

SNAP-Ed Guidance in Action

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August 22, 2:15 p.m. - 3:15 p.m.

Outline



Making the decisions



**Audience
participation**



Refreshers

Gardening Considerations



Before getting involved in an initiative or effort related to gardening...

- Is this a collaborative effort?
- Is this in an eligible place?
- Will this effort be sustainable?
- Will the garden benefit eligible schools and communities through collaborative efforts (rather than it having a primary focus of providing food)?
- Will activities include evidence-based nutrition education?

If your proposed time and effort or cost is not in the unallowable category, then **it depends.**



Qualifying SNAP-Ed Audiences

- **3d- Schools or childcare centers** where at least 50% of children are from families that qualify to receive free and reduced-priced meals per the [2024-2025 Federal Income Criteria](#).



- **3d.1-** Schools in Michigan that qualify for the Fresh Fruit and Vegetable Program (FFVP) are eligible for SNAP-Ed. Eligible and participating schools can be found on Michigan Department of Education [How to Apply page](#) (See the current school year's Fresh Fruit and Vegetable Program Grantees and Awards).

- **3d.2-** Schools in Michigan that qualify for Community Eligibility Provision (CEP) are no longer automatically eligible for SNAP-Ed. CEP provides an alternative to household applications for free and reduced-price meals in local educational agencies and schools in high-poverty areas. When considering CEP schools for SNAP-Ed funded activities, agencies must use the individual school-level ISP multiplied by 1.6 to arrive at an estimate of the total number of students eligible for free and reduced-price meals, even when CEP is elected districtwide or group-wide. For example:

- School 1 has an ISP of 25% x the multiplier of 1.6 = 40% of the school's meals are claimed at the Federal free rate. This school is not eligible for SNAP-Ed.
- School 2 has an ISP of 62.5% x the multiplier of 1.6 = 100% of the school's meals are claimed at the Federal free rate. This school is eligible for SNAP-Ed.

Individual school's ISPs can be found on Michigan Department of Education [CEP Data page](#), however, agencies should verify ISPs with the school before using this data for determining eligibility.

- **Monitor throughout the year:** A school building ISP can change within a school year. SNAP-Ed providers must monitor the release of updated CEP school data to ensure buildings remain eligible for SNAP-Ed programming.



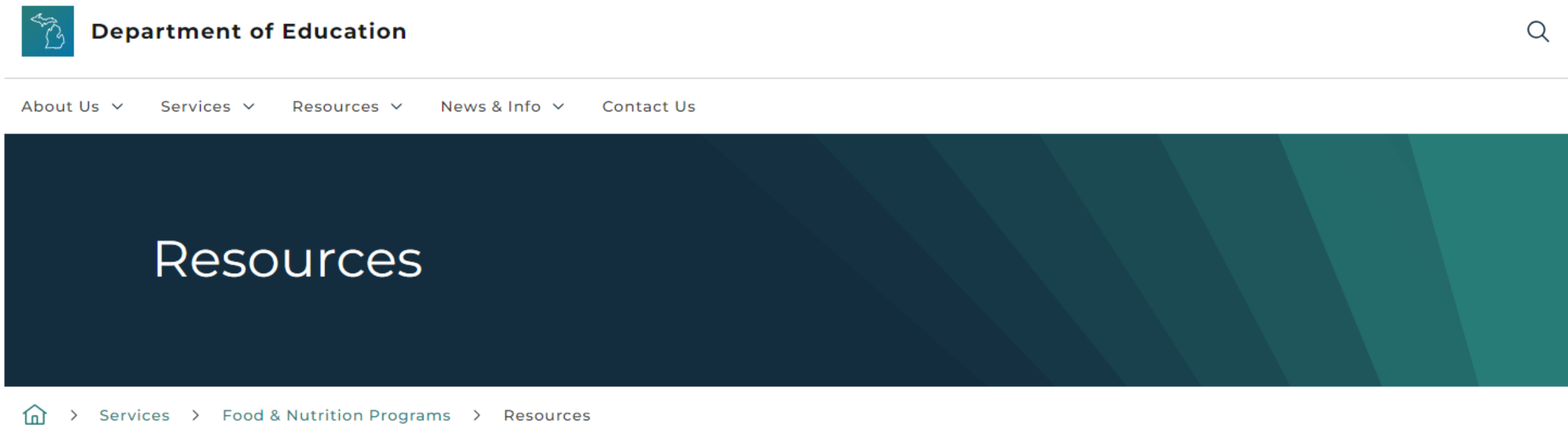
Eligibility Update for FY25: Community Eligibility Provision (CEP)

CEP provides an alternative to household application for free and reduced-price meals.

Previously, schools that qualified for CEP also qualified for SNAP-Ed.

Now, we are required by USDA to use the individual school-level ISP multiplied by 1.6 to arrive at an estimate of the total number of students eligible for free and reduced-price meals.

Qualifying SNAP-Ed Audiences



CEP Data

- [2024 School Level CEP Information](#)
- [2024 District Level CEP Information](#)
- [2023 School Level CEP Information](#)
- [2023 District Level CEP Information](#)

<https://www.michigan.gov/mde/services/food/cep/topics/resources>

2024 Community Eligibility Provision (CEP) Notification for Participating, Eligible and Near Eligible Sites Using 2024 Spring Count Data

District Code	District Name	Building Code	Building Name	Agreement Number	Identified Student Percentage (ISP)	Eligible to Participate	Near Eligible to Participate	Currently Participating	Participating as an Individual Site	Participating as part of a Group of Schools	Participating as Part of an Entire District	Participating in Year 4 and Eligible for a Grace Year	Total Enrollment
56903	Academic and Career Education Academy	09696	Academic and Career Education Academy	569039696	77.05%	X	--	Yes	--	--	Yes	--	122
82921	Academy for Business and Technology	08435	Academy for Business and Technology High School	829218435	89.96%	X	--	Yes	--	--	Yes	--	229
82921	Academy for Business and Technology	09332	Academy for Business and Technology Elementary	829219332	84.72%	X	--	Yes	--	--	Yes	--	229
50911	Academy of Warren	09602	Academy of Warren	509119602	87.21%	X	--	Yes	--	--	Yes	--	766
82717	Achieve Charter Academy	00110	Achieve Charter Academy	827170110	21.47%	--	X	Yes	--	--	--	--	764

ISP

X

multiplier

=

% of students that qualify for free and reduced-priced lunches

Academic and Career Education Academy

77.05%

X

1.6

=

123.28%

✓

Achieve Charter Academy

21.47%

X

1.6

=

34.35%

✗

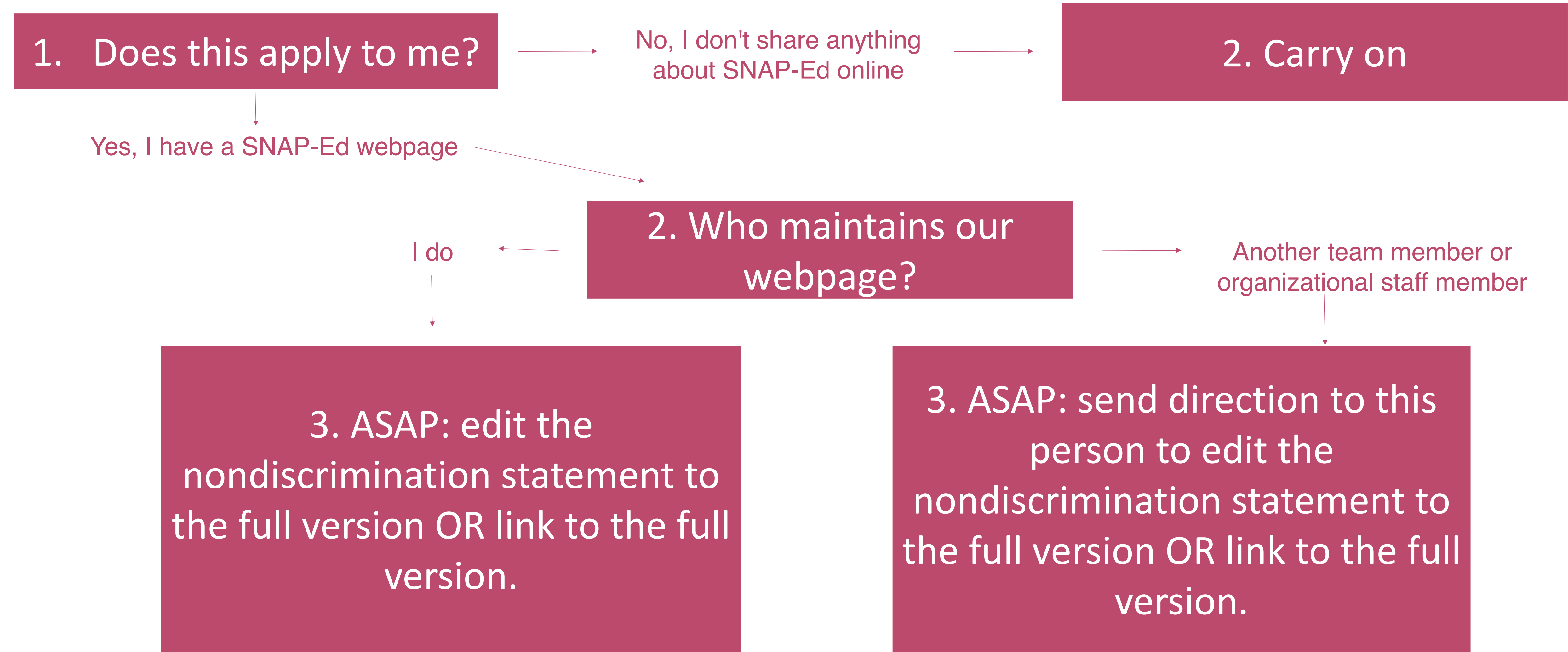
TIPS!

- This was an example of how to use the Qualifying SNAP-Ed Audience document to determine eligibility for ALL SNAP-Ed activities (PEA/CBEs, indirect education, and DE opportunities)
- Relay information to your team. It will help them understand the importance of determining eligibility before implementing activities
- Establish a plan for your team to provide this information to you (trainings, going through examples together, etc.)

Reminder!

You are responsible for
confirming eligibility before
programming & re-confirming
when new data is available

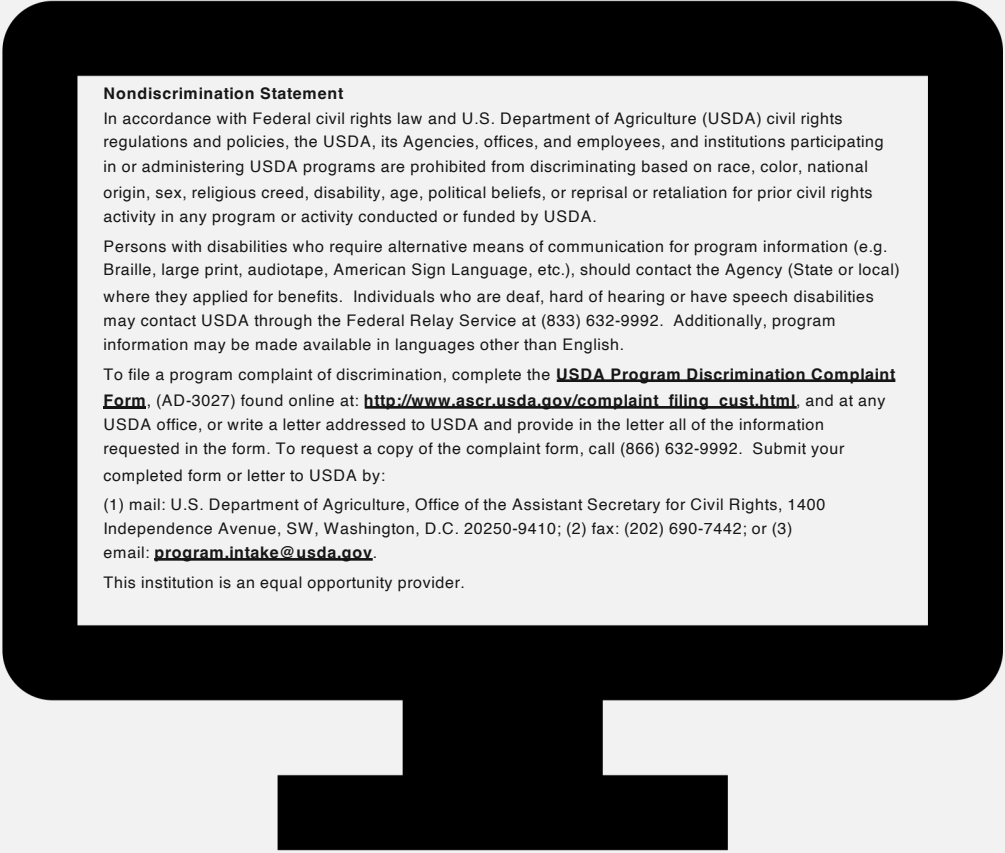
Full Nondiscrimination Statement on Webpages



Nondiscrimination Statement on Webpages

Which of these is correct?

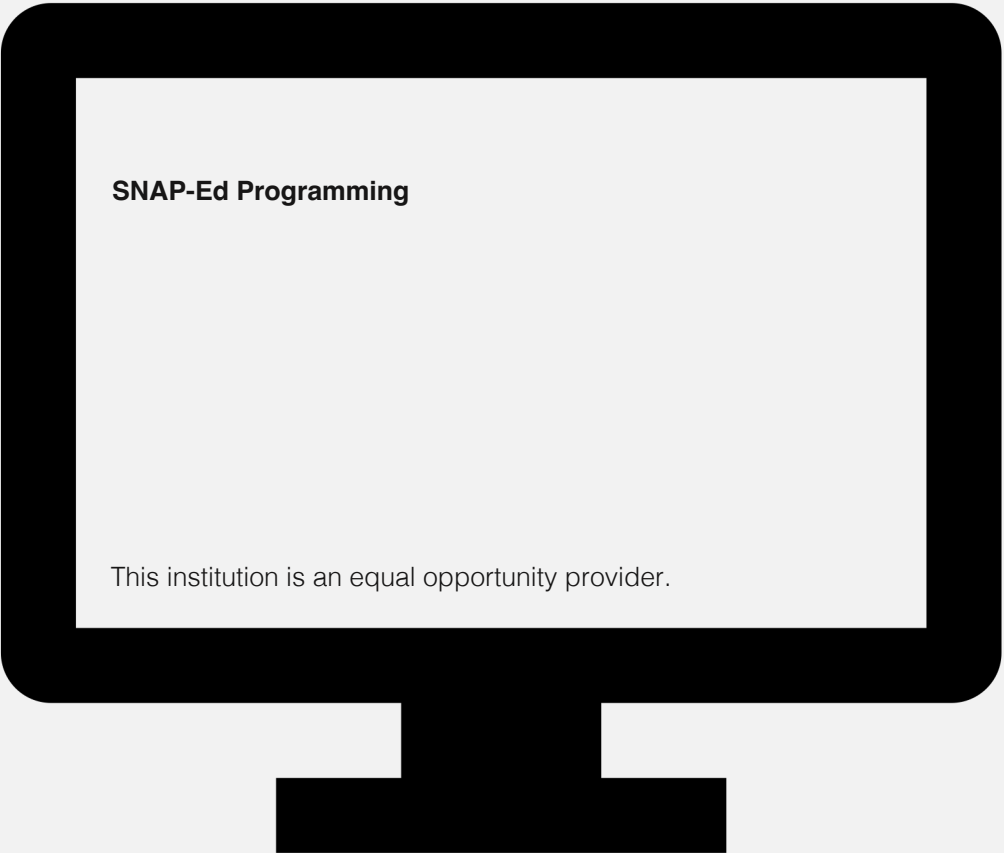
A.



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(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov
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B.




SNAP-Ed Programming

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C.

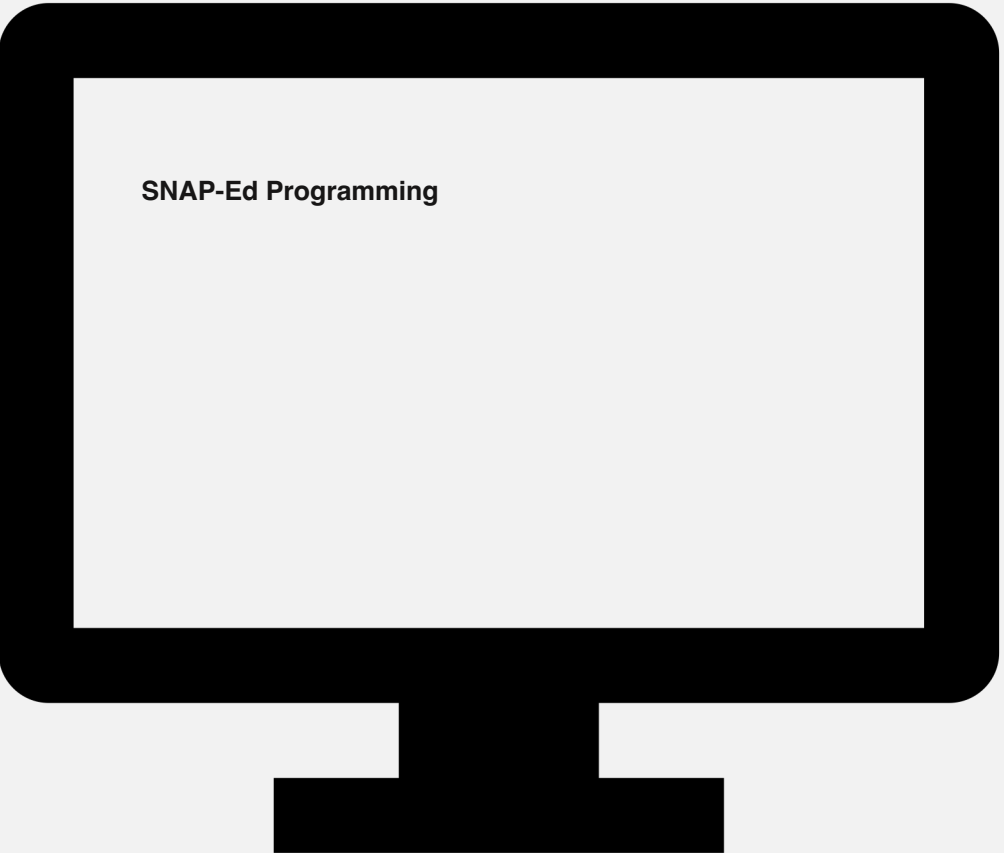


SNAP-Ed Programming

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D.



SNAP-Ed Programming



Equal Opportunity for Faith-Based and Neighborhood Organizations

- Create a plan with your team to determine if you deliver programming at any faith-based or neighborhood organizations.
- If **your** organization is a faith-based or neighborhood organization, determine how you are going to deliver the notice to your participants.

If you program at or are a faith-based or neighborhood organization...

1. Read pages 51-52 of the P&O Manual for understanding.

2. Go to <https://www.fns.usda.gov/cn/notice-beneficiaries> to download the USDA model notice.

3. Provide notice in one of the following ways:

- Print & post at the site where programming occurs.
- If you have a webpage for your program, post the notice there.
- If your intervention has an application process, add the notice to the application.



United States Department of Agriculture

NOTICE TO BENEFICIARIES AND PROSPECTIVE BENEFICIARIES

Name of Organization:

Name of Program:

Contact Information for Program Staff: [provide name, phone number, and email address, if appropriate]

Because this program is supported in whole or in part by financial assistance from the Federal Government, we are required to let you know that:

- (1) We may not discriminate against you on the basis of religion, a religious belief, a refusal to hold a religious belief, or a refusal to attend or participate in a religious practice;
- (2) We may not require you to attend or participate in any explicitly religious activities (including activities that involve overt religious content such as worship, religious instruction, or proselytization) that are offered by our organization, and any participation by you in such activities must be purely voluntary;
- (3) We must separate in time or location any privately funded explicitly religious activities (including activities that involve overt religious content such as worship, religious instruction, or proselytization) from activities supported with direct Federal financial assistance; and
- (4) You may report violations of these protections, including any denials of services or benefits by an organization, by contacting or filing a written complaint with the Office of the Assistant Secretary for Civil Rights, Center for Civil Rights Enforcement, Program Complaint Division by mail, fax, or e-mail at:

Mail:

United States Department of Agriculture
Director, Center for Civil Rights Enforcement
1400 Independence Avenue, SW
Washington, DC 20250-9410

Fax: (202) 690-7442

Email: program_intake@usda.gov

- (5) If you would like to seek information about whether there are any other federally funded organizations that provide these kinds of services in your area, please contact [INSERT State Administrative Agency contact information].

This written notice must be provided to you before you enroll in the program or receive services from the program, unless the nature of the service provided, or exigent circumstances make it impracticable to provide such notice before we provide the actual service. In such an instance, this notice must be provided to you at the earliest available opportunity.



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Participant Compensation

Is this for my program?

What is Participant Compensation?

Integration of community voice, specifically **SNAP-Ed eligible residents**, to inform and improve programming

Tool to remove barriers for engagement

Equity in action



Table
Discussion:

Should you
include
participant
compensation
?

A decorative pink border frames the top and left sides of the slide. A solid blue triangle is positioned in the bottom right corner. A thin vertical pink line separates the two text blocks.

Share Out

What did you
discover in your
conversation?

Refreshers

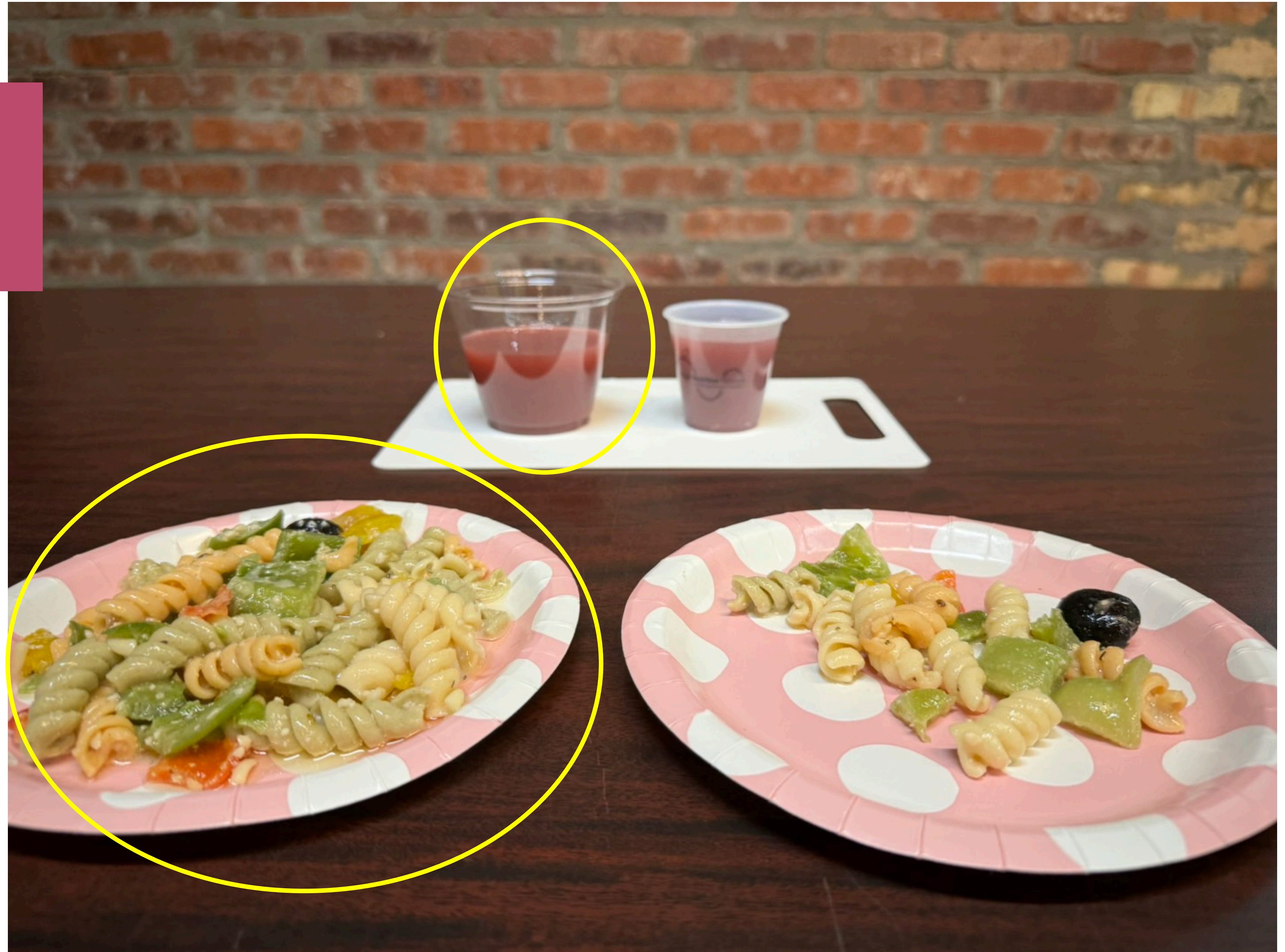


Quick reminders and
tips

What's wrong
here?



What's wrong
here?





Review the P&O Manual for Required Pre-Approvals



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Lesson #/Name (Match with intervention so it is easily identified)	Recipe Demo/Food Tasting (name & source/link if not from intervention)	Lesson Activity (If the intervention has multiple activity options for a lesson, list the activity name)	NERI (1 or 2 items distributed across a series) <i>may be N/A</i>	Planned Lesson Length (duration of lesson in minutes)	Planned Modifications (Modifications should match what you will be implementing the modification) <div> <i>Adapting recipes to include culturally relevant foods or practices</i> <i>Including culturally relevant activities</i> <i>Delivering in language</i> </div>		

- # Direct Education

Scope & Sequence

- Look for
 - Recipe links, when using a recipe not from the intervention
 - Listed name of lesson activity(ies) for each lesson
 - A NERI that is aligned with either the lesson topic or the recipe/tasting
 - Listed supplemental activities for each lesson
 - Planned modifications explained

PSE Workplan

Outline of planned steps towards a community change that are specific enough to reach the identified goals for that change

Work with your partners to populate these files so everyone understands the direction and end goal

Refer to these often for tracking progress and monthly and quarterly reporting

Anticipated milestones for Q1 Oct-Dec:				
Action Steps <i>(to achieve milestones)</i>	Timeline / Due date	Key Players <i>(people working on the action steps, note who is the LEAD)</i>	SNAP-Ed Role & Unique Contributions	Status
				<input type="checkbox"/> Complete <input type="checkbox"/> In Progress <input type="checkbox"/> Will not complete
				<input type="checkbox"/> Complete <input type="checkbox"/> In Progress <input type="checkbox"/> Will not complete
				<input type="checkbox"/> Complete <input type="checkbox"/> In Progress <input type="checkbox"/> Will not complete

What's wrong here?



What's wrong here?

1. Too large of tasting
 - a. Too many tortilla chips
 - b. Full single guacamole
2. No gloves
3. Obstructed And Justice for All poster
4. Participants full name is showing **



What's right?

- 1. Tasting size of a smoothie
- 2. Covering logos on products



NERI



Ordering

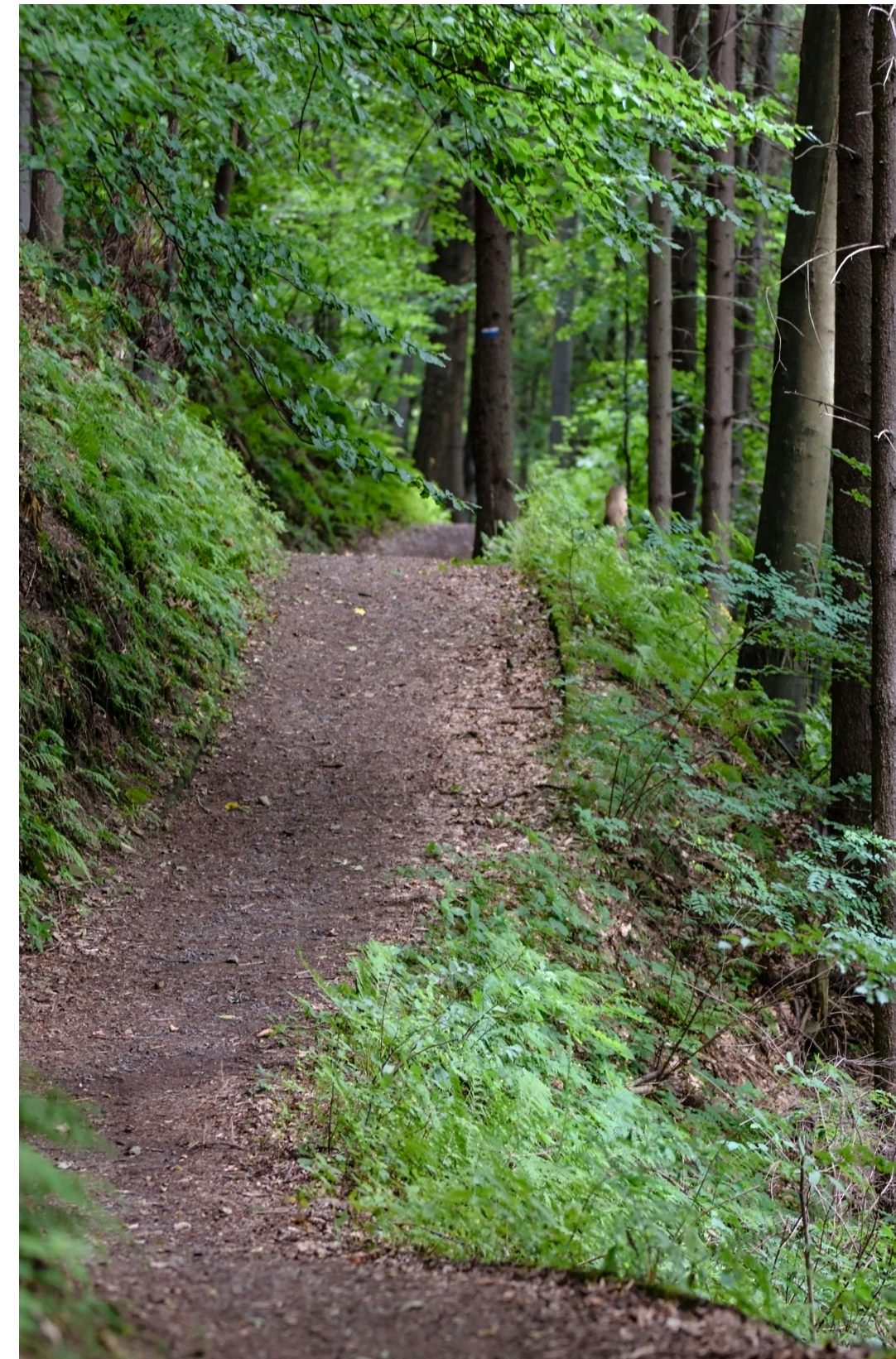
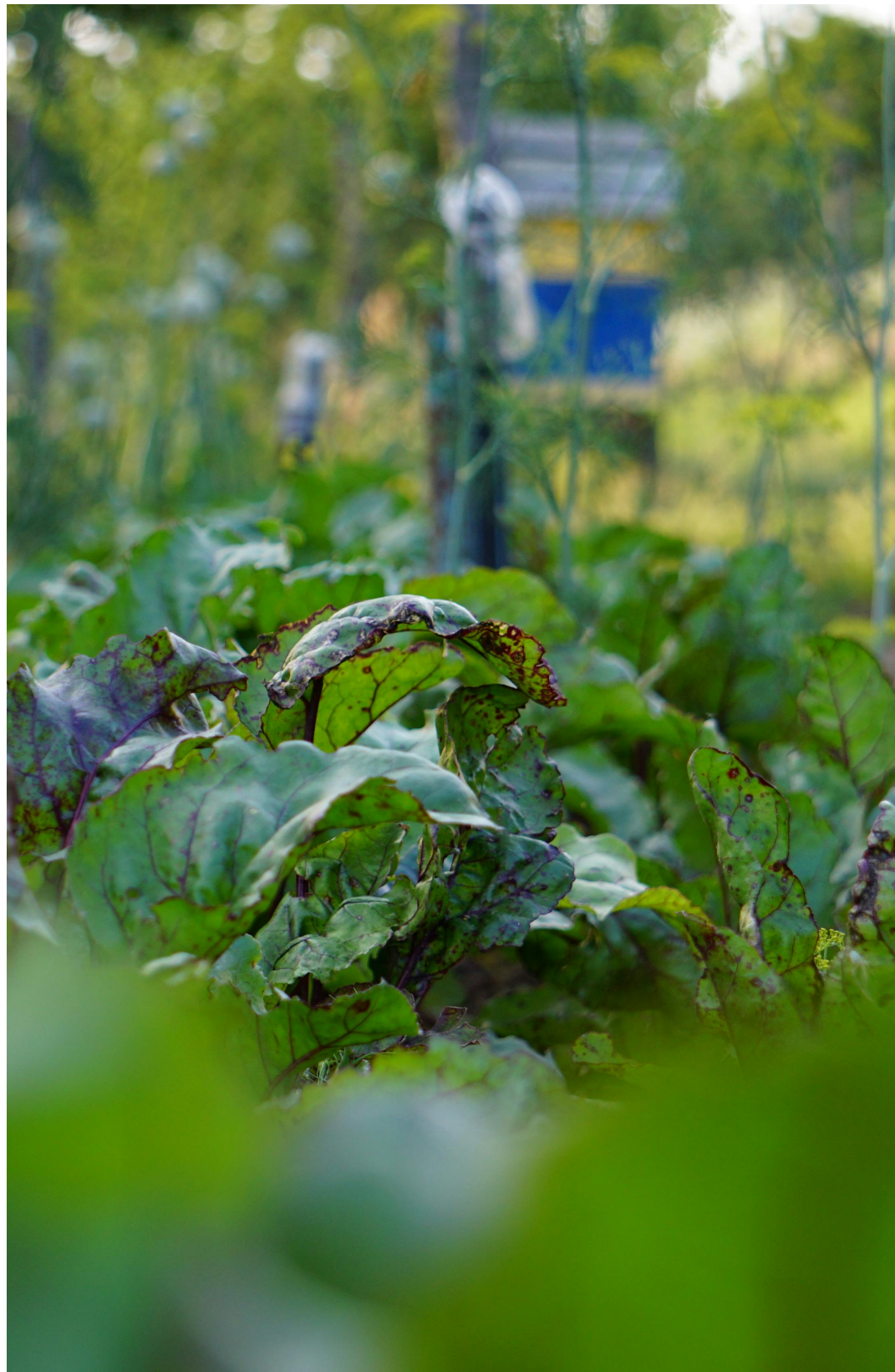
- How do you decide which NERI to order?
- How do you train your staff who have ordering access to correctly and accurately respond to the prompts?
 - How this item will reinforce the desired outcomes or specific messages. *This should be in your NERI order and described well to reduce the back and forth with MFF*

Use

How do you train your team on using NERI?
Specifically not using it as an incentive for participation



PSE Spending



... context matters

- Must be allowable, reasonable, and necessary
 - Use the P&O Manual
 - Reasonable and necessary question set
- Consider what other resources are available
 - Are there other engaged partners? What can they contribute and what gaps remain after?
- What is the sustainability plan for what's being purchased?
 - Is it something that needs to be maintained/moved
 - Who will house the supply if it's temporary

Team Training for Invoice Receipts

Suggestions

- Confirm their scanned receipts aren't blurry
- Note next to abbreviated or unclear receipt items
- For non-tasting supplies, note if it's a lesson supply or a program supply

Invoice Best Practices

- Organized, legible invoice & documentation;
- Invoice & documentation should include enough detail to stand alone;
- Attach pre-approvals when appropriate;
- Abbreviations on receipts should include written notation with the items spelled out;
- Clearly identify SNAP-Ed items when both SNAP-Ed and non-SNAP-Ed items are present on receipts;
- Include date(s), purpose, to/from locations, number of miles, and mileage rates used for travel logs;
- Include the agenda for travel/lodging expenses for conferences or trainings.

Monthly Program

Highlights

Updated guidance on what to include is included in the FY25 P&O Manual, including examples.

- Review the updates and determine how to outline this information for your team
 - Do they submit data and you compile?
 - Do they write certain sections and you review?



SNAP-Ed Role in Community Partnerships & Coalitions

Identifying key activities for a multi-sector partnership or coalition

- Have a brief description of the multi-sector partnership/coalition
- Understand that SNAP-Ed should have a unique role or contribution while attending the multi-sector partnership/coalition
 - Specific and relevant activities that meaningfully advanced SNAP-Ed related goals
- Challenge your team to identify their unique role or contribution
 - **Suggestion:** have them report out to team meetings and practice sharing about the partnership/coalition, sharing their meaningful contribution, and not include abbreviations or acronyms



What's wrong
here?



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What's wrong here?

1. Logos aren't covered



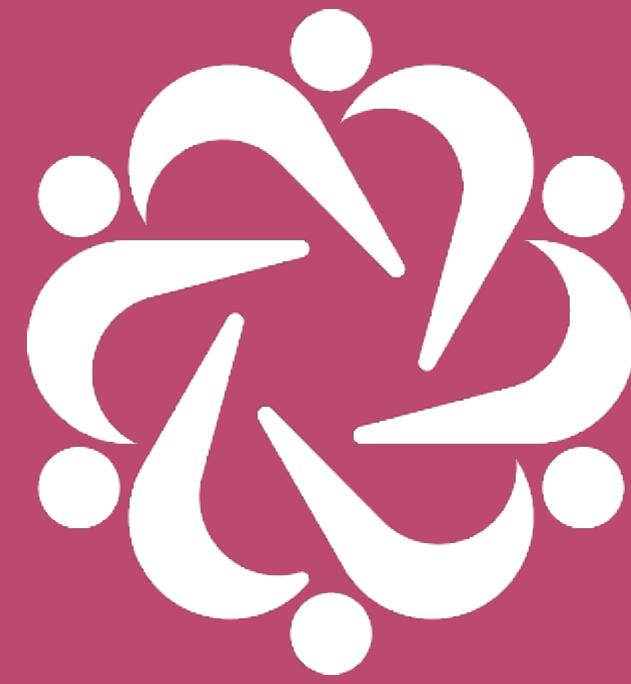
What's right?

1. Use of gloves
2. And Justice for All poster is clearly displayed
3. Correct tasting size for multiple types of fruit
4. Participant name not included

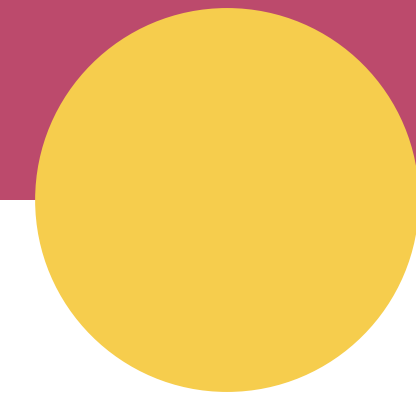
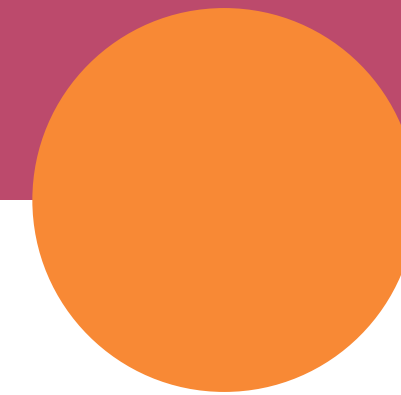
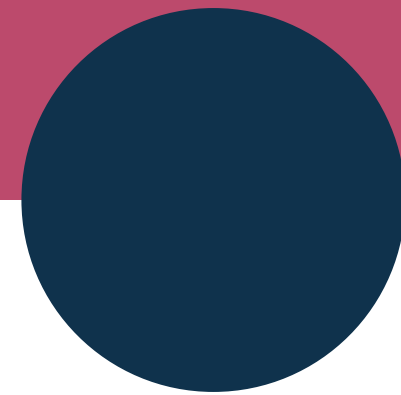
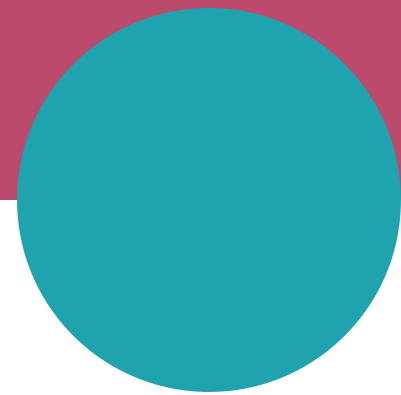


Questions?





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