



Annual Report Federal Fiscal Year 2020



Washington State
Department of Social
& Health Services

Transforming lives

Washington State Department of Social and Health Services

Washington State Department of Health

Washington State University Extension

Spokane Regional Health District

Washington State Farmers Market Association



**Our goal is to improve
the likelihood that
SNAP-Ed participants
will make healthy food
choices within a
limited budget and
choose an active
lifestyle.**

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For Appendix documents,
please visit: <https://wasnap-ed.org/>

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Executive Summary



The Washington State SNAP-Ed program operates through a state-level leadership model consisting of contracts between the Department of Social and Health Services (DSHS); three Implementing Agencies (IAs); an evaluation team; two statewide initiatives; and the Washington State Farmers Market Association. In FFY20, IAs subcontracted with 55 Local Implementing Agencies (LIAs; also referred to as providers).

Federal Fiscal Year 2020 (FFY20) was the final year of Washington SNAP-Ed's FFY18–20 State Plan. Evaluations from FFY20 demonstrated:

- Across all age groups, the number of participants reporting eating fruits and vegetables and different types of fruits and vegetables increased post intervention. The results were statistically significant for eating different types of fruits and vegetables among 3rd–8th graders, different types of vegetables among adults, and for reported fruit and vegetable intake among 6th–8th graders and adults.
- There was a statistically significant increase in the number of adults who reported doing physical activity.
- Policy, systems, and environmental change (PSE) projects reached more than 700,000 contacts.

While progress continued on the plan, all levels of

programming were significantly impacted by the COVID-19 pandemic and related closures starting in March. In FFY19, schools were by far the top programming site for direct education, and schools and food assistance sites represented more than 40 percent sites with PSE change strategies. In FFY20, these sites either closed or significantly changed their operations, which affected how SNAP-Ed programming could be delivered. In addition, as a multi-level program, SNAP-Ed benefits from the involvement in public health agencies in implementing and evaluating the program. However, many SNAP-Ed staff who work in those agencies were redirected to the pandemic response.

The SNAP-Ed Program adapted to these changes by:

- Pivoting to new methods of reaching the SNAP-Ed audience, such as adapting direct education curricula to implement remotely in partnership with schools and other sites;
- Helping coordinate food access and distribution systems; and
- Increasing indirect intervention channels, which included the launch of Live Well, a website for SNAP-Ed participants.

Intervention Type	Number of FFY20 Projects		
	Number of ongoing projects	Number of new projects	Total
Direct Education	-	520	520
Indirect Education		1,211	1,211
Social Marketing	1	1	1
Policy, Systems, or Environmental Change	312	95	407

Funding Levels

SNAP-Ed Agency	FFY20 Funding Level
State Agency—Department of Social and Health Services	\$556,495
Implementing Agency—Spokane Regional Health District (Region 1)	\$1,839,686
Implementing Agency—WA State Department of Health (Regions 2, 4, 5)	\$5,391,755.66
Implementing Agency—Washington State University (Region 3)	\$1,303,110
Washington State Farmers Market Association	\$211,625
Statewide Evaluation— WA State Department of Health	\$663,655
Curriculum, Training, and Websites— Washington State University	\$555,259
Washington State University Statewide Support—Washington State University	\$368,735
Total	\$10,930,320.66*
*Total includes reallocated FFY 2019 funds, as approved by FNS in the May 2020 State Plan amendment.	

Statewide Evaluation

Introduction

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

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

The purpose of the SNAP-Ed statewide evaluation in FFY 2020 was to establish a widespread evaluation effort that will help stakeholders like the DSHS, IAs, LIAs understand the process, outcomes, and impact of SNAP-Ed activities in Washington. Evaluation results are shared in quarterly and annual reports and inform program improvement efforts.

Primary FFY 2020 evaluation activities included direct education evaluation, which focused on individual level SNAP-Ed Evaluation Framework Indicators for healthy eating, physical activity and sedentary behavior, and food resource management (MT1, MT2, and MT3).² Direct education evaluation used participant pre/post surveys drawn from the SNAP-Ed Evaluation Interpretive Guide³ and tools validated by the evaluation team in FFY 2019. Evaluation tools included:

- SNAP Happy Food and Nutrition Survey
- Eat Well + Move⁴
- Cooking Matters Survey

In addition to direct education evaluation, the evaluation team also assessed program data and PSE project data via a pilot project called the PSE Evaluation Approaches Study (PEAS). A report on PEAS results can be found in Appendix B. The

evaluation team used program data to understand the population reached and the settings where SNAP-Ed activities took place. PSE evaluation data was used to learn about the number, type, and setting of PSE projects, and to inform future Washington SNAP-Ed evaluation plans.

Successes

Evaluation team staff continued to meet contract deliverables and provide support for statewide and local evaluation throughout FFY 2020. In addition to providing technical assistance and completing quarterly data analysis, the evaluation team procured software for online surveys that launch in FFY 2021 and created new tools to collect the COVID-19 pandemic impact data. The evaluation team worked dually on SNAP-Ed and the Washington State Department of Health's COVID-19 emergency response in quarters 3 and 4 of FFY 2020.

The evaluation team was able to continue work on an ongoing request for more in-depth PSE evaluation as well. In FFY 2019, the evaluation team identified two key focus areas, schools and food banks/pantries, in collaboration with the SNAP-Ed Leadership Team. Once focus areas were identified, the evaluation team conducted a literature review to identify existing tools or strategies that could be part of a pilot evaluation. The pilot evaluation plan implemented in early FFY 2020, and results were analyzed in quarter 3 of FFY 2020. The study identified strong partnerships as an integral aspect of effective PSE evaluation, so the evaluation team plans to focus on partnership evaluation as a precursor to PSE evaluation in the next three-year plan. Results from this project are available in Appendix B.

Finally, to enhance the evaluation, the evaluation team worked with Washington's Office of the Superintendent of Public Instruction (OSPI) to create a data sharing agreement for individual-level student demographic information for SNAP-Ed participants in schools. OSPI determined that SNAP-Ed meets the Family Educational Rights and Privacy Act requirements as an educational program. The data sharing agreement was implemented in FFY 2020. However, due to the

Statewide Evaluation

COVID-19 pandemic's impact on in-person direct education, there was not enough individual-level data from youth in schools to report on differences in outcomes between demographics in FFY 2020.

Challenges

The challenges that the evaluation team faced in FFY 2020 were all related to the COVID-19 pandemic, which led to staffing constraints as evaluation team members participated in the emergency response, as well as changes to evaluation processes and limitations on evaluation methods and data availability. The evaluation team was able to overcome staffing restraints to meet deliverables and pivot data collection methods to learn more about how Washington SNAP-Ed adapted programming to COVID-19 constraints. Most of the analyses proposed in the original evaluation plan were still feasible with the available data.

Due to the COVID-19 pandemic, some data were not available, which impacts analyses presented in this report. Individual-level demographic information for all age groups was insufficient to examine program equity.

Evaluation

Evaluation Background

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

The information produced by the evaluation has been shared with stakeholders via online presentations, in reports, and via SNAPshots (Appendix C) shared on the [Washington SNAP-Ed website](#). The results of the evaluation will be used by the Washington State SNAP-Ed and other stakeholders for continual improvement and to guide future SNAP-Ed activities in Washington State.

Evaluation Design

In the final year of the FFY 2018–2020 plan, Washington's SNAP-Ed statewide evaluation was designed to address state SNAP-Ed goals and program interests in order to more fully understand what and how many SNAP-Ed activities are occurring, and if SNAP-eligible Washington residents are better off as a result of SNAP-Ed activities. The evaluation used primarily process and outcome evaluation strategies, and incorporated some formative evaluation work, focusing on direct education outcome evaluation, PSE process and formative evaluation, as well as process measures related to partnerships and the COVID-19 pandemic impact. The evaluation questions were designed to reflect the purpose of the evaluation, intended outcomes, goals and stakeholder priorities.

Evaluation Methods

Washington's SNAP-Ed statewide evaluation is guided by the FNS SNAP-Ed Evaluation Framework. The table on page 9 describes indicators of interest and how they were measured. An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator.

The evaluation team also responded to requests for regional evaluation projects and curricula evaluation. See Appendix A for curricula evaluation results.

Data Collection

Pre- and post-test data were collected from individuals at each direct education class series. Individual participants served as their own controls. LIAs and IAs entered local program data, like site information, project reach, partnership and coalition information into the Program Evaluation and Reporting System (PEARS) quarterly.⁵

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

Information on COVID-19 impact on SNAP-Ed activities was collected from PEARS and from an

Statewide Evaluation

Evaluation Questions

1. How many SNAP-eligible Washington residents participate in SNAP-Ed activities?
2. Healthy Eating (MT1):
 - a) Do participants eat fruit more frequently after SNAP-Ed participation?
 - b) Do participants eat vegetables more frequently after SNAP-Ed participation?
 - c) Do participants eat a wider variety of fruit and vegetables after participation?
 - d) Do participants drink fewer sugar-sweetened beverages after participation?
 - e) Do youth participants eat fast food or takeout less often after participation?
3. Food Resource Management (MT2):
 - a) Do participants use the nutrition facts label more often after participation?
 - b) Do adult participants worry about running out of food less often after participation?
4. Physical Activity and Sedentary Behavior (MT3):
 - a) Do participants spend more time doing physical activity after participation?
 - b) Do youth participants have less screen time after participation?
5. Food Safety (MT4):
 - a) Are SNAP-eligible youth consistently washing their hands before eating or preparing food?
6. Which curricula are most effective at improving outcomes?
7. To what extent are SNAP-Ed implementing agencies and local SNAP-Ed providers (LIAs) participating in PSE approaches? (ST5, MT5, MT6, LT5, LT6, LT10)
8. To what extent do local SNAP-Ed providers form or participate in partnerships and collaborations? (ST7, ST8)
9. What impact did the COVID-19 pandemic have on SNAP-Ed programming?

addendum to LIA quarterly report templates.

Summary of COVID-19 Impact

Due to COVID-19, individual-level demographic information for all age groups was insufficient to examine program equity.

Due to COVID-19, sample sizes for most curricula were too small to break down data by curriculum. Data for curricula with large enough sample sizes is included in Appendix A.

The COVID-19 outbreak impacted all work in FFY 2020. When asked how easy or difficult it was to shift programming to align with COVID-19 guidance, LIAs reported that it was easy to shift focus to indirect and health promotion activities, like using social media or putting recipes and educational materials in food pantry boxes. LIAs reported that it was most difficult to shift direct education work in FFY 2020. Additional and more specific impacts from COVID-19 are discussed in each of the sections that follow.

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Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
1	Reach and Demographics	Direct Education: Adults- Demographic Tear Sheet; Youth- Data sharing agreement with OSPI; PEARS data entry information PSE: PEARS data entry information	LIAs collect Adult demographic sheets and youth student ID numbers. Evaluation team obtains demographic information from OSPI. Quarterly data entry deadlines. Evaluation team will pull data and do analysis quarterly and annually. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.
2	MT1: Healthy Eating* R2: Fruits and Vegetables* R5: Beverages	Pre/Post-Tests: K-2nd grade: EFNEP Eat Well + Move 3rd–5th Grade: 3rd–5th Grade Food and Nutrition Survey 6th–8th Grade: 6th–8th Grade Food and Nutrition Survey 9th–12th Grade: 9th–12th Grade Food and Nutrition Survey Adults: Adult Food and Nutrition Survey Adults: Cooking Matters Surveys (Cooking Matters Only) Population Surveys: NHANES BRFSS WA Healthy Youth Survey	LIAs administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.
3	MT2: Food Resource Management*	Pre/Post-Tests: 6th–8th Grade: 6th–8th Grade Food and Nutrition Survey 9th–12th Grade: 9th–12th Grade Food and Nutrition Survey Adults: Adult Food and Nutrition Survey Adults: Cooking Matters Surveys (Cooking Matters Only)	LIAs administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.
3	R6: Food Security	Pre/Post-Tests: Adults: Adult Food and Nutrition Survey Adults: Cooking Matters Surveys (Cooking Matters Only) Population Surveys: NHANES BRFSS WA Healthy Youth Survey	LIAs administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.

An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator.

Statewide Evaluation

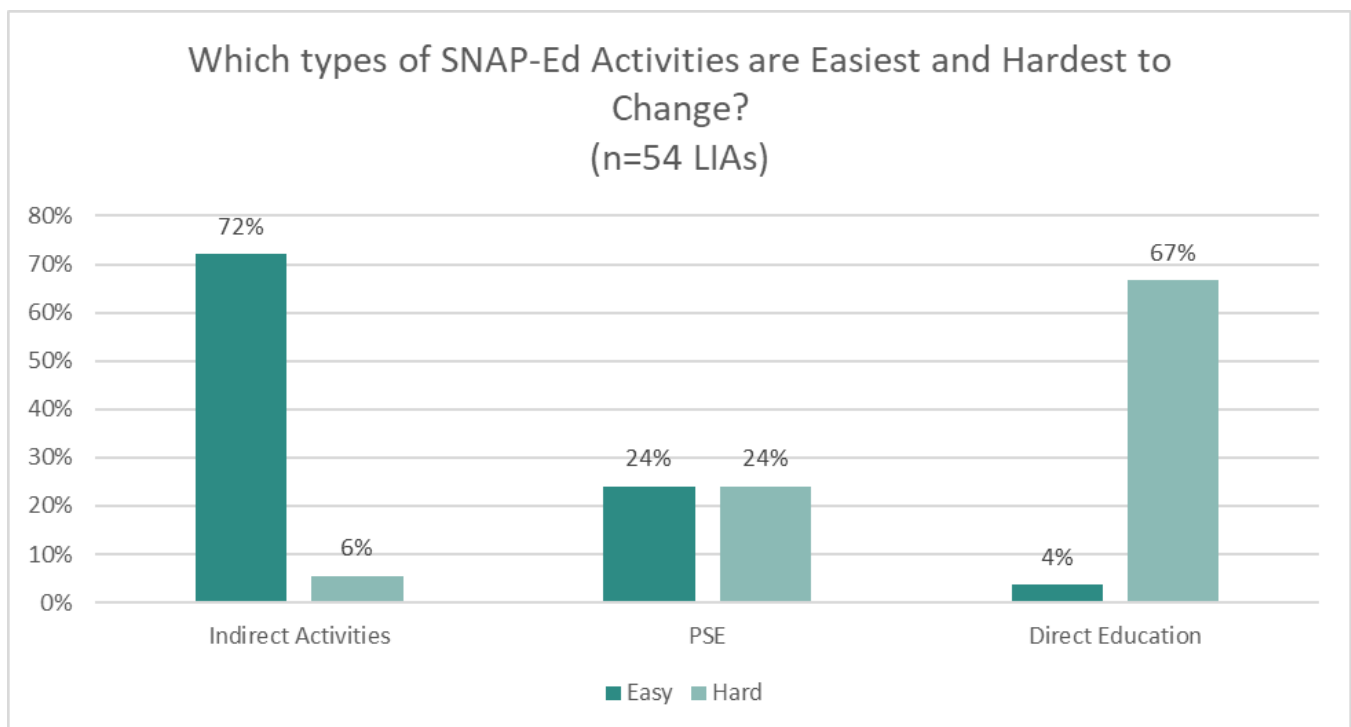
Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
4	MT3: Physical Activity and Reduced Sedentary Behavior* R7: Physical Activity and Reduced Sedentary Behavior	Pre/Post-Tests: K–2nd grade: EFNEP Eat Well + Move 3rd–5th Grade: 3rd–5th Grade Food and Nutrition Survey 6th–8th Grade: 6th–8th Grade Food and Nutrition Survey 9th–12th Grade: 9th–12th Grade Food and Nutrition Survey Adults: Adult Food and Nutrition Survey Adults: Cooking Matters Surveys (Cooking Matters Only) Population Surveys: NHANES BRFSS WA Healthy Youth Survey	LIAs administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.
5	MT4: Food Safety	Pre/Post-Tests: K–2nd grade: EFNEP Eat Well + Move 3rd–5th Grade: 3rd–5th Grade Food and Nutrition Survey 6th–8th Grade: 6th–8th Grade Food and Nutrition Survey 9th–12th Grade: 9th–12th Grade Food and Nutrition Survey Adults: Adult Food and Nutrition Survey Adults: Cooking Matters Surveys (Cooking Matters Only)	LIAs administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum. In response to COVID-19, this information may be collected electronically, ensuring that linguistic appropriateness and privacy measures are met.
6	Curriculum Effectiveness	Pre/post-test data Demographic data Curriculum Team's Assessment Forms	Analyze as requested by the Curriculum team, annually at a minimum
7	ST5: Need and Readiness MT5: Nutrition Supports* MT6: Physical Activity and Reduced Sedentary Behavior Supports* LT5: Nutrition Supports Implementation LT6: Physical Activity Supports Implementation	PEARS PSE module PEARS Success Story Module Local Provider Quarterly Report Review COVID-19 activity tracking methods	Quarterly data entry deadlines. Data pulled quarterly and annually. Data analyzed quarterly and annually. Findings reported annually. This information will also be gathered using COVID-19 activity tracking methods. This information will be collected on a regular basis, frequency pending SNAP-Ed Leadership Team input.

An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator.

Statewide Evaluation

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
8	ST6: Local Champions ST7: Organizational Partnerships* ST8: Multisector partnerships and planning*	PEARS PSE Module PEARS Partnerships Module PEARS Coalitions Module PEARS Success Story Module Local Provider Quarterly Report Review COVID-19 activity tracking methods	Quarterly data entry deadlines. Data pulled quarterly and annually. Data analyzed quarterly and annually. Findings reported annually. This information will also be gathered using COVID-19 activity tracking methods. This information will be collected on a regular basis, frequency pending SNAP-Ed Leadership Team input.
9	N/A COVID-19 Response	LIA quarterly report addendum with specific COVID-19 impact questions; PEARS data	Quarterly data entry deadlines for quarters 3 and 4. Data pulled quarterly and annually. Data analyzed quarterly and annually. Findings reported annually.

An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator.



Statewide Evaluation

Direct Education Evaluation

Direct education reached fewer participants in FFY 2020 than in the past due to COVID-19. Statewide, most direct education SNAP-Ed participants in Washington were white, non-Hispanic school-aged youth.

As in previous years, direct education was conducted in a wide variety of settings with the largest proportion happening in K-12 schools. Of the 520 direct education activities recorded in PEARS, 79% (413) were in K-12 schools; the other top sites for direct education activities were adult education or job training sites, health care clinics and hospitals, and WIC clinics.

As discussed in the Direct Education COVID-19 Impact section on page 22, many program activities were cancelled in FFY 2020. Cancelled direct education activities affected 3,980 participants, which also led to decreased in the number of completed and matched pre- and post-surveys to evaluate education impacts.

Eat Well + Move Survey

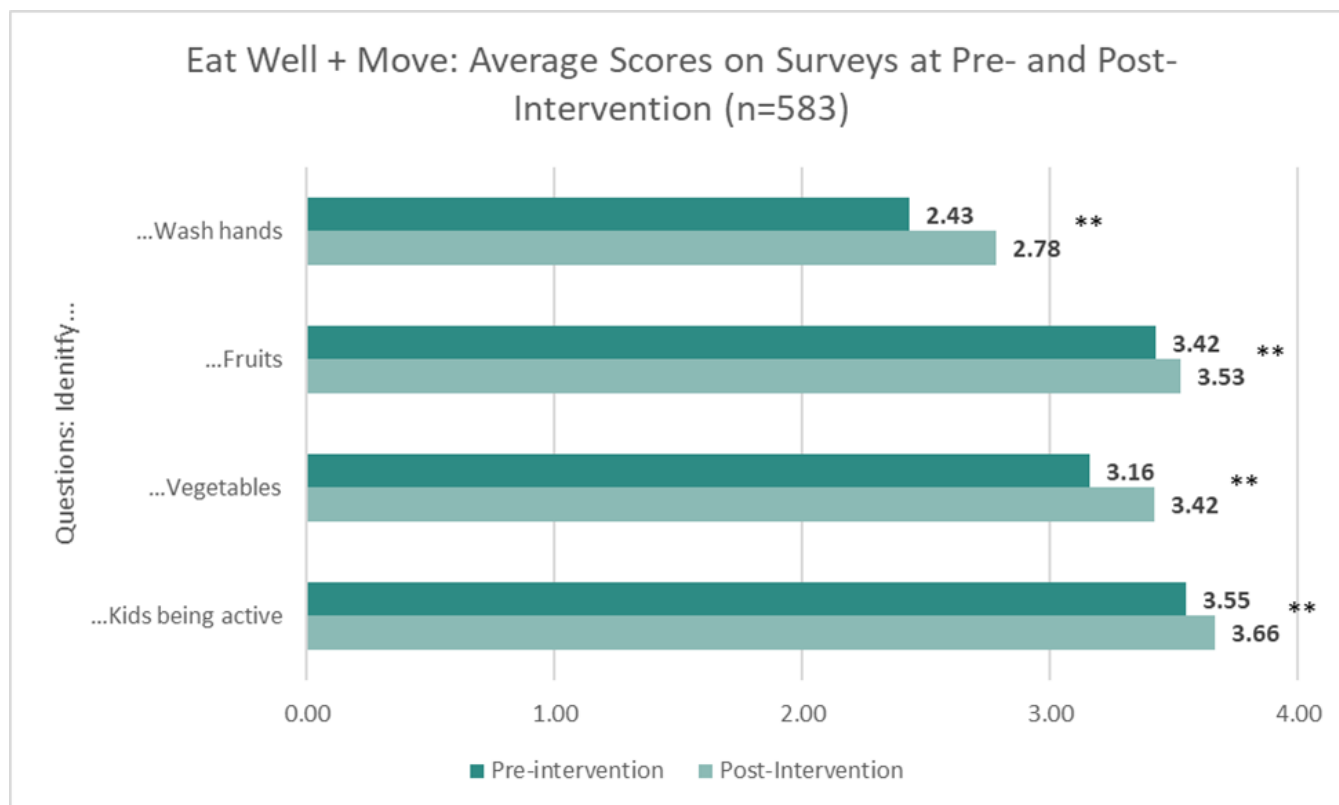
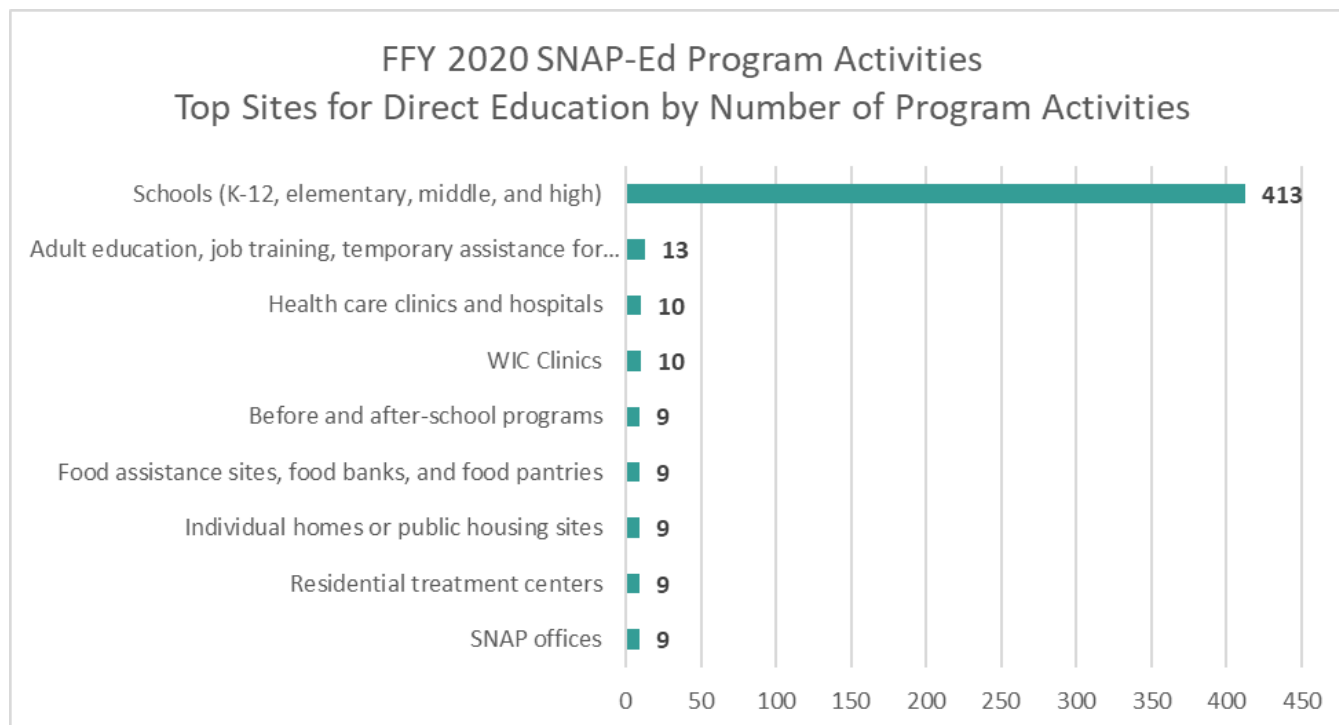
The Eat Well + Move survey was given to kindergarteners, 1st graders, and 2nd graders who participated in SNAP-Ed direct education. The survey asks students to correctly identify objects or people that belong in the stated category (e.g., of four produce items, identify which are vegetables), demonstrating knowledge change in healthy eating, physical activity, and food safety (ST1, ST3, and ST4). Across the state, 583 students completed both the pre- and post-intervention surveys, a decrease of almost 2,500 from FFY 2019 (when there were 3,079 complete pre- and post-intervention surveys).

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

Age and Sex of Direct Education Participants				
Age Range	Male	Female	Unknown	Total
Less than 5 years	2	0	0	0
5 to 17 years	5,215	5,022	460	10,697
18 to 59 years	146	289	103	538
60+ years	26	82	0	108
Unknown	0	0	69	69
Total	5,389	5,393	632	11,414

Race and Ethnicity of Direct Education Participants		
Race/Ethnicity		Participants
Race	White	7,694
	Unknown	19,777
	Black	723
	Asian	352
	American Indian/Alaska Native	424
	Hawaiian/Pacific Islander	244
Ethnicity	Non-Hispanic	7,146
	Hispanic	3,360
	Unknown	908
Total		11,414

Statewide Evaluation



** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

3rd – 5th Grade SNAP Happy Surveys

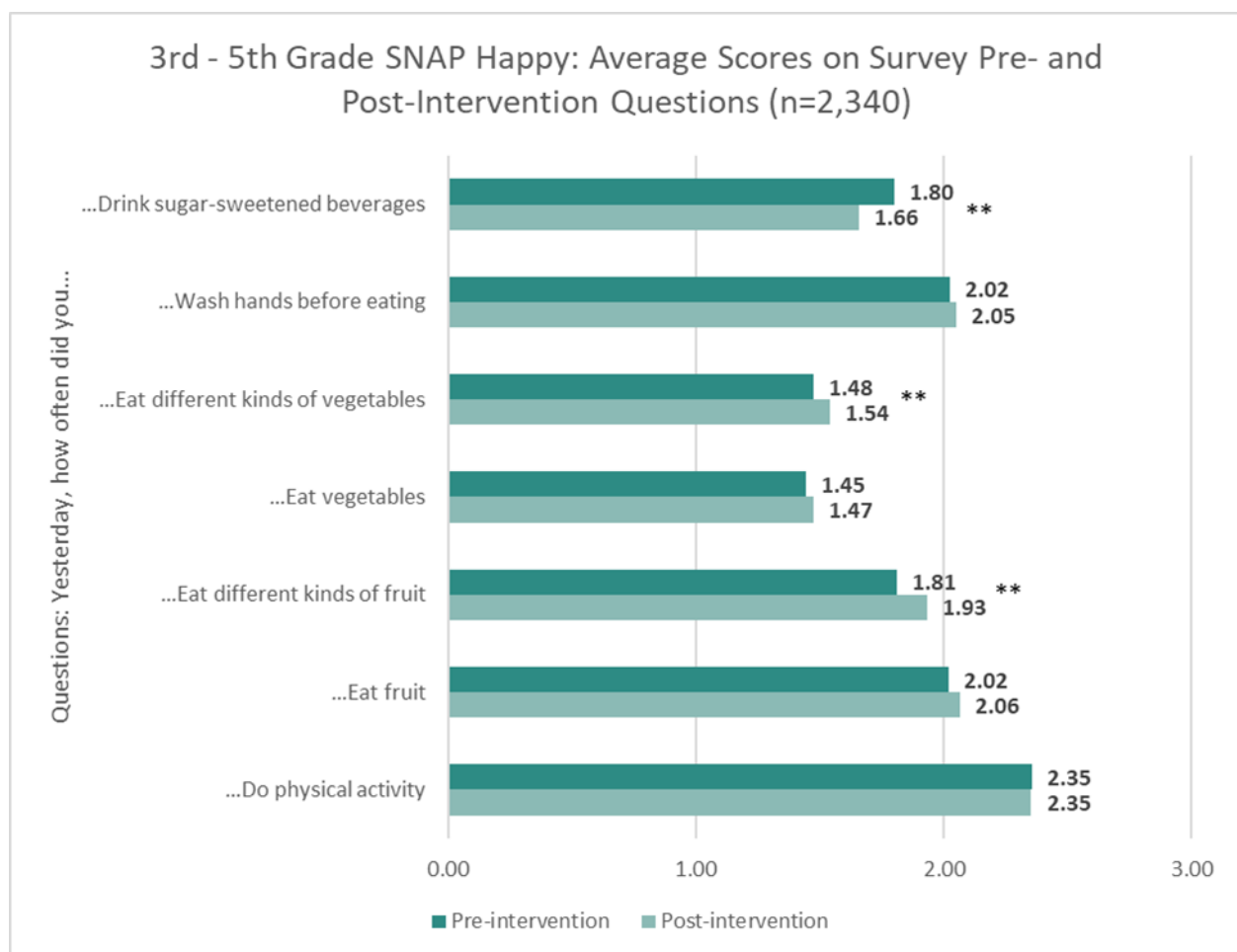
FFY 2020 was the first year Washington state used the SNAP Happy surveys to evaluate direct education outcomes statewide. These surveys were designed and thoroughly tested in FFY 2019. Information on the validation process is available in the [FFY 2019 SNAP-Ed Annual Report](#).

The 3rd–5th Grade SNAP Happy surveys were given to 3rd, 4th and 5th grade classrooms in FFY 2020. The survey asks students to report about their food and beverage consumption, physical activity, and handwashing behaviors the day before (yesterday). In FFY 2020, 2,340 students completed both pre- and post-intervention surveys, a decrease of over 2,000 responses

compared to the 4,608 completed pre- and post-surveys from the same age group in FFY 2019.

There was a statistically significant positive increase in responses in the number of students who reported eating different kinds of fruit and vegetables. There was also a statistically significant decrease in the number of students who reported drinking sugar-sweetened beverages. There were small, though not statistically significant, positive changes in how often students reported eating fruit, how often they reported eating vegetables, and how often they reported washing their hands before eating.

Compared to the national averages, more 3rd–5th grade SNAP-Ed participants in Washington drank at least one sugar-sweetened beverage (SSB) a day. Nationwide, an average of 62.9% of



** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

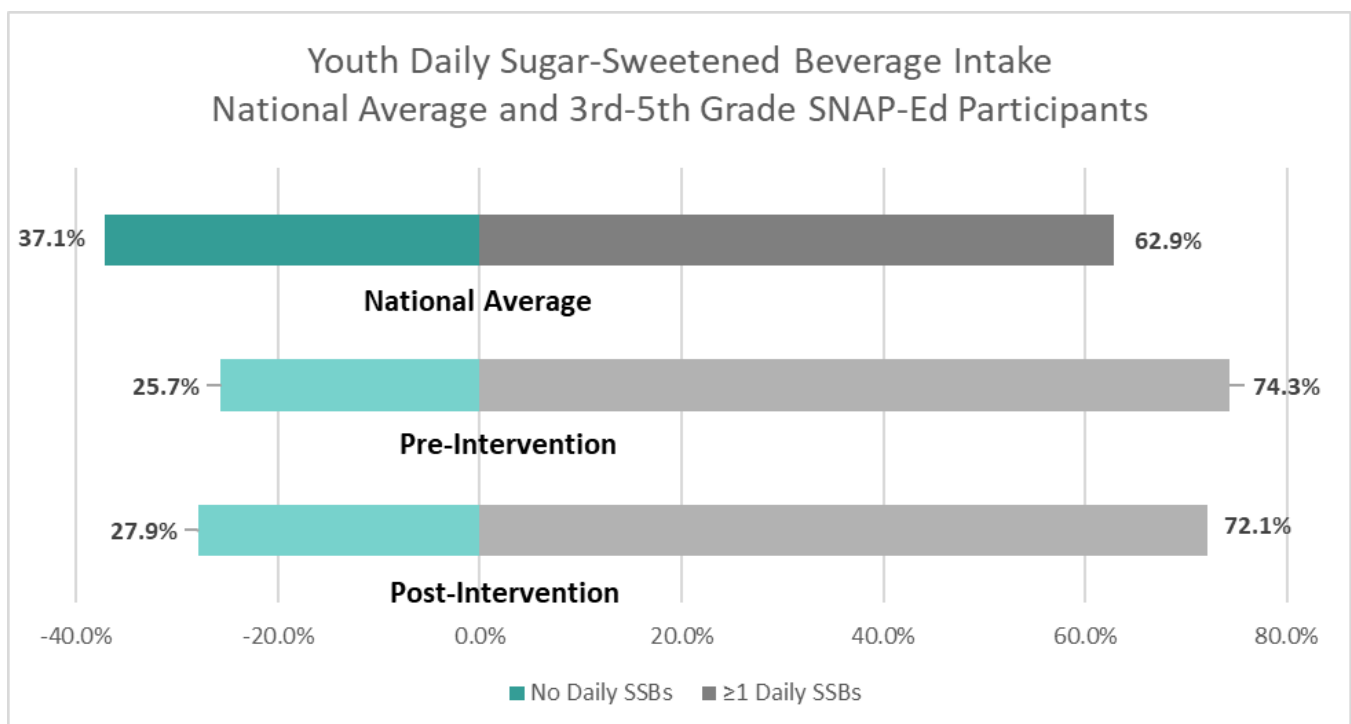
youth aged 2–19 drank at least one SSB daily, compared to 74.3% of 3rd–5th grade SNAP-Ed participants on pre-intervention surveys. On post-intervention surveys, 72.1% of SNAP-Ed participants reported drinking at least one SSB a day, a decrease of 2.1%.⁶

A larger percentage of Washington SNAP-Ed participants in 3rd–5th grade ate at least 1 fruit per day in comparison with the national average, with little change between the percentage eating at least one fruit a day between pre- and post-intervention. Nationwide, 80.6% of kids aged 6–11 years old ate fruit at least once a day, compared to 87.6% of 3rd–5th grade SNAP-Ed participants on post-intervention surveys.⁷ Conversely, compared to the national average, a smaller percentage of SNAP-Ed participants in 3rd–5th grade ate at least 1 vegetable per day. Nationwide, 90.2% of kids aged 6–11 years old ate vegetables at least once a day, while among SNAP-Ed participants, only 73.5% ate vegetables at least once a day on post-intervention surveys.

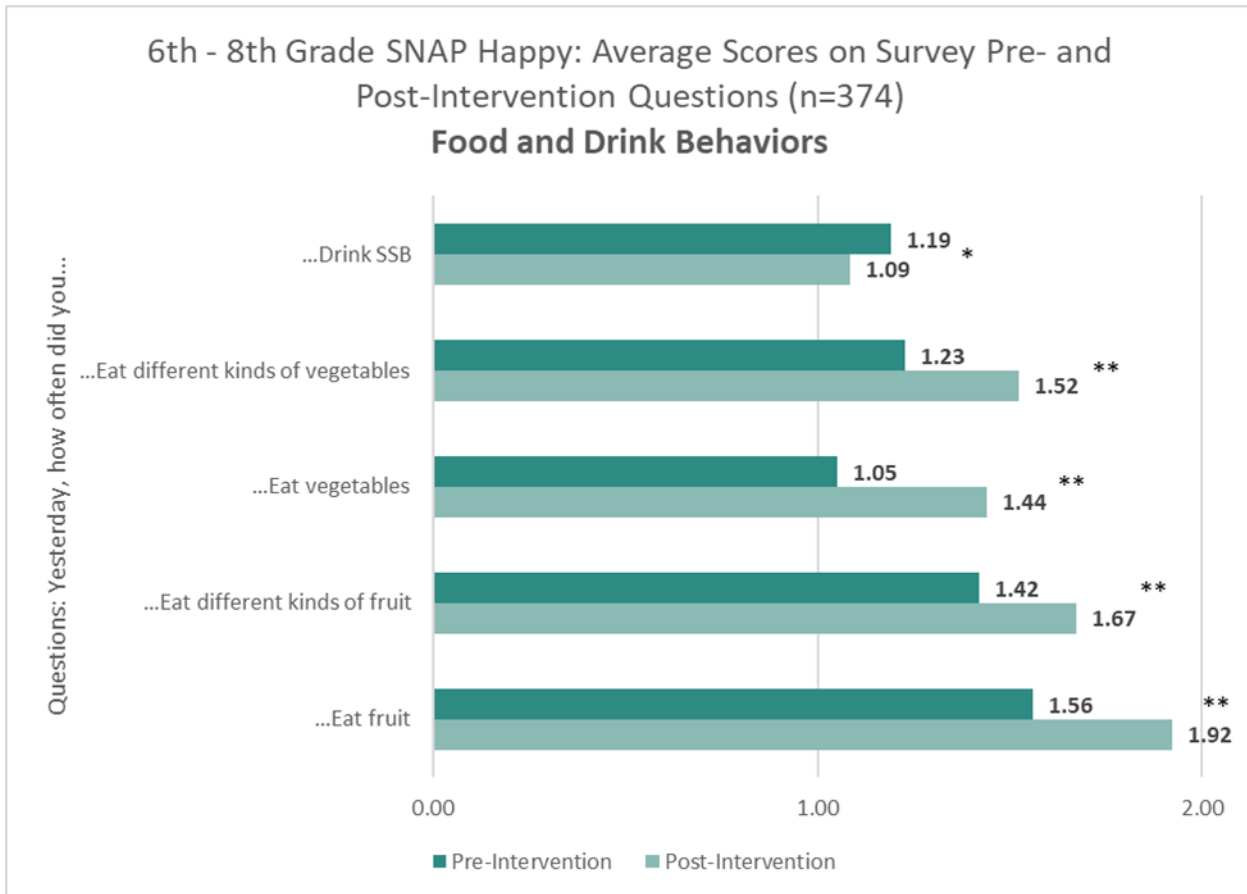
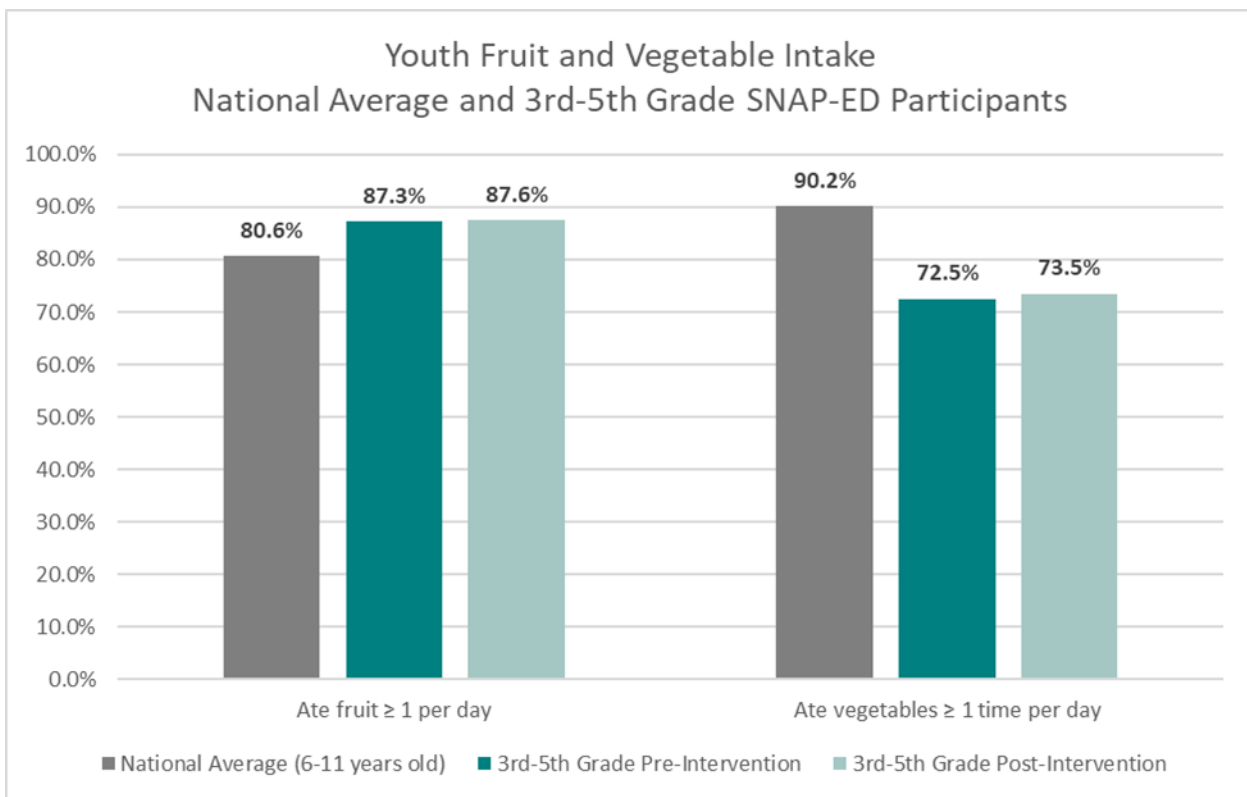
6th– 8th Grade SNAP Happy Surveys

The 6th–8th Grade SNAP Happy surveys were given to 6th, 7th and 8th grade classrooms in FFY 2020. The survey asks students to report about their food and beverage consumption, physical activity, screen time, and handwashing behaviors the day before (yesterday), as well as use of nutrition labels and frequency of fast food consumption in the past week. Both pre- and post-intervention surveys were completed by 374 students, a decrease of over 1,500 students from the 1,897 students in the same age group who completed pre- and post-intervention surveys in FFY 2019.

There was statistically significant, positive change for nearly all questions on the 6th–8th grade SNAP Happy survey, apart from hours of physical activity and hours of screen time. The greatest changes were seen in questions about how many times fruits were eaten, how many times vegetables were eaten, and how often fast food or takeout was eaten.



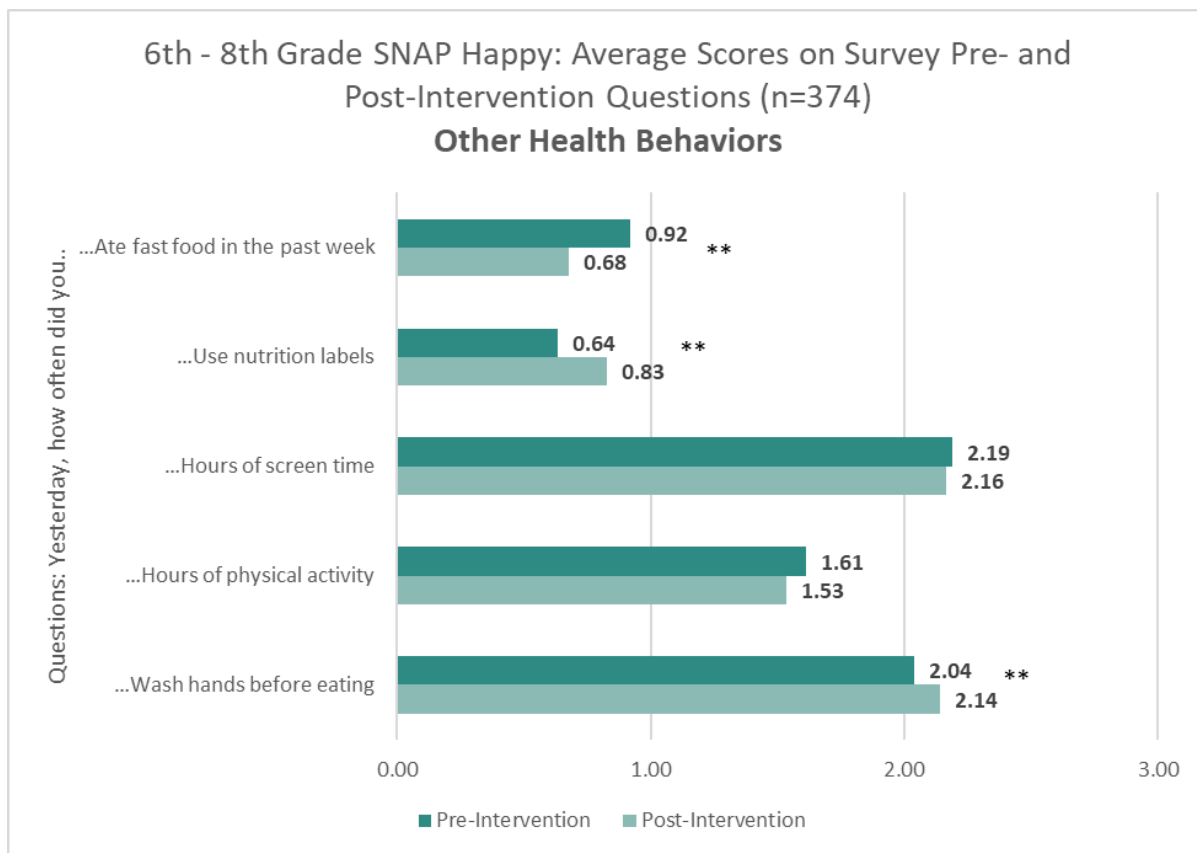
Statewide Evaluation



*Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$

Statewide Evaluation



**Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$

9th – 12th Grade SNAP Happy Surveys

The 9th–12th Grade SNAP Happy surveys were given to 9th, 10th, 11th, and 12th grade classrooms in FFY 2020. The survey asks students to report about their food and beverage consumption, physical activity, screen time, and handwashing behaviors the day before (yesterday), as well as use of nutrition labels and frequency of fast food consumption in the past week. Thirty-five students completed both pre- and post-intervention surveys. This represents 30 fewer responses compared to FFY2019.

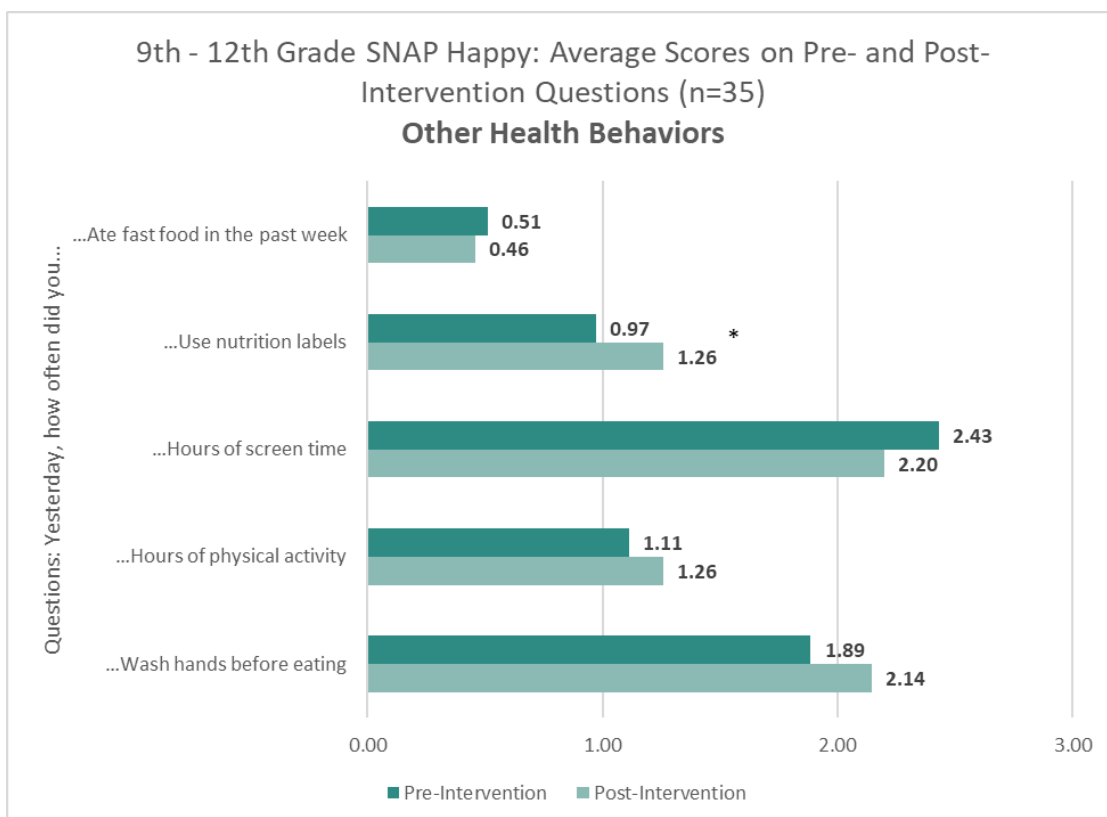
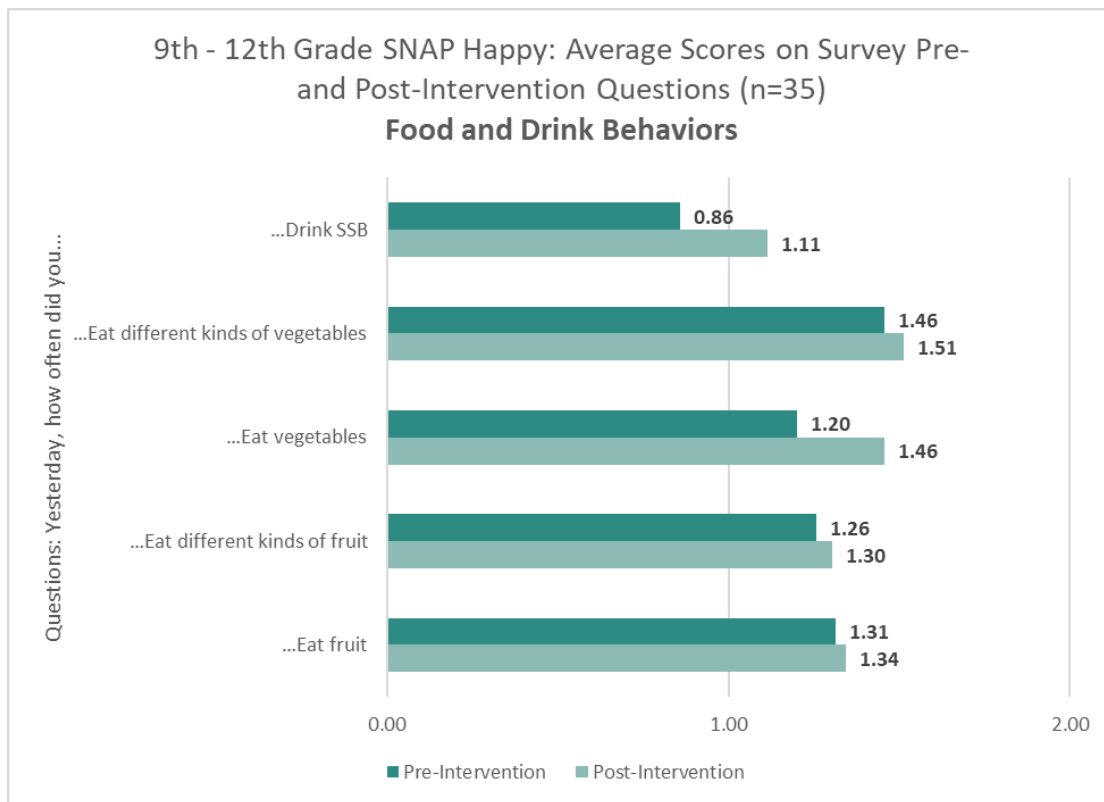
The only statistically significant change in this age group was related to nutrition label use, which increased from pre- to post-intervention survey. There was noted positive change in times vegetables were eaten, how often students reported washing their hands, and hours of screen time. While the magnitude of change was large for these questions, the responses were not statistically significant.

Compared to the national average, more 6th–12th grade Washington SNAP-Ed participants drank at

least one SSB every day, both pre- and post-intervention. Nationwide, 62.9% of youth aged 2–19 drank at least one SSB daily, compared to 71.4% of 6th–12th grade SNAP-Ed participants on pre-intervention surveys.⁸ However, the percentage of participants drinking at least one SSB a day decreased to 69.4% after direct education intervention.

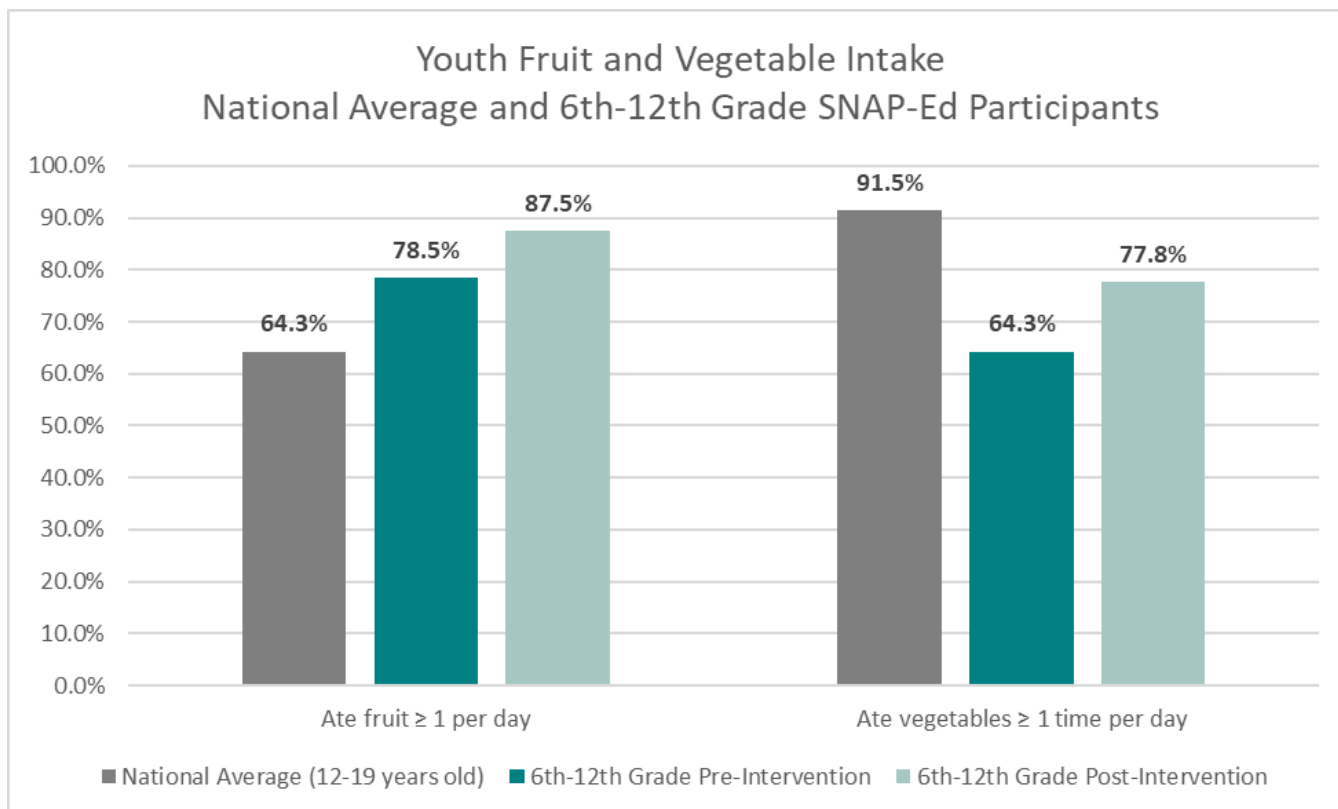
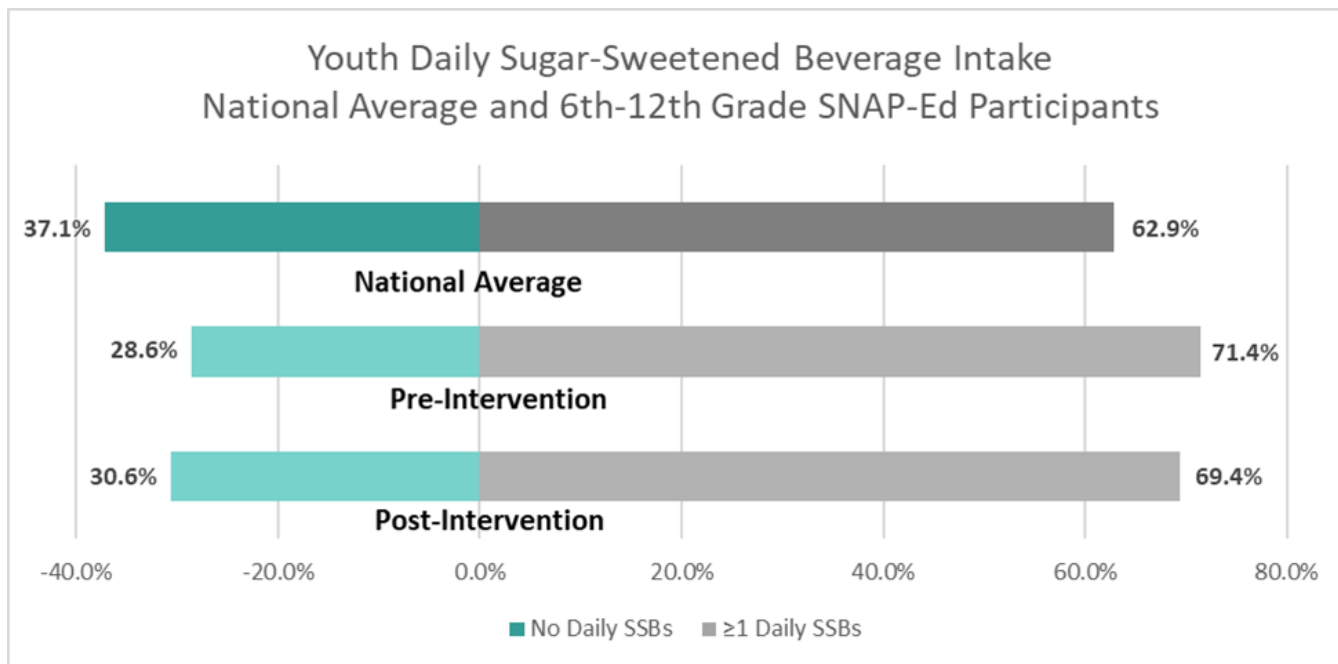
Washington SNAP-Ed participants in 6th–12th grade ate more fruit and less vegetables than the national average for their age group at both pre- and post-intervention. Nearly two-thirds (64.3%) of youth aged 12–19 nationwide ate fruit at least once per day, while 78.5% of 6th–12th grade Washington SNAP-Ed participants ate fruit at least once a day before SNAP-Ed participation, and 87.5% ate fruit once a day after participation.⁹ Nationwide, 91.5% of youth aged 12–19 ate vegetables at least once a day, while only 64.3% of 6th–12th grade participants in SNAP-Ed classes did the same before participating in SNAP-Ed classes, increasing to 77.8% of participants after nutrition classes.

Statewide Evaluation

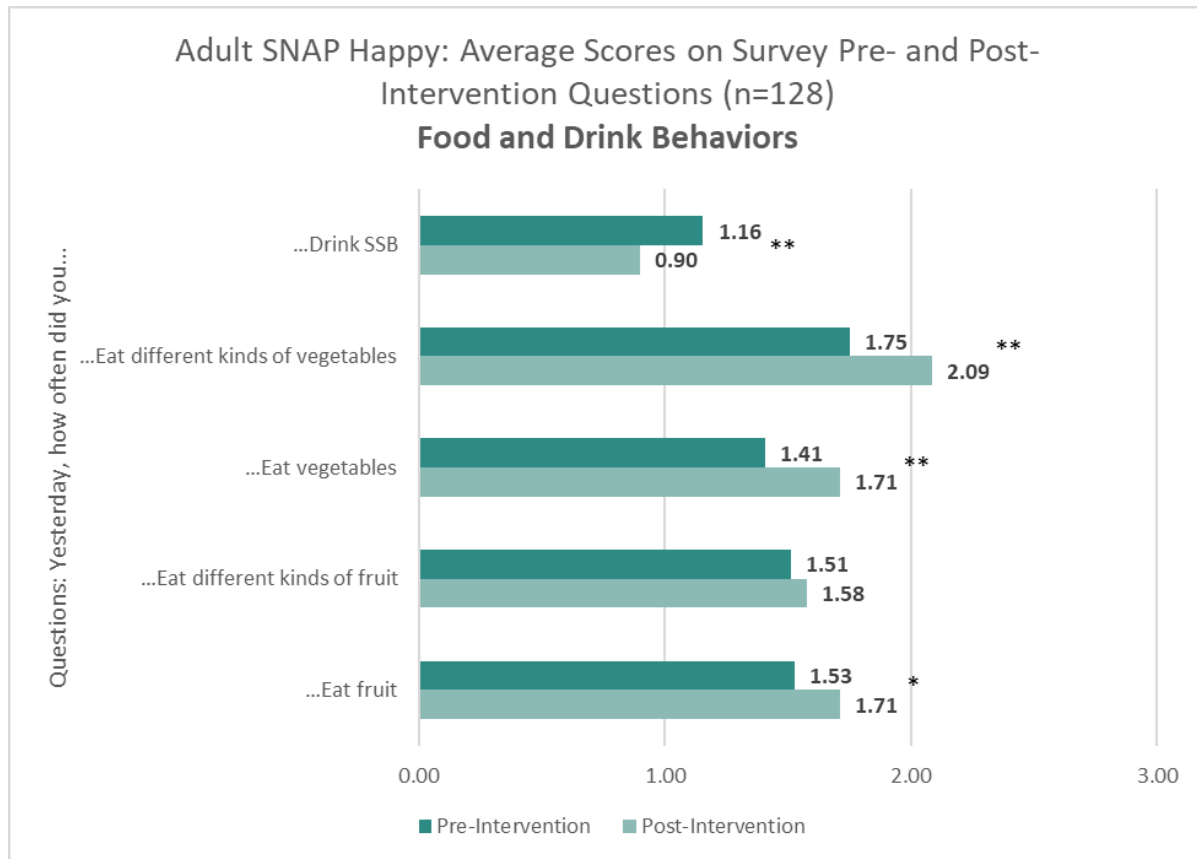


*Denotes statistical significance at $p < 0.05$

Statewide Evaluation



Statewide Evaluation



*Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$

Adult SNAP Happy Surveys

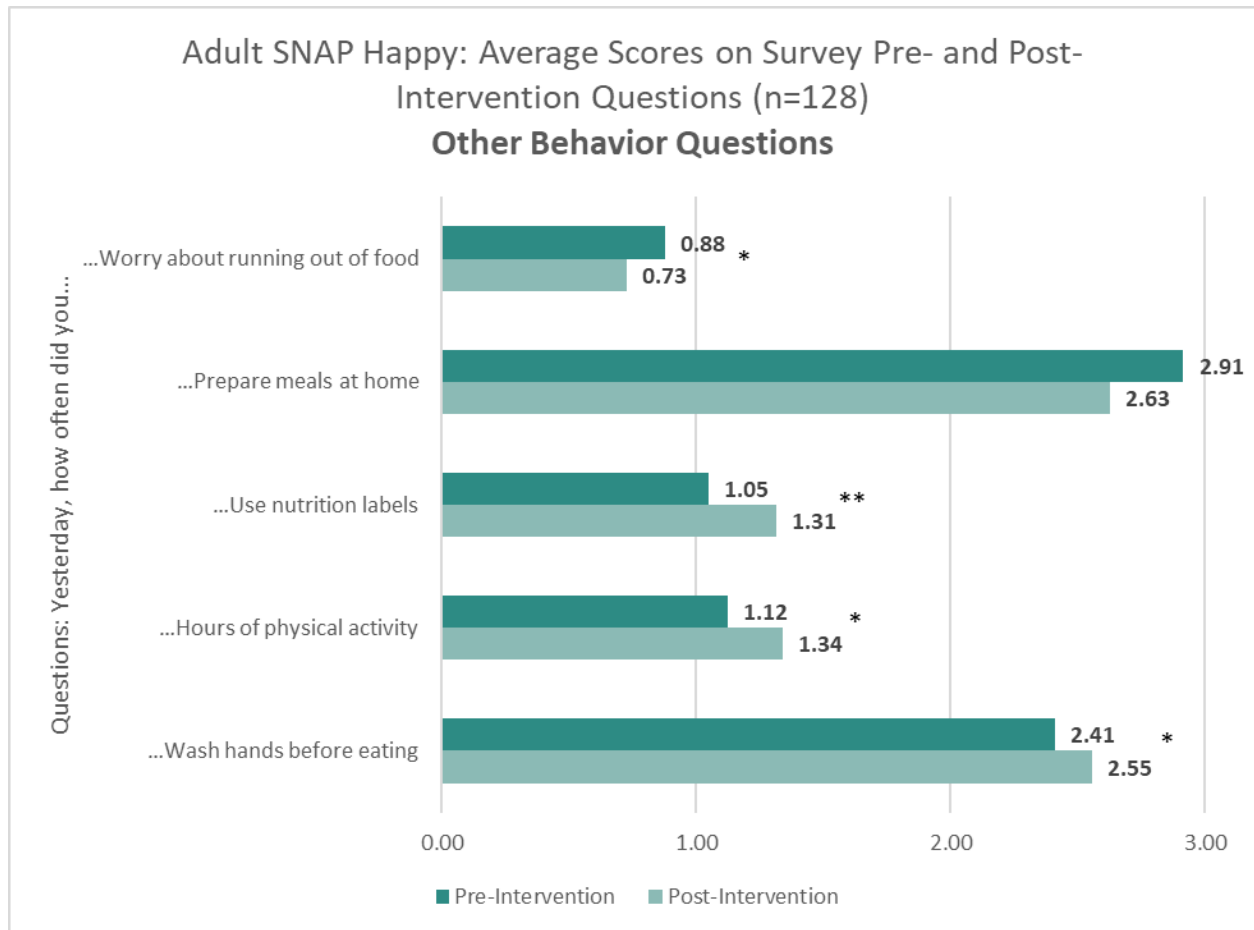
Adult SNAP Happy surveys were given to adults who participated in most direct education curricula, except for the Cooking Matters curriculum. The survey asks participants to report their food and beverage consumption, physical activity, and handwashing behaviors the day before (yesterday), as well as use of nutrition labels, how often they prepared meals at home in the past week, and how often participants worried about running out of food in the past month. In total, 128 participants completed surveys at pre- and post-intervention, which was 380 less than the 508 participants who completed both pre- and post-intervention surveys in FFY 2019.

There was a statistically significant positive change in eight of the ten survey questions. The greatest magnitude of change was for the questions related to the number of times and different kinds of vegetables were eaten.

More SNAP-Ed participants in Washington drank SSBs than the average number of adults in the US. On average, 49.3% of US adults drink at least one SSB a day, whereas 65.9% of adult SNAP-Ed participants drank at least one SSB a day before completing nutrition classes; this decreased to 59.4% of SNAP-Ed participants after completing nutrition classes.¹⁰

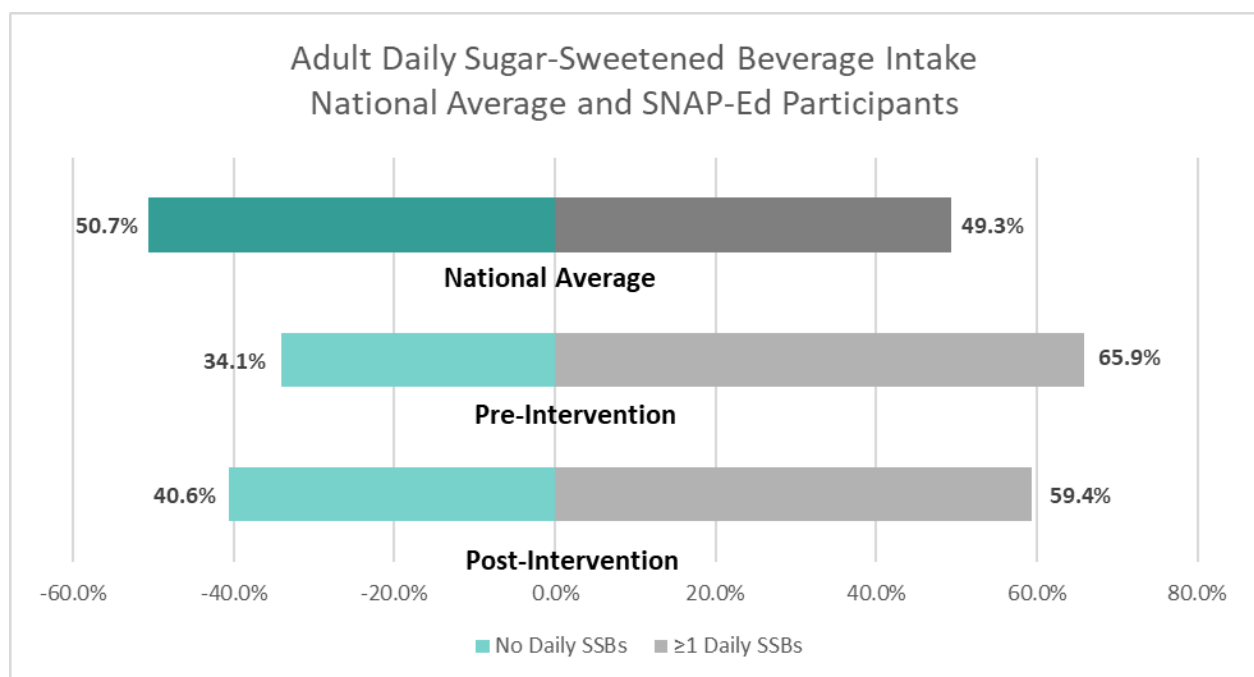
More Washington SNAP-Ed participants ate at least one fruit a day and at least one vegetable a day than the national average. On average, 63.9% of adults in the US ate fruits at least once a day, while 83.7% of adult SNAP-Ed participants reported eating fruits at least once a day before nutrition classes and 84.4% reported the same after nutrition classes. Comparatively, 81.1% of US adults on average eat vegetables at least once a day, closely matching the 82.0% of SNAP-Ed participants who ate vegetables at least once a day before starting nutrition classes. After nutrition classes, 87.5% of SNAP-Ed participants reported eating vegetables at least once a day.¹¹

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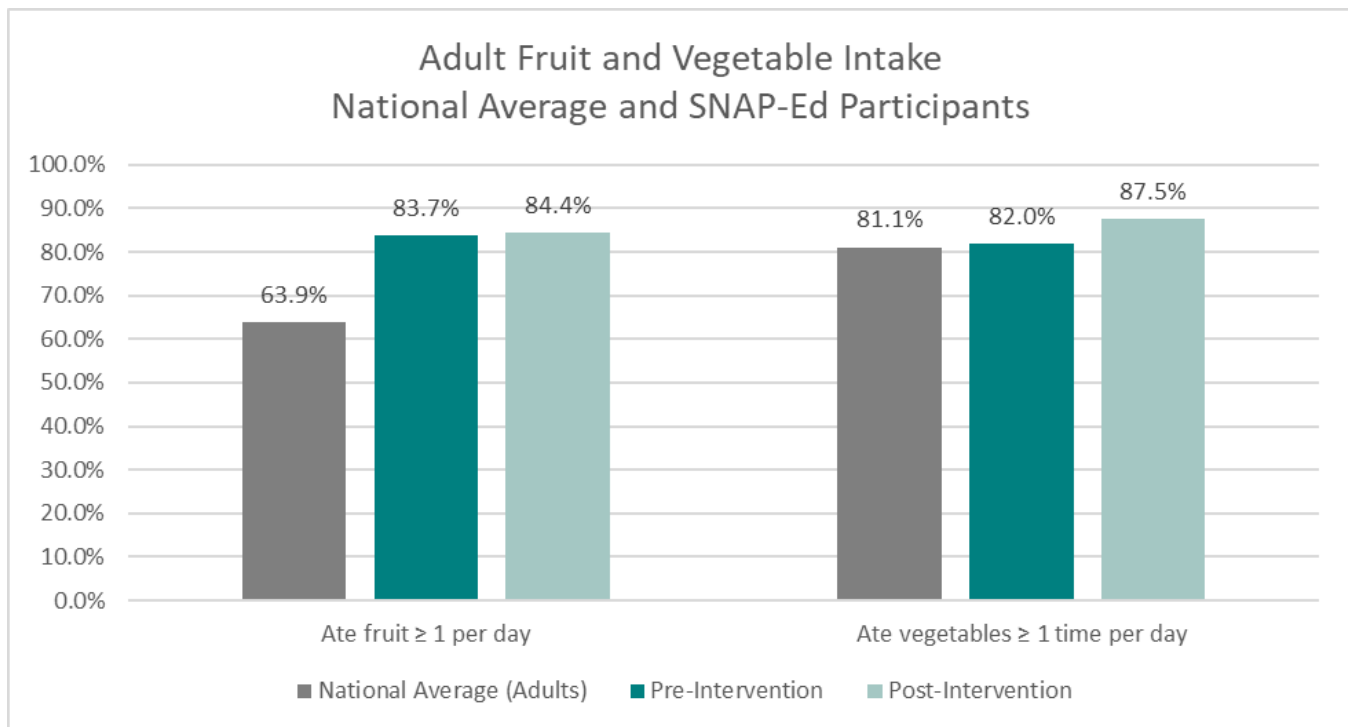


*Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$



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Cooking Matters Surveys

Cooking Matters surveys were given to adults who participated in a Cooking Matters curriculum in FFY 2020. The survey asks questions about eating habits, food shopping habits, and confidence around cooking and eating healthy food on a budget. Forty-five participants completed both pre- and post- surveys, though not all answered every question.

Although there were no statistically significant changes observed, participants reported positive behavior change after participation in Cooking Matters. For example, participants reported eating more fruits and vegetables and drinking fewer SSBs.

The COVID-19 Pandemic's Impact on Direct Education

The arrival of the COVID-19 pandemic in the middle of FFY 2020 resulted in a major impact on direct education activities. Compared to FFY 2019, there were at least 6,000 fewer direct education participants over the entire year, and almost 4,000 participants were in activities that were cancelled due to COVID-19.

Of the 523 Direct Education/Program Activities conducted in FFY 2020, 211 (41%) reported some

sort of impact from COVID-19. 169 activities (80% of impacted activities, 33% of total activities for the year) were reported as "Cancelled due to COVID", while 35 activities (17% of impacted activities, 7% of total activities) were "Modified due to COVID", 6 activities were "New due to COVID," and 1 activity was "Postponed due to COVID."

The number of direct education activities decreased in FFY 2020 compared to FFY 2019 and 2018. This trend is especially noticeable in the second half of the fiscal year, likely due to restrictions on in-person activities to prevent the spread of COVID-19. While there were close to the same number of direct education activities started prior to March 1st in each fiscal year, in FFY 2020 there was only one fifth as many activities started after March 1st.

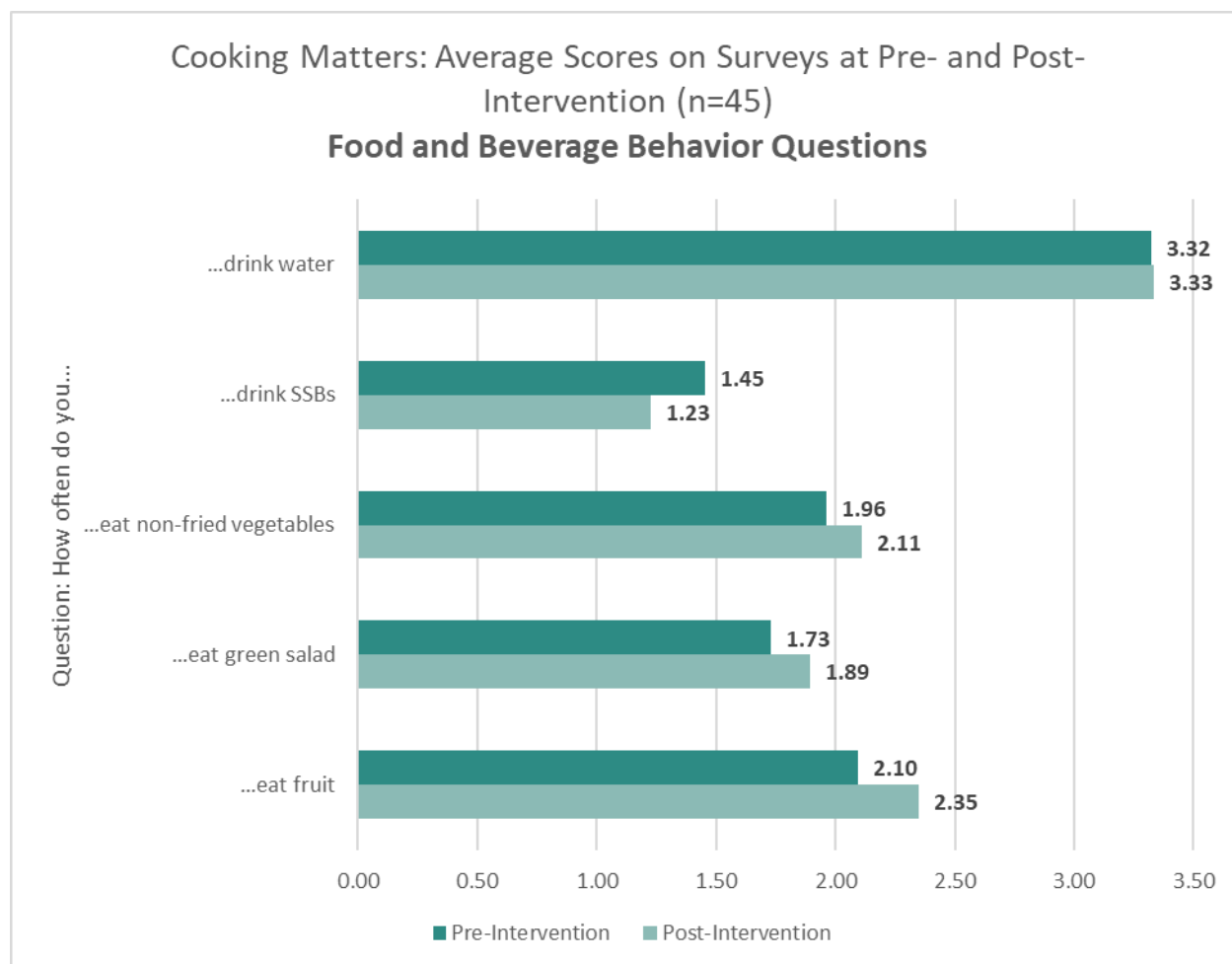
Related restrictions had the greatest impact on SNAP-Ed activities in K-12 schools, where 39% of the scheduled activities were cancelled. On March 13, 2020, Governor Inslee ordered schools to be closed from March 17 through April 24, and later extended the closure of schools through the end of the 2019–2020 school year. Prior to school closures, Washington SNAP-Ed did not use virtual direct education curricula. In response to the closures of schools and other sites, DSHS directed the Curriculum, Website, and Training team to work with LIAs to adapt several approved

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curricula for virtual delivery so it would meet interactivity requirements, prevent duplication of efforts, and maintain some degree of fidelity, despite not having evidence-based curricula tested for virtual delivery. Implementation of adapted curricula and virtual lessons began in FFY 2021. LIAs highlighted this as a success, especially the opportunity to work cross-regionally with other LIAs. See more about this effort on page 58. However, in end-of-year quarterly reports, many LIAs explained that their agency did not have the capacity to begin a shift that would require learning new delivery platform(s) and adapting curricula. Other LIAs felt that they lacked clear guidance on how to implement education virtually while maintaining fidelity. Several LIAs shared that in-person programming was better for their audiences, some of whom lack consistent internet access. A handful of LIAs were able to

continue direct education virtually, working with partners to offer this option to participants.

As an alternative to direct education, many LIAs increased implementation of indirect activities. For example, LIAs included nutrition information and recipes in food boxes distributed to food bank clients, and adapted curriculum activities into take-home packets for students.



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COVID-19 Impacts by Program Site Settings (n=211)				
Setting	Cancelled	Modified	New	Postponed
TOTAL	169	35	6	1
Adult education, job training, temporary assistance for needy families (TANF), and veteran services sites	0	0	1	0
Before and after-school programs	2	1	0	0
Emergency shelters and temporary housing sites	1	0	0	0
Food assistance sites, food banks, and food pantries	0	3	0	1
Group living arrangements	0	1	0	0
Individual homes or public housing sites	2	0	0	0
Other places people go to "learn"	0	0	5	0
Schools (K-12, elementary, middle, and high)	162	30	0	0
Youth Organizations (e.g. Boys or Girls Clubs, YMCA)	2	0	0	0

Impact	Frequency	Percent
Cancelled / not completed due to COVID-19	169	33%
Modified due to COVID-19	35	7%
New due to COVID-19	6	1%
Postponed due to COVID-19	1	0%
No reported COVID-19 impact	309	59%

	FFY 2019	FFY 2019	FFY 2020
Classes started before March 1	470 (60%)	579 (66%)	459 (88%)
Classes started after March 1	314 (40%)	295 (35%)	61 (12%)
Total	784	874	520

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Partnerships and Coalition Data

Partnerships

LIAs reported 411 partnerships in FFY 2020, most of which were based in local jurisdictions (i.e., community partnerships, local city or town partnerships).

Washington SNAP-Ed formed partnerships with organizations in a variety of sectors. The most common of these were K-12 schools, food banks and pantries, agricultural organizations (including farmers markets), government programs, and public or low-income housing groups.

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

Coalitions

In FFY 2020, LIAs reported participation in 52 coalitions. The depth of relationships for these

coalitions varied. Over 40% of coalitions were reported as coalitions committed to joint action, and 23% were reported as membership networks with regular information sharing. Relationship depth definitions were drawn from the SNAP-Ed Toolkit.

Most coalitions were local community, town, or regional groups.

Coalition members represented a variety of sectors and industries, including the food industry, public health and health care, education and agriculture.

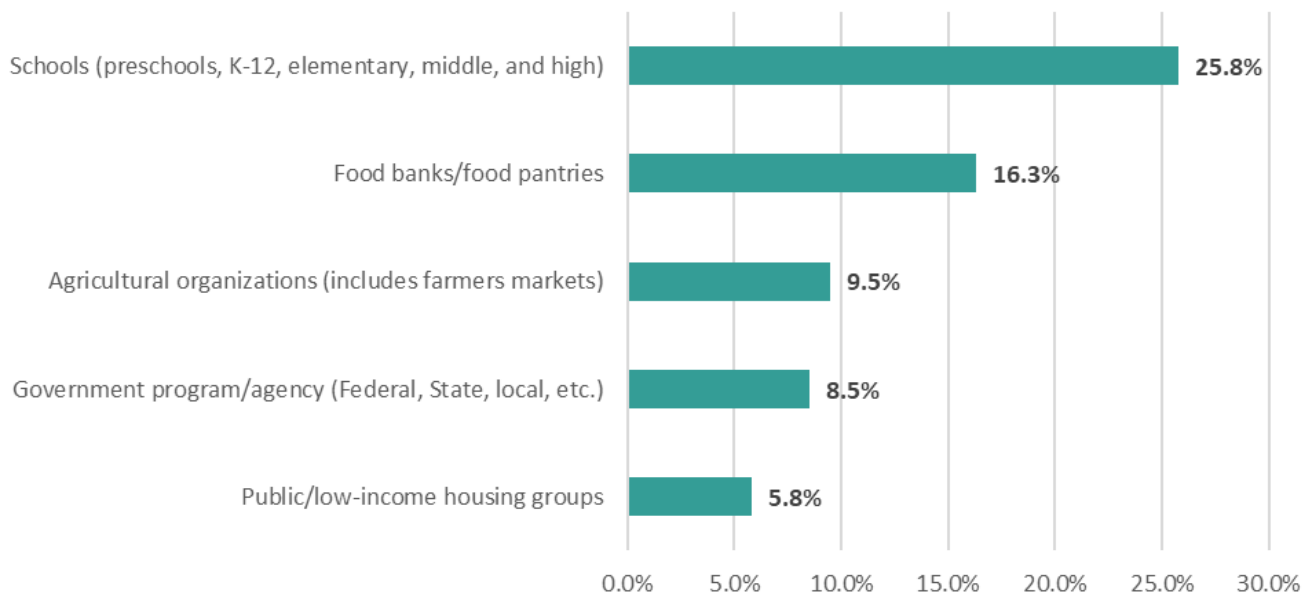
SNAP-Ed LIAs provided assistance to and received assistance from coalitions in FFY 2020. LIAs primarily received assistance in planning, development, and recruitment from coalitions, while they primarily provided planning, consulting, human resources, development and program implementation to their coalitions.

Relationship Depth of Partnerships		
	Frequency	Percent
Coalition	4	0.9%
Collaboration	125	27.0%
Cooperator	154	33.3%
Coordination	103	22.2%
Network	25	5.4%

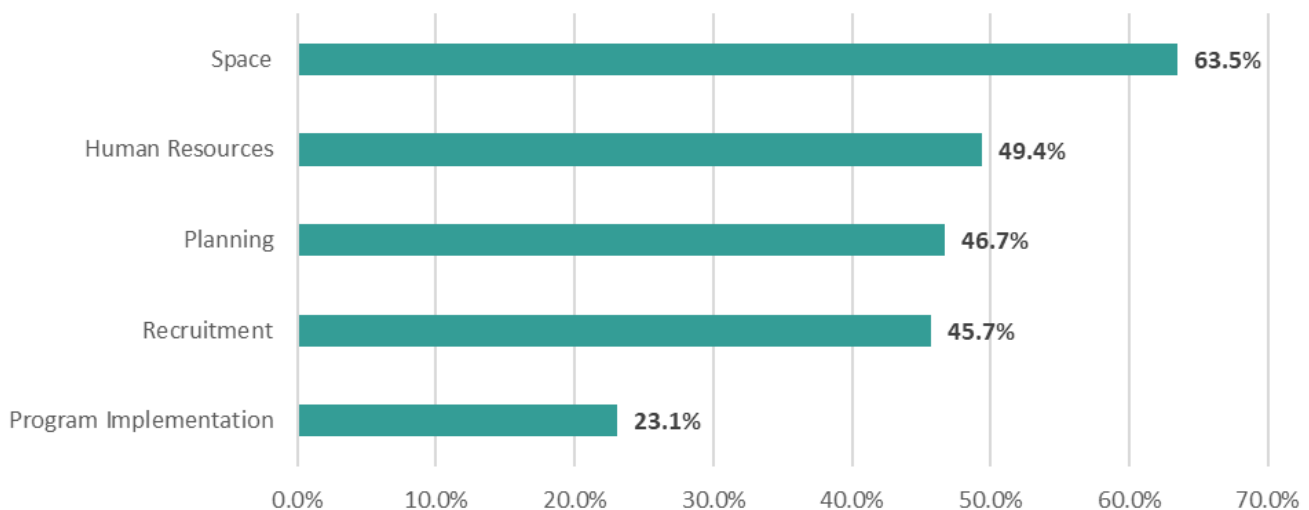
Jurisdiction Level of Partnerships		
	Frequency	Percent
Local (e.g. community, district, parish, city, town, county, borough, or region)	369	79.7%
State	28	6.0%
Tribal	12	2.6%
Missing	2	0.4%

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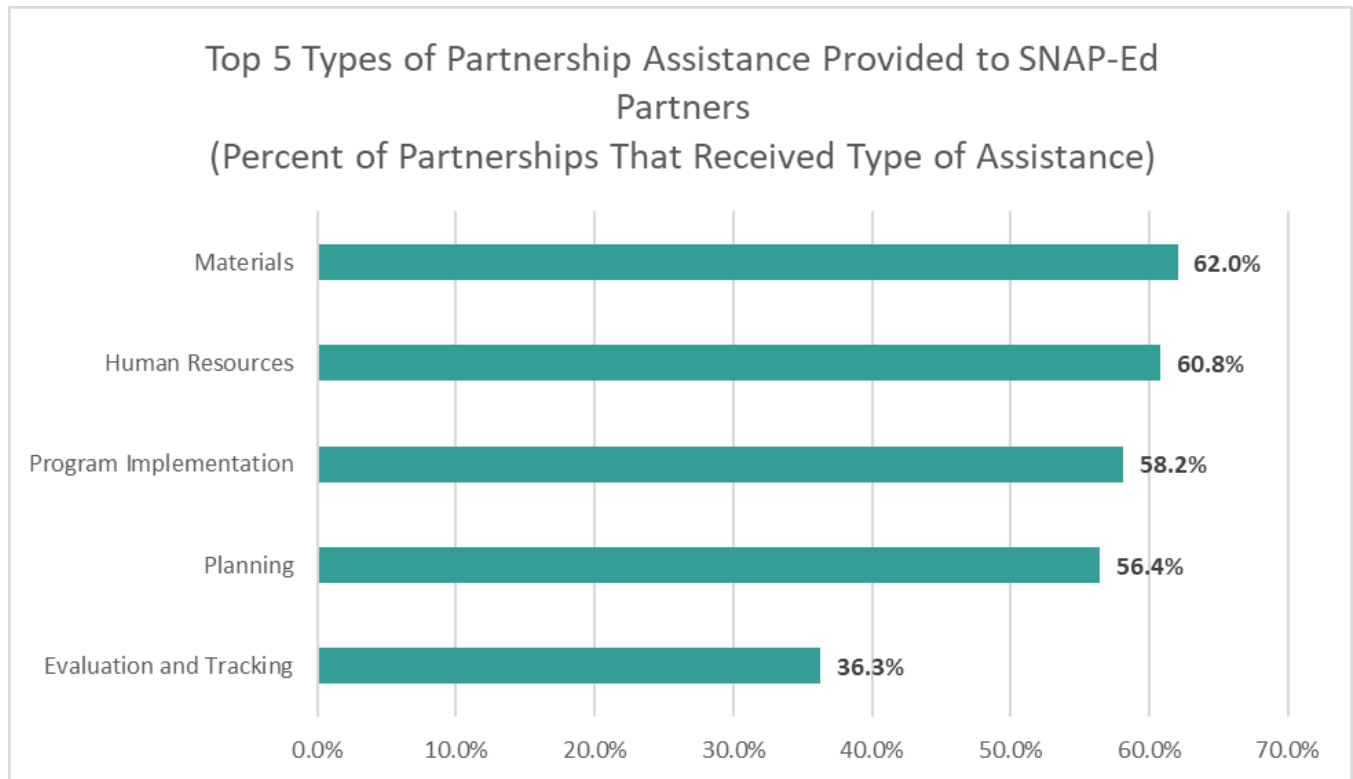
Top 5 Organizations Partnerships Were Formed With (Percentage of Total)



Top 5 Types of Partnership Assistance Received from SNAP-Ed Partners
(Percent of Partnerships That Offered Type of Assistance)



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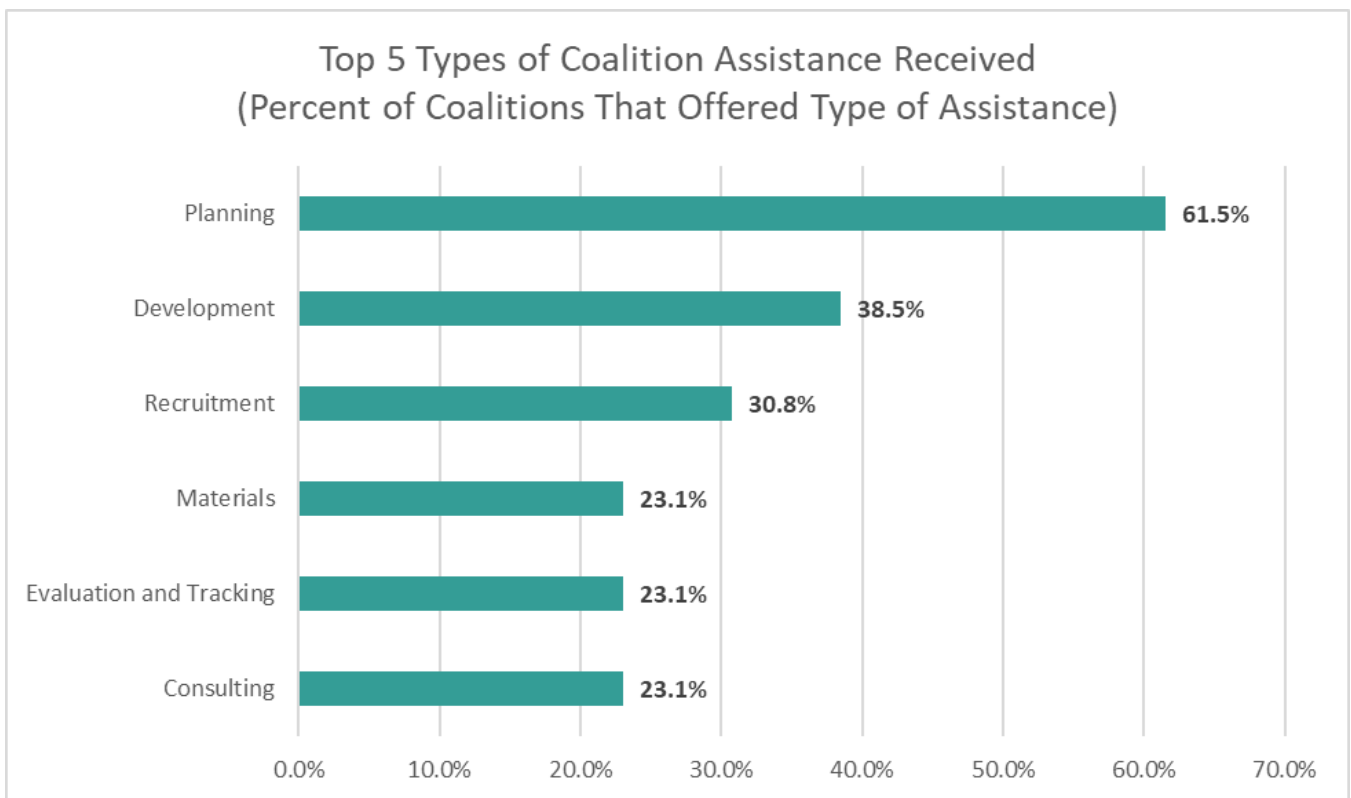


Relationship Depth of Coalitions		
	Frequency	Percent
Coalition	23	44.2%
Collaboration	10	19.2%
Cooperator	1	1.9%
Coordination	5	9.6%
Network	12	23.1%
Missing	1	1.9%

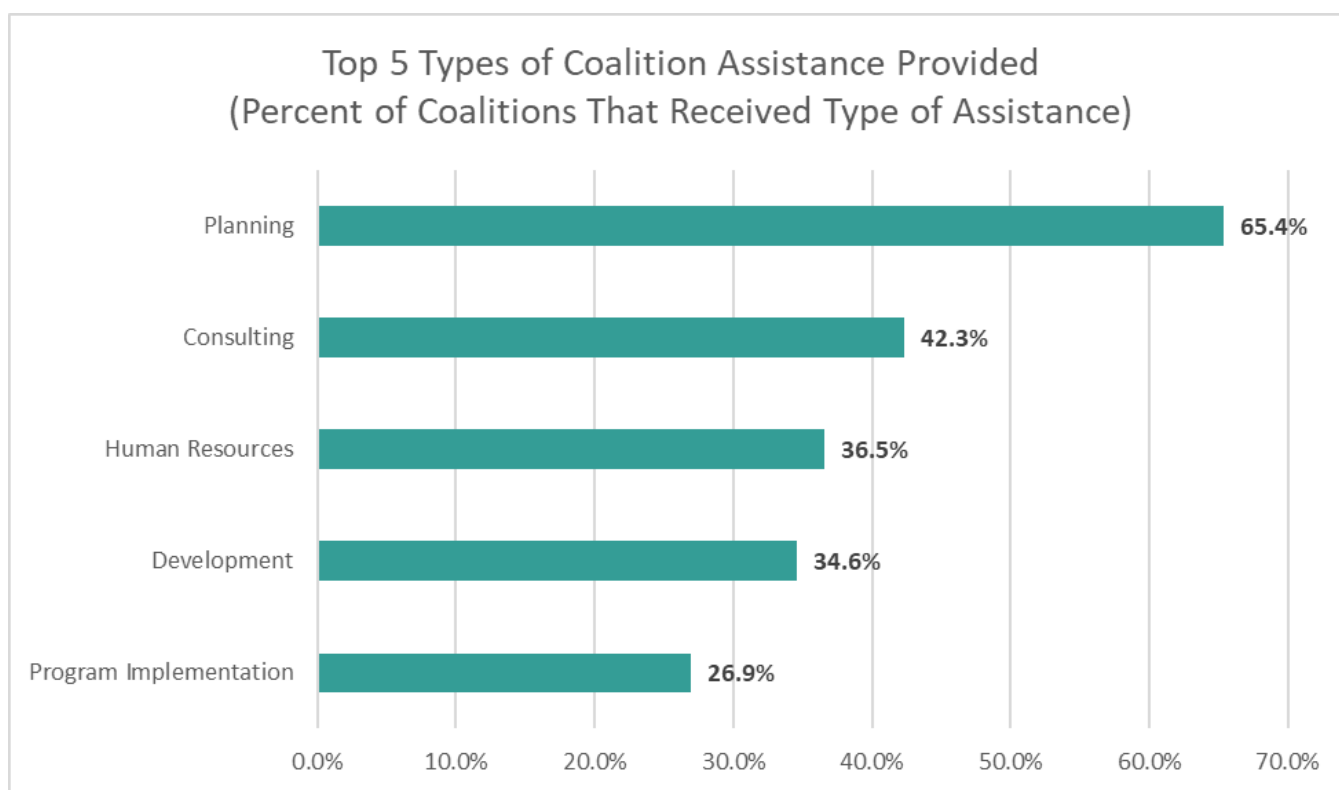
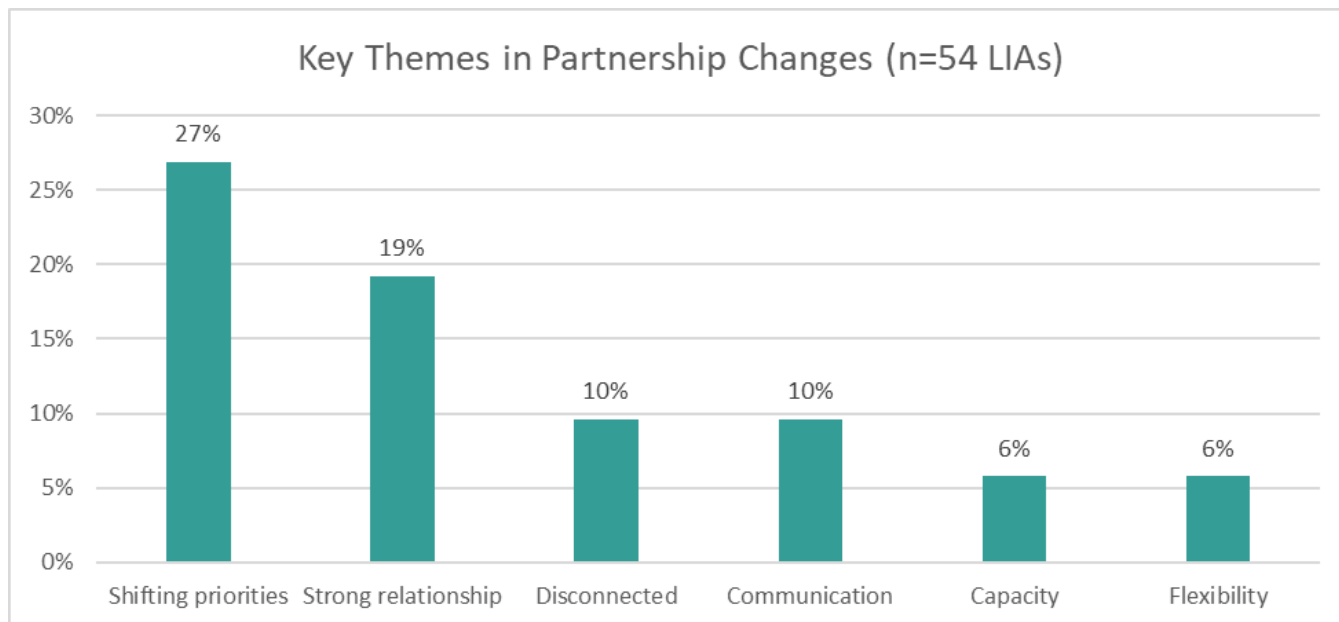
Jurisdiction Level of Coalitions		
	Frequency	Percent
Local (e.g. community, district, parish, city, town, county, borough, or region)	45	86.5%
State	6	11.5%
Tribal	1	1.9%
Total	52	100.0%

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Coalition Members Sectors of Influence		
Sector	Frequency	Percent
Food industry	114	25.1%
Public health and health care	90	19.8%
Other (please specify)	79	17.4%
Education	69	15.2%
Agriculture	56	12.3%
Government	36	7.9%
Community design	17	3.7%
Public safety	9	2.0%
Commercial marketing	1	2.0%
Media	1	0.2%



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COVID-19 Impact on Partnerships (n=411)		
	Frequency	Percent
Cancelled	13	3.2%
Modified	61	14.8%
New	19	4.6%
Postpone	35	8.5%
No Reported COVID Impact	283	68.9%

COVID-19 Impact on Coalitions (n=52)		
	Frequency	Percent
Cancelled	1	1.9%
Modified	15	28.8%
New	5	9.6%
Postpone	1	1.9%
No Reported COVID Impact	30	57.7%

The COVID-19 Pandemic's Impact on Partnerships and Coalitions

Many LIAs noted that partners' priorities shifted in response to COVID-19, which meant that LIAs had to pivot to find alignment between SNAP-Ed goals and new partner needs. As one LIA noted, "Everyone is still trying to figure out how things will work." For many, this meant that some partnerships paused as other partnerships began to emerge.

Some LIAs described feeling disconnected from partners when their priorities no longer aligned, or they were no longer able to meet in person. Communication also emerged as a theme – some LIAs were able to identify effective ways to meet virtually while others struggled to support partners remotely.

LIAs also talked about the importance of strong relationships when describing the impact of the pandemic on partnerships. One LIA explained in their quarterly report that, "Having strong community partners have helped us continue to carry out programming despite being unable to conduct in person programming. ...Years of growing relationships and building trust has made it easy for partners to agree to continue our

relationships." These carefully cultivated relationships are the backbone of SNAP-Ed programming, and allowed some LIAs to find successful alternatives to traditional programming. Additionally, LIAs noted in PEARS how the COVID-19 pandemic made many communities realize the deficits in existing food systems and social supports and drove new interest in establishing partnerships and coalitions to address those needs.

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Policy, Systems, and Environment Activity Data

In FFY 2020, SNAP-Ed LIAs participated in 407 PSE activities, 95 of which began in this fiscal year. The estimated reach of the various PSE projects across Washington State was over 700,000 contacts. This number is a total reach of every project and does not account for the possibility that some PSE reach estimates may include the same people.

Estimated PSE reach in FFY 2020 was just under half the estimated reach of all PSE projects in FFY 2019. The lower PSE reach is likely due in part to activities modified due to the COVID-19 pandemic. For more information about PSE changes, see *COVID-19 Impact on PSE Activities* on page 37. It is worth noting that in FFY 2019, one policy change was adopted that reached all individuals who access food pantries, leading to the large increase in reach from FFY 2018 (204,397). Excluding this large policy change, estimated reach for FFY 2019 was 526,650.

The largest proportion of PSE activities took place in K-12 schools and food assistance sites, with mobile vending sites/food trucks, individual homes or public housing sites and farmers markets rounding out the top five sites for PSE activities. K-12 schools made up 25% of PSE sites in FFY 2020, and food assistance sites made up 23% of PSE sites. Other sites for PSE interventions included community organizations, family resource centers, early care and education facilities, health care clinics and gardens.

The top site settings for new PSE interventions started in FFY 2020 was similar to overall top site settings. The greatest proportion of new sites for PSE interventions were food assistance sites and mobile vending/food trucks, which together accounted for over 50% of new PSE sites.

PSE projects were at various stages of implementation in FFY 2020, and many progressed through more than one project implementation across the length of the fiscal year.

In FFY 2020, SNAP-Ed was a leader in initiating efforts, and funding or providing guidance for over 50% of PSE projects, as well as leading for efforts around funding or providing training, and funding or conducting implementation in over 40% of

projects. SNAP-Ed took a more supportive role for other areas, including over 60% of efforts around fostering community engagement.

In FFY 2020, 161 PSE projects (40% of total projects) either had or were working towards some sort of sustainability plan. Among these projects, projects with stakeholders' support were furthest along in the sustainability planning process, with 85 sites having a plan in process and 50 having a plan in place in FFY 2020. Sixty-nine PSE projects had a plan for the organization to assume responsibility of the project in process, and 34 PSE projects have a plan in place.

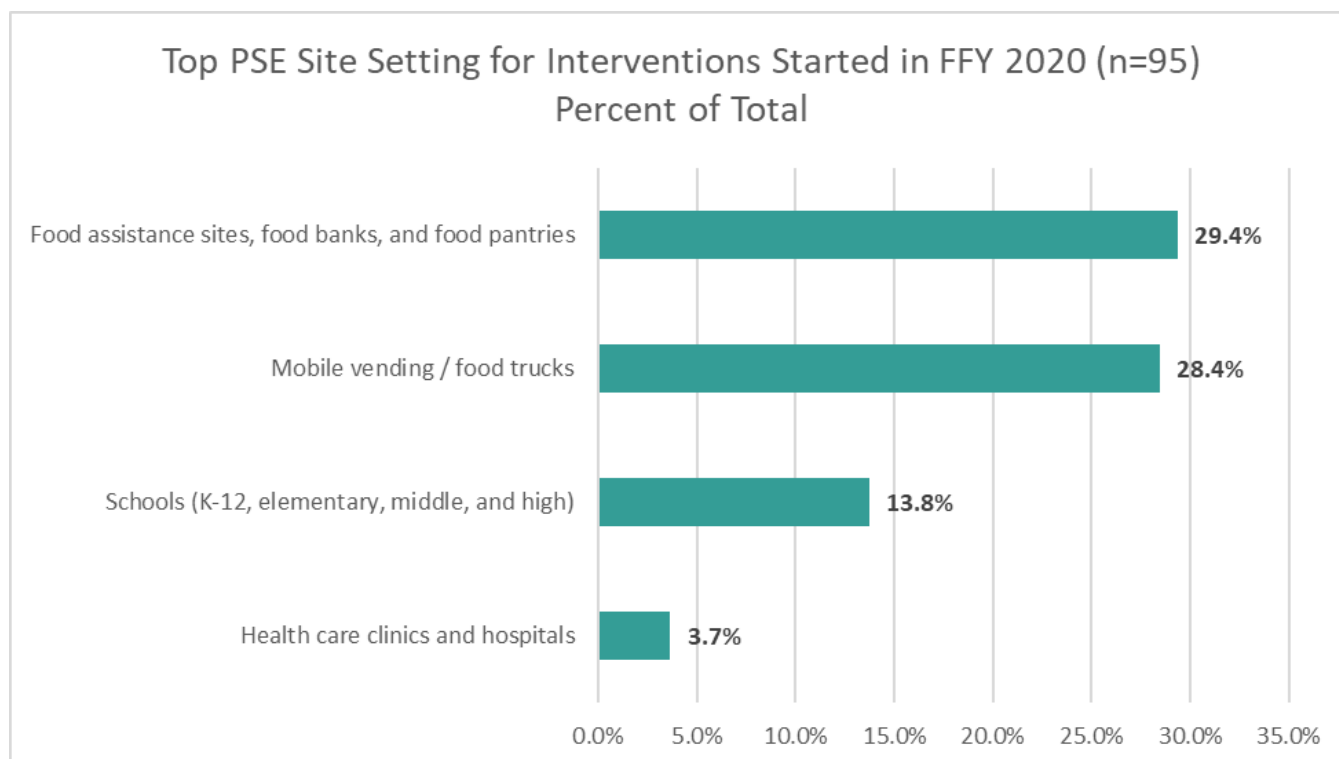
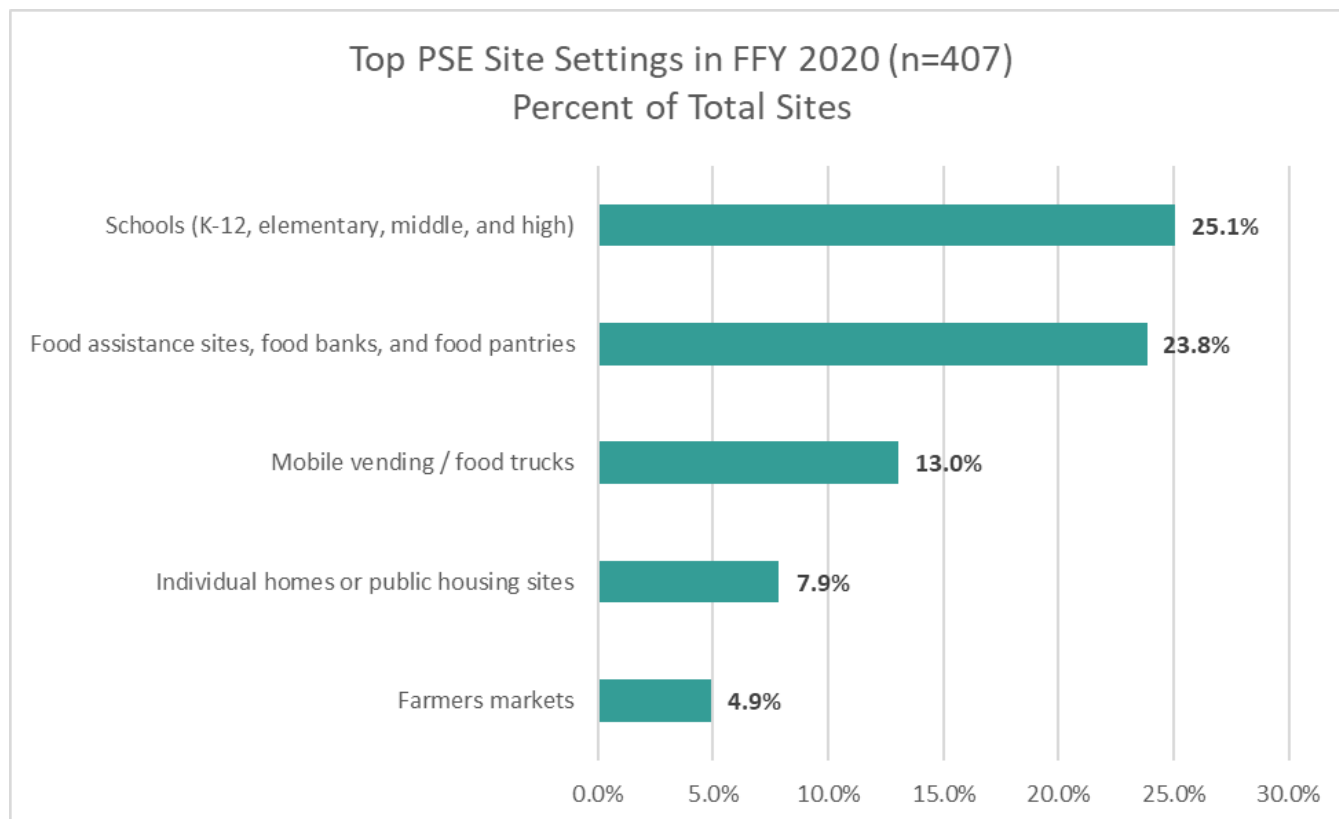
Of the 407 sites doing PSE work, 247 recorded the types and number of changes that occurred. Among these 247 sites, 1,207 changes were recorded. The largest proportion of changes were systems changes (46%), followed by environmental changes (34%).

The PSE projects in FFY 2020 had varied focuses across a wide range of topics. Most PSE changes were related to nutrition, especially marketing and food access.

Specific PSE changes varied by project at the 247 reported PSE sites. Expanding access to healthy food and providing opportunities for people to choose their own food with healthy nudges made up a large portion of reported PSE changes.

LIAs identified partner buy-in (which included administration, staff, teachers, farmers, retailers and more) and convenience to participants as the greatest facilitators of a successful PSE project. Conversely, time on the part of partners and staff turn-over were the greatest barriers to working on PSE projects. PSE project facilitators and barriers may have been impacted by the COVID-19 pandemic. The majority of partnerships were based in local jurisdictions (i.e., community partnerships, local city or town partnerships).

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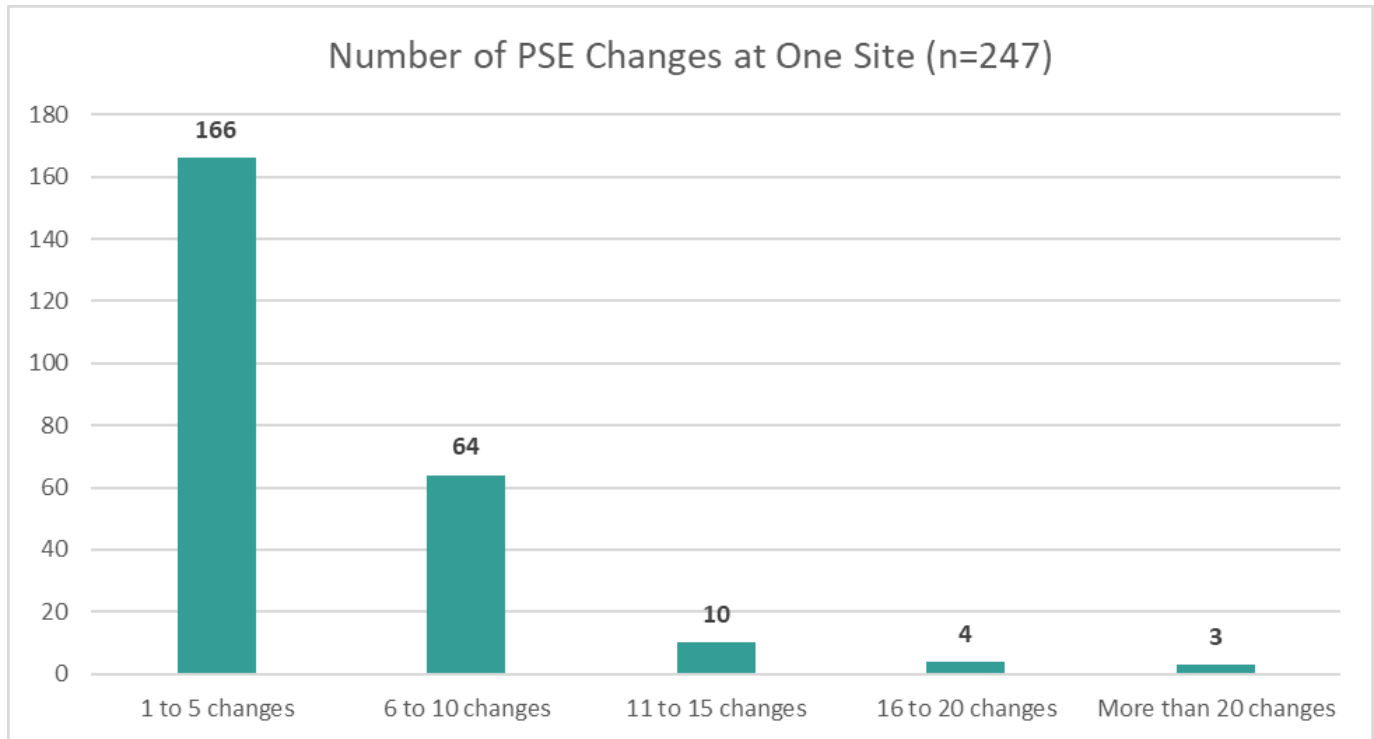
Reach of PSE Projects in FFY 2020 in Comparison to FFY 2019			
Region	Estimated PSE Reach – FFY 2020	Estimated PSE Reach – FFY 2019	Change
Washington State Total	722,022	1,534,501	- 812,479
Region 1	145,483	154,188	-8,705
Region 2	104,653	46,474	+58,179
Region 3	50,656	48,200	+2,456
Region 4	102,809	134,389	-31,580
Region 5	318,421	1,151,250	-832,829

PSE Implementation Stages		
Stage	Frequency	Percent
Started implementation of changes	232	57.0%
Sites contacted and agreed to participate	229	56.3%
Planning and preparation for implementation (i.e., Assessment, training, etc.)	178	43.7%
Continued to implement changes	165	40.5%
Worked to maintain changes	99	24.3%
Conducted follow-up assessments and evaluation and/or monitoring	53	13.0%

SNAP-Ed's Role in PSE Efforts				
	Lead	Supportive	No Role	NA
Initiated the effort	250	122	13	22
Funded or provided guidance	213	153	19	22
Funded or conducted implementation	169	173	26	39
Funded or provided evaluation	105	115	42	145
Fostered community engagement	77	258	334	38
Funded or provided training	178	112	40	87

PSE Sustainability Plan (n=161)				
	No Plans	Plan	In Process	In Place
Organization has assumed responsibility	40	18	69	34
Ongoing funding identified	37	28	67	29
Policies adopted	50	43	56	12
Reporting system implemented	54	43	35	29
Stakeholders' support	8	18	85	50
Other mechanisms	3	2	1	4

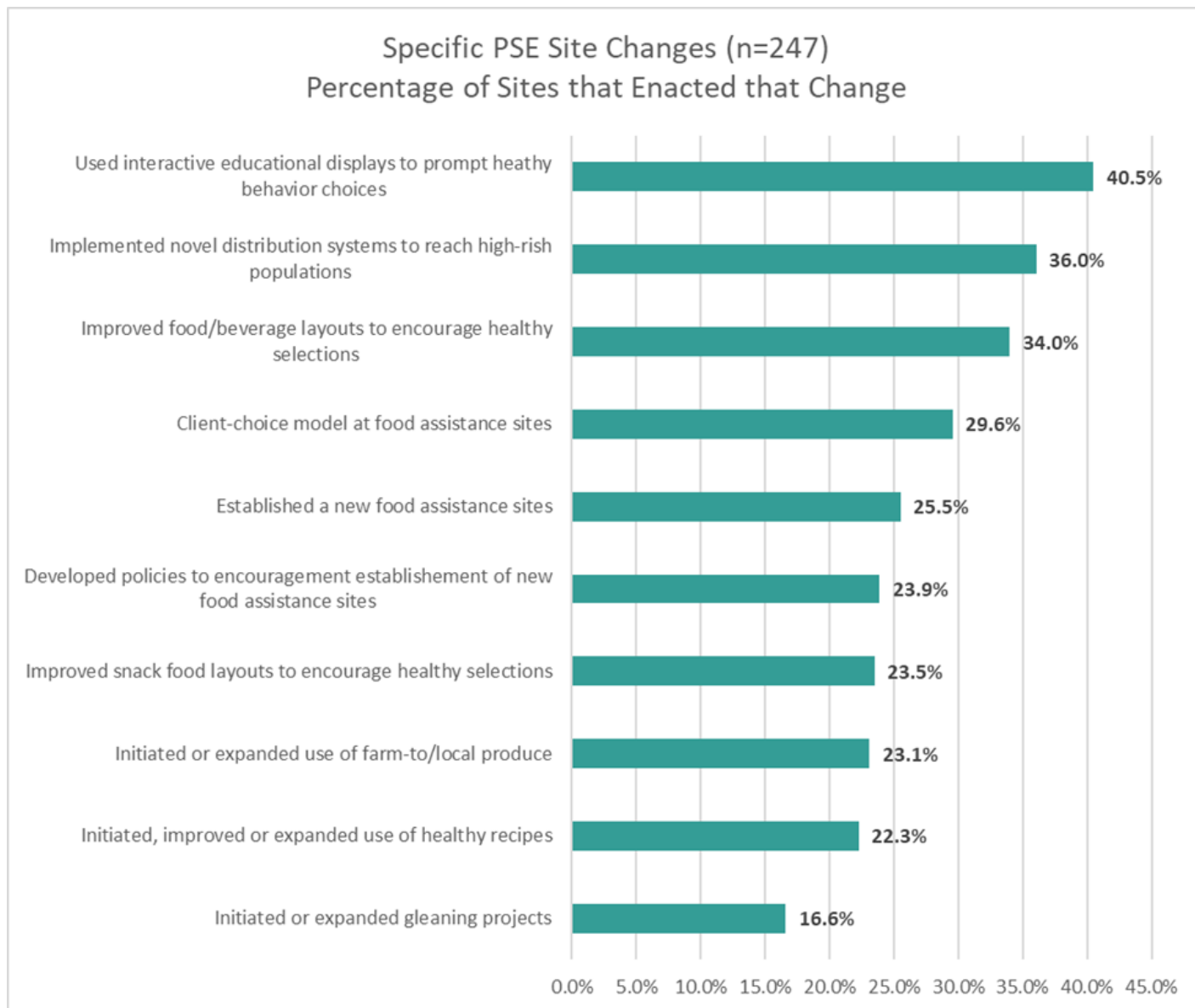
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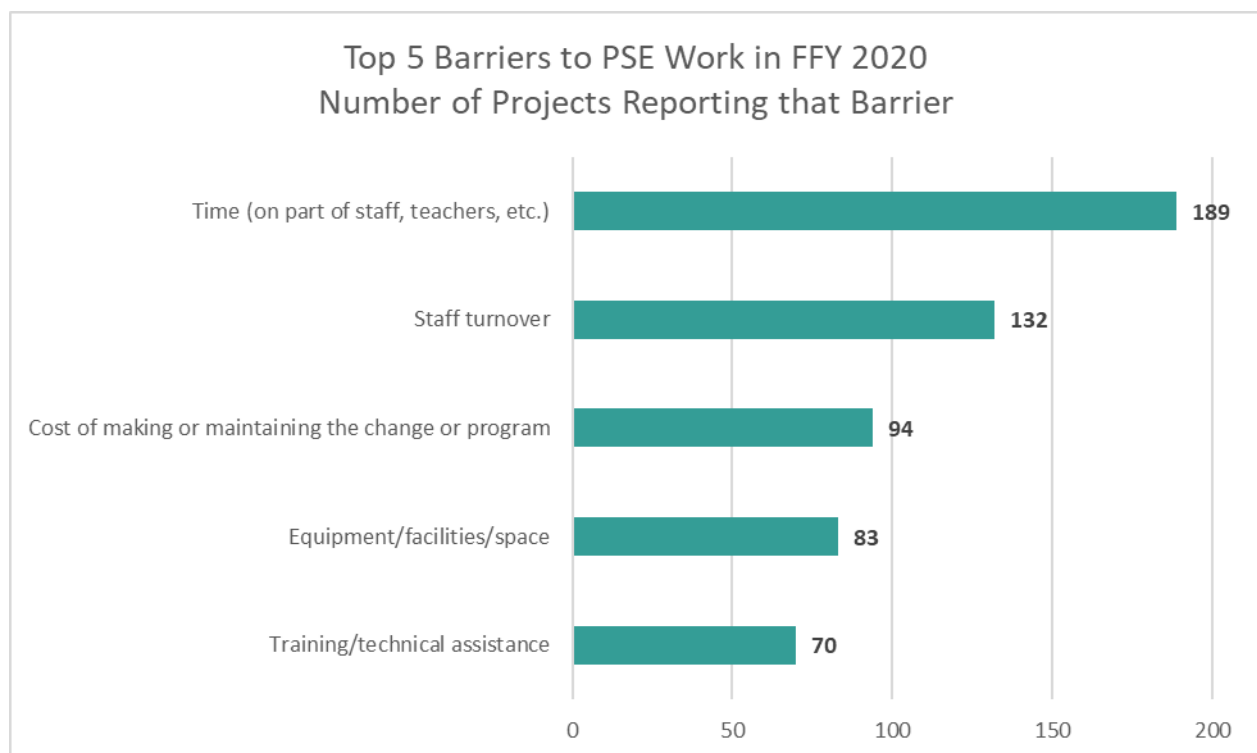
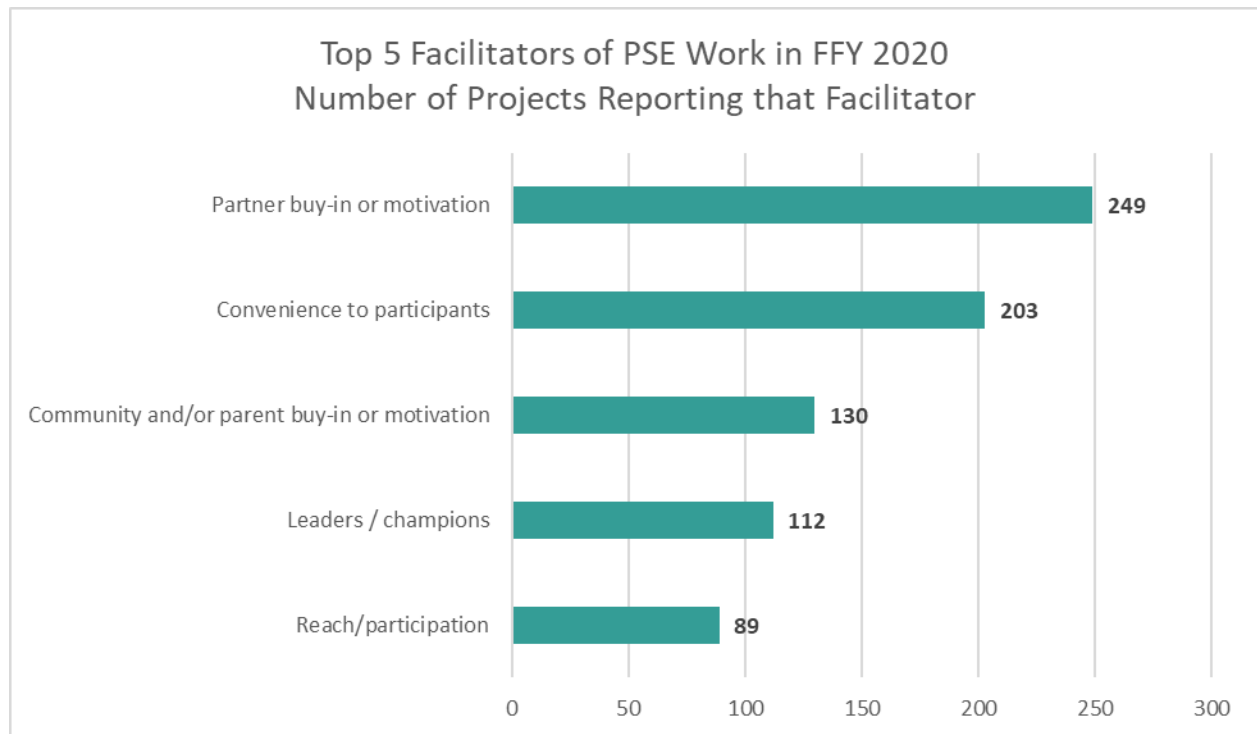
Level of PSE Changes (n=247)		
Level	Frequency	Percent
Systems	557	46%
Promotion	126	10%
Environmental	408	34%
Policy	116	10%

FFY 2020 Top PSE Change Topics		
Topic	Frequency	Percent
Nutrition		
<i>Marketing</i>	357	29.6%
<i>Food access</i>	230	19.1%
<i>Food quality</i>	152	12.6%
<i>Gardens</i>	151	12.5%
<i>Nutrition policy</i>	93	7.7%
<i>Food procurement</i>	76	6.3%
<i>Professional development</i>	29	2.4%
Physical Activity		
<i>Physical activity breaks</i>	34	2.8%
<i>Physical activity facilities</i>	20	1.7%
<i>Structured physical activity</i>	13	1.1%

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The COVID-19 Pandemic's Impact on PSE Activities

The COVID-19 pandemic required a significant amount of change and adaptation to planned PSE activities. Most LIAs were able to continue PSE in some capacity during the COVID-19 pandemic, and many shared PSE successes as a highlight of FFY20. As one LIA phrased it in their quarterly report, PSE “doesn't require a captive audience the way direct education does,” which meant that most LIAs were able to continue implementing some PSE efforts during the pandemic.

However, the focus of PSE projects shifted for many LIAs in order to adapt to the COVID-19 pandemic guidelines or better meet current community needs.

One common PSE modification was shifting gardens at schools, public housing and community sites to care of volunteers rather than students or groups of residents, and then donating the produce from those gardens to local families or food banks. Many food banks were forced to move from a client choice model—a change

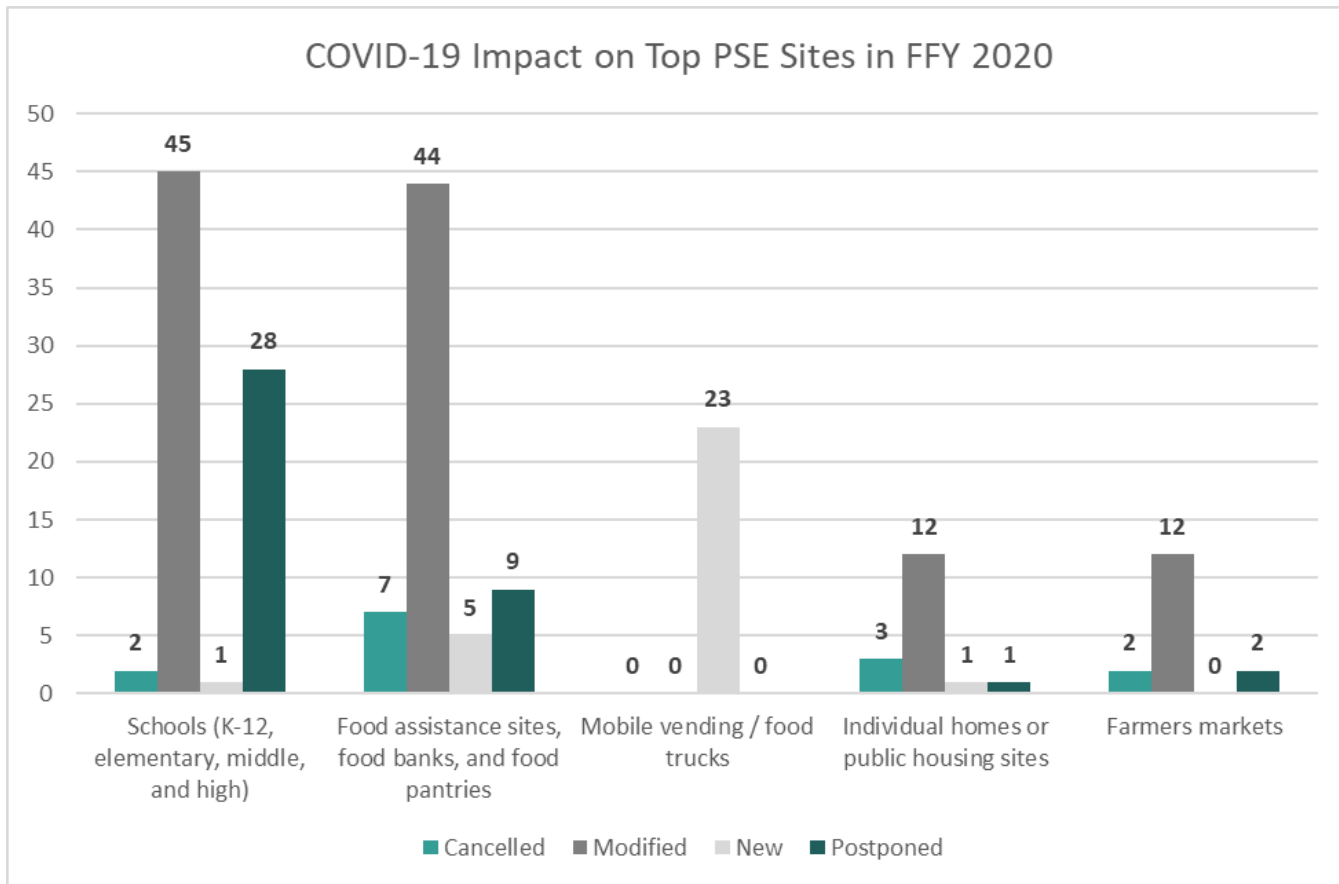
brought about by SNAP-Ed PSE work at many sites—to pre-packaged boxes of food, due to needs for social distancing and decreasing exposure risk to clients.

The need for adaptation led to the creation of many new PSE activities, especially at sites with mobile vending and food trucks. These sites popped up to fit a need from social distancing orders and increased reliance on emergency food systems as families and individuals experienced job and wage loss. Getting these new mobile vending sites largely relied on strong, existing partnerships and good volunteer mobilization.

LIAs who were unable to continue PSE projects tended worked in schools and food banks or had planned to work closely with participants at community sites. Many SNAP-Ed staffers reported difficulty in getting new programs started or even sustaining existing PSE interventions without having those strong partnerships already in place, due to difficulties with communication and competing interests.

COVID-19 Impact on PSE Activities	
	Number of PSE Activities
Cancelled	28
Modified	144
New	39
Postponed	59
Not indicated/No impact	137

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Indirect Activity Data

In FFY 2020, indirect activities emerged as an essential way for SNAP-Ed programs to continue engaging the eligible audience. LIAs reported 1,211 indirect activities in PEARS in FFY 2020, up from 1,071 indirect activities reported in FFY 2019. A little over half (59.6%) of indirect activities consisted of one actual activity (e.g., distributing recipe cards, attending a health fair), while the rest involved 2 or more actual activities to support the Indirect Activity.

LIAs reported using hard copy materials, like flyers, pamphlets, posters, or recipe cards as the most frequently used Indirect Activity Channel. LIAs also reported using electronic materials, such as e-newsletters, more frequently in FFY 2020 than in previous fiscal years, along with nutrition education reinforcement items (NERI), like magnets, pencils, or wallet reference cards.

Actual Activities per Indirect Activity ID Frequency	
Number of Activities	Frequency
1	722
2	301
3	79
4	56
5	16
6	14
7	2
8	1
9	12
12	2
13	3
15	1
16	1
24	1
Total	1,211

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Channels of Indirect Activities	
Number of Activities	Frequency
Articles	6
Billboards, bus/van wraps, or other signage	6
Calendars	3
Community events / fairs - in which participated	102
Electronic materials (e.g. email and electronic newsletters or mailings / text messaging)	269
Fact sheet	35
Hard copy materials (e.g. flyers, pamphlets, activity books, posters, banners, postcards, recipe cards, or newsletters for mailings)	960
Nutrition education reinforcement items (e.g. pens, pencils, wallet reference cards, magnets, door hangers, and cups with nutrition messages)	198
Other, please specify	393
Podcast	11
Social media (e.g. Facebook, Twitter, and Pinterest)	83
Videos (includes CD, DVD, and online video sites like YouTube)	53
Websites	74
Total	2,193

The COVID-19 Pandemic's Impact on Indirect Activities

Almost all LIAs reported increasing or continuing their use of indirect promotional activities to reach SNAP-eligible audiences. Very few LIAs cancelled their indirect activities, and many indirect activities were initiated as a result of the COVID-19 pandemic.

In their end-of-year quarterly reports, almost three quarters of LIAs (72%) selected indirect activities as easiest to change, noting that promotional materials could often be adapted for contact-less or electronic delivery. LIAs primarily worked with school or food bank partners to distribute print resources like recipe cards or educational packets, or shared key messages and resources via social media channels. The LIAs who had to cancel indirect activities stated they had planned to conduct in-person events or cooking demos, which were not feasible to continue during the COVID-19 pandemic.

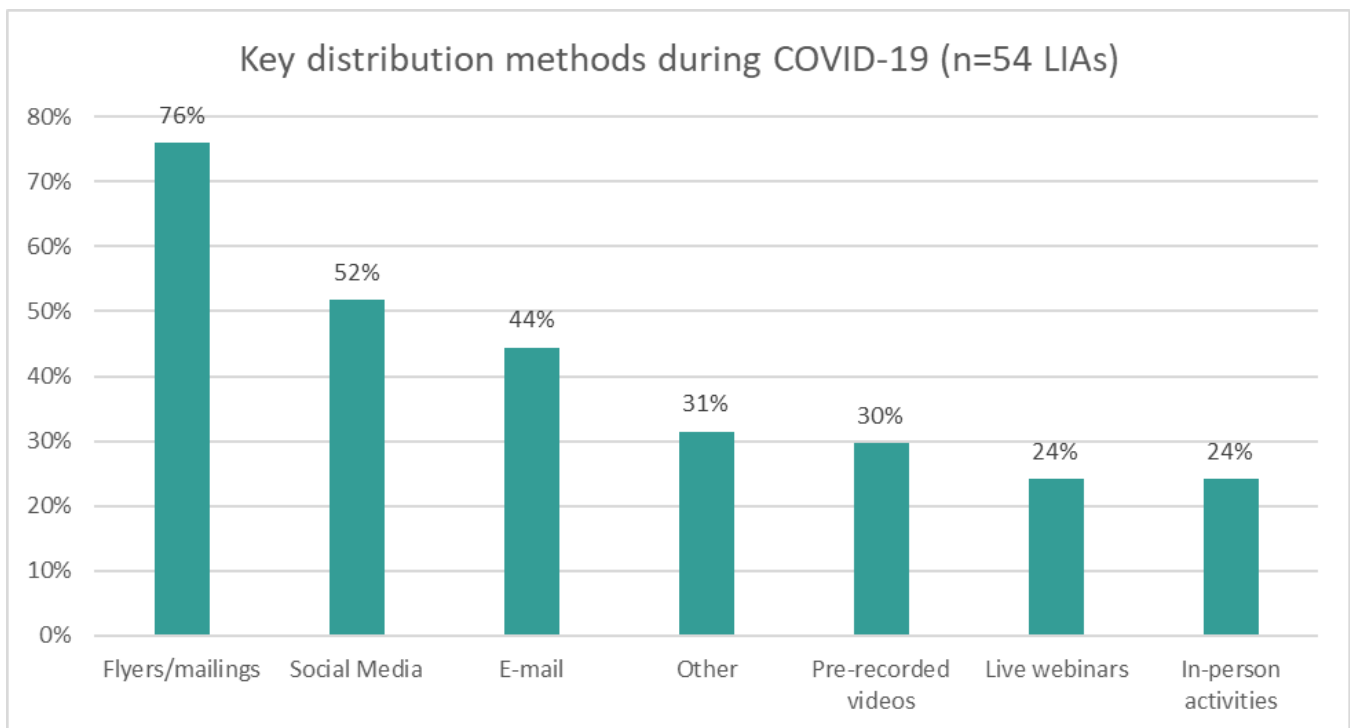
LIAs used a variety of methods to distribute SNAP-Ed messages and resources during the COVID-19 pandemic. When submitting information in the end-of-year quarterly reports, almost all LIAs reported using printed flyers or mailings at some point during FFY20, and many

began or increased use of electronic channels like social media and email. In PEARS documentation, many noted newly starting Facebook pages or Instagram accounts to connect with their SNAP-Ed communities and continue to share tips and tricks on continuing good nutrition habits and healthy living. Several LIAs shared how they used online videos to share updates from school and community gardens with SNAP-Ed participants, and keep them engaged in the projects while they were away.

Although LIAs were excited to share SNAP-Ed messages and resources, several noted uncertainty about how the information was used since they were unable to meet with clients in person.

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The COVID-19 Pandemic Impact on Indirect Activities	
	Number of Indirect Activities
Cancelled	13
Modified	140
New	411
Postponed	15
Not indicated/No impact	632



Population Indicators

From 2019 data from the CDC, 64% of adults in Washington state consumed fruit at least once a day, and 81% consumed vegetables at least once a day.¹² Based on 2017 data, Washington had 2.3 farmers markets per 100,000 residents.¹³

Over 80% of middle- and high-school aged youth eat the recommended daily servings of fruit and vegetables.¹⁴

R6: Food Security

The average percent of households with low food security in Washington State for 2017–2019 was 9.9% with 3.5% with very low food security.¹⁵

This trend is mirrored among youth, with

between 85–90% of middle- and high-school students reporting that they are food secure.¹⁶

R7: Physical Activity

From 2019 data, 58.4% of adults in Washington were meeting the recommended guidelines for aerobic activity and 36.5% for muscle-strengthening.¹⁷

The majority of youth do not meet daily recommendations for physical activity, even though most participate in sports teams.¹⁸

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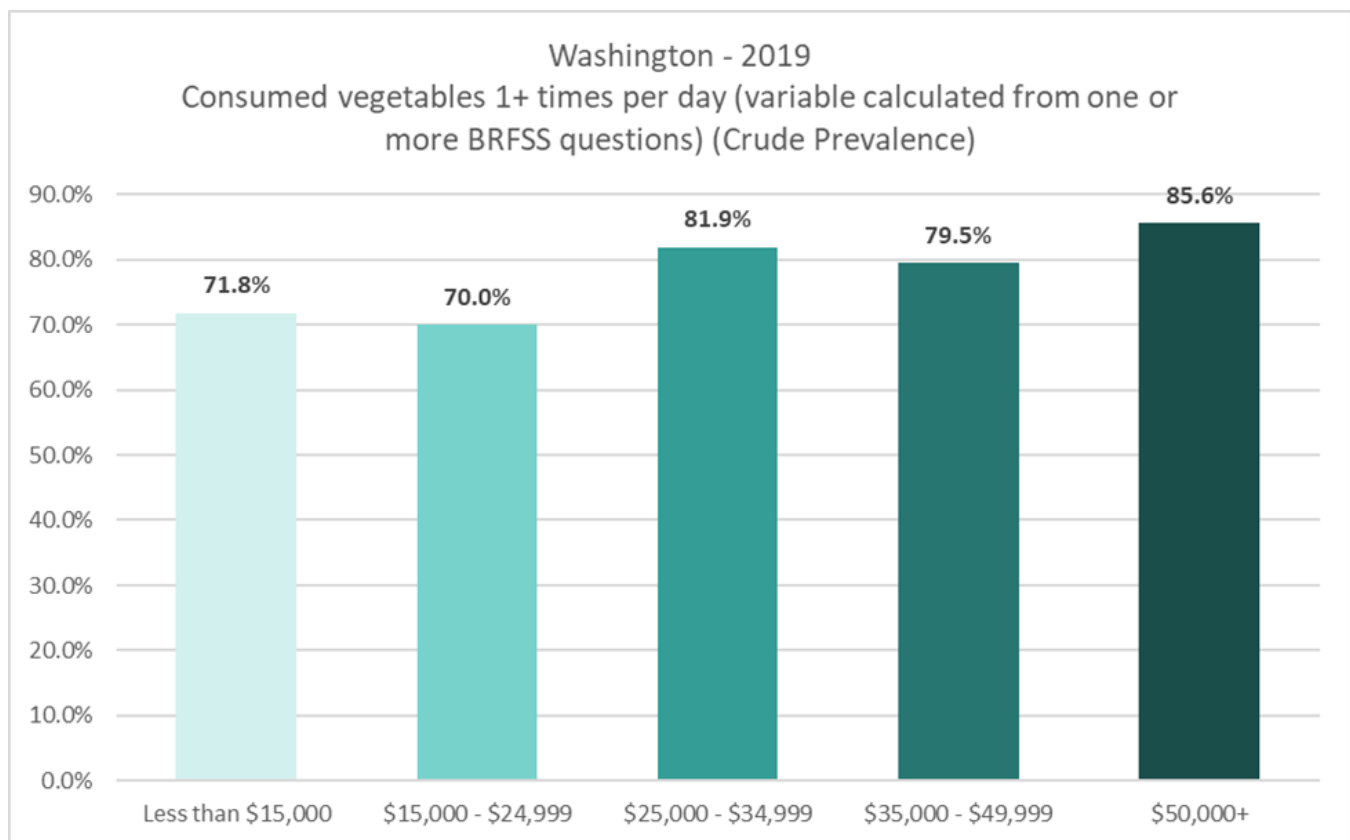
The COVID-19 Pandemic's Impacts on Population Indicators

In June 2020 the Washington State Food Security Survey (WAFOOD), developed in partnership between the University of Washington, Washington State University and Tacoma Community College, was deployed statewide. A research brief of those results was published in September 2020 and showed 30% of respondents were food insecure, with higher levels of food insecurity among those who were low-income, those with less education, people of color, and those who were single or divorced.¹⁹

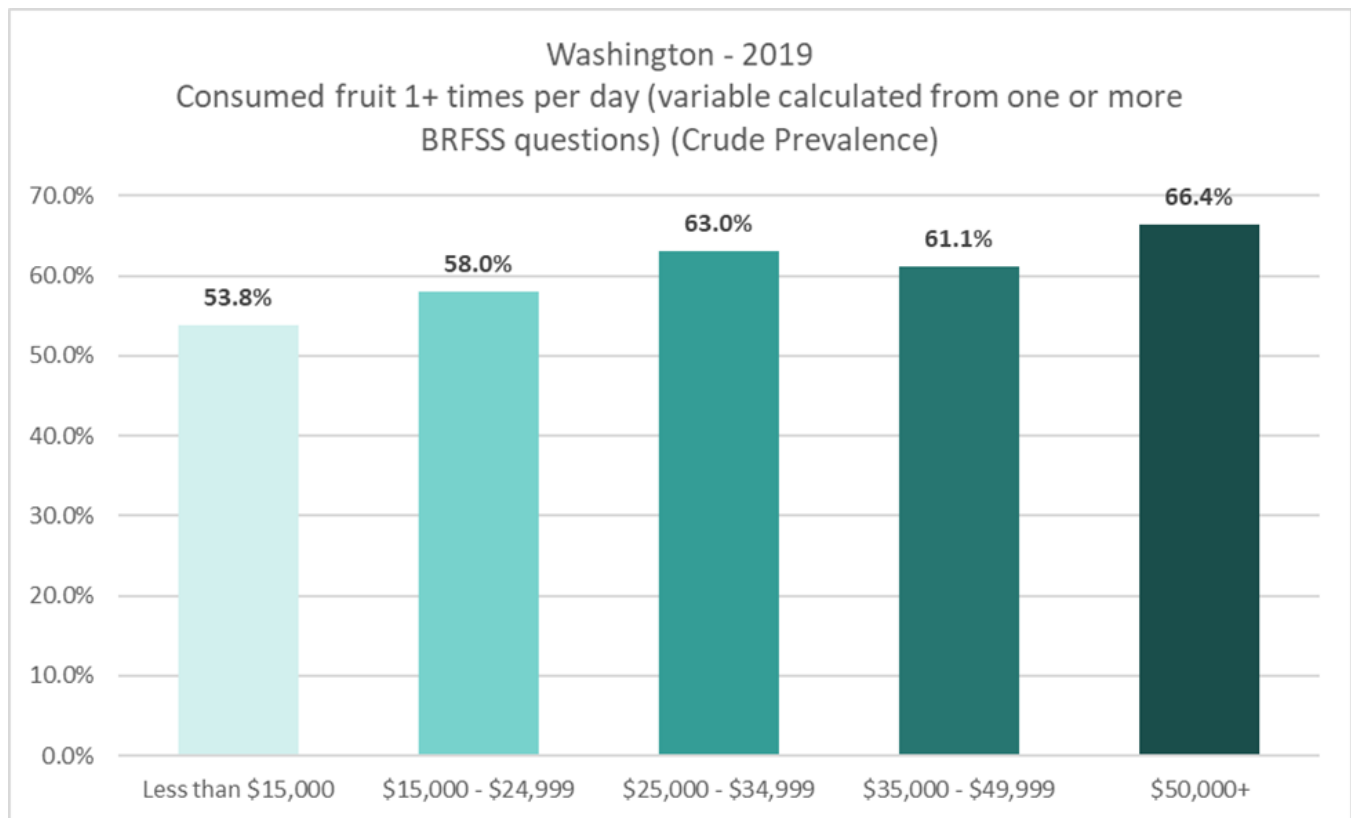
The report noted that the overall participation in food assistance programs had not changed for respondents (32% in 12 months before the COVID-19 pandemic compared to 33% since the start of the pandemic), but the types of food assistance used had changed. Participation in federal programs like SNAP, WIC and school meals decreased, while use of community-

based food assistance, like food banks/pantries, city agency grocery voucher or cash cards, and mobile food boxes increased.

The report also found that there was a notable change in diet since the pandemic started, with 33% of respondents reporting a fair or poor diet, and 40% saying their diet had worsened during the pandemic. While most respondents were confident in their ability to access foods they needed over the next four weeks, there were reports of concerns of or experiences with decreased access to meats, dairy products, and eggs.



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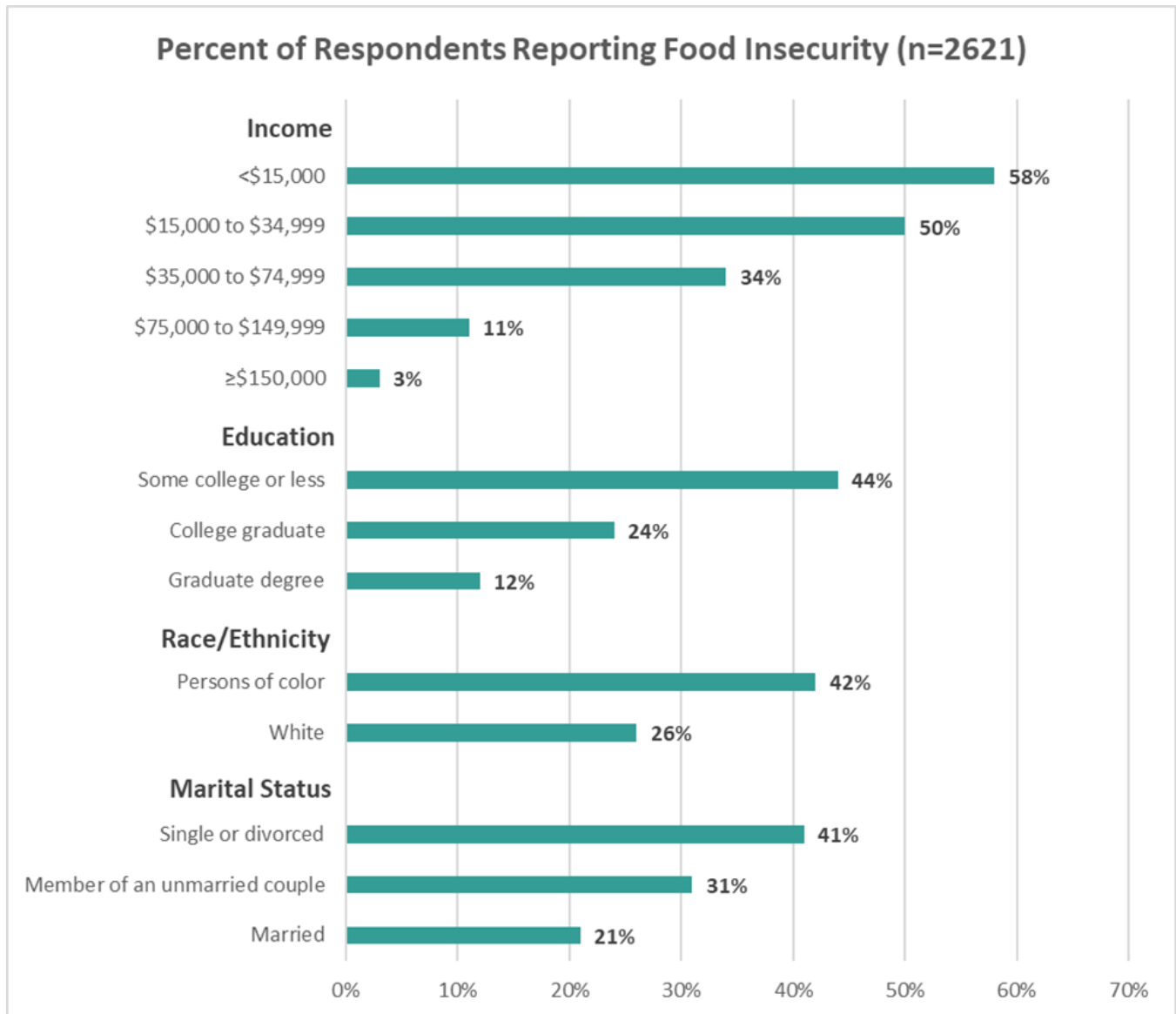


Food Security Among Youth				
	6 th Grade (n = 9,604)	8 th Grade (n = 8,895)	10 th Grade (n = 8,096)	12 th Grade (n = 5,676)
Does not usually eat dinner with family	25% ±2	33% ±2	44% ±3	52% ±2
Did not eat breakfast yesterday	24% ±2	35% ±3	41% ±3	46% ±3
Food secure	--	90% ±1	88% ±1	85% ±2

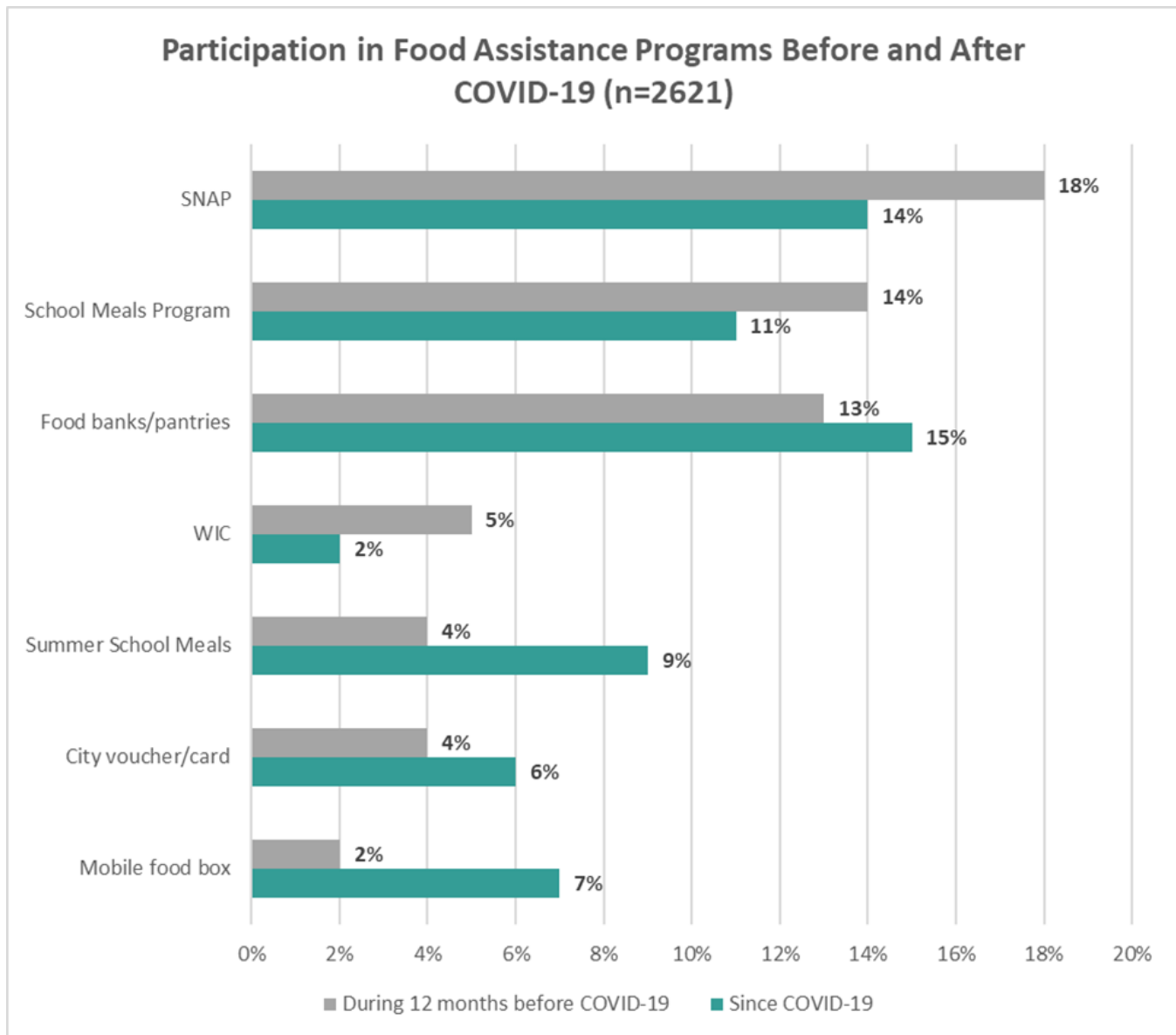
Healthy Eating Behaviors Among Youth				
	6 th Grade (n = 9,604)	8 th Grade (n = 8,895)	10 th Grade (n = 8,096)	12 th Grade (n = 5,676)
Did not eat breakfast yesterday	24% ±2	35% ±3	41% ±3	46% ±3
Eats <5 fruits/vegetables daily	--	81% ±1	83% ±2	83% ±2
Drink SSB daily at school	--	3% ±1	3% ±1	5% ±1

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

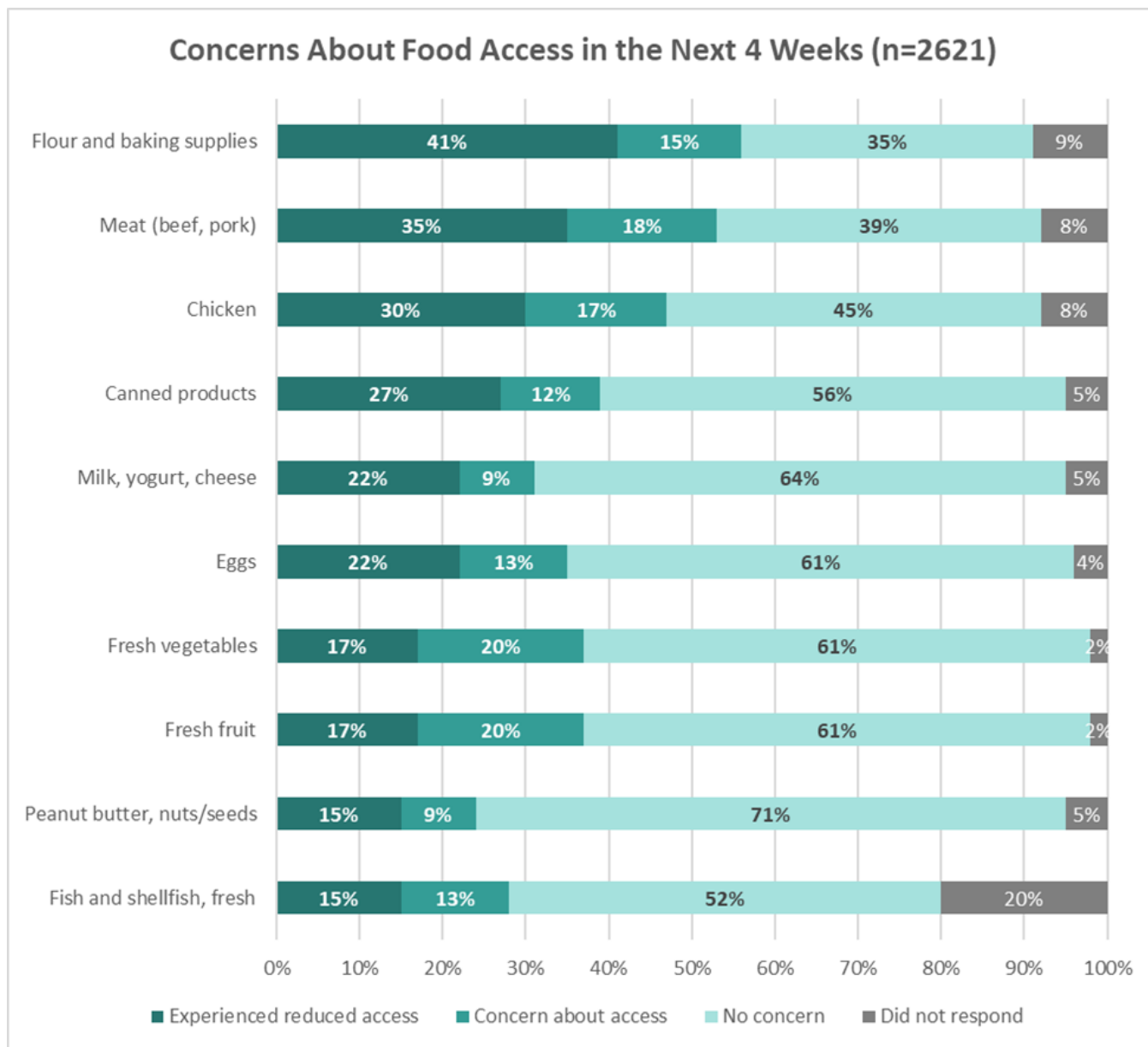
Statewide Evaluation



Statewide Evaluation



Statewide Evaluation



SNAP-Ed In Action

Where You Shop

Washington State Farmers Market Association—Regional Leads Program (Statewide)

In early FFY2020, WSFMA worked with the DOH to develop a strategy for the statewide SNAP Market Match Program, which helps SNAP shoppers at farmers markets stretch their food dollars to buy more fresh fruits and vegetables. WSFMA coordinated farmers market and SNAP shopper input, promoted the program to farmers markets, and provided application assistance. WSFMA was working with these stakeholders to prepare for the launch of the 2020 market season when the COVID-19 pandemic reached Washington state.

While Governor Inslee's first "Stay Home, Stay Healthy" order on March 23, 2020 included farmers markets as essential services, the pandemic significantly impacted farmers markets' operations. WSFMA worked with farmers markets across the state to support safe operations, including:

- Re-locating and re-designing farmers market sites to ensure that least six feet of physical distancing could be maintained by vendors and shoppers;
- Increasing communication with shoppers, vendors, staff, volunteers, and the media to share the consistent updates about farmers market operations; and
- Complying with safety requirements including health screenings, surface sanitation, hand washing stations, personal protective equipment, signage, physical distancing, and reporting.

In addition, WSFMA helped markets respond to increased demand for SNAP at farmers markets due to increased need, understand new programs like Pandemic-EBT, and manage the corresponding increase in demand for SNAP Market Match. WSFMA also worked closely with DOH, DSHS and other partners on organizational changes, new policies, and modifications to the physical environment at farmers markets driven by both public health and food access

By the Numbers

9 farmers markets were given assistance in setting up SNAP/EBT

12 farmers markets received SNAP and SNAP Market Match A-Boards and Banners to display at their SNAP points of sales.

3 farmers markets were assisted with establishing new FMNP programs at their markets.

89,325 farmers market food access rack cards in 7 difference languages were distributed to 178 unique organizations across the state.

SNAP Market Match

109 farmers markets offered SNAP Market Match in 2020

\$526,606 in fruit and vegetable incentives were distributed*

9,533 unique shoppers used SNAP Market Match incentives

2,487 SNAP transactions took place at farmers markets with SNAP Market Match.

The average SNAP transaction was \$27

*Redemption amount will be available in early 2021



SNAP-Ed In Action

programming. WSFMA created a SNAP-Ed Toolkit with COVID-19 adaptations to share with SNAP-Ed partners. After receiving input and suggestions for improvement, WSFMA will release an updated toolkit in January 2021.

WSFMA also played an important role in coordinating with SNAP-Ed LIAs that work with farmers markets across the state. WSFMA worked with WSU Clark County Extension and the statewide Curriculum, Training, and Website team to create a video in English, Spanish, and Russian to inform SNAP-shoppers about using their benefits, including SNAP Market Match, at farmers markets under the COVID-19 safety guidelines. The video was shared statewide on the provider website. Similarly, WSFMA worked with the Sequim Farmers Market to develop a SNAP Ambassador video as a new approach to providing in-person connections. WSFMA also coordinated with SNAP-Ed projects outside of markets, including those that took place at schools, food banks, and libraries.

Second Harvest—Mobile Market (Region 1)

Second Harvest continued coordinating expansion of its Mobile Market Bus into food desert areas. The Second Harvest Mobile Market Bus visits Logan Elementary school about every

two months and serves an average of 50 families in an hour and a half after school. The Mobile Market was also stationed at the Spokane Fairgrounds to provide healthy food for families in need during the COVID-19 pandemic.

A participant appreciated the convenience of the Mobile Market because transportation can be a barrier for her family. “It really helps us eat when we can’t afford to go to the grocery store,” she said of the Mobile Market bus. Because of the distribution, she can get food she couldn’t otherwise afford, or access, for her family, “especially the healthy stuff,” she explained.

After previous collaboration with the Mann-Grandstaff VA Medical Center, Second Harvest partnered with the Center again this spring to bring healthy food directly to veterans in need through the Mobile Market and cooking and nutrition that occurred just a couple weeks before Veteran’s Day.

Participants talked to some of the veterans about the challenges they face and how the Mobile Food Market food helped them. One veteran was medically discharged from the military in 2003, after serving for almost five years. “It’s a tight month, and we’re getting low on food this month,” she said as she waited in line for the event to begin. She said veterans often don’t ask for help when they need it because of the shame they feel and described that on a very limited food budget, “You go without. You learn not to waste food. You look at prices at the grocery store. Everything you buy, you look at the price. It’s very stressful.”

Second Harvest is now working more with the Kalispel Tribe to provide mobile markets at their casino to address the food insecurity experienced on reservations. Second Harvest has worked with the tribe in the past, but not with this regularity.

Community Action Center—Winter Hydroponics Provides Year-Round Fresh Food Access (Region 2)

Community Action Center implements the Healthy Pantry Project. While the pantry has a choice model to provide more flexibility in food pantry selections, it is limited by the food available to the pantry. In the winter, fresh produce is limited, and greens are even rarer because suppliers cannot easily distribute these items in their current supply



SNAP-Ed In Action

chain model. Enter hydroponics.

Started in 2015 and managed under SNAP-Ed staff from 2016–2018, the indoor gardens fill a demand requested by the food insecure population and create access to greens such as kale, bok choy, Swiss chard, romaine lettuce, and red leaf lettuce, which are used in cooking demonstrations, cooking classes, and gardening classes.

In FFY20, the project leveraged resources from non-SNAP-Ed funding to contract with a part-time commercial grower. Jake Frazier has been working with the Community Food program to manage the growing, maintenance, and harvesting of the hydroponics gardens. He has introduced several new innovations into the previous design, including hardware upgrades, new nutrient protocols, and the trial of new vegetables. SNAP-Ed funding provides supplies such as seeds, growing medium cubes, and fertilizer throughout the year, enabling Jake to provide this fresh food access to all clients of the pantry.

The clients of the food pantry are thrilled to discover the many leafy vegetables, which continued to be distributed even during the COVID-19 pandemic. Many clients, volunteers, and fellow staff members have many questions about hydroponics, and Jake is always willing to answer. Knowledgeable, humble, and community-oriented, Jake is a partner, making fresh, local vegetables available year-round.

Common Threads—Community Partnerships to Increase Food Access in Bellingham (Region 3)

Due to the pandemic, many farmers lost the typical markets for their products at the same time that many families experienced food insecurity. By working cooperatively with the Bellingham Food Bank and the Bellingham Public Schools' Central Kitchen, Common Threads Farm has been able to support farmers whose markets have been compromised; use produce from school gardens during school closures; and increase access to healthy food to community members experiencing food insecurity.

In June 2020, Common Threads began



coordinating volunteers to implement the Farm to Freezer project. The food bank purchases produce—prioritizing minority-owned farms when possible—to be processed by Common Threads volunteers into soups and sauces. Volunteers also harvest produce in school gardens. All these foods are packed into beautiful boxes for families and distributed once per week to SNAP-Ed eligible schools and affordable housing sites in Bellingham. Over 1,200 pounds of garden produce was harvested and shared with families in 2020. At some school sites, volunteers noted that food boxes ran out within half an hour of delivery!

One volunteer shared, "A student walked up with his mom and it was the first time I'd seen him in a while. We got to catch up a little bit and I offered him some garden produce. When I offered him [some] strawberries, he got a huge smile and started jumping up and down." Another volunteer shared, "It's especially great to hear how families plan to use the food, whether that's the salad that they're going to add to their meal that night or the vegetable that they tried for the first time and

SNAP-Ed In Action



loved so much they put it in everything.”

San Juan County Health and Community Services—FARM Fund (Region 3)

San Juan County Health and Community Services SNAP-Ed coordinator, Kristen Rezabek participates in the San Juan Islands Agricultural Guild FARM (Food, Agriculture, Relationships, Markets) Fund program. The FARM fund, through partnerships with the Orcas Island Community Foundation and San Juan Island Community Foundation, distributed over \$165,000 in grants to farms serving Orcas and San Juan Island to increase local food production, meet food security needs, and provide economic incentives and local jobs during the COVID-19 pandemic. These grants were made possible by the extraordinary generosity of donors dedicated to the immediate scaling-up of agricultural production to ensure that every Island family in need has access to fresh local food, not only during the COVID-19 crisis, but for years to come.

In the FARM fund first round, the committee

selected Maple Rock Farm, Lum Farm, Morningstar Farm, and Rainbow Chicken Ranch to increase production and provide fresh, local farm products to the Orcas Food Bank and Orcas Island School District for free or a significantly reduced cost.

The second round of FARM funds identified Midnight's Farm, Sweet Earth Farm, Cloudberry farm, and North Start Farm on San Juan and Lopez Island to participate a microloan program to fund season extension projects and repay the no-interest loan by donating products or selling food, at cost, to food access organizations. The recipients received funds to provide season extender projects such as a caterpillar tunnel, greenhouse, grape trellis system, and grain silo.

WSU King County Extension—Sprouting New Partnerships and New Tastes (Region 4)

In 2017, WSU King County Extension was first invited to help plan farmers market food access tours and cooking demonstrations in partnership with the Columbia City Farmers Market and Got Green, a community-based organization that organizes for environmental, housing, gender, and food justice, through the Healthy King County Coalition. The tours are organized to provide information and support for community members shopping with EBT, Fresh Bucks, WIC, and other

The Orcas Island Food Bank alone has seen an over 200% increase [in clients]. At the same time, our farmers, who normally sell to restaurants, and the farmers markets are struggling to begin their season at all. This critical funding will allow four island farms to provide desperately needed food to island families for free or dramatically reduced costs, while supporting themselves and their employees,”

-Hilary Canty, Executive Director of the Orcas Island Community Foundation

SNAP-Ed In Action

benefits at the farmers market and demonstrate healthy, simple, and delicious ways to prepare seasonal produce from the market. Over the past few summers, Got Green hosted 2–3 market tours per season at their office, which was formerly located on the same street as the Columbia City Farmers Market. Participants would gather at Got Green's office for a quick welcome, then tour the market, making stops at the information booth to get EBT tokens and Fresh Bucks match, and have a chance to do some shopping with community organizers who could answer questions about how to redeem their benefits. Then participants would return to the office and work together with a SNAP-Ed educator to prepare of healthy meal of donated market produce to share. When Got Green moved offices in the winter of 2018/2019, they no longer had access to the space used for the cooking demonstration portion of the food access tour.

The cooking portion of the food access tour was important to organizers and participants, and a new partner relationship with the nearby PCC Community Market was established early in the 2019 market season. This new partnership also sprung out of coalition work with the Healthy King County Coalition. A member of the Food Access and Equity Workgroup, which is co-led by Got Green and WSU King County Extension SNAP-Ed) had recently begun working with PCC as the Community Nutrition Program Manager and reached out about ways PCC could support food access work in the community. PCC agreed to support the tours and demos by donating the use of their teaching kitchen during the tour and donating ingredients for the meal. This new partnership with PCC allowed for the food access tours and demos to continue into the market off-season. Participants still learn about how to access and use EBT, Fresh Bucks, and other food security resources, then work together to prepare a meal featuring seasonal produce and other healthy foods donated by PCC. PCC has now committed to supporting monthly tours and demos for the upcoming market season through using the kitchen and donating six \$50 gift cards to purchase ingredients. New PCC markets have opened in rapidly gentrifying communities in King County. These shifts in the community bring displacement and housing instability, making PCC's support of community-based food access

important.

Where You Learn

WSU Spokane County Extension— Maintaining Connections During School Closures (Region 1)

WSU Extension Spokane County worked with Spokane Public Schools (SPS) to send nutrition and physical activity messages to students and families through the district's online communication platform, Peach Jar. Prior to COVID-19 school closures, the platform reinforced messages from cafeteria monthly topics and PE and classroom teachers.

After the COVID-19 pandemic hit, SPS reached out to WSU Extension Spokane County to make sure the SNAP-Ed program was still on board to provide direct education in the 2020-2021 school year. SPS also invited SNAP-Ed to support Nutrition Services by participating in wellness committee work, including a Healthy Celebrations policy, and by providing nutrition and physical activity messaging for families. One family even told the SNAP-Ed provider how they used the tools to create a fitness plan they carried out together.

A PE coordinator also asked SNAP-Ed program staff for ideas about what they could teach students remotely. This technical assistance resulted in SPS adopting Go, Slow and Whoa food messaging in their virtual lessons.

Walla Walla —Trying New Foods with Harvest of the Month (Region 2)

After developing a relationship with Touchet Elementary School by providing direct education to their first and second graders, Walla Walla County Department of Community Health (WWCDCH) approached the teachers to see if the school might be interested in expanding SNAP-Ed programming through the Harvest of the Month model. The teachers were enthusiastic about the idea and presented it to their Food Service Supervisor, who was excited as well. WWCDCH

SNAP-Ed In Action



met with the local Walla Walla Valley Farm to School program, which had previous experience with Harvest of the Month, and Touchet's Food Service Supervisor. After some initial planning, WWCDCH began visiting the Touchet School District once a month during the lunch hour to support taste tests of produce from local farms. They used the California Harvest of the Month program as a guide and changed some materials to match Washington produce seasonality.

Originally, they planned to serve samples of produce to the elementary school only, but ultimately included middle and high school because those students ate lunch in the same cafeteria immediately after their younger peers. With some guidance from the Farm to School program, the Food Service Supervisor began procuring produce from local farms to prepare for the students. As a result, the Touchet School District has built a partnership with local farms to provide produce for the program at a discounted rate. The SNAP-Ed team created materials to promote the monthly events, such as poster boards, worksheets, and polls for the taste tests. Additionally, the Walla Walla Valley Farm to School program provided SNAP-Ed with a few materials about local farmers that they were able to adapt to the needs of the school.

The kids were excited about the program and trying the featured foods, some of which were brand new to them. A few students were initially hesitant to try these unfamiliar foods, but after a few months of the program, most students were willing to try a taste! The program introduced potatoes, carrots, beets, apples, and turnips, and the produce was prepared in a variety of ways—from beet smoothies to seasoned potatoes that had students requesting seconds and thirds!

After seeing the success of this program at a smaller school, WWCDCH hopes to bring this program to other schools in the county. Furthermore, WWCDCH strengthened its bond with the Touchet School District and hope to continue this program with them into the future.

MultiCare Center for Health Equity— Piloting Online Nutrition Education and Promotion (Region 4)

With the elimination of in-person classroom teaching, MultiCare used this opportunity to transition their teaching focus to an online platform. MultiCare spent multiple months researching, testing, piloting and learning online teaching platforms. They looked at several online platforms and their capabilities—Blackboard, Microsoft Teams, Zoom, GoToMeeting, Google Classroom, Webex Training Center, etc. They determined that the annual MultiCare Nurse Camp (July 2020) would be a great opportunity to pilot online learning. This simple task quickly turned into a herculean undertaking. MultiCare experimented with WebEx/Zoom for the Nurse Camp pilot program to see how that works for a program of 108 students and faculty members, and if it could work for their SNAP-Ed-funded Empowering Women During Pregnancy and Motherhood program. They learned many lessons and were happy to have SNAP-Ed's support in using this opportunity to practice and learn about online teaching so they could apply those lessons to create smooth and effective SNAP-Ed virtual education plan.

In addition to MultiCare, Solid Ground and WSU King County also developed online nutrition education.

SNAP-Ed In Action

WSU Clark County Extension—Working with Washington Green Schools to Add Smarter Lunchroom Initiatives to Report Card (Region 5)

In February of 2019, Clark County WSU SNAP-Ed teamed up with Washington Green Schools to improve school health in Evergreen Elementary Schools. SNAP-Ed and Washington Green Schools quickly found that the initiatives had many common goals. Both programs aim to create healthier school communities and encourage students to eat school lunches and throw less out.

SNAP-Ed began meeting with several school green teams. These student groups meet weekly during lunchtime to learn about sustainability, school health, and community leadership. During meetings, SNAP-Ed educated the teams about food systems, the importance of fruit and vegetable consumption, and smarter lunchroom initiatives. SNAP-Ed staff also attended several green school trainings, where they were able to develop relationships with local green team leaders, as well as State Green School management.

After several months of discussions with SNAP-Ed, Washington Green Schools decided to add Smarter Lunchroom Initiatives as an indicator on their toolkit for Healthy School Building certification. This means that green teams throughout Evergreen School District, as well as around the state, will be provided with incentive to help make the healthy choice the easy choice in their school cafeterias.

Following that huge success, SNAP-Ed then worked with one green team to help them earn their Healthy School Building Certificate by using Smarter Lunchroom initiatives. Using a train-the-trainer model, SNAP-Ed prepared the student group to conduct their own smarter lunchroom scans, guided them through the process of running a school-wide handwashing campaign, and helped them fill out the new Healthy School Building application. The green team received a silver ranking!

Where You Live

Mattawa Community Medical Clinic—Afterschool Class (Region 1)

Mattawa Community Medical Clinic SNAP-Ed

Provider, Cindy Johnson's partnership with the Wahluke School District started over 12 years ago. Wahluke School District is a rural district where all schools K-12 are on the same acreage. Families in Mattawa, WA, are primarily Hispanic, and Spanish is the primary language in approximately 95% of the homes. The district's food service has been primarily been "heat and eat" plastic-wrapped food.

During the last half of FFY 2019, planning and implementation of a district-wide school garden were in progress. With shared leadership from a grant-contracted garden supervisor, implementation of an after-school garden club was initiated in quarter one of FFY 2020. A greenhouse was added to allow for some year-round programming.

In the past, afterschool activities were not well attended. This year the school district began offering bus transportation and a snack for those who participated. The response surpassed expectations when 45 students signed up for each of the sessions. The SNAP-Ed provider, Cindy, co-led the afterschool classes with the garden supervisor. The garden supervisor taught the science and practicality of plants and SNAP-Ed educator taught nutrition concepts and provided food demos. The instructors learned a lot about manageable class size and balancing physical activity with sitting, especially after a full day of school.

During the COVID-19 pandemic, the garden club transitioned to a virtual platform and had a handful of regular participants. Classes included fun facts, videos of how the garden was growing, and recipe demonstrations. Cindy was added to the school district's Google Classroom platform, which enabled her to post recipe ideas and nutrition resources for children and families. She filmed a segment in the greenhouse of a recipe from the garden.

Mattawa Clinic's Afterschool Gardening Club has evolved into a very viable project. The instructors are seeing growth in knowledge and participation as some students continue in the activities. Students are beginning to see the connection of gardens to health and to the table. This summer, a Garden Club student, riding his bike after hours in the clinic parking lot, stopped to have a conversation with Cindy about his home garden and memories of the Garden Club. He seemed

SNAP-Ed In Action

very fond of the experience and proud of his garden at home.

Second Harvest—Coordinating Free, Healthy Food During Pandemic (Region 2)

When the COVID-19 pandemic began, Second Harvest's network of food pantry partners faced new and unique challenges in their battle against food insecurity. Some local pantries were not able to remain open for different reasons (e.g., lack of volunteers or closed location, such as in schools) and those that were able to remain open had to switch from a client choice distribution model to pre-boxed food. This impacted Second Harvest's Healthy Eating Initiative, a PSE project that is centered on the client choice model for food distribution. Second Harvest had to find alternate ways to assist their pantry partners and decided that the best course of action would be to conduct a needs assessment to find out how to best help. Second Harvest completed "capacity surveys" with their food pantry partners. Survey results indicated that increased food security was a primary concern for many pantries. Second Harvest responded by adding mobile food pantry distributions in areas faced with increased need.

In Kennewick, Second Harvest partnered with the Three Rivers Convention Center (also called the Toyota Center) throughout May and into June to host weekly drive-thru food distributions in

response to the increased food insecurity seen from the pandemic. The second food distribution saw record numbers in terms of both families receiving food and the amount of food distributed at one event. On May 8, with the help of over 50 volunteers, 1,000 families were able to receive a free healthy food box. The total amount of food from this one event weighed in excess of 180,000 pounds!

Realizing that transportation is often a barrier to getting food resources, Second Harvest partnered with the Ben Franklin Transit at the next Toyota Center distribution to get free food to those without a car. While volunteers with Second Harvest were handing out free food boxes at the Toyota Center, Ben Franklin Transit employees handed out free food boxes at the Three Rivers Transit Center for transit riders. Ben Franklin Transit leaders say they had 200 boxes of food available.

In total, these mass distribution efforts in May and June at the Toyota Center were able to provide nearly 6,000 healthy food boxes to a community in need. Additionally, several hundred families and over 2,000 individuals throughout Region 2 received healthy food resources along with health promotion materials via Second Harvest mobile food distributions.

You can view a video of a Toyota Center Kennewick distribution [here](#).



SNAP-Ed In Action

WSU Snohomish County Extension—Food Resource Mapping (Region 3)

In response to COVID-19, many of the places where SNAP-eligible people accessed made significant operational changes. This included food banks changing hours, schools modifying meal distribution, new food delivery sites opening, and some food sites closing. Additionally, loss of income led to a drastic increase in people experiencing food insecurity. As these programs were working hard to adjust to these challenges, updated online tools and connection points were not always available.

SNAP-Ed heard from local partners and participants that having one place to go to find out how to access these resources would be very helpful. In response, SNAP-Ed staff developed an [interactive map](#) to support food access in Snohomish County. The map includes food banks, school meal sites, senior meal sites, backpack programs, and farmers markets. The community was invited to provide feedback and insight into resources that may have been missed.

The map was posted in late July and at the time of this report it had been visited more than 2,000 times. It has been shared by school districts, food banks and community members, posted on the

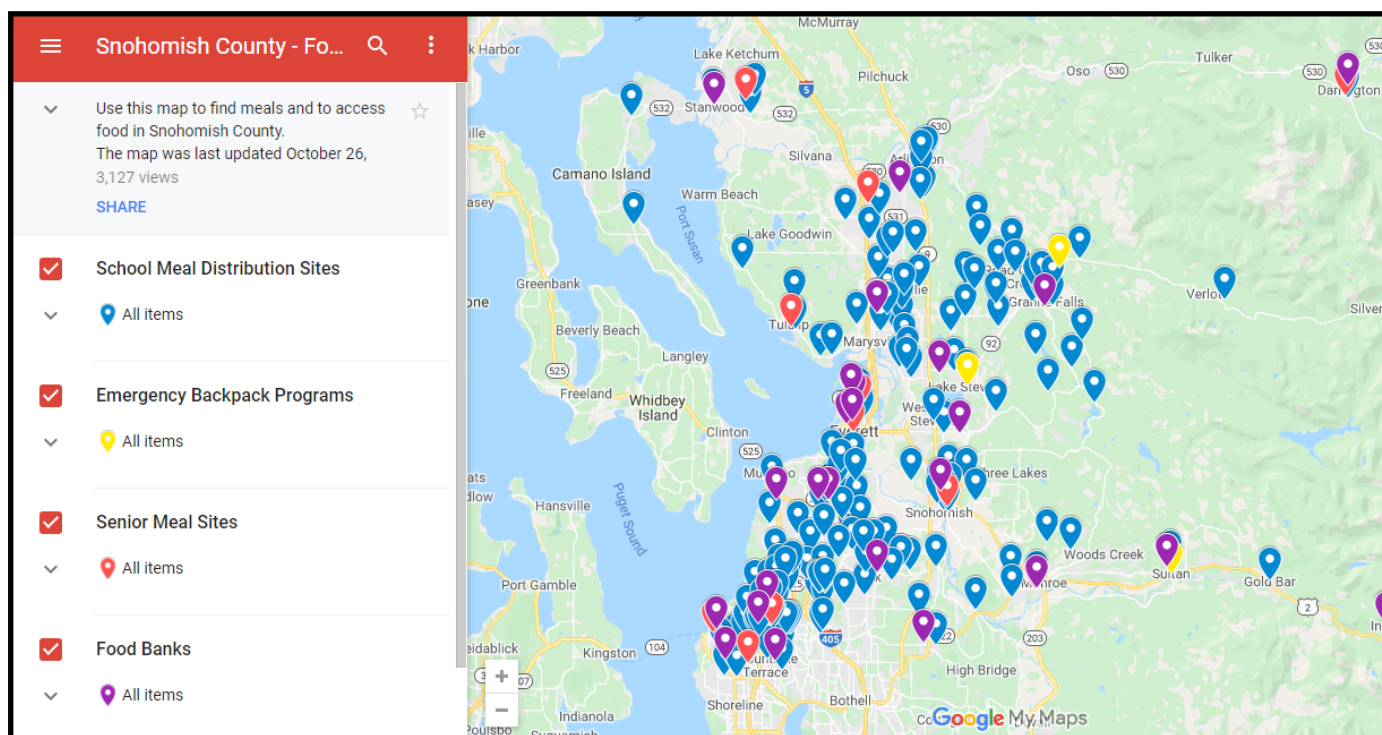
Snohomish County COVID response website and distributed weekly by Snohomish County Early Childhood Education and Assistance Program to county-wide partners.

SNAP-Ed staff update this resource regularly to help meet the community need for tools that are comprehensive and current.

Seattle King County Public Health—The King County Food Insecurity Screening Community of Practice (Region 4)

The King County Food Insecurity Screening Community of Practice consists of patient advisors and ten major healthcare systems that are incorporating innovative strategies to improve the health of their patients by addressing social determinants of health, especially food insecurity.

The integration of food insecurity screening practices in healthcare systems is proven to be effective at identifying food insecurity and reducing health disparities in health outcomes. Over the past year, the King County Food Insecurity Screening Community of Practice created an evidence-based list of recommendations to assist healthcare systems in developing a universal food insecurity screening process, dialogue tips to discuss food insecurity with patients, and a poster to increase patients'



SNAP-Ed In Action

awareness about connections to food resources. SNAP-Ed funds were used to translate the poster into 11 different languages to meet the diverse community needs. Nine-member healthcare systems are displaying the posters around their clinic. Two of the healthcare systems shared that the posters are increasing staff awareness about the importance of food resources for their patients.

Over the past year, SNAP-Ed staff facilitated connections between food resources and healthcare systems. Specifically, right before the COVID-19 pandemic, both the Department of Veteran's Affairs and International Community Health Services were ready to enter partnership with Northwest Harvest to host a pop-up food pantry. This effort is currently on hold.

SNAP-Ed staff are at the final stages of creating an online training module to educate healthcare providers about best practices for food insecurity screening. The online training module will be about one hour long. Once the training goes live, staff will be able to enroll up to 25 participants a month. For the first year of implementation, SNAP-Ed staff will disseminate the training to the Community of Practice members and follow a cohort of participants over time to assess the impact of the training on future food insecurity screening clinic practices.

As SNAP-Ed is wrapping up a full year of work with the Community of Practice members, during a wrap up phone call, each member reflected on the progress the group has made over the year. The members have shared how close they have become with each other and how much they value the contributions of the community subject matter experts - people who have lived experience with food insecurity. All members wish to continue working together over the next year by meeting quarterly to share practices, challenges, and resources that will help them improve and refine their screening practices.

Where You Work

WSU Grant Adams County Extension— Healthier Snacks (Region 1)

WSU Extension Grant, Adams County worked

with Columbia Basin Job Corps to revamp their snack area from basic offerings of soda, chips, and candy to provide healthier options demonstrated through SNAP-Ed classes, such as fruit smoothies. The move towards healthier food options coincided with the snack area being remodeled. Construction was underway but paused due to the COVID-19 pandemic. This project will be revisited when it is safe to resume operations.

Highlights from Statewide Initiatives



Curriculum, Training, and Websites

The Curriculum, Training and Website (CTW) Statewide Initiative is managed through WSU Extension. Staffed by a team of four, the group was responsible for statewide curriculum, training and website management during FFY2020. The CTW Team works with all SNAP-Education LIAs, IAs and other statewide initiatives to help achieve the program's goals. Each member of the CTW Team has practical experience working with the SNAP-Education program, including direct education, website management, PSE work, and management of local SNAP-Education programs. The CTW team provides tools and statewide support to implement direct education in local communities, to better understand and integrate Policy PSE strategies into the SNAP-Education program, and to provide a statewide SNAP-Education website for LIAs and for SNAP-eligible individuals.

FFY2020 was an unprecedented year because of the COVID-19 pandemic. Program implementation shifted from in-person training and site visits to online delivery and communication with WA SNAP-Education staff using online platforms and phone calls.

Curricula

Prior to the pandemic, the CTW Team conducted

state-wide site observations to assess the level of consistent curriculum implementation with fidelity. A total of 28 site visits were completed across the state during FFY2020. CTW staff had to stop all site visits due to COVID-19 and the Stay Home, Stay Safe order.

Assessment tools, written specifically for each lesson observed, were used during each site visit. Technical support for curriculum fidelity, classroom engagement, allowable curriculum modifications and teaching strategies were shared with educators after a site visit, whenever possible.

Because of COVID-19, WA SNAP-Education staff cancelled all in-person direct education classes. The CTW team responded by organizing workgroups to create online resources for SNAP-Education educators to use for the delivery of direct education interventions online.

Direct education in the Washington SNAP-Education program focuses on research and evidence-based curricula that meet the needs of local communities and target populations. These include age-appropriate curricula, materials that help address language barriers, and practical application for selection and preparation of healthy food. Curriculum selection was done in collaboration with the WA SNAP-Education Leadership Team. Lists of all approved curriculum for FFY2020, both for face-to-face and online delivery, can be found in the Appendix D.

Success Story: Virtual Education During COVID-19

The global pandemic changed the way SNAP-Education is delivered in the state of Washington. Suddenly, educators were no longer able to meet in person with SNAP-eligible participants and we needed to quickly develop resources to continue to connect with participants. The CTW Team led the implementation of Virtual Education (VE) for WA SNAP-Education. The CTW Team met with SNAP-Education colleagues from around the state as well as from other state SNAP-Education programs, to discover what steps others have taken to provide direct education during the pandemic. Existing materials were revised to reflect the WA SNAP-Education program and a new webpage was created for VE.

Workgroups, comprised of SNAP-Education educators from

Highlights from Statewide Initiatives

across the state, were formed to work on VE materials for the most used curriculum in WA SNAP-Ed. Regular Zoom meetings took place to discuss the work, gain input about challenges local providers were having during COVID-19 and to support educators in their development of resources. Resources for delivery of nine curricula were made available to all providers because of the work and coordination of the workgroups. The work necessary to quickly get resources ready for implementation was accomplished because of the time and talent of workgroup members. Local Implementing Agencies involved with the workgroups are listed in Table 2. Resources for VE can be found on the provider website [on the curriculum page](#).

The following LIAs were involved:

- WSU Chelan/Douglas/Okanogan County Extension
- WSU Pend Oreille County Extension
- WSU Spokane County Extension
- WSU Grant, Lincoln, Adams County Extension
- Yakima Valley Farmworkers
- Walla Walla County Public Health
- WSU Yakima County Extension
- Community Action Center
- Yakima Neighborhood Health Services
- WSU Snohomish County Extension
- Tulalip Tribes Community Health
- WSU Region 3 Latinx Coordinator
- WSU King County Extension
- MultiCare
- WSU Pierce County Extension
- WSU Thurston County Extension
- HOPE Garden Project
- WSU Clark County Extension
- Kitsap Public Health District
- Thurston County Food Bank
- WSU Kitsap County Extension

Also, in response to COVID-19, the CTW Team established new, virtual meetings with SNAP-Ed providers across the state to discuss challenges and opportunities to SNAP-Ed programming during the pandemic. Called “What’s Up Wednesday”, the meetings started in September and because of provider interest will continue in FFY21.

Training

Washington SNAP-Ed providers were able to take part in a statewide training program designed to deliver consistent messages to all staff working with SNAP-Ed. In-person, online and recorded, web-based trainings were delivered to meet the needs of local programs.

During FFY2020, the CTW team conducted statewide, in-person, training for the Food Smarts and Systems Approaches to Healthy Communities. These trainings were done prior to the pandemic and conducted in-person with SNAP-Ed providers at sites across the state.

The pandemic forced all other statewide training to be conducted online. These trainings included Food Smarts for Virtual Education; Around the Table, and Youth Participatory Action Research (YPAR). Infused into all online trainings were ways to engage participants when using a virtual platform. Practice and support about how to best engage participants is important as the program expands to virtual education.

Integration of PSE into all aspects of the SNAP-Ed program is a priority for the Washington SNAP-Ed program. During FFY2020, SNAP-Ed completed a third year of implementing Systems Approaches for Healthy Communities, an online PSE training program developed by University of Minnesota Extension Health and Nutrition staff. All SNAP-Ed providers are required to take the training and the resources are used in other trainings done by the CTW team.

Online training for PSE work was also done via “Friday Forums.” These one-hour presentations focus on a PSE topic and provide SNAP-Ed providers a chance to learn more about a topic, ask questions and share programming with colleagues from around the state. The calls allow time for participants to ask questions and discuss ways to best meet the needs of local communities. Recordings of Friday Forums are posted on the provider website, along with support materials.

In addition, the CTW team created a new training webinar in FFY2020 titled “Inequities, Health and Academic Success.” This recording, along with others recorded previously, is available on the

Highlights from Curriculum, Training and Website

FFY20 Training	Number Trained
In Person	
Food Smarts and Effective Food Demonstrations	29
Systems Approaches to Healthy Communities	52
Online/Virtual	
Food Smarts for Virtual Education	71
Around the Table	40
YPAR	32
Friday Forums	297
Recorded Webinars	199*
Trauma Informed Basics and the Relationship to Nourishment	58
*Indicates number of people accessing link to webinars/trainings.	

training page of the provider website. The topics of these webinars do not require formal training but are used as adjunct tools to assist educators.

Based on feedback from participants in Food Smarts trainings, an online training titled Trauma Basics and the Relationship to Nourishment was offered to providers. Done in partnership with Leah's Pantry, this recorded training provides SNAP-Ed providers with an understanding of how trauma plays a role in a person's relationship to food.

Website

The CTW team is responsible for management of two WA SNAP-Ed websites. The provider site is targeted to SNAP-Ed providers across the state and the participant site,—Live Well—helps SNAP eligible individuals with information about planning and preparing healthy meals, how to be active and how to access healthy food in the state of Washington.

Work continued in FFY 2020 to build upon the resources and information available to all Washington SNAP-Ed providers. Coordination of messaging with IAs, evaluators, and WSFMA helps to keep providers across the state up to date on programming and resources available to support their work. The CTW team collaborated with the WSFMA and WSU Clark County Extension to create a [video](#) that is used statewide to explain the use of EBT and SNAP Market Match at farmers markets during COVID.

Translated to Spanish and Russian, the video can be viewed on the SNAP Market Match Resource Page and on Live Well under food resources . Other additions to the resource page this year help providers find materials and information for program implementation. Materials can be downloaded and customized for local programs for a variety of topics like Harvest of the Month, Food Resource Management, and participant recruitment.

With the onset of the pandemic, a new page, [Coronavirus/COVID-19 & SNAP-Ed](#), was added to the provider site to help SNAP-Ed staff learn more about COVID-19 in Washington state, find resources for SNAP-Ed programming in response to site closures and how to best protect the health and safety of participants and providers.

[Live Well](#) was publicly launched on April 16, 2020. This site provides people with resources for menu planning, shopping on a budget, meal preparation, recipes, how to find food resources in the state and how to be physically active. The site is translated in Spanish with plans underway for translation to Russian in FFY 2021.

The virtual education workgroups developed recipe videos, which are used not only for online, direct education but also for communicating to SNAP-eligible participants how to prepare healthy food for their families.

Highlights from Curriculum, Training and Website

As with the provider site, a page called [Stay Healthy During COVID-19](#) was added to Live Well to help people learn about how to stay safe during the pandemic.

WSU Statewide Support

The WSU Statewide Support initiative is staffed primarily by an administrative manager and fiscal specialists, to streamline the WSU processes and communication between DSHS, the SNAP-Ed Leadership Team, IAs, and WSU LIAs. WSU Statewide Support provides LIAs in 30 counties with coaching and guidance in plan development and implementation, budget development and monitoring, and human resource services. This support helps the LIAs to complete their plan of work as successfully and efficiently as possible.

In FFY20, the Statewide Support team focused on improving communication, supporting WSU LIAs in their applications for FFY21 SNAP-Ed, tracking budgets, and fostering professional development.



Looking Ahead



Despite the challenges that were presented in FFY20, the SNAP-Ed program adapted its work, continuing its commitment to supporting healthy eating and physical activity for the SNAP-Ed audience. In particular, the collaboration that occurred across the state—both among SNAP-Ed LIAs and with external partners—will make the program more effective than ever.

On October 1, 2020, work began on the FFY21–23 State Plan, which takes a more collaborative, coordinated approach in planning and delivering programming. Informed by a statewide needs assessment, the FFY21–23 plan established guiding principles and priorities that will be centered in the five intervention categories—Direct Education, Farm to Community, Access to Healthy Foods, Physical Activity, and Health Promotion. Projects under the five intervention categories will continue SNAP-Ed’s progress in:

1. Increasing consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages;
2. Improving food resource management among SNAP-Ed participants;
3. Increasing physical activity and reduce sedentary behavior; and
4. Improving policy, systems, and environments to support healthy eating and active living.

FFY21–23 Guiding Principles

WA SNAP-Ed Programming will be:

1. Rooted in addressing health equity in all levels of programming, from representation in planning to delivery of participant-focused and client-centered interventions to evaluation methods that capture the impact on target populations.
2. Made up of comprehensive multi-level interventions to reach target populations at multiple levels of the social-ecological model and spectrum of prevention by leveraging the work of SNAP-Ed and non-SNAP-Ed partners through collaboration and communication.
3. Cohesive at the state level so focus areas are reinforced within and across regions.
4. Enhanced by the strengths of providers and historical SNAP-Ed successes to deliver robust programming throughout the state.
5. Evidence-based and data driven to reach populations where there is the need and opportunity for the biggest impact.
6. Dynamic and flexible enough to adjust interventions to best serve SNAP-Ed recipients based on formative assessments while maintaining fidelity of evidence-based approaches.

FFY21–23 Priorities

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

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