

Appendix

Washington State Federal Fiscal Year (FFY) 2018 Annual Report

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Statewide Initiative: Curriculum and Training

Reporting Period: Federal Fiscal Year (FFY) 2018

Executive Summary

The Curriculum and Training Statewide Initiative is managed through Washington State University (WSU) Extension. Staffed by a team of four, the group is responsible for statewide curriculum selection, monitoring and training. Located on WSU Extension campuses in Puyallup and Spokane, the Curriculum Team (CT) works with all SNAP-Ed providers, Implementing Agencies and other statewide initiatives to help achieve the program's overarching goal of assisting low-income families in their understanding of healthy food choices, the importance of physical activity to their health, and ultimately a reduction in rates of obesity. Our work provides tools and support to implement direct education in local communities as well as to better understand and integrate Policy, Systems and Environment (PSE) strategies into the SNAP-Ed program. The majority of work for this initiative touches the environmental domains of learn and live. Our work touches the learn environment in many traditional education settings. These includes schools, grades K-12, before and after school programs, Extension offices and more. Lessons are also being taught in many places where people live. Housing sites, health care clinics and residential treatment centers are examples. The SNAP-Ed Toolkit identifies additional places where much of direct education takes place in the Washington State SNAP-Ed Program. During FFY2018, the CT worked with all SNAP-Ed providers across the state in all counties served by SNAP-Ed.

Funding for FFY2018 was \$422,668 for the Curriculum and Training Statewide Initiative.

The CT conducted state-wide monitoring, including on-site observations, to assess the level of consistent curriculum implementation with fidelity. A total of 101 site visits, across all five regions, were completed during FFY2018. Technical support in terms of classroom management, allowable curriculum modifications and teaching strategies were also shared with educators whenever possible. Written reports were sent to local provider managers and their respective Implementing Agencies. The time spent time in all regions allows the CT to better understand challenges faced as well as the positive impact of SNAP-Ed across the state. We saw dedicated, creative educators working with SNAP-Ed participants across the state of Washington. Following are several examples of the work seen during site FFY2018 site visits for curriculum fidelity. They serve to provide a glimpse of the positive programming taking place across the state:

2nd Harvest, Region 1

The Kitchen at 2nd-Harvest, Spokane WA

Cooking Matters in Your Community

Community classes are offered at the Kitchen at 2nd-Harvest Food Bank in Spokane, Washington. The atmosphere in the kitchen is wonderful, each participant has their own

cooking station to prepare the recipes during classes. The participants can take home the recipes they prepare in class. Food bank funding provides a communal meal that the participants share together at the end of class. In addition, all participants take home a bag of fresh food that includes ingredients for the recipes that were made in class.

Yakima Neighborhood Health Services, Region 2

Women Empowering Wellness Class, Soon Center, Sunnyside, WA

Eat Healthy, Be Active Community Workshops

Participants were very engaged in this class. They are taking information learned home and sharing with their families. The clinic has a FINI grant and all participants received a \$10 Safeway voucher at the end of class. The Yakima Neighborhood Center is part of a larger healthcare organization that includes dental, medical, prenatal (WIC), and pediatric care. The different departments in the clinic refer patients to the Yakima Neighborhood Center classes. They run 4 classes every Thursday and typically have between 5-12 participants at each class. All participants in this class were Hispanic, the class was taught in Spanish, and mothers brought their children along to class.

Tulalip Tribe, Region 3

Tulalip Tribal Community Center, Tulalip, WA

Eating Smart • Being Active

Staff implementing Eating Smart • Being Active (ESBA) classes for the Tulalip Tribe make a point of empowering participants to take an active role in their healthy food choices. Gardening skills are being taught alongside the ESBA classes. Produce grown at the center is used during ESBA classes and reinforces the importance of filling half your plate with fruits and vegetables.

(Photo Caption) *Produce grown as part of the Tulalip Tribe SNAP-Ed program is used in direct education classes.*



WSU King County Extension, Region 4

Meadow Ridge Elementary, Kent, WA

Read for Health

First graders at Meadow Ridge Elementary were excited to learn about eating the rainbow as they helped prepare a Rainbow of Fruit Salad as part of the lesson. A colorful MyPlate visual was displayed and helped students understand the concept behind “eat a rainbow.” The

educator added additional physical activity by leading the class in more rounds of “dancing dice” when time allowed at the end of the lesson.

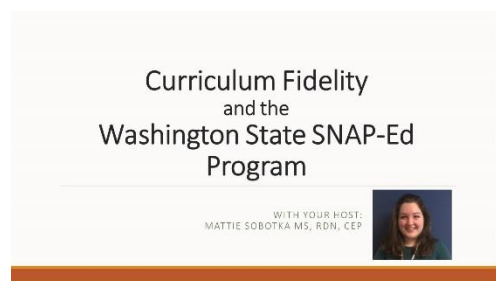
Kitsap County Public Health Department, Region 5

Olympic College - DSHS Intersession Workforce Program, Bremerton, WA

Plan Shop Save & Cook

This class was a DSHS referred program for students enrolled at Olympic College. Students on governmental benefits are required to take additional self-advancement classes during college holiday breaks. This class is about food resource management utilizing the Plan, Shop, Save and Cook curriculum. At the end of the last lesson, the educator led the students on a ½ mile walk from campus to the foodbank where she encouraged students to enroll and allowed time for them to sign up. The group was then guided through the foodbank with an explanation as to how it worked and when it was available. Several students signed up during the outing and received food support the very same day.

Site visits allow the CT time to talk directly to educators about topics they want support and additional training. As a result of our conversation and observations, webinars were written and recorded in FFY2018 on the following topics: 1) Curriculum Fidelity in the Washington State SNAP-Ed Program, 2) Classroom Engagement and 3) Food Safety in the SNAP-Ed program. These topics are also covered in face to face trainings. In addition, the CT conducted training on Plan, Shop, Save & Cook via a live webinar. This training was done in coordination with the authors of the curriculum and was recorded. All webinars can be found here: <http://wasnap-ed.org/curriculum/training/>.



(Photo Caption) This webinar details what curriculum fidelity means to our state SNAP-Ed program and how we can all work together to make sure we are following guidance while at the same time providing direct education that is meaningful to the people we serve.

During FFY2018, the CT conducted statewide, face to face, trainings for the following curriculum: 1) *Eating Smart • Being Active*, 2017 Revision (48 participants), 2) *Eat Fit*, 2018 Revision (20 participants) and 3) *CATCH-Train the Trainer* (15 trainers-trained). Trainings were held in a variety of locations, spanning all five SNAP-Ed Regions.

An emphasis for trainings during this year was on how to incorporate physical activity into direct education activities. We found that educators were excited to learn more about this and we will continue to provide opportunities for practice and support of these strategies in future trainings and through technical assistance (TA).

Curriculum Fidelity is part of the work done by the CT. When curriculum is delivered with fidelity we know there is a greater degree of behavior change seen. Conversely, poor implementation or lack of implementation fidelity can, and often does, change or decrease the impact of the intervention. Direct education in the Washington SNAP-Ed program focuses on research and evidence-based curricula that meet the needs of local communities and target populations. These include age appropriate curricula, materials and activities that help address language and cultural barriers, and practical application for selection and preparation of healthy, culturally appropriate food. A complete list of approved curricula for FFY2018 can be found in Appendix 1.

Success Stories

Systems Approaches for Healthy Communities: Policy Systems and Environment Training

Integration of Policy, Systems and Environment (PSE) into all aspects of the SNAP-Ed program is a priority for the Washington SNAP-Ed program. It was recognized that all staff involved with SNAP-Ed needed to have a clear understanding of the importance of PSE work to our program and how it integrates with direct education. The CT led training for Systems Approaches to Healthy Communities, a web based training on PSE, during the second quarter of FFY2018. Developed by University of Minnesota Extension Health and Nutrition staff, Systems Approaches for Healthy Communities is a professional development program that promotes the integration of PSE interventions with educational strategies. Five online modules and a two-part toolkit are the primary sources of content for the program. Modules average about 60 minutes each, with material presented through activities, examples, stories, reflection questions, and interactive exercises.

Details about the training and expectations for the program were communicated across the state as local providers registered and began the training. The CT convened a statewide group of coaches for Systems Approaches. Coaches were asked to lead a group of 10-12 SNAP-Ed staff in discussion and exploration around each of 5 learning modules over a 10 week period. As an essential part of the program, coaches led learning sessions that helped course participants reflect on program content and apply it to their work.

Participants were asked retrospective pre-post questions about their experience with PSE concepts. Participants indicated growth in knowledge and skills in several areas. Table 1 highlights the concept in each module with the greatest change, the percentage of participants that agreed with the statement before completing the module, and the percentage of participants that agreed after completing the module.

Table 1-Increase in Knowledge and Skills-Systems Approaches to Healthy Communities

	Before Training	After Training
Module 1 I can describe the Social-Ecological Model (n=146)	44%	86%
Module 2 When working on an issue, I can identify interventions to take at each level of the Spectrum of Prevention (n = 130)	51%	98%
Module 3 I can tell the difference between outreach and engagement. (n=109)	47%	97%
Module 4 I can identify assessment tools that relate to health promotion (n = 111)	61%	96%
Module 5 I can locate resources in the Systems Approaches Toolkit that can be used to communicate about systems approaches in communities (n = 89)	44%	92%

CATCH:

A CATCH (Coordinated Approach to Child Health) “Train the Trainer” was held in Puyallup, WA April 18-19, 2018. CATCH creates behavior change by enabling children to identify healthy foods, and by increasing the amount of moderate to vigorous physical activity they do each day. Based on the Centers for Disease Control (CDC) Whole School, Whole Community, Whole Child model, CATCH encompasses health education, school environment, and family/community involvement to support youth in a healthy lifestyle. A total of 15 Washington SNAP-Ed staff completed the training and are now ready to help train educators in all 5 regions. Three members of the CT were trained along with 12 educators, from all 5 regions. The training provided us with tools and techniques to train others on the use of the CATCH curriculum, grades K-8.



(Photo Caption) The first graduating class of CATCH, April 2018.

Evaluation

In order to assess the relationship between curriculum fidelity and outcome data of direct education, the CT and the Washington SNAP-Ed Evaluation Team collaborated to compare data collected at site visits to evaluation data collected by the Evaluation Team. Data entry of selected curriculum into Qualtrics was completed during FFY2018. These include observations of Choose Health, Food, Fun and Fitness (CHFFF), Eating Smart •Being Active (ESBA), Pick a better snack and Plan, Shop, Save and Cook (PSSC). Results were compared with evaluation data collected by the state Evaluation Team. There was a strong correlation between curriculum fidelity scores measured by in-class observations for given behaviors of ESBA and PSSC. However, these were not statistically significant. Specifically, high curriculum fidelity was related to increased fruit and vegetable consumption as snacks for ESBA classes and to decreased soda consumption and increased milk consumption for PSSC. As a result of this work, we see a need to increase the number of completed evaluations entered into PEARS, allocate staff time to analyze data, encourage managers to conduct classroom observations and to allocate CT and Evaluation Team staff time to enter data into Qualtrics. Moving forward, we plan to continue our partnership with the Evaluation Team to look at curriculum fidelity and how it relates to positive outcome measures.

Challenges

The Curriculum and Evaluation Teams led pilot projects to look at the effectiveness of several different curriculum. They included Marty Moose, Plan, Shop, Save & Cook for Older Youth and Energize Your Life! For a Healthier You! We were not able to complete data analysis for any of the three curriculum because of a lack of available data. These curriculum were listed on the FFY2018 list as conditional and a decision needed to be made if they would remain on the FFY2019 approved list. A decision was made to continue with the three conditional curriculum in FFY2019. Data will be collected in the first quarter of FFY2019 with plans to complete data analysis in quarter 2 of FFY2019.

FFY 2018 Washington State SNAP-Ed Approved Curriculum

Please note: Blue shading = Newly added; Gold shading = change in audience; Gray Shading = Curriculum is emerging and must be used in coordination with IA, the evaluation team and the curriculum team.

Evidence: R = Research based; E = Evidence based; P = Practice tested; EM = Emerging

Evidence*	Curriculum	Audience
R	CATCH (Coordinated Approach to Child Health) http://catchinfo.org/programs/grades-6-8/	Older Youth - Grades 6-8
R	EATFIT http://uccalfresh.ucdavis.edu/curriculum/youth-materials/youth-materials/ef/eatfit	Older Youth - Grades 6-8
R	Eating Smart • Being Active - Originally written in 2005, with updates in 2010: Link to materials no longer available.	Adults, Seniors
R	ReFresh https://extension.umd.edu/sites/default/files/docs/publications/ReFreshFullCurriculum2013.pdf	Youth - Grades 4-5
R	Nutrition to Grow On http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp	Youth – Grades 4-6
E	Eating Smart • Being Active, 2017 Revision http://eatingsmartbeingactive.colostate.edu/	Adults, Seniors
E	Eating Smart • Being Active 2017 Revision, Plus Pregnancy Lessons http://eatingsmartbeingactive.colostate.edu/	Adults, Pregnant Teens
E	Rethink Your Drink-Adults http://www.cdph.ca.gov/programs/cpns/Pages/RethinkYourDrinkCurriculum.aspx	Adults, Seniors
E	Pick a Better Snack & Act http://idph.iowa.gov/inn/pick-a-better-snack ; https://www.educateiowa.gov/physical-activity	Youth – Grades K-3
E	Healthy Habits for Life https://snapedtoolkit.org/interventions/programs/healthy-habits-for-life/	Childcare Providers
E	Media Smart Youth www.nichd.nih.gov/msy/about/Pages/default.aspx	Outside of Classroom (After School, Summer Feeding, etc) Ages 11-13
E	Cooking Matters www.cookingmatters.org	Adult
P	Cooking Matters in Your Community – one time event https://cookingmatters.org/in-your-community	Adults, Seniors, Older Youth Grades 7-12, Pregnant Teens
P	Cooking Matters at the Store – one time event https://cookingmatters.org/at-the-store	Adult
P	Cooking Matters in Your Food Pantry – one time event https://cookingmatters.org/sites/cookingmatters.org/files/CMYFP.pdf	Adult
P	Family Gardening https://www.he.k-state.edu/fnp/educators/graphics-lab-materials/family-gardening/family-gardening-handouts/Family-Gardening-Leaders-Guide.pdf	Families

Evidence*	Curriculum	Audience
P	Plan, Shop, Save, Cook https://nutrition.wsu.edu/curricula/	Adults, Seniors and <i>pending approval for Older Youth, Grades 9-12</i>
P	Rethink Your Drink - Older Youth Lessons http://www.cdph.ca.gov/programs/cpns/Pages/RethinkYourDrinkCurriculum.aspx	Older Youth - Grades 9-12 and <i>Pregnant Teens</i>
P	Super Tracker https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/SuperTrackerHighSchoolLessonPlans2016Updates-FINAL.pdf	Older Youth – Grades 9-12
P	CHFFF: Choose Health, Food, Fun & Fitness http://fnec.cornell.edu/for-partners/curricula/chfff/	Youth – Grades 3-6 and Outside of Classroom
P	Choose Health Action Teens https://cfacaa.human.cornell.edu/dns.fnec/files/chat/CHAT_Facilitator_Guide_1_4.pdf	Older Youth – Grades 9-12
P	Eat Healthy, Be Active - Community Workshops https://health.gov/dietaryguidelines/workshops	Seniors
P	Eat Smart, Live Strong https://snaped.fns.usda.gov/resource-library/nutrition-education-materials-fns/eat-smart-live-strong	Seniors
P	Eat Well Play Hard in Childcare Settings https://snapedtoolkit.org/interventions/programs/eat-well-play-hard-in-child-care-settings-ewphccs/	Childcare Providers
P	Exercise Your Options http://www.healthyeating.org/Schools/Classroom-Programs/Middle-School.aspx	Older Youth - Grades 6-7-8
P	Growing Healthy Habits https://eatsmart.umd.edu/resources/curricula/growing-healthy-habits	Youth – Grades K-5
P	Kids in the Kitchen http://extension.missouri.edu/p/N800	Youth – Grades 1-10
P	MyPlate in Practice https://nutrition.wsu.edu/curricula/	Youth – Grade 3
P	Nutrition in Me https://nutrition.wsu.edu/curricula/	Youth – Grades 3-4
P	Read for Health - WSU Edition https://nutrition.wsu.edu/curricula/	Youth - Grades 1-2
P	Show Me Nutrition http://extension.missouri.edu/p/SMN100	Youth – Grades K-8 and outside of classroom
EM	Grazin' with Marty Moose 2016 WSU Edition https://nutrition.wsu.edu/curricula/	Youth – Grade 2
EM - not tested	Energize Your Life! Garden for a Healthier You https://nutrition.wsu.edu/curricula/	Adults, Seniors

* Definitions for evidence category are taken from the SNAP-Ed Toolkit, Glossary Terms.
<https://snapedtoolkit.org/glossary/#E>

Implementing Agency (IA): Washington State Department of Health
Reporting Period: Federal Fiscal Year (FFY) 2018

Executive Summary

Name: Department of Health SNAP-Ed IA Team

Headquarter location: 311 Israel Rd SE Tumwater WA 98501

Department of Health SNAP-Ed IA Team contributes to SNAP-Ed goals by:

- Collaborating and coordinating with our state, regional, and local partners to build our SNAP-Ed programming based on local strengths and needs
- Providing tools, trainings, and technical assistance to support best practices
- Assessing program quality and implementing processes to improve our team, services, and impact on low-income communities in Washington State
- Ensuring deliverables and expectations of SNAP-Ed grant are met

Interventions conducted (Table 1.):

- PSE, direct education, and indirect intervention channels were implemented in shop, learn, live and work domains across Regions 2, 4, and 5

Table 1. Interventions Conducted by DOH SNAP-Ed Agencies

Domain	Key Settings	PSE Strategies	Direct Education	Indirect Channels
Shop	<ul style="list-style-type: none"> Food banks/pantries Farmers markets Small retail 	<ul style="list-style-type: none"> Increasing appeal of healthy foods (behavioral economics) Healthy food procurement Train-the-trainer Improving access to locations to shop EBT availability Promote incentive programs 	<ul style="list-style-type: none"> Adult Youth 	<ul style="list-style-type: none"> Newsletters Resources Social media Bulletin boards Visuals that support/promote healthy eating and active living messages
Learn	<ul style="list-style-type: none"> Schools (preschools, K-12, elementary, middle, and high) Family resource centers Afterschool programs 	<ul style="list-style-type: none"> Increasing appeal of healthy foods (Smarter Lunchroom strategies) Healthy food procurement Garden sustainability Train-the-trainer/teacher Empowering youth Breakfast promotion Summer meal strategies Active living strategies (brain breaks, etc.) Wellness policies 		
Live	<ul style="list-style-type: none"> Public housing Health clinics Faith-based organizations Community organizations 	<ul style="list-style-type: none"> Increasing access and appeal to healthy foods Active living strategies Community mobilization Train-the-trainer Connecting partners within the community 		
Work	<ul style="list-style-type: none"> SNAP Offices Job training programs 	<ul style="list-style-type: none"> Increasing breastfeeding support Mobile market 		

Geographic counties served:

DOH SNAP-Ed IA team serves a total of 24 Counties:

- **Region 2:** Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Walla Walla, Whitman, and Yakima Counties
- **Region 4:** King and Pierce Counties
- **Region 5:** Clallam, Clark, Cowlitz, Grays Harbor, Jefferson, Kitsap, Klickitat, Lewis, Mason, Pacific, Skamania, Thurston, and Wahkiakum Counties

Number of sub grantees:

DOH SNAP-Ed IA team subcontracts with a total of 35 agencies:

- **Region 2:** 14 local agencies
- **Region 4:** 6 local agencies
- **Region 5:** 15 local agencies

Types of sub grantees (Figure 1.):

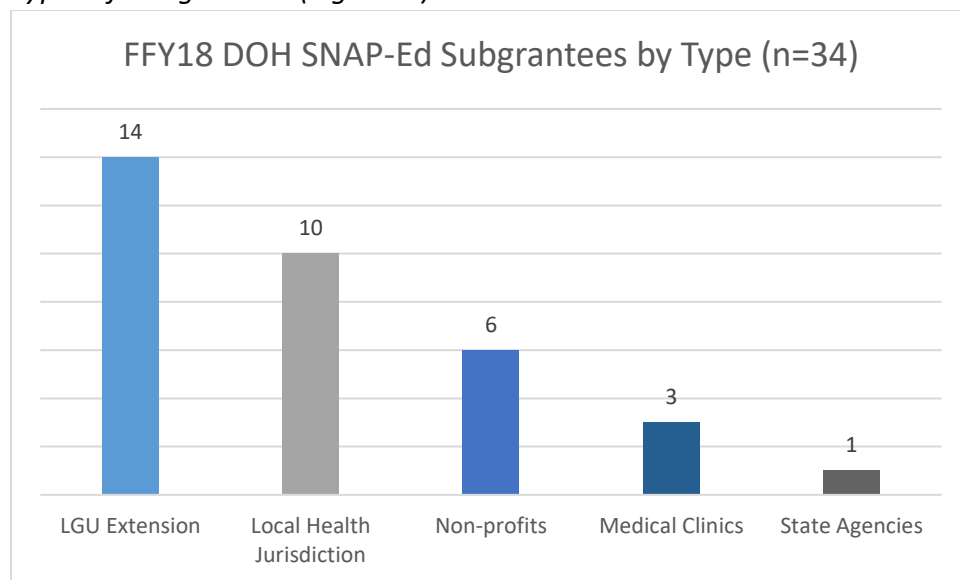


Figure 1 DOH SNAP-Ed Subgrantees by Type

- **Local Health Jurisdictions (LHJs):** LHJs in Columbia, King, Kitsap, Kittitas, Lewis, Pacific, Pierce, Wahkiakum, Walla Walla, and Yakima Counties (10)
- **Non-profits:** HOPE Garden, Jefferson County YMCA, Second Harvest, Solid Ground, Thurston County Food Bank, and Community Action Center (6)
- **Universities:** Washington State University (WSU) in Asotin, Benton-Franklin, Clallam, Clark, Cowlitz, Grays Harbor, King, Kitsap, Lewis, Mason, Pierce, Thurston, Walla Walla, and Yakima Counties (14)
- **State agencies:** WA State Dept. of Agriculture (1)

- **Medical Clinics:** MultiCare Health System, Yakima Neighborhood Health Services, and Yakima Valley Farm Workers Clinic (3)

Principal partners:

- Food Insecurity Nutrition Incentive grant (FINI)
- The Women, Infants and Children (WIC) Nutrition Program
- WIC Farmers Market Nutrition Program (FMNP)
- WIC Breastfeeding Peer Counseling Program
- Healthy Communities Initiatives
- Children with Special Health Care Needs (CSHCN)
- Chronic Disease Prevention Programs (Diabetes, Cancer, Hypertension, and Stroke)

Funding level

Department of Health SNAP-Ed is granted a total of \$5,300,000:

- **Region 2:** \$1,300,000
- **Region 4:** \$2,000,000
- **Region 5:** \$2,000,000

Evaluation

Name and Background of Intervention

In FFY18, DOH SNAP-Ed contracted with Spokane Regional Health District to review and refocus evaluation efforts for the Health Outcomes Project (HOP). HOP is a multilevel comprehensive intervention that promotes healthy weight for pregnant women through direct education, clinic-based systems changes, and community PSE projects (Figure 2.). Key project goals include achieving healthy weight gain, reducing postpartum weight retention and reducing maternal and child risk of obesity. An additional goal of the project is to demonstrate SNAP-Ed outcomes, including improvements to nutrition, health status, and medical care costs.

The HOP pilot ran from FFY15 – 17 in _ high-need counties representing urban and rural areas across Washington State. Department of Health cultivated partnerships with healthcare clinics, which were responsible for recruiting participants and implementing program components. However program implementation varied significantly across locations.

Framework Indicators

HOP evaluation efforts will assess change at the individual level, as well as environmental settings. At the individual level, evaluation efforts will consider behavioral changes in healthy eating (MT1), food resource management (MT2), and physical activity or reduced sedentary behavior (MT3). Evaluation will focus on nutrition (MT5) and physical activity supports (MT6), as well as health care clinical-community linkages (MT11) at the environmental level. There is

also potential to look at population changes in breastfeeding (R8) and healthy weight (R9), as well as health care cost-savings (LT17).

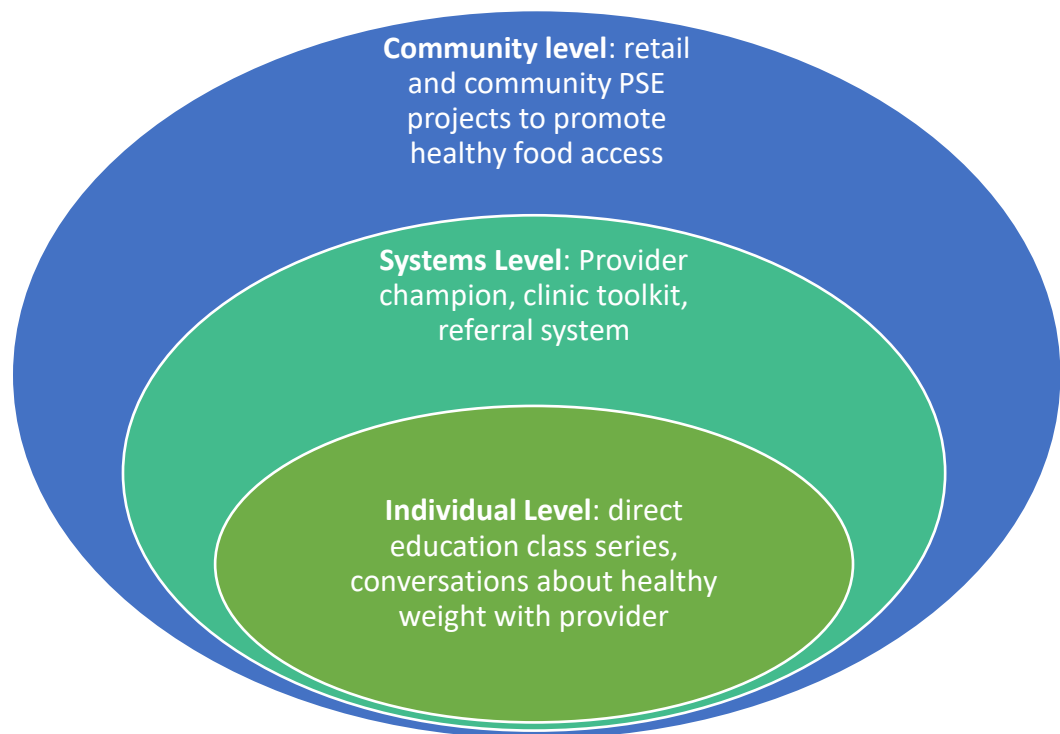


Figure 2 Health Outcomes Project - Key Components

Purpose of Evaluation

FFY18 was an ideal time to review project implementation to date, and revise evaluation efforts as there were significant changes in program administration and evaluation following the pilot phase. For example, the DOH HOP lead transitioned to a new position, and DOH had limited capacity to provide project leadership and TA to HOP partners. Some HOP partners also ran into barriers with clinic-based system changes, data collection (especially biometric data), and community PSE implementation. Finally, there were changes in the administration of evaluation efforts with the development of the Statewide Evaluation Team, which had limited capacity to undertake HOP evaluation.

The main deliverable for the current project with Spokane Regional Health District is a revised evaluation plan. This process includes conversation with key stakeholders, including DSHS, Statewide Evaluation Team and FINI partners, to identify priorities and capacity for support. The final plan will include recommendations for process, outcome and impact evaluation with suggested measures, timeframe for data collection and analyses.

DOH IA Challenges

DOH Staffing: The NSAL Unit Supervisor position, which includes SNAP-Ed oversight, was vacant for half of FFY18.

- ➔ The SNAP-Ed team continued to meet regularly to make joint decisions, plan upcoming work, and identify solutions as needed.
- ➔ New supervisor, Whitney Ajie, started October 16.

Statewide Initiatives (SWI) and Implementing Agency (IA) Communication and Coordination:

In FFY18 we continued to encounter challenges related to roles and relationship of IA and SWI. This resulted in: competing priorities, multiple communications going out to local agencies, unclear decision-making processes, and a general lack of clarity regarding roles and responsibilities.

- ➔ State workgroups, monthly calls with IA/SWI, and in person meetings has helped us work towards developing clearer processes and expectations together. Continue thoughtful and consistent communications within FY19.

Definition of Direct Education: In FFY18, the State Evaluation team made the decision to define direct education as using a Washington State approved SNAP-Ed curricula. As of FFY19, one-time events will now fall under indirect activities. Knowing FNS emphasizes direct education and PSE reach, we are concerned about Washington State's overall reach and FNS expectations. A lack of discussion between IAs, DSHS, State Evaluation team in the development of this decision, and being able to provide consistent technical assistance to local agencies have been challenges in the change of this definition.

- ➔ We hope to discuss these issues further with the Statewide Evaluation Team and IAs to identify a solution that accurately reflects local agency work and meets FNS expectations.

Local Agency Challenges

SNAP-Ed staffing: Staffing was a key challenge for local SNAP-Ed agencies, including staff turnover, time to train new staff, and limited funding for FTE.

- ➔ Suggested solutions include developing contingency plans for staff turnover and incorporating these into FFY19 planning. Also, evaluating overall program scope compared to funding.

Connecting with partners: Local agencies encountered difficulties engaging with partners due to partner's limited capacity, busy schedules, and staff turnover. Relatedly, local agencies

reported difficulty Identifying new project champions within partner organizations.

- ➔ Suggested solutions included looking for alternative contacts or communication channels, finding an alternative site, conducting additional planning, and participating in community engagement training.

Class series and curriculum: Local agencies noted participation challenges, including low attendance and students joining or leaving the class after the first session. Other agencies highlighted cultural barriers, such as the curriculum not relating to the population or a lack of Spanish-speaking staff. Also classroom management was a challenge for some in schools.

- ➔ Local agencies are working to combat these issues by adjusting class time, finding alternate sites, identifying alternate curricula/programming, hiring a bilingual staff or making allowable modifications to the curriculum.

New PSE strategies: Agencies attempting to implement new PSE strategies cited challenges resulting from an absence of published best practices or guidance in these areas.

- ➔ Suggested solutions include evaluation of new strategies to establish best practices, coordinating with the State Evaluation team to identify methods. Utilizing the *Resource Sharing* opportunity through DOH and contacting SNAP-Ed programs in other states for recommendations are also potential solutions.

PSE barriers: Agencies report competing priorities and lack of buy-in as barriers to PSE project implementation, as well as difficulties maintaining project momentum and sustaining PSE efforts.

- ➔ Suggested solutions include reassessing goals between SNAP-Ed agencies and partners to ensure alignment, and identifying a structured timeline for outcomes in collaboration with partners.

Project Settings: Local agencies encountered difficulties in specific project settings, including farmers markets, food banks, housing sites, and schools. For example, in food bank settings, staff and volunteers who do not support changes to the choice model, and farmers market settings, several local agencies also reported difficulty with SNAP and FMNP authorization.

- ➔ Key solutions identified include accessing DOH-provided resources for work in different settings, continuing to build strong relationships with community partners, and connecting with other local agencies working in similar settings.

Success Stories

Region 2

PSE

LEARN: Indoor School Garden (MT1, ST6, ST7, MT5)

Challenge

Gardens are hard for schools to pull off traditionally, due to an absence of students and staff during most of the growing season. This is especially true Whitman County's growing season. Winters are long and very cold, summers are short and extremely hot. If grown outdoors, planting and harvesting common vegetables like lettuce and carrots typically occurs outside the traditional nine month school calendar.

Intervention

As part of Community Action Center's SNAP-Ed work with Rosalia School District, they brought the ability to grow fresh vegetables right into the school. Community Action Center took the hydroponics design they use in their food bank, scaled it down to elementary school students, and enhanced it with support from Rosalia-based furniture building businesses. The new system has the capacity to grow 24 heads of lettuce at a time and can be used alongside the "Growing Healthy Habits" curricula. During FFY18 Community Action Center grew with the 5th grade class, with the teachers from a few grades learning along the way. Students were able to see the seeds germinate and could identify the various parts of the plant in person that are covered in several lessons of Growing Healthy Habits. They were also able to take ownership of a full cycle of a plant's growth and development. Seeds are started as part of the first lesson, and after 45 days lettuce can be harvested.

Impact

Hydroponics can help fill a critical need for school gardens. They produce during the school calendar, and paired with SNAP-Ed's nutrition education offering, it's a win-win. Through partnership with the school lunch program, and as part of the *Smarter Lunchroom Assessment*, Community Action Center looked at how to integrate the two parts of the system (production and consumption). Rosalia students harvested, washed, spun, and delivered the lettuce to the lunch staff. In the future Community Action Center hopes to grow more varieties of items, as well as encourage more teachers and community members to engage in learning hydroponics as a form of garden-enhanced nutrition education.

Summary of environmental or systems changes:

- Established an edible garden
- Childcare professionals used a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and dramatic play

- Child care professionals taught children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
- Incorporated physical activity into the school day or during classroom-based instruction



Indoor School Garden, Region 2

LIVE: A Mobile Market for Seniors (MT5)

Challenge

Many Washingtonians struggle with food insecurity. Last year one in six Washington residents visited their local food pantry. Some food pantry clients face additional barriers to emergency food access such as lack of transportation, time constraints, and limited physical mobility. The elderly in rural southeast Washington are particularly vulnerable.

Intervention

In FFY18 Second Harvest launched a new mobile market program in Region 2 called Senior Mobile Market. Second Harvest's Senior Mobile Market program makes food supplies more accessible to seniors by visiting low-income senior housing sites. Second Harvest brings fresh produce and other groceries to help fill nutritional gaps for seniors who face chronic food shortages at home. An AmeriCorps member, who is also a senior citizen helped coordinate distributions in FFY18. Nutrition education is provided in conjunction with the food distribution. Recipes, samples along and topics such as MyPlate, whole grains, and label reading are incorporated into the nutrition education at these events.

Impact

On average, these distributions—with the help of volunteers—provide 600 to 900 pounds of food to about 50 seniors. Second Harvest notes that after providing several mobile markets at the low-income senior housing sites, their relationship with the residents grew. During one distribution in particular, it was brought to Second Harvest's attention that one resident was known for being a very good cook. The senior housing facility happened to have a nice kitchen in their community room. After the mobile markets the seniors will pool together a portion of

their food and prepare a community meal with the assistance of the resident who enjoys cooking. She would often provide a basic cooking lesson while creating a tasty meal for all to enjoy.

Summary of environmental and systems changes:

- Implemented a novel distribution system to reach high risk population
- Included fresh produce in food pantry offerings
- Established new emergency food distribution sites



Senior Mobile Market, Region 2

LIVE: Produce RX (MT1, MT2, ST7)

According to census data, 22% of Yakima County households are receiving SNAP benefits, almost double the national average, and 32.1% of children in Yakima County are living in poverty. Yakima also has higher-than-state-average percentages of adults and youth who are obese.

The Yakima Union Gospel Mission (YUGM) was established in 1936 and provides emergency food, shelter and clothing; food boxes for families and seniors; the New Life addiction recovery program; free medical and dental clinics; basic computer and vocational training, and more!

During FY17 Yakima WSU SNAP-Ed established the groundwork for a successful partnership with YUGM, and established an on-site edible garden at the YUGM in coordination with the Medical Clinic. Through the leadership of a SNAP-Ed Program Assistant and the outstanding support provided by the community, gardening became a central part of SNAP-Ed programming at the YUGM.

Gardening has many benefits and addresses barriers faced by the homeless and other vulnerable populations at the Yakima Union Gospel Mission, and is a low-cost way to supplement a low income household's access to fresh fruits and vegetables.

This year Yakima WSU expanded the Edible garden, added 6 more apple bins to the existing 6 from last year, and hosted a work party to assemble the new bins and fill them with soil and compost. Plants and organic fertilizer were donated by Master Gardeners who volunteered their time to make sure our project was a success.

The garden was planted with a variety of vegetables, fruits and herbs, which were selected based on the demographics of the patients using the services of the On-Site Medical Clinic.

Tomatillos, a variety of tomatoes, basil, oregano, chives, parsley, radishes, an assortment of bell peppers, hot peppers, cucumbers, cantaloupe, watermelon, summer squash and pumpkins were the highlights of the garden.

The plants took little time to get established and soon started producing amazing fruits and vegetables that were harvested by the patients of the clinic on a weekly basis. The fresh vegetables and fruits harvested from the garden went to the patients tending the garden and to the patients in the Clinic's waiting room. All the vegetables harvested from the garden were washed, bagged, weighted and a "vegetable prescription" was stapled to the bags before being given to the patients.

Patients working in the garden reported feeling a sense of peace by working in the garden. They also felt grateful to be able to take vegetables and fruits home as many of them were experiencing food insecurity. Some of the patients volunteered on a weekly basis because they just loved working in the garden and wanted to help others with serious health issues by harvesting something fresh and nutritious for them.

Over 300 pounds have been harvested so far from these apple bins, which is satisfying and also provides a challenge to make the garden even more productive for next year, reaching more patients and continuing to engage champions and community members.



Partnerships

Challenge

Many college students struggle with food insecurity. At WSU Tri-Cities, a campus in the Washington State University system, 33 percent of students reported experiencing financial difficulty in a 2016 survey. Many students in the WSU Tri-Cities 2017 fall class also met high-risk factors for food insecurity, according to the same survey. Within the last two years, WSU Tri-Cities has had more than 350 requests for food by students.

Intervention

Second Harvest's Healthy Pantry Initiative works with food pantries to improve access and appeal of healthy foods. Second Harvest notes that Healthy Pantry Initiative partners need to have the capacity and willingness to make changes to increase healthy food access for clients. In FFY18, the WSU Tri-Cities Cougar Cupboard proved to be an ideal collaborator.

Second Harvest provided Healthy Pantry Initiative training and technical assistance to the campus-based food pantry at WSU Tri-Cities. They helped WSU Tri-Cities transition from operating a small storage area for nonperishable canned and boxed food items in the corner of an office to establishing an actual food pantry. An old concession area on campus was remodeled for the pantry so it can handle fresh and frozen products. The new space also has a permitted kitchen for food demonstrations and sampling. Second Harvest has been able to coordinate with WSU staff to ensure the remodeled location is well-equipped to store, display and distribute produce and other healthy fresh staples to students in need and their families.

Impact

Remodeling and expanding the Cougar Cupboard campus-based pantry allowed for greater fresh food access for students in need. Tri-Cities plans to offer health and nutrition workshops to educate and empower students to make healthy choices as well. The Cougar Cupboard helps local WSU students and their families and also serves the WSU Nursing School on a separate campus. Qualitative surveying of Second Harvest's Cougar Cupboard contact will help inform continuous improvement to Healthy Pantry Initiative work.

Favorite Quote:

"This partnership will ensure that our students can come to school and focus on their academics and not have to worry about where their next meal is coming from. It will be a lifeline for many of our students," said Marisela Garza of WSU Tri-Cities.

Summary of environmental, systems, and promotional changes:

- Established a new food pantry distribution space
- Improved layout and display of food
- Employed point-of-purchase and distribution prompts
- Increased shelf space, amount or variety of healthy options

SHOP: Partnerships Add to Abundant Produce in Food Pantry (ST7, MT5)

Challenge

The clients at the Community Action Center appreciate fresh produce, especially when grown locally. Community Action Center spearheaded a Whitman County Community Needs Assessment with 15 community partners that honed in on the experiences of residents with an income of less than \$2,000 per month, regardless of family size. In the assessment, half of low-income residents said improving access to food was one of their top felt needs. Approximately 40% of low-income rural residents were concerned about their access to food and 11% were concerned about accessing food “most” or “all” of the time. The most common self-reported source of food assistance in Whitman County was local food banks. The food insecure population often are not given access to local, fresh items, and citing cost and distance to farmers markets. Sites that sell produce are described as inaccessible, although Community Action Center clients have fond memories of certain items such as kale and eggplant, which were often part of cherished meals growing up.

Intervention

Through partnerships, Community Action Center’s food bank garden program was able to extend beyond the gardens they maintain. Local farmers, gardeners, and markets got involved in overcoming the barriers to accessing fresh, local food. Community Food, a Food Pantry in Pullman, Washington, received fresh fruit and vegetables from sources such as the hydroponics gardens on site, community garden plots run by volunteers, several gardeners and gleaners (including food bank clients), a local gleaning organization called Backyard Harvest, Farmers Market vendors, as well as Second Harvest and Northwest Harvest.

Impact

The food bank is supplied with abundant produce from many sources around the region. Produce can be found in the “free room” nearly every day of the week, as well as the recently named “farm-stand” in the lobby of our building set up to look like a market stand. Lastly, produce is often matched between locations in the lobby with shelf space in the actual pantry, offering clients two chances to choose this healthy option.

Summary of environmental and systems changes:

- Included fresh produce in food pantry offerings
- Prioritized farm-to-table/increase in local produce
- Made improvements to the layout and display of food

Direct Education

LIVE: Direct Education with Pediatric Patients (MT1, MT3)

Challenge

Child obesity in Yakima County is 34%, one of the highest rates in the state. Although medical providers know the importance of BMI related to health, they do not always feel prepared to

talk about it with patients. From provider surveys, only 46% of physicians felt successful in talking with patients about weight and obesity related issues.

Intervention

Yakima Neighborhood Health Services recognized that its medical providers can play an important role in obesity prevention by tracking weight over time and promoting healthy behaviors. They worked with their providers to normalize patient-provider conversations about weight and obesity. In their Neighborhood Kids program, providers referred kids that need to make healthy changes or who seem motivated in learning healthy habits. No clinician was paid for their patient/provider part of the project as that is seen as part of the patient's medical visit. The program provided a direct education series, CHFFF: Choose Health, Food, Fun & Fitness with added physical activities for youth ages 8-12. Sessions were held at the community health center where participant see their Pediatricians. Kids were asked to attend six session to get multiple health messages that could benefit them.

Impact

In FFY18 the Neighborhood Kids program reached more than 40 pediatric patients. Other achievements of note:

- System changes in the providers' offices
- Supported physical activity within the clinic
- Provided family-friendly physical activity opportunities

Favorite Quote:

One of our youth participant was referred to SNAP Ed by his pediatrician. A 12 year-old male , 63.74 inch, 143 pounds (BMI 24.8) d/t to higher rate of weight gain than height gain with a diagnosis of elevated blood pressure. The participant completed the 5 session series and medical records from a pediatric appointment the following month after completion of SNAP Ed group indicated that he lost 3 pounds, BMI lowered to 24.0, BP down to WNL, and the pediatrician stated in patient plan "keep up the healthier eating and limiting salt intake" – from Yakima Neighborhood Health Services

Region 4

PSE

SHOP: Food Banks Make the Healthy Choice Easier (MT5) – PHSKC

In June 2018, the 12-member South King County Food Coalition adopted nutrition standards, which prioritize client health and nutrition. The Coalition committed to prioritize foods that meet USDA MyPlate recommendations, provide more fresh foods, serve foods with dignity, and educate clients and the community. Kate Ortiz at Public Health Seattle & King County is helping food banks implement this policy through technical assistance and resources that make it easier for clients to make the healthy choice.

For example, Kate and other SNAP-Ed staff supported White Center Food Bank and MultiService Center, two member food banks, to improve client experience through changes to their set-up and food distribution. White Center Food Bank used to distribute food from behind a counter, which required clients to point to the foods they wanted and make quick decisions. The MultiService Center food bank distributed foods along one counter, and had a lot of underutilized space. When SNAP-Ed staff offered technical assistance and funding support, both food banks seized the opportunity to do things differently in a more client friendly manner. After closing for a week to revamp their spaces and train volunteers, each food bank welcomed clients to 'shop' for foods in their new grocery store layouts. "Folks love that they can shop to select their own groceries and move at their own pace, which is exactly what we were hoping for!" shared White Center Food Bank staff. "We hope that this change continues to make trips to the food bank a more and more positive experience for those that we serve."



White Center Food Bank - Before



White Center Food Bank – After with new grocery store model

SHOP: Connecting Community through Produce (MT5) – TPCHD

Stephanie Wood and Tony Smith, SNAP-Ed staff at Tacoma Pierce County Health Department, are working hard to engage community members in their work with corner store owners. Earlier this year, they held a pop-up event in front of JJ's Deli, a small retail outlet participating

in the Fresh Corner program. The event was planned for the same day as the neighborhood farmers market to generate more interest and foot traffic. Wood explained that they hoped to hear from community members living in Tacoma's Eastside neighborhood, near JJ's Deli.

Over 30 community members participated in and provided feedback at the event, including 12 youth. SNAP-Ed staff set up a flipchart to keep track of ideas about what neighborhood residents would like to see at corner stores like JJ's Deli. Residents seemed excited about the possibility of more fruits and vegetables – one member exclaimed, "Strawberries! Oooh, and kiwi! I haven't seen those. I would buy those!" The event provided plenty of feedback and ideas for store owners and SNAP-Ed staff, and an opportunity to get to know local residents.



Tony Smith juggling fruit at JJ's Deli Pop-up Event

Partnerships

LIVE: King County Healthcare and Food Insecurity Learning Network (ST8)

SNAP-Ed staff at Public Health Seattle and King County identified a need for coordination and collaboration across health systems as well as community partners that offer healthy, affordable options in order to create an efficient system to address food insecurity. This need resonated with others, and on March 7, 2018, 84 stakeholders gathered at Seattle City Hall for the first ever King County Healthcare Food Insecurity Learning Network Meeting. Stakeholders

represented diverse sectors, including healthcare providers, retailers, advocates, food distributors, educators, evaluators, navigators, program managers and funders. One attendee from the American Cancer Society commented, "The meeting today was awesome. I love the way we had so many opportunities to interact with others and learn what is going on in the community. You did a fantastic job in planning and executing. Thank you for inviting me and I look forward to seeing what main priorities will develop out of the core group." Attendees helped define the purpose and values of the network, which evolved into a statement of purpose: to unite and learn in order to eliminate food insecurity to improve health.

Members identified six focus areas:

- Create a food access resource guide for providers and clients
- Secure sustainable funding for the network and programming
- Integrate food insecurity screening into healthcare
- Advocate for policy and systems change to improve food security
- Involve people who experience food insecurity
- Coordinate food insecurity data sharing

The Network currently consists of 130 individual members representing 58 multi-sector organizations. Four active teams, each led by a community partner, are implementing work plans for the first four big ideas. The teams are: The Connector Team, The Advocacy Team, The Learning Exchange Team and The Screening Team. Each team developed their own purpose statement, a list of goals and action items for the coming year, which are detailed below:

As the Learning Network develops and grows over the years, the hope is that more health systems in King County will incorporate food insecurity screenings into their clinical practice and more people who are experiencing food insecurity will be connected to food resources.

[Direct Education](#)

WORK/LIVE: Veterans Supporting Each Other in Healthy Habits (MT1, MT2, MT3)

Last summer, SNAP-Ed continued a years-long partnership with the Compass Veterans Center in Renton, and offered Eating Smart, Being Active classes for residents. The Veterans Center is a housing site for individuals who have previously served in the military and experienced homelessness for some period of time. Many residents have substantial barriers to both physical and mental health, and providing relevant and compassionate nutrition education for this group has strengthened SNAP-Ed partnerships and provided many lessons along the way.

Although the SNAP-Ed educator was nervous about delivering some elements of the updated Eating Smart Being Active curriculum, especially the Cardio Pyramid, to this group, she identified modifications that allowed for everyone to participate. This turned out to be a great success! Several participants reported a positive experience in the class and motivation to make healthy changes. Randall, a disabled veteran who has experience significant health issues in the past, is now walking more. Sometimes Randall walks up to 5 miles a day, and he has joined a

gym. In previous years, Randall has used a cane and occasionally used a wheelchair to get around the building, but thanks to a renewed dedication to physical activity and extensive work with his medical providers, he says he is feeling much better. One participant, Joan, decided that she didn't want to continue participating after hearing the overview of the class series on the first day. She suffers from Parkinson's disease, and was worried about her ability to participate in the physical activity component of the classes. However, her care team convinced her to give the classes another shot. Not only did she return to participate actively in all parts of the classes, she didn't miss a single class of the nine-week series.

Participants are also working to eat more healthfully. Lee, who is in his 60s, found that the bone health lesson resonated with him strongly. He has been making a point to eat more calcium rich foods, such as sardines, since learning more about the importance of non-dairy sources of calcium. Another class participant, S'Kaila, reported that she is now adding more vegetables to the meals she prepares for her family.

This group demonstrated a strong sense of community and helped hold each other accountable for the healthy habits they learned about and adopted during the class series.

SHOP: An Appetite for Learning (MT1, MT2, MT5)

Earlier this year, SNAP-Ed staff at Pierce County WSU offered an eight-lesson Eating Smart Being Active series at the Lakes Nourish Food Bank in Lakewood, WA. Linda Mathews at Pierce County WSU explained that a strong partnership with Elena Sanchez, the Food Bank Manager, helped make this class successful. Elena encourages food pantry clients to attend classes by offering first place in line for groceries on class days. In turn, Linda and other SNAP-Ed staff coordinate with Elena to match recipes to food pantry inventory. This type of collaboration made the class that much more meaningful for participants like Tamar Yahawahdah who shared, "I am so happy to have had the opportunity to participate in these classes. I learn so much during class and the gifted tools and pamphlets. Thank you for making the class fun and energetic."

When SNAP-Ed staff offered a Colorful Cooking Made Easy train-the-trainer session to teach community volunteers how to facilitate food demonstrations at local food banks and pantries, Tamar was eager to sign up. Before this workshop, Tamar says she found it "difficult and frustrating to create a dinner that made your belly happy." She explained how the training helped her use creativity to combine healthy options into delicious meals with "eye appeal". Through this training, Tamar's goals have shifted to focus on meals that are "simple, healthy, fun and based on what might be available at the local food pantry." She hasn't stopped there, though – she created a Facebook page to share photos of healthy meals and recipes with her extended family in Memphis and Atlanta!

Tamar Yahawahdah cooking salmon patties at the Eating Smart Being Active class series



LEARN: Cooking Matters for Families (MT1, MT2, MT3)

Over the course of six short weeks, SNAP-Ed staff at Solid Ground gathered with five families in the Van Asselt Elementary School cafeteria to cook and learn together. The Cooking Matters classes sparked big changes for participating families – several shared that the course prompted them to think more about their food and purchasing choices, and incorporate more fruits, vegetables and whole grains in their diets. One youth participant had never shown an interest in cooking at home, and left excited to fry his own egg at home after learning how in class. As his excitement and knowledge of healthy foods continue, his mom also gained confidence around buying and cooking healthy meals for her family on a budget. One participant noted, “This course has helped me have a better understanding of the nutritional benefits and options of food choices. It also has helped me with understanding what to look for in the grocery store especially the unit price.”

But Cooking Matters is not just a tool to change behaviors around food management, nutrition and healthy eating. For many families, Cooking Matters also provides an opportunity to bond and build relationships through cooking and family meals, while learning about healthy eating on a budget. Four of the 5 families shared that food has become more of a family process, and that the children of the household are more involved and excited about cooking. One mom shared that the class made it more fun for her and her daughter to cook together, and they have been cooking together more frequently at home since participating in the course. Another family wrote that they're having a better time cooking and choosing foods together.

Region 5

Partnerships

SHOP: Clark County WSU Extension expands on strong farmers market partnerships (MT5)

In partnership with Clark County Farmers Market, Clark Co WSU SNAP-Ed team's goal this season was to increase the amount of produce taken home by SNAP eligible customers. And they did! Participation doubled from last year totaling 1,928 community members. The SNAP-Ed team attributed this success to adding behavioral economic strategies to their booth, changing marketing strategies (including an updated name—Summertime Yum!), adding interactive cooking demos with food samples, and offering fun physical activities games for both kids and adults.

Clark County Farmers Market's partnership was also essential to this success, including its support for a matching incentive program (participants receive \$5 in tokens to purchase fresh fruits and vegetables when \$5 in SNAP benefits are spent.)



SHOP/ LIVE: Clallam County WSU Extension tackles county level food access with multiple tribal partners (ST5)

Clallam Co WSU's partnerships with Tribes in their area share the same goal: increasing food access in their community and creating an environment where the healthy choice the easy choice.

With the Lower Elwha Klallam Tribe, SNAP-Ed staff and Tribal members addressed two needs: 1.) The local food bank often does not have enough quality produce for clients to choose from, and 2.) Community members who receive cash assistance from the Tribe's General Assistance (GA) program are required to complete community service/job training; yet it has been difficult for GA clients to find enough approved community service opportunities. The partnership between SNAP-Ed and the Tribe created an ideal connection by creating gleaning job opportunities that would not only fulfill the requirements of the GA program, but also increase the amount of produce available at the pantry.



An example of one success from the program: a family of three from the local tribal community helped glean blueberries from a local farm and were able to take two pounds of blueberries home themselves, and donated 10 pounds to the tribal food pantry. The family was able to experience something new together, learn about growing blueberries and provide others in a similar situation with the opportunity to try fresh, local produce!

Both of these partnerships are showcase differing approaches to the same outcome, addressing food access in their community and helping to make the healthy choice the easy choice.

PSE

SHOP/LIVE: Kitsap PHD and Kitsap WSU make the Healthy Choice, the Easy Choice by Gleaning! (MT5, ST7, LT8)

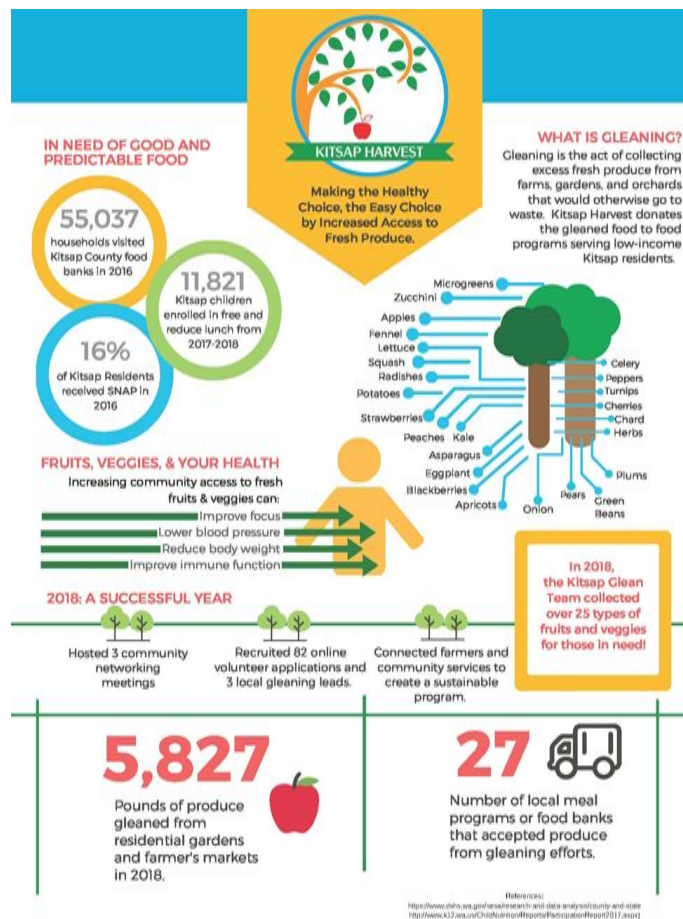
Kitsap Public Health District SNAP-Ed team sees the connection between gleaning and SNAP-Ed goals: if we increase the access of fresh produce in our community, we will increase the opportunity, and ease, of making healthier choices. In partnership with AmeriCorp VISTA Gleaning Coordinator and Kitsap Co WSU, Kitsap's gleaning program, named Kitsap Harvest, has developed into a robust and thriving program:

Some main highlights this year include:

- **5,163** pounds of produce gleaned from residential gardens and farmers markets.
- **27** local meal programs or food banks accepted produce from gleaning efforts.

- **75** registered volunteers through WSU extension online system.
- **2** articles in the newspaper highlighting this programming.

Kitsap WSU has seen a success integrating Kitsap Harvest with their direct education programming: *“The partnership with Kitsap Harvest’s gleaning program has exceeded my expectations. When I asked if gleaned food could also be sent to the local women shelter (where I teach nutrition education classes), I had no idea over 600 pounds of fresh fruits and vegetables would be at their disposal these past few months. The women, children, and staff at the shelter have been overjoyed to receive such nutrient dense, healthy foods. A lot of them are eating foods they’ve never tried before, and it has created great dialogue on where this food comes from and how much healthier it is to buy local produce (and how much cheaper it is to potentially grow their own someday). Having access to this food has also complimented and reinforced our nutrition education efforts and messages of eating healthy.”*



LEARN: Mason County WSU Sets Foundation for Youth-Involvement in School Meal Choices (LT5)

How can a high school serve foods that kids actually want to eat? Mason County WSU SNAP-Ed staff are answering that question by laying a foundation to involve students in their food options at Shelton High School. At the beginning of the project, student involvement was asking students to taste a sample (prepared by SNAP-Ed staff) and complete a survey. Now, the project has now grown to involve students in the whole process: students from Foods I and II and Community & Technical Education classes help choose the recipe to introduce, assist with preparation of the sample, and help create and facilitate the survey. With the data from student surveys and with students now asking when samples will make their way into the school menu, the Shelton School District Food Service Director has added more student-led items to the menu. Going forward, the school will continue with monthly taste tests and adding a scratch-made, student-prepared salad bar item every other week. In addition, the school will offer a one-week job shadow/internship opportunity for a student to learn more about careers and foods within the cafeteria.



Direct Education

LEARN: HOPE Garden Sets Older Youth on Path for Success (MT1, MT2, MT3)

HOPE Garden's Older Youth Program not only focuses on food and nutrition (through the Plan, Shop, Save, Cook curricula), but the overall health of their youth participants. Below are snippets of youth-written testimonials from this year's graduates. (Some of the quotes below have been edited for spelling only.)

"We talk every day to make sure everyone is okay and then play a game or get to work. I feel like talking to someone about our lives is a luxury some of us don't feel like we don't get or deserve so it's nice to do it together as a group. We walk almost every day to keep us healthy and even though I sometimes hated it, I'm glad I did it." - Lily R.

"Although I had some rough situations going on, the garden distracted me in a way. It made me feel better about myself as a person, like I could actually accomplish things. These past eight weeks have been more than amazing for so many reasons: friends, getting outside more, learning to cook new things each Wednesday, and not to sound greedy but the paycheck. I've learned so many social skills and how much hard work can help change me into a more active and healthy person." - Marilyn W.

"I have learned about soil, seeds, moisture, you name it. Not only have I learned how to garden, I have learned of many plants that can be grown. In addition to learning of them, I have learned how to utilize them in helpful ways, such as healthful foods." - Maisie G.

"HOPE Garden has helped me in ways I could not help myself, it has pushed me to my limits to get out and walk. I loss a lot of pounds from walking to work and everywhere I'll have to be." - Jerimya C.

"For the month of August, I cut out soda & carbonated drinks. I also realized a lot about myself and my mindset, gained independence, learned about composting, how to make pasta, so much about gardening, and different jobs/careers." - Jordan B.

"My second year in HOPE was one of the roughest of my life. Many weeks the only thing I had to look forward to in my life was the garden, and the community there. I would not be exaggerating to say that I wouldn't be alive today if I didn't participate on my second year. During that year I was put into a team leadership position. I learned so much and am grateful. HOPE helped me realize I can do anything, and helped connect me with people to help me realize my goals." - Reuben R.

"I think the gardening portion is so incredible, because of all the stuff that we worked for. We could harvest and eat, which absolutely blew my mind! I think I'll probably start a small garden of my own as well." -Joseph S.



LEARN: Grays Harbor WSU SNAP-Ed Program Inspires Healthy Celebrations (MT1, MT3, MT5)

The Elma Elementary nutrition educator made unannounced visits during Valentine's Day celebrations. What she discovered was *awesome*!

She visited the third grade classes that were currently having *MyPlate in Practice* weekly.

Two classes were actively participating in healthy choices for food and activities for their Valentine's Day celebrations:

1. Mrs. Starks' class made a group decision to *not* have food, and instead went outside to enjoy the sunshine with active play and free roam of the whole playground.
2. Mrs. Stidham's class had carrots and celery with dip and whole grain baked chips as snacks.

In addition, the nutrition educator noticed a parent carrying a large amount of bananas. She asked what class he was delivering to and he mentioned Mrs. Woodruff in Kindergarten.

Mrs. Woodruff shared that she permits only healthy snacks in her classroom. Besides bananas, the 'treats' offered were pretzels and water. Mrs. Woodruff last had nutrition education in her classroom in spring, 2015, and has practiced healthy celebration choices ever since.

Implementing Agency (IA): Spokane Regional Health District
Reporting Period: Federal Fiscal Year (FFY) 2018

Executive Summary

Spokane Regional Health District is located in Spokane, Washington. As the Implementing Agency for Region 1 of the Washington State SNAP-Ed program, Spokane Regional Health District brings a public health and collaborative approach to the role. The Region 1 structure is set up to include input from the region, local providers and non-providers alike, to help inform the needs within communities and to identify opportunities to better serve the SNAP-eligible population. Spokane Regional Health District is committed to maximizing as much funding as possible to further the local SNAP-Ed work, while providing valuable partnership and accountability to both local providers and our funders. With \$1,698,615, Region 1 serves 10 counties in North East Washington including Chelan, Douglas, Okanogan, Grant, Adams, Lincoln, Pend Oreille, Spokane, Stevens and Ferry counties. SNAP-Ed services are delivered by 11 diverse subcontractors including 6 Washington State University Extension offices, 2 local health districts, 1 medical clinic and 2 non-profit agencies. Region 1 partners with many other agencies and programs to reach SNAP-eligible community members including, but not limited to, WIC, Community Service Organizations, Tribal communities, public housing and shelters, school districts, childcare centers, master gardener programs, medical clinics, Job Corps, grocery stores, farmer's markets and food banks.

Included in this model is the My Healthy Life Social Marketing initiative. This multi-year project involved formative research within SNAP-eligible population of Spokane County to identify barriers, motivators, messaging and methods that resonate with them. It resulted in the "My Healthy Life" campaign which utilized multiple modes of advertising, bringing interested individuals to a tailored website developed out of this research. At the beginning of FFY2018 a total of 34,836 mailers were distributed to SNAP-eligible homes. Images and messaging about the funded Complete Eats and Fresh Bucks were featured. It included these programs as two examples of how to stretch your food dollars further. Following the mailer, a noticeable increase in myhealthylifespokane.org pageviews was observed (see Figures 1 and 2 below). In FFY2018, 11 focus groups with a total of 49 attendees were held throughout the 10-county region to learn from the unique communities and populations throughout the region in order to expand the campaign to the rest of Region 1.

Figure 1

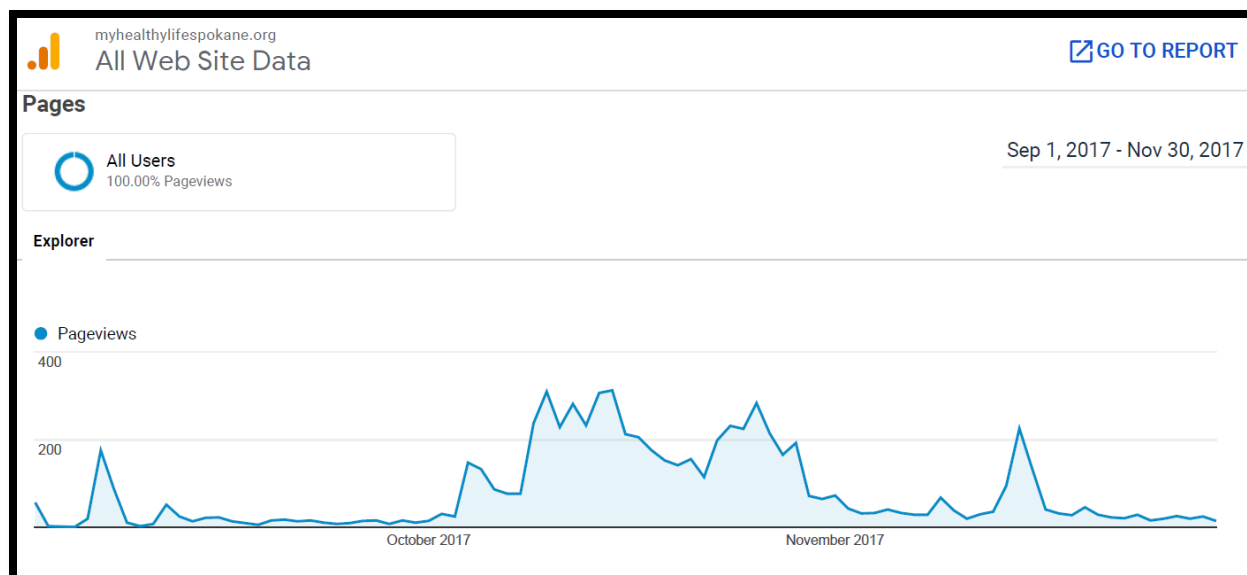
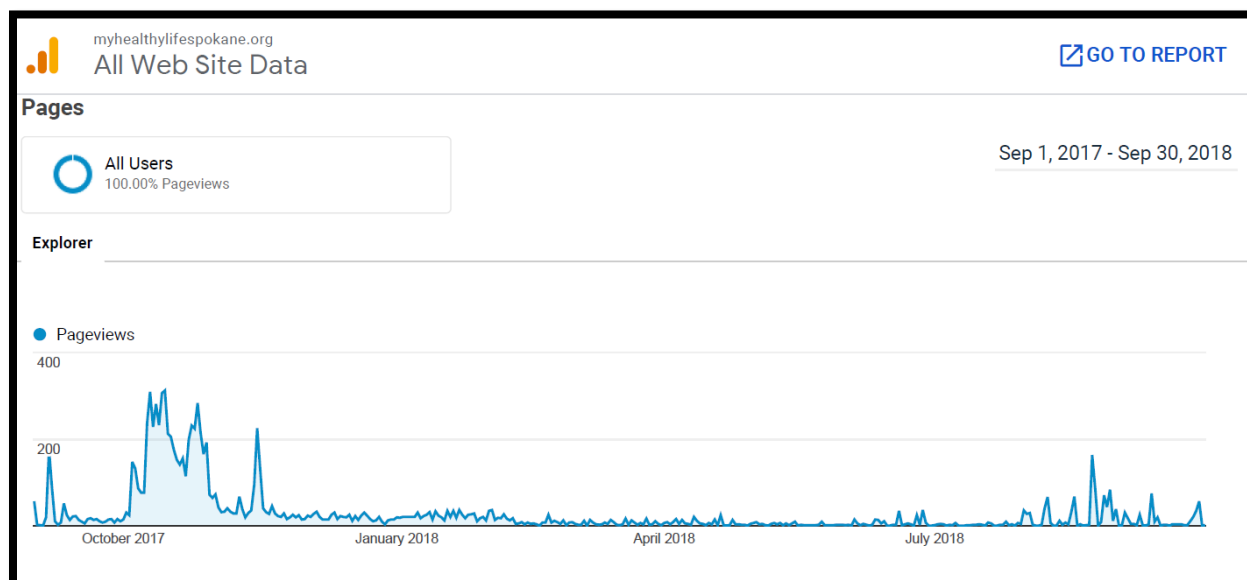


Figure 2



Projects in Region 1 engage in evidence-based youth nutrition and physical activity education via curricula that is preapproved by both FNS through the SNAP-Education toolkit and supported by the statewide curriculum fidelity team and DSHS. The most commonly selected curricula in Region 1 is Pick a Better Snack and Act. Projects also engage in evidence-based adult nutrition and physical activity education, most of which are taught in class series, providing increased dosage to nutrition and physical activity messages. The two most commonly selected adult and senior curricula in Region 1 are Eating Smart, Being Active and Plan, Shop, Save, Cook. Projects in Region 1 also engage in a wide-variety of policy, systems and environmental strategies identified through the SNAP-Education toolkit, the Center for Training and Research Translation, or other non-profits, universities, and research institutions. Several local

providers in region 1 participate in activities with and at farmers' markets throughout the region. Many of these activities are included in the SNAP-Ed Toolkit and supported by FNS.

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

	Catholic Charities	Grant Co. Health District	Mattawa Clinic	Second Harvest	SRHD	WSU-Chelan Douglas Okanogan	WSU Grant Adams	WSU Lincoln Adams	WSU Pend Oreille	WSU Spokane County	WSU Stevens Ferry
Eat											
Learn											
Farm to School	x	x								x	
Farm to Preschool	x										
Safe Routes to School		x					x				
Smarter Lunchrooms			x			x	x	x	x	x	x
Jump Rope Campaign						x					
Eating Breakfast Campaign						x					
School Wellness Activities						x	x	x	x		x
Text2B Healthy Project											
Fresh Fruit and Vegetable Program						x	x				
School Garden implementation								x	x		
Cafeteria point of purchase prompts								x			
Healthier US School Challenge										x	
After School Walking Clubs											x
Mobile Food Banks						x					
Live											
Peer to Peer Model					x						
Walking DVD program		x									
Mobile Food Banks	x						x				
Gardens					x				x		x
Kalispel Tribe of Indians Health and wellness policy work									x		
Play											
Shop											
Farmers Market Match/Market Match information		x			x		x				
Oregon Food Bank's Healthy Pantry Initiative/Healthy Pantry Snapshot Assessment Tool				x							

Training and technical assistance to encourage food pantries to implement client choice model				x							
Help food pantries implement nutritional nudges, point of purchase prompts and thoughtful placement of healthy foods				x							x
Work											
Assist with Breast Feeding Policy Planning		x									

Success Stories

PSE Projects

Story from Second Harvest: “Second Harvest has jumped right in to our Mobile Market efforts providing rural and urban locations with fresh produce and other food resources. Our Mobile Markets address transportation barriers by bringing food to people where they are at. Our Mobile Markets are broken down in to 3 different categories: * Community Mobile Markets: Serve up to 250 families, 10,000 pounds of food, 10 – 12 different food items per family. School Mobile Markets: Serve up to 100 families, 1500 pounds of food, 5 – 7 different food items per family. Senior Mobile Markets: Serve up to 80 families (typically single dwellers), 900 pounds of food, 3 – 5 different food items per family. We attempt to provide direct nutrition education and healthy food samples with recipes at each Mobile Market event that is not receiving other SNAP Ed services.

Our Nutrition Outreach Coordinator continues to encourage healthy nudges in the food pantry setting. One of the easiest and most effective nudging strategy, according to Feeding America, is having multiple exposures to the food you are trying to encourage, in this case fresh produce. Our largest environmental changes come from our mobile distributions. We are out in the community addressing food access and providing opportunities for kids and families (at low-income schools) seniors (at low income senior housing sites) and for families (at our community mobile markets).”



Community Mobile Market at Millwood Presbyterian Church (parking lot) in Spokane Valley.

Story from Spokane Regional Health District-Community Health Advocate Project: “At one of our senior locations where SNAP-Ed events happen regularly, a 72 year old female resident reported that because of her participation in the program and the support of her Community Health Advocates (CHA) she has been able to improve her overall health. She reported that she had 3 injury falls in the past 12 months. She struggled with her blood pressure and prediabetes. She began to attend the SNAP-Ed classes and learning basic nutrition and the importance of exercise. She attends the CHA led Tai Chi and Sit and Be Fit classes twice a week. She has employed the tips for making better food choices. She also utilizes the available blood pressure cuff her CHAs offer once a week to monitor her blood pressure. As a result of this important health support right in her community, she reports that not only has she not fallen again, but her doctor agrees the changes he is seeing in her blood pressure numbers and her balance and strength improvements are directly related to SNAP-Ed and the CHA program.”

Partnerships

Story from WSU Stevens-Ferry: “A key goal of this first year of the project has been developing relationships, which so far in the program have a very strong potential for increased growth in the coming season. These include collaboration with a micro-economic development Federated Coop initiative on the Spokane reservation that would include small-scale farmers on the reservation, growing produce for the Wellpinit Food Pantry and the Wellpinit Trading Post. Another hopeful synergy for the coming season stemming from relationships developed is the possibility of ready-to-eat fresh produce items being prepared in the Trading Post kitchen and then delivered by through the Hwy 395 Produce Corridor to gas stations and general stores operated by the Spokane tribe. There are still roadblocks to overcome before implementation of this idea, but the potential is there for the Hwy 395 Produce Corridor infrastructure to make low cost healthy ready-to eat snacks available at all the gas stations operated by the Spokane Tribe.

Deliveries are on-going in this project but have already exceeded our expectations for this year. We’ve delivered produce for stores to sell, produce for store employees to take home and try, and produce for store customers to take free of charge (like a mini in-store food pantry). Over and over again we’ve heard individual eaters say that our making produce available to them has led to them eating more produce. One employee of the Inchelium Store said of a zucchini delivered the previous week, “I took it home and grilled it. That thing was freakin’ awesome!” One employee of the Wellpinit Trading Post said to us “I didn’t know you could eat green beans raw!” and then proceeded to sell them with dip for \$0.50 in snack sized packages at the Wellpinit Trading Post deli. Overall, the program has been a strong success and all indications are that next season will continue to successfully increase the amount of produce actually eaten by rural residents of Northeast Washington.”



Figure 3 - Crossing Lake Roosevelt on the Gifford Ferry delivering produce to the Inchelium Store, 6:30 PM, Sept 11, 2018

Story from Mattawa Community Medical Clinic: “Partnering with the local newspaper editor is flourishing. The local newspaper highlighted the class with the grocery store detective field trip through a picture and news article. The newspaper editor now calls me to see when the next series of classes start to either do an article or advertise! She came to the first night's program, then proceeded to write up an informative news article with an accompanying picture on the front page of the newspaper inviting people to come to the classes. She added a 3X5 simple ad late in the paper to reinforce. Great community support! The newspaper editor is another one with whom I am developing a growing partnership.”

Story from Catholic Charities of Eastern Washington: “On June 5, a ribbon cutting ceremony was held for Harvest Node Placed in Tonasket. Many partners attended, including representation from all food banks in Okanogan County, farmers, a county commissioner and local hospital employees. The Harvest Node was delivered and is in use in Tonasket for the Okanogan region to make collection, storage and distribution of donated produce to low-income populations in Okanogan easier and more efficient.”

WSU Chelan-Douglas-Okanogan also reported that “Using our networking system, we found a group to manage the Harvest Node gifted to Okanogan Counties by Catholic Charities. This will provide a refrigeration unit for gleaning efforts in north Okanogan County. Our partnership with Okanogan Food Coalition has been instrumental to getting the Harvest Node.”

Direct Education Curricula

Story from WSU Chelan-Douglas-Okanogan: “Several of the participants during the PSSC series at Head Start took the goal setting seriously and met the goals they said they intended to do. For example, after the first lesson of planning meals and “shopping” from cupboards first, one participant who went to Fred Meyer at least 4 times a week, did not go shopping at all the following week and created meals just from what she had at home. Right there, she saved money. She also confessed that during her trips to the store, she would buy other things that she or her family really didn’t need. * After the lesson on reading food labels, a participant was looking at a “treat” that her children wanted, but after looking at how much sugar was in the product and that sugar was the first ingredient, she put the product back. Here are some participant comments: “What I learned in this class was to make a list before shopping. This is something that I didn’t really do, but I think this will be very helpful and will save me time. That’s going to be my goal. Also, I learned how to save money, use coupons and check on the deals of the week.” Manuela R. “I really enjoyed this class very much. I learned the importance of shopping from a list. I will switch to whole grains.” Karla F. “I am going to use a list, shop my cupboards and look at the nutrition fact labels as well as unit pricing.” Gary H.”

Story from WSU Grant-Adams: “Job Corps has allowed our program to integrate our PSSC classes into their existing Career Transition or exit program. This exit program is a reoccurring monthly program that all Job Corp students complete before they graduate. The exit classes are a time where students finalize their resumes, complete job searches, learn interview skills, and complete a needs assessment for

housing, food resources etc. SNAP-Ed reach a new group of participants each month by offering PSSC twice a week for 2 weeks. Jan. 30th was the 1st class of the 1st session. To provide these students with more hands-on experience and since Job Corps has offered to assist with food cost SNAP-Ed staff will add on a topic appropriate food demonstration to each lesson. Class sizes are expected to range from 5-15 students per month.”

WSU Stevens-Ferry: “I was teaching Cooking Matters in Your Community at a low-income housing unit with mostly seniors. The message we were working on was eating more fruits and vegetables. I told them we would be making Black Bean and Vegetable Quesadillas. Hands down they all gave me a disgusted look like it was the worst thing they had ever heard of. Several said they wouldn’t like it and it seemed like too much work as I was demonstrating it. In the end, out the seven participants five tried it (one couldn’t for health reasons). Four of them loved it and said they would definitely make it at home. It proved to me and them the importance of trying something (and you are never too old to try new things). Plus, they all learned a new way to include more vegetables in their diet. I think the most important takeaway here for SNAP Ed is the importance of actually tasting vs just being given recipes and information.”

Evaluation

Intervention: My Healthy Life (Social Marketing Campaign)

Purpose: Formative evaluation to expand the campaign beyond Spokane County to the broader region 1 area. In May 2018, the Spokane Regional Health District (SRHD) conducted focus groups with residents in eastern Washington who were eligible for Supplemental Nutrition Assistance Program (SNAP) benefits to determine desired messaging for expansion of its My Healthy Life campaign (MHL). MHL is a social marketing campaign designed to support SNAP-eligible individuals in reaching their individual goals to get healthier through nutrition and physical activity. See Appendix A for Focus Group Discussion Guide.

SRHD staff traveled to eight communities in eastern Washington, including Colville, Davenport, Newport, Northport, Omak, Soap Lake, Warden, and Wenatchee. The focus groups included a total of 47 participants recruited from SNAP-eligible populations. All participants gave verbal consent to participate. SRHD provided light refreshments, including sandwiches and fruit, and all participants received \$15 (cash) after the discussion concluded. Participants completed a brief demographic questionnaire prior to the discussion (Appendix B). A facilitator from SRHD led the discussions and audio recorded the focus groups. Another SRHD staff member logged field notes. One focus group (Warden) was conducted in Spanish with the help of an interpreter. One SRHD Data Center staff person used open coding to analyze the audio recording and field notes for key themes and produced a series of “Personas” to inform activities for the regional expansion (Appendix C).

Challenges

Funding and Sustainability: There have been concerns about working within limited/reduced budgets and the ability to ensure completion of all planned activities. Some planned solutions are to provide ongoing support to coach local providers to think about quality instead of quantity in their activities, actively seek alternative and complimentary funding, monitor budgets closely, and communicate any unexpected necessary adjustments.

New Structure: With the new regional structure and shifts in statewide initiative efforts, there was confusion and frustration on multiple levels with the lack of coordination between statewide efforts, and last minute and new asks of the local providers. One of the initial solutions was to implement a weekly update, instead of forwarding each piece of information/ask as it came in. Other planned solutions are to work with local providers, statewide partners and the IA team to coordinate and communicate expectations and plans as soon as possible. Some tools for this will be greater use of a shared calendar, and increased communication with DSHS.

Class Recruitment/Completion: Several providers have expressed challenges in engaging adult audiences who can commit to a series of classes. Some of this challenge was identified at the in-person regional meeting, and as part of the solution, time was provided for them to discuss and share ideas on how to best serve this population. Local sites are encouraged to contact one another as the year goes on and as an IA, we will work to identify tools and processes that allow this ongoing learning from each other, along with any other training opportunities.

Evaluation: The lack of clarity, direction, consistency and timely planning around evaluation has been a concern this year. In addition, some of the surveys have been time consuming and timely submission to SRHD for data entry has been a challenge. Many of the solutions will rest with the new structure and processes at the state evaluation team level. We look forward to the simplified survey, increased use of PEARS, improved direct communication around expectations, and the ability for local providers to see their progress and results.

Curriculum: Some of the concerns around curriculum are the lack of options and fit for some of the adult audiences, non-alignment with evaluations, and difficulty of planning for new curriculums without seeing them in action first. We encourage subcontractors to think about their programs broadly, think about new audiences that may benefit from SNAP-Ed services, contact each other about curriculums they have not used before that another site has used to gain insight, and contact the curriculum team about new curriculums they would like to use.

SUPPLEMENTAL INSTRUCTIONS FOR FFY18 ANNUAL REPORT FOR IAs

- See separate Excel spreadsheet for additional requested information not in PEARS.

- Partnership Information: Depth of relationship:

Relationship Depth	No. of new Partnerships in FFY 2018	No. of ongoing Partnerships (started before FFY 2018)
Network	9	23
Cooperator	16	73
Coordination	1	15
Coalition	0	2
Collaboration	6	41

- Coalition Information: Depth of relationship:

Relationship Depth	No. of new Coalitions in FFY 2018	No. of ongoing Coalitions (started before FFY 2018)
Network	0	0
Cooperator	0	1
Coordination	0	2
Coalition	0	7
Collaboration	4	5

APPENDIX A: FOCUS GROUP GUIDE

SNAP-Ed Focus Group

[Questionnaire to be administered before focus group.]

“We’d like you take this short questionnaire about the foods you usually eat or drink and the activities you usually do. Take as long as you need.”

[Participants take questionnaire]

Opening remarks/ground rules:

“Welcome, my name is _____, and I will lead today’s focus group discussion. Thank you for joining us and talking about the SNAP-Ed program. _____ is here to help to take notes.

The reason for today’s discussion is to get information from you about the activities the program is planning to do, and the information we can get from all of you will help us tremendously.

There are no right or wrong answers to the questions I am about to ask. We expect that you will have differing points of view. Please share your thoughts even if they are different from what others have said.

Feel free to comment on something that someone else has said. You are welcome to agree, disagree, or give examples. Don’t feel like you have to respond to me all the time. Feel free to talk directly to one another about these questions if you like. I am here to ask questions, listen, and make sure everyone has a chance to share.

We’re interested in hearing from everyone. So if you are talking a lot, I may ask you to give others a chance. And, if you aren’t saying much, I may call on you. We just want to make sure we hear from all of you. Feel free to get up and get more refreshments if you would like. Sitting for a long time can be hard, so feel free to stand up if you need to.

_____ will be taking notes to help us remember what is said. We have name tents here in front of us today, but no names will be included in any of our reports.

Are there any questions before we begin?”

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

“As I mentioned, we are going to talk about some activities the program is planning. First we’ll start with a simple activity to start the conversation. Take a look at these images and pick one or two that look like something fun -- something you like to do or think you’d like to do -- and get ready to talk about why you picked the image you did. Take a minute to look and think. [MODERATOR: Pause about 30 seconds] I’d like to hear from each of you.

- 1. Which image did you select, and why?** *[MODERATOR: Try to get participants to use descriptive words to explain why something is appealing; possible prompts: What about (activity) appeals to you? What makes (activity) fun? What do you look for or hope to experience when you do (activity)?]*

Now we're going to transition to talking about physical activity specifically.

APPENDIX A: FOCUS GROUP GUIDE

2. A few/some/all/none of you selected images that included people being active [*MODERATOR: list a couple examples if any were selected by the group*]. What ways do you like to be physically active?
3. What makes you want to be physically active?
 - a. Are there people who make you want to do things like [*refer to images*] and be physically active?
4. What makes you decide to do other things besides being physically active, like [*MODERATOR: identify something from an image that doesn't include physical activity*]? (*Prompts: "You mentioned [physical activity]; do you do that everyday? Every week? What keeps you from doing it more often?" "What would you rather do than be physically active? Why? What's more fun about [alternative]?"*)
5. What would it take to make you want to engage in things that are physically active [*MODERATOR: refer to images*], rather than do these other things that are less physically active?

Now we're going to switch gears and talk about food. Take a moment to think about the things you typically eat (not necessarily the things you *want* to eat or think you *should* eat, but the ones you actually end up eating most often).

6. What comes to mind? Why do you eat [*MODERATOR: refer to what was mentioned*]? [*MODERATOR: Try to get participants to use descriptive words to explain the foods they eat and why they eat them.*]
 - a. Are these foods healthy?
7. What keeps you from eating healthy foods when you're hungry?
8. What keeps you from buying healthy foods at the store?
9. What would it take to make you want to, or be able to, buy and eat more healthy foods? How could we make healthy foods more [*MODERATOR: use some of the descriptive terms raised earlier*]?

Last question.

10. Think about a program or an ad you have seen on TV, in a magazine or newspaper, or online that made you want to eat healthier or exercise more. What about the program or ad made it successful? Why did it make you want to change your behavior?

Spokane Regional Health District

It should take you no longer than 10 minutes to complete this survey. The information you provide will help the health district create a campaign to improve health and wellness in your community. Your responses will be kept confidential. Please ask a staff member if you have questions.

Demographic Information

Please tell us about yourself:

1. Age

- ☐ 18-29 years
- ☐ 30-39 years
- ☐ 40-49 years
- ☐ 50-59 years
- ☐ 60 years or over

2. Gender

- ☐ Female
- ☐ Male
- ☐ Another/prefer not to respond

3. Race and Ethnicity

- ☐ American Indian or Alaska Native
- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ Other/Prefer not to respond

4. Household income

- ☐ Under \$10,000 per year
- ☐ \$10,000 to \$24,999 per year
- ☐ \$25,000 to \$49,999 per year
- ☐ \$50,000 per year or over

Physical Activity

5. What would make you more likely to be more physically active?

- ☐ Exercising with a friend
☐ Joining a group session or class
☐ Other

If other, please explain: _____

6. How many minutes do you spend per week (on average)...

- a. In **moderate**-intensity aerobic activity, doing things like brisk walking, dancing, gardening, or housework? _____ Minutes
- b. In **vigorous**-intensity aerobic activity, doing things like running, biking, swimming, or competitive sports? _____ minutes

7. Please select your top three from the following list of places to receive information about physical activity. Rank the top three sources that you value and trust by writing the letter next to the option in the box provided. *For example, if television is the source that you most value and trust for physical activity information, write 'A' in the box next to the number 1.*

Ranking:

- 1** (First choice)
2 (Second choice)
3 (Third choice)

Options:

- A. Television
B. Worksite
C. Health care provider
D. Religious leader or other associated with spiritual life
E. Family and friends
F. Social media (Facebook, Twitter, Instagram)
G. Internet (Google)
H. Radio
I. Print media (newspaper, magazines, flyers)
J. Outdoor advertising (billboards, buses, bus benches, reader boards)
K. Other: _____

Healthy Eating

Guidelines recommend eating at least five servings of fruits and vegetables every day. Select the answer to the next two questions that best describes how you feel about your healthy eating habits.

8. Is there anything that you would like to change in your diet related to how much fruit you eat?

- ☐ I eat less fruit than I should, but I don't expect or want to change my diet
- ☐ I eat less fruit than I should and I'd like to eat more fruit someday, but I'm not ready today
- ☐ I eat less fruit than I should and I want to know how I can start eating more fruit today
- ☐ I'm working on eating more fruit every day but still eat less than I should
- ☐ I eat plenty of fruit every day

9. Is there anything that you would like to change in your diet related to how much vegetables you eat?

- ☐ I eat less vegetables than I should, but I don't expect or want to change my diet
- ☐ I eat less vegetables than I should and I'd like to eat more vegetables someday, but I'm not ready today
- ☐ I eat less vegetables than I should and I want to know how I can start eating more vegetables today
- ☐ I'm working on eating more vegetables every day but still eat less than I should
- ☐ I eat plenty of vegetables every day

10. Please select your top three from the following list of places to receive information about healthy eating. Rank the top three sources that you value and trust by writing the letter next to the option in the box provided. For example, if television is the source that you most value and trust for nutrition information, write 'A' in the box next to the number 1.

Ranking:

- 1** (First choice)
- 2** (Second choice)
- 3** (Third choice)

Options:

- A. Television
- B. Worksite
- C. Health care provider
- D. Religious leader or other associated with spiritual life
- E. Family and friends
- F. Social media (Facebook, Twitter, Instagram)
- G. Internet (Google)
- H. Radio
- I. Print media (newspaper, magazines, flyers)
- J. Outdoor advertising (billboards, buses, bus benches)
- K. Other: _____

- 11. If you would like to be contacted regarding further participation in this program, please provide your name and phone number below. You will be reimbursed for your time for any additional participation. Please tear off this page and hand it in separately from your survey responses.**

Name: _____

Phone Number: _____

Joe

Age: Mid-20's

Race/Ethnicity: White

Annual Income: <\$10,000/year

Messaging

Joe gets most information about physical activity and healthy eating from:

- Family and friends
- Internet
- TV
- Healthcare provider

Physical Activity

Joe would be more likely to be physically active by exercising with a friend.

Joe gets about 30-40 minutes of moderate physical activity and about 20 minutes of vigorous physical activity per day.

Joe's biggest barriers to being more physically active are:

- Time
- Distance to exercise opportunities

Joe is motivated to be physically active by:

- Weight loss
- Health benefits

Healthy Eating

Joe is working on eating more fruits and vegetables.

Joe's biggest barriers to eating healthy are the cost of healthy food, concerns about food waste, and personal taste preferences.

The Farmers

Age: Mid-40's

Race/Ethnicity: White

Annual Income: <\$10,000/year

Messaging

The Farmers don't have reliable internet and don't watch much TV. They are resistant to change and outsiders. They receive most information about physical activity and healthy eating from:

- Family and friends
- Workplace

Physical Activity

The Farmers need motivation and to recover from injuries in order to be more physically active.

The Farmers get about 40 minutes of moderate and 20 minutes of vigorous physical activity every day working on their farm and property.

The Farmers' take advantage of the physical activity opportunities around their property and on their farm. They are motivated to be physically active because:

- It's easily accessible to them around their farm
- Feels good

Healthy Eating

Healthy food options are limited at the local store. However, the Farmers eat plenty of fruit and vegetables, since they grow some produce and share with their neighbors. They are motivated to eat healthy because of health reasons.

Susan

Age: Early 30's

Race/Ethnicity: White or AI/AN

Annual Income: \$30,000/year

Messaging

Susan is a busy, overworked mom. She wants crock pot recipes and quick exercises she can squeeze into her busy day. She gets most information about physical activity and healthy eating from:

- Social media
- Internet

Physical Activity

She would be more likely to be physically active by exercising with a friend.

Susan gets about 30 minutes of moderate physical activity per day doing housework, but does not have time for vigorous physical activity.

Susan's biggest barriers to being more physically active are:

- Time
- Cost of gym membership

Susan is motivated to be physically active by:

- Her family
- Health benefits

Healthy Eating

She is working on eating healthier.

Susan is motivated to eat healthy for weight loss. Her biggest barriers to eating healthy are cost, time, and inconvenience.

Maria

Age: Mid-30's

Race/Ethnicity: Hispanic

Annual Income: \$25,000/year

Messaging

Maria has a tight-knit social circle. She gets most of her information about physical activity and healthy eating from:

- Friends and family
- Television
- Internet

Physical Activity

Maria is more likely to exercise if she joins a class.

Maria gets about an hour of moderate physical activity per day, but little to no vigorous physical activity during the week.

Maria's biggest barriers to being more physically active are:

- Time
- Cost of gym membership

Maria is motivated to be physically active by:

- Her family
- Social connectedness

Healthy Eating

Maria wants to start eating more vegetables, but doesn't know where to start and is worried about cost. She is motivated by weight loss and medical conditions.

Betty

Age: Over 60

Race/Ethnicity: White

Annual Income: <\$12,000/year

Messaging

Betty gets information about physical activity and healthy eating mostly from:

- TV
- Her healthcare provider
- Family and friends
- Magazines

Physical Activity

Betty would be more likely to be physically active if she took a group class.

She gets about 10-30 minutes of moderate physical activity by walking, but spends no time doing vigorous physical activity due to health issues.

Betty's biggest barriers to being more physically active are:

- Poor health/pain
- Depression

Susan is motivated to be physically active by:

- Getting outside
- Social connectedness

Healthy Eating

Betty wants to incorporate more fruit and vegetables in her diet, but she is concerned about cost and worried about wasting food since she mostly cooks for one.

Stevie

Age: Early 40's

Race/Ethnicity: White or AA

Annual Income: <\$10,000/year

Messaging

Stevie is most interested in information about resources available to single, low-income parents.

Stevie gets information from:

- Internet
- Family and friends
- Kids' school

Physical Activity

Stevie is an active single parent for two high-energy kids in elementary school. Much of Stevie's exercise comes from playing and keeping up with the kids.

Stevie's biggest barriers to being more physically active are:

- Time

Stevie sets small, achievable physical activity goals. Stevie is motivated to be physically active by:

- Keeping up with the kids
- Health benefits

Healthy Eating

Stevie has a daily schedule which allows for time to cook healthy meals for the whole family. Stevie would like ideas for including more fruits and vegetables in the kids' meals.

Implementing Agency (IA): Washington State University

Reporting Period: Federal Fiscal Year (FFY) 2018

Executive Summary

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

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

In FFY2018 WSU Extension has contributed to SNAP-Ed goals by:

- Connecting participants to other WSU programs such as: Master Gardeners, food preservation information, community-based agriculture and gardens, Master Composters, 4-H youth development, and Strengthening Families.
- Connecting and leveraging resources from the academic arm of WSU such as: School of Medicine, Nutrition and Exercise Physiology, emerging Food Systems work, Navigating Difference, EFNEP, Western Region Land Grant University SNAP-Ed Team, and WSU Land Grant University SNAP-Ed advocacy support in Washington DC.
- Providing technical assistance to local SNAP-Ed programs with needs assessment, planning, implementation and evaluation of PSE and direct education strategies to improve nutrition and physical activity behaviors among SNAP eligible audiences.
- Conducting annual program monitoring and follow-up training to ensure fiscal accountability, program quality and compliance with SNAP-Ed guidance.
- Determining unique strengths of each local SNAP-Ed program and developing a model for sharing resources across our region. That model, to be implemented in FFY2019 will include three regional in-person meetings, topical site visits, opportunities to shadow and work one-on-one with experienced SNAP-Ed staff, and information sharing via weekly updates and the wasnap-ed.org website.
- Providing regional staff to support specific Region 3 goals in the areas of:
 - Farm to Community with 0.75 FTE dedicated to coordinating efforts to improve regional awareness of, and access to Washington grown foods.
 - Latino Outreach with a 1.0 FTE Spanish Speaking Program Coordinator to provide culturally relevant direct education, PSE strategies and messages that speak to our growing Latino community.
- Revising funding to expand tribal support, increasing funding to the Tulalip Tribes to support a 1.0 FTE Program Coordinator.

Geographic Counties Served

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

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

Number and Type of Sub Grantees

In FFY2018 ten local programs received funds to conduct SNAP-Ed programming in Region 3.

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

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

Six programs are sub-grantees:

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

Interventions Conducted

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

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

Table: Region 3 Interventions by Domain

	Direct-Ed	PSE	Indirect-Ed	Social Marketing
Learn	<ul style="list-style-type: none"> • Growing Healthy Habits • Choose Health: Food Fun and Fitness (CHFFF) • Coordinated Approach to Child Health (CATCH) • Read for Health • Kids in the Kitchen • Plan Shop Save Cook (PSSC) for teen parents • Eating Smart Being Active (ESBA) for parents 	<ul style="list-style-type: none"> • Farm to School: <ul style="list-style-type: none"> ○ School gardens ○ Harvest of the Month ○ After-school Cooking Clubs • School District Wellness Committees • Physical Activity Brain Breaks • Smarter Lunchrooms • Walking School bus • Shared-use policies and programs • Student Nutrition Action Councils • CSPI Childcare Playground Audits • Grocery tours 	<ul style="list-style-type: none"> • Family Nights • Newsletters, recipes and educational handouts • Social Media • Fresh Fruit and Vegetable Program Support 	<ul style="list-style-type: none"> • Harvest of the Month
Shop		<ul style="list-style-type: none"> • Farmers Markets: <ul style="list-style-type: none"> ○ EBT promotion ○ FMNP and Senior FMNP promotion ○ Farm to Tribe partnerships • Retail: <ul style="list-style-type: none"> ○ Health Bucks fruit and veggie Rx ○ Grocery tours ○ Complete Eats promotion • Food Banks: <ul style="list-style-type: none"> ○ Healthy Food Pantry Assessments ○ Backpack programs ○ Healthy donation policies ○ Environmental changes and cues ○ Gleaning program 	<ul style="list-style-type: none"> • Bulletin boards • Newsletters, recipes and educational handouts • Recipe demonstrations at food banks and farmers markets 	<ul style="list-style-type: none"> • Harvest of the Month

		<ul style="list-style-type: none"> ○ Grow-a-row donation campaign 		
Live	<ul style="list-style-type: none"> • Eating Smart, Being Active (ESBA) • Plan Shop Save Cook (PSSC) 	<ul style="list-style-type: none"> • Farm to Community: <ul style="list-style-type: none"> ○ Community, Military and Tribal gardens ○ Youth Cooking Clubs ○ Military to Farming career planning • Tribal walking groups • Active transportation: Walkability and bike-ability audits 	<ul style="list-style-type: none"> • Newsletters, recipes and educational handouts • Newspaper articles • Recipe demonstrations and environmental cues at CSOs 	
Play		<ul style="list-style-type: none"> • Bike-ability audits • Public bike safety events 		
Work	<ul style="list-style-type: none"> • Plan Shop Save Cook (PSSC) 	<ul style="list-style-type: none"> • Grocery tours 		

Table: Estimated vs. Actual Reach

	FFY18 Estimated Reach		FFY18 Actual Reach	
	Total	SNAP-Eligible	Total*	SNAP-Eligible**
Direct Education	4,525	3,776	1,862	1,285 (69%)
PSE Strategies	75,106	53,289	34,668	28,081 (81%)
Total Indirect Education	0	0	39,447	N/A
Indirect Education Newly Reached	0	0	25,714	N/A

*Source: PEARS, **Estimated based on Local Project Annual Reports, information not available in PEARS

Direct education reach was less than projected for the following reasons:

- Several programs removed direct-ed programming after the start of the FFY18 program year, in favor of a focus on PSE programming.
- The Tulalip Tribes program predicted a large direct-ed reach as part of a planned train-the-trainer program; a model that did not end up being practical in the community.

- The definition of direct education was clarified by DSHS and the Evaluation team mid-year, resulting in programs counting only lessons using approved curricula, 20 minutes or longer in duration, as direct-ed. This removes the counting of any recipe demonstrations, and events now counted as one-time events such as Cooking Matters in Your Community, which may have been estimated in plans as direct education.

PSE reach was less than projected for the following reasons:

- A few programs experienced staff retirement and/or partner withdrawal, which led to a shortage of staff to conduct programming, and/or partners with which to conduct programming.
- PSE work is ongoing, often taking more than one year to establish partnerships and get to the intervention stage, resulting in a delay in reporting reach numbers.
- The definition of indirect education was clarified by DSHS and the Evaluation team mid-year, resulting in programs reporting some activities/reach that had been planned as PSE, as indirect education instead. Some of these activities include recipe demonstrations, social media message campaigns, and environmental cues.
- Many local programs continue to ask for additional guidance on estimating reach numbers in their plans, and Region 3 IAs would appreciate an opportunity to collaborate with other IAs and the Evaluation team on strategies to support our local programs with consistent reach estimation practices.

Table: Demographics of participants reached with Direct Education

Age		Gender		Race/Ethnicity	
0%	< 5 yrs.	56%	Female	8%	American Indian or Alaskan Native
81%	5-17 yrs.			2%	Asian
16%	18-59 yrs.	44%	Male	4%	Black or African American
3%	60+ yrs.			1%	Native Hawaiian or Pacific Islander
				55%	White
				30%	Hispanic or Latino

*Source: PEARS Unit Snapshot

Table: Demographics of participants reached with PSE Strategies

Age		Gender		Race/Ethnicity	
2.5%	< 5 yrs.	57%	Female	10%	American Indian or Alaskan Native
52%	5-17 yrs.			3%	Asian
32%	18-59 yrs.	38%	Male	2%	Black or African American
11%	60+ yrs.			1%	Native Hawaiian or Pacific Islander
2.5%	Unknown	5%	Unknown	60%	White
				23%	Hispanic or Latino

Regional Focus Area Highlight: Latino Outreach

In March 2018, a regional Spanish Speaking Program Coordinator was hired to conduct direct-education and PSE outreach in Latino communities. In the six months since she was hired, Mariah Brown-Pounds has helped local programs in all 5 counties resulting in:

- Direct-Ed, PSE, and Indirect-Ed events in 4 counties
 - 6,553 participants reached
 - Approximately 52% Latino/Spanish-speaking
- Many recipes, newsletters and promotional materials translated into Spanish, allowing programs to better recruit and share nutrition and physical activity information with our Latino communities.

Regional Focus Area Highlight: Farm to Community

During FFY18, the Farm to Community team built relationships with each Region 3 SNAP-Ed provider and explored opportunities to increase farm-to-where-you-are activities. The team conducted a regional Farm to Community needs assessment in each county and identified activities and partnerships to support in FFY19. Highlights from FFY18 include:

- In Island County, the team continued work that was started in FFY17, focused on Farm to School garden based education and work with community gardens at Naval Air Station Whidbey Island. Gardens in both locations continued to be integrated into the food and nutrition environment to support healthy lifestyles for students, families, and enlisted personnel.
- The team participated as a key stakeholder in the Statewide Farm to School Network

Formation Committee, the Whatcom Food Network Steering Committee, the Oak Harbor School District Garden Steering Committee, the newly formed Skagit Farm to School Network and the WSU Food Systems Team. As stakeholders in these groups, the Farm to Community Team integrates SNAP-Ed activities into broader efforts and connects local providers with other organizations to collaborate and share resources.

- The Farm to Community team also met and worked with the Washington State Farmers Market Association (WSFMA) – Regional Leads program director and Snohomish and Skagit County Regional Leads to strengthen local farmers market programs and identify areas for ongoing collaboration to improve the number of SNAP-eligible individuals who use their EBT benefits at our farmers markets.

Principal Partners

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

- School Districts and individual schools
- Childcare centers
- Farmers Markets
- Retail Grocery
- Food Banks and mobile food banks
- Tribal communities
- Military base
- Community Service Offices (CSO) and Community Resource Centers
- Low-income and Transitional Housing
- Government agencies such as Parks and Recreation, Public Works, Department of Transportation
- Job Training sites such as Goodwill Industries

Funding Level

IN FFY2018, Region 3 was allocated \$1,485,811 for SNAP-Ed programming and administration. Our local projects will submit final FFY18 expenses by October 31, 2018. Once final billing is complete, we will be able to complete the below table.

FFY2018 Region 3 Billing

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Total Billing	\$213,254.19	\$364,481.76	\$367,351.57	
On target?	14.4%	24.5%	24.7%	
Cumulative \$s		\$577,735.95	\$945,087.52	
Cumulative %		38.9%	63.5%	

Success Stories

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

Success Stories Highlighting PSE Projects

Domain: Shop

WSU Snohomish County Extension Connecting food bank customers and farmers markets – Tori Sorenson, MPH, RD, SNAP-Ed Program Coordinator



The Snohomish County WA State Farmers Market Lead and WSU Extension SNAP-Ed presented at a Snohomish County Food Bank Coalition Meeting in Spring 2018. The presentation included background on the Farmers Market EBT Match Program and how to use EBT at the farmers markets. The intent of the presentation was to raise awareness about the match program, provide sufficient information so food bank directors could share market info with staff, volunteers and customers and to answer questions and hear feedback about the farmers market match program. Following the presentation at the coalition meeting, WSU Extension SNAP-Ed followed up with individual food bank directors and provided information to food bank customers in Snohomish County during cooking demonstrations and at a special food bank farmers market 'promo' event. WSU Extension also provided cooking demonstrations and recipe sampling at the Everett Farmers Market each month during the summer. These outreach efforts resulted in over 7,500 Snohomish County residents receiving healthy recipes and information on using EBT benefits at farmers markets, through their local food banks.

Domain: Learn

Snohomish Health District Encouraging Active Transportation at Challenger Elementary (Safe routes to school) – Krystofer Hernandez, MPH, CHES, Health Communities Specialist



Snohomish Health District has conducted walking audits of elementary schools throughout Snohomish County between 2013 and 2018. With funding from SNAP-Ed, there has been the ability to revisit and update many of the older walking audits. Snohomish Health District worked with community partners and Challenger Elementary, to improve safety and promote active transportation. Pedestrian crossing signs were purchased with SNAP-Ed funding for this site. There were logistical concerns about where the signs would be stored, but a partnership could allow the creation and storage of these signs on a property owned by the City of Everett. Signs are displayed at the crosswalks near the school at a nearby park. We will continue to work with our community partners and Challenger Elementary on education and policies that encourage students to walk or bike to school.

Domain: Shop

WSU Whatcom County Extension Expands Food Bank Support to Reach More Rural and Latino Participants at Lynden Project Hope Food Bank – Amber Noskoff, Ashley Meyer and Karla Anderson



WSU Whatcom County SNAP-Ed program participates in monthly Whatcom County Food Bank Coalition meetings to discuss food access and food banking in Whatcom County. WSU Whatcom County SNAP-Ed has been expanding reach to food banking clients throughout the county by offering to provide monthly recipe demonstrations and tastings, rotating informative bulletin boards, and information to share with

clients on how to store and cook foods distributed at the food bank and how to stretch their food dollars. After participating in the Whatcom County Food Bank Coalition and hearing praise of SNAP-Ed from other coalition members, the director at Lynden Project Hope Food Bank agreed to collaborate with WSU Whatcom County SNAP-Ed staff to highlight seasonal produce and other available foods with monthly recipe demonstrations.

WSU Whatcom County SNAP-Ed staff met with the Lynden Project Hope Food Bank director in January to tour the facility, access the bulletin board purchased for our (SNAP-Ed) use, and make detailed arrangements. Monthly recipe demonstrations began in January of 2018, as well as the bulletin board installation. Project Hope Food Bank clients have positively responded to WSU Whatcom SNAP-Ed recipe demonstrations, saying they now have more ideas on what to do with the foods they bring home from the food bank. As our partnership with the Project Hope Food Bank has progressed and client needs have been assessed, WSU Whatcom County Ext. SNAP-Ed is now including Spanish materials on each monthly bulletin board and all recipes and handouts translated into Spanish to increase reach to the high Hispanic/Latino population utilizing the food bank.

Success Stories Highlighting Partnerships

Domain: Learn

San Juan County Health and Community Services Partners to Implement Backpack Program at San Juan Island Elementary School – Kristen Rezabek, MS, RDN, CD, CDE Health and Nutrition Coordinator

Nourish to Flourish: a Coalition to end hunger on San Juan Island was formed in April of 2018 to explore initiatives that ensure low-income children are able to access healthy foods. One strategy identified was to start a Backpack program called 36 Weekends. In partnership with community volunteers, the Rotary, and the San Juan Island Elementary School, this program sends home nutritious food for kids who might otherwise go hungry over the weekend during the school year. The SNAP-Ed coordinator worked with the Coalition to develop guidelines for the Backpack program, food purchasing and storage, as well as secure funding for 36 Weekends. In partnership with community volunteers, the Rotary, and the San Juan Island Elementary School, this program sends home nutritious food for kids who might otherwise go hungry over the weekend during the school year. This weekend backpack program started on Orcas Island and starting September of 2018 has expanded on San Juan to low income children at the elementary school. Letters went out to all those who qualify for free or reduced lunches in late spring. A website was created, <https://www.sji36weekends.org/> and the Coordinator was able to purchase food orders, gather volunteers from the community and obtain food storage at the Key Bank. Rotary has allocated \$23,000 for the next four years to ensure sustainability of the program. Another \$1,500 was allocated by United Way in the 2018-2019 school year. At this time, there are 18 students signed up. The first ten weeks is estimated to cost about \$1500. We have a small handful of volunteers to pack small bags for the participants every Friday and bring to the school. The office staff distributes paper bags to the students with their weekend meals.

Newspaper article highlighting the success story: <https://www.sanjuanjournal.com/life/friday-harbor-elementary-school-students-to-receive-free-weekend-meals/>

Domain: LEARN

Island County Public Health Partners with School District to Fund Sustainable School Gardening Program – Laura Luginbill, Assessment and Healthy Communities Director



In August 2018, the SNAP-Ed Garden Steering Committee met at our usual location at Oak Harbor Public Schools. Gathered around the table were representatives from Oak Harbor Public Schools, Island County Public Health, WSU-Extension staff and Master Gardeners, and we were there for our monthly meeting to continue planning for the start of the school year. As we began, the Superintendent of Oak Harbor Public Schools stepped in, and asked to speak. After two years of the SNAP-Ed program at Olympic View and Crescent Harbor Elementary schools, Dr. Gibbon announced that the District was committing their own investment to expand the garden environmental change to all of their elementary schools, placing a teacher on garden and sustainability special assignment, and contracting with a new food service company that could better align with the District's goal to serve fresh healthy foods. This is a perfect example of where a small investment of SNAP-Ed funds can inspire and leverage change and investment in the community.

Domain: Shop

WSU Skagit County Extension Partners with Safeway and Complete Eats Program to support Grocery Tours – Talea Price, SNAP-Ed Program Coordinator



We use our local Safeway Store to facilitate the Grocery Store Tours we offer in conjunction with our adult ESBA and PSSC classes. Safeway is a great location as they provide wonderful unit pricing on their products as well as a beautiful produce section with local produce. We were in contact with the produce manager to start a Harvest of the Month promotion as well as talking with the general manager to schedule our tours. I decided to write the Safeway Corporation located in Seattle to request \$10 gift cards as an incentive for our programming, clients would be given a gift card if they participated in the class series and attended the Grocery Store Tour. The Safeway Corporation generously agreed to donate 20, \$10 gift cards to our program. They were very supportive of our work in the area and wanted to provide encouragement to our clients to make healthier choices. The gift cards may be used in conjunction with their EBT Benefits to stretch their dollars. Through July of 2018 our participants were able to take part in the Safeway Complete Eats Program, giving clients \$5 worth of free fruits and vegetables for every \$10 of fruits and vegetables purchased. This was a great way of combining the two programs, enabling our clients to increase their purchasing power to buy more fruits and vegetables. The partnership between Safeway and WSU Skagit SNAP-ED has allowed Safeway's donation to go to the people who need it the most within our community. The gift cards will allow our clients to use their new shopping skills and knowledge to better nourish their families.

Direct Education

Domain: Work

WSU Skagit County Extension Builds Relationship and Increases Reach Among Latino Participants with Job Training Partner – Mariah Brown-Pounds, Regional Spanish-Speaking Program Coordinator



In the summer of 2018 the Skagit County SNAP-Ed program asked me to teach a 4 week Plan, Shop, Save, Cook series in Spanish at the Goodwill Training Center in Mount Vernon. This was a new relationship that Skagit SNAP-Ed was fostering and the first programming that they had scheduled with Goodwill. I began teaching the series with 3 participants and by the last class that number had grown to 14. More and more students came to my classes because of word of mouth and because of the positive reputation the class was gaining. The participants enjoyed the cooking demonstrations and new recipes. The manger was thrilled with the first set of classes, "The classes are always starting on time and the participants are always happy when they leave one of your classes. Thanks for your effort!" The Skagit office and I are proud of this partnership because it has taken a long time to establish, build trust and create a working relationship with Goodwill. They requested a second series of classes in English. I taught that class as well and had a smaller but dedicated group of 6 students who were engaged throughout the lessons and shared their successes in reading the ingredients label at the grocery store and looking for the unit pricing. We ended the series with a grocery store tour. The students were enthusiastic about the hands-on learning experience and asked many pertinent questions. It was rewarding to see one student's curious pride when she learned that popcorn is a whole grain and can be a healthy snack to eat. Goodwill has now scheduled a third class that will be bilingual English/Spanish. I look forward to the challenge of teaching in two languages and the satisfaction of facilitating new learning.

Domain: Learn

Tulalip Tribes First Successful Eating Smart Being Active (ESBA) Class on the Tulalip Reservation –
AnneCherise Jensen



The Tulalip SNAP-Ed program conducted our first Eating Smart Being Active classes on the Tulalip Reservation in FFY2018. The classes took place at the historic Tulalip Dining Hall, a beautiful building located on the beach of the Tulalip Bay. The target audience for this group, was anyone affiliated with the Tulalip Community (tribal members, spouses, employees, health clinic patients). We used the 2018 updated version of the Eating Smart Being Active (ESBA) Curriculum, with 9 weekly classes, from 5-7pm. We held a few one-time events earlier in the year, to get people interested in ESBA, and found this was the best time for people to meet, and also, that if we were going to offer an evening class during dinner time, a meal would need to be provided to get people there. We were able to partner with the Diabetes Prevention Program (DPP) to provide extra funding for food, allowing us to cook a family meal together each night, and to send our participants home with a bag of groceries to recreate the meal at home each week! And, our classes were consistently attended by 20-25 people!

We were blessed to have Senator Patty Murray's Assistant, Ann Seabott, visit one of our ESBA Classes in early March. She was very interested in the work we were accomplishing - and wanted to bring it back to Senator Murray to advocate for SNAP-Ed in the Farm Bill at Senate. Being Native country, the Tulalip SNAP-Ed Program has invested a lot of time and resources into building relationships and gaining trust with Tribal members and Tribal Departments to be able to conduct such work. Continued partnership with the DPP program has resulted in our part-time Tribal SNAP-Ed program coordinator, Brooke, being offered a full time position with DPP. Brooke is still assisting the SNAP-Ed program, but now through sustainable funding from the DPP. This is an excellent example of how an initial SNAP-Ed investment in a Tribal community can result in additional resources to expand nutrition and physical activity resources, and even provide employment to Tribal members.

Evaluation

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

Region 3 IA:

Formative Evaluation: Local program support and technical assistance needs

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

Island County Public Health:

Formative Evaluation: USDA Summer Meal Program alignment at Crescent Harbor Elementary

- Purpose: To evaluate opportunity for alignment with CHE School Garden PSE, including parent engagement
- Tools: Stakeholder interviews, direct observation

Process Evaluation: Elementary School Teachers and Administration Strategic Planning

- Purpose: To evaluate school garden program to date, and gain feedback from teachers and staff on goals and how to improve
- Tools: Systems Mapping, Prioritization, Action Plans

San Juan Health and Community Services:

Process Evaluation: FMNP and market incentives program delivery and expansion plan

- Purpose: To ensure timelines and tasks identified for a more efficient delivery and expansion of vendors as well as market incentives to match both WIC and Senior FMNP on all three islands.
- Tools: Stakeholder interviews, Policy and procedure review

Challenges

Understanding how to accurately estimate and report program reach for PSE projects has been an issue repeatedly cited by local programs. For example, when reporting reach numbers for multiple interventions at a particular school, it is difficult to know whether the reach of each intervention at that school should be reported separately – resulting in duplicates when the same individuals are reached through more than one intervention – but accurately representing the breadth of programming at that site; or whether the whole population of the school should be counted only one time.

- **Solutions:** It would be extremely beneficial for the IAs to have quarterly and annual reporting templates from DSHS at the beginning of each program year, so that we can tailor our local report templates to capture what will be asked for in PEARS, and on

those reports. This will help our local programs to collect, track, and report their reach numbers in the way that the Evaluation team and DSHS would like them to be reported quarterly and at the end of the year.

- **Solutions:** We would appreciate an opportunity to collaborate with other IAs and the Evaluation Team to standardize a reach estimation process that ensures we are using the same methods to estimate and report reach for direct-ed, PSE and indirect activities, across the state.

Island County SNAP-Ed Staffing in Island County Public Health and WSU Island County has undergone significant change in 2018. These programs rely on a strong partnership between Island County Public Health and WSU Extension. In February 2018, ICPH lost their SNAP-Ed coordinator. That same month they led a strategic planning meeting with teachers and administrators at Oak Harbor Public Schools, which energized some lofty goals but required that they reconsider the structure of how SNAP-Ed was delivering services. Then WSU-Extension's SNAP-Ed coordinator announced she would be retiring before the end of the year.

- **Solutions:** In August 2018, Island County Public Health filled their SNAP-Ed Coordinator position. The person in this position is very knowledgeable in the social determinants of health and passionate about health equity, and is already continuing the strong partnership with WSU and community partners. WSU Island County Extension is in the final stages of hiring their SNAP-Ed Coordinator, and this person should be on board by December, 2018. Region 3 IAs work closely with program coordinators to support hiring and initial training of new staff.

Snohomish Health District staffing During FFY2018 the original SNAP-Ed lead was promoted to a supervisory role in Snohomish Health District. This left a gap for completing work for SNAP-Ed programming. The Snohomish Health District hired on a full-time employee to oversee the SNAP-Ed programs for Q4 of FFY2018. This employee will carry on SNAP-Ed work into FFY2019. However, the lengthy hiring delays during this process caused a shortage in the use of SNAP-Ed funding. Due to two consecutive years of underspending, the Snohomish Health District funding level for FFY2019 was reduced significantly. Though there is decreased SNAP-Ed funding, the Health District has leveraged other funding sources and the new SNAP-Ed coordinator will carry on several of the programs started in previous years.

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

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

Several local SNAP-Ed programs were found to have inconsistencies in procedures, discovered

during annual program monitoring site visits. Some inconsistencies included how receipts for SNAP-Ed purchases are recorded and submitted, how SNAP-Ed hours are reported, use of required SNAP-Ed disclaimers on promotional materials, use of “approved” SNAP-Ed recipes, and use of civil rights posters during classes/events.

- **Solutions:** We provided technical assistance to correct these inconsistencies at the time of the program monitoring meetings. Also, we provided training with all local providers at the Region 3 FFY2019 Kickoff meeting in September 2018. We will continue to evaluate partner needs, and provide training via in-person meetings or via webinars, to be sure that everyone receives technical assistance and training as needed to meet SNAP-Ed guidance.

WA SNAP-Ed Annual Report – WSFMA

Executive Summary

1. Washington State Farmers Market Association
2. 93 Pike St Suite 316, Seattle, WA 98108
3. The Regional Leads program facilitates local networks of food access stakeholders centered around farmers markets to increase or expand farmers market food access programming. The project's goal is to increase awareness of farmers markets as healthy options among SNAP clients. Regional Leads work with local communities to develop strategies to increase access to healthy foods, reduce food insecurity, and strengthen local food systems.
4. Eat and Shop Interventions. Activities include:
 - a. Develop and identify funding for a county-wide SNAP-EBT fruit and vegetable incentive program.
 - b. Support farmers markets in FMNP and EBT authorization.
 - c. Coordinate with SNAP-Ed Implementing Agencies on plan progress, implementation, and opportunities to expand reach to farmers markets and/or counties not currently served by Regional Leads.
 - d. Expand SNAP Ambassador program to more markets in the region to organize market tours.
 - e. Create partnerships with local SNAP-Ed contractors. Basic Food Outreach contractors, anti-hunger organizations, and other community based organizations to raise awareness of EBT at farmers markets.
 - f. Build relationships with markets not participating in program to determine feasibility of providing support.
5. Counties served:
 - a. Skagit, Snohomish, King, Pierce, Clallam, Jefferson, Kitsap, Mason, Grays Harbor, Thurston, Lewis, Pacific, Wahkiakum, Cowlitz, Clark, Skamania, Klickitat, Yakima, Chelan, Okanogan, Douglas, Ferry, Stevens, Pend Oreille, Spokane, Whitman, Asotin, Garfield, Columbia, Walla Walla, Franklin, Benton.
6. Sub-Grantees: 10 Regional Leads that provide support to the above counties and conduct activities outlined in number four.
 - a. Jesse Hansen
 - b. Patty Villa
 - c. Hannah Ladwig
 - d. Shannon Bachtel
 - e. Mary DiMatteo
 - f. Amanda Milholland
 - g. Carolyn Connelly
 - h. Tina Eifert
 - i. Britany Meiklen
 - j. Tina White

7. Funding Level: \$194,718

Success Stories

1. PSE Projects:
 - a. 18 farmers markets had cooking demos.
 - b. 29 farmers markets had weekly kids programming at their markets.
 - c. 10 farmers markets began accepting EBT in the 2018 season.
 - d. 11 farmers markets received authorization for FMNP.
 - e. There were 3 SNAP Ambassadors this season at farmers markets providing outreach assistance and market tours.
 - f. Farmers Market Flash, housed at WSU Skagit County Extension, provided kids activities at the farmers market including scavenger hunts and art activities, to increase the appeal for families to visit the market.
2. Partnerships
 - a. Connections with Social services, refugee, and housing locations.
 - b. Farmers market gleaning with food banks.
 - c. Tabling at local food banks to promote SNAP and farmers markets.
 - d. Attending low-income food resource fairs with EBT and Fresh Bucks information.
 - e. Connections have been made with other community stakeholders in Region-3 to provide technical assistance and/or training for retailers in becoming an authorized SNAP retailer, in addition to offering an incentive program. CSO Mobile Truck coming to Anacortes- working to promote dates. Collaborated with Farmers Market Flash Staff to distribute Fresh Bucks Postcards at the Salvation Army Food Bank.
 - f. Partner with OlyCap Community Action in Jefferson to distribute WIC and Senior FMNP at all Jefferson county farmers markets.
 - g. VegRx program currently developing for the Jefferson County Farmers Markets in partnership with Jefferson Healthcare, Jefferson County Public Health and the Food Co-op in Port Townsend. Launching new program in mid-April with 6 clinicians.
 - h. Partnership with Yakima Valley Farm workers clinic for Fresh Bucks.
 - i. IQ Credit Union partnering to provide youth education in Clark County.

Evaluation

1. No outside evaluation at this time. Systems are currently being put in place to evaluate.

Challenges

1. There were no challenges to this program in 2018 outside of internal staff transition.

Statewide Initiative: Statewide Evaluation (DOH)

Reporting Period: Federal Fiscal Year (FFY) 2018

Executive Summary

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

The Evaluation Team creates and carries out Washington SNAP-Ed's statewide evaluation plan. Evaluation strategies are driven by the SNAP-Ed Evaluation Framework¹, 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 2018 was to establish a widespread evaluation effort that will help stakeholders understand the process, outcomes and impact of SNAP-Ed activities in Washington. Activities included re-assessing FFY 2017 data, establishing a baseline using FFY 2018 data, evaluating direct education using survey, and evaluating PSE projects and partnerships using data in PEARS modules. Results inform statewide reports, program improvement efforts, and this report.

Primary FFY 2018 evaluation activities included direct education evaluation, which focused on individual level SNAP-Ed Evaluation Framework Indicators on 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. Evaluation tools included:

- University of California Cooperative Extension's Food Behavior Checklist⁴
- Expanded Food and Nutrition Education Program (EFNEP) Physical Activity Questions⁵
- Plan, Shop, Save & Cook Survey for Older Youth⁶
- EFNEP High School Nutrition Education Survey⁷
- Kids Activity and Nutrition Questionnaire (KAN-Q)⁸

¹ United States Department of Agriculture; Regional Nutrition Education Centers of Excellence. 2016. SNAP-Ed Evaluation Framework. <https://snapedtoolkit.org/framework/index/>

² Ibid.

³ Ibid.

⁴ Townsend, M; Silva, K; Chao, LK. *UCCE Food Behavior Checklist*. Retrieved from:

<https://townsendlab.ucdavis.edu/evaluation-research-tools/food-behavior-checklists/>

⁵ Expanded Food and Nutrition Education Program (EFNEP). 2018. *Food and Physical Activity Questionnaire*. Retrieved from <https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation-Adult.aspx>

⁶ University of California Cooperative Extension. *Plan, Shop, Save & Cook Checklist*.

⁷ Expanded Food and Nutrition Education Program (EFNEP). 2014. *9th-12th Grade Nutrition Education Survey*. Retrieved from <https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx>

⁸ LeGros, TA; Hartz VL, Jacobs LE. 2017. *Kid's Activity and Nutrition Questionnaire*.

- EFNEP 3rd-5th Grade Nutrition Education Survey⁹
- Eat Well + Move¹⁰

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

The SNAP-Ed Statewide Evaluation FFY 2018 Funding level was \$638,702.

FFY 2018 Successes

The evaluation team increased from one FTE to 3.5 FTE in FFY 2018, adding two data analysts, an epidemiologist, and a program assistant to the team in April 2018. Increased capacity led to several successes, including completion of FFY 2017 data analysis, creation of evaluation “snapshots” to provide quarterly updates, more timely responses to questions and requests for technical assistance, and improved planning for future evaluation efforts.

Communications improved in FFY 2018. The evaluation team also launched a monthly evaluation call with DSHS, Implementing Agencies, and other Statewide Initiatives. These calls serve as opportunities for the evaluation team to share preliminary evaluation data, to communicate changes, updates, and deadlines, to answer questions, and respond to concerns. They are conducted via a web-based meeting service so all participants on the call can see preliminary evaluation data, and follow along with the agenda visually.

The Evaluation Team received feedback that Implementing Agencies and local SNAP-Ed providers wanted to see their evaluation data regularly. Once the evaluation team built capacity, they created Evaluation “Snapshots”, one-pagers that provide a high-level summary of Washington SNAP-Ed data in a visually engaging format. FFY 2017 and FFY 2018 Mid-Year Snapshots are in Appendix A.

As a result of increased capacity, the evaluation team was also able to respond to a request for new Washington SNAP-Ed Surveys. Existing Washington SNAP-Ed Surveys were drawn from the SNAP-Ed Interpretive Guide, but did not represent the individual needs of Washington State. In response to feedback that surveys were too long and did not relate to individual curricula, the evaluation team began designing new Washington SNAP-Ed Surveys. In FFY 2018, the evaluation team did background research and created drafts. They plan to validate surveys in FFY 2019.

Finally, the evaluation team was able to improve the FFY 2019 evaluation planning process. The evaluation team responded to requests early in the fiscal year from DSHS and requests later in the year from USDA-FNS to update the evaluation plan and provide additional guidance documents. Before FFY 2019 began, the evaluation team authored an evaluation guidance document and created

⁹ Expanded Food and Nutrition Education Program (EFNEP). 2014. *3rd-5th Grade Nutrition Education Survey*. Retrieved from <https://ag.purdue.edu/programs/hhs/efnep/Pages/Resource-Evaluation.aspx>

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

corresponding training videos, all available on the Washington SNAP-Ed website¹¹, so that SNAP-Ed Providers and Implementing Agencies would have a consistent statewide evaluation resource.

Challenges

The evaluation team responded to a variety of challenges in FFY 2018, including staffing constraints, changes to evaluation activities, and data availability.

The evaluation team experienced staffing constraints in the first half of FFY 2018. This impacted FFY 2017 data analysis, and ultimately led to a finding on USDA-FNS's Washington SNAP-Ed Management Evaluation (ME). The evaluation team was fully staffed with a supervisor, an evaluation coordinator, two data analysts, and a program assistant in April 2018. With full capacity, the evaluation team has been able to revisit FFY 2017 data, conduct mid-year data analysis, enhance communications with local agencies, create evaluation guidance materials for FFY 2019, and conduct small-scale PSE, partnerships, and coalition evaluations using data available in PEARS.

Not all challenges were related to staffing constraints. The evaluation team had hoped to conduct provider visits to get to know local providers and their work, and to perform an in-person evaluation process assessment. The evaluation team initially struggled to get buy-in from IAs to conduct site visits. Once the USDA-FNS ME established the need for a new statewide needs assessment, the evaluation team agreed to postpone site visits, recognizing that the needs assessment would result in an increased workload for local providers. The evaluation team plans to revisit local provider visits in 2021, incorporating the information gathered by the statewide needs assessment.

Data availability was also a struggle in FFY 2018, affecting the ability to conduct data analysis. Data was either 1) not entered into PEARS by IAs or local providers, or 2) unavailable due to PEARS's transition to their new algorithm, "Surveys 2.0." The evaluation team could not create evaluation snapshots or share data with DSHS, IAs, and local providers in quarters 3 and 4 due to the lack of data. The evaluation team has since worked with the IA who missed data entry deadlines to come up with a data entry plan to limit late data entry. The evaluation team also communicated regularly with PEARS throughout quarters three and four to report bugs and identify solutions. All bugs in PEARS Surveys 2.0 were fixed in mid-October 2018.

Evaluation

Evaluation Background:

Currently in its second 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 a snapshot (**Appendix A**) shared on the Washington SNAP-Ed website (<http://wasnap-ed.org/evaluation/>). The results of the evaluation will be used by the Washington State

¹¹ <http://wasnap-ed.org/evaluation/>

SNAP-Ed Collaboration and other stakeholders for annual reporting requirements, continual improvement, and to guide future SNAP-Ed activities in Washington State.

Evaluation Design:

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

1. How many SNAP-eligible Washington residents participate in SNAP-Ed activities?
2. To what extent are Washington State SNAP-Ed participants exhibiting healthy eating behaviors after SNAP-Ed education (MT1)?
3. To what extent are Washington State SNAP-Ed adult participants exhibiting improved food resource management skills after SNAP-Ed education (MT2)?
4. To what extent are Washington State SNAP-Ed participants doing physical activity and reducing sedentary behavior after SNAP-Ed education (MT3)?

The Evaluation Team also sought to describe where SNAP-Ed direct education and PSE activities were taking place, and the number of partnerships and coalitions that support Washington SNAP-Ed work.

Evaluation Methods:

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

Evaluation Question	Individual-Level Indicators	Evaluation Tools for Youth	Evaluation Tools for Adults
2	MT1: Healthy Eating*	Pre/Post Tests: <ul style="list-style-type: none"> • Eat Well + Move K-2 • KAN-Q for grades 4-8 • Grade 3: EFNEP 3-5th grade Nutrition Education Survey • High School: EFNEP 9-12th grade Nutrition Education Survey • High School: Plan, Shop, Save, Cool Checklist 	Pre/Post Tests: <ul style="list-style-type: none"> • UCCE Food Behavior Checklist • Cooking Matters Survey
3	MT2: Food Resource Management*		Pre/Post Tests: <ul style="list-style-type: none"> • UCCE Food Behavior Checklist • Cooking Matters Survey
4	MT3: Physical Activity & Reduced Sedentary Behavior*	Pre/Post Tests: <ul style="list-style-type: none"> • Eat Well + Move K-2 • KAN-Q for grades 4-8 	Pre/Post Tests: <ul style="list-style-type: none"> • Physical Activity Questions from Aug 2017

		<ul style="list-style-type: none"> Grade 3: EFNEP Grade 3-5th grade Nutrition Education Survey High School: EFNEP 9-12th grade Nutrition Education Survey 	EFNEP Food and Physical Activity
Evaluation Question	Environmental Settings Level Indicators	Evaluation Tools	
	ST7: Organizational Partnerships*	PEARS PSE Module PEARS Partnerships Module Implementing Agency Annual Reports	
	MT5: Nutrition Supports*		
	MT6: Physical Activity & Reduced Sedentary Behavior Supports		
Evaluation Question	Population Result Indicators	Evaluation Tools	
2, 3, 4	R2: Fruits and Vegetables* R7: Physical Activity R9: Healthy Weight	Washington State's Healthy Youth Survey (HYS) Behavioral Risk Factor Surveillance System (BRFSS)	
Evaluation Question	Washington State Indicators	Evaluation Tools	
1	Program Reach	PEARS Program Activity Module PEARS PSE Module	

Data Collection:

Pre- and post-test data was collected from individuals at each direct education class series. Individual participants served as their own controls. Local SNAP-Ed providers and IAs entered local program data, like site information and project reach, into the Program Evaluation and Reporting System (PEARS)¹² quarterly. Data on PSE projects, partnerships, and coalitions were collected from PEARS and Implementing Agencies annual reports at the end of the fiscal year.

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

Results:

Reach, Demographics, and Program Information:

The information in this section represents statewide data. Regional reach, demographics, and program information is available in Appendix C.

Age and sex of participants in direct education for FFY 2018 statewide:

Age	Female	Male	Total
Less than 5 years	293	225	518

¹² Kansas State University OEIE. 2018. <https://pears.oeie.org/>

5-17 years	13,935	13,909	27,844
18-59 years	8,202	3,864	11,946
60 years or older	2,383	1,028	3,411
Total	24,693	19,026	43,719

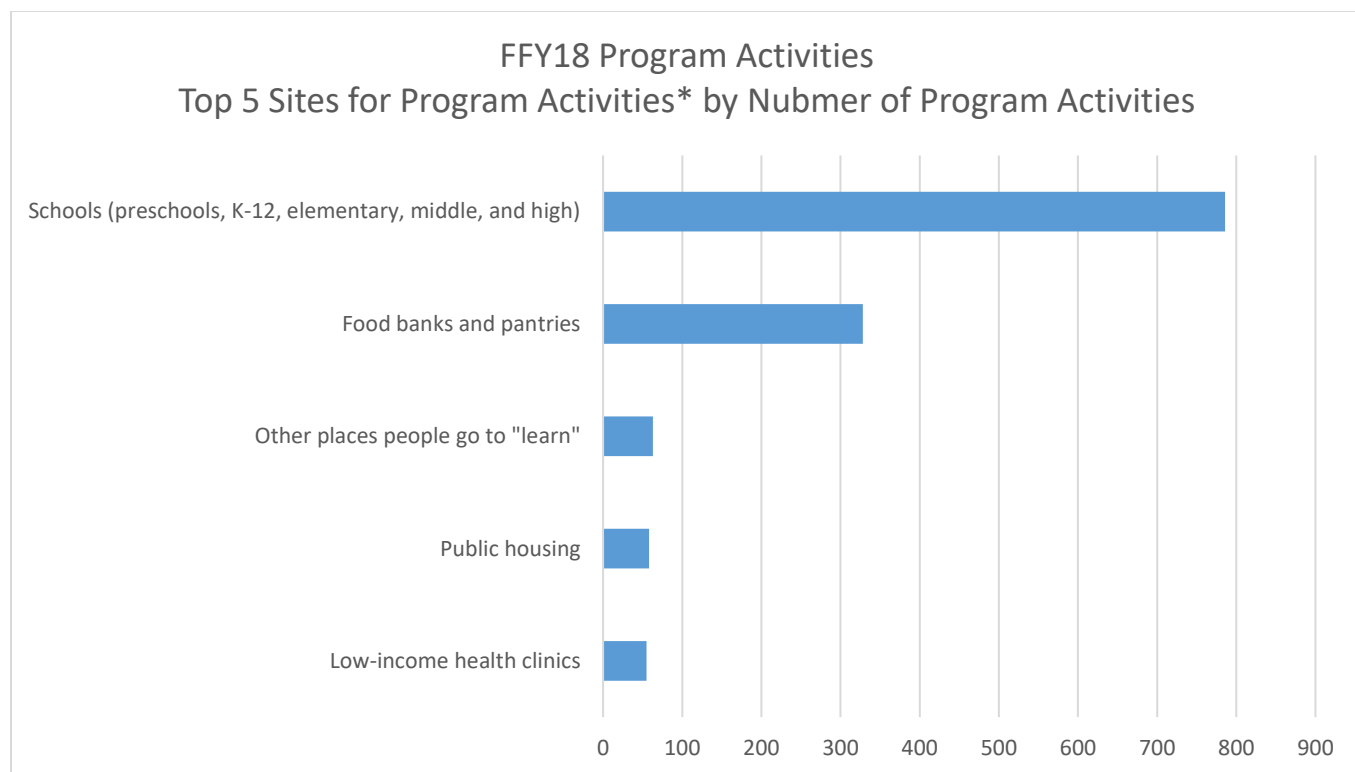
Race and ethnicity of participants in direct education for FFY 2018 statewide:

		Actual Count* of Participants	Estimated Count* of Participants	Total
Race	American Indian or Alaska Native	1,782	394	2,176
	Asian	1,810	534	2,344
	Black	2,874	2,123	4,977
	Native Hawaiian or other Pacific Islander	937	127	1,064
	White	22,589	4,138	26,727
Ethnicity	Hispanic	8,340	1,638	9,978
	Non-Hispanic	22,177	4,361	26,538
Total		30,517	5,999	36,516

* Actual count refers to participants who self-identified their race or ethnicity, estimated count refers to participants who either did not identify as one of the listed options, or race and ethnicity data was gathered indirectly from other data sources.

Direct Education Evaluation:

Direct Education was conducted in a wide variety of settings in FFY 2018. 48% of activities took place at schools, followed by food banks, public housing, health clinics, and afterschool programs. To a lesser extent, activities also took place at places of worship, cooperative extension sites, shelters, and more.



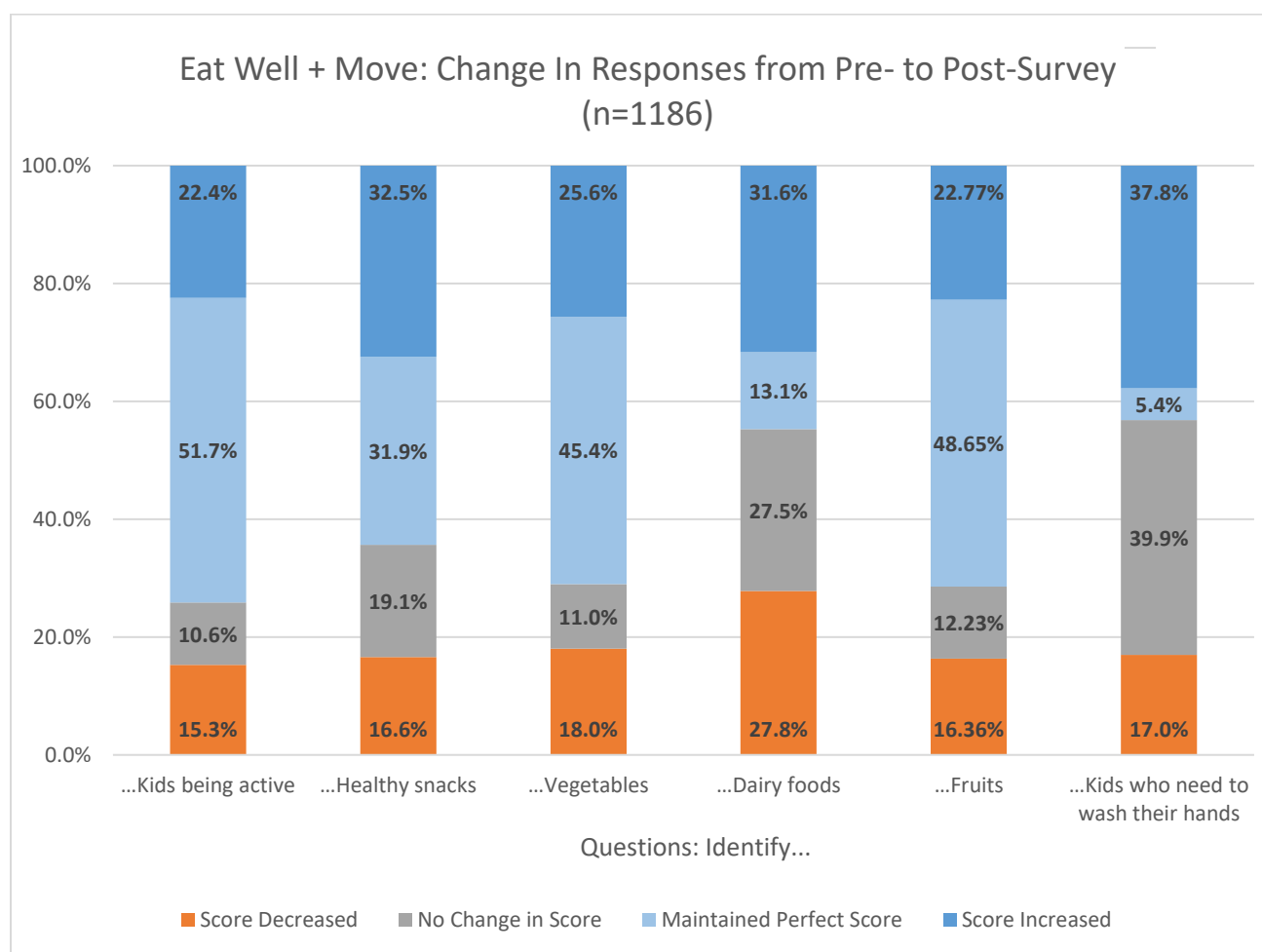
*Program activities include primarily direct education series. In FFY 2018, they may also include other in-person events like food tastings or school/community events.

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

EAT WELL + MOVE SURVEYS

The Eat Well + Move survey was given to Kindergarteners, 1st graders, and 2nd graders who participated in SNAP-Ed direct Education. The survey asks students to correctly identify objects or people that belong in the stated category (e.g. of four produce items, identify which are vegetables), demonstrating knowledge change in healthy eating, physical activity, and food safety (ST1, ST3, and ST4). 1,186 students completed both the pre- and post-intervention surveys.

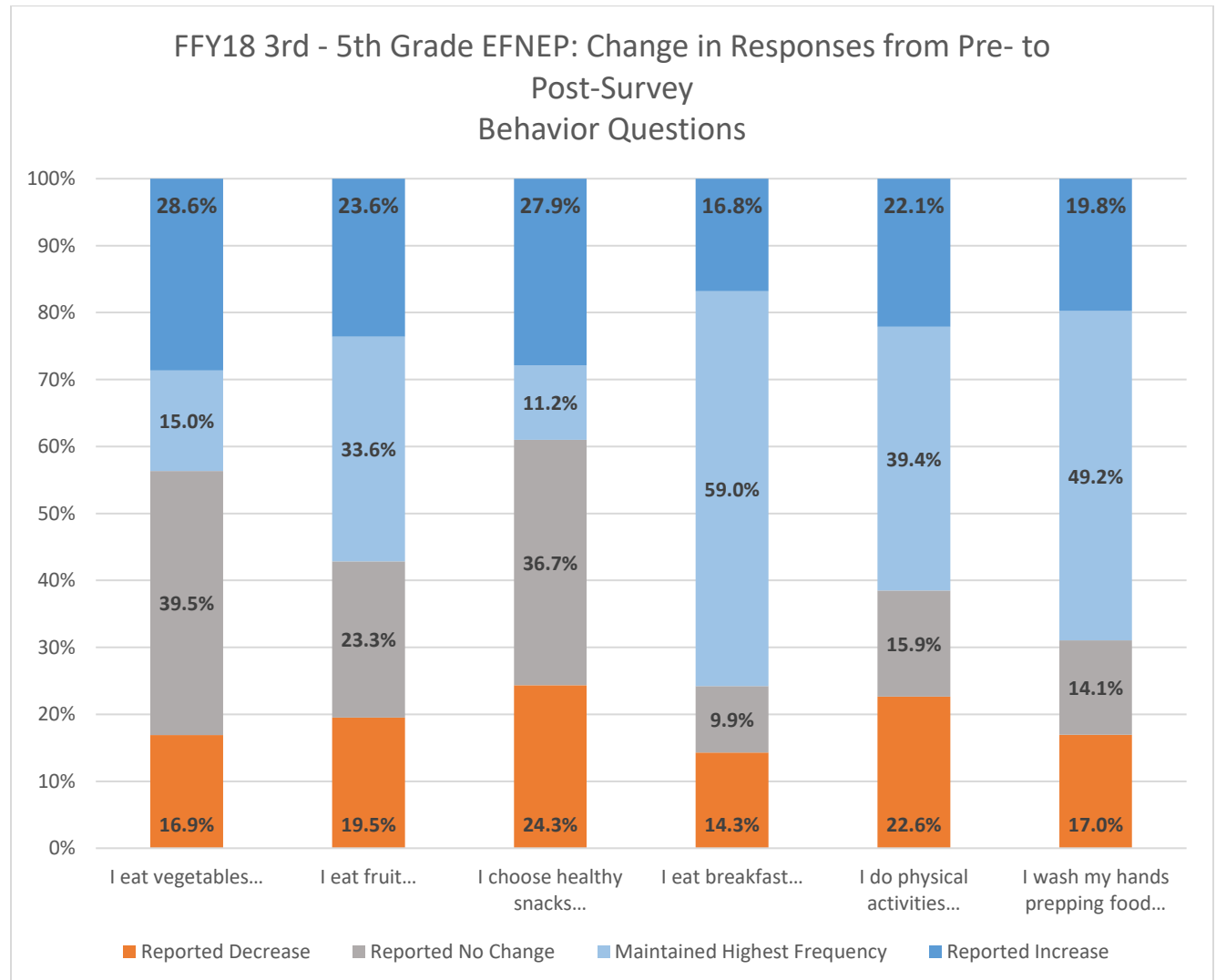
After SNAP-Ed participation, about 1 in 3 students improved in their correct identification of healthy snacks, dairy foods and kids who needed to wash their hands, while about 1 in 4 students improved in their correct identification of kids being active, vegetables and fruits. Additional information is available in Appendix C.



3rd – 5th GRADE NUTRITION EDUCATION SURVEYS

The 3rd – 5th Grade EFNEP Nutrition Education Surveys were given to 3rd grade classrooms in FFY2018. The surveys ask students questions about their knowledge, attitudes and behaviors regarding food consumption, physical activity and food safety. 2,291 students completed both pre- and post-education surveys, though not all of them answered every question.

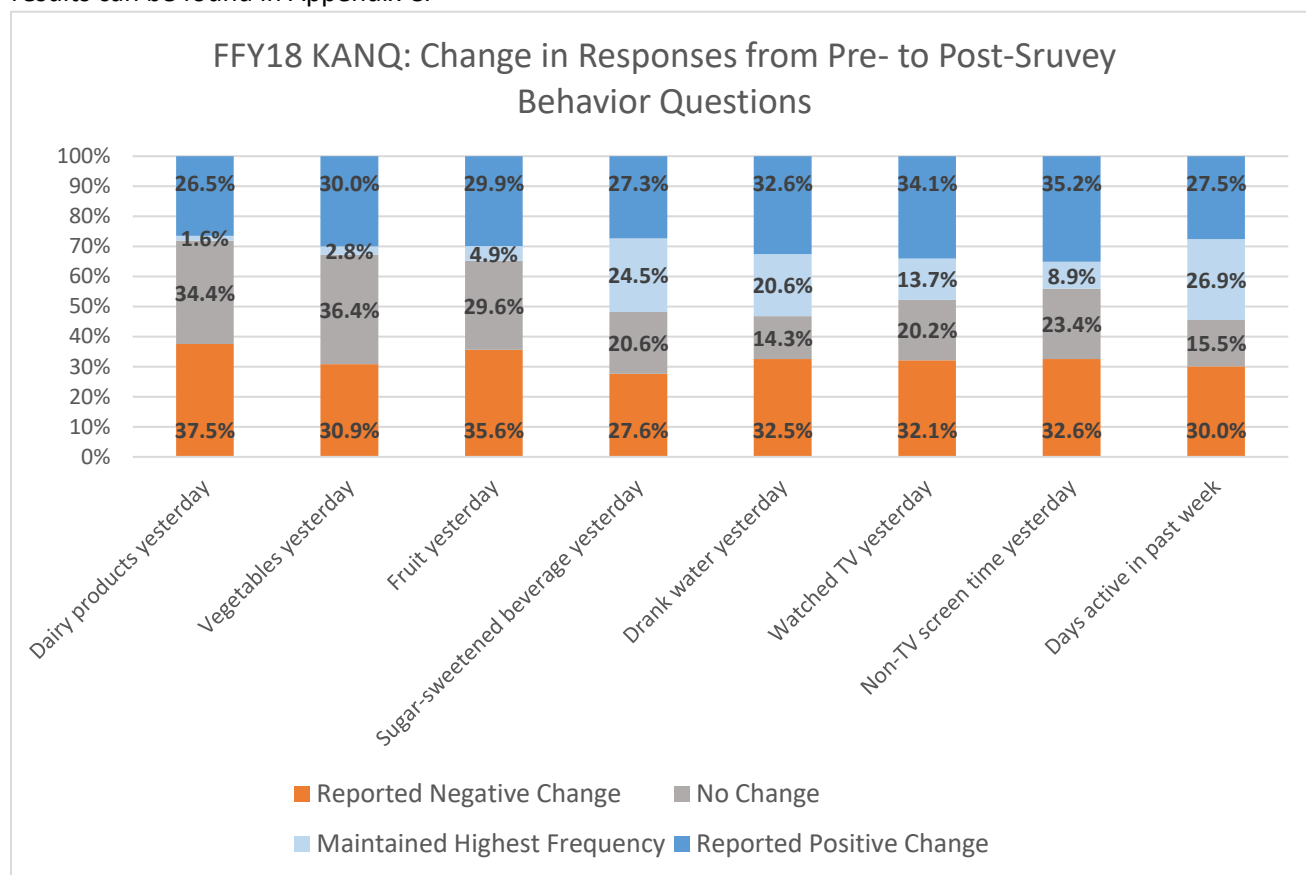
For individual self-reported change, in the behavior-related questions, around 1 in 4 students reported an increase in how often they ate fruit and vegetables, and chose healthy snacks. Additional information is available in Appendix C.



KIDS ACTIVITY AND NUTRITION QUESTIONNAIRE

The Kids Activity and Nutrition Questionnaire (KAN-Q) was given to participants in 4th through 8th grades. The questionnaire asks questions about food and drink consumption, screen time, physical activity in the past week, as well as assessing knowledge about MyPlate food and physical activity recommendations, and attitudes towards healthy food and activities. In FFY18, 2,713 students completed both pre- and post-education surveys. Over half of those students were aged 10 or 11, and over 60% were in 4th or 5th grade.

Almost 1 in 3 students reported drinking more water after the intervention, watching less TV and having less non-TV screen time. 1 in 4 students were already abstaining from sugar-sweetened beverages (SSB) before the intervention, and after, another 1 in 4 decreased their SSB consumption. Additional KAN-Q results can be found in Appendix C.



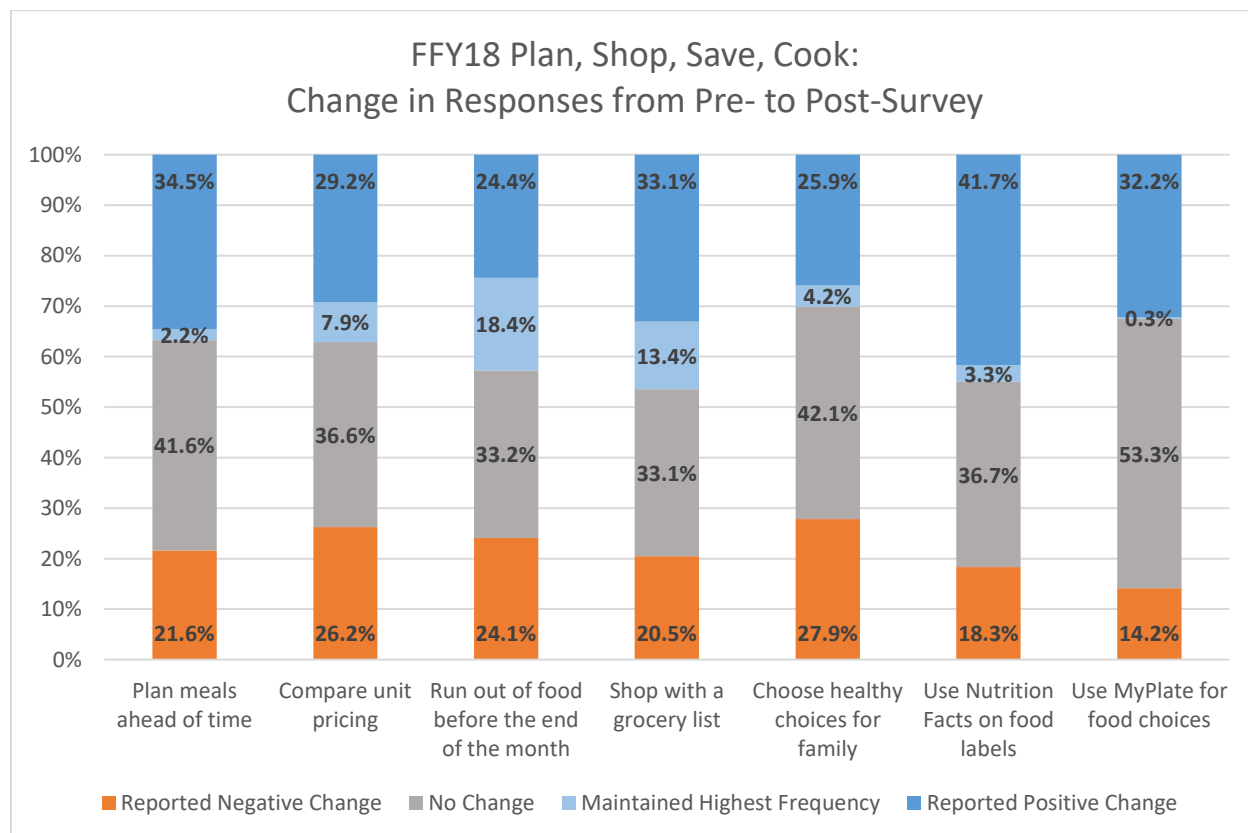
9th-12th GRADE NUTRITION EDUCATION SURVEYS

The 9th-12th Grade EFNEP Nutrition Education Surveys were given high-school aged participants. The survey focuses on knowledge, attitudes and behaviors regarding food consumption, physical activity, food safety, and food resource management. 30 students completed the 9th-12th grade EFNEP survey prior to receiving direct education. However, only 9 completed the survey again post-intervention. This sample size was too small for meaningful analysis of behavior change.

PLAN, SHOP, SAVE, COOK SURVEYS

The Plan, Shop, Save, Cook surveys were given to high school-aged participants in the Plan, Shop, Save, Cook (PSSC) curriculum as part of the Older Youth PSSC Pilot. The survey focuses food resource management. In FFY18, 365 students in the PSSC classes completed both pre- and post-PSSC surveys.

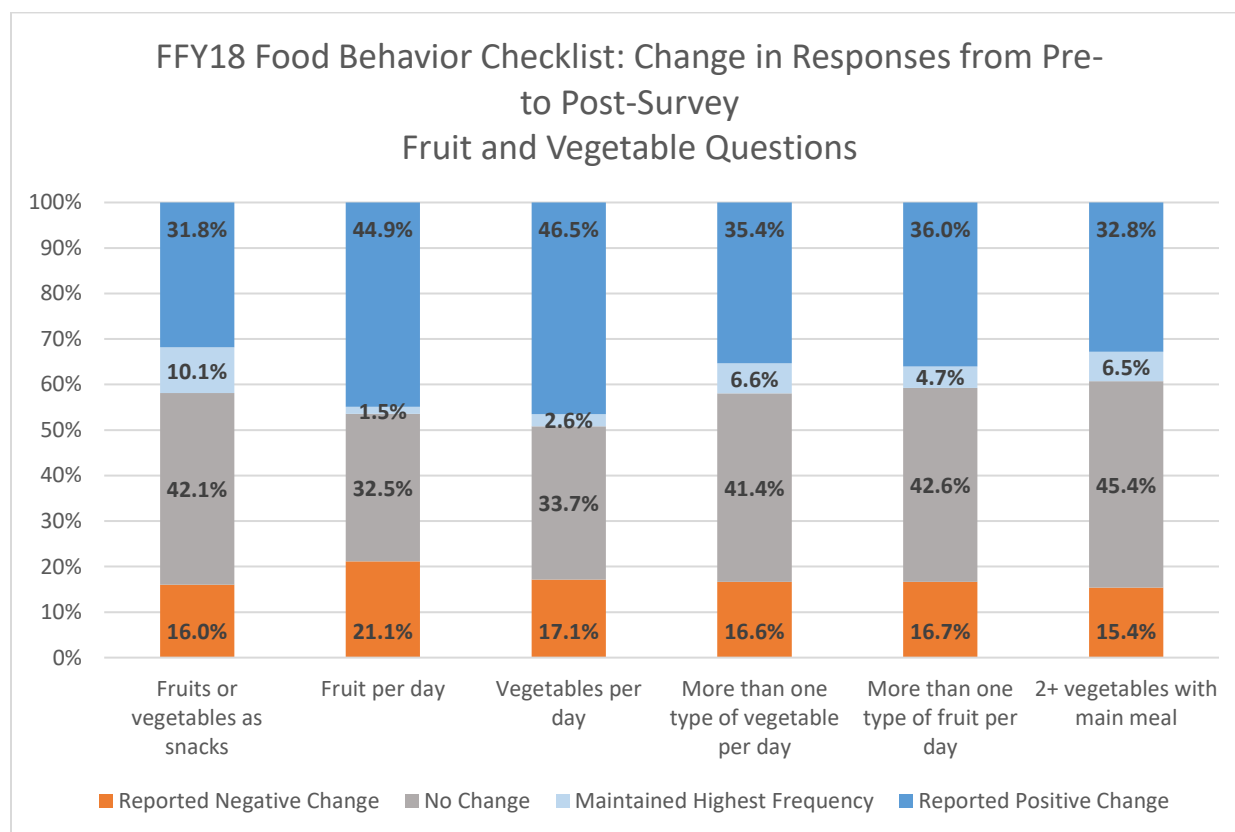
1 in 3 participants showed an increase in frequency for planning meals ahead of time, shopping with a grocery list, and using MyPlate to make food choices. Over 2 in 5 participants showed an increase in how often they used Nutrition Facts labels to help make their food choices. Additional information is available in Appendix C.



UCCE FOOD BEHAVIOR CHECKLIST SURVEYS

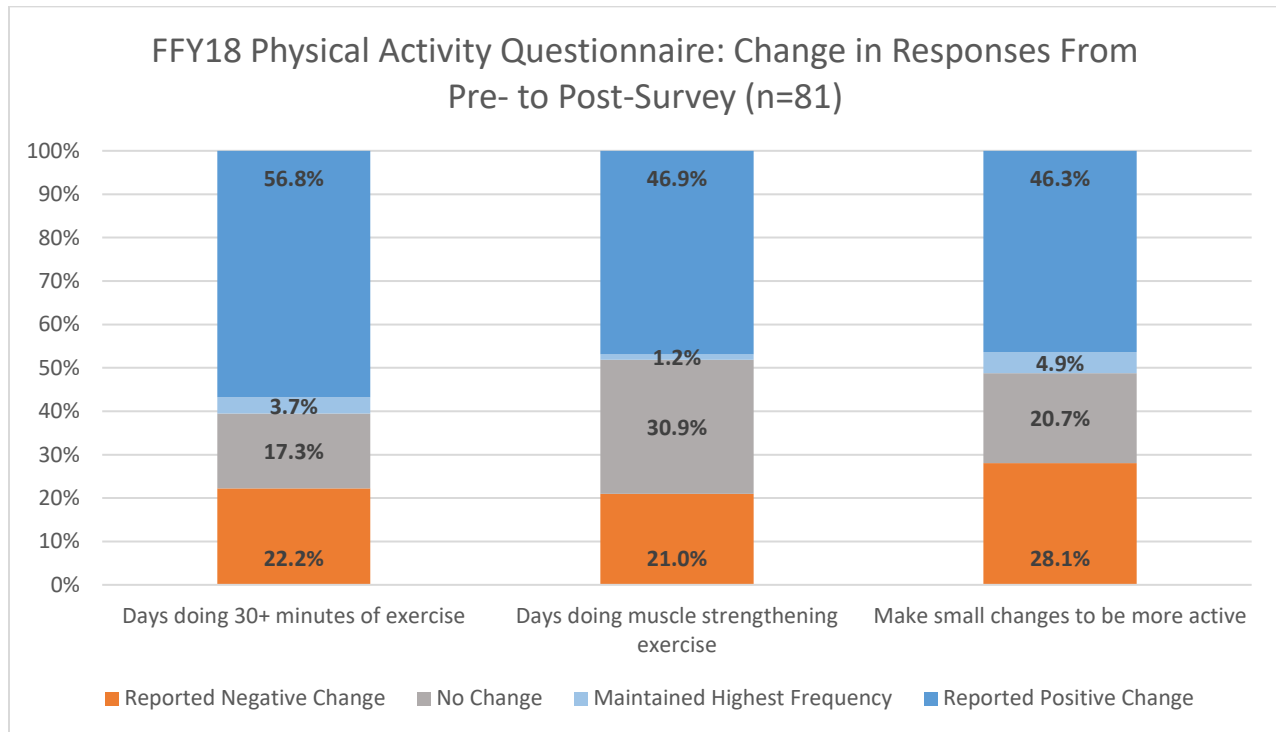
The Food Behavior Checklists were given to adult participants, with the exception of adults who participated in a Cooking Matters curriculum. The survey asks participants about eating habits, food preparation, and food resource management. This survey does not ask about physical activity.

Almost half of adult participants reported eating more fruit and more vegetables each day after SNAP-Ed participation. More than 1 in 3 participants reported eating more than one type of fruit and more than one type of vegetable after participation. One in three adults reported no issues with running out of food before the end of the month on both their pre- and post-survey, and an additional 1 in 4 reported running out of food less often after participation in the class. Additional Food Behavior Checklist results can be found in Appendix C.



ADULT PHYSICAL ACTIVITY QUESTIONNAIRE (PAQ)

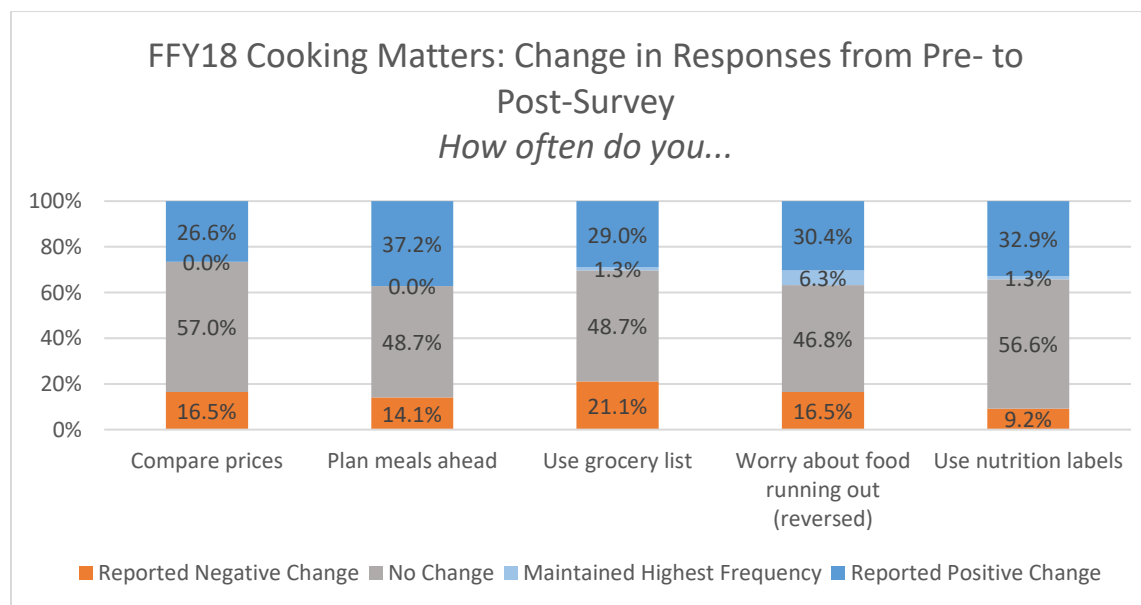
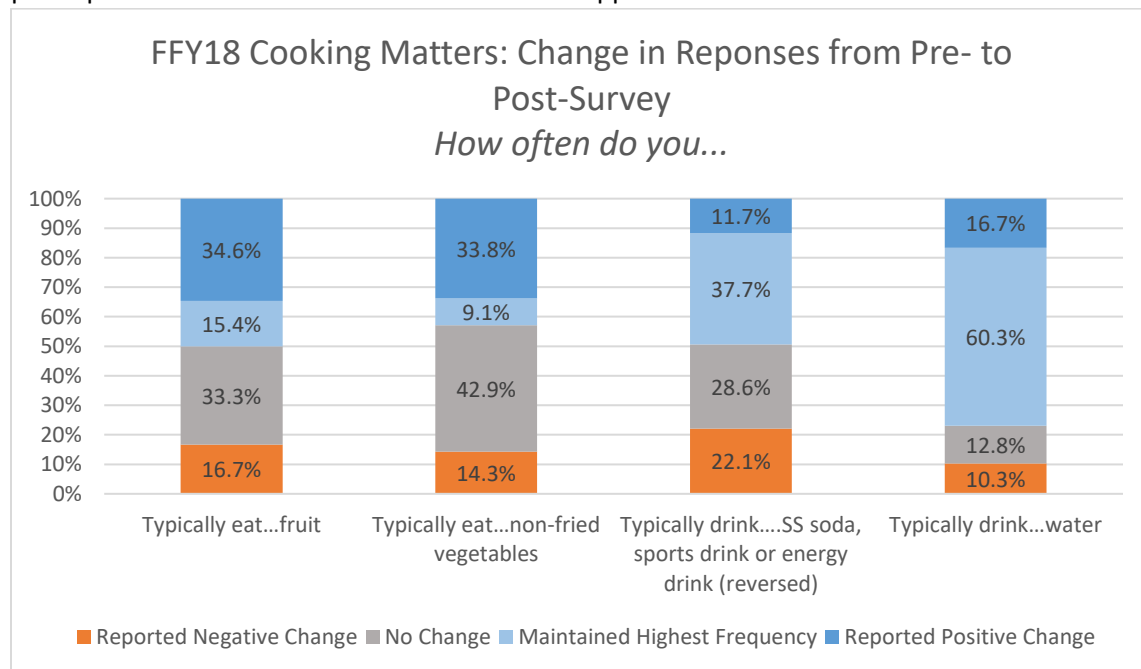
The Physical Activity Questionnaire consists of three questions drawn from the adult EFNEP Food & Physical Activity Questionnaire. Eighty-two participants completed both pre- and post-tests. Over 1 in 2 adults reported increasing the number of days they did 30 or more minutes of exercise. Close to 1 in 2 adults reported increasing the number of days that they did muscle strengthening exercises and made small changes to be more active.



COOKING MATTERS SURVEYS

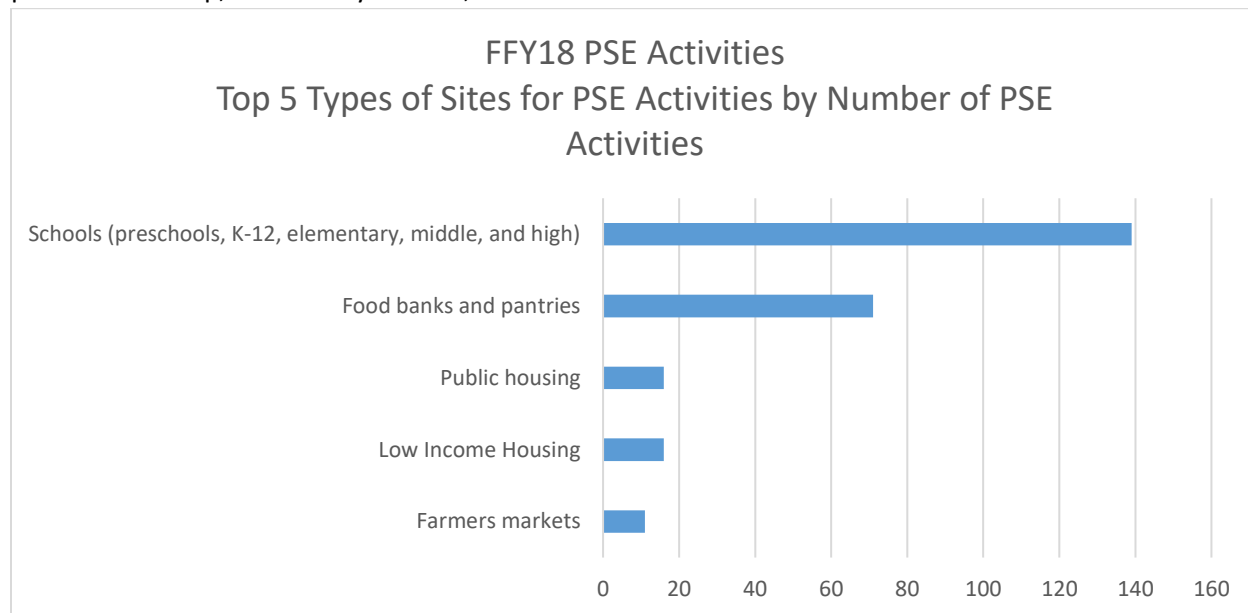
Cooking Matters surveys were given to adults who participated in a Cooking Matters curriculum in FFY 2018. The survey asks questions on eating habits, food shopping habits, and confidence around cooking and eating healthy food on a budget. Seventy-nine participants completed both pre- and post- surveys, though not all answered every question.

About one in three participants ate fruit and vegetables more often after participation in Cooking Matters. One in four Cooking Matters participants compared prices and used grocery more often after participation. About one in three participants worried about running out of food less often after participation. Additional results are available in Appendix C.

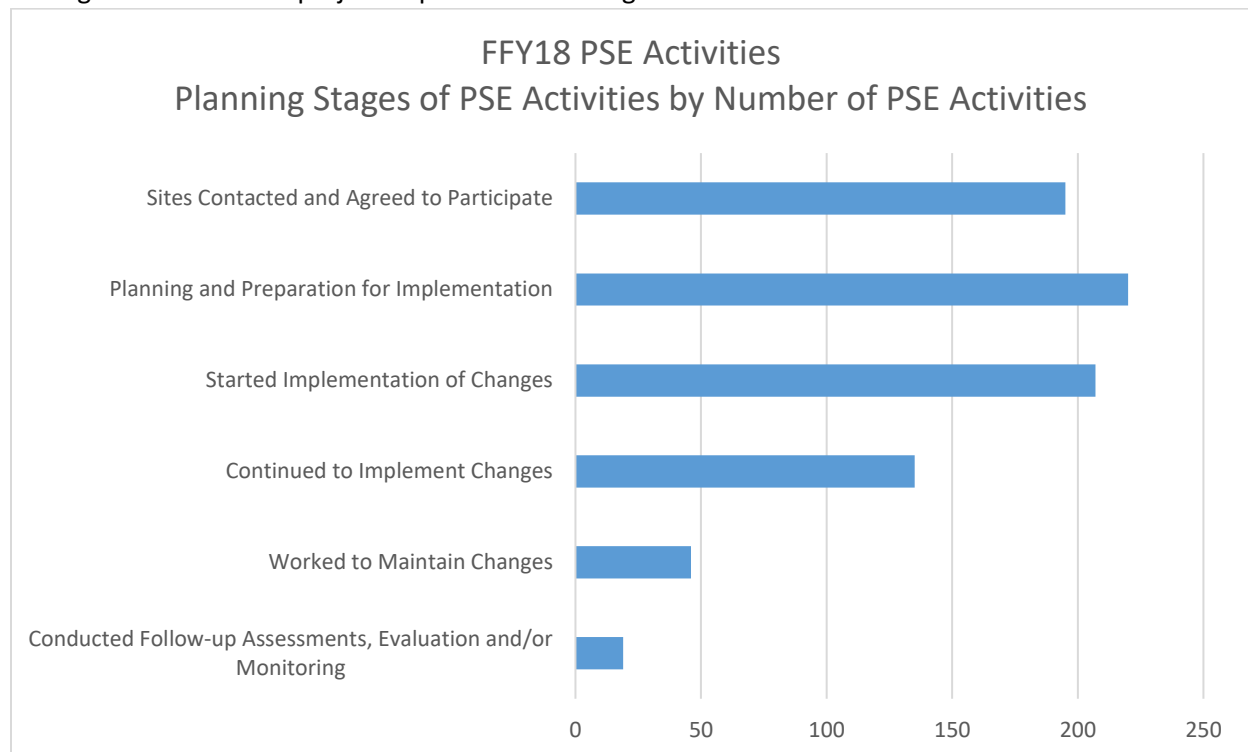


PSE Evaluation:

Approximately 384 PSE Activities took place in FFY 2018, reaching over 519,200 individuals. Thirty-six percent of PSE activities took place at schools, followed by food pantries (18%), public and low-income housing (8% combined) and farmers' markets (3%) Activities also took place at food stores, shelters, places of worship, community centers, and more.



PSE projects were also at various stages of implementation at the end of FFY 2018, and many progressed through more than one project implementation stage.



ST7: New Partnerships

Local SNAP-Ed providers reported 469 partnerships in FFY 2018. Just under 60% of reported partnerships were in collaboration or cooperation stages, in which group decision-making is a focus and resources are shared or personnel are delegated. Relationship depth definitions were drawn from the SNAP-Ed Toolkit¹³. FY2018 was the first year Washington State collected data on SNAP-Ed partnerships, so all relationships are considered new.

Number of partnerships Statewide by relationship depth.

Relationship Depth	No. of Partnerships
Coalition	12
Collaboration	147
Cooperator	133
Coordination	97
Network	51
Other	29

ST8: New Coalitions:

Local SNAP-Ed providers reported 55 coalitions in FFY 2018. 31% of coalitions were reported as coalitions committed to joint action. 20% were reported as membership networks with regular information sharing. FFY 2018 was the first year Washington State collected data on SNAP-Ed coalitions, so all relationships are considered new. Relationship depth definitions were drawn from the SNAP-Ed Toolkit¹⁴.

Number of partnerships Statewide by relationship depth.

Relationship Depth	No. of Coalitions
Coalition	17
Collaboration	13
Cooperator	4
Coordination	3
Network	11
Other	7

¹³ <https://snapedtoolkit.org/framework/components/st7/>

¹⁴ <https://snapedtoolkit.org/framework/components/st7/>

Population Indicators:

R2: Fruits and Vegetables

Statewide, 67.9% of adults in Washington reported eating fruit at least once per day and 83.1% reported eating vegetables at least once per day in 2017¹⁵. Among youth, 23% of middle schoolers and 19.5% of high schoolers reported eating five or more servings of fruit and vegetables per day¹⁶. Eighty-seven percent of both middle and high schoolers ate at least one serving of fruit or vegetable per day in 2016¹⁷.

R6: Food Security

Statewide, over 85% of youth did not have to skip or change meals in the past 12 months. Just 2.8% of middle schoolers and 4.1% of high schoolers had to reduce meals almost monthly because there wasn't enough money to buy food¹⁸.

R7: Physical Activity

In 2017, 57.5% of adults reported meeting the weekly guidelines for aerobic physical activity, and 33.3% met the guidelines for muscle strengthening exercise, but only 23.8% were meeting the guidelines for both¹⁹. Among youth, 28.7% of middle schoolers and 22.8% of high schoolers met the overall physical activity guidelines for youth²⁰, but 57.4% of middle schoolers and 49.7% of high schoolers exercised at least 60 minutes per day on five or more days per week²¹.

R9: Healthy Weight

In 2017, 36.5% of adults in Washington State had BMI that fell within the normal range²². In 2016, 27% of 8th and 10th graders, and 30% of 12th graders were obese or overweight²³.

¹⁵ <https://www.cdc.gov/brfss/brfssprevalence/index.html>

¹⁶ <http://www.askhys.net/FactSheets>

¹⁷ Ibid

¹⁸ Ibid.

¹⁹ <https://www.cdc.gov/brfss/brfssprevalence/index.html>

²⁰ <https://www.cdc.gov/healthyschools/physicalactivity/guidelines.htm>

²¹ <http://www.askhys.net/FactSheets>

²² <https://www.cdc.gov/brfss/brfssprevalence/index.html>

²³ <http://www.askhys.net/FactSheets>

WA State **SNAP-Ed** FFY 2017 Annual Snapshot

The SNAP-Ed Difference

SNAP-Ed programs help teach people how to choose healthy foods for themselves and their families while stretching their food dollars. In FY17, Washington State SNAP-Ed reached **18,143** youth and **7,094** adults through **3,283** direct education classes.

K - 5th Outcomes

K - 2nd Graders

Percentages of students with perfect scores on surveys after nutrition education.



Knew their **vegetables** **75%**



Knew their **fruit** **78%**





Knew types of physical **activity** **86%**




3rd - 5th Graders

Percentages of students who showed increased healthy behaviors on surveys after nutrition education.

23% Ate more **vegetables** 

35% Ate more **fruit** 

40% Did more **physical activity** 

Other reported changes included:

3rd - 5th Graders

- 68%** Were more comfortable asking for healthy snacks.
- 50%** Washed their hands more before making something to eat.
- 65%** Improved their food safety knowledge.

6th - 12th Outcomes

Challenge


In 2016, **80%** of WA State 10th graders were not eating the recommended daily 5 or more fruits and vegetables, and **4%** drank sweetened beverages daily at school. Statistics were similar for 8th and 12th graders (1).




6th - 12th Graders

Percentages of students who showed increased healthy behaviors on surveys after nutrition education.

43% Ate more **vegetables** 

43% Ate more **fruit** 

48% Did more **physical activity** 

Other reported changes included:

- 36%** Decreased their screen time.
- 42%** Drank fewer sweetened beverages.
- 54%** Wash their produce more consistently.

Top places classes were conducted outside of schools:

1. Low-income health clinics.
2. Public housing.
3. Community centers.
4. Emergency food assistance sites.
5. Adult education and job training sites.



Obesity rates are higher in populations with lower income and less education, with a difference of **10%** between the highest and lowest economic bracket (2)!

Data comes from 2,063 K-2 students, 5,316 3rd-5th graders, 1,311 middle schoolers, and 23 high schoolers.

1. "HYS Fact Sheets:" Healthy Youth Survey. Accessed July 9, 2018. <https://www.askhys.net/FactSheets>

2. "Obesity Data:" Washington State Department of Health. Accessed July 16, 2018. <https://www.doh.wa.gov/DataandStatisticalReports/DiseasesandChronicConditions/Obesity>

Adult Outcomes

Challenge

According to the most recent survey data, only **12.6%** of adults in WA State are meeting the recommendations for fruit consumption and **10.9%** for vegetable consumption (3).

SNAP-Ed Success

In contrast, **34%** of adult graduates from FY17 SNAP-Ed classes were meeting the recommendations for fruit consumption, and **17%** for vegetable consumption!

Adults

Percentages of adults who showed increased healthy behaviors on surveys after nutrition education.

43% Ate more **vegetables**



45% Ate more **fruit**



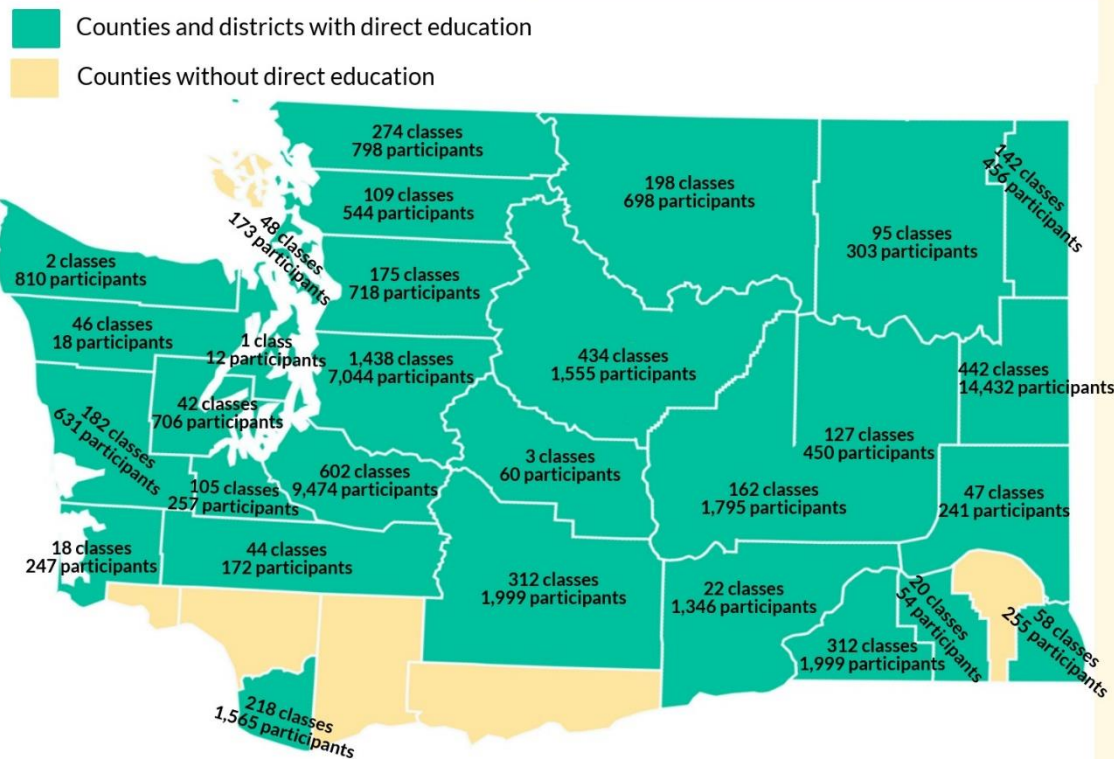
24% Did more **physical activity**



Other reported changes included:

- 56%** Used nutrition labels more.
- 43%** Drank fewer sweetened beverages.
- 50%** Report less time sitting.
- 53%** Increased their daily variety of fruits or vegetables.
- 42%** Were less likely to run out of food

Classes and Participants in WA



Participants who already had top survey responses on pre-test were excluded from percent change calculations.

Nutrition data comes from 411 adults, physical activity data from 101 adults.

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



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WA State **SNAP-Ed** FFY 2018 Q1 & Q2 Snapshot

The SNAP-Ed Difference

5,220 participants in **15** counties and **242** direct education programs

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

SNAP-Ed works in the communities where people live, learn, work, shop and play.

Youth Outcomes

K - 2nd Graders

Percentages of students with perfect scores on surveys after nutrition education*



3rd - 6th Graders

Percentages of students who reported increased healthy behaviors on surveys after nutrition education*



Other reported outcomes included

3rd & 4th graders

- 46%** Were more comfortable asking for healthy snacks
- 56%** Improved their food safety knowledge
- 62%** Ate vegetables most or every day
- 84%** Washed their hands most or every time before eating

4th - 6th graders

- 28%** Ate more whole grains every day
- 43%** Had less daily screen time
- 46%** Drank fewer sugar-sweetened beverages every day
- 48%** Increased their daily water consumption

Adult Outcomes

Adults 18+

Percentages of class participants who reported increased healthy behaviors on surveys after nutrition education*



More SNAP-Ed successes

For all of Washington State, only **10.9%** of adults ate their daily recommended vegetables, and only **12.6%** ate their daily recommended fruit. (1)

Among SNAP-Ed graduates, **20.1%** met their daily vegetable recommendations, and **25.0%** met their daily fruit recommendations, far exceeding the state average!

1. Lee-Kwan S.H., Moore L.V., Blanck H.M., Harris D.M., & Galuska D. (2017). Disparities in State-Specific Adult Fruit and Vegetable Consumption - United States 2013. Morbidity and Mortality Weekly Report, 66 (45), 1241-1247.



*Participants who already had top survey responses on pre-test were excluded from percent change calculations

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Appendix C. Additional Evaluation Tables and Graphs

1. Reach and Demographics

Age and sex of participants in direct education by region:

Region 1	Age	Female	Male	Actual Count*	Estimated Count*	Total
	Less than 5 years	14	2	16	0	16
	5-17 years	3,207	3,336	5,694	874	6,568
	18-59 years	1,241	526	1,263	564	1,827
	60 years or older	540	128	584	104	688
	Total	5,002	3,992	7,557	1,542	9,099
Region 2	Age	Female	Male	Actual Count	Estimated Count	Total
	Less than 5 years	50	35	247	58	305
	5-17 years	878	834	1,847	251	2,098
	18-59 years	1,154	370	1,335	624	1,959
	60 years or older	515	203	481	282	763
	Total	2,597	1,442	3,910	1,215	5,125
Region 3	Age	Female	Male	Actual Count	Estimated Count	Total
	Less than 5 years	0	0	0	0	0
	5-17 years	794	759	1,494	59	1,553
	18-59 years	239	69	292	16	308
	60 years or older	44	11	55	0	55
	Total	1,077	839	1,841	75	1,916
Region 4	Age	Female	Male	Actual Count	Estimated Count	Total
	Less than 5 years	6	5	3	8	11
	5-17 years	2,591	2,556	4,442	1,304	5,746
	18-59 years	2,867	1,817	3,998	1,138	5,136
	60 years or older	777	417	507	703	1,210
	Total	6,241	4,795	8,950	3,153	12,103
Region 5	Age	Female	Male	Actual Count	Estimated Count	Total
	Less than 5 years	223	183	385	21	406
	5-17 years	6,421	6,395	10,872	2,116	12,988
	18-59 years	2,500	1,082	2,600	1,105	3,705
	60 years or older	507	269	675	146	821
	Total	9,651	7,929	14,532	3,388	17,920

* Actual count refers to participants who self-identified their age and sex, estimated count refers to participants who either did not indicate an age or sex, or that data was gathered indirectly from other data sources.

Race and ethnicity of participants in direct education by region:

			Actual Count* of Participants	Estimated Count* of Participants
Region 1	Race	American Indian or Alaska Native	742	208
		Asian	99	33
		Black	218	114
		Native Hawaiian or other Pacific Islander	71	36
		White	6,039	1,165
	Ethnicity	Hispanic	1,711	78
		Non-Hispanic	3,301	854
	Total		5,012	932
Region 2	Race	American Indian or Alaska Native	82	5
		Asian	19	3
		Black	65	8
		Native Hawaiian or other Pacific Islander	15	0
		White	1,276	412
	Ethnicity	Hispanic/Latino	1,065	568
		Non-Hispanic/Latino	871	149
	Total		1,936	717
Region 3	Race	American Indian or Alaska Native	135	26
		Asian	38	2
		Black	83	1
		Native Hawaiian or other Pacific Islander	16	0
		White	1,198	11
	Ethnicity	Hispanic	566	17
		Non-Hispanic	1,027	58
	Total		1,593	75
Region 4	Race	American Indian or Alaska Native	225	44
		Asian	1,038	406
		Black	1,831	1,915
		Native Hawaiian or other Pacific Islander	438	65
		White	4,563	756
	Ethnicity	Hispanic	1,563	450
		Non-Hispanic	7,271	1,387
	Total		8,834	1,837

			Actual Count* of Participants	Estimated Count* of Participants
Region 5				
	Race	American Indian or Alaska Native	598	111
		Asian	616	90
		Black	677	85
		Native Hawaiian or other Pacific Islander	397	26
		White	9,432	1,794
	Ethnicity	Hispanic	3,379	525
		Non-Hispanic	9,682	1,913
	Total		13,061	2,438

* Actual count refers to participants who self-identified their race or ethnicity, estimated count refers to participants who either did not identify as one of the listed options, or race and ethnicity data was gathered indirectly from other data sources.

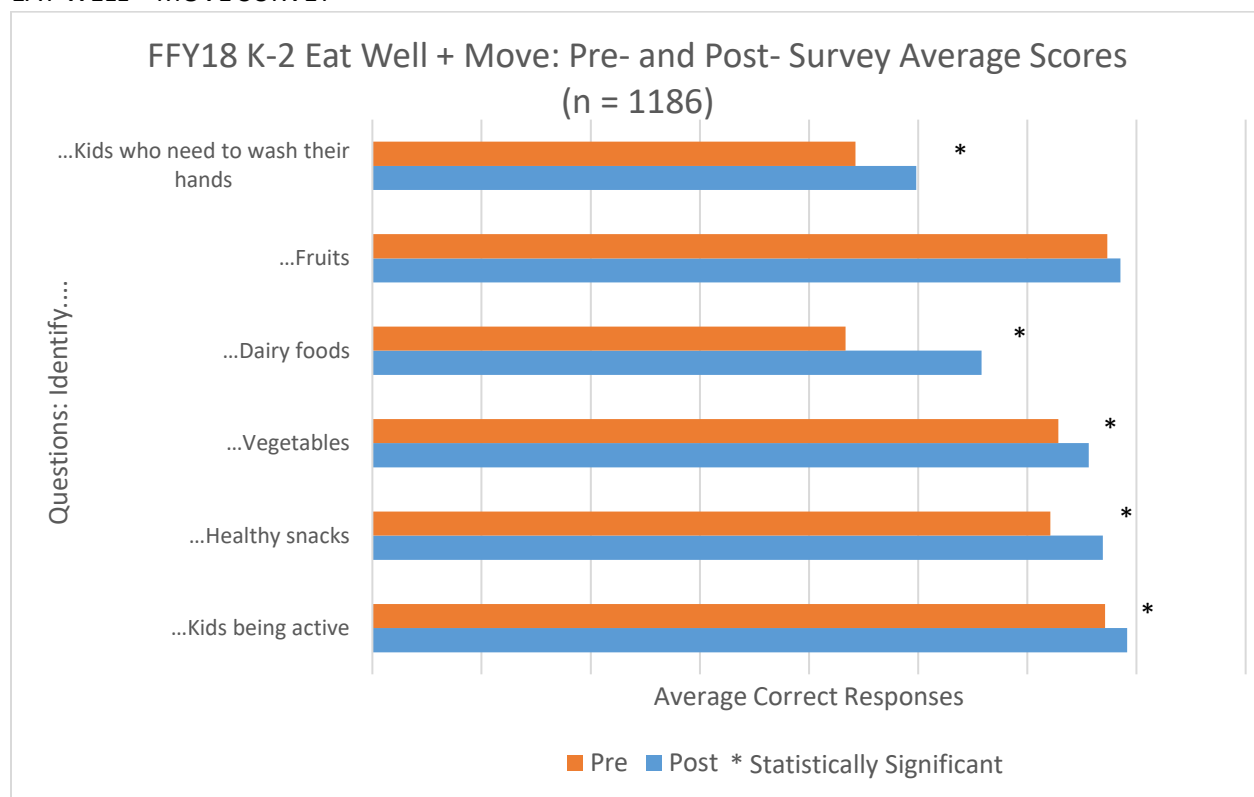
2. PSE Activities:

PSE Activity Site Setting		
Setting	Number of PSE Activities	Percent
Afterschool programs (includes before school programs)	12	3.7
Before and after-school programs	1	0.31
Bicycle and walking paths	3	0.93
Community centers	2	0.62
Community organizations	9	2.78
Congregate meal sites & other senior nutrition centers	3	0.93
Cooperative extension sites	3	0.93
Early care and education	3	0.93
Faith / places of worship	5	1.54
Family resource centers	15	4.63
Farmers markets	18	5.56
Food banks and pantries	72	22.22
Gardens	4	1.23
Group living arrangements	5	1.54
Job training programs / temporary assistance for needy families (TANF) worksites	1	0.31
Large food stores (4+ registers)	1	0.31
Low-income health clinics	7	2.16
Mobile education sites	1	0.31
Other neighborhood settings where people "live" or live nearby	6	1.85
Other places people go to "learn"	1	0.31
Other places people go to "play"	1	0.31
Other places people go to "shop" for or otherwise access food to prepare and eat at home	1	0.31
Other places people go to "work"	2	0.62
Other places people primarily go to "eat" outside the home	2	0.62
Public housing	18	5.56
Residential treatment centers	2	0.62
SNAP offices	6	1.85
Schools (K-12, elementary, middle, and high)	6	1.85
Schools (colleges and universities)	2	0.62
Schools (preschools, K-12, elementary, middle, and high)	96	29.63
Shelters	5	1.54
Small food stores (<= 3 registers)	10	3.09
Youth Organizations (e.g. Boys or Girls Clubs, YMCA)	1	0.31

3. Direct Education:

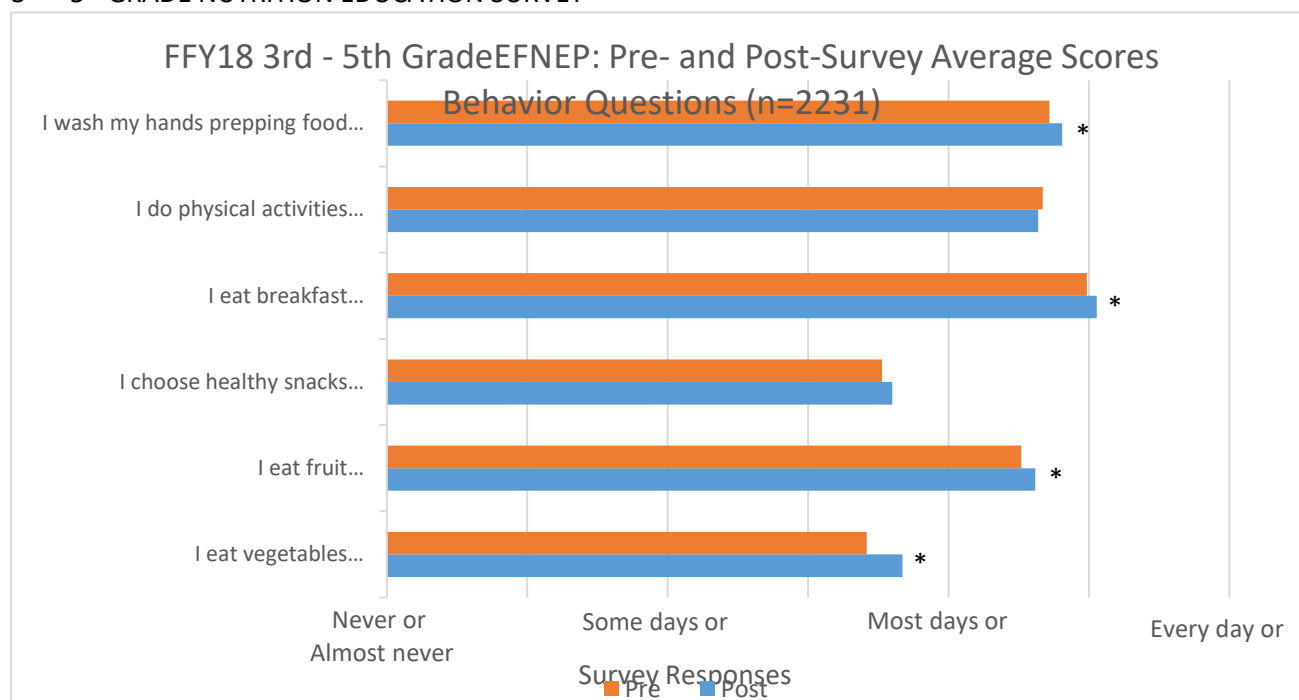
Program Activity Site Settings		
Setting	Number of Program Activities	Percent
Afterschool programs (includes before school programs)	40	2.48
Cafeterias (not school, childcare, congregate meal site, worksite or restaurant)	2	0.12
Community centers	36	2.23
Community organizations	4	0.25
Congregate meal sites & other senior nutrition centers	15	0.93
Cooperative extension sites	27	1.67
Early care and education	1	0.06
Faith / places of worship	16	0.99
Family resource centers	9	0.56
Farmers markets	16	0.99
Food banks and pantries	328	20.3
Gardens	11	0.68
Group living arrangements	14	0.87
Indian reservations	2	0.12
Job training programs / temporary assistance for needy families (TANF) worksites	16	0.99
Large food stores (4+ registers)	4	0.25
Libraries	2	0.12
Low-income health clinics	55	3.4
Mobile education sites	2	0.12
Other neighborhood settings where people "live" or live nearby	12	0.74
Other places people go to "learn"	63	3.9
Other places people go to "work"	3	0.19
Other places people primarily go to "eat" outside the home	1	0.06
Parks and open spaces	5	0.31
Public housing	58	3.59
Residential treatment centers	11	0.68
SNAP offices	23	1.42
Schools (colleges and universities)	8	0.5
Schools (preschools, K-12, elementary, middle, and high)	786	48.64
Shelters	29	1.79
USDA Summer Meal sites	1	0.06
Youth Organizations (e.g. Boys or Girls Clubs, YMCA)	16	0.99
Frequency Missing = 56		

EAT WELL + MOVE SURVEY



*Denotes statistical significance

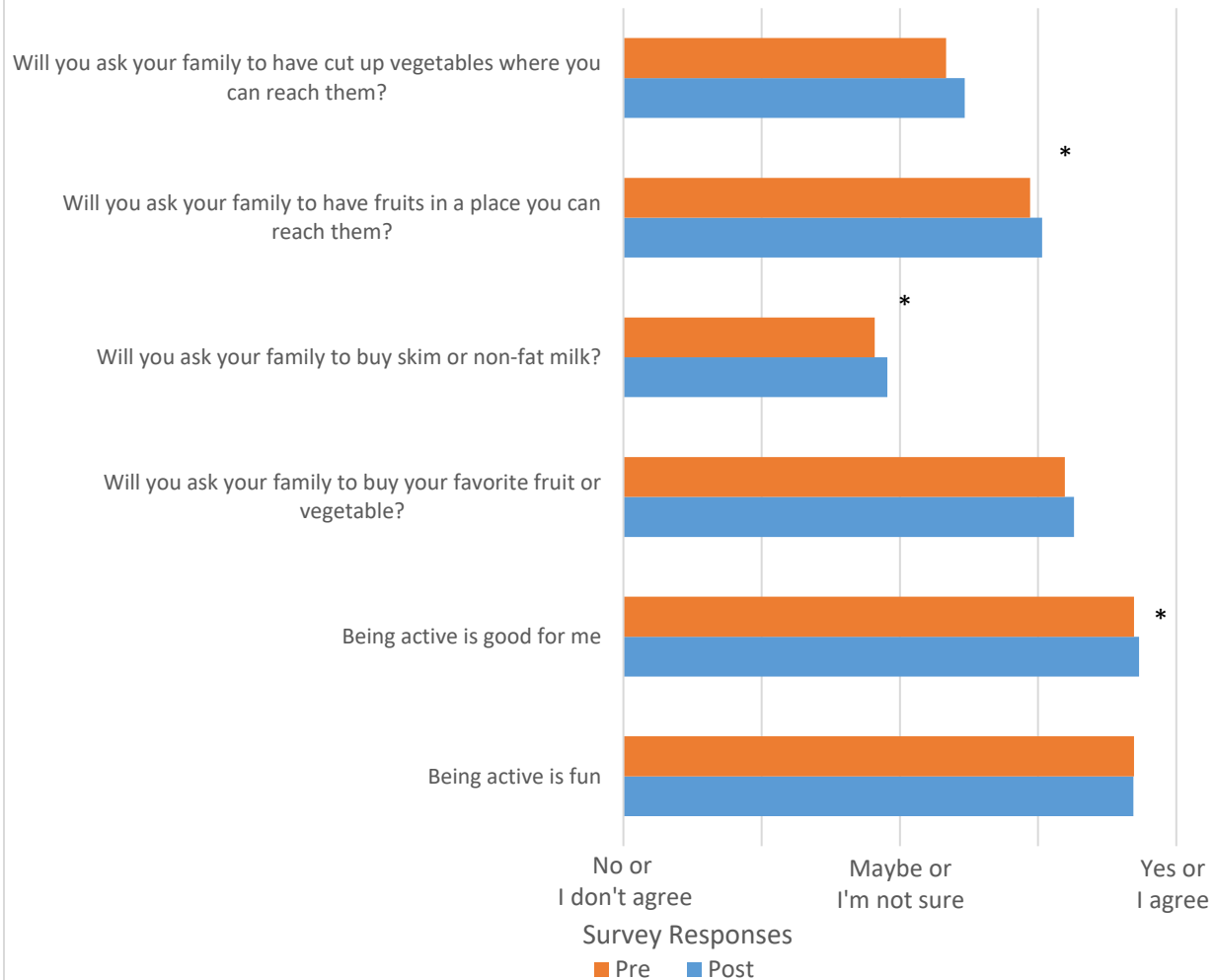
3rd – 5th GRADE NUTRITION EDUCATION SURVEY



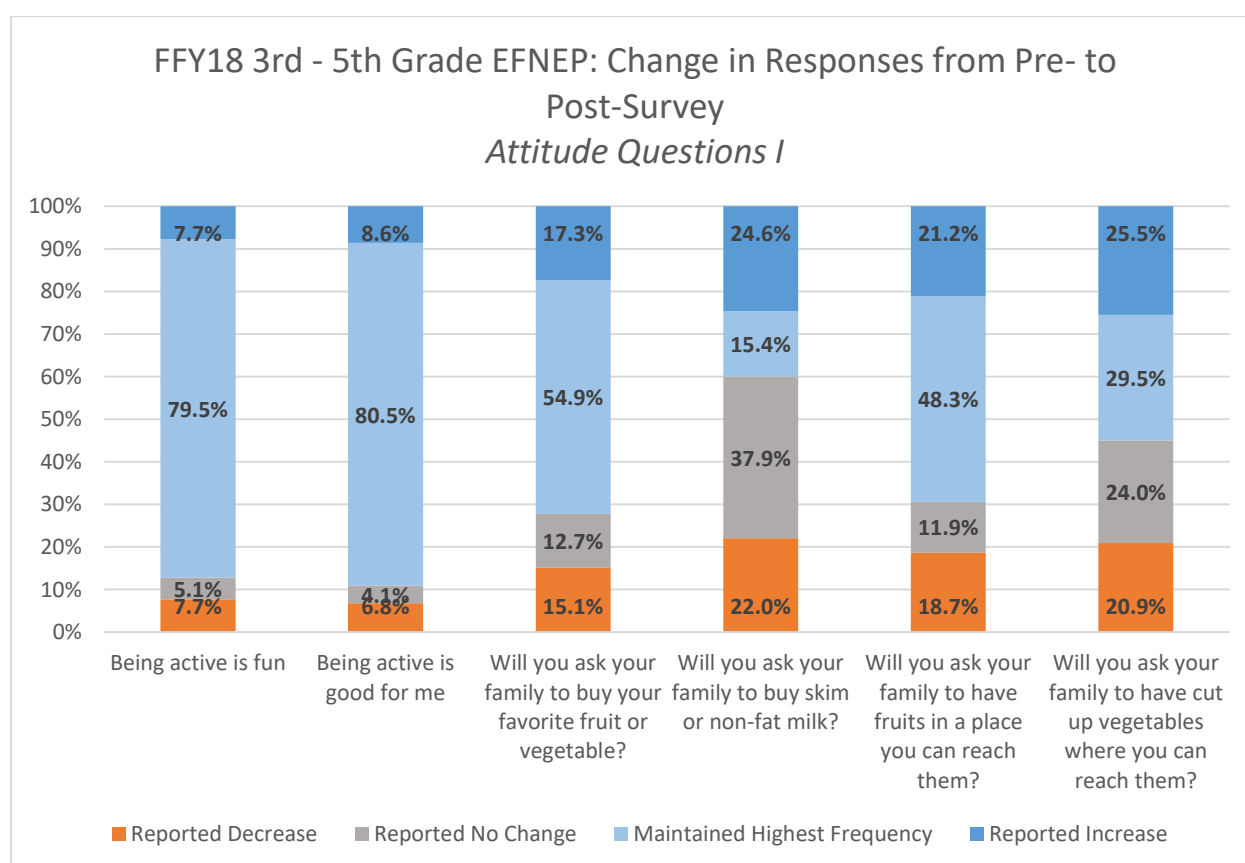
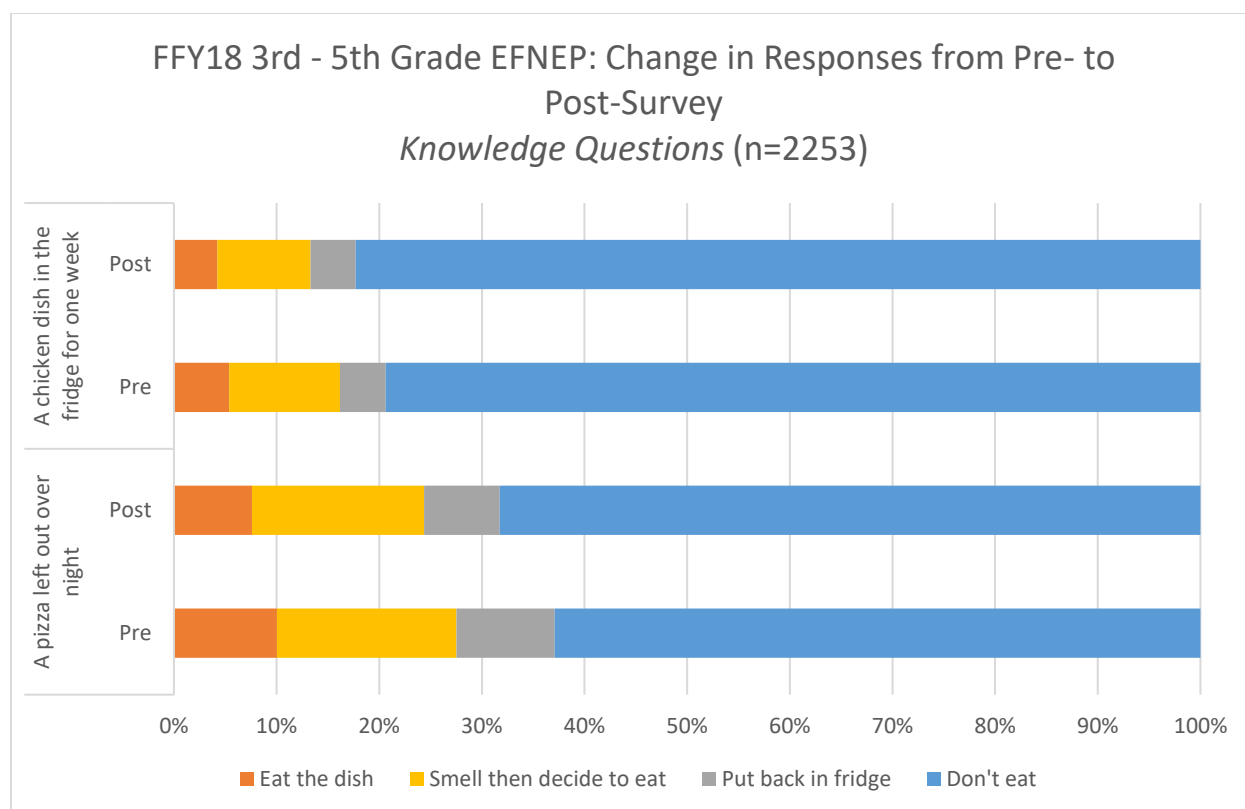
*Denotes statistical significance

FFY18 3rd - 5th Grade EFNEP: Pre- and Post-Survey Average Scores

Attitude Questions (n=2225)



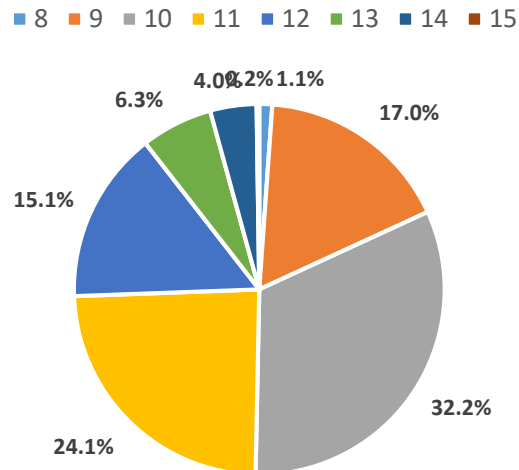
*Denotes statistical significance



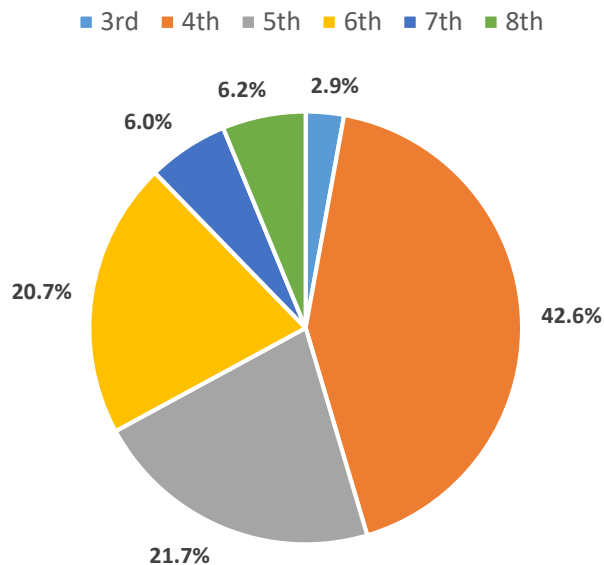
KID'S ACTIVITY AND NUTRITION QUESTIONNAIRE

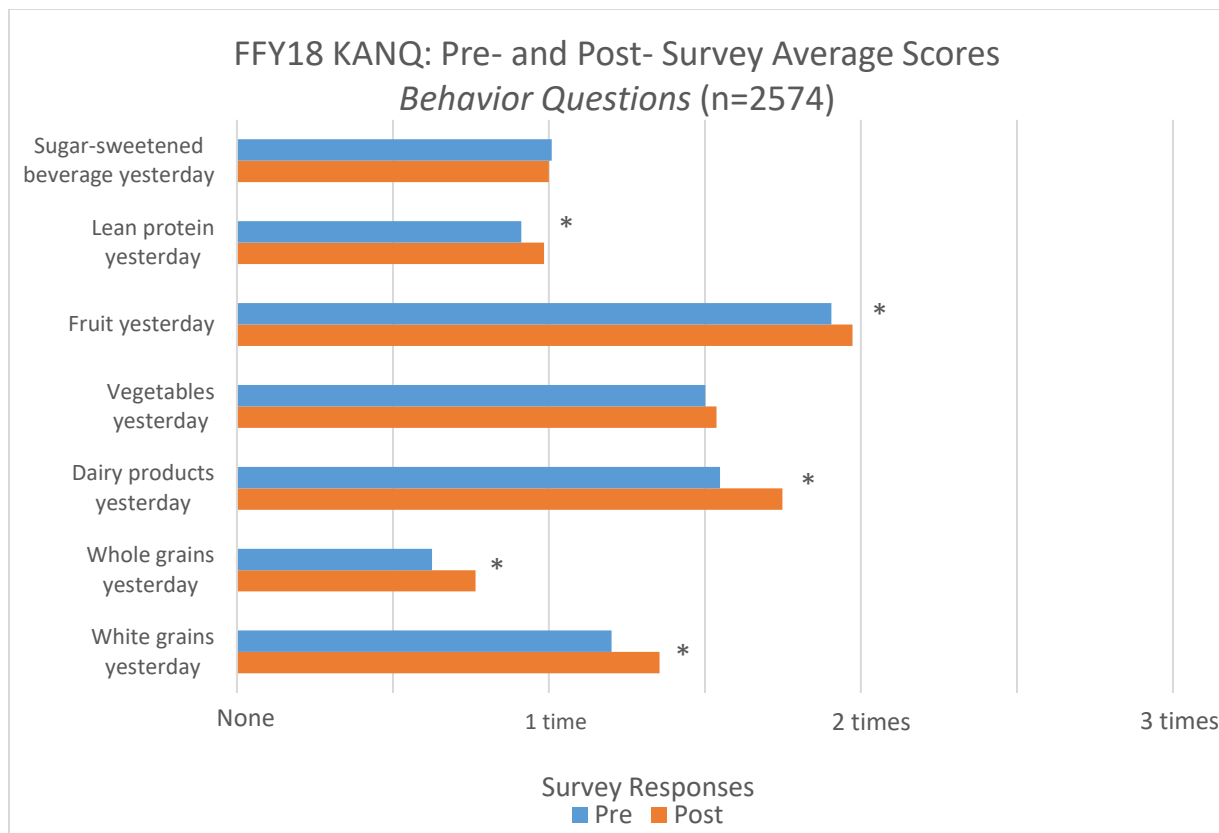
In FFY18, 2713 students completed both pre- and post-intervention KANQs. Over half of those students were aged 10 or 11, and over 60% were in 4th or 5th grade. Age was not provided by 62 students, and 79 did not provide their grade. Gender was evenly split, 50/50.

KANQ Survey Demographics: Student Age (n = 2651)

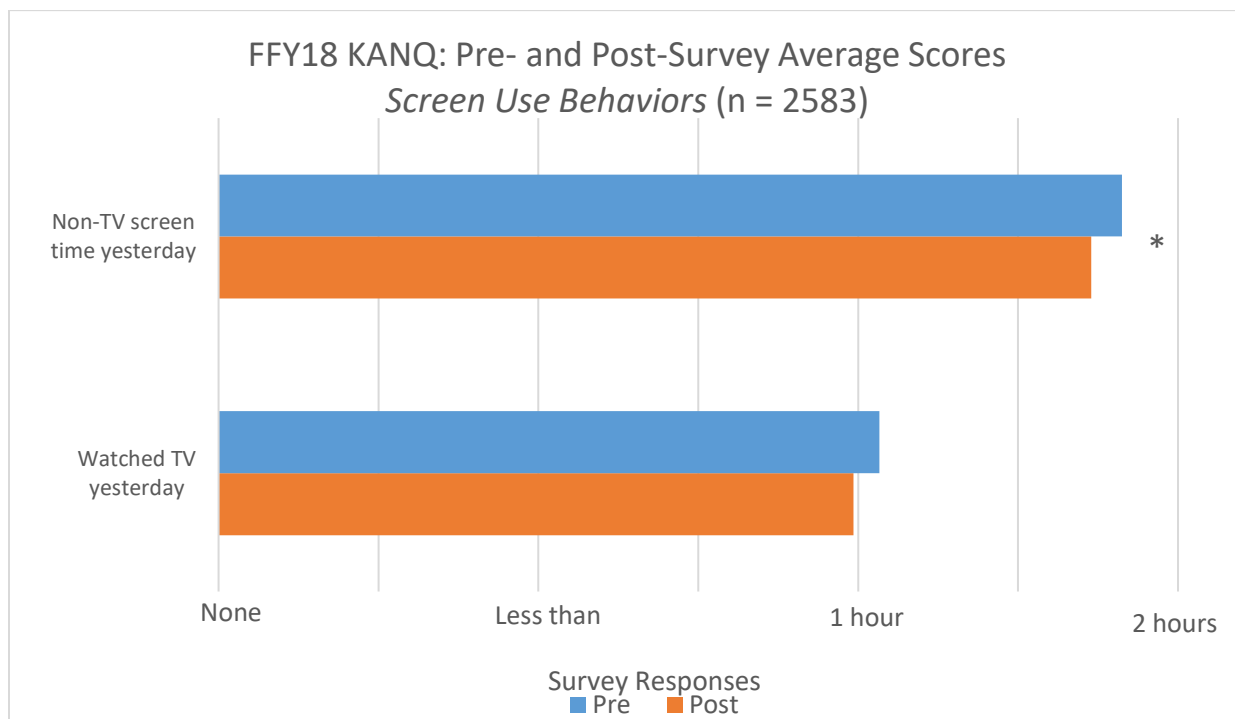


KANQ Survey Demographics: Student Grade (n = 2634)

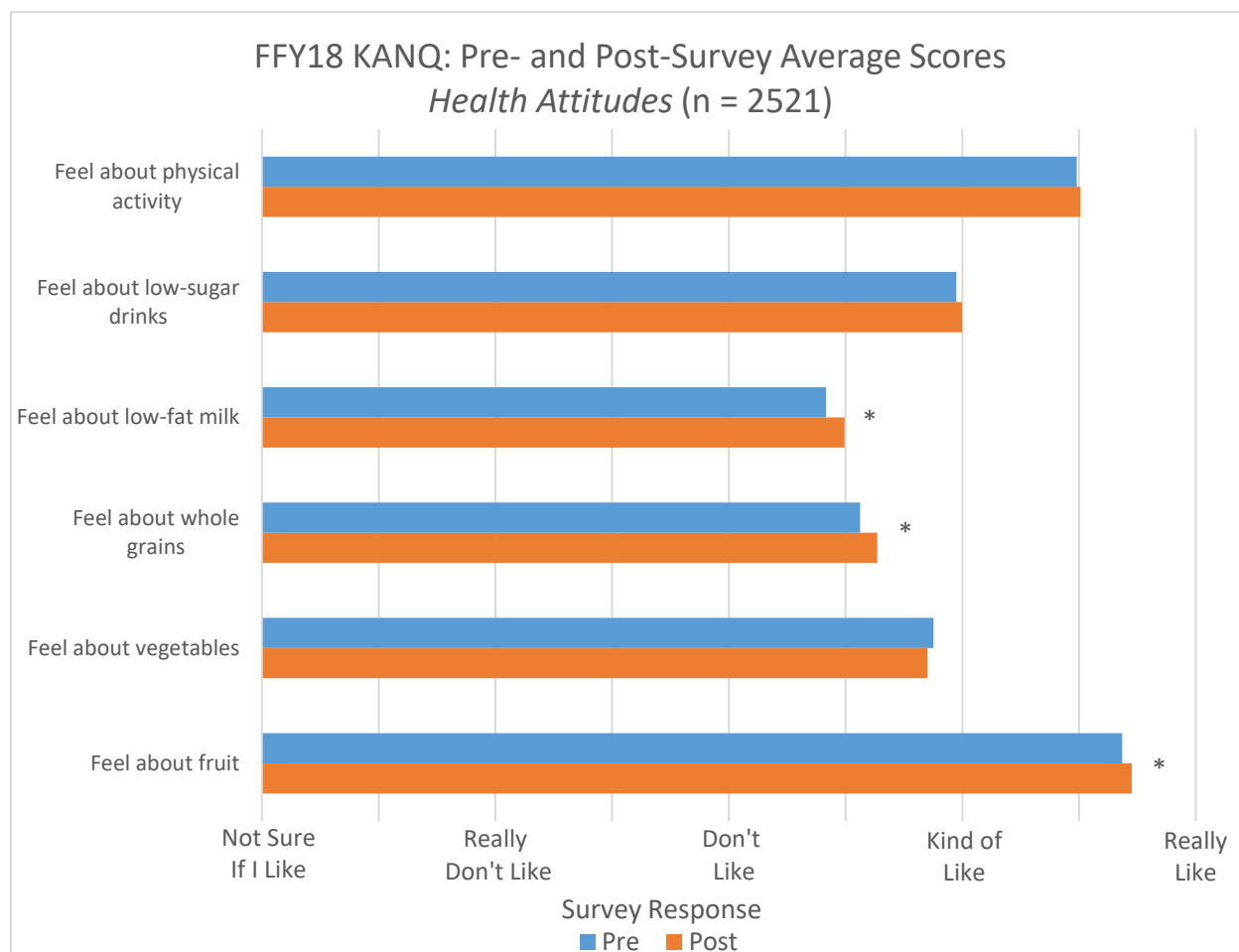




*Denotes statistical significance

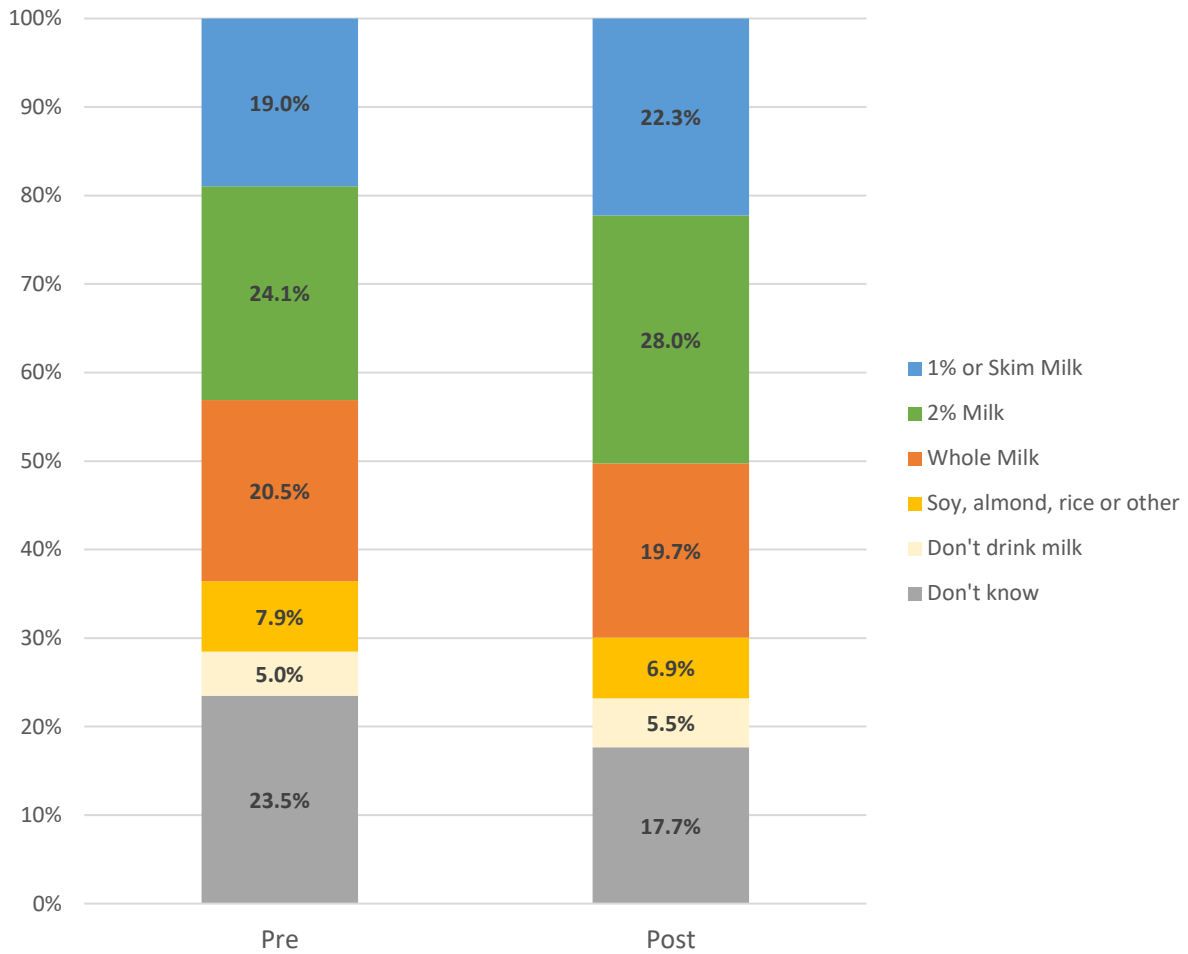


*Denotes statistical significance

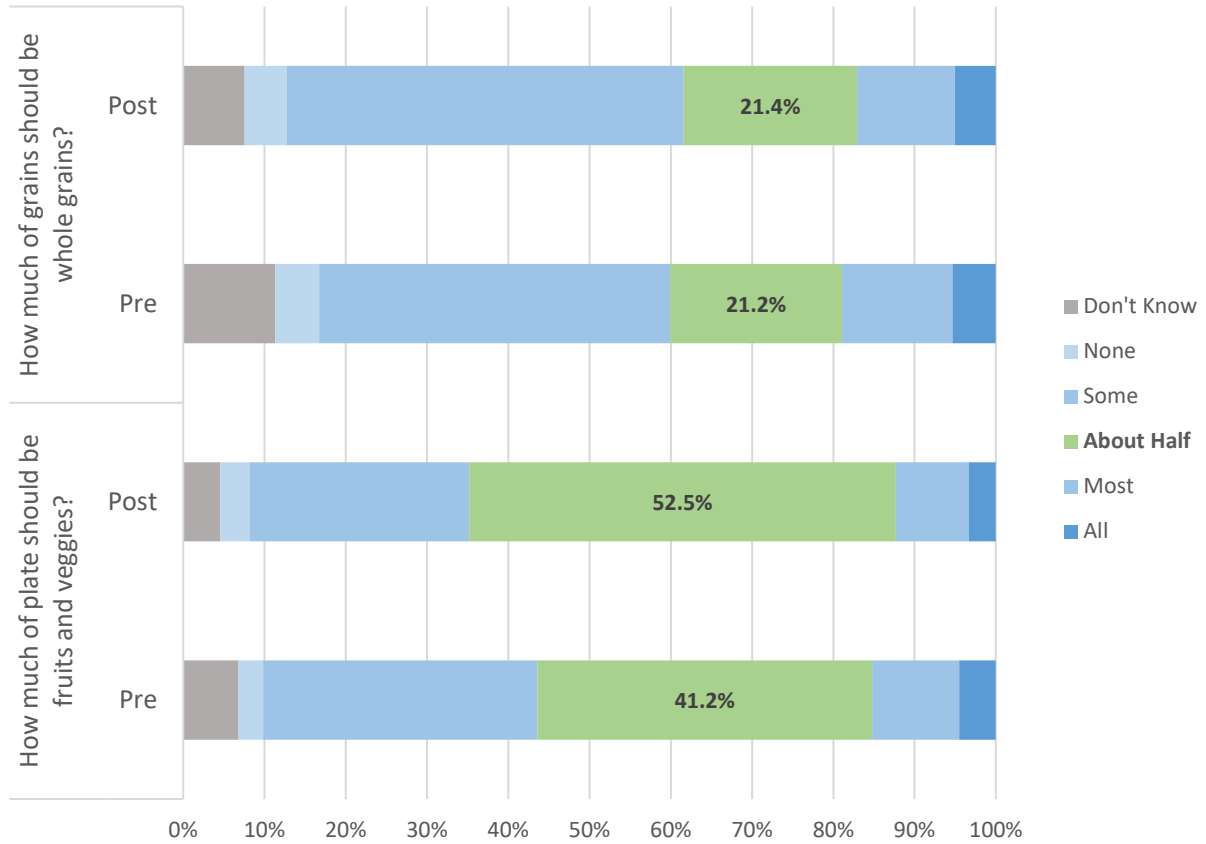


*Denotes statistical significance

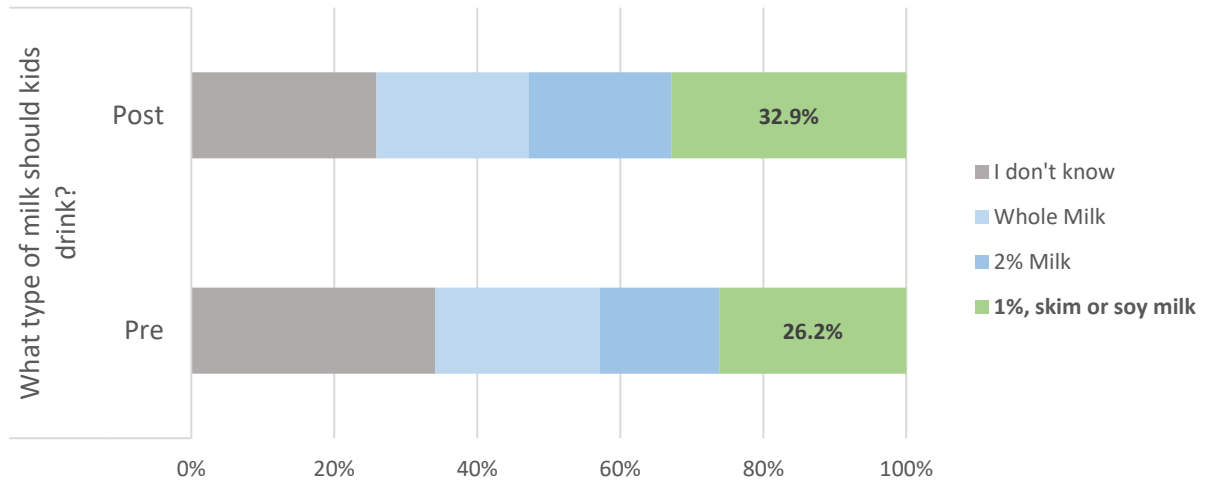
FFY18 KANQ: Pre- and Post- Survey Frequency
What Type of Milk Do You Drink? (n=2605)



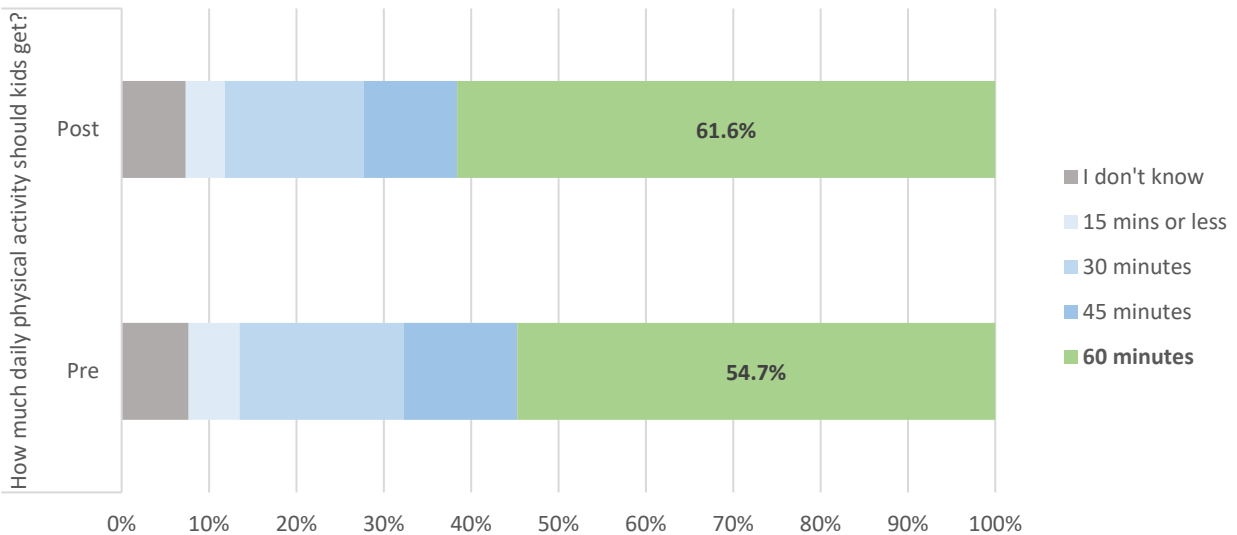
FFY18 KANQ: Change in Responses from Pre- to Post-Survey
Knowledge Questions (n=2605)



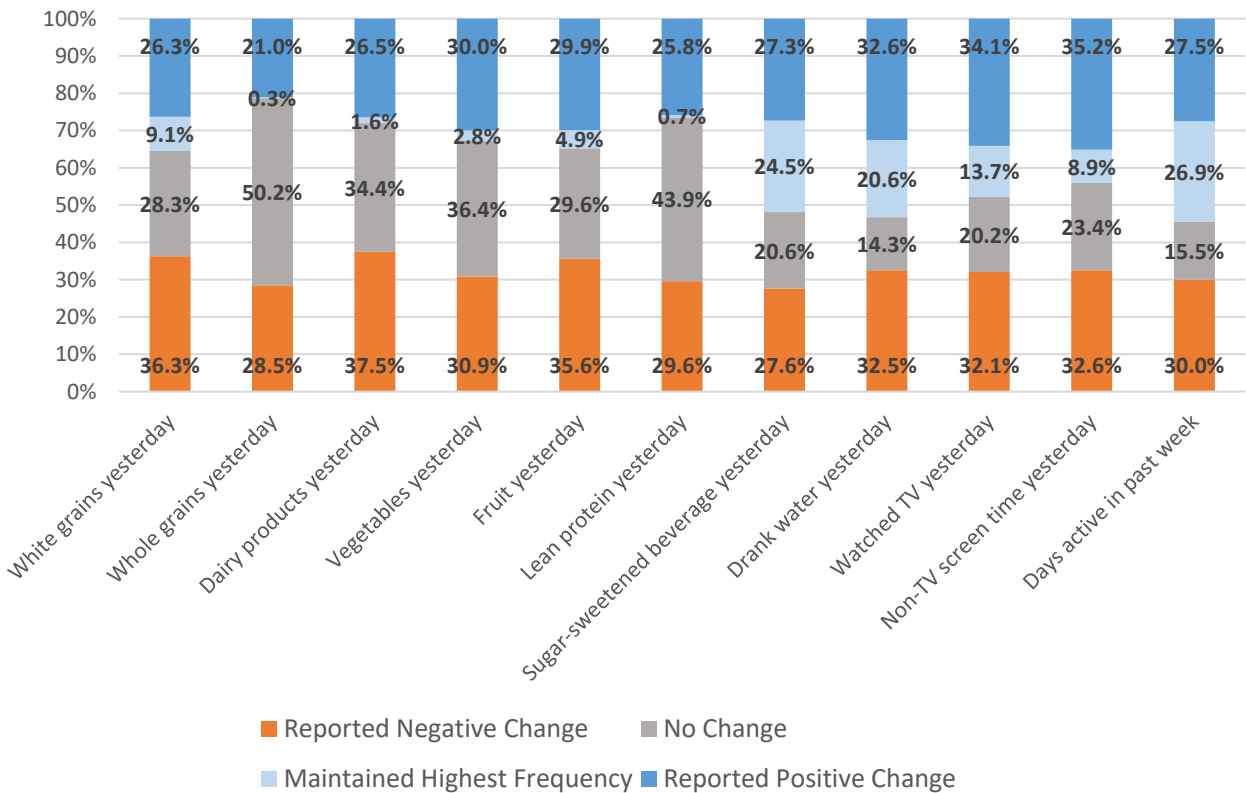
FFY18 KANQ: Change in Responses from Pre- to Post-Survey
Knowledge Questions (n=2587)



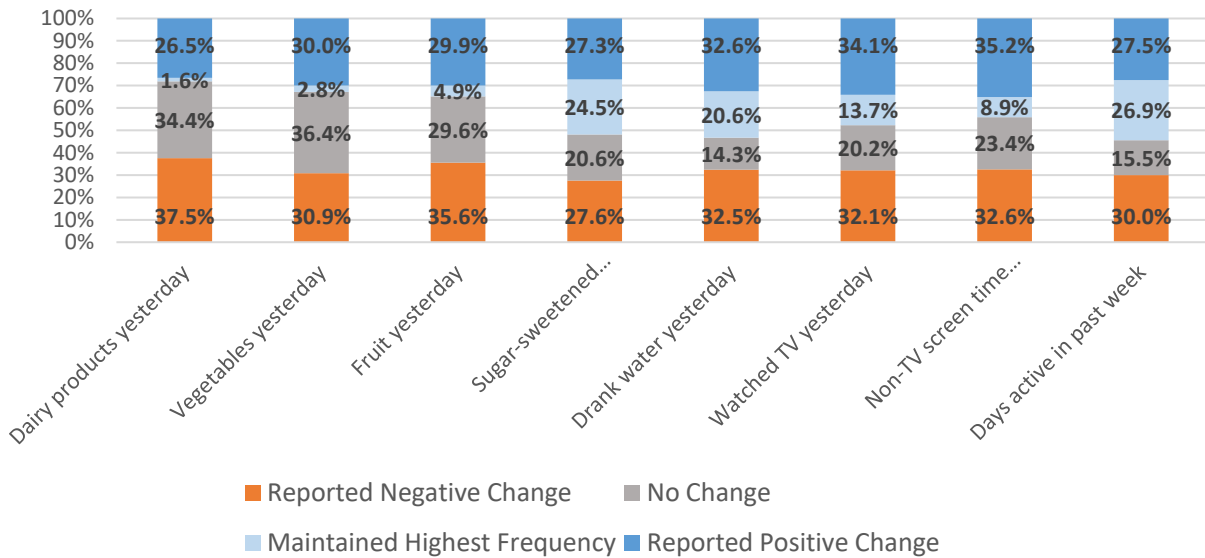
FFY18 KAN-Q: Change in Responses from Pre- to Post-Survey Knowledge Questions (n=2593)



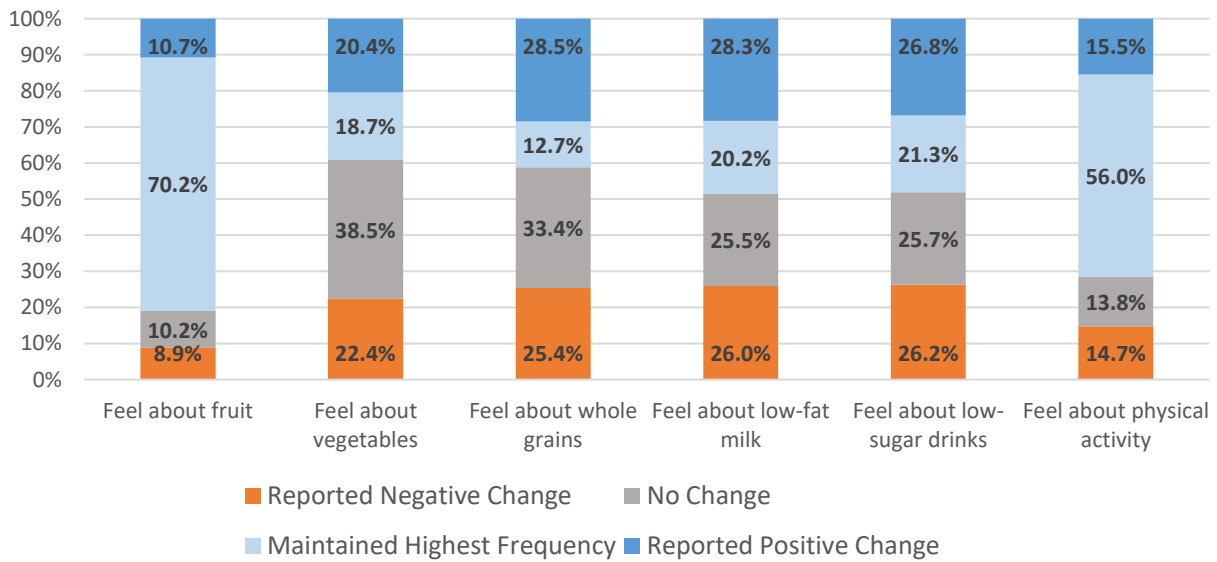
FFY18 KAN-Q: Change in Responses from Pre- to Post-Survey Behavior Questions



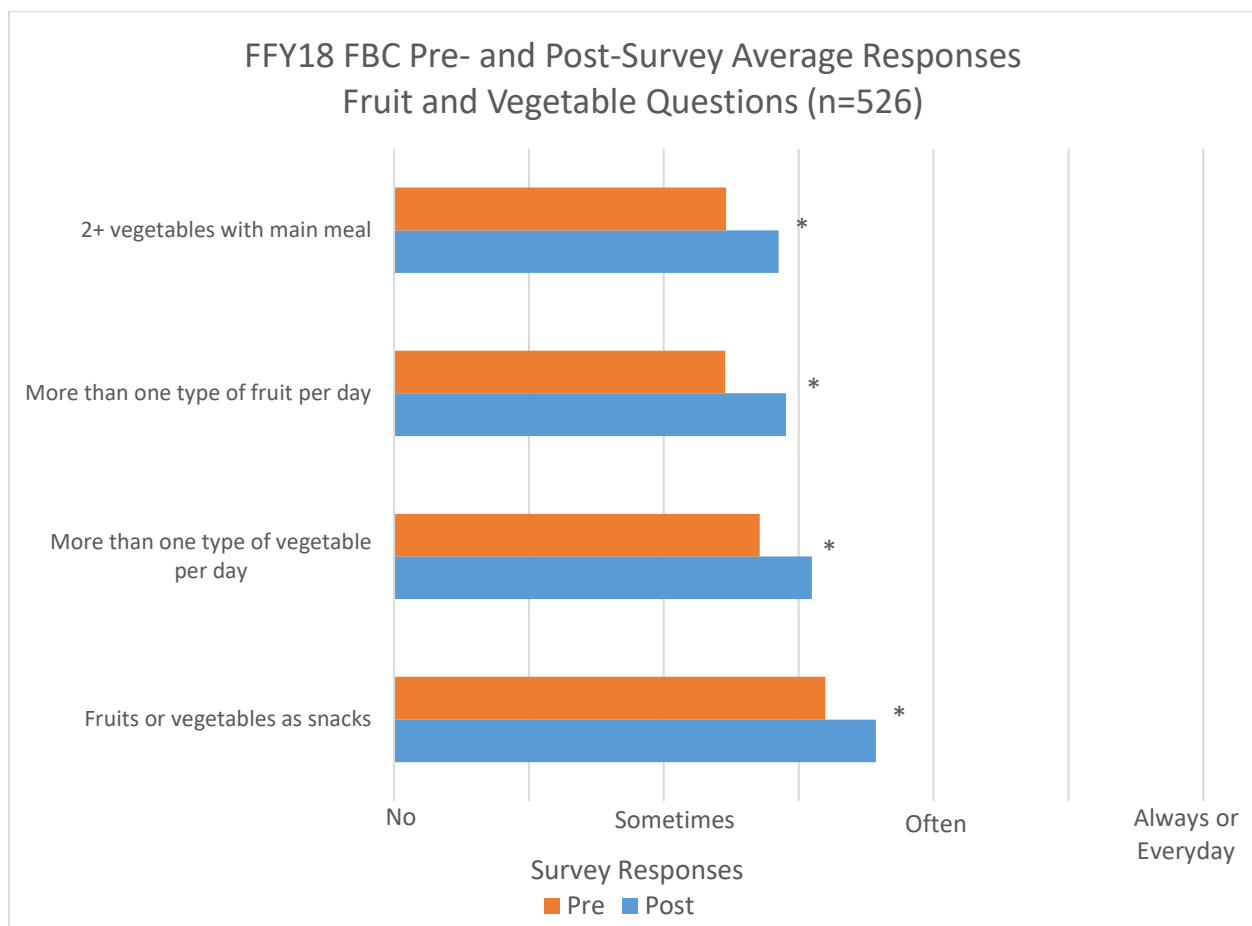
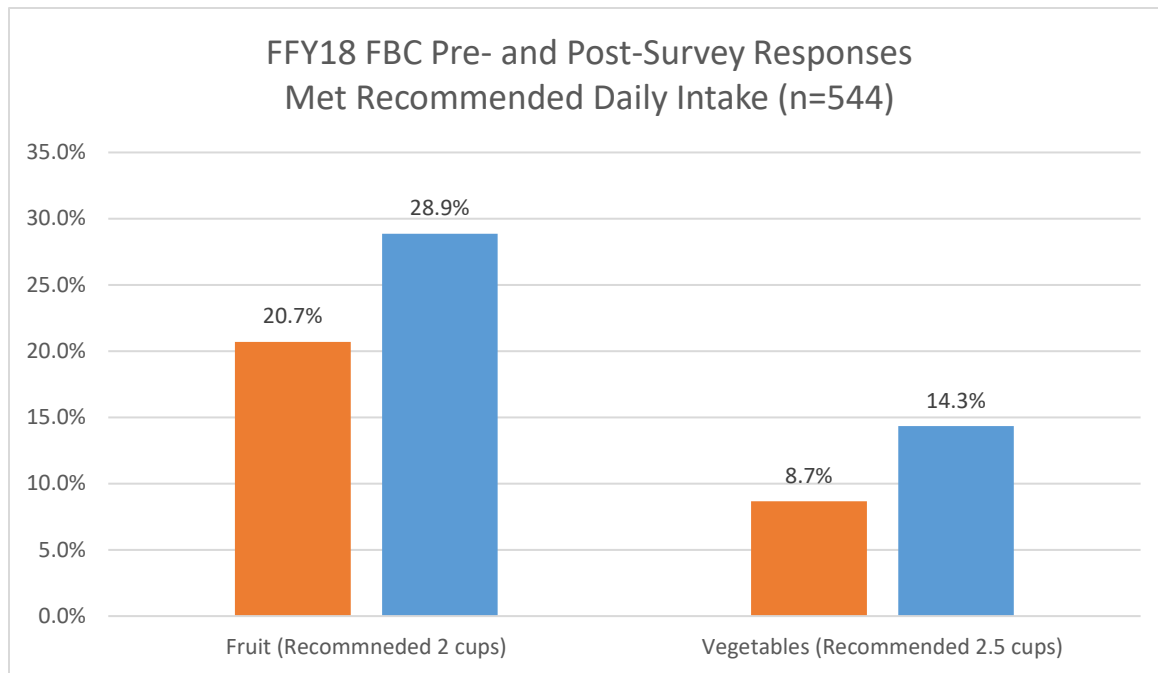
FFY18 KAN-Q: Change in Responses from Pre- to Post-Survey Behavior Questions



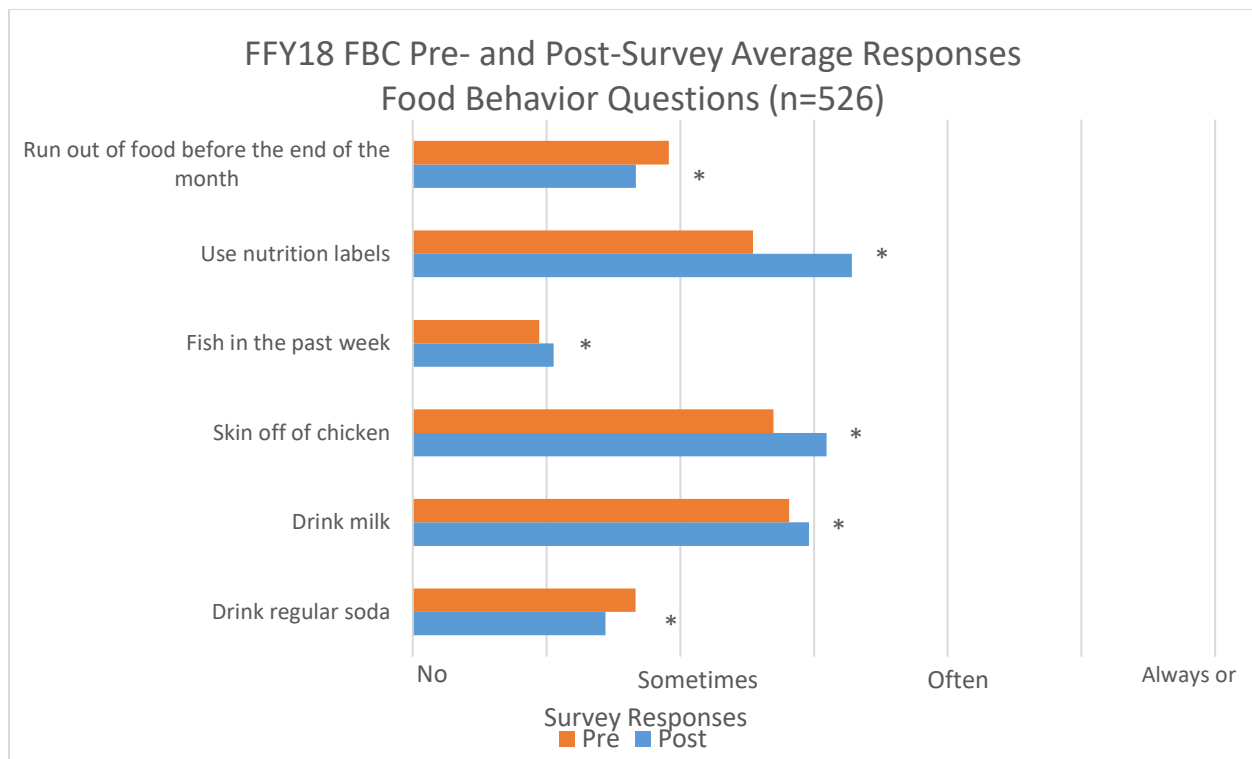
FFY18 KAN-Q: Change in Responses from Pre- to Post-Survey Attitude Questions



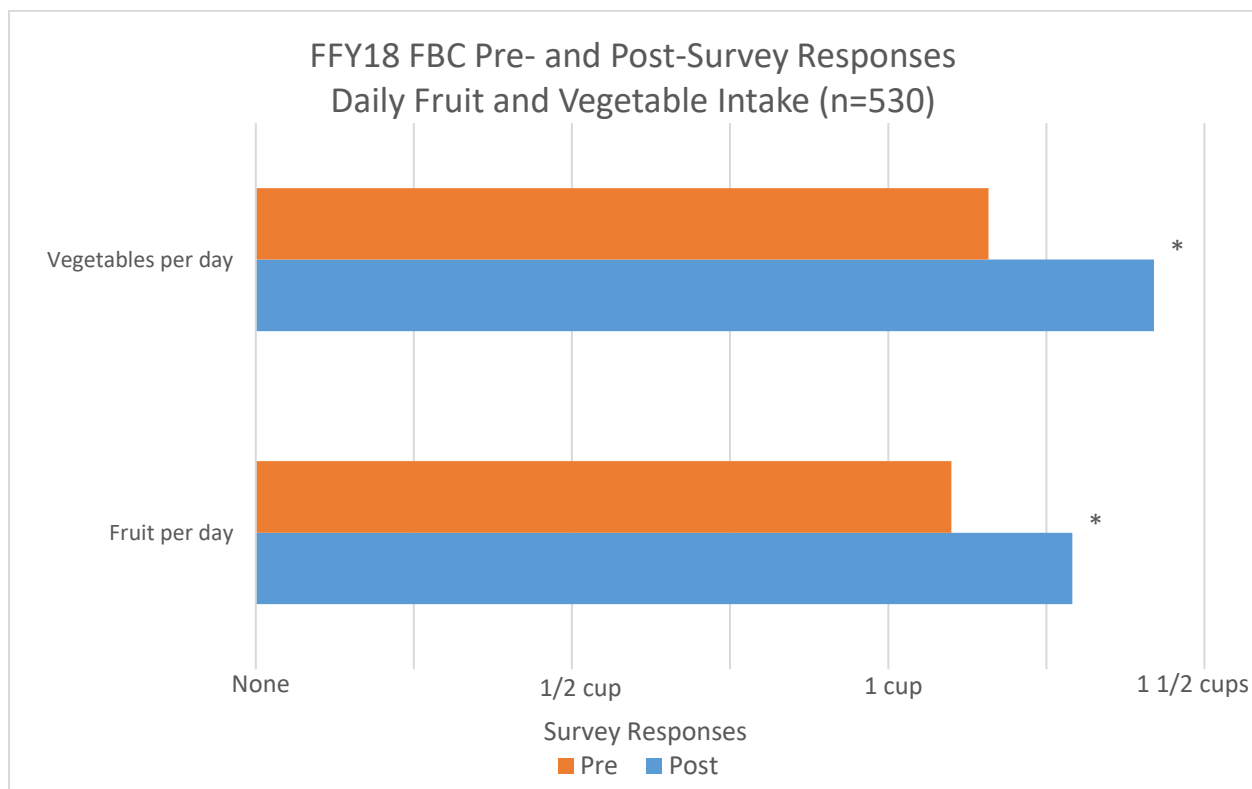
FOOD BEHAVIOR CHECKLIST (FBC) SURVEYS



*Denotes Statistical Significance

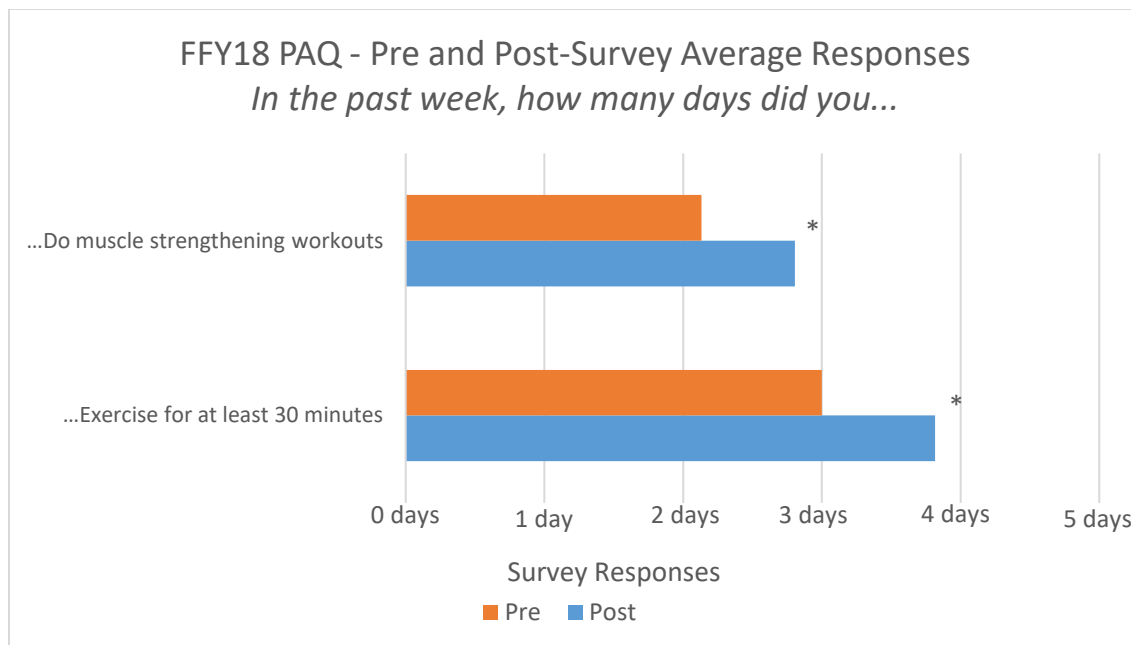


*Denotes Statistical Significance

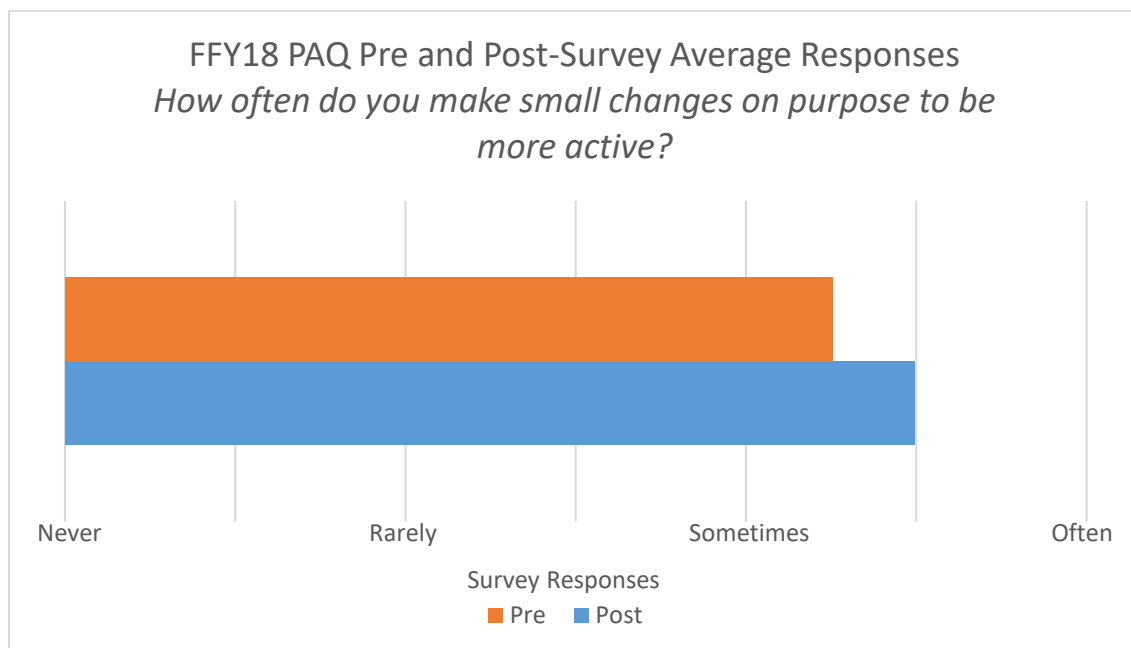


*Denotes Statistical Significance

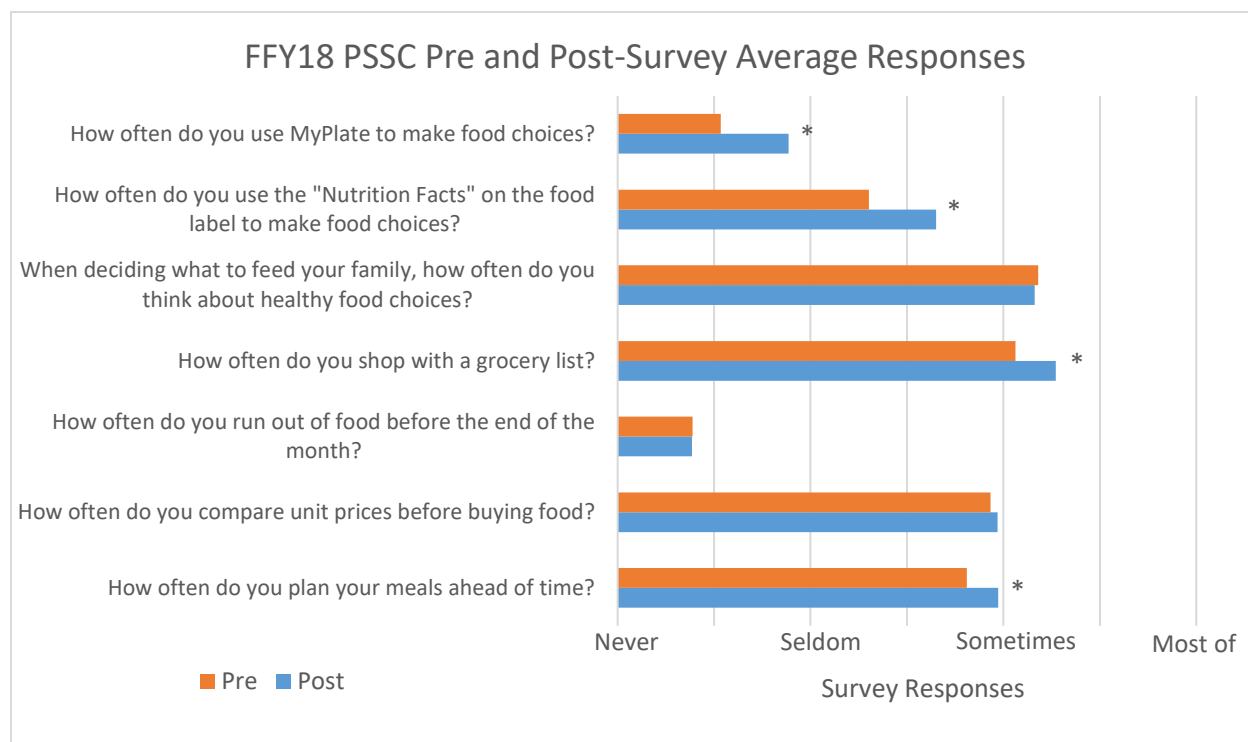
ADULT PHYSICAL ACTIVITY QUESTIONNAIRE (PAQ)



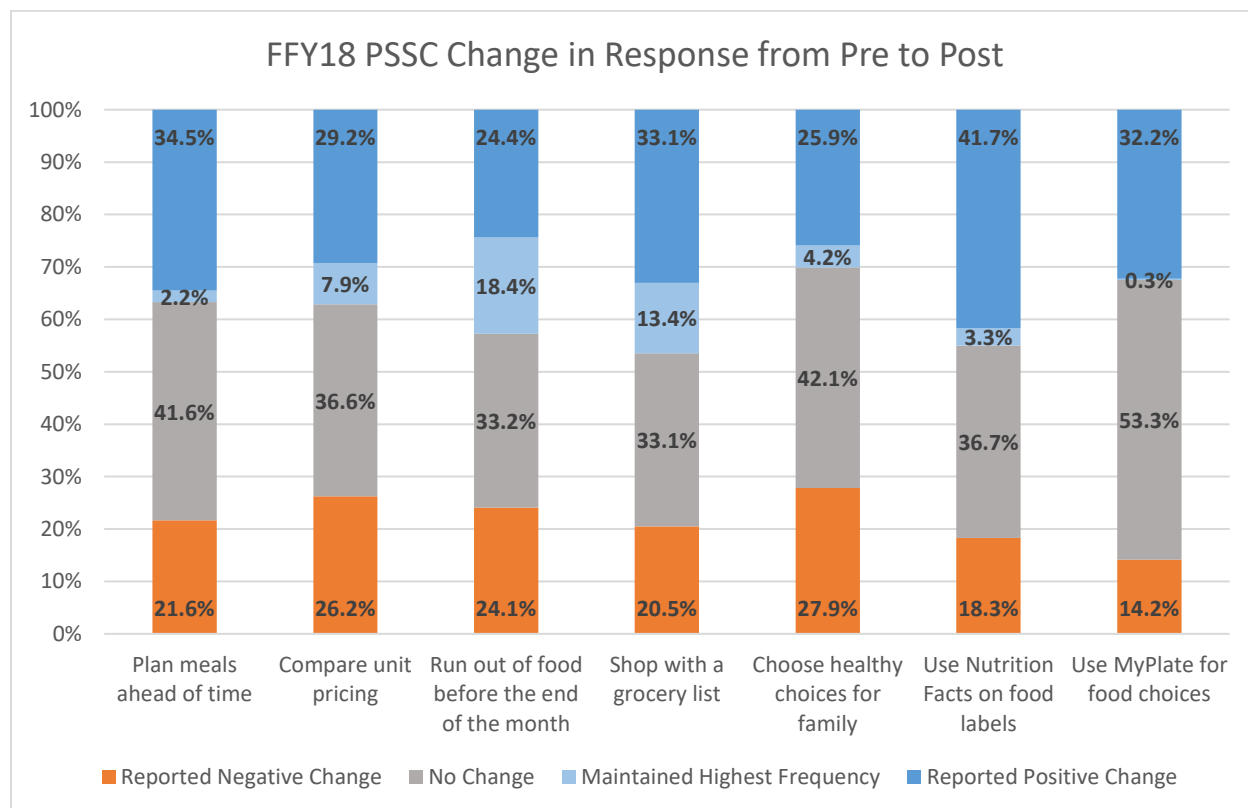
*Denotes Statistical Significance



PLAN, SHOP, SAVE, COOK (PSSC) SURVEYS

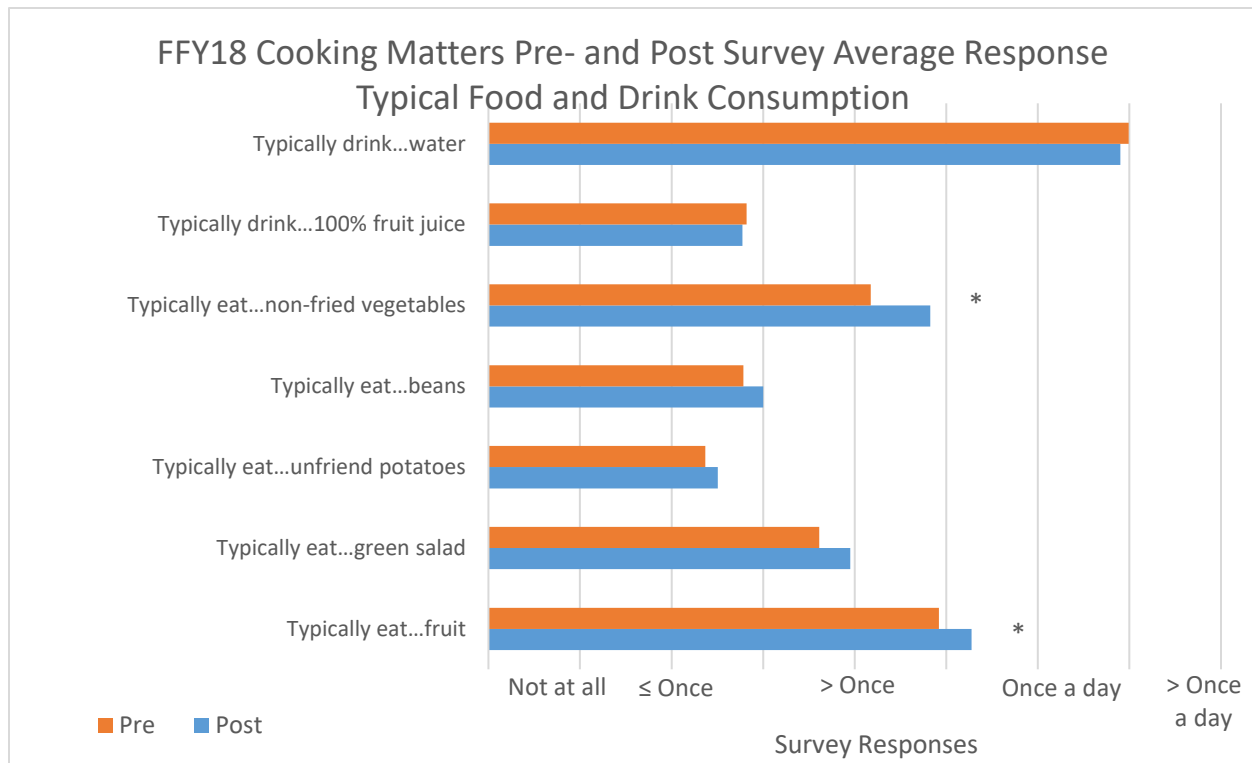


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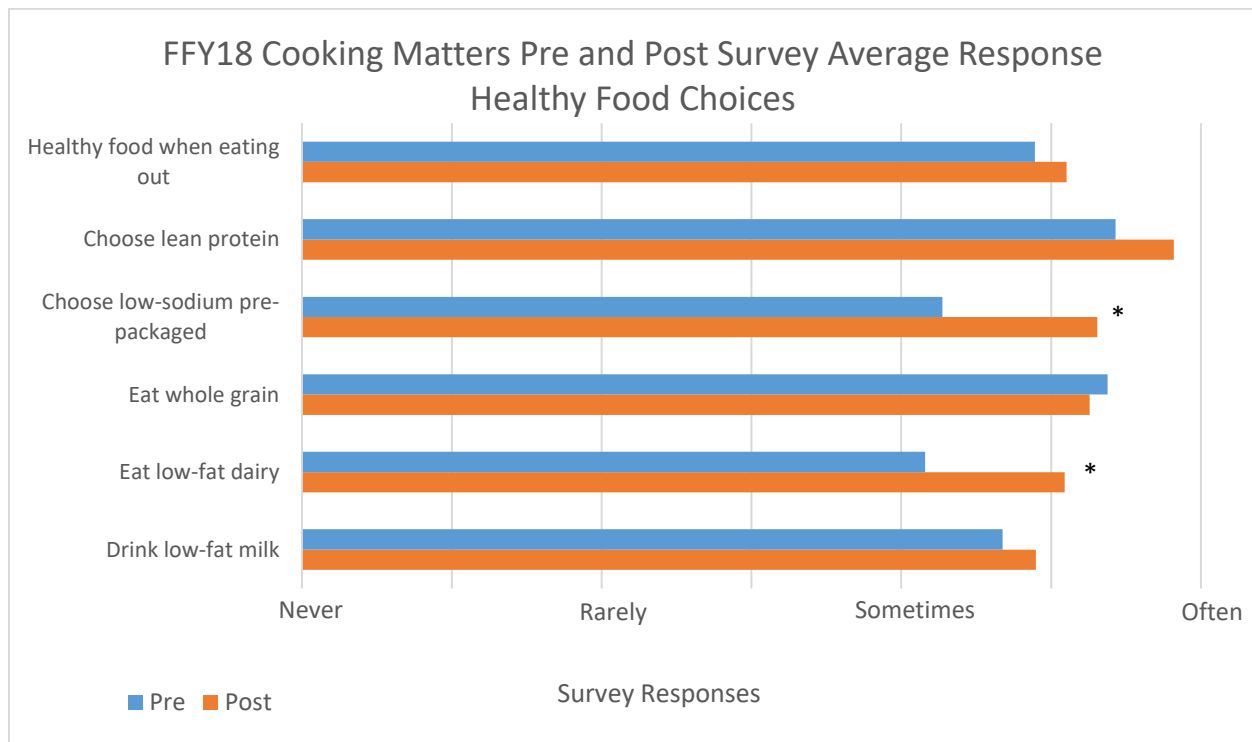


*Denotes Statistical Significance

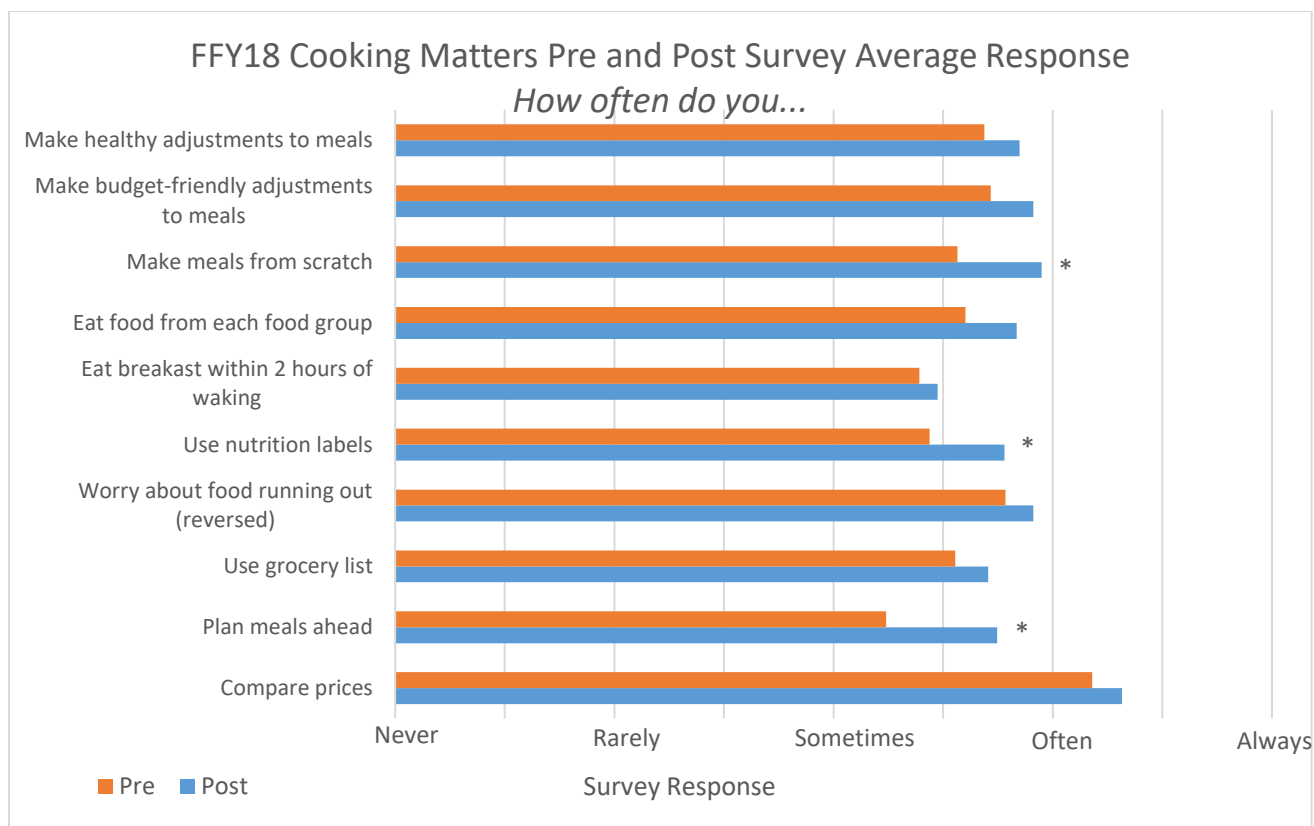
COOKING MATTERS SURVEYS



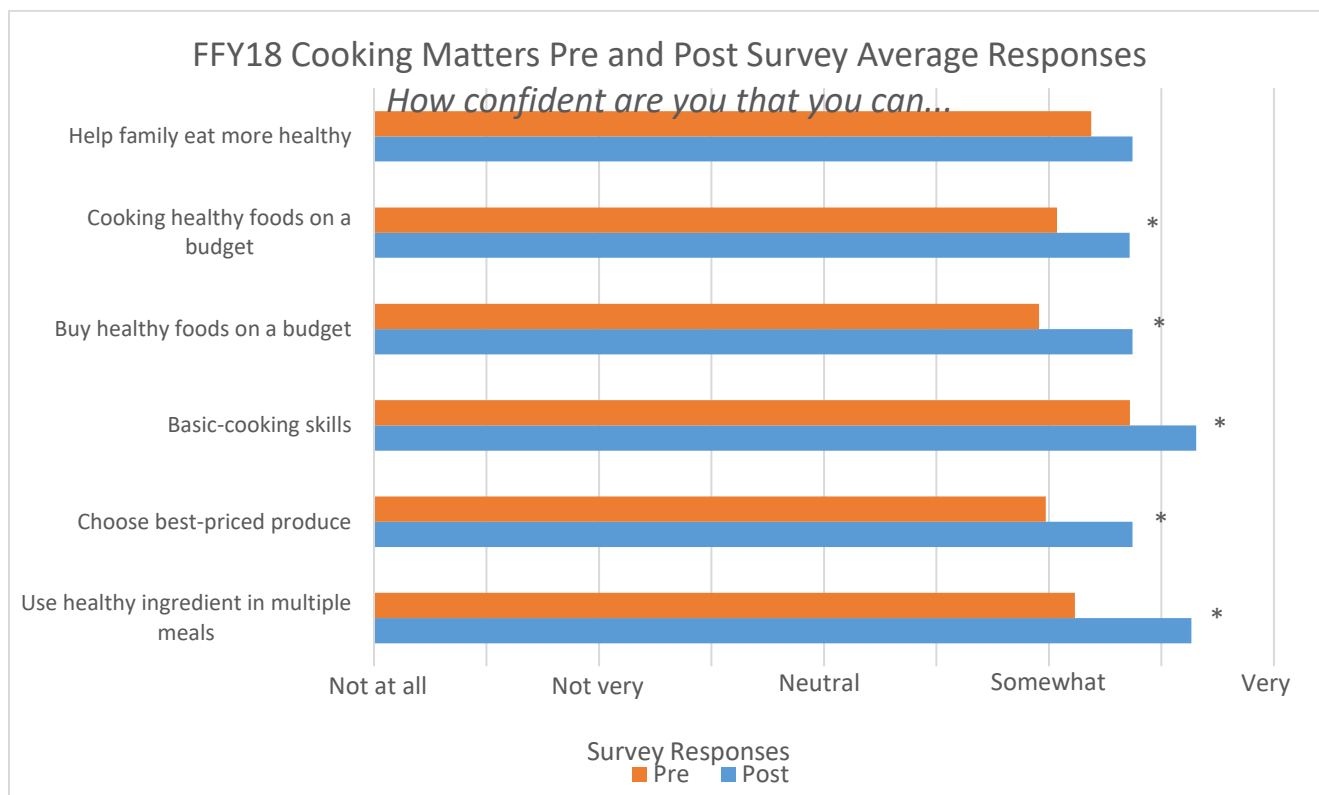
*Denotes Statistical Significance



*Denotes Statistical Significance

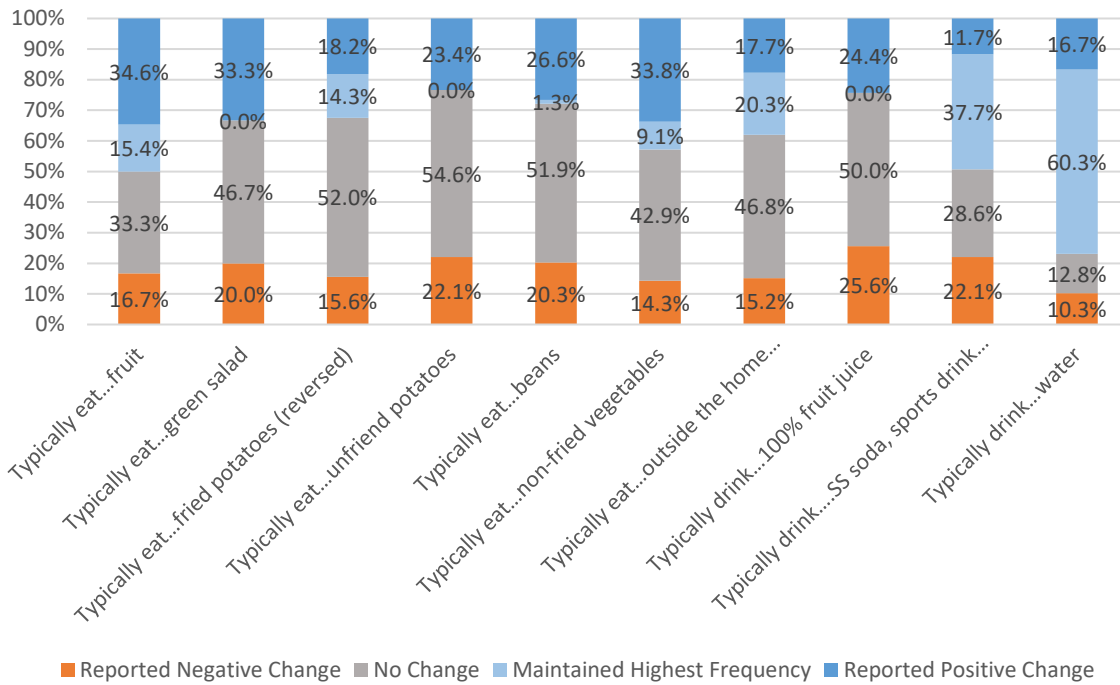


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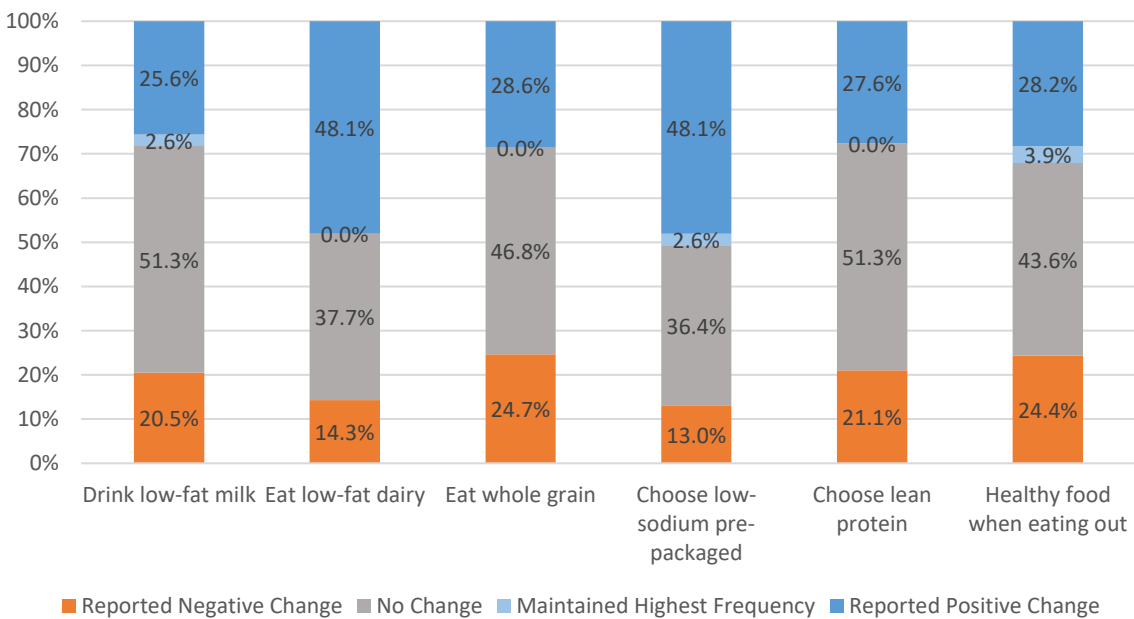


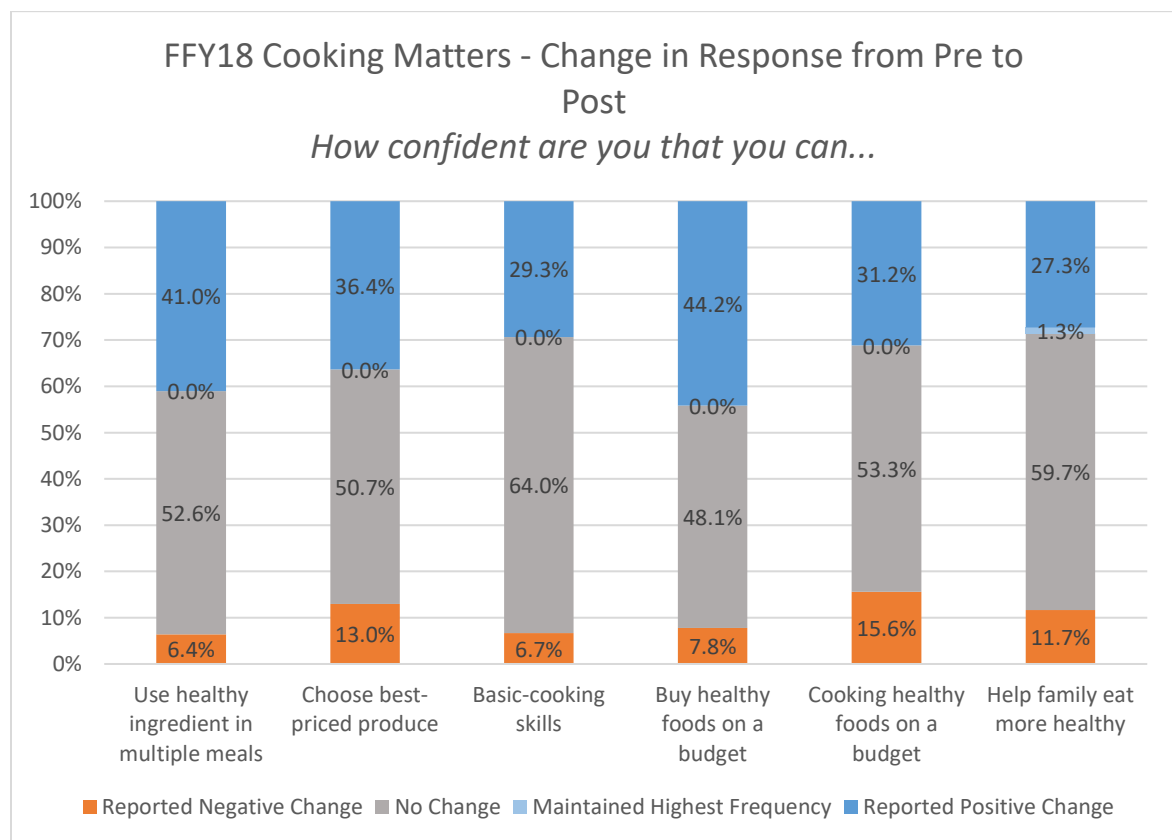
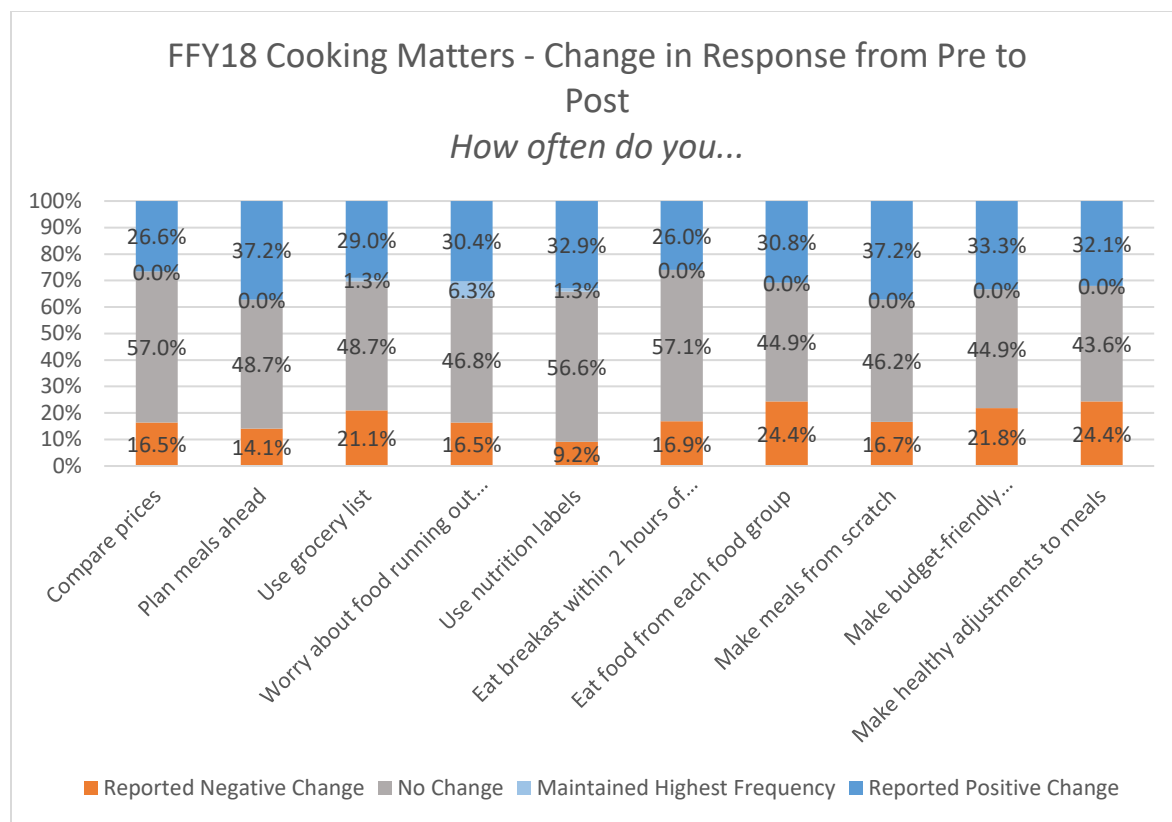
*Denotes Statistical Significance

FFY18 Cooking Matters - Change in Reponse from Pre to Post *How often do you...*



FFY18 Cooking Matters - Change in Response from Pre to Post *How often do you choose...*





4. Partnerships and Coalitions:

ST7: New Partnerships

FY2018 was the first year Washington State collected data on SNAP-Ed partnerships, so all relationships are considered new.

Partnership Depth by Region

Relationship Depth	Region 1	Region 2	Region 3	Region 4	Region 5
Coalition	2	2	1	3	4
Collaboration	51	16	33	18	29
Cooperator	73	17	7	2	34
Coordination	19	8	15	30	25
Network	32	3	2	7	7
Other*	28		1		

*Includes blanks, and other descriptions typed in.

ST8: New Coalitions:

FY2018 was the first year Washington State collected data on SNAP-Ed coalitions, so all relationships are considered new.

Coalition Depth by Region

Relationship Depth	Region 1	Region 2	Region 3	Region 4	Region 5
Coalition	6	1	6	1	3
Collaboration	8	0	3	1	1
Cooperator	1	2	0	0	1
Coordination	1	1	1	0	0
Network	0	2	6	1	2
Other*	3				4

*Includes blanks, and other descriptions typed in.

5. Population Analysis:

Healthy Youth Survey Data

How often in the past 12 months did you or your family have to cut meal size or skip meals because there wasn't enough money for food?

	Middle School (grades 6-8) N = 57410	High School (grades 9-12) N = 96126
Almost every month	2.79%	4.07%
Some months, but not every month	3.81%	5.10%
Only 1-2 months	3.71%	4.45%
Did not have to skip or cut the size of meals	89.69%	86.38%

During the past 7 days, how many times did you drink regular soda, sports drinks and other flavored, sweetened drinks?

	Middle School (grades 6-8) N = 30247	High School (grades 9-12) N = 49621
0 times	22.88%	22.32%
1 – 3 times	47.05%	41.67%
4 – 6 times	15.95%	18.13%
1 time per day	6.82%	8.40%
2 times per day	3.84%	5.20%
3 times per day	1.40%	1.94%
4 or more times per day	2.06%	2.34%

In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?

	Middle School (grades 6-8) N = 96325	High School (grades 9-12) N = 49630
0 days	7.34%	15.02%
1 day	5.62%	7.31%
2 days	7.50%	8.32%
3 days	10.32%	10.27%
4 days	11.85%	9.38%
5 days	18.11%	17.47%
6 days	10.50%	9.40%
7 days	28.75%	22.83%

On how many of the past 7 days did you do exercises to strengthen or tone your muscles?

	Middle School (grades 6-8) N = 29919	High School (grades 9-12) N = 49288
0 days	21.19%	29.31%
1 day	10.16%	10.01%
2 days	11.52%	10.73%
3 days	12.30%	11.02%
4 days	9.53%	8.42%
5 days	15.78%	14.38%
6 days	4.27%	4.15%
7 days	15.25%	11.97%

On an average school day, how many hours do you watch TV?

	Middle School (grades 6-8) N = 97001	High School (grades 9-12) N = 49314
I do not watch TV on an average school day	19.61%	26.98%
Less than 1 hour per day	25.09%	22.67%
1 hour per day	18.52%	15.53%
2 hours per day	18.33%	16.38%
3 hours per day	9.42%	9.56%
4 hours per day	3.53%	4.08%
5 or more hours per day	5.49%	4.80%

On an average, school day, how many hours do you play video or computer games, or use a computer for something that is not school work?

	Middle School (grades 6-8) N = 96916	High School (grades 9-12) N = 48988
I do not play video games or use a computer for something that is not school work	13.78%	19.82%
Less than 1 hour per day	20.69%	13.66%
1 hour per day	16.69%	11.41%
2 hours per day	16.82%	14.87%
3 hours per day	12.47%	13.66%
4 hours per day	7.08%	9.35%
5 or more hours per day	12.46%	17.24%

Number of servings of fruits and vegetables eaten per day.

	Middle School (grades 6-8) N = 29756	High School (grades 9-12) N = 49140
Less than 1 serving	12.24%	12.16%
1 to less than 3 servings	42.92%	45.59%
3 to less than 5 servings	21.83%	22.71%
5 or more servings	23.01%	19.54%