

Washington SNAP-Ed FFY21–23 State Plan
Appendix

Appendix A: Acronyms	12
Appendix B: Key-Informant Interview Guide and Participants	16
Appendix C: Community Partner Survey	19
Appendix D: Focus Group Guide and Locations	27
Appendix E: Indicators and Definitions	29
Appendix F: Community Survey Participant Information	31
Appendix G: PEARS Survey Activity Data.....	34
Appendix H: Forces of Change	38
Appendix I: Region 1 Supplemental Tables.....	44

Appendix J: Region 2 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 2, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	20%	42%	70%	45%
Gender				
Female	18%	40%	68%	52%
Male	21%	44%	72%	35%
Race				
White	22%	46%	62%	41%
Black	5%	25%	59%	36%
Asian	16%	11%	59%	0%
American Indian and Alaskan Native	2%	24%	68%	60%
Hispanic	18%	42%	80%	50%
Other	25%	14%	59%	27%
Education				
<HS Grad	19%	32%	80%	53%
HS Grad	20%	36%	68%	44%
Some College	15%	53%	63%	39%
College Grad	38%	72%	50%	21%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 2, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	20%	49%	36%	22%
Gender				
Female	21%	48%	36%	22%
Male	20%	51%	38%	22%
Race				
American Indian and Alaskan Native	38%	22%	38%	44%
Asian	0%	0%	17%	0%
Black	17%	40%	60%	33%
Hispanic	18%	46%	40%	21%
Native Hawaiian or Other Pacific Islander	0%	33%	33%	33%
White	22%	59%	35%	19%
Other	26%	47%	32%	27%
Grade				
8	25%	32%	32%	20%
10	16%	36%	36%	22%
12	22%	39%	39%	23%
Mother's education				
Less than HS or HS	18%	49%	39%	23%
Some college	26%	56%	46%	19%
4 year degree or higher	26%	63%	26%	22%
■ Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Appendix K: Region 3 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 3, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	25%	56%	58%	56%
Gender				
Female	27%	57%	54%	45%
Male	23%	54%	64%	72%
Race				
White	29%	58%	57%	60%
Black	48%	62%	45%	43%
Asian	6%	66%	35%	59%
American Indian and Alaskan Native	34%	37%	71%	11%
Hispanic	15%	47%	73%	56%
Other	32%	67%	60%	47%
Education				
<HS Grad	14%	54%	56%	49%
HS Grad	20%	53%	74%	67%
Some College	32%	56%	49%	52%
College Grad	35%	63%	53%	55%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 3, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	17%	46%	38%	28%
Gender				
Female	13%	40%	37%	33%
Male	22%	54%	40%	22%
Race				
American Indian and Alaskan Native	18%	55%	45%	33%
Asian	19%	31%	31%	19%
Black	9%	45%	42%	32%
Hispanic	14%	47%	47%	17%
Native Hawaiian or Other Pacific Islander	0%	50%	17%	50%
White	16%	47%	35%	33%
Other	23%	51%	33%	33%
Grade				
8	18%	39%	38%	24%
10	14%	43%	32%	27%
12	21%	54%	46%	30%
Mother's education				
Less than HS or HS	16%	46%	39%	29%
Some college	19%	45%	27%	31%
4 year degree or higher	26%	57%	30%	26%
■ Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 3							
Region 3 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 3 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	1	2	1	4	10	
Physical Activity (60 min 5+ days per week)- Youth	2	2	2	2	4	12	
Obesity- Adult	2	1	2	2	4	11	
Obesity- Youth	2	3	2	1	4	12	
Fruit and Vegetable Intake (5+ servings per day)- Adult	1	2	2	1	4	10	
Fruit and Vegetable Intake (5+ servings per day)- Youth	2	2	2	2	4	12	
Food Insecurity- Youth	2	3	3	2	4	14	
Food Insecurity- Adult	2	3	2	2	4	13	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix L: Region 4 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 4, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	22%	48%	64%	55%
Gender				
Female	21%	48%	65%	61%
Male	24%	49%	64%	49%
Race				
White	24%	55%	66%	59%
Black	21%	51%	63%	41%
Asian	24%	37%	34%	66%
American Indian and Alaskan Native	34%	47%	85%	63%
Hispanic	12%	39%	76%	49%
Other	35%	54%	71%	38%
Education				
<HS Grad	10%	43%	66%	43%
HS Grad	27%	50%	71%	56%
Some College	26%	47%	61%	57%
College Grad	21%	57%	56%	61%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 4, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity\	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	18%	42%	35%	22%
Gender				
Female	16%	35%	36%	22%
Male	21%	50%	34%	21%
Race				
American Indian and Alaskan Native	26%	57%	50%	23%
Asian	18%	36%	22%	11%
Black	15%	35%	38%	23%
Hispanic	22%	42%	46%	18%
Native Hawaiian or Other Pacific Islander	18%	45%	61%	35%
White	16%	47%	33%	25%
Other	17%	44%	33%	29%
Grade				
8	22%	46%	30%	22%
10	17%	40%	36%	18%
12	16%	41%	39%	27%
Mother's education				
Less than HS or HS	17%	40%	38%	24%
Some college	17%	44%	32%	22%
4 year degree or higher	25%	46%	30%	22%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 9s. Selected Indicators and Comparison by Demographics Region 5, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	23%	47%	64%	54%
Gender				
Female	28%	46%	61%	50%
Male	17%	49%	67%	59%
Race				
White	24%	49%	62%	56%
Black	54%	74%	54%	70%
Asian	0%	30%	46%	43%
American Indian and Alaskan Native	31%	29%	48%	34%
Hispanic	14%	41%	71%	46%
Other	33%	49%	91%	48%
Education				
<HS Grad	12%	39%	67%	48%
HS Grad	20%	45%	65%	63%
Some College	26%	52%	64%	47%
College Grad	42%	60%	57%	72%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 5, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	18%	48%	35%	24%
Gender				
Female	15%	40%	39%	24%
Male	21%	56%	31%	23%
Race				
American Indian and Alaskan Native	31%	38%	47%	26%
Asian	13%	56%	32%	13%
Black	19%	74%	50%	39%
Hispanic	18%	39%	35%	21%
Native Hawaiian or Other Pacific Islander	17%	62%	45%	9%
White	15%	50%	32%	24%
Other	22%	48%	38%	27%
Grade				
8	16%	49%	34%	20%
10	21%	48%	38%	28%
12	19%	46%	34%	26%
Mother's education				
Less than HS or HS	19%	44%	37%	30%
Some college	19%	45%	40%	29%
4 year degree or higher	15%	57%	33%	28%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 5							
Region 5 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 5 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	3	2	1	4	12	
Physical Activity (60 min 5+ days per week)- Youth	2	3	2	2	4	13	
Obesity- Adult	2	2	2	1	4	11	
Obesity- Youth	2	3	2	2	4	13	
Fruit and Vegetable Intake (5+ servings per day)- Adult	1	2	2	2	4	11	
Fruit and Vegetable Intake (5+ servings per day)- Youth	2	2	2	2	4	12	
Food Insecurity- Youth	2	3	2	1	3	11	
Food Insecurity- Adult	2	3	2	2	4	13	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

.....	56
Appendix N: Curriculum Rubric Tool	60

Appendix A: Acronyms

AHNC	Anti-Hunger and Nutrition Coalition
ASNNA	Association of SNAP-Ed Nutrition Education Administrators
BE	Behavioral Economics
BFET	Basic Food Employment and Training
BRFSS	Behavioral Risk Factor Surveillance System
CACFP	Child and Adult Care Food Program
CDC	Centers for Disease Control and Prevention
CHIP	Community Health Improvement Plan
CHW	Community Health Workers
CPPW	Communities Putting Prevention to Work
CSFP	Commodity Supplemental Food Program
CSO	Community Service Office (SNAP Office)
CSPAP	Comprehensive School Physical Activity Programs
CTF	Common Threads Farm
CX3	The Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention
DEFP	Dinner Enrichment Family Program
DOJ	Department of Justice
DOH	Department of Public Health
DSHS	Department of Social and Health Services (State SNAP agency)
EARS	FNS SNAP-Ed Evaluation and Reporting System
EBT	Electronic Benefits Transfer
EC	Extension Coordinator
ECEAP	Early Childhood Education and Assistance Program
EFAP	Emergency Food Assistance Program
EFNEP	Expanded Food and Nutrition Education Program

Appendix

ESL	English Second Language
ERS	Economic Research Service
ESA	Economic Services Administration
ESBA	Eating Smart-Being Active Curriculum
ESD	Educational Service District
EW4L	Eating Well for Less
F&V	Fruits and Vegetables
FB	Food Bank
FDPIR	Food Distribution Program on Indian Reservations
FEAST	Food, Education, Agriculture Solutions Together
FEEST	Food Empowerment Education and Sustainability Team
FFVP	USDA Fresh Fruit and Vegetable Program
FFY	Federal Fiscal Year
FINI	Washington's Food Insecurity Nutrition Incentives
FNS	USDA Food and Nutrition Service
FRAC	Food Research and Action Center
FPL	Federal Poverty Level
FQHC	Federally Qualified Health Centers
FRL	Free and Reduced Lunch
FRTEP	Federally Recognized Tribal Extension Program
FTE	Full-Time Equivalent
GHH	Growing Healthy Habits
GIS	Geographic Information Systems
HA	Housing Authority
HCA	Health Care Authority
HYS	Healthy Youth Survey
IA	Implementing Agency
LGU	Land Grant University
ME	Management Evaluation

Appendix

MT	Medium Term
NCCOR	National Collaborative on Childhood Obesity Research
NEM(s)	Nutrition Environment Measure(s) Survey
NEMS-S	Nutrition Environment Measure(s) Survey in Stores
NIFA	National Institute of Food and Agriculture
NPPAP	National Prevention Partnership Awards Program
NSLP	National School Lunch Program
NWIC	Northwest Indian College
OSPI	Office of the Superintendent of Public Instruction
OSU	Oregon State University
PA	Physical Activity
PE	Physical Education
PEP	Physical Education Program
PS	Public Schools
PSE	Policy, Systems and Environment
PSESD	Puget Sound Educational Service District
PSRFPC	Puget Sound Regional Food Policy Council
PTA	Parent-Teacher Association
QR	Quick Response Code
R.D.	Registered Dietician
RSG	Ready-Set-Goal!
SA	State Agency
SEM	Social Ecological Model
SFMNP	Senior Farmers' Market Nutrition Program
SFS	School Food Service
SFY	State Fiscal Year
SHAG	Senior Housing Assistance Group
SHAPE	Society of Health and Physical Educators
SHWAC	School's Health and Wellness Advisory Committee

Appendix

SL	Smarter Lunchroom
SNAP	Supplemental Nutrition Assistance Program
SNAP	Student Nutrition Action Partners
Snapshot	Oregon Healthy Pantry Snapshot
SNEB	Society for Nutrition Education and Behavior
SPAN-ET	School Physical Activity and Nutrition Environment Tool
SSI	Supplemental Security Income
TANF	Temporary Assistance to Needy Families
TEFAP	The Emergency Food Assistance Program
TN	Team Nutrition
USDA	United States Department of Agriculture
WellSAT	Wellness School Assessment Tool 2.0
WFC	Washington Food Coalition
WIC	Supplemental Food Program for Women, Infants, Children
WIC-FMNP	WIC Farmers' Market Nutrition Program
WRO	FNS Western Region Office
WSA	Whole School Approach
WSNAC	Washington State Nutrition Action Committee
WSDA	Washington State Department of Agriculture
WSFNC	Washington State Food and Nutrition Council

Appendix B: Key-Informant Interview Guide and Participants

SNAP-Ed Needs Assessment Key-Informant Interview Guide

Local Providers

Introduction:

Good morning/ afternoon. Thank you for taking the time to speak with me today. My name is [NAME] and I work in the Data Center at Spokane Regional Health District. Our program has partnered with The Washington State SNAP-Ed program to conduct a statewide needs assessment. The goal of the assessment is to determine the physical activity and obesity prevention needs of the Washington SNAP-eligible population as well as evaluate the use of best practice interventions and any barriers to implementation.

Today, we would like to talk with you about your experience with the SNAP-Ed program and your perspective on the physical activity and obesity prevention needs of the SNAP-eligible population in your area. The information you provide today will help guide program planning and evaluation goals and activities for the upcoming multi-year SNAP-Ed plans.

As we go through our discussion, I would like you to remember that there are no right or wrong answers to any of these questions. We are just interested in learning about program operations and your opinion on the needs of the SNAP-eligible population. The information collected today is not related to any formal management evaluation by the funder or your implementing agency. Reporting of the information will be aggregated across all programs in Washington State and your responses will not be directly attributed to yourself or your organization. We will be taking notes from today's conversation.

We greatly appreciate your help with this assessment. This interview will take approximately 25-30 minutes. Do you have any questions before we begin?

Interview Questions:

1. Can you briefly describe the process your program uses to select SNAP-Ed activities, audiences, and locations?
 - a. Do you receive guidance from your implementing agency on types of activities, audiences, and locations?
2. How does your program ensure you are utilizing best practices?
 - a. What resources do you utilize to ensure you are utilizing best practices?
3. In your experience, what audience (age, sex, education, etc.) is most in need of SNAP-Ed programming in your area?
 - a. Why do you think this?
4. What physical activity or obesity prevention topics are most in need of addressing?
5. In your experience, are there any populations that are underserved in your area? This can include specific groups or geographies.
 - a. Are there populations that are overserved?
6. In your opinion, what are the barriers to reaching the SNAP-eligible populations most in need of programming?
7. What opportunities exist to reach the SNAP-eligible populations most in need of programming?

Appendix

Transition:

The next phase of our interviews involves reaching out to community partners.

8. Are you willing/ able to provide contact information of community partners in your region that can participate in an interview?
9. Do you have any final comments or questions?

Conclusion:

Thank you for taking the time to talk with us. We will be providing regular updates on the progress of the assessment and any results as they become available.

Participants

Region 1:

Bridget Rohner, WSU Extension Lincoln-Adams counties

Christine Knoefler, WSU Extension Pend Oreille County

Jesse Hansen, Catholic Charities of Spokane

Margaret Viebrock, WSU Extension Chelan, Douglas, Okanogan counties

Mindy Wallis, Second Harvest

Region 2:

Brittany Gonzalez, Yakima Valley Farm Workers Clinic

Chelsey Loeffers, Kittitas County Public Health

Katie Smith, Yakima Neighborhood Health Services

Mindy Wallis, Second Harvest

Region 3:

Amber Noskoff, WSU Extension Whatcom County

Carrie Parker, Snohomish Health District

Jen Hey, WSU Extension

Jessica Moerman & Laura Plaut, Common Threads Farm

Laura Luginbill, Island County Public Health

Talea Price, WSU Extension Skagit County

Appendix

Tori Sorenson, WSU Extension Snohomish County

Region 4:

Anna Kitchin, WSU Extension King County

Chelsea Lindahl & Erica Lewis & Hope Roberts,

Elizabeth Kimball, Seattle and King County Public Health

Linda Matthews, WSU Extension Pierce County

Stephanie Wood, Tacoma Pierce County Health District

Region 5:

Dana Bierman, Kitsap Public Health

Eileen Grigsby, Thurston County Food Bank

Elizabeth Stratton, WSU Extension

Karlana Brailey & Kristine Perry, WSU Extension Clark County

Rachel Uberman, Hands On Personal Empowerment

Appendix C: Community Partner Survey

Thank you for your participation. The Washington State SNAP-Ed program is conducting a statewide needs assessment to determine the nutrition, physical activity, and obesity prevention needs of the SNAP-eligible population, and identify barriers to accessing healthy food and engaging in physical activity. You have been identified by SNAP-Ed providers as a partner or someone supporting the work of SNAP-Ed. Please take a few minutes to complete this survey.

1. Organization name:
2. Which county does your organization primarily work in?
3. Please tell us which of the following options best describes the type of organization you represent.
 - Agriculture organization (including farmers markets)
 - Chefs/ culinary institutes
 - City and regional planning groups
 - Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)
 - Faith-based groups
 - Food banks/ food pantries
 - Food stores (convenience stores, grocery stores, supermarkets, etc.)
 - Foundations/ philanthropy organizations/ nonprofits
 - Hospitals/ healthcare organizations (includes health insurance companies)
 - Hospitals/ healthcare organizations (includes health insurance companies)
 - Indian Tribal organizations
 - Labor/ workforce development groups
 - Media/ advertising groups
 - Parks and recreation centers
 - Public health organizations
 - Restaurants
 - Schools (preschool, K-12, elementary, middle school, high school)
 - Transportation groups
 - Worksites
 - Other (please describe)
4. Please identify the type of clients you primarily serve (Select all that apply)
 - Preschool students or age youth
 - Elementary school students or age youth
 - Middle school students or age youth
 - High school students or age youth
 - Pregnant/ breastfeeding women
 - Parents/ mothers/ fathers
 - Adults of all ages Older adults/ seniors
 - Homeless
 - Food bank/ food pantry clients
 - Other (please describe)
5. In which type of setting does your organization work? (Select all that apply)
 - Community gardens
 - Farmers markets
 - School gardens

Appendix

- Child care Community
- Faith-based community
- Health care
- Retail (shop/eat)
- School
- Worksite
- Other (please describe)

6. What type of service does your organization provide? (Select all that apply)

- Direct education to children or adults
- Resource provision (vouchers, incentives, financial, food, etc.)
- Emergency services (heating assistance, emergency housing assistance, advocacy for victims)
- Housing services
- Transportation services
- Employment services (employment and training services)
- Health services (health insurance, health care, health management)
- Child care services
- Other (please describe)

7. Do you currently work with individuals or organizations that provide SNAP-Ed services?

- Yes
- No
- Don't know

The intent of the SNAP-Ed statewide needs assessment is to determine the nutrition and physical needs and barriers to accessing resources of the SNAP-eligible population. Please complete the following section about your experience with your clients. The following question will ask you to rate what you perceive is the level of need of various populations as it relates to the identified issue.

Appendix

Q8 In my community, for the identified sub-population, **HEALTHY EATING** is of:

	High or Severe Need	Moderate/ Substantial Need	Low/ Somewhat of a Need	No Need	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of high school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnant/ breastfeeding women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older adults/ seniors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food pantry clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix

Q9 In my community, for the identified sub-population, **FOOD RESOURCE MANAGEMENT** is of:

	High or Severe Need	Moderate/ Substantial Need	Low/ Somewhat of a Need	No Need	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of high school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnant/ breastfeeding women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older adults/ seniors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food pantry clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In my community, for the identified sub-population, **PHYSICAL ACTIVITY and REDUCED SEDENTARY BEHAVIOR** is of:

	High or Severe Need	Moderate/ Substantial Need	Low/ Somewhat of a Need	No Need	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of high school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnant/ breastfeeding women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older adults/ seniors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food pantry clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix

Q11 In my community, for the identified sub-population, **FOOD SAFETY** is of:

	High or Severe Need	Moderate/ Substantial Need	Low/ Somewhat of a Need	No Need	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of preschool age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of elementary age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of middle school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents of high school age youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnant/ breastfeeding women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Older adults/ seniors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food pantry clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. From your experience, what are the barriers to reaching SNAP-eligible populations most in need of physical activity and healthy eating programs?

13. What opportunities exist to reach the SNAP-eligible populations most in need of programming?

For the following questions, please provide your perspective about how effective each of the types of interventions are for influencing behavior for each of the provided SNAP-eligible populations.

Appendix

Q14 In reaching the identified sub-population, I believe that **DIRECT EDUCATION** (classroom or training education using established curriculum) is:

	Very effective	Moderately effective	Somewhat effective	Slightly effective	Not effective	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>					
Elementary age youth	<input type="radio"/>					
Middle school age youth	<input type="radio"/>					
High school age youth	<input type="radio"/>					
Parents of preschool age youth	<input type="radio"/>					
Parents of elementary age youth	<input type="radio"/>					
Parents of middle school age youth	<input type="radio"/>					
Parents of high school age youth	<input type="radio"/>					
Pregnant/ breastfeeding women	<input type="radio"/>					
Adults	<input type="radio"/>					
Older adults/ seniors	<input type="radio"/>					
Homeless	<input type="radio"/>					
Food pantry clients	<input type="radio"/>					

Appendix

Q15 In reaching the identified sub-population, I believe that **SOCIAL MARKETING/ ADVERTISING** is:

	Very effective	Moderately effective	Somewhat effective	Slightly effective	Not effective	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>					
Elementary age youth	<input type="radio"/>					
Middle school age youth	<input type="radio"/>					
High school age youth	<input type="radio"/>					
Parents of preschool age youth	<input type="radio"/>					
Parents of elementary age youth	<input type="radio"/>					
Parents of middle school age youth	<input type="radio"/>					
Parents of high school age youth	<input type="radio"/>					
Pregnant/ breastfeeding women	<input type="radio"/>					
Adults	<input type="radio"/>					
Older adults/ seniors	<input type="radio"/>					
Homeless	<input type="radio"/>					
Food pantry clients	<input type="radio"/>					

Q16 In reaching the identified sub-population, I believe that **POLICY, SYSTEMS and ENVIRONMENTAL (PSE) CHANGES** are:

	Very effective	Moderately effective	Somewhat effective	Slightly effective	Not effective	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>					
Elementary age youth	<input type="radio"/>					
Middle school age youth	<input type="radio"/>					
High school age youth	<input type="radio"/>					
Parents of preschool age youth	<input type="radio"/>					
Parents of elementary age youth	<input type="radio"/>					
Parents of middle school age youth	<input type="radio"/>					
Parents of high school age youth	<input type="radio"/>					
Pregnant/ breastfeeding women	<input type="radio"/>					
Adults	<input type="radio"/>					
Older adults/ seniors	<input type="radio"/>					
Homeless	<input type="radio"/>					
Food pantry clients	<input type="radio"/>					

Appendix

Q17 In reaching the identified sub-population, **HEALTHY EATING/ COOKING AND PHYSICAL ACTIVITY DEMONSTRATIONS** are:

	Very effective	Moderately effective	Somewhat effective	Slightly effective	Not effective	Don't Know/ Not Applicable
Preschool age youth	<input type="radio"/>					
Elementary age youth	<input type="radio"/>					
Middle school age youth	<input type="radio"/>					
High school age youth	<input type="radio"/>					
Parents of preschool age youth	<input type="radio"/>					
Parents of elementary age youth	<input type="radio"/>					
Parents of middle school age youth	<input type="radio"/>					
Parents of high school age youth	<input type="radio"/>					
Pregnant/ breastfeeding women	<input type="radio"/>					
Adults	<input type="radio"/>					
Older adults/ seniors	<input type="radio"/>					
Homeless	<input type="radio"/>					
Food pantry clients	<input type="radio"/>					

18. From your experience, what types of activities best influence healthy behavior change of SNAP-eligible populations? Please provide any specific examples.

19. Please provide any additional comments or information you would like us to know.

Appendix D: Focus Group Guide and Locations

Focus Group Discussion Guide

SNAP-Ed Statewide Needs Assessment

Opening remarks/ground rules:

“Welcome. My name is [NAME] and I work for the Centers for Excellence. We have been asked to do an evaluation of the SNAP-ED program, and to gather your feedback about healthy eating and physical activity to guide program planning and evaluation efforts for the state and region. I will be the moderator for today’s discussion. Thanks for taking the time to be here today. Our discussion will last about one hour as a token of our appreciation we will provide a \$15 gift certificate to a grocery store which will be mailed to you in the next couple of weeks.”

“The purpose of today’s discussion is to get information from you about your physical activity and healthy eating behaviors as well as discuss any barriers to being active or eating healthy. You were invited to this discussion because of your connection to this community and engagement with local programs.”

“There are no right or wrong answers to the questions I am about to ask. Please feel free to share your point of view even if it’s different from what others have said. To show our respect to the group I ask that we be mindful to not interrupt each other, please make sure that you cell phones are on vibrate, and if you need to take emergency-calls, feel free to leave the room.

“We’re interested in hearing from all of you. So, if you’ve shared already, please give others a chance to speak first. If you aren’t saying much, I may call on you. We just want to make sure we hear from all of you. Feel free to get up to get refreshments or use the bathroom. The bathrooms are [LOCATION]”

“Are there any questions before we begin?”

(Adapted from Rennekamp Univ of Kentucky, following Krueger and Casey, 2000)

Opening Questions/ Ice Breaker

1. Please tell us your first name, and your favorite fruit or vegetable or favorite way to get physical activity?

Transition

“Being active is an important part of a healthy lifestyle. According to the Physical Activity Guidelines established by the United States Department of Health and Human Services, adults should move more and sit less throughout the day, with substantial health benefits coming from two and a half to five hours of moderate-intensity aerobic physical activity per week.”

“There are several reasons **IF RECORDING CONVERSATION:**

Appendix

“We are recording the conversation today because we don’t want to miss any of your comments. People often say very helpful things in these discussions and we can’t write fast enough to get them all down. We will be on a first name basis tonight, and we won’t use any names in our reports. Transcripts of this conversation will only be seen by data analysts for the SNAP-Ed Program. What you share will be confidential and your participation in this group will not affect your participation in SNAP-Ed or from receiving any services.

why adults and children do not get enough physical activity. Today, we would like to discuss the types of physical activity you participate in and any challenges you experience in getting enough physical activity. For today’s discussion, physical activity can include anything from walking and gardening to exercising in a gym or at home.”

Physical Activity Questions

2. What type of physical activity do you prefer to do?
3. What motivates you to be physically active?
4. What keeps you from participating in things that are physically active?
5. What would help you overcome those barriers (physical activity)?

Transition

“Now we would like to discuss healthy eating. When we are hungry, it is sometimes hard to select healthy options over less healthy options that are available to us.”

Healthy Eating Questions

6. When you’re hungry, what makes it harder for you to eat healthy foods?
 - a. Probe: What makes it hard to eat healthy foods when you’re on the go, at a restaurant, or away from home?
 - b. Probe: What makes it harder for you to select healthy foods from a grocery store?
7. What would help you eat healthier foods?
 - a. Probe: When on the go or in a restaurant? When selecting health food in a grocery store?

Closing

“You’ve shared a lot today about physical activity and healthy eating behaviors and barriers to improving our health. Thank you for your participation today. Please make sure to fill out the sheet with your contact information in order to get your gift card as a token of our appreciation. We will not be sharing this information with anyone. This information will not be connected with transcripts of this conversation.”

Appendix E: Indicators and Definitions

Adult Indicators	
Diabetes	Percent of adults who have been diagnosed with diabetes.
Food insecure	Percent of adults who sometimes, usually, or always are stressed about having enough money to buy nutritious meals in the last year.
Fruit and vegetable intake	Percent of adults who ate 5+ servings per day of fruits and vegetables.
High blood pressure	Percent of adults who have been told by a doctor, nurse, or other health professional they have high blood pressure.
High cholesterol	Percent of adults who have been told by a doctor, nurse, or other health professional that their blood cholesterol is high.
Muscle strengthening	Percent of adults who did physical activities or exercises to strengthen their muscles 2+ times per week.
Overweight or obese	Percent of adults who are overweight or obese (BMI > 25) calculated variable.
Physical activity	Percent of adults who did 150+ minutes of moderate or 75+ minutes of vigorous physical activity per week.
Poor mental health	Percent of adults who self-reported that their mental health was not good on 14 or more days in the last 30 days.

Youth Indicators	
Breakfast	Percent of youth who ate breakfast today
Dinner with family	Percent of youth who always or most of the time eat dinner with family.
Food insecure	Percent of youth who had to skip or cut meals least once in the last year because there wasn't enough money for food.
Fruit and vegetable intake	Percent of youth who ate 5+ fruits and vegetables per day.
Muscle strengthening	Percent of youth who did muscle strengthening in the last 7 days.
Physical activity	Percent of youth who were physically active for at least 60 minutes for five days or more in the last 7 days.
Screen time	Percent of youth who on average watch TV or play video games 5+ hours per school day.

Appendix

Sweet drinks (week)	Percent of youth who drank regular soda, sports drinks, and other flavored sweetened drinks at least once in the past 7 days.
Sweet drinks (day)	Percent of youth who drank 2+ sweetened drinks per day such as regular soda, sports drinks, and other sweetened drinks in the past 7 days.
TV	Percent of youth who on average watch TV shows or movies or stream videos on any electronic device for more than 1 hour per school day.
Video games	Percent of youth who on average play video or computer games or use a computer for something that is not school work for more than 1 hour per school day.

Appendix F: Community Survey Participant Information

Primary Work Setting of Survey Respondents	
Primary Work Setting	Percent
Food bank/ food pantry	57%
Community	44%
School	17%
Homeless shelter	14%
Faith-based community	12%
Housing facility	12%
Community gardens	8%
Health care	8%
School gardens	5%
Childcare	5%
Worksite	5%

Clients Primarily Served by Survey Respondents	
Clients Primarily Served	Percent
Food bank/ food pantry clients	61%
Adults	54%
Parents/ mothers/ fathers	53%
Older adults/ seniors	50%
Homeless	46%
Elementary school students or age youth	44%
Middle school students or age youth	34%
High school students or age youth	34%
Pregnant/ breastfeeding women	34%
Preschool students or age youth	30%

Types of Services Provided by Survey Respondents	
Types of Services Provided	Percent
Resource provision (vouchers, incentives, financial, food, etc.)	58%
Emergency services (heating assistance, emergency housing assistance, advocacy for victims)	31%
Direct education to children or adults	28%
Housing services	21%
Transportation services	12%
Employment services (employment and training services)	13%

Appendix

Health services (health insurance, health care, health management)	7%
Childcare services	6%

Participating Organizations:

- Addy Rescue Mission
- Albion Food Pantry
- Caritas Outreach Ministries
- Christian Aid Center
- Communities In Schools of Spokane County
- Community Action Center
- Community Minded SWCC ECEAP
- Crescent Harbor Elementary
- Cusick Community Development Association
- Entiat Valley Community Services Food Bank
- Feed Cheney
- FISH Community Food Bank
- Food Lifeline
- Ford Food Pantry
- Global to Local
- Granite Falls Community Coalition
- Harrington Community Food Bank
- Hope Vineyard Reach Out Food Program
- HopeSource
- House of Charity
- HRC Ministries
- Hudesman House Senior Apartments
- Isabella House
- LHD3
- Lincoln County WIC
- Lynnwood Food Bank
- Mercy Housing Northwest
- New Hope Ranch
- Next Generation Zone
- North County Food Pantry
- North Palouse Community Food Bank
- Northport School District #211
- Nourish Pierce County
- Odessa Food Bank, Lincoln County
- OIC of Washington
- Olympic View Elementary school
- Open Heart Baptist Church
- Orting Food Bank

Appendix

- Othello Food Bank
- Otis Orchards Food Bank
- Palouse Food Pantry

Appendix

Appendix G: PEARS Survey Activity Data

PEARS Activity Estimates 2018												
Target Audience of Activity	Region 1	%	Region 2	%	Region 3	%	Region 4	%	Region 5	%	WA Total	%
Total	444	100%	303		91		398		598		1834	
Pre-K - 2nd Grade	134	30%	32	11%	31	34%	46	12%	94	16%	337	18.4%
Adults	73	16%	78	26%	17	19%	102	26%	44	7%	314	17.1%
3rd - 5th Graders	73	16%	51	17%	30	33%	59	15%	155	26%	368	20.1%
Older adults and seniors 60 or more	60	14%	46	15%	3	3%	38	10%	34	6%	181	9.9%
Families and mixed age groups	58	13%	62	20%	1	1%	100	25%	170	28%	391	21.3%
6th - 12th grade teens	40	9%	22	7%	0	0%	38	10%	55	9%	155	8.5%
Pregnant teens	0	0%	2	1%	2	2%	2	1%	0	0%	6	0.3%
Teen parents	0	0%	2	1%	3	3%	2	1%	1	0%	8	0.4%
Caregivers of parents or guardians	0	0%	0	0%	0	0%	0	0%	1	0%	1	0.1%
Parents or guardians of older children	0	0%	0	0%	0	0%	1	0%	1	0%	2	0.1%
Parents or guardians of young children	6	1%	8	3%	4	4%	10	3%	42	7%	70	3.8%
Adults with developmental disabilities	0	0%	0	0%	0	0%	0	0%	1	0%	1	0.1%

Appendix

Total Participants												
Total	9196		5434		1916		12121		17920		46587	
By Sex												
Male	4022	44%	1512	28%	839	44%	4794	40%	7929	44%	19096	41%
Female	5069	55%	2816	52%	1077	56%	6260	52%	9651	54%	24873	53%
Unknown	105	1%	1106	20%	0	0%	1067	9%	340	2%	2618	6%
By Age												
Less than 5 years of age	16	0.2%	333	6%	0	0%	11	0%	406	2%	766	2%
5-17 years of age	6655	72.4%	2144	39%	1553	81%	5746	47%	12988	72%	29086	62%
18-59 years of age	1828	19.9%	2115	39%	308	16%	5157	43%	3705	21%	13113	28%
60 years or older	697	7.6%	842	15%	55	3%	1210	10%	821	5%	3625	8%
By Sex and Age												
Less than 5 years of age male	2	0%	46	1%	0	0%	5	0%	183	1%	236	1%
Less than 5 years of age female	14	0%	67	1%	0	0%	6	0%	223	1%	310	1%
Less than 5 years did not report sex	0	0%	220	4%	0	0%	0	0%	0	0%	220	0%
5-17 years of age male	3365	37%	846	16%	759	40%	2556	21%	6395	36%	13921	30%
5-17 years of age female	3265	36%	892	16%	794	41%	2591	21%	6421	36%	13963	30%
5-17 years of age did not report sex	25	0%	406	7%	0	0%	599	5%	172	1%	1202	3%
18-59 years of age male	526	6%	400	7%	69	4%	1819	15%	1082	6%	3896	8%
18-59 years of age female	1242	14%	1280	24%	239	12%	2886	24%	2500	14%	8147	17%
18-59 years of age did not report sex	60	1%	435	8%	0	0%	452	4%	123	1%	1070	2%
60 years or older male	129	1%	846	16%	11	1%	417	3%	269	2%	1672	4%
60 years or older female	548	6%	577	11%	44	2%	777	6%	507	3%	2453	5%
60 years or older did not report sex	20	0%	45	1%	0	0%	16	0%	45	0%	126	0%
By Race/Ethnicity												
Hispanic/Latino	1822	30%	1698	58%	583	35%	2013	19%	3904	25%	10020	27%
Non-Hispanic/ Latino	4178	70%	1208	42%	1085	65%	8662	81%	11595	75%	26728	73%
American Indian or Alaskan Native	953	11%	90	4%	161	11%	269	2%	709	5%	2182	6%
Asian	137	2%	27	1%	40	3%	1444	13%	706	5%	2354	6%
Black or African American	343	4%	83	4%	84	6%	3752	33%	762	6%	5024	13%
Native Hawaiian/ Other Pacific Islander	112	1%	16	1%	16	1%	503	4%	423	3%	1070	3%
White	7277	82%	1920	90%	1209	80%	5323	47%	11226	81%	26955	72%

Priority Indicator												
Total	850		456		212		815		1056		3389	
Healthy eating behavior	419	49%	223	49%	96	45%	343	42%	557	53%	1638	48%
Physical activity and reduced sedentary behavior	196	23%	93	20%	86	41%	137	17%	258	24%	770	23%
Food resource management	138	16%	80	18%	29	14%	234	29%	120	11%	601	18%
Nutrition support	76	9%	29	6%	0	0%	76	9%	30	3%	211	6%
Organizational partnerships	8	1%	15	3%	0	0%	2	0%	51	5%	76	2%
Physical activity and reduced sedentary behavior supports	6	1%	15	3%	0	0%	17	2%	10	1%	48	1%
Readiness and need	6	1%	0	0%	0	0%	5	1%	18	2%	29	1%
Multi sector partnerships and planning	0	0%	1	0%	1	0%	0	0%	0	0%	2	0%
Champions	1	0%	0	0%	0	0%	1	0%	12	1%	14	0%

Appendix

Intervention Type												
Total	1975		1017		874		3085		3139		10090	
Fruits and vegetables	322	16%	191	19%	92	11%	318	10%	525	17%	1448	14%
MyPlate food groups and portions for a healthy eating pattern	286	14%	88	9%	84	10%	288	9%	271	9%	1017	10%
Whole grains	199	10%	104	10%	82	9%	189	6%	281	9%	855	8%
Fiber-rich foods	136	7%	44	4%	74	8%	140	5%	265	8%	659	7%
Water	123	6%	55	5%	45	5%	133	4%	220	7%	576	6%
Food preparation/ cooking and food safety	121	6%	96	9%	63	7%	275	9%	196	6%	751	7%
Limiting added sugars	121	6%	79	8%	54	6%	251	8%	193	6%	698	7%
Reducing sedentary activities and screen time	113	6%	37	4%	50	6%	139	5%	156	5%	495	5%
Dairy	108	5%	42	4%	81	9%	144	5%	237	8%	612	6%
Food shopping and resource management	86	4%	62	6%	30	3%	228	7%	142	5%	548	5%
Protein foods	82	4%	39	4%	65	7%	126	4%	259	8%	571	6%
Healthy fats and oils	81	4%	31	3%	38	4%	170	6%	78	2%	398	4%
Limiting sodium	74	4%	41	4%	37	4%	177	6%	70	2%	399	4%
Limiting saturated fats	69	3%	22	2%	34	4%	178	6%	98	3%	401	4%
Promoting and maintaining a healthy weight	19	1%	22	2%	16	2%	141	5%	40	1%	238	2%
Other individual knowledge and skills	14	1%	13	1%	2	0%	8	0%	34	1%	71	1%
Other engagement in physical activity	8	0%	9	1%	3	0%	8	0%	0	0%	28	0%
Active commuting	7	0%	24	2%	7	1%	23	1%	22	1%	83	1%
Prevention of obesity, diabetes, and other chronic diseases	4	0%	16	2%	13	1%	76	2%	39	1%	148	1%
Participation in sports and recreational activities	2	0%	2	0%	4	0%	73	2%	13	0%	94	1%

Appendix

Total Sites												
Total	431		231		96		346		572		1676	
Schools (K-12, elementary, middle, and high)	214	50%	79	34%	66	69%	122	35%	325	57%	806	48%
Other places people go to "learn"	46	11%	0	0%	1	1%	17	5%	0	0%	64	4%
Community and recreation centers	36	8%	0	0%	0	0%	2	1%	2	0%	40	2%
Extension offices	24	6%	0	0%	0	0%	1	0%	4	1%	29	2%
Food assistance sites, food banks, and food pantries	22	5%	40	17%	0	0%	114	33%	169	30%	345	21%
Individual homes or public housing sites	22	5%	3	1%	10	10%	23	7%	3	1%	61	4%
Before and after school programs	21	5%	10	4%	7	7%	3	1%	2	0%	43	3%
Adult education, job training, TANF, and veteran services	13	3%	1	0%	2	2%	0	0%	1	0%	17	1%
Health care clinics and hospitals	11	3%	33	14%	3	3%	8	2%	2	0%	57	3%
Family resource centers	5	1%	0	0%	0	0%	4	1%	0	0%	9	1%
Other neighborhood settings where people "live" or nearby	4	1%	1	0%	0	0%	7	2%	0	0%	12	1%
Parks and open spaces	4	1%	1	0%	0	0%	0	0%	0	0%	5	0%
Farmers markets	3	1%	0	0%	0	0%	7	2%	13	2%	23	1%
Congregate meal sites	2	0%	9	4%	0	0%	0	0%	4	1%	15	1%
Schools (colleges and universities)	2	0%	0	0%	0	0%	0	0%	6	1%	8	0%
Cafeterias (not school, childcare, congregate meal site, worksite or restaurant)	1	0%	0	0%	0	0%	1	0%	0	0%	2	0%
Group living arrangements	1	0%	11	5%	2	2%	0	0%	0	0%	14	1%
SNAP offices	0	0%	23	10%	0	0%	0	0%	0	0%	23	1%
Emergency shelters and temporary housing sites	0	0%	20	9%	3	3%	4	1%	3	1%	30	2%
Indian reservations	0	0%	0	0%	2	2%	0	0%	0	0%	2	0%
Youth organizations	0	0%	0	0%	0	0%	16	5%	0	0%	16	1%
Gardens	0	0%	0	0%	0	0%	7	2%	3	1%	10	1%
Community organizations	0	0%	0	0%	0	0%	3	1%	5	1%	8	0%
Other places where people go to "work"	0	0%	0	0%	0	0%	3	1%	0	0%	3	0%
Large food stores and retailers	0	0%	0	0%	0	0%	2	1%	2	0%	4	0%
Early care and education facilities	0	0%	0	0%	0	0%	1	0%	0	0%	1	0%
Libraries	0	0%	0	0%	0	0%	1	0%	2	0%	3	0%
Residential treatment centers	0	0%	0	0%	0	0%	0	0%	6	1%	6	0%
Faith based centers/ places of worship	0	0%	0	0%	0	0%	0	0%	16	3%	16	1%
Mobile education sites	0	0%	0	0%	0	0%	0	0%	2	0%	2	0%
Other places people go to "eat" outside the home	0	0%	0	0%	0	0%	0	0%	1	0%	1	0%
USDA Summer Meal sites	0	0%	0	0%	0	0%	0	0%	1	0%	1	0%

Appendix H: Forces of Change

Spokane Regional Health District

Social Forces of Change
Stigma/ fear
Changing demographics
Peer-led approaches *
Staff = community *
Authentic engagement
Growing homeless population
Opioid epidemic and meth *
ACEs and trauma
Economic Forces
Recession
Employment
Decreased caseloads
Fruit and vegetable incentives at state
Decrease in federal funding
Political Forces
Current administration
Farm Bill and rulemaking *
FNS/ Hiring
Staff change
Tribal relations
Technological Forces
Online groceries and delivery
Tech-based referral system
Wearable technology
Smart phone access
Internet = misinformation overload *
Farming advancements
GMOs/ GEOs
Environmental Forces
Community gardens
Food access in rural areas

Appendix

Collective impact opportunities *
Urban vs rural (urban sprawl) *
Climate change
Advertisements and marketing
Scientific Forces
Social sciences – framing messages
Needs assessment and planning *
Fad diets
ACEs and trauma *
Smoothie craze
Evidence-base
Science of programs and interventions
Learnings from implementational
Legal Forces
Breakfast after the bell
F2S
HIPPA
Immigration
Ethical Forces
Territorialism *
Physical education in schools
Competing demands for time
Competition for resources/ funding partners/ locals *
Language and cultural
Needs of community vs resources and agency priority

Washington State University Extension

Social Forces
Representativeness of staff (not current)
In fluence of marketing
ASNNA increased communications
Increase in social media
Fear/ distrust of government (immigrant populations)
Language diversity
Increased interest in agriculture and local growth
New leaders and relationships

Appendix

Economic Forces
Funding
Economy
Cost of living/ housing
State increase in wages
Eligibility definition
Wealth gap growing
Political Forces
Reluctance to change
2020 election
State wage/ minimum wage
Prevention Fund/ FINI
Lobbying efforts
FNS guidance and variability
Unstable funding
Farm Bill and Guidance/ Dietary Guidelines
Community Transformation Grants
Fear of government (immigrants)
Technological Forces
Farm Bill mandate for online reporting
EBT online pilot
Direct and indirect education online
PEARS
Smart phones
EBT online pilot
Website/ online programs
Farmers Market EBT company financial bankruptcy
Environmental Forces
Urban farming
Food safety
Disaster response
Global warming/ climate change
Weather
Transportation
PCC Farmland Trust
Focused work against health messages
Sustainability
Local production
Natural resource education
Waste reduction
Changing crops
Scientific Forces
New and engaging technology and literature
Nutrition science shifts
Program evaluation and results
Legal Forces

Appendix

Election results
Eligibility definition
School policies on food (no outside food, etc.)
Food permitting
Tribal recognition
Child Nutrition Act
Zoning laws
Advertising laws
FNS Guidance
Ethical Forces
Following guidelines when don't agree
Do no harm
Social media monitoring
Efficient spending
Teaching bad habits
Staff ethical behaviors and knowledge and training
Service in other languages
Inclusion, race and equity training
Tribal relationships
Cultural appropriateness

Washington State Department of Health

Social Forces
Changing demographics
Soda tax messaging and potential positive implications
Shifting housing demographics
Refugee resettlement WA by location could increase
Potential climate or fear from potential SNAP clients
Stigma for clients "FRL categorization"
Level of knowledge of healthy eating
Tribal cultural elements
More people communicating through social media
Opioid epidemic
Family structure (multigenerational)
SNAP to skills (stringent requirements for getting benefits)
Economic Forces
Could be money coming for preventing food waste
Funding for breakfast after the bell passed
Funding for food security initiatives passed
Potential for another economic downturn – could increase clients
Food banks getting food
Trade restrictions – food costs
Increased divide between rich and poor, disparities
Increased student loan debt
Housing costs

Appendix

Political Forces
“Public change” path to citizenship
Trump
SNAP under microscope/ scrutiny
NO FNS representative for region – disconnected
Potential federal changes to income guidelines
Gov. Inslee anticipated to leave – new Secretary of Health
Federal, state, local all have different health priorities
Technological and Scientific Forces
Online SNAP shopping pilot
WIC EBT
ASNNA emphasis/ intent to share nutrition education through online means
E-health
Online delivery methods
Online technical reporting
People getting more nutrition information online (good and bad)
Too much screen time
No centralized point of sale – EBT looks different in different outlets (farmers markets)
Food as medicine
More attention on link between nutrition and chronic disease
Environmental Forces
Some SNAP champions
Obesogenic environment
Silos
Westernized diet
Food access
Global warming shifting norms and affecting transportation
Acceptance of eating poorly
School environment – reduced recess and fast food in schools
State grant climate has a complicated organizational structure
Disappearing agricultural space
Food sovereignty
Proximity to healthy food
Gentrification in certain areas
Urban/ rural equity and distributions of resources
Changing agricultural environment
Legal Forces
Immigration and citizenship changes
Income qualification changes
Challenging contracting
Fiscal allowability
Supplantation – can’t replace funding activities creates barriers to partnering
Ethical Forces
Gentrification
Top down – we know best
Food swamps

Appendix

Need more toward participatory approach
Hiring practices
Access

Appendix I: Region 1 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 1, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	24%	49%	64%	63%
Gender				
Female	27%	48%	67%	54%
Male	22%	49%	60%	74%
Race				
White	25%	51%	65%	62%
Black	0%	43%	55%	100%
Asian	0%	28%	19%	92%
American Indian and Alaskan Native	13%	70%	78%	51%
Hispanic	32%	35%	62%	72%
Other	12%	64%	70%	28%
Education				
<HS Grad	29%	40%	55%	64%
HS Grad	19%	45%	67%	62%
Some College	27%	55%	64%	63%
College Grad	22%	52%	68%	66%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 1. HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	18%	53%	35%	23%
Gender				
Female	16%	45%	35%	26%
Male	20%	61%	36%	20%
Race				
American Indian and Alaskan Native	20%	49%	32%	26%
Asian	27%	55%	21%	8%
Black	15%	53%	43%	26%
Hispanic	18%	49%	41%	17%
Native Hawaiian or Other Pacific Islander	30%	55%	43%	38%
White	15%	53%	32%	25%
Other	21%	56%	37%	24%
Grade				
8	18%	57%	36%	19%
10	19%	53%	35%	24%
12	15%	46%	35%	28%
Mother's education				
Less than HS or HS	15%	50%	36%	26%
Some college	20%	58%	34%	24%
4 year degree or higher	21%	58%	31%	23%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 1							
Region 1 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 1 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	3	2	1	4	12	
Physical Activity (60 min 5+ days per week)- Youth	2	3	1	3	4	13	
Obesity- Adult	2	2	2	1	4	11	
Obesity- Youth	2	3	2	2	4	13	
Fruit and Vegetable Intake (5+ servings per day)- Adult	1	2	2	1	4	10	
Fruit and Vegetable Intake (5+ servings per day)- Youth	3	2	2	1	4	12	
Food Insecurity- Youth	2	3	2	3	3	13	
Food Insecurity-Adult	2	3	1	2	4	12	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix J: Region 2 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 2, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	20%	42%	70%	45%
Gender				
Female	18%	40%	68%	52%
Male	21%	44%	72%	35%
Race				
White	22%	46%	62%	41%
Black	5%	25%	59%	36%
Asian	16%	11%	59%	0%
American Indian and Alaskan Native	2%	24%	68%	60%
Hispanic	18%	42%	80%	50%
Other	25%	14%	59%	27%
Education				
<HS Grad	19%	32%	80%	53%
HS Grad	20%	36%	68%	44%
Some College	15%	53%	63%	39%
College Grad	38%	72%	50%	21%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 2, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	20%	49%	36%	22%
Gender				
Female	21%	48%	36%	22%
Male	20%	51%	38%	22%
Race				
American Indian and Alaskan Native	38%	22%	38%	44%
Asian	0%	0%	17%	0%
Black	17%	40%	60%	33%
Hispanic	18%	46%	40%	21%
Native Hawaiian or Other Pacific Islander	0%	33%	33%	33%
White	22%	59%	35%	19%
Other	26%	47%	32%	27%
Grade				
8	25%	32%	32%	20%
10	16%	36%	36%	22%
12	22%	39%	39%	23%
Mother's education				
Less than HS or HS	18%	49%	39%	23%
Some college	26%	56%	46%	19%
4 year degree or higher	26%	63%	26%	22%
■ Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 2							
Region 2 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 2 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	3	2	2	4	13	
Physical Activity (60 min 5+ days per week)- Youth	2	3	2	2	4	13	
Obesity- Adult	2	2	2	2	4	12	
Obesity- Youth	2	3	2	2	4	13	
Fruit and Vegetable Intake (5+ servings per day)- Adult	2	2	2	1	4	11	
Fruit and Vegetable Intake (5+ servings per day)- Youth	2	2	2	1	4	11	
Food Insecurity- Youth	2	3	2	2	3	12	
Food Insecurity-Adult	2	3	2	3	4	14	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix K: Region 3 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 3, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	25%	56%	58%	56%
Gender				
Female	27%	57%	54%	45%
Male	23%	54%	64%	72%
Race				
White	29%	58%	57%	60%
Black	48%	62%	45%	43%
Asian	6%	66%	35%	59%
American Indian and Alaskan Native	34%	37%	71%	11%
Hispanic	15%	47%	73%	56%
Other	32%	67%	60%	47%
Education				
<HS Grad	14%	54%	56%	49%
HS Grad	20%	53%	74%	67%
Some College	32%	56%	49%	52%
College Grad	35%	63%	53%	55%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 3, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	17%	46%	38%	28%
Gender				
Female	13%	40%	37%	33%
Male	22%	54%	40%	22%
Race				
American Indian and Alaskan Native	18%	55%	45%	33%
Asian	19%	31%	31%	19%
Black	9%	45%	42%	32%
Hispanic	14%	47%	47%	17%
Native Hawaiian or Other Pacific Islander	0%	50%	17%	50%
White	16%	47%	35%	33%
Other	23%	51%	33%	33%
Grade				
8	18%	39%	38%	24%
10	14%	43%	32%	27%
12	21%	54%	46%	30%
Mother's education				
Less than HS or HS	16%	46%	39%	29%
Some college	19%	45%	27%	31%
4 year degree or higher	26%	57%	30%	26%
■ Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 3							
Region 3 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 3 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	1	2	1	4	10	
Physical Activity (60 min 5+ days per week)- Youth	2	2	2	2	4	12	
Obesity- Adult	2	1	2	2	4	11	
Obesity- Youth	2	3	2	1	4	12	
Fruit and Vegetable Intake (5+ servings per day)- Adult	1	2	2	1	4	10	
Fruit and Vegetable Intake (5+ servings per day)- Youth	2	2	2	2	4	12	
Food Insecurity- Youth	2	3	3	2	4	14	
Food Insecurity- Adult	2	3	2	2	4	13	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix L: Region 4 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 4, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	22%	48%	64%	55%
Gender				
Female	21%	48%	65%	61%
Male	24%	49%	64%	49%
Race				
White	24%	55%	66%	59%
Black	21%	51%	63%	41%
Asian	24%	37%	34%	66%
American Indian and Alaskan Native	34%	47%	85%	63%
Hispanic	12%	39%	76%	49%
Other	35%	54%	71%	38%
Education				
<HS Grad	10%	43%	66%	43%
HS Grad	27%	50%	71%	56%
Some College	26%	47%	61%	57%
College Grad	21%	57%	56%	61%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 11s. Selected Youth Indicators and Comparison by Demographics Region 4, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity\	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	18%	42%	35%	22%
Gender				
Female	16%	35%	36%	22%
Male	21%	50%	34%	21%
Race				
American Indian and Alaskan Native	26%	57%	50%	23%
Asian	18%	36%	22%	11%
Black	15%	35%	38%	23%
Hispanic	22%	42%	46%	18%
Native Hawaiian or Other Pacific Islander	18%	45%	61%	35%
White	16%	47%	33%	25%
Other	17%	44%	33%	29%
Grade				
8	22%	46%	30%	22%
10	17%	40%	36%	18%
12	16%	41%	39%	27%
Mother's education				
Less than HS or HS	17%	40%	38%	24%
Some college	17%	44%	32%	22%
4 year degree or higher	25%	46%	30%	22%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 4							
Region 4 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 4 Compared to WA State	Demographic Disparities	Magnitude	Scoring	
Physical Activity (150+ Minutes per week)- Adult	2	3	2	1	4	12	
Physical Activity (60 min 5+ days per week)- Youth	3	3	3	2	4	15	
Obesity- Adult	1	3	2	2	4	12	
Obesity- Youth	2	3	2	3	4	14	
Fruit and Vegetable Intake (5+ servings per day)- Adult	2	2	2	2	4	12	
Fruit and Vegetable Intake (5+ servings per day)- Youth	3	2	2	3	4	14	
Food Insecurity- Youth	2	3	2	2	3	12	
Food Insecurity-Adult	2	3	2	2	4	13	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix M: Region 5 Supplemental Tables

Table 9s. Selected Indicators and Comparison by Demographics Region 5, BRFSS 2017				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Rarely or Never Stressed About Having Money to Buy Nutritious Meals
All SNAP-Eligible Adults	23%	47%	64%	54%
Gender				
Female	28%	46%	61%	50%
Male	17%	49%	67%	59%
Race				
White	24%	49%	62%	56%
Black	54%	74%	54%	70%
Asian	0%	30%	46%	43%
American Indian and Alaskan Native	31%	29%	48%	34%
Hispanic	14%	41%	71%	46%
Other	33%	49%	91%	48%
Education				
<HS Grad	12%	39%	67%	48%
HS Grad	20%	45%	65%	63%
Some College	26%	52%	64%	47%
College Grad	42%	60%	57%	72%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

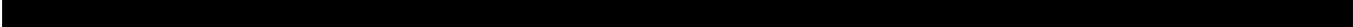
Table 11s. Selected Youth Indicators and Comparison by Demographics Region 5, HYS 2018				
	5+ Servings per Day of Fruits and Vegetables	150+ Moderate or 75+ Vigorous Physical Activity	Overweight or Obese	Skip or Cut Meals
All SNAP-Eligible Youth Grades 8-12	18%	48%	35%	24%
Gender				
Female	15%	40%	39%	24%
Male	21%	56%	31%	23%
Race				
American Indian and Alaskan Native	31%	38%	47%	26%
Asian	13%	56%	32%	13%
Black	19%	74%	50%	39%
Hispanic	18%	39%	35%	21%
Native Hawaiian or Other Pacific Islander	17%	62%	45%	9%
White	15%	50%	32%	24%
Other	22%	48%	38%	27%
Grade				
8	16%	49%	34%	20%
10	21%	48%	38%	28%
12	19%	46%	34%	26%
Mother's education				
Less than HS or HS	19%	44%	37%	30%
Some college	19%	45%	40%	29%
4 year degree or higher	15%	57%	33%	28%
 Red indicates the demographic group has significant differences and the specific population has worse rates than the overall eligible population.				

Table 15s. Washington State Severity Scoring for Selected Indicators Region 5							
Region 5 Scoring	Change in Indicator	Eligible to Non-Eligible	Region 5 Compared to WA State	Demographic Disparities	Magnitude	Score	
Physical Activity (150+ Minutes per week)- Adult	2	3	2	1	4	12	
Physical Activity (60 min 5+ days per week)- Youth	2	3	2	2	4	13	
Obesity- Adult	2	2	2	1	4	11	
Obesity- Youth	2	3	2	2	4	13	
Fruit and Vegetable Intake (5+ servings per day)- Adult	1	2	2	2	4	11	
Fruit and Vegetable Intake (5+ servings per day)- Youth	2	2	2	2	4	12	
Food Insecurity- Youth	2	3	2	1	3	11	
Food Insecurity- Adult	2	3	2	2	4	13	
Scoring	1: Getting Better 2: No Change 3: Getting Worse	1: Better 2: No Difference 3: Worse	1: Better 2: No Difference 3: Worse	1: None 2: 1-2 Indicators w/ Differences 3: More than 2 Indicators with Differences	0: Less than .01% 1: .01-.9% 2: 1-9.9% 3: 10-24.9% 4: >25%	Percentage of SNAP-Ed Eligible Experiencing Condition	

Appendix N: Curriculum Rubric Tool

**Washington State SNAP-Ed
Curriculum Review Form**

Name of Curriculum _____



OVERALL SCORE

PRINT MATERIAL

Instructional Design (18 max):	
Educational Technique (14 max):	
Content (18 max):	
Print/Web (20 max):	
Overall Impression: (worth 2 pts)	
Total points (out of 72)	
Final percentage	

90-100% = excellent

75-90% = appropriate for use

Less than 75% = not appropriate for use

If a rating item does not apply (N/A) to the curriculum, score it as good.

Overall Comments:

Name of Reviewer _____ Date _____

INSTRUCTIONAL DESIGN

Note: If a rating item does not apply (n/a) to the curriculum, score it as good.

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Note
<p>Lesson Plans Complete Including:</p> <ul style="list-style-type: none"> * Lesson plans have clear learning and behavioral objectives * Lesson topic background information available for educator review. * Time required for lessons is stated. <p>Additional Elements:</p> <ul style="list-style-type: none"> + List provided for needed resources (equipment, food, related supplies) + Lessons include summary/application for participant to practice. + Activity extensions are included. + Identification of required instructional materials (posters, visuals, etc.) 	<input type="checkbox"/> Lessons include three or fewer elements (both * and +)	<input type="checkbox"/> Lessons include all * elements.	<input type="checkbox"/> Lessons include all * elements and at least two + elements.	
<p>Purpose: Curriculum ties to statewide SNAP-Ed Goals: includes focus on healthy eating (H), PA, Food Resource Management (FRM), relevant to Social Ecological Model (SEM), addresses health equity (HE)</p>	<input type="checkbox"/> Purpose of curriculum not tied to H, PA, FRM, SEM, HE	<input type="checkbox"/> Purpose of curriculum tied to one focus (please circle): H, PA, FRM, SEM, HE	<input type="checkbox"/> Purpose of curriculum tied to at least two focus areas (please circle) H, PA, FRM, SEM, HE	
<p>Instructional Guidance: Information is provided for the educator about best practice for delivering lessons.</p>	<input type="checkbox"/> No instructional guidance provided for curriculum.	<input type="checkbox"/> Instructor guidance included with some suggestions for enhancing the teaching process	<input type="checkbox"/> Instructor guidance included. Suggestions for following-up learning activities/discussion questions included	
<p>Credits, References, and Resources</p>	<input type="checkbox"/> Credits, references, and resources outdated and unusable	<input type="checkbox"/> Credits, references, and resources current but incomplete	<input type="checkbox"/> All are current and complete. Includes authors and institutions.	
<p>Limited Prep & Cost to Provider</p>	<input type="checkbox"/> Substantial cost and time to provider. For example lesson bins, handouts and worksheets for ESBA	<input type="checkbox"/> Moderate cost and time to provider. For example, may require printing handouts, activities.	<input type="checkbox"/> Minimal cost or time to provider. Curriculum includes all needed elements; minimal printing required.	
<p>Images, words, recipes and garden plantings reflect diverse participants (including cultural, religious and alternative lifestyle)</p>	<input type="checkbox"/> Material includes negative stereotypes of racial, ethnic, religious,	<input type="checkbox"/> Material does not include any outright negative stereotypes,	<input type="checkbox"/> Materials are representative and appropriate including	

Appendix

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Note
	or alternative lifestyle groups	but does not include a mix of cultures	extension and enrichment activities	
Appropriate or adaptable for English Language Learners	<input type="checkbox"/> Some activities and content are appropriate	<input type="checkbox"/> All activities and content are appropriate	<input type="checkbox"/> All activities and content are appropriate including extension and enrichment activities	
Lessons reflect the social, cultural and/or linguistic needs and resources of low-income participants.	<input type="checkbox"/> Some activities and content accommodate and address these issues	<input type="checkbox"/> All activities and content accommodate and address these issues	<input type="checkbox"/> All activities and content accommodate and address these issues, including extension and enrichment activities	
Title page: *authors *year produced *non-discrimination statement	<input type="checkbox"/> Curriculum does not contain appropriate title page	<input type="checkbox"/> Curriculum contains some of the necessary information for a title page	<input type="checkbox"/> Curriculum contains all appropriate information for a title page	

Total score for Instructional Design: _____ points/18

EDUCATIONAL Methods

Note: If a rating item does not apply (n/a) to the curriculum, score it as good.

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Note
Learning Activities, Projects, or Interactive Learning Tools that support participant engagement and uses facilitated dialogue.	<input type="checkbox"/> Material does not mention any interactive learning activities or mentions inappropriate learning experiences, questions, projects, resources or suggestions for further action. Lessons do not support facilitated dialogue.	<input type="checkbox"/> Material mentions appropriate learning activities, questions, projects, resources and/or suggestions for further action with the participant. Lessons call for student response but not discussion..	<input type="checkbox"/> Material includes a variety of hands-on and interesting learning experiences, questions, projects, resources or suggestions for further action that will involve the participant. and incorporates facilitated dialogue.	
Age Appropriate	<input type="checkbox"/> There is a significant issue with the age appropriateness	<input type="checkbox"/> Some of it is age appropriate	<input type="checkbox"/> All of it is age appropriate	
Integrates nutrition and physical activity (PA), if appropriate, content with other subject areas	<input type="checkbox"/> Provides ideas for integration	<input type="checkbox"/> Provides lessons that integrate content areas	<input type="checkbox"/> Provides lessons that integrate content area with explicit links to nutrition and PA	Specify:
Experiential Learning/Learner Centered	<input type="checkbox"/> Materials provide no opportunity to apply learning and materials do not contain representation of real people/situations. Materials written without cultural humility.	<input type="checkbox"/> At least 50% of materials provide opportunity to apply learning and materials contain representation of real people/situations and show cultural humility.	<input type="checkbox"/> At least 75% if materials provide opportunity to apply learning and materials contain representation of real people/situations and show cultural humility.	
Inquiry-based Learning	<input type="checkbox"/> There are no questions or self-discovery of answers	<input type="checkbox"/> Students are guided through the discovery of pre-set questions	<input type="checkbox"/> Students discover the answers to personally interesting pre-set questions	
Behavioral Theory Driven: <ul style="list-style-type: none"> • Socio-ecological theory • Health Belief Model • Stages of Change • Social Cognitive Theory • Theory of Meaningful Learning (content is meaningful to the participant) 	<input type="checkbox"/> Materials do not appear to use any behavioral theories, are knowledge-based only, or use inappropriate theories.	<input type="checkbox"/> Materials are informed by the use of acceptable behavioral theories	<input type="checkbox"/> Materials are driven by the use of acceptable behavioral theories and theories are noted somewhere in the description of the curriculum.	
Hands-on/Kinesthetic Learning	<input type="checkbox"/> None of the activities incorporate hands-on, kinesthetic materials	<input type="checkbox"/> At least 50% of activities incorporate hands-on, kinesthetic materials	<input type="checkbox"/> At least 75% of activities incorporate hands-on, kinesthetic materials	

Total score for Instructional Technique: _____points/14

CONTENT

Note: If a rating item does not apply (n/a) to the curriculum, score it as good.

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Notes
Aligns with the most recent <i>Dietary Guidelines for Americans</i> and the <i>Physical Activity Guidelines for Americans</i>	<input type="checkbox"/> Curriculum not based on Dietary Guidelines	<input type="checkbox"/> Curriculum partially based on the most recent Dietary Guidelines.	<input type="checkbox"/> Curriculum based substantially on the most recent Dietary Guidelines.	
Curriculum is evidence based (Found in curriculum introduction or SNAP-Ed Tool Kit) <ul style="list-style-type: none"> • Research-tested interventions have been published in the peer-reviewed literature. • Practice-tested interventions have evidence derived from practice in the form of evaluation data or reports. 	<input type="checkbox"/> Curriculum is neither research or practice based.	<input type="checkbox"/> Curriculum is practice based and evaluation outcomes are available	<input type="checkbox"/> Curriculum is research based, and evaluation outcomes are available	
Cooking or food activities reinforce related learning, behavioral objectives.	<input type="checkbox"/> Cooking or food activities do not reinforce learning or behavioral objectives.	<input type="checkbox"/> Cooking or food activities reinforce some learning and behavioral objectives.	<input type="checkbox"/> Cooking or food activities reinforce most learning and behavioral objectives.	
If recipes are included, they are consistent with the Dietary Guidelines (DG) for Americans.	<input type="checkbox"/> Recipes are not consistent with DG's	<input type="checkbox"/> At least 50% of recipes are consistent with current DG	<input type="checkbox"/> At least 75% of recommended recipes are consistent with current DG	
Obesity Correlates	<input type="checkbox"/> Curriculum does not address any areas correlated to obesity	<input type="checkbox"/> Curriculum addresses one area correlated to prevention of obesity	<input type="checkbox"/> Curriculum addresses more than one area correlated to prevention of obesity	
Aligns with WA SNAP-Ed Program Priorities: <ul style="list-style-type: none"> • Works across the Social Ecological Model • Support food security and healthy food access • Active living • Collaboration with representation 	<input type="checkbox"/> Scope of information is not appropriate for target audience. There are no WA SNAP-Ed program priorities included.	<input type="checkbox"/> Scope of information is a mix of appropriate and less than appropriate concepts. There is at least one WA SNAP-Ed program priority included.	<input type="checkbox"/> Scope of information appropriate for target audience and essential topics discussed in appropriate detail. There are at least 2 WA SNAP-Ed program priorities included.	
Accuracy & Consistency	<input type="checkbox"/> Substantial inaccuracies & contradictions throughout	<input type="checkbox"/> Information contains minor inaccuracies or contradictions	<input type="checkbox"/> Information is accurate and consistent throughout	
Objectivity & Bias	<input type="checkbox"/> Subject matter is written in a biased manner. <i>Brand name products are disparaged.</i>		<input type="checkbox"/> Subject matter is written objectively and fairly. <i>Any brand name product comparisons provide information, not judgement.</i>	

Appendix

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Notes
Food Safety	<input type="checkbox"/> Lessons involving food preparation do not include food safety procedures	<input type="checkbox"/> Some lessons involving food preparation include food safety procedures	<input type="checkbox"/> Each lesson involving food preparation teaches appropriate food safety procedures	

Total score for Content: _____points/18

PRINTED MATERIALS**(Including CD's or flash drives with the print materials loaded) & WEB MATERIALS****Note: If a rating item does not apply (n/a) to the curriculum, score it as good.**

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Notes
Organization	<input type="checkbox"/> Curriculum is poorly organized, and major points are not easily identified	<input type="checkbox"/> Curriculum is organized but not all major points are easily identified	<input type="checkbox"/> Curriculum well-organized and major points presented clearly	
Writing Styles	<input type="checkbox"/> Main ideas are not clearly identified, and internal organization does not flow from one idea to the next	<input type="checkbox"/> Main ideas are clear, but sequence of information may not flow smoothly in all sections	<input type="checkbox"/> Main ideas are clear and flow smoothly	
Writing Approach	<input type="checkbox"/> Passive voice is used, or active voice is used inconsistently	<input type="checkbox"/> Material is easy to read. Active voice is used most of the time	<input type="checkbox"/> Writing approach is positive. Active voice is used most of the time	
Vocabulary	<input type="checkbox"/> Excessive use of unfamiliar words or undefined technical terms	<input type="checkbox"/> Most words listed are appropriate for intended audience. Some unidentified technical terms are used	<input type="checkbox"/> Vocabulary used is appropriate for intended audience. Minimizes use of technical terms and if used are defined	
Attractiveness and Organization of Layout and Design	<input type="checkbox"/> Color, design, and layout are distracting; too much print on the page	<input type="checkbox"/> Color, design, and layout are adequate but do not stimulate interest	<input type="checkbox"/> Color, design, and layout are attractive and stimulate interest without being too busy. There is good balance between print and blank space	
Easy-to-use	<input type="checkbox"/> Materials are very confusing and difficult to use	<input type="checkbox"/> Materials are somewhat confusing and a little difficult to use	<input type="checkbox"/> Materials are clear and easy to use	
Headings/Cueing Devices	<input type="checkbox"/> Few or no headings provided. No cueing devices included	<input type="checkbox"/> Topic headings are not clear and/or are provided for most. Limited or no cueing devices included	<input type="checkbox"/> Clear headings are provided for each topic area. Cueing devices are used to direct attention to key points	
Readability (includes all print , graphic and media associated with curriculum)	<input type="checkbox"/> Text is too small or obscured by background color/graphic	<input type="checkbox"/> Text size is adequate for viewing. Some portions of text difficult to read	<input type="checkbox"/> Text size is adequate for viewing. Good contrast between text and background	
Approximate Reading Level	<input type="checkbox"/> Reading level is at 9 th grade level or above	<input type="checkbox"/> Reading level is at 5 th , 6 th , or 7 th grade level	<input type="checkbox"/> Reading level is at or below 4 th grade level	

Appendix

	Inadequate (0)	Satisfactory (1)	Good (2) (or n/a)	Notes
Languages: Participant materials are available in language(s) other than English.	<input type="checkbox"/> Only available in English	<input type="checkbox"/> Participant curriculum materials available in English and one other language as identified as a need in the state.	<input type="checkbox"/> Participant curriculum materials available in English and two or more other languages as identified as a need in the state (Spanish, Russian, Arabic, Vietnamese, Korean, Chinese)	Which language:

Total score for Print/web: _____points/20