

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-Education project that occur just one time or not as part of an approved SNAP-Education series of education. One-time events are typically provided to SNAP-Education 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-Education, 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-Education participant is a person eligible to receive SNAP-Education services and is someone that can be counted as impacted – either directly or indirectly – by SNAP-Education funded interventions and strategies.

Partners Organizations, groups, or entities that receive no direct SNAP-Education funding but are involved in SNAP-Education 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-Education 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-Education project, intervention, or strategy. A key partner is involved in the planning, implementation, or evaluation of SNAP-Education 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-Education eligible community members. All partners play an important role in supporting SNAP-Education 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-Education program at DOH is one example of a program that funds and supports multiple SNAP-Education 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-Education 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-Education EARS glossary](#)).

Setting “Setting is the type of site where the intervention takes place; interventions may be implemented in more than one setting” ([SNAP-Education 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-Education Guidance](#))

Site “The physical locations or places where SNAP-Education activities occur” ([SNAP-Education 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

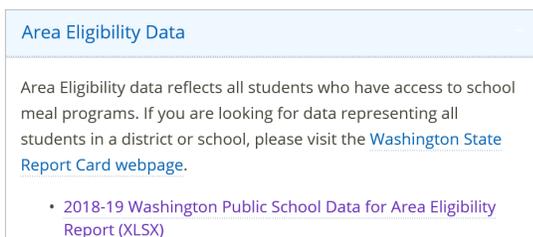
All sites where SNAP-Ed participants are recruited from must be eligible.

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).

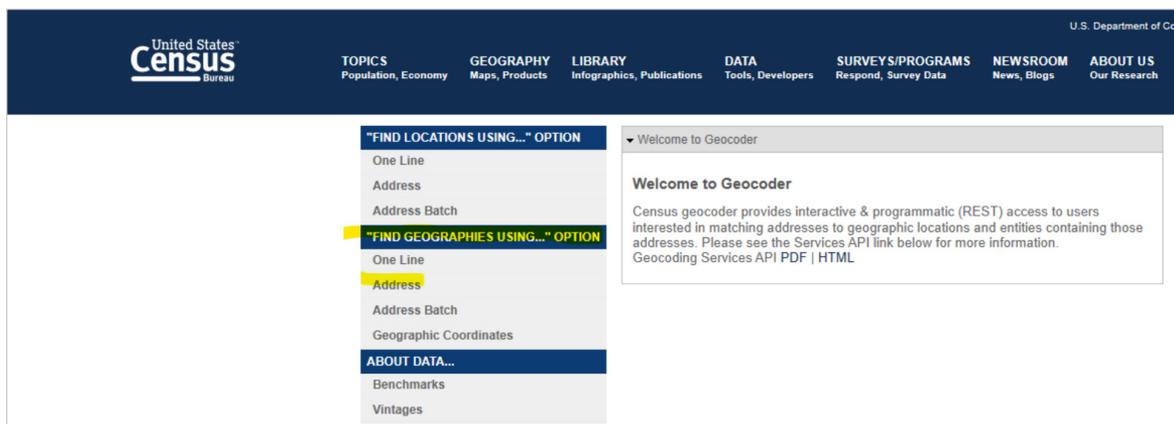
Two sets of instructions below lay out how to look up data for:

- **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:

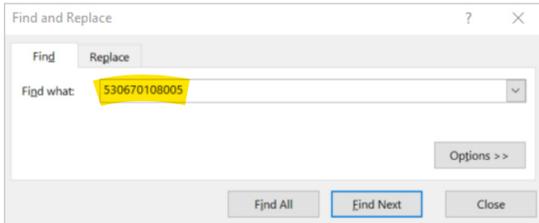
- Copy and paste **all but the last four digits** of the GEOCODE in the **Find what** field. For example: For GEOID: 530670108005016, copy/paste **53067010800** (do not copy/paste the 5016).

- 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.

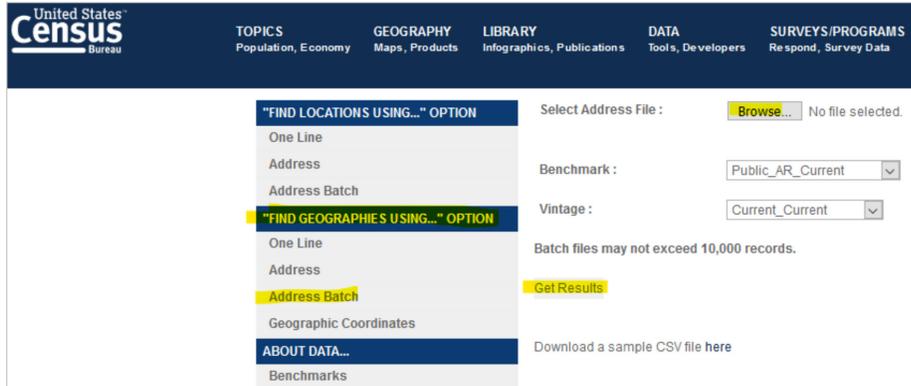
To check eligibility of a census tract and block group for a BATCH OF ADDRESSES:

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

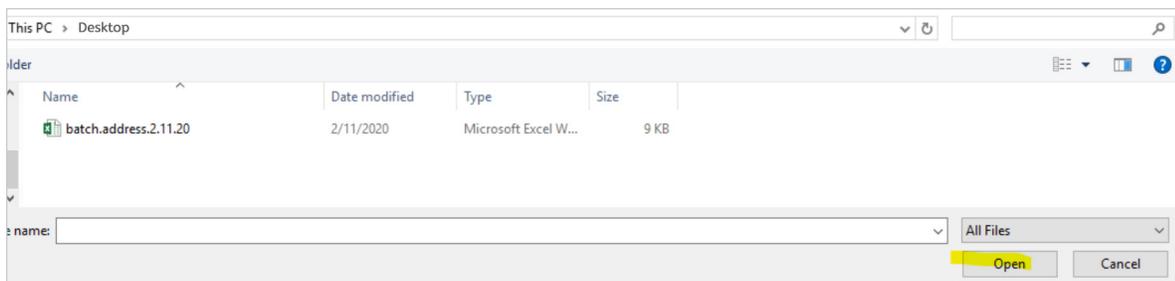
For example:

| | 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:



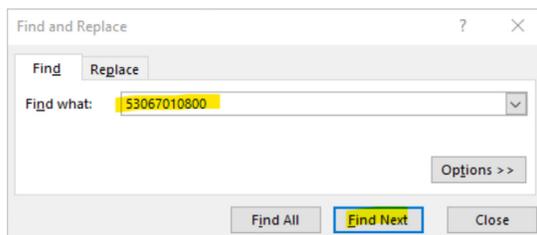
- Navigate on your computer to the Excel file with your batch of addresses. Select the file. Click on **Open** to upload it.



- 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-Education initiative teams and DSHS, coordinating and participating in annual program and fiscal monitoring reviews from DOH SNAP-Education and other DOH divisions, coordinating and participating in annual program management evaluations from DSHS or USDA FNS when applicable, attending the provided WA SNAP-Education 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-Education 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-Education project. This includes educators, administrators, evaluators, fiscal, and maintenance staff.
- Include a brief description of duties conducted for the SNAP-Education project for **all other** positions listed on the staffing table. If a WIC certifier is conducting SNAP-Education work, you must be clear as to the SNAP-Education duties. Please do not list staff as WIC, but instead only reference their SNAP-Education 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-Education FTE for each staff.
- Remember, staff listed as 1.0 FTE for SNAP-Education 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-Education 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-Education 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-Education Salary

SNAP-Education 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-Education 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?

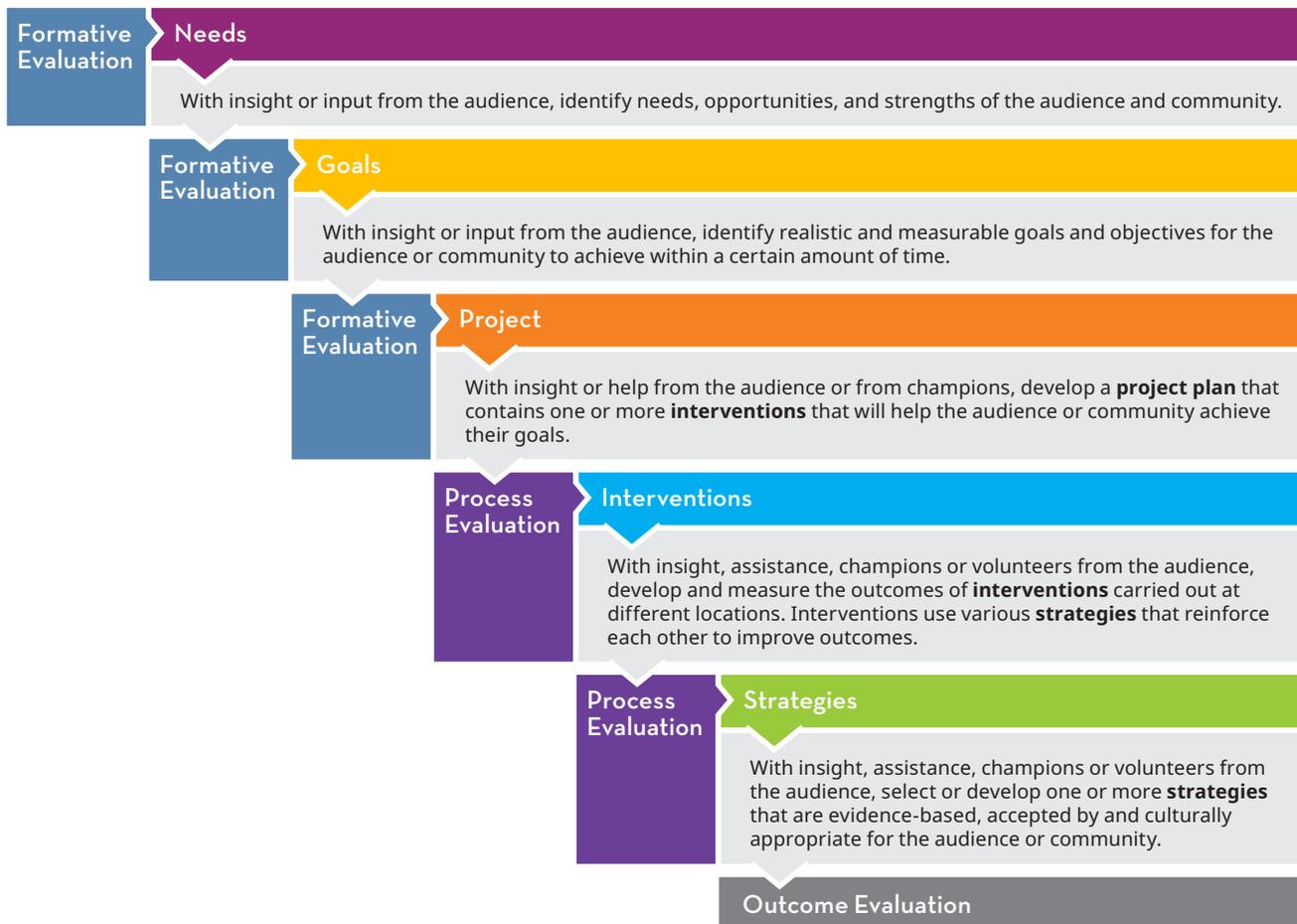
For questions about how to understand a component of the budget,
email DOH SNAP-Ed at SNAP-Ed@doh.wa.gov.

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

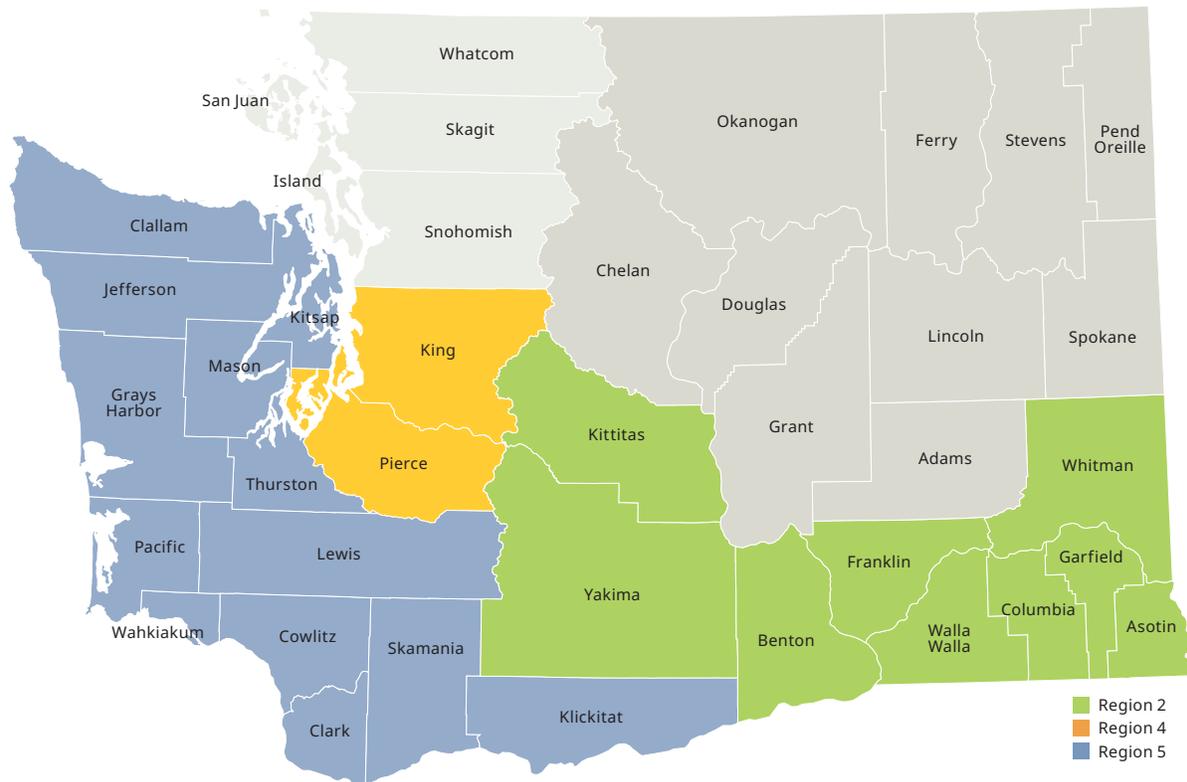
Overview

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-Education regions](#). As an implementing agency, DOH provides guidance and technical assistance to local implementing agencies (sub-recipients) as they provide SNAP-Education projects in their communities. Each SNAP-Education region receives a different funding award from DSHS. For the past three years, DOH has received \$5,300,000 annually to provide the SNAP-Education 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-Education 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-Education program include:

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

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

Washington SNAP-Education Guiding Principles

In 2020, Washington SNAP-Education established guiding principles. In addition to the [USDA FNS guiding principles](#), the WA SNAP-Education guiding principles should be followed and demonstrated in the planning and delivery of all State, regional, and local SNAP-Education projects. [Read more about WA SNAP-Education 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-Education and non-SNAP-Education 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-Education 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-Education 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.

Centers for Disease Control and Prevention. (2019, November 06). *Overweight & Obesity*. Retrieved from Centers for Disease Control and Prevention Web site: www.cdc.gov/obesity/adult/causes.html

Hedwig Lee, M. A. (2014). *Longitudinal Associations Between Poverty and Obesity From Birth Through Adolescence*. *American Journal of Public Health*, 70–76.

Levine, J. A. (2011, November 06). *Poverty and Obesity in the U.S. Diabetes*, pp. 2667–2668.

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.