Emerging Intervention Statement of Work Instructions
FY 2018 Request for Partners

1. OBJECTIVES

Specify the objectives that the project will accomplish. Page 52, FY 2017 SNAP-Ed Guidance states that a well-written and clearly defined SMART objective is:

- Identifies a specific event or action that will take place.
- Quantifies the amount of change to be achieved.
- Logical and related to State's SNAP-Ed goals.
- Practical, given available resources and proposed SNAP-Ed activities.
- Specifies a time by which the objective will be achieved within the fiscal of the Plan.

Clearly state the purpose of the project. Describe how the project aligns with the implications section of the FY 2018 RFP Statewide Needs Assessment and the State goals described in the FY 2018 RFP Information & Instructions.

2. AUDIENCE

Specify the target audience and relevant characteristics of the audience (e.g. age, gender, etc.) Describe how the project will focus education on the SNAP target audience. Specify the domain. Each audience proposed in your Program Delivery Sites Report has a Location Type. Location Types are categorized into one of six domains (EAT, LEARN, LIVE, PLAY, SHOP, and WORK). See table below.

Domains	Location Types
EAT	Senior Centers, Soup Kitchens, Summer Youth Program Sites
LEARN	Adult Education & Job Training, Schools, Afterschool Programs, Head Starts, Preschools
LIVE	Shelters, Group Living Sites, Public Housing, Daycare Centers, Individual Homes
PLAY	Urban Garden, Recreation Center
SHOP	Farmers Markets, Food Pantries, CSFP Distribution Sites, Grocery Stores
WORK	Extension Offices, Health Care Sites, Offices, SNAP Offices, WIC Programs, Worksites

3. MARKETING STRATEGIES

Note how you will market/promote the program.

4. INDIVIDUAL AND GROUP-BASED EDUCATION STRATEGIES

Note how you implement the project: how and where it will be delivered, its duration, the projected number of participants the frequency of contacts and key educational messages. Provide an estimated number of food tasting contacts.

Give the title, author, and description of existing educational materials that will be used in the delivery of the project. Specify the languages in which the materials will be used. Indicate whether the materials will be purchased and justify the need and cost. Recommended curricula are listed on the Track-specific education materials lists included with the FY 2018 Request for Partners and in the SNAP-Ed Obesity Prevention Toolkit.

Describe how you will train staff delivering individual and group-based SNAP-Ed, e.g. technical content, intervention fidelity, teaching methods, cultural sensitivity and diversity, performance expectations. Describe

how you will collect, assess, and report program fidelity information, e.g. educator assessment, participant feedback, STARtracks programming characteristics data, etc.

Direct Education Strategies
Single Class: "stand alone" nutrition education sessions.
Series Class: two or more consecutive lessons, planned as an orderly progression of information. Each class builds upon material covered in the previous lesson and introduces new subject matter.
Follow-up Activity: extension activities and worksheets that reinforce curriculum messages; often through use of approved supporting materials.
One-on-One: brief, focused education with an individual that may stand alone or may be used to reinforce messages delivered in other settings.

5. POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGES
List specific strategies you will use to effect PSE changes, e.g. environmental supports may include changes in organizational practices, a policy, or a systems change. Describe any indirect intervention channels that will be used as part of a PSE approach, e.g. printed materials, reinforcement items, website. Provide an estimated number of food tasting contacts.

SNAP-Ed Evaluation Framework Interpretive Guide, page 33: "The primary role of SNAP-Ed is to provide consultation and technical assistance in creating appropriate policy, systems, and environmental changes, and promotion in SNAP-Ed qualified sites and organizations. It is ultimately the responsibility of the staff at the site or organization that receives technical assistance to adopt, maintain, and enforce the PSE change."

Describe proposed policy, systems, and environmental (PSE) approaches to improve nutrition, e.g. readiness & needs assessments, champions, partnerships, nutrition supports, physical activity supports. PSE change interventions addressing medium and long term indicators must be supported by needs assessment and/or readiness to change data. Summarize needs assessment findings that informed the proposed PSE work. More information about needs assessment tools can be found in the SNAP-Ed Evaluation Framework Interpretive Guide for indicator ST5 on pages 88-91**.**

What is SNAP-Ed's Role? SNAP-Ed Funds are used for…?

6. DEVELOPMENT OF NEW EDUCATION MATERIALS
Identify any new materials that you plan to produce or purchase and justify the need and cost.

If materials development is proposed, it must be clearly described and justified. FY 2016 FNS SNAP-Ed Guidance (pages 39 and 76) "recommends that States use FNS, CNPP, or other Federal governmental agency developed or recommended materials where possible" and "encourages the use of existing materials, especially existing FNCS materials, and ones available through the SNAP-Ed Connection, CDC, and other Federal Government agencies."
* Describe proposed new development of education materials.
* What gap will be filled by newly developed material that could not be addressed with existing material?
* How will the proposed material improve effectiveness, efficiency, and/or acceptability of nutrition education for the target audience?
* What is the cost of printing, time, and effort (development, layout, design, evaluation, etc.)?
* What is the development timeline?
* Describe evaluation plan in Section 8.

Developed education materials must be submitted to the TRACKS Management Entity (ME) for review and approval prior to use. Approval in writing (email) from the TRACKS ME must be received prior to printing, distribution, and implementation.

7. EVIDENCE BASE

Identify the evidence level (emerging, research- or practice-tested) for each component of the emerging intervention, summarize the evidence, and cite supporting references.

8. EVALUATION PLANS

Describe evaluation plans. List the key indicators and outcome measures of implementation or performance that you will capture or collect. Indicators and outcome measures should tie to the SNAP-Ed Evaluation Framework. Indicate the type(s) of evaluation (formative, process, outcome, or impact), the questions that will be addressed, identify the evidence-based assessment tools, the methods (scope, design, measures and data collection), and plans for using the results.

9. COORDINATION OF EFFORTS

Consider where low-income adults, seniors, students and preschoolers eat, redeem SNAP benefits, live, learn, work and play in your service area. For each Pennsylvania County in your service area, indicate (a) other SNAP-Ed and/or (b) other nutrition education programs (e.g. EFNEP, WIC, Team Nutrition, and Head Start) that target low-income audiences. For both (a) and (b), describe how your agency will coordinate efforts and avoid duplication. For (b) other nutrition education programs, ensure this description specifies the nutrition education services provided.

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, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two local partners are working in the same venue or jurisdiction. Obtain written agreements (MOU, LOA).

10. PROGRAM REACH & DELIVERY

TRACKS partners are required to enter programming information about interventions delivered and demographic data on audiences served into the STARtracks (Statewide Technical and Administrative Reporting) web-based reporting system. TRACKS Policy E-02 outlines SNAP-Ed reporting requirements. Excerpts from that policy, with anticipated updates for FY18, are listed below.

TRACKS Policy E-02, Program Reach and Delivery Reporting Requirements

Enter participant demographics, target audience reach, and programming characteristics into STARtracks no later than 15 days after the end of each invoicing period.
 	
 Direct Education
 • Number of New (Unduplicated) Participants
  ○ New participant demographics: Age, Gender, Race/Ethnicity
  ○ Collect demographic data directly for Adult Track participants; demographic defaults may be used for School-Age and Preschool Track participants.
 • Number of Repeat (Duplicated) Participants

TRACKS Policy E-02, Program Reach and Delivery Reporting Requirements

• Strategy
 	
Interventions
• Number of New (Unduplicated) Participants
    o Priority Populations
• Intervention Settings
• Indirect Education Channels
    o Contacts for Printed Materials, Food Tastings – Invoice reconciliation
• Education Materials/Intervention Topics

Describe plan for collecting, documenting, and reporting required data according to Policy E-02.

Reach. For Direct Education (DE), describe in detail how you will determine whether to report individuals as new participants or repeat participants. For Social Marketing (SM) and Policy/Systems/Environmental (PSE) interventions, describe how you will estimate the number of SNAP-Ed participants reached.

Demographics. Describe how you will collect demographic information required for direct education participants (e.g., age, gender, race/ethnicity). If you are using the *TRACKS Participant Demographics Survey* to collect demographic data for adults, indicate when participants will complete the survey (e.g., at every lesson, the first lesson in a series, etc.) and how you will protect confidentiality, if surveys are kept on file for future lessons. For children, demographic defaults are strongly encouraged whenever possible. Indicate sources of data to be used as defaults (e.g., school district administrators, daycare center directors, etc.).

Documentation. Prior to the start of a fiscal year, the Management Entity (ME) releases statewide documentation forms designed to help partners collect required programming elements (e.g. reach, strategies, education materials, food tasting contacts). Specify who will complete documentation forms (e.g. applicant staff, school teachers) and describe training provided. Indicate that you will customize forms to reflect your approved statement of work.

Data Quality and Accuracy. Indicate what quality control measures will be implemented to ensure that documentation forms are completed properly and that data are entered into STARtracks correctly. For STARtracks data entry, indicate which reports will be compiled to ensure accuracy of reach, demographic and programming data and specify when reports will be reviewed and how errors will be corrected.