

State of Alaska

Supplemental Nutrition Assistance Program Education (SNAP-Ed)

Policies and Procedures Manual

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Supplemental
Nutrition
Assistance
Program



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SECTION I: INTRODUCTION

The Supplemental Nutrition Assistance Program Nutrition Education and Obesity Prevention Grant Program (SNAP-Ed) is administered by the United States Department of Agriculture (USDA) Food and Nutrition Service (FNS). Every State is eligible for SNAP-Ed funding, which is distributed to a local State Agency. In Alaska, the State Agency is the Family Nutrition Program (FNP), Division of Public Assistance (DPA), and Department of Health & Human Services (DHHS). The FNP coordinates some SNAP-Ed activities directly, and other available funding is awarded through a competitive grant process to implementing agencies, also known as SNAP-Ed grantees. SNAP-Ed grantees may be statewide or local agencies.

This Policies and Procedures Manual is intended for use by SNAP-Ed grantees who have been awarded a grant to deliver SNAP-Ed services in Alaska. Much of the information in this *Manual* is summarized from the *SNAP-Ed Plan Guidance FY 2020 Complete* as well as State of Alaska policies and requirements for grantees. SNAP-Ed grantees should also be familiar with the entire *Guidance*, as it has the most up to date and more detailed information on program requirements. It is available at <https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>.

1. Alaska SNAP-Ed Strategies

The Alaska SNAP-Ed program prioritizes strategies and activities that incorporate the following:

1. A two-generation approach
2. Health equity
3. Alaskan Values: culturally relevant and appropriate

The State of Alaska has used the 2018 Needs Assessment to focus the Policy, Systems and Environmental (PSE) change strategies that SNAP-Ed funds can be used for. Grantees for SNAP-Ed funds are required to combine traditional successful direct education with the strategies below. Direct education curricula must be selected from the list of approved curricula provided by the State, found in Appendix B.

Strategy 1: Create, enhance and support implementation and evaluation of strong wellness policies and practices in eligible schools and out-of-school time programs to promote healthy eating and physical activity.

Strategy 2: Support the development and implementation of Farm to School and Farm to Summer Meal projects, including gardens.

Strategy 3: Support the implementation and promotion of Summer Food Service Program Sites.

Strategy 4: Support the development and implementation of Healthy Retail practices and policies in food pantries, food banks, convenience stores and grocery stores.

Strategy 5: Expand the number of retail stores and Farmers Markets accepting WIC/EBT and support efforts to increase access and awareness in the target audience.

Grantees should select 1-2 strategies for implementation. Grantees selecting strategies targeted to children are required to include a home outreach component for parents. More information about the strategies and approved curriculums is included in Appendix A: Alaska SNAP-Ed Strategy Toolkit.

2. SNAP-Ed Goal and Focus

The SNAP-Ed goal is to improve the likelihood that persons eligible for SNAP benefits will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA food guidance. The focus of SNAP-Ed is:

- Health promotion to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle; and,
- Primary prevention of diseases to help the SNAP target audience who have risk factors for nutrition-related chronic disease such as obesity, prevent or postpone the onset of disease by establishing healthier eating habits and being more physically active.

Consistent with these federal SNAP-Ed goals, Alaska SNAP-Ed program's goals are to:

1. Increase appeal of healthy foods and physically active lifestyles.
2. Increase access to healthy foods and physically active lifestyles.
3. Conduct research to understand barriers to fruit and vegetable consumption and physically active lifestyles.
4. Develop and promote partnerships and culturally relevant approaches to support State strategies.

SNAP-Ed activities must include only behaviorally focused, evidence-based nutrition education and obesity prevention interventions or projects that are consistent with FNS's mission and the goal and focus of SNAP-Ed. All activities must also be approved by the State Agency and consistent with the approved SNAP-Ed State Plan.

3. SNAP-Ed Key Behavioral Outcomes

SNAP-Ed activities should focus on achieving the following behavioral outcomes:

- Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products;
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle; and,
- Maintain appropriate calorie balance during each stage of life --- childhood, adolescence, adulthood, pregnancy and breastfeeding, and older age.

Consistent with federal SNAP-Ed behavioral outcomes, Alaska SNAP-Ed implementing agencies will deliver interventions that are focused on two primary behavioral outcomes:

- Increase the consumption of fruits and vegetables among the target population;
- Increase the amount of daily physical activity among the target population.

4. SNAP-Ed Guiding Principles

The SNAP-Ed Guiding Principles characterize FNS's vision of quality nutrition education and address the nutrition concerns and food budget constraints faced by those eligible for SNAP. Grantees are strongly encouraged to use Guiding Principles as the basis for SNAP-Ed activities in conjunction with the SNAP-Ed goal and behavioral outcomes.

The current Guiding Principles can be found in the most recent SNAP-Ed Guidance at <https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>.

SECTION II: ALASKA SNAP-ED ACTIVITY PLANNING

1. Target Audience

The target audience for SNAP-Ed services is low income people, who are either receiving SNAP benefits, or eligible to receive SNAP benefits, defined as incomes of 185% of the Federal Poverty Level (FPL).

In Alaska, the target audience is further narrowed to:

- School-aged children, Kindergarten through 12th grade.
- Families with children in the home.

All SNAP-Ed funds must be used for programming that is directed at low-income Alaskans, who are either receiving SNAP benefits, or eligible to receive SNAP benefits, defined as incomes of 185% of the Federal Poverty Level (FPL). According to the *Guidance*, SNAP-Ed grantees must use the following four measures to identify additional persons eligible for the target audience:

1. Income-based: Persons eligible for other means-tested federal assistance programs such as Supplemental Security income (SSI), the Women, Infants & Children program (WIC) or Temporary Aid to Needy Families (TANF).
2. Location-based: Persons at food banks, food pantries, soup kitchens, public housing and SNAP/TANF job readiness program sites, and other such sites qualify.
3. Persons at venues where it can be documented that the location/venue serves generally low-income persons where at least 50% of the persons have gross incomes at or below 185% of the poverty guidelines. This could include persons in neighborhoods, schools or childcare centers where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold, or children in schools where at least 50% of children receive free and reduced priced meals.
4. Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of \$50,000 or more, or persons shopping in grocery stores located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold.

2. Coordination and Collaboration Requirements

SNAP-Ed activities must be coordinated with other national, State, and local nutrition education and health promotion initiatives and interventions, including those implemented by other FNS nutrition assistance programs such as Women, Infants & Children (WIC), and Child Nutrition Programs (CNP). Collaboration and coordination with state and local agencies such as State Obesity Prevention and Control (OPCP) and local community nutrition education and obesity prevention activities, especially those implementing federally funded nutrition education and obesity prevention activities is expected.

3. Approved Approaches

The FNS stipulates that SNAP-Ed funds may be used for evidence-based activities using the following three approaches:

1. Individual or group-based direct nutrition education, health promotion, and intervention strategies, which must be combined with interventions and strategies from Approaches 2 or 3;

2. Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels; and
3. Community and public health approaches to improve nutrition and obesity prevention.

FNS expects State Agencies to integrate multiple approaches in implementing evidence-based SNAP-Ed nutrition education and obesity prevention activities to provide a greater likelihood of success.

The State Agency also expects grantees to integrate multiple approaches.

Examples of potential SNAP-Ed Activities for each approach, as well as more information about integrating multiple approaches is available in the *Guidance*. The State Agency has set additional priorities for types of activities or suggested interventions to use for the State's five approved strategies, found on page 2 of this document. The SNAP-Ed Strategy Toolkit included in Appendix A includes examples of SNAP-Ed activities that can be used to accomplish the State-approved strategies.

4. Descriptions and Expectations for Evidence-Based Programs and Practices

Grantees are encouraged to choose evidence-based strategies and interventions that are identified in the *Alaska SNAP-Ed Strategy Toolkit* found in Appendix A, and in *SNAP-Ed Toolkit: Obesity Prevention Interventions and Evaluation Framework*, available at <https://snapedtoolkit.org/>.

The toolkit provides a starting point for SNAP-Ed agencies in identifying policy, systems, and environmental change strategies in their SNAP-Ed plans. However, all interventions, including individual or group-based nutrition education programs that are not included in the *Toolkit* must be evidence-based as well. The FNS Western Regional Office has identified three categories of evidence along a continuum. These categories vary according to scientific rigor, degree of innovation, and evaluation requirements. SNAP-Ed agencies are expected to plan, implement, and evaluate programs from among the three categories of evidence to meet the program requirements.

1. Research-Tested
2. Practice-Tested
3. Emerging

Evidence-Based Approach for nutrition education and obesity prevention is defined as the integration of the best research evidence with best available practice-based evidence. The best research evidence refers to relevant rigorous nutrition and public health nutrition research including systematically reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on nutrition education interventions that demonstrate obesity prevention potential.

Evidence may be related to obesity prevention target areas, intervention strategies, and/or specific interventions. The target areas are identified in the current *Dietary Guidelines for Americans*. Intervention strategies are broad approaches to intervening on specific target areas. Interventions are a specific set of evidence-based, behaviorally focused activities and/or actions to promote healthy eating and active lifestyles. Evidence-based allowable use of funds for SNAP-Ed include conducting and evaluating intervention programs, and implementing and measuring policy, systems, and environmental changes in accordance with SNAP-Ed Guidance.

5. Helpful Resources

The following resources may be useful for planning activities, researching best practices and evidence-based strategies, and learning more about the federal nutrition guidelines, programs and requirements that SNAP-Ed activities need to be aligned with.

CDC Social Media Tools

Free communications tools to support overweight and obesity prevention and control efforts.

<http://www.cdc.gov/obesity/resources/multimedia.html>

DHHS and NIH's "We Can" Social Media Tool

Ways to enhance children's activity and nutrition.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>

Dietary Guidelines for Americans

The website includes information about the Dietary Guidelines for Americans, selected messages for consumers, and sample brochures.

<https://health.gov/dietaryguidelines/2015/>

Fruits and Veggie More Matters

A website with information on nutrition, storing, handling, and cooking recipes for a wide variety of fruits and vegetables, as well as expert advice on nutrition questions.

<http://www.fruitsandveggiesmorematters.org/>

Healthy People 2020

Information about the HP2020 objectives and information on interventions and other resources for formulating objectives and selecting interventions is at this website.

<http://healthypeople.gov/>

SNAP-Ed Connection Website

SNAP-Ed Connection is a resource website for SNAP-Ed administrators and providers that links to nutrition education tools, interventions toolkits, MyPlate and Dietary Guidelines for Americans materials. The most recent SNAP-Ed Guidance is also accessible here.

<https://snaped.fns.usda.gov/>

SNAP Nutrition Education Materials Order Page

Evidence-based nutrition education materials developed for SNAP-Ed. Publications including *MyPlate for My Family* and *Eat Smart, Live Strong* are available from this FNS-hosted site.

http://pueblo.gpo.gov/SNAP_NEW/SNAPPubs.php

Team Nutrition

Team Nutrition has developed evidence-based nutrition education materials for SNAP-Ed.

<https://www.fns.usda.gov/tn/team-nutrition>

<https://www.fns.usda.gov/tn/team-nutrition-resource-catalog>

SECTION III: GENERAL PROGRAM ADMINISTRATION

Local implementing agencies, or SNAP-Ed grantees, are selected by the State of Alaska Department of Health and Social Services through a competitive grant application process. As implementing agencies, each SNAP-Ed grantee is responsible for implementing their approved Nutrition Education and Obesity Prevention Work Plan, utilizing approved materials and messages, and attending and participating in required meetings and trainings.

The State Agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to all SNAP-Ed grantees who are approved to conduct work under the State SNAP-Ed plan.

The following are general requirements of all SNAP-Ed grantees and any subgrantees that they work with:

- All SNAP-Ed grantees must ensure that program activities are in compliance with all applicable federal laws, rules, and regulations including Civil Rights and Office of Management and Budget (OMB) regulations governing cost issues. This includes any activities undertaken by subgrantees of the SNAP-Ed grantee.
- All SNAP-Ed grantees must ensure the reporting and fiscal information provided to the State is accurate. This includes information that may be provided by subgrantees of the SNAP-Ed grantee.
- Each participating State Agency must meet U.S. Department of Agriculture - Food and Nutrition Service (USDA-FNS) fiscal record keeping and reporting requirements. SNAP-Ed grantees and their subgrantees are required to provide information needed for the reports in a timely fashion.
- All SNAP-Ed grantees must ensure the information they gather from their subgrantees and share with the State of Alaska is valid.
- SNAP-Ed grantees must ensure that any subgrantees providing nutrition education using State funds adhere to the contract terms and conditions. In addition, SNAP-Ed grantees must ensure that all subgrantees follow all policies and procedures listed in this Policy and Procedure Manual.
- SNAP-Ed grantees must become familiar with this Policy and Procedure Manual, as well as the most recent SNAP-Ed Guidance.
- SNAP-Ed grantees are also responsible for providing orientation to new staff on SNAP-Ed program responsibilities, regulations and requirements.

More specific requirements are detailed below.

1. Work Plans

For each year of the grant term, the SNAP-Ed grantee must submit a work plan and budget for services for approval by the State SNAP-Ed office. Any changes to the activities outlined in the work plan, staffing positions, or budget will require the approval of the State SNAP-Ed office and may also require USDA approval.

Work plans must include project strategies, locations for implementation, identifying community partners and estimating reach/audience. Outcome indicators should be selected from the SNAP-Ed Evaluation Framework that will be used to evaluate grantees' progress towards meeting goals.

2. Staffing

It remains the responsibility of each SNAP-Ed grantee to ensure its staff is qualified and have documents verifying qualifications for each staff. To ensure activities are of good quality and provide accurate, relevant information to the targeted audience it is essential to have the input of trained nutrition professionals. It is the responsibility of each SNAP-Ed grantee to ensure its staff is provided on-going training.

Program staff directly responsible for working with the SNAP-Ed target audience are required to complete the National Nutrition Certification Program (NNCP) through Utah State University Extension Program. This 15-module course is free and available online at <https://extension.learn.usu.edu/browse/food-sense/courses/nncp-tier-i-2017>. Other relevant certifications may be substituted at the discretion of State Agency SNAP-Ed staff.

It is also required that all staff working with juveniles or developmentally disabled adults obtains a Fingerprint Clearance Card.

3. Time Documentation

Biweekly certification of weekly time and effort reporting is required by FNS for staff paid through the SNAP-Ed funds. Records must be maintained for third party contracts of less than 100 percent time. In lieu of signing each time and effort sheet individually, after review and approval, time and effort sheets can be certified in bulk and transmitted electronically (up to 20 sheets per transmittal) with a supervisor's electronic signature.

Time records are used to calculate the charges for time spent on allowable activities. The administrative office, which converts hours worked into dollars charged, shall also maintain accounting records that substantiate the charges incurred. Costs charged based on time and effort reporting would include salaries and fringe benefits for staff employed. These costs should relate to the total accounting documentation maintained by the organization that is asserting the claim.

Staff Devoting 100 Percent of Time to SNAP-Ed:

- A semi-annual time and effort certification by a supervisor is required
- After-the-fact reporting is unacceptable

Staff Devoting Less Than 100 Percent of Time to SNAP-Ed:

- Time records are required for all nutrition education staff devoting less than 100 percent of their time to SNAP-Ed unless a federally approved Random Moments Time Study is used to allocate the time spent on allowable activities.
- Universities and colleges that are approved for Plan Confirmation by the Department of Health and Human Services are also exempt from the time record requirement.
- Budget sections of State plans should confirm that time records are documented.
- Time worked on SNAP-Ed should be reported in hours, and not percentage of time to the project.
- States may develop their own form that includes appropriate space to enter hours spent on SNAP-Ed, date, and employee and supervisor signatures. Only time spent on SNAP-Ed needs to be entered on the form.

- If a University has a procedure for hourly documentation already in place, it may meet the reporting requirement. The time and effort forms can be maintained at the work site and shall be available for review/audit for a period of three years.
- State agencies may submit alternative methods of calculating time with appropriate justification for consideration by the FNS Regional Office. The FNS region may consider and approve alternative methods of calculating time that provide a reasonable assurance of accuracy of the time estimate. Time records need not be submitted with the plan but should be maintained by the project for audit.

When accounting for the cost of part-time staff, the total cost, including time not worked (annual and sick leave), shall be computed and charged. The official accounting system used for grants and funding arrangements shall be used in calculating this cost so that official accounting records reflect all of the revenue and costs of SNAP-Ed. The staff person's time spent on SNAP-Ed shall be documented as specified above. Additional information is available in the *Guidance*.

4. Grant Reporting Requirements

All SNAP-Ed grantees are required to submit regular and timely grant reporting. Required reporting includes:

1. Cumulative Fiscal Reports recording overall grant and match expenditures by budget line; and
2. Program Reports in the format prescribed by the program.

Reports must be submitted to the State of Alaska through the GEMS system. Specific reporting requirements are outlined in individual grant agreements but will include program narrative as well as financial reporting. Grantees may also be required to provide additional information about program activities for federal SNAP-ED annual reporting and preparation of the State plan, as requested.

All SNAP-Ed grantees are required to collect and report standardized program data on the SNAP-Ed Services they deliver in Program Evaluation And Reporting System (PEARS). PEARS is a web-based data-management system with an emphasis on evaluation. PEARS can automatically generate the Education and Administrative Reporting System (EARS) form tables required by the State SNAP-Ed agency. EARS is the annual data and information collection process used by the State to create reports from the data that grantees report in PEARS, providing uniform data and information on SNAP-Ed program participants and types of activities funded by SNAP-Ed during the prior fiscal year.

SNAP-Ed grantees are responsible for verifying the accuracy of grantee data entered into PEARS by program staff and subgrantees before it is submitted to the State SNAP-Ed Agency. Grantee data must be compiled and included in all SNAP-Ed grantee reports, including EARS. SNAP-Ed grantees must train subgrantees in the proper collection of EARS data and monitor their reporting for accuracy and consistency.

5. Program Evaluation Requirements

All grantees are required to have an evaluation plan and to conduct ongoing evaluation of program activities. The evaluation plan must include the indicators and data gathering strategies that will be used. In developing their evaluation plans, grantees must use the *SNAP-Ed Evaluation Framework and Interpretive Guide* to select evaluation indicators, available online at <https://snaped.fns.usda.gov/evaluation/evaluation-framework-and-interpretive-guide>. Outcomes must

be reported in grant reports submitted to the State. The State may also request additional information about evaluation activities and outcomes to meet federal reporting requirements.

Program reporting on outcomes, including program reach, must be entered into the Program Evaluation and Administrative Reporting (PEARS) system. The project manager is responsible for ensuring that information about the SNAP-Ed activities is entered at least monthly. Grantees are required to use the specific evaluation survey appropriate for each SNAP-Ed curriculum they deliver. Evaluation surveys can be found on PEARS in the Program Activities section. A crosswalk of appropriate surveys by curricula is included in Appendix C.

6. Attendance at Trainings & Meetings

The Alaska SNAP-Ed office will provide trainings and meetings for grantees throughout the year. Meetings may be in person or telephonic. SNAP-Ed grantees are required to have a minimum of at least one person per program attend each of the trainings or meetings. Travel expenses (travel time, per diem, etc.) are an allowable expense and must be part of the grantee's approved budget. Travel costs must be consistent with 7 AAC 78.160(h) and (I).

Failure to implement new guidance/regulations provided during training may result in denial of payments for unallowable activities identified during a site visit or an audit.

7. Civil Rights Compliance

SNAP-Ed grantees must comply with all applicable federal laws, rules, and regulations including Civil Rights and the OMB regulations. USDA Civil Rights training must be completed annually by all SNAP-Ed staff delivering SNAP-Ed programming. Civil rights training will be offered annually by the State of Alaska.

Training is provided by the State annually; however, it is the responsibility of SNAP-Ed grantees to ensure that staff who do not attend the State training session receive training. An approved PowerPoint training module is available on request from the State Agency. Detailed records of Civil Rights trainings must be kept that include date of training, names of attendees and an agenda with the topics covered or a copy of the presentation given.

SNAP-Ed grantees are required to complete Civil Rights training annually for staff. Training is required so people involved in all levels of administration of programs that receive federal financial assistance understand Civil Rights related laws, regulations, procedures, and directives. Like SNAP-Ed grantees, subgrantees are required to complete a Civil Rights training annually. SNAP-Ed grantees must review personnel records during site visits of subgrantees in order to ensure that this training requirement has been fulfilled.

Any "frontline staff" that interacts with program applicants or participants, and those persons who supervise "frontline staff," must be provided Civil Rights training on an annual basis. Specific subject matter must include, but not be limited to:

- Collection and use of data;
- Effective public notification systems;
- Complaint procedures;

- Compliance review techniques;
- Resolution of noncompliance;
- Requirements for reasonable accommodation of persons with disabilities;
- Requirements for language assistance;
- Conflict resolution; and
- Customer service.

8. Client Confidentiality

Each SNAP-Ed grantee must ensure procedures are in place to protect client confidentiality compliant with State and federal standards.

9. Proper Citations for Materials Produced with SNAP-Ed Funds

All materials developed or printed with SNAP-Ed funds must include the appropriate USDA nondiscrimination statement, credit SNAP as a funding source, and a brief message about how SNAP can help assure a healthier diet and how to apply for SNAP benefits.

Documents developed, adapted, or reprinted by the State Agency, grantees, and subgrantees receiving financial assistance from FNS must have the following shortened nondiscrimination statement: “This institution is an equal opportunity provider.” when used specifically for SNAP-Ed.

In general, anything that features USDA logos, such as MyPlate, or communicates SNAP-Ed programming information, including times, dates, and locations as well as objectives and outcomes of classes or activities, falls into this category.

The full nondiscrimination statement (provided below) is rarely, if ever, required for SNAP-Ed. It is necessary to have if SNAP or other FNS program eligibility or application information is provided. For online sites, individual SNAP-Ed webpages should provide the full version of the nondiscrimination statement if there is information that requires the full statement to be featured even if it is on a different webpage of the site. A recommendation is to link to the appropriate version, available at <http://www.fns.usda.gov/fns-nondiscrimination-statement>, in the footer of the site.

Full USDA nondiscrimination statement:

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, religion, sex, age, national origin, marital status, sexual orientation, familial status, disability, limited English proficiency, or because all or a part of an individual's income is derived from a public assistance program. In programs that receive federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. Reprisal is prohibited based on prior civil rights activity. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Center for Civil Rights Enforcement, 1400 Independence

Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities, who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotope, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

USDA is an equal opportunity provider and employer.

For SNAP publications, add the following paragraph:

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the State Information/Hotline Numbers, found online at <https://www.fns.usda.gov/snap/state-directory>.

Edits and size requirements:

Additions, edits, or deletions to the Civil Rights statement are not allowed. There are no print size requirements when the full Civil Rights statements are used. If the material is too small to permit the full statement to be included, the material at a minimum should include the following statement: "USDA is an equal opportunity provider and employer."

Credit:

Credit should be provided to SNAP as a funding source on newly developed and reprinted materials. FNS recommend the following statement: "This material was funded by USDA's Supplemental Nutrition Assistance Program -- SNAP."

10. Program Site Visits

The SNAP-Ed office will perform formal site visits to SNAP-Ed grantees at least once every three years, and with greater frequency if deemed necessary. The purpose of the visits is to strengthen partnerships, gain a better understanding of the programs, observe the quality of nutrition education activities, observe areas of improvement and/or expansion, provide technical assistance, and to obtain and give feedback. Additionally, SNAP-Ed grantees are expected to perform site visits with subgrantees at least one time a year. During a formal site visit, the State office may request to visit a subgrantee's site, and the SNAP-Ed grantee will be asked to facilitate this visit.

Site visits will be scheduled in advance between Alaska SNAP-Ed staff and SNAP-Ed grantees. SNAP-Ed grantees will be asked to submit possible dates for the site visits so that an activity can be observed during the visit, or management and operations reviews and interviews can be conducted.

During the visit, suggestions for enhancements or improvements may be made. SNAP-Ed grantees are encouraged to use this time to ask questions and to give feedback, receive technical assistance, access State resources, and obtain support and services.

Following all site visits, the SNAP-Ed grantee will receive a site visit report documenting the activities observed and any comments or suggestions about the Program. The Alaska SNAP-Ed State Agency will also retain a copy of the report in the grantee contract file at the State office. Grantee agencies are responsible to correct any findings needing improvement during site visits.

SECTION IV: FINANCIAL & REPORTING REQUIREMENTS

1. Financial Responsibilities of Grantees

Alaska SNAP-Ed is subject to the USDA SNAP Reimbursement Structure. Grantees shall use the practices, procedures, and standards specified in and required by the Accounting and Auditing Procedures Manual for Alaska Department of Health and Social Services funded programs.

Grantees shall comply with the applicable certified finance and compliance audit provisions of the OMB Circulars: A-21 Cost Principles for Educational Institutions; A-87, Cost Principles for State, Local, and Tribal Governments (Governmental Subdivisions); A-122, Cost Principles for Non-Profit Organizations; or, A-133, Single Audit.

Charges can only be made after expenses have been incurred and must adhere to the guidelines for allowable/unallowable costs. Failure to adhere to these guidelines will result in Federal Reimbursement being withheld. The grantee may be requested to reimburse the State for the disqualified Federal reimbursement if failure to adhere to these guidelines is identified in an audit (or after the fact).

2. Contract Timelines

Contract timelines should run with the State fiscal year (July 1 through June 30th). Contracts are considered effective once they are signed by Alaska DHSS and the grantee. Timelines for individual contracts are defined on the contract Terms and Conditions or Award page.

Services performed and costs incurred by grantees before the contract is effective shall not be eligible for Federal Reimbursement.

3. Contract Amendments

Informal contract amendments must be submitted when SNAP-Ed grantees are requesting to transfer less than 10% of the total budget between funded line items. This 10% cap covers the entire year. For example, if the total budget is \$100,000 then the SNAP-Ed grantee may move up to \$10,000 in the fiscal year. This can be moved all at once or in smaller increments throughout the year. Informal amendments should be handled through an email request. Informal amendments to contracts will not produce a new price sheet and will not change the invoice. Instead, one or more line items may appear to be over-expended while other line items appear to be under-expended.

Formal amendments are required when a SNAP-Ed grantee wants to:

- Increase the approved total budget;
- Transfer dollars between line items exceeding 10% of the total budget; or

- Transfer dollars from a funded line item to a non-funded line item.

Grantee agencies should discuss any proposed contract amendments with State SNAP-Ed Staff before submitting a written request. If one or more of the conditions for a formal amendment to their contract is met, the grantee must submit the following to DHSS:

- Revised Budget Justification
- Revised Budget
- Revised Work Plan (if needed)
- Explanation of what is changing and why

Formal amendments are effective only after they are reviewed, approved, and processed by the Alaska SNAP-Ed Office and the DHSS Procurement Office. In some cases, the proposed amendment must also be sent to USDA for approval. The grantee must operate under the original contract until the contract amendment has been signed by the authorized State SNAP-Ed staff.

When approved, DHSS will send the contract amendment to the grantee agency for signature and process accordingly.

4. Allowable and Unallowable Costs

Allowable costs are those for which FNS will reimburse the State agency that incurred them. To be allowable, a cost must:

- Support an activity within the scope of SNAP-Ed, included in an approved SNAP-Ed State Plan;
- Conform to federal government-wide and SNAP-specific cost principles; and
- Conform to government-wide and SNAP-specific rules for specific items of cost.

Cost line items are allowable under 7 AAC 78.160, and are compliant with stated program requirements.

A cost that supports an activity that is outside the scope of SNAP-Ed is unallowable, even if it otherwise conforms to the federal cost principles. The federal cost principles identify certain criteria that an allowable cost must satisfy. These criteria include, but are not limited to, the following:

a) Reasonable Costs

A reasonable cost is one that a reasonable, prudent person would opt to incur under the circumstances. Factors to consider in determining reasonableness include:

- Did the State agency receive a program benefit that is generally commensurate with the dollar amount incurred?
- Is the cost proportionate to costs incurred for other, comparable goods or services?
- What is the cost item's priority compared with competing demands on limited administrative resources?
- Does the purchase carry nutrition education messages consistent with the DGAs and meet the definition for SNAP-Ed allowable costs?

b) Necessary Costs

A necessary cost refers to the cost item's relationship to the program's mission and objective(s). Factors to consider necessity include:

- Is the cost item needed to carry out essential functions of the program?

- b. Can the cost item be foregone without adversely impacting the program's operations?
- c. Has the State agency performed an inventory of current items prior to new purchases? As may be the case with Nutrition Education Reinforcement Items(NERI).
- d. Has the State agency significantly deviated from established practices and policies regarding the purchase?
- e. Will incurring the cost duplicate existing efforts?

c) Allocable Costs

Allocation entails correlating costs with the program benefits obtained by incurring them. If a cost item benefits only SNAP-Ed, then 100 percent of it is allocable to SNAP-Ed. If a cost benefits multiple programs or activities, a portion of the cost is allocable. The portion allocated to SNAP-Ed must be proportionate to the benefit SNAP-Ed received. The Grantee must show how prorated costs were calculated; fully describe the nature of such costs; and demonstrate the value of the proposed activity to SNAP-Ed.

d) Costs Requiring Prior Approval

Any shifting of costs due to changes in approved work plan activities or expenses must be approved in advance by the State SNAP-Ed Agency.

Additional information about allowable costs is specified in the following sources:

OMB Guidance:

- 2 CFR 200 Subpart D (Post Federal Award Requirements): administrative requirements for federal grant programs as applicable to SNAP-Ed State and implementing agencies and grantees;
- 2 CFR 200 Subpart E (Cost Principles): cost principles for federal grant programs as applicable to SNAP-Ed State and implementing agencies and subcontractors;
- 2 CFR 225 (OMB Circular A-87): cost principles for State, local and tribal governments
- 2 CFR 220 (OMB Circular A-21): cost principles for universities;
- 2 CFR 230 (OMB Circular A-122): cost principles for not-for-profit organizations;
- 2 CFR 215 (OMB Circular A-110): administrative requirements for universities, hospitals, and not-for-profit organizations.

USDA departmental regulations:

- 2 CFR 400: adopts Office of Management and Budget (OMB) guidance in parts A through F of 2 CFR 200 as USDA policy and procedure. 2 CFR 400 also provides additional guidance regarding conflict of interest;
- 7 CFR 3016: administrative requirements for State and local governments;
- 7 CFR Part 3019: administrative requirements for universities, hospitals, and not-for-profit organizations (USDA codification of OMB Circular A-110).

Program-specific guidance:

- SNAP regulations at 7 CFR 277;
- FNS policy memos on the SNAP-Ed Connection at <https://snaped.fns.usda.gov/program-administration/policy-memos>.

Specific examples of allowable and unallowable costs are provided in the *Guidance*.

5. Indirect Costs

Any charges for indirect costs must be established through an indirect cost plan approved by DHHS. If a State SNAP-Ed grantee has an approved indirect cost plan with DHHS, the indirect rate established in that plan may be used for SNAP-Ed costs. FNS retains the right to review any and all such plans. In the event an indirect cost plan approved by the State agency is determined to be unacceptable, indirect costs charged through that plan may be disallowed.

6. Records Retention

SNAP regulations require that all records that pertain to the SNAP-Ed program be kept for a minimum of three years from the fiscal closure. This requirement applies to all fiscal records, program implementation records including meeting minutes and trainings, client information and outcomes reporting. The documents may be kept at the SNAP-Ed grantee level, but must be available for review for three years from the date of quarterly claim submittal. Any costs that cannot be substantiated by source documents will be disallowed as charges to SNAP-Ed.

7. Financial Reviews and Audits

Financial Reviews: The State SNAP-Ed Agency may conduct financial reviews to ensure program compliance. It is the responsibility of each grantee agency to maintain accurate and verifiable records in order to support all expenses claimed under the SNAP-Ed Program.

At any time during the term of a DHSS contract, and at any time within three years after termination of that contract, the SNAP-Ed grantee or any subgrantee's books and records shall be subject to audit by the State and, where applicable, the federal government, to the extent that the books and records relate to the performance of the DHSS contract. In the event of an audit, an agency or organization's nutrition program records must be sufficient and clear enough to support all claims.

Alaska SNAP-Ed will send out a notification letter to the selected SNAP-Ed grantee at least one month prior to the scheduled review. The review may look at financial activity from all financial periods not previously audited to the most current financial period. The grantee will have available during the audit all proper fiscal and program staff, as well as all records necessary to respond to questions. The auditor will give an exit interview to make suggestions and comments regarding the preliminary findings of the financial review. A formal report will be sent to the SNAP-Ed grantee within two months of completion of the audit.

Federal Audit Requirements: Agencies spending \$750,000 or more total Federal Financial Assistance in the agency fiscal year may be required to comply with conditions of the Single Audit Act of 1984, P.L. 98-502, as amended by the Single Audit Act Amendments of 1996, P.L. 104-156, and as defined in 2 CFR 200.

State Audit Requirements: Agencies spending \$750,000 or more total State Financial Assistance in the agency fiscal year are required to comply with the conditions of 2 AAC 45.010-090. The current regulations may be viewed at the State of Alaska, Department of Law website, <http://www.law.state.ak.us/doclibrary/doclib.html>.

DHSS Program Audit Requirements: All DHSS grantees are subject to the requirements of 7 AAC 78.230. If awarded, agencies which are not required to file State Single Audits under 2 AAC 45.010 must ensure a

fiscal audit of the agency operations under the grant program is performed by an independent, licensed, certified public accountant at least once every two years and submitted to DHSS.

8. Capital Purchases

The State SNAP-Ed Agency must approve capital equipment and non-capital equipment purchased by SNAP-Ed grantees, regardless of cost. Equipment costs and subcontract costs must be consistent with 7 AAC 78.280. All SNAP-Ed grantees are required to report the purchases and to maintain inventory records of State-furnished equipment or equipment purchased through Alaska SNAP-Ed with reimbursement funds. A physical inventory is required, and the results must be reconciled with property records, at least once every two years or more often.

Grantees may purchase equipment costing less than \$5,000 as listed in their budget as approved by the State SNAP-Ed Agency and USDA and included in their contracts.

Appendix A: Alaska SNAP-Ed Strategy Toolkit

Strategy 1: Create, enhance and support implementation and evaluation of strong wellness policies and practices in eligible schools and out-of-school time programs to promote healthy eating and physical activity.

Schools, and out of school time programs, both play an important role in ensuring youth have access to opportunities for healthy eating and physical activity. Studies show, youth who eat healthier and move more have:

- Better grades and test scores
- Better attendance
- Fewer behavioral issue
- Lower risk of chronic disease later in life

Examples of allowable activities to support Strategy 1 include:

- Assessing current school and out of school time provider wellness policies and practice, improve policies where relevant and strengthening adherence to them.
- Improving student, teacher and staff access to nutrition information through menu labeling and classroom curriculum to improve student understanding of nutrition information
- Developing, implementing and evaluating systems of cafeteria product placement and point-of-purchase prompts to encourage healthier food choices.
- Making improvements to the school, and out of school time provider atmosphere, particularly where meals and snacks are served to promote nutrition and physical activity.
- Assess and adjust food marketing in schools/ out-of-school time programs to promote healthy snacking
- Assess quality of available snacks at schools and out of school time programs, and encourage implementation of healthy snack options.
- Provide resources and training on nutrition education to teachers, staff, and out-of-school care providers
- Teach staff in schools and out of school time programs how to model health eating behaviors and reinforce healthy habits youth are learning.
- Support student participation in walking school buses, safe routes to schools and other activities to encourage walking and biking to school.
- Assist school districts, schools and teachers in implementing SB 200, the Physical Activity in Schools law that recommends 54 minutes of daily physical activity for students in grades K-8.
- Encouraging school and youth participation in the Healthy Futures challenge.

Toolkits to support the work:

- [Team Nutrition Implementation Tools and Resources](#)
- [Alaska School Wellness Policy Materials](#)
- [A Guide to Smart Snacks in Schools](#)
- [Healthy Futures Challenge](#)
- [WellSat 2.0 School Wellness Assessment Tool](#)
- [School Physical Activity Policy Assessment](#)
- [PE-Nut: Physical Education & Nutrition Education Working Together](#)

Strategy 2: Support the development and implementation of Farm to School and Farm to Summer Meal projects, including gardens.

Farm to School and Farm to Summer Meal projects focus on local food access, experience-based education, farm field trips and school gardens in order to increase access and appeal of fresh, healthy foods. Across the state, school gardens are found to be a strength in increasing access to healthy food.

Examples of allowable activities to support Strategy 2 include:

- Identify local resources and community partnerships available to support Farm to School or Farm to Summer Meal projects
- Develop, implement, and evaluate school gardens
- Encourage use of produce grown in school or summer food program gardens in snacks and meals served.
- Create signage and prompts to market local foods/ school garden foods incorporated into meals and snacks
- Promote intersections between farmer/garden and school curriculum (school assemblies or events/ classroom visits/ food-related class materials, etc.)

Toolkits to support the work:

- [National Farm to School Network](#)
- [The USDA Farm to School Planning Toolkit](#)
- [Procuring Local Foods Webinar Series](#)
- [Got Dirt? Gardening Initiative](#)
- [Summer in the School Garden](#)
- [Schoolyard Garden Initiative](#)

Strategy 3: Support the implementation and promotion of Summer Food Service Program Sites.

The Summer Food Service Program (SFSP) provides free, nutritious meals at approved programs in areas with significant concentrations of low-income children. Programs are provided by schools, private non-profits and local or tribal governments. reimbursable meals program.

In the 2018 Alaska SNAP-Ed Needs Assessment found that the Summer Food program is underutilized in Alaska. Although the program has doubled the number of sites in the last year, today, only 1 out of 11 children who participate in the National School Lunch Program (NSLP), participate in Summer Food. The needs assessment recommended, “Increasing access to healthy food for low-income Alaska youth could be, in part achieved by increasing the number of Summer Food sites in Alaska”.

Examples of allowable activities to support Strategy 3 include:

- Assess need in community for summer food, identify potential sponsors or sites and assist them in getting certified to provide Summer Food.
- Develop signage and promotional materials for target audience and develop and implement an outreach plan to market Summer Food Service Program to local youth
- Increase Engagement at new and existing sites through nutrition, physical activity and farm-to summer meal-based activities and signage.
- Identify potential barriers to youth participation in summer food sites (transportation, information, social, emotional) and develop solutions to address barriers.

Toolkits to support the work:

- [Getting Teens Involved in Summer Meals](#)
- [Promoting Summer Food Service Program Sites](#)
- [USDA Summer Meals Toolkit](#)
- [Guide to Starting Summer Food Service Program](#)

Strategy 4: Support the development and implementation of Healthy Retail practices and policies in food pantries, food banks, convenience stores and grocery stores.

Many low-income people do not have access to grocery stores that stock healthy food options or cannot afford the options that are available. Snacks and processed foods are often prominently displayed, and the easiest to access in retail environments, and even including food pantries. Healthy retail and healthy pantry projects can improve access, availability, affordability and appeal of nutritious foods.

Examples of allowable activities to support Strategy 4 include:

- Assess organizational readiness for healthy retail/healthy donation/healthy shelf projects.
- Identify food retailers, farmer’s markets, food banks, and food pantries to engage in Healthy Retail project and create and implement an action plan, with specific areas to focus on and evaluate results.
- Identify local food resources to incorporate into Healthy Retail locations (local farmers, fishermen, producers).
- Implement healthy food donation guidelines and/or programs for food banks and pantries, promote new guidelines to customers and donors.
- Utilize strategic product placement, store lay-out, and point-of-purchase prompts for healthy food and beverages at retail stores and markets.
- Incorporate signage and other environmental strategies to market healthy foods and identify participating locations.
- Create and promote recognition programs for participating organizations and stores.

Toolkits to support the work:

- [Stock Healthy, Shop Healthy](#)
- [Current Practices in Healthy Food Retail: Small Stores](#)
- [Washington Healthy Pantry Guide](#)
- [Healthy Corner Stores Guide](#)
- [Healthy Food Pantry Assessment Toolkit](#)
- [Health on the Shelf](#)
- [Healthy Retail Recognition Pilot](#)

Strategy 5: Expand the number of retail stores and Farmers Markets accepting WIC/EBT and support efforts to increase access and awareness in the target audience.

All SNAP benefits are distributed via an EBT card, and SNAP recipients must shop at locations that can accept these cards. WIC is also switching to an EBT format, and stores that accept WIC are required to stock specific nutritious foods. Farmers Market vendors may choose to accept EBT cards or WIC Farmers Market Coupons, but not all do. In 2016, just 38% of farmers markets did. Incentives can increase SNAP and WIC client usage of Farmers Markets and vendors participation rates.

Examples of allowable activities to support Strategy 5 include:

- Identify and assess retailers/farmers markets readiness for EBT/WIC Farmers Market Coupons, and barriers to utilization.
- Provide training to retailers and farmers markets on SNAP/WIC set up and transactions
- Identify barriers (economic, social, infrastructural, cultural, emotional) faced by target audience in using SNAP/WIC benefits in farmers markets and develop strategies to address them.
- Improve signage at new and existing sites to promote vendor acceptance of WIC/SNAP benefits at Farmers Markets.
- Develop, implement and promote community-based “Double Up Food Bucks” programs to increase purchasing power for SNAP/WIC recipients in farmers markets.
- Promote farmers markets that accept WIC/SNAP to target audience

Toolkit to support the work:

- [SNAP Store Retail Training Guide](#)
- [Farmer’s Market Coalition SNAP Guide](#)
- [Accepting SNAP Benefits at Your Farmers Market or Market Booth](#)
- [WIC Vendor Training](#)

Appendix B: Approved Alaska SNAP-Ed Curriculum List

Curriculum	Description	Evidence
Choose Health, Food, Fun & Fitness	3rd-6th grade, experiential learning is used with youth to teach and encourage healthy eating and active play.	Pilot tested
Cooking Matters at the Store	Grocery store tours focused on label reading, has a special curriculum for WIC.	Evaluated
Cooking with Kids	K-5, school-based nutrition education program using hands-on learning with fresh, affordable foods from diverse cultural traditions.	Evidence-based
Coordinated Approach to Child Health	K-8, teaches kids to identify healthy foods and increase physical activity, for use in school or after-school. Contains additional school and at home components that can be used separate from curriculum in support of PSE work.	Research-tested
Dig IN	5th-6th grade, can be done with or without a garden and includes parent handouts and posters.	Evidence -based
Eat Healthy Be Active	Series of six community workshops on topics like nutrition, meals and snacks, eating healthy on a budget, losing weight and physical activity.	Pilot Tested
Eating Smart, Being Active	Healthy eating, active living intervention designed for low-income families to learn healthy lifestyle choices. The teaching techniques are based on adult learning principles, dialogue-based learning and learner-centered education.	Evidence-based
Great Garden Detective	3rd-4th grade, includes parent newsletter and bulletin board materials	Evidence -based

Curriculum	Description	Evidence
Growing Healthy Habits	1st-5th grade, garden-based education for youth.	Pilot tested
Kids in the Kitchen	Youth age 6-15 in summer food and after-school programs. Encourages young people to eat healthier meals and snacks as a result of hands-on cooking experiences. Youth participants learn to prepare simple, healthy foods they can make for themselves and their family members.	Evidence -based
MyPlate for My Family	Parents and caregivers with kids age 2-18, includes games and handouts.	Pilot Tested
Pick a Better Snack	K-3, promotes a fruit or vegetable and includes taste testing. Includes family newsletters & has optional social marketing component.	Evidence-based
Plan, Shop, Save & Cook	Adult curriculum, adapted from ESBA - planning meals, using food labels, saving money, cooking in lesson 4.	Pilot Tested
Serving up MyPlate	1st-6th grade, classroom materials to integrate nutrition education into Math, Science, English, and Health classes. Includes hands-on activities, covers food groups and physical activity.	Evidence based
Show Me Nutrition	K-8, sequential curriculum. Each lesson has a fitness break; focuses on nutrition and physical activity, media influences on food choices is covered. Has parent newsletter.	Evidence based
Teen Cuisine	Helps middle and high school-aged youth become self-sufficient in the kitchen. Teaches healthy habits including food safety, food prep and physical activity. A variety of recipes are available for different settings/skill levels.	Evidence-based

Curriculum	Number of Lessons	Youth (k-6)	Older Youth (6-12)	Adults	Fruits & Vegetables	Other Nutrition Topics	Budgeting/ Planning	Physical Activity
Choose Health, Food, Fun & Fitness	6	x	x		x	x		x
Cooking Matters at the Store	1			x		x	x	
Cooking with Kids	7	x			x			
Coordinated Approach to Child Health	6	x	x		x	x		x
Dig IN	10	x			x			
Eat Healthy Be Active	6			x	x	x		x
Eating Smart, Being Active	9			x	x	x	x	x
Great Garden Detective	11	x			x			

Curriculum	Number of Lessons	Youth (k-6)	Older Youth (6-12)	Adults	Fruits & Vegetables	Other Nutrition Topics	Budgeting/ Planning	Physical Activity
Growing Healthy Habits	9 available, 5 required for fidelity	x			x	x		
Kids in the Kitchen	7 or 8	x	x		x	x	x	x
MyPlate for My Family	4			x	x	x	x	x
Pick a Better Snack	9	x			x			x
Plan, Shop, Save & Cook	4			x		x	x	
Serving up MyPlate	3	x			x	x		x
Show Me Nutrition	6 to 11	x	x		x	x		x
Teen Cuisine	6		x		x	x		x

Curriculum	Cooking	Tasting	Gardening	Cost	Weblink
Choose Health, Food, Fun & Fitness		x		free	https://wasnap-ed.org/curriculum/choose-health-food-fun-fitness/
Cooking Matters at the Store				free	https://snaped.fns.usda.gov/library/materials/cooking-matters-store
Cooking with Kids	x	x		\$60 per grade group, or \$175 for all (K-1, 2-3, 4-5)	https://cookingwithkids.org/
Coordinated Approach to Child Health				varies by grade level	https://catchinfo.org/programs/
Dig IN		x	x	free	https://www.fns.usda.gov/tn/dig-standards-based-nutrition-education-ground
Eat Healthy Be Active		x		free	https://health.gov/dietaryguidelines/2015/workshops/
Eating Smart, Being Active	x	x		\$59 for Core Lesson Plans and Educator Guide to Implementation	http://eatingsmartbeingactive.colostate.edu/
Great Garden Detective			x	free	https://www.fns.usda.gov/tn/great-garden-detective-adventure-standards-based-gardening-nutrition-curriculum-grades-3-and-4
Growing Healthy Habits		x		free	https://eatsmart.umd.edu/resources/curricula/growing-healthy-habits

Curriculum	Cooking	Tasting	Gardening	Cost	Weblink
Kids in the Kitchen	x	x		\$50	https://extension2.missouri.edu/N800
MyPlate for My Family				free	https://www.choosemyplate.gov/snap-nutrition-education-toolkit-myplate-my-family
Pick a Better Snack		x		free	https://idph.iowa.gov/inn/pick-a-better-snack/educator
Plan, Shop, Save & Cook	x	x			https://fsnep.ucdavis.edu/curriculum/adult/PSSC
Serving up MyPlate				free	https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum
Show Me Nutrition		x		\$45 per grade	https://extension2.missouri.edu/smn100
Teen Cuisine	x	x		\$195 for instructor pack & 10 workbooks	https://ext.vt.edu/4h-youth/healthy-living.html

Appendix C: Appropriate Alaska SNAP-Ed Evaluation Surveys by Curricula

Alaska SNAP-Ed Evaluation Surveys

Evaluation Tool	Audience	Methodology	Indicators	Other notes	Curricula to use with
Eat Well & Move Survey	K-2	Pre / Post	ST 1, ST 2	Educators must read the questions out loud – see instructions	CATCH curriculum Cooking with Kids Growing Health Habits Pick a Better Snack Serving Up My Plate Show Me Nutrition
3-5 Nutrition Education Survey	3 rd -5 th grade	Pre / Post	ST 1, ST 3, ST 4	14 questions	CATCH Curriculum Choose Health: Food, Fun & Fitness Cooking with Kids Eat Well & Keep Moving Great Garden Detective Growing Healthy Habits Kids in the Kitchen Pick a Better Snack Show Me Nutrition
KAN-Q	6 th -8 th grade	Pre / Post	ST 1, ST 3, MT 1, MT 3	Proctoring video, can be used for school wide PSE/DE intervention	CATCH Dig In! Kids in the Kitchen Show Me Nutrition
NE Survey	9 th -12 th grade	Pre / Post	MT 1, MT 2, MT 4, R4, R5	13 questions	Eating Smart, Being Active Teen Cuisine

Evaluation Tool	Audience	Methodology	Indicators	Other notes	Curricula to use with
Food Behavior Checklist	Adult	Pre / Post	MT 1, MT 2, MT 3	16 questions, has pictures, good for low-literacy	Eating Smart, Being Active, My Plate for My Family Eat Healthy, Be Active
Evaluation Tool	Audience	Methodology	Indicators	Other notes	Curriculums to use with
Cooking Matters for adults	Adult	Pre / Post (slightly different)	MT 1, MT 2, R4, R5	36 questions	Cooking Matters for adults / WIC Cooking Matters for teens
Plan, Shop, Save & Cook checklist	Adult/teens	Entry / Exit	MT 2	7 questions	Plan, Shop, Save & Cook
We CAN! Parent Evaluation	Adults with children	Pre/Post	ST 1, ST 2 MT 1, MT 2	13 questions	We CAN! We CAN! Eat Play Grow
One-time direct education:					
Intent to Change answer cards	Adult	One time	ST 1, ST 2, ST 3	2 questions per topic, 14 topics,	One-time direct ed events
Cooking Matters at the Store	Adult/teen	One-time	ST 1, ST 2	13 questions, goes with curriculum	Cooking Matters at the Store
Adult Taste Test	Adults	One-time	ST 1	Group questions	Food demos/taste tests – can be used at one-time events as part of PSE work, or in addition to other curriculums