

**Frequently Asked Questions (FAQs)
DOH SNAP-Ed FFY21-23 Request for Applications (RFA)**

Last updated: 4/28/20

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Responses from DOH are as up-to-date as possible with the information available at the time the FAQs are last updated. Responses to these questions may change with new information from USDA FNS, DSHS, the WA SNAP-Ed leadership team, DOH, or from other determining factors.

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General

1. How do I find out how many Basic Food participants are in my county? Where's the best location to gather local county or city data regarding those who participate within the SNAP program at the moment?

This DSHS resource provides participation data by county for June 2019, see page 20: [Basic.Food.SFY.2019.ESA.Briefing.Book](#). It is the most current and publically available data we have access to that shows SNAP (Basic Food) program client participation by county. DSHS is the agency that keeps all SNAP participation data as it is the SNAP agency for the state. All applicants may contact DSHS for more information on Basic Food (SNAP) participation in their county. DOH also encourages all applicants to use the 2019 SNAP-Ed Statewide Needs Assessment to find out information about the low income eligible audiences in their county.

2. Is there a set amount of agencies who would be chosen within each area?

No, not at this time.

3. What is an example of a nutrition education reinforcement item that is capped at \$5?

Nutrition education reinforcement materials refer to products given to the SNAP-Ed audience or those closely associated with SNAP-Ed. Such items convey nutrition messages and promote healthy nutrition and physical activity practices and may include items such as measuring cups, pedometers, or cookbooks.

4. Are agencies allowed to include multiple regions in their RFA as long as DOH is the IA in the regions referenced?

Agencies are allowed to submit plans for more than one region and work in more than one region. The plans and work would need to be in regions 2, 4 and 5 for this application since DOH is the IA only for these three regions. An applicant may submit more than one project for funding, ONLY IF each project proposed is significantly different in scope OR if the projects are requesting funding from more than one sub-region. If an applicant plans to work in more than on sub-region, they need to submit a separate application for each sub-region.

5. Not quite sure about the "implementing agencies." Would that mean that, as a non-profit, we would work with Jefferson County Health Department in actually implementing the grant? We would not implement it on our own?

SNAP-Ed funding flows from USDA Food and Nutrition Service (FNS) to WA Department of Social and Health Services (DSHS) to the 3 state implementing agencies in WA: WA State Department of Health (DOH), WSU Extension, and Spokane Regional Health District (SRHD). The state is split up into 5 regions for SNAP-Ed. Each state IA has oversight of local implementing agencies within a region(s). SRHD works with local IAs in region 1. WSU Extension works with local IAs in region 3. DOH has works with local IAs in regions 2, 4 and 5. The DOH RFA application is for any agency that wants to be a SNAP-Ed local implementing agency in regions 2, 4 or 5. The counties listed in regions 2, 4 and 5 appear here: [Section 1: Application Instructions \(PDF\)](#). Local agencies that apply become SNAP-Ed local implementing agencies and deliver SNAP-Ed on their own-- recognizing that there is collaboration between multiple agencies within a county and region.

6. In making awards, do you ever fund a partial proposal?

Yes, it is possible to have part but not all of a proposal awarded.

7. I have one additional question regarding eligibility for one of my sites which has previously qualified, but doesn't appear to qualify using the steps listed in the RFA. Wondering if someone can check on this with me?

Based on your question, do you have questions about if you are using the Site Eligibility instructions correctly? About how to look up or how to understand the publicly available data? If you would like a DOH staff member to go through the steps with you to make sure you are looking at it correctly, you may contact snap-ed@doh.wa.gov with available dates/times that we can call you before May 1, or you can leave a voicemail at 360-236-3494 with this information.

As noted in 'Section 3: Application Appendices (PDF)', Appendix D, page 44: DOH will not determine if a site is eligible for applicants during the open application period. This means, if your question is "Is this site eligible or not?", we cannot answer that question for applicants at this time. However we are glad to provide the assistance noted above. DOH SNAP-Ed provides additional assistance about eligibility for agencies who are awarded.

8. We're trying to input our budget into the template and wondering where vehicle insurance and professional insurance (Professional/Stop Gap/Abuse/Employee Benefits/Umbrella) should be in our budget?

Please list insurance expenses in the 'Materials/Goods & Services' tab. Follow the template guidance for detail required, and prorate to SNAP-Ed appropriately.

9. I'm working on the RFA and looking at some school sites which we currently serve. Looks like the OSPI site has changed the format of their school report cards. Does "low income" equate to free and reduced lunch rate? I can't find the definition they use of low income on the report card. On the DOH website under 'Work With Us' in the 'Application Materials' please see 'Section 3: Application Appendices (PDF)'. In Appendix D, page 44 there's a link and a snippet that shows where to find free/reduced lunch (FRL) data on the [OSPI website](#). The most current FRL posted now is in this file: '2019-20 Washington Public School Data for Area Eligibility Report (XLSX)'.

The screenshot shows a web browser window with the URL <https://www.k12.wa.us/policy-funding/child-nutrition/child-nutrition-program-reports>. At the top, there is a blue banner with a warning icon and the text "OSPI BUILDING CLOSED TO THE PUBLIC". Below this, a message states: "Throughout the duration of the Governor's 'Stay Home, Stay Healthy' directive, OSPI will continue serving the public via phone, email. See OSPI's [COVID-19 guidance and resources](#) for educators, students, and families." The main header features the OSPI logo and the text "Washington Office of Superintendent of PUBLIC INSTRUCTION". A navigation menu includes "Home", "Student Success", "Certification", "Educator Support", "Policy & Funding", and "Data & Reporting". The breadcrumb trail reads "Home » Policy & Funding » Child Nutrition » Child Nutrition Program Reports". The main content area is titled "Child Nutrition Program Reports" and includes links for "Child Nutrition Booklet (PDF)" and "CNS Update: CNS Requesting Review Cycle Waiver (PDF)". A section titled "Area Eligibility Data" contains the text: "Area Eligibility data reflects all students who have access to school meal programs. If you are looking for data representing all students in a district or school, please visit the [Washington State Report Card webpage](#)." Below this, there are two bullet points: "2019-20 Washington Public School Data for Area Eligibility Report (XLSX)" and "2018-19 Washington Public School Data for Area Eligibility Report (XLSX)". A sidebar on the left lists various categories under "POLICY & FUNDING", such as "OSPI Reports to the Legislature", "School Buildings & Facilities", "Special Education", "School Apportionment", "Legislative Priorities", "OSPI Rulemaking Activity", and "Grants & Grant Management".

10. On the site <https://www.doh.wa.gov/CommunityandEnvironment/SNAPed/WorkWithUs>, it provides the link to a Gotomeeting that took place back in February. Is there a recording available for this webinar?

Our agency is still working on completing the subtitles and transcript needed to post the RFA informational webinar recording publically in order to meet ADA requirements. We are unsure at this time if the webinar recording can be shared before the final submission due date of May 1, and we apologize that we may not be able to share the webinar recording. In light of this, in March the [FFY2021-2023 SNAP-Ed RFA Informational Webinar Slides \(PDF\)](#) were updated with more text and shared on the website. If the webinar recording is posted for public viewing on or before May 1, 2020, you will be notified.

11. We're working on inputting our budget into the budget template and need to form to be unlocked so that we can add additional personnel. Can you please send an unlocked version of the budget template?

It's possible that you are using an old budget template; please use the new one which is posted on the DOH website here: [Work with Us](#), picture below. Although the 'Staffing' tab is locked there are added rows for names, and you should be able to add up to 21 names.

12. I am feeling confused about where to write in the project narrative and Project Work Plan. I don't seem to be able to type in the actual box provided. I can type outside of the box but not in it. Have you already downloaded the required file? As a first step, I'd encourage you to download the required file and save it to your computer. Then you should be able to type directly in it and save it. The file that contains fillable forms for the 1) Application cover sheet, 2) Project Narrative and 3) Project Work Plan is here: [Section 2: Application Materials \(PDF\)](#) (picture below)

If you have already downloaded this file to your computer (rather than working in a browser) and still cannot type inside the boxes provided please let us know what browser are you using, what version of Adobe Acrobat or Adobe Reader you are using, and send a screenshot(s) of the issue so that we can help troubleshoot.

Application Materials

- [Section 1: Application Instructions \(PDF\)](#)
- [Section 2: Application Materials \(PDF\) \(Required\)](#)
- [FFY2021 Budget Workbook \(Excel\) \(Required\)](#)
- [Section 3: Application Appendices \(PDF\)](#)
- [Download entire application document \(PDF\)](#)
- [Additional Intervention Work Plan Template \(PDF\)](#)

Application Resources

- [DOH SNAP-Ed Census Tract Eligibility Spreadsheet \(Excel\)](#)
- [FFY2020 SNAP-Ed Curriculum Costs \(PDF\)](#)
- [FFY2021 Statement of Work \(Contract\) \(PDF\)](#)
- [FFY2021-2023 SNAP-Ed RFA Informational Webinar Slides \(PDF\)](#)
- [FFY2021-2023 SNAP-Ed RFA Intervention Template Tips \(PDF\)](#)
- [Visualizing Eligible Census Tracts on a Map \(PDF\)](#)

13. When we send in our RFA, do we send it back just as is with the proper places filled in, or do we copy and paste it to another document without the extra explanation pages?

To submit an application, please fill in and send the required application documents. You do not need to copy and paste the information into another document. On the DOH website here [Work With Us](#), under 'Application Materials' in the 'Section 1: Application Instructions' Pdf document, Section 1.6 'Application Submission Requirements' lists materials that are required as part of a complete application.

Those four required materials are:

1. Application cover sheet
2. Project narrative
3. Project work plan
4. Budget

To submit an application, please type in the 1) fillable PDF form and 2) Excel budget form provided for your application, found here [Work With Us](#), under the 'Application Materials' section, see picture below.

The 'Section 2: Application Materials' (PDF) is fillable and includes these 3 of the 4 required materials - Application cover sheet, Project narrative, and Project work plan.

The FFY2021 Budget Workbook (Excel) is the 4th required piece.

FFY2021-2023 RFA Materials

Applicants and interested community partners should download the FFY2021-2023 application materials and refer to the "Application Resources" for necessary reference materials that will help them complete their application.

Application Materials

- [Section 1: Application Instructions \(PDF\)](#)
- [Section 2: Application Materials \(PDF\) \(Required\)](#)
- [FFY2021 Budget Workbook \(Excel\) \(Required\)](#)
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- [Visualizing Eligible Census Tracts on a Map \(PDF\)](#)

Frequently Asked Questions

Current DOH SNAP-Ed partners and potential partners and applicants should send questions, comments, requests and concerns about the Request for Applications (RFA) to snap-ed@doh.wa.gov.

These required materials must be submitted to DOH by May 1st, 2020 at 11:59PM.

14. I just wanted to confirm the due date for the SNAP-Ed RFA is April 24th?

The updated due date is May 1, 2020 at 11:59 PM. This timeline is posted on the website with RFA materials here: <https://www.doh.wa.gov/CommunityandEnvironment/SNAPed/WorkWithUs>

Timeline:

Here is a summary of the current timeline for the application period and related events. Dates and times may change and will be updated in this table. All applicants who send a Letter of Interest with contact information will receive an email update about changes to the timeline.

| | |
|--|---|
| Letter of interest due date: | Accepted on a rolling basis until April 15, 2020 at 11:59 PM |
| Informational webinar for applicants and community partners: | February 26, 2020 at 12:00-1:30 p.m. |
| Link: | https://global.gotomeeting.com/join/102897397 |
| Call to join (Toll Free): | 1.877.309.2073 |
| Access Code: | 153-907-397 |
| Last date to submit questions about RFA to DOH: | April 24, 2020 at 11:59 p.m. |
| FUNDING APPLICATION FINAL DUE DATE: | May 1, 2020 at 11:59 p.m. |
| Tentative evaluation and scoring period: | May 4-May 22, 2020 |
| Estimated notification of final awards: | June 1, 2020 |
| Finalize awards with selected sub-recipients and develop SNAP-Ed state plan: | June 1, 2020 – June 30, 2020 |
| Anticipated project start date: | October 1, 2020 |

15. Will SNAP-Ed statewide initiatives, (example WSFMA regional leads), be eligible for funds out of the sub regional allocations if the state-wide initiative serves a county in a sub-region?
SNAP-Ed statewide initiatives are funded separately with a specific contract directly with DSHS for their SNAP-Ed statewide initiative funds, so SNAP-Ed statewide initiatives will not be funded through this DOH SNAP-Ed Request for Applications (RFA). However, if the same organization that has a SNAP-Ed Statewide Initiative has another part of the organization that wants to provide SNAP-Ed as a local implementing agency/sub-recipient then they may apply to these DOH SNAP-Ed funding opportunity.

16. I am filling out the intervention section of the grant application I have 4 intervention that I wish to include, but there are only 3 intervention spaces. Is there a way to include additional intervention space to the section?
Yes, per the Application Materials, 'Section 1: Application Instructions', page 16, there is an additional intervention template available in 'Section 3: Application Appendices', in Appendix I. We have provided this blank intervention work plan template so that applicants can add additional interventions to their project proposal. You can download a blank Intervention Work Plan Template from the DOH SNAP-Ed Work with Us webpage under the 'Application Materials' section. All additional intervention work plans using this stand-alone template should be submitted with your final application materials. Please see 'Section 1.6: Application Submission Requirements'.

17. If we are a current SNAP-Ed provider, can we copy and paste from the old state plan project, or do you expect a new application and fresh plans?
This request for applications (RFA) is a new, open, competitive application process for current and new organizations to apply for SNAP-Ed funding for FFY2021-2023. Applications that are submitted to DOH SNAP-Ed program by May 1, 2020 at 11:59PM will be reviewed by a review committee. Required

application materials include a written proposal for a SNAP-Ed project, called a Project Narrative, and a detailed outline of the work for Year 1, called a Project Work Plan, and a proposed budget for Year 1 of the three year plan. The other required application materials are listed in the section of the RFA materials about application requirements. The project proposal will be evaluated based on criteria that are in the RFA materials and given a score. This, along with other parts of the required application materials, will allow DOH to decide which projects will get funded. DOH may award all of a proposed budget, part of a proposed budget, or not award an application at all.

The application would be a new application, completed by the applicant organization and submitted to snap-ed@doh.wa.gov by May 1, 2020 at 11:59PM.

Whether or not new or previous SNAP-Ed or related project activities are included in this current application is up to the applicant organization. Current SNAP-Ed providers can choose to propose previous SNAP-Ed plan activities in their application, and/or can choose or create new activities and propose that in their application.

18. Given closures of schools and other agencies, many of us are experiencing significant difficulty communicating with partner agencies about intervention plans and partnership letters. Would it be possible to submit partnership letters related to our application materials after the deadline? If so, where and how in the application materials should we note that letters are forthcoming?

We know this is a really hard time for applicants to plan with their community and partner agencies; it is a really unfortunate challenge during this time and we're sorry for the difficulty this has caused in communicating with your partner agencies. However, at this time, we cannot accept any application materials or supplemental materials after the current deadline of May 1.

19. Will there be any extension of the April 24th RFA deadline in light of the state-wide school closures and the impact that has on many staff, partner planning meetings, and approval by administration? Given the recent events and national emergency related to COVID-19, particularly with the fallout here in Washington State, has your office considered or do they have plans to extend the deadline for this funding opportunity?

UPDATE: In late March, DOH extended the final submission deadline from April 24th to May 1 at 11:59PM. We are watching the conditions of the state public health status and know how this has been a challenge for potential applicants as they plan. Our due dates are also based on internal DOH processing due dates, and state and federal due dates that are not being changed at this time. If the final submission date or any dates in our timeline change, all potential applicants on our contact list will be notified immediately and this change will be updated on the website as soon as possible. If you are a current DOH SNAP-Ed provider or have submitted a letter of interest, you are on our contact list.

20. I am wondering if you could answer a question for me. I am going through the SNAP-Ed Census Tract Eligibility spread sheet and am wondering if there is a way to know where on a map I can find certain areas in Clark County that meet the below 184% poverty guidelines. For example, I am reading that this particular block group on the census tract is at 72%. So this area is eligible for SNAP-Ed. How do I find this area on a map? 15000US530110412053 Block Group 3, Census Tract 412.05, Clark County, Washington 72.9%

The publicly available map that used to provide this information is going offline in March 2020. That is why there was no map available to share with applicants at the time we released the application materials. We were in fact able to find a map that we think helps applicants visualize census tract and block group areas. This resource and instructions on how to use it were emailed out to all potential applicants on our contact list on Monday, March 16th and is posted on our Work with Us webpage under Application Resources as [“Visualizing Eligible Census Tracts on a Map \(PDF\).”](#)”

21. What are your recommendations for using citations considering the word count? For example: Should we list our sources in an appendix? OR Should we list our sources at the bottom of each section in the intervention work plan?

The Project Narrative 2500 word limit does not include listing any references or sources that you use for your Project Narrative. These can be provided separately in a Word document and submitted as a supplemental material with your application, especially if you have several citations. This word limit also does not include any other supplemental materials.

22. Where do we find the DOH Federal sub recipient risk assessment tool that is required as part of the application?

The DOH Federal sub recipient risk assessment tool is an internal tool that DOH staff will use to review applicant organizations using information we have to look up in different internal files and external websites. Applicants do not have to complete this as part of their application. It will be completed internally for every application received.

23. Will there be any additional weight (consideration during the funding or evaluation process) for communities who have been underserved in SNAP-Ed programming? Or how/if rural vs urban is considered during allocation?

No, there will not be additional weight for communities that have been underserved in SNAP-Ed programming in the traditional sense of adding points to the evaluation score so that applications will score higher. During the creation of sub-regions, county-based need helped determined the funding allocations for each sub-region which helped provide additional funds to areas that are often considered underserved. In addition, the open response questions on the required Application Cover Sheet related to rural health disparities and racial/ethnic health disparities will also provide DOH will information about each applicant’s ability and plans to work with underserved communities. Therefore, while there is no traditional weighting system for this purpose, there have been efforts to better fund programs in underserved areas and identify organizations who have keen interest in reducing health disparities in underserved communities.

24. It seems like there are similarities between EFNEP and SNAP-Ed. Is it in a plan at the state or IA level to work with EFNEP?

There are some similarities and large differences between the EFNEP and SNAP-Ed programs. You may [click here](#) to read more about the National EFNEP program and [click here](#) to learn more about the [Washington EFNEP program](#) at WSU. Our overall goals align to improve nutrition and physical activity behaviors outcomes for low income audiences. Working with EFNEP is currently not in our DOH implementing agency (IA) plan, however DOH IA and the EFNEP state lead have had conversations about how to coordinate and potentially collaborate in Pierce and Clark Counties. In the SNAP-Ed Federal Plan Guidance, our guidance encourages us “to coordinate activities with other Federally-

funded low-income nutrition education programs, such as the EFNEP and the Commodity Supplemental Food Program (CSFP)” and “to coordinate SNAP-Ed activities with other national, State, and local nutrition education, obesity prevention, and health promotion initiatives and interventions, whether publicly or privately funded,” including the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the National School Lunch Program, Farm to School, and the Food Distribution Program on Indian Reservations (FDPIR). At the state level, EFNEP is listed as a current existing partnership in Regions 1 and 3, but is not currently in the state plan for DOH’s regions 2, 4, and 5. This may change as the relationship between EFNEP and DOH SNAP-Ed grows so that the programs can better complement one other in the areas where EFNEP and SNAP-Ed co-serve.

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

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

26. Will the RFA webinar be recorded?

Yes, the informational webinar on Friday, Feb 28th will be recorded so it can be viewed at any time. We will put a link or the file on the DOH SNAP-Ed “Work with Us” web page so the recording is publically available.

27. Did we miss the actual RFA being sent out? It is my understanding that DOH SNAP-Ed funding RFP has been released but I am unable to find it on your website. Is there an expected release date?

No, you did not miss the actual RFA being sent out. The original timeline communicated was January for a release. DOH is working on all cylinders to send it out, and we are doing all we can to provide the application materials as soon as possible. As far as an expected timeline, our updated timeline is to release the application within the next week. You should have received a brief announcement about information available now on our external DOH SNAP-Ed website. For your convenience, I’ve attached that letter here and our website is <https://www.doh.wa.gov/CommunityandEnvironment/SNAPEd>. This is where the application materials will be posted when they are available. Any updates to dates and to frequently asked questions will also be updated on our external DOH SNAP-Ed webpage, under

“Work with Us.” Contacts we have on our promotional list will receive a notification when we post the application materials.

28. Will the information webinar for the FFY 2021-2023 SNAP-Ed funding on 2/28/2020 at 12:00PM be available via recording if we are unable to attend the webinar at that time?

Yes, the informational webinar on Feb 28th will be recorded, emailed to all contacts we have on the list, and posted to our webpage so you can listen to it at any time.

29. I would like to understand why neither Chelan nor Douglas counties are in the 24 counties eligible for funding in this new Snap-Ed opportunity. The last time funding was available we were also not eligible.

In Washington, the Department of Health manages the SNAP-Ed grant as the implementing agency for 24 counties in Washington, for SNAP-Ed regions 2, 4, and 5. These regions do not include Chelan or Douglas counties. These two counties are included in SNAP-Ed region 1 and the implementing agency for region 1 is Spokane Regional Health District. Each implementing agency may decide to start a competitive application for funding, like this one, but only for the counties they work in. This is why our competitive funding announcement only includes the 24 counties you saw. I hope this helps explain why Chelan and Douglas counties are not included in this funding announcement, and perhaps why these two counties were not included in our past funding opportunities.

30. Is this for the same funding we are currently receiving but for the next funding cycle or is it for additional funding?

This announcement isn't for additional funding, and it is not to continue the current funds to the next year. It is for the open, competitive application that DOH is providing for FFY2021-2023 SNAP-Ed funding. SNAP-Ed providers currently funded by DOH and new organizations may apply to work with SNAP-Ed and receive funding for three years. In order to continue to receive funding for SNAP-Ed in FFY2021-2023, all organizations will have to submit an application to DOH, and all applications will be reviewed and scored in order to decide which organizations will receive SNAP-Ed funds starting in FFY2021. I hope this helps clarify the purpose for this email announcement. When the application materials are ready, they will be posted on our external DOH website here [Work with us @ DOH SNAP-Ed](#).

31. If this RFA is a way to involve new partners, what kind of outreach and communication will there be to attract new partners? What is the expectation for applicants who will be coming into the process already with partners or potential sub-recipients?

The DOH SNAP-Ed team is building a stakeholder and partner promotion and outreach contact list by looking at partners we already work with and could potentially work with. We are also asking our DOH communication division and partner DOH programs to promote our funding opportunity through their networks and email lists, including through our Tribal, rural health, and refugee health outreach networks in order to reach potential rural and culturally specific partners. In addition, the application will be posted publically on our external DOH SNAP-Ed webpage. All applicants for DOH SNAP-Ed funding are allowed to propose sub-contracting their SNAP-Ed funds to community partners as part of their project plan. Details and justification for working with sub-sub-recipients must be included in the project plan narrative, including how the applicant will choose their sub-sub-recipients, how they will follow their the state's or their organization's procurement procedures, and how the applicant will

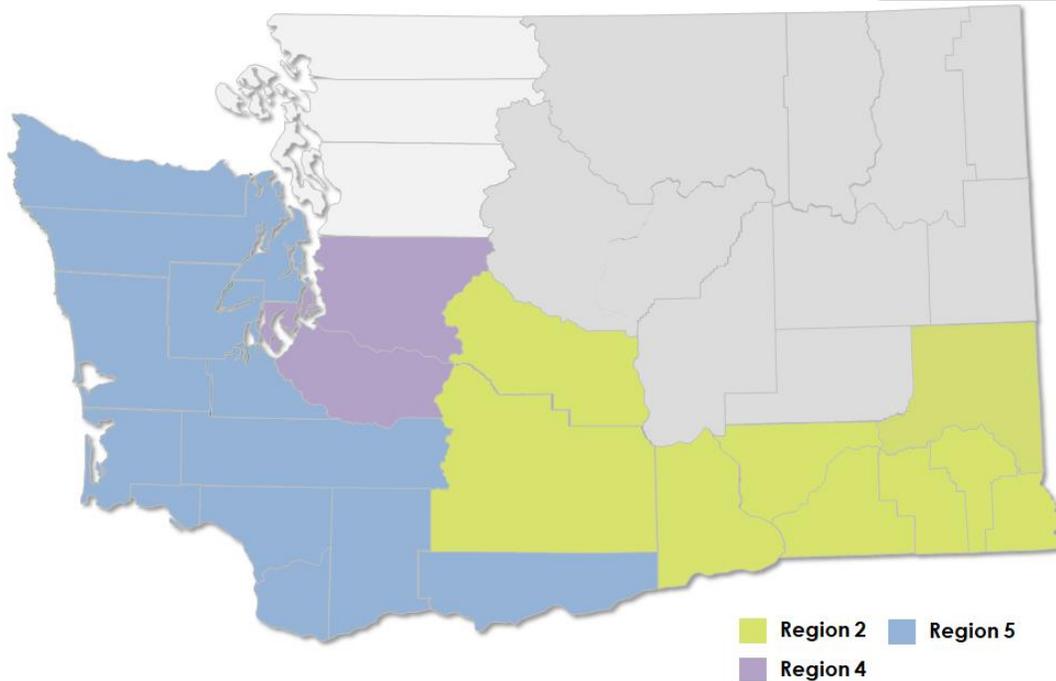
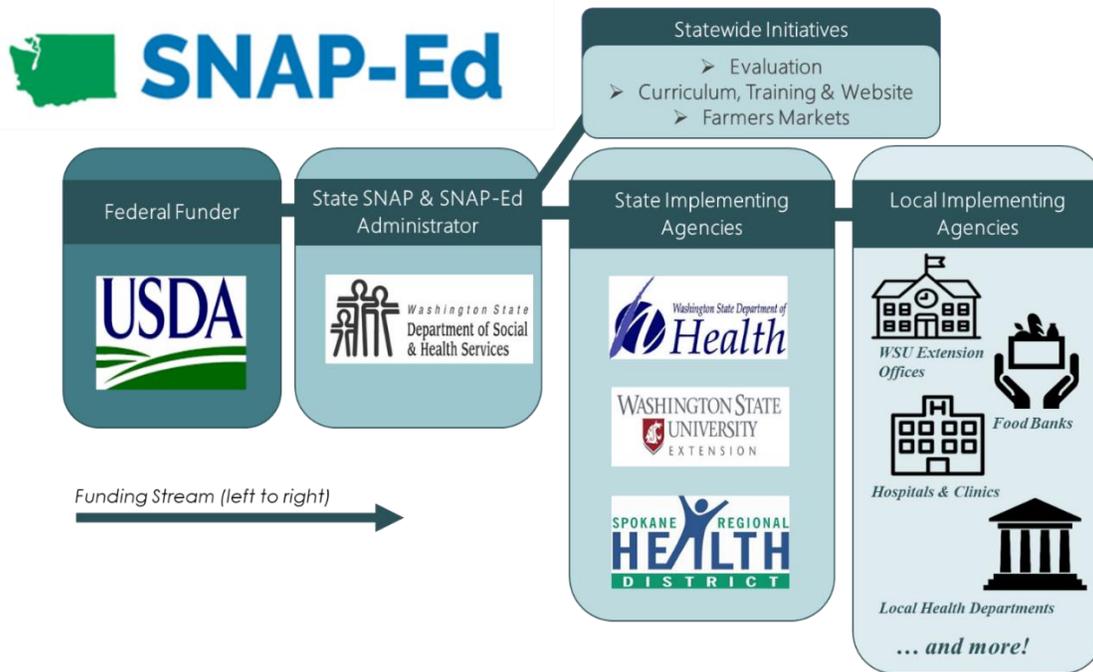
satisfy federal monitoring and reporting for their sub-sub-recipients following requirements in 2 CFR section 200.328 and [200.331](#). Funds for all sub-sub-recipient contracts must be included in the proposed budget.

32. Is DOH now permanently changing to a competitive RFA every 3 years or is it a one-time thing?

Each time DOH is awarded federal SNAP-Ed funds from DSHS for a new SNAP-Ed state plan grant period, DOH will consider whether or not it will remain with the same partners awarded through a previous competitive application process, or if a new competitive application process is necessary to provide updated expectations or requirements for the SNAP-Ed sub-recipient agreement. During any SNAP-Ed state plan grant period, if there are enough changes to the federal, state, or DOH expectations or requirements for the SNAP-Ed program, a new competitive RFA may be required. The decision to stay with currently awarded partners or to start a new competitive RFA is always to ensure that DOH SNAP-Ed and its sub-recipients have an agreement and a relationship that clearly outlines expectations, goals, requirements, and performance standards for how to implement SNAP-Ed projects that create positive progress for SNAP-Ed eligible participants and communities. During the final year of this three year grant period (October 1, 2022 to September 30, 2023), while submitting a new state plan application for future SNAP-Ed funds, DOH will assess whether to stay with its current partners or to start a new competitive RFA for future SNAP-Ed funding. DOH will notify its current partners of the plan to start a new competitive RFA as early as the decision is made or no later than 60 days before the final application due date.

33. Is the 3 different implementing agency model going to stay the same, or is DSHS looking at a new funding process?

Based on the current information DOH knows, for the next three year grant period, the funding stream, state partners, and regional model for WA SNAP-Ed will stay the same. DSHS currently funds three different state implementing agencies (DOH, WSU Extension, and Spokane Regional Health District) to provide the SNAP-Ed program in the state. State implementing agencies implement the SNAP-Ed program in five different regions in Washington. Currently, DOH is one of the state implementing agencies and supports SNAP-Ed program in SNAP-Ed regions 2, 4, and 5. Please see the picture below showing the current organization of Washington SNAP-Ed.



34. What are the DOH standards and priorities for the application? Is it the model of having a balance between PSE and direct education?

DOH will provide information in the application about what the DOH standards and priorities are for SNAP-Ed projects, interventions, and goals. DOH's direction for the SNAP-Ed program will satisfy approaches outlined in the [national SNAP-Ed guidance](#), align with the state SNAP-Ed goals and priorities, support what is shown in the [2019 Washington SNAP-Ed needs assessment](#), and will prioritize [DOH's mission](#) to lead changes in policies, systems and environments in order to promote healthy families and communities and encourage healthy lifestyles where people live, learn, work, play, eat, shop, seek healthcare, and worship. The national program guidance for SNAP-Ed recognizes

the impact of providing individual and group-based nutrition education and health promotion approaches along with public health approaches, including policy, system and environmental changes, as a way to increase the likelihood of better health outcomes for an audience or community: “Taken together, education, marketing, and PSE changes are more effective than any of these strategies alone for improving health and preventing obesity” ([page 18 of current FY20 national SNAP-Ed guidance](#)). While supporting this approach, DOH emphasizes the potential for SNAP-Ed to use its limited funding to make long-lasting, sustainable progress that benefits low-income households and communities by concentrating on policy, systems, and environmental changes. This is why interventions that are proposed in SNAP-Ed projects can fall into one of three categories:

- ✓ *PSE change strategies*
- ✓ *PSE change strategies + Health promotion*
- ✓ *PSE change strategies + Health promotion + Nutrition and physical activity education to individuals and/or groups*

35. Will letters of support or MOU’s be required or accepted from partner organizations as part of applications?

*At this time, letters of support from partners or memorandums of understanding (MOUs) from partners will be accepted as supplemental materials with an application. Letters of support from partners or MOUs are **not** required as part of the application and will not provide any additional individual points to any application. Any supplemental materials accepted with an application will be evaluated as part of an overall application and support to the project narrative, work plan, or budget. Applications that do not have letters of support or MOUs from partners will still be considered complete and given a full review if they submit all other required application materials.*

36. Will DOH be sending out information about how things are weighted?

Federal requirements outline that competitive funding opportunities using federal funds are required to share evaluation criteria. Project evaluation criteria will be included in the application materials. In addition, there will be project design requirements that all applicants will have to follow in order for their project to meet the minimum requirements. The weight or score for each part of the application being evaluated may be provided in the initial release of application materials, or if still being finalized it will be updated on the webpage as soon as it is ready after the application period is open and no later than 30 days before the application period closes. Applicants that submit letters of interest to DOH will be emailed about any updates to the application materials. All applicants can find updates to application materials or dates on the external DOH SNAP-Ed webpage. DOH will make very few to no changes or updates to application materials after they are available, except where pending information is required for applicants to develop projects or to submit complete applications.

37. DOH is obviously planning to submit a funding application for each of their regions. Is it possible that other agencies will be submitting applications for funding directly to DSHS and competing with the DOH regional applications?

Based on current information, for the next three year grant period, the funding stream, state partners, and regional model for WA SNAP-Ed will stay the same. This means who DSHS contracts with at the state level for SNAP-Ed will stay the same unless otherwise notified. If other organizations can contract with DSHS for SNAP-Ed funds during the next three year grant period, that is up to DSHS to decide and they will announce any opportunities for funded partnerships directly with their agency for

SNAP-Ed. DSHS currently funds three different state implementing agencies to provide the SNAP-Ed program around in the state. DOH is one of these state implementing agencies and will prepare a state plan for regions 2, 4, and 5 based on the final projects awarded for SNAP-Ed funding through this RFA. This state plan will be submitted to DSHS for including in the final, overall state plan that goes to the USDA Food and Nutrition Service (FNS) for final approval.

38. Do you know if a staged application process is being considered -- starting with evaluating letters of intent -- to give DOH an opportunity to provide feedback and/or select projects to move on to submitting full proposals?

Currently, DOH is not considering a staged application process in this way that allows for an early review of letters of interest, or similar initial application materials, with a selection of final projects to move forward. However, we appreciate this suggestion and will consider it for the future.

39. In the past, I have been confused with the relationship with SNAP-Ed, DSHS, and WSU Extension. It seems like there is a big amount of Extension offices that have SNAP-Ed grants. What is the expectation around that going forward?

Around the U.S., Extension has a big presence in SNAP-Ed and historically, and currently, Extension has played a big role providing SNAP-Ed in every state because of its community education background. DOH's expectation for providing funds to WSU Extension offices will still be based on the results of evaluating all applications for DOH SNAP-Ed funds. Please see question 3 for more explanation about the relationship between SNAP-Ed, DSHS, and WSU Extension.

40. Since this is competitive, it is quite possible that an agency may not get funding, so will DOH help current providers create exit plans for what they're doing in the community if they will not continue?

If any current SNAP-Ed partner does not receive an award, DOH wants any current SNAP-Ed agreements and projects to be closed out really well to preserve relationships in the community and with the partner agency. If any current SNAP-Ed partner does not apply for more funds or is not awarded funds to continue, it will be fair and worthwhile for DOH to work with current partners in federal fiscal year 2020 (October 1, 2019 – September 30, 2020) to close out SNAP-Ed projects in their community and organization in a way that can help the project and local partners continue to make a positive impact and in a way that doesn't burn bridges between local partners or between the former agency and DOH.

41. Is there an estimated date that award announcements will be going out?

DOH still plans to release the funding announcement and application materials towards the end of January. Information that is ready to share before the final application will be updated on the public DOH SNAP-Ed webpage. Please check the [public DOH SNAP-Ed webpage](#) for the funding announcement, timeline, and all application materials.

42. Does DOH feel like they will have a contraction or expansion of the number of contracts they expect to work with? Does DOH expect to work with more or less contracts for the next three-year plan?

DOH is not going for a goal of more or less contracts than what we currently have. DOH's expectation for the amount of contracts awarded in FFY 2021 - 2023 will be based on the results of evaluating all complete applications submitted for DOH SNAP-Ed funds and based on the funds available.

43. How will the grant proposal will be anonymous? How is DOH thinking about minimizing bias in the RFA process?

DOH plans to build an evaluation committee that does not include current DOH SNAP-Ed staff to evaluate all complete applications. The evaluation committee will consist of DOH employees and potentially some external partners who are familiar enough with community health projects to understand the need, main concepts, structure, and purpose of the projects proposed, and who will be oriented to SNAP-Ed before they read the applications to understand more about the specific requirements and strategies included. DOH's Center for Public Affairs division will also provide implicit bias training to all reviewers and to DOH SNAP-Ed staff. We will continue to look at ways to make the application review anonymous or for more ways to decrease potential bias during the evaluation process.

44. Will the regions who do not have DOH as their state implementing agency be doing any kind of competitive RFA?

Currently, the other two WA SNAP-Ed regions (Region 1 and Region 3) have not announced they will be doing a competitive RFA or any competitive process for funding.

45. As someone who hasn't been part of the three year plan process yet, I was wondering if the application itself will look like our current plans (Excel style), or will it have more space for narrative?

Applicants will have space for providing details about their project plan in a narrative form, outside of Excel templates or tables.

46. What does the term "direct education" mean?

The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) defines "direct education" for SNAP-Ed as a program that "takes place when a participant is actively engaged in the learning process with an educator and/or interactive media within an evidence-based intervention." ([FY 2017 EARS glossary](#)) "For Direct Education [strategies]...participants are actively engaged in the learning process with an educator and/or interactive media." ([SNAP-Ed toolkit glossary](#)) "Direct nutrition education may be conducted by a SNAP-Ed provider organization or by a partner organization through a collaborative effort" (page 12 of current FY20 national SNAP-Ed guidance). In SNAP-Ed, direct education often means nutrition and physical activity education classes provided to SNAP-Ed participants, youth or adults, either in person or online using any of the approved SNAP-Ed curriculum in Washington.

47. We are curious if the three year grant is approved as three years or if it is only one year. If so, do applications for year 2 and 3 look different? Is it a three year grant vs three year plan?

Currently, DSHS is planning to write the next SNAP-Ed state plan as a three-year plan for FFY21-23. This will be Washington State SNAP-Ed's second three-year plan. Although the three-year state plan describes a plan for SNAP-Ed programming that spans three years, DSHS is only awarded SNAP-Ed funding annually. Therefore, for the time that DOH is a state SNAP-Ed implementing agency, DOH is

awarded SNAP-Ed funds annually as well. Therefore, DOH expects to revise budgets each year using the most current annual budget from DSHS. The application will require applicants to plan for and submit a three-year SNAP-Ed plan and a three-year budget. It is not typical for an agency to submit an application from year to year within a three-year plan. However, keep in mind that budgets may change annually due to the potential change in annual award from USDA FNS, potential change in annual award from DSHS, potential changes from DOH in annual award based on program and fiscal monitoring, or lack of federal funds. Although a three-year grant does not guarantee three years of funding, it is typical for local implementing agencies to remain the same for three years during a three-year SNAP-Ed plan.

48. Have you considered prioritizing areas with high obesity rates intersecting with high poverty?

In prior years, this has been a high priority in discussions for the state plan. From the results of the 2019 WA SNAP-Ed needs assessment results, DOH is looking at the obesity rates and poverty characteristics of all counties in its service area, as well as other local and regional information, to understand what this may mean for determining need or priority in different areas. Priorities from WA SNAP-Ed and DOH will be included in the RFA materials when released.

49. Are Partnership Agreements required?

After DOH submitted the FFY17 plan to FNS, it was determined that FNS would no longer require partnership agreements. FNS does still support the value of partnership agreements in capturing the agreement between agencies and partners about roles and activities. In the past, these agreements have been beneficial when partners have staff turnover, or when there is confusion about what work activities were agreed upon originally. Also, see answer to question 5.

50. Why will there be a competitive RFA?

DOH is initiating an open, competitive application period for SNAP-Ed funds in Region 2, 4 and 5 in order to:

- 1) focus on projects that align with the 2019 WA SNAP-Ed statewide needs assessment results and work with partners whose goals align with the WA SNAP-Ed and DOH goals and objectives that address how to best make an impact with SNAP-Ed funds;*
- 2) to integrate specific expertise of DOH into our administration of SNAP-Ed and make progress toward intentional and meaningful improvements in the quality of DOH's administration of local SNAP-Ed programs;*
- 3) include performance-based criteria consistent with DOH priorities, requirements, and best practices for public health program development;*
- 4) update DOH SNAP-Ed's funding distribution model for our service area in a way that aligns with 2019 WA SNAP-Ed statewide needs assessment results, WA SNAP-Ed state goals and objectives, and DOH agency priorities and to be to be current, fair, and equitable based on available poverty indicators and obesity-related indicators; and,*
- 5) provide an opportunity to engage the SNAP-Ed grant opportunity to potential new partners.*

51. Who is this application open to?

Community Organizations including Local Health Jurisdictions, Tribes, local Tribal entities, Accountable Communities of Health, community-based organizations, county governments, municipalities, schools,

hospitals, universities, University Extension, non-profit organizations, and other entities that have the capacity and potential to conduct SNAP-Ed programming. This list is not exhaustive.

52. When is the application due?

DOH recognizes that the more time any organization has for planning and preparing a grant application, the better. DOH will try to allow the most time possible for the grant application preparation period. A final submission date is not available at this time, but this date will be shared in the announcement in January.

53. Can you give us a 3 month timeline for receiving information and/or distribution of information regarding potential soft deadlines for things such as DOH priorities for proposals and for proposals that will meet the given evaluation criteria?

All applicants will receive information about DOH goals and priorities, available WA SNAP-Ed goals and priorities, and the evaluation criteria when the application is available in January.

As of December 10th, 2019, a tentative 3-month timeline is:

- ✓ *December – DOH finishes preparing RFA materials.*
- ✓ *January – DOH releases and promotes RFA materials. Interested applicants start preparing application.*
- ✓ *February – Interested applicants continue preparing application.*

54. Have you considered assigning additional points in the scoring process to current providers in order to assign some value for the years of experience and infrastructure they already have?

DOH is carefully considering how to recognize organizations who have previously implemented SNAP-Ed for their years of experience, infrastructure, and partnerships while also allowing space for potential partners who do not have previous SNAP-Ed experience but who may similar capacity or expertise to implement successful public health interventions focusing on obesity prevention.

55. Once the application is released, will there be a process for communicating/collaborating with potential applicants?

The [DOH SNAP-Ed external website](#) is the main place where public information will be posted about the FFY2021-2023 RFA. Letters of intent, which will notify DOH about an applicant's interest in applying for DOH SNAP-Ed funding and will include contact information, can be submitted as part of the application process. Submitting a letter of intent, although not required, will allow DOH to add contact information to an email listserv specifically for interested SNAP-Ed applicants.

56. Last time, Region 4 submitted one regional plan to DOH. With this change to a competitive RFA, how will this be the same or different? With this change to a competitive RFA, will there be an expectation for regions working together to submit one regional plan?

When the last three-year plan was created, historically Region 4 was guided to create a collaborative state plan between the local agencies. This did not happen with Region 2 and Region 5 in the same way. At this time, DOH does not see this as an expectation, meaning that local agencies are not expected to coordinate and submit a regional state plan. DOH can envision creating a supportive network and working together with the region after the application period, while in development of the state plan, and after the three-year plan begins.

57. From DOH’s perspective, is this a permanent change that will occur every 3 years, or is this a one-time event that we shouldn’t expect again?

At this time, DOH would want to think about the options for and against an RFA at every grant cycle to see if it serves the SNAP-Ed eligible audience better or not. DOH plans on thinking about having or not having an RFA as a cycle-by-cycle decision versus making a blanket decision that does not change in the future. However, DOH as state agency typically has a culture and standard of distributing funds in more formalized way, especially due to the visibility of being a state agency. Although DOH will consider the pros and cons of continuing to have competitive application before making a decision in future grant cycles, providing a competitive application process for grant funds supports the DOH mission to provide equity during every granting and contracting process. If DOH continues to be a state SNAP-Ed implementing agency, DOH plans to review the purpose of an RFA in future years and may continue with awarded sub-recipients from grant cycle to grant cycle, or may decide to initiate an RFA.

58. There are three different IAs that have different regions of the state. Will this model stay the same, or is DSHS looking at new process? Is DSHS looking at IA funding and how it is being distributed?

DOH is confident that DSHS is planning to keep the current regional model. In terms of how DSHS distributes funds to each region and whether or not that will change, DOH assumes that funding per region will remain the same; however, we do not know for sure until we receive funds from USDA FNS and until we receive confirmation about how DSHS will distribute funds for FFY2021. Until then, DOH is going on current assumption that our funding will remain similar to the past few years.

59. How do I know if I’m already aligned with being competitive? What are the DOH standards? What are the priorities? Is that something we will come up with, or are there already priorities?

In addition to statewide goals and objectives for Washington SNAP-Ed, DOH will describe our priorities in the application. Applicants can use this information in addition to building on their local priorities. DOH has a strategic plan that they put forward every year or two. A new DOH strategic plan will be ready in January 2020 and will inform how DOH guides the SNAP-Ed program. DOH’s current strategic plan is publicly available by going to this link. As DOH, one of our biggest assets is public health expertise, and as part of our priorities we are thinking about how we would want SNAP-Ed program design elements to speak to public health approaches as we move forward.

60. How was the regional cap determined?

The amount of money per region was determined by DSHS for our FFY18-20 three-year plan. The division of the state into five SNAP-Ed regions was part of DSHS RFP in FFY17, and it determined how much funding went into each region. This amount was provided to each IA or the regions they covered. DOH does not know the model with which the funding was determined.

Project

61. In grant app instructions it says all projects must include a strategy to work with CSO – what does that mean? Do they need a letter of support from the CSO? Where should they put that in the application?

Each project submitted to DOH SNAP-Ed should include at least one strategy to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. Other strategies to work with CSO could be a direct education strategy, health promotion strategy, or PSE strategy. No, you don't need a letter of support from CSO. In the application, it asks to describe the CSO strategy in the Project Narrative. Please note that in the Project Work Plan, there are sections where this would be appropriate, e.g. Community participation section, key partners and roles, and/or listed in a strategy section.

62. For the required work with CSOs, do these sites also need to have PSE initiatives? And generally, can you provide more information on what the expectations are around working with CSOs?

No, there is no expectation to conduct PSE work with CSOs. The only requirement is to include at least one strategy in your project that will engage a Community Services Office(s) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. The strategy could be marketing, health promotion, direct education, PSE strategy, or a mixture of strategies. Also, if an applicant plans to connect with more than one CSO, those strategies can be different.

Also, to clarify, this required strategy is for the whole project. There does not need to be a strategy for engaging CSOs for each intervention.

Here are two resources we currently have for SNAP-Ed that talk about strategies for working with CSOs: (1) Our WA SNAP-Ed Providers website has a [webpage](#) with examples of how SNAP-Ed providers have connected with CSOs. You can click this link to see examples of the strategies different SNAP-Ed providers have used. (2) There is a [recorded webinar](#) about connecting SNAP-Ed with local CSOs on our WA SNAP-Ed Providers website and one of our state's DSHS SNAP-Ed program consultants discusses ways to connect with CSOs through SNAP-Ed. You can click this link to watch the webinar and learn more.

This is not an exhaustive list of strategies for working with CSOs, and applicants do not have to choose from this list. Applicants can choose from these examples, can adjust them, or can come up with new strategies in their proposal.

63. Can your project be a mixed audience - that is including eligible audience with the general population?

The audience for any intervention and overall project needs to be 50% or more eligible for SNAP-Ed, so an audience may be a mix of people who are eligible and people who are not. FNS recognizes that we cannot meet all the time with audiences that are 100% eligible for SNAP-Ed.

64. Do I assume that in the application we have to identify how we will identify the target populations?

Yes, in the work plan intervention template there is a place to say how you determined site eligibility. In '[Section 3: Application Appendices \(PDF\)](#)', Appendix D addresses how to look up eligibility information for SNAP-Ed. Also please note that in the Project Narrative under "Approach" it asks applicants to describe the SNAP-Ed eligible audience that will be served by the project.

65. Our organization is working to incorporate the Results-Based Accountability (RBA) framework into all of its evaluations. I'm a little bit uncertain how RBA aligns with the SNAP-Ed evaluation framework(s). If the proposal is accepted, would the SNAP-Ed evaluation team provide consultation in integrating RBA into SNAP-Ed evaluation? If so, I'll touch on the RBA framework intention and the indicators within the narrative without going into too much detail about RBA. Does that sound appropriate?

Yes, all DOH SNAP-Ed sub-recipients would be available to receive assistance from DOH implementing agency staff, other DOH subject matter experts, and the SNAP-Ed Statewide Evaluation team for additional assistance in determining specific evaluation measures and methods for their interventions and overall project. Outside of the instruction provided in the RFA and provided in the Project Narrative and Project Work Plan, we cannot comment on how much detail to include or not to include about your specific Results-Based Accountability (RBA) framework.

Any evaluation measures or methods chosen or prioritized from an applicant's organization, like the Results-Based Accountability (RBA) framework, is welcome and can be used in addition to any SNAP-Ed evaluation measures or methods from the SNAP-Ed Evaluation Framework. Certain methods or measures from the local organization, such as the Results-Based Accountability (RBA) framework, may be the same as certain measures from the SNAP-Ed Evaluation Framework. If an applicant believes their local evaluation methodology is a significant or required part of their overall project justification, they are encouraged to include it in their project proposal in the appropriate places in the Project Narrative and Project Work Plan. Any evaluation measures or methodology from an applicant's organization, like the Results-Based Accountability (RBA) framework, can also be used as part of an intervention's S.M.A.R.T. objectives required for each intervention listed in the Project Work Plan.

66. Are we needing to develop a logic model for the proposal or only if the proposal was accepted?

No, a logic model is not required for the DOH SNAP-Ed project proposal due on May 1, 2020. At this time, a logic model is not required as part of the requirements for working with DOH SNAP-Ed in FY2021. If that changes during the period of performance, starting in FY2021, DOH SNAP-Ed will communicate with each awarded sub-recipient and provide resources, instruction, and assistance in completing this work.

67. If a family of 6 are all part of the SNAP program do "each" account for the per person amount of \$150 for rural persons so that family would = \$900 where SNAP-ED could be utilized?

The guideline of \$150 per person for rural audiences and \$100 per person for urban audiences is to determine the overall cost effectiveness of an applicant's project. When DOH looks at each application's total costs and reach, we will take the total project costs for Year 1 (FY2021) and divide by the total SNAP-Ed proposed reach to see if the cost per person is below the cost effectiveness guidelines. Typically, this cost per person figure is not to be multiplied to determine potential or available costs for the audience included in the project. A Family of 6 would count "per person" as 6 different people and not as 1 family unit.

68. If two SNAP-Ed providers are collaborating on an intervention, do both providers need to include PSE strategies in that intervention, or can one SNAP-Ed provider use PSE strategies and the other SNAP-Ed provider use health promotion strategies only (so that the intervention as a whole

includes both PSE and health promotion strategies, but each provider is only using one type of strategy)?

DOH certainly encourages current SNAP-Ed providers and new applicants to collaborate on SNAP-Ed projects. Each applicant needs to include PSE strategies in every intervention as part of the FFY2021-2023 DOH SNAP-Ed project design requirements for each project submitted to DOH. If multiple applicants are working on the same intervention, each intervention submitted to DOH would still have to include PSE strategies. If one applicant means to provide only some part of the intervention, that applicant may be better positioned as a sub-sub-recipient who performs that work as part of the overall project. The use of health promotion strategies only is currently not an option that is acceptable as part of this RFA. The options for intervention plans are 1) PSE strategies only, 2) PSE strategies + Health promotion strategies, and 3) PSE strategies + Health promotion strategies + Direct education strategies.

69. I am a current DOH SNAP-Ed provider. I see that there is the budget workbook similar to the past years, but I do not see a plan workbook. Is this correct that the Project Plan with the numbered interventions takes this place, or do I need to send one for FFY2021 also? And if I do, could you please direct me where I might find it?

The RFA instructions list the materials required for the complete submission of the application. You can go to Section 1.6 Application Submission Requirements of the RFA to see the list of materials that are required as part of a complete application.

Those four required materials are:

- 1. Application cover sheet*
- 2. Project narrative*
- 3. Project work plan*
- 4. Budget*

These required materials must be submitted to DOH by May 1st, 2020 at 11:59PM.

If you are a current SNAP-Ed provider, the project details workbook – or plan workbook – is not a required document for this application.

70. If I am collaborating with another organization on our SNAP-Ed project, can we submit one application together with one budget or multiple budgets?

No, not at this time. We encourage collaboration in developing project proposals or interventions, but at this time we need each organization/applicant that expects an individual sub-recipient agreement and funding award from DOH to submit an individual application following all the application requirements. Applicants who want to collaborate on a single project proposal with other applicants, but who cannot or will not submit their own application, can consider becoming a sub-sub-recipient of another organization and be involved in the project proposal in that way.

71. Our organization is seeking funds for the first time through SNAP-Ed and I would appreciate guidance on determining the number of youth served for our budget and narrative. When determining the number of SNAP-Ed eligible people who will be reached by strategies can the same people counted in Year 1 be counted again in Year 2 & 3 or are new cohorts of people required?

Thank you for your interest in applying to the SNAP-Ed program. I am happy to help you understand how SNAP-Ed determines the number of youth served, or potentially reached, for our projects. It is not always an easy task even for the most seasoned SNAP-Ed coordinators or educators. When determining the number of SNAP-Ed eligible youth who will be reached by your strategies, the same people counted in Year 1 can indeed be the same people you reach again in Year 2 and 3 and can be counted again. Please do not add the reach for each year together for a total. Please estimate the number of un-duplicated youth you plan to reach with your intervention strategies in Year 1. Even though you can reach those same youth again in future years, we are only asking for the estimated number of youth you plan to reach in the first year.

Other resources for estimating reach in SNAP-Ed can be found here:

- From SNAP-Ed Evaluation Framework: reach is defined as “Number of SNAP-Ed eligible people who encounter the improved environment on a regular (typical) basis and are assumed to be influenced by it.” The improved environment can be direct education strategy, a health promotion strategy or a PSE strategy. <https://snapedtoolkit.org/glossary/#reach>
- From SNAP-Ed Evaluation Framework, measuring reach at the site level: “The total number of persons who have the potential to benefit from the change in the site cannot exceed the total number of persons at the site. When there are multiple changes occurring in the same site, it is important to only count those persons who potentially encounter the change on a regular basis.” Also, the same people shouldn’t count multiple times for the more than one change at a site. <https://snapedtoolkit.org/framework/components/mt5/>

72. Several current SNAP-Ed partners are planning to collaborate on interventions. 1-3 partners will submit the intervention as lead agencies, but all will be equally contributing. Where and how in the application materials should partners that are collaborating, but not leading, the intervention note their participation? We are planning to submit partnership letters and describe collaboration in project narratives, is there additional documentation needed in this case?

In this situation, appropriate places to outline the interventions and the applicant’s place in any collaborative interventions would be in the Project Narrative and/or Project Work Plan, in the related sections that prompt applicants to describe how the applicant will approach their project to meet need(s) and opportunities within the community and the role they or other partners or Key partners will play in the approach or in the more specific intervention strategies. There is no right or wrong place, or better or worse place, to put this information. If an intervention relies on the collaboration or involvement of multiple partners or key partners, there is specific section of the Project Work Plan that asks applicants to list this information and the role(s). This would also be an appropriate place to put the information. It does not have to be listed in each place that I mentioned, but for this example it would be important to include the information somewhere in the Project Narrative and/or Project Work Plan. The Project Work Plan will also be reviewed as part of the Project Narrative, and considered during the overall project evaluation.

The only required documentation are the required application materials. Partnership letters are still not required in the situation you mention, and would be considered supplemental, optional materials

for the application. Therefore, there is no additional documentation that is needed in the case you described.

73. I noticed that one of the goals for SNAP-Ed is to “improve food security among SNAP-Ed participants”. Can you provide me examples to what this looks like? In planning for the next grant application, I want to ensure I’m thinking of all the different things SNAP-Ed can do to support our SNAP-Ed participants.

What we mean by improving food security in SNAP-Ed is project goals and related intervention strategies that focus on supporting consistent access to high quality, nutritious, affordable and safe food for the SNAP-Ed audience. Access when it comes to food security in SNAP-Ed can look like:

- Little to no physical access to the source of food (food source is far away or no reliable access to transportation, or can’t afford transportation);
- The consistency of access (including if a person’s SNAP benefits aren’t consistent or run out too soon or at different times on the month, or if they cycle between housing and no housing, or if the food pantry can’t stock a consistent supply of healthy foods);
- The quality of available food (even if they can get enough food, the nutrition and quality of the food still affects food security);
- The affordability of the availability foods (including the whether or not there are SNAP food incentives, like SNAP Market Match or Double Up Bucks for increasing the buying power of SNAP benefits, or if the nearest food store is too expensive);
- The knowledge the customer has in knowing and choosing which foods are high quality and nutritious; and,
- Skills around how to manage their food budget, how to use the food they have safely and in a way they enjoy, and how to keep the food they have for as long as possible.
- And more...

One of the WA SNAP-Ed State Priorities is to “Support food security and healthy food access”. In this description, it says “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.” Related to this priority, one of our WA SNAP-Ed State Goals relates to improving food resource management among SNAP-Ed participants. The goal involves objectives focusing on increasing the percentage of adults who worry about running out of less often, increasing the percentage of youth to adults use nutrition labels most of the time, and increasing the participate of people who increase the frequency that they prepare meals at home.

Overall, we hope that SNAP-Ed projects statewide continue to have an impact supporting this priority and this Statewide Goal. What was listed above as parts of food security, access to healthy foods and beverages, and the WA SNAP-Ed State Priority and State Goal hopefully give you some ideas for what the strategies could be to improve food security through the SNAP-Ed program.

Examples of what food security related efforts can look like using stories from the WA SNAP-Ed website and the SNAP-Ed Connection website are linked here:

- WA SNAP-Ed: [Kitsap’s glean team is saving fresh produce for those who need it.](#)
- WA SNAP-Ed: [King county healthcare and food insecurity learning network](#)

- SNAP-Ed connection: <https://snaped.fns.usda.gov/success-stories/gleaning-farms-communities>
- SNAP-Ed Connection: <https://snaped.fns.usda.gov/success-stories/eat-streets-exposure-fruits-and-vegetables>
- SNAP-Ed Connection: <https://snaped.fns.usda.gov/success-stories/community-eligibility-provision>
- SNAP-Ed connection: <https://snaped.fns.usda.gov/success-stories/food-security-project>
- SNAP-Ed connection: <https://snaped.fns.usda.gov/success-stories/measuring-food-security-remote-villages>
- SNAP-Ed connection: <https://snaped.fns.usda.gov/success-stories/high-risk-patients-learn-nutrition-skills>
- SNAP-Ed connection: <https://snaped.fns.usda.gov/success-stories/maine-harvest-bucks-promotion-project>

74. Could you please confirm how you would like the submission of the grant application? When I place the application narrative in the required application form, it removes the double spaces and I cannot verify it is 5 pages in the application box. Would you like the narrative approximately 5 pages, single spaced, with font size 12 pasted in the narrative box on the application form or would you like it as a separate document?

Please include the narrative in the application, per the instructions within a 2500 word limit. The approximate length of 2500 words in a typical Word document is 5 pages, single-spaced, with font size 12. We provided this to applicants to show an example of how 2500 words looks in a typical document. Our requirement is that the narrative is no longer than 2500 words total, regardless of the page limit or font size. You could type your Project Narrative content into a Word document first to check the word limit. Once you verify it meets the word limit requirements, you could copy it into the Application Project Narrative box.

75. If we already have an educational program that focuses on the SNAP-Ed eligible audience, could the SNAP-Ed program work with an existing program or would we have to replace our program? Could we use SNAP-Ed to expand this program?

SNAP-Ed could be used along with an existing program to supplement and enhance current health education or promotion to a SNAP-Ed eligible audience. For example, SNAP-Ed funds could be used to support complementary health promotion or additional education to the audience as part of the existing program. SNAP-Ed Federal guidance does not allow for SNAP-Ed funds to supplant (replace) another program that is funded to provide education or promotion to the focus population. SNAP-Ed could help an existing program expand their education and outreach to the SNAP-Ed eligible audience, if that includes related promotion and educational efforts that support the SNAP-Ed goal of improving the likelihood that low income persons eligible for SNAP will live healthier lifestyles within a limited budget. Outreach or promotion purely for another existing program cannot be funded by SNAP-Ed. All education and health promotion using SNAP-Ed funds must follow the current USDA Dietary Guidelines for Americans. Existing programs do not have to switch out their current curriculum if they already have one. However, if seeking reimbursement through SNAP-Ed funding for education or health promotion provided to the eligible audience, SNAP-Ed approved and allowable curriculum and other promotional materials must be used.

76. If we believe there is about 25% low income eligible participants in a group we are already teaching, can we do that? Would that qualify?

*SNAP-Ed requires the majority of any audience to be SNAP-Ed eligible. So for that example, no that group would not qualify as an eligible audience. The audience should be at least 50% or more of the SNAP-Ed eligible audience. There may be ways to adjust the project plan to focus on the eligible audience. With awarded subrecipients, DOH SNAP-Ed would work closely to determine and approve eligibility for audiences or sites that did not have straightforward allowability based on the available eligibility criteria. **Please note** - If your project is approved and contains this example, then during the period of performance when determining final eligibility, if an intervention is determined not to reach an eligible audience, site, or area then the plan will have to change to reach an approved eligible audience/site/area and a change in approved budget may be required.*

77. I am one of two SNAP agencies in my county. The RFA states we need to have CSO programming in our plan. There is one CSO in our city. Can we both be there doing different activities or sharing the work?

Different SNAP-Ed funded organizations in the same area can connect with the same CSO for their project's CSO strategy. Each SNAP-Ed sub-recipient could do different work at the same CSO, or they could collaborate with each other on the strategies taking place at the CSO. We certainly encourage collaboration around this strategy in the planning stages right now, especially since you know of more than one SNAP-Ed applicant in the area who may also work at the same CSO location.

78. Do you have resources or recommendations available on how to estimate PSE reach for a Year 1 formative assessment phase? For example: Would the reach be the number of partners engaged in the assessment? OR Would the reach number be the SNAP-Ed eligible people that could ultimately benefit from the results of the assessment?

After consulting with our SNAP-Ed Statewide Evaluation team, the guidance we have asks that the estimated reach for a PSE strategy be the number of eligible people that could benefit from/are reached by the strategy. Our online reporting system for SNAP-Ed reports reach for projects in implementation and maintenance stages, even if SNAP-Ed providers report reach when their project is in the planning stages. So in Year 1, if a strategy is in a formative assessment phase, it is okay for the number reached to be zero until the strategy moves into an implementation or maintenance phase when reach will need to be estimated. It is also okay for you to estimate the number of eligible people that could benefit from the strategy for your application. The number of partners engaged in the formative assessment should not be part of a reach estimate.

In summary, for a formative assessment strategy listed in an application, it is acceptable for an applicant to list the PSE reach as zero, and it is acceptable for the applicant to list the PSE reach as the estimated number of SNAP-Ed eligible people that could benefit from the strategy. For a formative assessment strategy, both PSE reach estimates will be accepted and neither will hold more or less weight than the other. If a PSE strategy plans to include implementation and/or maintenance phases for Year 1, then the PSE reach estimate should be the estimated number of SNAP-Ed eligible people that will be reached or benefit from the strategy.

79. Even though we are not writing a collaborative plan in the region together to submit to DOH, can we still work with partners as part of our project plan? Or how do we do that?

Although in the past certain SNAP-Ed regions have developed a collaborative SNAP-Ed plan, it is not expected that regions or sub-regions submit collaborative plans for this competitive process. However, we support and encourage current SNAP-Ed providers and potential applicants to communicate with each other about what ideas they could coordinate or collaborate on, especially within their sub-region. This helps prevent duplication of services and an opportunity to complement and enhance each other's projects for audiences in your sub-region if possible. Applicants that plan to submit "joint" applications must submit separate budgets and separate project applications based on what each individual applicant requires for funding and will contribute to the work.

80. I am working on the project narrative section of the SNAP-Ed FFY21-23 grant and I have a question in the needs assessment section. It asks to address one or more of the needs outlined in the needs assessment and it referenced Section 1.3. As I comb through the needs assessment document I cannot seem to locate a Section 1.3. It's very possible that I am just not seeing it, could someone guide me in the right direction?

We are sorry for the confusion and for the typo. The Section 1.3 that the Project Narrative is referring to is our RFA application section 1.4, not a section in the 2019 Washington SNAP-Ed Needs Assessment. Section 1.4 of the RFA includes links to the 2019 Washington SNAP-Ed Needs Assessment, so we direct readers to this section so they know how to access the Needs Assessment reports.

81. When looking through the SNAP application on page 24 it says, "the limit for each numbered section in the Project Work Plan is 250 words". However, we don't see numbered sections within the intervention template piece. Therefore, does the word count mean each section within the intervention section (i.e. Intervention Name -250 words, Need(s) Addressed with this Intervention- 250 words, Intervention Objectives – 250 words, etc.) has to be within 250 words and not the entire intervention has to be explained in 250 words?

This is an error in the RFA document. The original Project Work Plan Template included numbered sections, but they no longer have numbers. We are sorry for the confusion. The sections it refers to are the individual response sections in the Work Plan Template, meaning each part that asks for a written response. Each section in the Work Plan Template that needs a written response has a word limit of 250 words each.

Yes, you are correct to say that the word count in each section within the intervention section is 250 word limit, such as "Intervention Name" - 250 words, "Need(s) Addressed with this Intervention" - 250 words, "Intervention Objectives" – 250 words, "Key Partners and roles" – 250 words, "PSE strategies" - 250 words, "Health Promotion strategies" – 250 words, "Expected outcomes" – 250 words, etc.). If, for your overall Project Work Plan, you have 20 Intervention Work Plan Templates, with all 250-word sections totaling to 1,000,000 words, that is okay. The Project Narrative has its own word limit of 2500 words, and is separate from this Work Plan Template word limit.

82. If something is described in the Project Work Plan, does it also need to be described in the Narrative? I understand that the Project Work Plan is part of the narrative, but am unsure if it should be described in the Narrative in addition to the Work Plan?

The Project Narrative for Year 1 is not required to include all the strategies, topics, objectives and other items described in the Project Work Plan for Year 1. Likewise, the Project Work Plan for Year 1 is not required to include everything mentioned in the Project Narrative for Year 1, but it is good practice to do so - or to clearly show the connections between the Project Narrative and what is included in the Project Work Plan even if they don't include the same things.

The Project Narrative can be considered the overall case for why a project is needed and what will be done to meet certain goals. The Project Work Plan is how the applicant will plan to start or continue working on those goals in Year 1 of the 3-year project. Therefore, the Project Work Plan, with as many Intervention Templates completed as needed, will typically have more detail than what can be included in the Project Narrative. In addition, the Project Narrative includes a section asking about Year 2 and Year 3. Those Year 2 and Year 3 details are not required to be in this Project Work Plan Template for Year 1.

83. When stating intervention objectives and choosing statewide objective, will DOH/evaluation provide the x% for goals or should each agency come up with our own x% in the application?

Thank you for this clarifying question. In this answer, when I refer to Statewide goals and objectives, I am referring to those found [in this document](#) that lists WA SNAP-Ed guiding principles, priorities, goals and objectives. When choosing a Statewide goal(s) for a project, applicants do not need to include the Statewide objective(s) as their intervention objectives. If they do, they do not need to come up with any numbers for the "x%" in a Statewide objective. When an applicant creates their own intervention objective, then yes they do need to determine their own measurable outcome to include in their objective. This outcome could be percentage, number, ratio, completion of an event, or any other unit of measurement. Our Statewide objectives, including the "x%" for each objective, will be finalized by the statewide Evaluation team to include in our FFY2021-2023 SNAP-Ed state plan and will be measured for all projects across the state that work toward different Statewide goals. During the period of performance, sub-recipients working on different Statewide goals will receive more one-on-one assistance with how they can integrate the related Statewide objectives into their project to contribute towards the State goals they chose. Most importantly, we want each applicant to come up with their own objectives that relate strongly to their specific interventions as this will be the best way to show their own project's progress. If a Statewide objective is a good fit for an applicant's specific intervention, they are welcome to adjust that objective and % to make it fit more closely with what is attainable for their intervention in Year 1. Or, an applicant can use the Statewide objective exactly as is without changing the "x%", however please note that if the final "x%" that the Statewide Evaluation team chooses is not attainable for a local intervention for the 1st year, then the intervention objective would need to be changed.

84. Is there expectation of local evaluation? Will DOH evaluation team be supporting local evaluation? Should we build evaluation into our budgets?

Yes, DOH SNAP-Ed expects that each applicant will include planned methods for ongoing evaluation. It is expected that all sub-recipients will be able to demonstrate changes and progress toward their goals and objectives, and show positive changes with the audiences or settings they are working with, as part of the requirements for their sub-recipient agreement with DOH. Sub-recipients must use required statewide evaluation tools when applicable, may use or develop their own resources,

assessments, and tools for evaluating their project, and they can also browse what other evaluation tools are offered from SNAP-Ed nationwide. During the period of performance, sub-recipients will have evaluation support from DOH SNAP-Ed implementing agency and the Statewide Evaluation team (a Statewide Initiative team) for help in finding or designing evaluation tools, identifying or refining evaluation methods or measures when needed, and in organizing or analyzing the data they have when needed. Yes, applicants should include costs for local evaluation efforts in their budgets. If an applicant's project is partially funded, local evaluation of the interventions is still expected and costs for local evaluation efforts would be adjusted to support what interventions would take place, and DOH SNAP-Ed implementing agency and the Statewide Evaluation team will still be able to help.

85. Would you like to the SMART Objectives to be for a 1 year period or 3 year period? You've requested the outcomes to be written for a 1 year period, so I assume you would like the objectives to be 1 year as well.

You are correct, the SMART objectives in the Intervention Work Plans should be for a 1 year period. The Project Work Plan will detail how an applicant plans to reach their goal(s) for only the first year of the three year project. For the Project Work Plan, you can include goals, objectives, interventions, strategies, key partners and expected outcomes for the first year only (October 1, 2020 – September 30, 2021).

86. Is there an expectation to conduct PSE work with CSOs?

No, there is no expectation to conduct PSE work with CSOs. The only requirement is to include at least one strategy in your project that will engage a Community Services Office(s) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. The strategy could be marketing, health promotion, direct education, PSE strategy, or a mixture of strategies. Also, if an applicant plans to connect with more than one CSO, those strategies can be different.

Also, to clarify, this required strategy is for the whole project. There does not need to be a strategy for engaging CSOs for each intervention.

Here are two resources we currently have for SNAP-Ed that talk about strategies for working with CSOs: (1) Our WA SNAP-Ed Providers website has a [webpage](#) with examples of how SNAP-Ed providers have connected with CSOs. You can click this link to see examples of the strategies different SNAP-Ed providers have used. (2) There is a [recorded webinar](#) about connecting SNAP-Ed with local CSOs on our WA SNAP-Ed Providers website and one of our state's DSHS SNAP-Ed program consultants discusses ways to connect with CSOs through SNAP-Ed. You can click this link to watch the webinar and learn more.

This is not an exhaustive list of strategies for working with CSOs, and applicants do not have to choose from this list. Applicants can choose from these examples, can adjust them, or can come up with new strategies in their proposal.

87. I was wondering if passing a county-level policy (such as Complete Streets) would be a SNAP-Ed eligible project considering 50% of residents if Clallam County might not live below 200% of FPL. While big "P" policies are encouraged in the PSE framework - justifying the eligibility of an audience that would benefit from a big "P" policy gets tricky. For instance - this data from the 2017

Clallam County Health Assessment (data is not current -is from 2015) shows that about 35% of Clallam County residents live below FPL, but from my local knowledge - the biggest impact from implementing this policy would be in under-served neighborhoods that do not have bike lanes and sidewalks where there are larger low-income housing units and I regularly see community members often have to walk long distances on roads that are not designed for safety of pedestrians. Could you please provide clarification on how SNAP-Ed can help to pass and implement big policy changes that could have a large and lasting impact?

Thank you for your question and for sharing this example with us. We definitely understand the challenges that broader PSE strategies bring up for SNAP-Ed in terms of eligibility and qualifying sites and audiences in this way for working on changes that SNAP-Ed can bring to a community. We are considering your question and how we can answer it for you and all applicants to be most helpful, and want to provide a good response in a timely manner.

In the meantime, in Appendix D (Eligible Sites), we do provide the instruction for all applicants to include reasons why they believe a site, or in this case a large area or county, is eligible for SNAP-Ed services: "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)."

For now, this instruction applies to your case because it looks as though certain data you've found to show the level of people living below 200% FPL in the county does not support county-wide eligibility of 50% or more living below 200% FPL for Clallam County. In cases where this happens, applicants who still want to submit the intervention are encouraged to share other ways they believe their intervention deserves to qualify for SNAP-Ed services. This may be the information you shared about local knowledge and what information you have to support that qualifying neighborhoods will be most, or a considerable portion, of who will benefit from your example. The intervention could also include the way(s) you will assess sites or areas within the county for the intervention to determine and/or describe where SNAP-Ed eligible areas exist for the intervention if eligibility is not clear.

Please note - *If your project is approved and contains this example, then during the period of performance when determining final eligibility, if an intervention is determined not to reach an eligible audience, site, or area then the plan will have to change to reach an approved eligible audience/site/area and a change in approved budget may be required.*

88. Can we apply for more than one project all under one application or do we need to apply for more than one project by submitting more than one application?

Please apply for one project per application. A single project can have multiple interventions, which act like mini-projects within the overall project. There is no limit on the amount of interventions an applicant can include within a project. So, you may find that what you think could be multiple projects are multiple interventions that actually fit cohesively within a single overall project and work together towards the same overall goal(s). If you do believe you have projects that are very different in scope, you may submit more than one application and each application will be evaluated individually.

89. What are some ways that our programming can be sustainable? What are DOH's expectations for making something sustainable if we only get funding for 3 years?

Because the SNAP-Ed program has a limited time period for each grant cycle, the best chance for all the great SNAP-Ed progress to be maintained and grow after the life of the grant is to plan out and start working on how things can be sustained after the grant period ends (Sep 2023) while the project is going. If the SNAP-Ed provider is not already a close member of the community, one way to help promote sustainable changes is to get engagement, trust, and understanding (also known as “buy-in”) from champions, key community members, other organizations and businesses in the areas if applicable, and from decision makers early on in the project so that over time these connections help build a foundation of support for the work being done. Another way is to plan interventions or strategies with the help and input of the specific community, group of people, or organization that you will connect with and based on their priorities. This will make it more likely that the activities will be relevant to the audience to help those activities carry on longer even after SNAP-Ed isn’t working with them anymore. Other ways to promote sustainability of a project include:

- *Facilitating the adoption of one or more policies which would help make sure the changes will be maintained*
- *Helping an organization or group that is not dependent on SNAP-Ed funding assume responsibility for sustaining the efforts as part of their priority or their normal work*
- *Helping to create or start a monitoring and reporting system for the changes that have been made, so that positive changes can be tracked and reported to people and organizations affected hoping that it engages them to continue the work*
- *Securing a dependable, on-going source of funding and/or support (other than SNAP-Ed) to continue all or part of the work*
- *Creating a network of support for the work that brings together people and/or organizations that can contribute different things needed for a project to continue – motivation, energy, staff, authority, funding or donations, creativity, resourcefulness, evaluation, marketing, grant writing, building space, etc.*
- *Other places to read and learn about making community programs sustainable are available here:*
- *U.S. National Center for Chronic Disease Prevention and Health Promotion (CDC), [A Sustainability Planning Guide for Healthy Communities](#)*

90. With the change to having a competitive RFA, what are the expectations for regions to coordinate and work together to plan? In the last state plan application period, SNAP-Ed region 4 awardees talked and worked on one application to DOH. How is that going to stay the same or be different this time around?

With a competitive process for awarding SNAP-Ed funds, while the application period is open, it is not an expectation and it is not required for interested applicants to work with other applicants to prepare a coordinated plan in order to submit their applications for funding. All organizations interested in applying for DOH SNAP-Ed funds are welcome to connect with any other organizations in their area to brainstorm SNAP-Ed projects, partnerships, or funding if that works best for them. Applicants are welcome to plan and coordinate together with other interested partners to submit separate applications, or are welcome to submit an application for funding through one organization with sub-recipients if that works best for them. To clarify, it is not an expectation that interested applicants will submit an application with other applicants, but organizations are welcome to do so. If applications are submitting project plans with a plan to fund sub-sub-recipients that will perform all or part of the SNAP-Ed activities, applicants must be prepared to justify their reasons for sub-contracting, to confirm

that they understand the federal requirements for sub-recipient pass-through entities, and to describe in their application how they will follow the federal requirements for sub-recipient monitoring and evaluation. See the [Uniform administrative requirements, cost principles, and audit requirements for federal awards](#) - 2 CFR 200 Subpart D Section [200.328](#) and Section [200.331](#).

After applications are reviewed and final awards are provided to selected applicants in regions 2, 4, and 5, then DOH will work with the sub-recipients in all regions to network and coordinate around developing the SNAP-Ed state plan.

91. In SNAP-Ed region 4, when we did collaborative regional planning for the last state plan, it was decided that some organizations would submit plans that only included PSE changes while other organizations would submit plans that only included or mostly included nutrition education directly to individuals or groups. What is DOH's expectation in this competitive process around organizations who want to complete SNAP-Ed projects that have only PSE or only nutrition education directly to individuals or groups?

The application will outline project design requirements for DOH SNAP-Ed project and intervention plans, including the available choices for strategies used in interventions. SNAP-Ed projects will include at least one intervention targeted at achieving one or more goals for each intervention. SNAP-Ed interventions can contain policy, systems, and environmental (PSE) change strategies, individual and group-based health promotion strategies, and individual and group-based nutrition and physical activity education classes for SNAP-eligible individuals and groups. DOH SNAP-Ed interventions are allowed to contain only PSE change strategies. However, if interventions contain nutrition and physical activity education classes for SNAP-eligible individuals or groups, the intervention must also include individual and group-based health promotion strategies and PSE change strategies at places where the participants eat, learn, live, play, work, or shop. "Direct nutrition education may be conducted by a SNAP-Ed provider organization or by a partner organization through a collaborative effort" (page 12 of current FY20 national SNAP-Ed guidance). There may be additional expectations or changes to these requirements based on any updates to SNAP-Ed program expectations from USDA FNS, from DSHS, or from the statewide SNAP-Ed initiative teams.

92. What is the expectation around using systems approaches?

All sub-recipients of DOH SNAP-Ed funds are required to complete both in-person and online training about using "systems approaches" in community nutrition programs. Currently, SNAP-Ed providers in Washington complete the online training through University of Minnesota Extension called "[Systems Approaches for Healthy Communities](#)". Understanding the history and systems related to health, food, hunger, physical activity, race and ethnicity, poverty, transportation, access, education, and equity in our communities is an essential part of planning and implementing SNAP-Ed projects that make a positive impact in the communities where the projects are happening. All sub-recipients of DOH SNAP-Ed funds will have opportunities to take training and receive assistance during the period of performance to understand how to use "systems approaches" concepts in their project. In addition, DOH SNAP-Ed staff will act as coaches to support and explain the "systems approaches" concepts and how to apply them with each sub-recipient to help them implement their SNAP-Ed project to the best of their ability.

93. Could you give me some examples of what "health promotion" could entail?

Health promotion provides opportunities for different types of individual and group-based marketing and promotional strategies that share information and engage audiences in self-learning, attitude changes, or behavior changes about nutrition, food security, food safety, shopping and cooking, physical activity, or other obesity prevention related topics that complement direct education classes and PSE strategies in places where participants live, eat, learn, play, work, and shop. Health promotion strategies helps people learn the benefits of a certain health behavior or the consequences of an unhealthy behavior. Health promotion strategies can also encourage a person to the practice changing a behavior by clearly and easily demonstrating a skill and its benefits. Health promotion can be used to make people aware of the healthy behaviors that you are targeting in an intervention. Health promotion should be relevant to the audience, should be culturally appropriate, should be related to other parts of an intervention, and should engage the audience in learning the information you want them to know and understand. Health promotion is how you plan to continue or expand the goals, the learning, and/or the impact of your intervention outside of a classroom or with little to no direct contact with the audience. Health promotion in the DOH SNAP-Ed RFA includes “indirect education channels” which in SNAP-Ed is “defined as the distribution or display of information and resources, including any mass communications, public events (such as health fairs), and materials distribution, which involve no participant interaction with an instructor or multimedia. Distribution of educational materials alone does not constitute an evidence-based intervention. Indirect education activities, or distribution of educational materials through indirect education channels, needs to take place within an evidence-based intervention.” ([FY 2017 EARS glossary](#)) Although multimedia is mentioned as a way that indirect education channels are not distributed, DOH recognizes that modern-day promotion of health messages often do happen through multimedia channels like online videos. Applicants that proposed interventions containing any health promotion strategies should be prepared to describe how they know the strategies being proposed are culturally acceptable, relevant, and engaging to their audience.

Examples of health promotion include:

- Displaying nutrition or physical activity related signs that directly supports PSE strategies in highly visible area*
- Cooking or healthy recipe demonstration that enhances to a nutrition education lesson or relates to curriculum being used at the location*
- Demonstration of healthy behavior that increases awareness of PSE strategy*
- Implemented or enhanced limits on marketing or promotion of less healthy options*
- Promote awareness of the PSE change by the target audience, e.g. Community event or forum provided for participation with the target audience, TV or radio interview, newspaper article, posters, billboards, social media*
- Increased marketing/promotion of school food service program inside or outside of school building*
- Menu labeling with calorie, fat, sodium, added sugar counts*
- New or improved stairwell prompts encouraging healthy behaviors like walking or taking the stairs*
- Prompts encouraging healthier food or drink selections at the point of purchase (close to cash register or where transaction takes places, like farmers market booth)*
- Signage and prompts for use of walking and bicycling paths*

- *Through interventions, provide information on other complementary nutrition resources (SNAP/Basic Food, WIC, FINI, etc.)*
- *Labeling food and drinks in vending machines (e.g., labeling calories, traffic light color coding)*
- *Promote nutrition, physical activity, and obesity prevention related behaviors through posters, visual displays, taste testing, live demonstrations, celebrities, recipe cards, texts, podcasts, websites, newsletters, flyers or mailing, contests, etc.*
- *Creating a walking club at a SNAP-Ed eligible site where direct education takes place to promote and encourage physical activity for class participants and promote the education class or provide other nutrition/physical activity information with others who join the walking club*
- *Tour or demonstration of how to use SNAP EBT or SNAP incentives at the farmers market or store*

Examples of ways to evaluate health promotion include:

- *Number of people reached by promotion*
- *Satisfaction with the promotion*
- *Knowledge changed by promotion*
- *Change in number of people attending direct education class or attending an recurring event like farmers market or grocery*
- *Awareness of a certain promotional item or activity (e.g. how many people surveyed report seeing the sign, prompt, a flyer, etc.)*
- *Understanding of a certain promotional item or activity (e.g. how many people surveyed, who saw the promotion, report understanding the key messages from the promotion)*
- *Increase in participants' reported intent to change their behavior compared to before with no additional promotional strategies*
- *Development of policy, system or environmental change from health promotion*
- *Change in number of people who report trying the food from a demonstration*
- *Increase in SNAP incentives redeemed at a specific market or store using focused promotional strategies*

94. Is there a list of "approved" health promotion strategies or is it more open? Is this in the RFA?

There is a list of examples of health promotion strategies available for review in the RFA. This list is not exhaustive and new strategies can be proposed for your project. Health promotion strategy examples can be found in Appendix E. You can also refer to another previous FAQ about health promotion strategies – please see response to question “Could you give me some examples of what "health promotion" could entail?”

95. Will there still be an expectation that there is a SNAP-Ed project in every county?

In FFY2019, the previous DSHS SNAP-Ed program manager (Bonnie Dalrymple) said there was no longer an expectation for SNAP-Ed to be in every county. With new leadership at DSHS for SNAP-Ed, DOH does not have an updated response for this same question. DOH can ask DSHS for confirmation or updated information and share this in an updated FAQ.

96. What criteria will DOH be requiring?

DOH will be making an official announcement in January when the application period opens, and it will include this information. We cannot address specific criteria at this time in order to be fair to potential partners who are not currently in communication with us for that information and who are not currently delivering SNAP-Ed programming. In general, DOH will look for elements of well-planned public health projects that also demonstrate an organization's capacity to plan, implement, and evaluate a public health project or intervention.

97. How will the projects be separated? By each partner/group/audience that we work with, i.e. schools, housing group, farmers markets, etc?

The way applicants will write their projects will be described in the RFA guidance, including how to separate the projects or interventions.

98. Will it be OK to submit a project that includes only PSE activities?

Yes, it is okay to submit a project that includes only PSE activities. Policy, systems, and environmental changes are an important part of SNAP-Ed and can support nutrition education provided to individuals or groups, and vice versa. However, projects that include interventions with only PSE change strategies can stand alone even though SNAP-Ed recognizes that the effect on behavior change is greater when PSE strategies are combined with nutrition education directly to individuals or groups. Guidelines for what interventions must include will be provided in the RFA application materials. Briefly, project plans can contain interventions that fall in one of these three categories:

- ✓ PSE change strategies
- ✓ PSE change strategies + Health promotion
- ✓ PSE change strategies + Health promotion + Nutrition and physical activity education to individuals and/or groups

99. When current providers made the region 4 SNAP-Ed collaborative state plan, some organizations decided to apply with only PSE strategies and others with mostly direct education. If we apply separately, what is the expectation around using systems approaches? Will there be a requirement for each organization to do DE?

DOH is discussing these questions as well and they are being untangled. DOH also has to await any decisions about this from DSHS and the WA SNAP-Ed leadership team. In WA SNAP-Ed, there is an expectation to identify and understand the systems in effect in each community, how the systems intersect with one another, and their effect on SNAP-Ed related objectives. For those who receive DOH SNAP-Ed funding, there will be required training each year to learn how to plan and implement SNAP-Ed interventions using a systems approach. When the application materials come out, there will be expectations around program design that will speak to direct education and PSE strategies. You may also see Question 16.

Curriculum

100. I did not catch Food Smarts in the Adult Curriculum list, has it been removed for FY21?

Food Smarts is in the FFY20 and FFY21 WA SNAP-Ed approved curriculum list. There was a typo in a RFA informational webinar slide that left it out.

101. Would a series class similar to a "growing groceries" or "Seed to Supper" model be allowable to increase gardening skills/confidence of SNAP-Eligible participants in conjunction with

additional PSE supports? Would this be considered Direct Education or Health Promotion? What about working with a Tribal partner to offer a class that utilizes and gathers wild and traditional foods such as "Tend Gather and Grow?"

Direct education included in all RFA proposals should be from the approved WA SNAP-Ed curricula list. DOH SNAP-Ed funds only reimburses costs for education class series using approved WA SNAP-Ed curriculum. Using a gardening related class series in conjunction with additional PSE supports is something that would be allowable by SNAP-Ed Plan Guidance.

Since the Seed to Supper and Growing Groceries are not on the current WA SNAP-Ed approved curriculum list, these programs would not be included as a direct education strategy in the application. If the applicant wants to use a different direct education series curriculum or materials, they can do so but costs for materials and time spend preparing and providing that education would not be part of the SNAP-Ed budget and wouldn't be reimbursed using SNAP-Ed funds. Whatever the applicant's role is in supporting the proposed direct education efforts should be described elsewhere in Project Work Plan, either in the Health Promotion strategy section or PSE strategy section (or both) depending on the work proposed.

Working with a Tribal partner to offer a class that utilizes and gathers traditional foods is allowable by SNAP-Ed Plan Guidance. Since Tend Gather and Grow is not on the current WA SNAP-Ed approved curriculum list, this would not be listed as a direct education strategy in the Project Work Plan, however whatever the applicant's role would be in working with the Tribal partner for SNAP-Ed health promotion or PSE strategies in relation to the partner's education could be described elsewhere in the Project Narrative and Project Work Plan.

102. Are there more approved curricula available for school gardens?

The statewide Curriculum, Training and Website team works on the allowable SNAP-Ed curriculum list every year. The approved list of SNAP-Ed curricula for each fiscal year are provided by this team each year after review. If the approved list for FFY2021 is available in January, DOH will provide this list along with the RFA materials. If an updated list is not available, the current year's SNAP-Ed approved curriculum list will be provided as the most current reference. In FFY2020, the approved curricula directly related to gardens was Growing Healthy Habits and Nutrition to Grow On. Other curricula can include lessons containing information about growing produce or gardening, and others could still be used in conjunction with a school garden without being about gardening.

Budget/Funding

103. There are many hidden rows that are locked in the budget workbook-specifically Demo supplies, Food and Local travel. Who do we contact to fix this problem?

On March 13, 2020, the budget workbook template was updated and can be downloaded from our Work with Us website. The updated budget template has some locked areas and unlocked areas. Locked areas cuts down on errors and helps to ensure the review committee can evaluate budgets that have the same format. In tabs that are locked, you should be in the cells that are open for editing. On the tabs you mention, all the blue columns have formulas and they will auto-calculate for you. These tabs send information to the Summary tabs for

- *Demo Supplies tab – The blue subtotal column will auto-calculate your costs for each line item. Add information to all the WHITE cells in each category: Intervention name, type of material, purchased from, # of units & price per unit.*
- *Food tab – The TWO blue columns (# of total samples and subtotal) will auto-calculate as you enter your information in the WHITE cells. You may change the cost per sample as needed. Maximum amounts for food samples are listed in Yellow at the end of the worksheet.*
- *Local Travel tab – The TWO blue columns (Total Miles and Total Costs), will auto-calculate as you complete information in the WHITE cells. You may change the rate per mile if your agency's reimbursement rate is different from the one included.*

Some of the updates to the new budget template does not follow the RFA Budget Guidance, but any questions about completing the budget can be sent to snap-ed@doh.wa.gov.

104. Are budgets expected to remain the same from y1 to y2 to y3 or will we be able to increase costs slightly each year for increases in benefits and COLA? Is there a list of a "approved" health promotion strategies or is it more open? Is this in the RFA?

The annual budget is not expected to stay the same. In previous years, often each sub-recipient was awarded the same amount annually. However, this is not required. A change in award from Year 1 to Year 2 to Year 3, depends on the approved project activities from year to year and justified need for changing funds, and it will also depend on the availability of funds each year. Applicants may propose an increase of funds from year to year based on their project proposal for Year 2 and Year 3. Although there may be increases in benefits and COLA each year, it is not guaranteed that the annual award can adjust to meet these changes. In that case, applicants would need to adjust their budgets to absorb increases in benefits and COLA using the funds provided. There is a list of examples of health promotion strategies available for review in the RFA. This list is not exhaustive and new strategies can be proposed for your project. Health promotion strategy examples can be found in Appendix E.

105. What are examples of administrative costs vs. indirect rate?

For SNAP-Ed, allowable administrative costs are operational costs of carrying out SNAP-Ed in accordance with an approved SNAP-Ed Plan. From the FY2020 SNAP-Ed Plan Guidance, administrative costs refer to the financial costs characterized by the following types of activities: Dollar value of salaries and benefits associated with staff time dedicated towards the administration of SNAP-Ed; Cost of training for performing administrative functions like record keeping and accounting, etc.; Cost of reporting SNAP-Ed activities; Operating costs; Indirect costs for those administrative staff not covered above; Other overhead charges associated with administrative expenses (i.e. space, human resource services, etc.).

Indirect costs are a type of allowable administrative cost. Indirect costs may be fixed or variable. Indirect costs are costs required by an organization in order to operate as a whole. Indirect costs are typically project-related expenses that cannot be identified readily and specifically to a particular project, e.g., the costs of heat and air conditioning, electricity, building maintenance, security, IT, administrative services like Human Resources, phone service, accounting services, utilities, etc. If these costs are incurred by the applicant organization due to the project, and if these costs are to be paid using SNAP-Ed funds, then they should be included in the SNAP-Ed project budget. It is not required to include indirect costs in the SNAP-Ed budget. Some DOH SNAP-Ed sub-recipients choose not to seek reimbursement from SNAP-Ed for any indirect costs and therefore include \$0 for indirect costs or have

no indirect cost rate. Other SNAP-Ed sub-recipients include an indirect cost rate (percentage) for which to charge SNAP-Ed for indirect costs. From the FY2020 SNAP-Ed Plan Guidance, "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 (also called overhead costs) are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agencies. Indirect cost rates are documented through an indirect cost plan, which is approved by a cognizant agency." When using an indirect cost rate, the indirect cost rate can be applied to all direct costs or only certain direct costs, like salary. What the indirect rate is applied to depends on the applicant organization's indirect cost plan.

106. If the SNAP-Ed coordinator is .60 FTE, and it is suggested that they spend 20% on administrative duties does that mean 20% of the 60% or 20% of 100%?

The 20% guideline is for overall administrative staffing costs within your staffing plan. This is a guideline, and not a requirement. It means that for the overall total staffing costs, the majority of staffing costs should be to deliver the SNAP-Ed program through direct services, and that approximately 20% or less should be for purely program administrative duties or tasks.

So in your example of 0.60 FTE, of the 24 hours per week that would be, an applicant could estimate that 20% of those 24 hours (4.8 hour per week) could be dedicated for program administrative duties like staff supervision and fiscal/budget oversight. So, the applicant would know that around 4.5-5 hours per week would be at around that 20% guideline.

However, if you have more than one staff person in the staffing plan, you can look at this for the overall total staffing costs, rather than person by person on the Staffing tab. For example -If overall, your total administrative costs came out to be \$34,000 between all the roles in the Staffing tab, compared to the total staffing costs for all roles in the Staffing tab of \$158,000, then the percentage is $(\$34,000 / \$158,000) \times 100 = 21.5\%$ of total staffing costs are for administrative duties. This could include a SNAP-Ed project coordinator with an individual administrative costs percentage of higher than 20%, because when there are more staff included, the guideline takes into account the overall percentage of administrative costs compared to direct service costs for all roles in the Staffing plan.

Examples of Direct Services related to staffing:

- Staff time spent on educational activities (plan, preparation, delivery and evaluation).
- Staff time spent on purchasing food and supplies.
- Staff time purchasing educational materials.
- Staff time on social media campaigns.
- Staff time spent on evaluation.
- Staff time spent on traveling to deliver SNAP-Ed services.
- Staff time spent attending (receiving) training, completing self-directed training, or completing other self-learning activities for performing SNAP-Ed program activities (program planning, preparation, delivery, and evaluation).
- Staff time spent on PSE efforts (formative assessments, planning and development, implementation and evaluation).

Examples of Administrative Services related to staffing:

- *Staff time spent on SNAP-Ed program staff supervision.*
- *Staff time spent on Fiscal oversight (e.g. budget amendments and updates, accounting, preparing and submitting invoices).*
- *Staff time spent training other SNAP-Ed funded staff.*
- *Staff time spent on reporting SNAP-Ed activities.*
- *Staff time spent dedicated towards the administration of SNAP-Ed*
- *Staff time spent on training for performing administrative functions like record-keeping, budgeting, accounting, reporting, etc.*
- *Staff time spent on reporting SNAP-Ed activities*
- *Indirect costs for those administrative staff not covered in Staffing tab of budget*

When reviewing the administrative costs explained in the Federal SNAP-Ed Guidance, please remember the 20% guidance from our RFA is only referring to staffing costs that are for administrative services, and not referring to other administrative costs in the budget.

107. Some of our costs are covered under our indirect rate (computers, space, printing, etc...), can we ask DOH to provide an edited budget template that removes these recommended costs from the direct cost budget?

In the DOH SNAP-Ed FY2021 budget workbook (Excel) we have given applicants suggested amounts and suggested minimums for direct costs. These costs can be lower or higher than the suggested amounts provided in the budget template. In the updated budget template provided to all applicants in March, and available on the DOH SNAP-Ed RFA application materials website, the Budget Summary tab is unlocked. Therefore indirect costs, through an indirect cost rate, can be updated by the applicant manually in their proposed budget.

108. Is there guidance or a maximum amount allowed for F&A costs for applicants?

Facilities and Administrative costs (F&A costs), also called indirect costs, have no maximum limit and are allowable expenses for SNAP-Ed. From the FY2020 SNAP-Ed Plan Guidance, "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 (also called overhead costs) are determined through a variety of rates or "cost allocation plans" that detail how the costs are to be shared by the funding agencies. Indirect cost rates are documented through an indirect cost plan, which is approved by a cognizant agency." When using an indirect cost rate, the indirect cost rate can be applied to all direct costs or only certain direct costs, like salary or building costs. What the indirect rate is applied to depends on the applicant organization's indirect cost plan.

109. In the budget it's recommended to put aside a minimum of \$3000 for travel for professional development, networking and required meeting and trainings. Does this include the Forum or is DSHS going to pay for that separately like in the years past?

The suggested amounts and other "base" funding amounts in the budget is new for FFY2021. The \$3000 amount in the budget is not a recommended amount, but the base amount of funds that will be provided (awarded) in each SNAP-Ed provider budget for FFY2021 for travel for professional development, networking and required meeting and trainings. Any local travel or travel required for

the proposed project is to be added to this amount. Organizations will only be reimbursed for the travel they actually complete, but these funds will be earmarked for travel during the fiscal year for SNAP-Ed funded staff. The \$3000 does include funds for travel to the annual SNAP-Ed statewide forum and any out of state professional development opportunities. DSHS may still provide funds for certain costs like hotel in the future. However, these funds can also be used to cover costs for the SNAP-Ed statewide forum that are not covered by DSHS such as extra hotel nights. During the fiscal year, if it is determined that these funds are in excess for planned travel throughout the year, the funds can be moved to other parts of the budget after the subrecipient assures DOH that they have enough funds budgeted for required or expected travel.

110. Is there a cap on proposal amount in relation to FTE needs to do the work?

No, not at this time. There is guidance to keep the administrative costs for staffing to 20% of the overall staffing costs (compared to the costs of delivering the program). However, this is guidance and not a requirement.

111. Is the grant going to be looked at more of a support grant to programs that already have a considerable amount of funding, or is it going to be looked at a total funded grant, so that SNAP-Ed is the majority of the funding for that program?

The short answer is either. Based on the project's evaluation score, how much of the project is approved, and how much the project is funded, it may be a support grant for organizations that have considerable funding or it may end up being most of the funding for an organization. DOH is not making that part of our decision making as we are evaluating the applications and deciding on funding. We are looking to evaluate projects first (and all the interventions and strategies included), and then to award funding to carry out different projects accordingly. In addition, we will consider awarding partial projects. For example, if a project has 10 interventions with different strategies and scores in middle of the road, and there is still funding left, then we can see if the organization will accept funding for 3 of its interventions for their proposed project instead, rather than not funding them at all.

112. I'm finding locked rows on the budget spreadsheet, specifically on Demo Supplies, Food and Local Travel.

On March 13, 2020, the budget workbook template was updated and can be downloaded from our Work with Us website. The updated budget template has some locked areas and unlocked areas. Locked areas cuts down on errors and helps to ensure the review committee can evaluate budgets that have the same format. In tabs that are locked, you should be in the cells that are open for editing. On the tabs you mention, all the blue columns have formulas and they will auto-calculate for you. These tabs send information to the Summary tabs for

- *Demo Supplies tab – The blue subtotal column will auto-calculate your costs for each line item. Add information to all the WHITE cells in each category: Intervention name, type of material, purchased from, # of units & price per unit.*
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- *Local Travel tab – The TWO blue columns (Total Miles and Total Costs), will auto-calculate as you complete information in the WHITE cells. You may change the rate per mile if your agency’s reimbursement rate is different from the one included.*

Some of the updates to the new budget template does not follow the RFA Budget Guidance, but any questions about completing the budget can be sent to snap-ed@doh.wa.gov.

113. I understand Region 5 funding will be allocated by “sub-region.” Are you able to tell me how will be allocated to the sub-region that includes Clark? I could not find it on the RFA website. Also, is there a link or document that outlines the projects currently funded by SNAP and their funding level?

To distribute funds for SNAP-Ed in FFY21-23, DOH did divide Region 5 into 3 sub-regions. Information about the sub-regions and the funding for each sub-region is in the RFA Application Instructions document (Section 1, under Section 1.2 Funding, page 9). Clark County is in the sub-region that includes Pacific, Cowlitz, Klickitat, Skamania, Wahkiakum, and Clark Counties with an estimated sub-region amount of \$570,000 total. There is a document that outlines the projects currently funded by SNAP-Ed – it is our FFY2018-2020 WA SNAP-Ed state plan. It is a very large document, but it is where all SNAP-Ed projects were laid out and submitted to USDA FNS to get our funding for FFY18-20. In general, the projects and topics outlined in the state plan don’t change too much from year to year and we are still following this plan now with our current subrecipients as they work on their projects, with minor changes. An overview of current DOH SNAP-Ed project topics is on page 352 – 355. Detailed information about the work planned in Region 5 starts on page 221, and includes details about ongoing projects in the “Project Summary” sections (starts on page 233). You can also review our FFY2018 annual report for project success stories from different currently funded organizations, starting on page 25. Currently in FFY2020, in the sub-region that includes Clark County, the total amount of funds awarded to current partners is \$499,904. IF the funding level for each current SNAP-Ed subrecipient is public information, we can provide that information at a later date.

114. In looking at the FFY2021 budget workbook, there is no "green tab" page for the following budget line items titled "6. Administrative" and "8. Maintenance" that are listed in the Budget Summary page. Where do these expenses get listed?

You should have received a notification on Monday, March 16th that DOH SNAP-Ed has updated our budget template for the FFY21-23 RFA Application Materials. Among other changes, this new budget template includes an Administrative tab and Maintenance/Repair tab for expenses that need to be added for these line items. Expenses added to these tabs should not be included anywhere else in the budget. For example, if an applicant’s indirect cost plan included annual building maintenance or repair costs, then these expenses would not be added to the Maintenance/Repair tab. In the new budget template, there are now additional rows in the Staffing tab.

115. Are there added funds available for program expansion? Are we able to go above (ask for more than) our current allocation amount?

If an applicant is a current SNAP-Ed provider, they may apply for less funding or more funding than they currently receive. Any organization that applies for SNAP-Ed funds through this funding announcement can propose a project, area of coverage, and budget that supports the project proposal. If you are a current or previous SNAP-Ed provider with DOH, this can be different than your

previous or current project, and different than your previous or current funding amount. There is also a new structure for SNAP-Ed funding available. There is also a new structure for the SNAP-Ed funding available. Funding is separated into different amounts available by “sub-region.” A sub-region is a group of one or more counties, and applicants will apply only for the funds available in the sub-region they will work in.

116. DOH currently has three SNAP-Ed regions, right? Will there be funding shifts between regions? Is there one big pot of funds or three separate pots of funds?

Correct, DOH currently administers SNAP-Ed for three of the five WA SNAP-Ed regions, which includes 24 counties. DOH SNAP-Ed will receive separate funds for each separate SNAP-Ed region. There is currently a separate funding amount and funding cap for each SNAP-Ed region: \$1.3 million for Region 2, \$2 million for Region 4, and \$2 million for Region 5. The funding amount for each region also includes funds required for DOH administration of each region, so the total amount available award applicants is less than the total award for the region. Although it is not typical and extremely rare for funds to move between regions, there is opportunity for DOH to request a budget amendment to move funds between SNAP-Ed regions 2, 4 or 5 if necessary. This transfer of funds is subject to approval from DSHS and we anticipate any request to move funds between regions would only be if absolutely necessary.

117. Will DOH fund a few organizations with lots of funding, or many organizations with little funding?

DOH aims to fund at least one organization per SNAP-Ed region in regions 2, 4, and 5. Based on the history of DOH SNAP-Ed partners, we expect to fund more than one organization in each region. The final number of funded organizations and the amount of funding per organization will depend on the number of applicants who apply to the RFA, the final evaluation of all complete project proposals, and the limited amount of funds in each region.

118. There are some organizations that currently depend on SNAP-Ed funding for all or most of their funding and community efforts, or have a large amount of their funding that comes from SNAP-Ed. How does DOH anticipate addressing this?

DOH believes that part of the nervousness of any application process for continued grant funds is the possibility of not receiving funds, or receiving less funds, when that is a large proportion of what currently supports an organization. Unfortunately, the accepted risk in working with grant funds, and the risk of having all or a large part of an organization’s work and staff costs depend on a single funding stream, is that there is always a chance that the funds may not continue or that the organization’s funding amount may change quite drastically even as they continue to receive the grant. While DOH realizes the importance and practical necessity of stable funding for maintaining relationships in the community and making progress in multi-year projects, it will be important for DOH SNAP-Ed and local SNAP-Ed funded organizations to plan for the complete and best use of the current grant funds within each separate grant cycle while at the same time planning for unexpected funding changes based on the availability of federal funds and the potential for future competitive application cycles at the state level or from implementing agencies like DOH. This is part of the reason DOH emphasizes sustainability plans in all SNAP-Ed projects. When reviewing project applications, DOH will not evaluate how much SNAP-Ed funding supports an organization’s total operational costs as part of its criteria.

119. Is the funding cap per region from the DOH model, or was it decided when you decided the 3 year plan? How was the regional funding cap decided?

The regional amount and cap per region was determined by DSHS in 2017 and was a result of the 2017 DSHS Request for Proposals (RFP) for state SNAP-Ed funding. This RFP changed how SNAP-Ed was structured in the state, through five different regions, and changed how funds were distributed. The amount of money awarded to each region was decided by DSHS during this time in order to divide state SNAP-Ed funds throughout the five SNAP-Ed regions. Each new grant cycle is an opportunity for DSHS or any state implementing agency that receives SNAP-Ed funds from DSHS to make new decisions about re-organizing how it administers the SNAP-Ed program and how it gives out SNAP-Ed funds. Any time this happens it should be as fair and open a process as possible to and to keep good relationships with current and future partners and satisfy both federal and state requirements for competition and contracting.

120. Will we still be using cost per reach (cost per person) to determine or assess funding for each project? Will there still be a PSE to DE ratio required?

DOH is seeking the answers to these questions from DSHS to understand continued expectations for these topics as part of how DOH and applicants will have to assess budgets and project plans for SNAP-Ed. From the past 2017 Request for Proposals (RFP) from DSHS, this outlined a maximum cost per reach that had to be followed for projects that planned to reach urban or rural participants and a required ratio for PSE strategies and direct education strategies.

Included in 2017 RFP from DSHS for reference:

“The intervention costs for the SNAP Ed participants should not exceed \$100 for urban participants or \$150 for rural participants when analyzing the intervention or activity. Contractors proposing to spend more than this must provide a justification.” (page 7 of FFY 2017 RFP from DSHS

“SNAP Ed proposals are required to: This should include a balance of 3:1 (3 PSE and one direct education strategy).” (page 5 of FFY 2017 RFP from DSHS)

Parts of the requirements from this FFY 2017 RFP have since changed, e.g. requirement to have 15% or lower indirect rate (no longer a requirement). This is why DOH is seeking further clarification about is certain requirements will continue or not. This will be updated in the FAQs when we receive clarification, and will be added to the application materials if it will be a requirement.

121. Will funding be allocated at county level or at regional level?

From DSHS, funds are provided to DOH for each region it currently supports. To better allocate SNAP-Ed funds, DOH will distribute funds within each region looking at the most current information for the region and for each county related to SNAP and SNAP-Ed eligible population, population density, poverty rate, food security rate, and related data in order to prioritize where to distribute funds that support projects for SNAP-eligible persons in different areas. DOH plans to determine available funding for direct services per region, and create sub-regions for funding with one or more counties. Applicants can apply for the funds available within the sub-region(s) that their project would cover. Final funds will be awarded to the specific applicant/organization for a project that can span one or more counties within a sub-region or multiple sub-regions.

122. If I want to submit an application that’s in multiple counties and in different sub-regions, how do I do that? Do I have to submit multiple applications?

No, you do not have to submit multiple applications. Any project that will cover more than one sub-region can submit one application for the overall project. The applicant will need to list all counties involved in the project in the project narrative and will need to consider how much to propose in the total budget based on what is available for funds in each sub-region where it is applying.

123. Would DOH be asking for 3 annual budgets to support the 3 year plan with the application?

DOH SNAP-Ed funds are provided to sub-recipients on an annual basis, and the RFA application will only require a detailed, itemized budget for the year 1 budget of the three year project plan (Oct 1, 2020 – Sep 30, 2021). In addition, each applicant will need to include justification for their overall budget and each line item in their budget. Each applicant will also describe in their project narrative, with as much detail as possible, the progression of their plan for year 2 and year 3 of their three year project plan and estimated total budget requirements for year 2 and year 3 that will support the project. This should include how their budget will stay the same or may change during the three year grant period.

124. Is there a minimum funding amount of SNAP-Ed grant you would award? To help us decide if a subcontract or different applications would work best in a region/county?

DOH has considered how much funding is required to cover travel, training, and materials expenses required or requested of SNAP-Ed providers and is making plans to provide guidance for a minimum amount for baseline funding. This will be outlined in the budget guidance and budget template provided as part of the application. The minimum amounts for certain line items in the budget will be provided by DOH in the final award to each selected sub-recipient.

125. What is the overall funding amount for SNAP-Ed in WA?

We won't know the official amount of WA SNAP-Ed funding until later in 2020. We expect estimates of SNAP-Ed funds for all states to be provided by USDA FNS in the first part of 2020. We will learn official, exact award amounts later in FFY2020. If the award is consistent with recent history, WA SNAP-Ed will receive approximately \$10,302,402 (annual). For DOH SNAP-Ed, we may receive roughly the same as our current 3-year grant cycle, approximately \$5.3 million per year. National SNAP-Ed allocations can be found [here](#) and a list of previous annual awards is listed below.

FFY (final annual award to WA)

- 2020: \$10.3 mil
- 2019: \$9.7 mil
- 2018: \$9.6 mil
- 2017: \$9.6 mil
- 2016: \$9.5 mil
- 2015: \$9.4 mil

126. How will DOH determine the funding amount per project?

All applications will be evaluated for required contents and based on pre-determined evaluation criteria, and will receive a score. Evaluated applications will be screened and, based on available funds, selected projects may be fully awarded, partially awarded, or not awarded. In addition, this RFA allows DOH to revise how we distribute and prioritize funds throughout each region related to data about the region's and counties' population, hunger, and level of poverty, among other data,

which will result in each region having sub-regions that will receive an amount of funds that is relative to the need and priority of SNAP-Ed to that sub-region. A sub-region is one or more counties within a SNAP-Ed region. If funds provided to local SNAP-Ed organizations in the past were not in proportion to this, then organizations may anticipate a funding change and planned projects and budgets will have to be adjusted for funds available in their area. This is another way we anticipate addressing how we award SNAP-Ed funds through the regions in a way that has more structure, data-related decision making, and intention supporting where large amounts of funds end up going. This does not mean that all organizations who have received SNAP-Ed funds in the past should anticipate a change to their funding level if they are awarded again for FFY21-23, however this is a possibility. In summary, there will be a shift in how funds are distributed within each region prior to reviewing project applications, and areas within each region will receive an amount of funds that is relative to the need and priority of SNAP-Ed to that sub-region. Applicants can apply for SNAP-Ed funds available in their sub-region, and the amount of funds an organization is awarded may or may not change based on what is available in their sub-region, based on how many other projects are awarded in their sub-region, and based on the evaluation of their project proposal.

Policy, Systems and Environmental Changes (PSE)

127. How should I estimate PSE reach? Where do I look for numbers to use for estimating PSE reach?

Estimating PSE reach is based on a best faith effort to estimate, using available data, often from the partner, of how many people who are SNAP-Ed eligible would come into contact with an intervention or strategy and benefit from it, or be influenced by it.

Yes, you need to provide information about how you calculated reach estimates, as it asks for that in the Intervention Work Plan template. The cap is 250 words. A brief explanation of how you calculated the reach and where you got the data will be fine to be certain that an applicant looked into it somehow.

128. Are we limited to only PSE strategies in the PEARS list? Many sites (like housing and community sites) aren't really addressed on that list.

You may use what is in the PEARS list for PSE strategies, and you may also use additional strategies. WA SNAP-Ed hopes to update PEARS based on final projects that move forward so they can include relevant sub-recipient activities, settings and sites.

129. Our organization is planning a mobile farm stand that increases access to fresh produce for our rural area. The issue of eligibility of sites came up, as there are 3 qualified census tracts in the county, but all of them are in the city limits of Pullman. We want to reach out to these areas of course, but the rural communities are also some of our highest need areas for food access according to a recent food assessment. Many of these communities are in documented food desert spaces, but just do not have high enough percentages of people in poverty to be qualified by the census alone; many of them do have high FRL% which we have worked with in previous years with direct education. We are considering co-locating with food pantries or even schools that have high FRL% as a possibility, but we were also wondering if there other methods of qualifying locations because we ourselves are providing food assistance with the intervention. Could it be possible to

describe these locations will be worked out in consultation with our implementing agency on a case by case basis, or something along those lines?

Per 'Section 3: Application Appendices (PDF)', Appendix D, page 44: Food banks and food pantries are eligible by location; you can assess if your proposed mobile farm stands fit in this category.

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. Please see the Project Work Plan 'Intervention Template' picture below.

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:

Per 'Section 3: Application Appendices (PDF)', in Appendix D, page 45: 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). Please note the 'Project Narrative' is in 'Section 2: Application Materials (PDF)', page 23.

Please note that any additional justification or description about site eligibility may also be included as 'Other' in the Project Work Plan if a site is not eligible by location, school meal data, or if neither the census tract nor block group is eligible.

Per 'Section 3: Application Appendices (PDF)', in Appendix D, page 44: 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.

Per 'Section 3: Application Appendices (PDF)', in Appendix D, page 49: 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.

130. Is direct education and PSE required at every site? Are we still required to do a PSE in every community we are in?

Both direct education and PSE strategies are key components in behavior change. However, including programming with both direct education and PSE at every site is not required, if it is not necessary. Both direct education and PSE strategies work to reinforce each other and the best way to deliver programming for a particular audience should be part of deciding if both direct education and PSE should both be delivered at a site. All projects for DOH SNAP-Ed funding should include PSE strategies.

131. Will we be required to have 3 PSE plans for each direct service site?

No, the ratio of three to one will not be required. However, the emphasis on PSE is still very important. We do not want to see programming with little to no PSE strategies.

132. Because we know that moving towards PSE goals and creating partnerships for PSE takes time, and that new partners may start from scratch, how will criteria for application take this into account?

This question has come up in DOH's discussions around what we are looking for. Although we recognize and agree that making progress towards PSE intervention goals and creating partnerships for PSE changes takes time, each opportunity for SNAP-Ed funded projects should follow a discrete three year period since it is funding for a three year plan. While building on what has been successful in the past with community partners, DOH also wants SNAP-Ed providers to reach realistic project goals within the three year state plan period. This means that while there is always an opportunity to build on past progress and successes with community partners, each grant cycle should plan for goals that are attainable and have a beginning and an end within three years, even if projects could continue beyond three years. For longer term goals (goals that reach beyond the three year period), these should be part of what inspires the sustainability plan included in each project application. The sustainability plan for each project is what could carry on the project beyond the three year period whether or not the project continues with SNAP-Ed funding or support. Part of the evaluation criteria for all applications includes assessing each project's sustainability plan. Partners new to the SNAP-Ed grant, who may build on past successes with previous SNAP-Ed partners or who may find new opportunities and build from the ground up in their community, will still have the same opportunity to be evaluated on their three year project plan and sustainability plan. Partners who have received SNAP-Ed funding in the past will be reviewed on equal footing with any new-to-SNAP-Ed applicants. Every project will be evaluated based on its merit to achieve the project goals within the three year period and how well the application demonstrates the potential for the project to be successful. Partners who have received SNAP-Ed funding in the past will still be able to use their past experience to demonstrate how they believe they can successfully achieve their project goals within the three year period and their methods for sustainability. It is important for DOH to make sure we allow potential new partners to share and build on their own past progress, related to SNAP-Ed or not, so that all applications are evaluated fairly.

133. From the conversation last week (on the Dec. 3rd program coordinator call for current DOH SNAP-Ed providers), I heard there was conversation about the PSE work not moving forward. Is the expectation for PSE work stopping, or changing for the future?

From the national SNAP-Ed guidance, that is not the case. PSE strategies are required overall as part of all SNAP-Ed state plans nationwide. In Washington, PSE changes will still be part of the state program and will move forward as an important part of SNAP-Ed work statewide. For DOH SNAP-Ed projects, PSE strategies are required part of every intervention.

Statewide Initiatives

134. Will the Health Outcomes Project (HOP) still continue?

DOH has no information at this time about whether or not the Health Outcomes Project will continue as is, be changed to focus on a different topic, or if it will end as of FFY2021. If we have information about this by the time the RFA is released, this information will be included in the RFA materials and updated in the FAQs.