SNAP-Ed Evaluation:
Understanding Reach

What does Reach mean?
In SNAP-Ed, Reach means how many people participated in a certain activity or how many people were exposed to a certain intervention created with the help of SNAP-Ed.

When and why do I need to calculate Reach?
Calculate Reach when reporting activities in PEARS, including program activities, indirect activities, and PSE* activities. Reporting accurate Reach is important because we can learn:
- How many people received or participated in SNAP-Ed programming.
- Where and in which communities SNAP-Ed programming happens.
- About opportunities to reach additional eligible communities in Washington State.

What are the different types of Reach?
Depending on which intervention type your programming activity fell into, you’ll calculate different types of Reach.

- Total Reach
  - All people reached through an intervention or activity.
  - Calculate these in PEARS for Direct Education, PSE*, and Social Marketing Activities.
  - To learn about reporting total reach, watch the evaluation team report an example Direct Education Program Activity in PEARS (minutes 17:30 – 19:36 of the session.)

- Unique Individuals Reached
  - People reached by this particular activity, even if other activities (ie. PSE, Direct Education) are happening at the same site.
  - Calculate these in PEARS for Indirect Activities.

- New Individuals Reached
  - People who haven’t been reached by another activity (ie. PSE, Direct Education) at this site.
  - Calculate these in PEARS for Indirect Activities.

Many people have questions around reporting UNIQUE and NEW reach for Indirect Activities. To start learning about reporting reach, watch the evaluation team report an example indirect activity in PEARS:

Click here and watch minutes 29:24 – 39:21 of this session.

*PSE stands for Policy, Systems, and Environmental Changes
Reporting UNIQUE and NEW reach differs depending on the indirect activity. Here are examples for how the reach fields in the Add Intervention Channel pop-up box should be filled out in PEARS:

**Example 1:** Sending a paper newsletter home with students in an entire school for an entire year. The school has 200 students this year.

The paper newsletter counts as a hard copy material. See all of the drop-down choices here.

The next month, the description could be “Harvest of the Month Newsletter – October”.

This is the total number of students at the school who are receiving the first newsletter of this school year.

This number is also 200, because until now students haven’t received a newsletter from this monthly series this federal fiscal year. They are new to this indirect activity.

You’re emailing the newsletter out to the same group of students, none of which are new to the school.

... later this year, students receive the 2\textsuperscript{nd}, 3\textsuperscript{rd}, etc. newsletters:

The newsletters have different content every month. Therefore, count the reach each time you mail out a monthly newsletter.
Example 2: Distributing vegetable brushes as part of a food demo at a food bank, where you have done food demos before. The attendant log shows 50 customers shopped here today; 40 who have attended a previous demo, and ten for whom today is the first time.

This indirect activity—offering a gift of vegetables brushes—supports a food demo at a food bank.

This number counts everyone who attended this activity today, 40 repeat customers plus 10 new customers.

This number counts only the customers who are attending today for the first time.

If you are unable to tell how many customers are new today, enter zero for the NEW reach.
Example 3: Posting weekly Facebook posts about healthy eating and physical activity resources for your local agency.

Add Intervention Channel

**Intervention channel**
Social media (e.g., Facebook, Twitter, and Pinterest)

**Description**
Facebook Insights February 2022

**Site**
SNAP-Ed Test Facebook page

- **Estimated # of unique individuals reached**
  278

- **Estimated # of new individuals reached**
  0

“Insights” is a technical word for data Facebook collects for you. Read p. 2-4 of the Social Media Reporting Guidance to learn more about Insights.

Follow step-by-step instructions on p. 4-10 of the Social Media Reporting Guidance to learn how to find the “Impressions,” meaning the unique individuals, reached by this Facebook post.

The NEW reach for Social Media posts is always zero.

Social Media analytics can’t tell us which of the individuals who looked at this post have looked at other SNAP-Ed posts before.

Always choose Commercial market data on audience size for Social Media reach source.

If a site is **only** doing Indirect Activities, it will have **unique** and **new** reach.

If a site is also doing other intervention types, like Direct Education or PSE work, any Indirect Activities will likely only have **unique** reach.
Solving Common and Complicated situations:

Regarding school reach: If 200 students are reached with a newsletter, do we count any additional reach for parents receiving it?

If the audience of the newsletter is parents, guardians, and caregivers, you may include them in the indirect reach.

If you do not know the number of parents, caregivers, and guardians, count one per student.

How do I count reach of school blogs and online newsletters for a single school? Mine included recipes from our social media platforms that go to other audiences as well.

Keep each of the reach counts separated by site. If the school blog is aimed at students and online newsletters goes to parents, caregivers, and guardians, add them as separate intervention channels with their own reach at the same site (within the same Indirect Activity).

We’re working on PSE activities for an entire district and also in some of the elementary schools within this district. When we add indirect activities for the elementary school, should we leave the NEW reach count as 0 since they’ve already been counted in the PSE module’s reach?

Yes. You would still count the UNIQUE reach, but the NEW reach would be 0 since you’ve already reached those students in another activity.

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