FY 2021 SNAP-Ed Final Report: EARS Data Report Instructions

MICHIGAN FITNESS FOUNDATION

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The following instructions accompany the EARS Data Report, which can be found online at: michiganfitness.formstack.com/forms/ears_data_report

Please ensure you read BOTH the slides AND the notes below the slides as they may contain additional information/details.

Getting Started

- These EARS Data Report Instructions
- FY21 Program Summary
- EARS Data Report
  (Available at: michiganfitness.formstack.com/forms/ears_data_report)
- Program participant data files

When you are ready to complete your EARS Data Report, it will be helpful to have the following items on hand:
- These EARS Data Report instructions;
- Most up to date FY21 Program Summary;
- The EARS Data Report, available on the Partner Portal; and
- Program participant data files
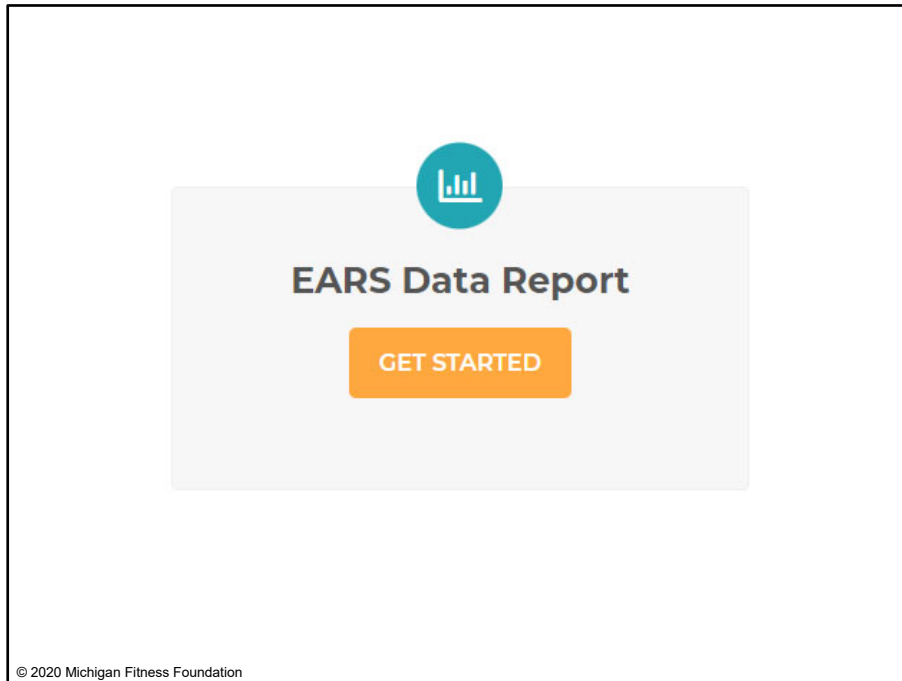
To access the EARS Data Report:

If your SNAP-Ed program is a **<u>subrecipient:</u>**
- Go to https://snap-ed.michiganfitness.org/reporting/subrecipient-final-report
- Click the "Get Started" button under "EARS Data Report" to be directed to the online form

If your SNAP-Ed program is a **<u>Community Impact Project:</u>**
- Go to https://snap-ed.michiganfitness.org/reporting/community-impact-project-final-report
- Click the "Get Started" button under "EARS Data Report" to be directed to the online form

I. Contact Information

FY21 EARS Data Report
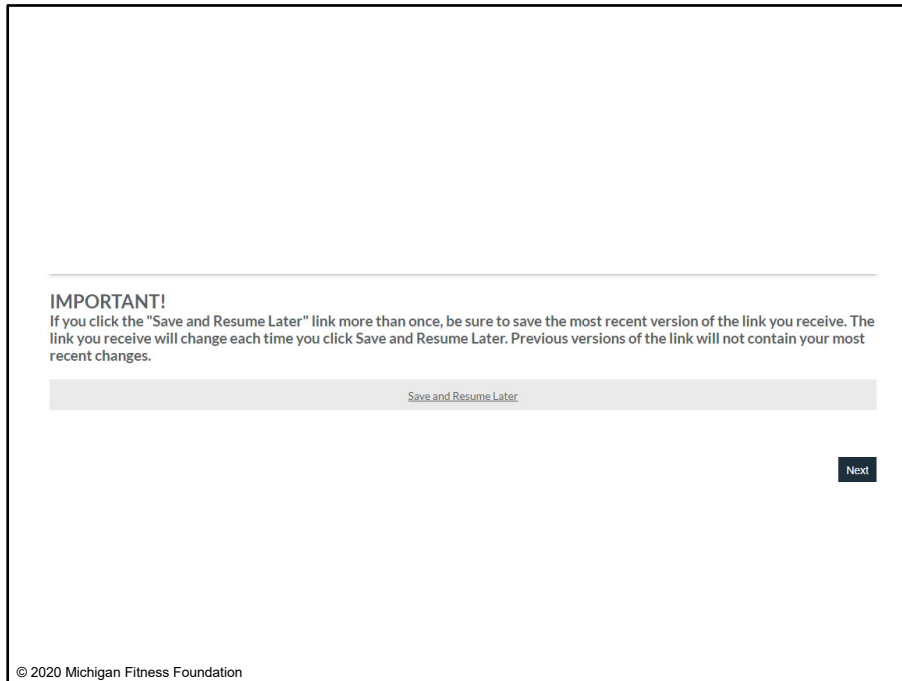
Please enter the following information:

Your Name *

First Name   Last Name

Email *

Organization *

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Once you have the EARS Data Report open, the first section has you fill out your contact information.

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

Save and Resume Later

Next

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

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

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

Direct Education Reporting

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

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

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

Direct Education - Number of unduplicated SNAP-Ed participants by race and ethnicity
Please note that all fields are required, except those that are auto calculated. **Enter a "0" in those fields for which there is no data.**

Direct Education - Education session format, delivery, and time
Please note that all fields are required. **Enter a "0" in those fields for which there is no data.**

Reminders:

- **Session:** Single, face-to-face interaction where DE is provided.
- **Series:** Group of multiple sessions during which a complete DE intervention is delivered.
- Report **actual** number of sessions delivered.
- Report on **ALL** your DE interventions across your program.

See the instructions for more information.

The next three sections of the EARS Data Report focus on direct education only. In particular, the direct education reporting sections are:

- Direct Education – Number of SNAP-Ed participants by age group and sex;
- Direct Education – Number of SNAP-Ed participants by race and ethnicity; and
- Direct Education – Education session format, delivery time, and use of interactive media.

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Important to Remember

- Per FNS, Direct education (DE) must:
    - Involve delivering a **core, evidence-based nutrition education intervention** to eligible people;
    - **B**e **at least 20 minutes** in length; and
    - **Be interactive** (individualized experience based on participants' input in real-time).

- Associated DE reach data must be collected or estimated

- Do **NOT** include any indirect reach in the direct education reporting sections.

</div>

It is important to remember the following as you complete these sections:

- **Direct education (DE)** can be virtual or in-person, but it must involve 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.
- Do **NOT** include any indirect reach associated with DE in these sections.
    - Indirect channel reach, or indirect education, includes things such as videos of Health Through Literacy book readings, recipe/cooking demonstrations, demonstration of an activity taken out of a curriculum or other resource, electronic or hard copy newsletters, flier distribution, etc.

Important to Remember Cont.

- The number of participants you report should span across **ALL** your DE interventions, including the DE component of any combined DE/PSE intervention.

- You should only report on DE reach and break out your numbers accordingly.

- A participant can be counted once for each different intervention they participate in. When reporting all your DE reach, ensure it's an unduplicated count.
    - This means when you record participant reach in prep for EARS reporting, you have counted a person only once per intervention.

- The number of participants you report in sections II, III, and IV should span across **ALL** your DE interventions, including the DE component of any combined DE/PSE intervention.
- You should only report on DE and should break out your numbers accordingly.
    - For example, in the case of a combined DE/PSE intervention, you should only include the number of participants that received the direct education.
- A participant can be counted once for each different intervention they participate in. An **unduplicated count** of people should be recorded **per intervention**.
    - For example, if Billy participates in a direct education series, he counts as one participant for this intervention. If Billy later participates in a *different* intervention where he and his mother Maria attend sessions, Billy will count as one participant and Maria will count as one participant for this intervention.

COVID-19 Reporting

EARS reporting on DE participant demographics (i.e., age group, sex, race, and ethnicity) will NOT require any special considerations due to COVID-19.

Please note that reporting on direct education will **NOT** require special reporting because of COVID-19. Therefore, in the next three sections (Sections II, III, and IV), you can report on direct education reach using the instructions that follow.

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

Let's begin with "**Direct Education – Number of SNAP-Ed participants (unduplicated) by age group and sex.**"

Key Notes on this Section

- You may report a combination of estimated and actual data.
- If estimating demographics, use existing data about the population you are serving, such as WIC, free and reduced-price lunch enrollment, census data, etc.
  - If this data is not appropriate or applicable, such as when identifying demographic data for a small group of young children at a USDA Summer Food Service site, visual identification may be used.
- Participants are not required to report a sex. An estimate of female and male participants may be reported, or data on sex for those who do not identify may be excluded. In either case, however, participants should be reported in the appropriate age group under "estimated count."
- Please note that it is never appropriate to change or challenge a self-declaration made by a participant.

Less than 5 years

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

Less than 5 years - Total

0
auto calculated

Total number of participants reached with DE =
Actual count + Estimated count

[Total female + male] *may not equal* [Total actual + estimated]

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

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

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

The person who did not report a sex is reported in the 'estimated count' for this age group. The total for female + male is 14, while the total number of 18-59-year-old participants is 15.

Example

Intervention	DE, PSE, or IC (list indirect channels if any)	Setting(s)	# of Sites	Target Audience Category(ies)	Target Audience Description(s)	Reach
Cooking Matters for Adults	DE	Community centers	5	3-Eligible census tract	Adults, M/F, age 18+	100
PE-Nut *(Whole-school approach with Healthy Schools, Healthy Communities (HSHC), Fit Bits, Health through Literacy)*	a. DE/PSE b. IC – Newsletters	a. Schools (K-5) b. Individual homes	a. 5 b. 500	a. 3-Schools ≥ 50% F/R b. (Parents of) 3-Schools ≥ 50% F/R	a. Children K-5 b. Parents of K-5 students	a. 500 *(reached by DE/PSE)* + 500 *(reached by PSE-only)* b. 700 *(500 x 1.4)*
PSE strategies based on Stock Healthy, Shop Healthy (SHSH)	PSE	Small food stores	4	4-Retail locations	Adults, M/F, age 18+	1,500
					Total DE	**600** *(100 Cooking Matters + 500 PE-Nut DE/PSE)*
					Total PSE	**2,000** *(500 PE-Nut PSE-only + 1,500 SHSH – The 500 who are reached by DE/PSE in PE-Nut already accounted for in DE reach above)*
					Total IC	**700**

Now, let's step through an example of how to report on participant age and sex for a program.

Say we have a program that has the Target Audience table displayed here. We can see here that the program works with 5 elementary schools to implement PE-Nut. It reaches 500 students through DE/PSE, in addition to 500 students just through PE-Nut's PSE component. 700 household members are reached through indirect channels.

The program also implements Cooking Matters for Adults (CMA) to a total of 100 participants across 5 sites.

Finally, the program uses Stock Healthy, Shop Healthy (SHSH) with 4 local small food stores that reach a combined total of 1,500 customers.

Example: Actual Age Counts but Estimated Sex.

18 to 59 years

18-59 years - Female *

60

18-59 years - Male *

40

18-59 years - Actual count *

0

18-59 years - Estimated count *

100

18-59 years - Total

100

auto calculated

Let's first look at the program's Cooking Matters for Adults (CMA) intervention. Say the program reached:

- an <u>actual count </u>of 100 adults between 18-59-years-old BUT we <u>estimate sex</u> using census data. The census data show a 60:40 female to male ratio. Applying this to the CMA participants, we would report under the age group ''18-59-year-olds:" 60 females, 40 males, and an estimated count of 100.

Even though the count of participants was actual, we report the participants under 'estimated' because we estimated sex.

Example: Actual Age Counts and
Some Actual Data on Sex. Option 1

18 to 59 years

18-59 years - Female *
`50`

18-59 years - Male *
`30`

18-59 years - Actual count *
`80`

18-59 years - Estimated count *
`20`

18-59 years - Total
`100`
auto calculated

Now, let's look at what happens when we have <u>actual</u> count of participants*, and* we also have some <u>actual data on sex</u>.

Using the CMA example again, let's say we **reach an actual count of 100 adults** between 18-59-years-old. 50 people self-reported as female and 30 people self-reported as male. **We do not have information on sex for the remaining 20 participants**.

Reporting this in EARS, under the age group '18-59-year-olds,' we could enter '50' female, '30' male, '80' actual count, and '20' estimated count. In this example, the 20 students that were missing data on sex are not accounted for under 'female' nor 'male,' but they are accounted for in 'estimated count.'

Example: Actual Age Counts and Some Actual Data on Sex. Option 2

18 to 59 years

18-59 years - Female *
62

18-59 years - Male *
38

18-59 years - Actual count *
80

18-59 years - Estimated count *
20

18-59 years - Total
100
auto calculated

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Another way you could report on the same scenario in the previous slide is by estimating the number of females and males among the 20 participants missing data on sex.

For example, if census data shows a 60:40 ratio of females to males, we could estimate that, among the 20 participants, 12 are female (20*0.60) and 8 are male (20*0.4). Adding those to the self-reported data from the other 80 participants, under the age group '18-59-years old,' we would report '62' females (12+50) and '38' males (8+30). Actual count would be '80' (the number that self-reported sex) and estimated count would be '20' (the number for which we estimated sex).

Once you have entered data into all applicable fields, the form will auto-calculate and fill in the totals. If you have entered any numbers into the 'estimated count' boxes, you will need to provide a written explanation of your estimation method(s) at the bottom of the page.

For example:
- Census data shows a 60:40 ratio of females to males. Among the 20 participants without actual self-reported data, an estimated 12 are female (20*0.60) and 8 are male (20*0.4).

III. Direct Education – Number of (unduplicated) SNAP-Ed participants by race and ethnicity

After reporting on age group and sex, the section that follows is **"Direct Education – Number of unduplicated SNAP-Ed participants by race and ethnicity."** This is where you will report on the race and ethnicity of your direct education participants.

Key Notes on this Section

- Categories align with the U.S. Census
- A person may identify with more than one race but can only be counted as Hispanic/Latino **or** Non-Hispanic/Latino (Ethnicity).
- You may use actual counts and/or estimated counts for race and ethnicity.
    - Actual counts should only be reported whenever participants self-identify their race and/or ethnicity.
    - Participants are not required to report race or ethnicity. Estimated counts may be used for reporting purposes when individuals do not identify with a specific race or ethnicity.
- If estimating demographics, use existing data about the population you are serving, such as WIC, free and reduced-price lunch enrollment, census data, etc.
    - If these data are not appropriate or applicable, such as when identifying demographic data for a small group of young children at a USDA Summer Food Service site, visual identification may be used.
- Please note that it is never appropriate to change or challenge a self-declaration made by a participant.

Remember…

- The total number of SNAP-Ed participants by race and ethnicity is based on ethnicity only.

AND

- Total DE participants in Section II (age group and sex section) may not equal total in race and ethnicity section.

Even though both race and ethnicity is collected, the **total is based on ethnicity only**. This is because participants can only be counted as Hispanic/Latino **or** non-Hispanic/Latino, as opposed to race, where participants may select more than one race.

Also, since participants are not required to report race or ethnicity, **totals in age group/sex section may not match the totals in race/ethnicity section.**

Example: Estimated Ethnicity

Ethnicity

Actual count of Hispanic/Latino SNAP-Ed participants *

`0`

Estimated count of Hispanic/Latino SNAP-Ed participants *

`30`

Actual count of non-Hispanic/Latino SNAP-Ed participants *

`0`

Estimated count of non-Hispanic/Latino SNAP-Ed participants *

`70`

Total actual count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants

`0`

auto calculated

Total estimated count of Hispanic/Latino and non-Hispanic/Latino SNAP-Ed Participants

`100`

auto calculated

**If reporting actual race/ethnicity data, totals for race and ethnicity may not match because participants can select multiple races.

Returning to the Cooking Matters example, let's say we estimate all participants' ethnicity/race information from census data. The census data on ethnicity/race is reported as a percentage, so our race and ethnicity totals will match. However, if reporting actual race/ethnicity information, your totals for race and ethnicity may not match since participants are able to select multiple races.

The total direct education reach from Cooking Matters is 100. If census data indicates 30% of the population are Hispanic/Latino and 70% are non-Hispanic/Latino, we can enter '30' under 'estimated count of Hispanic/Latino' and '70' under 'estimated count of non-Hispanic/Latino.' The 'Total estimated count' box is auto-calculated at the bottom.

Example: Estimated Race

Race

Actual count of American Indian or Alaskan Native SNAP-Ed participants *
`0`

Estimated count of American Indian or Alaskan Native SNAP-Ed participants *
`5`

Actual count of Asian SNAP-Ed participants *
`0`

Estimated count of Asian SNAP-Ed participants *
`20`

Actual count of Black or African American SNAP-Ed participants *
`0`

Estimated count of Black or African American participants *
`35`

Actual count of Native Hawaiian or Other Pacific Islander SNAP-Ed participants *
`0`

Estimated count of Native Hawaiian or Other Pacific Islander SNAP-Ed participants *
`5`

Actual count of White SNAP-Ed participants *
`0`

Estimated count of White SNAP-Ed participants *
`35`

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

Applying the same methodology of using census data to calculate all estimated counts of race of our Cooking Matters participants, we have inputted the information for race here.

Remember to report on **ALL** your direct education interventions.

To complete the direct education demographics sections, data (age, sex, race and ethnicity) from all DE interventions included in that table must be reported in your EARS report.

Remember, reporting on direct education should be cumulative across **ALL** your direct education interventions, including the direct education component of any combined DE/PSE intervention.

IV. Direct Education – Education session format, delivery, and time

Direct Education - Education session format, delivery, and time
Please note that all fields are required. Enter a "0" in those fields for which there is no data.

Reminders:

- **Session:** Single, face-to-face interaction where DE is provided.
- **Series:** Group of multiple sessions during which a complete DE intervention is delivered.
- Report **actual** number of sessions delivered.
- Report on **ALL** your DE interventions across your program.

See the instructions for more information.

1. Single session
Only report information here for DE interventions where the entire series had only one session. Series that were made up of more than one session will be reported in the following sections.

Direct education (DE) must:

- Involve delivering a **core, evidence-based nutrition education intervention** to eligible people;
- B**e at least 20 minutes** in length; and
- **Be interactive** (individualized experience based on participants' input in real-time).

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The next section of the EARS report is, '**Direct Education – Education session format, delivery, and time.'** Here, information is collected about the delivery of your direct education, specifically, information on the number of series, sessions, and length of sessions of your Direct Education intervention(s), or Direct Education component of combined DE/PSE intervention(s).

Remember, **direct education (DE)** can be virtual or in-person, but it must involve 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.

Session vs. Series

- **Session**: Single, face-to-face interaction where DE is provided.
- **Series**: Group of multiple sessions during which a complete DE intervention is delivered.
- Report **actual** number of sessions delivered.
- Report on **ALL** your DE interventions across your program.

Key Notes on this Section

- A **session** is a single, face-to-face interaction where direct education is provided. A **series** is a group of multiple sessions during which a complete direct education intervention is delivered. In other words, think of a 'session' as a single class and a 'series' as a set of classes that (as a whole) makes up an intervention.
- Report the **actual** number of sessions delivered even if this number is different than the *planned* number of sessions. For example, if you originally offered a 6-session class but had to cancel after the second session (e.g., due to low attendance or because of COVID-19), you should report this as a 2-session series.
- If a series of sessions *crosses fiscal years*, report the series as though it is two separate interventions, with one occurring in each fiscal year. All individuals who have participated in the program, up to the end of the first fiscal year, will be reported in year 1 with the number of sessions which were completed in that year. All individuals who participated in the intervention in the following year will be reported in year 2 with the number of sessions which were completed in year 2.
- Remember to report on **ALL** your direct education interventions across your program, including the direct education component of any combined DE/PSE intervention.

1. Single session
Only report information here for DE interventions where the entire series had only one session. Series that were made up of more than one session will be reported in the following sections.

Number of single sessions delivered *

2. Series of 2 to 4 sessions

Number of series of 2 to 4 sessions delivered *

3. Series of 5 to 9 sessions

Number of series of 5 to 9 sessions delivered *

4. Series of 10 or more sessions

Number of series of 10 or more sessions delivered *

The first thing to do to report on series and session is to break out your direct education by the <u>number of series </u>that were held across all your direct education intervention(s).

Example: Session/Series

3 CMA series:
- 3 sessions per series
- 30 minutes/session

3 CMA series:
- 9 sessions per series
- 30 minutes/session

4 HSHC series:
- 2 sessions per series
- 60 minutes/session

1 HSHC series:
- 8 sessions per series
- 60 minutes/session

"Series of 2 to 4 sessions" = 7   **"Series of 5 to 9 sessions" = 4**

TOTAL NUMBER OF SERIES = 11

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Let's think about the example program table earlier in the presentation and say we had:

- 3 series of CMA with 3 sessions/series. Each session lasted 30 minutes;
- 3 series of CMA with 9 sessions/series. Each session lasted 30 minutes;
- 4 series of Healthy Schools, Healthy Communities (HSHC; the direct education portion of PE-Nut) with 2 sessions/series. Each session lasted 60 minutes; and
- 1 series of HSHC with 8 sessions/series. Each session lasted 60 minutes.

This would mean that we would report:

- Under the category 'Series of 2 to 4 sessions:' 7 series (3 CMA series of 3 30-minute sessions + 4 HSHC series of 2 60-minute sessions); and
- Under the category 'Series of 5 to 9 sessions:' 4 series (3 CMA series of 9 30-minute sessions + 1 HSHC series of 8 60-minute sessions)

The total number of series overall is 11.

Example: Session/Series Cont.

"Series of 2 to 4 sessions"

3 CMA series:
- 3 sessions per series
- 30 minutes/session

3 CMA series x 3 sessions/series = **9 sessions** of 30 minutes

4 HSHC series:
- 2 sessions per series
- 60 minutes/session

4 HSHC series x 2 sessions/series = **8 sessions** of 60 minutes

Then, within a series category, to calculate the number of sessions in a particular time range, multiply the number of series by the number of sessions in that series.

For example, in the category 'Series of 2 to 4 sessions, 'under the 0 to 30 minute' time range, we would report 9 sessions (3 CMA sessions * 3 sessions/series); and under the '31 to 60 minute' time range, we would report 8 sessions (4 series * 2 sessions/series).

Example 2: Session/Series

"Series of 5 to 9 sessions"

3 CMA series:
- 9 sessions per series
- 30 minutes/session

3 CMA series x 9 sessions/series =
27 sessions of 30 minutes

1 HSHC series:
- 8 sessions per series
- 60 minutes/session

1 HSHC series x 8 sessions/series =
8 sessions of 60 minutes

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In the category 'Series of 5 to 9 sessions,' under the '0-30-minute' time range, we would report 27 sessions (3 CMA series * 9 sessions); and under the '31-60 minute' time range, we would report 8 sessions (1 HSHC series * 8 sessions).

2. Series of 2 to 4 sessions

Number of series of 2 to 4 sessions delivered *

7

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

Number of 0-30 min. sessions (2-4 session series) *	Number of 31-60 min. sessions (2-4 session series) *	Number of 61-90 min. sessions (2-4 session series) *	Number of 91-120 min. sessions (2-4 session series) *
9	8	0	0

Number of over 120 min. sessions (2-4 session series) *	Number of series of 2 to 4 sessions delivered using interactive multimedia *
0	0

3. Series of 5 to 9 sessions

Number of series of 5 to 9 sessions delivered *

4

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

Number of 0-30 min. sessions (5-9 session series) *	Number of 31-60 min. sessions (5-9 session series) *	Number of 61-90 min. sessions (5-9 session series) *	Number of 91-120 min. sessions (5-9 session series) *
27	8	0	0

Number of over 120 min. sessions (5-9 session series)	Number of series of 5 to 9 sessions delivered using interactive multimedia *
0	9

Let's see how this looks in EARS. Again, we have a total of 11 series of direct education; 7 of which were '2-4 sessions' and 4 of which were '5-9 sessions.'

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

2. Series of 2 to 4 sessions

Number of series of 2 to 4 sessions delivered *

7

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

Number of 0-30 min. sessions (2-4 session series) *	Number of 31-60 min. sessions (2-4 session series) *	Number of 61-90 min. sessions (2-4 session series) *	Number of 91-120 min. sessions (2-4 session series) *
9	8	0	0

Number of over 120 min. sessions (2-4 session series) *	Number of series of 2 to 4 sessions delivered using interactive multimedia *
0	0

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

In the 'Series of 2 to 4 sessions,' there were 9 sessions in the '0-30 minute' range, and 8 sessions in the '31-60 minute' range.

In the 'Series of 5 to 9 sessions,' there were 27 sessions in the '0-30 minute' range, and 8 sessions in the '31-60 minute' range.

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

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

For example, let's say that in each of 9-session series of CMA, we utilized interactive media in 3 out of the 9 sessions. We did not use any interactive media in the 8-session series of HSHC. We would enter '9' into the 'Number of series of 5 to 9 sessions delivered using interactive multimedia' based on the calculation of 3 series of CMA * 3 interactive media sessions per series = 9 sessions delivered using interactive media.

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

Checking your Work

2. Series of 2 to 4 sessions

Number of series of 2 to 4 sessions delivered *

7

Minimum number of sessions:
7 series * 2 sessions = 14 sessions

Maximum number of sessions:
7 series * 4 sessions = 28 sessions

**Total number of sessions in the category
'Series of 2 to 4 sessions' is between 14 and 28.**

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

The total number of sessions within a series category should NOT be more than: [number of series delivered] x [maximum number of sessions possible the series category]; however, it should be greater than: [number of series delivered] x [minimum number of sessions possible in the series category].

Let's test this out with our example. In the series category '2 to 4 sessions,' there were a total of 7 series. The minimum number of sessions possible in the series category is 14 (2 * 7). The maximum number of sessions possible in the series category is 28 (4 * 7). Therefore, the total number of sessions in the '2 to 4 sessions' series category across all time ranges should not be less than 14 but no more than 28.

Checking your Work: Example

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

Number of 0-30 min. sessions (2-4 session series) *

`9`

Number of 31-60 min. sessions (2-4 session series) *

`8`

Number of 61-90 min. sessions (2-4 session series) *

`0`

Number of 91-120 min. sessions (2-4 session series) *

`0`

Number of over 120 min. sessions (2-4 session series) *

`0`

Number of series of 2 to 4 sessions delivered using interactive multimedia *

`0`

9 + 8 + 0 + 0 + 0 = 17 total sessions

14 sessions < <u>17</u> sessions < 28 sessions

If we add up the number of sessions across all time ranges in the series category '2 to 4 session,' we get:

(9 sessions of 0-30 min) + (8 sessions of 31-60 min) + (0 sessions of 61-90 min) + (0 sessions of 91-120 min) + (0 sessions of over 120 min) = 17.

We see that 17 is between 14 and 28, which tells us our calculation of series and sessions in this category is feasible.

V. Interventions - Characterizing Implementation

Complete 'Interventions' section for **EACH** intervention you implemented
Report reach and demographic data for **ALL** participants reached in an intervention. This includes:
- Direct education reach
- PSE reach - Only report reach if a PSE change was made
- Indirect education reach associated w/DE
- Indirect education reach associated w/PSE

After completing the three direct education sections (Sections II, III, IV), you will move to the EARS section, **'Interventions – Characterizing Implementation.'** Here you will describe all direct education **AND** PSE interventions that you implemented throughout the year. For SNAP-Ed purposes, an intervention is defined as **a specific set of evidence-based, behaviorally-focused activities or a set of activities and/or actions implemented to promote healthy eating and active lifestyles.**

Key Notes on this Section

- You will need to complete an 'Interventions' section for **EACH** intervention that you implemented in FY21.
- You should report reach and demographic data for **ALL** participants reached in an intervention. The number should be an **unduplicated** and include direct education reach, PSE reach, and/or reach from indirect channels. For instance:
  - Direct education reach should include: Direct education reach + Any indirect channel reach associated with the direct education.
  - Similarly, PSE reach should include: PSE reach + Any indirect channel reach associated with the PSE.
- PSE reach should only report reach if policy, systems, and/or environmental changes were made.
- Each intervention's reach needs to be broken out by direct education and PSE, as applicable.

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

Complete this "intervention" reporting section for every DE and PSE intervention implemented in FY21.

Only select a "COVID-19 version" of an intervention if:

    1. The intervention was **NEWLY IMPLEMENTED** in FY21 because of COVID-19.

---OR---

    2. You used the intervention in FY20 (with or without COVID-19 adaptations), and in FY21 you adapted it for COVID-19 in **NEW** or **ADDITIONAL** ways.

NOTE: If the intervention had adaptations for some but not all series/groups, and you have reach numbers for the groups that had adaptations and the groups that did not, report separately for both the COVID-19 version and the standard version. If you cannot split reach by those that did and did not have adaptations, report everything together under the standard version of the intervention.

A. Intervention Title/Name *

| 5210 |
| 5210 - COVID-19 |
| 13 Moons |
| 13 Moons - COVID-19 |
| Color Me Healthy |
| Color Me Healthy - COVID-19 |
| Community Gardening Toolkit |
| Cooking Matters at the Store Tour |
| Cooking Matters at the Store Tour - COVID-19 |
| Cooking Matters for Adults |
| Cooking Matters for Adults - COVID-19 |
| Cooking Matters for Childcare Professionals |
| Cooking Matters for Childcare Professionals - COVID-19 |
| Cooking Matters for Families |
| Cooking Matters for Families - COVID-19 |
| Cooking Matters for Kids |
| Cooking Matters for Parents |
| Cooking Matters for Teens |
| Cooking Matters in Your Community |

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For ease of reporting, item A, 'Intervention Title/Name' is a drop-down menu. We have included the names of the interventions that are most common across Michigan. If you are using an intervention not included in the drop-down list, please contact your MFF SNAP-Ed Project Manager.

In addition to the list of common interventions, you will also see in the drop-down menu selections for "COVID-19 versions" of each intervention.

Did COVID-19 cause your program to do anything different in FY21?

Select a "COVID-19 version" of an intervention if:

- The intervention was **NEWLY IMPLEMENTED** in FY21 because of COVID-19. (**NOTE:** If an intervention was **newly implemented** in FY21, regardless of COVID-19, but it was **adapted** because of COVID-19, it is also a COVID-19 intervention.)

    ---OR---

- You used the intervention in FY20 (with or without COVID-19 adaptations), and in FY21 you adapted it for COVID-19 in **NEW or ADDITIONAL** ways.

NOTE: If the intervention had adaptations for some but not all series/groups, and you have reach numbers for the groups that had adaptations and the groups that did not, report separately for both the COVID-19 version and the standard version. If you cannot split reach by those that did and did not have adaptations, report everything together under the standard version of the intervention.

NOTE: Adaptations can include, but are not limited to, limiting class sizes and ensuring

social distancing and delivering programming through alternative channels (e.g., virtually).

Let's go back to our example with Cooking Matters for Adults.

Suppose our program used Cooking Matters for Adults (CMA) in FY20, and in FY21 you adapted it for COVID-19 in **NEW** or **ADDITIONAL** ways. In this case we will report the Cooking Matters for Adults programming as the COVID-19 version, Cooking Matters for Adults – COVID-19.

Example: Cooking Matters for Adults – COVID-19. Items A-D.

A. Intervention Title/Name *

Cooking Matters for Adults - COVID-19

B. Intervention type(s) for the selected intervention *	C1. Total number of years you have used the selected intervention *	C2. Number of years the selected intervention is expected to be used	D. Implementation stage for the selected intervention *
☑ Direct Education			☐ Planning
☐ Policy, Systems, and	4		☐ Developing
Environmental Changes		Leave this blank if you are unsure whether or not you will continue to use the intervention or if you are unsure how long you will continue to use it	☑ Implementing
Select all that apply			☑ Tracking and evaluation
			Select all that apply

Let's walk through the rest of this section and see how we would report on the "COVID-19" CMA intervention.

In item A, we select the "Cooking Matters for Adults – COVID-19" from the drop-down menu.

Moving on to item B, we would identify whether the intervention was direct education (DE) or policy, systems, and environmental change (PSE). We selected direct education here.

Next, in C1, we listed the number of years our organization has been implementing the intervention as 4. In C2, it asks for the number of years we expect the intervention to be used. If you do not know how much longer you anticipate using this intervention, you can leave this box blank. Since this is the case with our CMA intervention, we left C2 blank.

For item D, we selected the appropriate implementation stage(s) our intervention is in. In this example, we've been using CMA for 4 years and are in the implementation and tracking and evaluation stages.

Example: CMA-COVID-19. Items E-G.

Starting with item E, you will report on demographic data and reach numbers.

'Priority population' refers to your target audience. You should select all that apply. Keep in mind that you have already entered reach and demographic data for your direct education participants in multiple areas throughout the EARS form, so you may use this information as one of your references.

In our CMA-COVID-19 intervention, I identified the priority populations being Hispanic/Latino, non-Hispanic/Latino, all races, and 18-59-year-olds.

For estimated reach, remember to reflect ALL participants reached in the selected intervention, whether that is through direct education, indirect channel reach associated with the direct education, PSE, or indirect channel reach associated with PSE.

Back in item B, if you select 'Direct Education,' a box will appear in item E for you to input the estimated number of SNAP-Ed participants reached via direct education. Likewise, if you select 'Policy, Systems, and Environmental Changes' in item B, a box will appear in item E for you to input the estimated number of SNAP-Ed participants reached via PSE. An auto-calculated box will appear in item F to sum up the total estimated number of SNAP-Ed participants reached (through DE and PSE) with the selected intervention.

For our example, assume 80 participants completed the CMA – COVID-19 intervention. The intervention did not have any other indirect education. We would enter '80' as the number of participants reached by CMA.

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

H. Intervention settings for the selected intervention

Select all the different settings from the categories below (Eat, Learn, Live, Play, Shop, Work) in which the intervention was implemented. Note: Only select one setting per site, the setting that best describes that site. For each setting selected you will be prompted to enter the number of sites for that setting. Reminder: If indirect education reached people in their homes, be sure to include individual homes as a setting.

"Eat" settings
- ☐ Congregate meal sites/nutrition centers
- ☐ Fast food chains
- ☐ Mobile vending/food trucks
- ☐ Restaurants
- ☐ Soup kitchens
- ☐ USDA Summer Meals sites
- ☐ Other places people go to eat
- Select all that apply

"Learn" settings
- ☐ Before- and after-school programs
- ☐ Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
- ☐ Extension offices
- ☐ Family resource centers
- ☐ Libraries
- ☐ Mobile education sites
- ☐ Schools (K-12, elementary, middle, and high)
- ☐ Schools (colleges and universities)
- ☐ WIC clinics
- ☐ Other places people go to learn
- Select all that apply

"Live" settings
- ☐ Emergency shelters and temporary housing sites
- ☐ Faith-based centers/places of worship
- ☐ Health care clinics and hospitals
- ☐ Indian reservations
- ☐ Individual homes or public housing sites
- ☐ Group living arrangements/residential treatment centers
- ☐ Other settings where people live or live nearby (This may include COVID-19 HOME. See instructions for more information.)
- Select all that apply

Example: CMA-COVID-19. Item H.

"Play" settings
- ☐ Bicycle and walking paths
- ☐ Community and recreation centers
- ☐ State/county fairgrounds
- ☐ Gardens (community/school)
- ☐ Parks and open spaces
- ☐ Other places people go to play
- Select all that apply

"Shop" settings
- ☐ Farmers markets
- ☐ Food assistance sites, food banks, and food pantries
- ☐ FDPIR distribution sites
- ☐ Small food stores (fewer than 4 registers)
- ☐ Large food stores (4 or more registers)
- ☐ Other places people go to shop for or access food
- Select all that apply

"Work" settings
- ☐ Adult education, job training, TANF, and veteran services sites
- ☐ Military bases
- ☐ SNAP offices
- ☐ Worksites with low-wage workers
- ☐ Other places where people go to work (This may include COVID-19 WORK. See instructions for more information.)
- Select all that apply

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

In item H, you should identify all of the settings in which the intervention was conducted. NOTE: When identifying settings, only select one setting to represent each site, the setting that best describes the site.

For example, if you delivered Cooking Matters for Adults at a food pantry site that is housed in a faith-based center/place of worship, rather than checking boxes for both 'food assistance sites, food banks, and food pantries' and 'faith-based centers/places of worship' settings, check just one, the one that best describes the setting of the CMA series.

A box will appear for each setting you select, prompting you to enter in the number of **sites** for each **setting**.

"Play" settings
- ☐ Bicycle and walking paths
- ☑ Community and recreation centers
- ☐ State/county fairgrounds
- ☐ Gardens (community/school)
- ☐ Parks and open spaces
- ☐ Other places people go to play

Select all that apply

\# of community and rec centers *

5

Example: CMA-COVID-19. Item H Continued.

In our example here for CMA- COVID-19, the sessions took place in 5 community and recreation centers.

First, we will report on the 5 community centers where the CMA interventions took place by selecting 'community and recreation centers' under the 'Play' domain. Then, at the prompt box at the bottom, we will enter 5 for the number of community and recreation centers.

Example: Item H (COVID-19 Reporting)

"Live" settings

☐ Emergency shelters and temporary housing sites
☐ Faith-based centers/places of worship
☐ Health care clinics and hospitals
☐ Indian reservations
☐ Individual homes or public housing sites
☐ Group living arrangements/residential treatment centers
☑ Other settings where people live or live nearby (This may include COVID-19 HOME. See instructions for more information.)
Select all that apply

# of other sites where people live
or live nearby *

[   ]

If you marked "other" for places to eat, learn, live, play, shop or work, please specify here:
COVID-19 HOME

If you marked "other" for places to eat, learn, live, play, shop or work, please specify here:
COVID-19 WORK

If:

- Your intervention used your agency's website or social media channels to reach participants directly; and
- Those participants received the intervention **at their home or work:**
  - Select '**Other**' under the '**Live**' domain or '**Work**' domain.
  - Then, at the bottom of item H, type "**COVID-19 HOME**'' or "**COVID-19 WORK**" and indicate the number of sites.

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NOTE: If during COVID-19, your intervention used your agency's website or social media channels to reach participants directly as a result of the pandemic, and they received the intervention **at their home**, select '**Other places where people live or live nearby**' under the '**Live**' domain. Then, at the bottom of item H, type "**COVID-19 HOME**'' and indicate the number of homes.

Additionally, if during COVID-19, your intervention used your agency's website or social media channels to reach participants directly as a result of the pandemic, and they received the intervention **at their place of employment**, select '**Other places where people go to work**' under the '**Work**' domain. Then, at the bottom of item H, type "**COVID-19 WORK**'' and indicate the number of work sites.

43

Select all the different settings from the categories below (Eat, Learn, Live, Play, Shop, Work) in which the intervention was implemented. Note: Only select one setting per site, the setting that best describes that site. For each setting selected you will be prompted to enter the number of sites for that setting. Reminder: If indirect education reached people in their homes, be sure to include individual homes as a setting.

"Eat" settings
- Congregate meal sites/nutrition centers
- Fast food chains
- Mobile vending/food trucks
- Restaurants
- Soup kitchens
- USDA Summer Meals sites
- Other places people go to eat
Select all that apply

"Learn" settings
- Before- and after-school programs
- Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
- Extension offices
- Family resource centers
- Libraries
- Mobile education sites
- Schools (K-12, elementary, middle, and high)
- Schools (colleges and universities)
- WIC clinics
- Other places people go to learn
Select all that apply

"Live" settings
- Emergency shelters and temporary housing sites
- Faith-based centers/places of worship
- Health care clinics and hospitals
- Indian reservations
- Individual homes or public housing sites
- Group living arrangements/residential treatment centers
- ☑ Other settings where people live or live nearby (This may include COVID-19 HOME. See instructions for more information.)
Select all that apply

"Play" settings
- Bicycle and walking paths
- Community and recreation centers
- State/county fairgrounds
- Gardens (community/school)
- Parks and open spaces
- Other places people go to play
Select all that apply

"Shop" settings
- Farmers markets
- Food assistance sites, food banks, and food pantries
- FDPIR distribution sites
- Small food stores (fewer than 4 registers)
- Large food stores (4 or more registers)
- Other places people go to shop for or access food
Select all that apply

"Work" settings
- Adult education, job training, TANF, and veteran services sites
- Military bases
- SNAP offices
- Worksites with low-wage workers
- Other places where people go to work (This may include COVID-19 WORK. See instructions for more information.)
Select all that apply

# of other sites where people live or live nearby *

If you marked "other" for places to eat, learn, live, play, shop or work, please specify here:
COVID-19 HOME

Example: CMA-COVID-19. Item H Continued.

If there had been indirect education through the intervention that reached some additional people via indirect education through the agency's website or social media channels, we would also select 'Other settings where people live or live nearby' under the 'Live' domain, type "COVID-19 HOME" in the prompt box and enter the number of homes reached as the number of 'other settings where people live or live nearby' (i.e., homes) (assuming each participant is from a unique household).

Example: Reporting Item I

I. Indirect intervention channels for the selected intervention

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

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

Select all that apply

Next, in item I, it asks you to identify the different channels in which you provided indirect education in the intervention to reach people beyond your DE participants, if applicable.

NOTE:
- A common indirect channel, **food tastings/demos** (e.g., such as using MiHOTM at Community Engagement Activities), is not included in the list of indirect channels. However, if this is applicable to your program, select 'Other' and write it in the prompt box.
- If your agency website was used to reach participants, check 'websites'. If you reached participants by working with other agencies or community partners who linked to your agency website or any web destination that has intervention-relevant content provided by your agency, select 'websites.'
- If your agency social media page (Facebook, Twitter, Instagram, YouTube, etc.) was used to reach participants, check 'social media.' If you reached participants by working with other agencies or community partners who linked to your agency social media page or through the creation of content to be used on partner social media accounts directly through their pages, select 'social media.'

Example: Reporting Item J

In item J, it asks for the topics that the intervention covers.

NOTE: At the very least, all SNAP-Ed Partners should select '**Fruits and vegetables**' as this directly relates to Michigan's statewide goal to increase fruit and vegetable consumption.

You may select other content areas, as applicable.

Section V. Add Interventions

Please provide a brief description of the how you calculated reach for this intervention, including methods used and any assumptions made. Clearly indicate how any associated indirect channel reach was calculated and included. *

1000/1000

Do you have another intervention to add? (Be sure to include all DE & PSE interventions listed on your most current program summary.)

○ Yes ○ No

Save and Resume Later

Previous   Next

After completing items A-J, there is a place at the bottom of this page to explain how your reach numbers were calculated and any assumptions you made in that process. It is helpful to describe how any associated indirect channel reach was calculated and included in the total reach.

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

Remember to complete an "Interventions" section for ALL interventions across your program. This includes Direct Education, PSE, and combined DE/PSE interventions. Your latest Program Summary should have all of your program's interventions listed.

Also, if you have more than 7 interventions to enter, a message will appear saying, 'If you have more than 7 interventions, please contact your MFF Project Manager after submitting this report.' If this applies to you, your Project Manager will send you a link to an additional form to allow you to capture the remainder of your direct education and PSE interventions.

Selecting 'yes' and 'Next' will generate another 'Intervention' form so that we can complete the form for the other interventions used.

A Non-COVID-19 Example

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

Complete this "intervention" reporting section for every DE and PSE intervention implemented in FY21.

Only select a "COVID-19 version" of an intervention if:

  1. The intervention was **NEWLY IMPLEMENTED** in FY21 because of COVID-19.

  ---OR---

  2. You used the intervention in FY20 (with or without COVID-19 adaptations), and in FY21 you adapted it for COVID-19 in **NEW** or **ADDITIONAL** ways.

NOTE: If the intervention had adaptations for some but not all series/groups, and you have reach numbers for the groups that had adaptations and the groups that did not, report separately for both the COVID-19 version and the standard version. If you cannot split reach by those that did and did not have adaptations, report everything together under the standard version of the intervention.

A. Intervention Title/Name *

- In Item A, select 'Cooking Matters for Adults'
- Complete Items B-H using data/information

In the example previously provided, we reported on 'Cooking Matters for Adults- COVID-19' because while we had used Cooking Matters in FY20, in FY21 we adapted it in new or different ways. We would also have reported it as 'Cooking Matters for Adults – COVID-19' if we were using it for the first time in FY21 because of COVID-19.

When would we choose the standard intervention, 'Cooking Matters for Adults' and NOT the 'Cooking Matters for Adults- COVID-19' version? If you used Cooking Matters for Adults in FY21, you had used it in FY20, and you made no new or additional adaptations in FY21, when you report on CMA in the interventions section, simply select 'Cooking Matters for Adults' when identifying the intervention in item A.

Reporting for the rest of the items B-J would generally continue as described in the 'Cooking Matters for Adults – COVID-19' example.

A Partial COVID-19 Example

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

Complete this "intervention" reporting section for every DE and PSE intervention implemented in FY21.

Only select a "COVID-19 version" of an intervention if:

    1. The intervention was <u>NEWLY IMPLEMENTED</u> in FY21 because of COVID-19.

   ---OR---

    2. You used the intervention in FY20 (with or without COVID-19 adaptations), and in FY21 you adapted it for COVID-19 in <u>NEW</u> or <u>ADDITIONAL</u> ways.

NOTE: If the intervention had adaptations for some but not all series/groups, and you have reach numbers for the groups that had adaptations and the groups that did not, report separately for both the COVID-19 version and the standard version. If you cannot split reach by those that did and did not have adaptations, report everything together under the standard version of the intervention.

A. Intervention Title/Name *

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It is possible that some of your Cooking Matters for Adults series would be classified as 'Cooking Matters for Adults' and some would be classified as 'Cooking Matters for Adults – COVID-19.'

This would happen if you used Cooking Matters for Adults in FY21, you had used it in FY20, and you made no new or additional adaptations in FY21 for some series/groups, but things changed during the year, and you needed to make new or additional adaptations for other series/groups.

In this case:
- **If you have reach numbers for the groups that had adaptations and the groups that did not-** complete the intervention reporting for both the COVID-19 version (with details and reach numbers for those groups) and the standard version of the intervention (with details and reach numbers for these groups).
- **If you don't have a way to split reach numbers by those that did and did not have adaptation-** report everything under the standard version of the intervention, in this case 'Cooking Matters for Adults'.

Reporting Another Intervention. PE-Nut Example.

A. Intervention Title/Name *

PE-Nut (only select if all PE-Nut components are included)

B. Intervention type(s) for the selected intervention *	C1. Total number of years you have used the selected intervention *	C2. Number of years the selected intervention is expected to be used	D. Implementation stage for the selected intervention *
☑ Direct Education			☐ Planning
☑ Policy, Systems, and Environmental Changes	5	6	☐ Developing
Select all that apply		Leave this blank if you are unsure whether or not you will continue to use the intervention or if you are unsure how long you will continue to use it	☑ Implementing
			☑ Tracking and evaluation
			Select all that apply

Next, let's quickly step through completing Intervention reporting with the PE-Nut intervention from the program table example earlier in the presentation with PE-Nut delivered with all the components using a whole-school approach.

In this example, PE-Nut was used previously in FY20 and was completed in FY21 **without** any new or additional adaptations.

For Item A, we would select the regular intervention '*PE-Nut*'.

We identify the intervention as DE and PSE in Item B, and in Item C1, we entered the number of years we have been implementing PE-Nut as 5. Assume we are only planning to implement this intervention for 1 more year. We would enter '6' Item C2.

We indicate the intervention is in the implementation and tracking and evaluation stages in Item D.

Example: PE-Nut Continued

In Item E, we would select all of the target audience populations that fall under the *PE-Nut* programming. Remember to include the target audience for any indirect channel reach. For example, if we sent home newsletters to parents as part of the PE-Nut intervention, we would check the '18-59' to capture the adults reached through this indirect channel.

As for the total the number of participants reached, the program reached 500 students with direct education and 700 family members with indirect education from newsletters sent home. However, let's say in this example we did not complete our PSE component at any of the schools, so we would not count the additional 500 students in the school population who would have been impacted by a PSE change. Therefore, the total reach is 1200, and we would explain our methodology for our calculations in Item G.

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In Item H, we selected 'schools' as well as 'individual homes' to capture the setting for the indirect channel reach through newsletters home to parents. When prompted for the number of sites, we entered '5' schools and '700' individual homes.

Example: PE-Nut Continued

I. Indirect intervention channels for the selected intervention

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

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

Select all that apply

J. Intervention topics for the selected intervention

Select all topics for the intervention from each of the topic areas below. NOTE: All MFF SNAP-Ed programs should select 'Fruits and vegetables' as one of their 'Individual Behaviors: Food and beverage consumption topics'.

Individual knowledge and skills topics	Individual Behaviors: Food and beverage consumption topics	Individual Behaviors: Engagement in physical activity topics
☑ MyPlate food groups and portions for a healthy eating pattern	☑ Fruits and vegetables	☐ Active commuting (e.g., walking and bicycling)
☐ Food shopping and resource	☐ Whole grains	☐ Participation in sports and
	☐ Dairy (including low-fat/fat-free	

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In Item I, we would select 'hard copy materials' as the indirect channel, and in Item J, we would select the applicable topics covered.

Reporting Another Intervention. Stock Healthy Shop Healthy (SHSH) Example.

A. Intervention Title/Name *

Stock Healthy, Shop Healthy (assessment completed and changes planned and/or made) - COVID-19

B. Intervention type(s) for the selected intervention *	C1. Total number of years you have used the selected intervention *	C2. Number of years the selected intervention is expected to be used	D. Implementation stage for the selected intervention *
☐ Direct Education			☑ Planning
☑ Policy, Systems, and Environmental Changes	1	3	☑ Developing
Select all that apply		Leave this blank if you are unsure whether or not you will continue to use the intervention or if you are unsure how long you will continue to use it	☑ Implementing
			☑ Tracking and evaluation
			Select all that apply

In our final example of how to complete the 'Interventions' section, we will report on the program's **PSE strategy** using Stock Healthy, Shop Healthy (SHSH).

With SHSH, we made contact and began talks with 4 local food stores, but we were only able to get as far as doing the assessment with 3 of the 4 stores and 2 of the 4 made PSE changes.

In this example, engagement with retailers and community members was managed in new and different ways (such as engaging on virtual platforms) and when it came time to identify PSE changes to work on, some possible changes were excluded due to challenges with COVID-19 and the changes that were selected were selected in part because of feasibility to complete them despite COVID-19, with slight adaptations. In this case, we would classify it as a COVID-19 intervention since there were new or additional adaptations in FY21 as a result of COVID-19.

We completed items A through D as follows:

Item A: Stock Healthy, Shop Healthy
Item B: PSE
Item C: 1 year; 3 years
Item D: Planning, developing, implementing

Example: SHSH Continued

E. Priority population(s) for the selected intervention *
- ☑ Hispanic/Latino
- ☑ Non-Hispanic/Latino
- ☑ Female
- ☑ Male
- ☑ American Indian or Alaska Native
- ☑ Asian
- ☑ Black or African American
- ☑ Native Hawaiian or Other Pacific Islander
- ☑ White
- ☑ All ages
- ☐ Less than 5 years
- ☐ 5 to 17 years
- ☐ 18 to 59 years
- ☐ 60 years or older

Select all that apply

Estimated number of SNAP-Ed participants reached via Policy, Systems, and Environmental changes (NOTE: This should be a total of PSE reach and any related IC reach.) *

2000

NOTE: If this intervention did not result in a PSE change in FY21, enter 0 for the reach estimate.

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

2000

auto calculated

G. Data sources used to calculate estimate *
- ☑ Commerical market data on audience size
- ☐ Survey of target audience
- ☐ Visual estimate
- ☐ Other

Select all that apply

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Item E: Hispanic/Latino, non-Hispanic/Latino, female, male, all races, and all ages
Item F: 2000 reach (representing estimated reach for the 2 retail sites that made PSE changes)
Item G: Market data

Select all the different settings from the categories below (Eat, Learn, Live, Play, Shop, Work) in which the intervention was implemented. Note: Only select one setting per site, the setting that best describes that site. For each setting selected you will be prompted to enter the number of sites for that setting. Reminder: If indirect education reached people in their homes, be sure to include individual homes as a setting.

"Eat" settings
☐ Congregate meal sites/nutrition centers
☐ Fast food chains
☐ Mobile vending/food trucks
☐ Restaurants
☐ Soup kitchens
☐ USDA Summer Meals sites
☐ Other places people go to eat
Select all that apply

"Learn" settings
☐ Before- and after-school programs
☐ Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
☐ Extension offices
☐ Family resource centers
☐ Libraries
☐ Mobile education sites
☐ Schools (K-12, elementary, middle, and high)
☐ Schools (colleges and universities)
☐ WIC clinics
☐ Other places people go to learn
Select all that apply

"Live" settings
☐ Emergency shelters and temporary housing sites
☐ Faith-based centers/places of worship
☐ Health care clinics and hospitals
☐ Indian reservations
☐ Individual homes or public housing sites
☐ Group living arrangements/residential treatment centers
☐ Other settings where people live or live nearby (This may include COVID-19 HOME. See instructions for more information.)
Select all that apply

"Play" settings
☐ Bicycle and walking paths
☐ Community and recreation centers
☐ State/county fairgrounds
☐ Gardens (community/school)
☐ Parks and open spaces
☐ Other places people go to play
Select all that apply

"Shop" settings
☐ Farmers markets
☐ Food assistance sites, food banks, and food pantries
☐ FDPIR distribution sites
☑ Small food stores (fewer than 4 registers)
☐ Large food stores (4 or more registers)
☐ Other places people go to shop for or access food
Select all that apply

"Work" settings
☐ Adult education, job training, TANF, and veteran services sites
☐ Military bases
☐ SNAP offices
☐ Worksites with low-wage workers
☐ Other places where people go to work (This may include COVID-19 WORK. See instructions for more information.)
Select all that apply

# of small food store sites *
[4]

Example: SHSH Continued

Item H: 4 small food stores

Example: SHSH Continued

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

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

J. Intervention topics for the selected intervention

Select all topics for the intervention from each of the topic areas below. NOTE: All MFF SNAP-Ed programs should select 'Fruits and vegetables' as one of their 'Individual Behaviors: Food and beverage consumption topics'.

Individual knowledge and skills topics	Individual Behaviors: Food and beverage consumption topics	Individual Behaviors: Engagement in physical activity topics
☐ MyPlate food groups and portions for a healthy eating pattern	☑ Fruits and vegetables	☐ Active commuting (e.g., walking and bicycling)
☐ Food shopping and resource	☐ Whole grains	
	☐ Dairy (including lowfat/fat-free	

Item I: N/A
Item J: Fruits and vegetables

Example: SHSH Continued

Please provide a brief description of the how you calculated reach for this intervention, including methods used and any assumptions made. Clearly indicate how any associated indirect channel reach was calculated and included. *

PSE changes were made at store A and store B, but not at store C or store D.
Estimated reach for store A, based on retailer customer data, is 1300.
Estimated reach for store B, based on 25% of the neighborhood population where the store is located, is 700.
Total estimated reach is 2000.

709/1000

Be sure to clearly describe how reach was calculated. In this example:

PSE changes were made at store A and store B, but not at store C or store D.

Estimated reach for store A, based on retailer customer data, is 1300.

Estimated reach for store B, based on 25% of the neighborhood population where the store is located, is 700.

Total estimated reach is 2000.

In this PSE change example, it is clear how reach was included for the two stores where PSE changes were made, but not for the two stores that did not make PSE changes in FY21.

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

Section VI. Partnerships

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

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

Be sure to represent all entities and organizations with which you partner for your DE and PSE work. This may include delivery sites IF there is a relationship with the site and involvement in SNAP-Ed programming that goes beyond solely providing a physical space for SNAP-Ed programming.

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

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

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

Example: Reporting Partner Types

In the example program table earlier in the presentation, let's say that in addition to the local food stores that we worked with on Stock Healthy, Shop Healthy, we also partnered with a local chef for Cooking Matters for Adults.

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

Chefs/culinary institutes

Example: Reporting Partner Assistance

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

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

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

The End!

This is the end of the report.

If you are ready to submit:

Click the "Submit Form" button below. Changes cannot be made once Submit Form is clicked.

If you are not ready to submit:

Click the "Previous" button to review your responses and make any necessary changes.

Save and Resume Later

Previous   Submit Form

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

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

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

Successfully Submitted

Submit Form

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