



# ARIZONA SNAP-Ed Mini Guide

For Fiscal Year 2026

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# Program Overview and Funding Context

The Arizona Supplemental Nutrition Assistance Program - Education (SNAP-Ed), previously known as AZ Health Zone, has supported Arizona communities for more than three decades through nutrition education and policy, systems, and environmental (PSE) strategies that promote healthy eating and active living among households with limited resources.

In alignment with the [USDA Food and Nutrition Service SNAP-Ed Federal Guidance](#), Arizona's program has integrated multilevel interventions guided by the Social Ecological Model to improve nutrition and physical activity behaviors statewide. These approaches combine direct nutrition education with broader environmental and policy changes that create the conditions for healthy living.

Federal funding for SNAP-Ed concluded September 30, 2025. The Arizona Department of Health Services (ADHS), Bureau of Nutrition and Physical Activity (BNPA), has received approval from USDA to utilize carryforward funds from FY2025. These limited-term resources will sustain short-term, community-driven projects that continue the mission and values of Arizona SNAP-Ed while transitioning to locally sustained models.

## Purpose of FY2026 Carryforward Funding

Carryforward funds are available for December 1, 2025 - August 31, 2026, through Intergovernmental Agreements (IGAs) and Interagency Service Agreements (ISAs).

Projects should:

- Address critical community needs and priority areas related to:
  - Food Access & Food Security
  - Active Living Infrastructure
  - Scaling/Institutionalizing Tools & Resources
  - Coalition Building and Sustainability
- Be feasible within nine months and demonstrate sustainability beyond the funding period.
- Strengthen local leadership, networks, and systems that improve long-term food and physical activity environments.

Funding is reimbursement-based and must align with Federal and state cost principles. Each funded agency will partner with the University of Arizona Evaluation Team to create a tailored data-collection and evaluation plan.

## Context for FY2026 Operations

The FY2026 cycle represents a transition year, bridging the legacy of Arizona SNAP-Ed with new, community-led models. Projects will continue advancing the AZ Health Zone mission while supporting infrastructure that endures beyond Federal funding. All projects must align with the Social Ecological Model, ensuring that interventions reach multiple levels, individual, interpersonal organization, community, and policy and reinforce one another for greater impact.

Key references for program design and reporting include:

1. [Social Ecological Model](#) (SEM) - to ensure multi-level interventions
2. [Spectrum of Prevention](#) - to guide strategies from individual education to policy
3. [Spectrum of Public Participation](#) (IAP2) - to clarify levels of community involvement
4. [SAMHSA Trauma Informed Principles](#) - to ensure projects are safe, transparent, collaborative, empowering, and culturally grounded
5. [Hierarchies of Food Needs](#) and [Physical Activity Needs](#) - to emphasize progression from access and safety toward mastery and belonging
6. [Language of Health Style Guide](#) - summarizes the latest research in effective strategies, allowing you to create health messages that are accurate, consistent, and persuasive

## Communication with the ADHS SNAP-Ed Team

During FY2026, the ADHS SNAP-Ed Team is:

- Cristina Konnecke, Program Administrator
- Therese Neal, Operations Manager
- Andrea Golfen, Program Specialist

Please use the [AZHealthZone@azdhs.gov](mailto:AZHealthZone@azdhs.gov) email to communicate with the team and we will route your message accordingly.

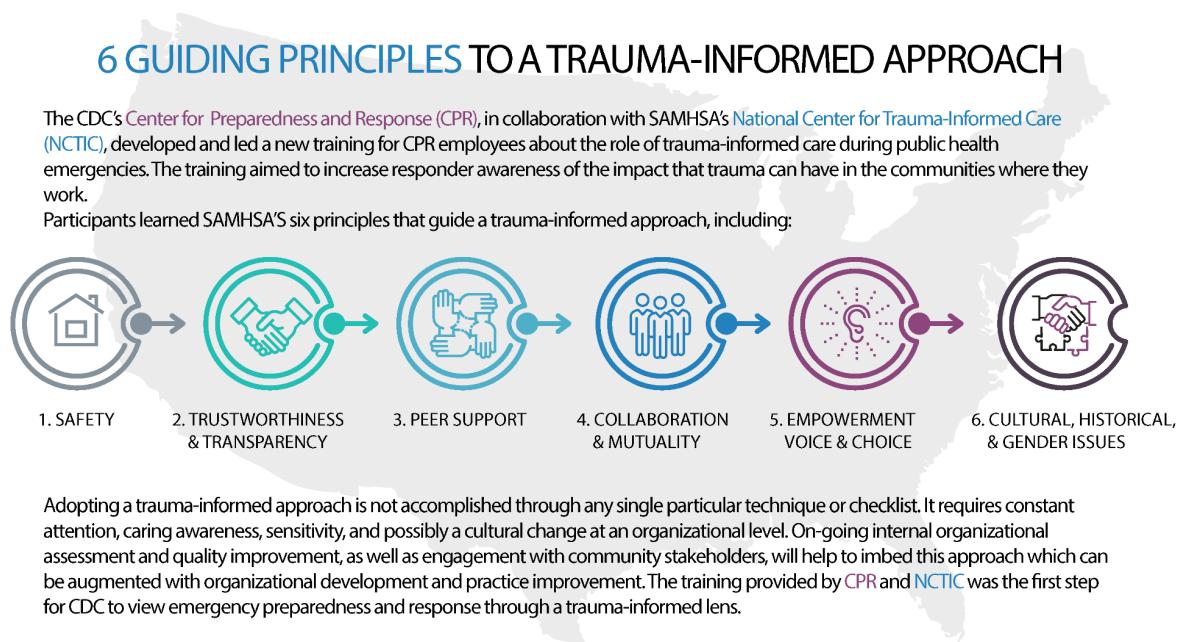
# FY2026 Program Priorities

The FY2026 carry-forward cycle focuses on implementing sustainable, community-anchored projects that maintain Arizona’s momentum in promoting healthy living environments.

## Core Principles

### Trauma-Informed Approaches

Projects must apply trauma-aware and person-centered methods that promote safety, trust, peer support, collaboration, empowerment, and respect for the cultural context ([SAMHSA 6 Guiding Principles](#)). This ensures programming meets people where they are and avoids harm while supporting realistic, positive behavior change.



### Community Engagement

Engagement is defined along the [Spectrum of Public Participation](#), moving from “inform” and “consult” to “collaborate” and “empower.” Each project should include at least one meaningful community-engagement element, such as resident leadership development, community advisory boards, co-design sessions, informed listening sessions, or coalition building, to strengthen ownership and sustainability.



# IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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## Summary of Projects by Agency

Local Agency	Food Systems	Active Living: Built Environment	Active Living: Physical Activity Resources
County Health Departments			
<b>Gila County Health Services</b>		Safe Routes to School	
<b>Maricopa County Department of Public Health</b>	Community Garden Infrastructure		Active Living and Wellness Integration
<b>Mohave County Department of Public Health</b>	Food Pantry Expansion & Customer Choice, Community Garden Integration		
<b>Yavapai County Community Health Services</b>	Veggie Prescription Program, Community Garden Implementation	Active Transportation (BAC and other coalitions)	Prescription for Nature, Nature Niños
<b>Yuma County Public Health Service District</b>	Nutrition Pantry Program Expansion, Food Action Coalition (HEAL Coalition)	Road Safety Action Plan, Resident Leadership Academy	
Community Organizations			
<b>Natwani Coalition</b>	Farmers Market, Youth Development, Seed Saving		

UA Cooperative Extension Offices			
<b>Apache and Navajo Counties</b>	Community Gardens, Food Preservation		Social Support Networks
<b>Cochise County</b>	Farm-to-Institution Network Expansion, Mobile Markets	Infrastructure Development	Social Support Networks
<b>Graham County</b>	Community Gardens, Food Preservation		
<b>Greenlee County</b>	Community Gardens, Garden-to-Pantry Integration		Social Support Networks
<b>La Paz County</b>	Food Pantry Champions Development, Community Gardens		Social Support Networks, Wellness Integration
<b>Maricopa County</b>	CSA Expansion, Network and Coalition Building, Community Gardens, Summer Food Ambassadors	Built Environment Council, Community Capacity Building	
<b>Mohave County</b>	Community Garden Expansion, Growing Gardeners Academy Implementation, Coalition Building		
<b>Pima County</b>	Mobile Markets, Farmer Business Development	Sustainability Infrastructure Development	Social Support Networks
<b>Pinal County</b>	Community Gardens, Coalition Building, Food Pantry Enhancement		Social Support Networks
<b>Santa Cruz County</b>	Food Pantry Champions Expansion, Food Access Network Connections	Trail and Park Improvements, Safe Routes to School	
<b>Yavapai County</b>	Master Food Volunteer Program Development, Food Access Network Integration		Social Support Networks



## Allowable Activities and Deliverables

### Allowable Activities

Food Systems	
Food Access	Enhance policies, systems, and environments that support no-cost food programs (where food is free).
Food Retail	Enhance policies, systems, and environments that support food retail (where food is purchased)
Farmers/Growers	Train and connect local farmers and food producers to support locally-based food access and food retail.
Gardens	Support community and home gardens.

Active Living: Built Environment	
Walking, Biking, and Transit Networks	Contribute to the creation or implementation of infrastructure that improves the walking, biking, and/or transit system or environment within or between communities.
Active Transportation	Encourage active transportation behavior with partnering organizations (those managing bike share, scooters, etc.) and among SNAP-eligible residents.
Development of Parks, Trails, and Other Resources	Support development of new spaces to encourage participation in regular physical activity

Active Living: Physical Activity Resources	
Improve Usability and Access to Community Resources	Increase usability and access to community physical activity resources by improving space features, amenities, incivilities, or access.
Shared Use Agreements	Develop a written agreement between agencies to allow communities to access resources to be physically active.
Social Support Networks	Establish/support physical activity groups for adults through sustainable partnerships with community organizations.

Community Capacity	
Community Engagement	Engage residents in SNAP-Ed eligible communities in the process and planning using consulting, involving, and collaborating techniques

## Core Implementation Standards

### Policy Work

**Active Living Policy:** Contribute to the creation or implementation of state, regional, or local policies that create safer, more accessible, and/or more walkable communities

**Food Systems Policy:** Develop and support food systems policies at state, regional, county, or municipal levels

### Assessments

SNAP-Ed in Arizona emphasizes taking an assets-first approach in assessment in order to build community capacity.

**Evaluation tools:** Use evaluation tools to inform and implement PSE changes

**Direct Education Assessments:** All curriculum within the [approved resources on the AZ Health Zone website](#) that contain required embedded assessments as part of the lesson or series must be completed as part of the curriculum requirements. Information regarding embedded assessments can be found in the Direct Education section of that particular resource on the AZ Health Zone website.

## Events

**Food Demos:** Review and use the [Food Demonstration Guide](#) that is available on the AZ Health Zone website.

Use recipes from the AZ Health Zone website, approved curricula, or recipe cards in food demonstrations.

Limit to one to two techniques and up to three simple recipes per one- hour class. The message should be simple and the learning objective(s) should be defined before the demonstration.

Serve only sample-size portions (2 oz) in the food demonstrations. Food samples associated with a nutrition education lesson are an allowable expense, but meal-size portions or a complete meal service are not.

Distribute the recipes after the food demonstration, making sure that each has a nutrient analysis and the appropriate USDA statements that are required on printed materials.

**Tabling Events:** The focus for FY2026 is on sustainable PSE changes. Tabling events should be limited to those that support PSE changes and community empowerment.

**Other events** should support sustainable PSE changes outlined in project proposals.

## Photo Release Form

All photographs and videos to be used in materials, presentations, reports, other printed materials, social media, or on webpages must have a Photo/Video Release Form completed for all persons in the photograph and/or video. A photo release form is not required when only the backs of those individuals are shown. Photo/Video Release Forms can be included in meeting packets or as part of meeting registration. A sample SNAP-Ed Photo Release Form is available on the AZ Health Zone website in both [English](#) and [Spanish](#).

## Deliverables

- Evaluation Plan, created with the University of Arizona Evaluation Team, within 45 days of the ISA or IGA execution.

- Quarterly progress touchpoints that include:
  - Activities,
  - Evaluation assessments, and
  - Sustainability progress.
- Final report, due August 31, 2026, summarizing outcomes, evaluation findings, and sustainability strategies.
- Monthly CERs, due within 30 days following month end. The final invoice is due September 30, 2026 or no later than October 14th, 2026.

## Qualifying Sites

Local agencies may deliver SNAP-Ed to the target population at any site where the audience meets the general low-income standard (>50 percent of persons have household incomes of <185 percent of the Federal Poverty Level).

Sites must align with the local agency's submitted project proposals. Additional site requests throughout this project must remain limited due to the short-term scope of this project. When submitting a site request, utilize the [FY2026 Qualifying Site Form](#) and include in your email the project and focus activity that will occur at the site. Submit to [azhealthzone@azdhs.gov](mailto:azhealthzone@azdhs.gov).

Sites must be qualified using a third-party data source. You may not ask individuals for personal income data to determine whether the target audience is low income. Public disclosure of SNAP participation is not allowed by USDA. See [How to Qualify Sites for SNAP-Ed](#) for examples of publicly available data sources.

It is the local agency's responsibility to ensure that SNAP-Ed work is performed only at qualifying sites. If sites are found to not meet USDA requirements for SNAP-Ed, any hours worked and data collected will be disqualified and discarded.

## Changes in Focus Activities or Sites

Any proposed changes to focus activities or sites must be communicated in an email to [azhealthzone@azdhs.gov](mailto:azhealthzone@azdhs.gov). The ADHS SNAP-Ed Team may request further information, site qualifying data, and/or clarification of proposed changes.

## Social Marketing

Social marketing should be used as part of a multilevel approach along with PSE change and direct education. Social marketing programs are appropriate when delivered in areas, venues, or using communication channels where at least 50 percent of the audience is eligible for SNAP-Ed. Social media, websites, and other digital content should be designed, tailored to, and predominantly promoted to the SNAP-Ed target audience. All social marketing must include the [USDA Non-Discrimination Statement](#).

## Evaluation and Reporting

The evaluation and reporting requirements ensure that Arizona fulfills all Federal obligations for documenting SNAP-Ed activities and outcomes. The information collected allows ADHS to demonstrate how carryforward funds were used, the impact of projects across the state, and progress toward program goals. These data are required by USDA for annual reporting.

Your primary contacts for evaluation-related support are:

- Julie Kennedy, local agency evaluation liaison: [juliekennedy@arizona.edu](mailto:juliekennedy@arizona.edu)
- Anvi Bhakta, evaluation and training specialist for Food Systems, Active Living, and Seed to Supper assessments: [anvi24@arizona.edu](mailto:anvi24@arizona.edu)

## Evaluation Plan

Each local agency will work with the University of Arizona Evaluation Team to create an Evaluation Plan, **due by January 9, 2026**. Evaluation Plans will reflect the assessments that support the work outlined in your previously submitted project proposals.

## Evaluation Assessments

Evaluation assessments listed in your Evaluation Plan will be available for use after participating in the training for each assessment and passing a short quiz. A simplified, shorter certification training will be required for each assessment on your Evaluation Plan, even if staff had been previously trained in that assessment. Assessment trainings will be provided in January, 2026 via online training, with recordings available.

The deadlines below reflect the due date for all completed assessments in your Evaluation Plan.

Assessment Deadlines	
Assessment	Deadline
Community-Engaged PARA	Completed assessments are due to the Evaluation Team by <b>July 31, 2026</b> .
WALC	
NEFPAT (Replaces HFPAT)	
DIG In Community	
Seed to Supper (New this year: Submit to Evaluation Team)	

# Reporting

## Tribal Reporting Collection

Local agencies are required to submit bi-annual reports detailing their engagement with Tribal Communities. Each report should include the following information:

- Tribal Name(s)/Nations: Specify all tribal affiliations, e.g., Navajo Nation, Hopi Tribe, White Mountain Apache Tribe.
- Tribal Communities: Clearly define the specific communities you are engaging with. For example: Chinle, Moenkopi, White River, Peach Springs, Fort Defiance, etc.
- Name of Primary Contact(s): Provide the name of the primary contact person.
- Title of Primary Contact(s): Provide the primary contact's title and tribal organization, if applicable.
- Focus Area of Engagement: Provide the focus area of your engagement, such as Active Living or Food Systems.

A Google Form will be distributed to local agencies at the start of the first reporting period to collect this information. An Excel sheet will be distributed for the second reporting period to update the information. The reporting periods are as follows:

- First Reporting Period: To capture partnerships for the first half of the year, information should be submitted by **March 31st**.
- Second Reporting Period: To capture partnerships for the second half of the year, information should be submitted by **August 31st**.

All local agencies that work with tribal communities, including those with existing relationships or building new relationships, must complete and submit the required forms by the specified deadlines.

## Reporting Partnerships

During the FY2026 project period, each agency will be required to complete a Reporting Partnerships Form twice to document the multisector partnerships engaged throughout the nine-month cycle. These reports will capture the partnerships that supported project implementation and any changes in sectors or organizations involved over time.

Multisector partnerships are defined as collaborations that:

- Engage in coordinated planning to influence policies or practices related to nutrition, physical activity, and food security.
- May operate at the national, multi-state, state/territorial, tribal, or local level.

Each submission will ask agencies to:

- Provide the Partnership or Coalition Name
- Identify the Sectors Represented (number of organizations in the provided sector categories)




- Select the geographic level of partnership
- Briefly describe the key activities conducted with each partnership or coalition during the reporting period.

This information will help illustrate the breadth of cross-sector collaboration during FY2026 and highlight the coordinated efforts that supported successful project implementation.

## Demographic Reporting

Demographic reporting is a USDA requirement. Recently, [the USDA changed its rule](#) regarding the collection of demographic data in all SNAP programs. In SNAP-Ed, we only need to collect this information for **adult** direct education classes. As a reminder, direct education is reportable when curricula from the evidence-based [FY26 Curriculum List](#) are taught with the appropriate audience. It should support PSE changes.



**AZ HEALTH ZONE**  
HEALTHY STARTS HERE

**AZ Health Zone Demographic Information**

All questions are optional and do not require a response.

Gender		
Male <input type="checkbox"/>	Female <input type="checkbox"/>	Prefer Not to Respond <input type="checkbox"/>
Age	Race (Check all that apply, at least one)	
Under 5 <input type="checkbox"/>	American Indian or Alaskan Native <input type="checkbox"/>	<input type="checkbox"/>
5-17 <input type="checkbox"/>	Asian <input type="checkbox"/>	<input type="checkbox"/>
18-59 <input type="checkbox"/>	Black or African American <input type="checkbox"/>	<input type="checkbox"/>
60-75 <input type="checkbox"/>	Native Hawaiian or Pacific Islander <input type="checkbox"/>	<input type="checkbox"/>
76 and over <input type="checkbox"/>	White <input type="checkbox"/>	<input type="checkbox"/>
	Prefer Not to Respond <input type="checkbox"/>	<input type="checkbox"/>
Ethnicity		
Are you Hispanic? Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer Not to Respond <input type="checkbox"/>		
This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP through the AZ Health Zone. This institution is an equal opportunity provider.		

Local agency staff and SNAP-Ed contractors are not allowed to visually estimate demographics or ask youth for their demographics. To accommodate this rule, the SNAP-Ed State Team created a new demographic card, pictured above. The new Demographic Card is available to order through the [AZ Health Zone website order form](#). We will use this card to collect demographic information about our adult audiences, and the data will then be reported in SEEDS for USDA reporting.

The demographic card is anonymous, optional, and is available in English and Spanish. People can choose “Prefer Not to Respond” for most questions if they want. Other methods of collecting the same demographic information can be utilized based on your local agency or organization’s current methods, such as collection through attendance or sign in sheets.

## Simplified Project Activity Data Reporting for FY2026

Project activity data for FY2026 will be collected through a simplified digital reporting form that replaces SNAP-Ed's previous SEEDS database. The reporting form will capture details related to your local activities (see below). Data will need to be submitted monthly by local agency representatives to comply with Federal reporting and project monitoring.

The tool will collect information on SNAP Ed activities including, but not limited to:

### **For all activity types**

- Site or location
- Project the activity supports

### **For Direct Education**

- Method of delivery
- Curriculum taught
- Number of sessions in the series
- Languages offered
- Participant age
- Participant gender
- Participant ethnicity
- Participant race

### **For PSE Change Activities**

- Project or initiative
- Estimated reach

This simplified approach ensures consistent data collection while keeping reporting requirements manageable during the FY2026 carryforward period. More information and training will be available in January, 2026.

## Progress Touchpoints

In lieu of a mid-year narrative report (e.g. a mid-year SARN), the ADHS SNAP-Ed and University of Arizona Evaluation Teams will hold 1-2 hour progress touchpoint meetings via Zoom with local agency representatives in the months of March and June.

- The goal of each meeting is to understand the status of projects and provide technical assistance and support, as needed.
- Questions and topics for the progress touchpoints will be shared at least a week in advance.
- The meetings must be attended by at least one local agency representative, as well as representatives from the ADHS SNAP-Ed and University of Arizona Evaluation Teams.

Local agencies will receive invitations to both meetings at the beginning of the funding period, with the option to request a different time or day if there is a conflict.

## Final Report

At the end of the FY2026 project period, each contractor will submit a Final Report summarizing project implementation and outcomes. The Final Report may be submitted in narrative format or as a PowerPoint and will be submitted alongside all Tribal and Partnership Reporting requirements by **August 31st**.

The Final Report provides closure to the project and documents the impact of FY 2026 Arizona SNAP-Ed carryforward funds. Reports must include the following components:

- Project(s) Summary (no more than 5-7 sentences): A brief overview of the project purpose and communities/sites.
- Key Activities (4-6 items): High-level descriptions of the primary activities completed during the project period.
- Outcome & Results for the community: A summary of project outputs and outcomes, which may align with the evaluation plan developed.
- Sustainability: A short description of what will continue after funding ends, including partners who will sustain the work, tools or resources developed, and any training or processes that will remain in use.

The Final Report is intended to be simple, succinct, and meaningful to provide a clear record of accomplishments, lessons learned, and contributions to long-term community benefit from SNAP-Ed funding.

## Dates and Deadlines

Important Dates and Deadlines	
December 1, 2025	Grant Funding Period Begins
December 9, 2025	Guidance and Policy Training
December 15, 2025	Qualifying Sites Data Due Final Budgets Due
January 9, 2026	Evaluation Plans Due
January 2026	Evaluation Assessment Trainings Project Activity Data Tool Training

March 2026	Progress Touchpoint 1
March 31, 2026	USDA Tribal and Partnership Reporting Due
June 2026	Progress Touchpoint 2
June 30, 2026	Last Day for Purchase Requests
July 31, 2026	Final Inventory List or Confirmation of “No Assets Purchased” Due  All assessments due to Evaluation Team
August 31, 2026	USDA Tribal and Partnership Reporting Due  Final Report Due  Grant Funding Period Ends
September 30, 2026	Final CERs and documentation Due

# Fiscal Guidance

Funding Period: December 1, 2025 - August 31, 2026

## Financial Reporting Policy

Each local agency is required to submit monthly financial reports to the ADHS SNAP-Ed Team at [azhealthzone@azdhs.gov](mailto:azhealthzone@azdhs.gov) by the 30th of the following month.. Required documents include:

- Contractor's Expenditure Report (CER)
- Staff Time Allocation Form

Only official ADHS-issued forms are accepted. Reports must be submitted electronically, with a signed original CER (scanned or mailed) for reimbursement.

Local agencies must also submit financial ledgers and supporting documentation aligning with reported expenditures. Participation in Subrecipient Monitoring or CER Reconciliation is required. Monthly expenditures must be reviewed and cleared prior to approval and reimbursement.

## Contractor Expenditure Reports (CERs)

CER Requirements:

- Submit CERs in chronological order; no month will be processed before prior CERs are approved.
- Submit a CER even when no expenditures occur (enter zeroes in expense fields).
- Report all subcontractor costs under the "Contract/Grants/Agreements" line.
- Include supporting documentation for all hardware or software purchases that store data.
- Final/September CERs (covering December 1, 2025–August 31, 2026) are due September 30th or no later than October 14th.

Reimbursement is based on actual, approved expenses reported on the CER. Total expenditures must not exceed the approved contract budget. A movement of funds among funded line items not exceeding 10% of the total budget is allowable but must be approved by the ADHS SNAP-Ed Team. Any increase beyond this threshold requires a formal contract amendment.

## Allowable Costs & Procurement

All costs must comply with [OMB 2 CFR Part 200](#) and [SNAP-Ed allowable cost principles](#). Local agencies are responsible for ensuring that expenditures are necessary, reasonable, and allocable to the SNAP-Ed program.

If there are any questions about allowability, consult the ADHS SNAP-Ed Team before making purchases. Refer to the **Allowable and Unallowable Costs/Activities** table for detailed guidance.

Procurement must follow applicable Federal, state, and organizational purchasing procedures to ensure open and fair competition, cost efficiency, and proper documentation of all transactions. The last day for new purchase requests will be **June 30, 2026**. **No expenses are to be incurred after August 31, 2026.**

Allowable and Unallowable Costs/Activities	
Allowable	Unallowable
Literature/Materials/Audiovisuals	
The purchase of Food, Nutrition and Consumer Services (FNCS) nutrition education/ promotion materials that address SNAP-Ed topics and are for use with or distribution to the SNAP-Ed audience.	Costs for any nutrition education materials that have already been charged to another Federal or private program or source.
The purchase of other nutrition education materials, when there are no Food and Nutrition Service or Center for Nutrition Policy and Promotion materials available that address SNAP-Ed topics and will be used with or distributed to the SNAP-Ed target audience.	Any material that endorses or promotes brand name products or retail stores.
	Manufacturer's or store (cents off) coupons.
The production of State SNAP-Ed 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 SNAP-Ed materials and in sharing the production costs.	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.
	Purchase or production of written or visual nutrition education messages that is not consistent with the current DGA and MyPlate.



Allowable	Unallowable
Social Marketing CampaignsECE	
Local radio and television announcements of nutrition education events for the SNAP-Ed target audience.	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.
Appropriate social marketing programs in which messages are delivered in areas, venues, or using communication channels where at least 50 percent of the audience is eligible for SNAP- Ed.	Publication or dissemination of nutrition education and health engagement messages that are inconsistent with the current DGA and MyPlate.
Social media, websites, and other digital content that is designed, tailored to, and predominantly promoted to the SNAP-Ed target audience.	Television and radio announcements/ advertisements that do not include a brief message about SNAP, benefits, and how to apply.
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 determined by multiplying the fair market value times the State's percentage share invested in the equipment.	Expenditures for equipment that exceeds prior approval thresholds. (i.e., \$5,000 per unit, unless prior approval is received).
Equipment shared with non-SNAP users when cost-shared with those users or used by non-SNAP users when not needed for SNAP-Ed purposes.	Medical equipment.
Kitchen appliances only with justification of need.	Large equipment such as bicycles (including smoothie/blender, bikes, treadmills, weight sets, etc.)

Allowable	Unallowable
<b>Gardening</b>	
Educational supplies, curricula, and staff salaries to teach gardening concepts that reinforce the beneficial nutrition aspects of gardening.	Cost for the rental or purchase of garden equipment (tractors, rototiller, cultivator, etc.).
Purchase of seeds, edible plants, edible pollinator plants, and small gardening tools and supplies such as fertilizer and potting soil, to assist in developing school and community gardening projects.	The purchase or rental of land or garden plots.
	The purchase of non-edible plants and items used for non-edible pollinator gardens.
These costs should be done in partnership with other funding mechanisms to ensure sustainability of the project.	Create gardens whose primary purpose is to donate food into emergency food systems.
Staff salaries to establish and implement a plan to build community capacity to maintain gardens.	Permanent fixtures, such as greenhouses.
<b>Membership, Subscriptions, and Professional Activity Costs</b>	
Cost of institutional memberships in business, technical, and professional organizations are allowable consistent with the effort to promote quality nutrition services to SNAP-eligible audiences.	Professional registration or license fees paid by individuals would not be allowable costs since the fees would be considered personal expenses, not institutional expenses.
	Costs of institutional memberships for nutrition personnel that work directly for SNAP-Ed projects are not allowable.
<b>Food Samples, Supplies, and Provisions</b>	
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.	Ongoing snack or food service.
	Meal-sized portions or complete meal service.
Food samples associated with nutrition education lessons.	Cost of food provided as groceries or supplemental food.

Allowable	Unallowable
<b>Participation Reimbursement for Community Engagement Activities</b>	
Cost of gift cards (max \$25 per gift card) to reimburse participants for incurrent costs related to participation in community engagement activities.	Paying participants for time spent on community engagement activities without pre-approval from FNS.
Direct reimbursement to participants for incurred costs related to participation in community engagement activities.	Purchasing meals for participants in community engagement activities.
Incurred costs are personal costs, such as childcare, meals, lodging, internet costs and/or transportation.	Offering incentives for participation in surveys or focus groups.
<b>Nutrition Education Reinforcement Materials</b>	
Reinforcement items of nominal value (\$7.00 or less per item) that contain a reinforcing nutrition message.	Reinforcement items over \$7.00.
Reinforcement material designed for physical activity promotion that is provided in conjunction with relevant nutrition and physical activity messages.	Knives are not acceptable NERIs.
<b>Physical Activity</b>	
Physical activity demonstration, promotion, and referral (based on 2018 Physical Activity Guidelines for Americans) that includes a nutrition-related message based on DGA. Allowable physical activity costs include: purchase of educational materials promoting physical activity (such as brochures, newsletters, posters, etc.) and education and promotion as part of nutrition education sessions.	Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc.
	Costs incurred for health club, gym, or fitness class membership fees; large expenditure equipment (e.g., bicycles, treadmills, ellipticals, weight sets, etc.); facilities (rental or modifications); and instructors for continuing exercise classes.
	Costs for admission fees for activities associated with physical activity (e.g., ice skating).
Inexpensive physical activity equipment such as stability balls, hand weights, jump ropes, hula hoops, etc.	Measuring heights and weights or using self-reported heights and weights to determine BMI.
	Classes on caloric balance.

Allowable	Unallowable
Nutrition Education and Health Engagement	
Classroom setting (salaries, space, equipment, materials) for SNAP-Ed audience. The primary purpose of the class shall be to provide nutrition and health engagement education. If nutrition and health engagement education is included with other topics, only that portion of class pertaining to these topics is an allowable cost.	Classes that are designed to provide case management or “life skills” training such as (but not limited to) classes on English as a second language, parenting, child development, or crisis management.
	Medical nutrition therapy and secondary prevention interventions.
Physical activity demonstration, promotion, referral that includes a nutrition-related message based on DGA.	Weight loss classes specific to individuals, individualized meal plans, obesity treatment programs, etc.
Activities that assist in advancing a nutrition education or health engagement-related community or environmental change for the low- income population.	Gym memberships, trainers, gym equipment, or facilities.
	Clinical health screening (e.g., cholesterol testing, blood glucose testing, etc).
The pro rate share of costs of classes that are provided in conjunction with another program, such as WIC, only if the State agency describes the method for allocating costs between the programs.	Distribution of nutrition education and physical activity reinforcement items costing over \$5.00 each.
	Nutrition education costs that are charged to another Federal program such as WIC, EFNEP, Head Start, etc.
	Education provided to incarcerated or institutionalized persons who are not eligible for SNAP.
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 <a href="#">FNS outreach website</a> .	SNAP-Ed activities delivered to most able-bodied students, ages 18 through 49, enrolled in college or other institutions of higher education at least half time. For information on students that may be eligible: <a href="#">Supplemental Nutrition Assistance Program (SNAP) Student Eligibility</a>
	Activities where the primary objective(s) is (are) to conduct outreach efforts for SNAP or other programs.

Allowable	Unallowable
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.	Commercial rental spaces cannot be used.
Space donated by local school districts, but only the cost of the space based on depreciation or use allowance.	
Medical Nutrition Therapy	
Allowable SNAP-Ed activities include health promotion activities and interventions aimed at primary prevention of disease designed to help SNAP-eligible persons establish and maintain physically active lifestyles and healthy eating habits.	Medical nutrition therapy and secondary prevention interventions.
Staff and Training Costs	
SNAP-Ed-related training for program delivery staff.	The time spent by volunteers of a non-public agency (e.g., faith-based organizations, many food banks, etc.) performing SNAP-Ed-specific duties.
Staff time spent delivering nutrition education and health engagement services to the SNAP-Ed target audience. Time must be charged at a rate commensurate with the duties being performed.	A physician’s or other professional’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.
General briefings to community health care providers serving low-income communities about SNAP-Ed services in the community.	Training or development costs of food service workers or others not directly associated with delivery of SNAP-Ed.
	Individual-use clothing items (t-shirts) for staff.

Allowable	Unallowable
Policy, Systems, and Environmental Changes	
Consultation with partner organizations on promoting organizational policy and practice changes that support healthy food and beverages, physical activity, and reduced sedentary behavior (e.g., entertainment screen time).	Costs associated with infrastructure, construction, or other capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities.
Preparing data reports and sharing information on the nutrition and health benefits of appropriate policy, systems, and environmental changes.	Costs associated with refrigeration units or shelving in grocery or convenience stores.
Consultation and training with food retailers, farmers, food distributors, and farmers' market managers on increasing access to and promotion of whole grains, fruits and vegetables, and low-fat dairy.	Financial incentives to community partners or retailers to support environmental or policy changes.
	Salaries for retail store staff, farmers' market managers, or food service workers for service operations.
Conducting environmental scans or assessments of the food and activity environments where nutrition education is provided.	License or permit fees for farmers' markets or food retailers.
Community forums or meetings with SNAP-Ed recipients or service providers on healthy eating and active living.	Costs associated with infrastructure, construction, or other capital improvements to retail stores, sidewalks, trails, bicycle paths, or dining facilities.
Point-of-purchase or point-of-decision making signage that promotes healthy food choices or physical activity.	Costs associated with refrigeration units or shelving in grocery or convenience stores.
Resource kits with strategies for adopting, implementing, maintaining, and evaluating policy, systems, and environmental changes.	Financial incentives to community partners or retailers to support environmental or policy changes.
Consultation with partner organizations on measures to address and reduce food waste and maximize utilization and consumption of available healthy food resources.	Salaries for retail store staff, farmers' market managers, or food service workers for service operations.
	License or permit fees for farmers' markets or food retailers.



Allowable	Unallowable
Costs Associated with Other Activities	
Interventions that promote the selection of healthy foods from vending machines. Participation on relevant nutrition education and health engagement-related State and local advisory panels focusing on the interests of the SNAP-Ed target audience.	Organized efforts to influence elected officials and lobbying for legislative/policy changes.
Costs associated with the implementation and maintenance of policy, systems, or environmental changes within the scope of SNAP-Ed.	Costs associated with surveillance or surveys of the general population that are not prorated based on the number of likely SNAP-eligible respondents (persons with incomes <130% of the Federal Poverty Level/thresholds, with certain exceptions).
Off-campus SNAP-Ed event.	Costs associated with the establishment and maintenance of environmental or policy changes, such as staffing, infrastructure, equipment, space, land, construction, or supplies.
Costs related to the transportation of SNAP-Ed staff to an education site.	
Cell phones may be purchased for staff who work predominantly in the field, or away from a desk location with a landline. Cell phones purchased must be for work use only. Cell phone purchases should be limited, and efforts to share cell phones among staff only as needed for remote work are encouraged. If a cell phone is purchased for staff that works on multiple grants, a cost allocation plan for the cell phone is required. Cell phones are theft-sensitive items and should be kept under close watch. Requests for cell phones must be approved in advance by the FNS regional office.	Cannot pay a stipend or provide partial payment for use of personal cell phones on SNAP-Ed time.
	Money, vouchers, or passes provided to SNAP-Ed recipients to offset personal costs incurred so that they may attend nutrition education classes (e.g., child care and transportation expenses).

Allowable	Unallowable
Costs Associated with Other Activities (continued)	
Tablets/iPads are to be used for program delivery purposes, such as delivering nutrition education or collecting data for evaluation. Tablets/iPads must be shared with all staff who work remotely in the field. Devices must be checked out and returned according to the non-Federal entity's existing policies. Tablets/iPads are theft-sensitive items and should be kept under close watch, and reasonable security measures must be developed if participant information is collected. Requests for tablets/ iPads must be approved in advance by the FNS regional office.	Child care or transportation services provided for SNAP-Ed recipients in conjunction with SNAP-Ed activities.
	Transportation costs of taking students to a SNAP-Ed event.
	Purchases of cell phones and tablets/iPads without prior approval from the FNS regional office.
A one-time purchase of a Wi-Fi hotspot to support tablet/iPad function is allowable.	Purchases of tablets/iPads for purposes other than program delivery or data collection for evaluation.

## Time & Effort Documentation

### Staff Time Allocation Form

Each local agency will use the official Excel workbook provided by ADHS, which includes monthly reporting tabs. For each staff position, report the following:

- Management, Direct, and Paid Time Off (PTO) hours
- Hourly salary and fringe benefit rate
- Fixed and percentage-based fringe benefits

Formulas are protected and auto-calculate totals. Contact the ADHS SNAP-Ed Team at [azhealthzone@azdhs.gov](mailto:azhealthzone@azdhs.gov) before modifying position titles or altering the template.

### Time Documentation Policy

Federal SNAP-Ed regulations require continuous and accurate time reporting for all staff charged to the grant.

- Time records must be signed by both the employee and supervisor twice per month.
- Employees working on multiple grants must record actual time spent on each activity.
- Employees dedicating 100% of their time to SNAP-Ed must complete semi-annual time certifications.
- Paid Time Off (PTO) is reimbursable only when used; it cannot be paid in advance.

**Management Time** includes administrative duties, supervision, payroll, and reporting.

**Direct Delivery Time** includes nutrition education, site visits, and implementation of Policy, Systems, and Environmental (PSE) change activities.

## Programmatic Compliance

All local agencies must ensure that program activities, expenditures, and reporting align with SNAP-Ed goals and Federal guidance. Compliance includes adherence to approved scopes of work, timely submission of required deliverables, and cooperation during ADHS monitoring or site visits. Noncompliance may result in corrective action or delays in reimbursement.

## Property & Asset Management Requirements

All equipment and property purchased with ADHS SNAP-Ed funds must be inventoried, tagged, tracked, and maintained in accordance with Federal and State requirements, including OMB 2 CFR Part 200 and ADHS SNAP-Ed property procedures. All items purchased with SNAP-Ed funds remain under State oversight until they are formally transferred to another eligible program or processed through State Surplus.

## Local Agency Responsibilities

Local agencies must:

- Tag all SNAP-Ed funded equipment and property that meet tagging thresholds.
- Maintain an accurate and up to date asset inventory log for all eligible items.
- Ensure property is used exclusively for SNAP-Ed purposes unless ADHS provides written approval for shared use.
- Notify ADHS of any property transfers, losses, theft, or disposal requests.
- Submit the final inventory status (kept, transferred, surplus) by July 31, 2026.

## Purchase Requirements

- Prior approval is required for any asset purchase over \$250 per unit (equipment, furniture, technology, materials).
- Assets may only be purchased if they are included in the approved budget or receive written approval from ADHS SNAP-Ed.

## Inventory Tracking

All applicable purchases must be recorded in the agency's asset inventory log. Entries must include:

- Description of the item
- Serial number, if applicable
- Date of purchase
- Acquisition cost
- Physical location

- Current status (active, transferred, surplus)
- ADHS issued asset tag number, when applicable

Agencies must maintain receipts, approval documentation, and updated inventory records for audit purposes.

### **Tagging Requirements**

All SNAP Ed funded items with a unit cost of \$250 or more must be physically tagged and added to the asset inventory system.

Tagging process:

1. Upon Receipt
  - Verify the item matches purchase records.
  - Confirm allowability under SNAP Ed.
  - Notify ADHS that the item requires an ADHS issued asset tag, provide serial number, and date of purchase.
2. Apply ADHS Assigned Tag
  - ADHS will issue the official tag number and send tags to the agency.
  - Tags must be applied in a visible, durable location appropriate for the item.
3. Update Inventory Log
  - Once tagged, record the ADHS tag number and all required fields in the inventory log and send a picture of the item with visible tag.

### **Transfers and Surplus Procedures**

All SNAP Ed funded property remains under State oversight until formally reassigned or surplus.

- Transfers: Items may be reassigned to another eligible Federal program with ADHS approval.
- Surplus: Items not transferred must follow Arizona Department of Administration surplus property procedures.
- Deadline: Agencies must begin transfer or surplus actions no later than July 31, 2026.
- Documentation: Final inventory status must also be submitted by July 31, 2026.

# Civil Rights and Compliance

## Management Evaluations and Tool

Local Agencies must comply with periodic management evaluations conducted by DES to ensure compliance with SNAP-Ed requirements and program goals.

- The [Management & Evaluation \(M&E\) Tool](#) provided by ADHS will be utilized
- Findings must be documented, corrective actions implemented, and records retained for a minimum of three (3) years.
- Evaluation results must be available to the ADHS SNAP-Ed Team upon request.

## Lesson Observation Tool

Lesson observations are required to ensure the quality and fidelity of direct education (DE) delivery.

- Local agencies must use the official [Lesson Observation Tool](#) to assess educator performance.
- At least one observation must occur per program cycle for each educator.
- Observation forms and follow-up actions must be retained for review and compliance monitoring.

## Justice for All Poster

All SNAP-Ed offices and delivery sites must display the [USDA “Justice for All” Civil Rights Poster](#) in a clearly visible location.

- Posters must be displayed before program delivery and remain visible throughout the program year.
- Absence of the required poster will result in a compliance finding.

## Civil Rights Training

All staff involved in SNAP-Ed must complete annual civil rights training as required by USDA.

- Documentation must include participant names, completion dates, and proof of training.
- Records must be maintained by the local agency and made available during reviews or audits.
- Training must be completed using the Arizona Department of Health Services (ADHS) Civil Rights Training module, available at: <https://www.azhealthzone.org/training/civil-rights-2025/>

# Non-Discrimination Statements and Disclaimers

All SNAP-Ed materials, including handouts, digital publications, and media, must include the USDA non-discrimination statement.

- Materials must be free from disparaging remarks toward any food, commodity, or industry.
- Reinforcement items and publications must include required disclaimers as outlined in SNAP-Ed Guidance.

## **USDA Non-Discrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the State or local Agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

USDA is an equal opportunity provider, employer, and lender.

## **SNAP-Ed Disclaimer (English):**

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP Education. This institution is an equal opportunity provider.

## **SNAP-Ed Disclaimer (Spanish):**

Este material fue financiado por el Programa de Asistencia Nutricional Suplementaria del USDA (SNAP-Ed). Esta institución es un proveedor que brinda igualdad de oportunidades.



## Accessibility and Language Inclusion

Local agencies must ensure all SNAP-Ed programs and materials are accessible to individuals with disabilities and those with limited English proficiency.

- Alternate formats (e.g., large print, translated text, audio) must be provided when requested.
- Documentation of accommodations must be maintained and available for review.

## Fingerprint Clearance

All educators and staff working with vulnerable populations must maintain valid fingerprint clearance cards.

- Proof of clearance must be on file before staff begin SNAP-Ed activities.
- Any lapse in clearance must be addressed immediately and documented.

## Compliance Statement

Compliance with this section ensures that all SNAP-Ed activities uphold Federal civil-rights requirements, program integrity, and equitable access for all participants. Non-compliance may result in corrective action or suspension of reimbursement until resolved.

## Close-Out Requirements

All FY2026 project activities must be fully completed by August 31, 2026, including final data entry, evaluation activities, and project wrap up.

By August 31, 2026, local agencies must:

- ensure that all required reporting is submitted, including the second Tribal Reporting Collection form and the second Partnership Reporting form,
- submit the Final Report, summarizing project activities, outcomes, and sustainability efforts for each funded project,
- ensure all asset management actions are completed by the close of August, including confirming final inventory status and initiating transfer or surplus actions for any SNAP-Ed funded property.

Financial close out follows shortly after: Final CERs and final invoices covering December 1 through August 31 must be submitted by September 30 or no later than October 14 to complete Federal fiscal year reconciliation.

This summary ensures all close out responsibilities are met on time and that each agency concludes its FY2026 work in alignment with USDA, State of Arizona, and ADHS requirements.

## Closing Summary

The FY2026 Arizona SNAP-Ed Carryforward cycle represents the final chapter of a long standing statewide effort to support healthier food and physical activity environments in communities with limited resources. Although Federal SNAP-Ed funding concludes this year, the projects supported through carryforward resources continue Arizona's legacy of community partnership, sustainable systems change, and evidence based practice.

This Mini Guide outlines the expectations, processes, and tools needed for successful implementation during this nine month project period. By following the guidance provided across allowable activities, evaluation and reporting, fiscal stewardship, compliance, and close out procedures, local agencies and community partners can complete their work with confidence and clarity.

Most importantly, FY2026 offers an opportunity to build lasting impact: strengthening local leadership, advancing community driven solutions, and ensuring that the knowledge, relationships, and momentum created through Arizona SNAP-Ed continue well beyond the funding period. ADHS appreciates the dedication, professionalism, and resilience of all partners who contribute to this final cycle of work. Together, we close out the program with transparency, integrity, and a continued commitment to supporting healthier Arizona communities.

## Appendices

Document Name	Brief Description
<a href="#">FY2026 Qualifying Site Form</a>	This form will be submitted for each site where SNAP-Ed work will be done in FY2026.
<a href="#">How to Qualify Sites for SNAP-Ed</a>	This guide helps the user find the information to enter into the FY2026 Qualifying Site Form.
<a href="#">Tribal Consultation Guidance</a>	This guidance is for SNAP-Ed collaboration with Tribes, tribal members, and tribal partners.
<a href="#">Time Documentation Tip Sheet</a>	This tip sheet aids in determining whether to report Direct Service or Management Time.
<a href="#">Management Evaluation Tool</a>	This tool will be used by the Department of Economic Security to evaluate a local agency if the agency is selected for a Management Evaluation.
<a href="#">Lesson Observation Tool</a>	A form to guide lesson observations that are required under USDA guidance.
<a href="#">List of Approved DE Curricula</a>	The curriculum outlined in this resource reflects the selections made by Local Agencies within their project proposals.
Contractor Contact Directory	Coming soon!