



**NORTH CAROLINA DEPARTMENT OF HEALTH AND HUMANS SERVICES
DIVISION OF SOCIAL SERVICES (NCDSS)
REQUEST FOR APPLICATION (RFA) #9001-18
Federal Fiscal Year 2015- 2018**

**NORTH CAROLINA SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM-EDUCATION
(SNAP-ED)**

For eligible contractors to provide services to NC DSS 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 current Dietary Guidelines for Americans and the United States Department of Agriculture (USDA) food guidance.

RFA Release Date:	February 16, 2015
Letter of Intent:	February 23, 2015
Deadline for Questions:	February 27, 2015
Deadline for Proposals:	March 20, 2015 at 5:00 p.m.
Return to: US Postal Delivery	Department of Health and Human Services Economic and Family Services/SNAP-Ed Hargrove Building/ Dorothea Dix Campus 2420 Mail Service Center Raleigh, NC 27699-2420
Hand/Overnight Delivery: (i.e., FedEx, UPS, DHL)	Department of Health and Human Services Economic and Family Services/SNAP-Ed Hargrove Building/Dorothea Dix Campus 820 South Boylan Avenue Raleigh, NC 27603
Attention/Questions:	Ivy Murphy, FNS Program Coordinator (919) 527-6315; Ivy.Murphy@dhhs.nc.gov Betsy Moore, Program Manager (919) 527-6316; Betsy.E.Moore@dhhs.nc.gov
Submission Instructions:	Late Applications will not be accepted. Faxed Applications will not be accepted.

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I. GENERAL INFORMATION

1.1 PURPOSE OF REQUEST

SNAP-Ed is a federal/state partnership that supports nutrition education for persons eligible for the Supplemental Nutrition Assistance Program (SNAP), in North Carolina this program is called Food and Nutrition Services (FNS). State Human Services are eligible to conduct nutrition education through their SNAP program, and be reimbursed for 100% of the cost by the USDA Food and Nutrition Services to deliver SNAP-Ed. States use contractors such as land-grant and other universities, public health organizations, food banks, tribal programs and local health departments to administer the SNAP Nutrition Education and Obesity program.

The purpose of SNAP-Ed is to provide educational programs and conduct social marketing campaigns that increase the likelihood that people eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the Dietary Guidelines for Americans and Food Guidance System, and MyPlate. For complete information on the Dietary Guidelines for Americans and MyPlate, please refer to the USDA Center for Nutrition Policy and Promotion's (CNPP) Web site at <http://www.cnpp.usda.gov> .

Subject to funding availability, the purpose of SNAP-Ed is to deliver direct nutrition education to the SNAP recipients or other government means-tested eligible recipients, through group and individual interactive learning opportunities and indirectly through the distribution of print and video materials. Social marketing campaigns are also used to disseminate short and catchy messages to specific audiences in a variety of ways, from recipe cards and wristbands to flyers and television or radio public service announcements. Regardless of the delivery approach used, SNAP-Ed is learner-centered and behavioral-focused using the SNAP-Ed Guiding Principles found online at: <http://snap.nal.usda.gov/snap/Guidance/GuidingPrinciples2015.pdf> .

Policy guidance, and plan procedures for the SNAP Nutrition Education and Obesity Grant Program can be found online at: <http://snap.nal.usda.gov/snap/Guidance/FinalFY2015SNAP-EdGuidance.pdf>.

This grant is not for pilot projects.

1.2 BACKGROUND

The Nutrition Education and Obesity Prevention Grant Program began in 1988 in Brown County, Wisconsin when cooperative extension staff from the University of Wisconsin discovered that by committing state and local funding and contracting with the State SNAP agency, an equal amount of federal funds could be secured to expand the reach of nutrition education to low-income persons. Other universities soon followed, and by 1992 seven states conducted SNAP-Ed. By 2004 land-grant universities and colleges were conducting SNAP-Ed in all 50 states, either independently or in cooperation with other contractors, and accounted for the majority of state and local financial support of SNAP-Ed. The grant program is no longer a match program and now 100% federally funded.

Partnerships and Linkages

The National Institute of Food and Agriculture collaborates with multiple entities in its SNAP-Ed efforts such as other USDA agencies, state and county governments, universities, and other public and private entities.

Federal Partnerships

The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) seeks to reduce hunger and food insecurity, in partnership with cooperating organizations, by providing children and needy families' access to food and a healthful diet through nutrition education and food assistance programs in a manner that supports American agriculture. FNS reimburses state SNAP-related agencies for 100% of program costs and provides federal oversight to nutrition education within SNAP.

FNS collaborates with the National Agricultural Library's Food and Nutrition Information Center, the University of Maryland, and Howard University to support the SNAP-Ed Connection Web Site <http://snap.nal.usda.gov/>, which includes

- A resource database of curricula and other educational materials, recipes, pictures, and professional development tools, and the ability to submit high quality developed resources for review and potential inclusion in a national database;
- Federal policies, guidance, and other program clarification
- Statistics, reports, and general information about current and emerging nutrition issues;
- And access to an electronic mailing list for system wide communication among providers and administrators.

Regional and State Partners

- The Association of State Nutrition Network Administrators (ASNNA) represents organizations that contract with state agencies that administer the SNAP program to conduct nutrition education through social marketing campaigns and other methods. Network administrators are usually housed at land-grant colleges and universities, other academic institutions, and state public health departments.
- Land-grant colleges and universities are the primary SNAP-Ed contractors with state agencies in terms of geographic reach and financial commitment. They are responsible for program and network management and delivery.
- Other SNAP-Ed contractors such as Indian Tribal Organizations, food banks/pantries, and other local health organizations also contract with state SNAP administering agencies to deliver SNAP-Ed.
- State SNAP-Ed agencies have the option to provide nutrition education as part of their administrative costs. They apply for federal administrative funds from FNS; contract with universities, health organizations, and other entities to implement SNAP-Ed; and monitor program implementation.

Local Partners

SNAP-Ed's effectiveness stems largely from its community-based orientation. Land-grant institutions work closely with state and local public and private entities to strategically deliver SNAP-Ed using methods and locations that are most favorable to SNAP-eligible populations. Myriad other state and local partners such as after-school programs, local cooperative extension offices, boys and girls clubs, homeless shelters, hunger coalitions, housing authorities, mental health agencies, parks and recreation departments, public schools, YMCA/YWCA, senior centers and religious and faith based organizations, support efforts by contributing a wide range of assistance and resources, such as participant referrals, team teaching, meeting space, and child care and transportation.

1.3 GOALS / OBJECTIVES / OUTCOMES / DELIVERABLES

The SNAP-Ed plan uses strategies with educational messages encouraging making half your plate fruits and vegetables, at least half whole grains, fat free/low fat milk products, increasing physical activity, and age appropriate caloric balance. Nutrition education focuses on themes from the key messages with a tie-in on how it relates to obesity and its effects.

The plan uses evidence-based strategies such as “Cooking Matters”, “Color Me Healthy”, and “Let’s Move! Child Care Initiative”, and “Rethink Your Drink/ Reduce Your Sugary Drink”. Other strategies include cooking classes and helping plan community gardens based on a socio-ecological model and taking into account cognitive development, socioeconomic, environmental, and cultural factors.

Applications must include **only** behaviorally focused, evidence-based nutrition education and obesity prevention interventions/projects that are consistent with FNS’ mission and the goal and focus of SNAP-Ed.

The goal of SNAP-Ed is:

- Health promotion 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 target audience who have risk factors for nutrition-related chronic disease such as obesity prevention or postponement of the onset of disease by establishing healthier eating habits and being more physically active.

State Level Goals

- Establish healthy eating habits.
- Eat a healthy diet every day, including fruits, and vegetables, whole grains, fat-free or low-fat milk products and seafood.
- Increase obesity prevention activities—maintain a physically active lifestyle.
- Balance caloric intake from food and beverages with calories expended.
- Plan easy, healthy meals and choose healthy snacks.

State Level Objectives

- Participants will improve dietary habits and increase physical activity.
- Participants will show improvement in making healthy food choices.
- Participants will demonstrate increase in knowledge of healthy food choices and the benefits that result from improvements in daily diet.
- Participants will demonstrate increased knowledge of the benefits of physical activity and strategies for reducing inactivity.
- Participants will learn to plan easy, healthy meals and choose healthy snacks.

The focus of North Carolina’s SNAP-Ed plan has been to target low-income SNAP eligible individuals in the areas of the state that are underserved. While the State will continue to focus on the underserved population, the focus of the plan now and ongoing is providing needy families and children a more healthful diet and better access to food through FNS, obesity prevention, physical activity, and comprehensive nutrition education efforts.

USDA SNAP-Ed key Behavioral Outcomes

States are encouraged by FNS to focus their efforts on the following behavioral outcomes in order to magnify the impact of SNAP-Ed:

- Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products;
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle; and
- Maintain appropriate calorie balance during each stage of life- childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

North Carolina Behavioral Outcomes

The percentage of children/adults who:

- Establish healthy eating habits.
- Eat a healthy diet every day, including fruits, and vegetables, whole grains, fat-free or low-fat milk products and seafood.
- Increase obesity prevention activities—maintain a physically active lifestyle.
- Balance caloric intake from food and beverages with calories expended.
- Plan easy, healthy meals and choose healthy snacks.

North Carolina Deliverables

The estimated number of children/adults that exhibit behavioral change/improvement in:

- Dietary habits and increase physical activity.
- Making healthy food choices.
- Demonstrate increase in knowledge of healthy food choices and the benefits that result from improvements in daily diet.
- Demonstrate increased knowledge of the benefits of physical activity and strategies for reducing inactivity.
- Learn to plan easy, healthy meals and choose healthy snacks.

1.4 ELIGIBLE POPULATION/WHO MAY BE SERVED

The SNAP-Ed Guidance identifies the target audience for SNAP-Ed as SNAP participants and low-income individuals eligible to receive SNAP or other means-tested Federal assistance program benefits. These programs include Women Infants, and Children (WIC), Temporary Assistance for Needy Families (TANF), the elderly, Supplemental Security Income (SSI) recipients, individuals living on Indian Reservations, and Native American families living in approved areas near reservations. The definition, description and how to identify the target audience is located on pages 27-28 of the SNAP-Ed Guidance.

1.5 SERVICE AREA

Statewide

1.6 DEFINITIONS

For a complete list of definitions for SNAP-Ed, refer to Appendix D or to pages 89-95 of the SNAP-Ed Guidance.

II. INSTRUCTIONS TO APPLICANTS

2.1 FILING INSTRUCTIONS

Applications are invited from public and non-profit organizations such as universities and colleges, public health departments, Indian Tribal Organizations, food banks/pantries and other non-profit health agencies/organizations that are able to provide direct/indirect services to the target audience and meet the following requirements:

- Applicants have completed registration with the Secretary of State. For more information, visit: <https://www.secretary.state.nc.us/corporations/feenpc.aspx>.
- Applicants and subcontractors must follow E-Verify requirements found in HB786 (<http://www.ncga.state.nc.us/gascripts/BillLookup/BillLookup.pl?Session=2013&BillID=hb+786>). This requires contractors and the contractor's subcontractors to comply with the requirements of Article 2 of Chapter 64 of the General Statutes (http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByArticle/Chapter_64/Article_2.html).
- Applicants' Internal Revenue Service (IRS) exemption letter must be current within five years.
- Applicants' Employer Identification Number (EIN), IRS tax exemption status documents, and registration with the Secretary of State must be consistent with both the name of agency and the EIN provided.

Applicants that receive this award for SNAP-Ed services will also be subject to a pre-award risk assessment, per CFR Title 2 200.205: http://www.ecfr.gov/cgi-bin/text-idx?SID=9488ab373262441562fad70c1c91ddfc&node=se2.1.200_1205&rgn=div8.

NC DSS is a covered entity under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and, therefore, must ensure that all contractors are in compliance with HIPAA. Applicants that receive this award must provide verification that they have and are implementing policies and procedures which address HIPAA requirements, specifically protected health information and breach of confidentiality. Please refer to this link for more information: <http://hipaa.dhhs.state.nc.us/hipaa2002/whatishipaa/whatishipaa.html>.

Potential applicants must have the administrative capacity and financial stability to administer the funds if awarded as evidenced by your most recent financial statement/audit. Recipients of funds must follow the State agencies rules and regulations, as well as the SNAP-Ed Guidance policies and regulations. **USDA's FNS will make the final decision on all allowable/unallowable costs, and which program activities support the delivery of SNAP-Ed.**

Private for profit organizations/agencies are excluded from funding.

Only ONE application per agency will be accepted.

2.2 LETTER OF INTENT

Applicants are strongly encouraged to notify NC Division of Social Services of their intention to submit an application under this announcement. Letter of intent information will be used to determine the number of expert reviewers needed to evaluate applications. Failure to submit a letter of intent will not disqualify an application from competitive review. The Letter of Intent may either be mailed or sent as an e-mail attachment to Ivy.Murphy@nc.dhhs.nc.gov and Betsy.E.Moore@dhhs.nc.gov no later than **February 23, 2015**.

The notice of intent shall indicate the following information:

- The legal name of the agency on official agency letterhead
- The mailing address, phone number, and fax number of the agency or organization
- Intent to respond to RFA
- The name, title, and email address of the person who will coordinate the application submission
- RFA# and deadline for receipt of application
- Signed and Dated by Project Director

Confirmation of receipt will be provided via email by the NC SNAP-Ed staff.

2.3 BASIC FORMAT

- Type should be 12 point font size and single spaced with no less than 1” margins.
- The proposal should be typed on 8 ½” x 11” white paper and single sided.
- Proposals should not be stapled or bound – instead use binder clips or paperclips.
- Respond to each criteria listed in this RFA in the order requested. Do not insert page dividers.

2.4 NUMBER OF COPIES

One complete original application plus three additional complete application copies are required at the time of initial submission.

An Acknowledgement of Receipt via email will be provided to all applicants.

2.5 SUBMISSION DEADLINE

THE CLOSING DATE FOR SUBMISSION OF APPLICATIONS IS March 20, 2015, AT 5:00 P.M.

Applications received after 5:00 p.m. will be classified as late and **WILL NOT** be considered for funding.

Applicants are cautioned to request a legible dated United States Postal Services postmark or receipt as proof of deadline submittal. Applicants should allow adequate time (approximately seven days) for application packages to arrive at the Hargrove Building/Dorothea Dix Campus.

Applicants should be aware that certain conditions influence the timely submission of applications, i.e., traffic congestions, available parking, weather conditions, etc. Be sure to obtain a legibly dated receipt from a commercial carrier for overnight delivery.

Faxed applications will NOT be accepted.

2.6 WRITTEN QUESTIONS

Agencies that submit a Letter of Intent will be able to submit written questions regarding the RFA until **February 27, 2015** to Ivy Murphy at Ivy.Murphy@dhhs.nc.gov and Betsy.E.Moore@dhhs.nc.gov . Questions shall only be accepted via e-mail for tracking purposes. Please send questions as soon as possible for due consideration.

All questions and answers will be posted on the NCDHHS website within 10 days after the deadline for submission.

III. AWARD INFORMATION

3.1 SUMMARY OF FUNDING

USDA allocates funds for States to provide nutrition education and obesity prevention. FNS allocates grant funds to States based on their share of national SNAP-Ed expenditures for fiscal year 2009, as reported in February 2010. The grants have the following characteristics:

- Require no State contribution or match;
- Are available each fiscal year and have a 2-year period of performance;
- Are the only source of Federal SNAP funds available for SNAP-Ed activities;
- Will not cover costs incurred in excess of the grant amount;
- Funds are generally distributed on a reimbursement after expenditure basis, although contractors may receive advance payments if they meet certain criteria as outlined in CFR Title 2 200-305: http://www.ecfr.gov/cgi-bin/text-idx?SID=776e0da330f96c495cf0ecd8a89f44e1&node=se2.1.200_1305&rgn=div8.
- Funds from this award may not be used to supplant other funds.

State allocations for SNAP-Ed grants for FY 2016, will be based on 70 percent of the State's percentage of national SNAP-Ed expenditures for FY 2012, reported in February of 2013, plus 30 percent based on the State's percentage of national SNAP participation for the 12-month period February 1, 2014 to January 31, 2015.

North Carolina (NC) at this time does not cap the funding amount for Implementing Agencies (IA's). However, for the FY 2015-2016, the State **may cap SNAP-Ed funding for IA's** based on the number of approved applications by the review committee.

3.2 CONTRACT TERM

North Carolina will be submitting a three year multi-plan for the SNAP-Ed Obesity Prevention Grant. However, the three year multi-plan only allows USDA to see the direction of the State's and Implementing Agencies goals and objectives for a three year period. USDA approves State budgets on a yearly basis, therefore, **Implementing Agencies will be required to submit a yearly budget to the State for approval by USDA.**

3.3 ESTIMATED NUMBER OF AWARDS

North Carolina's SNAP-Ed program does not have an estimated number of awards at this time. Awards will be based on the number of applications received and approved by the review committee.

3.4 INDIRECT COST

Indirect cost is a general term for certain types of costs that are incurred by the grantee or sub-grantee in support of other allowable activities that are charged directly to sponsoring Federal or State funding agencies. These indirect costs (also called overhead costs) are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agencies.

Indirect costs may be claimed by grantee for the cost of activities operated by sub-grantees. Indirect cost rates are normally computed through a process where all indirect costs are added together and then divided by the Modified Total Direct Costs.

FNS will accept indirect cost rates for colleges and universities that have been approved by the appropriate cognizant entity. **Indirect costs at colleges and universities are limited to 26 percent of Modified Total Direct Costs.**

For more information on indirect cost and rates see pages 103-104 of the SNAP-Ed Guidance.

3.5 ALLOWABLE COST

For cost charged to SNAP-Ed to be allowable, they must be valid obligations of the State, local government or sub-grantee, and must support activities in the approved SNAP-Ed Plan. An allowable cost must:

- Support an activity within the scope of SNAP-Ed
- Conform to Federal Government-wide and SNAP-specific cost principles; and
- Conform to Government-wide and SNAP specific rules for specific items of cost.

The diversity of SNAP nutrition education and obesity prevention activities makes it impossible to compile a comprehensive listing of all allowable and unallowable costs. **USDA will make all final judgments on what activities support the delivery of SNAP-Ed.**

Refer to pages 51-57 of the SNAP-Ed Guidance for detailed information on allowable and unallowable costs. This list is NOT all inclusive. USDA reserves the right to determine allowable/unallowable costs.

3.6 ADDITIONAL FEDERAL FUNDING REQUIREMENTS

The Vendor, if selected, shall maintain an active record in the federal government's System for Award Management (SAM). The data which the Vendor had entered in the federal government's central Contractor Registration (CCR) system has been migrated to SAM. To maintain an active SAM record, the record must be updated no less than annually. To update the record in SAM, the Vendor must log in at the SAM home page, www.sam.gov, and follow the instructions found there.

The Vendor shall complete and submit to the Division, the Federal Funding Accountability and Transparency Act (FFATA) Data Reporting Requirement form within 10 State Business Days upon request by the Division when awarded \$25,000 or more in federal funds.

Also as part of the President's Management Agenda for Electronic Government (E-Gov), the Electronic Subcontracting Reporting System (eSRS) was developed to collect subcontracting accomplishments. This system replaces the paper Standard Form 294, Subcontract Reporting for Individual Contracts, and the Standard Form 295, Summary Subcontract Report. Government prime contractors and subcontractors submit subcontracting reports, Individual Subcontracting Report (ISR) and Summary Subcontracting Reports (SSR) via the eSRS website, <http://esrs.gov>. Vendors must also submit to the Division confirmation of the submittal of the Individual Subcontracting Reports (ISR) and Summary Subcontracting Reports (SSR) into the Electronic Subcontracting Reporting System (eSRS).

IV. NOTIFICATION OF GRANT AWARD

4.1 SELECTION PROCESS

All applications received by the declared deadline will be forwarded to the RFA review committee. Committee members review, score and rank the applications. The review panel for this RFA is composed of qualified, professional individuals who have been selected for their unique experiences relating to the program/services/project. When the review panel has completed its evaluations, the panel will make recommendations.

Applications will be scored based on the components of the application submitted (see Appendix B). Each application has the potential of receiving a maximum of 100 points. Points will be based as follows:

- Proposal Summary: 5 points maximum
- Needs Assessment: 20 points maximum
- Project Design: 15 points maximum
- Evidence, Practice, or Research-Based Strategies: 30 points maximum
- Organizational Background/Capacity: 15 points maximum
- Budget and Budget Narrative: 15 points maximum

When determining final award decisions, NC DSS staff will consider the overall factors involving service delivery such as behaviorally focused, evidence-based nutrition education and obesity interventions or projects, target audience, collaborations, the number served and whether the projects meet USDA's FNS and the State's goals and objectives.

The final decision on funding entities rests with United States Department of Agriculture (USDA).

After qualified applications are evaluated, all applicants approved for funding will be notified by **April 15, 2015**.

Applicants may be required to reduce the scope of work and budget to reflect the actual amount of funds available. The notification will include the amount of funding available as well as contract application instructions, if applicable, should the applicant accept the level of funding offered.

There are no protest rights from an RFA as the Department of Health and Human Services Procurement and Contract manual states: "The funding agency reserves the unqualified right to reject any or all offers if determined to be in its best interest".

http://info.dhhs.state.nc.us/olm/manuals/dhs/pol-70/man/Requests_for_Applications_Information_Proposals1.htm

4.2 POST SELECTION PROCESS AND CONTRACT EXECUTION

Each applicant whose proposal for funding will be required to enter into a contractual agreement with the Division of Social Services (DSS) for implementation of the funded activities. Prior to execution of the contract, the successful applicant will negotiate the specific activities that will be conducted under the contractual grant agreement with the State DSS Office. This effort will result in detailed work plan, outcome measures, and budget that will become a part of the contract.

Approved agencies will be required to submit a contract application that will be processed for potential applicants meeting the contract application requirements and time frames. State contracts will become effective beginning October 1, 2015 for one year renewable annually during the three year RFA period.

The following standard language is included in contractual agreements as part of the Scope of Work and must be adhered to accordingly:

Performance Monitoring / Quality Assurance Plan

This contract shall be monitored based on the following:

Invoices and expenditures will be compared with terms in the contract for the line item budget and budget narrative to ensure that costs or payments being charged are within the contract parameters. Invoices will be reviewed on a monthly basis;

The contract administrator and/or Division staff will engage in continuous dialogues as well as make appropriate site visits to the Contractor to review progress as needed.

Substandard performance will be identified and addressed timely and appropriately. Contractor will submit, within 30 days of receipt of the monitoring report, a Corrective Action Plan, if required, to be implemented immediately upon approval of the Plan.

The contract administrator and/or Division staff will follow up on any areas on non-compliance to ensure that performance requirements and corrective action plans are fully implemented.

NCDSS shall monitor the Contractor according to the NCDHHS/NCDSS Sub recipient Monitoring Plan, which may be accessed at <http://www.ncdhhs.gov/dss/Monitoring/index.htm>.

Performance Standards

1. Comply with the Federal Office of Management and Budget (OMB) CFR Title 2 Part 200 which may be accessed at http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.
2. Collect, compile and submit accurate Education and Administrative Reporting System (EARS)* data to the North Carolina Division of Social Services (NC DSS).
3. Use EARS data to inform the planning and management process as appropriate.
4. Review and monitor the collection of EARS data at the project level to ensure it is accurately collected and reported in the manner specified on the EARS form.
5. Promote healthy eating and active living among the SNAP-Ed population.
6. Adhere to USDA SNAP-Education Guidance found at <http://snap.nal.usda.gov/national-snap-ed/snap-ed-plan-guidance-and-templates>.
7. Implement evidence-based nutrition education and obesity prevention efforts as specified in the USDA approved State SNAP-Education Plan.
8. Submit monthly services provided report, quarterly EARS report and annual narrative report according to established timeline.
9. Attend meetings as requested by NC DSS.
10. Adhere to measures in the performance measures chart.

*The Education Administration Reporting System (EARS) is a form designed to provide uniform data and information about the activities of all States participating in SNAP-Ed Activities and characteristics of those served. States submit data using a federal web based online reporting system which is a component of the Food Program Reporting System (FPRS) and the National Data Bank (NDB) database system. Only individuals authorized by USDA can access the system.

Reimbursements

Administrative Costs Report (DSS-1571, Part III), signed by the Authorized Agency Official, must be submitted by the 10th working day of the month, following the month of service even when no expenses are incurred in a given month. Copies of paid invoices shall accompany each Administrative Costs Report as it is submitted along with a monthly report of services provided. Failure to submit timely will delay receipt of reimbursement.

The Division shall have no obligation for payments based on expenditure reports submitted later than 60 days after termination or expiration of the contract period.

Reimbursement will be made only in accordance with the approved budget on file with both parties to the contract. **All funds are distributed on a reimbursement after expenditure basis.** Funds from this grant may not be used to supplant other funds.

All payments are contingent upon fund availability.

V. APPLICATION INSTRUCTIONS

5.1 COVER LETTER

A cover letter on organization letterhead must accompany the application. Include in the cover letter: purpose of the request, the specific amount being requested, number of participants to be served, service activities, area/county of services and the population being served. ***This letter must be signed by the authorized official of the applicant in blue ink.***

5.2 APPLICANT FACE SHEET

Complete all sections according to instructions provided. See Appendix C for Applicant Face Sheet chart.

5.3 SCOPE OF WORK

The applicant proposal shall include the following items in this specific order as outlined in the Scope of Work (SOW) template provided in Appendix C.

1. Proposal Summary

Provide a clear and concise description of the program. Summarize major points including the counties to be served, the number of individuals who will be served, the projects proposed and who will administer the program. The summary should encompass the key points necessary to communicate the objectives of the projects.

2. Organizational Background/Capacity

State the mission of the organization and how it relates to programming. Describe the history of the organization within the community and provide evidence that it has the capacity to serve and reach the target population (past achievements and accomplishments and evidence of its impact).

- Include an **organizational chart** of your agency showing how the program fits into the organization's structure.
- Complete the **Board Member Profile**, listing your current board members, their board position and contact information. See Appendix C for Board Member Profile chart.

- Complete the **Funding Chart** listing sources of funding received in the past three years. See Appendix C for Funding Chart.
- Complete the **Anticipated Revenue Summary Form** to reflect your organizations' sustainability plan. See Appendix C for Anticipated Revenue Summary Form.

3. Assessment of Need(s)

Briefly describe the nature and scope of the problem and explain why the service is needed. Data (**statistical facts and figures (national, state, local)**) should be used to provide evidence that the problem exists, demonstrate the size and scope of the problem, and document the effects of the problem on the target population and the larger community.

4. Description of Project(s) (See definition of “Project” in Section 1.6)

Clearly demonstrate how your organization will address the programmatic requirements below for each project. Proposal must include only behaviorally focused, evidence-based nutrition education and obesity prevention projects that are consistent with the goal and focus of SNAP-Ed.

Project 1

a. Project Title

Enter the name of the project.

b. Related State Objectives (See Section 1.3)

Specify the State Level objectives that the project will accomplish. Additional objectives may be listed as well.

c. Audience

Specify the audience category as explained in the Supplemental Nutrition Assistance Program Education Guidance: *Section A: Identifying and Understanding the Target Audience as well as other relevant characteristics of the proposed audience (e.g., age, gender, etc.)*. Indicate the measure used for determining the target audience and describe how the project will focus education on the SNAP target audience.

d. Food and Activity Environments

Describe how the project will reflect the audience's awareness and access to healthy foods and beverages, and places to be physically active.

e. Project Description and Educational Strategies (Output)

Describe how the project will be implemented, where it will be delivered (location site and county), projected number of participants, frequency of contacts (number of classes, mailings, billboards, etc.), duration of contacts, and key educational message(s). For social marketing campaigns, implementation timelines and duration must be included per following example:

Social Marketing Campaign Timeline Plan - December 2014- August 2015

December

Schedule pre-assessment groups for counties

January

Columbus County pre-assessment

Bladen County pre-assessment

February

Johnston County pre-assessment

Vance County pre-assessment

March

Evaluate pre-assessments from counties

April

Run Facebook ads

May

Run TV ads

Run Radio ads

June

Run TV ads

Run Radio ads

July

Columbus County post-assessment

Bladen County post-assessment

August

Johnston County post-assessment

Vance County post-assessment

f. Evidence Base

Provide a brief summary of evidence base, either emerging, research or practice-based, supporting the feasibility and effectiveness of the project. Provide justification for adapting or changing an identified project method or design. Provide justification and rationale for project implementation built upon emerging or practice-based evidence and describe plans to evaluate interventions. **Complete Appendix E - Checklist for Evidence-Based Approaches for each project.**

g. Environmental Supports

Policy, systems and environmental (PSE) strategies are instrumental in providing effective nutrition education and obesity prevention services. Provide a brief summary of the specific strategies used to influence environmental supports in the same setting where nutrition and physical activity education is provided. Environmental supports may include changes in organizational practices or a policy or systems change.

h. Use of Existing Educational Materials

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

i. Development of New Educational Materials

Identify any new materials that you plan to produce or purchase and justify the need and cost.

j. Key Performance Measures/Indicators (Outcome)

Describe the key Outcome measures/indicators of implementation or performance that supports and measures success of the project. Use the Specific Measurable Achievable Relevant and Time-bound (SMART) format provided in Appendix F.

k. Evaluation Plan

Describe the assessment strategies that will be used to measure the project's success and shortcomings. Describe the approach to conducting the evaluation. Indicate the type of evaluation (i.e. formative, process, outcome or impact assessment); explain how the data is gathered and analyzed; where the data is stored and how often the data is reported. List the knowledge assessment/behavioral change question(s) that will be addressed and describe plan for using the results.

5. Coordination Efforts

Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, environmental and/or policy strategies and community based and public health approaches. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction.

NOTE: Repeat above steps for each additional Project

5.4 Three Year Goal Plan

Describe your plan, objectives, and goals for SNAP-Ed for the three year multi plan period. Provide a timeline for administering SNAP-Ed program delivery based on the following example.

Year One: Agency plans to expand to 3 schools providing education to 1st and 2nd graders.

Year Two: Agency will expand to 3rd and 4th graders in the school and expand to 2 senior centers.

Year Three: Agency increasing nutrition education to include 2 more schools 1st -3rd grade and add 2 community gardens.

5.5 Project Budget and Narrative

Applicants are required to submit a line-item budget outlining the proposed use of funds for year one only. Budget amounts should be limited to those costs that are essential to the core mission of the program for the contract period and that are allowable in relation to rules governing the source of funds and the method of reimbursement. Use Project Budget Worksheet provided in Appendix C.

Applicants are required to submit a budget narrative providing detailed justification for each line item. See Project Budget Narrative Instructions located in Appendix C for guidance and format.

5.6 Application Checklist

Complete and return the application checklist (Appendix A) to ensure all relevant documents are included in your application packet.

APPENDIX A

Application Checklist*

- _____ Cover Letter (on applicant letterhead)
- _____ Applicant Face Sheet*
- _____ Scope of Work*
- _____ Three Year Goal Plan
- _____ Organizational Chart
- _____ Board Member Profile*
- _____ Anticipated Revenue Summary Form*
- _____ Funding Chart*
- _____ Checklist for Evidence-Based Programs
- _____ Letters of Support (minimum of 2)
- _____ Project Budget Worksheet*
- _____ Project Budget Narrative
- _____ Staffing Chart*
- _____ Indirect Cost Plan, if applicable (most recent approved plan)
- _____ Lease Agreement, if budgeting cost of space
- _____ Applicant Conflict of Interest Policy
- _____ Conflict of Interest Verification Form*
- _____ No Overdue Tax Debts*-Notarized & printed on Agency Letterhead
- _____ IRS Federal Tax Exempt Letter (501)(c)(3)(non-profit)
- _____ IRS Verification Form*
- _____ Federal Certifications*
- _____ State Certification*
- _____ Notice of Certain Reporting Requirements*
- _____ Federal Funding Accountability and Transparency Act (FFATA) Form*
- _____ Copy of Most Recent Certified Financial Statement/Audit

***Link to document can be accessed in Appendix C**

APPENDIX B

SCORING CRITERIA

Funding Criteria	Clarification	Maximum Score Possible	Points Awarded
I. Proposal Summary		5 Maximum Points	
	Summary provides a clear and concise description of the program.		
II. Needs Assessment		20 Maximum Points	
Statement of problem	Agency demonstrates clear evidence of an unmet need and presents data and analysis which proves a clear understanding of problem and provides a clear and concise summary of proposed services.		
	Agency clearly demonstrates how the programs needs assessment and program design are linked to the required goals.		
III. Project Design		15 Maximum Points	
	Agency describes a reasonable and well-developed proposal for the implementation of the project(s) proposed that fits into the overall mission/goals/objectives, values, and strategies of the program.		
	Agency provides a clear picture of the activities and events that are scheduled to occur.		
	Community partners who are supporting service delivery are identified.		
	Agency’s collaboration and coordination plan with other organizations is clearly described articulated.		
IV. Evidence, Practice, or Research-Based Strategies		30 Maximum Points	
	Agency clearly demonstrates that project design is supported by research or evidence –based practices.		
	Checklist for Evidence-Based Approaches is completed.		
V. Organizational Background/Capacity		15 Maximum Points	
	A brief description of the organization’s history and structure is provided.		
	Organization’s mission clearly relates to programming.		
	Capacity to serve and reach the target population is provided.		

APPENDIX B

SCORING CRITERIA

	Board Member Profile is completed.		
	Organizational Chart is included and provides evidence that there is a support structure in place.		
	Job descriptions are included for budgeted positions.		
	Anticipated Revenue Summary Form is completed accurately.		
	Funding Chart is completed.		
	Three Year Goal Plan completed.		
VI. Budget and Budget Narrative		15 Maximum Points	
	Costs are accurate and allowable.		
	Budget narrative provides justification for the projected expenses, is clearly articulated and is sufficient to support the goals and activities outlined in the proposal.		
	Budget includes supplemental documents, as needed (Indirect Cost Plan, Lease, Copy of most recent Certified Financial Statement/Audit.		
		Subtotal	
TOTAL POINTS AWARDED	Please add section subtotals and transfer this amount to the front page of the scoring sheet		

APPENDIX C

LINKS TO REQUIRED DOCUMENTS

On-Line Required Application Documents and Corresponding Instructions:

- [Applicant Face Sheet](#)
- [Scope of Work](#)
- [Board Member Profile](#)
- [Anticipated Revenue Summary](#)
- [Funding Chart](#)
- [Project Budget Worksheet](#)
- [Project Budget Narrative Instructions](#)
- [Staffing Chart](#)
- [Notice of Certain Reporting Requirements*](#)
- [Conflict of Interest Verification Form*](#)
- [IRS Verification Form*](#)
- [No Overdue Tax Debts Form \(Notarized on Agency Letterhead\)*](#)
- [State Certification*](#)
- [Federal Certifications**](#)
- [Federal Funding and Accountability Transparency Act \(FFATA\) Form*](#)

***NOT required for other North Carolina state departments, local government agencies, universities or school systems (excludes private schools).**

****NOT required for NCSU and UNC systems.**

APPENDIX D

DEFINITIONS

Activity refers to actual work performed by program personnel to implement objectives.

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

- Dollar value of salaries and benefits associated with staff time dedicated towards the administration of SNAP-Ed
- Cost of training for performing administrative functions like record keeping and accounting, etc.
- Operating Costs
- Indirect costs for those administrative staff not covered above.
- Other overhead charges associated with administrative expenses (i.e. space, human resource services, etc.)

Allowable Cost refers to costs that are reimbursable from Federal program funds because they support SNAP-Ed and conform to Government-wide and SNAP-specific cost policy.

Behavior indicates action rather than knowledge or attitudes.

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

Census Tracts are small, relatively permanent geographic entities within counties (or the statistical equivalent of counties) delineated by a committee of local data users. Generally, census tracts have between 2,500 and 8,000 residents and boundaries that follow visible features. Census tract data may be used in targeting audiences for delivery of SNAP-Ed.

EARS, the Education and Administrative Reporting System, is an annual data and information collection process completed by SNAP State agencies. It collects uniform data and information on nutrition education activities funded by SNAP during the prior fiscal year.

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

Fiscal Year is the Federal Fiscal Year that runs from October 1 of one year through September 30 of the following year.

Full-Time Equivalent (FTE) employment, as defined by the Federal government, means the total number of straight-time hours (i.e., not including overtime pay or holiday hours) worked by employees divided by the number of compensable hours (2,080 hours) in the fiscal year. Annual leave, sick leave, compensatory time off, and other approved leave categories are considered “hours worked” for purposes of defining FTE employment.

Grantee means the agency of the State responsible for administering SNAP.

Implementing Agencies contract with State agencies to provide SNAP-Ed and include Expanded Food and Nutrition Education Program (EFNEP), State departments of health or education, State level nutrition networks, food banks, and other organizations.

Indirect Cost Rate is a rate typically computed by summing all indirect costs then dividing the total by the Modified Total Direct Costs. Indirect cost rates applied in the SNAP-Ed plan shall be documented through an indirect cost plan that is approved by a cognizant agency.

Low-Income Persons are people participating in or applying for SNAP, as well as people with low financial resources defined as gross household incomes at or below 185 percent of poverty. National School Lunch Program data on the number of children eligible for free and reduced-priced meals, which represents children in families with incomes at or below 185 percent of poverty, or Census data identifying areas where low-income persons reside, are examples of available data sources that can be used to identify low-income populations.

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

Outcome measure is the determination and evaluation of the results of an activity, plan, process, or program and their comparison with the intended or projected results.

Output measure is the calculation, recording, or tabulation of the results of an activity effort, or process that can be expressed in numbers (quantitatively).

Performance measure is a quantifiable indicator used to assess how well an organization or business is achieving its desired objectives.

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

Project means a discrete unit of nutrition education or obesity prevention intervention which is distinguished by a specifically identified low-income target population. Example: The program is “Seniors Living Healthy” the project is Let’s Exercise More, or Eating on a Budget.

SNAP Nutrition Education and Obesity Prevention Services are any combination of educational strategies, accompanied by environment supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to

the health and well-being of SNAP participants and low-income individuals eligible to participate in SNAP and other means-tested Federal assistance programs. Nutrition education and obesity prevention services are delivered through multiple venues and involves activities at the individual, community, and appropriate policy levels. Acceptable policy level interventions are activities that encourage healthier choices based on the current *Dietary Guidelines for Americans*.

SNAP-Ed Plan is an official written document that describes SNAP-Ed services States may provide. It should clearly describe goals, priorities, objectives, activities, procedures used, and resources including staff and budget, and evaluation method.

SNAP-Ed Target Audience is SNAP participants and low-income individuals eligible to receive SNAP or other means-tested Federal assistance programs benefits.

State Agency means the agency of State government which is responsible for the administration of the federally aided public assistance programs within the State.

Sub-grantee means the organization or person to which a state agency, as grantee, takes an agreement to conduct nutrition education and obesity prevention activities.

For a complete list of definitions for SNAP-Ed refer to Appendix C pages 89-95 of the SNAP-Ed Guidance.

Checklist for Evidence-Based Approaches

The purpose of this 4-step checklist is to help States and Implementing Agencies meet SNAP-Ed evidence-based program and practice requirements. An evidence-based approach for nutrition education and obesity prevention is defined as “the integration of the best research evidence with the best available practice-based evidence.” Evidence-based allowable uses of SNAP-Ed funds include conducting and evaluating education and social marketing interventions, and implementing and measuring policy, systems, and environmental change strategies that will make it easier for low-income persons to make healthy dietary choices and be physically active.

An evidence-based approach may include a mix of strategies (broad approaches to intervening on obesity prevention target areas) and interventions (specific set of evidence-based, behaviorally-focused activities and/or actions to promote healthy eating and active lifestyles). The [SNAP-Ed Strategies and Interventions: An Obesity Prevention Toolkit for States](#) contains a listing of many evidence-based strategies and interventions in child care, school, community, and family settings. The *Toolkit* is the starting point for choosing evidence-based obesity prevention programs for SNAP-Ed.

Categories of Evidence-Based Approaches

FNS has identified three categories of evidence for strategies and interventions along a continuum: **research-tested**, **practice-tested**, and **emerging**. These categories vary according to scientific rigor, evaluation outcomes, research translation, and degree of innovation. Each category along the continuum is vital for expanding and building the knowledge base on effective practices. Movement along the continuum requires that programs are fully implement and evaluated.

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

Examples: Color Me Healthy, Baltimore Healthy Stores, Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

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

Examples: Eat Well Play Hard in Child Care Settings (New York), Empowering Healthy Choices in Schools and Homes (Georgia)

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

Examples: Eat Smart in Parks (Missouri), Fit Business Kit Worksite Program (California)

Checklist for Evidence-Based Approaches: SNAP-Ed

Identify Strategy or Intervention Name:			
Step 1	Many strategies or interventions have already been reviewed for their effectiveness for nutrition education and obesity prevention. To begin, check if the approach is recognized as evidence-based by at least one government or scientific agency, or listed in a registry reviewed by experts and researchers in nutrition education and obesity prevention.	Yes	No
	National Collaborative for Childhood Obesity Research: SNAP-Ed Interventions Toolkit		
	Food and Nutrition Service: Nutrition Evidence Library		
	National Cancer Institute: Research-Tested Interventions Program		
	U.S. Department of Health and Human Services: Guide to Community Preventive Services		
	U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit		
	What Works for Health: Policies and Programs to Improve Wisconsin's Health		
	University of North Carolina Center of Excellence for Training and Research Translation		
	Other (specify: _____)		
<i>If you answered to yes to any of the above, congratulations, your strategy or intervention has been certified as research- or practice-tested! If you answered no, go to Step 2.</i>			
Step 2	Search for evaluation results for your intervention or strategy with a university or public health partner using the following guidelines.	Yes	No
A	Is there at least one peer-reviewed ¹ , scientific journal article that concludes your approach has significant positive impacts on individual behaviors, food/physical activity environments, or obesity prevention policies?		
B	Was the approach tested and compared against some type of control condition present (e.g., a similar venue or population that does not receive the intervention or strategy) with significant positive effects?		
<i>If you answered yes to both items A and B, your approach is research-tested. Else, go to item C.</i>			
C	Is there at least one evaluation report or case study that shows your approach has positive changes in individual behaviors, food/physical activity environments, or obesity prevention policies?		
<i>If you answered yes to item C, your approach is practice-tested. Else, go to Step 3.</i>			

¹ Peer-reviewed articles have been critiqued by the author's peers, who are experts in a given field or academic discipline. Articles published in peer-reviewed journals meet standards of excellence in scientific research. Examples of peer-reviewed journals with SNAP-Ed articles include: *Journal of Nutrition Education and Behavior* and *Preventing Chronic Disease*.

Checklist for Evidence-Based Approaches: SNAP-Ed

Step 3	Many strategies or interventions have the potential for obesity prevention, but have not been thoroughly tested. The following criteria will help categorize an emerging approach.	Yes	No
A	Does the approach align with the Dietary Guidelines for Americans , the Physical Activity Guidelines for Americans , and/or Healthy People 2020 objectives for Nutrition and Weight Status ?		
B	Does the approach reflect the budgetary and time constraints of the low-income population?		
C	Does the approach reflect solutions that would make healthy eating and physically active lifestyles easier and more appealing to SNAP-Ed participants? (<i>Solutions that make healthy choices easier may include changes in food retail, food distribution, or recreation facilities, including hours of operation, price, promotion, placement, marketing, communication, and related operations and policies</i>)		
D	Will the approach be evaluated for changes in individual behaviors, food/physical activity environments, or obesity prevention policies?		
<i>If you answered yes to items A – D, go to item E. Else, your approach is not considered emerging for SNAP-Ed.</i>			
E	Does the approach reflect the social, cultural, and/or linguistic needs and resources of the low-income population(s) served?		
F	Does the approach address the results and implications of a state or community needs assessment?		
G	Does the approach address state or local priorities/strategic plans?		
<i>If you answered yes any of items E, F, or G, your approach is emerging.</i>			

Checklist for Evidence-Based Approaches: SNAP-Ed

Step 4. <i>For implementation purposes:</i> There are different expectations for program implementers when choosing among research-tested, practice-tested, or emerging approaches. Research-tested programs, and some practice-tested programs, have existing guidelines, materials, and tools for implementers to use upon appropriate training on program delivery. For certain emerging programs, there may be a need for development and audience testing of new strategies and concepts, which may be cost prohibitive. For each of the following criteria, you can use the symbols to the right to help identify what is required, preferred, or possible.		Research-Tested	Practice-Tested	Emerging
1	Use SMART (simple, measurable, attainable, realistic, timely) objectives			
2	Justify that the reach of the SNAP-Ed population warrants the cost of the intervention			
3	Justify the use of a novel or creative approach			
4	Use existing materials, implementation guides, and resources			
5	Conduct formative research, including audience testing			
6	Conduct a limited duration pilot test, and refine strategy			
7	Gain stakeholder input and put into place partnership agreements to support implementation and sustainability.			
8	Ensure facilities and support provided by partners are available on a consistent basis			
9	Train staff to implement the intervention			
10	Assess that staff have a clear understanding of the nature of the intervention, how it is being implemented, and their role			
11	Determine whether implementation occurs as intended			
12	Replicate across multiple populations and venues			
13	Evaluate outcomes with appropriate follow-up period based on program model			

Required 
 Preferred 
 Possible 

References:

Baker, S; Auld, G; MacKinnon, C; Ammerman, A; Hanula, G; Lohse, B; Scott, M; Serrano, E; Tucker, E; and Wardlaw, M. Best Practices in Nutrition Education for Low-Income Audiences (2014).

Brennan L, Castro S, Brownson RC, Claus J, Orleans CT. Accelerating evidence reviews and broadening evidence standards to identify effective, promising, and emerging policy and environmental strategies for prevention of childhood obesity. *Annu Rev Public Health* 2011;32:199-223

Cates, S., Blitstein, J., Hersey, J., Kosa, K., Flicker, L., Morgan, K., and Bell, L. *Addressing the Challenges of Conducting Effective Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluations: A Step-by-Step Guide*. Prepared by Altarum Institute and RTI International for the U.S. Department of Agriculture, Food and Nutrition Service, March 2014.

Kaplan GE, Juhl AL, Gujral IB, Hoaglin-Wagner AL, Gabella BA, McDermott KM. Tools for Identifying and Prioritizing Evidence-Based Obesity Prevention Strategies, Colorado. *Prev Chronic Dis* 2013;10:120275

APPENDIX E

SMART FORMAT

Many different thinkers have proposed the framework of “SMART Objectives” to assist educators and program planners in developing strong objectives. Michael Patton (2008) discusses SMART Objectives using the following mnemonic:

Specific
Measurable
Achievable
Relevant
Time-bound

Specific: Does the objective explicitly state how the target audience will change? In contrast to goals, which are purposefully broad, objectives should be specific and should clearly communicate the desired change that will take place. In Extension programs, objectives should clearly state what knowledge will be built, what attitudes will be changed, what skills will be strengthened, or what behaviors will be increased. Additionally, the specific audience that will experience the change should be identified when possible (e.g., people with diabetes, homeowners, youth in 4-H, etc.). Objectives should be concrete and easily understood.

Measurable: Is the objective measurable and are you able to measure it? To be useful, objectives need to be measurable in the context of Extension programming. Extension agents should be able to describe the ways in which objectives will be measured to assess progress. This means that Extension agents should describe the means by which they will measure the possible change in their target audience (e.g., workshop survey, follow-up survey, interview, observation, etc.).

Achievable: Is the objective achievable given the resources and program you have in place? Objectives should be reasonable, realistic, and achievable within the context of the program being proposed or delivered. When objectives are developed for a new program, it can be difficult to assess what is realistic. However, once a program is in place, an analysis of evaluation data can be used to inform future expectations regarding program performance. Other agents delivering similar programs may also be a source for “benchmarking” how much change is realistic to anticipate.

Relevant: Does the objective align with the larger goals of the program and with the goals of the participants? Objectives should align with the overarching goals of the educational program and should be consistent with the participants’ desires for increased knowledge or behavioral change. When this alignment takes place, the objectives are relevant and can be used to describe progress toward the larger programmatic goals.

Time-bound: Does the objective state the time frame for the proposed change? It is helpful to place a time boundary on the achievement of objectives. Because Extension reporting takes place on an annual basis, many objectives are written with an understanding that they should be achieved within the programmatic year. Objectives can also be set relative to time frames following programming, such as “immediately after training” or “within six months after training.” Typically, these time boundaries

should correspond to the data collection time table (i.e., When will you collect post-test data? When will you collect follow-up data?).

Examples:

Objective 1: By September 30, 2016, 50% of the adults participating in the xxx Program (project), as reported by pre and post testing, will increase their fruit and vegetable intake.

Objective 2: By September 30, 2016, 50% of kindergarten children participating in the xxx Program (project), as reported by their teachers and parents, will improve their willingness to taste vegetables.

Objective 3: By September 30, 2016, 50% of kindergarten children participating in the xxx Program (project), as reported by their teachers and parents, will increase their physical activity.