



Annual Report Federal Fiscal Year 2019



Washington State
Department of Social
& Health Services

Transforming lives

Washington State Department of Social and Health Services

Washington State Department of Health

Washington State University Extension

Spokane Regional Health District

Washington State Farmers Market Association

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



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please visit: <https://wasnap-ed.org/>

Executive Summary



The Washington State SNAP-Ed program operates through a state-level leadership model consisting of contracts between the Department of Social and Health Services (DSHS); three Implementing Agencies (IAs); two statewide initiatives; and an additional contract with the Washington State Farmers Market Association for increasing farmers market promotions among the SNAP-eligible population.

Federal Fiscal Year 2019 (FFY19) was year two for Washington SNAP-Ed's current FNS-approved [three-year State Plan \(FFY18–20\)](#). The three-year plan allows providers to plan longer-term, more impactful strategies. FFY19 brought a continuation of programming that began in FFY18, as well as new initiatives. In FFY18, FNS conducted a Management Evaluation (ME) of Washington's SNAP-Ed program. In FFY19, DSHS responded by:

- Increasing DSHS State Agency capacity by staffing two full-time employees—a Program Manager and Social & Health Program Consultant—to meet technical assistance needs, contractual oversight activities, and fiscal review requirements of SNAP-Ed;
- Conducting MEs for all contractors in FFY19 to improve program oversight; and
- Contracting with Spokane Regional Health District Public Health Centers for Excellence to conduct a statewide needs assessment to inform the FFY21–23 State Plan.

Meet the SNAP-Ed Leadership Team



State Agency — Department of Social and Health Services

Washington State Department of Social Health Services administers funding for the SNAP-Ed program and was awarded 9.7 million dollars from FNS in FFY19. DSHS contracts with three Implementing Agencies (IAs)—Washington State University, Washington Department of Health, and Spokane Regional Health District—that support five regions across the state. IAs subcontract with local providers to deliver evidence-based interventions, including direct education, and policy, systems, and environmental change. DSHS also contracts with three statewide initiatives—Evaluation; Curriculum, Training, and Website (CTW); and the Farmers Markets Regional Lead Program—to provide support to providers across the state. DSHS convenes these contractors in a statewide Leadership Team that plans, oversees, and supports programming through the five regions. Additionally, in FFY19 DSHS contracted with Spokane Regional Health District Public Health Centers for Excellence to complete a statewide needs assessment for Washington’s next three-year plan (FFY21–23) and continued its contract with Kansas State University for access to the Program Evaluation and Reporting System (PEARS), a data management system used by many states for collecting SNAP-Ed evaluation data.

DSHS provides guidance and statewide direction to SNAP-Ed program activities and is responsible for all program reporting to FNS.

Region 1 Implementing Agency — Spokane Regional Health District

Located in Spokane, Spokane Regional Health District (SRHD) is the IA for Region 1 of the Washington State SNAP-Ed program, SRHD brings a public health approach and local connection to the role. The Region 1 structure is set up to foster input and collaboration among long providers that help inform the needs within communities and identify opportunities to better serve the SNAP-eligible population. SRHD is committed to maximizing as much funding as possible to further the local SNAP-Ed work, while providing valuable partnership and accountability to both local providers and our funders. Serving 10 counties in North East Washington, SNAP-Ed services were delivered by 11 diverse subcontractors including 6 Washington State University Extension offices, 2 local health districts, 1 medical clinic, and 2 non-profit agencies. Region 1 partners with many other agencies and programs to reach SNAP-eligible community members including, but not limited to, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), Community Service Organizations, Tribal communities, public

Meet the SNAP-Ed Leadership Team

housing and shelters, school districts, childcare centers, master gardener programs, medical clinics, Job Corps, grocery stores, farmers markets and food banks.

The FFY19 funding level for Region 1 was \$1,839,686.

Region 3 Implementing Agency — Washington State University

Washington State University is located in Pullman, with Extension offices in each county. The Region 3 IA leads were headquartered in Whatcom and Snohomish WSU Extension offices, with administrative support from staff in the Pullman and Puyallup offices. The WSU Extension mission is to “engage people, organizations, and communities to advance knowledge, economic well-being, and quality of life by fostering inquiry, learning, and the application of research.” WSU Extension is the bridge between university-based education, research, and expertise to meet the needs identified by members of our communities.

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.

The FFY19 funding level for Region 3 was \$1,501,121, which reflects a mid-year amendment.

Region 2, 4, and 5 Implementing Agency — Washington State Department of Health

Washington State Department of Health is located in Tumwater and serves as the IA for Regions 2, 4, and 5. The SNAP-Ed IA team is part of its 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 contributes to SNAP-Ed goals by providing SNAP-Ed funds to local organizations that build SNAP-Ed programming based on local strengths and that focus SNAP-Ed programming in identified sites or with identified audiences who can benefit from nutrition education and active living opportunities. DOH IA provides tools and resources, identifies training opportunities, and provides technical assistance to support effective local partnerships and effective program implementation.

The FFY19 funding level for Region 2 was \$1,325,742; for Region 4 was \$2,027,263; and for Region 5 was \$2,033,263.

Evaluation — Department of Health

Currently in its third year, Washington SNAP-Ed’s Statewide Evaluation is headquartered in Tumwater and led by a team from the Washington State Department of Health. In partnership with DSHS, IAs, and local SNAP-Ed agencies, the SNAP-Ed statewide evaluation supports

Meet the SNAP-Ed Leadership Team

Washington SNAP-Ed's overarching goal of improving the likelihood that SNAP-Ed participants will make healthy food choices within a limited budget and choose an active lifestyle, by using evaluation data to tell the story of SNAP-Ed statewide. The Evaluation Team creates and carries out Washington SNAP-Ed's statewide evaluation plan. Evaluation strategies are driven by the SNAP-Ed Evaluation Framework, as well as recommendations from DSHS and the United States Department of Agriculture Food and Nutrition Service (USDA-FNS).

The FFY19 funding level for Evaluation was \$635,633.

Curriculum, Training, and Website — Washington State University Extension

The Curriculum, Training and Website (CTW) Statewide Initiative is managed through

Washington State University (WSU) Extension. Staffed by a team of four, the group was responsible for statewide curriculum, training and website management during FFY2019. Located on WSU Extension campuses in Puyallup and Spokane, the CTW Team works with all SNAP-Ed providers, IAs, and other statewide initiatives to help achieve the program's overarching goal. Each member of the CTW Team has practical experience working with the SNAP-Ed program, including direct education, website management, policy, systems, and environment (PSE) work, and management of local SNAP-Ed programs. The CTW team provides tools and support to implement direct education in local communities, to better understand and integrate PSE strategies into the SNAP-Ed program and to provide a statewide SNAP-Ed website for 1) Washington State SNAP-Ed providers and 2) the SNAP-eligible population.

The FFY19 funding level for CTW was \$542,831.



Meet the SNAP-Ed Leadership Team

Washington State Farmers Market Association

Founded in 1979, the Washington State Farmers Market Association (WSFMA) is a 501(c)3 nonprofit, membership organization whose mission is to support vibrant and sustainable farmers markets in Washington State through member services, education and advocacy. WSFMA member markets abide by the “Roots Guidelines” to ensure Washington State vendors and products. It’s not a farmers market without farmers.

The WSFMA represents and serves over 1,200 direct market farmers at 110 farmers markets in 28 counties and 80 cities or towns. In 2017, these markets reported over \$51 million in annual sales and supported hundreds of small and local Washington farmers, food producers, and artisans. Collectively, WSFMA member markets attract millions of visitors per year from across the state, as well as travelers from around the country.

WSFMA supports SNAP-Ed by working to increase the amount of healthy foods consumed by low income individuals through the Regional Leads Program. The program 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.

The FFY19 funding level was \$160,091.98.

Statewide Needs Assessment—Spokane Regional Health District Public Health Centers for Excellence

In FFY19, DSHS contracted with Spokane Regional Health District Public Health Centers for Excellence to conduct a comprehensive, valid, and data-driven statewide needs assessment of the SNAP-eligible population. The needs assessment was completed in response to a finding from the FFY18 Management Evaluation by FNS requiring Washington State to complete a statewide—as opposed to regional—needs assessment for future program planning. The results of the needs assessment are summarized in this report, available at wasnaped.org, and will be presented in the FFY21–23 annual report. The purpose of the needs assessment was to identify the nutrition, physical activity, and obesity prevention needs of the Washington State SNAP-eligible population and their barriers to accessing healthy food and physical activity. With a mixed-methods approach, the Centers for Excellence used both quantitative and qualitative methods including secondary analysis of public health data; analysis of qualitative data from key-informant interviews, focus groups, and forces of change exercise; analysis of survey data; and geographic information system data and mapping. The Centers for Excellence also conducted Latent Class Analysis of selected youth indicators to determine subgroups and develop a model that describes predictive factors of desired food and nutrition, physical activity, and food security outcomes. The Centers for Excellence was responsible for all primary data collection, analysis, and reporting.

The FFY19 funding level was \$234,385.

Statewide Evaluation

Evaluation Highlights

The purpose of the SNAP-Ed statewide evaluation in FFY19 was to establish a widespread evaluation effort that will help stakeholders like DSHS, IAs, and local providers understand the process, outcomes, and impact of SNAP-Ed activities in Washington. Evaluation results are shared in quarterly and annual reports and inform program improvement efforts.

Primary FFY19 evaluation activities included direct education evaluation, which focused on individual level SNAP-Ed Evaluation Framework Indicators for healthy eating, physical activity and sedentary behavior, and food resource management (MT1, MT2, and MT3). Direct education evaluation used participant pre/post surveys drawn from the SNAP-Ed Evaluation Interpretive Guide. Evaluation tools included:

- University of California Cooperative Extension's (UCCE) Food Behavior Checklist
- Expanded Food and Nutrition Education Program (EFNEP) Physical Activity Questions
- Plan, Shop, Save & Cook Survey for Older Youth
- EFNEP High School Nutrition Education Survey
- Kids Activity and Nutrition Questionnaire (KAN-Q)
- EFNEP 3rd-5th Grade Nutrition Education Survey
- Eat Well + Move
- Cooking Matters Survey

In addition to direct education evaluation, the evaluation team also assessed program data and policy, systems, and environment (PSE) project data. The evaluation team used program data to understand the population reached and the settings where SNAP-Ed activities took place. PSE evaluation data was used to learn about the number, type, and setting of PSE projects, and to

inform future Washington SNAP-Ed evaluation plans.

FFY19 Successes

The evaluation team restructured and added one FTE so the team could enhance regional evaluation and begin building an improved evaluation plan for PSE projects. Increased capacity led to several successes, including creating statewide and regional evaluation "snapshots" to provide quarterly updates, providing more timely responses to questions and requests for technical assistance, and improving planning for future evaluation efforts.

Communications changed in FFY19. The evaluation team merged monthly evaluation calls with the WA SNAP-Ed Leadership Team calls and added a weekly email update. Calls and emails serve as opportunities for the evaluation team to share preliminary evaluation data, communicate changes, updates, and deadlines, answer questions, and respond to concerns. The evaluation team uses web-based meeting software so data can be visualized, and includes slides in weekly emails.

The evaluation team was able to complete an ongoing request for new Washington SNAP-Ed Surveys to use with direct education. Existing Washington SNAP-Ed Surveys were drawn from the SNAP-Ed Interpretive Guide, but did not represent the individual needs of Washington State. In response to feedback that surveys were too long and did not relate to individual curricula, the evaluation team began designing new Washington SNAP-Ed surveys. In FFY18, the evaluation team did background research and created survey drafts. In FFY19, the evaluation team completed validity and reliability testing and analyzed results (Appendix D).

The evaluation team was able to begin response to an ongoing request for more in-depth PSE evaluation as well. The team, in collaboration with the SNAP-Ed Leadership Team, identified two key focus areas—schools and food banks/pantries—and then the evaluation team conducted a literature review to identify existing tools or strategies that could be part of a pilot evaluation.

Statewide Evaluation

The pilot evaluation plan was established in FFY19 and will be implemented in FFY20.

The evaluation team also worked closely with the CTW team by discussing emerging trends for curricula for all age groups at several points throughout the year and incorporating evaluation into statewide trainings hosted by the CTW team.

Finally, to enhance future evaluation, the evaluation team worked with Washington's Office of the Superintendent of Public Instruction (OSPI) to create a data sharing agreement for individual-level student demographic information for SNAP-Ed participants in schools. OSPI determined that SNAP-Ed meets the FERPA requirements as an educational program, and provided technical assistance as the evaluation team filled out data request forms. The data sharing agreement will be active in FFY20.

Challenges

The evaluation team responded to a variety of challenges in FFY19, including staffing constraints, changes to evaluation activities, and data availability. Due to staff turnover and the federal government shutdown, the evaluation team experienced staffing constraints in FFY19. Some projects, like launching a PSE evaluation pilot, started later than intended because the team was understaffed until June. At full capacity, the evaluation team validated direct education surveys in English and Spanish, developed a PSE evaluation pilot project, and provided technical assistance to SNAP-Ed providers.

Delays in IA data entry also led to challenges in FFY19, limiting the data available to be analyzed. The evaluation team could not create evaluation snapshots or share data with DSHS, IAs, and local providers in a timely manner. The mid-year SNAPshot was released late and the Quarter 3 SNAPshot was released with preliminary data while quarterly data entry was completed. The evaluation team has worked with DSHS and IAs to identify options so that data is consistently entered on time moving forward.

A major evaluation project this year was validating new surveys for Washington SNAP-Ed. Participant recruitment for the validation process

proved challenging. It was difficult to recruit youth to take the survey without direct education for the validation phase aimed at examining survey reliability. This was largely because site contacts were hesitant to proctoring surveys with this population without the additional benefit of SNAP-Ed classes. During the final phase of the validation process, testing with SNAP-Ed direct education to measure accuracy and feasibility, recruitment of youth classes went smoothly. However, recruitment of adults proved challenging due to small class sizes.

Regional evaluation was new in FFY19. Although each region wanted time to work with the evaluation team, fewer projects were submitted to the evaluation team than anticipated. The evaluation team has distributed an evaluation request form and posted it to the Washington SNAP-Ed website. The evaluation team plans to put together additional guidance on what kinds of requests can be made.

Evaluation

Evaluation Background

The purpose of the statewide evaluation was to establish a widespread evaluation effort that will help stakeholders understand the process, outcomes and impact of SNAP-Ed activities in Washington. The information produced by the evaluation has been shared with stakeholders via online presentations, in reports, and via SNAPshots (Appendix B) shared on the Washington SNAP-Ed website (<http://wasnap-ed.org/evaluation>). The results of the evaluation will be used by the Washington State SNAP-Ed and other stakeholders for annual reporting requirements, continual improvement, and to guide future SNAP-Ed activities in Washington State.

Evaluation Design

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

Statewide Evaluation

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
1	Reach and Demographics	Direct Education: Adults- Demographic Tear Sheet; PEARS data entry information PSE: PEARS data entry information	Local providers collect adult demographic sheets. Quarterly data entry deadlines. Evaluation team will pull data and do analysis quarterly and annually.
2	MT1: Healthy Eating* R2: Fruits and Vegetables* R5: Beverages	Pre/Post-Tests: Adults: UCCE Food Behavior Checklist Adults: Cooking Matters Surveys (Cooking Matters Only) K-2 nd grade: EFNEP Eat Well + Move 3 rd Grade: EFNEP 3-5 th grade Nutrition Education Survey (NES) 4 th -8 th Grade: KAN-Q High School: EFNEP 9-12 th Grade NES Population Surveys: NHANES BRFSS WA Healthy Youth Survey	Local Providers administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
3	MT2: Food Resource Management* R6: Food Security	Pre/Post-Tests: Adults: Cooking Matters Surveys (Cooking Matters Only) Adults: UCCE Food Behavior Checklist High School: EFNEP 9-12 th Grade NES Population Surveys: NHANES BRFSS WA Healthy Youth Survey	Local Providers administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
4	MT3: Physical Activity and Reduced Sedentary Behavior* R7: Physical Activity and Reduced Sedentary Behavior	Pre/Post-Tests: Adults: Physical Activity Questions from Aug 2017 EFNEP Food and Physical Activity Questionnaire Adults: Cooking Matters Surveys (Cooking Matters Only) K-2 nd grade: EFNEP Eat Well + Move 3 rd Grade: EFNEP 3-5 th grade Nutrition Education Survey (NES) 4 th -8 th Grade: KAN-Q High School: EFNEP 9-12 th Grade NES Population Surveys: NHANES BRFSS WA Healthy Youth Survey	Local Providers administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.

Statewide Evaluation

Evaluation Question	SNAP-Ed Framework Indicator	Evaluation Tools	Data Collection and Analysis Timeline
5	MT4: Food Safety	Pre/Post-Tests: Adults: UCCE Food Behavior Checklist 3 rd Grade: EFNEP 3-5 th grade Nutrition Education Survey (NES) High School: EFNEP 9-12 th Grade NES	Local Providers administer surveys before first session and after last session. Quarterly data entry deadlines. Evaluation team will pull survey data and do analysis quarterly and annually. Population data will be pulled and analyzed when available, annually at a minimum.
6	Curriculum Effectiveness	Pre/post-test data Demographic data Curriculum Team's Assessment Forms	Analyze data quarterly and annually
7	ST5: Need and Readiness MT5: Nutrition Supports* MT6: Physical Activity and Reduced Sedentary Behavior Supports* LT5: Nutrition Supports Implementation LT6: Physical Activity Supports Implementation	PEARS PSE module PEARS Success Story Module IA and Local Provider	Quarterly data entry deadlines. Data pulled quarterly and annually.
8	ST7: Organizational Partnerships* ST8: Multisector partnerships and planning*	PEARS Coalitions Module PEARS Success Story Module PEARS Partnerships Module	Quarterly data entry deadlines. Data pulled quarterly and annually.

Statewide Evaluation

Evaluation Methods

Washington's SNAP-Ed Statewide Evaluation is guided by the USDA-FNS's SNAP-Ed Evaluation Framework and uses approved evaluation tools when possible. The table below describes indicators of interest and how they will be measured. An indicator with an asterisk (*) indicates a SNAP-Ed priority outcome indicator. The evaluation team also responded to requests for regional evaluation projects and curriculum evaluation. See Appendix B for curriculum evaluation results.

Data Collection

Pre- and post-test data were collected from individuals at each direct education class series. Individual participants served as their own controls. Local SNAP-Ed providers and IAs entered local program data, like site information, project reach, partnership and coalition information into the Program Evaluation and Reporting System (PEARS) quarterly. Population-level data from the Behavioral Risk Factor Surveillance System (BRFSS) and the Washington Healthy Youth Survey (WA HYS) were gathered and analyzed at the end of the fiscal year.

Reach, Demographics, and Program Information

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

Age and sex of participants in direct education for FFY19 statewide:

Age Range	Male	Female	Total
Less than 5 years	25	29	54
6 to 17 years	8,194	7,888	16,082
18 to 59 years	245	751	996
60+ years	123	354	477
Unknown	-	-	14
Total	8,587	9,022	17,623

Race and ethnicity of participants in direct education for FFY19 statewide:

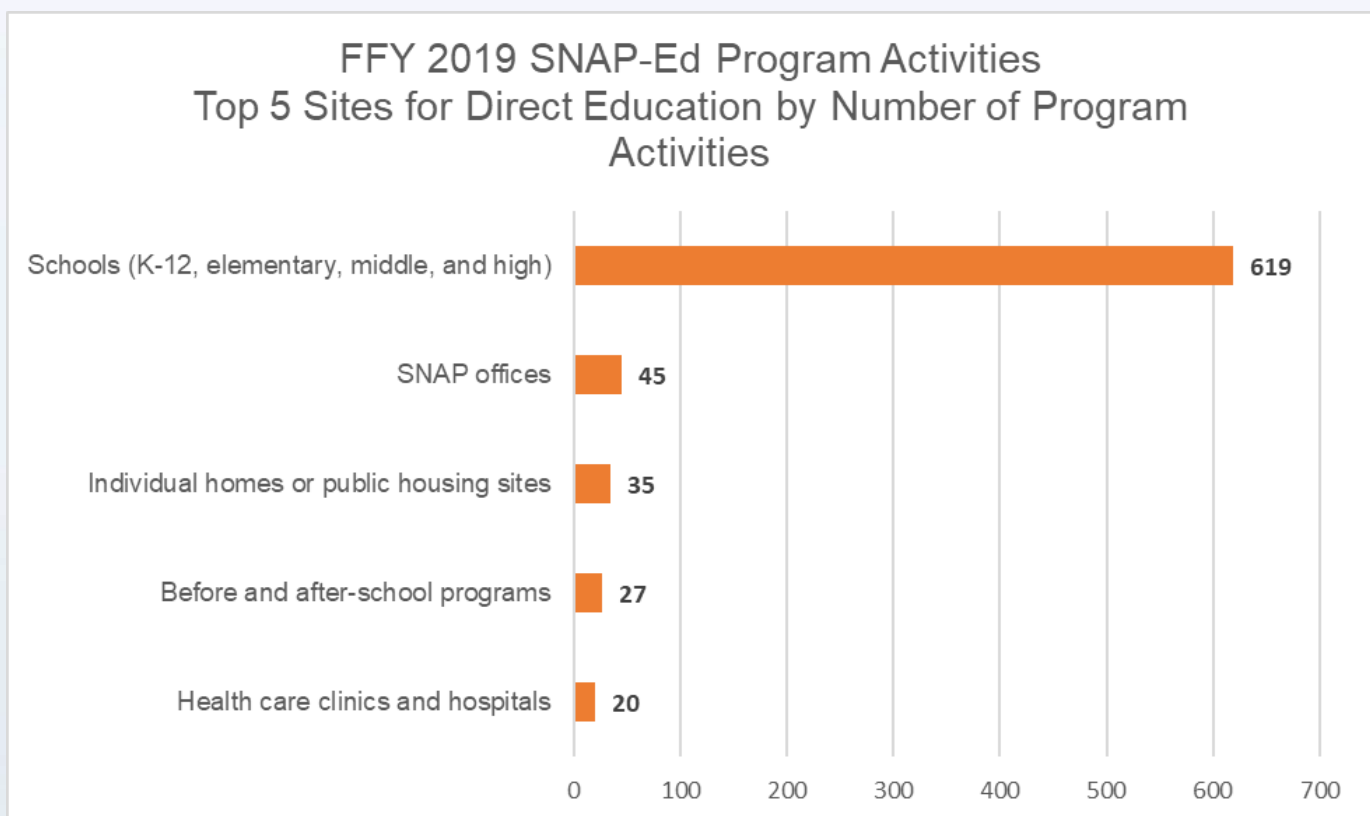
Race/Ethnicity		Participants
Race	White	10,680
	Unknown	4,084
	Black	1,159
	Asian	720
	American Indian/Alaska Native	686
	Hawaiian/Pacific Islander	294
Ethnicity	Non-Hispanic	8,686
	Hispanic	6,137
	Unknown	2,800
Total		17,623

Statewide Evaluation

Direct Education Evaluation

Direct Education was conducted in a wide variety of settings in FFY19. Seventy-one percent of activities took place at schools, followed by SNAP Offices (called Community Service Offices in Washington State), public housing, afterschool programs, and healthcare clinics. To a lesser extent, activities also took place at adult education or job training sites, food assistance sites, and other places in communities.

*Program activities include primarily direct education series in FFY19. In previous years, they may have included other types of activities, like food tastings or demos and one-time events.



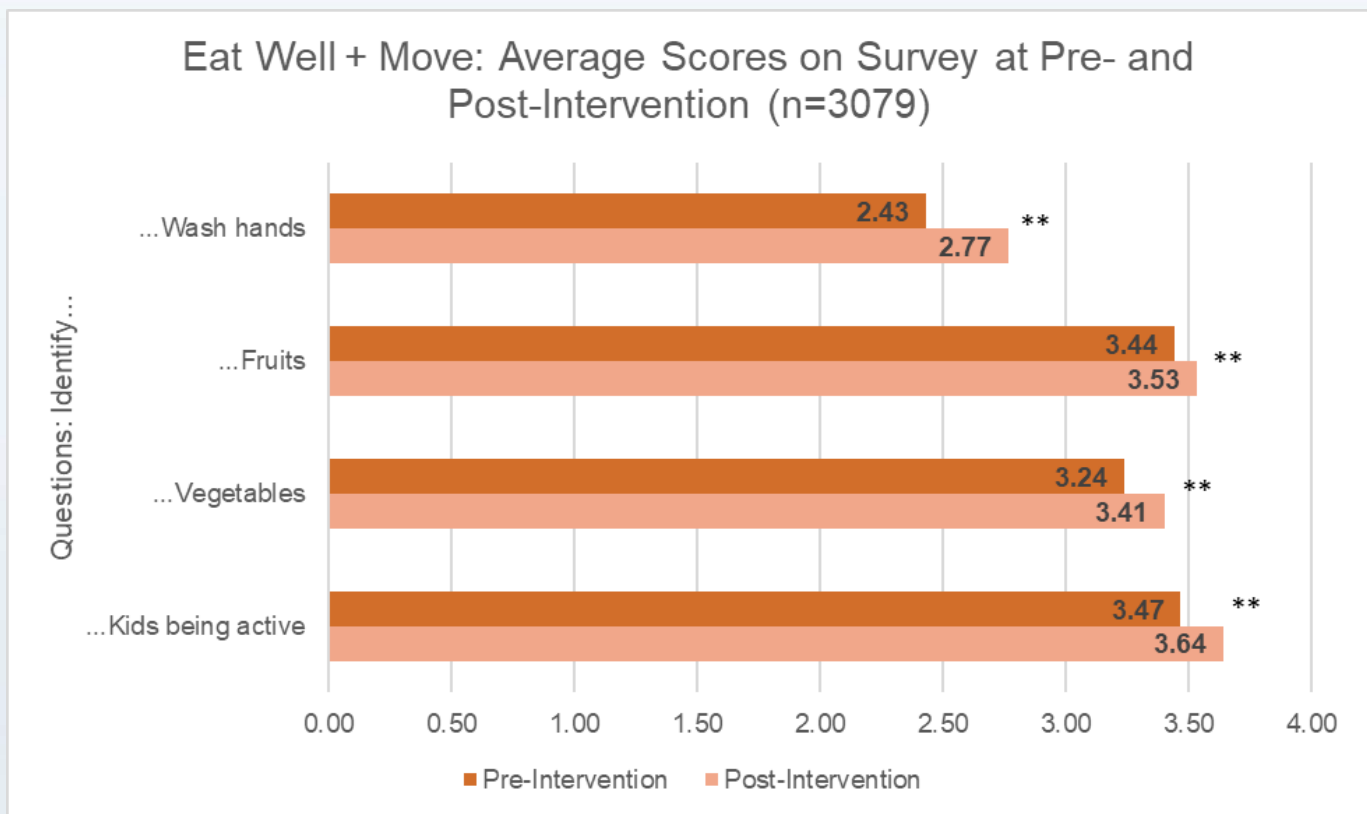
Statewide Evaluation

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

EAT WELL + MOVE SURVEYS

The Eat Well + Move survey was given to Kindergarteners, 1st graders, and 2nd graders who participated in SNAP-Ed direct education. The survey asks students to correctly identify objects or people that belong in the stated category (e.g., of four produce items, identify which are vegetables), demonstrating knowledge change in healthy eating, physical activity, and food safety (ST1, ST3, and ST4). Pre- and post-intervention surveys were completed for 3,079 students.

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



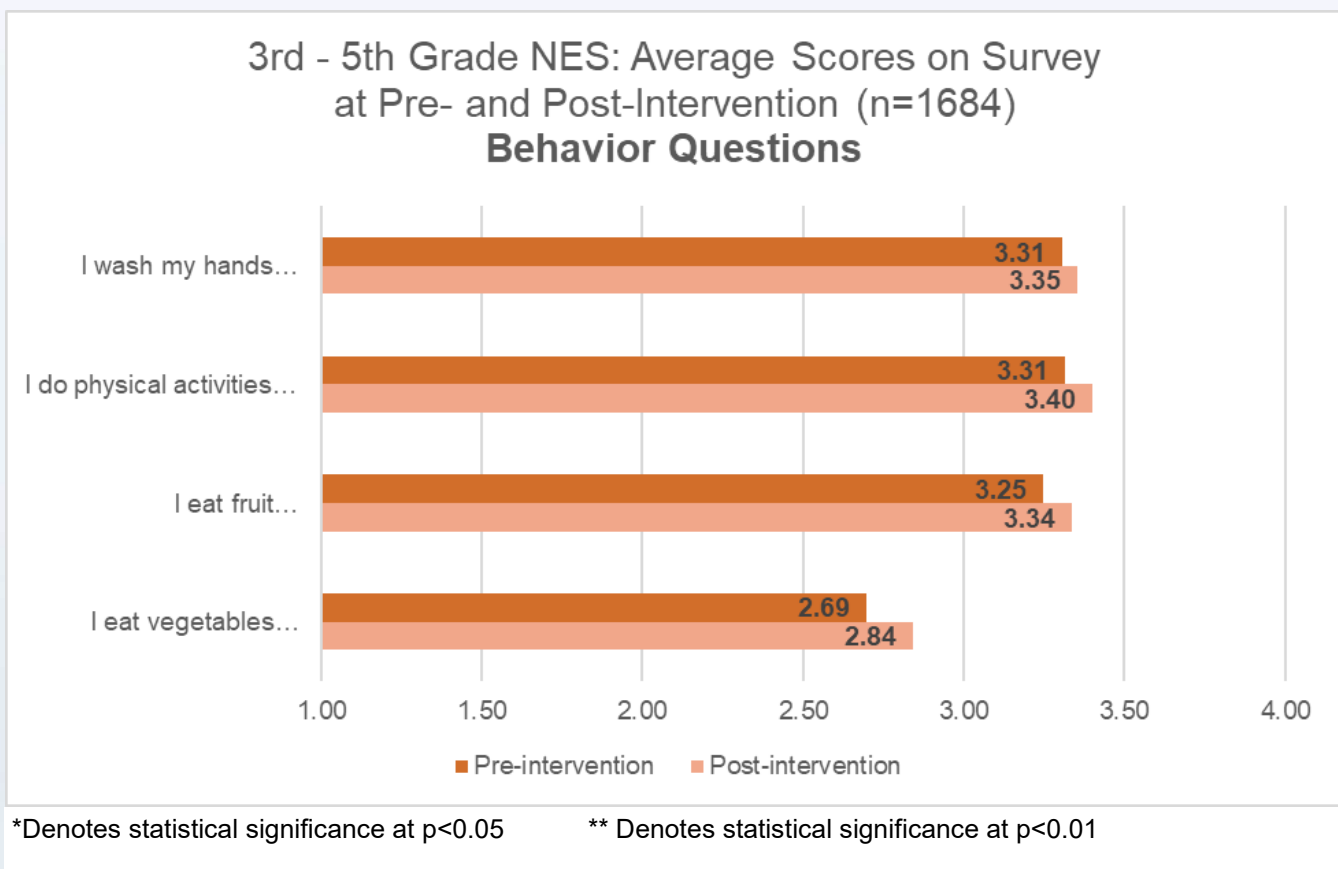
** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

3rd – 5th GRADE NUTRITION EDUCATION SURVEYS

The 3rd–5th Grade EFNEP Nutrition Education Surveys were given to 3rd grade classrooms in FFY2019. The surveys ask students questions about their knowledge, attitudes and behaviors regarding food consumption, physical activity and food safety. Pre- and post-intervention surveys were completed by 1,684 students, though not all of them answered every question.

All behavior-related questions showed a statistically significant ($p < 0.05$), positive change in average responses. The greatest change was in students self-reporting how often they ate vegetables.



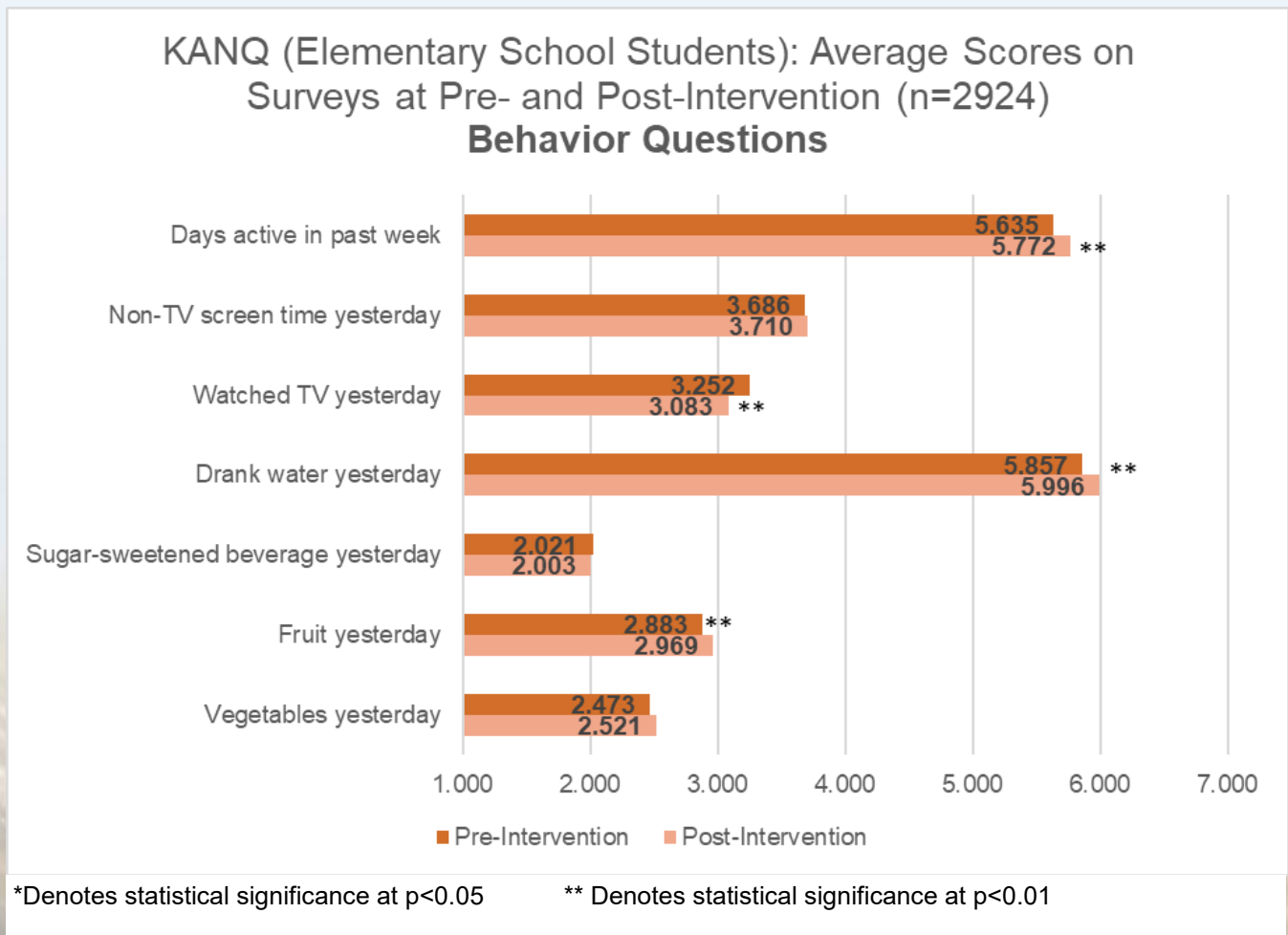
Statewide Evaluation

KIDS ACTIVITY AND NUTRITION QUESTIONNAIRE

The Kids Activity and Nutrition Questionnaire (KAN-Q) was given to participants in 4th through 8th grades. The questionnaire asks questions about food and drink consumption, screen time, physical activity in the past week. It also asks about knowledge and attitudes related to healthy food and physical activities. In FFY19, 4,990 students completed both pre- and post-education surveys.

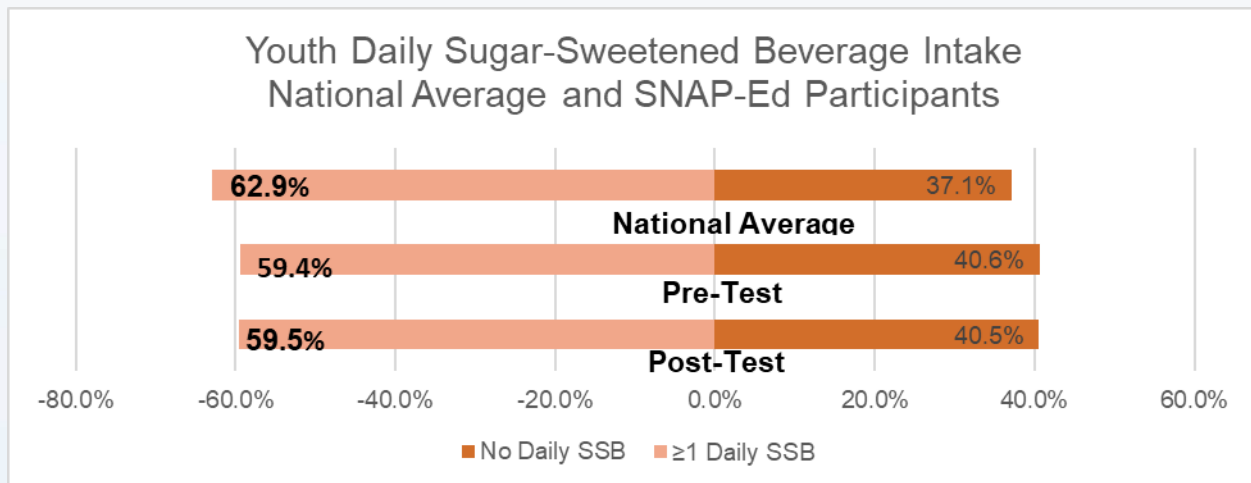
Students identified their grade in this survey, so the evaluation team was able to split data into elementary school (3rd, 4th, and 5th grades) and middle school (6th, 7th, and 8th grades) categories. The elementary school age group included 2,924 students and the middle school age group included 1,897 students. A grade level was not included by 169 students, and their responses are not included in the below analyses.

Among elementary school-aged students, there was a statistically-significant, positive change in how much fruit students reported eating the day prior to taking the questionnaire, how much water they drank, how many hours of TV they watched, and how many days of physical activity they had done in the past week. The greatest change was in how often they watched TV, which decreased after finishing the nutrition education intervention.

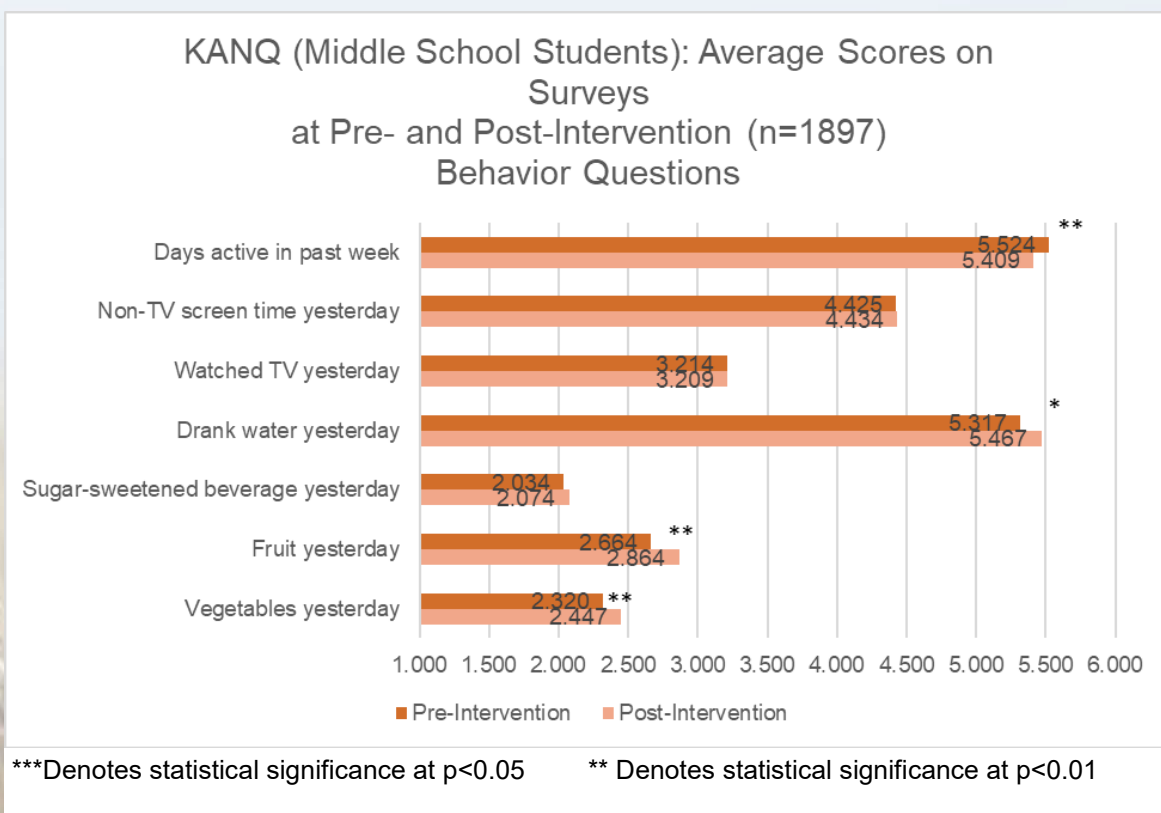


Statewide Evaluation

Compared to the national average, fewer SNAP-Ed youth participants drank sugar-sweetened beverages (SSBs) daily. Among youth aged 2 to 19 nation-wide, 62.9% drank one or more SSB daily. Among SNAP-Ed participants who took the KANQ (3rd through 8th grade, generally aged 8 through 15 years old), 59.4% drank at least one SSB every day at pre-test, and 59.5% drank at least one SSB every day at post-test.



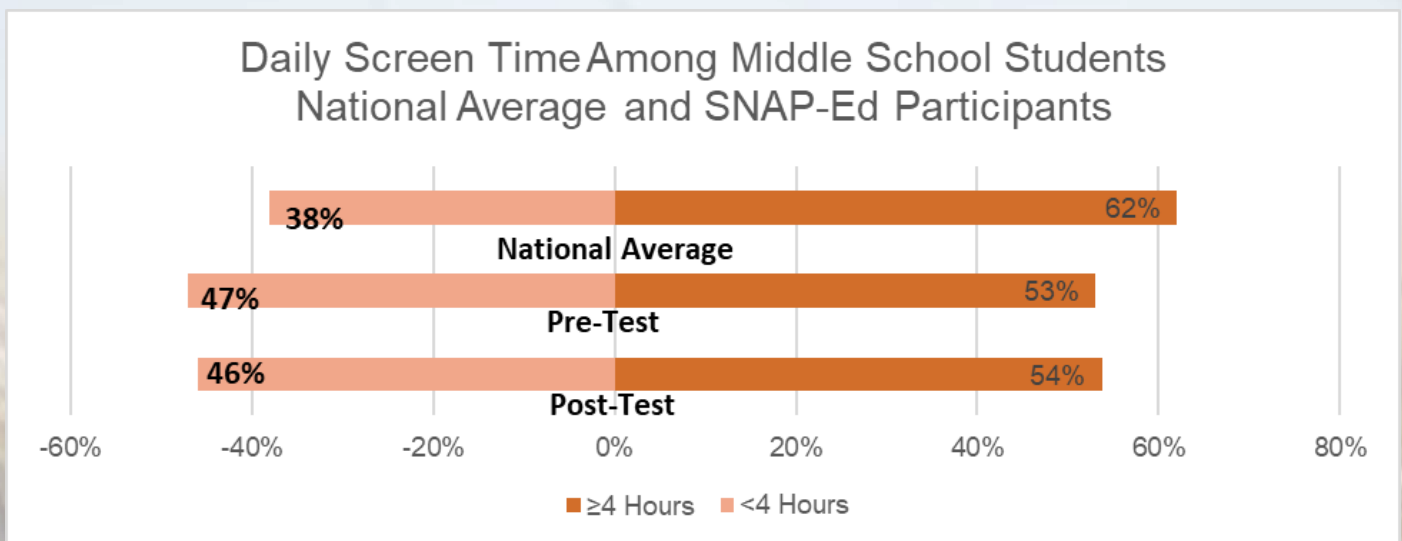
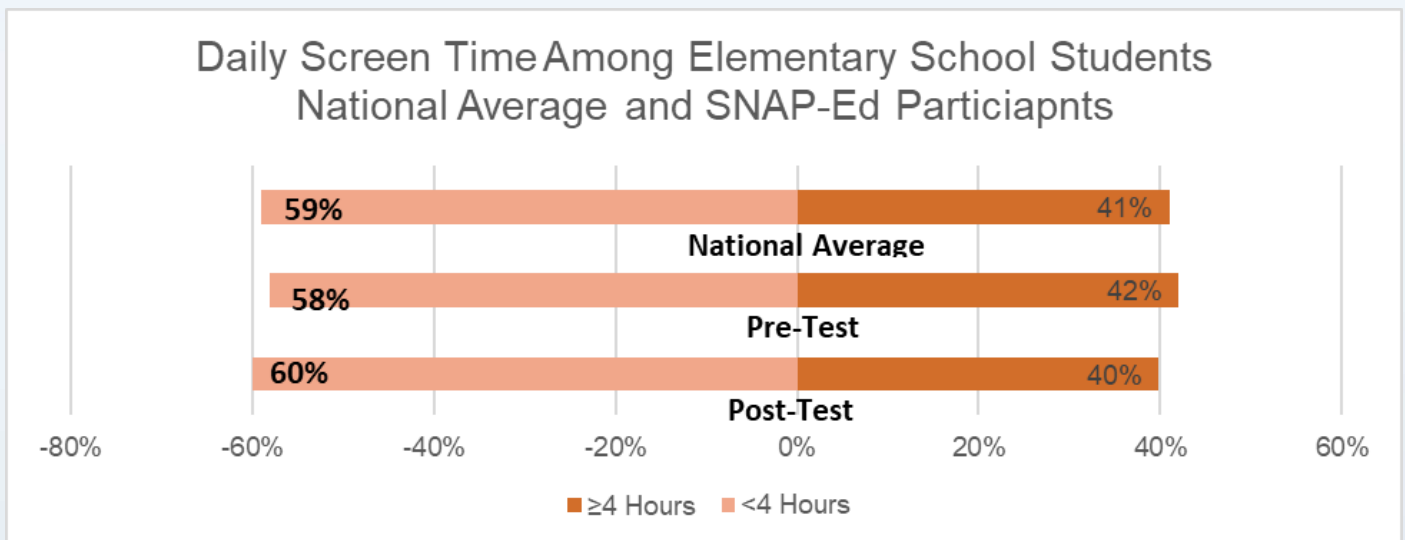
Among middle school-aged students, there was statistically significant, positive change in how many times they reported eating fruits and vegetables the day prior to taking the questionnaire and how many times they drank water the day prior to taking the questionnaire. There was a statistically significant, negative change in how many days middle school-aged students had done physical activity in the week prior to taking the questionnaire, which could have been due to seasonality (weather, sports seasons).



Statewide Evaluation

Nationally, the average daily screen time for youth aged 8 to 12 years (tweens) was 4 hours and 44 minutes, and the average daily screen time for youth aged 13 to 18 years (teens) was 7 hours and 22 minutes. Overall, 41% of tweens have 4 or more hours of daily screen time, and 62% of teens have 4 or more hours of daily screen time. While there are no general recommendations on daily screen time for children older than 5 years old, the American Academy of Pediatrics suggests families should develop a media use plan for children and adolescents.

Among Washington State SNAP-Ed participants, 42% of elementary aged youth (3rd through 5th grade, usually 8 to 11 years old) had 4 or more hours of daily screen time before SNAP-Ed intervention, and 40% had 4 or more hours of daily screen time after SNAP-Ed intervention. For middle-school aged participants (6th through 8th grade, generally 12 to 15 years old), 53% had 4 or more hours of screen time before SNAP-Ed intervention, and 54% had 4 or more hours of screen time after SNAP-Ed intervention.



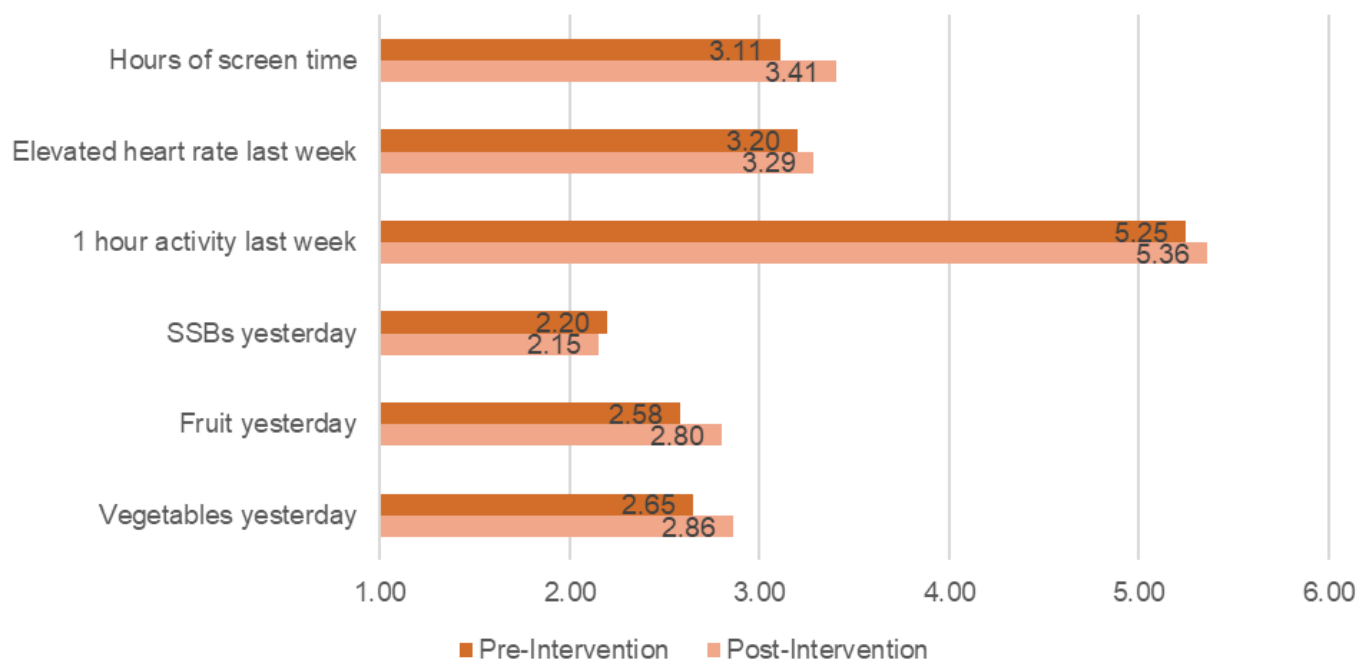
Statewide Evaluation

9th-12th GRADE NUTRITION EDUCATION SURVEYS

The 9th-12th Grade EFNEP Nutrition Education Surveys were given to high-school aged participants. The survey focuses on knowledge, attitudes and behaviors regarding food consumption, physical activity, food safety, and food resource management. In FFY19, 65 students completed both pre- and post-intervention surveys.

Among high school-aged students, there was no statistically significant change in any of the survey questions. It is worth noting that the magnitude of changes is larger than that for other age groups, so this could be due to a relatively small sample size.

9th-12th Grade NES: Average Scores on Survey at Pre- and Post-Intervention (n=65)
Behavior Questions



***Denotes statistical significance at $p < 0.05$

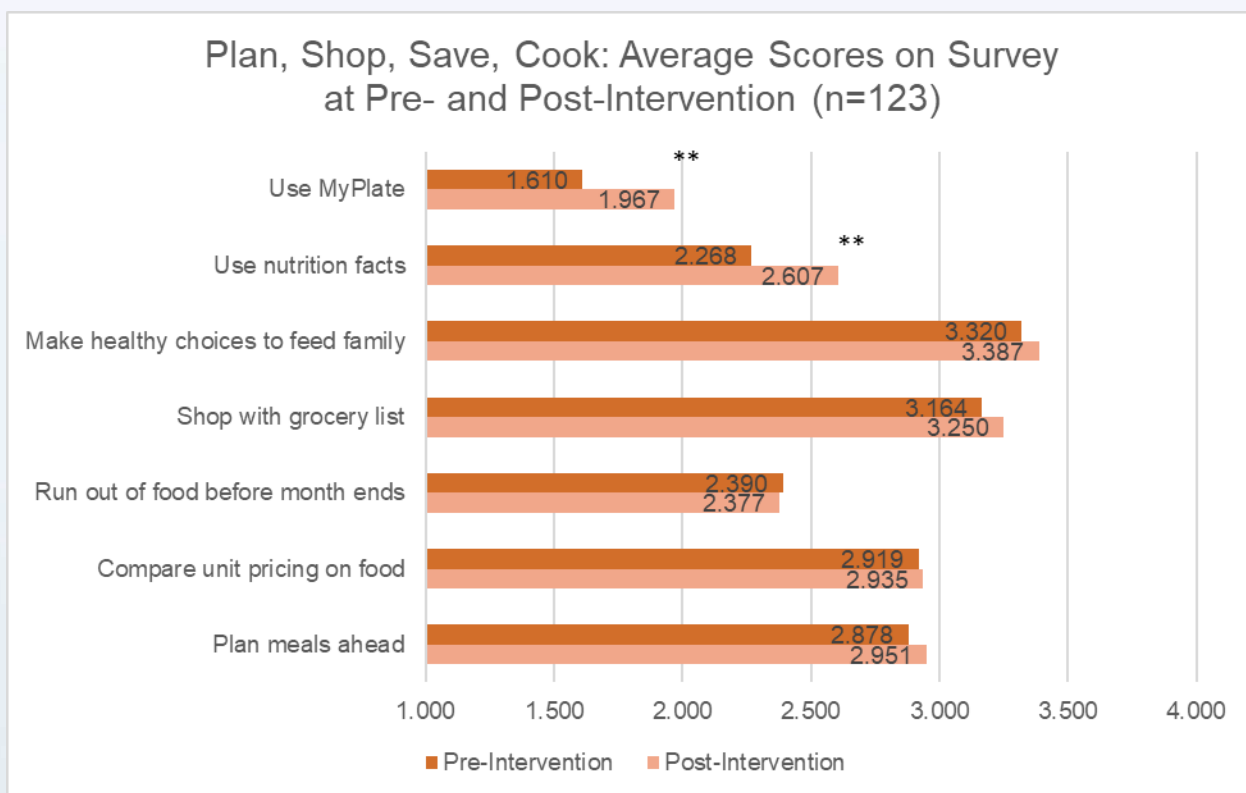
** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

PLAN, SHOP, SAVE, COOK SURVEYS

The Plan, Shop, Save, Cook (PSSC) surveys were given to high school-aged participants in the PSSC curriculum as part of the Older Youth PSSC Pilot. The survey focuses on food resource management. In FFY19, 123 students in the PSSC classes completed both pre- and post-intervention surveys.

Among the students who participated in PSSC, there was a statistically significant, positive change in how often students reported using nutrition facts and MyPlate after completing nutrition education.



***Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$

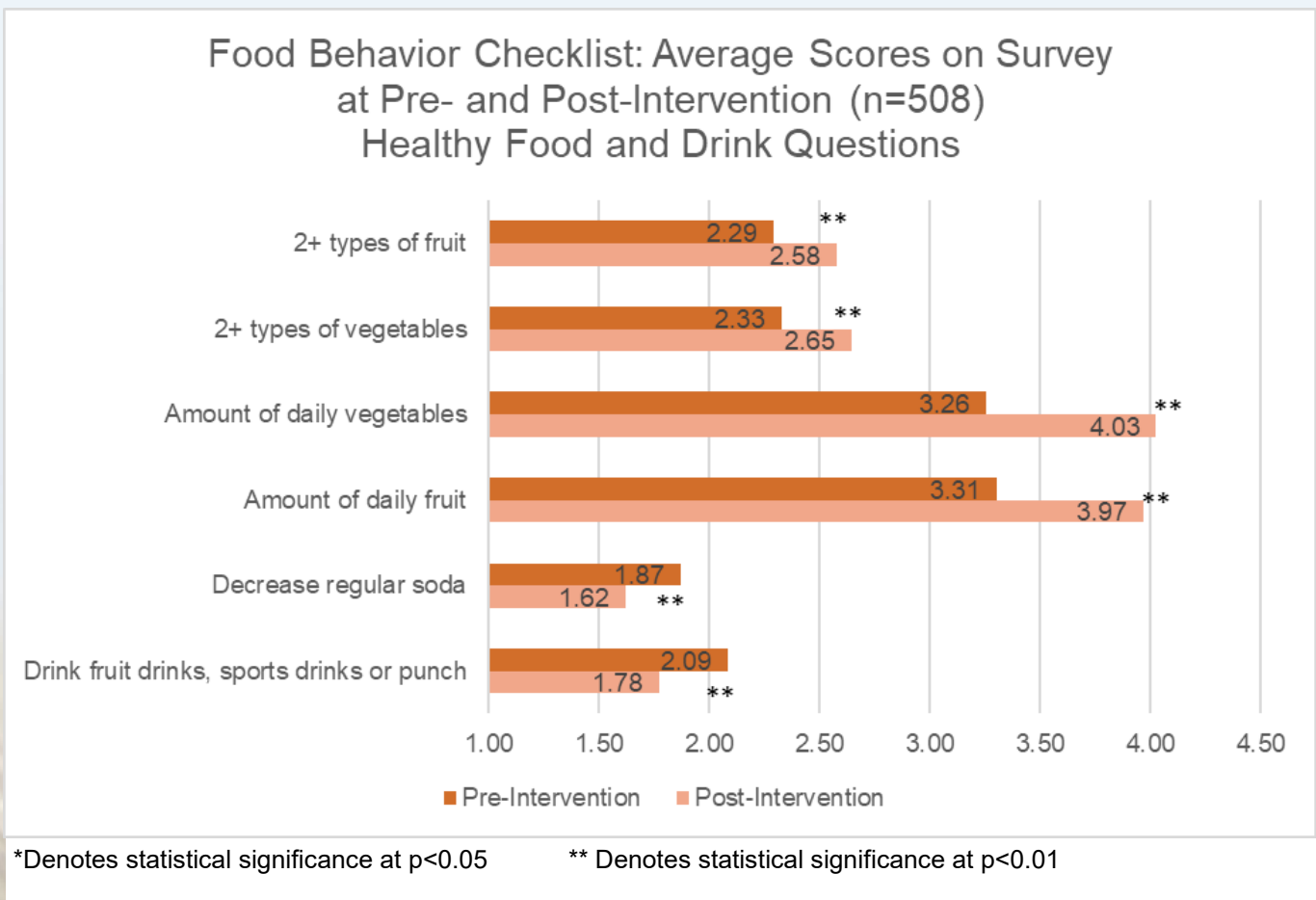
Statewide Evaluation

UCCE FOOD BEHAVIOR CHECKLIST SURVEYS

The Food Behavior Checklist Survey was given to adult participants, with the exception of adults who participated in a Cooking Matters curriculum. The survey asks participants about eating habits, food preparation, and food resource management. This survey does not ask about physical activity. In FFY19, 508 participants completed both pre- and post-intervention surveys.

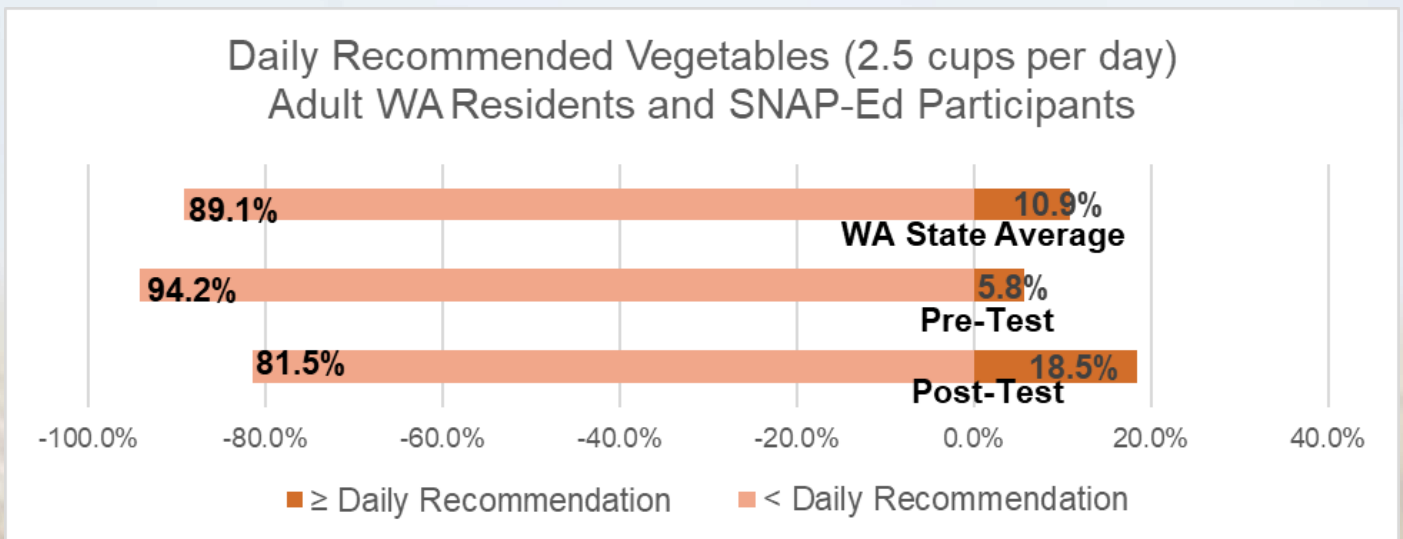
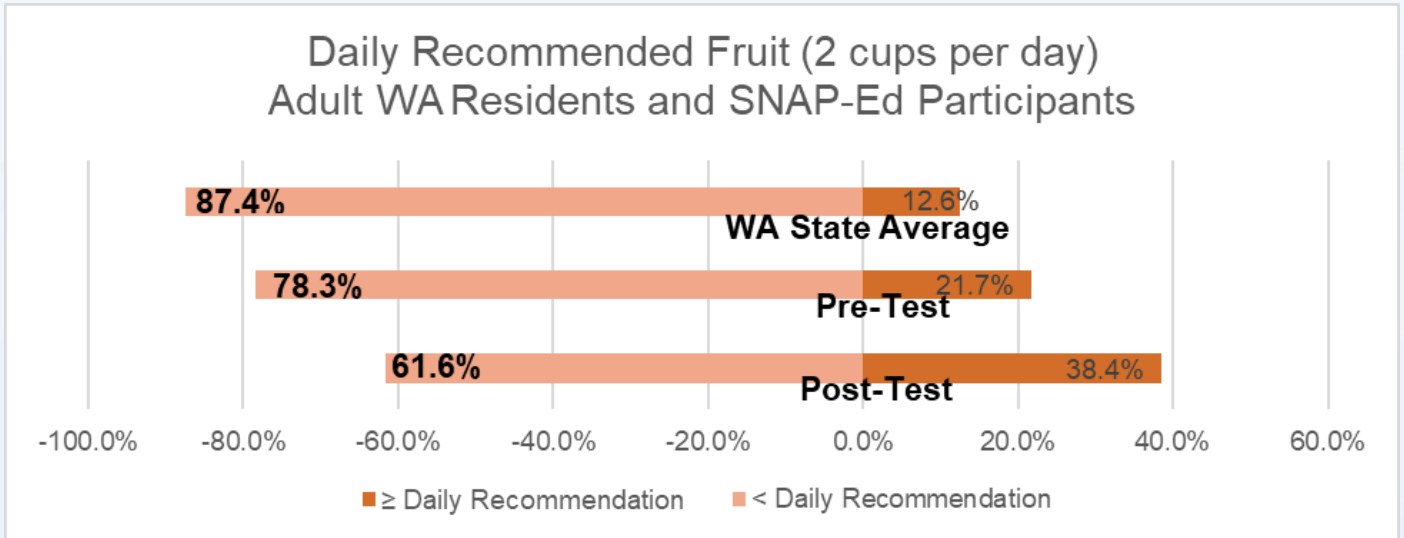
Over half of the adults who completed the Food Behavior Checklist self-reported an increase in their daily amount of vegetables eaten, and just under half reported an increase in their daily amount of fruit eaten. Slightly more than one in three reported drinking less fruit drinks, sport drinks or punch every day, and a little over one in three increased how often they ate two or more fruits and two or more vegetables in a day.

There was statistically significant, positive change in every healthy food and drink question on the Food Behavior Checklist. This included a statistically significant decrease in how often adults reported drinking regular soda and other sugar-sweetened beverages, and statistically significant increases in fruit and vegetable consumption. The average change in daily fruit and vegetable consumption was an increase of nearly ½ cup.



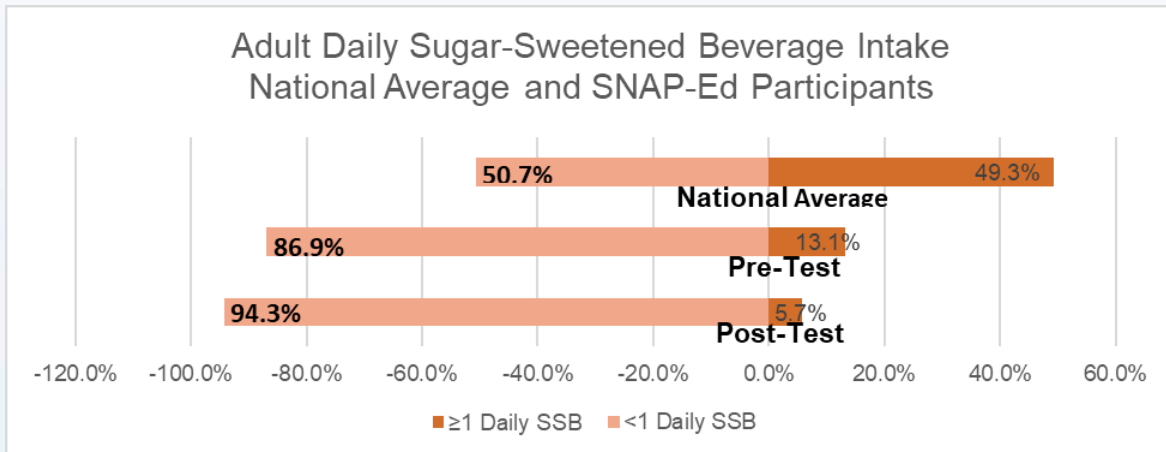
Statewide Evaluation

There was a noticeable increase in adults who met the USDA recommended daily intake of fruits and vegetables after SNAP-Ed intervention. Before SNAP-Ed direct education, 21.7% of adults met the recommended daily intake of fruit (2 cups), and 38.4% of adults ate 2 cups of fruit per day after participating in direct education. Just 5.8% of adults met the recommended intake of vegetables (2.5 cups) before participating in SNAP-Ed, and 18.5% of adults ate 2.5 cups of vegetables daily after participating. Statewide, just 12.6% of Washington's adult residents meet the recommendations for fruit intake, and only 10.9 meet the recommendations for vegetable intake.



Statewide Evaluation

Nationally, 49.3% of adults drank at least one SSB every day. At pre-test, 13.1% of adult SNAP-Ed participants reported drinking at least one SSB. At post-test, just 5.7% of adult SNAP-Ed participants reported drinking at least one SSB. National and Washington SNAP-Ed data both use self-reported information. National data are from 2011–2014, while Washington SNAP-Ed data included below were collected from October 1, 2018–September 30, 2019. There may also be selection bias present in the SNAP-Ed sample, as more health-conscious adults may participate in SNAP-Ed compared to the population as a whole.



Data showed that adult participants saw statistically significant, positive changes in food resource management questions like how often they used nutrition labels while shopping, and self-rated diet (on a scale from 1 to 10). There was a small, not statistically significant decrease in how often participants reported running out of food before the end of the month.



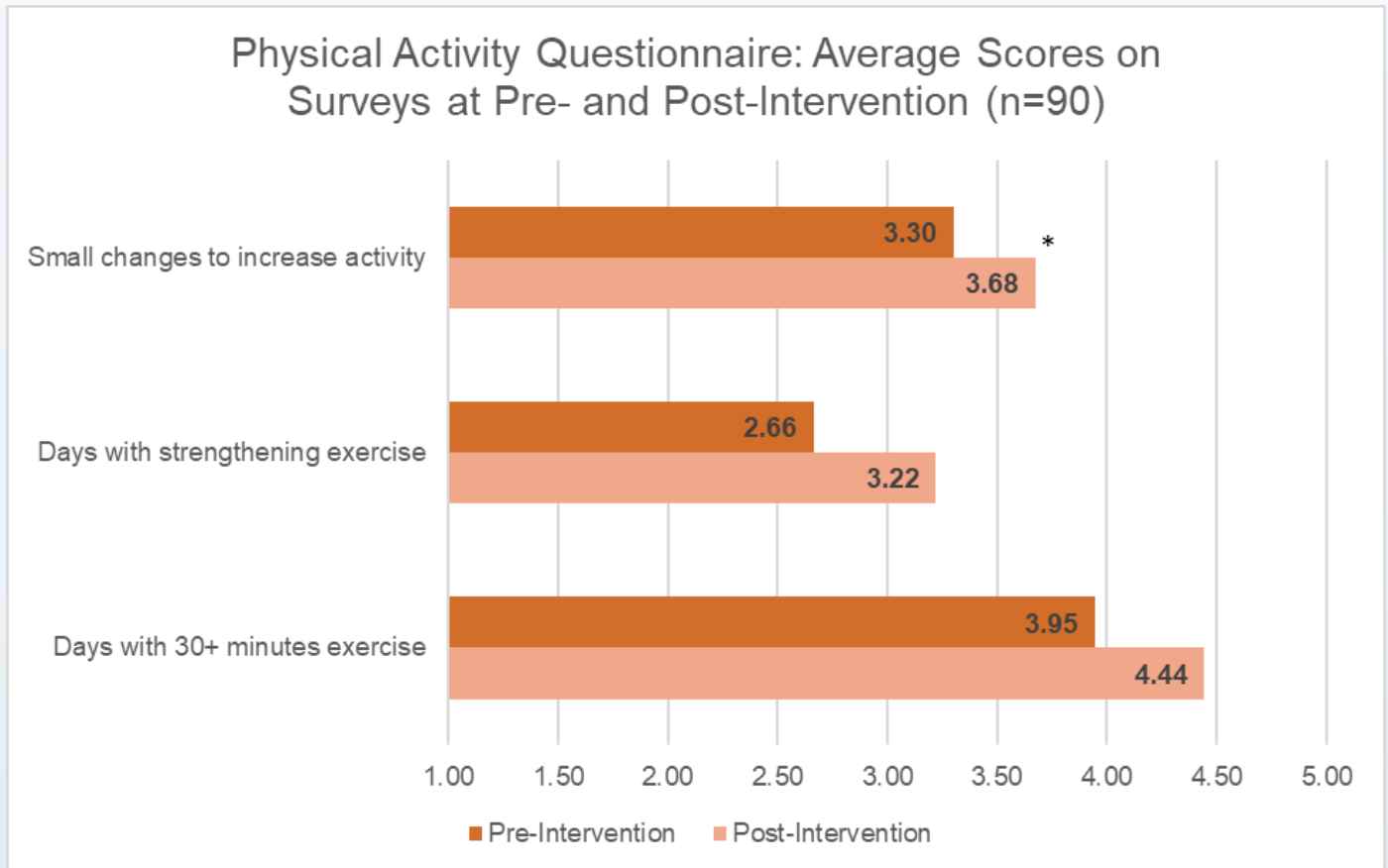
***Denotes statistical significance at $p < 0.05$

** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

ADULT PHYSICAL ACTIVITY QUESTIONNAIRE

The Physical Activity Questionnaire (PAQ) consists of three questions drawn from the adult EFNEP Food & Physical Activity Questionnaire. Both pre- and post-tests were completed by 90 participants. While there was positive change in all three questions, the only statistically significant change was in how often participants reported making small changes to increase their daily physical activity.



***Denotes statistical significance at $p < 0.05$

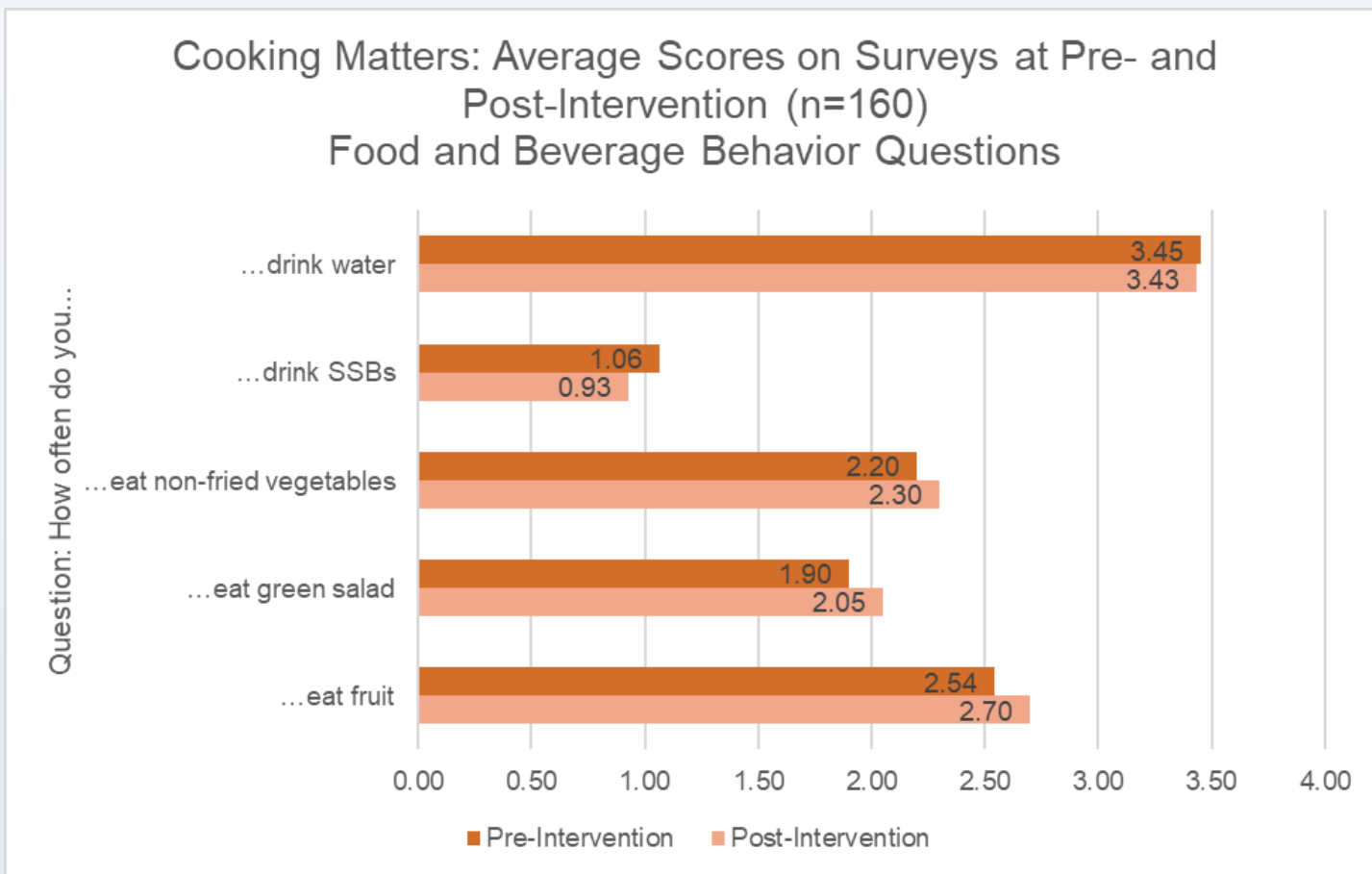
** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

COOKING MATTERS SURVEYS

Cooking Matters surveys were given to adults who participated in a Cooking Matters curriculum in FFY19. The survey asks questions on eating habits, food shopping habits, and confidence around cooking and eating healthy food on a budget. Both pre- and post-surveys were completed by 160 participants, though not all answered every question.

Some participants reported behavior change, for example, about one in three participants ate fruit and vegetables more often after participation in Cooking Matters, but there were no statistically significant changes observed.



***Denotes statistical significance at $p < 0.05$

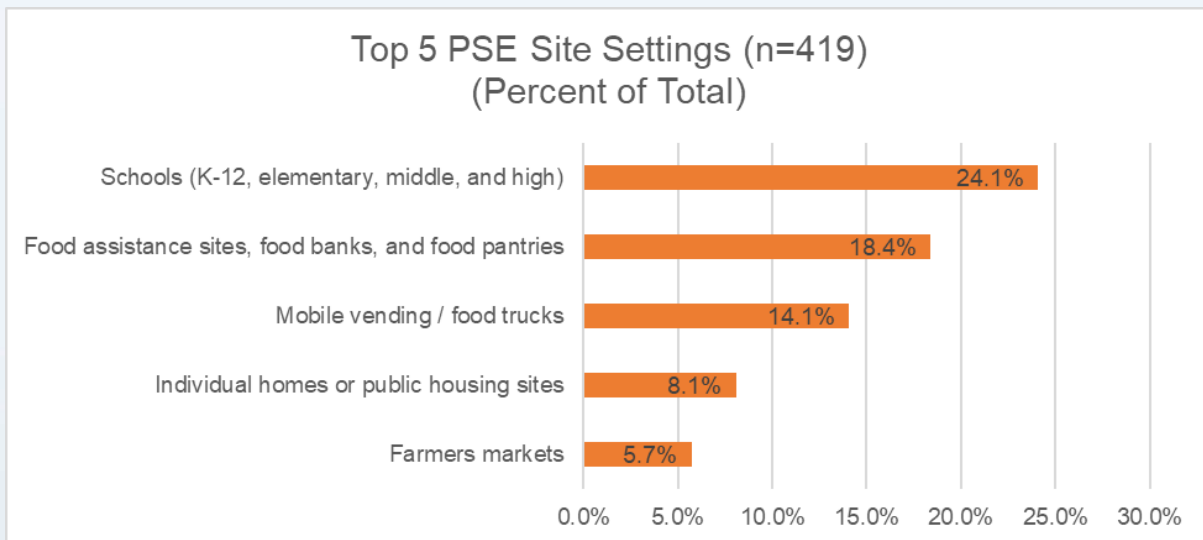
** Denotes statistical significance at $p < 0.01$

Statewide Evaluation

Policy, Systems, and Environment Evaluation

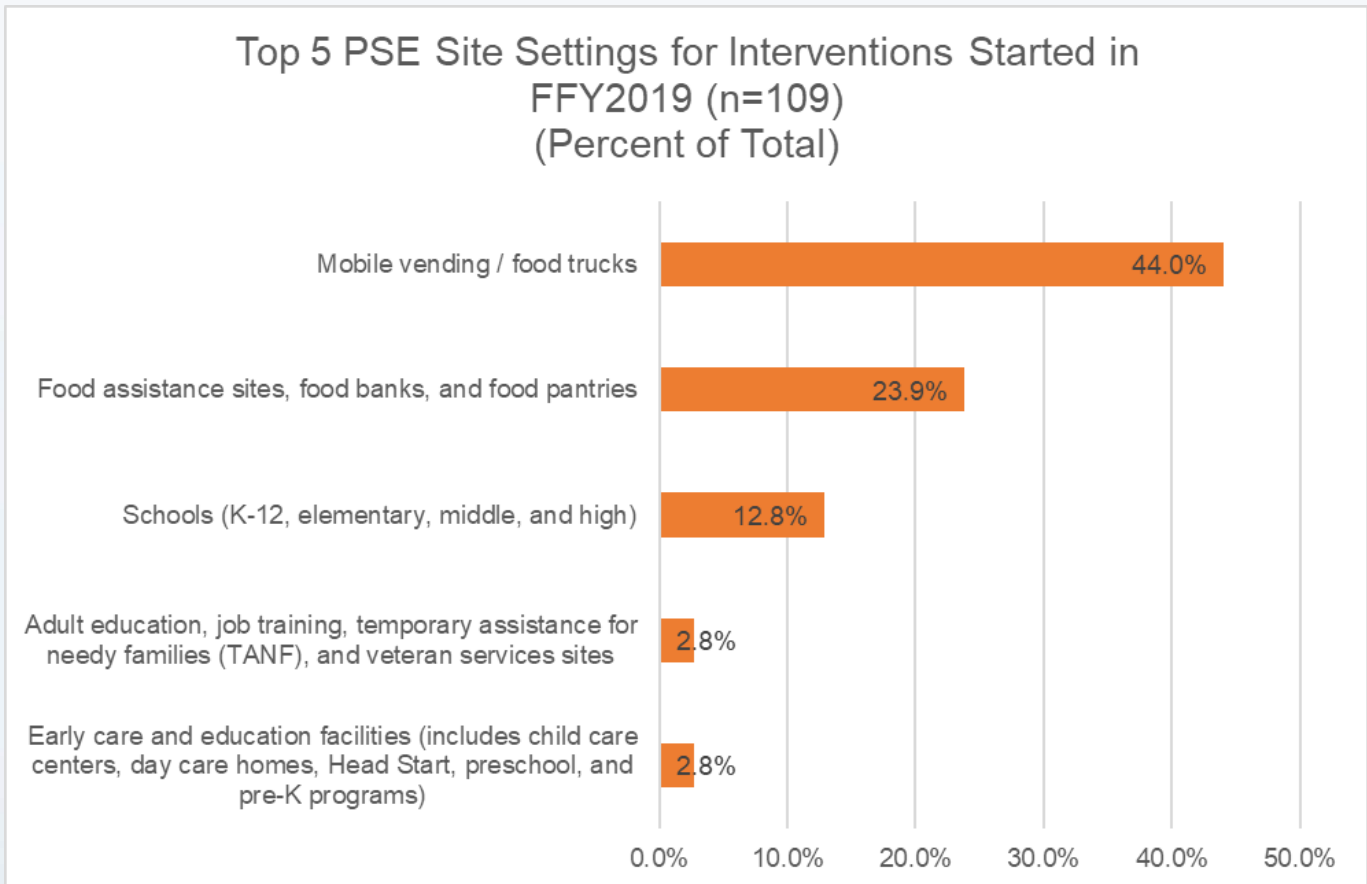
Washington SNAP-Ed led 419 PSE activities in FFY19. One-hundred-nine (109) PSE activities were new in FFY19. PSE projects reached approximately 1,426,650 individuals. Please note that this number is a sum of the total reach of every project, and does not consider that some PSE estimates may include the same people. One project aimed to change the Washington State food code, and the reach reported likely represented all individuals who access food pantries statewide. Without this number, estimated reach is 526,650.

Twenty-four percent of PSE activities took place at schools, followed by food pantries (18%), mobile vending sites (14%), public and low-income housing (8%), and farmers markets (6%). Activities also took place at food stores, places of worship, community centers, and more.



Statewide Evaluation

New PSE projects were in similar settings, and most took place at mobile vending sites (44%), food assistance sites (24%), and schools (13%).



PSE projects were also at various stages of implementation in FFY19, and many progressed through more than one project implementation stage.

PSE Implementation Stages		
Stage	Frequency	Percent
Started implementation of changes	222	53.0%
Sites contacted and agreed to participate	221	52.7%
Planning and preparation for implementation (i.e., Assessment, training, etc.)	216	51.6%
Continued to implement changes	214	51.1%
Worked to maintain changes	105	25.1%
Conducted follow-up assessments and evaluation and/or monitoring	37	8.8%

Statewide Evaluation

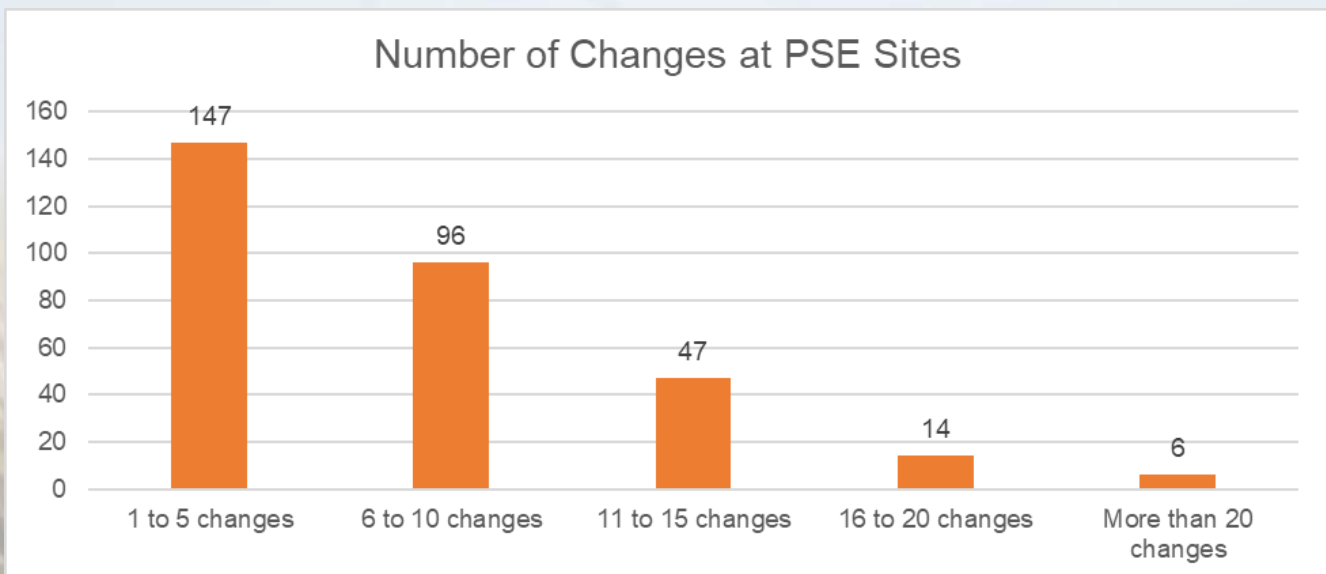
SNAP-Ed played a leading role in initiating most PSE efforts, providing guidance on these efforts, and implementation of PSE projects. SNAP-Ed played a supporting role in fostering community engagement.

SNAP-Ed's Role in PSE Efforts				
	Lead	Supportive	No Role	NA
Initiated the effort	241	127	31	16
Funded or provided guidance	216	166	9	24
Funded or conducted implementation	211	140	27	37
Funded or provided evaluation	114	92	55	154
Fostered community engagement	85	246	30	54

PSE projects were in a range of sustainability planning in FFY19, and 180 projects had some sort of sustainability plan.

PSE Sustainability Plan (n=180)				
	No Plans	Plan	In Process	In Place
Organization has assumed responsibility	18	41	89	32
Ongoing funding identified	30	30	84	36
Policies adopted	39	64	54	23
Reporting system implemented	55	61	31	33
Stakeholders' support	6	24	88	62

PSE projects led to 2,209 changes at project sites, and most commonly systems changes (49%). A plurality of sites (35%) experienced between one through five changes, though six sites (1%) saw more than 20 PSE changes in FFY19.



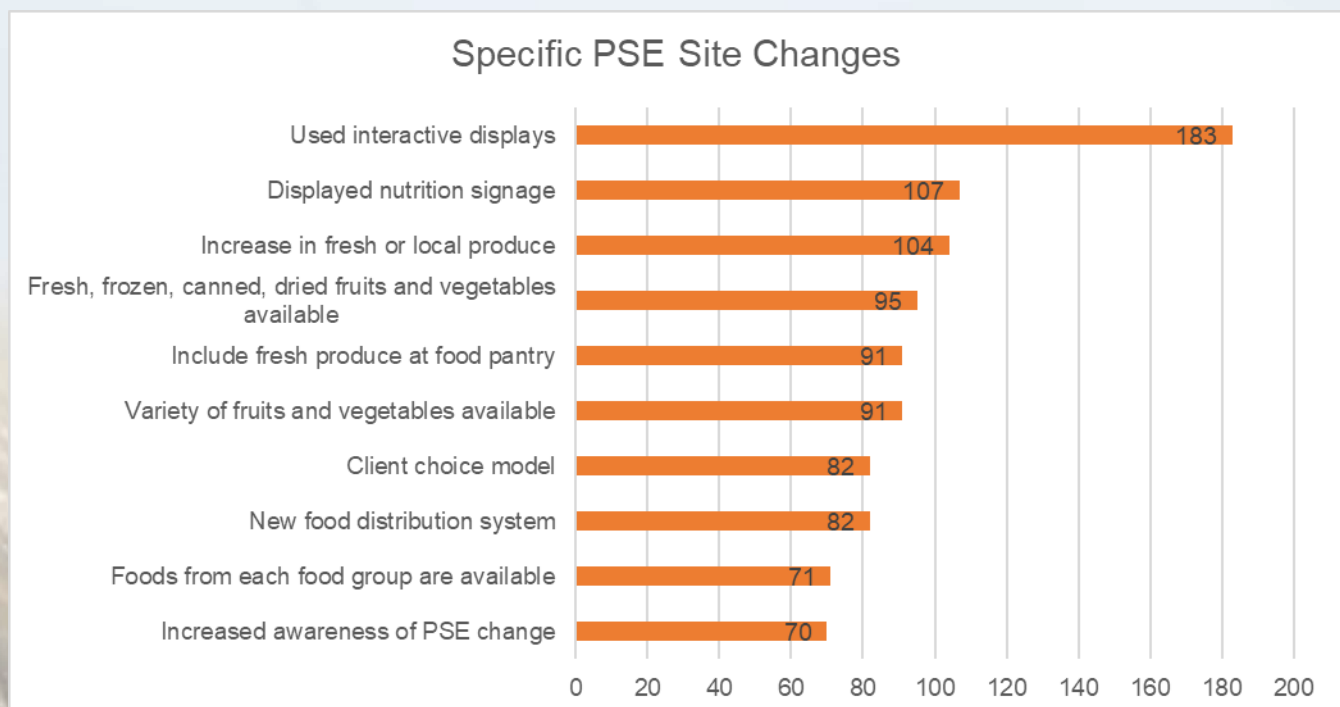
Statewide Evaluation

Level of PSE Changes		
Level	Frequency	Percent
Systems	1,078	48.8%
Promotion	513	23.2%
Environmental	419	19.0%
Policy	199	9.0%

PSE projects varied and changes addressed a wide range of topics, most related to nutrition.

FFY2019 PSE Change Topics		
Topic	Frequency	Percent
Nutrition	1,999	90.5%
<i>Marketing</i>	338	15.3%
<i>Food access</i>	145	6.6%
<i>Operations and procedures</i>	112	5.1%
<i>Food quality</i>	83	3.8%
<i>Gardens</i>	82	3.7%
<i>Nutrition policy</i>	76	3.4%
<i>Breastfeeding</i>	2	0.1%
<i>Nutrition education</i>	1	0.0%
Nutrition & Physical Activity	132	6.0%
<i>Professional development</i>	12	0.5%
<i>Wellness</i>	2	0.1%
Physical Activity	78	3.5%
<i>Physical activity facilities</i>	5	0.2%

The most commonly selected PSE changes are included in the following graph.



Statewide Evaluation

ST7: Partnerships

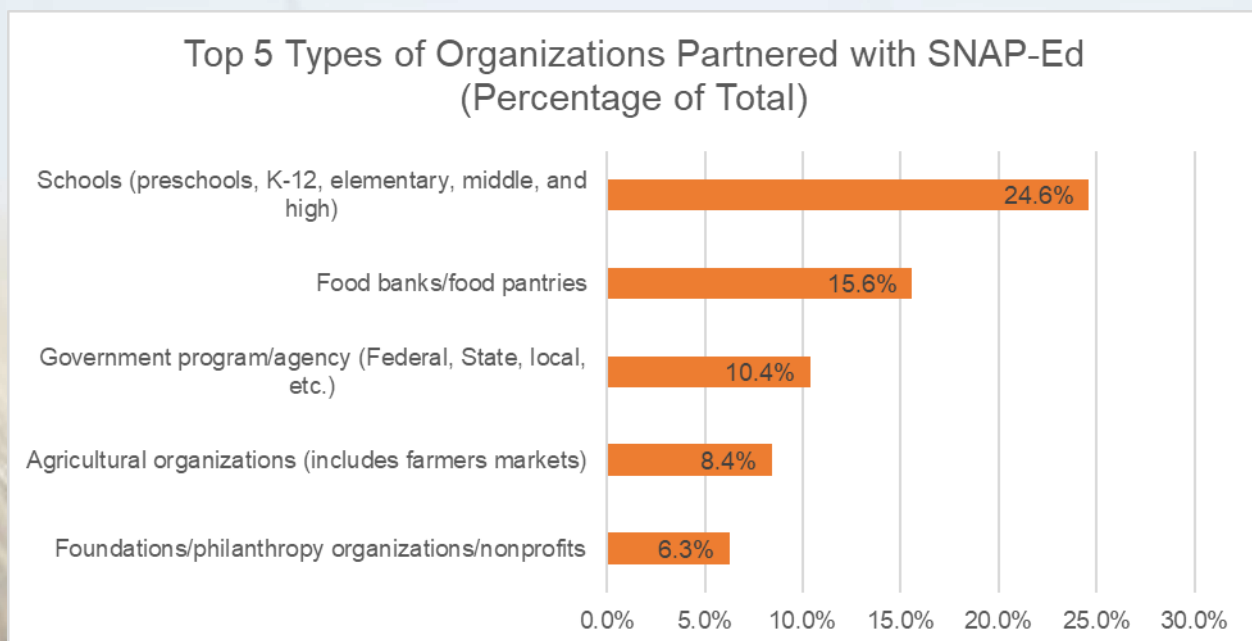
Local SNAP-Ed providers reported 463 partnerships in FFY19. Just over 64% of reported partnerships were in collaboration or cooperation stages, in which group decision-making is a focus and resources are shared or personnel are delegated. Relationship depth definitions were drawn from the SNAP-Ed Toolkit.

Relationship Depth of Partnerships		
	Frequency	Percent
Cooperator	171	36.9%
Coordination	132	28.5%
Collaboration	126	27.2%
Network	27	5.8%
Coalition	5	1.1%
Missing information	2	0.4%

The majority of partnerships were based in local jurisdictions (i.e., community partnerships, local city or town partnerships).

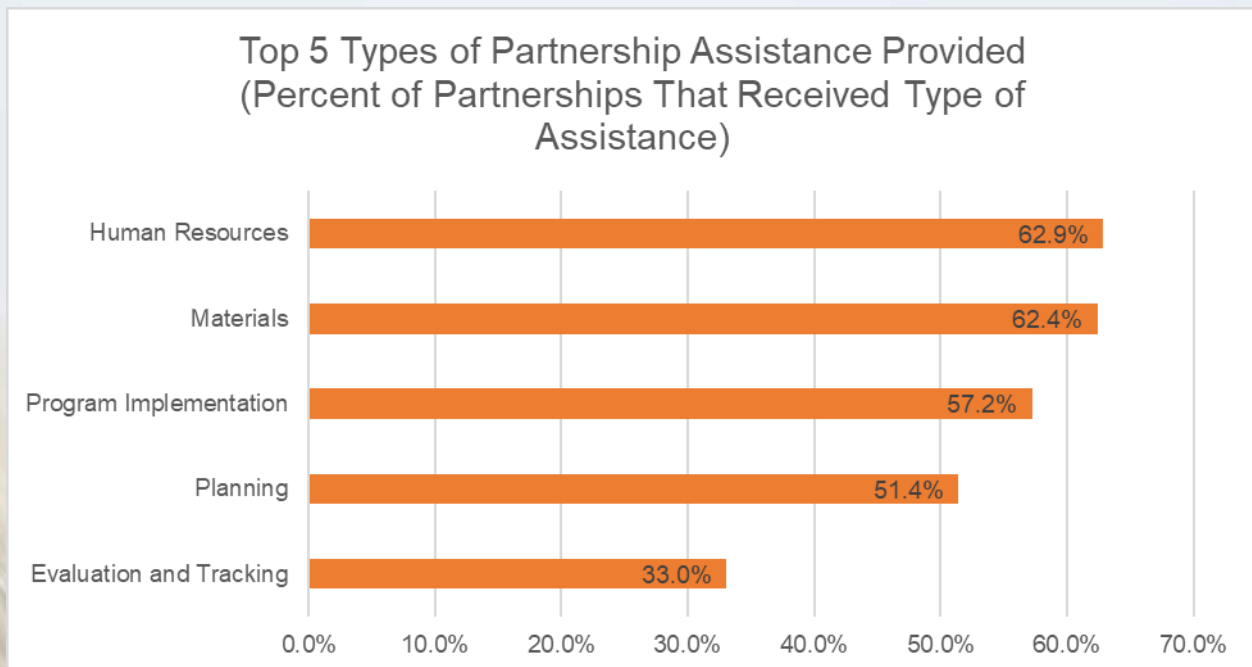
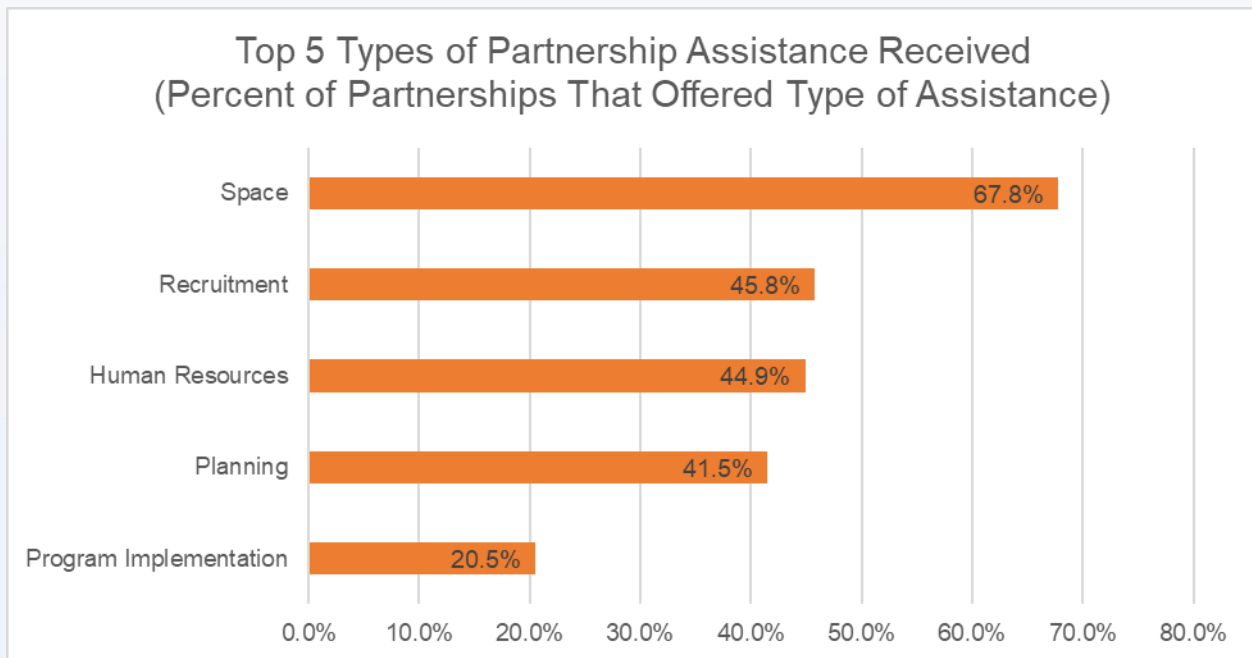
Jurisdiction Level of Partnerships		
	Frequency	Percent
Local (e.g. community, district, parish, city, town, county, borough, or region)	426	92.0%
State	24	5.2%
Tribal	8	1.7%
Missing	5	1.1%
Total	463	100.0%

While partnerships were formed with organizations representing a variety of sectors, the most common types of organization SNAP-Ed partnered with were schools, food banks and pantries, different government programs and agencies, agricultural organizations (including farmers markets) and non-profits.



Statewide Evaluation

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



Statewide Evaluation

ST8: Coalitions

Local SNAP-Ed providers reported 64 coalitions in FFY19. The majority of these were local coalitions, working with local community, town or regional groups.

Jurisdiction Level of Coalitions		
	Frequency	Percent
Local (e.g. community, district, parish, city, town, county, borough, or region)	57	89.1%
State	7	10.9%
Total	64	100.0%

The depth of coalition relationships also varied. Just over 40% of coalitions were reported as coalitions committed to joint action, and 20% were reported as membership networks with regular information sharing. Relationship depth definitions were drawn from the SNAP-Ed Toolkit.

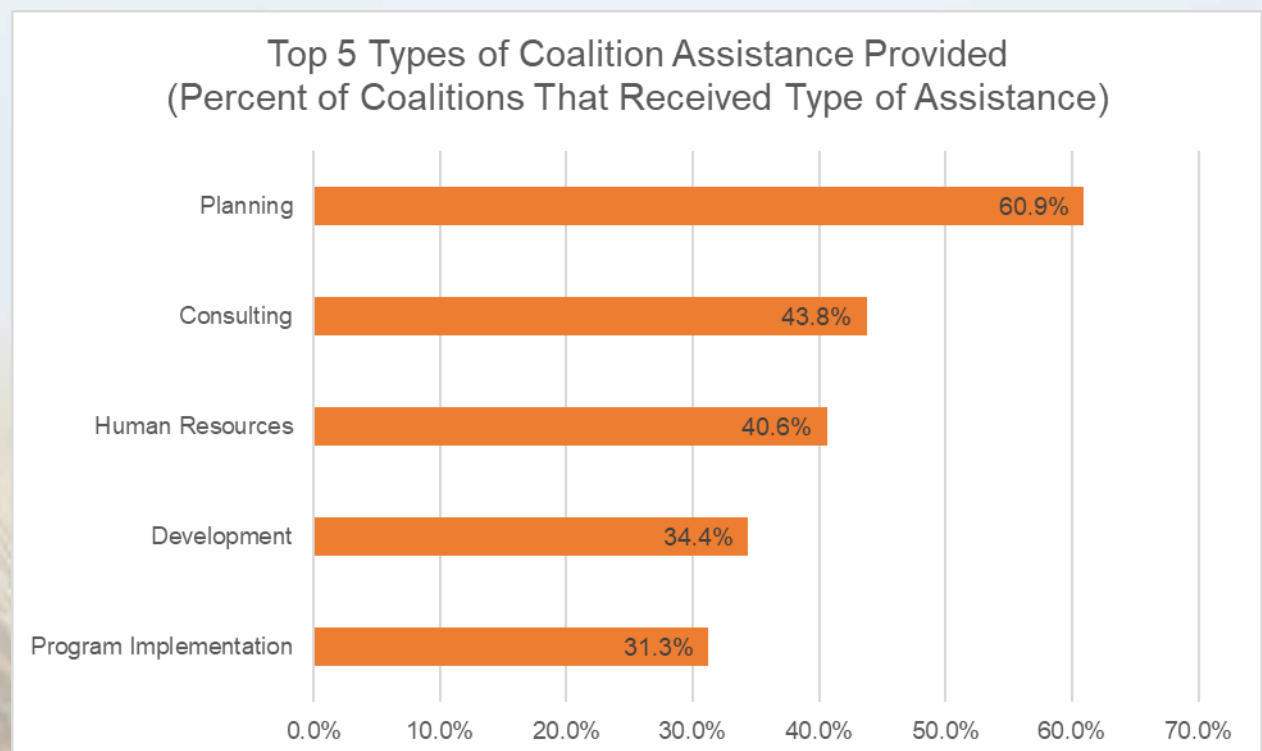
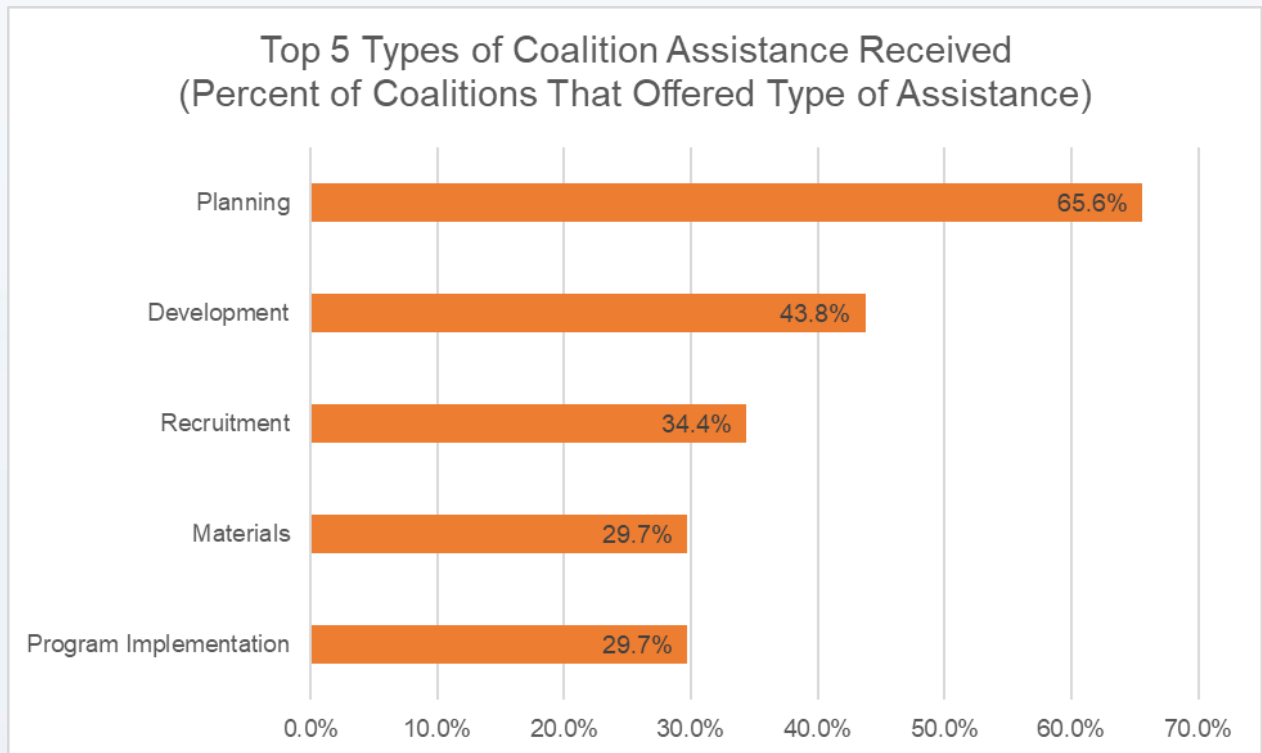
Relationship Depth of Coalitions		
	Frequency	Percent
Coalition	26	40.6%
Network	13	20.3%
Collaboration	12	18.8%
Coordination	9	14.1%
Cooperator	3	4.7%
Missing	1	1.6%

Coalition members represent a variety of sectors and industries, including the food industry, public health and healthcare, and agriculture.

Coalition Members Sectors of Influence		
Sector	Frequency	Percent
Food industry	119	26.2%
Public health and health care	108	23.8%
Education	75	16.5%
Agriculture	60	13.2%
Other	49	10.8%
Government	20	4.4%
Community design	16	3.5%
Public safety	4	0.9%
Media	3	0.7%
Total	454	100.0%

Statewide Evaluation

SNAP-Ed provided assistance to and received assistance from coalitions in FFY19. SNAP-Ed providers received planning, development, and recruitment help from coalitions, and they provided planning, consulting and human resources to coalitions.

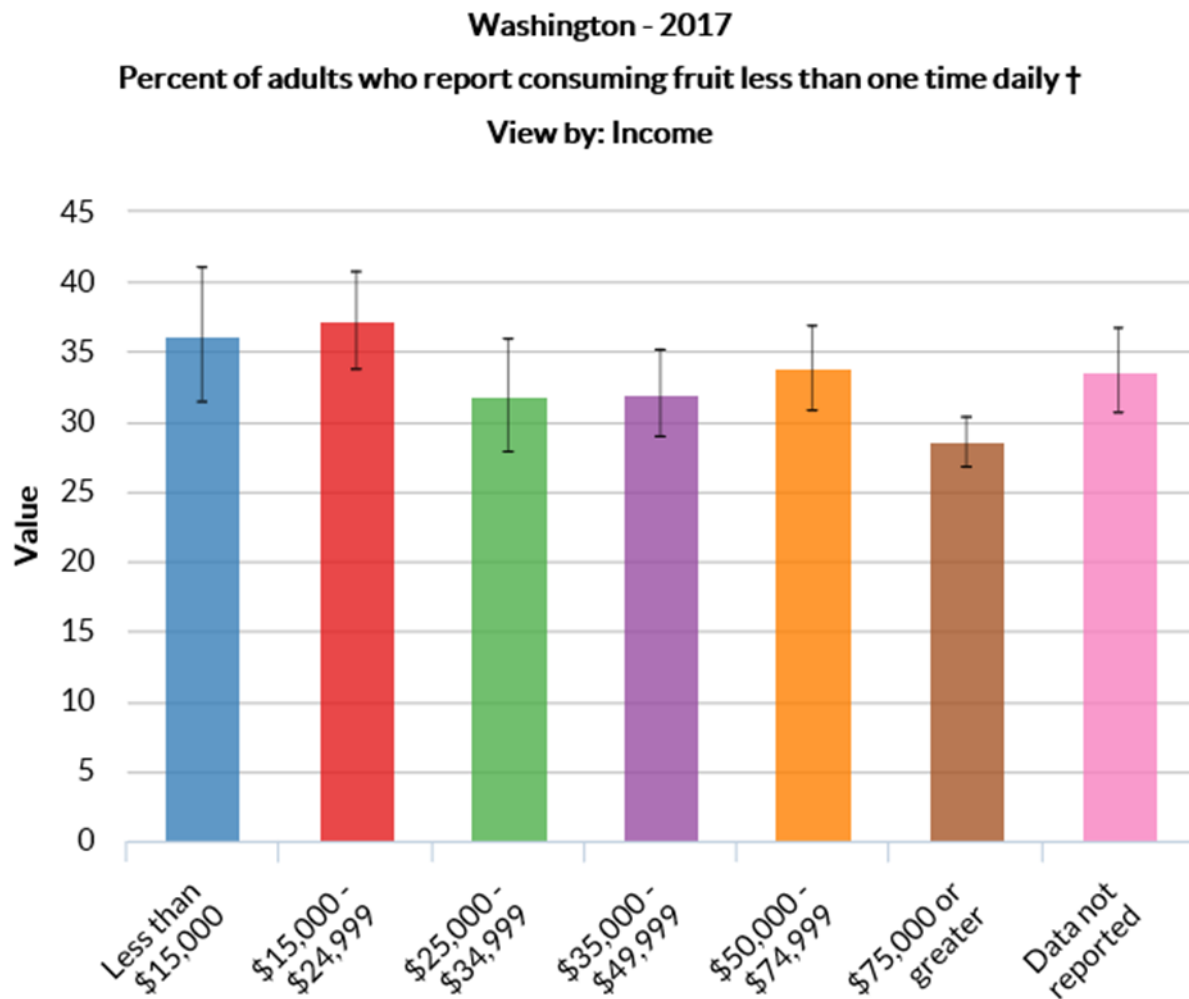


Statewide Evaluation

Population Indicators

R2: Fruits and Vegetables

From 2017 data in Washington State, 68% of adults consumed fruit at least once per day, and 83% consumed vegetables at least once per day. Washington had 2.3 farmers markets per 100,000 residents.

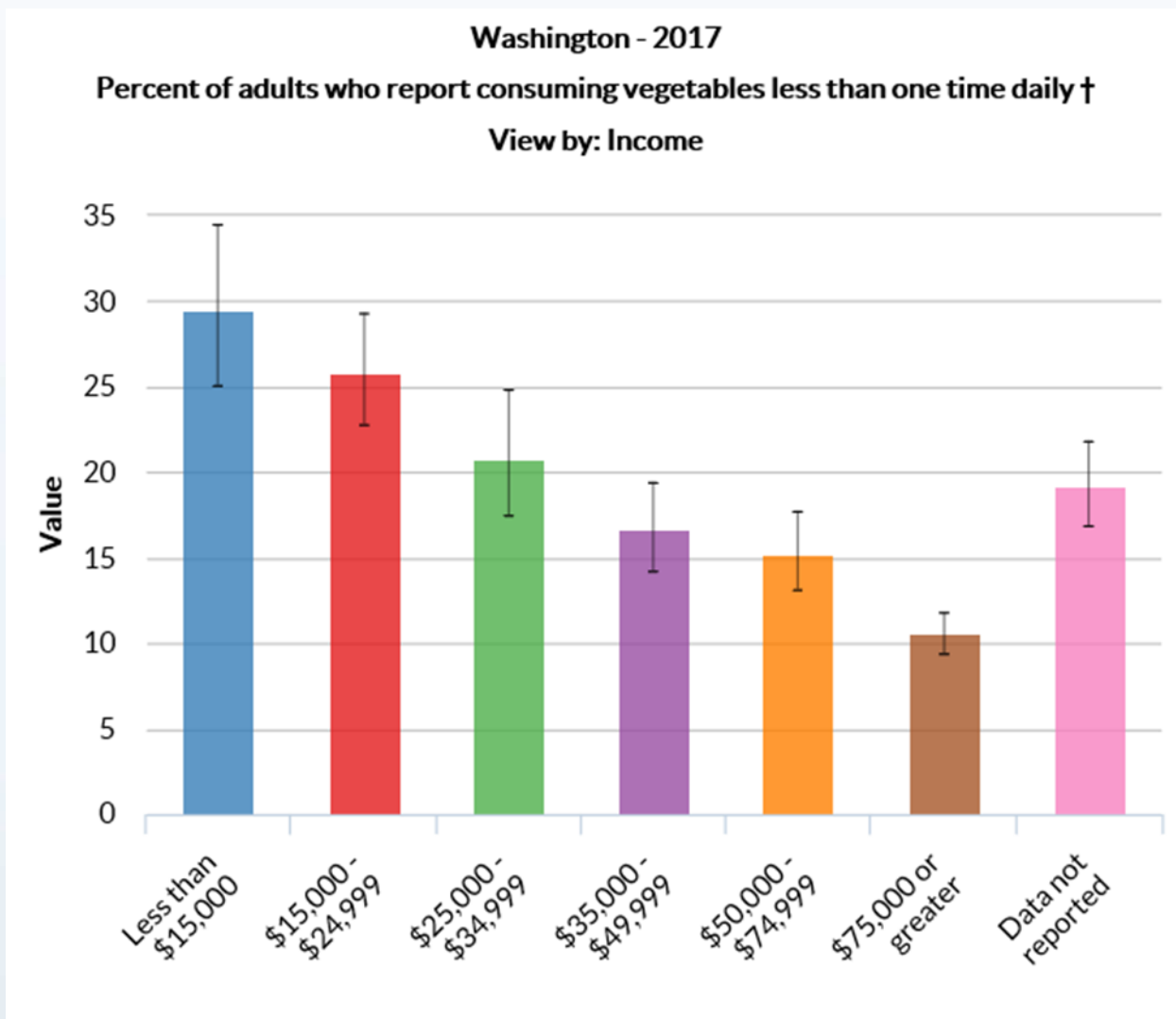


Footnotes

† Adults aged ≥18 years. Respondents were asked to report via telephone survey how many times per day, week or month they consumed the following fruits and vegetables: 1) 100% pure fruit juices; 2) fruit; 3) green salad; 4) fried potatoes; 5) other potatoes; and 6) other vegetables. Total daily fruit consumption was calculated based on responses to questions 1 and 2, and total daily vegetable consumption was based on questions 3-6.

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

Statewide Evaluation



Footnotes

† Adults aged ≥ 18 years. Respondents were asked to report via telephone survey how many times per day, week or month they consumed the following fruits and vegetables: 1) 100% pure fruit juices; 2) fruit; 3) green salad; 4) fried potatoes; 5) other potatoes; and 6) other vegetables. Total daily fruit consumption was calculated based on responses to questions 1 and 2, and total daily vegetable consumption was based on questions 3-6.

Data Source: Behavioral Risk Factor Surveillance System (BRFSS)

Statewide Evaluation

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

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

R6: Food Security

The average percent of households with low food security in Washington State for 2016–2018 was 10% with 4% with very low food security. This trend is mirrored among youth, with between 85–90% of middle- and high-school students reporting that they are food secure.

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

R7: Physical Activity

From 2017 data, 58% of adults were meeting the recommended guidelines for aerobic activity and 33% for muscle-strengthening. Only 23.5% of adults were meeting both. The majority of youth do not meet daily recommendations for physical activity, even though most participate in sports teams.

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

R9: Healthy Weight

In 2018, 35% of adults in Washington State had a normal weight. In 2018, over two thirds of students in Washington State had a healthy weight.

Healthy Weight Among Youth				
	6 th Grade (n = 9,604)	8 th Grade (n = 8,895)	10 th Grade (n = 8,096)	12 th Grade (n = 5,676)
Healthy Weight	--	70% ±3	69% ±3	64% ±3

Where You Shop

Washington State Farmers Market Association—Farmers Markets

The Regional Leads program facilitates local networks of food access stakeholders centered around farmers markets to increase and/or expand farmers market food access programming. The project's goal is to increase awareness among SNAP clients of farmers markets as healthy options. Regional Leads work with local communities to develop strategies to increase access to healthy foods, reduce food insecurity, and strengthen local food systems. Activities in the Eat and Shop domains include:

- Identifying and supporting development of funding for state-wide SNAP-EBT fruit and vegetable incentive program.
- Supporting farmers markets in Farmers Market Nutrition Program and EBT authorization.
- Expanding SNAP Ambassador program to more markets to organize market tours for SNAP users.
- Developing alternative approaches to SNAP Ambassador program for communities unable to maintain program and creating partnerships with local SNAP-Ed contractors, Basic Food Outreach contractors, anti-hunger organizations, and other community-based organizations to raise awareness of EBT at farmers markets.
- Building relationships with markets not participating in program to determine feasibility of providing support.

Washington State Department of

By the Numbers

- 18** farmers markets had cooking demos
- 29** farmers markets had weekly programming for kids
- 5** farmers markets began accepting EBT in the 2019 season, and a total **104** farmers markets accepted EBT
- 6** SNAP Ambassadors provided outreach assistance and tours at farmers markets
- 5** tours were held for regional service providers to expand knowledge of EBT activities at farmers markets
- 8** farmers markets received authorization for the Farmers Market Nutrition Program (FMNP), and a total of:
 - 117** farmers markets accepted WIC Farmers Market Nutrition Program (WIC-FMNP)
 - 119** farmers markets accepted Senior Farmers Market Nutrition Program (SFMNP)
- 98** farmers markets provided fruit and vegetable incentive match programs



SNAP-Ed In Action

Agriculture—Farm to Food Pantry Initiative (Region 2)

The Farm to Food Pantry initiative is a direct purchasing program operated by Washington State Department of Agriculture (WSDA). The program works with participating hunger relief agencies to establish contracts with various local farms in their area. Once purchasing relationships are made with local farms, growers are more likely to reach out to their local hunger relief agency when they have produce to donate or allow for gleaning opportunities. This dramatically increases the amount of nutrient dense produce available to food pantry clients. See Appendix E for examples of WSDA Farm to Food Pantry materials.



WSDA uses SNAP-Ed funds to support the initiative in select Region 2 counties. In 2019 WSDA used SNAP-Ed funds to support Farm to Food Pantry in four additional counties: Walla Walla, Garfield, Columbia, and Asotin. WSDA reports that last year in Region 2:

- 3 hunger relief agencies contracted with 10 farms in 6 counties for a total of \$78,286 of produce purchases.

- 169,613 lbs. of produce was received by 23 food pantries that serve 91,836 clients.

Region 2 PSE changes adopted through Farm to Food Pantry efforts include:

- Changes in food purchasing specification towards healthier foods.
- Prioritizing farm-to-table/increase in fresh or local produce.
- Collecting excess wholesome food to donate to charitable organizations.
- Implementing nutrition standards for foods distributed.
- Offering fresh produce in food pantries.
- Improving quality of healthy options.

Over the course of the year, WSDA collected feedback about the initiative from food pantry contractors and food pantry clients. WSDA shared some of the feedback they received from food pantries:

- This program has allowed us to target specific types of produce that would otherwise not enter into the emergency food system.
- A homebound food bank client was overjoyed by the farm fresh produce received.
- We had some new clients register as a result of our increased ability to provide produce.
- We are able to give our clients fresh produce which may be prohibitive due to the cost in the grocery store.
- A family that can't eat anything except produce gets enough to help them stretch their EBT dollars.

WSDA launched Grower Appreciation Cards in 2019 as a way to not only give food pantry clients a way to thank the farmers who are providing produce, but as a way to gather client feedback on how the initiative is impacting them. These cards also provided feedback on what produce the clients wanted. Some comments from food pantry clients included:

SNAP-Ed In Action

- Thank you so much for the vegetables! Yum! I cannot afford them, but I love them so much.
- Thanks for keeping us healthy, no matter our income.
- Produce is my favorite part of the food bank.
- You allow a man without means to eat like the wealthy.

Kittitas County Health Department— Ellensburg Farmers Market Kids Program (Region 2)

Kittitas County Public Health Department is using funding from the SNAP-Ed grant to increase access to healthy foods for people with low-incomes. In 2017 they launched a partnership with the Ellensburg Farmers Market to increase SNAP use at the market. The health department was excited to learn that their efforts contributed to a 30% increase in SNAP and SNAP incentive redemption in 2018, but the health department determined they could do more to grow the market's customer base. Farmers markets are not only a way to access delicious local produce, but are also an inexpensive and educational family-outing for parents on a budget.

Kittitas Public Health Department and the farmers market decided to partner to pilot a kids program during the 2019 season. The health department reached out to SNAP-Ed staff at Catholic Charities of Eastern Washington for advice and suggestions for implementing Kids Eating Right Nutrition and Exercise for Life (KERNEL), a farmers market program developed by Catholic Charities. A strength of KERNEL is that it was designed for ease of implementation and to minimize the administrative burden on farmers market managers. It provides a short nutrition, gardening, and physical activity lesson for children, and each child that participates in the program is given a two-dollar voucher to spend on

fruits and vegetables in the market.

However, the group encountered two major problems early in their planning: 1) the SNAP-Ed grant cannot fund monetary incentives and 2) neither health department nor the farmers market could commit staff to operate the program for the entire farmers market season. The Kittitas County Public Health Department sought assistance from other community partners and fortunately an ideal community partner stepped in to help launch the project. FISH Community Food Bank is an anti-hunger leader in Kittitas County and works with Kittitas County Public Health Department on other SNAP-Ed food access projects. FISH agreed to provide the funding for the children's nutrition incentive and they also offered to provide volunteers to operate the program during the summer. Even more, the food bank recruited a community member to design and sew a KERNEL mascot costume (see photo of Ellensburg Farmers Market manager Colin Lamb, in costume).



SNAP-Ed In Action

Chelsey Loeffers of Kittitas Public Health Department reports that the project averaged over 100 child participants each week. She also notes that the Ellensburg Farmers Market was so satisfied with the pilot that they have plans to fund part of the program in 2020. The success of this pilot underscores the importance of having strong community partnerships when launching a new program.

Tacoma Pierce County Health District—Fresh Corner Project (Region 4)

Through a partnership with Harvest Pierce County last summer (FFY18), Tacoma Pierce County Health District worked with staff from the Salvation Army Community Garden to provide produce to corner stores for the community. This year (FY19), Salvation Army Community Garden is the primary supplier of produce to Salena One Market, bringing a bounty of locally grown produce to Salena One twice a month, which is then offered the community at no charge. Salena One Market provides space for fresh, local produce near the front of their store. Even with limited refrigeration space for heat-sensitive items such as leafy greens, Salena One reports that they are seeing less wasted produce and more people are taking it. Community members appreciate that they can get free, locally grown produce from Salena One. Tacoma Pierce County Health District hopes to increase demand for the produce at the store and help create a business relationship between the store and the community gardeners.

Where You Learn

WSU Thurston County Extension—Partnership with Garfield Elementary School (Region 5)

Teachers at Garfield Elementary School in Olympia wanted to create a hands-on project to support the SNAP-Ed CATCH curriculum and encourage their students to choose whole grains. Late in the 2018–2019 school year, SNAP-Ed educators took third graders out to the gardens class by class, and sowed rows of wheat. With the help of the Master Gardener support team, the grain was tended all summer and students waited patiently to return in the fall to harvest. Students were thrilled to cut the stalks and hung the wheat to dry in bundles, hanging from the lights above them in their classrooms. Once the grain was dry, the students threshed and winnowed the wheat, taking turns to rub the stalk to remove the stem and blow on the grains to remove the light outer husk. Some of the more adventurous students tasted the dried wheat berries and encouraged others to try, saying "oooh, they're really good! Try them!"

The last stage was the most anticipated, and students reminded the teachers that it was time to make the whole wheat bread. To do so, SNAP-Ed worked with teachers to set up stations in the common space between classrooms, where students came out in groups to grind the wheat with a handmill. Students then mixed up the ingredients and made the grain into flatbread. All of the fourth grade students were involved in each step. The students enjoyed the project, and excitedly asked their teachers along the way when we would take the next step in the process. Plans for the coming year include engaging additional volunteers to continue the whole wheat project.

Overheard

"This is healthier for you than that stuff at the store"
"I'm going to tell my family about making this"
"I like doing this, even though it's really hard"
"Whole wheat bread is way better!"

SNAP-Ed In Action

WSU Mason County Extension— Partnering with Shelton School District (Region 5)

WSU Mason County SNAP-Ed partnered with Shelton School District to host nutrition classes with hands-on cooking for adults and older teens in the community. Seeing a need to help families bolster their kitchen skills and healthy eating knowledge in order to feel more confident and improve their success at planning, shopping for, and preparing healthy meals, three Plan, Shop, Save, Cook classes were coordinated, emphasizing thrifty meal planning and shopping, nutrient dense foods, portion sizes, nutrition label reading, and cooking skills. Shelton School District provided funds for participants to have take-home bags of meal ingredients so participants could recreate the meal they collectively cooked and tasted in class at home for their families. Additionally, the district provided free on-site childcare and Spanish interpreters. The district also recruited participants via their website, Facebook page, family notification e-mail, and to the users of the Student & Family Resource Center, many of whom are low-income and receive SNAP assistance.

The classes were well received by participants. Many expressed appreciation for the classes and opportunities to gain more knowledge and skills, and indicated they would like more sessions. One participant, Bob G. was especially anxious about attending class, yet was very interested in wanting to learn how to improve his health, eat healthier, and learn how to cook. Once class started his worries were eased and by the end he was an eager participant. Bob was very pleased with his learning experience and relieved to discover that eating and cooking healthy on a budget was much easier than he thought—he couldn't wait for the next session. Bob took the time to write a thank you letter to Shelton School District Superintendent Dr. Alex Apostle praising this new community resource collaboration with WSU Extension - Mason County SNAP-Ed.

WSU Spokane County Extension — Smarter Lunchrooms (Region 1)

WSU Spokane works with the Food Service Director of Spokane Public School District to create messaging for each month of the school year. The messages highlight key information that students could take away and were tailored to

students by age—elementary or secondary. WSU Spokane then determined what information the families to take away and started with terminology that students would hear in the cafeteria. The messages were displayed on white boards in the cafeteria and, for the secondary students, on the TV monitors in the cafeteria. PE teachers

Dear Mr. Superintendent,

Thank you so much for approving the three part Nutrition Cooking Classes held at the Mason County Transit Authority in downtown Shelton, Washington. I am a bachelor with little knowledge of how to prepare a nutritious meal. From this class I received well planned lecture, handouts and actual hands on training that has already helped guide my current meal plan strategy. After possibly watching beforehand too many Gordon Ramsey shows in "Hell's Kitchen", I was relieved to find how patient and knowledgeable the instructors were in the course of this class. Who knows, my sister might actually someday let me assist her in cooking a meal. Miracles happen!

And a very special thank you to Kristen Fendley for successful coordination of these classes, including use of the kitchen at MCTA, instructors from Washington State Extension, and all the training materials. Every one attending this first class had fun and learned so much.

Sincerely,
Bob G. [Redacted]

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were then trained to inform students what messaging was being used in the cafeteria and relate it to PE classes. Games that reinforce the messages were presented to the teacher. Messages were reinforced by sending flyers to reach families through an electronic communication tool. Through this process, Spokane Public School has adopted the terminology Go, Slow, and Whoa foods that is used in the curriculum that is taught in class by SNAP-Ed educators and reinforced by posters in the cafeteria.

Where You Live

Second Harvest—Cooking Matters in Your Community (Region 1)

Four years ago, Kathy was in a wheelchair. Now, she bounces into The Kitchen, eager to learn a new recipe during class.

Kathy began attending free Community Classes in The Kitchen at Second Harvest about three years ago. She was in the midst of making some major changes to improve her health and getting back into the kitchen was one of them.

Kathy, 60, used to make meals for her parents. But when they passed away, she lost her love of cooking and turned to fast food for most of her meals. That change took a toll on her health; she gained weight, her blood pressure and cholesterol went up, and she eventually had two small strokes. Her doctor told her a big one was on the way if she didn't make some changes.

Kathy knew that learning to cook healthy meals was a key step in her journey toward health. She had access to lots of healthy foods at her local food bank, but she didn't know how to cook many of them—at least not in ways that would move her closer to her health goals. During cooking classes at Second Harvest Kathy learned healthy cooking

“I was more of a ‘fry it’ type of girl. Now I sauté or bake foods,” said Kathy. With these new skills, she’s learned how to make a recipe her own. “The classes have made me put things together that I wouldn’t have thought to put together.”

techniques and practiced recipes that incorporate nutritious foods, like brown rice, beans, and vegetables.

Now, rather than turning to fast food, Kathy opens up the folder where she keeps all the recipes she's made in the Community Classes. She uses the food she receives at the food bank to make these healthy and delicious dishes at home. “I've had fun with pretty much every recipe,” she said. She even shared all of The Kitchen's lentil recipes with the cook at the Union Gospel Mission Women's Shelter, where Kathy works. She sang the praises of the lentil cookie recipe when the cook gave her a doubtful look.” I tell everybody about The Kitchen. I love it. It's my favorite thing to do.

Community Action Center—Cooking Matters (Region 2)

In FFY19, Community Action Center hosted three six-week series of the Cooking Matters educational program, in partnership with Solid Ground and Share Our Strength. Two of these were targeted to adults, while one series was for families. The community teaching kitchen at the center proved to be a great setting for these rich, interactive classes that always featured nutrition

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lessons, culinary activities, and the experience of tasting and eating together as a small group. Partnerships included the local Women's Leadership Guild of the Pullman Regional Hospital Foundation, who provided supplemental funds to help purchase core ingredients to distribute to students of the class, allowing them to reproduce the meal in their own kitchens over the following week. Volunteer educators with culinary skills and experience facilitating nutrition education classes allowed for the class to run smoothly each week, with many great outcomes.

Overall, there were three impacts consistent across the series in terms of measurable effects:

- 1) Increased consumption of beans, vegetables, and lean meat or low fat proteins;
- 2) Shift away from the attitude that it is too much work to cook; and
- 3) More meals are planned ahead of time.

These changes in behavior and attitude are corroborated with observations of students, as well as

anecdotal accounts from the changes the class has made on them and their families. Many students report a willingness to try new foods and recipes, while other report a new creativity in the kitchen sparked from these experiences. Many report using the ingredients sent home weekly in similar ways to these developed in class, as well as other more adapted versions. Many students have great experiences during the store tour version of the class, and report having more "bandwidth" to explore nutrition labels, as compared to their normal rushed shopping trips. Overall, the class has helped build community while directly educating many adults and family from across the county.

San Juan County Health and Community Services —Complete Streets Ordinance Passed by San Juan County Council (Region 3)

San Juan County Health and Community Services partners with other county agencies, Public Works, Department of Community Development, Parks and Recreation, and Land Bank, as well as community partners, including San Juan Island Trails, Lopez Island Trails Committee, and Friends of the San Juans, to promote bike and pedestrian safety initiatives. These initiatives include Tour de Friday Harbor family bike events and promotions to capture community support of safety shoulders and areas where children and families can safely ride bikes or walk on roadways.

Complete Streets is a program developed by the Washington State Department of Transportation to encourage road planners to assess the needs of pedestrians, bicyclists, motorists and transit riders on roads throughout the state. It requires a municipality to agree to draft street-design plans that accommodate all modes of transportation. However, it does not stipulate that the final design



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must include those details, nor that any predetermined set standards be applied.

San Juan County Health and Community Services, along with a collection of community partners, completed walkability/bikeability audits on all three islands around low-income housing and schools. Results from the audits concluded that there was a severe lack of sidewalks and roadways with room for bicyclists. This information was presented in a report to Board of Health and County Council with the goal of gaining their support for efforts to improve the built environment and provide opportunities for people in the community to safely walk or ride bikes to school, work, and play.

On November 27, 2019, San Juan County Council

passed a Complete Streets Ordinance, which requires Public Works to consider multi-users as part of standard road improvements when designing roadways in the county. By passing this ordinance and becoming the second county in Washington State to do so, San Juan County hopes to qualify for more funding opportunities that support non-motorized road improvement projects to increase safety for pedestrians and bicyclists. Specifically, San Juan County aims to support safety shoulders and trails that facilitate multi-modal transportation for people where they live, shop, work and play. It was imperative to build community support and show the need to the council to ensure their support of this Ordinance.

“Every time we do something for a road it needs to have a solution that provides pedestrian and bicycle pathways,”
-Councilmember Rick Hughes

Tulalip Tribes—Keiser Moses Pow Wow (Region 3)

In January, the Moses Family invited the Diabetes Prevention and SNAP-Ed Programs to be a part of their son’s 16th Birthday Pow Wow Event. The Moses family asked the Tulalip SNAP-Ed team to help create the menu, cook, and serve the dinner offered at the sacred ceremony. Including SNAP-Ed in planning for this event meant including more

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fruits, vegetables, and whole grains. Normally at these events family or other tribal members cook and serve the food. Usually these foods consist of Fry Bread, spaghetti and smoked salmon.

This event was especially significant as this was the first time in history any of the Tulalip departments have been asked to conduct such a service at such a highly respectable and sacramental event.

The Moses family has been very supportive and active in the Tulalip community garden at the Health Clinic. The Moses family has been attending the Tulalip Garden Days events for the last 7 years. Because of the great work Veronica Leahy, Master Gardener and Diabetes Prevention Program Coordinator, has been doing with the community at these events, the Moses family was inspired to invite AnneCherise Jensen, Tulalip SNAP-Ed Program Coordinator, was asked to create a salad with the sacred food, smoked salmon.

This was the first time where the smoked salmon had been served with the greens of the Earth. A deceased & highly respected tribal elder once said, "I am afraid that our people will forget about the green plants of this Earth. We must remember to consume the foods of the Earth, not just the sea." With this, the SNAP-Ed team had the privilege of creating a simple, delicious salad that many of the participants raved about.

Though not all people did eat or like the salad, the desire of the Moses family to bring this message to their Tulalip Friends and Family was meaningful. It was a soft and subtle message to the people indicating, "Diabetes is killing our community. We must take action today to stop this disease from affecting our future generations."

Public Health Seattle-King County— Food Insecurity Learning Network and Community of Practice (Region 4)

SNAP-Ed staff have joined the Hunger Vital Sign™ National Community of Practice (NCoP), which is co-convened by Children's HealthWatch and the Food Research & Action Center (FRAC). The NCoP works to facilitate conversations and collective action among stakeholders interested in addressing food insecurity through a health care lens. The overarching goal and purpose of the NCoP is to rapidly share leading best practices and data on food insecurity screening/intervention activities and strategies to scale what works. Four partners conducted community conversations and issued reports about facilitators and barriers to food resources in King County. The Learning Network worked with these partners over the last year to gather this valuable information.

Specifically,

1. Northwest Harvest worked with community-based organizations to conduct community conversations with African born, African American and Asian American communities to identify barriers to accessing food;
2. The City of Seattle wrapped up work on an analysis of food bank service and gaps in the city, which included client focus groups. The report was made public in the spring 2019; and
3. Seattle University Professor Aakanksha Sinha is developing a proposal to work with City of Seattle and other agencies to understand the challenges that immigrant and refugee communities face in accessing emergency food systems.

SNAP-Ed staff convened two, full-day design meetings to develop the purpose and practices of the Food Insecurity Screening Community of Practice. The result of the design meetings is a

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roadmap to share and learn from each other about implementing food insecurity screenings in healthcare settings. This group of ten healthcare systems met six times over FFY19 to 1) develop a universal screening process, 2) create a comfortable environment for patients, 3) strengthen connections to food resources, 4) develop a training module, and 5) share our learnings. SNAP-Ed staff will be working with a CDC Public Health Associate over the next two years to develop an online training module for Community Health Workers to implement food insecurity screenings and connections to food resources.

Where You Work

WSU Island County Extension—Naval Air Station Whidbey Island SNAP-Ed Gardens Make a Healthy Impact on Sailors, Their Families, and Civilian Staff (Region 3)

Washington State University Extension, Island County's SNAP-Ed program has been assisting

with two gardens at the Naval Air Station Whidbey Island (NASWI). The program is a partnership between the Navy Morale, Welfare and Recreation (MWR) program, WSU Extension Island County SNAP-Ed, and Master Gardeners. With three raised garden beds at the Convergence Zone Recreation Center (which serves military families) and eight raised beds at the Liberty Center (for unaccompanied sailors), the gardens provide not only a variety of fresh vegetables and fruit but also opportunities for learning gardening techniques and trying new healthy recipes.

At the Convergence Zone families and staff are invited to volunteer and harvest carrots, peas, garlic, lettuce, broccoli and herbs. SNAP-Ed staff offered recipe demonstrations one day a month during the spring and summer. Parents, children, and individuals joined in to try SNAP-approved recipes using produce grown in the garden.

The garden beds at Liberty grow everything from tomatoes to tomatillos, including herbs, ground cherries, cucumbers, squash, garlic, onions, carrots, kale, popcorn, and much more. Sailors and civilian staff are encouraged to volunteer in

the gardens and to take its bounty. Often the garden volunteers do not know when to plant or when things are ripe. Some have never eaten a sugar snap pea or cucumber fresh off the vine. One sailor remarked that, "These cucumbers are amazing, you have to try some," as she cut them up for five other new volunteers to the garden.

The program has generated hundreds of



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volunteer hours a month and donated hundreds of pounds of produce to a local food bank. It has been so successful that other Naval MWRs are interested in starting programs on their bases.

An early advocate for the Navy gardens, Jeffery Shaw, CIV NAS Whidbey Is, N92, shared, "Sailors come from all corners of the US and many have not been this exposed garden-fresh produce. If our program is able to have one sailor taste produce straight from the garden, harvested with their own hands, we have succeeded. We have opened their eyes to the issues of food security, food sourcing and healthy eating and if we are lucky, we helped cultivate a passion for gardening."

WSU Skagit County Extension—SNAP-Ed DSHS CSO Lobby Takeover and Updates for Staff (Region 3)

WSU Skagit County Extension has been working with the local DSHS CSO office for 2 years now, and their relationship has become a great partnership for both entities. WSU Skagit County Extension staff has been attending their local DSHS Local Planning Area Meetings, which bring DSHS and their partners together to establish outreach for SNAP participants. As a result of these meetings, WSU Skagit County Extension was invited to the CSO office for a Lobby Takeover—a month-long event in which SNAP-Ed staff visit the lobby every day to conduct food demos, provide education, and promote healthy eating campaigns.

In addition to activities in the lobby during the month of November, SNAP-Ed staff were able to connect with the DSHS staff during their 10-minute staff "huddles." Participating in the huddles was an opportunity to share information about SNAP-Ed activities with the DSHS staff, including schedules for classes and CSO lobby demos. In addition, WSU Skagit County Extension shared information on incentive programs, such as Complete Eats, that enhance client's benefits.

Because of the value of connecting with CSO staff to share information that will help DSHS clients increase their buying power for more fruits and vegetables and create a healthier lifestyle for their families, WSU Skagit County Extension has been

"We are very much open to continued Food Demos.... It makes a huge difference to have WSU and SNAP education in our lobby and to have this regularly would be ideal. Let's meet and discuss it!" -

Edwin Blau, Mount Vernon Community Services Office



Highlights from Curriculum, Training and Website

Curriculum

Direct education in the Washington SNAP-Ed program focuses on research and evidence-based curricula that meet the needs of local communities and target populations, including age-appropriate curricula, materials that help address language barriers, and practical application for selection and preparation of healthy food. A list of all approved curriculum for FFY2019 can be found in the Appendix 1.

In FFY19, the CTW Team conducted 91 site observations across all three regions to assess the level of fidelity in curriculum implementation. Assessment tools, written specifically for each lesson observed, have been developed as a way to help all SNAP-Ed staff implement lessons with fidelity. Technical support for curriculum fidelity, classroom engagement, allowable curriculum modifications and teaching strategies were shared with educators after a site visit, whenever possible. Providers were encouraged to access resources for program implementation on the state provider website. During visits, the CTW team gathered input from educators about what is needed to implement their programs. Written summary reports were sent to local provider managers and their respective IAs to help IAs and managers provide technical assistance to their local. Site visits allow the CTW Team to better understand challenges local providers are faced with as well as a better understanding of the positive impact SNAP-Ed direct education has on communities across the state.

Training

Training for all Washington SNAP-Ed providers was conducted across the state of Washington as part of a plan to deliver consistent messages to all

staff working with the SNAP-Ed program. We incorporate both face to face and web-based training in our work and strive to meet the needs of local programs. To support one of SNAP-Ed's goals, physical activity was incorporated in face-to-face trainings. During FFY2019, the CTW Team conducted statewide, face-to-face training for the following curricula:

- 1) *CATCH Regional Trainings (45 participants);*
- 2) *Food Smarts (58 participants);* and
- 3) *Choose Health Food, Fun and Fitness (CHFFF) (13 participants).*

In addition to training on specific curriculum, the CTW team coordinated a statewide training, held at the annual forum, centered on poverty and the many ways it affects SNAP-Ed participants' daily

Success Story: Systems Approaches to Healthy Communities

Integration of PSE into all aspects of the SNAP-Ed program is a priority for the Washington SNAP-Ed program. During FFY19, the CTW team completed a second year of implementing Systems Approaches for Healthy Communities, an on-line training program about PSE that was developed by University of Minnesota Extension Health and Nutrition staff. After completing the training, providers wanted a platform to discuss topics about PSE work, specifically what others have experienced both as successes and challenges. In response, the CTW Team hosted a series of video calls centered on PSE projects being done in the state. Called "Friday Forums," these calls feature local providers who have experience with specific topics and PSE implementation and give participants an opportunity to ask questions and discuss ways to best meet the needs of local communities. The calls will continue monthly in FFY20, and the CTW team has hosted two in-person Systems Approaches to Healthy Communities trainings in FFY20.

Highlights from Curriculum, Training and Website

lives. Done in coordination with WSU Metropolitan Center for Applied Research and Extension, the training was an interactive workshop that provided a virtual experience of life lived in poverty. Attended by more than 150 Washington SNAP-Education providers, this immersion into poverty helped them better understand the challenges SNAP participants face daily. Participants reported the experience would help improve decision making and communication when working with low income clients.

The CTW team and the evaluation team work together to support the statewide SNAP-Education program. In FFY18, a strong correlation between curriculum fidelity and changes in healthy eating behaviors in the following curriculum: Eating Smart Being Active (ESBA) and Plan, Shop, Save

and Cook (PSSC) was observed. However, the finding was not statistically significant due to the low number of observations for specific curriculum collected. The CTW Team is not able to schedule site visits to observe a specific lesson within a curriculum. Moving forward, the CTW team will continue to partner with evaluation to look at curriculum fidelity and how it relates to positive outcome measures.

The CTW Team developed two new web-based trainings in FFY19 on 1) The New Nutrition Facts Label and 2) Teen Cuisine, and hosted two trainings in coordination with the WA DOH IA: 1) SNAP-Education, FINI, and Opportunities for Complete Eats; and 2) Train-the Trainer.

Website

The CTW Team is responsible for managing the provider-facing wasnap-ed.org, and in FFY19 continued to add more resources and information to the site. Coordination of messaging with IAs and the evaluation and WSFMA teams helps to keep providers across the state up to date on programming and resources available to support their work. A resource page was added this year to help providers find materials and information for program implementation, and a page to highlight success stories and the impact of SNAP-Education was also added.

FFY19 Training	Number Trained
CATCH	45
Food Smarts	58
CHFFF/CHAT	13
Poverty Immersion	150
Webinar-Updated Food Label	52*
Webinar-Teen Cuisine	53*
Webinar-Working with Your CSO	29*
Webinar-SNAP-Education, FINI and Opportunities for Complete Eats	27*
Webinar-DOH Train the Trainer Topic Call	16*

Statewide Needs Assessment

Background and Purpose

In the fall of 2018, the Public Health Centers for Excellence (Centers for Excellence) was commissioned by the Washington State SNAP-Ed program to conduct a comprehensive, valid, and data-driven statewide needs assessment of the SNAP-eligible population. This needs assessment is in response to findings from the FFY2018 Management Evaluation and commitment from the Washington State SNAP-Ed program to ensure that SNAP-Ed activities reflect the needs of the target population. The results of the needs assessment will help guide program planning and evaluation goals and activities for the FFY 2021-2024 multi-year plan.

The purpose of the Washington State SNAP-Ed Needs Assessment was to identify the nutrition, physical activity, and obesity prevention needs of the Washington State SNAP-eligible population and their barriers to accessing healthy food and physical activity. To accomplish this purpose, the Centers for Excellence sought to answer the following questions:

1. What are the socio-demographic, health and environmental characteristics of the SNAP-eligible population in Washington State?
2. What are the barriers to accessing healthy foods and physical activity for the SNAP-eligible population in Washington State?
3. What existing programs and services exist for SNAP-eligible populations in Washington State and to what extent are existing programs and services utilizing best practices?
4. What are community-based suggestions for increasing access to healthy foods and physical activity for the SNAP-eligible population in Washington State?

Methodology

The Centers for Excellence utilized the Mobilizing for Action through Planning and Partnerships (MAPP) assessment framework for the design of the needs assessment. MAPP is a strategic planning framework developed by the National Association of County and City Health Officials (NAACHO) in partnership with the Public Health Practice Office and Centers for Disease Control and Prevention. The assessment phase of the MAPP process is composed of four subcomponents: assessment of community status, assessment of community themes, assessment of the system, and assessment of forces of change.

The Centers for Excellence utilized a mixed-methods approach to complete the needs assessment. This assessment utilized both quantitative and qualitative methods including secondary analysis of public health data, analysis of qualitative data from key-informant interviews, focus groups, and forces of change exercise, analysis of survey data, and geographic information system (GIS) data and mapping. The Centers for Excellence also conducted Latent Class Analysis of selected youth indicators to determine subgroups and develop a model that describes predictive factors of desired food and nutrition, physical activity, and food security outcomes. The Centers for Excellence was responsible for all primary data collection, analysis, and reporting. Primary data collection took place from December 2018 to July 2019.

Statewide Needs Assessment

Results

Description of the SNAP-Eligible Population

The SNAP-eligible population live in diverse geographic locations throughout Washington from densely populated urban centers to remote rural communities. In 2018, an estimated 30% of all SNAP-eligible individuals lived in rural counties, while 70% lived in urban counties. The five counties with proportions of highest eligibility were each considered rural (less than 100 persons per square mile), while the largest number of eligible individuals lived in King County, followed by Pierce and Spokane counties. Geographic locations with limited service include central Washington and the northwest peninsula.

In Washington, adults age 18-24 years old had the highest rate of eligibility (40%). Youth under 6 years of age and between 6-11 years old have high rates of eligibility compared to other age groups. Based on family structure, single mothers and female householders with no husband present have the highest rate of eligibility. American Indian and Alaska Native, other race, black, and Hispanic individuals have disproportionately higher rates of eligibility than other races or ethnicities.

Nearly one million SNAP-eligible adults in Washington could be considered overweight or obese. Adults with the highest rate of obesity include American Indian and Alaska Native, other race, Hispanic origin, and individuals with a high school education or lower. Youth populations with the highest rate of obesity include American Indian or Alaska Native, black, Hispanic origin, and youth whose mothers have lower educational attainment.

In 2017, over 600,000 SNAP-eligible adults in Washington experienced food insecurity. Adults with the highest rate of food insecurity include females, American Indian and Alaska Native, black, Hispanic origin, other race, and individuals with less than a high school education or those with some college. Youth with the highest rates of food insecurity include females, American Indian and Alaska Native, black, Hawaiian or other Pacific Islander, white, other race, and older students (grade 12).

Discussions with the SNAP-eligible community, key-informant interviews with SNAP-Ed staff, and a community partner survey revealed characteristics of the SNAP-eligible population including a high burden caused by busy schedules and conflicting priorities, a need for transportation, a lack of life skills including knowledge of cooking healthy food and shopping on a budget, diverse cultural needs and environments, and persistent financial barriers.

Through Latent Class Analysis, the Centers for Excellence identified subgroups among SNAP-eligible youth in Washington. Subgroups were characterized by a latent construct of structure in their home life and by physical activity. Structure was indicated by eating breakfast, eating dinner with the family, having limited screen time, and getting adequate sleep. The majority (65%) of SNAP-eligible youth belong to groups with low structure. SNAP-eligible youth in subgroups with low structure had consistently higher rates of obesity and food insecurity regardless of fruit and vegetable consumption and rates of physical activity.

Priority Intervention Topics

The goal of SNAP-Ed is to improve the likelihood that persons eligible for SNAP will make healthy

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food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the United States Department of Agriculture (USDA) food guidance. Washington SNAP-eligible individuals experience many different food and nutrition and physical activity outcomes compared to the non-eligible populations. This needs assessment revealed several potential priority topics.

Through comparison of adult SNAP-eligible and non-eligible population rates, the assessment identified food insecurity and physical activity as areas of focus. Similarly, the assessment identified youth food insecurity, obesity, and physical activity as primary areas of concern. The Centers for Excellence also conducted a severity analysis on selected indicators that considered change in indicator, differences between the eligible and non-eligible population, demographic disparities, and overall magnitude and determined youth physical activity, youth fruit and vegetable consumption, and adult food insecurity to be topics of highest severity.

Through analysis of demographic disparities, the Centers for Excellence identified the following differences among demographic groups:

- Adult Asian, American Indian and Alaska Native, Hispanic, and adults with lower levels of educational attainment have disproportionately lower rates of physical activity.
- Adults with lower levels of educational attainment have disproportionately lower rates of fruit and vegetable consumption.
- Youth females, black, white, and youth whose mothers have lower levels of educational attainment have disproportionately lower levels of fruit and vegetable consumption.
- Youth females, American Indian and Alaska Native, Asian, black, Hispanic, older youth and

youth whose mothers have lower levels of educational attainment have disproportionately lower levels of physical activity.

Through Latent Class Analysis, the Centers for Excellence identified variance and patterns among behaviors of SNAP-eligible youth. Specifically:

- Based on variance in behavior, subgroups were distinguished by the latent construct of structure and by physical activity.
- Membership in high structure subgroups is highly predictive of lower rates of food insecurity.
- Membership in high structure subgroups is highly predictive of lower rates of being overweight or obese.
- Membership in high physical activity subgroups is predictive of lower rates of being overweight or obese and food insecure, but less so than membership in high structure subgroups.
- Healthy eating behaviors such as fruit and vegetable consumption or drinking less than two sweet drinks per day were not distinguishing factors in subgroups.

Program Process and Community-Based

Through key-informant interviews, focus groups, a community partner survey, and a forces of change assessment, the following themes regarding current SNAP-Ed processes emerged:

- The Washington State SNAP-Ed program values diverse partnerships. Programming is enhanced through increased collaboration.
- SNAP-Ed staff value data and evaluation to improve and sustain high-quality

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programming.

- Adaptation of approved activities and curriculum is critical to the success of SNAP-Ed programming and supports equity among SNAP-Ed participants.
- SNAP-eligible populations, particularly adults, are burdened with busy schedules and competing priorities. SNAP-Ed programming should reflect these barriers.
- Political uncertainty and change must be addressed when planning SNAP-Ed activities.
- SNAP-Ed programming should reflect the changing technological, physical, and environmental realities of the SNAP-eligible population.

Through focus group discussion with over 230 participants in every SNAP-Ed region in Washington, the following community-based suggestions and themes emerged:

- Social connectivity and accountability influence participation in healthy behaviors.
- SNAP-Ed activities should reflect the needs of the community and planning should include community input.
- Improved communication of available resources will improve participation in activities and assist the SNAP-eligible community in accessing food and nutrition, physical activity, and food security services and resources available.
- Rural audiences face unique situations and programming should reflect this.

Recommendations

- Where possible, SNAP-Ed program staff should target interventions in locations and among communities with disproportionate rates of poverty and adverse food and nutrition, physical activity, and food security rates. While not always possible to reach

communities with disproportionate rates due to resources and geographic barriers, SNAP-Ed program staff should make efforts to understand challenges within their specific community and address needs in a culturally appropriate manner.

- SNAP-Ed program staff should account for differences in the food and nutrition, physical activity, and food security environments of rural communities and develop activities that reflect their situation. Specific concerns related to rural communities include challenges with access and transportation, as well as limited services in their communities.
- SNAP-Ed program staff should consider topics that have high rates of disproportionate outcomes among the target audience and are highly predictive of adverse outcomes such as obesity and food insecurity when developing programming. SNAP-Ed staff may need to consider creative approaches when addressing these topics and should work directly with the target population to determine culturally appropriate and relevant program activities.
- SNAP-Ed program staff should consider activities and education that focus on skill-based whole family health and healthy routine behaviors such as eating breakfast, eating dinner with the family, limiting screen time, and getting sleep. Membership in high structure subgroups is highly predictive of health for the SNAP-Ed population and programming should reflect this whenever possible. Life skills education and training such as cooking classes and physical activity demonstrations support these topics and is well-received by the SNAP-eligible population.
- While not distinguishing factors in subgroups, youth fruit and vegetable consumption rates

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are consistently low across all Washington youth, including both the eligible and non-eligible population. Healthy eating, including fruit and vegetable consumption for youth is considered a topic of high importance by SNAP-Ed program staff and community partners and should be reinforced through program activities and education. The consistently low rates of fruit and vegetable consumption make this a topic well-tailored to mixed populations (i.e. schools).

- SNAP-Ed program staff should engage the target audience directly in planning appropriate activities. Participatory planning will enhance the effectiveness of interventions and ensure that culturally appropriate activities and messages are being promoted.
- The Washington State SNAP-Ed program should expand program staff's ability to consistently assess and evaluate their program activities to ensure effective and adaptive local programming. Assessment and evaluation capacity at all levels (state to local) is necessary to ensure quality programming by guiding ongoing program planning and improvement based on data and will enhance outside support through communication of successes.
- SNAP-Ed program staff should continue expanding and enhancing partnerships and support collaboration among program units.
- The Washington State SNAP-Ed program should expand and enhance communication of resources and activities. Communication should be culturally appropriate and adaptive (i.e., in different languages).

Plans for FFY20



Washington State SNAP-Ed wrapped up FFY19 with the annual SNAP-Ed Forum on September 24–26, 2019. The Forum provided an opportunity for Public Health Centers for Excellence to share the results of the statewide needs assessment and for providers to network with peers from across the state. Throughout the forum, the SNAP-Ed Leadership Team sought provider input through facilitated conversations and listening sessions. One theme from these sessions was to create more opportunities for providers to communicate and connect with peers within and across regions, including local Community Services Offices. In FFY20, the Leadership team is considering how to improve existing opportunities—trainings, the annual forum, and Friday Forums—and identify new ways for providers to effectively share best practices and seek advice from one another. Identifying better communication channels, including learning best practices from other states, will continue to be a priority for Washington State’s SNAP-Ed programming into its next three-year plan.

In FFY20, IAs continue to support providers through their final year of the current Washington State SNAP-Ed Plan by building on existing

successes and established partnerships while troubleshooting challenges, when needed. There is continued interest from providers to learn more about PSE strategies, and the CTW team hosted two Systems Approaches to Healthy Communities trainings to expand on the online training available to providers. In FFY20, the evaluation team will use validated Food and Nutrition surveys (Appendix C) statewide and pilot evidence- and practice-based PSE evaluation methods. In addition, the evaluation team launched a pilot in partnership with the Office of Superintendent of Public Instruction to gather individual-level demographic data in order to assess whether outcomes are consistent across demographic groups and highlight ways program can better address health equity. WSFMA is strengthening its coordination with IAs to coordinate SNAP-Ed partnership with farmers markets across the state.

Concurrently, the Leadership Team is in the process of developing the FFY21–23 state plan. Since the conclusion of the statewide needs assessment, the Leadership Team has begun identifying focus areas and goals, which will guide program planning with local providers. The Leadership Team will prioritize addressing health equity in all levels of programming and—with the results of the needs assessment and provider expertise—will ensure programming is directed where there is the greatest need and opportunity for biggest impact. The Leadership Team will work collaboratively to ensure that the next plan is both cohesive, considering how multi-level strategies can be reinforced throughout the state, while creating opportunities for creative local programming. The Leadership Team will continue to explore best practices and planning strategies from other states.