



Nevada Department of Health and Human Services,  
Division of Welfare and Supportive Services

Supplemental Nutrition Assistance Program Education  
(SNAP-Ed)

Plan Guidance and Program Selection and Funding Criteria (PSFC)

Federal Fiscal Year 2020



## Table of Contents

Grant Application Timeline .....	3
Introduction.....	4
Target Population.....	4
Goals and Focus .....	4
Evaluation .....	10
Submitting a Plan / Award Process.....	122
Review Process .....	144
Contact Information .....	155
Appendix.....	1



## Grant Application Timeline

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Date	Activity
Monday, June 17, 2019	Mandatory, non-binding Letter of Intent (LOI) due by 5 p.m.*
Wednesday, July 10, 2019	Electronic Transmission of Project Plans due by 5 p.m.*
Wednesday, August 14, 2019	Notice of Plan Approval by DWSS
Monday, September 30, 2019	Notice of USDA Funding Award
Tuesday, October 1, 2019	Funding begins

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*\*Submit LOI and proposal electronically to the Division of Welfare and Supportive Services (DWSS) Attn: Rose Sutherland at [sutherland@dwss.nv.gov](mailto:sutherland@dwss.nv.gov).*

### **Declaration of Potential Conflict of Interest**

As Nevada is a sparsely populated state and the nutrition education community stakeholders are well known to each other, it is acknowledged that proposal reviews may be completed by individuals whom currently have or may have previous connections with one or more of the agencies submitting proposals for funding. Every attempt will be made to review proposals based on the criteria provided in this document and in a fair and unbiased manner.

## Introduction

The Supplemental Nutrition Assistance Program Education (SNAP-Ed) is a federal funded program that is per 7 CFR 272.2, “a combination of educational strategies, accompanied by supporting policy, systems, and environmental interventions, demonstrated to facilitate 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 receive benefits under SNAP or other means-tested programs and individuals residing in communities with a significant low-income population.” Nevada SNAP-Ed is administered through the Division of Welfare and Supportive Services (DWSS) by utilizing partnering agencies throughout the state to conduct SNAP-Ed programs as a Sub-Grantee Implementing Agency. For additional resources on the information outlined in the Nevada SNAP-Ed Guidance, refer to the [Supplemental Nutrition Assistance Program Education Plan Guidance FY 2020](#).

SNAP-Ed programs must include policy, systems, and environmental change (PSE) approaches; be coordinated with complementing national and state nutrition education and obesity prevention services and evaluated using evaluation indicators across the Social-Ecological Model, refer to the [SNAP-Ed Evaluation Framework](#)

The FFY 2020 Estimated Allocations for Nevada is \$3,225,844. The total funds available to Nevada for SNAP-Ed FFY 2019, was \$3,054,559. For FFY 2019, funding was awarded to 14 Nevada Implementing Agencies (IAs) who conducted 39 projects, including 23 direct education programs and 16 policy, systems, and environmental strategies. The smallest and largest amount awarded per project in FFY2019 was \$31,791 and \$1,875,670 respectively.

**The FFY 2020 grant cycle is October 1, 2019 through September 30, 2020.**

## Target Population

The target audience for Nevada SNAP-Ed is defined as SNAP participants and low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs, such as Medicaid or Temporary Assistance for Needy Families. It also includes individuals residing in communities with a significant low-income population.

All Nevada SNAP-Ed activities are to focus on culturally appropriate programming and strategies through partnerships and collaboration with community engagement.

## Goals and Focus

The SNAP-Ed goal is to improve the likelihood that Nevadans eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current [2015-2020 Dietary Guidelines for Americans](#) and the USDA food guidance.

The focus on SNAP-Ed is:

- Implementing strategies or interventions, among other health promotion efforts, to help the SNAP-Ed target audiences establish healthy eating habits and a physically active lifestyle; and
- Primary prevention of diseases to help the SNAP-Ed target audience with 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.

IAs are strongly encouraged to use MyPlate and related resources found at [ChooseMyPlate.gov](http://ChooseMyPlate.gov).

State of Nevada Snap-Ed IAs are encouraged to focus efforts on the goals and priorities of the Nevada State Action Plan established by the Nevada Nutrition Assistance Consortium and evaluation work group. The Nevada State Action Plan aligns with the SNAP-Ed goals and focus.

## 2019 and Beyond Nevada Nutrition Assistance

### Nevada SNAP-Ed State Goal:

*Improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles.*

### Priority Overall Objectives:

- Assist Nevadans in overall diet quality and beverages (R1 and R5)
- Reduce food insecurity through Food Resource Management (R6)
- Increase Physical Activity and decrease sedentary behavior (R7)
- Increase daily fruit and vegetable consumption (R2)

### Priority Focus areas for direct education and PSE are:

- Early Childhood
- School Health
- Food Resource Management
- Adults and including those with disabilities

All SNAP-Ed activities are to focus on culturally appropriate programming and strategies through partnerships and collaboration with community engagement.

### Fruit and Vegetable consumption

Increase Nevadans' consumption of fruit and vegetables by providing education on the benefits of healthy nutrition behaviors and increase diet quality for Nevadans of all ages.

#### Nevada – 2017 Behavioral Risk Factor Surveillance System (BRFSS)

37.6% of adults in Nevada consumed fruit less than one time per day

	One or more times per day	Less than one time per day
<b>Percent (%)</b>	62.4	37.6
<b>95% CI</b>	59.9 - 64.9	35.1 - 40.1
<b>n</b>	2322	1192

**22.1% of adults in Nevada consumed vegetables less than one time per day**

	One or more times per day	Less than one time per day
Percent (%)	77.9	22.1
95% CI	75.7 - 80.1	19.9 - 24.3
n	2833	634

**Nevada – 2017 High School Youth Risk Behavior Survey (YRBS)**

**7.5% of Nevada youth did not eat fruit or drink 100% fruit juices during the 7 days before the survey**

<b>Did Not Eat Fruit Or Drink 100% Fruit Juices</b>			
(such as orange juice, apple juice, or grape juice, not counting punch, Kool-Aid, sports drinks, or other fruit-flavored drinks, during the 7 days before the survey)			
Sex Year	◆ Total	◆ Female	◆ Male
2017	7.5 (5.8–9.6) 1,618 <sup>†</sup>	6.9 (4.6–10.1) 788	8.1 (5.9–11.0) 818

**Nevada – 2015 (YRBS)  
(No 2017 data available)**

**7.2% of Nevada youth did not eat vegetables during the 7 days before the survey**

<b>Did Not Eat Vegetables</b>			
(green salad, potatoes (not counting French fries, fried potatoes, or potato chips), carrots, or other vegetables, during the 7 days before the survey)			
<b>Nevada, High School Youth Risk Behavior Survey, 2015</b>			
Sex Year	◆ Total	◆ Female	◆ Male
2015	7.2 (5.5–9.3) 1,409 <sup>†</sup>	5.2 (3.5–7.6) 732	8.8 (5.9–12.9) 673

## Physical Activity and Sedentary Behavior

Increase physical activity and reduce sedentary behaviors among Nevadans to meet the recommended physical activity guidelines.

### Nevada – 2017 (BRFSS)

72% of Nevada adults participated in physical activities during the last month when the survey was taken.

During the past month, did you participate in any physical activities?

	Yes	No
Percent (%)	72.0	28.0
95% CI	69.7 - 74.3	25.7 - 30.3
n	2658	912

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

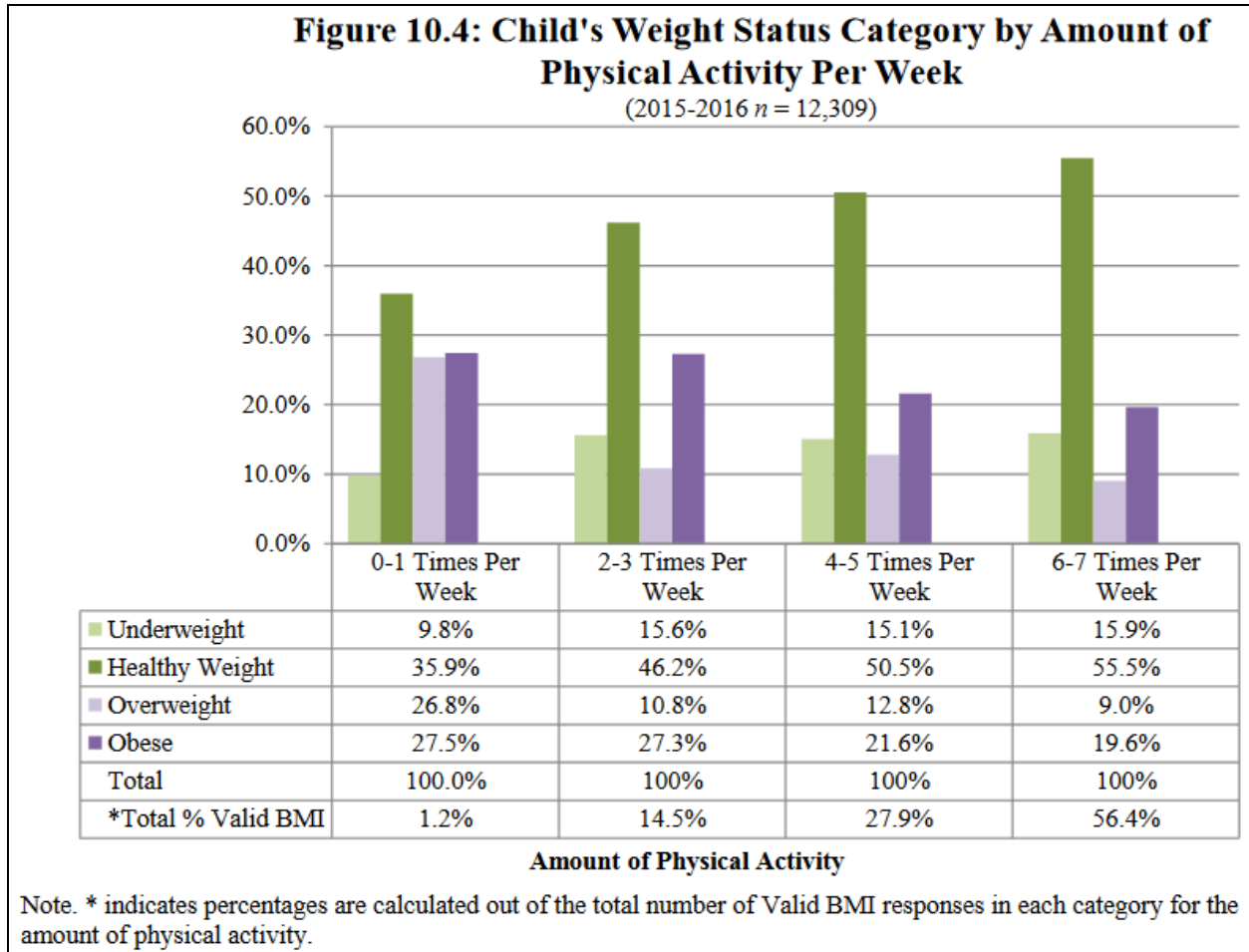
### Nevada – 2017 (YRBS)

14.9% of Nevada youth were not physically active for a total of at least 60 minutes on at least one day.

Were Not Physically Active For A Total Of At Least 60 Minutes On At Least 1 Day (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time, during the 7 days before the survey)			
Nevada, High School Youth Risk Behavior Survey, 2017			
Sex Year	◆ Total	◆ Female	◆ Male
2017	14.9 (12.9–17.1) 1,601†	17.6 (15.2–20.3) 777	12.3 (9.5–15.8) 811

## Nevada Kindergarten Health Survey: Results of the 2015-2016

Over half of the respondents (48.6%) indicated that their child was physically active 6-7 times a week for at least thirty minutes at a time.



Data Source: Health Status of Children Entering Kindergarten in Nevada, May 2016; NV Kindergarten Health Survey: Results of the 2015-2016 (Year 8); Page 40.

## Nevada – 2015 YRBS

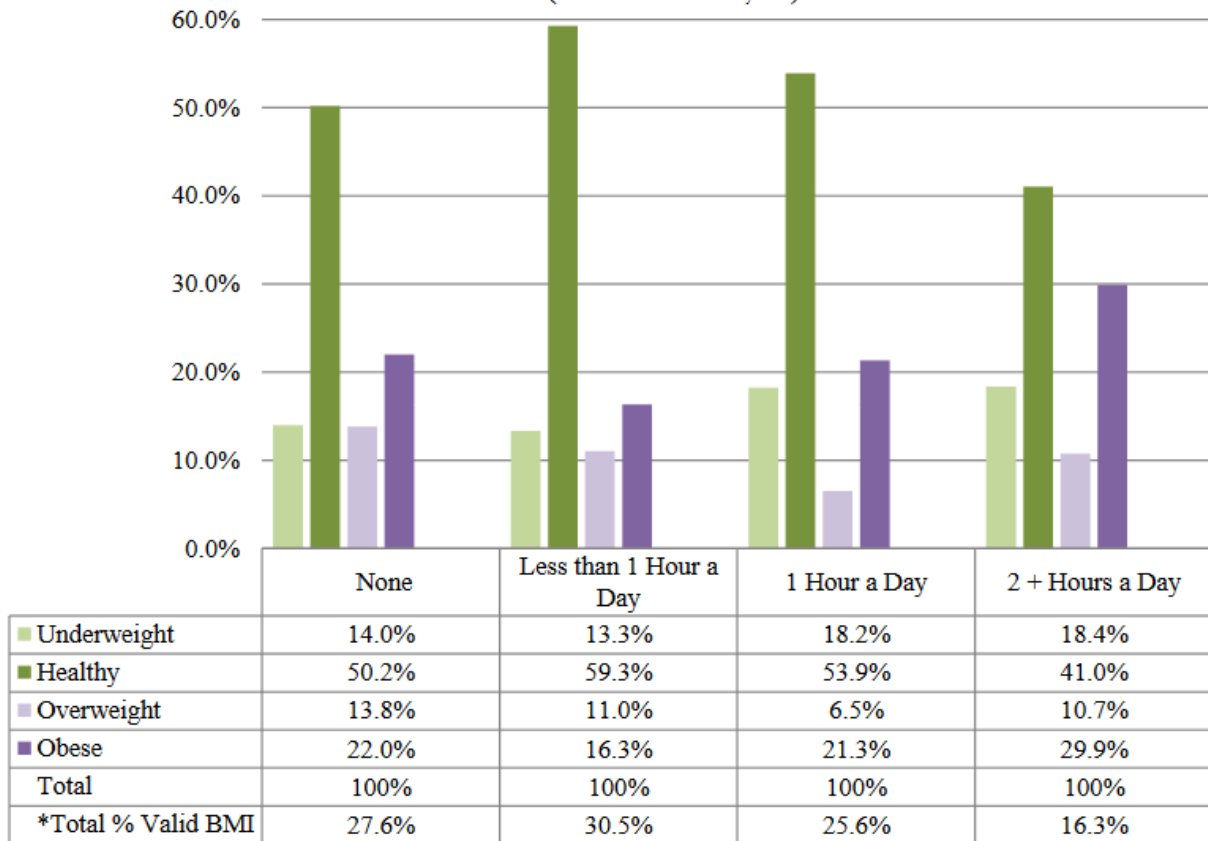
38.3% of youths in Nevada used computers 3 or more hours per day for something that was not related to school.



## Nevada Kindergarten Health Survey: Results of the 2015-2016

The majority of children either do not play video or computer games (28.5%) or play one hour or less (53.4%) on an average school day. While these numbers are fairly consistent across all counties, the percentage of children that do not play video games is less in Clark County (28.7%) compared to both Washoe (32.3%) and the rural (38.6%) counties.

**Figure 10.6: Child's Weight Status Category by Hours of Video Game Playing on Average School Day**  
(2015-2016 n = 12,023)



Note. \* indicates percentages are calculated out of the total number of Valid BMI responses in each race/ethnicity category.

Data Source: Health Status of Children Entering Kindergarten in Nevada, May 2016; NV Kindergarten Health Survey: Results of the 2015-2016 (Year 8); Page 42.

## Reduce food insecurity among the most vulnerable populations

### Nevada 2015-2017 Household Food Security in the United States

#### Prevalence of household-level food insecurity and very low food security

	Number of households	Food insecurity (low or very low food security) percent	Very low food security percent
U.S.	126,279,000	12.3%	4.8%
Nevada	1,131,000	12.4%	5.1%

**Data Source:** USDA, Economic Research Service, using data from the December 2015, 2016, and 2017 Current Population Survey Food Security Supplements, Household Food Security in the United States in 2017 publication.

IAs should align program goals and target audiences with those outlined in the State Action Plan. Objectives are to be written in SMART format.

## Evaluation

Applicants submitting proposed FFY2020 NV SNAP-Ed plans must use:

- FFY2020 Nevada SNAP-Ed **Evaluation Framework Matrix** to specify which strategies they will work toward and measure
- FFY2020 NV SNAP-Ed **Introduction to Evaluation Tools Table** to reference the required tools
- FFY2020 NV SNAP-Ed **Approved Curriculum List** to specify the curriculum they will be facilitating

**\*All IAs must conduct an evaluation of outcomes using the FFY2020 Nevada SNAP-Ed specified tools.**

## SNAP-Ed Guiding Principles

The Guiding Principles characterize USDA FNS's vision of quality nutrition education and address the nutrition concerns and food budget constraints faced by those eligible for SNAP. These Guiding Principles reflect the definitions of nutrition education and obesity prevention services and evidence-based interventions that stem from the Food and Nutrition Act.

The six SNAP-Ed Guiding Principles are as follows:

The SNAP-Ed Program:

1. Is intended to serve SNAP participants and 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.
2. Includes nutrition education and obesity prevention services consisting of any combination of educational strategies, accompanied by environment-related PSE

interventions, demonstrated to facilitate 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 as well as individuals residing in communities with a significant low-income population. 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 policy interventions are activities that encourage healthier choices based on the current DGA.

3. Has the greatest potential impact on behaviors related to nutrition and physical activity in the overall SNAP low-income population when it targets low-income households with SNAP-Ed-eligible women and children.
4. Uses evidence-based, behaviorally-focused interventions and can maximize its national impact by concentrating on a small set of key local outcomes supported by evidence-based direct education, multilevel interventions, social marketing, PSE change efforts and partnerships. Evidence-based interventions based on the best available information must be used.
5. Can maximize its reach when coordination and collaboration takes 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.
6. 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.

## Programming Approach

SNAP-Ed proposed projects and interventions must include only evidence-based nutrition education and obesity prevention interventions and projects consistent with FNS' mission and the goal and focus of SNAP-Ed.

SNAP-Ed guidelines stipulate that funds may be used for evidence-based activities using one or more of three approaches:

1. Individual or group-based direct nutrition education, health promotion, and intervention strategies
2. Comprehensive, multi-level interventions; and
3. Community and public health approaches.

### [The Checklist for Evidence-Based Approaches: SNAP-Ed](#)

The FFY 2020 SNAP-Ed Guidance requires programs to include at least two of the above approaches; stronger programs will include all three approaches. Each program should identify policy, system and environmental changes that need to be made within the program community to assist SNAP participants in adopting healthy behaviors. [The Checklist for Evidence-Based Approaches](#) should be completed and included as part of the proposed plan submitted for consideration.

To standardize evaluations nationwide, SNAP-Ed IAs are asked to use the framework for Individual, Environmental and/or Sectors of Influence to evaluate Short Term (ST), Medium Term (MT) and/ or Long Term (LT) impacts. Evaluation criteria selected should be identified by the code provided. Seldom will a program report on all priority indicators, but will include physical activity indicators in addition to nutrition related indicators. The SNAP-Ed Evaluation Framework can be found [here](#).

## Submitting a Plan/ Award Process

### A. Who Can Submit a Plan?

Public, private and state agencies in addition to qualified individuals that provide nutrition education to eligible audiences and/or conducted activities to change policies, systems and/or environments are encouraged to apply. Qualification of target audience must be documented.

### B. Submission Process

- a) Programs that intend to submit a Project Plan for potential funding must submit a mandatory, non-binding Letter of Intent (LOI) by Monday, June 17, 2019. Failure to submit a LOI will result in project funding rejection. The mandatory LOI is non-binding and prospective applicants are not required to submit an application merely because a LOI is submitted.
- b) All new applicants must provide organization history/information as part of the LOI.
- c) All plans must be submitted electronically using the SNAP-Ed Guidance Templates. Nevada templates will be transmitted to project coordinators upon receipt of the Letter of Intent.
- d) Templates have embedded fonts, pitch and formulas. These should not be overridden.
- e) Limit all special formatting and do not use headers or footers.
- f) IAs' proposals are combined into one statewide plan.
- g) All sections, including all attachments, must be complete, clearly labeled and submitted in the order listed below.
- h) Project Plans that are incomplete and do not clearly label all the sections and list them in the proper order will be deemed non-responsive and not considered.
- i) Full Project Plans are due by Wednesday, July 10, 2019 and approved programs will be notified upon receipt of funding award letter from FNS, no later than Monday, September 30, 2019. Project Plans that are not turned in by the Wednesday, July 10, 2019 deadline will not be considered for initial funding.

### C. Main Sections of the Project Plan (Required for Complete Submission) with Specific Nevada Instructions per Template.

Please reference the [2020 SNAP Education Plan Guidance](#) pages 96-108 for full details.

#### [Template 1 : Identifying and Understanding the SNAP-Ed Target Audience](#)

- Needs Assessment Methodology
  - for new projects include the complete needs assessment that provides the rationale for the project goals
  - for on-going projects, provide any new related needs assessment data
- Needs Assessment Findings – Identify your target audience and provide demographic; diet-related health statistics; nutrition related programs serving low-income persons; note if target audience is underserved or has not had access to SNAP-Ed previously and implications from your needs assessment and how these findings were applied to the State goals and priorities.

#### [Template 2, Section 4: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration](#)

- The first question is consistent with all Nevada programs and is not included in the Nevada template.
- The second question, description of projects/interventions, should be completed by each program in detail.
- All proposals submitted should include at least one policy, system or environmental change.
- All proposals should identify the collaborating agencies and their roles and note how the proposed activities are unique from and coordinated with other activities with similar goals within the same geographic population.
- For on-going programs, evaluation outcomes that support continuing program activities and/or indicate reasons for changes should be included. The [SNAP-Ed Evaluation Framework](#), indicators and evaluation tools should be used.

#### [Template 3: SNAP-Ed Staffing Plan](#)

- All programs should complete the staffing template and attach a statement of job duties for each position according to instructions in the Guidance. Lines can be added to an unprotected staffing template if needed for additional staff, and extra lines can be deleted when fewer are needed to reflect project staffing.

#### [Template 4: SNAP-Ed Budget Information by Project](#)

##### [Section A. Budget Summary for Sub-Grantee](#)

Only completed if there will be contracted services beyond those of the Implementing Agency

- a) [Template 4: SNAP-Ed Budget Information by Project \(Travel\)](#)
  - b) All programs should complete the Budget Template (Project Costs); Budget Narrative and Travel sections.
  - c) DWSS Budget Narrative Section C Template, see appendix
  - d) [The Checklist for Evidence-Based Approaches: SNAP-Ed](#)
  - e) [The Checklist for Public Health Approaches](#)
- D. The Federal due date for the State Plan is August 15, 2019 and DWSS will exercise every effort to expedite development of the State Plan once Partner Plans are received. USDA will review the State Plan and submit question which will be answered in the timeliest fashion possible. Prompt response to questions from Nevada SNAP-Ed Nutrition Specialists will expedite the approval process further.

## Review Process

Project Plans will be reviewed by a panel using the checklist provided in the appendix. The Nevada checklist is based on the USDA checklist.

## General Information

### A. State Policy Requirements

Nevada has a policy that no grantees can request more than 10% for Indirect Fees. This is more restrictive than the SNAP Ed Program Guidance. Indirect fees will not be approved without documentation of the approved rate and any rates that have been approved at higher than 10% will be reduced to 10% of direct costs. Applicants should submit documentation of the current approved indirect. To be sub awarded federal funding through NV DWSS **all applicants have to be up to date with their registration of the System for Award Management (SAM.gov) in and assigned an active DUNS number. Please include proof that your organization is currently registered with SAM.gov.**

### B. Travel

Travel reimbursement will require use of the Nevada Division of Welfare Travel Policy. This policy is provided in the appendix.

### C. Websites and Resources

1. Link to FY 2020 Plan Guidance and Toolkit  
<https://snaped.fns.usda.gov/program-administration/guidance-and-templates>  
<https://snaped.fns.usda.gov/program-administration/snap-ed-toolkit-strategies-interventions>
2. Link to SNAP-Ed Resource Library  
<https://snaped.fns.usda.gov/library>



## Contact Information

For assistance, questions or concerns regarding the submittal process, please contact

Rose Sutherland  
SNAP-Ed Nutrition Specialist  
Phone: (775) 684-2450  
Email: [sutherland@dwss.nv.gov](mailto:sutherland@dwss.nv.gov)

Tonya Wolf  
SNAP-Ed Nutrition Specialist  
Phone: 775-684-2451  
Email: [txwolf@dwss.nv.gov](mailto:txwolf@dwss.nv.gov)

## Appendix

### Application Review Checklist

General	<u>Yes/Score</u>	<u>No/Score</u>
Is the plan complete?		
Does the plan use Nevada Templates?		
Accuracy of Calculations on Templates?		
For Previous Partners:	<u>Yes/Score</u>	<u>No/Score</u>
Utilization of Previous Projected Budgets?		
Historical Performance with SNAP-Ed?		
Coordination with State Nutrition Action Plan	<u>Yes/Score</u>	<u>No/Score</u>
Do Project Goals that Support one or more of the State Goals and Objectives?		
Are objectives in SMART format?		
Are Nevada priority focus areas for direct education and PSE selected?		
Do the Food and Activity Environments reflect understanding of the priority focus areas?		
Project Description	<u>Yes/Score</u>	<u>No/Score</u>
Are behavioral policy, systems or environmental changes clear, achievable and measurable?		
Are the key educational messages identified?		
Is how and where services will be delivered and the duration of the project included?		
Are partner organization identified and roles and contributions provided?		
Are the projected total number of individuals, sites or systems participating or reached clearly identified?		
For strategies that include social marketing is frequency of messages included?		
Are activities supported by research?		
Are activities consistent with Dietary Guidelines for Americans, MyPlate, and the Physical Activity Guidelines for Americans?		
Evidence Base	<u>Yes/Score</u>	<u>No/Score</u>
Is the evidence level provided for each project? Evidence Based Research Based Practice Based		
Is the Evidence Based Worksheet provided?		





Key Performance Indicators	Yes/Score	No/Score
Are the proposed key measures/indicators of implementation or performance provided?		
Are the measures/indicators new?		
Have the measures/indicators been collected in the past?		
Use of Existing Educational Materials	Yes/Score	No/Score
Are title, author and description of existing educational materials to be used included?		
Are materials available in languages other than English?		
Will materials be purchased and if so is need and cost justified?		
Is the evidence material selected age appropriate, culturally sensitive, and appropriate for low income families and designed to achieve desired behavioral changes?		
Development of New Education Materials	Yes/Score	No/Score
Are new materials proposed and if so are they to be produced or purchased?		
If new materials are proposed is the need and cost justified?		
Evaluation Plans	Yes/Score	No/Score
What type of evaluation is proposed? Formative Process Outcome Impact assessment		
Are proposed evaluation tools and questions included?		
Do proposed evaluation criteria address State Objectives priority evaluation criteria?		
Is the evaluation approach including scope, design, measures and data collection provided for each project/intervention?		
Is there evidence of utilization of the SNAP-Ed Evaluation Framework to select criteria and evaluation approaches?		
Do evaluation approaches gather data for the priority indicators in the State Nutrition Action Plan?		
Is there evidence of prior evaluation?		
Has prior evaluation results be utilized to improve proposed years plan?		
Coordination Efforts	Yes/Score	No/Score
Are coordination efforts designed so duplication of efforts is eliminated?		
Is there evidence of attempting to coordinate project with FNS funding food and nutrition programs?		
Is there evidence of partnerships and collaborations to strengthen the overall state impact of behavioral change?		



Staffing	Yes/Score	No/Score
Are administrative FTEs and program delivery FTEs appropriate for described activities?		
Do salaries relate appropriately to the work being performed?		
Is math in the template correct?		
Budget	Yes/Score	No/Score
Are costs reasonable and necessary?		
Is the budget justification complete and does it provide details to allow evaluation?		
Does the salary line item match the salary total on the staffing template?		
Does the Budget Template match the narrative?		
Is the math correct?		
Score Total		
Recommend Inclusion in State SNAP-Ed Plan?		
Questions/Recommended changes		

**Nevada FFY 2020 SNAP-Ed Proposal**  
**LETTER OF INTENT**  
**(MANDATORY NON-BINDING)**  
**FFY 2020 (October 1, 2019 – September 30, 2020)**

**Due: Monday June 17, 2019 by 5 PM**

**Please email to Rose Sutherland:**  
[Sutherland@dwss.nv.gov](mailto:Sutherland@dwss.nv.gov)

We are intending to submit an application in response to the *Program Selection and Funding Criteria*. We are aware that this is a mandatory, non-binding letter of intent and that applications are due by **Wednesday July 10, 2019 by 5pm.**

Name:

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Title:

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Organization:

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Address:

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Telephone:

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Fax:

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Email:

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**Please provide a contact person and contact information for each project.**

**NOTE: - contact information should be for the person who will respond to proposal questions – not necessarily the grant writer or the principle investigator. Requests for additional information will only be directed to the contact information provided.**

Please answer the following questions:

- 1. Please provide a one paragraph description of your program and how it will help meet the Nevada State Nutrition Action Plan Goals and Priorities. Identify which priority will be evaluated; which priority focus areas will be addressed, and which evaluation criteria indicators will be used to assess outcomes.**

2. **Identify the evidence-based status of the curriculum (curricula) that will be used for this project. Utilize [The Checklist for Evidence-Based Approaches: SNAP-Ed](#) to assist in this response.**
  
3. **Identify the Public Health Approaches the proposed program will utilize and describe the anticipated policy, system and/or environmental changes that will occur related to the proposed program. Utilize [The Checklist for Public Health Approaches](#) to assist in this response.**
  
4. **Identify the partners and collaborators for the proposed project and briefly describe their roles. Indicate whether the collaborations have been developed will be developed.**
  
5. **Identify the criteria that will be evaluated to determine if behavior changes have occurred as a result of the proposed program.**  
**\*Please reference the FFY20 Nevada SNAP-Ed Evaluation Framework Matrix and specify the focus area(s) and corresponding strategy(s) that your implementing agency will be choosing to implement. The indicators listed below correspond to Short Term Outcomes (0-1 Yr.) Indicators, Medium Term Outcome (2-3 Yr.s) Indicators, and the Long Term Outcome (3-5 Years) Indicators on the FFY20 Nevada SNAP-Ed Evaluation Framework Matrix.**

## 1. Early Childhood

**1.1 Enhance the nutrition environment in early child care centers (ECEs) through nutrition education and PSE change**

### ST1

- 1a. Fruit
- 1b. Vegetables
- 1g. Make half your plate fruits and vegetables – vary your veggies
- 1h. Make half your plate fruits and vegetables – focus on whole fruits.
- 1l. Drink Water instead of sugary beverages

### ST5

#### Needs and Readiness

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE
- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

**MT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**MT5**

**Nutrition Supports**

- 5a. Number and proportion of sites or organizations that make at least one change in writing practice to expand access or improve appeal for healthy eating
- 5b. Total number of policy changes
- 5c. Total number of systems changes
- 5d. Total number of environmental changes
- 5e. Total number of promotional efforts for a PSE change

**LT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**LT5**

**Nutrition Supports-Implementation**

- 5a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes and one or more of the following additional components:
  - Evidence-based education
  - Marketing
  - Parent/community involvement
  - Staff training on continuous program and policy implementation
- 5b. Total number of components per site or organization, and types of components implemented during the period assessed
- 5c. Number of sites or organizations that made at least one PSE change (MT5) and show improved food environment assessment scores using a reliable and, if possible, valid environmental assessment tool

- 1.2 Improve *physical activity environment in ECE through education and PSE change***

**ST3**

**Increased Physical Activity, Fitness, and Leisure Sport**

- 3d. Physical Education or gym class activities

- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**ST5**

**Needs and Readiness**

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE
- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

**MT3**

**Increased Physical Activity, Fitness, and Leisure Sport**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**MT6**

**Physical Activity and Reduced Sedentary Behavior Supports MT6**

- 6a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for physical activity or reduced sedentary behavior
- 6b. Total number of policy change
- 6c. Total number of systems changes
- 6d. Total number of environmental changes
- 6e. Total number of promotional efforts for a PSE change

**LT3**

**Physical Activity**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**LT6**

**Physical Activity Supports-Implementation**

- 6a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT6 (site or organizational adoption of PSE changes and promotion) and one or more of the following additional components:

Evidence-based education

- Marketing
- Parent/community involvement
- Staff training on continuous program and policy implementation

6b. Total number of components per site or organization, and types of components implemented during the period assessed

6c. Number of sites or organizations that made at least one PSE change (MT6) and show improved physical activity environment assessment scores using a reliable and, if possible, valid environmental assessment tool

**1.3** Conduct *promotional (social marketing, social media) efforts with early childhood and coordinate with state and/or local SNAP-Ed partners.*

**MT12**

12a. All SNAP-Ed social marketing campaigns in the state

- Number of statewide social marketing campaigns conducted during the reporting period
- Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns

12b. Projected statewide reach of all social marketing campaigns conducted by SNAP-Ed agencies

- Number and percentage of people in each market segment where a social marketing campaign was conducted (SNAP-Ed eligible and all others)
- Number of total media impressions, by outlet type (television, radio, outdoor, transit) used in a social marketing campaign, by demographic segment and geographic area (SNAP-Ed eligible and all others)
- Number and percentage of statewide population reached through statewide social media campaigns, by market segment and topic (SNAP-Ed eligible and all others)
- Number and percentage of county residents reached by local social marketing campaigns, by market segment and topic (SNAP-Ed eligible and all others)
- Number and percentage of people who received on-the-ground, direct or indirect education/promotion (not mass media) as part of social marketing campaigns, if available (SNAP-Ed eligible and all others)

12c. Unaided recall of social marketing campaigns conducted by SNAP-Ed agencies

- Number and percentage of people in each market segment who were exposed to and can recall specific messages from statewide or local social marketing campaigns (SNAP-Ed eligible and all others)

## 2. School Health

**2.1** *Improve the school nutrition environment through access to nutrition education in the classroom and PSE change*

**ST1**

1a. Fruit

1b. Vegetables

1g. Make half your plate fruits and vegetables – vary your veggies

1h. Make half your plate fruits and vegetables – focus on whole fruits.

1i. Drink Water instead of sugary beverages

**ST5**

### **Needs and Readiness**

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE
- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

### **MT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

### **MT5**

#### **Nutrition Supports**

- 5a. Number and proportion of sites or organizations that make at least one change in writing practice to expand access or improve appeal for healthy eating
- 5b. Total number of policy changes
- 5c. Total number of systems changes
- 5d. Total number of environmental changes
- 5e. Total number of promotional efforts for a PSE change

### **LT5**

#### **Nutrition Supports-Implementation**

- 5a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes and one or more of the following additional components:
  - Evidence-based education
  - Marketing
  - Parent/community involvement
  - Staff training on continuous program and policy implementation
- 5b. Total number of components per site or organization, and types of components implemented during the period assessed
- 5c. Number of sites or organizations that made at least one PSE change (MT5) and show improved food environment assessment scores using a reliable and, if possible, valid environmental assessment tool

### **LT6**

#### **Physical Activity Supports-Implementation**

- 6a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT6 (site or organizational adoption of PSE changes and promotion) and one or more of the following additional components:
  - Evidence-based education
  - Marketing



- Parent/community involvement
- Staff training on continuous program and policy implementation
- 6b. Total number of components per site or organization, and types of components implemented during the period assessed
- 6c. Number of sites or organizations that made at least one PSE change (MT6) and show improved physical activity environment assessment scores using a reliable and, if possible, valid environmental assessment tool

**2.2 Support the physical activity school environment through education and the comprehensive school physical activity programming.**

**ST3**

**Increased Physical Activity, Fitness, and Leisure Sport**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**ST5**

**Needs and Readiness**

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE
- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

**MT3**

**Physical Activity**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**MT6**

**Physical Activity and Reduced Sedentary Behavior Supports MT6**

- 6a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for physical activity or reduced sedentary behavior
- 6b. Total number of policy change
- 6c. Total number of systems changes
- 6d. Total number of environmental changes
- 6e. Total number of promotional efforts for a PSE change

**LT6**

**Physical Activity Supports-Implementation**

- 6a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT6 (site or organizational

adoption of PSE changes and promotion) and one or more of the following additional components:

- Evidence-based education
- Marketing
- Parent/community involvement
- Staff training on continuous program and policy implementation
- 6b. Total number of components per site or organization, and types of components implemented during the period assessed
- 6c. Number of sites or organizations that made at least one PSE change (MT6) and show improved physical activity environment assessment scores using a reliable and, if possible, valid environmental assessment tool

**2.3 Conduct *promotional (social marketing, social media) efforts for school health and coordinate with state and/or local SNAP-Ed partners.***

**MT12**

- 12a. All SNAP-Ed social marketing campaigns in the state
  - Number of statewide social marketing campaigns conducted during the reporting period
  - Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns
- 12b. Projected statewide reach of all social marketing campaigns conducted by SNAP-Ed agencies
  - Number and percentage of people in each market segment where a social marketing campaign was conducted (SNAP-Ed eligible and all others)
  - Number of total media impressions, by outlet type (television, radio, outdoor, transit) used in a social marketing campaign, by demographic segment and geographic area (SNAP-Ed eligible and all others)
  - Number and percentage of statewide population reached through statewide social media campaigns, by market segment and topic (SNAP-Ed eligible and all others)
  - Number and percentage of county residents reached by local social marketing campaigns, by market segment and topic (SNAP-Ed eligible and all others)
  - Number and percentage of people who received on-the-ground, direct or indirect education/promotion (not mass media) as part of social marketing campaigns, if available (SNAP-Ed eligible and all others)
- 12c. Unaided recall of social marketing campaigns conducted by SNAP-Ed agencies
  - Number and percentage of people in each market segment who were exposed to and can recall specific messages from statewide or local social marketing campaigns (SNAP-Ed eligible and all others)

### 3. Increase Food Security

**3.1 Support families through *food resource management classes to assist in healthy meal planning and budgeting***

**ST1**

- 1a. Fruit
- 1b. Vegetables

- 1g. Make half your plate fruits and vegetables – vary your veggies
- 1h. Make half your plate fruits and vegetables – focus on whole fruits.
- 1l. Drink Water instead of sugary beverages

**ST2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**MT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**MT2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**LT2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money

- 2j. Shop with a list
- 2l. Use unit pricing to find best values
- 3.2 Implement PSE changes to encourage healthy food choices among *pantry clients***  
ST2

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

MT2

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

LT2

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

- 3.3 Increase access and availability of healthy food in the community, including mobile vendors, farmers' markets, corner/country stores, and grocery stores**  
ST5

**Needs and Readiness**

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE

- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

#### **ST6**

##### **Champions ST6**

- 6a. Champions: The number of champions that specifically advanced SNAP-Ed activities and mission, by domain and setting type, and their role
- 6b. Sites: The number and percent of SNAP-Ed qualified organizations or sites that benefited from the activities of champions, by domain and setting type
- 6c. Accomplishments: Written, audio, or visual descriptions of the activities and accomplishments of the champions, by domain and setting type

#### **ST7**

##### **Partnerships**

- 7a. The number of active partnerships in SNAP-Ed qualified sites or organizations that regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies such as those listed in MT5 and MT6.

For each partnership being evaluated, the following should be measured:

- 7b. Description of the depth of the relationship (network, cooperator, coordination, coalition, collaboration)
- 7c. Description of partnership accomplishments and lessons learned.

#### **ST8**

- 8a. Types and number of organizations or individuals per sector represented
- 8b. Documented level of multi-sector representation of the partnership (as documented by partners)
- 8c. Documented level of active engagement of the partnership
- 8d. Level of influence of SNAP-Ed in the partnership (as documented by partners)

#### **MT5**

##### **Nutrition Supports**

- 5a. Number and proportion of sites or organizations that make at least one change in writing practice to expand access or improve appeal for healthy eating
- 5b. Total number of policy changes
- 5c. Total number of systems changes
- 5d. Total number of environmental changes
- 5e. Total number of promotional efforts for a PSE change

#### **MT7**

- 7a. Number or percentage of governmental jurisdictions that have healthy food procurement and/or vending policies and standards in place consistent with the *2015-2020 Dietary Guidelines for Americans*.
- 7b. Number or percentage of governmental jurisdictions that provide nutrition education/nutrition resources at the point of enrollment for SNAP; e.g., 1) in offices [jurisdictional], 2) online [statewide], 3) by telephone [statewide]

- 7c. Number or percentage of governmental jurisdictions that create public-private partnerships to provide incentives for the local production and distribution of food (i.e., food grown within a day's driving distance of the place of sale)
- 7d. Number or percentage of governmental jurisdictions that have evidence-based policies and standards in place to support physical activity (e.g., establishment of bike-friendly transport facilities, use of point-of-decision prompts for stairwells)
- 7e. Number or percentage of communities that have achieved a nutrition or health element in their General Plan to improve access and/or opportunities in areas where residents are primarily low-income
- 7f. Estimated number of people in the target population who have increased access to or are protected by the government policy or intervention:
  - Total number of persons in the census-defined area(s)
  - Number and proportion of persons who are SNAP-Ed eligible

**3.4 Conduct *promotional (social marketing) efforts with Food Security and coordinate with state and/or local SNAP-Ed partners***

**MT12**

- 12a. All SNAP-Ed social marketing campaigns in the state
  - Number of statewide social marketing campaigns conducted during the reporting period
  - Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns
- 12b. Projected statewide reach of all social marketing campaigns conducted by SNAP-Ed agencies
  - Number and percentage of people in each market segment where a social marketing campaign was conducted (SNAP-Ed eligible and all others)
  - Number of total media impressions, by outlet type (television, radio, outdoor, transit) used in a social marketing campaign, by demographic segment and geographic area (SNAP-Ed eligible and all others)
  - Number and percentage of statewide population reached through statewide social media campaigns, by market segment and topic (SNAP-Ed eligible and all others)
  - Number and percentage of county residents reached by local social marketing campaigns, by market segment and topic (SNAP-Ed eligible and all others)
  - Number and percentage of people who received on-the-ground, direct or indirect education/promotion (not mass media) as part of social marketing campaigns, if available (SNAP-Ed eligible and all others)
- 12c. Unaided recall of social marketing campaigns conducted by SNAP-Ed agencies
 

Number and percentage of people in each market segment who were exposed to and can recall specific messages from statewide or local social marketing campaigns (SNAP-Ed eligible and all others)

## 4. Adults and those with Disabilities

**4.1 Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible adult and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.**

### ST1

- 1a. Fruit
- 1b. Vegetables
- 1g. Make half your plate fruits and vegetables – vary your veggies
- 1h. Make half your plate fruits and vegetables – focus on whole fruits.
- 1l. Drink Water instead of sugary beverages

### ST3

#### **Increased Physical Activity, Fitness, and Leisure Sport**

- 3a. Physical activity and leisure sport (general physical activity or leisure sport)
- 3b. Physical activity when you breathed harder than normal (moderate-vigorous physical activity)
- 3c. Physical activity to make your muscles stronger (muscular strength)
- 3f. Walking steps during period assessed

#### **Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

### ST7

#### **Partnerships**

- 7a. The number of active partnerships in SNAP-Ed qualified sites or organizations that regularly meet, exchange information, and identify and implement mutually reinforcing activities that will contribute to adoption of one or more organizational changes or policies such as those listed in MT5 and MT6.

For each partnership being evaluated, the following should be measured:

- 7b. Description of the depth of the relationship (network, cooperator, coordination, coalition, collaboration)
- 7c. Description of partnership accomplishments and lessons learned.

### MT1

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

### MT2

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**MT3**

**Increased Physical Activity, Fitness, and Leisure Sport**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**LT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**LT2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**LT3**

**Physical Activity**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities



- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**4.2 Provide evidence-based healthy eating and physical activity education in support of policy, system, and environmental change strategies to eligible seniors and those with disabilities audiences in eligible community sites to promote consumption of healthy foods and beverages and active lifestyles.**

**MT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**MT2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**MT3**

**Physical Activity**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**MT5**

**Nutrition Supports**

- 5a. Number and proportion of sites or organizations that make at least one change in writing practice to expand access or improve appeal for healthy eating
- 5b. Total number of policy changes

- 5c. Total number of systems changes
- 5d. Total number of environmental changes
- 5e. Total number of promotional efforts for a PSE change

**LT1**

- 1c. Ate more than one kind of fruit
- 1d. Ate more than one kind of vegetable
- 1f. Used MyPlate to make food choices
- 1g. Drinking water
- 1h. Drinking fewer sugar-sweetened beverages
- 1l. Cups of fruit consumed per day
- 1m. Cups of vegetables consumed per day

**LT2**

**Healthful Shopping Practices:**

- 2a. Choose healthy foods for my family on a budget
- 2b. Read nutrition facts label or nutrition ingredients lists
- 2f. Buy fruits and vegetables – fresh, frozen, dried, or canned in 100 percent juice

**Stretch Food Dollars**

- 2g. Not run out of food before month's end
- 2h. Compare Prices before buying foods
- 2i. Identify foods on sale or use coupons to save money
- 2j. Shop with a list
- 2l. Use unit pricing to find best values

**LT3**

**Physical Activity**

- 3d. Physical Education or gym class activities
- 3e. Recess, lunchtime, classroom, before / after school physical activities
- 3f. Walking steps during period assessed

**Reduce Sedentary Behavior**

- 3g. Television viewing
- 3h. Computer and video games
- 3i. Sitting on weekdays, at work, home, doing course work, leisure time

**4.3 Support family-friendly physical activity opportunities throughout the year, throughout the community.**

**ST5**

**Needs and Readiness**

- 5a. Number of SNAP-Ed staff who have documented readiness for changes in PSE
- 5b. Number of sites or organizations with an identified need for improving access or creating appeal for nutrition and physical activity supports
- 5c. Number of organizations or sites that have documented readiness for change in PSE.

**MT6**

**Physical Activity and Reduced Sedentary Behavior Supports MT6**

- 6a. Number and proportion of sites or organizations that make at least one change in writing or practice to expand access or improve appeal for physical activity or reduced sedentary behavior
- 6b. Total number of policy change
- 6c. Total number of systems changes
- 6d. Total number of environmental changes
- 6e. Total number of promotional efforts for a PSE change

#### **LT6**

##### **Physical Activity Supports-Implementation**

- 6a. Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT6 (site or organizational adoption of PSE changes and promotion) and one or more of the following additional components:
  - Evidence-based education
  - Marketing
  - Parent/community involvement
  - Staff training on continuous program and policy implementation
- 6b. Total number of components per site or organization, and types of components implemented during the period assessed
- 6c. Number of sites or organizations that made at least one PSE change (MT6) and show improved physical activity environment assessment scores using a reliable and, if possible, valid environmental assessment tool

**4.4** Conduct *promotional (social marketing, social media) efforts for adults and coordinate with state and/or local SNAP-Ed partners*

#### **MT12**

- 12a. All SNAP-Ed social marketing campaigns in the state
  - Number of statewide social marketing campaigns conducted during the reporting period
  - Number of local agencies that sponsor a discrete, locally defined social marketing campaign and the number of counties or boroughs where they conducted local campaigns
- 12b. Projected statewide reach of all social marketing campaigns conducted by SNAP-Ed agencies
  - Number and percentage of people in each market segment where a social marketing campaign was conducted (SNAP-Ed eligible and all others)
  - Number of total media impressions, by outlet type (television, radio, outdoor, transit) used in a social marketing campaign, by demographic segment and geographic area (SNAP-Ed eligible and all others)
  - Number and percentage of statewide population reached through statewide social media campaigns, by market segment and topic (SNAP-Ed eligible and all others)
  - Number and percentage of county residents reached by local social marketing campaigns, by market segment and topic (SNAP-Ed eligible and all others)

- Number and percentage of people who received on-the-ground, direct or indirect education/promotion (not mass media) as part of social marketing campaigns, if available (SNAP-Ed eligible and all others)
- 12c. Unaided recall of social marketing campaigns conducted by SNAP-Ed agencies  
Number and percentage of people in each market segment who were exposed to and can recall specific messages from statewide or local social marketing campaigns (SNAP-Ed eligible and all others)