

Washington State SNAP-Ed

FFY 18-20
3-Year Plan

7/25/2017



State Agency

Regional Implementing Agencies



Local Agencies



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The fate of nations hangs upon their choice of food.

- JEAN-ANTHELME BRILLAT-SAVARIN

Overview of 3-Year Plan Sections

The Washington State SNAP-Ed Plan utilizes the FNS Guidance and template. The following high level summary of the plan sections and authors are intended to further aid in navigating this document.

Preface – This section serves as a resource and introduction to the Washington State SNAP-Ed 3-Year Plan FFY 2018-2020 and is written by DSHS.

Executive Summary – This section is written by DSHS and provides:

- Mission, funding breakdown and high-level summary;
- DSHS State Level overview and 3-Year Plan detailing program growth areas;
- An executive summary of Implementing Agency Model; and
- An executive summary of Statewide Initiatives.

Implementing Agencies – Each regional implementing agency was the creator of their section. To ensure the sections complimented one another, prior to creating the individual plans, implementing agencies worked together to create a template and discussed formatting, tables, and other program details.

Region 1 is written by Spoken Regional Health District.

Region 3 is produced by Washington State University.

Regions 2, 4, and 5 is written by Department of Health.

The implementing agencies worked directly with local SNAP-Ed providers to gather details for their regional plans. Budgets for local SNAP-Ed providers are included in the appendix of the plan.

A state level executive summary explaining the implementing agency model and statewide outcomes is located in the State Level Plan.

Statewide Initiatives – This section contains our three statewide initiatives: Curriculum and Communication, Evaluation, and Farmers Markets.

Washington State University Extension is the author of the Curriculum and Communication initiative.

Department of Health Evaluation Team is a separate team from the Department of Health Implementing Agency team and authors the Evaluation initiative.

Washington State Farmers Market Association (WSFMA) authors the Farmers Market Initiative.

Appendix – This section contains the budget section and glossary. This section is written by DSHS.

Executive Summary

Mission - The Washington State SNAP-Ed Plan for fiscal years 2018 to 2020 is dedicated to improving the likelihood that the SNAP-Ed target audience will make healthy food choices within a limited budget and choose an active lifestyle. This mission is consistent with the current USDA guidance.

Washington State SNAP-Ed will accomplish and enhance this mission through the five regional implementing agencies, statewide initiatives, and numerous local SNAP-Ed providers.

Funding - Washington State SNAP-Ed requests funds of **\$9,610,008** from FFY 2018 and **\$194,742** from FFY 2017.

Regions	FFY18
Region 1 - SRHD	\$1,698,685
Region 2 - DOH	\$1,300,000
Region 3 - WSU	\$1,485,813
Region 4 - DOH	\$2,000,000
Region 5 - DOH	\$2,000,000
Regional Subtotal	\$8,484,498
Statewide Initiatives	FFY18
Curriculum & Communication – WSU	\$721,248
Evaluation – DOH	\$404,262
Statewide Subtotal	\$1,125,510
FFY 18 Total	\$9,610,008
Statewide Initiatives	FFY17 (Carry-over)
Farmers Market - WSFMA	\$194,742
FFY 17 Total	\$194,742

High-level program overview – Below is a high level program overview of the Washington State SNAP-Ed plan for FFY 2018 to 2020. The state level summary sections further detail these proposals. For program specifics, please refer to the individual regional implementing agency and statewide initiative plans.

Implementing Agency Model: To deliver SNAP-Ed programming across Washington State, DSHS has three implementing agencies (I.A.s); Department of Health, Washington State University Extension, and Spokane Regional Health District. The IA model provides each region the ability to tailor to the specific needs of their region and select local SNAP-Ed Providers. Please refer to the “Regional Implementing Agencies” section for more details about these organizations.

Statewide Initiatives: To support Implementing Agencies and Local SNAP-Ed Providers while also ensuring consistent quality programming across the state, DSHS directly supports three statewide initiatives.

- **Curriculum and Communication** – DSHS has contracted WSU for curriculum and communication to ensure direct-ed programming is consistent across the state.

Curriculum staff will:

- Conduct regional and statewide training (face-to-face and webinar);
- Complete on-site observations monitoring curriculum delivery;
- Develop tools/checklists for monitoring; and
- Provide technical assistance to ensure curriculum is implemented consistently and with fidelity in all locations offering direct education.

For FFY18, the communication team will launch a centralized SNAP-Ed website, then expand the website to serve both internal and external stakeholders. This change is intended to improve access to statewide resources and statewide interaction, and showcase the regional program focus through stories, videos and photos to share the impact of the work done throughout Washington State.

- **Evaluation:** Department of Health supports the statewide evaluation initiative. The purpose of the SNAP-Ed statewide evaluation is to establish a widespread evaluation effort that will help stakeholders understand the process, outcomes, and impact of SNAP-Ed activities in Washington. Evaluation activities include site, regional, state, and self-assessments. Results inform annual reports and continual program improvement activities.
- **Regional Leads Farmers Market Access Partnership:** Washington State Farmers Market Association (WSFMA) aims to increase access of fresh fruits and vegetables to low-income individuals. WSFMA supports regional leads who work with local farmers market(s) to serve SNAP clients and expand access to fresh, local, and healthy foods to our low-income communities.

State Agency Plan

Overview: Washington State SNAP-Ed is part of the Department of Social and Health Services (DSHS), where all programs unite behind a single mission: to *transform lives*.

Within DSHS, Washington State SNAP-Ed is part of the Economic Services Administration's (ESA) Community Service Division (CSD), which has a more narrowed mission to transform lives by empowering individuals and families to thrive. Washington SNAP-Ed is housed in the Basic Food Programs and Policy Team, which is part of ESA/CSD.

SNAP-Ed is one of four programs supported by the Basic Food Programs and Policy team. The other programs within the Food Programs and Policy Team include:

- **Basic Food Outreach (BFO)** DSHS is committed to providing Basic Food benefits to all eligible people who want to receive them. The Basic Food Outreach Program helps connect eligible individuals and families with vital food benefits by contracting with community organizations focused on serving low-income households.
- **Basic Food Employment and Training (BFET)** The Washington State Basic Food Employment and Training (BFET) program provides employment readiness opportunities to eligible Basic Food (SNAP) recipients. Services are provided through all community & technical colleges and/or community based organizations (CBO).
- **Resources to Initiate Successful Employment (RISE)** RISE is a three year, \$22 million Supplemental Nutrition Assistance Program Employment and Training - SNAP E&T pilot (December 1, 2015 through September 30, 2018), funded by the U.S. Department of Agriculture Food and Nutrition Service. RISE services will be federally funded 100% for the pilot duration, with the requirement that all Community Based Organizations - CBOs and colleges work towards identifying a 50% non-federal match yearly to ensure sustainability.

State SNAP-Ed Objective: DSHS has selected three areas of focus for the next three years to improve.

- **Connecting to SNAP Clients:** As the state agency administering SNAP and supporting SNAP clients, DSHS has a variety of exclusive communication channels and research and data tools. DSHS will expand efforts connecting SNAP participants to SNAP-Ed.
- **Collaborating with Implementing Agencies:** DSHS will continue to improve its collaboration with the implementing agencies; Department of Health, Washington State University Extension, and Spokane Regional Health District.
- **Supporting Statewide Initiatives:** DSHS has reevaluated statewide initiatives. Previous programs serving a local focus are housed within the Regional Implementing Agency plans. Projects serving a statewide focus, such as Farmers Markets, or provide program support, such as curriculum training, remain at the statewide level.

3-Year Focus and Vision: Below is a breakdown of how DSHS will approach the next three years.

Year 1: In the first year, DSHS will work with partners to develop a better relationship with implementing agencies, constructing a shared mission and vision for Washington SNAP-Ed across the state while ensuring consistency with reporting and evaluation by local SNAP-Ed partners.

Highlights include:

- Development of evaluation and reporting tools; including instructions on PEARS data entry, EARS reporting, and PSE reporting;
- Creation of a program handbook for IAs and local SNAP-Ed providers summarizing federal guidance and requirements;
- Engaging focus groups and surveying SNAP clients to ensure current SNAP-Ed programming resonates with the target population;
- Working closely with the WSU Extension communication team to ensure web content includes implementing agencies, local SNAP-Ed providers, and statewide initiatives; and
- Providing a statewide training forum to support local SNAP-Ed providers, provide networking and training opportunities, and enhance programs

Year 2: During the second year, DSHS and partners will utilize the information and knowledge gained in year one to increase performance, develop and alter programs to better serve and engage SNAP clients, and support local SNAP-Ed providers to increase collaboration. DSHS and implementing agencies will utilize data collected during the first year and compare regional successes and challenges to construct a baseline of expected outcomes for local SNAP-Ed providers. DSHS will investigate new partnerships and collaborations, which could include; other state agencies, for-profit and non-profit organizations, braided funding models, etc.

Highlights include:

- Piloting a program reaching SNAP clients through new communication and research methods;
- Working with IAs to establish baseline outcomes for local SNAP-Ed providers;
- Increasing focus on narrative based reporting to ensure organizations are capturing the story of what is occurring;
- Highlighting greatest program successes within each region;
- Working closely with WSU Extension curriculum team to increase training opportunities for local SNAP-Ed providers and bringing more professional and academic opportunity to local SNAP-Ed providers; and
- Investigating new partnerships and opportunities for collaboration.

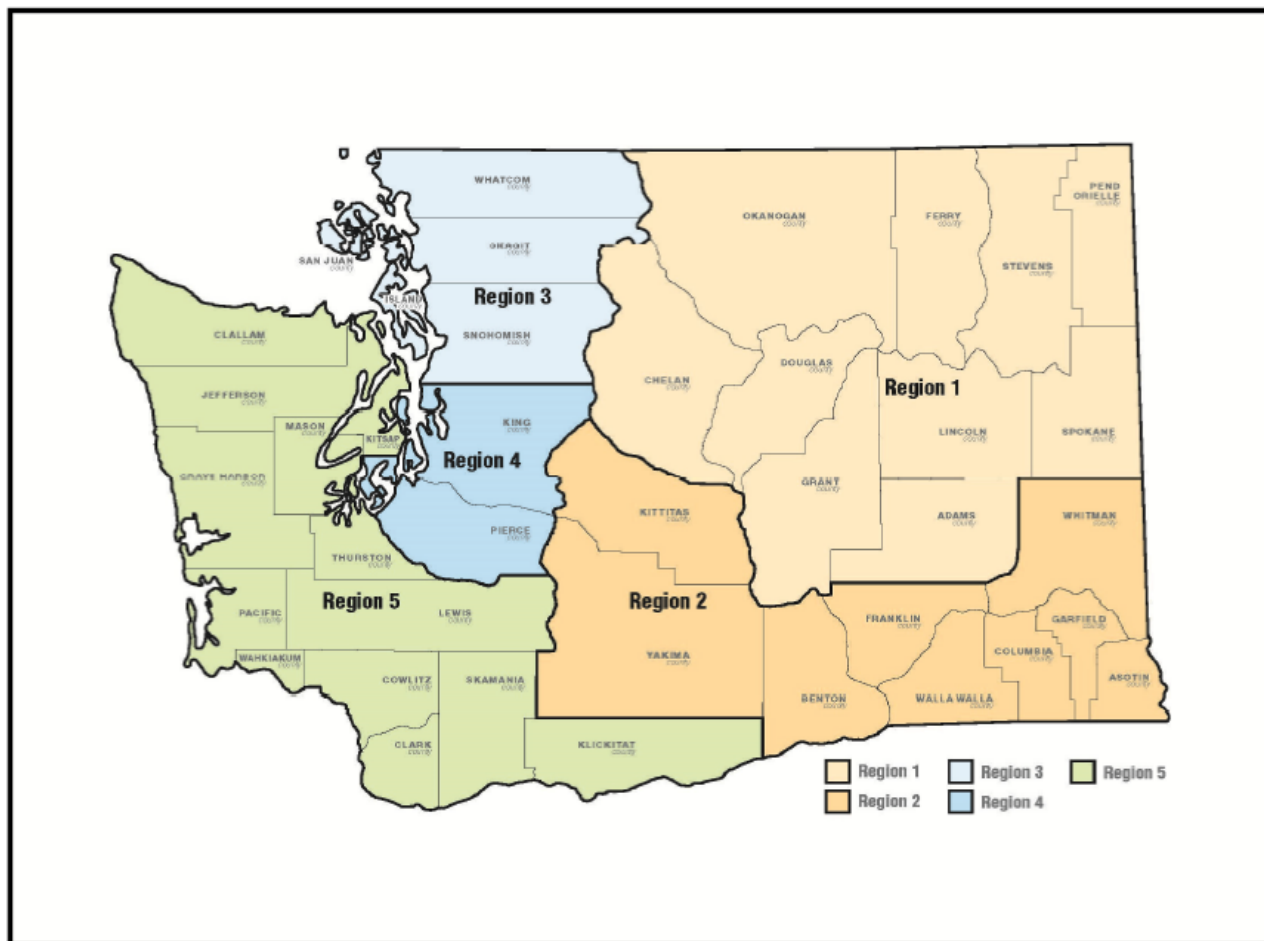
Year 3: In year three, we will continue the progress made in previous years while constructing our vision for the next year. We will share program successes and challenges with professional networks, conferences and other states, and develop our vision for the next three years. After investigating partnerships from previous years, DSHS and the IAs will create new partnerships or have strong justification for continuing partnerships with current SNAP-Ed providers.

Highlights include:

- Conducting an In-depth statewide program evaluation of all levels of SNAP-Ed (state, IA, local);
- Creating a toolkit documenting challenges and successes with a 3-year plan;
- Supporting professional opportunities (such as presentations at conferences); and
- Developing the next 3-year plan.

Regional Implementing Agencies

Regional Implementing Agency Overview: DSHS collaborates with three implementing agencies; Department of Health, Spokane Regional Health District, and Washington State University, to support a five-region implementing agency model across Washington state.



Full screen image included in appendix

Department of Health Organizational Summary: Department of Health (DOH) supports regions 2, 4, and 5. Their SNAP-Ed Implementing Agency team is part of the Division of Prevention and Community Health, and has successfully administered public health programs and grants for over 25 years. The SNAP-Ed team has years of experience working with low-income participants in health programs/services; supporting local agencies of various backgrounds, sizes, and needs. DOH SNAP-Ed offers a wide range of expertise in Nutrition Sciences, Exercise Physiology, and Public Health approaches.

DOH Program Highlights: DOH has developed a wealth of strong partnerships within their three regions. DOH will work with local SNAP-Ed providers to create programming and strategies increasing healthy food options within food banks and retailers, improving access to local farmers markets, and increasing physical activity.

The Healthy Communities Initiative will take a lead role to improve physical activity environments and policies within Washington State. DOH will work to coordinate with school administrators, coalitions, and community leaders to increase physical activity opportunities.

Region 2 Geographic Summary: Region 2 stretches from the Washington-Idaho border to the outskirts of the Wenatchee-Snoqualmie National Forest in the center of the state. The southern border is framed by the Columbia River, which contributes to the fertile valleys and windswept fields that have helped make the region the agricultural hub of Washington. Dozens of small and mid-size towns populate the region, many of which support several critical agricultural markets. Region 2 counties include Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Walla Walla, Whitman, and Yakima.

Region 2 Program Summary: Region 2 will provide a comprehensive SNAP-Ed approach through youth and adult direct education and Policy, System, and Environmental (PSE) strategies. Every county will be reached through collective programming from 15 agencies and more than 30 local projects. Assessment and implementation of strategies will build over the course of our three-year plan to ensure community needs and regional objectives are met. Although Region 2 programming affects diverse environments and populations, it will largely impact SNAP-eligible clients through farmers markets, food pantries, and schools. Additionally, Region 2 programming will reach special populations such as seniors, older youth, Non-English or ESL Spanish speakers, and tribal communities.

Region 2 Local Providers: Columbia County Public Health Department, Kittitas County Public Health Department, Second Harvest, Solid Ground, Walla Walla County Department of Community Health, Washington State Department of Agriculture, Washington State Farmers Market Association, Whitman Community Action Center, WSU Extension Asotin County, WSU Extension Benton-Franklin, WSU Extension Walla Wall County, WSU Extension Yakima County, Yakima Health District, Yakima Neighborhood Health Services, Yakima Valley Farm Workers Clinic.

Region 4 Geographic Summary: Region 4 includes the two most densely populated counties in the state, King and Pierce County, and is our most populated region. Region 4 has unique challenges with physical activity due to the lack of green space, concerns for safety, and food insecurities due to existing large food deserts.

Region 4 Program Summary: Similar to Region 2, Region 4 will provide a comprehensive SNAP-Ed approach through youth and adult direct education and Policy, System, and Environmental (PSE) strategies. Region 4 will coordinate with other organizations and programs to encourage and implement nutrition and physical activity education as well as establish and support a steering committee.

Region 4 Local Providers: MultiCare Health System, Public Health Seattle King County, Solid Ground, Tacoma Pierce County Health Department, WSU Extension King County, WSU Pierce County Extension

Region 5 Geographic Summary: Region 5 counties are located mostly on the western side of the Cascade mountain range from the northern tip of the Olympic Peninsula to the Oregon border. Counties include: Clark, Cowlitz, Grays Harbor, Jefferson, Kitsap, Lewis, Mason, Pacific, Thurston, and Wahkiakum

Region 5 Program Summary: Region 5's plan reflects a close collaboration with 16 local agencies and numerous stakeholders that serve and support low-income and SNAP-eligible populations. Region 5 will provide a comprehensive SNAP-Ed program through community-based policy, system, and environmental (PSE) strategies and evidence-based direct education with an estimated reach of 288,255 people.

Region 5 Local Providers: Jefferson County YMCA, Kitsap Public Health District (Kitsap PH), Lewis County Public Health and Social Services Department (Lewis PH), HOPE Garden, Pacific County Health and Human Services (Pacific HD), Thurston County Food Bank, Washington State Farmers Market Association (WSFMA), WSU Extension Clallam County, WSU Extension Clark County, WSU Extension Cowlitz County, WSU Extension Grays Harbor County, WSU Extension Kitsap County, WSU Extension Lewis County, WSU Extension Mason County, WSU Extension Wahkiakum County,

Spokane Regional Health District Organizational Summary: Implementing Agency Spokane Regional Health District (SRHD) supports Region 1. SRHD is unique because they bring a wealth of experience providing SNAP-Ed services over the last decade, giving them the ability to understand the needs of the target population and the ability to provide support to local SNAP-Ed. SRHD as a public health agency is committed to improving health within the region.

SRHD Program Highlights: Due to the distance and size of the region, SRHD is a crucial partner due to their location in Spokane and their in-depth knowledge of local communities. SRHD directly supports a social marketing campaign with great success. The campaign is a multi-year project involving formative research within the SNAP-eligible population, identifies barriers and motivators, and creates messaging and methods that resonate with the target population. The campaign is called "MyHealthyLife," and the website can be found here - www.myhealthylifespokane.org

SRHD supports a Collective Impact Advisory Coalition comprised of SNAP-Ed contractors and partner programs tasked with supporting local projects and the continued development of Regional program coordination. The Advisory Coalition helps ensure SNAP-Ed projects benefit from expanded opportunities for collaboration and coordination of regional programming goals and strategies.

Region 1 Geographic Summary: Region 1 is the largest and easternmost region bordering Idaho. includes Adams, Chelan, Douglas, Ferry, Grant, Lincoln, Okanogan, Pend Oreille, Spokane and Stevens Counties

Region 1 Local Providers: Catholic Charities of Spokane, Mattawa Clinic, Second Harvest, WSU Extension Adams, WSU Extension Chelan, WSU Extension Douglas, WSU Extension Ferry, WSU Extension Grant, WSU Extension Lincoln, WSU Extension Okanogan, WSU Extension Pend Oreille, WSU Extension Spokane, WSU Extension Stevens

Washington State University Organizational Summary - Washington State University Extension (WSU) has conducted SNAP-Ed programming for over 25 years, implementing nutrition education and obesity prevention programs in collaboration with community partner agencies. WSU Extension strengthens SNAP-Ed programming by connecting participants to other WSU programs including; Master Gardeners, food preservation information, community-based agriculture and gardens, Master Composters, 4-H youth development, and Strengthening Families. As well as supporting Region 3, WSU supports the operation of 26 WSU Extension offices and 98 SNAP-Ed staff.

WSU Program Highlights: WSU brings a long history of direct-ed programming, evidence based curriculum, collaboration with a professional network of SNAP-Ed providers, and innovative PSE programming.

In 2018, WSU will continue the Farm to Community initiative, making local healthy choices the easy choice in school lunchrooms and food banks. The goal of Farm to Community is to overcome the barriers in connecting farms to the community, engage youth and families in growing their own vegetables at school and community gardens, and promote EBT at farmers markets through regional farmers market leads.

WSU will work with local SNAP-Ed providers to increase physical activity in local communities by increasing access to opportunities like assessing safe routes to schools and implementing walking school buses, and train-the-trainer models to incorporate activity breaks into the school day

Region 3 Geographic Summary: Region 3 is north of King county to the border of Canada, and comprised of one urban and four rural counties. Both urban and rural areas have their own assets, barriers, and challenges to accessing healthy foods and participating in physical activity.

Region 3 Local SNAP-Ed Providers include: Common Threads Farm, Island County Public Health, San Juan County Health and Community Services, Snohomish Health District, Tulalip Tribes, United General District 304, WSU Extension Island County, WSU Extension Skagit County, WSU Extension Snohomish, WSU Whatcom

Statewide Initiatives

Statewide Initiative Overview: DSHS supports three statewide initiatives to enhance and provide consistent SNAP-Ed programming across the state.

Curriculum and Communication Initiative: DSHS contracts with WSU for the curriculum and communication initiative.

The Curriculum and Communication Initiative combines the work of two FFY17 projects into one proposal supporting the work of the Department of Social and Health Services (DSHS), implementing Agencies (IAs) and local providers over the next three years.

The curriculum team will continue to assess curriculum fidelity of the eight most used curricula in the state, and will increase the amount of curriculum training and monitoring to support and assure effective direct education.

The Communication Initiative will establish a web-based communication hub. The communication hub will assist local SNAP-Ed providers with resources and documents, support awareness of SNAP-Ed both statewide and nationally, and be a digital convergence point for the state agency, implementing agencies, and local providers.

Farmers Market Regional Leads Initiative: DSHS contracts with the Washington State Farmers Market Association (WSFMA) to increase the amount of healthy foods consumed by low income individuals through the Regional Leads program.

SNAP-eligible shoppers are ten times less likely than the general population to shop at farmers markets. The program's goal is to increase awareness of farmers markets as healthy food options among SNAP clients. Farmers markets are a critical food access point for fresh, local food for low-income communities, and shopping at farmers markets increases consumption of healthy foods. Farmers Markets offer an opportunity to provide nutrition education while combatting both obesity and food insecurity.

The Regional Leads project provides the technical assistance and support needed to successfully develop and sustain food access programs at farmers markets across Washington. Regional Leads work with local communities to develop strategies increasing access to healthy foods, reducing food insecurity, and strengthening local food systems. Trained by WSFMA, Regional Leads are experts in the operations, strengths, needs, and contexts of their regions' markets. Each Regional Lead acts as an important resource for market organizations, coordinates region-wide food access efforts such as marketing and training, and builds relationships between farmers markets and community agencies that support food assistance benefit recipients.

Evaluation Initiative: DSHS contracts with the Department of Health to provide statewide evaluation. The intent of the statewide evaluation approach is to measure the impact and outcomes of SNAP-Ed activities throughout Washington.

The purpose of the SNAP-Ed statewide evaluation is to establish a widespread evaluation effort that will help implementing agencies and local SNAP-Ed providers to understand the process, outcomes and impact of activities. Activities will include site, regional, state, and self-assessments. Results inform annual reports and continual program improvement activities.

Washington's SNAP-Ed statewide evaluation will address state SNAP-Ed goals and program interests in order to fully understand what kind and how many SNAP-Ed activities are occurring, as well as assessing if SNAP-eligible Washington residents are better off as a result of participating in SNAP-Ed activities. The results of the evaluation will be used by implementing agencies and state for annual reporting requirements, continual improvement, and to guide future SNAP-Ed activities in Washington State.

Washington State SNAP-Ed Program FFY 18-20 Region 1

I. Implementing Agency: Spokane Regional Health District

Spokane Regional Health District's (SRHD) mission statement is, "As a leader and partner in public health, we protect, improve, and promote the health and well-being of our communities." One goal in our strategic plan to fulfill our mission is to reduce inequities that contribute to health disparities. To carry out our mission, SRHD identifies and serves specific populations experiencing high disease burdens, health disparities, health inequities, and increased risk factors for developing disease. Our priority populations include low-income women, children, and families; neighborhoods with high morbidity and mortality rates; children with disabilities; youth at risk for substance abuse, and racial and ethnic populations. SRHD has been providing SNAP-Ed services over the last decade and as a public health agency is committed to improve health within the region. Many of the programs within the District work regionally with other county health departments, health systems, and social support entities.

As the Implementing Agency (IA) for Region 1, we bring a public health and collaborative approach to the role. Our structure is set up to include input from the region, local providers and non-providers alike, to help inform the needs within communities and identify opportunities to better serve the SNAP-eligible population. In addition, our decision-making is also informed by a steering committee. We are 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.

FY18 Staffing Structure		
Donna Oliver	Program Management/IA Lead	.35 FTE
TBD	Program Coordinator	1.0 FTE
Steve Smith	Data/Evaluation	.15 FTE
Connie Barry	Administrative Support	.05 FTE
Kris Stensatter	Contracts/Billing	(included in admin costs)
TBD	Social Marketing: Program, Data, Communications staff	.50 FTE (estimated total)
	(note: SRHD SNAP-Ed Project separate)	1.5 FTE

II. Regional Summary

Demographic Characteristics of SNAP-Ed Target Audience

In Washington State, 15% of SNAP eligible (<185% FPL) individuals reside within Region 1. The percent of SNAP eligible individuals in Region 1 ranges from 31% (Lincoln County) to 46% (Adams County) of individuals in the counties. The tribal reservations in Region 1 have a higher percentage of SNAP eligible individuals than the counties with 57% of the Colville Reservation in Ferry County, 50% of the Colville Reservation in Okanogan, and 56% of the Spokane Reservation in Stevens County meeting the poverty guidelines for SNAP. Per the Washington State Office of Financial Management definition of rural, 9 of 10 Region 1 counties are rural, representing 42% of Region 1 individuals.¹

III. Regional Needs Assessment

Table 1 displays the racial demographics of Region 1 SNAP participants. In all counties, excluding Adams County, a majority of the population speak English. The primary languages spoken by residents after English are Spanish and Russian.

Table 1. Region 1 Population by Race/ Ethnicity and Basic Food Clients²

	Washington State	Region 1	Adams County	Chelan County	Douglas County	Ferry County	Grant County	Lincoln County	Okanogan County	Pend Oreille County	Spokane County	Stevens County
Race/ Hispanic Origin												
Hispanic	19%	19.0%	77%	36.5%	38.9%	0.0%	54.2%	0.1%	21.0%	0.0%	0.1%	0.0%
American Indian/ Alaskan Native Only	3%	4.2%	0.3%	1.3%	1.4%	27.1%	1.1%	3.2%	18.0%	3.4%	3.5%	9.5%
Asian Only	4%	0.9%	0.4%	0.5%	0.6%	0.5%	0.3%	0.3%	0.2%	0.5%	1.3%	0.3%
Black or African American Only	9%	3.4%	0.7%	0.9%	1.0%	1.0%	1.8%	1.6%	0.9%	0.7%	5.1%	0.7%
Native Hawaiian or Other Pacific Islander	3%	1.7%	0.2%	0.2%	0.6%	0.1%	0.3%	0.0%	0.3%	0.3%	2.7%	0.3%
White or Caucasian Only	58%	70.9%	45%	60.2%	56.2%	65.3%	66.6%	85.4%	57.5%	88.8%	74.8%	82.1%
Multi-race or other race	16%	0.1%	41%	28.1%	30.3%	0.0%	25.7%	0.0%	17.1%	0.0%	0.1%	0.0%
Basic Food Clients												
# of clients	954337	151181	4709	10467	5444	1444	20023	1352	8704	2643	88371	8024
% of total for WA State	100%	15.8%	0.5%	1.1%	0.6%	0.2%	2.1%	0.1%	0.9%	0.3%	9.3%	0.8%

Region 1 State-Specific Diet-Related Health Statistics on Target Population

Table 2 displays the percentages of youth and adults in Region 1 facing obesity and diet-related diseases, such as diabetes and hypertension. All youth figures are taken from the 2016 Healthy Youth Survey fact sheets for grade 10. For youth, poor nutrition is described as eating less than 1 serving of fruits and vegetables per day. Insufficient physical activity is described as exercising less than 60 every day per CDC recommendations. Obesity is calculated based on self-reported height and weight.

All Adults figures are taken from 2015 Washington Behavioral Risk Factor Surveillance System data. Like youth, poor nutrition is described as consuming fruits and vegetables less than one time per day. Insufficient physical activity is a calculated variable for physical activity categories. The table below describes insufficient physical activity as those respondents with calculated

¹ U.S. Census Bureau, 2011-2015 American Community Survey 5- Year Estimates

² Source: ESA-EMAPS Report #4075 using the ACES Data Warehouse as of March 2016

variables of 'insufficiently active' or 'inactive.' Obese is a calculated variable based on self-reported factors. High blood pressure is described as those who reported 'yes' to the question 'Have you EVER been told by a doctor, nurse, or other health professional that you have high blood pressure?' Diabetes is described as any respondent indicating a health professional has told them they had diabetes.

While most indicators are similar to the Washington State averages, with the exception of Okanogan County adults, all counties in Region 1 report higher levels of obesity than the state average for youth and adults. Youth insufficient physical activity levels increased from previous years due to adopting the stricter CDC guidelines for youth physical activity.

Table 2. Region 1 Diet-Related Health Statistics³⁴

	WA State	Adams	Chelan-Douglas	Grant	Lincoln	NE Tri	Okanogan	Spokane
Youth								
Poor Nutrition	12%	9%	14%	16%	12%	12%	10%	12%
Insufficient Physical Activity	76%	71%	75%	70%	57%	67%	68%	73%
Obese	12%	20%	13%	15%	19%	13%	13%	12%
Adult								
Poor Nutrition	11%	13%	11%	8%	25%	11%	11%	12%
Insufficient Physical Activity	42%	52%	38%	48%	41%	43%	39%	44%
Obese	27%	33%	28%	35%	39%	30%	26%	27%
High Blood Pressure	30%	26%	30%	28%	34%	38%	38%	30%
Diabetes	8%	8%	10%	12%	11%	14%	14%	8%

Other Nutrition-Related Programs Serving Low-Income Persons

- Additional nutrition-related programs that serve the low-income population in Region 1 include: Community Eligibility Provision (CEP) and Provision 2
- Child and Adult Care Food Program (CACFP)
- Commodity Supplemental Food Program (CSFP)
- Expanded Food and Nutrition Education Program (EFNEP)
- Emergency Food Assistance Program (EFAP)
- Healthy Communities – DOH
- National School Lunch Program
- Senior and WIC Farmers Market Nutrition Program
- The USDA Free Fruit and Vegetable Program
- WIC
- My Healthy Life Social Marketing Campaign (Spokane)

Access to nutrition-related programs is primarily concentrated in larger cities and schools in Region 1, limiting availability to many individuals living in rural counties.

³ Healthy Youth Survey 2016 <https://www.askhys.net/FactSheets>

⁴ Washington Behavioral Risk Factor Surveillance System 2015

Areas of the State Where SNAP Target Audience is Underserved or Has Not Had Access to SNAP-Ed Previously

In FY 2017, SNAP-Ed project activities served over 130 sites in all 10 counties. Rural counties are under- represented with some counties having 10 or fewer sites (Douglas, Ferry, Grant, Lincoln, and Pend Oreille). Tribes are also underserved. In FY2017, four of the SNAP-Ed sites directly served Tribal Populations (3 Kalispel, 1 Stevens-Spokane Tribe). The Confederated Tribes of the Colville Reservation did not receive SNAP-Ed services in FY 2017, though they do participate in the Food Distribution Program on Indian Reservations (FDPIR).

Implications of Needs Assessment and How These Findings Were Applied to This Current SNAP-Ed Plan

In FY2018, SNAP Region 1 partners intend to focus efforts in highly-concentrated low-income areas and community gathering points such as schools and community centers. Region 1 will also work to establish partnerships and activities in the Tribal communities as they are the most underserved of the regional population. This will ensure broad reach that is cost effective through reducing travel to population-sparse locations.

IV. Regional Focus:

Where are we reaching our SNAP population (Counties)?			Chelan, Douglas, Okanogan			Grant, Adams			Lincoln, Adams			Pend Oreille			Spokane			Stevens, Ferry					
Contractor and/or Regional/State Project			Chelan, Douglas, Okanogan WSU	Second Harvest	Catholic Charities	Grant, Adams WSU	Mattawa Clinic	Grant County	Second Harvest	Catholic Charities	Lincoln, Adams WSU	Second Harvest	Catholic Charities	Pend Oreille WSU	Second Harvest	Catholic Charities	Spokane WSU	Spokane Regional Health District	Second Harvest	Catholic Charities	Stevens, Ferry WSU	Second Harvest	Catholic Charities
Learn	Schools	Elementary	X			X	X				X			X		X	X		X	X	X		X
		Middle					X				X			X		X	X		X	X	X		X
		High					X									X	X		X	X			X
		Parents of Youth	X			X	X				X			X			X				X		
		Teen Parents																					
	Childcare centers (parents and staff)					X										X				X			X
	WorkFirst/Source																X						
	Recovery programs																X						
	Centers for people with developmental disabilities																X				X		
Shop	Farmers Markets		X		X			X						X		X		X		X	X		X
	Food Banks/pantries &		X	X			X		X		X	X		X	X			X	X		X	X	
Live	Tribal Communities			X		X								X	X		X		X		X	X	
	Public Housing/Shelters		X														X	X	X		X		
	Community Gardens		X											X			X	X					
	Community Centers		X			X		X						X	X		X		X			X	
	Retail						X											X					
	Community Health							X						X				X					
Receive Resources	CSO, Family Support Services, & Community Resource Centers		X			X											X						
Worship	Faith based organizations			X					X		X			X					X			X	

V. 3-Year Vision and Performance Goals

The approach in Region 1 is to build on the strengths within the local provider organizations and the communities they serve, foster collaboration and innovation, and further the work to meet the unique needs of our region and program objectives.

This first year in the new regional model has been an adjustment for everyone involved. We continue to make progress and are excited about moving forward with our planning process.

We foresee a 3-year plan that includes the following:

- Year 1
 - Work plans that build on strengths and involve strategic partnerships
 - Assessment of regional needs, gaps and opportunities
 - Identification of provider training needs and opportunities
 - Full development of collaborative model
 - Formative research for social marketing approaches for unique communities (*see Regional Initiative section*)
- Year 2
 - Work plans continue meaningful work, but evolve with new approaches and collaborations as identified in year 1
 - New partners/work that helps address identified gaps
 - Implementation of social marketing methods tailored to unique communities and/or populations
- Year 3
 - Regional work evolves to increase reach and effectiveness
 - Additional funding and/or partnerships are leveraged for collective impact
 - Social marketing methods are evaluated for effectiveness

The regional partners involved bring diverse strengths and opportunities for direct education, public health approaches, food access, farmer's markets efforts and PSE, in a large and diverse region. Our draft budget proposes 75% of funds to support projects outside of SRHD, and a regional initiative that benefits the entire region.

Included in this proposal will be the following Social Marketing initiative:

Social marketing is a recognized approach that markets a behavior and provides an additional layer of messaging reinforcement to other SNAP-Ed approaches. The SNAP-Ed Guidance recommends multi-level approaches to help support behavior change in the SNAP-eligible population, and adding this approach region-wide provides opportunity to emphasize educational messages and resource connections.

SRHD has experience and expertise in implementing this type of work, along with results and products that can be a foundation for expansion. This multi-year project involved formative research within the SNAP-eligible population of Spokane County to identify barriers,

motivators, messaging and methods that would resonate with them. It resulted in the “My Healthy Life” campaign which utilized multiple modes of advertising, driving interested individuals to a tailored website developed out of this research.

www.myhealthylifespokane.org

The website provides information and resources to help with access to food, healthy eating and active living. Evaluation results showed a significant percentage of the population that were driven to the website and recognized it when asked to recall.

SRHD recognizes the value in what we have already learned through this process and the added layer of support and reinforcement an approach like this could bring to the rest of Region 1, potentially impacting a larger percentage of the overall SNAP-eligible population and reinforcing the existing education and PSE efforts. However, we know that what works in Spokane cannot be assumed to work in the rest of our region, as there are unique and varied communities and populations. We recognize that to apply this same technique in a way that is valuable to the region, the uniqueness of the region needs to be addressed.

Therefore, we propose that the process be expanded into Region 1 in a way that builds on the other gaps and needs assessment work, seeks to learn from the unique communities and populations, and involves partnership with our local providers. This would involve focus groups with the target populations to identify what their barriers and motivators are, what messaging resonates with them, and what methods work best. Out of this we would identify what needs to be developed, adapted, and implemented to truly implement social marketing methods that can be effective. This would be the primary goal of year 1, along with some maintenance of the MHL campaign. Year 2 would be product/method implementation and dissemination, and year 3 would be evaluation of effectiveness.

We believe SRHD is well-poised to implement this 3-year plan within Region 1, and look forward to the opportunity to strengthen the program, collaborate with state and local partners, and support this valuable work within our local communities.

Goals and Objectives

Region 1 Current Core Goals and Objectives:

Nutrition Objectives: By September 30, 2020, youth and adults evaluated will increase the consumption of fruits and vegetables among the SNAP Eligible population.

Physical Activity Objectives: By September 30, 2020, youth and adults will increase physical activity and reduce sedentary behavior among the SNAP Eligible population.

Food Resource Management Objectives: By September 2020, adults and families evaluated will show changes in individual and family behaviors that reflect smarter shopping and food resource management strategies.

Policy, Systems and Environment Objectives: By September 30, 2020, Region 1 projects will have partnerships with service providers, organizational leaders, and SNAP-Ed representatives in settings where people eat, learn, live, play, shop, and work.

By September 30, 2020, Region 1 projects will support and implement the adoption and promotion of nutrition and physical activity- related supports in sites and organizations.

By September 30, 2020, identified Region 1 project sites and organizations will identify need for PSE changes and associated organizational and staff readiness for adopting PSE changes.

Collective Impact Objectives: By September 30, 2020, Region 1 stakeholders will expand the depth and breadth of community collaborations, increase alignment between contractors, strategic alignment of region-wide program resources, and communication channels through guidance from the Collective Impact Advisory Coalition.

VI. Local Agencies

Washington State Region 1	
County	Local Agency
Chelan, Douglas, and Okanogan	WSU Chelan-Douglas-Okanogan counties
Grant and Adams	Grant County Health District Mattawa Community Medical Clinic WSU Grant-Adams counties
Lincoln and Adams	WSU Lincoln-Adams counties
Pend Oreille	WSU Pend Oreille County
Spokane	Catholic Charities Spokane* Second Harvest* Spokane Regional Health District WSU Spokane County
Stevens and Ferry	WSU Stevens-Ferry counties
*Regional work	

Catholic Charities Spokane

CCS has served eastern Washington communities for over a century. Its program, Food for All, is a recognized regional leader in driving food systems initiatives that address nutrition and health equity issues. The program has extensive experience working in collaboration across food

environments, including food banks, schools, and farmer's markets. Program staff regularly serve as conveners and facilitators within collaborative activities, including serving as Food Insecurity Nutrition Incentive (FINI) coordinator for Eastern Washington farmer's markets, serving on a regional food policy council, and working with state-wide leaders in farm-to-community efforts. In addition, CCS staff serve as Washington State Farmers Market Association (WSFMA) Regional Leads for five regions in Eastern Washington as part of a statewide SNAP-Ed initiative.

Grant County Health District

The Snap-Ed (5 a day, BFNEP) program has been with the Grant County Health District for over 18 years. Together with our community partners and school districts, we have been delivering nutrition education in various parts of our county. We have gained the trust and confidence with various community members who look to us to help create positive outcomes in our community.

Currently SNAP-Ed in Grant County is participating in the Empowering for Wellness initiative. Nutrition classes using the Plan, Shop, Save and Cook curriculum are being conducted in Mattawa for pregnant and postpartum women who have been referred to the program. While this is a program for mothers, it is often attended by spouses as well as children. After the class, they attend Mattawa Clinic's Walking Program, which is held in their lobby.

Grant County is also the lead for the local breastfeeding coalition. Currently, Grant County is working with the local hospital on achieving Breastfeeding Friendly Washington status. The hospital is working on their internal workplace breastfeeding policy that can be used as a sample policy for other organizations. Grant County is also working with local merchants as well as attending public events to change the cultural norm of the community where breastfeeding is commonly welcomed.

Grant County has a privately funded Farmers Market Match program that matches up to \$10 for participants using their EBT card. Grant County also supports FINI for farmers' markets and class participants.

Mattawa Community Clinic

The Mattawa Community Medical Clinic and SNAP-Ed Coordinator/Educator have 11 years of experience with SNAP-Ed so there is a strong knowledge base. The SNAP-Ed Educator is a Registered Dietitian/Nutritionist and has also earned a B.S. in Elementary Education/Certified teacher. A working relationship has been developed with many partners. The assistants have 1-2 years' experience in SNAP-Ed. They also are trained Spanish/English interpreters and identify with the predominate Hispanic culture in the Mattawa area. The Mattawa Community Medical Clinic (MCMC) CEO and other employees are actively involved in collaboration with numerous community partners on an ongoing basis through grants and in general, strong community support.

Second Harvest

Second Harvest, founded in 1971, is a regional charitable food distribution center that gets nutritious food to where it's needed most through partner food banks, meal sites and other programs serving low-income, SNAP-eligible people in Eastern Washington. One of Second Harvest's two distribution centers is in Spokane, which is in Region 1. Second Harvest provides services in all 10 counties in the Region 1 footprint. Second Harvest's total service territory spans 21 counties in Eastern Washington and five counties in North Idaho.

In the 10 Eastern Washington counties that make up Region 1, Second Harvest currently distributes 1.3 million pounds of free food every month to food banks, meal sites and other hunger-relief programs serving SNAP-eligible recipients. This includes 473,000 pounds of fresh produce each month, along with 383,000 pounds of other nutritious perishable food.

Second Harvest's long-standing partnerships put it in a unique position to provide some of the most vulnerable populations with free direct education opportunities that help move people from hunger to health and self-sufficiency. Second Harvest has the capacity to reach thousands of low-income people through 155 partner agencies in Region 1. Second Harvest's Mobile Market also provides food directly to people in need at easily accessible locations like community centers, church parking lots, youth centers, schools and subsidized senior housing. Second Harvest complements food distribution with nutrition education, recipes and prompts that encourage low-income people to choose and consume healthier fresh fruits and vegetables.

In addition, Second Harvest employs a policy, systems and environmental approach through training representatives from partner food banks how to provide evidence-based direct education to their SNAP-eligible clients. Second Harvest's training and technical assistance includes behavioral economics best practices for displaying and promoting fresh produce and other healthy options for people in need.

Second Harvest has the capacity to extend its PSE reach through targeted outreach to more remote rural areas and tribal communities with videos and other materials offered through its web-based channels (2-harvest.org and secondharvestkitchen.org) and social marketing campaigns. Other supporting resources include additional training provided at Second Harvest's annual Partner Agency Conference and Washington Grown food demonstration segments (wagrown.com) filmed in The Kitchen at Second Harvest. Washington Grown is a campaign by the Washington's Farmers and Ranchers coalition, a collaboration of agricultural groups working together to help consumers learn more about locally produced food supplies.

Spokane Regional Health District

Spokane Regional Health District (SRHD): The Spokane Regional Health District is one of 34 local public health agencies serving Washington state's 39 counties. Spokane Regional Health District has approximately 250 employees and serves a population of more than 400,000 in Spokane County. In February 2013, Spokane Regional Health District achieved national accreditation through the Public Health Accreditation Board (PHAB).

Program staff include those with Master's level nutrition education, 20 years of public health experience, and target population understanding. In addition, SRHD's Data Center staff provide expertise in evaluation assistance. Over the past 4 years, SRHD's SNAP-Ed program has implemented a peer-to-peer Community Health Advocate (CHA) model within multiple low-income sites within Spokane. With mentorship from program staff, CHAs help plan, organize, promote and lead educational activities and classes in their communities. They also help connect fellow residents to resources in the community and identify potential policy, system and environmental changes.

The program was recognized with a 2015 National Association of Housing and Redevelopment Officials award for Innovation of Resident and Client Services, and numerous community partnerships have identified and implemented multiple opportunities for policy, system and environmental changes for SNAP-eligible adults in Spokane low-income housing communities. Spokane Regional Health District's SNAP-Ed CHAs were also included in the February 2016 Washington State Housing Finance Commission's 'My View' newsletter highlighting 'Healthcare and Housing in Washington State'. In FY17, one of the CHAs was asked to sit on the Spokane Housing Authority board, recognizing the value this project has brought to their communities and in their voice. SRHD also conducts a Community Health Worker (CHW) training and facilitates a new Eastern Washington CHW network, which provides CHAs enhanced ability to connect fellow residents to community resources and helps strengthen their skills and independence to advocate for health within their communities.

WSU Chelan-Douglas-Okanogan

The SNAP-Ed program started in Chelan, Douglas, and Okanogan counties in 1992. The program offers direct education in schools and after school, adult education classes, behavior economics work with food pantries, policy, systems, and environmental activities with wellness committees, school organizations and community partners and Smarter Lunchroom strategies with school food services. The SNAP educators are well-trained and competent. Internal evaluations indicate the program has been successful for several years with positive participant behavior change, increasing partnerships, outstanding staff and nutrition educators and continual county government support.

WSU Grant-Adams

WSU Grant Adams Extension has delivered WSU SNAP-Ed program in this area for over 20 years. Throughout that time staff have developed and maintained strong community ties with our clients and partners. WSU SNAP-Ed has strongly influenced the health and wellness of these counties. The current staff, the SNAP-Ed Coordinator and SNAP-Ed Educator are Registered Dietitians with over 24 years of combined community nutrition experience in Grant and Adams County.

The SNAP-Ed Coordinator has worked with similar federal nutrition and education programs including the Washington State WIC Program, The Maternity Support Services, and Children with Special HealthCare Needs. She is certified in Childhood Weight Loss Management and has

specialized training in lactation. She also was the Breastfeeding Program Coordinator and WIC Peer Counseling Program Coordinator while working for the WIC program.

SNAP-Ed Educator is a lifelong resident of Grant County and has experience in nutrition counseling, school food service, and working with adults in low income populations and with weight loss management

WSU Lincoln-Adams

WSU Lincoln County Extension has been involved with SNAP-Ed delivery since 2004. Bridget Rohner, the Human Development Faculty member for WSU Extension has served as the CEO for the program since January 2004. Mikki Kison, SNAP-Ed educator, was raised in Adams County and married a local farmer. Originally trained as a 4-H leader for WSU Extension, Mikki then taught Agriculture lessons in the local Elementary schools before being hired to plan, coordinate and manage an Afterschool program for Washtucna School District. In 2003, Mikki was hired to teach the first SNAP-Ed materials in the east Adams County area. Jennifer Aldrich, SNAP-Ed educator, was hired by WSU to deliver nutrition education in 2006. Jennifer has a degree in Marketing and was employed by the Ritzville School District as a substitute teacher before coming to WSU Extension, and continues to work as a substitute teacher for Ritzville School District in addition to her SNAP-Ed responsibilities. Both educators are well versed in the USDA Food Guidelines, have practical experiential teaching skills, strong connections with the local communities, and great understanding of local community needs and services available.

WSU Pend Oreille

WSU Pend Oreille County Extension has been a part of the SNAP-Ed grant for 13 years in Pend Oreille County. In those 13 years, we have developed a very strong partnership with the Kalispel Tribe of Indians. This partnership has allowed us into the Kalispel Tribe's Reservation Community and has led to numerous opportunities to participate in Native American health initiatives on the reservation. Also during this 13 years, partnerships with the schools, communities, food banks and many other organizations have been established and grow every year. Our reach has increased every year, providing SNAP-Ed to a very rural and isolated population that has limited healthier options and which not only trusts the WSU staff, but also has accepted them into their lives and their families.

WSU Spokane

WSU Spokane SNAP-Ed staff has over 30 years of combined experience implementing SNAP-Ed programming, evaluations and management in the Spokane County community including 8 school districts, multiple food banks, community centers, work first programs, DSHS locations and refugees. Over the years WSU Spokane SNAP-Ed has built community relationships through direct education that have opened doors to participate in policy, systems and environmental changes that include leading the way on Smarter Lunchroom Design and Behavioral Economics.

WSU Spokane SNAP-Ed is currently staffed by 1 Registered Dietitian, 1 BS in Nutrition, 1 BS in Community Health and 1 with over 10 year of experience.

WSU Stevens-Ferry

The WSU Stevens-Ferry project has been providing SNAP-Ed programming, evaluation, and management since 2001. Current Project Coordinator has been in the position since 2009. Nutrition education staff have experience and training in SNAP-Ed curriculum, policies, programming, and management. We try to have staff live in the community they serve to better understand the community, their needs, and culture.

2. Spokane Regional Health District FY 18-20 Project Summary Region 1

Project Title: Youth and Adult

a. Related State Objectives

By September 2020, SNAP-Ed participants will show the following:

<input checked="" type="checkbox"/> Obj. 1A: Dietary Quality (adults)	<input checked="" type="checkbox"/> Obj. 3A: Food Resource Management (adults)
<input checked="" type="checkbox"/> Obj. 1B: Dietary Quality (youth)	<input checked="" type="checkbox"/> Obj. 3B: Food Resource Management (youth)
<input checked="" type="checkbox"/> Obj. 2: Physical Activity	<input checked="" type="checkbox"/> Obj. 4: Public Health Approaches

b. Audience

Region 1 projects will focus on the SNAP eligible audience. Eligibility for project sites includes:

- Income based – Participants on or qualify for income-based programs
- Location based – CSO, food banks, food pantry, soup kitchen, public housing, SNAP/ TANF job readiness
- Poverty based – 50% or more below 185% FPL via agency data or census tract
- Farmers market – Market accepts SNAP, WIC, Senior Farmers Market Nutrition Program, and has matching incentive program

c. Food and Activity Environments

Below are the local assessments of barriers to healthy eating and living per local provider

Catholic Charities

Based on interviews conducted with all Region 1 local SNAP-Ed providers, Region 1 food and activity environments differ greatly based on the location of the community and the population served.

A common challenge throughout the Region was transportation. Whether individuals lived in an urban or rural area, it is difficult for SNAP-eligible individuals to access healthy and nutritious foods. In some communities, there was a small grocery store, but the variety was limited and the prices were higher than at traditional supermarkets. In isolated, rural communities, residents drive over 60-miles roundtrip to get to the nearest supermarket or farmers market.

In Spokane County, the Spokane Food Policy Council conducted a Food Systems Inventory in 2016. They cited many reasons that residents of Spokane County experience food insecurity including food deserts, cost barriers, lack of cooking skills, lack of nutritional understanding, lack of culturally relevant food, lack of transportation and homelessness. Fortunately, in Spokane County, there are a variety of organizations that are helping to address this need.

There are many meal programs and food distribution centers, as well as organizations teaching scratch cooking skills.

Contrary to Spokane County, in rural communities, there is a lack of organizations working to address barriers to healthy food access. In some communities, there may be one or two resources and a food bank that is open 1-2 times per month. Therefore, rural communities present their own challenges related to food access that may require innovative programming to remove barriers.

Grant County Health District

Two local chain grocery stores, a couple of Hispanic grocery stores. No local produce as in Farmers market or Produce stands. Families who work in the agricultural field may have access to the commodity they work in but storage is an issue. Families eat produce that's in season. Limited access for families to use their WIC farmers market checks therefore they go unused. High crime area however a lot of families do walk just not after dark. Median age of this community is around 24. Population can double during the migrant season. No sidewalks make it difficult for Pedestrian safety. A lot of semi-trucks and farm equipment vehicles are utilizing the main road where families walk. Known for high crime and gang activity so limited times of day to walk or ride bikes outside. Cultural sensitivity is a very strong factor. The use of CHW's is key in making this program successful as the classes are conducted in a cultural appropriate way. Families who live in apartment complexes don't have the resources for a garden.

Mattawa Community Clinic

Our SNAP-Ed educators live locally and recognize that Mattawa is a rural community without the opportunities of a larger town that might have community education classes, farmer's markets, and supermarket shopping. These services are all 45 miles away. There are a few Mexican restaurants, taco wagons, and one fast food chain. The grocery stores and two gas stations have ready-to-eat fried deli foods. We recognize that some clients may not be aware that their restaurants serve unhealthy options, yet they continue to eat there because there are no other options with ready-to-eat meals in the census tract. Through SNAP-Ed projects, the community will be provided healthy nutrition and physical activity choices.

Barriers to healthy eating and physical activity include traditions. Typical food preparation is frying, i.e. fried beans, fried rice, fried meats and sweets such as Tres leche rich cake, candies daily and at frequent family celebrations, and sweet milk/punches. Soda is a favorite beverage from less than 1 year old to the elderly. (However, fresh fruits and vegetables are eaten regularly and seasonally.) Food availability can be a problem as the food bank is only open twice a month, and there is limited store selection with the nearest supermarket being 45 miles away. Poverty is an issue especially during the winter for the seasonal workers. There is a lack of knowledge of healthy food preparation and shopping on a budget.

Sports provide the primary exercise. Adults even join soccer teams. The school gym is open (for a fee), and the high school track is often used for walking, but these are only available to those who live in town as many live out on farms without reliable transportation.

Second Harvest

Many families face significant challenges to getting fruits and vegetables on their tables due to where they live and the need to stretch their limited food budgets. Low-income neighborhoods and rural communities frequently lack full-service grocery stores or other sources of nutritious fresh produce. When it is available, fresh produce is often more expensive.

The epidemic of obesity and diabetes in this country cuts across household income levels, but has a more pronounced effect on low-income families. Second Harvest works to transform the health of the communities it serves and build self-sufficiency by getting food assistance and nutrition education to people in need where they're at. Second Harvest uses its Mobile Market to fill gaps in service and increase access to healthy food for some of the most vulnerable populations in the region, especially those in the more remote and hard-to-reach rural areas. This helps offset a disturbing trend that is leaving one in eight people in Region 1—including one in five children—food insecure and is placing a far larger group at risk of preventable health conditions linked to poor nutrition.

Second Harvest's Mobile Market overcomes transportation barriers, job schedule conflicts and other obstacles that keep low-income people from accessing needed services. For example, neighborhood food banks have limited operating hours that can pose challenges for working people. In addition, distributions in the school setting are more inviting for families, alleviating the stigma associated with food assistance. School-based distributions frequently are scheduled to correspond with other events to ensure the best participation. Second Harvest knows it can reach another very vulnerable population by connecting mobile distributions with subsidized senior housing units.

Over the past decade, Second Harvest's Mobile Market has grown into an effective strategy for making food supplies more accessible to low-income children, families and seniors, who do not regularly eat the standard recommended servings of fruits and vegetables because they cannot afford them.

Spokane Regional Health District

The target population served within these various low-income housing locations struggle with barriers such as transportation to food resources, relying on the bus, a ride, or the need to walk. Many of the communities have environmental safety concerns such as uneven sidewalks, unsafe neighborhoods and challenging traffic crossing needs that create challenges for both food access and physical activity. While some locations have options for community garden space, other more urban settings have none.

WSU Chelan-Douglas-Okanogan

Public transportation is not available in most of these rural areas. Access to grocery stores with a variety of fruits and vegetables and reasonably priced food is difficult in some rural areas. There are limited sidewalks, walking trails or paths. Availability to swimming pools or skate parks for free recreation and exercise can be a challenge. Public safety for outside activities, such as playing in public/park areas and walking and riding bikes, is a concern. Growing backyard gardens or having access to community gardens can be a challenge. Lack of work or seasonal jobs impact available money for transportation, food and childcare. Spanish translation services at educational programs are limited due to availability and cost.

WSU Grant-Adams

Food Banks in Grant County (Ephrata, Moses Lake, Quincy, Soap Lake) have expressed concerns that clients lack the knowledge of how to prepare some of the foods available at the food bank. Food bank directors are interested in receiving posted information, displays, demonstrations, and other educational materials that provide clients with tips and ideas on how to prepare the healthy items available throughout the year. In collaboration with food bank directors, WSU Grant Adams County SNAP-Ed educators will demonstrate a variety of healthy food options, provide healthy recipes, and provide instructions for storing and preparing seasonal produce.

School lunch staff express concerns over how to promote healthy foods and habits to the students. They also continue to be frustrated by the amount of wasted fruits and vegetables. It is difficult for the food service staff to promote, purchase and serve a variety of fruits and vegetables when they believe the students will not eat them. The staff would like more education on how to positively market their healthier options, promote healthy school meals and increase the intake of fruits and vegetable at meals. WSU SNAP Ed staff will help train and consult with school lunch staff and school administrators to implement Smarter Lunchroom Movement Strategies to promote positive interactions with students and lunchroom staff while promoting healthier eating habits. Staff will also utilize the Smarter Lunchroom Self-Assessment to identify areas of improvement and ways to improve the acceptance of food choices.

WSU Lincoln-Adams

Small town life has wonderful advantages, but stark disadvantages when it comes to food access and physical activity. The small towns of Lamont, Washtucna, and Kahlotus lack any type of grocery store. Harrington, Odessa, Lind and Sprague each have a small, locally owned, "mom & pop" grocery store where the selection of fresh produce is extremely limited or nonexistent at times. County seats, Ritzville and Davenport, both have a small-scale chain store such as Harvest Foods or Safeway. These grocery stores offer a better selection of fresh foods, but at a much higher price than larger urban stores. The Davenport community tried to host a farmer's market for three years, but the lack of patrons forces local farmers to sell their goods in larger cities, like Spokane or Wenatchee. Currently there is no farmer's market in Lincoln or East Adams County. The cities of Davenport and Ritzville are both working on the development of a community garden, but these are still under construction and only serve the two largest communities in the area.

Residents of a small town would be more physical activity, but statistically, this is not true. Many of the small towns lack safe walking trails or even basic sidewalks. Many residents spend an hour or more commuting by car for services and employment leaving little time for exercise. A few of the schools open their gyms for community use, but because these facilities are in demand for the school services during the day and late afternoon and often closed during the summer, access is limited.

WSU Pend Oreille

Stratton Elementary School would like to increase children's daily physical activity. Teachers have reported that they feel increased physical activity for students will enhance not only their cognitive abilities but also help reduce behavior problems in the classroom. Due to scheduling issues, students often have only 15 minutes of daily physical activity through recess, and physical education classes are on a rotating schedule in which students participate once every other day, at best.

In the different schools throughout the county, there appears to be a lack of visual nutrition and physical activity information to students and parents in their district. Visual reminders throughout the school may have a positive effect on their children's healthy choices in the school cafeteria and at home. While visual aids are utilized in SNAP-Ed nutrition education classes, there are very few outside of the classroom environment, including the cafeteria, that are easily seen, read, and understood by children.

Per the organization with oversight to the Newport Food Bank, Newport Crime Victim Services (NCVS), food bank clientele often request additional fresh fruits and vegetables in their monthly commodities. Most clients are interested in growing their own fresh produce, but do not have the means or time, or are in declining health and are unable to perform gardening tasks on their own.

Kalispel Clinic Staff expressed interest in starting a garden to be used by their clients to increase consumption of fresh produce that has a low glycemic load for diabetic concerns. The Kalispel Reservation is isolated, with the nearest grocery store that is not associated with a gas station located nearly 20 miles away. Access to fresh fruits and vegetables for Tribal members is difficult due to distance and lack of transportation.

Organizers of the Camas Learning Center (CLC) After School Program and Summer Programs expressed interest in improving students' food choices during summer field and camping trips. They also noticed a lack of food safety knowledge in their enrolled youth, as evidenced by behaviors during scheduled eating times in both the centers and in public spaces. The staff at CLC have requested consultation with SNAP-Ed to develop ideas for healthy menu planning, since the afterschool program is tribal, is not affiliated with the public-school district, and does not have its own nutrition or food service staff. Also, the CLC requested food safety information to use on their summer camping trips.

Kalispel Tribal Members have limited access to fresh fruits and vegetables because the nearest grocery store is located almost 20 miles from the Kalispel Reservation. Kalispel Tribal members have expressed interest in harvesting locally grown produce from their tribal community gardens. These gardens act as 'learning labs' where demonstrations on the following topics are presented through nutrition education: healthy eating, growing fruits and vegetables, and agricultural history.

WSU Spokane

WSU SNAP-Ed will promote the consumption of fresh fruits and vegetables through tasting at the Police Activities League, along with promoting farmer's markets by supplies information on the kernel and Fresh Bucks programs. These will take place in corresponding neighborhoods where farmers markets are held on a weekly basis.

Our work will continue in the 1 school garden that was new in the FY17 school year with increasing the participation of the garden club and still connecting this garden to be utilized by the boys and girls club during the summer. The importance of eating fruits and vegetable will be emphasized while connecting with the families through newsletters and sending the harvest from the garden home with the participants.

The planning and participation will be focus on 1 new school garden starting in the fall of FY18. A garden club will begin with emphasis on creating interest and participation.

Physical activity will continue to be an emphasis by encouraging brain breaks throughout the day and physical explosion (10minutes of physical activity) before parties.

Smarter Lunchroom Design work will continue with the idea of increasing the consumption of fruits and vegetables through tastings, the connecting from cafeteria to home will also continue through newsletters and family nigh activities. Helping with the promotion of new entrees in the scratch cooking schools will continue to be a focus.

Gardens will be promoted in the unaccompanied minor's location to focus on fresh fruits and vegetables.

WSU Stevens-Ferry

Access to fresh fruits and vegetables is limited due to a lack of retailers, distance, and finances. Many families do not know what to do with healthier options if provided because they lack knowledge and/or have never tried certain foods. Physical activity options are limited outside of school time for youth. There is a lack of community physical activity opportunities—physical activity needs to self-motivated and done individually or as a family.

High-Level 3-Year Project Plans

Catholic Charities

Collective Impact

Year 1 Description:

- Continue interviews with community partners to expand knowledge of the work being done in their communities.
- Facilitate biannual Collective Impact Advisory Coalition meetings (one remote and one in-person) and quarterly regional advisory coalition meetings for four sub-regions.
- The Advisory Coalition will work to develop and implement a Collective Vision and Impact Plan.
- CCS and the Advisory Coalition will conduct assessments and evaluations of the programming, and work with the IA to address challenges identified in the needs assessment.

Years 2-3 Description:

- Continue to facilitate biannual Collective Impact Advisory Coalition meetings (one remote and one in-person) and quarterly regional advisory coalition meetings for four sub-regions.
- The coalition will focus on implementation and adjustment of the Collective Vision and Impact plan, as well as conduct assessments and evaluations as needed.
- The coalition will collaborate to identify and pursue other funding measures.

Farm to Community

Year 1 Description:

- Utilize the knowledge gained and relationships built during FY17 to address barriers and opportunities identified and implement system and policy interventions to improve access of locally produced foods for SNAP eligible families and individuals.
- Activities will be coordinated with WSU Stevens County Extension and their North HWY 395 Produce Corridor project to help improve supply chains to remote parts of the region and share resources for distributing locally produced foods to SNAP eligible families and individuals.
- Begin to make and strengthen connections in Okanogan, map needs, and develop goals for FY 2019 & 2020.
- The program will be evaluated throughout the year with a final report and reflection being completed each year.

Year 2 Description:

- Maintain and adjust as needed the goals implemented in FY18.
- Continue coordinated efforts with WSU Stevens County Extension and their North HWY 395 Produce Corridor project.
- Goals developed in year 1 will be implemented in Okanogan.
- Make and strengthen connections in other parts of Region 1, map needs of new areas, and develop goals for FY20.

- Evaluate the impact of these activities and coordinate with other SNAP-Ed projects that are focused on Farm to Community to produce a toolkit of best practices and lessons learned for replication in other SNAP-Ed projects implementing Farm to Community interventions.

Year 3 Description:

- Maintain and adjust as needed the goals implemented in FY18-19.
- Continue coordination with WSU Stevens County Extension and their North HWY 395 Produce Corridor project and Okanogan partners.
- Goals for new areas will be implemented.
- Continue to map needs of new areas and develop goals for FY21, hopefully expanding across Region 1. This will require making connections in other parts of Region 1, mapping needs, and developing goals for FY21.
- Evaluate efforts.
- Coordinate with other SNAP-Ed projects that are focused on Farm to Community to produce a toolkit of best practices and lessons learned for replication in other SNAP-Ed projects implementing Farm to Community interventions.

(Note: CCS will also serve as the Regional Lead for Eastern Washington Farmer's Markets efforts for Region 1 through the Washington State Farmer's Market Association)

Grant County Health Department

Year 1 Description:

- PSSC curriculum is conducted with a contract with the Wahluke Family Clinic utilizing their CHW educator staff. Referral process is done through the WIC department as well as encouragement from OB providers.
- Breast feeding coalition is working on a sample workplace policy to be able to share with other agencies as well as making bf the easy choice by making working on changing the cultural norms. Community conversations with downtown merchants to post the universal BF logo in their windows to show their business supports bf moms feeding their babies while shopping in their stores. BF booths at local festivals while promoting our classes and handing out our resource guide for BF moms.
- Farmers Market Demos to promote our Market Match program and FINI coupons.
- Participate in Walk to School Day

Year 2 Description:

- Continue working towards BF Silver status.
- Implementing the Workplace policy in the Hospital for their employees. Continue with community conversations on BF.
- PSSC curriculum to continue to be used with our classes.
- Farmers Market Demos to continue and possibly expand to Mattawa Flea Market with hopes to start the talks of a Market stand with local farmer, goal would be to have them accept EBT.
- Approach School/City of Mattawa to address pedestrian safety.

Year 3 Description:

- Continue working with hospital to achieve Silver or possibly Gold status.
- Community involvement with BF. Community events to promote BF.
- Farmers Market Demos to continue with one-time events,
- Address Pedestrian safety in Mattawa with either a Safe Routes to School plan or another Traffic Safety grant.
- Flea Market involvement for healthier food access.
- PSSC series to continue with CHW's

Mattawa Community Clinic**Year 1 Description:**

- Informational and beginning of change toward healthier food choices and increased physical activity.
- Promote ideas for systems changes.
- Build rapport with partners.
- Direct education in schools, reaching all of Mattawa's Kindergarten students, including technical assistance for farm and store field trips.
- Direct education for a Junior High after-school group using Media Smart Youth.
- Reach parents through a hand-on evening cooking class. Each class has an exercise component.
- The Media Smart Youth will use their lesson assignments to spread media messages throughout their school. They will influence peers to make healthy choices through these media projects.
- Develop a working relationship with the new Director of Child Nutrition to ensure success of future collaboration efforts.
- Direct education in the classroom will be supplemented with informal education for the teacher through handouts and Focus Groups in Year one.
- Healthy Minute, or Instant-Recess type material will be collected and organized.
- Develop a working relationship with the Parent Advisory Council (PAC) for future collaboration.
- Take steps to revive the School Health Advisory Committee.
- Establish partnership between the Food Bank Director and SNAP-Ed so that recipes for the adult cooking class can be focused on foods available at the Food Bank, and recipes distributed for these foods.
- Use results from the Corner Store Scan and surveys completed by the Junior High students and parents to make one change in the stores during year one

Year 2 Description:

- Continue informational activities, especially for Kindergarten students and other new recruits.
- Move forward with marketing and policy changes that will reinforce healthy habits being adopted by the individuals.
- Direct education will continue as it reaches a new population group each year at the Kindergarten level.

- Collaborate with the Director of Child Nutrition Services to follow-up on needs of school foods based on Smarter Lunchroom Surveys and staff in-service possibilities. SNAP-Ed will help with technical assistance with the actual implementation being managed by the Director of Child Nutrition.
- Partner with the Regional Economics Specialist who offered to help in presenting In-service topics to the cafeteria staff at the three elementary schools and the junior high school.
- Work together as a team to market and implement classroom food policies from the approved WSF Wellness Policy. Process the implementation through the School Health Advisory Committee.
- Media Smart Youth Junior High group will use lessons to enhance the school foodservice by incorporating school foodservice projects into lesson assignments.
- Train Media Smart Youth Graduates/Teacher Aides to lead out and present some of the weekly lessons.
- Recruit 3-5 teen Media Smart Youth graduates to serve as student representatives on the School Health Advisory Committee. Youth can also begin marketing "Smart Snacks" for vending and the school store.
- Collaborate with P.E. teachers to present nutrition/physical activity topics school staff in-services. Also, re-introduce some of the SHAC policies.
- Post Healthy Minute/Instant-Recess materials on school web-site; marketed to teachers.
- Recruit adults from the Parent Advisory Council (PAC) to join the School Health Advisory Committee. Share nutrition/physical activity presentation at least one of their monthly meetings.
- Continue collaboration with the Food Bank Director and coordinate efforts.
- Provide guidelines and assistance to Corner Stores to develop a Healthy Snack Corner using signage and marketing.

Year 3 Description:

- Implement interventions to increase accessibility of healthy food choices.
- Work toward implementing policy changes in schools and local businesses.
- Continue direct education to reach the new population groups.
- Continue collaborating with the Director of Child Nutrition.
- Evaluate progress with Smarter Lunchroom strategies.
- Introduce the concept and develop a plan to use the Food Adventurer Program.
- The Media Smart Youth Junior High group will have active members on the School Health Advisory Committee. Involve Media Smart Youth graduates in the lesson planning and presentations. They will move forward from just implementing marketing strategies for Smarter Lunchrooms and Healthier Classroom Snacks in their own school to becoming student promoters for healthier choices in the three elementary schools.
- School staff in-services presented on topics of school party policies re foods/snacks. Transfer in-service leadership to local staff. Provide sample ideas.
- Media Smart Youth prepare and present healthy party foods.
- Update the Healthy Minute/Instant Recess ideas on website. Evaluate their use by the teachers.

- Begin training Parent members of the School Health Advisory Committee to direct and keep the SHAC running effectively.
- Provide recipes to recipients of the mobile food bank deliveries.
- Routine encouragement provided to Corner Stores with Healthy Snack Corner ideas. Continue marketing strategies.

Second Harvest

Year 1 Description:

- Reach out to partners in all 10 counties to discuss building a SNAP-Ed relationship.
- Use the Oregon Food Bank's Healthy Pantry Initiative/Healthy Pantry Snapshot Assessment Tool. Food banks will be trained to begin implementing nutritional nudges, point-of-purchase prompts and thoughtful displays that make the healthy choice the easy choice for their clients.
- Prepare and provide recipes that motivate clients to try new foods or prepare familiar foods in new ways will be encouraged. Food bank staff will be trained to use the cross-merchandizing strategy of grouping ingredients for these recipes together on their shelves.
- Second Harvest's Mobile Market will provide nutritious fresh fruits and vegetables to people in need at easily accessible locations like community centers, church parking lots, schools and subsidized senior housing complexes.
- Provide hands-on scratch-cooking classes to children and adults in The Kitchen at Second Harvest.
- Include other nutrition education interventions for youth, adults and seniors in tandem with Mobile Market distributions and at other locations. These will include food samples that feature seasonal local produce, healthy food information displays, and educational handouts focused on things like basic cooking skills and information on the benefits of good nutrition and physical activity. Recipes will be provided for healthy meals (including ingredients from the Mobile Market) that clients can prepare at home. Food demonstrations and tastings will encourage people to try new food and build healthy eating habits.

Year 2 Description:

- The Healthy Pantry Initiative will continue to build the capacity of partner food banks to distribute more fresh produce and, in turn, consumption by SNAP-eligible clients will increase.
- Recruit and train more volunteers as Nutrition Ambassadors to extend reach in the region—especially in the rural areas. The client choice food pantry distribution model will be encouraged.
- Explore opportunities to connect food banks with health and nutrition professionals in their communities who can offer screening for food insecurity and medical conditions (e.g., diabetes), provide nutrition and health education, and health care support services.

- To help fill gaps in service among the older youth population, Second Harvest will prioritize additional nutrition education interventions at middle and high schools with school-based food pantries.

Year 3 Description:

- By year three, the Healthy Pantry Initiative will be moving more partner food banks to the client choice food distribution model.
- A growing volunteer corps of Nutrition Ambassadors will make it possible for Second Harvest to expand train-the-trainer activities to ensure that partner food banks—especially those in the farther-reaching rural counties—have the capacity to provide their own nutrition education interventions.
- Recognizing the clear intersection between hunger and health, Second Harvest will continue connecting partner food banks with health and nutrition professionals in their communities who can offer critical wrap-around services.

Spokane Regional Health District

Year 1 Description:

- Provide education and activities at low-income housing locations where there is strong partnership, effective CHA engagement, and community interest.
- Partner with the Spokane Neighborhood Action Program (aka SNAP) to add one of their housing locations that represents a multi-age, isolated community and leverages the organization's mission alignment.
- Adjust/add activities to meet community interests, maximize engagement, and foster inter-resident connection.
- Increase independent CHA-led activities that facilitate ongoing health information access, resource connections, and healthy eating and physical activity behaviors.
- Continue to adapt activities for the Russian-speaking population that is equitable, effective and culturally relevant.
- Adjust and continue to adapt the CHA model for potential adaptations that strengthen effectiveness and independence.
- Develop methods to engage/include education of older youth at multi-age locations.
- Strengthen housing partnerships by sharing project outcomes and engaging them to help identify PSE opportunities.
- Identify additional opportunities for staff and/or CHAs to participate in community councils, committees and/or stakeholder workgroups.

Year 2 Description:

- Continue education and activities at low-income housing locations where there is strong partnership, effective CHA engagement, and community interest.
- Adjust curriculum/activities to meet community interests and maximize engagement.
- Add programming that engages/includes older youth at multi-age locations.
- Adapt CHA model based on needs identified in year one.
- Continue housing partnerships to implement identified PSE opportunities and identify opportunities for model sustainability.

- Staff and/or CHAs participate in community councils, committees and/or stakeholder workgroup as identified in year one.
- Assess opportunities to expand CHA model into neighborhoods and/or target populations.

Year 3 Description:

- Continue education and activities at low-income housing locations where there is strong partnership, effective CHA engagement, and community interest.
- Adjust curriculum/activities to meet community interests and maximize engagement.
- Partner with housing organizations to share project successes and identify opportunities for model sustainability.
- Utilize independent CHAs and strong housing partnerships to maintain implemented PSEs and CHA-led activities.
- Adapt/expand model to low-income neighborhood and/or target population communities.

WSU Chelan-Douglas and Okanogan

Year 1 Description:

- Develop a needs assessment to determine the best ways to increase PSE and Smarter Lunchroom activities
- Implement PSE and Smarter Lunchroom interventions in 3 schools; assess the results
- Serve on wellness committees, strive for implementation of at least one new healthy intervention
- Assist food pantries with behavioral economics ideas and access results
- Provide direct education for adults and youth and evaluate behavior change
- Work with schools to plan for developing a school garden or assist with established gardens
- Explore finding Spanish speaking interpreters for adult classes; seek/and/or request additional funding to hire, if necessary

Year 2 Description:

- Use PSE and Smarter Lunchroom results to make changes or implement new ideas
- Continue to serve on wellness committees, evaluate healthy interventions and develop a sustainability plan
- Use results from food pantry intervention to determine success and/or make changes as needed
- Evaluate direct education curriculums for effectiveness, school acceptance and behavior change
- Continue school plans for gardens and evaluate to progress toward produce tasting and garden sustainability throughout the year
- Work with schools to develop opportunities for physical activity nights for families
- Seek new partners for adult direct education
- See partners for potential community gardens
- Potentially offer more direct education in Spanish

Year 3 Description:

- Evaluate effectiveness of PSE work and Smarter Lunchroom efforts
- Seek parents who are willing to serve on wellness committees to support healthy interventions and improve sustainability
- Evaluate schools receiving direct education and determine new schools better suited for education
- Hire someone to work with Spanish speaking adult audiences and offer more direct education in Spanish
- Continue efforts to evaluate and potentially expand school gardens
- Work with families to take advantage of community gardens to grow healthy foods

WSU Grant-Adams

Year 1 Description:

- Continue with baseline programming established in FFY2017 at Warden and Grand Coulee School District and with partner food banks.
- Conduct a needs assessment of target communities and other outlying communities in Grant and Adams Counties to assess the concerns, interest level, and educational needs of each community and current SNAP-Ed partners to assess effectiveness of current programs and identify those target areas in Grant and Adams Counties that would benefit from increased SNAP-Ed Programming.
- Begin partnership with Job Corps and Provide weekly SNAP ED programming to students living at Columbia Basin Job Corp using 4-H teen teachers to assist in teaching approved curriculum. SNAP-Ed staff and a Peer Mentor will provide weekly programming in the dorms to Columbia Basin Job Corps students. 3 teams of teen teachers will coordinate, plan, and teach the appropriate lesson plan with the assistance of a SNAP-Ed staff member. We will also start the gardening program with Job Corp in the Spring and Summer. This will enable to students to make use of the existing garden and learn valuable life skills that project will roll in to year 2.

Year 2 Description:

- Implement programming in target areas appropriate and tailored to each community's needs. This may include increased direct education among children or adults, as well as broad reaching PSE activities such as consulting on wellness committees, and a Smarter Lunchroom or Safe Routes to School programs.
- The Gardening program with Job Corps will include a long-term goal to identify key staff members who could coordinate and assist in the long-term upkeep and maintenance of the garden with the help of students. We would also work to use the produce grown in this garden to be used to supplement the fresh fruits and vegetables served in the job corps cafeteria. We would also be working with the local 4-H program and Job Corp to build skillsets in the students and staff that would allow for the students and key staff to provide most the direct education after training provided by SNAP-Ed and 4-H. We would also like to test the need for adding in an Eat Smart Be Active class for the Job Corp students to provide them with life skills including budgeting, cooking skills, and meal planning.

Year 3 Description:

- Continue programming, assess for ability to expand programming, and perform and evaluation of the effectiveness of programming in progress.
- Perform a program evaluation of current activities will provide our program with feedback on areas the program may be missing while also assuring that we are providing the most appropriate programming for each area.
- Assess the Job Corp Program for ways that we can provide support to the teen teachers, ways that we can assure program longevity, and assess for any new or unmet needs in this population

WSU Lincoln-Adams

Year 1 Description:

- Provide direct education to students focused on age appropriate skills. Each year, as students progress through school, they will gain new information, new skills, and be challenged to adopt new, healthy behaviors.
- Provide indirect education to parents through a parent letter that accompanies each lesson.
- Partner with the Lind Middle school Ag teacher who has started a school garden and provide middle school Ag students nutrition education related to the production of fresh produce and promote the inclusion of local food in the school lunch program.
- Host a regional Smarter Lunchroom training, assess the needs and community resources available for a school backpack food distribution program, and join school Wellness Committees or Community Workgroups focused on healthy food choices and physical activity.

Year 2 Description:

- Continue to provide direct education to students focused on age appropriate skills.
- Provide indirect education to parents through a parent letter that accompanies each lesson.
- Continue to partner with the Lind Middle School Ag teacher and their school garden and seek out other schools interested in replicating the program.
- Based on information gained from year one, assist the school in the implementation of a backpack food distribution program, work with food service staff to implement a new school lunchroom strategy, and continue to connect with Wellness Committees or Community Workgroups.

Year 3 Description:

- Continue to provide direct education to students focused on age appropriate skills.
- Provide indirect education to parents through a parent letter that accompanies each lesson.
- Continue to partner with the Lind Middle School Ag teacher and their school garden and seek out other schools interested in replicating the program.
- Based on the implementation of the backpack program, monitor the outreach and sustainability of the program.
- Follow up with school food service employees or the director and use the Smarter Lunchrooms Scorecard to reassess and offer additional training as needed.

- Continue to connect with Wellness Committees or Community Workgroups as they emerge or evolve over time.

WSU Pend Oreille

Year 1 Description:

- Provide direct education to grades 3-4 at Stratton Elementary, grades K-5 at Cusick, and grades 1-5 at Selkirk Elementary. SNAP-Ed will also do classes in grades 5-6 at Sadie Halstead Middle School.
- Provide direct education in afterschool and summer programs in collaboration with the 21st Century Program in the Newport School District and a Tech Wizard (STEM) program at Cusick.
- Perform policy, systems and environment work at all three school districts including school gardens, school wellness committees, family nights, and smarter lunchroom strategies from needs assessments.
- For adult programming, direct education activities will take part at Newport Food Bank, Cusick Food Bank, on the Kalispel Reservation with youth, adults and tribal elders, and with Newport School District students' parents and grandparents.
- Provide information and or family interactive activities at the Pend Oreille Valley Farmer's Market and the North Pend Oreille Farmer's Market. At the Farmer's Markets, SNAP-Ed staff will consult in promoting Fresh Bucks and senior farmer's market voucher and will coordinate with the Newport Safeway FINI grant activities.
- Extensive community-based PSE is planned through community gardens, health fairs, health walks, etc., and SNAP-Ed staff will participate in community health and wellness committees throughout Pend Oreille County.
- Continue to work with Kalispel committees and Clinic Staff focusing on Native American Health on the Kalispel Reservation.

Year 2 Description:

- Continue with programming from the previous year but using some different curriculum to reinforce the importance of making healthy, life-changing choices.
- Add more partners where there are gaps of services – DSHS, Middle School – to provide programs and increase overall community health.
- Continue to strengthen our tribal partnership by helping to develop programs that would meet their needs based on assessments conducted in the recent past.
- Work with Catholic Charities to get EBT to the local Farmer's Markets (focus in 2017 was in a different geographic location).

Year 3 Description:

- Increase our presence in more community programs and opportunities – Safeway (FINI grant), Farm to School, and food system at the Tribe (depending on their time lines with this endeavor). WSU SNAP-Ed will start programming with older youth in high school settings, if eligible.
- Conduct challenges at the schools that promote a sense of responsibility and accountability of their overall health.

WSU Spokane

Year 1 Description:

- Work in schools to provide direct education to 4th graders using Show Me Nutrition in the classroom and offer afterschool opportunities to 4th, 5th and 6th grades using CHFF.
- Incorporate Smarter Lunchrooms (SLR) in all WSU SNAP-Ed elementary, including trainings, train the trainer model, for all cafeteria staff including lunchroom monitors and janitors who have contact with students during their meal times, following the SLR model and incorporating a new strategy of creating a positive lunchroom atmosphere that promotes lifelong healthy eating habits. This will include a video for principals to use as training to staff. All SPS are moving to scratch cooking, in the SLR movement we will include Harvest of the Month (HOM), Student Nutrition Action Committee (SNAC), signage, prompts, and the introduction of a new support techniques, SLR coaches.
- In 1 pilot school, support and train schools that are moving towards having the cafeteria become an extension of the classroom, teachers will eat with their students.
- Perform a lunchroom make over will take place in 1 elementary school using the SLR techniques. Provide announcements to all schools receiving programming promoting HOM along with newsletters to connect the cafeteria to home.
- Provide Food Adventurer to all WSU SNAP-Ed school for the Kindergarteners, this will include quarterly newsletter to be sent home to connect the cafeteria to the home.
- Support 4 schools around school gardens and garden clubs by providing direct education using Growing Healthy Habits, collaboration with WSU Community Gardens and WSU Master Gardeners will provide sustainability to the success of the gardens.
- Introduce the idea of a community garden to The Native Project.
- Support the Family Wellness Program at the Native Project by providing direct education and physical activity, along with participating in the Wellness dinners.
- The Boys and Girls Club will continue with the introduction of SLR, HOM will be implemented.
- Introduce the idea of a garden to the Unaccompanied minors.
- Begin to move 2 middle schools that are new to scratch cooking along with a reimbursable salad bar towards SLR, trainings will be offered to staff. This will be in conjunction with direct education offered, using CHFF, in an afterschool setting.
- Begin discussions with administrators regarding wellness policy committees, recess before lunch and healthy celebrations in the classrooms.
- Introduce Fitness for fun to 1 elementary school, this is an afterschool program that promotes physical activity.
- Offer adult and senior classes to SNAP eligible participants at WSU SNAP-Ed schools, Salvation Army, Spokane Valley Partners, East Central Community Center, West Central Community Center, North East Community Center, Deer Park Senior Center, Work first/Work Source locations and DSHS offices.
- Pilot one location for a sustainable physical fitness club lead by a community member.

Year 2 Description:

- Continue year one work as stated above with the addition of introducing a SNAC and HOM in the 2 middles schools that are moving in the direction of SLR.

- Start introducing SLR in 2 high schools who will also receive direct education in an afterschool setting using CHFF.
- Move wellness committee toward written policy with be priority for WSU SNAP-Ed.
- Encourage recess before lunch along with suggestions on how to implement healthy celebration in the classrooms.
- Continue Fitness for Fun as a school lead club in year one location and discuss the introduction into another elementary school.
- Continue SLR at the Boys and Girls Club along with trainings to the staff, including the continuation of HOM and introduction of SNAC. Discuss the possibility of scratch cooking.
- Introduce a community center location to the idea of a physical fitness club that is led by a member, trained by WSU SNAP-Ed.
- The Native Project will begin the process of creating a community garden using Growing Healthy Habits and Family Gardening. The Wellness Program will be an area of emphasis; wellness policy will be discussed.

Year 3 Description:

- Continue with year two work as stated above with implementing SLR in the 2 high schools including HOM and SNAC. This will include training for the staff.
- Introduce SLR to two more eligible middle schools.
- Offer direct education in an afterschool setting using CHFF.
- Introduce Fitness for Fun into a new elementary school with year 2 being school lead.
- Continue SLR at the Boys and Girls Club with WSU SNAP-Ed introducing SLR at the Mead location.
- Support the Community Garden as well as support the collaboration with other WSU partners and The Green School Yard project.

WSU Stevens-Ferry

Education Project

Year 1 Description:

- Continue direct education and PSE work in four schools.
- Explore opportunity for campaign events in schools.
- Pilot monthly curriculum in two schools to increase year-round presence of SNAP Ed staff in schools.
- Work with NE WA Hunger Coalition to do a needs assessment with member food banks to determine needs to increase access to nutritious foods and choosing/using food.
- Select three food banks to pilot the Healthy Pantry Toolkit.
- Work to identify additional adult audiences not currently be served and how best to reach them.

Year 2 Description:

- Continue our work with four schools for direct education, PSE work, and include identified campaigns in two schools.

- With greater presence in schools we hope to have more involvement with wellness committees in all four schools.
- Provide direct education with existing and new adult audiences identified in year one will be offered.
- Select an additional three food banks to work on Healthy Pantry Toolkit.
- Assess and identify additional PSE activities for adult audiences in Stevens and Ferry County.
- Introduce walking videos for adult audience as an easy at home option for physical activity.

Year 3 Description:

- Continue work with schools for direct education, PSE work, and include the remaining two schools in the school campaigns.
- Provide direct education with existing and new adult audiences.
- Use year two assessments to implement identified PSE activities with adult audiences.
- Select three additional food banks to work on Healthy Pantry Toolkit.

Farm to Community Project

Year 1 Description:

- Analyze needs and identify sustainable interventions that offer farmers and local food producers a stable and profitable market that simultaneously increases the availability of fresh healthy food for low-income students, individuals, and families.
- Map the assets, resources, and capacities of each NEW HC stakeholder and partner to find the points of mutual interest and concern.
- Gain a deeper understanding and building social capital with the newly formed relationships with the Spokane Tribe and Inchelium School and any additional stakeholder groups who provide food to SNAP eligible clients.
- Enhance and customize existing tools that provide the framework for building capacity for farm to community strategies, including use of existing farm to institution promotion and education in SNAP settings.

Years 2-3 Description

- Develop a strategic plan for program implementation and outreach (Y2) and evaluate outcomes (Y3) for needed services, and share successful models and resources statewide.
- Evaluate successes, challenges, and improvements to NEW HC's Farm to Community program.

d. Project Description for Educational Strategies

County	Project	Audience			# One-time events	# Class series	Direct Education	
		Youth	Adult	Other: please specify			Reach* (FFY18)	SNAP Eligible Reach* (FFY18)
Adams	WSU Grant-Adams		X		2		75	50
Adams	WSU Lincoln-Adams	X	X			16	129	94
Adams	Second Harvest	X	X		3		310	310
Chelan-Douglas	WSU Chelan-Douglas-Okanogan	X	X	Family	4	121	2845	2016
Chelan-Douglas	Second Harvest	X	X		3		350	350
Ferry	WSU Stevens-Ferry	X	X		3	3	82	60
Ferry	Second Harvest	X	X		3		220	220
Franklin	WSU Lincoln-Adams	X	X			6	25	18
Grant	Grant County		X		4	4	480	280
Grant	Mattawa Clinic	X	X		5	5	605	483
Grant	WSU Grant-Adams	X	X		16	23	2425	1705
Grant	Second Harvest	X	X		2		300	300
Lincoln	WSU Lincoln-Adams	X	X			22	416	278
Lincoln	Second Harvest	X	X		1		70	70
Okanogan	WSU Chelan-Douglas-Okanogan	X	X		2	91	1935	1521
Okanogan	Second Harvest	X	X		2		215	215
Pend Oreille	WSU Pend Oreille	X	X	Seniors	58	80	4750	2672

Pend Oreille	Second Harvest	X	X		5		540	540
Spokane	Second Harvest				156	5	8710	8426
Spokane	SRHD		X		146	11	1159	1159
Spokane	WSU Spokane County	X	X		35	45	18023	16381
Stevens	WSU Stevens-Ferry	X	X		13	21	730	593
Stevens	Second Harvest	X	X		4		255	255
Total					467	453	44649	37996

e. Project Description for Marketing Strategies

This Region 1 SNAP-Ed Social Marketing project intends to build upon the work completed in FY17 and expand best practice formative evaluation for social marketing programs throughout Region 1 over the next three years. This will result in tailored social marketing plans for each sub-region including marketing strategies, materials, and evaluation. The approach would be in collaboration with local provider staff and the communities they serve:

- Year 1 – Development and implementation of a needs assessment for each sub-region, including literature reviews, media audit, training, focus groups, data analysis, and a detailed report with recommended strategies; website modifications and product development from results. (see budget)
- Year 2 – Implementation of recommended strategies in each sub-region; ongoing maintenance and updates of website
- Year 3 – Evaluation of social marketing strategies to determine effectiveness and recommendations for improvement and/or potential expansion beyond Region 1; ongoing maintenance and updates of website

f. Evidence Base: Summary of research included in appendix B.

g. Policy, Systems, and Environmental Changes

PSE Strategies
<i>Catholic Charities</i>
Work with community partners to integrate policies into their procedures to include local farm foods into meal and other programs
Provide procurement language to use in food contracts and RFPs
Smarter Lunchroom guidance and support
Assist in establishing mobile food banks
Participate in food policy coalitions and workgroups
Build local networking, planning and partnership capacity
Increase purchases of food from local farms to be used in community food operations
Utilize partnerships and collaboration to adjust/ modify interventions throughout Region 1
<i>Grant County</i>
Workplace breastfeeding policies
Breastfeeding Friendly WA
Access to safe area physical activity for both class participants and families
Clinic staff participate in walking classes
Work with city officials on pedestrian safety
Public transportation access to farmer's market
Market match for SNAP recipients
Work with local farmers to offer local produce in town as well as school
<i>Mattawa Clinic</i>
Reestablish School Health Advisory Committee
Invite Media Smart Youth graduates to be student representatives on the SHAC
Invite parents to become active members of SHAC
Train parents to effectively operate SHAC
Through SHAC, provide resources to follow previously enacted policies regarding school food for parties/ school stories
Media Smart Youth design posters and place in junior high and elementary schools
Media Smart Youth perform lunchroom scan and recommend changes
Media Smart Youth trained to prepare and present lessons
Provide technical assistance to arrange for field trips to grocery store and local farm tour
In-service presented to kindergarten teachers
Collaborate with food bank director to provide featured food in recipes used for Eating Smart, Being Active
Survey students and parents about what healthy foods they would buy if available
Develop partnerships with local corner stores
Present healthy snack corner to local corner stores
Post Health Minute/ Instant Recess resources on elementary school websites
<i>Second Harvest</i>
Behavior economics work with partner agencies/ food banks

Provide training and technical assistance that develops the capacity and systems of food banks in Region 1 to distribute more fresh produce
Utilize food pantry assessment tool to conduct environmental scans
Seek opportunities to connect food banks with health and nutrition professionals in their communities that can offer screening for food insecurity and medical conditions, provide nutrition and health education and health care support services
Cooking demonstrations and food tastings for youth, adults, seniors that feature seasonal local produce in tandem with Mobile Market distributions
Assist partner food banks to get systems in place that increase access to fresh fruits and vegetables in the emergency food assistance environment
Trained Nutrition Ambassadors volunteer time to conduct food demonstrations and samplings in tandem with Mobile Market distributions
Healthy food messaging and promotion
<i>Spokane Regional Health District</i>
Partner with housing organizations to identify gardening policy opportunities
Partner with Spokane Housing Authority to further implement gardening policy
Include Community Health Advocates in a Spokane Transit Authority grant funded assessment of transportation needs for senior and disabled residents to access healthy food and identify potential opportunities
Partner with housing organizations and other community partners to identify potential opportunities for housing residents to access gardening space with the community
Continue to foster Community Health Advocate peer-to-peer model
Provide culturally-appropriate adaptations to meet needs of Russian-speaking populations and identify ways to effectively include older youth at relevant locations
<i>WSU Chelan, Douglas, and Okanogan</i>
Local SNAP-Ed program represented on several school district wellness committees to help create policies for healthy snacks, celebrations, food brought into the school and recess before lunch
Present a breakfast campaign at several schools
Collaborate with school wellness committees, school nurses, PE teachers and parent organizations to recommend school facility use for physical activity to school administration, especially during winter months
Implement jump rope campaign during the six weeks of direct education
Families with school age children participate in the Text2BHealthy campaign
Work with Chelan-Douglas and Okanogan Health Districts and Catholic Charities to encourage EBT, WIC and eligible seniors to use SNAP benefits at local farmer's markets
Provide samples and recipes at local farmer's markets
Explore collaboration with Second Harvest to bring Mobile Food Bank to two schools
Smarter Lunchroom assessment
Assist school food managers to incorporate food placement ideas, nutrition messages and verbal nudges to increase consumption of fruits and vegetables and reduce food waste

Collaborate with Northwest Harvest to train food bank managers to use food placement and presentation strategies, labeling, nudge interventions and point of service education methods
Collaborate with Eat Local Coalition (farmers, retailers, WSU small farms, etc.) to bring fresh produce to schools for sampling and potential procurement for the breakfast and lunch program
Collaborate with WSU Master Gardener program and FFA students to develop and/ or enhance school gardens
Collaborate with schools that have the Fresh Fruit and Vegetable program to promote more fruits and vegetables
<i>WSU Grant, Adams</i>
Smarter Lunchroom training and assessment including working with school to gain recognition for the HUSSC award
Promote Safe Routes to Schools and collaborate with community partners on current maps
Collaborate with local community groups including Community Resource Forum of Grant County, Family Services of Grant County's Health Advisory Council, and community wellness groups to establish, support, and/ or promote nutrition and physical activity policies
Assist local school administration in reviewing Wellness Policies, providing technical assistance for implementation and support of these policies
Provide local schools with assistance in establishing Student Nutrition and Activity Councils
Collaborate with participating school districts to determine the feasibility of implementing a policy that allows the use of school facilities for recreation by children, parents, and community during non-school hours
Perform community needs assessment to determine potential policies, systems, and environmental strategies
<i>WSU Lincoln, Adams</i>
Serve on any active school wellness committees to assist the development or modification of school policies
Offer demonstrations and taste tests at school in coordination with direct education
Provide Smarter Lunchroom assessments, training, and assist with implementation of new lunchroom strategies
Partner with school agriculture teachers to develop and implement a school garden
Work with schools and community organizations to develop a school backpack food distribution program
<i>WSU Pend Oreille</i>
Consult with Newport School District Health and Wellness Advisory Committee for implementation and compliance of wellness policies for elementary and middle school
Work with Health and Wellness Advisory Committee in providing health and nutrition-related messages to scroll on the televisions located in the lunchroom
Work with the Kalispel Tribe of Indians to write a health and wellness policy for tribal members for the Camas Center for Community Wellness
Consult with Pend Oreille Health Coalition to explore strategies for a healthier community and assist in connecting residents to health resources

Work to provide gardens at the Newport Food Bank
School gardens or in-classroom planting at elementary schools
Development and use of community gardens on the Kalispel Indian Reservation including assistance in the creation of diabetic friendly gardens
Food demonstrations at elementary school family nights
Bulletin board displays at schools and food banks that display nutrition information and physical activity themes
Coordination with Kalispel Tribe to promote classes and recipes
Food tasting and recipes at mobile food banks
Assist Kalispel Tribe of Indians in the creation of a garden to table system that links Kalispel Community Garden projects to tribal members
Assist the Kalispel Tribe of Indians in designing/ implementing a physical fitness initiative to increase physical activity
Work with Newport School District and the Team Nutrition Toolkit to explore best approaches for Smarter Lunchroom design
Assist Newport Hospital staff in providing health and activity information in buddy packs sent home with kids from the Newport School District on weekends
<i>WSU Spokane</i>
Work with schools to encourage the adoption of recess before lunch
All Spokane Public Schools incorporate Smarter Lunchroom Designs
Training for principals on creating a positive eating environment
Work with Nutrition Service directors to implement Smarter Lunchroom design.
Build relationship between schools and Local Inland Northwest Cooperative to procure locally grown foods
<i>WSU Stevens, Ferry</i>
Serve in advisory capacity on school wellness policy committee in Northport School District. Explore opportunities to serve on wellness committees in other school districts
Promote Smarter Lunchrooms
Support after school walking club that encourages participation in annual Spokane Bloomsday run
Coordinate student involvement in the Northport Community Garden
Work with food banks for environmental changes
Offer food tastings and recipes at food banks
Work with farmer's market vendors on point of purchase prompts

h. Use of Existing Educational Materials

Youth Use of Existing Educational Materials

Curriculum Title	Source	Audience	Languages Taught	Local agencies who plan to use curriculum
Eat Well Play Hard in Childcare Settings	New York State Department of Health	Pre-school	E, S	Mattawa Clinic
Refresh	University of Maryland	Grades 4-5	E	WSU Grant-Adams
Pick a Better Snack and Act	Iowa Nutrition Network	Grades K-3	E, S	WSU Chelan-Douglas-Okanogan, WSU Grant-Adams, WSU Lincoln-Adams, Mattawa Clinic, WSU Stevens-Ferry
CHFFF	Cornell	Grades 3-6	E, S	WSU Lincoln-Adams, WSU Spokane County, WSU Stevens-Ferry
Growing Healthy Habits	University of Maryland	Grades K-5	E	WSU Pend Oreille
Nutrition in Me	WSU Extension	Grades 3-4	E, S	WSU Chelan-Douglas-Okanogan, WSU Grant-Adams, WSU Lincoln-Adams,
Show Me Nutrition	University of Missouri	Grades K-8	E	WSU Pend Oreille, WSU Spokane County, WSU Stevens-Ferry
Read for Health	University of Maryland	Grades 1-2	E, S	WSU Chelan-Douglas-Okanogan, WSU Lincoln-Adams, WSU Stevens-Ferry
EATFIT	UC Davis	Grades 6-8	E	WSU Stevens-Ferry
Cooking Matters in Your Community	Share Our Strength	All	E	WSU Grant-Adams, WSU Pend Oreille
Kids in the Kitchen	University of Missouri	Grades 1-10	E, S	WSU Grant-Adams, WSU Pend Oreille, Second Harvest
Plan, Shop, Save, Cook	UC Davis	Grades 9-12	E	Second Harvest

Media Smart Youth	National Institute of Health	Ages 11-13	E, S	Mattawa Clinic
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Adults, Seniors and Family Use of Existing Educational Materials

Curriculum Title	Source	Audience	Languages Taught	Local agencies who plan to use curriculum
Family Gardening	Kansas State University	Families	E	WSU Pend Oreille
Eating Smart, Being Active	Colorado State University	Adults, Seniors	E, S	WSU Chelan-Douglas-Okanogan, WSU Grant-Adams, Mattawa Clinic, WSU Pend Oreille, WSU Spokane County
Plan, Shop, Save, Cook	UC Davis	Adults, Seniors	E, S	WSU Chelan-Douglas-Okanogan, WSU Grant-Adams, Grant County, Second Harvest, WSU Spokane County, SRHD, WSU Stevens-Ferry
Cooking Matters in Your Community	Share Our Strength	All	E, S	WSU Grant-Adams, WSU Pend Oreille, Second Harvest, SRHD, WSU Stevens-Ferry
Cooking Matters in Your Food Pantry	Share Our Strength	All	E, S	WSU Grant-Adams, WSU Pend Oreille, Second Harvest, SRHD, WSU Stevens-Ferry

i. Key Performance Measures/Indicators

The following tables describes key performance measures and the percent of local providers utilizing them per year of the grant:

Direct Education	FFY18	FFY19	FFY20
Enrollment and demographic data collection.	91%	91%	91%
Educational support materials disseminated.	91%	91%	91%
Other:	10%	10%	10%
PSE	FFY18	FFY19	FFY20
Environmental scan and/or needs assessment completed	82%	55%	55%

Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	27%	36%	45%
Potential steps and barriers identified to implement PSE strategies	91%	100%	91%
Commitment from stakeholders and partners established to make an organizational practice or policy change	45%	73%	100%
PSE strategies implemented	82%	100%	100%
Feedback and evaluations gathered from strategies	73%	91%	100%
Additions and/or changes incorporated to strategy plan	73%	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	36%	55%	82%
Other:			

3. Evaluation Plans

With assistance from the Regional Implementing Agency and the work of the Collective Impact Advisory Coalition, all local SNAP-Ed providers in Region 1 will conduct a formative evaluation in the first year and outcome evaluations in years one, two and three. The first year of evaluation will establish baselines for both the local agencies and region that will be used to assess opportunities for improvement in the following years. Region 1 will also participate in the statewide evaluation plan and follow-through with all requirements as prescribed. This evaluation intends to utilize existing instruments and processes wherever possible to minimize burden of local agencies.

The following tables describe the regional evaluation questions and data collection plan. The Regional Implementing Agency will report the results back to local agencies and to the state contractor at the end of the fiscal year.

Formative	How data collected
What is the baseline of the population we are reaching? Nutrition and physical activity (youth and adult) PSE activities and outcomes Partnerships and collaborations	Survey data from previous year (education) and year-end reports from local agencies
What nutrition and physical activity messages resonate with local target populations? What communication channels do local target populations rely on for nutrition and physical activity messages?	Regional social marketing formative assessment (focus groups, surveys, secondary data assessment)

What are the barriers to healthy foods and physical activity?	Needs assessment as part of yearly project proposals
What are the gaps in nutrition and physical activity supports for the target population at the local level?	Annual Collective Impact assessment and report
What PSE strategies were identified in locations where adults and youth live, learn, work and shop?	Environmental scans

Process	How data collected?
How many participants enrolled in the class? What is the attendance rate of the class series?	Class attendance sheets
Were all classes taught as intended by the curriculum?	State curriculum fidelity assessments
What is the number of partnerships or collaborations developed?	Quarterly reports
What are the ongoing challenges to implementing project activities?	
What is the estimated reach of project activities?	
What PSE activities have taken place or steps toward adopting PSE changes?	

The following table represents the Region 1 evaluation framework as modeled after the SNAP-Ed Evaluation Framework <https://snapedtoolkit.org/framework/index/> . Indicator data will be collected for appropriate sites and projects and reported annually. The first year of evaluation will focus on short term outcomes, while years two and three will focus on medium and long term outcomes. Data will be collected through various instruments including previously established processes and systems as well as statewide projects.

Outcome		How data collected
Individual		
Short Term (Year 1)	ST1a-b: Healthy Eating	Participant surveys based on state curriculum and evaluation programs
	ST2a-b, f: Food Resource Management	
	ST3a: Physical Activity and Reduced Sedentary Behavior	Site-specific evaluations
Medium Term (Years 2-3)	MT1c-d, f: Healthy Eating	
	MT2a-b: Food Resource Management	

	MT3a: Physical Activity and Reduced Sedentary Behavior	
Long Term (Year 3)	LT1: Healthy Eating	
	LT2: Food Resource Management	
	LT3: Physical Activity and Reduced Sedentary Behavior	
Environmental Settings		
Short Term (Year 1)	ST5b-c: Need and Readiness	Needs/ readiness assessments
	ST7a-b: Organizational Partnerships	Collective Impact report
Medium Term (Years 2-3)	MT5a-d: Nutrition Supports	Quarterly and year-end reports
	MT6a-d: Physical Activity and Reduced Sedentary Behavior Supports	
Long Term (Year 3)	LT5a, c: Nutrition Supports Implementation	Quarterly, year-end and three year-end reports
	LT6a, c: Physical Activity Supports Implementation	
	LT8a: Media Coverage	
	LT10: Planned Sustainability	
Sectors of Influence		
Short Term (Years 1-2)	ST8a: Multi-Sector Partnerships and Planning	Collective Impact report
Medium Term (Years 2-3)	MT8a-1, c, e: Agriculture	Quarterly and year-end reports
	MT9h: Education Policies	
	MT12c: Social Marketing	Social marketing campaign evaluation survey including unaided recall

4. Coordination Efforts

Implementing Agency Role

The Regional Implementing Agency will hold monthly calls to ensure sharing of ideas and activities as well as providing support among diverse projects in the region. The Implementing Agency will also perform scheduled site visits and provide trainings where there is an identified need. Region 1 utilizes the online file and project management software SharePoint to increase access to important documents and schedules, as well as increase the efficiency of reporting. The Implementing Agency Program Coordinator will act as liaison between local agencies and the IA to increase direct access and information sharing.

Collective Impact Advisory Coalition and Backbone Agency (Catholic Charities)

Catholic Charities will provide on-the-ground ‘backbone’ leadership of Collective Impact opportunities in Region 1. The primary mechanism for this role will be facilitation of the Region 1 Collective Impact Advisory Coalition, a group of SNAP-Ed contractors and partner programs tasked with supporting local projects and the continued development of Regional program coordination.

The Advisory Coalition will help ensure SNAP-Ed projects benefit from expanded opportunities for collaboration, coordination of regional programming goals and strategies, and calculated and equitable allocation of existing and emerging resources.

With backbone support from CCS, the Advisory Coalition will develop common agendas, measurements and coordination of activities and communication strategies amongst regional partners. This will maximize individual partners’ ability to operate efficiently and access needed support, while mobilizing collaborative work and resource opportunities across the region.

At the local level, SNAP-Ed contractors will expand their community collaborations while bringing new resources to support SNAP-Ed projects. Advisory Coalition members and facilitator CCS will engage with local project activities to identify and establish these additional layers of partnership and resources. Opportunities to partner with non-SNAP-Ed initiatives on projects will be developed, as will access to non-SNAP-Ed funding and resource supports.

At the Regional level, the impact of the Advisory Coalition would include increased alignment between contractors, strategic allocation of region-wide program resources, and enactment of a clear channel of guidance for the Region 1 Steering Committee and IA agency from local partners.

This table outlines the interactions between Region 1 partners respective of the role of CCS and the Advisory Coalition:

Partner	Role
SNAP-Ed Contractors & Partners	Serve as expert in identification of local needs and opportunities, informing local Collective Impact pursuits and Regional administrative decisions
CCS – Advisory Coalition Facilitator	Support and facilitate Advisory Coalition in work with local partners and Steering Committee/IA, provide staffing capacity to drive the vision of Advisory Coalition
Advisory Coalition	Coordinate supports and resource opportunities for local partners, serve as the conduit for informing region-wide administration by Steering Committee/IA,

	develop Collective Impact opportunities at local and Regional level
Steering Committee	Provide oversight and vision for regional coordination, guiding regional program decisions and SNAP-Ed resource allocation
IA	Administer contracts and oversee regional program plan and budgets

A representative of each Region 1 SNAP-Ed contractor and 5-7 non-SNAP-Ed funded partner entities will populate the Collective Impact Advisory Coalition. Participation by non-SNAP-Ed partners will support strong geographic representation, intersection with parallel initiatives, and bring outside capacities and approaches to SNAP-Ed work.

The Advisory Coalition will convene biannually, with one of those meetings happening remotely and one happening in-person. In addition to meetings by the full Coalition, a sub-regional work group will convene quarterly to support local Collective Impact plan development and implementation. The sub-regions include Spokane, Chelan/Douglas/Okanogan, Lincoln/Grant/Adams and Pend Oreille/Stevens/Ferry. CCS staff would work throughout the year with Coalition members and partners to move forward activities of the Coalition. CCS will participate in activities of the Steering Committee as representative from the Advisory Coalition.

Social Marketing Role

The Social Marketing project will ensure coordination through providing formative evaluation research and shared marketing materials for all local agency partners. This will include training and assistance with focus groups and surveys, as well as aiding in the development and distribution of locally-relevant social marketing materials.

Identified Existing Partnerships

4H
Active4Youth
Amerigroup
Better Health Together
Chelan-Douglas and Okanogan Health Districts
Chelan-Douglas and Okanogan WSU Master Gardener programs
Chelan-Douglas County Community Action
Coordinated Care
DOH
Eastern Washington Community Health Worker Network
EFNEP
Empire Health Foundation

FFA
FINI
Foundation for Health Generations
Greater Spokane Valley Support Network
Healthy Living Wenatchee Valley Coalition
Hunger Relief Network
Kalispel Tribe of Indians
Kiemle and Hagood
Local WSU Extension offices
Mattawa Farmers Market
Newport Hospital
North Central ACH
Northeast Washington Hunger Coalition
Northwest Harvest
Okanogan and Omak Farmers Market
Okanogan County Community Action
Okanogan Food Coalition
OSPI
Pacific Northwest Co-op Specialty Foods
Pend Oreille County
Prevention First/ 1422
Providence Healthcare
Providence Northeast Washington Hunger Coalition
Providence Northeast Washington Hunger Coalition
Pybus Farmers Market
Red Apple Market (Mattawa)
Safe Kids
Safeway
Shrove House (Okanogan)
Spokane Food Policy Council
Spokane Housing Authority
Spokane Library District
Spokane Neighborhood Action Partnership
Spokane Police Department
Spokane Public Schools
Spokane Seed
Spokane Urban Agriculture Network
T2BHealthy
TANF
The ZONE Project (Spokane)
United Healthcare
USA Dry Pea & Lentil Council

Wahluke Wellness Project
Washington State Potato Commission
Washington State Tree Fruit Association
Washington State University Riverpoint Health Sciences
Wenatchee Grace Lutheran Church
West Plains Support Network
WSDA
WSFMA

Washington State SNAP-Ed Program FFY18-20 Region 2

I. Implementing Agency – Washington State Department of Health

The Washington State Department of Health (DOH) has served as a SNAP-Ed implementing agency (IA) since 2004. We subcontract with local Washington agencies to provide SNAP-Ed programming within three of the five Washington SNAP-Ed Regions (Regions 2, 4, and 5). Key aspects of our role as implementing agency include:

- Collaborate and coordinate with our state, regional, and local partners to build our SNAP-Ed programming based on local strengths and needs
- Provide tools, trainings, and technical assistance to support best practices
- Assess program quality and implement ways to improve our team, services, and impact on low-income communities in Washington State
- Ensure deliverables and expectations of SNAP-Ed grant are met

DOH houses many programs and grants that also work to reduce food insecurity, improve nutrition and active living behaviors, and prevent obesity among low-income populations. The DOH SNAP-Ed team partners with these programs and grants to identify commonalities and opportunities for collaboration, fill gaps in service, and ensure delivery of the best programming possible. Partners include:

- The Women, Infants and Children (WIC) Nutrition Program
- WIC Farmers Market Nutrition Program (FMNP)
- WIC Breastfeeding Peer Counseling Program
- Children with Special Health Care Needs (CSHCN)
- Chronic Disease Prevention Programs (Diabetes, Cancer, Hypertension, and Stroke)
- Healthy Communities Initiatives
- Food Insecurity Nutrition Incentive grant (FINI) - SNAP- Ed co-manages our agency's Food Insecurity Nutrition Incentive (FINI) grant and works with our local SNAP-Ed agency partners to incorporate FINI grant opportunities into SNAP-Ed programming

II. Regional Summary

Region 2 stretches from the Washington-Idaho border to the outskirts of the Wenatchee-Snoqualmie National Forest in the center of the state. Our southern border is framed by the Columbia River, which contributes to the fertile valleys and windswept fields that have helped to make our region the agricultural hub of Washington. In addition to being known for our

remote rural communities, our region also includes burgeoning metropolitan centers such as the Yakima Valley and the Tri-Cities. Other notable Region 2 characteristics include:

- Growing senior populations
- Substantial Spanish-speaking and ESL populations
- High food insecurity
- Strong SNAP-Ed programming in schools, food pantries, and child care settings
- Dynamic SNAP-Ed and local partner collaborations
- Dedicated local SNAP-Ed staff

Region 2 will provide a comprehensive SNAP-Ed approach through youth and adult direct education that is supported by participant and community-based Policy, System, and Environmental (PSE) strategies. Ultimately every Region 2 county will be reached through collective programming from 15 agencies and more than 30 local projects. Assessment and implementation of strategies will build over the course of our three-year plan to ensure community needs and regional objectives are met. Although Region 2 programming affects diverse environments and populations, we will largely impact SNAP-eligible clients through farmers markets, food pantries, and schools. Additionally, Region 2 programming will reach special populations such as seniors, older youth, Non-English or ESL Spanish speakers, and tribal communities.

Region 2 Counties						
COUNTY	TOTAL POP	PEOPLE PER SQ MILE	% UNDER 18	% OVER 65	% FOREIGN-BORN*	MEDIAN HOUSEHOLD INCOME*
Asotin	22,306	35.1	21%	21.7%	1.7%	\$44,394
Benton	193,686	113.9	26.8%	14.1%	10.1%	\$60,251
Columbia	3,938	4.5	17.8%	28.3%	4.3%	\$38,581
Franklin	90,160	72.6	33.1%	8.6%	23.1%	\$56,980
Garfield	2,247	3.2	20%	25.7%	1.6%	\$45,855
Kittitas	44,866	19.5	17.3%	15.5%	6.1%	\$46,458
Walla Walla	60,340	47.5	21.4%	17.3%	10.5%	\$47,946
Whitman	48,851	22.6	15.3%	10.1%	9.6%	\$36,631
Yakima	249,636	58.1	29.9%	13.4%	18.1%	\$44,749

ACS 2016 1-Year Estimate unless noted

*ACS 5-Year Estimate

III. Regional Needs Assessment

The following section was prepared by DOH and provides a brief overview of Region 2 need. We examined data from the following sources: Washington Department of Social and Health Services (DSHS) Briefing Book on Basic Food Program Participation and Eligibility, results from state participation in national surveys including Behavioral Risk Factor Surveillance System (BRFSS), Washington Healthy Youth Survey, and SNAP-Ed GIS mapping 2016.

For more detailed information about individual county need, please see *Food and Activity Environments* within our Adult and Youth Project Summaries. Each Region 2 agency assessed local needs when determining how to best reach SNAP-Ed target audiences. Their findings are compiled by county under the *Food and Activity Environments* heading.

Demographic Characteristics of SNAP-Ed Target Audience

The SNAP population in Washington State is 37% youth 18 and under and 55% adults age 19-60. Regionally 14% of SNAP clients live within the nine counties in the southeast part of Washington.

Basic Food Clients by County July 2015 – June 2016								
Population	Total Clients Served	Race and Ethnicity						
		White*	Black / African American*	American Indian / Alaska Native	Asian	Native Hawaiian/ Pacific Islander	Hispanic	Multi-race or other race*
Statewide	954,337	52%	9%	3%	4%	3%	19%	10%
Asotin	4,302	84%	1%	2%	< 1%	< 1%	7%	5%
Benton	31,317	45%	3%	< 1%	1%	< 1%	38%	11%
Columbia	692	75%	< 1%	1%	< 1%	< 1%	17%	6%
Franklin	17,374	19%	2%	< 1%	1%	< 1%	68%	9%
Garfield	338	83%	< 1%	< 1%	< 1%	< 1%	12%	5%
Kittitas	4,829	70%	2%	2%	< 1%	< 1%	18%	8%
Walla Walla	9,346	52%	2%	< 1%	< 1%	< 1%	36%	8%
Whitman	3,434	73%	4%	2%	1%	1%	10%	8%
Yakima	64,058	25%	1%	6%	< 1%	< 1%	60%	7%

*Non-Hispanic

Highlighted = greater than state average, accounting for statistical variability (t-test, $p < .05$)

Region-Specific Diet-Related Health Statistics for Target Population

Adults: Adults living in Region 2 had a higher prevalence of obesity, and a higher percentage who reported eating fruits and vegetables less than once a day than the state average. Obesity was high in Asotin and Yakima Counties. Walla Walla, Columbia, Asotin and Yakima Counties

had high prevalence of high cholesterol, high blood pressure, heart disease and diabetes, respectively. In Garfield County a high percentage are living with one or more chronic disease (diabetes, heart disease, or cancer).

Region 2 Adults								
Age 18 and Older: Washington Behavioral Risk Assessment, 2013 – 2015								
Population	Poor Nutrition	Insufficient Physical Activity	High Cholesterol	High blood pressure	Obese	Heart Disease	Diabetes	Living with chronic disease
Statewide	10 ± 1%	62 ± 1%	36 ± 1%	30 ± 1%	27 ± 1%	6 ± 1%	9 ± 1%	22 ± 1%
Region 2	13 ± 2%	61 ± 4%	39 ± 3%	30 ± 2%	30 ± 2%	6 ± 1%	9 ± 1%	22 ± 2%
Asotin	14 ± 8%	61 ± 18%	42 ± 9%	34 ± 9%	38 ± 9%	9 ± 3%	11 ± 4%	26 ± 6%
Benton	14 ± 4%	61 ± 8%	41 ± 5%	29 ± 4%	27 ± 4%	5 ± 1%	8 ± 2%	22 ± 3%
Columbia	--	--	32 ± 19%	48 ± 21%	25 ± 14%	5 ± 3%	--	16 ± 8%
Franklin	10 ± 5%	60 ± 12%	33 ± 8%	27 ± 7%	32 ± 7%	3 ± 2%	8 ± 3%	17 ± 5%
Garfield	--	--	--	--	34 ± 18%	--	--	36 ± 18%
Kittitas	--	51 ± 15%	33 ± 8%	36 ± 10%	25 ± 7%	4 ± 2%	9 ± 4%	21 ± 5%
Walla Walla	10 ± 5%	63 ± 13%	48 ± 9%	33 ± 8%	30 ± 7%	7 ± 4%	11 ± 4%	26 ± 6%
Whitman	15 ± 6%	56 ± 15%	25 ± 8%	24 ± 7%	22 ± 6%	4 ± 2%	5 ± 2%	16 ± 4%
Yakima	13 ± 4%	63 ± 7%	40 ± 5%	29 ± 4%	32 ± 4%	7 ± 2%	11 ± 2%	23 ± 3%

--Insufficient data for county level analysis

Bold font = greater than state average

Highlighted cell = greater than state average, accounting for statistical variability (t-test, p < .05)

Youth: Tenth grade youth in Region 2 had higher prevalence of obesity, were more likely to drink sugar sweetened beverages every day, and more likely to eat fruits and vegetables less than once a day. Obesity prevalence was highest in Yakima County, while Asotin County performed most poorly on three out of four nutrition indicators (sugar sweetened beverages, snacks at school, and breakfast). In Whitman County a high percentage of youth reported they did not participate in daily physical education.

Region 2 Youth								
10th Grade: Healthy Youth Survey, 2016								
Population	Obese	Drink sweetened drinks daily	Ate chips or snack foods at school	Eat fruits/vegetable < once a day	Did not eat breakfast yesterday	Did not meet PA rec.	3 + hrs screen time daily	Did not participate in PE daily
Statewide	13 ± 1%	17 ± 1%	59 ± 1%	13 ± 1%	40 ± 1%	80 ± 1%	57 ± 1%	70 ± 2%
Region 2	15 ± 1%	22 ± 1%	59 ± 2%	15 ± 1%	42 ± 2%	76 ± 1%	57 ± 2%	56 ± 2%
Asotin	16 ± 7%	32 ± 10%	71 ± 9%	15 ± 7%	53 ± 10%	79 ± 8%	64 ± 10%	60 ± 10%
Benton	14 ± 2%	21 ± 3%	59 ± 3%	15 ± 2%	38 ± 3%	74 ± 3%	54 ± 3%	53 ± 3%

Columbia	--	--	--	--	--	--	--	--
Franklin	--	--	--	--	--	--	--	--
Garfield	--	--	--	--	--	--	--	--
Kittitas	--	22 ± 8%	64 ± 10%	18 ± 8%	37 ± 10%	72 ± 9%	58 ± 10%	48 ± 10%
Walla Walla	15 ± 5%	22 ± 6%	49 ± 7%	20 ± 6%	39 ± 7%	79 ± 6%	60 ± 7%	35 ± 7%
Whitman	10 ± 5%	12 ± 6%	62 ± 9%	-- ± --%	33 ± 8%	74 ± 8%	43 ± 9%	84 ± 6%
Yakima	17 ± 2%	23 ± 2%	59 ± 3%	14 ± 2%	46 ± 3%	77 ± 2%	59 ± 3%	55 ± 3%

-- Insufficient data for county level analysis

Bold font = greater than state average

Highlighted = greater than state average, accounting for statistical variability (t-test, $p < .05$)

Poverty in Region 2

Among Region 2 counties, the percentage of persons at or below 184% Federal Poverty Guidelines (FPG) ranges from 30% to 47%. Seven of our nine counties have >33%, or one-third of residents at or below 184% FPG.

IV. Regional Focus

Region 2 programming includes a diverse variety of settings and target audiences. Collectively, Region 2 will largely impact SNAP-eligible clients through farmers markets, food pantries, and schools. In addition, Region 2 programming will reach special populations such as seniors, older youth, Non-English or ESL Spanish speakers, and tribal communities.

Where are we reaching our SNAP population?		Asotin	Benton	Columbia	Franklin	Garfield	Kittitas	Walla Walla	Whitman	Yakima
Adult	Farmers Market									
	Food Pantry									
	Retail									
	Housing									
	Community Center									
	Health Services									
	Community Service Office									
Youth	School									
	Out of the Classroom Setting									

All	Community*									
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White space indicates a null value
 *Community includes active living efforts nonspecific to venue or setting

Farmers markets: Farmers markets provide communities with access to locally grown foods and can be especially beneficial to communities that have a limited number of stores that sell fresh produce. However, many Region 2 farmers markets struggle with low attendance and low SNAP redemption. SNAP clients are often unaware that a farmers market might be nearby, that their local market accepts SNAP, or that their market offers a special incentive to SNAP customers. Region 2 agencies will work to eliminate barriers for SNAP clients by highlighting farmers markets during SNAP-Education classes, leading farmers market tours, and holding cooking demonstrations or other one-time events at farmers markets. Additionally, as a region we will coordinate efforts with the Washington State Farmers Market Association to implement PSE in farmers market settings and better support low-income shoppers.

Food pantries: Each food pantry possesses its own unique culture as well as strengths and weaknesses. While some food pantries struggle with declines in donations, others need assistance in storing and effectively using seasonal abundance. Additionally, although some food pantries may have a supermarket-style shopping model in place, other food pantries need assistance transitioning to this best practice. In FFY18-20, several agencies will work to make the healthy choice the easy choice in our local food pantries. A number of projects include training and education for food pantry staff on healthy food promotion, food safety, and use of point of purchase prompts. Other projects, such as Whitman CAC's Adult Education Project, will implement SNAP-Education classes at food pantry locations. Region 2 agencies will also work to increase food pantry client access to healthier foods. WSDA's direct purchasing program, Farm to Food Pantry, will increase the amount of nutrient dense produce available at food pantries in Walla Walla, Whitman, and Yakima Counties. Additionally, Second Harvest's Mobile Food Pantry Project will bring nutritious food and education to food insecure populations that might otherwise be unable to travel to a food pantry.

Schools: Youth need information to make healthy behavior choices, opportunities to practice them, and a role to participate in building communities of support for changes. In order to address the goals of improving dietary quality and physical activity for youth audience, SNAP-Education agencies will provide and support programming that is relevant to the lives of youth. In addition, school programming relies on relationships with teachers, administrators and parents. Reaching the adult audience through students can be a bridge from classroom education to the community. Although several areas of the school environment are affected by Region 2 programming, we've identified three prominent areas of focus: 1) wellness policies and committees, 2) lunchroom improvements, and 3) school-based physical education.

- *Wellness policy and committees:* The Local Wellness Policy Final Rule, issued July 2016, requires all local educational agencies that participate in the National School Lunch and School Breakfast Programs to meet expanded local school wellness policy requirements. Schools must establish minimum content requirements for local school wellness policies, ensure stakeholder participation in the development and updates of such policies, and periodically assess and disclose to the public schools' compliance with the local school wellness policies. Wellness policies strengthen school nutrition services by encouraging multidisciplinary wellness committees to work together in identifying school needs, developing strategies to address key goals, and integrating comprehensive nutrition services with a coordinated school health program. Adhering to student wellness guidelines (if schools have them) is not a priority for some districts. Teachers still use candy and snack foods as rewards; school celebrations still feature fast food and sugary food; lunches from home still often feature non-nutrient dense foods.
- *Lunchrooms:* Many students eat two of their three meals at schools. However, lunchrooms often lack variety of healthy options, including fresh produce. Food service staff may need assistance and training on how to implement best practices to increase students' consumption of fruits and vegetables and other healthy foods. Several Region 2 agencies will partner with food service staff, directors, and food service companies in FFY18-20 to create changes that provide choice, quality, and health in the lunchroom.
- *School-based physical education:* Providing youth in schools with physical activity opportunities and education increases daily activity, helps with concentration during academic activities, and may increase the likelihood a student will become a physically active adult. In FFY18-20, several Region 2 agencies will work with school partners to incorporate physical activity breaks into classroom time and promote physical activity opportunities within the community. Also of note, Yakima County WSU plans to launch Routes to School programs at three Yakima elementary schools starting in FFY18.

Seniors: Seniors face many barriers to healthy eating and active living, including food insecurity, social isolation, and functional disability. Often seniors rely on convenience foods rather than cooking, have limited transportation options, and don't know about or are reluctant to sign-up for nutrition programs and benefits. In FFY18-20, several Region 2 agencies will work with senior centers, senior housing, and other venues to bring SNAP-Ed programming to local seniors. Direct education classes, community gardens, and farmers market tours are just a few project activities geared towards seniors.

Older youth: Older youth (ages 12-18) are making their own food choices and creating habits that will follow them into adulthood. However, data shows an increasing amount of older youth

have poor nutrition and negative health behaviors. Our programming will engage older youth in nutrition and physical activity discussions to allow older youth to become strong change agents that positively impact school environments, communities, and peer decision-making. Additionally, certain projects, such as Benton-Franklin WSU's Older Youth Project, will specifically target teen parents and teens in transitional housing.

ESL and Non-English Spanish-speakers: Region 2 is rich in Hispanic culture and Spanish is the native language for more than 35% of residents in Franklin and Yakima Counties (ACS 5-Year Estimate). Region 2 agencies recognize the need for outreach to local Spanish-speaking populations and consideration of cultural differences when implementing SNAP-Ed programming. Agencies in Franklin, Walla Walla, and Yakima Counties are conducting direct education classes in Spanish and as a region we will endeavor to increase the amount of translated materials available.

Tribes: While national, state, and community data all point to increased need to tackle obesity prevention efforts in Native Tribal communities, understanding Native American history and sovereignty is necessary to work on current issues that affect healthy eating and active living, such as transportation and access to healthy foods. In FFY18-20, Solid Ground and YVFWC will employ their experience and knowledge about working with tribes and other cultures to improve nutrition and physical activity in tribal communities.

V. 3-Year Vision and Performance Goals

Our FFY18-20 plan presents a multi-level approach that includes direct nutrition education and PSE strategies that build over the course of three years. Below is an outline of the three-year plan:

- Year 1:
 - Conduct formative evaluation of participants, partners, and environments
 - Identify performance goals
 - Support selected curriculum trainings and educational interventions
 - Implement direct education
 - Complete PSE assessment training
 - Conduct PSE assessments
 - Develop community engagement and partnership
 - Prioritize PSE
 - Evaluate—formative, process, and short-term outcomes
- Year 2:
 - Review and incorporate changes into direct education programming

- Implement site-based PSE
 - Continue partnership development and capacity building
 - Conduct sustainability planning
 - Evaluate –process and medium-term outcomes
- Year 3:
 - Review and implement changes within direct education
 - Build-on and fully implement PSE
 - Evaluate—process and outcomes (medium and long-term)
 - Implement sustainability plan

IA Performance Goals

In addition, over the next three years DOH will provide thoughtful administration of programming, quality assurance checks, and implementation of program improvement activities. Our performance objectives and steps include:

1. Assure implementation of best practices for direct education, PSE strategies, and public health approaches.
 - Identify and prioritize common best practices
 - Identify and prioritize training needs to implement best practices
 - Gather and/or develop resources, including tools and training opportunities, to implement best practices
 - Provide training, technical assistance, and site visits to support learning and implementation of best practices
 - Implement process for quality assurance reviews of best practices
 - Evaluate local agency confidence and knowledge changes
2. Assure SNAP-Ed services are best reaching target audiences.
 - Identify target audience reach, areas of program saturation, and areas of need
 - Update interactive map and tools, including GIS mapping analysis
 - Train local agencies and partners on needs assessments, target audience priorities, and ways to improve reach
 - Implement program marketing plan to reach target audience within multiple settings
 - Develop plan to recruit new partners or projects that will best reach participants in identified areas of need

- Revise and implement DOH SNAP-Ed local agency application and scoring system to improve targeting of state population and strengthen project interventions and strategies
3. Ensure fiscal accountability and program quality assurance.
- Develop tools for review and technical assistance
 - Train local agencies on program requirements, including: expectations, fiscal accountability, and program accountability
 - Review all local agencies for fiscal accountability and quality assurance
 - Provide ongoing technical assistance

VI. Local Agencies

DOH subcontracts with 14 local agencies to provide SNAP-Ed programming in Region 2. In addition, the Washington State Farmers Market Association (WSFMA) provides SNAP-Ed programming to seven Region 2 counties through a collaborative statewide project with DSHS.

Region 2 SNAP-Ed Agencies	
▪	Asotin County WSU Extension (Asotin WSU) County: Asotin
▪	Benton-Franklin County WSU Extension (Benton-Franklin WSU) Counties: Benton, Franklin
▪	Columbia County Public Health Department (Columbia HD) County: Columbia
▪	Kittitas County Public Health Department (Kittitas HD) County: Kittitas
▪	Second Harvest Counties: Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Whitman, Yakima
▪	Solid Ground County: Yakima
▪	Walla Walla County Department of Community Health (Walla Walla HD) County: Walla Walla
▪	Walla Walla County WSU Extension (Walla Walla WSU) County: Walla Walla
▪	Washington State Department of Agriculture (WSDA) Counties: Walla Walla, Whitman, Yakima
▪	Washington State Farmers Market Association (WSFMA) Counties: Benton, Columbia, Franklin, Kittitas, Walla Walla, Whitman, Yakima
▪	Whitman Community Action Center (Whitman CAC) County: Whitman
▪	Yakima County WSU Extension (Yakima WSU) County: Yakima

<ul style="list-style-type: none"> ▪ Yakima Health District (Yakima HD) County: Yakima
<ul style="list-style-type: none"> ▪ Yakima Neighborhood Health Services (YNHS) County: Yakima
<ul style="list-style-type: none"> ▪ Yakima Valley Farm Workers Clinic (YVFWC) County: Yakima

Washington State University Extension: Washington State University (WSU) Extension engages people, organizations and communities to advance knowledge, economic well-being and quality of life by fostering inquiry, learning, and the application of research. Extension is recognized for its accessible, learner-centered, relevant, high quality, unbiased educational programs. From 39 locations across the state, Extension empowers people in communities, organizations, and businesses to find solutions for local issues and to improve their quality of life. SNAP-Ed is a longstanding, key program in WSU Extension.

Columbia HD: To protect and promote the health and safety of each resident in Columbia County, Columbia County Public Health Department, provides health related information, addresses public health concerns, partners with the State of Washington and the National Public Health Network to provide up-to-date information to our community. Programs and services offered support health and aim to prevent adverse health-related conditions. Services tailored to individuals who are low-income include WIC and SNAP-Ed.

Kittitas HD: Kittitas County Public Health Department (Kittitas HD) believes all Kittitas County residents have the freedom and ability to pursue healthy lives in a healthy environment. The Health Department's mission is to protect and promote the health and the environment of the people of Kittitas County. Although new to SNAP-Ed, Kittitas HD has considerable knowledge and experience providing services to low-income residents and building collaborative partnerships with local stakeholders.

Second Harvest: Second Harvest brings community resources together to feed people in need through empowerment, education and partnerships. As a leading hunger relief network in Washington State, Second Harvest distributes over 2 million pounds of free food each month throughout Eastern Washington and North Idaho. Long-standing partnerships with 60 partner agencies across Region 2 puts Second Harvest in a unique position to fill identified service gaps and complement food distribution with nutrition education.

Solid Ground: Solid Ground is an anti-poverty and social service organization whose 22 programs and services help more than 60,000 households each year overcome poverty and build better futures. Solid Ground envisions a community beyond poverty and oppression where all people have equitable opportunity to thrive and believes that housing and family

stability are foundational to ending poverty. Currently, Solid Ground is the Cooking Matters lead in Washington State and they are working with Yakama Nation to implement the curricula in Region 2.

Walla Walla HD: The Walla Walla County Department of Community Health (Walla Walla HD) is one of 30+ county health departments in Washington State and is called a local health jurisdiction. The Health Department works with others to protect and improve the health of all people in Walla Walla County, and carries out a wide variety of programs to promote health, help prevent disease and build healthy communities. Within the Walla Walla County Department of Community Health there are multiple offices and departments. To list a few: Community Development, Emergency Medical Services and Human Services.

Whitman CAC: The Whitman Community Action Center (Whitman CAC) is a primary resource for the more than 14,000 people living in poverty in Whitman County. Whitman CAC aims to empower the people and communities of Whitman County to be self-sustaining by promoting both the stability and self-reliance of people with low to moderate income as well as cooperation between local communities to enhance social and economic resource development. The center provides support for low-income Whitman County residents through its Community Food Bank, food bank gardens, affordable housing work, and other support services.

WSDA: As a leader of Washington's emergency food assistance community, the Washington State Department of Agriculture (WSDA) is committed to improving Washington's emergency food system and to eliminating food insecurity. One in six Washingtonians received food from food pantries that were supported with resources from WSDA food assistance programs. Within WSDA's Food Safety and Consumer Division is the Food Assistance and Regional Markets (FARM) program. Through FARM, WSDA aims to develop key partnerships and data-driven strategies to alleviate hunger. FARM efforts work toward increased access to healthier food options available in the emergency food system, while also supporting a vibrant agricultural community.

WSFMA: The Washington State Farmers Market Association (WSFMA) is a non-profit membership organization whose mission is to support vibrant and sustainable farmers markets in Washington State through member services, education and advocacy. WSFMA believes everyone should have access to fresh, healthy, local food and since FFY14 has served as the lead agency on Washington SNAP-Ed's Statewide Farmers Market Initiative. WSFMA Food Access Programs foster healthy communities and individuals by enabling low-income shoppers to purchase more fresh produce from local farmers. WSFMA educates stakeholders, provides networking opportunities, shares resources, and facilitates

collaboration for individuals, organizations, and markets in order to increase access to healthy, locally-produced foods in Washington State.

Yakima HD: The Yakima Health District (Yakima HD) is the oldest health district in the nation and has a proud tradition of providing public health services to people living in, working in and visiting Yakima County for over 100 years. The Health District conducts activities necessary for the preservation of health, prevention of disease, and protection of the public's health. Yakima HD honors its tradition of trust and service to the local community and collaborates with community partners to collectively improve the health and welfare of all people, regardless of their position in our society.

YNHS: Yakima Neighborhood Health Services' (YNHS) mission is to provide accessible, affordable, quality health care, and to promote learning opportunities for students of health professions. YNHS provides comprehensive medical, dental, and public health to thousands of disadvantaged Yakima County residents each year. YNHS is currently completing its third year as an implementer of Washington SNAP-Ed's Health Outcomes Project and has partnered with DOH to distribute fruit and vegetable prescriptions to eligible SNAP-Ed participants through the FINI grant.

YVFWC: Yakima Valley Farm Workers Clinic (YVFWC) is a Joint Commission-accredited community/migrant health center, and the largest community based health center in the Pacific Northwest. YVFWC is committed to providing quality services to everyone, regardless of an individual's financial or citizenship status. With locations throughout Washington and Oregon, YVFWC impacts the lives of thousands of adults and children each year. YVFWC embraces new technologies and systems that engage and empower patients to actively participate in their own care and are well placed to meet the evolving needs of our communities.

2. Department of Health FY 18-20 Project Summary Region 2

Project Title: Adults

a. Related State Objectives

By September 2020, participants will improve:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Dietary Quality | <input checked="" type="checkbox"/> Food Resource Management |
| <input checked="" type="checkbox"/> Physical Activity | <input checked="" type="checkbox"/> Policy and Environmental Strategies |

b. Audience

The primary audience is SNAP-eligible adults ≥ 18 years old. Programming will also engage and support special populations including seniors and non-English speaking or English as a second language speaking adults. Eligibility for project sites includes:

- Location based - food pantries, homeless shelters, public housing, SNAP office, TANF office, SNAP job readiness site, TANF job readiness site, Food Distribution Program on Indian Reservations (FDPIR)
- Poverty based - 50% or more below 185% FPL via agency data or census tract
- Income based - participant on another qualified income-based program
- Retail - $\geq \$50,000$ average SNAP sales per month
- Farmers Markets - alternative methods originally approved FFY16:
 - Farmers markets within two miles of a qualified census tract and accepts SNAP and/or WIC
 - Farmers markets within two miles of a qualified census tract and does not accept SNAP or WIC, but the goal to implement EBT
 - Farmers markets not located within or near a qualified census tract, but it is in a remote area where there is only one market available, they have SNAP or WIC, or are working to implement EBT
 - Farmers markets offering SNAP matching incentive programs (per FNS call in FFY16)

c. Food and Activity Environments

Asotin County

Census data shows that 35.41% of the population in Asotin County is below 185% Federal Poverty Guidelines (FPG) compared to the statewide average of 27.53%. Additionally, data from *Feeding America* shows that: 14% of the population in Asotin County is lacking adequate access to food compared to the statewide average of 12.8% for Washington.

There is a need for increased healthy food options and the policies/practices that support them being available at multiple venues where people shop—from emergency food providers to farmers markets to low-income housing. In addition, people need education and support to choose the healthy options that are available. According to *County Health Rankings*, in Asotin County the rate of adult obesity is 33% compared to the statewide average of 27%. In addition, the rate of adults age 20 and over reporting no leisure time physical activity (physical inactivity) is 22% in Asotin County compared to the statewide average of 17%. There is a need for increased options for physical activity and increased use of resources that are available in the community.

Benton and Franklin Counties

Benton and Franklin are neighboring counties and have multiple needs in common. Both have higher than the statewide average of 27.53% of people at or below 184% of FPG, with Benton at 30.15%, and Franklin at 37.98%.

Based on *County Health Rankings* and the number of adults who reported a BMI of 30 or more, 32% of adults in Benton County are obese, and 30% of the adults in Franklin County are obese, both of which are greater than the statewide average of 27%. Adults in Benton and Franklin County are also not physically active. Benton County has 19% of adults 20 and older who report no leisure time physical activity, whereas Franklin has 17%, the same as the statewide average. Based on *County Health Rankings*, in Franklin County there is not adequate access to locations for physical activity, with only 55% of people reporting access compared to the statewide average of 88% who report access. Adults in both counties need ways to be physically active, and education about the physical activity options that are available to support a healthy weight and physically active lifestyle.

Food access is limited in both Benton and Franklin Counties with 4% of low-income people in Benton County and 12% of low-income people in Franklin County who do not live close to a grocery store. Adults need increased access to healthy foods, including at emergency food sites, as well as knowledge about which choices are healthiest, and the opportunity to try out healthy foods. There is a need for policies and practices to support the availability and affordability of healthy choices.

Columbia County

Based on census data, Columbia County has a high rate of poverty with 43% of the population below 185% of FPG as compared to the statewide average of 27.53%.

Additionally, Columbia County has a higher percentage of seniors with 23% of the population 65 and older as compared to the statewide average of 14.8%. There is a lack of senior nutrition education in the community other than SNAP-Ed events at the Senior Center. There is a need for recipes tailored to seniors, scaled down to one or two servings, rather than typical larger family size recipes which are difficult for seniors to work with.

Adult obesity in Columbia County is 30% compared to the Washington state average of 27%. Fresh produce is available at the food bank but sometimes clients don't select it. No nutrition education takes place at the food bank except for SNAP-Ed.

Kittitas County

Based on census data, 36.31 % of the population in Kittitas County is at or below 184% of FPG compared to the statewide average of 27.53%. Based on *County Health Rankings*, in Kittitas County 10% of the population is low-income with limited access to healthy foods. The Kittitas County Public Health Department found that food bank/pantry patrons were not taking all items available to them. These statistics and observations point to the need for increased access to healthy food as well as education and support for choosing the healthy option. Focus on resources in addition to grocery stores is a need based on the lack of proximity to stores for low-income people who may not be able to get to stores based on transportation and other constraints.

Walla Walla County

Based on census data, 33.58% of the population in Walla Walla is at or below 184% FPG compared to the statewide average of 27.53%. Based on *County Health Rankings*, 7% of the population in Walla Walla is low-income and do not live close to a grocery store, compared to the statewide average of 5%.

Walla Walla HD: Because of the lack of access to local grocery stores, it is important to reach people and support their healthy food choices at venues beyond stores, since they may not be able to reach and shop at them.

Based on SNAP-Ed program staff observation and conversation with local residents, many adults in Walla Walla County perceive that farmers markets are for wealthier clientele. They do not know that they can use their EBT cards or how to use incentives that Farmers Markets may offer. To maximize the potential for fresh fruit and vegetable intake, it's important for people to know that they can shop at the farmers markets with EBT, and that it can be affordable and easy.

Food banks offer emergency food assistance, and there is a need for it to be enhanced by adopting a shopping model to give clients more choice and the opportunity to select healthy items. In addition, reaching the Spanish-speaking population at the food bank is a need.

Skills to shop for, cook and store food properly is a need of clients in low-income housing as they have been homeless and don't have the skills. Similarly the senior population needs assistance budgeting and meal planning to effectively access and enjoy healthy foods.

Walla Walla WSU: Twenty-eight percent (28%) of adults in Walla Walla County are obese, and only 76% report having adequate access to exercise opportunities compared to the statewide average of 88% who have adequate access. There is a need for adequate opportunity to be physically active. There is a need for adequate food access including options in addition to traditional grocery stores since people may not be able to reach them due to transportation and other constraints.

Whitman County

Based on census data, 46.79% of the population in Whitman County is at or below 184% FPG compared to the statewide average of 27.53%.

Based on County Healthy Rankings, 20% of Whitman County residents lack adequate access to food compared to the statewide average of 13%. Hunger is a persistent problem on the Palouse. In 2015, 18% of all Whitman County residents reported food insecurity, compared to 12.7% nationwide. That number jumps to 50% for low-income Pullman residents; half of Pullman is located in a USDA food desert. The isolated rural communities north of Pullman are USDA rural food deserts, and especially vulnerable to hunger. One of the main weaknesses, or gaps, related to food access was the lack of transportation or mobility necessary to go shopping and long distances to food stores due to lack of public transportation. This results in food deserts in Pullman, and especially in rural, isolated areas. Although many low-income residents own cars, they tell us they cannot pay for gas to drive the 20 minutes to one hour into town for food.

The most common self-reported source of food assistance in Whitman County was local food banks. Two thousand two-hundred and fifty-two (2,252) unduplicated residents visited CAC's Community Food Bank last year and 10% of all Whitman County residents reported visiting a food bank in a random sample.

Based on the Whitman Community Action Center (CAC) Assessment in November of 2015, more than half of low-income residents said that improving access to food was one of their top needs. Forty percent (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.

Seniors are a special population in need: According to the 2015 Whitman County Community Needs Assessment, 2,812 people over age 64 live in rural areas outside of Pullman (around 20% of rural Whitman County residents). Over five percent of those rural seniors live in poverty. The 2015 Community Needs Assessment emphasizes that Whitman County agencies could do a better job of taking the unique needs of the aging population into account when designing and providing services to low-income residents.

All of the data and assessments points to the high need for affordable, accessible, healthy, appealing food for Whitman County. Since people in need often cannot shop at grocery stores, it creates a need for effective emergency food access like food banks, mobile efforts and resources located conveniently in the community.

Yakima County

Census data shows that Yakima County is an area of high poverty; 46.20% of the population is at or below 184% FPG compared to the statewide average of 27.53%. Based on 2000 census data for Yakama Reservation, 57% of the Yakama Reservation population is at or below 184% of FPG. Five percent (5%) of the population in Yakima County is low-income with limited access to healthy foods.

There are several projects within Yakima County including Yakima WSU Extension, Yakima Health District, Yakima Neighborhood Health Services, Yakima Valley Farm Workers Clinic (YVFWC) and Solid Ground. Yakima County is a high need area with projects that address a variety of needs through multiple venues.

Yakima County is situated in south central Washington State and is a rich agricultural region, producing the majority of apples, asparagus, pears, hops, cherries, and mint in the nation. At the same time, Yakima County has the highest rate of family poverty among all WA counties (17.6% of families in Yakima County live under 100% federal poverty rate). In the same way that Yakima County stands out in contrast from the rest of the state, the Lower Yakima Valley stands in contrast to the whole of Yakima County with even higher concentrations of poverty, youth, and communities of color (47% of families in the Lower Yakima Valley live under 185% FPL). The communities that make up the Lower Yakima Valley, YVFWC's primary service area, represent some of the neediest in the state. During prior work in Yakima County, SNAP-Ed staff observed the lack of access to healthy food choices, lack of basic cooking knowledge, and lack of resource management skills. These factors all coincide with food insecurity.

In food deserts, unhealthy fast food options are far more accessible than grocery stores with healthy options. Because fewer families prepare and eat meals together at home, youth often do not learn the necessary skills to establish healthy habits at an early age. Research shows that low-income mothers who utilized food preparation and budgeting skills experienced food insecurity at half the rate of mothers who lacked these skills. Additionally, parents and youth together need to be supported in making healthy food choices both easy and appealing.

Sites that provide emergency food, shelter and clothing as well as addiction recovery are in need of services to support healthy food choices, lifestyle and skills. Even where healthy options are offered, often there are non-nutrient-dense options alongside them. Nutrition education can be low priority compared to addiction recovery, so having healthy food provided during treatment is critical. In addition, practical hands-on skill building in the area of nutrition and healthy eating and increased access are critical needs for adults.

Sites that focus on emergency food only also have challenges with clients who have limited access due to both transportation and monetary reasons. It is a critical need to provide healthy choices at the food bank, and beyond that, to provide mobile services to reach the people who can't make it to the food bank. For those adults who do shop at stores, incorporating more healthy options is an important need, especially for stores that are frequented by the low-income population. Work around the store environment itself and not just encouraging the healthy choices that are already there is a major need. There is a need to incorporate and support fruit and vegetable incentive programs to make the healthy choice accessible and affordable. Gardening also can support access to fresh fruits and vegetables that are affordable.

Based on *County Health Rankings*, Yakima County has an obesity rate of 30% compared to the statewide rate of 27%. It is higher for specific populations. Based on the Behavioral Risk Factor Surveillance System, 2011, 32% of Hispanic/Latinos and 44% of American Indian/Alaska Native are obese compared to the statewide average of 27%. Physical activity opportunities are limited with 69% of Yakima County having adequate access to exercise opportunities, compared to the statewide average of 88% who have access to adequate opportunities. While walking is one of

the easiest forms of physical activity, lack of opportunity for walking is one barrier that some communities face. There is a need for promotion of family friendly activities throughout the year to support increased physical activity, as well as safe places for people to be physically active.

Senior adults face additional challenges with chronic diseases that have developed over a lifetime. Approximately 92% of older adults have at least one chronic disease, and 77% have at least two. Four chronic diseases—heart disease, cancer, stroke, and diabetes—cause almost two-thirds of all deaths each year. Since healthy food and physical activity can help address these chronic diseases, there is a large need for seniors to receive services that support healthy food intake and a physically active lifestyle. One staff member at a senior housing sites said, “The biggest barrier that I see for healthy eating is money, [and] lack of transportation, as many residents must rely on family, friends, Dial-a-ride, and Yakima bus services. Transporting these groceries is difficult. I would say a barrier for both activity and healthy cooking would be attributed to lack of motivation, and resources to adapt and/or try new things.” These comments point to the need for education in addition to the environmental circumstances that need to be addressed.

Second Harvest

Second Harvest serves multiple counties throughout Region 2. All counties in Region 2 have more people at or below 184% of FPG compared to the statewide average. The statewide average is 27.53% at or below 184% of FPG; Region 2 counties range from 30.15% to 46.79% at or below 184% of FPG.

One in nine people in the region – including one in five children – are food insecure and at risk of preventable health conditions linked to poor nutrition.

High-calorie, low-nutrient foods can be inexpensive and readily available in low-income communities. Families with limited resources often try to stretch their food budgets by purchasing cheap, high-calorie foods that are filling rather than more nutritious groceries. As a result, families eat fewer fruits and vegetables as food insecurity and related health consequences worsen.

Many families face significant challenges to getting fruits and vegetables on their tables due to where they live and the need to stretch their limited food budgets. Low-income neighborhoods and rural communities frequently lack full-service grocery stores or other sources of nutritious fresh produce. When it is available, fresh produce is often more expensive. There is a need for people to have increased access to fresh fruits and vegetables by reaching people where they are.

Food banks/pantries can also be a significant source of fruits and vegetables for people who do not have the money and/or transportation required to shop at stores. Long-term unemployment, persistent underemployment and the high cost of food, gas, utilities and rent are forcing people to turn to neighborhood food banks for help more often. For working families not earning a livable wage or for vulnerable elderly people and others scraping by with very little income, getting assistance from a local food bank stocked with healthy fresh produce

and other wholesome groceries is a critical need. In addition, training and equipping partner food banks with strategies to help their clients overcome real and perceived knowledge barriers to cooking with fresh ingredients is also crucial.

Researchers have found that when low-income people have access to a variety of high quality, nutritious food, they make healthier choices about their diets and have better health outcomes.

Washington State Department of Agriculture (WSDA)

WSDA SNAP-Ed efforts will take place in Walla Walla, Whitman, and Yakima Counties.

Lack of food access is a challenge that occurs in all of these counties. Based on *County Health Rankings*, the percent of people who are low-income with limited access to healthy foods is 7% for Walla Walla County, 8% for Whitman County and 5% for Yakima County—as compared to the statewide average of 5%.

Food insecurity increases demand for food assistance. Between July 2015 and June 2016, 1 in 3 residents used the services of their local food pantry and nearly 14,088,501 pounds of food was distributed through Emergency Food Assistance Program (EFAP) partner pantries.

Approximately 26% of Yakima County residents receive SNAP benefits and 32.1% of Yakima County children live in poverty. Many low-income Yakima County residents are depending on the emergency food system to supplement their food assistance benefits. Last state fiscal year, 1 in 3 Yakima County households used their local food pantry and 525,783 services were provided by pantries throughout the county.

Whitman County ranks high among Washington counties for food insecurity and poverty. A recent Whitman County Community Needs Assessment listed food pantries as the most common self-reported source of food assistance.

There is evidence that shows that people who rely regularly on emergency food sources may have inadequate nutritional intake. Having healthy choices at food pantries/banks is a critical need.

With the increased demand for emergency foods, food pantry staff and volunteers are continuously challenged by their desire to promote healthy choices within the food pantry. Pantry personnel have expressed feelings of being ill-equipped to address topics related to nutrition education with their clients; particularly when cultural/language barriers exist. Related barriers include:

- Limited translated materials
- Minimal food acceptance outside of cultural/age norm
- Lack of nutritional knowledge concerning food commodities and, fresh and frozen foods
- Lack or minimal knowledge of food preparation and safety
- Limited community resources specifically more rural food pantries
- Limited or lack of kitchen/preparation equipment

- Limited time to participate in food and nutrition education activities

Working with emergency food distributors and clients is essential for supporting healthy option availability, appeal and selection. It is also critical for food pantry personnel to be knowledgeable so that they can support food pantry/bank clients.

d. Project Description for Educational Strategies

Direct education through series classes and one-time events address many of the barriers listed above as well as provide participants the opportunity to practice new skills on-site, at home, and where they procure food (e.g. food pantries or farmers markets). Families and adults living alone gain the knowledge to stretch food resources, achieve better nutrition on a limited budget, and increase physical activity in low or no cost ways.

Over the next three years will develop and implement adult centered direct education that includes the following processes:

- Year 1: Formative Assessment and Implementation
 - Formative evaluation of participants and partners
 - Finalize curriculum selection and educational need of each site
 - Train staff in selected curriculum
 - Implement direct education
 - Conduct process and short term outcome evaluation
- Year 2: Reassess and Implement
 - Incorporate changes into direct education programming based on evaluation (formative, process, and short term outcomes from year 1)
 - Implement direct education
 - Conduct process and outcome evaluation (medium term)
 - Develop sustainability plan
- Year 3: Evaluation and Sustainability
 - Implementation of direct education
 - Evaluation - process and outcome (medium and long term)
 - Sustainability implementation

Adult Direct-Ed Reach											
County	Agency	Setting						# Class Series	# One-time Events	Reach*	
		Farmers	Food Pantry	Housing	Community	Health	School			Total Direct	SNAP-Eligible
Asotin	Asotin WSU			x				1	29	495	464
	Second Harvest				x			-	1	125	125
Benton	Benton-Franklin WSU							0	34	540	480
	Second Harvest			x	x		x	6	34	2,090	1,384
Columbia	Second Harvest				x			-	1	125	125
Franklin	Benton-Franklin WSU	x	x	x				1	58	1,140	1,056
	Second Harvest				x		x	-	24	1,500	1,197
	WSFMA	x						-	6	60	34
Garfield	Second Harvest				x			-	1	125	125
Kittitas	Kittitas HD	x						-	3	30	22
	Second Harvest				x			-	1	125	125
Walla Walla	Walla Walla HD		x	x	x			3	36	1,990	1,990
	Walla Walla WSU		x	x				7	12	610	587
	WSFMA	x						-	6	60	31
Whitman	Second Harvest				x			-	1	125	125
	Whitman CAC							7	-	140	140
	WSFMA	x						-	6	60	55
Yakima	Second Harvest				x			-	1	125	125
	Solid Ground				x			3	-	45	-
	WSFMA	x							6	60	47
	Yakima WSU			x	x	x		13	20	272	189
	YNHS					x		32	-	608	401
	YVFWC	x	x		x		x	25	48	2,775	2,772
Total Estimated Direct-Ed Reach:										13,255	11,599

*Estimate of the FFY18 direct education reach

- **Class series** - All class series delivered by a SNAP-Ed educator using approved curriculum, including a food and/or physical activity lesson. All direct education sessions are delivered as directed by the curriculum recommendations. For a list of FFY18 curricula by agency, see section *h. Use of Existing Educational Materials*.
- **One-time events** - Educators will provide events or opportunities to engage SNAP-Ed eligible adults. Some examples may include:
 - Food demonstrations at food pantries and farmers markets that educate participants on how to prepare and store healthy foods.

- Provide education about eating healthy and active living at mobile food pantries.

Key Educational Messages:

- | | |
|---|--|
| • MyPlate/Dietary Guidelines | • Increase Breakfast |
| • Shopping Practices | • Reduce Food Insecurity |
| • Increase Fruit | • Food Budgeting & Resource Management |
| • Increase Vegetables | • Cooking Skills |
| • Increase Whole Grains | • Physical Activity |
| • Reduce Sweetened Beverages & Increase Water | • Healthy Weight |
| • Switch to Whole Grains | |

Reinforcing Messages:

Region 2 agencies also use reinforcing education methods that promote healthy behaviors and support nutrition and physical activity education. Examples include:

- Posters, bulletin boards, and other visuals that support healthy eating and physical activity will be posted in programming sites and throughout the community in places low-income individuals frequent.
- Resources to support healthy eating and being physically active in the community including free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes will be included on website and Facebook pages.
- Print and electronic newsletters distributed to class participants and community partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.

e. Project Description for Marketing Strategies: N/A.

f. Evidence Based: See research in Appendix B.

g. Policy, Systems, and Environmental Changes

Region 2 SNAP-Ed agencies are encouraged to use an approved SNAP-Ed environmental scan to establish baselines and provide consistent assessment and evaluation. Agencies use scan results, needs assessment data, as well as input from partner agencies and community members to select and implement PSE strategies.

Over the next three years we will develop and implement adult centered PSE that includes the following processes:

- Year 1: Assessment and Partnership Development
 - Staff PSE training completed
 - PSE assessments conducted
 - Prioritize PSE
 - Partnership development

- Year 2: Implementation
 - Site-based implementation
 - Continue partnership development and capacity building
 - Process evaluation
 - Sustainability planning

- Year 3: Evaluation and Sustainability
 - PSE – build on and full implementation
 - Partnership
 - Evaluation outcomes
 - Sustainability

Adult PSE Reach									
County	Agency	Setting							Reach [†]
		Farmers Market	Food Pantry	Housing	Community Center	Retail	Health Services	Other*	
Asotin	Asotin WSU	X	x	x					6,050
	Second Harvest		x						300
	WSFMA	X							434
Benton	Benton-Franklin WSU	X	x						1,500
	Second Harvest		x						710
	WSFMA	X							2,645
Columbia	Columbia HD		x		x				160
	Second Harvest		x						150
	WSFMA	X							263
Franklin	Benton-Franklin WSU	X	x	x					3,500
	Second Harvest		x						680
	WSFMA	X							510
Garfield	Second Harvest		x						150
Kittitas	Kittitas HD	X							529
	Second Harvest		x						400
Walla Walla	Walla Walla HD	X	x		x	x		x	2,720

	Walla Walla WSU		x	x					500
	WSDA		x						5,665
	WSFMA	X							616
Whitman	Whitman CAC								2,200
	Second Harvest		x						550
	WSDA		x						1,831
	WSFMA	X							821
Yakima	Second Harvest		x						1,050
	Solid Ground					x			300
	WSDA		x						59,641
	WSFMA	X							712
	Yakima HD		x			x			109,219
	YNHS					x	x		608
	YVFWC	X			x			x	22,656
	Yakima WSU			x	x		x		1,350
<i>*Other includes community-wide wellness efforts</i> <i>*Estimate of the FFY18 PSE reach</i>									228,400
Total Estimated PSE Reach:									

Adult PSE Strategies															
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Kittitas HD	Second Harvest	Solid Ground	Walla Walla HD	Walla Walla WSU	Whitman CAC	WSDA	WSFMA	Yakima HD	Yakima WSU	YNHS	YVFWC
Nutrition															
Increase Access to Healthy Foods and Beverages															
• <i>Assessment and Environmental Scan</i>	x	x	x	X	x		x	x	x	x	x	x	x	x	x
• <i>Farmers Markets – expand SNAP acceptance and SNAP incentive programs at farmers markets</i>	x	x	x	X			x				x				x
• <i>Farmers Markets – increase # vendors operating at markets</i>											x				
• <i>Farmers Markets – provide SNAP and SNAP incentive technical assistance to markets implementing SNAP programming</i>											x				
• <i>Farmers Markets – work with markets to build community partnerships</i>											x				
• <i>Farm to Food Pantry – support and expand Farm to Food Pantry program</i>										x					

Adult PSE Strategies															
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Kittitas HD	Second Harvest	Solid Ground	Walla Walla HD	Walla Walla WSU	Whitman CAC	WSDA	WSFMA	Yakima HD	Yakima WSU	YNHS	YVFWC
• <i>Food Pantry</i> – support strategies for healthy food procurement and food storage								x	x	x					
• <i>Food Pantry</i> – encourage pantry-community partnership building (local health care, WIC, farmers markets, etc.)							x					x			
• <i>Mobile Food Pantries</i> – support development and expansion of mobile food pantry programs					x							x			
• <i>Gardens</i> – promote development and expansion of community gardens			x					x	x				x		
• <i>Retail</i> – support efforts to make WIC purchases easier														x	
• <i>Retail</i> – encourage fruit and vegetable incentive programs														x	
• <i>Retail</i> – encourage farm-to-store partnership and marketing of local foods												x			
• <i>Retail</i> – work with store to change price points or marketing of healthy foods on sale to encourage purchase of items												x			
• <i>Retail</i> – encourage retail and mobile food bank partnership												x			
Increase Appeal of Healthy Foods and Beverages	x	x		X	x		x	x	x	x	x	x	x		
• <i>Assessment and Environmental Scan</i>															
• <i>Farmers Market</i> – implement point-of-purchase prompts	x	x		X			x								
• <i>Farmers Market Ambassadors</i> – implement peer to peer SNAP Ambassador programs to increase SNAP client use of farmers markets											x				
• <i>Food Pantry</i> – implement “nudges”, point of purchase prompts, and/or thoughtful	x				x		x	x				x			

Adult PSE Strategies															
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Kittitas HD	Second Harvest	Solid Ground	Walla Walla HD	Walla Walla WSU	Whitman CAC	WSDA	WSFMA	Yakima HD	Yakima WSU	YNHS	YVFWC
placement of healthy foods in food pantries															
• <i>Food Pantry</i> – encourage client choice and client shopping models					x										
• <i>Food Pantry</i> – train staff and volunteers on behavioral economics; provide consistent messaging about the importance of healthy food for clients					x					x					
• <i>Food Preparation</i> – provide nutrition education for vocational/kitchen staff to increase nutrition of meals at facilities serving SNAP-eligible populations													x		
• <i>Gardens</i> – encourage participation in community gardens	x								x				x		x
• <i>Retail</i> – implement marketing strategies to increase choice and consumption of healthy options (“nudges”, POPs, etc.)							x					x			
Physical Activity															
Increase physical activity access and outreach	x		x			x	x	x					x	x	x
• <i>Assessment of Environment</i>						x									
• <i>Marketing</i> – encourage and implement point-of-decision prompts to encourage use of stairs						x									
• <i>Physical Activity Groups</i> – convene regular activity groups (running, walking, etc.)							x						x		
• <i>Physical Activity Opportunities</i> – support physical activity opportunities throughout the year, throughout the community	x		x					x						x	x
• <i>Physical Activity Opportunities</i> – promote participation in and use of area physical activity resources,			x												x

Adult PSE Strategies															
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Kittitas HD	Second Harvest	Solid Ground	Walla Walla HD	Walla Walla WSU	Whitman CAC	WSDA	WSFMA	Yakima HD	Yakima WSU	YNHS	YVFWC
including partnerships with parks and trails organizations															
<ul style="list-style-type: none">Wellness Coalition – engage local businesses, government, civic organizations, community groups, citizens in active living.			x												

h. Use of Existing Educational Materials

Region 2 agencies will use State approved curriculum listed in the FFY18-20 plan. Agencies intend to use the following curricula in FFY18 although curriculum choices may change during the course of FFY18 based on target audience need.

Adult Curricula			
Agency	Title	Source	Languages
Asotin WSU	Cooking Matters in Your Community	Share Our Strength	E
	Cooking Matters in Your Food Pantry	Share Our Strength	E
	Plan Shop Save Cook or Eat Smart Live Strong	UC Davis, USDA	E
Benton-Franklin WSU	Cooking Matters in Your Community	Share Our Strength	E, S
	Cooking Matters in Your Food Pantry	Share Our Strength	E, S
	Plan Shop Save Cook	UC Davis	E, S
	Eating Smart, Being Active	Colorado State Extension	E, S
Kittitas HD	TBD	TBD	E
Solid Ground	Cooking Matters	Share Our Strength	E
Walla Walla HD	Eating Smart, Being Active	Colorado State Extension	E, S
Walla Walla WSU	Cooking Matters in Your Food Pantry	Share Our Strength	E
	Eat Healthy, Be Active	USDA FNS,	E
	Plan Shop Save Cook	UC Davis	E, S
	Eat Healthy, Be Active	USDA FNS	E

	Eat Smart, Live Strong	USDA FNS	E
	Eating Smart, Being Active	Colorado State Extension	E
Whitman CAC	Plan Shop Save Cook	UC Davis	E
	Energize Your Life	WSU Extension	E
	Cooking Matters	Share Our Strength	E
Yakima WSU	Plan Shop Save Cook	UC Davis	E, S
	Eating Smart, Being Active	Colorado State Extension	E, S
	Eat Smart, Live Strong	USDA FNS	E
	Energize your Life, Gardening for a Healthier You	WSU Extension	E
YNHS	Eat Healthy, Be Active	USDA FNS	E, S
YVFWC	Plan Shop Save Cook	UC Davis	E, S
Yakima WSU	Plan Shop Save Cook	UC Davis	E, S
	Eating Smart, Being Active	Colorado State Extension	E, S
	Eat Smart, Live Strong	USDA FNS	E
	Energize your Life, Gardening for a Healthier You	WSU Extension	E

E- English; S-Spanish

Development of new education materials and/or purchased materials: N/A.

i. Key Performance Measures/Indicators

Over the next three years we will employ regional performance measures that are relevant to all Region 2 agencies. Indicators include:

- Environmental scan and/or needs assessment completed
- Projected direct education reach is obtained
- PSE strategies implemented
- Year over year PSE reach increases

3. Evaluations Plans

- Name:** All state and local projects are required to provide evaluation.
- Type:** Formative, process, and outcome evaluation. All agencies will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- Questions:**

Formative

Data Collection

What is the baseline of the population we are reaching?	Pre survey data from previous and current year
What is the population's input on methods and messages for education?	Focus groups
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment where adults live, work, and shop?	
What PSE strategies were identified in the places where adults live, work, and shop?	Environmental scans

Process	Data Collection
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do adults enjoy SNAP-Ed classes?	Participant satisfaction survey
Do community partners have positive feedback from SNAP-Ed programming?	Stakeholder satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review

Outcome		Data Collection
How does participation in SNAP-Ed classes affect healthy behaviors?		
Short Term	ST1: MyPlate Knowledge	Participant survey: based on curriculum and State Evaluation team
	ST2: Shopping Knowledge and Intentions	
	ST3: Physical Activity Goals	
Medium Term	MT1: MyPlate Behaviors	
	MT2: Shopping Behaviors	
	MT3: Physical Activity Behaviors	
Long Term	LT2: Fruits/Vegetables	
	LT4: Dairy	
	LT5: Non-Dairy Beverages	
	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE interviews; photographic documentation; county leader/agency reports; pre/post-tests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	

	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE interviews and local community plans
	ST9: Community Obesity Prevention Plan	

d. **Evaluation:** These projects have not been evaluated before.

4. Coordination Efforts

Region 2 will coordinate with other organizations and programs that encourage and implement nutrition and physical activity education. Coordination will occur at state, regional, and local levels. We will collaborate and coordinate with our state and local partners to ensure programs provide evidence and practice-based approaches, align with other local initiatives, and prevent duplication of services.

- *Department of Health:* SNAP-Ed program staff at DOH will work closely with other DOH nutrition and active living programs (WIC, Healthy Communities, Chronic Disease Prevention, Healthy Starts and Transitions, and FMNP).
- *Health Care:* We will collaborate with other DOH programs (Access to Care, Rural Health, and Chronic Disease Prevention) and state agencies (Health Care Authority and Department of Social and Health Services) for the Yakima County Health Outcomes Project.
- *Farmers Markets:* We will partner with the Washington State Farmers Market Association, WIC Farmers Market Nutrition Program (FMNP), and Senior Farmers Market Nutrition Program by:
 - Aligning activities
 - Improving low-income participant benefits
 - Evaluating data and outcomes
- *Food Banks:* We will work in partnership with the Washington State Food Coalition, Washington State Department of Agriculture (WSDA), Northwest Harvest, WSU, Food Lifeline, and Second Harvest to improve Washington State's food banks and pantries by:
 - Identifying and implementing strategies to improve access and appeal to healthy foods
 - Improving local capacity to obtain, store, and distribute healthy foods
 - Evaluating local improvement and/or changes within the state
- *Retail:* We will strive to build stronger relationships with regional and state retailers to help improve access and appeal of healthy foods. We will collaborate with WIC to

ensure common understanding of WIC and SNAP within retail and use of best practices when implementing direct education and PSE. We will also collaborate with the Office of Superintendent of Public Instruction (OSPI) to understand major food distribution systems among schools and Child and Adult Care Food Program (CACFP) providers. We will coordinate with DOH and Safeway to promote the FINI grant SNAP incentive offered at Region 2 Safeway stores.

- *Physical Activity:* DOH Office of Healthy Communities takes a lead role within our state to improve physical activity environments and policies. In SNAP-Ed, we will continue to learn from, align with, and look for new opportunities to build on this work.
- *Other Coordination:* Additional local coordination will occur with the following groups:
 - Community leaders
 - Local DSHS office
 - Health care providers
 - Farm and local food system links
 - Groups related to obesity prevention and hunger relief
 - Local WSU Extension programs
 - Local government

2. Department of Health FFY18-20 Project Summary Region 2

Project Title: Youth

a. Related State Objectives

By September 2020, participants will improve:

☒ Dietary Quality

☒ Food Resource Management

☒ Physical Activity

☒ Policy and Environmental Strategies

b. Audience

The primary audience is SNAP-eligible youth age 0 – 18 years. Programming will also engage and support parents/caregivers, teachers, and other key adults as youth role models and as supporters of local PSE change. Eligibility for project sites includes:

- School based - 50% or more FRL, or Community Eligibility
- Poverty based - 50% or more below 185% FPL via agency data or census tract
- Income based - participant on another qualified income-based program

c. Food and Activity Environments

Asotin County

Census data shows that 35.41% of the population in Asotin County is below 185% Federal poverty guidelines (FPG) compared to the statewide average of 27.53%.

Data from *Feeding America* shows that the childhood food insecurity in Asotin County is at 22% compared to the statewide average of 19%. In addition, *Healthy Youth Survey* data shows that 84% of 8th graders eat less than 5 fruits and vegetables per day compared to the statewide average of 77% who eat less than 5/day. There is a need for increased availability of healthy foods including fruits and vegetables and support in making the healthy choice when healthy options are available.

Benton and Franklin Counties

Benton and Franklin are neighboring counties and have a number of needs in common. Both have higher than the statewide average of 27.53% of people at or below 184% of FPG, with Benton at 30.15%, and Franklin at 37.98%.

According to the *Healthy Youth Survey*: In Benton County 83% of 12th graders consumed a sugar-sweetened beverage in the last week as compared to the statewide average of 79%. In addition 31% of 10th grade students in Benton County are overweight or obese compared to the statewide average of 27%. Youth need healthy foods and healthy beverage options that are affordable, accessible and appealing. Based on *Feeding America* data, 21% of Benton County children are food insecure, and 20% of Franklin county children are, compared to the statewide average of 19%. This makes the food environment at school especially important. Reaching students with education, and positive changes in the environment that make the healthy choice the easy choice is critical.

Columbia County

Columbia County has a high rate of poverty with 43% of the population below 185% of Federal poverty guidelines (FPG) as compared to the statewide average of 27.53% below 185% FPG.

An average of 51.7% of students in the Columbia School District are eligible for free/reduced meals. To build healthy habits, young and middle school youth need education that supports and encourages healthy food choices and an active lifestyle.

Walla Walla County

Based on census data, 33.58% of the population in Walla Walla is at or below 184% FPG compared to the statewide average of 27.53%.

Walla Walla HD: Child care sites in the county completed Nutrition and Physical Activity Self-Assessments (NAP SACC). NAP SACC showed that although children may have access to drinking water, some need to request it rather than it being available to them to serve themselves. NAP SACC also indicated that less healthy choices are being used for rewards and celebrations. In addition, based on *Feeding America* data, 21% of Walla Walla children are food insecure, compared to the statewide average of 19%. Many child care sites are underfunded and lack the support needed to carry out relatively easy strategies for increasing physical activity and healthy food choices. Healthy strategies and support for those strategies is a strong area of need given that these sites have the potential to shape and encourage healthy choices for children from the start.

Walla Walla WSU: Based on *Feeding America* data, 21% of children in Walla Walla are food insecure, compared to the statewide average of 19%. Food insecurity may lead to unhealthy choices that add calories but not nutrients. According to the *Healthy Youth Survey*, 8th, 10th and 12th graders in Walla Walla all consumed more sugar-sweetened beverages compared to the average consumption of sugar-sweetened beverages by students statewide. Also based on the *Healthy Youth Survey* 36% of students in 12th grade are obese. And 83% of 12th graders did not meet the minimum recommendation for physical activity of 60 minutes, 7 days/week—compared to the statewide average of 79% of 12th graders who did not meet the recommendation. Food insecurity and unhealthy food/beverage options paired with lack of

physical activity point to the need for the students' environment to be highly supportive with increased access to healthy food and activity choices, and making the healthy choice the appealing choice. In addition, getting food to people in ways other than the grocery store is a need for the low-income population that does not live in proximity to a grocery store(s).

Whitman County

Based on census data, 46.79% of the population in Whitman County is at or below 184% FPG compared to the statewide average of 27.53%.

In the towns of Endicott, Rosalia, and Tekoa, school report cards from the Washington Office of Superintendent of Public Instruction report 50% to 71% of school-age children qualify for free and reduced lunch. Major barriers to healthy eating include lack of money for food and lack of gas money for transportation, according to a 2016 SWOT analysis conducted with area food pantry managers. Teachers at Rosalia School report that emergency food for weekends is a major need for area youth experiencing hunger. Based on *Healthy Youth Survey* results, 82% students in the 8th grade drank a sugar-sweetened beverage in the last week, compared to the statewide average of 78%. With lack of food access and availability of unhealthy choices, there is a need for increased access to healthy choices and support for youth to make healthy choices.

Yakima County

There are several projects within Yakima County including Yakima WSU Extension, Yakima Health District, Yakima Neighborhood Health Services, Yakima Valley Farm Workers Clinic (YVFWC) and Solid Ground. Yakima County is a high need area with projects that address needs through multiple venues.

Yakima County is situated in south central Washington State and is a rich agricultural region, producing the majority of apples, asparagus, pears, hops, cherries, and mint in the nation. At the same time, Yakima County has the highest rate of family poverty among all WA counties (17.6% of families in Yakima County live under 100% federal poverty rate). In the same way that Yakima County stands out in contrast from the rest of the state, the Lower Yakima Valley stands in contrast to the whole of Yakima County with even higher concentrations of poverty, youth, and communities of color (47% of families in the Lower Yakima Valley live under 185% FPL). The communities that make up the Lower Yakima Valley, Yakima Valley Farm Workers Clinic's (YVFWC) primary service area, represent some of the neediest in the state.

Census data shows that Yakima County is an area of high poverty; 46.20% of the population is at or below 184% FPG compared to the statewide average of 27.53%. Based on 2000 census data for Yakama Reservation, 57% of the Yakama Reservation population is at or below 184% FPG. Based on *County Health Rankings*, 5% of the population in Yakima County is low-income with limited access to healthy foods.

In addition to widespread poverty, 22% of children in Yakima County experience childhood food insecurity based on *Feeding America* data. This food insecurity is paired with consumption of

non-nutrient dense foods and beverages. Based on *Healthy Youth Survey* data: Youth intake of sugar sweetened beverages is higher than the statewide average for 8th, 10th and 12th graders. Eighty-three percent (83%) of 10th graders drank a sweetened beverage in the last week compared to the statewide average of 77%.

The percent of children who are overweight or obese is also higher than the statewide average for Grades 8, 10, and 12. Based on *Healthy Youth Survey*, thirty-five percent (35%) of 12th graders are overweight or obese compared to the statewide average of 30%. Based on *Healthy Youth Survey* 2012 when the statewide average of childhood overweight or obesity was 23%, it was 27% for Hispanic/Latino children and 34% for American Indian/Alaska Native children.

Based on *County Health Rankings*, only 69% of Yakima County residents have adequate access to exercise opportunities which means that youth not only need access to healthy foods, they need increased access and participation in physical activity. Physical activity options that reach them in or around school are critical since they spend much of their time attending school. Similarly, healthy food options in the school setting would support them in developing healthy habits.

During prior work with the population in Yakima County, SNAP-Ed staff observed the lack of access to healthy food choices, lack of basic cooking knowledge, and lack of resource management skills. These factors all coincide with food insecurity. In food desert areas, unhealthy fast food options are far more accessible than grocery stores with healthy options. Because fewer families prepare and eat meals together at home, youth often do not learn the necessary skills to establish healthy habits at an early age.

Research shows that low-income mothers who utilized food preparation and budgeting skills experienced food insecurity at half the rate of mothers who lacked these skills. This emphasizes the need for parent skills in food preparation and budgeting. Families need to be supported so that healthy choices are affordable and appealing.

d. Project Description for Educational Strategies

This project uses and state level needs assessments to provide targeted direct education to Region 2 SNAP-Ed-eligible youth. Over the next three years we will develop and implement youth centered direct education that includes the following processes:

- Year 1: Formative Assessment and Implementation
 - Formative evaluation of participants and partners
 - Finalize curriculum selection and educational need of each site
 - Train staff in selected curriculum
 - Implement direct education
 - Conduct process and short term outcome evaluation

- Year 2: Reassess and Implement
 - Incorporate changes into direct education programming based on evaluation (formative, process, and short term outcomes from year 1)
 - Implement direct education
 - Conduct process and outcome evaluation (medium term)
 - Develop sustainability plan
- Year 3: Evaluation and Sustainability
 - Implementation of direct education
 - Evaluation - process and outcome (medium and long term)
 - Sustainability implementation

Youth Direct-Ed Reach										
County	Agency	Setting					# Class Series	# One-time Events	Reach [†]	
		Elementary	Middle	High School	After School	Other*			Total Direct	SNAP-eligible
Asotin	Asotin WSU	x	x				17	4	505	372
Benton	Benton-Franklin WSU	x	x	x			26	18	824	640
Columbia	Columbia HD	x	x		x		6	-	90	53
Franklin	Benton-Franklin WSU	x	x	x			22	6	600	521
Walla Walla	Walla Walla HD	x					2	-	310	199
	Walla Walla WSU	x	x	x	x		25	16	962	707
Whitman	Whitman CAC	x	x				1	-	75	75
	WSFMA					x	-	7	150	137
Yakima	WSFMA					x	-	1	90	71
	Yakima WSU	x				x	14	-	670	627
	YNHS					x	20	-	200	134
	YVFWC	x	x	x			90	-	1,350	1,250
*Other includes: farmers markets (2), community centers (1) and health clinics (1) †Estimate of the FFY18 direct education reach									5,826	4,786
Total Estimated Direct-Ed Reach:										

*Other includes: farmers markets (2), community centers (1) and health clinics (1)

†Estimate of the FFY18 direct education reach

- Class series - All class series delivered by a SNAP-Ed educator using approved curriculum, including a food and/or physical activity lesson. All direct education sessions are delivered as directed by the curriculum recommendations. Behaviorally focused programming and reinforcement activities are also directed to caregivers, including family and staff. For a list of selected FFY18 curricula by agency see section *H. Use of Existing Educational Materials*.

- One-time events - Educators provide events and opportunities to engage school administrators, teachers, parents, and youth. Some examples may include:
 - Student Nutrition Council and SNAP-Ed staff to lead lunchtime demonstrations to raise awareness about healthy beverage choices and reduce consumption of sweetened beverages.
 - Family nights to reinforce nutrition messages taught in class series.

Key Educational Messages:

- | | |
|---|--|
| • MyPlate/Dietary Guidelines | • Increase Breakfast |
| • Shopping Practices | • Reduce Food Insecurity |
| • Increase Fruit | • Food Budgeting & Resource Management |
| • Increase Vegetables | • Cooking Skills |
| • Increase Whole Grains | • Physical Activity |
| • Reduce Sweetened Beverages & Increase Water | • Healthy Weight |
| • Switch to Whole Grains | |

Reinforcing Messages:

Region 2 agencies also use reinforcing education methods that promote healthy behaviors and support nutrition and physical activity education. Examples include:

- Posters, bulletin boards, and other visuals that support healthy eating and physical activity will be posted in programming sites and throughout the community in places low-income individuals frequent.
- Resources to support healthy eating and being physically active in the community including free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes will be included on website and Facebook pages.
- Print and electronic newsletters distributed to class participants and community partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.

e. Project Description for Marketing Strategies: N/A.

f. Evidence Based: See research in Appendix B.

g. Policy, Systems, and Environmental Changes

Region 2 SNAP-Ed agencies are encouraged to use an approved SNAP-Ed environmental scan to establish baselines and provide consistent assessment and evaluation. Agencies use scan results, needs assessment data, as well as input from youth, partner agencies, and community members, to select and implement PSE strategies. Over the next three years we will develop and implement youth centered PSE that includes the following processes:

- Year 1: Assessment and Partnership Development
 - Staff PSE training completed
 - PSE assessments conducted
 - Prioritize PSE
 - Partnership development
- Year 2: Implementation
 - Site-based implementation
 - Continue partnership development and capacity building
 - Process evaluation
 - Sustainability planning
- Year 3: Evaluation and Sustainability
 - PSE – build on and full implementation
 - Partnership
 - Evaluation outcomes
 - Sustainability

Youth PSE Reach								
County	Agency	Setting						Reach [†]
		Elementary School	Middle School	High School	After School	Child care	Community	
Asotin	Asotin WSU	x	x					1,367
Benton	Benton-Franklin WSU	x	x					3,536
	Second Harvest		x	x				70
Columbia	Columbia HD				x			210
Franklin	Benton-Franklin WSU	x	x	x				3,260

	Second Harvest	x	x	x				110
Walla Walla	Walla Walla HD	x				x		453
	Walla Walla WSU	x	x	x				4,108
Whitman	Whitman CAC	x						202
Yakima	Yakima WSU	x						3,356
	YNHS						x	760
	YVFWC	x	x					4,801
*Estimate of the FFY18 PSE reach								22,233
Total Estimated PSE Reach:								22,233

Youth PSE Strategies										
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Second Harvest	Walla Walla HD	Walla Walla WSU	Whitman CAC	YNHS	YVFWC	Yakima WSU
Nutrition										
Increase Access to Healthy Foods and Beverages							x			
• <i>Assessment and Environmental scan</i>										
• <i>Farm to School</i> – expand awareness and participation	x	x				x				
• <i>Gardens</i> – promote and help implement school or community garden	x						x		x	
• <i>School Pantry</i> – increase availability of healthy food by supporting school-based food pantries				x						
• <i>School Backpack Program</i> – support and inform about healthy options							x			
• <i>Child care</i> – promote access to drinking water					x					
• <i>Child care</i> – improve staff capacity for nutrition education healthy meal planning					x					
Increase Appeal of Healthy Foods and Beverages	x	x	x		x	x	x		x	x
• <i>Assessment and Environmental scan</i>										
• <i>Breakfast</i> – actively engage youth in eating breakfast										
• <i>Smarter Lunchroom</i> – work with Nutrition Services Directors to identify opportunities	x	x	x			x	x		x	
• <i>Fresh Fruit and Vegetable Program</i> – implement or promote the fresh fruit and vegetable program								x		
• <i>Marketing Healthy Choices</i> – implement or increase positive health messaging in school	x	x	x		x	x		x		
Physical Activity										
Increase physical activity access and outreach	x	x			x	x	x			x
• <i>Assessment of School Environment and/or Community</i>										
• <i>Physical Activity Opportunities</i> – classroom physical activity breaks	x	x				x	x			

Youth PSE Strategies										
Strategies	Asotin WSU	Benton-Franklin WSU	Columbia HD	Second Harvest	Walla Walla HD	Walla Walla WSU	Whitman CAC	YNHS	YVFWC	Yakima WSU
• <i>Physical Activity Opportunities</i> – promote family friendly opportunities in the community	x	x	x			x		x	x	
• <i>Safe Routes to School</i>										x
• <i>Marketing Healthy Choices</i> – implement or increase positive health messaging in school								x		
• <i>Child care</i> – policies and environments that meet USDA, CDC, or AAP standards					x					
• <i>Child care</i> – improve capacity of child care providers to provide children with opportunities for physical activity throughout the day					x					

h. Use of Existing Educational Materials

Region 2 agencies will use State approved curriculum listed in the FFY18-20 plan. Agencies intend to use the following curricula in FFY18 although curriculum choices may change during the course of FFY18 based on target audience need.

Youth Curricula				
Agency	Title	Source	Grade	Languages
Asotin WSU	CHFFF: Choose Health, Food, Fun & Fitness	Share Our Strength	ES	E
	ReFresh	University of Maryland Extension	ES	E
	Kids in the Kitchen, or Exercise Your Options	Missouri Extension, Dairy Council of CA	MS	E
Benton-Franklin WSU	CHFFF: Choose Health, Food, Fun & Fitness	Share Our Strength	ES, HS	E, S
	ReFresh	University of Maryland Extension	ES, HS	E
	Eating Smart, Being Active	WSU Extension	HS	E
	Kids in the Kitchen or Show-Me Nutrition	Missouri Extension	MS	E
	Exercise Your Options	Dairy Council of CA	MS	E
	ReThink Your Drink	CA Dept. of Health	HS	E

Youth Curricula				
Agency	Title	Source	Grade	Languages
Columbia HD	CHFFF: Choose Health, Food, Fun & Fitness	Share Our Strength	ES	E
	Growing Healthy Habits	Univ. of Maryland Extension	ES	E
	Kids in the Kitchen	Missouri Extension	ES	E
	CATCH	University of Texas	MS	E
Walla Walla HD	Pick a Better Snack and Act	Iowa Dept. of Public Health	ES	E
Walla Walla WSU	TBD - CHFFF or ReFresh	Share Our Strength, University of Maryland Extension	ES	E
	Kids in the Kitchen or Show-Me Nutrition	Missouri Extension	MS, HS	E
	Exercise Your Options	Dairy Council of CA	MS	E
	Cooking Matters in Your Community	Share Our Strength	HS	E
Whitman CAC	Growing Healthy Habits	University of Maryland Extension	ES	E
YNHS	CHFFF: Choose Health, Food, Fun & Fitness	Share Our Strength	MS	E, S
YVFWC	Kids in the Kitchen	Missouri Extension	ES, MS, HS	E
YVFWC	Plan, Shop, Save, Cook	UC Davis	HS	E
Yakima WSU	Pick a Better Snack and Act	Iowa Dept. of Public Health	ES	E

MS- Middle school; HS- High school; ES- Elementary School; E- English; S-Spanish

Development of new education materials and/or purchased materials: N/A.

i. Key Performance Measures/Indicators

Over the next three years we will employ regional performance measures that are relevant to all Region 2 agencies. Indicators include:

- Environmental scan and/or needs assessment completed
- Projected direct education reach is obtained
- PSE strategies implemented
- Year over year PSE reach increases

3. Evaluations Plans

- Name:** All state and local youth projects are required to provide evaluation.

- b. **Type:** Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:**

Formative	Data Collection
What is the baseline of the population we are reaching?	Assessment
What is the population's input on methods and messages for education?	Focus groups
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment where youth learn, study and play?	
What PSE strategies were identified in the places where youth learn, study and play?	Environmental scans

Process	Data Collection
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do youth enjoy SNAP-Ed classes?	Participation satisfaction survey
Do staff and parents of youth have positive feedback from SNAP-Ed programming?	Family and staff satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review

Outcome		Data Collection
How does participation in SNAP-Ed classes affect healthy behaviors?		
Short Term	ST1: MyPlate Knowledge	Participant survey: based on curriculum and state evaluation team
	ST2: Shopping Knowledge and Intentions	
	ST3: Physical Activity Goals	
Medium Term	MT1: MyPlate Behaviors	
	MT2: Shopping Behaviors	
	MT3: Physical Activity Behaviors	
Long Term	LT2: Fruits/Vegetables	
	LT4: Dairy	
	LT5: Non-Dairy Beverages	
	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	

	ST6: Partnerships	PSE interviews; photographic documentation; county leader/contractor reports; pre/post-tests with E-scan tools
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE interviews and local community plans
	ST9: Community Obesity Prevention Plan	

d. **Evaluation:** This project has not been evaluated before.

4. Coordination Efforts

- **State** – State level coordination will occur with the following key partners: SNAP-Ed Implementing Agencies (DOH, WSU, SRHD), DSHS, OSPI, Office of Early Learning, Washington Food Coalition, and other appropriate governmental, non-profit, and/or private sector agencies.
- **Local** – Local coordination will occur with the following groups:
 - School administrator and other key school staff
 - School district staff
 - School health and wellness and other relevant advisory groups
 - Farm system linkages to the schools (i.e. Farm to School)
 - Community leaders
 - Groups related to obesity prevention and hunger relief
 - Local DSHS office
 - Local WSU Extension programs
 - Local government

Washington State SNAP-Ed Program FFY18 – 20

Region 3

I. Implementing Agency: Washington State University

Introduction

SNAP-Ed builds community. In Region 3, we value the relationships cultivated between SNAP-Ed participants, educators, and providers. These relationships increase the power of SNAP-Ed to affect healthy lifestyle changes in SNAP-Ed participants and those working with them. The SNAP-Ed educator is often the familiar face for an elementary student who has had to change schools numerous times in a year or for the mother of young children on her journey from shelter to transitional housing to subsidized housing. SNAP-Ed is the connection that often provides these individuals with a sense of familiarity and place. The topic of food and healthy living builds community in other ways. When youth or adults come together in a SNAP-Ed classroom, emotional bonds grow that support the participants beyond the classroom. Walking groups, recipe exchanges, produce sharing, and family meals evolve from what started in a SNAP-Ed classroom and is supported by policies, systems and environmental change increasing the likelihood of participants' success with healthy eating, increased physical activity, and food security.

Organizational Summary

Washington State University (WSU) Extension has conducted SNAP-Ed programming since 1991, implementing nutrition education and obesity prevention programs in collaboration with community partner agencies. Washington was one of the first four states in the nation to access SNAP-Ed funding. 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. WSU Extension faculty, staff, and community partners first launched SNAP-Ed in three communities, growing to programs in 29 counties and four tribal projects.

In addition to SNAP-Ed, WSU Extension strengthens SNAP-Ed programming by connecting participants to other WSU programs. These include, but are not limited to, Master Gardeners, food preservation information, community-based agriculture and gardens, Master Composters, 4-H youth development, and Strengthening Families. Connecting to the academic part of WSU, additional knowledge and information resources are contributed from the School of Medicine, Nutrition and Exercise Physiology, emerging Food Systems work, Navigating Difference, linkages to other WSU nutrition education programs EFNEP & Diabetes Prevention, WSU County Director and Faculty support of locally implemented SNAP-Ed programming, Western Region Land Grant University SNAP-Ed Team, and WSU Land Grant University SNAP-Ed advocacy support in Washington DC.

Role as Implementing Agency

With the shift to a regional model in Washington SNAP-Ed, WSU Extension is in its first year as the Implementing Agency (IA) for Region 3, a five-county region in northwest Washington including Island, San Juan, Skagit, Snohomish, and Whatcom Counties. We are excited to continue the opportunity to work

alongside long-time partners and our six newer subcontractors that represent public health, tribal government, and non-profit grass-roots agencies which complement the work of WSU Extension to maximize the reach to low income, SNAP-eligible participants. One role of the IA is to leverage individual agency work by facilitating connections and communications between agencies across the five counties. Efficiencies and improved outcomes happen when resources and ideas can be shared across the region rather than each agency working independently.

Additional IA Responsibilities:

The shift to a regional SNAP-Ed delivery model in the state of Washington created both opportunities and challenges for local WSU programs. With the dismantling of a WSU SNAP-Ed State Office, opportunities for local program control increased, while the challenge of navigating the WSU fiscal and human resources systems also increased. Having an Implementing Agency budget, Region 3 was able to surmount these challenges by building in the positions needed to navigate the WSU system. Individual WSU SNAP-Ed programs subcontracting to other Implementing Agencies across the state do not have this same capacity. By adding a few key positions to the current Region 3 IA staff, an efficient support structure can be created to meet the fiscal and human resource needs of all WSU SNAP-Ed County Program Coordinators.

Specifically, this structure will provide the following:

- Fiscal support including processing purchases, travel reimbursement and budget development;
- Human Resources support for annual reappointments for approximately 100 SNAP-Ed staff, recruitment, hiring and onboarding of new or vacant positions;
- Connection to WSU resources such as interns, faculty expertise and Land Grant University services;
- Mentorship and training;
- Quality assurance;
- Subcontracts between WSU and their Implementing Agency;
- Facilitating grant documents through WSU channels;
- Connection to county faculty and directors where SNAP-Ed programs exist.

Staff will be located in Whatcom, Snohomish, King, and Pierce counties, with equal service across all regions.

Region 3 Lead and Co-Lead will coordinate work to meet the needs of Regions 1, 2, 4, and 5 Implementing Agencies. Region 3 Lead will supervise the county coordinator support staff to ensure efficiencies of time resources. In addition to the required work in Region 3, staff will provide internal WSU support for a total of 98 WSU SNAP-Ed Coordinators and staff.

The staffing costs for these additional responsibilities are included in the Region 3 Budget.

II. Regional Summary

Regional Need / Unique Characteristics

Region 3 is comprised of one urban and four rural counties. Both urban and rural areas have their own assets, barriers, and challenges to accessing healthy foods and participating in physical activity. By working with local agencies in each county, local SNAP-Ed providers can tailor programming to meet local needs. Together, we are working to pool resources to achieve common goals of delivering the best

comprehensive approach that supports low-income, SNAP-eligible populations. Local SNAP-Ed providers have developed strong partnerships over time in their communities, including, but not limited to:

- Native American Tribes
- School Districts
- Food Banks
- Farmers Markets
- Community Centers
- Work First programs
- Transitional Housing
- Homeless Shelters

These partnerships have led to participation in health initiatives throughout Region 3. Our reach includes programming in all five counties, providing SNAP-Ed in urban, rural, and with remote or isolated populations. In FFY18 we expect to reach **4,525 people** with Direct Education and **75,106 people** with Policy, Systems and Environmental change strategies through SNAP-Ed programming.

We will provide regional support with two additional positions available to all local SNAP-Ed providers in Region 3. A **Farm to Community Coordinator** will support local program's farm to community efforts and work towards regional collaboration of efforts and sharing best practices with other Washington SNAP-Ed Regions. Our Latino communities will be supported by a **Spanish-speaking Program Coordinator** shared across the region to provide culturally relevant direct education; policy, systems, and environmental change work; plus social marketing messages that speak to this growing community.

III. Regional Needs Assessment

Basic Food Clients by County

Basic Food Clients by County – July 2015 – June 2016								
County	# Clients Served	White	Black/ African American	American Indian/ Alaska Native	Asian/ Pacific Islander	Multiple Races / Not Reported	Hispanic	Hispanic % Increase since 2000
Washington	973,378	52%	9%	3%	7%	11%	19%	299%
Island	7,022	86%	3%	1%	6%	5%	7%	98%
San Juan	949	94%	<1%	1%	2%	3%	6%	178%
Skagit	19,443	91%	1%	3%	3%	3%	18%	85%
Snohomish	76,252	80%	3%	2%	11%	5%	10%	158%
Whatcom	27,527	87%	1%	3%	5%	4%	9%	115%

Regional Specific Data

We examined data from the following sources, and no new information was used for this needs assessment:

1. **United States Census Bureau, State and County Quick Facts:** Washington State. <https://www.census.gov/quickfacts>, Accessed March 15, 2017.
2. **DSHS Economic Services Administration.** ESA Briefing Book State Fiscal Year 2016. [https://www.dshs.wa.gov/sites/default/files/ESA/briefing-manual/2016esa%20 briefing book full.pdf](https://www.dshs.wa.gov/sites/default/files/ESA/briefing-manual/2016esa%20%20briefing%20book%20full.pdf)
3. **Pew Research Center: Hispanic Trends.** <http://www.pewhispanic.org/states/state/wa/> Accessed March 15, 2017.
4. **Centers for Disease Control and Prevention.** Behavioral Risk Factor Surveillance System (BRFSS) 2012-2014.
5. **Washington State Department of Health, Office of Superintendent of Public Instruction, Department of Social and Health Services, Department of Commerce; and Liquor Control Board.** *Washington State Healthy Youth Survey 2014* United States Department of Agriculture, Food and Nutrition Services

Island County

Demographics: This rural county is home to 80,593 people and represents 5% of the SNAP eligible population in Region 3. Children under age 18 comprise 18% of the population, and adults age 65 and older comprise 23% of the population. Nine percent speak a language other than English at home. Eight percent of the population lives in poverty.

Basic Food: served 7,022 clients in 2015, 0.7% of the total state caseload.

San Juan County

Demographics: This rural county is home to 16,252 people and represents 1% of the SNAP eligible population in Region 3. Children under age 18 comprise 14% of the population, and adults age 65 and older comprise 31% of the population. Eight percent speak a language other than English at home. Twelve percent of the population lives in poverty.

Basic Food: served 949 clients in 2015, 0.1% of the total state caseload.

Skagit County

Demographics: This rural county is home to 121,846 people and represents 15% of the SNAP eligible population in Region 3. Children under age 18 comprise 22% of the population, and adults age 65 and older comprise 19% of the population. Fifteen percent speak a language other than English at home. Fifteen percent of the population lives in poverty.

Basic Food: served 19,443 clients in 2015, 2% of the total state caseload.

Snohomish County

Demographics: This urban county is home to 772,501 people and represents 58% of the SNAP eligible population in Region 3. Children under age 18 comprise 24% of the population, and adults age 65 and older comprise 13% of the population. Nineteen percent speak a language other than English at home. Nine percent of the population lives in poverty.

Basic Food: served 76,252 clients in 2015, 7.8% of the total state caseload.

Tribes: include the Tulalip Tribes of Washington with approximately 4,500 members comprised of various tribes including Snohomish, Snoqualmie and Skykomish in Marysville

Whatcom County

Demographics: This rural county is home to 212,284 people and represents 21% of the SNAP eligible population in Region 3. Children under age 18 comprise 20% of the population, and adults age 65 and older comprise 16% of the population. Twelve percent speak a language other than English at home. Fourteen percent of the population lives in poverty.

Basic Food: served 27,527 clients in 2015, 2.8% of the total state caseload.

Tribes: include the Lummi Nation with 5,000 members managing 13,000 acres of tidelands in Bellingham; and Nooksack Indian Tribe with 2,000 members in the town of Deming.

State-Specific Diet-Related Health Statistics on Target Population

County	Obese Adults	Obese Youth	Adults eating <5 servings F&V	Youth eating <5 servings F&V	Adults not meeting PA guidelines (4)	Youth not meeting PA guidelines
Washington	27%	11%	76%	77%	36%	70%
Island	24%	10%	71%	74%	28%	71%
San Juan	18%	4%	67%	81%	25%	75%
Skagit	31%	14%	75%	78%	25%	72%
Snohomish	27%	10%	76%	77%	28%	72%
Whatcom	21%	9%	73%	76%	28%	74%

Other Nutrition-Related Programs Serving Low-Income Persons

Programs available in Region 3 with which SNAP-Ed will coordinate efforts to find opportunities for synergy and avoid duplication of efforts include: Basic Food Outreach, Child and Adult Care Food Program, Commodity Supplemental Food Program, Emergency Food Assistance Program, National School Lunch Program and Summer Meals Program, Senior Farmers Market Nutrition Program, The Emergency Food Assistance Program, USDA Fresh Fruit and Vegetable Program, WIC and WIC Farmers Market Nutrition Program.

Areas of the Region Where SNAP Target Audience Is Underserved or Has Not Had Access to SNAP-Ed Previously

In previous years San Juan County has not been served by SNAP-Ed, FFY 2017 was the first year that a SNAP-Ed program was available in San Juan County.

Implications of Needs Assessment

Most counties in Region 3 report higher than state average percentages of youth NOT meeting guidelines for physical activity and fruit and vegetable consumption. Region 3 will focus efforts on improving these two statewide objectives among youth by direct education and policy, systems and environment change. In the first year of the new regional model WSU Extension brought together subcontractor agencies as well as continuing partners that represent public health, non- profit, and land grant university collaborations. Assessment of current and potential partners showed physical activity programming, food pantry collaborations and connection to local food systems to be underrepresented, and areas that partners are interested in initiating or increasing services. FFY 2018 – FFY 2021 project plans reflect a regional focus on physical activity, food pantry partnerships, and farm to community projects. It is anticipated that new regional relationships will lead to additional assessments and ideas for programming that can be addressed via the amendment process and on-going strategic planning as a region. Appropriate intervention designs and approaches for **Hispanic** and tribal audiences and those at greater risk for hunger are featured in several county projects, along with a newly proposed regional Spanish speaking program coordinator position to improve reach and effectiveness of SNAP-Ed programming among our growing Hispanic population.

IV. Regional Focus

Regional PSE Programming Focus: In our three-year plan, we will focus on a three-to-one combination of policy, systems, and environment (PSE) strategies that reinforce direct education to reach participants where they live, learn, shop, and play. PSE support of direct education will fall into three focus areas: **Farm to Community** (making local healthy choices the easy choices in school lunchrooms and food banks; overcoming barriers in connecting farms to the community, engaging youth and families in growing their own vegetables at school and community gardens, promoting EBT at farmers markets through regional farmers market leads); **Physical Activity** (increasing access to opportunities for activity by assessing safe routes to schools and implementing walking school buses, train-the-trainer models to incorporate activity breaks into the school day); and **Food Banks** (assessments and improvements in food bank environments, food demonstrations and tastings).

Chart of Region 3 SNAP-Ed Programming by County

County		Island	San Juan	Skagit	Snohomish	Whatcom
Adult Programming	Food Banks					
	Farmers Markets					
	Communities					
	Reaching Seniors					
	Reaching Tribal Communities					
Youth Programming	Schools					
	Out of the Classroom Settings					
	Reaching Older Youth					
All	Physical Activity					

Communities includes: low income housing, senior housing, and transitional housing sites for mothers of young children.

Special Focus Areas

Farm to Community:

Small farms and food producers are excited about providing their crops to schools, other institutions that serve low-income eaters, and SNAP shoppers; however challenges within the system prevent them from selling to these buyers. Improved connectivity between involved stakeholders and buy-in from all parties can improve the likelihood that efforts to promote farm to where-you-are is successful community-wide. The Region 3 Farm to Community team will collaborate with SNAP-Ed contractors in the region to assist with activities that focus on getting farm fresh food to SNAP eligible individuals and families. The team will work to strengthen and support the work that is already going on as well as to identify opportunities to broaden reach. The objectives for this project are to improve access to locally produced foods for SNAP eligible audiences; provide SNAP Eligible audiences with educational activities related to agriculture, food, and nutrition; and to support and promote school and community gardens.

Local SNAP-Ed providers have identified a variety of opportunities to collaborate with the Farm to Community team and these are indicated in the Region 3 SNAP-Ed Activities FFY18 chart, (Appendix C). A needs assessment that includes establishing a stakeholder database, conducting key informant interviews and identifying barriers and opportunities unique to each community will be conducted. Based on the results, interventions will be proposed and strategic relationships will be established and developed. Proposed outcomes from this project are:

- Improved supply chains, increased purchasing options, increased demand, increased awareness and appeal, increased access to, and increased consumption of locally produced foods among SNAP eligible populations.
- Increased access to and awareness of healthy Washington-grown foods in schools and other local institutional settings (i.e. schools, hospitals ECE sites, meal programs).
- Best practices and lessons learned will be shared statewide within the SNAP-Ed network so that similar interventions can be replicated in other communities.

Regional Spanish Speaking Position:

A Spanish-speaking Program Coordinator will be housed in the Skagit County WSU Extension office. The location for this position was chosen based on Skagit County having the highest percentage of Hispanic and Spanish-speaking individuals. The Spanish-speaking Program Coordinator is expected to spend approximately 50% of his/her time in Skagit County, and 50% will be travel to support Spanish-speaking programming in the other 4 counties. Specific coordination in the region includes:

- Island County: Assess need and opportunities to reach Spanish-speaking families
- San Juan County: Bilingual program delivery of Harvest of the Month at food banks and family resource centers
- Skagit County: assist with one-time events and Spanish language materials at food banks and CSO offices and educator for Adult ESBA, Plan Shop Save Cook, and other curricula as needed
- Snohomish County: educator for Adult Spanish ESBA classes and one-time events at food banks, low-income housing sites and farmers markets as needed

- Whatcom County: educator for Adult Spanish ESBA classes and one-time events at food banks and low-income housing sites as needed
- Regional: Spanish language materials review and development, assist with development and dissemination of outreach and social marketing materials

V. 3-Year Vision and Performance Goals

- **Year 1 Focus:**
 - Participate in evaluation as directed by the Washington State SNAP-Ed Evaluation team to establish baseline effectiveness and determine areas for growth (ongoing)
 - Collaborate with other implementing agencies to improve consistency of messaging and resources for statewide campaigns (ongoing)
 - Determine unique strengths of each local SNAP-Ed program and develop a model for sharing resources and opportunities for programs to share best practices across our region (Resource sharing could include county-level SNAP-Ed program meetings, developing a shared calendar of events, and building in opportunities for program staff to shadow or otherwise learn from other programs within and across counties)
 - Conduct formative evaluation of partner needs for technical assistance with direct education, PSE assessment and implementation, PEARS, and plan amendments and report writing
 - Support selected curriculum trainings and educational interventions
 - Continue/implement direct education
 - Continue/develop community engagement and partnerships
- **Year 2 Focus:**
 - Identify opportunities for program sustainability and expansion, including leveraging community and regional partnerships and funding
 - Practice regional resource sharing based on models developed in year 1 and highlight regional programs and success stories
 - Participate in evaluation as directed by the Washington State SNAP-Ed Evaluation team to show effectiveness of interventions for SNAP-Ed participants, progress towards state, regional and local SNAP-Ed goals and objectives; and to determine areas for growth (ongoing)
 - Review and incorporate changes to direct education and PSE programming
- **Year 3 Focus:**
 - Incorporate strategies to sustain current programming and prepare for expansion of reach into new areas with new partnerships
 - Participate in evaluation to determine successes, challenges, and opportunities to shift program offerings in order to maximize reach to SNAP-Ed eligible populations

Performance Goals

In addition, over the next three years, WSU will provide thoughtful administration of programming, quality assurance checks, and implementation of program improvement activities. Our performance objectives and steps include:

1. Assure implementation of best practices for direct education, PSE strategies, and public health approaches
 - Identify and prioritize common best practices
 - Identify and prioritize training needs to implement best practices
 - Gather and/or develop resources, including tools and training opportunities, to implement best practices
 - Provide training, technical assistance, and site visits to support learning and implementation of best practices
 - Implement process for quality assurance reviews of best practices
 - Evaluate local agency confidence and knowledge changes
2. Assure SNAP-Ed services are accurately and effectively reaching target audiences
 - Identify target audience reach, areas of program saturation, and areas of need
 - Provide technical assistance to local agencies and partners on needs assessments, target audience priorities and ways to improve reach
 - Support current partners or projects to effectively and efficiently reach participants in identified areas of need
 - Assess need for additional or new partners to improve SNAP-Ed service to participants
3. Ensure fiscal accountability and program quality assurance
 - Develop tools for review and technical assistance
 - Train local agencies on program requirements, including: expectations, fiscal accountability, and program accountability
 - Review all local agencies for fiscal accountability and quality assurance
 - Provide ongoing technical assistance

VI. Local Agencies

Washington State Region 3	
County	Local Agency
Island	Island County Public Health WSU Island County Extension
San Juan	San Juan County Health and Community Services
Skagit	United General District 304 Community Health Outreach Programs WSU Skagit County Extension

Snohomish	Snohomish Health District Tulalip Tribes WSU Snohomish County Extension
Whatcom	Common Threads Farm WSU Whatcom County Extension

SNAP-Ed programming in FFY18 – FFY20 will be offered in all five counties within Region 3, building on the work done during FFY17. All counties have projects that promote increased consumption of fruits and vegetables and encourage increased physical activity. Major changes to local provider plans for FFY2018 include expanding knowledge and services in one or more of the 3 PSE focus areas of Farm to Community, Physical Activity and/or Food Banks.

Island County:

In Island County, direct education and PSE work implemented by Island County Public Health will complement direct education and PSE work done by Island County WSU Extension. These projects will serve youth at qualifying schools, and low-income adults at food banks, qualifying housing sites, and the Whidbey Island Naval Air Station. PSE efforts focus on Farm to Community activities such as school and community gardening, increasing vegetable donations to food banks, and EBT access at farmers markets.

San Juan County:

San Juan County Health and Community Services will continue PSE work on their three most populated islands, working with qualifying schools, food banks, early childcare, low-income housing, farmers markets, and active transportation through built environment partnerships. Highlights of our SNAP-Ed work in this county include determining safe routes to school and community walk/bike ability audits, youth-led grocery store audits, promoting community physical activity events, and farm to community activities such as connecting local farmers to low-income islanders, training early childcare providers in Harvest of the Month, improving access to EBT at farmers markets, a pilot gleaning program, and assess support needed at food banks to increase vegetable consumption amongst clients.

Skagit County:

The Skagit County SNAP-eligible participants will be served by two organizations: United General District 304 Community Health Outreach Program, and WSU Skagit Extension, using a combination of adult and youth nutrition education, and PSE strategies. Smarter lunchrooms, food pantry assessments, safe routes to schools, grocery store tours, and farm to community activities such as Harvest of the Month in schools and Health Bucks programs at farmers markets and local grocers will provide a wrap-around approach to support SNAP-Ed participants to make healthy eating and active living the easy choice.

Snohomish County:

Snohomish County SNAP-Ed brings together three coordinating agencies to deliver SNAP-Ed, Snohomish Health District, WSU Snohomish Extension, and the Tulalip Tribes. Program activities will include direct education with youth and adults, safe routes to schools, a Go Nutrition and Physical Activity Assessment for Childcare pilot, smarter lunchroom design, food bank and backpack program support, a tribal television cooking program, and farm to community activities

such as farmers market EBT promotion, Fresh Fruit & Vegetable Program support at qualifying schools, and a tribal CSA partnership.

Whatcom County:

In Whatcom County, Common Threads Farm and WSU Whatcom Extension bring direct education, cooking demonstrations, grocery store tours, and opportunities for increased physical activity. Smarter lunchrooms, smarter food banks and farm to community activities such as youth-run farm stands and increased access to gardens in schools, food banks and low-income housing increase opportunities for the healthy choice to be the easy choice for SNAP-Ed participants. In addition, a strong partnership between WSU Extension and the Lummi Health Clinic has increased the opportunities for nutrition education and PSE work with the Lummi Nation.

2. Washington State University FFY 18-20 Project Summary Region 3

Project Title: Adults

a. Related State Objectives

By September 2020, this project will impact the following state objectives

<input checked="" type="checkbox"/> Obj. 1A: Dietary Quality (adults)	<input checked="" type="checkbox"/> Obj. 3A Food Resource Management (adults)
<input checked="" type="checkbox"/> Obj. 2: Physical Activity (policy, systems & environment strategies)	<input checked="" type="checkbox"/> Obj. 4: Public Health Approaches

b. Audience:

Region 3 adult programming will focus on the SNAP-Ed eligible audience where adults (>18 years of age) live, shop, receive resources, and where their children learn. Eligibility for program sites include:

- Income Based: e.g., SSI, GA, WIC, TANF, FDIPIR, ECEAP, Head Start, Medicaid, SFMNP
- Location Based: e.g., CSOs, Food Banks, public housing
- Poverty Based: 50% or more served are at or below 185% of FPL
- Qualified Retailers: farmers markets and grocery stores

c. Food and Activity Environments:

Island County:

In the 2015 Island County Community Health Survey, parents of young children struggled with 'Access to exercise and recreational opportunities' at a significantly higher rate than respondents without young children. In 2016, school gardens were identified by Oak Harbor School District administration and each school's teachers and staff as a wanted and valuable addition to their school environment. Parents and staff at these schools will be reached with direct education and one-time events to create an environment that encourages greater fruit and vegetable consumption and increased physical activity.

All of Island County's food banks have identified an unmet demand for fresh fruits and vegetables by their clients. In the 2015 Island County Community Health Survey, adult respondents with low incomes struggled with 'Having enough food', 'Access to healthy food options' and 'Time and/or knowledge to prepare healthy foods' at a significantly higher rate than respondents with middle and high incomes. Adults, families and seniors will be reached through food bank "Grow a Row" donation programs combined with recipe demonstrations, as well as increased access to EBT at farmers markets.

In FY17, the Island County SNAP-Ed Farm to Community team met with the staff from the Naval Air Station to explore ways to improve the health of enlisted personnel by increasing the amount of fruits and vegetables available on the base. Based on American Fact Finder Census data, the Naval Air Station qualifies with 55.9% of the population at or below 185% of the federal poverty level. According to the CDC and the Council for a Strong America, obesity among active duty service members has risen 61% since 2002. This increase in obesity leads to an increased risk for injury and active duty personnel being less likely to be ready to deploy. Income levels among enlisted personnel in lower ranks are low, creating difficulty in accessing healthy food options. Navy personnel and their families will be reached through Community Garden programs to help increase access to fresh fruits and vegetables and increase physical activity through gardening.

San Juan County:

San Juan County is uniquely comprised of an archipelago of remote islands in North Western Washington, which are accessible only via ferry, private boat, or air. Of the 176 island in San Juan County, only 60 are populated, with the greatest number of residents living on four of the islands: San Juan, Orcas, Lopez and Shaw. A 2015 Prosperity Project Report found that 51% of single working mothers in San Juan County with children under age five live at or below the Federal Poverty Level (FPL). In addition, 38% of survey respondents in San Juan County reported skipping a meal in the last 12 months because they were unable to afford food. Orcas Power and Light Cooperative (OPALCO), which provides subsidized utility programs for San Juan County, conducted a needs assessment in 2015 and found 1500 households (~3000 residents) were at or below 150% of the FPL and over 20% of households qualifying for low income programs had children under age 18 years.

Transportation is a barrier for local farmers and growers; most foods and products are imported via ferry to the four ferry served islands or exported via ferry to the mainland. The transportation costs, particularly for perishable products like fruits and vegetables, raise prices and make many fresh produce items cost prohibitive for low-income families. In San Juan County the relatively high cost of housing, transportation, and affordable childcare make it difficult for working families to meet basic needs.

In San Juan County, adults, parents, early childhood caregivers and families will be reached with SNAP-Ed programming in farmers markets, food banks, family resource centers, low-income housing, and early childcare facilities and through community-wide built environment collaborations.

Skagit County:

In Skagit County one in seven adults live in food-insecure households, lacking consistent access to adequate food (USDA 2014). In addition, USDA designates large areas of the target audience communities as food deserts (rural residents who live more than 10 miles, and urban residents who live more than one mile, from the nearest supermarket). The share of adults who are obese in Skagit County is 26% and has remained at this level over the 5 years recorded from 2005-2013. This is a rural, agricultural county, yet 23% of the population are food insecure. The emergency food system of food banks and soup kitchens provides needed food and nutrition for families, and with the assistance of WSU SNAP-Ed, is nudging shoppers to healthier choices and donors to healthier contributions. Last year, a total of 44,733 unduplicated shoppers were served by food

banks, and the transitional housing meal program served 68,255 plates of food to residents and the public at no charge.

In 2012, United General District 304 staff conducted a Nutrition Environment Measures Survey, to evaluate access to healthy foods at all retail outlets in Skagit County, and found that Concrete and Sedro-Woolley had just one store each that provided access to healthy foods and that accepted Supplemental Nutrition Assistance Program benefits. Later that year United General conducted a series of Key Informant Interviews of food access stakeholders including merchants, local policy makers, school staff and administrators, service providers, and members of the Concrete School District community. The Key Informant Interviews brought to light a number of promising strategies, partnerships and opportunities to increase access to healthy foods. The Concrete Farm to School program evolved from these conversations and provides multiple opportunities to build healthier nutrition and physical activity environments.

Sedro-Woolley has benefitted from Safe Routes to Schools education, engineering, encouragement and enforcement in the past five years. This SNAP-Ed FFY18 project builds on existing momentum to promote physical activity through special events before, during, and after school.

A 2016 PeaceHealth United General Medical Center Community Health Needs Assessment compiled and analyzed data from a combination of social and health indicators for service area communities. The assessment noted a significant lack of access to healthy foods and a high number of residents with preventable chronic diseases such as Hypertension and Type 2 Diabetes. This needs assessment sparked a collaboration to offer Health Bucks through the Fruit and Veggie Prescription program that is being piloted in 2017. Four of the seven school districts in Skagit County are SNAP-Ed qualifying on the district level—Concrete (64.4%), La Conner 52.5%), Mount Vernon (62.9%) and Sedro-Woolley (50.7%). Staff from these districts will be prioritized for food service workshops.

Adults, seniors, families, parents, and school staff in Skagit County will be reached through schools, farmers markets, grocery stores, food banks, transitional housing, employment training centers, and CSO offices.

Snohomish County:

According to the Behavioral Risk Factor Surveillance System 27% of adults in Snohomish County are obese. Additionally, 2010-2014 U.S. Census Tract Data indicate that 58% of the residents in the Casino Road community (zip code 98204) are at or below 184% FPL. Residents of the 98204 zip code area had the third highest percentage of obesity in Snohomish County in 2008. Given the relatively high risk level of this SNAP eligible audience and the presence of the Casino Road Collective Impact health advisory group in this community, there is a significant opportunity to leverage SNAP-Ed dollars towards obesity prevention efforts with other resources and efforts to make a deeper impact on the health of the community. Adult programming will focus on direct education with parents of youth at school and low-income housing sites, improving physical activity environments and staff efficacy in early childhood settings, as well as supporting policy, systems and environmental approaches to improve opportunities for physical activity and the selection of fruits and vegetable at food banks and farmers markets.

A study conducted by Northwest Harvest determined that 1 in 5 Washingtonians relies on their local food bank. The Lynwood Food Bank Serves more than 3,900 clients each month; the South Everett Food Bank at Bible Baptist Church, within the Casino Road collective impact project area, serves approximately 500 clients each month; and the Stanwood-Camano Island Food Bank serves more than 1,600 clients each month. Collaborating to provide environmental assessment and intervention combined with one-time events to expose clients to healthier pantry items will improve healthy food selection and preparation skills and food resource management for individuals with limited food access.

Snohomish County is home to 10 farmers markets, 8 of which accept EBT benefits. Snohomish County WSU will work with the SNAP-Ed funded Washington State Farmers Market Association, and the associated Snohomish County Regional Farmers Market Coordinator to promote EBT through mobile farmers market events with families at several qualifying schools and low-income housing sites, and at one farmers market through monthly seasonal recipe demonstration and tasting.

The Tulalip reservation is a diverse community with a total population of 10,041 and an overall poverty rate of 13.4%. Those of American Indian/Alaskan Native descent experience a higher poverty rate of 23%. Nearly 28% of the reservation's civilian labor force is unemployed. Native Americans of all ages and both genders are disproportionately obese. According to a 2009 CDC report, obesity rates of American Indian and Alaska Native children are growing at a faster rate than any other race or ethnic group. The Tulalip Tribes of Washington reflects those statistics: 8.2% of patients under 17 years of age have a BMI greater than 30 (126 out of 1,537). Additionally, between the ages of 18-98, the prevalence rate increases to 47.7%, or 1545 out of 3237 patients. Obesity is among the most critical public health challenges facing tribal communities, with its known associations with increased risks for Type 2 Diabetes, hypertension, cardiovascular disease, asthma, sleep apnea, low self-esteem, depression and social discrimination. While the proposed project will engage and benefit the entire Tulalip tribal community, SNAP-Ed program efforts will focus on adults, particularly young mothers who directly influence the nutrition and physical activity habits of Tribal youth. This plan will build capacity for future generations by continuing to incorporate recommendations from our Health Advisory Group (composed of key tribal members and/or health leaders) and training local tribal community members to teach and motivate other tribal members.

Adults, parents, teachers, tribal leaders and families in Snohomish County will be reached through schools, farmers markets, retail, food banks, CSAs, low-income housing sites, worksites, early child care facilities and FDPIR distribution sites.

Whatcom County:

According to the 2012 Whatcom County Community Health Assessment, 60% of adults are overweight or obese. In addition, 43% of Whatcom County residents are unable to earn enough to meet basic needs (Alice, 2013). One in five Whatcom County residents goes to food banks on a regular basis. There are pockets of poverty in Whatcom County where information and improved access can make a difference in whether or not individuals and families have enough nutritionally-dense food to be food secure each month. In Whatcom County, SNAP-Ed will focus resources in four distinct areas of need

identified in February 2016 by partner agencies in Whatcom County who work with those struggling to have enough food to eat: food bank clients, mothers of young children living in temporary housing, and children and families in the highest poverty school district in the county.

Adults, seniors, parents, teen parents, and families will be reached through SNAP-Ed programming at schools, food banks, low-income housing and tribal community sites.

d. Project Description for Educational Strategies:

Location and Reach of Direct Education with Adults

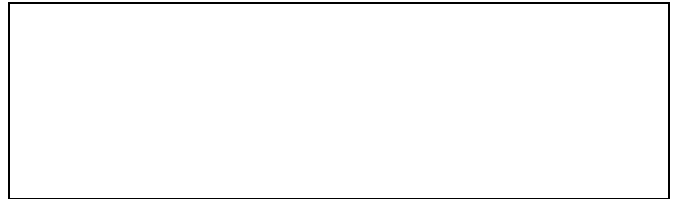
County	Local Agency	Adult Education Location Type					# One-time events	# Class series	Direct Education	
		School	Public Housing	Food Bank	Garden	Tribal Communi			Reach*	SNAP Eligible Reach*
Island	Island County Public Health									
	WSU Island				X		5	1	50	28
San Juan	San Juan County H&CS									
Skagit	United General District 304									
	WSU Skagit		X					6	36	36
Snohomish	Snohomish Health District									
	Tulalip Tribes			X	X	X	54	12	2033	2033
	WSU Snohomish	X	X					6	66	62
Whatcom	Common Threads Farm									
	WSU Whatcom		X	X		X	19	16	341	337
<i>*Estimate of the first year's adult direct education reach</i>									<i>*Total</i>	<i>2,526</i>
										<i>2,496</i>

Key Education Messages:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Dietary Guidelines/MyPlate | <input checked="" type="checkbox"/> Calorie Balance/Portion Control |
| <input checked="" type="checkbox"/> Fruits and Vegetables | <input checked="" type="checkbox"/> Food Resource Management |
| <input checked="" type="checkbox"/> Fat-free or Low Fat Milk Products | <input checked="" type="checkbox"/> Food Labels |
| <input checked="" type="checkbox"/> Lean Meats, Beans and Fish | <input checked="" type="checkbox"/> Food Safety |
| <input checked="" type="checkbox"/> Whole Grains | <input type="checkbox"/> Other (please specify below): |

☒ Physical Activity/Reduce Sedentary Behavior

☒ Food to Reduce Sodium, Sweetened Beverages, Refined Grains and Fat



Core Adult Education:

Series and One-time Events Curriculum to be used are listed below. We will coordinate ongoing curriculum selection, staff training and cultural adaptation of educational materials with the state SNAP-Ed Curriculum team.

- Eating Smart, Being Active (ESBA)
- Plan Shop Save Cook
- Cooking Matters in Your Community
- Cooking Matters in Your Food Pantry
- Eat Smart, Live Strong
- Energize Your Life
- Appropriate adult/family garden education materials are being assessed

One-time events are considered direct-education if they are stand-alone events which use an approved curriculum. Additional one-time events are described in PSE activities, these events are counted as PSE rather than direct education because their purpose is to highlight, enhance and encourage participants to take advantage of the changes occurring in those environments.

Reinforcing Messages: Most local providers are using reinforcing messages through materials such as recipes, shopping and budget handouts, newsletters, information on local resources, bulletin boards and other visuals to prompt the healthy behaviors.

e. Project Description for Marketing Strategies:

Champions for Change:

San Juan County will coordinate a county-wide Champions for Change social marketing campaign in addition to Harvest of the Month campaigns in youth settings (described in Youth Project Summary). Social marketing efforts will focus on increasing consumption of fruits and vegetables and promoting opportunities for physical activity within the built environment in a wide variety of venues throughout the county. Activities will include recipe demonstrations at three Farmer's Markets in San Juan County, the ECEAP preschools, and three summer nutrition/ recipe demo programs for the San Juan Island Family Resource Center to increase consumption of fruits and vegetables. Additionally, nutrition education materials will be provided via social media, posters, and newsletters in childcare/ preschools, schools, libraries, Family Resource Centers, food banks, farmers markets, and senior centers.

Assessing Social Marketing Strategies:

Snohomish Health District will be assessing SNAP-Ed approved social marketing strategies in year 1, and plan to implement a county-wide social marketing campaign aimed at improving physical activity in years 2 and 3.

f. Evidence Base: Summary of research included in Appendix B.

g. Policy, Systems, and Environmental Changes (3-Year Plan):

Over the next three years, Region 3 local SNAP-Ed providers will select and implement PSE strategies that make healthier choices easier in the environments where adults and families live, shop, learn and receive resources. The following strategies will be used to assess, select, and implement appropriate strategies:

- **Year 1:**

- Participate in regional training and resource sharing on PSE focus areas and best practices
- Foster new and continuing partnerships and evaluate effectiveness of initial programming
- Assess opportunities to add PSE in areas receiving direct education

- **Year 2:**

- Begin to integrate capacity building strategies to improve partner efficacy
- Expand locations, reach and/or depth of PSE services at locations receiving direct education
- Continue to participate in regional training and resource sharing on PSE focus areas and best practices

- **Year 3:**

- Explore opportunities to build capacity and sustainability practices with partners
- Reduce direct services with partners who have capacity to sustain changes, but continue to provide resources and support as needed
- Explore opportunities to add new partners based on local need, readiness, and organizational capacity

Policy, Systems and Environmental Change Activities and Reach

County	Local Provider	Activity Type						PSE	
		Farm to Community	Physical Activity	Food Banks	Schools	Social Marketing	Retail	Reach*	SNAP Eligible Reach*
Island	Island County Public Health	X		X	X	X		4,320	3,630
	WSU Island County Extension	X			X			1,300	708
San Juan	San Juan County Health & Community Services	X	X	X	X	X	X	1,142	916
Skagit	United General District 304 Community Health Outreach Programs	X	X		X	X	X	15,116	8,958
	WSU Skagit County Extension	X	X	X	X	X		3,900	3,170
Snohomish	Snohomish Health District		X		X	X		25,985	16,579
	Tulalip Tribes	X	X	X			X	2,570	2,570
	WSU Snohomish County Extension	X	X	X	X			11,912	10,153
Whatcom	Common Threads	X			X			3,061	2,201
	WSU Whatcom County Extension	X	X	X	X			5,387	4,404
*Estimate of the first year's PSE reach								*Total	75,106
									53,289

h. Education Materials (existing & new education materials):

Adult Curriculum Title	Languages Taught	Local Agencies who plan to use:
Eating Smart, Being Active	English, Spanish	Skagit WSU, Snohomish WSU, Whatcom WSU, Tulalip
Plan Shop Save Cook	English, Spanish	Skagit WSU, Whatcom WSU, Tulalip
Energize Your Life	English, Spanish	Skagit WSU
Cooking Matters in Your Community	English	Island Co Public Health, Snohomish WSU, Whatcom WSU, Tulalip
Cooking Matters in Your Food Pantry	English	Island Co Public Health
Eat Smart Live Strong	English	Whatcom WSU

i. Key Performance Measures/Indicators:

Region 3 SNAP-Ed partners will complete the Key Performance Measures listed below that are in line with the work stated in their approved plan. The Implementing Agency will monitor the Key Performance Measures with the guidance from the Evaluation Team, quarterly reports, and review of data entered into PEARS.

Direct Education	End of Year 1	Ongoing
Enrollment and demographic data collection.	X	X
Educational support materials disseminated.	X	X
Other: <i>Evaluation as requested by evaluator</i>	X	X
PSE	End of Year 1	Ongoing
Environmental scan and/or needs assessment completed	X	X
Established and/or maintained relationship with community partners and stakeholders	X	X
Organization taskforce created and/or continued	X	X
Potential steps and barriers identified to implement PSE strategies	X	X
Commitment from stakeholders and partners established to make an organizational practice or policy change	X	X
PSE strategies implemented	X	X
Feedback and evaluations gathered from strategies	X	X
Additions and/or changes incorporated to strategy plan	X	X
% total PSE reach increased through social marketing and/or PSE strategies		X
Other: <i>Evaluation as requested by evaluator</i>	X	X

2. Washington State University FFY 18-20 Project Summary Region 3

Project Title: Youth

a. Related State Objectives

By September 2020, this project will impact the following state objectives

<input checked="" type="checkbox"/> Obj. 1A: Dietary Quality (youth)	<input checked="" type="checkbox"/> Obj. 3A Food Resource Management (youth)
<input checked="" type="checkbox"/> Obj. 2: Physical Activity (policy, systems & environment strategies)	<input checked="" type="checkbox"/> Obj. 4: Public Health Approaches

b. Audience:

Region 3 youth programming will focus on the SNAP-Ed eligible audience where youth (up to 18 years of age) learn, and where they and their families live, shop, and receive resources. Eligibility for program sites include:

- Income Based: e.g., SSI, GA, WIC, TANF, FDIPIR, ECEAP, Head Start, Medicaid, SFMNP
- Location Based: e.g., CSOs, Food Banks, public housing
- Poverty Based: 50% or more served are at or below 185% of FPL
- Qualified Retailers: farmers markets and grocery stores

c. Food and Activity Environments:

Island County:

Fifty-four percent of Crescent Harbor Elementary School students, and fifty-four percent of Olympic View Elementary School students participate in free or reduced lunch. According to the 2016 Healthy Youth Survey, 74% of Island County 8th grade students eat less than 5 serving of fruit and vegetables per day, and 8% consume less than 1 serving per day. According to the 2016 Healthy Youth Survey, 74% of Island County 8th grade students eat less than 5 serving of fruit and vegetables per day, and 8% consume less than 1 serving per day. In 2016, schools were identified by Oak Harbor School District administration where teachers and staff requested school gardens as a valuable addition to their school environment. Washington State University Extension Island Co. (including SNAP-Ed staff and Master Gardener volunteers) managed the building of the gardens in 2017 and will partner with Island County Public Health to work with students, parents and staff at these schools to create an environment that encourages greater fruit and vegetable consumption and increased physical activity.

Island County youth will be reached with SNAP-Ed programming at schools in Island County with greater than 50% Free and Reduced Price meals participation, as well as at food banks, farmers

markets, and community gardens at Whidbey Island Naval Air Station.

San Juan County:

The 2015 State of Children and Families Report found 17% of children under age six live in extreme poverty in San Juan County. According to the 2013 Island Hospital Community Health Needs Assessment, 19.6% of children under age 18 in San Juan County live in poverty. San Juan Island School District works with the Prevention Coalition to promote wellness and students making healthy choices. Each year they conduct a market survey of local grocery stores. We will coordinate with the San Juan Island School District for a student-led audit of grocery stores for accessibility and affordability of fruits and vegetables. The SNAP Ed coordinator will also participate on the San Juan Island School District Wellness Committee to promote serving lunch on early release days and work on developing nutrition education policies aimed at recess before lunch and healthy snacking.

In San Juan County youth will be reached with SNAP-Ed programming at schools with greater than 50% Free & Reduced Price Meals participation, as well as at farmers markets, food banks, family resource centers, low-income housing, retail, early childcare facilities and through community-wide built environment collaborations.

Skagit County:

Skagit County has experienced a jump in the prevalence in obesity and overweight among youth. During 2016, the share of public school students in Skagit County who were either overweight or obese and were in the 8th grade was 34.0%, increasing from 31.0% in 2008; in 10th grade it was 35.0%, increasing from 28.0% in 2008; and in 12th grade it was 32.0%, increasing from 28.0% in 2008. One in four children live in food-insecure households, lacking consistent access to adequate food (USDA 2014). The share of 8th and 10th graders eating fewer than the recommended 5-7 servings of fruits and vegetables is 80%, an increase from 77% in 2014. During 2016, 72% of 8th grade students in Skagit County were not meeting physical activity recommendations, an increase from 68.0% in 2014. Among 10th grade students, 77.0% were not meeting physical activity recommendations, an increase from 75.0% in 2014. And among 12th grade students, 83.0% were not meeting recommendations, an increase from 77.0% in 2014. The weekend food 'back-pack' program provides food for over 650 students each weekend through partnership between schools, food banks and service clubs.

Skagit County youth will be reached through SNAP-Ed programming at schools with greater than 50% Free and Reduced Price meals participation, as well as at food banks, retail and low-income housing.

Snohomish County:

According to the Healthy Youth Survey, 10% of youth in Snohomish County are obese. An additional 16% of youth are overweight. Among youth, 77% eat less than 5 servings of fruit & vegetables each day, and 72% get less than one hour of physical activity each day.

Two thirds of the nine Marysville District schools where the majority of Tulalip Tribal youth attend, serve a majority of free and reduced price meals. In addition, the Tulalip Tribes participate in the Food Distribution Program on Indian Reservations (FDPIR), a federally supported alternative to SNAP. Native Americans of all ages and both genders are disproportionately obese.

According to a 2009 CDC report, obesity rates of American Indian and Alaska Native children are growing at a faster rate than any other race or ethnic group. The Tulalip Tribes of Washington reflects those statistics: 8.2% of patients under 17 years of age have a BMI greater than 30 (126 out of 1,537). While the proposed project will engage and benefit the entire Tulalip tribal community, SNAP-Ed program efforts will focus on adults, particularly young mothers who directly influence the nutrition and physical activity habits of Tribal youth.

Snohomish County youth and their parents will be reached through schools with greater than 50% Free and Reduced Price meals participation, as well as at farmers markets, retail, food banks, CSAs, low-income housing sites, early child care facilities and FDPIR distribution sites.

Whatcom County:

According to the 2012 Whatcom County Community Health Assessment, 25% of teens, and 33% of Latino youth are overweight or obese. In addition, 43% of Whatcom County residents are unable to earn enough to meet basic needs (Alice, 2013). One in five Whatcom County residents goes to food banks on a regular basis. Helping those living in poverty to meet basic needs and live healthier lives requires providing access, how to prepare healthy meals on a budget or with food from the food bank, as well as increased access to healthy foods and opportunities for physical activity.

Whatcom County youth and their parents will be reached through SNAP-Ed programming at schools with greater than 50% Free and Reduced Price meals participation, as well as at food banks, low-income housing and tribal community sites.

d. Project Description for Educational Strategies:

Location and reach of direct education with Youth

County	Local Agency	Youth Education Location Type					# One-time events	# Class series	Direct Education	
		In-School	After-School	Summer	Garden	Community			Reach*	SNAP Eligible Reach*
Island	Island County Public Health	X			X			9	425	230
	WSU Island	X			X			17	220	122
San Juan	San Juan County H&CS									
Skagit	United General District 304			X			1	1	95	66
	WSU Skagit	X	X	X				11	281	205
Snohomish	Snohomish Health District									
	Tulalip Tribes									

	WSU Snohomish	X	X	X		X		22	419	295
Whatcom	Common Threads Farm	X			X			12	232	153
	WSU Whatcom	X						14	327	209
<i>*Estimate of the first year's youth direct education reach</i>								<i>*Total</i>	1,999	1,280

Key Education Messages:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Dietary Guidelines/MyPlate | <input checked="" type="checkbox"/> Calorie Balance/Portion Control |
| <input checked="" type="checkbox"/> Fruits and Vegetables | <input checked="" type="checkbox"/> Food Resource Management |
| <input checked="" type="checkbox"/> Fat-free or Low Fat Milk Products | <input checked="" type="checkbox"/> Food Labels |
| <input checked="" type="checkbox"/> Lean Meats, Beans and Fish | <input checked="" type="checkbox"/> Food Safety |
| <input checked="" type="checkbox"/> Whole Grains | <input type="checkbox"/> Other (please specify below): |
| <input checked="" type="checkbox"/> Physical Activity/Reduce Sedentary Behavior | |
| <input checked="" type="checkbox"/> Food to Reduce Sodium, Sweetened Beverages, Refined Grains and Fat | |

Core Youth Education:

Series and One-time Events Curriculum to be used are listed below. We will coordinate ongoing curriculum selection, staff training and cultural adaptation of educational materials with the state SNAP-Ed Curriculum team.

- Kids in the Kitchen
- Choose Health: Food Fun and Fitness (CHFFF)
- Growing Healthy Habits
- Choose Health Action Teens (CHAT)
- Cooking Matters in Your Community
- Pick a Better Snack and Act
- Read for Health

One-time events are considered direct-education if they are stand-alone events which use an approved curriculum. Additional one-time events are described in PSE activities, these events are counted as PSE rather than direct education because their purpose is to highlight, enhance and encourage participants to take advantage of the changes occurring in those environments.

Reinforcing Messages: Most local providers are using reinforcing messages through materials such as recipes, shopping and budget handouts, newsletters, information on local resources, bulletin boards and other visuals to prompt the healthy behaviors.

e. Project Description for Marketing Strategies:

Harvest of the Month:

Harvest of the Month social marketing campaigns will be conducted as part of Island County, San Juan County and Skagit County programs to support the work of Farm to Community promotion efforts. Monthly activities will be coordinated at schools with input from school and food service staff, and may include: ideas for teachers to incorporate Harvest of the Month into their classrooms, coordination with school food service staff to highlight items on the lunch menu, nutrition education and recipes for school newsletters and communications, signage in the schools, and parent-night events. Island and San Juan SNAP-Ed staff will work with the regional SNAP-Ed Farm to Community team to share and utilize best practices and resources within the region.

f. Evidence Base: Summary of research included Appendix B.

g. Policy, Systems, and Environmental Changes (3-Year Plan):

Over the next three years, Region 3 local SNAP-Ed providers will select and implement PSE strategies that make healthier choices easier in the environments where adults and families live, shop, learn and receive resources. The following strategies will be used to assess, select, and implement appropriate strategies:

- **Year 1:**
 - Participate in regional training and resource sharing on PSE focus areas and best practices
 - Foster new and continuing partnerships and evaluate effectiveness of initial programming
 - Assess opportunities to add PSE in areas receiving direct education
- **Year 2:**
 - Begin to integrate capacity building strategies to improve partner efficacy
 - Expand locations, reach and/or depth of PSE services at locations receiving direct education
 - Continue to participate in regional training and resource sharing on PSE focus areas and best practices
- **Year 3:**
 - Explore opportunities to build capacity and sustainability practices with partners
 - Reduce direct services with partners who have capacity to sustain changes, but continue to provide resources and support as needed
 - Explore opportunities to add new partners based on local need, readiness, and organizational capacity

Policy, Systems and Environmental Change Activities and Reach

County	Local Provider	Activity Type	PSE
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		Farm to Community	Physical Activity	Food Banks	Schools	Social Marketing	Retail	Reach*	SNAP Eligible Reach*
Island	Island County Public Health	X		X	X	X		4,320	3,630
	WSU Island County Extension	X			X			1,300	708
San Juan	San Juan County Health & Community Services	X	X	X	X	X	X	1,142	916
Skagit	United General District 304 Community Health Outreach Programs	X	X		X	X	X	15,116	8,958
	WSU Skagit County Extension	X	X	X	X	X		3,900	3,170
Snohomish	Snohomish Health District		X		X	X		25,985	16,579
	Tulalip Tribes	X	X	X			X	2,570	2,570
	WSU Snohomish County Extension	X	X	X	X			11,912	10,153
Whatcom	Common Threads	X			X			3,061	2,201
	WSU Whatcom County Extension	X	X	X	X			5,387	4,404
*Estimate of the first year's PSE reach								*Total	75,106
									53,289

h. Education Materials (existing & new education materials):

Youth Curriculum Title	Languages Taught	Local Agencies who plan to use:
Kids in the Kitchen	English	United General, Snohomish WSU
CHFFF	English	Skagit WSU, Snohomish WSU, Whatcom WSU
Growing Healthy Habits	English	Common Threads, Island Co Public Health, Island Co WSU
CHAT	English	Snohomish WSU
Cooking Matters in Your Community	English	Island Co Public Health, Snohomish WSU, Whatcom WSU, Tulalip
Pick a Better Snack & Act	English	Whatcom WSU
Read for Health	English	Whatcom WSU

i. Key Performance Measures

Region 3 SNAP-Ed partners will complete the Key Performance Measures listed below that are in line with the work stated in their approved plan. The Implementing Agency will monitor the Key Performance Measures with the guidance from the Evaluation Team, quarterly reports, and review of data entered into PEARS.

Direct Education	End of Year 1	Ongoing
Enrollment and demographic data collection.	X	X
Educational support materials disseminated.	X	X
Other: <i>Evaluation as requested by evaluator</i>	X	X
PSE	End of Year 1	Ongoing
Environmental scan and/or needs assessment completed	X	X
Established and/or maintained relationship with community partners and stakeholders	X	X
Organization taskforce created and/or continued	X	X
Potential steps and barriers identified to implement PSE strategies	X	X
Commitment from stakeholders and partners established to make an organizational practice or policy change	X	X
PSE strategies implemented	X	X
Feedback and evaluations gathered from strategies	X	X
Additions and/or changes incorporated to strategy plan	X	X
% total PSE reach increased through social marketing and/or PSE strategies		X
Other: <i>Evaluation as requested by evaluator</i>	X	X

3. Evaluations Plans

The Region 3 IA team will work with DSHS leadership, the State Department of Health Evaluation Team, and the Curriculum Team to develop an evaluation plan that allows us to measure success, refine strategies and share effective approaches with our SNAP-Ed colleagues. Evaluation tools and metrics for PSE approaches will be tailored to, and depend upon strategies planned by local SNAP-Ed providers. Assessment of direct-ed process and fidelity will be coordinated with the state WSU Curriculum Team. With guidance from the Evaluation Team, all local agencies are required to conduct evaluation appropriate for the work listed in their approved plan. This could include formative, process and outcome evaluation. Some of the metrics that Region 3 work touches, and will be included in evaluation plans, are listed below.

Evaluation Plan - Formative	How data collected
What do participants need and value? What educational methods and messages work most effectively with participants?	Participant and agency representative interviews
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment?	

What PSE strategies were identified in the places where adults live, shop, learn, and receive resources?	Environmental scans
What priorities are important to the community and partners?	Participant and agency representative interviews

Evaluation Plan - Process	How data collected
How many participants are enrolled in the class and how many completed all classes? What was the number of contacts or series completed? What was the completion rate for series classes?	Class attendance sheets, demographic sheets, and other as determined by Evaluation Team
Were classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Educator self-assessment, supervisor assessment, and Curriculum Team assessment
Do partners and participants have positive feedback from SNAP-Ed programming?	Participant and agency feedback
How many meetings or events have been held to build community support for PSE change?	Quarterly reporting
What steps have been taken to adopt a new PSE change?	Quarterly reporting

Evaluation Plan - Outcome		How data collected
Individual		
Short Term	ST1: Healthy Eating	Methods, surveys, and data collection tools as determined by statewide evaluation team
	ST2: Food Resource Management	
	ST3: Physical Activity and Reduced Sedentary Behavior	
Medium Term	MT1: Healthy Eating	
	MT2: Food Resource Management	
	MT3: Physical Activity and Reduced Sedentary Behavior	
Evaluation Plan - Environmental Setting		
Short Term	ST5: Need and Readiness	Methods, surveys, and data collection tools as determined by statewide evaluation team
	ST7: Organizational Partnerships	
Medium Term	MT5: Nutrition Supports	
Evaluation Plan - Sectors of Influence		
Short Term	ST8: Multi-Sector Partnerships and Planning	Methods, surveys, and data collection tools as determined by statewide evaluation team
Evaluation Plan - Trends and Reductions in Disparities		
Population Results	R2: Fruits and Vegetables	Methods, surveys, and data collection tools as determined by statewide evaluation team

Implementing Agency Monitoring and Management Evaluations

The Region 3 Implementing Agency team conducts fiscal and program review of all SNAP-Ed projects at

various times throughout the program year through quarterly meetings and reports, monthly invoicing reviews, on-going technical assistance inquiry, and during annual audits/monitoring. The Implementing Agency utilizes SNAP-Ed guidance and checklists to ensure operations are consistent with the terms of the approved plan; interventions are appropriate for the low-income population being served; employees working to deliver SNAP-Ed have mandatory trainings (Civil Rights and EEO); fiscal processes are in place and followed; and expenses are reasonable, necessary, and properly documented and allocated. Other items reviewed include, but are not limited to, contract execution, review of time reports, travel logs, marketing materials, inventory logs, and invoicing/reimbursement processes. The IA will coordinate with DSHS leadership for annual Management Evaluations.

4. Coordination Efforts

Coordination and Non-Duplication of Efforts: WSU Extension will ensure that its Federal Fiscal Year 2018 to 2020 scope of work does not supplant or duplicate other work in the region. WSU Extension will coordinate with internal programs such as the Expanded Food and Nutrition Education Program; as well as other state, regional and local organizations and programs that encourage and implement nutrition and physical activity programming, including: Spokane Regional Health District, Washington State Department of Health, Washington State Farmers Market Association, Washington State Department of Agriculture, Office of Superintendent of Public Instruction, Department of Early Learning, Washington State Food Coalition, Northwest Harvest, Food Lifeline, local WIC and Senior Farmers Market Nutrition Programs.

Coordination with SNAP-Ed providers across Region 3 is made possible by quarterly meetings, emailed Friday updates, and phone calls as needed. These provide the opportunity to share expertise and best practices, assure all partners are up-to-date on reporting and requirements of SNAP-Ed grant processes, state and national resources, success stories, and new opportunities to increase SNAP-Ed reach.

SNAP-Ed providers cannot do this work alone. Key partner sites and agencies provide space, time, other resources, and most importantly access to qualifying participants. Regional coordination efforts listed below. Coordination of efforts with individual SNAP-Ed programs can be found in the appendices.

Learn

School Districts: To ensure students and their families receive support in making healthy food choices and increasing physical activity, eligible schools across the region provide time in the school day for nutrition education, classroom space to house the lessons, classroom teacher time and support, and food service employees' time to administer Smarter Lunchroom assessments and implement strategies to make the healthy choice the easy choice. In addition, SNAP-Ed is allowed access to families at family education nights, field days, and with newsletters that are sent home through the school or electronically through email.

Childcare: Childcare sites provide space, time to access parents and childcare staff for nutrition education, and time for playground and physical activity assessment. Additional staff and parent time spent on developing policies to increase physical activity and increasing procurement of local fresh fruits and vegetables.

Shop

Food Banks: Region 3 SNAP-Ed partners work with food banks in all five counties. Food banks support SNAP-Ed work by providing space for direct education and food demonstrations; bulletin board space that provides recipes, food security resources, physical activity opportunities, and food safety information; food bank assessments to improve nutritional value of food offered, use of behavioral economic principles to make the healthy choice the easy choice for food bank clients, and development of policies to increase the distribution of healthy foods.

Farmers Markets: In all five counties, Region 3 SNAP-Ed coordinates efforts to increase SNAP participants' access to and awareness of fresh, local foods at farmer's markets. Washington State Farmer's Market Association (WSFMA) and local market leads provide technical assistance and support to use EBT and FINI matching opportunities at their farmer's market, and provide space for food demonstrations to increase SNAP shoppers' knowledge of fruit and vegetable preparation.

Retail: Local retail establishments coordinate with SNAP-Ed efforts to increase the availability and appeal of healthy foods, support for WIC fruit and vegetable coupon use, and provide time and space to assess the retail environment alignment with behavioral economic principles. This work supports SNAP participants in making healthy food choices.

Live

Tribal Partners: Region 3 SNAP-Ed is working with two Tribal Nations, Tulalip Tribes and the Lummi Nation. Both Native American Nations contribute to SNAP-Ed work in their own way. Tulalip Tribes provides office space and supervision, space for classes and food demonstrations, Tribal television and newsletter space. The Lummi Nation Health Clinic staff provides the connection between SNAP-Ed and the Lummi Food Bank, coordinates community walks, co-facilitates food demonstrations and Eating Smart Being Active classes.

Naval Base: The Whidbey Island Naval Base provides space for classroom and garden activities, supplies for food demonstrations, staff time to coordinate purchasing of local foods, and materials for creating the gardens.

Public Housing: Public housing sites across the region provide access to SNAP-eligible participants, space for classes and garden sites, and promotion of SNAP-Ed classes.

Community and County-wide Coalitions

Each SNAP-Ed provider lends its particular area of expertise to strengthening community and county-wide coalitions. Below are examples of Region 3 SNAP-Ed coalition participation, more detail can be found in the Agency Project Summaries included in the appendices. In San Juan County, SNAP-Ed works with a **coalition of local community partners** including WSU Extension, Family Resource Centers, Soroptimist, local growers/farmers, farmers market, and food banks as part of a food systems council

addressing farm-to-community initiatives. In Snohomish County, **Snohomish County Healthy Communities Coalition** is a county-level group, led by the Snohomish Health District, working toward creating a healthier county for all residents. Its goal is to implement a Community Health Improvement Plans for the top 3 county healthy priorities of youth physical abuse, youth and adult obesity, and suicide. In Skagit County, one of the coalitions WSU participates in is **Skagit Food for Skagit People**. This county-wide Food System group explores ways to create an equitable and fair food supply for families in Skagit County. Healthy food choices at an affordable cost is promoted through regularly scheduled meeting and events including gardening workshops and education programs featuring sectors of the food system. In Whatcom County, SNAP-Ed participates in the **Foothills Community Food Partnership** whose vision is that “All Foothills residents are fed, nourished, and have the resources to access the food they need”. Coalition objectives include increasing access to fresh fruits and vegetables, expanding nutrition education and school gardens, and increasing healthy food options at local food banks.

Region 3 SNAP-Ed Locations and Activities Charts

Region 3 SNAP-Ed Direct-Ed and PSE Locations												
			Island		San Juan	Skagit		Snohomish			Whatcom	
Local SNAP-Ed Provider			Island County Public Health	WSU Island County Extension	San Juan Health & Community Services	WSU Skagit County Extension	United General District 304 - CHOP	Snohomish Health District	Tulalip Tribes	WSU Snohomish County Extension	Common Threads Farm	WSU Whatcom County Extension & Lummi Nation
Learn	Schools	Elementary	X	X	X	X	X	X		X	X	X
		Middle				X	X			X		X
		High					X			X		
		Parents of Youth	X				X	X		X		X
		Teen Parents										X
	Childcare centers (parents and staff)				X			X	X			
Shop	Farmers Markets		X		X		X			X	X	
	Retail						X		X			
	Food Banks/pantries & mobile food banks		X		X	X			X	X	X	X
Live	Tribal Communities								X			X
	Military Base			X								
	Community Gardens			X					X	X		X
	Public Housing				X	X			X	X		X
Receive Resources	CSO, Family Support Services, & Community Resource Centers				X	X			X			X
			Island		San Juan	Skagit		Snohomish			Whatcom	

Region 3 SNAP-Ed Direct-Ed and PSE Activities		Island County Public Health	WSU Island County Extension	San Juan Health & Community Services	WSU Skagit County Extension	United General District 304 - CHOP	Snohomish Health District	Tulalip Tribes	WSU Snohomish County Extension	Common Threads Farm	WSU Whatcom County Extension & Lummi Nation
Direct-Ed	Youth	X	X		X	X			X	X	X
	Adults	X			X			X	X		X
Farm 2 Community	Promote EBT, FMNP, SFMNP, WIC at Farmers Markets	X		X	X			X	X	X	
	Gleaning			X							
	Grow a Row	X									
	Gardens: School, Community, Food Bank, Military		X					X	X	X	X
	Local foods procurement		X			X					
	Military to farming careers		X								
	Community coalition or task force	X	X	X	X	X	X	X	X	X	X
	Retail environmental assessment			X				X			
	Health Bucks (retail, farmers markets)					X					
Physical Activity	Environmental assessment/audits			X			X				
	Community Physical Activity Events			X		X		X			X
	Safe Routes to School						X				
	County-wide policy						X				
	Recess before lunch policies						X				
	Shared-use Agreements						X				
		Island		San Juan	Skagit		Snohomish			Whatcom	

Food Banks	Healthy Food Pantry Assessment				X			X	X		X
	Environmental Changes				X				X		X
	Policy/Procedure Changes								X		
	Backpack programs				X				X		
	Recipe Demonstrations				X			X	X	X	X
Schools	Smarter Lunchrooms				X	X			X		X
	Student Nutrition Councils								X		X
	Healthier US Schools Challenge				X						
	Farm to School	X	X		X	X				X	X
	Brain Breaks (PA)				X	X			X		
	Wellness Advising/ Councils			X					X		X
Social Marketing	Harvest of the Month	X		X	X	X					
	Champions for Change			X							

A. Region 3 SNAP-Ed local providers Project Summaries, 3-Year Plan Tables, and Budgets

Island County

Island County Public Health
WSU Extension Island County

San Juan County

San Juan Health and Community Services

Skagit County

United General CHOP – District 304
WSU Extension Skagit County

Snohomish County

Snohomish Health District
Tulalip Tribes

WSU Extension Snohomish County

Whatcom County

Common Threads Farm
WSU Extension Whatcom County

Region 4 – King and Pierce County

I. Implementing Agency - Washington State Department of Health

[The Washington State Department of Health \(DOH\)](#) works to protect and improve the health of all people in Washington State. The Division of Prevention and Community Health contributes to this vision by collaborating with partners and stakeholders to enhance the health of individuals, families, and communities and eliminating health inequities. Our foundation for this work is based on the Socio-Ecological Model, Social Determinant of Health, Life Course Approach, and Place Matters.

DOH works to reduce food insecurity, improve nutrition and active living behaviors, reduce obesity, and prevent chronic disease among low-income populations through various programs and grants, including:

- Supplemental Nutrition Assistance Program - Education (SNAP-Ed)
- The Women, Infants and Children (WIC) Nutrition Program
- WIC Farmers Market Nutrition Program (FMNP)
- WIC Breastfeeding Peer Counseling Program
- Children with Special Health Care Needs (CSHCN)
- Chronic Disease Prevention Programs (Diabetes, Cancer, Hypertension, and Stroke)
- Healthy Communities Initiatives

DOH has successfully administered public health programs and grants for over 25 years. Our SNAP-Ed team has years of experience working with low-income participants in health programs/services; supporting local agencies of various backgrounds, sizes, and needs; and offers a wide range of expertise in Nutrition Sciences, Exercise Physiology, and Public Health approaches.

DOH currently administers SNAP-Ed programming in three out of the five SNAP-Ed Regions (Regions 2, 4, and 5). Through strong partnership we work together to make the healthy choice the easy choice where low-income individuals and families live, learn, eat, shop, and play. We will continue to collaborate and coordinate with our state, regional, and local partners to ensure SNAP-Ed programming builds on and aligns with other programs, implements evidence based programming, and prevents duplication.

In FFY18-20, our DOH SNAP-Ed team will continue to collaborate and coordinate with our state, regional, and local partners to build our SNAP-Ed programming based on local strengths and needs. We will support our local agencies by providing tools and trainings to support best practices, and by providing technical assistance, site visits and ongoing communications. We will assess program quality and implement ways to improve our team, services, and impact on low-income communities in Washington State.

II. Regional Summary

Region 4 is comprised of two counties and six local SNAP-Ed agencies.

County	Local Agency
King	Public Health Seattle King County (PHSKC)

	Solid Ground
	Washington State University King County Extension (WSU)
Pierce	MultiCare Health Systems
	Tacoma Pierce County Health Department
	Washington State University Pierce County Extension (WSU)

King County is the most populous county in the state with nearly two million residents and it is becoming more diverse every year. Since 2000, the county has grown by more than two hundred twenty thousand residents, with most of the increase attributable to people of color. Only half of that growth is from births. Most of the rest is from immigrants and refugees from all parts of Asia, Latin America, Eastern Europe, and Africa. Foreign-born residents, including immigrants and refugees, face particular challenges upon arrival in the United States.

One quarter of King County residents speak a language other than English at home, and close to half of them report that no one in their households speak English well or at all. In total, King County residents speak over one hundred twenty different languages, or over one hundred seventy languages including dialects spoken.

King County is a very geographically diverse, with points at sea level and a high point of nearly 8,000 feet. The human geography of King County is also diverse; characterized by high-density urbanization along the shores of Puget Sound, suburban communities to the east of Lake Washington, rural communities to the southeast and remote towns in the Cascade foothills

There are significant differences in social, economic, and other environmental factors that affect the health of individuals within subareas of the county.

Pierce County is the second most populated county in Washington with 800,000 residents. This county consists of a mixture of urban and rural settings. While lower than the percentage of poverty for Washington State, great disparities in percentage of poverty for different population groups exist based on race and ethnicity. This geographic and demographic diversity means that addressing poverty within Pierce County can be rather difficult due to the fact that individuals living in poverty within the county are highly dispersed in rural and urban settings and comprise a number of different racial/ethnic and linguistic groups.

Highlights of the Region 4 Programming:

Partnerships: This three year plan shows the varied and strong partnerships local agencies have developed within their communities, including, but not limited to: Immigrant and refugee communities, Department of Transportation, health care, school districts, hunger community (food banks and pantries), farmers markets, retail, low-income housing, and community centers. Throughout the next three years, agencies will continue to develop partnerships through effective collaboration and coordination to serve and support low-income populations. In addition, frequent in-person meetings and communications will enable local agencies throughout Region 4 to partner, coordinate, and share successes and resources.

Determining Local Community Needs: Local agencies will use the first year of the three year plan to complete formative evaluations, including but not limited to: needs assessment tools, focus groups, and key informant interviews. Conducting formative evaluations will assist Region 4 local agencies to understand 1) the needs and barriers to healthy living within their communities; 2) the topics, locations and programming that will engage and retain participants; and 3) the baseline of current indicators to show growth and progress through the next three years.

Comprehensive Programming: Region 4 programming will provide learning opportunities about healthy behaviors while simultaneously creating community spaces that are venues for reinforcing and practicing these behaviors.

Sustainability: The three year plan will give us opportunity track growth and to plan for sustainability within our programming. To the fullest extent possible, we will seek to build on existing community resources and engage community partners so that successful programming efforts contain sustainable solutions to these pressing problems.

Collective Impact: Although Region 4 programming affects a diverse variety of populations and venues, we will be collectively impacting the following focus areas: food systems, health care systems, schools, immigrant and refugee communities, and physical activity within communities.

III. Regional Needs Assessment

A. Existing information

We examined data from the following sources: Washington Department of Social and Health Services (DSHS) Briefing Book on Basic Food Program Participation and Eligibilityⁱ, Results from state participation in national surveys including Behavioral Risk Factor Surveillance System (BRFSS)ⁱⁱ, Washington Healthy Youth Surveyⁱⁱⁱ, and SNAP-Ed GIS mapping 2016^{iv}

B. New information collection

King County Community Health Needs Assessment^v, the Pierce County Community Health Improvement Plan^{vi}, Feeding America, and Northwest Harvest.

Needs Assessment Findings

1. Demographic Characteristics of SNAP-Ed Target Audience

The SNAP population in Washington State is 37% youth 18 and under and 55% adults age 19-60. Regionally 34% of SNAP clients live within the two counties in the Puget Sound area of Washington.

Caseload of Basic Food Clients by County – July 2015-June 2017ⁱ

County	# Clients Served	White*	Black / African American*	American Indian / Alaska Native*	Asian*	Native Hawaiian / Pacific Islander*	Hispanic	Multi-race or other race *
WA State	954,337	52%	9%	3%	4%	3%	19%	10%
King	191,128	32%	23%	2%	9%	6%	13%	14%
Pierce	123,992	49%	15%	2%	5%	5%	13%	12%

*Non- Hispanic

2. Region-Specific Diet-Related Health Statistics for Target Population

King County 10th grade youth reported better than average overweight/obesity prevalence and better than average nutrition indicators compared to state averages. A higher percentage of King County youth reported physical activity less than the recommended level and they did not participate in daily physical activity. Pierce County youth reported worse than average on all indicators shown here, though only breakfast eating and screen time were statistically different from the state averages.

Youth - 10th grade: Healthy Youth Survey – 2016^{iv}

Population	Overweight or Obese	Drank sweetened beverages in past week	Ate chips or snack foods at school	Did not eat dinner with family	Eat fruits/vegetables < once a day	Did not eat breakfast	Did not meet PA rec.	3 + hrs. screen time daily	Did not participate in PE daily
Statewide	27%	77 ± 1%	59 ± 1%	39% ± 4%	13 ± 1%	34 ± 5%	76%	57 ± 1%	70 ± 2%
King	19 to 24%	72 ± 2%	58 ± 3%	39%	10 ± 2%	34 ± 4%	81%	55 ± 3%	88 ± 6%
Pierce	30 ± 5%	79 ± 2%	61 ± 3%	42%	14 ± 2%	45 ± 3%	82 ± 2%	61 ± 3%	72 ± 8%

Bold font = greater than state average

Highlighted = significantly greater than state average, accounting for statistical variability (t-test, p < .05)

Pierce County adults have higher obesity prevalence than the state average. King County adults reported better than average performance for all measures listed, except physical activity. A significantly higher percentage of King County adults reported less than the recommended amount of physical activity. However, county level data for King County are difficult to interpret. King County includes some of the wealthiest and some of the poorest neighborhoods in the state, and demonstrates significant health disparities at a sub-county level.^{vi}

Adults - Age 18 and Older: Washington Behavioral Risk Assessment 2013-2015^{iv}

Population	Poor Nutrition	Food Insecurity	Insufficient Physical Activity	High Blood Pressure	Obesity	Heart Disease	Diabetes	Living with Chronic Disease
Statewide	10 ± 1%	12.8%	62 ± 1%	30 ± 1%	27 ± 1%	6 ± 1%	9 ± 1%	22 ± 1%
King	9 ± 1%	12.9%	64 ± 2%	26 ± 1%	22 ± 1%	4 ± 1%	7 ± 1%	19 ± 1%
Pierce	11 ± 2%	14.3%	56 ± 4%	32 ± 2%	30 ± 2%	6 ± 1%	10 ± 1%	23 ± 2%

Bold font = greater than state average

Highlighted = significantly greater than state average, accounting for statistical variability (t-test, p < .05)

A person's quality of life and health varies widely depending on where they live, their cultural differences, and income levels. As noted in the King County Community Needs Assessment, "The relationship between lack of opportunities and poor health is clear: King County neighborhoods with the lowest educational attainment and highest levels of poverty are also the areas with the greatest concentrations of obesity, diabetes, and many other adverse health outcomes." ^{vi}

3. Other nutrition-related programs serving low-income persons

There are multiple nutrition-related programs serving our target population. DOH and local agencies coordinate with these programs, align services, and ensure there is no duplication. Common programs include but are not limited to WIC, EFNEP, CSFP, and Head Start/ECEAP.

4. Areas where SNAP-Ed audience is underserved or has not had access to SNAP-Ed

Based on 2017 SNAP-Ed partner sites, GIS mapping indicated SNAP-Ed sites were within a ten minute drive of ninety-two percent (92%) of the SNAP-Ed eligible population in Pierce and King Counties. There are gaps within specific populations/communities, but the analysis indicates that currently funded sites have the potential of reaching a large portion of the target population. We hope with funding this summer to reexamine 2018 sites and see how well we are able to reach the current population. As we identify gaps or areas of need we will look at PSE reach over the next three years to meet the needs of those communities or priorities the work we can accomplish in this multiyear plan and then target new areas in 2021.

5. Implications of Your Needs Assessment and How These Findings Were Applied to This Current Year's SNAP-Ed Plan

Region 4 will continue to serve all counties within the region and will target both youth and adult populations. We will also implement community PSE strategies to help reach more of our target population, address gaps, and create a greater impact within the region.

In addition, all local programming is working to address a number of the youth and adult risk factors noted within this needs assessment. Those factors include youth beverage choice, lack of breakfast, youth physical activity, adult poor nutrition, and adult physical activity. In addition, Region 4 will be working to reach communities with greater health inequities in South King County, pockets within North King County, and areas within the Eastside of Tacoma within Pierce County. This work will include a greater focus on older youth from prior years and programming that engages our immigrant and refugee populations.

IV. Regional Focus

Our region has a variety of local agencies with different strengths and resources that will support greater collaboration within the region and reach more of our target population within the areas they eat, live, learn, work, shop and play.

We will maximize our regional reach by providing direct education and PSE at locations where participants normally congregate and locations that allow greater numbers of people to attend programming (i.e. qualified census tracts, public housing, and community centers). In addition, we will be increasing the amount of community PSE strategies within the region so we can locate and reach participants who are unaware and/or unable to attend our direct educational programming.

This regional plan was developed by local agencies and partners to support and serve SNAP eligible participants in all counties of the region. This region will provide a comprehensive SNAP-Ed approach through youth and adult direct education that is supported with participant and community based centered Policy, System, and Environmental (PSE) strategies.

Regional plan, you will see a multi-level approach, which includes:

- Behaviorally-focused direct nutrition and active living education strategies.
- PSE interventions that build on direct education and targets multiple levels of the social ecological model.
- Community and Public Health Approaches.

Region 4 SNAP-Ed	King County			Pierce County		
	Public Health Seattle King County	Solid Ground	WSU King County Extension	MultiCare Health System	Tacoma Pierce County Health Department	WSU Pierce County Extension
Direct Education						
Youth		x	x	x		x
Adults	x	x	x	x	x	x
PSE Strategies						
School – Smarter lunchroom strategies		x	x			x
School - Nutrition policies within the classroom, marketing within school environment, and vending			x	x		x
School – Active living strategies before, during, and/or after school			x	x		x
School - Wellness Committees or Councils		x	x	x		x
Access and appeal of healthy foods where people eat and shop (retail, corner stores, farmers markets, and food hubs)	x	x	x	x	x	x
Physical activity (safe streets, facility use agreements, and walking groups)	x	x	x	x		x
Gardens – Community and school		x	x			x
Food Bank and Pantry - Behavior economics, farm to	x	x	x			x

Region 4 SNAP-Ed	King County			Pierce County		
	Public Health Seattle King County	Solid Ground	WSU King County Extension	MultiCare Health System	Tacoma Pierce County Health Department	WSU Pierce County Extension
food pantry and procurement of healthy items.						
Housing - Access to health food options & physical activity		x	x			x
Community and Public Health Approaches						
Active Transport	x					
Food Bank (FB)/Pantry	x	x	x			x
Food Insecurity Screening and System to Support Access to Healthy Foods	x			potential		
Healthy Cities Initiatives	x					
Healthy Retail/Corner Store	x				x	
System - Food resources, physical activity, and SNAP-Ed classes	x	x	x	x	x	x
Community Mobilization - Community councils, committees, tasks force, and/or stakeholder workgroups	x	x	x	x	x	x

V. Three Year Vision and Performance Goals:

Our FFY18-20 plan presents a multi-level approach that that builds over the course of three years. Below is an outline of the three year plan:

- **Year 1:**
 - Formative evaluation of participants, partners, and environments
 - Train staff in selected curriculum and educational interventions
 - Implement direct education
 - PSE assessment training completed
 - PSE assessments conducted and baseline established
 - Community engagement and partnership developed
 - Prioritize PSE
 - Evaluation – Formative, process, and short-term outcome evaluation

- **Year 2:**
 - Review and incorporate changes into direct education programming
 - Site-based PSE implemented
 - Continue partnership development and capacity building
 - Sustainability planning
 - Evaluation - process evaluation and medium-term outcome evaluation
- **Year 3:**
 - Review and implement changes within direct education
 - PSE - Build on and full implementation
 - Evaluation - process and outcome (medium and long term)
 - Implement sustainability plan

As an implementing agency, a three-year plan will allow us the time needed to thoughtfully administer programming, provide quality assurance checks, implement program improvement activities, and provide time to dig in and work with partners to better understand how to implement best practices, and support local innovation.

Objective	Steps	Yr. 1	Yr. 2	Yr. 3
1. Assure implementation of best practices (i.e. Direct Education, PSE strategies, and Public Health approaches).				
<ul style="list-style-type: none"> ○ By September 2020, develop best practice resources for local agencies based on regional needs ○ By September 2020, 100% of local agencies will report confidence in implementing best practices 				
1a. Identify common best practices and understand how to best support local agencies in implementing them with fidelity at the local level.	• Identify and prioritize common best practices	x	x	
	• Visit local agencies who are successfully implementing best practices	x	x	
	• Gather and/or develop resources, including tools and training opportunities, to implement best practices		x	x
	• Post and promote best practice resources		x	x
1b. Provide training, technical assistance, and site visits to support learning and implementation of best practices	• Identify and prioritize training needs to implement best practices	x	x	
	• Gather and/or develop any training	x	x	
	• Provide training, technical assistance, and site visits to support learning and implementation of best practices		x	x
	• Evaluate local agency confidence and knowledge changes	x		x
1c. Best Practices Quality Assurance	• Develop tools for site visit review	x		
	• Coordinate with curriculum and evaluation team	x	x	x

	<ul style="list-style-type: none"> • Provide and train local agencies on quality assurance review tools 		x	
	<ul style="list-style-type: none"> • Implement process for quality assurance reviews of best practices 		x	x
2. Assure SNAP-Ed services are accurately and effectively reaching state and regional target audiences <ul style="list-style-type: none"> ○ By February (2018, 2019 and 2020), complete GIS mapping analysis - Identify target audience reach, areas of high program saturation, and areas of need. ○ By April (2018, 2019, and 2020), train local agencies on target audience priorities and ways to improve reach. ○ By November 2018, implement program marketing plan. ○ By February 2020, revise DOH SNAP-Ed local agency application and scoring system 				
2a. Identify state target audience reach, areas of program saturation, and areas of need.	<ul style="list-style-type: none"> • Collect all SNAP-Ed site address 	x	x	x
	<ul style="list-style-type: none"> • Complete GIS mapping analysis - Identify target audience reach, areas of program saturation, and areas of need 	x	x	x
	<ul style="list-style-type: none"> • Update interactive map/tools 	x	x	x
	<ul style="list-style-type: none"> • Train local agencies and partners on needs assessments, target audience priorities and ways to improve reach 	x	x	x
	<ul style="list-style-type: none"> • Communicate analysis with partners and stakeholders 	x	x	x
2b. Develop marketing plan	<ul style="list-style-type: none"> • Identify what system and methods are currently in place 	x		
	<ul style="list-style-type: none"> • Develop and implement program marketing plan to reach target audience within multiple settings 		x	x
	<ul style="list-style-type: none"> • Develop plan to recruit new partners or projects that will best reach participants in identified areas of need 		x	x
2c. Revise DOH SNAP-Ed local agency application and scoring system	<ul style="list-style-type: none"> • Review current applications and scoring process 	x	x	
	<ul style="list-style-type: none"> • Review other state SNAP-Ed application processes 	x	x	
	<ul style="list-style-type: none"> • Revise program application and scoring system to improve targeting of state population and program priorities. 		x	
	<ul style="list-style-type: none"> • Train local agencies and partners on needs assessment, target audience expectations, and application process 			x
	<ul style="list-style-type: none"> • Implement application process 			x
3. Ensure fiscal accountability and program requirements <ul style="list-style-type: none"> ○ By November (2018, 2019, and 2020), 100% of new staff will be trained on expectations and program accountability. ○ By August (2018, 2019, and 2020), 100% of contractors will be fiscally reviewed. 				

<ul style="list-style-type: none"> ○ By September (2018, 2019, and 2020), review 100% of all high risk contractors, and at minimum half of all contractors, for program requirements. 				
1a. Local agency fiscal accountability	• Develop tools for review and technical assistance	x		
	• Provide fiscal training	x		
	• Provide ongoing technical assistance	x	x	x
	• Fiscally review a portion of contractor records/billings once a year	x	x	x
1b. Local agency program accountability	• Develop tools for review and technical assistance	x		
	• Provide training on program requirements	x		
	• Provide ongoing technical assistance		x	x
	• Review a portion of contractors each fiscal year	x	x	x

Performance Goals

	Goals		
	Year 1	Year 2	Year 3
Direct Education			
Focus groups conducted with participants, partners, and community members to determine need(s) for direct education	80%	100%	---
Direct education activities selected using results from focus groups, key informant interviews, and prior program evaluation	90%	100%	100%
Projected direct education reach is obtained	90%	90%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Potential steps and barriers identified to implement PSE strategies	60%	80%	100%
Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	---	80%	100%

VI. SNAP-Ed Local Agencies and Partners

Region 4 is comprised of two counties and six local SNAP-Ed agencies. Below is a short bio on each local agency and what they bring to SNAP-Ed programming.

King County SNAP-Ed Agencies:

- **Public Health - Seattle & King County (PHSKC)** is the local health department for King County and its 39 cities, including Seattle. PHSKC is nationally recognized for its work in promoting healthy eating and active living through policy, systems, and environment change strategies; assessing community health status, and implementing complex community health initiatives, including SNAP-Ed for over 20 years. In FFY 18-20, PHSKC will work with cities, health centers, emergency food system partners, groceries stores and direct produce markets to increase healthy eating and active living through PSE change.
- **Solid Ground** works to end poverty and undo racism and other oppressions that are the root causes of poverty. Solid Ground's Hunger and Food Resources teaches families and individuals living on limited incomes to make nutritious food choices that work for them. We also connect people to their food by offering field trips and volunteer opportunities at our urban farms. We support the emergency food system in building capacity and mobilizing for systems level change. Solid Ground's Hunger and Food Resources programs have been receiving grant funding from SNAP Ed. for 13 years since 2004. In alignment with SNAP Education, the work of the programs Nutrition Education and Lettuce Link within the Hunger and Food Resources department specifically support families and communities to learn how to make healthier food choices on a limited budget, build community through opportunities to engage on urban farms and through systems level changes in schools, community clinics and food banks.
- **WSU King County Extension (WSUKCE)** has been delivering SNAP-Ed since 2001 and is dedicated to increasing equity and reducing health disparities through nutrition education and support of policies and practices that promote healthy lifestyles for low-income individuals and families. Program services are focused in the southern cities of the county, as this is where the greatest health disparities are experienced. Strong, diverse partnerships allow for a comprehensive program that touches recipients in a variety of settings. Education sessions and PSE interventions for FFY 18-20 will be delivered in schools, affordable housing sites, food banks, Farmers Markets, employment skill centers, community resilience groups, and refugee and immigrant service organizations. Program staff will also continue to contribute to collective impact efforts that maximize resources through community coalitions and task forces.

Pierce County SNAP-ED Agencies:

- **MultiCare Health System (MHS) Center for Healthy Living & Health Equity** has delivered SNAP-Ed programming in Pierce County for over ten years to a variety of audiences including, but not limited to: pre-schools, K-12 public schools, middle school after-school programs, food banks, pre and postnatal women and parents with young children. In the last three years, MHSCHLHE has refined the focus of our SNAP-Ed programming to middle school youth and pre and postnatal women through the Health Outcomes project. We will be continuing this targeted work in the next three years.
- **Tacoma Pierce County Health Department (TPCHD)** works to protect and improve the health of all people and places in Pierce County. Our SNAP-Ed work works to build successful

sustainable policy, systems and environmental (PSE) change concerning access to affordable, healthy and enjoyable food for low income residents. In the past, TPCHD provided direct education by teaching nutrition and sampled fruits and veggies in elementary classrooms, with parent groups and at senior meal sites for about six years. Our current programming is fully PSE (no direct education) emphasizing community ownership and self-reliance through a more equitable and collectively impactful approach to partnerships with stakeholders. TPCHD had been directly delivering PSE activities over the last three years with a focus on engaging Tacoma's low income residents experiencing the greatest challenges to accessible and affordable healthy food. Our past SNAP-Ed PSE work has included producing community food assessments, developing tools for organizations interested in developing local mobile market programming, educating and supporting SNAP-users to be Community Food Advocates and implementing a community-based participatory healthy corner store initiative in neighborhoods with low access to healthy food. In FFY 18-20, TPCHD will work with corner stores, community gardens, small food business owners, local food advocates and residents in communities of focus to increase healthy eating among low income residents in tandem with strengthening local community resilience.

- **WSU Pierce County Extension (WSUPCE)** has delivered SNAP-Ed for 20+ years with a focus on garden-enhanced nutrition education through a variety of community-based organizations. Partners include transitional and public housing, school districts, food banks, Boys & Girls Clubs and county employment agencies. As early as 2013, WSUPCE embraced new work in the area of policy, systems and environments documenting and evaluating outcomes at multiple levels of the Sociological Model with the pilot of the Western Region Metrics Framework. In FFY 18-20, this work will continue with projects that include behavioral economics in schools and food banks, whole school intervention strategies and neighborhood HUB approaches that move rural and urban communities toward healthy living with goals for increased food security, access and equity.

Regional and State Coordination of SNAP-Ed:

Region 4 works closely with organizations and programs that serve our target population and/or can partner with us to improve nutrition and active living within the community. Coordination occurs at local, regional, and state levels as described below and within each local project summary.

- **Region 4 SNAP-Ed** – Our regional team will continue to meet on a monthly basis to coordinate programming, avoid duplication, share lessons learned and success stories. These meetings provide an opportunity for ongoing dialogue, updates on important program changes and/or requirements, and opportunities for regional and state collaboration.
- **Region 4 Steering Committee** - Key to the vision of a model that embraces shared leadership is the formation of a Steering Committee and creation of a charter. This committee will provide the opportunity for SNAP-Ed contractors (and eventually participants and community partners) to provide meaningful, binding input on SNAP-Ed planning and programs in Region 4. The Steering Committee will be established to perform the following functions in conjunction with DOH:
 - Direct the allocation of SNAP-Ed funds in the region.

- Share the task of facilitating during regular interactive teleconferences.
- Participate in management evaluations of individual projects so that the experience can be interactive and provide opportunities for improvement of all projects.
- Complete needs assessment of the region to identify areas of opportunity.
- Engage SNAP-Ed participants and community partners to provide input to enhance collective impact.
- Evaluate the effectiveness of the IA and make recommendations for future IA/Steering Committee partnerships.

While forming this Steering Committee will take some time and could require some outside facilitation, it is critical that this be the shared vision of the IA and the contractors. The immediate need to put forward a successful proposal quickly dictates that some of the goals may be more long term, but the inclusion of this model of shared leadership in the proposal is imperative.

- **Department of Health (DOH):** SNAP-Ed DOH state staff will continue to work closely with other DOH nutrition and active living programs (FINI, WIC, Healthy Communities, Chronic Disease Prevention, Healthy Starts and Transitions, and Farmers Market Nutrition Program). We meet monthly within the division to coordinate activities, align programming, prevent duplication, identify gaps in services, and provide consistent nutrition and physical activity messaging.
- **Health Care:** We collaborate with other DOH programs (Access to Care, Rural Health, and Chronic Disease Prevention) and State agencies (Health Care Authority and Department of Social and Health Services) for the Health Outcome project. The DOH programs and State agencies have supported this project by providing data, expertise, connections with key medical providers, and opportunities to collaborate with perinatal advisory groups focused on quality improvements.
- **Farmers Markets:** We partner with the Washington State Farmer's Market Association, WIC Farmers Market Nutrition Program (FMNP), Senior Farmers Market Nutrition Program, and the Food Insecurity Nutrition Incentive (FINI) Farmers Market Initiatives by:
 - Aligning activities: We meet regularly to understand what services are being provided, to whom, and where. This alignment helps prevent duplication, stretches FMNP's limited funds, and allows us to build on each other's work.
 - Improving low-income participant benefits: Our partnership discusses how low-income participants can best bundle their SNAP and WIC vouchers to obtain the greatest food benefit.
 - Evaluating data and outcomes: SNAP-Ed developed a farmer's market evaluation advisory group to discuss data collection and outcome measurements. We are

collaborating with WIC FMNP team and learning from their electronic farmer's market data tracking system.

- **Food Banks:** We work in partnership with the Washington State Food Coalition, Washington State Department of Agriculture (WSDA), Northwest Harvest, WSU, and Food Lifeline to improve Washington State's food banks and pantries by:
 - Identifying and implementing state strategies to increase healthy foods within food banking system.
 - Improving local capacity to obtain, store, and distribute healthy foods. WSDA is facilitating a leader's workgroup to address these issues of capacity and Thurston County Food Bank in region 5 is one of the many leaders working to move this issue forward.
 - Providing technical assistance so, more pantries incorporate best practices that improve access and appeal of healthy foods.
 - Evaluating local improvement and/ or changes within the state. WSDA and Washington Food Coalition are working to screen all food banks and pantries to set a baseline of healthy foods distributed. SNAP-Ed is piloting food bank environmental scans and working with hunger leaders mentioned above to gather input and review results.
- **Retail:** We are striving to build stronger relationships with regional and state retailers to help improve access and appeal of healthy foods.
 - We collaborate with WIC and Healthy Communities to learn more about the retail environment and share retail activities. WIC has a wealth of information and knowledge working with regional and local retails, long-standing retail relationships, and experience with training and monitoring retailers. Healthy Communities is developing and managing FINI retail activities with Safeway and healthy corner store initiatives.

Together we are all collaborating to:

- Ensure common understanding of WIC and SNAP federal rules within retail.
- Ensure we are all using best practices when implementing direct education and developing PSE changes within large retail environments that include point of purchase prompts, healthy checkout lanes, changes in price points, and bundling of healthy food items.
- We work with the Office of Superintendent of Public Instruction (OSPI) to understand major food distribution systems among schools and Child and Adult Care Food Program (CACFP) providers. This helps us understand barriers in obtaining healthy foods and decision points where we can influence access to healthy foods.
- **Physical Activity:** Healthy Communities (HC) takes a lead role to improve physical activity environments and policies within Washington State. In SNAP-Ed, we are learning from, aligning with, and starting to build on their efforts.
 - Work on street-scale and community-scale design policies.

- HC will work with OPSI to review and revise physical activity standards and policies within schools. SNAP-Ed will align and work with HC to promote stronger policies within qualified schools.
- We are collaborating with DEL, OSPI, and HC on childcare policies and supporting providers to overcome barriers and implement changes.

HC and SNAP-Ed will collaborate to create additional opportunities for physical activity within communities (walking groups, facility use agreements, and increased # minutes children are active within school hours etc.).

ⁱ Washington State Department of Social and Health Services (DSHS) Briefing Book on Basic Food Program Participation and Eligibility 2016.

ⁱⁱ Washington Behavioral Risk Factor Surveillance System 2013-2015

ⁱⁱⁱ Healthy Youth Survey 2016 <https://www.askhys.net/FactSheets>

^{iv} DOH PCH Assessment GIS mapping and Assessment of SNAP-Ed locations 2016

^v King County Community Health Needs Assessment 2015/2016.

^{vi} Pierce County Community Health Improvement Plan 2014

2. DOH FFY18-20 Project Summary Region 4

Project Title: Youth – K to 12th Grade Programming

a. Related State Objectives

By September 2020, participants will improve

<input checked="" type="checkbox"/> Dietary Quality	<input checked="" type="checkbox"/> Food Resource Management
<input checked="" type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Policy and Environmental Strategies

b. Audience

Youth programming focuses on school age youth as the primary audience. In addition, programming will engage and support parents/caregivers, teachers, and other key adults as youth role models and as supporters of local PSE change. Eligibility for youth project sites include:

- School based - 50% or more FRL, or Community Eligibility
- Poverty based - 50% or more below 185% FPL via agency data or census tract
- Income based - Participant on another qualified income-based program

Age		Gender		Race/Ethnicity		Language Spoken	
5%	< 5 yrs.	54%	Female	.5%	American Indian or Alaskan Native	90%	English
85%	5-17 yrs.			6%	Asian	10%	Spanish
10%	18-59 yrs.	46%	Male	6%	Black or African American	0%	Other
0%	60+ yrs.			1%	Native Hawaiian or Pacific Islander		
				76%	White		
				15%	Hispanic or Latino		

c. Food and Activity Environments

- **South King County**
 - Residents living in South King County have the lowest average income in the county overall, earning up to 62% less than their counterparts in the most affluent parts of the county. In these zip codes, residents have a lower life expectancy of 8 years.
 - School sites selected for programming indicate that on average 72% of youth are qualified for free and reduced meals.
- **Eastside Pierce County**
 - 13% of residents had incomes below the federal poverty level.
 - 31% of residents live in or below 200% of the federal poverty level.
 - School sites selected for programming indicate that on average 80% of youth are qualified for free and reduced meals.

- **2016 Healthy Youth Survey:**

- King County

- 78% of youth eat less than five servings of fruits and vegetables daily.
 - 85% of youth did not meet physical activity recommendations and 88% did not participate in physical education (PE) daily.
 - 72% drank sweetened beverages in the last week outside of school.
 - 58% of youth ate chips or snack foods at school.
 - 55% watch 3 or more hours of screen time daily.
 - 34% did not eat breakfast yesterday.

- Pierce County

- 81% of youth ate less than 5 fruits/vegetables (F&V's) daily
 - 82% did not meet Physical Activity (PA) recommendations and 72% did not participate in Physical Education (PE) daily.
 - 79% drank sweetened beverages outside of school
 - 61% of youth ate chips or snack foods at school
 - 61% watch 3+ hours of screen time a day
 - 45% did not eat breakfast yesterday
 - 42% does not usually eat dinner with family
 - 30% are overweight or obese, which is an increase from 2014 (27%)

There are many barriers youth face when making healthy food and active living choices. Some of these barriers in Region 4 include:

- Access to healthy food; despite being very urban counties, there are several food deserts or food swamps identified within both King and Pierce County.
- Lack of knowledge and skills; service providers, partners, and youth report a lack of knowledge and skills in making and selecting healthy options.
- Lack of appeal for healthy options; many healthy options are not familiar to youth or are not offered in a ways that are appealing to them.
- Practices in place that don't support healthy choices; many institutions lack policies that support a healthy eating environment and enforce the inclusion of healthy options for gatherings, celebrations, fundraising, and vending.
- Lack of access to activity facilities such as YMCA, Boys & Girls Club (semi-rural areas of Bethel School District);
- High apartment dwelling and low-income housing with a lack of outdoor play areas (i.e. Clover Park School District);
- Lack of sidewalks and safe, centrally located green spaces or parks in unincorporated Parkland and Spanaway (i.e. Franklin Pierce School District).
- Access to opportunities for recreational physical activity; lack of dedicated public space and concerns over safety support sedentary behavior.

d. Project Description for Educational Strategies

Using the results of local and regional needs assessments, this plan targets SNAP-Ed eligible youth in the places they live, learn, eat and play. Schools are an important environment for supporting and promoting the health and well-being of youth. We know youth spend half of their waking hours in school, consume half of their daily calories there, and it is an opportune environment to create and support behavior change. Over the next three years will develop and implement youth centered direct education that includes the following processes:

Year 1:

- Formative evaluation of participants, partners, and environments.
- Finalize curriculum selection and educational needs at each site.
- Train staff in selected curriculum and educational interventions.
- Implement direct education.
- Conduct process and short term outcome evaluation.

Year 2:

- Review year one evaluation and incorporate changes into direct education programming.
- Continue to implement direct education.
- Continue process evaluation and look at medium term outcome evaluation.
- Develop direct education sustainability plan.
- Ensure direct education builds on and ties into any PSE strategies.

Year 3:

- Review evaluation from year two and implementation changes within direct education.
 - Evaluation - process and outcome (medium and long term).
 - Implementation sustainability plan.
- **Class Series** - All class series use evidence based FNS and state approved curriculum. All direct education sessions will be delivered with fidelity unless a state/FNS exception has been granted. Behaviorally focused programming and reinforcement activities will also be targeted to parents/caregivers, family members, and school staff.
 - Elementary school programming includes 5 to 9 classes per series, focuses on MyPlate and food groups, food tastings, gardening, and active living.
 - Middle school programming includes 6 to 10 classes per series on average and will focus on MyPlate, beverage choice, snacks, cooking skills, goal setting, and active living.
 - High school programming includes 4 to 10 classes per series on average and will focus on beverage choice, snacks, cooking skills, goal setting, and active living.

- **One-Time Events** - Educators will provide events/opportunities to engage school administrators, teachers, parents, and youth. One-time events will not only help reinforce nutrition and active living messages taught within the class series, but work to engage everyone involved in behavior change, and link families to additional resources and program PSE. Some examples of one-time events include:
 - *Family Nights:*
 - *Family Cook Together Nights:* Family event in which youth select recipes to teach cooking lessons to their families with the purpose of increasing parent engagement and increasing healthy choices at home.
 - *Farmers Market Nights:* Family and community events in which students and families “shop” at interactive market booths created with produce donations from a local market.
 - *Provide Farm Fresh Food Demos* on easy to prepare meals/snacks and how community members can participate at community farms. One-time events will take place at Rainier Vista and South Park community food banks, Sand Point’s Lowry community center, and at health clinic partner sites.
 - *Physical Activity*
 - ✓ Family events in which students, parents, and caregivers rotate through stations that both promote and share the benefits of being physically active as well as having the opportunity to participate in active, playful experiences together.
 - ✓ Support of family events with a PA focus: Provide direct/indirect education for staff and families on topics like balance of food energy vs. physical activity and hydration. Incorporate active learning games with a nutrition focus such as MyPlate Relay or food group bean bag toss.”
 - *Healthy Celebration Events:* School-wide health promotions with the purpose of improving the school environment to allow for healthy choices. Past examples include Healthy Heart Day, Healthy Halloween, and A Taste of Leschi.
 - *Breakfast Promotions:* School-wide health promotions with the purpose of increasing the number of students who eat breakfast five days per week.
 - *Lunchroom Demos and Single Events:*
 - SNAP-Ed staff will assist nutrition services in planning and implementing single events in the cafeteria and classroom (in conjunction with series lessons) to taste, evaluate and promote new menu items as well as alternative preparation methods for the fresh fruit and vegetable snack program.
 - Student Nutrition Council and SNAP-Ed staff to lead lunchtime demonstrations to raise awareness about healthy beverage choices and reduce consumption of sweetened beverages.

- **Reinforcing Messages** - All projects will use reinforcing educational methods to promote healthy behaviors and emphasize what is provided within a class series. Examples of reinforcing activities include the following:
 - *Posters, bulletin boards*, and other visuals that support healthy eating and active living messages within program sites.
 - *Print* and electronic newsletters distributed to participants and partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.
 - *Resources* to support and promote healthy eating and active living in the community including: free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes will be included on website and Facebook pages.
- **Key Educational Messages:**
 - Majority of regional messaging is around:
 - MyPlate food groups and portions for a healthy eating pattern
 - Increase fruit and vegetables
 - Increase lean protein and whole grains
 - Reduce sweetened beverages
 - Increase physical activity and reduce sedentary behavior
 - Other topics touched on:
 - Food preparation/cooking
 - Increase water consumption
 - Increase breakfast
 - Locally produced foods and farm to school

County	Project/ Contractor	Location					# One-time events	# Class series	Direct Education	
		Elementary	Middle School	High School	After school	Summer Program			Reach*	SNAP Eligible Reach*
King	Solid Ground	x			x	x	6	7	1,905	1,321
	WSU	x	x	x	x	x	24	130	2,820	2,334
Pierce	MultiCare		x		x	x	4	38	1,000	849
	WSU	x	x			x	36	147	8,550	6,322
Total*									14,275	10,824

*Estimated reach for FFY18. These numbers will be similar in FFY19 and FFY20 but may vary depending on funding and enrollment.

e. Project Description for Marketing Strategies: Not applicable for this project.

f. Evidence Based: Summary of research included in Appendix B.

g. Policy, Systems, and Environmental Changes

All projects are using reinforcing education methods to promote healthy behaviors and emphasis what is provided within a class series:

- Posters, bulletin boards, and other visuals that support healthy eating and active living messages will be posted in program sites.
- Resources to support and promote healthy eating and being active living in the community including: free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes will be included on website and Facebook pages.
- Print and electronic newsletters distributed to class participants, families, and partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.

PSE change is often unique to different communities and settings; success requires the following: a thorough and thoughtful assessment, community support, and strong partnerships (SNAP-Ed contractor, school staff, youth, parents and other community partners).

All SNAP-Ed local agencies will use assessment tools (i.e. Smarter Lunchroom, walkability, and School Health Index) to establish baseline and provide consistent assessment and evaluation on youth activities. Based on the completed assessments, local SNAP-Ed agencies will work with youth, school staff, and community members to select and implement a minimum of two PSE strategies.

Year 1:

- Staff PSE assessment training completed
- PSE assessments conducted and baseline established
- Community engagement and partnership developed
- Prioritize PSE

Year 2:

- Site-based PSE implemented
- PSE builds on and links with direct education
- Continue partnership development and capacity building
- Process evaluation
- Sustainability planning

Year 3:

- PSE – build on and full implementation
- Partnership
- Evaluate or document outcomes
- Sustainability plan implemented

The table below includes a list of Region 4 PSE strategies and interventions.

PSE Strategies and Interventions	King		Pierce	
	WSU	Solid Ground	MultiCare	WSU
Nutrition				
<ul style="list-style-type: none"> • Increase Access of Healthy Foods and Beverages <ul style="list-style-type: none"> ○ <i>Assessment and environmental scan</i> 	x	x	x	x
<ul style="list-style-type: none"> ○ <i>Backpack program</i> – Improve healthier options provided 	x	x		
<ul style="list-style-type: none"> ○ <i>Farm to School (FTS):</i> <ul style="list-style-type: none"> ▪ Expand awareness and participation ▪ Improve/increase district procurement 	x	x		x
<ul style="list-style-type: none"> ○ <i>Farmers Markets</i> – <ul style="list-style-type: none"> ▪ Partner with the Farmers Markets to implement and promote third party incentives. ▪ Promote and link families and youth to markets. ▪ Youth passport program 	x	x	x	
<ul style="list-style-type: none"> ○ <i>Gardens</i> - Promote and help to implement school gardens and integrate produce into cafeteria and classroom tastings. 	x	x		x
<ul style="list-style-type: none"> ○ <i>School Food - System changes to improve access in food programs (breakfast, lunch, and summer)</i> 	x	x		x
<ul style="list-style-type: none"> • Increase Appeal of Healthy Foods and Beverages <ul style="list-style-type: none"> ○ <i>Assessment and environmental scan</i> 	x	x	x	x
<ul style="list-style-type: none"> ○ <i>Backpack program</i> – Promote and improve appeal of programming with youth 	x	x		
<ul style="list-style-type: none"> ○ <i>Breakfast</i> – Incorporate and actively engage youth in eating breakfast 	x	x	x	x
<ul style="list-style-type: none"> ○ <i>Smarter Lunchroom</i> - Work with Nutrition Services Directors to identify opportunities and make improvements to cafeterias and lunchrooms. <ul style="list-style-type: none"> ▪ Placement of healthier food choices ▪ Grab’n Go options ▪ Salad bar and entrée signage ▪ Campaigns and school wide tastings of new menu/meal offerings ▪ F&V tastings from school gardens ▪ Student generated signage, posters, and PSA’s ▪ Menus with nutrition information 	x	x		x

PSE Strategies and Interventions	King		Pierce	
	WSU	Solid Ground	MultiCare	WSU
○ <i>Fresh Fruit and Vegetable program</i> - Implement and promote the Fresh Fruit and Vegetable program	x			x
○ <i>Farm to School (FTS):</i> <ul style="list-style-type: none"> Harvest of the Month Local and district farm tours to highlight and feature successful FTS efforts Develop parent advocates to influence policy development and changes 	x	x		x
○ <i>Gardens</i> - Integration of school gardens into classroom lessons.	x	x		x
○ <i>Marketing Healthy Choices</i> – Incorporate positive messages within school/classroom environments. Work to remove any unhealthy messaging.	x	x	x	x
Physical Activity				
<ul style="list-style-type: none"> Increase physical activity access and outreach <ul style="list-style-type: none"> <i>Assessment of school environment</i> for policy, system, and environmental changes to support physical activity 	x	x	x	x
<ul style="list-style-type: none"> <i>Physical activity opportunities</i> before, during and after school <ul style="list-style-type: none"> Classroom physical activity breaks Gather community partners and promote family and youth physical activity opportunities Garden club Running club 	x	x	x	x
○ <i>Shared use agreements</i>	x			
○ <i>Sports</i> - Partner with family medicine in hosting free physicals to youth in support of after school sports			x	
• Implement educational standards for physical activity			x	
<ul style="list-style-type: none"> Implement quality physical education and physical activity <ul style="list-style-type: none"> Work with school district health and wellness leaders and public health staff. <ul style="list-style-type: none"> Expand PA opportunities Train teachers and community members 	x		x	

PSE Strategies and Interventions	King		Pierce	
	WSU	Solid Ground	MultiCare	WSU
<ul style="list-style-type: none"> Promote Comprehensive School Physical Activity Plans (CSPAP). 				
Sustainability				
<ul style="list-style-type: none"> Develop Sustainability Plans 	X	X	X	X
<ul style="list-style-type: none"> Establish school wellness policies, plans, and committees <ul style="list-style-type: none"> <i>Wellness Committees</i> – Formation of committees, with students included, to determine and implement building level policies that support healthy food choices and physical activity. Districtwide wellness policies 	X	X	X	X
<ul style="list-style-type: none"> Train the Trainer <ul style="list-style-type: none"> Train teachers, food service, and P.E. staff to on the value and impact of good nutrition and active living among youth. Train teachers, food service, and P.E. staff to deliver nutrition education. 	X	X		X
<ul style="list-style-type: none"> Champions for Change – Parents, teachers, and partners 	X	X	X	X
<ul style="list-style-type: none"> Coalitions 	X	X		X

County	Project/ Contractor	Location					PSE Reach	
		Elementary	Middle School	High School	After school	Summer Program	Reach*	SNAP Eligible Reach*
King	Solid Ground	X			X	X	1,472	1,059
	WSU	X	X	X	X	X	3,700	2,664
Pierce	MultiCare		X		X	X	3,387	2,710
	WSU	X	X			X	10,182	8,146
Total*							18,741	14,579

*PSE listed within the healthy cities/community and adult project summaries will influence and impact youth through their parents and communities. We have chosen some high need communities to work with over the next three years. All projects are building on and interactive to create a strong multilevel approach and create collect impact.

- h. Use of Existing Educational Materials** - State approved curriculum listed in the FFY18-20 plan may be used depending on target audience needs. For now here are the following curriculum region 4 intends to use.

Curriculum Title	Source	Grade	Languages Taught	Agency (# of sites) using Curriculum
CHFFF: Choose Health, Food, Fun & Fitness (3 rd -5 th)	Cornell	ES	E	King WSU (5), Pierce WSU(6)
Growing Healthy Habits (K-5 th)	U of Maryland Extension	ES	E	Pierce WSU(7)
Kids in the Kitchen (1st-5th)	Missouri Extension	ES	E	King WSU (5), Pierce WSU(2)
Pick a Better Snack and Act (K-3rd)	Iowa Dept. of Public Health	ES	E	King WSU (2)
Read for Health (1-2 grade)	WSU Extension	ES	E	King WSU (5)
Cooking Matters	Share Our Strength	ES, MS	E	Solid Ground (5)
CATCH (6th to 8th)		MS	E	MultiCare(1)
CHFFF: Choose Health, Food, Fun & Fitness (6th grade)	Cornell	MS	E	King WSU (5), Pierce WSU(6)
Exercise Your Options (6th to 8th)	California Dairy Council	MS	E	MultiCare (1)
Kids in the Kitchen (6th-8th)	Missouri Extension	MS	E	Pierce WSU(2)
Plan , Shop , Save , Cook	UC Davis	HS	E	King WSU (2) MultiCare(1)

MS- Middle school; HS- High school; ES- Elementary School; E- English; S-Spanish

Development of new education materials and/or purchased materials - The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

i. Key Performance Measures/Indicators

	Goals		
	Year 1	Year 2	Year 3
Direct Education			
Focus groups conducted with youth and staff to determine need(s) for direct education (barriers, what they value, interest, timing)	80%	100%	---
Direct education selected using results from focus groups program evaluations	90%	100%	100%
Projected direct education class series reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Establish/maintain relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Steps and barriers identified to implement PSE strategies	60%	80%	100%
Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
Increase in the # of participants reached through PSE and social marketing	---	80%	100%

3. Evaluations Plans

- a. **Name:** All state and local youth projects are required to provide evaluation
- b. **Type:** Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:**

Formative	How data collected
What is the baseline of the population we are reaching?	Pre survey data from previous and current year.
What does youth value when looking thinking about food choices (food, beverages, and snack selection) and active living? What are their barriers?	Focus groups and key informant interview
What is the population's input on methods and messages for education?	Focus groups
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment where youth learn, study and play?	
What PSE strategies were identified in the places where youth learn, study and play?	Environmental scans

Process	How data collected
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do youth enjoy SNAP-Ed classes?	Participation satisfaction survey
Do staff and parents of youth have positive feedback from SNAP-Ed programming?	Family and staff satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review

Outcome	How data collected
How does participation in SNAP-Ed classes affect healthy behaviors?	
Short Term	ST1: MyPlate Knowledge
	ST2: Shopping Knowledge and Intentions
	ST3: Physical Activity Goals
Medium Term	MT1: MyPlate Behaviors
	MT2: Shopping Behaviors
	MT3: Physical Activity Behaviors
Long Term	LT2: Fruits/Vegetables
	LT4: Dairy
	LT5: Non-Dairy Beverages

	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/post tests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

Portions of this work have been evaluated in prior years, but not within this regional model or within a multi-year approach.

4. Coordination Efforts

Local coordination will occur with the following groups:

- **School administrator and other key school staff**

- School principals and teachers: SNAP-Ed works closely with school administrators and teachers when determining which nutrition and active living interventions and PSE strategies can be implemented in the schools. Having buy in from key schools leaders is critical when trying to implement changes and create sustainability.
- District nutrition and school food service staff - Collaborate on school wide tastings to promote new menu offerings, implementation of Smarter Lunchroom strategies and promotion of farm to school efforts.
- Horticulture teachers: 1) Mentor elementary youth in their school gardens by coordinating opportunities for them to instruct basic planting techniques and teach about F&V's, their nutrients and healthy benefits; 2) To start F&V seedlings for a variety of partner groups and schools with gardens & include instructional signage with nutritional information at the garden site; 3) To help coordinate distribution of their summer school garden produce with FP's and promote the consumption of these healthy foods with on-site food demonstrations, recipes and nutritional information.

- **School health, wellness, and/or other relevant advisory groups**

- Seattle Public Schools Wellness Advisory Group - SNAP-Ed staff will coordinate with district Wellness Policy advisory groups to provide input on policy development as well as helping to strategize for policy implementation.


- **Coalitions**

- *Healthy King County Coalition (HKCC) and Healthy Eating workgroup:*
A Partnership to Improve Community Health (PICH) grant funded organization that focuses on health equity, primarily in South King County. The HKCC is made up of community members and other community based organizations. The goals of the group are to: a) empower community members from the areas facing the greatest health inequities to engage socially and politically as agents of change, and b) reduce health disparities experienced by low-income and diverse individuals by increasing access to healthy foods and physical activity and reducing rates of smoking and substance use. The Healthy Eating Workgroup of the HKCC focuses specifically on improving access to healthy food and creating opportunities for local communities to engage in this effort.
- *The Healthy Auburn Taskforce (HATF):* The HATF is coalition of community organizations that includes the YMCA, MultiCare, Valley Medical, Hope Heart Institute, The Childhood Obesity Prevention Coalition, Orion Industries, Futurewise, City of Auburn, Auburn Public Schools, Auburn Farmers' Market, King County Public Health, Mosby Farms, and HealthPoint (a non-profit, community health clinic network). *The goal of the group is to improve the health of vulnerable citizens in Auburn by increasing access to healthy foods, physical activity, and health care as well as influencing decision makers to implement policies that support these efforts. Involvement in this group allows the voice of SNAP-Ed participants to be elevated and considered in policies and community wide efforts to improve the nutrition and physical activity environment.*
- **Farm System linkages to the schools (i.e. Farm to School)**
 - *WA State Department of Agriculture* - Fosters relationships between schools and agricultural producers in Washington State. Their goal is to support expanding economic opportunities for farmers while educating students about the connections between food, farming, health, and the environment. WSDA provides information, assistance, and policy solutions for those working to supply healthy Washington-grown food and related education to youth in our State.
 - *National Farm to School Network* provides information, advocacy, and is a networking hub for communities working to bring local food sourcing and food and agriculture education into school systems and early care and education environments.
 - *Master Gardeners* are key partner in providing technical assistance and expertise in gardening and supporting direct education.
 - *Pierce Farm to School Team (FTS)* – A work group comprised of representatives from the Farm Bureau, Puyallup Watershed Initiative Agriculture Community of Interest (COI), School Garden Parent Advocates, Portland Avenue Nursery, WSDA and WSU Pierce County Extension. The group works toward increasing and further developing FTS efforts in Pierce County with education through policy briefs, presentations to district boards and councils and outreach to school district nutrition service staff.
 - *Tacoma Farmers Market*
 - ✓ FreshBucks promotion through middle schools & family events
 - ✓ Eastside FM youth activity stations (summer)
 - ✓ Establish CSA pick up locations – at schools

○ **Community Leaders**

- Pure Foods Kids Foundation, and United Way's Fuel Your Future Program – Collaborate to cross-pollinate ideas and best practices around nutrition messaging and health promotion for youth and families.
- City of Renton Community Services Division - SNAP-Ed staff collaborates with staff from this division to increase access to healthy foods at the Farmers' Market and to provide technical assistance and resources for incorporating healthy options into recreational activities sponsored by the city. SNAP-Ed staff also provides promotion and support of the Summer Feeding Program and consultation with Parks and Recreation on community garden sites and free and low-cost opportunities for physical activity for low-income residents in the city.
- Healthy schools/community grant program - Mini grant proposals are project oriented and submitted by schools, districts, and non-profit community organizations. Contributions include: 1) Assist with grant proposal review; 2) Promotion of grant opportunities to partners; 3) Share resource/materials with grant recipients that as grant administrators, TPCHD does not provide; 4) Make recommendations to grant recipients for environmental supports, wellness guidance and educational materials that help meet the nutrition and physical activity goals and objectives of their grants.

○ **Groups related to obesity prevention and hunger relief**

- Action for Healthy Kids WA State Steering Committee: In collaboration with the State Coordinator for Action for Healthy Kids (AFHK) this group focuses on state-wide efforts to improve the nutrition and physical activity environment of schools.
 - ✓ Members include: Washington Office of Superintendent of Public Instruction, Department of Health, Department of Agriculture Childhood Obesity Prevention Coalition, University of Washington Center for Public Health and Nutrition, Washington Dairy Council, SHAPE WA, Hope Heart Institute, Within Reach, Greater Seattle YMCA, Empire Foundation,  k School District, Highline School District, and Northwest Community Action Center.
 - ✓ Activities include: Assisting with trainings to promote school wellness teams and policies, promotion of state wide campaigns, and promotion and assistance with administering grants to support breakfast promotion and other school-wide wellness activities.
- Washington Childhood Obesity Prevention Coalition and WA Food Coalition
We join in important conversations and keep informed of efforts happening in our area related to nutrition, wellness, and health-related policy and advocacy efforts. We collaborate with one another to ensure learning and adoption of best practices on how to build on our respective efforts to promote nutrition education and active living.
- Healthy Food System (JHFS) Community of Interest (COI) towards efforts that develop and implement programs and policy which increase the number and types of opportunities for food production and related issues that link food systems and healthy communities. Staff

currently serve on work groups that collaborate on projects related to building skills, tools and resources to make healthy food available to all people within the watershed. Examples include: Farm to School and Institution, community and school garden contributions to local food sources/hubs, recruitment of local residents for community-based research projects and equity policy that promotes greater healthy food access.

- YMCA of Pierce & Kitsap Counties
 - ✓ After-school YMCA program running clubs (Fit for Sound to Narrows)
 - ✓ Family Health Night events
 - ✓ Physical activity technical assistance
- Pacific Lutheran University School of Nursing – They help by sending nursing students to assist health educators in direct education classes. This time is calculated as pediatric education clinical time for PLU students.

2. DOH FFY 18-20 Project Summary Region 4

Project Title: Adult and Senior Programming

a. Related State Objectives

By September 2020, participants will improve

<input checked="" type="checkbox"/> Dietary Quality	<input checked="" type="checkbox"/> Food Resource Management
<input checked="" type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Policy and Environmental Strategies

b. Audience

This project focuses on low-income adults and seniors as the primary audience. In addition, programming will engage and support family members, adult caregivers, and community members as supporters of local PSE change. Eligibility for project sites include:

- Income based - Participant on another qualified income-based program.
- Location based – CSO, food banks, food pantry, soup kitchens, public housing, and SNAP/TANF job readiness.
- Poverty based - 50% or more below 185% FPL via agency data or census tract.
- Retail - ≥\$50,000 in SNAP sales on average a month.
- Farmers Markets - Alternative methods originally approved FFY16
 - Farmers markets within two miles of a qualified census tract and accepts SNAP and/or WIC.
 - Farmers markets within two miles of a qualified census tract and does not accept SNAP or WIC, but the goal it to implement EBT.
 - Farmers markets not located within or near a qualified census tract, but it is in a remote area where there is only one market available, they have SNAP or WIC, or are working to implement EBT.
 - Farmers markets offering SNAP matching incentive programs (Per FNS call in FFY16).

Age		Gender		Race/Ethnicity		Language Spoken	
0%	< 5 yrs.	54%	Female	.5%	American Indian or Alaskan Native	90%	English
0%	5-17 yrs.			2%	Asian	10%	Spanish
50%	18-59 yrs.	46%	Male	4%	Black or African American	0%	Other
50%	60+ yrs.			1%	Native Hawaiian or Pacific Islander		
				85.5%	White		
				7%	Hispanic or Latino		

c. Food and Activity Environments

According to Washington State Department of Health County Profiles and BRFSS data, adults and seniors in King and Pierce Counties show higher than average statistics in the following health-related areas:

- Food Insecurity (Feeding America 2017)
 - 12.9% King

- 14.3% Pierce
- Poor Nutrition
 - 10% King County
 - 11% in Pierce County
- Insufficient Physical Activity
 - 67% King County
 - 56% in Pierce County

The following food and activity environments influence and impact participant decision making within Region 4:

- **Farmers Markets:** SNAP-Ed works closely with Washington State Farmers Market Association (WSFMA) and local market managers to improve access to healthy foods and increase SNAP purchases at local markets. Through this work we have made a number of positive changes within Region 4, but there is still a lot more work that needs to be done. Some common barriers within farmers markets include:
 - Not all markets accept SNAP benefits.
 - Markets may not have the quantity and/or variety of healthy foods clients are looking for.
 - Markets are not always accessible (i.e. limited days of week, hour's open, and limited transportation).
 - Participants do not realize they can use SNAP benefits at the market.
 - Participant's perception that markets are not for them.
 - Participants perceptions that healthy foods cost more at a local farmers market
 - Participants lack of awareness of how to maximize SNAP and other benefits at the market.
 - Participants limited confidence in their own ability to navigate and shop at a market.
 - Participants limited knowledge in how to purchase and/or prepare available foods in a way their families will eat them before it goes to waste.
- **Food Banks and Pantries** – While the emergency food system within King and Pierce County does a wonderful job providing food to local residents, and are currently working to increase the amount of healthy options available, there are still a number of barriers that participants face regarding healthy choices.
 - Limited healthy options in some food pantries and a need for fresh food items.
 - Unhealthy donations and pressure on food banks to accept these donations.
 - Participants lack of familiarity with healthy items available.
 - Participants limited knowledge and skill on how to prepare healthier items especially in a way their family members will eat them.
 - Staff and volunteers have limited knowledge on how to best support participants in selecting and using healthy items.
 - Food pantries do not know how to display or provide healthier items in a way that will increase selection by participants.
 - Food banks/pantries have limited storage and capacity to provide healthier items and fresh foods.

SNAP-Ed staff are working with Food Bank Coalitions to help promote healthy options using food demonstrations and tastings as well as making changes to the environment that will increase the

likelihood that clients will make healthy choices. Through a partnership with Northwest Harvest and the UW Center for Public Health Nutrition, we will provide technical assistance and support of changes to food banks to incorporate behavioral economics strategies into the service model. Participating food banks will also be creating a healthy procurement policy to ensure that donors prioritize healthy options. Each food bank participating in this program will complete an initial Healthy Food Pantry Guide scan and a work plan will be established by the team based on goals identified during the scan.

In addition, SNAP-Ed staff are developing a train-the-trainer program for food bank volunteers so they can hold recipe demonstrations and tastings outside of our capacity. Work on this project was already piloted and adjustments have been made from feedback received from participants and food bank directors.

- **Homelessness** has increased since 2013 in Washington State due to multiple factors including unaffordable housing and an increase in the cost of living. For example, King County saw a 19% increase in homelessness from 2015 to 2016. For this reason a number of participants struggle with meeting their basic needs (food and shelter) and do not have access to food storage, cooking equipment, and resources that would support healthy eating.

A 2017 point in time homeless count by Pierce County states, “not all people experiencing homelessness are sleeping outdoors, only 22% of those surveyed spent the night in tents or on the street. The vast majority of people without permanent housing are residing in an emergency shelter = 44%, transitional housing =18%, a car or an abandoned building = 16%, nearly 80% were original residents in Pierce County”.

Knowing this SNAP-Ed will be working with participants, the hunger community, and homeless and housing organization to improve food security, increase the amount of healthy food items available to this population, understand how we can best address participants basic needs within shelters and transitional housing units, and what system and/or environmental changes could support this population better.

- **Housing:** We have been working closing with public housing to improve environments and better support healthy choices where our target populations lives. Some common barriers within Region 4 include:
 - Lack of healthy food access due to restrictive individual mobility and proximity to food pantries (FP), grocery stores with healthy choices, and CSO sites for SNAP benefits.
 - Transportation is missing all together or lacking.
 - Transitory living situations that create disruptions in day to day choices and living.
 - Policies and systems don’t support healthy choices i.e. healthy vending choices, inability to garden, and limited or no space to support activity living.
 - Residents lack knowledge and skills in the following areas:
 - Shopping strategies to purchase healthier items on a tight budget and stretch food over time.
 - How to store food with limited resources and space.
 - How to prepare and cook healthy options that won’t go to waste.

- Limited green space and concerns for safety when trying to be active outside

SNAP-Ed will be working with clients, housing staff, and other key community partners to address some of the transportation issues and improve environmental supports within and around housing that impact access and appeal of healthy foods and active living.

- **Immigrants and Refugees** – King and Pierce Counties have higher rates of new immigrant and refugee populations compared to other areas of the US. These populations face a host of barriers when trying to assimilate. In meeting with International Rescue Committee (IRC) staff we have learned the following cultural differences and barriers can impact their ability to make healthy choices:
 - Cultural differences in food choices and preferences;
 - Differences in shopping models and products that are available;
 - Differences in cooking equipment and methods used here in the US;
 - Barriers around language and literacy;
 - Barriers with local transportation;
 - Limited financial resources as they are separated from family and must find work.

SNAP-Ed staff will work closely with the International Rescue Committee (IRC) New Roots Program to recruit individuals and tailor interventions that will meet the needs of this population. The IRC New Roots program works closely with food insecure communities to create sustainable systems for accessing healthy foods.

The IRC New Roots program participates in the Healthy Eating Work Group of the Healthy King County Coalition and will use that collaborative effort to explore options for maximizing programming resources for this population and integrate services wherever possible. Other member organization serving recent immigrants and refugees including Global to Local, Food Innovation Network, and Lutheran Community Services Northwest will collaborate to provide programming and resources for this population New Roots has established partnerships with many local groups to provide programming and resources for class participants.

- **Retail** – Food environments around low-income neighborhoods continue to include a higher number of fast food options, corner stores with limited or expensive healthy options, and very few low cost grocery stores within walking distance. One study in King County determined 34% of our vulnerable population could not reach a supermarket at all by foot and only 3% could reach a low income store. A large part of the issue is transportation knowing most residents don't drive and buses are not always a good option. In parts of rural King and Pierce Counties public transportation is not available.

SNAP-Ed will work with communities and local retailers on increasing access and appeal of healthy options. We will improve promotion, placement, pricing of health foods when possible. We will also support participants in their understanding of how to navigate this food system and how to choose healthy options they can afford and their families will eat.

- **Women's Health Care** – Washington State birth certificate data has shown women on average gain more weight than recommended during pregnancy and retain the weight past six month postpartum. Forty percent (40%) of normal weight women, fifty four percent (54%) of overweight women, and sixty two percent (62%) of obese women gained excessive weight during pregnancy. Research and state data have shown excessive weight gain during pregnancy increases the risk of hypertension and gestation diabetes during the pregnancy, infants born too small or too big, postpartum weight retention, and long term risk of maternal obesity and chronic disease.

Medical providers can play an important role in healthy weight by raising the topic, normalizing the conversation about weight, tracking BMI over time, identifying patients who would benefit from early intervention, and promoting healthy behaviors. However, medical providers who know the importance of healthy weight do not always feel prepared or confident in talking with patients. From provider surveys, only 46% of physicians felt successful in talking with patients about weight and obesity related issues. Research shows medical providers report feeling more confident and more effective in counseling patients when resources and counseling tools are available to help guide conversations.

For these reason, Pierce County is partnering with medical providers to build confidence, normalize the conversation about healthy weight, develop tools, implement wellness classes, and improve environments that support women in achieving healthy weights.

d. Project Description for Educational Strategies

Using the results from our regional and local needs assessments, this plan targets SNAP-Ed eligible adults and seniors where they live, learn, eat and shop. Nutrition and active living educational strategies will address many of the identified barriers above and give participants the chance to practice new skills on-site, at home & where they obtain food. Over the next three years we will implement client centered adult educational strategies that includes the following steps:

Year 1:

- Formative evaluation of participants, partners, and environments.
- Finalize curriculum selection and educational needs at each site.
- Train staff in selected curriculum and educational interventions.
- Implement direct education.
- Conduct process and short term outcome evaluation.

Year 2:

- Review year one evaluation and incorporate changes into direct education programming.
- Continue to implement direct education.
- Continue process evaluation and look at medium term outcome evaluation.
- Develop direct education sustainability plan.
- Ensure direct education builds on and ties into any PSE strategies.

Year 3:

- Review evaluation from year two and implementation changes within direct education.
- Evaluation - process and outcome (medium and long term).
- Implementation sustainability plan.

- **Class Series** - All class series will use evidence based and FNS approved curriculum. All direct education class series will be delivered with fidelity unless a state/FNS exception has been granted.
 - *Adult* programming includes 4 to 9 lessons per class series. Lessons will focus on healthy lifestyle choices, food resource management, cooking skills, active living, and in some cases healthy weight.
 - *Senior* programming includes 4 to 9 lessons per class series. Lessons will focus on active living, food resource management, eating more fruits and veggies, and healthy choices.
- **One-Time Events** – We will reinforce and build on nutrition and active living messages taught within the class series, recruit participant’s that are not currently enrolled in classes, and link participant’s to important resources in their communities. Below are some examples of one-time events:
 - *Cooking/Food demos* – These events will focus on increasing familiarity and comfort with healthier options at various locations (i.e. Food bank/pantry, retail, and farmers markets). They will also allow participant’s to understand how foods can be prepared and an opportunity to ask questions and taste items.
 - *Farmers market tours* - Hold tours or field trips to farmers markets with SNAP-Ed eligible clients from partner agencies. Tours will include a ‘meet the farmer’ experience, tasting of products, a step-by-step orientation to the EBT/incentive process, an extra incentive provided by the market manager to use at their next visit, and take-home information about the importance of healthy eating and active living.
 - *Grocery store tours* that teach adults how to find whole grains, buy fruits and vegetables on a tight budget, compare unit prices, and read food labels. These tours also serve the purpose of recruiting participants into our direct education class series. In some cases, participants will receive a gift card or coupon (not paid for by SNAP-Ed) to participate in a shopping activity where they must purchase a healthy meal for four using MyPlate standards for \$10 or less. This exercise challenges the assumption that eating healthy is more expensive while also showing participants the difference between spending \$10 at the grocery store versus \$10 at a fast food establishment.
 - *Mobile Foodbank Events* - In partnership with the Food Lifeline single events will be delivered monthly to encourage clients to take and use healthier options. Mobile food banks will visit low-income housing sites.
- **Reinforcing Messages** - All projects will use reinforcing educational methods to promote healthy behaviors and emphasize what is provided within a class series. Examples of reinforcing activities include the following:
 - Posters, bulletin boards, and other visuals that support healthy eating and active living messages within program sites.

- Print and electronic newsletters distributed to participants and partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.
- Resources to support and promote healthy eating and active living in the community including: free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes will be included on website and Facebook pages.
- **Key Educational Messages:**
 - The majority of adult messaging is around:
 - MyPlate food groups and portions for a healthy eating pattern
 - Food shopping and resource management
 - Food preparation/cooking
 - Increase physical activity and reduce sedentary behavior
 - Healthy weight
 - Other topics touched on briefly:
 - Increase water consumption
 - Increase fruit and vegetables
 - Increase lean protein and whole grains
 - Reduce sweetened beverages
 - Increase breakfast
 - Reduce food insecurity

County	Project/ Contractor	Location							# One-Time Events	# Class Series	Direct Education	
		Housing	Community Center	Health Centers/Clinic	Food Bank/Pantry	Job Training /TANF	Retail	Farmers Market			Reach *	SNAP Eligible Reach*
King	Solid Ground	x	x	x	x	x	x		5	34	830	664
	WSU	x			x	x	x	x	74	12	2,606	2,215
Pierce	MultiCare (Health Outcomes)			x			x	x	4	19	315	218
	WSU	x	x		x		x		102	23	3,862	3,845
Total *											7,613	6,942

**Estimated reach for FFY18. These number will be similar in FFY19 and FFY20 but may vary depending on funding and enrollment.*

e. Project Description for Marketing Strategies: Not applicable for this project

f. Evidence Based: Summary of research included in Appendix B.

g. Policy, Systems, and Environmental (PSE) Changes

PSE change is unique to different communities and settings; success requires the following: a thorough and thoughtful needs assessment, community support, partnership engagement, relationship development, and leadership, and sustainability planning.

All SNAP-Ed local agencies will use assessment tools (i.e. walkability, food pantry, and retail environmental scans) to establish PSE baseline and provide consistent assessment and program evaluation. Based on the completed assessments, local SNAP-Ed agencies will work with participants, partners, and community members to select and implement a minimum of two PSE strategies.

Year 1:

- Staff PSE assessment training completed
- PSE assessments conducted and baseline established
- Community engagement and partnership developed
- Prioritize PSE

Year 2:

- Site-based PSE implemented
- PSE builds on and links with direct education
- Continue partnership development and capacity building
- Process evaluation
- Sustainability planning

Year 3:

- PSE – build on and full implementation
- Partnership
- Evaluate or document outcomes
- Sustainability plan implemented

The table below includes a list of Region 4 PSE strategies and interventions.

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
Nutrition						
• Increase Access to Healthy Foods and Beverages	x	x	x	x	x	x
○ <i>Assessment of environments</i> – housing, retail, food bank/pantry, and farmers markets	x	x	x	x	x	x
○ <i>Breastfeeding</i> – Evaluate available resources within the Healthcare system and community. Begin meeting with coalitions, WIC and other groups as				x		

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
appropriate. Formulate outreach plan/goals.						
○ <i>Community Gardens</i>		X	X			X
○ <i>Farmers Markets</i> <ul style="list-style-type: none"> ▪ Increase EBT ▪ Third part incentives (FreshBucks and FINI) ▪ System changes to support transportation to the markets ▪ Increase the amount of healthy items offered 	X	X	X	X		X
● <i>Food Banks and Pantries</i> <ul style="list-style-type: none"> ▪ Healthy procurement policy ▪ Healthy donations ▪ Farm and garden foods to food pantry 	X	X	X			X
● <i>Retail and Corner Store</i> <ul style="list-style-type: none"> ▪ Third part incentive for fruit and veggies ▪ Corners store - procurement of healthy options ▪ Corner store accepts EBT and WIC 	X				X	
● <i>Housing</i> <ul style="list-style-type: none"> ▪ Deliver produce (i.e. CSA) ▪ Healthy food choices at on-site mini stores ▪ Mobile Foodbank ▪ Good food bags 			X			X
● <i>Immigrants and Refugees</i> – System changes to help connect these populations to and understand local food systems and resources	X		X			
● <i>Medical provider</i> <ul style="list-style-type: none"> ▪ Food insecurity screening ▪ Rx for fruits and veggies 	X			X		
● Increase Appeal of Healthy Foods and Beverages	X	X	X	X	X	X
● <i>Comprehensive assessment of the environment</i> (housing, retail, food bank, and farmers markets)	X	X	X		X	X
● <i>Community kitchens and Co-Op cooking</i> through policy and system changes					X	X
● <i>Farmers Markets</i>		X	X			X

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
<ul style="list-style-type: none"> Behavior economics Ambassadors Kids passport program 						
<ul style="list-style-type: none"> Food Bank and Pantries <ul style="list-style-type: none"> Behavioral economics 	X	X	X			X
<ul style="list-style-type: none"> Medical provider – prompts 				X		
<ul style="list-style-type: none"> Retail: <ul style="list-style-type: none"> Behavioral economics 	X	X			X	
Physical Activity						
<ul style="list-style-type: none"> Increase Access and Appeal to Physical Activity 	X	X	X	X		X
<ul style="list-style-type: none"> Physical activity prompts in housing and at medical providers 	X	X	X			X
<ul style="list-style-type: none"> Gardening, walking and running clubs supported with system and policy changes 	X	X	X	X		X
Sustainability						
<ul style="list-style-type: none"> Train the Trainer -Partner staff and volunteers 			X			X
<ul style="list-style-type: none"> Champions for Change 	X			X	X	X
<ul style="list-style-type: none"> Community Health Workers - Capacity and training 					X	
<ul style="list-style-type: none"> Coalitions <ul style="list-style-type: none"> Healthy King County Coalition Healthy Auburn Taskforce Puyallup Watershed Initiative Food Bank 	X	X	X	X	X	X

County	Project/ Contractor	Location							PSE Reach	
		Housing	Community Center	Health Centers/clinic	Food Bank/Pantry	Job Training /TANF	Retail	Farmers Market	Reach*	SNAP Eligible Reach*
King	Solid Ground	X	X	X	X	X	X	X	15,640	12,512
	WSU	X	X	X	X	X		X	4,540	3,950
Pierce	MultiCare - Health Outcomes		X		X	X	X	X	3,550	3,018
	WSU	X	X		X	X		X	5,055	5,450
Total*									28,785	24,930

*PSE listed within the healthy cities/community and youth project summaries will influence and impact adults behaviors through their children and community environmental changes. We have chosen some high need communities to work with over the next three years. All projects are building on and interactive to create a strong multilevel approach and create collect impact.

- h. Use of Existing Educational Materials** - State approved curriculum listed in the FFY18-20 plan may be used depending on target audience needs. For now here are the following curriculum Region 4 intends to use.

Curriculum Title	Source	Audience	Languages Taught	Agency and (# of sites) using Curriculum
Cooking Matters – Adult and Family	Share Our Strength	A,S	E,S	Solid Ground (30)
Cooking Matters – Once time events in the store, in the community, and food pantry	Share Our Strength	A,S	E,S	Solid Ground (10), WSU King (9), MultiCare (1), WSU Pierce (6)
Eating Smart, Being Active	Colorado State U	A,S	E, S	WSU King (2), WSU Pierce (6)
Eat Smart, Live Strong	USDA	S	E	WSU Pierce (1)
Energize Your Life! Gardening for a Healthier You	WSU	A, S	E	WSU Pierce (6)
Plan, Shop, Save, Cook	UC Davis	A,S	E, S	WSU King (6), MultiCare (2), WSU Pierce (11)

A-Adult, S-Seniors; E- English; S-Spanish

- Development of new education materials and/or purchased materials** - The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

i. Key Performance Measures/Indicators

	Goals		
	Year 1	Year 2	Year 3
Direct Education			
Focus groups conducted with adults, staff, and community partners to determine need(s) for direct education	80%	100%	---
Direct education revised using results from focus groups and prior program evaluations	90%	100%	100%
Projected direct education class series reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Potential steps and barriers identified to implement PSE strategies	60%	80%	100%
Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased	---	80%	100%

3. Evaluations Plans

- a. **Name:** All state and local adult projects are required to provide evaluation
- b. **Type:** Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:**

Formative	How data collected
What is the baseline of the population we are reaching?	Pre survey data from previous years and pre-test from current year
What does the population need and value? What input does the target population have regarding educational methods and messages?	Focus groups, key informant interviews
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment?	
What PSE strategies were identified in the places where adults live, shop eat and learn?	Environmental scans
What priorities are important to the community and partners?	Focus groups, key informant interviews

Process	How data collected
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do partners and participants have positive feedback from SNAP-Ed programming?	Satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review

Outcome		How data collected
How does participation in SNAP-Ed classes affect healthy behaviors?		
Short Term	ST1: MyPlate Knowledge	Participant Survey: Washington State selected Nutrition and Physical Activity Surveys
	ST2: Shopping Knowledge and Intentions	
	ST3: Physical Activity Goals	
Medium Term	MT1: MyPlate Behaviors	
	MT2: Shopping Behaviors	
	MT3: Physical Activity Behaviors	
Long Term	LT2: Fruits/Vegetables	
	LT5: Non-Dairy Beverages	
	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	

To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/posttests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

Portions of this work have been evaluated in prior years, but not within this regional model or within a multi-year approach.

4. Coordination Efforts

Local coordination will occur with the following groups:

- **Immigrants**

- International Rescue Committee (IRC) – The IRC reflects the diverse immigrant and refugee community. They work to advise the major and cities on ways to enhance and improve access of services to this population. They also encourages dialogue and understanding between and among the various immigrant and refugee communities. SNAP-Ed will work with IRC to better understand immigrant and refugee population needs, recruit participants, and develop programming that reflects the needs of the community.

New Roots program focuses on food access and meeting the nutritional needs of new refugee and immigrant families. The program also supports newly arrived individuals and families to grow healthy food by building on current agricultural knowledge and helping them to access land, materials, and education.

SNAP-Ed staff will work with New Roots by supporting newly arrived refugees and immigrants with strategies and skills to navigate the paradigm of the US food system.

- **Farmers Markets**

- Washington State Farmers Market Association (WSFMA) is the lead Association in Washington State working to improve the knowledge, skills, and capacity of local farmers market managers. They are currently working to increasing SNAP/EBT at local farmers markets around the state, promote SNAP/EBT at the market, and improve market staff understanding and role in supporting low income populations at the market. SNAP-Ed has been working with closely with WSFMA and local market managers. We are working to provide greater participant engagement, offer cooking demos and direct education, provide

technical assistance to market managers on system and environmental changes, and help markets implement PSE changes.

- Local Farmers Markets - SNAP-Ed coordinates with local farmers market managers, staff, volunteers, and vendors to help improve access and appeal of healthy, locally produced foods for low-income shoppers. This collaboration helps to improve the market environment in a sustainable way to make it more comfortable and feasible for SNAP shoppers to visit and shop.

In Pierce, the coordination with FM Managers is usually around market tours for agency partners: transportation for clients to & from sites (agency or site provides), facilitated tour of markets, introductions to farmers, increase seasonal produce knowledge & skills for buying, storing, preparing (SNAP-Ed staff provides), enhance awareness of any matching dollar programs, vouchers or other available incentives (SNAP Ambassadors provide), sharing market experiences through social media - also coordinated and consistent messaging on all agency websites (all partners contribute to this effort).

- **Food Banks:**

- In Pierce County, Local Food Bank/Pantry partners promote the healthier food options at their sites, embrace environmental supports, provide space for series classes, contribute food to food demos, deliver food to affordable housing sites, summer meals programs and backpack programs, seek out training for staff and volunteers that enhance their ability to better serve clientele with nutrition information and raise awareness of community resources that help increase access to fresh F&V's - such as gleaning programs.
- Seattle Food Committee a coalition of 27 food banks and other members of the emergency food system such as Food Lifeline, Northwest Harvest, and Seattle's Human Services Department. As EFAP lead for Seattle, we oversee coordinated bulk buy food purchases which increases buying power and ensures that healthy foods such as fresh produce, milk/dairy, and proteins are available and accessible in all Seattle food banks. Additionally, Solid Ground serves as the primary transportation provider picking up food items from warehouses around King County and delivering them to local food banks. As we are responsible for hosting two monthly coalition meetings, we are able to ensure regular participation by all local SNAP-Ed providers including Public Health, Lettuce Link, and Cooking Matters to ensure coordination rather than duplication of efforts in food bank and meal programs.

- **Coalitions and Task Forces:** to ensure collaboration and effective advocacy efforts for food and nutrition programs statewide.

- Food Bank Coalition - SNAP-Ed staff have been working with food banks in the Food Bank Coalitions to increase and promote healthy options. Through partnerships with SKCPH, Northwest Harvest, and the UW Center for Public Health Nutrition, we will provide technical assistance and support of changes to food banks to incorporate behavioral economics strategies into the service model. Participating food banks will also be creating a healthy procurement policy.
- Healthy King County Coalition and the HKCC Healthy Eating workgroup - is a Partnership to Improve Community Health (PICH) grant funded organization that focuses on health equity,

primarily in South King County. The HKCC is made up of community members and other community based organizations including, but not limited to, Seattle King County Public Health, Children's Hospital, PSESD, SeaMar Health Clinic, El Centro De La Raza, Food Empowerment Education and Sustainability Team (FEEST), Center for Multicultural Health, American Lung Association, Cities of Federal Way, Tukwila, SeaTac, Renton, and Seattle. *The goals of the group are to:* a) empower community members from the areas facing the greatest health inequities to engage socially and politically as agents of change, and b) reduce health disparities experienced by low-income and diverse individuals by increasing access to healthy foods and physical activity and reducing rates of smoking and substance use. The Healthy Eating Workgroup of the HKCC focuses specifically on improving access to healthy food and creating opportunities for local communities to engage in this effort.

- *The Healthy Auburn Taskforce (HATF)*- The HATF is coalition of community organizations that includes the YMCA, MultiCare, Valley Medical, Hope Heart Institute, The Childhood Obesity Prevention Coalition, Orion Industries, Futurewise, City of Auburn, Auburn Public Schools, Auburn Farmers' Market, King County Public Health, Mosby Farms, and HealthPoint (a non-profit, community health clinic network). *The goal of the group is to* improve the health of vulnerable citizens in Auburn by increasing access to healthy foods, physical activity, and health care as well as influencing decision makers to implement policies that support these efforts. WSU involvement in this group allows the voice of SNAP-Ed participants to be elevated and considered in policies and community wide efforts to improve the nutrition and physical activity environment.
- *City of Renton Community Services Division* - Collaborates with staff from this division to increase access to healthy foods (Farmers' Market, Neighborhood Picnic program, Summer Feeding Program) and consultation with Parks and Recreation on community garden sites and free and low-cost opportunities for physical activity for low-income residents in the city.
- *Just and Healthy Food System (JHFS) Community of Interest (COI)* - Continue to provide technical assistance and support to the towards efforts that develop and implement programs and policy which increase the number and types of opportunities for food production and related issues that link food systems and healthy communities. The JHFS is comprised of Pierce County organizations currently working to promote greater access to healthy food in the Puyallup watershed area. It is funded by the Russell Family Foundation. Participating organizations include Pierce Co. Solid Waste and Public Works, Cascade Land and Trust, Emergency Food Network, Hilltop Urban Gardens, Harvest Pierce County, Tacoma Farmers Markets, Bonneville Environmental Foundation, WSU Master Gardeners and Ag Agent, The Center for Food Preservation, NW Leadership Foundation. Two staff currently serve on work groups that collaborate on projects related to building skills, tools and resources to make healthy food available to all people within the watershed. Examples include: Farm to School and Institution, community and school garden contributions to local food sources/hubs, recruitment of local residents for community-based research projects and equity policy that promotes greater healthy food access.
 - ✓ Community Garden staff from Harvest PC & WSU Master Gardeners will lend support in the form of materials/supplies to help those who are new to growing food. WSU SNAP-Ed staff will share MG Foundation dollars, donated seeds, continue to coordinate other donations such as soil from local community groups &

businesses & teach garden-enhanced nutrition education for adults at transitional & affordable housing sites.

- ✓ The Puyallup Watershed Initiative (PWI) is a driving force of community members & organizations that comprise several communities of interest (COI's). The coalition is dedicated to community-centered change. The shared goals are to improve the social & environmental conditions in this region & preserve healthy agricultural practices. One COI, the Just & Healthy Food System, cross pollinates with the Agriculture COI in many ways including members. As local efforts & projects emerge around increasing food security, access & equity, members have discovered the value of leveraging partnerships.

It is not unusual to see a FM Coordinator serving on a FP Board, or the community garden gleaners delivering produce to a FP, or a WSU SNAP-Ed staff providing research & evidence-based policy briefs to support Farm to School among school district policy makers. The continuing & proposed work described in this Project Summary among WSU SNAP-Ed, TPCHD, United Way, FM & FP coordinators, community housing orgs, garden groups & many more, is an example of the power of that collaboration.

- Other

- Community Grant Program – SNAP-Ed staff meet with grant staff on a quarterly basis to discuss and plan how we can support the goals of healthy community grant program. Mini grant proposals are project oriented and submitted by non-profit community organizations. SNAP-Ed contributions include: 1) Assist with grant proposal review; 2) Promotion of grant opportunities to partners and community members; 3) Share resource/materials with grant recipients that as grant administrators they do not provide; 4) Make recommendations to grant recipients for environmental supports, wellness guidance and educational materials that help meet the nutrition and physical activity goals and objectives of their grants.

2. DOH FFY 18-20 Project Summary Region 4

Project Title: Healthy Cities - Community PSE and Public Health Approaches

a. Related State Objectives

By September 2020, participants will improve

<input checked="" type="checkbox"/> Dietary Quality	<input checked="" type="checkbox"/> Food Resource Management
<input checked="" type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Policy and Environmental Strategies

b. Audience

This project focuses on low-income cities/communities with adults, seniors, and community partners as the primary audiences. Eligibility criteria for project sites include:

- Location based – CSO, food banks/pantry, soup kitchens, public housing, and SNAP/TANF job readiness.
- Poverty based - 50% or more below 185% FPL via agency data or census tract/block group
- Retail - ≥\$50,000 in SNAP sales on average a month
- Retail - Alternative methods originally approved in FFY16
 - Corner stores within two miles of a qualified census tract, and there is only one grocery store available in the area is beyond walking distance for at least one mile.
 - Corner store not located within or near a qualified census tract, but it is in a remote area where there is only one grocery store available and they are in a high foot traffic area.
 - Store has formerly pledged to improve at least 2 of SNAP-Ed best practices retail modifications (e.g., increasing quality produce sales)
 - Enrolled corner store are enrolled regardless of whether the store accepts SNAP and/or WIC benefits at the time of enrollment
 - Corner stores owned by Immigrants or Persons of color are prioritized
- Farmers Markets - Alternative methods originally approved FFY16
 - Farmers markets within two miles of a qualified census tract and accepts SNAP and/or WIC.
 - Farmers markets within two miles of a qualified census tract and does not accept SNAP or WIC, but the goal is to implement EBT.
 - Farmers markets not located within or near a qualified census tract, but it is in a remote area where there is only one market available, they have SNAP or WIC, or are working to implement EBT.
 - Farmers markets offering SNAP matching incentive programs (Per FNS call in FFY16)

Age		Gender		Race/Ethnicity		Language Spoken	
13.9%	< 5 yrs.	54%	Female	2%	American Indian or Alaskan Native	90%	English
22.9%	5-17 yrs.			8%	Asian	10%	Spanish
45.6%	18-59 yrs.	46%	Male	21.8%	Black or African American	0%	Other
17.6%	60+ yrs.			12.25%	Native Hawaiian or Pacific Islander		

Age		Gender		Race/Ethnicity		Language Spoken	
				46.45%	White		
				13%	Hispanic or Latino		

c. Food and Activity Environments

This project summary will focus on broader public health approaches that will build on and support Healthy City initiatives and support larger system changes that target low-income communities. This work will complement the youth and adult projects described in Region 4 and will not duplicate those efforts.

According to Washington State Department of Health County Profiles and BRFSS data, adults and seniors in King and Pierce Counties show higher than average statistics in the following health-related areas:

- Food Insecurity (Feeding America 2017)
 - 12.9% King
 - 14.3% Pierce
- Poor Nutrition
 - 10% King County
 - 11% in Pierce County
- Insufficient Physical Activity
 - 67% King County
 - 56% in Pierce County

Food Insecurity: Based on food insecurity surveys completed by Feeding America and Northwest Harvest, King and Pierce County have higher rates of food insecurity than the state average. In Region 4 we are working on this issue from multiple fronts including system changes within schools and corner stores, low-income housing, strong collaborative partnerships with Food Banks and pantries (see youth and adult project summaries), and local communities most experiencing food insecurity that are most impacted by systems change.

Another approach is working with our Health Systems. There are several Health Systems in King and Pierce County that have begun exploring ways to incorporate the food insecurity screening questionnaires into their clinical practice. The food insecurity screening enables clinical providers to identify patients that experience food insecurity, however, there is still work to be done around linking providers and patients with healthy, affordable food. To address this issue community partners are working to develop innovative models to link the health system with healthy food. One example is Food Lifeline and Northwest Harvest piloting a healthy food box delivery program with health centers for any patients that screen positive for food insecurity.

There is need in King County to coordinate and collaborate across health systems to learn from each other, share data, and create an efficient system to address food insecurity. We propose to convene a Food Insecurity Screening Learning Network. In addition, there is need to coordinate and collaborate across community partners that offer healthy, affordable food options for people experiencing food insecurity.

Poor Nutrition: There are many factors that contribute to poor nutrition. Some factors in Region 4 include:

- Food Swamps – Environments with high calories food options and limited low cost healthy food options
- Systems and policies that do not support access, affordability, and appeal of healthy foods
- Participant awareness

Some common areas to target that will make a greater impact include the food systems within cities. Two of the food systems we will be building on in the next three years include the following:

- *Farmers Markets* – As mentioned in the adult project summary there are number of barriers that prevent low income participants from accessing Farmers Markets and being able to actually purchase and then use the healthy foods. Within this portion of the plan we are looking at larger system issues that could be addressed in collaboration with WSFMA, Cities within King and Pierce County and other key community organizations. This work will look at systems that support overall communication, transportation, and healthy food delivery options. WSFMA is working on a larger state effort and we will be working with them to refine and improve systems specifically within King and Pierce Counties.
- *Retail* – Food environments around low-income neighborhoods continue to include a higher number of fast food options, corner stores with limited or expensive healthy options, and very few low cost grocery stores within walking distance. One study in King County determined 34% of our vulnerable population could not reach a supermarket at all by foot and only 3% could reach a low income store. A large part of the issue is transportation knowing most residents don't drive and buses are not always a good option.

Store owner' perceptions about cost, infrastructure, customer demand and produce wholesalers' hesitation to invest in small-scale business opportunities are all barriers to increasing fresh produce and healthy food options.

Physical Activity: There are many barriers that prevent people in Region 4 from being physically active. In these urban communities the main issues come from a lack of green space, concern for safety, and a limited understanding of how they can be more active in the current environment.

In 2021-2023 Sound Transit plans to build improvements to the Sounder Stations in Kent and Auburn and will be designing the projects in 2018-2019. These projects have the potential to include active transportation improvements so residents can more easily and safely walk, bike, and bus to the station – if there is a community voice asking for these improvements and community participation in the design process.

Thousands of people ride the Sounder Train from the Auburn and Kent Sounder Station every day. Sound Transit plans to provide 13 round trips by 2017, and predicts approximately 70 percent increase in ridership by 2035. With passage of ST3, Sound Transit expects the Sounder service to grow and expand even more. As ridership and service increases, easy and reliable access to the stations will continue to be important.

The station improvements provide an opportunity for a significant investment in active transportation infrastructure with a limited opportunity for public input. These projects also provide a real context for which to raise awareness and knowledge on built environment and physical activity within the community. Within walking distance of both of these stations are qualified census tracts and block groups with areas with high rates of poverty.

King County - Ethnic grocery stores are community hubs for our growing immigrant and refugee community. The stores provide culturally appropriate foods for shoppers that receive WIC and SNAP, as well as a culturally familiar place to shop. Shoppers who come to the stores to redeem WIC and SNAP benefits are an important customer base for these small, immigrant and refugee-owned businesses.

Washington State is recipient of the USDA's Food Insecurity Nutrition Incentive grant (FINI). Within King County, the City of Seattle receives FINI grant dollars to implement and expand Fresh Bucks, a fruit and vegetable incentive program. We will partner with the City of Seattle's Fresh Bucks program to work with four Somali grocers, two Latino grocers and two Independent Grocery Stores located in South Seattle and South King County to increase fruits and vegetables in their stores and redeem Fresh Bucks'.

Pierce County - In FFY15-FFY17 Tacoma Pierce County Health Dept. used CX3 environmental scans, reviews of demographic, economic and health data and feedback from community stakeholders to determine which neighborhoods would best benefit from this community intervention. In FFY17, corner stores were enrolled within the East Tacoma and Hilltop neighborhoods, including downtown. . There is no intention to expand the service region in FFY18. The purpose is to build on the program's current efforts, build on already existing resources, add to current collaborative efforts (e.g., East side Collaborative) and to support and strengthen the current collective impact approach already taking place in these neighborhoods. An additional goal is to build on already existing social capital and meaningfully collaborate with customers and surrounding neighbors in community support and participatory evaluation of corner store changes.

d. Project Description for Educational Strategies

The goal of the Healthy Cities project is to build on the commitment that King and Pierce Counties have made towards healthy community initiatives and increase the targeted city's capacity to realize healthy eating and active living goals. The first year will serve as an exploratory period that will include assessment of assets, resources and barriers to implementing strategies that will create access to healthy foods and greater opportunities for physical activity for the city's residents. We intend to work collaboratively with existing multi-sector partnerships, coalitions, and parent and community groups in each city.

The cities we have chosen for our exploratory phase are Auburn, Burien and Tukwila in South King County and Tacoma Eastside Pierce County. We have selected these cities because of their SNAP-Ed eligible Census Tracts, previous partnership work and adoption of healthy city initiatives. Using the results from our regional and local needs assessments, this plan targets SNAP-Ed eligible adults and seniors where they live, learn, and shop.

- **Class Series** – See Adult and Senior Project Summary for Region 4

- **One-Time Events** – We will reinforce nutrition and active living messages that will be provided through the youth and adult projects and will be promoted within the Community PSE strategies. Below are some examples of one-time events:
 - *Active transport promotions and events*- Events to engage, promote and support community and participant involvement.
 - *Farmers market tours* - Hold tours or field trips to farmers markets with SNAP-Ed eligible clients from partner agencies. Tours will include a ‘meet the farmer’ experience, tasting of products, a step-by-step orientation to the EBT/incentive process, an extra incentive provided by the market manager to use at their next visit, and take-home information about the importance of healthy eating and active living.
 - *Grocery store tours* that teach adults how to find whole grains, buy fruits and vegetables on a tight budget, compare unit prices, and read food labels. These tours also serve the purpose of recruiting participants into our direct education class series. In some cases, participants will receive a gift card or coupon (not paid for by SNAP-Ed) to participate in a shopping activity where they must purchase a healthy meal for four using MyPlate standards for \$10 or less. This exercise challenges the assumption that eating healthy is more expensive while also showing participants the difference between spending \$10 at the grocery store versus \$10 at a fast food establishment.
 - *Cooking/Food demos* – These events will focus on increasing familiarity and comfort with healthier options at various locations (i.e. Food bank/pantry, retail, and farmers markets). They will also allow participant’s to understand how foods can be prepared and an opportunity to ask questions and taste items. Enrolled Tacoma corner stores participating in demo events will prepare foods using store products and recipes that were created for that specific store by Tacoma Community Food Advocates.
- **Reinforcing Messages** - All projects are using reinforcing education methods to promote healthy behaviors and emphasizes what is promoted within one time events and community strategies. This will be done through marketing, bill boards, prompts, and newsletters.
- **Key Educational Messages:**
 - The majority of adult messaging is around:
 - Increase physical activity and reduce sedentary behavior
 - Reduce food insecurity – Stretching food dollars
 - Increase lean protein and whole grains
 - Increase fruit and vegetables
 - Increase food resource management – planning, purchasing, and cooking
 - Other topics touched on briefly:
 - MyPlate food groups and portions for a healthy eating pattern
 - Food shopping and resource management
 - Food preparation/cooking
 - Using cooking time for creating family memories. Cooking as part of strengthening families and communities.

County	Project/ Contractor	Location					# One-Time Events	# Class Series	Direct Education	
		Cities	Health Centers and Hospitals	Food Bank/Pantr	Retail	Farmers Market			Reach*	SNAP Eligible Reach*
King	See adult project summary *	x	X	x	x	x	0	0	0	0
Pierce	Tacoma Pierce County Health Department				x		10	0	800	400
	See adult project summary*		X	x	x	x	0	0	0	0
Total*									800	400

Estimated reach for FFY18. These numbers will be similar in FFY19 and FFY20 but may vary depending on funding and enrollment. *This work ties directly with the work reflected in the adult project summary and in order not to duplicate counts we did not reflect the numbers here.

e. Project Description for Marketing Strategies: To be determined FFY19 and FFY20 depending on FFY18 formative evaluations.

f. Evidence Based: Summary of research included in Appendix B.

g. Policy, Systems, and Environmental (PSE) Changes

PSE change is unique to different communities and settings; success requires the following: a thorough and thoughtful needs assessment, community support, partnership engagement and leadership, and sustainability planning.

All SNAP-Ed local agencies will use assessment tools (i.e. Community assessment, walkability, and retail environment) to establish PSE baseline and provide consistent assessment and program evaluation. Based on the completed assessments, local SNAP-Ed agencies will work with participants, partners, and community members to select and implement a minimum of two PSE strategies.

Year 1:

- Staff PSE assessment training completed
- PSE assessments conducted and baseline established
- Community engagement and partnership developed
- Prioritize PSE

Year 2:

- PSE implemented
- PSE builds on and links with other regional direct education
- Continue partnership development and capacity building
- Process evaluation
- Sustainability planning

Year 3:

- PSE – build on and full implementation
- Partnership
- Evaluate or document outcomes
- Sustainability plan implemented

The table below includes a list of Region 4 community PSE strategies and interventions. PSE strategies below will be prioritized and may change based on community assessment and prioritization within FFY18.

Please note: We have a lead SNAP-Ed agency working on these larger community system changes, but it will take support and involvement from all agencies to fully understand and move this work forward. In addition other region 4 agencies are working on key PSE strategies that build on align with this larger body of work.

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
Nutrition						
• Increase Access of Healthy Foods and Beverages	x	x	x	x	x	x
○ <i>System change to support broader assessment of food environments (i.e. food bank self-assessment)</i>	x-Lead	x-Support	x-Support			x-Support
○ <i>Assessment of Food Insecurity screening system, participant access to food, and development of stronger system.</i>	x-Lead	x-Support	x-Support	x-Support		x-Support
○ <i>Farmers Markets</i> <ul style="list-style-type: none"> ▪ System changes to support County implementation and communication of third part incentives (FreshBucks and FINI) 	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	
• <i>Food Banks and Pantries</i> <ul style="list-style-type: none"> ▪ System changes and marketing strategies to improve healthy donations and procurement within County ▪ Identify opportunities to connect food banks to local food producers. 	x-Lead	x-Support	x-Support			x-Support
• <i>Systems development and changes related to food insecurity screening,</i>	x-Lead	x-Support	x-Support	x		x-Support

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
medical providers, and access to healthy foods <ul style="list-style-type: none"> ○ Medical provider screening and referral process ▪ Rx for fruits and veggies ▪ Hunger community and food system linkage to medical community ▪ Developing food sources in community ▪ Linkage 						
<ul style="list-style-type: none"> • <i>Retail and Corner Store</i> <ul style="list-style-type: none"> ▪ System to support communication and marketing of EBT and healthy options in corner stores ▪ Increase fruits and veggies and incentive programming in King County ethnic/immigrant stores and stores within prioritized Tacoma neighborhoods ▪ Buyers' Club – to improve buying power and reduce cost of healthy options 	x -Lead	x -Support	x -Support	x-Support	x -Lead	x -Support
<ul style="list-style-type: none"> ○ Build relationships/systems between urban agriculture, farmers, and CBOs to establish new CSA and farm stand sites. 	x -Lead	x-Support	x-Support			x-Support
<ul style="list-style-type: none"> • Increase Appeal of Healthy Foods and Beverages 	x	x	x	x	x	x-Support
<ul style="list-style-type: none"> • <i>Strategic marketing/communication plan within the cities (prompts, billboards, signage)</i> 		x-Support	x-Support	x-Support	x -Lead	x-Support
<ul style="list-style-type: none"> • <i>Food Bank/pantry Behavioral Economics</i> 	x-Support	x-Support	x -Lead			x-Support
Physical Activity						
<ul style="list-style-type: none"> • Increase Access and Appeal to Physical Activity 	x -Lead	x	x	x	x	x
<ul style="list-style-type: none"> ○ Community assessment – Mapping attributes using participatory photographic surveys, walking audits, biking audits, etc. 	x -Lead		x		x -Lead	x
<ul style="list-style-type: none"> • Influence policy regarding built environment - Improve access to Sound Transit and support walking and biking. 	x -Lead	x-Support	x-Support			

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
Sustainability						
• Community Ownership and Capacity*	x	x	x	x	x	x
Some examples of community ownership and capacity development may include: <ul style="list-style-type: none"> ○ Program staff and/or volunteers are sourced directly from low income communities (and sub populations) for which the intervention is targeted ○ Community-based participatory assessment and evaluation ○ Assessment and/or evaluation reports are meaningfully shared with community residents and community collaborative to inform community work ○ Work with local food policy councils and collaborative to engage underserved populations in local food system and government decisions ○ Support/develop community leaders to lead this work and sustain it long term 	x -Lead	x	x	x	x -Lead	x
• Champions for Change <ul style="list-style-type: none"> ○ <i>Clients/residents</i> ○ <i>Key partner staff</i> ○ <i>Community members</i> 	x		x	x	x	x
• Integration into Healthy Cities Model	x -Lead					
• Train the Trainer – volunteers and staff at food banks, pantries, retail and farmers markets			x -Lead with food banks		x -Lead with retail	x -Lead with food banks

County	Project/ Contractor	Location						# PSE	PSE Reach	
		Cities/Census tracts	Health Centers/Clinic	Food Bank/Pantry		Retail	Farmers Market		Reach*	SNAP Eligible Reach*
King	Public Health Seattle King County	x	X	x		x		0	116,656 to 135,120	53,328 to 67,560
Pierce	Tacoma Pierce County Health Department					x		0	16,832	8,415
Total									133,488	61,743

*We have chosen high need communities to work with over the next three years. All Region 4 projects (youth, adult and healthy cities) are building on and interactive to create a strong multilevel approach and create collect impact.

h. Use of Existing Educational Materials - State approved curriculum listed in the FFY18-20 plan may be used depending on target audience needs. For now here are the following curriculum region 4 intends to use.

Curriculum Title	Source	Audience	Languages Taught	Agency and (# of sites) using Curriculum
N/A				

A-Adult, S-Seniors; E- English; S-Spanish

Development of new education materials and/or purchased materials - The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

i. Key Performance Measures/Indicators

One Time Events - Direct Education	Goals		
	Year 1	Year 2	Year 3
Focus groups conducted with adults and partners to determine need(s), values and barriers regarding nutrition and active living	80%	100%	---
Activities revised using results from focus groups and prior program evaluations	90%	100%	100%
Projected direct education reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Potential steps and barriers identified to implement PSE strategies	60%	80%	100%

Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	---	80%	100%

3. Evaluations Plans

- a. **Name:** All state and local projects are required to provide evaluation
- b. **Type:** Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:** See table below

Formative	How data collected
What is the health behavior baseline of the population we are reaching?	Needs assessment data and data from previous years pre and post surveys
What is the behavior baseline of the retail store owners we are reaching?	Store owner interviews, pre/post store environment survey
What does the population need and value? What input does the target population have regarding educational methods and messages?	Focus groups, key informant interviews
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment?	
What PSE strategies were identified in the places where adults live, shop eat and learn?	Environmental scans
What priorities are important to the community and partners?	Focus groups, key informant interviews, client surveys

Process	How data collected
How many participants attend one-time events?	Demographic forms
Do partners and participants have positive feedback from SNAP-Ed programming?	Satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review
To what extent have store owners implemented change? To what extent are low income residents purchasing healthy food? How does participation in SNAP-Ed corner store program change purchasing and display habits of enrolled corner store owners? To what extent are policy, systems, and environmental changes made to support healthy eating for local low income residents?	Progress reports, quarter reports

Outcome	How data collected
To what extent are PSE changes supporting healthy behaviors?	

Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/posttests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

This work has not been evaluated in prior years

4. Coordination Efforts

Local coordination will occur with the following groups:

○ Farmers Markets

- Washington State Farmers Market Association (WSFMA) – Provides technical assistance and support to local farmers markets, state, and regional partners. They are working to improve food access to low income population statewide.
- Local Farmers Markets - SNAP-Ed coordinates with local Farmer's Market managers to improve access and appeal of healthy foods among low income participants in Pierce County. Local market manager provide technical assistance on local programs, connections with farmers, input on programming, and ability to create sustainable changes
- City of Seattle - Fresh Bucks Program - Implement Fresh Bucks Rx with health systems

○ Food Banks:

- South King County Food Coalition's (SKCFC) Elk Run Farm will continue to provide fresh produce to SKCFC member food banks.
- Northwest Harvest and Food Lifeline will continue to be engaged as major food distributors with a major impact on the foods that are distributed by food banks.
- University of Washington Center for Public Health Nutrition will evaluate the project with a goal of identifying effective strategies to increase healthy foods in food banks that can be replicated in other areas of the county and state.
- King County Local Food Initiative's leadership team will be engaged to continue to identify opportunities to connect food banks to local food producers.

- Seattle Food Committee a coalition of 27 food banks and other members of the emergency food system such as Food Lifeline, Northwest Harvest, and Seattle's Human Services Department. As EFAP lead for Seattle, we oversee coordinated bulk buy food purchases which increases buying power and ensures that healthy foods such as fresh produce, milk/dairy, and proteins are available and accessible in all Seattle food banks. Additionally, Solid Ground serves as the primary transportation provider picking up food items from warehouses around King County and delivering them to local food banks. As we are responsible for hosting two monthly coalition meetings, we are able to ensure regular participation by all local SNAP-Ed providers including Public Health, Lettuce Link, and Cooking Matters to ensure coordination rather than duplication of efforts in food bank and meal programs.
- Emergency Food Network, in Pierce Co. runs the Mother Earth Farm that provides much of the fresh, seasonal produce for FB/P's in Pierce County.
- **Health Care**
 - Learning Network - Sea Mar Community Health Centers, Seattle Children's Hospital Odessa Brown Clinic, Harborview, Public Health - Seattle and King County Clinics, Neighborcare Health and Kaiser Permanente - Participate in Learning Network to share lessons learned in implementing food insecurity screenings and referrals to community resources for healthy, affordable food.
 - Farmers Markets, Farmers, CSAs, Farm Stand and CBOs - Partner directly with health systems or with Public Health to develop new markets for healthy, affordable food.
- **Retail**
 - OneAmerica and the Latino Community Fund - community based organizations that have Somali and Latino cultural expertise and relationship with grocery store owners will work directly with stores to implement behavioral economic and community engagement activities to promote fruit and vegetable consumption.
 - City of Seattle Fresh Bucks Program - Establish Fresh Bucks partnerships in four Somali markets, two Latino markets and two Independent grocery stores.
 - City of Tacoma is providing technical support to the stores.
 - Harvest Pierce County is assisting with gleaning produce to be shared with corner stores.
 - Eastside Collaborative - guides work on east Tacoma with community partners supporting our work. Community residents provide insight into what products they prefer while helping build a sense of community support and community beautification around the stores (e.g., garden beds and murals, etc.)
 - University of Washington, Tacoma Nursing Program -partners with TPCHD staff and community residents surrounding stores to evaluate and promote retail changes as part of their internship course work.
- **Coalitions and Task Forces:** to ensure collaboration and effective advocacy efforts for food and nutrition programs statewide.

- *Anti-Hunger and Nutrition Coalition and Washington Food Coalition* – SNAP-Ed staff participate in sessions and work groups to develop and implement strategies to create a State-wide food system that promotes the health of people; is economically vibrant; fosters a sustainable, resilient environment and; creates a more equitable and just society
- *Hunger-Free Pierce County Collaborative (HFPC)* is comprised of the Emergency Food Network (EFN), Nourish Food Banks, WSU Extension, Peninsula Community Foundation, Tacoma-Pierce County Health Department, St. Leo's Food Connection and local farmers markets. HFPC identifies and fills in gaps that make the system providing food more effective. The project focuses on bringing partners together to increase access to fresh, healthy food for those in need through a volunteer network of support, capacity building, resource development, and outreach/education. Examples of this work include: Summer Meals, Power Packs featuring child-friendly food items for weekends, a food bank delivery system to reach those with limited mobility, Colorful Cooking Made Easy (on-site cooking demonstrations at food banks featuring fresh items in stock at the pantry), Healthy Shopping and Cooking Classes, and The Crock Pot Project which provides slow cookers and soup kits for families in need. SNAP-Ed staff contributes education, staff and volunteer training, technical support and educational materials to these projects.
- *Food Bank Coalition* - SNAP-Ed staff have been working with food banks in the Food Bank Coalitions to increase and promote healthy options. Through partnerships with SKCPH, Northwest Harvest, and the UW Center for Public Health Nutrition, we will provide technical assistance and support of changes to food banks to incorporate behavioral economics strategies into the service model. Participating food banks will also be creating a healthy procurement policy.
- *Healthy King County Coalition and the HKCC Healthy Eating workgroup* - is a Partnership to Improve Community Health (PICH) grant funded organization that focuses on health equity, primarily in South King County. The HKCC is made up of community members and other community based organizations including, but not limited to, Seattle King County Public Health, Children's Hospital, PSESD, SeaMar Health Clinic, El Centro De La Raza, Food Empowerment Education and Sustainability Team (FEEST), Center for Multicultural Health, American Lung Association, Cities of Federal Way, Tukwila, SeaTac, Renton, and Seattle. *The goals of the group are to:* a) empower community members from the areas facing the greatest health inequities to engage socially and politically as agents of change, and b) reduce health disparities experienced by low-income and diverse individuals by increasing access to healthy foods and physical activity and reducing rates of smoking and substance use. The Healthy Eating Workgroup of the HKCC focuses specifically on improving access to healthy food and creating opportunities for local communities to engage in this effort.
- *The Healthy Auburn Taskforce (HATF)*: The HATF is coalition of community organizations that includes the YMCA, MultiCare, Valley Medical, Hope Heart Institute, The Childhood Obesity Prevention Coalition, Orion Industries, Futurewise, City of Auburn, Auburn Public Schools, Auburn Farmers' Market, King County Public Health, Mosby Farms, and HealthPoint (a non-profit, community health clinic network). *The goal of the group is to* improve the health of vulnerable citizens in Auburn by increasing access to healthy foods, physical activity, and health care as well as influencing decision makers to implement policies that support these efforts. WSU involvement in this group allows the voice of SNAP-

Ed participants to be elevated and considered in policies and community wide efforts to improve the nutrition and physical activity environment.

- *Just and Healthy Food Systems (JHFS)* Community of Interest (COI) as part of the Puyallup Water shed Initiative works to increase access to healthy foods for all watershed residents; addressing inequities by building leadership that reflects the diversity of watershed residents. Currently SNAP-Ed staff works on a Support Team for a Community-based Participatory Research Project in the city of Orting in rural Pierce County. Support consists of coordination of volunteers, meetings, recording and posting of minutes, technical advice/guidance, social media and public outreach. Work is expected to be completed in 2018. Afterward, the shared community knowledge and input will be used to create new activities or programming, policy, or future strategy around food inequities in these communities.

○ **Other:**

- *Washington State Food System Roundtable* is a private public partnership working on a 25 year vision for Washington's food system. They have developed a vision and strategies to achieve a sustainable food system. This includes a roadmap describing how to create a food system that does the following:
 - ✓ Promote the health of people
 - ✓ Is economically vibrant
 - ✓ Fosters a sustainable, resilient environment
 - ✓ Creates a more equitable and just society

SNAP-Ed aligns with the strategies established within the roundtable and is at the table through local and state agencies (WA DOH, WSDA, DSHS, and WSFMA). Some key interventions include but are not limited to the following:

- ✓ Building capacity to expand farm to institution programs that serve low-income populations.
- ✓ Support statewide initiatives to connect farms to publicly and privately funded nutrition and food assistance programs.
- ✓ Supporting food and nutrition programs, food pantries and food banks, and meal sites provide access to healthy, culturally appropriate foods.
- ✓ Strengthening gleaning programs by increasing the use of lower grade produce, such as smaller sized, through alternative markets (e.g., food hubs, schools, food banks).
- ✓ Supporting farm to family efforts that distribute unused produce to food banks, and families

Retail: Increase healthy food access in retail settings and direct markets in underserved areas by:

- ✓ Identifying community partnerships and cost subsidies policies that can incentivize stores to provide health foods
- ✓ Targeting funding and technical assistance to underserved communities to improve eating and drinking policy/environmental change

- ✓ Working in partnership to increase the development/support of community-based food enterprises that improve food access, affordability, marketing and innovation through consumer food and producer co-ops, food business incubators, etc.

Community Food Advocacy - Increase low income community participation, assets and decision-making in community food system efforts by:

- ✓ Highlighting best practices for Community Food Assessments based on input from local food organizations
- ✓ Working with local food policy councils to engage underserved populations
- ✓ Actively engaging underserved populations to participate in the Food System collaboration with SNAP-Ed funded organizations and increasing transparency of SNAP-Ed funded organization activities.

2. DOH FFY 18-20 Project Summary Region 4

Project Title: Healthy Cities - Community PSE and Public Health Approaches

a. Related State Objectives

By September 2020, participants will improve

<input checked="" type="checkbox"/> Dietary Quality	<input checked="" type="checkbox"/> Food Resource Management
<input checked="" type="checkbox"/> Physical Activity	<input checked="" type="checkbox"/> Policy and Environmental Strategies

b. Audience

This project focuses on low-income cities/communities with adults, seniors, and community partners as the primary audiences. Eligibility criteria for project sites include:

- Location based – CSO, food banks/pantry, soup kitchens, public housing, and SNAP/TANF job readiness.
- Poverty based - 50% or more below 185% FPL via agency data or census tract/block group
- Retail - ≥\$50,000 in SNAP sales on average a month
- Retail - Alternative methods originally approved in FFY16
 - Corner stores within two miles of a qualified census tract, and there is only one grocery store available in the area is beyond walking distance for at least one mile.
 - Corner store not located within or near a qualified census tract, but it is in a remote area where there is only one grocery store available and they are in a high foot traffic area.
 - Store has formerly pledged to improve at least 2 of SNAP-Ed best practices retail modifications (e.g., increasing quality produce sales)
 - Enrolled corner store are enrolled regardless of whether the store accepts SNAP and/or WIC benefits at the time of enrollment
 - Corner stores owned by Immigrants or Persons of color are prioritized
- Farmers Markets - Alternative methods originally approved FFY16
 - Farmers markets within two miles of a qualified census tract and accepts SNAP and/or WIC.
 - Farmers markets within two miles of a qualified census tract and does not accept SNAP or WIC, but the goal it to implement EBT.
 - Farmers markets not located within or near a qualified census tract, but it is in a remote area where there is only one market available, they have SNAP or WIC, or are working to implement EBT.
 - Farmers markets offering SNAP matching incentive programs (Per FNS call in FFY16)

Age		Gender		Race/Ethnicity		Language Spoken	
13.9%	< 5 yrs.	54%	Female	2%	American Indian or Alaskan Native	90%	English
22.9%	5-17 yrs.			8%	Asian	10%	Spanish
45.6%	18-59 yrs.	46%	Male	21.8%	Black or African American	0%	Other
17.6%	60+ yrs.			12.25%	Native Hawaiian or Pacific Islander		
				46.45%	White		

Age		Gender		Race/Ethnicity		Language Spoken	
				13%	Hispanic or Latino		

c. Food and Activity Environments

This project summary will focus on broader public health approaches that will build on and support Healthy City initiatives and support larger system changes that target low-income communities. This work will complement the youth and adult projects described in Region 4 and will not duplicate those efforts.

According to Washington State Department of Health County Profiles and BRFSS data, adults and seniors in King and Pierce Counties show higher than average statistics in the following health-related areas:

- Food Insecurity (Feeding America 2017)
 - 12.9% King
 - 14.3% Pierce
- Poor Nutrition
 - 10% King County
 - 11% in Pierce County
- Insufficient Physical Activity
 - 67% King County
 - 56% in Pierce County

Food Insecurity: Based on food insecurity surveys completed by Feeding America and Northwest Harvest, King and Pierce County have higher rates of food insecurity than the state average. In Region 4 we are working on this issue from multiple fronts including system changes within schools and corner stores, low-income housing, strong collaborative partnerships with Food Banks and pantries (see youth and adult project summaries), and local communities most experiencing food insecurity that are most impacted by systems change.

Another approach is working with our Health Systems. There are several Health Systems in King and Pierce County that have begun exploring ways to incorporate the food insecurity screening questionnaires into their clinical practice. The food insecurity screening enables clinical providers to identify patients that experience food insecurity, however, there is still work to be done around linking providers and patients with healthy, affordable food. To address this issue community partners are working to develop innovative models to link the health system with healthy food. One example is Food Lifeline and Northwest Harvest piloting a healthy food box delivery program with health centers for any patients that screen positive for food insecurity.

There is need in King County to coordinate and collaborate across health systems to learn from each other, share data, and create an efficient system to address food insecurity. We propose to convene a Food Insecurity Screening Learning Network. In addition, there is need to coordinate and collaborate across community partners that offer healthy, affordable food options for people experiencing food insecurity.

Poor Nutrition: There are many factors that contribute to poor nutrition. Some factors in Region 4 include:

- Food Swamps – Environments with high calories food options and limited low cost healthy food options
- Systems and policies that do not support access, affordability, and appeal of healthy foods
- Participant awareness

Some common areas to target that will make a greater impact include the food systems within cities. Two of the food systems we will be building on in the next three years include the following:

- *Farmers Markets* – As mentioned in the adult project summary there are number of barriers that prevent low income participants from accessing Farmers Markets and being able to actually purchase and then use the healthy foods. Within this portion of the plan we are looking at larger system issues that could be addressed in collaboration with WSFMA, Cities within King and Pierce County and other key community organizations. This work will look at systems that support overall communication, transportation, and healthy food delivery options. WSFMA is working on a larger state effort and we will be working with them to refine and improve systems specifically within King and Pierce Counties.
- *Retail* – Food environments around low-income neighborhoods continue to include a higher number of fast food options, corner stores with limited or expensive healthy options, and very few low cost grocery stores within walking distance. One study in King County determined 34% of our vulnerable population could not reach a supermarket at all by foot and only 3% could reach a low income store. A large part of the issue is transportation knowing most residents don't drive and buses are not always a good option.

Store owner' perceptions about cost, infrastructure, customer demand and produce wholesalers' hesitation to invest in small-scale business opportunities are all barriers to increasing fresh produce and healthy food options.

Physical Activity: There are many barriers that prevent people in Region 4 from being physically active. In these urban communities the main issues come from a lack of green space, concern for safety, and a limited understanding of how they can be more active in the current environment.

In 2021-2023 Sound Transit plans to build improvements to the Sounder Stations in Kent and Auburn and will be designing the projects in 2018-2019. These projects have the potential to include active transportation improvements so residents can more easily and safely walk, bike, and bus to the station – if there is a community voice asking for these improvements and community participation in the design process.

Thousands of people ride the Sounder Train from the Auburn and Kent Sounder Station every day. Sound Transit plans to provide 13 round trips by 2017, and predicts approximately 70 percent increase in ridership by 2035. With passage of ST3, Sound Transit expects the Sounder service to grow and expand even more. As ridership and service increases, easy and reliable access to the stations will continue to be important.

The station improvements provide an opportunity for a significant investment in active transportation infrastructure with a limited opportunity for public input. These projects also provide a real context for which to raise awareness and knowledge on built environment and physical activity within the community. Within walking distance of both of these stations are qualified census tracts and block groups with areas with high rates of poverty.

King County - Ethnic grocery stores are community hubs for our growing immigrant and refugee community. The stores provide culturally appropriate foods for shoppers that receive WIC and SNAP, as well as a culturally familiar place to shop. Shoppers who come to the stores to redeem WIC and SNAP benefits are an important customer base for these small, immigrant and refugee-owned businesses.

Washington State is recipient of the USDA's Food Insecurity Nutrition Incentive grant (FINI). Within King County, the City of Seattle receives FINI grant dollars to implement and expand Fresh Bucks, a fruit and vegetable incentive program. We will partner with the City of Seattle's Fresh Bucks program to work with four Somali grocers, two Latino grocers and two Independent Grocery Stores located in South Seattle and South King County to increase fruits and vegetables in their stores and redeem Fresh Bucks'.

Pierce County - In FFY15-FFY17 Tacoma Pierce County Health Dept. used CX3 environmental scans, reviews of demographic, economic and health data and feedback from community stakeholders to determine which neighborhoods would best benefit from this community intervention. In FFY17, corner stores were enrolled within the East Tacoma and Hilltop neighborhoods, including downtown. . There is no intention to expand the service region in FFY18. The purpose is to build on the program's current efforts, build on already existing resources, add to current collaborative efforts (e.g., East side Collaborative) and to support and strengthen the current collective impact approach already taking place in these neighborhoods. An additional goal is to build on already existing social capital and meaningfully collaborate with customers and surrounding neighbors in community support and participatory evaluation of corner store changes.

d. Project Description for Educational Strategies

The goal of the Healthy Cities project is to build on the commitment that King and Pierce Counties have made towards healthy community initiatives and increase the targeted city's capacity to realize healthy eating and active living goals. The first year will serve as an exploratory period that will include assessment of assets, resources and barriers to implementing strategies that will create access to healthy foods and greater opportunities for physical activity for the city's residents. We intend to work collaboratively with existing multi-sector partnerships, coalitions, and parent and community groups in each city.

The cities we have chosen for our exploratory phase are Auburn, Burien and Tukwila in South King County and Tacoma Eastside Pierce County. We have selected these cities because of their SNAP-Ed eligible Census Tracts, previous partnership work and adoption of healthy city initiatives. Using the results from our regional and local needs assessments, this plan targets SNAP-Ed eligible adults and seniors where they live, learn, and shop.

- **Class Series** – See Adult and Senior Project Summary for Region 4

- **One-Time Events** – We will reinforce nutrition and active living messages that will be provided through the youth and adult projects and will be promoted within the Community PSE strategies. Below are some examples of one-time events:
 - *Active transport promotions and events*- Events to engage, promote and support community and participant involvement.
 - *Farmers market tours* - Hold tours or field trips to farmers markets with SNAP-Ed eligible clients from partner agencies. Tours will include a ‘meet the farmer’ experience, tasting of products, a step-by-step orientation to the EBT/incentive process, an extra incentive provided by the market manager to use at their next visit, and take-home information about the importance of healthy eating and active living.
 - *Grocery store tours* that teach adults how to find whole grains, buy fruits and vegetables on a tight budget, compare unit prices, and read food labels. These tours also serve the purpose of recruiting participants into our direct education class series. In some cases, participants will receive a gift card or coupon (not paid for by SNAP-Ed) to participate in a shopping activity where they must purchase a healthy meal for four using MyPlate standards for \$10 or less. This exercise challenges the assumption that eating healthy is more expensive while also showing participants the difference between spending \$10 at the grocery store versus \$10 at a fast food establishment.
 - *Cooking/Food demos* – These events will focus on increasing familiarity and comfort with healthier options at various locations (i.e. Food bank/pantry, retail, and farmers markets). They will also allow participant’s to understand how foods can be prepared and an opportunity to ask questions and taste items. Enrolled Tacoma corner stores participating in demo events will prepare foods using store products and recipes that were created for that specific store by Tacoma Community Food Advocates.
- **Reinforcing Messages** - All projects are using reinforcing education methods to promote healthy behaviors and emphasizes what is promoted within one time events and community strategies. This will be done through marketing, bill boards, prompts, and newsletters.
- **Key Educational Messages:**
 - The majority of adult messaging is around:
 - Increase physical activity and reduce sedentary behavior
 - Reduce food insecurity – Stretching food dollars
 - Increase lean protein and whole grains
 - Increase fruit and vegetables
 - Increase food resource management – planning, purchasing, and cooking
 - Other topics touched on briefly:
 - MyPlate food groups and portions for a healthy eating pattern
 - Food shopping and resource management
 - Food preparation/cooking
 - Using cooking time for creating family memories. Cooking as part of strengthening families and communities.

County	Project/ Contractor	Location					# One-Time Events	# Class Series	Direct Education	
		Cities	Health Centers and Hospitals	Food Bank/Pantr	Retail	Farmers Market			Reach*	SNAP Eligible Reach*
King	See adult project summary *	x	x	x	X	x	0	0	0	0
Pierce	Tacoma Pierce County Health Department				X		10	0	800	400
	See adult project summary*		x	x	X	x	0	0	0	0
Total*									800	400

Estimated reach for FFY18. These numbers will be similar in FFY19 and FFY20 but may vary depending on funding and enrollment. *This work ties directly with the work reflected in the adult project summary and in order not to duplicate counts we did not reflect the numbers here.

e. Project Description for Marketing Strategies: To be determined FFY19 and FFY20 depending on FFY18 formative evaluations.

f. Evidence Based: Summary of research included in statewide narrative – Appendix **xx**.

g. Policy, Systems, and Environmental (PSE) Changes

PSE change is unique to different communities and settings; success requires the following: a thorough and thoughtful needs assessment, community support, partnership engagement and leadership, and sustainability planning.

All SNAP-Ed local agencies will use assessment tools (i.e. Community assessment, walkability, and retail environment) to establish PSE baseline and provide consistent assessment and program evaluation. Based on the completed assessments, local SNAP-Ed agencies will work with participants, partners, and community members to select and implement a minimum of two PSE strategies.

Year 1:

- Staff PSE assessment training completed
- PSE assessments conducted and baseline established
- Community engagement and partnership developed
- Prioritize PSE

Year 2:

- PSE implemented
- PSE builds on and links with other regional direct education
- Continue partnership development and capacity building
- Process evaluation
- Sustainability planning

Year 3:

- PSE – build on and full implementation
- Partnership
- Evaluate or document outcomes
- Sustainability plan implemented

The table below includes a list of Region 4 community PSE strategies and interventions. PSE strategies below will be prioritized and may change based on community assessment and prioritization within FFY18.

Please note: We have a lead SNAP-Ed agency working on these larger community system changes, but it will take support and involvement from all agencies to fully understand and move this work forward. In addition other region 4 agencies are working on key PSE strategies that build on align with this larger body of work.

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
Nutrition						
• Increase Access of Healthy Foods and Beverages	x	x	x	x	x	x
○ <i>System change to support broader assessment of food environments (i.e. food bank self-assessment)</i>	x-Lead	x-Support	x-Support			x-Support
○ <i>Assessment of Food Insecurity screening system, participant access to food, and development of stronger system.</i>	x-Lead	x-Support	x-Support	x-Support		x-Support
○ <i>Farmers Markets</i> <ul style="list-style-type: none"> ▪ System changes to support County implementation and communication of third part incentives (FreshBucks and FINI) 	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	x-Support with WSFMA	
• <i>Food Banks and Pantries</i> <ul style="list-style-type: none"> ▪ System changes and marketing strategies to improve healthy donations and procurement within County ▪ Identify opportunities to connect food banks to local food producers. 	x-Lead	x-Support	x-Support			x-Support
• <i>Systems development and changes related to food insecurity screening,</i>	x-Lead	x-Support	x-Support	x		x-Support

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
medical providers, and access to healthy foods <ul style="list-style-type: none"> ○ Medical provider screening and referral process ▪ Rx for fruits and veggies ▪ Hunger community and food system linkage to medical community ▪ Developing food sources in community ▪ Linkage 						
<ul style="list-style-type: none"> • <i>Retail and Corner Store</i> <ul style="list-style-type: none"> ▪ System to support communication and marketing of EBT and healthy options in corner stores ▪ Increase fruits and veggies and incentive programming in King County ethnic/immigrant stores and stores within prioritized Tacoma neighborhoods ▪ Buyers' Club – to improve buying power and reduce cost of healthy options 	x -Lead	x -Support	x -Support	x-Support	x -Lead	x -Support
<ul style="list-style-type: none"> ○ Build relationships/systems between urban agriculture, farmers, and CBOs to establish new CSA and farm stand sites. 	x -Lead	x-Support	x-Support			x-Support
<ul style="list-style-type: none"> • Increase Appeal of Healthy Foods and Beverages 	x	x	x	x	x	x-Support
<ul style="list-style-type: none"> • <i>Strategic marketing/communication plan within the cities (prompts, billboards, signage)</i> 		x-Support	x-Support	x-Support	x -Lead	x-Support
<ul style="list-style-type: none"> • <i>Food Bank/pantry Behavioral Economics</i> 	x-Support	x-Support	x -Lead			x-Support
Physical Activity						
<ul style="list-style-type: none"> • Increase Access and Appeal to Physical Activity 	x -Lead	x	x	x	x	x
<ul style="list-style-type: none"> ○ Community assessment – Mapping attributes using participatory photographic surveys, walking audits, biking audits, etc. 	x -Lead		x		x -Lead	x
<ul style="list-style-type: none"> • Influence policy regarding built environment - Improve access to Sound Transit and support walking and biking. 	x -Lead	x-Support	x-Support			

PSE Strategies and Interventions	King			Pierce		
	PHSKC	Solid Ground	WSU	MultiCare	TPCHD	WSU
Sustainability						
• Community Ownership and Capacity*	x	x	x	x	x	x
Some examples of community ownership and capacity development may include: <ul style="list-style-type: none"> ○ Program staff and/or volunteers are sourced directly from low income communities (and sub populations) for which the intervention is targeted ○ Community-based participatory assessment and evaluation ○ Assessment and/or evaluation reports are meaningfully shared with community residents and community collaborative to inform community work ○ Work with local food policy councils and collaborative to engage underserved populations in local food system and government decisions ○ Support/develop community leaders to lead this work and sustain it long term 	x -Lead	x	x	x	x -Lead	x
• Champions for Change <ul style="list-style-type: none"> ○ <i>Clients/residents</i> ○ <i>Key partner staff</i> ○ <i>Community members</i> 	x		x	x	x	x
• Integration into Healthy Cities Model	x -Lead					
• Train the Trainer – volunteers and staff at food banks, pantries, retail and farmers markets			x -Lead with food banks		x -Lead with retail	x -Lead with food banks

County	Project/ Contractor	Location						# PSE	PSE Reach	
		Cities/Census tracts	Health Centers/Clinic	Food Bank/Pantry		Retail	Farmers Market		Reach*	SNAP Eligible Reach*
King	Public Health Seattle King County	x	x	x		x		0	116,656 to 135,120	53,328 to 67,560
Pierce	Tacoma Pierce County Health Department					x		0	16,832	8,415
Total									133,488	61,743

*We have chosen high need communities to work with over the next three years. All Region 4 projects (youth, adult and healthy cities) are building on and interactive to create a strong multilevel approach and create collect impact.

h. Use of Existing Educational Materials - State approved curriculum listed in the FFY18-20 plan may be used depending on target audience needs. For now here are the following curriculum region 4 intends to use.

Curriculum Title	Source	Audience	Languages Taught	Agency and (# of sites) using Curriculum
N/A				

A-Adult, S-Seniors; E- English; S-Spanish

Development of new education materials and/or purchased materials - The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

i. Key Performance Measures/Indicators

One Time Events - Direct Education	Goals		
	Year 1	Year 2	Year 3
Focus groups conducted with adults and partners to determine need(s), values and barriers regarding nutrition and active living	80%	100%	---
Activities revised using results from focus groups and prior program evaluations	90%	100%	100%
Projected direct education reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Potential steps and barriers identified to implement PSE strategies	60%	80%	100%

Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	---	80%	100%

3. Evaluations Plans

- a. **Name:** All state and local projects are required to provide evaluation
- b. **Type:** Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:** See table below

Formative	How data collected
What is the health behavior baseline of the population we are reaching?	Needs assessment data and data from previous years pre and post surveys
What is the behavior baseline of the retail store owners we are reaching?	Store owner interviews, pre/post store environment survey
What does the population need and value? What input does the target population have regarding educational methods and messages?	Focus groups, key informant interviews
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment?	
What PSE strategies were identified in the places where adults live, shop eat and learn?	Environmental scans
What priorities are important to the community and partners?	Focus groups, key informant interviews, client surveys

Process	How data collected
How many participants attend one-time events?	Demographic forms
Do partners and participants have positive feedback from SNAP-Ed programming?	Satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review
To what extent have store owners implemented change? To what extent are low income residents purchasing healthy food? How does participation in SNAP-Ed corner store program change purchasing and display habits of enrolled corner store owners? To what extent are policy, systems, and environmental changes made to support healthy eating for local low income residents?	Progress reports, quarter reports

Outcome		How data collected
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/posttests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

This work has not been evaluated in prior years

4. Coordination Efforts

Local coordination will occur with the following groups:

○ Farmers Markets

- Washington State Farmers Market Association (WSFMA) – Provides technical assistance and support to local farmers markets, state, and regional partners. They are working to improve food access to low income population statewide.
- Local Farmers Markets - SNAP-Ed coordinates with local Farmer’s Market managers to improve access and appeal of healthy foods among low income participants in Pierce County. Local market manager provide technical assistance on local programs, connections with farmers, input on programming, and ability to create sustainable changes
- City of Seattle - Fresh Bucks Program - Implement Fresh Bucks Rx with health systems

○ Food Banks:

- South King County Food Coalition’s (SKCFC) Elk Run Farm will continue to provide fresh produce to SKCFC member food banks.
- Northwest Harvest and Food Lifeline will continue to be engaged as major food distributors with a major impact on the foods that are distributed by food banks.
- University of Washington Center for Public Health Nutrition will evaluate the project with a goal of identifying effective strategies to increase healthy foods in food banks that can be replicated in other areas of the county and state.
- King County Local Food Initiative’s leadership team will be engaged to continue to identify opportunities to connect food banks to local food producers.

- Seattle Food Committee a coalition of 27 food banks and other members of the emergency food system such as Food Lifeline, Northwest Harvest, and Seattle's Human Services Department. As EFAP lead for Seattle, we oversee coordinated bulk buy food purchases which increases buying power and ensures that healthy foods such as fresh produce, milk/dairy, and proteins are available and accessible in all Seattle food banks. Additionally, Solid Ground serves as the primary transportation provider picking up food items from warehouses around King County and delivering them to local food banks. As we are responsible for hosting two monthly coalition meetings, we are able to ensure regular participation by all local SNAP-Ed providers including Public Health, Lettuce Link, and Cooking Matters to ensure coordination rather than duplication of efforts in food bank and meal programs.
- Emergency Food Network, in Pierce Co. runs the Mother Earth Farm that provides much of the fresh, seasonal produce for FB/P's in Pierce County.
- **Health Care**
 - Learning Network - Sea Mar Community Health Centers, Seattle Children's Hospital Odessa Brown Clinic, Harborview, Public Health - Seattle and King County Clinics, Neighborcare Health and Kaiser Permanente - Participate in Learning Network to share lessons learned in implementing food insecurity screenings and referrals to community resources for healthy, affordable food.
 - Farmers Markets, Farmers, CSAs, Farm Stand and CBOs - Partner directly with health systems or with Public Health to develop new markets for healthy, affordable food.
- **Retail**
 - OneAmerica and the Latino Community Fund - community based organizations that have Somali and Latino cultural expertise and relationship with grocery store owners will work directly with stores to implement behavioral economic and community engagement activities to promote fruit and vegetable consumption.
 - City of Seattle Fresh Bucks Program - Establish Fresh Bucks partnerships in four Somali markets, two Latino markets and two Independent grocery stores.
 - City of Tacoma is providing technical support to the stores.
 - Harvest Pierce County is assisting with gleaning produce to be shared with corner stores.
 - Eastside Collaborative - guides work on east Tacoma with community partners supporting our work. Community residents provide insight into what products they prefer while helping build a sense of community support and community beautification around the stores (e.g., garden beds and murals, etc.)
 - University of Washington, Tacoma Nursing Program -partners with TPCHD staff and community residents surrounding stores to evaluate and promote retail changes as part of their internship course work.

- **Coalitions and Task Forces:** to ensure collaboration and effective advocacy efforts for food and nutrition programs statewide.
 - *Anti-Hunger and Nutrition Coalition and Washington Food Coalition* – SNAP-Ed staff participate in sessions and work groups to develop and implement strategies to create a State-wide food system that promotes the health of people; is economically vibrant; fosters a sustainable, resilient environment and; creates a more equitable and just society
 - *Hunger-Free Pierce County Collaborative (HFPC)* is comprised of the Emergency Food Network (EFN), Nourish Food Banks, WSU Extension, Peninsula Community Foundation, Tacoma-Pierce County Health Department, St. Leo's Food Connection and local farmers markets. HFPC identifies and fills in gaps that make the system providing food more effective. The project focuses on bringing partners together to increase access to fresh, healthy food for those in need through a volunteer network of support, capacity building, resource development, and outreach/education. Examples of this work include: Summer Meals, Power Packs featuring child-friendly food items for weekends, a food bank delivery system to reach those with limited mobility, Colorful Cooking Made Easy (on-site cooking demonstrations at food banks featuring fresh items in stock at the pantry), Healthy Shopping and Cooking Classes, and The Crock Pot Project which provides slow cookers and soup kits for families in need. SNAP-Ed staff contributes education, staff and volunteer training, technical support and educational materials to these projects.
 - *Food Bank Coalition* - SNAP-Ed staff have been working with food banks in the Food Bank Coalitions to increase and promote healthy options. Through partnerships with SKCPH, Northwest Harvest, and the UW Center for Public Health Nutrition, we will provide technical assistance and support of changes to food banks to incorporate behavioral economics strategies into the service model. Participating food banks will also be creating a healthy procurement policy.
 - *Healthy King County Coalition and the HKCC Healthy Eating workgroup* - is a Partnership to Improve Community Health (PICH) grant funded organization that focuses on health equity, primarily in South King County. The HKCC is made up of community members and other community based organizations including, but not limited to, Seattle King County Public Health, Children's Hospital, PSESD, SeaMar Health Clinic, El Centro De La Raza, Food Empowerment Education and Sustainability Team (FEEST), Center for Multicultural Health, American Lung Association, Cities of Federal Way, Tukwila, SeaTac, Renton, and Seattle. *The goals of the group are to:* a) empower community members from the areas facing the greatest health inequities to engage socially and politically as agents of change, and b) reduce health disparities experienced by low-income and diverse individuals by increasing access to healthy foods and physical activity and reducing rates of smoking and substance use. The Healthy Eating Workgroup of the HKCC focuses specifically on improving access to healthy food and creating opportunities for local communities to engage in this effort.
 - *The Healthy Auburn Taskforce (HATF)*: The HATF is coalition of community organizations that includes the YMCA, MultiCare, Valley Medical, Hope Heart Institute, The Childhood Obesity Prevention Coalition, Orion Industries, Futurewise, City of Auburn, Auburn Public Schools, Auburn Farmers' Market, King County Public Health, Mosby Farms, and HealthPoint (a non-profit, community health clinic network). *The goal of the group is to* improve the health of vulnerable citizens in Auburn by increasing access to healthy foods, physical activity, and health care as well as influencing decision makers to implement

policies that support these efforts. WSU involvement in this group allows the voice of SNAP-Ed participants to be elevated and considered in policies and community wide efforts to improve the nutrition and physical activity environment.

- *Just and Healthy Food Systems (JHFS)* Community of Interest (COI) as part of the Puyallup Water shed Initiative works to increase access to healthy foods for all watershed residents; addressing inequities by building leadership that reflects the diversity of watershed residents. Currently SNAP-Ed staff works on a Support Team for a Community-based Participatory Research Project in the city of Orting in rural Pierce County. Support consists of coordination of volunteers, meetings, recording and posting of minutes, technical advice/guidance, social media and public outreach. Work is expected to be completed in 2018. Afterward, the shared community knowledge and input will be used to create new activities or programming, policy, or future strategy around food inequities in these communities.

○ **Other:**

- *Washington State Food System Roundtable* is a private public partnership working on a 25 year vision for Washington's food system. They have developed a vision and strategies to achieve a sustainable food system. This includes a roadmap describing how to create a food system that does the following:
 - ✓ Promote the health of people
 - ✓ Is economically vibrant
 - ✓ Fosters a sustainable, resilient environment
 - ✓ Creates a more equitable and just society

SNAP-Ed aligns with the strategies established within the roundtable and is at the table through local and state agencies (WA DOH, WSDA, DSHS, and WSFMA). Some key interventions include but are not limited to the following:

- ✓ Building capacity to expand farm to institution programs that serve low-income populations.
- ✓ Support statewide initiatives to connect farms to publicly and privately funded nutrition and food assistance programs.
- ✓ Supporting food and nutrition programs, food pantries and food banks, and meal sites provide access to healthy, culturally appropriate foods.
- ✓ Strengthening gleaning programs by increasing the use of lower grade produce, such as smaller sized, through alternative markets (e.g., food hubs, schools, food banks).
- ✓ Supporting farm to family efforts that distribute unused produce to food banks, and families

Retail: Increase healthy food access in retail settings and direct markets in underserved areas by:

- ✓ Identifying community partnerships and cost subsidies policies that can incentivize stores to provide health foods

- ✓ Targeting funding and technical assistance to underserved communities to improve eating and drinking policy/environmental change
- ✓ Working in partnership to increase the development/support of community-based food enterprises that improve food access, affordability, marketing and innovation through consumer food and producer co-ops, food business incubators, etc.

Community Food Advocacy - Increase low income community participation, assets and decision-making in community food system efforts by:

- ✓ Highlighting best practices for Community Food Assessments based on input from local food organizations
- ✓ Working with local food policy councils to engage underserved populations
- ✓ Actively engaging underserved populations to participate in the Food System collaboration with SNAP-Ed funded organizations and increasing transparency of SNAP-Ed funded organization activities.

Washington State SNAP-Ed Program FFY18-20 Region 5

I. Implementing Agency: Department of Health

Washington State Department of Health (DOH) has served as a SNAP-Ed implementing agency (IA) since 2004. We subcontract with local Washington agencies to provide SNAP-Ed programming within three of the five Washington SNAP-Ed Regions (Regions 2, 4, and 5).

Key aspects of our role as implementing agency include:

- Collaborate and coordinate with our State, regional, and local partners to build our SNAP-Ed programming based on local strengths and needs
- Provide tools, trainings, and technical assistance to support best practices
- Assess program quality and implement ways to improve our team, services, and impact on low-income communities in Washington State
- Ensure deliverables and expectations of SNAP-Ed grant are met

DOH houses many programs and grants that also work to reduce food insecurity, improve nutrition and active living behaviors, and prevent obesity among low-income populations. The DOH SNAP-Ed team partners with these programs and grants to identify commonalities and opportunities for collaboration, fill gaps in service, and ensure delivery of the best programming possible. Programs and grants include:

- The Women, Infants and Children (WIC) Nutrition Program
- WIC Farmers Market Nutrition Program (FMNP)
- WIC Breastfeeding Peer Counseling Program
- Children with Special Health Care Needs (CSHCN)
- Chronic Disease Prevention Programs (Diabetes, Cancer, Hypertension, and Stroke)
- Healthy Communities Initiatives
- Food Insecurity Nutrition Incentive grant (FINI)- SNAP- Ed co-coordinates our agency's Food Insecurity Nutrition Incentive (FINI) grant and works with our local SNAP-Ed agency partners to incorporate FINI grant opportunities into SNAP-Ed programming

II. Region 5 Summary

Region 5 counties are located mostly on the western side of the Cascade mountain range from the northern tip of the Olympic Peninsula to the Oregon border. Approximately 23% of SNAP clients live in the 13 counties encompassed in Region 5.

Region 5 local agencies will collaborate with numerous stakeholders and provide comprehensive SNAP-Education programming through community-based policy, system, and environmental (PSE) strategies and evidence-based direct education. Through our collective impact, we estimate to reach 288,255 low-income and SNAP-eligible people.

Highlights of the Region 5 Programming:

Partnerships: This three year plan shows the varied and strong partnerships local agencies have developed within their communities, including, but not limited to: tribal communities, school districts, food pantries, farmers markets, low-income housing, senior centers, and community centers. Throughout the next three years, agencies will continue to develop partnerships through effective collaboration and coordination to serve and support low-income populations. In addition, frequent in-person meetings and communications will enable local agencies throughout Region 5 to partner, coordinate, and share successes and resources.

Determining Local Community Needs: Local agencies will use the first year of the three year plan to complete formative evaluations, including but not limited to: needs assessment tools, focus groups, and key informant interviews. Conducting formative evaluations will assist Region 5 local agencies to understand 1) the needs and barriers to healthy living within their communities; 2) the topics, locations and programming that will engage and retain participants; and 3) the baseline of current indicators to show growth and progress through the next three years.

Comprehensive Programming: Region 5 programming will provide learning opportunities about healthy behaviors while simultaneously creating community spaces that are venues for reinforcing and practicing these behaviors.

Sustainability: The three year plan will give us opportunity track growth and to plan for sustainability within our programming. To the fullest extent possible, we will seek to build on existing community resources and engage community partners so that successful programming efforts contain sustainable solutions to these pressing problems.

Collective Impact: Although Region 5 programming affects a diverse variety of populations and venues, we will be collectively impacting the following focus areas: food pantries, farmers markets, schools, tribal communities, seniors, and older youth.

III. Regional Needs Assessment

The need for SNAP-Education support for the most vulnerable in our low-income communities continues. Data from local and state needs assessment show that food insecurity and hunger are a daily reality for Washington State households. Within Region 5 communities, partners see an increase in poverty through 1) the number of families receiving public assistance, 2) the

rates of unemployment, and 3) the number of students who qualify for free or reduced lunch. Increases in poverty negatively affect:

- *Food security*: partners report that students are coming to school hungry, or having not eaten breakfast at all, which affects their ability to learn.
- *Choices and quality of food at home and brought to school*: several communities have low access to grocery stores or other venues with low cost fresh produce and other healthful options.
- *Housing security*: partners are working with adults and youth who face homelessness, high costs of rents, and a lack of affordable housing.
- *Physical activity*: communities have limited options for low-cost, indoor physical activity environments during the fall, winter and early spring when our cold, rainy weather deters many from free outdoor options.

In addition, culture, knowledge, and institutional structures play key roles in healthy eating and active living. Partners report seeing fruits and vegetables being thrown away in schools, sugary beverages and energy drinks chosen over healthier options at events and schools, and hearing that clients feel eating out is cheaper. Region 5 programming strives to uncover root causes of these behaviors, especially when they may be associated with structural constraints such as time allowed to eat lunch, or having no healthy drink options besides milk, or the compounding effects of generations of low-income families who commonly eat fast food.

At the State level, we examined data from the following sources: Washington Department of Social and Health Services (DSHS) Briefing Book on Basic Food Program Participation and Eligibilityⁱ, Results from state participation in national surveys including Behavioral Risk Factor Surveillance System (BRFSS)ⁱⁱ, Washington Healthy Youth Surveyⁱⁱⁱ, and SNAP-Ed GIS mapping 2016^{iv}. Below are the findings:

Demographic Characteristics of SNAP-Ed Target Audience

The SNAP population in Washington State is 37% youth 18 and under and 55% adults age 19-60. Regionally 23% of SNAP clients live within the thirteen counties in the Western part of Washington. In four counties, we have greater than state average of American Indian/Alaska Native populations.

Basic Food Clients by County – July 2015-June 2016								
County	# Clients Served	White*	Black / African American*	American Indian / Alaska Native*	Asian*	Native Hawaiian / Pacific Islander*	Hispanic	Multi-race or other race *
WA State	954,337	52%	9%	3%	4%	3%	19%	10%
Clallam	11,975	70%	1%	13%	< 1%	< 1%	7%	7%

Clark	59,915	65%	4%	< 1%	2%	3%	15%	9%
Cowlitz	24,059	75%	2%	2%	< 1%	1%	12%	7%
Grays Harbor	16,233	72%	2%	6%	< 1%	< 1%	12%	7%
Jefferson	3,734	83%	< 1%	2%	< 1%	< 1%	6%	6%
Kitsap	28,315	67%	6%	3%	3%	3%	9%	8%
Klickitat	3,747	73%	< 1%	6%	< 1%	< 1%	13%	6%
Lewis	16,004	75%	1%	1%	< 1%	< 1%	12%	9%
Mason	11,440	68%	1%	5%	< 1%	< 1%	15%	9%
Pacific	4,257	74%	< 1%	2%	2%	< 1%	13%	7%
Skamania	1,364	83%	< 1%	3%	< 1%	< 1%	6%	6%
Thurston	36,676	66%	5%	2%	4%	3%	11%	9%
Wahkiakum	657	85%	< 1%	< 1%	< 1%	< 1%	7%	7%

* Non-Hispanic

Highlighted = greater than state average, accounting for statistical variability (t-test, p < .05)

Region-Specific Diet-Related Health Statistics for Target Population

Washington State's Healthy Youth Survey surveys 10th graders about their health behaviors, including physical activity level, screen time, and consumption of sugar sweetened beverages, snacks foods, fruits and vegetables, and breakfast. The table below shows survey responses in counties within Region 5 and compares them with state-wide data to demonstrate areas of need, including:

- Cowlitz, Grays Harbor, Kitsap, Klickitat, Lewis, Mason, and Pacific Counties have higher rates of obesity in 10th graders compared to other Counties in Washington State.
- A majority of Region 5 Counties have a higher than statewide percentage of youth drinking sugar sweetened beverages, eating fruits or vegetables less than once a day, and not eating breakfast yesterday.
- Jefferson, Kitsap, and Clallam Counties had more than 80% of youth answering that they did not participate in PE daily.
- When comparing county rates to the statewide rate for each data measure, Clallam, Cowlitz, Grays Harbor, Lewis, Kitsap, Pacific, and Thurston Counties have higher rates in four of the six measures.

Youth- 10 th grade: Healthy Youth Survey 2016								
Population	Obese	Drink sweetened drinks daily	Ate chips or snack foods at school	Eat fruits/vegetable < once a day	Did not eat breakfast yesterday	Did not meet PA rec.	3 + hrs screen time daily	Did not participate in PE daily
Statewide	13 ± 1%	17 ± 1%	59 ± 1%	13 ± 1%	40 ± 1%	80 ± 1%	57 ± 1%	70 ± 2%
Region5	13 ± 1%	16 ± 1%	57 ± 1%	12 ± 1%	41 ± 1%	80 ± 1%	58 ± 1%	68 ± 1%
Clallam	11 ± 4%	15 ± 4%	61 ± 6%	14 ± 4%	44 ± 6%	86 ± 4%	54 ± 6%	80 ± 5%
Clark	11 ± 1%	13 ± 1%	55 ± 2%	13 ± 1%	39 ± 2%	81 ± 2%	54 ± 2%	67 ± 2%
Cowlitz	13 ± 3%	21 ± 4%	54 ± 5%	13 ± 3%	41 ± 5%	77 ± 4%	64 ± 5%	55 ± 5%

Grays Harbor	16 ± 4%	25 ± 5%	58 ± 6%	14 ± 4%	48 ± 6%	72 ± 5%	64 ± 6%	37 ± 6%
Jefferson	--	--	63 ± 11%	--	45 ± 12%	79 ± 9%	54 ± 12%	85 ± 8%
Kitsap	13 ± 2%	14 ± 2%	57 ± 3%	12 ± 2%	41 ± 3%	82 ± 3%	59 ± 3%	85 ± 2%
Klickitat	17 ± 9%	20 ± 9%	63 ± 11%	--	43 ± 11%	71 ± 10%	54 ± 11%	40 ± 11%
Lewis	16 ± 4%	21 ± 5%	60 ± 5%	13 ± 4%	41 ± 5%	72 ± 5%	58 ± 6%	52 ± 6%
Mason	16 ± 5%	23 ± 6%	54 ± 7%	12 ± 4%	48 ± 7%	76 ± 6%	55 ± 7%	67 ± 6%
Pacific	15 ± 8%	20 ± 9%	66 ± 10%	14 ± 8%	39 ± 11%	70 ± 10%	58 ± 11%	65 ± 11%
Skamania	--	--	--	--	--	--	--	--
Thurston	12 ± 2%	16 ± 2%	56 ± 3%	11 ± 2%	42 ± 3%	81 ± 2%	60 ± 3%	70 ± 3%
Wahkiakum	--	--	--	--	--	--	--	--

--Insufficient data for county level analysis

Bold font = greater than state average

Highlighted = greater than state average, accounting for statistical variability (t-test, p < .05)

Similarly, adults and seniors living in Region 5 have varying nutrition and physical activity behaviors and prevalence of diet-related chronic diseases.

- When comparing county rates to the statewide rate for each data measure, Cowlitz, Lewis, and Mason had higher rates in seven of eight measures.
- Grays Harbor, Jefferson, and Pacific Counties' rates were higher for all eight measures.^v

Adults - Age 18 and Older: Washington Behavioral Risk Assessment 2013-2015 ^{iv}								
Population	Poor Nutrition	Insufficient Physical Activity	High Cholesterol	High blood pressure	Obese	Heart Disease	Diabetes	Living with chronic disease
Statewide	10 ± 1%	62 ± 1%	36 ± 1%	30 ± 1%	27 ± 1%	6 ± %	9 ± 1%	22 ± 1%
Region5	11 ± 1%	62 ± 3%	39 ± 2%	34 ± 2%	30 ± 1%	7 ± 1%	9 ± 1%	25 ± 1%
Clallam	--	62 ± 13%	43 ± 8%	37 ± 7%	27 ± 7%	7 ± 3%	9 ± 3%	32 ± 6%
Clark	12 ± 3%	62 ± 5%	34 ± 3%	30 ± 3%	28 ± 3%	6 ± 1%	9 ± 2%	22 ± 2%
Cowlitz	12 ± 4%	62 ± 9%	42 ± 6%	38 ± 6%	34 ± 5%	8 ± 2%	13 ± 3%	31 ± 5%
Grays Harbor	15 ± 7%	65 ± 12%	46 ± 8%	38 ± 7%	38 ± 6%	7 ± 3%	11 ± 3%	24 ± 5%
Jefferson	--	64 ± 16%	37 ± 10%	34 ± 9%	29 ± 8%	12 ± 5%	11 ± 5%	31 ± 7%
Kitsap	9 ± 3%	63 ± 6%	39 ± 4%	33 ± 4%	30 ± 3%	6 ± 1%	9 ± 2%	24 ± 3%
Klickitat	--	46 ± 18%	34 ± 9%	30 ± 8%	32 ± 9%	-- ± --%	9 ± 5%	27 ± 8%
Lewis	15 ± 8%	63 ± 12%	43 ± 8%	35 ± 7%	40 ± 7%	9 ± 4%	8 ± 3%	30 ± 6%
Mason	11 ± 6%	52 ± 12%	54 ± 8%	48 ± 8%	35 ± 7%	10 ± 3%	13 ± 4%	33 ± 6%
Pacific	11 ± 7%	69 ± 16%	43 ± 10%	40 ± 9%	29 ± 7%	9 ± 5%	12 ± 4%	34 ± 8%
Skamania	11 ± 6%	71 ± 13%	49 ± 10%	37 ± 9%	27 ± 8%	10 ± 4%	8 ± 4%	30 ± 9%
Thurston	10 ± 3%	64 ± 6%	36 ± 4%	33 ± 4%	27 ± 3%	6 ± 1%	8 ± 2%	21 ± 3%
Wahkiakum	--	46 ± 25%	38 ± 14%	23 ± 9%	27 ± 12%	--	9 ± 5%	22 ± 8%

--Insufficient data for county level analysis

Bold font = greater than state average

Highlighted = greater than state average, accounting for statistical variability (t-test, p < .05)

IV. Regional Focus

Each local agency assessed local needs on how to best reach SNAP-Ed target audiences, and as a result, Region 5 programming includes a diverse variety of populations and venues. Collectively, Region 5 is largely impacting SNAP-eligible clients at food pantries, farmers markets, and schools. In addition, Region 5 programming focuses on tribal communities, seniors, and older youth.

Food Pantries: 10 counties within Region 5 include SNAP-Ed programming at one or more food pantry. Each pantry has varying needs and strengths in creating a culture that makes the healthy choice the easy choice. For example, while some food pantries have the supermarket model in place, others need assistance in transitioning to this best practice. Some food pantries struggle with declines in donations while others need assistance in storing and effectively using seasonal abundance. A number of projects see a need to work more effectively with volunteers on healthy food promotion, food safety and use of point of sale prompts. Many local agencies plan to partner with food pantries to complete the Healthy Food Pantry Scan or other assessment to understand needs and plan directed SNAP-Ed assistance.

Farmers Markets: 12 counties within Region 5 plan to conduct programming at farmers markets. Similar to food pantries, farmers markets within Region 5 counties have varying needs and strengths. Many markets struggle with low attendance and low redemption rate of EBT and other voucher options. Many SNAP eligible clients are not aware of markets in their area and that EBT and Senior/WIC vouchers are accepted. In some communities, partners are recognizing a need to create a farmers market in areas where there is low access to fresh produce. In addition, local agencies will partner and coordinate efforts with Washington State Farmers Market Association and regional partners to better support low-income shoppers. Region 5 SNAP-Ed plan has included WSFMA reach numbers to accurately show SNAP-Ed's reach throughout the counties in Region 5.

Schools: 11 counties within this Region 5 plan to conduct programming at schools. Youth need information to make healthy behavior choices, opportunities to practice them, and a role to participate in building communities of support for changes. In order to address the goals of improving dietary quality and physical activity for youth audience, SNAP-Ed agencies will provide and support programming that is relevant to the lives of youth. In addition, school programming relies on relationships with teachers, administrators and parents. Reaching the adult audience through students can be a bridge from classroom education to the community.

Although several areas of the school environment are affected by SNAP-Ed programming, two areas are prominent for Region 5 programming: 1) wellness policies and committees and 2) lunchroom improvements.

Wellness policy and committees: The Local Wellness Policy Final Rule, issued July 2016, requires all local educational agencies that participate in the National School Lunch and School Breakfast

Programs to meet expanded local school wellness policy requirements. Schools must establish minimum content requirements for local school wellness policies, ensure stakeholder participation in the development and updates of such policies, and periodically assess and disclose to the public schools' compliance with the local school wellness policies. Wellness policies strengthen school nutrition services by encouraging multidisciplinary wellness committees to work together in identifying school needs, developing strategies to address key goals, and integrating comprehensive nutrition services with a coordinated school health program. Adhering to student wellness guidelines (if schools have them) doesn't seem to be a priority for many districts. Teachers overall are still using candy and snack foods as rewards; school celebrations still feature fast food, junk food and sugary food; lunches from home often feature junk food.

Lunchrooms: Many students eat two of their three meals at schools. Students want the ability to make choices and voice their opinion about school meals. Many lunchrooms lack variety of healthy options, including fresh produce. Food service staff need assistance and training on how to implement best practices to increase students' consumption of fruits and vegetables and other healthy foods. Many local agencies are partnering with food service staff, directors, and food service companies to create changes to offer choice, quality, and health in the lunchroom.

Tribes: While national, state and community data all point to increased needs to tackle obesity prevention efforts in Native Tribal communities, understanding Native American history and sovereignty is necessary to work on current issues that affect healthy eating and active living, such as transportation and access to healthy foods.

Seniors: Seniors face many barriers to healthy eating and active living, including food insecurity, social isolation, and functional disability. Seniors experiencing food insecurity are more likely to have lower nutrient intakes and are at higher risk for chronic health conditions (Feeding America, 2017). Many seniors rely on convenience foods rather than cooking, have limited transportation options, and don't know about or are reluctant to sign up for nutrition programs and benefits.

Older youth: Older youth (ages 12-18) are making their own food choices and creating habits that will follow them into adulthood. Yet, data shows an increasing amount of older youth have poor nutrition and negative health behaviors. Our programming will engage older youth in nutrition and physical activity discussions to allow older youth to become strong change agents that positively impact school environments, communities, and peer decision making.

County		Clallam	Clark	Cowlitz	Grays Harbor	Jefferson	Kitsap	Klickitat	Lewis	Mason	Pacific	Skamania	Thurston	Wahkiakum
Adult Programming	Food Pantries													
	Farmers Markets													
	Communities													
	Reaching Seniors													
	Reaching Tribal Communities													
Youth Programming	Schools													
	Out of the Classroom Settings													
	Reaching Older Youth													
All	Physical Activity													

Communities includes: low income housing locations, senior centers, homeless shelters, location where adults with disabilities reside/congregate, adults in rehab, and community health workers groups that meet in low income neighborhoods.

V. Three Year Vision and Performance Goals

Our FFY18-20 plan presents a multi-level approach that includes direct nutrition education and PSE strategies that build over the course of three years. Below is an outline of the three year plan:

- Year 1:
 - Conduct formative evaluation of participants, partners, and environments
 - Identify performance goals
 - Support selected curriculum trainings and educational interventions
 - Implement direct education
 - Complete PSE assessment training
 - Conduct PSE assessments
 - Develop community engagement and partnership
 - Prioritize PSE
 - Evaluate – Formative, process, and short-term outcomes
- Year 2:

- Review and incorporate changes into direct education programming
- Implement site-based PSE
- Continue partnership development and capacity building
- Conduct sustainability planning
- Evaluate - process evaluation and medium-term outcomes
- Year 3:
 - Review and implement changes within direct education
 - Build-on and fully implement PSE
 - Evaluate - process and outcome (medium and long-term)
 - Implement sustainability plan

IA Performance Goals

In addition, over the next three years, DOH will provide thoughtful administration of programming, quality assurance checks, and implementation of program improvement activities. Our performance objectives and steps include:

1. Assure implementation of best practices for direct education, PSE strategies, and public health approaches:
 - Identify and prioritize common best practices
 - Identify and prioritize training needs to implement best practices
 - Gather and/or develop resources, including tools and training opportunities, to implement best practices
 - Provide training, technical assistance, and site visits to support learning and implementation of best practices
 - Implement process for quality assurance reviews of best practices
 - Evaluate local agency confidence and knowledge changes
2. Assure SNAP-Ed services are accurately and effectively reaching target audiences:
 - Identify target audience reach, areas of program saturation, and areas of need
 - Update interactive map and tools, including GIS mapping analysis
 - Train local agencies and partners on needs assessments, target audience priorities and ways to improve reach
 - Implement program marketing plan to reach target audience within multiple settings
 - Develop plan to recruit new partners or projects that will best reach participants in identified areas of need

- Revise and implement DOH SNAP-Ed local agency application and scoring system to improve targeting of state population and strengthen project interventions and strategies
3. Ensure fiscal accountability and program quality assurance:
- Develop tools for review and technical assistance
 - Train local agencies on program requirements, including: expectations, fiscal accountability, and program accountability
 - Review all local agencies for fiscal accountability and quality assurance
 - Provide ongoing technical assistance

VI. Local Agencies:

Department of Health subcontracts with 15 local agencies to provide SNAP-Ed programming in Region 5. In addition, Washington State Farmers Market Association (WSFMA) contracts with DSHS to provide programming throughout Washington State, including all counties in Region 5 except Wahkiakum County.

Washington State Region 5	
Local Agency	County
Clallam County WSU	Clallam
Clark County WSU	Clark
Cowlitz County WSU	Cowlitz
Grays Harbor County WSU	Grays Harbor
Jefferson County YMCA	Jefferson
Kitsap Public Health District (Kitsap PH)	Kitsap
Kitsap County WSU	Kitsap
Lewis County Public Health and Social Services Department (Lewis PH)	Lewis
Lewis County WSU	Lewis
HOPE Garden	Mason
Mason County WSU	Mason
Pacific County Health and Human Services (Pacific HD)	Pacific
Thurston County Food Bank (TCFB)	Thurston
Thurston County WSU	Thurston
Wahkiakum County WSU	Wahkiakum
WSU: Washington State University	

Hands of Personal Empowerment (HOPE): Hands-On Personal Empowerment (The HOPE Garden Project) has been leading nutrition and garden education with Mason County youth since 2013. We consider ourselves a hip program: we have fun, we play games, we get our hands in the dirt, and we learn where food comes from. We conduct our programming in a way that is enjoyable and meaningful to youth, and we create opportunities for youth to be engaged and empowered. We aim to give hope to youth, and allow them to make healthier choices and generate beneficial long term impacts on their lives. We have also worked hard to foster meaningful, mutually beneficial working relationships with key community partners, and have learned the value of being present in the community whenever and wherever possible.

Lewis County Public Health & Social Services: Lewis County Public Health is the local governmental health department for Lewis County, a county ranked 26 out of 38 in health outcomes in Washington. The mission for LCPHSS is *to promote, enhance, and protect the health and well-being of the community through partnerships, education, and prevention services*; we provide SNAP-Ed services via nutrition and physical activity education as well as develop policy, systems, and environmental strategies.

Kitsap Public Health District: Kitsap Public Health District has been protecting the health of our county's residents since 1942 and is a nationally accredited public health agency. Chronic disease prevention is a strategic priority of the agency and the Chronic Disease Prevention Program has implemented several successful community initiatives and projects impacting all segments of the population with a focus on reducing disparities and inequities in health.

Pacific County Public Health and Human Services: Pacific County Public Health and Human Services Department is the local health department for Pacific County and four incorporated cities as well as a number of unincorporated towns. The mission of our Department is to promote the wellbeing and protect the health of the people of Pacific County today and for the future. The purpose of our work is to provide services, change environments, and influence policy and community norms in order to support healthy choices.

Thurston County Food Bank: The Thurston County Food Bank has been working to educate clients about healthy food choices increasingly since 2003. We have been expanding the supply of fresh produce and other healthy perishable foods through our extensive network of food pantries, developing local collaborative relationships and increasing the infrastructure to support more fresh foods. We served 52,000 low and moderate income individuals in 2016. Currently Thurston County Food Bank operates a School Backpack program at 33 elementary schools, 5 head start program and two middle schools. We operate a School Garden program at five elementary schools. We operate a Summer Meal program funded via OSPI at two schools, three summer programs, and a self-funded mobile program with six stops. Additionally, the Thurston County Food Bank role as a regional redistribution organization (RDO) for two non-profit networks and under contract with Washington State Department of Agriculture (WSDA) which creates opportunities for leveraging current partnerships and increasing SNAP program reach. We have hundreds of relationships with individuals, businesses, and organizations in our

community that we leverage in our work to end hunger in Thurston County. By connecting different sectors and generations, we are able to create collective impact for change, and a continuity that acts as a bolster to our Lacey community.

WSU Extension: With 39 locations throughout the state, WSU Extension is the front door to the University. Extension builds the capacity of individuals, organizations, businesses and communities, empowering them to find solutions for local issues and to improve their quality of life. Extension collaborates with communities to create a culture of life-long learning and is recognized for its accessible, learner-centered, relevant, high-quality, unbiased educational programs. WSU Extension encompasses eight (8) local agencies: Clallam Co WSU, Clark Co WSU, Cowlitz Co WSU, Grays Harbor WSU, Kitsap Co WSU, Lewis Co WSU, Thurston Co WSU, and Wahkiakum Co WSU.

YMCA: YMCA of Jefferson County currently serves hundreds of youth in various programs. We are the largest provider of youth services in Jefferson County. We will seek to connect the pre-existing youth and their families to this program as well as engaging new youth and families.

ⁱ Washington State Department of Social and Health Services (DSHS) Briefing Book on Basic Food Program Participation and Eligibility 2016.

ⁱⁱ Washington Behavioral Risk Factor Surveillance System 2013-2015

<http://www.doh.wa.gov/DataandStatisticalReports/DiseasesandChronicConditions/ChronicDiseaseProfiles>

ⁱⁱⁱ Healthy Youth Survey 2014 <https://www.askhys.net/FactSheets>

^{iv} DOH PCH Assessment GIS mapping and Assessment of SNAP-Ed locations 2016

2. Department of Health FY 18-20 Project Summary Region 5

Project Title: Adults

a. Related State Objectives

By September FFY20, participants will improve:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Dietary Quality | <input checked="" type="checkbox"/> Food Resource Management |
| <input checked="" type="checkbox"/> Physical Activity | <input checked="" type="checkbox"/> Policy, System and Environmental (PSE) strategies |

b. Audience

Project focuses on adults (>18 years old) within Region 5.

Region 5 adult projects will focus on the SNAP-Ed eligible audience. Eligibility for project sites includes:

- Income based - Participant on another qualified income-based program
- Location based – CSO, Food Banks, Food Pantry, Soup kitchens, public housing, SNAP/TANF job readiness.
- Poverty based - 50% or more below 185% FPL via agency data or census tract
- Farmers Market- Market accepts SNAP, WIC, Senior Farmers Market Nutrition Program, and has matching incentive program

c. Food and Activity Environments *Below are the local assessments of barriers to healthy eating and living, per county.*

• Clallam County:

Clallam County occupies about 2,671 square miles in the northwest corner of the United States on the North Olympic Peninsula. The county is isolated and mainly rural.

Farmers markets: Despite being a rural county with numerous small and medium size farms, many SNAP users in multiple communities in Clallam County travel 60-70 miles to purchase farm fresh produce using EBT or FMNP currency. In addition, over 60% of Clallam County residents live in an area with low access to a grocery store impacting more than 44,000 residents. This lack of opportunity to purchase fresh, local food is evidenced by the very low redemption rate of FMNP checks throughout Clallam County and particularly in Western Clallam County where rates of poverty are the highest. Work has begun to identify new opportunities for FMNP redemption for recipients in Western Clallam County and coordination with the Makah Tribe to begin a new Farmers Market with the capacity to accept EBT and/or FMNP checks.

Food pantries: Work has already begun with multiple partner agencies to utilize the seasonal abundance from home gardens and local farms. WSU Clallam County Extension's gleaning program, in coordination with Peninsula Food Coalition, is increasing access to locally grown, healthy food to those in need. More work is needed however in strengthening, expanding, and supporting these systems changes not only to redistribute fresh produce, but to educate SNAP-eligible individuals and service agencies about how to use and store the nutritious, seasonal abundance that exists in Clallam County.

Tribes: Clallam County's tribal populations have identified needs that SNAP-Ed can assist with. Transportation to grocery stores is a common, significant barrier for many elders who need access to healthy food outlets. The tribal pantry manager is interested in working with SNAP-Ed to identify and begin a mobile food pantry that meets the needs of community members.

- **Clark County:**

Located in Southwest Washington, Clark County is comprised of urban and rural lands. Given the nature of our county, we are focusing our efforts in the more densely populated areas of Vancouver and Washougal. This will allow us to have a more significant impact on our target population and reach higher numbers of residents who live below the poverty level.

Food pantries: WSU SNAP-Ed program is targeting support programs at Family and Community Resource Centers (FCRCs) in all our partner elementary schools. FCRCs connect students and families with community resources that help to remove barriers for basic needs. These can include on-site food pantries, food backpack programs, and fresh food mobile pantries. However, FCRCs need assistance in developing and disseminating family-friendly educational materials that encourage behavior change such as having family meals, teaching kids to cook and accessing SNAP benefits. Also needed is information and assistance in creating policies and system changes to ensure the foods provided are healthy and easy to use by families. SNAP-Ed staff has found that by supporting FCRCs through food tastings and healthy food pairing that families choose healthier options when shopping in the food pantry.

Farmers markets: Three Clark County Farmers Markets support the EBT/Fresh Match program and Senior/WIC Farmer's Market Nutrition Program. However, these markets need assistance in system and environmental changes to increase families' attendance and purchasing abilities at markets. In addition the markets need system changes to assist families on how to select, store and prepare fresh foods purchased from the market. Last year, the Clark SNAP-Ed program received 448 interest surveys from adults who participated in the SNAP-Ed Healthy Families booth at participating Farmers Markets. 83% of these participants said that they use SNAP and WIC benefits. 60% of these participants said that they seldom or never visited the Farmer's Market. 42% said that they consume four or less fruits and vegetables days per week.

- **Cowlitz County:**

Cowlitz County is a mixture of urban and rural lands in southwest Washington.

Low-income housing: Cowlitz County is reaching adults through Longview Housing Authority. Longview Housing Authority offers a stable and safe housing environment for families, seniors and the disabled. These families have limited access to basic healthy food choices, cooking skills and physical activity opportunities. SNAP-Ed staff has found success in providing programming at the Housing Authority community room sites, as families are more likely to participate and complete the adult nutrition classes.

- **Grays Harbor:**

According to the GHC Department of Health, Grays Harbor residents are sick more and die younger from chronic diseases linked to poor diet and physical inactivity than those in other parts of Washington (GHC Community Health Profile 2013). Knowing the need does not guarantee participation in programming. Many adults resort to less healthy convenience foods or fast foods because they believe these foods are less expensive and comparable nutritionally to unprocessed foods.

Food pantries: Though there is a need to build programming at food pantries, space for changing to the ideal Food Pantry Design (supermarket model) may not be an option for most of the locations. The spaces are cramped and not conducive to change. The food pantries are staffed by volunteers, all of whom work part-time. Because of that, scheduling meetings for brainstorming with staff is difficult. Neither directors nor staff have time nor can put in the effort to make changes. We have also run into a snag with providing bulletin board information. Most food pantry directors do not want to 'clutter' the space available. What has worked very well is providing them resources to give to clients. There has also been a turnover of directors and location change for two of the food banks, which has put our plans on hold.

Adult education classes: The CCAP TANF Life Skills instructor identified client need for nutrition education, cooking skills and food resource management. This new partnership led to a successful class series that was well-attended and had participants finish. One problem that arose was with the rotating schedule of clients starting and ending the Life Skills class. We will discuss with the CCAP TANF instructor ways to improve retention. The nutrition educator set up a Facebook group to keep in touch with the group, but we will also make sure we do follow-up calls to those who miss classes.

People with disabilities: According to advocates, people with disabilities face many needs. Engaging in physical activity, understanding basic nutrition needs, and shopping and preparing low-cost, nutritious and tasty foods are needs to address, often for both clients and their caregivers. We had a successful series with this group, but there were issues that also arose. What worked very well was teaching the participants to cook and read recipes. The physical activity portion of each lesson was also very successful. Building 'meals' from food models made

sense; building ‘meals’ from food ads and ‘shopping’ did not. What also did not work well was price comparison or reading labels. These concepts and practices were too abstract for the participants. I believe if we can entice the caregivers to accompany their charges to the classes there will be greater success in the areas of concern.

- **Kitsap County:**

Kitsap County is a mix of rural and urban areas with a population of over 250,000 people. The Bremerton area has the lowest median annual household income, the highest percentage of the population living below 100% of the poverty level, and the highest percentage of the population receiving SNAP benefits compared to other areas of Kitsap County.

Food pantries: There are eight Kitsap County area food banks, including Bremerton Foodline, Salvation Army Food Bank, South Kitsap Help Line, Helpline House, North Kitsap Fishline, ShareNet Food Bank, Central Kitsap Food Bank, and St. Vincent de Paul. The total number of households served more than doubled (104% increase) from 2007 to 2016, with a total of 104,304 visits by separate households in 2016. Returning households are the majority of visits. Over time, the number of visits by new households per year has remained fairly stable while the return visits continue to increase. Despite increasing visits and demand for food, the food banks in the area have experienced a decline in donations. In 2016, there was an increase among senior citizens using the food banks. To meet these increased food needs we can assist with strengthening gardening programs and increasing gleaning efforts in our community. Executive Directors shared that Food Bank clients need help and education on how to feed their families on a limited budget including healthy recipes using the food available at the Food Bank. The director also stated that Food Bank volunteers would benefit from training on MyPlate concepts to be able to better assist their clients in making healthy choices at the Food Bank and at home. Check-in interviews are conducted by the volunteers and required each time a client visits the Food Bank.

Low-income housing: Information pulled from the 2014 Kitsap Community Needs Assessment highlights the housing view in Kitsap County: 39% of households spend more than 30% of income on housing, 50% of renters are unable to afford a two-bedroom, and 24% of respondents identified “more affordable housing” as a top 3 change to improve health and well-being in our community. With this data, we recognize the importance of SNAP-Education associated with public and low –income housing as a way to strengthen the health of our community.

Through last year’s focus group conversations, residents expressed the lack of knowing other residents in their housing centers. By supporting walking programs, and healthy community events such as National Night Out we can build resiliency and safety in residences to encourage healthy outdoor exercise. In addition, Housing Kitsap asked for support in developing a system of generational collaboration in their gardens.

Seniors: Partners report that seniors at the residences don't like to cook for themselves and choose to eat convenience food. In addition, a lot of the residents are sedentary and don't leave their room.

Adult education classes: We recognize that some of our most vulnerable community members are making amazing steps in improving their life outcome by attending college. We also recognize that this is an important opportunity to come alongside these individuals and support them in their growth. As these students become more independent community members, we see the need to empower them to make healthy lifestyle changes. We know that food budgeting and healthier food choices may improve financial outcomes and education outcomes. Students in both the BFET and WorkFirst program at Olympic College are qualified SNAP recipients. Currently, there are over 300 students registered in the BFET program at Olympic College. To continue to receive benefits for BFET, students need to be continuously enrolled in classes; even during school breaks. This break provides a great opportunity to provide SNAP education to a captive audience, along with supporting these inspiring students towards a healthier lifestyle.

- **Lewis County:**

Food pantries: The Salvation Army's food pantry model currently provides families with a box of foods each month that are selected by volunteers following a category guide. The boxes contain a high number of shelf-stable, energy-dense foods and families do not have the opportunity to choose or exchange items that meet their individual or family needs and/or preferences. The food pantry currently has limited fresh fruits and vegetables available that are donated by a local Safeway store. In the summer time, a youth farming program yields a greater variety of vegetables to supplement boxes; however, volunteers noted that clients are sometimes unfamiliar with the varieties of vegetables. An FY2017 Healthy Pantry Food Guide assessment identified numerous opportunities to promote improved nutrition in all assessment domains.

Farmers markets: During an FY2017 family farmer's market event at Olympic Elementary in Chehalis, numerous families reported that they do not shop at their local farmers market, and were not previously aware that the farmers market accepts EBT and Senior/WIC Farmers Market Vouchers.

Seniors: The Twin Cities Senior Center Manager reports seniors are enthusiastic for farmers markets and has seen increasing levels of voucher distribution, but many seniors struggle with a transportation barrier to spend funds at the local farmers market.

Pregnant and Postpartum Mothers: From 2015-2016, 64% of prenatal women in Lewis County had a pre-pregnancy weight that classified them as overweight or obese (Data from Providence Centralia Hospital's data analyst). Also, more than 60% of women in Lewis County receive WIC (Women, Infants and Children) benefits. During the first two years of implementing this Health Outcomes Project in our county, we found several successful strategies as well as challenges in working with this population. Successful methods include providing the FINI Safeway vouchers

to SNAP participants, allowing children and partners to attend class series with the participant, and providing weekly samples as well as the cooking workshop that is included in the series. Challenges to this project include participant retention. Unfortunately, the majority of this population have problems finding transportation due to lack of access to transportation, limited gas funds, and/or pregnancy-related symptoms. Another barrier is the fact that some mothers have to drive 30-45 minutes to get to the classes held at the hospital. Classes have been offered in rural communities/cities in previous years; however, there have not been enough participants to hold a class series.

- **Mason County**

Mason County is a rural, economically challenged community of a little more than 60,000 residents. Mason County also has the unfortunate designation of having the highest rate of cancer in the state and ranks 33rd out of 39 Washington counties in poor health outcomes due to poor health behaviors that lead to chronic disease. The city of Shelton is Mason County's only incorporated area with around 10,000 residents living within city boundaries. Within the city limits of Shelton, we find a greater percentage of low-income residents, Hispanics and residents over the age of 65 than in the county at large.

With a significant proportion of residents identifying as Hispanic, multi-racial or American Indian, attention to addressing language and cultural barriers is needed for effective and accessible programming about healthy behaviors and food resource management. For example, there is a high number of recent immigrants from Guatemala in Mason County speak Kanjobal or Mam. These families are part of our target audience, but there is a language barrier present that restricts access to information about community support services. Programming that is family-friendly and includes hands-on activities and interpretation is needed.

Tribes: We are developing connections with the Squaxin TANF programs and the Skokomish Tribe to build connections and assess readiness for programming. First steps in assessing readiness will be through key informant interviews and meetings, preferably at tribal events that are open to the community.

Food pantries: Through completing the Oregon Food Bank Healthy Pantry Snapshot we found that there is a need to develop a food bank culture around emphasizing healthy choices. Additionally, Saint's Pantry has developed a unique partnership with the Mason County Corrections Garden Program. This prison garden program donates half of their organic fresh vegetables to the food bank for distribution. While this is a fantastic program, there is a need to further develop programming to ensure consumption of large quantities of vegetables during the harvest season. We also need to promote programming in alternate environments, as clients are not willing to attend programming directly at the food bank. They do regularly use and request print materials such as recipes and willingly interact with nutrition staff about healthy choices during food demonstrations.

Farmers markets: The Shelton Farmers market is located in the central downtown area of Shelton where many SNAP-eligible families live and within a few blocks of Evergreen Elementary School. The Farmers Market secured funding for a Fresh Bucks program but lacks staff to promote it. Promotion and support is needed to bring families to the market and to provide nutrition information once they are there.

Parents and families: In order to reach a broad community audience, we recognize the need to partner with community organizations to promote and develop opportunities for practicing healthy behaviors. Participation on the Shelton School District Wellness Committee gives us another avenue to reach parents and families to support their role at home in modeling healthy behaviors that will assist their children in academic achievement and in adopting skills for a healthy life.

- **Pacific County:**

Pacific County is a small rural area with limited resources. We have two distinct areas of population, separated by approximately one-hour's drive. The county has a significantly higher rate of unemployment than the State (9.1% to 5.7%). Along with high rates of unemployment comes difficulty in food resource management to meet basic needs. Food banks, weekend backpack meals, and hot meals provided by churches all assist families and seniors to stretch their food dollars.

Seniors: Pacific County is also a "gray" county with a senior population of 27.9% compared to 14.1% for the State. With a large senior population comes associated concerns with food insecurity, especially if those seniors are living on fixed incomes, have children that have moved back into their homes, or are raising grandchildren.

Food pantries: Food banks are an integral part of food access in our county. There are three food banks on the Long Beach Peninsula, one in Bay Center, one in Shoalwater Bay Tribe, and three in the north end of the county. Food banks and the clients they serve depend on donations for the food they provide. In our past work with food banks, the families seem to enjoy learning new ways to use the foods they receive and the food banks seem to be willing to look at new ways to obtain donations. A large barrier to obtaining healthy fresh fruits and vegetables has to do with where we live. Weather wise we have a very short growing season, lots of rain, and limited access to local growers that would be able to donate. Farmers out of the area stock the two farmers markets. The Ocean Park food bank sees an average of 400 families per month; they are open four days a week (average 1200 people per month). The Willapa Ministerial Food Bank in Raymond is open one day a week for three hours and serves an average 490 people per month.

- **Thurston County**

Though Thurston County has a lower percentage of residents living in poverty compared to Washington State, the number of people living in poverty is steadily increasing: from 9% in 2007 to 13.9% in 2015 (American Community Survey, 2015).

Food pantries: Through our needs assessments and surveys, we've learned that our food bank and satellite pantry systems have varying needs and strengths. As the number of families accessing these services continues to rise, the capacity of each location needs to increase accordingly. Along with capacity, the need for volunteer education and training that relates to nutrition, food safety, and food education continues. In 2014, a preliminary capacity assessment of the Thurston County Food Bank Satellite food pantry system was conducted. This assessment looked at which food pantries in our Satellite network had the capacity to receive more fresh produce and perishable foods. It included questions about available square footage, refrigeration, volunteer hours, and hours open per month. From this assessment, we learned that six of our Satellite food pantries were ready for a shift toward more fresh food distribution, and two already had embraced the shopping model. Certain pantries need only small changes to make a large difference. In 2016, a narrative survey was created and conducted that focused on healthy food promotion, nutrition education, and the implementation of the shopping model in Thurston County Food Bank satellite locations. These tools were developed by our staff and were helpful not only in gathering information, but also in providing the context and structure necessary to learn more about each pantry. From the narrative survey, we learned about food pantry manager preferences and challenges related to implementing PSE changes, and any existing nutrition resources.

Seniors: Many seniors are in situations that put them at risk nutritionally. They may have a functional disability that prevents them from preparing food, they may be socially isolated and living away from services without transportation, and they may have poor oral health or chronic diseases that make it more difficult to eat. Often, seniors have been through major life changes and need to develop new healthy lifestyle strategies that fit their current circumstances. The Executive Director of Family Education and Support Services (FESS) has reported that seniors acting as primary caregivers of young children are often unaware of Washington's Senior Farmers Market Nutrition Program (enabling participants to use checks to purchase fresh fruits, vegetables and herbs) and tend to be reluctant to sign up for nutrition benefits, believing that benefits are for those more in need.

Low-income housing: Case Managers at Evergreen Vista report that many residents lack knowledge and skills related to preparing nutritious meals on a budget. During FY2017, WSU SNAP-Ed provided technical assistance to help reinvigorate a community garden but harvest has been minimal and theft is an ongoing challenge.

- **Wahkiakum County**

The 2015 USDA Food Atlas shows that Wahkiakum County is both low income and has low access to food characterized by a significant number of residents more than 10 miles (rural) from the nearest supermarket. Additionally, stores within the county can be expensive in their pricing of fresh fruits, vegetables and lean proteins, making processed, shelf stable foods more attractive. Active living is challenging because there is limited access to walking areas and fitness

centers in our community, especially over the winter and fall months when the community pool is closed and inclement weather discourages outdoor activities like walking or biking.

Food pantries: Previous years' work has shown us that gleaned and donated produce from local farms and the community garden can help supply the food pantry. Our SNAP-Ed community education in food banks has helped clients use nearly all donated produce. Ancillary benefits include decreased waste of perishable produce. Conversations at our Hunger Task Force meetings (our monthly meetings of local food banks) have shown us that there is interest in more point-of-sale prompts for other healthy options such as beans or whole grains.

Physical activity: We learned from the Region 5 needs assessment that Wahkiakum County is especially challenged in physical fitness behaviors among adults. We have also heard elder clients at recent programs express a need for physical fitness opportunities in our community. Altogether, this indicates need for physical fitness programming and outreach among senior citizens.

d. Project Description for Educational Strategies

Individual and group based direct nutrition, physical activity, and health education are one component of SNAP-Ed programming. Using the results from our regional and local needs assessments, Region 5's direct education programming addresses local barriers and provides adults with evidence-based activities and reinforcements to encourage behavior change. All direct education is intertwined with the PSE strategies listed later within this plan.

- Over the next three years we will implement client centered adult educational strategies that includes the following steps:
 - Year 1:
 - Formative evaluation of participants, partners, and environments
 - Finalize curriculum selection and educational needs at each site
 - Train staff in selected curriculum and educational interventions
 - Implement direct education
 - Conduct process and short term outcome evaluation
 - Year 2:
 - Review year one evaluation and incorporate changes into direct education programming
 - Continue to implement direct education
 - Continue process evaluation and look at medium term outcome evaluation
 - Develop direct education sustainability plan
 - Ensure direct education builds on and ties into any PSE strategies
 - Year 3:
 - Review evaluation from year two and implementation changes within direct education

- Evaluation - process and outcome (medium and long term)
 - Implementation sustainability plan
- Direct Education Components:
 - Class series: All class series are delivered by a SNAP-Ed educator using approved curriculum. All direct education sessions are delivered as directed by the curriculum recommendations, or with approved curriculum modifications.
 - One-Time Events: We will reinforce and build on nutrition and active living messages taught within the class series, recruit participants that are not currently enrolled in classes, and link participants to important resources in their communities. Examples of one-time events include: food demonstrations, farmer's market tours and events, and grocery shopping tours.
 - Reinforcing Messages: Reinforcing messages support healthy eating and active living concepts. Depending on population need, reinforcing messages may be in print or online. Examples include:
 - Posters, bulletin boards, and other visuals to encourage healthy eating and active living messages at program sites.
 - Newsletters distributed to participants and partners that include information such as recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.
 - Resources to support and promote healthy eating and being active living in the community including: free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes.
- Key educational messages:
 - Food resource management
 - Food preparation/cooking
 - Food shopping
 - Reduce food insecurity
 - Increase physical activity and reduce sedentary behavior
 - MyPlate
 - Increase water consumption
 - Increase fruits and vegetables
 - Increase lean protein and whole grains
 - Healthy weight
 - Portion control
- Location and reach of direct education, per agency and county:

County	Local Agency	Location	# One-	# Class	Direct Education
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		Food pantries	Farmers Markets	Communities	Receive	Reaching Seniors	time events	series	Reach*	SNAP Eligible Reach*
Clallam	Clallam Co WSU	x	x				12	-	720	720
	WSFMA		x				12	-	120	51
Clark	Clark Co WSU	x	x	x			21	5	3,316	2,799
	WSFMA		x				6	-	60	23
Cowlitz	Cowlitz Co WSU	x		x			3	17	378	300
	WSFMA		x				6	-	60	39
Grays Harbor	Grays Harbor Co WSU	x		x	x	x	-	11	90	90
Jefferson	Jefferson Co YMCA						-	-	N/A	N/A
Kitsap	Kitsap Co Public Health	x		x	x	x	-	3	30	30
	Kitsap Co WSU	x		x		x	16	8	580	580
	WSFMA		x				6	-	60	32
Klickitat	WSFMA		x				12	-	120	45
Lewis	Lewis Co Public Health	x		x			4	6	254	238
	Lewis Co WSU	x	x	x			8	3	284	154
	WSFMA		x				12	-	120	47
Mason	HOPE Garden						-	-	N/A	N/A
	Mason Co WSU	x	x	x		x	22	2	261	231
	WSFMA		x				6	-	60	26
Pacific	Pacific Co Health	x			x		24	8	2,480	2,480

Thurston	Thurston Co Food Bank	x				x	161	9	2,702	2,702
	Thurston Co WSU			x			16	4	184	132
	WSFMA		x				12	-	120	52
Wahkiakum	Wahkiakum Co WSU	x					16	1	415	415
*Estimate of the first year's direct education reach.									12,414	11,056

Communities include: low income housing locations, senior centers, homeless shelters, location where adults with disabilities reside/congregate, adults in rehab, community health workers groups that meet in low income neighborhoods. A portion of Lewis County Health Department's community reach is pregnant and postpartum women as part of the Health Outcomes Project.

Receive resources includes: Community Service Offices (CSOs), and locations where participants receive TANF and BFET.

e. Project Description for Marketing Strategies: Not applicable for this project

f. Evidence Based: See research Summary in Appendix B.

g. Policy, Systems, and Environmental Changes

Comprehensive, multi-level PSE interventions are a key part of making the healthy choice, the easy choice. Region 5's PSE strategies reach SNAP eligible audiences where they live, learn, and shop. PSE change is often unique to different communities and settings; success requires the following: community support, a thorough and thoughtful needs assessment and/or environment scan, and partnership between SNAP-Ed local agency staff and community members and stakeholders.

- Over the next three years will develop and implement adult centered PSE strategies that includes the following processes:
 - Year 1:
 - Train staff on assessment tools completed
 - PSE assessments tools conducted (including environmental scans, focus groups, surveys, key informant interviews, etc.) and baseline established
 - Community engagement and partnership developed
 - Prioritize PSE strategies
 - Year 2:
 - Site-based PSE implemented
 - PSE builds on and links with direct education

- Continue partnership development and capacity building
 - Process evaluation
 - Sustainability planning
- Year 3:
 - PSE – build on and full implementation
 - Partnership
 - Evaluate or document outcomes
 - Sustainability plan implemented
- Below are the PSE strategies that have been initially identified for adult work in Region 5. Based on the formative work and environmental scans, PSE strategies may change or adapt.

Policy, System, and Environmental Strategies
Food Pantries
Encourage partnership building
Increasing access to healthy foods
• Support mobile food pantries
• Promote healthy food donation lists
• Support food backpack programs
Increasing appeal of healthy foods
• Encourage client choice
• Implement “nudges”, point of purchase prompts, and/or thoughtful placement of healthy foods
• Improve capacity and provide training to staff and volunteers in nutrition education and healthy food bank strategies
• Consult with food bank director and staff about better food bank design
• Support food pantry efforts to meet language and culture needs
Linking local agriculture
• Enhance or promote food pantry gardens
• Support farm-to-food pantry
• Promote garden bounty, gleaning and value added food processing
Farmers Markets
Increasing access to healthy foods
• Support and promote fruit and vegetable (third party funded) incentive program i.e. fresh bucks
• Work to increase number of farmers providing food and accepting EBT and FMNP at the markets
• Identify strategies to engage more SNAP users at farmers markets

<ul style="list-style-type: none"> Assess transportation barriers
<ul style="list-style-type: none"> Promote SNAP and farmers markets at schools, social service agencies, and community partners
<ul style="list-style-type: none"> Encourage partnership building (social service agencies, schools, and other community partners serving the same population)
<ul style="list-style-type: none"> Maintain up to date and accurate farmers market information with SNAP outreach agencies (WithinReach, WIN 211, and Washington Connection).
Increasing appeal of healthy foods
<ul style="list-style-type: none"> Promote point of purchase prompts
<ul style="list-style-type: none"> Promote nutrition education (cooking demos, produce sampling, etc.) at farmers markets to SNAP eligible clients.
Communities
<ul style="list-style-type: none"> Engage local businesses, government, civic organizations, community groups, and citizens in healthy eating and active living
<ul style="list-style-type: none"> Meet with community health workers to identify issues and implement train the trainer model
<ul style="list-style-type: none"> Enhance or promote community gardens
<ul style="list-style-type: none"> Promote breastfeeding and breastfeeding friendly businesses
<ul style="list-style-type: none"> Connect local organizations to increase promotion of healthy eating and living
<ul style="list-style-type: none"> Support promotion of healthy eating at low income housing locations and seniors centers
Physical activity
<ul style="list-style-type: none"> Promote facility use agreements to support safe and free physical activity (housing site, schools community center, etc.)
<ul style="list-style-type: none"> Support family-friendly physical activity opportunities throughout the year, throughout the community
<ul style="list-style-type: none"> Build capacity to implement active living policy at the community level and by community organizations

- Location and reach of direct education, per agency and county:

County	Project/ Contractor	Strategy Category					PSE Reach
		Food Pantries	Farmers Markets	Communities	Physical Activity	Working with Tribes	
Clallam	Clallam Co WSU	x	x			x	21,841
	WSFMA		x				722

Clark	Clark Co WSU	x	x	x			9,380
	WSFMA		x				2,044
Cowlitz	Cowlitz Co WSU			x	x		400
	WSFMA		x				329
Grays Harbor	Grays Harbor Co WSU	x		x			1,550
	WSFMA		x				246
Jefferson	Jefferson Co YMCA						N/A
	WSFMA		x				723
Kitsap	Kitsap Public Health	x		x	x		19,640
	Kitsap Co WSU	x		x			59,360
	WSFMA		x				1,309
Klickitat	WSFMA		x				651
Lewis	Lewis Co Public Health	x		x	x		17,080
	Lewis Co WSU	x	x	x			1,025
	WSFMA		x				1,375
Mason	HOPE Garden						N/A
	Mason Co WSU	x	x	x	x	x	18,369
	WSMFA		x				705
Pacific	Pacific Co Health & HS	x					1,400
	WSFMA		x				13
Skamania	WSFMA		x				257
Thurston	Thurston Co Food Bank	x					31,201

	Thurston Co WSU			x			616
	WSFMA		x				1,143
Wahkiakum	Wahkiakum Co WSU	x					645
<i>Communities includes: low income housing locations, senior centers, homeless shelters, location where adults with disabilities reside/congregate, adults in rehab, community health workers groups that meet in low income neighborhoods.</i>							192,024

h. Use of Existing Educational Materials

Curriculum Title	Source	Audience	Languages Taught	Local Agencies who plan to use curriculum:
Cooking Matters –in the store, in the community, and food pantry	Share Our Strength	A,S	E,S	Clallam WSU, Cowlitz WSU, Lewis PH, Mason WSU, Pacific HD, Wahkiakum WSU
Eating Smart, Being Active	Colorado State U	A,S	E, S	Cowlitz WSU, Grays Harbor WSU, Wahkiakum WSU
Eat Smart, Live Strong	USDA	S	E, S	Grays Harbor WSU, Kitsap WSU, Thurston County Food Bank
Plan, Shop, Save, Cook	UC Davis	A,S	E, S	Clark WSU, Cowlitz WSU, Grays Harbor WSU, Kitsap PH, Kitsap WSU, Lewis PH, Lewis WSU, Mason WSU, Pacific HD, Thurston WSU, Thurston County Food Bank

A-Adult, S-Seniors; E- English; S-Spanish

Curriculum choices may change based on formative work and needs of the community. All curriculum will be from Washington State's approved SNAP-Ed curriculum list.

Environmental Assessments	Local Agencies who plan to use assessment:
Healthy Food Pantry Scan	Clallam WSU, Clark WSU, Grays Harbor WSU, Kitsap PH, Kitsap WSU, Lewis WSU, Mason WSU, Pacific HD
OSU's Tools for Rapid Market Research	Clallam WSU
Physical Activity Resource Assessment tool and/or USDA Community Food Security Assessment Toolkit.	Cowlitz WSU
Farmers Market Audit tool	Mason WSU
California Fit Business Kit	Mason WSU
Hunger Free Colorado Backpack Toolkit	Mason WSU
CX3 Food Bank Scan	Thurston County Food Bank
Thurston County Food Bank Survey	Thurston County Food Bank

Environmental assessment choices may change based on formative work and needs of the community.

Development of new education materials and/or purchased materials

The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

i. Key Performance Measures/Indicators

Direct Education	Goals		
	Year 1	Year 2	Year 3
Focus groups conducted with adults and staff to determine need(s) for direct education	80%	100%	---

Direct education revised using results from focus groups and prior program evaluations	90%	100%	100%
Projected direct education class series reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Established and/or maintained relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Potential steps and barriers identified to implement PSE strategies	60%	80%	100%
Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	---	80%	100%

3. Evaluations Plans

- a. **Name:** All state and local projects are required to provide evaluation
- b. **Type:** Formative, process, and outcome evaluation. All local agencies will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.
- c. **Questions:**

Formative	How data collected
What is the baseline of the population we are reaching?	Pre survey data from previous years and pre-test from current year

What is the population's input on methods and messages for education?	Focus groups
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment where youth learn, study and play?	
What PSE strategies were identified in the places where adults live, work, and shop?	Environmental scans

Process	How data collected
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do adults enjoy SNAP-Ed classes?	Participation satisfaction survey
Do staff and adults have positive feedback from SNAP-Ed programming?	Stakeholder satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review
What steps have been taken to adopt a new PSE change?	Document review

Outcome		How data collected
How does participation in SNAP-Ed classes affect healthy behaviors?		
Short Term	ST1: MyPlate Knowledge	Participant survey: Based on curriculum and State evaluation team
	ST2: Shopping Knowledge and Intentions	
	ST3: Physical Activity Goals	
Medium Term	MT1: MyPlate Behaviors	

	MT2: Shopping Behaviors	
	MT3: Physical Activity Behaviors	
Long Term	LT2: Fruits/Vegetables	
	LT4: Dairy	
	LT5: Non-Dairy Beverages	
	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/post tests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	
	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

- d. **Evaluation:** Portions of this work have been evaluated in prior years, but not within this regional model or within a multi-year approach.

4. Coordination Efforts

- Regional Meetings, site visits, group calls, and individual calls between local agencies and other local agencies, and local agencies and implementing agency to ensure opportunity to share ideas, provide technical assistance, support, and provide important FNS and State updates.
- County coordination between local agencies within the same county. Implementing agency also provides oversight and guidance to ensure non-duplication.
- Partners and coordination at the local level:
 - **Coalitions**
 - *Clallam WSU*: Peninsula Food Coalition and Olympic Peninsula Healthy Community Coalition represent over 90 individuals and agencies throughout Clallam County to provide coordination and opportunities for program support, sustainability and relevant systems and environmental changes.
 - *Cowlitz WSU*: Healthy Living Collaborative will collaborate in Clark, Cowlitz, and Wahkiakum Counties with the goal to improve health and wellness using community-based initiatives. Members of the collaborative include sectors of health care, public health, social services, education, faith-based organizations, a tribal nations, housing services, transportation, and private enterprise. SNAP-Ed will participate with this group around wellness, health and physical activity interventions. SNAP-Ed will connect with agencies, groups, and health care groups that work with limited resource families in selected communities (Clark and Cowlitz counties) around food access, food safety, and health improvement. SNAP-Ed will also work with the local food access group to promote and encourage collaboration of Farmers' Markets accepting SNAP benefits across the region (Clark and Cowlitz counties).
 - *Lewis and Thurston County Anti-Hunger Coalition*: Lewis County Public Health and Social Services, Lewis County WSU, and Thurston County Food Bank convene to identify potential stakeholders, create objectives for the coalition, and ultimately "move product" (perishable and nonperishable food such as produce) to food pantries. Another goal is to set a gleaning program with the farmers and food banks in Lewis County. The Thurston County Food Bank will be a supplementary food distribution center for Lewis County food pantries/banks.
 - *Mason County*: Mason Matters: A community health initiative that grew from a 2013 Mason County community health assessment, Mason Matters is developing community health plans including reviving the Mason County Healthy Living Workgroup. Participating in these connections is an important piece in learning more about integrating our work into existing structures.
 - *Pacific HD*: We will develop a bi-yearly round table for the food banks to come together to problem solve the issue of food insecurity. Our plan is to have all of the various groups come together, discuss the issues and attempt to develop a long-term sustainability plan for all parties involved. These meetings could work towards better resources use, developing strategies to work together in securing stable food sources and potentially develop stronger relationships with

farmers/gardeners/restaurants in the area to develop a more robust gleaning program. This could strengthen the ability of the food banks to offer fresh fruits and vegetables at their programs.

- *Wahkiakum WSU*: Hunger Task Force collaborates on healthy food procurement, better storage alternatives. For FFY2018, SNAP-Ed staff will continue to support these discussions and help them research tools, funding and partnerships needed for increased food storage.
- **Community partners**
 - *Clark WSU*: Clark County Public Health (CCPH) supports protecting the community's health by preventing disease and responding to health threats. They influence conditions that promote health, such as access to healthy and affordable foods, clean water, health care, and neighborhoods that are safe for walking and biking. One of CCPH goals is coordinate trainings for Pantry Leads and volunteers on promoting healthy foods via food demos, product placement and food safety. SNAP-Ed will provide on-going technical assistance to FCRC to implement the strategies they learned from the CCPH training.
 - *Kitsap PH*: The Graduate Kitsap and Mason (GKM) Working Group focuses on building a College-Going Culture and increasing the number of Kitsap and Mason students who complete a post-secondary degree (2-year or 4-year) or certificates
 - *Mason WSU*: Mason General Hospital as part of our Wellness Team efforts in promoting and linking existing community health venues directly with our sites. For example, as part of a physical activity in the workplace campaign, Mason General is hosting a virtual race in national parks with adults in community and in schools. While this is a great project, further programming needs to develop to include families in this contest.
- **Direct education support**
 - *Grays Harbor WSU*: The Housing Authority of Grays Harbor (HAGH) partnered with GH SNAP-Ed for several years. HAGH provides GH SNAP-Ed office space at no charge. This location also includes a full kitchen and ample storage area from which we operate. HAGH also mails out flyers for SNAP-Ed whenever we advertise a nutrition series to their residents, covering the cost of each mailing.
 - *Grays Harbor WSU*: Though the mission of The Arc of Grays Harbor is advocacy for the disabled, the director of this agency has opened its doors so GH SNAP-Ed has a central, accessible location to schedule all classes in West County. This facility has a meeting room that provides space for physical activity and a full kitchen, which enables us to teach cooking classes much easier than other at other venues.
 - *Thurston County Food Bank*: At the Evergreen Villages food pantry, we will be partnering with both Together! and Seamar in planning and providing Plan, Shop, Save, and Cook classes. Seamar plans to hold a cooking class once every two months, and we will plan to hold PSSC classes on the alternating months.

Together! has an employee who manages the community center where the classes will be held, so they will assist in advertising and promoting the classes.

- **Farmers Markets Partners**
 - Provide space and incentives
 - Partner with staff and volunteers to complete assessment tools or formative evaluation
 - Identify opportunities to partner or participate with Washington FINI program to augment existing initiatives where appropriate and non-duplicative.
- **Farm System Linkages to the Community**
 - *Clallam WSU*: Work with growers in western Clallam County to establish new opportunities for community members to redeem FMNP locally (Forks, Sappho, Neah Bay, Clallam Bay).
 - *Clallam WSU*: Assess opportunities for partnering with community agencies, including Peninsula Behavioral Health and North Olympic Peninsula Skills Center, for development of a vegetable/herb seed distribution and garden education program for food bank clients.
 - *Kitsap PH*: Kitsap Harvest, a county-wide gleaning program in partnership with Rotary First Harvest, focuses on getting gleaned food from farms and growers to food banks. Kitsap Harvest is housed at KPHD and works closely with the SNAP-Educator. This relationship is a strength for the community and food bank residents since education and materials can be provided to support the use of gleaned produce.
 - *Lewis WSU*: Future Farmers of America Youth Groups and WSU SNAP-Ed will coordinate to increase gleaning at local farms and will divert fresh vegetables to SNAP-Ed program participants.
 - *Thurston WSU*: During FY2018, WSU SNAP-Ed hopes to link residents to GRuB's Kitchen Garden Project so residents can utilize personal container gardens to yield more fresh vegetables and herbs for their families.
- **Food Banks**
 - Provide space, food for food demos, staff and volunteer time, and incentives
 - Partner with staff and volunteers to complete assessment tools or formative evaluation
- **Health Outcomes Project (*Lewis County PH*)**: SNAP-Ed's Health Outcomes Project is working with prenatal and postpartum women. The Health Outcomes Project includes direct education, policy, systems, and environmental changes with the goal of achieving healthy pregnancy weight gain within Institute Of Medicine recommendations, healthy infant birth weight, and reducing postpartum weight retention. The long-term goal of the project is to reduce maternal and child risk of obesity and to demonstrate that SNAP-Ed participation improves a participant's nutrition, health status, medical care costs, and lowers the risk of obesity and chronic diseases. The following are partners in Health Outcomes Project in Lewis County:

- The Women's Center (at Providence Centralia Hospital) - physicians and nursing staff will refer their patients to us to enroll in the free nutrition class series. They will also provide a location next to their center to hold the nutrition classes. Providence Centralia Hospital is currently the only hospital providing labor and delivery aside from one midwife who delivers in her home in a rural region of the county; hence they were the only agency we could partner with to get the Healthy Outcomes Project going.
- Chehalis Family Medicine Clinic - they serve pregnant women who at times prefer seeing their family physician for their maternity care. The clinic will allow marketing materials for the nutrition classes and the physicians will refer patients to the classes. They will also serve as a site to hold the classes if the need arises.
- Women, Infants, and Children (WIC) of Lewis County – staff will promote the nutrition classes by handing out flyers to clients. They will allow posting of marketing flyers in their lobby and offices. They will also refer clients to the health educator for information about the class series.
- The Breastfeeding Coalition of Lewis County - Members of the Breastfeeding Coalition of Lewis County have an interest or passion for breastfeeding and support the coalition by regularly attending coalition meetings and engaging in coalition projects and events such as the Breastfeeding friendly business project and World Breastfeeding Week event: Compass Birthing Services (doulas), La Leche League of Lewis County (recently formed as a result of the coalition's efforts), Possibilities Pregnancy Clinic, WIC from Lewis County, WSU of Thurston County, Lewis County Head Start, CHOICE Regional Health Network, and Providence Centralia Labor and Delivery
- **Public Housing**
 - *Kitsap HD:* Olympic College Bachelors in Nursing program annually have students collaborate on programs in public housing. Over the next couple years, the goal would be to continue strengthening the relationships with the nursing program for assistance in delivery and development of healthy activities in public housing.
- **Retail**
 - *Mason WSU:* Our interactions with students in the classroom informed us about how some families regularly shop at Jay's Farmstand, a low-cost produce store. Moreover, the manager at Jay's identified Evergreen Elementary School as a site that her customers want to contribute funding for promotion of fruit and vegetable consumption. We are optimistic about the possibilities that exist here to further develop these connections to build programming that makes access to fresh produce easily accessible.
- **Tribes**
 - *Clallam County WSU:* Partner with the Lower Elwha Klallam Tribal Food Bank to increase sourcing of locally grown food and assess the feasibility of a mobile

food pantry to meet the dietary needs and transportation limitations of community members.

- *Clallam County WSU*: Partner with the Makah Tribe to begin the development of a new farmers market in Neah Bay that can accept EBT and/or FMNP vouchers. Work has already begun to identify and certify a local farmstand that is eligible to accept FMNP vouchers until a farmers market can be established.
- *Mason County WSU*: Skokomish and Squaxin Tribes: Connecting with tribal administrators will allow us to understand current health priorities for tribal entities and provide opportunities for culturally relevant partnership development for the benefit of SNAP-Ed populations. We will attend informational events if invited by tribal managers. SPIPA/TANF Program provides assistance to eligible Native families living in Pierce, Thurston, Mason, and Kitsap Counties on the behalf of the Nisqually, Squaxin Island, Skokomish, and Puyallup Tribes.
- *Pacific HD*: Inviting tribal members to food insecurity round table.

2. Department of Health FFY18-20 Project Summary Region 5

Project Title: Youth

a. Related State Objectives

By September 2020, participants will improve:

☒ Dietary Quality

☒ Food Resource Management

☒ Physical Activity

☒ Policy, System and Environmental (PSE) strategies

b. Audience

Project focuses on youth (ages 0-18) within Region 5. In addition, programming will engage and support parents/caregivers, school staff and other key adults as youth role models and as supporters of local PSE change.

Region 5 youth projects will focus on the SNAP-Ed eligible audience and/or locations. Eligibility for youth project sites includes:

- School based: 50% or more FRL, or Community Eligibility
- Poverty based: 50% or more below 185% FPL via agency data or census tract
- Income based: Participant on another qualified income-based program

c. Food and Activity Environments *Below are the local assessments of barriers to healthy eating and living, per county.*

• Clallam County:

Farm to School: Though Clallam County is a rural county with numerous small and medium sized farms, many SNAP users in multiple areas have to travel 60-70 miles to purchase farm fresh produce or to redeem WIC and Senior FMNP vouchers. This distance to and lack of opportunities to purchase healthy, local, affordable food amplifies the struggle of families and individuals trying to make healthy choices within a limited budget. In addition to several adult projects, there is a need to work with youth and families to identify opportunities to access a variety of local, fresh, healthy foods.

Wellness Committee (Sequim School District): In the last year, the free/reduced lunch rate increased by nearly 15% throughout the Sequim School District. Every school in the district now has a free/reduced lunch rate greater than 50%. Additionally, a new wellness committee has been formed that is working on updating and integrating a newly revised wellness policy into the school district. This along with a recently passed levy will allow the district to make some much needed upgrades to the central kitchen, opening up brand new opportunities for incorporating Clallam-grown produce into school meals. The conditions are opportune to assess and implement new policies, programs and engage other community partners to improve the

nutrition and physical activity environment for students, staff and families in the Sequim School District.

Wellness committee (Port Angeles School District): Last year the Port Angeles School District passed a revised wellness policy and completed a Healthier School Assessment. Currently there has been no plan for how to support the transition and begin implementation and awareness of the new wellness policies. However, the foundation has been set to make meaningful improvements to the nutrition and physical activity environment in the Port Angeles School District.

- **Clark County:**

Evergreen School District, located in Vancouver, is Clark County's largest school district. It is the fastest growing large school district in Washington and the fifth largest of the 296 districts in the state. With this fast growth the district has experienced a 29.3% increase in the number of students who qualify for free or reduced-price lunch. WSU SNAP-Ed program is targeting 90% of Evergreen schools with Free or Reduced Lunch greater than 50% (12 elementary, 3 Middle School, 1 High School). Washougal School District, located in a more rural region of Clark County, has also seen an increase in the number of students who qualify for free or reduced lunch at their elementary school.

Lunchroom: SNAP-Ed staff has implemented several Smarter Lunchroom scans in elementary cafeterias and find that food service staff lack knowledge of implementing best practices to increase students consumption of fruits and vegetables.

Teen parents: Evergreen and Hudson's Bay High School offer a teen parent program. They need nutrition support for their childcare facility and nutrition information and resources for their teen parents.

- **Cowlitz County:**

To have the largest impact on our target population, we are focusing our efforts in the Longview area because they have the highest number of residents that live below the poverty level. Longview School District is Cowlitz County's largest school district and has seen an increase in the number of students who qualify for free or reduced-price lunch. WSU SNAP-Ed program is targeting three elementary schools that have 80% or more students who qualify. There is limited opportunity for exposure to nutrition education resources in schools.

- **Grays Harbor:**

All four elementary schools receiving SNAP-Ed programming are CEP eligible.

Lunchroom: Because of school meal requirements, all children must take all offered menu items. That does not mean, however, that the food is eaten. Reports from classroom teachers, cafeteria staff and our direct observation show that much of the food is thrown into the

garbage, especially whole fruit. Students report eating out regularly and having convenience foods for meals at home. They also say they consume sugary beverages and energy drinks several days each week. Change is hard. Behavior change is even harder. We are, however, making progress. Teacher Observation Reports and Parent Newsletter surveys are sent out after every youth nutrition series. Responses are encouraging. Teachers report that students are more willing to try the fruits and vegetables offered by the OSPI F & V Program. Teachers also report a sharp decrease in energy drink consumption with older youth. Parents have also noted their children's willingness to try new foods (especially fruits and vegetables), and family physical activity has increased, as has label reading and portion size awareness.

Wellness policy: Disregarding wellness policy, many classroom teachers offer candy as a reward for their students; classroom celebrations do not adhere to the district wellness policy. Regarding SNAP-Ed work with the Elma School District (ESD) Wellness Policy, we are starting from the ground up. We have been trying for over three years to work with ESD to improve their one-page document that did not meet Wellness Policy requirements. The district food service director and WSU SNAP-Ed staff have completed the Nutrition section of the policy. The document has been given to each school's (elementary, middle, high and alternative) Building Leadership Team for input.

- **Kitsap County:**

Data from the Kitsap Community Needs Assessment show that families with children under 18 receiving public assistance increased from 12% in 2005 to 28% in 2012. In addition, the most recent Healthy Youth Survey showed 10th grade students in Kitsap County were at a higher percentage than the state average for not meeting Physical Activity targets and eating unhealthy snacks in schools.

Backpack program: Over the past decade, Bremerton School District families participating in the Free and Reduced lunch program has increased by 20%. Principals and teachers have shared that children come to school hungry and, as a result, are not ready to learn. The Bremerton Back Pack Brigade program, which provides students food, started three years ago serving five families in one school. This program now serves all six Bremerton elementary schools and distributes food to a total of 75 families. The Back Pack director shared that students and parents are at a loss on how to prepare the foods provided in the backpacks and need resources that provide healthy tips and recipes.

Wellness policy: In addition, this past year the school food service director and teachers state that students are throwing away most of their fruits and vegetables. They are bringing fast food into the lunchroom and junk food in for classroom celebrations. There is a need to update the School District Wellness Policy to address what foods are allowable at school and address issues surrounding PE and recess for all ages.

Older Youth: When we think about older youth, we recognize that this population may begin to purchase their own food. Older youth are in a position to begin to have discretionary income through part-time jobs and paid internships. By providing helpful messaging around how to shop on a budget for food, we can inspire the older youth to eat healthier and spend less money on non-nutrient dense food in hopes that they would have more money for additional needs. There is a need to better understand and connect with the organizations that focus on providing resources to low-income older youth in paid internships, job skills training programs and/or work support services, for example: Hope project at Coffee Oasis, Kitsap Regional Library Teen Internship Program, Pathways to Success, and Kitsap Community Resources Youth in Action.

- **Lewis County**

Lunchroom: Lunchroom staff have consistently noticed the quality of the lunch students bring from home is either not nutritious or nonexistent. A Smarter Lunchroom Assessment was completed last year by the health educator and the results demonstrated a need to work with the lunchroom staff to increase students' consumption of healthy foods, and to promote student participation in the National School Lunch Program. It was also decided that the school needed assistance in applying for the Healthier US School Challenge. An environmental scan from 2015 showed that the small grocery store in Onalaska had a limited selection of fruits and vegetables that were priced higher than average. The nearest large chain grocery store with a wider selection of fruits and vegetables is 25 minutes away.

School wellness policies: Through stakeholder interviews during FY2017, we learned that SNAP-Ed partner schools (both current and proposed for FY2018) are currently not meeting federal requirements related to school wellness policies. One Sodexo School Food Service Director shared that she is discouraged from recommending enhanced nutrition policies; therefore, outside community advocacy is critical to improving the nutrition environment.

Wellness committees: Key informant interviews in FY2017 showed that implementing youth leadership development strategies was desired programming amongst school leadership. In addition, we have found that student engagement and advocacy builds support for improved nutrition environments at schools. For example, WSU SNAP-Ed recruited student volunteers to support healthy tastings that were accompanied by student opinion surveys at Olympic Elementary. The students' data successfully helped inform menu development, including the addition of a protein and vegetable-rich breakfast entree. We believe this strategy will help build youth health champions that will advocate for healthier environments in their communities.

- **Mason County**

Nearly every school in Mason County qualifies for free or reduced lunch. The free and reduced lunch rate in the Shelton School District is more than 71%, and at the elementary level it's between 69%-91%. Food insecurity in Mason County means that a full 27% of Mason County children live in households that lack the resources to get enough nutritious food on a regular

basis. This compares to 16% of kids in the state overall. In addition, while Washington State reported a decrease of 2% for children living in poverty, Mason County reported a 3% increase from last year's data.

Specialized populations including native Spanish speakers comprise a significant portion of Mason County residents. In order to create programming that is accessible to our community, we must consistently provide information in Spanish and promote Spanish language materials in all of the community organizations we work with.

Lunchroom: A barrier to healthy eating and active living in the Shelton School District, in general, is the reliance on school food which, although compliant to the federal nutrition standards, relies on entrees consisting of pre-packaged, frozen and processed foods. We have found that due to the quality and choices of the school food, many high school level students often opt to go without eating rather than eat the food available through the free and reduced lunch program. Youth are in a challenging position where they must rely on the adults in their lives to make the majority of their food choices. They do not buy the food that comes into their homes, they have limited options through the school lunch program, and they do not get to choose what foods come home through the Food Bank back pack program.

Older youth: The SHS student store sells food items to teen students to increase revenue for student activities. It also acts as a Community and Technical Education (CTE) class where teens learn about food service basics including food preparation, safe food handling, and clean up, plus how to interact with customers, run a cash register, and reconcile receipts. With guidelines for healthy snacks now required in all areas of the school community, there is an opportunity to 1) add to student learning through introduction of these guidelines in their course material and 2) involve students in problem-solving strategies to re-framing the role of the student store from that of providing chips and candy to moving toward healthier options.

- **Pacific County**

Five of the six school districts have rates of free and reduced lunch rates over 50% and three of the six qualify due to community eligibility factors. One of the preschool-6th grade has a rate of 99.2%. Many of these students have two of their three meals at school. Poverty can be a major barrier to access fresh fruits and vegetables and make quality choices for meal planning and healthy snacks. Limited financial resources can also affect choices for healthy physical activity options. Our county has an abundance of healthy outdoor activities available to enjoy, but the weather can be a barrier. We also lack adequate farmers markets and other sources of affordable fresh fruits and vegetables.

Wellness committee and policy: Currently none of the schools have an active Wellness Committee and many of the schools have an outdated plan. There is opportunity though for

adding positive messaging in the schools regarding physical activity and school meal options. We have been working with the schools in a variety of ways over the years and have discovered that working on wellness policies is a long, drawn out affair. The schools have many requirements they must meet; the work on policies is only one of them.

Lunchroom: Three of the four schools we are working with have full kitchens and make the majority of their meals. This access to full kitchen and experience with cooking should assist in the development of healthy meal planning, versus the prepared meals the fourth school uses with their warming kitchens.

Older youth: One of our target audiences is the Alternative High School students at Ocean Beach School District. The school district restarted the Alternative High School this past year and had over 20 students mid-year. They expect 40 students this next year. Some of these students have children of their own, are homeless, or have to work to help support the family. Pacific County has a high rate of homelessness: couch surfing, living with relatives, substandard homes, are all examples of substandard housing. One study indicated that one in five students (or approximately 20%) meets the definition of homelessness. OBSD has a transient population. The county has been working with coalitions to address homelessness through working on safe housing, weekend backpack programs, and safe locations to sleep in the cold months.

- **Thurston County**

The North Thurston School District has the greatest diversity of the county's school districts and includes six schools with free and reduced rates above 49% (OSPI). The district also has a large number of children from active duty military families. This creates some unique challenges when designing positive behavior changes. Typically, military families move every 2 to 3 years. Many children find it difficult to fit in when they move so often. Parents may not be as connected to their children's schools, weakening traditional school-based support such as parent-teacher organizations.

School wellness policies: A review of participating district school wellness policies during FY2017 found that SNAP-Ed partner schools are currently not meeting federal requirements related to school wellness policies.

School gardening: Administrators and school food service staff at North Thurston School District and Olympia School District have shared their belief that school gardening initiatives increase students' willingness to try new fruits and vegetables. Additionally, gardening activities boost opportunities for physical activity breaks during the school day. During FY2017, a Garfield Elementary School teacher requested support implementing a plan to promote teacher utilization of garden space. She also noted that introductory lessons on gardening basics, including basic tools and safety, would help teachers feel more equipped to lead garden activities.

- **Wahkiakum County**

Over the last several years youth in Wahkiakum County have experienced multiple challenges in food security, access to nutritious food options, and physical activity opportunities. Our county's youth participate in negative nutrition behaviors more frequently than the state average and other counties within Region 5.

Schools: Previous years' work, including classroom evaluations, show that a majority of students have limited fresh fruits and vegetables in their diets. Current barriers to healthy eating are limited access to fresh fruits and vegetables, as well as unfamiliarity on how to integrate more fruits and vegetables into their snacks and meals.

In addition, in a recent classroom survey of 5th graders, nearly half of the students reported not having breakfast.

Physical activity: Wahkiakum County also has the highest rate of youth not meeting physical activity recommendations. Youth have limited access to areas for fun and physical activity, particularly during inclement weather.

Past years' work around PSE in the school environment has shown us that community volunteers are integral to work in the school, as they are strong champions for youth nutrition with the school board and administrators. Continual work is needed to build collaborations in the community and school and support existing community volunteers as they become champions for healthy eating and active living.

d. Project Description for Educational Strategies

Individual and group based direct nutrition, physical activity, and health education are one component of SNAP-Education programming. Using the results from our regional and local needs assessments, Region 5's direct education programming addresses local barriers and provides youth with evidence-based activities and reinforcements to encourage behavior change. All direct education is intertwined with the PSE strategies listed later within this plan.

A majority of our direct education programming takes place in schools. Schools are an important environment for supporting and promoting the health and well-being of youth. We know youth spend half of their waking hours in school, consume half of their daily calories there, and it is an opportune environment to create and support behavior change.

In addition, our plan includes programming outside the classroom to reach youth, including summer meal sites, YMCA and 4H summer camps, summer and afterschool programming in the garden, and afterschool clubs. WSFMA is reaching youth at farmers markets through book events.

- Over the next three years, we will develop and implement youth centered direct education that includes the following processes:

- Year 1: Formative Assessment and Implementation
 - Formative evaluation of participants and partners
 - Finalize curriculum selection and educational need of each site
 - Train staff in selected curriculum
 - Implement direct education
 - Conduct process and short term outcome evaluation
- Year 2: Reassess and Implement
 - Incorporate changes into direct education programming based on evaluation (formative, process, and short term outcomes from year one)
 - Implement direct education
 - Conduct process and outcome evaluation (medium term)
 - Develop sustainability plan
- Year 3: Evaluation and Sustainability
 - Implementation of direct education
 - Evaluation - process and outcome (medium and long term)
 - Sustainability implementation
- Direct Education Components
 - Class series: All class series delivered by a SNAP-Ed educator using approved curriculum. All direct education sessions will be delivered as directed by the curriculum recommendations, or with approved curriculum modifications. Behaviorally focused programming and reinforcement activities are also directed to caregivers, including family and staff.
 - One-time events: Educators may provide events/opportunities to engage students, teachers, parents, and school staff, including: family nights, farmer market events, lunchroom tastings, and physical activity events.
 - Reinforcing Messages: Reinforcing messages support healthy eating and active living concepts. Depending on population need, reinforcing messages may be in print or online. Examples include:
 - Posters, bulletin boards, and other visuals that support healthy eating and physical activity at programming sites and throughout the targeted communities
 - Resources to support healthy eating and being physically active in the community including free or low cost events, resources for accessing social services and nutrition assistance programs, and recipes.
 - Newsletters distributed to class participants and community partners that include recipes, shopping and storage tips, and local opportunities to access healthy food and be physically active.
- Key Educational Messages:
 - MyPlate healthy eating pattern
 - Increase fruits and vegetables
 - Increase lean protein and whole grains

- Increase water consumption
- Increase breakfast
- Reduce sweetened beverages
- Increase physical activity and reduce sedentary behavior
- Food preparation and cooking
- Food resource management (older youth)

- Location and reach of direct education, per agency and county:

County	Project/ Contractor	Location					# One-time events	# Class series	Direct Education	
		K-3 rd grades	4 th and 5 th grades	Middle School	High School	Out of the classroom			Reach*	SNAP Eligible Reach*
Clallam	Clallam Co WSU						-	-	N/A	N/A
Clark	Clark Co WSU	x	x	x	x		11	128	9,323	5,579
Cowlitz	Cowlitz Co WSU	x	x				-	30	750	442
	WSFMA					x	1	-	90	59
Grays Harbor	Grays Harbor Co WSU	x	x				4	40	1080	1039
Jefferson	Jefferson Co YMCA					x	-	9	206	109
Kitsap	Kitsap Public Health						-	-	N/A	N/A
	Kitsap Co WSU	x					1	15	650	389
	WSFMA					x	1	-	90	48
Klickitat	WSFMA					x	1	-	90	41
Lewis	Lewis Co Public Health			x			1	1	75	42
	Lewis Co WSU		x	x			-	11	200	121

	WSFMA					x	1	-	90	38
Mason	HOPE Garden		x		x	x	12	12	674	498
	Mason Co WSU	x	x	x	x	x	2	61	1,958	1,309
	WSFMA					x	1	-	90	39
Pacific	Pacific Co Health & HS		x		x	x	-	20	490	363
Thurston	Thurston Co Food Bank	x					3	10	390	258
	Thurston Co WSU	x	x		x		-	10	212	130
	WSFMA					x	1	-	90	40
Wahkiakum	Wahkiakum Co WSU	x	x	x			4	1	140	82
<i>*Estimate of the first year's direct education reach.</i> <i>Clark County WSU High school reach is parenting teens.</i>									16,688	10,626

e. **Project Description for Marketing Strategies:** Not applicable for this project

f. **Evidence Based:** See research summary in Appendix B.

g. Policy, Systems, and Environmental Changes

Comprehensive, multi-level PSE interventions are a key part of making the healthy choice, the easy choice. Region 5's PSE strategies reach SNAP eligible youth and communities where they live and learn. PSE change is often unique to different communities and settings; success requires the following: community support, a thorough and thoughtful needs assessment and/or environment scan, and partnership between SNAP-Ed local agency staff and community members and stakeholders.

- Over the next three years will develop and implement youth centered direct education that includes the following processes:
 - Year 1: Assessment and Partnership Development
 - Train staff on PSE

- Complete formative evaluation (including environmental scans) to understand local needs, establish baseline, and provide consistent assessment and evaluation of the project
 - Prioritize PSE strategies
 - Develop partnerships
 - Year 2: Implementation
 - Site-based implementation
 - Continue partnership development and capacity building
 - Complete process evaluation
 - Sustainability planning
 - Year 3: Evaluation and Sustainability
 - Build on PSE strategies and continue implementation
 - Build on and continue partnerships
 - Evaluate outcomes
 - Assure sustainability of strategy
- Below are the PSE strategies that have been initially identified for youth work in Region 5. Based on the formative work and environmental scans, PSE strategies may change or adapt.

Policy, System, and Environmental Strategies
School Lunchroom
Engage students, staff and community in Smarter Lunchroom strategies and process
Implement marketing strategies to increase students' choice and consumption of healthy options
Work with food service staff on ways to increase healthy choice and consumption
Farm to School
Promote and/or provide technical assistance for Farm to School strategies
Increase integration of local food (garden, farm, gleaned foods) into food service operation
Identify opportunities to link students with fresh produce, including starting a farm stand where students receive tokens as a reward and can use the token to purchase fresh produce
Promote and/or provide technical assistance on Harvest of the Month activities
Identify opportunities to provide support/education in value-added processing
School and Classrooms

Increase access to healthy foods and lifestyle
<ul style="list-style-type: none"> Promote alternative breakfast options, including breakfast in the classroom, on the bus, grab and go
<ul style="list-style-type: none"> Work with staff to encourage healthy rewards, snacks/treats, and parties
<ul style="list-style-type: none"> Improve teacher and staff access to and understanding of nutrition information
Increase appeal of healthy foods
<ul style="list-style-type: none"> Promote intersection between garden and classroom
<ul style="list-style-type: none"> Engage school staff and community volunteers to support ongoing maintenance of garden
Wellness committee and wellness policies
Establish or improve school wellness committee and policies regarding nutrition and physical activity
Establish and support Student Nutrition Advisory Committees
Physical Activity
Improve physical activity access and outreach
<ul style="list-style-type: none"> Work with community partners to provide physical activity opportunities, and notify youth and families
<ul style="list-style-type: none"> Encourage incorporation of physical activity breaks into classroom time
<ul style="list-style-type: none"> Bring voice to city planning opportunities to increase physical activity
Improve physical activity quality
<ul style="list-style-type: none"> Increase or improve quality physical activity requirements and opportunities before, during and after school
<ul style="list-style-type: none"> Support active recess
<ul style="list-style-type: none"> Work with school staff on school physical activity initiatives
<ul style="list-style-type: none"> Provide teachers with materials for fast and easy physical activity breaks
Older youth involved PSE
Explore opportunities to work with older youth around physical activity and healthy eating
Engage older youth on ways to increase healthy choices at school, including student store and student food pantry
Develop survey to determine messaging that resonates with older youth
Develop messaging with older youth to promote healthy eating and active living
Backpack program

Support school backpack program
Partner with community to enhance backpack program, including local food bank and retail sites
Linking SNAP-Ed to other federal grants
Promote and/or provide assistance for school to apply for Healthier US School Challenge
Promote and provide technical assistance for school's participation in the Fruit and Vegetable Grant
Summer meals programs
Increase marketing strategies for summer meals and activities programs
Evaluate summer meal location accessibility
Connect parents, families, and community to summer meals activities
Childcare
Encourage child care center and student participation in federal food and nutrition assistance programs (CACFP, WIC, and SNAP)
Support breastfeeding in child care
Promote access to drinking water

- Location and reach of PSE strategies, per agency and county

County	Project/ Contractor	Strategy Category										PSE Rea
		Lunchroom	Farm to School	School and Classroom	Wellness policy/ committee	Physical Activity	Older Youth	Backpack Program	Link to Federal grants	Summer meals	Childcare	
Clallam	Clallam Co WSU		x		x	x						6,684
Clark	Clark Co WSU	x	x	x	x		x	x			x	12,960
Cowlitz	Cowlitz Co WSU	x	x	x	x	x						1,083
Grays Harbor	Grays Harbor Co WSU	x		x	x	x						2,586
Jefferson	Jefferson Co YMCA					x				x		23,411
Kitsap	Kitsap Public Health						x					0
	Kitsap Co WSU	x	x	x	x	x	x	x	x			5,657
Lewis	Lewis Co Public Health	x							x			470
	Lewis Co WSU	x	x		x							1,007
Mason	HOPE Garden	x	x		x		x					2,600
	Mason Co WSU	x	x	x	x	x	x	x				5,854
Pacific	Pacific Co Health & HS	x			x	x	x					2,508
Thurston	Thurston Co Food Bank	x		x				x				938
	Thurston Co WSU			x	x							1,042
Wahkiakum	Wahkiakum Co WSU	x		x		x						322

h. Use of Existing Educational Materials

Curriculum Title	Source	Grade	Languages Taught	Local Agencies who plan to use this curriculum:
Cooking Matters in your Community	Share Our Strength	MS, HS	E	Mason WSU
Cooking Matters for Teens	Share Our Strength	MS	E	Wahkiakum WSU
CHFFF: Choose Health, Food, Fun & Fitness	Cornell	ES, MS	E	Grays Harbor WSU, Lewis WSU, Mason WSU, Thurston WSU
Grazin' With Marty Moose	WSU Extension	ES	E	Clark WSU, Cowlitz WSU, Grays Harbor WSU, Kitsap WSU
Growing Healthy Habits	U of Maryland Extension	ES	E	Clark WSU, Cowlitz WSU, Mason WSU, HOPE, Wahkiakum WSU
Kids in the Kitchen	Missouri Extension	ES, MS	E	Mason WSU
My Plate in Practice	WSU Extension	ES	E	Clark WSU, Cowlitz WSU, Grays Harbor WSU

Nutrition to Grow On	California Dept. of Education	ES	E	Thurston County Food Bank
Pick a Better Snack and Act	Iowa Dept. of Public Health	ES	E	Mason WSU
Read for Health	WSU Extension	ES	E	Mason WSU
ReFresh	U of Maryland Extension	ES, MS	E	Pacific HD
Media Smart Youth	DHHS	MS, HS	E	Lewis PH, HOPE
Exercise Your Option	California Dairy Council	MS	E	Clark WSU
Rethink Your Drink	Cal Dept. Health	HS	E	HOPE
Plan , Shop , Save , Cook	UC Davis	HS	E	Clark WSU, Mason WSU, HOPE, Pacific HD, Thurston WSU

MS- Middle school; HS- High school; ES- Elementary School; E- English; S-Spanish

Depending on formative results and community needs, curriculum choices may change. All curriculum will be from Washington State's approved SNAP-Ed curriculum list.

Development of new education materials and/or purchased materials

The following educational materials and/or curriculums have not been used before or require purchase:

Title	Cost	Justification
N/A		

Environmental Assessments	Local Agencies who plan to use this assessment:
Smarter Lunchrooms	Clark WSU, Cowlitz WSU, Grays Harbor WSU, Lewis PH, Lewis WSU, Wahkiakum WSU
Farm to School toolkit	Clark WSU
NAPSACC	Clark WSU

District Healthier Generation School Health Assessment	Clallam WSU, Mason WSU
WellSat 2.0	Pacific HD, Thurston WSU
School Physical Activity Policy Assessment	Pacific HD

Environmental assessment choices may change based on formative work and needs of the community.

i. Key Performance Measures/Indicators

	Goals		
Direct Education	Year 1	Year 2	Year 3
Focus groups conducted with youth and staff to determine need(s) for direct education (barriers, what they value, interest, timing)	80%	100%	---
Direct education selected using results from focus groups and prior program evaluations	90%	100%	100%
Projected direct education class series reach is obtained	75%	80%	100%
PSE	Year 1	Year 2	Year 3
Environmental scan and/or needs assessment completed	90%	100%	---
Establish and/or maintain relationship with community partners and stakeholders	100%	100%	100%
Organization taskforce created and/or continued	80%	90%	100%
Steps and barriers identified to implement PSE strategies	60%	80%	100%
Commitment from stakeholders and partners established to make an organizational practice or policy change	60%	80%	100%
PSE strategies implemented	20%	75%	100%
Feedback and evaluations gathered from strategies	100%	100%	100%
Additions and/or changes incorporated to strategy plan	---	100%	100%
% total PSE reach increased through social marketing and/or PSE strategies	---	80%	100%

b. Evaluations Plans

c. Name: All state and local youth projects are required to provide evaluation

d. Type: Formative, process, and outcome evaluation. All contractors will be required to conduct formative evaluation in the first year, and outcome evaluation in year one, two, and three. The first year they will establish a baseline and look at improvement each year. Data will be used by improving projects for the upcoming year.

e. Questions:

Formative	How data collected
What is the baseline of the population we are reaching?	Pre survey data from previous and current year.
What is the population's input on methods and messages for education?	Focus groups
What is the population's and stakeholders' interest in improving the nutrition and physical activity environment where youth learn, study and play?	
What PSE strategies were identified in the places where youth learn, study and play?	Environmental scans

Process	How data collected
How many participants are enrolled in the class and how many completed all classes?	Class attendance sheets
Were all classes taught as intended by the curriculum? Were there any changes made to the curriculum?	Quarterly review
What was the number of contacts or series completed? What was the completion rate for series classes?	Quarterly review
Do youth enjoy SNAP-Ed classes?	Participation satisfaction survey
Do staff and parents of youth have positive feedback from SNAP-Ed programming?	Family and staff satisfaction survey
How many meetings or events have been held to build community support for PSE change?	Document review

What steps have been taken to adopt a new PSE change?	Document review
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Outcome		How data collected
How does participation in SNAP-Ed classes affect healthy behaviors?		
Short Term	ST1: MyPlate Knowledge	Participant Survey: Based on curriculum and state evaluation team
	ST2: Shopping Knowledge and Intentions	
	ST3: Physical Activity Goals	
Medium Term	MT1: MyPlate Behaviors	
	MT2: Shopping Behaviors	
	MT3: Physical Activity Behaviors	
Long Term	LT2: Fruits/Vegetables	
	LT4: Dairy	
	LT5: Non-Dairy Beverages	
	LT7: Physical Activity Recommended Levels	
	LT8: Entertainment Screen Time	
To what extent are PSE changes supporting healthy behaviors?		
Short Term	ST4: Identification of Opportunities	PSE Interviews; photographic documentation; county leader/contractor reports; pre/post tests with E-scan tools
	ST6: Partnerships	
Medium Term	MT4: Nutrition Support Adopted	
	MT5: Physical Activity Supports Adopted	
	MT6: Marketing and Messaging	
Long Term	LT9: Nutrition Supports Implementation	
	LT10: Physical Activity Program Implementation	
	LT11: Program Recognition	

	LT12: Media Coverage	
Impact	I4: Sustainability Plan	
To what extent are the projects integrated into comprehensive strategies that collectively impact healthy behaviors?		
Short Term	ST8: Community Partnerships	PSE Interviews and local community plans
	ST9: Community Obesity Prevention Plan	

f. Evaluation: Portions of this work have been evaluated in prior years, but not within this regional model or within a multi-year approach.

g. Coordination Efforts

- Regional Meetings, site visits, group calls, and individual calls between local agencies and other local agencies, and local agencies and implementing agency to ensure opportunity to share ideas, provide technical assistance, support, and provide important FNS and State updates.
- County coordination between local agencies within the same county. Implementing agency also provides oversight and guidance to ensure non-duplication.
- Partners and coordination at the local level:
 - **School administrator and other key school staff**
 - School principals and teachers to determine nutrition and active living interventions and PSE strategies.
 - District nutrition and school food service staff - collaborate on school wide tastings to promote new menu offerings, implementation of Smarter Lunchroom strategies and promotion of farm to school efforts.
 - Parent Teacher Student Organizations- collaborate on ways to incorporate healthy behaviors in school and at home.
 - **School districts**
 - *Mason County:* The Shelton School District (SSD) works with both local agencies within Mason County. SSD has supported HOPE's garden based nutrition program by investing in the building of elementary school gardens. Formation of the SSD Wellness Team with Mason Co WSU provides the opportunity to influence development and integrate SNAP-Ed priorities with school policies.
 - **Food service contractors**
 - *Clark County:* Chartwells- Evergreen School District Food Service contractor, provide food dining services for all of Evergreen schools. SNAP-Ed will collaborate with Chartwells on Farm to School and Smarter Lunchroom strategies.

- *Cowlitz County:* Longview School District Food Service provides food dining services for all of Longview schools. SNAP-Ed will collaborate with Longview S.D. Food Service on Farm to School and Smarter Lunchroom strategies.
- *Lewis WSU:* WSU SNAP-Ed will partner with a Chef Consultant at Sodexo to complete environmental scans and promote nutrition promotion initiatives at partner schools. WSU and Sodexo are discussing additional collaboration opportunities such as linking WSU SNAP-Ed with local skills centers to create educational resources and to process gleaned vegetables for food banks.
- **Partner organizations in schools**
 - *Clark and Cowlitz County:* Alliance for Healthier Generation works with issues around children's health. Their work is done with schools, companies, community organizations, healthcare professionals and families to transform the conditions and systems that lead to healthier kids. SNAP-Ed plans to collaborate with the Alliance around school wellness. The alliance has completed school health index surveys in participating Evergreen schools and presents their findings to the school. SNAP-Ed will work with the school and the Alliance on strategies around those recommendations.
 - *Thurston County Food Bank:* Community Youth Services provides a full-time AmeriCorps volunteer who is focused on community outreach and nutrition education in school gardens. The work that this volunteer does each year supports our SNAP-Ed classroom work immeasurably.
 - *Thurston County Food Bank:* The Evergreen State College internship program provides part-time interns to assist our team. They do much of the legwork, preparing lesson kits and working in the school gardens.
 - *Thurston County Food Bank:* School partners- We also work with the Walk N Roll program, promoting and coordinating events in new schools. We work with Together!'s after-school program staff to coordinate garden work, technical support, and programming, and to provide food and recipes.
 - *Thurston County Food Bank:* South Sound Reading Foundation is a group we often share events with. They have an AmeriCorps volunteer from the same sponsor (CYS) who works in the same schools ours does. This group also provides a plethora of used children's books, and a clean and maintained reading area for our clients at the food bank, as well as distribute books during spring and winter holidays.
- **Partner organizations out of school**
 - *Clallam WSU:* Partner with the YMCA and other agencies to increase opportunities for physical activity for students outside of the school day.
 - *Clallam WSU:* We have developed close relationships with several of the Tribes in Clallam County and are working together to find solutions to increase the availability of fresh produce in these rural food deserts. Participating in both the Olympic Healthy Communities Coalition and the Peninsula Food Coalition have proved invaluable in identifying opportunities and partnering with

community agencies to maximize impact to increase opportunities and resources for SNAP-eligible clients.

- *Jefferson YMCA:* Jefferson County Public Health has just launched a county-wide health initiative named 5210. This nationally recognized program is in the beginning stages in Jefferson County. The YMCA and Jefferson County Public Health have teamed up to bring this initiative to life with exact roles to be determined.
- *Kitsap PH:* The Graduate Kitsap and Mason (GKM) Working Group focuses on building a College-Going Culture and increasing the number of Kitsap and Mason students who complete a post-secondary degree (2-year or 4-year) or certificate. By partnering, we can both provide support for college bound youth.
- *Mason-HOPE Garden:* Housing Options for Students in Transition (HOST): The HOST program offers support to goal driven homeless students by encouraging community based housing and education advocacy. Many of the students we work with at the high school level also participate in the HOST program. We have found that it is important to have wrap around services for the at-risk youth we work with to avoid students falling through the cracks.
- *Mason-HOPE Garden:* Community Life Line is a non-profit agency that provides basic services of food, emergency shelter, and showers. They collaborate with many community partners to come along side people providing resources, educational programs, and mentoring to move toward self-sufficiency. CLL has donated the use of their certified kitchen to give our high school students first-hand experience cooking nutritious meals while gaining invaluable work experience. Our office is also located in the CLL building. The CLL executive director serves on our board of directors.
- *Mason WSU:* Through collaboration with WSU Mason County 4H free summer camp program, we can continue to gain access to high-needs kids and families during the summer. The camp is held at the Mason Transit Center, a downtown location that makes transportation exceptionally easy both for students who live close enough to walk, but also for students who take the bus as Mason County supports a free ridership program for all County residents.
- **Farm and garden linkages to the schools and communities**
 - WSU Master Gardeners
 - *Clallam County:* Foster relationship with North Olympic Orchard Society to increase sustainability and reach of Apple Give-away program and support at SNAP-eligible schools in the Port Angeles and Sequim School Districts. Assess possibilities for partnering with local businesses to create dried fruit/vegetable products from locally gleaned produce for the Port Angeles Food Bank weekend meal bags for Port Angeles School students.
 - *Clark and Cowlitz County:* Ecotrust is a non-profit that connects small and mid-size farmers with large institutions like schools. Ecotrust's farms to school work, focusing on low-income schools and preschools to ensure that all children have

access to healthy, local food. SNAP-Ed will collaborate with Ecotrust on Farm to School and Smarter Lunchroom. Ecotrust's expertise is providing technical support in implementing local food procurement in school cafeterias.

- *Cowlitz County:* Lower Columbia School Gardens (LCSG) help schools start and sustain garden programs. The goal is to develop sustainable gardens that interface with classroom education around math and science. In addition to show students and their families how they can provide healthy foods for themselves. The project goes full circle in gardening and eating the fresh produce. SNAP-Ed will partner with LCSG in three schools to expand youth and adults knowledge of fresh produce in their diets, enhancing their knowledge and assisting the schools to develop an environment around school gardens and the use of the produce in the schools or for the families.
- *Lewis WSU:* Future Farmers of America Youth Groups and WSU SNAP-Ed will coordinate to increase gleaning at local farms and will divert fresh vegetables to SNAP-Ed program participants.
- *HOPE Garden:* The Mason County Conservation District has been a strong supporter of the work we do. Their mission is to promote the sustainable use, conservation and restoration of natural resources in the community. They have contributed many hours of garden design work, garden builds, volunteer coordination to our program.
- *HOPE Garden:* Realizing the importance of community health through access to fresh produce, Mason General Hospital donated the land for our original garden space. After seeing the success of our program after the first year, they donated an additional acre to expand our programming. In addition to the land donation, the food service director uses excess produce grown by our students in his cafeteria. They are one of the only hospitals in the country to incorporate food grown on hospital grounds in their cafeteria. Collaboration between HOPE and MGH has resulted in several recognitions and awards for the hospital and we are currently discussing more ways our two organizations can collaborate.
- *Thurston County Food Bank:* St Mark's Lutheran church. This organization facilitates and hosts a yearly school-wide church garden tour/planting. Class by class, the children plant seeds that provide more than 9000 pounds of produce each year. That produce is all donated to the Thurston County Food Bank and is almost all incorporated into our ForKids Program and our Fresh bags program. While each class is on the tour/planting, St. Mark's provides them each with a healthy snack. The garden encompasses over ½ acre, and over 700 children plant seeds. Our part is in promoting and facilitating this program between the school (which is just across the street) and St Marks church.
- *Thurston County Food Bank:* Our strong partnership with GRuB has created opportunities to collaborate in a number of projects, including connecting GRuB program participants with the Food Bank system. Our relationship has provided mentoring opportunities for our interns and staff, and a volunteer base to tap

into for school garden maintenance and PSE work in the Tumwater and Olympia School Districts. Their high school programs provide volunteer groups to work at the food bank, and the food those farms raise is donated to the food bank and incorporated into school farm stands and our Fresh Bag program.

- **Family night events partners**

- *Kitsap WSU*: Several partnerships work together to coordinate the annual Bremerton School District Farmers Market Family night. The *Farmers Market manager* recruits farmer vendors to participate in event, schedules the Olympic College chef to provide a food demo of a recipes that ingredients can be purchased at the market and sets up and mans the EBT & WIC acceptance station. The *Bremerton Mayor* donates \$300 for the 1st 300 students to spend a \$1 ticket to purchase fresh F/V at the market. The *Naval PTA* recruits parent volunteers to man games and the farm petting zoo and coordinates with the schools PE teacher and custodians on set up and break down.
- *Lewis and Thurston WSU*: Slow Food of Greater Olympia Chapter has previously donated \$300 to help support a family farmer's market event so WSU SNAP-Ed could offer families free tokens to purchase vegetables from the market.

Washington State SNAP-Ed Program FFY 19-20 Statewide Initiative

CURRICULUM AND COMMUNICATION

Summary:

Washington State University-Extension (WSU) is submitting this proposal to continue the partnership with Department of Social and Human Services (DSHS) to support statewide SNAP-Ed curriculum implementation and to manage the communication platform and statewide SNAP-Ed website for FFY18-20.

Poor implementation or lack of implementation fidelity can, and often does, change or decrease the impact of the intervention. WSU will provide curriculum training and fidelity monitoring and technical assistance to ensure consistent implementation direct education curricula across the state.

Curriculum Staff will conduct regional and statewide training (face-to-face and webinar), observations to monitor curriculum deliver, develop tools/checklists for monitoring and technical assistance to ensure that the curriculum is being implemented consistently and with fidelity in all locations. The curriculum work will complement DSHS's role in performing Management Evaluations, as well as support the Implementing Agencies. Strengthening fidelity is a multi-year process. Taking the right steps and doing the steps right will lead to better quality outcomes and confidence in the outcomes.

The goal of the communications project is to connect SNAP-Ed stakeholders through a communication foundation that is both sustainable and progressive. For FFY18, WSU will launch a centralized SNAP-Ed website, and then expand the website to serve both internal and external stakeholders to improve access to statewide resources and statewide interaction and highlight the regional program focus through stories, videos and photos to share the impact of the work done throughout Washington State.

This work will strengthen communication among regional local provides, IA's and DSHS. It will facilitate and improve administrative, programmatic, and messaging communication across the state to a broad range of stakeholders.

INTRODUCTION:

During FFY17, two statewide projects, Curriculum Fidelity and Statewide Branding and Communication, began work to support statewide SNAP-Ed programming by 1) assessing curriculum fidelity of the eight most used curricula in the state; 2) establishing a communication hub (COMMHUB) for SNAP-Ed staff across the state to use for program implementation and, 3) begin formative work to support a new state SNAP-Ed brand.

This proposal combines the work of these two FFY17 projects into one proposal that will support the work of the Department of Social and Health Services (DSHS), implementing Agencies (IA's) and local providers over three years.

The plan of work includes curriculum selection, training and monitoring, as well as expanding the communication hub into a more broadly serving website (referred to in this proposal as the *SNAP-Ed website*) that will also include external stakeholders (clients, regional and national funders, etc.). Although, Phase I of the initial SNAP-Ed Branding Project was completed in FY17, it was discontinued at the end of the fiscal year based on a revised state plan.

The work outlined in this proposal is centered on the goals of the SNAP-Ed program to assist low-income people in their understanding of healthy food choices, and the importance of physical activity to their health, and ultimately, a reduction in the obesity of the people we serve.

During FFY17, the Curriculum Project lead assembled a staff with experience in nutrition and physical activity content, project management and monitoring, plus direct education experience in SNAP-Ed programs. Going forward, the Curriculum Project will be combined with Communication, under the direction of Karen Barale, MS, RD, CD, Associate Professor, Youth and Family Unit.

Team members include:

- Maggie Grate, MS, RD, Extension Coordinator Specialist, Curriculum
- Terry Perry, RD, Extension Coordinator Senior, Curriculum
- Mattie Sobotka, MS, RD Extension Coordinator Senior, Curriculum
- Kathleen Manenica, MS, Extension Coordinator Specialist, Communication
- Scott Zinn, BA, Extension Coordinator Specialist, Communication
- To be hired, Web Developer, Communication
- Rebecca Lynn Sero, PhD, Extension Evaluation Specialist, Curriculum
- Christa Albice, Program Coordinator, Communication and Curriculum

Additional WSU support will be provided at no cost to the Communications Project by faculty from the WSU Communication Department (Jessica Willoughby, PhD, Assistant Professor, Health Communication and e-Health) and WSU Carson College of Business Marketing Department (Andrew Perkins, PhD, Director of The Center for Behavioral Business Research). These programs have students and interns who can assist website content development, message testing or statewide campaign marketing.

Curriculum training and monitoring will support the IA's and DSHS in assuring effective direct education. The website and content and communication ability can facilitate DSHS's role in communication and resource efficiencies, as well as support the IA's dissemination of

information. It also offers all SNAP-Ed local providers a centralized platform to communicate their stories, successes, and share resources.

CURRICULUM PROJECT:

The Curriculum Project focuses on research and evidence based curricula that meet the needs of local communities and target populations. These include age appropriate curricula, materials that help address language barriers, and practical application for selection and preparation of healthy food.

The Curriculum Team (CT) will review, evaluate and recommend curriculum to be used in the Washington State SNAP-Ed program. This process will include collaboration with IA's, collaboration with the Older Youth Project (FFY2018) and from local provider input. Materials selected will follow Food and Nutrition Services (FNS) current SNAP-Ed Guidance with focus on tools that are research and practice tested. In addition, work will be coordinated with the state evaluation team to collect meaningful outcome data for direct education.

The CT will plan and conduct training for selected curriculum and related topics to support direct education of SNAP-Ed participants. These trainings will be a combination of face-to-face and web-based trainings. Curriculum fidelity monitoring site visits offer a third avenue for on-site, one-on-one mentoring.

Continued statewide fidelity monitoring will include self-reported assessment tools, on-site observations, reviews of educator training and technical assistance to ensure consistent curriculum implementation, with fidelity, across the state.

OVERVIEW AND 3-YEAR PLAN:

The FY 2018 SNAP-Ed Guidance calls for an evidence-based approach for nutrition education:

“...FNS has provided a definition of nutrition education that States must use within SNAP-Ed. The definition considers the FNS mission and has been updated for FY 2018. Per 7 CFR §272.2 (d)(vi)(B), “Interventions are a specific set of evidence-based, behaviorally-focused activities and/or actions to promote healthy eating and active lifestyles.”¹

An evidence-based approach for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available practice-based evidence. The best research evidence refers to relevant rigorous research, including systematically reviewed

¹USDA. Supplemental Nutrition Assistance Program Education. Plan Guidance FY2018. <https://snaped.fns.usda.gov/snap/Guidance/FY2018SNAP-EdPlanGuidance.pdf>. pg 2

scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field on interventions that demonstrate obesity prevention potential. FNS recognizes that there is a continuum for evidence-based practices, ranging from the rigorously evaluated interventions (research-based) that have also undergone peer review, to interventions that have not been rigorously tested but show promise based on results from the field (practice-based, including emerging interventions)²

Use of curriculum that is current and relevant to our clients is important in reaching the goals of the SNAP-Ed program. In the case of the SNAP-Ed program, relevant is seen as programming that relates to the daily food choices people make, how to shop and prepare healthy food and how to incorporate physical activity into busy lives.

Implementing curriculum that has undergone pilot testing, peer review and evaluation shows the best outcomes for achieving behavior change. Recommendations for curriculum are based on this understanding. In addition, work with the state evaluation team to assess emerging curriculum (that which shows promise) will move new curriculum towards a practice-based classification.

Coordination with the state evaluation team to compare fidelity and impact data will show progress in meeting goals.

RECOMMENDED CURRICULUMS:

The list of curricula approved for Washington State is provided in Appendix A. The list covers elementary age youth (grades K-5), older youth (grades 6-12), pregnant teens, outside of the classroom programs, adults, families and seniors. During FFY2018, the CT will work with the Evaluation Team to review evaluation data with curriculum monitoring results to assess impact on SNAP-Ed participants.

Coordination with the evaluation team will include gathering process evaluation data from PEARS. Number of classes and curriculum taught, as well as evaluation outcome data for behavior change, will be compared with curriculum fidelity observation data. Comparison of data can identify areas of need for training while providing insight about positive and negative outcomes. This work will create a strong foundation for future curriculum recommendations. Rather than look at which curriculum are used the most, preference is to focus on outcome data and adjust direct education efforts to follow positive outcomes.

Many of the curricula used in FFY17 remain on the approved list for FFY2018. Several additions are detailed below and are based on needs described by local agencies.

² Ibid. pg 24

Youth

Marty Moose was originally developed as a 5-lesson series at the University of Wyoming. Brought to WSU in 2006, the initial implementation with Grade 2 indicated a need for shorter lessons and process changes identified by classroom teachers. The lessons were adapted, resulting in 10 lessons for the series. The revised curriculum was tested with 1650 students. Knowledge pre/post testing, classroom teacher observations and parent reported indicated knowledge and behavior change. In FFY 2015, the curriculum was revised to incorporate the new Dietary Guidelines, reduce the number of lessons, and add a lesson about making a plan to change one unhealthy food choice to a healthy one based on the student's environment. The curriculum was piloted in one county. For FFY18, the curriculum will undergo a more thorough evaluation in four Grade 2 classrooms. Beta-testers will receive orientation via webinar, complete implementation logs, and use evaluation tools selected by the CT and the state Evaluation Team (teacher observation tools and the EFNEP K-2 pictorial evaluation tool). The CT will conduct observation site visits to determine fidelity. Results will be analyzed and described in the year-end report, along with a recommendation to continue or discontinue the curriculum.

Older Youth

Coordinated Approach to Child Health (CATCH) and *Eat Fit* are research-based curricula that will provide additional, relevant resources for direct education of older youth. Implementation plan for CATCH and Eat Fit are included in the training section of this proposal. After consultation with the SNAP-Ed Evaluation Specialist, the recommendation is to use the validated evaluation tools provided by the *CATCH* and *Eat Fit* developers. Use of these tools, at least in the first year of implementation, will guide curriculum and evaluation work as well as future decisions in regard to curriculum for this audience. During FFY2018 we will coordinate with the Older Youth Project to identify additional curricula and training related to older youth for inclusion in the FFY2019 and 2020 program years.

Adults

Family Gardening will, be added to the approved curriculum list. This practice-based curriculum from Kansas State University focuses on healthy eating and basic with lessons for parents and children together.

Energize Your Life! Garden for a Healthier You, a set of lessons developed and revised at WSU as an add-on to SNAP-Ed nutrition education classes, is designed for use with adults who have completed SNAP-Ed nutrition education classes. Since this curriculum has not been tested, it is considered emerging. It is grounded in social cognitive and learning theory. The curriculum was originally developed at WSU for Master Gardeners to deliver in community settings. The curriculum was revised, updated and reviewed by WSU nutrition staff and horticulture faculty for use in SNAP-Ed programming. Through five lessons, participants learn about the nutrition

and physical activity benefits of gardening and increase their skill, motivation and self-efficacy to incorporate gardening into their daily routine to help achieve a healthy lifestyle. Although there are multiple garden-enhanced nutrition curricula for youth, there are limited options for adults. The curriculum offers a novel approach to teach adults garden-enhanced nutrition education. Four local providers have agreed to test the curriculum during FFY18. Beta-testers will receive orientation via webinar, complete implementation logs, and use evaluation tools selected by the CT and state Evaluation Team. The Townsend Fruit and Vegetable evaluation tool will be used to assess increase in fruit and vegetable intake. Physical Activity questions will be added to assess change in activity. The CT will conduct observation site visits to determine fidelity. Results will be analyzed and described in the year-end report, along with a recommendation to use or discontinue use of the curriculum in coming years.

English Language Learners

During FFY18 Russian materials will be evaluated. Russian is the third most common language spoken in the state of Washington and local agencies have indicated a need to have materials for this group of participants.

The CT will assess *Food Smarts*, a USDA/FNS approved curriculum available in English, Spanish, Chinese, and Russian for addition to the approved curriculum list.

REVIEW PROCESS:

A review of the approved curriculum list will start in November of 2017 to facilitate planning for FFY2019. The CT will engage a group of stakeholders to assist the CT in review of evaluation data (when available), frequency of use and input from local agencies to narrow the list and recommend the curricula for FFY 2019. This list should be completed no later than December 31, 2017 for the purposes of planning for the new fiscal year.

PRIORITY INDICATORS:

The Evaluation Team has identified three, medium term (MT) priority indicators from the *USDA-FNS SNAP-Ed Evaluation Framework* to be used in FFY2018. They include:

MT1: Healthy Eating: Measuring improvements in dietary behaviors such as eating protein foods without saturated fats, drinking fewer sugar-sweetened beverages, and eating more fruits and vegetables.

MT2: Food Resource Management: Pre- and post-test changes in individual and family behaviors that reflect smarter shopping and food resource management strategies including reading nutrition facts, buying foods with lower added solid fats (saturated and/or trans), sugar, and salt, and stretching food dollars by comparing prices before buying foods, shopping with a list, and batch cooking.

MT3: Physical Activity and Reduced Sedentary Behavior Change: Measuring increases in

duration, intensity, and frequency of physical activity behaviors and/or reductions in time spent in sedentary behaviors including increasing leisure sports and walking activities, and decreasing time spent watching television and playing video games.

Each indicator is linked to behavior change that will be used in the evaluation of outcome data for curriculum fidelity. Table 1 shows approved curriculum and the priority indicator(s) associated with each.

TABLE 1. PRIORITY INDICATORS

Curriculum	Indicators
CATCH (Coordinated Approach to Child Health)	1, 3
CHFFF: Choose Health, Food, Fun & Fitness	1, 3
Choose Health Action Teens	1, 3
Cooking Matters	1, 2
Cooking Matters at the Store – one-time event	1, 2
Cooking Matters in Your Community – one-time event	1, 2
Cooking Matters in Your Food Pantry – one-time event	1, 2
Eat Healthy, Be Active - Community Workshops	1, 2, 3
Eat Smart, Live Strong	1,2,3
Curriculum	Indicators
Eat Well Play Hard in Childcare Setting	1,3
EATFIT	1,3
Eating Smart • Being Active, original and revision	1, 2, 3
Energize Your Life! Garden for a Healthier You	1,2,3
Exercise Your Options	1,2
Family Gardening	1, 2
Grazin’ with Marty Moose 2016 WSU Edition	1
Growing Healthy Habits	1,3
Healthy Habits for Life	1, 3

Kids in the Kitchen	1,3
Media Smart Youth	1, 3
MyPlate in Practice	1,3
Nutrition in Me	1
Nutrition to Grow On	1, 2
Pick a Better Snack & Act	1, 3
Plan, Shop, Save, Cook	1, 2
Read for Health - WSU Edition	1,3
ReFresh	1, 3
Rethink Your Drink - Older Youth Lessons	1
Rethink Your Drink-Adult	1
Show Me Nutrition	1,3
Super Tracker	1, 3

TRAINING:

Based on FFY17 curriculum fidelity findings, observations during site visits, conversations with Regional IA's, agency supervisors and nutrition educators, training recommendations are noted in Table 2 and 3. Comments and requests from across the state show a strong desire on the part of stakeholders to implement curriculum with fidelity but without training there is a lack of consistency and understanding of expectations. These requests are substantiated via site curriculum fidelity site visits and confirm the need for a consistent SNAP-Ed training program.

Curriculum observation site visits provide an opportunity to discuss curriculum implementation with the local educator one-on-one and it allows for personalized mentoring. However, it is limited to a very short amount of time.

Regular curriculum trainings for all local providers and IA's will increase the consistency and fidelity in curriculum delivery. These will include both face-to-face and web-based trainings. Training materials already developed by curriculum authors will be used whenever possible.

A strong program requires training not only on specific curriculum, but on topics that are associated with learning and behavior change for SNAP participants. Recommendations for ongoing training include:

- Selected curriculum based on FFY year focus
- Current nutrition updates
- Safe food handling
- Cultural aspects of feeding families
- Nutrition education for English Language Learners (ELL)
- Classroom behavior management
- Working with older youth
- Understanding Adverse Childhood Experiences
- Poverty and how it affects learning
- Adult learning and associated teaching strategies

As new materials are reviewed and tested, the CT will explore dissemination of the lessons and materials to address behavioral objectives and the socio-ecological model strategies found in the FFY2018 SNAP-Ed Guidance.

In order to create a learning environment that is focused and goal oriented, a training program will be delivered to build on prior training and progresses year to year. Specifically, FFY2018 will focus on basic tools for successful direct education and curriculum specific training for new or updated curricula, FFY2019 will focus on youth and families and FFY2020 will focus on adults and seniors. While there will be overlap for all age groups, planning in a step-wise fashion will allow focus on learning objectives specific to these audiences.

Training each year will include a curriculum fair, training on selected curriculum and current topics in nutrition. Training may also include topics related to the SNAP-Ed audience, professional development and areas related to the overall SNAP-Ed program.

A brief narrative is provided below, followed outlines of face-to-face training and web-based training in Tables 2 and 3, respectively.

Curriculum Specific Training

There are currently 27 different curricula approved for use in the Washington State SNAP-Ed program. Because it is not possible to provide training on each set of lessons, the CT Team, in coordination with IA's and regional supervisors, will select curricula to conduct either face-to-face or webinar training each year.

Curriculum Fair

Select curriculum will be displayed at regional training meetings and the annual state forum for review by those in attendance. A dedicated time will be set aside for the CT to answer questions and support agencies in their decisions about which curriculum are best suited for their program, fidelity and implementation challenges.

Current Topics in Nutrition:

The field of nutrition is ever changing. It is imperative that SNAP-Ed providers have concise, clear messages to communicate to SNAP participants, and that they follow the guidance put forth by FNS. The CT, in coordination with IA's and local subcontractors, will plan and distribute yearly training on select nutrition and food safety topics.

FFY2018 - YEAR ONE

Focus: Basic Tools for Successful Direct Education; New or Updated Curriculum

Face-to-Face Training

Curriculum

CATCH implementation for middle school students (grades 6-8) starts with a two-day, intensive “train the trainer” workshop. This would take place in late fall or early winter FFY2018 and will include up to 15 participants. Staff from the curriculum team and experienced educators from all five regions, will attend the training and become CATCH trainers for the state. A member of the Curriculum Team and a regional trainer will schedule and conduct trainings in all regions for agencies interested in adopting the program. Regional trainings will take place throughout FFY2018.

Training to adopt **Eat Fit** begins with a 1½ day workshop for agencies planning to implement the curricula during FFY2018. This would also take place in late fall or early winter and would include up to 30 participants. Training would be conducted by authors of the curricula and coordinated with the CT.

As the *CATCH* and *Eat Fit* curricula are integrated into the state SNAP-Ed program, it is important to capture evaluation data specific to the curriculum. Collaboration with the Evaluation Team to evaluate both programs will provide useful information for future decisions about expanding the use of the materials. Using the evaluation tool that has been developed for the specific curricula, we will closely monitor these classes for fidelity and compare data we obtain during site visits to that of the impact data collected using pre/posttests with students.

Starting in FFY2017 and continuing in FFY2018, the CT will provide training for agencies that have previously used the **Eating Smart • Being Active (ESBA)** curriculum. It will focus on recent updates to the materials and help educators become familiar with changes. Trainings will be conducted on a regional basis. Each two-day update training will showcase the revised materials, include discussion of what has changed, what has remained constant and provide time for educators to work with peers in delivery of content.

Training for new users of the *ESBA* curriculum will be conducted in FFY2018. This three-day training will provide an overview of the theory behind the curricula, review of all lessons and provide time for educators to deliver lesson content to peers. The rationale behind the development of the materials as well as in depth details as to teaching the lessons with fidelity are included in this training.

Target Audience Training

Working with youth requires an understanding of developmental stages. ***Classroom behavior management*** and teaching methods play a role in student engagement and outcomes for young participants. Understanding social economic factors that may play a role in classroom behavior would also be considered in this training.

An understanding of the effects of ***adverse childhood experiences*** may help SNAP-Education providers in their implementation of direct education to both youth and adults. Training on the psychological trauma of adverse childhood experiences, brain development and implications for learning are recommended as part of FFY2018 tools for effective program implementation.

Classroom Tools and Strategies

Many SNAP-Education providers include recipe demonstration as part of their lessons. Doing a demonstration with the right tools and techniques can make a difference to the participants understanding and willingness to repeat the recipe at home. In addition, this part of the training would include information on ***proper food handling***, best practice and working with local health departments to meet their standards.

Site observations have shown a need for training on strategies for ***classroom behavior***. We believe there are many educators who have not had formal training on this subject and could benefit by having a toolkit of strategies for working with youth.

Tools for Effective Adult Learning

This training will provide the background for effectively teaching in the facilitated dialogue style used in several adult curricula. Through experiential activities, educators will explore adult learning principles, recognize different in learning styles and how incorporating all learning styles can maximize group learning, practice open-ended questions, examine facilitation skills, discuss ways to respond to misinformation or difficult participants, and review the anchor, add, apply and away style of lesson design.

Understanding Curriculum Fidelity

Curriculum Fidelity was introduced to the state SNAP-Education program in FFY2017. A review of the reasons for fidelity and the role that all stakeholders play in the process is important to continued strength of the overall SNAP-Education program. Training will include review purpose for teaching with fidelity, tools used to assess fidelity and discussion about responsibility to ensure direct education is taught with fidelity.

Webinar Trainings

Systems Approaches for Healthy Communities

Systems Approaches for Healthy Communities is an online professional development program that promotes the integration of policy, systems, and environmental (PSE) interventions with educational strategies. The program includes a five-module, online professional development course. It uses the Social Ecological Model, the Spectrum of Prevention, and other tools to build the skills of health professionals in using PSE approaches with a wide array of communities and organizations. In addition to the online course, this program also includes assessment, training, and development around enhancing organizational and leadership capacity to support PSE approaches. It was first created to build the skills of Minnesota SNAP-Ed staff in 2015. After this initial pilot, the program was peer reviewed in 2016 and pilot tested in 2017 with two additional agencies: Michigan State University Extension and Iowa Department of Public Health. The final version will be available starting **October 2017**.

Plan, Shop, Save, Cook (PSSC)

Plan, shop, Save, Cook (PSSC) authors are updating this curriculum to reflect changes in the nutrition label as well as updates related to the ESBA revisions. They have also given permission to use this curriculum with older youth. A webinar is planned for FFY2018 that will be a joint effort between the Curriculum and Evaluation Teams and the PSSC authors. The curriculum and evaluation teams will coordinate evaluation efforts for older youth students using the tool provided by the authors. Outcome results will be evaluated and a summary of findings will be shared with the authors.

Understanding Adverse Childhood Experiences

This webinar training would address adverse childhood experiences and implications for youth. The CT team will engage WSU experts in the field and are associated with the WSU Child and Family Research Unit (CAFRU).

Food Safety in the Classroom

Fidelity site visits have shown a need for universal precautions when preparing, storing and serving food to SNAP-Ed participants. Review of basic food safety practices, hand washing and sanitation of surfaces will be covered. Information in this webinar will pertain to all SNAP-Ed classrooms, both youth and adult.

FFY2019 - YEAR TWO

Focus: Youth (Grades K-12) and English Language Learners

Face to Face Training

Curriculum

Choose Health, Food, Fun and Fitness (CHFFF) training will be provided to increase fidelity and consistency in delivery. Currently, 20 agencies (44%) report using the curricula. It also one of three curricula approved for use in an out of classroom teaching environment. *Choose Health, Action Teens* (CHAT) is a curriculum related to CHFFF and developed by the same authors at Cornell University. Currently there are no agencies in the state using CHAT. The program integrates youth civic engagement with efforts to encourage healthy lifestyles by engaging teens in teaching healthy eating and active living to younger youth. Educators and adult mentors to recruit, train, and mentor local teens to be CHATs who will teach or co-teach CHFFF. Authors for both curricula have stated a willingness to conduct a 2-day training for CHFFF and CHAT.

TBD-curriculum training for English Language Learners (ELL)

CT will evaluate and recommend curriculum options for use with ELL participants.

TBD-curriculum training for older youth.

The FFY18 Older Youth Group work will provide recommendations for adding curricula appropriate for older youth. It is recommended the Older Youth Group and CT work closely to coordinate programming and selection of curriculum. Training will include best practice when working with this age group to increase fidelity.

Target Audience Training

Poverty Immersion

A Poverty Immersion is a unique interactive experience that helps people understand what life is like with a shortage of money and an abundance of stress. Although it uses play money and fictional scenarios, a Poverty Immersion is a facilitated role play – not a game. It is a powerful experience that takes only three hours of time, but makes a lasting impact. It builds a greater awareness of the issues facing people in poverty, and helps build a foundation for change – personally, professionally, organizationally and in our communities.

During a Poverty Immersion, participants assume the role of a low-income family member living on a limited budget. They are instructed to provide food, shelter and other basic necessities for themselves and their families, using resources they receive through a random assignment. Aiding in the workshop are participant volunteers who play the role of social service workers, bankers, school teachers, grocers, law enforcement, etc., providing a ‘community’ with whom the participants interact.

Working with English Language Learners (ELL)

With the increase in the number of non-English speaking people in the state of Washington there is a need to train educators to use teaching strategies and curriculum that will help ELL SNAP-Ed participants achieve their goals for health. This workshop will allow participants to better

understand the challenges ELL participants face and equip them with tools and strategies to help them meet those challenges.

Webinar Training

Healthy Kids Do Better in School

This webinar will address health related challenges students living in poverty face. It will look at how proper nutrition, coupled with adequate health care, can result in increased student success. This topic was chosen to provide educators with information that can help them as they partner with local schools and communities to provide nutrition education.

Current Topics in Nutrition

The focus for FFY2019 is youth and families. We recommend a webinar training on the topic of childhood obesity and how we can best work with families to understand the implications for health outcomes as well as school success.

Curriculum Fidelity Update

It is recommended that a webinar training be done during FFY2019 to provide updates on curriculum fidelity. Our plan of work will move us to results based decisions on programming and implementation of direct education. Training for all staff will help in the understanding of the curriculum fidelity process and the role each person plays.

FFY2020 - YEAR THREE

FOCUS: ADULTS, FAMILIES AND SENIORS

Curriculum Training

Curriculum specifically written for adults, families and seniors will be selected, in collaboration with IA's and local providers, for training in FFY2020.

Target Audience Training

Cultural Aspects of Feeding Families

SNAP-Ed participants represent many different cultures. Within cultures there are food practices and beliefs important to families who share them. Understanding food culture is an avenue to better serving the families we work with.

Walk in My Shoes

This training will help participants better understand older people by sharing their experiences. Participants learn, through many activities, what it feels like to grow older and what happens to our bodies as we age. Changes that affect overall nutrition and the ability to do physical activity

will be discussed. The training will also help participants develop new communication skills for work with seniors.

Chronic Disease and Poverty

Understanding the link between living in poverty and chronic disease will be the focus of this training. Poverty collides with health every day and socioeconomic status is predictive of chronic disease, including those that are related to food choices and physical activity.

Webinar Training

Food Safety for Seniors and Other At Risk Individuals

Ongoing training on food safety is recommended for SNAP-Ed providers. Understanding those who are especially vulnerable to food borne illness is crucial to the implementation of the program for seniors and others at risk.

Facilitated Dialogue

Working with adults is most effective when trainers understand and use adult learning principles. This webinar will expand participant knowledge of Facilitated Dialogue and how to best incorporate best practice in teaching adults into the classroom.

Curriculum Fidelity Update

It is recommended that a webinar training be done during FFY2020 to provide updates on curriculum fidelity. Our plan of work will move us to results based decisions on programming and implementation of direct education. Training for all staff will help in the understanding of the curriculum fidelity process and the role each person plays.

Current Nutrition Topic: Family Meals

Research indicates that when families eat together they tend to eat healthier foods, teens engage in less risky behavior and there is better communication for the entire family. Understanding the benefits of family meals can help SNAP-Ed educators better serve the families and participants of the SNAP-Ed program.

Current Topics in Nutrition

In May 2016, the U.S. Food and Drug Administration finalized significant changes to food, beverage, and supplement labeling, including updates to daily values, serving sizes, the Nutrition Facts chart, and more. Food labelers compliance was changed from July 2018 to approximately 2021. This training may be provided earlier, based on revised compliance dates. The training will focus on the changes and what they mean for SNAP-Ed direct education.

TABLE 2. FACE TO FACE TRAINING

	Year One-FFY 2018 Basic Tools for Direct Education New and Updated Curricula	Year Two-FFY 2019 Youth and English Language Learners	Year Three FFY 2020 Adults, Families and Seniors
Training	Curriculum Fair	Curriculum Fair	Curriculum Fair
Time	1-2 hours	TBD	TBD
Where	Annual Regional/State Training	Annual State Training	Annual State Training
Training	Adult Learning Techniques	Poverty Simulation	Walk in My Shoes-Understanding Seniors
Time	2 hours	4 Hours	TBD
Where	Annual Regional/State Training	Annual State Training	Annual State Training
Training	Understanding Curriculum Fidelity	Working with ELL Participants	Selected curricula specific to adults, families and seniors
Time	1 hour	TBD	1-2 days
Where	Annual Regional/State Training	Annual State Training	TBD
Training	Classroom Tools and Strategies	Selected curricula specific to ELL	Chronic Health Disease and Poverty
Time	1-2 hours	1-2 days	1-2 hours
Where	Annual Regional/State Training	TBD	Annual State Training
Training	Eating Smart • Being Active-Update	CHFFF and CHAT	Cultural Aspects of Feeding Families
Time	FFY2017 and 2018	2 ½ Days	1-2 Hours
Where	Regional	TBD	Annual State Training
Training	CATCH	TBD curriculum training for older youth	

Time	2 Days	TBD
Where	TBD	TBD

Training	Eat Fit
Time	1 ½ Days
Where	TBD

Training	Eating Smart • Being Active-New Users
Time	3 days
Where	TBD

TABLE 3. WEB BASED TRAINING

	Year One-FFY 2018	Year Two FFY 2019	Year Three FFY 2018
	Basic Tools for Direct Education	Youth and English Language Learners	Adults, Families and Seniors
	New and Updated Curricula		
Webinar	Plan, Shop, Save, Cook	Healthy Kids Do Better in School	Facilitated Dialogue
• Time	1 Hour	1 hour	1 Hour
Webinar	Understanding ACE's	Curriculum Fidelity Update	Curriculum Fidelity Update
• Time	1 Hour	1 Hour	1 Hour
Webinar	Safe Food Handling in the Classroom	Current Nutrition Topic	Food Safety for Seniors and At Risk
• Time	30-45 minutes	Childhood Obesity	Individuals
		30 minutes	30-45 minutes
Webinar	Systems Approach for Healthy Communities		Current Nutrition Topic
• Time	On-going		Family Meals
			30 minutes
Webinar			Current Nutrition Topic-
Time			The New Nutrition Label
			30 Minutes

FIDELITY MONITORING:

The goal of work for curriculum fidelity this year has been to assess and improve direct education curriculum implementation across the state. Staff are conducting statewide-monitoring and providing technical assistance to ensure that the curriculum is implemented consistently and with fidelity at all locations.

The FFY 2018 SNAP-Ed Guidance notes the importance of fidelity as part of evaluation:

“Evaluation should assess whether local practitioners are implementing the evidence based intervention with fidelity. Program fidelity means that the intervention was implemented as designed. In some cases, you may need to adapt the original evidence based intervention to meet the needs of your target audience. Under such circumstances, it is important to document what changes were made and how they were implemented.³”

“Process Evaluation systematically describes how an intervention looks in operation or actual practice. It includes a description of the context in which the program was conducted such as its participants, setting, materials, activities, duration, etc. Process assessments are used to determine if an intervention was implemented as intended. This checks for fidelity, that is, if an evidence-based intervention is delivered as designed and likely to yield the expected outcomes.⁴

Fidelity can be defined as the faithfulness with which a program is implemented or stays true to the original program design. Implementing a program with fidelity improves the likelihood of getting similar program effects with participants.^{5,6} Poor implementation or lack of implementation fidelity can, and often does, change or decrease the impact of the intervention. This raises concerns about the legitimacy of combining data from multiple sites using the same intervention. It is difficult to judge program strengths/shortcomings or develop effective strategies to improve programs without knowing what was implemented.

The goal of the CT is to measure implementation fidelity to be able to answer these questions⁷:

- Is the program being delivered as designed? (e.g., Are core components being implemented in the proper order?)

³ Ibid. pg 65

⁴ Ibid. pg 38

⁵ DHHS. Youth and Family Services Bureau. Fidelity Monitoring Tip Sheet. <http://www.acf.hhs.gov/sites/default/files/fysb/prep-fidelity-monitoring-ts.pdf>

⁶ Baker, S; Auld, G; MacKinnon, C; Ammerman, A; Hanula, G; Lohse, B; Scott, M; Serrano, E; Tucker, E; and Wardlaw, M. Best Practices in Nutrition Education for Low-Income Audiences (2014). <http://snap.nal.usda.gov/snap/CSUBestPractices.pdf>

⁷ Borrelli, B. (2011) The Assessment, Monitoring and Enhancement of Treatment Fidelity in Public Health Clinical Trials. J Public Health Dent. 2011 WINTER; 71(s1): S52–S63.

- Are program recipients receiving the proper “dose” of the program? (e.g., Are all sessions implemented? Is each session of the length specified?)
- Is the quality of program delivery adequate? (e.g., Are providers trained and skilled in delivery of the program?)

The CT uses assessment tools designed to assess curriculum fidelity. The tools can also be used by local providers managers to assess educator performance as well as to identify program implementation and curriculum acceptance issues. SNAP-Ed educators can use the tools for self-evaluations. These self-reported snapshots can help educators and supervisors plan direct education that is taught with fidelity. Trained observers can also provide immediate feedback to educators and determine additional training needs⁸.

Work during the current 2017 FFY has reinforced what we know from the literature. As part of monitoring done to date, the CT has noted several common pitfalls occurring:

- Reducing number or length of sessions
- Lowering the level of participant engagement
- Eliminating key messages or skills learned
- Removing topics
- Changing the theoretical approach
- Staff who are not adequately trained
- Using fewer staff than recommended

Any of these changes can compromise the fidelity of the program⁹.

To date, assessment tools for the eight most frequently used curricula in the state have been completed, shared with IA’s and local providers and are being used for site observations. In addition, overviews for each of the top eight curricula are complete. The overviews discuss the objectives set forth in the curriculum, describe recommended pacing and outline specific requirements for fidelity. All tools are available on the curriculum website <http://extension.wsu.edu/curriculum-fidelity/>. Continued development of these tools, for all curriculum, will be complete by the end of FFY2018.

Currently assessment tools are used primarily by the CT during observation site visits. During FFY2018 expansion of the use of the assessment tools is planned. When assessments are done by local supervisors, their awareness of fidelity will increase. Likewise, when the tools are used

⁸ Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., Balain, S. (2007) A conceptual framework for implementation fidelity. *Implementation Science*, 2:40 doi:10.1186/1748-5908-2-40.

⁹ O’Connor, C., Small, S. A., Cooney, S.M. (2007). Program Fidelity and Adaptation: Meeting Local Needs Without Compromising Program Effectiveness. *What Works Wisconsin* http://whatworks.uwex.edu/attachment/whatworks_04.pdf

as a self-assessment tool by an educator, their awareness for fidelity will increase. Data from supervisors and self-assessment evaluations will be collected and compared to data collected by the CT. This information will guide decisions for training and curriculum selection.

Work is coordinated with regional IAs and local providers to assess curriculum fidelity across the state. The CT also coordinates with the SNAP-Ed Evaluation Group.

SCOPE OF WORK:

THIS PROPOSAL IS FOR A THREE-YEAR PLAN TO CONTINUE AND STRENGTHEN A CURRICULUM PROGRAM FOR THE STATE OF WASHINGTON SNAP-ED PROGRAM THROUGH CURRICULUM SELECTION, TRAINING, OBSERVATION AND MONITORING.

The work detailed here represents a plan and budget for FFY2018-2020. A general overview of the work suggested for year 2 and 3 are shown in the timeline.

The goal of this work is to assess and improve direct education curriculum implementation across the state.

- CT will provide training, as outlined in Table 2.
- Produce webinars each fiscal year centered on FFY focus; subject matter is outlined in Table 3.
- Conduct state-wide monitoring to include self-reported checklists, on-site observations, reviews of educator training and technical assistance to ensure that the consistent curriculum implementation with fidelity in all locations.
- Work with our CT evaluation specialist to expand the use of the assessment tool by educators and supervisors at local agencies.
- Conduct in-person observations: estimated total of 100 in FFY 2018, 85-90 in FFY2019. FFY2020 site visits will be determined based on the results of the previous two years. This work will complement DSHS's role in performing Management Evaluations, as well as support the IAs and local provider supervisors in their management roles.
- Train all IAs (and possibly local provider supervisors) on the use of the assessment tool and request completion of at least one assessment for each educator during FFY2018.
- Conduct a pilot to evaluate the feasibility of educators completing assessment tools for at least one complete curriculum to show the value in doing the curriculum fidelity work. It will become part of the overall improvement process to see what changes need to be made in the delivery of direct education.
- Maintain a website for the state SNAP-Ed Curriculum Project.
 - Continue collaboration with WSU Pullman IT Support to update and expand the content of the site.

- Communicate to all SNAP-Ed agencies how to navigate the site and find resources to support local programs.
- Collaborate with Communications Project to develop plan and timeline to incorporate the Curriculum website into the SNAP-Ed Website within the 3-year period of proposal.

A mid-year summary of accomplishments will be sent to DSHS. In addition, a year-end report, including an appendix of all summary recommendations from individual observations and data related to fidelity, will be sent to DSHS.

TABLE 4. CURRICULUM DELIVERABLES

	Year One- FFY 2018	Year Two FFY 2019	Year Three FFY 2018
Curriculum Fidelity(CF) Site Visits	100	85-90	TBD
Develop and Update CF Assessment Tools	X	X	X
Manage, Review and Analyze CF Data	X	X	X
Manage Curriculum Review and Selection	X	X	X
Face to Face Training	8	6	5
Webinar Trainings	4	3	4
Maintain and Update Curriculum Website	X	X	X
Mid-Year Report to SA	X	X	X
Year End Report to SA	X	X	X

Individual staff members serving on this team have a wide variety of experience, including but not limited to, statewide grant coordination, training, coalition building, and direct education.

The CT and their responsibilities are briefly outlined below:

Karen Barale, Associate Professor, Youth and Family Unit
State Lead, responsible for collaboration and oversight of SNAP-Ed Curriculum and Communication Project including personnel and budget. (0.00 FTE).

Maggie Grate, Extension Coordinator Specialist, SNAP-Ed
State Coordinator, responsible for planning and directing statewide curriculum project. Provide training on curriculum implementation, fidelity and curriculum monitoring. Also conducts site visits and class observations. (1.0 FTE).

Rebecca Lynn Sero, Qualitative Evaluation Specialist, Youth and Family Unit Evaluation
Specialist Guide development of curriculum monitoring tools, provide training on curriculum fidelity and curriculum monitoring; assess online monitoring/database options for checklist reporting, support pilot evaluation of two curricula. (0.05 FTE)

Terry Perry, Extension Coordinator Senior
Curriculum staff, responsible for site visits and class observation, reporting, and training. Based in Eastern Washington. (1.0 FTE).

Mattie Sobotka, Extension Coordinator
Curriculum staff, responsible for site visits and class observations and reporting. Based in Western Washington. (0.90 FTE)

Christa Albice, Program Coordinator
Curriculum administrative assistant to support scheduling, training facility and travel arrangements, office and clerical support to other key personnel. (0.4FTE).

The total anticipated FFY 18 budget is \$393,769. Projected costs for FFY19 are \$391,109 and for FFY20 we project costs of \$397,986. A supplemental training budget requested by DSHS to be separated out for FFY18 has a projected cost of \$28,898.
Budget detail can be found in Appendix 2.

COMMUNICATION PROJECT

OVERVIEW:

WSU Extension proposes a three-year plan to continue and strengthen communication and shared messaging that reflects priorities of DSHS. This work will facilitate and improve administrative, programmatic, and messaging communication across the state to a broad range of stakeholders.

The goal of this project is to connect SNAP-Ed stakeholders through a communication foundation that is both sustainable and progressive. For FFY18, the proposal expansion of the current centralized SNAP-Ed website:

- 1) Expand centralized SNAP-Ed website to serve both internal and external stakeholders to improve access to statewide resources and statewide interaction;
- 2) Showcase the regional focus on the website through stories, videos & photos of programming to share the impact of the work done throughout WA State;
- 3) Transition target audience relevant content, including recipes, from Grow Happy Kids to SNAP-Ed website.

Future work in Years 2 and 3 could include a statewide social marketing campaign to support an annual statewide message and any dietary guideline consumer messages and updates, including the anticipated update of the US Physical Activity Guidelines expected in 2018.

Over the past year, WA State SNAP-Ed infrastructure has changed greatly. With three IAs, five regions, multiple regional projects and local providers, a centralized website, where all common information and resources can be uploaded and shared, creates an efficiency needed to manage the statewide program.

An on-line presence is a primary communication tool for sharing information, promotion and conversation. With SNAP-Ed, the web has become a key vehicle for sharing resources and communicating with the public and across local programs. In the climate of frequently changing guidance, updates in procedures and up-to-date evidence-based nutrition and health information, an on-line presence is a necessary and reasonable access point for SNAP-Ed providers and other stakeholders as well as recipients.

In March 2017, a COMMHUB survey was sent to IAs', local providers and statewide project staff via e-mail. With only a 20% (18 of 88) response rate, the information received is not representative, despite completion by respondents in all five regions. Those who did respond (primarily subcontractors and state initiative leads), most were interested in being able to access information about WA SNAP-Ed, including administrative resources, highlights of

regional work including state-wide initiatives, SNAP-Ed training materials and webinars, marketing materials and downloadable print materials.

The SNAP-Ed website will connect all levels of staff who register on the site, with relevant and centralized information across the state and could directly improve efficiencies and inter-regional connectivity of local SNAP-Ed programs and implementing agencies.

The new SNAP-Ed website is currently in beta testing with planned statewide launch in September 2017.

The communication priorities of this centralized website have three components: 1) an internal-facing component to share administrative and program resources for the local providers, IA's, DSHS and statewide projects; 2) an external-facing component for professional and community stakeholders to promote and showcase the WA State SNAP-Ed approach, priorities and impacts throughout the five regions; 3) a component for SNAP-eligible population with relevant content and messaging, including content transitioned from the Grow Happy Kids website and based on formative data used in the creation of that site.

The internal (provider) side of the website is password protected for all SNAP-Ed Providers (DSHS, statewide projects, IAs and local providers). New users of the website will be required to register to access the internal areas. To register, providers will submit standard information such as name, email, region, and SNAP-Ed role. They will also have the option to sign up for informational and communication alerts.

Registered providers will have access to a discussion forum that can be used to discuss and share SNAP-Ed related business with other providers.

Providers will also have access to SNAP-Ed administrative resources (some of which are listed below), customized interactive features such as community event alerts, and a directory of all those providers who have registered on the website and opted to have their contact information viewable.

Provider content will be initiated by respective regions and will centralize administrative resources for WA SNAP-Ed implementing agencies and local providers:

- WA SNAP-Ed Policies and Procedures
- WA SNAP-Ed Evaluation Tools and Resources
- Administrative IA Forms
- WA SNAP-Ed Reports
- Region Contact Information

- WA SNAP-Ed State Plan
- WA SNAP-Ed Previous Annual Reports

The public-facing (external) side of the website will feature two distinct levels of targeted content:

Community

This is the general public, specifically, potential SNAP and SNAP-Ed clients. Areas of interest for these users include how to get started with SNAP and SNAP-Ed and what to expect, how to access classes in their community, targeted features (physical activity, fruits and vegetables, dairy, grains, etc.), recipes, and community and participant success stories. The goal of this content will be to establish a trusted, long-term, relevant source of healthy information for low-income audiences across WA.

Regional and National SNAP-Ed Stakeholders

This includes all professional entities such as FNS, USDA, and DSHS, and other WA State stakeholders, such as Departments of Agriculture, Health or Office of the Superintendent of Public Instruction. The content in these areas will be focused more on regional, statewide, or national administrative information. Based on stakeholder feedback or requests, some features may include items such as SNAP-Ed news highlights, program overviews and organizational structure in Washington State.

With its initial completion in FFY17, the Communication Team (COMT) will perform activities in FY18 to encourage providers as well as their partners and clients towards interaction with the site. Some of these activities will include email registration, customized selection of other features including announcements, presentations at SNAP-Ed regional or calendar of statewide meetings. Other options include ability to message/contact IA's and statewide team members through the site.

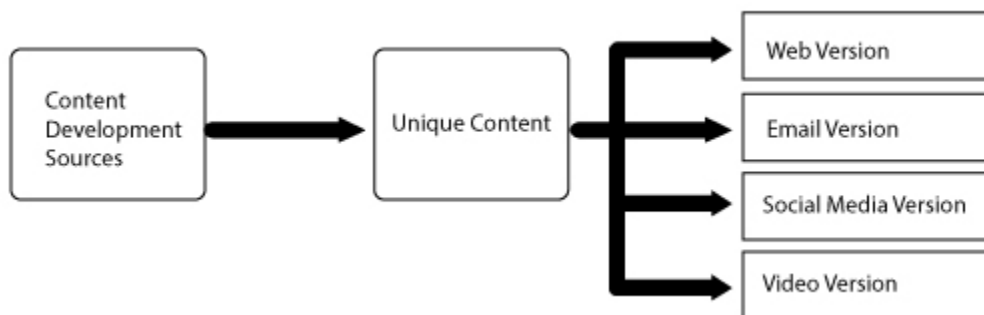
The COMT will collaborate with the DSHS, IAs, statewide projects and local providers to improve communication via the SNAP-Ed website. The COMT will continuously monitor and perform iterative improvements to the SNAP-Ed website, based on user feedback for content, functionality and design utilizing internal on-site feedback features as well as site analytics.

Site content and messaging will be based on messaging agreed upon by the DSHS and IAs to complement their ongoing work. The COMT will develop a foundation plan for sustained, progressive SNAP-Ed messaging through the 3-year duration. A proposed FY18 framework is represented in Figure 1. The primary purpose will be to increase SNAP-Ed educational messaging efficacy for public and internal users of the website. Preliminary qualitative evidence message testing was completed by WSU Communications Students in summer 2017. Using

these results, the COMT will identify and collect relevant content for the external-facing website from several sources including:

- Existing, researched materials and resources such as Eat Together Eat Better, ‘Energize Your Life: Eat Healthy, Be Active’, Teen Battle Chef, Cooking Matters, Sugar Sweetened Beverage resources, and previous Energize newsletter content
- Grow Happy Kids website
- DSHS, IA and Provider contributions

FIGURE 1.



From identified content sources, the COMT will develop both repurposed and new content to disseminate through the SNAP-Ed website, email, videos, and social media channels (Figure 1). The COMT will develop a content messaging calendar and release content through the SNAP-Ed website, social media (such as blogs, twitter, Instagram, FaceBook), email, and video. Content will be refreshed and updated and/or expanded over the funding period. See Tables 5-7 for FFY18 summary of potential content for monthly in-depth features, regional success story and video highlights. The COMT will collaborate with the DSHS, IAs statewide project leads and local providers as they develop and publish content. COMT will consult with WSU faculty with expertise in promotion and electronic health communication to ensure appropriate dissemination strategies. Throughout the proposed plan, the CT will communicate with the ASNNA Social Marketing Committee and other key informants in the Western Region to incorporate other Western Region messaging campaigns, best practices and utilize established resources to enhance the capacity and efficiencies in Washington State. Content will be consistent with the FNS Guidance supported mission and messages. In addition, the COMT will work with the state evaluation team to coordinate efforts to collect meaningful data for the digital interface and evaluation metrics for reporting purposes.

TABLE 5. WASHINGTON STATE SNAP-ED WEBSITE CONTENT DETAIL – FFY2018: MONTHLY CONTENT TOPICS

Draft Monthly Content Topics

Months*	Topic	Local Highlights
October	Social Media Literacy Interviews: Dr. Willoughby Scott Zinn	Overview, use in health education, applications to limited income audiences WA SNAP-Ed Site
November	Health Disparities Interviews: TBD	What does it look like in WA State How does it compare to national? Update of Health Outcomes Project
December	PSE in Action Interviews: School Food Service Director, Bethel School District BSD	BSD collaboration Video link (produced by BSD)
February	Healthy Celebrations in Key Environments Interviews: TBD	In schools, workplace, fundraisers, vending, at home Healthy Heart month
March	WA State Ag Interviews: WSDA WSU Small Farms	Kernal Program for Kids at Farmers Markets (Region 1) Fresh from the Farm Brochures WSDA brochures
April	What's new with Child Nutrition Interviews: WA Child Nutrition Services Team	Update on use of WA Smarter Lunchrooms/ Toolkit use etc. Collaborations with SNAP Ed providers
May	Teen Health Behaviors INTERVIEW: DOH Older Youth Project Lead OSPI Health Ed	Older Youth Project

June	Defining Healthy Recipes OR What it means to culturally sensitive interventions INTERVIEW: Curriculum Team	USDG for key nutrients to increase USDG key nutrients to limit OR Adapting for cultural needs - direct education, promotion, various languages, resources.
July or August	Assessing Walkability Interviews: TBD	Environmental Scan tools
September	Building SNAP-Ed Capacity	Region 1: Place-based peer-to-peer model in housing Region 4: Community Champions: client advocates Regions 5: AmeriCorps Volunteers

*Not necessarily in this order; to be discussed and refined with DSHS and IAs input

TABLE 6. SNAP-ED WEBSITE CONTENT DETAIL - FFY2018: WASHINGTON STATE REGIONAL SUCCESS PROFILES*

DRAFT: Regional Project that shows great collaboration, PSE strategy implementation, any measurable increase in healthy food and PA access.

Region	Project	Local Highlights	Related resources
1	Schools: Moving Beyond the Classroom	Jump rope challenge in grade schools Media project with older youth What how where why; results	February Heart Health Month
2	Hydroponic Gardening	Strategies, process, distribution of produce Contact: Joe Astorino, provider	Garden education Master Gardeners Seed, plant starts for SNAP recipients

3	Cultural Sensitivity	Region 3: Regional Specialist Bilingual staff; other	Any CT resource sharing highlights on ELL
4	FINI Fresh Bucks/Complete Eats	Use in Farmers Markets, Retail	SNAP Client feedback on impact of this on their consumption of f&V
5	Thurston Food Bank	Multi-level delivery, PSE strategies	PSE resources – Minnesota, RNECE-NE

*Final selection of topics/projects determined annual report content and input from DSHS and IAs

TABLE 7. SNAP-ED WEBSITE CONTENT DETAIL - FFY2018: WASHINGTON STATE REGIONAL DRAFT VIDEO PROJECT PROFILES*

Draft Regional Projects below are projected based on Annual Reports, consultation with DSHS and respective IAs, and the COMT. Projects included should show collaboration, PSE strategy implementation, interpersonal interaction, and any measurable increase in healthy food and PA access.

Region	Project	Location
1	Second Harvest Teaching Kitchen	Spokane
2	Safe Routes to School – Yakima	Yakima
	Or	
	Summer Programming with Hispanic Housing and Youth Literacy program	Tri-Cities
3	Tribal projects: Tulalip and Lummi	Snohomish, Whatcom
4	South King County Food Bank Coalition collaboration/partnership with SNAP Ed, Elk Run Farm (growing groceries for food banks in area)	Renton
5	Community coalition: Mason Matters (Shelton), involving community collaborators including hospital, public health, food banks, Extension, and other. Highlight Community Impacts.	Shelton

*Final selection of topics/projects determined with input IAs

WORK DETAIL:

The work detailed here represents a plan FFY2018. A general overview of the work suggested for FFY19 and FFY20 are also shown in the timeline. A year- end report of accomplishments, including Usage Data Analytics, message conversions, and other data as advised by the Evaluation Team, and an assessment of future needs based on iterative feedback by users, will be submitted as part of the year-end report.

TIMELINE:

YEAR ONE -- FFY18

1ST QUARTER

SNAP-Ed Website & **Deliverables** (denoted in **bold font**) Internal Pages (previously referred to as the COMMHUB)

- **Provide a progress report** on the development of the tutorial video and accompanying materials (FAQ) created for providers to the internal side of the new SNAP-Ed website.
- Upload content and features as requested or become available (e.g. Statewide Evaluation forms, State Agency forms; resources) and provide notification to registers users once available.
- Promote SNAP-Ed site to state and regional administrators and local providers using; reporting **email frequency and conversions**.
- Provide **3 monthly feature updates, via email or forum**, to providers on new SNAP-Ed website

External Pages

- Document site baseline **summary report** (Oct) for site features, analytics, messages, etc.
- Upload current providers list and **provide links**; FY18 list of partners
- **Identify 3-4 social media channels with respective access points** social media channels (Oct-Nov)
- **Develop and post procedures** to register as a provider for internal site.
- Develop a **promotion plan** with calendar to increase number of internal users (Oct-Nov) to include: Website content with in-depth topics, local program highlights, and other relevant information; **1-2 regional success stories** with photo documentation (See Table 6 above)
- **Produce website content** (Oct-Dec) with in-depth topics, local program highlights, and other relevant information; and **1-2 regional success stories** with photo documentation (See Tables 6 above) through interviews and site visits
- Develop and **provide written progress report** on the WA State SNAP-Ed Overview
- **Produce** first SNAP-Ed impact video; upload previously produced SNAP-Ed videos

Maintenance & Monitoring

- Analyze SNAP-Ed website analytics quarterly and make site changes accordingly to improve user experience with **documentation of improvements**
- **Provide written report** documenting quality and security assurances

Administration/Management

- **Update promotional plan** based on results along with messaging content and calendar.

2nd Quarter

SNAP-Ed Website & **Deliverables** (denoted in **bold font**)

Internal Pages

- Complete SNAP-Ed website introductory **webinar video tutorial and FAQ**
- Content: add SNAP-Ed website content features as requested or become available for internal pages. Summarized in **progress report Q2 with URL**
- Set up SNAP-Ed branded **social media channels** (Facebook, Twitter, YouTube, Instagram) and coincide posts with **messaging calendar**. They will be managed by COMT staff person. Inspiring stories, health promotion, future messaging and campaigns, etc., will be promoted through these channels to all registered providers.
- Continue monthly **regular email** promotion of the SNAP-Ed website and its new features to state and regional administrators and local providers
- Implement SNAP-Ed website changes based on results of analytics, surveys, and on-site feedback and **provide documentation**

External Pages

- Complete SNAP-Ed Overview (mission, values, story) for website with assistance of DSHS and IA's
- As part of the SNAP-Ed promotion plan and calendar, **produce website content** (Feb and March) with in-depth topics, local program highlights, and other relevant information; and **1-2 regional success stories** with photo documentation (See Tables 6 above) through interviews and site visits
- Shoot and **produce one, on-location, SNAP-Ed promotional video** (see Table 6 above)
- **Upload FY17 State SNAP-Ed Annual Report** when available
- Develop and **produce infographic** based on annual report for statewide use.

Maintenance & Monitoring

- Analyze and **provide written summary** SNAP-Ed website analytics and make site changes accordingly to improve user experience.
- Complete review and **written report** of site quality assurance and security assurances

Administration/Management

- Create **technology development plan for Yr. 2 (March)** for Year 2 proposal
- **Report Summary** of mid-year **deliverables** as required and identified above

3rd Quarter

SNAP-Ed Website

Internal Pages

- Add SNAP-Ed website content features as requested or become available by registered users and **document changes**
- Continue to refine functionality of social media channels if needed; **document improvements**

External Pages

- As part of the SNAP-Ed promotion plan and calendar, **produce content** (April, May, June) with in-depth topics, local program highlights, and other relevant information; and **1-2 regional success stories** with photo documentation (See Table 6 above) through interviews and site visits
- **Complete 3 regional profiles** for the WA State SNAP-Ed Overview
- Shoot and **produce 1-2, on-location video(s)** that feature regional program highlights (See Table 6 above)
- Analyze SNAP-Ed website analytics and make site changes accordingly to improve user experience; provide **documentation of improvements**.

Maintenance & Monitoring

- Analyze and provide **written summary** of SNAP-Ed website analytics and make site changes accordingly to improve user experience.
- Complete review of, and **written documentation** of, site quality assurance and security assurances

Administration/Management

- **Draft FY2019 revised plan**

4th Quarter

SNAP-Ed Website

Internal Pages

- Completion of all integrated social media on SNAP-Ed website. **Provide access via notification to registered users.**

- Conduct final SNAP-Ed site usability survey and provide **summary of results for FY2018 Annual Report**

External Pages

- Complete **2 Regional profiles** with reviews/edits by DSHS and respective IAs
- As part of the SNAP-Ed promotion plan and calendar, **produce content** (July- Aug - Sept) with in-depth topics, local program highlights, and other relevant information; and **1-2 regional success stories** with photo documentation (See Table 6 above) through interviews and site visits
- Shoot and **produce 1-2 on-location video** that features regional program highlights (See Table 6 above)

Maintenance & Monitoring

- Analyze and provide **written summary** of SNAP-Ed website analytics and make site changes accordingly to improve user experience.
- Complete review of, and **written documentation** of, site quality assurance and security assurances

Administration/Management

- Complete **FY18 Annual Report** Summary; deliver to project PI for inclusion in report to DSHS

YEAR TWO -- FFY19

Work with SNAP-Ed providers to promote external SNAP-Ed site quarterly to existing partners and affiliates (CSOs, DSHS, WFC, Farmers Markets, *Within Reach*, WIC, others)

- Update/maintain SNAP-Ed website
- Update/maintain External SNAP-Ed Site
- Produce five new regional program promotional videos yearly
- Produce one new SNAP-Ed state promotional video yearly
- Produce 10 months of new content (2-3 quarterly) on current topics/regional program highlights and other relevant subject matter
- Develop Program Highlights Infographic based on previous year annual report
- Based on input and recommendations from DSHS and IAs provides resources and assist with behavioral messaging campaign(s) to support regions; coordinate with CT; and if needed, adapt existing campaign materials for WA use.
- Introduce new technology based FY18 Q4 assessment of requested needs, iterative feedback (Example: interactive video); provide training for use internally by SNAP-Ed providers; externally by SNAP-Ed participants.
- Create technology development plan for Yr. 3

- With DSHS, reassess need for rebrand of WA State SNAP-Ed; use FY17 qualitative recommendations as background.
- Provide **mid-year summary of progress and deliverables**; and Annual Report to Initiative PI for submission to DSHS.

YEAR THREE – FFY20

Continue to promote external SNAP-Ed site quarterly to existing partners and expand efforts to actively include affiliates (CSOs, DSHS, WFC, Farmers Markets, *Within Reach*, WIC, other?)

- Update/maintain Internal SNAP-Ed website
- Update/maintain External SNAP-Ed Site
- Produce five new regional program promotional videos yearly
- Produce one new SNAP-Ed state promotional video yearly
- Produce ten months of website content (2-3 quarterly) on current topics/regional program highlights and other relevant subject matter.
- Develop Program Highlights infographic based on previous year annual report
- Work with DSHS and IA's to determine if a Social Marketing campaign that includes SNAP-Ed Website interactive channels with input will be used for future fiscal years.
- Develop website content and message promotion plan and calendar
- Execute promotion plan, including resource sharing, and regional feedback using interactive media
- Use tested online video technology for local testimonials
- Introduce new technology based FY18 Q4 assessment based on requested needs, iterative feedback (Example: additional messaging channels)
- With DSHS input, consider implementing rebranding Project, Phase 2, originally planned for FY17-18.
- Provide deliverables to PI and/or DSHS.

TABLE 8. SUMMARY OF ANNUAL COMMUNICATION DELIVERABLES

	Year One- FFY 2018	Year Two FFY 2019	Year Three FFY 2018
Production of tutorial video/FAQs of COMMHUB (internal)	X		
Add Existing and New Resource Tools (Evaluation, Administrative, Promotional) (internal)	X	X	X
Manage, Review, Analyze, Update and Report Website Data Quarterly	3	3	3
Develop and Implement Site Promotion Plan for Content and Other Features	X	X	X
Set up SNAP-Ed branded social media channels (Facebook, Twitter, YouTube, Instagram) and coincide posts with messaging calendar.	X		
Report summary of site promotion strategies including emails, registration, and new features, e.g. social media channels, emails, quarterly (internal & external)	3 12 emails 3-4 social media	3 TBD	3 TBD
Complete WA State SNAP-Ed Brand Overview (Mission, Values, Story) with Statewide and Regional Profiles; update as needed (external)	X	TBD	TBD

Produce In-depth content of topic, related local program highlights and other relevant information (external)	10	10	10
Produce and/or publish regional success stories with photos (external)	5	5	5
Produce SNAP-Ed promotional Videos: 1 per region; 1 statewide impact (external)	6	6	6
Produce Infographic based on previous Year-End Report (external)	X	X	X
Provide quarterly updates on Site Quality and Security Assurances	3	3	3
Create Technology Plan for subsequent year based on user needs, feedback; train on new technology as needed	X	X	
Conduct, summarize SNAP-Ed site usability survey of registered users	X	TBD	TBD
Actively promote the SNAP-Ed website to existing partners and affiliates (WIC, CSOs, Farmers Markets, DSHS, WA Food Coalition, etc.) and expand stakeholder outreach (external)		X	X

Reassess readiness for behavioral campaign messages and/or rebrand process, Phase 2 via discussions with SA, IAs, and CT		X		X
Discuss possible Social Marketing campaign that includes SNAP-Ed site interactive channels				TBD
Introduce tested online video technology for local SNAP-Ed testimonials				X
Mid-year Report to PI	X	X		X
Year-End Report to PI	X	X		X

STAFF:

Individual staff members serving on this team have a wide variety of experience, including but not limited to, statewide grant coordination, training, marketing and promotion, web design and development; and a history of collaboration of key WSU faculty specialists in marketing, branding, communication, formative evaluation and reporting. The COMT responsibilities are briefly outlined below:

Karen Barale, Associate Professor, Youth and Family Unit
State Lead, responsible for collaboration and oversight of SNAP-Ed Curriculum and Communication Project including personnel and budget. (0.00 FTE)

Kathleen Manenica, Extension Coordinator Specialist
As Content Writer and Coordinator, responsible for planning and directing, writing content for public-facing site for both SNAP-Ed families and community professionals; leads report writing and coordination of project evaluation. Consult and collaborate with WSU faculty, resource specialists and their students to increase capacity for production of website content and evaluation. Assist with adaptation and coordination of resources and materials for promotion and messaging campaigns as needed. (1.0 FTE).

Scott Zinn, Extension Coordinator Specialist

As Communications Manager, responsible for developing and maintaining SNAP-Ed website; developing and directing messaging and SNAP-Ed promotion strategy that aligns with state and local efforts effectively developing and maintaining social media channels, produces educational/promotional videos. Contributes to report writing and formative evaluation. Supervises technical staff. (1.0 FTE)

TBD, Web Developer

Responsible for web and technical development. Involved in planning process, develops wireframes, process models, and project assessments when needed. Adheres to industry best practices and standards. (Hourly)

Jessica Willoughby, Assistant Professor, WSU Pullman

Collaborates with COMT at no charge to provide expertise and guidance on best practices on electronic and media health messaging, development, testing, and deployment using selected social media channels; assigns health communication interns/students to support content/messaging development and testing. (0.0 FTE)

Andrew Perkins, Professor of Marketing and Director, Center for Behavioral Business Research, WSU Carson College of Business

Provide expertise and guidance at no charge on SNAP-Ed marketing and promotion strategy (0.0 FTE)

Christa Albice, Program Coordinator

Responsible for scheduling, travel arrangements, office and clerical support; supports COMT with recipe analysis and data entry, assists with report writing. (0.2 FTE).

The total anticipated FFY 18 budget is \$298,581. Projected costs for FFY19 are \$299,467 and for FFY20 we project costs of \$304,597.

FFY 2018 WASHINGTON STATE 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://extension.colostate.edu/topic-areas/nutrition-food-safety-health/eating-smart-•-being-active/	Adults, Seniors
E	Eating Smart • Being Active 2017 Revision, Plus Pregnancy Lessons http://extension.colostate.edu/topic-areas/nutrition-food-safety-health/eating-smart-•-being-active/	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
Evidence*	Curriculum	Audience
E	Cooking Matters www.cookingmatters.org	Adult
E	Cooking Matters in Your Community – one time event https://cookingmatters.org/in-your-community	Adults, Seniors, Youth, Pregnant Teens, Outside of Classroom
E	Cooking Matters at the Store – one time event https://cookingmatters.org/at-the-store	Adult
E	Cooking Matters in Your Food Pantry – one time event https://cookingmatters.org/sites/cookingmatters.org/files/CMYFP.pdf	Adult
E	Family Gardening https://www.he.k-state.edu/fnp/educators/graphics-lab-materials/family-gardening/family-gardening-handouts/Family-Gardening-Leaders-Guide.pdf	Families
E	Plan, Shop, Save, Cook https://nutrition.wsu.edu/curricula/	Adults, Seniors, Older Youth, Grades 9-12
E	Rethink Your Drink - Older Youth Lessons http://www.cdph.ca.gov/programs/cpns/Pages/RethinkYourDrinkCurriculum.aspx	Older Youth - Grades 9-12 and Pregnant Teens
E	Super Tracker https://choosemyplate-prod.azureedge.net/sites/default/files/printablematerials/SuperTrackerHighSchoolLessonPlans2016Updates-FINAL.pdf	Older Youth-Grades 9-12

E	CHFFF: Choose Health, Food, Fun & Fitness http://fnec.cornell.edu/for-partners/curricula/chfff/	Youth - Grades 3-6 and Outside of Classroom
E	Choose Health Action Teens https://cfacaa.human.cornell.edu/dns.fnec/files/chat/CHAT_Facilitator_Guide_1_4.pdf	Older Youth - Grades 9-12
E	Eat Healthy, Be Active - Community Workshops https://health.gov/dietaryguidelines/workshops	Seniors
E	Eat Smart, Live Strong https://snaped.fns.usda.gov/resource-library/nutrition-education-materials-fns/eat-smart-live-strong	Seniors
E	Eat Well Play Hard in Childcare Settings https://snapedtoolkit.org/interventions/programs/eat-well-play-hard-in-child-care-settings-ewphccs/	Childcare Providers
E	Exercise Your Options http://www.healthyeating.org/Schools/Classroom-Programs/Middle-School.aspx	Older Youth - Grades 7-8

Evidence*	Curriculum	Audience
E	Growing Healthy Habits https://eatsmart.umd.edu/resources/curricula/growing-healthy-habits	Youth - Grades K-5
E	Kids in the Kitchen http://extension.missouri.edu/p/N800	Youth - Grades 1-10
E	MyPlate in Practice https://nutrition.wsu.edu/curricula/	Youth - Grade 3
E	Nutrition in Me https://nutrition.wsu.edu/curricula/	Youth - Grades 3-4
E	Read for Health - WSU Edition https://nutrition.wsu.edu/curricula/	Youth - Grades 1-2
E	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 - Grades 2
EM - not tested	Energize Your Life! Garden for a Healthier You https://nutrition.wsu.edu/curricula/	Adults, Seniors

Washington State SNAP-Ed Program FFY 18-20

Statewide Initiative

EVALUATION

Background:

Washington's SNAP-Ed statewide evaluation is entering its second year in Federal Fiscal Year 2018. Intent of the statewide evaluation approach is to measure the impact and outcomes of SNAP-Ed activities throughout Washington. Federal fiscal year 2017 was largely a learning year and focused on learning about SNAP-Ed activities throughout the state, identifying and adapting evaluation tools, and aligning with the USDA-FNS SNAP-Ed Evaluation Framework. There were many lessons learned, which have informed this plan.

Purpose of Washington State's SNAP-Ed Statewide Evaluation:

The purpose of the SNAP-Ed statewide evaluation is to establish a widespread evaluation effort that will help stakeholders understand the process, outcomes and impact of SNAP-Ed activities in Washington. Activities may include site, regional, state, and self-assessments. Results inform annual reports and continual program improvement activities.

Intended Use:

The information produced by this evaluation will be shared via presentations, reports, online, and potentially in publications. The results of the evaluation will be used by the Washington State SNAP-Ed Collaboration and other stakeholders for annual reporting requirements, continual improvement, and to guide future SNAP-Ed activities in Washington State.

Guiding Principles of Washington State's SNAP-Ed Statewide Evaluation:

1. **Utility:** Evaluation data and deliverables will be useful and meaningful at all levels of SNAP-Ed implementation in Washington State. It will address regional and state goals, as well as address USDA-FNS's SNAP-Ed Evaluation Framework priority outcome indicators.
2. **Quality:** Provide training, technical assistance, and reference materials to implementing agencies and local SNAP-Ed providers, so that they have the tools to complete evaluation activities accurately and with fidelity.
3. **Consistency:** Evaluation methods will include long-term population-based indicators. They will be generally consistent during the three years of this plan, while also allowing for changes when new information is available.
4. **Accuracy:** Evaluation methods will be culturally and linguistically appropriate, evidence-based, validated, or practice-tested. Adapted or newly created evaluation tools will be audience tested and validated.

5. **Feasibility:** The evaluation will minimize redundancy where possible, be practical in terms of the evaluation team's capacity, and data collection and entry will not unduly burden local SNAP-Ed providers or Implementing Agencies (IAs).
6. **Collaborative Improvement:** Ongoing communication and coordination with Washington's Department of Social and Health Services (DSHS), IAs, and local SNAP-Ed providers will foster a culture of ongoing feedback, and continual process and program improvement.

Evaluation Questions:

Washington's SNAP-Ed statewide evaluation will address state SNAP-Ed goals and program interests in order to more fully understand what kind and how many SNAP-Ed activities are occurring, as well as assessing if SNAP-eligible Washington residents are better off as a result of SNAP-Ed activities. The following evaluation questions will be used to focus and guide Washington State's SNAP-Ed statewide evaluation. They are designed to reflect the purpose of the evaluation, intended outcomes, goals and stakeholder priorities.

1. How many SNAP-eligible Washington residents participate in SNAP-Ed activities?
2. Healthy Eating:
 - a. To what extent is the SNAP-eligible adult population exhibiting healthy eating behaviors in Washington State?
 - b. To what extent is the SNAP-eligible youth population exhibiting healthy eating behaviors in Washington State?
3. Food Resource Management:
 - a. To what extent did the SNAP-eligible adult population improve their food resource management skills, behaviors, knowledge, or attitudes?
 - b. To what extent did the SNAP-eligible youth population improve their food resource management skills, behaviors, knowledge, or attitudes?
4. Physical Activity and Sedentary Behavior:
 - a. To what extent is the SNAP-eligible adult population doing physical activity and reducing sedentary behaviors in Washington State?
 - b. To what extent is the SNAP-eligible youth population doing physical activity and reducing sedentary behaviors in Washington State?
5. To what extent are SNAP-Ed implementing agencies and local SNAP-Ed providers participating in PSE approaches?
 - a. What are strengths and weaknesses of these approaches?
 - b. How do these approaches strengthen other SNAP-Ed activities and outcomes?
6. To what extent do local SNAP-Ed providers form or participate in partnerships, collaborations, or work with local champions?
 - a. Which partnerships are key and why?
 - b. What is their role in PSE activities?
 - c. How do partnerships strengthen SNAP-Ed activities and outcomes?
7. What factors and conditions affect program implementation and effectiveness?

8. To what extent do SNAP-Ed activities in Washington meet client needs?
 - a. How do providers assess client needs?

Evaluation Methods:

Washington's SNAP-Ed Statewide Evaluation will be guided by the USDA-FNS's SNAP-Ed Evaluation Framework and will use 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: Eat Well + Move K-2 KAN-Q for grades 4-8 Other Tools TBD Year 1 Curriculum-specific evaluation tools for curricula with emerging science or NEW to WA state	Pre/Post Tests: UCCE Food Behavior Checklist Curriculum-specific evaluation tools for curricula with emerging science or NEW to WA state
3	MT2: Food Resource Management*		Pre/Post Tests: UCCE Food Behavior Checklist CA Plan Shop Save Cook Checklist Curriculum-specific evaluation tools for curricula with emerging science or NEW to WA state
4	MT3: Physical Activity & Reduced Sedentary Behavior*	Pre/Post Tests: Eat Well + Move K-2 KAN-Q for grades 4-8 Other Tools TBD Year 1 Curriculum-specific evaluation tools for curricula with emerging science or NEW to WA state	Pre/Post Tests: International Physical Activity Questionnaire (IPAQ) OR RAPA OR On the Go! OR New EFNEP PA Q's Curriculum-specific evaluation tools for curricula with emerging science or NEW to WA state

Evaluation Question	Environmental Settings Level Indicators	Evaluation Tools	
5, 6, 7, 8	ST5: Need and Readiness	Annual Needs Assessments Semi-Annual State reporting forms Site Self-Assessments (to be created in Year 1) Interviews with local SNAP-Ed providers and implementing agencies	
	ST6: Local Champions		
	ST7: Organizational Partnerships*		
	MT5: Nutrition Supports*		
	MT6: Physical Activity & Reduced Sedentary Behavior Supports		
Evaluation Question	Sectors of Influence Level Indicators	Evaluation Tools	
5, 6, 7, 8	ST8: Multisector partnerships and planning*	Semi-Annual Reporting forms Site Self-Assessments (to be created in Year 1) Interviews with local SNAP-Ed providers and implementing agencies	
Evaluation Question	Population Result Indicators	Evaluation Tools	
2, 3, 4	R2: Fruits and Vegetables* R5: Beverages R6: Food Security R7: Physical Activity and	WA Healthy Youth Survey BRFSS NHANES	
Evaluation Question	Washington State Indicators	Evaluation Tools	
1	Program Reach	Program Activity Tracking in PEARS Semi-Annual Reporting Forms Site Self Assessments (to be created in Year 1)	
5, 6a, 7, 8	PSE Approach SWOT Client Needs Program-level details	Annual Needs Assessments Semi-Annual Reporting forms Site Self-Assessments (to be created in Year 1)	

The statewide evaluation will coordinate activities with the Curriculum team to evaluate outcomes from curricula that are either emerging (i.e., show promise) or are new to Washington State during the term of this plan. These curricula will be evaluated using pre/post-tests created specifically for each curriculum. For curricula with no dedicated evaluation tool, pre/post-tests that address the goals and objectives of each curriculum will be identified by the Curriculum and Evaluation teams. Comparing these data will identify needs for training,

opportunities for successful outcomes, and curriculum that do not yield successful outcomes, allowing Washington SNAP-Ed providers to focus efforts on achieving positive outcomes.

New Curricula	Evaluation Tools
CATCH (Coordinated Approach to Child Health)	Will be identified by Curriculum and Evaluation teams by the start of year 1
EATFIT	Will be identified by Curriculum and Evaluation teams by the start of year 1
Eating Smart, Being Active, 2017 Revision (+3 Pregnancy Lessons)	Will be identified by Curriculum and Evaluation teams by the start of year 1
Rethink Your Drink for Adults, Seniors and Older Youth	Will be identified by Curriculum and Evaluation teams by the start of year 1
Family Gardening	Will be identified by Curriculum and Evaluation teams by the start of year 1
Plan Shop Save Cook, Adults and Older Youth	California's Plan Shop Save Cook Checklist
Super Tracker	Will be identified by Curriculum and Evaluation teams by the start of year 1
Emerging Curricula	Evaluation Tools
Grazin' With Marty Moose, 2016 WSU Edition	Teacher Evaluation Tool (To be identified by the start of year 1)
Energize Your Life! Garden For a Healthier You	Visual Fruit and Vegetable Checklist New EFNEP Physical Activity Questions

Evaluation tools will be selected from the SNAP-Ed Evaluation Toolkit when possible. If an evaluation tool from the SNAP-Ed Evaluation Toolkit does not meet our needs, evaluation tools will be evidence-based or practice-tested. Members of the Washington State SNAP-Ed Collaboration will review report forms prior to use. Evaluation tools and their purpose follow:

- Pre/post-tests will be used to assess outcomes for direct education series classes.
- Retrospective surveys may be used to assess intent to change for direct education one-time events.
- Needs assessments will help the evaluation team assess what activities will best meet community needs.
- Semi-annual report forms will be used to more deeply understand PSE and Social Marketing project details and goals, how SNAP-Ed providers are working with partners and in collaborations, and to highlight project strengths, challenges and opportunities.
- Site self-assessments will inform local SNAP-Ed activity and could help IAs and DSHS with their monitoring duties.
- Interviews with SNAP-Ed staff will help the evaluation team identify common themes pertaining to SNAP-Ed implementation and planning, potentially identifying promising practices in Washington.

- Population data from BRFSS, NHANES, and Washington’s Healthy Youth Survey will be used to assess trends in healthy eating and physical activity among Washington State residents.
- Data from our online database, PEARS, will inform EARS reporting and project reach.

All program activity and pre/post data from direct education will be entered into the Program Evaluation and Reporting System (PEARS), serviced by Kansas State University’s Office of Educational Innovation and Evaluation (OEIE). PEARS streamlines data collection, evaluation and reporting for SNAP-Ed programs and interventions¹. PEARS allows local providers to enter data and create reports for their own purposes in real time. Additionally, PEARS provides a birds-eye view of project impacts and a variety of report templates that are useful for local providers, IAs and DSHS. Because PEARS is an online database, the Washington State SNAP-Ed Collaboration can also review activities and data in real time, facilitating faster feedback and data that are more complete. OEIE continues to improve PEARS, maintains FAQ and Resource pages that include training videos, and answer questions quickly and effectively.

To support the evaluation activities described above, the evaluation team will develop and provide the following materials to DSHS, IAs and local SNAP-Ed providers:

- Statewide evaluation guidance and frequently asked question (FAQ) documents;
- Training and technical assistance;
- Communication and training schedule;
- Pre/post surveys for direct education activities;
- Evaluation reporting requirements for direct education, indirect education, PSE, and other activities;
- Self-assessment forms;
- Semi-annual report forms;
- List of evidence-based needs and environmental assessments

In addition to evaluation activities listed in the tables above, SNAP-Ed statewide evaluation staff will attend regional meetings, and when possible, conduct site visits and interviews with local SNAP-Ed providers and IA staff to understand program implementation and effectiveness, as well as to provide one on one technical assistance. Evaluation staff will also assist with assuring EARS data completeness and cleanliness. All evaluation activities complement DSHS’s and the IA’s roles in performing Management Evaluations, and will inform future SNAP-Ed activities.

Year-end reports will be provided to DSHS and will include EARS data, state and regional evaluation data, observations and recommendations. Regional reports and recommendations will be sent to IAs. When possible, and if there is sufficient capacity, local reports will be sent to IAs and local SNAP-Ed providers.

¹ <https://pears.oeie.org/>

Coordination:

The SNAP-Ed statewide evaluation team will work with regional IAs, DSHS, the Curriculum team, and when possible, local SNAP-Ed providers to evaluate SNAP-Ed activities in Washington state. The evaluation team will work with IAs to determine the type and frequency of communication that will best foster ongoing collaboration. The evaluation team will write and distribute a communication plan by January of year 1.

The statewide evaluation team will coordinate activities with the Curriculum team to evaluate behavioral change as a result of direct education, focusing on curricula that are emerging (showing promise) or are new to Washington State. Local SNAP-Ed providers must administer pre/post-tests each time they teach these curricula. The curriculum team will use these data to inform recommendations regarding training and approved curricula.

Expectations:

IAs and local SNAP-Ed providers will coordinate with the evaluation team to:

- Develop a sampling plan;
- Administer and collect direct education pre/post tests for direct education;
- Collect demographic information for all direct education classes and events;
- Record program activity data, including number and length of direct education sessions, implementation stages of social marketing and pse activities, reach, setting, activity topics, partners, and other information that will be used for the annual EARS report.
- Enter all program activity, demographic and pre/post test data into PEARS quarterly, at a minimum;
- Complete quarterly self-assessments once drafted, semi-annual report forms, and annual needs assessments and return to the evaluation team;
- Adhere to reporting requirements;
- Provide estimated direct education class schedule and reach to the evaluation and curriculum teams;
- Coordinate site visits with the evaluation team so the evaluation team has a full and in-depth understanding of SNAP-Ed activities in Washington;
- Consult with the evaluation team when starting formative work.

Proposed Evaluation Timelines:

Local SNAP-Ed Provider Activities	Year 1: FFY 2018	Year 2: FFY 2019	Year 3: FFY 2020
Needs Assessment Due	October	October	October
Program Activity Data Entry Due	January, April, July, September	January, April, July, September	January, April, July, September
Direct Ed Pre/Post Data Entry Due	January, April, July, September	January, April, July, September	January, April, July, September
Self-Assessments Due	N/A	January, April, July, September	January, April, July, September
Semi-Annual Reports Due	April, September	April, September	April, September
Estimated Direct Education Teaching Schedule Due	October, January, April, July	October, January, April, July	October, January, April, July
Evaluation Site visits	January through September	Ongoing	Ongoing

Evaluation Team Activities	Year 1: FFY 2018	Year 2: FFY 2019	Year 3: FFY 2020
Regional Meetings	Regional Meetings	Regional Meetings	Regional Meetings
Site Visits	January through September	Ongoing	Ongoing
Compile and analyze data from SNAP-Ed providers	November, February, May, August	October, November, February, May, August	October, November, February, May, August
Field questions, provide technical assistance	Ongoing	Ongoing	Ongoing
Trainings (TBD)	October through January	October through January	October through January
Regular IA Updates	Ongoing	Ongoing	Ongoing
Revise evaluation plan	May through August	May through August	N/A
Revise Assessment Plan	October, December, March, June, August, September	October, December, March, June, August, September	October, December, March, June, August, September
Revise Communication Plan	October, November, August	October, November, August	October, November, August

Evaluation Team Activities	Year 1: FFY 2018	Year 2: FFY 2019	Year 3: FFY 2020
Distribute evaluation tools	October, December, March, June, August, September	October, December, March, June, August, September	October, December, March, June, August, September
Analyze population level data	Ongoing	Ongoing	Ongoing
Provide recommendations to IAs, local providers, DSHS based on preliminary data	April, May, September	October, November, April, May, September	October, November, April, May, September
Distribute Process Assessment	April	March	March
Analyze Process assessment, incorporate updates into evaluation plan	May, June	April, May, June	April, May, June
Review EARS forms and Write Annual Report for FNS	Year 1 Data: Oct-Dec 2018	Year 2 Data: Oct-Dec 2019	Year 3 Data and final reports: Oct-Dec 2020

Project Timeline:

The tables below represent an estimated timeline

Local SNAP-Ed Provider Evaluation Activities: FFY 2018												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
PROGRAM ACTIVITY ENTRY DUE												
DIRECT ED PRE/POST ENTRY DUE												
QUARTERLY SELF ASSESSMENTS DUE												
ANNUAL NEEDS ASSESSMENT DUE												
SEMI-ANNUAL REPORTS DUE												
Statewide Evaluation Team Activities: FFY 2018												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Regional Meetings												
Site Visits												
Compile and analyze data from SNAP-Ed providers												
Field questions, provide technical assistance												
Trainings (TBD)												
Regular IA Updates												
Revise evaluation plan												
Revise Assessment Plan												
Revise Communication Plan												
Distribute evaluation to tools												
Analyze population level data												
Provide recommendations to IAs, local providers, DSHS based on preliminary data												
Distribute Process Assessment												
Analyze Process assessment, incorporate updates into evaluation plan												

Local SNAP-Ed Provider Evaluation Activities: FFY 2019												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
PROGRAM ACTIVITY ENTRY DUE												
DIRECT ED PRE/POST ENTRY DUE												
QUARTERLY SELF ASSESSMENTS DUE												
ANNUAL NEEDS ASSESSMENT DUE												
SEMI-ANNUAL REPORTS DUE												
Statewide Evaluation Team Activities: FFY 2019												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Regional Meetings												
Site Visits												
Compile and analyze data from SNAP-Ed providers												
Field questions, provide technical assistance												
Trainings (TBD)												
Regular IA Updates												
Revise evaluation plan												
Revise Assessment Plan												
Revise Communication Plan												
Distribute evaluation tools												
Analyze population level data												
Provide recommendations to IAs, local providers, DSHS based on preliminary data												
EARS/ANNUAL REPORTS FOR FNS												
Distribute Process Assessment												
Analyze Process assessment, incorporate updates into eval plan												

Local SNAP-Ed Provider Evaluation Activities: FFY 2020												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	Sep
PROGRAM ACTIVITY ENTRY DUE												
DIRECT ED PRE/POST ENTRY DUE												
QUARTERLY SELF ASSESSMENTS DUE												
ANNUAL NEEDS ASSESSMENT DUE												
SEMI-ANNUAL REPORTS DUE												
Statewide Evaluation Team Activities: FFY 2020												
ACTIVITY	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
REGIONAL MEETINGS												
SITE VISITS												
Compile and analyze data from SNAP-Ed providers												
Field questions, provide technical assistance												
Trainings (TBD)												
Regular IA Updates												
Revise evaluation plan												
Revise Assessment Plan												
Revise Communication Plan												
Distribute evaluation tools												
Analyze population level data												
Provide recommendations to IAs, local providers, DSHS based on preliminary data												
EARS/ANNUAL REPORTS FOR FNS												
Statewide Evaluation Team Activities: FFY 2021												
ACTIVITY	OCT	NOV	DEC									
Analyze population level data												
Provide recommendations to IAs, local providers, DSHS based on 3-year data												

Washington State SNAP-Ed Program FFY 18-20 Statewide Initiative

REGIONAL LEADS FARMERS MARKET ACCESS PARTNERSHIP

Goal:

To empower regional leads to support farmers market(s) to serve SNAP clients and expand access to fresh, local, and healthy foods to our low-income communities.

Background:

Farmers markets can be critical food access points for fresh, local food for low-income communities. Evidence suggests shopping at farmers markets increases consumption of healthy foods, especially fresh fruits and vegetables.^{1,2} Farmers Markets offer an opportunity to provide nutrition education and combat both obesity and food insecurity. However, SNAP-eligible shoppers are ten times less likely than the general population to shop at farmers markets.³

Barriers to SNAP client participation at farmers markets may include:

- Market does not accept SNAP benefits.
- Market has limited produce and/or other healthy food options.
- Clients are unaware they can use SNAP benefits at the market.
- Client perception of market accessibility and higher food prices.
- Client confidence in their ability to shop at the market.
- Client knowledge of how to purchase and/or prepare available foods at home.
- Clients lack transportation to farmers market.

Washington is a geographically large state with approximately 170 farmers markets. Each region has a distinct identity and markets require tailored support – markets vary by several factors including the population they serve, market size, organizational structure, and geographic location. Accepting food assistance benefits at farmers markets (SNAP, fruit and vegetable incentives, and WIC & Senior FMNP) requires additional market staff and administrative and bookkeeping capacity. The Regional Leads project provides the technical assistance and support needed to successfully develop and sustain food access programs at farmers markets across Washington State.

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 program'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

¹University of Washington CPHN, Farmers Market SNAP-Ed Evaluation

²2017 County Health Rankings & Roadmaps, A Robert Wood Johnson Foundation Program. Retrieved from: <http://www.countyhealthrankings.org/policies/farmers-marketsstands>

³ Finn, E. "Major Farmers Market Study Released by FNS" Farmers Market Coalition. Retrieved from: <https://farmersmarketcoalition.org/major-farmers-market-study-released-by-fns/>

healthy foods, reduce food insecurity, and strengthen local food systems. Trained by WSFMA, Regional Leads are experts in the operations, strengths, needs, and contexts of their regions' markets. Each Regional Lead acts as an important resource for market organizations, coordinates region-wide food access efforts such as marketing and training, and builds relationships between farmers markets and community agencies that support food assistance benefit recipients. Regional Leads collaborate with each other to share best practices and information throughout the state.

In a 2013 survey, Washington markets reported having from one to eight market managers over a ten-year period.⁴ New managers need to be trained on the administrative activities necessary to accept food assistance benefits, on the available technology, and often, on the community and market benefits from food access programs. Experienced managers need continuing education to ensure they are up to date on the latest policy changes, technology options, and evidence-based interventions. Since 2012, WSFMA has seen that the training the Regional Lead receives and the network she or he builds can buffer the loss of institutional knowledge due to turnover.

The Regional Leads program made significant progress in FFY16:

- The number of farmers markets that accept SNAP increased from 74 to 97
- The number of farmers markets that offer SNAP-based incentive programs increased from 43 to 80
- Developed common SNAP-EBT marketing tools and market signage for distribution in FFY18
- Piloted a SNAP Ambassador program in Tacoma
- Conducted cooking demos and kids activities targeted at SNAP-eligible population at farmers markets

The Regional Leads program expanded to five new regions in FFY17. WSFMA is developing four of the five new regions (Columbia Basin, Southeast Washington, Tri-County, and Greater Okanogan) in partnership with Catholic Charities of Spokane Food For All (FFA) in Spokane. Relative to the existing WSFMA regions, these regions face different and specific challenges. Identified challenges specific to these regions include a small population located over a large geographic area, increased geographic distance between farmers markets, lower capacity farmers markets (capacity defined as paid staff time, number of fruit and vegetable vendors, total sales and existence of food access programming).

OVERVIEW AND 3-YEAR PLAN:

Over the three-year planning period, WSFMA will use formative evaluation methods to determine the feasibility of and implementation path necessary to transition the Regional Lead work to a local partner with staff located in each region. The timeline and achievability of this transition will depend on the local partners interest and capacity to take on the body of work. The fifth region (Southwest Washington) was developed through a partnership with WSU Extension Clark County and the Regional Lead is funded through DOH's FINI grant in FFY17. As FINI support ends in FFY18, WSFMA would like to transition

⁴ Ostrom, M., Donovan, C. (2013) "Summary Report: Farmers Markets and the Experiences of Market Managers in Washington State." Retrieved from: <http://csanr.cahnrs.wsu.edu/wp-content/uploads/2013/11/WSU-FMMS-report-Nov-2013.pdf>

funding for the Southwest Regional Lead position to its SNAP-Ed project in FFY18 in order to continue the work. Based on requests from local partners, WSFMA plans to add a King County Regional Lead in FFY18. WSFMA will consult with the King County SNAP-Ed Steering Committee and King County FINI Lead. King County has both a high density of farmers markets and SNAP eligible clients. King County farmers market food access capacity varies considerably across the county and by the size of the market.

The **Farmers Market Access Partnership (FMAP)** convenes statewide and regional partners to streamline information, collect data, coordinate efforts, and inform policy that support low-income shoppers, local farms, and farmers markets in Washington state. In an era of reduced public resources, rapidly changing technology, and increasing opportunities for farmers markets to promote healthy foods and direct marketing farms to food insecure shoppers, coordination has never been more important. Started in 2013, FMAP formalized a group of partners with expertise working together for over 12 years to expand the use of federal food benefits at farmers markets so that WA State can more effectively:

- a) Streamline information and resources for markets and community partners participating in FMNP, SNAP, and other programs; and
- b) Participate in policy and implementation discussions regarding technology and food benefit redemptions.

In addition, to facilitating communication and information sharing at the policymaker and administrative level, FMAP provides support for practitioners through statewide technical assistance to SNAP-Ed qualified farmers markets and local agencies. WSFMA creates and distributes resources via its website, conferences, trainings, listserv, and Food Access Forums (monthly forums October through April). WSFMA participates in statewide and national partnerships, such as the FNS SNAP Farmers Market Workgroup, Farmers Market Coalition State Leaders, Wholesome Wave Nutrition Incentive Network, and the Anti-Hunger Nutrition Coalition in order to share lessons learned and inform program strategy.

Two commonly cited barriers from farmers markets in starting or continuing SNAP-EBT programs include a lack of capacity to administer the program and the perception that clients on food assistance do not attend the farmers market. This project will equip farmers markets with the knowledge necessary to run successful and sustaining food access programs (SNAP-EBT, WIC & Senior FMNP, and fruit and vegetable incentive programs). It will communicate the benefit of accepting food assistance benefits to market managers and boards. Additionally, WSFMA will create and distribute promotional materials markets can use to increase outreach to SNAP-eligible shoppers.

WSFMA launched an EBT market signage project in FFY17 and plans to expand it to additional markets over the planning period. Initial feedback from the EBT signage project leads us to believe there may be an additional need for SNAP enrollment materials at farmers markets. Markets reported clients approaching the market information booth to try to sign up for EBT. Markets do not currently have standard resources to direct the client to the appropriate enrollment agency or website. WSFMA will work with Basic Food Outreach contractors to determine need for enrollment information materials designed for distribution at farmers markets.

WSFMA proposes to expand from 12 to 13 regions by FFY20 with a Regional Lead providing on the ground assistance in each region.

The following criteria will be used to identify and target SNAP-eligible audiences:

- SNAP eligible clients located at qualified SNAP-Ed locations (food bank, CSO, qualified school, and public housing sites).
- Farmers markets offering SNAP matching incentive programs.
- Farmers markets located within a qualified census tracts ($\geq 50\%$ of participant's are $\leq 185\%$ FPL).
- Farmers markets within two miles of a qualified census tract, where there is only one market available in the area, and the market accepts SNAP and/or WIC benefits.
- Farmers markets not located within a qualified census tract, but it is in a remote area where there is only one market available and they are working to implement EBT or currently have EBT.

This multifaceted project considers the needs of each community and the capacity of partners implementing local projects. The Regional Leads Project will use the following strategies to improve access and appeal of healthy foods for SNAP clients in FFY2018:

- Develop a local network of food access stakeholders and provide one-on-one technical assistance to increase the number of markets accepting food assistance benefits and offering fruit and vegetable incentive programs and increase the sustainability of existing programs.
- Develop community strategies to increase SNAP client participation at farmers markets.
- Raise awareness of food assistance benefit use at farmers markets through education of social service agency partners and SNAP clients; outreach materials (rack cards to cross promote food assistance programs); and common market signage.
- Facilitate nutrition education activities to improve client knowledge and confidence in using SNAP benefits at farmers markets.
- Develop Policy, System, and Environmental (PSE) changes at/or around farmers markets to improve access and appeal of healthy foods to low-income clients.
- Develop community strategies that promote sustainable local food systems.

The regional communications networks created through this project supported the planning of the statewide FINI farmers markets grant. This project continues to strengthen and support the FINI project and will be instrumental in sustainability planning past the current grant cycle.

WSFMA seeks to increase collaboration and coordination with SNAP-Ed IAs and local SNAP-Ed contractors. WSFMA's primary SNAP-Ed focus is PSE. WSFMA plans to partner and help facilitate relationships when appropriate between local SNAP-Ed contractors and markets interested in participating in or hosting direct education activities. In FFY17, with support and direction from WSFMA, each Regional Lead completed a regional needs assessment and strategy document. Because of the nature of farmers markets, these plans were developed during the market off-season (October through April) for the upcoming year. WSFMA will guide

Regional Leads and local markets to develop one, two, and three-year priorities in line with the three year planning framework and in coordination with the IA's and local SNAP-Ed contractors in FFY18. WSFMA and Regional Leads will participate in IA Regional Meetings to determine opportunities to collaborate with local SNAP-Ed contractors in FFY18 and will build and expand on the resulting identified activities and priorities in FFY19 & FFY20. WSFMA expects Regional Leads region priorities to vary based on IA priorities, local capacity of SNAP-Ed contractors, and farmers market interest.

In addition to the strategies outlined in the project workbook, the following represent the 3 year priorities currently identified for each Regional Lead region:

Snohomish County

- Develop and identify funding for a county-wide SNAP-EBT fruit and vegetable incentive program (Fresh Bucks).
- Create partnerships with local SNAP-Ed contractors including Snohomish Health District and WSU Extension to create sustainable cooking demo programs using local and seasonal ingredients available at farmers markets; conduct formative evaluation to determine feasibility of developing a farmers market cooking demo program with local SNAP-Ed partners. Formative evaluation to include stakeholder mapping and needs assessment.
- Coordinate with Region 3 IA WSU Extension and regional farm to community staff on plan progress, implementation, and opportunities to expand reach to counties not currently served by Regional Leads.
- Support farmers markets in FMNP authorization.

Skagit County

- Develop method to share lessons learned about coalition building and how local farmers market networks can support and reinforce individual markets food access programs.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Double Up Bucks) after FINI funding ends.
- Develop strategy to continue nutrition education classes at farmers markets after Farmers Market Flash program ends.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 3 IA WSU Extension and regional farm to community staff on plan progress, implementation, and opportunities to expand reach to counties not currently served by Regional Leads.

West Sound

- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Create partnerships with local SNAP-Ed contractors to create sustainable cooking demo programs using local and seasonal ingredients available at farmers markets.

- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 5 IA DOH on plan progress and implementation.

Pierce County

- Expand SNAP Ambassador program to more markets in the region.
- Support small markets in FMNP application.
- Support new FINI markets in program implementation and outreach.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Support farmers markets in FMNP authorization.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 4 IA DOH on plan progress and implementation.

South Sound

- Build relationships with rural markets and markets new to region.
- Create partnerships with local SNAP-Ed contractors and Basic Food Outreach contractors to raise awareness of EBT at farmers markets.
- Develop program strategy and seek funding for county-wide SNAP-EBT fruit and vegetable incentive program (Fresh Bucks).
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Coordinate with Region 5 IA DOH on plan progress and implementation.

Southwest Washington

- Transition Regional Lead funding from WSU Extension Clark County to WSFMA.
- Strengthen relationships and collaboration between markets in Clark, Wahkiakum, and Cowlitz counties.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 5 IA DOH on plan progress and implementation.

Columbia Gorge (Washington)

- Pilot SNAP Ambassador program and expand throughout region.
- Create partnerships with local SNAP-Ed contractors to create sustainable cooking demo programs using local and seasonal ingredients available at farmers markets.
- Coordinate with Region 5 IA DOH on plan progress and implementation.

Columbia Basin

- Assess capacity and identify potential local partners to take on Regional Leads work; transfer Regional Lead contract to local partner when appropriate.

- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Build relationships with markets not participating in program to determine feasibility of providing support.
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 2 IA DOH on plan progress and implementation.

Southeast Washington

- Assess capacity and identify potential local partners to take on Regional Leads work; transfer Regional Lead contract to local partner when appropriate.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Build relationships with markets not participating in program to determine feasibility of providing support.
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 2 IA DOH on plan progress and implementation.

Spokane County

- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Work with SPRHD and Community Health Workers to organize farmers market tours similar to farmers market SNAP Ambassadors.
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Collaborate with FINI Lead and Region 1 IA SPRHD on SNAP marketing and outreach materials.
- Coordinate with Region 1 IA SPRHD on plan progress and implementation.

Tri-County

- Assess capacity and identify potential local partners to take on Regional Leads work; transfer Regional Lead contract to local partner when appropriate.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Build relationships with markets not participating in program to determine feasibility of providing support.
- Develop strategy to incorporate farm stands into farmers market SNAP-Ed support and outreach.

- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 1 IA SPRHD on plan progress and implementation.

Greater Okanogan

- Assess capacity and identify potential local partners to take on Regional Leads work; transfer Regional Lead contract to local partner when appropriate.
- Participate in strategy development to continue SNAP-EBT fruit and vegetable incentive program (Fresh Bucks) after FINI funding ends.
- Provide non-EBT markets with technical assistance and support necessary to become SNAP authorized.
- Build relationships with markets not participating in program to determine feasibility of providing support.
- Develop strategy to incorporate farm stands into farmers market SNAP-Ed support and outreach.
- Collaborate with FINI Lead on SNAP marketing and outreach materials.
- Coordinate with Region 1 IA SPRHD on plan progress and implementation.

King County

- Complete a Regional Leads needs assessment (assessment to include informal interviews with farmers market managers, Seattle-King County Public Health, City of Seattle, and other food access stakeholders).
- Identify and hire King County Regional Lead, emphasis on South King County and rural farmers markets.
- Build relationships with farmers markets.
- Create partnerships with local SNAP-Ed contractors and Basic Food Outreach contractors to raise awareness of EBT at farmers markets.
- Coordinate with Region 4 IA DOH on plan progress and implementation.

Over the 3 year planning period, WSFMA will continue to assess the efficacy of the model through informal stakeholder feedback (specifically from the Regional Leads, farmers markets, IA's, and local SNAP-Ed contractors). Based on this feedback and the evolving farmers market landscape, WSFMA may redraw regional boundaries; expand or shrink regions; add or subtract regions; and/or create a new funding allocation structure to more appropriately meet regional needs.

Community Partners and Coordination:

This project requires collaboration and coordination with the SNAP-Ed State Lead and Regional Implementing Agencies (DSHS, DOH, Spokane Regional Health District, WSU Extension) and local SNAP-Ed contractors. Additional partners include: Washington Connection, Within Reach, 211 WIN, WIC & Senior Farmers Market Nutrition Program, Department on Aging, local farmers markets and local farmers market associations, FINI Regional Leads, UW Center for Public Health Nutrition, anti-hunger and advocacy groups, and the Washington State Department of Agriculture. Project activities align with on-going efforts within the state, prevent duplication,

and work toward the common goals of improving access to healthy foods and support of low-income clients in behavior change.

The University of Washington Center for Public Health Nutrition SNAP-Ed Farmers Market evaluation to be completed Spring 2017 can be further parsed by zip code and Regional Lead geography to better understand project impact. WSFMA is conducting Rapid Market Assessments (RMA's) at six Washington farmers markets in summer 2017. The RMAs will attempt to identify factors related to high-performing food access farmers markets.

WSFMA is not aware of an existing repository or of any organizations currently collecting information about the diversity or types of fruits and vegetables available at individual farmers markets across the state. WSFMA plans to test the University of Pennsylvania's Farmers Market Audit Tool⁵ during FFY17 to determine suitability for future use. If the tool is determined to be useful, WSFMA will conduct market audits to determine the baseline and track future progress. WSFMA will adapt the tool to better meet SNAP-Ed needs (e.g. update produce section to reflect Washington products, create new sections to collect data on the types of food assistance benefits accepted at the market, and food assistance collateral material placement). WSFMA will analyze, store, and report data to SNAP-Ed evaluators. This research will complement WSFMA's annual membership application which collects SNAP-EBT, WIC & Senior FMNP, and Incentives data.

⁵ Byker Shanks, C., Jilcott Pitts, S., Gustafson, A. (In Press). Development and Validation of a Farmers' Market Audit Tool in Rural and Urban Communities. *Health Promotion Practice*.

ACRONYMS

<u>Acronym</u>	<u>Definition</u>
AHNC	Anti-Hunger and Nutrition Coalition
ASNNA	Association of SNAP-Ed Nutrition Networks & Other Implementing Agencies
BCL	Behavior Checklist
BE	Behavioral Economics
BFET	Basic Food Employment and Training
BHR	Behavioral Health Resources
BRFSS	Behavioral Risk Factor Surveillance System
CACFP	Child and Adult Care Food Program
CDC	Centers for Disease Control and Prevention
CHHD	Child Health and Human Development
CHIP	Community Health Improvement Plan
CHW	Community Health Workers
CEO(s)	WSU SNAP-Ed Project Manager(s)
CPPW	Communities Putting Prevention to Work
CSFP	Commodity Supplemental Food Program
CSO	Community Service Office (DSHS)
CSPAP	Comprehensive School Physical Activity Programs
CTF	Common Threads Farm
CX3	The Communities of Excellence in Nutrition, Physical Activity and Obesity Prevention
DEFP	Dinner Enrichment Family Program
DEWS	WSU SNAP-Ed Data Entry Web Site
DOH	WA State Department of Health
DOJ	Department of Justice
DPH	Department of Public Health
DSHS	WA State Department of Social and Health Services (State SNAP agency)
E-Scans	Environmental Scans
EARS	FNS SNAP-Ed Evaluation and Reporting System
EBT	Electronic Benefits Transfer
EC	Extension Coordinator
ECEAP	Early Childhood Education and Assistance Program
EFAP	Emergency Food Assistance Program
EFNEP	Expanded Food and Nutrition Education Program
ESL	English Second Language
ERS	Economic Research Service
ES	Environmental Supports
ESA	Economic Services Administration
ESBA	Eating Smart-Being Active Curriculum

ESD	Educational Service District
ETEB	Eat Together, Eat Better
EW4L	Eating Well for Less
F&V	Fruits and Vegetables
FB	Food Bank
FDPIR	Food Distribution Program on Indian Reservations
FEAST	Food, Education, Agriculture Solutions Together
FEEST	Food Empowerment Education and Sustainability Team
FFVP	USDA Fresh Fruit and Vegetable Program
FFY	Federal Fiscal Year
FINI	Washington's Food Insecurity Nutrition Incentives
FNS	USDA Food and Nutrition Service
FRAC	Food Research and Action Center
F\$	Food \$ense Washington State University SNAP-Ed Program
FPL	Federal Poverty Level
FQHC	Federally Qualified Health Centers
FRL	Free and Reduced Lunch
FRTEP	Federally Recognized Tribal Extension Program
FTE	Full-Time Equivalent
GHH	Growing Healthy Habits
GHK	Grow Happy Kids (WSU F\$ web site)
GIS	Geographic Information Systems
GS	Goal-setting
HA	Housing Authority
HLC	Healthy Living Collaborative
HCA	Health Care Authority
HYS	Healthy Youth Survey
IA	Implementing Agency
IC	Integrated Community
LGU	Land Grant University
MAP	Multi-agency Program
ME	Management Evaluation
MG	WSU Master Gardeners
MT	Medium Term
NCCOR	National Collaborative on Childhood Obesity Research
NEM(s)	Nutrition Environment Measure(s) Survey
NEMS-S	Nutrition Environment Measure(s) Survey in Stores
NIFA	National Institute of Food and Agriculture
NPPAP	National Prevention Partnership Awards Program
NSLP	National School Lunch Program
NWIC	Northwest Indian College
OSPI	Office of the Superintendent of Public Instruction

OSU	Oregon State University
PA	Physical Activity
PE	Physical Education
PEP	Physical Education Program
PICH	Partnerships to Improve Community Health
PRAMS	Pregnancy Risk Assessment Monitoring System
PS	Public Schools
PSE	Policy, Systems and Environment
PSESD	Puget Sound Educational Service District
PSRFPC	Puget Sound Regional Food Policy Council
PTA	Parent-Teacher Association
QR	Quick Response Code
R.D.	Registered Dietician
RSG	Ready-Set-Goal!
SA	State Agency
SEM	Social Ecological Model
SFMNP	Senior Farmers' Market Nutrition Program
SFS	School Food Service
SFY	State Fiscal Year
SHAG	Senior Housing Assistance Group
SHAPE	Society of Health and Physical Educators
SHWAC	School's Health and Wellness Advisory Committee
SL	Smarter Lunchroom
SNAP	Supplemental Nutrition Assistance Program
SNAP	Student Nutrition Action Partners
Snapshot	Oregon Healthy Pantry Snapshot
SNEB	Society for Nutrition Education and Behavior
SPAN-ET	School Physical Activity and Nutrition Environment Tool
SSI	Supplemental Security Income
TANF	Temporary Assistance to Needy Families
TEFAP	The Emergency Food Assistance Program
TN	Team Nutrition
USDA	United States Department of Agriculture
WellSAT	Wellness School Assessment Tool 2.0
WFC	Washington Food Coalition
WIC	Supplemental Food Program for Women, Infants, Children
WIC-FMNP	WIC Farmers' Market Nutrition Program
WRO	FNS Western Region Office
WSA	Whole School Approach
WSNAC	Washington State Nutrition Action Committee
WSDA	Washington State Department of Agriculture
WSFNC	Washington State Food and Nutrition Council

Evidence Base – Summary of Research

We have combined the three IA's summary of research into a single document for Washington State. Each implementing agency has reported below.

Washington State University

WSU Extension SNAP-Ed follows evidence-based approaches with core education combined with policy-systems-environment (PSE) work that leads to obesity prevention outcomes and the multi-level environmental supports designed to enhance those outcomes. With school partners, our Whole School Approach combines youth education with PSE work to shape a school environment supportive of healthy eating, being physical active, and reducing obesity. With other community partners, we take an Integrated Community Approach for adult audiences in combining core education with appropriate environmental changes where adults live, eat, learn, work, and play. Our two model approaches help ensure consistency, quality, and sustainability of our programming. Strong community partnerships that are recognized as an important component of successful obesity prevention strategies in communities.¹ Evidence supporting our approaches is presented below.

CORE EDUCATION

Identification of the evidence base for our adult and youth series curriculum and other education materials is provided in Appendix B. Additional support for adult and youth educational approaches is presented below.

Adults: *Eating Smart – Being Active* (ESBA) Curriculum

This award-winning, theory-driven, and evidence-based curriculum²⁻⁴ is our principal adult series and is in the *NCCOR SNAP-Ed Toolkit*. Each lesson incorporates topics fostering greater physical activity and dietary quality - thereby reinforcing obesity prevention - and the use of food safety practices while on a limited budget. By applying Social Cognitive Theory⁵, ESBA incorporates a behavioral focus with recognition of the importance of environmental influences. With its grounding in adult learning principles⁶, ESBA also optimizes positive changes in adult knowledge, skills, and practices related to nutrition and physical activity.

Maintenance of behavior changes reported at three to 6 months post-intervention supports the effectiveness of ESBA in promoting sustained outcomes toward obesity prevention.⁷ Outcomes with ESBA implemented as part of the Expanded Food and Nutrition Education Program (EFNEP) in a multi-state analysis⁸ showed significant ($p < .001$) improvements in food resource management, food safety, time spent in daily physical activity, and consumption of fruits and vegetables and dairy foods, thereby demonstrating effectiveness of ESBA in multiple settings. Multistate findings also suggested that ESBA helps cohorts with greater educational need. Where there were lower scores at pretest - for example, larger deficits in knowledge or less frequent healthy behaviors and therefore greater potential gains to make - ESBA appeared to have a relatively greater impact on outcomes.

Youth:

Strategies for youth core education include classroom-based education, after-school programming, and

summer activities. From a comprehensive review of school-based nutrition education⁹, the education strategies most likely to lead to behavior changes include: 1) instruction with a behavioral focus; 2) use of interactive learning strategies; 3) family involvement; and 4) a meals program and food-related policies that reinforce classroom nutrition education. Instruction of 15 hours is needed for minimum behavior changes and up to 50 hours of cumulative instruction supports greater change.⁹ Based on these successful strategies, WSU Food Sense (F\$) conducts school-based and after-school programs for youth that are grounded in Social Cognitive Theory⁵ with behaviorally-focused messages and interactive learning strategies. The minimum number of lessons for a series is five; however, WSU SNAP-Ed invests in school partnerships where delivery across multiple grades per school represents as many as 30 lessons cumulatively. Additionally, most classroom-based programs include teachers committed to supplemental activities to expand dosage and optimize behavior change.

POLICY-SYSTEMS-ENVIRONMENT (PSE) APPROACHES

Successful strategies and interventions with community partners use comprehensive approaches that expand from core education to include environmental cues and systems changes within and outside the setting such as a school¹⁰, as well as the policy foundation for this work.

Summary:

Our Whole School Approach (WSA) is adapted to each specific school, with behavioral messages and school-based environmental changes that facilitate healthy behavior change. The WSA fosters connections between the school, families, and the home environment, and helps connect the school with the health promotion community through school wellness.

The Integrated Community Approach (ICA) guides connections between adult participants and sources for healthier food such as Farmers' Markets, supports changes in retail and food bank environments that cue healthier choices, helps create community-wide programs with community partners in wellness, and supports opportunities for adults and families to be more active. In some counties, WSU SNAP-Ed has fostered a stronger connection between the community and the school where the school is a hub for supporting healthier communities.

Through evidence-based approaches, WSU integrates environmental supports with core education in ways that are welcomed by partners, effective with adults, youth, and families, and that forge linkages between environments for strengthening SNAP-Ed efforts.

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Washington State Department of Health

DOH SNAP Ed follows evidence-based approaches with direct education and physical activity education.

Substantial health behavior change for low- income population groups can be achieved with participating in interactive group education¹, hearing the health message multiple times², and encouraging participants to choose their level of change within the behavior change spectrum. DOH SNAP-Ed direct nutrition and physical activity curricula meets the USDA SNAP-Ed guidance standards, is evidence- or practice-based, and comes from one or more of the following sources:

- SNAP-Ed Toolkit
- Center for TRT (Center for Training and Research Translation)
- Non-profits, universities, and research groups who provided evaluation methods and level of effectiveness

DOH SNAP-Ed projects reach target audiences across the lifecycle from prenatal women to seniors and address multiple levels of the socio-ecological model. In FFY16, DOH SNAP-Ed established the following populations as priority audiences:

- **Adults and seniors:** Obesity prevalence is highest among Washington adults with the lowest household income. Among adults reporting incomes less than \$35,000, 31% were obese compared to 22% with incomes greater than \$75,000. Washington specific data tells us that the more a person makes, the more likely they are to meet the Physical Activity Guidelines for Americans for moderate and vigorous physical activity (up to the \$50,000 annual income bracket). Diabetes, heart disease, and stroke are twice as prevalent among Washington adults with incomes less than \$35,000 than among those making \$75,000 or more a year.³ Adults are traditionally the decision makers within the household, and often are responsible for grocery shopping, planning and cooking meals, and where and how often to eat outside the home. Changing the shopping and purchasing behaviors of the leader of the household often affects all the individuals living within the home.
- **Older youth:** Data from the Washington Healthy Youth Survey shows us that obesity is higher in youth who are food insecure. In addition, youth who report food insecurity are less likely to report meeting the physical activity guidelines (45% versus 53%).⁴ Similar to adults, overweight and obese children are at risk for obesity related diseases. As children grow into adulthood, they begin to become more independent about their eating habits and their choices surrounding activity levels. Creating behavior change in this population can affect their current health and improve their health status as they get older. Improving the environments where older youth eat, shop, learn, and play can also positively impact their food and physical activity choices.
- **Childcare:** Many children attend childcare before they enter elementary school: 37% of children ages 0-4 and 55% of kids ages 3-6.⁵ Preschool aged children on average spend up to 33 hours per week in childcare.⁶ This significant amount of time spent away from the home means that children should be cared for in an environment that encourages healthy eating and physical activity, both by providing healthy food and physical activity opportunities, and by teaching young children about good nutrition and exercise.⁷
- **Pregnant women:** Women who gain too much weight during pregnancy are at a higher lifetime risk of diabetes, obesity, chronic disease, and gestational diabetes during later pregnancies.⁸ In addition, higher weight gain can lead to having larger babies which in turn increases the babies' risk of childhood obesity and birthing complications. In Washington, 48% of all women gained more weight during pregnancy than is recommended by the IOM.⁹ Creating behavior change during

pregnancy can positively affect women, infants, and children.

PSE: Direct client centered education combined with a comprehensive and coordinated approach that includes policy, system, and environmental changes are needed to transform communities into places that support and promote healthy behaviors. Using strategies from Centers for Disease Control and Prevention, the following highlight some of DOH and DOH's contractors' PSE work:

- **Support and promote community and home gardens.** Individual and community gardens can increase access, affordability, and consumption of fresh fruits and vegetables. Youth exposed to gardens have an increased willingness to try fruits and vegetables than those not involved with a garden.¹⁰ Programs at Grays Harbor Public Health & Social Services Department and Walla Walla County Health Department partner community gardens with local food banks to improve availability of fresh fruits and vegetables. A program at Pacific Health and Human Services builds a garden at the public housing location and encourages family participation and use. Schools working with Solid Ground and Thurston County Food Bank initiated programs to involve students, such as a gardening recess club, and use the gardens' produce to supplement school meals.
- **Start or expand farmers markets in all settings.** Farmers markets provide communities with access to local fruits and vegetables, and can be especially beneficial to those communities with a limited number of stores that sell fresh produce. Unfortunately SNAP recipients often face barriers when shopping at farmers markets and using fresh produce. These include lack of knowledge on how to use EBT benefits to purchase produce and how to store and prepare the produce at home. DOH's Farmers Market State Project focuses on implementing farmers markets in areas of need, increasing the number of markets that accept EBT, and providing support and services to encourage SNAP eligible families to use markets and increase fruit and vegetable intake. Similarly, Lewis County Public Health & Social Services peer-to-peer program promotes EBT use at the farmers market by linking participants with a knowledgeable market ambassador. Also, a program at Spokane Regional Health District advertises Fresh Bucks, funds that can be used to buy produce at the farmers markets, through a social media campaign.
- **Establish policies to incorporate fruit and vegetable activities into schools as a way to increase consumption.** Environmental and policy changes in schools can reinforce health concepts taught in direct education classes. Schools within Mattawa Community Health Clinic's program aim to initiate a healthy food policy for vending machines, school stores, and classroom treats to ensure foods being served on campus meet the guidelines recommended for youth. Lewis County Public Health & Social Services' and Solid Ground's programs create environmental changes by using the tools from Smarter Lunchrooms to improve the interest and appeal of healthy foods offered in school cafeterias. Similarly, Wahkiakum County WSU Extension and Public Health King County's programs engage students to create healthy choices marketing materials to display around the school. In addition, ensuring that youth also have access to healthy foods when at home inspired Thurston Food Bank's program to provide low-income youth with weekend and winter break food backpacks that are filled with fresh and healthy foods.

- **Improve access to retail stores that sell high-quality fruits and vegetables or increase the availability of high-quality fruits and vegetables at retail stores in underserved communities.** Increasing availability, improving the appeal, and reducing prices of healthy foods at retail stores where low-income participants shop may increase MyPlate behaviors. Kitsap County and Public Health King County both have programs to assess retail stores in low-income areas, evaluate areas of need, and create implementation plans. Yakima Valley Farm Workers Clinic plans to create a designated healthy checkout lane eliminating candy and unhealthy foods in the checkout area.
- **Include fruits and vegetables in emergency food programs.** Many food banks report difficulty purchasing or obtaining fruits and vegetables and having the proper capacity and/or equipment to store and prepare fresh or frozen produce. Lack of appeal and knowledge about produce can lead to participants not choosing fruits and vegetables. DOH's Food Bank project aims to change the environment within emergency food programs to create a collective impact on capacity and appeal. Several other contractors, including Walla Walla County Health Department, Thurston County Food Bank, and Island County Health Department also aim to improve access and appeal of fruits and vegetables by using behavioral economics, coordinating with farms to provide more fruits and vegetables, and using healthy food tastings to increase interest and demonstrate how to use fruits and vegetables at home.
- **Enhance school-based physical education.** Providing youth in schools with physical activity opportunities and education increases the amount of daily activity, helps with concentration during academic activities, and may promote the individual to become a more physically active adult¹¹. To encourage enjoyable and fun physical activities, MultiCare Health System's initiative aims to implement a school-wide activity tracking program that promotes competition, goal setting, and increased activity. Similarly, Solid Ground's program, Girls on the Run, uses character and confidence building educational lessons while training towards the goal of a 5K run. Creating physical activity within the environment of the school is the goal for Mattawa Community Health Center's schools' program, including a walk to school initiative and incorporating activity breaks throughout the day.
- **Creation of or access to places for physical activity combined with informational outreach activities.** Creating and promoting opportunities for SNAP-Ed populations to be physically active may improve the levels of physical activity for individuals. Shelton Hope Garden Project's program involves coordination with parks, gyms, and community centers on how to reduce or eliminate the cost of physical activities and subsequently empowering medical providers to prescribe physical activity. Pacific Health and Human Services' program will assess and improve walkable paths near low-income populations. In addition, Spokane Regional Health District's outreach program will promote physical activity using social media.

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¹⁰ http://www.cdc.gov/obesity/downloads/FandV_2011_WEB_TAG508.pdf

¹¹ http://www.cdc.gov/obesity/downloads/PA_2011_WEB.pdf

Spokane Regional Health District

Spokane Regional Health District (SRHD) SNAP-Ed follows evidence-based approaches to all direct education, physical activity, policy, systems, and environmental, and social marketing activities. All SRHD direct nutrition and physical activity curricula meets the USDA SNAP-Ed guidance standards as evidence or practice-based, and comes from one more of the following sources:

- SNAP-Ed Toolkit
- Center TRT (Center for Training and Research Translation)
- Non-profits, universities, and research groups who provided evaluation methods and levels of effectiveness

The SRHD Region 1 model supports comprehensive and adaptive interventions that best address the needs of the targeted communities. Strategies in Region 1 and the evidence base are presented below.

Youth Direct-Education

Projects in Region 1 will engage in evidence-based youth nutrition and physical activity education. All curricula selected in Region 1 will be preapproved by both FNS through the SNAP-Ed toolkit as well as supported by the statewide curriculum fidelity team and DSHS. Participants of well-planned and properly administered nutrition education have been shown to retain behavior change at least 6 months' post-graduation.¹

The most commonly selected curricula in Region 1, Pick a Better Snack and Act, is considered evidence-based. According to a study in the Official Journal of the Federation of American Societies for Experimental Biology (FASEB Journal), the Pick a Better Snack and Act program can have positive outcomes in children's attitudes toward fruits and vegetables as well as increase youth knowledge of fruits and vegetables.²

Adult and Senior Direct-Education

Projects in Region 1 will engage in evidence-based adult nutrition and physical activity education. The majority of adult nutrition and physical activity education will be taught in class series, providing increased dosage to nutrition and physical activity messages. Increased dosage has been shown to have a positive relationship with dosage and dietary improvement.³

The two most commonly selected adult and senior curricula in Region 1, Eating Smart, Being Active and Plan, Shop, Save, Cook, are considered either research tested or practice tested. Eating Smart, Being Active has been seen to result in positive nutrition-related behavior change and is effective in multiple settings.⁴ Many of the adult education class series focus on food resource management. Food assistance and education on nutrition resource management are considered necessary to reduce food insecurity.⁵

Policy, Systems, and Environmental Strategies

Projects in Region 1 will engage in a wide-variety of policy, systems, and environmental strategies identified through either the SNAP-Ed toolkit, the Center for Training and Research Translation, or other non-profits,

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⁴ Auld, G., Baker, S., Conway, L., Dollahite, J., Lambea, M. C., & McGirr, K. (2015). Outcome Effectiveness of the Widely Adopted EFNEP Curriculum Eating Smart: Being Active. *Journal of nutrition education and behavior*, 47(1), 19-27.

⁵ Kaiser, L., Chaidez, V., Algert, S., Horowitz, M., Martin, A., Mendoza, C., ... & Ginsburg, D. C. (2015). Food resource management education with SNAP participation improves food security. *Journal of nutrition education and behavior*, 47(4), 374-378.

universities, and research institutions. These activities involve creating new and strengthening established partnerships, a key to creating lasting impacts of PSE interventions.⁶

A list of PSE activities and the location of supporting documentation is provided after this section.

Farmers Market Interventions

Several local providers in Region 1 will participate in activities with and at farmer's markets throughout the region. Many of these activities are included in the SNAP-Ed Toolkit and supported by FNS. Nutrition education and cooking classes, common activities in Region 1, have been shown to have the potential to improve attitudes, self-efficacy, and behaviors regarding produce preparation and consumption in low-income populations.⁷

Collective Impact

All local providers in Region 1 will participate in collective impact efforts to increase the reach and efficacy of activities while building a network throughout the region. According to an article published in the Stanford Social Innovation Review, collective impact initiatives are those that include:

- Long-term commitments by a group of actors from different sectors
- A shared, common agenda for solving a specific social problem
- Shared measurement systems
- Mutually reinforcing activities
- Ongoing communications
- Staffed independent backbone organization⁸

Collective impact is considered a powerful tool in affecting social progress and works as a counter to isolated impact that has traditionally been supported by the social sector.⁹

Social Marketing

Region 1 proposes to engage in a region-wide social marketing campaign aimed at increasing access to nutrition and physical activity resources for SNAP-eligible populations. Targeted and behavior-change oriented communication campaigns have great potential to impact nutrition behaviors.¹⁰ Community-based social marketing has also been shown to have a greater potential to foster sustainable behavior.¹¹

The proposed model for Region 1 will utilize methods developed by Spokane Regional Health District in FFY2016. This campaign, My Healthy Life, included an in-depth formative assessment and evaluation that indicated high recall for campaign messages in Spokane County.

⁶ Leineweber, M., Mathews, L. O., & Harrington, D. (2017). Passing the Baton: Setting Schools Up for Sustainable SNAP-Ed PSE Programs. *Journal of Nutrition Education and Behavior*, 49(7), S131.

⁷ Dannefer, R., Abrami, A., Rapoport, R., Sriphanlop, P., Sacks, R., & Johns, M. (2015). A Mixed-Methods Evaluation of a SNAP-Ed Farmers' Market-Based Nutrition Education Program. *Journal of nutrition education and behavior*, 47(6), 516-525.

⁸ Kania, J., & Kramer, M. (2011). Collective impact.

⁹ Hanleybrown, F., Kania, J., & Kramer, M. (2012). Channeling change: Making collective impact work.

¹⁰ Snyder, L. B. (2007). Health communication campaigns and their impact on behavior. *Journal of nutrition education and behavior*, 39(2), S32-S40.

¹¹ McKenzie-Mohr, D. (2000). Fostering sustainable behavior through community-based social marketing. *American Psychologist*, 55(5), 531-537.

Region 1 Activities and Source

Catholic Charities

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Farm to School	X	
Farm to Preschool	X	

Grant County

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Participate in School planning for SRTS	X	
Assist with BF policy	X	
Promote physical activity	X	
Advertise Farmers Market/ Market Match information	X	
Walking DVD program open to class participants and families	X	

Mattawa Community Clinic

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Pick a Better Snack and Act	X	
Smarter Lunchrooms	X	

Second Harvest

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
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	
Direct education (class series and one-time events) using SNAP-Ed approved curriculum	X	

Spokane Regional Health District

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Peer-to-peer Model		CDC
Fresh Buck incentives	x	
Cooking Matters curriculum	x	

WSU Chelan-Douglas-Okanogan

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Jump Rope Campaign	X	
Eating Breakfast Campaign	X	
Smarter Lunchroom Strategies	X	
School Wellness Activities	X	
Text2B Healthy Project	X	

WSU Grant-Adams

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Smarter Lunchroom Movement	X	
Mobile Food Banks	x	
Safe Routes To school	X	
Encourage participation in federal food and nutrition assistance program	X	
Fresh Fruit & Vegetable Program	X	
Encourage use of Health Bucks	X	

WSU Lincoln-Adams

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Develop, implement, and evaluate school gardens.	X	
Encourage integration of garden food into food service operations.	X	
Classroom curriculum to improve student understanding of nutrition information.	X	
Develop, implement, and evaluate cafeteria point of purchase prompts	X	
Provide education and collaborate with key community outlets and stakeholders	X	
Disseminate family-friendly educational materials that encourage family meals and kids' cooking	X	

WSU Pend Oreille

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Smarter Lunchroom Design	X	

WSU Spokane

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base

Smarter Lunchroom Design	X	Cornell University
Healthier US School Challenge	X	
Farm to School	X	National Farm to School Network

WSU Stevens-Ferry

Intervention Description	SNAP-Ed Interventions Toolkit	Other Evidence Base
Gardens	X	
Smarter Lunchrooms	X	
School Wellness Policies	X	
Afterschool Walking Club	X	

Template 6: SNAP-Ed Plan Signatures

Supplemental Nutrition Assistance Program

Annual Plan for SNAP-Ed

State Agency: Washington State Department of Social & Health Services

Date: August 15, 2017


Federal Fiscal Year: FFY 2018 (3-Year Plan FFY 2018-2020)

Certified By:

Date:

SNAP STATE AGENCY FISCAL REVIEWER

Date:


8/19/17

Template 5: SNAP-Ed Plan Assurances

State Agency completion only: To assure compliance with policies described in this Guidance, the SNAP-Ed Plan shall include the following assurances. Mark your response to the right.

SNAP-Ed Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.		
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.		
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.		
Documentation of payments for approved SNAP-Ed activities is maintained by the State and will be available for USDA review and audit.		
Contracts are procured through competitive bid procedures governed by State procurement regulations.		
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.		
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.		
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.		
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.		
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.		