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General Comment

Having the opportunity to report/incorporate policy, systems and environmental change to EARS is a welcome revision. On pg. 7, it would be helpful to have more details about when Direct Ed is (or is not) a part of social marketing (6a). Likewise, we'd benefit from a better understanding of when Direct Ed does (or doesn't) support policy, systems and environmental change. These 3 approaches for SNAP-Ed, in particular (direct ed, social marketing, and policy/systems/environmental work), although distinct, are interrelated - and how well they are woven together thoughtfully in programs is really a spectrum, not black and white.

For example, what if at the end of a series of lessons (direct education) an educator conducts 15 minutes of a social marketing campaign? In this case, would we select "Direct Education is part of a social marketing initiative"-?

Another example: an environmental assessment may reveal a need/gap regarding new physical structures, new policy, and direct education. Would the direct education effort then support policy/systems/environmental change? Is it the case that one would only select "Does not support policy/systems/environmental change" when direct education is conducted without policy/systems/environmental work?