The Washington State SNAP-Ed Evaluation Team adapted this FAQ for Washington State SNAP-Ed Implementing Agencies and providers from the USDA Food and Nutrition Service EARS FAQs.

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The Washington State Basic Food Program can help provide a healthy diet consistent with the Dietary Guidelines for Americans.
**General Questions**

1. If multiple agencies participate in an intervention, who should report it? Perhaps some sort of partnership is being executed.

Depending on the type of SNAP-Ed activity, multiple Implementing Agencies may list the same program for internal purposes. However, only one entity should report reach to avoid duplicate counts when the data is entered into EARS. We recommend that agencies work together to determine who will report reach so that multiple groups are not reporting the same information separately.

**Questions about Demographic Information**

1. For male and female – how do we count those who do not identify with either sex?

A person is not required to report a sex. This person can be recorded in the appropriate age group in the “Estimated Count” column in PEARS. Do not include them in either the “Female” or “Male” columns.

2. If we have actual counts of the number of individuals in a direct education intervention, but estimate age, sex, ethnicity, or race data, would that be considered actual or estimated counts?

These would be considered estimated counts since you are estimating the demographic data.

**Example 1:** A series of hour-long classes is held with adults. At the start of the series, each adult completes a survey in which they indicate their sex, race, and ethnicity. This would be considered an actual count.

**Example 2:** A series of 30-minute classes is held at a Summer Food Service Program site in a park where any child in the community is able to attend. Educators use American Community Survey (ACS) data to estimate the race and ethnicity of attendees and a visual estimate of sex. This is considered an estimated count.

3. What methods for estimation can we use when participants choose not to identify ethnicity or race or when asking participants to confirm ethnicity or race is not appropriate, such as with young children?

If possible, please use existing data about the population you are serving, such as WIC\(^1\) or free and reduced lunch enrollment, ACS or census data, OSPI etc. If this data is not appropriate, such as when identifying demographic data for a small group of young children at a USDA Summer Food Service site, work with partners to obtain a breakdown of their demographics. If this is not possible or appropriate, select “unknown” as the individual’s race and ethnicity in PEARS.

\(^1\)WIC: Special Supplemental Nutrition Program for Woman, Infants, and Children
4. **What method should be used to identify race if an adult chooses to not self-identify?**

Any data set such as WIC or free and reduced lunch enrollment data, OSPI data, ACS data, etc. may be used to estimate ethnic and racial makeup of persons participating in an intervention. In instances where there is no applicable data set, LIAs may work with their partner to estimate race and ethnicity. Please note that it is never appropriate to change or challenge a self-declaration made by a participant as to their racial or ethnic background.

5. **Why is there no “Other” category for Race?**

The definitions used for race categories in PEARS are consistent with those described by FNS 113, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities.

6. **What if I only have estimates?**

Please report the information provided, even if it is only estimates. Do ensure that estimation methods for the number of participants by age and sex are included in the “source of data” drop-down menu, or the open-text field named “source other”.

7. **How is “ethnicity” reported in PEARS?**

The sum of Ethnicity responses entered into the “Ethnicity” fields in PEARS needs to reflect the total number of participants. This is because participants can only be counted as Hispanic/Latino or Non-Hispanic/Latino.

8. **Could you provide an example of how you would report an individual who chooses multiple races?**

For persons identifying as multiple races, count each racial category with which they identify. For instance, if a person reports both American Indian or Alaska Native and White identity, their response should be recorded in both of these racial categories. The sum of race responses should be equal to or greater than the total number of participants.

9. **Should both race and ethnicity be reported for all participants?**

Both ethnicity and race should be reported for all direct education participants.

10. **We work with many Arab American/Yemeni/Chaldean populations and always get the question of whether they are considered White or Asian in the race ethnicity portion?**

Yemen is a country in the Middle East. The United States Census Bureau provides definitions on race, and based on this information, individuals from Yemen would be classified as White.

Click on the link below for additional information, including detailed explanations of how to determine racial categorization for persons from a variety of nations: [http://census.gov/topics/population/race/about.html](http://census.gov/topics/population/race/about.html).
11. Should the total number of DE participants in Age and Sex reporting equal the number of participants in Race and Ethnicity reporting?

Since individuals are not required to report race and ethnicity, the totals for Items 2 and 3 may not be the same.

Questions about Direct Education

1. How should I report direct education?

Single sessions not part of a series must be at least 20 minutes in length or have demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators in order to be considered a direct education intervention. Interventions should also have an interactive component. Interventions less than 20 minutes require USDA-FNS Regional Coordinator approval to be considered direct education.

Demographic information should be included.

Reach will consist of all participants for an intervention, including ones that combine direct education with social marketing or a policy, system, and environmental change (PSE) intervention. Examples are provided below for clarification.

Example 1: Many schools deliver whole-school interventions, such as CATCH, etc., with multiple components. If 500 students receive direct education lessons and will also be exposed to a PSE change, like a wellness policy, all 500 students should be reported in the program activities module as direct education reach. All 500 students would also be entered into the PSE module reach for the same “whole school” activity since the 500 total students participated in all components of the intervention.

Example 2: A Local Implementing Agency holds direct education (DE) sessions at a food pantry where they also conduct PSE activities to encourage healthy food selections. They determine that 3,500 individuals have used the food pantry during the implementation of their PSE efforts. Surveys completed during their DE sessions indicate that 1,200 of the food pantry users have attended DE sessions. In this case, their 1,200 direct education attendees will be reported in the program activities module as direct education reach. The total 3,500 persons reached through all intervention efforts would be reported in the PSE module.

Example 3: 15 children attend a series of nutrition education classes. After each class, a handout with activities is sent home to be completed with parents/guardians which reinforces the information taught in class. The Local Implementing Agency assumes that one parent/guardian completes the handout with each child. The 15 children will be included in direct education reporting. The 15 parents/guardians will be counted as indirect reach in the indirect activities module.
2. If someone participates in one DE intervention and then participates in another, separate DE intervention, how should they be counted?

A participant should be counted once for each different intervention they attend. Because Direct Education is considered a single intervention in Washington, a participant should only be counted once, regardless of whether or not they participate in multiple DE curricula. This means that an unduplicated count of persons is recorded per intervention, meaning that a person is counted once, regardless of the number of sessions within a series in which they participated. In the case described above, this person would be counted once for both DE interventions. Please also use these guidelines when reporting social marketing and/or policy, systems, and environmental change activities.

Example: Billy attended 4 out of 6 sessions in a direct education series at his school. Billy counts as one participant for this entire intervention. Billy later participated in a separate series, where he and his mother Maria attended 10 out of 12 sessions. For this intervention, Billy counts as did not count as a participant because he participated in DE this fiscal year, and Maria counts as one participant.

3. Should the number of sessions originally offered or actually delivered be reported in the PEARS program activity module? For example, if a six-lesson class series is cancelled after the 2nd lesson due to low attendance, should the series be reported as 6 or 2?

Only report the classes actually delivered. the above scenario, the series should be reported with the number 2.

4. A six-week series of class sessions crosses fiscal years, with two sessions occurring in the first year and four in the second. Should the two sessions covered in year 1 be reported as 2 in year 1 with the last 4 sessions delivered in year 2 reported as 4 in year 2?

It is important to try to schedule classes so that there are no crossover years. However, if this does happen, report the series as though it is two separate interventions, with one occurring in each fiscal year. All individuals who have participated in the program, up to the end of the first fiscal year, will be reported in year 1 with the number of sessions that were completed in that year. All individuals who participated in the intervention in the following year will be reported in year 2 with the number of sessions which were completed in year 2. Social Marketing and PSE interventions which are held across fiscal years should be reported the same way.

Be sure to use the same name for the intervention in each year for clarity.

Example: In a six-week series of sessions, two sessions occurred in FY 2017 and four sessions occurred in FY 2018. 10 participants attended the first two sessions. 12 participants, including the 10 from the first two sessions, completed the four sessions in FY 2018. Report 10 participants and 2 sessions in FY 2017 and 12 participants and 4 classes in FY 2018.
5. **Do we need to report the date and time range (length) of each direct education session? Should we calculate the number of sessions for each time range?**

Yes, please report the time range for each direct education session on the “general information” page of the PEARS Program Activity Module. This information is used for federal reporting.

6. **If a session is not part of a series and is very short, is it direct education or indirect education?**

Single sessions not part of a series must be at least 20 minutes in length, have an interactive component, or have demonstrated successful outcomes for SNAP-Ed Evaluation Framework indicators in order to be considered a direct education intervention. LIAs should work with their IA and DSHS, who will work with FNS to determine if your intervention is considered direct education if it is a single session lasting less than 20 minutes.

7. **How do you report when interactive media was used in direct education?**

In the “Sessions” section of the Program Activity Module “General Information Page”, there is a button called “Using IM”. Please toggle this button so it turns green for every session in which interactive media was used.

8. **Will you please explain what is meant by interactive multimedia?**

Interactive multimedia integrates text, audio, graphics, still images, and moving pictures into a computer-controlled, multimedia product that provides an individualized educational experience based on a participant’s input. Examples include a CD-ROM with games for kids and an online class with interactive components. A PowerPoint or video would count as interactive media if it provides a way to respond to a participant’s input through a feature that is used within the presentation. For instance, if a slide asks for a participant to respond to a question, and the following content is presented in a way that is customized to the response, this is an interactive PowerPoint presentation. If you want to know if your specific technology counts as interactive multimedia, LIAs should check with their IA.
Questions about Interventions

1. Please specify the definition of intervention.

An intervention, for SNAP-Ed purposes, is a specific set of evidence-based, behaviorally-focused activity or set of activities and/or actions implemented to promote healthy eating and active lifestyles.

In PEARS, you will select the specific intervention used from the “intervention name” drop-down menu in the Program Activities, Indirect Activities, PSE, and Social Marketing modules.

Washington SNAP-Ed’s FFY 2021 interventions are:
   • Direct Education
   • Farm to Community
   • Access to Healthy Foods
   • Physical Activity
   • Health Promotion

2. Can a single SNAP-Ed intervention use multiple intervention types?

An intervention may have multiple components, including DE, SM, and PSE separately or a combination thereof. In PEARS, you will report the different intervention types in the appropriate model, and select the associated intervention name.

3. Can you clarify what is meant by social marketing? Do you use it when programs are offered through some sort of social media (like Facebook) or when social media is used in the class?

Social marketing applies commercial marketing technologies to the analysis, planning, execution, and evaluation of programs designed to influence voluntary behavior of target audiences. For an activity to be considered social marketing, an Agency must complete specific steps (see the section on Social Marketing Programs in the current SNAP-Ed Plan Guidance). After the social marketing campaign has been executed, evaluation which interacts with the target audience to see if the message, materials, and delivery channel(s) have been understood and are meaningful (i.e., would lead to behavior change) must occur.

In contrast, social media simply refers to internet-based applications where individuals interact with each other to share information. Social marketing may use social media, but the use of social media does not necessarily mean that an intervention should be considered social marketing.
4. Will we only be reporting persons we know to be SNAP-eligible? What if we have an SM or PSE intervention which reaches a large audience?

SNAP participation does not need to be reported. In developing the State SNAP-Ed Plan, a needs assessment has been completed to understand the nutrition, physical activity, and obesity prevention needs of the target population and their barriers to accessing healthy foods and physical activity.

Additionally, the WA SNAP-Ed Plan allows us to specify how evidence-based interventions and strategies meet the assessed needs of the target population. Since the intervention activities are based on the needs assessment, State and Implementing Agencies may report all SNAP-Ed participants reached. It is understood that interventions which reach broad audiences, such as SM and PSE interventions, will also reach some persons who are not low-income. However, LIAs should work with their IAs to ensure interventions predominantly reach the SNAP-Ed target audience, as described in the State SNAP-Ed Plan.

Please be sure to include an explanation of reach calculations in PEARs when estimating reach.

5. At what stage of a PSE intervention do we count the people reached?

People reached would be counted during the implementation and maintenance phases.

6. How do FNS and the WA SNAP-Ed Leadership Team use the number of participants reached?

FNS and the WA SNAP-Ed Leadership Team seek to understand:

- interventions that reach the most SNAP-Ed eligible participants
- the number of individuals reached by the program annually.

7. If a PSE project moves through planning, implementation, and maintenance/evaluation phases throughout the year, how should that be reported? Would reach need to be reported?

Select all phases and reach reporting strategies which apply in the full reporting year.

Example: An intervention was in both implementation and evaluation phases during the reporting year. For implementation, commercial market data was used to identify locations for outdoor advertisements and surveys of the target audience were used to gain feedback about message understanding.

8. For Train the Trainer curricula, how is total reach reported?

If an evidence-based train the trainer intervention is delivered with fidelity and a number of individuals who received the education from trained individuals can be confirmed, then the total number of individuals reached can include those reached by those attending the train the trainer sessions.

Example: A SNAP-Ed educator trained 10 teachers in an elementary school. These 10 teachers then educate a total of 300 students. The total reach for this intervention would be 310.
9. PSE reach is almost always going to be an estimate. Should estimation methods be provided for SNAP-Ed reach in PSE projects?

Yes, whenever estimates are provided, a description of the estimation methods must be included. In the Reach section of the “Changes Adopted” section in the PEARs PSE Module, select the appropriate method from the drop-down menu. If none of the options fit your methods, select “other” and describe the method you used to estimate reach in the “reach data source other” text box.

10. What is the difference in “reach” and “contacts” or “impressions”?

Reach is defined as the number of unduplicated individuals who experience your intervention and are assumed to be influenced by it. Impressions refer to the number of times your content is displayed, broadcasted, or viewed. When working with marketing professionals, specify that you will need to report persons reached, not impressions. Contacts refer to the number of times an individual has received, interacted with, or experienced educational instruction, messaging, or an environmental intervention.

Example: 5 television ads were placed during programming that was estimated to reach 500 households per airing. American Community Survey data indicates the average household size in the viewing area is 3 persons. We can reasonably estimate that up to 1,500 persons were reached using these 5 television ads. 500 households x 3 persons per household = 1,500 persons reached. In comparison, there were up to 7,500 impressions using these 5 television airings, assuming that each individual with a television saw each of the ads. The calculation is as follows: (5 airings x 500 households) x 3 persons per household = 7,500 impressions.

Example: A school-based intervention has unique monthly educational flyers that go home with students in a school district once every month in a 9-month school year. 5,000 students receive monthly flyers designed to reach the students and their parents or guardians. The Implementing Agency assumes that each flyer reaches the student and at least one parent or guardian in each household per month. The total number of persons reached is estimated at 10,000 persons. In comparison, there are 90,000 contacts made during the school year.

11. If you have regular classes at a location but you have different curricula over the course of the year, would an individual who attends four curricula at the same site count as four unduplicated individuals?

If each curriculum is considered a separate and distinct intervention, then the individual may be counted four separate times. However, if multiple curricula are used for a single intervention, the individual is only counted one time per each intervention. Please refer to Washington’s SNAP-Ed plan or get in touch with your IA to determine how your curricula fit into interventions. Please refer to the glossary for a definition of an intervention.
12. Will contact numbers be reported?
No. We gather unduplicated participant counts per intervention. If a person participates in multiple interventions, they will be counted once for each intervention in which they participated.

13. Are there more specific guidelines on calculating reach for specific settings?
LIAs should reach out to their IA to learn if they have specific guidelines on calculating reach. For additional assistance or to learn more about databases and data sources that can be used for specific SNAP-Ed Evaluation Framework indicators and associated settings where SNAP-Ed programming takes place, review Appendix D: Indicator Resources Chart of the SNAP-Ed Evaluation Framework Interpretive Guide. A direct link to the resource posted on the SNAP-Ed Connection is https://snapedtoolkit.org/framework/index/.

Please note that WA SNAP-Ed will provide additional guidelines as the leadership team does formative work in year 1 of the FFY 2021-2023 plan.

14. Can you clarify how settings are reported?
This is easiest to explain using examples.

Example 1: If a cooking course was held in a food pantry located in a faith-based organization, you would report the setting as Food Assistance Sites, Food Banks, and Food Pantries. If the class was held in the fellowship hall (dining area) of the same building, you would report the setting as Faith Based Centers/Places of Worship. You would not report both Food Assistance Sites and Faith Based Centers.

Example 2: An agency chose to partner with WIC clinics to post social marketing materials aimed at normalizing breastfeeding. The WIC clinics are located in a public health office with a variety of services. Even though the social marketing materials are posted in the waiting room, which is used by individuals using any of the available services at the public health office, since the partnership is organized through WIC and aimed at WIC clinics, the setting code “WIC Clinics” would be used.
15. Is there a specific setting for community events?

There is not a specific setting for community events, so please use the setting which best describes the location of your community event. If none of the settings in PEARS apply, please select “Other” under the appropriate domain (Eat, Learn, Live, Play, Shop, or Work) and enter a brief description of the location.

The full list of settings available in PEARS is included below:

<table>
<thead>
<tr>
<th>Eat</th>
<th>Live</th>
<th>Learn</th>
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<tbody>
<tr>
<td>Cafeterias</td>
<td>Community organizations</td>
<td>Before and after school programs</td>
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<tr>
<td>Congregate meal sites</td>
<td>Emergency shelters and temporary housing sites</td>
<td>Early care and education facilities</td>
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<tr>
<td>Fast food chains Mobile vending/food trucks</td>
<td>Faith-based centers/places of worship</td>
<td>Extension offices</td>
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<tr>
<td>Other places people primarily go to “eat” outside the home</td>
<td>Group living arrangements</td>
<td>Family resource centers</td>
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<tr>
<td>Restaurants</td>
<td>Health care clinics and hospitals</td>
<td>Libraries</td>
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<td>Soup kitchens USDA summer meal sites</td>
<td>Indian reservations</td>
<td>Mobile education sites</td>
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<td>Individual homes and public housing sites</td>
<td>Other places people go to “learn”</td>
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<td></td>
<td>Other neighborhood settings where people “live” or live nearby</td>
<td>Schools (colleges and universities)</td>
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<tr>
<td></td>
<td>Residential treatment centers</td>
<td>Schools (k-12, elementary, middle, high)</td>
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<td></td>
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<td>WIC clinics</td>
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<thead>
<tr>
<th>Play</th>
<th>Shop</th>
<th>Work</th>
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<tr>
<td>Bicycle and walking paths</td>
<td>Farmers markets</td>
<td>Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites</td>
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<tr>
<td>Community and recreation centers</td>
<td>Food assistance sites, food banks, food pantries</td>
<td>Military bases</td>
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<tr>
<td>Gardens</td>
<td>Food distribution program on Indian reservation (FDPIR) distribution sites</td>
<td>Other places people go to “work”</td>
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<tr>
<td>Other places people go to “play”</td>
<td>Large food stores or retailers (4+ registers)</td>
<td>SNAP offices</td>
</tr>
<tr>
<td>Parks and open spaces</td>
<td>Other places people go to “shop” for or otherwise access food to prepare and eat at home</td>
<td>Worksites with low-wage workers</td>
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<tr>
<td>State / county fairgrounds</td>
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<tr>
<td>Youth organizations (e.g. Boys or Girls Clubs, YMCA)</td>
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16. I do not see supermarkets on the list for intervention sites. What setting should I use?

Supermarkets are considered a food retailer and therefore fall under the Shop domain of the setting codes. Since they are typically considered large food stores (with 4 or more cash registers), you will most likely use the setting “large food stores and retailers.”
17. Where should I report indirect education?

Indirect education data is captured in the PEARs Indirect Activities Module. Note specific activities as “Indirect Intervention Channels.” You should also note the methods of distribution for your indirect education channel in this module.

**Beginning in FFY 2018, FNS released the following guidance regarding indirect education:** Distribution of educational materials alone is not an evidence-based activity. Your interventions should be reported to reflect that they are part of an evidence-based DE, SM, or PSE intervention. Recruitment efforts are not counted as part of reach. Only individuals reached through implementation efforts count as reach.

Please report all indirect activities at a site as a single activity with multiple intervention channels.

18. Is a community event with an educator present considered indirect education?

If participants in the community event have a face-to-face interaction with the educator and is actively engaged in learning, for 20 minutes or more using a WA SNAP-Ed approved curriculum, or as otherwise approved by their FNS Regional Coordinator, this is considered direct education. If a participant is not actively engaged in face-to-face or virtual learning with the educator, this would be considered education through an indirect intervention channel. When determining if your event is considered direct education or education within another intervention approach, such as PSE, consider how the intervention is defined in your State SNAP-Ed plan. Please remember, all events need to be part of an evidence-based intervention.

19. How do you categorize a newsletter that targets parents of children who received school-based nutrition education?

You would count parents who receive the newsletters as an audience reached in the PEARs Indirect Activities Module, and select “electronic” or “hard copy materials” as the activity channel. You would choose the same site and setting as you selected for the associated Program Activity (direct education). If you have any demographic information, you would count parents of the children in your nutrition education class as adults aged 18-59. You would count the children in your nutrition education class as direct education reach.

20. When adding topics in the PEARs Program Activities module, should all of them be added, or is one ok?

Include all topics that were covered, which may be many.
Questions about Partnerships

1. What is the difference between a partnership and a delivery site?

A delivery site is a physical location where an intervention may be held or provided. A partnership refers to the relationship with an entity that receives no direct SNAP-Ed funding but is involved in SNAP-Ed programming. Partners may have a formal or informal agreement, which may include the use of services, locations, advice, or other financial or non-financial contributions. A site always implies a partnership but a partnership does not necessarily involve a site. Partners may contribute resources other than sites for interventions, such as volunteers or physical materials such as retail food displays.

2. How do we know which type of partnership or partner setting does our partner fall under?

You should choose the “type of partnership” and partner “setting” which best encompasses the partner with which you collaborated. When determining which “type of partnership” and partner “setting” to choose, agencies should consider who is the decision-making body for policies/practices/programming within that partnership.

If an agency is truly unable to place a partnership under an existing partnership type and setting, LIAs should check with their IA before selecting “Other (please specify)”. Please limit the use of the Other category, as most partner types and settings should fit within one of the defined categories.

Example 1: An agency partners with county department of health WIC clinics to provide educational grocery store tours for their participants. The agency should select “WIC Clinics” as partner setting. Since the WIC is a government program, and decisions about programming at a county department of health are made through a government agency, the agency should select partner type as “Government program/agency (Federal, State, local, etc.).

Example 2: A project collaborates with early childcare education centers within YMCA locations across the county to help providers offer healthier foods. The agency should select “youth organizations” as the partner setting. Since the YMCA is a nonprofit organization, the correct partner type is “foundations/philanthropy organizations/nonprofits.”
3. How should we report partnerships with associations that are groups of individuals, like a professional organization? What about associations that are groups of organizations, like a school district?

For associations of individuals, such as a chef’s association or local dietetic association which provides volunteers for interventions, report the association as a single partner under the most appropriate partner title. For the examples above, you would use the codes “Chefs/culinary institutes” and “Foundations/philanthropy organizations/nonprofits,” respectively. Use the “other” option and specify the association if none of the partner titles describe the group.

For associations of organizations, such as a school district or healthcare organization with multiple clinics where interventions are held, report each organization as a separate partner under the partner title that best reflects the group. School district partners would fall under “Schools (preschools, K-12, elementary, middle, and high),” while healthcare organizations may go under “Hospitals/healthcare organizations.”

4. Can there be crossover in resources received and provided?

Yes, the same partner can both receive and provide assistance, but the type of assistance would differ based on the partner’s role in implementing the intervention(s).

Example: An LIA delivers direct education at a food bank, and develops resources to help the food bank switch to a client choice model (assistance is provided to the partner). The food bank distributes recipes to promote the client choice model and offers space for the direct education series (assistance is received from the partner).

5. What “assistance provided/received” option should you select for childcare, transportation, and food?

Childcare would be likely to use staff or volunteers to watch children, so “human resources.” “Space” may also apply. If transportation contributes to the successful implementation of the program(s), use “program implementation.”
6. Are there examples for the “assistance provided/received” options listed in the PEARs partnerships and coalitions modules?

Some examples are provided below.

Advertising: The marketing mix of advertising, public relations, promotion, and personal sales.

Consulting: Episodic expert advice, opinion or discussion to aid decision-making.

Development: Building a program’s organizational or economic well-being.

Evaluation and tracking: Evaluation projects led by an evaluation specialist or specialist organization.

Funding: Monetary support, such as grants, contracts, donations, payment for services, user or licensing fees.

Human resources: Staff or volunteer time or reassignment.

Program implementation: Carrying out or executing a plan or intervention, including for PSE changes and social marketing.

Materials: Tangible goods such as food, beverages, equipment, publications, and supplies.

Planning: Process of assessing needs, goals objectives, actions and evaluation.

Recruitment: Includes program outreach to low-income groups, opinion leaders, partner organizations. Recruitment for participants in a food assistance program is not an allowed SNAP-Ed activity.

Space: Facility or room where programs, events or program administration take place.

Technical services: Specialized expertise with monetary value, such as videography, music, art, other creative, communications, research, evaluation, legal.