

# Statement of Work Instructions

## FY 2018 Request for Partners

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### 1. INTERVENTIONS SUMMARY

Complete the tables in this section to summarize interventions your agency will implement in each domain by Track (Adult/Senior, School-Age, and Preschool). Use the codes provided in the Statement of Work form to complete Direct Education Strategies, Indirect Intervention Channels, Needs Assessments, Curricula, and Statewide Evaluation. Leave the table blank if your agency will not serve the corresponding Track.

#### A. DOMAINS

Each audience proposed in your Program Delivery Sites Report has an Intervention Setting. These are categorized into one of six domains (EAT, LEARN, LIVE, PLAY, SHOP, and WORK). See table below. For each table in the Interventions Summary, complete the rows for which you have proposed corresponding audiences in your Program Delivery Sites Report.

Domains	Intervention Settings
Eat	Restaurants, Senior Centers, Soup Kitchens, Summer Meals Sites
Learn	Afterschool Program Sites, Child Care Centers & Daycare Homes, Extension Offices, Family Resource Centers, Head Start Sites, Libraries, Preschools, Schools, Web-based, WIC Clinics
Live	Faith-based Centers, Health Care Sites, Individual Homes, Public Housing Sites, Residential Treatment Centers, Shelters & Temporary Housing Sites
Play	Community Centers, County Fairgrounds, Gardens – Community/School, Parks & Open Spaces, Recreation Centers
Shop	Farmers Markets, Food Pantries & Food Assistance Sites, Food Stores-Large (4+ registers), Food Stores-Small (3 registers or less)
Work	Adult Education & Job Training, SNAP Offices, Worksites-Low Wage Workers

#### B. DIRECT EDUCATION<sup>1</sup> ONLY

Complete the fields in the table under the heading DIRECT EDUCATION ONLY: strategies, estimated number of participants and estimated number of contacts.

##### i. Strategies

Use the codes provided in the Statement of Work form to indicate direct education strategies for each selected domain. Separate numbers with a comma. A brief description of each strategy is provided below.

Strategies	Abbreviation
<b>Single Class:</b> “stand alone” nutrition education sessions. Single classes may include activities, food tastings, and/or food demonstrations.	Single
<b>Series Class:</b> 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.	Series, 2-4 sessions Series, 5-9 sessions Series, 10+ sessions
<b>Follow-up Activity:</b> extension activities and worksheets that reinforce curriculum messages; often through use of approved supporting materials.	Follow-up Activities

<sup>1</sup> **Direct Education** is active participant engagement in the learning process with an educator and/or interactive media. For an activity to qualify as direct education, information on the number of individuals, age, gender, and race/ethnicity must be collected.

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Strategies	Abbreviation
<b>One-on-One:</b> brief, focused education with an individual that may stand alone or may be used to reinforce messages delivered in other settings.	One-on-one
<b>Assembly:</b> multi-classroom nutrition education that includes interaction between the students and presenter.	Assembly

### ii. Estimate of Reach

Enter the estimated number of participants<sup>2</sup> reached through proposed direct education for each domain in fiscal year 2018 (October 1, 2017 – September 30, 2018). Enter the estimated number of contacts<sup>3</sup> for proposed direct education for each domain in fiscal year 2018 (October 1, 2017 – September 30, 2018).

**Example:** 2000 participants receive four series lessons and 12 follow-up lessons (3 per series lesson).

- 2000 participants X 16 classes = 32,000 contacts OR
- (2000 participants X 4 series classes = 8000) + (2000 participants X 12 follow-up = 24,000) = 32,000 contacts

## C. POLICY, SYSTEMS, AND ENVIRONMENTAL INTERVENTIONS ONLY

Complete the fields in the table under the heading PSE ONLY: indirect channels and needs assessment tools.

### i. Indirect Channels<sup>4</sup>

Use the codes provided to indicate indirect intervention channels that will be used as part of PSE interventions for each selected domain. Separate numbers with a comma.

### ii. Needs Assessment

Use the codes provided to indicate needs assessment and/or readiness to change assessment tools that will be used for each selected domain. More information about these assessment tools can be found in the [SNAP-Ed Evaluation Framework Interpretive Guide](#) for indicator ST5 on pages 88-91.

Assessment Tool	Abbreviation	Domain(s)
Organizational Readiness for Implementing Change	ORIC	n/a
Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention	CX3	EAT, LIVE, SHOP
Nutrition Environment Measure Survey – Store, Corner Store	NEMS-S, CS	SHOP
Community Health Needs Assessment	CHNA	LIVE
Healthy Pantry Snapshot Assessment Tool	Healthy Pantry	SHOP
School Physical Activity Policy Assessment	S-PAPA	LEARN
Physical Activity Resource Assessment	PARA	PLAY
Community Park Audit Tool	CPAT	PLAY

<sup>2</sup> **Participant** is an individual who will receive education one or more times during the fiscal year.

<sup>3</sup> **Contacts** is the number of participants plus the number of times each participant will have repeated participation in TRACKS program.

<sup>4</sup> **Indirect Intervention Channels** are specified in the EARS Reporting Form as part of PSE interventions, e.g. point-of-sale signage, printed materials, electronic materials, social media.

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Assessment Tool	Abbreviation	Domain(s)
CDC Worksite Check for Health Scorecard	CDC Worksite	WORK
School Physical Activity and Physical Environment Tool	SPAN-ET	LEARN
Nutrition and Physical Activity Self-Assessment for Child Care	GO NAPSACC	LEARN
Wellness School Assessment Tool	WellSAT 2.0	LEARN
Walkability Checklist – Safe Routes to School	Safe Routes to School	PLAY
Healthy Schools Program Framework of Best Practices Assessment Tool	School Health Index	LEARN
Smarter Lunchrooms Self-Assessment Scorecard	Smarter Lunchroom	LEARN
UConn Rudd Center’s Wellness Child Care Assessment Tool	WellCCAT	LEARN
California Fit Business Kit/Check for Health	Cal Check for Health	WORK

### D. ALL INTERVENTION TYPES

Complete the fields in the table under the heading “ALL INTERVENTION TYPES”: curricula, supporting materials, statewide evaluation, and estimated food contacts.

#### i. Curricula

Use the codes provided to indicate curricula for each selected domain. Separate numbers with a comma. Curricula selected in the table must be delivered fully and as intended whenever possible to maximize the potential for behavior change.

Education materials must be reviewed and approved according to TRACKS Policy NE-06. Lists of allowable education materials are included on the [Application Materials](#) page of the FY 2018 RFP website. Curricula are evidence based (research or practice-tested) or evaluation is planned to establish evidence base of emerging curricula. For each curriculum, the list includes a brief description of content and a summary of evidence base. Most of the Adult/Senior Track and School-Age Track curricula also indicate [SNAP-Ed Evaluation Framework](#) indicators. Additional notations are included for curricula recommended in the [SNAP-Ed Interventions Toolkit](#). A brief description is provided for each supporting material. Click on underlined titles to view more information about a curriculum or supporting material.

#### ii. Supporting Materials<sup>5</sup>

Indicate “yes” if supporting materials will be used to reinforce curricula for each selected domain. Indicate “no” if supporting materials will not be used.

#### iii. Statewide Evaluation

Adult/Senior and School-Age Track Tables Only: Use the codes provided to indicate statewide outcome evaluation participation for each domain. Separate numbers with a comma. Choose statewide evaluations based on location type (e.g. schools) and strategies (e.g. series class).

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<sup>5</sup> **Supporting materials** are resources, not included in approved curricula, that are used for nutrition education delivery as part of an education contact, as a separate follow-up education contact, or as a component of policy, systems and environmental (PSE) approaches. Supporting materials reinforce messages delivered through evidence-based interventions.

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Adult/Senior Track Statewide Evaluation	Abbreviation
UC Davis Food Behavior Checklist, Adult/Senior Track: statewide protocol is pretest/posttest to evaluate fruit and vegetables behavior outcomes from series classes.	UC Davis FBC

School-Age Track Statewide Evaluation	Abbreviation
Grades 4-6: A shortened version of the School Physical Activity and Nutrition Survey (SPAN), to be administered using a pretest/posttest protocol to assess student behaviors. Surveys are provided to Local Partners in scan-able format; Partners return completed surveys and evaluation materials to the TRACKS Management Entity (ME) for processing.	Modified SPAN
Grades 8-12: Nutrition and physical activity items from the Youth Risk Behavior Survey and calcium items from a University of Minnesota food frequency questionnaire to be administered using a pretest/posttest protocol to assess targeted student behaviors. Surveys are provided in scan-able format; Partners return completed surveys and evaluation materials to the TRACKS ME for processing.	Modified YRBS

### E. FOOD TASTING CONTACTS ESTIMATE

Enter the estimated number of food tasting contacts for all proposed interventions (direct education and PSE approaches) for each domain in fiscal year 2018 (October 1, 2017 – September 30, 2018).

## 2. 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-Education 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 the other program provides.

## 3. DIRECT EDUCATION INTERVENTIONS FIDELITY ASSESSMENT

Staff that deliver SNAP-Education programming must be properly trained. Refer to [Best Practices in Nutrition Education for Low-Income Audiences](#), sections on Program Delivery, Educator Characteristics, and Educator Training for more information. Partners are also required to collect and utilize process data to assess fidelity of their program. Partners are responsible for all aspects of this partner-specific process evaluation – planning, data collection, data analysis, and reporting. Send copy of evaluation tools to the ME for review and approval prior to use.

- Describe how you will train staff delivering SNAP-Education, e.g. technical content, intervention fidelity, 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.
  - How will you determine if interventions were delivered with fidelity (i.e. the way they should be delivered to achieve intended outcomes)?
  - How will you record changes to delivery that were unplanned?

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- How will you determine barriers to completion? How will you record lessons learned, successes, and challenges?
- How will you gather information from participants about their experience with your program, whether they thought it was useful and how they suggest the program be improved?
- How will you use process evaluation findings to improve future programs?

#### 4. POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE INTERVENTIONS

[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. Copy and paste the table surrounded by the dotted line as many times as needed to describe each of your proposed PSE approaches.

- **Name & Objectives:** Specify the name of the approach or intervention. State the objectives. Indicate the target audience. Indicate the corresponding domain, e.g. eat, live, learn, work, play, shop.
- **Description:** Briefly describe needs assessment and/or readiness findings that support this intervention. Provide a brief description of the project and/or a list of action steps.
- **Evaluation:** Specify the SNAP-Ed Evaluation Framework indicators and outcome measures. Specify tested evaluation/assessment tool(s). Estimate the reach of this activity.
- **SNAP-Ed Role:** What is SNAP-Ed’s Role? SNAP-Ed Funds are used for...?

#### 5. EVALUATION OF SNAP-ED EVALUATION FRAMEWORK INDICATORS

The TRACKS Management Entity (ME) manages statewide evaluation initiatives to measure key PA SNAP-Ed behavioral outcomes for adults and school students. School-based assessments focus on Grades 4-6 and 8-12, and include assessment of the following performance measures: (1) Increased percentage of students who meet recommended intake of fruits and vegetables, (2) Increased percentage of students who meet recommended intake of low-fat dairy and calcium-rich foods, and (3) Increased percentage of students who meet recommended levels of physical activity.

TRACKS Partners must use evaluation instruments provided by the ME to collect behavior outcome data from a sample of program participants. The surveys must be administered according to protocol to a **representative sample** of program participants.

Complete the rows for each of the statewide evaluations selected in the Section 1 tables. Additionally, complete a row for each needs and readiness assessment project selected in the Section 1 tables.

##### FY17 Estimate of Reach

- Indicate an estimated total number of participants that meet the criteria listed under “Audience”.
  - UC Davis Food Behavior Checklist: Participant count should include adults and seniors receiving series classes of 4 or more sessions.
  - Modified SPAN: Participant count should include students in grades 4-6 receiving classroom

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- based series programming in schools.
- Modified YRBS: Participant count should include students in grades 8-12 receiving classroom based series programming in schools.
- Other (Please Specify): For example, if Other = Needs or Readiness Assessment Tools: Participant count should include a reasonable estimate of individuals likely to be influenced or affected by the intervention.
- Indicate the total number of program delivery sites (master locations) that include the “Audience”.

### Evaluation Sample Size

- UC Davis Food Behavior Checklist: The sample size is the number of participants who complete both a pre- and post-test. Use the table below to determine the sample size.

Estimated Total Participants	Sample Size
< 199	25 matched pre & post
200 - 499	50 matched pre & post
> 500	75 matched pre & post

- Modified SPAN, Modified YRBS: Estimate survey needs based on the table below. This sample size assumes a classroom size of 2 students.

Estimated Total Participants	Sample Size
< 500	75
500 - 1499	100
1500 - 4999	150
5000 - 9999	200
10,000 – 15,000	250
> 15,000	300

### Evaluation Sampling Strategy

- UC Davis Food Behavior Checklist: Describe sampling strategy that demonstrates how your agency will obtain the necessary number of surveys from a representative sample. How many program delivery sites will be represented? Which domains/intervention settings?
- Modified SPAN, Modified YRBS: Describe sampling strategy that demonstrates how your agency will obtain the necessary number of surveys from a representative sample.
  - How many schools will be represented?
  - How many districts will be represented?
  - What grade levels?
  - What is the typical number of students per class?

## 6. 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.

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### 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
- Strategy

#### *Interventions*

- Number of New (Unduplicated) Participants
  - Priority Populations
- Intervention Settings
- Indirect Education Channels
  - 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, and 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.