Announcement of Federal Funding Opportunity

Request for Applications (RFA) Information Summary

GRANT TITLE
FFY 2021–2023
Spokane Regional Health District SNAP-Education (SRHD SNAP-Ed) Grant

INFORMATIONAL WEBINAR
Thursday, April 2, 2020 at 10:30 AM – 12:00 PM

Q&A PERIOD
Questions accepted on rolling basis until Friday, April 24, 2020 at 11:59 PM

SUBMIT APPLICATIONS BY EMAIL TO
snap-ed-rfa@srhd.org

GRANT APPLICATION DUE DATE
Friday, May 1, 2020 at 11:59 PM

PERIOD OF PERFORMANCE
October 1, 2020 – September 30, 2023

BUDGET PERIOD YEAR 1
October 1, 2020 – September 30, 2023

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

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

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

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

SNAP-Ed projects assess community needs and opportunities with community partners and champions; facilitate policy, systems, and environmental changes that create a healthier community for low-income audiences; and may provide nutrition education to youth and adults and implement health promotion strategies in different locations. The outcome of this RFA is to award funds to multiple organizations for three years within the 10-county region so they can deliver SNAP-Ed projects in their communities.

RFA COORDINATOR
Cindy Green
SNAP-Ed Program Manager
Spokane Regional Health District
snap-ed-rfa@srhd.org

Direct all communication, including questions, complaints, or requests for assistance, to the RFA Coordinator via email with “SNAP-Ed RFA” in the subject line. Responses to questions will be posted on SRHD SNAP-Ed website. Final date to send questions is Friday, April 24, 2020 at 11:59 PM. All applicants that submit a Letter of Interest (Appendix C or Word document) with their email contact information will be updated via email of any updates to the information posted publicly.
ELIGIBLE APPLICANTS: Applicants must be organizations, groups, agencies, or entities. Examples include local health jurisdictions, community-based organizations, non-profit organizations, county governments, tribes, local tribal entities, Accountable Communities of Health, municipalities, county extension offices, school districts, state government agencies, non-profit hospitals, not for profit colleges and universities, and other organizations that can deliver comprehensive and coordinated community-based nutrition education and/or obesity prevention interventions, including policy, systems, and environmental changes with low-income audiences receiving and/or eligible for Basic Food. At this time, individual people are not eligible to apply. If you have a question about whether or not you are eligible to apply for SNAP-Ed funding, please send an email to snap-ed-rfa@srhd.org. Applicants currently receiving SNAP-Ed funding from SRHD are eligible to apply for renewal or supplementation of existing SNAP-Ed projects.

Applicants that have not received SNAP-Ed funding in the past are also eligible to apply. Applications from current SNAP-Ed sub-recipients and from new applicants will be evaluated with the same criteria.

ELIGIBLE WASHINGTON COUNTIES: Please note that applications will only be accepted for SNAP-Ed projects in 10 counties:

- Adams
- Chelan
- Douglas
- Ferry
- Grant
- Lincoln
- Okanogan
- Pend Oreille
- Spokane
- Stevens

Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Date and Time</th>
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<tbody>
<tr>
<td>Letter of Interest</td>
<td>Accepted on a rolling basis until April 24, 2020 at 11:59 PM</td>
</tr>
<tr>
<td>Applicants are encouraged but not required to submit a Letter of Interest. A template is provided in Appendix C and in Word.</td>
<td></td>
</tr>
<tr>
<td>Informational Webinar</td>
<td>April 2, 2020 at 10:30 AM – 12:00 PM</td>
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<tr>
<td>for applicants &amp; interested community partners</td>
<td></td>
</tr>
<tr>
<td>Join online: Join Microsoft Teams Meeting</td>
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<tr>
<td>+1 509-495-1007 United States, Spokane (Toll)</td>
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<tr>
<td>Conference ID: 798 725 959# (if you have not used Teams Meeting before, please test prior to joining)</td>
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<tr>
<td>Last day to submit questions for response</td>
<td>April 24, 2020 at 11:59 PM</td>
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<tr>
<td>FUNDING APPLICATION FINAL DUE DATE</td>
<td>May 1, 2020 at 11:59 PM</td>
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<tr>
<td>Evaluation and scoring period</td>
<td>May 4, 2020 – May 15, 2020</td>
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<tr>
<td>Estimated notification of contract awards</td>
<td>May 29, 2020</td>
</tr>
<tr>
<td>Last day to submit formal protests to SRHD</td>
<td>June 15, 2020 at 11:59 PM</td>
</tr>
<tr>
<td>Complete sub-recipient agreements and SNAP-Ed State plan development</td>
<td>May 15, 2020 – June 30, 2020</td>
</tr>
<tr>
<td>Anticipated project start date</td>
<td>October 1, 2020</td>
</tr>
</tbody>
</table>

SRHD March 2020

Spokane Regional Health District assures nondiscrimination in accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act. For more information, visit www.srhd.org. For more information, request reasonable accommodations, provide language translations or file a complaint, contact 509.324.1501 (TDD 509.324.1464).
The Spokane Regional Health District
reserves the right to:

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

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

Complaints and Protests Procedures
It is the policy of SRHD to provide all applicants with an opportunity to resolve complaints or protests related to the project application process or award decisions. The request for a debriefing conference must be received by the RFA Coordinator within three (3) business days after the announcement of the apparent successful applicants. The request should include a list of attendees including their titles. Debriefing may be conducted either in person, by telephone, or by electronic means, as determined by the RFA Coordinator. The failure of an applicant to make a timely request and/or attend a debriefing conference shall constitute a waiver of the right to submit a protest. All such matters will be given impartial and timely consideration. Detailed procedures are as follows:
Complaint Process
Issues or concerns not resolved to an applicant’s satisfaction during the open application period may be addressed through a complaint only on the following grounds:
- The application unnecessarily restricts competition;
- The evaluation or scoring process is unfair or flawed; or
- The application requirements are inadequate or insufficient to prepare a response.

A complaint must:
- be received by the SRHD by the date specified in the application schedule. Otherwise, an untimely complaint may be rejected without further consideration at the discretion of the SRHD, and
- be sent in writing to the RFA Coordinator by email (snap-ed-rfa@srhd.org) with Subject Line “SNAP-Ed RFA Complaint” or by ground mail (SRHD – SNAP-Education, 1101 W. College Ave., Room 240, Spokane, WA 99201) with “SNAP-Ed RFA Complaint” in the letter title.

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

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

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

This procedure is available to applicants who submitted a completed application to this RFA and who have participated in a debriefing conference. Upon completing the debriefing conference, the applicant is allowed five (5) business days to file a protest with the RFA Coordinator. The protest must be sent in writing to the RFA Coordinator by email (snap-ed-rfa@srhd.org) with Subject Line “SNAP-Ed RFA Protest” or by ground mail (SRHD – SNAP-Education, 1101 W. College Ave., Room 240, Spokane, WA 99201) with “SNAP-Ed RFA Protest” in the letter title; include a specific and complete statement of facts forming the basis of the protest; and, include a description of the relief or corrective action requested.

A protest may be based only on one or more of the following:
- Bias, discrimination or conflict of interest on the part of the evaluator;
- Errors in computing the scores; or
- Non-compliance with procedures described the solicitation document.

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

The final determination of the protest shall:
- Find the protest lacking in merit and uphold the SRHD’s action; or
- Find only technical or harmless errors in the SRHD’s acquisition process and determine the SRHD to be in substantial compliance and reject the protest; or
- Find merit in the protest and provide the SRHD options which may include
  - Correct the errors and re-evaluate all bids, and/or
  - Reissue the solicitation document and begin a new process, or
  - Make other findings and determine other courses of action as appropriate.

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

Clink on the section title hyperlink to navigate to each section within the document.

## SECTION 1 Application Instructions

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Orientation to the Request for Applications (RFA)</td>
<td>6</td>
</tr>
<tr>
<td>1.2</td>
<td>Funding</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>Staffing Plan Requirements</td>
<td>10</td>
</tr>
<tr>
<td>1.4</td>
<td>Project Requirements</td>
<td>10</td>
</tr>
<tr>
<td>1.5</td>
<td>Application Evaluation Criteria</td>
<td>12</td>
</tr>
<tr>
<td>1.6</td>
<td>Application Submission Requirements</td>
<td>15</td>
</tr>
</tbody>
</table>

## SECTION 2 Application Materials

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Application Cover Sheet — REQUIRED</td>
<td>16</td>
</tr>
<tr>
<td>2.2</td>
<td>Project Narrative — REQUIRED</td>
<td>20</td>
</tr>
<tr>
<td>2.3</td>
<td>Project Work Plan — REQUIRED</td>
<td>23</td>
</tr>
<tr>
<td>2.4</td>
<td>SNAP-Ed Budget Workbook (Excel) — REQUIRED</td>
<td>36</td>
</tr>
</tbody>
</table>

## SECTION 3 Appendices

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A</td>
<td>Appendix A: Definition of Terms</td>
<td>37</td>
</tr>
<tr>
<td>3.B</td>
<td>Appendix B: Application Checklist</td>
<td>41</td>
</tr>
<tr>
<td>3.C</td>
<td>Appendix C: Letter of Interest</td>
<td>42</td>
</tr>
<tr>
<td>3.D</td>
<td>Appendix D: Eligible Sites</td>
<td>43</td>
</tr>
<tr>
<td>3.E</td>
<td>Appendix E: Intervention Strategies</td>
<td>50</td>
</tr>
<tr>
<td>3.F</td>
<td>Appendix F: Budget Guidance</td>
<td>53</td>
</tr>
<tr>
<td>3.G</td>
<td>Appendix G: Project Design Guidance</td>
<td>57</td>
</tr>
<tr>
<td>3.H</td>
<td>Appendix H: Program Description</td>
<td>60</td>
</tr>
</tbody>
</table>
SECTION 1

Application Instructions

SECTION 1.1 Orientation to the Request for Applications (RFA)

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

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

SNAP-Ed projects assess community needs and opportunities with community partners and champions, facilitate policy, systems, and environmental changes that create a healthier community for food insecure households, and can provide nutrition education to youth and adults as well as provide health promotion strategies in different locations. The outcome of the RFA is to award funds to multiple organizations for three years throughout 10 eligible counties so they can deliver SNAP-Ed projects in their communities.

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

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

- Outlined future program direction priorities for the SRHD SNAP-Ed program,
- Reduced health disparities and organizational capacity as two priorities for selecting partners to fund,
- Clarified staffing and project components that are required,
- Added the requirement to conduct PSE strategies in all SRHD SNAP-Ed projects, and
- Updated the SRHD SNAP-Ed sub-recipient Statement of Work (including reporting due dates, required training, and new performance standards).

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

POTENTIAL SUB-RECIPIENTS
Organizations delivering SNAP-Ed as SRHD sub-recipients need to have ability to:

- Comply with and remain knowledgeable about all WA SNAP-Ed and SRHD SNAP-Ed policies.
- Keep their SNAP-Ed staff and any sub-sub-recipients informed of all SNAP-Ed policies, and accountable to policies when needed.
- Plan, deliver and measure progress of community-based SNAP-Ed projects to low-income youth and/or adults.
- Plan, deliver, and measure progress of policy, system, and environmental strategies.
- Deliver services in high need, low income communities at priority sites, and at times and locations
CONVENIENT FOR THE AUDIENCE.

- Deliver culturally appropriate nutrition education, physical activity education, and related health information with respect, at appropriate reading levels, and in multiple languages (if applicable) to match the community’s needs.
- Coordinate or collaborate with community partners and fellow SNAP-Ed sub-recipients.
- Use required evaluation methods from the WASNAP-Ed Evaluation team (e.g., surveys, environmental assessment tools) in addition to any of their own methods to evaluate their project activities. SNAP-Ed providers will receive training on how to use all evaluation tools and can request assistance during the project.
- Request demographic data from all participants in all direct education class series and one-time events. This includes race/ethnicity, gender and age. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to provide this information, however SNAP-Ed providers must request it.
- Provide pre- and post-test surveys to all participants in all direct education class series. This includes administering SNAP-Ed pre-test surveys at the start of a new class series and SNAP-Ed post-test surveys at the end of the series. Survey templates will be provided for this information. Note: SNAP-Ed participants are not required to complete a pre- or post-test, however SNAP-Ed providers are required to administer them.
- Correctly enter all required reporting data on time in the approved form(s) or system.
- Complete and submit financial invoices to SRHD on a monthly basis.
- Complete all required training annually.
- Communicate regularly with SRHD through computer-based methods, including online conferencing software (e.g., Teams Meetings) and online file and message sharing platforms (e.g., Microsoft SharePoint).
- Access SRHD SNAP-Ed SharePoint webpages.
- Use or secure access to Microsoft Office software, most importantly Microsoft Outlook, Word, Excel, and PowerPoint.
- Maintain or secure an internet connection for communication with SRHD, to view updates and messages from Washington SNAP-Ed through the WASNAP-Ed Providers website, and for reliable reporting of SNAP-Ed activities. Ensure all SNAP-Ed activities are reported into the online program evaluation and reporting system at required intervals throughout the year.

SECTION 1.2 Funding

PERIOD OF PERFORMANCE

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

MINIMUM (BASE) FUNDING

The minimum or “base” funds for the project budget are funds needed to support the basic operations and typical business that every organization has to support (e.g., office supplies, mailing and printing costs, required or typical travel costs, in-state/out of state travel costs for professional development and networking), required SNAP-Ed travel (e.g., forum, regional meetings), materials needed for PSE strategies or food demonstrations, etc. There are minimum amounts suggested for different line items based on previous history of expenditures. This guidance helps make sure that all sub-recipients budget enough funds for all required elements needed for effective administration and delivery of SNAP-Ed projects. Itemized costs, using actual costs or estimates, should be added to the budget to support the specific project strategies. All approved budgets can be amended during the period of performance to reflect updates needed for specific line items based on the progress of the project. More details are provided in the Budget Workbook Guidance (Appendix F) and Budget Workbook.
All applicants must follow cost policy and guidance from the Federal Office of Management and Budget (OMB) and 2 CFR 200 Uniform Administrative Requirements, Cost Principles, And Audit Requirements for Federal Awards, as well as the SNAP-Ed Guidance during the period of performance. Includes the following:

- The most fundamental Federal cost principle is that a cost must benefit a Federal program or program component in order to be reimbursable with Federal funds.
- There is no match or cost sharing requirement for the SNAP-Ed grant.
- Specific allowable and unallowable costs are outlined in the SNAP-Ed Financial and Cost Policy.
- Nutrition Education Reinforcement Items should be $5.00 or less per item. For more about nutrition education reinforcement items, also known as incentives and educational extenders, go to SNAP-Ed Financial and cost policy guidance, page 87.
- Projects should plan to use the most cost-effective means for implementing all intervention strategies. The measure for “cost-effective” is that the project’s cost per person, for all interventions combined, should not exceed $100 for urban SNAP-Ed participants or $150 for rural SNAP-Ed participants. Applicants proposing to spend more than this must provide a justification in the Project Narrative (Section 2.2).

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

The funding availability for the 10-county Region 1 is $1,237,208. This represents 70% of the total expected funding for the region of $1,767,440. SRHD will reserve approximately 20% for overall administration of the program. Program administration includes staff time, travel, goods, services, and administrative costs necessary to meet program needs and requirements. SRHD will reserve approximately 10% for region-wide project(s) that align with state guiding principles, goals and objectives and benefit local projects. This reserve will also support reimbursement to SNAP-Ed providers in Region 1 for planning and implementation of region-wide projects, networking opportunities, and/or regional trainings and meetings approved in advance.

SRHD as the Implementing Agency will not be conducting local project interventions in Spokane County.

Funding amounts are subject to change based on changes to administrative needs, changes to Washington SNAP-Ed from the federal level, and changes to the amount of SNAP-Ed funding that DSHS awards to SRHD each year.
$12.50 per person ($150,000 ÷ 12000 = $12.50) and is therefore cost-effective. If the estimated reach was 2,000 people, the project’s cost per person would be $75 per person, and therefore still cost-effective. If the estimated reach was 1,250 people, the project’s cost per person would be $120 per person, and the applicant would need to justify the need for this higher cost in their Project Narrative, or would need to adjust their budget or project plan.

**Additional Cost Policies from SRHD SNAP-Ed**

- For staffing, proposed budgets should follow the guidance of limiting administrative costs to approximately 20% of overall costs. Administrative costs include tasks such as staff supervision and fiscal review and invoice/budget preparation. Administrative costs also include staff time spent on training.
- There is no cap on a federally approved indirect rate, however indirect rates higher than 35% should have justification in the Project Narrative. Approved indirect rates must be on file with SRHD by the start of the project. Contractors claiming the minimum 10% “de minimus” rate must send a request for that to the SRHD SNAP-Ed Program Manager (snap-ed-rfa@srhd.org).
- Applicants may award their own sub-sub-recipient awards for specific components of the work, but the total award to outside providers should not exceed 50% of the original sub-recipient award.

**Funding Contractors**

Applicants may distribute funds to other providers in their area as part of delivering the SNAP-Ed project. However, the applicant should still be the fiscal agency and lead agency responsible for planning, implementing, evaluating, and reporting for the overall SNAP-Ed project. Contractors must follow the same Federal cost policies for SNAP-Ed and the Federal uniform guidance for federal awards (2 CFR 200). Obtaining contractors must follow the applicant agency’s policies on contracting. Applicants must monitor program progress and fiscal expenditures for all contractors. Applicants and their contractors must also follow all applicable SRHD SNAP-Ed policy and procedures provided.

Sub-sub recipients are not allowed.

**SECTION 1.3 Staffing Plan Requirements**

**Project Coordinator**

All projects funded by SRHD SNAP-Ed are required to have a designated SNAP-Ed project coordinator. The project coordinator is the main contact between Spokane Regional Health District and the applicant. Duties and responsibilities for the project coordinator include:

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

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

**OTHER REQUIRED SNAP-ED STAFF OR DESIGNEES**

All projects funded by SRHD SNAP-Ed are required to designate a budget/fiscal agent and a contract signatory. The budget/fiscal agent is responsible for ensuring all requests for reimbursements are submitted on time and accurately, ensuring project expenses are documented and tracked throughout the lifespan of the project, and is responsible for responding to all SRHD Fiscal related requests within a timely manner (5 business days). The contract signatory is an individual authorized to represent the agency or organization and that has the authority to sign a contract with SRHD thereby entering into a legal commitment with SRHD to provide all services and abide by all requirements in the contract.

**SECTION 1.4 Project Requirements**

**WASHINGTON SNAP-ED GUIDING PRINCIPLES**

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

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

**WASHINGTON SNAP-ED PRIORITIES**

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

- Working Across the Social Ecological Model
- Support Food Security and Healthy Food Access
- Active Living
- Collaboration with Representation
WASHINGTON SNAP-ED GOALS
All SRHD SNAP-Ed projects are **required** to select at least one of the Washington State SNAP-Ed Goals listed below as one of their project goals. **Click here** to read more about the WA SNAP-Ed Guiding Principles.

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

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

- **Final report** and **State dataprofile**
- **Region 1 data profile**

PROJECT DESIGN AND EVALUATION INSTRUCTIONS
Applicants will describe their proposed SNAP-Ed project in the **Project Narrative** and **Project Work Plan**. To help complete the Project Narrative and Work Plan, SRHD SNAP-Ed encourages applicants to **view all proposed work as a single, cohesive project**. The components listed below are **required** to be included in all SRHD SNAP-Ed projects:

1. All applicants must list all counties involved in the project.
2. Each project must list at least one goal for the project, including one or more of the Washington SNAP-Ed State Goals (listed above). If you choose only one goal, it must be one of the State Goals.
3. Each project contains one or more interventions designed to benefit SNAP-Ed eligible populations. Applicants can add as many interventions to the Project Work Plan template as needed.
4. Each intervention contains one or more objectives that are specific to the intervention, and that work towards the overall goal(s) of the project.
5. Each intervention contains one or more strategies that reinforce each other to achieve the goal(s) of the intervention. Types of strategies include: Policy, Systems, and Environmental (PSE) strategies, Health Promotion, or Direct Education.
   a. Each intervention follows one of the combinations of strategies listed below. **PSE strategies are always required:**
      - PSE Strategies only.
      - PSE Strategies and Health Promotion Strategies.
      - PSE Strategies and Health Promotion Strategies and Direct Education Strategies.
   b. For more information on PSE Strategies, Health Promotion Strategies, and approved SNAP-Ed Direct Education Strategies, please refer to **Appendix E**. Please note that Direct Education Strategies must use the approved WA SNAP-Ed curricula. **Click here** for the FFY2020 list of approved SNAP-Ed curricula. This list may change in FFY2021 and applicants must choose from the updated list of approved SNAP-Ed curricula; adjustments to the curricula chosen may be required.
6. All projects must include at least one strategy to connect with a local Community Service Office (CSO) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff.
7. All projects must include one or more strategies that increase awareness and/or educate about the benefits of available Federal, State, or locally available fruit/vegetable voucher or incentive program(s) to SNAP clients or SNAP-Ed participants. If an applicant will provide outreach for any locally available programs, these strategies should be included in the Project Narrative and Project Work Plan. Please note: Per federal regulation (Per the 7 CFR 277.4(b)(5)), SNAP-Ed cannot recruit, persuade, or promote the usage of SNAP benefits and cannot promote enrolling in SNAP. Therefore, this strategy is limited to providing information and education about any available programs that SNAP-Ed participants can participate in and any benefits of those programs but should not encourage them to sign up for SNAP or to use their SNAP benefits.
8. Applicants must plan their project in settings that will reach the SNAP-Ed eligible audience. For more information about how to determine if a site or setting is eligible for SNAP-Ed, please refer to Appendix D. The applicant will be asked to briefly list the source they used to determine eligibility in the Project Work Plan (e.g., “eligible by location,” “school meal data,” “census tract data”).
9. Each intervention estimates the number of SNAP-Ed eligible people who will be reached by the strategies included and how reach was estimated.
10. Each intervention contains strategies that address **two or more levels** of the **Spectrum of Prevention**.
11. Each intervention plan contains one or more partners as part of the work.
12. Overall, projects will need to describe how their proposed work:
   - Addresses community needs,
   - Includes methods for community engagement and participation,
   - Includes planned methods for ongoing evaluation, and
   - Includes strategies to create sustainability.

**Additional project design guidance in Appendix G.**

**SECTION 1.5 Application Evaluation Criteria**

SRHD SNAP-Ed will establish a Review Committee, made up of non-SNAP-Ed SRHD employees, who will complete the initial review to evaluate the **Project Narrative**, project work plan, and budget sections of the applications and provide each application with a total score. Applicants should not assume that the reviewers are familiar with the SNAP-Ed program, the applicant organization, or the programs they operate. SRHD SNAP-Ed Implementing Agency Team will complete any follow-up communication with applicants for additional information needed for evaluation and will complete a final review of the applications and results of the Review Committee.

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

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

**SCORED CRITERIA**

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

**Evaluation of Project Plan — Total Possible Score: 80 points**

**Minimum Requirements — (0 points)**

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

- Was the RFA turned in on time (by May 1, 2020 at 11:59 PM)?
- Is the application complete (all questions and fields completed in the **Application Cover Sheet**, **Project Narrative**, **Project Work Plan**, and **Itemized Budget**)?
- Is the narrative within the 2500 word limit (approximately five pages, single spaced, with font size 12)?
- Did the applicant include PSE strategies in **each** intervention?
- Did the project select one or more State goals for their overall project?
Needs Assessment and Community Need — (12 points)
Applicant describes how project addresses the needs that were identified in the 2019 SNAP-Ed State Needs Assessment.

If applicable, applicant describes how project addresses any additional priorities or needs in the community and how they were determined. Applicant describes a specific plan to focus services to high need populations, sites, or areas of the community.

Applicant may include history or background about any previous or current related interventions to address the needs and their results, community support for strategies, or opportunities for change. Applicant describes how project will meaningfully address health equity by engaging with communities and/or populations at higher risk for poor health outcomes.

Community Engagement and Participation — (15 points)
Applicant describes how community members or partners will be engaged or participate in planning, implementing, or evaluating interventions. Applicant describes relevant partnerships, key partners, and community coalitions. Applicant describes plans for communicating with community.

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

Approach — (20 points)
1. Applicant provides detailed work plan for first 12 months of project that includes project goal(s), related State goals, S.M.A.R.T. objectives for each intervention, list of potential partners (including their role), expected intervention outcomes, description of planned strategies, and estimated reach for all strategies. Applicant outlines how their project follows the Guiding Principles of WA SNAP-Ed. Applicant includes one or more PSE strategies in each intervention. Applicant includes one or more strategies to connect with a local Community Service Office (CSO) to promote and explain SNAP-Ed activities to SNAP clients and CSO staff. Applicant describes how their intervention(s) and strategies will help reach the project goal(s). Applicant describes how planned interventions and strategies reinforce each other and are cohesive. Applicant describes how strategies proposed address more than one level of the spectrum of prevention. Applicant describes how proposed staffing plan supports achieving the goal(s) and objective(s) for the project plan. Applicant describes how the project would continue and build progressively through October 1, 2021 – September 30, 2023 (year 2 and year 3) should funding be extended, including any approaches to shift focus, additional strategies, additional evaluation, and any additional expected outcomes. Progress achieved or success stories of current or previous projects are not required but accepted to demonstrate potential for future success in a community, or to provide a foundation for future plans. Letters of commitment are not required but are accepted — in addition to description in Project Narrative — to demonstrate ability of the applicant to successfully form partnerships.

Evaluation — (10 points)
Applicant describes how formative, process, and outcome evaluation will be included within programming process and how results of evaluation will be used to inform programming. Applicant outlines how they will determine if changes and what changes have occurred as a result of the proposed project. Applicant outlines their ability and/or experience collecting and providing results, outcomes, and data for use in tracking performance and evaluating their project activities.

Sustainability — (13 points)
Applicant describes approaches to include within their project that can help foster sustainability. Include elements of the intervention or strategies that help ensure that changes or work that is supported by SNAP-Ed
will continue without ongoing, future commitment from the SNAP-Ed grant. For instance, funding commitments from other organizations; opportunities unique to your community that will support change (i.e. growing population, new political leadership, strong coalition network, new or renewed community engagement); or other. Describe how your policy, system or environmental change work will be sustained and where in the process you will be at the end of the 3-year period. Describe how the health promotion and direct education approaches will be sustained.

**Budget** — (10 points)
Applicant describes how the total proposed budget will support the project in making a positive impact. The total cost and individual expenditures for the project are reasonable, necessary, and allocable based on guidance from this application and the National SNAP-Ed Guidance. Itemized budget is complete to best of applicant’s ability. Applicant answered any applicable questions related to their budget. Requested justifications provided were complete, reasonable, and appropriate for the project. Projected budget for year 2 and year 3 is complete to the best of the applicant’s ability and is reasonable and necessary based on the applicant’s Approach for year 2 and year 3 approach outlined in Project Narrative.

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

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

**Regional Need**
SRHD will use various available data to help determine where SNAP-Ed services are most needed, what partners could help serve those areas, and how much to award projects that serve those areas. This will inform SRHD about the level of need within each region and sub-region and will allow SRHD to prioritize incoming applications. Information SRHD will review includes but is not limited to the following characteristics of a county or tribe/reservation population; population density; census tracts; number of SNAP participants and Basic Food use rates; percentage of people eligible for SNAP; total and child poverty rate; total and child food insecurity rate; percentage of food insecure persons eligible for SNAP; and adult and youth obesity rates.

**Organizational Readiness**
In the Application Cover Sheet (required), the applicant will outline their organization’s readiness to complete proposed project plan. Qualities evaluated include organizational capacity (See Appendix A: Definition of Terms); an applicant’s experience managing Federal or State funds; alignment of the organization’s mission with the mission of SNAP-Ed; and support from the organization’s leadership for the project. SRHD will review each applicant’s response and use the response to prioritize applications based on the organization’s readiness to manage a SNAP-Ed project and meet all requirements. SRHD will work with and provide assistance to organizations that have medium to lower levels of readiness when it best serves the interest of the SNAP-Ed eligible audience.
Health Disparities
In the Application Cover Sheet (required), the applicant will outline their commitment, experience, or willingness to address racial and ethnic health disparities and/or rural health disparities. Qualities evaluated include an applicant’s organizational commitment to address rural/racial and ethnic health disparities (e.g., in their mission or values, or in policies); an applicant’s experience with carrying out programs or projects that address rural/racial and ethnic health disparities; or by describing how the proposed project will begin to address rural/racial and ethnic health disparities.

SECTION 1.6 Application Submission Requirements
Please use the checklist in Appendix B to ensure your application is complete. This checklist does not need to be included in application. Late and/or incomplete applications will not be accepted or reviewed.

SUBMITTING YOUR APPLICATION
Email your completed application materials (PDF), and your Budget Workbook in Excel format, to snap-ed-rfa@srhd.org by May 1, 2020 at 11:59PM with “SNAP-EdRFA FFY21-23:[Organizationname]” in the subject line. Applications that are received after May 1, 2020 at 11:59 PM will not be reviewed and will not be considered for funding.

Complete applications contain two (2) required components:
1. Application Materials (including Application Cover Sheet, Project Narrative, and Project Work Plan). Please note that additional intervention templates can be added to suit applicant needs.
2. Budget Workbook (Excel): See section 2.4

OPTIONAL SUPPORTING DOCUMENT (NOT REQUIRED BUT WILL BE ACCEPTED)
Example of supporting documents include:
- Letters of commitment from key partners that will assist in carrying out activities, including potential partners, sub-sub-recipients, or coalitions.

ADDITIONAL INSTRUCTIONS
1. An applicant may submit more than one project application for funding, ONLY IF each project proposed is significantly different in scope.
2. Applicants can request materials in another language; however, all applicants must be submitted in English. To request application materials in another language, please send an email to SNAP-Ed-rfa@SRHD.org and include the language required.
3. All supplemental materials should be submitted with the final, completed application materials and will not be accepted separately, unless previously approved or requested by SRHD.
4. If an applicant experiences problems connecting to the internet and cannot submit, the applicant may call 509-324-1618 and leave a voicemail with their full name, date and time, a description of their issue, and phone number or email address. SRHD will respond with alternate ways to receive, complete, or submit the application materials to SRHD, if possible. Assessing internet connection should be done as soon as possible and not left to the last.
5. Considering all possible issues, the application materials must still be submitted by the final due date and time (May 1, 2020 at 11:59 PM). Applicants will receive a confirmation email in response for submitting their application. The email response may or may not include whether or not the application is complete or missing any requirement documents. It is the applicant’s responsibility to ensure all required documents are submitted by the due date and time.
SECTION 2

Application Materials

SECTION 2.1 Application Cover Sheet — REQUIRED

Legal Name of Applicant ____________________________________________

Physical Address ________________________________________________

List all Counties Included in the Project:

Primary Contact Person & Title ______________________________________

Telephone Number of Primary Contact ______________________________

Email Address of Primary Contact __________________________________

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

__________________________________________________________________

__________________________________________________________________

Person assigned as Fiscal Agent ______________________________________

Telephone Number of Fiscal Agent _________________________________

Email Address of Fiscal Agent ______________________________________

Person assigned as Contract Signatory _______________________________

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

Telephone Number of Contract Signatory ______________________________

Email Address of Contract Signatory _________________________________

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

Unified Business Identifier (UBI) (if available) __________________________

DUNS Number (if available) _________________________________________

Proposed Total Budget for Year 1 (Oct 1, 2020 – Sep 30, 2021) ____________________
Checklist of Assurances
To be considered for funding, applicants must meet all assurances listed below by a date specified by SRHD, or by the time the sub-recipient award is set in place.

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

Additional questions for each applicant are listed on the next two pages. Evaluation of the following responses will be used to prioritize applicants for funding, but will not add points to the final application score.
Organizational Readiness: Describe your organization’s readiness to complete proposed project plan as evidenced by organizational capacity (See Appendix A Definition of Terms). Include experience managing Federal and State funds or what the organization will do to prepare to manage Federal funds; the alignment of organization’s mission with mission of SNAP-Ed; and, support from the organization’s leadership or community for the project. 500 word limit.
Health Disparities: Describe your organization’s commitment, experience with, or willingness to address racial and ethnic health disparities and/or rural health disparities. Include any commitment from your organization to address racial and ethnic health disparities and/or rural health disparities (e.g., in your mission statement, in your values, in your priorities or policies, in the type of work you do, etc.). You may also include any experience with carrying out programs or projects that address racial and ethnic health disparities and/or rural health disparities, or describe how the proposed project will assess and begin to address racial and ethnic health disparities and/or rural health disparities. 500 word limit.

Print Name and Title of Authorized Signatory

Signature of Authorized Signatory

Date Signed
SECTION 2.2 Project Narrative — REQUIRED

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

Project Introduction

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

Needs Assessment and Community Need

1. Describe how the project addresses one or more of the needs outlined in the 2019 SNAP-Ed State Needs Assessment (see Section 1.4) that is relevant to the audience of focus, and any other data and assessments that demonstrate community needs and/or priorities.
   - Include policy, system, and/or environmental gaps/needs related to these strategies where applicable.
2. Describe a specific plan to focus services to high need populations, sites, or areas of the community
   - Include historical context of related interventions, opportunities for change, community strengths, and any evidence of community support for the proposed strategies.
3. Describe how the project will meaningfully address health equity.

Community Engagement and Participation

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

Approach

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

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

Sustainability
1. Describe factors of your approach that will support sustainability.
2. Include elements of the intervention or strategies that help ensure that changes or work that is supported by SNAP-Ed will continue without ongoing, future commitment from the SNAP-Ed grant. For instance, funding commitments from other organizations; opportunities unique to your community that will support change (i.e. growing population, new political leadership, strong coalition network, new or renewed community engagement); or other.
3. Describe how your policy, system or environmental change work will be sustained and where in the process you will be at the end of the 3-year period. Describe how the health promotion and direct education approaches will be sustained.

Budget
1. Describe how the proposed total budget will support the project in making a positive impact.
2. Provide justification if SNAP-Ed project coordinator is less than 0.50 (50%) FTE, including assurances that the coordinator will be able to satisfy the time and attendance requirements for all required meetings, site visits, trainings, data entry and reporting, and communication with less than 0.50 FTE.
3. Explain why any line item expenditures in the Budget Summary larger than $10,000 are both reasonable and necessary to achieve the project’s goal(s) and/or necessary to successfully implement specific strategies or evaluation methods. Budget Summary line items include: Travel, Materials/Goods and Services, Salaries and Benefits, Non-capital Equipment, Capital Equipment, Contracts (Sub-sub-recipients), Building and Space.
4. If the applicant’s budget is based on projections, explain how costs were estimated, and if any written quotes or estimates were obtained from internal or external service providers.
5. If the budget includes an indirect cost rate higher than 35%, explain why and what is included in the indirect rate.
6. Estimate and describe, with as much detail as possible, the proposed budgets for year 2 and year 3, including if the annual budget or specific costs will change from year 1 to year 2 to year 3.
SECTION 2.3 Project Work Plan — REQUIRED

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

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

---

Year 1 Project Work Plan

Agency Name: ____________________________
Name of RFA applicant agency or organization

Total Year 1 Project Cost: ____________________________
Insert dollar amount of total Year 1 budget costs

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

- [ ] Adams
- [ ] Chelan
- [ ] Douglas
- [ ] Ferry
- [ ] Grant
- [ ] Lincoln
- [ ] Okanogan
- [ ] Pend Oreille
- [ ] Spokane
- [ ] Stevens

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

- [ ] Increase consumption of healthy foods and beverages and decrease consumption of unhealthy food and beverages.
- [ ] Improve food security among SNAP-Ed participants.
- [ ] Increase physical activity and reduce sedentary behavior.
- [ ] Improve Policy, Systems, and Environments
- [ ] to support healthy eating and active living.

Additional Project Goals:
<table>
<thead>
<tr>
<th>Intervention Name</th>
<th></th>
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<table>
<thead>
<tr>
<th>Need(s) addressed with this intervention</th>
<th></th>
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<tbody>
<tr>
<td>Include brief description.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Intervention Objectives(s)</th>
<th></th>
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<tbody>
<tr>
<td>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</td>
<td></td>
</tr>
</tbody>
</table>
### Intervention Strategies

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

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

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

### PSE Strategies

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

### Total PSE Reach:

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

**How did you calculate this reach estimate?**

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

### Health Promotion Strategies

*(if applicable)*

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

### Total Health Promotion Reach:

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

**How did you calculate this reach estimate?**

Cite specific metrics, formulas, and sources of data used.
**Direct Education Strategies**

(if applicable)

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

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<table>
<thead>
<tr>
<th>Total Direct Education Reach:</th>
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<tbody>
<tr>
<td>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you calculate this reach estimate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite specific metrics, formulas, and sources of data used.</td>
</tr>
</tbody>
</table>

**Community Participation**

Include strategies or methods for how you will engage with the community or include their participation.
Key Partners and Roles
Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

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

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

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

Expected Outcomes
Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.
<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>Examples: “West Lawn Schools”, “Older Youth”, “Green Acre Neighborhood”, “School Wellness”, “Food Access”, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need(s) addressed with this intervention</td>
<td>Include brief description.</td>
</tr>
<tr>
<td>Intervention Objectives(s)</td>
<td>Objectives must be specific, realistic, attainable, measurable, and time-bound. See Appendix G for guidance on creating S.M.A.R.T. objectives.</td>
</tr>
</tbody>
</table>
### Intervention Strategies

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

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

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

### PSE Strategies

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

### Health Promotion Strategies

*(if applicable)*

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

---

**Total PSE Reach:**
Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**How did you calculate this reach estimate?**
Cite specific metrics, formulas, and sources of data used.

**Total Health Promotion Reach:**
Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

**How did you calculate this reach estimate?**
Cite specific metrics, formulas, and sources of data used.
Direct Education Strategies
(if applicable)
Include brief description of audience, settings where education will be provided, and curriculum name.

Total Direct Education Reach:
Estimate how many SNAP-Ed eligible people will be impacted by this strategy.

How did you calculate this reach estimate?
Cite specific metrics, formulas, and sources of data used.

Community Participation
Include strategies or methods for how you will engage with the community or include their participation.
### Key Partners and Roles
Include partner organizations, coalitions, and other. Briefly describe the role of the partners.

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

<table>
<thead>
<tr>
<th>Eligible by location</th>
<th>School Meal Data (FRL: school free/reduced lunch data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Expected Outcomes
Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.
## Intervention #3

**Intervention Name**

**Need(s) addressed with this intervention**
Include brief description.

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

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

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

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

### PSE Strategies

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

<table>
<thead>
<tr>
<th>Total PSE Reach:</th>
<th>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you calculate this reach estimate?</td>
<td>Cite specific metrics, formulas, and sources of data used.</td>
</tr>
</tbody>
</table>

### Health Promotion Strategies

(if applicable)
Include brief description of strategy, settings where strategy will be implemented, and potential reach.

<table>
<thead>
<tr>
<th>Total Health Promotion Reach:</th>
<th>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you calculate this reach estimate?</td>
<td>Cite specific metrics, formulas, and sources of data used.</td>
</tr>
</tbody>
</table>
### Direct Education Strategies

*(if applicable)*

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

<table>
<thead>
<tr>
<th>Total Direct Education Reach:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Estimate how many SNAP-Ed eligible people will be impacted by this strategy.</em></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>How did you calculate this reach estimate?</th>
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</thead>
<tbody>
<tr>
<td><em>Cite specific metrics, formulas, and sources of data used.</em></td>
</tr>
</tbody>
</table>

### Community Participation

Include strategies or methods for how you will engage with the community or include their participation.
### Key Partners and Roles

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

### Site Eligibility

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

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

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

### Expected Outcomes

Include brief description of what outcomes you expect to see from this intervention at the end of Year 1.
SECTION 2.4 SNAP-Ed Budget Workbook (Excel) — REQUIRED

Complete the Budget Workbook and submit with completed application documents by the deadline. Do not send Budget Workbook separate from completed application documents unless instructed to do so in writing by SRHD. Applicant must submit a detailed, itemized budget using the SRHD SNAP-Ed Budget Workbook (Excel). The Budget Workbook includes the following key categories. One or more budget categories can be zero ($0):
  - Budget Summary Total: Direct & Indirect Costs
  - Salaries and Benefits
  - Contracts
  - Non-Capital Equipment
  - Program Materials & Supplies
  - Travel

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

Organizations are required to adhere to all conditions specified in USDA-FNS’ guidelines, including the following budget allocation requirements:
  - Only SRHD-approved budget expenditures will be reimbursed
  - Funds cannot be spent on capital projects to support built environment changes

How to access the Excel template:
Download approved Budget Workbook Excel template from the public SRHD SNAP-Ed application webpage.

If you have trouble downloading the template from the SRHD SNAP-Ed website:
  - Email SNAP-Ed-rfa@SRHD.org if you need us to email it to you; or
  - Email SNAP-Ed-rfa@SRHD.org if you need a paper version of the budget template.
**Appendix A Definition of Terms**

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

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

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

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

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

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

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

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

**SRHD** Spokane Regional Health District (SRHD) is a SNAP-Ed implementing agency in Washington.

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

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

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

**F/V Incentive Program** Fruit and vegetable incentive programs that offer low-income participants matching funds to purchase healthy foods, especially fresh fruits and vegetables. Incentives provided by these programs are often called bonus dollars, market bucks, double up bucks, fresh bucks, produce vouchers, or nutrition incentives.
Health disparity A health disparity is a type of difference in health that is closely linked with social or economic disadvantage. Health disparities negatively affect groups of people who have experienced greater obstacles to health. These obstacles stem from characteristics historically linked to discrimination or exclusion such as race/ethnicity, religion, socioeconomic status, gender, mental health, sexual orientation, or geographic location.

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

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

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

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

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

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

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

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

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

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

Organizational capacity The wide range of capabilities, knowledge, and resources that organizations need to be effective (includes having leadership structure and support; ability to manage finances and staff; ability to plan, deliver and monitoring services; the amount an agency can leverage funds, communicate and make relationships; and, ability to plan, collect, and analyze data and information to continuously improve). Applicants may refer to the following resources for more details about organizational capacity, including relevant assessment tools and questions: (1) US Agency for International Development (USAID), Organizational Capacity Assessment for Community-Based Organizations and
Participant A SNAP-Ed participant is a person eligible to receive SNAP-Ed services and is someone that can be counted as impacted – either directly or indirectly – by SNAP-Ed funded interventions and strategies.

Partners Organizations, groups, or entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed activities by offering services or receiving support (i.e. advisory council, funding, technical expertise, referrals, volunteers, etc.). They contribute to collective impact (FY 2017 SNAP-Ed EARS glossary). Partnerships may be two or more people or organizations who meet regularly, exchange information, and identify and/or implement activities that contribute to change. A key partner can be an individual, group of people, or organization or entity who acts as a key player for any SNAP-Ed project, intervention, or strategy. A key partner is involved in the planning, implementation, or evaluation of SNAP-Ed activities.

A key partner can also provide funding or donations, building space, equipment, consulting or advice, volunteers or staff time, promotional or educational materials, and information about or connection to SNAP-Ed eligible community members. All partners play an important role in supporting SNAP-Ed projects, however the role of key partners typically lasts longer, is more involved, and includes long-term buy-in from the partner.

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

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

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

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

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

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

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

Strategies Activities or actions within an intervention that focus on making changes to specific topic areas of knowledge, skills, attitudes, and/or behaviors of an audience. Strategies can include activities and/or actions that directly or indirectly affect individuals or groups of people. Intervention strategies are based on the best available evidence related to the topic or goal, are relevant and engaging to the audience of focus, and are culturally appropriate for the audience.
**Sub-recipient** The organization, entity, or group that receives SNAP-Ed funding directly from SRHD. Also sometimes called “Local implementing agency (LIA)” or “Local SNAP-Ed provider.”

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

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

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

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

- **Letter of Interest** *(Optional)*
- **Application Materials**
  - **Application Cover Sheet**
  - **Project Narrative**
  - **Project Work Plan**
- **Budget (Excel workbook)**

Supporting Documents (if applicable)
Appendix C  Letter of Interest

To: Spokane Regional Health District (SRHD) SNAP-Education

Date Completed: __________________________

Legal Name of Organization/Applicant: _____________________________________________

Street Address/Suite/Building: _____________________________________________________

City, State, Zip: ________________________________________________________________

Primary Contact Person/Title: _____________________________________________________

E-mail: _____________________________________________________________

Phone: ________________________________________________________________

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

Dear Spokane Regional Health District:

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

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

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

Additional notes from Organization/Applicant (optional):

Sincerely,

________________________________________

Signature of Primary Contact (written or e-signature)

Name of Person Signing, if different from Primary Contact: __________________________

Contact information of Person Signing, if different than listed above: __________________________
Appendix D Eligible Sites

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

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

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

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

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

Determining Eligibility for SNAP-Ed Sites

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

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

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

![Area Eligibility Data](image)

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

Census Data Resources
These are resources to help applicants check to see if a site(s) is eligible for SNAP-Ed.
- Using Census Data to Check Site Eligibility (guidance below)
- geocoding.geo.census.gov (instructions on how to use this website below)
- SNAP-Ed Census Tract Eligibility Spreadsheet (with census tract and block group poverty data). This spreadsheet is posted on the SRHD SNAP-Ed webpage under Application Materials as "SRHD SNAP-Ed Census Tract Eligibility Spreadsheet."

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

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

How to find out if a census tract or block group is eligible:
- Using instructions below, find the census tract number and block group number for the proposed SNAP-Ed site address where the intervention will be.
- Using instructions below, check eligibility of the census tract and block group for your address(es).

Two sets of instructions below lay out how to look up data for:
- A single address: See: To check eligibility of a census tract and block group for a SINGLE ADDRESS.
- A batch of addresses: See: To check eligibility of census tracts and block groups for a BATCH OF ADDRESSES.

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

To check eligibility of a census tract and block group for a SINGLE ADDRESS:
1. Go to: geocoding.geo.census.gov.
2. Under “FIND GEOGRAPHIES USING…” OPTION, select Address. See highlights below:
3. On the next screen, plug in the **Street, City, State, and Zip**. Select **FIND**. See highlights below:

![Image of Find Address Results](image)

4. Review your **Find Address Results**:
   - Verify that the **Matched Address** is the same as what you entered. For example, below shows that the entered address and matched address are the same.

   ![Image of 2010 Census Blocks](image)

   - Scroll down to the **2010 Census Blocks** section. Find the **GEOID**, shown in the example below:
5. Find the percent at or below 184% FPG for the census tract:
   - Open the [SRHD SNAP-Ed Census Tract Eligibility Spreadsheet](#).
     Go to the Census Tracts tab. Click on any cell.
   - Hold down the Control key and the F key at the same time (Control+F). You will see this:

   ![Find Address Results](image)

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

   ![Find and Replace](image)

   - Select Find Next.

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

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

   ![Find and Replace](image)

   - Click Find Next.

2. The cursor will jump to the census tract and block group number for the address you entered. In this example, Thurston County CT 108, Block Group 5.
   - Check the percent in Column C. If it is 50% or more, the block group is eligible.
To check eligibility of a census tract and block group for a BATCH OF ADDRESSES:

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

2. Go to: [geocoding.geo.census.gov](geocoding.geo.census.gov)
3. Under "FIND GEOGRAPHIES USING…” OPTION, select Address Batch.
4. On the next screen, across from Select Address File: select Browse. See highlights below:

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

6. Click on Get Results (see highlight in #4) and open results in Excel.
7. Verify input address and output address are the same for each address. **Column C** will say Match and **Column D** will say Exact. You will see:
8. For the address that you want to look up: Create a number using the data in **Columns I through K**. For example: For 310 Israel Rd, SE Tumwater, WA: I: 53 J: 067 K: 010800 =53067010800

   - Click on the Census Tracts tab in any cell.
   - Hold down the **Control** key and the **F** key at the same time (**Control+F**) and type the number you created in Step 8 into the **Find what** field. Select **Find Next**.

10. The cursor will jump to the census tract for your address. In this example: CT 108, Thurston County.
    - Check **Column C** for the percent at or below 184% Federal Poverty Guidelines (FPG).
    - If the census tract is 50% or more, **STOP**, it is eligible.
    - If the CT is < 50%, check the block group data.

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

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

3. The cursor will jump to the census tract and block group number for the address you entered. In this example, Thurston County CT 108, Block Group 5.
Check Column C for the percent at or below 184% FPG. If it is 50% or more, the block group is eligible.

<table>
<thead>
<tr>
<th>Code</th>
<th>Address</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>C17002</td>
<td>15000US530870108803 Block Group 3, Census Tract 108, Thurston County, Washington</td>
<td>22.67%</td>
</tr>
<tr>
<td>C17002</td>
<td>15000US530870108804 Block Group 4, Census Tract 108, Thurston County, Washington</td>
<td>38.36%</td>
</tr>
<tr>
<td>C17002</td>
<td>15000US530870108805 Block Group 5, Census Tract 108, Thurston County, Washington</td>
<td>29.36%</td>
</tr>
<tr>
<td>C17002</td>
<td>15000US530870109301 Block Group 1, Census Tract 109.10, Thurston County, Washington</td>
<td>6.13%</td>
</tr>
</tbody>
</table>

Questions?
If you have questions about how to look up census data or how to read the SNAP-Ed Census Tract Eligibility Spreadsheet, you may send your question to

snap-ed-rfa@srhd.org
Appendix E Intervention Strategies

Policy, System, and Environmental (PSE) Strategies

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

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

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

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

Example

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

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

Example

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

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

Example

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

Other PSE examples include:

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

- SNAP-Ed Toolkit
- What is Policy, Systems, and Environmental (PSE) Change?
- SNAP-Ed PSE Interactive Tools & Resources: Creating Health Local Places [not supported by Internet Explorer]
- List of PSE Strategies included in SNAP-Ed Reporting
- Spectrum of Prevention

Social Marketing (PSE)

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

Resources for Social Marketing:

- SNAP-Ed Connection: Social Marketing
- SNAP-Ed Toolkit: Social Marketing Interventions
- SNAP-Ed Guidance: Section 1 Overview

Health Promotion

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

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

Resources for Health Promotion:

- USDA Team Nutrition
- USDA Start Simple with MyPlate

Direct Education

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

- Washington State SNAP-Ed Curriculum Website
- Approved Washington State SNAP-Ed Curriculum List
- National SNAP-Ed Best Practices in Nutrition Education for Low Income Audiences
- SNAP-Ed Curriculum Costs, FFY2020
Appendix F Budget Guidance

General Instructions

Refer to Section 1.2: Funding Available for funding information.

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

Budget Summary Tab

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

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

Staffing Tab

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

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

- This position is required for each SRHD SNAP-Ed sub-recipient agreement. This position manages the SNAP-Ed project and ensures the satisfactory implementation of the SNAP-Ed project at the participating organization. Basic expectations for this role include researching, planning, and writing SNAP-Ed annual project plan for the organization; planning, facilitating, evaluating, and implementing and/or coordinating the implementation of the approved SNAP-Ed project plan for the participating organization; and submitting or coordinating the submission of required SNAP-Ed online and written reports.
- SRHD strongly suggests at least 0.5 FTE for this position. Time & effort for this role often includes staff leadership and/or supervision, SNAP-Ed staff or volunteer training and recruitment/hiring, attending required SNAP-Ed training around the state, attending available regional networking opportunities, attending required regional and State SNAP-Ed meetings, participating in at least 75% of monthly coordinator conference calls throughout the year, attending required quarterly review conference calls and/or quarterly and annual site visits, coordinating and participating in site visits and reviews from statewide SNAP-Ed initiative teams and DSHS,
coordinating and participating in annual program and fiscal monitoring reviews from SRHD SNAP-Ed and other SRHD divisions, coordinating and participating in annual program management evaluations from DSHS or USDA FNS when applicable, attending the provided WA SNAP-Ed educational and technical assistance webinars and conference calls, and participating in intermittent technical assistance site visits and one-on-one calls from SRHD or partner entities.

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

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

Administrative vs. Direct Services
FNS defines direct services very differently then you may expect (see definitions below). Most staff time will fall under direct services and not administrative.
- Count all of the following as **Direct Expenditures**:
  - Staff time spent providing approved and allowable SNAP-Ed educational activities.
  - Staff time spent purchasing food demonstration supplies.
  - Staff time purchasing and/or developing approved educational materials (literature/materials/audiovisuals.
  - Staff time developing and implementing media campaigns.
  - Staff time spent on evaluation efforts.
  - Staff time spent on traveling to deliver SNAP-Ed services.
  - Staff time spent on training nutrition education providers.
  - Staff time spent on developing and implementing PSE.
- Count all of the following as **Administrative Expenditures**:
  - Staff time spent on training to performing administrative functions like accounting, etc.
  - Staff supervision
  - Time spent on fiscal review and preparation

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

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

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

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

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

  hourly wage x 2080 hours/yr

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

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

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

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

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

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

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

- NOTE: Anyone who will be requesting travel reimbursement, including mileage, MUST appear on the staffing worksheet.
- Mileage reimbursement rate is $0.575; if your agency uses a lower rate, please indicate. If your agency uses a higher rate, please indicate in the budget and provide brief justification in Project Narrative – Budget section.
- Use the detailed Local Travel worksheet to calculate the line item “Additional local travel for project.”
- **Local Travel tab**: List all necessary or desired locations all local travel to carry out project activities (e.g., travel to/from schools, food banks, community centers, CSOs, grocery stores, city council meetings, coalition and partnership meetings, etc.). Locations included in the budget can be general (e.g., school, food pantry, capital building) or specific (e.g., Harrison food pantry, 1742 East 117th Ave W, Yakima, WA 39372).

- Use the detailed Prof Devel worksheet to calculate the line item “Additional local travel for project.”

- **Prof Devel tab**: If known, list all necessary or desired conferences, meetings, workshops — both in state and out of state — that will support or enhance staff professional development; community engagement and networking; knowledge and understanding of relevant best practices, tools, or resources; and/or, the planning, implementation, or evaluation of your proposed project, interventions, or strategies. All in-state and out-of-state conferences and similar meetings with formal registration MUST be approved by DSHS and SRHD prior to registering or attending. See [SNAP-Ed Guidance](#) for requirements regarding conference travel. List each event separately, provide justification for each event in column C, and any costs in excess of $1,750. See budget for examples.

### Building Space Tab

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

### Questions?

For questions about how to understand a component of the budget, email SRHD SNAP-Ed at SNAP-Ed-rfa@srhd.org.
### Appendix G Project Design Guidance

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

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

#### Project Phases or “Lifecycle”

<table>
<thead>
<tr>
<th>Phase</th>
<th>Guidance Questions</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Needs</td>
<td>• What is the problem you are trying to solve? • What are the causes?</td>
<td>With insight or input from the audience, identify needs, opportunities, and strengths of the audience and community</td>
</tr>
<tr>
<td>Establish Goals</td>
<td>• What do you hope to achieve through this project?</td>
<td>With insight or input from the audience, identify realistic and measurable goals and objectives for the audience or community to achieve within a certain amount of time.</td>
</tr>
<tr>
<td>Create Project Plan</td>
<td>• What interventions and strategies work to address identified needs and goals? • What interventions and strategies are relevant to your community? • What specific, tangible, products and outcomes (i.e., objectives) will the interventions achieve? • Do your intervention objectives support your overarching project goals? • What will be different when your interventions are successful and how will you know?</td>
<td>With insight or help from the audience or from champions, develop a project plan that contains one or more interventions that will help the audience or community achieve their goals. Interventions need to be evidence-based, accepted by and culturally appropriate for the audience or community. Ways to assess success also need to be accepted by and culturally appropriate for the audience or community.</td>
</tr>
<tr>
<td>Implement and Evaluate Project</td>
<td>• Have interventions and strategies been implemented according to the project plan? Why or Why not? • Are interventions and strategies achieving their objectives?</td>
<td>With insight, assistance, champions or volunteers from the audience, develop and measure the outcomes of interventions carried out.</td>
</tr>
<tr>
<td>Re-evaluate, Re-define, Refine Project Plan</td>
<td>• Has the problem the project is addressing changed since the project was implemented? • Are the problem causes the same? • Do interventions and strategies need to be adjusted? • Is the project ready for widespread adoption?</td>
<td>With insight, assistance, champions or volunteers from the audience review information about the way the project was implemented and the outcomes. With their input determine what changes need to be made to be more successful.</td>
</tr>
</tbody>
</table>
S.M.A.R.T. Objectives*

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

- **Specific:** Identifies a specific event or action that will take place. Does the objective explicitly state how the audience of focus will change? In contrast to goals, which are purposefully broad, objectives should be specific and should clearly communicate the desired change that will take place.

- **Measurable:** Quantifies the amount of change to be achieved. Is the objective measurable and are you able to measure it? SNAP-Ed sub-recipients should be able to describe the means by which they will measure the possible change in their audience of focus (e.g., workshop survey, follow-up survey, interview, observation, etc.).

- **Appropriate:** Logical and relates to the State’s SNAP-Ed goals. Is the objective achievable given the resources and program you have in place? Objectives should be reasonable, realistic, and achievable within the context of the program being proposed or delivered. When objectives are developed for a new program, it can be difficult to assess what is realistic. However, once a program is in place, an analysis of evaluation data can be used to inform future expectations regarding program performance. Other agencies delivering similar SNAP-Ed projects may also be a source for “benchmarking” how much change is realistic to anticipate.

- **Realistic:** Practical, given available resources and proposed SNAP-Ed activities. Does the objective align with the larger goals of the program and with the goals of the participants? Objectives should align with the overarching goals of the SNAP-Ed project and should be consistent with SNAP-Ed participant desires for increased knowledge or behavioral change. When this alignment takes place, the objectives are relevant and can be used to describe progress toward the larger project goals.

- **Time-specific:** Specifies a time by which the objective will be achieved within the fiscal year(s) of the Plan. Does the objective state the time frame for the proposed change? It is helpful to place a time boundary on the achievement of objectives. Because Extension reporting takes place on an annual basis, many objectives are written with an understanding that they should be achieved within the programmatic year. Objectives can also be set relative to time frames following programming, such as “immediately after training” or “within six months after training.” Typically, these time boundaries should correspond to the data collection time table (i.e., When will you collect post-test data? When will you collect follow-up data?).

**Examples:**

- **Objective 1:** By September 30, 2019, 50% of the adults participating in the _____project intervention, as reported by pre and post testing, will increase their fruit and vegetable intake.

- **Objective 2:** By September 30, 2019, 50% of kindergarten children participating in the _____project intervention, as reported by their teachers and parents, will improve their willingness to taste vegetables.

**Resources for SMART Objectives:**

- **CDC Two-Page Overview on Writing SMART Objectives (PDF)**

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

**Types of Evaluation**

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

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

**Process Measures:** informs if project is going as intended.

- Number reached through SNAP-Ed interventions
- Education classes implemented as planned
- Key partners join in planning or implementing interventions
Outcome Evaluation: used to better understand impact and effectiveness, and identify best practices and gaps. It shows what happened as a result of a strategy, intervention, or overall project. It may use data from:

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

Resources for Evaluation:
- SNAP-Ed Evaluation Framework

Strategic Planning for Public Health Approaches

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

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

Resources for Strategic Planning
- SNAP-Ed Checklist for Public Health Approaches (Word)
- Goals, Mission, Values Planning Template (Word)
- Strategic Planning Participant Guide (PDF)
Introduction to SNAP-Education Grant

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

The goal of the national SNAP-Ed program is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans. To achieve this goal, SNAP-Ed provides community-based interventions consisting of a combination of evidence-based and behaviorally focused educational and public health strategies. Interventions are delivered with partners in multiple venues and involve activities at the individual, organizational, community, and societal levels. SNAP-Ed programs are nationally recognized for their ability to positively impact individuals and communities.

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

- USDA SNAP-Ed 2020 Guidance
- National SNAP-Ed Evaluation Framework
- SNAP-Ed Toolkit
- SNAP-Ed Connection
- US Dietary Guidelines for Americans

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

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

High rates of poverty are typically concentrated in particular neighborhoods or regions. In these areas, there is often less access to healthy foods, fewer safe areas to walk, and fewer green spaces like parks and gardens (Bishaw, 2011). As shown in this video, SNAP-Ed can greatly impact these areas. By working with multiple venues as mentioned above, a person living in one of these neighborhoods can enjoy a new community garden, choose the healthier food and drink items available at the convenience store on the corner, and receive information on local food resources from their health clinic all thanks to SNAP-Ed and the agencies they partner with.
Progress and Impact of SNAP-Ed
SNAP-Ed is valued in communities for its efforts to teach SNAP clients and low income audiences ways to make changes to live a healthy lifestyle, as well as efforts to change the conditions where people live, play, learn, shop and work in ways that improve health and food security in low-income communities.

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

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

To read about success stories in the SNAP-Ed program, check out the SNAP-Ed Connection success stories.

Eligible Audience
The SNAP-Ed grant is focused on SNAP participants and low-income individuals eligible to receive SNAP benefits or other means-tested Federal assistant programs, like the Women, Infants, and Children Program (WIC) or Temporary Assistance for Needy Families (TANF). SNAP-Ed can also work with individuals, groups, and partners in communities with a significant low-income population (50% or greater at or below 185% of the Federal Poverty Guidelines). Audiences of focus include pre-school aged youth, school aged youth (Kindergarten – 12th grade), young adults (18-24 years old), adults with or without children, and seniors (65+ years old). The audience that SNAP-Ed works with should be based on the SNAP-Ed Statewide needs assessment and additional assessments or conversations with the community. Please see the Eligible Sites guidance in Appendix D for more information about determining eligible audiences.

Washington SNAP-Ed (WA SNAP-Ed) Program
Overview
Washington State Department of Social and Human Services (DSHS) applies for SNAP-Ed funding from the USDA Food and Nutrition Service (FNS). The amount of annual State funding changes year to year, and past award history can be found here. DSHS contracts with different organizations to provide SNAP-Ed programs Statewide. Since 2005, the Spokane Regional Health District (SRHD) SNAP-Ed has received SNAP-Ed funding from DSHS to be a SNAP-Ed implementing agency. See below to understand the structure of the WA SNAP-Ed program.
SRHD is the implementing agency Washington SNAP-Ed Region 1. As an implementing agency, SRHD provides guidance and technical assistance to local implementing agencies (sub-recipients) as they provide SNAP-Ed projects in their communities. Each SNAP-Ed region receives a different funding award from DSHS.

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

During FFY 2019, highlighted outcomes of the WA SNAP-Ed program include:
- 58% of 3rd-8th graders in SNAP-Ed classes reported doing more physical activity
- 53% of adults in SNAP-Ed classes reported eating more vegetables
- 53% of youth reporting drinking more water every day
- 63% of adults in SNAP-Ed classes reported decreasing their soda consumption

To learn more about SNAP-Ed programs in Washington, please visit the Washington SNAP-Ed Provider Website.

Washington SNAP-Ed Guiding Principles

In 2020, Washington SNAP-Ed established guiding principles. In addition to the USDA FNS guiding principles, the WA SNAP-Ed guiding principles should be followed and demonstrated in the planning and delivery of all State, regional, and local SNAP-Ed projects. Read more about WA SNAP-Ed Guiding Principles here.
- Rooted in addressing health equity in all levels of programming, from representation in planning to delivery of interventions that are participant focused and client centered to evaluation methods that capture the impact on the audience of focus.
- Made up of comprehensive multi-level interventions to reach the audience of focus at multiple levels of the social-ecological model and spectrum of prevention by leveraging the work of SNAP-Ed and non-SNAP-Ed partners through collaboration and communication.
- Cohesive at the State level so focus is reinforced within and throughout regions.
- Enhanced by the strengths of providers and historical SNAP-Ed successes to deliver robust programming throughout the State.
- Evidence-based and data driven to reach populations where there is the need and opportunity for the
Dynamic and flexible enough to adjust interventions to best serve SNAP-Ed recipients based on formative assessments while maintaining fidelity of evidence-based approaches.

**Washington SNAP-Ed Priorities**

In 2020, Washington SNAP-Ed renewed its State priorities. Priorities at the State level are broad so that interventions can be tailored to local and regional needs. The priorities identify the core work that will be done as a state to achieve the identified State’s goals. [Read more about WA SNAP-Ed Guiding Principles here.]

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

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

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

- **Collaboration with Representation**
  Providers are encouraged to focus on meaningful collaboration with current and future partners. One of the guiding principles adopted for SNAP-Ed is that the plan should be rooted in addressing health equity in all levels of programming, from representation in planning to delivery of interventions that are participant focused and client centered to evaluation methods that capture the impact on the audience of focus. Therefore, providers are encouraged to engage in collaborations that are representative of the recipients of programming. In doing so, providers should ask themselves what they can offer to their partners and how that serves their partners’ needs while recognizing the burden that asking for representation and partnership might present.

**Washington SNAP-Ed Goals and Objectives**

In 2020, Washington SNAP-Ed renewed its State goals and objectives. Washington SNAP-Ed program works toward four goals to support healthy behaviors and environments where people live, play, eat, shop, learn and work. The State’s goals and objectives align with the national SNAP-Ed goal, reflect the State’s SNAP-Ed priorities, and provide objective, common measures to show progress of the program across all SNAP-Ed funded projects. [All SRHD SNAP-Ed projects are required to select at least one of the Washington State SNAP-Ed goals listed below as one of their project goals. Read more about WA SNAP-Ed Guiding Principles here.]

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

**Washington SNAP-Ed State Needs Assessment**

In 2019, the WA SNAP-Ed program planned and completed a State Needs Assessment. The purpose of the needs assessment was to identify the nutrition, physical activity, and obesity prevention needs of the SNAP-Ed eligible population and their barriers to accessing healthy food and physical activity. In addition, the needs assessment will ensure that SNAP-Ed activities reflect and address the needs of the audiences. The results of the needs assessment will be used to create goals for multi-year program planning and evaluation, starting in FFY 2021 (October 1, 2020 – September 30, 2021). To read the 2019 WA SNAP-Ed State Needs Assessment, click on the links below. In addition to any community or local assessments of community need and priorities, all SRHD SNAP-Ed projects are required to use the 2019 needs assessment report and regional data profiles to identify needs to be address by their SNAP-Ed project.

- State needs assessment [final report](#) and [State data profile](#)
- Region 1 Data Profile
Spokane Regional Health District (SRHD) SNAP-Ed Overview

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

SNAP-Ed at SRHD

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

At SRHD, the mission is lead and partner with others, to protect, improve and promote the health and well-being of all people through evidence based practices. This is clearly shown in our approach to SNAP-Ed. In SNAP-Ed Region 1, SRHD currently provides funding and support to 10 local implementing agencies (LIAs) who deliver SNAP-Ed projects in different areas among the 10 counties. These include county Extensions offices, local health departments, non-profit service organizations, food bank and hunger relief organizations, and a health clinic. The LIAs work with food pantries, food banks, farmers markets, health care clinics and hospitals, mobile food pantries, K–12 schools and before- and after-school programs, Community Service Offices (CSOs) where people receive SNAP benefits, public housing and low income senior housing, homeless service sites, small retail stores (corner stores), adult education and job training sites, family resource centers, and other community and recreation centers. The FFY 2019 Region 1 Annual Snapshot show the changes made during the year.

Public Health & SNAP-Ed

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

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

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

- Best Practices in Nutrition Education for Low-Income Audiences
- Community Nutrition Education Logic Model
- Healthy Communities Sustainability Guide
- SRHD State Health Improvement Plan
- SRHD Population Health Guide
- Creating healthy local places SNAP-Ed interactive map
- PSE 101 Webinar: Building Healthier Communities
- Community planning toolkit
- University of Kansas Community Tool Box
- Rural Obesity Prevention Toolkit

US Dept Health & Human Services – Trauma and trauma-informed approaches

- Healthy People 2020: Nutrition, Physical Activity, and Obesity
- Healthy People 2020: Social Determinants
- Physical Activity Guidelines for Americans
- SRHD Social Determinants of Health dashboards
- Healthier Washington Population Health Guide
- Healthy Communities Washington
- SRHD Nutrition and Physical Activity
- ChangeLab Solutions Tools for Change
- Healthiest Next Generation Initiative
SRHD SNAP-Ed Staffing Recommendations

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

PSE Staff Competencies
A staff person who plans and implements PSE strategies is a self-starter who is comfortable working in groups. This person should have strengths in communication, presentation skills or public speaking, facilitation, networking, putting thoughts into action, making connections between ideas and connections with people, marketing themselves and the program, and gaining partner buy-in. Desirable traits may include resiliency, resourcefulness, creativity and out-of-the-box thinking, the ability to adapt and gain trust, and the ability to work with and motivate diverse people including people in positions of power and authority. Any experience in community development or leadership, community networking, public health, and/or program management would be beneficial.

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

References