OHIO
Supplemental Nutrition Assistance Program
Education

(OHIO SNAP-Ed)

MANUAL

Revised FY 2015
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I. Background

The Food and Nutrition Service (FNS), formerly known as the Food and Consumer Service, was established August 1969, to administer the food assistance programs of the United States Department of Agriculture (USDA). The agency’s mission is to provide children and families better access to food and a healthier diet through food assistance programs and comprehensive nutrition education efforts. In addition to providing access to nutritious food, FNS also works to empower program participants with knowledge of the link between diet and health. To achieve its mission, FNS works in partnership with state agencies. State agencies determine the administrative details regarding distribution of food assistance benefits and eligibility of participants, and FNS provides funding to cover most of the States' administrative costs.

FNS considers all nutrition and nutrition education programs to be a top priority. The Ohio Supplemental Nutrition Assistance Program Education (SNAP-Ed) Program is a fundamental part of this effort. SNAP-Ed provides nutrition education to persons eligible to participate in FNS-USDA’s cornerstone program, the Supplemental Nutrition Assistance Program (SNAP) (formerly known in Ohio as the Food Assistance Benefits Program). The goal of SNAP-Ed is to increase, within a limited budget, the likelihood that eligible benefit recipients will make healthy food choices and choose active lifestyles consistent with the most recent advice reflected in the current Dietary Guidelines for Americans and MyPlate principles.

The Midwest Region of the Food and Nutrition Service funds Ohio State University (OSU) Extension’s SNAP-Ed. SNAP-Ed is a joint partnership between the Ohio Department of Job and Family Services (ODJFS) and OSU Extension. SNAP-Ed began in 12 rural Ohio counties in the fall of 1992 (Fiscal Year 1993). Over twenty years later, SNAP-Ed serves more than 60 counties in Ohio.

County-based Program Assistants implement the delivery of SNAP-Ed programming, with assistance and supervision by Family & Consumer Sciences (FCS) County Educators or SNAP-Ed Regional Program Specialists. SNAP-Ed Program Assistants usually have a Bachelor’s degree and/or post-secondary training, and experience in the area of family and consumer sciences, nutrition, social work or education.

While SNAP-Ed and EFNEP have similar nutrition education goals, the programs have different target audiences and program structures. EFNEP targets low-income families with children, intensively instructs groups of individuals over a period of time, and "graduates" those who complete a defined educational curriculum. SNAP-Ed targets families with children, youth, adults without children, and seniors eligible for SNAP benefits and disseminates educational information through a series of group sessions. Other forms of program information delivery may include newsletters, fact sheets, visual displays, videotapes, and public service announcements.
The success of SNAP-Ed is linked to collaboration with local organizations who serve SNAP-eligible individuals and other low-income audiences. OSU Extension bears the responsibility of providing additional educational experiences for the SNAP-Ed audience. The use of SNAP-Ed materials in other OSU Extension programs may contribute to additional educational experiences for the SNAP-Ed audience, serving as a bridge to OSU Extension programs such as Dining with Diabetes and Live Healthy Live Well. The OSU Extension Family & Consumer Sciences (FCS) homepage url is http://fcs.osu.edu/home.

II. Supplemental Nutrition Assistance Program Education (SNAP-Ed) Guiding Principles

SNAP-Ed Guiding Principles direct the implementation of an evolving program and include updates to reflect new statutory requirements for the program.

SNAP-Ed:

1. Is intended to serve SNAP participants and individuals eligible to receive SNAP benefits or other means-tested Federal assistance programs.

2. Includes nutrition education and obesity prevention services consisting of any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of program participants. Nutrition education and obesity prevention services are delivered by multiple methods and involve activities at the individual, community, and appropriate policy levels. Acceptable policy-level interventions are activities that encourage healthy choices based on the current Dietary Guidelines for Americans.

3. Has the greatest potential impact on the nutrition-related behaviors of the overall SNAP population when it targets women and children in SNAP-eligible households.

4. Uses evidence-based, behaviorally-focused interventions and can maximize the national impact by concentrating on a small set of key local, environmental, and/or policy level interventions.

5. Can maximize program reach when coordination and collaboration takes place among stakeholders at the local, state, regional and national levels through publicly or privately-funded nutrition intervention, health promotion, or obesity prevention strategies.

6. Is enhanced when the specific roles and responsibilities of local, state, regional and national SNAP agencies and nutrition education providers are clearly defined and put into practice.

III. Goal

The main objective of Ohio SNAP-Ed is to improve the likelihood that persons eligible for SNAP benefits will make healthy food choices within a limited budget and will choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and U.S. Department of Agriculture (USDA) food guidance (MyPlate).
IV. **Focus**
Promote healthy eating and increased physical activity habits to target audience in order to postpone or delay the onset of nutrition-related chronic disease such as obesity and diabetes.

**SNAP-Ed plans must include only behaviorally-focused, evidence-based nutrition education and obesity prevention interventions or projects that are consistent with FNS’ mission and the goal and focus of SNAP-Ed.**

V. **General Objectives**

To boost the impact of SNAP-Ed, Ohio’s program focuses on the following behavioral outcomes:

- Eat vegetables and fruits, whole grains, lean proteins, and fat-free or low-fat dairy products every day
- Be physically active every day
- Balance caloric intake from food and beverages with calories expended

VI. **Social-Ecological Model (SEM)**

The SEM provides a framework to address the SNAP nutrition education and obesity prevention services to the target audience through three approaches – individual and group-based activities, multi-level interventions, and community and public health approaches – described in the SNAP-Ed Guidance, activities may be implemented utilizing this model.
VII. Nutrition Education Key Behavioral Outcomes

The short term goals to be reached in order to achieve the specific objectives include:

1. Increased knowledge of MyPlate principles with an emphasis on vegetables and fruits, whole grains, lean proteins, and fat-free or low-fat dairy products
2. Increased knowledge of selection and preparation of low cost and nutritious foods
3. Increased knowledge of the amount of time spent in physical activity each day

The teaching messages for behavior change to accomplish the objectives are:

1. I use MyPlate to make healthy food choices with a limited budget
2. I use food labels to make better choices
3. I use a smaller plate at mealtimes to help with portion control
4. I drink water instead of sugar-sweetened drinks
5. I eat at least one kind of vegetable daily
6. I eat at least one kind of fruit daily
7. I eat fruits and vegetables of different colors
8. I eat plant-based protein foods like beans, lentils, soy, or nuts
9. When I have dairy products like milk, cheese, yogurt, etc., I choose low fat or fat free options
10. When I eat grain products like bread, pasta, rice, cereal, etc., I choose whole grain products
11. When I eat meat like beef, pork, chicken, or seafood, I choose lean or low fat options
12. I plan meals ahead of time
13. I worry that my food might run out before I can buy more
14. I make meals using mostly whole ingredients like vegetables, raw meats, rice, etc.
15. I am physically active for at least 30 minutes most days of the week

VIII. Nutrition Education Core Elements

To formulate the goals and objectives and to determine the effectiveness of SNAP-Ed, the focus will be on the following elements: Diet Quality, Physical Activity, and Food Resource Management. The following is a brief explanation of the three core elements.

1. **Dietary Quality**

   Applies to the nutritional value of food acquired, and how well the overall diet of SNAP benefit recipients compare to the current Dietary Guidelines for Americans and MyPlate. Physical activity is an added component of this core element.

   Activities to help participants eat a nutritious diet by providing and linking nutrition education and program benefits.
2. **Physical Activity Promotion**

FNS supports efforts to improve the health and fitness of our program participants consistent with the most current Dietary Guidelines for Americans and MyPlate principles. These efforts include:

- Activities to encourage physical activity every day by promoting active living and connecting participants with community-based resources funded by appropriate entities.

- One-time physical activity demonstrations for SNAP-Ed participants during classes. Purchases of educational and reinforcement materials promoting physical activity for SNAP-Ed Participants are allowed if they are reasonable and necessary at a cost of $4.00 or less (i.e. pedometers).

The following form the basic principles of FNS policy on physical activity:

- Educational and program materials developed to promote and reinforce physical activity for all target audiences should include messages that link nutrition and physical activity, and the associated health benefits of active lifestyles.

- All programming such as workshops, conferences, and trainings that encourages physical activity should include a focus primarily on promotion of healthy eating behaviors. Activities may include physical activity demonstration for the SNAP-Ed audience and training for SNAP-Ed staff to develop skills to help SNAP-Ed participants. Justification should be provided for ongoing activities.

- FNS program cooperators may use nutrition education funds to develop nutrition education and physical activity material that are reasonable and necessary. All physical activity materials should include a nutrition education message that promotes healthy eating and link nutrition and physical activity. FNS encourages the use of existing materials, especially existing FNCS materials or materials available through the SNAP-Ed Connection. Using or adapting successful interventions developed by others is preferable to developing new materials.

- FNS program cooperators are encouraged to coordinate with community, faith-based, youth and recreational organizations, and others with the primary mission of making regular opportunities for physical activity accessible and to actively promote and coordinate those activities

For more information regarding physical activity, refer to the Physical Activity Guidance for Americans at: [http://www.health.gov/PAguidelines/default.aspx](http://www.health.gov/PAguidelines/default.aspx) and
For additional information regarding allowable and unallowable education, promotion, and materials, refer to:

3. **Food Resource Management**

Applies to the practices related to thrifty shopping for nutritious foods and management of food dollars. This include skills such as making shopping lists, reading labels for nutritional value, planning menus, and basic cooking techniques.

We are to ensure that all nutrition messages conveyed as a part of the SNAP-Ed programs are consistent with the Dietary Guidelines for Americans and MyPlate principles. The Guidelines are the foundation for nutrition education in all nutrition assistance programs. Thus, it is appropriate and allowable to use fact-based communications that, consistent with the nutrition advice conveyed by the Guidelines, stress the importance of physical activity, and variety, balance, and moderation in the diet as keys to promoting health while also combating health concerns and obesity. SNAP-Ed funds may not be used to convey negative written, visual, or verbal expressions about any specific foods, beverages, or commodities. This includes messages of belittlement or derogation of such items, as well as any suggestion that such foods, beverages, or commodities should never be consumed.

**IX. Target Audience**

The SNAP-Ed Guidance identifies the target audience for SNAP-Ed as SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested federal assistance programs. SNAP-Ed should be delivered in a manner that maximizes the number of SNAP target individuals reached and the potential for behavior change among them.

SNAP-Ed may use the following measures to identify appropriate target audiences:

1. Income-based individuals eligible for means-tested federal assistance programs such as Supplemental Security Income (SSI), the WIC Program, or Temporary Assistance for Needy Families (TANF) are eligible for SNAP-Ed programming.

2. Persons typically **not eligible** for SNAP such as incarcerated persons, boarders, or college/university students are also **ineligible** for SNAP-Ed programming. For information on students that may be eligible: http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm

3. Location-based individuals at food banks, food pantries, soup kitchens, public housing, and SNAP/TANF job readiness program sites, etc. are eligible for SNAP-Ed programming.
4. Individuals at venues where it can be documented that at least 50% of individuals served have gross incomes at or below 185% of poverty guidelines/thresholds. This would include individuals residing in or schools located in census tract areas or other defined areas where at least 50% of individuals 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.

5. Individuals shopping in grocery stores where the store has been documented to redeem average monthly SNAP benefits of $50,000 or more or individuals shopping in grocery stores located in census tracts where at least 50% of individuals have gross incomes that are equal to or less than 185% of the poverty threshold.

The target audiences for each Ohio SNAP-Ed project are one or more of the following:

1. Youth
2. Families with children
3. Families without children
4. Elderly (60 years and older)
5. Pregnant and Parenting Teens (7th to 12th grade in schools with 50% or greater population eligible for free or reduce meals in the national School Lunch Program or other location for which low-income status needs to be documented)

X. Educational Materials

To maximize resources and avoid duplication of effort, state agencies must assess existing materials prior to developing new materials for nutrition education efforts. Existing materials, especially FNS materials such as Loving Your Family. Feeding Their Future; Eat Smart, Live Strong; Eat Smart. Play Hard™, Team Nutrition; and other emerging FNS materials, must be used and/or adapted whenever possible rather than developing new materials.

Ohio State University Extension will:

- Provide information to SNAP-Ed professionals about research-based educational resources, which reflect USDA recommendations, current knowledge on nutrient requirements, and other related information.
- Facilitate identification and/or development of research-based food and nutrition publications, printed materials, and videos to serve as resources for professionals working in county units.
- Facilitate the sharing of educational materials among counties to avoid duplication of effort.
- Incorporate the 4A approach in all lesson plans (Fruits and Vegetables, MyPlate, Food Resource Management, Protein Foods, Whole Grains, and Low-Fat Dairy)
• Provide each program unit with one copy of the teaching materials/curricula that will form the subject matter base of Ohio SNAP-Ed. All evaluation impacts will be based on this subject matter.

SNAP-Ed Program Assistants will be expected to utilize these materials:

Adult programming:
  • Ohio SNAP-Ed Task Bank
  • MyPlate
    http://www.choosemyplate.gov
  • Dietary Guidelines for Americans
    http://www.cnpp.usda.gov/dietaryguidelines.htm

K – 8th grade Youth programming:
  • Balance My Day
  • MyPlate for kids

Preschool programming
  • Eat, Play Grow
  • Color Me Healthy

Additional Supporting Resources include the following:
  • SNAP-Ed Connection, snap.nal.usda.gov
    http://snap.nal.usda.gov/
  • Serving Up MyPlate: A Yummy Curriculum
  • MyPlate for my Family
  • Eat Smart, Live Strong
  • Fight BAC! Keep Food Safe from Bacteria
    http://www.fightbac.org/
  • Money for Food, University of Wisconsin-Extension
    http://www.uwex.edu/ces/wnep/teach/mff/
  • Thermy™
  • Spend Smart Eat Smart
    www.extension.iastate.edu/foodsavings
  • Ohio Direction Card Record
    http://estore.osu-extension.org/
  • Smart Shopper’s Price Book
    http://estore.osu-extension.org/
• Counting Your Money Calendar  
   http://estore.osu-extension.org/

• Team Nutrition  
   www.fns.usda.gov/tn/

• Power of Choice  

• Eat Smart, Play Hard  
   http://www.eatsmartplayhard.org/ESPH_Menus/Educator_Resources.html

• We Can! (Ways to Enhance Children’s Activity and Nutrition),  
   http://www.nhlbi.nih.gov/health/educational/wecan/

• The President’s Challenge  
   www.presidentschallenge.org

• Let’s Move!  
   http://www.letsmove.gov

• President’s Council on Fitness, Sports & Nutrition  
   www.fitness.gov

• Physical Activity Guidelines  
   www.health.gov/paguidelines/

• BAM! Body and Mind  
   http://www.cdc.gov/bam/

• The Youth Media Campaign VERB  
   http://www.cdc.gov/YouthCampaign/

• HealthFinder  
   www.healthfinder.gov

• Womenshealth  
   www.womenshealth.gov

Recipe Guidelines –

• SNAP-Ed appropriate recipes:
  o Are compatible with the US Dietary Guidelines for Americans
  o Must include yield. Serving size is preferred but not mandatory
  o Appear to be accurate/tested
  o Use low cost, readily available ingredients
  o Use precise and simple measurements
  o Have instructions that follow the order of ingredients
  o Can be prepared relatively quickly. Those that include an estimated amount of time to prepare and cook are given preference
  o Are easy to read with clear and few instructions
  o Use no more than 15 ingredients
  o List basic equipment needed
Civil Rights Statement

The following Civil Rights Statement will be on each newsletter, on publications produced and/or distributed by SNAP-Ed, and on flyers advertising SNAP-Ed programs. Radio, television, and newspaper program announcements will also need to include the statement.

In English:

“The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (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, Office of Adjudication, 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, audiotape, etc.) please contact USDA’s TARGET Center at (202) 720-2600 (voice and TDD). USDA is an equal opportunity provider and employer.” This material was developed or printed using Supplemental Nutrition Assistance Program (SNAP) funding. For eligible individuals, SNAP benefits can help provide a healthy diet, which may reduce the risk of chronic disease. For information on receiving SNAP benefits, contact Ohio Department of Job and Family Services at https://odjfsbenefits.ohio.gov/SelfServiceSplash.jsf
El Departamento de Agricultura de los Estados Unidos (por sus siglas en inglés “USDA”) prohíbe la discriminación contra sus clientes, empleados, y solicitantes de empleo a base de raza, color, origen nacional, edad, discapacidad, sexo, identidad de género, religión, represalias y, según corresponda, convicciones políticas, estado civil, estado familiar o paternal, orientación sexual, o si los ingresos de una persona provienen en su totalidad o en parte de un programa de asistencia pública, o información genética protegida de empleo o de cualquier programa o actividad realizada o financiada por el Departamento. (No todos los criterios prohibidos se aplicarán a todos los programas y/o actividades laborales). Si desea presentar una queja por discriminación del programa de Derechos Civiles, complete el USDA Program Discrimination Complaint Form (formulario de quejas por discriminación del programa del USDA), que puede encontrar en internet en http://www.ascr.usda.gov/complaint_filing_cust.html, o en cualquier oficina del USDA, o llame al (866) 632-9992 para solicitar el formulario. También puede escribir una carta con toda la información solicitada en el formulario. Envíenos su formulario de queja completo o carta por correo postal a U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, por fax al (202) 690-7442 o por correo electrónico a program.intake@usda.gov. Las personas sordas, con dificultades auditivas, o con discapacidad del habla que deseen presentar sea una queja de EEO (Igualdad de Oportunidades en el Empleo) o del programa, por favor contacte al USDA por medio del Federal Relay Service (Servicio federal de transmisión) al (800) 877-8339 o (800) 845-6136 (en español). Las personas con discapacidades que deseen presentar una queja del programa, por favor vea la información anterior acerca de cómo contactarnos directamente por correo postal o por correo electrónico. Si necesita medios alternativos de comunicación para obtener información acerca del programa (Braille, caracteres grandes, cinta de audio, etc.) por favor contacte al Centro TARGET del USDA al (202) 720-2600 (voz y TDD). El USDA es un proveedor y empleador que ofrece igualdad de oportunidades. Este material fue desarrollado o impreso utilizando fondos del Programa de Asistencia de Nutrición Suplementaria (SNAP). Para personas elegibles, los beneficios de SNAP pueden ayudar a proporcionar una dieta saludable, que puede reducir el riesgo de enfermedades crónicas. Para obtener información sobre como recibir beneficios de SNAP, póngase en contacto con el Departamento de Ohio de Trabajo y Servicios Familiares en https://odjfsbenefits.ohio.gov/SelfServiceSplash.jsp
“And Justice for All”

This poster needs to be displayed at all classes and indirect programming. Minimum size is 8.5” x 11”.

Nutrition Education Reinforcement Materials

Nutrition education reinforcement materials refers to a class of goods that are given to SNAP-Ed participants to enhance messages taught in a series of classes. **Such items must have a direct relationship to program objectives and the expected behavior change and are to be given out at the last lesson of a series of lessons.** In addition, these items are allowable only if they are deemed reasonable and necessary, contain or reinforce nutrition messages, and are of nominal value ($4.00 or less per item).

XI. Navigating For Success (NFS)

The NFS curriculum was developed by faculty and staff in the Department of Nutritional Sciences at Cornell University (Jamie Dollahite and Joan Doyle-Paddock). This curriculum highlights the “Dialogue Approach to Adult Learning” and introduces meaningful and trustworthy methods to engage low-income audiences in nutrition education sessions. In addition, NFS offers an opportunity to move from a lecture or teacher-centered approach to the dialogue or learner-centered approach. **Community nutrition program outcomes in New York have demonstrated that after NFS training, program assistants had a significant positive influence on program participants’ behavior change.** In Ohio, we have adopted this philosophy of teaching in both of our community nutrition programs: SNAP-Ed and EFNEP.
XII. Program Delivery

The SNAP-Ed Program Assistant (a position funded with SNAP-Ed project monies), with assistance from the FCS Educator, is responsible for educational program delivery at the county level.

The FCS Educator is responsible for programmatic leadership including overall community outreach and promotion, coaching, guidance, and oversight of SNAP-Ed Program Assistant adherence to program directives (appropriate audience, delivery locations, and educational content).

The SNAP-Ed Regional Program Specialist assists with hiring, training, coaching, and professional development of SNAP-Ed Program Assistants within the Region, and with developing, monitoring, and managing the Region’s SNAP-Ed needs assessment, plan of work and budget.

The County Director (with input from FCS Educator and SNAP-Ed Regional Program Specialists) is responsible for personnel supervision.

Preference is given to hiring SNAP-Ed Program Assistants who have a Bachelor's Degree in Human Ecology, Family and Consumer Sciences, Food and Nutrition, Social Work, Education, or related area. Being indigenous to the community is also desirable. The SNAP-Ed Program Assistants are employed primarily for teaching educational programs appropriate to the project, recruiting participants, and networking with the leaders of appropriate community and food assistance programs. The program participants are youth who attend schools serving more than 50% free lunches and adults who are eligible for SNAP benefits. Each educational program must include information about accessing Food Assistance Benefits.

A brief promotional statement must be included during each program:

- **English**: “The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact [enter your local office or toll-free number, or other useful information to help identify how to get services].”

- **Spanish**: “El programa de Asistencia de Nutrición Suplementario (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado.”

This outreach message does not need to be included for audiences that are exclusively SNAP participants.
A. Methods of Program Delivery

Adult Programming

Program delivery methods for Adult Programs include direct and indirect education by the SNAP-Ed Program Assistant. Direct education is defined as a face-to-face interaction with 2 or more people for at least 45 minutes. At a minimum, 80% of programs delivered at each county need to be in the direct format. It is expected that most direct education interactions are designed as a series of 3 or more lessons of at least 45 minutes per lesson. A program series needs to include, at a minimum, one task from each of the six identified topic areas (MyPlate, Vegetables & Fruits, Dairy, Whole Grains, Protein Foods, and Food Shopping). Each lesson should be comprised of 2 tasks from the SNAP-Ed Task Bank. Ideally, class size should be between 6 and 15 individuals to allow for effective dialogue among participants. Even though indirect programming is not a priority, it can be used to complement the direct approach. In addition, indirect education (delivering materials to agencies or setting up a demonstration table) can be a very good tool to develop and maintain relationships with agencies.

Youth Programming

These programs, which are direct education format, are implemented at schools, after school programs and at Summer Food Service Programs, to name a few examples. A series of three or more lessons of at least 30 minutes is required, and number of participants varies depending on the setting. The curriculum is Balance My Day for youth in grades K-8 and Eat, Play, Grow for preschool aged youth. Series programming for youth should address the seven identified teaching messages (refer to the Program Log).

B. Recruitment of Participants

The SNAP-Ed Program Assistant will recruit participants through referrals from other community and food assistance programs, through participation in other community and food assistance program activities, and through other agencies and organizations that target SNAP participants or those eligible for SNAP. Referral of SNAP-Ed program participants to other OSU Extension programs and to other community and food assistance programs will be the responsibility of all OSU Extension professionals.

C. Management of Program Evaluation Data

All counties are to participate in collecting and reporting data using Ohio SNAP-Ed’s evaluation summary and data collection forms. These include the Program Log, Demographics forms, and Behavior forms. Evaluation data are to be collected at each program (with the exception of youth in preschool and K-2 programs). After the program has been conducted, enter the program data into the monthly Excel Template. Submit the
completed monthly Excel Template using the reporting link on the SNAP-Ed website on or before the fifth working day of the following month.

D. Evaluation of Programming

Both quantitative and qualitative evaluation methods are used to collect data for the project. Quantitative data is recorded by the SNAP-Ed program assistant through a process evaluation tool and collected through outcome indicators from program participants. Qualitative data, which includes anecdotal success stories, will be reported twice a year by SNAP-Ed professionals. These success stories need to be related to one or more of the program objectives. Refer to the Program Evaluation Instruction Manual for detailed information about SNAP-Ed program evaluation.

Process evaluation is captured with the information reported using the Program Log. This information is used to show that we are meeting the requirements of SNAP-Ed in Ohio, such as reaching the appropriate audiences, delivering programs at eligible sites, and teaching approved topics. Process evaluation is primarily measured using the Program Log.

Part II: Quantitative Evaluation – Outcomes Evaluation
Program outcomes (outcomes evaluation) are measured through the data we collect from our program participants. This is the information that is recorded from the demographics and behavior questionnaires. These instruments allow us to capture data that show the positive effects that our programs are having on participants’ behaviors.

Part III: Qualitative Evaluation – Success Stories
Success stories are used to report qualitative information about SNAP-Ed programming. A success story is a brief summary of accomplishments of your programs in a qualitative manner. Qualitative methods use communication, observation, and words to describe a phenomenon, whereas quantitative methods use instruments and statistics to describe what happened. Success stories should be submitted two times per fiscal year, typically one in the first 6 months (October through March) and one in the second 6 months (April through September). Chapter 8 of the Program Evaluation Instruction Manual gives specific details about how and when to submit success stories.

E. Disposal of SNAP-Ed Records

File reports (i.e., SNAP-Ed Program Assistant time records, SNAP-Ed evaluation forms and SNAP-Ed Program Logs) by fiscal year and close those files at the end of the fiscal year. Retain reports/files for five (5) years. At the end of five years, dispose of the file unless the county or state is being audited.

Example: Fiscal Year 2015 (October 1, 2014 through September 30, 2015)
Close file September 30, 2015
Retain in inactive files until September 30, 2020
F. Time Records - E-CERT (Effort Certification System)

Each OSU Extension employee providing payroll cost share will be contacted quarterly via e-mail to certify time and effort. Effort certification is a federally-mandated process that universities must have in place to verify that time charged to a grant is consistent with personnel effort expended on that grant. The effort certification procedure requires certification by an individual employee or by a person having first-hand knowledge of the individual’s activity.

For E-CERT instructions and access links, go to: http://rf.osu.edu/e-cert

G. Assurances

To assure compliance with the Federal Supplemental Nutrition Assistance Program, each county must include in its Plan of Work (POW) assurances that nutrition education activities are conducted exclusively for the benefit of SNAP program participants.

IMPORTANT! Information on how to apply for the food benefit program (SNAP) is available at every nutrition education intervention provided by the Ohio SNAP-Ed program.

XIII. Personnel

A. Implementation

The implementation, management, and supervision of the SNAP-Ed Program depends on the contribution of many OSU Extension staff members with a variety of roles and responsibilities. The roles include program administration, coordination, supervision, and administrative management at each level of the program operation (state, regional, and county). The staff relationships in implementing the SNAP-Ed Program are not unlike others in OSU Extension. Each role is important and coordinated program efforts are best implemented in a cooperative environment.

B. Individual Position Descriptions, Roles, Responsibilities, and Relationships

<table>
<thead>
<tr>
<th>POSITION</th>
<th>Summary of Duties</th>
<th>Credentials</th>
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*Staffing Chart, OSU Extension – Position Title, Summary of Duties, and Credentials*
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Qualification Requirements</th>
</tr>
</thead>
</table>
| Project PI (Pat Bebo, .3 FTE paid with SNAP-Ed funds) and Project Director (Zubieta, paid with SNAP-Ed funds) | • Provide fiscal, program, and evaluation leadership to Ohio SNAP-Ed Program and to its personnel including Regional Program Specialists, FCS Educators, and SNAP-Ed Program Assistants.  
• Liaison with OSU Extension Administrative Cabinet, OSU Extension Business Office, Office of Sponsored Programs, Ohio Department of Job and Family Services, and Midwest Region Food & Nutrition Service.  
• Leadership of SNAP-Ed Admin Team (Program Coordinator, Research Associate, Program Specialist, Regional Program Specialists)  
• Leadership in hiring, training, and coaching the project’s new employees | BS, MS, or PhD in Nutrition; leadership, program development and evaluation, program management, staff training, and fiscal skills |
| Program Coordinator (Niebauer)           | • Provide fiscal and program management support to Ohio SNAP-Ed  
• Provide technical support for fiscal components of project | Training and/or BS in Business Management |
<p>| Student Worker (Varney, paid with SNAP-Ed funds) | • Provide office support to SNAP-Ed Admin Team members | HS Diploma and enrolled as student at OSU |
| Program Specialist, paid with SNAP-Ed funds) | • Leadership to professional development for SNAP-Ed Program Assistants, Regional Program Specialists, and FCS Educators | BS, MS in Nutrition, Public Health, FCS or related area; program development and teacher training skills |
| State Specialists (not paid with SNAP-Ed funds) | • Provide nutrition, resource management, physical activity, and/or food security information and training as appropriate to the project and for the professional development needs of the project. | RD, PhD in respective specialization and with community nutrition perspective |
| Research Associate (Conway, paid with SNAP-Ed funds) | • Data management for reporting participation in SNAP-Ed and its outcomes to Sponsor, OSU Extension, ODJFS, Office of Sponsored Programs | BS, MS including skills and training with data collection, management and statistics |</p>
<table>
<thead>
<tr>
<th>POSITION</th>
<th>Summary of Duties</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNAP-Ed Program Coordinator, Cooking Matters (Brandenburg, paid with SNAP-Ed funds)</td>
<td>• Manage marketing, developing community partnerships, volunteer activity, program delivery and evaluation of the program</td>
<td>BS in nutrition, health, or related field and experience working in health and nutrition, culinary arts, program management, or volunteer management fields.</td>
</tr>
<tr>
<td>Graduate Research Assistant (paid with SNAP-Ed funds)</td>
<td>• Assist with data collection and management including development of validated survey instrument for 9 to 11 year old children; assist with program management</td>
<td>BS; Enrolled in MS graduate student in Human Nutrition at OSU</td>
</tr>
</tbody>
</table>
| Regional Program Specialists (Chandler, Smith, and Spires, 0.9 FTE of each paid with SNAP-Ed funds) | • Assist SNAP-Ed Admin team with developing and delivering professional development for SNAP-Ed PAs in EERA/Region  
• Hire, train, coach and provide program supervision of SNAP-Ed PA in collaboration with FCS Educator in respective county and with SNAP-Ed Admin Team  
• Develop and monitor EERA/Region’s SNAP-Ed needs assessment, plan of work, and budget  
• Facilitate communication among county, region, and state Extension professionals/organization and cooperating agencies and businesses.  
• Provide technical support to FCS Educators and SNAP-Ed PAs so that each county has an active SNAP-Ed Advisory Committee | BS, MS in Nutrition, FCS, or related area; human resources, program development, management, and fiscal skills |
| SNAP-Ed Program Assistant (paid with SNAP-Ed funds) | • Recruits, schedules, and presents programs to target audience as determined by the Needs Assessment and approved in the Plan of Work  
• Collects end-of-program data from participants, completes reports as required to support the project, and stores data according to project and OSU guidelines  
• Engages in SNAP-Ed Advisory Committee functions including assisting FCS Educator and Regional Program Specialist in identifying members, sharing program outcomes at Advisory | Associate’s Degree required, Bachelor’s Degree preferred; working knowledge of community resources related to accessing food; ability to teach; experience with and interest in food |
Committee meetings, and using Advisory Committee member input in program planning and delivery as appropriate.

| FCS Educators are paid release time - .10 for first PA and .05 for second and third PA, up to .20 (maximum). (paid with SNAP-Ed funds) | • Assists Regional Program Specialist and SNAP-Ed PA with developing and continuing collaborative relationships with community agencies and organizations who target SNAP eligible individuals with programs or resources • Provides leadership in collaboration with Regional Program Specialist and SNAP-Ed PA to county SNAP-Ed Advisory Committee formation and function | BS, MS required in FCS related area |
| County Extension Director (not paid with SNAP-Ed funds) | • Provides day-to-day supervision of SNAP-Ed PA • Responsible for providing appropriate infrastructure (space and office resources) for SNAP-Ed | BS, MS required; skills in human resources and fiscal operations |

C. Advertising the SNAP-Ed Program Assistant Position (Word Version)

The County director should contact the OSU Extension Human Resources Office for instructions on developing, posting, and advertising a Program Assistant position. When advertising the position through a newspaper ad, be brief, indicate that OSU Extension is an AA/EEO employer, and run the ad at least one time. The following are examples for an ad for the position. You can add information at the “front” of the ad to appropriately identify as you see fit.

Sample 1
For complete position description and online application instructions, please go to www.jobsatosu.com and search by Job Opening Number _____ (add number). To assure consideration you must apply by _____ (add date).

To build a diverse workforce, Ohio State University encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

Sample 2
To apply online, please go to www.jobsatosu.com. Click Search Jobs, and enter the Job Opening Number _____ (add number). To assure consideration, applications must be received on line no later than _____ (add date).

To build a diverse workforce, Ohio State University encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.
Sample 3
To assure consideration you must apply by _______ (add date) by visiting our website at www.jobsatosu.com. Click Search Jobs, and search by Job Opening Number _______ (add number).

To build a diverse workforce, Ohio State University encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

Sample 4
For complete position description, minimum qualifications, and application instructions, please go to www.jobsatosu.com and click Search Jobs. Under Job Opening Number type _______ (add number) and click search.

To build a diverse workforce, Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

NOTE: The Job Opening Numbers and application deadline dates will be provided by OSUE HR.

ALL new hires must complete a background fingerprint check before their Extension employment start date and before starting employment. For additional information, see http://extensionhr.osu.edu/resources/hirepkt.htm.

IMPORTANT: It takes an "average" of 3-4 weeks to complete the background check.

Program Assistant, SNAP-Ed – Position Description

1. Teach SNAP participants, applicants and eligible individuals in a group setting, focusing on dietary quality, food safety, food shopping behavior/food resource management, and food security. (70%)
   a. Select programs from project curricula that best meet the needs of participants.
   b. Provide information to participants about benefits and other USDA nutrition assistance programs.

2. Collect evaluation data from participants and complete records as necessary to support the program. (10%)

3. Maintain accurate and complete records as required by the sponsor agency and by OSU Extension. (5%)

4. Recruit targeted audience. (10%)
   a. Network with community agencies and organizations that also target SNAP participants and eligible individuals.
   b. Maintain confidentiality of participants and individual records.
5. Attend training meetings and staff meetings (5%) as required by supervising educator and project manager.

This is a grant funded position which is renewable based upon availability of funding.

Qualifications: Knowledge of the community’s infrastructure and culture; ability to teach, to network with other individuals and agency representatives, to recruit participants, and to learn nutrition and nutrition related information as outlined in the project; ability to teach in group settings and to a general adult audience, to parents and caregivers of young children, and to older adults; skills to adapt to change as the audience and/or the project changes.

Minimum Requirements: Associate’s degree. Each new employee must have a current BCI check and successfully meet its criteria before starting to work.

Desirable Requirements: Bachelor’s degree in Family & Consumer Sciences or related area; computer data entry and e-mail communication skills.

<table>
<thead>
<tr>
<th>SNAP-Ed/OSUE Program Assistant Position</th>
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<tbody>
<tr>
<td>Associate’s degree required, Bachelor’s degree in FCS or closely related area preferred.</td>
</tr>
<tr>
<td>Indigenous to the community; knowledge of the community’s infrastructure and culture; ability to teach, to network with other individuals and agency representatives, to recruit participants, and to learn nutrition and nutrition related information as outlined in the project.</td>
</tr>
<tr>
<td>Desirable: Computer data entry and e-mail communication skills.</td>
</tr>
<tr>
<td>Grant funded position renewable based upon availability of funds.</td>
</tr>
<tr>
<td>Teach SNAP participants, applicants and eligible individuals in a group setting, focusing on dietary quality, food safety, food shopping behavior/food resource management, and food security using programs from project curricula that best meet the needs of participants. (70%)</td>
</tr>
<tr>
<td>Maintain accurate and complete records as required by the sponsor agency and by OSU Extension. (5%)</td>
</tr>
<tr>
<td>Recruit targeted audience. (10%)</td>
</tr>
<tr>
<td>Network with community agencies and organizations that also target food stamp participants and eligible individuals. (10%)</td>
</tr>
<tr>
<td>Provide information to participants about SNAP and other USDA nutrition assistance programs.</td>
</tr>
<tr>
<td>Maintain confidentiality of participants and individual records.</td>
</tr>
<tr>
<td>Attend training meetings and staff meetings (5%) as required by supervising agent and project manager.</td>
</tr>
<tr>
<td>Implement changes as required by the sponsor agency and by OSU Extension.</td>
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</tbody>
</table>

D. Benefits

Employees of this project should have a minimum appointment of .5 FTE (20 hours per week). Refer to http://hr.osu.edu/ for benefits available for staff at The Ohio State University and to http://extensionhr.osu.edu/payroll/benefits.htm for additional information.

E. Appointment

Follow the steps at http://extensionhr.osu.edu/resources/employ.htm for offering the position and for completing forms necessary for employment.
F. SNAP-Ed Program Assistant Orientation and Professional Development

Ohio State University Extension and the SNAP-Ed program offer training conferences at the state and regional levels that enhance individual professional development. The Navigating for Success (NFS) training offered by the SNAP-Ed state office is to be completed as early as possible. The SNAP-Ed PA should attend the OSU Extension New Personnel Orientation. In addition, orientation to program, policies, and procedures is an essential part of the initial training and should be executed in conjunction with state and county staff.

The SNAP-Ed staff should understand common characteristics of limited resource learners including:

- **Education:**
  Many limited resource adult learners have had past failures in educational settings. Because of this, they typically avoid participation in educational programs because it poses the threat of another opportunity to fail.

- **Low self-esteem:**
  The development of self-esteem is closely related to past successes and achievements. People living in poverty may feel caught in a vicious cycle of failure from which they are unable to escape. They may blame themselves for their situation, even though the causes may be totally beyond their control. Low self-esteem and feelings of lack of power lead to the belief that “the odds are against me and I have no control over my future.”

- **Marketing tips to reach the audience:**
  - Network with other social service agencies to include information about SNAP-Ed in their mailings. Ask permission to put flyers in waiting rooms and offices that provide services to limited income audiences.
  - Display posters and flyers in places where limited resource audiences are likely to go (grocery stores, discount stores, social service agencies, fast food restaurants, food pantries, and churches).
  - Ask a community leader or local resident to help publicize your programs.

- **Plan for convenience and relevance to the learner.**
  - Plan presentations carefully but be flexible. There are times when your audience has some specific needs that have to be addressed before your planned program can be delivered. Be sensitive to your learners’ needs.
  - Teach “need to know” information rather than “nice to know.” Adult learners typically want concrete “how to” information.
  - Become informed of and sensitive to cultural values and behavior patterns.
  - Offer programs in familiar surroundings such as housing projects, churches, schools or community centers.
- Use volunteers to assist with teaching and demonstrations.
- Learn about other community services available for this audience – make referrals as necessary.

- **Teach to meet learner needs:**
  - Avoid a lecturing or school-like atmosphere. Keep learning participatory and informal. Facilitate the sessions incorporating the learners’ experiences and insights into the program and using familiar examples will help make learning relevant and increase dialogue.
  - Be generous with praise and encouragement; make certain your remarks are sincere.
  - Treat people with respect and dignity.
  - Work with the group to develop specific goals.

Tips for SNAP-Ed staff while interacting with program participants:

- Be an active listener. Use non-verbal feedback, nod, lean forward, smile, and establish eye contact.
- Use open-ended questions that begin with “how,” “why,” or “tell me about”. These types of questions often encourage better communication than closed-ended questions that can be answered with a yes or no.
- Present your information in a variety of ways, such as a demonstration, a poster, pictures, models, videos, etc.
- Use games or activities to enhance a teaching point.
- Reinforce learning with take-home fact sheets and newsletters.
- Send postcards or call participants to remind them of time, location, and topic of future meetings.
- Select appropriate materials:
  - Select visuals that reflect the racial and ethnic identity of the group.
  - Keep visuals simple.
  - Use materials written at a reading level appropriate for the learners’ literacy skills.

G. SNAP-Ed Program Assistant Performance Review

The SNAP-Ed Program Assistant holds an unclassified Professional Staff appointment. The Regional Program Specialist, the FCS Educator, and the County Director managing the SNAP-Ed Program are responsible for performance reviews for this position. The performance reviews for this position are conducted in the same manner as review for other program assistants employed by OSU Extension.

Use the forms and procedures for conducting annual performance reviews that are available at OSUE Human Resources website: [http://extensionhr.osu.edu/resources/perfreview.html](http://extensionhr.osu.edu/resources/perfreview.html)

The documents on that website include: Self Evaluation, Peer Evaluation Form and Sample Letter, Clientele Evaluation Form and Sample letter, and Supervisor Evaluation Form.
The County Director will use PA class observation summaries, annual program outcomes, accomplishment of goals from the previous annual performance review, feedback from supervising FCS Educators and Regional Program Specialist etc. as reference, documentation and input in preparation for completing the Supervisor Evaluation form.

**DOCUMENTS THAT SHOULD BE KEPT.** After the performance review process is completed, place a copy of all annual performance review documents in the respective employee's file in your office. At the conclusion of the process, share the documents with the County Extension Director if the CED is not a part of the annual performance review interview.

**ANNUAL SNAP-Ed PROGRAM OUTCOMES.** We encourage the County Director and the SNAP-Ed Program Assistant to refer in the annual performance review to end of year program summaries and to the program summaries for the first six months of the FY. Compare the results with the plans of work from one year to the next. Together these references can help you to document program accomplishments and outcomes, to identify program gaps, and to set program goals.

The FY SNAP-Ed program year summaries will be posted on the SNAP-Ed website. The username is your OSU name.# and the password is your OSU name.# password. If you are having issues logging in please contact your regional Information Technology (IT) department by email.

**MAJORITY OF TIME IS FOR TEACHING.** The sponsor (ODJFS and MWR Food and Nutrition Service) expectation is that each program assistant allocated from 60% to 80% of the workday to teaching (direct education).

**PROGRAM DELIVERY GOALS:**

- a. 0.5 to 0.64 FTE 3-5 programs a week, 45 to 60 minutes per program.
- b. 0.65 to 0.74 FTE 4-6 programs a week, 45 to 60 minutes per program.
- c. 0.75 to 0.9 FTE 5-7 programs a week, 45 to 60 minutes per program.
- d. 0.91 to 1.0 FTE 6-8 programs a week, 45 to 60 minutes per program.

**H. Transportation of program participants**

For the personal protection of SNAP-Ed Program Assistants, program participants should not be transported in the personal automobiles of SNAP-Ed personnel while on the job. Exceptions to this policy require the approval of the County Director or FCS Educator and should include one-time only trips.
### XIV. Use of SNAP-Ed Funds

<table>
<thead>
<tr>
<th>ALLOWABLE</th>
<th>UNALLOWABLE</th>
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<tbody>
<tr>
<td><strong>Literature/Materials/Audiovisuals</strong></td>
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</tr>
<tr>
<td>• The purchase of FNCS nutrition education/promotion materials that address SNAP-Ed topics and are for use with or distribution to the SNAP-Ed audience.</td>
<td>• Costs for any nutrition education materials that have already been charged to another Federal or private program or source.</td>
</tr>
<tr>
<td>• The purchase of other nutrition education materials, when there are no FNCS materials available that address SNAP-Ed topics and will be used with or distributed to the SNAP-Ed target audience.</td>
<td>• Any material that endorses or promotes brand name products or retail stores.</td>
</tr>
<tr>
<td>• The production of nutrition education materials, for which no other comparable materials exist that support the State’s goals and objectives for SNAP-Ed and will be used with or distributed to the SNAP-Ed audience. States are encouraged to collaborate with other FNS programs on the messages conveyed in nutrition education materials and in sharing the production costs.</td>
<td>• Production of written or visual messages whose principal purpose is to influence a store’s pricing policy.</td>
</tr>
<tr>
<td><strong>Social Marketing Campaigns</strong></td>
<td></td>
</tr>
<tr>
<td>• Local radio and television announcements of nutrition education events for the SNAP-Ed target audience.</td>
<td>• Purchase or production of written or visual material for purposes of lobbying or influencing federal, state, or local officials to pass or sign legislation or to influence the outcomes of an election, referendum, or initiative.</td>
</tr>
<tr>
<td>• Appropriate social marketing campaigns that target nutrition messages to the SNAP-Ed target audience and are delivered in areas/venues where at least 50 percent of persons are income-eligible for the SNAP.</td>
<td>• Purchase or production of written or visual nutrition education messages, that are not consistent with the current Dietary Guidelines for Americans and MyPlate.</td>
</tr>
<tr>
<td><strong>Social Marketing Campaigns</strong></td>
<td></td>
</tr>
<tr>
<td>• Social marketing campaigns that target the general population. In some instances, prorated costs based upon the number of the SNAP-Ed target audience that will be reached with the campaign may be allowed. FNS may consider alternate methods with justification.</td>
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<tr>
<td>• Publication or dissemination of nutrition education messages that are inconsistent with the current Dietary Guidelines for Americans and MyPlate.</td>
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<tr>
<td>Television and radio announcements/ announcements/advertisements that do not include a brief message about SNAP, its benefits, and how to apply.</td>
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### Equipment

- Purchase of office equipment. A county can donate equipment and use fair market value; however, any fair market value has to be adjusted to reflect Federal funding provided for the equipment. This can be arrived at by multiplying the fair market value times the State’s percentage share invested in the equipment.
- Equipment shared with non-SNAP users when cost-shared with those users
- Kitchen appliances, only with justification of need.
- Expenditures for equipment that exceeds prior approval thresholds, i.e. $5,000 per county, unless prior approval is received from FNS.
- Medical equipment except for inexpensive equipment such as anthropometric measuring tools if needed that can be used to measure height and weight to determine and discuss BMI and calorie balance/physical activity.

### Food Samples, Supplies and Provisions

- Cost of food for recipe/taste testing purposes and cost of kitchen equipment and supplies necessary for food storage, preparation, and display of food prepared for demonstration purposes.
- Food samples associated with nutrition education lessons.
- Ongoing snack or food service
- Meal sized portions or complete meal service
- Cost of food provided as groceries or supplemental food

### Nutrition Education

- Classroom setting (salaries, space, equipment, materials) for SNAP Ed audience on nutrition related topics (e.g., food budgeting, preparation, safety). Primary purpose of class shall be to provide nutrition and obesity prevention education. If nutrition and obesity education is included with other topics, only that portion of class pertaining to these topics are an allowable costs.
- Classes that are designed to provide case management or “life skills” training such as classes on English as a second language, parenting, child development, crisis management, rental information.
- Medical nutrition therapy and secondary prevention interventions.
- Weight loss classes, individualized meal plans, obesity treatment programs, etc.
- Physical activity demonstration, promotion, referral that includes a nutrition-related message based on Dietary Guidelines.
- The pro rata share of costs of classes that are provided in conjunction with another program, e.g., WIC, provided the State agency describes the method for allocating costs between the programs.
- Breastfeeding education, promotion, and support which is coordinated with WIC and which supplements and complements WIC services, rather than duplicating or supplanting them.
- Activities where the primary objectives pertain to allowable nutrition education but brief SNAP outreach messages are shared with SNAP-Ed participants. Free SNAP information materials are available on the FNS Web site at: [www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap](http://www.fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap)

- Gym memberships, trainers, gym equipment, or facilities.
- Clinical health screening (i.e., cholesterol testing, and blood glucose testing, etc.).
- Distribution of nutrition education reinforcement items costing over $4.00 each.
- Nutrition education costs that are charged to another Federal program such as WIC, EFNEP, Head Start, etc.
- Breastfeeding education, promotion, and support that duplicates or is provided through WIC, EFNEP, or Head Start funding.
- Education provided to incarcerated or institutionalized persons that are not eligible for SNAP.
- Most able-bodied students ages 18 through 49 enrolled in college or other institutions of higher education at least half time are not eligible for SNAP and SNAP-Ed. For information on students that may be eligible: [http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm](http://www.fns.usda.gov/SNAP/applicant_recipients/students.htm)
- Activities where the primary objective(s) is (are) to conduct outreach efforts for SNAP or other programs.

### Space Allocation

- Space allocated to SNAP-Ed and other programs under a plan whereby the method of space/cost allocation between programs is documented and the costs are tracked.
- Space donated by local school districts, but only the cost of the space based on depreciation or use allowance.

- Commercial rental space charges cannot be used for publicly owned space.
### Staff Compensation and Training Costs

- SNAP-Ed-related training for program delivery staff.
- Staff time spent delivering nutrition education and obesity prevention services to the SNAP-Ed target audience. Time must be charged at a rate commensurate with the duties being performed.
- General briefings to community health care providers serving low-income communities about SNAP-Ed services in the community.

### Costs Associated with Other Activities

- Reimbursement for personal costs such as childcare, meals, lodging, and transportation for recipients of SNAP-Ed to actively participate in focus groups, needs assessment, and advisory groups to inform and improve SNAP-Ed effectiveness.
- Nutrition education activities that promote the selection of healthy foods from vending machines.
- Participation on relevant State and local advisory panels.

### Additional Costs

- The time volunteers of a non-public agency, e.g., faith-based organizations, many food banks, etc. spend performing SNAP-Ed specific duties.
- A physician’s time spent distributing nutrition flyers at health fairs when charges are based on a rate commensurate with his/her credentials as opposed to the duties he/she is performing.
- University courses that are not relevant to the practical delivery of SNAP-Ed to the SNAP population.
- Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed.

- Organized efforts to influence elected officials and lobbying for legislative/policy changes.
- Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP-Ed population.
- Costs associated with the establishment and maintenance of certain environmental or policy changes, such as infrastructure, equipment, space, land, or construction.
- Money, vouchers, or passes provided to SNAP-Ed recipients to offset personal costs incurred so that they may attend nutrition education and obesity prevention classes, e.g., for childcare and transportation expenses.
- Childcare or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities.
A. Origin of funds for SNAP-Ed

**How has funding been affected by the Healthy, Hunger-Free Kids Act?**

USDA-Food Nutrition Service funds SNAP-Ed via Ohio Job and Family Services. Every year, OSUE as the Ohio implementing agency needs to submit a proposal or plan. Operations of Supplemental Nutrition Assistance Program Education (SNAP-Ed) are affected by implementation of a provision of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296), Section 241. The provision seeks to improve the effectiveness of SNAP-Ed and to make it easier for the States to administer.

- Capped funding
- No cost-share
- Competitive funding

B. Appropriate Expenses from SNAP-Ed Funds

The monies designated to a county budget for SNAP-Ed can be used to employ a Program Assistant; to purchase educational materials and equipment that support the project's educational objectives; and to reimburse travel and in-service expenses incurred that directly relate to the project. Dues, out-of-state conferences, large kitchen appliances, office furniture, popcorn machines, digital cameras, scanners, LCD projectors, and purchase of program enhancement materials that cost more than $4 each are examples of inappropriate uses of the funds.

Program enhancements materials for nutrition education must:

- Target SNAP participants.
- Have a clear and useful connection to the nutrition education messages being taught.
- Convey enough information to be considered educational or to be utilized by participants to reinforce nutrition education.
- Cost less than $4 each.

C. Time Line for Use of Funds

The monies must be used within the fiscal year and within the contract period (October 1, 2014 to June 30, 2015, July 1, 2015 to September 30, 2015).
XV. Project Financial Guidelines

Counties are expected to comply with OSU Extension and with The Ohio State University Office of Sponsored Programs (OSP) guidelines in using the funds allocated to the county.

1. Funds Available to a County
The sum of a county's expenses cannot exceed the amount designated in the county's budget. The county may be charged for the overage if expenses charged toward the project exceed the county's SNAP-Ed budget.

2. Reimbursement and Procurement Procedures

*Note: The Office of Sponsored Programs requires supporting documentation with all payment requests.*

The procedure for requesting reimbursements from SNAP-Ed will be:
Payment request is entered into the eRequest system by department personnel or employee. The requests will workflow to OSP Accounts Payable for approval. Department prints a copy of the approved request, obtains electronic and original, dated receipts or other appropriate support documentation.

Signed payment request and original documentation are sent to OSP Accounts Payable, 1960 Kenny Road, Columbus, Ohio 43210.

OSP Accounts Payable staff reviews the request and documentation for acceptability and accuracy, and, if okay, releases the payment. This process can take up to four weeks.

For additional information, see SNAP-Ed eRequest Job Aid #2 or contact the OSP Helpdesk at rfhelpdesk@osu.edu or 688-8288.

Follow procedures outlined on the Office of Sponsored Programs website. If problems arise, call the appropriate unit within OSP or call the SNAP-Ed State office at 614-292-4481.

A. Direct expenses to the SNAP-Ed Project are routed as usual to OSU Office of Sponsored Programs, 1960 Kenny Rd., Columbus, OH 43210-1063. Using a purchase order (initiated through eRequest) or procurement card (AMEX) are the preferred methods. Order (P.O.) or procurement card (AMEX) are the preferred methods for paying for materials and supplies. See OSP AMEX site for approved expenses

B. Modifications will be made as necessary to comply with USDA and OSP fiscal requirements.

C. Chartfield Information. Use the following chart to determine correct chartfield for each type of transaction.
### Definition of Chartfield Terminology

1. **Org** – Your Regional org (5590x)
2. **Fund** – 590000
3. **Acct #** (6xxxx) – see chart below for common account numbers.
4. **Project #** - Your Regional SNAP-Ed project number (6XXXXXXXX)
5. **User Def** (first four letters of county name or first four letters of first county name and first two letters of second county name if unit is two counties)

<table>
<thead>
<tr>
<th>REGION</th>
<th>ORG#</th>
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<tbody>
<tr>
<td>Northeast</td>
<td>55901</td>
</tr>
<tr>
<td>Southeast</td>
<td>55904</td>
</tr>
<tr>
<td>Northwest</td>
<td>55907</td>
</tr>
<tr>
<td>Central</td>
<td>55905</td>
</tr>
<tr>
<td>Southwest</td>
<td>55906</td>
</tr>
</tbody>
</table>

### Use the appropriate account number for each cost share entity.

<table>
<thead>
<tr>
<th>Acct #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>63606</td>
<td>Purchased Services (Salary &amp; Benefits)</td>
</tr>
<tr>
<td>61201</td>
<td>Office supplies</td>
</tr>
<tr>
<td>61203</td>
<td>Education supplies</td>
</tr>
<tr>
<td>61205</td>
<td>Other supplies</td>
</tr>
<tr>
<td>61230</td>
<td>Food Cost</td>
</tr>
<tr>
<td>61801</td>
<td>Postage</td>
</tr>
<tr>
<td>62002</td>
<td>Long distance charges</td>
</tr>
<tr>
<td>62009</td>
<td>Miscellaneous charges (Including fax)</td>
</tr>
<tr>
<td>63001</td>
<td>Space</td>
</tr>
<tr>
<td>63201</td>
<td>Copies (in-house)</td>
</tr>
<tr>
<td>63204</td>
<td>Printing (external)</td>
</tr>
<tr>
<td>63401</td>
<td>In-state travel</td>
</tr>
<tr>
<td>64414</td>
<td>Conferences/Training</td>
</tr>
</tbody>
</table>

### 4. Disposal of Equipment Purchased with SNAP-Ed Funds

- **Acquisition cost of less than $5000** - Click: Non-Capital Equipment Disposal Record on the EBO site.
- **Acquisition cost $5000 or more** - Click: Equipment Inventory/PeopleSoft Equipment Retirement Form/ (AM0001) Application for Asset Retirement form.
XVI. Computer/Printer Equipment Purchasing Information

Any requests for SNAP-Ed computer equipment purchases must be consistent with the approved county project. Contact your District IT support staff for recommendations on equipment specifications. They will periodically place bulk orders for computers, reducing the cost per computer.

1. Desktop computers are allowable for purchase every four years.
2. Include a 3 (or 4 year) warranty.
3. Invest in either a flat screen monitor or LCD monitor. Both cause less eye strain and the LCD screen utilizes minimal space on one’s desk.

Before placing the order, submit the proposed request, including specifications to the Project PI (Pat Bebo) for approval.

If you have questions about the criteria please contact your district IT person; if you have other questions about computer purchases please call Pat Bebo (614) 292-1655.

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