SNAP-Ed FFY21 Kick-Off
Welcome

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

Native Land Digital shows a map of territories, languages, and treaties [https://native-land.ca/](https://native-land.ca/)
SNAP-Ed Overview

Food and Nutrition Service, United States Department of Agriculture

State Agency
Implementing Agency
Local Implementing Agency/Provider
Statewide Initiatives
SNAP-Ed in Washington

Region 1 - SRHD
Region 2 - DOH
Region 3 - WSU
Region 4 - DOH
Region 5 - DOH
Guiding Principles

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

**Priorities**

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

**Goals**

- Increase consumption of healthy foods and beverages and decrease consumption of unhealthy foods and beverages.
- Improve food resource management among SNAP-Ed participants.
- Increase physical activity and reduce sedentary behavior.
- Improve policy, systems, and environments to support healthy eating and active living.
Collaboration with Representation

Provider Listening Sessions
- How are LIAs already incorporating SNAP-Ed participants’ perspectives in program planning, implementation, and evaluation?

More collaboration with tribal nations and indigenous populations
- Needs assessment

More LIA/provider input in program planning
Connecting SNAP-Ed with DSHS Staff


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Connecting SNAP-Ed with DSHS Staff

**FFY21: Reintroduction**
- Create information for DSHS staff
- Add SNAP-Ed page to DSHS website
- Develop materials and resources to promote SNAP-Ed
- Internal DSHS messaging and program updates
- Connect with other programs in DSHS
Relevant Programs and Initiatives

SNAP Online Purchasing Pilot
Fruit and Vegetable Incentives Programs
Pandemic EBT (P-EBT)
SNAP Promotion Rule

From the SNAP-Ed FFY21 Guidance:

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

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

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

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

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

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

Intervention: evidence-based strategy to promote healthy eating and active lifestyles
Project: specific activity used to implement the intervention
COVID-19 Considerations

Virtual education

Indirect education/health promotion activities:
• Distribution of education materials
• Sharing resources through social media and websites
• Sharing videos on preparing healthy recipes and other skills.
• Consultation/technical support for partners
Direct Education

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

**Strategy:** Delivery of approved curriculum following fidelity guidelines.
Farm to Community

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

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

WSFMA Goals:

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

WSFMA Regional Leads

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

✓ Provide unified SNAP and SNAP Market
  · Match signage to FMs

✓ Create unified, regional farmers market rack
cards (SNAP, SMM, FMNP, Other)

✓ Develop and/or share resources to support
SNAP-Ed at FMs (SNAP-Ed Activity Toolkit, Kids
Activity Toolkit, etc.)

✓ Farmers Market Food Access Forums
Farmers Markets

Contact:

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

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

Strategy: Facilitate PSE changes that change how the SNAP-Ed audience navigates and experiences the 5As.
Physical Activity (PA)

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

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

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

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

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Thank You
Breakout Room Discussion

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

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

◦ Text your zip code to 1-907-312-5085
◦ Visit https://native-land.ca/
Statewide Initiative Curriculum, Training and Website
CTW Provides Statewide Support

Supports programming in all five regions

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

Courtney Schupp
Mattie Sobotka
Terry Perry
Maggie Grate
Direct Education

• Review and select direct education curricula

Training

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

Websites

• Manage two websites to reach SNAP-Ed providers and SNAP-eligible participants.
Statewide Trainings FFY21-23

DIRECT EDUCATION AND CONNECTIONS TO PSE

POLICY, SYSTEMS AND ENVIRONMENT

HEALTH EQUITY AND SNAP-ED

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# Spectrum of Prevention

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Systems Approaches Toolkit

Digging Into The Toolkit

Welcome | Online Modules | Resources | Toolkit | Coach Guide | Organizational Resources

**Toolkit Part 1 - Communicating Systems Approaches in Your Communities**

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

**Toolkit Part 2 - Building Your Community Development and Leadership Skills**

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

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Friday Forums

Focus on PSE  Topic Specific  Feedback
New for FFY21-What’s Up Wednesday!

COMMUNITY CONVERSATIONS DURING COVID

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Social Marketing and Social Media
Websites

Provider site

Participant site
In accordance with Federal law and U.S. Department of Agriculture’s policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability.
Civil Rights

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

In accordance with Federal law and U.S. Department of Agriculture’s policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs or disability.
Stay Healthy During COVID-19

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

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SNAP-ED EVALUATION IN WASHINGTON

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Meet the Evaluation Team

Nora Downs
Evaluation Coordinator

Erica Tomas
Research Investigator

Katie Tong
Research Investigator
Purpose and Guiding Principles

➢ To tell the story of SNAP-Ed in Washington
➢ To meet federal reporting requirements
➢ To provide information for evidenced-based program decision-making

➢ Utility
➢ Quality
➢ Consistency
➢ Accuracy
➢ Feasibility
➢ Collaborative Improvement
Evaluation Plans

- Overarching evaluation plan
  - Direct education
  - Farm to Community
  - Access to Healthy Foods
  - Physical Activity
  - Health Promotion
Evaluation Questions

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

• Reach

• Efficacy
  - Behavioral Outcomes
  - PSE Changes

• Equity

• Partnership and Collaboration Depth

• COVID-19 Impact

• Community Engagement
Methods

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

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<td>Local and Regional Evaluation Projects</td>
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<td>Qualitative Methods</td>
<td>Evaluation Toolkit (December 2020)</td>
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Methods

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Evaluation Results

- Federal Reporting
- SNAPshots
- Annual Report
- Evaluation Requests

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Evaluation Resources

• FFY 2021-2023 Plan (pp.198-222)

• Guidance
  o Evaluation Guidance
  o Direct Education Survey Guidance

• Evaluation Request Form
  o Survey data
  o Survey or evaluation tool development
  o Survey or evaluation tool review
  o Evaluation plan development

• PSE Evaluation Toolkit (December)
News & Updates

FFY 2021 Evaluation Training Links
Evaluation training links have been updated! Trainings have been updated to incorporate the most recent PEARS updates and guidance, paper and online survey guidance, and more...

News Archives

Latest Statewide SNAPshot

FFY 2019 SNAPshot:
15,126 Youth and 1,423 Adults participated in.

Regional SNAPshots
Click the links below to download FFY 2019 Regional SNAPshots
Guidance Documents

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

PSE Evaluation Resources
- SHELF (School Health Environment and Lunchroom Form) (.pdf)
- PSE Evaluation Toolkit (Coming Soon!)

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

Forms
- Data Entry Quality Assurance Process Cover Sheet (.docx)
- SNAP-Ed Evaluation Request Form (.docx)

Youth ID Numbers for In-Person Direct Education
- Youth ID Guidance (.pdf)
- Youth ID Letter and Email Templates (.pdf)

Evaluation Resources

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• PSE Evaluation Toolkit (December)
Training Videos & Links
The Washington SNAP-Ed Statewide Evaluation team created training videos for most topics in the SNAP-Ed Evaluation guidance, including each evaluation tool and PEARs module.

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

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

Educators who proctor surveys must watch the training video.

General Evaluation Training Videos
- Evaluation Training Videos Playlist
- Evaluation Overview

PEARs Training Videos
- Healthy Food Pantry Assessment Tool (HFPAT) Training
- HFAT Supplementary Training (PDF of training slides)
- Site Level Assessment Questionnaire (SLAQ) Training (PDF of training slides)
- SHLE Training (PDF of training slides)

DE Survey Training Videos
- Online SNAP Happy Survey
- Paper Eat Well + Move! (K-2nd Grade)
- Paper SNAP Happy Survey Part 1: Proctoring
- Paper SNAP Happy Survey Part 2: ID Numbers
- Paper SNAP Happy Survey Part 3: Quality Assurance Process

PEARs Training Videos
- Getting and Using Data from PEARs video (Notes.pdf)
- Program Activities Module
- Indirect Activities Module
- PSE Activities Module
- Success Stories Module
- Social Marketing Campaigns Module
- Partnerships Module
- Coalitions Module

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Pre/Post Surveys

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

Links to online surveys can be found in the Direct Education Survey Guidance.

Kindergarten – 2nd Grade
- Eat Well + Move (.pdf)  [Spanish version (.pdf)]

3rd-5th Grade
- SNAP Happy 3rd-5th PRE English (.pdf)
- SNAP Happy 3rd-5th POST English (.pdf)
- SNAP Happy 3rd-5th PRE Spanish (.pdf)
- SNAP Happy 3rd-5th POST Spanish (.pdf)
- SNAP Happy 3rd-5th PRE Russian (.pdf)
- SNAP Happy 3rd-5th POST Russian (.pdf)

6th-8th Grade
- SNAP Happy 6th-8th PRE English (.pdf)
- SNAP Happy 6th-8th POST English (.pdf)
- SNAP Happy 6th-8th PRE Spanish (.pdf)
- SNAP Happy 6th-8th POST Spanish (.pdf)
- SNAP Happy 6th-8th PRE Russian (.pdf)
- SNAP Happy 6th-8th POST Russian (.pdf)

High School
- SNAP Happy 9th-12th PRE English (.pdf)
- SNAP Happy 9th-12th POST English (.pdf)
- SNAP Happy 9th-12th PRE Spanish (.pdf)
- SNAP Happy 9th-12th POST Spanish (.pdf)
- SNAP Happy 9th-12th PRE Russian (.pdf)
- SNAP Happy 9th-12th POST Russian (.pdf)

Adults
- SNAP Happy Adult PRE English (.pdf)
- SNAP Happy Adult POST English (.pdf)
- SNAP Happy Adult PRE Spanish (.pdf)
- SNAP Happy Adult POST Spanish (.pdf)
- SNAP Happy Adult PRE Russian (.pdf)
- SNAP Happy Adult POST Russian (.pdf)
- Demographics Card (English and Spanish) (.pdf)
- Demographics Card (English and Russian) (.pdf)

Contact the Evaluation Team

SNAPEvaluation@doh.wa.gov

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## Resources and Contact Information

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<th>EVALUATION TEAM EMAIL ADDRESS</th>
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<tr>
<td><a href="https://wasnap-ed.org/evaluation">https://wasnap-ed.org/evaluation</a></td>
<td><a href="mailto:SNAPEdEvaluation@doh.wa.gov">SNAPEdEvaluation@doh.wa.gov</a></td>
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Activity Break
Tying it all
Together
State Priorities for FFFY 21-23

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

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

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Are you above or below the line?

("BY ME")
Responsive / Curious / Growth & Learning

("TO ME")
Reactive / Defensive / Recycling Drama

ACCEPTANCE AND TRUST

RESISTANCE AND THREAT
## Spectrum of Prevention

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Complementary Approaches
Making the Healthy Choice the Easy Choice in The Highlands Neighborhood

On-Site garden
Cooking demos
Nutrition Classes
Garden Workshops
On-Site food distribution of fresh produce

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Factors Driving the Poverty Cycle

Root Causes of Poverty
Racism and Health Disparities

- Social Capital
- Education
- Transportation
- Employment
- Food Access
- Health Behaviors

Racism

Health Outcomes

- Socioeconomic Status
- Environmental Exposure
- Access to Health Services
- Housing
- Public Safety

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HOW RACISM CAN AFFECT CHILD DEVELOPMENT

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

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

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

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Tragedy to Nutrition - The relationship between climate crisis and trauma.

**1. Household**
- Incarcerated family member
- Divorce
- Homelessness
- Lack of food security
- Physical and emotional neglect
- Alcoholism and drug abuse
- Domestic violence
- Maternal depression
- Parental mental illness
- Emotional and sexual abuse

**2. Community**
- Lack of access to nourishment
- Historical trauma
- Substandard schools
- Violence
- Substandard wages
- Lack of jobs
- Structural racism
- Poor water and air quality
- Poverty
- Poor housing quality and affordability

**3. Environment**
- Climate crisis
- Record heat and droughts
- Wildfires and smoke
- Record storms, flooding, and mudslides
- Sea level rise
- Natural disasters
- Tornadoes and hurricanes
- Volcano eruptions and tsunamis
- Earthquakes

Trauma Informed Nutrition
People with six or more ACEs died nearly 20 years earlier on average than those without ACEs.
Content Experience = Learned Experience
Context Experience = Lived Experience
Community Connections

Authentic community engagement is:

✓ the intentional process of co-creating solutions in partnership with people who know best, through their own experiences, the barriers to opportunity.

✓ Grounded in building relationships based on mutual respect that acknowledges each person's added value to developing solutions together.


Building Relationships

● Commitment ● Trust ● Respect ● Values You
● Support
● Follow through ● Ask for your input
In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

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

Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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