*Media activities are traditional or digital mass media communications, such as articles, public service announcements, letters to the editor, opinion editorials, interviews, press releases, press conferences, speaking engagements, etc. that are delivered via television, radio, newspapers, billboards, transit*

*(vehicle wraps) and other outdoor advertising, social media, email, websites, blogs, or internet-based radio and television.*

### **REQUIREMENTS:**

- All media activities, including development and distribution, must:
  - Be reasonable and necessary and pre-approved by MFF, even if they were identified in your Program Summary and/or Budget included with your contract;
  - Include the credit statement (page 37);
  - Be coordinated with and complementary to MFF SNAP-Ed communications as applicable; and
  - Have final copy approved by MFF, as applicable.
- Ensure MFF has sufficient lead time to process your request, especially in the event additional approval is required from MDHHS and/or USDA. Include your concept, timeline, and proposed distribution channels with your request.
- If your media activities include an image or video, you must have a release form on file to use that image or video (refer to page 38 for information about multimedia releases).
- All media costs and activities must focus on SNAP-eligible households in qualified census tracts or other eligible locations.
- Refer to the “Social Media” section in Program Parameters (page 53) for additional information.

### **ALLOWABLE COSTS:**

- Media created for SNAP-Ed audiences focused on healthy eating and physical activity, and pre-approved by MFF. Examples of media include:
  - Paid or public service radio and television commercials, interviews, and/or media appearances;
  - Electronic media (e.g., YouTube, Facebook Live, Podcasts, etc.); and
  - The preparation of press releases and press kits, spokesperson training.

### **UNALLOWABLE COSTS:**

- Any media activities that have not been pre-approved by MFF (includes staff time and effort to support such activities);
- Any media activities that contain messages about SNAP, its benefits, and how to apply;
- Media activities that promote or present nutrition messages to the general public (not targeted to SNAP eligible people);
- Media activities that make potentially derogatory statements about a particular food, beverage, brand, or commodity; and
- Media activities that make potentially derogatory statements about personal attributes, individual SNAP recipients, groups, or communities.

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## Medical Equipment and Health Services

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### **ALLOWABLE COSTS:**

- Salaries and benefits of personnel to collect dietary intake data based on a 24-hour recall, food frequency questionnaires, or other assessment of nutrition knowledge and behaviors that align with program activities identified in your Program Summary and Budget included with your contract; and
- Health promotion activities aimed at primary prevention of disease (prevent or postpone the onset of chronic disease) and designed to help people eligible for SNAP establish and maintain active lifestyles and healthy eating habits, as approved in the Program Summary and Budget included with your contract.



### **UNALLOWABLE COSTS:**

- Medical equipment or health services related to health assessment of recipients;
- Obtaining data on nutritional status, chronic disease, or chronic disease risk assessments, including obesity prevention and/or weight management programs billable to medical insurance;
- Weight scales and/or other anthropometric measurement devices without the pre-approval by MFF (Please note that even if such instruments are in your budget included with your contract, approval by MFF must be gained prior to purchase.);
- Any costs (time and effort or equipment) associated with the measurement of height and/or weight unless they are pre-approved by MFF and include an evaluation plan;
- Any costs associated with measurement of skin fold thickness, blood pressure, cholesterol, blood -glucose, and iron levels;
- Clinical health screenings (e.g., cholesterol testing, body mass index, blood glucose testing, etc.);
- Secondary prevention interventions and medical nutrition therapy with the purpose of managing a diagnosed condition (e.g., diabetes, hypertension, etc.);
- Medical nutrition therapy involving the assessment of nutritional status and the assignment of diet, counseling, and/or specialized nutrition therapies to treat an individual's illness or condition; and
- Dental hygiene activities, including instruction on proper brushing and flossing.

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## Memberships and Subscriptions

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### **ALLOWABLE COSTS:**

- Institutional memberships in business, technical, and professional organizations consistent with your SNAP-Ed program activities and the effort to promote quality nutrition services to SNAP-Ed eligible people that were approved in your budget included with your contract; and
- Organizational subscriptions to professional publications that are consistent with your SNAP-Ed program activities and the effort to promote quality nutrition services to SNAP-Ed eligibles that were approved in the budget included with your contract.

### **UNALLOWABLE COSTS:**

- Any memberships or subscriptions not approved in the budget included with your contract;
- Business or individual memberships (e.g., Costco, Sam's Club, etc.);
- Professional registration or license fees paid by individuals are unallowable because the fees would be considered personal expenses, not institutional expenses;
- Costs of individual memberships in business, technical, and professional organizations for nutrition personnel who work in SNAP-Ed; and
- License or permit fees for farmers markets or food retailers.

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## Nutrition Assistance Promotion

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### **ALLOWABLE COSTS:**

- Promotion of ideas for improving access to and use of healthier foods in low-income communities, excluding activities to increase food security or food access via direct provision of food;
- Basic SNAP Information or a link to SNAP information may be placed on handouts, brochures, recipes, etc. only; and
- Partnerships with local food assistance agencies and organizations to facilitate reciprocal referrals to increase food access and resource benefits, especially those that include fruits and vegetables.

### **UNALLOWABLE COSTS:**

- Any activity with the primary objective of increasing participation in SNAP through individual applicant assistance. For SNAP-Ed, information regarding SNAP enrollment should not be placed on any media outreach that may be part of a SNAP-Ed intervention. Basic SNAP information or a link to SNAP information may be placed on handouts, brochures, recipes, etc. only.
- Examples of unallowable outreach activities include:
  - Pre-screening or assisting individuals with completing SNAP applications and obtaining verification;
  - Accompanying individuals to the SNAP office to assist with the application process;
  - Conducting outreach workshops for members of community organizations that serve low-income people;
  - Convening meetings that focus exclusively or primarily on SNAP outreach and increasing SNAP participation;
  - Producing and distributing print materials (e.g., brochures, posters, newsletters, etc.) that are primarily SNAP outreach in nature;
  - Developing and placing print, radio or television media advertisements to be used as public service announcements to educate potential applicants about SNAP;
  - Designing a SNAP outreach program, including the development, publication, and distribution of materials to the community;
  - Accessing strategies or monitoring and/or evaluating agencies' SNAP outreach performance;
  - Developing, implementing, or overseeing SNAP outreach activities; and
  - Implementing "Direct Certification" of SNAP households for other programs.

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## Nutrition Education Interventions and PSE Strategies

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### **REQUIREMENTS:**

- All curricula, interventions, or PSE strategies must be evidence-based and detailed in your Program Summary and Budget included with your contract.
- Existing SNAP-Ed curricula or interventions must be used whenever possible, including USDA curricula such as *Eat Smart, Live Strong, Grow It, Try It, Like It*, or other existing or emerging curricula.
- Development of curricula, new lessons, or interventions is unallowable. If you create new curricula or lessons, you will not be reimbursed for your time, supplies, or any other associated costs.

### **ALLOWABLE COSTS:**

- The purchase of or printing costs associated with evidence-based curricula or strategies included in the Program Summary and Budget included in your contract.

### **UNALLOWABLE COSTS:**

- Any intervention that duplicates efforts of similar SNAP-Ed programming and/or USDA-funded programming;
- Classes or activities designed to provide case management, general decision-making skills, or "life skills" training (e.g., parenting, child development, crisis management, rental information);
- Medical nutrition therapy and secondary prevention interventions;
- Breastfeeding education, promotion, support, materials, and activities that duplicate those provided by other funding sources such as WIC, EFNEP, or Head Start;
- Ongoing physical activity programs not integrated with SNAP-Ed allowable nutrition education;
- Exercise classes, equipment, and facilities;
- Weight loss classes, individualized meal plans, obesity treatment programs, etc.; and

- Nutrition education or PSE change costs that are charged to another Federal program (e.g., Team Nutrition, WIC, EFNEP, Head Start, etc.).

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### Nutrition Education Reinforcement Items (NERI)

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#### **REQUIREMENTS:**

- Nutrition Education Reinforcement Items (NERI) are supplied in limited quantities to Local Implementing Agencies statewide by MFF.
- When used, NERI must be given to all participants and cannot be used as rewards or incentives for only some participants.
- NERI must reinforce your program activities to support the sustainability of the desired behavior change. NERI must also be aligned with specific lessons within an intervention.
  - There should be an intentional, direct connection between the NERI and the education message(s) being promoted. This must be outlined in your NERI order form; and
  - NERI cannot be distributed at every lesson. Rather, one or two NERI can be distributed to participants at different times across a series of classes/events or SNAP-Ed related activities.
- NERI designed for physical activity promotion (e.g., Flip ‘n Fling, strength band, etc.) must be provided in conjunction with a relevant nutrition education and physical activity promotion.
- In the rare case when the purchase of NERI by an organization is justified, it must be pre-approved by MFF in writing, even if it was written into the Program Summary and Budget included with your contract.
  - NERI must cost \$5 or less per item (including message imprinting; excluding shipping and handling);
  - If the NERI is a physical activity promotion item (e.g., jump rope, resistance band, etc.) there must be a nutrition education, not physical activity (PA) message on it (e.g., the NERI message “get active every day” is not appropriate for use on PA promotion items); and
  - The nutrition education message must be pre-approved by MFF.

#### **ALLOWABLE COSTS:**

- NERI provided by MFF. NERI can be ordered from the SNAP-Ed at MFF website at [snap-ed.michiganfitness.org/neri](https://snap-ed.michiganfitness.org/neri).

#### **UNALLOWABLE COSTS:**

- Any NERI purchased that has not been pre-approved in writing by MFF staff, even if it was written into the Program Summary and Budget included with your contract.

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### Physical Activity Promotion

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#### **REQUIREMENTS:**

- All physical activity (PA) promotion activities must be within the context of nutrition education.
- Education and program materials to promote and reinforce physical activity should include messages that link nutrition and physical activity and explain the associated health benefits of active lifestyles.
- PA promotion activities must use existing materials whenever they are available.
- PA demonstrations must be instructional in nature and conducted on a one-time-only basis for SNAP-Ed eligible people.
- If PA promotion includes regularly scheduled demonstrations of a physical activity (e.g., monthly yoga demonstration), assurance must be provided that only unduplicated participants attend.

The same individual cannot attend each monthly yoga demonstration because this would be considered ongoing PA, which is unallowable under SNAP-Ed guidelines.

- Any supplies or materials purchased must be of nominal value and meet the reasonable and necessary guidelines.
- Any items that are given to participants to take home must be pre-approved by MFF and meet all NERI guidelines.

### **ALLOWABLE COSTS:**

- PA messages and PA recommendations contained in the most current [\*Dietary Guidelines for Americans\*](#) and [\*Physical Activity Guidelines for Americans\*](#).
- Providing information about low-cost and no-cost physical activities to encourage program participants to engage in regular PA:
  - Resource lists that include community locations where SNAP-eligibles can access low or no-cost activities;
  - Physical activity bulletin boards or displays in nutrition assistance offices, clinics, or other community locations where SNAP-eligibles congregate; and
  - Collaborative efforts with community partners to promote PA.
- Personnel costs for conducting a physical activity demonstration designed to introduce SNAP-Ed participants to an activity and how/where to participate in the future.
- Educational materials to promote PA that are purchased from reliable authorities, if identified in the Program Summary and Budget included with your contract as “PA promotion education materials”.
- PSE change strategies that promote and support physical activity are allowable. Examples include:
  - Time and effort to help partner groups organize and plan walking trails; and
  - Promoting a walking trail and the benefits of physical activity to address weight management and facilitate the adoption of physical activity behaviors.
- Promotion of Walk to School Day and other events aligned with your PSE program activities identified in your Program Summary and Budget included with your contract.
- Community assessments with a focus on the physical activity environment that are directly related to SNAP-Ed DE and PSE program activities.

### **UNALLOWABLE COSTS:**

- Ongoing exercise or PA classes with the same people (e.g., yoga classes, fitness classes, walking clubs, sports teams, running classes, gym classes).
- Implementation of structural environmental improvements (e.g., walking path) to increase walkability.
- Health club or gym memberships, dues, equipment (e.g., bicycles, treadmills, stair steps, weights, etc.), and facilities.
- Personnel costs for conducting or maintaining ongoing exercise or PA classes.
- Water, sport drinks, or other beverages given to participants during PA promotion demonstrations.
- Water bottles, pedometers, and heart rate monitors.

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## Policy, Systems, and Environmental Change

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### **REQUIREMENTS:**

- MFF Local Implementing Agencies participating in PSE change activities:
  - Shall not exclusively lead PSE efforts; rather, partnerships and collaborations are necessary to fully implement PSE change strategies (refer to page 6 in the SNAP-Ed Overview section for examples);

- Should work to increase community partnerships to include those who can facilitate change in the environment, such as working with retail grocers to increase the availability of fruits and vegetables in grocery stores;
- Should help facilitate reciprocal referrals with other food assistance programs to increase food resource benefits, especially those that include fruits and vegetables;
- Must consider the cultural needs of the populations served and consider local relevant existing partnerships and collaborations to develop solutions to bring healthy foods and opportunities for physical activity to the community; and
- Must be aware of and work to address systems and environmental barriers, such as a lack of transportation, policies that restrict the formation of farmers markets, or limitations on physical activity due to unsafe environments.
- Refer to the “Nutrition Education Interventions and PSE Strategies” on page 48 for additional information.

### **ALLOWABLE COSTS:**

- Costs associated with providing consultation and technical assistance to organizations in creating appropriate PSE changes that benefit SNAP-Ed eligible people and communities. (The organization that receives the consultation and technical assistance is ultimately responsible for adopting, maintaining, and enforcing the PSE change.)
  - While most costs associated with PSE changes are staff time and effort, costs associated with the implementation of PSE change efforts within the scope of SNAP-Ed may be allowable (e.g., promotion of a new PSE change, safety and education efforts related to a new PSE change, or signage). A conversation with your MFF Project Manager is required prior to purchase.
- Consultation with organizations representing a variety of sectors such as food industry, government, public health and health care and education on increasing access to and promotion of whole healthy eating with a focus on fruits and vegetables and physical activity;
- Conducting scans or assessments of the food or physical activity policies, systems, or environments;
- Analyzing and preparing data reports and sharing information on the expected benefits of PSE changes;
- Community forums or meetings with SNAP-Ed recipients or service providers on healthy eating and active living;
- Point-of-purchase or point-of-decision signage and other behavioral cues to action that promote healthy eating or physical activity choices;
- Resource kits with strategies for adopting, implementing, maintaining, and evaluating PSE changes; and
- Consultation with partner organizations on measures to address and reduce food waste and maximize utilization and consumption of available healthy food resources.

### **UNALLOWABLE COSTS:**

- Costs associated with establishing and maintaining environmental or policy changes outside the scope of SNAP-Ed, such as infrastructure, equipment, space, land, or construction;
- Costs associated with capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities;
- Costs associated with refrigeration units or shelving in grocery or convenience stores;
- Financial incentives to community partners or retailers to support environmental or policy changes; and
- Salaries for retail store staff, farmers market managers, or food service workers for service operations.

## Profits, Revenues, Fundraising, and Grant Writing

### **REQUIREMENTS:**

- Any sales of SNAP-Ed publications, materials, etc. received by a MFF Local Implementing Agency or contractor must be accounted for in a separate, identifiable account, used to offset current SNAP-Ed program expenditures, and comply with USDA and OMB Uniform Guidance.
- SNAP-Ed programming must be offered free of charge.

### **ALLOWABLE COSTS:**

- Sale of publications and nutrition education materials produced with SNAP-Ed funds that are sold at cost (publication cost includes concept development, production, and distribution expense).

### **UNALLOWABLE COSTS:**

- Sale of publication/materials produced with USDA dollars to make a profit (the generation of program revenue over the cost of goods);
- Time, effort, and other resources to support grant writing; and
- Fundraising events or activities, including financial campaigns and solicitation of gifts and bequests to raise capital or obtain contributions, regardless of the purpose for which the funds will be used, including SNAP-Ed programming.

## Retail Locations

### **REQUIREMENTS:**

- SNAP-Ed services that take place in partnership with retailers may only do so at retail sites (grocers, markets, restaurants) that **both** accept WIC and SNAP benefits **and** demonstrate significant patronage by low-income individuals and families (e.g., retail sites located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the Federal poverty threshold).
- Talk with your MFF Project Manager about other potential sites that do not fit or meet the above requirements.

### **ALLOWABLE COSTS:**

- PSE change interventions and strategies in retail setting such as supermarkets, small chain stores, and independent (neighborhood) markets in qualifying areas designed to increase the purchase of fruits and vegetables among SNAP-Ed eligible people; and
- Cooking/food demonstrations, food tastings, store tours, and retail-sponsored community events conducted to support nutrition education lessons at qualifying sites.

### **UNALLOWABLE COSTS:**

- Partnerships with establishments that do not accept WIC or SNAP benefits and demonstrate significant patronage by low-income individuals and families; and
- Retail site activities not focused on SNAP-Ed target audiences.

## Social Marketing Campaigns

*MFF develops and implements statewide social marketing campaigns on behalf of all MFF SNAP-Ed Local Implementing Agencies. The current MFF social marketing campaign can be found at <https://healthychoicescatchon.org>.*



### **REQUIREMENTS:**

- Use of the MFF social marketing campaign digital and “on the ground” materials is encouraged. Materials can be requested through MFF.

### **ALLOWABLE COSTS:**

- N/A

### **UNALLOWABLE COSTS:**

- Developing social marketing campaigns or using social marketing materials not provided by MFF.

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## Social Media

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*This information applies to all social media platforms (e.g., Facebook, Instagram, TikTok, YouTube, etc.) Please go to the Resources section of the SNAP-Ed at MFF website (<https://snap-ed.michiganfitness.org/resources>) for additional information and tools when using social media. If you have questions about the requirements and/or allowables/unallowables listed in this section, contact your MFF Project Manager.*

### **REQUIREMENTS:**

- The Social Media Activity Outline document must be provided to MFF prior to implementation.
- All social media must include the following:
  - The nondiscrimination and credit statement must be included in either the About or Description section of each social media platform.
  - For videos shared on social media, include the credit statement and logo set graphic panels (available under the Resources section of the SNAP-Ed at MFF website).
- Please go to the Resources section of the SNAP-Ed at MFF website for documents, graphics, and additional resources.
- All social media content and information must:
  - Align with Key Requirements for SNAP-Ed Programming (refer to page 35);
  - Align with MFF SNAP-Ed messaging;
  - Not promote or disparage specific products or food;
  - Not share pages or websites that promote or disparage specific products or food;
  - Not be controversial or divisive; and
  - Not promote any ‘like’ and ‘share’ contest.
- Social media activities must be tracked to report channel(s), frequency, and analytics (e.g., number of followers, number of posts, overall reach, and engagement such as comments, likes, and shares). Include this information in your monthly program highlight report.
- Staff time and effort to promote SNAP-Ed programming (e.g., classes, events, storytelling, etc.) and behavioral nudges using social media must be included as part of SNAP-Ed duties in the SNAP-Ed Budget.

*Note: While you may not see every inappropriate comment right away, you must attend to all social media platforms used and address inappropriate comments as soon as possible.*

### **ALLOWABLE COSTS:**

- Credible content that promotes local SNAP-Ed DE and/or PSE change programs, interventions, events, and/or strategies;
- Credible content that engages SNAP-eligible people to eat healthy and move more; and
- Customized messages that are locally and culturally relevant, reach target audiences, and align with your SNAP-Ed program design.

### **UNALLOWABLE COSTS:**

- Social media activities other than for participant recruitment or program promotion that have not been pre-approved by MFF;
- Content that makes potentially derogatory statements about a particular food, beverage, brand, or commodity;
- Content that makes potentially derogatory statements about personal attributes or individual SNAP recipients, group, or communities; and
- Content, comments, and/or images that contain:
  - Hate speech;
  - Profanity, obscenity, or vulgarity;
  - Nudity in profile pictures;
  - Defamation to a person or people;
  - Name calling and/or personal attacks;
  - Comments whose main purpose are to sell a product;
  - Comments that infringe on copyrights;
  - Spam comments, such as the same comment posted repeatedly on a profile; and
  - Other comments that the MFF Social Media team deems inappropriate.

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## Space Allocation

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### **REQUIREMENTS:**

- Space must be allocated when staff members are not 100% dedicated to SNAP-Ed.
- Space allocations must be pre-approved by MFF.
- Do not request reimbursement for space if it is included in your agency's approved indirect rate.

### **ALLOWABLE COSTS:**

- Space allocated for SNAP-Ed programs in which the plan for the space/cost allocation is documented and actual out-of-pocket costs are incurred and tracked.

### **UNALLOWABLE COSTS:**

- Space costs that are fully funded by another program; and
- Commercial rental rates in government-owned space.

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## Time and Effort Reporting and Employment Costs

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### **REQUIREMENTS:**

- Time and effort reporting requirements emanate from 2 CFR 200 OMB Uniform Guidance (UG). Time and effort reporting applies to all staff and volunteers contributing effort to a SNAP-Ed program.
- Key principles for ensuring time and effort practices align with 2 CFR 200 OMB UG guidelines:
  1. Supported by a system of internal controls: accurate, allowable, and allocable charges;
  2. Incorporated into agency's official records;
  3. Reflect total activity for which employee is compensated;
  4. Encompass Federally-assisted and all other activity for which employee is compensated;
  5. Comply with established accounting practices;
  6. Support distribution of salary and wages across all activities and cost objective;
  7. Budget estimates do not qualify as charges but may be used for interim accounting purposes;
  8. Practices for constituting a full workload vary for Institutes for Higher Education (IHE), records may reflect categories of activity expressed as a percentage distribution of total; and

9. When recoding salary and wages for IHE to Federal awards, a precise assessment is not always feasible nor is it expected (see UG for more detail).
- In order to meet the standards above, personnel activity reports may be required, including prescribed certifications or equivalent documentation to support the required records.
  - Charges for salaries and wages of nonexempt employees must be supported by records indicating the total number of hours worked each day.
  - Weekly time and effort reporting is required by all staff (including salaried staff) devoting less than 100% of their time to SNAP-Ed.
  - Employees devoting 100% of their time to SNAP-Ed do not need to maintain weekly time sheets; however, semi-annual time and effort certification by the employee and a supervisor is required.
  - All time and effort reporting must be signed by the employee and certified by a supervisor or primary investigator who is knowledgeable of the employee's duties and their work with SNAP-Ed. Although time devoted to SNAP-Ed must be recorded and signed by the employee on a weekly basis for staff devoting less than 100% time to SNAP-Ed, certification of the time sheets may occur on a bi-weekly basis.
  - All time documentation forms must reflect after-the-fact reporting and may not be completed in advance of the activity and later certified by the employee.
  - All activity reflected on time and effort reports for SNAP-Ed must be allowable within the MFF SNAP-Ed guidelines.
  - All time and effort reports should be kept and archived locally. Local Implementing Agencies (LIAs) may be required to periodically submit their time and effort reports to MFF for compliance review.
  - All expenses associated with employee recruitment and new employee tests should be done at the expense of the LIA and not charged to the SNAP-Ed program.

### **Volunteers:**

Time and effort documents should be kept for volunteers who contribute time to SNAP-Ed using the same principles as noted above, when applicable. Refer to the "Volunteers" section at the end of these Program Parameters (page 58) for more details about volunteers.

### **ALLOWABLE COSTS:**

- Staff time spent planning, delivering, and evaluating nutrition education and physical activity promotion time must be charged at a rate commensurate with duties being performed;
- Food service staff time is only allowable with a memo from the school confirming the work being done is above and beyond the staff member's normal time and pay and directly supports approved SNAP-Ed programming;
- Reimbursement of teacher time and effort is only allowable with a memorandum from the school confirming the work being done is above and beyond the teacher's normal time and pay;
- Contractual staff when a list of deliverables, period of service, and hourly rate is established (MFF encourages you to have a formal agreement in place for all contractual employees, including cost, terms, SNAP-Ed deliverables, and appropriate signatures from both parties.); and
- Administrative salary will be evaluated in the context of full proposal and scope of programming.

### **UNALLOWABLE COSTS:**

- Stipends;
- Incentives;
- A physician's or other specialized provider's time spent conducting SNAP-Ed activities when charges are based on a rate commensurate with his/her credentials as opposed to the duties he/she is performing;
- Overtime hours unless pre-approved in writing by MFF;

- Using SNAP-Ed funds to replace personnel costs of state-funded school class time would be considered outside the scope of SNAP-Ed funding;
- Staff time and effort to conduct or support unallowable SNAP-Ed activities; and
- New employee hiring expense including testing, background checks, finger printing, drug testing, etc.

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## Training, Conferences, and Workshops

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*A conference is defined by USDA as “a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award.” Please note that this section contains important details for both attending and hosting trainings.*

*Refer to the “Travel and Meal Rates” section in Additional Information (page 64) for more details.*

### **Trainings hosted by MFF**

- MFF offers a variety of trainings for MFF SNAP-Ed Local Implementing Agency’s (LIAs) lead staff, nutrition educators/ facilitators, physical educators, and others who implement SNAP-Ed programming.
- MFF covers a range of costs (e.g., registration, meals, and hotel rooms) for multi-day trainings or if you are traveling from a distance. Each training has varying costs, you must review registration information and plan and budget accordingly.
- LIAs are responsible for training costs not covered by MFF.
- Trainings are added or eliminated based on grant requirements and the needs of LIAs. For more information on SNAP-Ed trainings, including dates, locations, and registration, please visit [snap-ed.michiganfitness.org/trainings](https://snap-ed.michiganfitness.org/trainings).

### **REQUIREMENTS:**

- Staff attendance at trainings, conferences, workshops, meetings, and summits must be aligned with the SNAP-Ed programming outlined in the Program Summary and Budget included with your contract.
- Prior written authorization is required from MFF prior to attendance at any training, conference, or workshop. Requests must include:
  - Justification of the purpose, including how the information will benefit SNAP-Ed eligible people (your program participants) or intermediaries (disseminated to educators and collaborators) working with SNAP-eligible people;
  - How attendance is necessary to achieve SNAP-Ed program goals and objectives;
  - Number of staff attending. Identify and justify the number and type of staff making the travel request; and
  - Proration for attendance at trainings, conferences, and workshops that are mutually beneficial to non-SNAP-Ed LIA programs must be pre-approved.
- When submitting for reimbursement for expenses after conducting a training or meeting, the following must be submitted:
  - Itemized receipts for all expenses being reimbursed;
  - The agenda documenting the start and end time; and
  - A sign-in sheet documenting the participants at the meeting/training.
    - If the number of participants who registered for the meeting/training is lower than the number of actual participants (causing the per person meal rate to be more than allowed), please also provide registration logs.

Travel and meal rates may change during the program year. It is your responsibility to use the correct travel rates. The most up-to-date travel and meal rates can be found at [snap-ed.michiganfitness.org/forms-and-reports](https://snap-ed.michiganfitness.org/forms-and-reports).

### **ALLOWABLE COSTS:**

- Training related to SNAP-Ed program activities (including travel expenses within SNAP-Ed allowable rates) for staff that provide nutrition education to SNAP-eligibles if training is reasonable and necessary for program implementation and approved in your Program Summary and Budget included with your contract;
  - a. Actual travel costs to attend pre-approved trainings (supported by itemized documentation) are eligible for reimbursement, not exceeding the posted SNAP-Ed allowable rates.
- When conducting a training or meeting, lunch costs may be reimbursed if the following criteria is met:
  - Meal costs do not exceed the allowable meal rates;
  - If the training has at least six hours of SNAP-Ed content; and
  - If the training has at least five hours of SNAP-Ed content AND at least 50% of the participants have traveled at least 30 minutes one way to attend.
- If meals are allowable, meal costs cannot exceed the allowable meal rates. For the current rates, please consult the SNAP-Ed Travel & Meal Rates found at [snap-ed.michiganfitness.org/forms-and-reports](https://snap-ed.michiganfitness.org/forms-and-reports). (State travel and meal rates are usually updated around January 1<sup>st</sup>.);
- Participation in regional or state coalitions on SNAP-Ed-specific business;
- SNAP-Ed-related training for program delivery staff (e.g., Choices, SNAP-Ed U, regional MFF meetings and trainings);
- Prorated meetings, conferences, and summits aligned with SNAP-Ed program activities. Costs must be prorated based on:
  - a) The proportion of the target audience that are SNAP eligible; and
  - b) The proportion of the agenda that is SNAP-Ed nutrition education or PA promotion for low-income audiences.
- Nutrition education training materials; and
- General briefings and trainings for community health professionals, if such professionals serve a majority of SNAP-eligibles and training focuses on SNAP-Ed program activities approved in your Program Summary and Budget included with your contract.

### **UNALLOWABLE COSTS:**

- University-level courses on technical or clinical subjects that are not relevant to the practical delivery of nutrition education to SNAP-eligibles;
- Costs associated with certifications (e.g., CPR), CEUs, etc. for an individual's personal credentialing;
- Training or professional development costs for food service workers or others not directly associated with delivery of SNAP-Ed; and
- Staff time or other expenditures related to multi-state or national-level work or committees, except where the activity is an integral part of the FNS SNAP-Ed focus and pre-approved by MFF.

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## Travel

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### **REQUIREMENTS:**

- Actual travel costs up to the maximum SNAP-Ed rates will be reimbursed.
- Receipts for all travel expenses are required including itemized receipts for meals, tolls, lodging, etc.

- Meals are reimbursed during overnight travel only.
  - If overnight lodging is not being reimbursed by SNAP-Ed, you must provide proof of an overnight stay in order to have meals reimbursed.
- SNAP-Ed travel rates and guidelines apply to individuals supported by SNAP-Ed funds, including employees, subcontractors, consultants, advisory committee members, etc.

All MFF SNAP-Ed travel rates follow the State of Michigan travel rates which may change during the program year. It is your responsibility to use the correct travel rates. The most up-to-date travel and meal rates can be found at: [snap-ed.michiganfitness.org/forms-and-reports](https://snap-ed.michiganfitness.org/forms-and-reports)

Refer to the “Travel and Meal Rates” section in Additional Information (page 64) for more details.

### **ALLOWABLE COSTS:**

- Travel costs associated with MFF SNAP-Ed business including MFF SNAP-Ed-sponsored training or events. (These expenses may be 100% reimbursed even if the person is not 100% FTE on SNAP-Ed if the purpose for which that person is attending is solely for SNAP-Ed work.);
- When pre-approved travel costs provide benefit to multiple programs, the travel costs must be prorated based on the benefit to SNAP-Ed;
- The current mileage is \$0.56 per mile for SNAP-Ed travel. This rate is subject to change during the program year. Please consult the SNAP-Ed Travel & Meal Rates;
- Meals are allowable when in overnight status on SNAP-Ed business. (Rates may vary depending on location. Please consult the SNAP-Ed Travel & Meal Rates.);
- The current lodging rate is a maximum of \$85 per night plus taxes. The lodging rate is subject to change during the program year. Please consult the SNAP-Ed Travel & Meal Rates;
- Lodging at a pre-approved conference location that has a negotiated rate over the \$85/night SNAP-Ed rate is allowable. (Documentation from the conference identifying the approved conference rate must accompany the invoice.); and
- Internet access is allowable during an overnight stay when reasonable and necessary.

### **UNALLOWABLE COSTS:**

- Travel outside of Michigan;
- Travel for workshops and conferences not included in your budget and/or pre-approved by MFF; and
- Any travel expenses above the approved SNAP-Ed rates.

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## Volunteers

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### **REQUIREMENTS:**

- Volunteers may not receive goods, services, credits, or any amount of cash for their service.
- Volunteers must be 18 years of age.
- Time and effort documents should be kept for volunteers who contribute time to SNAP-Ed using the same principles as noted in the “Time and Effort Reporting and Employment Costs” section (page 54), when applicable.

### **ALLOWABLE COSTS:**

- Unpaid volunteers who are giving of their time as a private citizen that are providing service to your organization for allowable SNAP-Ed activities, e.g.:
  - A volunteer contributes time to produce a weekly nutrition newsletter to distribute to SNAP-eligible residents;
  - A retired dietitian volunteers to teach nutrition education classes to SNAP eligible; or
  - A college student volunteers to do food tasting demos for SNAP-Ed eligible people and his/her hours are not part of a class requirement.



- Staff employed by a nonprofit or non-Federal public agency may volunteer if it is above and beyond their paid time.

### **UNALLOWABLE COSTS:**

- Volunteer time that is not used toward SNAP-Ed program activities;
- Volunteer time used for a dual purpose (e.g., a student contributes time to support SNAP-Ed in order to meet a requirement for a student project or a Master Gardener contributes time to support SNAP-Ed and counts it toward their Master Gardener commitment);
- Private organization or business whose staff members are volunteering as part of an “on the clock” corporate volunteer effort; and
- “Volunteers” whose time is paid for by another Federal funding source.

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## Websites and Domain Names

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*Web hosting and domain names purchased or developed with SNAP-Ed funds carry a nonexclusive waiver-free right for public use. If your program will use the domain name beyond the scope of your SNAP-Ed work, you should purchase the domain with non-SNAP-Ed funds.*

### **REQUIREMENTS:**

- A SNAP-Ed focused website outline must be provided to MFF prior to implementation. Include details about purpose, content (source), frequency of updates (who and how often), strategies to promote your website to SNAP-Ed eligible households, and estimated staff time to manage SNAP-Ed content.
- All content and information must:
  - Align with Key Requirements for SNAP-Ed Programming (refer to page 35);
  - Align with MFF SNAP-Ed messaging;
  - Not promote or disparage specific products or food;
  - Not share pages or websites that promote or disparage specific products or food;
  - Not be controversial or divisive; and
  - Not promote any ‘like’ and ‘share’ contest.
- Whenever possible, websites (blogs, vlogs, etc.) should link to established, allowable, and evidence-based websites to convey scientifically-sound, accurate information. Time spent creating similar information may not be reimbursable.
- Appropriate nondiscrimination and credit statements must be displayed on websites (blogs, vlogs, etc.) and web pages.
- Analytics on the usage of website/page must be collected and reported as part of your monthly highlight report.
- Signed photo releases or documentation of legal use, permissions, or purchase of all photos used on the website must be on file.

### **ALLOWABLE COSTS:**

- Purchase of host sites and domain names if approved in your Program Summary and Budget included with your contract;
- Staff time or contractor to develop, maintain, and evaluate a website focused on the SNAP-Ed program activities approved in your Program Summary and Budget included with your contract; and
- Purchase of reasonable and necessary tools and resources to support the development of your website (e.g., photos).

### **UNALLOWABLE COSTS:**

- Websites (blogs, vlogs, etc.), web pages, or links that do not meet the requirements listed above.

# Additional Information

This section includes additional information that will assist you in successfully and accurately implementing your SNAP-Ed program.

## Table of Contents

### Page

Abbreviations/Acronyms .....	61
Nondiscrimination Statement.....	62
Travel and Meal Rates.....	64
Recipe Selection and Serving Size Guidelines.....	66
Definitions .....	69

## Abbreviations/Acronyms

- CACFP – Child and Adult Care Food Program
- CIP – Community Impact Project
- CSFP – Commodity Supplemental Food Program
- DE – Direct Education
- EARS – Education and Administrative Reporting System
- EFNEP – Expanded Food and Nutrition Education Program
- FDPIR – Food Distribution Program on Indian Reservations
- FNS – Food and Nutrition Service
- FPG – Federal Poverty Guidelines (sometimes referred to as FPL, or Federal Poverty Level)
- FY – Fiscal Year
- HRQL – Health Related Quality of Life
- IC – Indirect Channel
- IE – Indirect Education
- LIA – Local Implementing Agency
- MDHHS – Michigan Department of Health and Human Services
- MFF – Michigan Fitness Foundation
- MFF SNAP-Ed – SNAP-Ed at the Michigan Fitness Foundation
- MiHOTM – Michigan Harvest of the Month™
- MiSNAC – Michigan State Nutrition Action Coalition
- MSU Extension – Michigan State University Extension
- NERI – Nutrition Education Reinforcement Item
- OMB – Office of Management and Budget
- OMB Uniform Guidance – Uniform Guidance (UG), Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
- PA – Physical Activity (always relating to physical activity promotion)
- PSA – Public Service Announcement
- PSE – Policy, Systems, and Environmental (Change)
- SEM – Social-Ecological Model
- SNAP – Supplemental Nutrition Assistance Program (Formerly known as “Food Stamps;” referred to as the “Food Assistance Program” or “FAP” in Michigan)
- SNAP-Ed – Supplemental Nutrition Assistance Program Education
- TANF – Temporary Assistance for Needy Families
- TEFAP – The Emergency Food Assistance Program
- USDA – United States Department of Agriculture
- WIC – (Special Supplemental Nutrition Program for) Women, Infants and Children

## Nondiscrimination Statement

The nondiscrimination statement lists all of the prohibited bases for discrimination contained in the USDA Civil Rights Policy Statement. Materials that should have the nondiscrimination statement include print (e.g., brochures, newsletters, education curricula, etc.) and non-print (e.g., audio, videos, websites, etc.) forms of communication.

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*All materials developed, adapted, or printed with SNAP-Ed funds that are shared in public must include, in a reasonably-sized font, the shortened USDA nondiscrimination statement:*

***“This institution is an equal opportunity provider.”***

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The minimum font size for nondiscrimination statements for brochures is 8 point. For all other printed materials and web pages, the statement must be legible. Failing to use the USDA Nondiscrimination Statement could result in items not being eligible for reimbursement.

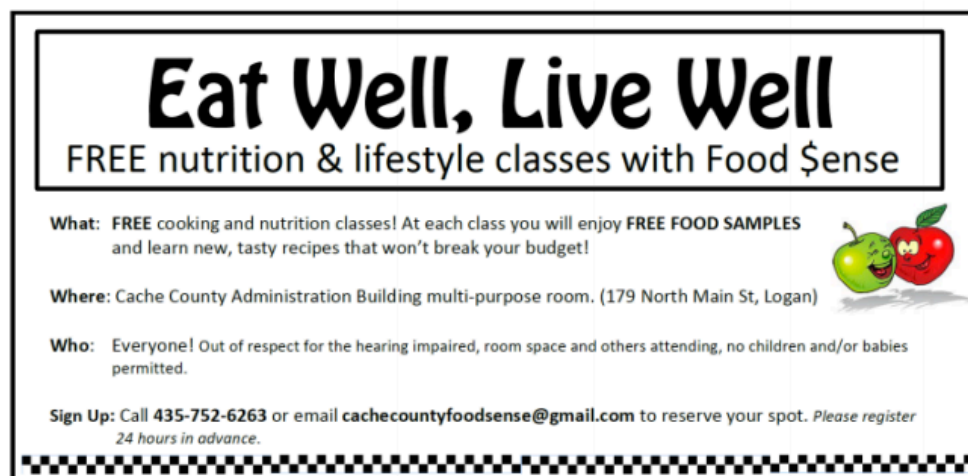
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*Please refer to <https://www.fns.usda.gov/usda-nondiscrimination-statement> for more information on translated statements.*

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The full nondiscrimination statement provided below is rarely, if ever, required for SNAP-Ed. It is only necessary to include the full nondiscrimination statement if SNAP or other FNS program eligibility or application information is provided.

*Example:*



*This participant recruitment flyer would require the short nondiscrimination statement since it includes SNAP-Ed program information, such as locations and contact details. Although the program is not explicitly referred to as a “SNAP-Ed” activity, the short nondiscrimination statement is required because the program provides nutrition education using SNAP-Ed funding.*

For reference, the full USDA nondiscrimination statement is included below:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

For additional information on nondiscrimination statement requirements, refer to the “Nondiscrimination Statement” section in Program Parameters (page 37).

## Travel and Meal Rates

**All SNAP-Ed travel expenses must be within the State of Michigan travel rates.** Travel rates may be updated throughout the year. You are responsible for using the correct rates. For the most up-to-date information, visit [snap-ed.michiganfitness.org/forms-and-reports](https://snap-ed.michiganfitness.org/forms-and-reports).

**Out of state travel is not allowed.**

### Mileage

\$0.56/mile (as of January 1, 2021)

### Meals

Meals (without alcoholic beverages) are reimbursed during overnight travel only. The State of Michigan requires the **itemized receipt\* for any meals while in travel status**. These will be reimbursed at the actual cost up to, but not over, the maximum SNAP-Ed allowable rate. You must be in overnight status to claim meals and must indicate the location (e.g., city) of lodging, even if not claiming that lodging for reimbursement.

- It is preferred that each individual submit their own itemized meal receipts.
- If meals for multiple people are on the same itemized receipt:
  - Each individual can be reimbursed for actual expenses up to the maximum SNAP-Ed allowable rate for that meal. Include the names of those people by their meal items for clarity; and
  - If at least one person's meal exceeds the maximum SNAP-Ed allowable meal rate, you should indicate each individual's reimbursement amount (not to exceed SNAP-Ed rates) instead of submitting for the maximum reimbursement for all people in your party.
- If you opt out of a meal that is provided as part of your travel (e.g., conference meal), you cannot claim reimbursement for that meal.

	Standard	Select Cities/Counties
<b>Breakfast</b>	\$8.50	\$10.25
<b>Lunch</b>	\$8.50	\$10.25
<b>Dinner</b>	\$19.00	\$24.25

#### **Select Cities:**

Ann Arbor  
 Auburn Hills  
 Detroit  
 Grand Rapids  
 Holland  
 Leland  
 Mackinac Island  
 Petoskey  
 Pontiac  
 South Haven  
 Traverse City

#### **Select Counties:**

Grand Traverse  
 All of Oakland  
 All of Wayne



## Lodging

The SNAP-Ed lodging rate is \$85/night\*\* (taxes are in addition to this maximum amount). We encourage you to ask for the 'government rate' when making your reservation. Not all hotels will agree to the \$85/night rate. State of Michigan **requires an itemized receipt\* for lodging expenses.**

*\*\*Exception to the \$85/night lodging limit: If the traveler is attending a conference and staying in the hotel where the conference is being held, they may use that rate **IF** they include a copy of the conference brochure stating the conference rate and includes the conference agenda with the receipts.*

## Michigan SNAP-Ed Meal Rates for Meetings and Trainings

When conducting SNAP-Ed training or meetings, lunch costs may be reimbursed, within SNAP-Ed allowable rates described below, if the training/meeting:

- Has at least six hours of SNAP-Ed content; or
- Has at least five hours of SNAP-Ed content AND at least 50% of the participants have traveled at least 30 minutes one way to attend.

Costs for a light breakfast are not allowable.

## SNAP-Ed Group Meal Rates

The group meal rates (below) must include cutlery, beverage, tax, gratuity, service/delivery fees, and any other expenses associated with the meal.

Lunch – \$11.50/person

When submitting for reimbursement for training or meeting expenses, the following must be submitted:

- Itemized receipts\* for all expenses being reimbursed;
- The meeting/training agenda documenting the meeting start and end time; and
- A sign-in sheet documenting the number of participants at the meeting/training.
  - If the number of participants who registered for the meeting/training is significantly lower than the number of actual participants (causing the per person meal rate to be more than allowed), please provide registration logs as well.

*\*For more information on invoicing, including details on supporting documentation, refer to “Monthly Invoices” in the Grant Management section (page 20).*

# Recipe Selection and Serving Size Guidelines

Refer to the “Food Demonstrations and Food Tastings” section in Program Parameters (page 42) for allowability and requirements.

## Recipe Selection Guidelines

When planning food demonstrations and tastings, select recipes that:

- Reinforce the lesson being taught (e.g., a vegetable lesson should feature a vegetable recipe).
- Assume little knowledge of or no cooking experience and written at 6<sup>th</sup> grade reading level.
- Use no more than 15 ingredients, preferably five (5) or fewer.
- Reflect cultural traditions and budgetary considerations. For example:
  - Use low-cost, readily available ingredients, and/or identify appropriate substitutions for expensive or uncommon ingredients;
  - Use culturally-appropriate, basic ingredients that participants may have in their homes and/or buy at a reasonable cost.
- Be prepared relatively quickly (recipes that include an estimated amount of time to prepare and cook are preferred).
- Use basic equipment and appliances that participants would likely have in their homes and/or purchase with minimal cost.
  - If a recipe calls for the use of specialty equipment not likely to be available to most participants, is there an alternative? For example, if the recipe calls for the use of a mandolin, instruct participants to thinly slice instead.
- Be flexible and specify whether fresh, canned, frozen, and/or dried versions of fruits and vegetables can be used/substituted or other adaptations made with spice ingredients, etc.
- Be consistent with the most recent [\*Dietary Guidelines for Americans\*](#) – low in salt, sugar, and saturated fats, if possible.
  - Recipes and serving sizes should be considered in terms of their contribution to a healthy diet. For example, an ingredient may be high in saturated fat, but when consumed as part of an entire day’s intake, it may balance out to meet the recommendation.
- Focus on nutrient-dense ingredients
- Provide a new way to enjoy a fruit or vegetable, or a healthier alternative to a common recipe.
  - For example, in lieu of a zucchini bread recipe, try the Zucchini Coleslaw recipe from the MyPlate Kitchen website.
  - Provide “healthier” versions of go-to family recipes, such as tacos, pizza, stir-fry, grilled cheese, spaghetti, etc. from the MyPlate Kitchen website.
- Use common measurements. For example, if a recipe uses weight measurements (grams) for ingredients, also include volumetric (cups) measurements.
- Include nutrition information, number of servings, and serving sizes.
- Include food safety information, such as cooking and storing temperatures.
- Do not contain alcohol.

## Serving Size Guidelines

The SNAP-Ed Guidance describes a food tasting as “ $\frac{1}{4}$  -  $\frac{1}{2}$  of a serving”.

- Serving sizes are different for different audiences. It is your responsibility to understand proper serving sizes for the audiences you work with and ensure that only a **small taste** is provided.
- Multiple tasting opportunities in the same sitting of foods in the same food group must collectively equal less than 1 serving for that food group.
  - For example, if a tasting is completed during a school-wide event reaching children ages 9-13 years to reinforce the consumption of fruits and four unique raw fruits are offered during the same sitting, the total amount of fruits provided must be less than or equal to  $\frac{1}{2}$  -  $\frac{3}{4}$  cup raw fruits, or 1 total serving from the fruit group.
- If using pre-packaged, single servings of food for a tasting, the servings must be quartered or halved to meet allowable **small taste** requirements (see below).
- It is important to accurately track and document the number of participants for a food tasting. This may be challenging for some venues or events.
  - Consider counting the number of servings prepped and subtracting the number of the remaining serving items (e.g., plates) at the end of the event.

*See the Tasting Size column in the table below to find, by age and food group, the size of a **small taste**.*

## Food Serving Sizes by Food Group and Age

VEGETABLES	TYPE	SERVING SIZE	TASTING SIZE
Children: 2 – 8 years	Raw	$\frac{1}{2}$ cup	2 Tbsp. – $\frac{1}{4}$ cup
	Canned	$\frac{1}{4}$ cup	2 Tbsp.
	Juice	2 oz.	1 oz.
Children: 9 – 13 years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	2 Tbsp. – $\frac{1}{2}$ cup
	Juice	4 oz.	2 oz.
Youth: 14 – 17 years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	$\frac{1}{4}$ cup
	Juice	4 oz.	2 oz.
Adults: 18 – 59 years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	$\frac{1}{4}$ cup
	Juice	4 oz. juice	2 oz.
Older Adults: 60+ years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	$\frac{1}{4}$ cup
	Juice	4 oz. juice	2 oz.

FRUITS	TYPE	SERVING SIZE	TASTING SIZE
Children: 2 – 8 years	Raw	$\frac{1}{2}$ cup	2 Tbsp. – $\frac{1}{4}$ cup
	Canned	2 Tbsp. – $\frac{1}{2}$ cup	2 Tbsp.
	Juice	2 oz.	1 oz.
Children: 9 – 13 years	Raw	$\frac{1}{2}$ - $\frac{3}{4}$ cup	2 Tbsp. – $\frac{1}{4}$ cup
	Canned	2 Tbsp. – $\frac{1}{2}$ cup	2 Tbsp.
	Juice	2 oz.	1 – 2 oz.
Youth: 14 – 17 years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	2 Tbsp. – $\frac{1}{2}$ cup
	Juice	4 oz.	1 – 2 oz.
Adults: 18 – 59 years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	$\frac{1}{4}$ cup
	Juice	4 oz.	2 oz.
Older Adults: 60+ years	Raw	1 cup	$\frac{1}{4}$ - $\frac{1}{2}$ cup
	Canned	$\frac{1}{2}$ cup	$\frac{1}{4}$ cup
	Juice	4 oz.	2 oz.

GRAINS	TYPE	SERVING SIZE	TASTING SIZE
Children: 2 – 8 years	Bread	½ slice	¼ slice
	Cereal	½ cup	2 Tbsp.
	Pasta	¼ cup	2 Tbsp.
Children: 9 – 13 years	Bread	1 slice	¼ - ½ slice
	Cereal	½ cup	¼ cup
	Pasta	½ cup	¼ cup
Youth: 14 – 17 years	Bread	1 slice	¼ - ½ slice
	Cereal	½ cup	¼ cup
	Pasta	½ cup	¼ cup
Adults: 18 – 59 years	Bread	1 slice	¼ - ½ slice
	Cereal	½ cup	¼ cup
	Pasta	½ cup	¼ cup
Older Adults: 60+ years	Bread	1 slice	¼ - ½ slice
	Cereal	½ cup	¼ cup
	Pasta	½ cup	¼ cup

DAIRY	SERVING SIZE*	TASTING SIZE
Children: 2 – 8 years	1 cup	¼ - ½ cup
Children: 9 – 13 years	1 cup	¼ - ½ cup
Youth: 14 – 17 years	1 cup	¼ - ½ cup
Adults: 18 – 59 years	1 cup	¼ - ½ cup
Older Adults: 60+ years	1 cup	¼ - ½ cup

*\*Dairy foods equivalent to 1 cup include 8 oz. of yogurt, 8 oz. of milk or soy milk, 1 ½ oz. natural cheese, 2 cups cottage cheese.*

PROTEIN	SERVING SIZE	TASTING SIZE
Children: 2 – 8 years	2 oz.	½ - 1 oz.
Children: 9 – 13 years	3 oz.	1 oz.
Youth: 14 – 17 years	3 oz.	1 oz.
Adults: 18 – 59 years	3 oz.	1 oz.
Older Adults: 60+ years	3 oz.	1 oz.

## Definitions

**Administrative Costs** refer to the financial costs characterized by the following types of activities:

- Dollar value of salaries and benefits associated with staff time dedicated toward the *administration and administrative oversight* of the SNAP-Ed program;
- Cost of training for performing administrative functions like record keeping and accounting, etc.;
- Cost of reporting SNAP-Ed activities including invoice preparation (does not include evaluation activities);
- Operating costs;
- Indirect costs for those administrative staff not covered above;
- Other overhead charges associated with administrative expenses (e.g., space, human resources, etc.);
- Staff supervision and hiring; and
- Business office staff functions.

**Allocable Costs** are expenses that must be correlated with the program benefits obtained by incurring them. If a cost benefits multiple programs or activities, a portion of the cost must be allocated to all programs receiving the benefit of the expense. Cost allocation becomes an important issue with the SNAP-Ed guidance that allows more broadly-based programming in communities where specific targeting for SNAP-Ed qualifications may be less precise. Plan to work closely with your MFF SNAP-Ed Project Manager when planning allocable costs.

**Allowable Expenditures** are purchases and activities that can be reimbursed. They must:

- Meet the Michigan SNAP-Ed guidelines;
- Be included in your approved program summary;
- Be included in your approved budget;
- Be pre-approved as appropriate; and
- Be “reasonable and necessary” for the accomplishment of approved program objectives.

**Behavior** indicates action rather than knowledge or attitudes.

**Behavioral Nudges** are influences on consumers choice, such as altering the environment or making statements about the benefit of eating fruits and vegetable or being active, making it more likely that an individual will change their behavior in a predictable way (e.g., eat more fruits and vegetables) without forbidding any options.

**Behaviorally-Focused Nutrition Messages** are those that are (a) related to healthy food choices, for example, eating lower fat foods, adding one fruit each day, and switching to whole grain breads; (b) related to other nutritional issues, for example, encouraging breast feeding practices or physical activity; (c) related to the environmental impact of dietary practices, including safe food handling, promoting community walking groups; (d) related to food shopping practices that increase purchasing power and availability of food including using store coupons, joining store clubs for added discounts, and purchasing in bulk; and (e) food security such as applying for nutrition assistance programs (i.e., WIC, SNAP, Child Nutrition Programs, Food Distribution Programs, etc.).

**Capital Equipment:** See Equipment/Capital.

**Census Tracts** are small, relatively permanent, geographic entities within counties (or the statistical equivalent of counties) delineated by a committee of local data users. Generally, census tracts have between 2,500 and 8,000 residents and boundaries that follow visible features. To view a complete map of Michigan census tracts, including SNAP-eligible (“qualified”) census tracts, visit Map to Healthy Living at [map2healthyliving.org](http://map2healthyliving.org).

**Collective Impact** is the commitment by a group of actors from different sectors to a common agenda to solve complex social problems such as healthy eating or obesity prevention. Collective impact requires five conditions for success: a common agenda, shared measurement, mutually reinforcing activities based on a common action plan, continuous communication, and backbone support to guide the group's actions, provide technical support, and mobilize resources.

**Commodity Supplemental Food Program (CSFP)** is the program that works to improve the health of low-income persons at least 60 years of ages by supplementing their diets with nutritious USDA foods.

**Communication Channels** (also referred to as distribution channels) are media through which a message is delivered to its intended audience, such as print, radio, and electronic. These channels include:

- Mass media (e.g., television, radio, newspapers, billboards, and other outdoor advertising)
- Social media (e.g., social networks, blogs, and user-generated content)
- Earned media (e.g., public service announcements, letters to the editor, opinion editorials, and press conferences)
- Peer-to-peer popular opinion leaders (e.g., youth or parent ambassadors, local champions, celebrity spokespersons, and faith leaders)
- Promotional media (e.g., point-of-purchase prompts, videos, Web sites, newsletters, posters, kiosks, brochures, and educational incentive items)

**Community Impact Projects (CIPs)** are organizations who receive funding through Michigan Fitness Foundation's Community Impact Grant RFA process. They are also known as LIA – Community Impact Project (CIPs). They work collaboratively with MFF to design and implement a package of locally-relevant SNAP-Ed direct nutrition education (DE) and policy, systems, and environmental (PSE) change interventions and strategies.

**Community Wrap-Around Programming** is comprehensive programming that incorporates multiple levels of the Social-Ecological Model to meet the varying needs of 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.

**Direct Education (DE)** can be virtual or in-person and involves delivering a core, evidence-based nutrition education intervention to a group of eligible participants who are actively engaged. To qualify as direct education, education must be at least 20 minutes in length and must be interactive (i.e., provide an individualized educational experience based on participants' input). Associated reach data must be collected or estimated. Time and effort associated with direct education include:

- Face-to-face education or education via interactive media;
- Preparation time for program delivery; and
- Associated data collection and evaluation activities.

**EARS (Education and Administrative Reporting System)** is an annual data and information collection process completed by Supplemental Nutrition Assistance Program (SNAP) State Agencies. It collects uniform data and information on nutrition education activities funded by SNAP.

**EFNEP** is the **Expanded Food and Nutrition Education Program** of the National Institute of Food and Agriculture, U.S. Department of Agriculture. EFNEP is conducted by Cooperative Extension, through a Federal, State, and local (community-based) partnership. It serves youth and families with limited financial resources in all States and U.S. Territories. 1862 and 1890 Land-Grant Universities provide state-level leadership for local programming. EFNEP employs paraprofessionals to deliver evidence-based, hands-on, interactive lessons to participants. State and local EFNEP leadership also contribute to policy, systems, and environmental change efforts through their Extension and University



connections. EFNEP staff work collaboratively with SNAP-Ed staff to increase reach and facilitate improved nutritional well-being among low-income populations nationwide. For more information on EFNEP and supporting resources, see <https://nifa.usda.gov/program/about-efnep>.

**Equipment/Capital** is non-expendable property having a value of \$5,000 or more per item at the time of acquisition. All capital equipment purchases must be pre-approved by MDHHS and MFF, even if they were approved as part of your proposal. These items must be included in the annual Equipment Inventory.

**Equipment/Non-capital** is property having a value of less than \$5,000 per item at the time of acquisition. This equipment is generally treated as supplies and is not required to be included in any property management system. Treatment and disposition of non-expendable equipment should be done in accordance with state or local property management requirements. MFF defines non-capital equipment as items that plug in or recharge by plugging in that cost less than \$5,000 per piece. These items must be included in the annual Equipment Inventory.

**Evaluation:** See the definitions for Formative Evaluation, Outcome Evaluation, Process Evaluation, and Impact Evaluation below. For more information on evaluation, refer to the SNAP-Ed at MFF Evaluation Requirements section (page 27).

- **Formative:** Involves pre- and ongoing-testing of consumer and intermediary elements within program delivery, including messaging, consumer communication materials, training and intervention aids, and evaluation instruments (may be used to adapt elements of an existing, evidence-based intervention to a new audience, geographic area, or setting);
- **Process:** Can involve such measures as tracking the number of materials distributed, counting the number of clients reached, effectiveness of alternate methods of delivering services, and/or barriers to implementing the intervention. It helps to assure fidelity that an evidence-based intervention is delivered as designed and thus likely to result in the expected outcomes;
- **Outcome:** Demonstrates changes that occur in the presence of an intervention but do not establish cause and effect conclusions; and
- **Impact:** Indicates how effective the intervention was in changing the target populations' behavior.

**Evidence-Based Approach for Nutrition Education and Obesity Prevention** is defined by USDA as the integration of the best research evidence with the best available practice-based evidence. The best research evidence refers to rigorous nutrition and public health nutrition research, including systematically reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential.

**Food Bank** is a public or charitable institution that maintains an established operation involving the provision of food or edible commodities, or the products of food or edible commodities, to food pantries, soup kitchens, hunger relief centers, or other food or feeding centers that, as an integral part of their normal activities, provide meals or food to needy persons on a regular basis.

**Food Distribution Program on Indian Reservations (FDPIR)** provides USDA foods to income-eligible households living on Indian reservations, and to Native American households residing in approved areas near reservations or in Oklahoma.

**Food Insecurity** is a household-level economic and social condition of limited or uncertain access to adequate food. The condition is assessed in the USDA [food security survey](#) and represented in [USDA food security reports](#). For an interactive map of adult and child food insecurity near you, visit <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>.

**Food Pantry** is a public or private non-profit organization that distributes food, including food from sources other than the USDA, to low-income and unemployed households to relieve situations of emergency and distress.

**Funding Award** is the dollar amount stated in the subrecipient conditional award letter, included in the Michigan SNAP-Ed Plan of Work, and then approved by FNS USDA. It is dollar amount included in the subrecipient contract and the maximum dollar amount that a subrecipient organization can be reimbursed through SNAP-Ed after a contract has been fully executed.

**Health Related Quality of Life** is an individual's or group's perceived physical and mental health over time.

**Hunger** is an individual-level physiological condition that may result from food insecurity.

**Indirect Cost Rate** is a tool an organization can use for determining the proportion of indirect costs each program should bear. It is the ratio (expressed as a percentage) of the indirect costs to a direct cost base.

**Indirect Education (IE)** is the distribution or display of evidence-based information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve minimal (less than 20 minutes) or no active participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of supplemental materials through indirect intervention channels, should take place within an evidence-based intervention. Indirect education materials used should be evidence-based and/or be based on the Dietary Guidelines for Americans (DGA) and the Physical Activity Guidelines (PAG).

**Indirect Channels (IC)** (not to be confused with communication channels) describe the medium of education used for indirect education. They include:

- 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 (NERI – visit <https://snap-ed.michiganfitness.org/neri> for no-cost items available to MFF LIAs)
- Point-of-sale or distribution signage (e.g., displays or window clings in retail stores)
- Videos (includes CD, DVD, and online video sites like YouTube)
- Websites

**Interventions** are a specific set of evidence-based, behaviorally-focused activities and/or actions to promote healthy eating and active lifestyles. They can be research-tested or practice-tested and generally have core elements and multiple components. They provide ways of intervening that are likely to have a public health impact.

- **Research-Tested Interventions** have been published in the peer-reviewed literature.
- **Practice-Tested Interventions** have evidence derived from practice in the form of evaluation data or reports.
- **Emerging Interventions** are practice-based interventions that have been successfully implemented and show promise based on their underlying theory and approach but have not yet been fully evaluated in the field.

**Literature, Audiovisuals, and Materials** are the educational and promotional materials required to implement SNAP-Ed program activities that move participants toward your program objectives (e.g., participant handouts, newsletters, presentations, recruitment flyers, recipe cards, etc.).

**Local Implementing Agencies (LIAs)** are organizations who receive SNAP-Ed funding through MFF's Community Impact Grant opportunity. These are local and regional agencies, schools, and nonprofit organizations that work with MFF to expand the reach of Michigan's SNAP-Ed programming.

**Low-Income Persons** are people participating in or applying for SNAP, as well as people with low financial resources defined as gross household incomes at or below 185% of the Federal Poverty Guidelines.

- National School Meal Program data on number of children eligible for free- and reduced-price meals, which represents children in families with incomes at or below 185% of the Federal Poverty Guidelines, can be used.
- Census data identifying areas where low-income persons reside are available data sources that can be used to identify low-income populations.
- Participation in WIC may also be used as a proxy for low-income since WIC participants have gross family incomes at or below 185% of the Federal Poverty Guidelines.

**Means-Tested Programs** are those that require the income and/or assets of an individual or family to fall below specified thresholds in order to qualify for benefits. There may be additional eligibility requirements to receive these programs, which provide cash and noncash assistance to eligible individuals and families. For SNAP-Ed, the threshold is at or below 185% of the Federal Poverty Guidelines.

**Multi-Level Interventions** reach the target audience at more than one level of the SEM and mutually reinforce each other. Multi-level interventions generally are thought of as having three or more levels of influence.

**Needs Assessment** is the process of identifying and describing the extent and type of health and nutrition problems and needs of individuals and/or target populations in the community.

**Nutrition Education** is a set of learning experiences designed to facilitate the voluntary adoption of food and nutrition-related behaviors conducive to health and well-being for those on a limited budget.

**OMB Grant Guidance or Uniform Guidance (UG)** consolidates and streamlines administrative requirements, cost principles, and audit requirements for Federal awards previously found in A-21, A-87, A-122, A-110, A-102, A-133, A-89, and A-50.

**Outcomes** are benefits for participants during or after their involvement with a program. Outcomes may relate to knowledge, skills, attitudes, values, behaviors, conditions, or status. Examples of outcomes include greater knowledge of nutritional needs, increased consumption of vegetables, and increased physical activity. Behavioral outcomes, such as increased physical activity and consumption of fruits and vegetables, are expected in SNAP-Ed.

**Outputs** are products of a program's activities, such as the number of meals provided, classes taught, brochures distributed, or participants served. Another term for "outputs" is "units of service." A program's *outputs* should produce desired *outcomes* for the program participants.

**Period of Performance** means the total estimated time interval between the start of an initial Federal award and the planned end date, which may include one or more funded portions, or budget periods. (2 CFR 200.77).

**Policy, Systems, and Environmental (PSE) Change:**

- **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:** 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.

**Practice-Tested Evidence** refers to evidence from case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential. Evidence from the field includes evidence from emerging strategies and interventions.

**Project Supplies (consumables)** When budgeting, project supplies are identified as the supplies that are used when implementing your SNAP-Ed programs and activities. Typically, they are not specifically detailed in a lesson plan (e.g., red construction paper for a specific SNAP-Ed activity), but it is expected that they are 100% dedicated to SNAP-Ed use. Some training costs may fall into this category. General office or desk supplies are not allowable SNAP-Ed project supplies.

**Public Education Outreach Message** is a brief message providing information on the availability, benefits, and application procedures for SNAP, preferably with information on local application sites (or a toll-free number or other useful information on how to find services). Since SNAP-Ed is provided to low-income persons who might not be participating in SNAP, an important component of the nutrition message must be to provide an educational message about the availability and benefits of the program and how to apply. This should be done in the context of nutrition education, meaning that SNAP should routinely be referenced in nutrition education sessions and on materials as an important source of nutrition assistance to help low-income persons achieve a better diet.

**Public Health Approach** as defined by CDC is a four-step process that is rooted in the scientific method. It can be applied to violence and other health problems that affect populations. The public health approach steps are: define and monitor the problem; identify risk and protective factors; develop and test prevention strategies; and assure widespread adoption. Learn more about the public health approach here: [cdc.gov/violenceprevention/pdf/ph\\_app\\_violence-a.pdf](https://cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf)

**Public Health Interventions** are community-focused, population-based interventions aimed at preventing a disease or condition, or limiting death or disability from a disease or condition, according to the CDC.

**Public Housing** as defined by the U.S. Department of Housing and Urban Development is apartments for low-income people, operated by local housing agencies.

**Qualified Census Tract** is a census tract where greater than 50% of the population has incomes at or below 185% of the Federal Poverty Guidelines. To identify qualified census tracts in Michigan, visit [map2healthyliving.org](https://map2healthyliving.org).

**RE-AIM** is a framework designed to enhance the quality, speed, and public health impact of efforts to translate research into practice in five steps: 1. **Reach** your intended target population; 2. **Efficacy** or effectiveness; 3. **Adoption** by target staff, settings, or institutions; 4. **Implementation** consistency, costs, and adaptations made during delivery; 5. **Maintenance** of intervention effects in individuals and settings over time.

**Reasonable and Necessary** According to the code of Federal regulations, “a reasonable and necessary cost is one that, in nature and cost, a reasonable, prudent person would incur for that purpose.” All SNAP-Ed program expenditures must meet the following reasonable and necessary guidelines:

- Reasonable Costs:
  - Provide a benefit generally commensurate with the costs incurred;
  - Are in proportion to other program costs for the reach and function that the costs serve (e.g., if your total award is \$100,000 and you want to do a one-day event that costs \$25,000, these costs are likely out of proportion when considering your full budget. However, if the activity costs \$1,000, it may be considered in proportion to the total budget and therefore reasonable.);
  - Are appropriate priority expenditures when considering the other demands of your program; and
  - Carry nutrition education messages consistent with the SNAP-Ed objectives and reinforce the most current [Dietary Guidelines for Americans](#).
- Necessary Costs:
  - Are incurred to carry out essential program and administrative functions;
  - Cannot be avoided without adversely affecting program operations;
  - Are determined based on an inventory assessment of current items;
  - Follow established procurement practices and policies; and
  - Do not duplicate existing efforts in your community.

**Secondary Prevention Interventions** are activities that help people who already have a chronic disease cope with and control these conditions and prevent additional disability. One example of this would be diabetes teaching or screening, weight-loss counseling, or screening or treatment of eating disorders. Secondary prevention interventions are not allowable costs in SNAP-Ed.

**SNAP-Ed Eligibles** is a label that 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, such as Medicaid or Temporary Assistance for Needy Families. It also includes individuals residing in communities with a significant low-income population.

**SNAP Nutrition Education and Obesity Prevention Services** are a combination of educational strategies, accompanied by supporting policy, systems, and environmental interventions, that have been shown to facilitate adoption of food and physical activity choices and other nutrition-related behaviors. These strategies are conducive to the health and well-being of SNAP participants and low-income individuals eligible to receive benefits under SNAP or other means-tested Federal assistance programs, in addition to individuals residing in communities with a significant low-income population. Nutrition education and obesity prevention services are delivered through multiple venues, often through partnerships, and involve activities at the individual, interpersonal, community, and societal levels. Acceptable policy level interventions are activities that encourage healthier choices based on the current [Dietary Guidelines for Americans](#). Intervention strategies may focus on increasing or limiting consumption of certain foods, beverages, or nutrients consistent with the [Dietary Guidelines for Americans](#).



**Social-Ecological Model** is a framework that illustrates how various sectors of society (e.g., individuals/families, communities/organizations, health professionals/health systems, and policy makers) combine to affect an individual's food and physical activity choices.

**Social Marketing** as described by CDC is “the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences in order to improve their personal welfare and that of society.”

**Soup Kitchen** is a public or charitable institution that, as an integral part of the normal activities of the institution, maintains an established feeding operation to provide food to needy persons on a regular basis.

**Strategies** provide broad approaches about the best options available for intervening.

**Subrecipients** are organizations who receive funding through Michigan Fitness Foundation's Community Impact Grant Request for Proposal process. They are also known as LIA – Subrecipients. According to the Federal Uniform Guidance (2 CFR § 200.330), subrecipients are organizations who:

- Determine who is eligible [based on Target Audience criteria provided by FNS USDA] to receive what Federal Assistance [SNAP-Ed programming and resources];
- Have their performance measured in relation to whether program objectives were met;
- Have responsibility for programmatic decision making;
- Are responsible for adherence to applicable Federal program requirements specified in the Federal award [contract]; and
- In accordance with their agreement [contract], uses the Federal funds to carry out a program for a public purpose specified in authorizing statute [for SNAP-Ed: 7 CFR §272.2 (d)(2)(vii)(B)].

**Summative Research** is an important feature of any comprehensive intervention and evaluation plan. It assesses the short- and long-term results of a program and seeks to measure the changes brought about by the program based on the published evidence and data supporting the intervention's use. Summative research questions ask:

- What are the critical outcomes you are trying to achieve?
- What impact is the program having on its clients, its staff, its umbrella organization, and its community?
- What unexpected impact has the program had?

**Unallowable Expenditures** are purchases and activities that are not allowable under MFF's SNAP-Ed guidelines and therefore are not eligible for reimbursement.

**Unduplicated Participant Reach** is the number of individuals who receive any SNAP-Ed programming (DE or PSE). An individual that participates in more than one SNAP-Ed intervention may be counted as unduplicated for the first contact for each intervention.