



Nevada SNAP-Ed

Supplemental Nutrition Assistance Program Education

Announcement of Federal Funding Opportunity

Request for Applications (RFA) Information Summary

GRANT TITLE

FFY 2021–2022 State of Nevada, Division of Welfare and Supportive Services (DWSS) SNAP-Ed Grant

Q&A PERIOD

Questions accepted on rolling basis until Wednesday, July 1, 2020 at 11:59 PM

GRANT APPLICATION DUE DATE

Monday, July 13, 2020 by 5 p.m. PT

SUBMIT APPLICATIONS BY EMAIL TO

sxcook@dwss.nv.gov

PERIOD OF PERFORMANCE

October 1, 2020 – September 30, 2022

BUDGET PERIOD YEAR 1

October 1, 2020 – September 30, 2021

FULL BUDGET TIMELINE: Funding for SNAP-Ed is provided on a year to year basis (annually) and is contingent on the availability of Federal funds. Annual funding to sub-recipients for SNAP-Ed projects continues each year through September 30, 2022.

PRE-AWARD COSTS: This grant will not allow reimbursement of any pre-award costs, such as printing of the application, mailing costs, or staff time spent reading or writing the application.

PURPOSE OF GRANT: Nevada SNAP-Ed is seeking applicants (implementing agencies) that are enthusiastic to create change in the community while also contributing to a larger scope of SNAP-Ed work that achieves impact at a statewide level. Nevada invites organizations that work with, or want to work with, people who are living with limited food and financial resources to submit an application for funding. If awarded, the funding will allow the applicant to create and implement a 2-year SNAP-Ed Plan in their community that works to improve nutrition, physical activity, food security, and health equity for people and communities experiencing poverty.

RFA COORDINATOR

Stephanie Cook

Nevada SNAP-Ed

Program Administrator

sxcook@dwss.nv.gov



Direct all communication, including questions, complaints, or requests for assistance, to the RFA Coordinator via email with "SNAP-Ed RFA" in the subject line. Responses to questions to be posted on **Nevada SNAP-Ed website**. Final date to send questions is Wednesday, July 1, 2020. All applicants that submit a **Letter of Interest** with their email contact information will be updated via email of any updates to the information posted publicly.

ELIGIBLE APPLICANTS: Applicants must be organizations, groups, agencies, or entities. Examples include local health jurisdictions, community-based organizations, non-profit organizations, county governments, Tribes, local Tribal entities, Accountable Communities of Health, municipalities, county Extension offices, school districts, State government agencies, non-profit hospitals, not for profit colleges and universities, and other organizations that can deliver comprehensive and coordinated community based nutrition education and/or obesity prevention projects with low-income audiences receiving and/or eligible for SNAP. At this time, individual people are not eligible to apply. If you have a question about whether or not you are eligible to apply for SNAP-Ed funding, please send an email to sxcook@dwss.nv.gov. Applicants currently receiving SNAP-Ed funding from DWSS are eligible to apply for renewal or supplementation of existing SNAP-Ed projects. Applicants that have not received SNAP-Ed funding in the past are also eligible to apply. Applications from current SNAP-Ed sub-recipients and from new applicants will be evaluated with the same criteria.

Timeline

Monday, June 1, 2020	Non-binding Letter of Interest (LOI) due by 5 p.m. PT
Monday, July 13, 2020	Electronic Transmission of Grant Applications (Project Plans) due by 5 p.m. PT
Monday, August 17, 2020	Estimated Notice of Plan Approval by DWSS
Wednesday, September 30, 2020	Notice of USDA Funding Award
Thursday, October 1, 2020	Tentative funding begins

Steve Sisolak
Governor

Richard Whitley, MS
Director



**DEPARTMENT OF
HEALTH AND HUMAN SERVICES**
Division of Welfare and Supportive Services
Helping people. It's who we are and what we do.



Steve H. Fisher
Administrator

The Subawardee agrees to:

- Implement the FFY 2021-2022 Supplemental Nutrition Assistance Program Education (SNAP-Ed) as approved by USDA-Food and Nutrition Services in accordance with the Supplemental Nutrition Assistance Program Education Guidance located at <https://snaped.fns.usda.gov/program-administration/guidance-and-templates>.
- Maintain adequate controls and documentation of revenues and expenditures in accordance with federal and state regulations.
- Maintain records as described in the USDA SNAP-Ed Plan Guidance located at <https://snaped.fns.usda.gov/programadministration/guidance-and-templates> to evaluate programs and meet quarterly reporting requirements.
- Follow SNAP-Ed Data Sharing Agreement for security procedures and protocols.
- Submit quarterly program reports (using Division quarterly progress reporting template) to include evaluation of the project based on established goals, time sheets with employee and supervisors signatures and reports required as described in SNAP Plan Guidance located at <https://snaped.fns.usda.gov/program-administration/guidance-and-templates> no later than 15 days after the end of the quarter. In addition, the Education and Administrative Reporting System (EARS) data no later than November 15 and Final Annual Report due no later than November 20 of each year.
- Submit invoices and support documentation for reimbursement to Division itemizing all categories of all expenses for SNAP-ED no later than 30 days after the end of the month. Except for the last month submission will need to be submitted within 21 days after the end of the month. Division will then reimburse the subawardee no later than 30 days after receipt. Any costs that cannot be substantiated by source documents or any costs which not allowable cost as defined in SNAP-Ed Plan will be disallowed.
- No later than November 15, provide a list of all outstanding obligations to be paid out of the approved funding ending September 30. All obligations must be liquidated by November 30 of each year.
- Submit amendments to Plan, Budget and Waivers with appropriate support documentation for all changes that require approval from FNS-WRO prior to payment of SNAP-Ed funds. This includes at least; significant changes in program goals and objectives, changes in program delivery sites; test or content of materials and messages developed with SNAP-Ed funds, out of-state travel or conference attendance that was not specifically approved in the 2021/2022 plan and significant increase or decreases in budget. Budget Amendments must be submitted prior to April 1 of each year.

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.

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SECTION 1

Application Instructions

SECTION 1.1 Orientation to the Request for Applications (RFA)

Purpose

Nevada SNAP-Ed is seeking applicants (implementing agencies) that are enthusiastic to create change in the community while also contributing to a larger scope of SNAP-Ed work that achieves impact at a statewide level. Nevada invites organizations that work with, or want to work with, Nevadans who are living with limited food and financial resources to submit an application for funding. If awarded, the funding will allow the applicant to create and implement a 2-year SNAP-Ed Plan for their community that works to improve nutrition, physical activity, food security, and health equity for people and communities experiencing poverty.

The Nevada SNAP-Ed Goal is to improve the likelihood that Nevadans eligible for SNAP will make healthy food choices with a limited budget and choose physically active lifestyles.

Background

State of Nevada SNAP-Ed is initiating a competitive application process to award nutrition education funds to gain momentum with the nutrition priorities of the State. Having a two-year plan will offer consistency within the programs and their planned strategies.

In 2017-2018, the State of Nevada updated their priority objectives and focus areas based on the Statewide Needs Assessment.

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

Potential Sub-recipients

Implementing Agencies delivering SNAP-Ed as DWSS sub-recipients need to have ability to:

- Comply with and remain knowledgeable about all SNAP-Ed policies.
- Keep their SNAP-Ed staff and any sub-sub-recipients informed of all SNAP-Ed policies, and accountable to policies when needed.
- Plan, deliver and measure progress of community-based SNAP-Ed projects to low-income youth and/or adults.
- Plan, deliver and measure progress of policy, system, and environmental strategies.
- Deliver services in high need, low income communities at priority sites, and at times and locations convenient for the audience.
- Deliver culturally appropriate nutrition education, physical activity education, and related health information with respect, at appropriate reading levels, and in multiple languages (if applicable) to match the community's needs.
- Coordinate or collaborate with community partners and fellow SNAP-Ed sub-recipients.
- Use required evaluation methods from the Nevada SNAP-Ed Evaluation team (e.g., surveys, environmental assessment tools) in addition to any of their own methods to evaluate their project activities. SNAP-Ed providers can request assistance during the project.
- Request demographic data from all participants in all direct education class series and one-time events. This includes race/ethnicity, gender and age. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to provide this information, however SNAP-Ed providers must request it.
- Provide pre- and post-test surveys to all participants in all direct education class series. This includes administering SNAP-Ed pre-test surveys at the start of a new class series and SNAP-Ed post-test surveys at the end of the series. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to complete a pre- or post-test, however SNAP-Ed providers are required to administer them.
- Correctly enter all required reporting data on time in the approved form(s) or system.
- Complete and submit financial invoices on a monthly basis.
- Complete all required training annually.

- Communicate regularly with Nevada SNAP-Ed through computer-based methods

SECTION 1.2 Funding

Period of Performance

Nevada SNAP-Ed sub-recipient agreements for Federal Fiscal Years 2021–2022 (October 1, 2020–September 30, 2022) lasts up to two years. Funding is provided annually (year to year) and annual funding for SNAP-Ed depends on the availability of Federal funds. Annual funding for each sub-recipient also depends on a satisfactory history of performance and use of funds during the previous year. Nevada SNAP-Ed may elect to fund applicants fully, partially, or not at all, for proposed FFY21–22 activities.

Allowable Costs

All applicants must follow cost policy and guidance from the Federal Office of Management and Budget (OMB) and **2.CFR.200 Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards**, as well as the SNAP-Ed Guidance during the period of performance. Includes the following:

- The most fundamental Federal cost principle is that a cost must benefit a Federal program or program component in order to be reimbursable with Federal funds.
- There is no match or cost sharing requirement for the SNAP-Ed grant.
- Specific allowable and unallowable costs are outlined in the SNAP-Ed Financial and Cost Policy.
- Nutrition Education Reinforcement Items should be \$5.00 or less per item. For more about nutrition education reinforcement items, also known as incentives and educational extenders, go to SNAP-Ed Financial and Cost Policy.
- Projects should plan to use the most cost-effective means for implementing all intervention strategies.

Funding Sub-sub-recipients

Applicants may distribute funds to other providers in their area as part of delivering the SNAP-Ed project. However, the applicant should still be the fiscal agency and lead agency responsible for planning, implementing, evaluating, and reporting for the overall SNAP-Ed project. Sub-sub-recipients must follow the same Federal cost policies for SNAP-Ed and the Federal uniform guidance for federal awards (**2.CFR.200**). Applicants must monitor program progress and fiscal expenditures for all sub-sub-recipients. Applicants and their sub-sub-recipients must also follow all applicable Nevada SNAP-Ed policy and procedures provided.

SECTION 1.3 Staffing Plan Requirements

Project Coordinator

All projects funded by Nevada SNAP-Ed are required to have a designated SNAP-Ed project coordinator.

The project coordinator is the main contact between DWSS and the applicant. Duties and responsibilities for the project coordinator include:

- Serve as the main contact person to DWSS.
- Coordinate the planning, implementation, evaluation, and reporting of all parts of the approved project plan.
- Ensure all expectations and deliverables of the approved project plan are met.
- Be available for regular and intermittent meetings, both in person and phone, with Nevada SNAP-Ed.
- Attend, or send qualified staff member to, required State SNAP-Ed meetings and trainings, both online and in-person.
- Hire and onboard all staff necessary to deliver approved project plan.
- Submit all cost amendments and no-cost budget amendments for approval as outlined in current Nevada SNAP-Ed policy and procedure.
- Attend, or send qualified staff member to, in-State or out-of-State trainings, meetings, conferences, or workshops related to the applicant's approved SNAP-Ed project.
- Respond to all Nevada SNAP-Ed initiative requests in a timely manner.
- Complete all data entry in the absence of a dedicated data entry staff person.
- Complete and submit all required reporting to DWSS by due dates outlined in sub-recipient **Statement of Work**.
- Submit updates to DWSS in a timely manner following any change in contact information for the project coordinator or any SNAP-Ed funded staff.

Nevada SNAP-Ed strongly recommends that the project coordinator have a FTE (Full Time Equivalent) of at least 0.5 FTE or 50% time (20 hours per week). If an application includes a project coordinator with less than 0.5 FTE, applicants must provide justification for this decision and explain how the applicant will satisfy all administrative expectations, including on-time data reporting, meeting attendance, training requirements, and sub-sub-recipient monitoring (if applicable).

Other Required SNAP-Ed Staff or Designees

All projects funded by Nevada SNAP-Ed are required to designate a budget/fiscal agent and a contract signatory. This can be the same person as the designated project coordinator and completed along with the other duties and responsibilities of the project coordinator, or it could be a different person(s). The budget/fiscal agent is responsible for ensuring all requests for reimbursements are submitted on time and accurately, ensuring project expenses are documented and tracked throughout the lifespan of the project, and is responsible for responding to all DWSS Fiscal related requests within a timely manner (5 business days). The contract signatory is an individual authorized to represent the agency or organization and that has the authority to sign a contract with DWSS thereby entering into a legal commitment with DWSS to provide all services and abide

by all requirements in the contract.

SECTION 1.4 Project Requirements

Nevada SNAP-Ed Priorities

In 2017-2018, Nevada SNAP-Ed renewed its State priorities for FFY2021-2022. Each applicant's plan should align with one or more of the State priorities.

- Assist Nevadans in overall diet quality and beverages
- Increase physical activity and decrease sedentary behavior
- Reduce food insecurity through Food Resource Management
- Increase daily fruit and vegetable consumption

Nevada SNAP-Ed Focus Areas

The priority focus areas for direct education and PSE for FFY2021-2022 are:

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

Nevada SNAP-Ed State Needs Assessment

In addition to any community or local assessments of community needs and priorities, all Nevada SNAP-Ed projects are **required** to use the 2017-2018 report to identify needs to be addressed by their SNAP-Ed project. This Statewide Needs Assessment will be updated in FFY2022.

Project Design and Evaluation Instructions

Applicants will describe their proposed SNAP-Ed project in the [Plan Narrative](#) and [Project Work Plan](#). To help complete the Plan Narrative and Work Plan, Nevada SNAP-Ed encourages applicants to view all proposed work as a single, cohesive project. The components listed below are **required** to be included in all Nevada SNAP-Ed projects:

1. All applicants must list all counties and zip codes involved in the project.
2. Each project must list at least one goal for the project, including one or more of the Nevada SNAP-Ed State Priorities (listed above).
3. Each project contains one or more interventions designed to benefit SNAP-Ed eligible populations. Applicants can add as many interventions to the Project Work Plan template as needed.
4. Each intervention contains one or more objectives that are specific to the intervention, and that work towards the overall goal(s) of the project.
5. Each intervention contains one or more strategies that reinforce each other to achieve the goal(s) of the intervention. Types of strategies include: Policy, Systems, and Environmental (PSE) strategies, Health Promotion, or Direct Education.
 - a. Each intervention follows one of the combinations of strategies listed below. PSE strategies are always required:
 - PSE Strategies only.
 - PSE Strategies **and** Health Promotion Strategies.
 - PSE Strategies **and** Health Promotion Strategies and Direct Education Strategies.
6. For more information on PSE Strategies, Health Promotion Strategies, and approved SNAP-Ed Direct Education Strategies, please refer to [Appendix E](#). Please note that Direct Education Strategies must use the approved Nevada SNAP-Ed curricula.
7. Applicants must plan their project in settings that will reach the SNAP-Ed eligible audience. For more information about how to determine if a site or setting is eligible for SNAP-Ed, please refer to [Appendix D](#). The applicant will be asked to briefly list the source they used to determine eligibility in the Project Work Plan (e.g., “eligible by location,” “school meal data,” “census tract data”).
8. Each intervention estimates the number of SNAP-Ed eligible people who will be reached by the strategies included and how reach was estimated.
9. Each intervention contains strategies that address **two or more levels** of the [Spectrum of Prevention](#).
10. Each intervention plan contains one or more partners as part of the work.
11. Overall, projects will need to describe how their proposed work:
 - Addresses community needs,
 - Includes methods for community engagement and participation,
 - Includes planned methods for ongoing evaluation, and
 - Includes strategies to create sustainability.

Additional project design guidance in [Appendix G](#).

SECTION 1.5 Application Evaluation Criteria

Nevada SNAP-Ed will establish a Review Committee, made up of DWSS employees and external partners, who will complete the initial review to evaluate the [Plan Narrative](#), project work plan, and budget sections of the applications and provide each application with a total score. Applicants should not assume that the reviewers are familiar with the SNAP-Ed program, the applicant organization, or the programs they operate. Nevada SNAP-Ed will complete any follow-up communication with applicants for additional information needed for evaluation and will complete a final review of the applications and results of the Review Committee.

Applicants should review the entire RFA for the description of the services being sought and follow the application preparation guidelines. Several additional steps may take place to further evaluate proposals following the review of applications. These steps may include a telephone interview with the designated contact person at the agency, a request for additional written information or documentation, and/or communication with references and any partner organizations listed in the submitted applications.

For each application submitted, DWSS will use the following criteria to evaluate the proposed project plans, to prioritize projects, and to determine the potential for funding and level of funding awarded for the project. Some sections will be scored, and certain sections are not scored.

Scored Criteria

Evaluation of the following topics will be used to determine the potential for the project to achieve its goals within the time period and to evaluate the budget required for the proposed project. The total score will be used when prioritizing project proposals for funding. The maximum score for each section is in parentheses.

Evaluation of Project Plan — Total Possible Score: 80 points

Minimum Requirements — 0 points

These requirements **must** be met for the application to be considered for funding:

- Was the RFA turned in on time (by July 13, 2020 by 5 PM PT)?
- Is the application complete (all questions and fields completed in the [Application Cover Sheet](#), [Plan Narrative](#),.

Project Work Plan, and Itemized Budget)?

- Is the narrative no more than 10 pages, single spaced, with font size 12)?
- Did the applicant include PSE strategies in **each** intervention?
- Did the project select one or more State goals for their overall project?
- Did the applicant complete the County & Project Table FFY2021?

Needs Assessment and Community Need — 12 points

Applicant describes how project addresses the needs that were identified in the 2017-2018 SNAP-Ed State Needs Assessment.

If applicable, applicant describes how project addresses any additional priorities or needs in the community and how they were determined. Applicant describes a specific plan to focus services to high need populations, sites, or areas of the community. Applicant may include history or background about any previous or current related interventions to address the needs and their results, community support for strategies, or opportunities for change. Applicant describes how project will meaningfully address health equity by engaging with communities and/or populations at higher risk for poor health outcomes.

Community Engagement and Participation — 15 points

Applicant describes how community members or partners will be engaged or participate in planning, implementing, or evaluating interventions. Applicant describes relevant partnerships, key partners, and community coalitions. Applicant describes plans for communicating with community.

Applicant describes a plan to coordinate and/or engage with the SNAP-Ed audience, community members, groups, or organizations to deliver activities to high need populations.

Approach — 20 points

Applicant provides detailed work plan for first 12 months of project that includes project goal(s), related State goals, S.M.A.R.T. objectives for each intervention, list of potential partners (including their role), expected intervention outcomes, description of planned strategies, and estimated reach for all strategies. Applicant outlines how their project aligns with the priority areas for Nevada SNAP-Ed. Applicant includes one or more PSE strategies in each intervention.

Applicant describes how planned interventions and strategies reinforce each other and are cohesive. Applicant describes how strategies proposed address more than one level of the spectrum of prevention. Applicant describes how proposed staffing plan supports achieving the goal(s) and objective(s) for the project plan. Applicant describes how the project would continue and build progressively through October 1, 2021 – September 30, 2022 (year 2) should funding be extended, including any approaches to shift focus, additional strategies, additional evaluation, and any additional expected outcomes. Progress achieved or success stories of current or previous projects are not required but accepted to demonstrate potential for future success in a community, or to provide a foundation for future plans. Letters of support or commitments are not required but are accepted — in addition to description in **Plan Narrative** — to demonstrate ability of the applicant to successfully form partnerships.

Evaluation — 10 points

Applicant describes how formative, process, and outcome evaluation will be included within programming process and how results of evaluation will be used to inform programming. Applicant outlines how they will determine if changes and what changes have occurred as a result of the proposed project. Applicant outlines their ability and/or experience collecting and providing results, outcomes, and data for use in tracking performance and evaluating their project activities.

Sustainability — 13 points

Applicant describes approaches to include within their project that can help foster sustainability.

Budget — 10 points

Applicant describes how the total proposed budget will support the project in making a positive impact. The total cost and individual expenditures for the project are reasonable, necessary, and allocable based on guidance from this application and the National SNAP-Ed Guidance. Itemized budget is complete to best of applicant's ability. Applicant answered any applicable questions related to their budget. Requested justifications provided were complete, reasonable, and appropriate for the project. Projected budget for year 2 is complete to the best of the applicant's ability and is reasonable and necessary based on the applicant's approach for year 2 as outlined in Plan Narrative.

Non-Scored Criteria

DWSS will use the following criteria to determine the financial risk of partnering with the applicant and will allow DWSS to prioritize organizations to work with. There are no points awarded for the follow criteria, however the results will be used, along with the evaluation of the project, as part of how DWSS will review each overall application and determine final awards. DWSS will internally evaluate financial risk; no action is needed from applicants for these sections. Applicant will provide their responses on the **Application Cover Sheet**.

Evaluation of Financial Risk

DWSS will review the sub-recipient risk assessment from previous relationships with the Division to assess the level of financial risk associated with providing Federal funds to the applicant's organization. The assessment is based on an applicant's experience with DWSS, with managing Federal funds, and any history of state or federal audit reports. Even if an applicant is determined to have a "High" level of financial risk, DWSS can provide funds to the applicant's organization in exchange for more financial documentation during the federal fiscal year. In some cases, the results of the assessment alone may determine that DOH is not able to award funding. No action required from applicants.

Statewide Need

DWSS will review the County & Project Table FFY2021 submitted to determine if the needs of the State are being met. The intent is to ensure areas are being represented with funding for SNAP-Ed (including, but not limited to rural Nevada, tribal

communities). No action required from applicants.

Organizational Readiness

In the **Application Cover Sheet (required)**, the applicant will outline their organization's readiness to complete proposed project plan. Qualities evaluated include organizational capacity (See **Appendix A: Definition of Terms**); an applicant's experience managing Federal or State funds; alignment of the organization's mission with the mission of SNAP-Ed; and, support from the organization's leadership for the project. DWSS will review each applicant's response and use the response to prioritize applications based on the organization's readiness to manage a SNAP-Ed project and meet all requirements. DWSS will work with and provide assistance to organizations that have medium to lower levels of readiness when it best serves the interest of the SNAP-Ed eligible audience.

Health Disparities

In the **Application Cover Sheet (required)**, the applicant will outline their commitment, experience, or willingness to address **racial and ethnic health disparities** and/or **rural health disparities**. Qualities evaluated include an applicant's organizational commitment to address rural/racial and ethnic health disparities (e.g., in their mission or values, or in policies); an applicant's experience with carrying out programs or projects that address rural/racial and ethnic health disparities; or, by describing how the proposed project will begin to address rural/racial and ethnic health disparities. DWSS will review each applicant's response and use the response to prioritize applications based on the project's alignment with the Nevada SNAP-Ed priorities (see **Appendix H**) for information about Nevada SNAP-Ed Program Direction Priorities for FFY 2021 – 2022).

SECTION 1.6 Application Submission Requirements

Please use the checklist in [Appendix B](#) to ensure your application is complete. This checklist does not need to be included in application. Late and/or incomplete applications will not be accepted or reviewed.

Submitting Your Application

Email your completed **application materials (PDF)**, **Plan Narrative, County & Project Table FFY2021 (Excel)**, and your **Budget Workbook (Excel)** to sxcook@dwss.nv.gov by **July 13, 2020 by 5:00 PM PT** with “**SNAP-Ed RFA FFY21-22: [Organization name]**” in the subject line. Applications that are received after July 13, 2020 at 5 PM will not be reviewed and will not be considered for funding.

Complete applications contain five (5) **required** components:

1. **Application Cover Sheet**: See Section 2.1
2. **County & Project Table FFY2021 (Excel)**: separate document
3. **Plan Narrative**: See Section 2.2. Separate document.
4. **Project Work Plan**: See Section 2.3 for Project Work Plan Template.
Please note that additional intervention templates (See [Appendix I](#)) can be added to suit applicant needs.
5. **Budget (Excel)**: See section 2.4

Optional Supporting Documents (not required but will be accepted)

Examples of supporting documents include:

- Letters of support from community organizations who support the application.
- Letters of commitment from key partners that will assist in carrying out activities, including potential partners, sub-sub-recipients, or coalitions.

SECTION 2

Application Materials

SECTION 2.1 Application Cover Sheet — REQUIRED

Legal Name of Applicant _____

Physical Address _____

Did your agency submit a Letter of Interest (LOI) for this Grant? ☐ Yes ☐ No

What Counties are Included in the Plan:

<input type="checkbox"/> Carson City	<input type="checkbox"/> Douglas	<input type="checkbox"/> Eureka	<input type="checkbox"/> Lincoln	<input type="checkbox"/> Nye	<input type="checkbox"/> Washoe
<input type="checkbox"/> Churchill	<input type="checkbox"/> Elko	<input type="checkbox"/> Humboldt	<input type="checkbox"/> Lyon	<input type="checkbox"/> Pershing	<input type="checkbox"/> White Pine
<input type="checkbox"/> Clark	<input type="checkbox"/> Esmeralda	<input type="checkbox"/> Lander	<input type="checkbox"/> Mineral	<input type="checkbox"/> Storey	

Does your plan reach the tribal communities in the State of Nevada? ☐ Yes ☐ No

Primary Contact Person & Title _____

Telephone Number of Primary Contact _____

Email Address of Primary Contact _____

Additional Contact Person(s) *Include telephone and email address for all additional contacts*

Person assigned as Fiscal Agent _____

Telephone Number of Fiscal Agent _____

Email Address of Fiscal Agent _____

Person assigned as Contract Signatory _____

*Must have **legal authority** to approve and sign agreements or contracts for Federal sub-award*

Telephone Number of Contract Signatory _____

Email Address of Contract Signatory _____

Federal Tax Identification Number (TIN) (if available) _____

DUNS Number (if available) _____

Proposed Total Budget for Year 1 (Oct 1, 2020 – Sep 30, 2021) _____

To be considered for funding, applicants must meet all assurances listed below by a date specified by DWSS, or by the time the sub-recipient award is set in place.

Checklist of Assurances

Please put an X in all boxes that apply to the applicant's organization.

- ☐ Our organization has the interest and ability to implement the SNAP-Ed project as required, if awarded, including:
 - Commitment to work with SNAP-Ed eligible audiences.
 - Commitment to implement policy, systems and environmental changes to improve nutrition and physical activity in eligible communities.
 - Agreement not to discriminate based on race, ethnicity, gender, sex, sexual orientation, county of origin, or faith or religious beliefs.
- ☐ Our organization has the capacity to act as a sub-recipient of Federal grant funding, including:
 - The experience or capability to adhere to timely and complete reporting and invoicing requirements.
 - The experience or capability to implement appropriate systems for monitoring any sub-sub-recipients of these funds, if applicable.
- ☐ Our organization, if not already acquired, will complete the requirements to obtain a Federally recognized indirect cost rate, a valid Dun and Bradstreet Universal Numbering System (DUNS) number and register in the System for Award Management (SAM) on or before the date required by DWSS in the event our organization is chosen as a sub-recipient for SNAP-Ed funding. In the event a Federally recognized indirect cost rate is not obtained, our organization will use a de minimus indirect cost rate as defined in 2 CFR 200 §200.414.
- ☐ In the event our organization is chosen as a sub-recipient, our organization understands that if we have not fully complied with the requirements to complete the sub-recipient award by the time DWSS is ready to make the award, DWSS may determine that the applicant is not qualified to receive the award and use that determination as a basis for providing the award to the next qualified applicant.

Additional questions for each applicant are listed on the next two pages. Evaluation of the following responses will be used to prioritize applicants for funding but will not add points to the final application score.

Organizational Readiness: Describe your organization's readiness to complete proposed project plan as evidenced by organizational capacity (See [Appendix A Definition of Terms](#)). Include experience managing Federal and State funds or what the organization will do to prepare to manage Federal funds; the alignment of organization's mission with mission of SNAP-Ed; and, support from the organization's leadership or community for the project. 500 word limit.

Health Disparities: Describe your organization's commitment, experience with, or willingness to address **racial and ethnic health disparities** and/or **rural health disparities**. Include any commitment from your organization to address racial and ethnic health disparities and/or rural health disparities (e.g., in your mission statement, in your values, in your priorities or policies, in the type of work you do, etc.). You may also include any experience with carrying out programs or projects that address racial and ethnic health disparities and/or rural health disparities, or describe how the proposed project will assess and begin to address racial and ethnic health disparities and/or rural health disparities. 500 word limit.

Print Name and Title of Authorized Signatory

Signature of Authorized Signatory (electronic accepted)

Date Signed

SECTION 2.2 Plan Narrative — REQUIRED

(no more than 10 pages, single spaced, font size 12)

Plan Introduction

Provide a summary of the plan, including interventions chosen for the first budget year, priority populations, and key partners. Indicate if the interventions are new or an expansion of an existing body of work.

Needs Assessment and Community Need

1. Describe how the plan addresses one or more of the needs outlined in the 2017-2018 SNAP-Ed State Needs Assessment (see **Section 1.3**) that is relevant to the audience of focus, and any other data and assessments that demonstrate community needs and/or priorities.
 - Include policy, system, and/or environmental gaps/needs related to these strategies where applicable.
2. Describe a specific plan to focus services to high need populations, sites, or areas of the community (including, but not limited to rural Nevada and tribal communities).
 - Include historical context of related interventions, opportunities for change, community strengths, and any evidence of community support for the proposed strategies.
3. Describe how the project will meaningfully address health equity.

Community Engagement and Participation

1. Is the applicant's organization representative of, reflective of, and/or embedded within the community? If so, please describe. If not, applicant describes a plan to coordinate with other community members, groups, or organizations to deliver activities to high need populations.
2. Describe the approach the project will take to ensure community engagement and participation throughout the project to help in planning, implementing, and evaluating interventions.
 - Include involvement with relevant partnerships and community coalitions. Include plans for communicating with the community. Include any previous or current projects that demonstrate organization's commitment to community engagement and participation.

Approach

1. Describe why the project goal(s) were chosen and how the goal(s) will address the needs of the audience described in the "Needs Assessment and Community Need" section.
2. Outline how the project will follow the priority objectives and focus areas of Nevada SNAP-Ed.
3. Describe how the goal(s) will be addressed through the planned interventions and strategies. Describe how the interventions and strategies reinforce each other to create a cohesive plan. Include how the interventions and strategies address more than one level of the spectrum of prevention.
4. Describe the SNAP-Ed eligible audience that will be served by the project.
5. Describe how proposed **Staffing Plan** supports achieving the goal(s) and objective(s) for the project plan.
6. **NEW! MUST BE INCLUDED!** Describe how the applicant would continue and expand the work through October 1, 2021 – September 30, 2022 (year 2) should funding be extended, including any approaches to shift focus, or include additional strategies, or perform additional evaluation, and any additional expected outcomes. Details explaining the progress from Year 1 to Year 2 is a mandatory aspect of this 2-year project plan.
7. **NEW! MUST BE INCLUDED!** Describe anticipated overall changes by the end of the two-year project (total period: October 1, 2020 – Sept 30, 2022). Details explaining the progress from Year 1 to Year 2 is a mandatory aspect of this 2-year project plan.
8. Progress achieved or success stories from current or previous projects are not required but are accepted to demonstrate potential for future success in a community, or to provide a foundation for future plans. Progress or success stories must be included within total page count.

Evaluation

1. Applicant describes the evaluation methods used to determine the intervention strategies to use with the specified audience or community to assess the progress of the project and measure outcomes related to the project(s) or interventions.
 - Include a description of all formative, process, outcome, or impact evaluation methods. For more information on these types of evaluation methods, applicants may refer to the **SNAP-Ed Evaluation Framework, Appendix E. Evaluation Methods**.
 - Include how applicant will determine the changes that occur as a result of the proposed project.
2. Describe the applicant's ability and/or experience with collecting data for tracking outcomes, measures of progress, and evaluation activities.

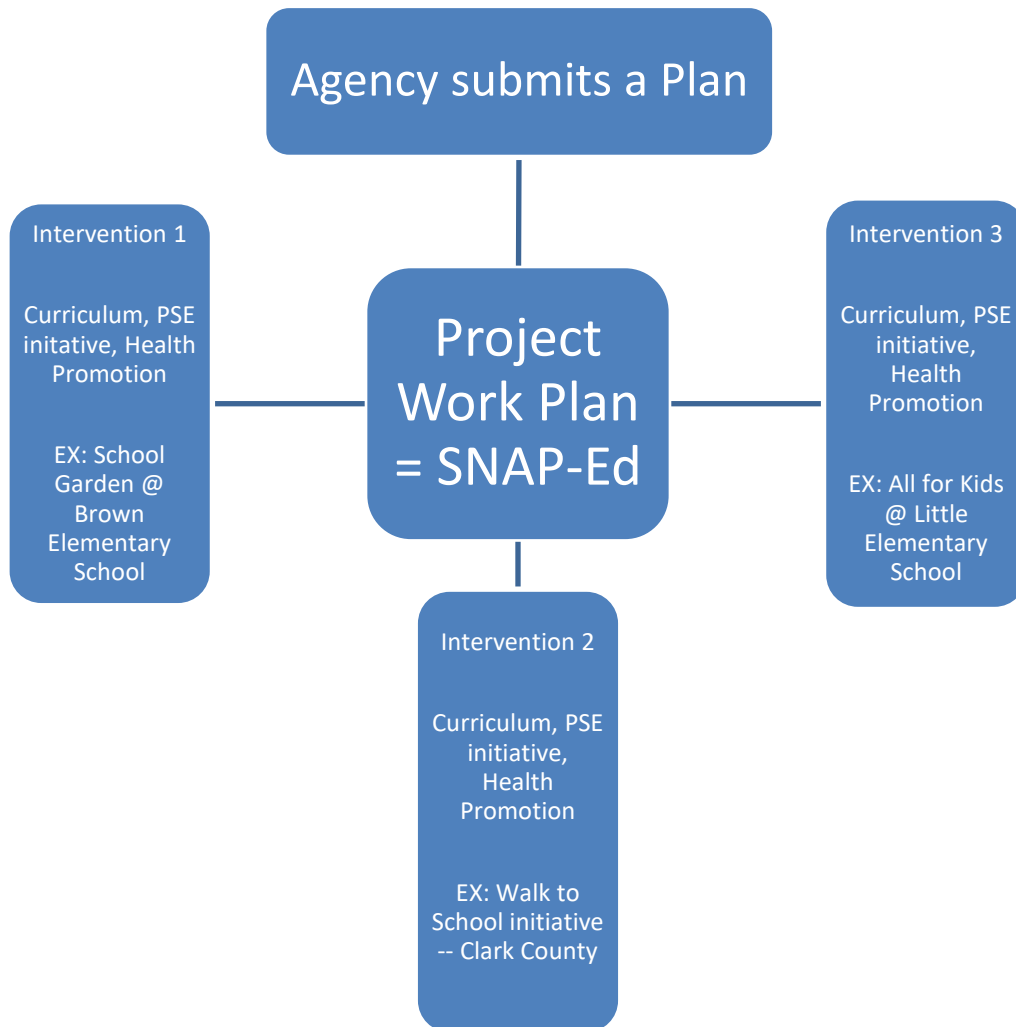
Sustainability

1. Describe factors of your approach that will support sustainability.
2. Include elements of the intervention or strategies that help ensure that changes or work that is supported by SNAP-Ed will continue without ongoing, future commitment from the SNAP-Ed grant. For instance, funding commitments from other organizations; opportunities unique to your community that will support change (i.e. growing population, new political leadership, strong coalition network, new or renewed community engagement); or other.

Budget

1. Describe how the proposed total budget will support the project in making a positive impact.
2. Provide justification if SNAP-Ed project coordinator is less than 0.50 (50%) FTE, including assurances that the coordinator will be able to satisfy the time and attendance requirements for all required meetings, site visits, trainings, data entry and reporting, and communication with less than 0.50 FTE.
3. Explain why any line item expenditures in the Budget Summary larger than \$10,000 are both reasonable and necessary to achieve the project's goal(s) and/or necessary to successfully implement specific strategies or evaluation methods. Budget Summary line items include: Travel, Materials/Goods and Services, Salaries and Benefits, Non-Capital Equipment, Capital Equipment, Contracts (Sub-sub-recipients), Building and Space.
4. If the applicant's budget is based on projections, explain how costs were estimated, and if any written quotes or estimates were obtained from internal or external service providers.
5. Estimate and describe, with as much detail as possible, the proposed budgets for year 2, including if the annual budget or specific costs will change from year 1 to year 2.

For the purposes of this Grant Application:



Plan Narrative

Attach a separate document for the Plan Narrative.

(no more than 10 pages, single spaced, font size 12)

SECTION 2.3 Project Work Plan —REQUIRED

Applicants must prepare a detailed Project Work Plan that clearly describes answers to all sections. Project Work Plans should be included as part of the **Plan Narrative**. The Plan Narrative page limit **does not** include what is included in the Project Work Plan, however the word limit for **each** numbered section in the Project Work Plan is **250** words.

- Include goals, objectives, interventions, strategies, and key partners for **the first Budget year only (October 1, 2020 – September 30, 2021)**.
- See **Appendix E** for additional description of PSE strategies, health promotion strategies, and direct education activities. See **Appendix G** for guidance and examples of a project work plan.
- Please note that additional interventions can be added to suit applicant's needs. Refer to **Appendix I** for additional Intervention Work Plan Template.
- If applicant only includes one (1) intervention in their project, they do not have to complete Intervention #2 and #3 in the Project Work Plan. Complete as many Intervention Work Plan templates as is required for the Project.

Year 1 Project WorkPlan

Agency Name: _____

Name of RFA applicant agency or organization

Total Year 1 Project Cost: _____

Insert dollar amount of total Year 1 budget costs

County(s): *Select all counties where project will be implemented*

- | | | | |
|--------------------------------------|------------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Carson City | <input type="checkbox"/> Elko | <input type="checkbox"/> Lander | <input type="checkbox"/> Nye |
| <input type="checkbox"/> Churchill | <input type="checkbox"/> Esmeralda | <input type="checkbox"/> Lincoln | <input type="checkbox"/> Pershing |
| <input type="checkbox"/> Clark | <input type="checkbox"/> Eureka | <input type="checkbox"/> Lyon | <input type="checkbox"/> Storey |
| <input type="checkbox"/> Douglas | <input type="checkbox"/> Humboldt | <input type="checkbox"/> Mineral | <input type="checkbox"/> Washoe |
| | | | <input type="checkbox"/> White Pine |

State Priority Objectives: Choose all State goals related to project plan. Check all that apply. **At least one must be selected.**

- | | |
|--|--|
| <input type="checkbox"/> Assist Nevadans in overall diet quality and beverages (R1 and R5) | <input type="checkbox"/> Increase physical activity and reduce sedentary behavior (R7) |
| <input type="checkbox"/> Reduce food insecurity through Food Resource Management (R6) | <input type="checkbox"/> Increase daily fruit and vegetable consumption (R2) |

Additional Project Goals:

Intervention #1

Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

Need(s) addressed with this intervention

Include brief description.

Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- ☐ PSE Strategies only
- ☐ PSE Strategies + Health Promotion
- ☐ PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

☐ Eligible by location

☐ Census data

☐ School Meal Data (FRL: school free/reduced lunch data)

☐ Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

Intervention #2

Intervention Name

Examples: Curriculum, PSE strategy, or health promotion

Need(s) addressed with this intervention

Include brief description.

Intervention Objective(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- ☐ PSE Strategies only
- ☐ PSE Strategies + Health Promotion
- ☐ PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

☐ Eligible by location

☐ Census data

☐ School Meal Data (FRL: school free/reduced lunch data)

☐ Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

Intervention #3

Intervention Name

Examples: Curriculum, PSE strategy, or health promotion.

Need(s) addressed with this intervention

Include brief description.

Intervention Objective(s)

*Objectives must be specific, realistic, attainable, measurable, and time-bound. See **Appendix G** for guidance on creating S.M.A.R.T. objectives.*

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- ☐ PSE Strategies only
- ☐ PSE Strategies + Health Promotion
- ☐ PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

☐ Eligible by location

☐ School Meal Data (FRL: school free/reduced lunch data)

☐ Census data

☐ Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.

SECTION 2.4 SNAP-Ed Budget Workbook (Excel) — REQUIRED

Complete the Budget Workbook and submit with completed application documents by the deadline. Do not send Budget Workbook separate from completed application documents unless instructed to do so in writing by DWSS. Applicant must submit a detailed, itemized budget using the DWSS SNAP-Ed approved Budget Workbook (Excel). The Budget Workbook includes the following key categories. One or more budget categories can be zero (\$0):

- Budget Summary Total: Direct & Indirect Costs
- Salaries and Benefits
- Contracts/Sub-Grants
- Non-Capital Equipment/Supplies
- Materials
- Travel
- Building/Space
- Maintenance
- Equipment/Capital Expenditures

Organizations are reimbursed for costs expended on allowable, approved education and Policy, Systems, and Environmental (PSE) change strategies.

Organizations are required to adhere to all conditions specified in USDA-FNS' guidelines, including the following budget allocation requirements:

- Only Nevada SNAP-Ed approved budget expenditures will be reimbursed
- Funds cannot be spent on capital projects to support built environment changes

How to access the Excel template:

Download approved Budget Workbook (Excel) template from the Nevada SNAP-Ed webpage. Do not use old versions of this Budget Workbook.

If you have trouble downloading the template from the SNAP-Ed website, email sxcook@dwss.nv.gov to have it emailed to you.

Section 3

Appendices

Appendix A Definition of Terms

Applicant The organization, entity, or group that applies to DWSS for funding.

Audience of focus Alternate term for target audience or target population. The term “target audience” can continue the feelings of aggression with audiences that have a history of trauma and discrimination.

Capital Equipment Equipment that costs more than \$5,000. All capital equipment must be approved in writing **before** purchase and must be necessary to the SNAP-Ed project.

Coalition A group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, housing, health care, retail, agriculture, recreation, transportation, government, etc.

Community participatory approaches A collaborative approach that equitably involves partners and audience members in the process of planning, implementing, and evaluating programs and projects. Community participatory approaches benefit from the unique strengths and perspectives of all those involved in the process and increases the likelihood that any program, project, or intervention will be accepted, effective, and sustainable.

Direct education Direct Education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using an approved Nevada SNAP-Ed Curriculum.

Division Refers to the Division of Welfare and Supportive Services

DWSS Division of Welfare and Supportive Services (DWSS) is the SNAP-Ed State Agency that administers the SNAP-Ed Grant.

Eligible Eligible SNAP-Ed participants are “low income persons participating in or applying for SNAP, as well as people with low financial resources defined as gross household incomes at or below 185 percent of poverty. National School Lunch Program data on the number of children eligible for free and reduced-price meals, which represents children in families with incomes at or below 185 percent of poverty, or Census data identifying areas where low-income persons reside, are examples of available data sources that can be used to identify low-income populations. Participation in other means-tested Federal assistance programs may also be used as a proxy for low-income since these individuals have gross family incomes below 185 percent of poverty.” (**SNAP-Ed Guidance**)

Evidence-based An evidence-based approach for nutrition education and obesity prevention is a combination of the best research evidence with the best practice-based evidence.

Federal fiscal year (FFY) Federal fiscal years always start on October 1 and last until September 30 of the next year.

Health disparity A health disparity is a type of difference in health that is closely linked with social or economic disadvantage. Health disparities negatively affect groups of people who have experienced greater obstacles to health. These obstacles stem from characteristics historically linked to discrimination or exclusion such as race/ethnicity, religion, socioeconomic status, gender, mental health, sexual orientation, or geographic location.

Health equity Health equity exists when all people have the opportunity to achieve their full health potential. Health inequities exist when there is a difference in health outcomes across different groups of people, and that difference is caused by something systematic, unfair, or unjust. Many communities experience this because of their race, culture, identity, or where they live.

Health promotion encompasses the strategies that reinforce and build on PSE strategies and/or direct education strategies. Examples of health promotion are in **Appendix E**.

Indirect costs Indirect cost is a general term for certain types of costs that are incurred by the grantee or sub-grantee in support of other allowable activities that are charged directly to sponsoring Federal or State funding agencies. These indirect costs are also called overhead costs.”

Indirect education The distribution of information and resources, including any mass communications or mass distribution of materials, public events, and one-time events that do not meet the definition of direct Education, social marketing campaigns, or PSE strategies. Events like cooking demonstrations, school assemblies, and health fairs are examples of indirect activities. Indirect education activities cannot stand alone and need to take place within an intervention.

Implementing agency (IA) A SNAP-Ed implementing agency receives funding from DWSS to develop a single comprehensive State SNAP-Ed Project Plan and to work with other State and local organizations to promote healthy eating and active living among the SNAP-Ed population.

Interventions A specific set of evidence-based, behaviorally-focused strategies to promote healthy eating and active lifestyles. Interventions have objectives that are specific, measurable, attainable, realistic, and have a timeline. Interventions have clear and planned methods to measure changes happening as a result of the intervention and have methods to report progress to those affected by the intervention. The specific set of strategies in an intervention reinforce each other to be as effective as possible for achieving the objectives.

MOUs A memorandum of understanding (MOU) is a written agreement between two organizations that helps establish the ground rules for partnership.

Needs Assessment A process for identifying the needs or “gaps” of an individual, group, area, or community in order to address areas of concern. Community Health Needs Assessments are ways for communities to understand factors that impact a population’s health and resources available to help resolve those issues. Needs assessments can also provide a way to prioritize health needs, and to plan and act upon unmet community health needs. Assessing community needs, concerns, or barriers to healthy eating and active living in low income communities and with low income audiences can be informal or formal.

One-Time Event Events for the SNAP-Ed project that occur just one time or not as part of an approved SNAP-Ed series of education. One-time events are typically provided to SNAP-Ed eligible audiences or partners who work with the audience of focus. These events normally reach different people every time, even if provided multiple times. Examples include cooking demonstrations at food pantries, health fairs, promotional presentations about SNAP-Ed, and school parent nights.

Organizational capacity The wide range of capabilities, knowledge, and resources that organizations need to be effective (includes having leadership structure and support; ability to manage finances and staff; ability to plan, deliver and monitoring services; the amount an agency can leverage funds, communicate and make relationships; and, ability to plan, collect, and analyze data and information to continuously improve). Applicants may refer to the following resources for more details about organizational capacity, including relevant assessment tools and questions: (1) **US Agency for International Development (USAID) Organizational Capacity Assessment for Community-Based Organizations** and (2) **Corporation for National and Community Service Organizational Capacity Assessment Tool**.

Participant A SNAP-Ed participant is a person eligible to receive SNAP-Ed services and is someone that can be counted as impacted – either directly or indirectly – by SNAP-Ed funded interventions and strategies.

Partners Organizations, groups, or entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed activities by offering services or receiving support (i.e. advisory council, funding, technical expertise, referrals, volunteers, etc.). They contribute to collective impact. Partnerships may be two or more people or organizations who meet regularly, exchange information, and identify and/or implement activities that contribute to change. A key partner can be an individual, group of people, or organization or entity who acts as a key player for any SNAP-Ed project, intervention, or strategy. A key partner is involved in the planning, implementation, or evaluation of SNAP-Ed activities. A key partner can also provide funding or donations, building space, equipment, consulting or advice, volunteers or staff time, promotional or educational materials, and information about or connection to SNAP-Ed eligible community members. All partners play an important role in supporting SNAP-Ed projects, however the role of key partners typically lasts longer, is more involved, and includes long-term buy-in from the partner.

Program A comprehensive set of projects that work to meet short-, medium- and long-term goals to prevent obesity and improve the health equity of audiences living in poverty. The SNAP-Ed program at DWSS is one example of a program that funds and supports multiple SNAP-Ed projects that are happening in different areas of the State.

Project A specific set of interventions planned to promote healthy eating and active lifestyles. Projects aim to achieve one or more goals within a limited amount of time. Projects contain one or more interventions that work together to achieve the goal(s).

Policy, Systems, and Environmental (PSE) strategies PSE strategies create conditions where people are able to and encouraged to act on their education and awareness and creates conditions where the healthy choice becomes the easy and preferred choice. PSE strategies shape policies, practices, and environments (physical, messaging, or economic environments) to support and improve nutrition education, physical activity habits, and obesity prevention efforts. Unlike direct education strategies, which generally reach individuals and groups and have a beginning and an end, PSE strategies have the potential to reach a large number of people and continue over time.

Setting “Setting is the type of site where the intervention takes place; interventions may be implemented in more than one setting” (**SNAP-Ed Toolkit Glossary**). Examples of settings included neighborhoods, parks, faith-based organizations, churches, community centers, recreation centers, schools, child care sites, school gardens, community gardens, farmers markets, food retail venues, corner stores, worksite, or other types of sites with a low-income population of 50 percent or greater.

Site “The physical locations or places where SNAP-Ed activities occur” (**SNAP-Ed Toolkit Glossary**).

SNAP-Ed Supplemental Nutrition Assistance Program – Education grant. SNAP-Ed is a nutrition education and obesity prevention program that helps people lead healthier lives. SNAP-Ed teaches people using or eligible for SNAP about good nutrition and how to make their food dollars stretch further. SNAP-Ed participants also learn to be physically active. SNAP-Ed works by building partnerships with all types of community organizations. Communities have social marketing campaigns, hold nutrition education classes, and improve their policies, systems, and the environment of the community.

Strategies Activities or actions within an intervention that focus on making changes to specific topic areas of knowledge, skills, attitudes, and/or behaviors of an audience. Strategies can include activities and/or actions that directly or indirectly affect individuals or groups of people. Intervention strategies are based on the best available evidence related to the topic or goal, are relevant and engaging to the audience of focus, and are culturally appropriate for the audience.

Sub-recipient The organization, entity, or group that receives SNAP-Ed funding directly from DWSS – most often referred to as an “implementing agency (IA)”

Sub-sub-recipient The organization, entity, or group that receives SNAP-Ed funding directly from a DWSS sub-recipient. The sub-sub-recipient must follow all state and federal guidelines and requirements for the Federal grant program. The sub-recipient is responsible for all program and fiscal monitoring in accordance with Federal requirements for all its sub-sub-recipients.

USDA FNS United States Department of Agriculture Food and Nutrition Service is the Federal funding and regulatory agency for SNAP and SNAP-Ed.

WIC The Special Supplemental Nutrition Program for Women, Infants and Children is a Federal grant program that provides food assistance, nutrition education, and nutrition screenings for pregnant and post-partum women and their children from 0 to 5 years old.

Appendix B Application Checklist

Check each box below as you complete the section. All items must be checked, completed, and included in order for the application to be accepted.

- ☐ **Application Cover Sheet**
- ☐ **Plan Narrative**
- ☐ **County & Project Table FFY2021 (Excel)(attach separately)**
- ☐ **Project Work Plan**
- ☐ **Budget (Excel)(attach separately)**
- ☐ Supporting Documents (if applicable)

Appendix C Letter of Interest

To: State of Nevada, Division of Welfare and Supportive Services, SNAP-Ed

Date Completed: _____

Legal Name of Organization/Applicant: _____

Street Address/Suite/Building: _____

City, State, Zip: _____

Primary Contact Person/Title: _____

E-mail: _____

Phone: _____

What counties do you intend to serve if an application is submitted?

- | | | | | | |
|--------------------------------------|------------------------------------|-----------------------------------|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Carson City | <input type="checkbox"/> Douglas | <input type="checkbox"/> Eureka | <input type="checkbox"/> Lincoln | <input type="checkbox"/> Nye | <input type="checkbox"/> Washoe |
| <input type="checkbox"/> Churchill | <input type="checkbox"/> Elko | <input type="checkbox"/> Humboldt | <input type="checkbox"/> Lyon | <input type="checkbox"/> Pershing | <input type="checkbox"/> White Pine |
| <input type="checkbox"/> Clark | <input type="checkbox"/> Esmeralda | <input type="checkbox"/> Lander | <input type="checkbox"/> Mineral | <input type="checkbox"/> Storey | |

Do you intend to reach the tribal communities in the State of Nevada? ☐ Yes ☐ No ☐ Unsure

Dear State of Nevada, SNAP-Ed:

Please accept this letter as notification that the Organization/Applicant named above is interested in applying for SNAP-Ed grant funding from the State of Nevada, Division of Welfare and Supportive Services (DWSS) for a period of performance from October 1, 2020 through September 30, 2022 (FFY2021-2022).

The Organization/Applicant named above understands that signing this letter of interest **does not** formally or informally bind nor promise that the organization or applicant will submit an application for SNAP-Ed funds.

The Organization/Applicant named above understands that by submitting this letter of interest, DWSS will add the primary contact person to a communication list and agrees to receive future emails and phone calls related to Nevada SNAP-Ed and to this funding opportunity unless the Organization/Applicant named above requests to be removed from the communication list.

Additional notes from Organization/Applicant (optional): _____

Sincerely,

Signature of Primary Contact

Name of Person Signing, if different from Primary Contact: _____

Contact information of Person Signing, if different than listed above: _____

Appendix D Eligible Sites

The intended audience for SNAP Ed is SNAP recipients (who are at or below 200% Federal poverty guidelines) and other low-income audiences who are at or below 185% Federal poverty guidelines (FPG).

To determine if a person, group, or a site is eligible for SNAP-Ed, participants are not asked for their income. Instead, SNAP-Ed providers can use a variety of data to identify sites where low-income audiences live, learn, work, play, eat or shop and most in need of SNAP-Ed. The SNAP-Ed Guidance provides more in-depth information about what audiences and what sites are eligible for SNAP-Ed.

Nevada SNAP-Ed encourages applicants to work with sites that are eligible by location, or that are eligible based on publicly available data such as census data or school meal data provided by the Nevada Department of Agriculture (NDA). Applicants are responsible for planning programming with eligible sites. This appendix lists some methods that can be used to help identify eligible sites.

Details about the data used to demonstrate eligibility are not required to be included in project proposals. However, in the Project Work Plan, applicants are asked to briefly list the source(s) where they looked for eligibility, e.g. census tract, eligible by location, school meal data, or other. Applicants who are awarded may seek assistance from Nevada SNAP-Ed to finalize their list of eligible sites. If a proposed site is not deemed eligible, the applicant's project plan and funding amount may change.

Please note: DWSS will not determine if a site is eligible for applicants during the open application period. However, if you have questions about how to look up or how to understand the publicly available data, you may contact sxcook@dwss.nv.gov.

Determining Eligibility for SNAP-Ed Sites

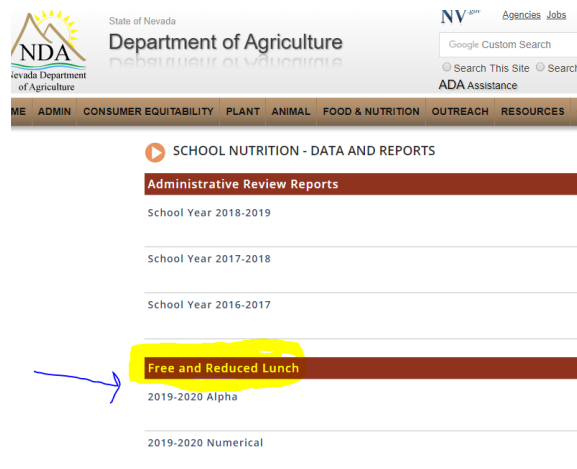
All sites where SNAP-Ed participants are recruited from must be eligible.

These sites are eligible for SNAP-Ed (by location):

- Food Bank, Food Pantry
- Temporary Homeless or Domestic Violence Shelters
- Public Housing (Public Housing Authority)
 - Find your local Public Housing agency contact information here:
www.hud.gov/program_offices/public_indian_housing/pha/contacts
- Supplemental Nutrition Assistance Program (SNAP) Benefits Office
- Temporary Assistance for Needy Families (TANF) Office
- TANF Job Readiness Site: New Employees of Nevada (NEON)
- Food Distribution Program on Indian Reservations (FDPIR)

Schools may be eligible if one of these criteria apply:

- 50% or more of students in the school(s) are eligible for free or reduced lunch (FRL) based on Nevada Department of Agriculture (NDA) data reports. For NDA data, go to this website:
http://agri.nv.gov/Resources/Data_and_Reports/Food_and_Nutrition/SN/SN_Data_Reports/. Under the section 'Free and Reduced Lunch' are the most recent reports for the percentage of FRL based on school.
- School is in an eligible census tract or block group.



Other Community Agencies

Other community agencies may be eligible based on census tract or block group data. Follow directions below for using census data to determine eligibility. Please note, if census data does not show that a site is eligible, an applicant can still submit the site as part of their proposal but needs to provide a reason(s) why they believe the site should receive SNAP-Ed services. For some sites, there may be other data available that can be used to determine eligibility.

Census Data Resources

These are resources to help applicants check to see if a site(s) is eligible for SNAP-Ed.

- *Using Census Data to Check Site Eligibility* (guidance below)
- **geocoding.geo.census.gov** (instructions on how to use this website below)

Using Census Data to Check Site Eligibility

To see if a site(s) is eligible for SNAP-Ed using census data, an applicant can use the site's physical address to look up what census tract and block group the site is in. If a site sits within an eligible census tract or block group, it is eligible for SNAP-Ed. Available census poverty data shows the percent of people in a census tract or a block group who are at or below 185% FPG — we use this data.

What makes a census tract or block group eligible?

- **A census tract is eligible if:** 50% or more of people in the census tract are at or below 185% of Federal Poverty Guidelines (FPG).
- **A block group is eligible if:** 50% or more of people in the block group are at or below 185% of FPG.

How to find out if a census tract or block group is eligible:

- Using instructions below, find the census tract number and block group number for the proposed SNAP-Ed site address where the intervention will be.
- Using instructions below, check eligibility of the census tract and block group for your address(es).

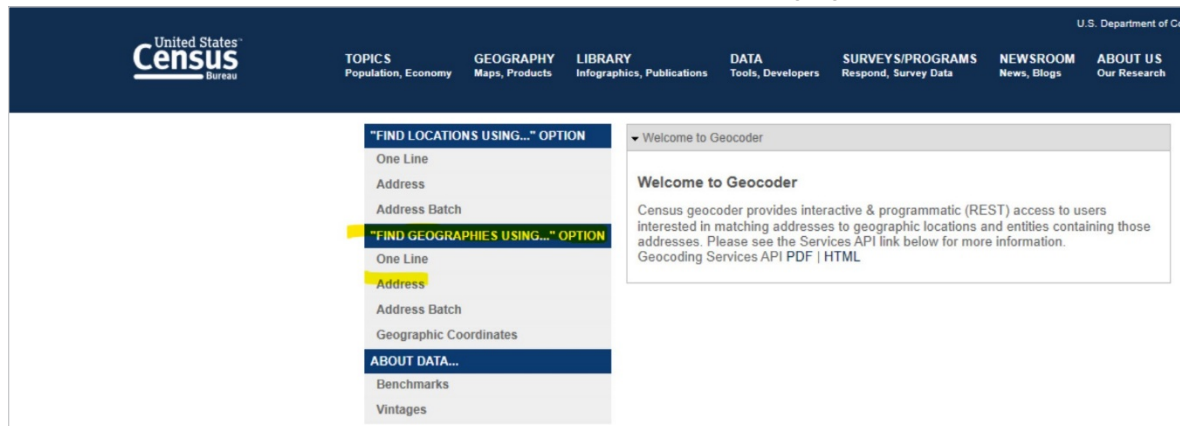
Two sets of instructions below lay out how to look up data for:

1. **A single address:** See: *To check eligibility of a census tract and block group for a SINGLE ADDRESS.*

If neither the census tract or block group is eligible, the site may not be eligible for SNAP-Ed. In this case, the applicant may submit justification in their **Plan Narrative** in support of why SNAP-Ed services should be provided at the site(s).

1. To check eligibility of a census tract and block group for a SINGLE ADDRESS:

1. Go to: **geocoding.geo.census.gov**.
2. Under **"FIND GEOGRAPHIES USING..."**OPTION, select **Address**. See highlights below:



- On the next screen, enter the **Street, City, State, and Zip**. Select **FIND**. See highlights below:

"FIND LOCATIONS USING..." OPTION

One Line

Address

Address Batch

"FIND GEOGRAPHIES USING..." OPTION

One Line

Address

Address Batch

Geographic Coordinates

ABOUT DATA...

Benchmarks

Vintages

Find Address Results

Street :

City :

State :

Zip :

Benchmark :

Vintage :

FIND

- Review your **Find Address Results**:
 - Verify that the **Matched Address** is the same as what you entered. For example, below shows that the entered address and matched address are the same.
 - Scroll down to the **2010 Census Blocks** section. Find the **GEOID**, shown in the example below:

Find Address Results

Street :

City :

State :

Zip :

Benchmark :

Vintage :

FIND

Input:

Street: 400 w king street City: carson city State: NV Zip: 89703

Benchmark: Public_AR_Current (4)

Vintage: Current_Current (4)

Matched Address: 400 W KING ST, CARSON CITY, NV, 89703

Coordinates: X: -119.76958 Y: 39.163914

Tiger Line Id: 199517724 Side: R

Address Comments:

2010 Census Blocks:

SUFFIX:

GEOID: 325100001001132

CENTLAT: +39.1642421

BLOCK: 1132

AREAWATER: 0

STATE: 32

BASENAME: 1132

OID: 210403963542163

LSADC: BK

FUNCSTAT: S

INTPTLAT: +39.1642421

NAME: Block 1132

OBJECTID: 43259

TRACT: 000100

CENTLON: -119.7699254

BLKGRP: 1

AREALAND: 5359

INTPTLON: -119.7699254

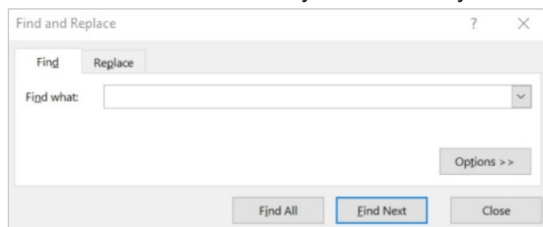
MTFCC: G5040

LWBLKTYP: L

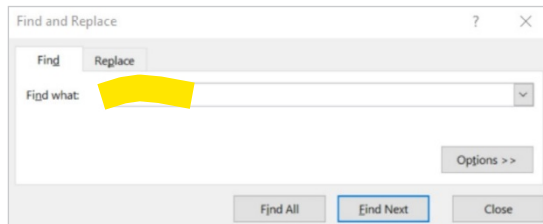
COUNTY: 510

5. Find the percent at or below 184% FPG for the census tract:

- Open the **NV Census Tract Eligibility Data Lookup (2018)** file. Click on any cell.
- Hold down the **Control** key and the **F** key at the same time (Control+F). You will see this:



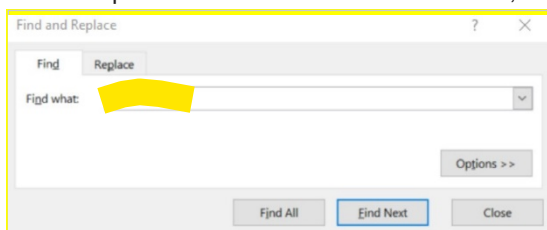
- Copy and paste **all but the last four digits** of the GEOCODE in the **Find what** field.
For example: For GEOID: 325100001001132, copy/paste **32510000100** (do not copy/paste the 1132).



6. Select **Find Next**. The cursor will take you to the census tract (CT). In this example, CT 1, Carson City.
- Check **Column C** for the percent at or below 184% FPG in this census tract. If it is 50% or more, **STOP**, the census tract is eligible.
 - If the CT is < 50%, check the block group data.

To check block group data:

- Go to the **Block Groups** tab. Click in any cell.
 - Use Control+F to search. Copy and paste **all but the last three digits** of the GEOID.
For example: For GEOID: 325100001001132, copy/paste **325100001001** (do not copy/paste the 132).



- Click **Find Next**.
- The cursor will jump to the census tract and block group number for the address you entered. In this example, Carson City CT 1, Block Group 1.
 - Check the percent in **Column C**. If it is 50% or more, the block group is eligible.



Questions?

If you have questions about how to look up census data or how to read the *NV Census Tract Eligibility Data Lookup (2018) Spreadsheet*, you may send your questions to sxcook@dwss.nv.gov.

Appendix E Intervention Strategies

Policy, System, and Environmental (PSE) Strategies

PSE strategies help create conditions where people are encouraged to act on their education and awareness, and where the healthy choice becomes the easy and preferred choice. Strategies are characterized by being:

- Delivered using two or more levels of the Spectrum of Prevention
- Relevant and motivational to the audience of focus
- Responsive to constraining environmental and/or social factors
- Complementary to any Health Promotion or direct education strategies
- Developed and delivered with other national, State, and local partners to further the reach and impact
- Partner- or community-led, meaning that the organization or group(s) involved in the PSE strategy is ultimately responsible for adopting and maintaining the PSE changes.

Categorizing changes as a policy change, a system change, or an environmental change can be confusing. To assist applicants, DWSS SNAP-Ed is including definitions and examples developed by the State of California SNAP-Ed Program to help illustrate the differences.

Policy: A *written* statement of an organizational position, decision or course of action. Ideally policies describe actions, resources, implementation, evaluation, and enforcement. Policies are made in the public, non-profit, and business sectors. In the public sector, policies may be determined by the legislative, executive or judicial branches of government at the city, county, district or state levels. In the non-profit and business sectors, organizational policies may be established by boards of directors, executive officers, managers or supervisors. Because they are written, policies are the easiest type of PSE change to categorize.

Example

A school district wellness policy requires nutrition education and physical activity interventions to be offered by SNAP-Ed qualified schools.

Systems: Systems changes are *unwritten, ongoing, often qualitative* organizational decisions/changes that result in new activities reaching large proportions of people the organization serves. An organization may adopt a new intervention, assign its people, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may occur in all three sectors (public, non-profit, and business). They may precede or follow a written policy.

Example

Organizations join efforts as a voluntary Food and Activity Policy Council to set up a farm-to-fork system that links farmers with new retail or wholesale customers in low-income settings. (A Council establishing itself as a non-profit or created by a body of government may be a policy change.)

Environmental: Includes the built or physical environments, which are visual/observable, but may include economic, social, normative or message environments.

Example

A SNAP-Ed qualified retailer institutes cross-promotional signage and pricing shelf-talkers and offers free educational materials to encourage selection of preferred foods as per Half My Plate or the Dietary Guidelines for Americans (DGA); OR the retailer elects to place EBT signs only with foods and beverages 'to increase' as per the DGA.

Other PSE examples include:

- Coordinating with outside groups to strategize how healthier foods may be offered at sites such as emergency food sites frequented by the audience of focus.
- Working to bring farmers markets to low-income areas such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits.
- Conducting Health Promotion efforts such as promoting use of a walking trail or selection of healthy foods from vending machines.
- Conducting social marketing campaign for a specific SNAP-Ed eligible audience about the benefits of physical activity.

Resources for PSE strategies:

- **SNAP-Ed Toolkit**
- **SNAP-Ed PSE Interactive Tools & Resources: Creating Health Local Places**
- **Spectrum of Prevention**

Social Marketing (PSE)

Successful SNAP-Ed social marketing programs should be comprehensive in scope using multiple communication channels to reach the audience of focus with sufficient frequency and reach. Market research and formative evaluation can help identify communication channels and nutrition-and health-information seeking behaviors that will best reach different segments of the SNAP-Ed eligible audience.

Resources for Social Marketing:

- [**SNAP-Ed Connection: Social Marketing**](#)
- [**SNAP-Ed Toolkit: Social Marketing Interventions**](#)

Health Promotion

Health Promotion encompasses the strategies that reinforce and build on PSE strategies and/or direct education strategies. Health promotion can be for individuals, groups, at specific sites, for specific communities, or whole populations. In SNAP-Ed, health promotion strategies are also called “indirect education activities.”

- Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area
- Display of Physical-Activity Related Signage that directly supports PSE strategies in highly visible area
- Behaviorally-focused food or cooking demonstrations to improve skills related to preparing low-cost, healthy food
- Food demonstration that increases awareness of PSE strategy
- Implemented or enhanced limits on marketing or promotion of less healthy options
- Increased awareness of the PSE change by the audience of focus
- Increased marketing/promotion of school nutrition program inside or outside of school building
- Meal service staff encourages healthy selections
- Menu labeling with calorie, fat, sodium, added sugar counts
- New or improved stairwell prompts
- Point-of-purchase and distribution prompts
- Signage and prompts for use of walking and bicycling paths
- Site provides information on other nutrition resources (SNAP, WIC, FINI, etc.)
- Took promotional steps to encourage new food distribution sites
- Took promotional steps to encourage new healthy retail outlets
- Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.
- Vending machine labeling (e.g., calories, traffic light color coding.)

Resources for Health Promotion:

- [**USDA Team Nutrition**](#)
- [**USDA Start Simple with MyPlate**](#)

Direct Education

Direct education is behaviorally-focused group nutrition and/or physical activity education class series, using an approved SNAP-Ed curriculum. The participant is actively engaged with an educator in a learning process for a **minimum of 20 minutes**. Providing full meals, incentive vouchers, childcare, transportation, etc. cannot be paid for with SNAP-Ed funding, and agencies are encouraged to partner with other organizations for funding opportunities. All SNAP-Ed direct education strategies **MUST** use an approved Nevada SNAP-Ed curriculum.

Resources for Direct Education:

- [**Approved Nevada SNAP-Ed Curriculum List**](#)
- [**National SNAP-Ed Best Practices in Nutrition Education for Low Income Audiences**](#)

Appendix F BudgetGuidance

General Instructions

Applicants have flexibility to build project plans that reach locations within their area and may extend to other parts of the State.

- Use the **Budget Workbook** (Excel spreadsheet) provided to prepare your budget.
- Itemized costs, using actual costs or estimates, should be added to the budget to support the specific project strategies.
- Some worksheets and cells have formulas and will auto-calculate the correct totals for each cost. Please ensure these formulas aren't broken or the calculations won't compute appropriately. If you need assistance, contact sxcook@dwss.nv.gov.
- **Do not delete** rows or columns within the Budget Workbook. If the line item doesn't pertain, simply put a zero in the cost column.
- Remember, this is a reimbursement program, not a grant. You need to spend first and then bill actual costs to the program. During the fiscal year, adjustments can be made to approved budgets through budget amendments.
- Costs must be reasonable, necessary, and allocable to be an allowable expense.
- Show your math & make sure it is correct.
- Be able to support any costs listed with fiscal documentation.
- Use the most current [USDA SNAP-Ed Guidance](#) for lists of allowable and unallowable costs.

Budget Summary Tab

This main page of your budget reflects totals from the Budget Narrative worksheet. **DO NOT change formulas in Column C.**

- **NOTE:** If you need to make a change to your budget or if it is not "balancing" – go to the Budget Narrative tab. You will not be able to make the change on the Budget Summary tab. (Example: to make a change in the Salaries/Benefits line item - go to the Budget Narrative tab and make the change)
- **NOTE:** Please review this page to ensure your agency name, indirect rate, and your total budget is balanced.

Budget Narrative Tab

This tab outlines the various components of your budget. Ensure the total at the bottom of the workbook is what was expected. Use the Add-Remove Lines Example tab to reference adding or removing lines in the workbook. The structure and formulas are important.

TOTAL SALARY/BENEFITS:

Enter SNAP-Ed position titles (staff names in parentheses) and position control numbers (PCNs – if applicable), percent of time to be spent on SNAP-Ed, rate of pay, fringe rate.

SNAP-Ed Coordinator (list name of staff person inside parentheses)

- This position is required for each Nevada SNAP-Ed sub-recipient agreement. This position manages the SNAP-Ed project and ensures the satisfactory implementation of the SNAP-Ed project at the participating organization. Basic expectations for this role include researching, planning, and writing SNAP-Ed annual project plan for the organization; planning, facilitating, evaluating, and implementing and/or coordinating the implementation of the approved SNAP-Ed project plan for the participating organization; and, submitting or coordinating the submission of required SNAP-Ed online and written reports.
- DWSS strongly suggests at least 0.5 FTE for this position. Time & effort for this role often includes staff leadership and/or supervision, SNAP-Ed staff or volunteer training and recruitment/hiring, attending required SNAP-Ed training, attending available networking opportunities, attending State SNAP-Ed meetings, participating in conference calls throughout the year, attending quarter review conference calls and/or quarterly and annual site visits, coordinating and participating in site visits and reviews, coordinating and participating in annual program management evaluations from DWSS or USDA FNS when applicable.

Other SNAP-Ed Staff

- Enter the name of each position, followed by staff person name in parentheses. Use a separate line for each position.
- **NOTE:** Be sure to list all agency paid staff positions that will contribute time or work directly on the SNAP-Ed project. This includes educators, administrators, evaluators, fiscal, and maintenance staff.
- Include a brief description of duties conducted for the SNAP-Ed project for **all other** positions listed in the staffing section. If a WIC certifier is conducting SNAP-Ed work, you must be clear as to the SNAP-Ed duties. Please do not list staff as WIC, but instead only reference their SNAP-Ed activities.
- Do not list sub-contractors or sub-sub-recipients here; include this information in the Contracts/Sub-Grant/Agreements section below.
- Do not list staff that are included in your agency indirect rate or cost allocation plan.

CONTRACTS/SUB-GRANTS/AGREEMENTS:

NOTE: This section is only for applicants that plan to provide SNAP-Ed funding to other local agencies or community members for certain work through agreements for consultation or advisement to SNAP-Ed, or sub-sub-recipient contracts to implement SNAP-Ed programming.

- For Federal Sub-sub-recipient contracts and service agreements, enter the name or business with whom you plan to contract.
- **NOTE:** All sub-sub-recipient agreements must follow the same SNAP-Ed program and fiscal guidance requirements

as the primary DWSS sub-recipient and must be monitored and reviewed by the primary sub-recipient organization.

- Describe the products or services provided by an outside agency or individual (not your employee) for SNAP-Ed.
- Enter the total cost of the contract or agreement.
- If the information is available, identify costs such as: personnel, travel, operating, contractual, indirect

NON-CAPITAL EQUIPMENT SUPPLIES:

Non-capital equipment is required equipment costing less than \$5000 that is not disposable and not depreciated over time. Provide itemized detail in this section for items such as:

- Purchase and renewal of computer equipment and software needed for SNAP-Ed administration, program planning, delivery, evaluation, or reporting. Though not required, a minimum amount for computer and software equipment is strongly suggested to be included in the budget.
- Durable items regularly used in day-to-day office work such as office chair, label machine, ergonomic mouse; and durable items used for demonstrations and food preparation such as blenders, cutting boards, and hot plates.
- In column A, enter the items and justification. In Column F, enter the estimated cost.
- Costs for equipment shared by SNAP-Ed with other programs must be prorated.

MATERIALS:

- The Materials section of the worksheet includes materials and supplies required to conduct curriculum. Justify the expenditures.
- Costs for materials and supplies shared by SNAP-Ed with other programs must be prorated based on staff FTE.

TRAVEL:

Nevada SNAP-Ed values and encourages training, staff development, and networking opportunities to stay current on best practices in the field.

- **NOTE:** Anyone who will be requesting travel reimbursement, including mileage, **MUST** appear in the staffing section above.
- Mileage reimbursement rate is \$0.575; if your agency uses a lower rate, please indicate.
- Estimate out-of-state travel – airfare, baggage, per diem, lodging, ground transportation, mileage, parking. CONUS rates must be used: <https://www.gsa.gov/travel/plan-book/per-diem-rates>.
- Estimate in-state travel – airfare, baggage, per diem, lodging, ground transportation, mileage, parking. CONUS rates must be used: <https://www.gsa.gov/travel/plan-book/per-diem-rates>.
- Do not include maintenance of a vehicle in the travel section of this Budget Narrative tab. That is more appropriate in “Maintenance”.
- Do not include monthly lease payments of a vehicle in the travel section. That is more appropriate in “Maintenance”.

BUILDING/SPACE:

- Identify and justify building and space expenditures. This could include rent, car insurance, or audit costs.

MAINTENANCE:

- Identify and justify maintenance expenditures, such as car maintenance, vehicle leases, gas card reimbursement, postage, phone bills, email costs, etc.

EQUIPMENT AND OTHER CAPITAL EXPENDITURES:

- Items that cost \$5,000 or more. Also list any computers or computer-related equipment to be purchased, regardless of cost.
- **NOTE:** all other equipment costing less than \$5,000 should be listed under Materials.

INDIRECT CHARGES:

- Total direct costs x 10% de minimis indirect cost rate.
- Contact DWSS if your agency utilizes a cost allocation formula and have a different indirect rate.



Questions?

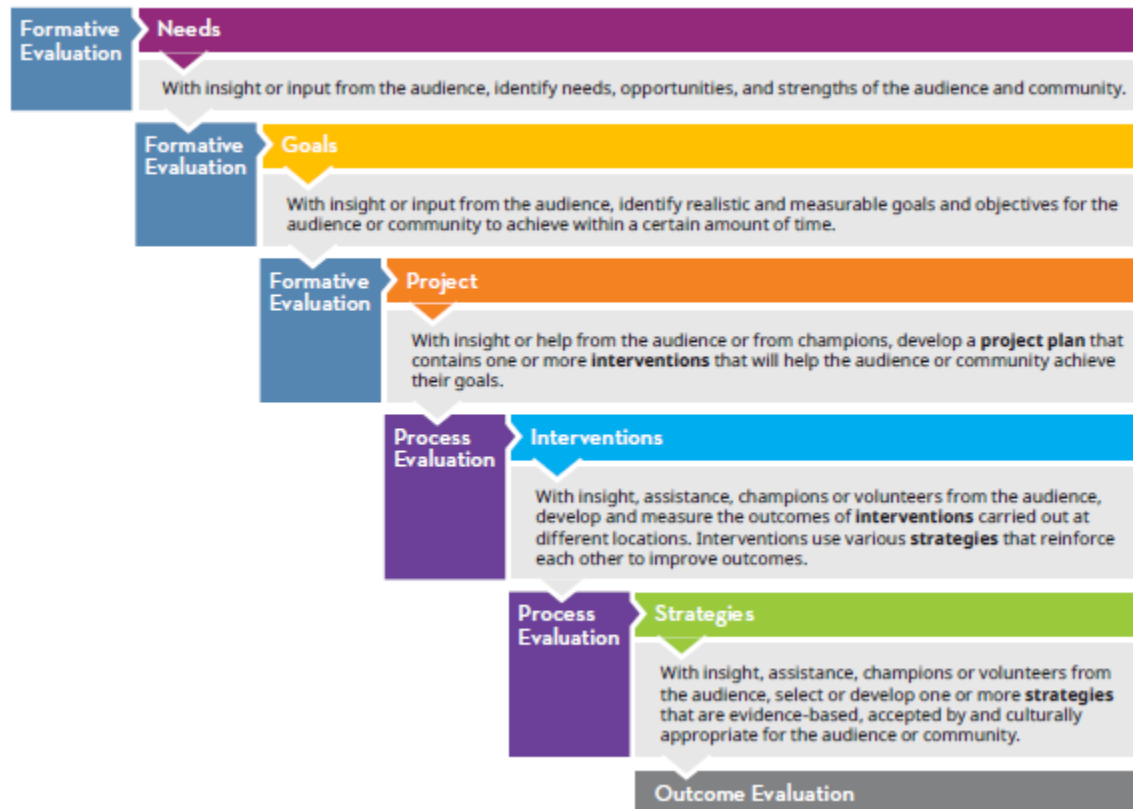
For questions about how to understand a component of the budget, email Nevada SNAP-Ed at sxcook@dwss.nv.gov.

Appendix G Project Design Guidance

Applicants should refer to the **Project Design and Evaluation Instructions** listed in **Section 1.4: Project Requirements** for a list of requirements for each project. Section 1.4 includes required elements for SNAP-Ed projects and will help applicants submit a complete **Plan Narrative** and Project Work Plan.

This appendix is designed to ensure applicants understand the different components of SNAP-Ed project plans, including core components described in the graphic below. Also included in this appendix is information and resources related to: understanding the phases or “lifecycle” of projects, developing SMART objectives, types of evaluation, and strategic planning for public health.

Core Components of SNAP-Ed Project Plans



Project Phases or “Lifecycle”

1. **Identify Needs** What is the problem you are trying to solve? What are the causes?
2. **Establish Goals** What do you hope to achieve through this project?
3. **Create a Project Plan** What interventions and strategies work to address identified needs and goals? What interventions and strategies are relevant to your community? What specific, tangible, products and outcomes (i.e., objectives) will the interventions achieve? Do your intervention objectives support your overarching project goals?
4. **Implement and Evaluate Your Project** Have interventions and strategies been implemented according to the project plan? Why or why not? Are interventions and strategies achieving their objectives?
5. **Re-evaluate, Re-define, Refine Project Plan** Has the problem the project is addressing changed since the project was implemented? Are the problem causes the same? Do interventions and strategies need to be adjusted? Is the project ready for widespread adoption?

S.M.A.R.T. Objectives*

All interventions should be planned with SMART objectives. A well-written and clearly defined SMART objective is:

- **Specific:** Identifies a specific event or action that will take place. Does the objective explicitly state how the audience of focus will change? In contrast to goals, which are purposefully broad, objectives should be specific and should clearly communicate the desired change that will take place.
- **Measurable:** Quantifies the amount of change to be achieved. Is the objective measurable and are you able to measure it? SNAP-Ed sub-recipients should be able to describe the means by which they will measure the possible change in their audience of focus (e.g., workshop survey, follow-up survey, interview, observation, etc.).
- **Appropriate:** Logical and relates to the Nevada's SNAP-Ed goals. Is the objective achievable given the resources and program you have in place? Objectives should be reasonable, realistic, and achievable within the context of the program being proposed or delivered. When objectives are developed for a new program, it can be difficult to assess what is realistic. However, once a program is in place, an analysis of evaluation data can be used to inform future expectations regarding program performance. Other agencies delivering similar SNAP-Ed projects may also be a source for "benchmarking" how much change is realistic to anticipate.
- **Realistic:** Practical, given available resources and proposed SNAP-Ed activities. Does the objective align with the larger goals of the program and with the goals of the participants? Objectives should align with the overarching goals of the SNAP-Ed project and should be consistent with SNAP-Ed participant desires for increased knowledge or behavioral change. When this alignment takes place, the objectives are relevant and can be used to describe progress toward the larger project goals.
- **Time-specific:** Specifies a time by which the objective will be achieved within the fiscal year(s) of the Plan. Does the objective state the time frame for the proposed change? It is helpful to place a time boundary on the achievement of objectives. Objectives can also be set relative to time frames following programming, such as "immediately after training" or "within six months after training." Typically, these time boundaries should correspond to the data collection timetable (i.e., When will you collect post-test data? When will you collect follow-up data?).

Examples:

- **Objective 1:** By September 30, 2021, 50% of the adults participating in the _____ project intervention, as reported by pre and post testing, will increase their fruit and vegetable intake.
- **Objective 2:** By September 30, 2021, 50% of kindergarten children participating in the _____ project intervention, as reported by their teachers and parents, will improve their willingness to taste vegetables.

Resources for SMART Objectives:

- [CDC Two-Page Overview on Writing SMART Objectives \(PDF\)](#)

**Credit: Adapted from North Carolina SNAP-Ed developed S.M.A.R.T. guidance for sub-recipients.*

Types of Evaluation

Formative Evaluation: informs project development. This includes, but is not limited to the following:

- Needs assessments
- Environmental assessments
- Focus groups
- Interviews
- GIS mapping
- Surveying community members and members of the SNAP-Ed audience
- Advisory council or Planning committee with key partners or members of the SNAP-Ed audience

Process Measures: informs if project is going as intended.

- Number reached through SNAP-Ed interventions
- Education classes implemented asplanned
- Key partners join in planning or implementing interventions

Outcome Evaluation: used to better understand impact and effectiveness and identify best practices and gaps. It shows what happened as a result of a strategy, intervention, or overall project. It may use data from:

- Pre/post surveys for class series
- PSE
- Biometrics
- SNAP sales
- Success stories
- Partnerships

Resources for Evaluation:

- **SNAP-Ed Evaluation Framework**

Appendix H Program Description

Introduction to SNAP-Education Grant

Overview

SNAP-Ed (Supplemental Nutrition Assistance Program Education) is a program funded by the U.S. Department of Agriculture (USDA) that helps people live healthier lives. It is the nutrition education and obesity prevention component of SNAP (Supplemental Nutrition Assistance Program) and is intended to serve SNAP participants and other low-income individuals, to work with communities with disproportionate rates of poverty, and to work in areas with adverse food and nutrition, physical activity, and food security rates. According to 7 CFR §272.2 (d)(2)(vii)(B), SNAP-Ed is “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.”

The goal of the national SNAP-Ed program is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans. To achieve this goal, SNAP-Ed provides community-based interventions consisting of a combination of evidence-based and behaviorally focused educational and public health strategies. Interventions are delivered with partners in multiple venues and involve activities at the individual, organizational, community, and societal levels. SNAP-Ed programs are nationally recognized for their ability to positively impact individuals and communities.

The program is operated in accordance with USDA SNAP-Ed Plan Guidance and SNAP-Ed Guiding Principles, follows nutrition and physical activity recommendations from the US Dietary Guidelines for Americans, and is evaluated based on measures included in the SNAP-Ed Evaluation Framework. Specific information about scope and nature of SNAP-Ed activities can be found in the USDA SNAP-Ed Plan Guidance and other SNAP-Ed resources. These and other helpful resources are linked below.

- [USDA SNAP-Ed 2021 Guidance](#)
- [National SNAP-Ed Evaluation Framework](#)
- [SNAP-Ed Toolkit](#)
- [SNAP-Ed Connection](#)
- [US Dietary Guidelines for Americans](#)

Eligible Audience

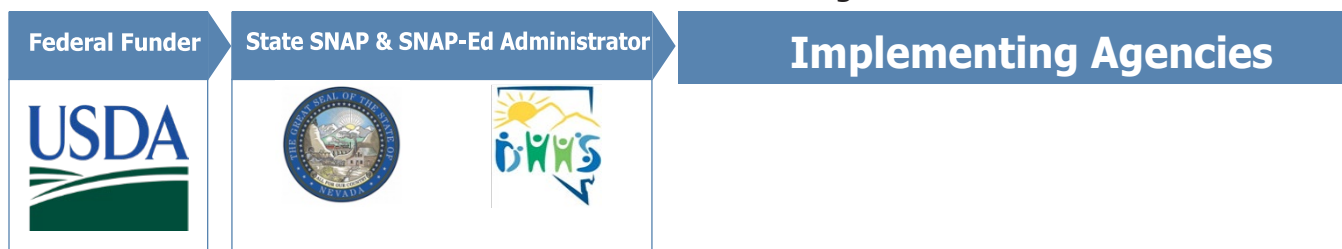
The SNAP-Ed grant is focused on SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested Federal assistance programs, like the Women, Infants, and Children Program (WIC) or Temporary Assistance for Needy Families (TANF). SNAP-Ed can also work with individuals, groups, and partners in communities with a significant low-income population (50% or greater at or below 185% of the Federal Poverty Guidelines). Audiences of focus include pre-school aged youth, school aged youth (Kindergarten – 12th grade), young adults (18-24 years old), adults with or without children, and seniors (65+ years old). The audience that SNAP-Ed works with should be based on the SNAP-Ed Statewide needs assessment and additional assessments or conversations with the community. Please see the Eligible Sites guidance in [Appendix D](#) for more information about determining eligible audiences.

Nevada SNAP-Ed Program

Overview

The State of Nevada, Division of Welfare and Supportive Services (DWSS) applies for SNAP-Ed funding from the USDA Food and Nutrition Service (FNS). The amount of annual State funding changes year to year, and past award history can be found [here](#). DWSS subgrants with different organizations (implementing agencies) to provide SNAP-Ed programs Statewide.

Nevada SNAP-Ed Funding Stream



During FFY2019, Nevada SNAP-Ed provided nutrition and physical activity education classes to 5,982 youth and 7,165 adults, which is a total of 13,147 participants. Around the State, implementing agencies also delivered 18 Policy, Systems, and Environmental strategies reaching an estimated 161,730 people.

During FFY2019, highlighted outcomes of the NV SNAP-Ed program include:

- 34% of older adults increased fruit consumption
- 32.2% of older adults increased vegetable consumption

- 22.2% of older adults decreased consumption of sugary beverage
- 20.3% of older adults increased physical activity
- 491 older adult participants reached through PSE
- University of Nevada Cooperative Extension (UNCE)'s school-age participants 35.2% increased fruit consumption
- UNCE's school-age participants 34.3% increased vegetable consumption
- UNCE's school-age participants 42% increased physical activity

Nevada SNAP-Ed Expectations

Expectations of the Nevada SNAP-Ed program are listed below. These expectations are reflected in the project requirements, in the [Plan Narrative](#) and Project Work Plan and in the [Application Evaluation Criteria](#).

Project plans and interventions are cohesive: Cohesive project plans, interventions, and strategies reinforce each other to further the positive impact to SNAP-eligible communities.

Interventions have strategies that align with the Spectrum of Prevention: The **Spectrum of Prevention** is a systematic planning tool that helps select different targeted strategies that can build an intervention plan for effective prevention of obesity. "The Spectrum identifies six levels of intervention . . . and helps people move beyond the perception that prevention is merely education. All six levels are complementary and synergistic: when used together, they have a greater effect than would be possible from a single activity or initiative" ([Prevention Institute, Spectrum of Prevention](#)).

Interventions are driven by community engagement and participation: Include members or champions from the audience or partner organizations in planning, implementation, or evaluation of SNAP-Ed interventions or strategies. Program development should follow community participatory approaches and directly involve SNAP-Ed eligible community members and representatives to ensure a health equity lens to community assessments, program planning, and evaluation. Sub-recipients are encouraged to coordinate their SNAP-Ed programming with partners to maximize reach and to increase effectiveness and efficiency. SNAP-Ed sub-recipients can coordinate with other community organizations to leverage SNAP-Ed financial resources and increase collective impact.

Interventions are sustainable: Foster sustainability by creating achievable interventions that are sustained by the partner and/or the community beyond the two-year grant.

Interventions include ongoing evaluation: Evaluation is used throughout the project to measure changes that occur because of SNAP-Ed activities, to adjust and improve interventions and strategies, and to track progress towards goals and objectives.

Appendix I Intervention Template

Intervention #	
Intervention Name <i>Examples: Curriculum, PSE strategy, or health promotion</i>	
Need(s) addressed with this intervention <i>Include brief description.</i>	
Intervention Objective(s) <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</i>	

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- ☐ PSE Strategies only
- ☐ PSE Strategies + Health Promotion
- ☐ PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See **Appendix D** for information on SNAP-Ed site eligibility.

- | | |
|---|---|
| <input type="checkbox"/> Eligible by location | <input type="checkbox"/> School Meal Data (FRL: school free/reduced lunch data) |
| <input type="checkbox"/> Census data | <input type="checkbox"/> Other |

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

List the appropriate Nevada Focus Area that this intervention applies to.

List the appropriate outcome indicators as outlined in Nevada SNAP-Ed Evaluation Framework Matrix.