Appendix

Washington State Federal Fiscal Year

(FFY) 2019 Annual Report

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Statewide Initiative: Curriculum, Training and Website

Reporting Period: Federal Fiscal Year (FFY) 2019

Executive Summary

The Curriculum, Training and Website (CTW) Statewide Initiative is managed through Washington State University (WSU) Extension. Staffed by a team of four, the group was responsible for statewide curriculum, training and website management during FFY2019. Located on WSU Extension campuses in Puyallup and Spokane, the CTW Team works with all SNAP-Ed providers, Implementing Agencies and other statewide initiatives to help achieve the program's overarching goal of assisting low-income families in their understanding of healthy food choices, the importance of physical activity to their health, and ultimately a reduction in rates of obesity. Each member of the CTW Team has practical experience working with the SNAP-Ed program. This includes direct education, website management, policy, systems and environment (PSE) work, and management of local SNAP-Ed programs. Our work provides tools and support to implement direct education in local communities, to better understand and integrate PSE strategies into the SNAP-Ed program and to provide a statewide SNAP-Ed website for 1) Washington State SNAP-Ed providers and 2) SNAP-eligible adults.

During FFY2019, the CTW Team worked with all SNAP-Ed providers across the state in all counties served by SNAP-Ed. Our role in the statewide SNAP-Ed program is to support all SNAP-Ed providers in their work across the state of Washington. We work closely with the state agency, Implementing Agencies, other statewide initiatives and local SNAP-Ed providers to reach our overarching goal.

Funding for FFY2019 was $542,831 for the Curriculum, Training and Website Statewide Initiative.

The CTW Team conducted state-wide site observations to assess the level of consistent curriculum implementation with fidelity. A total of 91 site visits, across all five regions, were completed during FFY2019. Assessment tools, written specifically for each lesson observed, have been developed as a way to help all SNAP-Ed staff implement lessons with fidelity. Tools can be accessed on the Washington State SNAP-Ed provider site here: https://wasnap-ed.org/curriculum/. Technical support for curriculum fidelity, classroom engagement, allowable curriculum modifications and teaching strategies were shared with educators after a site visit, whenever possible. Providers were encouraged to access resources for program implementation on the state provider website. During our visits, we gathered input from educators about what they need to implement local programs. Written reports were sent to local provider managers and their respective Implementing Agencies. These reports help Implementing Agencies and managers provide technical assistance to their local providers and give them insight into the implementation of direct education in their region. Site visits allow

the CTW Team to better understand challenges local providers are faced with as well as a better understanding of the positive impact SNAP-Ed direct education has on communities across the state.

Direct education in the Washington SNAP-Ed program focuses on research and evidence-based curricula that meet the needs of local communities and target populations. These include age appropriate curricula, materials that help address language barriers, and practical application for selection and preparation of healthy food. A list of all approved curriculum for FFY2019 can be found in the Appendix A.

Training for all Washington SNAP-Ed providers was conducted across the state of Washington as part of a plan to deliver consistent messages to all staff working with the SNAP-Ed program. We incorporate both face to face and web-based training in our work and strive to meet the needs of local programs.

During FFY2019, the CTW Team conducted statewide, face-to-face training for the following curricula: 1) *CATCH Regional Trainings (45 participants)* 2) *Food Smarts (58 participants)* and 3) *Choose Health Food, Fun and Fitness (CHFFF) (13 participants).* The importance of incorporating physical activity (PA) into the work we do was emphasized in all face to face trainings. We found educators excited to add PA to their work. We found participants in the training eager to engage in activity and quickly realized how fun it is to move and be active even in a work-related setting. Practice and support about how to best engage participants in PA is important as we continue to incorporate PA into SNAP-Ed programming. Trainings were held in a variety of locations, spanning all five SNAP-Ed Regions.

In addition to training on specific curriculum, the CTW team coordinated a statewide training, held at the annual forum, centered on poverty and the many ways it affects SNAP-Ed participants' daily lives. Done in coordination with Washington State University (WSU) Metropolitan Center for Applied Research and Extension, the training was an interactive workshop that provided a virtual experience of life lived in poverty. Attended by more than 150 Washington SNAP-Ed providers, this immersion into poverty helped them better understand the challenges SNAP participants face daily. Participants reported the experience would help improve decision making and communication when working with low income clients.

The CTW Team created several new training webinars in FFY2019. Topics include: 1) The New Nutrition Facts Label and 2) Teen Cuisine. Online training allows us to keep providers informed and up to date on current topics that touch the work they do in local communities.

(Photo Caption) This webinar details recent updates to the Nutrition Facts Label.

In coordination with the Washington State Department of Health (DOH) Implementing Agency Team, we were able to host two informational webinars for WA SNAP-Ed providers. Topics included: 1) SNAP-Ed, FINI, and Opportunities for Complete Eats; and 2) Train-the Trainer. Both webinars provided information and resources to better equip local providers to implement programing around the state. The DOH Team put both presentations together and the CTW Team provided the video link and recording for all Washington SNAP-Ed providers.

Recordings of the webinars are posted on our website, along with support materials. They can be found here: https://wasnap-ed.org/curriculum/training/. Table 1 shows the number of providers trained both during face to face training and web-based training in FFY19.

Table 1

FFY19 Training	Number Trained
CATCH	45
Food Smarts	58
CHFFF/CHAT	13
Poverty Immersion	150
Webinar-Updated Food Label	52*
Webinar-Teen Cuisine	53*
Webinar-Working with Your CSO	29*
Webinar-SNAP-Ed, FINI and Opportunities for Complete Eats	27*
Webinar-DOH Train the Trainer Topic Call	16*

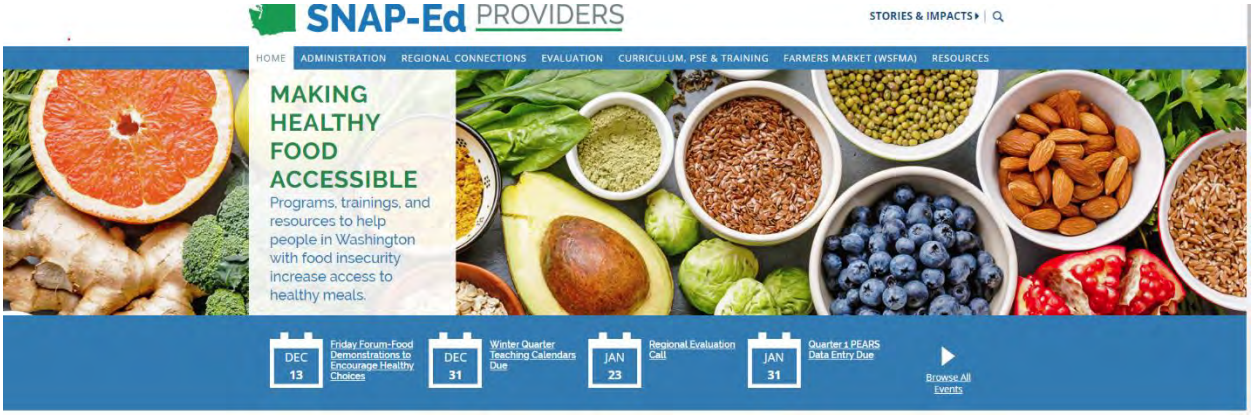
*Indicates number of people accessing link to webinar. Does not consider other people who may have been present and viewed presentation.

Success Stories

Systems Approaches to Healthy Communities

Integration of PSE into all aspects of the SNAP-Ed program is a priority for the Washington SNAP-Ed program. During FFY19, we completed a second year of implementing Systems Approaches for Healthy Communities, an on-line training program about PSE that was developed by University of Minnesota Extension Health and Nutrition staff. After completing the training, providers wanted a platform to discuss topics about PSE work. Specifically, they want to know what others have experienced both as successes and challenges in doing PSE work. In response, the CTW Team hosted a series of video calls centered on PSE projects being done in the state. Called "Friday Forums," these calls feature local providers who have experience with specific topics and PSE implementation. The calls allow time for participants to ask questions and discuss ways to best meet the needs of local communities. Three forums were done in FFY2019 that included the following topics: 1) Integrating Physical Activity into SNAP-Ed; 2) School and Community Gardens and SNAP-Ed; and 3) Farmers Markets and Increasing Access to Locally Grown Food. The calls will continue monthly in FFY20. A full list of calls and recordings can be found here: https://wasnap-ed.org/curriculum/policies-systems-environment/.

Washington State SNAP-Ed Provider Website



Work continued in FFY19 to build upon the resources and information available to all Washington SNAP-Ed providers via the state website, https://wasnap-ed.org/. The CTW Team is responsible for the management of the site. Coordination of messaging with Implementing Agencies, and the Evaluation and WSFMA Teams helps to keep providers across the state up to date on programming and resources available to support their work. A resource page was added this year to help providers find materials and information for program implementation. From Food Resource Management to Recruitment and Marketing, providers can download materials and customize them for their local program. Here is the link to the resource page: https://wasnap-ed.org/resources/

Another page added to the site this year highlights success stories from local providers and describes how the work impacts local communities. We continue to add to the list of

accomplishments taking place around the state. Here is the link to read about some of the innovative and successful SNAP-Ed programming happening in Washington State: https://wasnap-ed.org/stories-impacts/

Food Smarts

A new curriculum, called Food Smarts, was introduced to the Washington SNAP-Ed program in FFY19. Providers across all five regions expressed a need to have a curriculum that was flexible and appropriate for culturally diverse audiences. Food Smarts is written with a learner centered approach and includes a variety of options for scheduling. Educators are able to select activities within lessons that best meet the needs of their participants. The participant materials are translated into five languages.

The curriculum is based on trauma-informed nourishment, which is a concept that resonated with many of the providers who attended the CTW trainings.

Evaluation

The CTW Team and the Evaluation Team work together to support the statewide SNAP-Ed program. It was previously reported in FFY18 that we saw a strong correlation between curriculum fidelity and changes in healthy eating behaviors in the following curriculum: Eating Smart Being Active (ESBA) and Plan, Shop, Save and Cook (PSSC). We saw a limitation to the data as not statistically significant due to the low number of observations for specific curriculum collected. The CTW Team is not able to schedule site visits to observe a specific lesson within a specific curriculum. Moving forward, we plan to continue our partnership with the Evaluation Team to look at curriculum fidelity and how it relates to positive outcome measures.

During FFY19, we trained 266 SNAP-Ed providers at face to face trainings across the state. We use adult learning strategies in all trainings to engage participants and model expectations for teaching SNAP-Ed clients.

Evaluation data collected from the four CATCH trainings indicate that participants understood the information presented and many indicated they would use the training to advance their work in their communities.

Image 1 Providers who attended CATCH Training actively participated by learning ways to incorporate PA into the classroom.

Below are several quotes from training participants:

- *"We want to touch all areas within a child's environment, and we can provide resources for very little cost."*
- *I feel comfortable teaching physical activity. Understand concepts of the lesson and what they look like.*
- *"The training helped me understand the importance of using a whole school or whole community approach to increase chances of behavior change."*

Web-based trainings were offered to all Washington SNAP-Ed providers and gave them a chance to attend trainings without the restraints of time and travel cost. During FFY19, 177 individuals accessed the five webinars created during the year. We have not implemented a formal evaluation process for the web-based trainings but know anecdotally that providers are using the information to help inform the work they are doing.

FFY19 was the first year the CTW Team had the responsibility of the state website, https://wasnap-ed.org/. Analytical data for the site shows people accessing all pages with a total of 29,285-page views from 11/13/18–09/30/19. There is a greater number of visits to pages that pertain to the overall statewide program. Table 2 shows the number of page views for the 9 most viewed pages. These make up 17,616 views, which is 60% of the total page views recorded. Not surprisingly, there are fewer views of some of the curriculum and resource pages, which is likely due to providers looking for information that is specific to the work done in their region and community.

Table 2

Page	Page Views
Main Page	5,081
Curriculum	3,618
Resources	1,749
Evaluation	1,723
Training	1,507

Food Smarts	1,271
Recipes-Bite of SNAP-Ed	911
Administration	881
Policy, Systems and Environment (PSE)	875

Challenges

Analytics for the state website are truncated due to an unforeseen gap in collection of data when the transition was made from one server to another. Data reflect the period from 11/13/18–09/30/19. Going forward, we will have analytics for the entire fiscal year.

Communication to local providers presents a challenge for the CTW Team. We strive to make sure all providers have the most up to date information about curriculum, training opportunities and resources available on the website. We are working closely with the Implementing Agencies to better communicate our program to all local providers.

The CTW is responsible for making curriculum recommendations to the state agency for the upcoming fiscal year. This has been difficult to do without impact data from implementation of the curriculum. We continue to work with the Evaluation Team to review data collected via PEARS and we will consider this as an important factor in recommendations for approved curriculum in years to come.

Appendix A. FFY 2019 SNAP-Ed Approved Curriculum

Evidence: R = Research based; E = Evidence based; P = Practice tested; EM = Emerging
Definitions for evidence category are taken from the SNAP-Ed Toolkit, Glossary Terms.
https://snapedtoolkit.org/glossary/#E

Evidence*	Curriculum	Audience
R	CATCH (Coordinated Approach to Child Health)	Older Youth - Grades 6-8
R	EATFIT	Older Youth - Grades 6-8
R	Eating Smart ● Being Active - Originally written in 2005, with updates in 2010:	Adults, Seniors
R	Nutrition to Grow On	Youth – Grades 4-6
E	Eating Smart ● Being Active, 2017 Revision	Adults, Seniors
E	Eating Smart ● Being Active 2017 Revision, Plus Pregnancy Lessons	Adults, Pregnant Teens
E	Cooking Matters	Adult
P	Plan, Shop, Save, Cook	Adults, Seniors and *pending for Older Youth, Grades 9-12*
P	CHFFF/CHAT: Choose Health, Food, Fun & Fitness	Youth – Grades 3-6
P	Eat Smart, Live Strong	Seniors
P	Growing Healthy Habits	Youth – Grades K-5
P	Kids in the Kitchen	Youth – Grades 1-10
P	MyPlate in Practice	Youth – Grade 3
P	Nutrition in Me	Youth – Grades 3-4
P	Read for Health - WSU Edition	Youth - Grades 1-2
P	Show Me Nutrition	Youth – Grades K-8
EM	Grazin' with Marty Moose 2016 WSU Edition	Youth – Grade 2
EM - not tested	Energize Your Life! Garden for a Healthier You	Adults, Seniors

Statewide Initiative: Washington State Department of Health, Evaluation

Executive Summary

Washington SNAP-Ed's Statewide Evaluation is led by a team from the Washington State Department of Health, headquartered in Tumwater, Washington. In partnership with the Department of Social and Health Services (DSHS), Implementing Agencies (IAs), and local SNAP-Ed agencies, the SNAP-Ed statewide evaluation supports Washington SNAP-Ed's overarching goal of improving the likelihood that SNAP-Ed participants will make healthy food choices within a limited budget and choose an active lifestyle, by using evaluation data to tell the story of SNAP-Ed statewide.

The Evaluation Team creates and carries out Washington SNAP-Ed's statewide evaluation plan. Evaluation strategies are driven by the SNAP-Ed Evaluation Framework[1], as well as recommendations from DSHS and the United States Department of Agriculture Food and Nutrition Service (USDA-FNS).

The purpose of the SNAP-Ed statewide evaluation in FFY 2019 was to establish a widespread evaluation effort that will help stakeholders like the DSHS, SNAP-Ed Implementing Agencies, and local SNAP-Ed providers understand the process, outcomes, and impact of SNAP-Ed activities in Washington. Evaluation results are shared in quarterly and annual reports and inform program improvement efforts.

Primary FFY 2019 evaluation activities included direct education evaluation, which focused on individual level SNAP-Ed Evaluation Framework Indicators for healthy eating, physical activity and sedentary behavior, and food resource management (MT1, MT2, and MT3)[2]. Direct education evaluation used participant pre/post surveys drawn from the SNAP-Ed Evaluation Interpretive Guide[3]. Evaluation tools included:

- University of California Cooperative Extension's (UCCE) Food Behavior Checklist[4]
- Expanded Food and Nutrition Education Program (EFNEP) Physical Activity Questions[5]
- Plan, Shop, Save & Cook Survey for Older Youth[6]
- EFNEP High School Nutrition Education Survey [7]
- Kids Activity and Nutrition Questionnaire (KAN-Q)[8]
- EFNEP 3rd-5th Grade Nutrition Education Survey [9]

[1] United States Department of Agriculture; Regional Nutrition Education Centers of Excellence. 2016. SNAP-Ed Evaluation Framework. https://snapedtoolkit.org/framework/index/
[2] Ibid.
[3] Ibid.
[4] Townsend, M; Sylva, K; Chao, LK. *UCCE Food Behavior Checklist*. Retrieved from: https://townsendlab.ucdavis.edu/evaluation-research-tools/food-behavior-checklists/
[5] Expanded Food and Nutrition Education Program (EFNEP). 2018. *Food and Physical Activity Questionnaire*. Retrieved from https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation-Adult.aspx
[6] University of California Cooperative Extension. *Plan, Shop, Save & Cook Checklist*.
[7] Expanded Food and Nutrition Education Program (EFNEP). 2014. *9th-12th Grade Nutrition Education Survey*. Retrieved from https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx
[8] LeGros, TA; Hartz VL, Jacobs LE. 2017. *Kid's Activity and Nutrition Questionnaire*.
[9] Expanded Food and Nutrition Education Program (EFNEP). 2014. *3rd-5th Grade Nutrition Education Survey*. Retrieved from https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx

- Eat Well + Move[10]
- Cooking Matters Survey

In addition to direct education evaluation, the evaluation team also assessed program data and Policy, Systems, and Environment (PSE) project data. The evaluation team used program data to understand the population reached and the settings where SNAP-Ed activities took place. PSE evaluation data was used to learn about the number, type, and setting of PSE projects, and to inform future Washington SNAP-Ed evaluation plans.

The SNAP-Ed Statewide Evaluation FFY 2019 Funding level was $635,633.

FFY 2019 Successes

The evaluation team restructured and added one FTE so the team could enhance regional evaluation and begin building an improved evaluation plan for PSE projects. Increased capacity led to several successes, including creating statewide and regional evaluation "snapshots" to provide quarterly updates, providing more timely responses to questions and requests for technical assistance, and improving planning for future evaluation efforts.

Communications changed in FFY 2019. The evaluation team merged monthly evaluation calls with the WA SNAP-Ed Leadership Team calls and added a weekly email update. Calls and emails serve as opportunities for the evaluation team to share preliminary evaluation data, communicate changes, updates, and deadlines, answer questions, and respond to concerns. The evaluation team uses web-based meeting software so data can be visualized, and includes slides in weekly emails.

The evaluation team was able to complete an ongoing request for new Washington SNAP-Ed Surveys to use with direct education. Existing Washington SNAP-Ed Surveys were drawn from the SNAP-Ed Interpretive Guide, but did not represent the individual needs of Washington State. In response to feedback that surveys were too long and did not relate to individual curricula, the evaluation team began designing new Washington SNAP-Ed Surveys. In FFY 2018, the evaluation team did background research and created survey drafts. In FFY 2019, the evaluation team completed validity and reliability testing and analyzed results (Appendix D).

The evaluation team was able to begin response to an ongoing request for more in-depth PSE evaluation as well. The team, in collaboration with the SNAP-Ed Leadership Team, identified two key focus areas—schools and food banks/pantries—and then the evaluation team conducted a literature review to identify existing tools or strategies that could be part of a pilot evaluation. The pilot evaluation plan was established in FFY 2019 and will be implemented in 2020.

The evaluation team also worked closely with the CTW team by discussing emerging trends for curricula for all age groups at several points throughout the year and incorporating evaluation into statewide trainings hosted by the CTW team.

[10] Expanded Food and Nutrition Education Program (EFNEP), Regents of the University of California. 2013. *Eat Well + Move*. Retrieved from https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx

Finally, to enhance future evaluation, the evaluation team worked with Washington's Office of the Superintendent of Public Instruction (OSPI) to create a data sharing agreement for individual-level student demographic information for SNAP-Ed participants in schools. OSPI determined that SNAP-Ed meets the FERPA requirements as an educational program, and provided technical assistance as the evaluation team filled out data request forms. The data sharing agreement will be active in FFY 2020.

Challenges

The evaluation team responded to a variety of challenges in FFY 2019, including staffing constraints, changes to evaluation activities, and data availability.

Due to staff turnover and the federal government shutdown, the evaluation team experienced staffing constraints in FFY 2019. Some projects, like launching a PSE evaluation pilot, started later than intended because the team was understaffed until June. At full capacity, the evaluation team validated direct education surveys in English and Spanish, developed a PSE evaluation pilot project, and provided technical assistance to SNAP-Ed providers.

Delays in implementing agency data entry also led to challenges in FFY 2019, limiting the data available to be analyzed. The evaluation team could not create evaluation snapshots or share data with DSHS, IAs, and local providers in a timely manner. The mid-year Snapshot was released late and the Quarter 3 SNAPshot was released with preliminary data while quarterly data entry was completed. The evaluation team has worked with DSHS and IAs to identify options so that data is consistently entered on time moving forward.

A major evaluation project this year was validating new surveys for Washington SNAP-Ed. Participant recruitment for the validation process proved challenging. It was difficult to recruit youth to take the survey without direct education for the validation phase aimed at examining survey reliability. This was largely because site contacts were hesitant to proctoring surveys with this population without the additional benefit of SNAP-Ed classes. During the final phase of the validation process, testing with SNAP-Ed direct education to measure accuracy and feasibility, recruitment of youth classes went smoothly. However, recruitment of adults proved challenging due to small class sizes.

Regional evaluation was new in FFY 2019. Although each region wanted time to work with the evaluation team, fewer projects were submitted to the evaluation team than anticipated. The evaluation team has distributed an evaluation request form and posted it to the Washington SNAP-Ed website. The evaluation team plans to put together additional guidance on what kinds of requests can be made.

Evaluation

Evaluation Background:

Currently in its third year, Washington SNAP-Ed's statewide evaluation was developed to help tell the story of SNAP-Ed throughout the State of Washington. The purpose of the statewide evaluation was to establish a widespread evaluation effort that will help stakeholders understand the process, outcomes and impact of SNAP-Ed activities in Washington.

The information produced by the evaluation has been shared with stakeholders via online presentations, in reports, and via SNAPshots (Appendix B**)** shared on the Washington SNAP-Ed website (http://wasnap-ed.org/evaluation). The results of the evaluation will be used by the Washington State SNAP-Ed and other stakeholders for annual reporting requirements, continual improvement, and to guide future SNAP-Ed activities in Washington State.

Evaluation Design:

In the second year of the current 3-year plan, Washington's SNAP-Ed statewide evaluation was designed to address state SNAP-Ed goals and program interests using the following evaluation questions. Questions were designed to reflect the purpose of the evaluation, intended outcomes, goals and stakeholder priorities.

1. How many SNAP-eligible Washington residents participate in SNAP-Ed activities?
2. Healthy Eating (MT1):
    a. Do participants eat fruit more frequently after SNAP-Ed participation?
    b. Do participants eat vegetables more frequently after SNAP-Ed participation?
    c. Do participants eat a wider variety of fruit and vegetables after participation?
    d. Do participants drink more water after participation?
    e. Do participants drink fewer sugar-sweetened beverages after participation?
3. Food Resource Management (MT2):
    a. Do participants use the nutrition facts label more often after participation?
    b. Do participants stretch their food dollars to the end of the month more frequently after participation?
4. Physical Activity and Sedentary Behavior (MT3):
    a. Do participants participate in physical activity more often after participation?
    b. Do participants spend less time sedentary after participation?
5. Food Safety (MT4):
    a. Are SNAP-eligible youth consistently washing their hands before eating or preparing food?
    b. Are SNAP-eligible youth properly storing and disposing of food?
6. Which curricula are most effective at improving outcomes?
7. To what extent are SNAP-Ed implementing agencies and local SNAP-Ed providers participating in PSE approaches? (ST5, MT5, MT6, LT5, LT6, LT10)
8. To what extent do local SNAP-Ed providers form or participate in partnerships and collaborations? (ST7, ST8)

Evaluation Methods:

Washington's SNAP-Ed Statewide Evaluation is guided by the USDA-FNS's SNAP-Ed Evaluation Framework and uses approved evaluation tools when possible. The table below describes indicators of interest and how they will be measured. An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator.

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
1	Reach and Demographics	**Direct Education**: Adults- Demographic Tear Sheet; PEARS data entry information **PSE**: PEARS data entry information	Local providers collect Adult demographic sheets. Quarterly data entry deadlines. Evaluation team will pull data and do analysis quarterly and annually.
2	MT1: Healthy Eating* R2: Fruits and Vegetables* R5: Beverages	**Pre/Post-Tests:** Adults: UCCE Food Behavior Checklist Adults: Cooking Matters Surveys (Cooking Matters Only) K-2nd grade: EFNEP Eat Well + Move 3rd Grade: EFNEP 3-5th grade Nutrition Education Survey (NES) 4th-8th Grade: KAN-Q High School: EFNEP 9-12th Grade NES **Population Surveys:** NHANES BRFSS WA Healthy Youth Survey	Local Providers Administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
3	MT2: Food Resource Management* R6: Food Security	**Pre/Post-Tests:** Adults: Cooking Matters Surveys (Cooking Matters Only) Adults: UCCE Food Behavior Checklist High School: EFNEP 9-12th Grade NES **Population Surveys:** NHANES BRFSS WA Healthy Youth Survey	Local Providers Administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
			available, annually at a minimum.
4	MT3: Physical Activity and Reduced Sedentary Behavior* R7: Physical Activity and Reduced Sedentary Behavior	**Pre/Post-Tests:** Adults: Physical Activity Questions from Aug 2017 EFNEP Food and Physical Activity Questionnaire Adults: Cooking Matters Surveys (Cooking Matters Only) K-2nd grade: EFNEP Eat Well + Move 3rd Grade: EFNEP 3-5th grade Nutrition Education Survey (NES) 4th-8th Grade: KAN-Q High School: EFNEP 9-12th Grade NES **Population Surveys:** NHANES BRFSS WA Healthy Youth Survey	Local Providers Administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
5	MT4: Food Safety	**Pre/Post-Tests:** Adults: UCCE Food Behavior Checklist 3rd Grade: EFNEP 3-5th grade Nutrition Education Survey (NES) High School: EFNEP 9-12th Grade NES	Local Providers Administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
6	Curriculum Effectiveness	Pre/post-test data Demographic data Curriculum Team's Assessment Forms	Analyze data quarterly and annually
7	ST5: Need and Readiness MT5: Nutrition Supports* MT6: Physical Activity and Reduced Sedentary Behavior Supports*	PEARS PSE module PEARS Success Story Module IA and Local Provider	Quarterly data entry deadlines. Data pulled quarterly and annually.

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
	LT5: Nutrition Supports Implementation LT6: Physical Activity Supports Implementation		
8	ST7: Organizational Partnerships* ST8: Multisector partnerships and planning*	PEARS Coalitions Module PEARS Success Story Module PEARS Partnerships Module	Quarterly data entry deadlines. Data pulled quarterly and annually.

The evaluation team also responded to requests for regional evaluation projects and curriculum evaluation. See Appendix B for curriculum evaluation results.

Data Collection:
Pre- and post-test data were collected from individuals at each direct education class series. Individual participants served as their own controls. Local SNAP-Ed providers and IAs entered local program data, like site information, project reach, partnership and coalition information into the Program Evaluation and Reporting System (PEARS)[11] quarterly.

Population-level data from the Behavioral Risk Factor Surveillance System (BRFSS) and the Washington Healthy Youth Survey (WA HYS) were gathered and analyzed at the end of the fiscal year.

Results:
Reach, Demographics, and Program Information:
The information in this section represents statewide data. Regional reach, demographics, and program information is available in Appendix C.

Age and sex of participants in direct education for FFY 2019 statewide:

Age Range	Male	Female	Total
Less than 5 years	25	29	54
6 to 17 years	8194	7888	16082
18 to 59 years	245	751	996
60+ years	123	354	477
Unknown	-	-	14
Total	**8587**	**9022**	**17623**

[11] Kansas State University OEIE. 2018. https://pears.oeie.org/

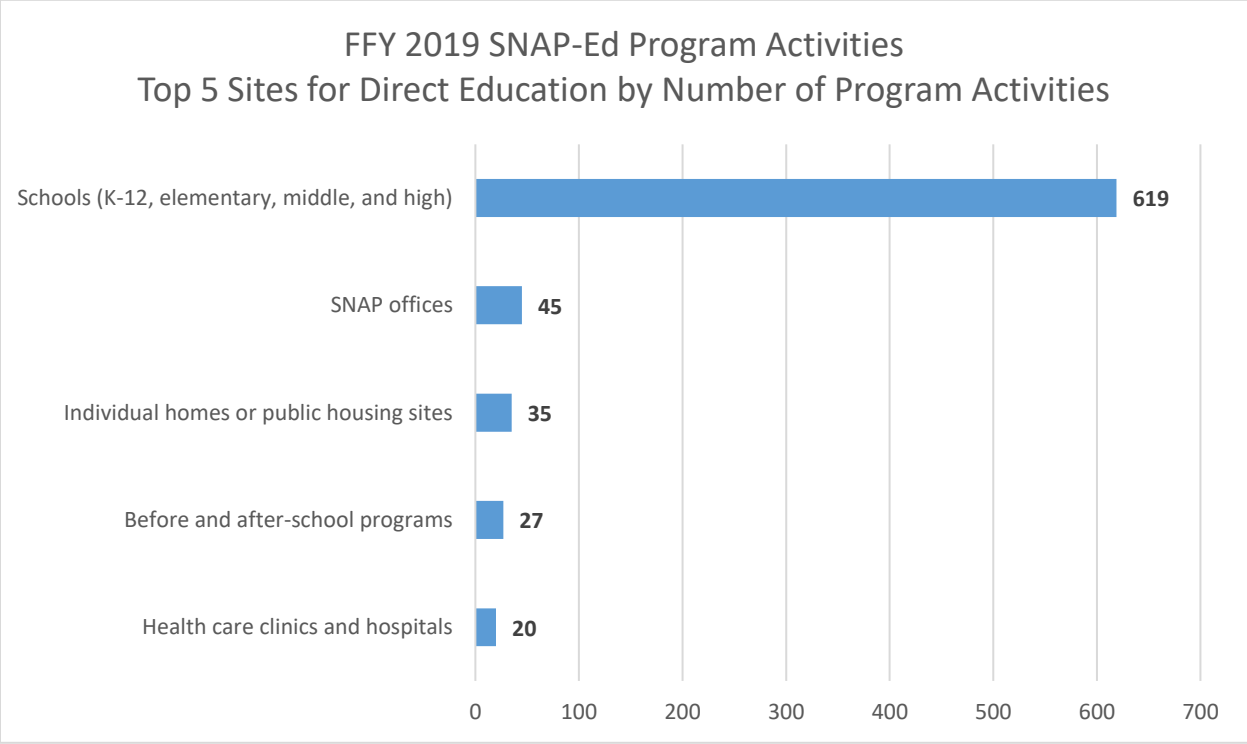
Race and ethnicity of participants in direct education for FFY 2019 statewide:

Race/Ethnicity		Participants
Race	White	10680
	Unknown	4084
	Black	1159
	Asian	720
	American Indian/Alaska Native	686
	Hawaiian/Pacific Islander	294
Ethnicity	Non-Hispanic	8686
	Hispanic	6137
	Unknown	2800
Total		**17623**

Direct Education Evaluation:

Direct Education was conducted in a wide variety of settings in FFY 2019. 71% of activities took place at schools, followed by SNAP Offices (called Community Service Offices in Washington State), public housing, afterschool programs, and healthcare clinics. To a lesser extent, activities also took place at adult education or job training sites, food assistance sites, and other places in communities.

*Program activities include primarily direct education series in FFY 2019. In previous years, they may have included other types of activities, like food tastings or demos and one-time events.

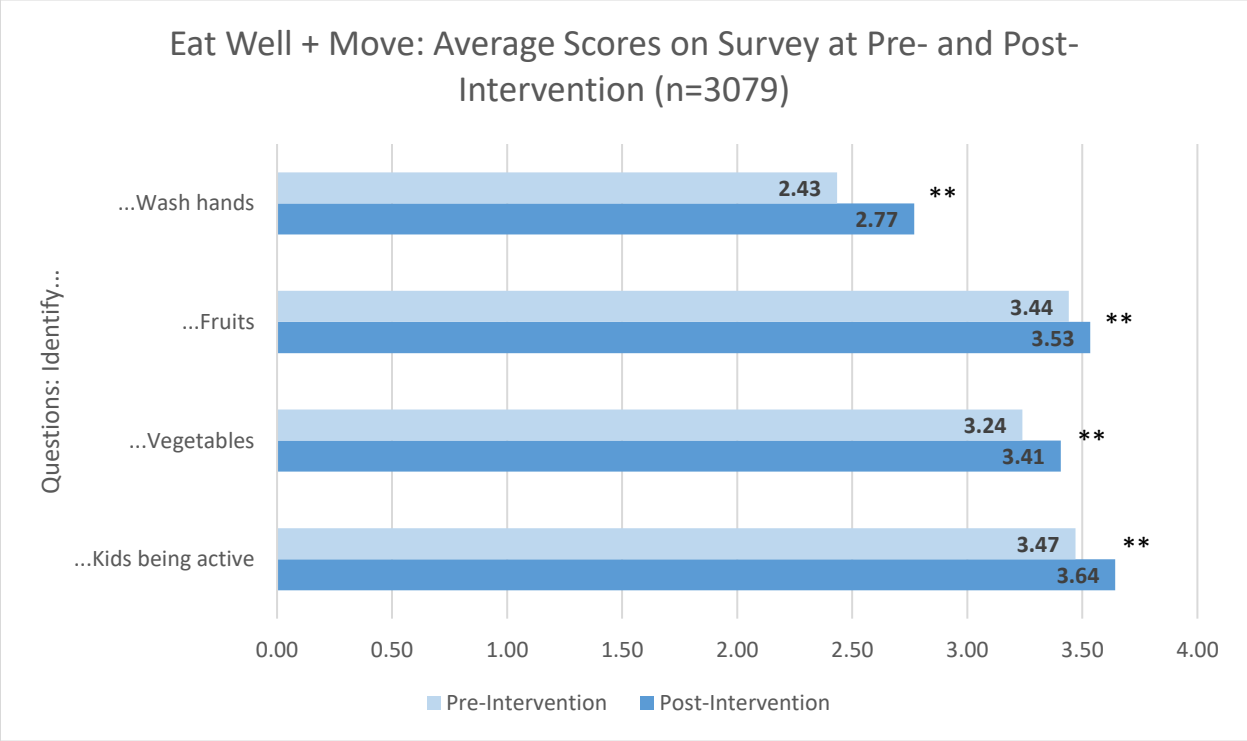


MT1, MT2, and MT3: Healthy Eating, Food Resource Management, and Physical Activity

EAT WELL + MOVE SURVEYS

The Eat Well + Move survey was given to Kindergarteners, 1st graders, and 2nd graders who participated in SNAP-Ed direct education. The survey asks students to correctly identify objects or people that belong in the stated category (e.g., of four produce items, identify which are vegetables), demonstrating knowledge change in healthy eating, physical activity, and food safety (ST1, ST3, and ST4). Three-thousand-seventy-nine (3,079) students completed both the pre- and post-intervention surveys.

There were highly statistically significant ($p<0.0001$), positive changes for all items. The greatest change in average response was in identifying pictures of children who needed to wash their hands.

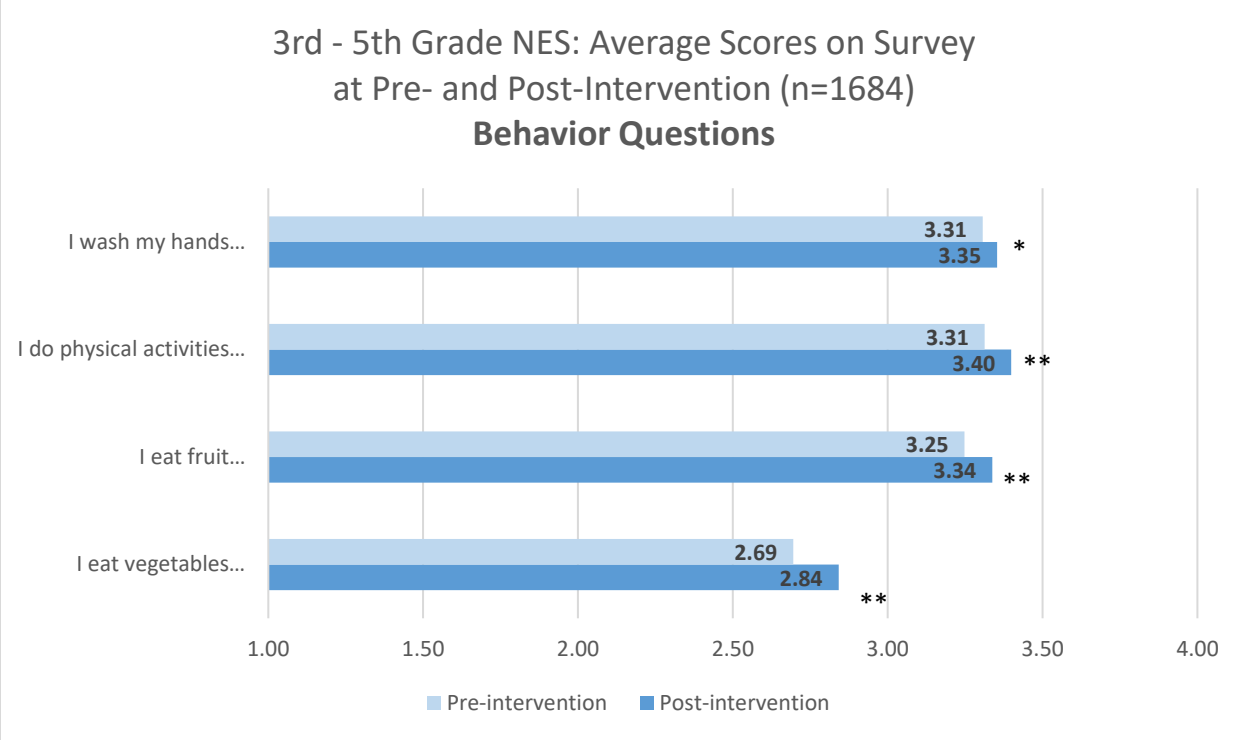


** Denotes statistical significance at $p<0.01$

3rd – 5th GRADE NUTRITION EDUCATION SURVEYS

The 3rd – 5th Grade EFNEP Nutrition Education Surveys were given to 3rd grade classrooms in FFY2019. The surveys ask students questions about their knowledge, attitudes and behaviors regarding food consumption, physical activity and food safety. One-thousand-six-hundred-eighty-four (1,684) students completed both pre- and post-intervention surveys, though not all of them answered every question.

All behavior-related questions showed a statistically significant ($p<0.05$), positive change in average responses. The greatest change was in students self-reporting how often they ate vegetables.



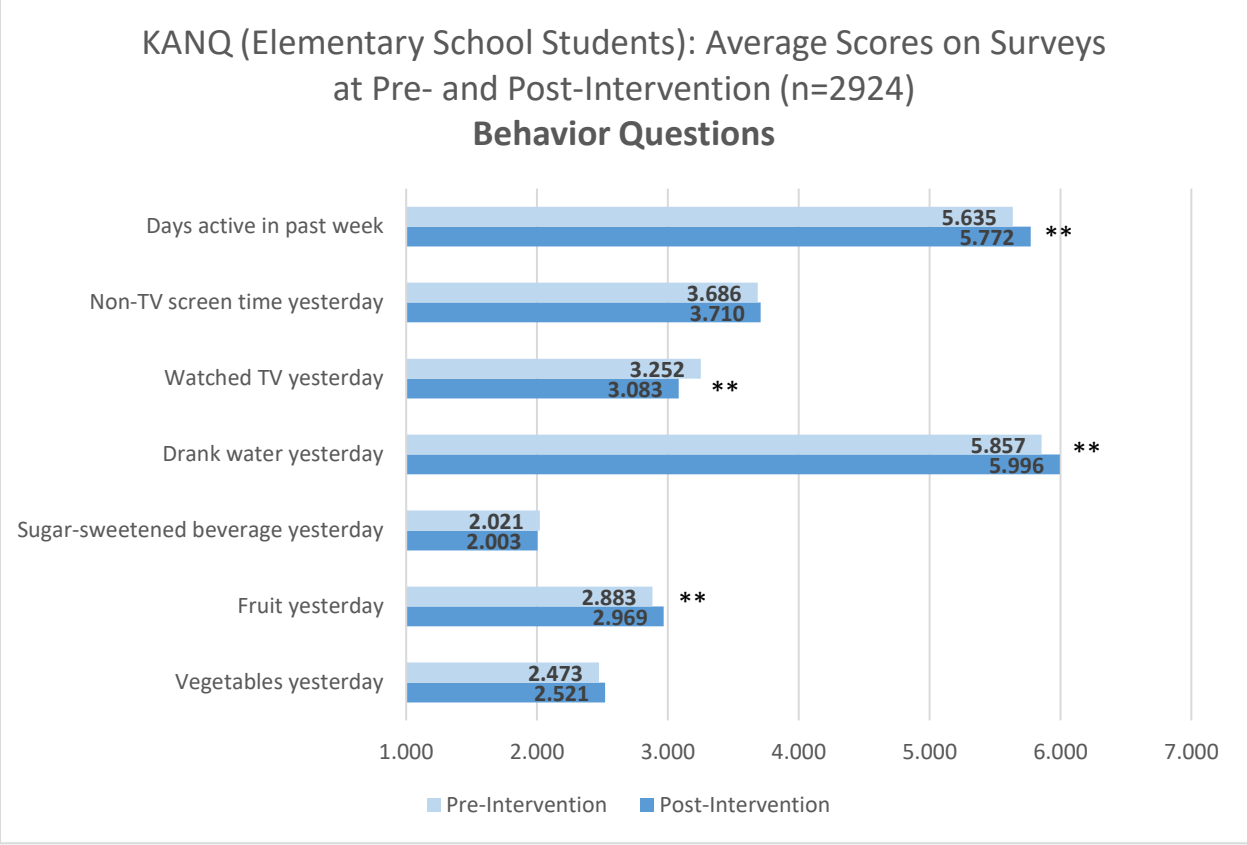
*Denotes statistical significance at $p<0.05$ **Denotes statistical significance at $p<0.01$

KIDS ACTIVITY AND NUTRITION QUESTIONNAIRE

The Kids Activity and Nutrition Questionnaire (KAN-Q) was given to participants in 4th through 8th grades. The questionnaire asks questions about food and drink consumption, screen time, physical activity in the past week. It also asks about knowledge and attitudes related to healthy food and physical activities. In FFY 2019, 4,990 students completed both pre- and post-education surveys.

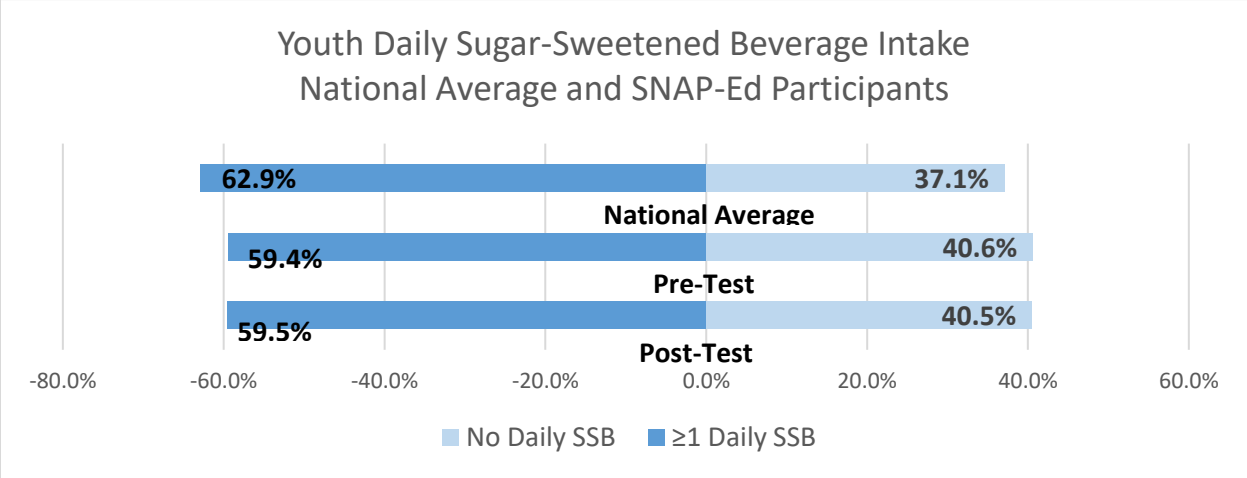
Students identified their grade in this survey, so the evaluation team was able to split data into elementary school (3rd, 4th, and 5th grades) and middle school (6th, 7th, and 8th grades) categories. Two-thousand-nine-hundred-twenty-four (2,924) students were in the elementary school age group and 1,897 were in the middle school age group. One-hundred-sixty-nine (169) students did not identify their grade level, and are not included in the below analyses.

Among elementary school-aged students, there was statistically significant, positive change in how much fruit students had eaten yesterday, how much water they had drunk, how many hours of TV they watched, and how many days of physical activity they had done in the past week. The greatest change was in how often they watched TV, which decreased after finishing the nutrition education intervention.



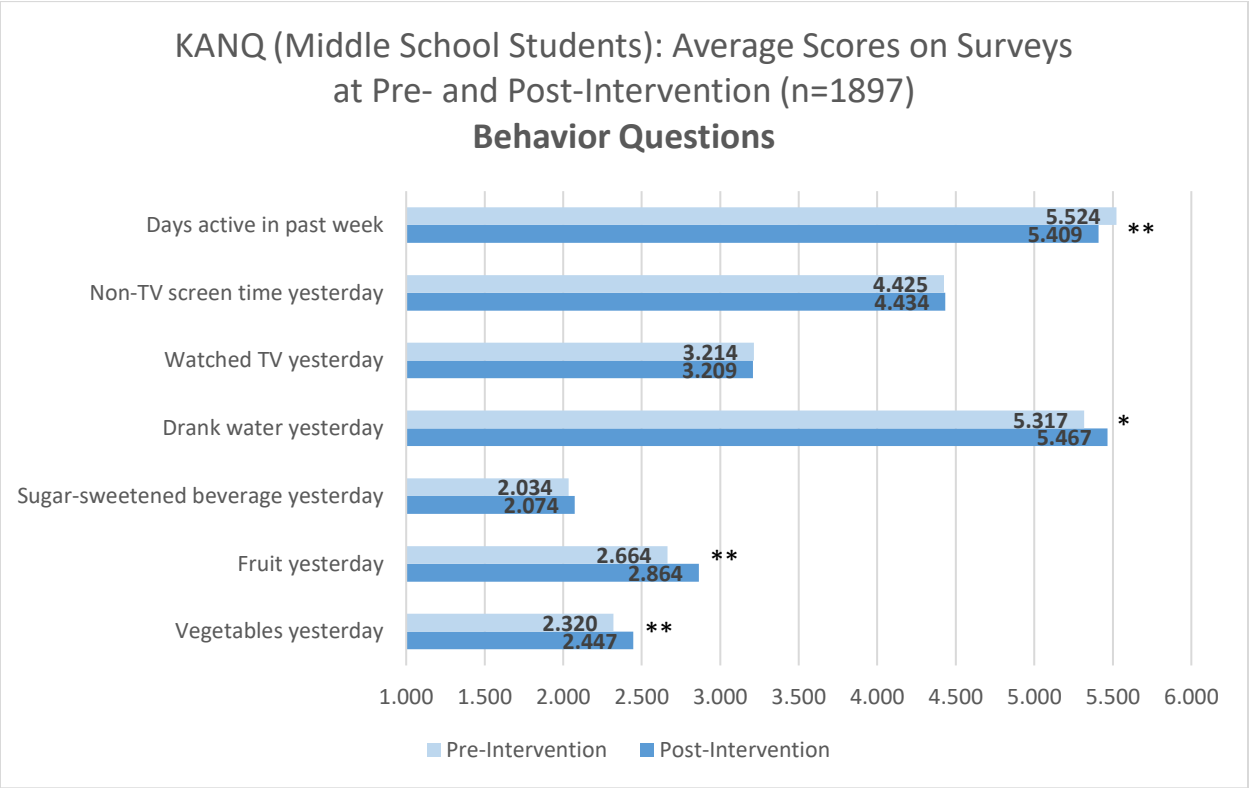
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

Compared to the national average, fewer SNAP-Ed youth participants drank sugar-sweetened beverages (SSBs) daily. Among youth aged 2 to 19 nation-wide, 62.9% drank one or more SSB daily.[12] Among SNAP-Ed participants who took the KANQ (3rd through 8th grade, generally aged 8 through 15 years old), 59.4% drank at least one SSB every day at pre-test, and 59.5% drank at least one SSB every day at post-test.



[12] Rosinger, A., Herrick, K., Gahche, J., Park, S. Sugar-sweetened beverage consumption among U.S. youth, 2011-2014. NCHS data brief, no.271. Hyattsville, MD: National Center for Health Statistics, 2017.

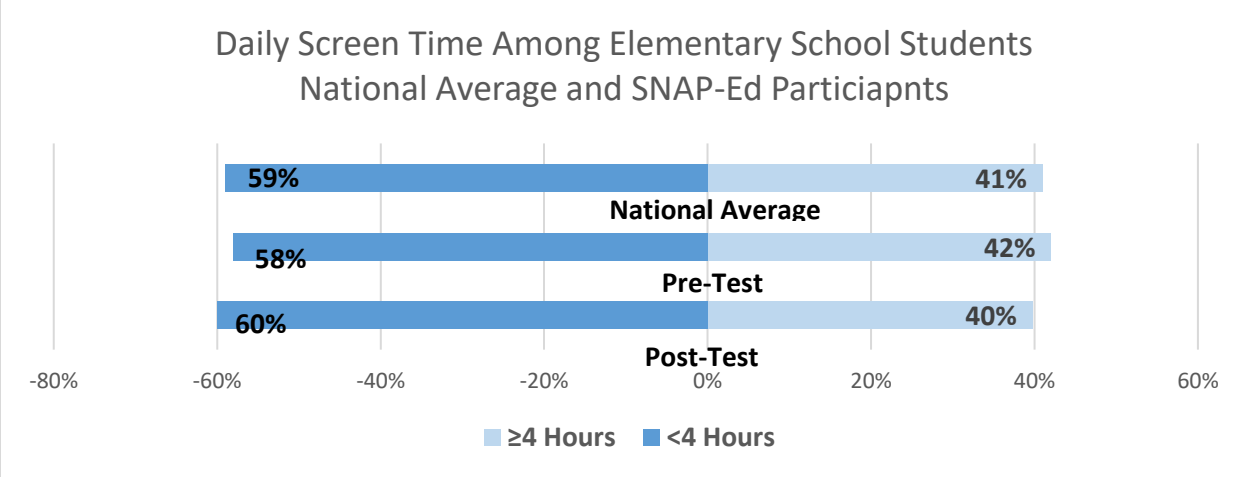
Among middle school-aged students, there was statistically significant, positive change in how many times they ate fruits and vegetables yesterday and how many times they drank water yesterday. There was a statistically significant, negative change in how many days middle school-aged students had done physical activity in the last week, which could have been due to seasonality (weather, sports seasons).

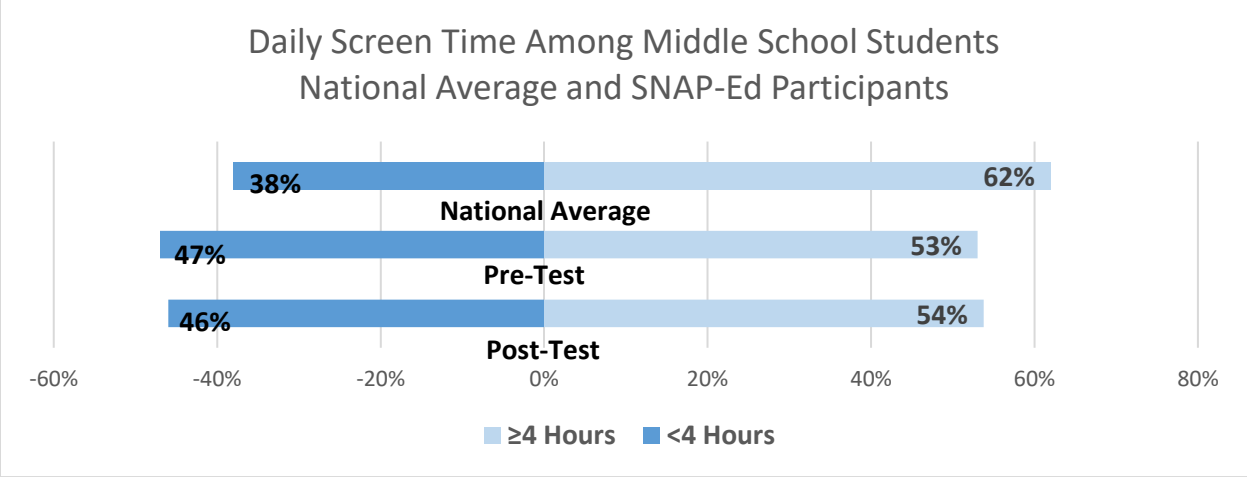


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

Nationally, the average daily screen time for youth aged 8 to 12 years (tweens) was 4 hours and 44 minutes, and the average daily screen time for youth aged 13 to 18 years (teens) was 7 hours and 22 minutes. Overall, 41% of tweens have 4 or more hours of daily screen time, and 62% of teens have 4 or more hours of daily screen time[13]. While there are no general recommendations on daily screen time for children older than 5 years old, the American Academy of Pediatrics suggests families should develop a media use plan for children and adolescents[14].

Among Washington State SNAP-Ed participants, 42% elementary aged youth (3rd through 5th grade, usually 8 to 11 years old) had 4 or more hours of daily screen time before SNAP-Ed intervention, and 40% had 4 or more hours of daily screen time after SNAP-Ed intervention. For middle-school aged participants (6th through 8th grade, generally 12 to 15 years old), 53% had 4 or more hours of screen time before SNAP-Ed intervention, and 54% had 4 or more hours of screen time after SNAP-Ed intervention.





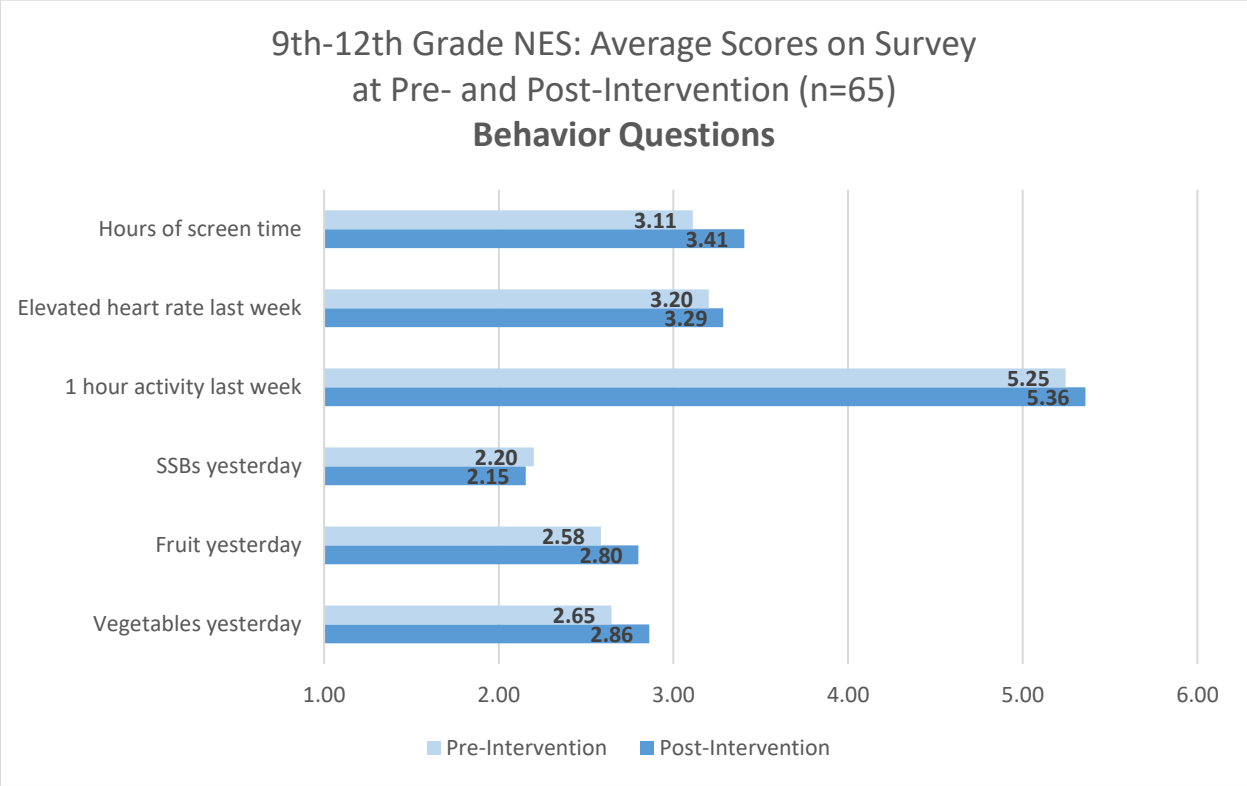
[13] Rideout, V., and Robb, M.B. (2019). *The Common Sense census: Media use by tweens and teens, 2019*. San Francisco, CA: Common Sense Media.

[14] American Academy of Pediatrics, Council of Communications and Media. Media use in school-aged children and adolescents. Pediatrics, October 2016.

9th-12th GRADE NUTRITION EDUCATION SURVEYS

The 9th–12th Grade EFNEP Nutrition Education Surveys were given to high-school aged participants. The survey focuses on knowledge, attitudes and behaviors regarding food consumption, physical activity, food safety, and food resource management. In FFY 2019, 65 students completed both pre- and post-intervention surveys.

Among high school-aged students, there was no statistically significant change in any of the survey questions. It is worth noting that the magnitude of changes is larger than that for other age groups, so this could be due to a relatively small sample size.

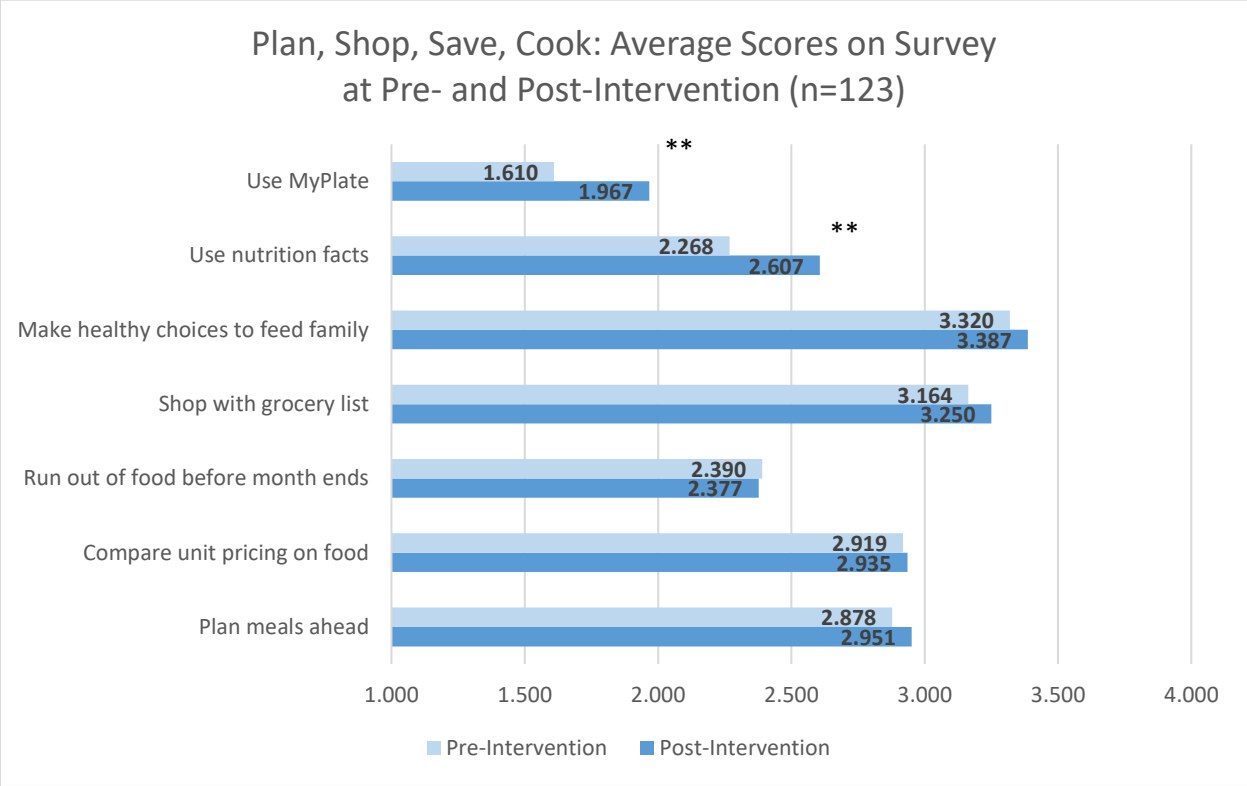


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

PLAN, SHOP, SAVE, COOK SURVEYS

The Plan, Shop, Save, Cook (PSSC) surveys were given to high school-aged participants in the PSSC curriculum as part of the Older Youth PSSC Pilot. The survey focuses on food resource management. In FFY 2019, 123 students in the PSSC classes completed both pre- and post-intervention surveys.

Among the students who participated in PSSC, there was a statistically significant, positive change in how often students reported using nutrition facts and MyPlate after completing nutrition education.



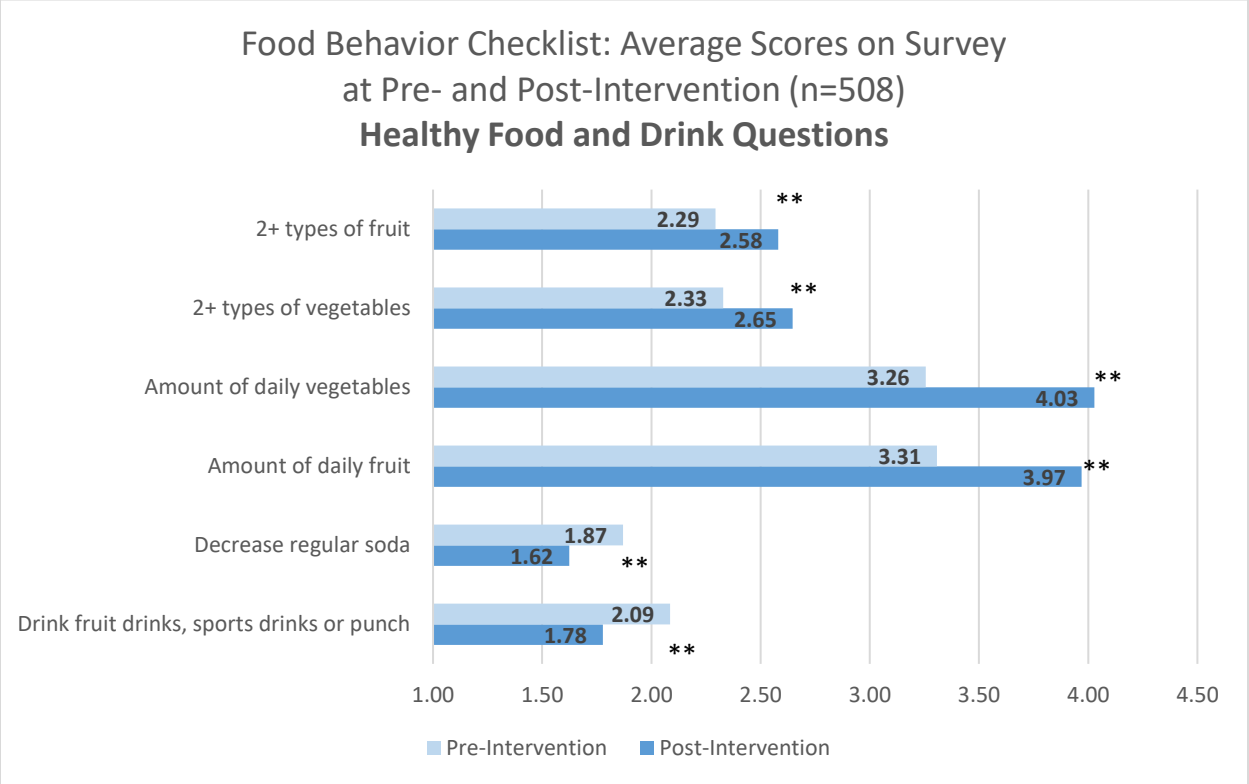
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

UCCE FOOD BEHAVIOR CHECKLIST SURVEYS

The Food Behavior Checklist Survey was given to adult participants, with the exception of adults who participated in a Cooking Matters curriculum. The survey asks participants about eating habits, food preparation, and food resource management. This survey does not ask about physical activity. In FFY19, 508 participants completed both pre- and post-intervention surveys.

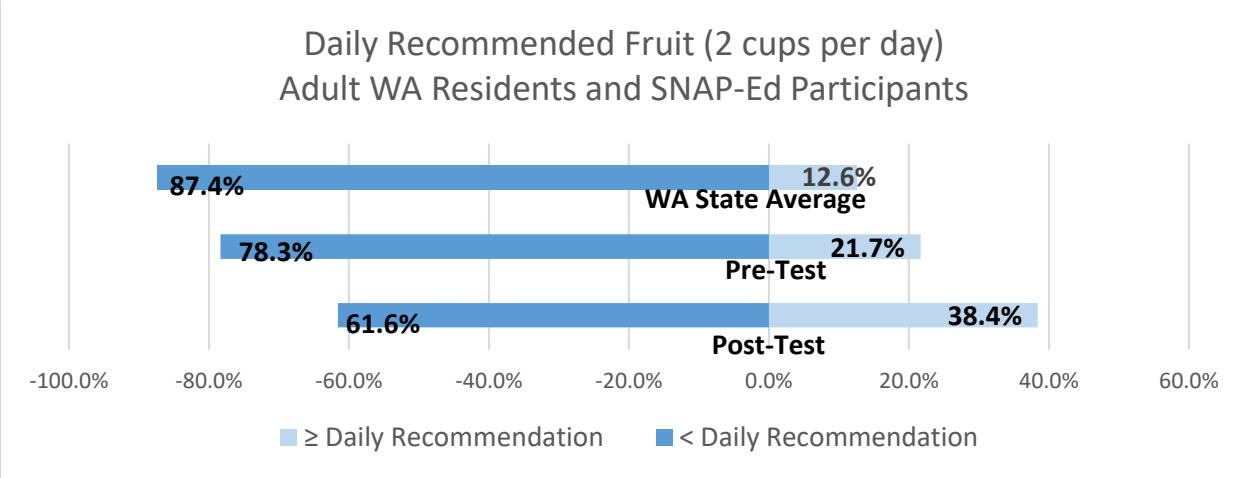
Over half of the adults who completed the Food Behavior Checklist self-reported an increase in their daily amount of vegetables eaten, and just under half reported an increase in their daily amount of fruit eaten. Slightly more than 1 in 3 reported drinking less fruit drinks, sport drinks or punch every day, and a little over 1 in 3 increased how often they ate two or more fruits and two or more vegetables in a day.

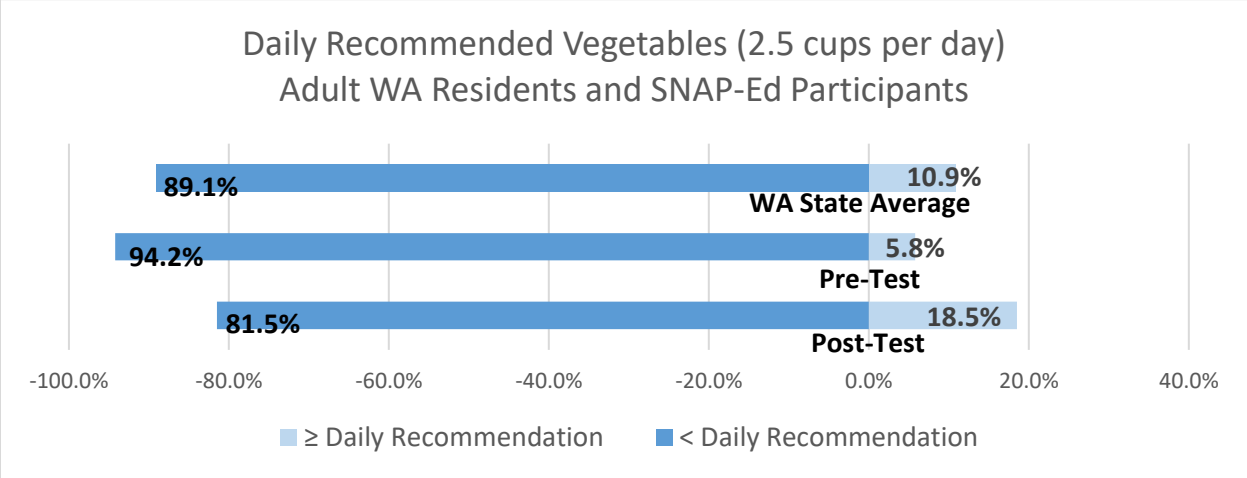
There was statistically significant, positive change in every healthy food and drink question on the Food Behavior Checklist. This included a statistically significant decrease in how often adults reported drinking regular soda and other sugar-sweetened beverages, and statistically significant increases in fruit and vegetable consumption. The average change in daily fruit and vegetable consumption was an increase of nearly ½ cup.



*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

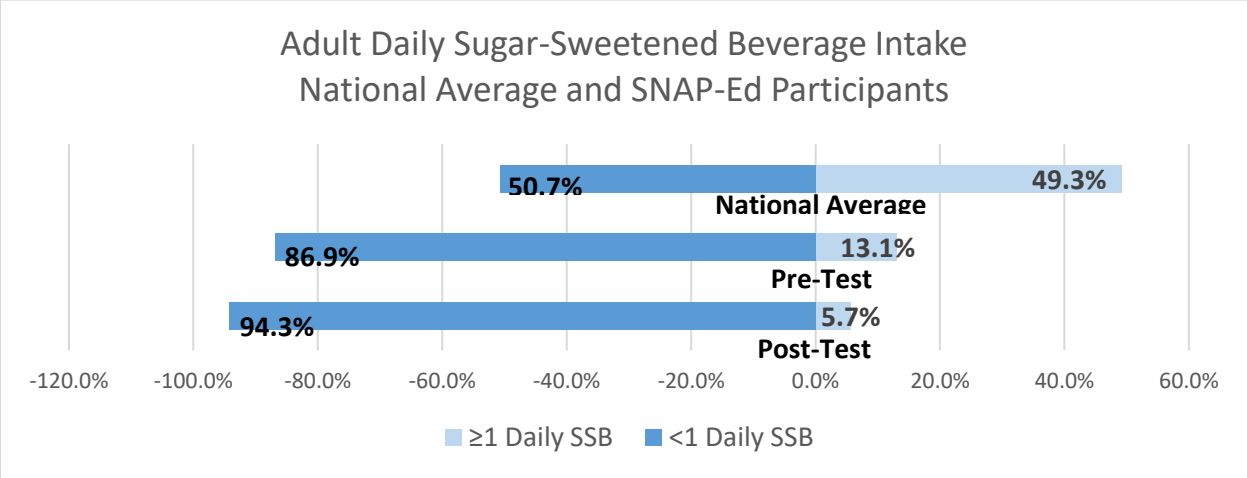
There was a noticeable increase in adults who met the USDA recommended daily intake of fruits and vegetables after SNAP-Ed intervention. Before SNAP-Ed direct education, 21.7% of adults met the recommended daily intake of fruit (2 cups), and 38.4% of adults ate 2 cups of fruit per day after participating in direct education. Just 5.8% of adults met the recommended intake of vegetables (2.5 cups) before participating in SNAP-Ed, and 18.5% of adults ate 2.5 cups of vegetables daily after participating. Statewide, just 12.6% of Washington's adult residents meet the recommendations for fruit intake, and only 10.9 meet the recommendations for vegetable intake[15].





[15] Lee-Kwan S.H., Moore L.V., Blanck H.M., Harris D.M., Galuska D. Disparities in state-specific adult fruit and vegetable consumption – United States, 2015. MMWR Morbidity Mortality Weekly Report. 2017;66;1241-1247.

Nationally, 49.3% of adults drank at least one sugar-sweetened beverage every day.[16] At pre-test, 13.1% of adult SNAP-Ed participants reported drinking at least one sugar-sweetened beverage daily. At post-test, just 5.7% of adult SNAP-Ed participants reported drinking at least one sugar-sweetened beverage. National and Washington SNAP-Ed data both use self-reported information. National data is older than Washington SNAP-Ed data; national data uses data from 2011—2014 while Washington SNAP-Ed data included below was collected from October 1, 2018—September 30, 2019. There may also be selection bias present in the SNAP-Ed sample, as more health-conscious adults may participate in SNAP-Ed compared to the population as a whole.



Data showed that adult participants saw statistically significant, positive changes in food resource management questions like how often they used nutrition labels while shopping, and self-rated diet (on a scale from 1 to 10). There was a small, not statistically significant decrease in how often participants reported running out of food before the end of the month.

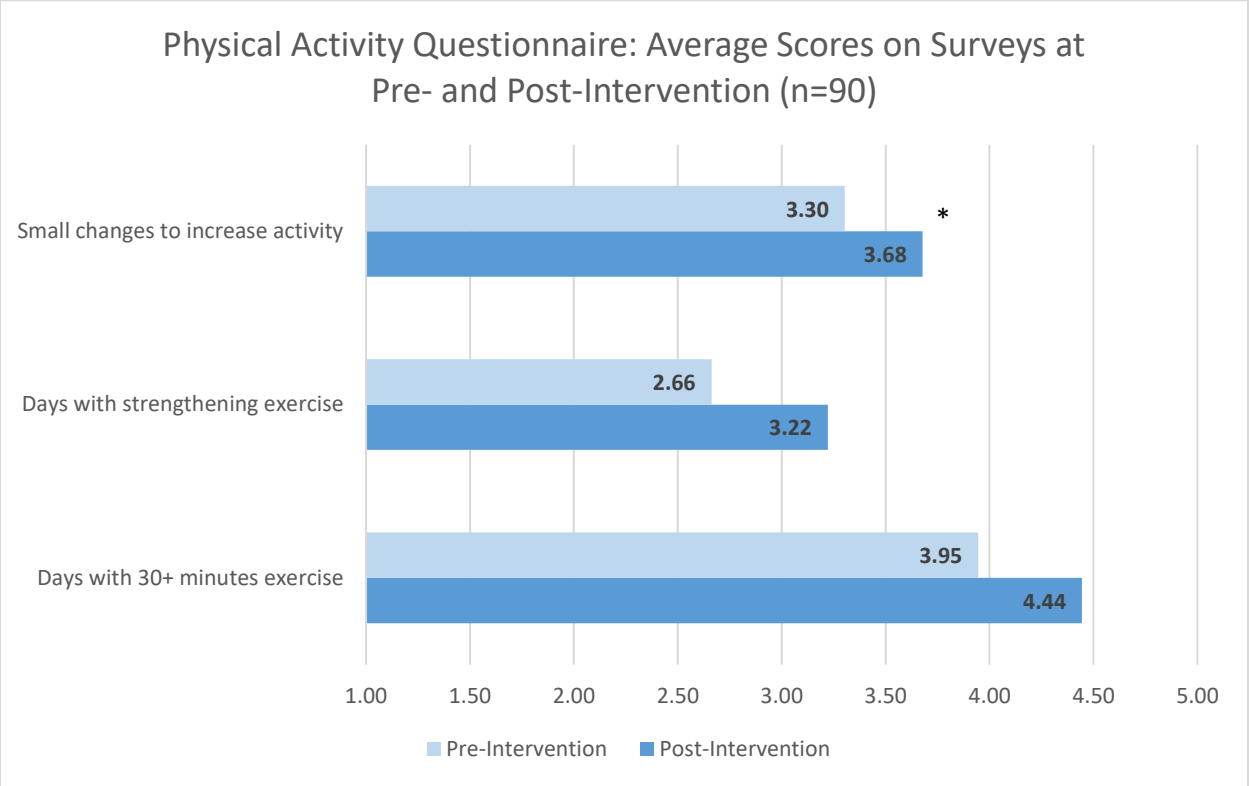
[16] Rosinger, A., Herrick, K., Gahche, J., Park, S. Sugar-sweetened beverage consumption among U.S. adults, 2011-2014. NCHS data brief, no. 270. Hyattsville, MD: National Center for Health Statistics, 2017.

*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

ADULT PHYSICAL ACTIVITY QUESTIONNAIRE (PAQ)

The Physical Activity Questionnaire consists of three questions drawn from the adult EFNEP Food & Physical Activity Questionnaire. Ninety (90) participants completed both pre- and post-tests.

While there was positive change in all three questions, the only statistically significant change was in how often participants reported making small changes to increase their daily physical activity.

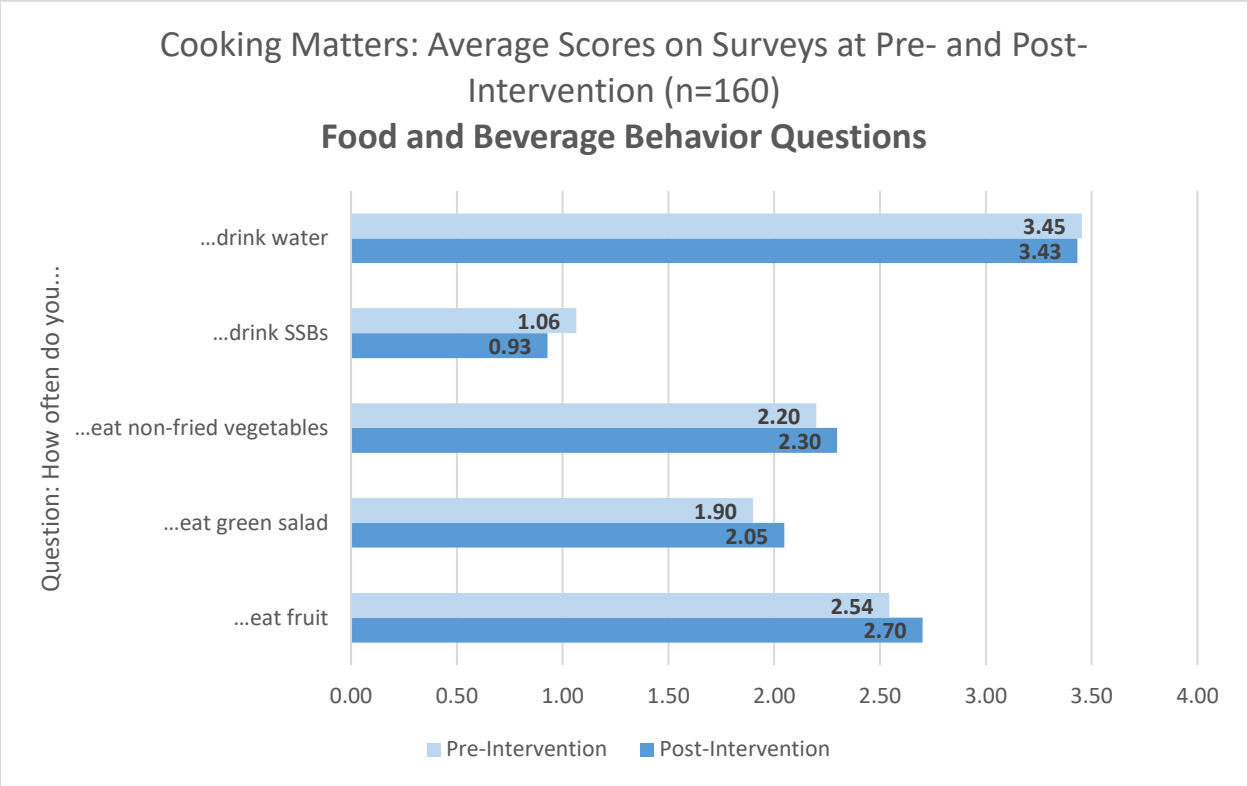


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

COOKING MATTERS SURVEYS

Cooking Matters surveys were given to adults who participated in a Cooking Matters curriculum in FFY 2019. The survey asks questions on eating habits, food shopping habits, and confidence around cooking and eating healthy food on a budget. One-hundred-sixty (160) participants completed both pre- and post- surveys, though not all answered every question.

Some participants reported behavior change, for example, about one in three participants ate fruit and vegetables more often after participation in Cooking Matters, but there were no statistically significant changes observed.



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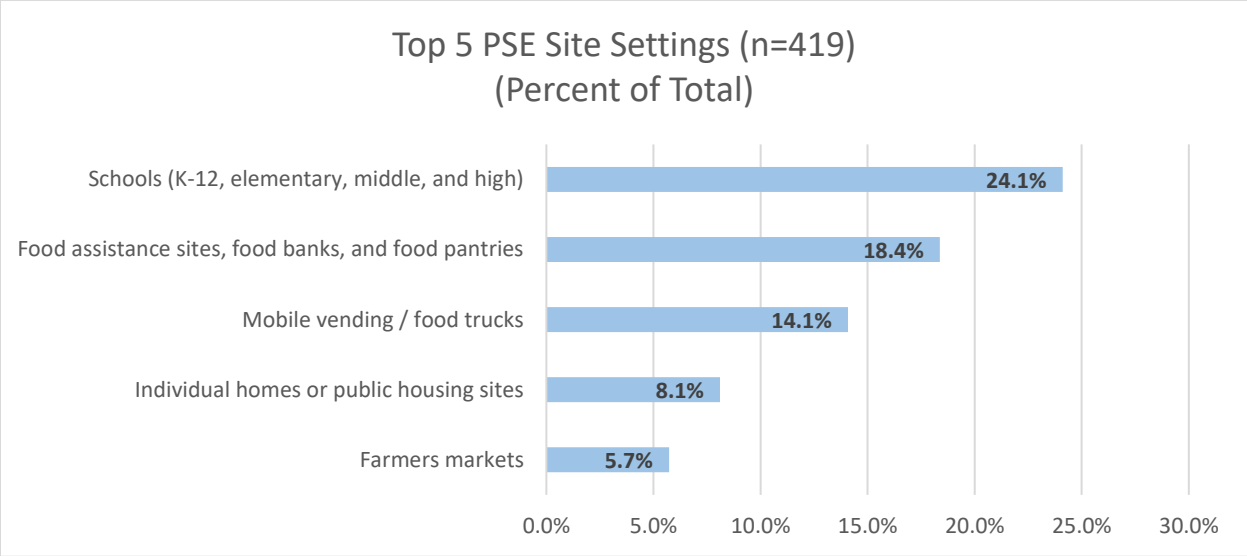
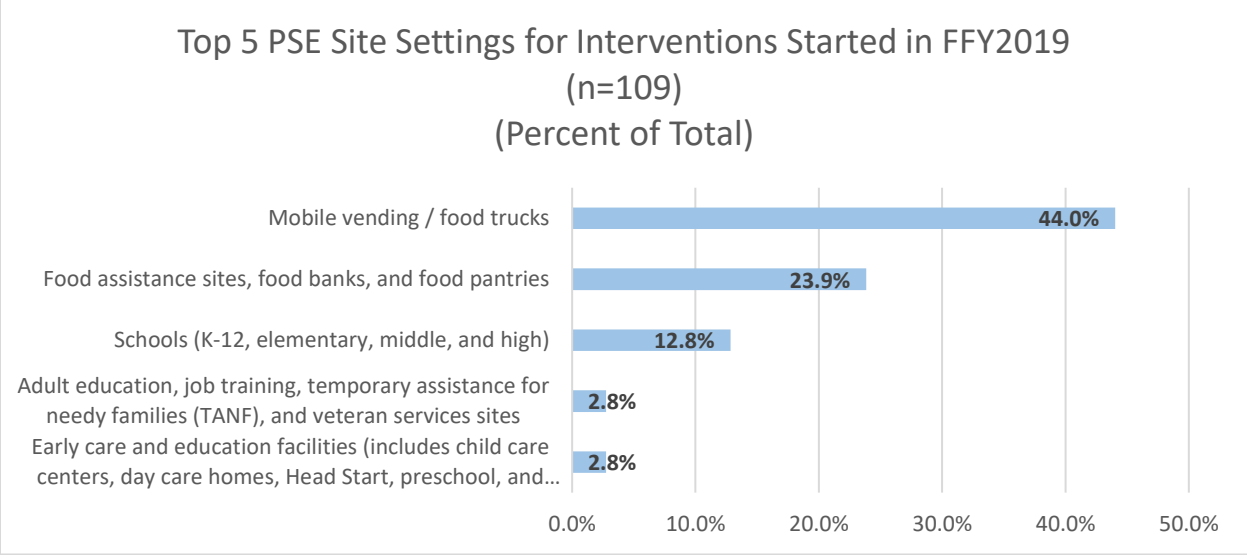
PSE Evaluation:
Washington SNAP-Ed led 419 PSE activities in FFY 2010. One-hundred-nine (109) PSE activities were new in FFY 2019. PSE projects reached approximately 1,426,650 individuals. Please note that this number is a sum of the total reach of every project, and does not consider that some PSE estimates may include the same people. One project aimed to change the Washington State food code, and the reach reported likely represented all individuals who access food pantries statewide. Without this number, estimated reach is 526,650.

Twenty-four percent of PSE activities took place at schools, followed by food pantries (18%), mobile vending sites (14%), public and low-income housing (8%), and farmers' markets (6%). Activities also took place at food stores, places of worship, community centers, and more.



New PSE projects were in similar settings, and most took place at mobile vending sites (44%), food assistance sites (24%), and schools (13%).



PSE projects were also at various stages of implementation in FFY 2019, and many progressed through more than one project implementation stage.

PSE Implementation Stages		
Stage	**Frequency**	**Percent**
Started implementation of changes	222	53.0%
Sites contacted and agreed to participate	221	52.7%
Planning and preparation for implementation (i.e. Assessment, training, etc.)	216	51.6%
Continued to implement changes	214	51.1%
Worked to maintain changes	105	25.1%
Conducted follow-up assessments and evaluation and/or monitoring	37	8.8%

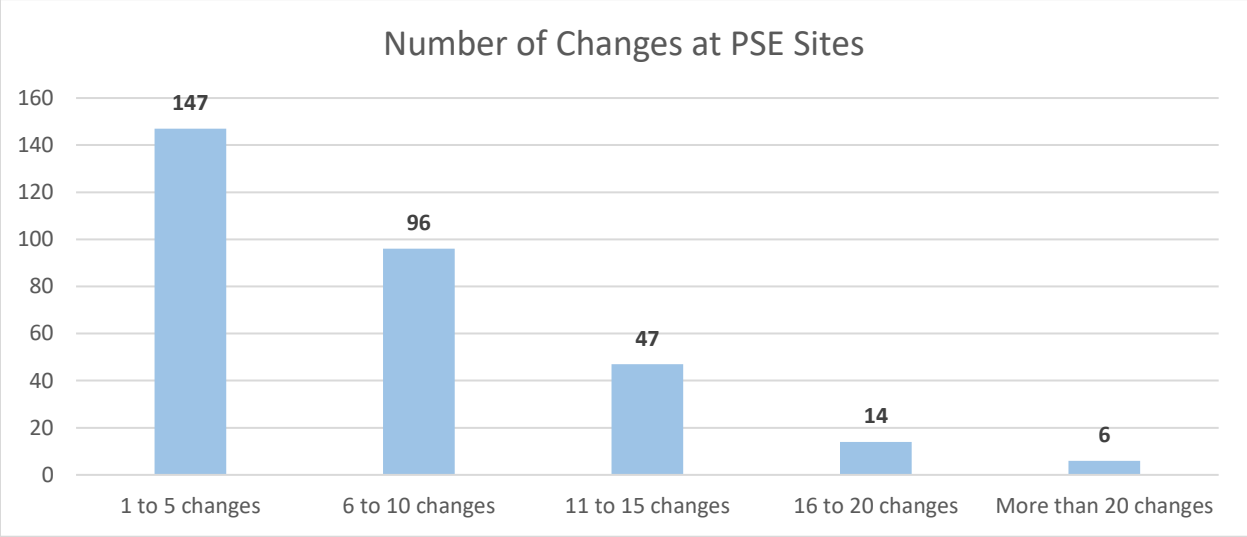
SNAP-Ed played a leading role in initiating most PSE efforts, providing guidance on PSE efforts, and implementation of PSE projects. SNAP-Ed played a supporting role in fostering community engagement.

SNAP-Ed's Role in PSE Efforts				
	Lead	**Supportive**	**No Role**	**NA**
Initiated the effort	241	127	31	16
Funded or provided guidance	216	166	9	24
Funded or conducted implementation	211	140	27	37
Funded or provided evaluation	114	92	55	154
Fostered community engagement	85	246	30	54

PSE projects were in a range of sustainability planning in FFY 2019, and 180 projects had some sort of sustainability plan.

PSE Sustainability Plan (n=180)				
	No Plans	**Plan**	**In Process**	**In Place**
Organization has assumed responsibility	18	41	89	32
Ongoing funding identified	30	30	84	36
Policies adopted	39	64	54	23
Reporting system implemented	55	61	31	33
Stakeholders' support	6	24	88	62

PSE projects led to 2,209 changes at project sites, and most commonly systems changes (49%). A plurality of sites (35%) experienced between 1 through 5 changes, though six sites (1%) saw more than 20 PSE changes in FFY 2019.

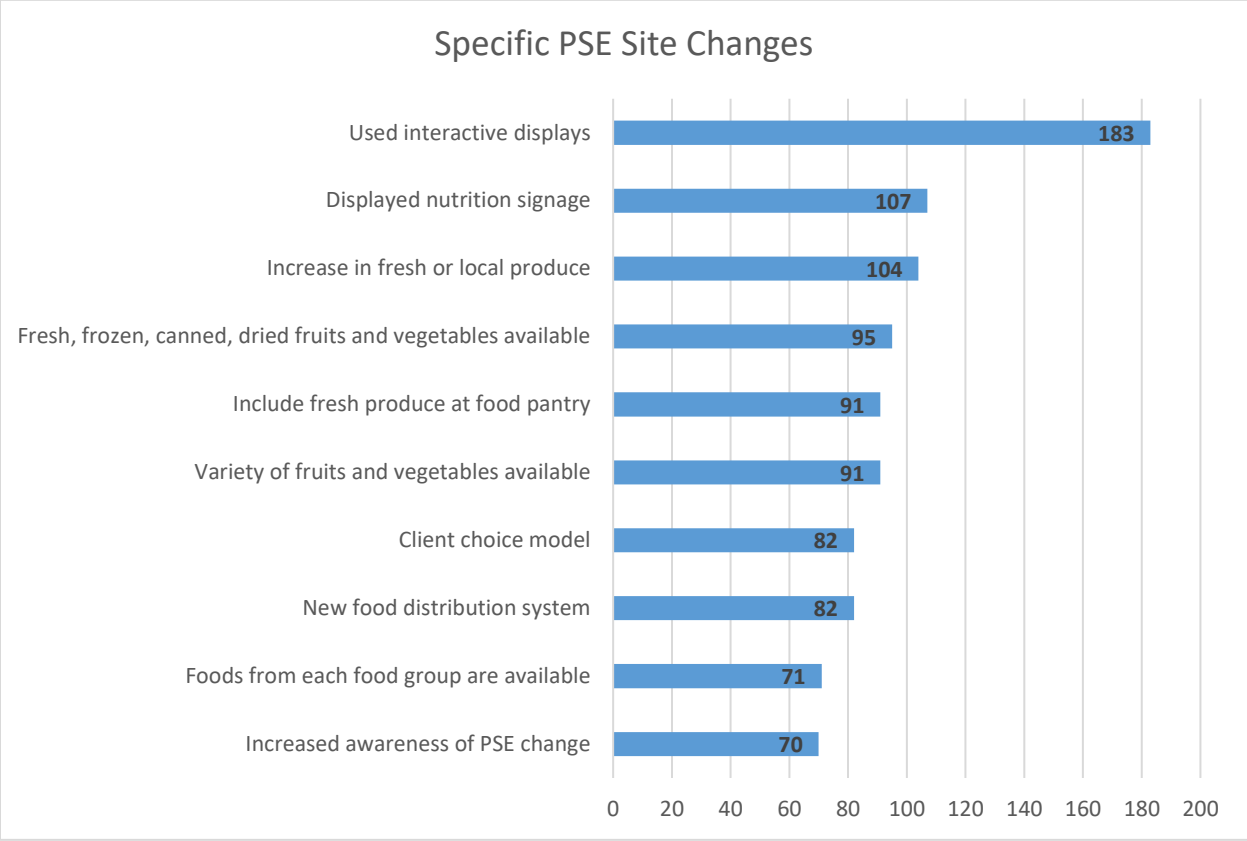


Level of PSE Changes		
Level	**Frequency**	**Percent**
Systems	1078	48.8%
Promotion	513	23.2%
Environmental	419	19.0%
Policy	199	9.0%

PSE projects varied and changes addressed a wide range of topics, most related to nutrition.

FFY2019 PSE Change Topics		
Topic	**Frequency**	**Percent**
Nutrition	1999	90.5%
Marketing	*338*	*15.3%*
Food access	*145*	*6.6%*
Operations and procedures	*112*	*5.1%*
Food quality	*83*	*3.8%*
Gardens	*82*	*3.7%*
Nutrition policy	*76*	*3.4%*
Breastfeeding	*2*	*0.1%*
Nutrition education	*1*	*0.0%*
Nutrition & Physical Activity	132	6.0%
Professional development	*12*	*0.5%*
Wellness	*2*	*0.1%*
Physical Activity	78	3.5%
Physical activity facilities	*5*	*0.2%*

The most commonly selected PSE changes are included in the following graph.



ST7: Partnerships

Local SNAP-Ed providers reported 463 partnerships in FFY 2019. Just over 64% of reported partnerships were in collaboration or cooperation stages, in which group decision-making is a focus and resources are shared or personnel are delegated. Relationship depth definitions were drawn from the SNAP-Ed Toolkit[17].

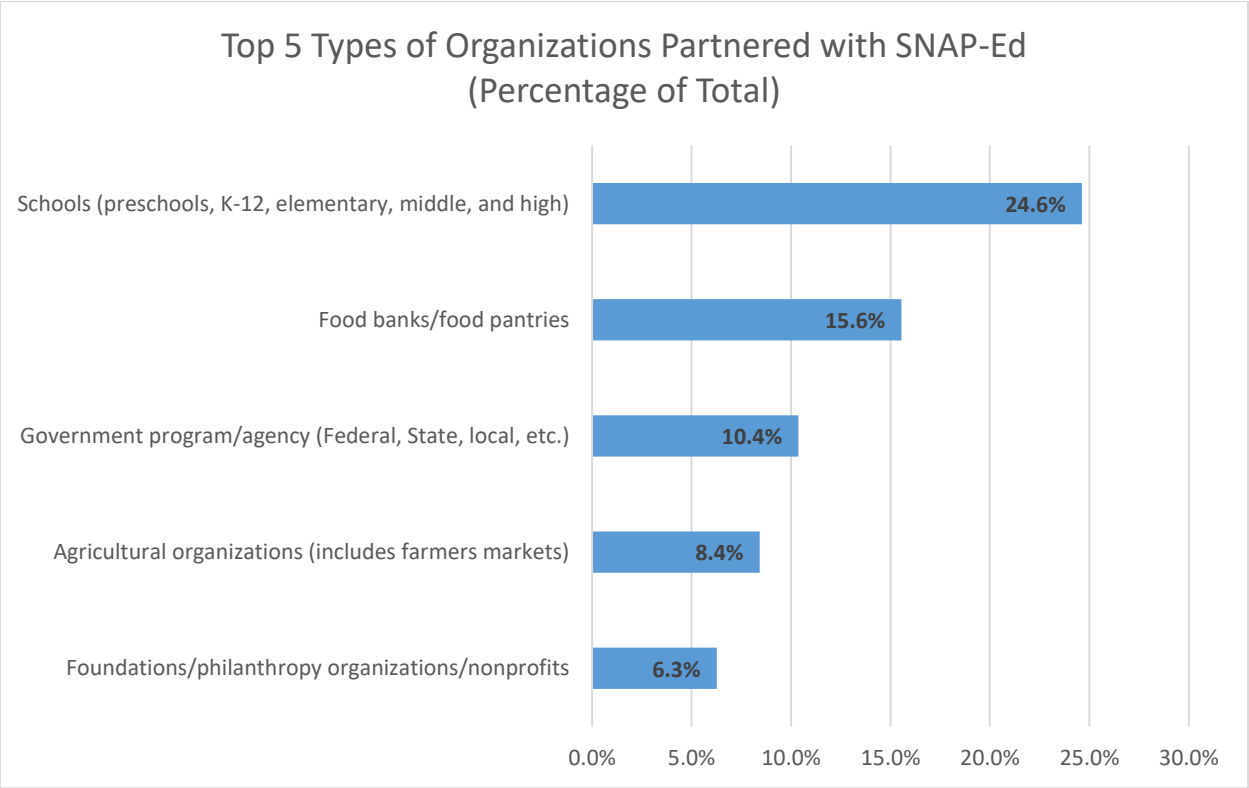
Relationship Depth of Partnerships		
	Frequency	**Percent**
Cooperator	171	36.9%
Coordination	132	28.5%
Collaboration	126	27.2%
Network	27	5.8%
Coalition	5	1.1%
Missing information	2	0.4%

The majority of partnerships were based in local jurisdictions (i.e., community partnerships, local city or town partnerships).

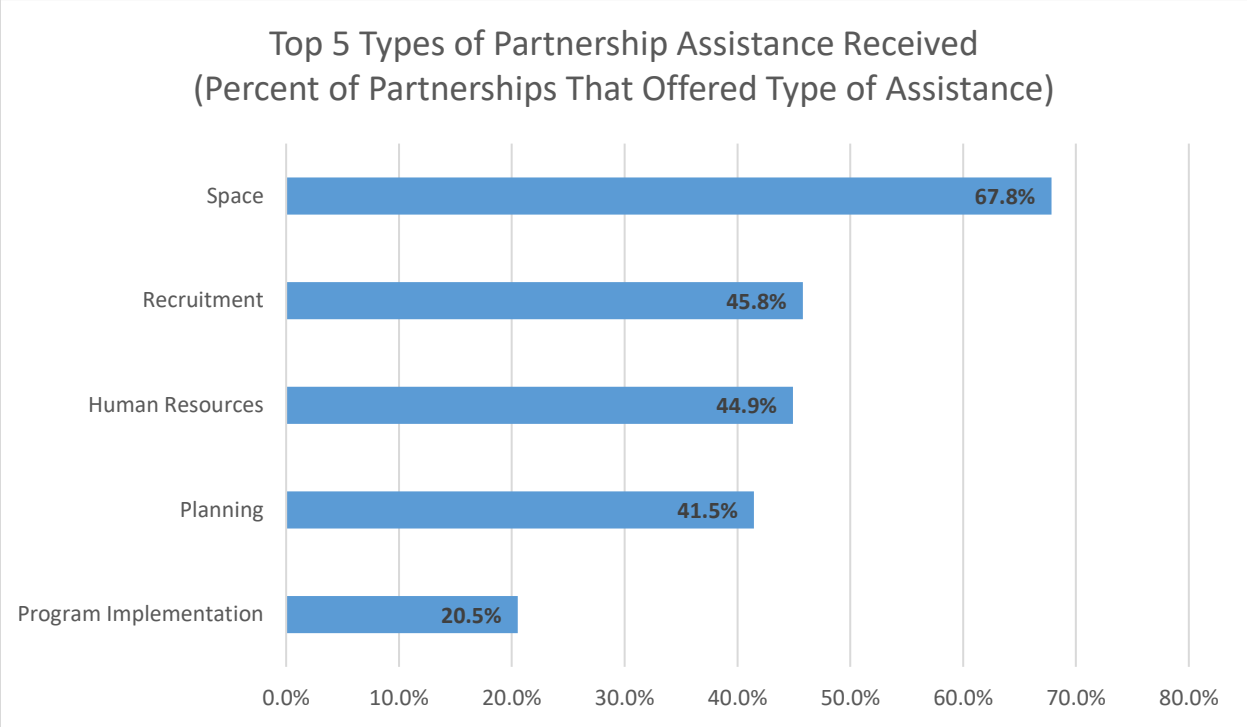
Jurisdiction Level of Partnerships		
	Frequency	**Percent**
Local (e.g. community, district, parish, city, town, county, borough, or region)	426	92.0%
State	24	5.2%
Tribal	8	1.7%
Missing	5	1.1%
Total	**463**	100.0%

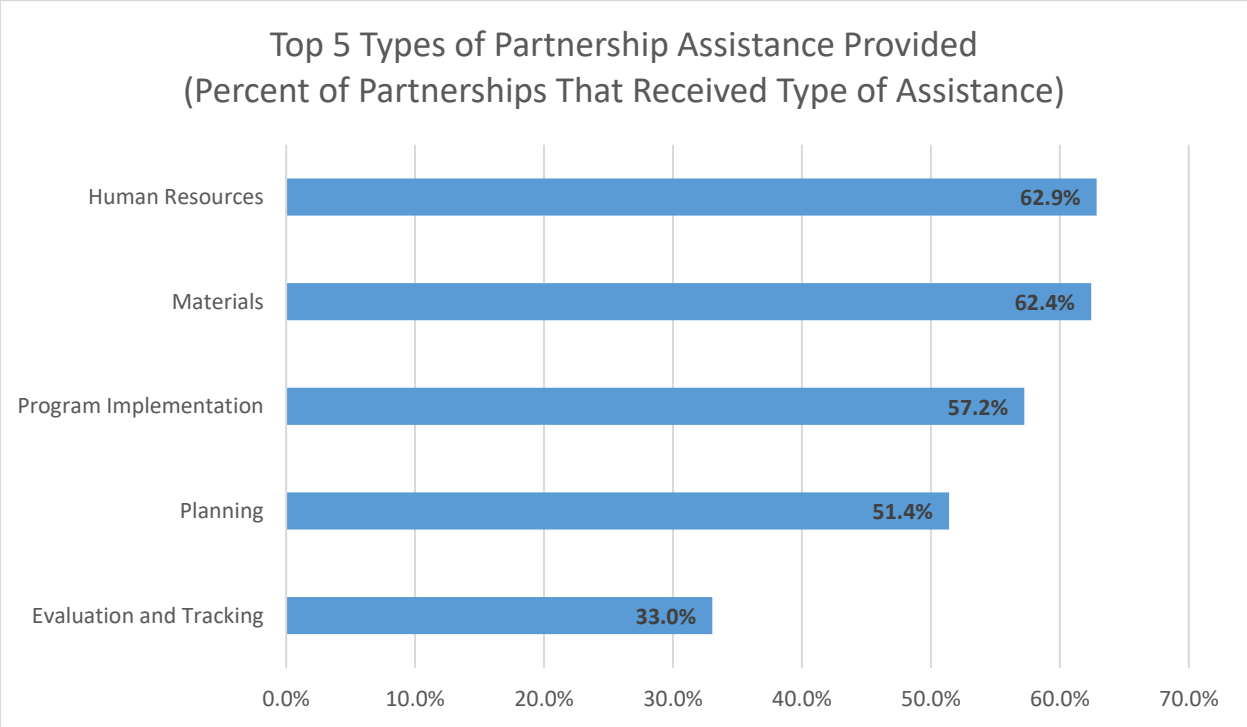
[17] https://snapedtoolkit.org/framework/components/st7/

While partnerships were formed with organizations representing a variety of sectors, the most common types of organization SNAP-Ed partnered with were schools, food banks and pantries, different government programs and agencies, agricultural organizations (including farmers markets) and nonprofits.



SNAP-Ed partnerships allowed for exchange of a range of assistance. The most common types of assistance SNAP-Ed received from partners were space, recruitment, human resources, planning, and program implementation. The most common types of assistance SNAP-Ed provided to partners were human resources, materials, program implementation, planning, and evaluation and tracking.





ST8: Coalitions:

Local SNAP-Ed providers reported 64 coalitions in FFY 2019. The majority of these were local coalitions, working with local community, town or regional groups.

Jurisdiction Level of Coalitions		
	Frequency	**Percent**
Local (e.g. community, district, parish, city, town, county, borough, or region)	57	89.1%
State	7	10.9%
Total	**64**	**100.0%**

The depth of coalition relationships also varied. Just over 40% of coalitions were reported as coalitions committed to joint action, and 20% were reported as membership networks with regular information sharing. Relationship depth definitions were drawn from the SNAP-Ed Toolkit[18].

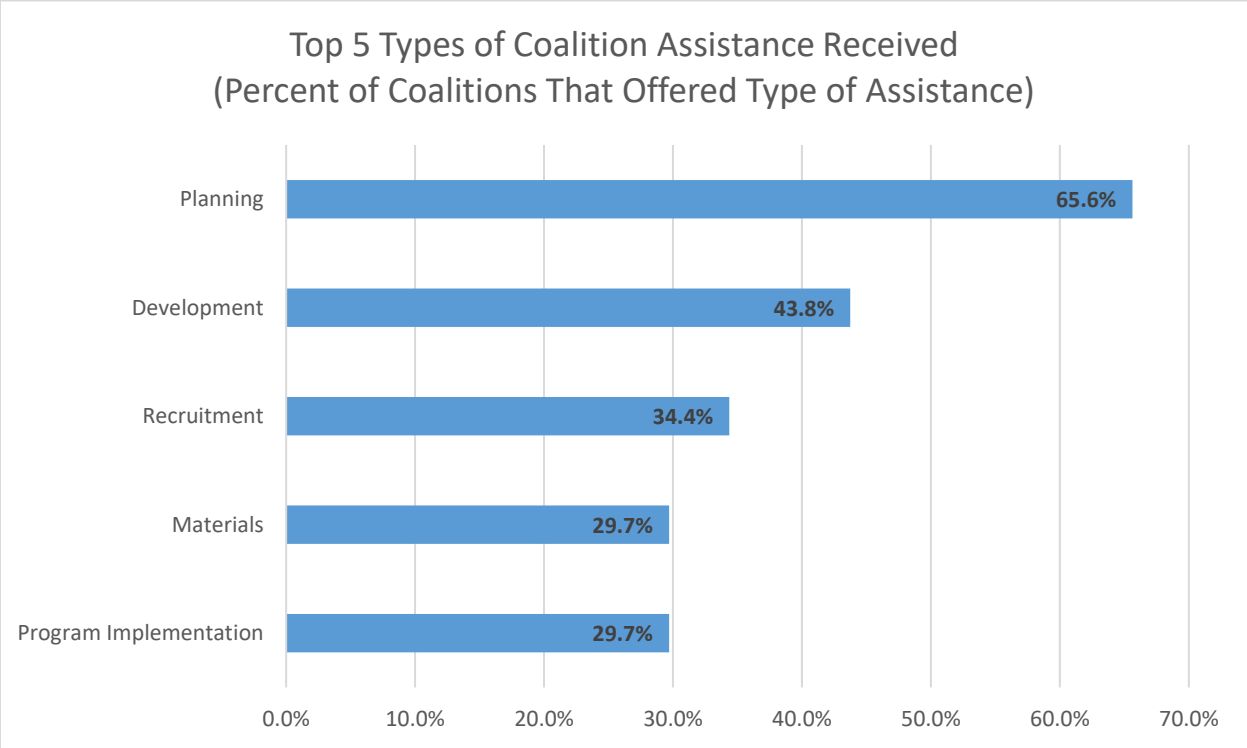
Relationship Depth of Coalitions		
	Frequency	**Percent**
Coalition	26	40.6%
Network	13	20.3%
Collaboration	12	18.8%
Coordination	9	14.1%
Cooperator	3	4.7%
Missing	1	1.6%

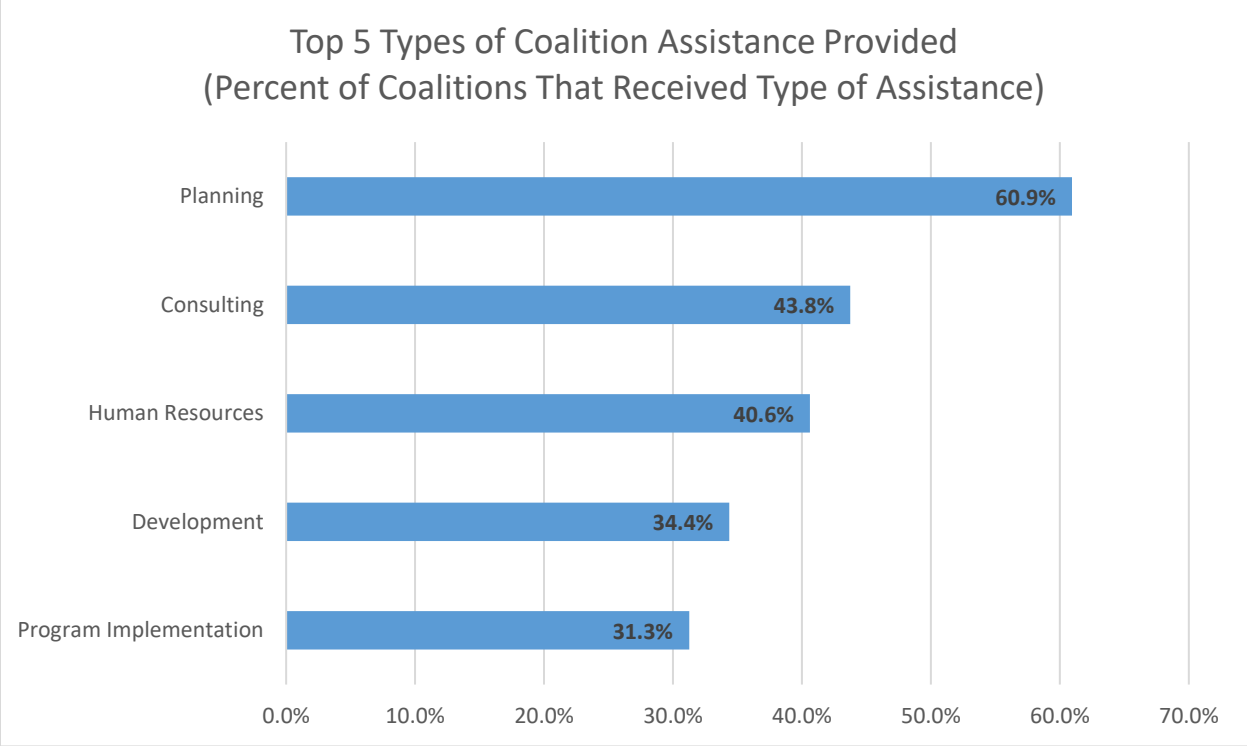
Coalition members represent a variety of sectors and industries, including the food industry, public health and healthcare, and agriculture.

Coalition Members Sectors of Influence		
Sector	**Frequency**	**Percent**
Food industry	119	26.2%
Public health and health care	108	23.8%
Education	75	16.5%
Agriculture	60	13.2%
Other	49	10.8%
Government	20	4.4%
Community design	16	3.5%
Public safety	4	0.9%
Media	3	0.7%
Total	**454**	**100.0%**

[18] https://snapedtoolkit.org/framework/components/st7/

SNAP-Ed provided assistance to and received assistance from coalitions in FFY 2019. SNAP-Ed providers received planning, development, and recruitment help from coalitions, and they provided planning, consulting and human resources to coalitions.

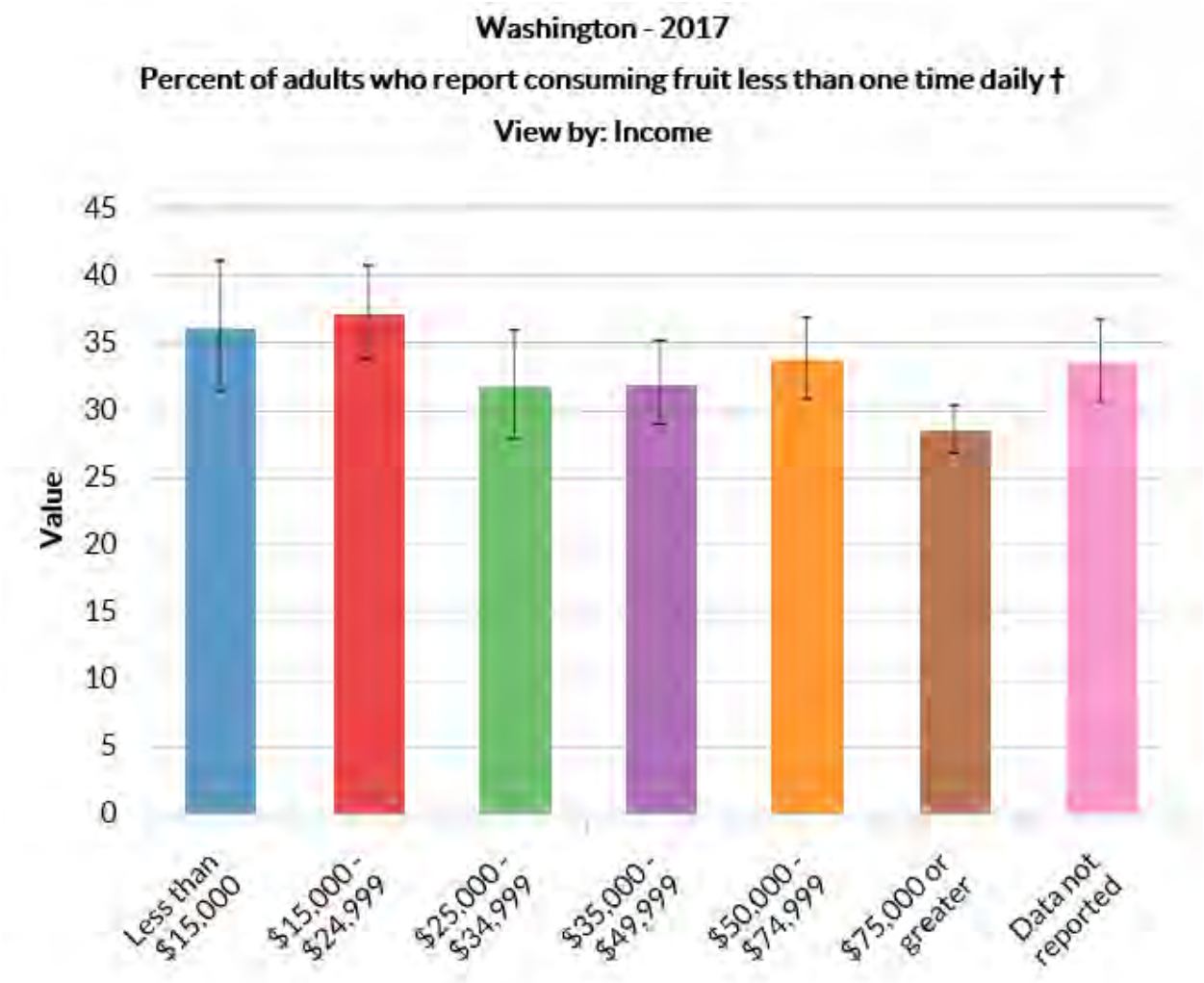




Population Indicators:

R2: Fruits and Vegetables

From 2017 data in Washington State, 68% of adults consumed fruit at least once per day, and 83% consumed vegetables at least once per day. Washington had 2.3 farmers markets per 100,000 residents.[19]

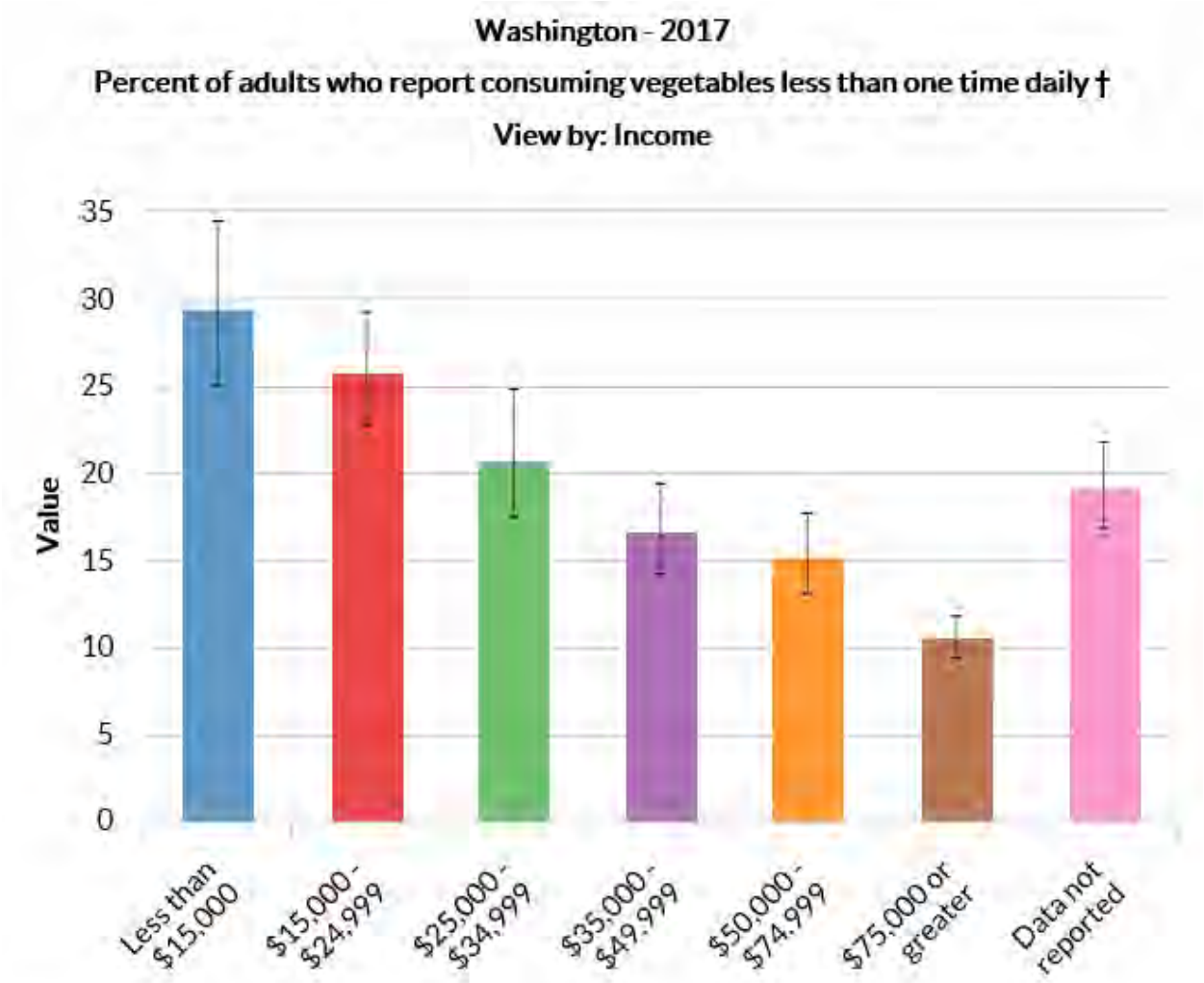


Footnotes

† Adults aged ≥18 years. Respondents were asked to report via telephone survey how many times per day, week or month they consumed the following fruits and vegetables: 1) 100% pure fruit juices; 2) fruit; 3) green salad; 4) fried potatoes; 5) other potatoes; and 6) other vegetables. Total daily fruit consumption was calculated based on responses to questions 1 and 2, and total daily vegetable consumption was based on questions 3-6.

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

[19]CDC. Nutrition, Physical Activity, and Obesity: Data, Trends and Maps. Accessed 11/26/19 from <https://www.cdc.gov/nccdphp/dnpao/data-trends-maps/index.html>.



Footnotes

† Adults aged ≥18 years. Respondents were asked to report via telephone survey how many times per day, week or month they consumed the following fruits and vegetables: 1) 100% pure fruit juices; 2) fruit; 3) green salad; 4) fried potatoes; 5) other potatoes; and 6) other vegetables. Total daily fruit consumption was calculated based on responses to questions 1 and 2, and total daily vegetable consumption was based on questions 3-6.

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

Over 80% of middle- and high-school aged youth eat their daily servings of fruit and vegetables.[20]

Healthy Eating Behaviors Among Youth				
	6th Grade (n = 9,604)	8th Grade (n = 8,895)	10th Grade (n = 8,096)	12th Grade (n = 5,676)
Did not eat breakfast yesterday	24% ±2	35% ±3	41% ±3	46% ±3
Eats <5 fruits/vegs daily	--	81% ±1	83% ±2	83% ±2
Drink SSB daily at school	--	3% ±1	3% ±1	5% ±1

R6: Food Security

The average percent of households with low food security in Washington State for 2016—2018 was 10% with 4% with very low food security.[21]

This trend is mirrored among youth, with between 85–90% of middle- and high-school students reporting that they are food secure.[22]

Food Security Among Youth				
	6th Grade (n = 9,604)	8th Grade (n = 8,895)	10th Grade (n = 8,096)	12th Grade (n = 5,676)
Does not usually eat dinner with family	25% ±2	33% ±2	44% ±3	52% ±2
Did not eat breakfast yesterday	24% ±2	35% ±3	41% ±3	46% ±3
Food secure	--	90% ±1	88% ±1	85% ±2

R7: Physical Activity

From 2017 data, 58% of adults were meeting the recommended guidelines for aerobic activity and 33% for muscle-strengthening. Only 23.5% of adults were meeting both.[19]

The majority of youth do not meet daily recommendations for physical activity, even though most participate in sports teams.[23]

Physical Activity Among Youth				
	6th Grade (n = 9,604)	8th Grade (n = 8,895)	10th Grade (n = 8,096)	12th Grade (n = 5,676)
Did not meet daily rec physical activity	73% ±1	72% ±2	78% ±2	79% ±2
Did not participate in PE classes daily	--	60% ±7	73% ±6	70% ±4
Participates in sports team or recreation	--	88% ±2	89% ±2	90% ±2
3 or more hours screen time daily	53%±2	61% ±1	61% ±2	61% ±2

[20] Healthy Youth Survey Data, collected October 2018 from: https://www.askhys.net/

[21] Coleman-Jensen, A., Rabbit, M.P., Gregory, C.A., and Singh, A. Household Food Security in the United States in 2018. Economic Research Report 270. (Sept, 2019). Accessed 11/26/19 from: <https://www.ers.usda.gov/webdocs/publications/94849/err-270.pdf?v=963.1>.

[22] Healthy Youth Survey Data, collected October 2018 from: https://www.askhys.net/

[23] Ibid.

R9: Healthy Weight

In 2018, 35% of adults in Washington State had a normal weight.[19]

In 2018, over two thirds of students in Washington State had a healthy weight.[24]

Healthy Weight Among Youth				
	6th Grade (n = 9,604)	8th Grade (n = 8,895)	10th Grade (n = 8,096)	12th Grade (n = 5,676)
Healthy Weight	--	70% ±3	69% ±3	64% ±3

[24] Healthy Youth Survey Data, collected October 2018 from: https://www.askhys.net/

Appendix B. FFY 2019 Evaluation SNAPshots

*No **Quarter 1 SNAPshot** due to small numbers

Quarter 2 SNAPshot

Mid-Year SNAPshot

2019

Washington SNAP-Ed
FFY 2019 Mid-Year SNAPshot

The SNAP-Ed Difference

SNAP-Ed programs teach people how to choose healthy food for themselves and their families while stretching their food dollars.

In the first two quarters of FFY 2019, Washington State SNAP-Ed has conducted 638 direct education programs, reaching 12,168 youth and 853 adults.

SNAP-Ed has conducted 292 Policy, Systems and Environment (PSE) activities in 2019, with 114 launched in the past year, all reaching over 100,000 individuals.

Youth Education Outcomes

In the first two quarters of FFY 2019, SNAP-Ed direct education programs taught 11,268 young people in 493 schools, after school programs and youth organizations across Washington State.

Attitude and Behavior Changes

Percentages of students who reported an increase in behavior or more positive attitudes, or maintained highest frequency of self-reported behaviors

- 66% Washed their hands more often
- 37% Drank fewer sugar-sweetened beverages
- 39% Watched fewer hours of TV
- 53% Drank more water in a day

The Challenge

In a 2018 statewide survey, 46% of Washington 8th-graders reported drinking one or more sugar-sweetened beverage every day[1]

The SNAP Success

After finishing SNAP-Ed nutrition classes, 37% of 8th and 7th-graders were drinking fewer or didn't drink any sugar-sweetened beverages

1. 2018 Healthy Youth Survey. Accessed June 20, 2019

Kindergarten through 2nd Graders

Percentages of students with perfect scores on surveys after nutrition education

- 66% Knew their vegetables
- 69% Knew their fruit
- 70% Knew types of physical activity

3rd through 8th Graders

Percentages of students who increased or maintained highest frequency of self-reported behaviors

- 36% Ate more vegetables
- 42% Ate more fruit
- 57% Did more physical activity

Adult Education Outcomes

Key Behavior Changes

Percentages of students who increased or maintained highest frequency of self-reported health behaviors

- 51% Ate more vegetables
- 49% Ate more fruit
- 53% Did more physical activity
- 33% Decreased regular soda intake

The Challenge

In Washington State, only 12.6% of adults eat their recommended daily amount of fruit, and only 10.9% meet the recommendations for vegetables[2]

The SNAP Success

After finishing nutrition classes, 36.8% of adults reported eating their daily recommended amount of fruit and 13.7% at their daily amount of vegetables

2. Lee-Kwan, Seung Hee. "Disparities in State-Specific Adult Fruit and Vegetable Consumption – United States, 2015". *Morbidity and Mortality Weekly Report* 66 (2017).

Program and PSE Activities

SNAP-Ed Works Everywhere in the Community

SNAP-Ed nutritional programs and PSE activities take place in a wide variety of locations throughout Washington State. Providing opportunities for education and PSE changes in diverse locations increases access for the people who most need it.

Top Community Education Sites

1. SNAP Offices
2. Individual homes or public housing sites
3. Health care clinics and hospitals
4. Before and after school programs
5. Other places people go to "learn"

Top PSE Activity Sites

1. Elementary, middle and high schools
2. Food assistance sites, food banks and pantries
3. Individual homes or public housing sites
4. Family resource centers
5. Farmers markets

From Our Educators

During the first class, I noticed two participants really struggling to get through the cardio pyramid, they both stopped numerous times...We then talked about starting small, a few minutes etc.

The next week when we met, one of them told the class she decided to join the Y and went three times that week. The other walked to class that night, it took her almost one hour.

By the end of our series, one participant was going to the Y daily and the other participant was walking daily and on that particular day it only took her 30 minutes to walk to class.

Washington State Department of Health

DOH 940-032 Jun 2019

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Quarter 3 SNAPshot with Preliminary Data

Regional SNAPshots: Regional SNAPshots were created by request

Adult Education Outcomes

Key Behavior Changes

Percentages of participants who increased or maintained highest frequency of self-reported health behaviors

- 39% Ate more vegetables
- 36% Ate more fruit
- 45% Decreased regular soda intake

The Challenge

In Washington State, only 12.6% of adults eat their recommended daily amount of fruit, and only 10.9% meet the recommendations for vegetables[2]

The SNAP Success

After finishing nutrition classes, 23.8% of adults reported eating their daily recommended amount of fruit and 16.7% at their daily amount of vegetables

2. Lee-Kwan, Seung Hee. "Disparities in State-Specific Adult Fruit and Vegetable Consumption – United States, 2015". *Morbidity and Mortality Weekly Report* 66 (2017).

Program and PSE Activities

SNAP-Ed Works Everywhere in the Community

SNAP-Ed nutritional programs and PSE activities take place in a wide variety of locations throughout Washington State. Providing opportunities for education and PSE changes in diverse locations increases access for the people who most need it.

Top Community Education Sites

1. Colleges and universities
2. Residential treatment centers
3. Community and recreation centers
4. Food assistance sites/food pantries
5. Adult education/job training and services sites

Top PSE Activity Sites

1. K-12 schools
2. Food assistance sites/food pantries
3. Family resource centers
4. Farmers markets
5. Community organizations

From Our Local Agencies

Kids getting to explore their natural surroundings in the garden can lead to great discoveries. Timmy and Carder (7 years old) say that they like to come to the garden during recess because they "can find amazing creatures!"... Kids will often carry around potato bugs that they find, naming them and caring for them during recess. They always return them to the beds when recess is over, saying that the bugs will like it more in the garden than the classroom.

From Our Partners

"Things are going better than expected! We have received a lot of comments on how clean and spacious our lobby is looking." - Food Bank Staff

Washington State Department of Health

DOH 840-032 Sept 2019

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Washington SNAP-Ed
FFY 2019 Region 3 Mid-Year SNAPshot

The SNAP-Ed Difference

SNAP-Ed programs teach people how to choose healthy food for themselves and their families while stretching their food dollars.

In the first two quarters of FFY 2019, WA SNAP-Ed's Region 3 conducted 48 direct education programs, reaching 861 youth and 83 adults.

SNAP-Ed in Region 3 conducted 77 Policy, Systems and Environment (PSE) activities in the first half of 2019, with 5 launched since the beginning of the year.

Youth Education Outcomes

In the first half of 2019, SNAP-Ed direct education programs taught 861 young people in 10 schools, after school programs and youth organizations across Region 3.

Attitude and Behavior Changes

Percentages of students who reported an increase in behavior or more positive attitudes, or maintained highest frequency

- 38% Ate whole grains
- 51% Drank water
- 30% Watched less television
- 26% Reported less screen time

The Challenge

In a 2018 statewide survey, 48% of Washington 8th graders reported drinking one or more sugar-sweetened beverage every day[1]

The SNAP Success

After finishing SNAP-Ed nutrition classes, 32% of 8th through 8th graders in Region 3 were drinking fewer or didn't drink any sugar-sweetened beverages.

1. 2018 Health Youth Survey, Acessed June 20, 2019

Kindergarten through 2nd Graders

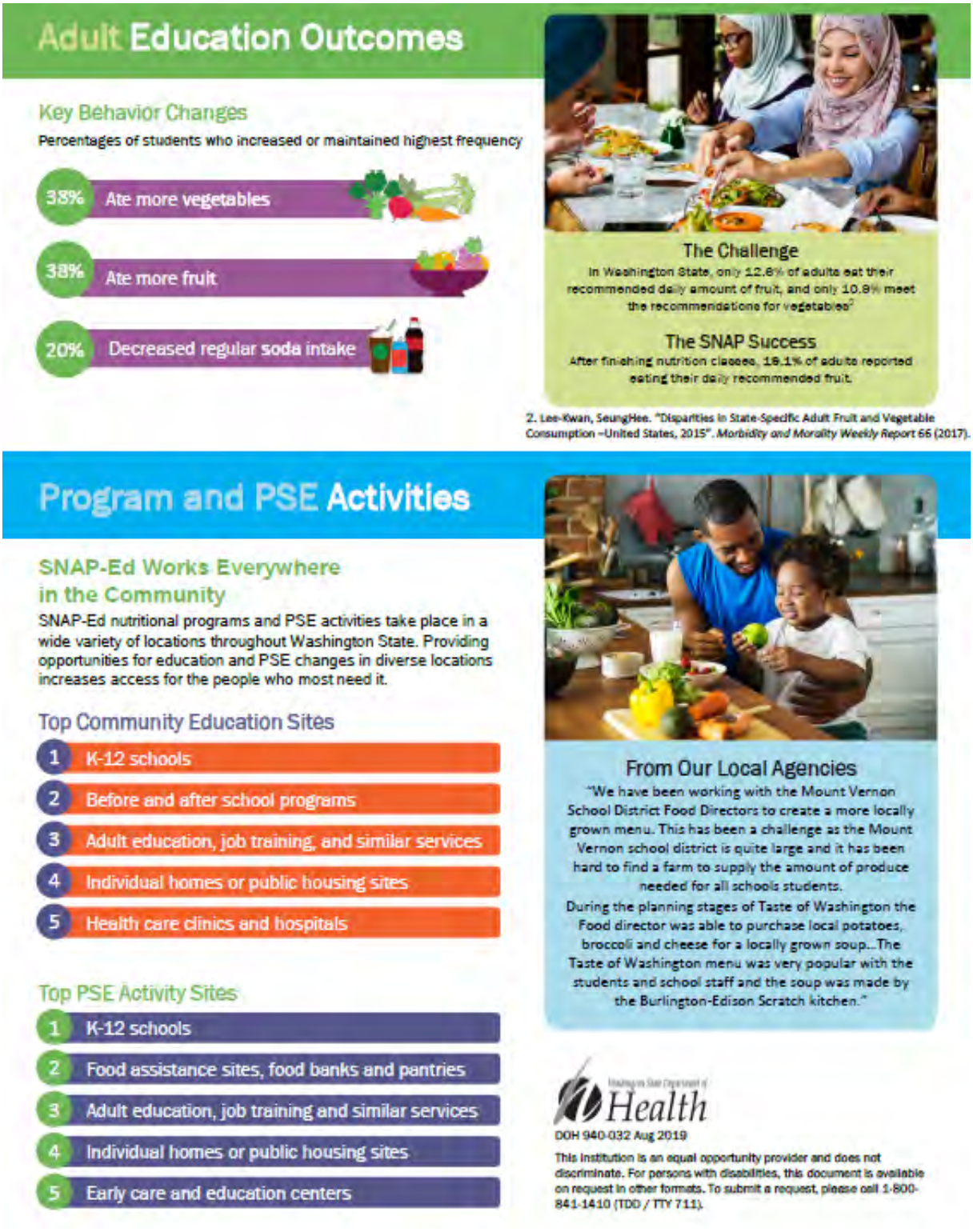
Percentages of students with perfect scores on surveys after nutrition education

- 58% Knew their vegetables
- 69% Knew their fruit
- 71% Knew types of physical activity

3rd through 8th Graders

Percentages of students who increased or maintained highest frequency

- 37% Ate more vegetables
- 46% Ate more fruit
- 63% Did more physical activity



Annual SNAPshots:

Annual SNAPshots will be completed in late December 2019.

Appendix C. Additional Evaluation Tables and Graphs

Regional breakdown of direct education activities and participant demographics

Region 1

Program Activities by County/District – Region 1		
	Frequency	**Percent**
Chelan-Douglas-Okanogan (District)	109	42.1%
Grant-Adams (District)	39	15.1%
Lincoln-Adams (District)	22	8.5%
Pend Oreille (County)	25	9.7%
Region 1 (Service Area)	12	4.6%
Spokane (County)	36	13.9%
Stevens-Ferry (District)	16	6.2%
Total	**259**	**100.0%**

Program Activities by Site Setting – Region 1		
	Frequency	**Percent**
Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites	12	4.6%
Before and after-school programs	4	1.5%
Cafeterias (not school, childcare, congregate meal site, worksite or restaurant)	1	0.4%
Community and recreation centers	1	0.4%
Community organizations	3	1.2%
Congregate meal sites & other senior nutrition centers	1	0.4%
Extension offices	1	0.4%
Family resource centers	2	0.8%
Food assistance sites, food banks, and food pantries	1	0.4%
Health care clinics and hospitals	5	1.9%
Individual homes or public housing sites	11	4.2%
Other neighborhood settings where people "live" or live nearby	1	0.4%
Other places people go to "learn"	10	3.9%
Schools (K-12, elementary, middle, and high)	201	77.6%
Unknown	5	1.9%
Total	**259**	**100.0%**

Participant Demographic Breakdown – Region 1

	Frequency	Percentage
Total Participants	**5608**	**100.0%**
Male	2826	50.4%
Female	2781	49.6%
Unknown	1	0.0%
Age: 5 years and under	4	0.1%
Age: 6 to 17 years	5081	90.6%
Age: 18 to 59 years	328	5.8%
Age: 60 years and older	195	3.5%
Unknown	0	0.0%
Hispanic	1821	32.5%
Non-Hispanic	2493	44.5%
Unknown	1294	23.1%
American Indian	302	5.4%
Asian	68	1.2%
Black	138	2.5%
Hawaiian/Pacific Islander	39	0.7%
White	4875	86.9%
Unknown	186	3.3%

Region 2

Program Activities by County/District – Region 2		
	Frequency	**Percent**
Asotin (County)	8	4.5%
Benton Franklin (County)	29	16.4%
Columbia (County)	3	1.7%
Region 2 (Service Area)	8	4.5%
Walla Walla (County)	46	26.0%
Whitman (County)	5	2.8%
Yakima (County)	78	44.1%
Total	**177**	**100.0%**

Program Activities by Site Setting – Region 2		
	Frequency	**Percent**
Before and after-school programs	11	6.2%
Food assistance sites, food banks, and food pantries	3	1.7%
Health care clinics and hospitals	8	4.5%
Individual homes or public housing sites	2	1.1%
Residential treatment centers	1	0.6%
SNAP offices	45	25.4%
Schools (K-12, elementary, middle, and high)	100	56.5%
Unknown	7	4.0%
Total	**177**	**100.0%**

Participant Demographic Breakdown		
	Frequency	**Percentage**
Total Participants	**2994**	100.0%
Male	1410	47.1%
Female	1584	52.9%
Unknown	-	
Age: 5 years and under	23	0.8%
Age: 6 to 17 years	2805	93.7%
Age: 18 to 59 years	143	4.8%
Age: 60 years and older	23	0.8%
Unknown	-	
Hispanic	1652	55.2%
Non-Hispanic	829	27.7%
Unknown	513	17.1%
American Indian	51	1.7%
Asian	24	0.8%
Black	68	2.3%
Hawaiian/Pacific Islander	11	0.4%
White	1101	36.8%
Unknown	1739	58.1%

Region 3

Program Activities by County/District – Region 3		
	Frequency	**Percent**
Skagit (County)	19	22.4%
Snohomish (County)	29	34.1%
Whatcom (County)	37	43.5%
Total	**85**	**100.0%**

Program Activities by Site Setting – Region 3		
	Frequency	**Percent**
Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites	3	3.5%
Before and after-school programs	11	12.9%
Emergency shelters and temporary housing sites	1	1.2%
Health care clinics and hospitals	1	1.2%
Individual homes or public housing sites	6	7.1%
Other neighborhood settings where people "live" or live nearby	1	1.2%
Schools (K-12, elementary, middle, and high)	58	68.2%
Unknown	4	4.7%
Total	**85**	**100.0%**

Participant Demographic Breakdown – Region 3		
	Frequency	**Percentage**
Total Participants	**1691**	100.0%
Male	786	46.5%
Female	905	53.5%
Unknown	-	
Age: 5 years and under	13	0.8%
Age: 6 to 17 years	1516	89.7%
Age: 18 to 59 years	140	8.3%
Age: 60 years and older	22	1.3%
Unknown	-	
Hispanic	715	42.3%
Non-Hispanic	549	32.5%
Unknown	427	25.3%
American Indian	79	4.7%
Asian	56	3.3%
Black	59	3.5%
Hawaiian/Pacific Islander	11	0.7%
White	798	47.2%
Unknown	688	40.7%

Region 4

Program Activities by County/District – Region 4		
	Frequency	**Percent**
King (County)	54	32.7%
Pierce (County)	111	67.3%
Total	**165**	**100.0%**

Program Activities by Site Setting – Region 4		
	Frequency	**Percent**
Before and after-school programs	1	0.6%
Bicycle and walking paths	1	0.6%
Community organizations	3	1.8%
Congregate meal sites & other senior nutrition centers	1	0.6%
Emergency shelters and temporary housing sites	2	1.2%
Faith-based centers/places of worship	1	0.6%
Family resource centers	2	1.2%
Food assistance sites, food banks, and food pantries	5	3.0%
Group living arrangements	2	1.2%
Health care clinics and hospitals	6	3.6%
Individual homes or public housing sites	16	9.7%
Other neighborhood settings where people "live" or live nearby	5	3.0%
Other places people go to "learn"	2	1.2%
Schools (K-12, elementary, middle, and high)	108	65.5%
Youth Organizations (e.g. Boys or Girls Clubs, YMCA)	5	3.0%
Unknown	5	3.0%
Total	**165**	**100.0%**

Participant Demographic Breakdown – Region 4		
	Frequency	**Percentage**
Total Participants	**3208**	**100.0%**
Male	1483	46.2%
Female	1712	53.4%
Unknown	13	0.4%
Age: 5 years and under	14	0.4%
Age: 6 to 17 years	2713	84.6%
Age: 18 to 59 years	273	8.5%
Age: 60 years and older	208	6.5%
Unknown	-	-
Hispanic	774	24.1%
Non-Hispanic	2352	73.3%
Unknown	82	2.6%
American Indian	71	2.2%
Asian	409	12.7%
Black	687	21.4%
Hawaiian/Pacific Islander	131	4.1%
White	1340	41.8%
Unknown	570	17.8%

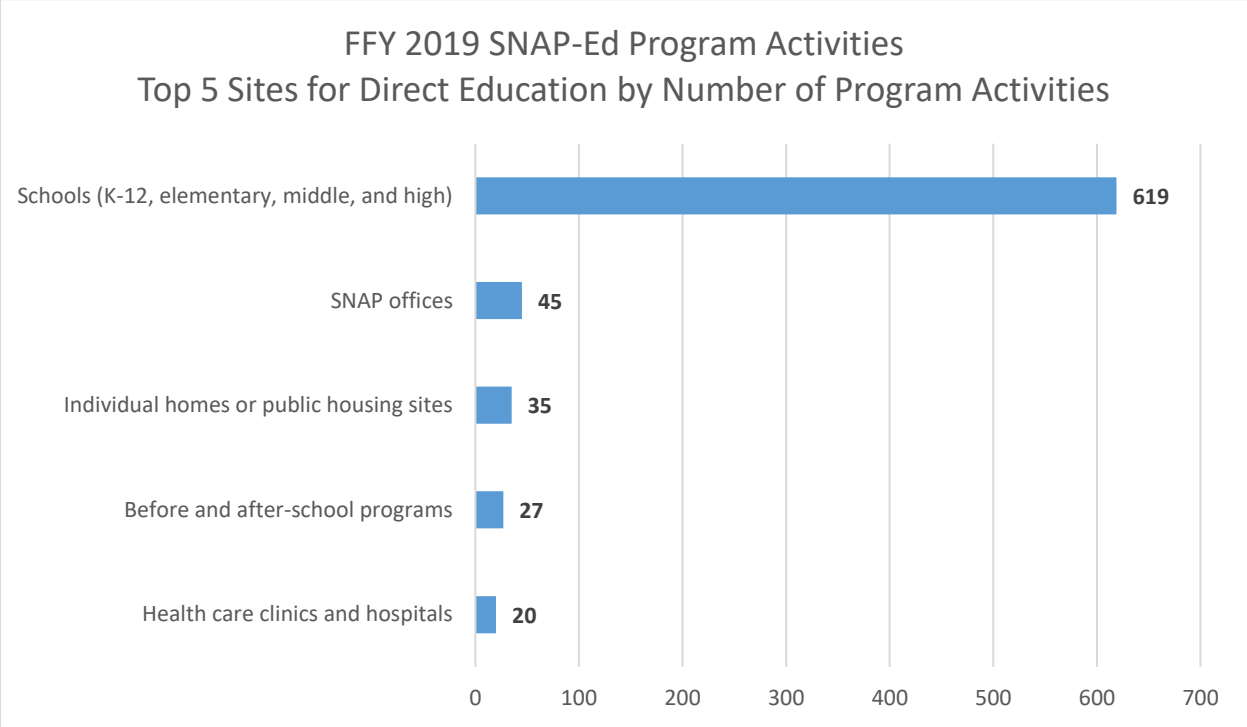
Region 5

Program Activities by County/District – Region 5		
	Frequency	**Percent**
Clark (County)	60	31.9%
Cowlitz (County)	3	1.6%
Grays Harbor (County)	30	16.0%
Kitsap (County)	11	5.9%
Lewis (County)	8	4.3%
Mason (County)	58	30.9%
Pacific (County)	2	1.1%
Thurston (County)	16	8.5%
Total	**188**	**100.0%**

Program Activities by Site Setting – Region 5		
	Frequency	**Percent**
Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites	2	1.1%
Community and recreation centers	5	2.7%
Community organizations	1	0.5%
Congregate meal sites & other senior nutrition centers	1	0.5%
Emergency shelters and temporary housing sites	1	0.5%
Food assistance sites, food banks, and food pantries	2	1.1%
Libraries	1	0.5%
Mobile education sites	2	1.1%
Residential treatment centers	4	2.1%
Schools (K-12, elementary, middle, and high)	152	80.9%
Schools (colleges and universities)	2	1.1%
Unknown	15	8.0%
Total	**188**	**100.0%**

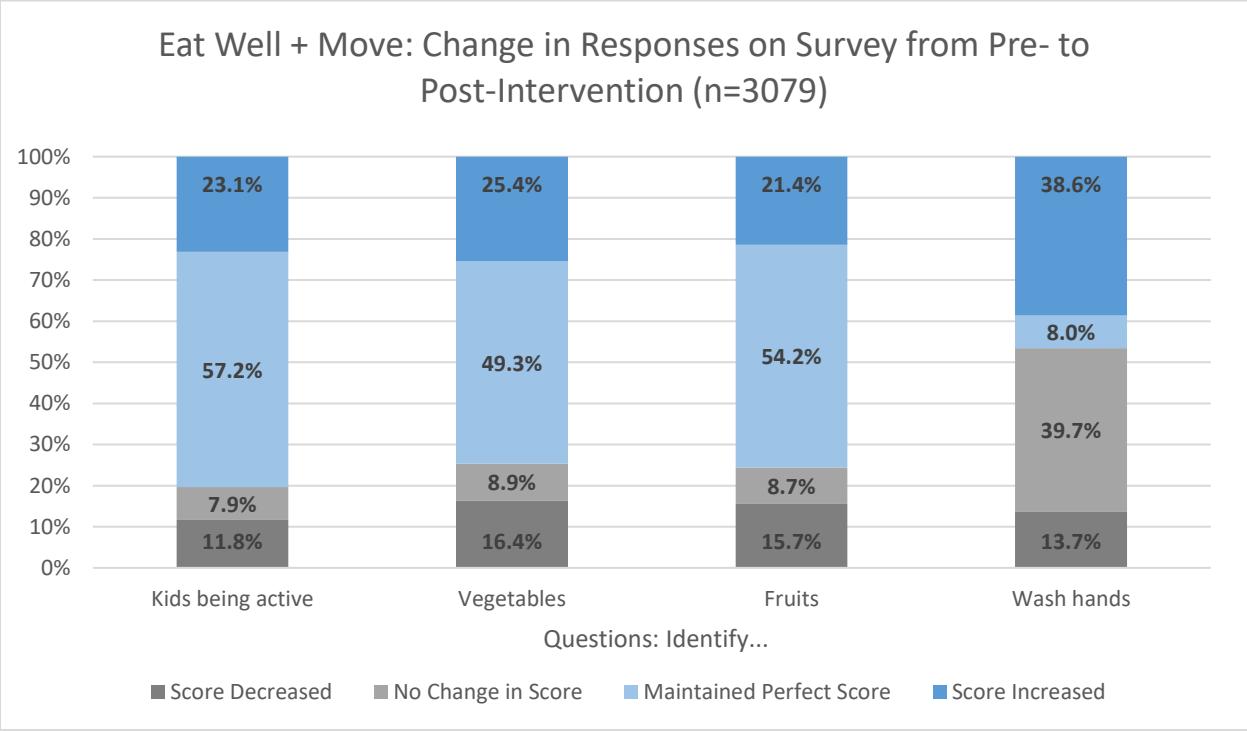
Participant Demographic Breakdown – Region 5		
	Frequency	**Percentage**
Total Participants	**4122**	**100.0%**
Male	2082	50.5%
Female	2040	49.5%
Unknown	-	-
Age: 5 years and under	0	0.0%
Age: 6 to 17 years	3967	96.2%
Age: 18 to 59 years	126	3.1%
Age: 60 years and older	29	0.7%
Unknown	-	-
Hispanic	1175	28.5%
Non-Hispanic	2463	59.8%
Unknown	484	11.7%
American Indian	183	4.4%
Asian	163	4.0%
Black	207	5.0%
Hawaiian/Pacific Islander	102	2.5%
White	2566	62.3%
Unknown	901	21.9%

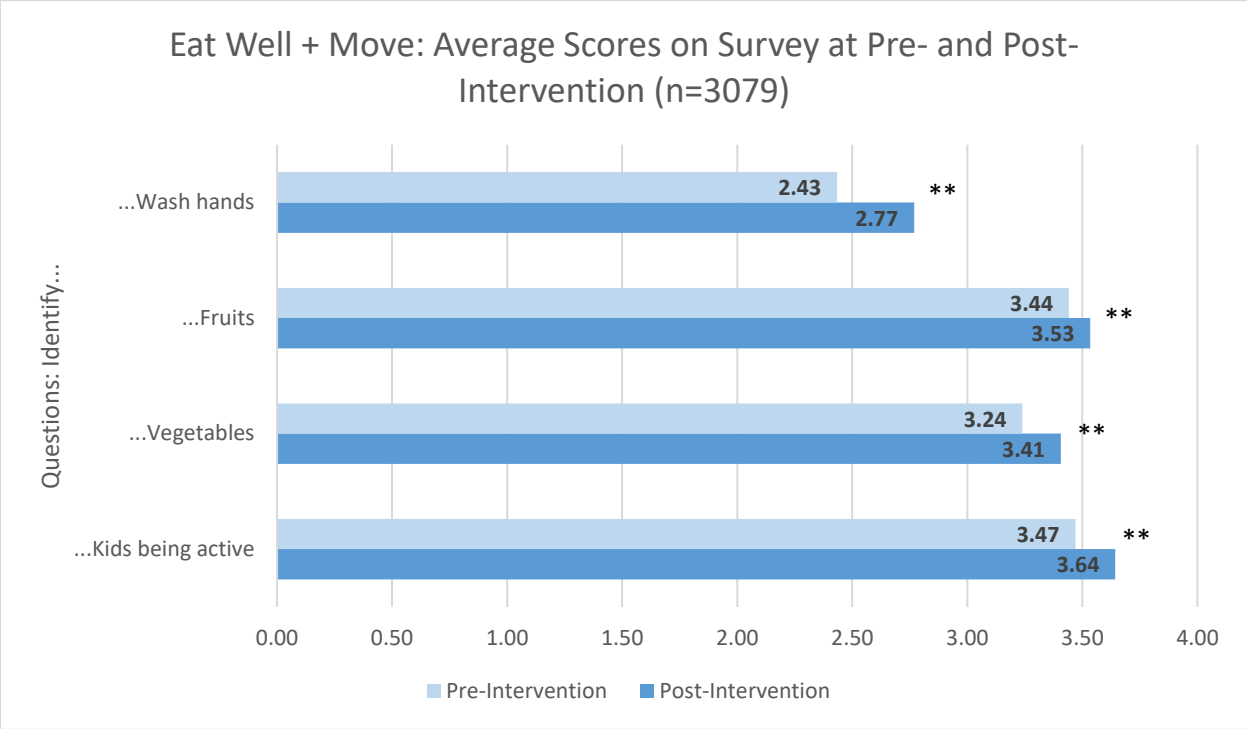
Direct Education



MT1, MT2, MT3: Healthy eating, Food Resource Management, Physical Activity

EAT WELL + MOVE SURVEYS

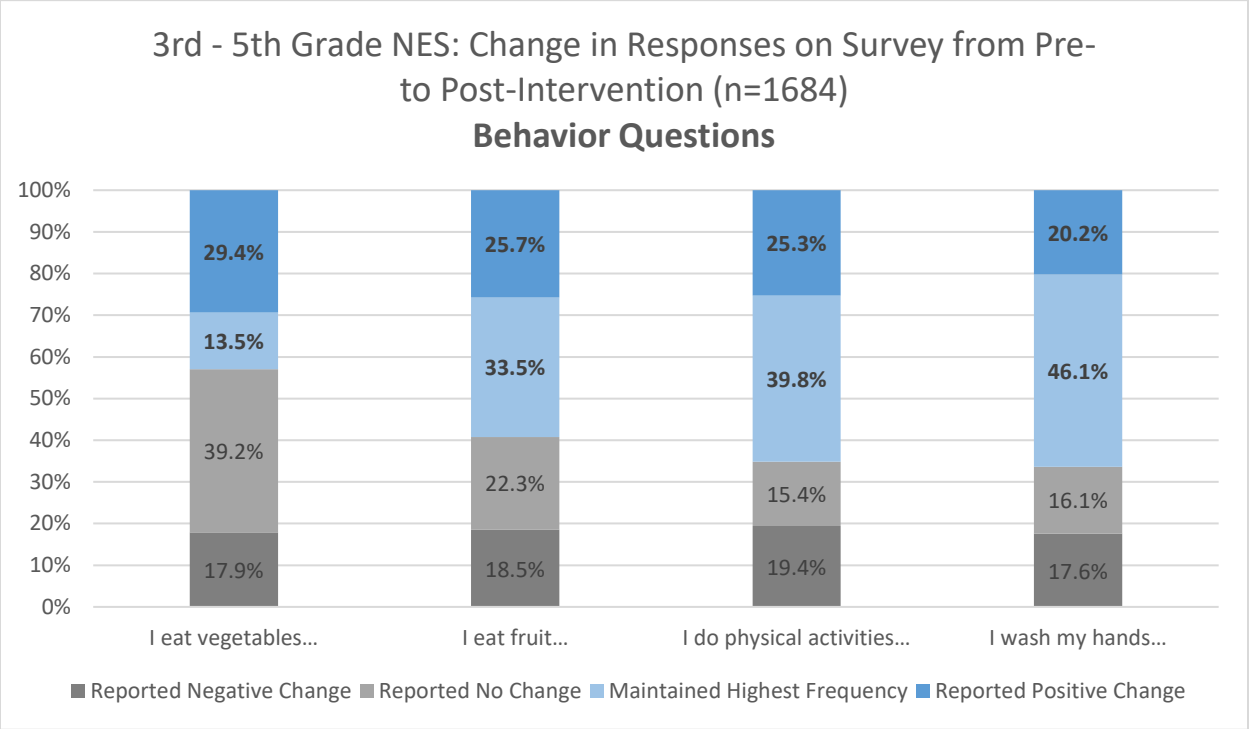


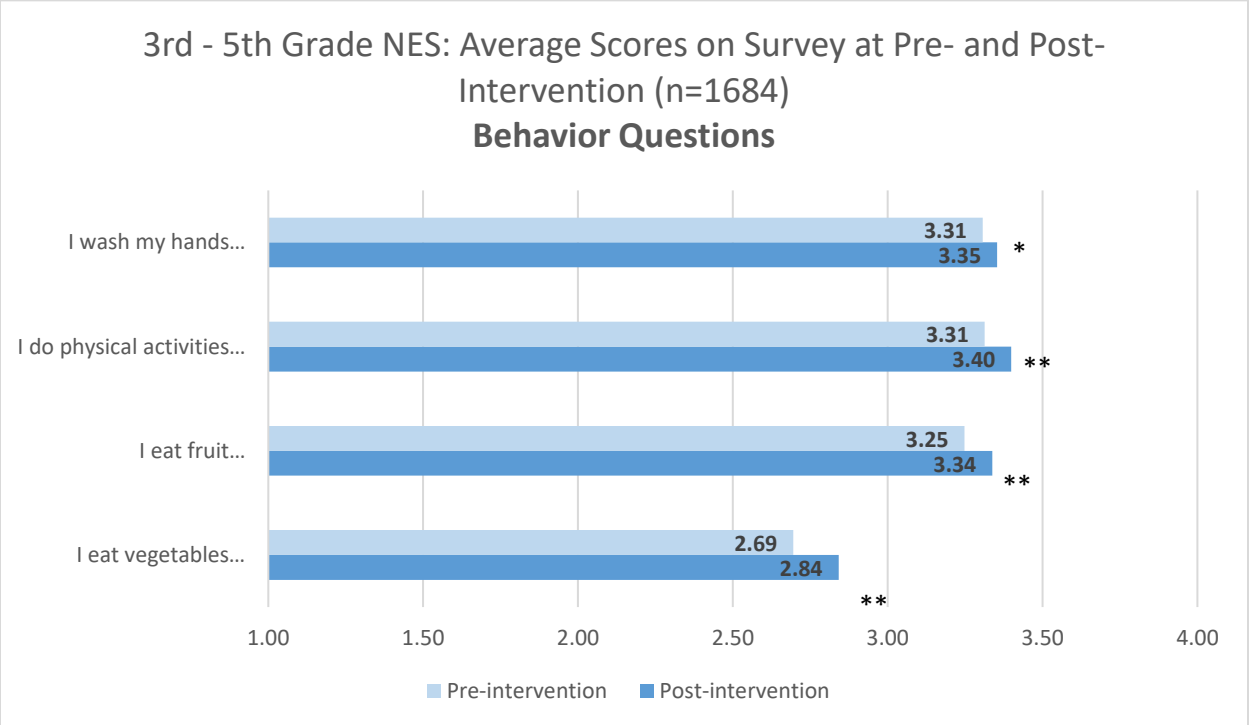


** Denotes statistical significance at p<0.01

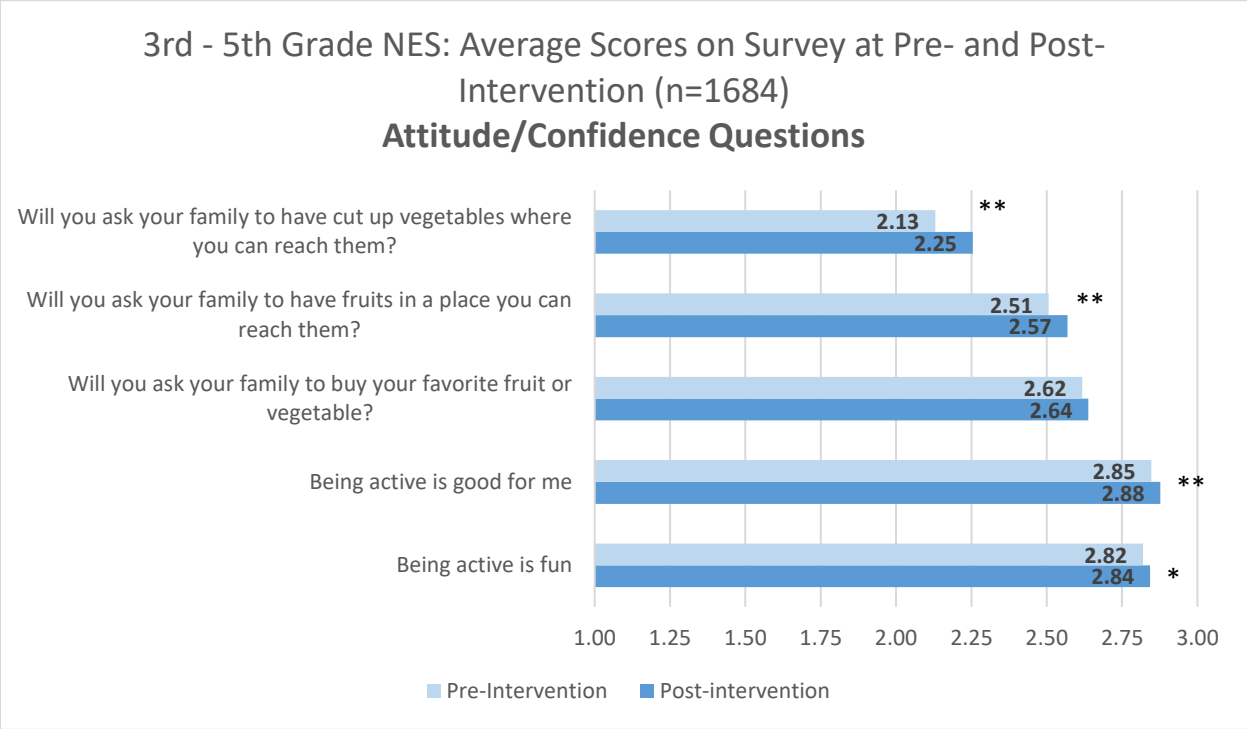
3rd – 5th GRADE NUTRITION EDUCATION SURVEYS

The 3rd – 5th Grade EFNEP Nutrition Education Surveys were given to 3rd grade classrooms in FFY2019.





*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

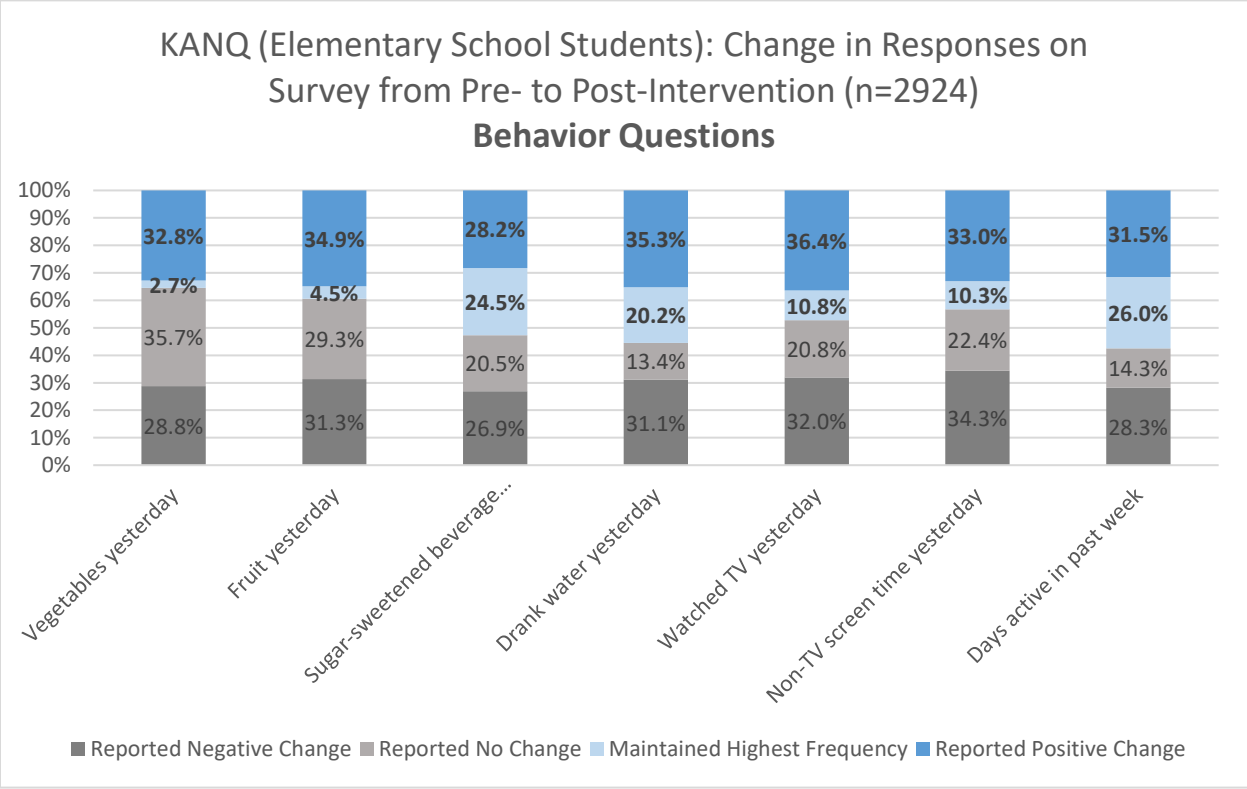


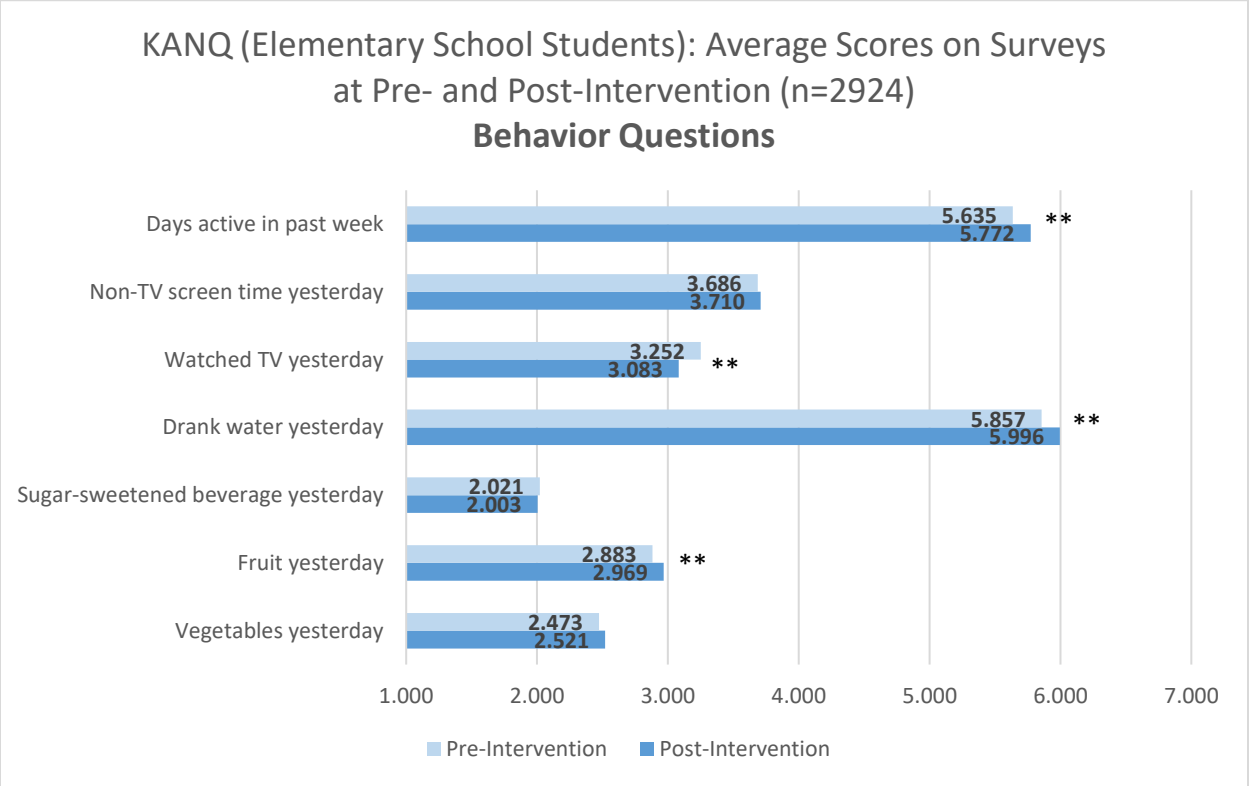
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

KID'S ACTIVITY AND NUTRITION QUESTIONNAIRE

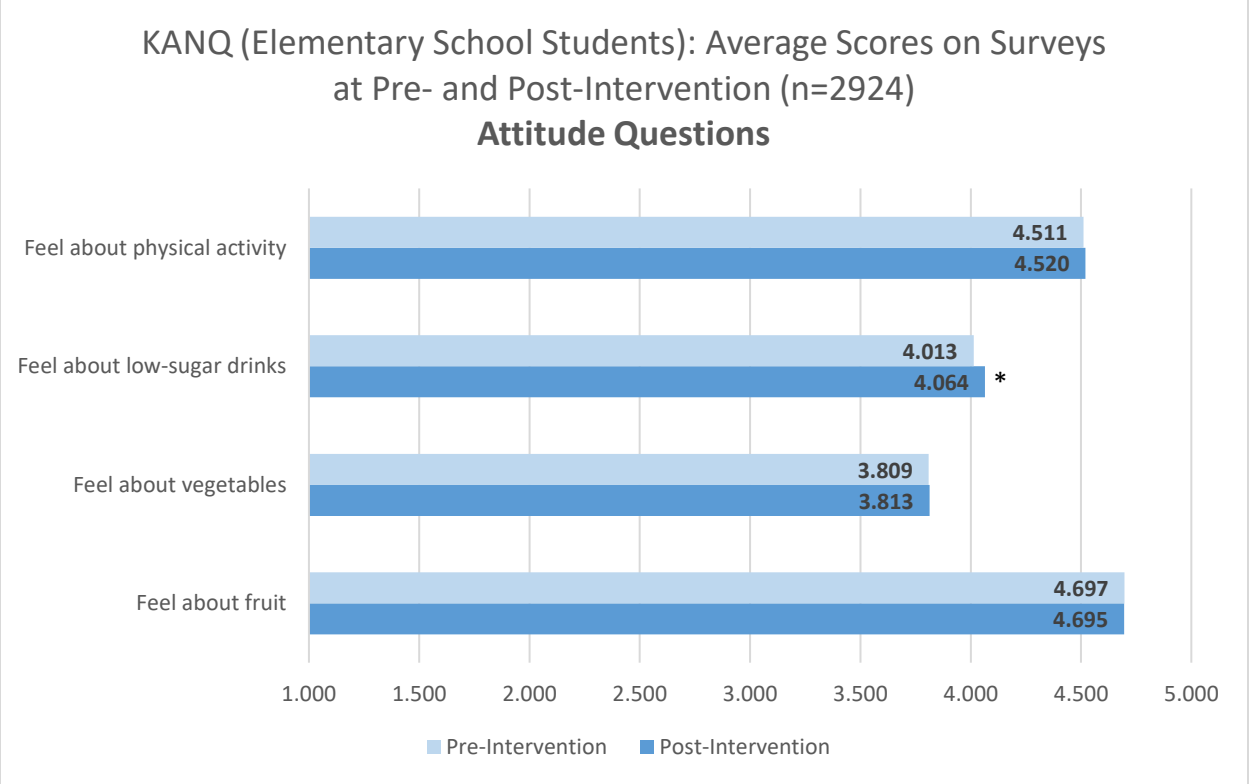
The Kids Activity and Nutrition Questionnaire (KAN-Q) was given to participants in 4th through 8th grades.

In FFY2019 4,990 students completed both pre- and post-education surveys. The graphs below are split between students who were in elementary school (self-identified as being in 3rd, 4th, or 5th grade) and students who were in middle school (self-identified as being in 6th, 7th, or 8th grade) due to the difference in curricula and focus of lessons between these two age groups. 2,924 students were in the elementary school age group, 1,897 were in the middle school age group, and 169 did not identify their grade level.

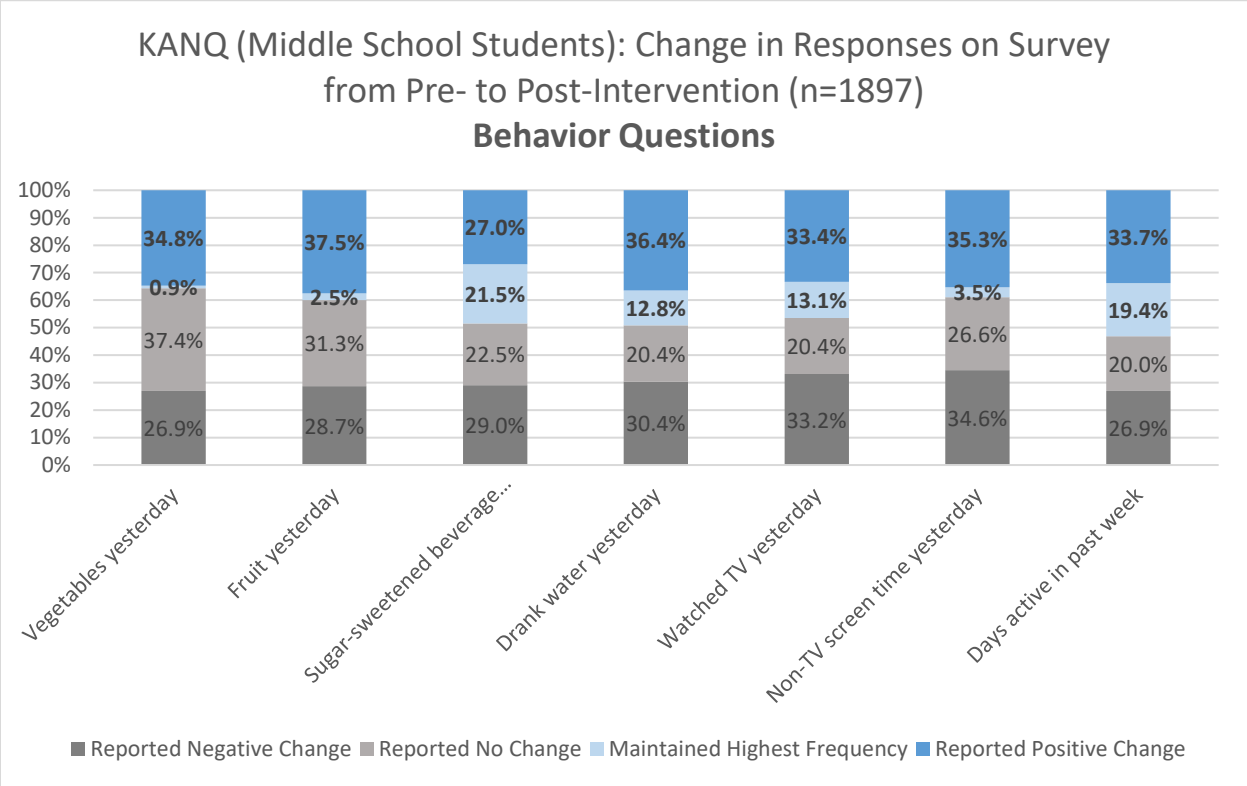


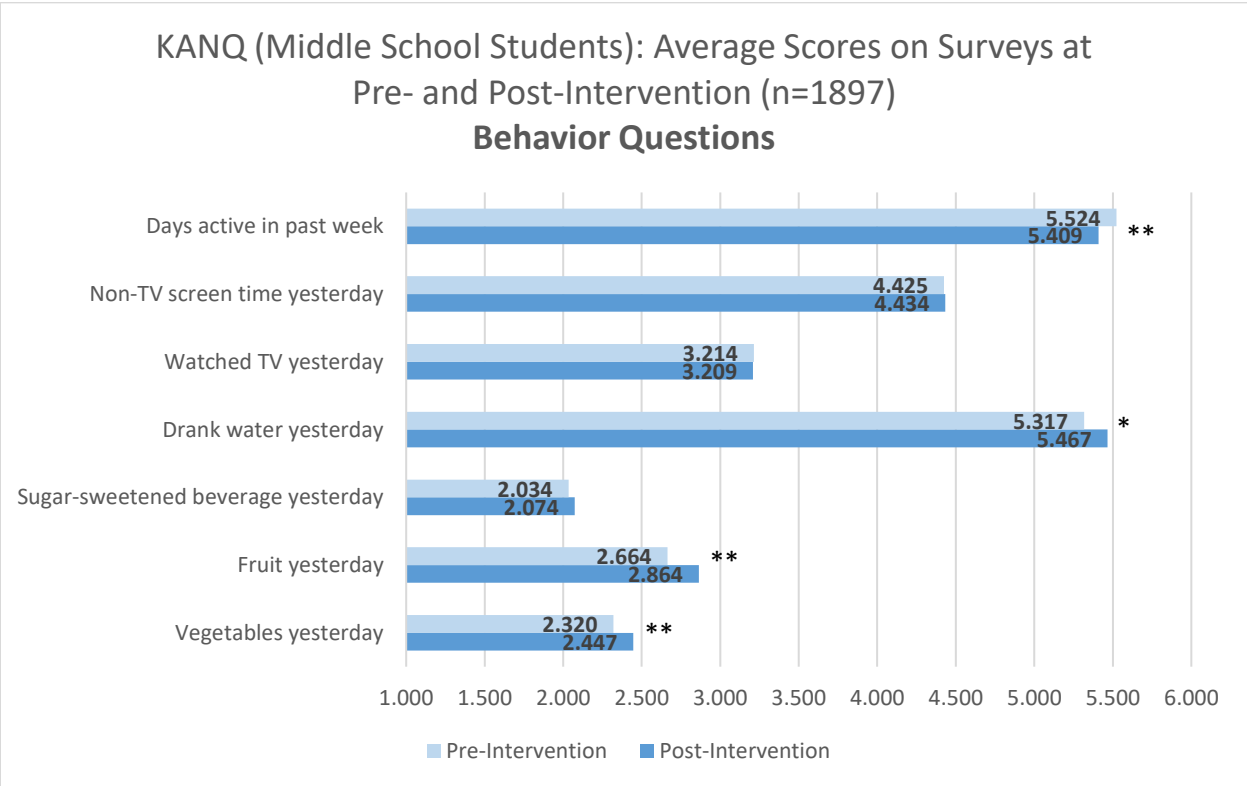


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

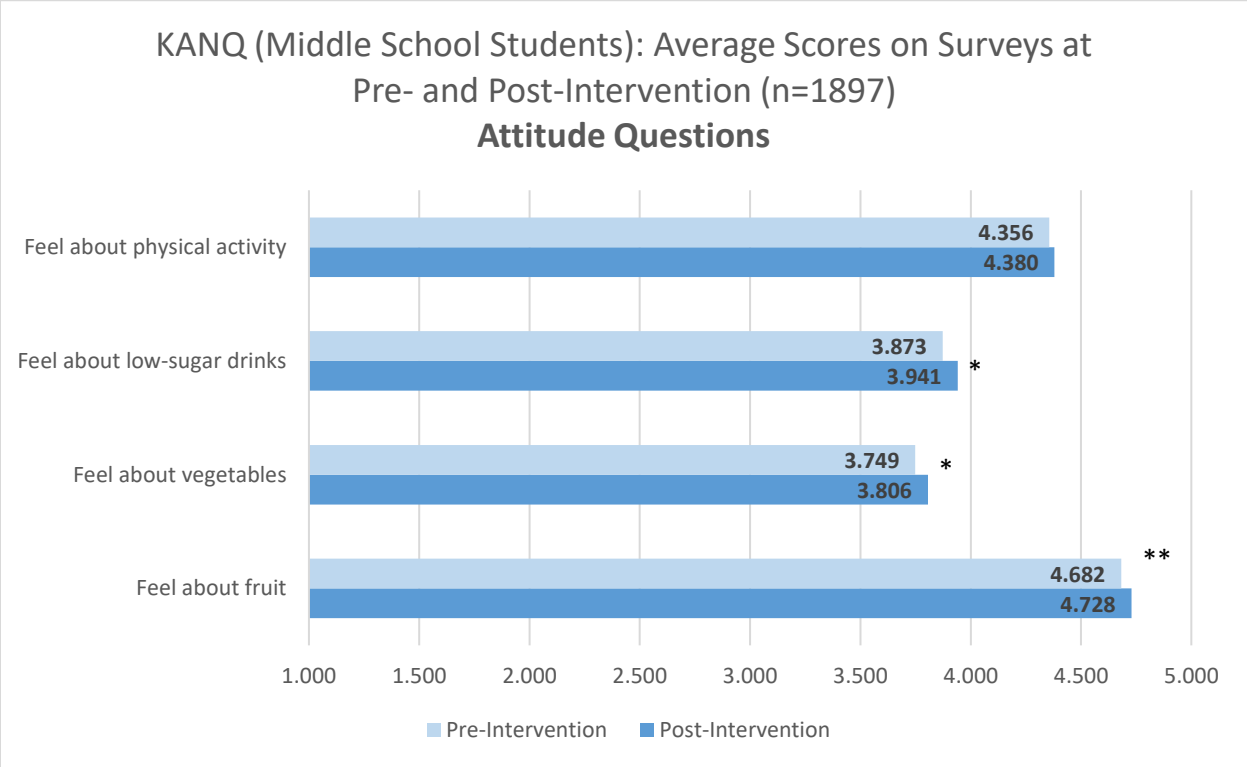


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01





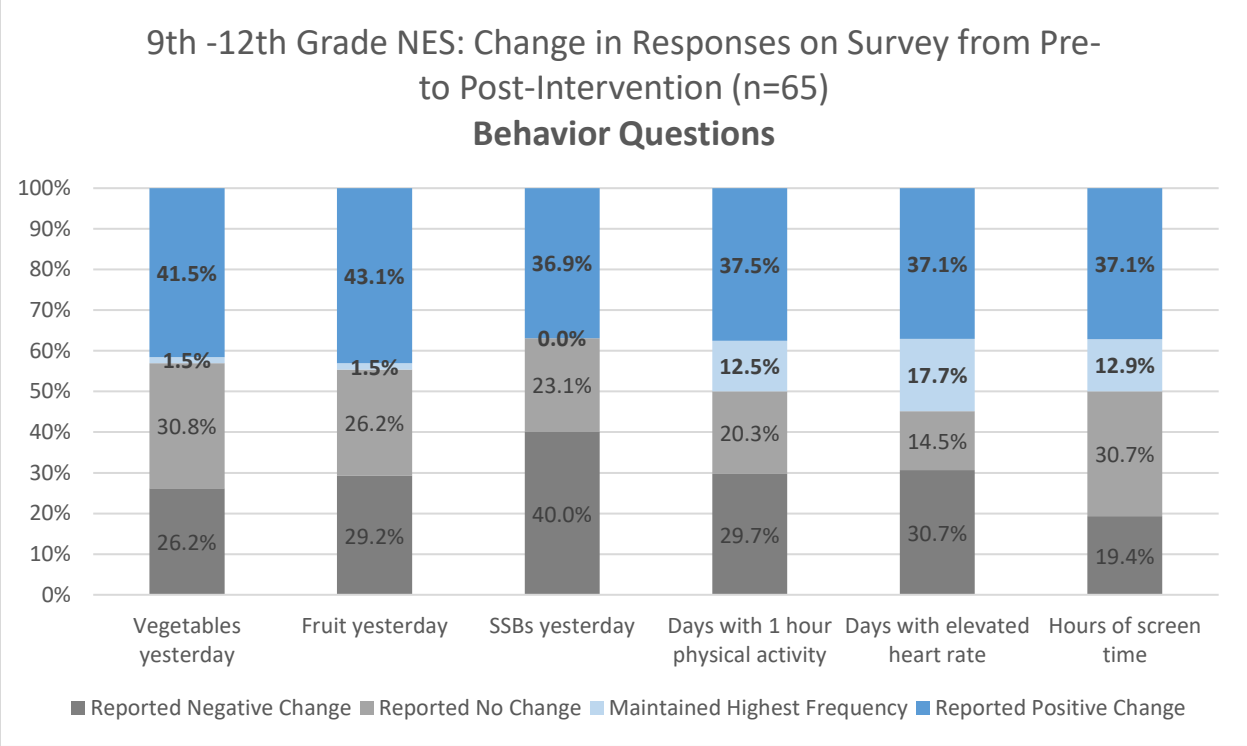
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

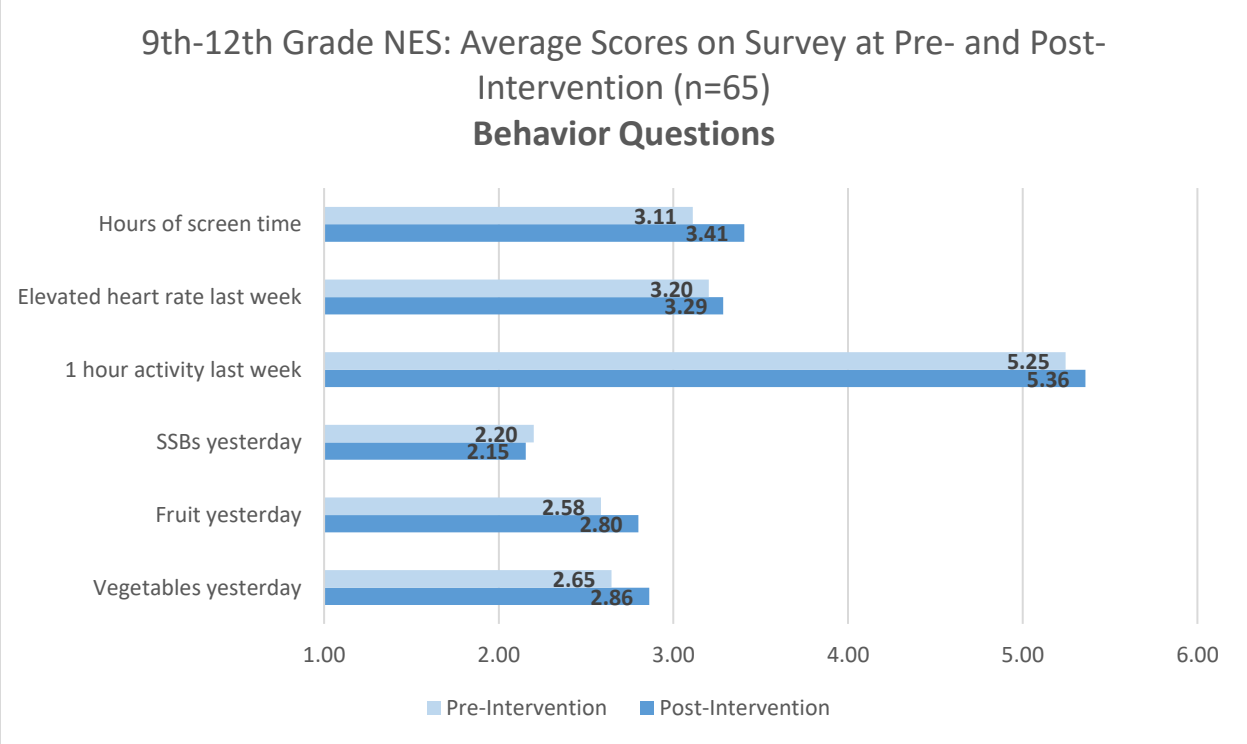


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

9th-12th GRADE NUTRITION EDUCATION SURVEYS

The 9th-12th Grade EFNEP Nutrition Education Surveys were given high-school aged participants. In FFY2019, 65 students completed both pre- and post-intervention surveys.

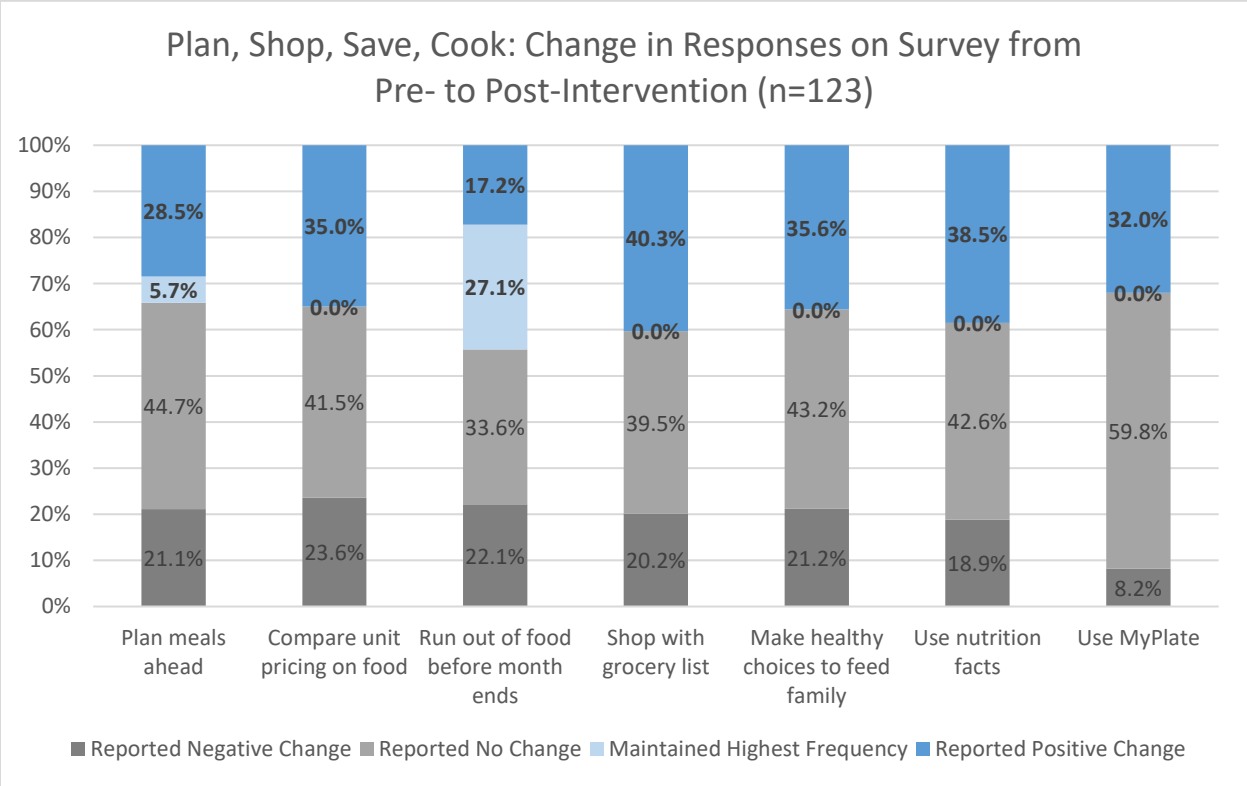


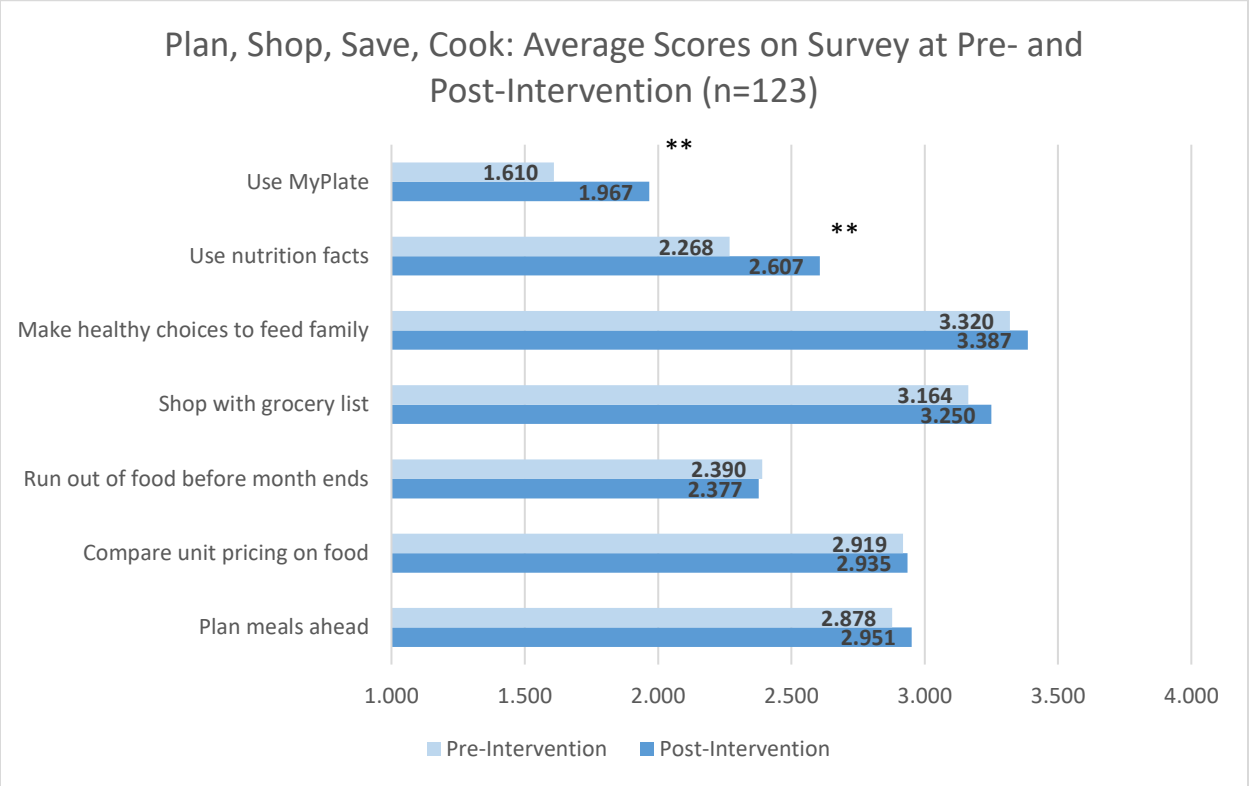


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

PLAN, SHOP, SAVE, COOK SURVEYS

The Plan, Shop, Save, Cook surveys were given to high school-aged participants in the Plan, Shop, Save, Cook (PSSC) curriculum as part of the Older Youth PSSC Pilot. The survey focuses food resource management. In FFY19, 123 students in the PSSC classes completed both pre- and post-intervention surveys.

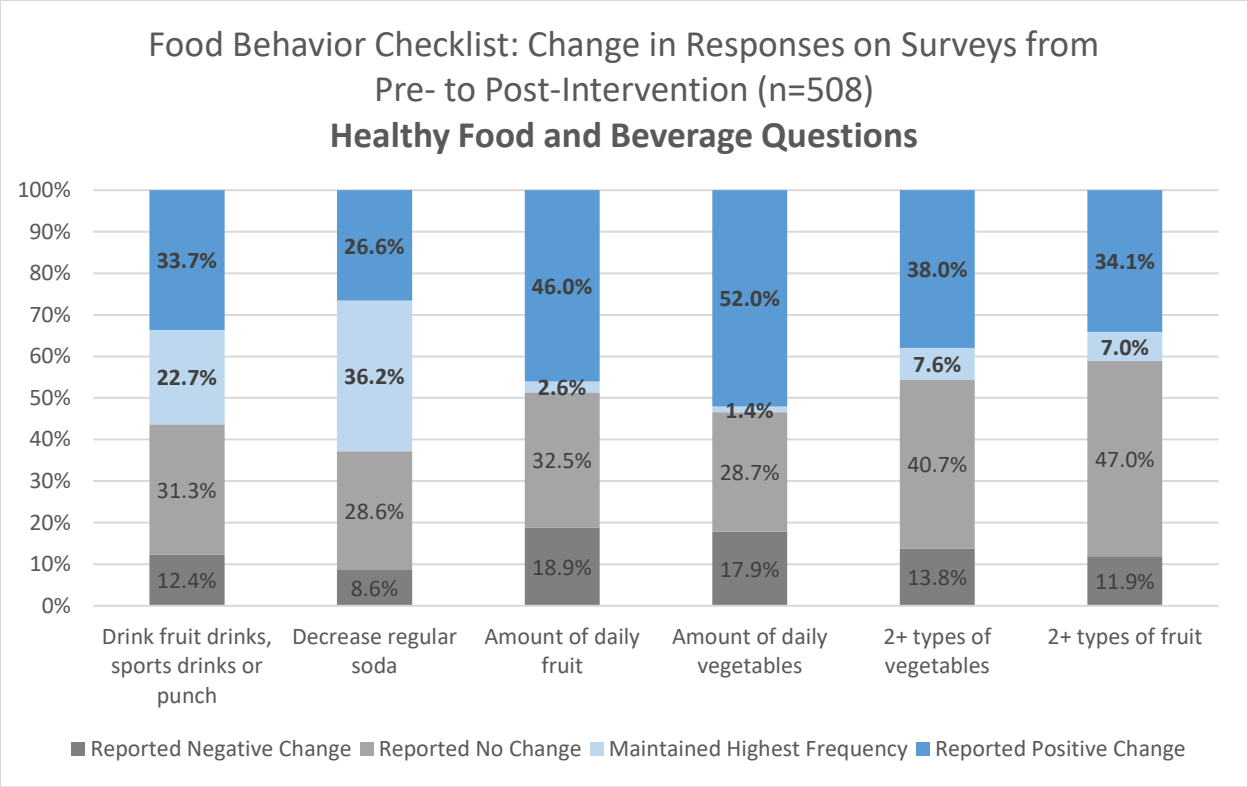


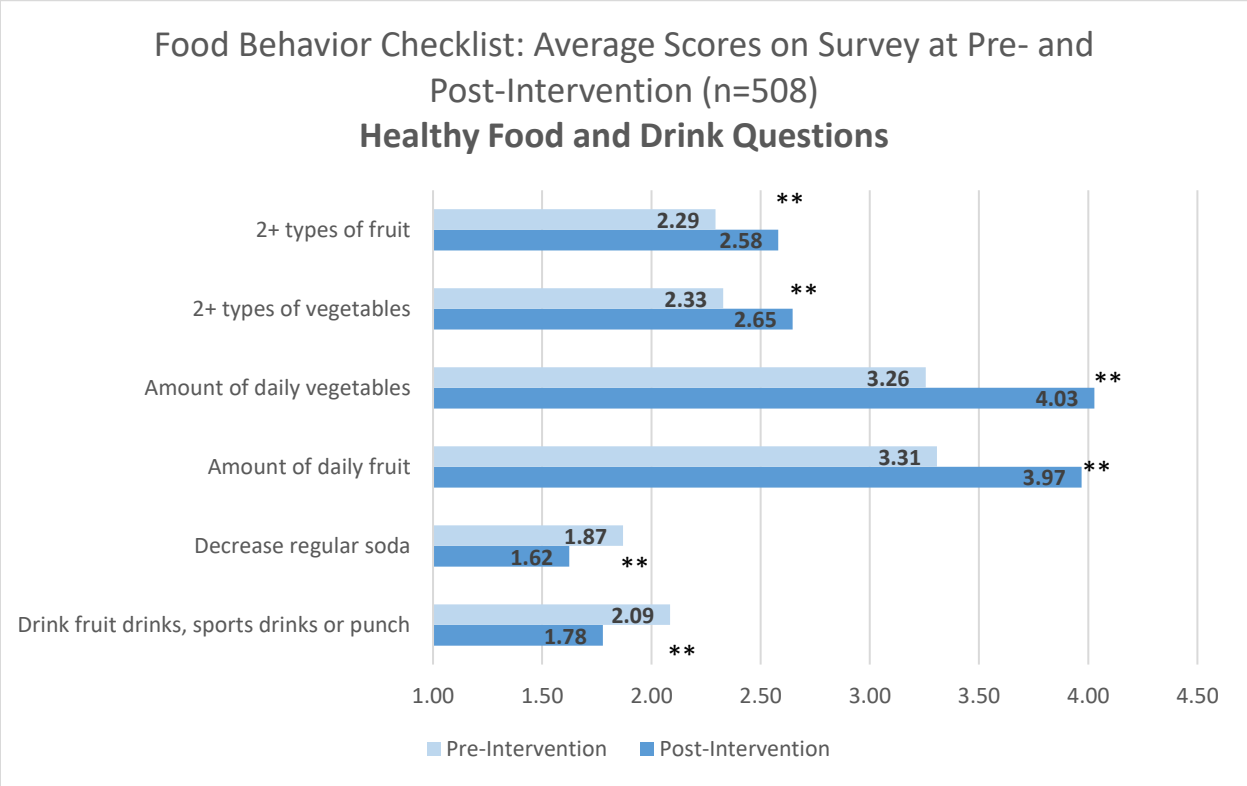


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

UCCE FOOD BEHAVIOR CHECKLIST (FBC) SURVEYS

The Food Behavior Checklists were given to adult participants, with the exception of adults who participated in a Cooking Matters curriculum. The survey asks participants about eating habits, food preparation, and food resource management. This survey does not ask about physical activity. In FFY19, 508 participants created both pre- and post-intervention surveys.





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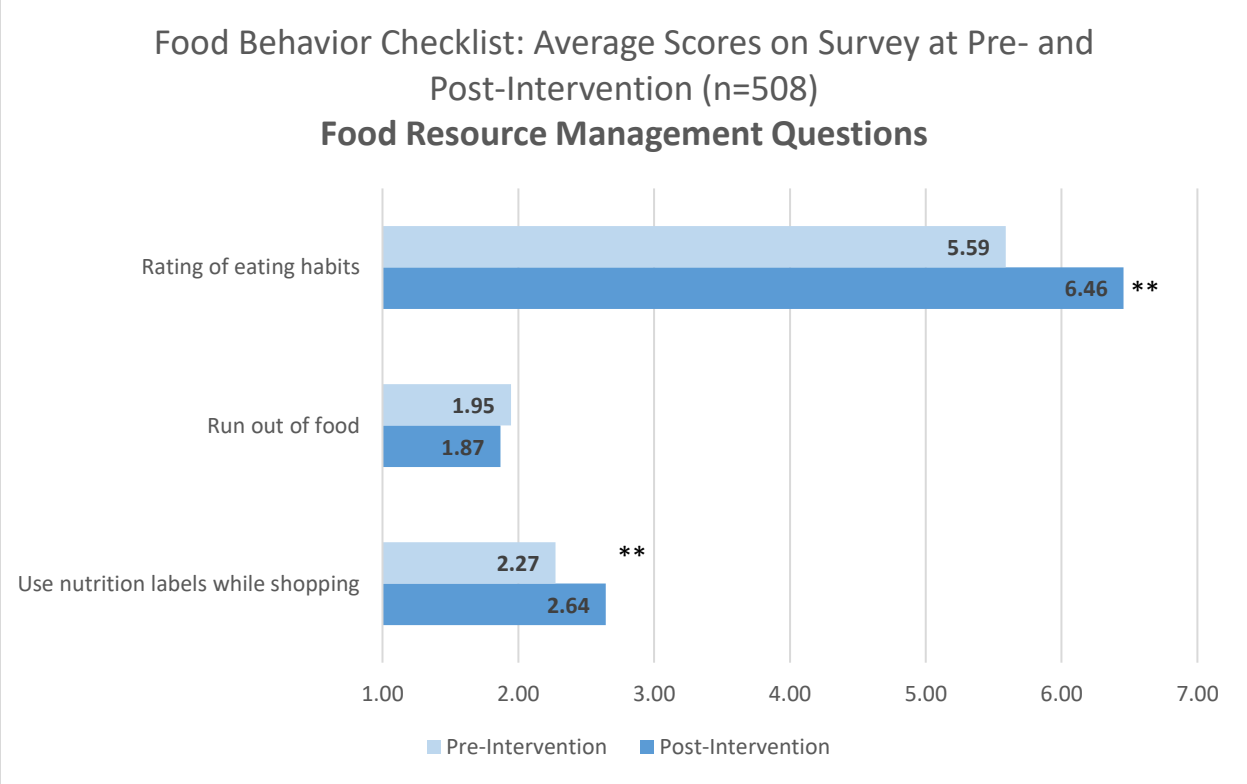
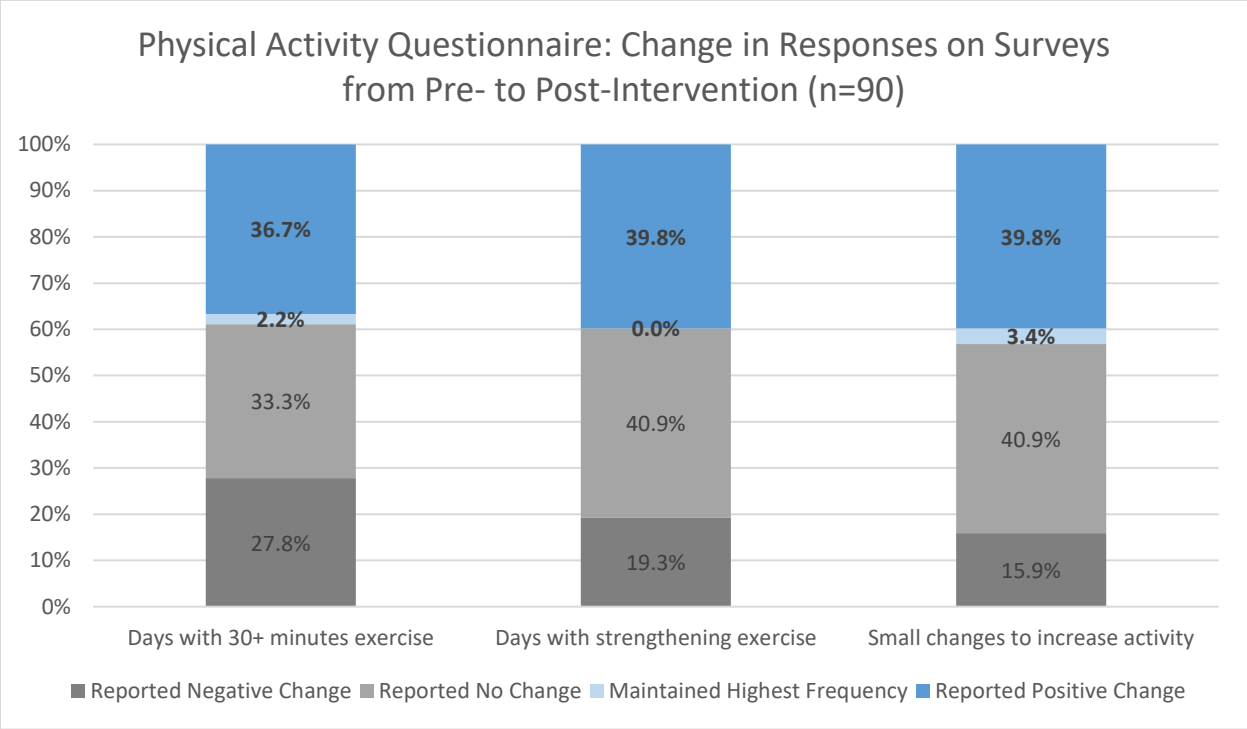
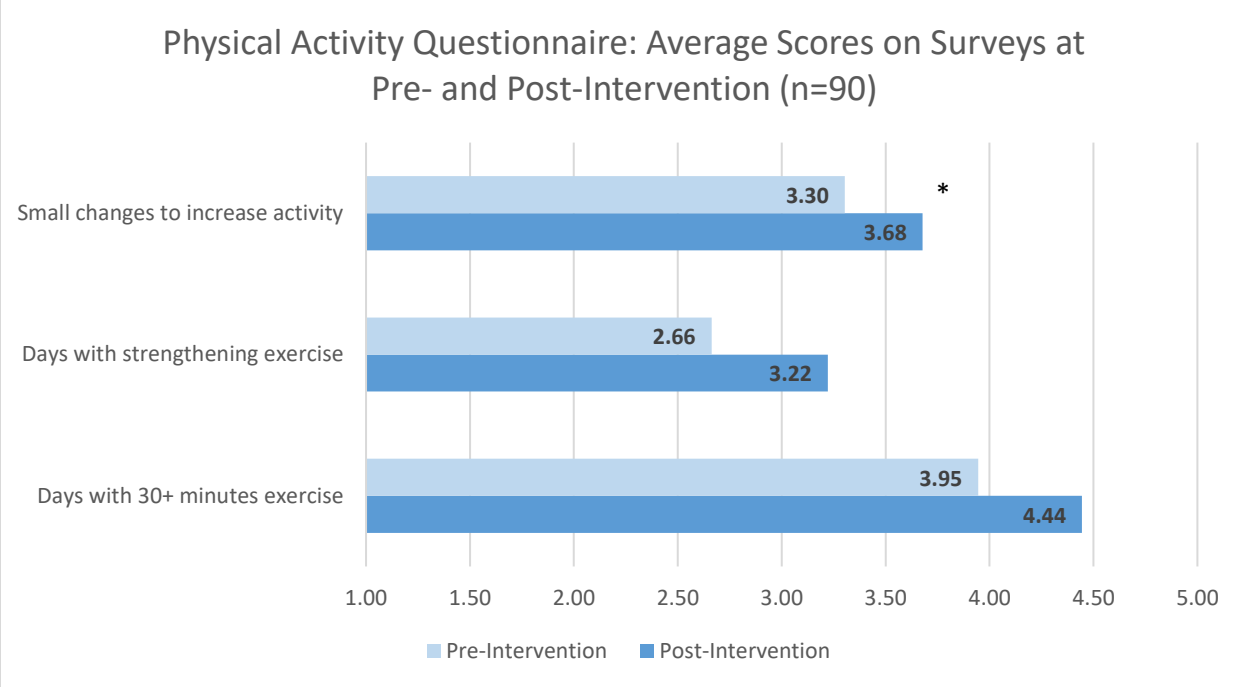


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

ADULT PHYSICAL ACTIVITY QUESTIONNAIRE (PAQ)

The Physical Activity Questionnaire consists of three questions drawn from the adult EFNEP Food & Physical Activity Questionnaire. In FFY19, 90 adult participants completed both pre- and post-intervention surveys.

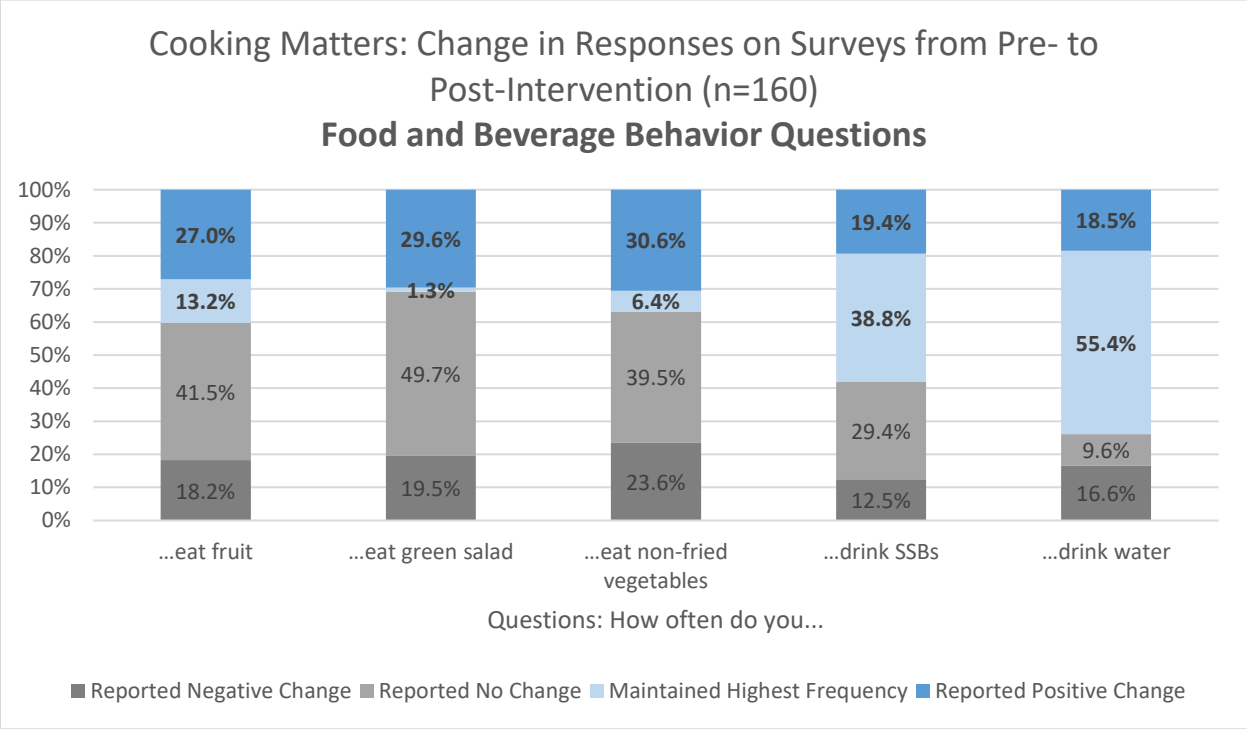


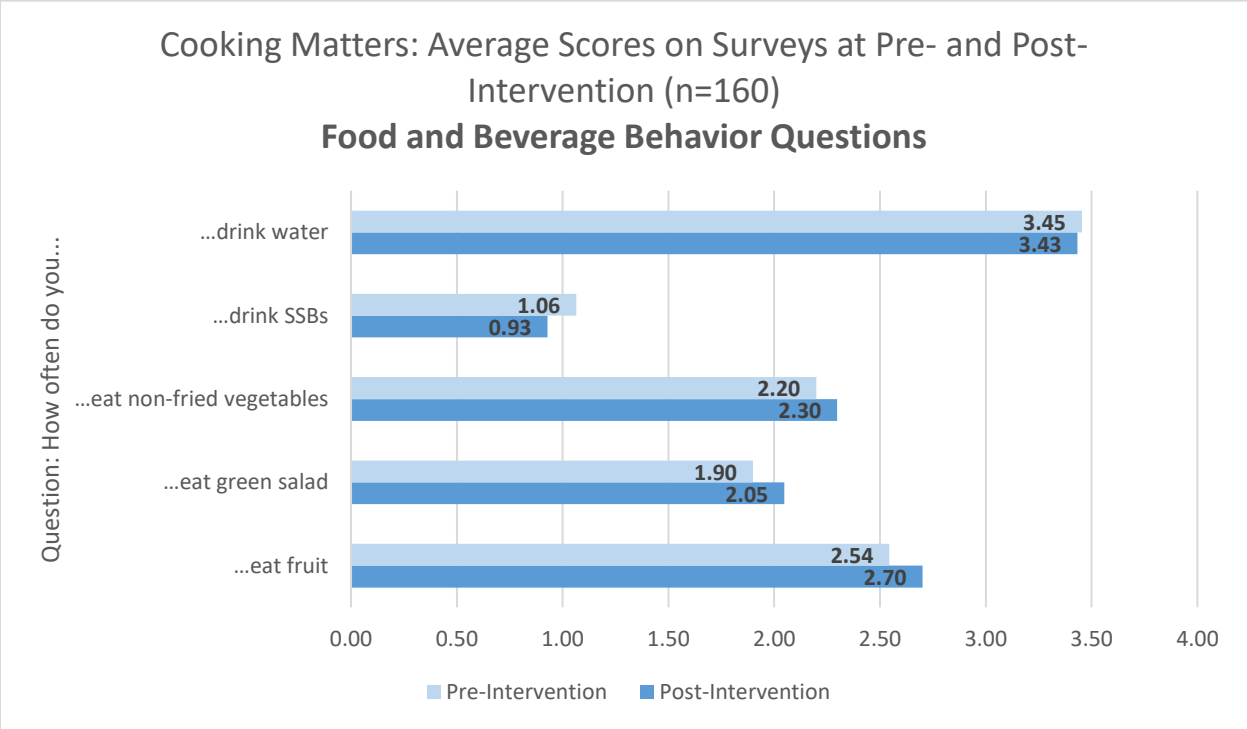


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

COOKING MATTERS SURVEYS

Cooking Matters surveys were given to adults who participated in a Cooking Matters curriculum in FFY 2019. The survey asks questions on eating and food shopping habits, and confidence around cooking and eating healthy food on a budget. 160 participants completed both pre- and post- surveys.





*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

Direct Education Outcomes by Curriculum

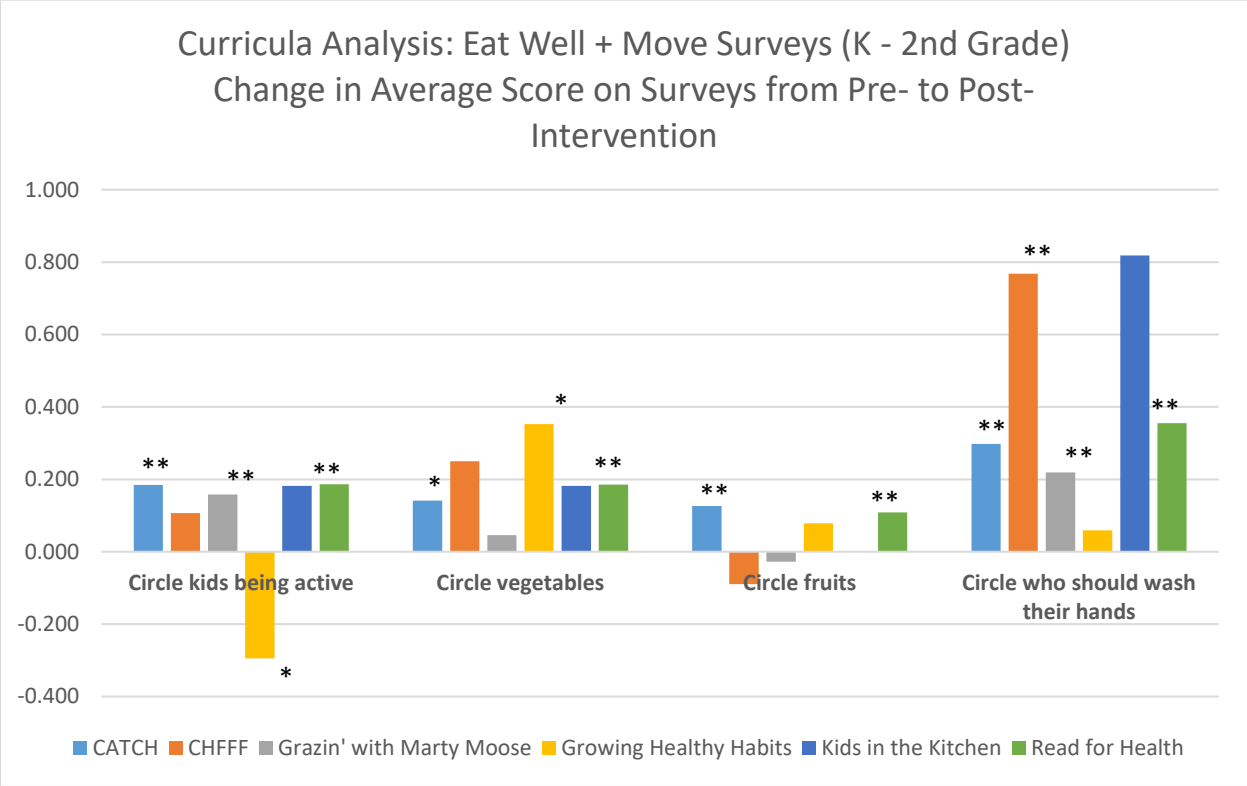
CURRICULA USED IN ELEMENTARY SCHOOLS

Analysis of curricula used in elementary schools is divided by the surveys used for the different grade levels.

Among students who took the Eat Well + Move survey, there were 6 curricula used. These curricula were:

Curricula	Participants with Matched Pre/Post Surveys
Coordinated Approach to Child Health (CATCH)	537
Choose Healthy, Fun, Food & Fitness (CHFFF)	56
Grazin' with Marty Moose	329
Growing Healthy Habits	51
Kids in the Kitchen	11
Read for Health	2095

Kids in the Kitchen is not included in this analysis due to small number of participants.

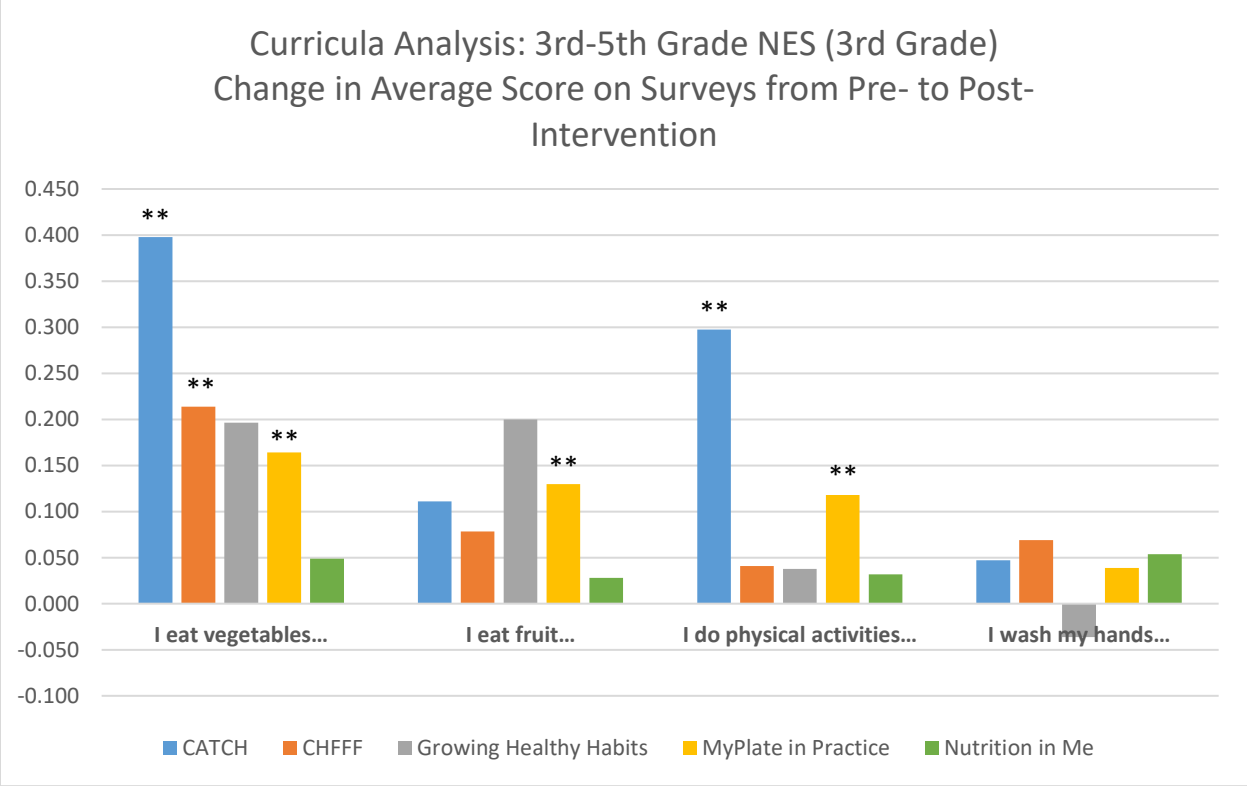


*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

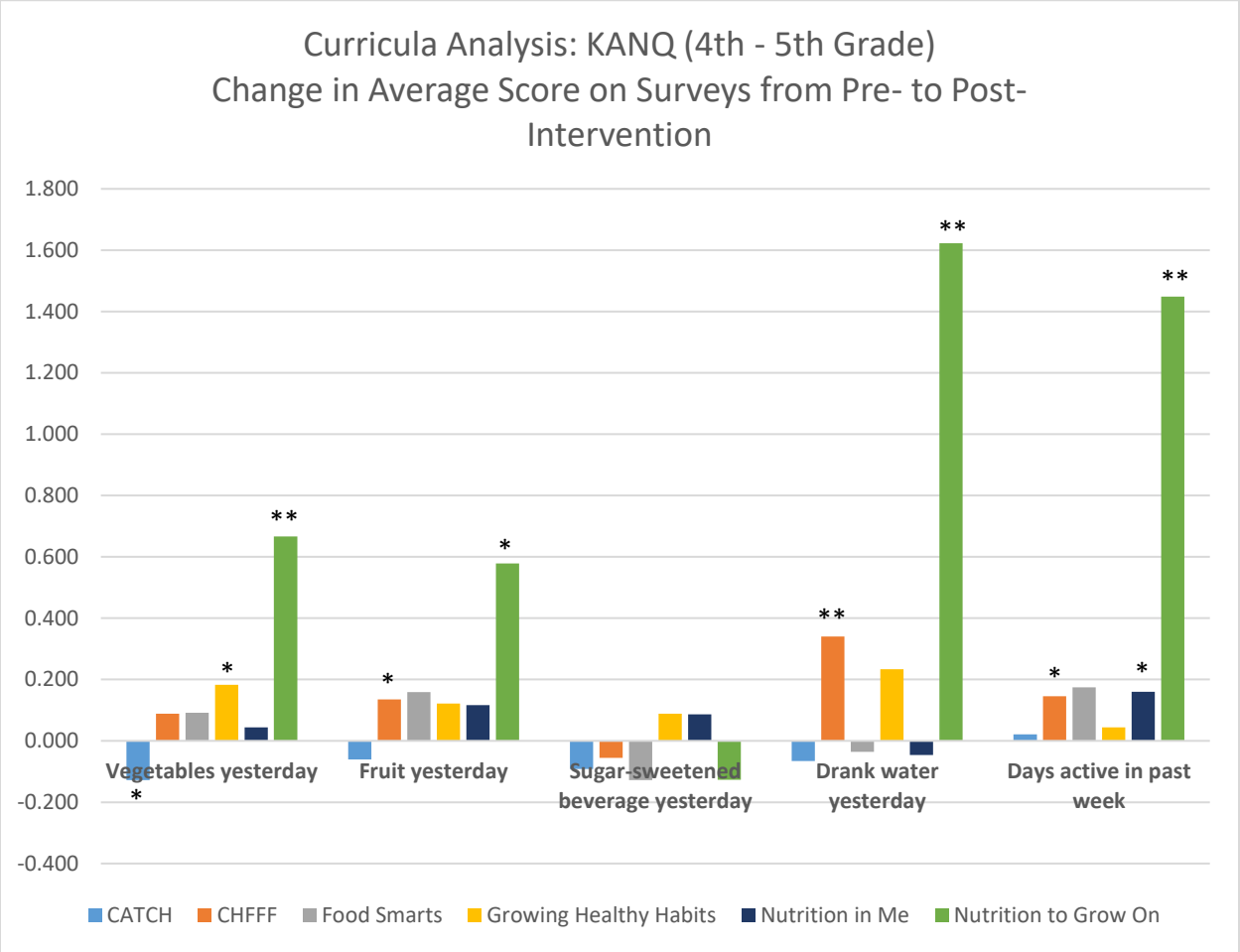
Among the older elementary school-aged students, participants took either the 3rd-5th Grade NES survey (3rd grade students) or the KANQ (4th and 5th grade students). There were 6 curricula used in classes with this age group. These curricula were:

Curricula	Participants with Matched Pre/Post Surveys (3rd Grade)	Participants with Matched Pre/Post Surveys (4th & 5th Grade)
Coordinated Approach to Child Health (CATCH)	88	771
Choose Healthy, Fun, Food & Fitness (CHFFF)	248	900
Food Smarts	0	326
Growing Healthy Habits	56	363
MyPlate in Practice	738	17
Nutrition in Me	554	486
Nutrition to Grow On	0	58

MyPlate in Practice results from 4th and 5th grade students is not included in this analysis due to the small number of participants.



*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01



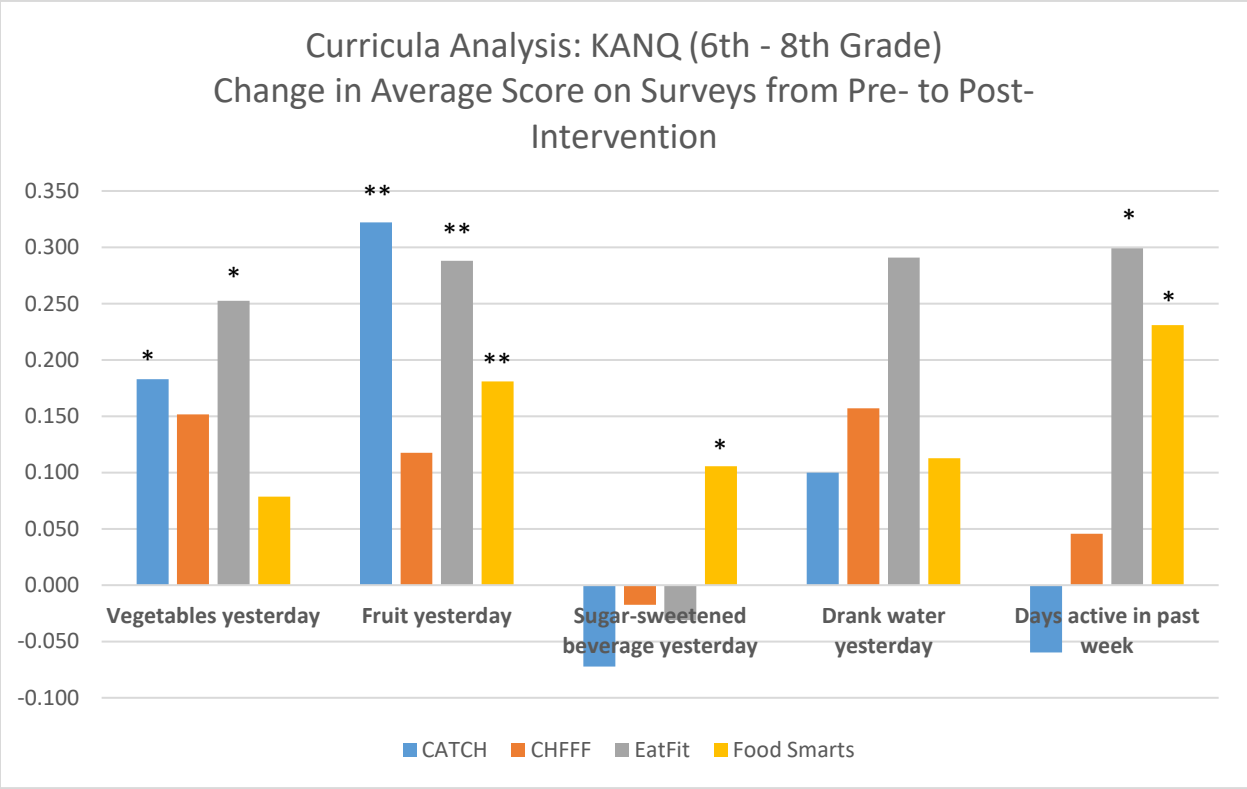
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

CURRICULA USED IN MIDDLE SCHOOLS

Among middle school-aged students, participants took the KANQ. There were 5 curricula used in classes with this age group. These curricula were:

Curricula	Participants with Matched Pre/Post Surveys
Coordinated Approach to Child Health (CATCH)	184
Choose Healthy, Fun, Food & Fitness (CHFFF)	351
EatFit	194
Food Smarts	1147
Kids in the Kitchen	18

Kids in the Kitchen is not included in this analysis due to the small number of participants.



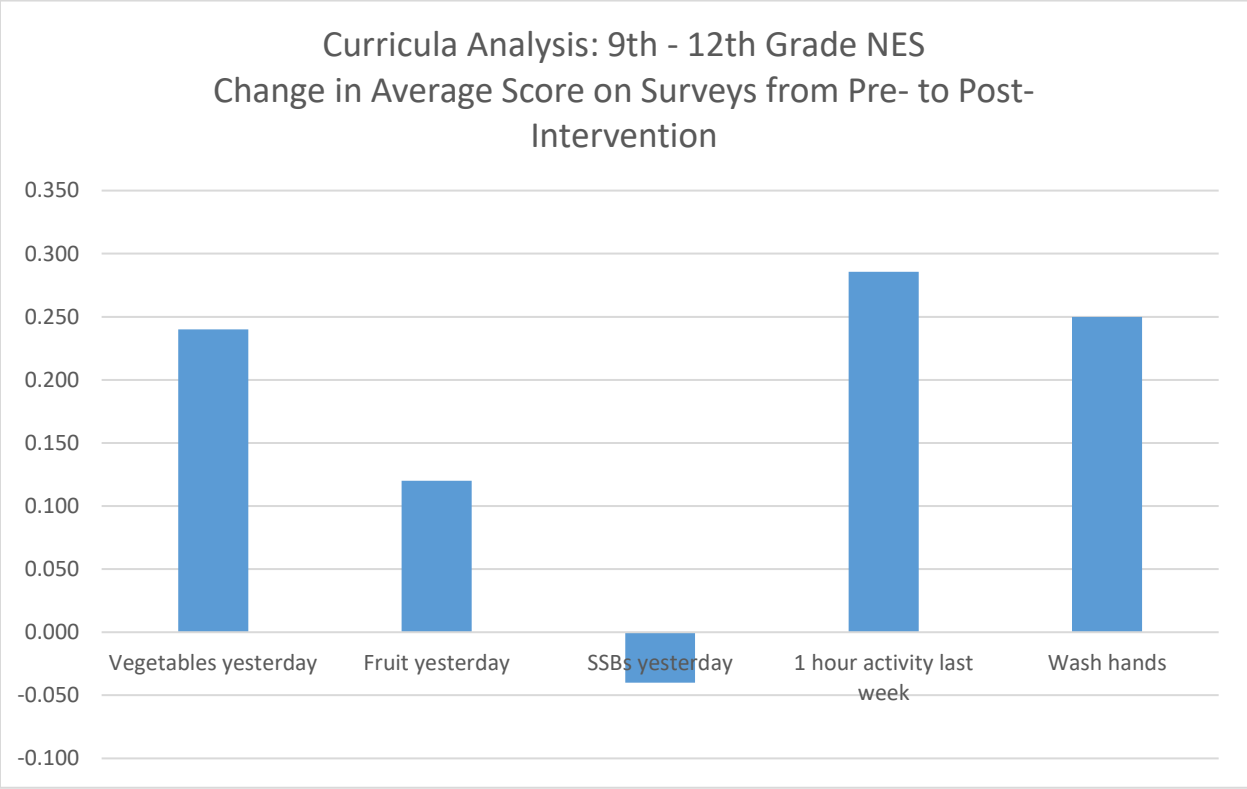
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

CURRICULA USED IN HIGH SCHOOLS

Among high school-aged students, participants took the 9th-12th grade NES. There were 2 curricula used in classes with this age group. These curricula were:

Curricula	Participants with Matched Pre/Post Surveys
Food Smarts	50
Plan, Shop, Save, Cook (PSSC)	15

PSSC is not included in this analysis due to the small number of participants



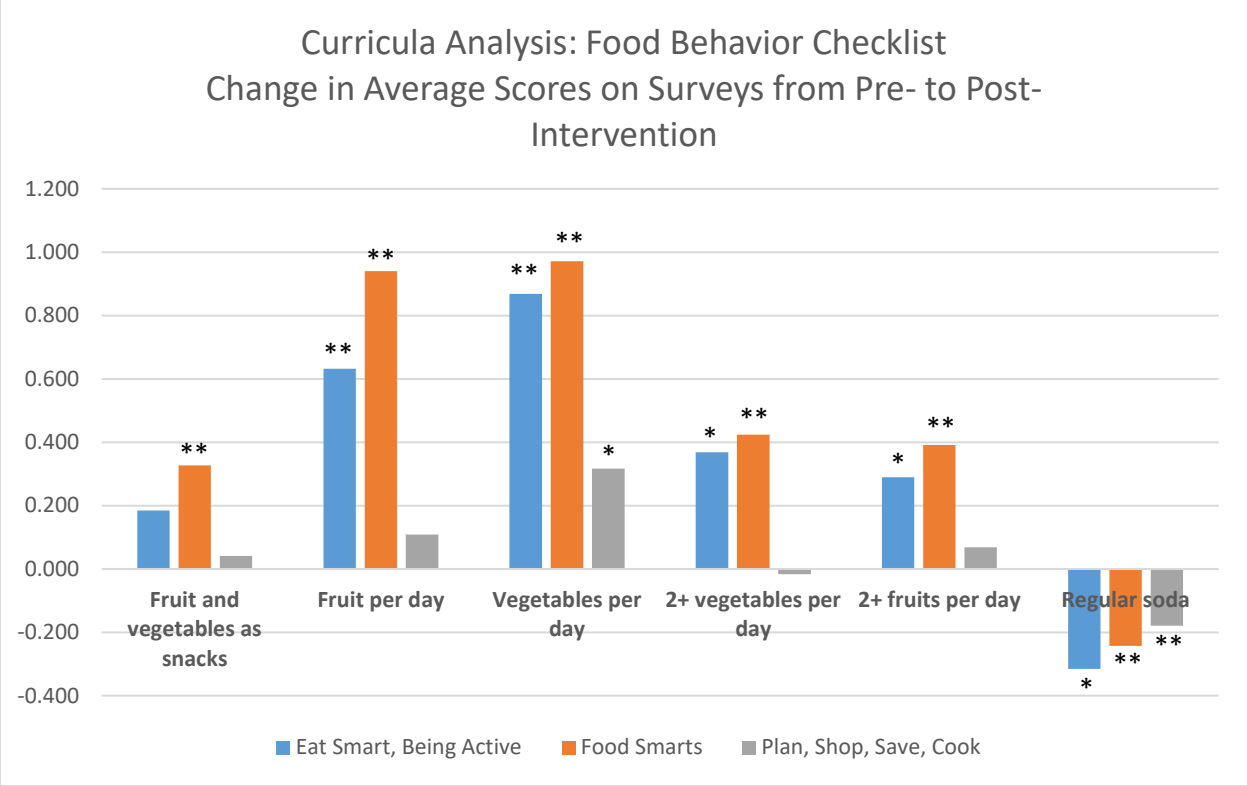
*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

CURRICULA USED WITH ADULTS

For adult classes, participants took the UCCE Food Behavior Checklist. There were 4 curricula used in classes with this age group. These curricula were:

Curricula	Participants with Matched Pre/Post Surveys
Eat Smart, Being Active	38
Eat Smart, Live Strong	14
Food Smarts	333
Plan, Shop, Save, Cook (PSSC)	121

Eat Smart, Live Strong is not included in this analysis due to the small number of participants.



*Denotes statistical significance at p<0.05 **Denotes statistical significance at p<0.01

Partnerships and Coalitions:

PARTNERSHIPS

In FFY2019, SNAP-Ed worked in 463 partnerships across the state. The majority of partnerships were based in local jurisdictions.

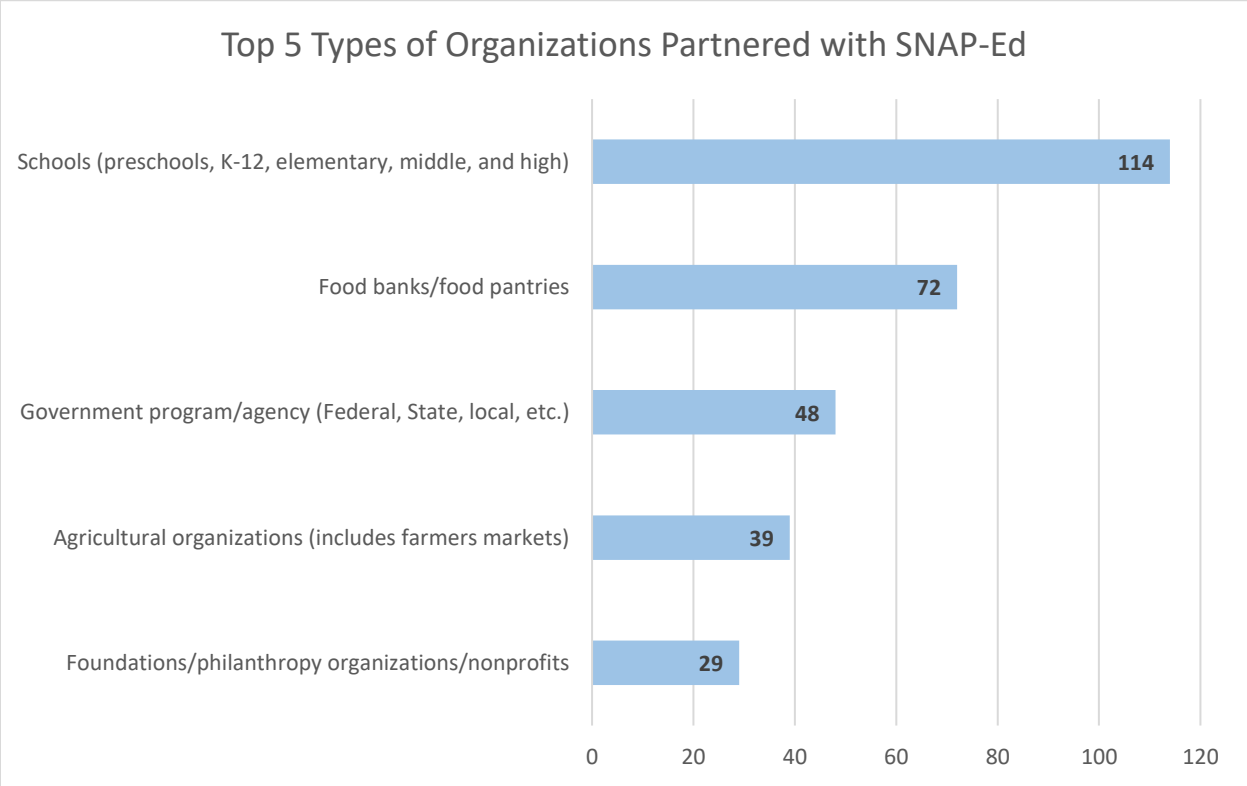
Jurisdiction Level of Partnerships		
	Frequency	**Percent**
Local (e.g. community, district, parish, city, town, county, borough, or region)	426	92.0%
State	24	5.2%
Tribal	8	1.7%
Missing	5	1.1%
Total	**463**	100.0%

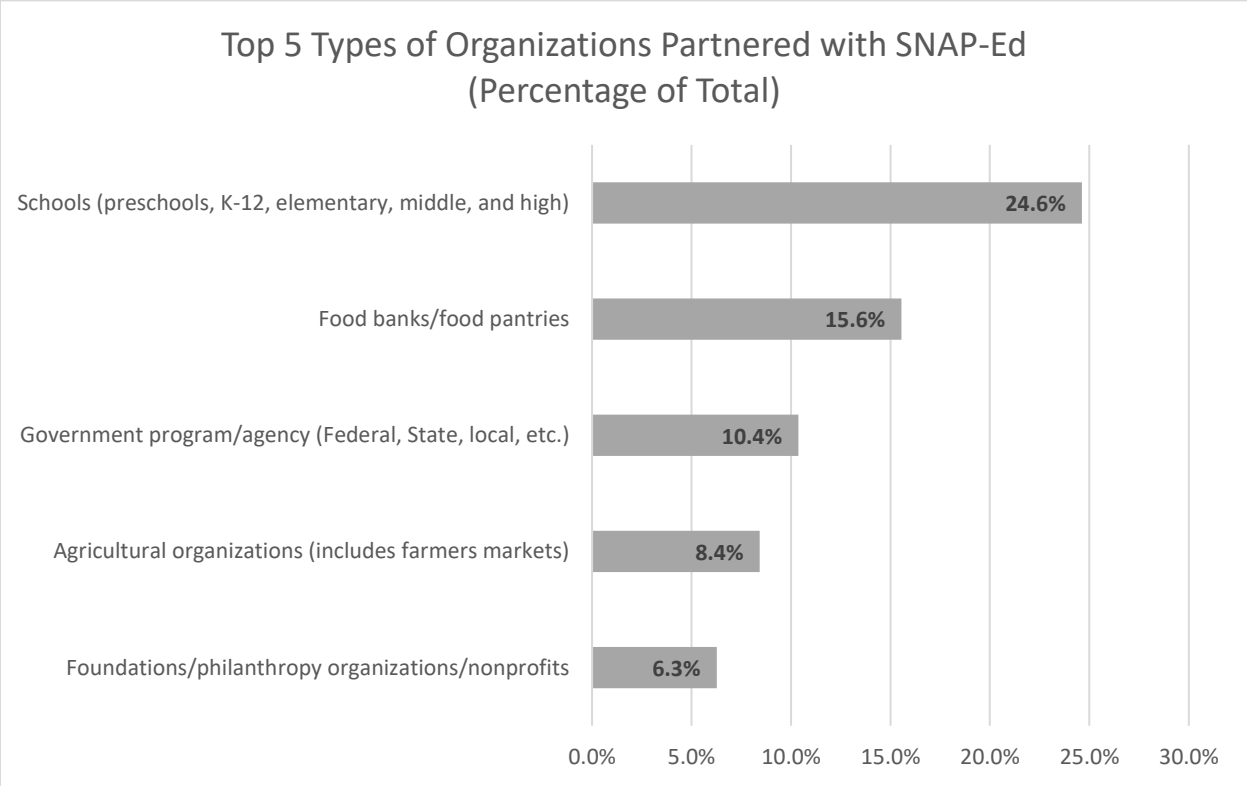
Relationship Depth of Partnerships		
	Frequency	**Percent**
Cooperator	171	36.9%
Coordination	132	28.5%
Collaboration	126	27.2%
Network	27	5.8%
Coalition	5	1.1%
Missing	2	0.4%

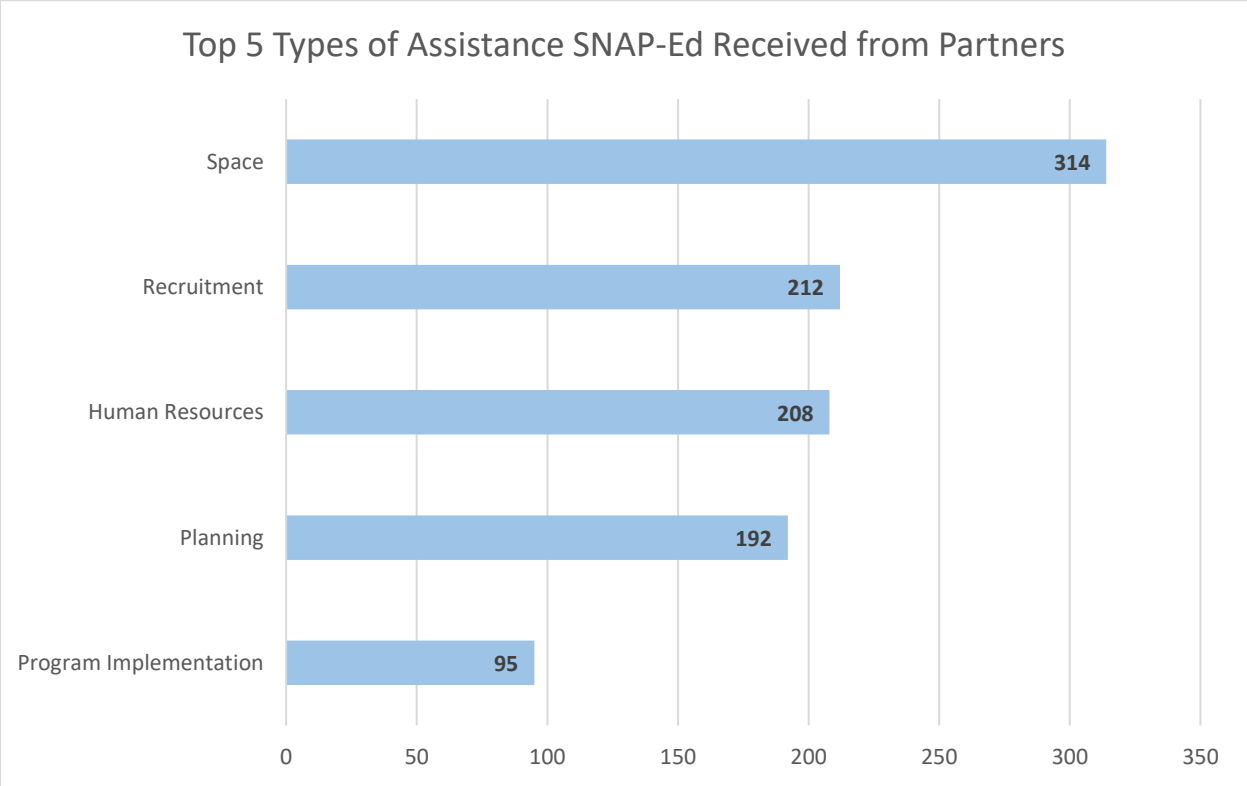
**Relationship depth used SNAP-Ed Toolkit/PEARS definitions*

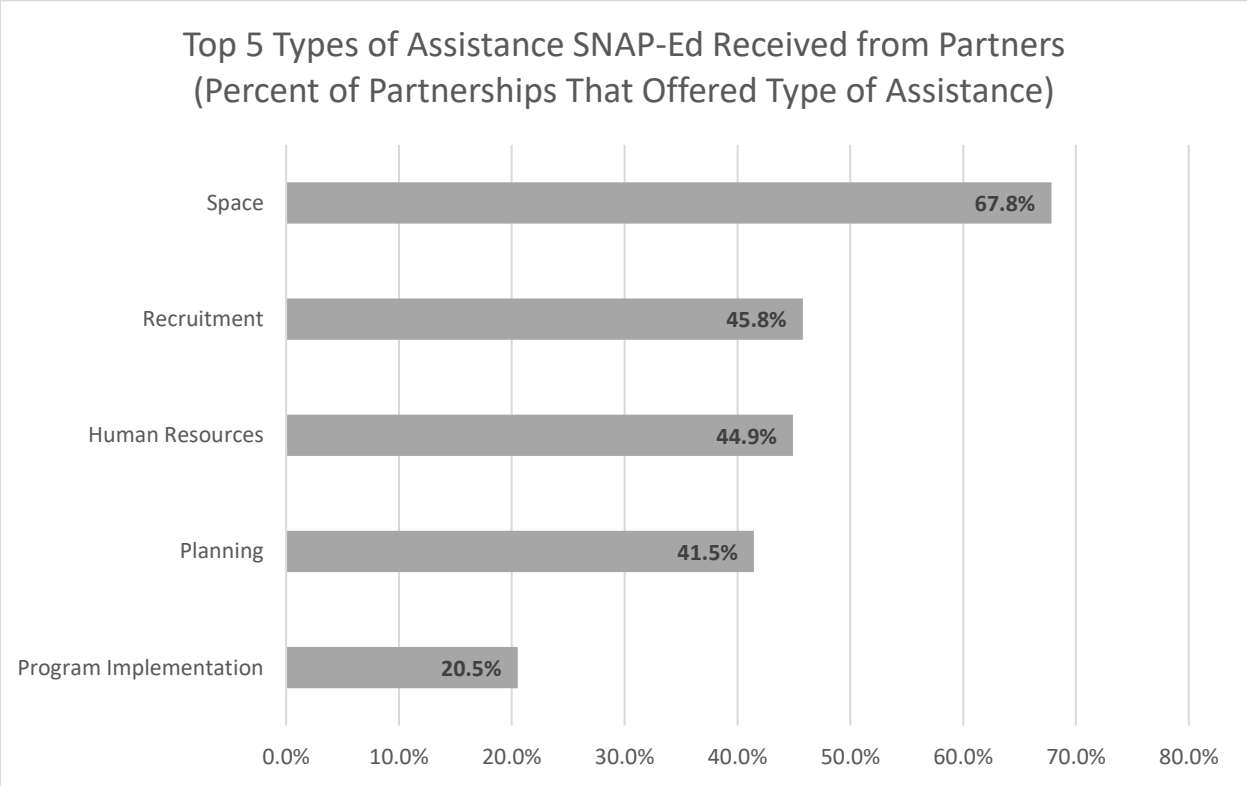
Establishment of Partnerships		
	Frequency	**Percent**
Newly established in FFY2019	305	65.9%
Previously established	158	34.1%

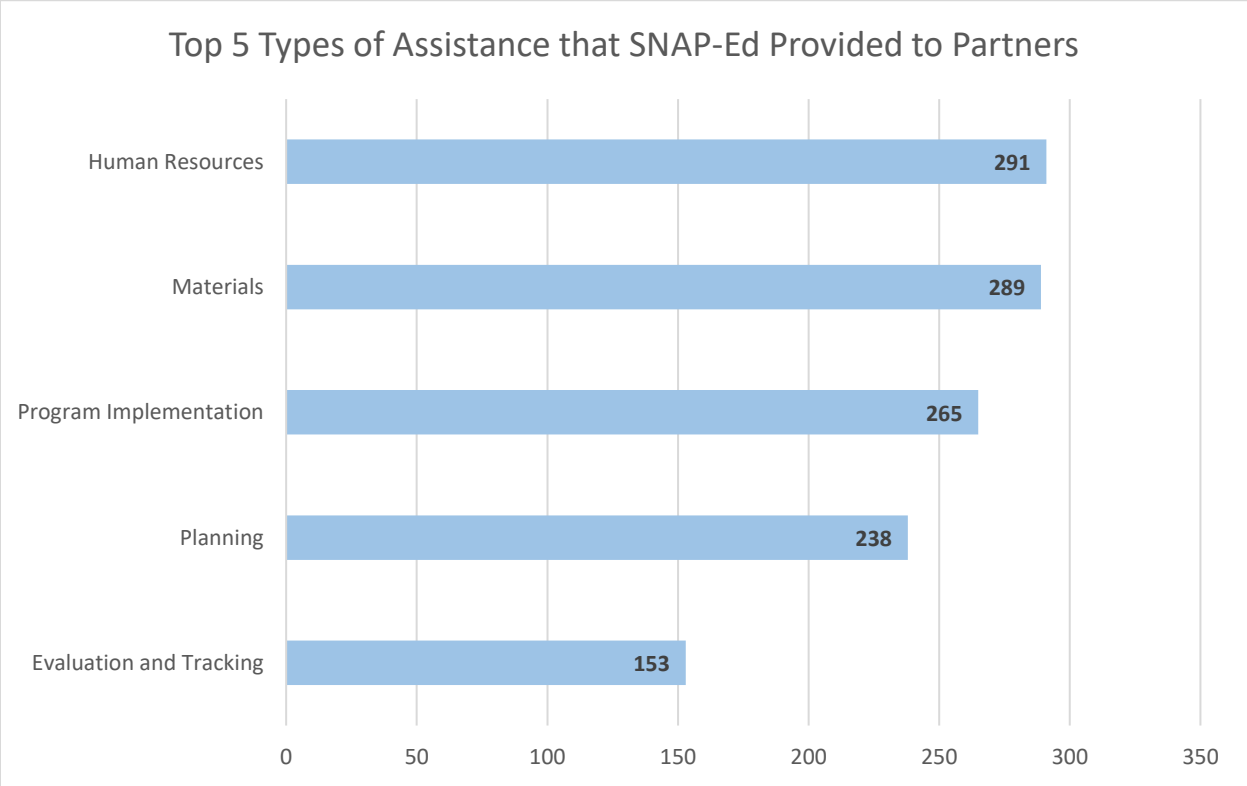
**Region 1 reported no partnerships in PEARS in FFY 2018*

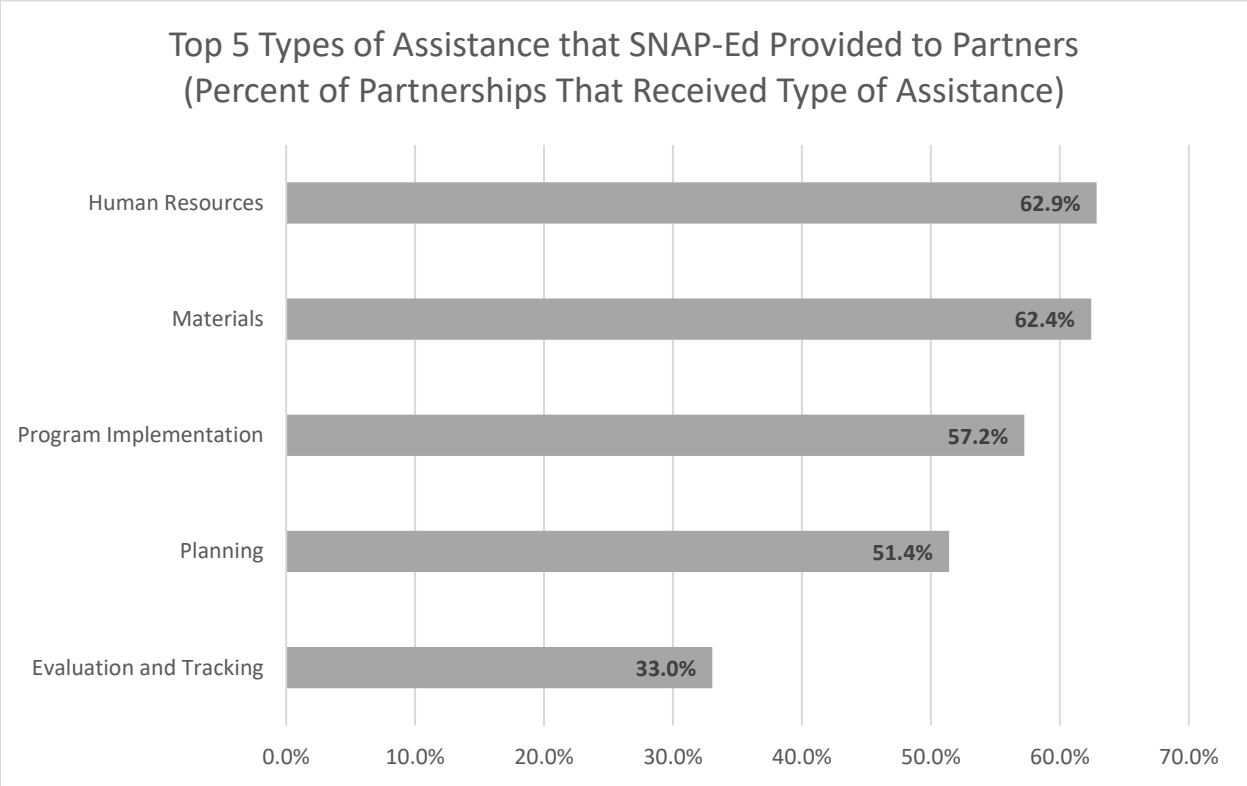

Top 5 Types of Organizations Partnered with SNAP-Ed
Schools (preschools, K-12, elementary, middle, and high)
114
Food banks/food pantries
72
Government program/agency (Federal, State, local, etc.)
48
Agricultural organizations (includes farmers markets)
39
Foundations/philanthropy organizations/nonprofits
29
0
20
40
60
80
100
120


Top 5 Types of Organizations Partnered with SNAP-Ed
(Percentage of Total)
Schools (preschools, K-12, elementary, middle, and high)
24.6%
Food banks/food pantries
15.6%
Government program/agency (Federal, State, local, etc.)
10.4%
Agricultural organizations (includes farmers markets)
8.4%
Foundations/philanthropy organizations/nonprofits
6.3%
0.0%
5.0%
10.0%
15.0%
20.0%
25.0%
30.0%


Top 5 Types of Assistance SNAP-Ed Received from Partners
Space
Recruitment
Human Resources
Planning
Program Implementation
314
212
208
192
95
0
50
100
150
200
250
300
350


Top 5 Types of Assistance SNAP-Ed Received from Partners
(Percent of Partnerships That Offered Type of Assistance)
Space
Recruitment
Human Resources
Planning
Program Implementation
67.8%
45.8%
44.9%
41.5%
20.5%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%
80.0%


Top 5 Types of Assistance that SNAP-Ed Provided to Partners
Human Resources
291
Materials
289
Program Implementation
265
Planning
238
Evaluation and Tracking
153
0
50
100
150
200
250
300
350


Top 5 Types of Assistance that SNAP-Ed Provided to Partners
(Percent of Partnerships That Received Type of Assistance)
Human Resources
62.9%
Materials
62.4%
Program Implementation
57.2%
Planning
51.4%
Evaluation and Tracking
33.0%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%

COALITIONS

In FFY2019, SNAP-Ed was involved in 64 coalitions across the state. The majority of these were local coalitions, working with local community, town or regional groups.

Jurisdiction Level of Coalitions		
	Frequency	**Percent**
Local (e.g. community, district, parish, city, town, county, borough, or region)	57	89.1%
State	7	10.9%
Total	**64**	**100.0%**

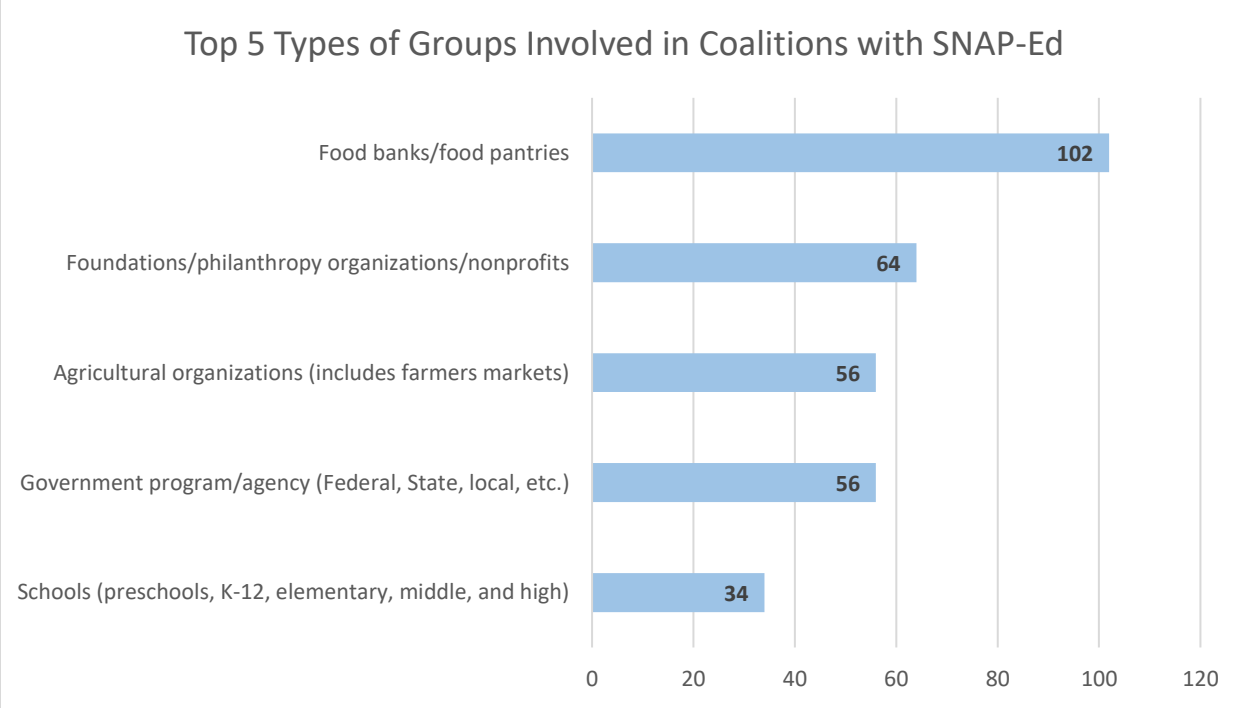
Establishment of Coalitions		
	Frequency	**Percent**
Newly established in FFY2019	40	62.5%
Previously established	24	37.5%

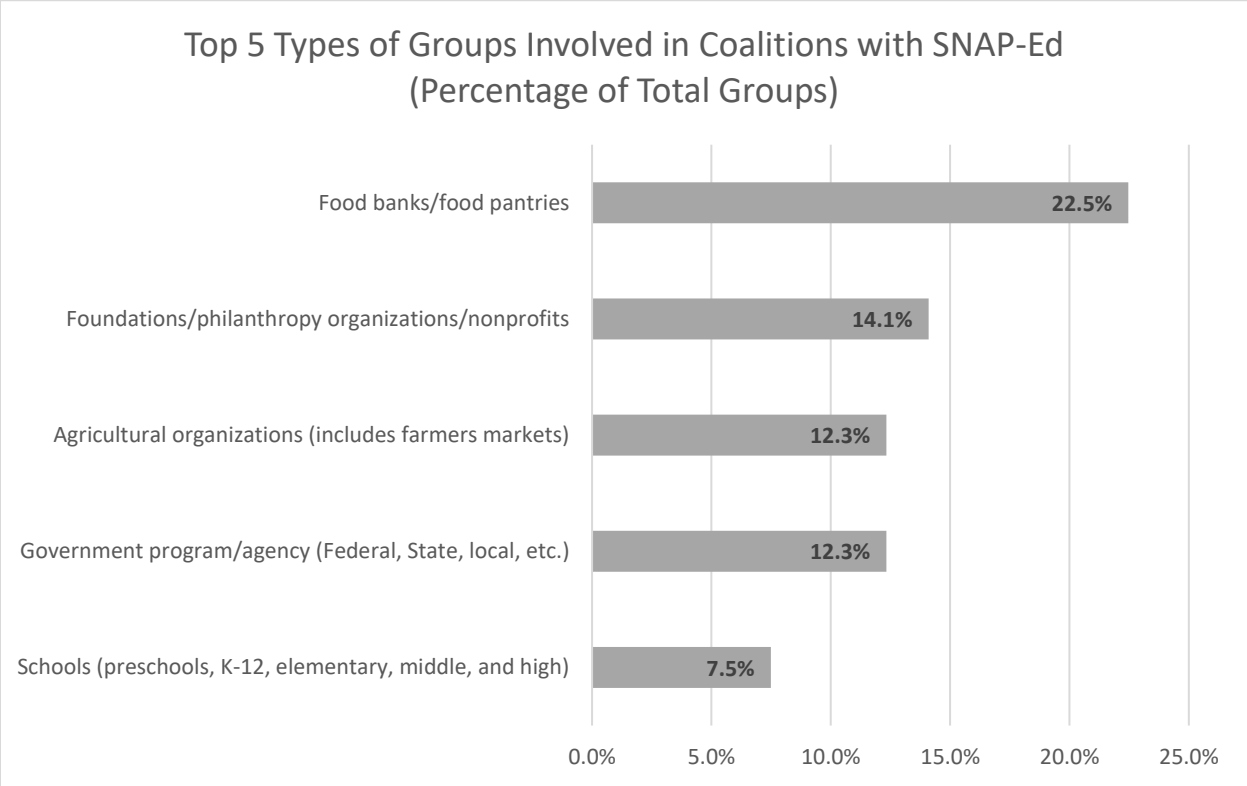
Relationship Depth of Coalitions		
	Frequency	**Percent**
Coalition	26	40.6%
Network	13	20.3%
Collaboration	12	18.8%
Coordination	9	14.1%
Cooperator	3	4.7%
Missing	1	1.6%

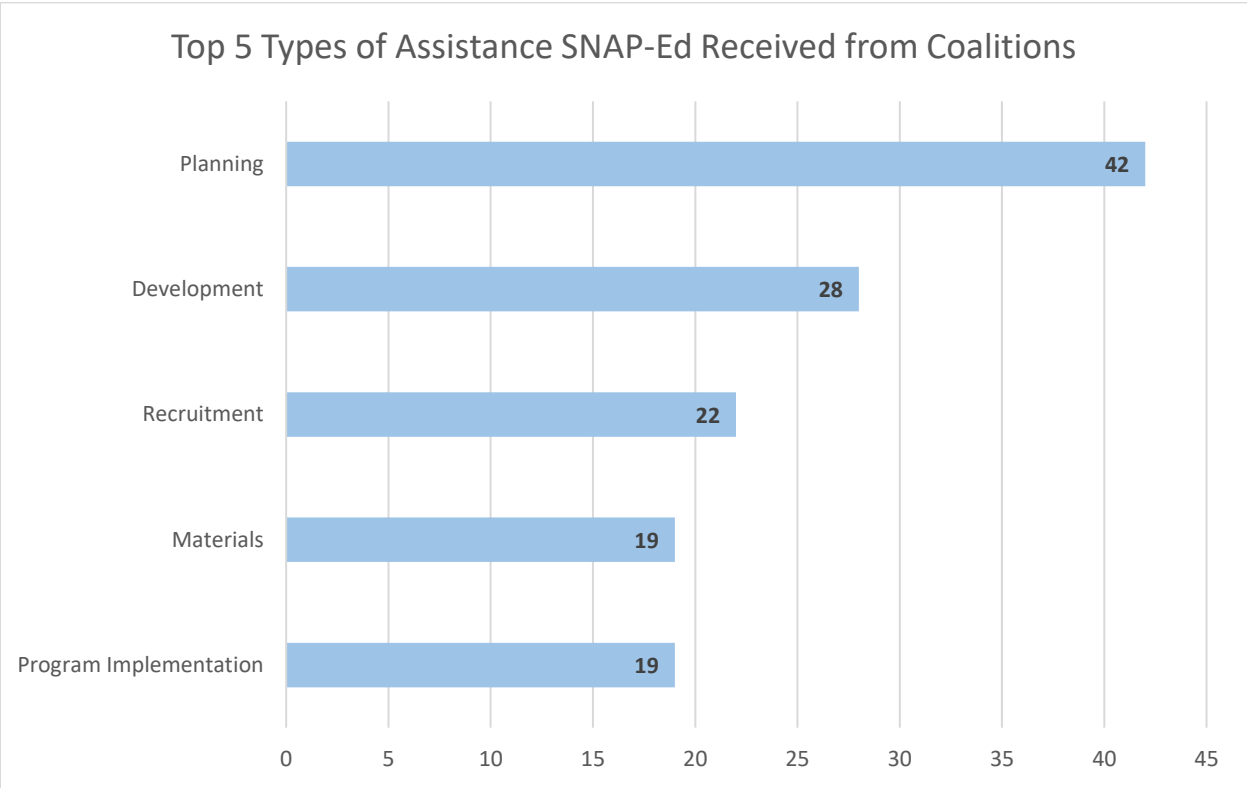
Coalition Members Sectors of Influence		
Sector	**Frequency**	**Percent**
Food industry	119	26.2%
Public health and health care	108	23.8%
Education	75	16.5%
Agriculture	60	13.2%
Other (please specify)	49	10.8%
Government	20	4.4%
Community design	16	3.5%
Public safety	4	0.9%
Media	3	0.7%

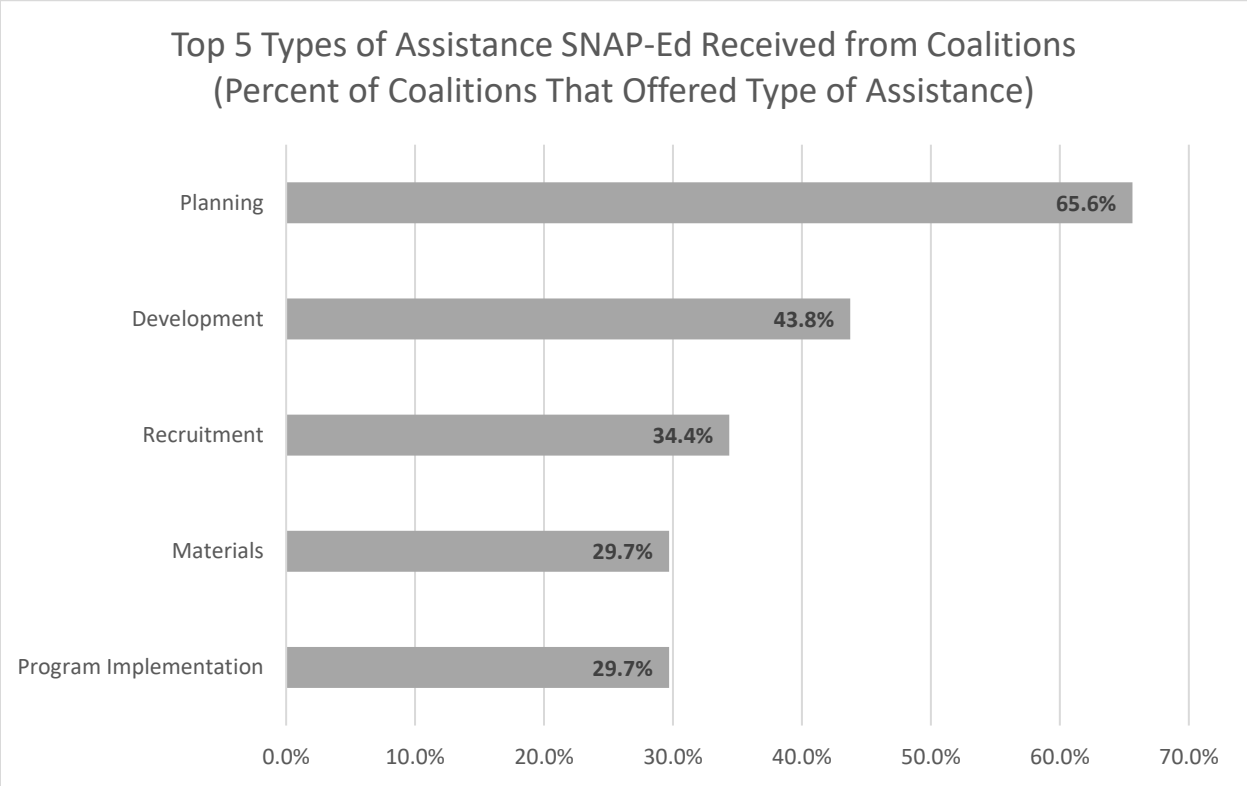
Membership Size of Coalition	
Number of Members	**Number of Coalitions of that Membership Size**
1	15
2	2
3	1
4	4
5	2
6	3
7	4
9	5
10	7
11	2
12	2
13	3
14	2
15	1
16	2
18	2
21	1
22	1

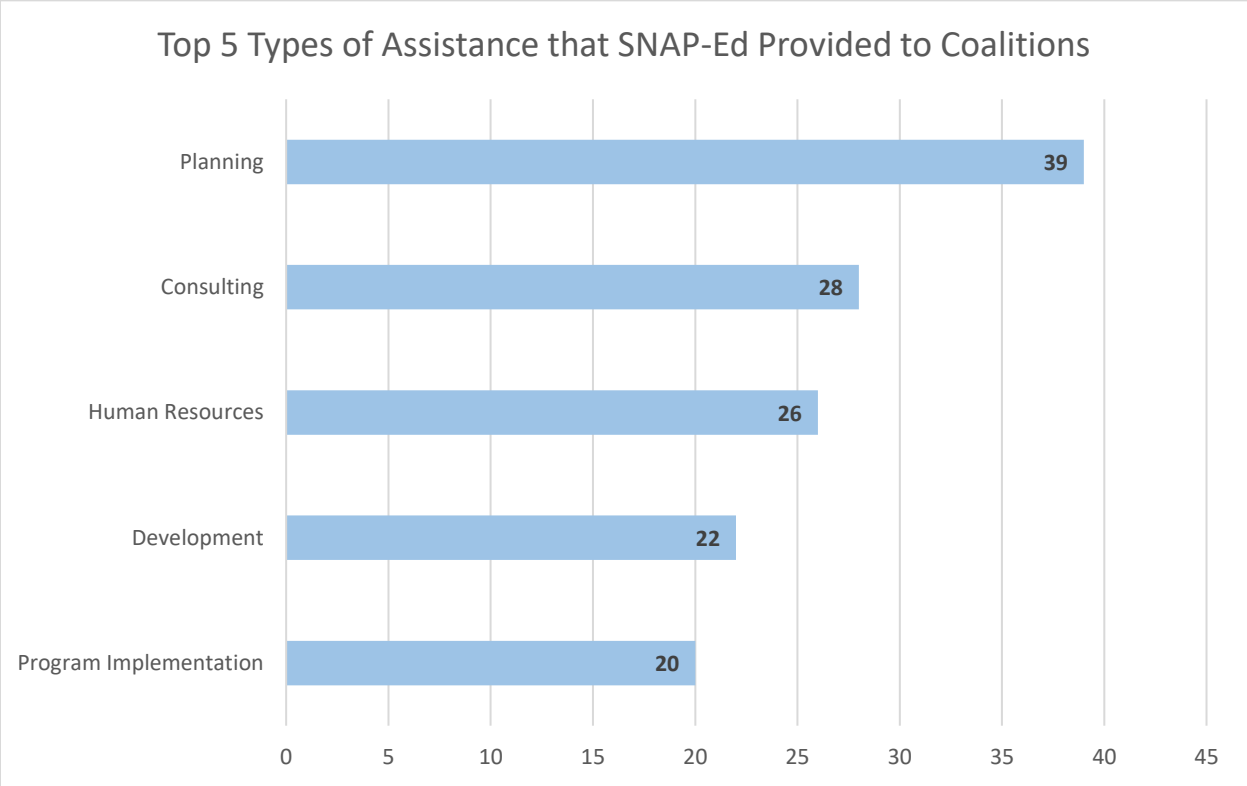
**Please note that number reported may not accurately represent the size of the coalition. Some entries indicate "see list" or have a link to a website instead of entering each member agency.*

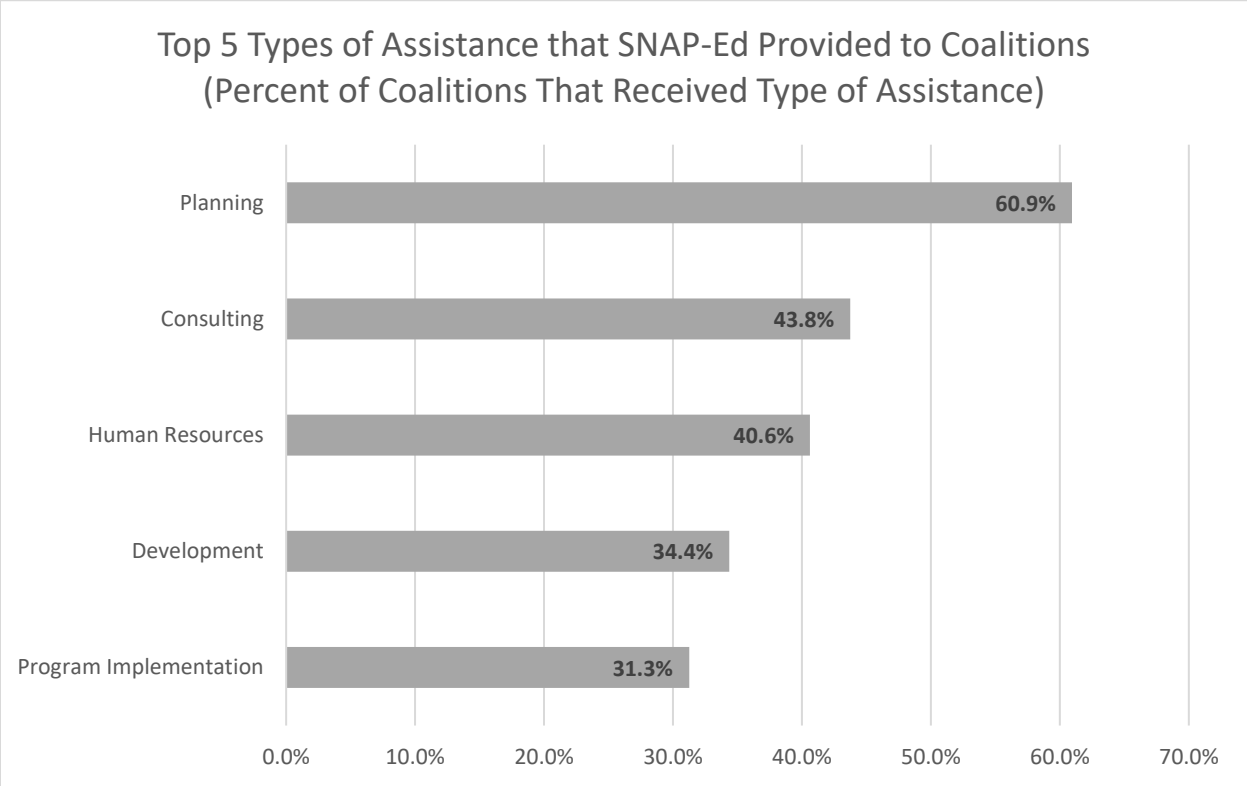



Top 5 Types of Groups Involved in Coalitions with SNAP-Ed (Percentage of Total Groups)
Food banks/food pantries
22.5%
Foundations/philanthropy organizations/nonprofits
14.1%
Agricultural organizations (includes farmers markets)
12.3%
Government program/agency (Federal, State, local, etc.)
12.3%
Schools (preschools, K-12, elementary, middle, and high)
7.5%
0.0%
5.0%
10.0%
15.0%
20.0%
25.0%


Top 5 Types of Assistance SNAP-Ed Received from Coalitions
Planning
42
Development
28
Recruitment
22
Materials
19
Program Implementation
19
0
5
10
15
20
25
30
35
40
45


Top 5 Types of Assistance SNAP-Ed Received from Coalitions
(Percent of Coalitions That Offered Type of Assistance)
Planning
65.6%
Development
43.8%
Recruitment
34.4%
Materials
29.7%
Program Implementation
29.7%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%


Top 5 Types of Assistance that SNAP-Ed Provided to Coalitions
Planning
39
Consulting
28
Human Resources
26
Development
22
Program Implementation
20
0
5
10
15
20
25
30
35
40
45

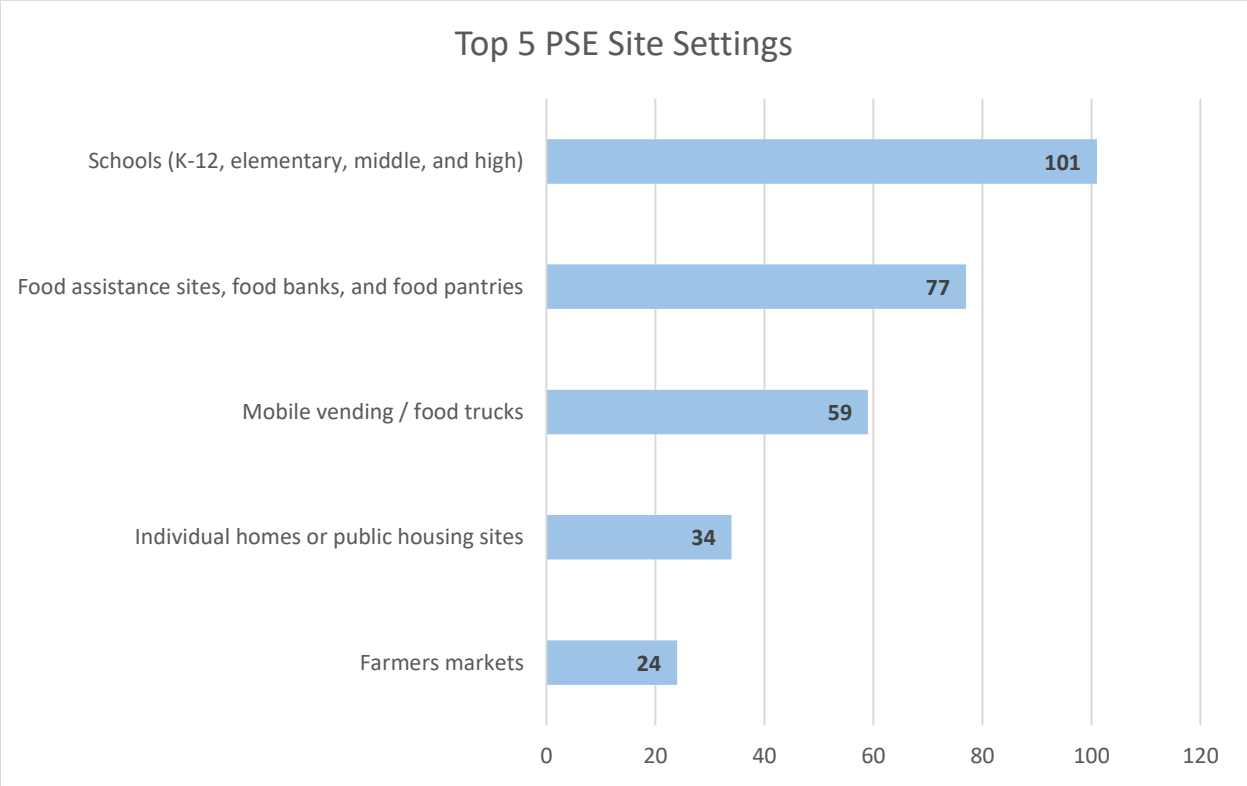

Top 5 Types of Assistance that SNAP-Ed Provided to Coalitions
(Percent of Coalitions That Received Type of Assistance)
Planning
60.9%
Consulting
43.8%
Human Resources
40.6%
Development
34.4%
Program Implementation
31.3%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%

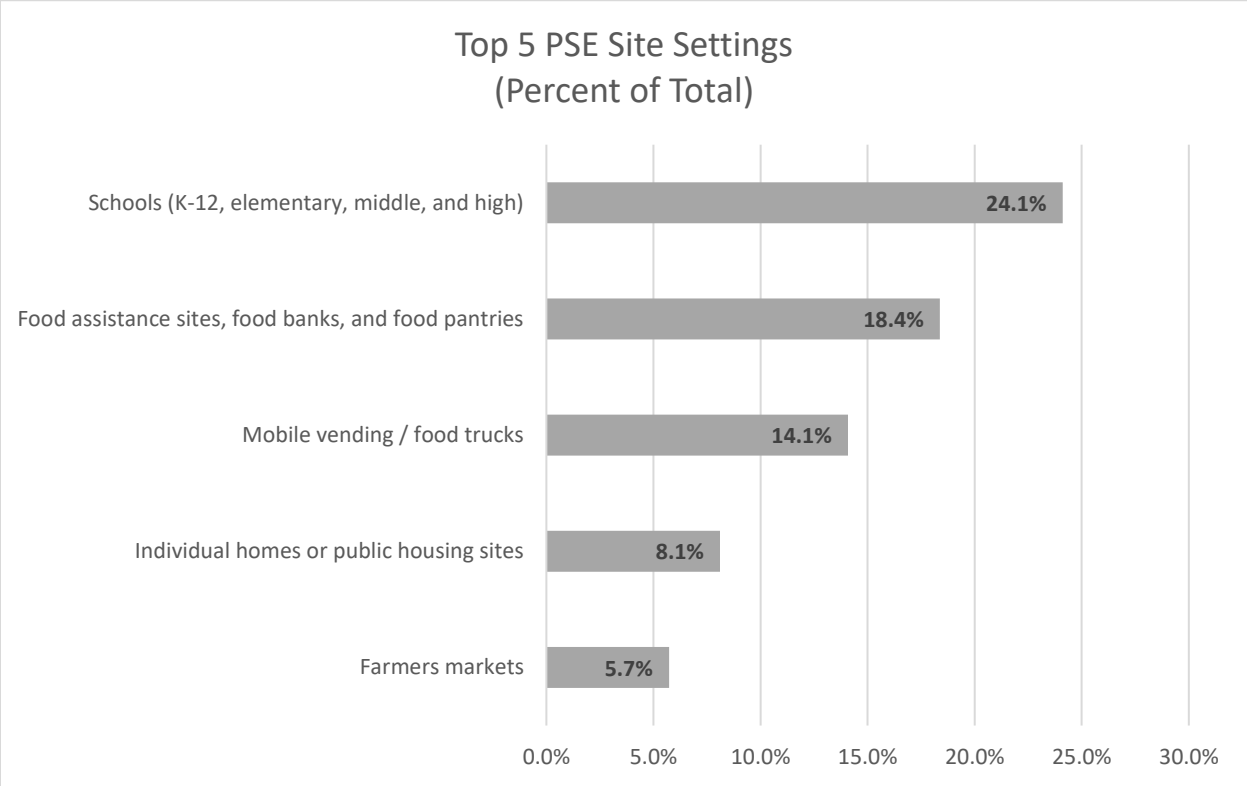
Policy, Systems, and Environment Activities

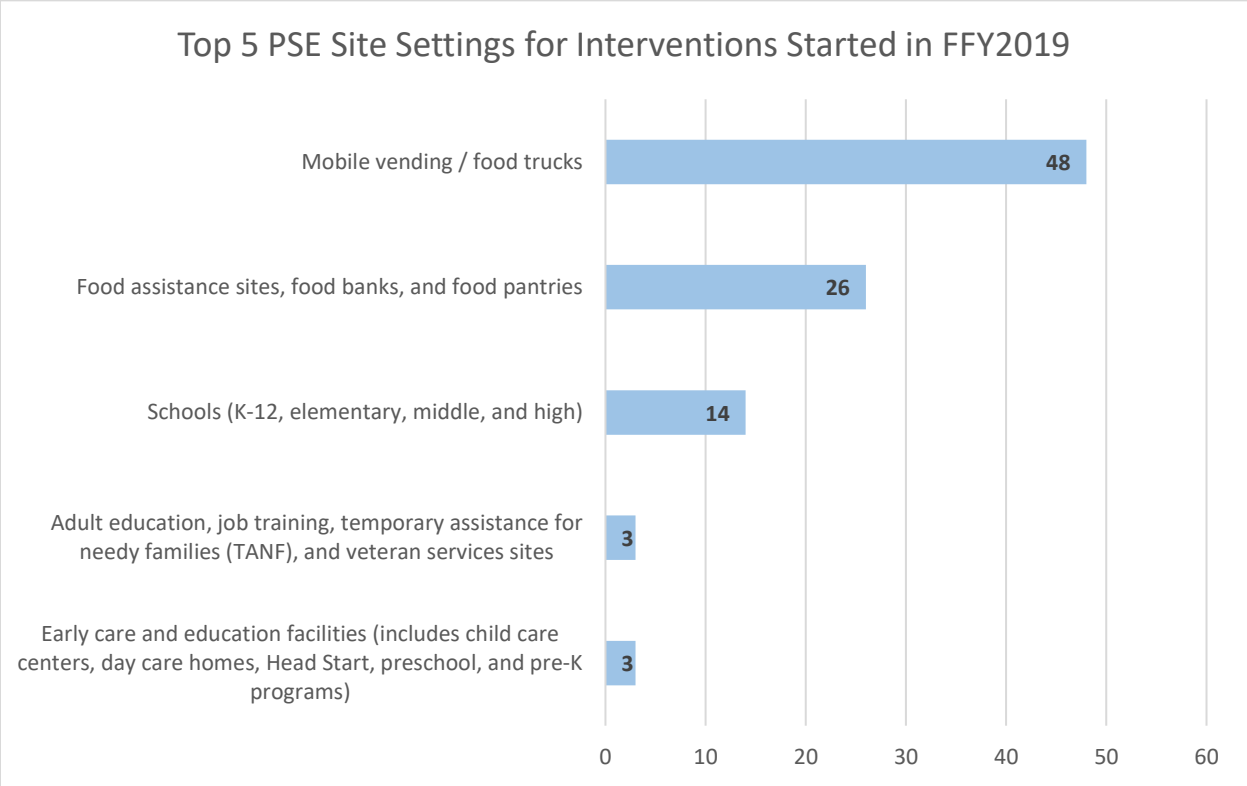
In FFY2019, SNAP-Ed participated in 419 PSE activities, 109 of which were started in this fiscal year.

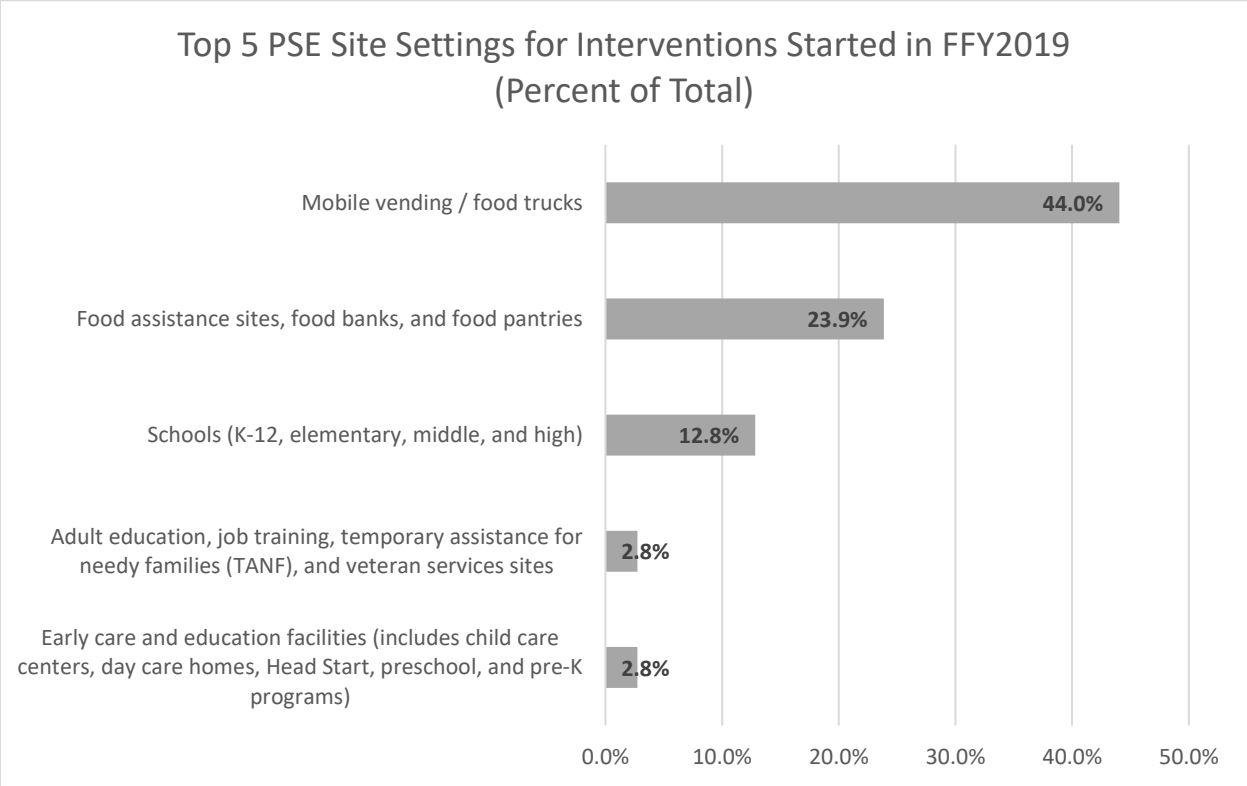
The reach of the various PSE projects across Washington State was over 1.5 million contacts. This number is a total of the reach of every project, and doesn't consider that some PSE reach estimates may include the same people

Reach of PSE Projects in FFY 2019	
	Estimated PSE Reach
Washington State Total	1,534,501
Region 1	154,188
Region 2	46,474
Region 3	48,200
Region 4	134,389
Region 5	1,151,250




Top 5 PSE Site Settings
(Percent of Total)
Schools (K-12, elementary, middle, and high)
24.1%
Food assistance sites, food banks, and food pantries
18.4%
Mobile vending / food trucks
14.1%
Individual homes or public housing sites
8.1%
Farmers markets
5.7%
0.0%
5.0%
10.0%
15.0%
20.0%
25.0%
30.0%


Top 5 PSE Site Settings for Interventions Started in FFY2019
Mobile vending / food trucks
48
Food assistance sites, food banks, and food pantries
26
Schools (K-12, elementary, middle, and high)
14
Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites
3
Early care and education facilities (includes child care centers, day care homes, Head Start, preschool, and pre-K programs)
3
0
10
20
30
40
50
60



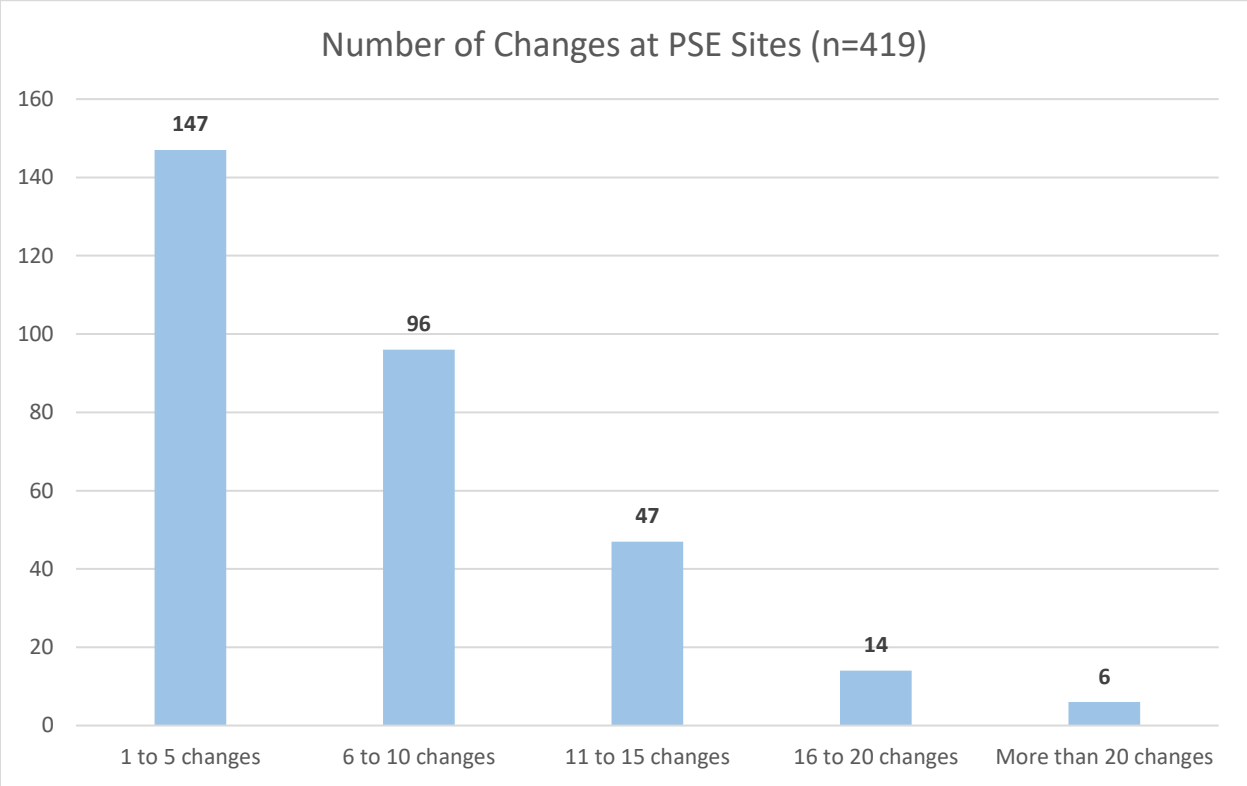
SNAP-Ed's Role in PSE Efforts				
	Lead	**Supportive**	**No Role**	**NA**
Initiated the effort	241	127	31	16
Fostered community engagement	85	246	30	54
Funded or provided guidance	216	166	9	24
Funded or conducted implementation	211	140	27	37
Funded or provided evaluation	114	92	55	154

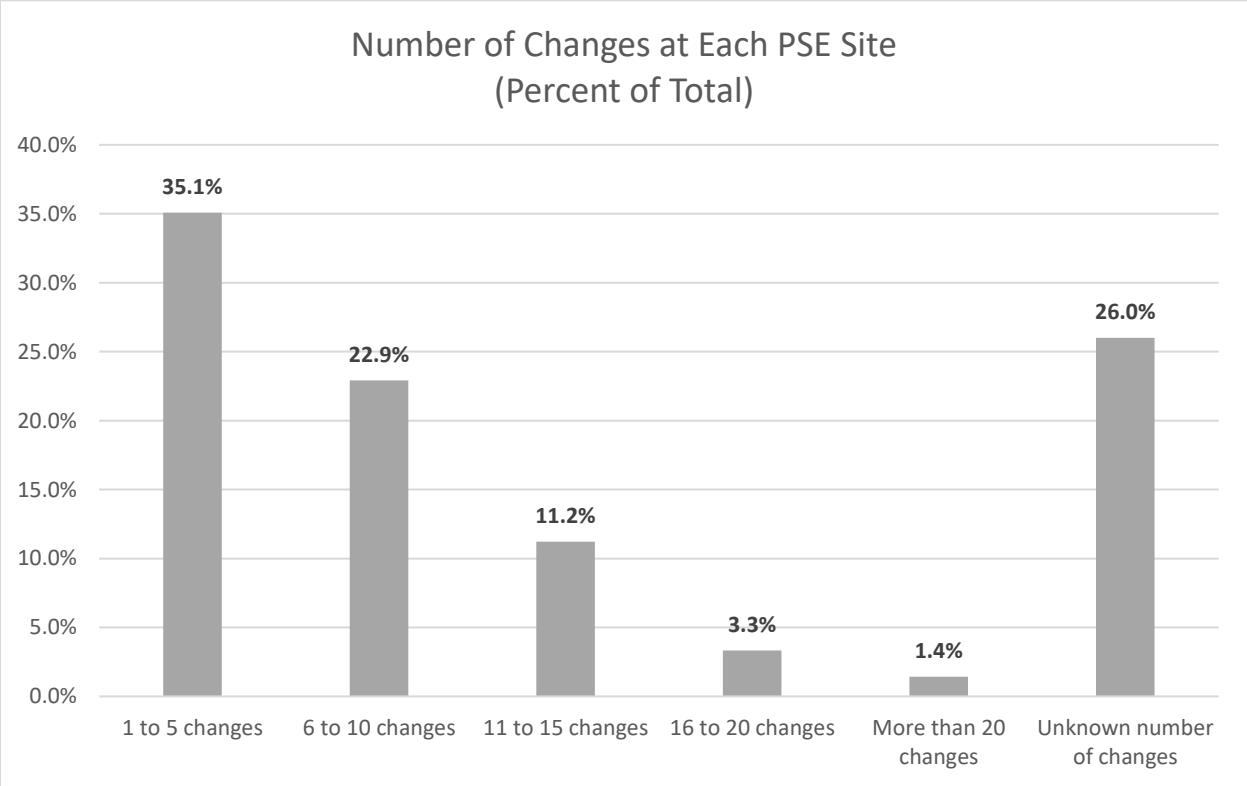
PSE Implementation Stages		
Stage	**Frequency**	**Percent**
Sites contacted and agreed to participate	221	52.7%
Planning and preparation for implementation (i.e. Assessment, training, etc.)	216	51.6%
Started implementation of changes	222	53.0%
Continued to implement changes	214	51.1%
Worked to maintain changes	105	25.1%
Conducted follow-up assessments and evaluation and/or monitoring	37	8.8%
Total	**419**	100.0%

PSE Sustainability Plan (n=180)				
	No Plans	**Plan**	**In Process**	**In Place**
Organization has assumed responsibility	18	41	89	32
Ongoing funding identified	30	30	84	36
Policies adopted	39	64	54	23
Reporting system implemented	55	61	31	33
Stakeholders' support	6	24	88	62

PSE FFY2019 Project Assessments		
Assessment Type	**Frequency**	**Percent**
Needs assessment/ environmental scan	24	66.7%
Organizational readiness	5	13.9%
Staff readiness	7	19.4%

PSE FFY2019 Project Assessment Tools		
Assessment Tool	**Frequency**	**Percent**
Staff/key informant interviews	8	22.2%
Participant Survey	6	16.7%
Environmental scan/Needs Assessment	6	16.7%
Washington Food Pantry Self-Assessment	4	11.1%
Healthy Food Pantry Assessment Toolkit (HFPAT)	3	8.3%
Smarter Lunchrooms Scorecard	2	5.6%
Focus Groups	2	5.6%
Committee Meetings	2	5.6%
HEAL MAPPS	1	2.8%
North Carolina Institute for Public Health: Intro to Program Eval	1	2.8%
Community Health Needs Assessment	1	2.8%

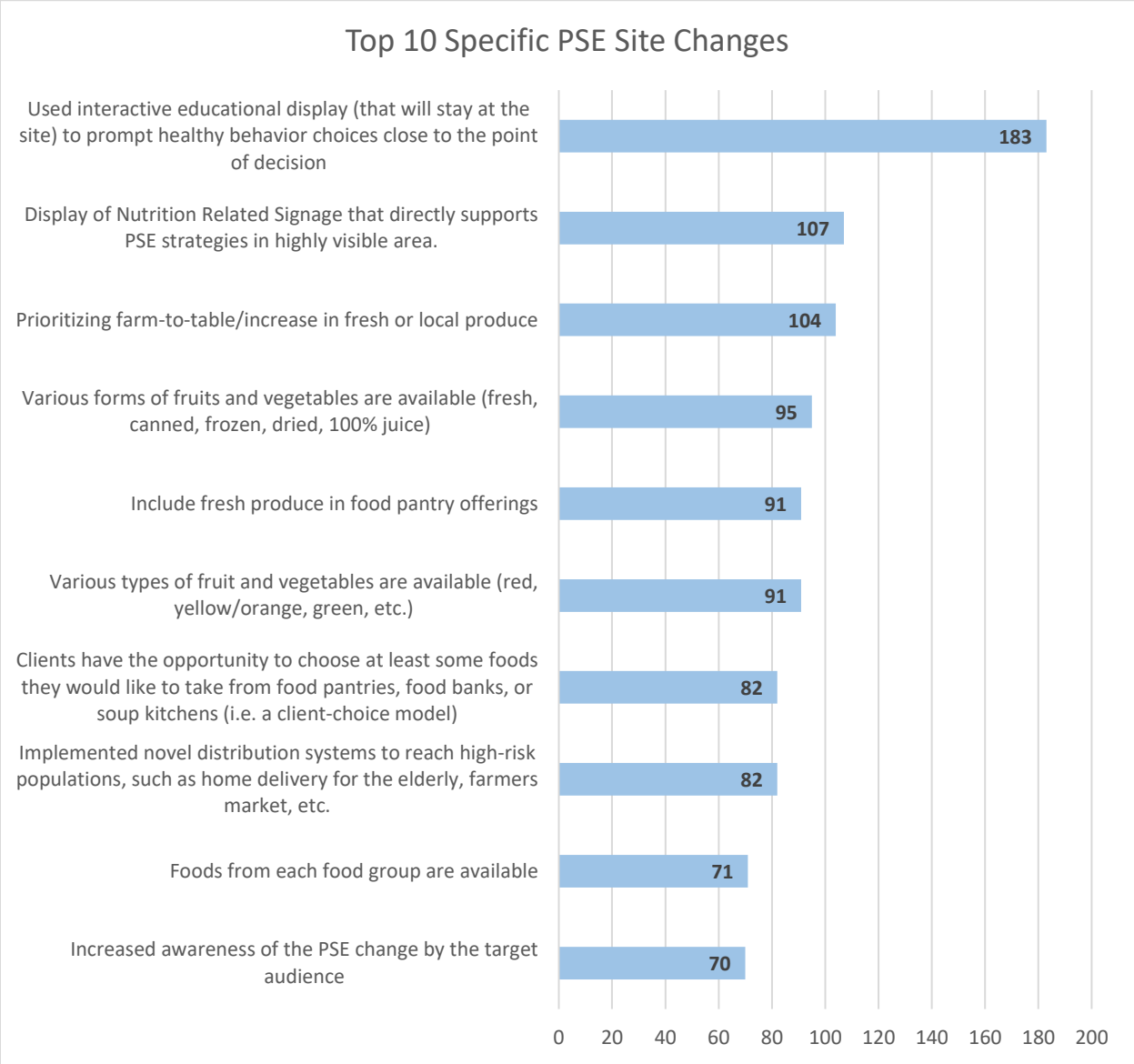

Number of Changes at PSE Sites (n=419)
160
140
120
100
80
60
40
20
0
147
96
47
14
6
1 to 5 changes
6 to 10 changes
11 to 15 changes
16 to 20 changes
More than 20 changes

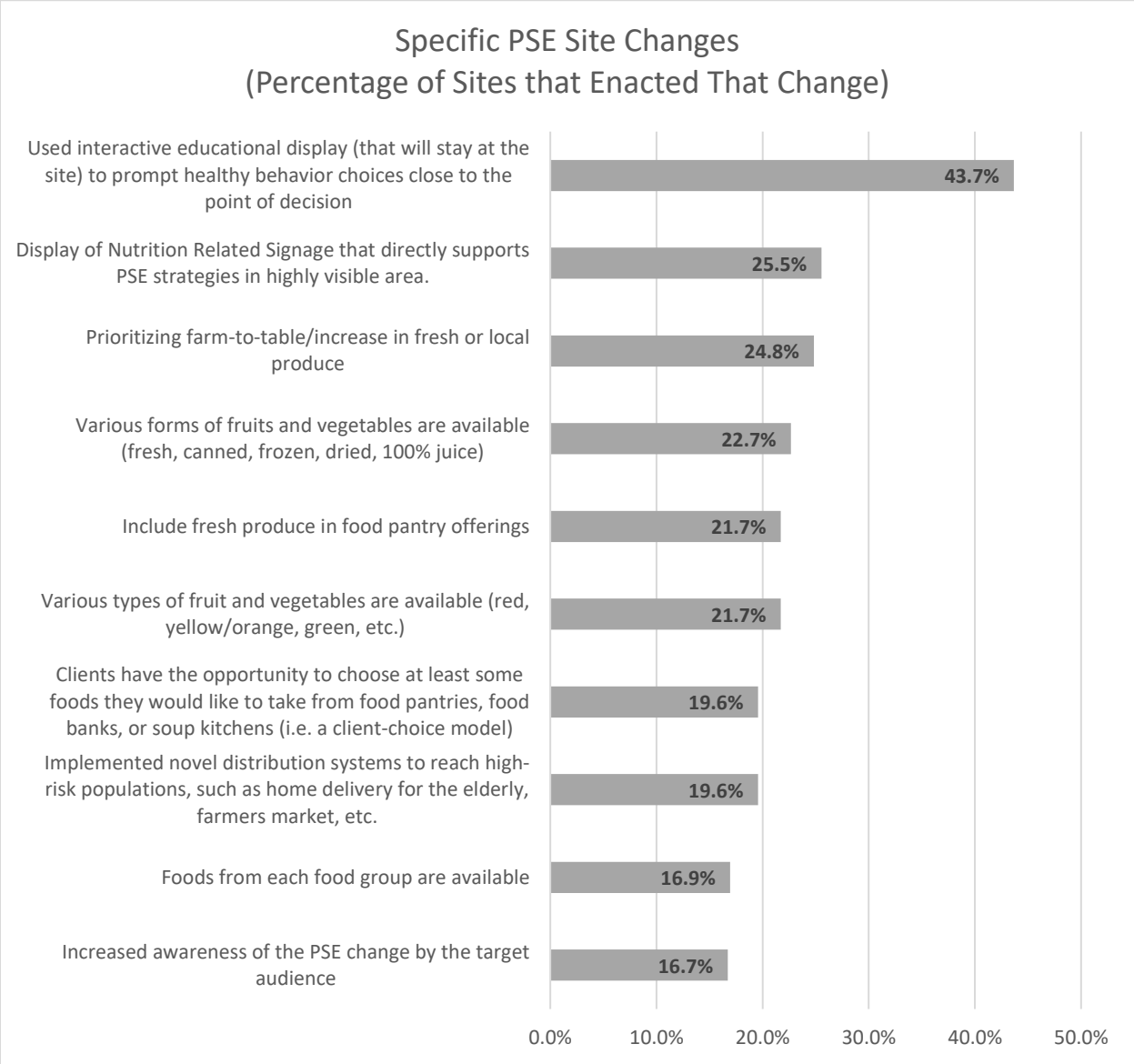

Number of Changes at Each PSE Site
(Percent of Total)
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
35.1%
22.9%
11.2%
3.3%
1.4%
26.0%
1 to 5 changes
6 to 10 changes
11 to 15 changes
16 to 20 changes
More than 20 changes
Unknown number of changes

A total of 2,209 PSE changes were enacted in FFY2019. Almost half of these were systems changes.

Level of PSE Changes		
Level	**Frequency**	**Percent**
Systems	1078	48.8%
Promotion	513	23.2%
Environmental	419	19.0%
Policy	199	9.0%

FFY2019 PSE Change Topics		
Topic	**Frequency**	**Percent**
Nutrition	1999	90.5%
Breastfeeding	*2*	*0.1%*
Food access	*145*	*6.6%*
Food quality	*83*	*3.8%*
Gardens	*82*	*3.7%*
Marketing	*338*	*15.3%*
Nutrition education	*1*	*0.0%*
Nutrition policy	*76*	*3.4%*
Operations and procedures	*112*	*5.1%*
Nutrition & Physical Activity	132	6.0%
Professional development	*12*	*0.5%*
Wellness	*2*	*0.1%*
Physical Activity	78	3.5%
Physical activity facilities	*5*	*0.2%*


Top 10 Specific PSE Site Changes
Used interactive educational display (that will stay at the site) to prompt healthy behavior choices close to the point of decision
183
Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area.
107
Prioritizing farm-to-table/increase in fresh or local produce
104
Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice)
95
Include fresh produce in food pantry offerings
91
Various types of fruit and vegetables are available (red, yellow/orange, green, etc.)
91
Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model)
82
Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc.
82
Foods from each food group are available
71
Increased awareness of the PSE change by the target audience
70
0
20
40
60
80
100
120
140
160
180
200


Specific PSE Site Changes
(Percentage of Sites that Enacted That Change)
Used interactive educational display (that will stay at the site) to prompt healthy behavior choices close to the point of decision
43.7%
Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area.
25.5%
Prioritizing farm-to-table/increase in fresh or local produce
24.8%
Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice)
22.7%
Include fresh produce in food pantry offerings
21.7%
Various types of fruit and vegetables are available (red, yellow/orange, green, etc.)
21.7%
Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model)
19.6%
Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc.
19.6%
Foods from each food group are available
16.9%
Increased awareness of the PSE change by the target audience
16.7%
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%

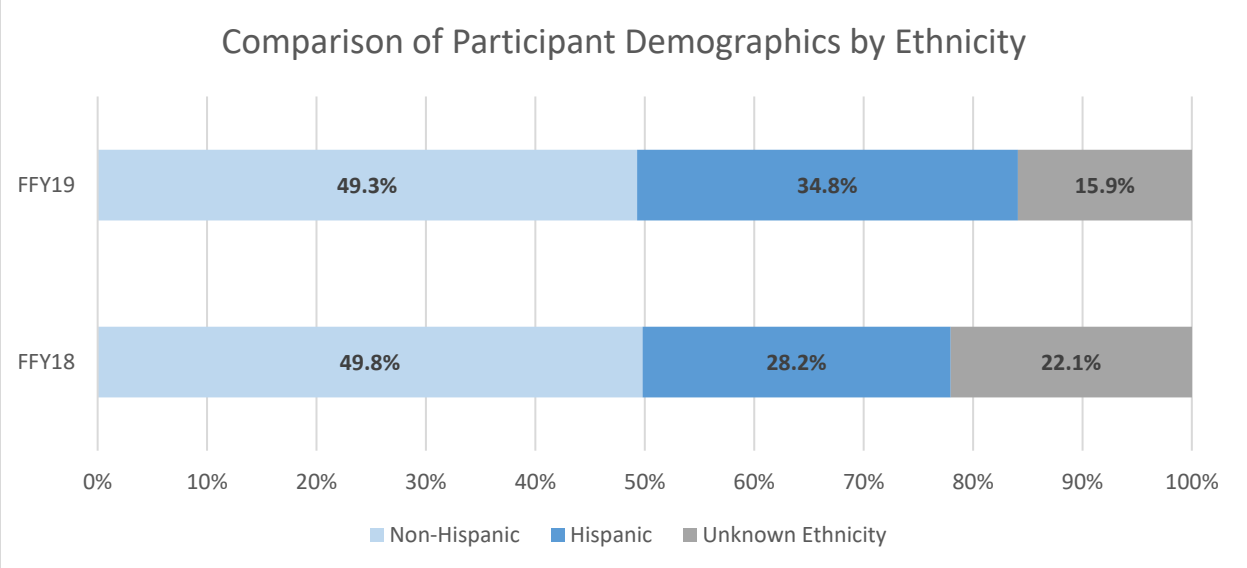
Year 1-2 Report Errata

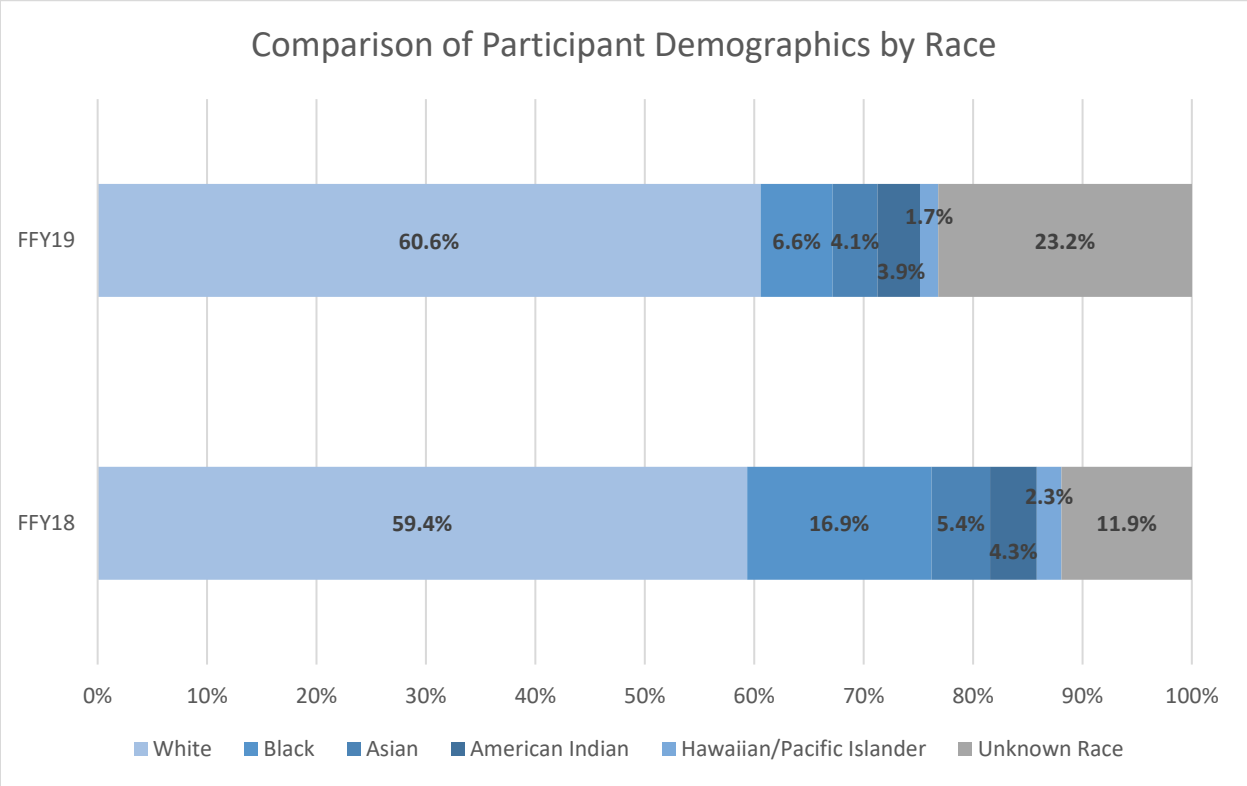
The definition of "direct education" shifted between 2018 and 2019 fiscal years, leading to some potential misinterpretation upon comparison. The following data were re-analyzed to show more accurate comparisons, ensuring that each activity had more than one session listed in PEARS.

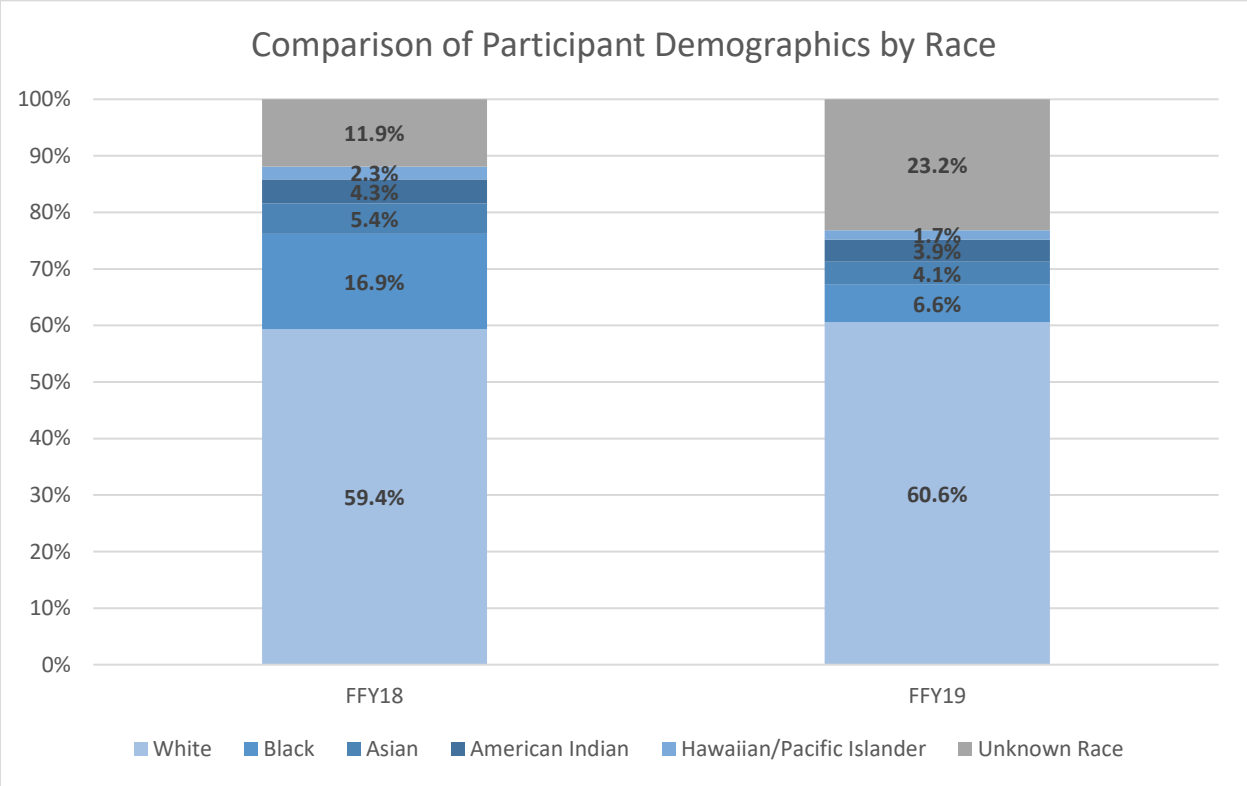
Participation in direct education program activities was slightly increased from FFY2018, going from 16,933 participants to 17,623.

Comparison of Program Activity Participants by Age		
	FFY18	**FFY19**
5 years or under	12	54
6 to 17 years	15299	16082
18 to 59 years	1138	996
60 years or over	484	477
Unknown age	0	14
Total	16933	17623

Comparison of Program Activity Participants by Gender		
	FFY18	**FFY19**
Female	8553	9022
Male	8008	8587
Unknown Gender	372	14
Total	16933	17623



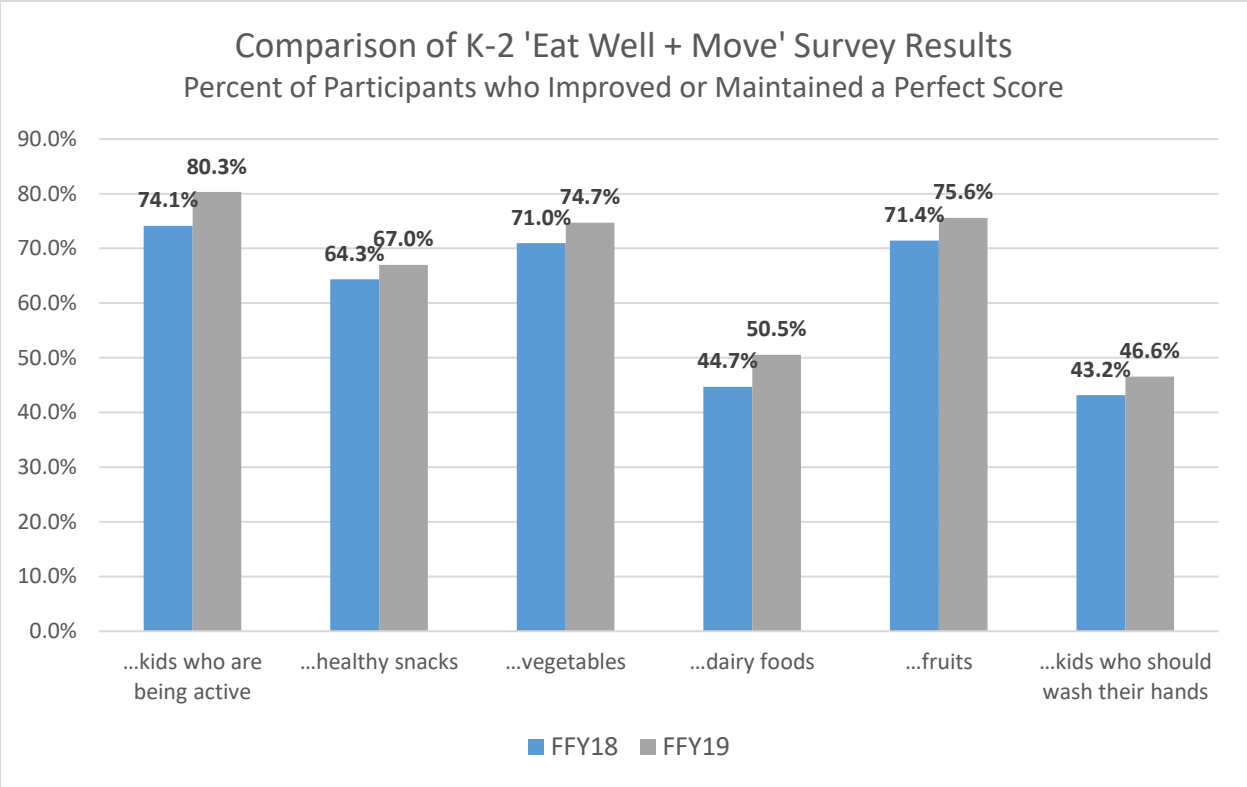

Comparison of Participant Demographics by Race
FFY19
FFY18
60.6%
6.6%
4.1%
3.9%
1.7%
23.2%
59.4%
16.9%
5.4%
4.3%
2.3%
11.9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
White
Black
Asian
American Indian
Hawaiian/Pacific Islander
Unknown Race


Comparison of Participant Demographics by Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
11.9%
2.3%
4.3%
5.4%
16.9%
59.4%
23.2%
1.7%
3.9%
4.1%
6.6%
60.6%
FFY18
FFY19
White
Black
Asian
American Indian
Hawaiian/Pacific Islander
Unknown Race

Direct Education Outcomes

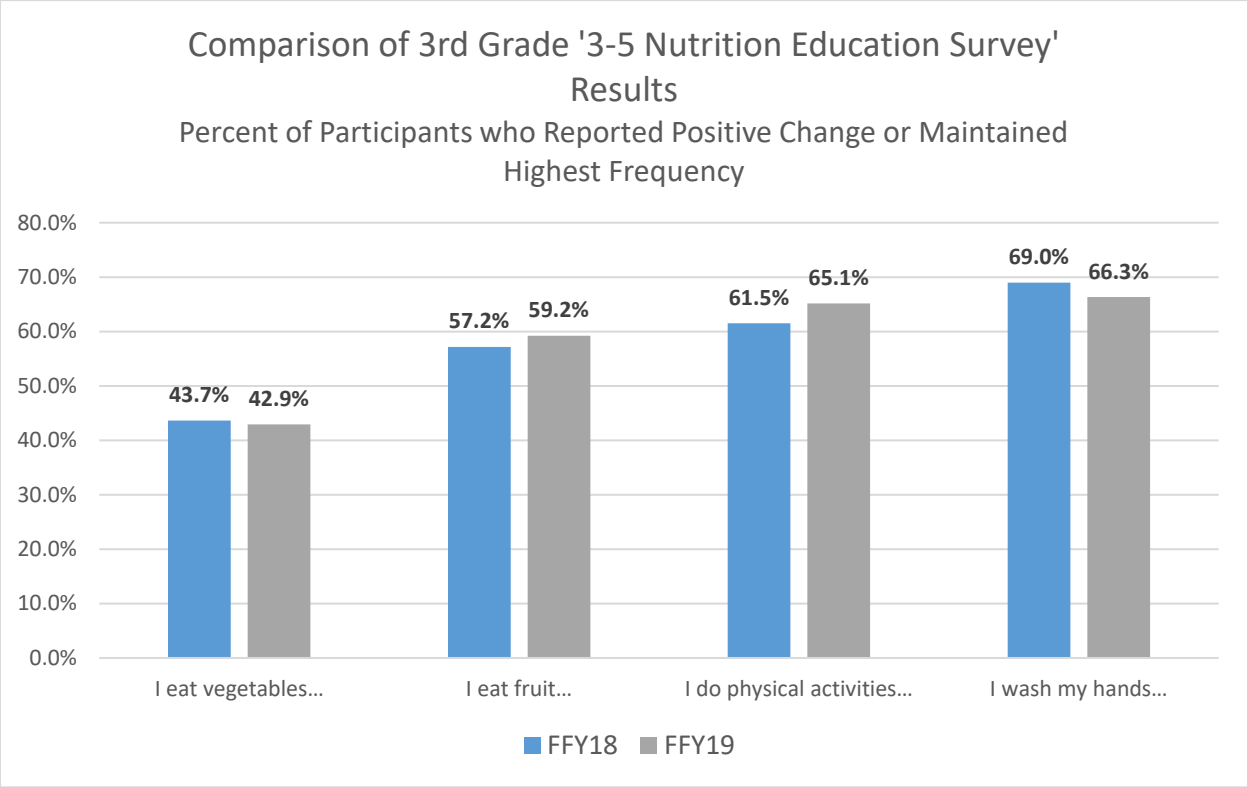
K-2 Eat Well + Move Survey Outcomes

In FFY2018, 1,186 participants completed both pre- and post-intervention surveys, while in FFY2019 3,079 participants completed both pre- and post-intervention surveys. Overall, there was a trend towards more positive changes in FFY2019, with higher percentages of participants who increased their score or maintained a perfect score at both pre- and post-survey.



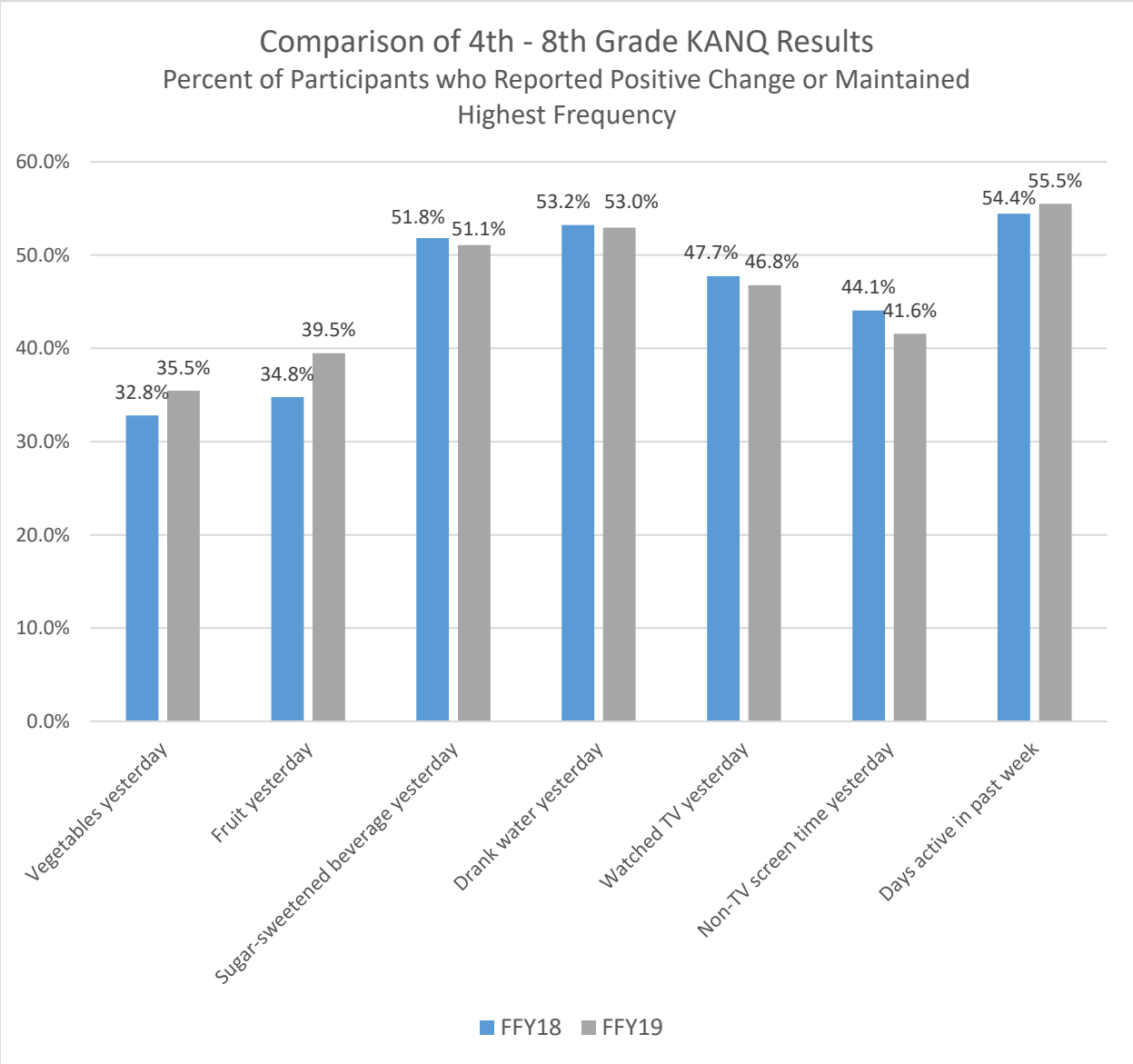
3rd-5th Nutrition Education Survey Outcomes

In FFY2018, 2,291 participants completed both pre- and post-intervention surveys, while in FFY2019, 1,684 participants completed both pre- and post-intervention surveys. The percentage of participants who either self-reported an increase in how often they did a health behavior or maintained the highest frequency at both pre- and post-survey stayed fairly even between FFY18 and FFY19.



KANQ Survey Outcomes

In FFY 2018, 2,713 participants completed the KANQ at both pre- and post-intervention time points, while in FFY 2019, 4,990 participants completed both the pre- and post-intervention time points. Outcomes were fairly similar between the two years. Around 5% more participants in FFY19 reported an increase or maintenance of fruit consumption, which was the largest difference between the two years.



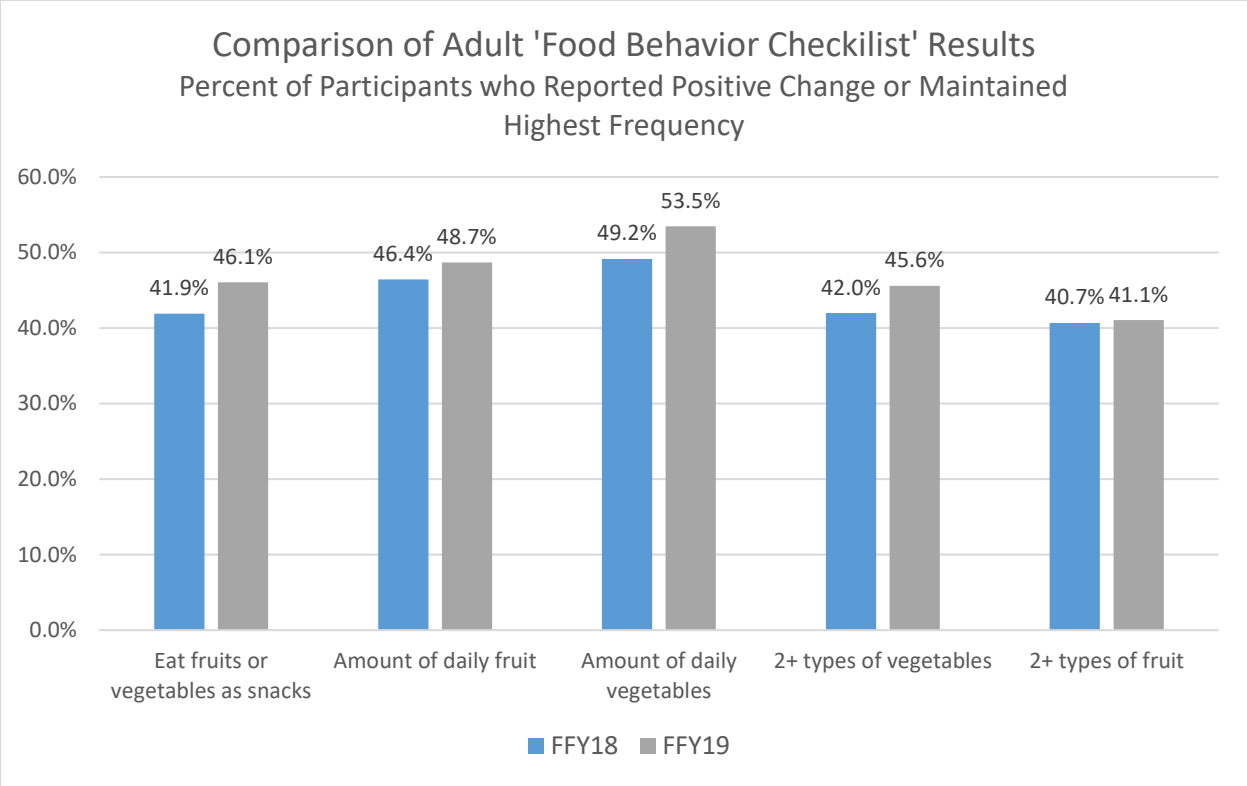
9th-12th Grade Nutrition Education Survey Outcomes

There were no results from FFY18 for high school aged participants, so no comparison is possible.

Adult Food Behavior Checklist Outcomes

In FFY2018, there were 556 adult participants who completed the Food Behavior Checklist at both pre- and post-intervention, while in FFY 2019 there were 508 adult participants who completed both pre- and post-intervention surveys.

Overall, there was a moderate increase in the percentage of participants who self-reported an increase in positive behavior or maintenance at the highest possible frequency. The greatest change was in the percentage of participants who reported a positive change in their daily vegetable intake (a 4.3% increase), followed by an increase in how often participants reported eating fruits or vegetables as snacks (a 4.2% increase).



Appendix D. Survey Validation Methodology and Results

Development Process for SNAP-Ed Direct Education Surveys for Washington State

Objective: Development process for new surveys to use with Supplemental Nutrition Assistance Program Education (SNAP-Ed) direct education.
Design: Brief literature review and cognitive interviews.
Setting: Convenience samples of third graders through adults in Washington State.
Participants: Third – fifth graders at a SNAP-eligible school (n = 69), convenience sample of 6th-8th graders (n = 7), 9th-12th graders (n = 7), and adults (n = 20). Twelve 3rd-5th graders and 5 adults spoke Spanish.
Phenomenon of interest: Participants' interpretation of survey items on fruit, vegetable, and sugar-sweetened beverage consumption, physical activity, hand washing, screen time, fast food consumption, use of nutrition facts label, and food resource management.
Analysis: Survey items were modified and tested until interpretation by participants was consistent with that of researchers, and saturation of feedback had been reached.
Results: After modifications, we are confident that meaning is conveyed as intended in the final versions of the surveys.
Conclusions and Implications: These surveys cover priority indicators for FNS SNAP-Ed and are quick and easy to use for assessing outcomes from direct education classes with 3rd-5th graders, 6th-8th graders, 9th-12th graders, and adults in English and Spanish.

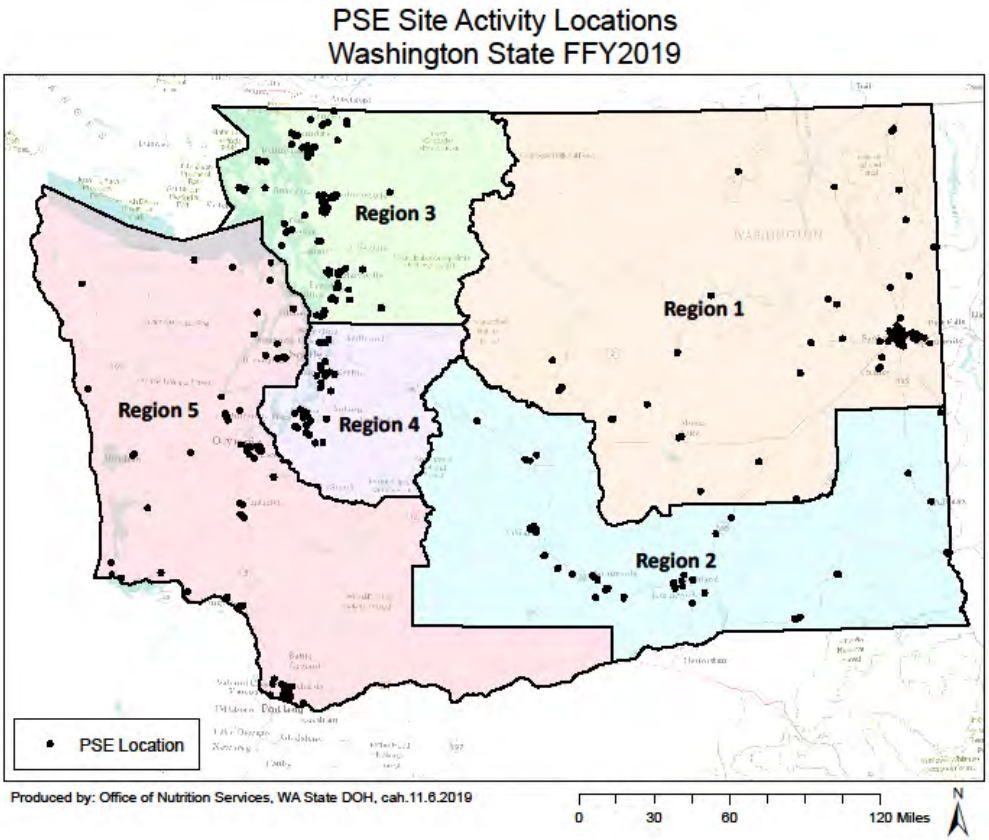
The Validation of a SNAP-Ed Direct Education Survey for Washington State

Objective: Validate new surveys developed for use with Washington State Supplementary Nutrition Assistance Program Education (SNAP-Ed) direct education classes.
Design: Test-retest with and without SNAP-Ed intervention.
Setting: SNAP-eligible third graders through adults in Washington State.
Participants: Youth recruited from SNAP-eligible schools (n = 54), adults recruited through SNAP-Ed providers (n = 136), youth participating in SNAP-Ed direct education (n = 312), and adult SNAP-Ed participants (n = 82). Three youth and 22 adults were Spanish-speaking.
Main Outcome Measure(s): Reliability and agreement of surveys without intervention, sensitivity to detect change with SNAP-Ed intervention, and accuracy compared to 24-hr dietary recall.
Analysis: Bland-Altman diagrams, Lin's concordance correlation coefficient (CCC), paired *t*-test ($p<.05$) comparing pre- to post-test with and without intervention, and percent agreement between consumption reported on survey and in 24-hr dietary recall.
Results: No evidence of systematic bias was found in Bland-Altman diagrams. Seven out of 10 questions on adult survey and 8 out of 10 questions on middle school survey showed moderate agreement or higher (CCC ≥ .41). More change pre- to post-test was in the expected direction and reached statistical significance with SNAP-Ed intervention than without. Agreement of surveys with 24-hr dietary recall ranged from 35-45% for adults and from 42-50% for middle schoolers.
Conclusions and Implications: The surveys are considered valid for use in SNAP-Ed direct education evaluation.

Appendix E. SNAP-Ed Maps

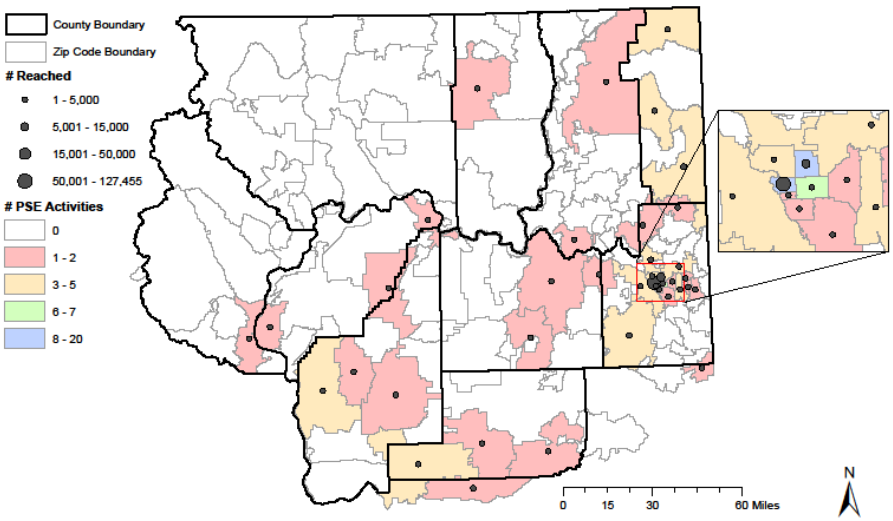
PSE Activity Maps:

State Wide map: PSE activity locations are spread throughout the state while focusing on population hubs.



Region 1: The number of participants increases linearly with the number of site activities. Most activities are located in the eastern and southern portions of the region with the greatest numbers occurring around Spokane.

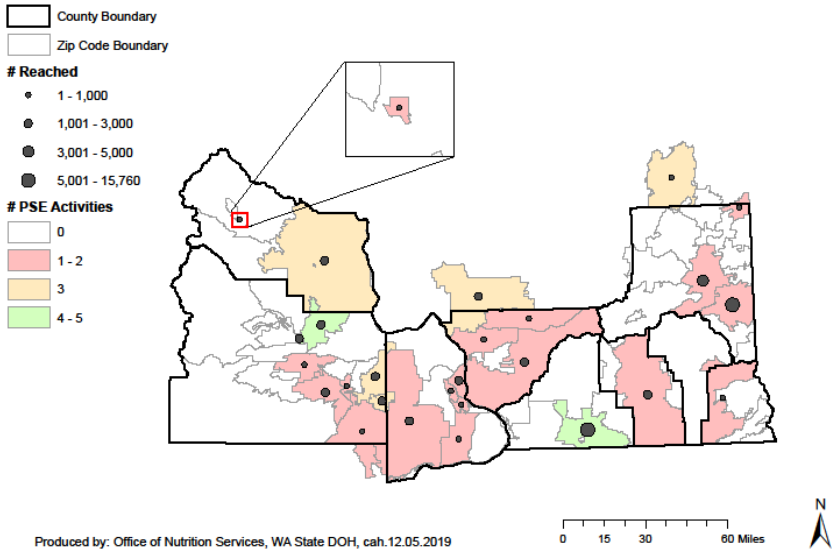
Number of SNAP-Ed PSE Site Activities and Reach by Zipcode
Region 1 Washington State FFY2019



Produced by: Office of Nutrition Services, WA State DOH, cah.12.05.2019

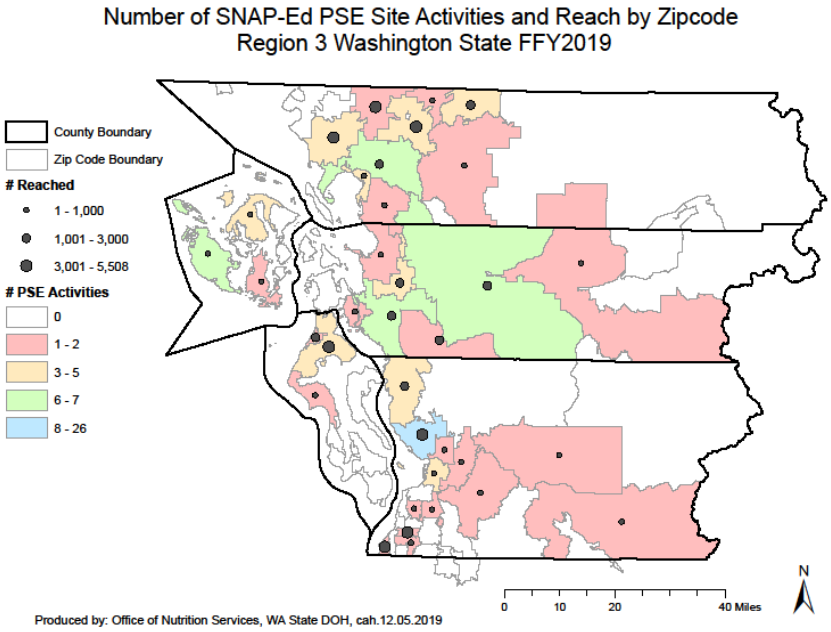
Region 2: The number of participants increases linearly with the number of site activities. Most activities are located in the zip codes containing Kennewick and Yakima.

Number of SNAP-Ed PSE Site Activities and Reach by Zipcode
Region 2 Washington State FFY2019

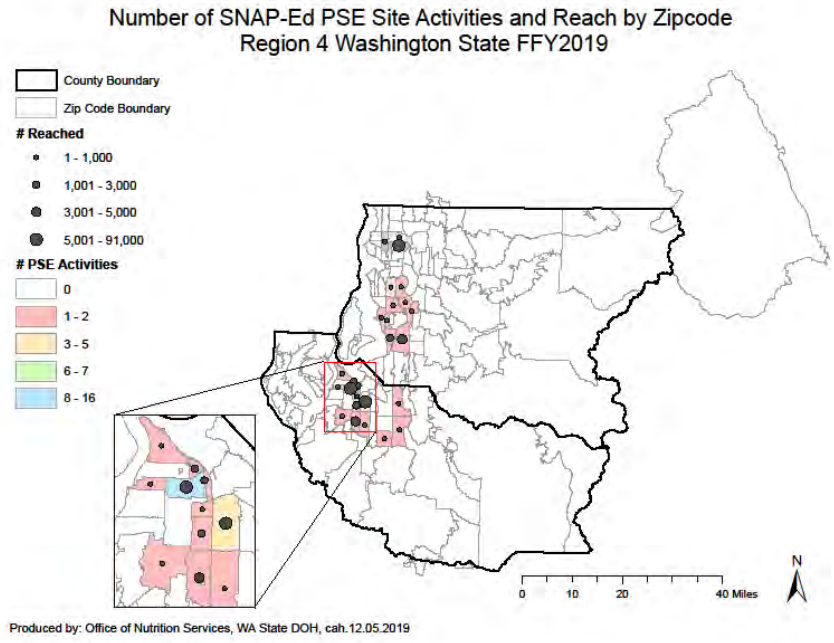


Produced by: Office of Nutrition Services, WA State DOH, cah.12.05.2019

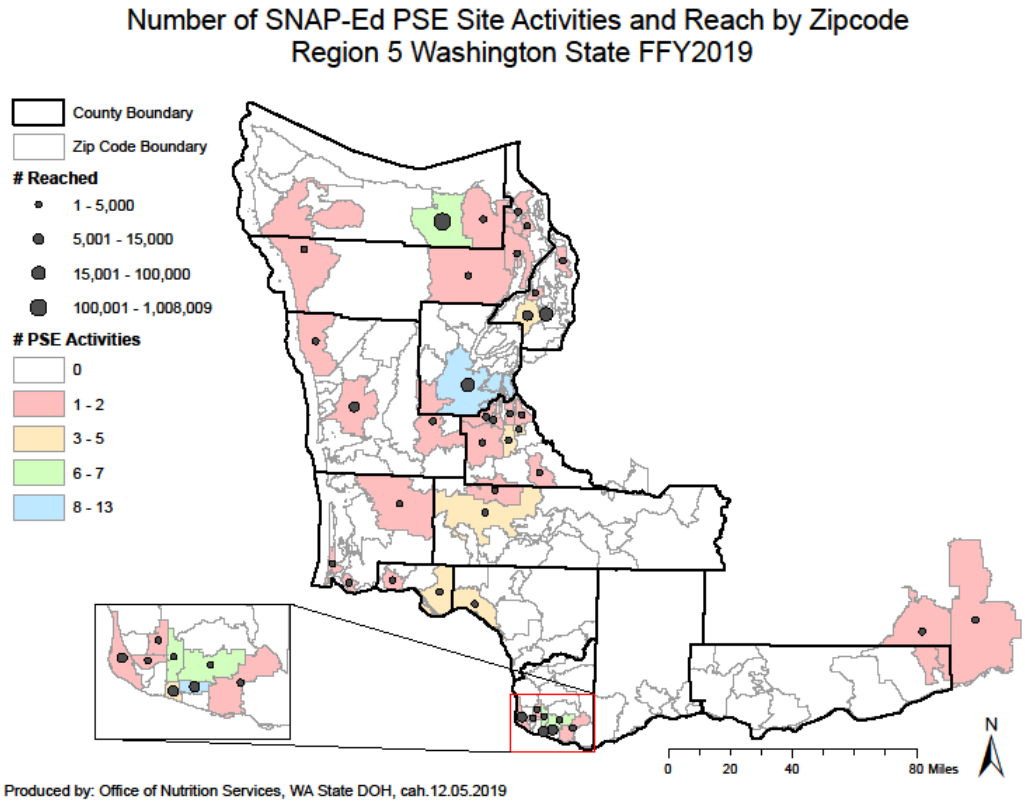
Region 3: The number of participants increases linearly with the number of site activities. In the northern section of Region 3, participation appears to be high in comparison to the number of activities present. In the San Juan Islands, participation appears to be low compared to the number of activities provided. The greatest number of activities occur in the zip code containing Everett.



Region 4: The number of participants increases linearly with the number of activities. Activities are located entirely in the western portion of the region centering on Seattle and Tacoma.

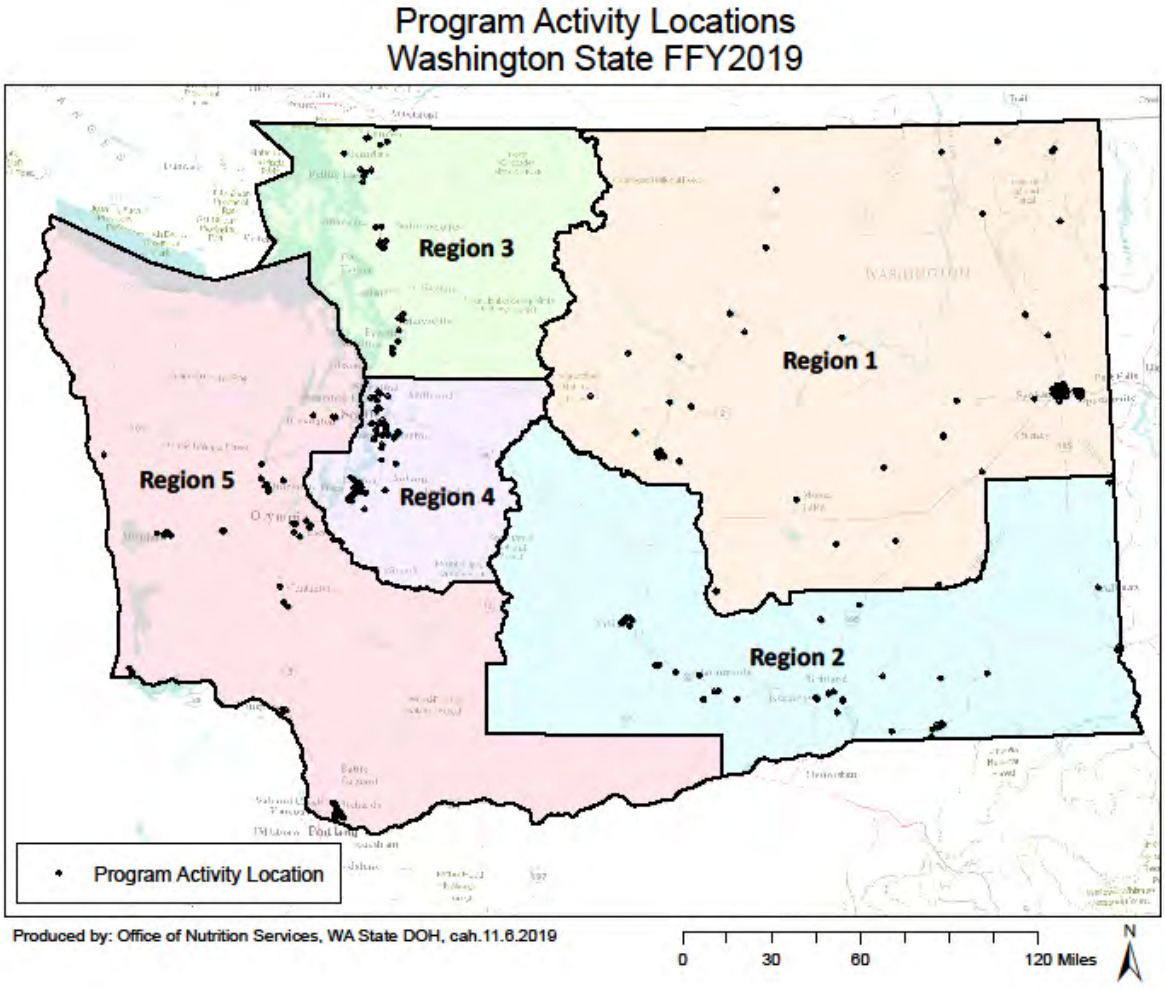


Region 5: The number of participants generally increases linearly with the number of site activities. The zip code containing Skokomish contains the most activities in the Region. Participation is high compared to the number of activities provided in the zip code containing Port Angeles.

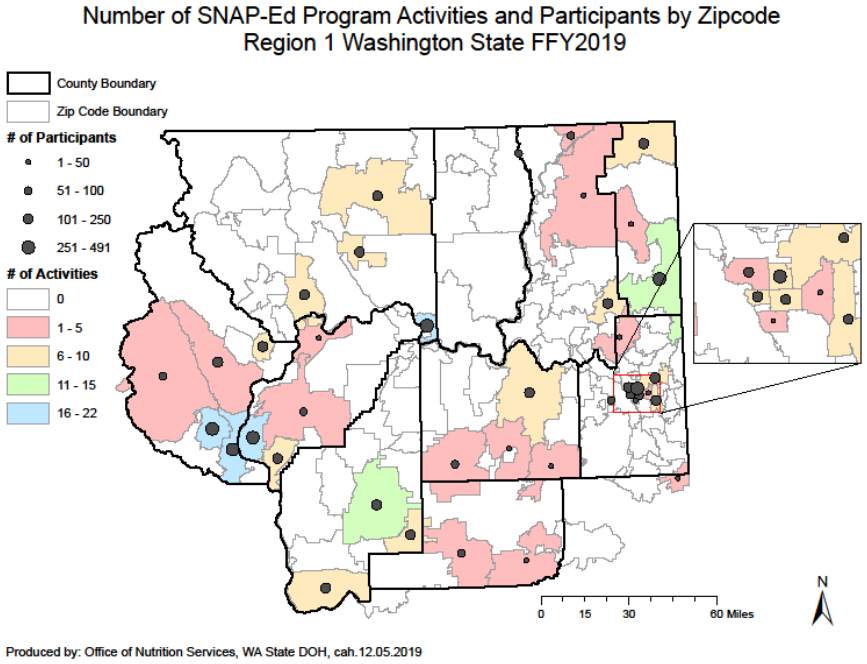


Program Activity Maps:

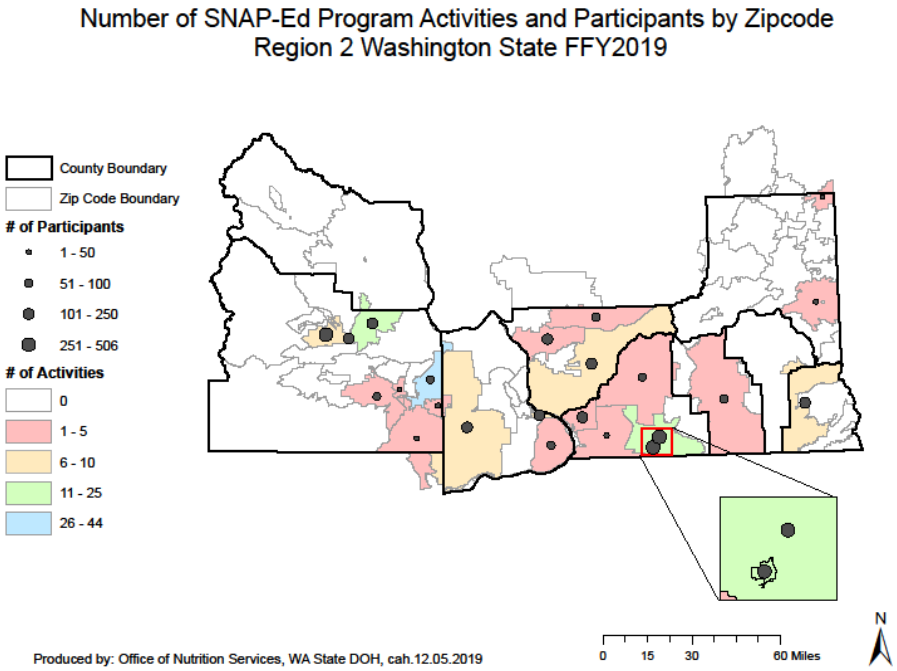
Statewide map: Program activity locations are spread throughout the state while focusing on population hubs.



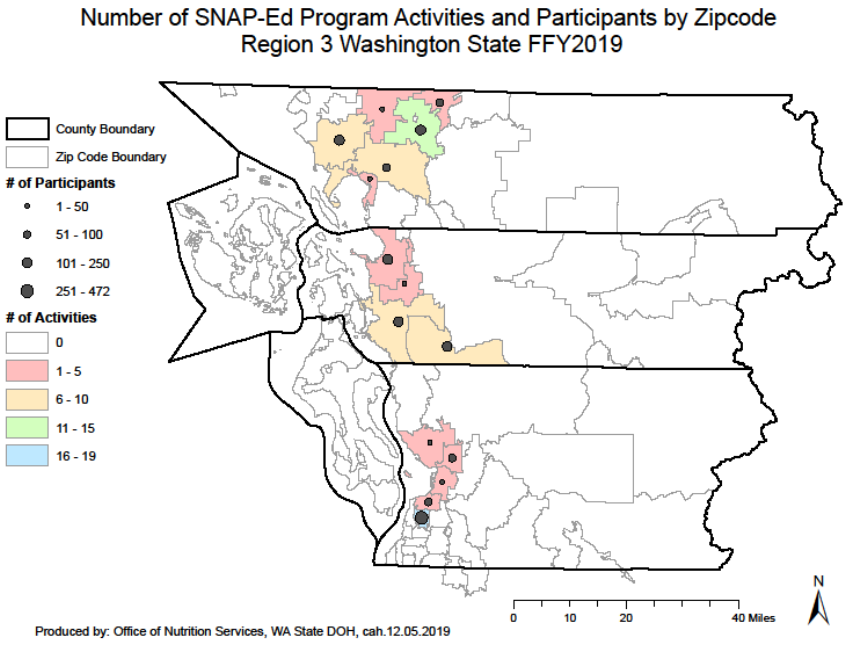
Region 1: The number of participants increased linearly with the number of Program Activities in each zip code. Activities appear to be widespread across the region.



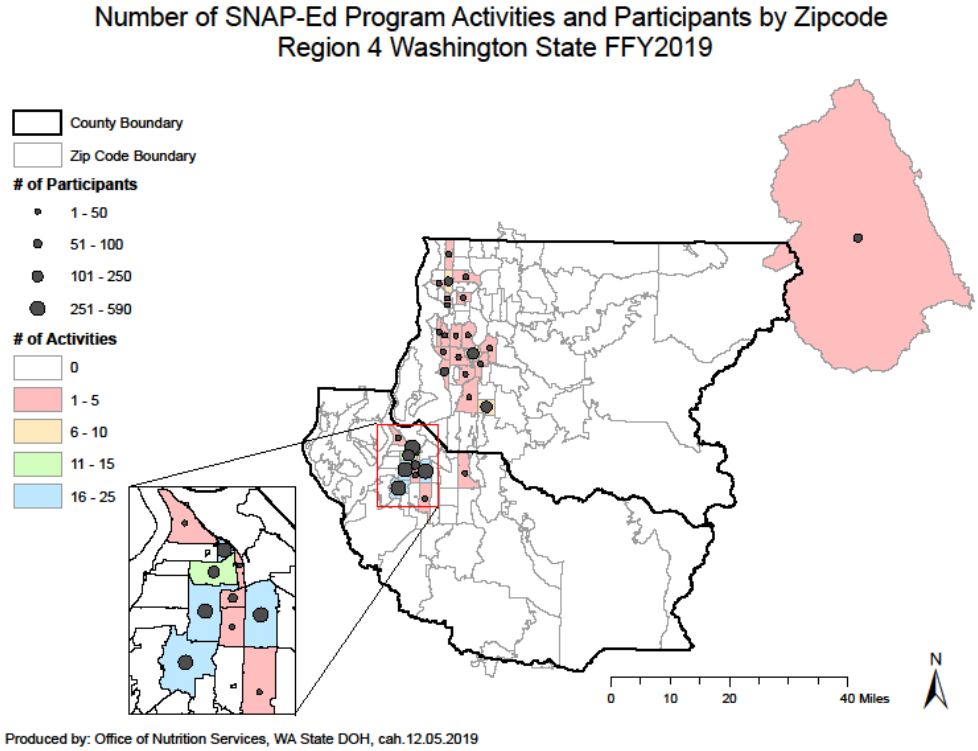
Region 2: The number of participants increases linearly with the number of activities. Most activities are located in the zip codes containing Kennewick and Yakima.



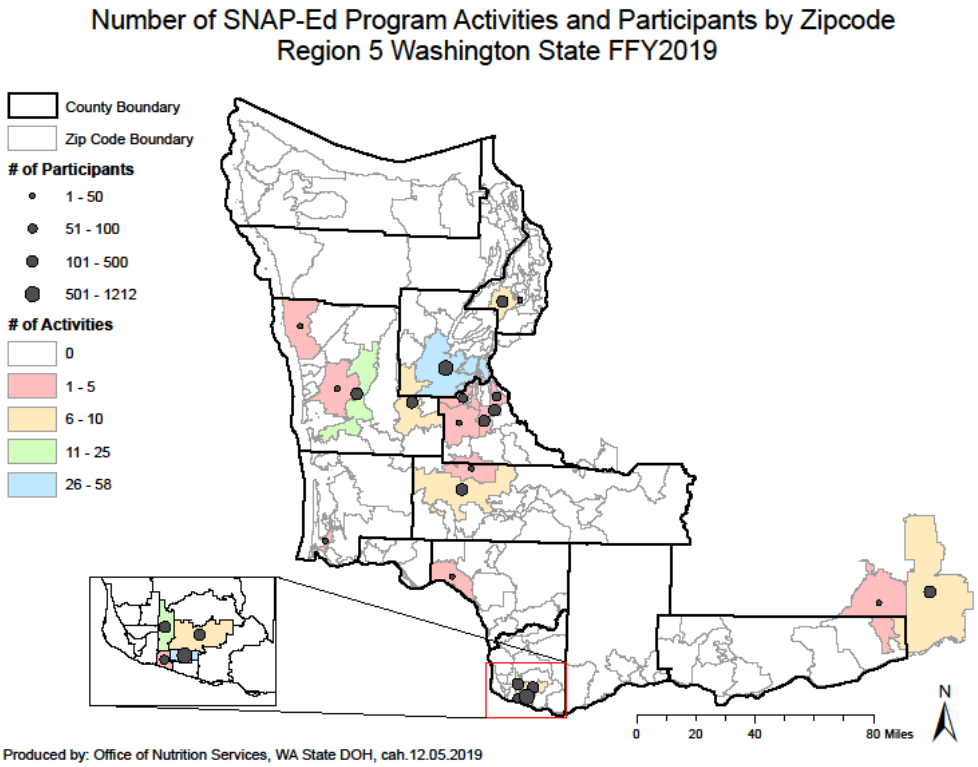
Region 3: The number of participants increases linearly with the number of activities. No activities are located on the San Juan Islands or the eastern section of the region.



Region 4: The number of participants increases linearly with the number of activities. Activities are located mostly in the western portion of the region centering on Seattle and Tacoma.



Region 5: The number of participants generally increases linearly with the number of site activities. The zip codes containing Skokomish and Vancouver contain the most activities in the region. Participation is high compared to the number of activities provided in the zip code containing Port Angeles.



Statewide Initiative: Washington State Farmers Market Assocation (WSFMA)

Reporting Period: Federal Fiscal Year (FFY) 2019

Executive Summary

1. Washington State Farmers Market Association
2. 93 Pike St Suite 316, Seattle, WA 98108
3. The Regional Leads program facilitates local networks of food access stakeholders centered around farmers markets to increase and/or expand farmers market food access programming. The project's goal is to increase awareness of farmers markets as healthy options among SNAP clients. Regional Leads work with local communities to develop strategies to increase access to healthy foods, reduce food insecurity, and strengthen local food systems.
4. Eat and Shop Interventions. Activities include:
    a. Identify and support development of funding for state-wide SNAP-EBT fruit and vegetable incentive program.
    b. Support farmers markets in FMNP and EBT authorization.
    c. Expand SNAP Ambassador program to more markets to organize market tours for SNAP users.
    d. Develop alternative approaches to SNAP Ambassador programs for communities unable to maintain program.
    e. Create partnerships with local SNAP-Ed contractors, Basic Food Outreach contractors, anti-hunger organizations, and other community-based organizations to raise awareness of EBT at farmers markets.
    f. Build relationships with markets not participating in program to determine feasibility of providing support.
5. Counties served:
    a. Skagit, Snohomish, King, Pierce, Clallam, Jefferson, Kitsap, Mason, Grays Harbor, Thurston, Lewis, Pacific, Wahkiakum, Cowlitz, Clark, Skamania, Klickitat, Yakima, Chelan, Okanogan, Douglas, Ferry, Stevens, Pend Oreille, Spokane, Whitman, Asotin, Garfield, Columbia, Walla Walla, Franklin, Benton, Whatcom.
6. Sub-Grantees: 8 Regional Leads that provided support to the above counties and conducted activities outlined in number four.
    a. Jesse Hansen
    b. Patty Villa
    c. Hannah Ladwig
    d. Shannon Bachtel
    e. Amanda Milholland
    f. Carolyn Connelly
    g. Tina Eifert
    h. Tina White
7. Funding Level: $160,091.98

Success Stories

1. PSE Projects:
    a. 18 farmers markets had cooking demos.
    b. 29 farmers markets had weekly kids programming at their markets.
    c. 5 new farmers markets began accepting EBT in the 2018 season.
    d. 8 new farmers markets received authorization for FMNP.
    e. 6 SNAP Ambassadors at farmers markets providing outreach assistance and market tours.
    f. 5 tours provided for regional service providers to expand knowledge of EBT activities at farmers markets.
    g. 104 farmers markets accepted EBT.
    h. 117 farmers markets accepted WIC Farmers Market Nutrition Program (WIC-FMNP)
    i. 119 farmers markets accepted Senior Farmers Market Nutrition Program (SFMNP)
    j. 98 farmers markets provided fruit and vegetable incentive match programs.

2. Partnerships
    a. Multiple farmers market gleaning with food banks.
    b. Multiple Community Service Organizations tabling at local food banks to promote SNAP and farmers markets.
    c. Two Basic Food Outreach trainings organized by Within Reach.
    d. Farmers Market produce tastings in partnership with Skyline Hospital and Washington Gorge Action Programs.
    e. Jefferson Healthcare trials a second season of a fruit and vegetable prescription program (VegRx) at regional farmers markets.
    f. Collaborate with Inland Washington Farmers Market Association (INWFMA) on implementing KERNEL (kids programming) at all their member markets.
    g. Collaborate with Spokane Regional Health District WIC and FINI team on developing and distributing tri-fold brochure to promote SNAP/EBT, Fresh Bucks, FMNP and KERNEL.
    h. Attending low-income food resource fairs with EBT and Fresh Bucks information.
    i. Market Fresh Tours in Clark County with WSU Extension.

Evaluation

1. DSHS fiscal monitoring - July 2019.
2. DSHS Management Evaluation - August 2019.

Challenges

1. Internal staff transition – new Food Access Coordinator hired January 2019.
2. Loss of two regional sub-contractors.

Region 3 Implementing Agency (IA): Washington State University

Reporting Period: Federal Fiscal Year (FFY) 2019

Region 3: Island, San Juan, Skagit, Snohomish and Whatcom Counties

Executive Summary

Washington State University is located in Pullman, Washington, with Extension offices in each county. The Region 3 Implementing Agency leads were headquartered in Whatcom and Snohomish WSU Extension offices, with administrative support from staff in the Pullman and Puyallup offices.

The WSU Extension mission is to "engage people, organizations, and communities to advance knowledge, economic well-being, and quality of life by fostering inquiry, learning, and the application of research". WSU Extension is the bridge between university-based education, research, and expertise to meet the needs identified by members of our communities.

In FFY2019 WSU Extension has contributed to SNAP-Ed goals by:

- Connecting participants to other WSU programs such as: Master Gardeners, food preservation information, community-based agriculture and gardens, Master Composters, 4-H youth development, and Strengthening Families.

- Connecting and leveraging resources from the academic arm of WSU such as: School of Medicine, Nutrition and Exercise Physiology, emerging Food Systems work, Navigating Difference, EFNEP, Western Region Land Grant University SNAP-Ed Team, and WSU Land Grant University SNAP-Ed advocacy support in Washington DC.

- Providing technical assistance to local SNAP-Ed programs with needs assessment, planning and implementation of PSE and direct education strategies to improve nutrition and physical activity behaviors among SNAP eligible audiences.

- Conducting annual program monitoring and follow-up training to ensure fiscal accountability, program quality and compliance with SNAP-Ed guidance.

- Practicing regional resource sharing and highlighting regional programs and success stories based on the unique skills and resources of local program staff.

- Providing regional staff to support specific Region 3 goals in the areas of:
    - Farm to Community with 0.5 FTE dedicated to coordinating efforts to improve regional awareness of and access to Washington grown foods.
    - Latino Outreach with a 1.0 FTE Spanish Speaking Program Coordinator to provide culturally relevant direct education, PSE strategies and messages that speak to our growing Latino community.

- Identifying and supporting opportunities for program sustainability and expansion.

- Facilitating support of local CSO offices by coordinating with DSHS to distribute CSO contact information to local SNAP-Ed programs, and by highlighting and sharing work done by local programs already parting with CSO offices.

Interventions Conducted

*See **Appendix F: R3 *SNAP-Ed Interventions Table***, for interventions detailed by program, domain and partner type

Based on local needs assessments, Region 3 has focused on reaching youth and their parents, to improve the number of youth who meet guidelines for physical activity and fruit and vegetable consumption. Interventions, reach, and demographics are outlined in the tables below.

Table: Region 3 Interventions by Domain

	Direct-Ed	PSE	Indirect-Ed	Social Marketing
Learn	• Choose Health: Food Fun and Fitness (CHFFF) • Coordinated Approach to Child Health (CATCH) • Read for Health • Food Smarts • Plan Shop Save Cook (PSSC) for teen parents	• Farm to School: o School gardens o Harvest of the Month o After-school Cooking Clubs o Procurement • School District Wellness Committees • Physical Activity Brain Breaks • Smarter Lunchrooms • Walking School bus • Shared-use agreements and summer programs • Student Nutrition Action Councils • Grocery tours	• Family Nights • Newsletters, recipes and educational handouts • Social Media • Fresh Fruit and Vegetable Program Support	
Shop		• Farmers Markets: o EBT promotion, Fresh Bucks o FMNP and Senior FMNP promotion • Retail: o Health Bucks fruit and veggie Rx o Grocery tours	• Bulletin boards • Newsletters, recipes and educational handouts • Recipe demonstrations at food banks	

		○ Complete Eats promotion • Food Banks: ○ Healthy Food Pantry Assessments ○ Backpack programs ○ Healthy donation policies ○ Environmental changes and cues ○ Gleaning programs ○ Grow-a-row donation campaign	and farmers markets	
Live	• Eating Smart, Being Active (ESBA) • Plan Shop Save Cook (PSSC) • Food Smarts	• Active transportation: ○ Walkability and bike-ability audits ○ County-wide Complete Streets Ordinance • Farm to Community: ○ Community, Military and Tribal gardens ○ Youth Cooking Clubs, partnership w/ CACFP ○ Military to Farming career planning ○ Procurement • Tribal walking groups	• Newsletters, recipes and educational handouts • Newspaper articles • Recipe demonstrations and environmental cues at CSOs	
Play		• Bike-ability audits • Public bike safety events	• Food Hero social media	
Work	• Plan Shop Save Cook (PSSC)	• Grocery tours		

Table: Estimated vs. Actual Reach

	FFY19 Estimated Reach		**FFY19 Actual Reach**
	Total	SNAP-Eligible	**Total***
Direct Education	1,660	1,233	**1,691**
PSE Strategies	62,933	50,126	**48,595**

Total Indirect Education	39,821	35,562	**165,656**
Indirect Education Newly Reached	NA	NA	**119,641**

*Source: PEARS, ** SNAP-Eligible Reach information not available in PEARS

PSE reach was less than projected for the following reasons:

- A few programs experienced staff retirement and/or partner withdrawal, which led to a shortage of staff to conduct programming, and/or partners with which to conduct programming.
- PSE work is ongoing, often taking more than one year to establish partnerships and get to the intervention stage, resulting in a delay in reporting reach numbers.
- All local programs had discrepancies in PSE numbers reported in PEARS, vs on their annual reports. The region 3 data specialist is exploring the cause of differences in reporting so we can get closer to reflecting actual reach in PEARS reports. See "Challenges" section for more information.
- Many local programs continue to ask for additional guidance on estimating reach numbers in their plans, and the Region 3 IA appreciates ongoing opportunities to collaborate with other IAs and the Evaluation team on strategies to support our local programs with consistent reach estimation practices.

Regional Focus Area Highlight: Latino Outreach

In March 2018, the Region 3 IA hired a regional Spanish-Speaking/Latinx Outreach Specialist to conduct direct-education, indirect activities, translation of materials, and PSE outreach in Latinx communities. This position offers support to all regional SNAP-Ed programs, and her work is integrated into local-level plans. In FFY2019 this position reached:

- 14,914 participants, an estimated 40% of whom were Latinx/Spanish-speaking

Regional Focus Area Highlight: Farm to Community

During FFY19, the Farm to Community team supported activities in each county, as identified via a regional Farm to Community needs assessment conducted in FFY2018. Highlights from FFY19 include:

- Statewide Farm to School: Co-led the WA State Farm to School Food and Ag Education community of practice through representation on quarterly partner calls and workgroups.

- NW Farm to School Regional Gathering: Collaborated with Viva Farms, Whatcom F2S, WSDA and Common Threads to coordinate a regional farm to school gathering. Attended by more than 100 SNAP-Ed providers; school teachers, administrator and food service personnel; and other

collaborators. The gathering provided TA for local food sourcing, best practices and resource sharing.

- Farmers Markets: In partnership with the Snohomish/Skagit WSFMA regional lead, presented SNAP/EBT market information at Snohomish County Food Bank Coalition and Snohomish County DSHS Local Planning Agency meetings to expand Farmers Market SNAP/EBT outreach and education to food banks, schools, CSOs, and housing sites in Snohomish County.

- Oak Harbor School Garden Committee: Coordinated with Oak Harbor School District Teacher on Special Assignment (TOSA) and District Nutrition Services Director to improve nutrition and physical activity environments and work towards including produce from the school gardens in the cafeteria.

- Farm to Preschool: Coordinated a "How to start an early childcare garden" workshop at the request of Snohomish County ECEAP & North Snohomish County Early Head Start. More than 30 early childcare teachers, cooks and leads attended the training.

Geographic Counties Served

Region 3 is a five county region in the northwest corner of Washington State. Comprised of the following counties:

- Snohomish (urban)
- Skagit (rural)
- Island (rural)
- Whatcom (rural)
- San Juan (rural)

Number and Type of Sub Grantees

In FFY2019 ten local programs received funds to conduct SNAP-Ed programming in Region 3.

Four programs are housed within the WSU Extension land grant university system:

- WSU Snohomish County Extension
- WSU Skagit County Extension
- WSU Island County Extension
- WSU Whatcom County Extension

Six programs are sub-grantees:

- Snohomish Health District (local health jurisdiction)
- Tulalip Tribes (Tribal)
- United General District 304 (local health jurisdiction)
- Island County Public Health (local health jurisdiction)
- Common Threads Farm (non-profit)
- San Juan County Health and Community Services (local health jurisdiction)

Principal Partners

Principal partners integral to planning, implementing and evaluating our SNAP-Ed work include:

- School districts and individual schools
- Early childcare providers
- Farmers markets
- Retail grocery
- Food banks and mobile food banks
- Tribal communities
- Military base
- Community Service Offices (CSO) and Community Resource Centers
- Low-income and transitional housing
- Government agencies such as Parks and Recreation, Public Works, Department of Transportation
- Job training sites such as Goodwill Industries

Funding Level

IN FFY2019, Region 3 was allocated $1,485,810 for SNAP-Ed programming and administration. Mid-year we requested a cost amendment to provide translation certification training for the Regional Latinx Outreach Specialist, and also to cover Forum travel expenses for local program and IA staff, bringing the final total amount allocated to Region 3 for FFY2019 to $1,501.121.

FFY2019 Region 3 Billing

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Total Billing	$267,115.21	$362,323.80	$364,137.33	$470,639.45
On target?	N	Y	Y	Y
Cumulative $s		$629,439.01	$993,576.34	$1,464,269.79
Cumulative %	18%	42%	67%	97.5%

$36,851.21, or 2.5% was left unspent in Region 3 in FFY2019. The majority of unspent funds were the result of unexpected staff resignation in two local programs – Island County Public Health, and Snohomish WSU. All other programs spent within 3% of their budget totals, and Region 3 IA spent within 1% of budget total.

Success Stories

Success stories have been selected to show the breadth and variety of SNAP-Ed work in Region 3. Stories have been categorized into PSE, Partnerships, or Direct Education. However, it is difficult to separate partnership from PSE and Direct Education, and in most of these stories, partnership is a key element to success.

Success Stories Highlighting PSE and Partnerships

Domain: Shop

Island County Public Health: "Goosefoot Collaboration on Whidbey Island Farm Stand/Store/Market Directory Map"

The Goosefoot Community Fund is a non-profit that serves the mission to build a sense of place and community, preserve rural traditions, enhance local commerce, and help create a healthy, sustainable future for South Whidbey Island. Each year they put out a directory detailing roadside farm stands, farm stores, CSAs and Farmers Markets with locations, hours, and types of items sold from produce to beef, flowers and other local products. They also include other partners such as Whidbey Kitchen, Whidbey Island Conservation District, Whidbey Island Grown, and Slow Food Whidbey Island.

As one of its annual goals was to find new ways to promote EBT at Farmers Markets, Island County Public Health reached out to the Goosefoot while they were designing this year's Farm Stand/Store/Market Directory, and they were more than enthusiastic about including an EBT demarcation for those farms and markets who currently accept EBT as payment. Next to the farm's name there are symbols or letters to indicate their offerings. There is also a legend with descriptions for clarification.

This partnership was particularly exciting because of its wide reach—over 1,000 brochures have already been distributed and two farms that did not previously offer EBT have inquired about how they might do so. We have a similar goal of promoting healthy, locally grown foods and now our reach can be amplified.

Click here to see the Whidbey Island Farm Stand Brochure

Domain: Live/Work

WSU Island County Extension: "Naval Air Station Whidbey Island SNAP-Ed gardens make a healthy impact on sailors, their families, and civilian staff"

Washington State University Extension, Island County's SNAP-Ed program has been assisting with two gardens at the Naval Air Station Whidbey Island (NASWI). The program is a partnership between the Navy Morale, Welfare and Recreation (MWR) program, WSU Extension Island County SNAP-Ed, and Master Gardeners. With three raised garden beds at the Convergence Zone Recreation Center (which serves military families) and eight raised beds at the Liberty Center (for unaccompanied sailors), the gardens provide not only a variety of fresh vegetables and fruit but also opportunities for learning gardening techniques and trying new healthy recipes.

At the Convergence Zone families and staff are invited to volunteer and harvest carrots, peas, garlic, lettuce, broccoli and herbs. SNAP-Ed staff offered recipe demonstrations one day a month during the spring and summer. Parents, children, and individuals joined in to try SNAP-approved recipes using produce grown in the garden.

The garden beds at Liberty grow everything from tomatoes to tomatillos, including herbs, ground cherries, cucumbers, squash, garlic, onions, carrots, kale, popcorn, and much more. Sailors and civilian staff are encouraged to volunteer in the gardens and to take its bounty. Often the garden volunteers do not know when to plant or when things are ripe. Some have never eaten a sugar snap pea or cucumber fresh off the vine. One sailor remarked that, "These cucumbers are amazing, you have to try some," as she cut them up for five other new volunteers to the garden.

The program has generated hundreds of volunteer hours a month and donated hundreds of pounds of produce to a local food bank. It has been so successful that other Naval MWRs are interested in starting programs on their bases.

An early advocate for the Navy gardens, Jeffery Shaw, CIV NAS Whidbey Is, N92, shared, "Sailors come from all corners of the US and many have not been this exposed garden-fresh produce. If our program is

able to have one sailor taste produce straight from the garden, harvested with their own hands, we have succeeded. We have opened their eyes to the issues of food security, food sourcing and healthy eating and if we are lucky, we helped cultivate a passion for gardening."

Domain: Live/Work

WSU Skagit County Extension: "SNAP-Ed DSHS CSO Lobby Takeover and Updates for Staff"

WSU Skagit County Extension has been working with the local DSHS CSO office for 2 years now, and their relationship has become a great partnership for both entities. WSU Skagit County Extension staff has been attending their local DSHS Local Planning Area Meetings, which bring DSHS and their partners together to establish outreach for SNAP participants. As a result of these meetings, WSU Skagit County Extension was invited to the CSO office for a Lobby Takeover— a month-long event in which SNAP-Ed staff visit the lobby every day to conduct food demos, provide education, and promote healthy eating campaigns.

In addition to activities in the lobby during the month of November, SNAP-Ed staff were able to connect with the DSHS staff during staff their 10-minute staff "huddles." Participating in the huddles was an opportunity to share information about SNAP-Ed activities with the DSHS staff, including schedules for classes and CSO lobby demos. In addition, WSU Skagit County Extension shared information on incentive programs, such as Complete Eats, that enhance client's benefits. Because of the value of connecting with CSO staff to share information that will help DSHS clients increase their buying power for more fruits and vegetables and create a healthier lifestyle for their families, WSU Skagit County Extension has been asked to return on a regular basis to meet with staff during huddles.

"We are very much open to continued Food Demos.... It makes a huge difference to have WSU and SNAP education in our lobby and to have this regularly would be ideal. Let's meet and discuss it!" - Edwin Blau, Mount Vernon CSO office

This work was highlighted in the "Washington State SNAP-Ed and CSOs" presentation on the statewide SNAP-Ed website.

Domain: Learn

United General District 304 – Community Health Outreach Program (CHOP): "Harvest of the Month Videos"

This year, CHOP began filming Harvest of the Month videos featuring local farmers to accompany monthly taste tests in the elementary classrooms. Teachers and students have enjoyed watching these videos and seeing some familiar faces of local farmers and SNAP-Ed staff.

"Having a chance for our students to touch and taste so many different types of fresh vegetables and fruits is a good opportunity for our students. I love the onsite interviews of the farmer who grew the product so our students can connect better with the value of fresh, local produce." -Brian Isakson, Principal at Evergreen Elementary

Click here to see the Cauliflower Video and success story featured on the wasnap-ed.org website

Domain: Shop

WSU Whatcom County Extension: "Connecting seniors to Fresh Bucks and FMNP program incentives at local farmers markets"

WSU Whatcom County SNAP-Ed has been partnering with the low-income senior residence, Eleanor Apartments, for the past three years. Senior residents and the director of Eleanor place were not aware of the EBT matching incentive programs available at the local farmers markets and wanted information for participating in the FMNP program for seniors.

WSU Whatcom County SNAP-Ed set up a tour and informative session for the seniors with the director of the farmers market, where the seniors learned where and how to use their EBT benefits to purchase foods, as well as information about the Fresh Bucks incentive program to double their spending power in purchasing locally grown fruits and vegetables at the market. Senior participants were delighted to learn of the resources available at both the downtown Bellingham and Barkley Farmers Markets!

Domain: Learn/Live

Common Threads: "East Whatcom County summer meal program success"

Using their SNAP-Ed funds, Common threads leveraged their PSE efforts with Kendall Elementary and Alderwood Elementary to establish relationships with East Whatcom County Resource Center and Sterling Meadows Apartments (low-income housing). These already strong relationships, supported by SNAP-Ed, prepared Common Threads to submit a proposal to Share Our Strength for the summer meal program innovation project. Common Threads was one of four programs nationally that received support to do an "innovative" summer meal program. As noted, this project was not SNAP-Ed funded, but leveraged to extend our SNAP-Ed funded work due to success with our existing partnerships.

Common Threads made USDA-reimbursable breakfasts and lunches with kids at the East Whatcom Regional Resource Center and reimbursable-snacks at Sterling Meadows during the summer of 2019. Common Threads hypothesized that kids would happily eat whole foods focused healthy meals if they played a role in preparing them. As kids lined up for "thirds" of lunchtime salad, there was no doubt that their hunch was right. Participating kids expanded their palates, eating family style meals and joyfully taking vegetables home to share with their families. Common Threads touched the lives of close to 60 children at least once and regularly had 25–35 kids participating in the hands-on breakfast, lunch, and snack programs. Five hundred seventy seven reimbursable meals were served through CACFP in total.

While the program will be evaluated more comprehensively, this program created a joyful place for kids to spend their summertime hours and have the chance to eat wholesome food in the company of their peers and caring adults. Common Threads believes they have only touched the tip of the iceberg in terms of capacity to change kids eating behaviors through joyful, hands-on food experiences.

Domain: Live

San Juan County Health and Community Services: "Complete Streets Ordinance Passed by San Juan County Council"

San Juan County Health and Community Services partners with other county agencies, Public Works, Department of Community Development, Parks and Recreation, and Land Bank, as well as community partners, including San Juan Island Trails, Lopez Island Trails Committee, and Friends of the San Juans, to promote bike and pedestrian safety initiatives. These initiatives include Tour de Friday Harbor Family bike events and promotions to capture community support of safety shoulders and areas where children and families can safely ride bikes or walk on roadways.

Complete Streets is a program developed by the Washington State Department of Transportation to encourage road planners to assess the needs of pedestrians, bicyclists, motorists and transit riders on roads throughout the state. It requires a municipality to agree to draft street-design plans that accommodate all modes of transportation. However, it does not stipulate that the final design must include those details, nor that any predetermined set standards be applied.

San Juan County Health and Community Services, along with a collection of community partners, completed walkability/bikeability audits on all three islands around low-income housing and schools. Results from the audits concluded that there was a severe lack of sidewalks and roadways with room for bicyclists. This information was presented in a report to Board of Health and County Council with the goal of gaining their support of efforts to improve the built environment and provide opportunities for people in the community to safely walk or ride bikes to school, work, and play.

On November 27, 2019, San Juan County Council passed a Complete Streets Ordinance, which requires Public Works to consider multi-users as part of standard road improvements when designing roadways in the county. By passing this ordinance and becoming the second county in Washington State to do so, San Juan County hopes to qualify for more funding opportunities that support non-motorized road improvement projects to increase safety for pedestrians and bicyclists. Specifically, San Juan County aims to support safety shoulders and trails that facilitate multi-modal transportation for people where they live, shop, work and play. It was imperative to build community support and show the need to the council to ensure their support of this Ordinance.

“Every time we do something for a road it needs to have a solution that provides pedestrian and bicycle pathways,” Councilmember Rick Hughes said.

Click here to see the video on success story on the wasnap-ed.org website

Domain: Shop/Learn

WSU Snohomish County Extension: “Snohomish Backpack Alliance Inaugural Meeting”

Backpack programs in North Snohomish County are coordinated by various stakeholders—schools, food banks, individuals in the community—and each backpack program has unique strategies and goals to provide emergency food to youth in the community. In site visits and communication with pack coordinators a few observations were made:

- Access to and the provision of fresh fruits and vegetables is a challenge due to storage, packing, cost, spoilage
- Access to protein is a challenge due to policies around peanut allergies and cost of protein items
- The provision of less nutritious 'snack' foods is common because they are low cost, lightweight, have a long shelf-life, and are appealing to youth

WSU SNAP-Ed worked with the Stanwood Camano Food Bank - HOPE Backpack Program Coordinator to engage and create collaboration between emergency weekend backpack programs in North Snohomish County. The Snohomish Backpack Alliance had its first meeting that included 6 programs. This kick off got the wheels turning for group collaboration and increased purchasing power. SNAP-Ed helped bring these stakeholders together and voiced a need and ideas to include fresh fruit and vegetables and healthy protein options in pack programming.

Domain: Live

Tulalip Tribes: "Keiser Moses Pow Wow"

In January, the Moses Family invited the Diabetes Prevention and SNAP-Ed Programs to be a part of their son's 16th Birthday Pow Wow Event. The Moses family asked the Tulalip SNAP-Ed team to help create the menu, cook, and serve the dinner offered at the sacred ceremony. Including SNAP-Ed in planning for this event meant including more fruits, vegetables, and whole grains. Normally at these events family or other tribal members cook and serve the food. Usually these foods consist of Fry Bread, spaghetti and smoked salmon.

This event was especially significant as this was the first time in history any of the Tulalip departments have been asked to conduct such a service at such a highly respectable and sacramental event.

The Moses family has been attending the Tulalip Garden Days events for the last 7 years. Because of the great work Veronica Leahy, Master Gardener and Diabetes Prevention Program Coordinator, has been doing with the community at these events, the Moses family was inspired to invite us to cater. The Moses family has been very supportive and active in the Tulalip community garden at the Health Clinic.

At this event, AnneCherise Jensen, Tulalip SNAP-Ed Program Coordinator, was asked to create a salad with the sacred food, smoked salmon. This was the first time where the smoked salmon had been served with the greens of the Earth. A deceased & highly respected tribal elder once said, "I am afraid that our people will forget about the green plants of this Earth. We must remember to consume the foods of the Earth, not just the sea". With this, the SNAP-Ed team had the privilege of creating a simple, delicious salad that many of the participants raved about.

Though not all people did eat or like the salad, the desire of the Moses family to bring this message to their Tulalip Friends and Family was meaningful. It was a soft and subtle message to the people indicating, "Diabetes is killing our community. We must take action today to stop this disease from affecting our future generations".

<u>Success Stories Highlighting Direct-Ed and Partnerships</u>

Domain: Work

Latino Outreach: "Direct-Ed in Collaboration with Job Training Program"

In March 2019, the Region 3 Latino Outreach Specialist provided a four-week Plan, Shop, Save, Cook class for the students at the Whatcom Goodwill Job Training Center. This was the beginning of a partnership between the Whatcom WSU Extension SNAP-Ed program and Whatcom Goodwill. Norma Suarez, an employee with Goodwill, was very passionate about bringing SNAP-Ed to the center to teach this class. She had taken a class several years ago and found it very inspiring. She was instrumental in recruiting students and she herself participated in the classes.

The students were engaged in the subject matter, asking many great questions and giving positive feedback. They greatly enjoyed preparing new recipes and seeing how fast and easy healthy cooking can be. At the end of the class series, Ms. Suarez offered a Goodwill gift certificate to the students who finished the class so that they could buy their own kitchen supplies. This was exciting for them because they had been admiring some of the tools used in class. This was the beginning of a great partnership because the two agencies made the experience both fun and rewarding for the students. Ms. Suarez has already asked about the possibility of future nutrition classes.

Evaluation

Formative, Process, and Outcome evaluation that occurred in Region 3, outside of the statewide evaluation effort includes:

Region 3 IA:

Formative Evaluation: Local program support and technical assistance needs

- Purpose: Determine needs for local program training and technical assistance with direct education, PSE assessment and implementation, PEARS, fiscal and budgeting, plan amendments and report writing
- Tools: Surveys at regional meetings, Quarterly report question, Program monitoring checklist, Site visit checklist

Region 3 Local Providers:

Formative Evaluation: Local partner priorities, program planning, and relationship development

- Purpose: Work with local partners and SNAP-Ed delivery sites to determine assets, priorities, and opportunities for support and program delivery.
- Tools: Meetings with partners, surveys, participation in local coalitions and steering committees, activities to strengthen relationships

San Juan Health and Community Services:

Formative Evaluation: Needs assessment for Grow Your Own Food Workshop with families with preschool age children.

- Purpose: To determine interest, education topics perceived by families as important, and availability of family to schedule workshop series
- Tools: Survey

WSU Snohomish Extension:

Formative Evaluation: Focus groups conducted at food banks

- Purpose: In partnership with the Nutritious Food and Health Workgroup, conducted focus groups to explore ways to better connect clinics and emergency food delivery sites
- Tools: Focus groups

Island County Public Health and WSU Island County Extension

Process Evaluation: Elementary School Teachers and Administration Strategic Planning through ongoing participation in Oak Harbor Public Schools Garden Steering Committee.

- Purpose: To evaluate school garden program to date, and gain feedback from teachers and staff on goals and how to improve
- Tools: Prioritization, Action Plans, Annual planning meeting includes extra time for assessing progress toward goals and prioritizing activities for upcoming year

Common Threads Farms:

Outcome Evaluation: Impact Report

- Purpose: Evaluation of school-based food education programs to determine impact of gardening and cooking lessons.*
- Tools: Here is the link to a one-page summary, as well as the full report.

*This report was produced in partnership with Serve WA and Washington Service Corps and includes non-SNAP-Ed eligible schools receiving services through other grants.

Challenges

Some programs noticed a decrease in the percentage of kids qualifying for Free & Reduced Price meals at some schools. Some school partners are concerned that the additional requirement of social security # on the FRP application might be affecting the number of Latin and immigrant families who apply.

Feedback from the four local programs working with food banks, that food bank staff is not receptive to/ready for the Healthy Food Pantry Assessment tool. Region 3 IA noted this barrier, and is exploring other tools, trainings or resources that can support regional efforts to assess and improve food bank policies and environments.

Local programs continued to voice frustration due to the focus of Evaluation only on Direct Education.

- Only 4/10 programs in Region 3 do direct-ed, and we estimate this is only about 25% of the SNAP-Ed work happening in Region 3. Direct-Ed staff express feeling overburdened with visits from Evaluation and Curriculum on top of our local ME visits.
- All 10 programs in Region 3 do PSE, and we estimate this accounts for 75% of SNAP-Ed work in Region 3. Staff working on PSE express that they have little to no support with evaluating and showing the impacts of their programs
- **Solution/Response:** The IA surveyed local programs on evaluation needs, and invited our new Regional Evaluation Specialist from the statewide Evaluation Team to meet and discuss those needs in March.
- **Solution/Response:** Nikki and Erica from the statewide Evaluation Team attended the Spring Region 3 meeting in Bellingham as an opportunity to get to know the programs, and hear needs directly from program providers. This also provided an opportunity for the Evaluation Team to share information and ask our providers questions to help us all exist on the same page using language we all understand.
- **Solution/Response:** PSE Evaluation pilots in the areas of schools and food banks are welcomed and appreciated! The IA will work with local programs doing PSE work outside of these areas to assist them in submitting requests to the Evaluation team as needed for evaluation support.

Staffing challenges: Several local programs experienced new or ongoing challenges with staffing, with reasons ranging from maternity leave, to delayed hiring, to staff resignation/turnover.

- **Solutions:** The Region 3 IA met with programs as staffing problems are identified, to determine what support is needed to ensure programming and partner needs are met if/when staffing shortage occurs.

How to support and report programming that leverages other funds for expanded reach: several local programs utilize multiple funding streams to conduct SNAP-Ed allowable work. These organizations voiced frustration that the full impacts of this work are not reportable via the current SNAP-Ed reporting system. We also heard frustration about meetings and trainings being focused on the needs of programs that are 100% SNAP-Ed funded, and that the two types of program models do not always understand each other.

- **Solution/Response:** The Region 3 IA plans to explore options for reporting more broadly in PEARS, and ways to document the impact that leveraged funds from outside SNAP-Ed expand the reach and effectiveness of SNAP-Ed funds.
- **Solution/Response:** At an in-person Region 3 meeting in FFY2020, IA leads will facilitate a discussion to help 100% SNAP-Ed funded programs and multi-funded programs to better understand their respective models, and how they can support and learn from each other. A possible outcome of this would be a map that includes SNAP-Ed funded work and also the work that is leveraged through other funds.

Several local SNAP-Ed programs have reported programming changes due to partners being unresponsive, or champions not being available due to time constraints.

- **Solutions:** We continue to advise local programs to adjust their plans to fit local needs and readiness, including reaching out to new partners, as those changes occur.

All local SNAP-Ed programs were found to have discrepancies between reach and activities reported in annual reports vs what was reported in PEARS. Some significant reach was reported on annual reports, but not in PEARS, and discovered too late to add that information to PEARS.

- **Solutions:** The Region 3 Data Specialist is meeting with each local program to investigate reasons for reporting inconsistencies, and providing technical assistance to correct these inconsistencies going forward. The IA will be exploring ideas to reduce discrepancies in future reporting, including changing quarterly & annual report templates to better reflect PEARS and/or changing report deadlines to ensure discrepancies are caught early enough to make changes in PEARS if needed.

Appendix F. Intervention Tables

Region 3 SNAP-Ed Locations FFY18

SNAP-Ed Interventions			Island		San Juan	Skagit		Snohomish			Whatcom	
Local SNAP-Ed Provider			Island County Public Health	WSU Island County Extension	San Juan Health & Community Services	WSU Skagit County Extension	United General District 304 - CHOP	Snohomish Health District	Tulalip Tribes	WSU Snohomish County Extension	Common Threads Farm	WSU Whatcom County Extension & Lummi Nation
Learn	School	Elementary	PSE: Harvest of the Month, Family engagement	PSE: Farm to school; School garden	PSE: Backpack program; District wellness	Direct-Ed: CHFFF PSE: Harvest of the Month, PA Breaks, Smarter Lunchrooms, School Gardens	PSE: Farm to School; Harvest of the Month; Smarter Lunchrooms and food-services staff training	PSE: Shared-use summer physical activity program		Direct-Ed: CHFFF, CATCH, Food Smarts PSE: Farm to school; After-school Cooking Clubs, District Wellness	PSE: School gardens; District wellness	Direct-Ed: CHFFF; Read for Health, Food Smarts PSE/Social Marketing: Smarter Lunchrooms; Student Nutrition Action Council; Harvest of the Month; District wellness
		Middle					PSE: Farm to School; Harvest ot the Month; Smarter Lunchrooms and food-services staff training			Direct Ed: CATCH, Food Smarts PSE: After-school Cooking Clubs with Cooking Matters in Your Community, District		PSE: Student Nutrition Action Council

Region 1 Implementing Agency (IA): Spokane Regional Health District

Reporting Period: Federal Fiscal Year (FFY) 2019

Executive Summary

Spokane Regional Health District (SRHD) is in Spokane, Washington. As the Implementing Agency for Region 1 of the Washington State SNAP-Ed program, SRHD brings a public health approach and local connection to the role. The Region 1 structure is set up to foster input and collaboration among long providers that help inform the needs within communities and identify opportunities to better serve the SNAP-eligible population. SRHD is committed to maximizing as much funding as possible to further the local SNAP-Ed work, while providing valuable partnership and accountability to both local providers and our funders. With $1,839,686 in FFY2019, Region 1 served 10 counties in North East Washington including Chelan, Douglas, Okanogan, Grant, Adams, Lincoln, Pend Oreille, Spokane, Stevens and Ferry counties. SNAP-Ed services were delivered by 11 diverse subcontractors including 6 Washington State University Extension offices, 2 local health districts, 1 medical clinic and 2 non-profit agencies. Region 1 partners with many other agencies and programs to reach SNAP-eligible community members including, but not limited to, WIC, Community Service Organizations, Tribal communities, public housing and shelters, school districts, childcare centers, master gardener programs, medical clinics, Job Corps, grocery stores, farmers markets and food banks.

Included in this model is the My Healthy Life Social Marketing campaign. This multi-year project has expanded from a local Spokane project to regional adaptation. Adaptations based on formative research conducted in year one were made to the website, along with the filming of new testimonials that spoke to the identified personas for communities outside of Spokane: http://myhealthylife.org/. Strategies and product implementation, however, were postponed until year three due to staffing gaps but will be implemented in FFY20, followed by an evaluation component.

Subcontractors in Region 1 provide evidence-based youth nutrition and physical activity education via curricula that is preapproved by both FNS through the SNAP-Ed toolkit and supported by the statewide curriculum fidelity team and DSHS. The most commonly selected curricula in Region 1 is Choose Health: Food, Fitness and Fun. Projects also engage in evidence-based adult nutrition and physical activity education, most of which are taught in class series, providing increased dosage to nutrition and physical activity messages. The two most commonly selected adult and senior curricula in Region 1 are Eating Smart, Being Active and Plan, Shop, Save, Cook. Projects in Region 1 also engage in a wide-variety of policy, systems and environmental strategies identified through the SNAP-Ed toolkit, the Center for Training and Research Translation, or other non-profits, universities, and research institutions. Several local providers in Region 1 participate in activities with and at farmers' markets throughout the region. Many of these activities are included in the SNAP-Ed Toolkit and supported by FNS.

Interventions Conducted through the domains of Eat, Learn, Live, Play, Shop and Work

	Catholic Charities	Grant Co. Health District	Mattawa Clinic	Second Harvest	SRHD	WSU-Chelan Douglas Okanogan	WSU Grant Adams	WSU Lincoln Adams	WSU Pend Oreille	WSU Spokane County	WSU Stevens Ferry
Eat											

Learn											
Farm to School	x	x								x	
Farm to Preschool	x										
Safe Routes to School		x					x				
Smarter Lunchrooms	x		x			x	x	x	x	x	x
Jump Rope Campaign						x					
Eating Breakfast Campaign						x					
School Wellness Activities			x			x	x	x	x	x	x
Fresh Fruit and Vegetable Program						x	x				
School Garden implementation	x		x					x	x	x	
Cafeteria point of purchase prompts								x			
Healthier US School Challenge										x	
After School Walking Clubs											x
Mobile Food Banks				x		x					
Live											
Peer to Peer Model		x	x		x						
Walking DVD program		x									
Mobile Food Banks	x			x	x		x			x	
Gardens	x				x				x	x	x
Kalispel Tribe of Indians Health and wellness policy work									x		
Farm to Community	x			x							x
Play											
Shop											
Farmers Market Match/Market Match information	x	x			x		x			x	
Oregon Food Bank's Healthy Pantry Initiative/Healthy Pantry Snapshot Assessment Tool				x							
Training and technical assistance to encourage food pantries to implement client choice model	x			x							
Help food pantries implement nutritional nudges, point of purchase prompts and thoughtful placement of healthy foods	x			x							x

Work											
Assist with Breast Feeding Policy Planning		x									

Success Stories

1) *PSE projects**

***Please Note:** The stories below reflect only those not captured in PEARS*

Mattawa Community Medical Clinic

PSE projects – School Garden Project. Wahluke School District started a school garden project. Mattawa Community Medical Clinic began meeting in the end of 2019 to develop a plan. In past years, individual schools have attempted a small garden, but nothing lasted more than a month or two. This time meetings were led by the new Curriculum Director and included the district's grant writer, the maintenance department, the Director of Child Nutrition, the Director of Special Education, the Science Coordinator, and the school district Superintendent. With consensus from the meeting attendees, by the summer of 2019 a playground area was moved and a garden area set up with raised beds, a small shed, and worm beds. Chickens were also purchased to provide fresh eggs. By the end of FFY2019, the big greenhouse was almost completed, and many project ideas are forth coming. This multi-school, multi-grade project will be continued into FFY 2020 because of the enthusiasm of the partners. One of the discussions was about how in the past few years there was an emphasis on iPads to increase learning time, but this often came at the expense of physical activity. Now there is an understanding that physical activity and practical skill development can occur together—particularly through the garden.

This is also a partnership success story. When the school considered doing a school gardens project, they contacted SNAP-Ed. The initial contact was made by former principal, who currently serves as the curriculum coordinator, at one of the elementary schools where there were SNAP-Ed classes. For the past 14 years, a SNAP-Ed educator developed relationships with principals, teachers, and administration at all the school in the Wahluke School District. It was a natural match to partner with the schools on the development and the institution of the school gardens.

WSU Spokane County

WSU Spokane works with the Food Service Director of Spokane Public School District to create messaging for each month of the school year. The messages highlight key information that students could take away and were tailored to students by age—elementary or secondary. WSU Spokane then determined what information the families to take away and started with terminology that students would hear in the cafeteria. The messages were displayed on white boards in the cafeteria and, for the secondary students, on the TV monitors in the cafeteria. PE teachers were then trained to inform students what messaging was being used in the cafeteria

and relate it to PE classes. Games that reinforce the messages were presented to the teacher. Messages were reinforced by sending flyers to reach families through an electronic communication tool. Through this process, Spokane Public School has adopted the terminology Go, Slow, and Whoa foods that is used in the curriculum that is taught in class by SNAP-ed educators and reinforced by posters in the cafeteria.

WSU Stevens County

Despite being in an extremely rural area, Northport School District wanted to promote walking to school, even though many students ride buses due to distance. WSU Stevens County SNAP-Ed staff worked with the PE teacher to host two walk-to-school events where students who rode the bus from outside of town and students who lived in town met and walked to school together.

2) *Partnerships**

Please Note: *The stories below reflect only those not captured in PEARS*

Catholic Charities of Eastern Washington

Catholic Charities of Eastern Washington has been partnering with the Spokane Edible Tree Project for three seasons of produce delivery. Spokane Edible Tree Project is Spokane's local gleaning organization. They work with both residential and commercial fruit tree owners to harvest fruit that would otherwise go to waste. This partnership is essential to our produce delivery program as they provided 51 percent (12,328 pounds) of all of the produce we distributed through this program (the rest of the produce was collected from farmers markets and community gardens). This partnership allows us to distribute a large amount of fruit, which is highly sought after by our clients.

WSU Grant County

WSU Grant County continued their partnership with Job Corp by providing monthly programs that included a food tasting and a nutrition lesson to students who are interested in the Healthy Eating Activity LifeStyles (HEALS) program. The contact from that partnership has taken an

additional part time job and wonders how our SNAP-Ed program can further cooperate with his new role. Job Corp students nearing the end of their program have the option to take Food Smarts, a SNAP-Ed direct education curriculum offered by WSU Grant County Extension. As added support for the students, WSU staff have attended the students' graduation when invited.

WSU Grant County also partnered with 2nd Harvest when they distribute food in Grant County by offering recipes that coincide with foods being donated.

WSU Pend Oreille County

Due to a lack of communication between the Kalispel Tribe and other Extension Office Staff, it was thought the Food $ense program may be changing with the Tribe. In talking with the Director of Education for the Tribe and assuring her we had no intention of changing our program, she stated, "We were afraid of losing this WSU program – we love Chris and her program!" We are trying to incorporate even more time with the afterschool program, but the kids do not have much time there as they have 4-day school weeks and therefore come later to the program.

Please Note: *The stories below reflect only those not captured in PEARS*

Grant County Health District

Direct education using the Plan, Shop, Save, Cook (PSSC) curriculum has been well received by both the participants as well as the community health workers providing the education. Participants enjoy and appreciate the content and learning opportunity presented as they can immediately apply it to their everyday lives. One client was able to successfully and safely lower her BMI by a point after participating in all four sessions of PSSC and learning about healthy eating and food resource management. She shared that learning how to understand food labels was the greatest contributor to lower her BMI. The participant stated she completely cut out sugary beverages from their diet and opted for foods with higher nutritional value and less sodium and sugars.

Through a partnership with Wahluke Family Clinic, Grant County Health District is able to offer Plan, Shop, Save, Cook classes and curriculum to a minority adult population residing in a very rural area with scarce resources. In promoting and offering the PSSC curriculum through their WIC department and OB providers, pregnant and postpartum women and their family members have been able to improve their knowledge and resources regarding physical activity, food resource management, and dietary quality via planning meals, food labels, saving money and budgeting, and cooking balanced meals. Additionally, their WIC department has been working with the local farmers market to ensure FINI coupons and EBT cards can be utilized through various vendors for further access to fresh fruits and vegetables.

WSU Pend Oreille County- Food Smarts & Cooking Matters

Food Smarts- A family that attended these classes, who happens to be a 4-H Leader, was sitting at a booth with us at a back-to-school wellness fair. She was explaining to interested kids and parents all about 4-H and what is available at the Extension Office and then went on to talk about our cooking class and how it is not a "normal" cooking class. "Chris makes it fun and the kids love to come and learn. There is a lesson and then we actually get to make some food, not just watch."

Second Harvest- Cooking Matters in Your Community

Four years ago, Kathy was in a wheelchair. Now, she bounces into The Kitchen, eager to learn a new recipe during class.

Kathy began attending free Community Classes in The Kitchen at Second Harvest about three years ago. She was in the midst of making some major changes to improve her health and getting back into the kitchen was one of them.

Kathy, 60, used to make meals for her parents. But when they passed away, she lost her love of cooking and turned to fast food for most of her meals. That change took a toll on her health; she gained weight, her blood pressure and cholesterol went up, and she eventually had two small strokes. Her doctor told her a big one was on the way if she didn't make some changes.

Kathy knew that learning to cook healthy meals was a key step in her journey toward health. She had access to lots of healthy foods at her local food bank, but she didn't know how to cook many of them—at least not in ways that would move her closer to her health goals. During cooking classes at Second Harvest Kathy learned healthy cooking techniques and practiced recipes that incorporate nutritious foods, like brown rice, beans, and vegetables.

"I was more of a 'fry it' type of girl. Now I sauté or bake foods," said Kathy. With these new skills, she's learned how to make a recipe her own. "The classes have made me put things together that I wouldn't have thought to put together."

Now, rather than turning to fast food, Kathy opens up the folder where she keeps all the recipes she's made in the Community Classes. She uses the food she receives at the food bank to make these healthy and delicious dishes at home. "I've had fun with pretty much every recipe," she said. She even shared all of The Kitchen's lentil recipes with the cook at the Union Gospel Mission Women's Shelter, where Kathy works. She sang the praises of the lentil cookie recipe when the cook gave her a doubtful look."

I tell everybody about The Kitchen. I love it. It's my favorite thing to do.

WSU Spokane County- CATCH

Through our direct-Ed in the classroom and providing trainings to the PE teachers, Spokane Public School District is purchasing the CATCH curriculum to use in PE classes.

Second Harvest Healthy Pantry Assessment

Name of Intervention

Second Harvest Healthy Pantry Assessment

Framework Indicators Tracked/Monitored

MT5 Nutrition Supports

Purpose of This Evaluation

The purpose of this evaluation is to get a sense of whether a food pantry is offering healthy options and organized in such a way that it is easy for clients to make healthy choices.

Links to Online/Published Results and Attachments

See Appendix G for Second Harvest Healthy Pantry Assessment

Mattawa Community Medical Clinic

Name of Intervention	Indicators Tracked/Monitored	Purpose of this Evaluation	Links to Attachments
Focus Group with Teachers (Kinder) *Formative*	*Skill level of handouts *Food samples acceptable in classroom * Allergies * School events	*Determine if handouts are acceptable. When using same program in a different school district the level of Kinder student comprehension was remarkably different. *Find out about allergies *Find out about classroom rules *Find resources for PSE interventions	General questions asked attached- See Appendix H
Daily Class Log (all)	*Number actively participating. *How many tried a bite of food sample *How many tried at home.	*See trends Between classrooms and what that means. Some teachers more engaged and participation increases. Among foods.(Is there a general food dislike. Very, very few would try a carrot salad with raisins so I changed to carrot salad with	Form attached - See Appendix H

Process		apples and they loved it. Lesson learned is that raisins are not part of the cultural foods) Among students. Did the student try the food at home tells me if the information is being taken home via newsletter, word of mouth, etc.	
Supermarket Scavenger Hunt (Kinder) *Outcome*	Can identify different forms of fruits & vegetables: fresh, frozen, canned, dried	*find the fruits & veggies tried in classroom *Identify different forms of fruits and vegetables *game to make finding and eating fruits and vegetables fun	https://fruitsandveggies.org/wp-content/uploads/2019/04/ scavenger_hunt_4-pdf.jpg
Mid- and Final Evaluation completed by teacher at the middle of the Class Series and End of Class Series *Process and Outcome; also Impact*	Measures *Effectiveness of teaching *Appropriateness of Handouts *Follow-through of teachers incorporating concepts in the classroom between lessons. *Desire to continue SNAP-Ed interventions	*Teaching methods can be modified accordingly for better comprehension *Handouts can be adapted to meet learning level *Ideas for follow-through teaching can be provided *Plans for next year can be based on interested classroom (which has always been all of them!)	Forms attached- See Appendix H
Food Sample Chart (Adult) *Impact*	*Measure who has prepared a food at home for their family	*An evaluation tool to measure who has not only learned the concepts of the lesson but has taken it home and acted on it; making the behavior change.	Form attached- See Appendix H

Challenges

IA Challenges

Training

Initially, there was no communication about the implementation of a state-wide training team beyond the specific topic of curriculum and curriculum fidelity. There is a need to identify what topics Implementing Agencies are responsible for when it comes to training Local Agency staff and when it is the responsibility of the State-Wide Training Team. Training delivery is also a challenge, especially if a topic is required by all involved in SNAP-Ed. Moving forward, thorough planning and allocation of funding for training will be necessary.

PEARS

Federal fiscal year 2019 was the first year Region 1 required all modules be used in PEARS. Region 1 invited the Evaluation Team to attend two regional calls to answer questions and walk through the modules. This was well received and valuable. Concerns around data entry remain an issue, especially around PSE. No two programs are alike so ensuring data is accurately captured is difficult. Local Agency representatives have asked for an opportunity to have an in-person training. Ideally, the training would allow everyone to bring their computer and practice data entry and PEARS modules together.

Shared IA practices

While it is important for regions to align practices with the needs of local communities, there are practices all Implementing Agencies share. Some examples include, required budgetary items and tracking, inventory lists and audit/management evaluation requirements. Clarification around roles, responsibilities and requirements is needed.

Local Challenges

Staffing

We work with a variety of sites/partners to ensure that our programs are implemented well. However, many of the organizations/programs we partner with experience high turnover rates. In order to help address this issue, we are hoping to increase communication with site leads, and when possible, have two contacts at each site.

The lead full time educator for WSU Grant County Extension left the program for a new job at the beginning of the summer, and then another part-time staff member moved as well. This left the office drastically understaffed and short on leadership. Support has been provided by the Lincoln-Adams SNAP-Ed program, and the two part-time staff members left have stepped up, but a full-time lead educator is still needed.

Funding

Can always be a challenge. There are a lot of pieces to this program and more funding would allow us to improve our operations. For example, when working primarily with donated produce, we tend to get large quantities of certain items such as apples and summer squash. We would love to expand our produce purchasing to include a more diverse amount of produce, have more staff time to focus on building relationships, and provide produce stands to all of our sites.

PEARS/Reporting

I feel it would be beneficial to get some feedback after we submit reports, PEAR info, etc. We don't know if we did a good job, included the right information or missed something.

I would like some time spent with Region 1 managers looking at the different components of the PEARS system and going over what needs to be put into each section. We need to know what is necessary and how it should be inputted. I know we can listen to the recordings or read the details, but some personal interaction would go a long ways with being more accurate and spending less time being frustrated with the system.

One-time events that are counted as indirect even though we are educating a group of individuals, it would be valuable to put those under a one-time direct-ed event.

PEARS, I feel we still do not enter PEARS the same way across the state, when seeking answers, we are told many different variations. When we all come together at the state/regional meetings having someone from the evaluation team to answer questions. SNAP-Ed providers would need to be notified so individuals could be prepared with questions.

Coalition Building/Partnerships

A challenge currently being faced is the recruitment of members to the Breastfeeding Coalition. Initially, the coalition started out strong with various interprofessional members and continual progress/engagement. However, over the years, continual staff turnover and job placements have affected the coalition's programming. With the most recent turnover of the co-facilitator of the coalition, it is a great time to reevaluate the coalition's internal and external plans as well as mission and vision. We are taking this opportunity for improvement to revitalize the coalition. Our goal is to have a well-represented coalition and team consistent team of professionals from varying sectors of the community to continue promoting and supporting breastfeeding while simultaneously changing social norms around this topic. The renewal of the coalition will include reevaluating and adapting the mission and vision, goals/objectives, and membership for continual process improvement and success/sustainability.

Adult Activity Recruitment/Attendance

Scheduling adult classes to avoid conflicting with other activities participants may wish to attend is difficult and become almost impossible when it is a long series, like ESBA. The solution was to look at other curricula with a similar focus but a shorter length. Food Smarts was chosen. (For an audience that is already established, Assisted Living, Senior Apartments, Alternative schools, it might be feasible to complete all the lessons with good attendance.)

One challenge we have had is that our free on-site cooking classes have not been filled to capacity despite knowing that there is a large population of eligible individuals in Spokane. We would really like to be reaching the maximum number of clients through our free community cooking classes. We are responding to this challenge by developing a more thorough marketing plan as well as collecting information from our demographic about what class topics would interest them and what barriers exist which could prevent them from attending a class even if the interest was there.

Curriculum

The limited number of curriculum to choose from can be a real challenge, especially when you have kids 2 or more years in a row and have to use the same curriculum.

We do not have many quality choices for youth curriculum. We are choosing what grades to see based on what curriculum is available, we need quality curriculum for every grade. I would like to see Show Me Nutrition back on the approved list.

WSU Stevens County- Farm to Community (successes and challenges)

The Hwy 395 Produce Corridor project is based around a 250 mile once-per-week pickup and delivery run (on Tuesdays) through Stevens, Spokane, Lincoln, and Ferry County, including both the Spokane and Colville reservation. This project focuses on PS) work with a focus this year primarily on the Colville Reservation communities of Wellpinit and West end, as well as the low-income communities of Reardan and Ft. Spokane in Lincoln Co. and the towns along Hwy 25 including Fruitland and Hunters. Produce was also delivered to the Inchelium store on the Colville reservation. This program makes use of a multi-partner plan that has been in development for multiple years designed to increase the number of access points available to rural residents, including those who wish to purchase fresh produce. Partners in the project include the LINC Farmers Coop (Spokane), the Spokane Tribe Federated Coop working group, the Wellpinit Trading Post (a Tribe-owned grocery store), and the Reardan R-Store (the only grocery store in Reardan, WA). Funding for produce, which is given away for free on the delivery route, was provided by the Northeast Washington Hunger Coalition (also a key partner) from their Farm to Food Pantry program as well as produce supplied by the Spokane Edible Tree Project, and Second Harvest from Spokane.

This year's Farm to Community program built upon successes of last year's program, so the amount of produce deliveries started off much greater at the beginning of the season than last

year. The first delivery day of 2019 was July 9 and a total of 93.1 lbs of fresh local produce to five different locations on the route, compared to a total of 6 lbs of summer squash to two locations the previous year. This first delivery day included apples that were overstock supplied by Second Harvest, which went to the Wellpinit Food Pantry.

Based on experience from the 2018s Farm to Community program, a concerted effort was made to leverage this produce delivery route so that it took better advantage of donated produce to be delivered to the two food pantries on the route. Coordination was further developed with the Spokane Edible Tree Project, which donated almost 850 lbs. of fruit that went into Farm to Community donation deliveries to sites including the Wellpinit Food Pantry, the town of West End, the Hunters Food Pantry, the Inchelium store (for them to give away) and some to other food pantries in the N.E.W. Hunger Coalition network.

One of the plans for growth this season was to work with the Wellpinit Trading Post to develop a line of pre-packaged fresh vegetables that could be sold at the Wellpinit Trading Post deli. There is a relatively large professional community in Wellpinit who rely on the store deli counter for lunches. This season we collaborated with the Wellpinit Trading Post kitchen to produce a two types of ready-to eat pre-packaged food items; fresh-cut summer squash sticks packaged with dip, and pre-packaged salads made with high-quality mixed baby salad greens. Of these two projects, the fresh-cut summer squash stick packages were the most successful. The squash itself was donated by the Northeast Washington Hunger Coalition. Packaged on a tray with covered with shrink wrap, this produce kept well and sold well. On the other hand, pre-packaged salads using baby greens were popular, but didn't keep well in the same packaging. Further research from the big-Ag salad industry showed that fresh cut baby greens need custom designed plastic films (or bags) that optimize the transmission rate of carbon dioxide and oxygen through the film depending on what the mix is of greens in the package. The current plan with the Wellpinit Trading Post is to focus on packaged summer squash and cucumber sticks by developing and delivering ready-made packages to the gas station delis owned by the Spokane Reservation in Chewelah and Ft. Spokane at least. This project will require collaboration with other Spokane Tribe groups, including probably the Planning and Economic Development.

In all honesty, I expected to make more progress on this ready-to-eat produce delivery project this season but was surprised by how little time was left for this sort of development after doing the actual delivery runs. I've also been assured by members of the Spokane Tribe leadership that sometimes progress happens very slowly and that I shouldn't get discouraged.

Despite not making much progress on the plan to make fresh produce available at tribe gas stations, I continued to receive all sorts of affirmation from the people who received the produce delivered through Farm to Community. One example was an employee of the Wellpinit Trading Post who had heard of beets but didn't even know how one might eat them. I explained how to bake them like yams – until they had dripped out some sweet "molasses" and then just eat them with salt and butter. And sure enough, the next week I got a rave review of how delicious those beets were.

Last year after I'd completed reporting for the Farm to Community Program, I was invited to present a poster at the 2018 Washington Tilth Conference. This conference is the primary conference in Washington for farmers and others who are working to provide fresh healthy primarily organic food from local farms to local people. If you're interested in more detail on the Farm to Community delivery route and all its synergies, that poster is available here: https://s3.wp.wsu.edu/uploads/sites/2063/2018/12/Hwy395_Produce_Corridor_Poster_TilthConference_2018_FINAL_11-26-18.pdf

Appendix G. Second Harvest Healthy Pantry Assessment

Second Harvest Healthy Pantry Assessment

Date: _____ Pantry: _____ County: _____
Pantry Representative: _____ Reviewer: _____
Initial visit: ☐ Follow-up visit: ☐
Before Photos: ☐ After Photos: ☐

The purpose of the Healthy Pantry Assessment is to increase the accessibility, distribution, and consumption of healthy foods through progressive adoptions of strategies including increased access to produce, healthy nudges, and nutrition education.

Objective 1: Increase client choice distribution in partnering agencies.
Possible actions to meet objective:

○ Arrange pantry in a "shopping style"/client choice pantry
○ Accommodate to clients with special dietary needs
○ Considerations for language and cultural needs (i.e. translated materials, cultural foods, etc.)
○ Bundle food items together for a healthy and easy to prepare meal

Client Choice Subtotal _____ of 4

Objective 2: Increase access to and consumption of fresh fruits and vegetables in the food bank setting.
Possible actions to meet objective:

○ At least 2 kinds of produce are offered
○ Display and offer a variety of fruits and vegetables in at least 2 locations of shopping area to increase distribution of produce
○ Lined baskets or clear plastic bins are used to display produce instead of boxes
○ Keep fruits and vegetables appealing to clients by removing spoiled or wilted items
○ Display information near food items that show how to properly store and prepare fresh produce
○ Coordinate fruit and vegetable vouchers with community partners (i.e. Complete Eats, Fresh Bucks)

Variety of Produce Subtotal _____ of 6

Objective 3: Improved merchandising, prompts, and environmental cues that "nudge" clients to select healthier food options.
Possible actions to meet objective:

○ Market and promote healthy food choices with colorful posters and handouts (i.e. MyPlate)
○ Healthier choices with foods to encourage are offered more than once through "Multiple Exposures" (cross-merchandising)
○ Healthier foods are at eye level on shelves and easy to reach
○ Lighting is warm and bright in serving area to highlight food and keep aisles clear

Healthy Nudges Subtotal _____ of 4

Objective 4: Nutrition education programming through 2nd Harvest Kitchen and connection with SNAP-ed partners for rural pantries (sampling, cooking classes).
Possible actions to meet objective:

○	Conduct cooking demonstrations and/or classes with available foods at the pantry
○	Prepare a recipe to sample during food distribution
○	Provide recipe cards to encourage healthy choices (fruits and vegetables, low-fat dairy, whole grains, lean protein, beans)
○	Provide resources for selecting food for people with certain health conditions (i.e. low sodium, low sugar, Diabetes Nutrition Placemat)

Nutrition Education Subtotal _____ of 4

Assessment Total _____ of 18

Healthy Pantry Level

Bronze 4-8 Great job! This pantry is off to a strong start.

Silver 9-13 Excellent! The clients are eating healthier with the pantry's efforts.

Gold 14-18 Fantastic! This pantry is setting the standards for a healthy pantry! Keep up the amazing work!

Pantry successes/strengths:

Strategies pantry is interested in:

Appendix H. Mattawa Clinic Evaluation Tools

Kindergarten Nutrition Lessons 2018-2019

Focus Group meeting @ Mattawa Elementary School November 29 @ 11:30 AM

Introduction to program

C.A.T.C.H. Coordinated Approach to Child Health

"Using a variety of teaching strategies, the kindergarten curriculum introduces students to cartoon characters to teach students about eating and physical activity habits to promote health."

- Integrating standards-based nutrition into school curriculum
- Serving healthy snacks to kinder students on a weekly basis
- field trips to local farms
- Partnering with school administration, staff, and cafeteria to promote health habits

Activities

- Nutrition classes with new ideas and activities
- Food sampling
- Newsletter for parents
- Health Fair
- Field trips to farms – pumpkin, local, Royal City

Handout Evaluation

My questions to you?

What were your favorite classes?

What farm field trips do you have scheduled?

What materials would you like for classroom bulletin boards and activities?

I will have new handouts, but any you especially liked?

Pre-surveys Plus photo release.

Allergies.

Any parent events coming up I could participate in? Introduce the program?

Teachers/#students:

Wahluke Kindergarten
Kindergarten
SNAP-Ed Nutrition Lessons
Winter-Spring 2019
INDIVIDUAL LESSON EVALUATION

LessonOne

Teacher_____

Date_____

Number students_____

Observations:

Focus & Attention

Participation

Comments

Number of Students trying a previously-introduced recipe or food, at home _____

Number of Students trying food sample _____

Observations

Comments

Lessons learned:

Mid Evaluation of Nutrition Classes
February, 2018

Please indicate your assessment of the Nutrition Lessons presented in your classroom.
(On a scale of 1 to 5 rate the success of the program with a circle around a number, with 5 indicating highly satisfied/successful)

Program Content 1 2 3 4 5

Comment_____

Presentation 1 2 3 4 5

Comment_____

Skill Level of Handouts 1 2 3 4 5

Comment_____

Food Samples 1 2 3 4 5

Comment_____

Length of Classes 1 2 3 4 5

Comment_____

Parent Newsletter/Take-Homes 1 2 3 4 5

Comment_____

1. Being Healthy is Fun! (song, apple slices) 1 2 3 4 5
2. GO Foods (ChooseMyPlate, smoothie) 1 2 3 4 5
3. JJ & GG Love Vegetables (spinach) 1 2 3 4 5
4. Roots & Stems (Carrots & celery) 1 2 3 4 5
5. Moving to a Beat (Vitamin A, pumpkin pudding) 1 2 3 4 5

Comment_____

Describe any follow-up activities done in your classroom: (Bulletin boards, lunch talk, etc)

_____

_____

Please return to Cindy Johnson by February 15, 2018. Thank you!

Final Evaluation of Nutrition Classes
March, 2019

Please indicate your assessment of the Nutrition Lessons presented in your classroom.
(On a scale of 1 to 5 rate the success of the program with a circle around a number, with 5 indicating highly satisfied/successful)

Program Content 1 2 3 4 5

Comment_____

Presentation 1 2 3 4 5

Comment_____

Skill Level of Handouts 1 2 3 4 5

Comment_____

Food Samples 1 2 3 4 5

Comment_____

Length of Classes 1 2 3 4 5

Comment_____

Parent Newsletter/Take-Homes 1 2 3 4 5

Comment_____

6. Movement. Amazing Pumpkins. Vitamin A. 1 2 3 4 5
7. Go Activities. What If Game. Blueberries 1 2 3 4 5
8. Colorful Fruits. Kiwi. Vitamin C 1 2 3 4 5
8. Grocery Store tour 1 2 3 4 5

Comment_____

Would you like your class to participate in the nutrition program next year? Y N

Describe any follow-up activities done in your classroom: (Bulletin boards, lunch talk, etc)

Please return by March 26, 2019. Thank you!

Foods for the Family

Please circle any foods you have prepared at home for your family

Veggies on Pizza/Pizza y verduras

Fruit Salad/
Ensalada de frutas

Hummus (Garbanzos)

3-Can chili/ Chile 3 latas

Fruit parfait/Frutas parfait

Quinoa Salad

Stir Fry/Salteado (stir-fry) de vegetales

Eggless Tofu Egg Salad/Ensalada sin Huevos de tofu

Chicken Nuggets/Nuggets de pollo

Fruit Smoothie/
Licuado de fruta y verduras

Kale Salad
Ensalada de col rizada

Licuado de jicama

Sweet Potato Fries
Batatas fritas

Pumpkin Bread Muffins/Pan de Calabaza

Regions 2, 4, & 5 Implementing Agency (IA): Department of Health

Reporting Period: Federal Fiscal Year (FFY) 2019

Executive Summary

DOH contributes to SNAP-Ed goals by providing SNAP-Ed funds to local organizations that build SNAP-Ed programming based on local strengths and that focus SNAP-Ed programming in identified sites or with identified audiences who can benefit from nutrition education and active living opportunities that increase the likelihood that people who are SNAP-Ed eligible will eat healthier and be more active. DOH IA provides tools and resources, identifies training opportunities, and provides technical assistance to support effective local partnerships and effective program implementation.

Throughout the year, DOH IA ensures deliverables and expectations of the WA SNAP-Ed grant are met by assessing local program quality and implementation processes, reporting outcomes, and monitoring fiscal management in order to maintain or improve the positive progress that local SNAP-Ed programs are having on low-income communities in Washington State.

Starting in FFY16, DOH IA, along with other state implementing agencies in WA, worked on the goal to have 100% of local projects include public health approaches that build from core education for improved project outcomes. DOH IA continues to support their current local SNAP-Ed implementing agencies in improving the understanding, planning, implementing, evaluating, and reporting of policy, systems, and environmental changes in all local projects.

Geographic counties served

- DOH SNAP-Ed serves 22 counties.
  - Region 2 (9 counties): Kittitas, Yakima, Benton, Franklin, Walla Walla, Columbia, Whitman, Asotin, Garfield
  - Region 4 (2 counties): King, Pierce
  - Region 5 (11 counties): Clallam, Jefferson, Kitsap, Mason, Grays Harbor, Thurston, Pacific, Lewis, Wahkiakum, Cowlitz, Clark (Not served in FFY19: Skamania, Klickitat)

Number and type of sub grantees

- 34 total sub-recipients and 36 total sub-recipient agreements.
  - University (all are WSU Extension county offices) (14 sub-recipients): Asotin, Benton-Franklin, Walla Walla, Yakima, Clark, Clallum, Mason, Thurston, Grays Harbor, Kitsap, King, Pierce, Cowlitz, Lewis
  - Health care (LHJs, Hospital, Clinic) (13 sub-recipients): Kittitas County Public Health Department, Walla Walla County Department of Community Health, Yakima Health District, Tacoma-Pierce County Health Department, Public Health Seattle-King County, Kitsap Public Health District, Pacific County Public Health & Human Services Department, Yakima Valley Farm Workers Clinic, Columbia

County Health Department, MultiCare Health System, Lewis County Health Department, Wahkiakum Health and Human Services, Yakima Neighborhood Health Services
- Non-profit (Emergency food resources) (2 sub-recipients): Thurston County Food Bank, Second Harvest
- Non-profit (Statewide, large region; multi-service) (1 sub-recipient): Solid Ground
- Non-profit (Small region, county, local; multi-service) (3 sub-recipients): Hands-On Personal Empowerment Garden Project, Community Action Center, YMCA of Jefferson County
- State agency (1 sub-recipient): Washington State Department of Agriculture

Principal partners

- **DOH Prevention and Community Health Division partners include**:
  - Food insecurity nutrition incentive (FINI) grant program;
  - Supplemental nutrition program for woman, infants and children (WIC);
  - WIC Farmers Market Nutrition Program (FMNP);
  - WIC Breastfeeding Peer Counseling Program;
  - Healthy Eating Active Living Unit (manages grants related to breastfeeding, physical activity, healthy eating, and state and federal SNAP fruit-and-vegetable incentives);
  - Children with Special Health Care Needs Unit (Maternal & Child Health);
  - Chronic Disease Prevention Programs Unit (manages programs related to prevention of diabetes, cancer, heart disease, and stroke)

- **DOH state/regional partners**: FINI advisory network, Washington State Farmers Market Association

- **Region 2** – Category and percentage of total partners in region. Breakdown of partner categories downloaded from FFY19 PEARS profiles in each region. Categories with 10% or more are highlighted yellow.
  - Agricultural organizations (includes farmers markets) 10%
  - City and regional planning groups 2%
  - Faith-based groups 2%
  - Food banks/food pantries 22%
  - Foundations/philanthropy organizations/nonprofits 4%
  - Government program/agency (Federal, State, local, etc.) 12%
  - Hospitals/healthcare organizations (includes health insurance companies) 4%
  - Human services organizations 4%
  - Other 6%
  - Parks and recreation centers 6%
  - Public health organizations 2%
  - Schools (colleges and universities) 4%
  - Schools (preschools, K-12, elementary, middle, and high) 20%

- **Region 4** – Category and percentage of total partners in region. Breakdown of partner categories downloaded from FFY19 PEARS profiles in each region. Categories with 10% or more are highlighted yellow.
    - City and regional planning groups 1%
    - Food banks/food pantries 12%
    - Food stores (convenience stores, grocery stores, supermarkets, etc.) 9%
    - Foundations/philanthropy organizations/nonprofits 14%
    - Government program/agency (Federal, State, local, etc.) 10%
    - Hospitals/healthcare organizations (includes health insurance companies) 1%
    - Human services organizations 9%
    - Other 14%
    - Parks and recreation centers 2%
    - Public health organizations 4%
    - Schools (colleges and universities) 2%
    - Schools (preschools, K-12, elementary, middle, and high) 22%

- **Region 5** – Category and percentage of total partners in region. Breakdown of partner categories downloaded from FFY19 PEARS profiles in each region. Categories with 10% or more are highlighted yellow.
    - Agricultural organizations (includes farmers markets) 17%
    - City and regional planning groups 0.91%
    - Faith-based groups 0.91%
    - Food banks/food pantries 22%
    - Food stores (convenience stores, grocery stores, supermarkets, etc.) 0.91%
    - Foundations/philanthropy organizations/nonprofits 5%
    - Government program/agency (Federal, State, local, etc.) 14%
    - Hospitals/healthcare organizations (includes health insurance companies) 4%
    - Human services organizations 2%
    - Indian Tribal Organizations 2%
    - Labor/workforce development groups 0.91%
    - Other 3%
    - Parks and recreation centers 0.91%
    - Schools (colleges and universities) 3%
    - Schools (preschools, K-12, elementary, middle, and high) 24%
    - Worksites 0.91%

Funding level

- Department of Health was granted a total of $5,386,268 in FFY2019.
    - Region 2: $1,325,742
    - Region 4: $2,027,263
    - Region 5: $2,033,263

Interventions

Interventions were conducted through the domains of **Eat, Learn, Live, Play, Shop, and Work** in FFY19 in regions 2, 4, and 5. Interventions are listed by domain and organized by settings/sites based on SNAP-Ed evaluation framework categorization of settings based on domains, as well as from PEARS categories and other sites where current programming is taking place. PSE change strategies adopted, indirect activities, promotion and other activities are listed as reported in PEARS and quarter reports. Direct education curricula and indirect activities are listed based on what activities were completed in each domain. Indirect activities are listed as reported in PEARS to provide information about the different ways indirect activities are implemented at different settings/sites. PSE change strategies listed may be in different stages of planning, adoption, implementation, or maintenance and organized by changes adopted that were reported by setting/site.

Domain	Settings/sites	Intervention Type	Activity Detail
Eat	Summer meal sites, soup kitchens, congregate meal sites, senior nutrition centers	**Direct education**	o Food Smarts
		PSE change strategies	SUMMER MEAL SITES • Change in menus (variety, quality, offering lighter fares) (systems) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Initiated, improved or expanded use of standardized, healthy recipes (systems) • Improvements in layout or display of food (environmental) • Improved quality of healthy options (environmental) • Meals are served family style (policy) • Staff sit with children during meal times and Staff create social interaction and conversation about food at snack and meal times (environmental) • Staff eat the same food and use informal modeling to encourage children to try foods (environmental) • Children decide when they are full during meals and snacks (systems) • At least one fruit and/or vegetable is served at every meal and snack (policy) • Clients have the opportunity to choose at least some foods they would like to take (systems) • Various types of fruit and vegetables are available (red, yellow/orange, green, etc.) (systems) • Foods for special dietary/cultural needs are available (systems) CONGREGATE MEAL SITES/OTHER SENIOR NUTRITION CENTERS

Domain	Settings/sites	Intervention Type	Activity Detail
			• Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (policy) • Improvements in free water access, taste, quality, smell or temperature (systems) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Collecting excess wholesome food to donate to charitable organizations (systems) • Edible gardens (establish, reinvigorate or maintain food gardens) (environment) • Improved quality of healthy options (environment) • Children participate in food preparation activities (environment) • Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (systems) • Initiated, improved or expanded opportunities for parents/students/community to work in the garden (systems) • Implemented new or improved standards for healthier eating across the organization (systems) • Change in menus (variety, quality, offering lighter fares) (systems) OTHER PLACES PEOPLE GO TO "EAT" o Nutrition lessons reflect children's culture (systems) o Foods for special dietary/cultural needs are available (systems) o Implemented new or improved standards for healthier eating across the organization (systems) o Prioritizing farm-to-table/increase in fresh or local produce (systems) o Collecting excess wholesome food to donate to charitable organizations (systems) o Improved quality of healthy options (environmental) o Children participate in food preparation activities (environmental) o Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (policy) o Improved hours of operation to improve access/convenience (policy) o Edible gardens (establish, reinvigorate or maintain food gardens) (environmental)
		Indirect activities	• Cooking Matters cooking demonstrations, with recipes, nutrition facts, cooking tips, and information about unit pricing • Handed out Calendars with healthy eating and cooking ideas at senior center • Participated in Senior Center Open house • Senior center food demonstration with recipe provided, along with Food Smarts recipe cards, recipe file pouch, and magnetic food thermometer

Domain	Settings/sites	Intervention Type	Activity Detail
		Other	• Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision (promotion) • At senior centers, presented information about resources available at the Thurston County Food Bank including Nutrition Education Classes at the local Senior Centers, and also did a mini lesson about finding out the amount of sugar in different drinks • Increased awareness of the PSE change by the target audience (promotion)
Learn	Pre-school, childcare centers, K-12 schools, before & afterschool programs, family resource centers, libraries, college/universities, school food pantry, Extension offices	**Direct education**	• MyPlate in Practice • Nutrition in Me • Nutrition to Grow on o Cooking matters • PSSC: Plan, Shop, Save, & Cook o Food Smarts o Kids in the kitchen • CHFFF: Choose Health, Food, Fun & Fitness • Read for health o EatFit o Growing Healthy Habits • CATCH: Coordinated Approach to Child Health • Grazin' with Marty Moose
		PSE change strategies	K-12 SCHOOLS (INCLUDING SCHOOL FOOD PANTRIES) • Initiated, improved or expanded use of standardized, healthy recipes (systems) • Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) • Improvements in access to exercise or recreation facilities (environmental) • Students have the opportunity to engage and interact with the school garden (systems) • Breakfast after the bell program implemented (systems) • Change in menus (variety, quality, offering lighter fares) (systems) • Children participate in food preparation activities (environmental) • Collecting excess wholesome food to donate to charitable organizations (systems) • Create opportunities for shared decision-making related to school health policies, services, and programs (systems) • Implemented new or improved standards for healthier eating across the organization (systems) • Implemented a system for youth, parent and/or client leadership or involvement in decision-making (systems) • Implemented guidelines for healthier snack options (systems)

Domain	Settings/sites	Intervention Type	Activity Detail
			• Implemented guidelines for healthier competitive foods options (systems) • Implemented a system to involve youth in food service decision-making (systems) • Incorporating physical activity into the school day or during classroom-based instruction (systems) • Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (policy) • Fruits and vegetables from the school garden are available for children to taste (systems) • Improvements in parents/caregivers involvement in the school garden (systems) • Improvements in layout or display of food (Smarter Lunchrooms) and improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections (environmental) • Improvements in students involvement in school meal program (systems) • Improvements in free water access, taste, quality, smell or temperature (systems) • Improved or increased healthy beverage options (systems) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Include fresh produce in food pantry offerings (systems) • Foods from each food group are available (systems) • Established or improved salad bar (environmental) • Improved or expanded cafeteria, dining or serving areas or facilities (environmental) • Increased shelf space, amount or variety of healthy options (environmental) • Established or improved a nutrition policy (policy) • At least one fruit and/or vegetable is served at every meal and snack (policy) • Installed interactive, educational display with nutritional/physical activity messages that will stay at the site (environmental) • Staff create social interaction and conversation about food at snack and meal times (environmental) • Staff eat the same food and use informal modeling to encourage children to try foods (environmental) • Music and Movement activities are implemented daily (either in classroom or during outdoor play) (environmental) • Staff sit with children during meal times (environmental) • Indoor play spaces are available for active play, including running (environmental) • Improved hours of operation to improve access/convenience (policy) • Improvements in time spent in daily recess (policy) • Policy for increasing nutrition education or cooking activities (policy) • Meals are served family style (policy)

Domain	Settings/sites	Intervention Type	Activity Detail
			• School wellness or child care wellness policy (policy) • Only whole-grain foods are served (policy) • High fat and high sugar foods are served less than once a week or not at all (policy) • Low-sodium meals or snacks are served every day (policy) • Food is not used as reward or punishment (policy) • Staff never eat less healthy food in front of the children (policy) • Initiated, improved or expanded professional development opportunities on nutrition and physical activity (systems) • Teachers join children in active play (systems) • Let's Move! Active Schools (systems) • Children decide when they are full during meals and snacks (systems) • New or improved access to structured physical activity programs (systems) • Nutrition lessons reflect children's culture (systems) • Change in food purchasing specification towards healthier food(s) (systems) • Removing sugar-sweetened beverages from children's menus (systems) • Change in food donation specifications toward healthier food (systems) • Foods for special dietary/cultural needs are available (systems) EARLY CHILDCARE o Child care staff include nutrition education as a learning standard (systems) BEFORE/AFTERSCHOOL PROGRAMS o Prioritizing farm-to-table/increase in fresh or local produce (systems) o Collecting excess wholesome food to donate to charitable organizations (systems) o Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) o Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (systems) FAMILY RESOURCE CENTERS o Children participate in food preparation activities (environmental) o Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections (environmental) o Improved appeal, layout or display of healthy competitive foods (environmental) o Improvements in layout or display of food (behavioral economics) (environmental) o Policy for increasing nutrition education or cooking activities (policy)

Domain	Settings/sites	Intervention Type	Activity Detail
			o Rules for foods served in meetings or in classrooms (policy) o Nutrition education opportunities are offered to parents at least 2 times a year (policy) o Special occasions, including birthdays, are celebrated with healthy food or non-food activities (policy) o Initiated, improved or expanded use of standardized, healthy recipes (systems) o Initiated, improved or expanded professional development opportunities on nutrition and physical activity (systems) o Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice) (systems) o Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model) (systems) o Change in food purchasing specification towards healthier food(s) (systems) o Collecting excess wholesome food to donate to charitable organizations (systems) o Implemented a system for youth, parent and/or client leadership or involvement in decision-making (systems) o Include fresh produce in food pantry offerings (systems) OTHER PLACES PEOPLE GO TO "LEARN" o Change in menus (variety, quality, offering lighter fares) (systems) o Prioritizing farm-to-table/increase in fresh or local produce (systems) o Implemented a system to involve youth in food service decision-making (systems)
		Indirect activities	• Parent newsletters distributed at different school locations • Provided nutrition education extenders at different indirect activity events, e.g. pencils, MyPlate stickers • In-classroom food tastings provided with each direct education lesson • Harvest of the Month school wide food tasting • Harvest of the Month educational board and marketing flyers, sandwich board, table tents, and Harvest of the Month staff and parent newsletter distributed • At Olympic college – 90-minute class followed by a tour of the Bremerton Farmers Market • Provided Complete Eats recipe card sets at library • At parent event – one time series of four 90-minute classes for parents. A healthy taste test was provided and information was handed out on eating healthy as a family, how to get your family to eat more fruits & veggies, etc. • Table with SNAP-Ed nutrition resources at a school district parent night • Provided Read for Health newsletters • Food tastings at Prosser High School mobile market

Domain	Settings/sites	Intervention Type	Activity Detail
			• At school PTA meeting – Taught one-time lesson and handed out facts sheets and flyers to parents, students, and staff • At elementary school – taught a one-time gardening lesson to students with Extension Master Gardeners • At school family nights – Had a booth with handouts and educational extenders for parents and families o Hosted small farm stands at elementary schools that gave away fresh produce from Kiwanis garden and gleaning from Thurston County Food Bank • Cooking Matters cooking demonstrations, with recipes, nutrition facts, cooking tips, and information about unit pricing • Provided program rack cards to promote the MultiCare Empowering Women for Wellness program • SNAP-Ed Curriculum display and Physical Activity challenge at back to school parent nights, and water bottles distributed for physical activity challenge • Attended Community Action Event • Tip sheets provided to encourage families to be physically active together, and mini Frisbees distributed for students to take home and use with their families during active play provided at back to school event • Used the Glitter Bug hand washing information, and props and handouts that were in the kit • Assisted the Physical Education teacher on training staff about physical activity breaks and the Physical Activity school challenge for Fall 2019 • Reviewed glow foods students see in their classroom garden, created identification sticks with glow food info, sent home "Complete Eats" information since Safeway is in the neighborhood and provided glow food snack • Training and discussion for medical physicians on food insecurity, food access, health at Extension office • Gave out Eating Smart, Being Active cookbook, fitness band, grocery shopping list, and vegetable scrub brush with food tasting • At Evergreen School District – Highlighting Harvest of the Month featured food on district wide lunch menu • School food pantry recipe taste testing with recipe cards • Harvest of the Month monthly posters for cafeteria and Family newsletter to be distributed by school staff (on reverse side of lunch menu) • Electronic family newsletter (in English/Spanish) for food Services posting on district and various school websites • Ideas to eat together as a family fact sheet distributed

Domain	Settings/sites	Intervention Type	Activity Detail
			• Complete Eats program information and recipe cards provided (English & Spanish) • Incentives with nutrition messaging distributed to Growing healthy habits 5th grade students ("Color Power and "Eat a Rainbow Every Day" stickers, "Bone up on Calcium" magnets, "Nutrition Adds Up" rulers) and set of 6 weekly nutrition message incentives distributed to Read for Health 1st grade students ("Be Healthy, Be Active", "Eat a Rainbow Every Day', "Eat Local" stickers, "Fuel Up with Breakfast" pencils, "Eat Together, Eat Better" bookmarks and magnets) • Healthy & Homemade Nutrition and Fitness Calendar distributed • Chop Chop youth nutrition cooking magazine distributed • SNAP-Ed nutrition demonstration at Spring parent/student/teacher conferences • At school family night – Farmers Market Flyers, Infused Drink Recipes, and Infused water tasting • Each school in the district received 5 calendars with healthy recipes • Tabled at school resource fair to educate about farmers market tours and Fresh Match program – gave out Market Fresh Tour Flyers, Fresh Match flyers, and pencils • Set up table to promote healthy celebrations at school event • Discussions to welcome students back, present SNAP-Ed programs for the school year, have conversation around breakfast habits, discuss the importance of breakfast and to present ideas on easy, grab-and-go ideas
		Other	o Took steps to improve the appeal of the school meal program in order to increase meal participation (promotion) o Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision (promotion) o Display of nutrition-related signage that directly supports PSE strategies in highly visible area (promotion) o Increased awareness of the PSE change by the target audience (promotion) o Site provides information on other nutrition resources (SNAP, WIC, etc.) (promotion) • Meal service staff encourages healthy selections (promotion) • Presented on Food Insecurity in Clallam at a Listening Session on Poverty • Participated in opening day of Peninsula college's food pantry • Built summer food bags for families with remaining food in school food pantry • Point-of-purchase and distribution prompts (promotion) • Implemented or enhanced limits on marketing or promotion of less healthy options (promotion)
Live	Public housing and other low-income	**Direct education**	o PSSC: Plan, Shop, Save, Cook o Cooking Matters o Food Smarts

Domain	Settings/sites	Intervention Type	Activity Detail
	housing, health clinics, hospitals, WIC clinics, faith-based centers/organizations, community organizations, American Indian reservations, group/treatment housing, emergency shelters and temporary housing, residential treatment centers		• ESBA: Eating Smart, Being Active • Eat smart, Live Strong o Read for Health o Kids in the Kitchen
		PSE change strategies	COMMUNITY ORGANIZATIONS o Creating or maintaining community gardens at housing sites (environment) • Initiated, improved or expanded use of standardized, healthy recipes (systems) • Initiated, improved or expanded professional development opportunities on nutrition and physical activity (systems) • Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc.(policy) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) • Implemented new or improved standards for healthier eating across the organization (systems) • Change in food purchasing specification towards healthier food(s) (systems) • Collecting excess wholesome food to donate to charitable organizations (systems) • New kitchen equipment used to improve food service program or serve healthier foods/beverages (environmental) • Improved quality of healthy options (environmental) HEALTH CARE CLINICS, HOSPITALS, WIC CLINICS o Implemented a system for youth, parent and/or client leadership or involvement in decision-making (systems) o A wellness committee is established with parent participation (systems) o Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) o Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (systems) PUBLIC HOUSING/GROUP LIVING ARRANGEMENTS o Prioritizing farm-to-table/increase in fresh or local produce (systems) o Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) o Collecting excess wholesome food to donate to charitable organizations (systems) o Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (policy)

Domain	Settings/sites	Intervention Type	Activity Detail
			RESIDENTIAL TREATMENT CENTERS o Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (systems) o New or improved access to structured physical activity programs (systems) OTHER PLACES WHERE PEOPLE "LIVE" o Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) o Prioritizing farm-to-table/increase in fresh or local produce (systems) o Improvements in access to exercise or recreation facilities (environmental) o Nutrition education opportunities are offered to parents at least 2 times a year (policy)
		Indirect activities	• Power Point presentation for WIC clients and staff about Fresh Match and Market Fresh Tours (see Appendix O) • At Nollwood public housing – attended Love the Neighborhood weekly event and provided CATCH curriculum with youth and families over the summer including physical activity programming • At Coffee Oasis (faith-based center for at-risk youth) – Discussion on nutritional labels with older youth, and other hard copy materials and nutritional reinforcement items given out • At women's shelter – monthly, fact sheets that highlight Plan, Shop, Save, Cook concepts, general wellness, and how to stretch your food dollars placed in plastic tabletop holder on the community eating table for women to read • At Salvation army – cooking demonstrations for lentil tacos and hummus using ingredients often available at food pantry, and gave recipes • Provided Complete Eat posters, flyers, and recipe cards to be distributed and posted in common living areas • At Community action council – provided Complete Eats recipe card sets • SNAP-ED Partnership and Farm2FoodPantry Fact Sheet handed out • At Whitman Court Housing – recipes handed out to participants along with a healthy taste test • Used vegetables from the on-site garden in recipe demonstrations at housing site • Food tastings of apple cookies and fresh apples, lentil energy bites, colorful black bean salad, spiced pears and apples along with giving the recipes out at different churches' mobile markets o Senior nutrition newsletters in English, Spanish, and Russian put into CSFP senior food boxes o Delivered tabletop flyers to the women shelter for their residents to read while they are eating their meals o Hosted nutrition demonstrations and offered food resource assistance. Clients received information pertaining to healthy meal planning and thrifty shopping, delicious and tested recipes and cookbooks,

Domain	Settings/sites	Intervention Type	Activity Detail
			food safety, and matching EBT programs (Complete Eats & Fresh Bucks @ Farmers Markets). They also tasted samples of featured recipes. o Food demonstration at church about healthy barbeque ideas. The event showcased ideas for healthy and easy summer cookout recipes using all ingredients from the Thurston County Food Bank. Used the event to partner with our local Basic Food outreach representative to help participants sign up for SNAP benefits. • Provided program rack cards for Empowering women in wellness program • Cooking demonstration and nutrition education activity focusing on benefits of eating whole foods and reducing added sugars • SNAP-Ed provided reusable shopping bags for participants. Neighborhood House provided ingredients for participants to make featured recipe at home that participants carried home in the shopping bags. • Cooking Matters cooking demonstrations, with recipes, nutrition facts, cooking tips, and information about unit pricing • Provided program totes, HOP program rack cards for Empowering women in wellness program, and a booklet about a healthy pregnancy to family medicine site for potential referrals to the program • Provided Healthy Weight Gain for Pregnancy booklets to be dispersed • Provided program rack cards for Empowering women in wellness program and Healthy Weight Gain During Pregnancy Booklets to be dispersed in the clinic • Cooking demonstration at mobile food pantry distribution in Renton Housing Authority Senior living site community center • Cooking demonstration at Renton Housing Authority senior living site community room • Pumpkin/Halloween Event for kids and families in the community. SNAP-Ed and 4H in partnership had a booth with a pumpkin lifecycle activity as well as pumpkin and pumpkin seed food tastings for the kids with “I tried it” stickers. • Complete Eats recipe cards distributed • Staffed a table at a community wellness fair, where information about healthy eating and living was provided to fair participants • At Catholic Housing & Community Services – cooking demonstration of sloppy joe’s • At Highlands Neighborhood Community Center – healthy recipe tasting of three sisters salad, and Container Gardening Workshop in partnership with WSU Master Gardeners at Highlands Neighborhood Association Community Garden • At Behavioral Health Resource Centers – provided MyPlate tip sheets and CHOP CHOP magazines, Complete Eats recipe cards sets, Measuring Cups, Cookbook, Cutting Board, and Shopping List

Domain	Settings/sites	Intervention Type	Activity Detail
		Other	o Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision (promotion) o Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area (promotion) o Site provides information on other nutrition resources (SNAP, WIC, etc.) (promotion) o Increased awareness of the PSE change by the target audience (promotion) o 20 minute presentation to Clallum county board of health about Chronic Disease in Clallam County and describing current efforts by WSU to address this growing trend o Article about where people can find Summer Meals program sites and resources published in Shelton Mason Journal (weekly newspaper)
Play	Bike/walking paths, parks and open spaces, community and recreational centers, state/county fairgrounds, gardens (community/school), Youth organizations (e.g. Boys and Girls clubs, YMCA)	**Direct education**	• PSSC: Plan, Shop, Save, & Cook • Read for Health • Kids in the Kitchen
		PSE change strategies	o Participating in coalitions or partnerships to create opportunities for physical activity COMMUNITY RECREATION CENTERS • New or improved access to structured physical activity programs (systems) YOUTH ORGANIZATIONS (E.G. BOYS & GIRLS CLUB, YMCA) • New or stronger limits on entertainment screen time (in accordance with American Academy of Pediatrics) (policy) • Staff create social interaction and conversation about food at snack and meal times (environmental) • Teachers join children in active play (systems) • Physical Activity is not to be used as a punishment (policy) • Children are not sedentary for more than 60 minutes at a time, except when napping (policy) • Indoor play spaces are available for active play, including running (environmental) GARDENS (COMMUNITY & SCHOOL GARDENS) • At least one fruit and/or vegetable is served at every meal and snack (policy) • Edible gardens (establish, reinvigorate or maintain food gardens) (environmental) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Collecting excess wholesome food to donate to charitable organizations (systems) • Include fresh produce in food pantry offerings (systems) • Nutrition lessons reflect children's culture (systems)

Domain	Settings/sites	Intervention Type	Activity Detail
			• Children participate in food preparation activities (environmental) • Meals are served family style (policy) • Staff sit with children during meal times (environmental) • Staff create social interaction and conversation about food at snack and meal times (environmental) • Staff eat the same food and use informal modeling to encourage children to try foods (environmental) • Staff never eat less healthy food in front of the children (policy) • Children decide when they are full during meals and snacks (systems) • Policy for increasing nutrition education or cooking activities (policy) • Outside food is not permitted in the classroom (policy) • Teachers join children in active play (systems) • Screen time is not used during any snack or meal time (policy) • Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (systems) • students engage and interact with the school garden (systems) • Fruits and vegetables from the school garden are available for children to taste (systems)
		Indirect activities	o At Mason County Early Learning Fun Fair – distributed USDA print resources about healthy eating for preschoolers, food safety, and snack tips in English and Spanish, engaged children in hands-on activity and gave children Fuel up to Play stickers o Provide outreach to participants at the Thurston County Fair about Thurston County Food Bank services and the importance of eating a variety of fresh fruits and vegetables. Provided samples of rainbow fruit skewers, made with fruit from the Food Bank, and provided informational handouts about "eating the rainbow." • Healthy Eastside (Tacoma) Food Forum and Community Workshop • Partnered with Sea Mar Community health center's booth at community event - provided Empowering Women for Wellness program rack cards to pregnant and post-partum moms at event • At Healthy Outcomes Project (HOP) Showcase event - Patients referred to HOP classes were invited to attend showcase event so they could receive detailed information about our program and learn more about other community resources. The YMCA, Mary Bridge Child Safety, and StepByStep all attended. • At Community Connect Day Resource Fair – attended annual community resource fair for families and individuals living on low incomes • At Bombing Range Mobile Market – food tastings of fruit salad and colorful black bean salad with recipes distributed

Domain	Settings/sites	Intervention Type	Activity Detail
			• Four school assemblies completed to introduce garden to all students and encourage them to choose garden time during recess
		Other	• Facebook group maintained as support group for HOP participants who attend classes at the YMCA as way to continue connecting with other mothers/families beyond the 6-week class • Increased awareness of the PSE change by the target audience (promotion) • Site provides information on other nutrition resources (SNAP, WIC, etc.) (promotion)
Shop	Food banks, food pantries, farmers markets, small retail food stores (< 3 registers), large food retail/grocery stores (> 4 registers), mobile food pantries, FDPIR, food assistance sites	**Direct education**	o Cooking Matters o PSSC: Plan, Shop, Save, Cook o Eating Smart, Being Active o Food Smarts • Energize Your Live! Gardening for a Healthier You
		PSE change strategies	FOOD BANK/FOOD PANTRY/MOBILE MARKET (MOBILE FOOD PANTRY) o Nutrition Across Communities Kit (SNACK Pack) from WSDA o Farm to Food Pantry initiative/workgroup o Food pantry scan at Salvation army Centralia food pantry • Let's Move! Active Schools • Began offering a federal food program (systems) • New kitchen equipment used to improve food service program or serve healthier foods/beverages (environmental) • Improved quality of healthy options (environmental) • Established or improved a nutrition policy (policy) • Implemented new or improved standards for healthier eating across the organization (systems) • Implemented nutrition standards for foods distributed (at food pantries) (systems) • Change in food purchasing specification towards healthier food(s) (systems) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Include fresh produce in food pantry offerings (systems) • Increased shelf space, amount or variety of healthy options (environmental) • Clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e. a client-choice model) (systems) • Change in food donation specifications toward healthier food (systems) • Decreased shelf space, amount or variety of unhealthy options (environmental) • Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (policy) • Edible gardens (establish, reinvigorate or maintain food gardens) (environmental)

Domain	Settings/sites	Intervention Type	Activity Detail
			• Established a new food bank, pantry or distribution site –includes mobile markets (mobile food pantries) (environmental) • Foods for special dietary/cultural needs are available (systems) • Foods from each food group are available (systems) • Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections, healthy competitive foods, healthy snack foods (environmental) • Improvements in layout or display of food (environmental) • Improvements in hours of operation of recreation facilities (policy) • Initiated, improved or expanded use of standardized, healthy recipes (systems) • Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice) and various types of fruit and vegetables are available (red, yellow/orange, green, etc.) (systems) • Installed interactive, educational display with nutritional/physical activity messages that will stay at the site (environmental) • Collecting excess wholesome food to donate to charitable organizations (systems) • Improvements in free water access, taste, quality, smell or temperature (systems) • Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc. (systems) • Implemented guidelines for healthier snack options (systems) RETAIL – LARGE & SMALL • Fresh corner assessments of corner store environments and reports (Fresh Corner produce support guide) provided to store staff to show them their strengths and suggestions for how to make their store healthier. Tacoma-Pierce County Health Department (TPCHD) created signage for dairy cooler, egg cooler, and healthy grab-n-go sign to put up where store staff were rearranging products to promote talking healthier items. • Nutrition lessons reflect children's culture (systems) • Foods for special dietary/cultural needs are available (systems) • Implemented price manipulations/coupons/discounts to encourage healthy choices (systems) • Improved or increased healthy beverage options (systems) • Clients have the opportunity to choose at least some foods they would like to take (systems) • Decreased shelf space, amount or variety of unhealthy options (environmental) • Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections, healthy competitive foods, healthy snack foods (environmental) • Increased shelf space, amount or variety of healthy options (environmental) • Created or enhanced healthy check out area (environmental)

Domain	Settings/sites	Intervention Type	Activity Detail
			FARMERS MARKETS • At Chehalis Farmers Market – Weekly rescue of fresh produce from Farmers Market vendors to local food banks/low-income populations • SNAP Ambassador Program at farmers market – Recruit and train SNAP Ambassadors in the community to encourage their peers to go to the farmers market, and to help educate them once there about how to use their SNAP benefits at the farmers market, and the matching programs available there (systems) • Prioritizing farm-to-table/increase in fresh or local produce (systems) • Began acceptance of SNAP/EBT/WIC (systems) o Food rescue program with local HS students, Produce at the end of the market day is collected from vendors and donated to local food pantries (systems) • Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, farmers market, etc. (systems) • Implemented price manipulations/coupons/discounts to encourage healthy choices (systems) • Increased shelf space, amount or variety of healthy options (environmental) • Foods for special dietary/cultural needs are available (systems) • Change in food purchasing specification towards healthier food(s) (systems) • Collecting excess wholesome food to donate to charitable organizations (systems) • Nutrition education opportunities are offered to parents at least 2 times a year (policy) • Various forms of fruits and vegetables are available (fresh, canned, frozen, dried, 100% juice) (systems) • Various types of fruit and vegetables are available (red, yellow/orange, green, etc.) (systems) • Initiated, improved or expanded use of standardized, healthy recipes (systems)
		Indirect activities	• At Lifeline mobile pantry at Archie Anderson park – provided food tastings, recipe cards, winter squash poster, magnets, key chains, jar openers, seed packets, Complete Eats flyer, flyers for garden workshop, nutrition calendar, Food tasting at Lifeline Mobile Pantry, and Chop Chop and Seasoned Magazines • At Delphi Farmers Market – tabled to promote WIC/Senior market vouchers and EBT use at market. Handed out nutrition fact sheets and samples of fruit-infused water. • At nearby Safeway stores – provided Complete Eats recipe card sets and posters • SNAP-Ed produce bags used as an incentive to visit Market Manager booth and learn about using SNAP benefits and Fresh Bucks • At Granger's farmers market – recipe cards distributed for peach salsa, Strawberry & Mint and Cucumber & Mint infused water, Dilled Cucumber Salad, apple salad, and Pico de Gallo salsa

Domain	Settings/sites	Intervention Type	Activity Detail
			• At KERNEL activity booth at Ellensburg farmers market – provided KERNEL activity cards with nutrition information and recipes • At Food Access Day at the Ellensburg Farmers Market – at a booth organized by the Food Access Coalition and Central Western University Nutrition program, provided a food access decision tree, Food 4 You resource guide, healthy snack and beverage, and gardening activity for children o Distributed healthy recipes at food banks, food panties, and mobile food banks o Healthy recipe demonstrations with taste tests at food banks, food panties, mobile food banks. Can include food from food bank/pantry. o MyPantry posters and recipe cards o Washington Grown Product ID Posters and brochures provided o Provided the Central Kitsap food bank senior flyers to put in Commodity Boxes o Monthly demonstrations at the farmers market that promote seasonal produce o At Kid's Day at farmers market – provided activities to engage youth around seasonal produce, nutrition education, and fun o Held monthly food demonstrations to promote items that the Food Bank has in surplus, including produce grown on-site in the garden o Outreach at Olympia Farmers Market with information about Thurston County Food Bank and SNAP use with samples of zucchini berry muffins and berry cups. Gave out kid's aprons and water bottles to encourage cooking healthy meals together and drinking water. o Farmers market tours (see appendix P for example of farmers market tour booklet) • Outreach and support to Farmers markets regarding FMNP, SNAP, Matching Programs, and health promotion • Cooking Matters cooking demonstrations, with recipes, nutrition facts, cooking tips, and information about unit pricing • Recipe sampling for food bank participants • At Shop Smart Event Day – Grocery store tour at large food store. Participants visit four stations to learn about produce, dairy, protein, and whole grains. Participants discuss MyPlate, unit pricing, budget-friendly shopping, and nutrition facts with presenters. Participants surveyed. • At a food pantry – Gave a demonstration of how to use fresh produce along with items that are given at the food pantry and shared recipes and a useful tool or cookbook • Food Tasting and Healthy recipe presentation with education extenders given • Information/resource table at farmers markets with recipes and tips sheets and "Eat smart, play hard" silicon bracelets for youth • Signage about Healthy Snacks and Limiting Added Sugars, proteins, and healthy beverages provided in "Free Room" at Food Pantry

Domain	Settings/sites	Intervention Type	Activity Detail
			• WSDA Farm to Food Panty webpage – contains projects and resources page and nutrition resources and Rotary First harvest website • Recipe demonstrations at Toppenish food bank – shake-a-pudding, white bean chili, cream of broccoli soup, fried rice, ground beef cabbage soup, mango salsa, corn & black bean salad, apple salad • Provided handouts from Plan, Shop, Save, Cook for food management month • Provided handouts and posters on Whole grains for whole grains month • At Connell Food Bank, BMAC Food Bank, Jubilee Food Bank, St Vincent De Paul Food Bank, Asotin Food Bank – Recipes handed out to participants along with a healthy taste test • Handouts and Information designed to be around the food pantry • Information provided about Limiting Sodium through using more spices and herbs and about Dairy and Calcium Requirements • Did a food demonstration on pasta salad, handed out the recipe, and highlighted ingredients clients could get for the recipe at the food bank • Senior nutrition newsletter provided in CSFP boxes • Farm to food pantry grower appreciation cards • Olympia Farmers Market – winter squash demonstration and taste tasting at Farmers Market Festival with squash fact sheets, recipes, and healthy celebration idea sheets provided. Food demonstration and recipes handed out of Zucchini Berry Muffins as part of "Mystery Muffin" challenge in which a child was asked to identify the type of berry that had been baked inside their muffin. Gave out mixed berry sample cups with strawberries, raspberries, blackberries, and blueberries. Distributed 96 colorful children's aprons and 100 water bottles as prizes to children who participated in our "Mystery Muffin" guessing game. • At Vancouver and Camas Farmers Markets - Market Fresh Tour participant packets • At Chehalis Farmers Market - Harvest Celebration with cooking demonstration and tasting of winter squash, as well as winter squash fact sheet, recipes, and CHOP CHOP magazines provided • Tabling and cooking demonstration at farmers market • At Shelton Farmers Market – distributed Fresh Bucks Matching EBT at Farmers Markets brochures; Farm Fresh Guides (locating local farms selling/u-pick produce); WIC & Senior Farmers Market Nutrition Program 'Fresh from the Farm' series on "Greens", "Carrots", "Green beans", "Beets", "Summer squash"; brochures with tips & recipes; Spinach & Kale Pesto and Pesto Potato Salad recipe cards; Chop Chop kids magazines; Summer Meals sites flyers and resource bookmarks; USDA MyPlate tip sheets on Eating Better on a Budget, Add More Vegetables to Your Day, Be an Active Family; Plant Garden in a Glove - kids hands-on gardening/nutrition activity; WSU Extension SNAP-Ed "Kid-Tested Snacks" Recipe Cards packs; Summer Meals for Kids & Teens resource bookmarks and flyers; Leanne

Domain	Settings/sites	Intervention Type	Activity Detail
			Brown's "Good & Cheap" cookbooks; "Make a Squishy Bee" child & adult hands-on gardening/nutrition activity; Coloring pages for kids "Thank a Farmer", "Eat a Rainbow of Fruits & Vegetables" (English & Spanish), "Bee Your Healthiest Self" (Bees & Butterflies) themed coloring pages • Smoothie Bike Day at the Farmers Market • At Saints' Food Pantry – provided taste test samples of Watermelon Oatmeal Smoothies, minestrone soup, Wheat Combo Snack Mix, Chopped Chicken Vegetable Salad on whole grain cracker, Beef and Vegetable Stir Fry, pumpkin spice oatmeal, super power greens breakfast smoothie, Spicy Lentil & Sausage Stew, Garlicky Lima Bean Hummus with whole wheat cracker and baby carrot, and three bean salad to all food bank visitors and staff; recipes and MyPlate tip sheets distributed to food bank clients; USDA Food Safety fact sheets and healthy eating learning materials and recipes hung at bulletin board in main food distribution room and rotated periodically; My Plate - Build a Healthy Plate bookmarks; Eat Together, Eat Better Coasters/4-pack; Complete Eats recipe cards sets; Fuel Up With Milk! Stickers; Eat Together Eat Better magnets • At Thurston County Food Bank – flyer that provided clients with nutritional information about healthier holiday foods, recipes, serving sizes, and safe food handling information inserted into each Holiday Box given to clients • At Thurston County Food Bank – in CSFP boxes given to clients, distributed flyer that provides information about serving sizes for people over the age of 55 and two recipes that use items found in the CSFP box • At Bremerton Foodline – demonstrated veggie soup and gave out samples; Overnight Oats food demonstration and recipes; Apple promotion and veggie scrubbers; Garbanzo bean and cucumber salad recipe and food demonstration encouraged eating beans and fiber with recipes provided
		Other	o Increased awareness of the PSE change by the target audience (promotion) o Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision (promotion) o Site provides information on other nutrition resources (SNAP, WIC, etc.) (promotion) • Implemented a system for youth, parent and/or client leadership or involvement in decision-making (systems) (South King County Farmers, food hub) o Display of nutrition-related signage and physical activity-related signage that directly supports PSE strategies in highly visible area (promotion) o Took promotional steps to encourage new food distribution sites (promotion) o Point-of-purchase and distribution prompts (promotion) o Promote EBT & market match use at FMs, and WIC/senior vouchers

Domain	Settings/sites	Intervention Type	Activity Detail
			o Implemented or enhanced limits on marketing or promotion of less healthy options (promotion) o County-wide newspaper article provided food bank locations, phone numbers, and current needs of each food bank o Gave out Complete Eats recipe cards and posters at various locations o Provided the food bank with flyers, recipe cards, and posters for their lobby and client interview station
Work	SNAP offices (CSOs), adult education and job training centers, TANF and veteran services sites, military bases, low-wage worksites	**Direct education**	• PSSC: Plan, Shop, Save, & Cook
		PSE change strategies	ADULT EDUCATION & JOB TRAINING • Nutrition education opportunities are offered to parents at least 2 times a year (policy)
		Indirect activities	• At Northwest Farm Credit Services Mobile Market – Food tasting of applesauce and various fruits and provided recipes o Healthy recipe demonstrations and healthy recipes distributed o USDA MyPlate tip sheets provided o Healthy recipe demonstrations at different CSO offices – shake-a-pudding, white bean chili, cream of broccoli soup, fried rice, hamburger soup with black eye peas and kale, ground beef and cabbage soup, guacamole, mango salsa, peach salsa, cucumber salad, corn and black bean salad, rainbow salsa, apple salad, and Greek pasta salad o Posters in the local CSO office • Promoted the Healthy Weight Gain booklets and distributed our Empowering Women for Wellness program rack cards at a medical providers' meeting for different MultiCare clinics to provide engagement and put it in the forefront of their minds to refer their patients • At signage board on site – update and change lobby SNAP-Ed Bulletin Board and promote Complete Eats & Fresh Bucks programs • Informational brochures about SNAP-Ed direct education, Complete Eats, and Fresh Bucks • Lobby and classroom bulletin boards promote Complete Eats and Fresh Bucks • Flyers, postcards, and recipe cards provided • Kiosk information for clients • Nutritional extenders provided at different locations, e.g. measuring cups; measuring spoons; shopping bags; cookbook; Eat Together, Eat Better magnets; Eat Healthy, Be Active stickers; Be Cool - Drink Water carabiner wattle bottle clips; Celebrate Good Nutrition and Color Power! Stickers; Fuel

Domain	Settings/sites	Intervention Type	Activity Detail
			Up With Milk stickers; Eat Together, Eat Better coasters; Eat a Rainbow stickers; Keep Moo-ving stickers; Eat Local Fruit & Vegetable stickers; Thank a Farmer coloring sheets • Complete Eats recipe cards sets • Monthly posters are provided for the lobby of the CSO office on various topics such as MyPlate, shopping on limited budget, etc. • *Good and Cheap - Eat Well on $4/Day* cookbooks provided • Summer Meals sites resource bookmarks provided • Chop Chop cooking magazines (English & Spanish) provided
		Other	o Provided Farm to Food Pantry infographic • 30-minute informational presentation to CSO staff • Governor's Results Washington - Agency Design Challenge. Agency teams went through the design thinking process to address a pain point or opportunity related to a customer-facing communication. Through this process, agencies gleaned insights far beyond the improvement of their communication (PEARS 40009) • Site provides information on other nutrition resources (SNAP, WIC, etc.) (promotion)

Success Stories

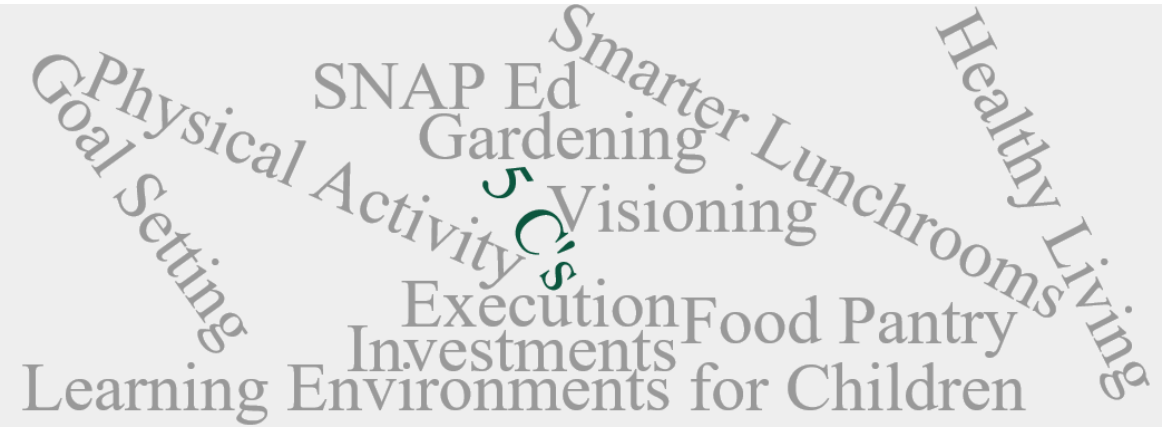
Please provide 1-3 success stories from your region on each of the three topics required (PSE projects, partnerships, direct education).

Local implementing agency strengths

- Client-centered
- Committed to meeting clients where they are
- Overall, direct education programs delivered with fidelity
- Community networking: Leverage long-standing relationships within community, and creating and maintaining connections and partnerships within the community
- Hiring and supporting engaging and passionate nutrition educators for direct education programs
- Strong, trusted presence in two main program areas and locations across all three regions with foundation in direct education, indirect education and PSE strategies, i.e. K-12 schools and food banks/food pantries
- Growing knowledge and expertise in community public health approaches - including policy, systems, and environmental change strategies - as demonstrated in the continued growth in planned PSE activities and reports of stepwise progress in this area
- Local program staff desire training and learning opportunities and engage in the different opportunities provided
- Local organizations' missions and goals align very well with overall SNAP-Ed mission and goal

Region 2 Success Stories

Word cloud from PEARS FFY19 success stories



PSE projects

1. **WSDA, Farm to Food Pantry Initiative** (PEARS ID 14730) (Related Framework Indicators: ST7, MT5, LT12):

The Farm to Food Pantry initiative is a direct purchasing program operated by WSDA. The program works with participating hunger relief agencies to establish contracts with various local farms in their area. Once purchasing relationships are made with local farms, growers are more likely to reach out to their local hunger relief agency when they have produce to donate or allow for gleaning opportunities. This dramatically increases the amount of nutrient dense produce available to food pantry clients. See Appendix M for examples of WSDA Farm to Food Pantry materials.

WSDA uses SNAP-Ed funds to support the initiative in select Region 2 counties. In 2019 WSDA used SNAP-Ed funds to support Farm to Food Pantry in four additional counties: Walla Walla, Garfield, Columbia, and Asotin. WSDA reports that last year in Region 2:

- 3 hunger relief agencies contracted with 10 farms in 6 counties for a total of $78,286 of produce purchases.
- 169,613 lbs. of produce was received by 23 food pantries that serve 91,836 clients.

Region 2 PSE changes adopted through Farm to Food Pantry efforts include:

- Changes in food purchasing specification towards healthier foods.
- Prioritizing farm-to-table/increase in fresh or local produce.
- Collecting excess wholesome food to donate to charitable organizations.
- Implementing nutrition standards for foods distributed.
- Offering fresh produce in food pantries.
- Improving quality of healthy options.

Over the course of the year, WSDA collected feedback about the initiative from food pantry contractors and food pantry clients. WSDA shared some of the feedback they received from food pantries:

- This program has allowed us to target specific types of produce that would otherwise not enter into the emergency food system.
- A homebound food bank client was overjoyed by the farm fresh produce received.
- We had some new clients register as a result of our increased ability to provide produce.

- We are able to give our clients fresh produce which may be prohibitive due to the cost in the grocery store.
- A family that can't eat anything except produce gets enough to help them stretch their EBT dollars.

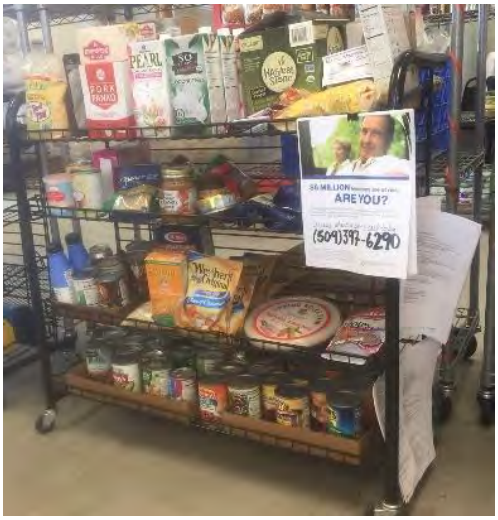
WSDA launched Grower Appreciation Cards in 2019 as a way to not only give food pantry clients a way to thank the farmers who are providing produce, but as a way to gather client feedback on how the initiative is impacting them. These cards also provided feedback on what produce the clients would like to see more of. Some comments from food pantry clients included:

- Thank you so much for the vegetables! Yum! I cannot afford them, but I love them so much.
- Thanks for keeping us healthy, no matter our income.
- Produce is my favorite part of the food bank.
- You allow a man without means to eat like the wealthy.

2. **Community Action Center – Special dietary needs in the food pantry** (PEARS ID 11229):

In 2017 and 2018, Community Action Center completed a healthy pantry project assessment using materials developed by Washington State Department of Health, Washington State University Extension, and Thurston County Food Bank. Food Pantry manager Ashley Vaughan, alongside Executive Director Jeff Guyett, did a full self-assessment of the current operating of the pantry and examined five core themes and 22 specific strategies outlined in the Healthy Food Pantry Guide. These two leaders then ranked their top priorities and a SNAP-Ed staff member, Joe Astorino, facilitated a discussion between them to determine where their ranked priorities overlapped and where they diverged. The top ranked strategy for both was: Accommodate clients with special dietary needs (gluten free, low sodium, non-dairy, etc.) and highlight nutrition guidance for these situations.

Pantry manager Ashley Vaughan was instrumental in beginning the first steps in implementing the systems and environmental changes that would be required to achieve this goal. First, SNAP-Ed partnered with a University of Washington Medical Student rotating in our community studying food security. He was able to highlight hypertension and diabetes as the two major dietary related diseases facing the food insecure community. Ashley began requesting items accommodating these conditions in local community updates calling for food donations to the pantry. The categories of allergies/intolerances to gluten and dairy, as well as vegan/vegetarian, and specific cultural foods also emerged as important in the community. Ashley also put the word out when community groups ask for specific foods when holding food drives. She also realized there was not a clear shelf to place foods for specific dietary conditions, although informally, volunteers had begun placing gluten-free and non-dairy options in a set aside cardboard box at the end of the pantry shelving unit. Ashley noticed a donation of small



black shelves from a local retail store that would be perfect for placing these food items, and created signage pointing folks with special dietary needs to request to browse the back aisle of the shopping model food pantry. Community Action Center is currently refining this area with shelf-talkers, with specific labels such as "Low Sugar", etc., which will allow for even easier browsing.

3. **Yakima Health District, OIC Food Bank** (PEARS partnership ID 21298; PEARS PSE ID 12808):
   Yakima Health District partnered with OIC Food Bank and completed the healthy food bank assessment tool to assess the food bank's environment for client shopping. Demonstrating the value of networking, the food bank was referred to Yakima Health District's SNAP-Ed staff by another community agency. OIC Food Bank was interested in ideas and change from the beginning, and this partnership has led to different suggested PSE changes moving forward successfully. Following the food bank assessment, Yakima Health District presented detailed information about the assessment results, including suggestions about which changes the food bank could complete to help them encourage healthy choices, to the Food Bank partner. The food bank implemented PSE changes including the placement of healthy food items upfront, limiting the promotion of less health options, and improving the visual merchandising of healthy foods in the food bank. OIC food bank has started to implement a food sampling activity during their hours of operation once a month, giving staff time to assist clients with using the items they get from the food bank to make healthy meals or snacks. The goal is to make items that will require little ingredients outside of what they are offering at the food bank. To help with this, the food bank hired an AmeriCorps Vista employee who began implementing the cooking demonstrations. The cooking demonstrations were provided in the waiting room of the food bank and gave the clients an opportunity to taste fresh and healthy recipes created from food bank produce. The employee is hole-punching the recipe cards and will provide the clients with a ring so they can attach all their recipes together on the ring for convenience.

Partnerships

1. **Columbia Public Health Department, Partners with local youth community center The Club** (PEARS Success story ID 10222):

   Favorite quote: "If it is the right thing and [you're] willing to work for it, it will happen, and others will join!"

   Many community members agreed that the community needed more options for the youth in town. Many groups in the community joined together, bought property, held fundraisers and wrote grants for this purpose. They remodeled an old bowling alley and started an afterschool center, called The Club. All agencies involved agreed this is where the community's out of school youth programs and events would be held. SNAP-Ed at Columbia PHD has been involved in the afterschool program, working hard to get this site approved. Once The Club opened, Columbia PHD SNAP-Ed was approved to hold SNAP-Ed direct education there and started to provide SNAP-Ed direct education to youth in the second quarter of FFY19. During the year, Columbia PHD SNAP-Ed nutrition educator, Leslie Sweetwood, visited The Club for other projects and was

able to see the children from past classes, who jumped up from their activities to run to her with hugs and stories. This exciting and fast-paced project was an excellent example of seeing a need, putting in hard work, working together with community partners, and having community funders support a worthy investment.

2. **Kittitas County Public Health Department, Ellensburg Farmers Market Kids Program** (PEARS ID 14725):
   Kittitas County Public Health Department is using funding from the SNAP-Ed grant to increase access to healthy foods for people with low-incomes. In 2017 they launched a partnership with the Ellensburg Farmers Market to increase SNAP use at the market. The health department was excited to learn that their efforts contributed to a 30% increase in SNAP and SNAP incentive redemption in 2018, but the health department determined they could do more to grow the market's customer base. Farmers markets are not only a way to access delicious local produce, but are also an inexpensive and educational family-outing for parents on a budget.

   Kittitas Public Health Department and the farmers market decided to partner to pilot a kids program during the 2019 season. The health department reached out to SNAP-Ed staff at Catholic Charities of Eastern Washington for advice and suggestions for implementing Kids Eating Right Nutrition and Exercise for Life (KERNEL), a farmers market program developed by Catholic Charities. A strength of KERNEL is that it was designed for ease of implementation and to minimize the administrative burden on farmers market managers. It provides a short nutrition, gardening, and physical activity lesson for children, and each child that participates in the program is given a two-dollar voucher to spend on fruits and vegetables in the market.

However, the group encountered two major problems early in their planning: the SNAP-Ed grant cannot fund monetary incentives and neither health department nor the farmers market could commit staff to operate the program for the entire farmers market season. The Kittitas County Public Health Department sought assistance from other community partners and fortunately an ideal community partner stepped in to help launch the project. FISH Community Food Bank is an anti-hunger leader in Kittitas County and works with Kittitas County Public Health Department on other SNAP-Ed food access projects. FISH agreed to provide the funding for the children's nutrition incentive and they also offered to provide volunteers to operate the program during the summer. Even more, the food bank recruited a community member to design and sew a KERNEL mascot costume (see attached photo of Ellensburg Farmers Market manager Colin Lamb, in costume).

Chelsey Loeffers of Kittitas Public Health Department reports that the project averaged over 100 child participants each week. She also notes that the Ellensburg Farmers Market was so satisfied with the pilot that they have plans to fund part of the program in 2020. The success of this pilot underscores the importance of having strong community partnerships when launching a new program.

Direct Education

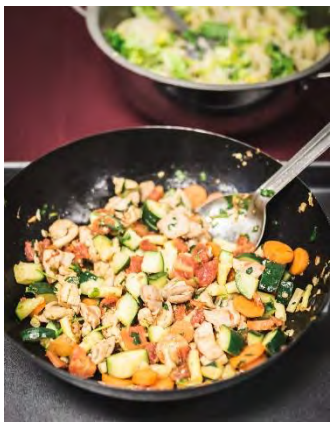
1. **Walla Walla Department of Community Health, Read for Health curriculum** (PEARS ID 190514): Lincoln Terrace Apartments provides permanent supportive housing in Walla Walla, WA. Permanent supportive housing and services are intended as a cost-effective way to help people live more stable, productive lives. The combination of affordable housing linked with services allows people to live independently while receiving the support they need to remain housed.

   Walla Walla Department of Community Health worked hard in 2019 to expand SNAP-Ed services to new or hard to reach sites. Recognizing that supportive housing is a natural fit for SNAP-Ed, the health department brought their programming to Lincoln Terrace and successfully completed the Read for Health curricula with a group of kids living at the apartments. Jessalyn

Waring Bruce of Walla Walla Department of Community Health noted that this was the first time the health department had done a children's series at Lincoln Terrace, and although they had some hiccups, they consider Read for Health a successful first attempt.

Further enhancing the direct education series was a great collaboration at Lincoln Terrace with WSU Extension Master Gardeners. The WSU Extension Master Gardeners helped the housing manager at the site put in a garden, which they tended with the kids. Kids picked the produce and used much of it in the Read for Health series. Jessalyn notes that the health department developed a good relationship with the new housing manager at the site, and also several of the kids in the class series. She's been invited to their Back to School bash as well—furthering a positive relationship.

2. **Community Action Center, Cooking Matters curriculum** (PEARS ID 13027):



This year, Community Action Center hosted three six-week series of the Cooking Matters educational program, in partnership with Solid Ground and Share Our Strength. Two of these were targeted to adults, while one series was for families. The community teaching kitchen at the center proved to be a great setting for these rich, interactive classes that always featured nutrition lessons, culinary activities, and the experience of tasting and eating together as a small group. Partnerships included the local Women's Leadership Guild of the Pullman Regional Hospital Foundation, who provided supplemental funds to help purchase core ingredients to distribute to students of the class, allowing them to reproduce the meal in their own kitchens over the following week. Volunteer educators with culinary skills and experience facilitating nutrition education classes allowed for the class to run smoothly each week, with many great outcomes.

Overall, there were three impacts consistent across the series in terms of measurable effects:

1) Increased consumption of beans, vegetables, and lean meat or low fat proteins;
2) Shift away from the attitude that it is too much work to cook; and
3) More meals are planned ahead of time.

These changes in behavior and attitude are corroborated with observations of students, as well as anecdotal accounts from the changes the class has made on them and their families. Many students report a willingness to try new foods and recipes, while other report a new creativity in the kitchen sparked from these experiences. Many report using the ingredients sent home weekly in similar ways to these developed in class, as well as other more adapted versions.

Many students have great experiences during the store tour version of the class, and report having more "bandwidth" to explore nutrition labels, as compared to their normal rushed shopping trips. Overall, the class has helped build community while directly educating many adults and family from across the county.

Region 4 Success Stories

Word cloud from PEARS FFY19 success stories

PSE projects

1. **Public Health Seattle-King County (PHSKC), Food Insecurity Learning Network & Community of practice** (PEARS PSE ID 12091)
   SNAP-Ed staff have joined the Hunger Vital Sign™ National Community of Practice (NCoP), which is co-convened by Children's HealthWatch and the Food Research & Action Center (FRAC). The NCoP works to facilitate conversations and collective action among stakeholders interested in addressing food insecurity through a health care lens. The overarching goal and purpose of the NCoP is to rapidly share leading best practices and data on food insecurity screening/intervention activities and strategies to scale what works. Four partners conducted community conversations and issued reports about facilitators and barriers to food resources in King County. The Learning Network worked with these partners over the last year to gather this valuable information. Specifically,
   i. Northwest Harvest worked with community-based organizations to conduct community conversations with African born, African American and Asian American communities to identify barriers to accessing food;
   ii. The City of Seattle wrapped up work on an analysis of food bank service and gaps in the city, which included client focus groups. The report was made public in the spring 2019; and

iii. Seattle University Professor Aakanksha Sinha is developing a proposal to work with City of Seattle and other agencies to understand the challenges that immigrant and refugee communities face in accessing emergency food systems.

SNAP-Ed Staff convened two, full-day design meetings to develop the purpose and practices of the Food Insecurity Screening Community of Practice. The result of the design meetings is a roadmap to share and learn from each other about implementing food insecurity screenings in healthcare settings. This group of ten healthcare systems met six times over FFY19 to 1) develop a universal screening process, 2) create a comfortable environment for patients, 3) strengthen connections to food resources, 4) develop a training module, and 5) share our learnings. SNAP-Ed staff will be working with a CDC Public Health Associate over the next two years to develop an online training module for Community Health Workers to implement food insecurity screenings and connections to food resources.

2. **WSU King County Extension, Communities benefit from long-standing healthy partnerships with Food Innovation Network (FIN) and International Rescue Committee New Roots Program (IRC)** (PEARS ID 13171, PSE success story ID 11429)
Based on a relationship first formed in FFY17, WSU King County SNAP-Ed has been partnering with International Rescue Committee New Roots Program (IRC) and the Food Innovation Network (FIN) to help facilitate cooking demonstrations, youth educational activities, and community outreach at the Namaste Farm Stand for the past two summer seasons. The Namaste Farm Stand was established to provide a retail outlet and support to refugee community gardeners in the New Roots program, and other small local farmers. In the first season, SNAP-Ed staff delivered occasional cooking demos at what was then the only location of the farm stand, in the lobby of the Matt Griffin YMCA in SeaTac. In FFY18, the farm stand expanded to two locations, adding a weekly outdoor stand at Tukwila Village Plaza—which neighbors the Tukwila Library, a large senior housing facility, a high school, and a middle school—and is about half a mile from one of the New Roots community gardens. Several partners, including WSU King County Extension SNAP-Ed, collaborated to bring this new farmers market to Tukwila. WSU King County Extension provided technical assistance, outreach, cooking demonstrations, nutrient-focused signage, and youth educational activities at the farm stand. The farm stand has established a loyal customer base and continues to grow!

   Because of the expansion to two locations, SNAP-Ed trained a FIN staff member to deliver cooking demonstrations at the YMCA farm stand site in SeaTac, as well as loaned equipment for cooking demonstrations and for a hand-washing station for the Tukwila site. SNAP-Ed also partnered with IRC and FIN to provide cooking demonstrations and educational activities for youth at the Tukwila farm stand site. In addition to expanding to two sites, IRC and FIN staff devoted a significant amount of staff time leading up to the market season to submit an application to USDA FNS for the farm stand to accept EBT. Because of the non-traditional model of the Namaste Farm Stand, this took several months, and multiple conversations between SNAP-Ed, FIN, and IRC to learn and talk through the process together. Thanks to the hard work of FIN and IRC staff, the application was eventually approved and the farm stand was able to accept EBT and Fresh Bucks about a month into the season.

Favorite quote: “I've been trying to change my diet but didn't know how, knew nothing about nutrition at all. I started coming over to the farm stand and they have been explaining about nutrition...I've lost 60 pounds, and it's just changed my life completely."

During the season (June of FFY19 – Oct of FFY20), SNAP-Ed staff provided several cooking demonstrations at the Tukwila Village Plaza site. Due to the close proximity of the public library, a middle school, and a high school, SNAP-Ed staff also began leading scavenger hunts, physical activity, and other brief nutrition-related activities for youth at the farm stand. Regular interaction with customers living at the senior housing site across the street from the plaza also allowed SNAP-Ed staff to build trusting and familiar relationships with several of the seniors. SNAP-Ed staff were able to choose recipes that fit the interest and taste of some regular customers, as well as recipes that highlighted less familiar vegetables grown by the multi-ethnic community gardeners in the New Roots program -- such as bottle gourd, mustard and amaranth greens, and dragons tongue beans. Alongside the incredibly fresh and affordable produce grown by community gardeners as well as excellent customer service from FIN and IRC staff, SNAP-Ed cooking demonstrations and youth education activities benefited from the unique opportunity to connect nutrition messages directly to an increased access to healthy foods in customers' lives. See media stories about this below:

- https://foodinnovationnetwork.org/news-stories/stories/2018/12/its-changed-my-life-namaste-farm-stand-helps-community-members-improve-their-health/
- https://www.rescue.org/announcement/irc-helps-launch-two-south-king-county-farm-stands

3. **Tacoma Pierce County Health District, Fresh Corner project** (PEARS ID 12927)
   Through a partnership with Harvest Pierce County last summer (FY18), Tacoma Pierce County Health District worked with staff from the Salvation Army Community Garden to provide produce to corner stores for the community. This year (FY19), Salvation Army Community Garden is the primary supplier of produce to Salena One Market, bringing a bounty of locally grown produce to Salena One twice a month, which is then offered the community at no charge. Salena One Market provides space for fresh, local produce near the front of their store. Even with limited refrigeration space for heat-sensitive items such as leafy greens, Salena One reports that they are seeing less wasted produce and more people taking it. They say that customers report they don't know how to use less popular items such as zucchini and other squash. Community members appreciate that they can get free, locally grown produce from Salena One. Tacoma Pierce County Health District hopes to increase demand for the produce at the store and help create a business relationship between the store and the community gardeners.

Partnerships

1. **WSU King County Extension, Lettuce Grow Together Workshops with GRuB** (PEARS ID 26531)
   A two-day professional development workgroup was conducted to enhance garden-based nutrition education for SNAP-Ed providers in neighboring counties and local partner organizations. This partnership sprung out of a need for further professional development related to garden-based nutrition education, and a recognition that other educators in our community may also benefit from sharing in this learning opportunity. SNAP-Ed contacted GRuB in the summer of FFY19 to discuss planning a two-day professional development workshop with a focus on facilitation tools and strategies to enhance garden-based nutrition education. Through these discussions, we determined that day one would focus on behavior management techniques and tools to build connections between youth and the garden. Day two would focus on ways to expand our partnerships within the Campbell Hill Elementary School community to continue building community ownership and leadership in the garden. The two-day workshop took place on September 19th and 20th, 2019. On day one, SNAP-Ed educators from WSU King, Pierce, and Island County Extensions attended, as well as the Social Emotional Learning Instructional Coach from Campbell Hill Elementary School. Day two included WSU King County Extension staff and the principal, Community Partnerships Liaison, and Family Engagement Specialist from Campbell Hill Elementary. Both workshops proved to be valuable opportunities to build our skills as educators and deepen partner relationships.

2. **MultiCare, HOP Showcase event** (PEARS Indirect ID 51729)
   MultiCare provides a five-week Health Outcomes Project program (HOP), called "Empowering Women for Wellness", for low-income pregnant and post-partum women up to one year after delivery at the Lakewood YMCA. It covers the Plan, Shop, Save, and Cook (PSSC) Curriculum with an introduction class added on at the beginning of each program session and a free 5-week YMCA membership is included while they participate, in partnership with the YMCA. In addition, for every class session, a YMCA fitness instructor comes for 30 minutes to facilitate light physical activity such as walking, light weights, or yoga before the lesson begins. Participants are also encouraged to bring a support person with them and can bring any children under the age of seven.

   MultiCare shares information about their program with medical providers to promote the program to qualified patients. This referred participants to attend a HOP showcase event (one-time event) so they could receive detailed information about the Empowering Women for Wellness (HOP) program and to learn more about other community resources. The YMCA, Mary Bridge Child Safety, and StepByStep all attended. Since starting HOP, partnerships have consisted of Sound Outreach, multiple MultiCare clinics, Hope Sparks, StepByStep, and Sea Mar Community Health Centers.

3. **Pierce WSU, Hunger Free Pierce County Collaborative** (PEARS Coalition ID 1879, PEARS Partnership ID 21723)
   During FFY19, as part of the Hunger Free Pierce County Collaborative (HFPCC) and HFPCC nutrition education workgroup, Pierce WSU SNAP-Ed provided assistance to HFPCC including planning and consulting, evaluation and tracking, and volunteer training.

SNAP-Ed completed the Healthy Food Pantry Assessment Tool (HFPAT) to help identify the need for environmental supports at partner food banks. SNAP-Ed administered surveys to food bank staff; the results of the survey were to help prioritize environmental supports for individualized approaches at various food bank sites. In addition, with United Way of Pierce County, SNAP-Ed coordinated the completion of a survey for food bank customers that measures level of satisfaction with food demonstrations at select food bank sites (237 surveys completed as of September 2019); the results of the survey were to provide input on specific behavioral economic methods to use at various partner food banks by the end of FFY19. The results of the food bank customer survey can be found in Appendix Q.

SNAP-Ed also provided three quarterly 'Colorful Cooking Made Easy' (CCME) training for 26 food bank volunteers to increase their capacity to provide healthy food pantry cooking demonstrations to food bank customers at partnering locations. SNAP-Ed at Pierce WSU Extension created cooking kits for the CCME training, and in August–September 2019, cooking kits at CCME participating food bank sites were updated with supplies and recipes for foods in abundance at food banks, such as canned chickpeas and dried beans and peas.

With this HFPCC coalition, Pierce County WSU Extension SNAP-Ed helps to raise awareness of food insecurity in the county, helps to build capacity of food bank partners, and works with the coalition toward their shared goal of lifting 15,000 families out of poverty and into financial stability by 2028.

Direct Education

1. **Pierce WSU, Eating Smart Being Active client successes at a Nourish Food Bank** (PEARS ID 10005)
   Northwest Tacoma Nourish Food Bank, which is located in a shared use space at a faith-based organization, hosted a 9-week lesson series of Eating Smart Being Active (ESBA). The space has a full commercial kitchen that is used during the nutrition education classes. Six out of nine food bank clients enrolled and completed pre/post surveys. This site uses a self-select model for clients when choosing food. The site manager offers incentives for participation in nutrition classes, maintains a variety of environmental supports, and provides indirect education as intervention strategies. SNAP-Ed staff providing this nutrition education series were able to capture quotes from participants sharing how the class has helped them learn and practice healthier habits.

   Favorite quote: "Since coming here, I am happier. I plan my meals healthier. I use grocery lists, learned to read labels about added sugars and salt and use 100% whole wheat bread." ESBA participant from NW Nourish Food Bank during ESBA session in fall of 2018

   Another testimonial from an additional ESBA participant, after completing the 9-lesson series at Northwest Tacoma Nourish Food Bank, is as follows: "I am so glad I took this class. I have 5 grandchildren and 3 daughters that have changed their eating habits. For instance, eating more whole grains, fresh fruit, and vegetables. The first class I was excited to come back. In the

second class we learned to make a recipe with whole grain (brown rice). I found it tasted good and my family had no idea they were eating it until I told them. We now have the grandkids help choose what veggies we eat each day. We have a rainbow that we put stickers on to help us eat veggies and fruits of different colors."

2. **King WSU, Kindergartener's lessons learned during Read for Health** (PEARS ID 11434)
   After several years of partnering on direct education and PSE efforts, SNAP-Ed and Meadow Ridge Elementary School have continued to work together in FFY19 by providing Read for Health classes to Kindergarten and First grade classrooms.

   A fourth grade student was helping out in one of the Kindergarten classrooms during a recent Read for Health class. He recalled participating in SNAP-Ed classes when he was in first grade and remembered the glow germ handwashing activity. The SNAP-Ed educator asked if he could explain the importance of handwashing to the kindergarten class and why the class would be doing the activity. He explained to the class that washing their hands before eating is very important. He wanted all the kids to know that by washing your hands, you kill the germs that can make you sick.

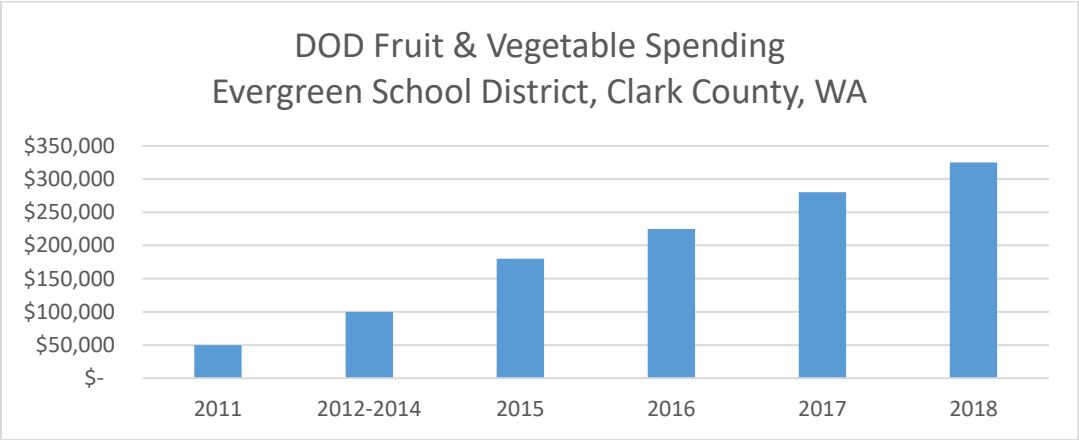
3. **Solid Ground, Trying New Veggies with Cooking Matters** (PEARS success story ID 12146)
   Cooking Matters classes are a 6-week cooking and nutrition series that teach adults and families living on low incomes about cooking affordable and budget-friendly meals. In one of the lessons at a Cooking Matters class series led by SNAP-Ed staff, the Cooking Matters class made pasta with seared vegetables. As the class prepared the food together, one of the participants admitted that she rarely had time to cook food for herself. She then told the SNAP-Ed staff that she had never tried spinach, mushrooms, or bell peppers, all of which were in the pasta. After her first few bites, the participant who had not tried any of the vegetables in the pasta smiled and excitedly announced to the group that the pasta was delicious. The rest of the class was focused around a hearty discussion about whole grains, fruits, and vegetables and the health benefits of these food items, as well as cost-saving tips for buying them. At the end of the class, the participant who tried the new vegetables expressed her gratitude for the day's lesson. She said she'd always wanted to try cooking and incorporating more fruits and vegetables into her diet but didn't have the tools to do so. With the information and techniques learned in class, she left feeling confident in her ability to try cooking at home.

Region 5 Success Stories

Word cloud from PEARS FFY19 success stories

PSE projects

1. **Clark WSU, School Cafeterias Increase DOD Fruit & Veggie Purchases**
   Chartwells, school food provider for the Evergreen School District, uses funds from the National School Lunch program to purchase fresh fruits and vegetables from the Department of Defense Fresh Fruit and Vegetable Program (DoD Fresh). Clark WSU worked with Chartwells to increase their F&V spending with DoD Fresh vendors and maxed out at $325,000 for the district. Clark County WSU's SNAP-Ed program collaboration with Chartwells, a national provider of school dining services, resulted in a $275,000 increase of DoD Fresh fruit and vegetable purchases in the Evergreen School District. Complete success story attached as Appendix K.



2. **Cowlitz WSU & Highlands Neighborhood** (PEARS ID 11109)

WSU Cowlitz County SNAP-Ed has partnered with The Highlands Neighborhood Association (HNA) with the goal to make the healthy choice the easy choice in the Highlands Neighborhood. The Highlands Neighborhood contains roughly 1,650 families with a poverty rate of 41% and 63% of households receive SNAP benefits. This is community-based approach achieved through comprehensive multi-level interventions involving many different partners including, but not limited to: SNAP-Ed, Highlands Neighborhood Association, WSU Master Gardeners, Lower Columbia School Gardens, Food Lifeline Mobile Pantry, and Highlands Baptist Food Pantry.

Part of this work has been establishing the Highlands Community Garden. The garden is a small plot of land located next to the Highlands Neighborhood Association that was turned into a garden in 2018 by Kimberly Griffith. Kimberly Griffith, who volunteers her time as a program coordinator for HNA and is also a resident of the Highlands, explained, "I wanted to start the garden last year because I saw a patch of land that wasn't being used and I want to feed all the hungry bellies in the neighborhood." WSU SNAP-Ed set a goal to support developing the gardening program, engaging the neighborhood community, and increasing access, consumption and knowledge surrounding fresh fruits and vegetables. Initiatives included surveying participants on garden interests and barriers, providing gardening workshops at the center and demonstrating how to use fresh garden produce at the local food pantry. Through the work of SNAP-Ed and partners, Highlands Community Garden has quadrupled the amount of free produce they have provided to the Highlands Neighborhood. Also, 15 residents joined in to help out and learn about gardening this summer.

Partnerships

1. **Mason County WSU Extension & Shelton School District** (PEARS ID 11440)
   WSU Mason County SNAP-Ed partnered with Shelton School District to host nutrition classes with hands-on cooking for adults and older teens in the community. Seeing a need to help families bolster their kitchen skills and healthy eating knowledge in order to feel more confident and improve their success at planning, shopping for, and preparing healthy meals, three Plan, Shop, Save, Cook nutrition/cooking classes were coordinated, emphasizing thrifty meal planning and shopping, nutrient dense foods, portion sizes, nutrition label reading, and cooking skills. Shelton School District provided funds for participants to have take-home bags of meal ingredients so participants could recreate the meal they collectively cooked and tasted in class at home for their families. Additionally, the district provided free on-site childcare and Spanish

interpreters. The district also recruited participants via their website, Facebook page, family notification e-mail, and to the users of the Student & Family Resource Center, many of whom are low-income and receive SNAP assistance. The classes were well received by participants. Many expressed appreciation for the classes and opportunities to gain more knowledge and skills, and indicated they would like more sessions. One participant, Bob G. was especially anxious about attending class, yet was very interested in wanting to learn how to improve his health, eat healthier, and learn how to cook. Once class started his worries were eased and by the end he was an eager participant. Bob was very pleased with his learning experience and relieved to discover that eating and cooking healthy on a budget was much easier than he thought—he couldn't wait for the next session. Bob took the time to write a thank you letter to Shelton School District Superintendent Dr. Alex Apostle praising this new community resource collaboration with WSU Extension - Mason County SNAP-Ed (see below).

Dear Mr. Superintendent,

Thank you so much for approving the three part Nutrition Cooking Classes held at the Mason County Transit Authority in downtown Shelton, Washington. I am a bachelor with little knowledge of how to prepare a nutritious meal. From this class I received well planned lecture, handouts and actual hands on training that has already helped guide my current meal plan strategy. After possibly watching beforehand too many Gordon Ramsey shows in "Hell's Kitchen", I was relieved to find how patient and knowledgeable the instructors were in the course of this class. Who knows, my sister might actually someday let me assist her in cooking a meal. Miracles happen!

And a very special thank you to Kristen Fendley for successful coordination of these classes, including use of the kitchen at MCTA, instructors from Washington State Extension, and all the training materials. Every one attending this first class had fun and learned so much.

Sincerely,
Bob G [redacted]

2. **Jefferson County YMCA, Farmers Market, Food Bank and Washington State Farmers Market Association** (PEARS ID 13204)

For EBT/low income shoppers, visiting a farmers market often feels culturally and financially inaccessible. Efforts to increase EBT usage at this farmers market began with engaging SNAP and low-income community members in the solution. The SNAP Ambassador Project recruited interested participants from the Food Bank and Farmer's Market including seniors, LGBTQ individuals, people of color, and individuals who live in low-income housing. WSFMA, SNAP-Ed, and farmers market staff hosted a focus group to brainstorm barriers to accessing healthy food and introduce participants to matching programs that exist for low-income shoppers (WIC/EBT/VegRx).

SNAP Ambassadors came up with specific goals such as providing tours of the market for EBT/WIC shoppers, communicating directly with low-income housing units to plan carpools to the market, reaching out to family and friends via social media to inform them about the

benefits of shopping at the farmer's market with an EBT card, and collaborating with WIC and farmers market organizers to plan market events that center inclusive healthy eating education. Web site and YouTube pages support easy promotion via social media:
http://jcfmarkets.org/ebt-matching https://youtu.be/scqlCzz5njM

According to the reports from one SNAP shopper, "Recipients of EBT are obviously extremely careful with where their money goes; every last penny matters in the face of feeding your family or going hungry. The farmers market gives people the opportunity to spend their EBT on local, sustainable, and organic produce - and with the Farmer's Market's money matching program, those EBT benefits are stretched further to feed your entire family wholesome and nutritious produce by visiting the market." - Anna H., SNAP Ambassador

Direct Education

1. **Kitsap Public Health Department Engages Students** (PEARS ID 204152-204168)
   Workfirst students at Olympic College in Bremerton, WA must be enrolled in a full-time class to keep benefits. This presented a need for classes to be held continuously between summer and fall break. Kitsap Public Health SNAP-Ed program connected with the WorkFirst program to offer a full-time week-long class using the Plan, Shop, Save and Cook and the Eating Smart, Being Active curricula as a guide. The learning goals for the class included increasing healthy eating behaviors, changing grocery shopping behaviors to reflect smarter shopping and food resources management, and increasing physical activity. Students toured grocery stores and put newfound skills to practice and learned about free or low-cost physical activity opportunities in their community.

2. **Kitsap Public Health Department supports Summer Meal site** (PEARS ID 48674-50375)
   Kitsap Public Health Department supported a new location for a Summer Meal Site at Nollwood Public Housing and offered the CATCH curriculum to kids at this low-income housing site. Though originally planned as a pilot program for 2019, adding physical activities using CATCH are being considered for all of the free summer meal programs in Bremerton for the upcoming summer of 2020 through initial discussions with the Bremerton School District. The experience and information collected in 2019 will be valuable for moving forward with future programming.

3. **Thurston WSU and Garfield Elementary School**
   Teachers at Garfield Elementary School in Olympia wanted to create a hands-on project to support the SNAP-Ed CATCH curriculum and encourage their students to choose whole grains. What unfolded was a project that spanned grade levels and got the students hungry for more. Late in the 2018–2019 school year, SNAP-Ed educators took third graders out to the gardens class by class, and sowed rows of wheat. With the help of the Master Gardener support team, the grain was tended all summer and students waited patiently to return in the fall to harvest. Students were thrilled to cut the stalks and hung the wheat to dry in bundles, hanging from the lights above them in their classrooms. Once the grain was dry, the students threshed and winnowed the wheat, taking turns to rub the stalk to remove the stem and blow on the grains to

remove the light outer husk. Some of the more adventurous students tasted the dried wheat berries and encouraged others to try, saying "oooh, they're really good! Try them!"

The last stage was the most anticipated, with students reminding the teachers that we needed to make our whole wheat bread. To do so, SNAP-Ed worked with teachers to set up stations in the common space between classrooms, where students came out in groups to grind the wheat with a handmill. Students then mixed up the ingredients and made the grain into flatbread.

All of the fourth grade students were involved in each step. The students enjoyed the project, and excitedly asked their teachers along the way when we would take the next step in the process. Overheard during the wheat grinding process:

- "This is healthier for you than that stuff at the store"
- "I'm going to tell my family about making this,"
- "I like doing this, even though it's really hard"
- "Whole wheat bread is way better!"

Plans for the coming year include engaging additional volunteers to continue the whole wheat project.

Additional Evaluation

The purpose of this section is to create an inventory of meaningful evaluations done **outside** of the statewide evaluation team's body of work. Significant evaluations are those intended to enhance or strengthen SNAP-Ed programming (e.g., curricula, interventions with PSE changes, multi-sector initiatives including social marketing campaigns and collaborations, or population-wide change). Use an appendix to provide reports, papers, fact sheets, and other evaluation outputs.

DO NOT include evaluations or tracking studies conducted primarily to capture the audience reach or site information that is reported in EARS. As a reminder, the following definitions describe each evaluation approach:

- **Formative evaluation** examines whether an intervention is feasible, appropriate and acceptable before being fully implemented. Suitable for new program development and for the adoption/adaptation of evidence-based interventions such as those from the SNAP-Ed Toolkit.

- **Process evaluation** determines that activities have been implemented; provides feedback on how the program meets or fails to meet expectations.

- **Outcome evaluation** measures program effects by assessing progress in reaching the target audiences and achieving the desired results.

- **Impact evaluation** establishes causation or correlation and validates the relationship between the program and nutrition or other outcomes.

Format of each entry:

1. **Local Provider name – Name of intervention (Provide a brief name for or title of the evaluation)**

a. Purpose of evaluation (Formative, process, outcome, or impact evaluation) and no more than 4 sentences to elaborate.
b. Framework indicators tracked/monitored that the evaluation intends to inform
c. Links to online/published results or attachments

DOH IA Additional Evaluation

1. **DOH – Health Outcomes Project (HOP) consultation report**
    a. Process evaluation. "The Health Outcomes Project (HOP) falls under SNAP-Ed in regions 2, 4 and 5 primarily, with some work happening in region 1. The project was driven by recommendations of FNS to assess clinical outcomes related to SNAP-Ed participation. To accomplish this work, WA state SNAP-Ed selected pregnant or breastfeeding moms as their target population and planned program strategies to reach the population by providing direct education and PSE strategies inside of participating clinics and in target communities." DOH IA contracted with Spokane Regional Health District's evaluation team to prepare a consultation report on the current status of the Health Outcomes Project (pilot project). The consultation report was completed in FFY19 and submitted to DOH.
    b. Biometric data – changes in body weight as well as other clinical data
    c. See appendix J for final report regarding HOP process evaluation

Region 2 Additional Evaluation

1. **Yakima Health District – Retail environmental assessment of Harvest Food store using NEMS assessment**
    a. Formative evaluation. In-store environmental assessment completed at Harvest Foods. The store owner and manager was available and happy to have SNAP-Ed staff person complete the assessment. Used the NEMs assessment and will provide the report to the store manager.
    b. ST5
    c. Links to online/published results or attachments: None at this time

2. **Community Action Center – Healthy pantry project**
    a. Formative evaluation. Completed planning process for re-design of pantry incorporating changes from Supporting Wellness in Pantry evidence base.
    b. ST5, MT5
    c. Links to online/published results or attachments: PEARS Success Story ID 11229, PEARS PSE Activity ID 6549

3. **WSDA – Commodity Supplemental Food Program (CSFP) participant survey**
    a. Process evaluation. As part of WSDA's responsibility as a State Agency implementing the Commodity Supplemental Food Program (CSFP) program, WSDA must establish an overall nutrition education plan. WSDA is required to ensure that our contracted hunger relief organizations provide nutrition education to participants in accordance with our

plan. WSDA must establish an evaluation procedure to ensure that the nutrition education provided is effective. The evaluation procedure must include participant input and must be directed by a nutritionist or other qualified professional. More than 1500 CSFP recipients were surveyed in 2019. Once analyzed, WSDA will utilize the evaluation results to adjust our nutrition education efforts, including but not limited to our quarterly Senior Nutrition Newsletter, to ensure its effectiveness. See Appendix N for senior nutrition newsletter example.

b. ST1
c. Links to online/published results or attachments: None at this time

4. **WSDA – Farm to Food Pantry Report and Logo**
    a. Outcome evaluation. WSDA completed a report for their Farm to Food Pantry Initiative to share with stakeholders. The report includes major milestones and outcomes from 2018. Additionally, WSDA surveyed initiative stakeholders and subcontractors to develop a logo for the program.
    b. MT5, LT14
    c. https://cms.agr.wa.gov/WSDAKentico/Documents/Pubs/F2FP_2018_FINAL1.pdf?/F2FP_2018_FINAL1

5. **Kittitas County Public Health Department – Coalition strategic planning and Food 4 U resource guide**
    a. Formative evaluation. Kittitas County Public Health recruited their Assessment Coordinator to consult with the Food Access Coalition for Kittitas County on strategic planning strategies. A SWOT analysis and a needs assessment was administered to members in late FFY18, and results were used to assist the coalition with developing SMART goal and completion of a prioritization matrix. Ultimately these efforts resulted in development of the Food 4 You Food Access Guide and accompanying plan that coordinates with a new FFY20 program effort through FISH Food Bank.
    b. ST5
    c. Links to online/published results or attachments: PEARS PSE Activity ID 7795; PEARS Coalition Activity ID 2936

6. **Yakima Health Department – Food bank client survey**
    a. Formative evaluation. Survey of food bank clients conducted prior to food pantry assessment and changes.
    b. ST5
    c. Links to online/published results or attachments: None at this time

7. **Kittitas County Public Health Department – FISH Community Food Bank assessment**
    a. Formative evaluation. Completed the Healthy Food Pantry Assessment Tool with FISH food bank, currently working on results report. Compiling data from FISH client survey that was done through Public Health 1422 grant funds (non-SNAPED funds). Data will be used in conjunction with HFPAT results to support current PSE strategies and recommendations for future strategies. Results will be presented to the FISH board and

executive director to gain buy in from leadership. Current plan supported by the board is to repeat assessment and surveys annually to track progress. As of September 2019, FISH has started their move into their temporary food bank, pantry, and office location. Kittitas PHD is planning to conduct the HFPAT in December 2019 at the temporary location to help fine tune services as much as possible while in this setting, however FISH has little control over some aspects of the new location.

b. ST5, MT5
c. Links to online/published results or attachments: PEARS PSE ID 12515

Region 4 Additional Evaluation

1. **PHSKC – Food insecurity learning network and Food insecurity screening community of practice**
    a. Formative evaluation. In FFY19, SNAP-Ed Staff convened two, full-day design meetings to develop the purpose and practices of the Food Insecurity Screening Community of Practice. The result of the design meetings is a roadmap to share and learn from each other about implementing food insecurity screenings in healthcare settings. This group of ten healthcare systems will meet 6 times over the next year to 1) develop a universal screening process, 2) create a comfortable environment for patients, 3) strengthen connections to food resources, 4) develop a training module and 5) share our learnings. SNAP-Ed staff will be working with a CDC Public Health Associate over the next two years to develop an online training module for Community Health Workers to implement food insecurity screenings and connections to food resources.
    b. ST5, ST7
    c. https://www.kingcounty.gov/depts/health/heal/learning-network.aspx

2. **Takoma Pierce County Health Department – Fresh corner store assessments**
    a. Formative evaluation. Small retail store environmental assessments completed and reports created per store to show store strengths and suggestions for healthy store changes.
    b. ST5, MT5
    c. See Appendix L for a copy of one of the Fresh corner assessment reports. PEARS Success story ID 11770, 9929, 9934; PEARS PSE ID 17489, 17490, 16927, 16672, 16671, 15881, 14796

3. **PHSKC Public Health Seattle King County - Food Access and Aggregation Community Team (FAACT)**
    a. Formative evaluation. The Food Access and Aggregation Community Team (FAACT) is holding stakeholder conversations and further developing their organizational structure. The stakeholder conversations are managed as projects of individual members of FAACT, who will then compile and present the information to the group. To date,

conversations have happened with Namaste Farmers, a group of immigrant and refugee farmers, and a group of buyers. King County funding for farmland is moving forward.

b. ST7, ST8
c. Links to online/published results or attachments: PEARS ID 12089

Region 5 Additional Evaluation

1. **Kitsap WSU – Central Kitsap Food Bank (CKFB) volunteer survey**
    a. Process evaluation. In June, Kitsap WSU SNAP-Ed staff created a basic survey for Central Kitsap Food Bank to gather information on whether Wellness Sheets were effective. The survey found that some volunteers felt like they didn't have time to use these sheets with the clients and/or the clients already knew what they should or shouldn't eat. Because the food bank is still required to have chronic disease resources available at the food bank, Kitsap WSU decided to create a space in the lobby that highlights these Wellness Sheets and an 11x17 sign promoting them. The promotional sign will be framed and have hooks for the laminated sheets to hang so the clients can read them while they are waiting to shop.
    b. ST5
    c. Links to online/published results or attachments: PEARS PSE ID 12305

2. **Lewis WSU - Salvation Army Centralia food pantry scan and survey of clients**
    a. Formative evaluation. Lewis WSU conducted a Healthy Food Pantry Assessment Toolkit environmental scan to determine ways to improve program and surveyed clients to determine interest in offering a nutrition class for adults. Enough participants expressed interest in a Plan, Shop, Save, Cook class, schedule to begin in October 2019.
    b. ST5, MT5
    c. Links to online/published results or attachments: PEARS PSE ID 16046. National Salvation Army sent a camera crew from California to film Centralia Salvation Army programming with a focus on the garden and SNAP-Ed partnership. http://www.chronline.com/news/snap-ed-program-looks-to-expand-reach-in-lewis-county/article_36440bc8-7d7b-11e9-85ed-678b956d890e.html

3. **Clark WSU – Follow up survey for readiness of Evergreen school administrative staff**
    a. Formative evaluation. A follow-up survey was sent to Evergreen principals and associate principals to assess interest and readiness for healthy celebrations guidelines in individual schools. A handful of schools were interested in learning more about how to adopt healthy celebration guidelines. SNAP-Ed staff began to reach out to these schools just before school starting at the end of August 2019.
    b. ST5
    c. Links to online/published results or attachments: PEARS ID 14358

4. **Cowlitz WSU – Participant surveys about gardening and produce access at Lifeline mobile pantry**

a. Formative evaluation. At Archie Anderson Park, two surveys about (1) gardening and (2) produce access administered at Food Lifeline Mobile Pantry. In addition, SNAP-Ed staff at Cowlitz WSU reporting completing a Healthy Eating Active Living: Mapping Attributes Using Participatory Photographic Surveys HEAL MAPPS
b. ST5
c. Links to online/published results or attachments: Mentioned in PEARS ID 32869, 35136, and PEARS PSE ID 12501.

Challenges

Please share opportunities for improvement that adversely affected programming in your region during the year, along with planned solutions/response.

DOH challenges

» **Staffing** – There was a decrease in staffing capacity in FFY19 in the DOH IA team. Two regional program consultants and one administrative assistant left the DOH IA team. In addition, one regional program consultant completed 4 months of full maternity leave and returned to work part-time for the rest of the FFY. With new SNAP-Ed program manager learning the agency's recruitment system, it took a long time to fill vacancies while maintaining current operations and customer service standards.
  - Response – DOH IA hired one non-permanent, part-time regional program consultant to fill in for team member on maternity leave and extended the time for their role for additional assistance while team member worked part time. DOH IA hired one non-permanent, full-time regional program consultant and one non-permanent, full-time administrative assistant. DOH IA is preparing recruitment for two permanent, full-time recruiting for new hire; opened recruitments for administrative assistant and to fill regional program consultant vacancies.

» **State SNAP-Ed Leadership Team** – Roles & responsibilities between IA and SWI roles continues to need clarification and facilitation with working together effectively. Coordination & collaboration between IA and SWI roles desired and is an ongoing process.
  - Response – DOH IA continues participation in all LT meetings and calls. DOH IA increased communication between LT members in FFY19. DOH IA coordinated and met with IA team members at FFY19 SNAP-Ed forum to gain more understanding about how to coordinate and collaborate as IAs and discussed how our coordination as IAs could help our work with SWIs.

» **FFY19 customer service survey** – Completed in November 2018, results of the FFY19 customer satisfaction survey showed where DOH IA was satisfying local agency needs and where there were areas of improvement. Highlighted challenges included a need for better support about PSE support and resources, and more support to implement the formative evaluation strategies

of focus groups, environmental scans and key informant interviews. Survey results attached as Appendix I.

» **Communication to LIAs, including SharePoint** – Other than planned 1:1 meetings between DOH IA staff and LIAs, communication to LIAs mainly involves email, Outlook calendar reminders, monthly all coordinator conference calls, and shared files using Microsoft SharePoint. The volume of communication to local providers is sometimes overwhelming and the IA has some doubts about whether or not information sent is effectively reaching 100% of relevant local program staff when needed. Local providers have expressed some issues with accessing and using SharePoint through the FFY.
    - Response – some regional program consultants created monthly regional conference calls specific for each region for more targeted conversation, updates, and Q&A. In addition, some regional program consultants scheduled individual monthly 1:1 phone calls for additional communication for information to be shared, for individual Q&A, and troubleshooting with SharePoint, budgets, PEARS, etc. DOH IA has a goal to reassess our communication plan for delivering important messages to local providers in a way that demonstrates effectiveness in getting required messages to local providers. DOH IA has created a SharePoint common issues list and works with DOH SharePoint IT specialists. DOH IA staff will receive more training on how to use SharePoint and determine how to better utilize SharePoint for local provider materials while considering how to use the SNAP-Ed provider website for certain materials.

» **Health Outcomes Project (HOP)** – The DOH-led HOP has had ups and downs in implementation since its inception. The project's coordinator at DOH left during early implementation of the project (prior to FFY19). Since then, HOP at different locations has been implemented in different ways with little to no direction from DOH IA about correct implementation of the original project plan or clarification about how to change the direction of the project. Other challenges described in HOP consultation report produced by Spokane Regional Health District's evaluation team.
    - Response – Former DOH IA staff member Katie Tong led the work on having the Spokane Regional Health District's evaluation team review and prepare a report on the evaluation of HOP up to the present, including interviewing current HOP providers and summarizing lessons learned. With request from DSHS, the goal of this work was to determine a closing point for the current HOP project so that the state could determine what direction to take for HOP in the future, including the possibility that the HOP project would end. Report materials attached as Appendix J.

» **Survey data entry** – The previous DOH IA data entry staff person could not keep up with the volume of survey data entry in FFY19, especially at the end of each quarter when large batches of surveys arrived at DOH all at the same time and several batches throughout the year would arrive later than required. This made data entry at the IA level continually late through FFY19 with high level of errors, which then created a problem for the statewide Evaluation team. The non-permanent position for the data entry staff position ended and could not be extended. DOH IA did not have a dedicated survey data entry position for April – August 2019.

- Response – regional program consultants, supervisors, and additional DOH administrative staff members in DOH entered survey participant data into PEARS on top of their other work. Hired new administrative assistant in September who caught up on all data entry for FFY19. In addition, DOH IA made a decision to change due dates and methodology for mailing participant surveys to DOH, and updated in statement of work for all local providers in FFY20.

» **Areas for improvement in local program support**
- DOH IA did not plan for or budget funds for regional meetings in FFY19 that could have helped local agencies network and find ways to benefit their projects. In addition, DOH IA staff turnover made holding regional meetings unrealistic.
  - Response – For future FFYs, DOH will prioritize different methods to help local agencies network with each other including budgeting for regional meetings within the FFY and sharing success stories and program strategies from different agencies throughout the year in e-newsletters and on the SNAP-Ed provider website.

Themes from SNAP-ED regions 2/4/5 for FFY19 quarter report question: "Are there any topic areas you'd like to connect with other Local Implementing Agencies on?"

Trauma-informed approaches for SNAP-ED – Framework, best practices for facilitators, education strategies & appropriate/sensitive curricula and materials

Effective SNAP-Ed partnerships with CSOs – What are people doing and what works

More networking with SNAP-Ed colleagues - What are people doing, what works & where, lessons learned, tips, how to learn/grow/benefit/network regionally and cross-regionally, and how to navigate challenging relationships

Gleaning through SNAP-Ed – What are people doing & what does it look like

SNAP-Ed in K-12 schools – What are people doing, what works, engagement and navigating challenging relationships, healthy celebrations, school food carts, Smarter Lunchrooms ideas, and Safe Routes to School

Farm to School for SNAP-Ed – Using student-grown/school-grown produce in schools/school meals

Farmers market tours

- DOH IA needs to improve follow through on local agency needs, e.g. follow through with suggestions and issues from program monitoring reports, customer satisfaction surveys, and program coordinator calls and polls
    - Response – DOH IA collects notes, suggestions, requests, recommendations and issues from each program monitoring visits, from other TA site visits and calls, from coordinator calls, and other venues. DOH IA needs a better system to collect and respond to suggestions and issues from these outlets so that local agency suggestions and issues are organized, prioritized, include a plan for follow up developed per agency or for multiple agencies, and have solutions implemented and documented.
- DOH IA used to provide "Topic calls" (topic-based webinars on specific subjects). This service stopped early in FFY19 because of lower staff capacity and lowered priority.
    - Response – DOH IA will use FFY20 to identify training topics and plan at end of FFY20 for targeted training and technical assistance plan that can be provided region-wide throughout the FFY hosted either by DOH IA staff, DOH partners or guests, or with SNAP-Ed SWIs. Work with CTW team to determine ways they can help provide regional training.

» **Program consultation challenges**

- Understanding and implementing PSE change strategies and/or systems approaches is a challenge for some local agencies
    - Response – DOH IA continues with individual technical assistance calls and visits. DOH IA refers to Systems Approaches online training and reiterates the requirement for all SNAP-Ed staff to complete this training. DOH IA will continue to be involved with state or regional training and technical assistance to help support understanding of PSE change strategies and systems approaches.
- Formative evaluation is a challenge for some local agencies, i.e. being confident in completing different formative evaluation methods before an intervention is started with a partner and collecting enough information from SNAP-Ed eligible audience or community that would show what kind of intervention components are needed or desired and how the intervention should be completed to be successful
- Determining partner readiness before an intervention is started is a challenge for some local agencies
- Writing and submitting success stories – DOH IA has noted that we receive success stories from the same people who consistently write and submit success stories, and we note that often enough don't always describe the different elements needed to understand the background, problem, intervention elements to address the problem, result/outcome(s) or the progress made so that it can be understood and/or shared
    - Response – DOH IA has discussed with other IAs the opportunity to create a success story template for providers and IAs to use when writing success stories during the FFY. DOH IA to share success stories examples from local providers that demonstrate the elements that create a well-rounded story and encourage providers to submit more success stories with our help. DOH IA will review submitted success stories more regularly to provide feedback and help with

updating the story with the different success story elements. DOH IA will continue the conversation with other IAs to create a success story template, or will share the success story template that DOH IA creates.

- Assistance needed for some local agencies for planning interventions with reinforcing program elements and with a specific goal in mind, including when PSE change strategies are involved
  - Response – DOH IA continues with individual technical assistance calls and visits; refers to Systems approaches online training and reiterates the requirement for all SNAP-Ed staff to complete this training; and, DOH IA includes questions about how LIAs use reinforcing educational messages in our program monitoring review so that it is part of the discussion with local providers
- Outcome evaluation (planning which outcomes are measureable and which outcomes to measure based on an intervention plan) is a challenge for many local agencies, including understanding how to analyze raw data exports from PEARS to understand outcomes from direct education class series or progress outcomes from PSE site activities

» **PEARS support**

- Complete the required reporting in PEARS modules (other than Program Activity module) is a challenge for many local agencies, especially regarding how and when to report in the PSE module, inconsistent or incomplete reporting in PSE module, when to report in coalition vs. partnership modules, and the same local providers submitting PEARS success stories
  - Solution – two DOH regional program consultants worked with statewide Evaluation team to create a PEARS Q&A webinar to answer specific questions and demonstrate solutions to common PEARS questions. DOH regional program consultant created branched decision tree to help local agencies determine when to report taste tests in PSE module or in Indirect Activity module.
- Indirect activities sometimes reported as PSE activities, and sometimes vice versa

Regional challenges

» Implementing PSE approaches over time due to changes within the partner organizations or different levels of partner engagement
» Networking with fellow SNAP-Ed local implementing agencies desired with help or facilitation from IA, within region and with other regions
» Additional help need with local level evaluation methods, especially planning and implementing evaluation for the outcomes or impact of PSE changes, formative evaluation, and understanding individual agency data exports from PEARS
» Outside of in-school direct education, direct education recruitment and class retention for youth and adults is sometimes a challenge

» Relationship building with local partners – strong ongoing relationships kept, but engaging partners and addressing partner buy-in at different locations a challenge that could use support from higher than local level if possible

Local agency challenges

From intermittent technical assistance site visits and calls, biannual program monitoring reports/notes, local agency quarter reports, monthly program coordinator calls, and monthly technical assistance calls with providers

» **Reporting systems – PEARS data entry, DOH SharePoint**
  - o Wahkiakum HHS – Challenge to do the reporting correctly with SharePoint and PEARS and on time
  - o Yakima Neighborhood Health Services (YNHS) – Requests help from DOH on tips/success story templates
  - o Yakima WSU – Sometimes difficult to collect and ship to DOH instead of entering data locally
  - o Other local agencies have mentioned not having enough staff time to complete PEARS data entry in a dedicated way and need for additional assistance in understanding how to best complete PEARS modules.
    - Response – Some agencies are entering their SNAP-Ed participant data locally. DOH IA is making more effort in FFY19 and FFY20 to collet specific issues and questions around PEARS data entry and reporting to identify and act on specific help that is needed for complete and consistent reporting.

» **Sustainability**
  - o Yakima WSU - struggle with all partner agencies to make our programs sustainable
    - Response – Yakima WSU certainly not alone in this. Guidance needed for sustainable program planning and including sustainability plan elements from the start of the intervention plan. DOH IA to prioritize looking for partners that have sustainability program elements that have been successful to share with others as well as identify 1-2 training opportunities that can help current and future local SNAP-Ed providers incorporate sustainability measures that work for their intervention plans.

» **Changes at partner agencies (location, staffing) discontinue or interrupt SNAP-Ed services**
  - o Walla Walla HD – Changes in staffing at partner agency postponed direct education timeline and subsequent interpersonal trouble with housing residents precipitated in the direct education class being cancelled by partner agency's manager (before class was provided)
  - o Walla Walla WSU – Coordinator at VA housing left and took a long time to find new contact for continuing summer programming
    - Response – Local provider is finding new contact person ahead of summer FFY20

- Kittitas HD - Changes in local partners' location made it hard to implement any PSE changes planned
    - Response – Local agency will wait until FFY20 until partner is settled in new location and revisit
- Cowlitz WSU – In Highlands Neighborhood Association, there was turnover in board president, new president needs to be educated about SNAP-ED
    - Response – Local agency is educating president and current board about SNAP-Ed's mission and current partnership with HNA.
- HOPE Garden Project – Shelton school district had budget cuts and it was possible that HOPE would have their funding cut from the district

» **Partner or community buy in**

- Lewis WSU, Thurston WSU – Smarter lunchrooms a challenge to engage schools
    - Response – Local agency staff attended the smarter lunchrooms training, which gave them great information to get started.
- Lewis HD - Getting responses back from partners for breastfeeding coalition has been slow. Need to work on getting feedback from community businesses. Have only a very few responses back
    - Response – Local agency thinks that maybe using technology will help make responses easier to enter
- Lewis WSU – Struggling to connect with Centralia SD as a partner
- Thurston County Food Bank - There have been many barriers to doing food demos at Olympia Farmers Market due to health department regulations
- Kittitas HD – Difficult to connect with Roslyn farmers market
    - Response – Local agency will set aside further action with the partner for now and revisit at a later date
- Walla Walla HD – Couldn't get a date for women from a neighborhood to participate in class series with women's walking club
- Walla Walla HD – CSO moved promotion table with food samples to different part of office that worked better for CSO, consequently has less contacts for indirect education.
    - Response – Stopped going, concluded it wasn't a good use of staff time
- Tacoma Pierce County Health Department - Found more success providing produce to the stores this year, but struggled to increase demand for the produce. Found that more people would take the produce if it was free rather than purchasing it. Working on solutions to place more value for the community on the fresh produce.
    - Response – To increase the sense of value for the community, local provider provided signage to be placed inside and outside of the stores as well as flags to advertise the produce to drivers on the street and display baskets to help market the produce. At one store, they offered the produce for free and at the other store, they provided the produce at a very low price. The local provider believes they are beginning to gain community interest in the fresh produce, but are slow to gain much traction.

- Clark WSU – School lacks exposure to healthy celebration practices and it feels like a big change to them with no framework for the concept and school has few specific ideas of healthier food and activity options.
    - Response – Local agency is building a denser collection of community input to report back to principals
- HOPE Garden Project – Shelton school district was uncommunicative about whether they wanted to continue the collaboration at all. Emails have not been returned, and we cannot seem to get an answer out of the district about whether they would like to keep working with us regardless of funding
- Jefferson YMCA – Challenge with SNAP ambassador program recruitment retention
    - Response – Problem lied in the tight schedules of the staff involved, and there has been a decision made to schedule and plan in the farmers market off season
- Yakima Neighborhood Health Services (YNHS) – Requests helps from DOH for staff training on how to do outreach and promotion
    - Response – YNHS identified they are making an effort to hire members from the community so they can better connect with the clients they serve.
- Yakima WSU – Partner engagement and buy in with different partners
    - Response – Local provider trying in different ways throughout the year. Local agency suggested they will try to get school administrators on board and use an activity to show employees the different layers of the intervention so they can see the bigger picture of what is happening. Local agency will try to create a helpful visual that shows layers of the intervention and how they are all part of it.

» **Changing curriculum, Finding a curriculum that's a good fit**

- Columbia County HD – Used Read for Health for youth direct education series, but had multiple age groups and adapted for program to fit all age groups
    - Response – Local agency looking into CATCH curriculum as an adjustment that will be a better fit for multiple age groups
- King WSU – During the summer, almost every organization that they partner with to provide youth education is working with mixed-age groups of students, instead of groups that include only one or two grade levels at a time.
    - Response – Local agency worked with their local partners and the SNAP-Ed curriculum and training team to strike a balance between partner needs and teaching with fidelity.
- Kitsap HD – When working with youth at Coffee Oasis (local organization for at-risk youth), trying to have relevant and timely information for youth that interests them

» **Staff turnover, Staff limitations at local SNAP-Ed implementing agency**

- King WSU – Unable to attend several events that we received invitations to and some unexpected staff turnover that limited our capacity and ability to meet deadlines during Q4.
    - Response – Local agency focused on direct education and PSE instead of indirect activities to manage staff schedules even they acknowledge that indirect

activities are a valuable way for them to build partner and community relationships that are essential to their ability to deliver high-quality PSE and direct education programming.

- Lewis HD – Grocery store tour project postponed, hired a casual worker part-time who left to go back to school before project underway. Would like to try to do this project again.
  - Response – Local agency is interested in hiring a health educator for FFY20 to have more staff time to continue project.
- Lewis WSU – SNAP-Ed staff need training for food pantry scan
  - Response – Local agency signed up for WA SNAP-ED PSE pilot and will get trained

» **Translation services and translated materials**

- Clark WSU – Lacked Russian translation for large population of Russian families who are using EBT in Clark County
  - Response – working on identifying a Russian-speaking community partner that could provide tours
- Yakima HD – hard to find modern materials that are in Spanish or culturally appropriate

» **EBT at farmers market**

- Grays Harbor WSU – obtaining Point-of-Sale (POS) electronic card reader system for EBT at farmers market is convoluted process, took too long to get the hardware and the market ended
  - Response – Local agency will be ready to partner with the market during next market season in spring 2020

» **Local level evaluation**

- Additional evaluation (formative, process, outcome, impact evaluation) at local level could use technical assistance and more consultation throughout the year, especially for PSE strategies.
  - Response – Some local agencies in Regions 2/4/5 signed up for PSE pilot that will help the state learn how we can use certain assessment and strategy tools with our PSE change efforts. For FFY20, DOH IA needs to identify topics needed for providing local providers with training and assistance and to organize opportunities hosted either by DOH IA staff or statewide Evaluation team staff. Some local implementing agencies have more experience and do certain aspects of local level evaluation well. DOH IA can share local level evaluation examples between SNAP-Ed agencies.

Appendices I – Q

Appendix I. FFY19 DOH LIA Satisfaction Survey – November 2018

Appendix J. HOP Evaluation Consulting Report – January 2019. HOP Biometric Data Summary – January 2019. HOP Partner Data Collection and Lessons Learned – January 2019.

Appendix K. Region 5 – Clark WSU and Chartwells success story

Appendix L. Region 4 – Fresh Corner Produce Sales Guide – Slice of Life store – November 2018

Appendix M. Region 2 – WSDA Farm to Food Pantry Grower Appreciation cards. WSDA Farm to Food Pantry Infographic.

Appendix N. Region 2 – WSDA Senior Nutrition Newsletter example

Appendix O. Region 5 – WIC client presentation about Market Fresh. WIC staff presentation promoting Market Fresh

Appendix P. Region 5 – Clark County WSU Extension Market Tour booklet

Appendix Q. Region 4 - HFPCC Food Bank Client Survey - Food Demonstration Satisfaction Survey Results

Appendix I. DOH SNAP-Ed: Local Agency Satisfaction Survey

FFY19 | November 2018

At the beginning of FFY19, we asked you to share your anonymous feedback about DOH IA services through a survey. We appreciate the time you took to share your experience and suggestions, and have summarized results below.

How will the DOH IA Team use these results?

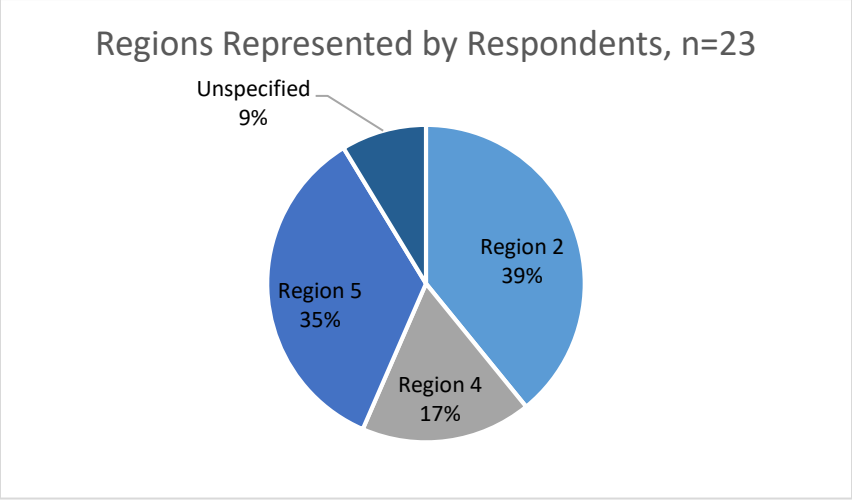
These results have helped us to identify ***where*** we can improve the services and support we provide to you. For example, there is opportunity to provide better support and resources around PSE work and how to carry out formative evaluation strategies. Several respondents also expressed interest or highlighted a need for more trainings. We can also improve our communication methods, especially the individual SharePoint pages.

Our next step will be to identify ***how*** we can improve our services and support. We'll be asking for further thoughts on the upcoming Coordinator Call (12/4 from 8:30 – 9:00 am), and regional leads will also be touching base one-on-one with local agencies at Quarter 1 check-in calls.

Who participated in the survey?

The survey was distributed to 49 individuals representing 37 local agencies. We received a total of 23 responses (47% response rate) from September 27 – October 26, 2018. About 43% of individuals within each region participated; overall regional representation is shown below.

Figure 1. Regional Representation in FFY19 DOH IA Local Agency Satisfaction Survey



How satisfied are SNAP-Ed local agencies with TA, communication, and resources?

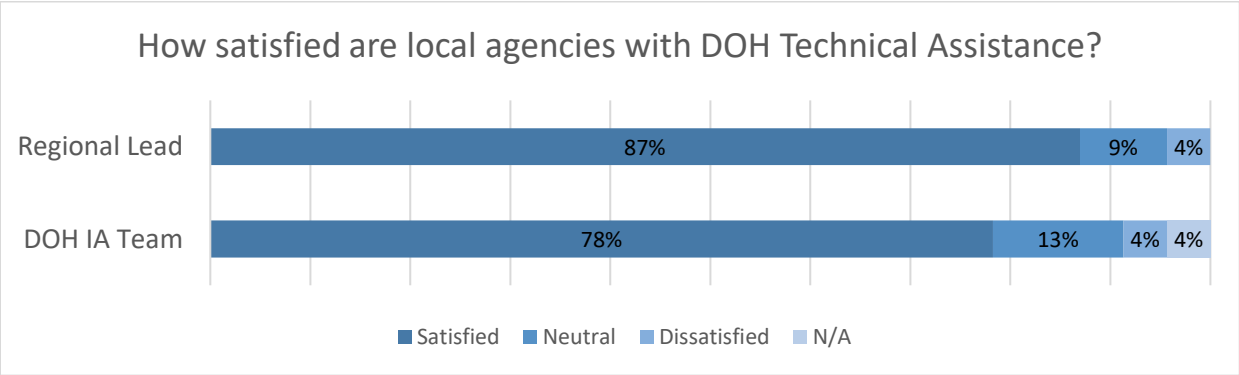
We asked you to share your level of satisfaction regarding technical assistance provided by your regional lead and IA team, IA communication methods, and specific resources and support provided by DOH.

DOH IA Technical Assistance

Many local agencies reported high levels of satisfaction with their regional lead (87%) and DOH IA team (78%). For example, several noted that their regional lead provided quick responses, offered knowledgeable technical assistance, and provided support to new SNAP-Ed employees. Two comments also expressed appreciation for the resources provided, including topic call webinars.

About 4% of local agency respondents expressed dissatisfaction with their regional lead and DOH IA team, and several local agency respondents shared suggestions for improvement. One suggested a stronger team approach, while two others stressed the importance of local perspective and expertise, and voiced concern that decision-making has not included local agencies.

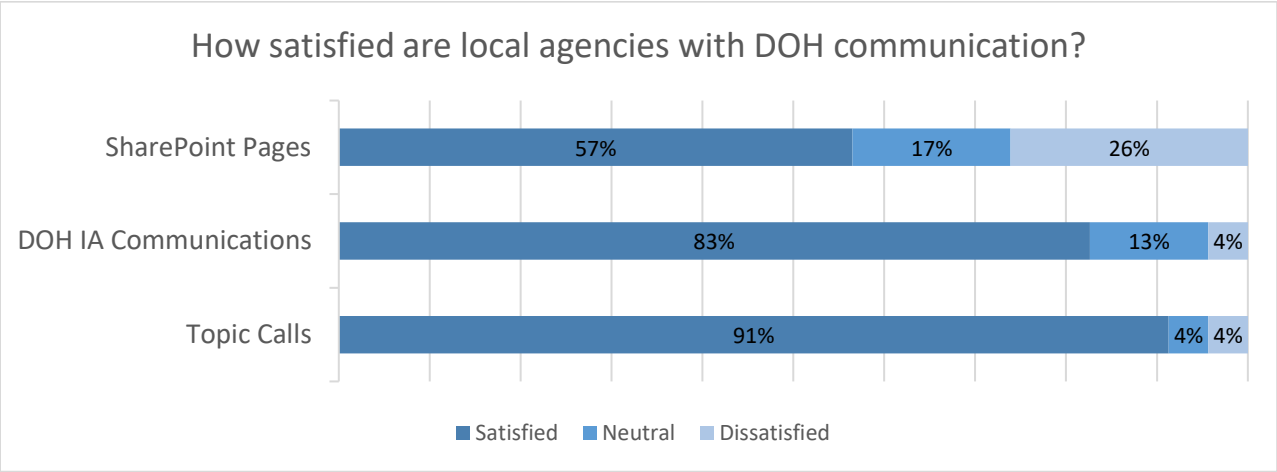
Figure 2. Reported Levels of Satisfaction with DOH IA Technical Assistance



DOH IA Communication

Most local agencies expressed satisfaction with general DOH IA communications (83%) and topic call webinars (91%). One respondent suggested opportunities for further one-on-one conversation with their regional lead, and several recommended additional opportunities to engage with other agencies doing similar projects. On the other hand, about a quarter of local agencies respondents were dissatisfied with individual SharePoint pages (26%).

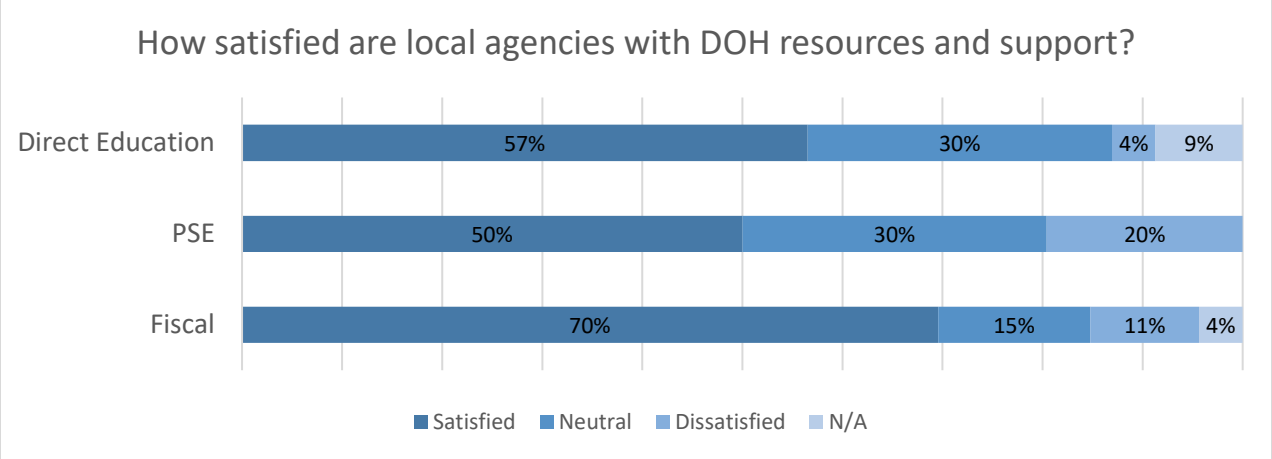
Figure 3. Reported Levels of Satisfaction with DOH Communication



Specific Resources and Support

More than half of local agency respondents were satisfied with the support and resources the DOH IA team provides around direct education (57%). However, 20% local agency survey respondents expressed dissatisfaction with PSE support and resources. Most local agency respondents (70%) were satisfied with fiscal support and resources.

Figure 4. Reported levels of satisfaction with direct education, PSE and fiscal resources and support



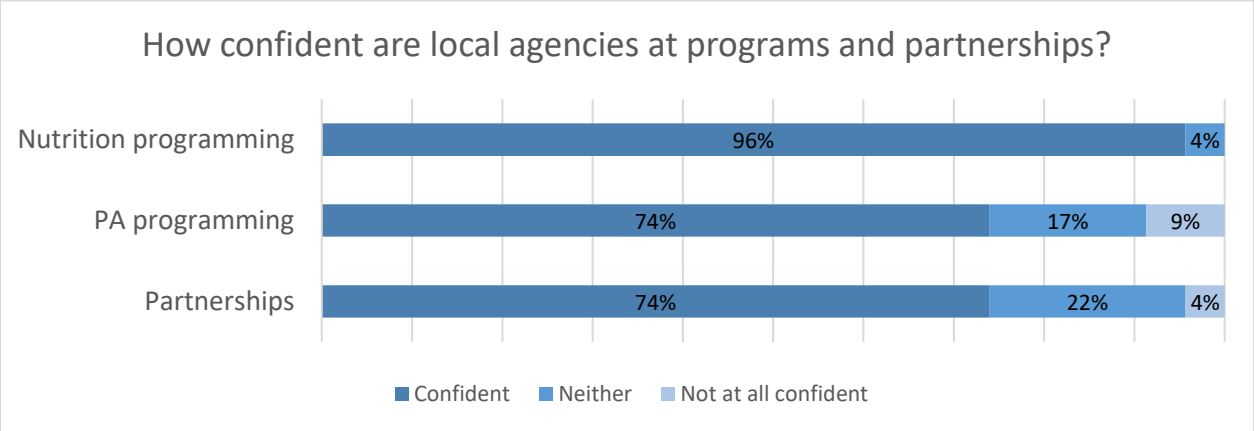
How confident are SNAP-Ed local agencies in program & partnership development and formative evaluation?

We asked you to share your level of confidence to develop programming and partnerships, and implement key formative evaluation strategies.

Programming and Partnerships

Almost all local agency respondents felt confident developing nutrition programming (96%), and about three quarters felt confident that they could develop physical activity programming or build partnerships (74% each). One respondent noted that opportunities to "deep dive" into programming questions with their regional lead are beneficial.

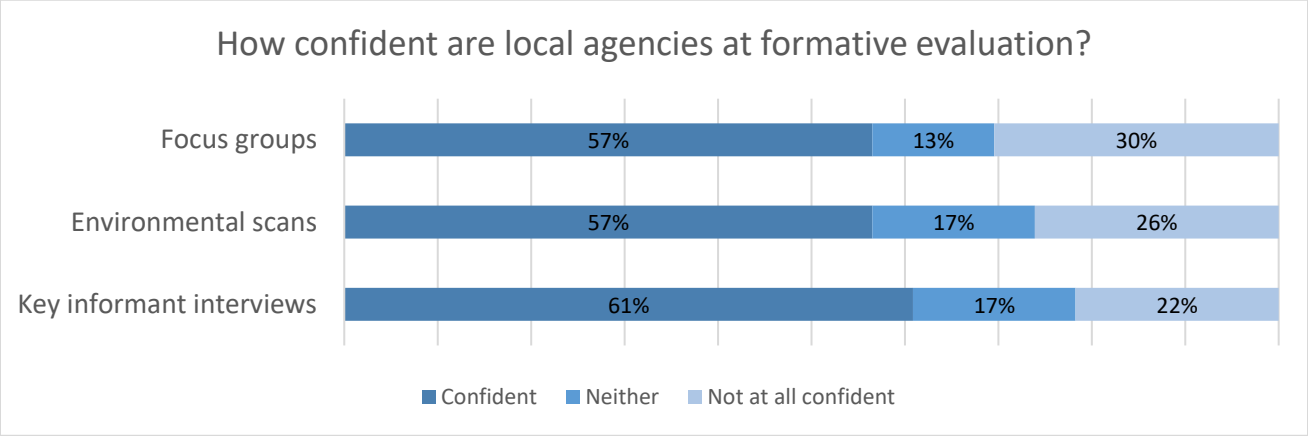
Figure 5. Reported confidence developing programs and partnerships



Formative Evaluation

Compared to developing programs and partnerships, local agencies overall reported a lower level of confidence related to implementing formative evaluation strategies. Almost a third of local agency respondents did not feel confident implementing focus groups (30%), and about a quarter did not feel confident implementing environmental scans or key informant interviews (26% and 22%, respectively). The survey did not include additional formative evaluation strategies, so it is possible that local agency respondents are more knowledgeable or confident implementing strategies that were not mentioned in this survey. Several respondents suggested additional training and guidance, especially around formative evaluation. At the same time, one respondent noted that training needs may differ by local agency based on experience and knowledge of SNAP-Ed.

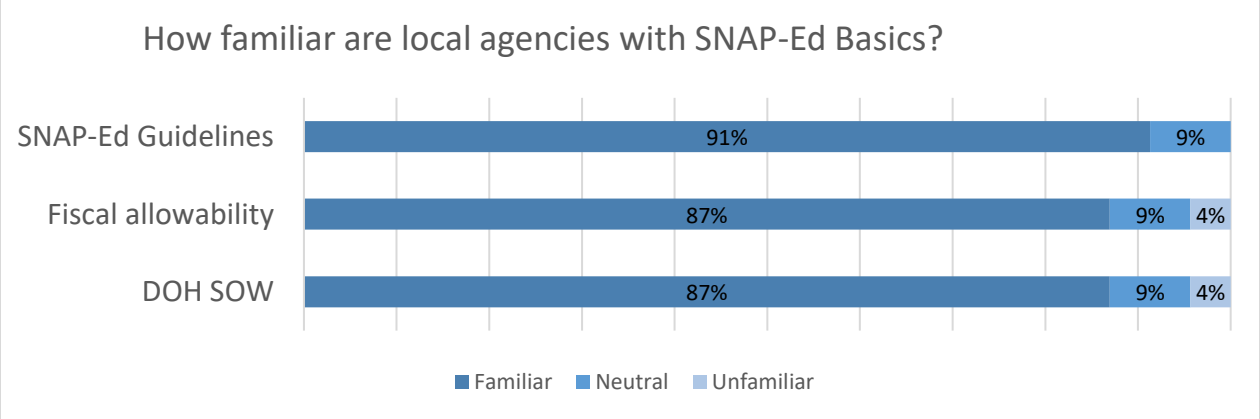
Figure 6. Reported confidence implementing formative evaluation strategies



How familiar are SNAP-Ed local agencies with SNAP-Ed basics?

We asked you to share your level of familiarity with SNAP-Ed basics, such as FNS guidelines for SNAP-Ed and fiscal allowability, as well as the DOH Scope of Work (SOW). Almost all local agencies reported that they were either familiar or very familiar with the guidelines (91%), fiscal allowability (87%) and the SOW (87%). One respondent suggested a review of how to manage the SOW and discussion of fiscal liability at an in-person meeting, like the Forum.

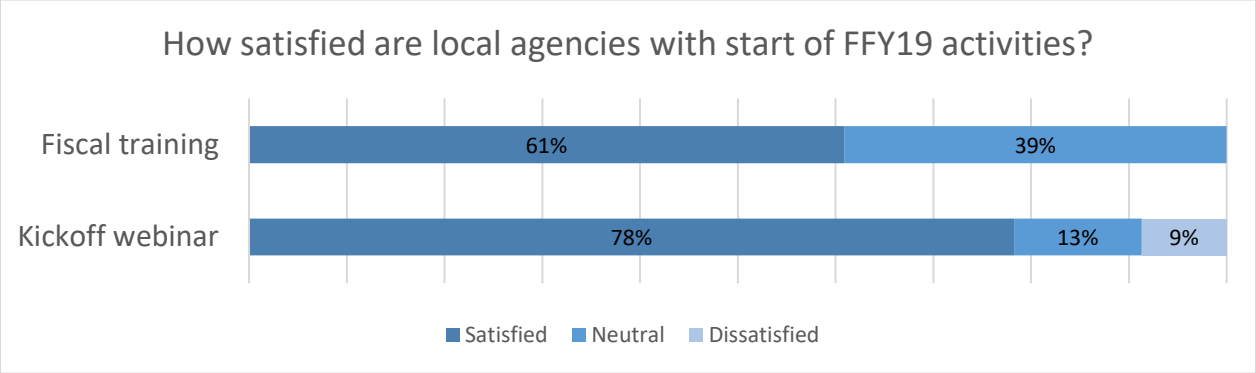
Figure 7. Reported level of familiarity with SNAP-Ed basics



How satisfied are SNAP-Ed local agencies with start of FFY19 activities?

Finally, we asked for feedback on the recent FFY19 kickoff webinar and fiscal training. More than half of local agency respondents expressed satisfaction with the fiscal training (61%). While 78% of respondents were satisfied with the kickoff webinar, about 10% noted dissatisfaction. One respondent suggested highlighting local SNAP-Ed work or work in a neighboring state in the future.

Figure 8. Reported satisfaction with FFY19 kickoff activities



Appendix J. HOP Materials

J-1, HOP Evaluation Consulting Report

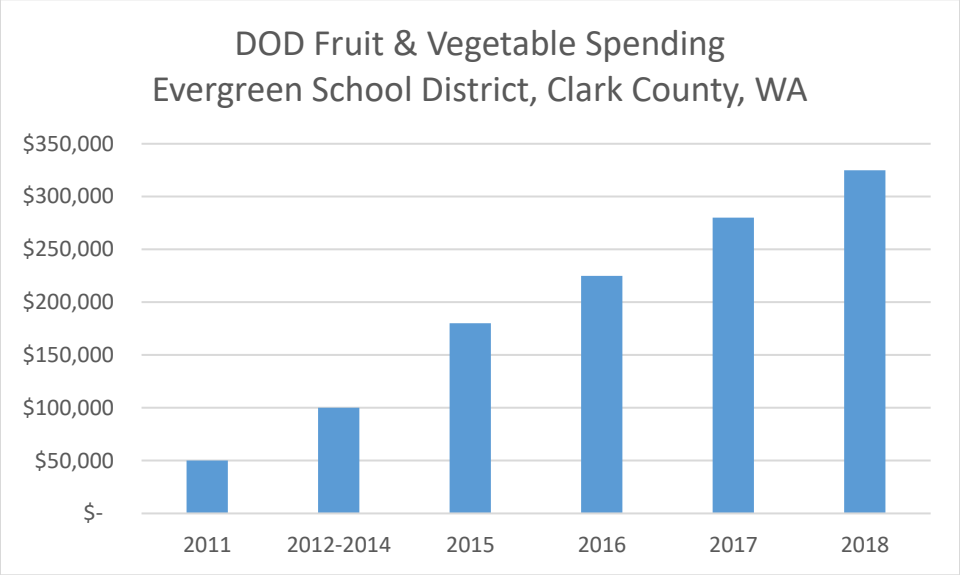
J-2, HOP Biometric Data Summary

J-3, HOP Partner Data Collection and Lessons Learned

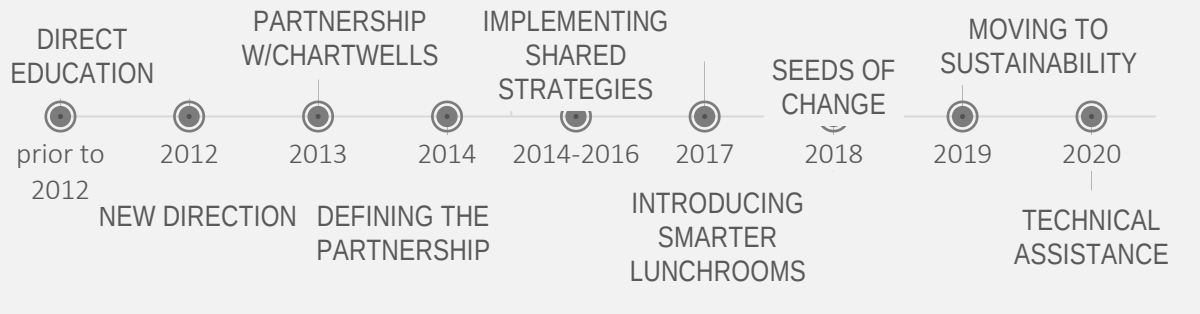
Appendix K. School Cafeteria Report, Clark County, WA

Clark County WSU's SNAP-Ed program collaboration with Chartwells, a national provider of school dining services, resulted in a $275,000 increase of Department of Defense (DOD) fruit and vegetable purchases in the Evergreen School District.

This cultural and environmental shift became a highlight as food service staff prepared for a yearly planning meeting with SNAP-Ed providers. Chartwells elementary food purchasing data clearly showed a change from ordering items such as pallets of French fries to pallets of apples, oranges, bananas, strawberries, cucumbers, broccoli, carrots, hummus, zucchini, cherry tomatoes, salad and the like. Without most kids and school staff really noticing, this local SNAP-Ed program partnership was making an impact.



It's well known that PSE changes take time to implement. In this SNAP-Ed project, purchasing data along with documented SNAP-Ed programming strategies show how over time there is a cumulative effect of the impact of direct education paired with partnerships and programming in the school environment.



Summary of Strategies:

2012: New Direction

- Survey data shows low rates of breakfast eating. SNAP-Ed programming adds PSE strategies support Fourth-grade direct education lesson on healthy breakfasts.

2013 – Partnership w/Chartwells

- Connection to school wellness committee, students and staff. Highlights include school campaigns: “Caught ya eating breakfast!” “Caught ya eating veggies!” Healthy Breakfast Art Contest results in increased breakfast sales. Chartwells signs on as a partner.

2014-2016 – Defining the Partnership and Implementing Strategies

- Chartwells supports Heathy Breakfast programming with gourmet hot breakfast prize for Art Contest class winners.
- Clark County SNAP-Ed, Chartwells and EcoTrust begin Harvest of the Month Campaign in all of the 14 SNAP-Ed eligible school cafeterias. Goals included procuring locally sourced fresh food, hosting food tastings to support access and familiarity of fresh food, and adding popular items throughout all 21 elementary schools in the Evergreen School District.

2016-2018 SNAP-Ed Introducing Smarter Lunchrooms and Change

- In collaboration with Chartwells and local partners, SNAP-Ed programming leads interventions aimed at introducing kids to healthy options and increasing fruit and vegetable consumption. These included Harvest of the Month Campaign, Smarter Lunchroom scans, Farm to school fieldtrips, increasing fruit and veggie options on the lunch line, developing food share tables, 6th grade cafeteria tours and likeability campaign for food service staff.

2019 – Moving to Sustainability

- Chartwells takes on lead role for Harvest of the Month campaign and re-names to *Food Focus* to fit national branding. They extend this work into all of the 21 elementary schools and hire new staff to continue providing cafeteria tastings and coordinate farm to school activities.

2020 – Projected Technical Assistance

- SNAP-Ed programming anticipated to focus on technical support for the 2020 year. Future work may include increased support for youth green teams to build leadership and participation among students in the Smarter Lunchroom movement.

Evergreen School district is one of the largest school districts in the state, servicing over 25,000 students. The Clark County WSU SNAP-Ed team is proud to lead other concerned partners to build an environment that encourages healthy choices and promotes local Washington State sourced fruits and vegetables.

Appendix L. Fresh Corner Produce Sales Guide
For Slice of Life, Tacoma WA

Fresh Corner Produce Sales Guide

For Slice of Life, Tacoma, WA

October 2018

Prepared by Tony Smith and
Stephanie Wood

FRESH CORNER™
Healthier Food Options

Tacoma-Pierce County
Health Department
Healthy People in Healthy Communities

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Introduction

Stocking more healthy foods could mean a healthier community AND profit for your store.

Business Benefits

- New products and more variety attract new customers.
- Offering products that other nearby stores do not carry helps your business stand out.
- Produce can yield high profit margins.
- For example:
    - 4 bags of chips = $0.20 profit.
    - 1 apple = $0.20 profit.

Healthier Communities

- People who can easily find healthy foods are less likely to have obesity or disease.
- Many children shopping at corner stores still need healthy food to grow up strong and healthy.

Growing Movement

- Join a growing number of business owners across Tacoma and the country, committed to providing customers with fresh healthy foods while making a profit.

This guide will lay out Slice of Life's greatest strengths and opportunities with:

- Healthy produce selection and care.
- Produce pricing and display.
- Produce promotion and marketing.

Buying and handling fresh produce

Produce will keep fresh longer with careful purchasing and handling.

Your strengths

- Open cooler and lots of shelf storage space.
- Local growers want to sell to you.
- Your neighbors want produce.
- Licensed kitchen.

What might help

- Consistently carry 1-3 fresh produce and 1-3 prepackaged produce items.
- Check for signs of spoiling and remove spoiled items.
- Offer discounts on ripe produce.
- Price produce around town. See what you can afford with sources that are easily available.
- Use local producers for fresher, longer-lasting produce.
- Try carrying precut packaged, single-serving fruits and vegetables like apples, celery and carrots with peanut butter and fruit cups.
- Carry shelf-stable or preserved produce in fall and winter such as, potatoes or applesauce.
- Extend shelf life. Store ethylene-producing produce such as bananas, apples or tomatoes away from ethylene-sensitive produce.

What we can help with

- Produce care and handling instructions.
- Reorganizing display and coolers.
- Connection to local producers.
- Pricing items.

Value added bundling examples.

Ethylene sensitivity chart from page 12.

Tracking requests, purchases, sales and profit

Tools and systems that help your business.

Your strengths

- Clover point-of-sale system.
- You track customer requests.
- Good business practices.

What might help

- Track all produce sales and the profits gained to see what sells, what doesn't and in what timeframe.
- Add produce to your point-of-sale system for easy tracking.
- Keep asking customers for feedback about your products and other products they want.
- Ask customers what they think about products you are thinking about selling before you buy it using a counter sign, social media, etc.
- Use tools like the Healthier Product Calculator at http://convenience.org/calculator to determine nutritional values of products before making a purchase.

What we can help with

- Recommend new healthy products to sell.
- Technical assistance with Healthier Product Calculator.
- Continue to provide customer feedback cards and results.
- Recommend easy improvements to your current tracking system.

Fresh Corner customer feedback

card.

Produce display

Attractive displays will increase sales and help reduce food waste.

Your strengths

- Ample floor space.
- Store is neat, clean and organized.
- Open cooler space.

What might help

- Label items and show prices. Customers buy more when they don't have to ask for prices.
- Display at the front door in first cooler or on counter.
- First in, first out—display older produce in the front.
- Place items that ripen quickly just below eye-level to sell fast.
- Rotate produce to maintain freshness.
- Alternate colors for an eye-catching display.
- Add baskets, bins or shelves for a more attractive display.

In refrigerator:

- Continue to offer healthy beverages, fruit salads and precut produce in your open cooler. Consider adding yogurt, single-serving peanut butter or hummus.
- Fruits and vegetables are always a hit with the kids! Try offering small servings of fruit and vegetables for children.
- When unpacking produce, remove bruised or spoiled items. Offer a discount on blemished items.
- Add baskets or bins in coolers for a more attractive display.

Outside of refrigerator:

- Add lighting around produce to make it a highlight of your product selection.
- Add signs to lead customers to the produce in coolers.
- Add baskets or bins for a more attractive display.

What we can help with

- Promotional graphics and signage.
- Reorganizing display and coolers.
- Price cards.

Flying J, Lubbock, TX

Chevron, Sacramento, CA

Value-added product ideas

Increase profits by bundling products and turning produce into ready-to-eat foods. Bundling also increases sales of slower selling items.

Your strengths

- Value added products such as precut fruit sell well to customers looking for a quick snack or meal.
- Licensed commercial kitchen available to prep cut produce, salads and kits.
- High community need.

What might help

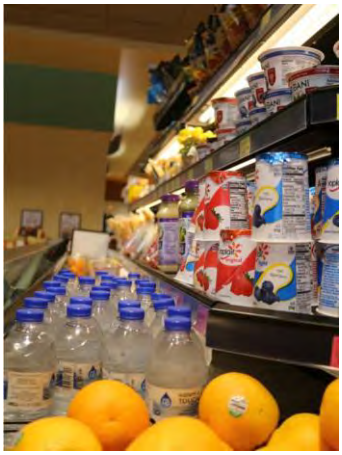
- Focus either on grab-and-go items or meal kits.
- Precut prepackaged vegetable and dip pairing such as carrots and hummus or celery and peanut butter.
- Precut packaged or easy-to-peel fruit
- To-go salads.
- Plastic cutlery and napkins.
- Salsa or guacamole kits.
- Possibly dehydrated or preserved produce.

What we can help with

- Connect you with local growers and local food preservation center.
- Cut vegetable and dip pairing suggestions.
- Promotional materials.
- Connect you with Health Department staff to assist with food permits, if needed.

Produce bundling at Main Street Gas and Grocery.

Value-added products, KwikTrip–Flint, MI



Fresh produce pricing and markup

Learn how to set the right price to make a profit.

Your strengths

- Clover point-of-sale system.
- Experience working with local produce and producers.
- Open to learning from producers about pricing and cost.
- Experience selling different types of produce.
- Experience with business concepts such as setting and marking up prices.

What might help

- Clearly priced items, especially produce, sell better than those without prices.
- Use the COGS sheet on pages 10 and 11 to determine reasonable and consistent produce prices.
- Compare prices in other stores.
- Create a pricing system for bruised or overripe items.

What we can help with

- Make recommendations on your pricing strategies.
- Provide examples and methods to effectively price produce and make a profit.
- Provide some price tag materials.
- Provide a COGS sheet with this guide to help with pricing and marking up produce.

Price promotions

Use in-store price promotions to increase store traffic and sales.

Your strengths

- Ready to offer specials on bundled items such as milk, eggs and bread.
- Customer interest.
- Space for promotional materials to advertise produce both inside and outside of store, including space near gas pumps and at the cash register.
- Business experience.

What might help

- Try different promotions to see what sells best with most profit.
- Bright, highly visible price tags.
- Pricing all products will help overall sales.
- Reward/discount cards for healthy items. For example, 10% off selected healthy items for EBT customers.
- Buy one, get one free promotions.

What we can help with

- Promotional graphics.
- Suggestions on products to bundle.
- Setting up dedicated area for healthy promotional items.
- Rewards cards set-up.

Bundle and save graphic.

Vegetable bundling at Main Street Gas and Grocery.

Advertising your produce

Use simple produce marketing ideas and make customers feel welcome.

Your strengths

- Ample space to advertise fresh produce.
- Good hours in a busy residential area.
- High need for consistent access to produce.
- Customer interest.
- Word of mouth from this summer's produce pilot.

What might help

- Continue asking customers how they like your store and the produce you carry.
- Continue to consistently carry two or three produce items.
- Dedicated area up front for healthy promotional items.
- Signs featuring produce on outer windows or A-Frames to attract people looking for healthy options.
- Flyer surrounding houses, apartment buildings and community center.
- Flags or banners to advertise produce.
- Social media posts or website.

What we can help with

- Promotional materials.
- Distribute flyers or other materials.

Advertising produce outside and in the store.

Fresh Produce Pricing and Markup

Pricing Produce

Use This Formula If You Want to Sell by the Unit	Use This Formula If You Want to Sell by the Pound
1 case = 88 apples (units) = $22	40lb case of bananas = $15
COGS ÷ Units = Cost per Unit $22 ÷ 88 = **$0.25 per apple**	COGS ÷ Weight = Cost per Pound $15 ÷ 40 = **$0.375 per pound**
Cost per Unit x Markup Multiplier = Sale Price per Unit $0.25 x 1.30 = **$0.33 per apple**	Cost per Pound x Markup Multiplier = Sale Price per Pound $0.375 x 1.30 = **$0.49 per pound**

Break-Even Point

The point at which COGS is equal to sales or no profit is lost or gained.

Use This Formula to Determine the Break-Even Point

COGS (case of apples) ÷ Sale Price per Unit = Break-Even Point
$22 ÷ $0.33 = **67 apples**

COGS (40lb case of bananas) ÷ Sale Price per Pound = Break-Even Point
$15 ÷ $0.49 = **31 pounds**

This formula can help to guide future purchasing decisions about quantities and types of produce to sell.

Ways to Determine Sale Price

Steps
1. Start with **COGS**.
2. Decide your **Markup**.
3. Use **Profit Margin** to determine **Sale Price**.

COGS x Markup = Profit Margin
$25.00 x 30% = $7.50

COGS + Profit Margin = Sale Price
$25.00 + $7.50 = $32.50

Your cost of goods was $25 and you applied a 30% markup, giving you a sale price of $32.50 and a profit margin of $7.50 for a box of oranges.

Steps
1. Start with **COGS**.
2. Decide your **Markup**.
3. Use **Markup Multiplier** to determine **Sale Price**.

COGS x Markup Multiplier = Sale Price
$0.39 x 2 = $0.78

Your cost of goods was $0.39 and you applied a 100% markup, giving you a sale price of $0.78 and a profit margin of $0.25 for an orange.

Definitions

COGS (Cost of Goods Sold)
What you paid for a product

Markup
How much more than the COGS you want to charge the customer

Markup Multiplier
The number 1 added to the Markup percentage

Profit Margin
The difference between the Sale Price and the COGS

Sale Price
What the consumer pays for a product

Produce Double-up Rule
Mark up produce 100%, or just double the COGS.

Ethylene in Fruits and Vegetables

Correctly store fruits and vegetables to reduce food waste.

What is ethylene?
Ethylene is a gas released by some fruits and vegetables that causes produce to ripen faster. Some fruits and vegetables are more sensitive to ethylene than others.

Why should I care?
Fruits and vegetables that are stored incorrectly spoil quickly. This could mean lost profit for you.

Do not display fruits and vegetables that are sensitive to ethylene near fruits and vegetables that produce it.

What can I do?

- Do not store fruits and vegetables that produce ethylene with those that are sensitive to ethylene. For example, do not store bananas and apples next to each other. This applies to produce that is refrigerated and not refrigerated.
- Do not store produce in bags or sealed containers. This will trap the gas and cause the produce to ripen faster.

Ethylene Sensitive

Apples
Asparagus
Avocados
Bananas
Broccoli
Cantaloupe
Collard Greens
Cucumber
Eggplant
Grapes
Honeydew
Kiwi
Lemons
Lettuce
Limes
Mangos
Onions
Peaches
Pears
Peppers
Squash
Sweet Potatoes
Watermelon

Ethylene Producers

Apples
Avocados
Bananas
Cantaloupe
Kiwi
Peaches
Pears
Peppers
Tomatoes

Not Ethylene Sensitive

Beans (Snap)
Blueberries
Cherries
Garlic
Grapefruit
Oranges
Pineapple
Potatoes
Raspberries
Strawberries
Tomatoes
Yucca

Appendix M. Washington State Department of Agriculture (WSDA) Materials.

M-1. Farm to Food Pantry Grower Appreciation CardM-2. Farm to Food Pantry Infographic

THANK YOU for the Farm Fresh Produce!

Send a note to your farmer:

Tell us what fruits and vegetables you would like more of!

Date: Pantry name:

AGR Pub. 609-729 (N/8/18)

Washington State Department of Agriculture
WSDA
FOOD ASSISTANCE

HARVEST AGAINST HUNGER

FARM TO FOOD PANTRY

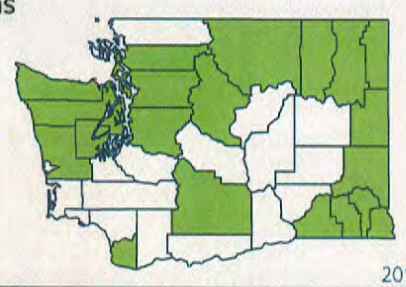
WASHINGTON STATE FARM to FOOD PANTRY PARTNERSHIP
WASHINGTON STATE DEPARTMENT OF AGRICULTURE

Farm to Food Pantry is a partnership between WSDA and Harvest Against Hunger

- Supplying fresh produce to those struggling to put food on the table.
- Promoting the economic growth of local farms.
- Providing money for food pantries to buy from local farmers, increasing fresh food options for low-income households.

22 counties
15 lead agencies
142 pantries served

The 2014 pilot had 3 sites in 3 counties.



2019

403,000
clients served by food pantries in the participating counties*

"Thank you for the vegetables! Yum! I cannot afford them, but I love them so much!"

"Produce is my favorite part of the food bank."

"Thanks for keeping us healthy, no matter our income."

2018

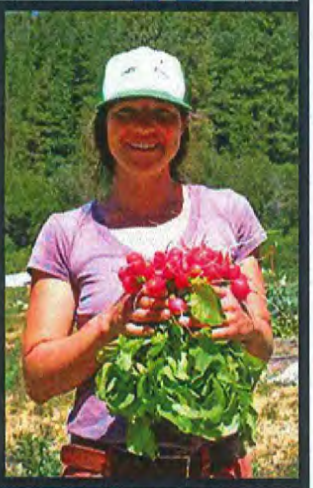
For every **$1** invested by WSDA **5 lbs.** of produce went to food pantries

2018

2014: **100%** STATE FUNDED

2018: **42%** STATE FUNDED*
* Includes funding from WSDA Food Assistance as well as DOH SNAP-Ed grant funds.

58% COMMUNITY FUNDED



SINCE THE 2014 PILOT:

190,000 total pounds purchased

376,000 total pounds gleaned/donated

2018

PURCHASED **$1.02** PER LB.

Donations reduce the cost per pound by **62%**

WITH DONATIONS **39¢** PER LB.

* King county data only reflects the areas with F2FP participating organizations.

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PAY GROWERS → REDUCE COST TO FOOD PANTRIES → SERVE MORE CLIENTS

FARM TO FOOD PANTRY SYSTEM

Building relationships between farmers and emergency food providers to increase client access to fresh produce and support Washington agriculture.

Food pantries said:

"This program has allowed us to target specific types of produce that would otherwise not enter the emergency food system."

"A homebound food bank client was overjoyed by the farm fresh produce received."

"We had new clients register as a result of our increased ability to provide produce."

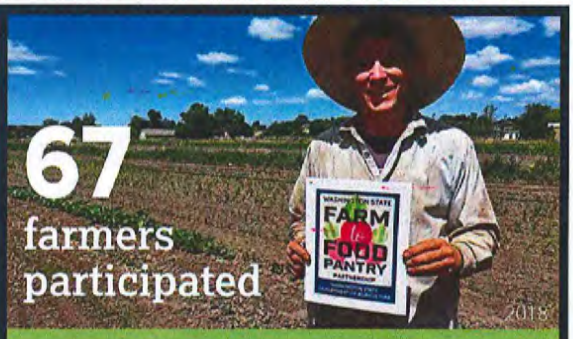
FUNDING SOURCES:

$130,000 WSDA

$93,000 LOCAL MATCH

$208,000 $ TO WASHINGTON FARMERS

$13,000 SNAP-Ed GRANT



67 farmers participated

2018

84% of farmers

surveyed reported some financial benefit from participating.

"Feeding those in need while earning a living wage."

"Provided an outlet for what would otherwise go to waste."

"The upfront CSA payment style is vital and after that we enjoy feeding people in need."

"We were able to pay bills for early season start-up costs, seeds, and fertilizer."

"It gave us the opportunity to leave the farmers market and focus on wholesale."

72% of farmers

surveyed reported an annual gross farm income of less than $100,000 and indicated an average of

13% of income

came from Farm to Food Pantry contracts.

2018

AGR PUB 609-771 (N/7/19) Page 1 of 2 Need this publication in an alternate format? Call the WSDA Receptionist at 360-902-1976 or TTY 800-833-6388.

Appendix N. WSDA Region 2 Senior Newsletter

A quarterly newsletter from the Washington State Department of Agriculture Food Assistance

SENIOR NUTRITION NEWSLETTER

Nutrition Information, Recipes, and Resources for Seniors

Washington State Department of Agriculture

FALL 2019
VOLUME 1, ISSUE 1

Welcome!

The Washington State Department of Agriculture's (WSDA) Food Assistance programs welcome you to our first quarterly Senior Nutrition Newsletter.

Fresh Produce to Fill Your Plate

Do you receive SNAP benefits (food stamps)? In Washington State there are two ways you can stretch your food dollars when purchasing fruits and vegetables using your SNAP benefits.

- **SNAP matching programs at Farmers Markets (Fresh Bucks/Fresh Match/Gimme Five/Double Up Bucks) -** You may be able to use SNAP benefits to purchase fresh fruits and veggies at your local farmers market. Participating farmers markets also may provide clients with a match of extra funds to purchase even more fresh fruits and vegetables. Matches across the state change from market to market. To find a SNAP matching program nearest you, contact the Washington State Farmers Market Association at info@wafarmersmarkets.org.
- **The Department of Health's Complete Eats Program** - When SNAP clients spend $10 on qualifying fruits and vegetables at Washington State Safeway stores, they will receive a $5 coupon to spend on more fruits and vegetables. Clients must use their Safeway card to participate. For more information, visit your local Safeway store, email FINI@doh.wa.gov, or call 360-236-3287.

Days to Celebrate!

September

8th – National Grandparents Day

13th – National Peanut Day

25th – National Women's Health and Fitness Day

26th – National Johnny Appleseed Day

October

12th – National Farmer's Day

24th – National Food Day

November

15th – National Clean out your Refrigerator Day

17th – Take a Hike Day

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

Commodity Supplemental Food Program

WSDA Food Assistance programs administers the Commodity Supplemental Food Program (CSFP) which provides food "packages" to over 6,000 Washington residents over 60. You may be eligible if you make less than 130 percent of the federal poverty level and live in one of the 27 counties that offer CSFP. This November the CSFP food package will be enhanced to better align with USDA's MyPlate recommendations.

The improvements include:

- Double the amount of vegetables.
- More protein, including plant-based proteins such as canned and dry beans.
- More options within each food category, such as brown rice and soup.
- Smaller package sizes of rice, oatmeal, grits, dry beans, and non-fat dried milk that are more appropriate for small households, giving a greater variety of options.

To learn more about the program and find a provider near you, go to:
agr.wa.gov/services/food-access

Healthy Eating

Good health and well-being at any age is important. However, as your body gets older, you need specific nutrients in order to maintain your health. To meet your body's needs, it is important to eat a variety of nutrient dense foods at each meal. The 2015-2020 Dietary Guidelines for Americans suggest people over age 50 should eat the following food portions daily:

Fruits - 1½ to 2½ cups
Vegetables - 2 to 3½ cups
Grains - 5 to 10 ounces
Protein - 5 to 7 ounces
Dairy - 3 cups of fat-free or low-fat milk
Oils - 5 to 8 teaspoons

Your Personal Eating Plan

While the portions outlined above are a useful guideline, you can create a personalized food plan using USDA's MyPlate Plan found at choosemyplate.gov by typing your age, gender, and level of activity. You can also use the Washington State Dairy Council's MyPlate Wheel available at your local Commodity Supplemental Food Program (CSFP) distribution agency (See left for more information about CSFP). Write down your recommended daily portions in the boxes below to help plan your daily meals.

My Daily Food Portions Guide:		
TOTAL DAILY CALORIES		calories
GRAINS		ounces
VEGETABLES		cups
FRUITS		cups
DAIRY		cups
PROTEIN		ounces
OILS		teaspoons
EXTRA*		calories

*These calories can be used on luxuries like solid fats, added sugars, alcohol, or on extra servings from any food group.

What's on Your USDA Commodity Food Plate?

Many of the food items found in a CSFP box are canned to make healthy eating easier. Studies show people who consume six or more canned foods per week are more likely to have diets higher in 17 essential nutrients[1]. Canned fruits and vegetables are just as nutritious as fresh and frozen produce, and in some cases, even better[2]. Check out the CSFP MyPlate below to learn how the items found in a CSFP box can fit into your meal plan.

FRUITS

Canned fruits are a delicious dessert or snack served directly from the can. Because the fruit is processed immediately after harvest, it can be just as nutritious as fresh produce that has been stored for an extended time. Drinking 100-percent juice can help you reach your daily fruit and vegetable consumption goals.

VEGETABLES

Canned vegetables can be used in a variety of main dishes, soups, and salads. By draining the liquid from canned vegetables, you can reduce sodium by 36 percent. By draining and rinsing, you can lower sodium by 41 percent[3].

PROTEIN

Protein is essential for building and maintaining your body's muscles and tissues. Canned proteins found in a CSFP box such as chicken, tuna, and salmon, are fully cooked and safe to eat straight out of the can. The omega-3 fatty acids found in canned tuna and salmon are great for your heart and are low in saturated fat.

GRAINS

Whole grains help regulate blood sugar, as well as lower blood pressure, cholesterol, and risk of heart disease. It is recommended that half the grains you eat be whole grains. Dry cereals are not just for your morning breakfast. They can also be added to casseroles or crushed and used in recipes in place of bread crumbs. Add vegetables, cheese, oil and garlic, or a sauce of your choice to cooked whole grain pasta for an easy meal.

DAIRY

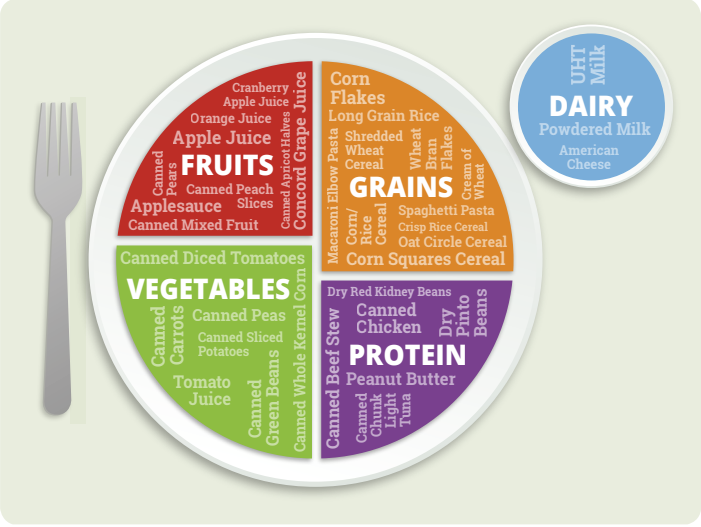
The calcium found in dairy products can help increase bone density, especially for those with osteoporosis. Ultra-high temperature (UHT), 1-percent milk does not need to be refrigerated until you open the container. UHT milk can be used anywhere fresh milk is called for, such as soups, sauces, casseroles, and desserts. Eating cheese is a great way to add protein, vitamin B, and calcium to your diet.

HEALTHY OILS

While not one of the five food groups, healthy oils provide your body with essential nutrients. Oils like olive, canola, safflower, and sunflower provide essential fatty acids and fat-soluble vitamins. However, all oils are not created the same. It is important to avoid hydrogenated or partially hydrogenated oils, otherwise known as trans-fats, as they can increase your risk of heart disease, diabetes, and obesity.

FLUIDS

Did you know as you age, you lose your sense of thirst? While low-fat or fat-free milk and 100-percent juice can help you stay hydrated, it is also important to drink water. Beverages that have added sugar or salt should be avoided.



[1] The NPD Group's Food Impact Profile, Analyzing the Healthfulness of Canned Food Users' Diets, Can Manufacturers Institute, January 2014.
[2] Miller S and Knudson B. "Nutrition & Costs Comparisons of Select Canned, Frozen and Fresh Fruits and Vegetables." Michigan State University. March 2012.
[3] Shadix, K. Reducing Sodium in Canned Beans—Easier Than 1-2-3. Today's Dietitian, Vol. 12, No. 1, p. 62. Report on findings from Joshua Jones and John Mount, University of Tennessee.

Fall Favorite Fruits and Veggies

Although summer has come to an end, our farmers are still providing us with fresh produce. From squash and carrots to apples and pears, autumn harvest brings a variety of healthful and delicious produce. See below to find some fall produce suggestions and how they nourish your body:

FRUITS

Apples - Apples are packed with antioxidants like quercetin, which may help prevent chronic illness, inhibit cancer onset, and slow aging. They are high in soluble dietary fiber like pectin which may strengthen your immune system.

Pears - Pears are high in soluble fiber, which helps lower "bad" (LDL) cholesterol. They are an excellent source of dietary fiber and a good source of vitamin C.

ROOT VEGETABLES

Beets - Both the roots and the leaves of beets are edible. Beets are an excellent source of vitamins K, C, B2, as well as folate and manganese. Beets also contain betaine which has been shown to help prevent heart and liver disease, and nitrate, which may increase blood flow to the brain and potentially reduce risk of dementia.

Rutabagas - Rutabagas are an excellent source of potassium which helps promote bone strength, aids in energy production and supports heart health and a healthy metabolism. Rutabagas also contain vitamin C and are high in fiber. Rutabagas contain phytochemicals that remove carcinogens from the body and help the liver process toxins.

Turnips - Both the roots and the leaves of turnips are edible. Turnips are a good source of calcium, potassium, and folate, as well as vitamins C and A. Turnips also contain phytochemicals that may protect against cancer.

Carrots - Carrots are an excellent source of fiber, vitamins A, C, and D.

Parsnips - Parsnips are rich in vitamins C and K, as well as potassium, magnesium, folate, and are a good source of fiber.

BRASSICAS

Cabbage - Cabbage is a good source of dietary fiber packed with vitamins A, C, K, and folate. Cabbage is high in cancer-fighting glucosinolates, quercetin, an antioxidant that is a natural antihistamine, and is rich in phytochemicals, which help boost the immune system and help lower the risk of heart disease and certain types of cancer.

Brussels Sprouts - Brussels sprouts are a good source of dietary fiber, vitamins A, B and C, as well as niacin, folate, iron and calcium. Brussels sprouts are also high in protein.

Cauliflower - Cauliflower is a rich source of vitamin C, as well as a good source of potassium and folate.

Broccoli - Broccoli is an excellent source of vitamins C and A, as well as calcium.

LEAFY GREENS

Kale - Kale contains vitamins A, C and K, calcium, potassium, iron, and is a good source of fiber.

Swiss Chard - Swiss chard is rich in protein, fiber, and minerals including potassium, magnesium, iron, and vitamins A, K, and C.

GOURD FAMILY

Winter Squash - The many varieties of winter squash include acorn, hubbard, spaghetti squash, butternut, and delicata squash. They are high in fiber and are an excellent source of vitamins A, C, B6, as well as potassium, magnesium, thiamin, and iron.

Pumpkins - Pumpkins are a good source of vitamins C and A. They contain alpha- and beta-carotene, which promote healthy vision and cell growth. Pumpkin seeds are a good source of alpha-linolenic acid, an omega-3 fatty acid that may help those with heart disease, high blood pressure, or high cholesterol.

Recipe of the Season

Roasted Butternut Squash with Pears

Number of Servings: 5

Ingredients:

- 1 tsp. kosher salt
- 2 tsp. finely chopped rosemary
- 1/4 tsp. ground black pepper
- 1 medium butternut squash (about 3 cups)
- 3 tbsp. unsalted butter
- 1 cup, chopped onions
- 1 can pears in extra light syrup, drained

Nutritional Info

Servings Per Recipe: 5
Amount Per Serving
Calories: 153.7
Total Fat: 7.0 g
Cholesterol: 18.7 mg
Sodium: 474.2 mg
Total Carbs: 23.0 g
Dietary Fiber: 3.8g
Protein: 1.1 g

Directions:

1. Preheat oven to 475 degrees Fahrenheit.
2. Mix salt, rosemary, and black pepper in a small bowl and set aside.
3. Cut the top and bottom of squash, then peel the skin with a vegetable peeler. Cut the squash in half lengthwise and scrape out the seeds. Cut the squash into 3/4-inch cubes and place in a large bowl.
4. Melt 1 tbsp. of butter and pour onto the squash. Add half of the salt mixture and toss to combine.
5. Spread the squash evenly onto a baking sheet. Roast for 25 minutes or until golden brown on the bottom. Using a spatula, stir and continue roasting for 10 minutes or until tender.
6. While squash is cooking, slice canned pears into chunks and set aside.
7. Melt the remaining 2 tbsp. of butter in a large frying pan over medium heat. Add the onion and cook, stirring occasionally, for about 10 minutes, or until softened. Add the pears and remaining half of the salt mixture and cook, stirring occasionally, for about 5 minutes. Remove the pan from the heat.
8. When the squash is cooked, add it to the pan with the onions and pears, toss to combine, and serve.

Washington State Department of Agriculture

Food Assistance
Phone: (360) 725-5640
Email: foodassistance@agr.wa.gov

On the internet at:
agr.wa.gov/services/food-access

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Appendix O. WIC Presentations

O-1. WIC Client Presentation

O-2. WIOC Staff Presentation

Photo Credit: Stephanie Haynes

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Photo Credit: Tina Eifert

Escape ~ Experience ~ Explore

Getting More at Your Farmers Market

- We just covered how to use your WIC farmers markets checks.
- Now I want to share with you 3 other ways SNAP/EBT shoppers can stretch their food dollars at the market

You are all here today because you value feeding your family fresh fruits and vegetables.

Image source: https://thecoolmom.co/

- You are all here today because you value feeding yourself and your families fresh fruits and vegetables.
- Who would like to know about more ways to get fresh fruits and vegetables for your family? Raise your hand if you are interested in stretching your food dollar even further.
- I want to tell you about 3 ways to do that:
  - Using your SNAP/EBT card at the market
  - Getting $5 in fresh produce with FreshMatch
  - And getting $10 for a fruit and vegetable shopping challenge as part of the Market Fresh Tours.

5 local farmers markets accept
WIC Farmers Market Checks, SNAP/EBT ***AND*** provide FreshMatch

Camas Farmers Market
Photo Credit: Tina Eifert

Camas Farmers Market
June 5th – October 2nd, 2019
Wednesdays 3pm-7pm

Downtown Camas
4th Ave, between
Everett and Franklin

East Vancouver Farmers Market
July 11th - September 12th, 2019
Thursdays 10 am-2pm

177th & SE Mill Plain Blvd
Vancouver, WA 98683

Vancouver Farmers Market
March 16th – October 27th, 2019
Saturdays 9am - 3pm Sundays 10 am – 3 pm

8th & Esther Street
Vancouver, WA 98683

Salmon Creek Farmers Market
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Tuesdays am – pm

Legacy Salmon Creek Hospital
Main Entrance
2211 NE 139th Ave
Vancouver, WA 98686

Esther Short Farmers Market
July 10th- September 11th, 2019
Wednesdays 10am-2pm

6th & Columbia
Vancouver, WA 98660

- You can visit 5 different farmers markets in Clark County to use your WIC checks, SNAP/EBT and $5 in FreshMatch free fruits and vegetables.
- The back of your postcard (hold up postcard) has the dates and locations of the markets.

You can use your SNAP/EBT card at these markets AND get $5 in free fresh fruits and vegetables.

- Read this slide.

Vancouver Farmers Market Photo Credit: Anna Weyrauch

Visit the Information Booth to use SNAP/EBT, debit, or credit cards to purchase tokens to use at the market.

SWIPE

SPEND

- Find the information booth at the market.
- Then use your SNAP/EBT card to get tokens. These tokens can be used like cash at the market booths.

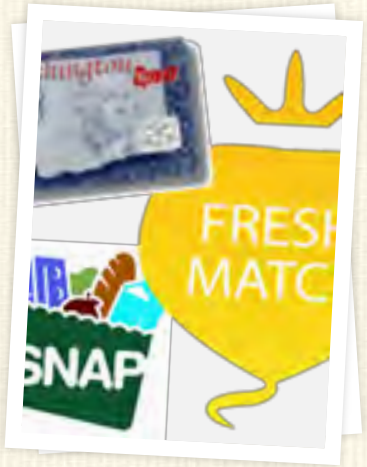
Look for the EBT signs at the market.

- Across the state farmers markets are using these signs to let people know if they accept EBT.

SNAP tokens can be used to buy foods for the household to eat.

YES	NO
• Loaves of bread and cereals • Fruits and vegetables • Meats, fish and poultry • Dairy products • Seeds and plants which produce food	• Any non-food item • Beer, wine, liquor, cigarettes or tobacco • Vitamins and medicines • Any ready-to-eat food intended to be consumed on site, even if cold • Cut flowers • Plants that do not grow food

- SNAP tokens can be used to purchase food items intended to be consumed at home. (Read items on slide for Yes and No)
- NOTE TO PRESENTOR IF TOPIC COMES UP:
- Excluded foods for SNAP "For cold prepared foods: includes any food that is made or prepared by the retailer on the premises of the firm, is sold cold, and requires no additional preparation. The foods...include: Fresh salads or salad bars, sandwiches, fruit cups, meat and/or cheese platters, pickled eggs or sausages sold without sealed packaging, and soft-serve or scooped ice cream served in cups, bowls, or cones (distinct from sealed container of ice cream)."
- So essentially, any ready-to-eat item, hot or cold, is not technically not eligible for purchase with SNAP dollars. These regulations are from 2017, so this could be a recent change in regulations.



FreshMatch provide free fruits and vegetables to SNAP/EBT shoppers at the farmers market.

Buy $5 tokens with your EBT and get **$5** in tokens to buy fresh fruits and vegetables

- Presenter: Read slide.

- SNAP users don’t have to ask for the tokens when they use their SNAP EBT card; they are provided automatically when they get $5 or more in SNAP tokens.
- SNAP customers can get $5/week/per market. They do not expire, so they can be saved up for use later.

- EBT Cash benefits are not accepted at farmers markets at this time.

FreshMatch tokens can be used for any whole fresh fruit or vegetable.

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Anything that you buy with your WIC Farmers Market check can be purchased with FreshMatch tokens.

- Read slide

SNAP shoppers really appreciate the $5 FreshMatch.

"I didn't shop here before Fresh Match."

" The (extra) $5 is a great. I can treat my kids to something like cherries."

"It means I get more fruits and veggies for my children, and they're fresher."

"I'm spending more of my food stamps at the market because I'm able to stretch them.
Yes, some of the produce is more expensive at farmers' markets than it is at the stores, so I might not get them at the Farmers' Market otherwise.
Now I don't miss it."

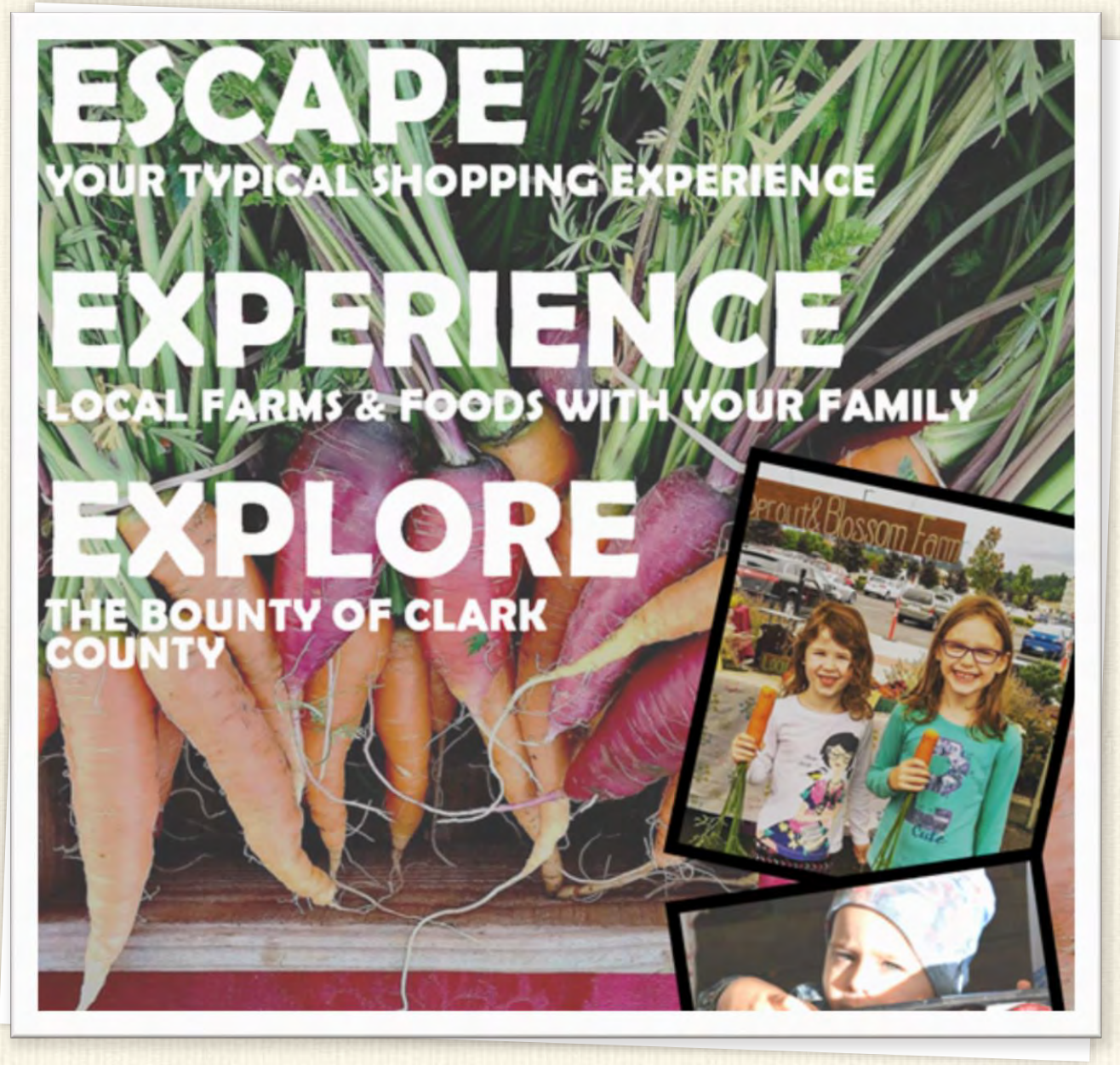
"It makes it easier to come down-especially if I only have $5 left on my card, I can still get $10 worth of produce."

- Take the time to read the quotes; these are motivational for people to go to the markets, use SNAP/EBT and get FreshMatch

Some of the markets have Produce Pals programs for children.

Children ages 3-11 participate in an engaging learning activity, then receive a $2 token to purchase fresh fruits and vegetables.

For these programs, children do not have to be from SNAP families.



Shopping at the farmers market is an experience, rather than a chore.

It's a chance to get out and browse goods. I like that I don't have to be in a grocery store. I can get some fresh air.

~SNAP Farmers Market Shopper

"Means local, means community, nice location-vendors come together in one central area and a relaxing way to stock up on groceries. "

~SNAP Farmers Market Shopper

- Finally, I want to let you know about the Market Fresh Tours being lead by WSU Extension Clark County.
- These tours are meant to be an experience as an escape from your local grocery store shopping trip.

Market Fresh Tours will be held at 2 farmers markets this summer.

Vancouver Farmer's Market

- Saturdays from 9-10 or 10-11
  - July 6 & 13
  - August 3 & 10
  - September 7 & 14

Camas Farmer's Market

- Wednesdays from 3:30-4:30
  - July 10 & 24
  - August 14 & 21

BROWN PAPER TICKETS

Reserve your tickets at

https://extension.wsu.edu/clark/healthwellness/market-fresh-tours/

USE CODE: FreshMatch

Tenemos el recorrido en español. Por más información, contactas Luisa:
luisaturner99@gmail.com o 360-772-6139 (solo mensajes de texto)

- Tours are designed specifically for SNAP/EBT users; non SNAP/EBT users can be put on a waiting list and attend if there is room
- Make sure to use the Special Code: FreshMatch

The Market Fresh Tour Experience Includes:

- Exploring the farmers market
- Using your SNAP/EBT card to purchase eligible food items
- The secret to getting $5 in market tokens FREE
- Selecting, storing, and serving seasonal fruits & vegetables
- Meeting local farmers, venders, &other SNAP/EBT families

Tour participants get a FREE $10 fresh fruit & vegetable shopping challenge!

=

- The tour ends with one participant per family getting $10 in free tokens to take part in a fresh fruit and vegetable shopping challenge.

Spanish language tours are also available.

- A limited number of Spanish language tours are also being offered.
- To register for these, please contact Luisa Turner by email.
- If we have more demand, we will add more Spanish language tours

Space is limited to the first 10 SNAP/EBT users per tour.

USE CODE: FreshMatch

Vancouver Market Tickets

Camas Market Tickets

Use special code FreshMatch when registering

*Two tours available on each day, beginning promptly at 9:00am and 10:00am. Please arrive 15 minutes early to sign in.

Registration now open!

Tours are free of charge, but spaces are limited. Sign up for your ticket to adventure above at Brown Paper Tickets.

There is not cost to participate in the tours but since space is limited registration is required.

Tours are designed specifically for SNAP/EBT users; non SNAP/EBT users can be put on a waiting list and attend if there is room

Make sure to use the FreshMatch code when signing up.

What does shopping at the farmers market mean to you?

- Fresh, local, healthy Foods
- Supporting Local Farmers
- Family Fun
- Connecting with community

What does shopping at the farmers market mean to you? (have participants raise hands for each)

- Raise your hand if it means fresh, local healthy foods.
- Raise your hand if it means supporting local farmers.
- Raise your hand if it means family fun.
- Raise your hand if it means connecting with the community.

Which farmers market will you shop at?

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Wednesdays 3pm-7pm

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Camas Farmers Market
Photo Credit: Tina Eifert

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What market will you shop at?

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YES	NO
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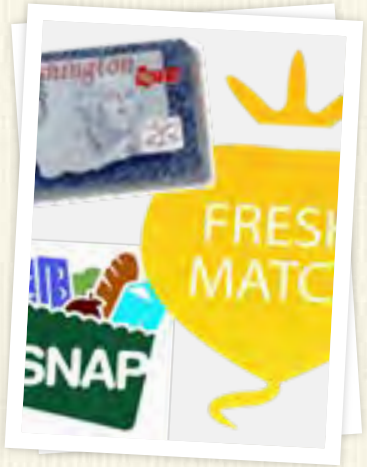
- SNAP tokens can be used to purchase food items intended to be consumed at home. (Read items on slide for Yes and No)
- NOTE TO PRESENTOR IF TOPIC COMES UP:
- Excluded foods for SNAP "For cold prepared foods: includes any food that is made or prepared by the retailer on the premises of the firm, is sold cold, and requires no additional preparation. The foods...include: Fresh salads or salad bars, sandwiches, fruit cups, meat and/or cheese platters, pickled eggs or sausages sold without sealed packaging, and soft-serve or scooped ice cream served in cups, bowls, or cones (distinct from sealed container of ice cream)."
- So essentially, any ready-to-eat item, hot or cold, is not technically not eligible for purchase with SNAP dollars. These regulations are from 2017, so this could be a recent change in regulations.



FreshMatch provide free fruits and vegetables to SNAP/EBT shoppers at the farmers market.

Buy $5 tokens with your EBT and get **$5** in tokens to buy fresh fruits and vegetables

- Presenter: Read slide.

- SNAP users don’t have to ask for the tokens when they use their SNAP EBT card; they are provided automatically when they get $5 or more in SNAP tokens.
- SNAP customers can get $5/week/per market. They do not expire, so they can be saved up for use later.

- EBT Cash benefits are not accepted at farmers markets at this time.

FreshMatch tokens can be used for any whole fresh fruit or vegetable.

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Anything that you buy with your WIC Farmers Market check can be purchased with FreshMatch tokens.

- Read slide

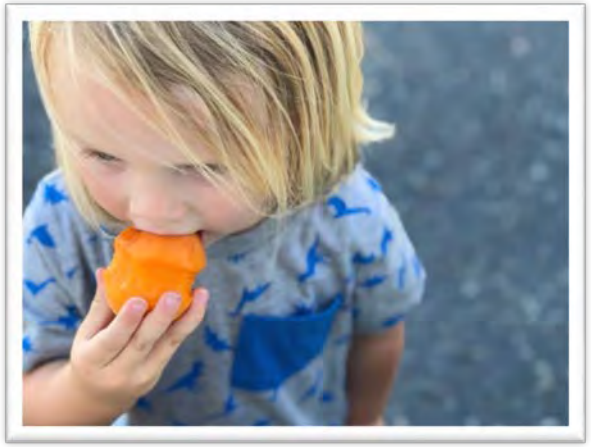
SNAP shoppers really appreciate the $5 FreshMatch.

"I didn't shop here before Fresh Match."

" The (extra) $5 is a great. I can treat my kids to something like cherries."

"It means I get more fruits and veggies for my children, and they're fresher."

"I'm spending more of my food stamps at the market because I'm able to stretch them.
Yes, some of the produce is more expensive at farmers' markets than it is at the stores, so I might not get them at the Farmers' Market otherwise.
Now I don't miss it."



"It makes it easier to come down-especially if I only have $5 left on my card, I can still get $10 worth of produce."

- Take the time to read the quotes; these are motivational for people to go to the markets, use SNAP/EBT and get FreshMatch

Some of the markets have Produce Pals programs for children.

Children ages 3-11 participate in an engaging learning activity, then receive a $2 token to purchase fresh fruits and vegetables.

For these programs, children do not have to be from SNAP families.

Shopping at the farmers market is an experience, rather than a chore.

It's a chance to get out and browse goods. I like that I don't have to be in a grocery store. I can get some fresh air.

~SNAP Farmers Market Shopper

"Means local, means community, nice location-vendors come together in one central area and a relaxing way to stock up on groceries. "

~SNAP Farmers Market Shopper

- Finally, I want to let you know about the Market Fresh Tours being lead by WSU Extension Clark County.
- These tours are meant to be an experience as an escape from your local grocery store shopping trip.

Market Fresh Tours will be held at 2 farmers markets this summer.

Vancouver Farmer's Market

- Saturdays from 9-10 or 10-11
  - July 6 & 13
  - August 3 & 10
  - September 7 & 14

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Reserve your tickets at

https://extension.wsu.edu/clark/healthwellness/market-fresh-tours/

USE CODE: FreshMatch

Tenemos el recorrido en español. Por más información, contactas Luisa:
luisaturner99@gmail.com o 360-772-6139 (solo mensajes de texto)

- Tours are designed specifically for SNAP/EBT users; non SNAP/EBT users can be put on a waiting list and attend if there is room
- Make sure to use the Special Code: FreshMatch

The Market Fresh Tour Experience Includes:

- Exploring the farmers market
- Using your SNAP/EBT card to purchase eligible food items
- The secret to getting $5 in market tokens FREE
- Selecting, storing, and serving seasonal fruits & vegetables
- Meeting local farmers, venders, &other SNAP/EBT families

Tour participants get a FREE $10 fresh fruit & vegetable shopping challenge!

=

- The tour ends with one participant per family getting $10 in free tokens to take part in a fresh fruit and vegetable shopping challenge.

Spanish language tours are also available.

- A limited number of Spanish language tours are also being offered.
- To register for these, please contact Luisa Turner by email.
- If we have more demand, we will add more Spanish language tours

Space is limited to the first 10 SNAP/EBT users per tour.

USE CODE: FreshMatch

Vancouver Market Tickets

Camas Market Tickets

Use special code FreshMatch when registering

*Two tours available on each day, beginning promptly at 9:00am and 10:00am. Please arrive 15 minutes early to sign in.

Registration now open!

Tours are free of charge, but spaces are limited. Sign up for your ticket to adventure above at Brown Paper Tickets.

There is not cost to participate in the tours but since space is limited registration is required.

Tours are designed specifically for SNAP/EBT users; non SNAP/EBT users can be put on a waiting list and attend if there is room

Make sure to use the FreshMatch code when signing up.

What does shopping at the farmers market mean to you?

- Fresh, local, healthy Foods
- Supporting Local Farmers
- Family Fun
- Connecting with community

What does shopping at the farmers market mean to you? (have participants raise hands for each)

- Raise your hand if it means fresh, local healthy foods.
- Raise your hand if it means supporting local farmers.
- Raise your hand if it means family fun.
- Raise your hand if it means connecting with the community.

Which farmers market will you shop at?

Camas Farmers Market
June 5th – October 2nd, 2019
Wednesdays 3pm-7pm

Downtown Camas
4th Ave, between
Everett and Franklin

Camas Farmers Market
Photo Credit: Tina Eifert

Salmon Creek Farmers Market
June 11th – October 1st, 2019
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Legacy Salmon Creek Hospital
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6th & Columbia
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What market will you shop at?

- Have participants raise hand for each market.

Vancouver Farmer's Market Photo Credit: Stephanie Haynes

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Helping Your Clients Discover the Benefits of Farmers Markets

Escape ~ Experience ~ Explore

Today we will cover:

- What SNAP recipients say are the benefits and barriers of shopping at the Farmers Markets
- How SNAP/EBT benefits can be used at the Farmers Markets
- What foods can be purchased with SNAP/EBT tokens at the Farmers Markets
- What FreshMatch is and what foods can be purchased
- How to promote the Market Fresh tours, who is eligible, how to sign up, what the tour covers

Discussion Activity: Think-Pair-Share

1. THINK: Write down what you think are the benefits and barriers for SNAP recipients regarding shopping at the farmers market (5 minutes)
2. PAIR: Find a partner and discuss what you wrote down. (5 minutes)
3. SHARE: We will hear back from a few people

SNAP shoppers value having access to healthy foods.

When using EBT benefits… each vendor cooperates to make it work. They are happy to process your paperwork, they are treating you with respect and taking your business seriously."

~SNAP Shopper

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"Being able to get FreshMatch, I was able to eat and stock up on healthy foods for the summer and winter."

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Salmon Creek Farmers Market Shopper

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SNAP recipients who shopped at farmers markets **ate fruit + vegetables significantly more times per day** than those who didn't shop at markets.

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Inconvenience was top market shopping barrier

When asked to name their **#1 barrier to shopping at farmers markets**:

44%
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22%
of SNAP shoppers said markets are **not affordable**

only 7%
of SNAP shoppers said **insufficient information** about markets

only 7%
of SNAP shoppers said **discomfort** at markets

Transportation not a significant barrier

only 7%
of SNAP shoppers said **transportation** was their #1 reason for NOT shopping at markets.

This was among the **LEAST** reported barriers.

CONVERSELY
Individuals who *ran* and *implemented* food access market activities believed transportation was a top barrier to market access. They felt transportation was a barrier to physical market access & a challenge to increasing use of their market programs for SNAP shoppers.

What surprises you about these results?

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Escape ~ Experience ~ Explore

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A family experience

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Escape Experience Explore

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   Write down 1 idea per sticky note and then post on the notepad (5 minutes)

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Vancouver Farmers Market Photo Credit: Anna Weyrauch

Shoppers visit the Information Booth to use SNAP/EBT, debit, or credit cards to purchase tokens to use at the market.

SWIPE

SPEND

Look for the EBT signs at the market.

SNAP tokens can be used to buy foods for the household to eat.

YES	NO
• Loaves of bread and cereals • Fruits and vegetables • Meats, fish and poultry • Dairy products • Seeds and plants which produce food	• Any non-food item • Beer, wine, liquor, cigarettes or tobacco • Vitamins and medicines • Any ready-to-eat food intended to be consumed on site, even if cold

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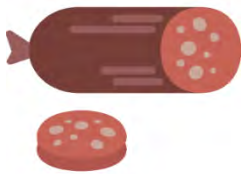

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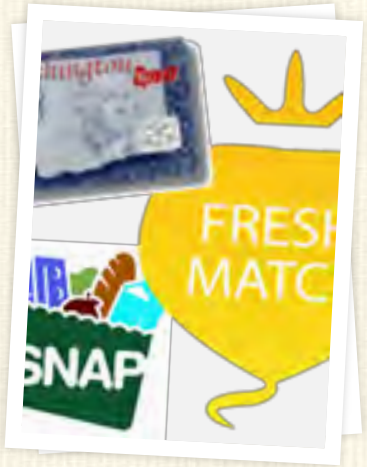

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Vancouver Farmer's Market Photo Credit: Stephanie Haynes

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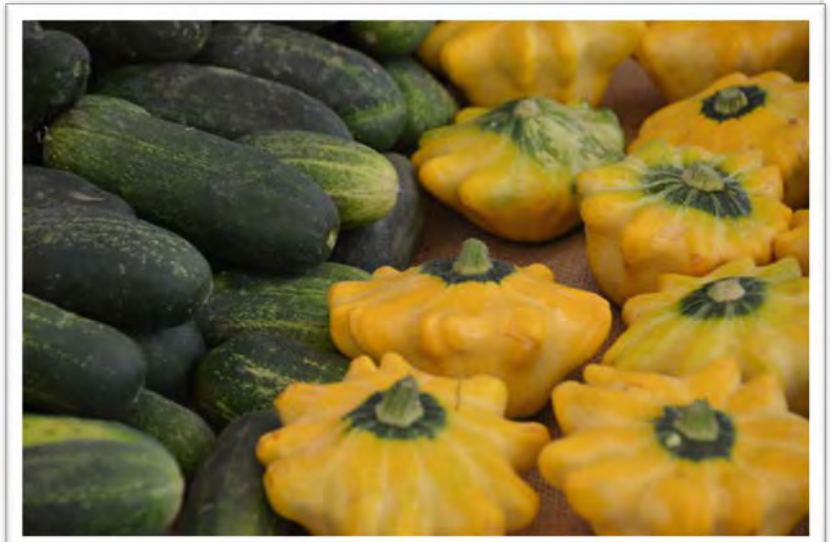

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Escape Experience Explore

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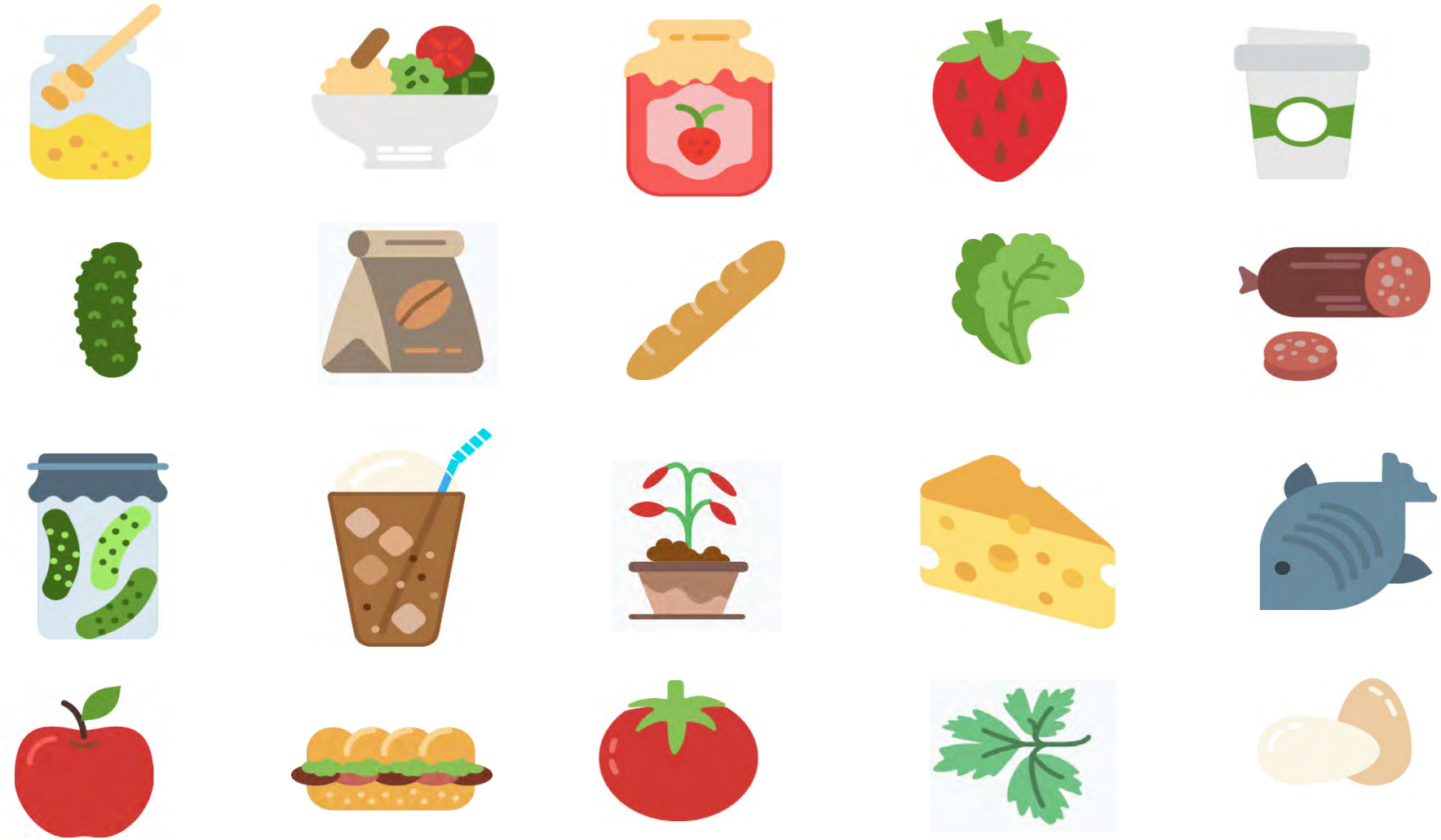

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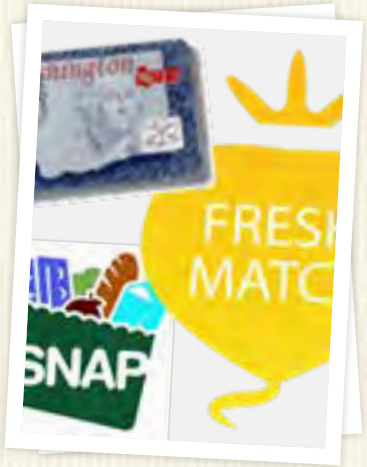

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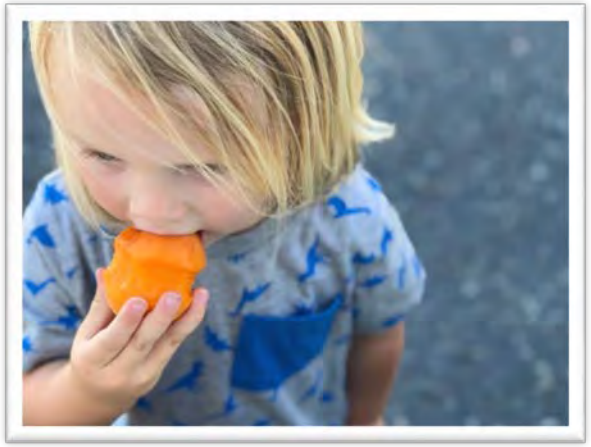

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How will you share this information with your WIC clients?

What else do you need to promote the programs with your clients?

Appendix P. Clark County Tour Booklet

The FreshMatch incentive program is administered locally by WSU Extension Clark County in partnership with these participating farmers markets:

SNAP-Ed
Washington State University Extension

USDA United States Department of Agriculture
National Institute of Food and Agriculture

Extension programs and employment are available to all without discrimination. Evidence of noncompliance may be reported through your local Extension office.

Anyone attending this program that requires auxiliary aids or services should contact Zena Edwards at 1919 NE 78th Street 564-397-5733 or zena_edwards@wsu.edu at least two weeks prior to the event.

This material is based upon work that is supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, under award number 2015-70018-23357 and the USDA's Supplemental Nutrition Assistance Program (SNAP). The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact http://foodhelp.wa.gov or the Basic Food Program at 877-501-2233.

Market Fresh Tours

Exclusive for SNAP/EBT users

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Market Fresh Tours

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Camas Farmers Market
Photo credit: Tina Eifert

It makes it easier to come down- especially if I only have $5 left on my card, I can still get $10 worth of produce

~SNAP Farmers Market Shopper
talking about FreshMatch

Things to Bring to the Market

- ☐ Shopping List
- ☐ Basket or Bag
- ☐ Wagon or Stroller
- ☐ Outdoor clothing
- ☐ Sunscreen
- ☐ Umbrella
- ☐ Water bottle
- ☐ Map of market or smartphone
- ☐ _____
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Camas Farmers Market
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What were you able to get for $10 at the Farmers Market?

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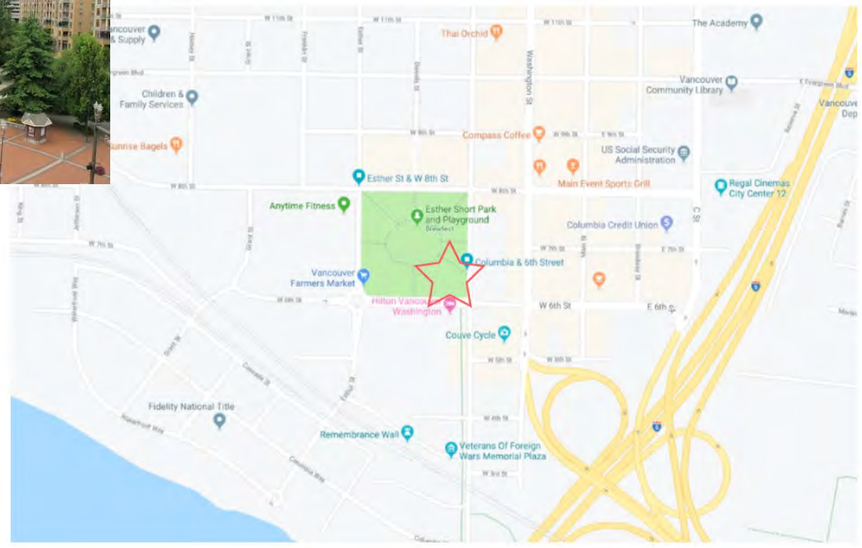
23

Esther Short Farmers Market

6th Street and Columbia Street



5 Tips From Farmers Market Shoppers

1. Come early for easier parking, fewer crowds, and best selection.

2. Shop just before closing time to get good deals.

3. Walk through the market to see what is available before buying anything.

4. Ask about “shop and drop” or borrowing a wagon/cart at the information booth.

5. Don’t be afraid to ask farmers and vendors questions.

Vancouver Farmers Market
Photo credit: Stephanie Haynes

Camas Farmers Market
Photo credit: Julia Chervinka

Salmon Creek Farmers Market
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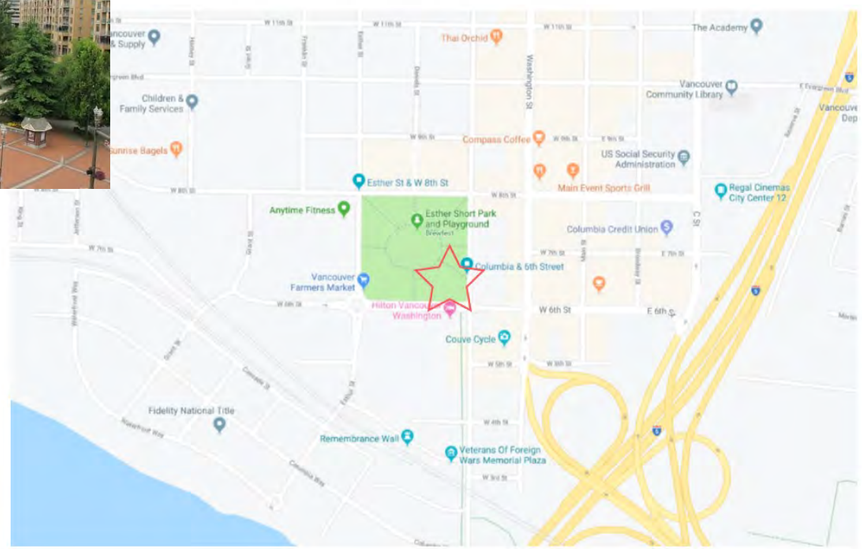

21

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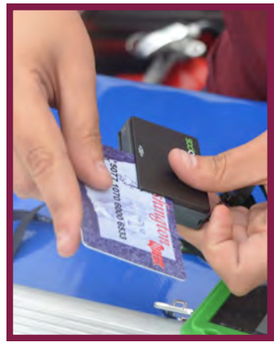
2



1. GO

FIND THE SNAP/EBT SIGN AT THE MARKET INFORMATION TENT

2. SWIPE

USE YOUR SNAP/EBT CARD TO BUY $5 IN TOKENS

3. RECEIVE

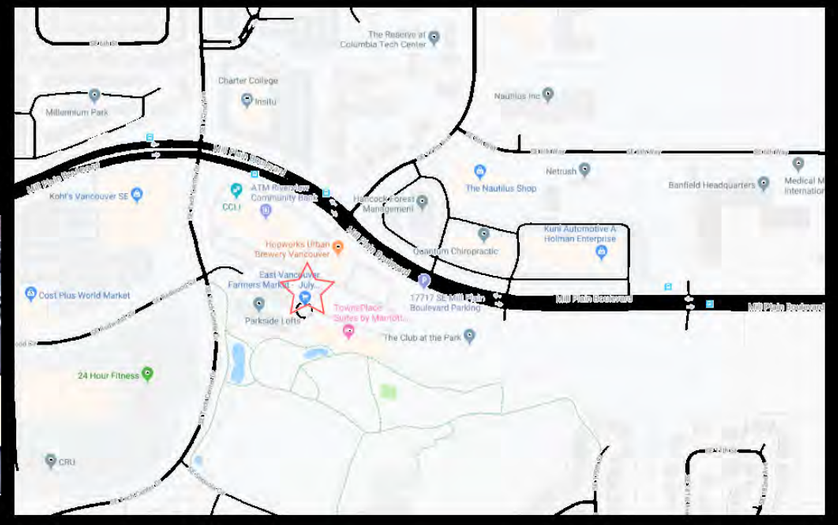
GET $5 FREE TOKENS

4. SHOP

SHOP FOR FRESH FRUITS & VEGETABLES

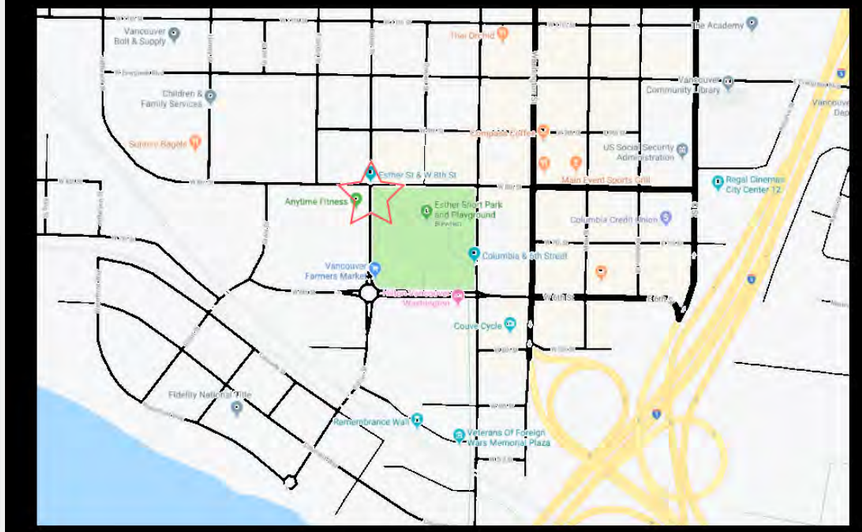
East Vancouver Farmers Market

177th Avenue and Mill Plain Boulevard



Vancouver Farmers Market

8th Street and Esther Street



19

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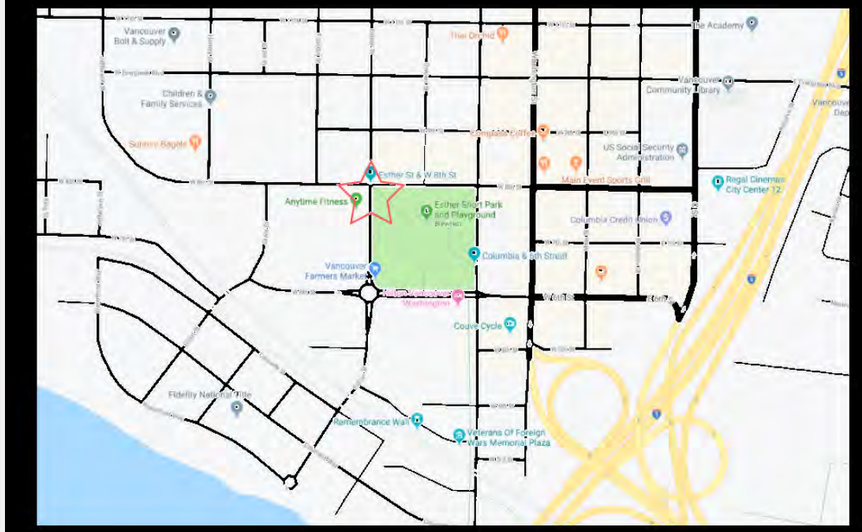
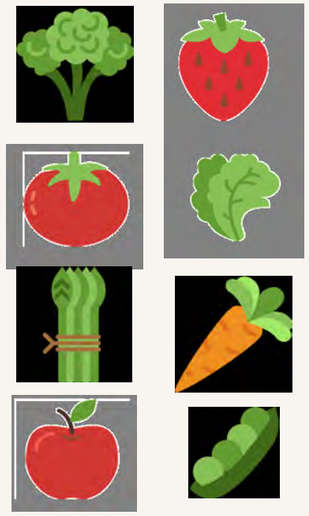


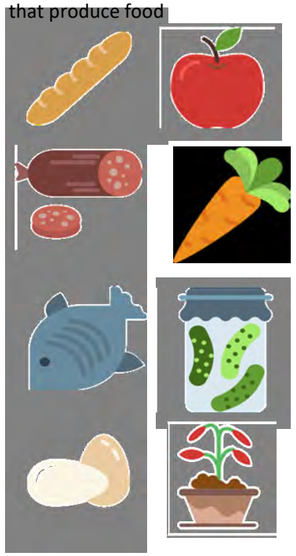
Fresh Match or EBT/SNAP

Fruits, vegetables, fresh herbs



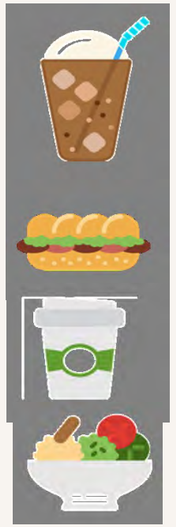
EBT/SNAP

Fruits, Vegetables, bread, meat, fish, preserves, eggs, and plants that produce food



Cash/Credit Debit

Prepared and ready to eat foods, and any non-food item



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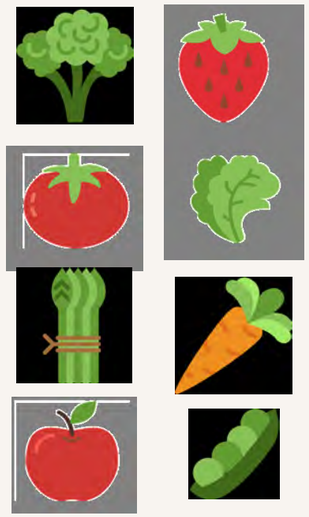

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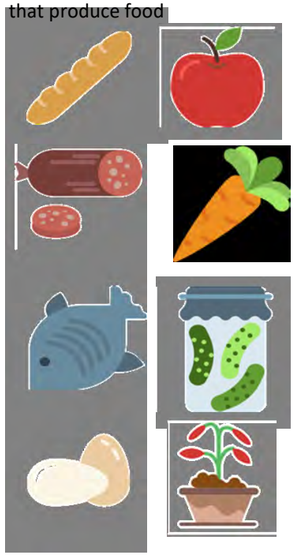

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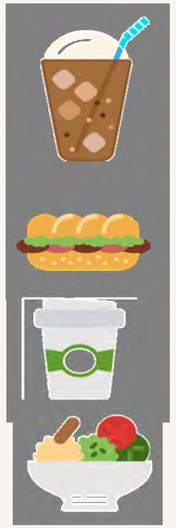

What is important to you?

- ☐ Buying local
- ☐ Meeting farmers
- ☐ Trying something new, unusual, rare
- ☐ Getting a good deal
- ☐ Eating with the season
- ☐ Family fun
- ☐ Community connections
- ☐ _____
- ☐ _____
- ☐ _____
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It's a chance to get out and browse goods. I like that I don't have to be in a grocery store. I can get some fresh air.

~SNAP EBT Farmers Market Shopper

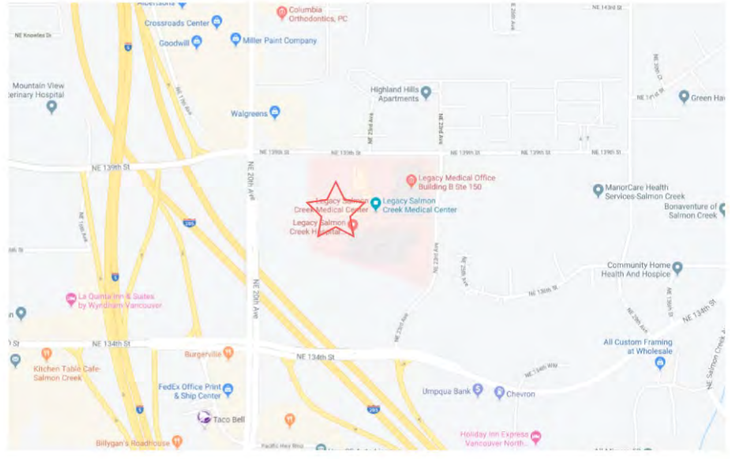
Vancouver Farmers Market

Photo credit: Stephanie Haynes

Salmon Creek Farmers Market

Legacy Hospital Lobby

139th Street



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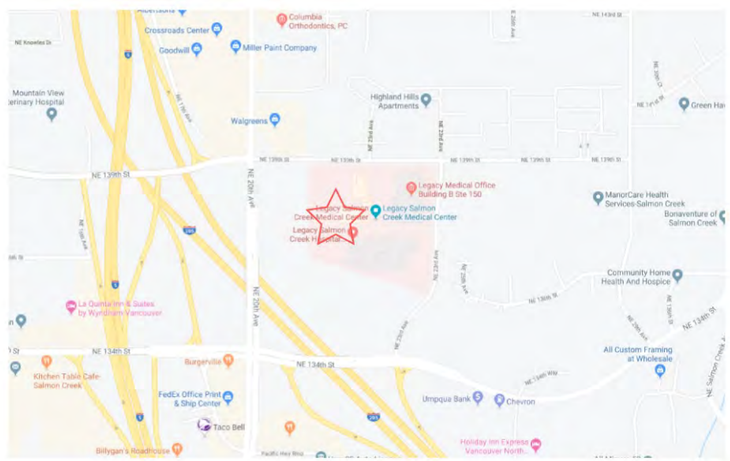
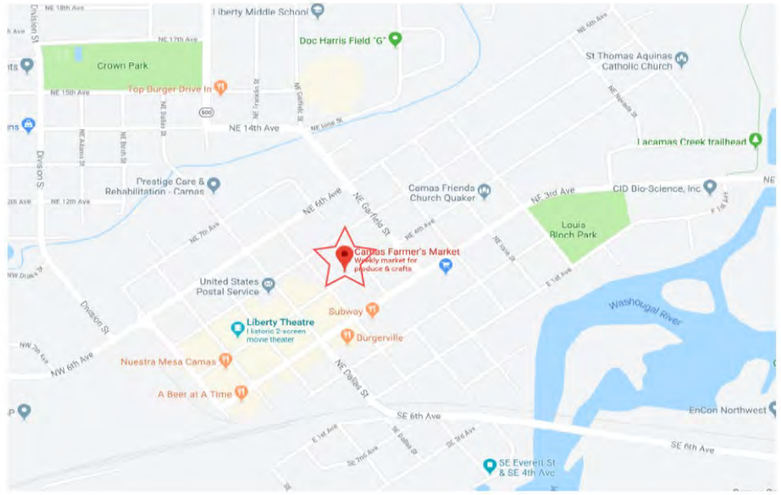


18

Camas Farmers Market

4th Avenue and Everette Street



What does it all mean?

More detail about USDA Organic can be found at:

https://www.ams.usda.gov/sites/default/files/media/Organic%20Practices%20Factsheet.pdf

CERTIFIED ORGANIC:

All products sold as “organic” must meet the USDA National Organic Program standards.

Certification is mandatory for farmers selling more than $5,000 of organic products per year. They are inspected each year to show that they are using natural materials and processes. These promote good soil and water quality without the use of synthetic fertilizers or pesticides.

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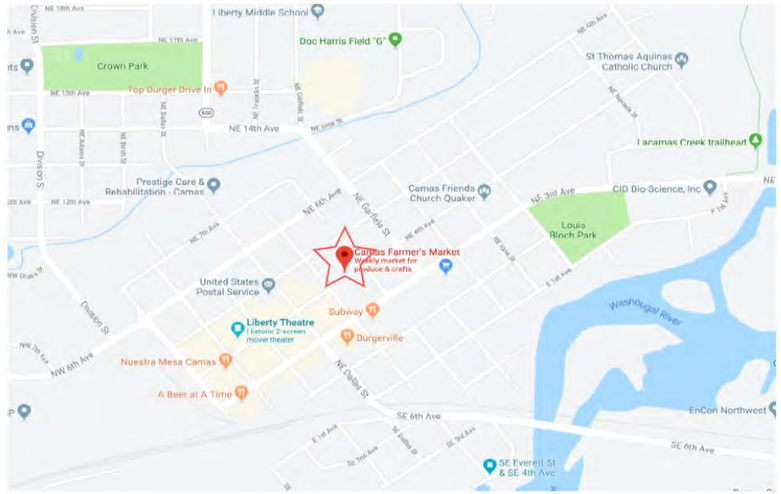

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What does it all mean?

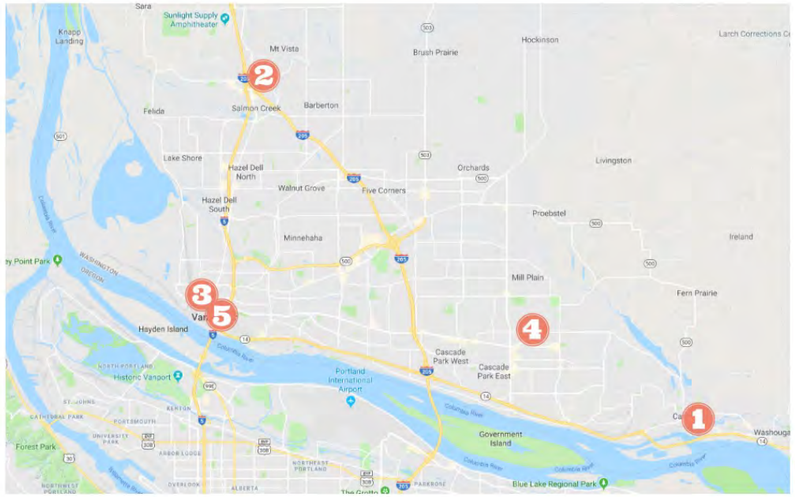
ALL ORGANIC PRACTICES:
Some farms either are not big enough, haven't been practicing long enough, or do not produce enough to be certified organic, but they follow organic practices. There are no regulations on what this means, so ask questions!

NO SPRAY/PESTICIDE-FREE:
"No spray" or "pesticide-free" means that no pesticides, herbicides, or fungicides have been applied to the crop at any point in its production.

MINIMAL SPRAY:
Aims to reduce the use of chemical pesticides through careful monitoring for actual threats. Pesticides are used in a way that they pose the least possible hazard, and are used as a 'last resort.'

Markets around Town

1. Camas Farmers Market
2. Salmon Creek Farmers Market
3. Vancouver Farmers Market
4. East Vancouver Farmers market
5. Esther Short Farmers Market



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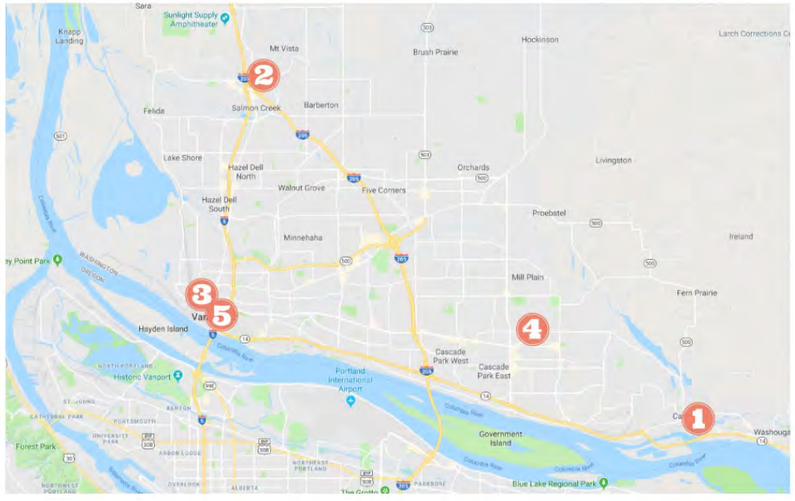

16

Which farmers markets will you visit?

Camas Farmers Market
Photo Credit: Tina Eifert

Camas Farmers Market
June 5th – October 2nd, 2019
Wednesdays 3pm-7pm

Downtown Camas
4th Ave, between
Everett and Franklin

East Vancouver Farmers Market
July 11th - September 12th, 2019
Thursdays 10 am-2pm

177th & SE Mill Plain Blvd
Vancouver, WA 98683

Vancouver Farmers Market
March 16th – October 27th, 2019
Saturdays 9am - 3pm Sundays 10 am – 3 pm

8th & Esther Street
Vancouver, WA 98683

Salmon Creek Farmers Market
June 11th – October 1st, 2019
Tuesdays am – pm

Legacy Salmon Creek Hospital
Main Entrance
2211 NE 139th Ave
Vancouver, WA 98686

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What does it all mean?

NATURALLY-GROWN, ALL NATURAL:
USDA guidelines state that all “natural” products can only undergo minimal processing and cannot contain artificial colors, artificial flavors, preservatives, or other artificial ingredients.

NO-TILL:
A method of reducing soil erosion by planting crops without tilling the soil.

CONVENTIONAL:
Refers to standard agricultural practices that are wide-spread in the industry.

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What does it all mean?

NON-GMO or GMO FREE:

Genetically modified organisms (GMOs) have had DNA manipulated in a laboratory using genetic engineering. Certified organic products must be GMO-free. The non-GMO claim is unregulated.
The Non-GMO Project provides a 3rd-party certification.

LOCALLY-GROWN:

Food and other agricultural products that are produced, processed, and sold within a certain region, such as the Pacific Northwest.
There is no official definition or regulation of the “locally grown.

Market Fresh Scramble

You will need:

2 tbsp. olive or vegetable oil

2 cups fresh diced vegetables

1cup chopped leafy greens

8 large fresh eggs

1/4 cup chopped fresh herbs

Salt and pepper to taste.

Cooking time:
About 15minutes

Makes 4 servings

1. Heat up skillet or frying pan over a medium heat for 1 minute. Add 1 tbsp. of oil. Let sit for 30 seconds.
2. Add fresh diced vegetables and stir for 3 minutes. Mix in greens. Turn to low heat,. Cover and let sit for 2 minutes, stirring occasionally.
3. Remove vegetables and greens from pan and set aside.
4. In a medium mixing bowl, whisk together eggs for about 1 minute, until frothy. Add pinch of salt and pepper
5. Pour remaining 1tbsp. of oil into skillet or frying pan. Add eggs. Let set for about 1 minute until half cooked. Run spatula under the eggs and turn over.
6. Add vegetables and greens. Add fresh herbs. Stir gently, until are eggs are completely cooked.
7. Serve hot, with remaining herbs sprinkled on top
8. Add a side of fresh fruit from the market!

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Storing fruits & Vegetables

- These items do not need refrigeration. Store in a cool room (50-60^0).
- For better quality, store these on a wire rack or hang in a net bag so air can flow.
- Do not wash until ready to use.

• Garlic	4-5 months
• Onion	5-6 months
• Potatoes	5-6 months

- Keep these items refrigerated (40^0) for a longer life.
- For higher quality, cover with a damp paper towel.
- Do not wash until ready to use.

• Cherries	1-2 weeks
• Fresh Herbs	1 week
• Leafy Greens	1-2 weeks
• Raspberries	1 week
• Strawberries	1 week

Other things you might see...

CERTIFIED NATURALLY GROWN:
Products are certified by an independent nonprofit organization (not USDA) as having been produced in approximate accordance with national organic standards.

BIODYNAMIC:
In addition to organic practices, biodynamic farmers rely on special plant, animal, and mineral preparations and the rhythmic influences of the sun, moon, planets, and stars.

DRY-FARMED:
Produce grown using a tilling technique that seeks to retain moisture in the soil and to minimize or eliminate the use of irrigation.

VINE-RIPENED/TREE-RIPENED:
Fruit that has been allowed to ripen on the vine or tree.

SUSTAINABLE AGRICULTURE:
Farming that is socially just, humane, economically viable, and environmentally sound. The term is unregulated.

TRANSITIONAL:
Farmers must practice organic methods on their farm for three years before the products harvested from that land can be sold or labeled as organic. “Transitional” as an unofficial term means that the farmland is in the transition period towards organic certification.

FORAGED:
Usually referring to mushrooms or other wild-grown crops where the person goes out and finds the items and brings them to the market to be sold.

Adapted from https://evanstonfarmersmarkets.org/a-glossary-of-terms-used-at-farmers-markets/

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Look for Produce Pals

Children ages 3-11 participate in an engaging learning activity, then receive a $2 token to purchase fresh fruits and vegetables.

Vancouver Farmers Market
Sundays
10 am to 3 pm

Esther Short Farmers Market
Wednesdays
10 am to 2 pm

Camas Farmers Market
Wednesdays
3 pm to 7 pm

East Vancouver Farmers Market
Thursdays
10 am to 2 pm

Storing Fruits & Vegetables

- These items can be kept at room temperature to ripen.
- Refrigerate (40^0) for a longer life.
- Do not refrigerate tomatoes until fully ripened.
- Store these fruits away from other produce. They may cause other produce to rot.

Apples	1-2 months
Apricots	1-2 weeks
Peaches	2-3 weeks
Pears	3-4 weeks
Melons	1-2 weeks
Tomatoes	1-2 weeks

- These items are easily damaged by cold.
- Keep these items refrigerated (40^0), but check daily for signs of rot. The fridge door is best.
- Do not wash until ready to use.

Cucumbers	1-2 weeks
Green Beans	1 week
Eggplant	1 week

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Beets	2-3 weeks
Carrots	2-3 weeks
Corn	1 week
Peppers	1-2 weeks
Summer Squash	1-2 weeks

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Camas Farmers Market
Wednesdays
3 pm to 7 pm

East Vancouver Farmers Market
Thursdays
10 am to 2 pm

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Storing Fruits & Vegetables

- These items can be kept at room temperature to ripen.
- Refrigerate (40^0) for a longer life.
- Do not refrigerate tomatoes until fully ripened.
- Store these fruits away from other produce. They may cause other produce to rot.

Apples	1-2 months
Apricots	1-2 weeks
Peaches	2-3 weeks
Pears	3-4 weeks
Melons	1-2 weeks
Tomatoes	1-2 weeks

- These items are easily damaged by cold.
- Keep these items refrigerated (40^0), but check daily for signs of rot. The fridge door is best.
- Do not wash until ready to use.

Cucumbers	1-2 weeks
Green Beans	1 week
Eggplant	1 week

- These items can be kept at room temperature to ripen.
- Refrigerate (40^0 for a longer life.
- Do not refrigerate tomatoes until fully ripened.
- Store these fruits away from other produce. They may cause other produce to rot.

Beets	2-3 weeks
Carrots	2-3 weeks
Corn	1 week
Peppers	1-2 weeks
Summer Squash	1-2 weeks

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Appendix Q. Hunger Free Pierce County Collaborative (HFPCC) Food Bank Client Survey

Hunger Free Pierce County Collaborative (HFPCC) Food Bank Client Survey
Food Demonstration Satisfaction Survey

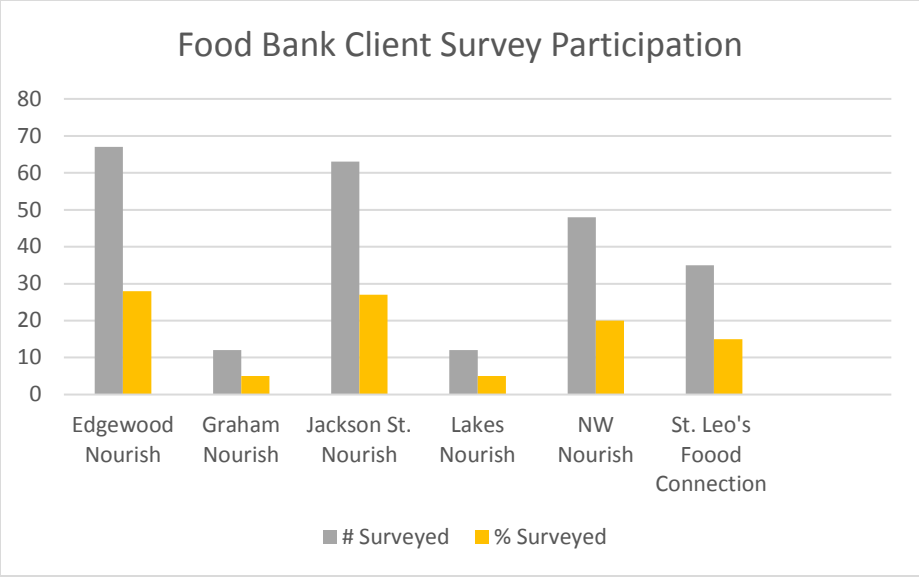
n=237

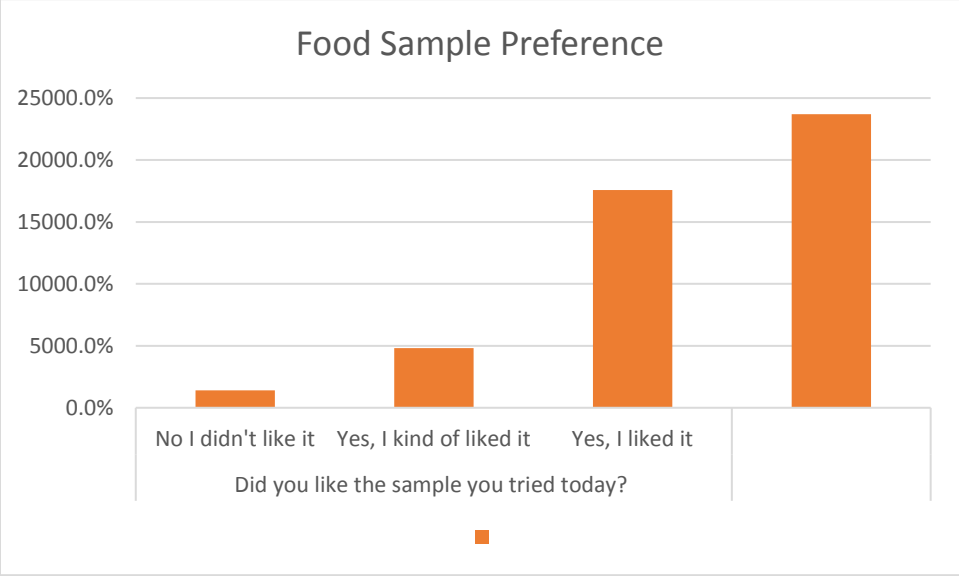
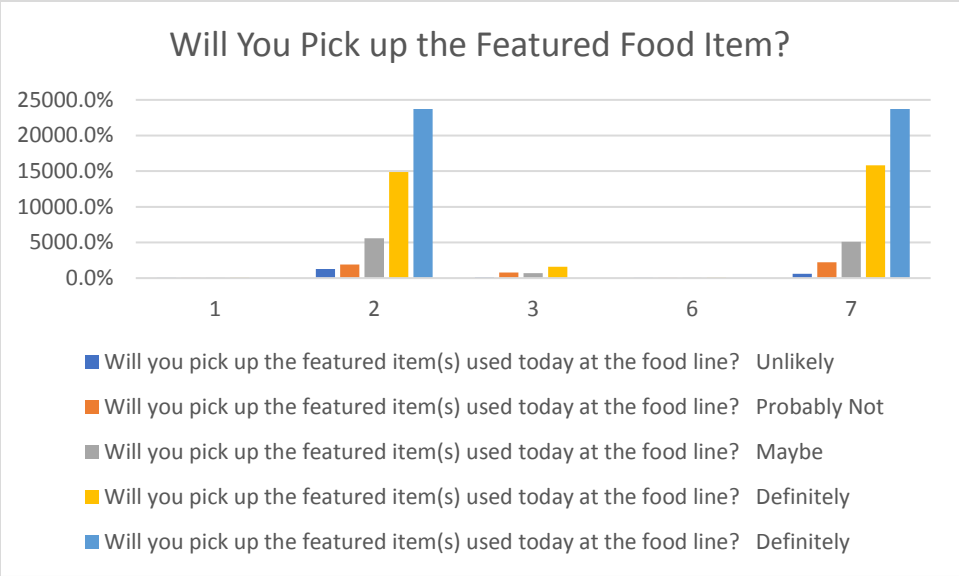
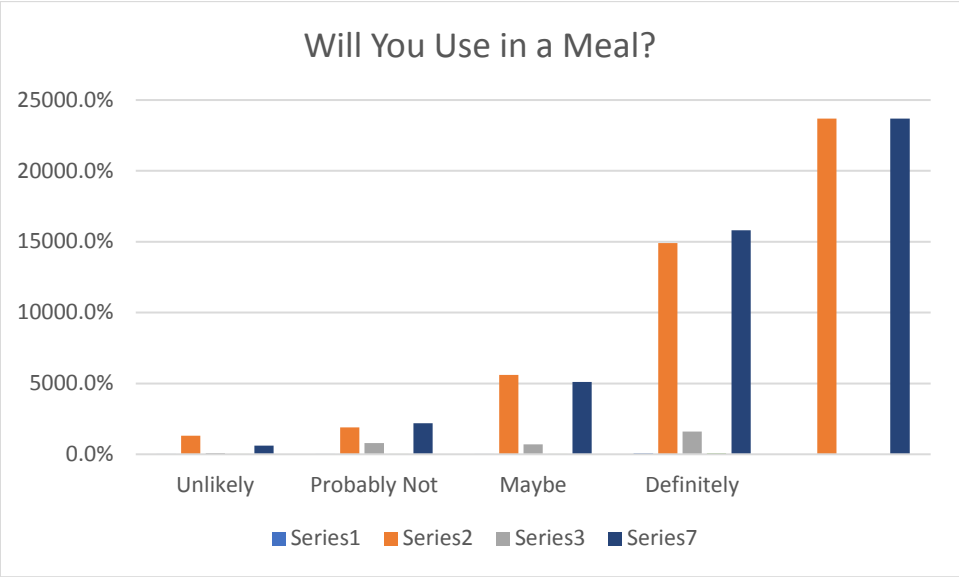
Did you like the sample you tried today?				
No I didn't like it	Yes, I kind of liked it	Yes, I liked it		
5.9%	20.3%	73.8%		
14	48	175	237	

Will you pick up the featured item(s) used today at the food line?				
Unlikely	Probably Not	Maybe	Definitely	
5.5%	8.0%	23.6%	62.9%	
13	19	56	149	237
1	8	7	16	

Will you use the item(s) in a meal?				
Unlikely	Probably Not	Maybe	Definitely	
2.5%	9.3%	21.5%	66.7%	
6	22	51	158	237

Hunger Free Pierce County Collaborative (HFPCC) Food Bank Client Survey
Food Demonstration Satisfaction Survey





Hunger Free Pierce County Collaborative (HFPCC) Food Bank Client Survey
Food Demonstration Satisfaction Survey