

SUBRECIPIENT BACKGROUND

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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)** strengthens SNAP's public health impact by addressing nutrition security to improve nutrition and prevent or reduce diet-related chronic disease and obesity among SNAP recipients. The definition of nutrition security is described by the USDA as, "consistent access to nutritious foods that promote optimal health and well-being for all Americans, through all stages of life." Michigan SNAP-Ed recognizes the four pillars 1) Meaningful Support, 2) Healthy Food, 3) Collaborative Action, and 4) Equitable Systems as guidance to intentionally implement and evaluate SNAP-Ed activities to improve nutrition security status among people who are SNAP-eligible in Michigan.

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.

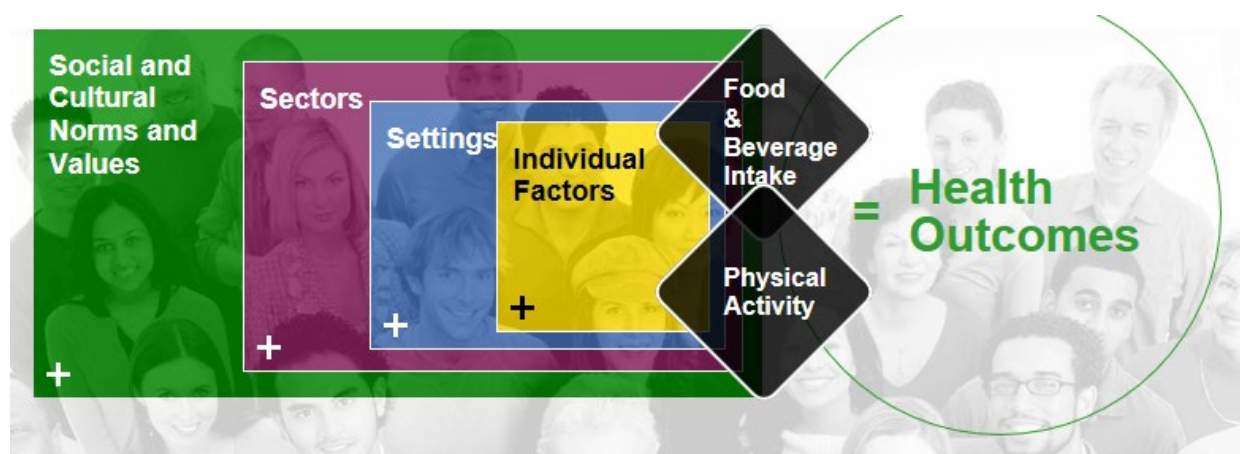
SNAP-Ed programs must consider the unique needs of people eligible for SNAP, specifically the need to make healthy choices on a limited food budget and to increase physical activity to achieve or maintain caloric balance. The [Dietary Guidelines for Americans](#) are the foundation of nutrition education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

Some examples of Approach One include, but are not limited to:

- Conducting nutrition education based on the DGA 2020-2025.
- Integrating nutrition education into physical activity promotion or interventions based on the Department of Health and Human Services (HHS) Physical Activity Guidelines.
- Implementing classes to build basic skills, such as cooking, menu planning, or food resource management.

AND

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

Examples of efforts from Approach Two include, but are not limited to:

- Developing and implementing nutrition and physical activity policies at organizations with high proportions of people eligible for SNAP-Ed.
- Collaborating with schools and other organizations to improve the school nutrition environment, including serving on school wellness committees.
- Establishing community food gardens or farmers markets in low-income areas.
- Providing consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, a local corner or country store to provide evidence-based, multi-component interventions.

OR

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

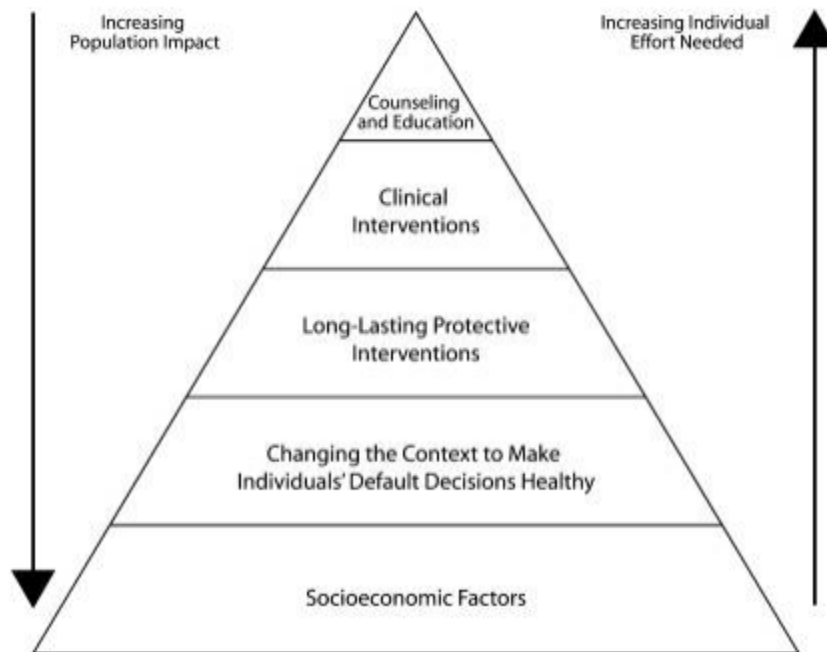
Approach Three activities to consider include, but are not limited to:

- Working with local governments in developing policies to improve healthy food access in low-income communities.
- Collaborating with community groups and other organizations to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population.
- Conducting community-wide health promotion activities, such as promoting the use of a walking trail through a Safe Routes to Schools program or the selection of healthy foods from vending machines.
- Partnering with non-profits hospitals to coordinate their mandated community benefits program with SNAP-Ed.

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.

The Health Impact Pyramid illustrates the relative population impact and individual effort needed for five tiers of interventions: socioeconomic factors, changing the context to make individuals' default decisions healthy, long-lasting protective interventions, clinical interventions, and counseling and education. In this model, SNAP-Ed is providing nutrition education and working to change the context to make the healthy choice the easier [default] choice for participants. SNAP-Ed also coordinates and collaborates with agencies and community partners that address social determinants of health which are rooted in socioeconomic factors.

The Health Impact Pyramid



Source: Frieden TR. Framework for public health action: the health impact pyramid. *Am J Public Health* 2010;100:590–5. doi: 10.2105/AJPH.2009.185652

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

Using Evidence-Based Interventions

Using evidence-based interventions and strategies means that you are more likely to achieve intended outcomes with your target audience(s), resulting in desired, sustainable healthy behaviors.

- Research-based evidence refers to relevant rigorous research, including systematically reviewed scientific evidence.
- Practice-based evidence refers to case studies, pilot studies, and evidence from the field on interventions that demonstrate obesity prevention potential.
- Emerging strategies or interventions are community- or practitioner- driven activities that have the potential for obesity prevention but have not yet been formally evaluated for obesity prevention outcomes. Emerging strategies or interventions require a justification for a novel approach and must be evaluated for effectiveness.

SNAP-Ed interventions and strategies must be evidence-based, implemented with fidelity (i.e., delivering an intervention as intended including using all intervention components and following scope and sequence), and have:

- Evaluation outcomes that clearly demonstrate effectiveness of the intervention with specific target audience(s) (If an evidence-based intervention is modified, further justification and data are necessary to support that the intervention, as modified, can be expected to have the desired impact); and
- Effective education strategies including behaviorally-focused nutrition education and physical activity promotion, use of motivators and reinforcements, multiple channels of communication of messages, opportunities for active personal engagement (behavior practice), and justification of duration and intensity of messages.

One resource to find potential interventions is the [SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States](#) (*Toolkit*). The Toolkit, however, is not an exhaustive list, and not all of the interventions listed are fully SNAP-Ed allowable or are appropriate for use in Michigan. In addition, USDA FNS created a [checklist for evidence-based programs](#) to classify interventions according to levels of evidence.

Social Marketing

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

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

Policy, Systems, and Environmental (PSE) Change

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

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

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

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

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

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

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

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

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

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

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

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

Examples of PSE Partnerships and Initiatives

- *Collaborating with community groups and other organizations such as Food or Nutrition Policy Councils to improve food, nutrition, and physical activity environments to facilitate the adoption of healthier eating and physical activity behaviors among the low-income population.*
- *Delivering technical assistance to a local corner or country store to create a designated healthy checkout lane. Other activities might include providing training to retailers on healthy foods to stock and strategies to encourage people to purchase and use such foods or partnering with other groups on a healthy food financing initiative.*

Examples of PSE Change Strategies

	PSE Change Work	SNAP-Ed’s Role
Policy	<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>
Systems	<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>

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

<p>Environmental</p>	<p>A food retailer serving SNAP participants or other low-income persons increases the variety of fruits and vegetables it sells and displays them in a manner to encourage consumer selection of healthier food options based on the most current Dietary Guidelines for Americans.</p>	<p>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.</p>
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SNAP-Ed Evaluation

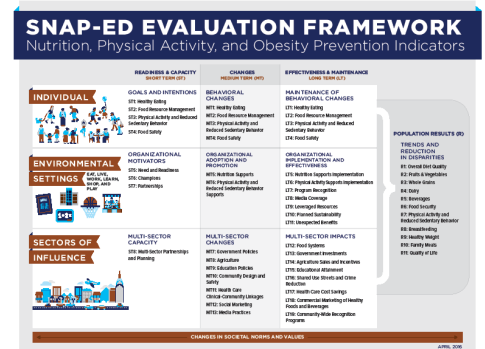
There are multiple types of intervention evaluations. The USDA evaluation definitions provided below describe types of evaluations:

- **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. Examples include identifying healthy eating topics your participants are interested in learning about, identify the best days/time to offer lessons, or identify priority areas to focus on for PSE.
- **Process Evaluation** 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). Process evaluation can provide information that is crucial when making decisions about interventions or delivery methods. Areas assessed could include program value and enjoyment, appropriateness of topics or recipes, intent to change behaviors, or level of participant engagement.
- **Outcome Evaluation** addresses the question of whether anticipated group changes or differences occur in conjunction with an intervention. For example, using a standardized survey can demonstrate changes in participant intake of fruits and vegetables or increases in physical activity. 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** 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).



Across all levels of the *SNAP-Ed Evaluation Framework*:

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

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

USDA FNS has selected priority indicators:

- MT1: Healthy Eating Behaviors
- MT2: Food Resource Management
- MT3: Physical Activity and Reduced Sedentary Behaviors
- ST7: Organizational Partnerships
- MT5: Nutrition Supports Adopted
- ST8: Multi-Sector Partnerships and Planning

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

RE-AIM Model

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

SNAP-Ed Environmental Settings Indicator	SNAP-Ed Evaluation Framework Definition	RE-AIM Model Component
ST5: Needs and Readiness	Sites with an identified need or readiness for change in organizational settings or policies.	Organizational Readiness and Capacity-Building
ST6: Champions	Community change agents who have engaged in efforts outside of SNAP-Ed programming to improve access or create appeal for nutrition and physical activity supports.	
ST7: Partnerships	Partnerships with service providers, community or organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work.	
MT5: Nutrition Supports;	Number of people who are impacted by a PSE change.	Reach
MT6: Physical Activity and Reduced Sedentary Behavior Supports	Number of organizations/sites that make at least one (1) change in writing or practice to expand access or improve appeal for healthy eating and active living.	Adoption
LT5: Nutrition Supports Implementation;	Intervention delivered with fidelity and the essential elements known to be important to the achievement of positive outcomes.	Implementation
LT6: Physical Activity Supports Implementation;	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
LT7: Program Recognition;		
LT8: Media Coverage;		
LT9: Leveraged Resources;	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
LT10: Planned Sustainability;		
LT11: Unexpected Benefits		

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, PLAY, WORK, and SHOP – to aggregate activities across settings in a meaningful way. This also helps with tracking and reporting outcomes *across* multiple sites, or different physical locations, where SNAP-Ed services are provided.

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

SNAP-Ed Target Audiences

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

Category 1 – Income-based:

Individuals eligible based on income.

- **1a-** Persons eligible for SNAP are eligible for SNAP-Ed. Additionally, **persons eligible for other means-tested Federal assistance programs**, such as Supplemental Security Income (SSI), Special Supplemental Program for Women, Infants, and Children (WIC), or Temporary Assistance for Needy Families (TANF) are eligible for SNAP-Ed.
 - “Means-tested Federal assistance programs” are defined as Federal programs that require the income and/or assets of an individual or family to be at or below specified thresholds to qualify for benefits. For SNAP-Ed, the threshold for qualifying an individual based on income is at or below 200% of the [Federal Poverty Guidelines](#).
- **1b-** College students- While college students are not typically eligible for SNAP and SNAP-Ed, there may be circumstances where they may qualify. Contact your MFF Project Manager for qualifications and associated guidance.

Category 2 – Qualifying locations:

Persons at qualifying locations that serve low-income individuals such as:

- **2a-** Food bank, food pantry, or soup kitchen.
- **2b-** Public housing.
- **2c-** SNAP/TANF job readiness program site.
- **2d-** Summer meal site.
- **2e-** Other such site (describe site).

Category 3 – Locations serving low-income populations:

Persons at other locations when it can be documented that the location serves generally low-income persons **where at least 50% of persons have gross incomes at or below 185% of poverty guidelines/thresholds.**

- **3a-** Persons residing in or locations identified in **qualified census tracts.**
 - For a statewide view of eligible tracts, go to map2healthyliving.org and follow these steps:
 1. In the “What to Look For” section, scroll to the Geographic section and click the “Eligible Census Tract” layer.
 2. Click “Go”.
- **3b-** Persons residing in or locations identified in **qualified ZIP codes.**
 - ZIP code data is available from MFF upon request.
- **3c-** Persons residing in or locations identified in **qualified municipalities** (e.g., city, town, village).
 - Examine [census data](#) for the municipality. Beyond general household income census data for the municipality, if programming is planned for a specific age group, examine municipality income census data for that age group.
- **3d- Schools or childcare centers** where at least 50% of the persons have gross incomes equal to or less than 185% of the poverty threshold.

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.

In the past, schools where at least 50% of students were eligible to receive free/reduced priced school meals automatically qualified for SNAP-Ed. As part of the coronavirus pandemic response, school meal flexibilities were put in place which resulted in the school meal program no longer being means-tested. This means free/reduced school meal rates cannot automatically be used to qualify a school for SNAP-Ed.

*When school meals are not means-tested, SNAP-Ed providers must **use different methods to identify eligible schools** to ensure they are serving the SNAP-eligible population. Talk to your MFF Project Manager to access the [Qualifying SNAP-Ed Audiences document](#).*

- **3e-** Location is a **garden** in a qualified geography (census tract, ZIP code, or municipality) or school and:
 - It is in an easily accessible area for SNAP-Ed eligible individuals, and
 - The garden directly serves SNAP-Ed eligible individuals at the site, or the produce grown is distributed at a partner site serving low-income individuals and families.
- **3f-** Location is a **worksite** and 50% of the employees at the worksite are at or below 185% of the Federal Poverty Level.

Category 4 – Retail locations serving low-income populations:

Persons shopping at:

- **4a- Food retailers** that accept SNAP and/or WIC benefits. 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, ZIP codes, or municipalities where at least 50% of persons have gross incomes equal to or less than 185% of the poverty threshold may qualify as SNAP-Ed activity sites.

- **4b- Farmers markets** that accept food assistance benefits (at minimum, SNAP), are located in a SNAP-Ed qualified census tract, ZIP code, or municipality, and have a market manager that is supportive of the program and interested in engaging low-income shoppers.

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.

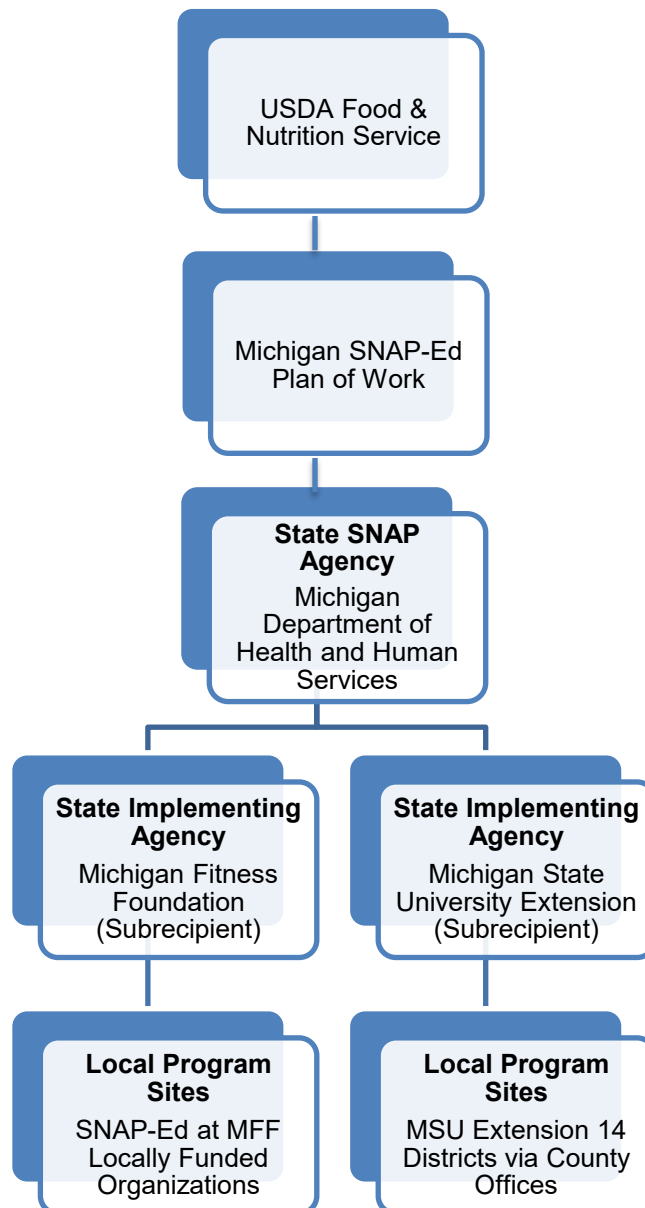
SNAP-Ed in Michigan

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, play, work, 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.
4. Increase readiness to consume fruits and vegetables and be physically active by using an [statewide] evidence-based social marketing campaign.
5. Improve access to and appropriateness of programming for participants by offering innovative and responsive delivery structures and interventions.
6. Deepen relationships with the Tribal entities in Michigan, including using cultural adaptations to programming approaches and curricula that honor traditional practices.
7. Strengthen knowledge and ability of the Michigan SNAP-Ed workforce.

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 2023, MFF-funded SNAP-Ed programs and activities reached approximately four million Michigan residents. MFF partners with more than 40 local and regional organizations that receive SNAP-Ed funding to implement nutrition education and physical activity promotion throughout Michigan.

Framework. MFF is a backbone organization for a network of local organizations that deliver comprehensive, evidence-based programming that meets identified community needs. This powerful, locally-driven SNAP-Ed program model empowers local organizations and experts who understand participant and community needs and can align and deliver programming to address those unique needs. SNAP-Ed at MFF funded programs must use evidence-based, comprehensive programming (direct education and PSE change strategies) tied to identified community needs that addresses multiple levels of the SEM (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) to support cross-program and community collaboration in Michigan.

Evaluation. SNAP-Ed program evaluation is based on the *SNAP-Ed Evaluation Framework* and aligned with local program activities. MFF works with funded organizations to collaboratively develop a comprehensive evaluation plan, including SMART objectives. Evaluation focuses on indicators and outcome measures at the Individual and Environmental Settings levels. Using the *SNAP-Ed Evaluation Framework*, MFF analyzes and synthesizes program data for SNAP-Ed at MFF programs. Refer to the SNAP-Ed at MFF Evaluation Requirements section 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.

SNAP-Ed at MFF Funding Opportunities

The SNAP-Ed at MFF has two options for organizations apply to receive funding and implement locally-relevant SNAP-Ed programming:

- **Request for Proposals (RFP).** Organizations propose a comprehensive SNAP-Ed program that meets identified community needs and independently design and deliver highly effective programming within federal grant guidelines.
- **Request for Applications (RFA).** Organizations apply to be a Community Impact Project and deliver, as directed by MFF, a package of SNAP-Ed programming designed with MFF to align with organizational capacity and community needs.

Organizations are selected to receive SNAP-Ed funding using criteria aligned with each funding option:

- Proposals, including the conversation component, 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 with applications that meet the criteria are selected to deliver a package of SNAP-Ed programming designed with MFF and receive SNAP-Ed funding.

Organizations that receive SNAP-Ed funding 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 subrecipients.
- Organizations who receive funding through the RFA process are known as Community Impact Projects (CIPs).

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

SNAP-Ed Program Funding

Funding for Michigan SNAP-Ed is provided by the USDA through MDHHS. Michigan's annually submitted SNAP-Ed Plan of Work is developed by MFF and MSU Extension in cooperation with MDHHS. MFF includes proposed local SNAP-Ed program activities in the Michigan Plan of Work. The Plan of Work is reviewed by MDHHS and then submitted to USDA FNS for final review and approval.

Typically, Plan of Work approval from USDA FNS is in late September. At any point during the review and approval process, Plan of Work amendments may be requested.

SNAP-Ed funding is distributed on a cost-reimbursement basis. SNAP-Ed funds are the reasonable and necessary expenses an organization incurs to implement SNAP-Ed activities. Those expenses are then submitted for reimbursement. All programming and grant management activities must comply with SNAP-Ed program financial and cost policies. SNAP-Ed funding should not be considered as substitute funding for programs that have other funding streams or that move away from the mission of USDA FNS and the goal and focus of SNAP-Ed.

Grant Management

As an organization receiving funding through the RFP process, a subrecipient has demonstrated the ability to independently design, deliver, and monitor a SNAP-Ed program and has a successful history in grant performance and management.

What does it mean to be a subrecipient? According to the Federal Uniform Guidance (2 CFR § 200.331), subrecipients are organizations that:

- Determine who is eligible [based on Target Audience criteria provided by USDA FNS] 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)].

While subrecipients can independently implement a SNAP-Ed program, MFF provides support services through resources, tools, trainings, and ongoing technical assistance to help subrecipients ensure their programmatic, administrative, and financial compliance align with SNAP-Ed parameters and State and Federal regulations.

Local SNAP-Ed Program Leads at subrecipient organizations work closely with an assigned MFF Project Manager who provides individualized program consultation and coaching to help local SNAP-Ed programs achieve effective outcomes related to direct education and policy, systems, and environmental changes.

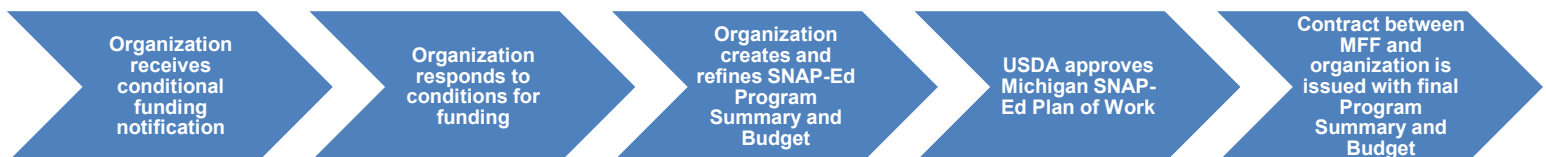
Subrecipients will participate, as needed, in site visits, meetings, and/or other technical assistance opportunities to ensure evidence-based programming is being implemented with fidelity and all program activities comply with SNAP-Ed guidelines.

Contract Process

There are multiple layers of approvals that make up the contract process. Before a contract can be developed, proposed subrecipient program activities are included in Michigan's SNAP-Ed Plan of Work, which is sent to MDHHS and USDA for review.

Funding award amount adjustments may be made at any point in the approval process, or at the discretion of USDA. The funded organization will receive written notification of any funding award amount adjustments.

After USDA reviews and approves the Plan of Work, a subrecipient contract is established between MDHHS and MFF which in turn serves as the basis for the subrecipient contract between MFF and the subrecipient organization.



SNAP-Ed Program Summary and Budget (templates provided) must be updated and finalized based on funding award requirements and program improvement feedback.

The subrecipient contract between MFF and the funded subrecipient organization outlines expectations for and requirements of both entities. It is important for the local Program Lead to review and understand this document.

The SNAP-Ed at MFF subrecipient contract must be fully executed before any program costs are incurred and eligible for reimbursement.

Subrecipient Monitoring

Subrecipient monitoring is based on the Federal regulations in 2 CFR 200 ('Uniform Guidance'). 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 subrecipient monitoring plans which 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 due dates and meeting program and operations requirements); and
- Reporting (quality and timeliness).

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

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 subrecipient, you are responsible for understanding and following these program parameters to make independent programmatic and financial decisions that 1) comply with Federal, State, and SNAP-Ed guidelines, 2) are aligned with your organization’s Program Summary and Budget, and 3) can be reimbursed using SNAP-Ed funding. Implementing programming or making purchases outside of the outlined program parameters may result in reduced 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 subrecipients of any updates to Program Parameters and/or SNAP-Ed Guidelines in a timely fashion;
- Provide customized support, training, technical assistance, and monitoring as needed to facilitate independent work and assess subrecipient grant and program management; and
- Answer requests or questions in a timely fashion.

As a SNAP-Ed subrecipient (refer to page 18 for details about subrecipients), you must:

- Review, understand, and adhere to all program parameters and approval processes outlined in the provided Subrecipient Programming & Operations Manual;
- Understand and maintain documentation of “reasonable and necessary” justification of your SNAP-Ed program activities and/or expenses;
- Properly allocate costs to SNAP-Ed using a fair and reasonable justification. See “Program Expenses and Activities” below for more information on allocating costs.
- Align all programming with your organization’s most recent, approved version of your Program Summary and Budget; and
- Plan ahead to allow sufficient time for requests to be considered and, when applicable, move through an approval process.

Program Expenses and Activities

SNAP-Ed is a Federally funded program. This means that the Federal cost principles of **allowable, allocated, reasonable, and necessary** must be followed. Only expenses and activities that meet all Federal cost principles AND are within the scope of your approved Program Summary and Budget can be reimbursed through SNAP-Ed.

