

\*These slides have been modified since the webinar on 2/28 with additional content. Questions asked and answered during the live webinar are being updated in the Frequently Asked Questions section of our [Work with Us webpage](#) (link)\*



## FFY2021-2023 SNAP-ED RFA INFORMATIONAL WEBINAR

Friday Feb 28, 2020 — 12-1:30pm



# Welcome

- This webinar is being recorded.
- During the webinar, you may type questions into the chat box.
- We will answer the questions you submitted at the end of the presentation. We will also unmute all attendees during the Q&A for anyone on the phone who cannot type.
- The slides and recording will be posted on our RFA webpage.
- If you are viewing this webinar as a recording, send questions to [Snap-Ed@doh.wa.gov](mailto:Snap-Ed@doh.wa.gov).

Your Speaker  
Department of Health SNAP-Education  
February 28, 2020



**Whitney Ajie**

*RFA Coordinator*

*DOH SNAP-Ed Program Manager*

Division of Prevention and Community Health

# Agenda

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ITEM	TIME
Request for Applications (RFA) Overview	10 minutes
Washington SNAP-Ed	20 minutes
DOH SNAP-Ed	10 minutes
RFA Specifics	30 minutes
Q&A	20 minutes

# Request for Applications (RFA) Overview

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- Purpose
- Eligible to apply
- Timeline
- Funding
- SNAP-Ed cost policies
- DOH SNAP-Ed cost policies
- Period of performance
- Submission requirements

# PURPOSE

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The mission of the Washington State Department of Health SNAP-Education program (DOH SNAP-Ed) is to improve [health equity \(link\)](#) through interventions that support healthy behaviors and increase of food security.

DOH SNAP-Ed is seeking project applications from organizations that are motivated to:

- ✓ Create, continue, or grow positive change in their community
- ✓ Contribute to a larger impact at regional and State levels
- ✓ Work with the following audiences in Washington:
  - SNAP recipients – In WA, the SNAP program requires participants to be at or below 200% of Federal Poverty Level. In WA, SNAP is also known as Food Stamps or Basic Food. [Click here for more information about Basic Food \(link\)](#).
  - Other populations living at or below 185% of the Federal Poverty Level
- ✓ To clarify – the SNAP-Ed program does not sign people up for SNAP; does not promote or encourage people to sign up for SNAP; and, does not encourage people to use their SNAP benefits. DSHS and their community contractors provide outreach and application assistance to people eligible for SNAP through their Basic Food Outreach Program.



The outcome of this RFA is to award funds to multiple organizations for three years throughout 24 eligible counties so they can plan, deliver, and evaluate SNAP-Ed projects that address needs and opportunities in their communities.

# PURPOSE



## Community Needs

SNAP-Ed projects assess community needs and opportunities with community partners and champions.

## Facilitate Change

SNAP-Ed projects facilitate changes to policies, systems, and environments that create a healthier community for audiences with low incomes.

## Educate

SNAP-Ed projects can provide nutrition education and physical activity education directly to youth and adults.

## Promote Health

SNAP-Ed projects can deliver health promotion strategies in different locations.

# ELIGIBLE TO APPLY

**ELIGIBLE APPLICANTS:** Applicants must be organizations, groups, agencies, or entities. Individual people cannot apply for SNAP-Ed funding at this time. Examples of eligible applicants are shown below. This list does not include all eligible organizations.

Local health jurisdictions	Non-profit organizations	Tribes	County Extension offices
School districts	State government agencies	Accountable Communities of Health	Community-based organizations
County governments	Non-profit hospitals	Not for profit colleges & universities	Municipalities

If you have a question about whether or not your organization is eligible to apply for SNAP-Ed funding, please send an email to [SNAP-Ed@doh.wa.gov](mailto:SNAP-Ed@doh.wa.gov) (link).

# ELIGIBLE TO APPLY

This funding opportunity is only available to organizations that work in or provide services to the following 24 counties in blue (SNAP-Ed Region 5), yellow (SNAP-Ed Region 4), and green (SNAP-Ed Region 2):



# TIMELINE

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<b>Letter of Interest</b> Applicants are encouraged but not required to submit a Letter of Interest. A template is provided in <a href="#">Appendix C</a> .	Accepted on a rolling basis until April 10, 2020 at 11:59 PM
<b>Last day to submit questions for response</b>	April 10, 2020 at 11:59 PM
<b>Last day to submit formal complaints to DOH</b>	April 10, 2020 at 11:59 PM
<b>FUNDING APPLICATION FINAL DUE DATE</b>	<b>April 24, 2020 at 11:59 PM</b>
<b>Evaluation and scoring period</b>	April 27, 2020 – May 8, 2020
<b>Estimated notification of contract awards</b>	May 15, 2020
<b>Last day to submit formal protests to DOH</b>	June 1, 2020 at 11:59 PM
<b>Complete sub-recipient agreements and SNAP-Ed State plan development</b>	May 15, 2020 – June 30, 2020
<b>Anticipated project start date</b>	October 1, 2020



# FUNDING

Funding availability provided in the RFA is an **estimate** based on FFY2018-2020 annual funding. Total annual funding for DOH was \$5,300,000 in FFY2020. Funding for SNAP-Ed depends on availability of federal funds.

For FFY2021-2023, this may change based on what is provided to Washington state by the United States Dept. of Agriculture (USDA) and based on what is provided to DOH by DSHS.

- ✓ **Region 2 (green):** Estimated total award: \$1,300,000 - For sub-recipient awards: \$980,980 total
- ✓ **Region 4 (yellow):** Estimated total award: \$2,000,000 - For sub-recipient awards: \$1,683,000 total
- ✓ **Region 5 (blue):** Estimated total award: \$2,000,000 - For sub-recipient awards: \$1,509,200 total



# FUNDING

## Funding Available in Sub-Region

Region	Counties in Sub-Region	Funding Available in Sub-Region
2	Yakima	\$405,900
2	Franklin, Benton, Kittitas, Whitman	\$304,100
2	Columbia, Garfield, Asotin, Walla Walla	\$270,980
4	Pierce	\$870,000
4	King	\$813,000
5	Grays Harbor, Lewis, Mason, Thurston	\$620,000
5	Pacific, Cowlitz, Klickitat, Skamania, Wahkiakum, Clark	\$570,000
5	Clallam, Kitsap, Jefferson	\$319,200

For FFY2021–2023, the amounts available for DOH SNAP-Ed projects in each region will be limited by a sub-region amount. Sub-regions are a collection of one or more counties within a DOH SNAP-Ed region. Applicants should apply for the funds available in the sub-region where they will work. Applicants may apply for funds available in their sub-region or in multiple sub-regions. If applicants seek funding from more than one sub-region, they must submit one application per sub-region.

# FUNDING

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## Minimum (Base) Funding

The minimum or “base” funds for the project budget are funds needed to support the basic operations and typical business that every organization has to support:

- ✓ Intervention strategy costs – materials for education, promotion or PSE strategies, food and food demonstration supplies, equipment
- ✓ Office supplies
- ✓ Mailing and printing
- ✓ Travel and per diem, including professional development costs
- ✓ Non-capital equipment

Itemized costs, using actual costs or estimates, should be added to the budget to support the specific project strategies. All approved budgets can be amended during the period of performance to reflect updates needed.

# FUNDING

There are minimum amounts suggested for different line items. This guidance helps make sure that all sub-recipients budget enough funds for all required elements needed for effective administration and delivery of SNAP-Ed projects.

## Minimum (Base) Funding

Category	Base Funds	Description
Salary and Benefits	\$0	Varies, based on staffing required for project.
Contracts	\$0	Varies, based on contracts or sub-sub-recipient agreements required for project.
Non-Capital Equipment	\$1250	Suggested minimum for purchase or renewal of computer equipment and/or software needed to support the project. Total costs for non-capital equipment can be lower or higher.
Materials/Goods and Services	\$2300	Suggested minimum (total) for general office needs, and materials needed for education, promotion, and/or PSE strategies. Total costs for Materials/Goods and Services can be lower or higher.
Travel	\$3000	Minimum (total) for professional development, networking, and required meetings and trainings. Includes travel stipends. Additional travel costs can be added.
Building/Space	\$0	Varies, depend on applicant's specific location and associated costs.
Capital Equipment	\$0	Capital equipment is equipment that costs more than \$5000 per item. \$0 unless approved for project.

# FUNDING

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## “Travel stipends”

Travel expenditures are a variable cost. In order to be considered for funding, the request shall provide a direct and clear link to providing quality SNAP-Ed programming for the SNAP-Ed audience. Travel requests should be identified for in-state and out-of-state purposes.

DOH SNAP-Ed plans to provide a minimum amount in each sub-recipient budget that will be budgeted or “earmarked” for different travel line items. This helps make sure that all sub-recipients awards contain enough funds for all required travel, regional meetings, networking engagements, SNAP-Ed professional development opportunities, and necessary and elected travel or participation in events related to carrying out their SNAP-Ed project activities and can plan to take part in in-state or out-of-state opportunities during the fiscal year that will be promoted by SNAP-Ed and DOH.

While this funding will be provided “upfront”, it is not a true stipend. **Only actual costs for approved travel will be reimbursed to sub-recipients**, and only up to the amount included within the sub-recipient’s approved contract award.

# SNAP-ED COST POLICIES

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All applicants must follow cost policy and guidance from the Federal Office of Management and Budget (OMB) and [2 CFR 200 Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards](#) (link), as well as the most current SNAP-Ed Guidance during the period of performance.

- ✓ A cost must benefit a Federal program or program component in order to be reimbursable with Federal funds.
- ✓ A cost must be reasonable, necessary, and allocable. (2 CFR 200.404 and 2 CFR 200.405)
- ✓ There is no match or cost sharing requirement for the SNAP-Ed grant.
- ✓ Specific allowable and unallowable costs are outlined in the [SNAP-Ed Financial and Cost Policy](#) (link). This is not a list of all allowable or unallowable costs. Review of all proposed costs and expenses will be ongoing throughout the period of performance to make sure costs are allowable before reimbursement.

# SNAP-ED COST POLICIES

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SNAP-Ed Cost Policies continued:

- ✓ Projects should be cost-effective. The measure for “cost-effective” is that the overall project’s cost per person does not exceed \$100 for urban SNAP-Ed participants or \$150 for rural SNAP-Ed participants.
  - Total project annual budget ÷ Total reach for all intervention strategies = Project cost per person. Example of cost-effective calculation in an example is provided in the RFA document.
- ✓ Nutrition Education Reinforcement Materials (also known as education extenders or incentives) should be \$5.00 or less per item, must contain an educational message or have a use that is directly relevant to reinforce behaviors among the SNAP-Ed audience, and must not be used solely for marketing or staff morale boosters. More information about Nutrition Education Reinforcement Materials requirements can be found in the [SNAP-Ed Plan Guidance](#) (link).
- ✓ Funds cannot be spent on capital projects to support changes to the built environment.

# SNAP-ED COST POLICIES

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## Funding Sub-sub-recipients

Applicants may distribute funds to other providers in their area as part of delivering the SNAP-Ed project.

- ✓ The applicant should still be the fiscal agency and lead organization responsible for planning, implementing, evaluating, and reporting for the overall SNAP-Ed project.
- ✓ Sub-sub-recipients must follow the same Federal cost policies for SNAP-Ed and the Federal uniform guidance for federal awards ([2 CFR 200](#)) (link).
- ✓ Applicants must monitor program progress and fiscal expenditures for all sub-sub-recipients.
- ✓ Applicants and their sub-sub-recipients must also follow all applicable DOH SNAP-Ed policy and procedures provided.
- ✓ Vendors, contractors, suppliers, or consultants who typically provide services, goods, or products and that are not expected to carry out part of the SNAP-Ed project are not considered sub-sub-recipients.

# SNAP-ED COST POLICIES

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**Question:** What is the definition of a “sub-sub-recipient”? For example, are you including the cost for contractors/consultants, vendors, and community participants in the calculation of not more than 50% of the total sub-award can go to sub-sub recipients?

**Answer:** Any non-federal entity (organization) that receives funding directly from DOH to plan, deliver, and evaluate a SNAP-Ed project is a sub-recipient. Any non-federal entity that receives funding from a sub-recipient to plan, deliver, and evaluate all or part of the sub-recipient’s SNAP-Ed project is a sub-sub-recipient. A sub-sub-recipient takes responsibility for carrying out all or part the SNAP-Ed project. A sub-sub-recipient is responsible for determining who is eligible to receive the federal assistance, has responsibility in programmatic decision making, has to adhere to all the same federal program requirements as the sub-recipient, and has their performance measured by the sub-recipient based on the agreement between the sub-recipient and sub-sub-recipient and as it relates to satisfying the agreement between the sub-recipient and DOH. Contractors, vendors, and consultants who provide a direct service, goods, or product to the sub-recipient are not considered sub-sub-recipients as they are typically not required to follow all SNAP-Ed program guidance or be monitored for their implementation of the program. Therefore, funds given to contractors, vendors, and consultants would not be considered in the 50% of total sub-award. For community participants, it would depend on what they were required to do as part of their work with the sub-recipient – whether it would be sub-recipient or contractor/vendor/consultant.

# DOH SNAP-ED COST POLICIES

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- ✓ For staffing, proposed budgets should follow the guidance of limiting administrative staffing costs to approximately 20% of overall staffing costs. This is a guideline, not a requirement.
- ✓ There is no cap on a federally approved indirect rate, however indirect rates higher than 35% should have justification in the Project Narrative. Indirect rates higher than 35% will be accepted with approved justification.
- ✓ Applicants may award their own sub-sub-recipient awards for specific components of the work, but the total award to outside sub-sub-recipients should not exceed 50% of the original sub-recipient award.
- ✓ Only DOH-approved budget expenditures will be reimbursed.

# PERIOD OF PERFORMANCE

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**Period of performance: October 1, 2020 – September 30, 2023  
(3 years):**

- ✓ DOH SNAP-Ed sub-recipient agreements last up to three years, and through the SNAP-Ed three-year state plan period.
- ✓ Funding awards are provided annually (year to year) and annual funding for SNAP-Ed depends on the availability of federal funding.
- ✓ Annual funding for each sub-recipient also depends on a satisfactory history of performance and use of funds during the previous year.

# SUBMISSION REQUIREMENTS

**Final submission date: Friday, April 24<sup>th</sup> 2020 at 11:59pm**

## **What is required:**

- ✓ Application cover sheet (PDF)
- ✓ Project narrative (PDF)
- ✓ Project work plan (PDF)
  - Additional intervention templates (*Appendix I*) can be added to suit your needs. All additional intervention templates should be numbered and included.
- ✓ SNAP-Ed Budget for Year 1 (October 1, 2020 – September 30, 2021) (Excel)
- ✓ Email all materials to [SNAP-Ed@doh.wa.gov](mailto:SNAP-Ed@doh.wa.gov) by **April 24, 2020 at 11:59 PM** with “**SNAP-Ed RFA FFY21-23: [Organization name]**” in the subject line.

## **What is optional:**

- ✓ Letter of interest
- ✓ Supplemental materials, e.g. recommendation letters, letters of agreement from proposed partners, MOUs

# SUBMISSION REQUIREMENTS

**Final submission date: Friday, April 24<sup>th</sup> 2020 at 11:59pm**

## **Problems with submitting completed PDFs or other materials?**

- ✓ Email your issue or question to [SNAP-Ed@doh.wa.gov](mailto:SNAP-Ed@doh.wa.gov) before the final submission date.

## **Problems with accessing or filling out certain required materials?**

- ✓ Email your issue or question to [SNAP-Ed@doh.wa.gov](mailto:SNAP-Ed@doh.wa.gov) before the final submission date.



## Washington SNAP-Ed

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- Structure & regions
- Goal, guidance, frameworks
- Primary strategies: PSE, health promotion, nutrition education
- FFY2021-2023 State Plan: Guiding principles, priorities, goals, needs assessment
- Eligible audience
- SNAP-Ed allowable costs
- Additional assurances

# STRUCTURE

Washington State Department of Social and Human Services (DSHS) applies for SNAP-Ed funding from the USDA Food and Nutrition Service (FNS). DSHS contracts with different organizations to provide the SNAP-Ed program Statewide. The WA SNAP-Ed Leadership Team consists of DSHS, State Implementing Agencies, and Statewide Initiative teams.

## Washington SNAP-Ed Funding Stream



# STRUCTURE

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**State SNAP and SNAP-Ed Administrator (DSHS)** – Applies for and receives SNAP-Ed funds for WA State. Provides funding throughout state for SNAP-Ed program. Leads strategic direction and planning for SNAP-Ed program. Facilitates the WA SNAP-Ed Leadership Team.

**State Implementing Agencies** – Lead planning and implementation of the SNAP-Ed program statewide. Follow statewide direction and requirements from Statewide Initiative teams. Provide input for statewide direction of program based on local and regional needs and opportunities and best practices for program implementation. Consult with Statewide Initiative teams for troubleshooting, training, and technical assistance on their area of expertise. Conduct program and fiscal monitoring reviews for quality and compliance, and provide assistance to Local Implementing Agencies when needed.

**Statewide Initiative teams** – Lead creation of and updates to statewide guidance and direction for all State and Local Implementing Agencies. Provide input for statewide direction of program based on continual review statewide results and best practices for their area of expertise. Lead direction of statewide evaluation efforts and analysis of statewide data, pilot new statewide evaluation methods. Create and facilitate statewide training opportunities. Conduct statewide monitoring for quality and consistency of delivering the SNAP-Ed approved curricula. Provide assistance to Local Implementing Agencies based on their area of expertise when needed.

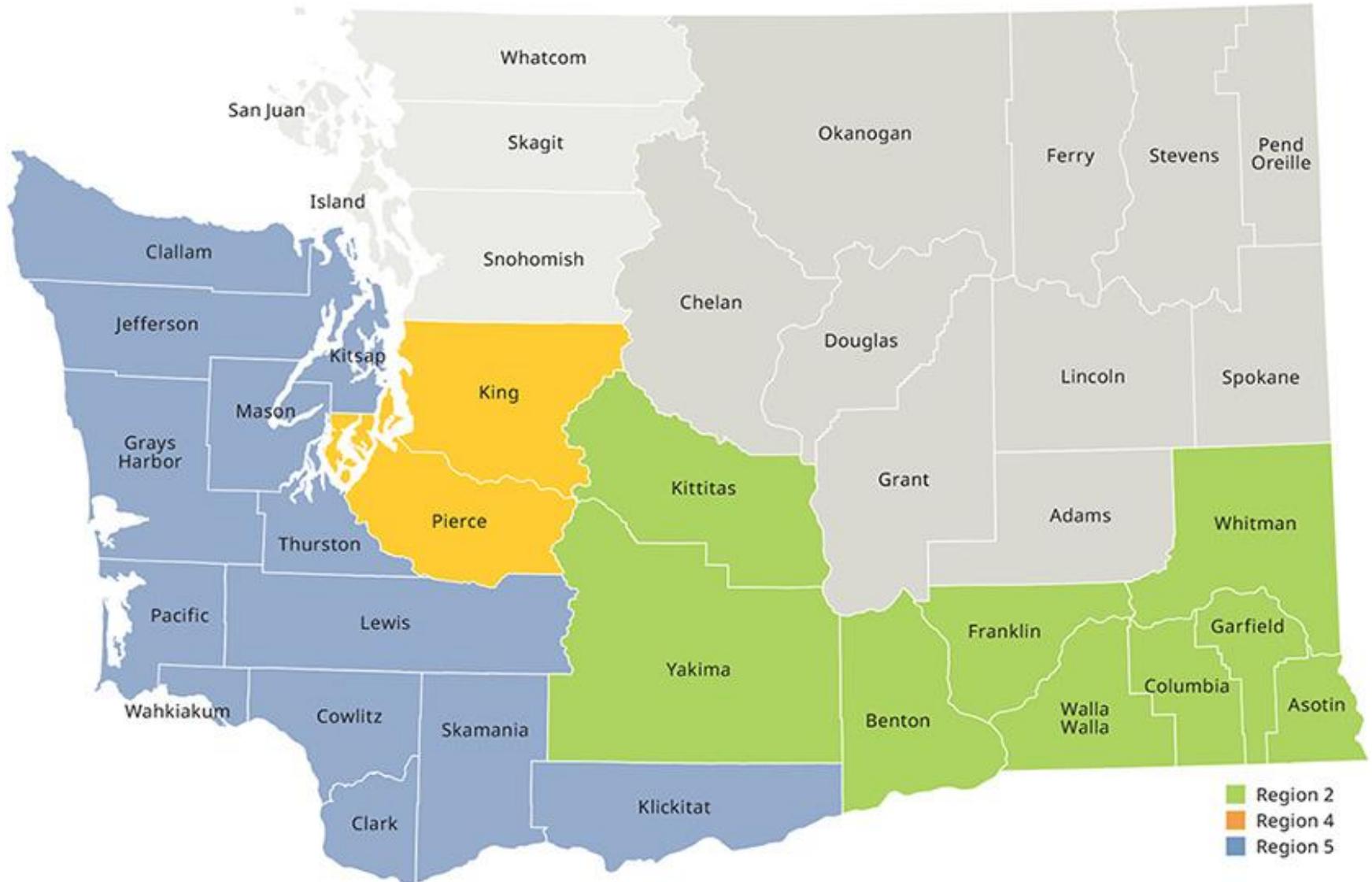
# REGIONS

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DOH is the implementing agency in three of five [Washington SNAP-Ed regions](#) (link) - regions 2, 4, and 5.

As an implementing agency, DOH provides guidance and technical assistance to local implementing agencies (sub-recipients) as they provide SNAP-Ed projects in their communities. Each SNAP-Ed region receives a different funding award from DSHS. See map on next slide for locations of regions 2, 4, and 5.

# REGIONS



# GOAL

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The goal of the National SNAP-Ed program is 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 Dietary Guidelines for Americans.

# GUIDANCE

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## SNAP-Ed Plan Guidance

The SNAP-Ed program is operated in accordance with [USDA SNAP-Ed Plan Guidance](#) (link) and SNAP-Ed Guiding Principles, follows nutrition and physical activity recommendations from the [US Dietary Guidelines for Americans](#) (link), delivers programming that use the best available evidence, and is evaluated based on measures included in the [SNAP-Ed Evaluation Framework](#) (link).

Specific information about the scope and nature of SNAP-Ed activities can be found in the USDA SNAP-Ed Plan Guidance and other SNAP-Ed resources, for example at the [SNAP-Ed Connection website](#) (link).

# Evidence-based Programming

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“The integration of the best research evidence with the best available practice-based evidence into education interventions. The best research evidence refers to relevant rigorous research including systematically reviewed scientific evidence. Practice-based evidence refers to case studies, pilot studies, and evidence from the field that demonstrate obesity prevention potential.”

– [SNAP-Ed Toolkit Glossary \(link\)](#)

# GUIDANCE *GUIDING PRINCIPLES*

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## **SNAP-Ed Guiding Principles**

The SNAP-Ed program is operated in accordance with six (6) USDA FNS Guiding Principles, described in the FFY2020 [SNAP-Ed Plan Guidance \(page 6\)](#).

In 2020, Washington SNAP-Ed established six (6) guiding principles for FFY21-23. In addition to the [USDA FNS guiding principles](#), the WA SNAP-Ed guiding principles should be followed and demonstrated in the planning and delivery of all State, regional, and local SNAP-Ed projects.

All Federal and State SNAP-Ed guiding principles for FFY2021-2023 can be found [here](#).

# FRAMEWORKS

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## Social-Ecological Model

Working across the “social-ecological model” (SEM) means including strategies to change policies, systems, and environments, but also taking a comprehensive look at the whole person and what goes into influencing their food and activity options. To learn more, see page 7 of the FFY2020 [SNAP-Ed Guidance](#) (link) and page 64 of the [2015–2020 Dietary Guidelines for Americans](#) (link).

## Spectrum of Prevention

The “[spectrum of prevention](#)” (link) is a model used to plan how to approach making changes in the different areas of life that influence our health behaviors, like changes in policies and organizational practices, promoting community education and increased individual knowledge and skills, or fostering coalitions and networks.

## Systems Approaches

The idea behind “systems approaches” is to recognize and understand the relationships between all the different layers from the social-ecological model and other systems at play around us. In the WA SNAP-Ed program, systems approaches for healthy communities promotes the integration of PSE interventions with educational strategies.

# Social Ecological Model

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“The “social ecological model” is a model used by the National SNAP-Ed program as a way to understand how each person’s health outcomes are influenced by their own personal factors, like age, income, preferences; by their environments both large and small; by the larger society and culture they are part of; and, by the relationships between those different layers. Working across the social ecological model means simultaneously working on ways to effect the different layers that all together influence our individual health outcomes.”

– *Whitney Ajie, DOH SNAP-Ed Program Manager*

# FRAMEWORKS

Image credit: [Saskatchewan Health Authority](#)



# FRAMEWORKS

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## Social determinants of health

“Social and economic determinants of health include measures of individual and family socioeconomic position, neighborhood conditions, and societal and cultural factors that influence health. Individual and family measures of social and economic determinants of health include factors such as household income, education, and occupation. Neighborhood characteristics affecting health include factors such as quality of housing and schools; availability of medical facilities, libraries, public transportation and parks; and environmental hazards. Social support and racial discrimination are examples of societal and cultural factors affecting health. The social and economic conditions into which people are born affect health throughout the life span and across generations.” – [WA DOH Health of Washington State Report - Social and Economic Determinants of Health, 2013](#)

Tools for learning more about social determinants of health and visualizing related data for Washington

- ✓ [Healthy People 2020 Social Determinants of Health](#)
- ✓ [Social Determinants of Health Dashboards](#)
- ✓ [Data and Tools for Project Planning](#)
- ✓ [DOH Washington Tracking Network Map](#)

# Social Determinants of Health

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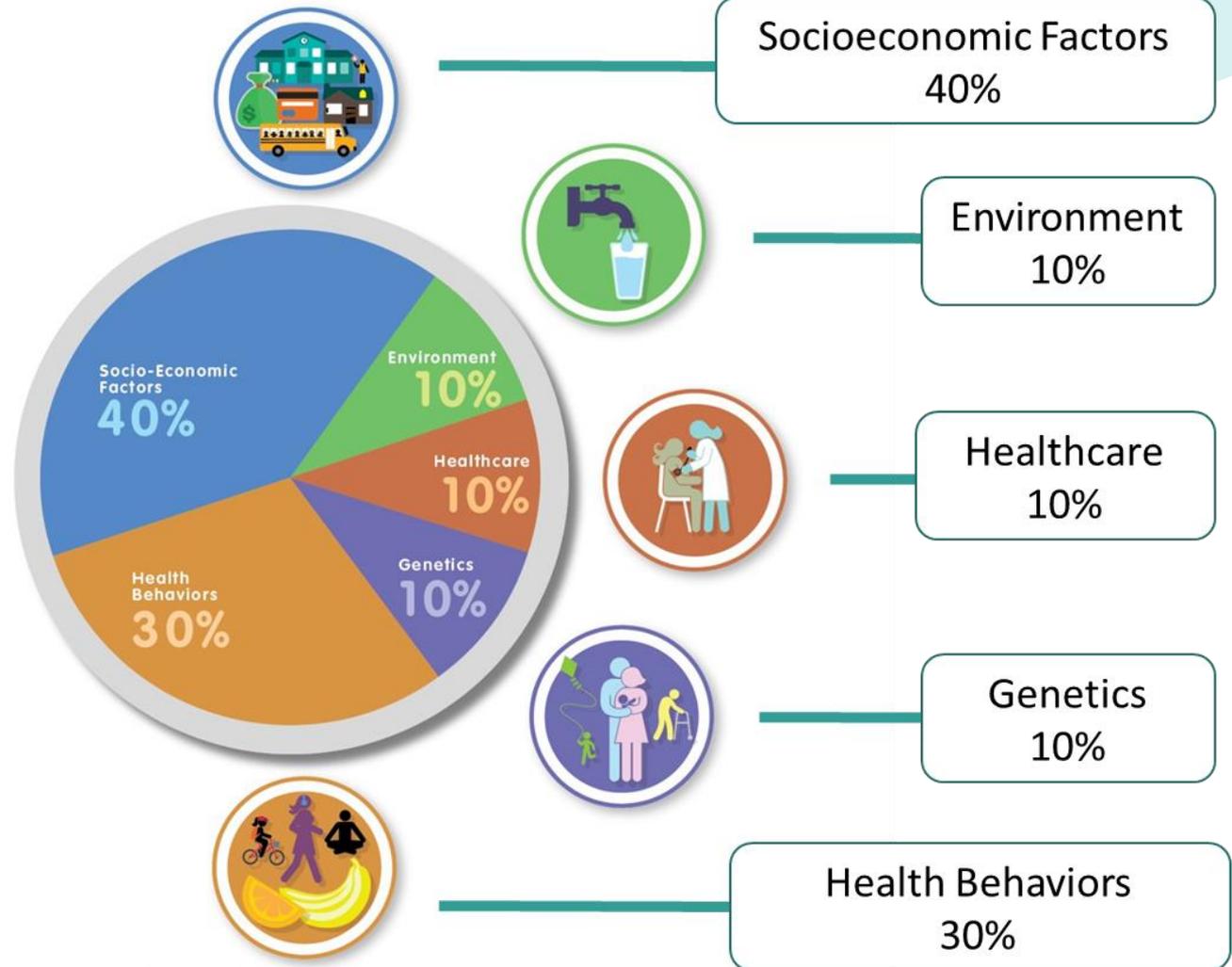
“Social and economic conditions are major determinants of health. Income, wealth, education, employment, neighborhood conditions and social policies interact in complex ways to affect our biology, health-related behaviors, environmental exposures, and availability and use of medical services. Health impacts associated with lower socioeconomic position (SEP) can begin before birth and build up throughout life. More simply stated, being poor is bad for health.”

- [WA DOH Health of Washington State Report - Social and Economic Determinants of Health, 2013 \(link\)](#)

# FRAMEWORK

Social & economic factors and health behaviors are the major things that determine how healthy we are.

## Social Determinants of Health





All guiding principles and frameworks help us learn about the communities around us and better understand how to plan, deliver, and evaluate the most effective SNAP-Ed program to make positive changes and achieve health equity.

# PRIMARY STRATEGIES

## Core SNAP-Ed Strategies

SNAP-Ed uses three key strategies to support healthy lifestyle changes within the SNAP-Ed audience:

- ✓ Policy, systems, and environmental (PSE) strategies
  - Includes [social marketing](#) strategies for RFA FFY2021-2023
- ✓ Health promotion strategies
- ✓ Nutrition education (Direct education)
  - Nutrition education, or direct education, means education classes given directly to individuals and groups to increase their knowledge and skills. These classes are provided in a series of classes for participants. Includes education about nutrition, food, cooking, and physical activity provided directly to youth and adults.

See examples of these strategies at [SNAP-Ed Works! website](#) (link).

Learn more about all three strategies in the RFA materials (*Appendix I*).

# WASHINGTON STATE SNAP-ED



Click on the picture to watch a 5 minute video created by our Statewide Curriculum, Training, and Website team (a Statewide Initiative team) describing an overview of WA SNAP-Ed, including the core program strategies.

# PSE Strategies

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“Policy, systems, and environmental change strategies are designed to promote healthy behaviors by making healthy choices readily available and easily accessible in the community. PSE change strategies are designed with sustainability in mind.”

– [Rural Health Information Hub](#)  
(link)

# PRIMARY STRATEGIES *PSE STRATEGIES*

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## **Policy, systems, and environmental strategies**

SNAP-Ed organizations partner with their community to plan [policy, systems, and environmental \(PSE\) changes](#) (link) that create opportunities for and remove barriers to healthy eating and active living in places where people eat, live, learn, play, work, and shop. SNAP-Ed facilitates PSE changes that facilitate long-lasting changes to nutrition and physical activity for people living with low incomes and low food security. These changes work to create [health equity](#) (link).

PSE strategies are **required** for all SNAP-Ed interventions funded by DOH.

For more examples of PSE strategies, you can also visit the [Creating Healthy Local Places SNAP-Ed PSE Interactive Map](#) (link).

# Health Equity

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“Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care. For the purposes of measurement, health equity means reducing and ultimately eliminating disparities in health and its determinants that adversely affect excluded or marginalized groups.”

– [\*What is Health Equity? And What Difference Does a Definition Make, Robert Wood Johnson Foundation \(link\)\*](#)

# PRIMARY STRATEGIES *HEALTH PROMOTION*

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## **Health promotion**

Health promotion reaches groups of people with information and resources to promote healthy eating and physical activity in places where people eat, live, learn, play, work, and shop, such as healthy cooking demonstrations in food pantries, providing health education tables at community events, school parent nights and health fairs, sending meal planning and recipe newsletters to parents of students in a nutrition class, or putting up posters that show the benefits of walking in sites where SNAP customers live or work.

SNAP-Ed health promotion supports achieving a project's overall goal(s), helps make progress toward an intervention's objective(s), and shares the successes of SNAP-Ed efforts in the community.

# PRIMARY STRATEGIES *DIRECT EDUCATION*

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## **Nutrition education (Direct education)**

Direct education is the strategy that provides nutrition and physical activity education classes directly to individuals and groups. These classes can be in person or through web-based methods. These classes are provided in a series of classes for participants.

SNAP-Ed can provide [nutrition education \(link\)](#) to individuals and groups of youth and adults, using approved SNAP-Ed educational materials in places where people eat, live, learn, play, work, and shop like parks, churches, community centers, low income housing developments, schools, farmers markets, and food pantries. SNAP-Ed nutrition education classes can also enhance existing nutrition education and public health nutrition efforts in their community.

Applicants must use WA SNAP-Ed approved curricula **only if the education is funded by SNAP-Ed.**

All classes, in person or web-based, must be provided to the SNAP-Ed eligible audience. In other words, there should be efforts to determine that at least 50% of the direct education participants are part of the SNAP-Ed eligible audience. See *RFA Appendix D Eligible Sites* for more information about determining eligibility.

# PRIMARY STRATEGIES *DIRECT EDUCATION*

Any interventions that include [SNAP-Ed funded](#) direct education strategies directly to individuals and groups must use approved SNAP-Ed curriculum from the most current list. Approved FFY2020 (Oct 1, 2019 – Sep 30, 2020) curricula for different age groups is shown in the table. A spreadsheet of the specific grade levels for each curricula is [here](#) and more information about each curriculum can be found [here](#) (link).

Kindergarten - 5 <sup>th</sup> Grade	6 <sup>th</sup> - 12 <sup>th</sup> Grade	Adults & Seniors
<ul style="list-style-type: none"> <li>• Read for Health</li> <li>• Grazin' with Marty Moose</li> <li>• MyPlate in Practice</li> <li>• Nutrition in Me</li> <li>• Growing Healthy Habits</li> <li>• Kids in the Kitchen</li> <li>• Food Smarts</li> <li>• Nutrition to Grow On</li> <li>• CATCH- Coordinated Approach to Child Health</li> <li>• Choose Health, Food, Fun &amp; Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Kids in the Kitchen</li> <li>• Food Smarts</li> <li>• Nutrition to Grow On</li> <li>• Choose Health, Food, Fun &amp; Fitness</li> <li>• CATCH- Coordinated Approach to Child Health</li> <li>• EatFit</li> <li>• Teen Cuisine</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, Shop, Save, &amp; Cook</li> <li>• Eating Smart Being Active (plus Pregnancy Lessons)</li> <li>• Cooking Matters</li> <li>• Eat Smart, Live Strong</li> <li>• Food Smarts</li> </ul>

# PRIMARY STRATEGIES *DIRECT EDUCATION*

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## **Cooking Matters**

In WA, Solid Ground is the statewide Lead Partner of the Cooking Matters program.

All applicants that want to include the Cooking Matters program as a **SNAP-Ed funded** direct education strategy for low-income families should connect with Solid Ground non-profit organization in Seattle, WA to learn about becoming a Cooking Matters [Satellite Partner](#) (link).

**Please note:** An administration fee and contractual agreement with Solid Ground may be required. Cooking Matters also may require its own program planning standards and evaluation methods.

If you have further questions about the Cooking Matters Satellite Partner model, please contact Solid Ground to learn more (206.694.6707 or [cooking@solid-ground.org](mailto:cooking@solid-ground.org)). Main contact information can be found here → [Solid Ground](#) (link).

# PRIMARY STRATEGIES *DIRECT EDUCATION*

## **FFY2021 Approved Curriculum List on the way**

Any interventions that include SNAP-Ed funded direct education strategies must use approved SNAP-Ed curriculum from the most current approved list. The approved curriculum list for FFY2021 is still being finalized, and is not required to be included in applications before the deadline since it may not be ready before the final submission date.

For any sub-recipients with direct education strategies in their interventions, during the period of performance, these organizations will update their project work plan to include curricula from the most current approved list for FFY2021.

**Question:** What if I want to work with a partner that already provides education to youth or adults? What if my organization already provides education to youth and adults? Do we have to change our curricula, or does the partner have to use the SNAP-Ed curriculum?

**Answer:** Using the approved curriculum is only required when education to the SNAP-Ed audience will be funded by SNAP-Ed. If an organization or program already uses their own curriculum or lesson materials, they do not have to use a SNAP-Ed curriculum. SNAP-Ed is encouraged to complement or enhance current public health nutrition education efforts, not to supplant or replace them.

# PRIMARY STRATEGIES *DIRECT EDUCATION*

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## Direct education strategies in your Project Work Plan

Any interventions that include SNAP-Ed funded direct education strategies using SNAP-Ed approved curricula should be listed in the Direct Education strategies sections of your intervention work plan (in Project Work Plan). The Project Work Plan is a required document for the RFA.

If you or a partner organization already provide education to SNAP-Ed eligible audience, and will **not** fund the education using SNAP-Ed funding, then you **do not** have to use SNAP-Ed approved curriculum and you should **not** put this into your Project Work Plan.

If you plan to use your own education strategies, or partner with existing education services, this can be included in the Health Promotion strategies section of Project Work Plan, in the PSE strategies section of Project Work Plan, or in the Project Narrative.

# PRIMARY STRATEGIES *DIRECT EDUCATION*

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## Direct education strategies in your Project Work Plan

**Question:** What if I don't know which SNAP-Ed approved curriculum to choose for my intervention?!

**Answer:** Review what information you can from the [WA SNAP-Ed Curriculum webpage](#) (link), under the description of each curriculum. Review the age groups for each curriculum, under the [FFY20 spreadsheet](#) (link) linked from this webpage, so you can decide which curriculum fits with the age group(s) you will be working with.

Using that information, provide the best choice(s) for what curriculum you think is best for the audience and that will help you achieve your intervention objectives. You can choose more than one curriculum. During the period of performance, sub-recipients will be able to learn more and take training on the curriculum, work with a DOH regional program consultant and with the Statewide SNAP-Ed Curriculum, Training, and Website team about their choice, and make changes if needed.



# WA STATE FFY21-23 THREE YEAR PLAN

## **WA SNAP-Ed [FFY21-23 Three Year Plan Process](#) (link)**

In addition to overseeing current programming, the SNAP-Ed Leadership Team is currently leading development of the next three year plan (FFY2021-2023).

# FFY2021-2023 STATE PLAN

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## WA SNAP-Ed Guiding Principles (link)

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

# FFY2021-2023 STATE PLAN

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## [WA SNAP-Ed Priorities](#) (link)

In 2020, Washington SNAP-Ed established State priorities for FFY2021-2023. Priorities at the State level are broad so that interventions can be tailored to local and regional needs. The priorities identify the core work that will be done as a state to achieve the State's goals.

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

# FFY2021-2023 STATE PLAN

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## [WA SNAP-Ed Goals and Objectives](#) (link)

In 2020, Washington SNAP-Ed renewed its State goals and objectives. WA SNAP-Ed will work collectively toward four goals to support healthy behaviors and environments where people live, play, eat, shop, learn and work.

1. Increase consumption of healthy foods and beverages and decrease consumption of unhealthy food and beverages.
2. Improve food resource management among SNAP-Ed participants.
3. Increase physical activity and reduce sedentary behavior.
4. Improve Policy, Systems, and Environments to support healthy eating and active living.

# FFY2021-2023 STATE PLAN

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## WA SNAP-Ed Goals and Objectives (continued)

The State's goals and objectives align with the National SNAP-Ed goal, reflect the State's SNAP-Ed priorities, and provide objective, common measures to show progress of the program across all SNAP-Ed funded projects.

All DOH SNAP-Ed projects are required to select at least one of the Washington State SNAP-Ed goals as one of their project goals.

# FFY2021-2023 STATE PLAN

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## Washington SNAP-Ed State Needs Assessment

In 2019, the WA SNAP-Ed program planned and completed a State Needs Assessment. The purpose of the needs assessment was to identify the nutrition, physical activity, and obesity prevention needs of the SNAP-Ed eligible population and their barriers to accessing healthy food and physical activity.

In addition to any local assessments of community need and priorities, all DOH SNAP-Ed projects are **required** to use the 2019 needs assessment report and regional data profiles to identify needs to be addressed by their SNAP-Ed project.

- ◆ State needs assessment [final report](#) and [State data profile](#)
- ◆ [Region 2 data profile](#), [Region 4 data profile](#), and [Region 5 data profile](#)

# ELIGIBLE AUDIENCE

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## Eligible Audience

The SNAP-Ed program is focused on SNAP participants and individuals living with lower incomes eligible to receive SNAP benefits or other Federal assistance programs, like the Women, Infants, and Children Program (WIC) or Temporary Assistance for Needy Families (TANF).

The audience that SNAP-Ed works with in FFY2021-2023 should be based on the most recent SNAP-Ed Statewide needs assessment and additional assessments or conversations with the community.

Audiences of focus for the National SNAP-Ed program include pre-school aged youth, school aged youth (Kindergarten – 12th grade), young adults (18-24 years old), adults with or without children, and seniors (65+ years old).

Please see the Eligible Sites guidance in the RFA materials ([\*Appendix D\*](#)) for more information about determining eligible audiences.

# SNAP-ED ALLOWABLE COSTS

## To be allowable, all costs charged to SNAP-Ed must:

- ✓ Be reasonable and necessary for carrying out activities described in an approved SNAP-Ed Plan.
- ✓ Provide SNAP-Ed services to persons eligible for SNAP-Ed.

### **Allowable cost examples:**

Salaries/benefits; Food & materials for demonstrations; travel and per diem; office supplies and equipment; conference/training attendance; pro-rated building lease/rental costs; indirect costs; nutrition education reinforcement items; seeds, plants, small gardening tools/fertilizer/potting soil (for food gardening); expenses for promoting, conducting, and evaluating interventions for nutrition education and obesity prevention

### **Unallowable costs examples:**

Land; alcoholic beverages; bad debts; medical nutrition therapy; clinical health assessments; fines/penalties; lobbying; medical equipment; volunteer services; garden equipment (tractors, etc.); celebratory items

For a list of current allowable and unallowable costs, read through the Financial and Cost Policy section of the [SNAP-Ed Plan Guidance](#) (link) starting page 72. This is not a complete list.

# ADDITIONAL ASSURANCES

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- ✓ **Six (6) year record retention schedule:** Sub-recipients are responsible for retaining and maintaining all grant records including: provisional grant award letter, final grant award letter, sub-recipient agreement, financial records, supporting documents, statistical records, and all other records pertinent to your grant award for a period of six (6) fiscal years following the current fiscal year.
- ✓ Program activities will not supplant or duplicate existing nutrition education programs or policy, system and environmental change initiatives. Where operating in conjunction with existing programs and/or initiatives, they will enhance and supplement them. Activities targeting any USDA Food & Nutrition Service (FNS) clients already receiving nutrition education must be designed to complement or enhance current information or education, and not duplicate or supplant current services. For example, SNAP-Ed cannot provide the required nutrition education for WIC or EFNEP, but can provide new information or coordinate to enhance current programming.
- ✓ All SNAP-Ed sub-recipients are financially responsible for the allowability of activities they provide that are funded with SNAP-Ed funds and are liable for repayment of unallowable costs.

# ADDITIONAL ASSURANCES

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- ✓ All materials developed, printed, or re-printed with SNAP-Ed funds must include the required USDA non-discrimination statement. All materials must be pre-approved by DOH, DSHS, or FNS depending on the type and scope of the materials.
- ✓ All programming and budget changes that differ from what was submitted in the FFY2021-2023 WA SNAP-Ed Plan of Work must be pre-approved by DOH, DSHS, or FNS depending on the type and scope of the change.
- ✓ All SNAP-Ed programs must have an “And Justice for All” poster visible to participants during each SNAP-Ed program activity. “And Justice for All” posters will be provided to all sub-recipients as needed.
- ✓ Civil Rights training is required each fiscal year for all frontline staff and those who supervise frontline staff. “Frontline staff” refers to anyone who interacts with SNAP-Ed participants.
- ✓ The standard State or Federal per diem rates shall be applied. These can be found at <https://www.gsa.gov/travel/plan-book/per-diem-rates>. In addition, all travel restrictions found in the OMB regulations (e.g., no first-class tickets, etc.) shall be followed.

# DOH SNAP-ED

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- DOH SNAP-Ed implementing agency program team
- SNAP-Ed implementing agency role
- FFY2021-2023: DOH SNAP-Ed Program Direction Priorities
- FFY2021-2023: DOH SNAP-Ed Expectations
- FFY2021: Statement of Work

# DOH SNAP-ED IA TEAM

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The team at DOH consists of:

- ✓ Regional program consultants
- ✓ Administrative assistant
- ✓ Fiscal analyst
- ✓ Program manager



# IMPLEMENTING AGENCY ROLE

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## **Brief History**

- ✓ Since 2005, the Washington State Department of Health (DOH) SNAP-Ed has received SNAP-Ed funding from DSHS to be a State SNAP-Ed implementing agency.
- ✓ DOH has worked in different counties and with different local organizations in Washington for the SNAP-Ed program but since October 2016, DOH has supported the SNAP-Ed program in 24 counties in western, central, and eastern Washington.

# IMPLEMENTING AGENCY ROLE

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## **As an implementing agency for Regions 2, 4, and 5:**

- ✓ DOH provides SNAP-Ed funds to organizations that build SNAP-Ed programming based on local needs and opportunities.
- ✓ DOH offers tools and resources, delivers and promotes training opportunities, and provides ongoing assistance to support effective program implementation.
- ✓ DOH helps make sure SNAP-Ed funded organizations are following recommended best practices.
- ✓ DOH ensures project deliverables and expectations of the SNAP-Ed grant are met by:
  - Evaluating quality and progress of local projects,
  - Monitoring budgets for the best use of funds, and
  - Reporting outcomes to DSHS.
- ✓ DOH provides strategic direction and input for Regions 2, 4, and 5 on the WA SNAP-Ed Leadership Team throughout the year.

# PROGRAM DIRECTION PRIORITIES



## [FFY2021-2023 DOH SNAP-Ed Program Direction Priorities \(link\)](#)

DOH has identified three program direction priorities for FFY2021-2023 that speak to common needs identified across all three DOH SNAP-Ed regions 2, 4, and 5 and that align with DOH mission and values.

- ✓ Reduce Racial or Ethnic Health Disparities
- ✓ Reduce Rural Health Disparities
- ✓ Embrace the Whole Family Approach

# PROGRAM EXPECTATIONS

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## **Expectations of the DOH SNAP-Ed program**

These expectations are already reflected in the Project Requirements, Project Narrative, Project Work Plan, Application Evaluation Criteria, and in the Statement of Work. To read more about DOH SNAP-Ed Program Expectations, please read *Appendix H* in the RFA materials.

- ✓ Project plans and interventions are cohesive and reinforce each other.
- ✓ Interventions have strategies that align with the Spectrum of Prevention.
- ✓ Interventions are driven by community engagement and participation.
- ✓ Interventions include efforts to foster sustainability.
- ✓ Interventions include ongoing evaluation.

# FFY2021 STATEMENT OF WORK

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The [FFY2021 sub-recipient statement of work](#) is provided for all applicants to review while they prepare their application materials.

Successful applicants must sign and return all required contract materials by the requested dates provided by DOH. No FFY2021 SNAP-Ed work can happen before the period of performance starts (Oct 1, 2020), and no FFY2021 SNAP-Ed work cannot start or be reimbursed until all required contract materials are signed, returned, and processed.

DOH contracts include a “boiler plate” which has standard requirements for all contracts. In addition, the DOH SNAP-Ed program includes a sub-recipient statement of work that all sub-recipients must follow to satisfy DOH SNAP-Ed program requirements.

Successful applicants are able to propose or negotiate changes to their individual statement of work. Any changes to the statement of work must be approved by DOH SNAP-Ed in writing and completed through a contract amendment before changes take place.

## RFA Specifics

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- Staffing plan requirements
- Application cover sheet & Electronic signatures
- Project requirements
- Project narrative & Project work plan
- Budget reminders, including **\*new budget template as of 3/13/20\***



## STAFFING PLAN REQUIREMENTS

- ✓ **Project Coordinator** - All projects funded by DOH SNAP-Ed are required to have a designated SNAP-Ed project coordinator. The project coordinator is the main contact for DOH and the lead for the SNAP-Ed project. Duties and responsibilities for the project coordinator and other two roles are included in more details in the RFA Materials.
- ✓ **Fiscal Contact**
- ✓ **Contract Signatory**

**Please note:** All three of these roles could be done by the same person. It is not a requirement to have 3 different people fill these roles. You just need to name someone for each role.

# APPLICATION COVER SHEET

- ✓ Complete PDF Fillable form - Applicants can type directly into the form and save it.
- ✓ Please respond to all questions
  - If no response, please write “N/A”.
- ✓ Check the list of assurances - Please click the box next to all assurances on the list that apply to your organization.
- ✓ Complete both required open response questions on the cover sheet
  - Organizational readiness
  - Health disparities
  - **Please note:** There is a 500 word limit for each question.





## Electronic Signatures

For the application's electronic forms, applicants may sign and submit all application forms using an electronic signature. Options for typing e-signatures include typing “/s/” before typing a legal name (first and last name, spelled correctly), for example **“/s/John Smith”**. Or, you can type a legal name between two forward slashes, for example **“/John Smith/”**. These e-signatures will be accepted on electronic RFA application forms. If you wish, you may still print, sign, and scan the documents.

# PROJECT REQUIREMENTS

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**DOH SNAP-Ed encourages applicants to view all proposed work as a single, cohesive project that works to achieve the overall goal(s) of the project.** *Project(s) can be at multiple areas or locations or just one; an intervention can be at multiple locations/sites or focus on one.*

1. Each applicant will be asked to outline how their project will follow the WA SNAP-Ed Guiding Principles in their Project Narrative.
2. Each applicant's project should align with one or more of the WA SNAP-Ed State priorities.
3. All projects are **required** to select at least one of the Washington State SNAP-Ed Goals listed below as one of their project goals. If only one goal is chosen, it must be one of the WA SNAP-Ed State Goals.
4. All projects are **required** to use the 2019 report and regional data profiles to identify needs to be addressed by their SNAP-Ed project. This can be in addition to your own data, reports, and assessments.
5. Applicants must list all counties involved in the project.

# PROJECT REQUIREMENTS

## Project requirements continued:

6. Each project **must** list at least one overall goal for the project, including one or more of the Washington SNAP-Ed State Goals.
7. Each project **must** contain one or more interventions designed to benefit SNAP-Ed eligible populations. Applicants can add as many interventions to their Project Work Plan as needed - Just remember to number them and submit them all with your Project Work Plan!
8. Each intervention **must** contain one or more objectives that are specific to the intervention, and that work towards the overall goal(s) of the project. Interventions should not stand alone and should reinforce each other to achieve the goal(s) of the project. To read more about S.M.A.R.T. objectives, please read through *Appendix G Project Design Guidance* in the RFA materials.
9. Each intervention **must** contain one or more strategies that reinforce each other to achieve the objective(s) of the intervention, and that follows **one** of the combinations below:
  - PSE Strategies only.
  - PSE Strategies **and** Health Promotion Strategies.
  - PSE Strategies **and** Health Promotion Strategies **and** Direct Education Strategies.

## S.M.A.R.T. Objectives: Examples

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*Also see RFA Appendix G Project Design Guidance*

S.M.A.R.T. objectives describe the change you plan to achieve with each SNAP-Ed intervention.

S.M.A.R.T. objectives should identify the population(s) served by the intervention strategies, and they should be aligned with expected outcomes you have identified for your intervention.

S.M.A.R.T. objectives are Specific, Measurable, Appropriate, Realistic, and Time-specific and include the following information:

- ✓ **Who** is affected by intervention or strategy?: Specific audience
- ✓ **How** will the change happen and be measured?: The programming or strategies being delivered, and method for measuring change
- ✓ **When** will the change happen?: Length of time intervention will occur
- ✓ **What** will happen?: Outcome or change anticipated as a result of intervention or strategy within the given timeframe.

## S.M.A.R.T. Objectives: Examples

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*Also see RFA Appendix G Project Design Guidance*

1. By September 30, 2021, 25% of 3rd -5th grade students who participate in Growing Healthy Habits will improve the frequency they eat fruits and 30% will improve the frequency they eat vegetables, as measured by SNAP Happy surveys.
2. By June 30, 2021, Low-income adults participating in three (3) or more physical activity promotion workshops as part of the Eating Smart Being Active program will report a 10% increase in total minutes of physical activity per week, as measured by SNAP Happy surveys and an Adult Physical Activity questionnaire.
3. By September 30, 2021, in collaboration with existing worksite wellness committees and/or local community coalitions, at least 8 low-wage worksites will complete the Check for Health Scorecard in the California Fit Business Kit, identify 2 nutrition and/or physical activity priorities for each worksite, and implement at least one improvement to the nutrition and/or physical activity environment at each worksite.

## S.M.A.R.T. Objectives: Examples

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*Also see RFA Appendix G Project Design Guidance*

4. By June 30, 2021, after developing collaborations with community stakeholders and targeting SNAP-authorized food retailers to complete a store assessment from the SNAP-Ed toolkit, at least 10 food retailers will implement point-of-access prompts to promote healthy food and beverage choices, and by September 30, 2021 at least 3 of those food retailers will re-arrange their checkout aisles to promote healthy food and beverage choices.
5. By March 30, 2021, in collaboration with an existing local community coalition, we will document the representation and engagement of at least 50% of the coalition partners and will document the level of influence of SNAP-Ed in the coalition using a partner or coalition assessment tool/method listed in [ST8 Data collection tools](#). In addition, by September 30, 2021, we will make documented progress towards 3 community-level changes aligned with [MT8a-1, MT8a-3, and MT8b](#) in the SNAP-Ed evaluation framework using suggested measures or by developing relevant measures if needed.

# PROJECT REQUIREMENTS

## Project requirements continued:

10. All projects **must** include at least one strategy to connect with a local Community Service Office (CSO), a.k.a. DSHS office, to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. [Check out examples of how to connect SNAP-Ed with CSO](#) (link), and listen to a WA SNAP-Ed webinar about [how SNAP-Ed can works with local CSOs](#) (link). To find the closest CSO(s) for your project, you can look on the [DSHS map to find a CSO near you](#).
  - **Please note:** This is at least one strategy in the entire project, not for each intervention.
  
11. All projects **must** include one or more strategies that increase awareness and/or educate about the benefits of available Federal, State, or locally available fruit/vegetable incentive program(s) to SNAP clients or SNAP-Ed participants.
  - **Please note:** DOH will provide strategies and materials for available Federal and State SNAP fruit/vegetable incentive programs. If there is a locally available SNAP fruit/vegetable incentive program in the area(s) you plan to work in, you will be asked to include at least one strategy for how you will increase awareness and/or educate about the benefits of the program for SNAP customers. If no program is available locally, then you would say so.

# PROJECT REQUIREMENTS

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## Project requirements continued:

12. Applicants **must** plan their project in settings that will reach the SNAP-Ed eligible audience.
13. Each intervention **must** estimate the number of SNAP-Ed eligible people who will be reached by each of the strategies included and how reach was estimated.
14. Each intervention **must** contain strategies that address **two or more levels** of the Spectrum of Prevention.
15. Each intervention plan **must** contain one or more partners as part of the work.
16. Overall, projects will need to describe how their proposed work:
  - Addresses community needs,
  - Includes methods for community engagement and participation,
  - Includes planned methods for ongoing evaluation, and
  - Includes strategies to create sustainability.

# PROJECT NARRATIVE & PROJECT WORK PLAN

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- ✓ Applicants will give a written response to each section in the Project Narrative. All topics that should be covered in your final narrative are listed under each section of the Project Narrative. The word limit for the Project Narrative is 2500 words.
  - **Please note:** This word limit does not include listing any references or sources that you use for your Project Narrative. These can be provided separately in a Word document and submitted as a supplemental material with your application. This word limit also does not include any other supplemental materials.
- ✓ You can consider the Project Work Plan a more specific version of your Project Narrative, where you will outline the details for your proposed project in a plan with an overall goal(s) and with details about the intervention objectives and strategies that will help you reach that goal(s). **The Project Work Plan should only describe work planned for the first year of your project.**

# PROJECT NARRATIVE & PROJECT WORK PLAN

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- ✓ Each intervention template for the Project Work Plan **requires** you to add details for each intervention strategy you choose. Complete each section in the Project Work Plan as shown.
  - **Please note:** There is a 250 word limit for each open response section in the Project Work Plan. This means 250 words for each individual section or box that requires a written response.
- ✓ Check **only one** of the combinations of strategies for each intervention plan. Each intervention must include at least one PSE strategy – a policy change strategy, a systems change strategy, or an environmental change strategy. You **do not** need to include all three PSE strategies in each intervention plan.
  - ✓ **Please note:** Applicants can add as many interventions to their Project Work Plan as needed - Just remember to number them and submit them all with your Project Work Plan!

# PROJECT NARRATIVE & PROJECT WORK PLAN

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- ✓ Don't forget to add the number of people eligible for SNAP-Ed that will be impacted by the individual strategy. You will estimate this number for each strategy you choose and describe how you reached your estimation.
- ✓ Don't forget to select all the boxes that apply in the "Site Eligibility" section of each intervention plan. This tells us how you determined you would be reaching people eligible for SNAP-Ed for each intervention.

# PROJECT NARRATIVE & PROJECT WORK PLAN

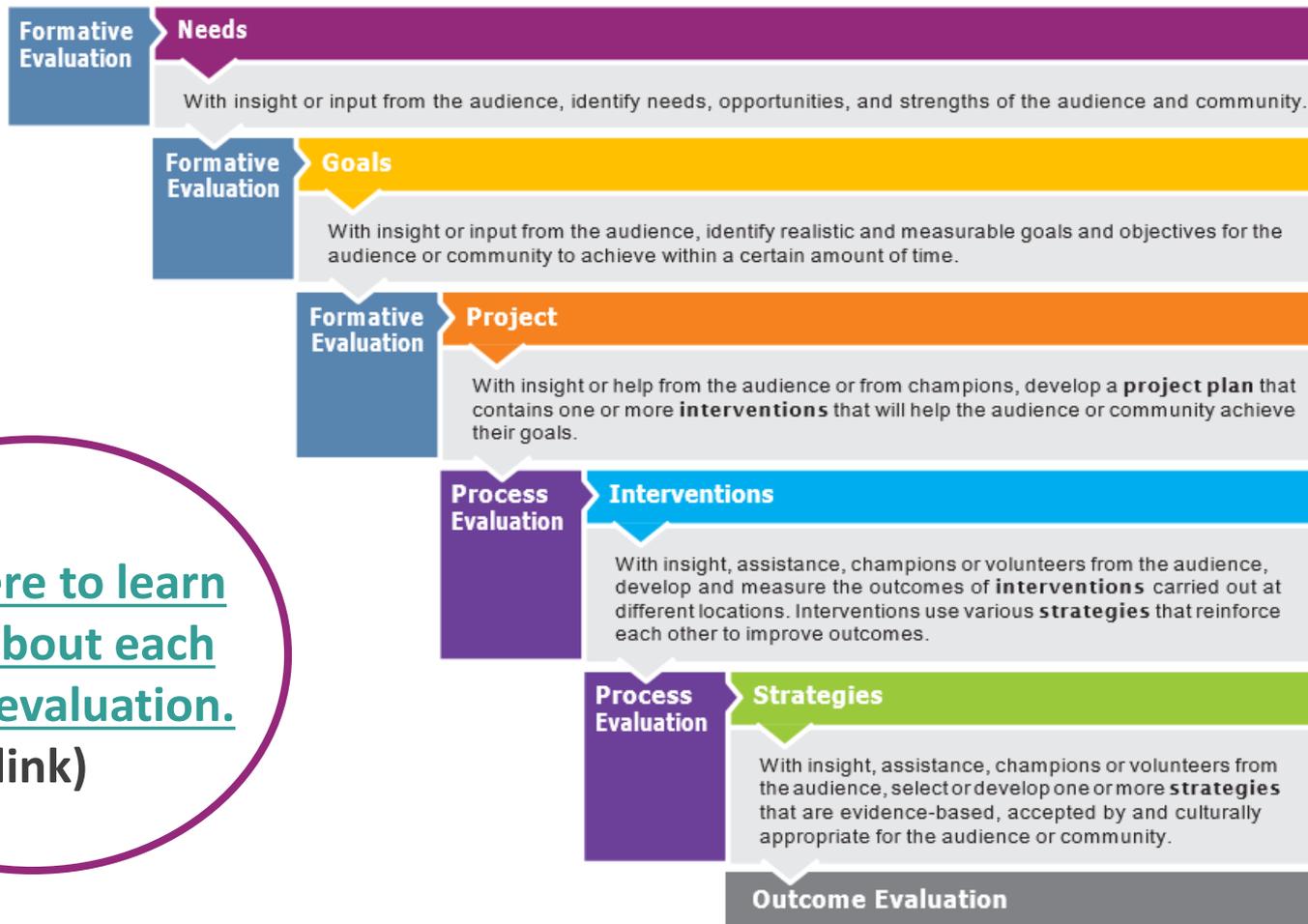
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- ✓ For each intervention, you will describe what community participation will happen, list and briefly describe any key partners that will be included in the intervention, and give a brief description of what outcomes (results) you expect to see from all the intervention activities you just outlined. You will complete these sections for each intervention you submit.
- ✓ If your organization is the main or only key partner for an intervention, and you are not planning any more key partners, under the “Key Partners and Roles” section please list your own organization as the key partner and its role in the intervention. Also clarify that there are no other key partners planned for that intervention.
- ✓ There is no limit to the number of interventions you can submit for 1 project.

**\*Reminder\*: DOH SNAP-Ed encourages applicants to view all proposed work as a single, cohesive project.**

# PROJECT NARRATIVE & PROJECT WORK PLAN

## Core Components of SNAP-Ed Project Plans



[Click here to learn more about each type of evaluation.](#)  
(link)

# PROJECT NARRATIVE & PROJECT WORK PLAN

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## **Project Evaluation**

It is expected that all sub-recipients will be able to demonstrate changes and progress toward their goals and objectives, and show positive changes with the audiences or settings they are working with, as part of the requirements for their sub-recipient agreement with DOH. Sub-recipients must use required statewide evaluation tools when applicable, may use or develop their own resources, assessments, and tools for evaluating their project, and they can also browse what other evaluation tools are offered from SNAP-Ed nationwide.

During the year, sub-recipients will have evaluation support from DOH SNAP-Ed implementing agency and the Statewide Evaluation team (a Statewide Initiative team) for help in designing evaluation tools and identifying evaluation methods or measures when needed.

# PROJECT NARRATIVE & PROJECT WORK PLAN

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## Project Evaluation

### *Direct education evaluation*

The Statewide Evaluation team created a common demographics form and a common and validated pre- and post-survey tool, called the SNAP Happy survey, to use with all SNAP-Ed direct education class participants. The survey is available in Russian, Spanish, and English. If you choose the SNAP-Ed funded direct education strategy for any intervention, then the demographics form and pre- and post- surveys that you will need to use with class participants are already provided for you. You can include additional evaluation measures for direct education classes as needed. You **cannot** alter the demographics form or the SNAP Happy survey.

### *PSE evaluation*

In fall of 2019, the Statewide Evaluation team began a pilot to test which environmental assessment tools can be used for statewide evaluation of PSE strategies in K-12 schools and food banks/food pantries. These environmental assessment tools are available to all SNAP-Ed providers for use in their projects, but are not yet required. These assessment tools may be required starting in FFY2021 for any projects that include PSE strategies with K-12 schools or food banks/food pantries.

# PROJECT NARRATIVE & PROJECT WORK PLAN

SNAP-ED WORKS!

NUTRITION EDUCATION

**PROGRAM ADMINISTRATION**

TRAINING



HOME > PROGRAM ADMINISTRATION > EVALUATION TOOLS

## Evaluation Tools

Search Filtered Results

Sort by

<input type="text"/>	Recently Updated	
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Displaying 1 - 10 of 155 Results



### Share our Strength Cooking Matters for Adults Survey

This evaluation tool was designed to tracking changes in participant knowledge, confidence, and behavior as a result of the Cooking Matters course.

2016 | **Share Our Strength. Cooking Matters.**

*Evaluation Tools*

[Click here to browse additional SNAP-Ed evaluation tools.](#)  
(link)



екуса...



екуса...



екуса...



**6** Как часто ты мыл (-а) руки с мылом вчера перед едой?

- Никогда
- Иногда
- В большинстве случаев
- Каждый раз



**7** Вчера я занимался (-ась) физкультурой в течение...

- Менее получаса
- От получаса
- 1-3 часов
- Более 3 часов



**8** Вчера я пользовался (-ась) компьютером, смартфоном, планшетом, смотрел (-а) телевизор или играл (-а) в видеоигры...

- Вообще нет
- 0-2 часа
- 2-4 часа
- 4-6 часов
- 6-8 часов
- Более 8 часов



## Evaluation

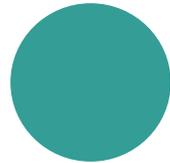
Any additional statewide guidance, requirements, or pilot programs for evaluation will be updated throughout the period of performance. The goal is to continually improve our ability to see the progress we are making statewide.

Shown at left: SNAP Happy survey tool, Russian

**\*On March 13, 2020 a **\*\*new budget template\*\*** was updated for the FFY2021-2023 RFA in the Application Materials section of our [Work with Us webpage \(link\)](#)\***

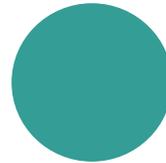
## BUDGET

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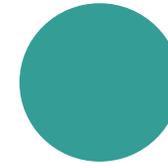
### Before

- ✓ Find out or determine your indirect rate or indirect cost plan.
- ✓ Find out the benefits % and full time, annual salary for each staff person.
- ✓ Find out your building/overhead costs and how you should calculate building costs if you share a space.



### During

- ✓ Add full-time annual salary for all staff – use FTE column to change staff time & use month column to change how many months in a year a staff position will work.
- ✓ Calculate SNAP-Ed benefits as a % of SNAP-Ed salary whenever possible.
- ✓ Give description and source of all materials.



### Don't Forget

- ✓ You can only edit the cells that are unlocked.
- ✓ Each item should be pro-rated for the cost to SNAP-Ed.
- ✓ Don't add your information in the example lines. These totals do not get included.
- ✓ **[\\*New budget template!](#)**  
(link)

\*These slides have been modified since the webinar on 2/28 with additional content. Questions asked and answered during the live webinar are being updated in the Frequently Asked Questions section of our [Work with Us webpage](#) (link)\*

## Questions & Answers

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At this time, all callers will all be unmuted. All callers can mute themselves if they are not speaking. If you are in a noisy place, please mute your device so others can hear.

You are welcome to say your question verbally, or type your questions into the chat box during this time.

# RFA Coordinator

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[Tips for Preparing  
Grant Proposals  
from USDA](#)  
(link)

**Whitney Ajie**

*DOH SNAP-Ed Program Manager*

Prevention & Community Health Division

Contact: [Snap-ed@doh.wa.gov](mailto:Snap-ed@doh.wa.gov)



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