

SNAP-Ed FFY21 Kick-Off



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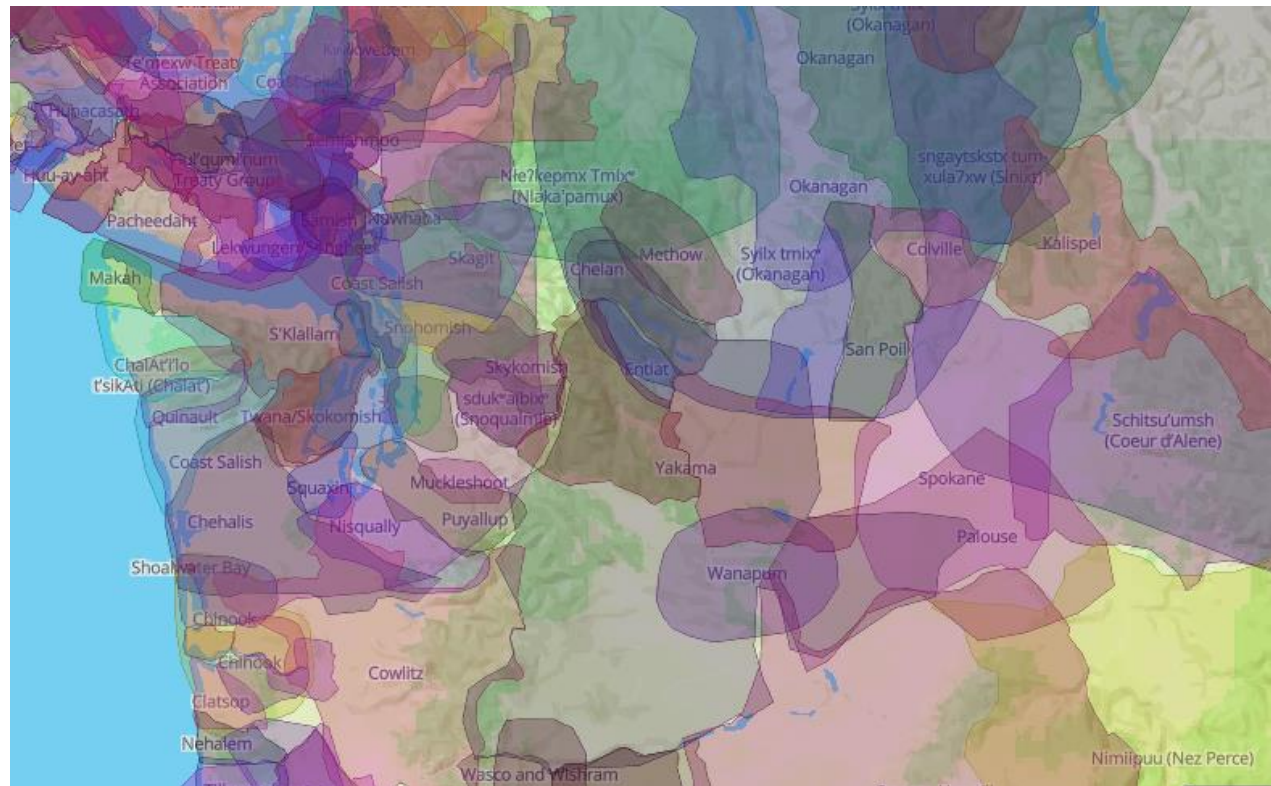
Welcome



- Please stay muted
- Opportunities for breaks
- Participate as you are able

Land Acknowledgement

Native Land Digital shows a map of territories, languages, and treaties <https://native-land.ca/>



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SNAP-Ed Overview

Food and Nutrition Service, United States
Department of Agriculture

State Agency

Implementing Agency

Local Implementing Agency/Provider

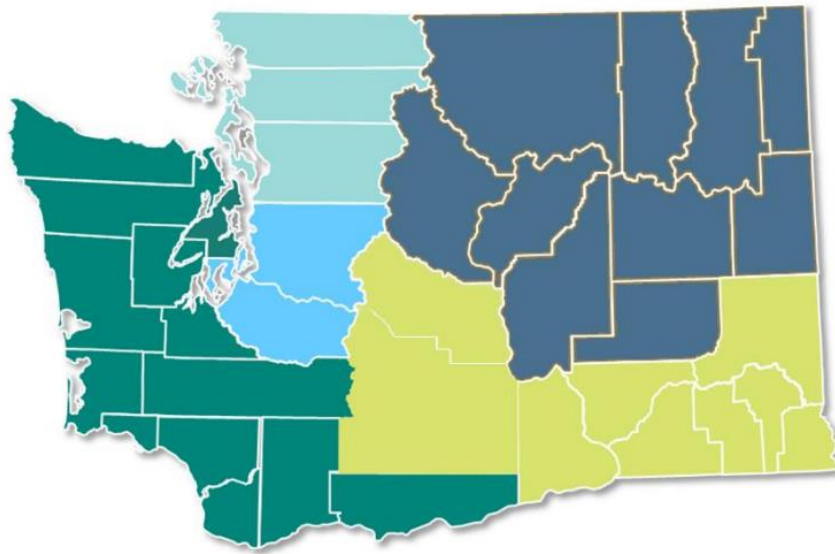
Statewide Initiatives



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SNAP-Ed in Washington



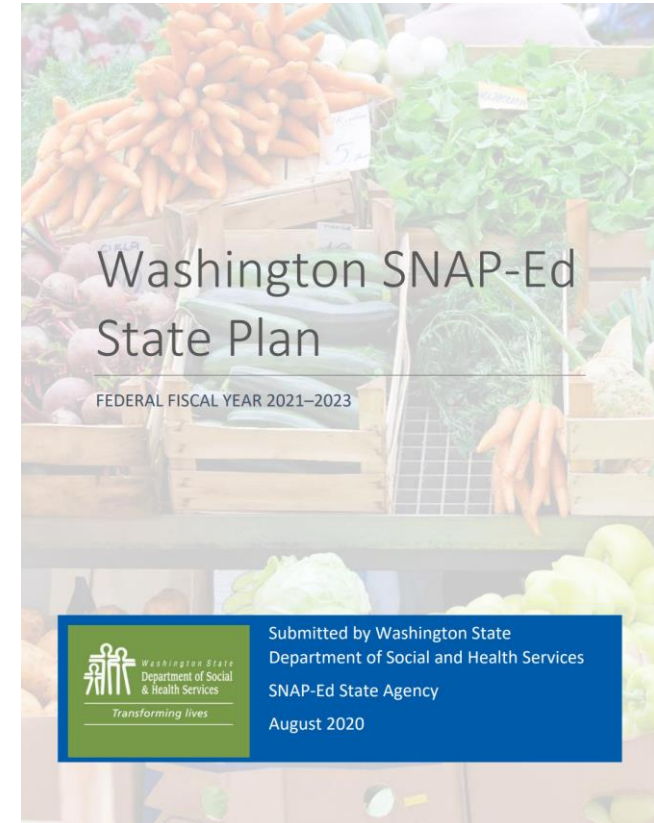
Region 1 - SRHD

Region 2 - DOH

Region 3 - WSU

Region 4 - DOH

Region 5 - DOH



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Guiding Principles

1. Health Equity
2. Multi-level interventions
3. Cohesive
4. Strengthened by expertise of providers
5. Evidence-based and data driven
6. Dynamic and flexible



Priorities & Goals

Priorities

Work across the Social
Ecological Model

Support Food Security &
Healthy Food Access

Active Living

Collaboration with
Representation



Goals

Increase consumption of healthy foods and beverages and
decrease consumption of unhealthy foods and beverages.

Improve food resource management among SNAP-Ed
participants.

Increase physical activity and reduce sedentary behavior.

Improve policy, systems, and environments to support
healthy eating and active living.

Collaboration with Representation

Provider Listening Sessions

- How are LIAs already incorporating SNAP-Ed participants' perspectives in program planning, implementation, and evaluation?

More collaboration with tribal nations and indigenous populations

- Needs assessment

More LIA/provider input in program planning



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Connecting SNAP-Ed with DSHS Staff



+



FFY21: Reintroduction, FFY22: Engagement, and FFY23: Foundation



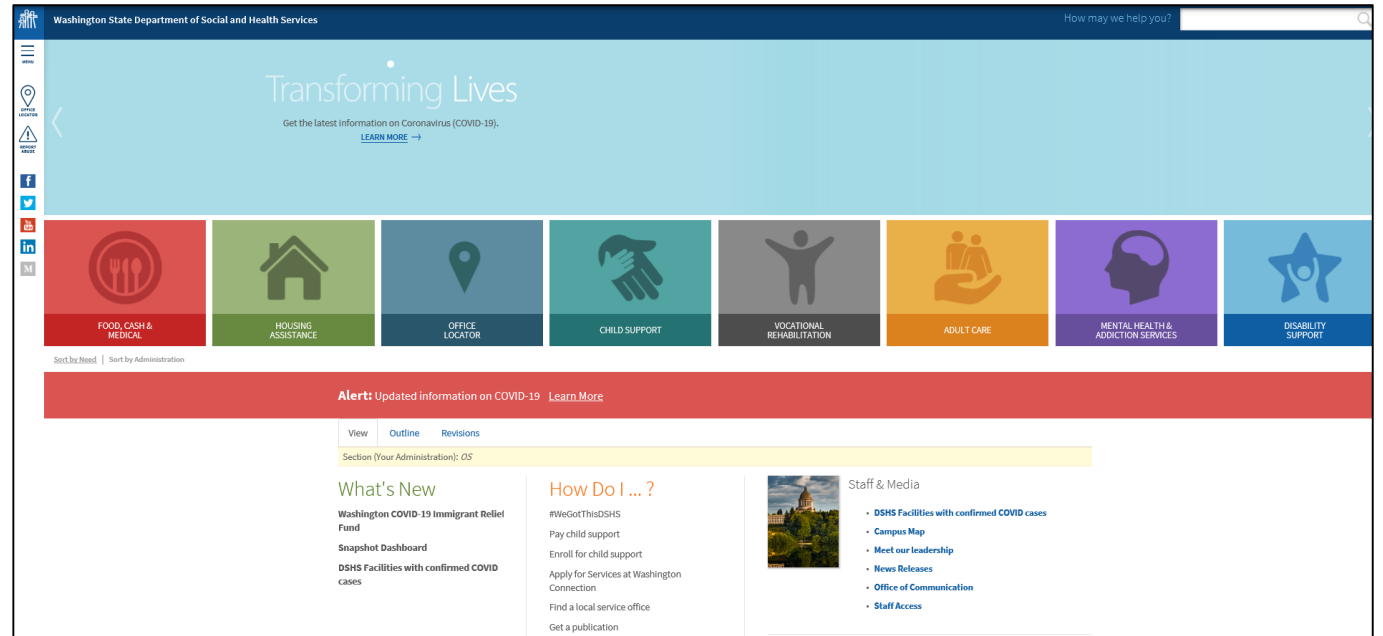
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Connecting SNAP-Ed with DSHS Staff

FFY21: Reintroduction

- Create information for DSHS staff
- Add SNAP-Ed page to DSHS website
- Develop materials and resources to promote SNAP-Ed
- Internal DSHS messaging and program updates
- Connect with other programs in DSHS



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Relevant Programs and Initiatives

SNAP Online Purchasing Pilot

Fruit and Vegetable Incentives Programs

Pandemic EBT (P-EBT)



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SNAP Promotion Rule

From the SNAP-Ed FFY21 Guidance:

“Per the 7 CFR 277.4 (b)(5), recruitment activities designed to persuade an individual to apply for SNAP benefits; television, radio, or billboard advertisements that are designed to promote SNAP benefits and enrollment; or agreements with foreign governments designed to promote SNAP benefits and enrollment are prohibited.

For SNAP-Ed, this means that information regarding SNAP enrollment should not be placed on any **billboard, radio, television or video recording** that may be part of a SNAP-Ed intervention. Basic SNAP Information or a link to SNAP information may be placed on handouts, brochures, recipes, etc. only.”



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SNAP Promotion Rule (*NEW*)

Allowable activities include:

- Communicating factual information so that an individual can make an informed choice pertaining to SNAP, including on social media (as long as the content isn't persuading someone to apply for SNAP benefits through coercion, pressure, or incentives)
- Advertising where SNAP benefits are accepted does not constitute promoting SNAP benefits and enrollment.

Unallowable activities include:

- Information regarding SNAP enrollment placed on any **billboard, radio, television or video recording**. Restriction on the use of Federal funds for radio, television, and billboard advertising does not restrict retailers from using these methods to provide factual information about their FNS-approved programs for currently enrolled SNAP households, such as fruits and vegetables incentive programs.
- For the purposes of our program, many of these media are rare, but if you are in doubt contact your IA, especially as we rely more on social media, explore social marketing, and have recorded videos for virtual programming
- Providing an incentive for participant to sign up for SNAP.



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Interventions and Projects



Plan Layout

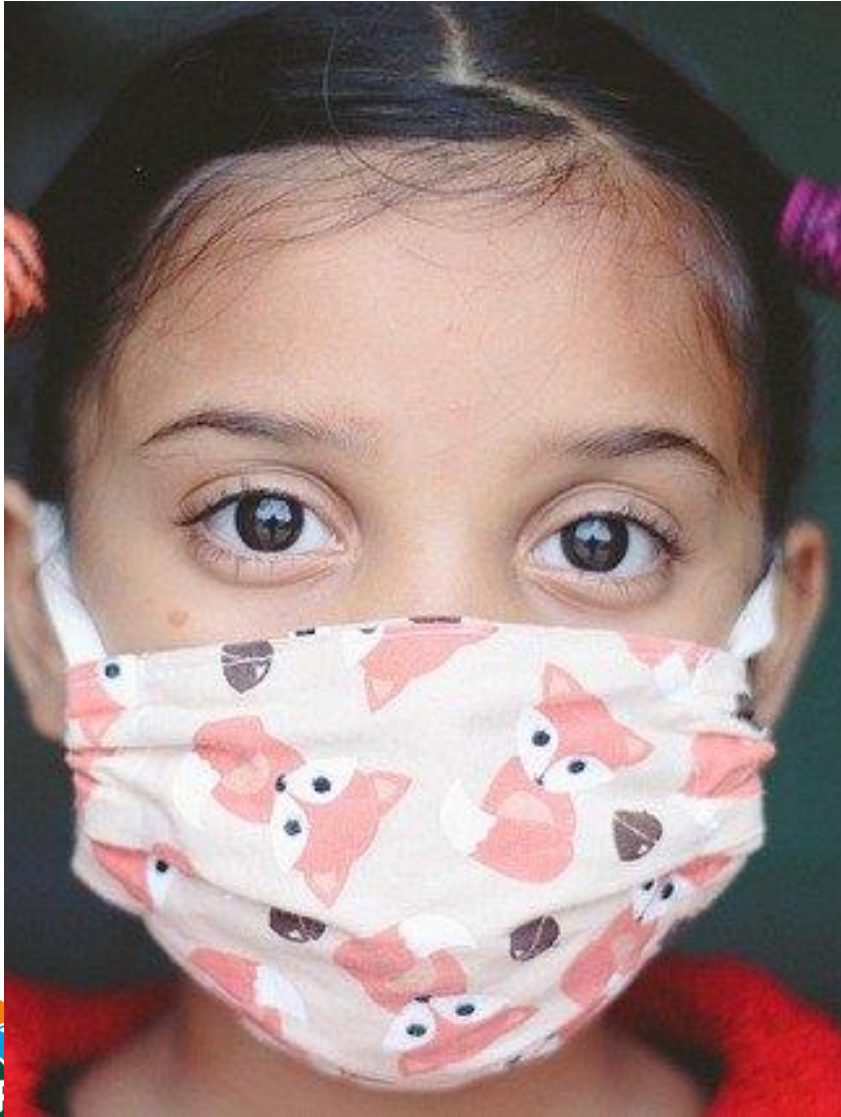
- Shop
- Learn
- Live
- Work
- Play
- Eat



- Direct Education
- Farm to Community
- Healthy Food Access
- Physical Activity
- Health Promotion

Intervention: evidence-based strategy to promote healthy eating and active lifestyles

Project: specific activity used to implement the intervention



COVID-19 Considerations

Virtual education

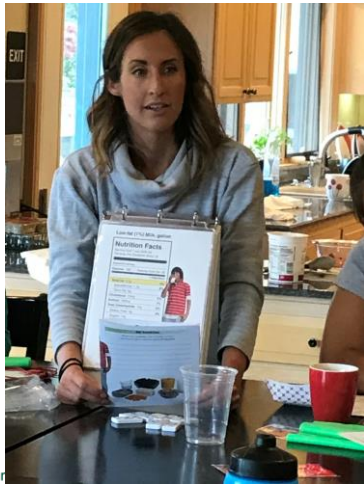
Indirect education/health promotion activities:

- Distribution of education materials
- Sharing resources through social media and websites
- Sharing videos on preparing healthy recipes and other skills.
- Consultation/technical support for partners

Direct Education

Goal: To provide nutrition education during interactive programming that supplements policy, systems, and environment work and supports behavior changes regarding healthy eating, physical activity, and food resource management for SNAP eligible participants.

Strategy: Delivery of approved curriculum following fidelity guidelines.



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Farm to Community

Goal: Increase access to, appeal of, and knowledge of locally produced foods for SNAP eligible participants

Strategy: Assist with the facilitation of PSE changes that increase opportunities to connect local food producers (including gardens) to SNAP eligible populations.



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Farmers Markets



WSFMA Goals:

- Establish SNAP/EBT, WIC and Senior Farmers Market Nutrition Program, SNAP Market Match and other fruit and vegetable programs at farmers markets
- Promote availability of food access at farmers markets
- Provide education about farmers markets both on site and through other existing education



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Farmers Markets



WSFMA Regional Leads

- Build local capacity at farmers markets around food access programs;
- Share information about food access benefits available at farmers markets;
- Develop partnerships that build on this work.



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Farmers Markets



- ✓ Provide unified SNAP and SNAP Market
- Match signage to FMs
- ✓ Create unified, regional farmers market rack cards (SNAP, SMM, FMNP, Other)
- ✓ Develop and/or share resources to support SNAP-Ed at FMs (SNAP-Ed Activity Toolkit, Kids Activity Toolkit, etc.)
- ✓ Farmers Market Food Access Forums



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Farmers Markets



Contact:

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Caprice Teske
Food Access Coordinator
caprice@wafarmersmarkets.org
206-706-5198 ext. 2



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Healthy Food Access

Goal: Increase the availability, accessibility, affordability, and acceptability of healthy foods and beverages in places where people get food. Additionally, expand the places and accessibility of where people can get healthy foods and beverages, including supporting accommodations that ensure that SNAP-eligible individuals can purchase healthier food and beverages.

Strategy: Facilitate PSE changes that change how the SNAP-Ed audience navigates and experiences the 5As.



Physical Activity (PA)

Goal: Increase opportunities for SNAP-eligible people to have access to appealing, affordable physically activity options.

Strategy: SNAP-Ed will work with partners to identify and remove barriers to PA in schools, organizations, and in the community through PSE strategies



Image by redakter from Pixabay



Image by Pexels from Pixabay



Image by StockSnap from Pixabay



Image by leejose101 from Pixabay



Image by Bethany Ruffin from Pixabay

Health Promotion

Goal: Increase awareness of and reinforce healthy behaviors for SNAP-Ed populations by promoting culturally appropriate and engaging messages about living a healthy lifestyle.

Strategy: Use indirect education, social media, and social marketing to build awareness of and access to healthy food and beverages and places to be physically active.



Image by Steve Buissinne from Pixabay



Image by robinsonk26 from Pixabay



Image by Thomas Ulrich from Pixabay



Image by Hans Braxmeier from Pixabay



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Thank You



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Breakout Room Discussion

- Introduce yourself with:
 - Name
 - Organization and SNAP-Ed Region
 - Favorite fall/winter fruit or vegetable
- Discussion Question: What priority interventions and projects are you working on that you'd like to connect with other LIAs on?



10 Minute Break

If you are interested in seeing what Native land you are on, you can:

- Text your zip code to 1-907-312-5085
- Visit <https://native-land.ca/>



Statewide Initiative Curriculum, Training and Website



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CTW Provides Statewide Support

Supports programming in all five regions

Collaborates to deliver a coordinated, focused program designed to serve SNAP eligible participants.



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Meet the Team

Courtney Schupp

Mattie Sobotka

Terry Perry

Maggie Grate



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Direct Education

- Review and select direct education curricula

Training

- Develop and implement statewide trainings to reflect state goals and objectives

Websites

- Manage two websites to reach SNAP-Ed providers and SNAP-eligible participants.

Statewide Trainings FFY21-23



DIRECT EDUCATION AND
CONNECTIONS TO PSE



POLICY, SYSTEMS AND
ENVIRONMENT



HEALTH EQUITY AND
SNAP-ED



UNIVERSITY OF MINNESOTA EXTENSION

Systems Approaches for Healthy Communities



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Spectrum of Prevention

1. STRENGTHENING INDIVIDUAL KNOWLEDGE AND SKILLS	ENHANCING AN INDIVIDUAL'S CAPABILITY OF PREVENTING INJURY OR ILLNESS AND PROMOTING SAFETY AND HEALTHY CHOICES.
2. Promoting Community Education	Reaching groups of people with information and resources to promote health and safety.
3. Educating Providers	Informing providers who will transmit skills and knowledge to others
4. Fostering Coalitions and Networks	Convening groups and individuals for broader goals and greater impact.
5. Changing Organizations and Practices	Adopting regulations and shaping norms to improve health and safety
6. Influencing Policy and Legislation	Developing strategies to change laws and policies to influence outcomes.

[Welcome & Introducti...](#)

[Course Modules](#)



[Toolkits](#)

[Resources](#)

Course Outline

-  Welcome and Introduction
-  Module 1: Frameworks for Healthy Communities
-  Module 2: Taking A Systems Approach
-  Module 3: Engaging with Communities
-  Module 4: Knowing Your Community
-  Module 5: Putting It All Together
-  Toolkits and Resources
-  Certificate of Completion

Organizational Resources

-  Coach Resources
-  Implementation Team Resources



Digging Into The Toolkit



Systems Approaches Toolkit

Welcome

Online Modules

Resources

Toolkit

Coach Guide

Organizational Resources



Toolkit Part 1 - Communicating Systems Approaches in Your Communities

This part of the toolkit provides resources to help you take the concepts of PSE and systems approaches to your community.



Toolkit Part 2 - Building Your Community Development and Leadership Skills

This part of the toolkit provides resources to help you—or others—build community development and leadership skills.



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Friday Forums



Focus on PSE



Topic Specific



Feedback



New for FFY21-What's Up Wednesday!

COMMUNITY CONVERSATIONS
DURING COVID



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Social Marketing and Social Media



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Websites

Provider site

Participant site



SNAP-Ed PROVIDERS

[STORIES & IMPACTS](#) | [LIVE WELL](#) | [Q](#)

[HOME](#) [ADMINISTRATION](#) [REGIONAL CONNECTIONS](#) [EVALUATION](#) [CURRICULUM, PSE & TRAINING](#) [FARMERS MARKET \(WSFMA\)](#) [RESOURCES](#)



MAKING HEALTHY FOOD ACCESSIBLE

Programs, trainings, and resources to help people in Washington with food insecurity increase access to healthy meals.

NOV
18

[Statewide
Curriculum/PSE
Training](#)

NOV
18

[What's Up
Wednesdays](#)

NOV
19

[Statewide
Curriculum/PSE
Training](#)

DEC
2

[What's Up
Wednesdays](#)

[Browse All
Events](#)



EQUITY AND SNAP-ED

[Home](#) » [Resources](#) » [Equity and SNAP-Ed](#)

Civil Rights

All SNAP-Ed staff are required to take civil rights training annually. Please follow the procedure outlined by your IA for reporting completion of the training.

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LIVE WELL

Plan, Cook, Eat, Move.

Supporting families across the state of Washington to make healthy changes in their homes and neighborhoods.



Stay Healthy During COVID-19

Learn tips about hand washing, shopping for food, and food safety.



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SNAP-ED EVALUATION IN WASHINGTON



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Meet the Evaluation Team



Nora Downs

Evaluation Coordinator



Erica Tomas

Research Investigator



Katie Tong

Research Investigator



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Purpose and Guiding Principles

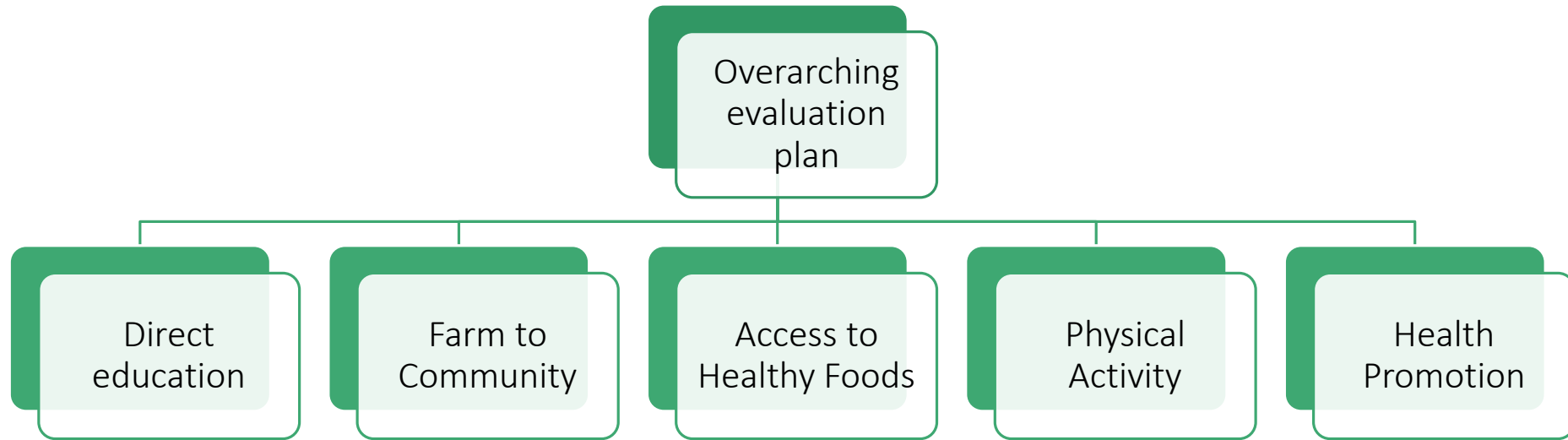
- To tell the story of SNAP-Ed in Washington
- To meet federal reporting requirements
- To provide information for evidenced-based program decision-making
- Utility
- Quality
- Consistency
- Accuracy
- Feasibility
- Collaborative Improvement



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Evaluation Plans



Evaluation Questions

- Vary by intervention
- Focus on *what* we want to learn about each intervention
- Specific questions available in FFY 2021-2023 plan

- Reach
- Efficacy
 - Behavioral Outcomes
 - PSE Changes
- Equity
- Partnership and Collaboration Depth
- COVID-19 Impact
- Community Engagement



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Methods

- Vary by intervention
- *How* we evaluate each intervention
- Specific methods available in FFY 2021-2023 plan

Direct Education
Surveys

PEARS Modules

Report Reviews

Local and Regional
Evaluation
Projects

Qualitative
Methods

Evaluation Toolkit
(December 2020)



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Evaluation Results

- Federal Reporting
- SNAPshots
- Annual Report
- Evaluation Requests



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Washington SNAP-Ed FFY 2020 Quarter 3 SNAPshot

SNAP-Ed and the COVID-19 Pandemic

SNAP-Ed programs teach people how to choose healthy food for themselves and their families while stretching their food dollars. Due to the COVID-19 pandemic, SNAP-Ed programs shifted from in-person activities to supporting good nutrition and healthy habits at a distance. In Quarter 3, SNAP-Ed programs identified new ways to reach and engage audiences, and focused on **Indirect Education** activities.

Changes in Indirect Activities Due to COVID-19

Changes in Indirect Activities that occurred during Q3

208 Activities newly started due to COVID-19

90 Activities modified due to COVID-19

22 Activities cancelled or postponed due to COVID-19

Types of Indirect Activities

The types of Indirect Activities done in Q3 tended to fit into several different categories. Some of the most common included:

Online videos

Recipe demos, gardening tips, story times, nutrition topics

Flyers and brochures

Recipes for food pantry boxes, information about seasonal produce and Farmers Markets, e-newsletters with nutrition tips for parents

Food Access/Resource Lists

Lists of school meal sites, emergency food resources, food distribution sites

Social Media Posts

Resources for food access, health and wellness guides, brief nutrition video lessons, gardening tips

Online Live Classes

One-time nutrition classes, continuation of planned classes



From Our Providers:

Successfully Adapting to Online Classes

Since COVID prevented us from starting our last classes series offered for FY20 starting mid-April we decided to create even more of an online presence. The YMCA is a contracted partner with our Empowering Pregnancy and Motherhood Program. Since their facilities were closed we wanted to also utilize their staff skills by creating an exercise video we could share with our referrals and class participants (pregnant and post-partum women up to one year).

We were able to share this wonderful exercise video on our Empowering Pregnancy and Motherhood webpage and Facebook group so it could be permanently shared with past and future program participants.



Washington State Department of
Health
DOH 940-032 August 2020

This institution is an equal opportunity provider and does not discriminate. For persons with disabilities, this document is available on request in other formats. To submit a request, please call 1-800-641-1410 (TDD / TTY 711).

The Basic Food Program can help provide a healthy diet consistent with the Dietary Guidelines for Americans. Funded by the USDA, Food and Nutrition Service.



Evaluation Resources

- FFY 2021-2023 Plan (pp.198-222)
- Guidance
 - Evaluation Guidance
 - Direct Education Survey Guidance
- Evaluation Request Form
 - Survey data
 - Survey or evaluation tool development
 - Survey or evaluation tool review
 - Evaluation plan development
- PSE Evaluation Toolkit (December)



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EVALUATION

Snapshots, Tools, Trainings, and Resources

[Home](#) » [Evaluation](#)

News & Updates

FFY 2021 Evaluation Training Links

Evaluation training links have been updated! Trainings have been updated to incorporate the most recent PEARS updates and guidance, paper and online survey guidance, and more...

[News Archives](#)

Latest Statewide SNAPshot

FFY 2019 SNAPshot:

16,136 Youth and 1,437 Adults participated in

Regional SNAPshots

Click the links below to download FFY 2019 Regional SNAPshots

Latest Statewide SNAPshot

FFY 2019 SNAPshot:



16,136 Youth and **1,437** Adults participated in **874** Direct Education Programs; **419** PSE activities reached over **526,000** individuals.



71% of K-2nd graders knew their **fruit**.



58% of 3rd-8th graders did more **physical activity**.



53% of adults ate more **vegetables**.

[Download the FFY 2019 Statewide SNAPshot \(.pdf\)](#)

[Download the FFY 2020 Q3 Statewide SNAPshot](#)

Regional SNAPshots

Click the links below to download FFY 2019 Regional SNAPshots



[Region 1 \(.pdf\)](#)

[Region 2 \(.pdf\)](#)

[Region 3 \(.pdf\)](#)

[Region 4 \(.pdf\)](#)

[Region 5 \(.pdf\)](#)

Quick Links:

[Snapshot Archives](#) ▶

[PEARS Login](#) ▶

[PEARS Support](#) ▶



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Evaluation | Washington State SNAP-Ed Providers

wasnap-ed.org/evaluation/

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Guidance Documents



PSE Reach Map

- [Click here to go to the PSE Reach Map](#)
- [PSE Reach Map Instructions \(.pdf\)](#)
- [PSE Reach Map Q&A \(.pdf\)](#)

PSE Evaluation Resources

- [SHELF \(School Health Environment and Lunchroom Form\) \(.pdf\)](#)
- PSE Evaluation Toolkit (Coming Soon!)

General Guidance

- [FFY 2021 Evaluation Guidance \(.pdf\)](#)
- [FFY 2021 Direct Education Survey Guidance \(.pdf\)](#)
- [FFY 2021 Online Survey FAQ \(.pdf\)](#)
- [FFY 2021 Reporting FAQs \(.pdf\)](#)
- [FFY 2021 Evaluation Training Links \(.pdf\)](#)
- [PEARS Indirect Activity Channels \(.pdf\)](#)
- [FFY 2021 Supplement to PEARs PSE Changes Adopted Guidance \(.pdf\)](#)
- [Eat Well + Move Instructor Guide for In-Person DE \(.pdf\)](#)
- [Using the PEARs COVID-19 Impact Field \(.pdf\)](#)

Forms

- [Data Entry Quality Assurance Process Cover Sheet \(.docx\)](#)
- [SNAP-Ed Evaluation Request Form \(.docx\)](#)

Youth ID Numbers for In-Person Direct Education

- [Youth ID Guidance \(.pdf\)](#)
- [Youth ID Letter and Email Templates \(.pdf\)](#)

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Training Videos & Links

The Washington SNAP-Ed Statewide Evaluation team created training videos for most topics in the SNAP-Ed Evaluation guidance, including each evaluation tool and PEARS module.

Evaluation tool trainings cover evaluation background, proctoring instructions, and common participant questions.

PEARS module trainings cover why we use each module, and walk you through how to enter activities step by step.



Educators who proctor surveys must watch the training video.

General Evaluation Training Videos

- [Evaluation Training Videos Playlist](#)
- [Evaluation Overview](#)

PEAS Training Videos

- [Healthy Food Pantry Assessment Tool \(HFPAT\) Training](#)
- [HFPAT Supplementary Training \(PDF of training slides\)](#)
- [Site Level Assessment Questionnaire \(SLAQ\) Training \(PDF of training slides\)](#)
- [SHELF Training \(PDF of training slides\)](#)

DE Survey Training Videos

- [Online SNAP Happy Survey](#)
- [Paper Eat Well + Move! \(K-2nd Grade\)](#)
- [Paper SNAP Happy Survey Part 1: Proctoring](#)
- [Paper SNAP Happy Survey Part 2: ID Numbers](#)
- [Paper SNAP Happy Survey Part 3: Quality Assurance Process](#)

PEARS Training Videos

- [Getting and Using Data from PEARS video \(Notes-.pdf\)](#)
- [Program Activities Module](#)
- [Indirect Activities Module](#)
- [PSE Activities Module](#)
- [Success Stories Module](#)
- [Social Marketing Campaigns Module](#)
- [Partnerships Module](#)
- [Coalitions Module](#)



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Pre/Post Surveys

Eat Well and Move Surveys should be printed double-sided and in color. SNAP Happy Surveys should be printed single-sided and in color. Demographic Cards should be printed double-sided and in black and white.

Links to online surveys can be found in the [Direct Education Survey Guidance](#).

Kindergarten – 2nd Grade

- [Eat Well + Move \(.pdf\)](#) [[Spanish version \(.pdf\)](#)]

3rd-5th Grade

- [SNAP Happy 3rd-5th PRE English \(.pdf\)](#)
- [SNAP Happy 3rd-5th POST English \(.pdf\)](#)
- [SNAP Happy 3rd-5th PRE Spanish \(.pdf\)](#)
- [SNAP Happy 3rd-5th POST Spanish \(.pdf\)](#)
- [SNAP Happy 3rd-5th PRE Russian \(.pdf\)](#)
- [SNAP Happy 3rd-5th POST Russian \(.pdf\)](#)

6th-8th Grade

- [SNAP Happy 6th-8th PRE English \(.pdf\)](#)
- [SNAP Happy 6th-8th POST English \(.pdf\)](#)
- [SNAP Happy 6th-8th PRE Spanish \(.pdf\)](#)
- [SNAP Happy 6th-8th POST Spanish \(.pdf\)](#)
- [SNAP Happy 6th-8th PRE Russian \(.pdf\)](#)
- [SNAP Happy 6th-8th POST Russian \(.pdf\)](#)

High School

- [SNAP Happy 9th-12th PRE English \(.pdf\)](#)
- [SNAP Happy 9th-12th POST English \(.pdf\)](#)
- [SNAP Happy 9th-12th PRE Spanish \(.pdf\)](#)
- [SNAP Happy 9th-12th POST Spanish \(.pdf\)](#)
- [SNAP Happy 9th-12th PRE Russian \(.pdf\)](#)
- [SNAP Happy 9th-12th POST Russian \(.pdf\)](#)

Adults

- [SNAP Happy Adult PRE English \(.pdf\)](#)
- [SNAP Happy Adult POST English \(.pdf\)](#)
- [SNAP Happy Adult PRE Spanish \(.pdf\)](#)
- [SNAP Happy Adult POST Spanish \(.pdf\)](#)
- [SNAP Happy Adult PRE Russian \(.pdf\)](#)
- [SNAP Happy Adult POST Russian \(.pdf\)](#)
- [Demographics Card \(English and Spanish\) \(.pdf\)](#)
- [Demographics Card \(English and Russian\) \(.pdf\)](#)

Contact the Evaluation Team

SNAPedEvaluation@doh.wa.gov

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Resources and Contact Information

EVALUATION WEBSITE

<https://wasnap-ed.org/evaluation>

EVALUATION TEAM EMAIL ADDRESS

SNAPEdEvaluation@doh.wa.gov



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Activity Break



Tying it all
Together



State Priorities for FFFY 21-23

- **Work Across the Social Ecological Model**
- **Support Food Security and Healthy Food Access**
- **Active Living**
- **Collaboration with Representation**

SNAP-Ed Goal

“To improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current DGA and the USDA food guidance.”





OPEN
CURIOUS
COMMITTED TO LEARNING



WHE

WIL

COMMITTED TO BEING RIGHT
DEFENSIVE
CLOSED



Are you above or below the line?

("BY ME")

Responsive / Curious / Growth & Learning

ACCEPTANCE AND TRUST

("TO ME")

Reactive / Defensive / Recycling Drama

RESISTANCE AND THREAT





UNIVERSITY OF MINNESOTA EXTENSION

Systems Approaches for Healthy Communities



Spectrum of Prevention

1. Strengthening Individual Knowledge and Skills	Enhancing an individual's capability of preventing injury or illness and promoting safety and healthy choices.
2. Promoting Community Education	Reaching groups of people with information and resources to promote health and safety.
3. Educating Providers	Informing providers who will transmit skills and knowledge to others
4. Fostering Coalitions and Networks	Convening groups and individuals for broader goals and greater impact.
5. Changing Organizations and Practices	Adopting regulations and shaping norms to improve health and safety
6. Influencing Policy and Legislation	Developing strategies to change laws and policies to influence outcomes.



Supplemental
Nutrition
Assistance
Program

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Complementary Approaches



Making the Healthy Choice the Easy Choice in The Highlands Neighborhood

On-Site garden

Cooking demos

Nutrition Classes

Garden Workshops

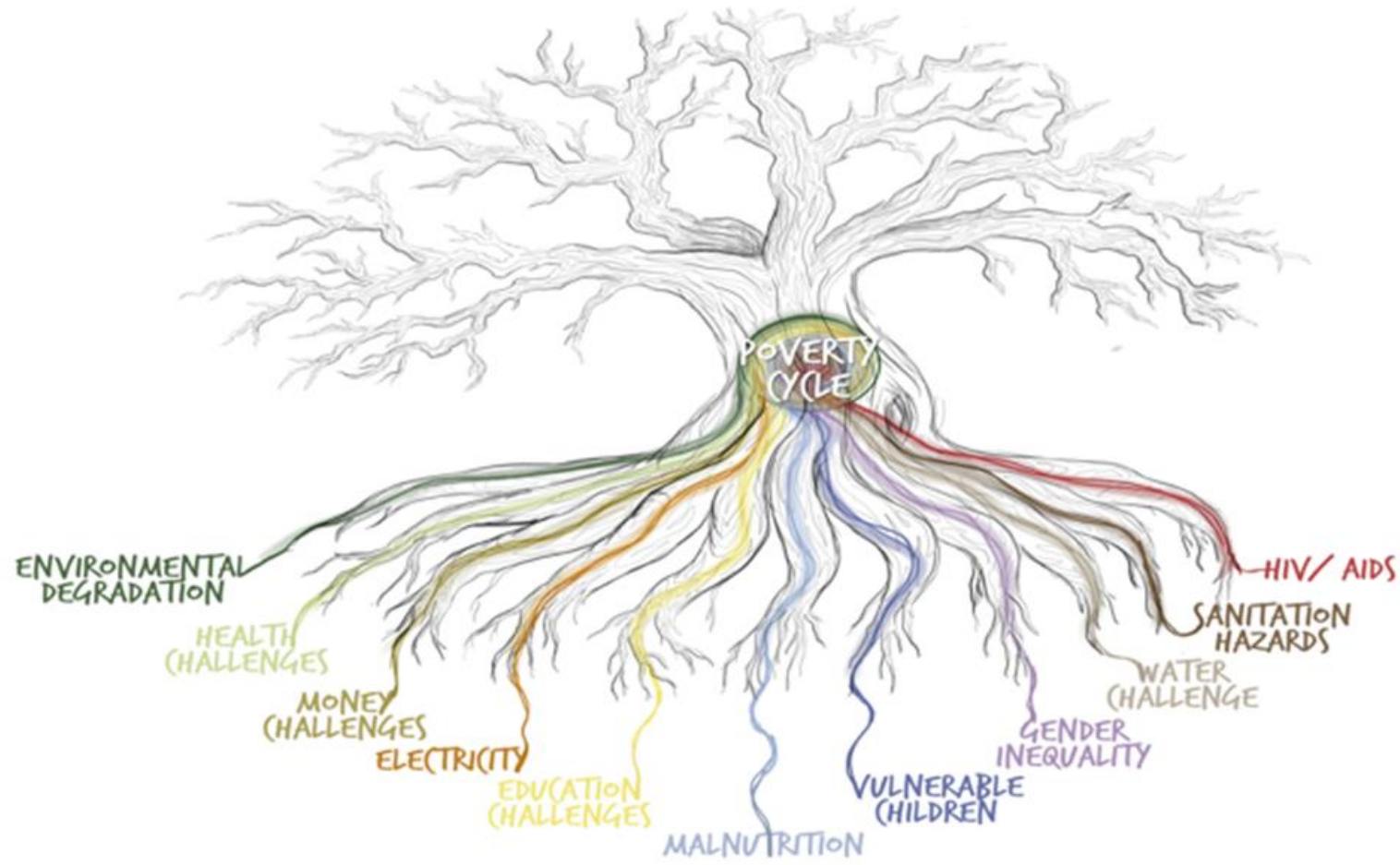
On-Site food distribution of fresh produce



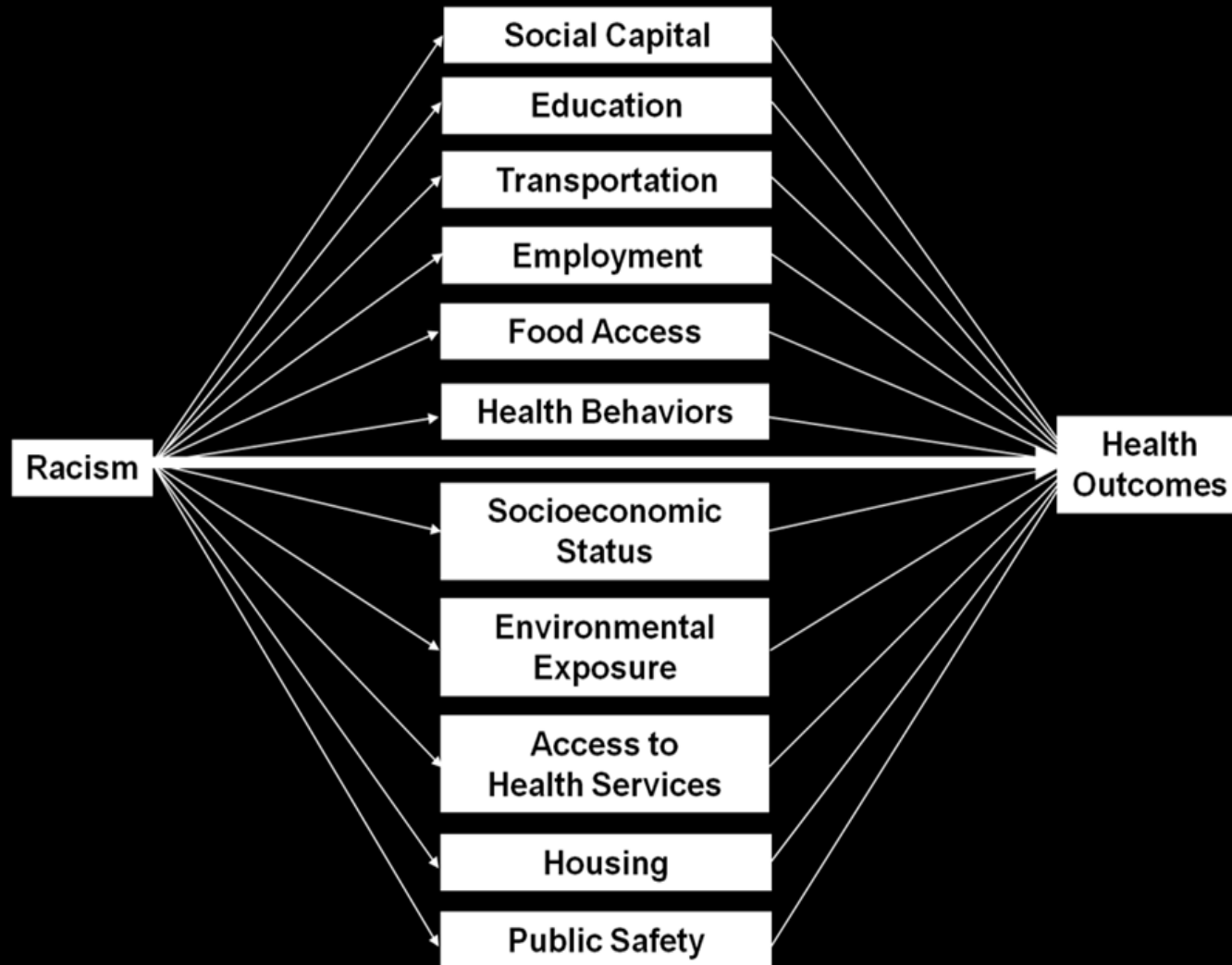
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Factors Driving the Poverty Cycle



Root Causes of Poverty

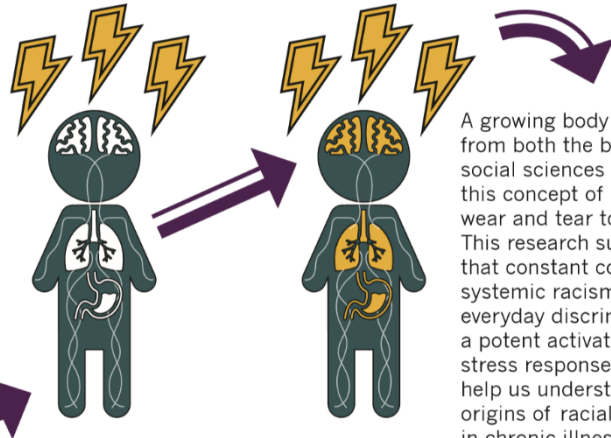


Racism and Health Disparities

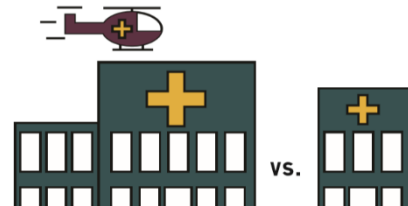
Infographic

HOW RACISM CAN AFFECT CHILD DEVELOPMENT

Years of scientific study have shown us that, when children's stress response systems remain activated at high levels for long periods, it can have a significant wear-and-tear effect on their developing brains and other biological systems. This can have lifelong effects on learning, behavior, and both physical and mental health.¹

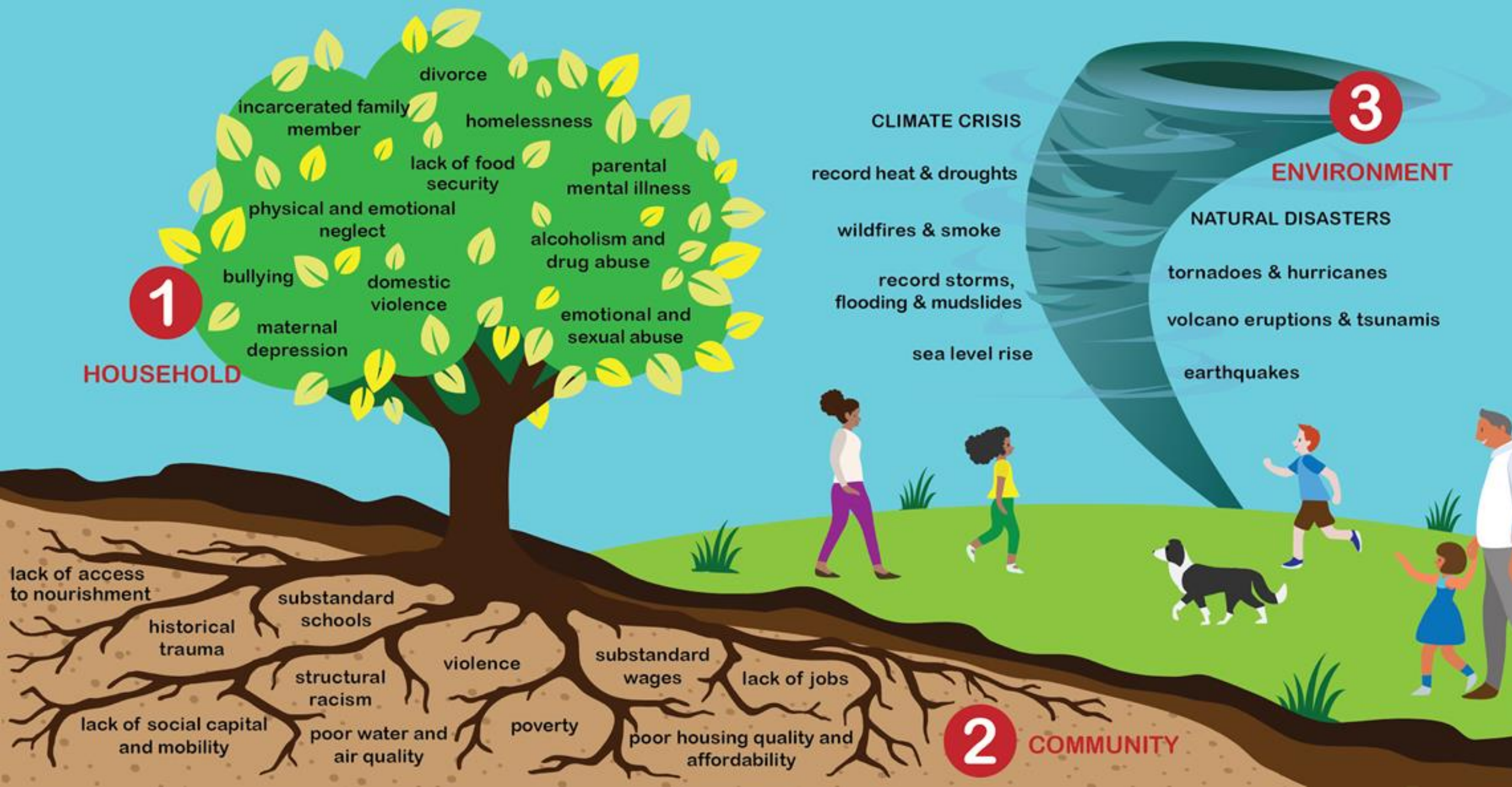


A growing body of evidence from both the biological and social sciences connects this concept of chronic wear and tear to racism.² This research suggests that constant coping with systemic racism and everyday discrimination is a potent activator of the stress response. This may help us understand the early origins of racial disparities in chronic illness across the lifespan.



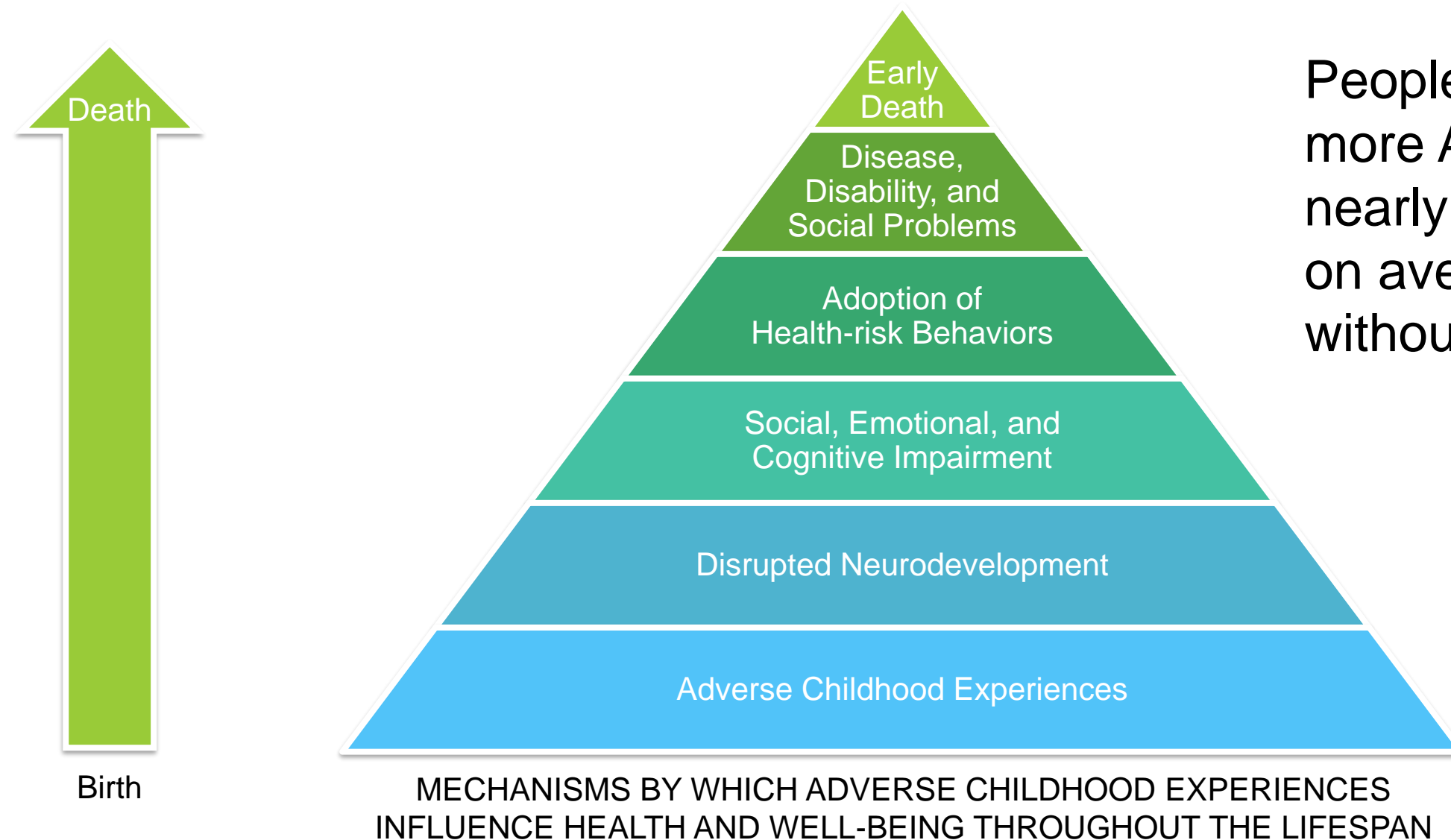
The evidence is overwhelming: Black, indigenous, and other people of color in the U.S. have, on average, more chronic health problems and shorter lifespans.

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Trauma Informed Nutrition

ACES: Adverse Childhood Experiences



People with six or more ACEs died nearly 20 years earlier on average than those without ACEs.



Content Experience= Learned Experience
Context Experience = Lived Experience

Community Connections

Authentic community engagement is:

- ✓ the intentional process of co-creating solutions in partnership with people who know best, through their own experiences, the barriers to opportunity.
- ✓ Grounded in building relationships based on mutual respect that acknowledges each person's added value to developing solutions together.

<https://thehungergap.org/wp-content/uploads/2018/04/Tamarack-Institute-2017-The-Context-Experts.pdf>

Building Relationships



- Commitment ● Trust ● Respect ● Values You
- Support
- Follow through ● Ask for your input



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Q&A



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mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:
(833) 256-1665 or (202) 690-7442;

email:
program.intake@usda.gov.

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Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en <https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, en cualquier oficina del USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

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