FY 2021 RFP Statement of Work Instructions
Pennsylvania SNAP-Ed

GENERAL GUIDELINES
The Statement of Work must be eight pages or less in length. Use Calibri font, size 11.

1. INTERVENTIONS SUMMARY

PA SNAP-Ed applicants will summarize Direct Education, Policy Systems and Environmental (PSE) change activities, and Evaluation plans in this section of the Statement of Work. Summary information is categorized into the five statewide setting-based interventions. Those interventions are defined by intervention setting as shown in the following table. Note: the sixth statewide intervention, Social Marketing, is addressed in the Emerging Statement of Work form and instructions.

Intervention	Intervention Settings
K-12 Schools	School, School Garden
Early Childhood	Child Care Center & Daycare Home, Head Start, Preschool
Food Assistance	Food Pantry or Food Assistance Site, Soup Kitchen, USDA Summer Meals Site
Food Retail	Farmers Market, Food Store-Large, Food Store-Small
Community	Adult Education & Job Training, Afterschool Program Site, Community Center, Community Garden, County Fairgrounds, Extension Office, Faith-based Center, Family Resource Center, Health Care Sites, Individual Home, Library, Park or Open Spaces, Public Housing, Recreation Center, Residential Treatment Center, Restaurant, Senior Center, Shelter or Temporary Housing, SNAP Office, Summer Program Site, Web-based, WIC Clinic, Worksite

A. Direct Education[1]
Complete the following for each statewide intervention (row). Leave rows blank for interventions that your proposal will not address.

- Curricula: Use the codes provided in the Statement of Work Form to indicate curricula. 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. The *Codebook - Curriculum Mapping Summary* lists all PA SNAP-Ed approved curricula and is included on the Application Materials page of the FY 2021 RFP website. For each curriculum, the spreadsheet indicates Project (Adult, Schoolage, and Preschool) and lesson plan titles with corresponding outcome measures (SNAP-Ed Evaluation Framework) and intervention topics (EARS Reporting Form).

- Strategies: Use the codes provided in the Statement of Work Form to indicate direct education strategies. Separate numbers with a comma. A brief description of each strategy is provided below.

    - Single Class: Participants receive one interactive lesson from an evidence-based intervention. In some cases, a SNAP-Ed educator delivers a series of lessons from a curriculum, but does not or cannot track attendance – these are documented and reported as single classes.

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[1] Lessons must be at least 20 minutes in length to be counted as direct education for the purposes of this proposal. The only exception is for Heart Smarts lessons.

- o Series Class: Participants receive multiple interactive lessons from an evidence-based intervention delivered as intended. Most of the PA SNAP-Ed approved curricula are written as series classes with multiple lesson plans – each lesson reinforcing messages the participants received from previous lessons and addressing new content.

- Number of Participants & Number of Contacts:

  - o Enter the estimated number of SNAP-Ed participants (i.e. unique individuals) to be reached through direct education for each intervention. An individual who will be served in multiple interventions should be included in the number of participants for each intervention. An individual who will be served in multiple settings within the same intervention (see table above) should be counted only once as a participant for that intervention.

  - o Enter the estimated number of contacts (i.e. number of individuals multiplied by the number of times each will have repeated participation in the intervention) to be reached through direct education for each intervention.

- Indirect Channels: Use the codes provided in the Statement of Work Form to indicate indirect channels that will be used to support direct education (including participant recruitment). Separate numbers with a comma.

- Estimated Number of Food Contacts: Enter the estimated number of food tasting contacts.

B. Policy, Systems, and Environmental (PSE) Changes
Complete the following for each intervention (row). Leave rows blank for interventions that your proposal will not address.

- PSE Names (Stages):

  - o Specify a descriptive name for each PSE project and use the codes provided to indicate the intervention stage(s) proposed for FY 2021. Only indicate a separate PSE Project Name within an intervention if the projects will serve different intervention settings, e.g. in the K-12 Schools Intervention – separate projects might serve Schools vs. School Gardens, OR different locations, e.g. in the K-12 Schools Intervention – separate projects might serve ABC School District vs. DEF School District. In other words, all PSE activities serving the Schools intervention setting should be included in one PSE Project Name, e.g. "School Food & Physical Activity Environment" might include School Breakfast and Parent Engagement activities. If including more than one PSE project within an intervention, consider including the corresponding intervention settings or locations in the PSE Project Name so that it is clear the projects target different audiences.

  - o If you specify stage code 6, Evaluation & Monitoring, be sure to include a corresponding row in both Section 1C and 5B tables.

Intervention	PSE Names (Stages)
K-12 Schools	• School Food & Physical Activity Environment (2,3,4,5,6)

	• Gardening (1,2)
Early Childhood	• GO NAPSACC (5,6,7)
Food Assistance	• Oregon Food Bank Healthy Pantry Initiative (1,2,3,4,6)

- Estimated Number of Participants: Enter the estimated number of SNAP-Ed eligible persons who will encounter the improved environment, or are affected by the policy change, on a regular basis for each intervention. These participants are assumed to be influenced by the PSE changes adopted. This reach number should only reflect PSE work in stages 3-7, i.e. implementation through sustainability.

- Estimated Food Tasting Contacts: Enter the estimated number of food tasting contacts.

C. Evaluation

- Evaluation Name: Add rows for additional (other) evaluations, for example, if you specified stage code 6, Evaluation & Monitoring, in Section 1B. Specify a descriptive name for each evaluation. The name could include the intervention setting, target audience, and/or the type of assessment.

   Names for statewide evaluations are pre-filled in the table. Choose participation in statewide evaluations based on target audience age, intervention setting (e.g. schools) and direct education strategy (e.g. series class); see the brief descriptions below for more information. Surveys for statewide evaluations are provided to partners; Partners return completed surveys and evaluation materials to the PA SNAP-Ed Management Entity (ME) for processing.

   o Statewide UC Davis FBC: The statewide protocol is pretest/posttest to evaluate fruit and vegetable behavior outcomes from series classes for adults and seniors.

   o Statewide EFNEP FRM: The statewide protocol is pretest/posttest to evaluate food resource management behavior outcomes from series classes for adults and seniors.

   o Statewide Modified SPAN: This is a shortened version of the School Physical Activity and Nutrition Survey (SPAN) administered using a pretest/posttest protocol to assess student behaviors (Grades 4-6).

   o Statewide Modified YRBS: This tool includes nutrition and physical activity items from the Youth Risk Behavior Survey and calcium items from a University of Minnesota food frequency questionnaire and is administered using a pretest/posttest protocol to assess targeted student behaviors (Grades 8-12).

- Interventions: The intervention options in the standard Statement of Work are K-12 Schools, Early Childhood, Food Assistance, Food Retail, and Community. Reference the table on page 1 of these instructions. List all that apply. Separate with a comma.

- Tools: Use the Evaluation & Monitoring Tool codes provided. Evaluation or monitoring of PSE changes often involves administering the needs assessment tool following implementation and

comparing pre- and post- results. More information about tools can be found in the SNAP-Ed Evaluation Framework**.** This field has been pre-filled for statewide evaluations.

Evaluation & Monitoring Tool	Abbreviation
UC Davis Food Behavior Checklist	UC Davis FBC
UC Davis EFNEP Food Resource Management Checklist	EFNEP FRM
Modified SPAN	Modified SPAN
Modified YRBS	Modified YRBS
Organizational Readiness for Implementing Change	ORIC
Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention	CX3
Nutrition Environment Measure Survey – Store, Corner Store	NEMS-S, CS
Community Health Needs Assessment	CHNA
Healthy Pantry Snapshot Assessment Tool	Healthy Pantry
Nutrition and Physical Activity Self-Assessment for Child Care	GO NAPSACC
Healthy Schools Program Framework of Best Practices Assessment Tool	School Health Index
Smarter Lunchrooms Self-Assessment Scorecard	Smarter Lunchroom

- Primary SNAP-Ed Evaluation Framework Indicators: Indicate primary SNAP-Ed Evaluation Framework indicators codes. Separate codes with a comma. This field has been pre-filled for statewide evaluations.

- Sample Size:

  - Statewide UC Davis FBC, Statewide EFNEP FRM: 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

  - Statewide Modified SPAN, Statewide Modified YRBS: Estimate survey needs based on the table below. This sample size assumes a classroom size of 25 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

2. COORDINATION OF EFFORTS & PARTNERSHIPS

Section 2A. Describe efforts to coordinate, complement, and supplement other FNS programs (e.g. other PA SNAP-Ed partners, WIC, Team Nutrition, Farm to School) in order to deliver consistent behavior-focused nutrition and obesity prevention messages. Describe how efforts avoid duplication of services.

Section 2B. Describe partnerships that involve coordination and collaboration with other national, State, and local nutrition education, obesity prevention and health promotion initiatives (e.g. EFNEP, FINI, Project PA, Local Food Alliance).

- Note when coordination of efforts results in the delivery of multi-level nutrition or physical activity intervention, e.g. PA SNAP-Ed applicant provides direct education and FINI grant addresses PSE changes.
- If a collaboration includes PA SNAP-Ed implementation of PSE changes, then describe the collaboration in Section 3 rather than in this section.

3. POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGES

Interventions described in this section must have SNAP-Ed Role that includes PSE work. If SNAP-Ed Role doesn't involve PSE, this intervention should be covered elsewhere in the Statement of Work, e.g. direct education, coordination of efforts & partnerships, etc.

Describe each proposed policy, systems, and environmental (PSE) project to improve nutrition, e.g. readiness & needs assessments, champions, partnerships, nutrition supports, physical activity supports. PSE changes addressing medium and long-term indicators must be supported by needs assessment and/or readiness to change data.

- There is a separate table for each Intervention (K-12 Schools, Early Childhood, Food Assistance, Food Retail, and Community). Complete one row in the table for each PSE Name listed in Statement of Work Section 1B. Address all proposed PSE intervention stages you specified in Section 1B.

  - **PSE Name:** Specify the name of the PSE project. The name entered here must match the name you listed in Section 1B. Then check the box to indicate whether this PSE project is new in FY 2021, or continuing from FY 2020.

    Only indicate a separate PSE Project Name within an intervention if the projects will serve different intervention settings, e.g. in the K-12 Schools Intervention – separate projects might serve Schools vs. School Gardens, OR different locations, e.g. in the K-12 Schools Intervention – separate projects might serve ABC School District vs. DEF School District. In other words, all PSE activities serving the Schools intervention setting should be included in one PSE Project Name, e.g. "School Food & Physical Activity Environment" might include School Breakfast and Parent Engagement activities. If including more than one PSE project within an intervention, consider including the corresponding intervention settings or locations in the PSE Project Name so that it is clear the projects target different audiences.

- o **Objectives:** Provide a bulleted list of intervention objectives. These must be brief, but specific and there should be at least one objective for each PSE stage described in Section 1B.

- o **Description:** Provide a brief description of the methods and/or a list of action steps. If you plan to conduct needs or readiness assessment, specify the assessment tool, sample size, etc. Note: If a PSE intervention includes stage 6, Evaluation & Monitoring, you will include only the evaluation name here and then provide further description in Statement of Work Section 5B.

- o **SNAP-Ed Role:** Use the codes provided to indicate the role of SNAP-Ed in the PSE work.

Finally, ensure that there is an appropriate audience included on the STARtracks Manage Program Delivery Sites page for reporting proposed PSE activities.

4. FIDELITY ASSESSMENT

Staff that deliver SNAP-Ed 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. Email a copy of evaluation tools to the ME for review prior to first use (See PA SNAP-Ed Policy E-01 *Evaluation Reporting Requirements*).

For all intervention types, e.g. direct education, PSE:

- Describe how you will train staff delivering SNAP-Ed, e.g. technical content, intervention fidelity, performance expectations, etc.

- Describe how you will collect, assess, and report program fidelity information, e.g. educator assessment, participant feedback, STARtracks programming characteristics data, etc.
    - o How will you determine if interventions were delivered with fidelity (i.e. the way they should be delivered to achieve intended outcomes)?
    - o How will you record changes to delivery that were unplanned?
    - o How will you determine barriers to completion? How will you record lessons learned, successes, and challenges?
    - o 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?
    - o How will you use process evaluation findings to improve future programs?

5. EVALUATION OF SNAP-ED FRAMEWORK INDICATORS

Section 5A. The PA SNAP-Ed Management Entity (ME) manages statewide evaluation initiatives to measure key 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.

PA SNAP-Ed Partners must use evaluation tools 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.

- UC Davis FBC, EFNEP FRM: 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 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?

Section 5B. Complete one row in the table for each "other" evaluation listed in Statement of Work Section 1C. "Other" evaluations are separate from participation in the statewide evaluation activities. If you specified PSE implementation stage 6 (Evaluation & Monitoring) in Statement of Work Section 1B, then you must include a description of that evaluation project in this section.

- **Evaluation Name:** Specify the name of the evaluation. The name entered here must match the name you listed in Section 1C. Then check the box to indicate whether this evaluation is new in FY 2021, or continuing from FY 2020.

- **Objectives:** Provide a bulleted list of evaluation objectives.

- **Methods:** Provide a brief description of methods. Include in this description the specific evaluation tools and SNAP-Ed Evaluation Framework Indicators they measure.

- **Sampling Plan:** 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 intervention settings? Who is the target audience?