

SNAP-Ed

Supplemental Nutrition Assistance Program Education

Announcement of Federal Funding Opportunity

Request for Applications (RFA) Information Summary

GRANT TITLE

FFY 2021–2023 Department of Health SNAP-Education (WA SNAP-Ed) Grant

INFORMATIONAL WEBINAR

Friday, February 28, 2020 at 12:00–1:30 PM

APPLICATION PERIOD

Applicants will receive no less than sixty (60) days, from the date made available to the public, to complete the application

Q&A PERIOD

Questions accepted on rolling basis until Friday, April 10, 2020 at 11:59 PM

GRANT APPLICATION DUE DATE

Friday, April 24, 2020 at 11:59 PM

SUBMIT APPLICATIONS BY EMAIL TO

SNAP-Ed@doh.wa.gov

PERIOD OF PERFORMANCE

October 1, 2020 – September 30, 2023

BUDGET PERIOD YEAR 1

October 1, 2020 – September 30, 2021

FULL BUDGET TIMELINE: Funding for SNAP-Ed is provided on a year to year basis (annually) and is contingent on the availability of Federal funds. Annual funding to sub-recipients for SNAP-Ed projects continues each year through September 30, 2023.

PRE-AWARD COSTS: This grant will not allow reimbursement of any pre-award costs, such as printing of the application, mailing costs, or staff time spent reading or writing the application.

PURPOSE OF GRANT: The mission of the Washington State Department of Health SNAP-Education program (DOH SNAP-Ed) is to improve health equity through interventions that support healthy behaviors and increase of food security. The Washington State Department of Health SNAP Education program (DOH SNAP Ed) is seeking project applications from organizations that are eager to create change in their in their community while simultaneously contributing to a larger body of SNAP Ed work that achieves impact at regional and State levels, and that work with the following audiences in Washington:

- SNAP recipients (Food Stamps, Basic Food) – This program requires participants to be at or below 200% of Federal Poverty Level); and/or
- Other low income populations at or below 185% of the Federal Poverty Level

SNAP-Ed projects assess community needs and opportunities with community partners and champions, facilitate policy, systems, and environmental changes that create a healthier community for low-income audiences, and can provide nutrition education to youth and adults and health promotion strategies in different locations. The outcome of this RFA is to award funds to multiple organizations for three years throughout 24 eligible counties so they can deliver SNAP-Ed projects in their communities.

RFA COORDINATOR

Whitney Ajie

Department of Health
SNAP-Ed Program Manager
SNAP-Ed@doh.wa.gov



Direct all communication, including questions, complaints, or requests for assistance, to the RFA Coordinator via email with “SNAP-Ed RFA” in the subject line. Responses to questions to be posted on [DOH SNAP-Ed website](#). Final date to send questions is Friday, April 10, 2020 at 11:59 PM. All applicants that submit a [Letter of Interest](#) with their email contact information will be updated via email of any updates to the information posted publicly.

ELIGIBLE APPLICANTS: Applicants must be organizations, groups, agencies, or entities. Examples include local health jurisdictions, community-based organizations, non-profit organizations, county governments, Tribes, local Tribal entities, Accountable Communities of Health, municipalities, county Extension offices, school districts, State government agencies, non-profit hospitals, not for profit colleges and universities, and other organizations that can deliver comprehensive and coordinated community based nutrition education and/or obesity prevention projects with low-income audiences receiving and/or eligible for Basic Food. At this time, individual people are not eligible to apply. If you have a question about whether or not you are eligible to apply for SNAP-Ed funding, please send an email to SNAP-Ed@doh.wa.gov. Applicants currently receiving SNAP-Ed funding from DOH are eligible to apply for renewal or supplementation of existing SNAP-Ed projects. Applicants that have not received SNAP-Ed funding in the past are also eligible to apply. Applications from current SNAP-Ed sub-recipients and from new applicants will be evaluated with the same criteria.

ELIGIBLE WASHINGTON COUNTIES: Please note that applications will only be accepted for SNAP-Ed projects in 24 counties:

- Asotin
- Benton
- Clallam
- Clark
- Columbia
- Cowlitz
- Franklin
- Garfield
- Grays Harbor
- Jefferson
- King
- Kitsap
- Kittitas
- Klickitat
- Lewis
- Mason
- Pacific
- Pierce
- Skamania
- Thurston
- Wahkiakum
- Walla Walla
- Whitman
- Yakima

Timeline

Letter of Interest Applicants are encouraged but not required to submit a Letter of Interest. A template is provided in Appendix C .	Accepted on a rolling basis until April 10, 2020 at 11:59 PM
Informational Webinar for applicants & interested community partners Join online: https://global.gotomeeting.com/join/163997397 Call in (Toll Free): 1 877 309 2073 Passcode/Access Code: 163-997-397	February 28, 2020 at 12:00 – 1:30 PM
Last day to submit questions for response	April 10, 2020 at 11:59 PM
Last day to submit formal complaints to DOH	April 10, 2020 at 11:59 PM
FUNDING APPLICATION FINAL DUE DATE	April 24, 2020 at 11:59 PM
Evaluation and scoring period	April 27, 2020 – May 8, 2020
Estimated notification of contract awards	May 15, 2020
Last day to submit formal protests to DOH	June 1, 2020 at 11:59 PM
Complete sub-recipient agreements and SNAP-Ed State plan development	May 15, 2020 – June 30, 2020
Anticipated project start date	October 1, 2020



DOH 940-026 February 2020

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email civil.rights@doh.wa.gov.

The Washington State Department of Health reserves the right to:

- Amend the specifications of this RFA, prior to the start of the application period (which is the date the application is made available to the public).
- Negotiate any project's scope of work and service area to serve the best interests of the State.
- Seek clarifications and revisions of applications from applicants.
- Communicate with any organizations or groups listed in submitted applications, including all people and organizations listed as proposed community partners and sub-sub-recipients.
- Assess previous history of fiscal and project performance of any applicant that has worked with DOH or SNAP-Ed in the course of evaluating an application, if necessary.
- Assess the results of publicly available Federal and State audits and reports for all applicants.
- Conduct negotiations with the next qualified applicant should negotiations be unsuccessful with an original finalist after notification to the original finalist and after a reasonable amount of time, unless otherwise agreed to by both parties.
- Seek out partners and award funding independent of this RFA for specific and unique funding opportunities to serve the best interests of the State, including awarding contracts to non-applicants and to applicants that score fewer points than other applicants in order to maximize service coverage in geographic areas with high rates of food insecurity, racial and ethnic health disparities, rural health disparities, and/or obesity and obesity-related chronic disease.
- Distribute as many or as few awards as necessary to serve the best interests of the State, or refrain from making any awards as a results of this RFA, and/or determine that a new solicitation is necessary.
- Revise the sub-recipient **Statement of Work** if necessary before, during, or after finalizing the sub-recipient agreements, with notification to the sub-recipient and after negotiation with the sub-recipient.
- Evaluate each applicant's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the contract for the purpose of determining the financial risk to the State; for the purpose of determining the appropriate sub-recipient monitoring requirements; and, for the purpose of determining whether or not funding should be granted to the applicant.
- Retract an agreement of funding to any applicant prior to the completion of the Federal sub-recipient agreement, with prior notification to the applicant, due to a failure of the applicant to respond to DOH communications related to the agreement; due to the failure of the applicant to complete or submit required paperwork or materials by the requested due date or after a reasonable amount of time; or, due to the applicant's Federal sub-recipient risk assessment that prevents DOH from awarding Federal funds to the applicant.

Declaration of Potential Conflict of Interest

In Washington State, the Department of Health (DOH) has been a SNAP-Ed implementing agency for three years with several public health and nutrition education community partners that are well known to each other. DOH is also currently providing funds to several SNAP-Ed local implementing agencies during this application period, and may receive applications from those same agencies. It is acknowledged that proposal reviews may be completed by individuals who currently have, or may have, previous connections with one or more of the agencies submitting proposals for funding. Every attempt will be made to review proposals based on the criteria provided in this document and in a fair and unbiased manner.

Complaints and Protests Procedures

It is the policy of DOH to provide all applicants with an opportunity to resolve complaints or protests related to the project application process or award decisions. The request for a debriefing conference must be received by the RFA Coordinator within three (3) business days after the announcement of the apparent successful applicants. The request should include a list of attendees including their titles. Debriefing may be conducted either in person, by

telephone, or by electronic means, as determined by the RFA Coordinator. The failure of an applicant to make a timely request and/or attend a debriefing conference shall constitute a waiver of the right to submit a protest. All such matters will be given impartial and timely consideration. Detailed procedures are as follows:

Complaint Process

Issues or concerns not resolved to an applicant's satisfaction during the open application period may be addressed through a complaint only on the following grounds:

- The application unnecessarily restricts competition;
- The evaluation or scoring process is unfair or flawed; or
- The application requirements are inadequate or insufficient to prepare a response.

A complaint must:

- be received by the DOH by the date specified in the application schedule. Otherwise, an untimely complaint may be rejected without further consideration at the discretion of the DOH, and
- be sent in writing to the RFA Coordinator by email (SNAP-Ed@doh.wa.gov) with Subject Line "SNAP-Ed RFA Complaint" or by ground mail (DOH – SNAP-Education, P.O. Box 47886, Olympia, WA 98501) with "SNAP-Ed RFA Complaint" in the letter title.

A complaint should:

- Clearly articulate the basis of the complaint consistent with the complaint criteria; and
- Include a proposed remedy.

Upon receipt of a timely complaint, the DOH will consider all the facts available and respond in writing within 10 days of the receipt of the complaint, and prior to the final application due date. The DOH response to the complaint is final and not subject to appeal. Issues raised in a complaint may not be raised again during the protest period.

Protest Procedures

Applicants protesting this solicitation shall follow the procedures described below. Protests that do not follow these procedures shall not be considered.

This procedure is available to applicants who submitted a completed application to this RFA and who have participated in a debriefing conference. Upon completing the debriefing conference, the applicant is allowed five (5) business days to file a protest with the RFA Coordinator. The protest must be sent in writing to the RFA Coordinator by email (SNAP-Ed@doh.wa.gov) with Subject Line "SNAP-Ed RFA Protest" or by ground mail (DOH – SNAP-Education, P.O. Box 47886, Olympia, WA 98501) with "SNAP-Ed RFA Protest" in the letter title; include a specific and complete statement of facts forming the basis of the protest; and, include a description of the relief or corrective action requested.

A protest may be based only on one or more of the following:

- Bias, discrimination or conflict of interest on the part of the evaluator;
- Errors in computing the scores; or
- Non-compliance with procedures described the solicitation document.

Upon receipt of a protest, a protest review will be held by a DOH agency representative. This representative will be a neutral party who was not involved in the solicitation evaluation and award process. The agency representative will review the protest and all available facts and issue a response within ten (10) business days of receipt of the protest. If additional time is required, the protesting party will be notified of the estimated additional time needed to respond.

The final determination of the protest shall:

- Find the protest lacking in merit and uphold the DOH's action; or
- Find only technical or harmless errors in the DOH's acquisition process and determine the DOH to be in substantial compliance and reject the protest; or
- Find merit in the protest and provide the DOH options which may include

- Correct the errors and re-evaluate all bids, and/or
- Reissue the solicitation document and begin a new process, or
- Make other findings and determine other courses of action as appropriate.

If the DOH determines that the protest is without merit, the DOH will enter into a contract with the apparently successful applicant. If the protest is determined to have merit, one of the alternatives noted in the preceding paragraph will be taken. The protest decision is final and not subject to administrative appeal. If the protesting applicant does not accept the DOH protest decision, the applicant may seek relief from the Superior Court in Washington State.

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SECTION 1

Application Instructions

SECTION 1.1 Orientation to the Request for Applications (RFA)

Purpose

The Washington State Department of Health SNAP Education program (DOH SNAP Ed) is seeking project applications from organizations that are eager to create change in their in their community while simultaneously contributing to a larger body of SNAP Ed work that achieves impact at regional and State levels, and that work with the following audiences in Washington:

- SNAP recipients (Food Stamps, Basic Food) – This program requires participants to be at or below 200% of Federal Poverty Level); and/or
- Other low income populations at or below 185% of the Federal Poverty Level

SNAP-Ed projects assess community needs and opportunities with community partners and champions, facilitate policy, systems, and environmental changes that create a healthier community for food insecure households, and can provide nutrition education to youth and adults as well as provide health promotion strategies in different locations. The outcome of the RFA is to award funds to multiple organizations for three years throughout 24 eligible counties so they can deliver SNAP-Ed projects in their communities.

Background

DOH SNAP-Ed is initiating a competitive application process to award funds for the next three Federal fiscal years because, within the last year, changes in the overall WA SNAP-Ed program and updated expectations from DOH support the need for new sub-recipient agreements for SNAP-Ed funds to make sure that partners who will be awarded for the next three years can satisfy the total collection of changes put forward.

In 2019–2020, the Washington SNAP-Ed (WA SNAP-Ed) program renewed its State guiding principles, goals and objectives, and completed a new statewide needs assessment. In addition, DOH SNAP-Ed program initiated several changes that address continuous improvement for its community nutrition education, food security, and obesity prevention projects for SNAP-Ed **eligible communities**:

- Updated its funding distribution model based on sub-regions that have funding parameters and that were determined by reviewing population- and poverty-related characteristics to support data-informed funding decisions,
- Outlined future program direction priorities for the DOH SNAP-Ed program,
- Reducing health disparities and organizational capacity as two priorities for selecting partners to fund,
- Clarified staffing and project components that are required,
- Added the requirement to conduct PSE strategies in all DOH SNAP-Ed projects, and
- Updated the DOH SNAP-Ed sub-recipient **Statement of Work** (including reporting due dates, required training, and new performance standards).

As a result of this RFA, DOH SNAP-Ed projects will align with the new WA SNAP-Ed priorities and goals, and DOH will increase the likelihood that funded organizations will have the capacity to meet the specific requirements of the SNAP-Ed project and will enhance its overall delivery to its customers. In clearly outlining all changes to the DOH SNAP-Ed program, the RFA allows both current partners and new organizations to submit applications demonstrating their ability to deliver SNAP-Ed projects in accordance with the updated requirements during the period of performance.

Potential Sub-recipients

Organizations delivering SNAP-Ed as DOH sub-recipients need to have ability to:

- Comply with and remain knowledgeable about all WA SNAP-Ed and DOH SNAP-Ed policies.
- Keep their SNAP-Ed staff and any sub-sub-recipients informed of all SNAP-Ed policies, and accountable to policies when needed.

- Plan, deliver and measure progress of community-based SNAP-Ed projects to low-income youth and/or adults.
- Plan, deliver, and measure progress of policy, system, and environmental strategies.
- Deliver services in high need, low income communities at priority sites, and at times and locations convenient for the audience.
- Deliver culturally appropriate nutrition education, physical activity education, and related health information with respect, at appropriate reading levels, and in multiple languages (if applicable) to match the community's needs.
- Coordinate or collaborate with community partners and fellow SNAP-Ed sub-recipients.
- Use required evaluation methods from the WA SNAP-Ed Evaluation team (e.g., surveys, environmental assessment tools) in addition to any of their own methods to evaluate their project activities. SNAP-Ed providers will receive training on how to use all evaluation tools and can request assistance during the project.
- Request demographic data from all participants in all direct education class series and one-time events. This includes race/ethnicity, gender and age. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to provide this information, however SNAP-Ed providers must request it.
- Provide pre- and post-test surveys to all participants in all direct education class series. This includes administering SNAP-Ed pre-test surveys at the start of a new class series and SNAP-Ed post-test surveys at the end of the series. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to complete a pre- or post-test, however SNAP-Ed providers are required to administer them.
- Correctly enter all required reporting data on time in the approved form(s) or system. For participant surveys, this means either having local project staff enter all data from participant surveys, or completing the required DOH Survey Cover Sheet and mailing all surveys to DOH for data entry by the due dates required. Pre-paid envelopes will be provided for mailing surveys to DOH. Participant surveys that are received after the required due date(s) will not be entered by DOH staff. If possible, these surveys will be returned to the local SNAP-Ed provider for data entry, or will be stored for record keeping.
- Complete and submit financial invoices to DOH on a monthly basis.
- Complete all required training annually.
- Communicate regularly with DOH through computer-based methods, including online conferencing software (e.g., GoTo Meeting) and online file and message sharing platforms (e.g., Microsoft SharePoint).
- Obtain a Secure Access Washington (SAW) account to access DOH SNAP-Ed SharePoint webpages.
- Use or secure access to Microsoft Office software, most importantly Microsoft Outlook, Word, Excel, and PowerPoint.
- Maintain or secure an internet connection for communication with DOH, to view updates and messages from Washington SNAP-Ed through the WA SNAP-Ed Providers website, and for reliable reporting of SNAP-Ed activities. All SNAP-Ed activities are reported into an online program evaluation and reporting system and reporting is required at regular intervals throughout the year.

SECTION 1.2 Funding

Period of Performance

DOH SNAP-Ed sub-recipient agreements for Federal Fiscal Years 2021 – 2023 (October 1, 2020 – September 30, 2023) lasts up to three years. Funding is provided annually (year to year) and annual funding for SNAP-Ed depends on the availability of Federal funds. Annual funding for each sub-recipient also depends on a satisfactory history of performance and use of funds during the previous year. DOH SNAP-Ed may elect to fund applicants fully, partially, or not at all, for proposed FFY21–23 activities.

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 (e.g., office supplies, mailing and printing costs, required or typical travel costs, in-state/out of state travel costs for professional development and networking), required SNAP-Ed travel (e.g., forum, regional meetings), materials needed for PSE strategies or food demonstrations, etc. There are minimum amounts suggested for different line items based on previous history of expenditures. 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. 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 for specific line items based on the progress of the project. More details are provided in the Budget Workbook Guidance and Template.

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 Available by Region and Sub-Region

The current amount for each region's total award is estimated based on the current fiscal year's amount for each region.

Region 2

Estimated total award: \$1,300,000

Estimated total available for sub-recipient awards: \$980,980

Region 4

Estimated total award: \$2,000,000

Estimated total available for sub-recipient awards: \$1,683,000

Region 5

Estimated total award: \$2,000,000

Estimated total available for sub-recipient awards: \$1,509,200

The funding availability for each region is currently the amount that remains after DOH reserves an overall average of approximately 20% for overall administration of the program and an additional 1.5% (approximate average) to support reimbursement to SNAP-Ed providers in each region for planning and implementation of region-wide projects, networking opportunities, and/or workgroups. Funding amounts for each region and sub-region are subject to change based on changes to administrative needs, changes to Washington SNAP-Ed from the federal level, and changes to the amount of SNAP-Ed funding that DSHS awards to DOH each year.

Sub-Regions

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, and were determined by proximity, available community resources, and based on the priority that DOH determined for that sub-region using a variety of available and reliable National, State, and county level data.

Applicants should apply for the funds available in the sub-region(s) where they will work. Applicants may apply for funds available in their sub-region or multiple sub-regions. Any funds that are not awarded through competition within a sub-region may be reserved by DOH as un-awarded funds for seeking out partners within a region or sub-region, or may be added as additional funds to support the projects of other sub-recipients.

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

Sub-regions and their funding level were determined after considering the following data: Highest population density; Highest county population; Highest number of SNAP participants by county (reported by DSHS); Highest percentage of Basic Food program use rate in county (reported by DSHS); Highest percentage of SNAP eligible people by county (reported in 2019 WA SNAP-Ed statewide needs assessment); Highest county poverty rate (reported by USDA Economic Research Service); Highest percentage of food insecure persons below 185% Federal Poverty Level (reported by Map the Meal Gap); and, Highest percentage of Child food insecurity rate by county (reported by Map the Meal Gap).

Allowable Costs

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](#), as well as the SNAP-Ed Guidance during the period of performance. Includes the following:

- The most fundamental Federal cost principle is that a cost must benefit a Federal program or program component in order to be reimbursable with Federal funds.
- 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](#).
- Nutrition Education Reinforcement Items should be \$5.00 or less per item. For more about nutrition education reinforcement items, also known as incentives and educational extenders, go to [SNAP-Ed Financial and cost policy guidance, page 87](#).
- Projects should plan to use the most cost-effective means for implementing all intervention strategies. The measure for “cost-effective” is that the project’s cost per person, for all interventions combined, should not exceed \$100 for urban SNAP-Ed participants or \$150 for rural SNAP-Ed participants. Applicants proposing to spend more than this must provide a justification in the [Project Narrative](#).
 - For example, a project estimates that for all interventions combined it will reach 12,000 people in an urban area with a proposed total budget of \$150,000 for Year 1. The project’s cost per person is \$12.50 per person ($\$150,000 \div 12000 = \12.50), and is therefore cost-effective. If the estimated reach was 2,000 people, the project’s cost per person would be \$75 per person, and therefore still cost-effective. If the estimated reach was 1,250 people, the project’s cost per person would be \$120 per person, and the applicant would need to justify the need for this higher cost in their [Project Narrative](#), or would need to adjust their budget or project plan.

Additional Cost Policies from DOH SNAP-Ed

- For staffing, proposed budgets should follow the guidance of limiting administrative costs to approximately 20%. Administrative costs include tasks such as staff time spent on training; staff time spent on performing administrative functions like accounting, etc.; staff time spent on fiscal review and invoice/budget preparation; and, staff supervision.
- There is no cap on a federally approved indirect rate, however indirect rates higher than 35% should have justification in the [Project Narrative](#). Approved indirect rates must be on file with DOH by the start of the project. This includes Contractors claiming the minimum 10% “de minimus” rate must send a request for that to the DOH Grants office (DOHFSGrantContracts@doh.wa.gov)
- Applicants may award their own sub-sub-recipient awards for specific components of the work, but the total award to outside providers **should not exceed 50%** of the original sub-recipient award.

Funding Sub-sub-recipients

Applicants may distribute funds to other providers in their area as part of delivering the SNAP-Ed project. However, the applicant should still be the fiscal agency and lead agency 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](#)). 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.

SECTION 1.3 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 between Department of Health and the applicant. Duties and responsibilities for the project coordinator include:

- Serve as the main contact person to DOH.
- Coordinate the planning, implementation, evaluation, and reporting of all parts of the approved project plan.
- Ensure all expectations and deliverables of the approved project plan are met.
- Be available for regular and intermittent meetings, both in person and phone, with DOH SNAP-Ed at least quarterly.
- Attend, or send qualified staff member to, required State SNAP-Ed meetings and trainings, both online and in-person.
- Attend, or send qualified staff member to, required DOH SNAP-Ed meetings and trainings, both online and in-person.
- Hire and onboard all staff necessary to deliver approved project plan.
- Submit all cost amendments and no-cost budget amendments for approval as outlined in current DOH SNAP-Ed policy and procedure.
- Attend, or send qualified staff member to, in-State or out-of-State trainings, meetings, conferences, or workshops related to the applicant's approved SNAP-Ed project as approved.
- Respond to all DOH and SNAP-Ed Statewide initiative requests in a timely manner.
- Complete all data entry in the absence of a dedicated data entry staff person.
- Complete and submit all required reporting to DOH by due dates outlined in sub-recipient **Statement of Work** and by due dates requested by DSHS and WA SNAP-Ed statewide initiatives.
- Submit updates to DOH in a timely manner following any change in contact information for the project coordinator or any SNAP-Ed funded staff.

DOH SNAP-Ed strongly recommends that the project coordinator have a FTE (Full Time Equivalent) of at least 0.5 FTE or 50% time (20 hours per week). If an application includes a project coordinator with less than 0.5 FTE, applicants must provide justification for this decision and explain how the applicant will satisfy all administrative expectations, including on-time data reporting, meeting attendance, training requirements, and sub-sub-recipient monitoring (if applicable).

Other Required SNAP-Ed Staff or Designees

All projects funded by DOH SNAP-Ed are required to designate a budget/fiscal agent and a contract signatory. This can be the same person as the designated project coordinator and completed along with the other duties and responsibilities of the project coordinator, or it could be a different person(s). The budget/fiscal agent is responsible for ensuring all requests for reimbursements are submitted on time and accurately, ensuring project expenses are documented and tracked throughout the lifespan of the project, and is responsible for responding to all DOH Fiscal related requests within a timely manner (5 business days). The contract signatory is an individual authorized to represent the agency or organization and that has the authority to sign a contract with DOH thereby entering into a legal commitment with DOH to provide all services and abide by all requirements in the contract.

SECTION 1.4 Project Requirements

Washington SNAP-Ed Guiding Principles

In 2020, Washington SNAP-Ed established guiding principles. The WA SNAP-Ed guiding principles should be followed and demonstrated in all local SNAP-Ed projects. Each applicant will be asked to outline how their project will follow the Guiding Principles of WA SNAP-Ed in the Project Narrative. The guiding principles state that the SNAP-Ed Plan will be:

- 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 the audience of focus.
- 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.

Washington SNAP-Ed Priorities

In 2020, Washington SNAP-Ed renewed its State priorities for FFY2021-2023. Priorities at the State level will lead our State's direction and inform our State's goals and efforts for the next 3-year grant cycle. Each applicant's plan should align with one or more of the State priorities.

- Working Across the Social Ecological Model
- Support Food Security and Healthy Food Access
- Active Living
- Collaboration with Representation

Washington SNAP-Ed Goals

All DOH SNAP-Ed projects are **required** to select at least one of the Washington State SNAP-Ed Goals listed below as one of their project goals. [Click here](#) to read more about the WA SNAP-Ed Guiding Principles.

- Increase consumption of healthy foods and beverages and decrease consumption of unhealthy food 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.

Washington SNAP-Ed State Needs Assessment

In addition to any community or local assessments of community needs and priorities, all DOH SNAP-Ed projects are **required** to use the 2019 report and regional data profiles to identify needs to be addressed by their SNAP-Ed project. To read the 2019 WA SNAP-Ed State Needs Assessment reports, click on the links below.

- [Final report and State data profile](#)
- [Region 2 data profile](#)
- [Region 4 data profile](#)
- [Region 5 data profile](#)

Project Design and Evaluation Instructions

Applicants will describe their proposed SNAP-Ed project in the [Project Narrative](#) and [Project Work Plan](#). To help complete the Project Narrative and Work Plan, DOH SNAP-Ed encourages applicants to view all proposed work as a single, cohesive project.

The components listed below are **required** to be included in all DOH SNAP-Ed projects:

1. All applicants must list all counties involved in the project.
2. Each project must list at least one goal for the project, including one or more of the Washington SNAP-Ed State Goals (listed above). If you choose only one goal, it must be one of the State Goals.
3. Each project contains one or more interventions designed to benefit SNAP-Ed eligible populations. Applicants can add as many interventions to the Project Work Plan template as needed.
4. Each intervention contains one or more objectives that are specific to the intervention, and that work towards the overall goal(s) of the project.
5. Each intervention contains one or more strategies that reinforce each other to achieve the goal(s) of the intervention. Types of strategies include: Policy, Systems, and Environmental (PSE) strategies, Health Promotion, or Direct Education.
 - a. Each intervention follows one of the combinations of strategies listed below. PSE strategies are always required:
 - PSE Strategies only.
 - PSE Strategies **and** Health Promotion Strategies.
 - PSE Strategies **and** Health Promotion Strategies and Direct Education Strategies.
 - b. For more information on PSE Strategies, Health Promotion Strategies, and approved SNAP-Ed Direct Education Strategies, please refer to [Appendix E](#). Please note that Direct Education Strategies must use the approved WA SNAP-Ed curricula. [Click here](#) for the FFY2020 list of approved SNAP-Ed curricula. This list may change in FFY2021 and applicants must choose from the updated list of approved SNAP-Ed curricula; adjustments to the curricula chosen may be required.

6. All projects must include at least one strategy to connect with a local Community Service Office (CSO) to promote and explain SNAP-Education activities to SNAP clients and CSO staff.
7. 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-Education participants. Available programs in Washington State include the State Fruit & Vegetable Incentive Program. DOH will provide guidance, information, and materials that SNAP-Education providers can use for this strategy. If an applicant will provide outreach for any locally available programs, these strategies should be included in the Project Narrative and Project Work Plan. Please note: Per federal regulation (Per the 7 CFR 277.4 (b)(5)), SNAP-Education cannot recruit, persuade, or promote the usage of SNAP benefits and cannot promote enrolling in SNAP. Therefore, this strategy is limited to providing information and education about any available programs that SNAP-Education participants can participate in and any benefits of those programs, but should not encourage them to sign up for SNAP or to use their SNAP benefits.
8. Applicants must plan their project in settings that will reach the SNAP-Education eligible audience. For more information about how to determine if a site or setting is eligible for SNAP-Education, please refer to [Appendix D](#). The applicant will be asked to briefly list the source they used to determine eligibility in the Project Work Plan (e.g., “eligible by location,” “school meal data,” “census tract data”).
9. Each intervention estimates the number of SNAP-Education eligible people who will be reached by the strategies included and how reach was estimated.
10. Each intervention contains strategies that address **two or more levels** of the [Spectrum of Prevention](#).
11. Each intervention plan contains one or more partners as part of the work.
12. 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.

Additional project design guidance in Appendix G.

SECTION 1.5 Application Evaluation Criteria

DOH SNAP-Education will establish a Review Committee, made up of DOH employees and external partners, who will complete the initial review to evaluate the [Project Narrative](#), project work plan, and budget sections of the applications and provide each application with a total score. Applicants should not assume that the reviewers are familiar with the SNAP-Education program, the applicant organization, or the programs they operate. DOH SNAP-Education implementing agency will complete any follow-up communication with applicants for additional information needed for evaluation, and will complete a final review of the applications and results of the Review Committee.

Applicants should review the entire RFA for the description of the services being sought and follow the application preparation guidelines. Several additional steps may take place to further evaluate proposals following the review of applications. These steps may include a telephone interview with the designated contact person at the agency, a request for additional written information or documentation, and/or communication with references and any partner organizations listed in the submitted applications.

For each application submitted, DOH will use the following criteria to evaluate the proposed project plans, to prioritize projects, and to determine the potential for funding and level of funding awarded for the project. Some sections will be scored and certain sections are not scored.

Scored Criteria

Evaluation of the following topics will be used to determine the potential for the project to achieve its goals within the time period and to evaluate the budget required for the proposed project. The total score will be used when prioritizing project proposals for funding. The maximum score for each section is in parentheses.

Evaluation of Project Plan – Total Possible Score: 80 points

Minimum Requirements – 0 points

These requirements **must** be met for the application to be considered for funding:

- Was the RFA turned in on time (by April 24, 2020 at 11:59 PM)?
- Is the application complete (all questions and fields completed in the [Application Cover Sheet](#), [Project Narrative](#), [Project Work Plan](#), and [Itemized Budget](#))?
- Is the narrative within the 2500 word limit (approximately five pages, single spaced, with font size 12)?
- Did the applicant include PSE strategies in **each** intervention?
- Did the project select one or more State goals for their overall project?

Needs Assessment and Community Need – 12 points

Applicant describes how project addresses the needs that were identified in the 2019 SNAP-Ed State Needs Assessment. If applicable, applicant describes how project addresses any additional priorities or needs in the community and how they were determined. Applicant describes a specific plan to focus services to high need populations, sites, or areas of the community. Applicant may include history or background about any previous or current related interventions to address the needs and their results, community support for strategies, or opportunities for change. Applicant describes how project will meaningfully address health equity by engaging with communities and/or populations at higher risk for poor health outcomes.

Community Engagement and Participation – 15 points

Applicant describes how community members or partners will be engaged or participate in planning, implementing, or evaluating interventions. Applicant describes relevant partnerships, key partners, and community coalitions. Applicant describes plans for communicating with community.

Applicant describes a plan to coordinate and/or engage with the SNAP-Ed audience, community members, groups, or organizations to deliver activities to high need populations.

Approach – 20 points

Applicant provides detailed work plan for first 12 months of project that includes project goal(s), related State goals, S.M.A.R.T. objectives for each intervention, list of potential partners (including their role), expected intervention outcomes, description of planned strategies, and estimated reach for all strategies. Applicant outlines how their project follows the Guiding Principles of WA SNAP-Ed. Applicant includes one or more PSE strategies in each intervention. Applicant includes one or more strategies to connect with a local Community Service Office (CSO) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. If applicable, applicant includes one or more strategies that increase awareness and/or educate about the benefits of any locally available fruit/vegetable incentive program(s) to SNAP clients or SNAP-Ed participants. Applicant describes how their intervention(s) and strategies will help reach the project goal(s). Applicant describes how planned interventions and strategies reinforce each other and are cohesive. Applicant describes how strategies proposed address more than one level of the spectrum of prevention. Applicant describes how proposed staffing plan supports achieving the goal(s) and objective(s) for the project plan. Applicant describes how the project would continue and build progressively through October 1, 2021 – September 30, 2023 (year 2 and year 3) should funding be extended, including any approaches to shift focus, additional strategies, additional evaluation, and any additional expected outcomes. Progress achieved or success stories of current or previous projects are not required but accepted to demonstrate potential for future success in a community, or to provide a foundation for future plans. Letters of support or commitments are not required but are accepted — in addition to description in [Project Narrative](#) — to demonstrate ability of the applicant to successfully form partnerships.

Evaluation – 10 points

Applicant describes how formative, process, and outcome evaluation will be included within programming process and how results of evaluation will be used to inform programming. Applicant outlines how they will determine if changes and what changes have occurred as a result of the proposed project. Applicant outlines their ability and/or experience collecting and providing results, outcomes, and data for use in tracking performance and evaluating their project activities.

Sustainability – 13 points

Applicant describes approaches to include within their project that can help foster sustainability.

Budget — 10 points

Applicant describes how the total proposed budget will support the project in making a positive impact. The total cost and individual expenditures for the project are reasonable, necessary, and allocable based on guidance from this application and the National SNAP-Ed Guidance. Itemized budget is complete to best of applicant's ability. Applicant answered any applicable questions related to their budget. Requested justifications provided were complete, reasonable, and appropriate for the project. Projected budget for year 2 and year 3 is complete to the best of the applicant's ability and is reasonable and necessary based on the applicant's Approach for year 2 and year 3 approach outlined in Project Narrative.

Non-Scored Criteria

DOH will use the following criteria to determine the financial risk of partnering with the applicant and will allow DOH to prioritize organizations to work with. There are no points awarded for the follow criteria, however the results will be used, along with the evaluation of the project, as part of how DOH will review each overall application and determine final awards. DOH will internally evaluate financial risk and regional need; no action is needed from applicants for these sections. Applicant will provide their responses on the [Application Cover Sheet](#).

Evaluation of Financial Risk

DOH is required to complete the DOH Federal sub-recipient risk assessment tool for each sub-recipient to assess the level of financial risk associated with providing Federal funds to the applicant's organization. The assessment tool reviews an applicant's experience with DOH, with managing Federal funds, and any history of state or federal audit reports. This tool provides DOH with a score of Low risk, Moderate risk, or High risk for each sub-recipient, and in general the score changes the amount of financial reporting required with each invoice submitted to DOH. Even if an applicant is determined to have a "High" level of financial risk, DOH is allowed to provide funds to the applicant's organization in exchange for more financial documentation during the Federal fiscal year. In some cases, the results of the assessment alone may determine that DOH is not able to award funding. No action required from applicants.

Regional Need

DOH will use various available data to help determine where SNAP-Ed services are most needed, what partners could help serve those areas, and how much to award projects that serve those areas. This will inform DOH about the level of need within each region and sub-region and will allow DOH to prioritize incoming applications. Information DOH will review includes but is not limited to county population; population density per county; census tracts; number of SNAP participants and Basic Food use rates per county; percentage of people eligible for SNAP by county; total and child poverty rate per county; total and child food insecurity rate per county; percentage of food insecure persons eligible for SNAP per county; and, adult and youth obesity rates per county. No action required from applicants.

Organizational Readiness

In the [Application Cover Sheet \(required\)](#), the applicant will outline their organization's readiness to complete proposed project plan. Qualities evaluated include organizational capacity (See [Appendix A: Definition of Terms](#)); an applicant's experience managing Federal or State funds; alignment of the organization's mission with the mission of SNAP-Ed or DOH; and, support from the organization's leadership for the project. DOH will review each applicant's response and use the response to prioritize applications based on the organization's readiness to manage a SNAP-Ed project and meet all requirements. DOH will work with and provide assistance to organizations that have medium to lower levels of readiness when it best serves the interest of the SNAP-Ed eligible audience.

Health Disparities

In the [Application Cover Sheet \(required\)](#), the applicant will outline their commitment, experience, or willingness to address **racial and ethnic health disparities** and/or **rural health disparities**. Qualities evaluated include an applicant's organizational commitment to address rural/racial and ethnic health disparities (e.g., in their mission or values, or in policies); an applicant's experience with carrying out programs or projects that address rural/racial and ethnic health disparities; or, by describing how the proposed project will begin to address rural/racial and ethnic health disparities. DOH will review each applicant's response and use the response to prioritize applications based on the project's alignment with the DOH SNAP-Ed priorities (see [Appendix H](#)) for information about DOH SNAP-Ed Program Direction Priorities for FFY 2021 – 2023).

SECTION 1.6 Application Submission Requirements

Please use the checklist in [Appendix B](#) to ensure your application is complete. This checklist does not need to be included in application. Late and/or incomplete applications will not be accepted or reviewed.

Submitting Your Application

Email your completed application materials (**PDF**), and your **Budget Workbook in Excel format**, to 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. Applications that are received after April 24, 2020 at 11:59 PM will not be reviewed and will not be considered for funding.

Complete applications contain four (4) required components:

1. **Application Cover Sheet:** See Section 2.1
2. **Project Narrative:** See Section 2.2
3. **Project Work Plan:** See section 2.3 for Project Work Plan Template.
Please note that additional intervention templates (See [Appendix I](#)) can be added to suit applicant needs.
4. **Budget** (Excel): See section 2.4

Optional Supporting Documents (not required but will be accepted)

Examples of supporting documents include:

- Letters of support from community organizations who support the application.
- Letters of commitment from key partners that will assist in carrying out activities, including potential partners, sub-sub-recipients, or coalitions.

Additional Instructions

1. An applicant may submit more than one project for funding, **ONLY IF** each project proposed is significantly different in scope **OR** if the projects are requesting funding from more than one sub-region.
2. Applicants can request materials in another language; however, all applicants must be submitted in English. To request application materials in another language, please send an email to SNAP-Ed@doh.wa.gov and include the language required.
3. All supplemental materials should be submitted with the final, completed application materials and will not be accepted separately, unless previously approved or requested by DOH.
4. If an applicant experiences problems connecting to the internet and cannot submit, the applicant may call 360-236-3494 and leave a voicemail with their full name, date and time, a description of their issue, and phone number or email address. DOH will respond with alternate ways to receive, complete, or submit the application materials to DOH, if possible. Considering all possible issues, the application materials must still be submitted by the final due date and time (April 24, 2020 at 11:59 PM). Applicants will receive a confirmation email in response for submitting their application. The email response may or may not include whether or not the application is complete or missing any requirement documents. It is the applicant’s responsibility to ensure all required documents are submitted by the due date and time.

SECTION 2

Application Materials

SECTION 2.1 Application Cover Sheet – REQUIRED

Legal Name of Applicant _____

Physical Address _____

List all Counties Included in the Project:

--

Primary Contact Person & Title _____

Telephone Number of **Primary Contact** _____

Email Address of **Primary Contact** _____

Additional Contact Person(s) *Include telephone and email address for all additional contacts*

Person assigned as **Fiscal Agent** _____

Telephone Number of **Fiscal Agent** _____

Email Address of **Fiscal Agent** _____

Person assigned as **Contract Signatory** _____

Must have legal authority to approve and sign agreements or contracts for Federal sub-award

Telephone Number of **Contract Signatory** _____

Email Address of **Contract Signatory** _____

Federal Tax Identification Number (TIN) (if available) _____

Unified Business Identifier (UBI) (if available) _____

DUNS Number (if available) _____

Proposed Total Budget for Year 1 (Oct 1, 2020 – Sep 30, 2021) _____

To be considered for funding, applicants must meet all assurances listed below by a date specified by DOH, or by the time the sub-recipient award is set in place.

Checklist of Assurances

Please put an X in all boxes that apply to the applicant's organization.

- Our organization has the interest and ability to implement the SNAP-Education project as required, if awarded, including:
 - Commitment to work with SNAP-Education eligible audiences.
 - Commitment to implement policy, systems and environmental changes to improve nutrition and physical activity in eligible communities.
 - Agreement not to discriminate based on race, ethnicity, gender, sex, sexual orientation, county of origin, or faith or religious beliefs.
- Our organization has the capacity to act as a sub-recipient of Federal grant funding, including:
 - The experience or capability to adhere to timely and complete reporting and invoicing requirements.
 - The experience or capability to implement appropriate systems for monitoring any sub-sub-recipients of these funds, if applicable.
- Our organization, if not already acquired, will complete the requirements to obtain a Federally recognized indirect cost rate, a valid Dun and Bradstreet Universal Numbering System (DUNS) number, and register in the System for Award Management (SAM) on or before the date required by DOH in the event our organization is chosen as a sub-recipient for the Federal sub-award. In the event a Federally recognized indirect cost rate is not obtained, our organization will either use a rate negotiated between the organization and DOH or use a de minimus indirect cost rate as defined in 2 CFR 200 §200.414.
- In the event our organization is chosen as a sub-recipient, our organization understands that if we have not fully complied with the requirements to complete the sub-recipient award by the time DOH is ready to make the award, DOH may determine that the applicant is not qualified to receive the award and use that determination as a basis for providing the award to the next qualified applicant.

Additional questions for each applicant are listed on the next two pages. Evaluation of the following responses will be used to prioritize applicants for funding, but will not add points to the final application score.

Organizational Readiness: Describe your organization’s readiness to complete proposed project plan as evidenced by organizational capacity (See [Appendix A Definition of Terms](#)). Include experience managing Federal and State funds or what the organization will do to prepare to manage Federal funds; the alignment of organization’s mission with mission of SNAP-Education or DOH; and, support from the organization’s leadership or community for the project. 500 word limit.

Health Disparities: Describe your organization’s commitment, experience with, or willingness to address **racial and ethnic health disparities** and/or **rural health disparities**. Include any commitment from your organization to address racial and ethnic health disparities and/or rural health disparities (e.g., in your mission statement, in your values, in your priorities or policies, in the type of work you do, etc.). You may also include any experience with carrying out programs or projects that address racial and ethnic health disparities and/or rural health disparities, or describe how the proposed project will assess and begin to address racial and ethnic health disparities and/or rural health disparities. 500 word limit.

Print Name and Title of Authorized Signatory

Signature of Authorized Signatory

Date Signed

SECTION 2.2 Project Narrative – REQUIRED

(2500 word limit, approximately 5 pages, single spaced, with font size 12)

Project Introduction

Provide a brief summary of the overall project, including interventions chosen for the first budget year, priority populations, and key partners. Indicate if the project is new or an expansion of an existing body of work.

Needs Assessment and Community Need

1. Describe how the project addresses one or more of the needs outlined in the 2019 SNAP-Ed State Needs Assessment (see [Section 1.3](#)) that is relevant to the audience of focus, and any other data and assessments that demonstrate community needs and/or priorities.
 - Include policy, system, and/or environmental gaps/needs related to these strategies where applicable.
2. Describe a specific plan to focus services to high need populations, sites, or areas of the community
 - Include historical context of related interventions, opportunities for change, community strengths, and any evidence of community support for the proposed strategies.
3. Describe how the project will meaningfully address health equity.

Community Engagement and Participation

1. Is the applicant's organization representative of, reflective of, and/or embedded within the community? If so, please describe. If not, Applicant describes a plan to coordinate with other community members, groups, or organizations to deliver activities to high need populations.
2. Describe the approach the project will take to ensure community engagement and participation throughout the project to help in planning, implementing, and evaluating interventions.
 - Include involvement with relevant partnerships and community coalitions. Include plans for communicating with the community. Include any previous or current projects that demonstrate organization's commitment to community engagement and participation.

Approach

1. Describe why the project goal(s) were chosen and how the goal(s) will address the needs of the audience described in the "Needs Assessment and Community Need" section.
2. Outline how the project will follow the Guiding Principles of WA SNAP-Ed.
3. Describe how the goal(s) will be addressed through the planned interventions and strategies. Describe how the interventions and strategies reinforce each other to create a cohesive plan. Include how the interventions and strategies address more than one level of the spectrum of prevention.
4. Describe the SNAP-Ed eligible audience that will be served by the project.
5. Describe how proposed [Staffing Plan](#) supports achieving the goal(s) and objective(s) for the project plan.
6. Describe at least one strategy to connect with a local Community Service Office (CSO) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff.
7. If applicable, describe the strategy to increase awareness and/or educate about the benefits of any locally available fruit/vegetable incentive program(s) to SNAP clients or SNAP-Ed participants..
8. Describe how the applicant would continue and expand the work through October 1, 2021 – September 30, 2023 (year 2 and year 3) should funding be extended, including any approaches to shift focus, or include additional strategies, or perform additional evaluation, and any additional expected outcomes.
9. Describe anticipated overall changes by the end of the three-year project (total period: October 1, 2020 – Sept 30, 2023).
10. Progress achieved or success stories from current or previous projects are not required but are accepted to demonstrate potential for future success in a community, or to provide a foundation for future plans. Progress or success stories must be included within total word count.

Evaluation

1. Applicant describes the evaluation methods used to determine the intervention strategies to use with the specified audience or community to assess the progress of the project and measure outcomes related to the project or interventions.
 - Include a description of all formative, process, outcome, or impact evaluation methods. For more information on these types of evaluation methods, applicants may refer to the [SNAP-Ed Evaluation Framework, Appendix E. Evaluation Methods](#).
 - Include how applicant will determine the changes that occur as a result of the proposed project.
2. Describe the applicant's ability and/or experience with collecting data for tracking outcomes, measures of progress, and evaluation activities.

Sustainability

1. Describe factors of your approach that will support sustainability.
2. Include elements of the intervention or strategies that help ensure that changes or work that is supported by SNAP-Ed will continue without ongoing, future commitment from the SNAP-Ed grant. For instance, funding commitments from other organizations; opportunities unique to your community that will support change (i.e. growing population, new political leadership, strong coalition network, new or renewed community engagement); or other.

Budget

1. Describe how the proposed total budget will support the project in making a positive impact.
2. Provide justification if SNAP-Ed project coordinator is less than 0.50 (50%) FTE, including assurances that the coordinator will be able to satisfy the time and attendance requirements for all required meetings, site visits, trainings, data entry and reporting, and communication with less than 0.50 FTE.
3. Explain why any line item expenditures in the Budget Summary larger than \$10,000 are both reasonable and necessary to achieve the project's goal(s) and/or necessary to successfully implement specific strategies or evaluation methods. Budget Summary line items include: Travel, Materials/Goods and Services, Salaries and Benefits, Non-capital Equipment, Capital Equipment, Contracts (Sub-sub-recipients), Building and Space.
4. If the applicant's budget is based on projections, explain how costs were estimated, and if any written quotes or estimates were obtained from internal or external service providers.
5. If the budget includes an indirect cost rate higher than 35%, explain why and what is included in the indirect rate.
6. Estimate and describe, with as much detail as possible, the proposed budgets for year 2 and year 3, including if the annual budget or specific costs will change from year 1 to year 2 to year 3.

Project Narrative

SECTION 2.3 Project Work Plan – REQUIRED

Applicants must prepare a detailed Project Work Plan that clearly describes answers to all sections. Project Work Plans should be included as part of the [Project Narrative](#). The Project Narrative page limit (2500 words) **does not** include what is included in the Project Work Plan, however the word limit for **each** numbered section in the Project Work Plan is **250** words.

- Include goals, objectives, interventions, strategies, and key partners for **the first Budget year only (October 1, 2020 – September 30, 2021)**.
- See [Appendix E](#) for additional description of PSE strategies, health promotion strategies, and direct education activities. See [Appendix G](#) for guidance and examples of a project work plan.
- Please note that additional interventions can be added to suit applicant's needs. Refer to [Appendix I](#) for additional Intervention Work Plan Template.
- If applicant only includes one (1) intervention in their project, they do not have to complete Intervention #2 and #3 in the Project Work Plan. Complete as many Intervention Work Plan templates as is required for the Project.

Year 1 Project Work Plan

Agency Name: _____

Name of RFA applicant agency or organization

Total Year 1 Project Cost: _____

Insert dollar amount of total Year 1 budget costs

County(s): *Select all counties where project will be implemented*

- | | | | | |
|-----------------------------------|---------------------------------------|------------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Asotin | <input type="checkbox"/> Cowlitz | <input type="checkbox"/> King | <input type="checkbox"/> Mason | <input type="checkbox"/> Wahkiakum |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Franklin | <input type="checkbox"/> Kitsap | <input type="checkbox"/> Pacific | <input type="checkbox"/> Walla Walla |
| <input type="checkbox"/> Clallam | <input type="checkbox"/> Garfield | <input type="checkbox"/> Kittitas | <input type="checkbox"/> Pierce | <input type="checkbox"/> Whitman |
| <input type="checkbox"/> Clark | <input type="checkbox"/> Grays Harbor | <input type="checkbox"/> Klickitat | <input type="checkbox"/> Skamania | <input type="checkbox"/> Yakima |
| <input type="checkbox"/> Columbia | <input type="checkbox"/> Jefferson | <input type="checkbox"/> Lewis | <input type="checkbox"/> Thurston | |

Related State Goals Choose all State goals related to project. Check all that apply. **At least one must be selected.**

- | | |
|--|---|
| <input type="checkbox"/> Increase consumption of healthy foods and beverages and decrease consumption of unhealthy food and beverages. | <input type="checkbox"/> Increase physical activity and reduce sedentary behavior. |
| <input type="checkbox"/> Improve food security among SNAP-Ed participants. | <input type="checkbox"/> Improve Policy, Systems, and Environments to support healthy eating and active living. |

Additional Project Goals:

Intervention #1

Intervention Name

Examples: "West Lawn Schools", "Older Youth", "Green Acre Neighborhood", "School Wellness", "Food Access", etc.

Need(s) addressed with this intervention

Include brief description.

Intervention Objectives(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location School Meal Data (FRL: school free/reduced lunch data)
 Census data Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

Intervention #2

Intervention Name

Examples: "West Lawn Schools", "Older Youth", "Green Acre Neighborhood", "School Wellness", "Food Access", etc.

Need(s) addressed with this intervention

Include brief description.

Intervention Objectives(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location School Meal Data (FRL: school free/reduced lunch data)
 Census data Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

Intervention #3

Intervention Name

Examples: "West Lawn Schools", "Older Youth", "Green Acre Neighborhood", "School Wellness", "Food Access", etc.

Need(s) addressed with this intervention

Include brief description.

Intervention Objectives(s)

Objectives must be specific, realistic, attainable, measurable, and time-bound. See [Appendix G](#) for guidance on creating S.M.A.R.T. objectives.

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location School Meal Data (FRL: school free/reduced lunch data)
 Census data Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.

SECTION 2.4 SNAP-Ed Budget Workbook (Excel) – REQUIRED

Complete the Budget Workbook and submit with completed application documents by the deadline. Do not send Budget Workbook separate from completed application documents unless instructed to do so in writing by DOH. Applicant must submit a detailed, itemized budget using the DOH [SNAP-Ed approved Budget Workbook \(Excel\)](#). The Budget Workbook includes the following key categories. One or more budget categories can be zero (\$0):

- Budget Summary Total: Direct & Indirect Costs
- Salaries and Benefits
- Contracts
- Non-Capital Equipment
- Program Materials & Supplies
- Travel

Organizations are reimbursed for costs expended on allowable, approved education and Policy, Systems, and Environmental (PSE) change strategies.

Organizations are required to adhere to all conditions specified in USDA-FNS' guidelines, including the following budget allocation requirements:

- Only DOH-approved budget expenditures will be reimbursed
- Funds cannot be spent on capital projects to support built environment changes

How to access the Excel template:

Download approved [Budget Workbook](#) Excel template from the public [DOH SNAP-Ed “Work with Us” webpage](#).

If you have trouble downloading the template from the DOH SNAP-Ed website:

- Email SNAP-Ed@doh.wa.gov if you need us to email it to you; or
- Email SNAP-Ed@doh.wa.gov if you need a paper version of the budget template.

Section 3

Appendices

Appendix A Definition of Terms

Applicant The organization, entity, or group that applies to DOH for funding.

Audience of focus Alternate term for target audience or target population. The term “target audience” can continue the feelings of aggression with audiences that have a history of trauma and discrimination.

Capital Equipment Equipment that costs more than \$5,000. All capital equipment must be approved in writing **before** purchase and must be necessary to the SNAP-Ed project.

Coalition A group of individuals and organizations that commit to joint action in adopting practices, supports, and standards. Coalitions typically work over a longer period to achieve their goal. Coalitions typically have representatives from multiple sectors, like food/nutrition, education, housing, health care, retail, agriculture, recreation, transportation, government, etc.

Community participatory approaches A collaborative approach that equitably involves partners and audience members in the process of planning, implementing, and evaluating programs and projects. Community participatory approaches benefit from the unique strengths and perspectives of all those involved in the process and increases the likelihood that any program, project, or intervention will be accepted, effective, and sustainable.

CSO Local Community Services Offices (CSO) provide many DSHS services, including applying for SNAP benefits.

Direct education Direct Education takes place when a participant is actively engaged in the learning process with an educator and/or interactive media for at least 20 minutes using an approved Washington SNAP-Ed Curriculum ([FY 2017 SNAP-Ed EARS glossary](#)).

DSHS Washington State Department of Social and Human Services is the State funding and regulatory agency for SNAP (Basic Food) and SNAP-Ed. State agencies are responsible for general program administration and ensuring program integrity. State agencies determine the eligibility of individuals and households to receive SNAP benefits, and issue monthly allotments of benefits ([State/Local Agency](#)).

DOH Washington State Department of Health (DOH) is a SNAP-Ed implementing agency in Washington.

Eligible Eligible SNAP-Ed participants are “low income persons participating in or applying for SNAP, as well as people with low financial resources defined as gross household incomes at or below 185 percent of poverty. National School Lunch Program data on the number of children eligible for free and reduced-price meals, which represents children in families with incomes at or below 185 percent of poverty, or Census data identifying areas where low-income persons reside, are examples of available data sources that can be used to identify low-income populations. Participation in other means-tested Federal assistance programs may also be used as a proxy for low-income since these individuals have gross family incomes below 185 percent of poverty.” ([SNAP-Ed Guidance](#))

Evidence-based An evidence-based approach for nutrition education and obesity prevention is a combination of the best research evidence with the best practice-based evidence. More details about evidence-based approaches for SNAP-Ed [can be found here](#).

Federal fiscal year (FFY) Federal fiscal years always start on October 1 and last until September 30 of the next year.

F/V Incentive Program Fruit and vegetable incentive programs that offer low-income participants matching funds to purchase healthy foods, especially fresh fruits and vegetables. Incentives provided by these programs are often called bonus dollars, market bucks, double up bucks, fresh bucks, produce vouchers, or nutrition incentives. In Washington State, FINI (see definition below) is one fruit/vegetable incentive program available for customers who use their SNAP benefits.

FINI The **Food Insecurity Nutrition Incentive (FINI) Grant Program** is a Federally funded program currently managed by DOH that provides additional benefits to SNAP customers to buy fruits and vegetables. The goal of the FINI program is to increase the affordability of healthy foods for SNAP customers in hopes to increase consumption of fruits and vegetables. DOH administers the FINI program in Washington from 2015 to 2020. DOH partners with farmers markets and farm stands, grocery retailers, and healthcare providers to provide an opportunity for SNAP customers to maximize their food dollars for the purchase of health foods and increased food security.

Health disparity A health disparity is a type of difference in health that is closely linked with social or economic disadvantage. Health disparities negatively affect groups of people who have experienced greater obstacles to health. These obstacles stem from characteristics historically linked to discrimination or exclusion such as race/ethnicity, religion, socioeconomic status, gender, mental health, sexual orientation, or geographic location.

Health equity Health equity exists when all people have the opportunity to achieve their full health potential. Health inequities exist when there is a difference in health outcomes across different groups of people, and that difference is caused by something systematic, unfair, or unjust. Many communities experience this because of their race, culture, identity, or where they live. Read more about health equity [here](#).

Health promotion encompasses the strategies that reinforce and build on PSE strategies and/or direct education strategies. Examples of health promotion are in [Appendix E](#).

Indirect costs Indirect cost is a general term for certain types of costs that are incurred by the grantee or sub-grantee in support of other allowable activities that are charged directly to sponsoring Federal or State funding agencies. These indirect costs are also called overhead costs.” ([SNAP-Ed Financial and Cost Policy, page 92](#))

Indirect education The distribution of information and resources, including any mass communications or mass distribution of materials, public events, and one-time events that do not meet the definition of direct Education, social marketing campaigns, or PSE strategies. Events like cooking demonstrations, school assemblies, and health fairs are examples of indirect activities. DOH SNAP-Ed includes indirect education activities in its definition of Health Promotion. Indirect education activities cannot stand alone and need to take place within an intervention ([FY 2017 SNAP-Ed EARS glossary](#)).

Implementing agency (IA) A SNAP-Ed implementing agency receives funding from DSHS to develop a single comprehensive State SNAP-Ed Plan and to work with other State and local organizations to promote healthy eating and active living among the SNAP-Ed population. In Washington, DSHS funds three (3) implementing agencies.

Interventions A specific set of evidence-based, behaviorally-focused strategies to promote healthy eating and active lifestyles ([SNAP-Ed Guidance](#)). Interventions have objectives that are specific, measurable, attainable, realistic, and have a timeline. Interventions have clear and planned methods to measure changes happening as a result of the intervention and have methods to report progress to those affected by the intervention. The specific set of strategies in an intervention reinforce each other to be as effective as possible for achieving the objectives.

Local implementing agency (LIA)/Local SNAP-Ed provider A local implementing agency receives funding directly from an implementing agency to deliver a SNAP-Ed project, consisting of nutrition education and obesity prevention interventions, with the SNAP-Ed audience as specified in their agreement with their implementing agency and in accordance with the State SNAP-Ed Plan.

MOUs A memorandum of understanding (MOU) is a written agreement between two organizations that helps establish the ground rules for partnership.

Needs Assessment A process for identifying the needs or “gaps” of an individual, group, area, or community in order to address areas of concern. Community Health Needs Assessments are ways for communities to understand factors that impact a population’s health and resources available to help resolve those issues. Needs assessments can also provide a way to prioritize health needs, and to plan and act upon unmet community health needs. Assessing community needs, concerns, or barriers to healthy eating and active living in low income communities and with low income audiences can be informal or formal.

One-Time Event Events for the SNAP-Ed project that occur just one time or not as part of an approved SNAP-Ed series of education. One-time events are typically provided to SNAP-Ed eligible audiences or partners who work with the audience of focus. These events normally reach different people every time, even if provided multiple times. Examples include cooking demonstrations at food pantries, health fairs, promotional presentations about SNAP-Ed, and school parent nights.

Organizational capacity The wide range of capabilities, knowledge, and resources that organizations need to be effective (includes having leadership structure and support; ability to manage finances and staff; ability to plan, deliver and monitoring services; the amount an agency can leverage funds, communicate and make relationships; and, ability to plan, collect, and analyze data and information to continuously improve). Applicants may refer to the following resources for more details about organizational capacity, including relevant assessment tools and questions: (1) [US Agency for International Development \(US AID\) Organizational Capacity Assessment for Community-Based Organizations](#) and (2) [Corporation for National and Community Service Organizational Capacity Assessment Tool](#).

Participant A SNAP-Ed participant is a person eligible to receive SNAP-Ed services and is someone that can be counted as impacted – either directly or indirectly – by SNAP-Ed funded interventions and strategies.

Partners Organizations, groups, or entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed activities by offering services or receiving support (i.e. advisory council, funding, technical expertise, referrals, volunteers, etc.). They contribute to collective impact ([FY 2017 SNAP-Ed EARS glossary](#)). Partnerships may be two or more people or organizations who meet regularly, exchange information, and identify and/or implement activities that contribute to change. A key partner can be an individual, group of people, or organization or entity who acts as a key player for any SNAP-Ed project, intervention, or strategy. A key partner is involved in the planning, implementation, or evaluation of SNAP-Ed activities. A key partner can also provide funding or donations, building space, equipment, consulting or advice, volunteers or staff time, promotional or educational materials, and information about or connection to SNAP-Ed eligible community members. All partners play an important role in supporting SNAP-Ed projects, however the role of key partners typically lasts longer, is more involved, and includes long-term buy-in from the partner.

Program A comprehensive set of projects that work to meet short-, medium- and long-term goals to prevent obesity and improve the health equity of audiences living in poverty. The SNAP-Ed program at DOH is one example of a program that funds and supports multiple SNAP-Ed projects that are happening in different regions of the State.

Project A specific set of interventions planned to promote healthy eating and active lifestyles. Projects aim to achieve one or more goals within a limited amount of time. Projects contain one or more interventions that work together to achieve the goal(s).

Policy, Systems, and Environmental (PSE) strategies PSE strategies create conditions where people are able to and encouraged to act on their education and awareness, and creates conditions where the healthy choice becomes the easy and preferred choice ([SNAP-Ed Guidance](#)). PSE strategies shape policies, practices, and environments (physical, messaging, or economic environments) to support and improve nutrition education, physical activity habits, and obesity prevention efforts. Unlike direct education strategies, which generally reach individuals and groups and have a beginning and an end, PSE strategies have the potential to reach a large number of people and continue over time ([FY 2017 SNAP-Ed EARS glossary](#)).

Setting “Setting is the type of site where the intervention takes place; interventions may be implemented in more than one setting” ([SNAP-Ed Toolkit Glossary](#)). Examples of settings included neighborhoods, parks, faith-based organizations, churches, community centers, recreation centers, schools, child care sites, school gardens, community gardens, farmers markets, food retail venues, corner stores, worksite, or other types of sites with a low-income population of 50 percent or greater. ([SNAP-Ed Guidance](#))

Site “The physical locations or places where SNAP-Ed activities occur” ([SNAP-Ed Toolkit Glossary](#)).

SNAP and Basic Food Supplemental Nutrition Assistance Program, formerly called Food Stamps, is a national food assistance program that supplements the food budget of people in need so they can purchase enough food for themselves and their families ([SNAP](#)). In Washington State, SNAP (Food Stamps) is called Basic Food and provides monthly benefits to buy food ([Basic Food](#)). In December 2019, DSHS reported 799,221 Basic Food clients served. In 2016, USDA FNS reported 1,011,412 people used Basic Food, on average, per month in Washington State.

SNAP-Ed Supplemental Nutrition Assistance Program – Education grant. SNAP-Ed is a nutrition education and obesity prevention program that helps people lead healthier lives. SNAP-Ed teaches people using or eligible for SNAP about good nutrition and how to make their food dollars stretch further. SNAP-Ed participants also learn to be physically active. SNAP-Ed works by building partnerships with all types of community organizations. Communities have social marketing campaigns, hold nutrition education classes, and improve their policies, systems, and the environment of the community. [Read more about SNAP-Ed.](#)

Strategies Activities or actions within an intervention that focus on making changes to specific topic areas of knowledge, skills, attitudes, and/or behaviors of an audience. Strategies can include activities and/or actions that directly or indirectly affect individuals or groups of people. Intervention strategies are based on the best available evidence related to the topic or goal, are relevant and engaging to the audience of focus, and are culturally appropriate for the audience.

Sub-recipient The organization, entity, or group that receives SNAP-Ed funding directly **from DOH**. Also sometimes called “Local implementing agency (LIA)” or “Local SNAP-Ed provider.”

Sub-sub-recipient The organization, entity, or group that receives SNAP-Ed funding directly **from a DOH sub-recipient**. The sub-sub-recipient must follow all Federal guidelines and requirements of the Federal grant program. The DOH sub-recipient is responsible for all program and fiscal monitoring in accordance with Federal requirements for all of its sub-sub-recipients.

USDA FNS United States Department of Agriculture Food and Nutrition Service is the Federal funding and regulatory agency for SNAP and SNAP-Ed.

WIC The Special Supplemental Nutrition Program for Women, Infants and Children is a Federal grant program that provides food assistance, nutrition education, and nutrition screenings for pregnant and post-partum women and their children from 0 to 5 years old.

Appendix B Application Checklist

Check each box below as you complete the section. All items must be checked, completed, and included in order for the application to be accepted.

- Letter of Interest** (Optional)
- Application Cover Sheet**
- Project Narrative**
- Project Work Plan**
- Budget (Excel workbook)**
- Supporting Documents (if applicable)

Appendix C Letter of Interest

To: Washington State Department of Health (DOH) SNAP-Education

Date Completed _____

Legal Name of Organization/Applicant _____

Street Address/Suite/Building _____

City, State, Zip _____

Primary Contact Person/Title _____

E-mail _____

Phone _____

List of counties the project would apply to if an application is submitted:

Dear Washington State Department of Health:

Please accept this letter as notification that the **Organization/Applicant** named above is interested in applying for SNAP-Ed grant funding from the Washington State Department of Health (DOH) for Federal fiscal years 2021 – 2023 for a period of performance from October 1, 2020 through September 30, 2023.

The **Organization/Applicant** named above understands that signing this Letter of interest **does not** formally or informally bind nor promise that the organization or applicant will submit an application to DOH for SNAP-Ed funds.

The **Organization/Applicant** named above understands that by submitting this Letter of Interest, DOH will add the primary contact person to a communication list for DOH and agrees to receive future emails and phone calls related to DOH SNAP-Ed and to this funding opportunity unless the **Organization/Applicant** named above requests to be removed from said communication list.

Additional notes from **Organization/Applicant** (optional):

Sincerely,

Signature of Primary Contact (written or e-signature)

Name of Person Signing, if different from Primary Contact _____

Contact information of Person Signing, if different than listed above _____

Appendix D Eligible Sites

The intended audience for SNAP Ed is SNAP recipients (who are at or below 200% Federal poverty guidelines) and other low-income audiences who are at or below 185% Federal poverty guidelines (FPG).

To determine if a person, group, or a site is eligible for SNAP-Ed, participants are not asked for their income. Instead, SNAP-Ed providers can use a variety of data to identify sites where low-income audiences live, learn, work, play, eat or shop and most in need of SNAP-Ed. The SNAP-Ed Guidance provides more in-depth information about what audiences and what sites are eligible for SNAP-Ed.

DOH SNAP-Ed encourages applicants to work with sites that are eligible by location, or that are eligible based on publicly available data such as census data or school meal data provided by the Office of Superintendent of Public Instruction (OSPI). Applicants are responsible for planning programming with eligible sites. This appendix lists some methods that can be used to help identify eligible sites.

Details about the data used to demonstrate eligibility are not required to be included in project proposals. However, in the Project Work Plan, applicants are asked to briefly list the source(s) where they looked for eligibility, e.g. census tract, eligible by location, school meal data, or other. Applicants who are awarded may seek assistance from DOH SNAP-Ed to finalize their list of eligible sites. If a proposed site is not deemed eligible, the applicant's project plan and funding amount may change.

Please note DOH will not determine if a site is eligible for applicants during the open application period. However, if you have questions about how to look up or how to understand the publicly available data, you may contact SNAP-Ed@doh.wa.gov.

Determining Eligibility for SNAP-Ed Sites

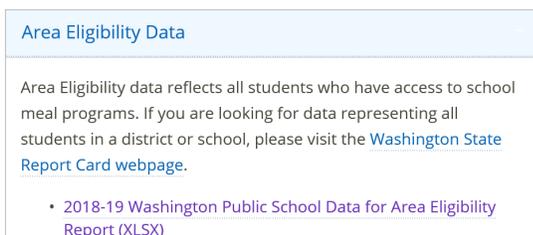
All sites where SNAP-Ed participants are recruited from must be eligible.

These sites are eligible for SNAP-Ed (by location):

- Food Bank, Food Pantry
- Temporary Homeless or Domestic Violence Shelters
- Public Housing (Public Housing Authority)
 - Find your local Public Housing agency contact information here:
www.hud.gov/program_offices/public_indian_housing/pha/contacts
- Supplemental Nutrition Assistance Program (SNAP) Benefits Office (DSHS Community Services Office, CSO)
- Soup Kitchen
- Temporary Assistance for Needy Families (TANF) Office
- TANF Job Readiness Site: WorkFirst
- Food Distribution Program on Indian Reservations (FDPIR)
- SNAP Job Readiness Site: Basic Food Education Training (BFET)

Schools may be eligible if one of these criteria apply:

- 50% or more of students in the school(s) are eligible for free or reduced lunch (FRL) based on OSPI data. For OSPI FRL data, go to this website: www.k12.wa.us/policy-funding/child-nutrition/child-nutrition-program-reports. Under the section 'Area Eligibility Data' is the most recent 'Washington Public School Data for Area Eligibility Report' file for FRL data. See screenshot below.



- The school(s) participates in the Community Eligibility Program (CEP): www.k12.wa.us/policy-funding/child-nutrition/school-meals/national-school-lunch-program/community-eligibility-provision-cep-and-provision-2. On this website, select the current file named "CEP Data for WA State."
- School is in an eligible census tract or block group.

Other Community Agencies

Other community agencies may be eligible based on census tract or block group data. Follow directions below for using census data to determine eligibility. Please note, if census data does not show that a site is eligible, an applicant can still submit the site as part of their proposal but needs to provide a reason(s) why they believe the site should receive SNAP-Ed services. For some sites, there may be other data available that can be used to determine eligibility.

Census Data Resources

These are resources to help applicants check to see if a site(s) is eligible for SNAP-Ed.

- [Using Census Data to Check Site Eligibility](#) (guidance below)
- geocoding.geo.census.gov (instructions on how to use this website below)
- [DOH SNAP-Ed Census Tract Eligibility Spreadsheet](#) (with census tract and block group poverty data). This spreadsheet is posted on the [DOH SNAP-Ed "Work with Us" webpage](#) under Application Materials as "DOH SNAP-Ed Census Tract Eligibility Spreadsheet."

Using Census Data to Check Site Eligibility

To see if a site(s) is eligible for SNAP-Ed using census data, an applicant can use the site's physical address to look up what census tract and block group the site is in. If a site sits within an eligible census tract or block group, it is eligible for SNAP-Ed. Available census poverty data shows the percent of people in a census tract or a block group who are at or below 185% FPG — we use this data.

What makes a census tract or block group eligible?

- **A census tract is eligible if:** 50% or more of people in the census tract are at or below 185% of Federal Poverty Guidelines (FPG).
- **A block group is eligible if:** 50% or more of people in the block group are at or below 185% of FPG.

How to find out if a census tract or block group is eligible:

- Using instructions below, find the census tract number and block group number for the proposed SNAP-Ed site address where the intervention will be.
- Using instructions below, check eligibility of the census tract and block group for your address(es).

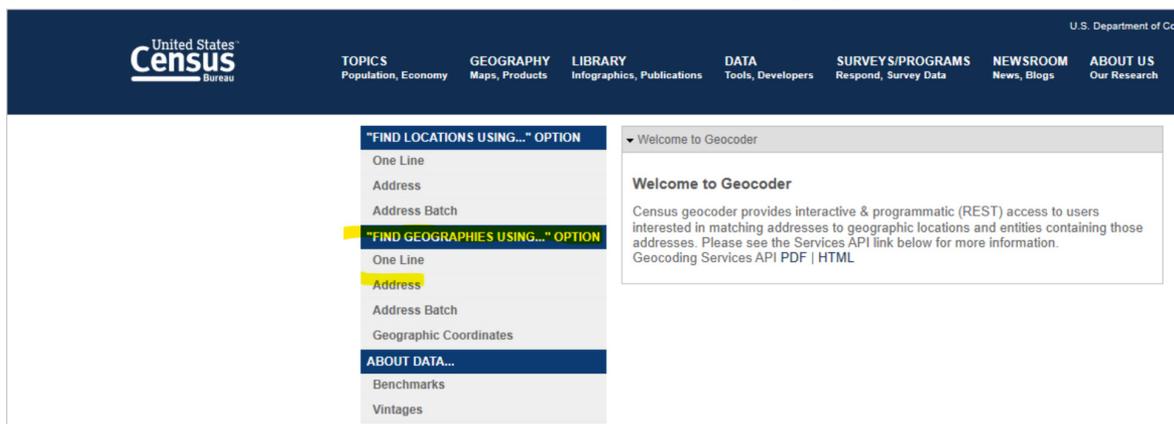
Two sets of instructions below lay out how to look up data for:

- **A single address:** See: *To check eligibility of a census tract and block group for a SINGLE ADDRESS.*
- **A batch of addresses:** See: *To check eligibility of census tracts and block groups for a BATCH OF ADDRESSES.*

If neither the census tract or block group is eligible, the site may not be eligible for SNAP-Ed. In this case, the applicant may submit justification in their [Project Narrative](#) in support of why SNAP-Ed services should be provided at the site(s).

To check eligibility of a census tract and block group for a SINGLE ADDRESS:

1. Go to: geocoding.geo.census.gov.
2. Under "**FIND GEOGRAPHIES USING...**" OPTION, select **Address**. See highlights below:



3. On the next screen, plug in the **Street, City, State, and Zip**. Select **FIND**. See highlights below:

4. Review your **Find Address Results**:

- Verify that the **Matched Address** is the same as what you entered. For example, below shows that the entered address and matched address are the same.
- Scroll down to the **2010 Census Blocks** section. Find the **GEOID**, shown in the example below:

```

2010 Census Blocks:
SUFFIX:
GEOID: 530670108005016
CENTLAT: +46.9871304
BLOCK: 5016
AREAWATER: 0
STATE: 53
BASENAME: 5016
OID: 210404007933337
LSADC: BK
FUNCSTAT: S
INTPTLAT: +46.9871304
NAME: Block 5016
OBJECTID: 4272085
TRACT: 010800
CENTLON: -122.9051948
BLKGRP: 5
AREALAND: 144765
INTPTLON: -122.9051948
MTFCC: G5040
LWBLKTYP: L
COUNTY: 067
    
```

5. Find the percent at or below 184% FPG for the census tract:

- Open the **DOH SNAP-Ed Census Tract Eligibility Spreadsheet** file. Go to the **Census Tracts** tab. Click on any cell.
- Hold down the **Control** key and the **F** key at the same time (Control+F). You will see this:

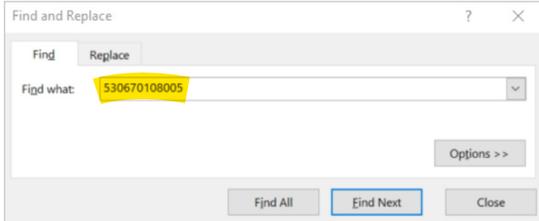
- Copy and paste **all but the last four digits** of the GEOCODE in the **Find what** field. For example: For GEOID: 530670108005016, copy/paste **53067010800** (do not copy/paste the 5016).

- Select **Find Next**.

6. The cursor will take you to the census tract (CT). In this example, CT 108, Thurston County.
 - Check **Column C** for the percent at or below 184% FPG in this census tract. If it is 50% or more, **STOP**, the census tract is eligible.
 - If the CT is < 50%, check the block group data.

To check block group data:

1. Go to the **Block Groups** tab. Click in any cell.
 - Use Control+F to search. Copy and paste **all but the last three digits** of the GEOID. For example: For GEOID: 530670108005016, copy/paste **530670108005** (do not copy/paste the 016).



- Click **Find Next**.
2. The cursor will jump to the census tract and block group number for the address you entered. In this example, Thurston County CT 108, Block Group 5.
 - Check the percent in **Column C**. If it is 50% or more, the block group is eligible.

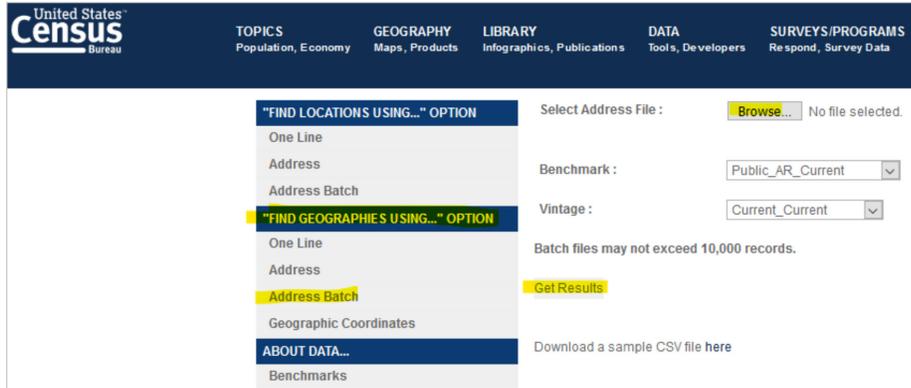
To check eligibility of a census tract and block group for a BATCH OF ADDRESSES:

1. Prepare an Excel file with the addresses that you want the CTs and BGs for. Be careful not to include extra spaces before or after words in cells.
 - **Column A:** Unique Identifier, you create. Example: For 10 addresses, you could use numbers 1–10.
 - **Column B:** Street address.
 - **Column C:** City
 - **Column D:** State
 - **Column E:** Zip Code

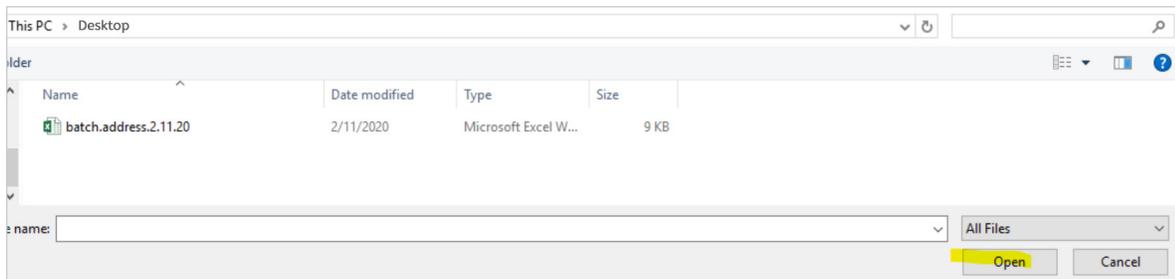
For example:

	A	B	C	D	E	F
1	1	310 Israel Rd SE	Tumwater	WA	98501	
2	2	516 Capitol Way S	Olympia	WA	98501	
3	3	921 Rogers St. NW	Olympia	WA	98502	
4						

- Go to: geocoding.geo.census.gov.
- Under **"FIND GEOGRAPHIES USING..." OPTION**, select **Address Batch**.
- On the next screen, across from **Select Address File**: select **Browse**. See highlights below:



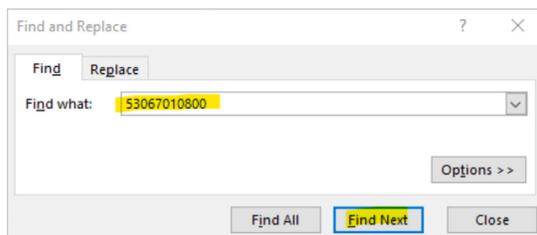
- Navigate on your computer to the Excel file with your batch of addresses. Select the file. Click on **Open** to upload it.



- Click on **Get Results** (see highlight in #4) and open results in Excel.
- Verify input address and output address are the same for each address. **Column C** will say **Match** and **Column D** will say **Exact**. You will see:

A	B	C	D	E	F	G	H	I	J	K	L
RECORD ID NUMBER	INPUT ADDRESS	TIGER ADDRESS RANGE MATCH	TIGER MATCH TYPE	TIGER OUTPUT ADDRESS	INTERPOLATED LONGITUDE AND LATITUDE	TIGERLINE ID	TIGERLINE ID SIDE	STATE CODE	COUNTY CODE	TRACT CODE	BLOCK CODE
1	310 Israel Rd SE, Tumwater, WA, 98501	Match	Exact	310 ISRAEL RD SE, TUMWATER, WA, 98501	-122.90246,46.985397	180945732	L	53	067	010800	5016
2	516 Capitol Way S, Olympia, WA, 98501	Match	Exact	516 CAPITOL WAY S, OLYMPIA, WA, 98501	-122.90152,47.043888	180944104	L	53	067	010100	1054
3	921 Rogers St. NW, Olympia, WA, 98502	Match	Exact	921 ROGERS ST NW, OLYMPIA, WA, 98502	-122.91841,47.052998	180943065	L	53	067	010600	5004

- For the address that you want to look up: Create a number using the data in **Columns I through K**. For example: For 310 Israel Rd. SE Tumwater, WA: **I**: 53 **J**: 067 **K**: 010800 = 53067010800
- Open the **DOH SNAP-Ed Census Tract Eligibility Spreadsheet** Excel file.
 - Click on the **Census Tracts** tab in any cell.
 - Hold down the **Control** key and the **F** key at the same time (Control+F) and type the number you created in Step 8 into the **Find what** field. Select **'Find Next**.



10. The cursor will jump to the census tract for your address. In this example: CT 108, Thurston County.

- Check **Column C** for the percent at or below 184% Federal Poverty Guidelines (FPG).
- If the census tract is 50% or more, **STOP**, it is eligible.
- If the CT is < 50%, check the block group data.

17	C17002	14000US53067010800	Census Tract 108, Thurston County, Washington	27.3%
18	C17002	14000US53067010910	Census Tract 109.10, Thurston County, Washington	18.2%
19	C17002			27.3%
20	C17002			23.0%
21	C17002			17.1%
22	C17002			35.3%
23	C17002			33.9%
24	C17002			29.2%
25	C17002			19.1%
26	C17002			31.4%
27	C17002			21.5%
28	C17002			26.3%

Find and Replace

Find what: 53067010800

Options >>

Find All Find Next Close

To check block group data:

1. Create a new number from the results by using the numbers in **Columns I through K** in order, AND add the **first digit only from Column L**.
For example: 530670108005.

A	B	C	D	E	F	G	H	I	J	K	L
RECORD ID NUMBER	INPUT ADDRESS	TIGER ADDRESS RANGE MATCH	TIGER MATCH TYPE	TIGER OUTPUT ADDRESS	INTERPOLATED LONGITUDE AND LATITUDE	TIGERLINE ID	TIGERLINE ID SIDE	STATE CODE	COUNTY CODE	TRACT CODE	BLOCK CODE
1	310 Israel Rd SE, Tumwater, WA, 98501	Match	Exact	310 ISRAEL RD SE, TUMWATER, WA, 98501	-122.90246,46.985397	180945732	L	53	067	010800	0016
2	516 Capitol Way S, Olympia, WA, 98501	Match	Exact	516 CAPITOL WAY S, OLYMPIA, WA, 98501	-122.90152,47.043888	180944104	L	53	067	010100	1054
3	921 Rogers St. NW, Olympia, WA, 98502	Match	Exact	921 ROGERS ST NW, OLYMPIA, WA, 98502	-122.91841,47.052998	180943065	L	53	067	010600	5004

2. Open the **DOH SNAP-Ed Census Tract Eligibility Spreadsheet** Excel file.
 - Go to the **Block Groups** tab and click in any cell. Use **Control+F** to find the new number.

Find and Replace

Find what: 530670108005

Options >>

Find All Find Next Close

- Click **Find Next**.

3. The cursor will jump to the census tract and block group number for the address you entered. In this example, Thurston County CT 108, Block Group 5.

- Check **Column C** for the percent at or below 184% FPG. If it is 50% or more, the block group is eligible.

322	C17002	15000US530670108003	Block Group 3, Census Tract 108, Thurston County, Washington	22.67%
323	C17002	15000US530670108004	Block Group 4, Census Tract 108, Thurston County, Washington	38.36%
324	C17002	15000US530670108005	Block Group 5, Census Tract 108, Thurston County, Washington	29.36%
325	C17002	15000US530670109101	Block Group 1, Census Tract 109.10, Thurston County, Washington	6.13%



Questions?

If you have questions about how to look up census data or how to read the *DOH SNAP-Ed Census Tract Eligibility Spreadsheet*, you may send your questions to SNAP-Ed@doh.wa.gov.

Appendix E Intervention Strategies

Policy, System, and Environmental (PSE) Strategies

PSE strategies help create conditions where people are encouraged to act on their education and awareness, and where the healthy choice becomes the easy and preferred choice. Strategies are characterized by being:

- Delivered using two or more levels of the Spectrum of Prevention
- Relevant and motivational to the audience of focus
- Responsive to constraining environmental and/or social factors
- Complementary to any Health Promotion or direct education strategies
- Developed and delivered with other national, State, and local partners to further the reach and impact
- Partner- or community-led, meaning that the organization or group(s) involved in the PSE strategy is ultimately responsible for adopting and maintaining the PSE changes.

Categorizing changes as a policy change, a system change, or an environmental change can be confusing. To assist applicants, DOH SNAP-Ed is including definitions and examples developed by the State of California SNAP-Ed Program to help illustrate the differences.

Policy: A *written* statement of an organizational position, decision or course of action. Ideally policies describe actions, resources, implementation, evaluation, and enforcement. Policies are made in the public, non-profit, and business sectors. In the public sector, policies may be determined by the legislative, executive or judicial branches of government at the city, county, district or state levels. In the non-profit and business sectors, organizational policies may be established by boards of directors, executive officers, managers or supervisors. Because they are written, policies are the easiest type of PSE change to categorize.

Example

A school district wellness policy requires nutrition education and physical activity interventions to be offered by SNAP-Ed qualified schools.

Systems: Systems changes are *unwritten, ongoing, often qualitative* organizational decisions/changes that result in new activities reaching large proportions of people the organization serves. An organization may adopt a new intervention, assign its people, reallocate other resources, or in significant ways modify its direction to benefit low-income consumers in qualifying sites and communities. Systems changes may occur in all three sectors (public, non-profit, and business). They may precede or follow a written policy.

Example

Organizations join efforts as a voluntary Food and Activity Policy Council to set up a farm-to-fork system that links farmers with new retail or wholesale customers in low-income settings. (A Council establishing itself as a non-profit or created by a body of government may be a policy change.)

Environmental: Includes the built or physical environments, which are visual/observable, but may include economic, social, normative or message environments.

Example

A SNAP-Ed qualified retailer institutes cross-promotional signage and pricing shelf-talkers and offers free educational materials to encourage selection of preferred foods as per Half My Plate or the Dietary Guidelines for Americans (DGA); OR the retailer elects to place EBT/Basic Food signs only with foods and beverages 'to increase' as per the DGA.

Other PSE examples include:

- Coordinating with outside groups to strategize how healthier foods may be offered at sites such as emergency food sites frequented by the audience of focus.
- Working to bring farmers markets to low-income areas such as advising an existing market on the process for obtaining Electronic Benefits Transfer (EBT) machines to accept SNAP benefits.
- Conducting Health Promotion efforts such as promoting use of a walking trail or selection of healthy foods from vending machines.
- Conducting social marketing campaign for a specific SNAP-Ed eligible audience about the benefits of physical activity.

Resources for PSE strategies:

- [SNAP-Ed Toolkit](#)
- [What is Policy, Systems, and Environmental \(PSE\) Change?](#)
- [SNAP-Ed PSE Interactive Tools & Resources: Creating Health Local Places](#)
- [List of PSE Strategies included in SNAP-Ed Reporting](#)
- [Spectrum of Prevention](#)

Social Marketing (PSE)

Successful SNAP-Ed social marketing programs should be comprehensive in scope using multiple communication channels to reach the audience of focus with sufficient frequency and reach. Market research and formative evaluation can help identify communication channels and nutrition-and health-information seeking behaviors that will best reach different segments of the SNAP-Ed eligible audience. ([SNAP-Ed Guidance](#))

Resources for Social Marketing:

- [SNAP-Ed Connection: Social Marketing](#)
- [SNAP-Ed Toolkit: Social Marketing Interventions](#)
- [SNAP-Ed Guidance: Section 1 Overview](#)

Health Promotion

Health Promotion encompasses the strategies that reinforce and build on PSE strategies and/or direct education strategies. Health promotion can be for individuals, groups, at specific sites, for specific communities, or whole populations. In SNAP-Ed, health promotion strategies are also called “indirect education activities.”

- Display of Nutrition Related Signage that directly supports PSE strategies in highly visible area
- Display of Physical-Activity Related Signage that directly supports PSE strategies in highly visible area
- Behaviorally-focused food or cooking demonstrations to improve skills related to preparing low-cost, healthy food
- Food demonstration that increases awareness of PSE strategy
- Implemented or enhanced limits on marketing or promotion of less healthy options
- Increased awareness of the PSE change by the audience of focus
- Increased marketing/promotion of school nutrition program inside or outside of school building
- Meal service staff encourages healthy selections
- Menu labeling with calorie, fat, sodium, added sugar counts
- New or improved stairwell prompts
- Point-of-purchase and distribution prompts
- Signage and prompts for use of walking and bicycling paths
- Site provides information on other nutrition resources (SNAP, WIC, FINI, etc.)
- Took promotional steps to encourage new food distribution sites
- Took promotional steps to encourage new healthy retail outlets
- Used posters, visual displays, taste testing, live demonstrations, audiovisuals, celebrities, etc.
- Vending machine labeling (e.g., calories, traffic light color coding.)
- For a list of additional strategies for Health Promotion, see this list of [SNAP-Ed indirect education activities](#).

Resources for Health Promotion:

- [USDA Team Nutrition](#)
- [USDA Start Simple with MyPlate](#)

Direct Education

Behaviorally-focused group nutrition and/or physical activity education class series, using an approved SNAP-Ed curriculum. The participant is actively engaged with an educator in a learning process for a **minimum of 20 minutes**. Providing full meals, incentive vouchers, childcare, transportation, etc. cannot be paid for with SNAP-Ed funding, and agencies are encouraged to partner with other organizations for funding opportunities. All SNAP-Ed direct education strategies **MUST** use an approved WA SNAP-Ed curriculum.

Resources for Direct Education:

- [Washington State SNAP-Ed Curriculum Website](#)
- [Approved Washington State SNAP-Ed Curriculum List](#)
- [National SNAP-Ed Best Practices in Nutrition Education for Low Income Audiences](#)
- [SNAP-Ed Curriculum Costs, FFY2020](#)

Appendix F Budget Guidance

General Instructions

Refer to **Section 1.2: Funding Available by Region and Sub-Region** for funding details. Applicants have flexibility to build project plans that reach locations within their sub-region and may extend to other sub-regions.

- Use the **Budget Workbook** (Excel spreadsheet) provided to prepare your budget.
- The Budget Workbook includes suggested amounts for minimum (base) funding needed to support typical expenses. Itemized costs, using actual costs or estimates, should be added to the budget to support the specific project strategies.
- Some worksheets and cells have formulas and will auto-calculate the correct totals for each cost. These sections are locked in order to prevent incorrect calculations and reduce error. Applicants only need to enter information in the worksheets and cells they can access.
- **Do not delete** worksheets (tabs) from the Budget Workbook. If a worksheet does not pertain to your project work plan, enter “N/A” in the cells of the first line.
- Remember, this is a reimbursement program, not a grant. You need to spend first and then bill actual costs to the program. During the fiscal year, adjustments can be made to approved budgets through budget amendments.
- Costs must be reasonable, necessary, and allocable to be an allowable expense.
- Show your math & make sure it is correct.
- Be able to support any costs listed with fiscal documentation.
- Use the most current USDA SNAP-Ed Guidance for lists of allowable and unallowable costs.

Budget Summary Tab

This main page of your budget reflects totals from each individual worksheet (Salary, Equipment, Travel, etc.) and automatically transfers to the appropriate line item on the budget summary page. **DO NOT change formulas in Blue Cells.**

- This main worksheet of your budget reflects totals from each individual worksheet (Staffing, NonCapitalEquipment, Travel Summary, etc.) and automatically transfers total from those worksheets to the appropriate line item on the Budget Summary tab. DO NOT change formulas in Blue Cells.
- **NOTE:** If you need to make a change to your budget or if is not “balancing” – go to the corresponding tab for the category you are trying to amend. You will not be able to make the change on the Budget Summary tab. (Example: to make a change in the Salaries/Benefits line item - go to the “Staffing” tab and make the change)
- **NOTE:** Please review this page to ensure your agency name, indirect rate, and your total budget is balanced.
 - If your organization uses an Indirect Rate:
 - a. Enter that indirect rate into cell B16.
 - b. Submit a copy of your approved indirect agreement with your application.
 - c. If you are using a 10% “de minimus” rate, submit your letter of approval from the DOH Grants office with your application.

Staffing Tab

Enter SNAP-Ed position titles (staff names in parentheses).

SNAP-Ed Coordinator (list name of staff person inside parentheses)

- This position is required for each DOH SNAP-Ed sub-recipient agreement. This position manages the SNAP-Ed project and ensures the satisfactory implementation of the SNAP-Ed project at the participating organization. Basic expectations for this role include researching, planning, and writing SNAP-Ed annual project plan for the organization; planning, facilitating, evaluating, and implementing and/or coordinating the implementation of the approved SNAP-Ed project plan for the participating organization; and, submitting or coordinating the submission of required SNAP-Ed online and written reports.
- DOH strongly suggests at least 0.5 FTE for this position. Time & effort for this role often includes staff leadership and/or supervision, SNAP-Ed staff or volunteer training and recruitment/hiring, attending required SNAP-Ed training around the state, attending available regional networking opportunities, attending required regional and State SNAP-Ed meetings, participating in at least 75% of monthly coordinator conference calls throughout the year, attending required quarter review conference calls and/or quarterly and annual site visits, coordinating

and participating in site visits and reviews from statewide SNAP-Ed initiative teams and DSHS, coordinating and participating in annual program and fiscal monitoring reviews from DOH SNAP-Ed and other DOH divisions, coordinating and participating in annual program management evaluations from DSHS or USDA FNS when applicable, attending the provided WA SNAP-Ed educational and technical assistance webinars and conference calls, and participating in intermittent technical assistance site visits and one-on-one calls from DOH or partner entities.

Other SNAP-Ed Staff

- Enter the name of each position, followed by staff person name in parentheses. Use a separate line for each position.
- **NOTE:** Be sure to list all agency paid staff positions that will contribute time or work directly on the SNAP-Ed project. This includes educators, administrators, evaluators, fiscal, and maintenance staff.
- Include a brief description of duties conducted for the SNAP-Ed project for **all other** positions listed on the staffing table. If a WIC certifier is conducting SNAP-Ed work, you must be clear as to the SNAP-Ed duties. Please do not list staff as WIC, but instead only reference their SNAP-Ed activities.
- Do not list sub-contractors or sub-sub-recipients here; include this information on the Contracts Worksheet.
- Do not list staff that are included in your agency indirect rate or cost allocation plan.

FTE (Full Time Equivalent)

- Enter the SNAP-Ed FTE for each staff.
- Remember, staff listed as 1.0 FTE for SNAP-Ed may NOT work on any other project(s) for your agency.
- For example: 1.0 FTE = Full time, 100% of full time work week (40 hours/week); 0.5 FTE = Part time, 50% of full time (20 hours/week); 0.35 FTE = Part time, 35% of full time (0.35 x 40 hours) = 14 hours/week

Administrative vs. Direct Services

FNS defines direct services very differently than you may expect (see definitions below). Most staff time will fall under direct services and not administrative.

- Count all of the following as **Direct Expenditures:**
 - Staff time spent providing approved and allowable SNAP-Ed educational activities.
 - Staff time spent purchasing food demonstration supplies.
 - Staff time purchasing and/or developing approved educational materials (literature/materials/audiovisuals).
 - Staff time developing and implementing media campaigns.
 - Staff time spent on evaluation efforts.
 - Staff time spent on traveling to deliver SNAP-Ed services.
 - Staff time spent on training nutrition education providers.
 - Staff time spent on developing and implementing PSE.
- Count all of the following as **Administrative Expenditures:**
 - Staff time spent on training to performing administrative functions like accounting, etc.
 - Staff supervision
 - Time spent on fiscal review and preparation

The sum of administrative % and direct % must be 100%; if it is not, please adjust it.

SNAP-Ed Salary

SNAP-Ed salary will be calculated automatically based on data in the annual salary column and the FTE column.

Benefits

Enter your benefits % rate or provide the actual total benefit amount per person based on actual costs, whichever is appropriate for your agency.

Benefits formula = SNAP-Ed salary x ____% benefits.

Annual Job Salary

- For each employee list the total annual salary as if they worked full time (1.0 FTE).
- If positions are funded at an hourly wage, calculate the full-time wages.

hourly wage x 2080 hours/yr

- If you are expecting pay increases or variations please factor that into your budget.

Contracts Tab

NOTE: This worksheet is only for applicants that plan to provide SNAP-Ed funding to other local agencies or community members for certain work through agreements for consultation or advisement to SNAP-Ed, or sub-sub-recipient contracts to implement SNAP-Ed programming.

- For Federal Sub-sub-recipient contracts and service agreements, enter the name or business with whom you plan to contract.
- **NOTE:** All sub-sub-recipient agreements must follow the same SNAP-Ed program and fiscal guidance requirements as the primary DOH sub-recipient and must be monitored and reviewed by the primary sub-recipient organization.
- Describe the products or services provided by an outside agency or individual (not your employee) for SNAP-Ed.
- Enter the total cost of the contract or agreement.

Non-Capital Equipment Tab

Non-capital equipment is required equipment costing less than \$5000 that is not disposable and not depreciated over time. Provide itemized detail in the Budget Workbook for:

- Suggested minimum amount is provided in the budget for the purchase and renewal of computer equipment and software needed for SNAP-Ed administration, program planning, delivery, evaluation, or reporting. Though not required, a minimum amount for computer and software equipment is strongly suggested to be included in the budget.
- Itemized list of other required equipment costing less than \$5000 that is not disposable and not depreciated over time. This includes durable items regularly used in day-to-day office work such as office chair, label machine, ergonomic mouse; and durable items used for demonstrations and food preparation such as blenders, cutting boards, and hot plates.
- In column B, provide a description of the item's use in project activities and/or administration of the grant.
- Costs for equipment, materials, and supplies shared by SNAP-Ed with other programs must be prorated.

Program Materials & Supplies Tab

- The Program Materials & Supplies worksheet includes a list of common line items and materials that are allowable SNAP-Ed charges, with suggested minimum amounts.
- Project and Educational materials, Demonstration Supplies, and Food for Demonstrations line items auto-fill from the corresponding tabs that match the same name as the category listed (i.e., office supplies total cost will show up once the office supplies tab has been filled out).
- If you are unsure whether **other** items are allowable expenses, please consult the FFY20 SNAP-Ed Guidance.
- For all categories that show a white box for total costs, manually calculate the cost and enter.
- For all categories, complete an itemized description of goods along with individual pricing and the amount of units. You may copy information from corresponding category tabs.
 - **Educational Materials tab:** Add costs for educational materials in this tab, including costs for PSE materials and SNAP-Ed curriculum. See suggested minimums in budget.
 - **Demo Supplies:** Add costs for demonstration supplies for food/nutrition or physical activity demonstrations, one-time events, or indirect education activities in this tab, if applicable.
 - **Food:** Add costs for food for cooking demonstrations, one-time events, or indirect education activities in this tab, if applicable.
- Costs for equipment, materials, and supplies shared by SNAP-Ed with other programs must be prorated based on staff FTE.

Travel Summary Tab

Travel stipends provided to each awarded sub-recipient are included on this worksheet. This provides funding for required travel and other approved travel to support project activities and support professional development. DOH SNAP-Ed values and encourages training, staff development, and networking opportunities to stay current on best practices in the field.

- **NOTE:** Anyone who will be requesting travel reimbursement, including mileage, **MUST** appear on the staffing worksheet.
- Mileage reimbursement rate is \$0.575; if your agency uses a lower rate, please indicate. If your agency uses a higher rate, please indicate in the budget and provide brief justification in Project Narrative – Budget section.
- Use the detailed Local Travel worksheet to calculate the line item "Additional local travel for project."

- **Local Travel tab:** List all necessary or desired locations all local travel to carry out project activities (e.g., travel to/from schools, food banks, community centers, CSOs, grocery stores, city council meetings, coalition and partnership meetings, etc.). Locations included in the budget can be general (e.g., school, food pantry, capital building) or specific (e.g., Harrison food pantry, 1742 East 117th Ave W, Yakima, WA 39372).
- Use the detailed Prof Devel worksheet to calculate the line item “Additional local travel for project.”
- **Prof Devel tab:** If known, list all necessary or desired conferences, meetings, workshops — both in state and out of state — that will support or enhance staff professional development; community engagement and networking; knowledge and understanding of relevant best practices, tools, or resources; and/or, the planning, implementation, or evaluation of your proposed project, interventions, or strategies. All in-state and out-of-state conferences and similar meetings with formal registration **MUST** be approved by DSHS and DOH prior to registering or attending. See **SNAP-Ed Guidance** for requirements regarding conference travel. List each event separately, provide justification for each event in column C, and any costs **in excess** of \$1,750. See budget for examples.

Building Space Tab

- If you have an easily identifiable cost such as a rent payment for your building, use that amount.
- This page shows how to calculate a space cost when it has to be pro-rated or is a shared space.
- You can use the square footage of the SNAP Ed space compared to the total square footage or you can use the FTE or Hours worked by SNAP ED staff compared to total FTE or hours worked for that space.



Questions?

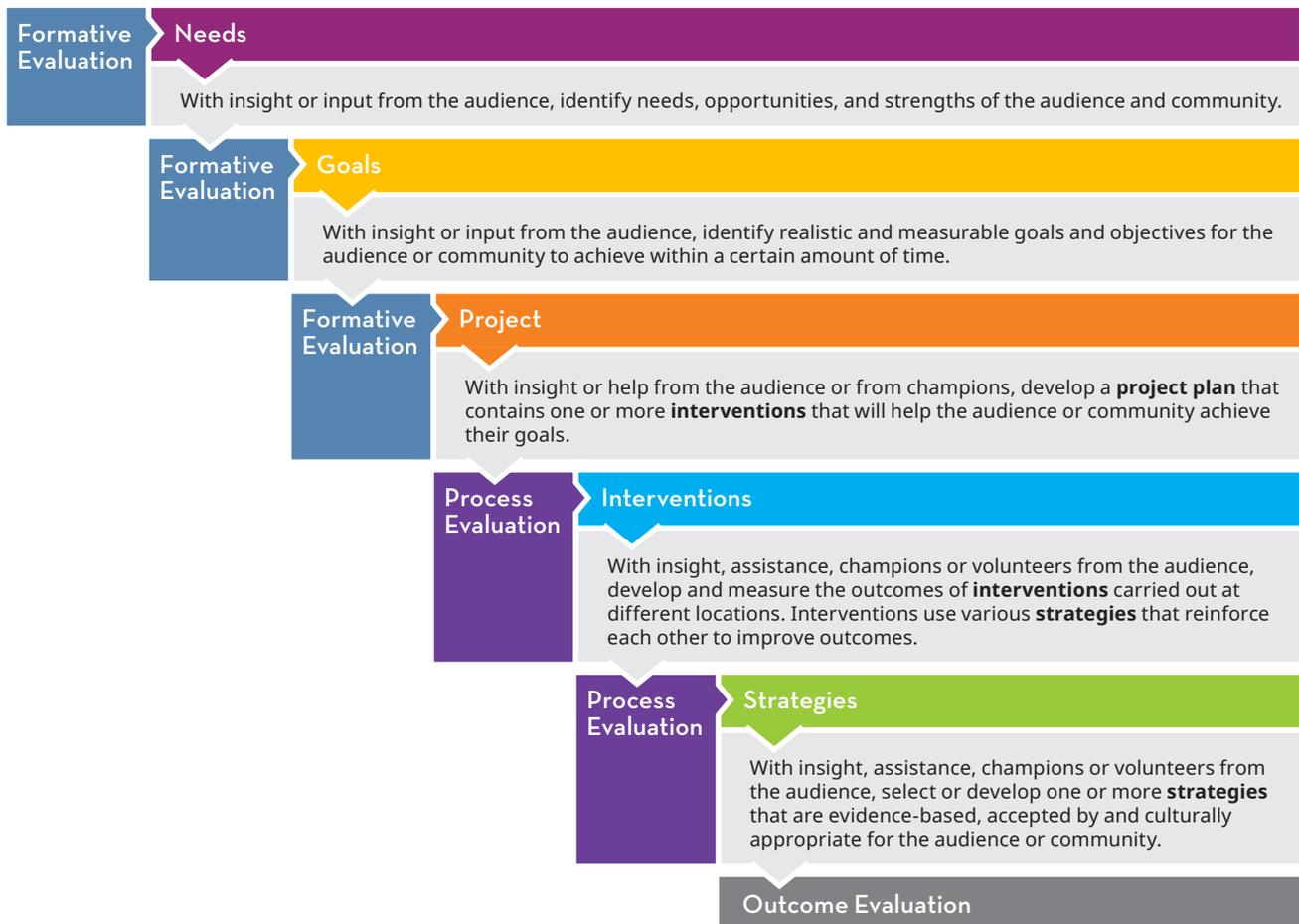
For questions about how to understand a component of the budget,
email DOH SNAP-Ed at SNAP-Ed@doh.wa.gov.

Appendix G Project Design Guidance

Applicants should refer to the [Project Design and Evaluation Instructions](#) listed in [Section 1.4: Project Requirements](#) for a list of requirements for each project. Section 1.4 includes required elements for SNAP-Ed projects and will help applicants submit a complete [Project Narrative](#) and Project Work Plan.

This appendix is designed to ensure applicants understand the different components of SNAP-Ed project plans, including core components described in the graphic below. Also included in this appendix is information and resources related to: understanding the phases or “lifecycle” of projects, developing SMART objectives, types of evaluation, and strategic planning for public health.

Core Components of SNAP-Ed Project Plans



Project Phases or “Lifecycle”

- 1. Identify Needs** What is the problem you are trying to solve? What are the causes?
- 2. Establish Goals** What do you hope to achieve through this project?
- 3. Create a Project Plan** What interventions and strategies work to address identified needs and goals? What interventions and strategies are relevant to your community? What specific, tangible, products and outcomes (i.e., objectives) will the interventions achieve? Do your intervention objectives support your overarching project goals?
- 4. Implement and Evaluate Your Project** Have interventions and strategies been implemented according to the project plan? Why or Why not? Are interventions and strategies achieving their objectives?
- 5. Re-evaluate, Re-define, Refine Project Plan** Has the problem the project is addressing changed since the project was implemented? Are the problem causes the same? Do interventions and strategies need to be adjusted? Is the project ready for widespread adoption?

S.M.A.R.T. Objectives*

All interventions should be planned with SMART objectives. A well-written and clearly defined SMART objective is:

- **Specific:** Identifies a specific event or action that will take place. Does the objective explicitly state how the audience of focus will change? In contrast to goals, which are purposefully broad, objectives should be specific and should clearly communicate the desired change that will take place.
- **Measurable:** Quantifies the amount of change to be achieved. Is the objective measurable and are you able to measure it? SNAP-Ed sub-recipients should be able to describe the means by which they will measure the possible change in their audience of focus (e.g., workshop survey, follow-up survey, interview, observation, etc.).
- **Appropriate:** Logical and relates to the State's SNAP-Ed goals. Is the objective achievable given the resources and program you have in place? Objectives should be reasonable, realistic, and achievable within the context of the program being proposed or delivered. When objectives are developed for a new program, it can be difficult to assess what is realistic. However, once a program is in place, an analysis of evaluation data can be used to inform future expectations regarding program performance. Other agencies delivering similar SNAP-Ed projects may also be a source for “benchmarking” how much change is realistic to anticipate.
- **Realistic:** Practical, given available resources and proposed SNAP-Ed activities. Does the objective align with the larger goals of the program and with the goals of the participants? Objectives should align with the overarching goals of the SNAP-Ed project and should be consistent with SNAP-Ed participant desires for increased knowledge or behavioral change. When this alignment takes place, the objectives are relevant and can be used to describe progress toward the larger project goals.
- **Time-specific:** Specifies a time by which the objective will be achieved within the fiscal year(s) of the Plan. Does the objective state the time frame for the proposed change? It is helpful to place a time boundary on the achievement of objectives. Because Extension reporting takes place on an annual basis, many objectives are written with an understanding that they should be achieved within the programmatic year. Objectives can also be set relative to time frames following programming, such as “immediately after training” or “within six months after training.” Typically, these time boundaries should correspond to the data collection time table (i.e., When will you collect post-test data? When will you collect follow-up data?).

Examples:

- **Objective 1:** By September 30, 2019, 50% of the adults participating in the _____ project intervention, as reported by pre and post testing, will increase their fruit and vegetable intake.
- **Objective 2:** By September 30, 2019, 50% of kindergarten children participating in the _____ project intervention, as reported by their teachers and parents, will improve their willingness to taste vegetables.

Resources for SMART Objectives:

- [CDC Two-Page Overview on Writing SMART Objectives \(PDF\)](#)

**Credit: Adapted from North Carolina SNAP-Ed developed S.M.A.R.T. guidance for sub-recipients.*

Types of Evaluation

Formative Evaluation: informs project development. This includes, but is not limited to the following:

- Needs assessments
- Environmental assessments
- Focus groups
- Interviews
- GIS mapping
- Surveying community members and members of the SNAP-Ed audience
- Advisory council or Planning committee with key partners or members of the SNAP-Ed audience

Process Measures: informs if project is going as intended.

- Number reached through SNAP-Ed interventions
- Education classes implemented as planned
- Key partners join in planning or implementing interventions

Outcome Evaluation: used to better understand impact and effectiveness, and identify best practices and gaps. It shows what happened as a result of a strategy, intervention, or overall project. It may use data from:

- Pre/post surveys for class series
- PSE
- Biometrics
- SNAP sales
- Success stories
- Partnerships

Resources for Evaluation:

- [SNAP-Ed Evaluation Framework](#)

Strategic Planning for Public Health Approaches

SNAP-Ed sub-recipients can implement community and public health approaches that affect a large segment of the population rather than solely targeting the individual or a small group. Community and public health approaches include three complementary and integrated elements: direct education, health promotion/indirect education, and policy, systems, and environmental approaches. Using these three elements helps create conditions where people are encouraged to act on their education and awareness and where the healthy choice becomes the easy and preferred choice, which is facilitated through changes in policy, systems, and the environment. By focusing activities on settings with large proportions of low-income individuals and using evidence-based interventions that are based on formative research with SNAP-Ed audiences, public health approaches can reach large numbers of low-income Americans and might produce meaningful impact.

Strategic planning can be a tool to help organizations understand how public health approaches fit within their organization. Strategic planning is a disciplined way to envision an organization's future. It includes a vision, mission, values, goals, objectives, strategies, and performance measures, to achieve that future. It produces decisions and actions that shape and guide what an organization is, what it does, and why it does it. Strategic planning requires broad-scale information gathering, exploring alternatives, and emphasizing future implications of present decisions. It facilitates communication and participation, accommodates divergent interests and values, and fosters orderly decision-making and successful implementations.

Resources for Strategic Planning

- [SNAP-Ed Checklist for Public Health Approaches \(Word\)](#)
- [Goals, Mission, Values Planning Template \(Word\)](#)
- [Strategic Planning Participant Guide \(PDF\)](#)

Introduction to SNAP-Education Grant

Overview

SNAP-Ed (Supplemental Nutrition Assistance Program Education) is a program funded by the U.S. Department of Agriculture (USDA) that helps people live healthier lives. It is the nutrition education and obesity prevention component of SNAP (Supplemental Nutrition Assistance Program) and is intended to serve SNAP participants and other low-income individuals, to work with communities with disproportionate rates of poverty, and to work in areas with adverse food and nutrition, physical activity, and food security rates. According to 7 CFR §272.2 (d)(2)(vii)(B), SNAP-Ed is “a combination of educational strategies, accompanied by supporting Policy, Systems, and Environmental interventions, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to receive benefits under SNAP or other means-tested programs and individuals residing in communities with a significant low-income population.” ([SNAP-Ed Guidance](#))

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. To achieve this goal, SNAP-Ed provides community-based interventions consisting of a combination of evidence-based and behaviorally focused educational and public health strategies. Interventions are delivered with partners in multiple venues and involve activities at the individual, organizational, community, and societal levels. SNAP-Ed programs are nationally recognized for their ability to positively impact individuals and communities.

The program is operated in accordance with USDA SNAP-Ed Plan Guidance and SNAP-Ed Guiding Principles, follows nutrition and physical activity recommendations from the US Dietary Guidelines for Americans, and is evaluated based on measures included in the SNAP-Ed Evaluation Framework. Specific information about scope and nature of SNAP-Ed activities can be found in the USDA SNAP-Ed Plan Guidance and other SNAP-Ed resources. These and other helpful resources are linked below.

- [USDA SNAP-Ed 2020 Guidance](#)
- [National SNAP-Ed Evaluation Framework](#)
- [SNAP-Ed Toolkit](#)
- [SNAP-Ed Connection](#)
- [US Dietary Guidelines for Americans](#)

Obesity and Poverty

The relationship between poverty and obesity in the U.S. is complicated and varied among different groups. Statistics show different rates of obesity when looking at data points such as race, gender, age, ethnicity, education, and location. Americans living in the most poverty-dense counties are more prone to obesity. Counties with poverty rates equal to or greater than 35% have rates of obesity 145% higher than wealthier counties (Levine, 2011). And, unfortunately, poverty experienced by children under two is strongly associated with obesity through adolescence (Hedwig Lee, 2014).

High rates of obesity are correlated to higher rates of diseases and health conditions like heart disease, type 2 diabetes, stroke, and depression (Centers for Disease Control and Prevention, 2019). The higher health care costs associated with the higher rates of chronic disease affects low income individuals and families at a higher rate and with more negative impact due to their limited resources (Majerol, Tolbert, & Damico, 2016). In addition, obesity and poverty are related to higher rates of stress, poorer mental health, and lower quality of life. Altogether, SNAP clients and low-income audiences are at greater risk of poorer health outcomes which impairs their ability to live the high-quality lives and take advantage of the equal opportunities they deserve as much as anyone else (Wadsworth & Rienks, 2012).

High rates of poverty are typically concentrated in particular neighborhoods or regions. In these areas, there is often less access to healthy foods, fewer safe areas to walk, and fewer green spaces like parks and gardens (Bishaw, 2011). As shown in [this video](#), SNAP-Ed can greatly impact these areas. By working with multiple venues as mentioned above, a person living in one of these neighborhoods can enjoy a new community garden, choose the healthier food and drink items available at the convenience store on the corner, and receive information on local food resources from their health clinic all thanks to SNAP-Ed and the agencies they partner with.

Progress and Impact of SNAP-Ed

SNAP-Ed is valued in communities for its efforts to teach SNAP clients and low income audiences ways to make changes to live a healthy lifestyle, as well as efforts to change the conditions where people live, play, learn, shop and work in ways that improve health and food security in low-income communities.

In 2012 – 2013, USDA FNS published reports for the SNAP Education and Evaluation study ([wave I](#) and [wave II](#)). The studies assessed selected SNAP-Ed interventions in different States or Tribal organizations for their ability to increase average daily at-home fruit and vegetable consumption for youth or total daily intake of fruits and vegetables for seniors. Audiences varied by intervention and included pre-school children, elementary school age children, or seniors. The studies concluded that some of the evaluated SNAP-Ed interventions made statistically significant improvements to fruit and vegetable consumption, the while most of the other SNAP-Ed interventions showed additional promising improvements (both statistically significant and not statistically significant) to related factors, including children asking for vegetables as snacks more often, children’s willingness to try new fruits and vegetables improved, parents offering vegetables as snacks more often, children drinking more 1% and fat-free milk, and seniors adding more fruits and vegetables to their meals.

Check out the Public Health Institute website for an infographic that shows how well [“SNAP-Ed works.”](#)

To read about success stories in the SNAP-Ed program, check out the [SNAP-Ed Connection success stories](#).

Eligible Audience

The SNAP-Ed grant is focused on SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested Federal assistant programs, like the Women, Infants, and Children Program (WIC) or Temporary Assistance for Needy Families (TANF). SNAP-Ed can also work with individuals, groups, and partners in communities with a significant low-income population (50% or greater at or below 185% of the Federal Poverty Guidelines). Audiences of focus 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). The audience that SNAP-Ed works with should be based on the SNAP-Ed Statewide needs assessment and additional assessments or conversations with the community. Please see the Eligible Sites guidance in [Appendix D](#) for more information about determining eligible audiences.

Washington SNAP-Ed (WA SNAP-Ed) Program

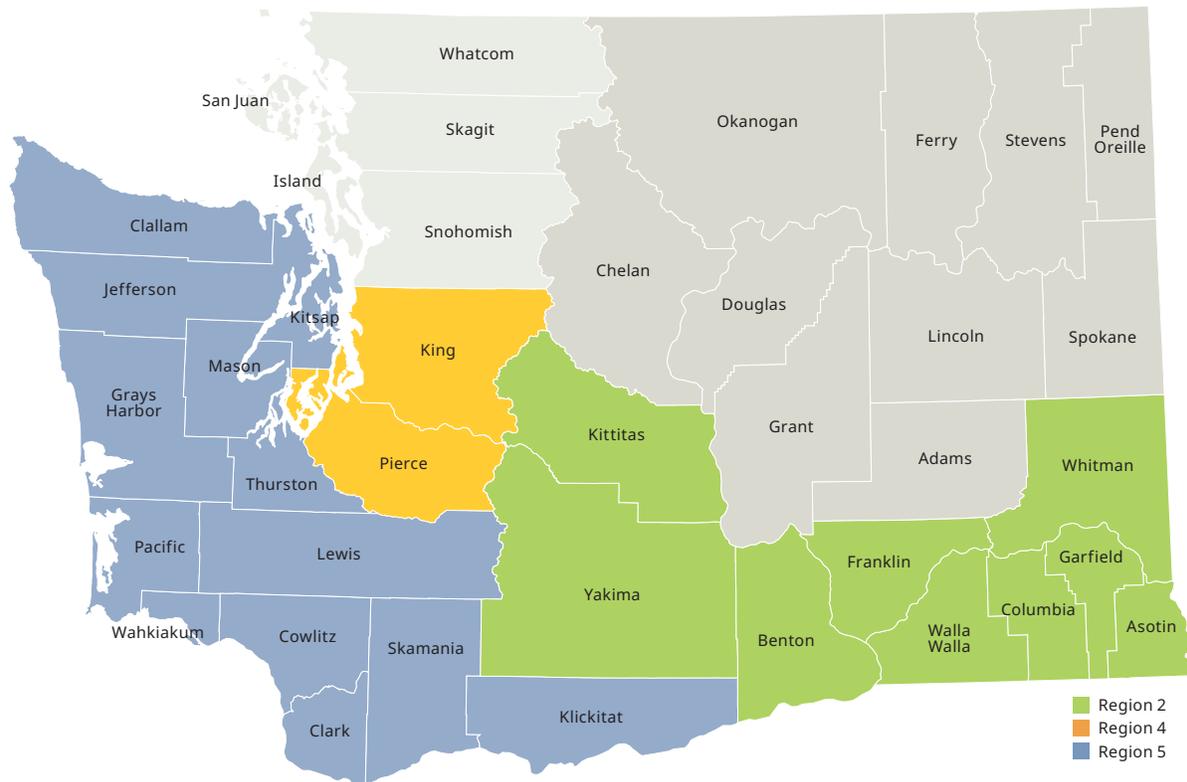
Overview

Washington State Department of Social and Human Services (DSHS) applies for SNAP-Ed funding from the USDA Food and Nutrition Service (FNS). The amount of annual State funding changes year to year, and past award history can be found [here](#). DSHS contracts with different organizations to provide SNAP-Ed programs Statewide. Since 2005, the Washington State Department of Health (DOH) SNAP-Ed has received SNAP-Ed funding from DSHS to be a SNAP-Ed implementing agency. See below to understand the structure of the WA SNAP-Ed program.

Washington SNAP-Ed Funding Stream



DOH is the implementing agency in three of five [Washington SNAP-Ed regions](#). 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. For the past three years, DOH has received \$5,300,000 annually to provide the SNAP-Ed program in regions two, four, and five. See map below for locations of regions 2, 4, and 5.



In FFY 2019 (October 1, 2018 – September 30, 2019), based on Statewide reports from local implementing agencies, WA SNAP-Ed provided nutrition and physical activity education classes to 16,136 youth and 1,437 adults. Around the State, local implementing agencies also delivered 419 Policy, Systems, and Environmental strategies reaching an estimated 526,000 people. During FFY 2019, [highlighted outcomes](#) of the WA SNAP-Ed program include:

- 58% of 3rd-8th graders in SNAP-Ed classes reported doing more physical activity
- 53% of adults in SNAP-Ed classes reported eating more vegetables
- 53% of youth reporting drinking more water every day
- 63% of adults in SNAP-Ed classes reported decreasing their soda consumption

To learn more about SNAP-Ed programs in Washington, please visit the [Washington SNAP-Ed Provider Website](#).

Washington SNAP-Ed Guiding Principles

In 2020, Washington SNAP-Ed established guiding principles. 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. [Read more about WA SNAP-Ed Guiding Principles here.](#)

- 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 the audience of focus.
- Made up of comprehensive multi-level interventions to reach the audience of focus 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 is 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.

Washington SNAP-Ed Priorities

In 2020, Washington SNAP-Ed renewed its State priorities. 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 identified State's goals. [Read more about WA SNAP-Ed Guiding Principles here.](#)

■ Work across the Social Ecological Model

Working across the social ecological model (SEM) includes strategies to change policy, systems, and environments, but also taking a comprehensive look at the whole person and what goes into their food and activity options.

■ Support Food Security and Healthy Food Access

Addressing the structures that prevent people from having real access to healthy foods is critical to seeing an impact of SNAP-Ed programming. Food security and access include both expanding the healthy options available and making them stand a chance against more pervasive unhealthy options by considering price, appeal, marketing, and promotion.

■ Active Living

Providers are encouraged to consider active living strategies within the context of the guiding principles and other priorities, particularly Working Across the Social Ecological Model and Collaboration with Representation.

■ Collaboration with Representation

Providers are encouraged to focus on meaningful collaboration with current and future partners. One of the guiding principles adopted for SNAP-Ed is that the plan should be 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 the audience of focus. Therefore, providers are encouraged to engage in collaborations that are representative of the recipients of programming. In doing so, providers should ask themselves what they can offer to their partners and how that serves their partners' needs while recognizing the burden that asking for representation and partnership might present.

Washington SNAP-Ed Goals and Objectives

In 2020, Washington SNAP-Ed renewed its State goals and objectives. Washington SNAP-Ed program works toward four goals to support healthy behaviors and environments where people live, play, eat, shop, learn and work. 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 listed below as one of their project goals.** [Read more about WA SNAP-Ed Guiding Principles here.](#)

- Increase consumption of healthy foods and beverages and decrease consumption of unhealthy food 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.

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, the needs assessment will ensure that SNAP-Ed activities reflect and address the needs of the audiences. The results of the needs assessment will be used to create goals for multi-year program planning and evaluation, starting in FFY 2021 (October 1, 2020 – September 30, 2021). To read the 2019 WA SNAP-Ed State Needs Assessment, click on the links below. In addition to any community or 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 address 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](#)

Department of Health (DOH) SNAP-Ed Overview

The mission of the DOH SNAP-Ed implementing agency is to improve health equity through interventions that support healthy behaviors and increase of food security.

SNAP-Ed at DOH

The DOH SNAP-Ed Implementing Agency works with local partners to deliver direct nutrition education and implement policy, systems and environmental (PSE) changes in the communities they work with.

At DOH, the **mission** to work with others to protect and improve the health of all people, especially through leading changes to Policy, Systems, and Environments, is clearly shown in our approach to SNAP-Ed. In SNAP-Ed regions 2, 4, and 5, DOH currently provides funding and support to **34 local implementing agencies** (LIAs) who deliver SNAP-Ed projects in different areas among the 24 counties. These include county Extensions offices, local health departments, non-profit service organizations, small and large food bank and hunger relief organizations, a community action agency, the Washington State Dept. of Agriculture, local and regional health clinics, and MultiCare Health System. The LIAs work with food pantries, food banks, farmers markets, health care clinics and hospitals, mobile food pantries, K-12 schools and before- and after-school programs, Community Service Offices (CSOs) where people receive SNAP benefits, public housing and low income senior housing, homeless service sites, small retail stores (corner stores), adult education and job training sites, family resource centers, and other community and recreation centers. Click each link to see a snapshot of the changes made in FFY 2019 through SNAP-Ed in [Region 2](#), [Region 4](#), and [Region 5](#).

Public Health & SNAP-Ed

For the purposes of SNAP-Ed, public health approaches are “efforts that affect a large segment of the population, rather than targeting the individual or a small group . . . By focusing on neighborhoods, communities, and other jurisdictions (e.g., cities, towns, counties, districts, and Indian reservations with large numbers of low-income individuals), public health approaches aim to reach the SNAP-Ed [audience of focus]” ([SNAP-Ed Guidance](#)). Learn more about public health approaches through the [U.S. Centers for Disease Control and Prevention \(CDC\) Public Health 101 series](#). The national SNAP-Ed Guidance also provides a checklist for public health approaches ([pages 134 – 139](#)) that all applicants are welcome to read to learn more and consider what could be included in a public health project or intervention for SNAP-Ed.

SNAP-Ed at DOH means planning projects with interventions and strategies that reinforce each other to prevent negative health outcomes and/or improve health outcomes related to food insecurity, obesity, obesity-related disease (like type 2 diabetes, heart disease, or stroke). A health outcome is the result of a condition that directly affects the length or quality of a person's life ([Public health key terms](#)). SNAP-Ed at DOH wishes to work with others to prevent and decrease the rate of obesity and obesity-related disease in low income individuals and communities. For more guidance about building a project with goals, interventions, strategies, and ongoing evaluation, please refer to *Intervention Strategies* in [Appendix E](#) and *Program Design Guidance* in [Appendix G](#).

Additional resources for planning, implementing and evaluating public health interventions for SNAP-Ed projects:

- [Best Practices in Nutrition Education for Low-Income Audiences](#)
- [Community Nutrition Education Logic Model](#)
- [Healthy Communities Sustainability Guide](#)
- [DOH State Health Improvement Plan](#)
- [DOH Population Health Guide](#)
- [Creating healthy local places SNAP-Ed interactive map](#)
- [PSE 101 Webinar: Building Healthier Communities](#)
- [Community planning toolkit](#)
- [University of Kansas Community Tool Box](#)
- [Rural Obesity Prevention Toolkit](#)
- [US Dept Health & Human Services – Trauma and trauma-informed approaches](#)
- [Healthy People 2020: Nutrition, Physical Activity, and Obesity](#)
- [Healthy People 2020: Social Determinants](#)
- [Physical Activity Guidelines for Americans](#)
- [DOH Social Determinants of Health dashboards](#)
- [Healthier Washington Population Health Guide](#)
- [Healthy Communities Washington](#)
- [DOH Nutrition and Physical Activity](#)
- [ChangeLab Solutions Tools for Change](#)
- [Healthiest Next Generation Initiative](#)

DOH SNAP-Ed Staffing Recommendations

Applicants may designate and hire different staff to support the SNAP-Ed project as they see fit. The following staff competencies are provided solely as guidance for applicants to understand what characteristics could help SNAP-Ed staff be most successful in different roles. These competencies can help in hiring or training staff to support the SNAP-Ed project.

PSE Staff Competencies

A staff person who plans and implements PSE strategies is a self-starter who is comfortable working in groups. This person should have strengths in communication, presentation skills or public speaking, facilitation, networking, putting thoughts into action, making connections between ideas and connections with people, marketing themselves and the program, and gaining partner buy-in. Desirable traits may include resiliency, resourcefulness, creativity and out-of-the-box thinking, the ability to

adapt and gain trust, and the ability to work with and motivate diverse people including people in positions of power and authority. Any experience in community development or leadership, community networking, public health, and/or program management would be beneficial.

Direct Education Staff Competencies

A staff person who implements direct education strategies is dependable, timely, and patient. This person should also have strong communication, public speaking, and facilitation skills, as well as a passion for the process of learning. Desirable traits may include flexibility, quick thinking on the spot, organization, enthusiasm and positivity, and the ability to speak and read multiple languages. Any experience in food, nutrition, cooking, physical activity or exercise, teaching or training would be beneficial — as well as experience with audiences living with low to no incomes.

DOH SNAP-Ed Program Direction Priorities

In addition to State SNAP-Ed priorities, DOH SNAP-Ed has identified three program direction priorities 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. Program direction priorities are in line with the national SNAP-Ed goal and are meant to complement and enhance State SNAP-Ed priorities and goals for the regions that DOH SNAP-Ed supports. Current DOH SNAP-Ed program direction priorities for October 1, 2020 to September 30, 2023 are:

- **Racial and Ethnic Health Disparities** Address differences in the incidence, prevalence, morbidity, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups because of a history of systemic racism, discrimination, or trauma that is based on race or ethnicity.
- **Rural Health Disparities** Address differences in the incidence, prevalence, morbidity, mortality, and burden of diseases and other adverse health conditions that exist among specific population groups in remote locations of the State where accessibility to services and resources is one of the primary barriers.
- **Whole Family Approach** Simultaneously address the nutrition and physical activity needs of parents & caregivers and their children or dependents to improve health outcomes for the whole family.



DOH SNAP-Ed Expectations

Expectations of the DOH SNAP-Ed program are listed below. These expectations are reflected in the project requirements, in the [Project Narrative](#) and Project Work Plan, in the [Application Evaluation Criteria](#), and in the sub-recipient [Statement of Work](#).

Project plans and interventions are cohesive: Cohesive project plans, interventions, and strategies reinforce each other to further the positive impact to SNAP-eligible communities.

Interventions have strategies that align with the Spectrum of Prevention: The [Spectrum of Prevention](#) is a systematic planning tool that helps select different targeted strategies that can build an intervention plan for effective prevention of obesity. “The Spectrum identifies six levels of intervention . . . and helps people move beyond the perception that prevention is merely education. All six levels are complementary and synergistic: when used together, they have a greater effect than would be possible from a single activity or initiative” ([Prevention Institute, Spectrum of Prevention](#)).

Interventions are driven by community engagement and participation: Include members or champions from the audience or partner organizations in planning, implementation, or evaluation of SNAP-Ed interventions or strategies. Program development should follow community participatory approaches and directly involve SNAP-Ed eligible community members and representatives to ensure a health equity lens to community assessments, program planning, and evaluation. Sub-recipients are encouraged to coordinate their SNAP-Ed programming with partners to maximize reach and to increase effectiveness and efficiency. SNAP-Ed sub-recipients can coordinate with other community organizations to leverage SNAP-Ed financial resources and increase collective impact.

Interventions are sustainable: Foster sustainability by creating achievable interventions that are sustained by the partner and/or the community beyond the three-year grant.

Interventions include ongoing evaluation: Evaluation is used throughout the project to measure changes that occur because of SNAP-Ed activities, to adjust and improve interventions and strategies, and to track progress towards goals and objectives.

References

Bishaw, A. (2011). *Areas With Concentrated Poverty: 2006-2010*. Washington, D.C.: United States Census Bureau.

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Majerol, M., Tolbert, J., & Damico, A. (2016). *Health Care Spending Among Low-Income Households with and without Medicaid*. Menlo Park: Kaiser Family Foundation.

Wadsworth, M. E., & Rienks, S. L. (2012, July). *Stress as a mechanism of poverty's ill effects on children: Making a case for family strengthening interventions that counteract poverty-related stress*. Retrieved from American Psychological Association Web site: www.apa.org/pi/families/resources/newsletter/2012/07/stress-mechanism

Appendix I Intervention Template

Intervention # <input type="text"/>	
<p>Intervention Name <i>Examples: "West Lawn Schools", "Older Youth", "Green Acre Neighborhood", "School Wellness", "Food Access", etc.</i></p>	
<p>Need(s) addressed with this intervention <i>Include brief description.</i></p>	
<p>Intervention Objectives(s) <i>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</i></p>	

Intervention Strategies

Indicate which combination of strategies are included in this intervention. Then, list and briefly describe your Year 1 strategies in the sections below.

Select **ONE** of the following combination of strategies for this intervention:

- PSE Strategies only
- PSE Strategies + Health Promotion
- PSE Strategies + Health Promotion + Direct Education

PSE Strategies

Include brief description of policy, system, or environmental strategy, settings where strategy will be implemented, and potential reach.

Total PSE Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Health Promotion Strategies

(if applicable)

Include brief description of strategy, settings where strategy will be implemented, and potential reach.

Total Health Promotion Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Direct Education Strategies

(if applicable)

Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:

Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?

Cite specific metrics, formulas, and sources of data used.

Community Participation

Include strategies or methods for how you will engage with the community or include their participation.

Key Partners and Roles

Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

Site Eligibility

How are the sites for this intervention eligible? Check all boxes that apply. You do not need to show data. See [Appendix D](#) for information on SNAP-Ed site eligibility.

- Eligible by location School Meal Data (FRL: school free/reduced lunch data)
 Census data Other

If you chose "Other", please describe how you determined SNAP-Ed eligibility:

Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.