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**2021-2023 Supplemental Nutrition Assistance Program  
Nutrition Education Plan  
for the State of Rhode Island**

**Rhode Island Department of Human Services  
and the  
University of Rhode Island  
Department of Nutrition and Food Sciences**

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## Executive Summary

### The Overall Objectives

The 2021-2023 State of Rhode Island SNAP-Ed plan aims to prevent or reduce health disparities such as diet-related chronic diseases and obesity in the RI low-income population. The RI SNAP-Ed plan focuses on improving nutrition and physical activity behaviors, addressing food insecurity, and enhancing health-related policies, systems and environments. These priorities are delivered to SNAP-eligibles through a multilevel approach: direct and indirect education to the target audience; policy, systems and environmental (PSE) efforts within each socio-ecological model layer that reinforce healthy behaviors in the target audience; and a social marketing initiative that captures the cultural diversity within the state and expands the reach of RI SNAP-Ed work.

The four projects of this plan provide this multilevel approach to RI SNAP-Ed eligible individuals of all ages in a variety of community settings including preschool students in Head Start programs; elementary-aged students in public schools within core cities; parents with children of all ages; adults and seniors in job training programs, at food pantry and retail locations, and in housing sites and community centers. Using evidence-based curricula, the primary objectives are to improve fruit and vegetable, whole grain, and plant-based protein consumption; decrease sugar-sweetened beverage and energy-dense snack consumption; and improve parental feeding practices and food resource management skills. Results of extensive formative, process, outcome and impact evaluations will guide current and future programming.

### NEW in this Three-Year Plan

RI SNAP-Ed strives to evolve and improve in order to provide the best nutrition education for RI SNAP-Ed eligible individuals. To meet the goal of continual improvement, some additions are included in this new three-year plan.

A major overarching theme of this three-year plan is cultural relevance. Based on results from needs assessments and conversations with community partners and key stakeholders, there is a request for nutrition education that encompasses food-related cultural diversity. To meet this need, SNAP-Ed will anonymously collect country of origin data from participants across our programs to determine what ethnic recipes would be most relevant to participants. Professional development (PD) for staff will provide further education regarding SNAP-Ed participants' diverse eating habits and food customs. Combined, these data and PD opportunities will inform the creation of low-cost, culturally relevant recipes. Aside from new recipes, the various modes of education will integrate more culturally diverse foods into the lessons. Lastly, the plan includes the development of a social marketing campaign around racially and ethnically diverse foods.

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The formation and inclusion of new partnerships within several subpopulations including the older adult population, refugee population, and Narragansett Indian Tribe members strengthens and expands the work RI SNAP-Ed continues to conduct.

Within the older adult population, partnerships with RI Meals on Wheels, RI Office of Healthy Aging, and Age-Friendly RI expand the reach of SNAP-Ed through direct or indirect education as well as what PSE work to accomplish.

The refugee population is another subpopulation with whom RI SNAP-Ed wants to increase relationships to meet the needs of the community. Therefore, there will be expanded work with community partners such as Dorcas International Institute of Rhode Island to better serve the refugee population of RI.

While there is a long-standing relationship between RI SNAP-Ed and the Narragansett Indian Tribe, the only Tribal Nation in the state, ongoing conversations will help develop further collaboration and partnerships.

A new setting RI SNAP-Ed aims to increase collaborations with is the health care clinic setting. Aside from some programs at a community clinic, there has been little clinical-community connection to date. A new clinical-community partnership with Hasbro Children's Hospital Primary Care Clinic has formed. Over the next three years, the plan lays out the creation, implementation and evaluation of a distance-based education program for parents/caregivers of clinic clients.

Lastly, this three-year plan delineates the launch of a social marketing campaign. This campaign prioritizes reaching racial and ethnic minority subpopulations. Thus, the formation, pilot, implementation, and evaluation of the social marketing campaign will involve appropriate stakeholders, community partners, and SNAP-Ed adult and parent participants themselves. A key priority of the campaign is to address nutrition disparities among low-income Rhode Islanders through the application of cultural and racial equity lenses.

### Template 1: Identifying and Understanding the SNAP-Ed Target Audience

#### Needs Assessment Methodology

*Concisely describe and justify your methodology for assessing the population health-related nutrition and physical activity needs of the State target audience. Sources of data may include obesity and poverty rates, racial/ethnic differences, tribal status, fruit and vegetable consumption, Behavioral Risk Factor Surveillance System data. Refer to Section 2 of this Guidance, Describing the Target Audience for other sources. Ensure data is current, i.e., less than five years old.*

#### **Existing information (source, content, time frame):**

The Rhode Island Department of Human Services and the University of Rhode Island SNAP-Ed program have delivered growing and comprehensive nutrition education since 1997 and are well versed in the health-related nutrition and physical activity needs of SNAP-Ed eligible individuals. Members of our diverse target audience come from a growing list of RI SNAP-Ed partners (91) serving SNAP-Ed eligible children, parents, adults and seniors across a wide variety of qualifying locations including, but not limited to: schools, child care centers, recreation centers, food pantries, job readiness program sites, retail locations, public housing and congregate meal sites serving low-income populations.



Food  
Insecurity

**Rhode Islanders experience high rates of poverty and food insecurity. As such, federal food safety net programs like SNAP are critical to addressing these disparities.**

**In 2018, 13% of Rhode Islanders were living in poverty** (under 100% of the Federal Poverty Line or FPL). While similar to the national average, RI has the highest poverty of all the New England states (11% in Maine and Vermont, 10% in Connecticut and Massachusetts, and 7% in New Hampshire) (Kaiser Family Foundation, 2018).

**Furthermore, RI households experience high rates of food insecurity at 11.0% (47,700) compared to 11.7% nationally between 2016-2018.** Moreover, 4.7% of RI households (20,398) reported very low food insecurity, meaning they miss meals and experience hunger (USDA ERS, 2018).

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

- **Among children under the age of 18**, Rhode Island has the highest poverty rate of 18% compared to the other New England States (RI Kids Count, 2020). Between 2016-2018, 18% of children in Rhode Island were living in households that were food insecure at some point during the year (Kids Count Data Center, 2020). In 2018, 54,706 Rhode Island children received SNAP benefits (Kids Count Data Center, 2020).
- **Among parents/caregivers**, RI had a 3% unemployment rate which is the same as the national average, but higher than the other New England states (Kids Count Data Center, 2020). Furthermore, 30% of children in Rhode Island have parents who lack secure income. This is higher than the national average of 27% (Kids Count Data Center, 2020).
- **Among seniors (those 65 years of age or older)**, Rhode Island had a higher poverty rate (11%) than the national poverty rate (9%) (Kaiser Family Foundation, 2018).
- The RI Community Food Bank serves 53,000 people each month. Of those households served at food pantries, 66% include children or seniors (RI Community Food Bank, 2020).

### THE IMPACT

148,000 Rhode Islanders are enrolled in SNAP (RI Community Food Bank, 2020). Every dollar in new SNAP benefits results in \$1.80 in total economic activity. (USDA FNS, 2017).

Weight &  
Chronic  
Diseases

**Given these disparities in poverty and food insecurity, Rhode Islanders are at an increased risk for obesity and diet-related chronic diseases.**

- According to the National Health and Nutrition Examination Survey (NHANES) in **2017–2018, the prevalence of obesity among adults was 42.4%** (CDC National Center for Health Statistics, 2020). **The prevalence of obesity among youth ages 2-19 was 18.5% in 2015-2016** (CDC National Center for Health Statistics, 2017). **Both adult and youth data represent the highest NHANES rates documented.**
- **RI has the 41st highest adult obesity rate in the nation, which is currently 27.7%**, up from 16.9% in 2000 and from 10.1% in 1990. Further, it was one of six states that saw a significant increase in the adult obesity rate from 2016 to 2017 (State of Childhood Obesity, 2018).

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

- A recent study of medical records from 2018 found that **17% of Rhode Island children ages 2-17 are overweight and 20% are obese.** Rhode Island Non-Hispanic Black and Hispanic children have the highest rates of overweight/obesity at 37% and 36%, respectively (RI Kids Count, 2020).
- 15.4% of Women, Infant & Children (WIC) participants aged 2-4 in Rhode Island are obese (State of Childhood Obesity, 2018).

### THE IMPACT

Obesity-related chronic health complications can include diabetes, hypertension, heart disease, arthritis, and obesity-related cancer risk. (State of Childhood Obesity, 2018). In 2017 RI had:

- **82,811 cases of diabetes**, projected to increase to 138,930 cases by 2030.
- **17,094 obesity-related cancer cases**, projected to increase to 43,619 cases by 2030.
- **33.1%** of adults in RI had hypertension and **10.7%** of adults had diabetes.

Healthy  
Behaviors

Rhode Island adult and youth statistics indicate that both SNAP and SNAP-Ed are needed to improve obesity-related chronic disease through improved dietary and physical activity behaviors:

### Adults:

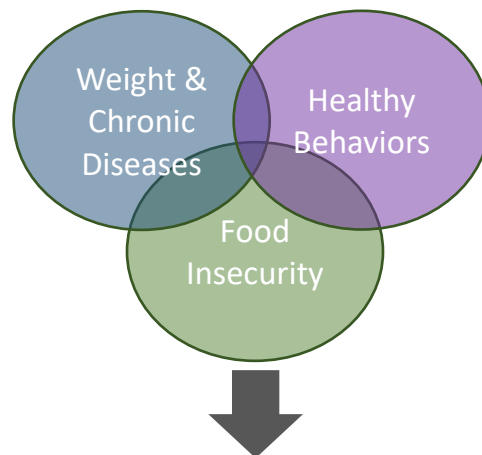
- Only 12.2% of adults meet the daily fruit intake recommendation, and only 9.3% of adults meet the daily vegetable intake recommendation (CDC MMWR, 2017). In 2017, 33.7% of adults in Rhode Island reported consuming fruit less than one time daily and 17.9% reported consuming vegetables less than one time daily (CDC BRFSS, 2017).
- In 2017, over half (50.6%) of Rhode Island adults met the CDC weekly physical activity recommendations, however 25.3% of adults in Rhode Island engaged in no leisure-time physical activity (CDC BRFSS, 2017).

### Adolescents:

- 42.1% of students in grades 9-12 in Rhode Island consumes fruit less than one time daily, 42.4% reported consuming vegetables less than one time daily, and only 16.6% participated in daily physical education, as of 2017 (YRBSS, 2017).

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

- In 2017, 11.4% of students in grades 9-12 in Rhode Island drank regular soda/pop at least one time per day (YRBSS, 2017).



### THE IMPACT

Evidence shows that healthy eating patterns are associated with reduced risk of Cardiovascular Disease, Type II Diabetes, certain types of cancers, and overweight and obesity (Dietary Guidelines, 2015).

**SNAP-Ed plays a critical role in achieving the goals set forth in the Rhode Island State Improvement Plan including reducing the burden of obesity and chronic diseases among Rhode Islanders through a health equity approach:**

- Chronic conditions are the leading cause of death and disability. Individuals enrolled in Medicaid or Medicare had higher rates of diabetes and obesity than those privately insured (Rhode Island State Improvement Plan, 2017). This is important as SNAP-Ed's target population is considered to be disproportionately low-income and, thus, insured through Medicaid or Medicare as opposed to through private insurance.
- The two most expensive chronic conditions in Rhode Island were diabetes and hypertension, diseases related to diet. People with diabetes accounted for \$1.4 billion in healthcare spending annually, while people with hypertension accounted for nearly \$1.3 billion (Rhode Island State Improvement Plan, 2017).
- The RI State Improvement Plan calls for a well-coordinated and integrated health system that encompasses public health, behavioral health, social service and healthcare delivery systems to improve population health. SNAP-Ed plays a critical role in advancing state-level population health through direct nutrition education and PSE level nutrition interventions.

As part of nutrition programming and assessment over the years, SNAP-Ed eligible individuals have been asked a number of baseline, follow-up, or retrospective questions to help inform URI SNAP-Ed nutrition education needs and priorities. All proposed



## Template1: Identifying and Understanding the SNAP-Ed Target Audience

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nutrition education strategies for this population are based on direct field observations, evaluation feedback, behavior change indicators, and local research conducted with children, families and older adults who are primarily low income. As a crucial part of this process, listening sessions were conducted with community partners and other key stakeholders.

This multi-year proposal includes extensive needs assessment data collected in FY2018 through the current fiscal year, FY2020 (see *New Information Collection*, next section) to optimize programming for Fiscal Years 2021-2023 for the SNAP-Ed eligible individuals of Rhode Island. It remains our goal to continuously educate and motivate participants to adopt healthy food and lifestyle choices as well as integrate multiple approaches to address the obesity burden in our state.

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### ***New information collection (source and content):***

To assist us in the development of this three-year plan (FY 2021-2023) RI SNAP-Ed conducted needs assessments of multiple partner audiences to ensure that proposed program activities are current and continue to meet the needs of SNAP-Ed eligible individuals in Rhode Island. Findings are reported below:

### **Needs Assessment #1: Listening Sessions with Community Partners that Work with Older Adults in Rhode Island**

*May and June 2020*

**Overview:** Listening sessions held with URI SNAP-Ed and the Office of Healthy Aging (OHA), Meals on Wheels (MOW) of Rhode Island, and Age-Friendly Rhode Island (AFRI) discussed current programming, requested feedback, and identified topics of interest for future programs and collaboration opportunities. Conversations included COVID-19 and non-COVID-19 scenarios.

#### **OHA Meeting Participants:**

Elise Swearingen, Director of Community Engagement  
Aleatha Dickerson, Network Manager, Community Living

**Summary:** OHA oversees congregate meal sites and the Commodity Supplemental Food Program. SNAP-Ed works with several of the congregate meal sites to provide direct education programming and PSE when possible. Future work will include needs assessments of senior patrons from around the state to assess need for direct programming as well as assess cultural relevance of available meals provided. Future PSE work will aim to work with OHA and caterers to diversify menus to meet patron needs while maintaining nutrition integrity.

#### **MOW Meeting Participants:**

Meghan Grady, Executive Director  
Laurianne Kaplan, Director of Operations

**Summary:** MOW discussed an overview of services they provide in order to see how SNAP-Ed can further complement the work already done by MOW. SNAP-Ed provides indirect nutrition education information for those receiving meals at home, but to expand reach of MOW participants, SNAP-Ed will add direct education programming to the MOW café sites and be guest speakers on a MOW radio program, if the MOW radio contract continues.

#### **AFRI Meeting Participants:**

Catherine Taylor, Executive Director

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Caroline Gangji, Graduate Assistant  
Kyle Penrod, Social Media Manager

**Summary:** AFRI provided an overview of their mission and initiatives in order to see how SNAP-Ed can further complement their work. They are initiating a Virtual Community Center for alternative programming for patrons. SNAP-Ed will complement direct education initiatives, indirect education ideas, and PSE work AFRI is actively conducting.

### Needs Assessment #2: Listening Session with RI Department of Health and WIC Leadership

*May 2020*

**Overview:** A one-hour virtual listening session held with URI SNAP-Ed, the RI Department of Health (RIDOH), and RI Women, Infants and Children (WIC) leadership discussed current programming, requested feedback, and identified topics of interest for future programs.

**Participants:**

Carol Hall-Walker, Associate Director of Health, Division of Community, Health & Equity  
Ann Barone, Chief, WIC Program  
Katie Roy, Nutrition Coordinator, WIC Program  
Erin Bertoldi, Breastfeeding Coordinator, WIC Program  
Denise Tamburro, WIC Program

**Summary:** Overall, RIDOH and WIC provided positive feedback surrounding SNAP-Ed programs. These community partners expressed a desire to continue these programs with a few specific areas to explore and expand upon over the course of the next 3-year plan.

- **Office of Family Visiting:** URI SNAP-Ed delivered two infant feeding trainings (3 hours each) to 71 home visitors over the past two years. While these trainings were well-received, the Office of Family Visiting has experienced major programmatic changes and are short-staffed. Given these challenges, office leadership expressed an interest in continuing the conversation at a later time to discuss how SNAP-Ed can expand on these trainings.
- **WIC:** URI SNAP-Ed has delivered annual trainings to WIC nutritionists on nutrition topics (i.e., choosy/picky eaters, introducing solid foods, etc.). In addition, SNAP-Ed provided content for training sheets to support staff PD concerning nutrition and physical activity during pregnancy. Key suggestions include:

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- Expanding content support for training sheets to other categories of WIC-eligible participants given the wide range of competencies that nutritionists have.
- Developing resources and engaging in advocacy work around breastfeeding, including collaborating for World Breastfeeding Day.
- Conducting a needs assessment of language needs for WIC participants to promote accessibility of information.

### Needs Assessment #3: Focus Groups and Feedback from Professional Development Series with Refugee Community Health Workers

*Spring 2019: Focus Groups with Refugee Community Health Workers*

**Overview:** Six Community Health Workers (CHW) who are employed by Dorcas International Institute of Rhode Island participated in a focus group and individual interviews held by a Brown University undergraduate to explore their perceptions of the SNAP-Ed program as it relates to refugees. The CHWs work with refugees and self-identify as refugees themselves.

#### **Focus Group Themes:**

1. CHWs proposed suggestions for cultural adaptation of SNAP-Ed to reduce the cultural and language barriers they anticipate their refugee clients facing.
2. CHWs made suggestions for cultural tailoring of SNAP-Ed to make the nutrition education more relevant to them and their clients.
3. CHWs believe trust, empathy and relationship building are critically important to bridge nutrition knowledge sharing.
4. Refugees from differing geographical regions and cultural backgrounds experience different barriers to healthy eating in the U.S.

*Spring 2020: Professional Development Series for Refugee Community Health Workers*

**Overview:** Qualitative data from the focus group and in-depth interviews provided further support for the “train the trainer” model utilizing CHWs as the primary vehicle for reaching a wider refugee audience in Rhode Island. As the nutrition education needs varied between refugees from differing geographical regions and cultural backgrounds, a PD series was held for CHWs, interpreters, and other community leaders working with refugees from East Africa, the largest refugee group resettling in Rhode Island in the last ten years.

To inform the development of this PD series, the student from Brown University who conducted the qualitative formative research conducted a survey of East African refugee households in Rhode Island. The first part of the survey included questions about dietary change and barriers and facilitators to navigating the U.S. food

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environment. The second part of the survey gauged interest in receiving nutrition education from CHWs through a SNAP-Ed class. Participants were presented with several potential nutrition topics to learn about and were asked to rank the importance of each concept. The survey underwent cognitive testing with the CHWs to ensure appropriateness of questions and overall comprehensibility of all survey items.

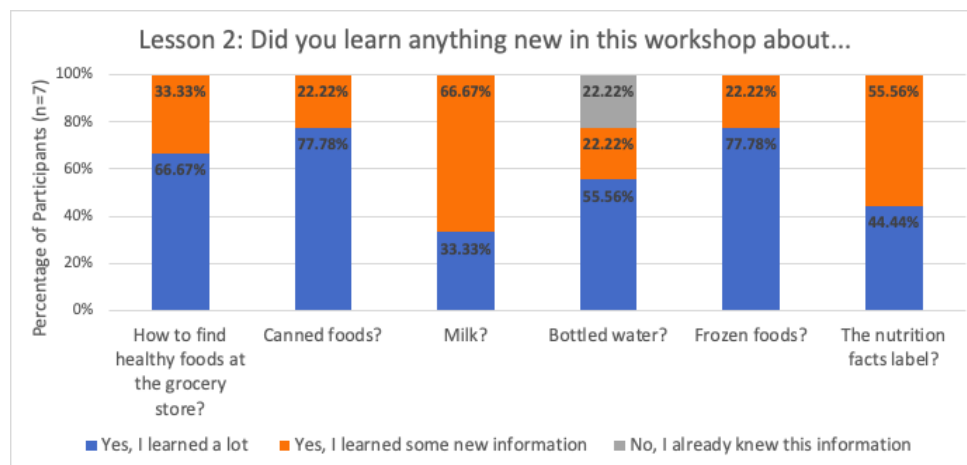
### Survey Results:

95% of participants were ‘very interested’ or ‘interested’ in participating in a nutrition education SNAP-Ed class co-taught by CHWs, underscoring the importance of this educational approach. All potential topics posed were viewed as important to the participants. Topics were ranked by importance as determined by the proportion of participant’s reporting that the topic was ‘Very important’ to them. The table below depicts a breakdown of topics and rankings:

Ranking	Topic
1	How to find healthy foods at the grocery store
1	How to cook healthy foods from your culture
3	How to read a Nutrition Facts label
3	How to cook healthy foods that are inexpensive
5	How to use kitchen appliances
5	How to cook healthy foods for your children
5	How to cook healthy American foods
8	How to make a grocery list
9	How to cook healthy foods that take only 30 minutes or less to cook

Using the feedback from this survey, we designed four professional development lessons to deliver to East African CHWs, interpreters, and community leaders covering the topics identified as important to the East African refugee community in Rhode Island. Following each lesson, a short survey was administered to gauge participants’ learning. The bar charts below depict survey results:

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### Needs Assessment #4: Expanding Collaborations with Tribal Communities: Listening Session with Narragansett Indian Tribe

May 2020

**Overview:** A one-hour virtual listening session held with the Narragansett Indian Tribe (NIT), URI SNAP-Ed, the URI Master Gardeners, and Cooperative Extension (CE) leadership discussed current programming, requested feedback, and aimed to understand how to most effectively expand reach to this audience.

#### Participants:

Dinalyn Spears, Director of Community Planning, NIT  
Monica Stanton, Tribal County Secretary, NIT  
Jackie Stanton, Education/Early Childhood Coordinator, NIT  
Steven Smith, Assistant Director, NIT  
Michael Munroe, 2nd Councilman, NIT  
Kate Venturini, Manager of Master Gardeners, URI CE  
Deborah Sheeley, Associate Dean for URI CE  
Vanessa Venturini, State Program Leader for Master Gardeners, URI CE

#### Summary:

- **Master Gardeners and Community Gardens:** The first half of this listening session emphasized NIT's interest in receiving support from the URI Master Gardeners to develop their community garden, which is currently in its beginning stages. Once the community garden is better established, URI SNAP-Ed will be able to discuss opportunities to provide complementary nutrition education to NIT. Key discussion points are included below:
  - The Master Gardeners made a plan to offer a hoop house training to support NIT growing more vegetables.
  - NIT leadership expressed interest in participating in the Master Gardener training program.
  - Other possible sites for community gardens located at separate properties were discussed, including the Elder's garden (4 raised beds). Further, NIT expressed interest in eventually starting a garden at their daycare.
- **URI SNAP-Ed Programming:**
  - Current Health Center Program: NIT expressed satisfaction with the "Healthy Weight Management" program that has been delivered for the past three years. NIT leadership discussed strategies for expanding recruitment for this program.
  - Current Senior Program: To reinforce direct education provided to the Senior Center, the NIT Food Service Director would like to receive SNAP-Ed's support on recipe and menu development.
  - Opportunities for Parent Education: The NIT Early Childhood Coordinator described the NIT Childcare Center, which currently serves children ages



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6 weeks to 5 years. She indicated that she would like to discuss SNAP-Ed parent programs.

### Needs Assessment #5: Aggregated Needs Assessment Information from Professional Development Groups

*August-September 2018, September-June 2019, September-May 2020*

Staff from PD trainings were asked to write out other topics of interest and other useful teaching tools/materials they would like (n= 250).

Group	Other Topics of Interest	Other Useful Teaching Tools/Materials
<b>Department of Health Diabetes Prevention Program Coaches</b>	<ul style="list-style-type: none"><li>• The variety and abundance of resources available</li><li>• Cultural cooking</li><li>• Low cost food preparation</li><li>• Food resource management</li><li>• Vegetarian options</li><li>• Cultural recipes/food preparation</li><li>• Low-carb/low-fat recipes and information</li><li>• Creating grocery lists</li><li>• Utilizing pantry foods to make healthy meals</li></ul>	<ul style="list-style-type: none"><li>• Food label information</li><li>• Provide more visuals for participants</li><li>• Grocery store tours</li><li>• More hands-on activities, i.e., around solid fats and added sugars (demos)</li><li>• Emphasis on recipes and website</li><li>• Handouts on meal planning</li><li>• Visual materials for teens</li></ul>
<b>Community Health Workers PD</b>	<ul style="list-style-type: none"><li>• Different meal planning strategies</li></ul>	<ul style="list-style-type: none"><li>• Increased emphasis on healthier recipes</li><li>• Videos and demonstrations around added sugars and salt</li></ul>
<b>Department of Health Home Visitors</b>	<ul style="list-style-type: none"><li>• Cultural beliefs</li><li>• How to deal with overfeeding</li><li>• Nutrition for school-aged youth</li><li>• More tips for picky eaters</li><li>• Dental health and nutrition</li><li>• Plant-based diets</li><li>• Toddler-age nutrition/picky eaters</li><li>• Information on serving sizes</li><li>• Food resource management tips</li><li>• Breastfeeding information</li><li>• Baby-led weening</li></ul>	



## Template1: Identifying and Understanding the SNAP-Ed Target Audience

<b>Statewide WIC Nutritionists</b>	<ul style="list-style-type: none"> <li>● Picky eaters</li> <li>● Toddler &amp; Preschool nutrition</li> <li>● Formula transitioning</li> <li>● Nutrition recommendations during pregnancy</li> <li>● Nutrition and premature infants;</li> <li>● Affordable easy to prepare nutritionally-dense foods</li> <li>● Shopping for healthy foods on a budget</li> <li>● Prolonged bottle use and tooth decay</li> <li>● Promoting physical activity post-partum</li> </ul>	<ul style="list-style-type: none"> <li>● More large group discussions instead of small</li> <li>● More time for training</li> <li>● More time for discussion</li> </ul>
<b>East Bay Food Pantry volunteer workers</b>	<ul style="list-style-type: none"> <li>● Healthy additions to make pantry items healthier</li> <li>● What those on different diet restrictions eat</li> <li>● How to balance safety concerns and health of fish (mercury presence)</li> <li>● Reading the Nutrition Facts label</li> </ul>	<ul style="list-style-type: none"> <li>● Handouts and recipes</li> <li>● More in-person recipe demonstrations</li> </ul>
<b>Providence Public School District Elementary &amp; Secondary PE/Health teachers</b>	<ul style="list-style-type: none"> <li>● How to create snacks on the go</li> <li>● Pre/post meals for athletes</li> <li>● Increasing family connection with food</li> <li>● Cooking 101 for parents- how to alter cultural foods that are unhealthy</li> <li>● Inexpensive meals/ budgeting/ shopping</li> <li>● Eating for performance</li> <li>● Reading Nutrition Facts label</li> <li>● Junk food</li> <li>● Plant-based diet</li> <li>● Creative/fun ways to prepare/cook “superfoods”</li> <li>● How to incorporate school lunches into MyPlate in a</li> </ul>	<ul style="list-style-type: none"> <li>● Nutrition-related “ice-breakers” or “Cooperatives”</li> <li>● Games with “tag” for middle school</li> <li>● Basketball-integrated games</li> <li>● Team/partner challenges</li> <li>● Visual for fat and sugar</li> <li>● Digital interaction (use of Smart Board)</li> </ul>

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

	<ul style="list-style-type: none"> <li>teachable way</li> <li>• Mindful eating</li> <li>• Breakdown of meals/snacks</li> </ul>	
<b>South Side Elementary classroom teachers</b>	<ul style="list-style-type: none"> <li>• Portion control</li> <li>• How to teach about healthy/unhealthy fats</li> <li>• Superfoods for energy</li> <li>• Healthy fast food options from chain restaurants</li> <li>• Healthy snacks for kids</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to help plan lessons based on healthy foods</li> <li>• More visual &amp; hands on activities for kid</li> <li>• More nutrition-friendly websites and online games</li> </ul>
<b>Providence Closed Site Summer Meals Staff Summer Food, Summer Moves training</b>	<ul style="list-style-type: none"> <li>• Alternative diets due to preference or allergy</li> <li>• Ways to make unhealthy food more healthy</li> <li>• Healthy snacks on the go</li> <li>• How much food/from each food group to eat each day</li> <li>• Healthy low-cost quick and easy meals</li> <li>• Hidden sugars</li> <li>• How as a community to improve how our adults teach their children to eat well on a balanced meal</li> </ul>	<ul style="list-style-type: none"> <li>• Kid-friendly recipes that can be done at camp or at home</li> <li>• Activity book</li> <li>• Food picture cards, lessons and activities</li> </ul>
<b>Team Nutrition Grow It, Try It, Like It curriculum for Child Care Providers</b>	<ul style="list-style-type: none"> <li>• Cooking healthy vegetables</li> <li>• Difference between protein, carbohydrates and fat</li> <li>• How to educate parents on healthy, affordable food for children</li> </ul>	<ul style="list-style-type: none"> <li>• More hands-on activities</li> </ul>
<b>Children's Friend Early Childhood Educator Training: Successfully Feeding Young Children</b>	<ul style="list-style-type: none"> <li>• Nutrition needs of a broader range of children (i.e., children and teens)</li> </ul>	

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

<b>Early Childhood Educator <i>Healthy Habits for Life</i> Training at John Hope Settlement and Progreso Latino</b>	<ul style="list-style-type: none"> <li>• Culturally-appropriate nutrition education and recipes</li> <li>• Strategies for increasing physical activity aside from outdoor play</li> <li>• Teaching children where their food comes from</li> <li>• Strategies for educating parents</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging materials to teach children about nutrition</li> </ul>
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### Needs Assessment Findings

#### **Demographic Characteristics of SNAP-Ed Target Audience:**

*If information is available, discuss geographic location, race/ethnicity, tribal status, age, gender, family composition, education, and primary language. Reference the source(s) of any data described.*

Target Audience	Source
<p>Total RI Population: 1,056,639</p> <ul style="list-style-type: none"> <li>• 81% White</li> <li>• 12% Hispanic or Latino</li> <li>• 5% Black or African American</li> <li>• 6% Other Race</li> <li>• 3% Two or More Races</li> <li>• 2% Asian</li> <li>• &lt;1% American Indian</li> <li>• &lt;1% Native Hawaii/PI</li> <li>• 3 or more races &lt;1%</li> </ul> <p>RI Population by Gender:</p> <ul style="list-style-type: none"> <li>• 48% Male</li> <li>• 52% Female</li> </ul>	<p>SuburbanStats.org – RI Population/Age/Gender/Race</p>
<p>RI Households Receiving SNAP: 88,195 in March 2020</p> <p>Total SNAP enrollment: 145,411 participants</p> <p>Avg. monthly benefit per person \$132</p> <p>Congressional District 1:</p> <p>% SNAP households w/ one or more &gt;60 years: 38.4%</p> <p>% SNAP Households w/ children under 18: 36.6%</p> <p>% SNAP Households below poverty level: 49.4%</p>	<p>RI Community Food Bank, 2020 (<a href="https://rifoodbank.org/what-we-do/hunger-facts-resources/">https://rifoodbank.org/what-we-do/hunger-facts-resources/</a>) ;</p> <p>May 2020 SNAP Advisory Committee Data</p> <p>USDA FNS Profile of SNAP Households RI, 2019 (<a href="https://www.fns.usda.gov/ops/snap-community-characteristics-rhode-island">https://www.fns.usda.gov/ops/snap-community-characteristics-rhode-island</a>)</p>

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

Target Audience	Source
<p>Congressional District 2:</p> <p>% SNAP households w/one or more &gt;60 years: 44.4%</p> <p>% SNAP Households w/children under 18: 34.9%</p> <p>% SNAP Households below poverty level: 41.6%</p>	
<ul style="list-style-type: none"> <li>• Median income 2017 for households receiving SNAP Congressional District 1: \$18,983</li> <li>• Median income 2017 for households receiving SNAP Congressional District 2: \$18,488</li> </ul>	<p>USDA FNS Profile of SNAP Households RI, 2019</p> <p>(<a href="https://www.fns.usda.gov/ops/snap-community-characteristics-rhode-island">https://www.fns.usda.gov/ops/snap-community-characteristics-rhode-island</a>)</p>
<ul style="list-style-type: none"> <li>• 12.9% or 131,393 Rhode Islanders living in households below 130% federal poverty level;</li> <li>• 16.6% or 34,000 children under the age of 18 live in poverty</li> <li>• Percent food insecure households: 11% (47,700)</li> <li>• Percent very low food secure households: 4.7% (20,398)</li> </ul>	<p>USDA ERS, 2019</p> <p>(<a href="https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics/#foodsecure">https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics/#foodsecure</a>)</p> <p>RI Community Food Bank, 2020</p> <p>(<a href="https://2cyq1u24pr903unzk92wub21-wpengine.netdna-ssl.com/wp-content/uploads/2019/12/Facts-Figures-2020-FINAL-digital-2_Page_1.jpg">https://2cyq1u24pr903unzk92wub21-wpengine.netdna-ssl.com/wp-content/uploads/2019/12/Facts-Figures-2020-FINAL-digital-2_Page_1.jpg</a>)</p>
<p>Targeted Youth Audience in Core Cities, % Eligible for Subsidized Lunch:</p> <ul style="list-style-type: none"> <li>• Central Falls School District: 94.4%</li> <li>• Providence School District 90.8%</li> <li>• Pawtucket School District 76.2%</li> <li>• Woonsocket School District 74.7%</li> <li>• Newport School District 67.8%</li> </ul>	<p>Rhode Island Department of Education Child Nutrition Programs Data, 2019</p>
<p>Language:</p> <ul style="list-style-type: none"> <li>• 1 in 5 RI residents speak a language at home other than English</li> <li>• Of all Rhode Islanders: <ul style="list-style-type: none"> <li>• 10.6% speak Spanish at home</li> <li>• 7.6% speak other Indo-European languages</li> <li>• 2.1% speak Asian or Pacific Island languages</li> <li>• 0.8% speak other languages, which includes African languages and Arabic.</li> </ul> </li> </ul>	<p>RI State Data Center, 2013</p> <p>(<a href="http://www.planning.ri.gov/planning-areas/demographics/data/census-data-bulletins.php">http://www.planning.ri.gov/planning-areas/demographics/data/census-data-bulletins.php</a>)</p>

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

### **State-Specific Diet-Related Health Statistics on Target Population:**

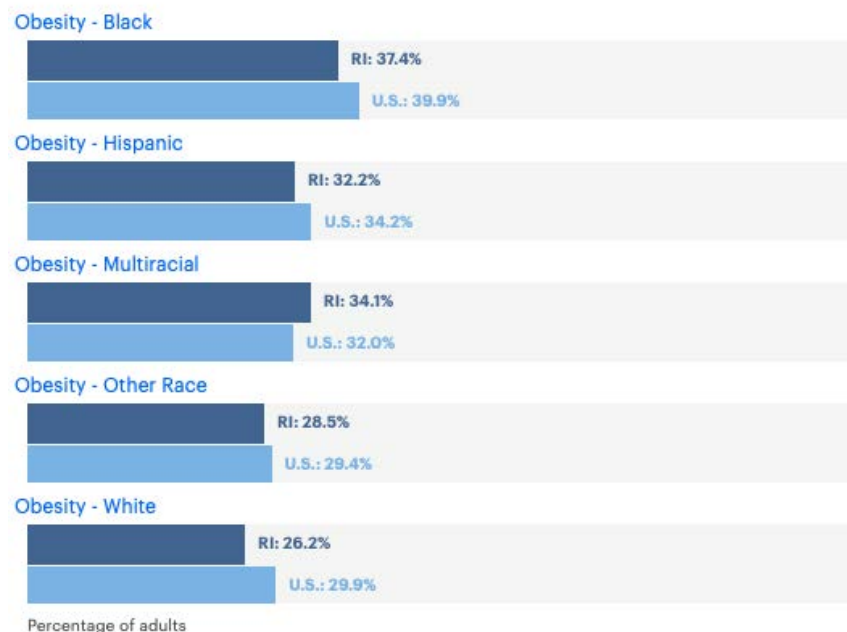
*Provide State-specific data on child and adult obesity and diet-related diseases such as Type 2 diabetes and hypertension, for target population if available.*

As previously mentioned, **RI has the 41st highest adult obesity rate in the nation, which is currently 27.7%**, up from 16.9% in 2000 and from 10.1% in 1990. Further, it was one of six states that saw a significant increase in the adult obesity rate from 2016 to 2017 (State of Childhood Obesity, 2020).

A recent study of medical records from 2018 found that **13% of Rhode Island children ages 2-17 are overweight and 17% are obese**. Rhode Island Non-Hispanic Black and Hispanic children have the highest rates of overweight/obesity at 37% and 36%, respectively (RI Kids Count, 2020).

Obesity-related chronic health complications include diabetes, hypertension, heart disease, arthritis, and obesity-related cancer. Rhode Island data for diet-related diseases (using 2018 CDC Behavioral Risk Factor Surveillance System data) and Robert Wood Johnson Foundation are presented below (United Health Foundation, 2018):

### **Adult Obesity Data by Race/Ethnicity for Rhode Island Compared to the United States**



## Template1: Identifying and Understanding the SNAP-Ed Target Audience

### 2018 Adult Obesity Data by Gender for Rhode Island Compared to the United States



### 2018 Adult Obesity Data by Age for Rhode Island Compared to the United States



Further data on chronic disease rates for adults and obesity rates for youth are below (The State of Childhood Obesity, 2018):

### 2017-2018 Rates and Projected Cases of Diabetes and Hypertension Among Rhode Island Adults

#### Diabetes:

CURRENT ADULT DIABETES RATE (2018)

**10.7%**

RANK AMONG STATES (2018)

**27/51**

DIABETES CASES IN 2010

**82,811**

PROJECTED CASES OF DIABETES IN 2030 AT CURRENT PACE

**138,930**

#### Hypertension:

CURRENT ADULT HYPERTENSION RATE (2017)

**33.1%**

RANK AMONG STATES (2017)

**17/51**

HYPERTENSION CASES IN 2010

**207,285**

PROJECTED CASES OF HYPERTENSION IN 2030 AT CURRENT PACE

**281,265**

### Obesity Trends (2000-2018) and Rates of Obesity Among 2- to 4- Year-Old WIC Participants (2016) and 10- to 17- Year Olds (2017-2018)

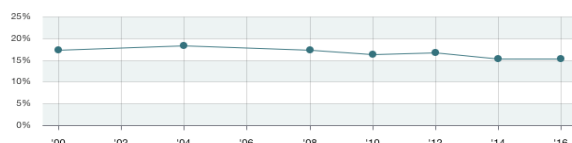
#### 2- To 4-Year-Old WIC Participants

CURRENT OBESITY RATE (2016)

**15.4%**

RANK AMONG STATES (2016)

**11/51**



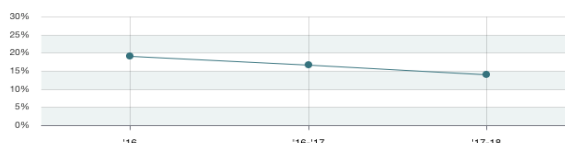
#### 10- To 17-Year-Olds

CURRENT OBESITY RATE (2017-2018)

**14.0%**

RANK AMONG STATES (2017-2018)

**30/51**



The following state-specific data comes from the 2017 Rhode Island State Nutrition, Physical Activity, and Obesity Profile, CDC National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition, Physical Activity, and Obesity:

#### Adult Statistics (2017):

##### Dietary Behaviors

- 33.7% of adults reported consuming fruit <1x daily
- 17.9% adults reported consuming vegetables <1x daily

##### Physical Activity

- 50.6% of RI adults achieved the equivalent of at least 150 minutes of moderate intensity physical activity per week

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

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### Adolescent Statistics (2017):

#### Dietary Behaviors

- 42.1% of adolescents reported consuming fruit <1x daily
- 42.4% of adolescents reported consuming vegetables <1x daily

#### Physical Activity

- 23.2% of adolescents were physically active at least 60 minutes per day on all 7 days of the past week

### Breastfeeding Statistics (2016):

#### Breastfeeding

- 78.8% of RI infants have been breastfed
- 49.8% of infants were breastfed for at least 6 months

State of Childhood Obesity, The State of Obesity in Rhode Island, 2020. <https://www.stateofobesity.org/states/ri/>

Rhode Island Kids Count, 2020 Rhode Island Kids Count Fact Book, 2020.  
<http://www.rikidscount.org/Portals/0/Uploads/Documents/Factbook%202020/RIKCFactbook2020.pdf?ver=2020-04-03-124327-163>

United Health Foundation- America's Health Ranking, Annual Report Obesity Rhode Island, 2018.  
<https://www.americashealthrankings.org/explore/annual/measure/Obesity/state/RI>

State of Childhood Obesity, The State of Obesity in Rhode Island, 2018. <https://www.stateofobesity.org/states/ri/>

Centers for Disease Control and Prevention- Nutrition, Physical Activity, and Obesity: Data, Trends and Maps, 2017.  
[https://nccd.cdc.gov/dnpao\\_dtm/rdPage.aspx?rdReport=DNPAO\\_DTM.ExploreByLocation&rdRequestForwarding=Form](https://nccd.cdc.gov/dnpao_dtm/rdPage.aspx?rdReport=DNPAO_DTM.ExploreByLocation&rdRequestForwarding=Form)



### **Other Nutrition-Related Programs Serving Low-Income Persons:**

*Discuss the availability of other nutrition-related programs, services, and social marketing campaigns (i.e., EFNEP, Child Nutrition services, etc.).*

- **Community Action Programs (CAP):** Community efforts to help individuals and families weather difficult times and provide support towards economic self-sufficiency and family wellness. Many of the CAP agencies provide educational programs including nutrition education and food pantries for their clients.
- **Environmental Justice League of Rhode Island:** Non-profit organization working within an alliance of individuals to promote environmental justice and safe and healthy environments in Rhode Island through advocacy, education, networking, organizing, and research.
- **Expanded Food and Nutrition Education Program (EFNEP):** Assists limited-resource audiences in acquiring knowledge, skills, attitudes, and changed behavior necessary to achieve nutritionally sound diets. In Fiscal Year 2019, 271 adults and 1699 youth were enrolled in EFNEP programming.
- **Farm Fresh Rhode Island (FFRI):** Non-profit spearheading continued growth of the local food system. They manage and promote farmers' markets (including several in low-income neighborhoods), coordinate with the Rhode Island Food Bank and SNAP-Ed for the Famers to Families food boxes through the Coronavirus Food Assistance Program, host a farm-to-restaurant ordering and delivery system, and link all local food vendors in the state. FFRI incentivizes fresh, local produce through their Bonus Bucks program (funded through grants received by FFRI), and supports numerous nutrition education programs including Healthy Foods, Healthy Families, Healthy Servings for Seniors, Fruit & Vegetable Prescriptions, Farm to School, Farm to Senior, and Harvest of the Month.
- **Head Start/Early Head Start:** Comprehensive child development program that serves children birth to age 5, and pregnant women and their families. In 2019, total funded enrollment for Head Start was 3,448 (2,314 Head Start and 1,134 Early Head Start).
- **Health Equity Zones (HEZ):** HEZ represent geographic areas designed to achieve health equity by eliminating health disparities using place-based strategies to promote healthy communities.
- **Inter-Agency Food & Nutrition Policy Advisory Council (IFNPAC) and Hunger Elimination Task Force:** IFNPAC was created to find ways to overcome regulatory and policy barriers to developing a strong, sustainable food economy and

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

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healthy nutrition practices. It engages in five focus areas including ensuring food security for all Rhode Islanders, which is the focus of the Hunger Elimination Task Force.

- **Public School Departments: Providence /Central Falls/ Pawtucket/ Woonsocket/Newport:** Free and reduced meal rates are very high in these cities: 94.4% in Central Falls, 90.8% in Providence, 76.2% in Pawtucket, 74.7% in Woonsocket, and 67.8% in Newport in 2019. RI mandates that students in grades K-12 receive an average of 100 minutes per week (at least 20 minutes/day) of health (including nutrition) and physical education. SNAP-Ed participates in core city school wellness committees to help improve the school food and nutrition environment.
- **Rhode Island Community Food Bank (RICFB):** The Rhode Island Community Food Bank is funded through state funds, grants and donations. This agency coordinates the distribution of food and nutrition information through 134 member agencies across Rhode Island. In 2019, 53,000 individuals, family members and seniors received food each month through RICFB member agencies. In addition, the RICFB provides meals to children several nights per week through numerous Kids Café sites supported through Boys & Girls Clubs and community centers in Rhode Island.
- **Rhode Island Community School Initiative/Child Opportunity Zones (COZ):** RI COZ's provide integrated education, health, and social services to students attending public schools in ten communities across Rhode Island, including the core cities, to link schools with comprehensive support services for at-risk children and families.
- **Rhode Island Department of Education - Child Nutrition Programs:** Provide education, leadership, technical assistance (TA), training, resources, oversight and guidance on policies and regulations to ensure the nutritional well-being of all Rhode Islanders. Programs include School Lunch, School Breakfast, After-school Meals Program, Summer Food Service Program, Child and Adult Care Food Program (CACFP) and Fresh Fruit and Vegetables Program. RIDE is completing a 3-year USDA Team Nutrition grant to provide nutrition education to CACFP childcare centers and home daycare providers; they have also contracted with a CACFP training coordinator to provide TA and meal pattern training to CACFP providers.
- **Rhode Island Department of Environmental Management (DEM):** RI DEM supports growth of food and farming businesses in RI by working with multiple partners to support the viability of local agriculture and development of a sustainable, equitable food system in Rhode Island. The successful Farmers' Market Nutrition

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

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Program provides \$15 coupons to income-eligible clients in RI, which can be exchanged for fresh produce at farmers' markets and roadside stands.

- **Rhode Island Department of Health:** Several programs housed at the Department of Health address nutrition including Home Visitors, Women, Infant and Children (WIC), the Oral Health initiative and the Health Equity Institute. They build collaborative partnerships, train partners, foster communication between organizations addressing nutrition and physical activity, track/share data and implement PSE changes to address overweight and obesity in Rhode Island.
- **Rhode Island Department of Human Services – Child Care Assistance Program:** Eligible children and their families receive developmentally appropriate early education programs and services through qualified child-care providers. Support services include child health, nutrition and safety programs.
- **Rhode Island Food Policy Council:** The mission of the RI Food Policy Council is to promote a more equitable, economically vibrant, and environmentally sustainable food system in RI. They create partnerships, develop policies, and advocate for improvements to the local food system to increase and expand its capacity, viability and sustainability.
- **Rhode Island Healthy Schools Coalition (RIHSC):** The RIHSC is a community of partner organizations supporting school wellness efforts through outreach and TA – including resources and tools, workshops and programs, funding opportunities and best practices – to school stakeholders statewide.
- **Rhode Island Kids Count:** Their mission is to improve the health, safety, education, economic well-being, and development of Rhode Island's children by providing credible data to influence public policies.
- **Rhode Island Meals on Wheels (MOW):** Partially state-funded agency coordinating home delivery of 1300 meals daily through Rhode Island, also manages 9 café meal sites for low-income seniors living in Providence. RI SNAP-Ed provides nutrition information and educational materials in partnership with RI MOW to help meet the nutrition education needs of high-risk clients both homebound and attending the Providence congregate meal sites.
- **Rhode Island Office of Healthy Aging:** The RI Office of Healthy Aging coordinates nutrition programs through 75 congregate meal sites. SNAP-Ed improves the distribution of nutrition information to eligible low-income seniors through nutrition

## Template1: Identifying and Understanding the SNAP-Ed Target Audience

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education at 9 meal sites per month as well as face-to-face nutrition workshops in several agencies serving low-income senior populations.

- **Rhode Island Public Health Institute:** Programs created to address major barriers to eating more fruits and vegetables as identified through a needs assessment in RI. Barriers include high cost of fresh fruits and vegetables, inadequate time for shopping, and limited access/poor quality fruits and vegetables in low-income neighborhoods. Key programs are Food on the Move and plans for SNAP Incentive work.
- **Southside Community Land Trust (SCLT):** Southside Community Land Trust serves people in economically challenged, urban neighborhoods where fresh produce is scarce and residents are at increased risk for diet-related, chronic diseases. SCLT educates about diet and nutrition, agriculture, farming and the environment, and owns or manages 21 community gardens in RI core communities. SCLT also manages land used by farmers to supply fresh fruits and vegetables to farmers' markets, food businesses, restaurants, and CSA's.
- **Women, Infant and Children (WIC):** Provides nutritious foods, nutrition counseling and referrals to health and other social services to eligible low-income pregnant women, postpartum and breastfeeding women and infants up to age 5 who are at nutritional risk. WIC operates in 24 locations throughout Rhode Island.

### ***Areas of the State Where SNAP Target Audience Is Underserved or Has Not Had Access to SNAP-Ed Previously:***

Underserved areas of the state include those outlying areas in Washington County where the SNAP population is less concentrated. In Newport County, many SNAP-Ed eligible individuals are underserved due to high travel expenses associated with programming; however, in recent years an effort for increased community partnerships and programs, especially with underserved youth audiences, has been made. Efforts continue to be made to expand direct and indirect education and PSE efforts.

### ***Implications of Your Needs Assessment and How These Findings Were Applied to This Current Year's SNAP-Ed Plan:***

According to the Needs Assessment, Rhode Island SNAP-Ed has focused on the express needs of our target audience for the past several years and will continue to emphasize food resource management and selection of healthy foods. Our partners' responses support the need for more PD with our partners and informational materials to further motivate clients towards behavior change.

Some examples of how needs assessment responses will be reflected in programming include:

- Increased efforts for food-related cultural diversity both with community partners and within URI SNAP-Ed. SNAP-Ed will expand the recipe collection to include more culturally diverse foods and cooking methods and also initiate a social marketing campaign.
- Expanded efforts with community partners who serve older adults to increase coordination efforts for direct education, indirect education and PSE initiatives.
- Increased efforts to offer PD trainings to extend the reach of those receiving nutrition education information/materials and to create a sustainable environment for nutrition education.
- Continued creation of PD trainings tailored to the needs of community partners. Tailoring may include time allotment, content, inclusion of digital resources as PD materials, and role-playing activities.
- Expanded work with the refugee population including increased PD training for Community Health Workers (CHW) who work with the refugee community and the exploration of co-presenting programs with CHW to refugee communities.
- Expanded work with the Narragansett Indian Tribe, the State's only Tribal Nation.
- Expanding nutrition education modes to encompass virtual learning strategies including some nutrition education programming activities and more video-based demonstrations of low cost, healthy recipes.
- Continued creation of educational materials to cover topics of interest including healthy recipes and food resource management.
- Continued piggy-backing nutrition sessions with other events in same location.
- Ensuring program content reflects topics of interest stated in needs assessment surveys like menu planning, disease risk reduction, feeding families & budgeting.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

#### State Agency Goals and Objectives:

*Identify your State's 3-5 population health goals and related objectives based on the needs assessment and current availability of other services. Use the SMART format.*

#### State-Level Goals (Add lines as needed):

The goals of the Rhode Island SNAP-Ed program within the next 3 years are to provide SNAP-Ed eligible individuals with:

- Appropriate, useful, meaningful and culturally appropriate food and nutrition-related strategies which promote positive behavior changes
- Information and food resource management strategies to improve dietary quality and to reach or maintain healthy weight by transitioning to a more plant-based diet consisting mostly of whole foods such as fruit, vegetables, whole grains, beans and legumes
- Evidence-based curricula focusing on healthful eating across generations with validated evaluation tools for nutrition programming
- Consistent nutrition messaging presented by URI SNAP-Ed and partner agency/collaborators through the use of social media and a social marketing campaign
- Programming that reflects increased integration of
- PSE change interventions

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### *State-Level Objectives (Add lines as needed):*

This proposal is a three-year plan (FY 2021-2023); a timeline delineating objectives and components for the three-year period is as follows:

Objective #	FY 2021	FY 2022	FY 2023
OBJECTIVES			
1	60% of <b>adults</b> participating in a SNAP-Ed series will show improvements in one or more nutrition, physical activity and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption, increasing whole grains, increasing plant-based protein sources such as beans, nuts and seeds)	62% of <b>adults</b> participating in a SNAP-Ed series will show improvements in one or more nutrition, physical activity, and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption, increasing whole grains, increasing plant-based protein sources such as beans, nuts and seeds)	64% of <b>adults</b> participating in a SNAP-Ed series will show improvements in one or more nutrition, physical activity, and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption, increasing whole grains, increasing plant-based protein sources such as beans, nuts and seeds)
2	40% of <b>adults</b> participating in a one-time SNAP-Ed program will indicate positive intended behavior change in one or more nutrition and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption)	42% of <b>adults</b> participating in a one-time SNAP-Ed program will indicate positive intended behavior change in one or more nutrition and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption)	44% of <b>adults</b> participating in a one-time SNAP-Ed program will indicate positive intended behavior change in one or more nutrition and/or food resource management practices (nutrition practices include: increasing fruit/vegetable consumption)



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

3	60% of <b>school-aged children</b> will show improvements in behavior and/or increases in attitudes of one or more nutrition practices and/or physical activity (nutrition practices include: increasing fruit/vegetable consumption, decreasing sugar-sweetened beverages and energy-dense snacks)	62% of <b>school-aged children</b> will show improvements in behavior and/or increases in attitudes of one or more nutrition practices and/or physical activity (nutrition practices include: increasing fruit/vegetable consumption, decreasing sugar-sweetened beverages and energy-dense snacks)	64% of <b>school-aged children</b> will show improvements in behavior and/or increases in attitudes of one or more nutrition practices and/or physical activity (nutrition practices include: increasing fruit/vegetable consumption, decreasing sugar-sweetened beverages and energy-dense snacks)
4	55% of <b>parents/caregiver</b> participants will show improvement in one or more nutrition/physical activity-related parental practices (parental practices include: division of responsibility, role modeling, shaping the home environment)	57% of <b>parents/caregiver</b> participants will show improvement in one or more nutrition/physical activity-related parental practices (parental practices include: division of responsibility, role modeling, shaping the home environment)	59% of <b>parents/caregiver</b> participants will show improvement in one or more nutrition/physical activity-related parental practices (parental practices include: division of responsibility, role modeling, shaping the home environment)
	<b>EVIDENCE-BASED PROGRAMMING</b>		
5	Pilot of URI distance-based curriculum, <i>Team Up for Change</i>	Implement and evaluate URI distance-based curriculum, <i>Team Up for Change</i>	Continue to expand and evaluate URI distance-based curriculum, <i>Team Up for Change</i>
6	Use and continued evaluation of evidence-based curriculums: <i>USDA Smarter Lunchrooms, Cornell</i>	Use and continued evaluation of evidence-based curriculums: <i>USDA Smarter Lunchrooms, Cornell</i>	Use and continued evaluation of evidence-based curriculums: <i>USDA Smarter Lunchrooms, Cornell</i>



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

	<i>University Healthy Children, Healthy Families: Parents Making a Difference!, USDA MyPlate for My Family, Healthy Way to Grow Wellness Policy Workbook for Early Care and Education, Share our Strength's Cooking Matters at the Store, U. of Wyoming Cent\$ible Nutrition, NC State Families Eating Smart and Moving More, USDA Eat Smart, Live Strong, USDA Summer Food, Summer Moves, CATCH Go for Health, Cooking with Kids for a Healthy Future, USDA Grow It, Try It, Like It, Sesame Street Healthy Habits for Life</i>	<i>University Healthy Children, Healthy Families: Parents Making a Difference!, USDA MyPlate for My Family, Healthy Way to Grow Wellness Policy Workbook for Early Care and Education, Share our Strength's Cooking Matters at the Store, U. of Wyoming Cent\$ible Nutrition, NC State Families Eating Smart and Moving More, USDA Eat Smart, Live Strong, USDA Summer Food, Summer Moves, CATCH Go for Health, Cooking with Kids for a Healthy Future, USDA Grow It, Try It, Like It, Sesame Street Healthy Habits for Life</i>	<i>University Healthy Children, Healthy Families: Parents Making a Difference!, USDA MyPlate for My Family, Healthy Way to Grow Wellness Policy Workbook for Early Care and Education, Share our Strength's Cooking Matters at the Store, U. of Wyoming Cent\$ible Nutrition, NC State Families Eating Smart and Moving More, USDA Eat Smart, Live Strong, USDA Summer Food, Summer Moves, CATCH Go for Health, Cooking with Kids for a Healthy Future, USDA Grow It, Try It, Like It, Sesame Street Healthy Habits for Life</i>
<b>7</b>	Formative evaluation with parents/ caregivers, physicians and key stakeholders for Hasbro clinical-community partnership programming	Pilot 8-week distance-based food assistance and education program with parents/caregivers of young children	Continue to expand and evaluate 8-week distance-based food assistance and education program with parent/caregivers of young children

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

8	Evaluate through non-randomized controlled design <i>URI Parenting Practices Videos</i> series (content based on evidence-based <i>Healthy Children, Healthy Families: Parents Making a Difference!</i> )	Continued use and evaluation through non-randomized controlled design <i>URI Parenting Practices Videos</i> series (content based on evidence-based <i>Healthy Children, Healthy Families: Parents Making a Difference!</i> )	Continued use and evaluation through non-randomized controlled design <i>URI Parenting Practices Videos</i> series (content based on evidence-based <i>Healthy Children, Healthy Families: Parents Making a Difference!</i> )
9	Continued use and evaluation of URI practice-based curriculums: <i>Fresh Fruit and Vegetable Nutrition Curriculum, Childcare Wellness Policy Training, WIC Training, Refugee Population CHW Training</i>	Continued use and evaluation of URI practice-based curriculums: <i>Fresh Fruit and Vegetable Nutrition Curriculum, Create Healthy Habits: developing a wellness plan, WIC Training, Refugee Population CHW Training</i>	Continued use and evaluation of URI practice-based curriculums: <i>Fresh Fruit and Vegetable Nutrition Curriculum, Create Healthy Habits: developing a wellness plan, WIC Training, Refugee Population CHW Training</i>
	<b>DIRECT NUTRITION EDUCATION</b>		
10	Evidence-based programming based on 2020 needs assessments (see Template 1)  See section “Description of projects/interventions” below for specifics	Programming will be adjusted based on previous year’s process and outcome evaluations  Evidence-based programs will be used for individual or group-based nutrition education for obesity prevention and health promotion	Programming will be adjusted based on previous year’s process and outcome evaluations  Evidence-based programs will be used for individual or group-based nutrition education for obesity prevention and health promotion

**Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration**

	<b>POLICY, SYSTEMS AND ENVIRONMENT</b>		
<b>11</b>	Research and pilot the <i>Nutrition Environment Food Pantry Assessment Tool (NEFPAT)</i> with one food pantry	Implement and evaluate the <i>Nutrition Environment Food Pantry Assessment Tool (NEFPAT)</i> with one food pantry	Continue to implement and evaluate the <i>Nutrition Environment Food Pantry Assessment Tool (NEFPAT)</i> with an additional food pantry
<b>12</b>	Continue to implement and assess a PSE intervention to positively change retail/corner stores in which SNAP-Ed eligible individuals shop  Research and pilot at an additional corner store	Continue to implement and assess a PSE intervention to positively change retail/corner stores in which SNAP-Ed eligible individuals shop  Develop practice-based toolkit based on information from previous pilot years. Implement and evaluate at an additional corner store	Continue to implement and assess a PSE intervention to positively change retail/corner stores in which SNAP-Ed eligible individuals shop  Implement and evaluate toolkit at an additional corner store
<b>13</b>	Provide TA to continue to promote positive concession stand change at one youth sports/recreation site	Provide TA to expand the PSE intervention to another concession stand in a low-income area of the state	Provide TA to expand the PSE intervention to another concession stand in a low-income area of the state
	<b>SOCIAL MARKETING</b>		
<b>14</b>	Formative evaluation with stakeholders, community partners, SNAP-Ed adult/parent participants to inform future culturally relevant social marketing campaign	Pilot test key educational message with stakeholders, community partners and SNAP-Ed adult/parent program participants for feedback and social	Implement and evaluate social marketing campaign statewide

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

	Craft key education message and concept boards for social marketing campaign	marketing message refinement	
15	Continue to build upon current social marketing strategies through streamlining content  Create new content, including the addition of 10 culturally and ethnically diverse recipes to increase the percentage of ethnically diverse recipes in-house to 31%	Continue to build upon current social marketing strategies through streamlining content  Create new content, particularly the continued expansion of culturally and ethnically diverse recipes based on participant feedback to increase the percentage of ethnically diverse recipes in-house to 35%	Continue to build upon current social marketing strategies through streamlining content  Create new content, particularly the continued expansion of culturally and ethnically diverse recipes based on participant feedback to increase the percentage of ethnically diverse recipes in-house to 39%

### ***Reporting Progress on State-Level Goals and Objectives:***

*Please describe how your State plans to electronically collect evaluation data that indicates progress towards State-level goals and objectives.*

For objectives 1, 2, 3 and 4, URI SNAP-Ed uses Microsoft Excel data sheets to collect, and SPSS to assess, changes or intended changes in participants' behaviors. Excel and SPSS are also used to evaluate curriculum effectiveness and fidelity.

Google Forms are used to input program information related to EARS information and process evaluation of proposal goals to ensure the goals are being accomplished as stated.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Description of projects/interventions:

*Answer all questions for each project/intervention.*

Our over-arching project is comprised of four different focus areas:

- 1) Healthy Kids & Families
- 2) Healthy Food Access
- 3) Improving Adults' Health Where they Live, Gather, Wait & Learn
- 4) Social Marketing Campaign

For all programs, best efforts will be made to notify SNAP-Ed eligible individuals of our activities through posting the event on our website's calendar, displaying flyers around community partner locations, sending text messages to participants, and/or informing partners of our upcoming activities.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Rhode Island SNAP-Ed FY'21 State Plan:

**Socio-Ecological Model** describing direct, indirect, PSE, and Social Marketing efforts to affect positive behavior change for SNAP-Ed eligible individuals



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Focus Area 1: Healthy Kids & Families

#### Related State Objective(s):

Objective #s: 3, 4, 5, 6, 7, 8, 9, 10, 13, (see State-Level Objectives Table above)

#### Audience:

Early care and elementary-aged youth and families from towns/cities with at least 50% of students eligible for free or reduced school meals

#### Food and Activity Environments:

SNAP-Ed will work with early care centers and homes, school districts, wellness committees, food service providers, open- and closed-summer meal sites, and recreation departments to improve environments where youth and their families spend time and improve dietary habits of youth and their families. Direct education with youth and families will further impact healthy eating behaviors.

#### Project Description:

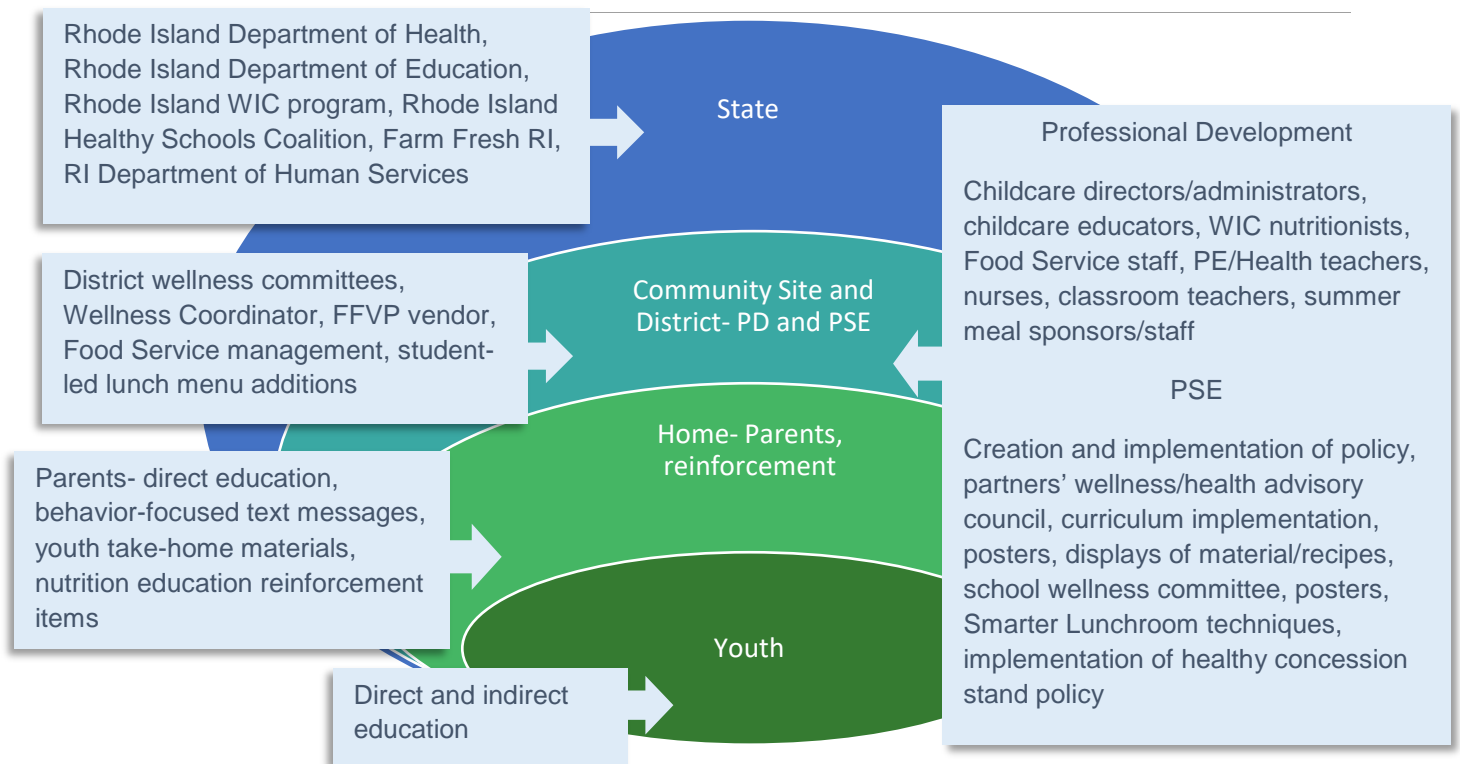
##### Key Educational Messages

- Increase fruit and vegetable consumption
- Decrease consumption of sugar-sweetened beverages and energy-dense snacks
- Increase physical activity and decrease non-productive screen time
- Improve child-feeding practices
- Expand food resource management skills

##### Community Partners

Aramark Food Service, Central Falls School District (CFSD), Chartwells Food Service, Children's Friend, City of Central Falls, City of Newport, Comprehensive Community Action Program (CCAP), Cranston School Department, Department of Human Services, Farm Fresh Rhode Island, Hasbro Children's Hospital Primary Care Clinic, Highlander Charter School, Newport Boys and Girls Club, Narragansett Indian Tribe, Newport Public Schools, Pawtucket Boys and Girls Club, Pawtucket School Department, Pawtucket Soccer Club, Progreso Latino, Providence Parks Department, Providence Public School District (PPSD), Rhode Island Department of Education (RIDE), Rhode Island Department of Health (Women, Infants and Children Program and Office of Home Visiting), Rhode Island Healthy Schools Coalition (RIHSC), Roch's Fresh Foods, Silver Lake Community Center, Sodexo Food Service, State Health Equity Zones, Tennis Hall of Fame Team FAME, The College Crusade, Warwick Public Schools, Woonsocket Head Start Child Development Association, Woonsocket School Department, YWCA of RI

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration



Socio-Ecological Model describing direct, indirect, and PSE efforts to affect positive behavior change in youth

Focus Area 1	Readiness & Capacity (ST)	Changes (MT)	Effectiveness & Maintenance (LT)
Individual	ST1a, b ST2a, ST3b, g, h	MT1c, d, h, k, l, m MT2a MT3b, g, h	
Environmental Setting	ST5a, b ST6a ST7a, b, c	MT5a, b, c, d, e, f MT11a	LT5a, b, c
Sectors of Influence	ST8a, c, d		

Evaluation Framework Indicators for Focus Area 1: Healthy Kids & Families






**Focus Area 1 Outline**


**Intervention 1.1: Early Care & Education (ECE)**

-  **Project 1.1a Wellness Plan Development in Early Care & Education**
-  **Project 1.1b Equipping Early Childhood Educators to Promote Healthy Habits**
-  **Project 1.1c Enhancing Wellness in Early Care Environments with PSE Approaches**

**Intervention 1.2: School-Age Youth**

-  **Project 1.2a Nutrition Education with Students**
-  **Project 1.2b Equipping School-Based Educators to Promote Healthy Eating**
-  **Project 1.2c Enhancing School Wellness with PSE Approaches**

**Intervention 1.3: Youth Summer & Sports**

-  **Project 1.3a Nutrition Education at Summer Meal Sites**
-  **Project 1.3b Improving Food Choices at Youth Sports Sites**
-  **Project 1.3c PSE Approaches to Support Healthy Habits at Youth Summer & Sports Sites**

**Intervention 1.4: Parents/Caregivers**

-  **Project 1.4a Direct & Indirect Education to Improve Families' Eating Habits**
-  **Project 1.4b Clinical Partnerships to Improve Families' Eating Habits**
-  **Project 1.4c PSE Approaches to Support Healthy Habits at Home**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 1.1: Early Care & Education (ECE)

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 1.1a Wellness Plan Development in Early Care &amp; Education</b>					
Child care administrators	10	500+ children (0-5 years old)	1 centrally located training site	3 trainings & 10 TA sessions	PSE
<b>Project 1.1b Equipping Early Childhood Educators to Promote Healthy Habits</b>					
Early childhood educators & preschool-age children	60 educators and 500 children	500+ parents or caregivers	10+ Head Start & eligible child care sites	5 trainings & 28 workshops	Direct, Indirect, PSE
<b>Project 1.1c Enhancing Wellness in Early Care Environments with PSE approaches</b>					
Child care providers and administrators statewide	264	~11,000 child care program participants statewide		7+ meetings; 4 mailings; 1 training module	PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

### Project 1.1a Wellness Plan Development in Early Care & Education

**Evidence-Base:** Healthy Way to Grow *Wellness Policy Workbook for Early Care and Education* (practice-tested); U. of North Carolina at Chapel Hill *Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC)* (research-tested); URI's *Create Healthy Habits: Developing a Wellness Plan for your Early Childhood Program* training series (practice-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of PD trainings conducted; count of TA interactions with childcare programs; count of childcare programs, staff and students reached through wellness policy adoption

**Outcome Evaluation-** Count of centers that create a wellness policy; number of PSE initiatives implemented; count of sites that implement a multi-component intervention

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Education Description/PSE Components:

- **Create Healthy Habits training series**
  - One 3-part training series (6 hours total) will be offered. SNAP-Ed staff will train 10 or more child care providers how to use the *Healthy Way to Grow Wellness Policy Workbook for Early Care and Education* to create a comprehensive wellness policy for their early care and education program through URI's *Create Healthy Habits: Developing a Wellness Plan for your Early Childhood Program* training series. Content for the training comes from *Healthy Way to Grow* and *NAPSACC*. This training series will describe best practices and model policies for childcare in the areas of nutrition (including nutrition education, nutrition standards, and eating environment), physical activity, and screen time and give ideas for how to implement such policies. (total of 3 trainings)
  - Creation of wellness policy posters for participating programs to communicate the policy to staff and families.
  - Follow-up TA will be provided to participating programs as they create, implement, and evaluate their wellness policies. TA may include such methods as menu reviews, sharing of nutrition education materials for parents, or nutrition training for the program's staff. (10 TA sessions)

### Project 1.1b Equipping Early Childhood Educators to Promote Healthy Habits

**Evidence-Base:** USDA *Grow It, Try It, Like It* (evidence-tested); Sesame Street *Healthy Habits for Life* (practice-tested);

### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of PD trainings conducted; count of TA interactions with childcare programs; count of childcare programs, staff and students reached through nutrition curriculum adoption; count of booster sessions conducted; tracking sheet for *Healthy Habits for Life* curriculum

**Outcome Evaluation-** Count of centers that implement evidence-based nutrition curriculum; number of PSE initiatives implemented

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Education Description/PSE Components:

- **Healthy Habits for Life or Grow It, Try It, Like It curriculum support**
  - Early childhood educators from two or more new childcare programs will be trained to implement their choice of preschool curriculum, either USDA Team Nutrition's *Grow It, Try It, Like It* or Sesame Street's *Healthy Habits for Life*, in their classrooms. In this one-time, 2-hour training, the curriculum and accompanying teaching materials will be provided to all participants. (total of 2 trainings)
  - Early childhood educators at current partner sites will be offered brief refresher trainings on pertinent curriculum updates and a reminder to complete tracking sheets. (total of 3 trainings)
  - Follow-up TA will be provided as needed to participating programs as they implement and sustain the nutrition curriculum. TA may include methods such as additional nutrition training and lesson updates.(as needed)
  - For childcare sites using either of the above-mentioned curricula, SNAP-Ed staff will visit participating classrooms for a special one-time “booster lesson” that includes a lesson from the curriculum and food tasting activity to help complete curriculum implementation. Lessons may also be adapted for web-based delivery if necessary. (total of approximately 28 sessions)

### Project 1.1c Enhancing Wellness in Early Care Environments with PSE Approaches

**Evidence-Base:** *Healthy Way to Grow Wellness Policy Workbook for Early Care and Education* (practice-tested); URI's *Create Healthy Habits: Developing a Wellness Plan for your Early Childhood Program* training series (practice-based)

### Key Performance Indicators (KPIs):

**Formative Evaluation-**

**Process Evaluation-** Count of wellness/advisory meetings and other partner meetings attended; count of electronic mailings

**Outcome Evaluation-** count of PSE initiatives from baseline to post-assessment; count of CACFP sponsors reached by PD tools and trainings developed via RIDE/SNAP-Ed collaboration

### Education Description/PSE Components:

- **Wellness policy creation & support**
  - *See Project 1.1a for details related to this PSE initiative*

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- **Wellness & health advisory teams**
  - SNAP-Ed staff will sit on participating childcare programs' wellness or healthy advisory councils, per partner's request. (3+ meetings)
- **Amplifying SNAP-Ed ECE messages statewide**
  - Electronic mailings with SNAP-Ed healthy eating messages and resources will be distributed to licensed childcare programs around the state by RI DHS on a quarterly basis. (4 mailings)
  - Regular coordination with the Rhode Island Department of Education's (RIDE) CACFP program and CACFP Training Grant will occur to share resources and collaborate on nutrition education projects and PD opportunities for CACFP sponsors statewide. (4 meetings & creation of 1 CACFP PD training module)
- **Additional PSE Component (vary according to partner)**
  - Bulletin board kits with healthy eating messages will be offered to partnering early care and education programs.

### Intervention 1.2: School-Age Youth

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 1.2a Nutrition Education with Students</b>					
Elementary students	425	~425 parents/caregivers	14 public or charter elementary schools	58+ workshops	Direct, Indirect
<b>Project 1.2b Equipping School-based Educators to Promote Healthy Eating</b>					
School teachers & elementary students	75 educators	~20,000 elementary students	75 schools	34 trainings/ TA visits & 4 meetings	Indirect, PSE
<b>Project 1.2c Enhancing School Wellness with PSE Approaches</b>					
School food service workers & Elementary & secondary students	300 school food service workers	~33,500 students	60 schools in 3 school districts (Providence, Central Falls, Woonsocket)	2 trainings, 8+ meetings, 9 mailings	Indirect, PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Project 1.2a Nutrition Education with Students

**Evidence-Base:** URI *Students Take Charge!* (practice-based); Distance-based URI *Team Up for Change* (practice-based); CATCH *Go for Health* (research-tested); URI FFVP Nutrition Education curriculum (practice-based)

#### Key Performance Indicators (KPIs):

##### Formative Evaluation-

**Process Evaluation-** Count of sessions conducted for students; count of schools that participate in “Fruit and Vegetable Rainbow Challenge”

**Outcome Evaluation-** Positive change in nutrition-related behaviors from baseline to post-assessment; addition of *Students Take Charge!* recipe to school district menu; count of reach of “Fruit and Vegetable Rainbow Challenge”

#### Education Description/PSE Components:

- **Students Take Charge!**
  - The *Students Take Charge!* curriculum will be implemented by SNAP-Ed educators with 4<sup>th</sup> or 5<sup>th</sup> grade students at one elementary school. The series of 8 lessons will be conducted every two weeks in all participating classrooms (estimated at 3 classrooms in the school) and serves to empower students to influence nutrition policy by attending wellness committee meetings, interviewing family members about healthy foods, taste-testing recipes submitted by students, and designing marketing materials for healthy foods. *Students Take Charge!* culminates in a recipe-tasting day in the school cafeteria, featuring a healthy fruit- or vegetable-based recipe from one of the participating students. If the school likes the recipe, the goal is to add the recipe to the school and/or district-wide menu. (total of 24 sessions)
  - In the event in-person programming is not allowed by the partner, an adapted version of *Students Take Charge!* will be utilized. This version involves live online discussions with a SNAP-Ed educator to empower students to influence the fruit and vegetable options offered. (total of 24 sessions)
- **CATCH Go for Health or URI Team Up for Change**
  - Depending on the partner’s preference for in-person or distance-based education, the CATCH *Go for Health* curriculum (in-person) or URI’s *Team Up for Change* curriculum (distance-based) will be implemented by SNAP-Ed educators in two or more 4<sup>th</sup> or 5<sup>th</sup> grade classrooms in two schools each year (total of four or more series). Both curriculums teach students how to choose the healthiest foods in each food group by exploring Go (anytime), Slow (sometimes), and Whoa (once in a while) foods. *Go for Health* is delivered in-person with interactive activities and food tastings, while *Team Up for Change*

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

can be delivered virtually using a combination of short videos and live online discussions with a SNAP-Ed educator. (total of 24+ sessions)

- For CATCH *Go for Health* series, an optional set of 4 cafeteria fruit and vegetable promotion events will be offered every other week (4 events per school).
- **Fruit & Vegetable Rainbow Challenge**
  - FFVP Rainbow Challenge contests, in which classrooms compete to see who can tally the most student “tastes” of different colored fruits and vegetables on a rainbow poster, will be held in 10 schools that participate in FFVP. Winning classrooms in each school will receive a one-time SNAP-Ed session and smoothie demonstration. (10 sessions)

### Project 1.2b Equipping School-Based Educators to Promote Healthy Eating

**Evidence-Base:** URI *FFVP Nutrition Education curriculum* (practice-based); CATCH *Go for Health* (research-tested); Distance-based URI *Team Up for Change* curriculum (practice-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of sessions utilizing training materials conducted by classroom/health teachers; count of PD trainings conducted; count of TA interactions with educators; count of meetings with community partners

**Outcome Evaluation-** Positive change in nutrition-related behaviors from baseline to post-assessment for participating FFVP classrooms and students receiving the video-based *Team Up for Change* curriculum

#### Education Description/PSE Components:

- **Train-the-Trainer: URI FFVP Nutrition Education curriculum**
  - The URI *FFVP Nutrition Education curriculum* is currently utilized by teachers in 75 schools throughout Rhode Island. Kindergarten through 5th grade classroom or health teachers will implement the series of 8 fruit and vegetable lessons throughout the school year. Lesson updates and 1 new nutrition or physical activity supplement will be offered annually to all 75 schools currently using the curriculum. TA will be provided to teachers on an as-needed basis. Evaluation of behavior change will utilize a validated survey and will be



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

administered at baseline and post-intervention by classroom/health teachers. (total of 30+ TA contacts)

- **Train-the-Trainer: URI Team Up for Change video-based curriculum**
  - The video-based nutrition curriculum *Team Up for Change* will be piloted in two elementary schools in Providence using a train-the-trainer model with 3rd, 4th, or 5th grade teachers. PD sessions will equip teachers with curriculum materials, video-based nutrition lessons, and ongoing TA. All participating classrooms will complete pre- and post-intervention surveys to assess behavior change. (2 trainings)
- **Train-the-Trainer: USDA Team Nutrition curricula**
  - SNAP-Ed will conduct two one-time PD sessions to guide interested health/PE teachers and/or school nurses to implement materials and concepts adapted and/or modified as needed from the USDA Team Nutrition materials. (total of 2 trainings)
- **Farm to School initiatives**
  - Offer support to Farm Fresh Rhode Island (FFRI) who received a USDA Farm to School grant by providing TA to develop or adapt a curriculum chosen by FFRI that supports Farm to School efforts and aligns with state core standards for middle school; assist in creation of PD to train classroom teachers on curriculum. (4 meetings)
  - Offer support as requested to PPSD and City of Providence Farm-to-School initiative through coordination of nutrition education activities and/or providing stakeholder insight on planning and program activities. (as requested)

### Project 1.2c Enhancing School Wellness with PSE Approaches

**Evidence-Base:** Cornell University *Smarter Lunchrooms Movement* (research-tested); URI *FFVP Nutrition Education curriculum* (practice-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of PD trainings conducted and staff reached; count of monthly FFVP “Fun Facts” printed and disseminated to schools and classrooms; count of nutrition posters and other environmental supports provided to schools; count of statewide, district and school wellness meetings and other meetings attended; count of nutrition posters and other environmental supports provided to schools

**Outcome Evaluation-** Count of sites that implement a multi-component intervention; estimated count of reach of FFVP “Fun Facts” sheet



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Education Description/PSE Components:

- **Wellness Committees**
  - Involvement in the Providence, Central Falls, Woonsocket School District, and Highlander Charter School wellness committees as well as the statewide RIHSC will provide opportunities to strengthen, expand, and communicate SNAP-Ed's work in schools. (8+ meetings)
- **Child Nutrition Programs**

#### ***Fresh Fruit and Vegetable Program (FFVP)***

- Printed monthly FFVP “Fun Fact” sheets will be created by URI SNAP-Ed and delivered by FFVP vendor to all schools participating in the FFVP program so that classroom teachers can read short nutrition messages about the fruit or vegetable served that day. This component will be implemented statewide with the support of RIDE and select vendors. (9 mailings)
- SNAP-Ed will consult with FFVP vendor as needed to help create varied, kid-friendly menus of fresh fruits and vegetables.

#### ***School Breakfast Program/ School Lunch Program***

- Regular correspondence with Providence, Central Falls, and Woonsocket school food service providers to communicate about nutrition education projects and assessments.
  - Annual PD trainings will be provided to food service provider staff in at least 2 school districts where SNAP-Ed does direct programming. The emphasis of the PD will be on *Smarter Lunchrooms* techniques that can be used to “nudge” students towards healthier choices. (2 trainings)
- **Extending healthy eating messages in schools**
    - To extend SNAP-Ed messages throughout the school environment, USDA Team Nutrition and other healthy eating posters will be provided to participating schools.
    - To the extent possible, align nutrition education activities and messages with local produce items being served in schools.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 1.3: Youth Summer & Sports

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 1.3a Nutrition Education at Summer Meals Sites</b>					
School-age youth & summer meals staff	180 youth & 16 staff	100 parents/caregivers, 100+ youth attending summer meals sites	6 closed & 4 open summer meals sites	74 workshops & 2 training sessions	Direct, indirect, PSE
<b>Project 1.3b Improving Food Choices at Youth Sports Sites</b>					
Youth & families utilizing public sports or recreation sites	45 youth & family members visiting table events	100+ youth and family members attending healthier concession stand	1 public sports or recreation area	3 education sessions & 2+ TA encounters	Direct, Indirect, PSE
<b>Project 1.3c PSE Approaches to Support Healthy Habits at Youth Summer &amp; Sports Sites</b>					
Summer meals sponsors & staff	100 staff of open & closed meal sites	2,000+ youth attending summer meals sites	1 central training location	4 training sessions	PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

### Project 1.3a Nutrition Education at Summer Meal Sites

**Evidence-Base:** USDA *Summer Food*, *Summer Moves* (evidence-tested) or Cooking with Kids, Inc. *Cooking with Kids for a Healthy Future* (research-tested)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of sessions conducted for youth; count of PD trainings conducted and staff reached

**Outcome Evaluation-** Positive change in positive nutrition-related behaviors from baseline to post-assessment; count of sites that implement a multi-component intervention

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Education Description/PSE Components:

- **Closed meal sites: Summer Food, Summer Moves or Cooking with Kids**
  - Series of 5-6 sessions held once per week for multiple groups at 6 or more closed summer meal sites, using either the *Summer Food*, *Summer Moves* or the *Cooking with Kids* curriculum, per the community partner's needs. The focus is to increase fruits and vegetables, decrease sugar-sweetened beverages and energy-dense snacks. In addition, *Summer Food*, *Summer Moves* concentrates on decreasing non-productive screen time while increasing physical activity while *Cooking with Kids* concentrates on basic food preparation and food safety skills. (total of 60+ sessions)
- **Open meal sites: Summer Food, Summer Moves series**
  - Series of 6 sessions held once per week at 2 open summer meal sites. The focus is to increase fruits and vegetables, decrease sugar-sweetened beverages and energy-dense snacks, and decrease non-productive screen time while increasing physical activity (total of 12 sessions)
- **Summer Food, Summer Moves one-time**
  - One-time session at two summer meals kick-off events. The focus is to encourage healthy eating and physical activity. (total of 2 sessions)
- **Summer Food, Summer Moves train-the-trainer sessions**
  - Two, one-time PD trainings at closed summer food service provider sites to train counselors to implement the USDA *Summer Food*, *Summer Moves* activity guide with their students/campers. (total of 2 trainings)

### Project 1.3b Improving Food Choices at Youth Sports Sites

**Evidence-Base:** URI *adult one-time sample table curriculum utilizing USDA MyPlate* (practice-based); URI *Healthy Concession Stand Toolkit* (practice-based)

### Key Performance Indicators (KPIs):

**Formative Evaluation-**

**Process Evaluation-** count of TA interactions with concession program; estimated count of youth and adults reached through healthy concession stand toolkit implementation

**Outcome Evaluation-** positive changes in nutrition environment at concession stand from baseline to post-assessment

### Education Description/PSE Components:

- **One-Time Sample Table utilizing USDA MyPlate at a Youth Sports Setting**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- At one youth sports and recreation site, provide one-time table sessions using the MyPlate board and messages to encourage healthy food and drinks. The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables. (total 3 sessions)
- **Healthy Concession Stand Toolkit**
  - Offer healthy concession stand toolkit and TA to youth sports and recreation sites to encourage healthy changes to the concession menu. (2+ TA encounters)

### Project 1.3c: PSE Approaches to Support Healthy Habits at Youth Summer & Sports Sites

**Evidence-Base:** Cornell University *Smarter Lunchrooms Movement* (research-tested); URI *Healthy Concession Stand Toolkit* (practice-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** Count of PD trainings conducted and staff reached

**Outcome Evaluation-** number of PSE initiatives implemented

#### Education Description/PSE Components:

- **Healthy Concession Stand Toolkit**
  - See *Project 1.3b* for details about this PSE project
- **Professional Development**
  - Four, one-time PD sessions for sponsors and staff of the USDA's summer meals program. The training is based on content adapted from the *Smarter Lunchrooms Movement* for summer feeding sites and focuses on encouraging healthy eating and nutrition education talking points when interacting with youth at both open and closed meal sites. (total of 4 trainings)
- **Extending healthy eating messages at youth summer & sports sites**
  - Displays with healthy, low-cost recipes will be placed in key areas of the community site.
  - As a part of summer nutrition education programming, youth will develop healthy slogan posters to display throughout the community site for other summer meals participants to view.

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### Intervention 1.4: Parents/Caregivers

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 1.4a Direct &amp; Indirect Education to Improve Families' Eating Habits</b>					
Parents & caregivers of preschool & elementary students	60 parents/ caregivers & 12 students	60+ students reached via parent participation in a series	9 elementary schools, Head Starts, or preschool sites	61 education sessions	Direct/ indirect
<b>Project 1.4b Clinical Partnerships to Improve Families' Eating Habits</b>					
Pediatricians, clinic volunteer advocates, Pediatric patients & families	16 parents/ caregivers, 25 pediatricians, 10 food assistance & education stakeholders, ~75 advocates	500 families reached through advocates	1 primary care clinic at an urban children's hospital	2 focus groups, 25 surveys, 20 key informant interviews, 2 PD trainings	PSE
<b>Project 1.4c PSE Approaches to Support Healthy Habits at Home</b>					
WIC nutritionists & home visitors	40 nutritionists & 30 home visitors	~20,500 infants, children & pregnant women participating in WIC/home visitors	2 central training sites	2 training sessions; 4 training sheets	PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

### Project 1.4a Direct & Indirect Education to Improve Families' Eating Habits

**Evidence-Base:** Cornell University *Healthy Children, Healthy Families: Parents Making a Difference* (practice-tested) and video, distance-based version (pilot); USDA *MyPlate for My Family* (evidence-based); Cooking with Kids, Inc. *Cooking with Kids for a Healthy Future* (research-tested); Share our Strength's *Cooking Matters at the Store* (practice-tested); URI *Adult one-time sample table* curriculum utilizing USDA MyPlate (practice-based)

Key Performance Indicators (KPIs):

Formative Evaluation-

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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**Process Evaluation-** Count of sessions conducted for parents/caregivers; count of parents/caregivers who participate in online platform interactions; count of number and which videos watched by parents/caregivers;

**Outcome Evaluation-** Positive change in nutrition-related behaviors from baseline to post-assessment; comparison of in-person Healthy Children, Healthy Families outcomes to distance-based version outcomes; focus groups with distance-based participants for perceptions of distance-based nutrition education;

### Education Description/PSE Components:

- **Healthy Children Healthy Families: Parents Making a Difference!**
  - Two series of 6 sessions held once a week will be conducted in partnering schools and preschool sites. Parents learn skills that will help them make healthy habits happen in their family, and support each other in taking healthy steps each week. Each lesson will also include a tasting of a healthy, family-friendly recipe with discussion of budgeting tips and meal planning. (total of 12 sessions)
  - In the event in-person programming is not allowed by the partner, the video, distance-based version will be offered. (total of 7 sessions, including 1 video and 1 online platform interaction per session)
  - The distance-based videos will be offered as make-up lessons when parents/caregivers miss an in-person session.
  - The distance-based videos will be offered as an at-home reinforcement option to reiterate what is learned during the in-person sessions.
- **Video, Distance-Based Healthy Children Healthy Families: Parents Making a Difference!**
  - One distance-based series of 7 videos plus a weekly online platform interaction for parents/caregivers. Parents learn skills that will help them make healthy habits happen in their family, and support each other in taking healthy steps each week. (7 sessions, including 1 video and 1 online platform interaction per session)
- **MyPlate for My Family**
  - Six series of 4 sessions held once a week will be conducted at partnering elementary schools, Head Start, and preschool locations. Parents will learn skills to help them plan and prepare healthy meals based on USDA MyPlate. Each lesson will include a demonstration of a healthy, family-friendly recipe with discussion of budgeting tips and meal planning. (total of 24 sessions)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- In the event in-person programming is not allowed by the partner, the video, distance-based version will be offered. (total of 42 sessions, including 1 video and 1 online platform interaction per session)
- **Cooking with Kids for a Healthy Future**
  - For at least two of the above-mentioned parent series, students will be invited to participate in a 4-6-week healthy cooking series using the *Cooking with Kids* curriculum that will run simultaneously with the parent programs. The classes will give students the opportunity to learn basic food preparation and food safety skills, as well as to try new healthy foods and learn why such foods are part of a healthy diet. After students and parents have received separate curricula, they will join together to sample the healthy recipe that the children have prepared. (total of 8+ sessions)
  - If in-person programming is not allowed by the partner, programming will be offered through nutrition kits and virtual lessons utilizing a modified version of *Cooking with Kids* curriculum. (total of 8+ sessions)
- **Cooking Matters at the Store**
  - *Cooking Matters at the Store* tours will be offered as an add-on component to all parent series. In this 60-minute tour, parents will learn how to identify the healthiest food items for the lowest cost in their local grocery store. (total of 6 sessions)
- **Health fairs & other family events**
  - One-time healthy recipe tasting tables utilizing the URI *Adult one-time sample table* curriculum including MyPlate will be held at health fairs and other family events, as requested by partnering schools, preschools, and Head Start programs. (total of 4 sessions)

### Project 1.4b Clinical Partnerships to Improve Families' Eating Habits

Evidence-Base: N/A

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Inform the development of a distance-based food assistance and education pilot program through focus groups with SNAP-Ed eligible parents/caregivers, key informant interviews and surveys with pediatricians, and key informant interviews with food assistance and education stakeholders

**Process Evaluation-** count of focus groups, key informant interviews and surveys completed; count of PD trainings conducted



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Outcome Evaluation-

#### Education Description/PSE Components:

- **Hasbro Children's Hospital Clinical-Community Partnership**
  - Through the Hasbro Children's Hospital Primary Care Clinic, conduct a formative evaluation with SNAP-Ed eligible parents/caregivers, pediatricians who work with SNAP-Ed eligible families, and key stakeholders. Formative work will help ensure that a pilot program of an 8-week distance-based food assistance and education program with SNAP-Ed eligible parents/caregivers of young children (ages 2-8) that will take place in Year 2 of this 3-year plan responds to family and community needs. (2 focus groups, 20 key informant interviews, 25 surveys)
  - Training will be offered two times per year for new clinic volunteer advocates and/or staff to provide information of what the SNAP-Ed program is, how it can help their clients, and how to make the clinical-community connection. (2 PD trainings)

### Project 1.4c PSE Approaches to Support Healthy Habits at Home

**Evidence-Base:** URI *WIC Training* (practice-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed.

**Process Evaluation-** count of PD trainings conducted; number of training sheets created; count of behavior-focused text messages sent to participants

**Outcome Evaluation-** number of PSE initiatives implemented

- **Professional development for WIC nutritionists**
  - One two-hour PD training will be held for all Department of Health RI WIC nutritionists statewide each year (about 40 participants). The training is practice-based and will equip nutritionists with teaching tools and parent education materials that extend SNAP-Ed nutrition messages. (1 training)
  - Four WIC training sheets will be developed to ensure WIC nutritionists are using consistent messaging with clients about positive feeding behaviors for babies, toddlers, and young children. Training sheets will be distributed to nutritionists at all WIC agencies in the state of Rhode Island. (4 training sheets)



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- **Professional development for Home Visitors**
  - One 2-hour PD will be provided for the Department of Health Home Visitors staff. The training uses an adapted URI WIC Training curriculum and will equip approximately 30 home visitors with nutrition-based information that extends SNAP-Ed nutrition messages to families with young children. (1 training)
- **Extending healthy messaging to families**
  - Behavior-focused text messages will be offered in English and Spanish to parent/caregiver participants for four weeks following participation in a SNAP-Ed parent series as listed in Project 1.4a. Messages include reinforcement of topics and continued encouragement of behaviors taught during series programming (receive text messages 2 times per week for 4 weeks) (see Appendix A for sample text messages).
  - Displays of nutrition pamphlets, healthy low-cost recipes, and food budgeting tips for families will be maintained in partnering elementary schools and early care and education sites.
  - A cookbook created jointly by a local WIC agency and SNAP-Ed will be printed by SNAP-Ed and distributed to WIC agency sites via the state WIC office.

## **Focus Area 2: Healthy Food Access**

### **Related State Objective(s):**

Objective #s: 2, 6, 10, 11, 12 (see State-Level Objectives Table above)

### **Audience:**

Adult patrons at grocery stores, emergency food sites, mobile produce markets, corner stores, and farmers' markets in towns/cities where at least 50% of population is SNAP-Ed eligible.

### **Food and Activity Environments:**

In order to increase consumption and variety of fruits and vegetables, as well as other healthy options from each food group, with an emphasis on plant-based foods, patrons are exposed to healthy, low-cost, simple recipes using ingredients common to the food access point. SNAP-Ed eligible consumers will also have increased options for healthy choices at their local food retailers. On a state level, SNAP-Ed is involved with community groups, coalitions and councils that focus on increasing healthy food access and providing collaborative services to encourage positive healthy behavior change by Rhode Islanders.

### **Project Description:**

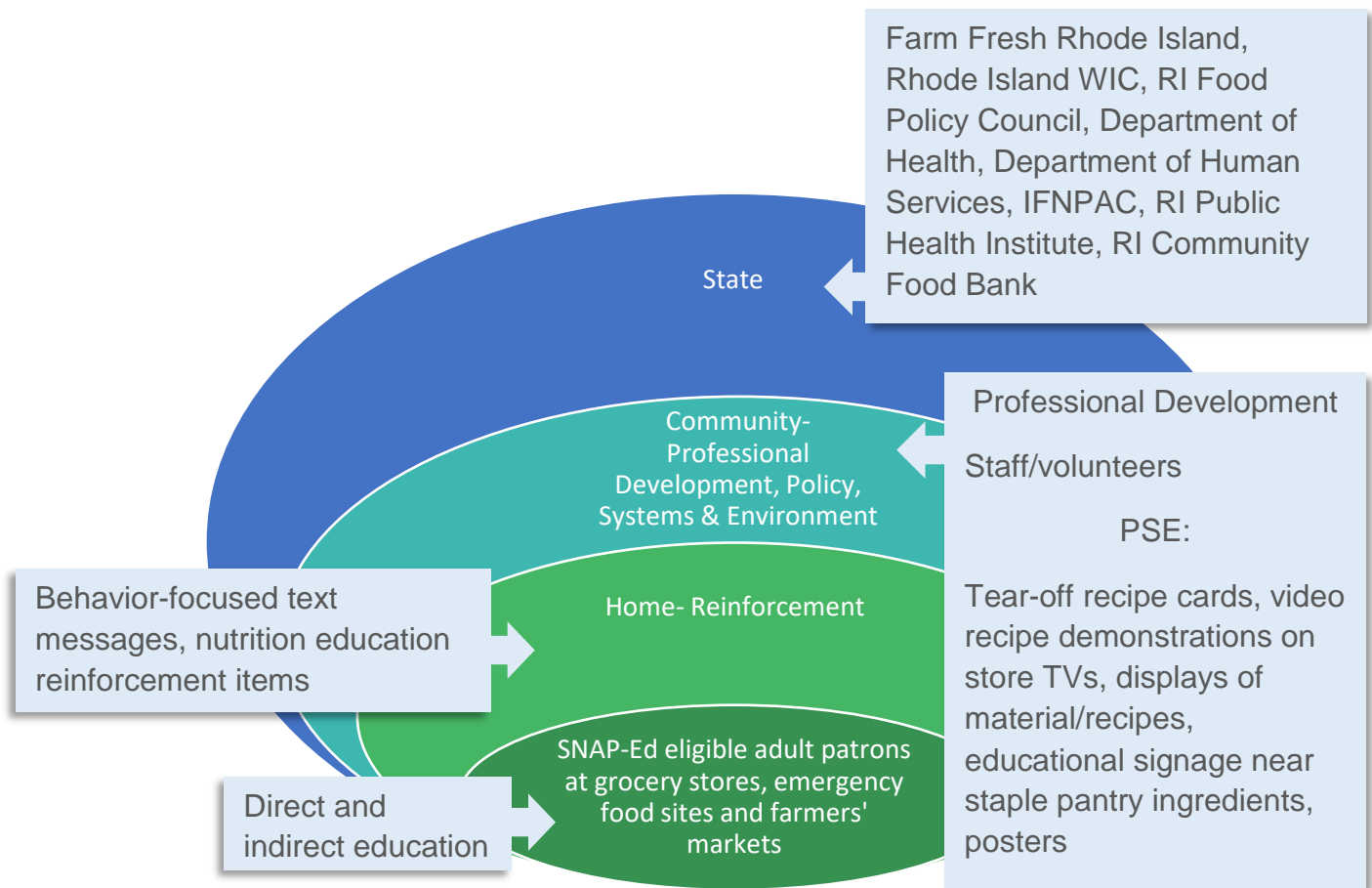
#### **Key Educational Messages**

- Increase plant-based diet behaviors including an increase in fruit and vegetable, whole grain and bean & legumes consumption
- Expand food resource management skills
- Decrease consumption of sugar-sweetened beverages and energy-dense snacks
- Increase physical activity and decrease non-productive screen time

#### **Community Partners**

Bravo Supermarket, Community Action Partnership of Providence, Department of Human Services (DHS), East Bay Food Pantry, Farm Fresh Rhode Island, Federal Hill House Food Pantry, Jonnycake Center, McAuley Ministries, PriceRite, Rhode Island Department of Health, RI Interagency Food and Nutrition Policy Advisory Council (IFNPAC), Rhode Island Public Health Institute, Santo Domingo Market, Sharing Locker, St. Edwards Health and Wellness, St. Peter's Community Market, The Rhode Island Community Food Bank, Women Infants and Children (WIC), Woonsocket Health Equity Zone (HEZ)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration



Socio-Ecological Model describing direct, indirect, and PSE efforts to affect positive behavior change in SNAP-Ed eligible adult patrons at grocery stores, emergency food sites and farmers' markets

Focus Area 2	Readiness & Capacity (ST)	Changes (MT)	Effectiveness & Maintenance (LT)
Individual	ST1a, b ST2m		
Environmental Setting	ST7a, b, c	MT5a, b, c, d, e	LT5a, b, c
Sectors of Influence	ST8a,b		

Evaluation Framework Indicators for Focus Area 2: Healthy Food Access

**Focus Area 2 Outline**

**Intervention 2.1: Food Retailers**



**Project 2.1a Direct/Indirect Education to Increase Healthy Food Access at Food Retailers**



**Project 2.1b PSE Approaches to Support Healthy Food Access at Food Retailers**

**Intervention 2.2: Emergency Food Sites**



**Project 2.2a Direct/Indirect Education to Increase Healthy Food Access at Emergency Food Sites**



**Project 2.2b PSE Approaches to Support Healthy Food Access at Emergency Food Sites**

**Intervention 2.3: Promoting Statewide Healthy Food Access**



**Project 2.3a Inter-Agency Food & Nutrition Policy Advisory Council/Hunger Elimination Task Force**



**Project 2.3b Healthy Equity Zones**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 2.1: Food Retailers

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 2.1a Direct/Indirect Education to Increase Healthy Food Access at Food Retailers</b>					
Grocery and corner store, farmers' market, and mobile market patrons	1,050 patrons	1,050 friends/family of patrons	2 grocery stores in Pawtucket or Providence; 1 corner store in Woonsocket; 4 farmers' market sites and 3 mobile market sites, with a focus on core cities	52 sessions; year-round; 18 seasonal sessions;	Direct/Indirect
<b>Project 2.1b PSE Approaches to Support Healthy Food Access at Food Retailers</b>					
Grocery and corner store, farmers' market, mobile market, and SNAP Restaurant Meals Program patrons	n/a	500 patrons	10 grocery and corner stores, farmers' markets, and mobile markets Participating Restaurant Meal Program locations (up to 19 locations)	4 meetings year-round	PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

### Project 2.1a Direct/Indirect Education to Increase Healthy Food Access at Food Retailers

**Evidence-Base:** URI adult one-time sample table curriculum utilizing USDA MyPlate (practice-based)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-** Count of sessions conducted for patrons;

**Outcome Evaluation-** Adult intended positive nutrition-related behavior change due to program

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Education Description/PSE Components:

- **One-Time Sample Table utilizing USDA MyPlate**
  - GROCERY STORES: One-time recipe demonstrations at 2 grocery store sites held 6 times per year each using the MyPlate board during recipe demonstration to provide direct education (or indirect if demographic information is not obtained). The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables. Inclusion of budgeting tips and meal planning in demonstration and on recipe handouts aims to increase food budgeting skills. (total of 12 sessions)
  - CORNER STORE: One-time recipe demonstrations held 4 times per year at a healthy corner store site using the MyPlate board during recipe demonstration to provide direct education (or indirect if demographic information is not obtained). The emphasis is on healthy food group choices from options at the corner store, especially plant-based foods and making half the plate fruits and vegetables. Inclusion of budgeting tips and meal planning in demonstration and on recipe handouts aims to increase food budgeting skills. (total of 4 sessions)
  - FARMERS' MARKETS: At 2 farmers' markets, weekly one-time recipe demonstration sessions using the MyPlate board during recipe demonstration to provide direct education (or indirect if demographic information is not obtained) during July and August. At 2 WIC pop-up markets held during farmers' market season, the same demonstration will be held. The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables. Inclusion of budgeting tips and meal planning in demonstration and on recipe handouts aim to increase food budgeting skills. (total of 18 sessions seasonally)
  - MOBILE MARKETS: At 3 mobile produce market sites, monthly healthy recipe demonstration tables will be held with the Rhode Island Public Health Institute's Food on the Move program. Recipes emphasize easy, healthy ways to prepare the fruits and vegetables available at the mobile market. (36 sessions)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Project 2.1b PSE Approaches to Support Healthy Food Access at Food Retailers

**Evidence-Base:** USDA *Healthy Corner Stores* guide (evidence-based)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-** Conduct needs assessment of patrons and corner store owner needs

**Process Evaluation-** count of materials provided to grocery stores; count of TA encounters; count of committee meetings attended; count of farmers' market text messages sent to participants, count of recipes provided to mobile market vendors

**Outcome Evaluation-** number of PSE initiatives implemented in food retail; nutrition-related impact of PSE program in corner store on patrons and store owner

**Education Description/PSE Components:**

- **Healthy Corner Store Pilot**
  - Implement and evaluate a PSE program to increase and highlight healthier options in one corner store. Utilizing USDA's *Healthy Corner Stores* guide, SNAP-Ed will work to lay groundwork to plan and implement a successful PSE program that works for the individual store and community. Evaluation will include impact on patrons/store owner.
  - Research and pilot at another corner store. Research will include a formative assessment of patrons/store owner needs and the Woonsocket Health Equity Zone Food Access group.
- **SNAP Fruits & Vegetable Incentives in RI Grocery Stores**
  - Pending Rhode Island Public Health Institute's award of a Community Food Projects grant, collaborating to improve fresh fruit and vegetable access through a SNAP incentive program in grocery stores. Involvement may include providing nutrition education materials, recipe demonstrations, and stakeholder insight as appropriate.
- **SNAP Restaurant Meals Program**
  - In conjunction with the Department of Human Services, handouts for eligible participants and PSE initiatives at participating Restaurant Meals Program sites will highlight, encourage and educate participants on the healthier food choices.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- **Other PSE initiatives (vary according to partner)**
  - Displays with healthy, low-cost recipes in key areas of the store
  - Signage for stores advertising healthy options
  - Tear-off recipe cards of healthy, low-cost recipes displayed near key ingredients
  - Text message reminders sent in English or Spanish to those farmers' market participants who are interested in dates of SNAP-Ed farmers' market participation; messages include motivational cues to elicit behavior change in regards to the inclusion of fruits and vegetables into meals and snacks (see Appendix B for sample text messages). Participants can opt out of messages at any time.
  - Appropriate fruit- and vegetable-based, low-cost healthy recipes given to mobile market vendor highlighting seasonal and/or plentiful produce items
  - Meetings with food access community partners, including Farm Fresh Rhode Island and Rhode Island Public Health Institute, to coordinate efforts (total of 4 meetings)

### Intervention 2.2: Emergency Food Sites

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 2.2a Direct/Indirect Education to Increase Healthy Food Access at Emergency Food Sites</b>					
Emergency food site patrons	600	600 friends/family of patrons	8 emergency food sites in Providence, Bristol, E. Greenwich, Narragansett and Westerly	36 sessions year-round; 12 sessions seasonal	Direct/ Indirect
<b>Project 2.2b PSE Approaches to Support Healthy Food Access at Emergency Food Sites</b>					
Emergency food site patrons	10 volunteer/staff	2,700 patrons	8 emergency food sites in Providence, Bristol, E. Greenwich, Narragansett and Westerly	1+ training	PSE

*\*reach does not include unique contacts; reach may be duplicative among projects in this intervention*



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Project 2.2a Direct/Indirect Education to Increase Healthy Food Access at Emergency Food Sites

**Evidence-Base:** URI *Adult one-time sample table* curriculum utilizing USDA MyPlate (practice-based); U. Wyoming *Cent\$ible Nutrition* (practice-tested)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-** Count of sessions conducted for patrons

**Outcome Evaluation-** Adult intended positive nutrition-related behavior change due to program

**Education Description/PSE Components:**

- **One-Time Sample Table utilizing USDA MyPlate at Food Pantries**
  - At 4 sites, year-round monthly or bi-monthly one-time recipe demonstration sessions using the MyPlate board during recipe demonstration to provide direct education (or indirect if demographic information is not obtained). At 1 seasonal site, the same demonstration held one-time per month from May to October, and at 2 other seasonal sites, demonstrations will be held once a month from July through September. The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables. Inclusion of budgeting tips and meal planning in demonstration and on recipe handouts aim to increase food budgeting skills. (total of 32 sessions year round; 12 sessions seasonally)
- **Cent\$ible Nutrition Program at Meal Site**
  - At 1 meal site, offer a 4-part series of workshops and recipe demonstrations. The emphasis is on healthy food group choices with all of the food groups of MyPlate, with an emphasis on plant-based foods. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 4 sessions)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Project 2.2b PSE Approaches to Support Healthy Food Access at Emergency Food Sites

**Evidence-Base:** U. of Illinois *Nutrition Environment Food Pantry Assessment Tool (NEFPAT)*

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** Focus groups with patrons for expanding healthy options on meal site menu; questions asked at end of PD training to help determine future topics and materials needed

**Process Evaluation-** count of materials provided to emergency food sites; Count of PD trainings conducted

**Outcome Evaluation-** number of new recipes adopted to meal site menu; number of PSE initiatives implemented; change in NEFPAT results

- **Other PSE initiatives (vary according to partner)**
  - Displays with healthy, low-cost recipes in key areas of the site
  - Signage near staple pantry ingredients to encourage healthy options
  - Healthy pantry tip cards to encourage use of target food items
  - Bulletin board with healthy nutrition messages
  - Posters to display on walls for continued nutrition education
  - PD for staff/volunteers to help patrons choose healthy choices (1 or more trainings)
  - Working with meal site clients to add new, healthy recipes to menu
  - Pilot of *NEFPAT* with one emergency food site

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 2.3: Promoting Statewide Healthy Food Access

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 2.3a Inter-Agency Food &amp; Nutrition Policy Advisory Council/ Hunger Elimination Task Force</b>					
SNAP-Ed eligible audience statewide	n/a	161,934+ SNAP-Ed eligible population	Statewide reach	10 meetings; year round	PSE
<b>Project 2.3b Health Equity Zones</b>					
SNAP-Ed eligible audience of HEZ city/towns	n/a	31,188 SNAP-Ed eligible population	Woonsocket and one other SNAP-Ed eligible area	18 meetings year-round	PSE

*\*reach does not include unique contacts; reach may be duplicative among projects in this intervention*

### Project 2.3a Inter-Agency Food & Nutrition Policy Advisory Council/Hunger Elimination Task Force

Evidence-Base: N/A

Key Performance Indicators (KPIs):

Formative Evaluation-

Process Evaluation- Count of meetings attended

Outcome Evaluation- Count of healthy food access changes made

Education Description/PSE Components:

- **Inter-Agency Food & Nutrition Policy Advisory Council (IFNPAC)**
  - Council with several food-related initiatives and focus areas to promote healthy outcomes through ensuring food security for Rhode Islanders. This council meets quarterly. (total of 4 meetings)
- **Hunger Elimination Task Force**
  - Task force created by the RI IFNPAC that convenes bimonthly with the goal of leading efforts to reduce food insecurity in RI to below 10% by 2020. (total of 6 meetings)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Project 2.3b Health Equity Zones

Evidence-Base: N/A

Key Performance Indicators (KPIs):

Formative Evaluation-

Process Evaluation- Count of meetings attended

Outcome Evaluation- Count of healthy food access changes made

Education Description/PSE Components:

- **Woonsocket Health Equity Zone**
  - Meeting monthly as part of the Woonsocket Health Food Access subcommittee. The goal of the group is to increase healthy eating among Woonsocket residents. (total of 12 meetings)
- **Health Equity Zone Partner Expansion**
  - Expand to one additional HEZ where SNAP-Ed's goals and objectives align with the focus areas of the HEZ. (total of 6 meetings)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Focus Area 3: Improving Adults' Health Where they Live, Gather, Wait & Learn

#### Related State Objective(s):

Objective #s: 1, 2, 6, 10 (see State-Level Objectives Table above)

#### Audience:

SNAP-Ed eligible adults where they reside, gather or attend community programs

#### Food and Activity Environments:

This program will provide education to adults where they live, gather, wait and learn in order to increase consumption and variety of fruits and vegetables, as well as other healthy options from each food group, with an emphasis on plant-based foods.

#### Project Description:

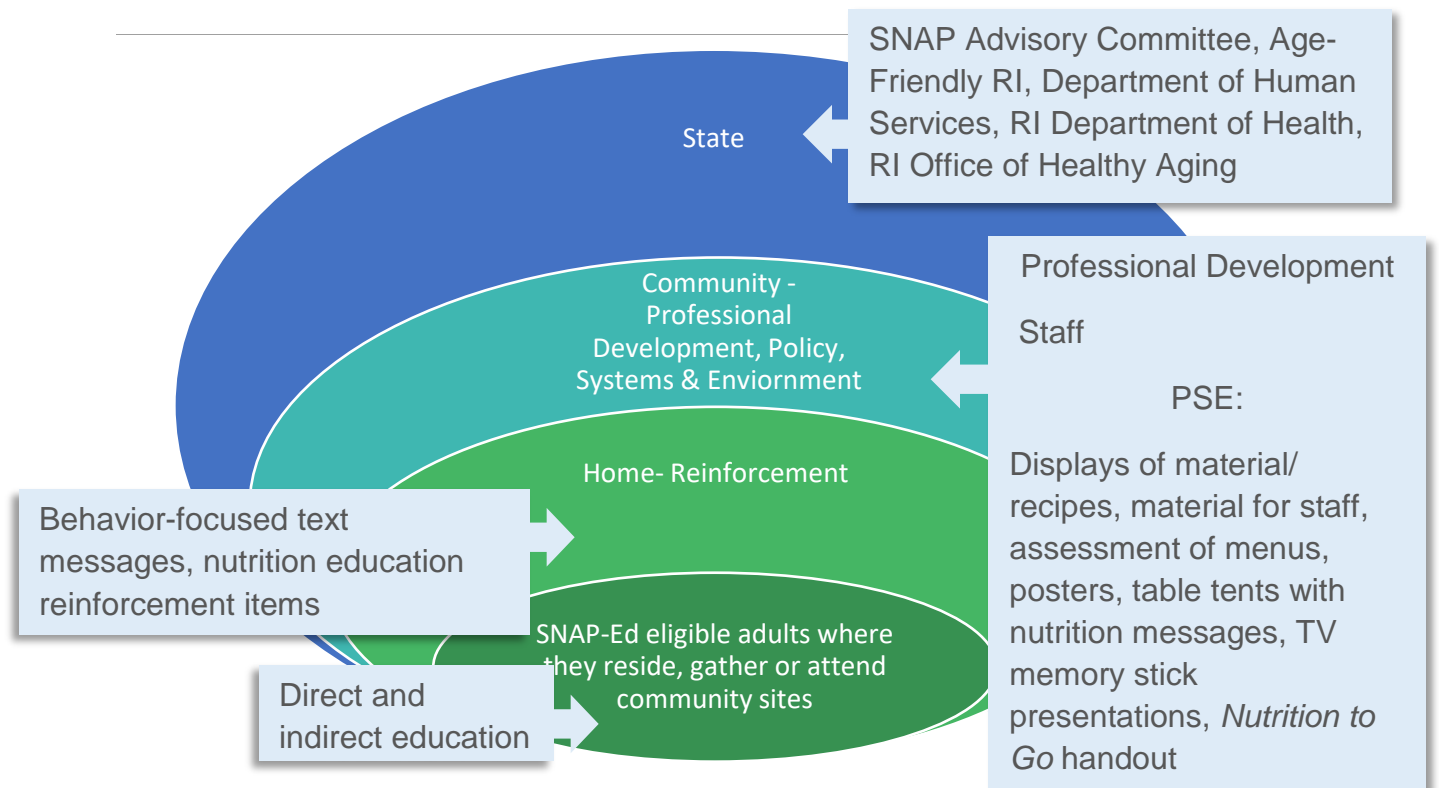
##### Key Educational Messages

- Increase plant-based diet behaviors including an increase of fruit and vegetable, whole grain and bean consumption
- Expand food resource management skills

##### Community Partners

Age-Friendly Rhode Island, Cranston Senior Center, Department of Human Services (DHS), Dorcas International Institute of Rhode Island, East Providence Senior Center, Genesis Center, Leon Mathieu Senior Center, Monsignor deAngelis, Narragansett Indian Tribe, Pawtucket Housing Authority, Pilgrim Senior Center, Progreso Latino, Providence Housing Authority, Renaissance Adult Day Care Center, Rhode Island Community Food Bank, Rhode Island Department of Health, Rhode Island Free Clinic, Rhode Island Meals on Wheels, Rhode Island Office of Healthy Aging, University of Rhode Island Pharmacy Outreach, Woonsocket Even Start, Woonsocket Senior Center

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration



Socio-Ecological Model describing direct, indirect, and PSE efforts to affect positive behavior change in SNAP-Ed eligible adults where they reside, gather or attend community sites

Focus Area 3	Readiness & Capacity (ST)	Changes (MT)	Effectiveness & Maintenance (LT)
Individual	ST1a, b, c, d ST2 b, j, m ST3b	MT1a, j, l, m MT2 b, j, m MT3b	
Environmental Setting	ST5a, b, c ST7a, b, c	MT5a, b, c, d, e, f	LT5a, b, c
Sectors of Influence	ST8a, b		

Evaluation Framework Indicators for Focus Area 3: Improving Adults' Health Where They Live, Gather, Wait & Learn

**Focus Area 3 Outline**

**Intervention 3.1: Nutrition Education in SNAP Offices**



**Project 3.1a Direct/Indirect Education in SNAP Offices**



**Project 3.1b PSE Approaches to Support Healthy Habits while in SNAP Offices**

**Intervention 3.2: Adults in Job Training and Clinics**



**Project 3.2a Direct/Indirect Education at Job Training & Clinics**



**Project 3.2b PSE Approaches to Support Healthy Habits while at Job Training & Clinics**

**Intervention 3.3: Adults in Community Settings & Housing Sites**



**Project 3.3a Direct/Indirect Education in Community Settings & Housing Sites**



**Project 3.3b PSE Approaches to Support Healthy Habits in Community Settings & Housing Sites**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 3.1: Nutrition Education in SNAP Offices

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 3.1a <i>Direct/Indirect Education in SNAP Offices</i></b>					
DHS office clients	300	300 friends/family of clients	4 Department of Human Service locations in Providence, Pawtucket, Warwick and Woonsocket	12 sessions	Direct/Indirect
<b>Project 3.1b <i>PSE Approaches to Support Healthy Habits while in SNAP offices</i></b>					
DHS office clients	300 DHS staff	145,000 SNAP participants	8 DHS locations throughout the state	1 training; 12 meetings year-round; 4 digital content videos	PSE

*\*reach does not include unique contacts; reach may be duplicative among projects in this intervention*

### Project 3.1a Direct/Indirect Education in SNAP Offices

**Evidence-Base:** URI *adult one-time sample table curriculum utilizing USDA MyPlate (practice-based)*

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-** Count of sessions conducted for patrons

**Outcome Evaluation-** Adult intended positive nutrition-related behavior change due to program

**Education Description/PSE Components:**

- **One-Time Sample Table utilizing USDA MyPlate**
  - One-time recipe demonstration sessions held at 4 sites (3 times per year at each site) using the MyPlate board during recipe demonstration to provide direct education (or indirect if demographic information is not obtained). The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables.



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 12 sessions)

### Project 3.1b PSE Approaches to Support Healthy Habits while in SNAP Offices

**Evidence-Base:** Socio-Ecological Model (evidence-based)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-** count of meetings attended; count of PSE initiatives

**Outcome Evaluation-** estimated reach of digital content; number of PSE initiatives implemented

- **PSE initiatives**
  - Displays with healthy, low-cost recipes in the waiting area
  - Reach out to DHS staff during demonstrations to provide postcards with SNAP-Ed contact information for patrons
  - On a quarterly basis, provide 20-minute long digital nutrition content for television screens in waiting areas. Content includes short recipe videos, nutrition and food resource management tips, and content from DHS as provided, all in English and Spanish (4 digital content videos)
  - Provide nutrition-related books for youth at DHS offices
  - Offer PD to DHS field staff (at least 1 training)
  - Attend monthly SNAP Advisory meetings to discuss food insecurity issues with SNAP-Ed eligible individuals (total of 12 meetings)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 3.2: Adults in Job Training and Clinics

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 3.2a Direct/Indirect Education at Job Training &amp; Clinics</b>					
SNAP-Ed eligible adults in community partner locations	600	600 family/ friends of SNAP-Ed eligible adults and E&T clients	5+ community partner sites throughout the state (some with multiple adult cohorts)	74+ sessions; 4 mailings	Direct/ Indirect
<b>Project 3.2b PSE Approaches to Support Healthy Habits while at Job Training &amp; Clinics</b>					
SNAP-Ed eligible adults in community partner locations	10 community partner staff/ Community Health Workers	367 SNAP-Ed eligible adults	5+ community partner sites throughout the state	5 trainings	PSE

*\*reach does not include unique contacts; reach may be duplicative among projects in this intervention*

### Project 3.2a Direct/Indirect Education at Job Training & Clinics

**Evidence-Base:** U. of Wyoming *Cent\$ible Nutrition* (practice-tested), Share our Strength's *Cooking Matters at the Store* (practice-tested), North Carolina State's *Families Eating Smart and Moving More* (practice-tested)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-**

**Process Evaluation-** Count of sessions conducted for SNAP-Ed eligible individuals; count of mailings

**Outcome Evaluation-** Positive change in nutrition-related behaviors from baseline to post-assessment; estimated reach of monthly newsletter

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Education Description/PSE Components:

- **Cent\$ible Nutrition Program or Families Eating Smart and Moving More (FESMM)**
  - Pending the preference of the partner for in-person (*Cent\$ible Nutrition Program*) versus virtual/distance-based (*FESMM*) education, a series of 4 or more sessions will be held once a week for consecutive weeks for multiple groups at 4 community partner sites. The emphasis is on healthy food group choices with all of the food groups of MyPlate, with an emphasis on plant-based foods. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 62+ sessions)
  - Pending the preference of the partner for in-person (*Cent\$ible Nutrition Program*) versus virtual/distance-based (*FESMM*) education, one 6-part series held once a week for consecutive weeks with 1 time/month follow-up sessions for 3 months with adult Narragansett Indian Tribe members through their health clinic. (total of 9 sessions)
- **Cooking Matters at the Store**
  - *Cooking Matters at the Store* tours will be offered as an add-on component to all adult series. In this 60-minute tour, adults will learn how to identify the healthiest food items for the lowest cost in their local grocery store. (total of 3 sessions)
- **Monthly Newsletter Distribution**
  - Quarterly mailings (electronically or print/mail) of the topical newsletter to at least 14 DHS Employment and Training providers for dissemination to participants. (4 mailings)

### Project 3.2b PSE Approaches to Support Healthy Habits at Job Training & Clinics

**Evidence-Base:** URI *Community Health Workers* training (practice-based)

### Key Performance Indicators (KPIs):

**Formative Evaluation-** Needs assessment at job training site to provide healthier options sold on site; questions asked at end of PD trainings to help determine future topics and materials needed

**Process Evaluation-** Count of environmental supports provided to sites; count of behavior-focused text messages sent to participants; count of PD trainings conducted

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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**Outcome Evaluation-** count of partner sites that utilize short videos; estimated reach of short videos; number of new healthy items added to menu at job training site; number of PSE initiatives implemented

### Education Description/PSE Components:

- **Refugee Population Community Health Worker Training**
  - 4-part PD training for Community Health Workers at Dorcas International who work with newly arrived refugees. The emphasis will be on helping refugees navigate the food environment to make healthier choices. (4 trainings)
- **Other PSE initiatives (vary according to partner)**
  - Based on upcoming needs assessment, work with a job training site to offer healthier items sold on site
  - Displays with healthy, low-cost recipes in key areas of the partner site
  - Behavior-focused text messages offered to participants for four weeks post programming. Messages include reinforcement of topics and continued encouragement of behaviors taught during series programming (receive text messages 2 times per week for 4 weeks) (see Appendix C for sample text messages)
  - Provide nutrition-based posters for environmental reinforcement
  - PD for staff to encourage positive role modeling (at least 1 training)
  - Five 30-60 second recipe videos created offered to partners on memory sticks for community televisions. The videos will promote low-cost, healthy recipes.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 3.3: Adults in Community Settings & Housing Sites

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 3.3a <i>Direct/Indirect Education for Adults in Community Settings &amp; Housing Sites</i></b>					
SNAP-Ed eligible adults/ seniors in community centers and housing sites	400 adult/seniors 65 community partners 25 radio listeners	2,500 adults/seniors	31+ adult/senior community centers and/or housing sites throughout the state, including Native American Reservation	108 sessions year-round; 12 newsletters year-round; 2 Radio broadcasts year-round	Direct/ Indirect
<b>Project 3.3b <i>PSE Approaches to Support Healthy Habits in a Community Setting &amp; Housing Sites</i></b>					
SNAP-Ed eligible adults/ seniors in community centers and housing sites	20 DPP coaches	350 DPP participants and seniors	18+ adult/senior community centers and/or housing sites throughout the state, including tribal nation	1 training; 3 meetings	PSE

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

### Project 3.3a Direct/Indirect Education in Community Settings & Housing Sites

**Evidence-Base:** U. of Wyoming *Cent\$ible Nutrition* (practice-tested); URI *Adult one-time sample table curriculum utilizing USDA MyPlate* (practice-based); USDA *Eat Smart, Live Strong* (evidence-based); URI *Nutrition to Go Newsletter* (practice-based), Share our Strength's *Cooking Matters at the Store* (practice-tested)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-**

**Process Evaluation-** Count of sessions conducted for SNAP-Ed eligible individuals; count of radio broadcasts

**Outcome Evaluation-** Positive change in nutrition-related behaviors from baseline to post-assessment; estimated reach of *Nutrition to Go* newsletter

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Education Description/PSE Components:

- **Cent\$ible Nutrition Program or Adult one-time sample table curriculum utilizing USDA MyPlate Series**
  - If in-person programming is allowed, a series of 4-8 sessions will be held at 8 community centers and 1 tribal nation utilizing the *Cent\$ible Nutrition Program*. If there is no in-person programming, bi-monthly programming through Age Friendly RI's statewide Virtual Community Center utilizing the *Adult one-time sample table curriculum with USDA MyPlate* will be provided along with off-week "Q&A" live chat sessions to answer general nutrition and food resource management questions. For both programs, the emphasis is on healthy food group choices with all of the food groups of MyPlate, with an emphasis on plant-based foods. Sessions integrate the month's *Nutrition to Go* handout. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of up to 72 sessions)
- **Cooking Matters at the Store**
  - *Cooking Matters at the Store* tours will be offered as an add-on component to all community center series. In this 60-minute tour, adults will learn how to identify the healthiest food items for the lowest cost in their local grocery store. (total of 3 sessions)
- **Adult One-Time Program**
  - In conjunction with URI Pharmacy Outreach, one-time programs are held two times per year at each of the 5 participating housing sites. Focus is on healthy food choices within all of the food groups of MyPlate, with an emphasis on plant-based foods. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 10 sessions)
  - Offer one-time healthy recipe demonstrations to Diabetes Prevention Programs (DPP) for DPP participants to enhance their understanding of healthy eating concepts and healthy food preparation. (up to 6 sessions)
  - Offer one-time programs at each of the 9 Meals on Wheels of Rhode Island cafe locations in Providence. Focus is on healthy food choices within all of the food groups of MyPlate, with an emphasis on plant-based foods. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 9 sessions)
- **Eat Smart, Live Strong**
  - The *Eat Smart, Live Strong* series is 4 sessions held once a month at 2 community centers and/or housing sites. The focus is to increase intake of fruits and vegetables and physical activity. Inclusion of budgeting tips in

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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demonstration and on recipes aims to increase food budgeting skills. (total of 8 sessions)

- **Monthly Newsletter Distribution**
  - Monthly mailings (electronically or print/mail) of the senior-oriented *Nutrition to Go* newsletter to at least 64 partners for dissemination to participants. In addition, Meals on Wheels of Rhode Island will receive printed versions monthly to disseminate with delivered meals. The information aims to increase consumption of fruits and vegetables, whole grains and plant-based proteins, with a focus on senior-specific topics. (total of 12 mailings)
- **Radio Broadcasting**
  - When invited to participate, discuss nutrition-related topics to the senior population of Rhode Island through Meals on Wheels of Rhode Island's radio show or Age-Friendly Rhode Island radio show. (total of 2 broadcasts)

### Project 3.3b PSE Approaches to Support Healthy Habits in Community Settings & Housing Sites

Evidence-Base: N/A

Key Performance Indicators (KPIs):

**Formative Evaluation-** Questions asked at end of PD trainings to help determine future topics and materials needed

**Process Evaluation-** Count of behavior-focused text messages sent to participants; count of environmental supports provided to sites; count of PD trainings conducted; count of committee meetings attended

**Outcome Evaluation-** count of partner sites that utilize short videos; estimated reach of short videos; number of PSE initiatives implemented

Education Description/PSE Components:

- **Professional Development**
  - In conjunction with the RI Department of Health, Diabetes Prevention Program lifestyle coaches will receive a one-time PD training on SNAP-Ed resources and other local resources available to help their program participants eat healthier within a limited budget. (1 training)
- **Age-Friendly RI Coalition**
  - Through the coalition, participate in Food and Nutrition work group that focuses on eating on a budget for older adults. (3 meetings)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- **Wellness Check Nutrition Talking Points**
  - Through the Office of Healthy Aging, volunteers conduct wellness checks with seniors throughout the state. To ensure adequate nutrition, SNAP-Ed will provide a short list of nutrition-related questions relevant to the senior population that volunteers can ask during wellness checks.
- **Other PSE initiatives (vary according to partner)**
  - Displays with healthy, low-cost recipes in key areas of the community/housing site
  - *Nutrition to Go* monthly handout available for participants at community partner sites
  - Behavior-focused text messages offered in English and Spanish to participants for four weeks post programming. Messages include reinforcement of topics and continued encouragement of behaviors taught during series programming (receive text messages 2 times per week for 4 weeks) (see Appendix C for sample text messages). Participants can opt out of messages at any time.
  - Provide nutrition-based posters for environmental reinforcement
  - Memory sticks for community television; memory sticks provide videos of low-cost, healthy recipe demonstrations and running presentations of healthy messages and nutrition facts information
  - Table tents with concise nutrition messages to be placed in community dining spaces
  - Assist with menu development at congregate meal site(s)



## **Focus Area 4: Social Marketing Efforts**

### **Related State Objective(s):**

Objective #s: 14, 15 (see State-Level Objectives Table above)

### **Audience:**

SNAP-Ed eligible individuals in RI, with a focus on racial, ethnic and cultural minority groups.

### **Food and Activity Environments:**

This social marketing campaign aims to increase awareness and access to healthy, low-cost, ethnically diverse food choices through a variety of delivery channels. To better inform and ensure a cultural and racial equity lens in the creation of the social marketing campaign, stakeholders, community leaders, and SNAP-Ed eligible individuals will be included in the formative research.

### **Project Description:**

Social marketing has the potential to deliver effective and efficient health messages to large audiences. During FY21, Project 4.1 will consist of a three-part formative evaluation needed to inform a statewide URI SNAP-Ed Social Marketing campaign. To ensure that a social marketing campaign prioritizes reaching racial and ethnic minority subpopulations, stakeholders and community leaders from these communities must be included in the formative research, design, and distribution of the social marketing campaign. Further, Project 4.2 will consist of promoting and building on current social marketing strategies while simultaneously using these data to help inform baseline reach and engagement metrics for the future URI SNAP-Ed Social Marketing campaign. A key priority for the development of this campaign is to apply a cultural and racial equity lens to address nutritional disparities among low-income Rhode Islanders.

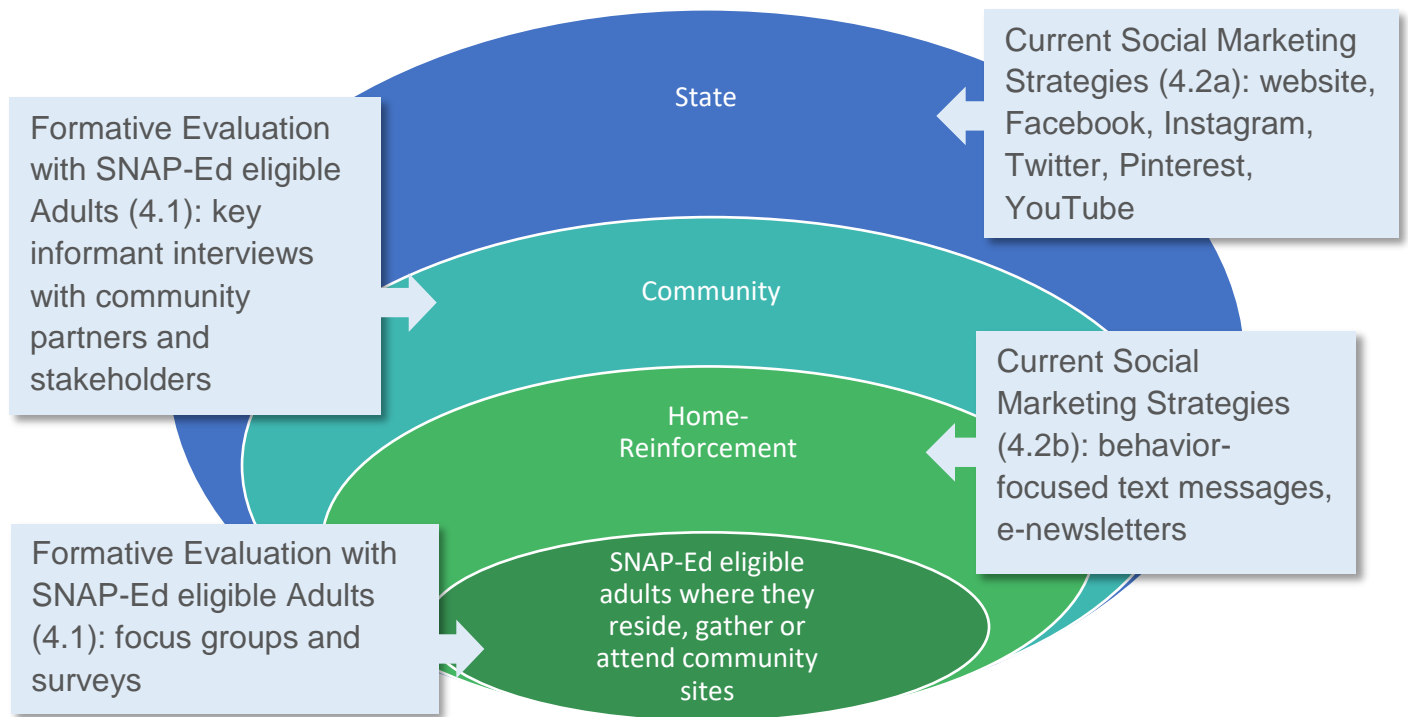
### **Key Educational Messages**

- Increase fruit and vegetable consumption
- Expand food resource management skills

### **Community Partners**

Dorcas International, Farm Fresh RI, Genesis Center, Narragansett Indian Tribe, Progreso Latino, Rhode Island Department of Education, Rhode Island Healthy Schools Coalition, State Health Equity Zones, Statewide Hunger Elimination Taskforce, individual schools where family programs are held, and housing and congregate meal sites. Due to the exploratory nature of this work, other community partners may be engaged as appropriate.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration



Socio-Ecological Model describing Social Marketing efforts to affect positive behavior change in SNAP-Ed eligible adults where they reside, gather or attend community sites

Focus Area 4	Readiness & Capacity (ST)	Changes (MT)	Effectiveness & Maintenance (LT)
Individual			
Environmental Setting			
Sectors of Influence		MT12b.	

Evaluation Framework Indicators for Focus Area 4: Social Marketing Efforts

**Focus Area 4 Outline**

**Intervention 4.1: SNAP-Ed Social Marketing Campaign Formative Evaluation**



**Project 4.1a Key Informant Interviews with Stakeholders and Community Partners**



**Project 4.1b Focus Groups and Survey with Current SNAP-Ed Adult and Parent Program Participants**



**Project 4.1c Craft Key Educational Message & Develop Concept Boards for Social Marketing Campaign**

**Intervention 4.2: Building on Current Social Marketing Strategies**



**Project 4.2a Social Media Platforms and Website**



**Project 4.2b Text Messaging and Electronic Newsletters**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 4.1: SNAP-Ed Social Marketing Campaign Formative Evaluation

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 4.1a Key Informant Interviews with Stakeholders and Community Partners</b>					
Stakeholders and community partners	8+	n/a	Those who serve racial and ethnic minority groups across RI	8+ key informant interviews	Social Marketing
<b>Project 4.1b Focus Groups and Survey with Current SNAP-Ed Adult and Parent Program Participants</b>					
SNAP-Ed Adult and Parent Program Participants	60+	n/a	Adult/senior community centers, housing sites, job training sites, and schools	30+ surveys; 5+ focus groups (with ~6 participants/group); 10+ SNAP-Ed groups	Social Marketing
<b>Project 4.1c Craft Key Educational Message &amp; Develop Concept Boards for Social Marketing Campaign</b>					
n/a	n/a	n/a	n/a	n/a	Social Marketing

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

#### Project 4.1a Key Informant Interviews with Stakeholders and Community Partners

Evidence-Base: n/a

Key Performance Indicators (KPIs):

**Formative Evaluation-** Conduct a formative evaluation including key informant interviews with stakeholders and community partners

**Process Evaluation-** Count of key informant interviews, length of interviews

**Outcome Evaluation-**

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Description:

- **Key Informant Interviews**
  - Stakeholders and community partners that serve racial and ethnic minority groups across RI will be asked to participate. The focus of the interviews will be to understand how to most effectively reach and engage their audiences through social marketing channels, including strategies that partners currently use and how to leverage these channels to promote positive nutrition and physical activity behaviors. Opportunities for social marketing partnerships will also be explored. (8+ interviews)

### Project 4.1b Focus Groups and Survey with Current SNAP-Ed Adult and Parent Program Participants

Evidence-Base: n/a

### Key Performance Indicators (KPIs):

**Formative Evaluation-** Conduct a formative evaluation including focus groups and surveys with adult and parent SNAP-Ed program participants

**Process Evaluation-** Count of surveys; count of focus groups; count of focus group participants; length of focus group discussions

**Outcome Evaluation-**

### Description:

- **Surveys**
  - Adult and parent SNAP-Ed program participants from community centers, housing sites, job training sites and schools will be asked to complete a brief (~5 minute; 10 question) survey. Surveys will aim to capture close-ended feedback around general social media practices (i.e., current platforms most frequently used) and preferences for receiving and accessing nutrition education information to reinforce content received during lessons (i.e., e-newsletters, text messages, Twitter, Instagram, etc.). (30+ surveys)
  - Adults and parent SNAP-Ed program participants from community centers, housing sites, job training sites and schools will be asked anonymously to provide their country of origin to help inform the generation of new, culturally relevant recipes. (10+ SNAP-Ed groups, participants may overlap with above social media survey)

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- **Focus groups**
  - Adult and parent SNAP-Ed program participants from community centers, housing sites, job training sites and schools will be asked to participate in a brief (~25 minute) focus group at the end of the last session of a program series. Focus groups will aim to capture the determinants of healthy eating that are amenable to change via social marketing. The Health Belief Model and Transtheoretical Model (stages of change) will be drawn upon and the following constructs will be emphasized: cultural values, social norms, perceived benefits, perceived barriers, perceived self-efficacy, knowledge, awareness, and readiness to change. These will further be used to identify the target audience's motivational and resistance points. The last set of questions during the focus group will also gather input on existing social marketing channels and seek to understand facilitators/barriers to use. For example, the facilitator will use an iPad to show the participants the different social media outlets, share examples of posts, and gather feedback. (5+ focus groups with ~6 people/group)

### Project 4.1c Craft Key Educational Message & Develop Concept Boards for Social Marketing Campaign

**Evidence-Base:** Michigan Fitness Foundation's *Healthy Choices Catch On* campaign (research-tested); California Department of Public Health's *Champions of Change* (evidence-based)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-**

**Outcome Evaluation-** Results from key informant interviews, surveys and focus groups utilized to create message and concept boards

**Description:**

- **Craft Key Educational Message**
  - Analysis of key informant interviews, surveys, and focus groups will be utilized to form the social marketing mix, including:
    - Actual product: the desired behavior is making healthy food choices within a limited budget.
    - Core product: the benefits of the desired behavior as perceived by participants. Formative research will determine what the audience

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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values and what is perceived as the key benefits of this desired behavior.

- Price: the cost or barriers to making healthy food choices within a limited budget as perceived by participants.
- This will pave the way for sharing and testing the key educational message with community partners and adult and parent program participants to solicit feedback and refine the educational message in Year 2 of this social marketing campaign.
- **Develop Concept Boards**
  - Creation of a concept board containing key educational messages that emphasize the core product and minimize perceived barriers to behavior change.
  - The messages will be presented on a concept board as preliminary ideas (rather than actual campaign materials) and preferred distribution channels will also be discussed with community partners and adult and parent program participants at the culmination of Year 1 and entering into Year 2 of the social marketing campaign.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Intervention 4.2: Building on Current Social Marketing Strategies

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 4.2a Social Media Platforms and Website</b>					
Community partners, SNAP-Ed adult and parent participants, and others	4,000+	4,000 family/friends of participant	Facebook, Instagram, Pinterest, Twitter, YouTube and SNAP-Ed website	247 posts, boards, tweets, uploads	Indirect
<b>Project 4.2b Text Messaging and Electronic Newsletters</b>					
SNAP-Ed Adult and Parent Program Participants, Stakeholders and Community Partners	200+	200+ family/friend of participant	Offered to all adult and parent participants across all SNAP-Ed programming sites	3,000 text message contacts; 4+ e-newsletters	Indirect

\*reach does not include unique contacts; reach may be duplicative among projects in this intervention

#### Project 4.2a Social Media Platforms and Website

**Evidence-Base:** Oregon State University Extension's *Food Hero* campaign (research-tested); California Department of Public Health's *Champions of Change* (evidence-based)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-**

**Process Evaluation-** Count of posts/resources uploaded to online resources

**Outcome Evaluation-** Analytics of online resources including number of visitors, views, followers, reach, and engagement

#### Education Description/PSE Components:

**Social Media Platforms Overall-** The goal is to grow and streamline social media content on Facebook, Instagram, Pinterest, Twitter and YouTube, interlinking the generation of new low-cost, healthy and ethnically diverse recipes. These platforms will be included as potential outlets for dissemination of the social marketing campaign during formative research. (10 new ethnically diverse recipes)



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- **Facebook**
  - Posts of SNAP-Ed program highlights, low-cost healthy recipes, nutrition-related articles pertinent to target audience, food tips, interactions with Liked pages, and other posts to encourage behavior change. (total of 75+ posts)
- **Instagram**
  - Posts of SNAP-Ed program highlights, low-cost healthy recipes, and nutrition messages to encourage behavior change. (total of 75+ posts)
- **Pinterest**
  - Creation of additional Pinterest boards and pinning of healthy nutrition and food tips pertinent to target audience to encourage behavior change. (total of 10 new boards)
- **Twitter**
  - Tweets of SNAP-Ed program highlights, healthy recipes, nutrition-related articles pertinent to target audience, food tips, and other posts to encourage behavior change, interaction with relevant Twitter followers to enhance reach of RI SNAP-Ed. (total of 52+ tweets)
- **YouTube**
  - Uploads of nutrition education content, including lessons and recipe demonstrations, as created. (total of 10 uploads)
- **Website**
  - Update URI SNAP-Ed website with links to social media accounts, culturally relevant recipes, new video content, and any other components of nutrition education resources and future social marketing campaign. (total of 25+ uploads)
  - If determined as an appropriate social marketing strategy, design a pop-up window to encourage enrollment in email or text-based messaging programs/newsletters/etc.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Project 4.2b Text Messaging and Electronic Newsletters

**Evidence-Base:** University of Maryland Extension's *Text2BHealthy* (research-tested)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-**

**Process Evaluation-** Count of text messages sent; count of electronic newsletters sent

**Outcome Evaluation-** Count of contacts receiving text messages; count of text message responses; open rate of e-newsletter; click through rate of e-newsletter

**Education Description/PSE Components:**

- **Text Messaging**
  - Continue delivering behavior-focused text messaging in English or Spanish to program adult and parent participants, while understanding how text message delivery can be improved to best reinforce positive dietary and physical activity behaviors. See Appendices A, B, and C for examples of messages. Text messaging is also used to remind participants of upcoming programs. Participants can opt out at any time. (200+ contacts)
- **Electronic Quarterly Newsletters**
  - Utilize an online platform for SNAP-Ed newsletters sent on a quarterly basis to stakeholders, community partners, and SNAP-Ed adult and parent program participants in English and Spanish. Newsletters will serve to update recipients on Rhode Island SNAP-Ed programs, initiatives and projects as well as connect recipients to other SNAP-Ed online platforms for nutrition education resources. Participants can opt out at any time. (4 e-newsletters)

Citations for evidence-based curriculums:

Healthy Way to Grow, *Wellness Policy Workbook for Early Care and Education*, <https://snapedtoolkit.org/interventions/programs/healthy-way-to-grow/>, accessed June 30, 2020

Univ. North Carolina at Chapel Hill, *Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC)*, COPY CITATION

USDA, *Grow It, Try It, Like It*, <https://www.fns.usda.gov/tn/grow-it-homes>, accessed June 30, 2020

Sesame Street, *Healthy Habits for Life*, <https://snapedtoolkit.org/interventions/programs/healthy-habits-for-life/>, accessed June 30, 2020

CATCH *Go for Health*, COPY CITATION

Cornell University, *Smarter Lunchrooms Movement*, COPY CITATION

USDA, *Summer Food, Summer Moves*, <https://www.fns.usda.gov/tn/summer-food-summer-moves/>, accessed June 30, 2020

Cooking with Kids Inc., *Cooking with Kids for a Healthy Future*, COPY CITATION

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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Cornell University, *Healthy Children, Healthy Families: Parents Making a Difference!*, COPY CITATION

USDA, *MyPlate for My Family*, <https://snaped.fns.usda.gov/library/materials/myplate-my-family/>, accessed June 30, 2020

USDA, *Healthy Corner Stores* guide, <https://snaped.fns.usda.gov/sites/default/files/resourcefinder/Healthy-Corners-Stores-Guide.pdf>, accessed Sept 1, 2020

Share Our Strength, *Cooking Matters at the Store*, <https://snaped.fns.usda.gov/library/materials/cooking-matters-store/>, accessed June 30, 2020

McLeroy, K., Bibeau, D., Steckler, A., & Glanz, K. (1988). An Ecological Perspective on Health Promotion Programs. *Health Education Quarterly*, 15(4), 351-377. Retrieved September 2, 2020, from <http://www.jstor.org/stable/45049276>

Univ. of Wyoming, *Cent\$ible Nutrition*, [https://issuu.com/cnp/newsletters/docs/highlight\\_report\\_2015](https://issuu.com/cnp/newsletters/docs/highlight_report_2015), accessed June 29, 2020

North Carolina State, *Families Eating Smart and Moving More*, <https://snaped.fns.usda.gov/library/materials/faithful-families-eating-smart-and-moving-more/>, accessed June 29, 2020

USDA, *Eat Smart, Live Strong*, <https://snaped.fns.usda.gov/library/materials/eat-smart-live-strong-nutrition-education-older-adults/>, accessed June 29, 2020

Michigan Fitness Foundation Campaign, *Healthy Choices Catch On*, <https://snapedtoolkit.org/interventions/programs/they-learn-from-watching-you/>, accessed September 1, 2020

California Department of Public Health, *Champions for Change*, <https://snapedtoolkit.org/interventions/programs/champions-for-change/> accessed September 1, 2020

Oregon State University Extension, *Food Hero*, <https://snapedtoolkit.org/interventions/programs/food-hero/>, accessed September 1, 2020

University of Maryland Extension, *Text2BHealthy*, <https://snapedtoolkit.org/interventions/programs/text2bhealthy/>, accessed September 1, 2020

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### ***Use of Existing Educational Materials:***

Give the title, author, and description of existing educational materials that will be used in the delivery of the project/intervention. Specify the language(s) in which the materials will be used including English. Indicate whether the materials will be purchased and justify the need and cost.

### **Existing Evidence-Based Curricula and Lessons:**

<b>Title</b>	<b>Author</b>	<b>Description</b>	<b>Language</b>	<b>Purchased New for this Year</b>
<b>Research-based</b>				
Cent\$ible Nutrition	Univ of Wyoming Extension	Practice-tested curriculum for adults that combines nutrition education with budgeting skills	English/Spanish	No
Smarter Lunchrooms Movement	Cornell University	Collection of evidence-based tools and strategies to improve child eating behaviors in school lunchrooms	English	No
Healthy Children, Healthy Families: Parents Making a Difference!	Cornell University	Evidence-based curriculum for parents/ caregivers that combines parenting skills with nutrition concepts	English/Spanish	No
MyPlate for My Family	USDA	Evidence-based curriculum for parents/ caregivers that combines parenting skills with nutrition concepts	English/Spanish	No
Cooking Matters at the Store	Share our Strength	Education on finding the healthiest foods for the lowest cost at the grocery store	English/Spanish	No
Nutrition and Physical Activity Self-Assessment for Child Care	U. of North Carolina at Chapel Hill	Tool to assess how childcare facilities are adhering to best practices relating to nutrition and physical activity	English	No
Go for Health	CATCH	Evidence-based nutrition education curriculum for youth in schools to increase fruit and vegetable intake while decreasing sugar-sweetened beverages and energy-dense snacks	English	No

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Cooking With Kids for a Healthy Future	Cooking with Kids	Evidence-based nutrition education curriculum designed for youth in after school programs that focuses on healthy cooking to increase fruit and vegetable intake while decreasing sugar-sweetened beverages and energy-dense snacks	English	No
Grow It, Try It, Like It	USDA	Evidence-based nutrition education curriculum for childcare/preschool programs which focuses on fruits and vegetables and gardening	English	No
Healthy Habits for Life	Sesame Street	Evidence-based nutrition education curriculum for childcare/preschool programs which focuses on healthy eating and physical activity	English/Spanish	Yes- \$250 for reproducing
Eat Smart, Live Strong	USDA	Evidence-based nutrition education curriculum for older adults to increase physical activity and intake of fruits and vegetables	English/Spanish	No
Summer Food, Summer Moves	USDA	Evidence-based summer meal activities for summer meal sites	English/Spanish	No
<b>Practice-based</b>				
URI Fresh Fruit & Vegetable Program curriculum	URI SNAP-Ed	Practice-based fruit and vegetable curriculum taught in 8 lessons by elementary school teachers. Companion program to the FFVP tasting program.	English (parent letters also in Spanish)	No
Wellness Policy Workbook for Early Care and Education	Healthy Way to Grow	Tool to assist childcare directors and administrators in creating a comprehensive wellness policy; those who participate will receive a customized poster of their center's policy to display for staff and parents	English	Yes- \$500 for posters

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Grow it, Try it, Like It curriculum training	URI SNAP-Ed and FFRI	PD training for childcare programs to implement the USDA curriculum; includes alignment guide for Rhode Island Early Learning and Development Standards (RIELDS) and Head Start standards	English	No
Healthy Habits for Life curriculum training	URI SNAP-Ed	PD training for childcare programs to implement Sesame Street curriculum; includes alignment guide for Rhode Island Early Learning and Development Standards (RIELDS)	English/Spanish	No
Create Healthy Habits: Developing a Wellness Plan	URI SNAP-Ed	PD training for childcare directors and administrators on how to use the Wellness Policy Workbook for Early Care and Education in order to create a comprehensive wellness policy	English	No
WIC training	URI SNAP-Ed	PD training for WIC nutritionists to equip them with teaching tools and parent education materials	English	No
Community Health Workers training	URI SNAP-Ed	PD training for Dorcas International community health workers on helping refugees navigate the food environment to make healthier choices	English/Spanish	No
Adult One-Time Sample Table Curriculum	URI SNAP-Ed	A curriculum focusing on the USDA MyPlate that is presented to SNAP-Ed eligible adults in a single session. The curriculum also includes budgeting tips and recipe demonstrations.	English/Spanish	No

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Students Take Charge!	URI SNAP-Ed	An in-school curriculum for elementary-aged students focused on empowering the youth to make fruit and vegetable-based PSE changes in their school and home. The curriculum also provides nutrition education on fruits and vegetables	English	No
Healthy Concession Stand Toolkit	URI SNAP-Ed	Community-friendly toolkit to encourage healthy options at concession stands	English	No

### Existing Practice-Based Visual Aids/Teaching Materials:

Title	Author	Description	Language	Purchased New for this Year
MyPlate interactive board	USDA	Poster-sized MyPlate with food groups as removable Velcro pieces	English/Spanish	No
Make a Healthy Plate	Food and Health Communications	Poster showing MyPlate and foods contained within each food group	English	No
5 Food Groups interactive board	URI SNAP-Ed (adapted from We Can!)	Color-coded grid to teach Go, Slow, and Whoa foods in each food group	English/Spanish	No
Team Nutrition Posters	USDA Team Nutrition	"They're tasty and they know it" and "You've got the power" posters promoting fruits & vegetables	English	No
Healthy Eating from Head to Toe	Learning Zone Express	Poster showing which body parts/functions are supported by which healthy foods	English	Yes- \$150
T.R.E.E. poster	Food and Health Communications	Poster along with teacher guide, scavenger hunt and worksheet activities	English	No

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Think your Drink kit	URI SNAP-Ed	Kit with various drink bottles and accompanying sugar packets	English/ Spanish	Yes-\$100
Food replicas	Nasco	Life-size portion replicas of various food items, particularly ethnically-diverse options	n/a	Yes-\$350
Interactive educational boards, reprints	URI SNAP-Ed	Nutrition education tools to enhance programs based on evidenced-based nutrition information	English/ Spanish	Yes-\$2,043
Distance-based videos of parenting concepts	URI SNAP-Ed	Five 6-8 minute videos on parenting tips based on Healthy Children, Healthy Parents curriculum content	English/ Spanish	No
Nutrition videos for teachers	URI SNAP-Ed	Seven 10-12 minute videos on key nutrition topics for students that teachers can utilize to provide correct and consistent nutrition information	English	No
Fast motion assembly videos	URI SNAP-Ed	Ten 30-60 second videos showing the preparation and outcome of RI SNAP-Ed healthy, low-cost recipes	English	No
Kids Talk about Fruits and Veggies!	URI SNAP-Ed	One 3 minute video featuring youth who share their favorite fruits and vegetables and why they like them	English	No



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Existing Practice-Based Recipes/Booklets/Newsletters:

Title	Author	Description	Language	Purchased New for this Year
You “Can” Cook	URI SNAP-Ed	A 16-page booklet with low-cost, healthy recipes using foods commonly distributed at food pantries	English/Spanish	Yes- \$270 for reproducing
Simple Meals for One or Two	URI SNAP-Ed	A 16-page booklet with low-cost, healthy recipes geared towards single adults and seniors	English/Spanish	Yes- \$252 for reproducing
Prep it and Forget it, Slow Cooker Cookbook	URI SNAP-Ed	A 16-page booklet with low-cost, healthy crockpot recipes using foods	English/Spanish	Yes- \$252 for reproducing
Cooking from your Pantry	URI SNAP-Ed	A 16-page booklet with low-cost, healthy recipes using foods commonly distributed at food pantries	English/Spanish	Yes- \$342 for reproducing
Cooking with Herbs & Spices	URI SNAP-Ed	A 28-page booklet with descriptions of various herbs and spices and accompanying recipes	English/Spanish	Yes- \$228 for reproducing
Kids in the Kitchen	URI SNAP-Ed	A 24-page booklet with family-friendly recipes and tips for involving kids in food preparation	English/Spanish (bilingual)	Yes- \$585 for reproducing
~100 recipes	URI SNAP-Ed	Collection of low-cost, healthy, easy to prepare recipes for use in nutrition education programs	English/Spanish	No
Fast Food Nutrition Guide	URI SNAP-Ed	A 24-page booklet listing nutrition information for popular fast food items	English	No
Free Food Programs for Families	URI SNAP-Ed	A 20-page booklet listing food pantries and soup kitchens by town	English/Spanish (bilingual)	Yes- \$975 for reproducing
Tear-off Recipes pads	URI SNAP-Ed	Tear-off recipe pads for SNAP retailers	English/Spanish	Yes- \$3,034

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Hearty and Healthy Recipes	URI SNAP-Ed	A 16-page recipe booklet with winter-vegetable based recipes	English/Spanish	Yes- \$228 for reproducing
Pantry Tip Cards	URI SNAP-Ed	A series of tip cards to help patrons utilize items provided by food pantries	English/Spanish	Yes- \$256 for reproducing
Summer is Served Farmers' Market Recipes	URI SNAP-Ed	A 15-page recipe booklet with summer farmers' market vegetable based recipes	English/Spanish	Yes- \$1,056 for reproducing
Family Mealtime Cookbook	URI SNAP-Ed	A 16-page booklet with family-friendly recipes and tips for eating together more often	English/Spanish	Yes- \$228 for reproducing

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### ***Development of New Educational Materials:***

Identify any new materials that you plan to produce or purchase and justify the need and cost.

<b>Title</b>	<b>Justification</b>	<b>Purchased New for this Year</b>
Team Nutrition Posters-elementary (USDA FNS)	These posters are a helpful teaching tool for in-school programming and will be used to incorporate the PSE change aspect into our partner sites that serve children.	Free
Team Nutrition Posters-middle school (USDA FNS)	These posters are a helpful teaching tool for in-school programming and will be used to incorporate the PSE change aspect into our partner sites that serve children.	Free
1 additional recipe booklet per year	The recipe booklet will highlight new culturally diverse recipes being developed by URI SNAP-Ed. Cost is for reproduction.	Yes- \$275
<i>Healthy &amp; Homemade Nutrition and Fitness Calendar 2021</i> in English & Spanish (Iowa State University Extension and Outreach)	Healthy recipes continue to be the most-requested nutrition education material. These high quality calendars will be used as educational extenders for adult and senior participants.	Yes-\$250
Latest editions of <i>Chop Chop</i> magazine (released quarterly)	In an effort to help address the obesity epidemic, this magazine inspires and teaches kids to cook and eat real food with their families. These magazines will be used as reinforcement items with children and families.	Yes-\$1,040
<i>Chop Chop Sprout: The First 1000 Days</i> (released quarterly)	This relaunch of Sprout magazine is focused on the first 1000 days of life and will include tips and recipes for each stage from pregnancy through toddlerhood.	Yes-\$2,400
Latest edition of <i>Chop Chop Seasoned edition</i> (released bi-yearly)	This edition is geared towards the senior population. These magazines will be used as reinforcement items with the senior population.	Yes- \$300

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

Chop Chop <i>Eatable Alphabet</i> card deck	This card deck includes colorful food images designed to promote early food and nutrition awareness, sensory experience, and literacy among young children.	Yes- \$359
"I tried it" Stickers	Stickers used to encourage positive behavior around fruit and vegetable intake	Yes- \$50
URI SNAP-Ed <i>Nutrition to Go</i> newsletter	Monthly nutrition newsletters for older adults on a variety of topics	Yes-\$2,316
Tear-off Recipe pads (new recipes)	New ethnically-diverse recipes designed for tear-off recipe pads for SNAP retailers to encourage purchasing fruits and vegetables	Yes- \$312
Short recipe videos	30-60 second recipe videos created and provided to locations where SNAP-Ed eligible adults live, learn, work, and congregate	No
NC State <i>Families Eating Smart and Moving More</i> curriculum	This curriculum will be an alternative option to adult programming should partners require programming be virtual.	Yes- \$750
USDA <i>Healthy Corner Store</i> guide	This guide will help facilitate a corner store pilot	No
Michigan Fitness Foundation <i>Healthy Choices Catch On</i>	This campaign development will be emulated in our plan in that local needs are used to shape the scope of the social marketing campaign and as such campaign messages are revisited annually.	No
California Department of Public Health <i>Champions of Change</i>	This intervention serves as an excellent model to ensure that our social marketing campaign is developed in a way that is culturally sensitive and addresses the needs of the racially/ethnically diverse audiences including Hispanic and Latino Americans, and demonstrates how website integration can be used to amplify campaign messages.	No
Oregon State University Extension <i>Food Hero</i>	This multi-channel social marketing campaign is designed to change family and community behaviors through website and social media presence.	No
University of Maryland Extension's <i>Text2BHealthy</i>	This text message-based intervention will help guide positive behavior change messages to the SNAP-Ed eligible audience.	No

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Evaluation Plans

#### Formative Evaluations from Professional Development Trainings

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.1 Early Care & Education (ECE)
- Intervention 1.2 School-Age Youth
- Intervention 1.3 Youth Summer & Sports
- Intervention 1.4 Parents/Caregivers
- Intervention 2.2 Emergency Food Sites
- Intervention 3.2 Adults in Job Training and Clinics
- Intervention 3.3 Adults in Community Setting & Housing Sites

**Type:** *primarily a formative, process, outcome or impact assessment*

- Formative

**Questions:** *The questions(s) that will be addressed.*

- What other nutrition-related topics are you interested in learning about?
- What other useful teaching tools/materials are you interested in?

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- These formative evaluation questions will be asked via paper and pencil surveys or by web-based survey for virtual programs at the end of PD trainings to help form topics and materials for upcoming trainings. The answers are anonymous.

**Planned use:** *Plans for using the results (Add lines as needed)*

- Responses are analyzed to help determine future PD topics and materials.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This mode of formative evaluation has been done in past years (most recently FY'20).

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- ST5

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Formative Evaluation for Clinical-Community Collaboration Effort

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.4 Parents/Caregivers

**Type:** *primarily a formative, process, outcome or impact assessment*

- Formative

**Questions:** *The questions(s) that will be addressed.*

- Understand personal, social and environmental perceptions of clinical and community support for food assistance and education programs by parents/caregivers
- Facilitators and barriers of parents/caregivers to participation in food assistance and education programs
- Feedback by parents/caregivers on online video content including topic relevancy, ease of understanding, and missing information
- Understand current practices, resources and needs of pediatricians to ensure families are screened for food insecurity and have access to necessary food assistance and education programs
- Assess attitudes, perceptions and suggestions by pediatricians for community resources to bridge and better address food insecurity in the clinical setting
- Learn best practices by stakeholders who represent food assistance and education programs across the state to better understand how to communicate general program information to participants

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- These formative evaluation questions will be asked through 2 focus groups with SNAP-Ed eligible parents/caregivers (n=16), 10 key informant interviews and 25 surveys with pediatricians, and 10 key informant interviews with food assistance and education stakeholders.

**Planned use:** *Plans for using the results (Add lines as needed)*

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- Responses will inform the development of a distance-based food assistance and education pilot that serves as a bridge from clinical to community support.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This has not been done previously.

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- ST5, MT11

### Formative Evaluation for Healthy Food Options in the Community

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 2.1 Food Retailers
- Intervention 2.2 Emergency Food Sites
- Intervention 3.2 Adults in Job Training and Clinics

**Type:** *primarily a formative, process, outcome or impact assessment*

- Formative

**Questions:** *The questions(s) that will be addressed.*

- Current foods and drinks at retail store, meal site, or job training site
- Opinions of personnel/staff key informants at store/meal/job training locations about current food and drink options
- Opinions of personnel/staff key informants at store/meal/job training locations about potential changes to food and drink options
- Opinions of community patrons about current food and drink options
- Opinions of community patrons about potential changes to food and drink options

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- These formative evaluation questions will be a combination of an environmental scan, focus groups, one-on-one interviews, and short paper surveys to provide the formative information to develop an appropriate PSE intervention.

**Planned use:** *Plans for using the results (Add lines as needed)*

- The needs assessment at healthy retail, emergency food site, and job training snack bar locations will assess baseline offerings and key informant information from personnel/staff and SNAP-eligible adults with intent to support healthier food and drink options at sites.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This mode of formative evaluation has been done in past years (most recently FY'20).

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- ST5

### Formative Evaluation for Social Marketing Campaign

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 4.1 SNAP-Ed Social Marketing Campaign Formative Evaluation

**Type:** *primarily a formative, process, outcome or impact assessment*

- Formative

**Questions:** *The questions(s) that will be addressed.*

- The most effective way to reach and engage the audience of the stakeholders and community partners through social marketing channels



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- Strategies stakeholders and community partners currently use to promote positive nutrition and physical activity behavior
- Opportunities for leveraging current community partner efforts and partnerships for future social marketing
- General social media practices by participants including facilitators and barriers to use
- Preferences by participants for receiving and accessing nutrition education information to reinforce content received during lessons
- Country of origin (anonymous) and other food practices to tailor recipes and lessons appropriately
- Social marketing impact on determinants of healthy eating including information on cultural values, social norms, perceived benefits, perceived barriers, perceived self-efficacy, knowledge, awareness, and readiness to change

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- These formative evaluation questions will be conducted through key informant interviews with stakeholders and community partners (8+ interviews) and through focus groups (5+ focus groups, 6 participants/group) and surveys with adult and parent SNAP-Ed program participants (30+ surveys).

**Planned use:** *Plans for using the results (Add lines as needed)*

- The results will help inform the development of the social marketing message and concept board that will be shared, tested and discussed in Year 2 of this plan.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This has not been done previously

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- ST5

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Process Evaluation for All Interventions as it Relates to Direct/Indirect Education & PSE Initiatives

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.1 Early Care & Education (ECE)
- Intervention 1.2 School-Age Youth
- Intervention 1.3 Youth Summer & Sports
- Intervention 1.4 Parents/Caregivers
- Intervention 2.1 Food Retailers
- Intervention 2.2 Emergency Food Sites
- Intervention 2.3 Promoting Statewide Healthy Food Access
- Intervention 3.1 Nutrition Education in SNAP Offices
- Intervention 3.2 Adults in Job Training and Clinics
- Intervention 3.3 Adults in Community Setting & Housing Sites

**Type:** *primarily a formative, process, outcome or impact assessment*

- Process

**Questions:** *The questions(s) that will be addressed.*

- Staff and students reached through nutrition curriculum adoption
- Count of Booster sessions conducted
- Tracking sheet for Healthy Habits for Life curriculum
- Count of paper and electronic mailings
- Count of sessions conducted for students, youth, parents/caregivers, site patrons, and SNAP-Ed eligible individuals
- Count of schools that participate in “Fruit and Vegetable Rainbow Challenge”
- Count of sessions utilizing training materials conducted by classroom/health teachers
- Count of monthly FFVP “Fun Facts” printed and disseminated to schools and classrooms
- Count of parents/caregivers who participate in online platform interactions
- Count of number and which videos watched by parents/caregivers
- Count of behavior-focused and farmers’ market text messages sent to participants
- Count of radio broadcasts
- Count of PD trainings conducted and staff reached
- Count of TA interactions with community partners

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- Count of childcare programs, staff and students reached through wellness policy adoption
- Count of wellness/advisory meetings and other community partner meetings attended at a statewide and city level
- Count of nutrition posters and other environmental supports provided to community partner site
- Estimated reach of youth and adults through healthy concession stand toolkit implementation
- Count of focus groups, key informant interviews and surveys completed for clinical-community collaboration
- Number of training sheets created for Statewide WIC staff
- Count of materials provided to grocery stores, mobile market vendors and emergency food sites
- Count of PSE initiatives
- Count of environmental supports provided to sites

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- Staff will be responsible for completing office forms to count data and inquire with key informants to retrieve pertinent information.

**Planned use:** *Plans for using the results (Add lines as needed)*

- The process evaluations will be conducted to ensure that the number of sessions, unique contacts, amount of PSE materials, and work conducted around direct and indirect education as well as PSE initiatives are properly documented and accounted for.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- Some process evaluation measures have been done previously (latest FY'20), but more have been added as needed.

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- MT5, ST7, ST8

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Process Evaluation for All Interventions as it Relates to Social Marketing

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 4.1 Social Marketing Campaign Formative Evaluation
- Intervention 4.2 Building on Current Social Marketing Strategies

**Type:** *primarily a formative, process, outcome or impact assessment*

- Process

**Questions:** *The questions(s) that will be addressed.*

- Count of key informant interviews
- Count of surveys
- Count of focus groups
- Length of interviews
- Count of focus group participants
- Length of focus group discussions
- Count of posts/resources uploaded to online resources
- Count of text messages sent
- Count of electronic newsletters sent

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- Staff will be responsible for completing office forms and documenting on social media calendar to count data.

**Planned use:** *Plans for using the results (Add lines as needed)*

- These process evaluation measures will track the formative work of the development of a social marketing campaign as well as count the current social marketing strategies already underway.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- Much of the process evaluation measures have never been conducted; only a small percentage has previously been used (latest FY'20).

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- MT12

### Outcome Evaluation for Series-Based Programs

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.2 School-Age Youth
- Intervention 1.3 Youth Summer & Sports
- Intervention 1.4 Parents/Caregivers
- Intervention 3.2 Adults in Job Training and Clinics
- Intervention 3.3 Adults in Community Setting & Housing Sites

**Type:** *primarily a formative, process, outcome or impact assessment*

- Outcome

**Questions:** *The questions(s) that will be addressed.*

- Positive change in nutrition-related behaviors from baseline to post-assessment around fruit and vegetable, sugar-sweetened beverage, energy-dense snack, whole grain, and/or plant-based protein intake; in physical activity and non-productive screen time amounts; with child feeding practices; and related to food resource management.

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- Staff administer baseline surveys to the SNAP-eligible population before programming begins. The paper surveys are in English and/or Spanish and also read aloud. Staff administer post-assessment surveys at the end of programming in the same fashion.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

*Planned use: Plans for using the results (Add lines as needed)*

- The intention of the data collection is to determine if the series-based programming has an effect on behavior change.

*Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This has been done in previous year (latest in FY'20).

*Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.*

- ST1, ST2, ST3, MT1, MT2, MT3

### Outcome Evaluation for One-Time Programs

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 2.1 Food Retailers
- Intervention 2.2 Emergency Food Sites
- Intervention 3.1 Nutrition Education in SNAP Offices

**Type:** *primarily a formative, process, outcome or impact assessment*

- Outcome

**Questions:** *The questions(s) that will be addressed.*

- Adult intended positive nutrition-related behavior change due to program in regards to fruit and vegetable, whole grain, and/or plant-based protein intake; with physical activity and non-productive screen time amounts; and related to food resource management.

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- During one-time programs for adults, staff administer surveys at the end of the program to assess intended behavior change.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

*Planned use: Plans for using the results (Add lines as needed)*

- The intention of the data collection is to determine if the one-time program initiates any intention of behavior change.

*Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- This has been done in previous year (latest in FY'20).

*Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.*

- ST1, ST2, ST3

### Outcome Evaluation for PSE Initiatives

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.1 Early Care & Education (ECE)
- Intervention 1.2 School-Age Youth
- Intervention 1.3 Youth Summer & Sports
- Intervention 1.4 Parents/Caregivers
- Intervention 2.1 Food Retailers
- Intervention 2.2 Emergency Food Sites
- Intervention 2.3 Promoting Statewide Healthy Food Access
- Intervention 3.1 Nutrition Education in SNAP Offices
- Intervention 3.2 Adults in Job Training and Clinics
- Intervention 3.3 Adults in Community Setting & Housing Sites

**Type:** *primarily a formative, process, outcome or impact assessment*

- Outcome

**Questions:** *The questions(s) that will be addressed.*

- Count of centers that create a wellness policy
- Count of sites that implement a multi-component intervention
- Count of PSE initiatives from baseline to post-assessment

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- Count of centers that implement evidence-based nutrition curriculum
- Count of CACFP sponsors reached by PD tools and trainings developed via RIDE/SNAP-Ed collaboration
- Addition of *Students Take Charge!* recipe to school district menu
- Count of reach of “Fruit and Vegetable Rainbow Challenge”
- Estimated count of reach of FFVP “Fun Facts” sheet
- Estimated reach of *Nutrition to Go* newsletter
- Number of PSE initiatives implemented in food retail and emergency food site
- Number of new recipes adopted to meal site menu
- Count of healthy food access changes made
- Nutrition-related impact of PSE program in corner store on patrons and store owner
- Number of new healthy items added to menu at job training site
- Estimated reach of implemented digital content
- Count of partner sites that utilize short videos

*Provide approaches and planned use for each evaluation question.*

*Approach(es): The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- Staff will be responsible for completing office forms and documenting appropriately to count data outcomes.

*Planned use: Plans for using the results (Add lines as needed)*

- These outcome evaluation measures will determine potential impact of PSE initiatives.

*Prior Evaluation: If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- Much of the outcome evaluation measures have been conducted previously (latest FY’20); only a small percentage has never been used.

*Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.*

- MT5



## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Outcome Evaluations as it Relates to Social Marketing

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 4.1 Social Marketing Campaign Formative Evaluation
- Intervention 4.2 Building on Current Social Marketing Strategies

**Type:** *primarily a formative, process, outcome or impact assessment*

- Outcome

**Questions:** *The questions(s) that will be addressed.*

- Results from key informant interviews, surveys and focus groups utilized to create message and concept boards
- Analytics of online resources including number of visitors, followers, reach, and engagement
- Count of contacts receiving text messages
- Count of text message responses
- Open rate of e-newsletter and click through rate of e-newsletter

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- Evaluator will use a mixed method of qualitative and quantitative analyses of key informant interviews, surveys, and focus group results.
- Evaluator will utilize platform metrics.

**Planned use:** *Plans for using the results (Add lines as needed)*

- These outcome evaluation measures will help inform the social marketing message and concept board as well as usage of current platforms utilized.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

- Much of the outcome evaluation measures have never been conducted; only a small percentage has been used previously (latest FY'20).

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used.*

- MT12

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Impact Evaluation of Parent In-Person Compared to Distance-Based Series

*Describe any evaluation planned. For each evaluation planned, please indicate:*

**Name:** *The name(s) of each project(s) that will be a part of this evaluation*

- Intervention 1.4 Parents/Caregivers

**Type:** *primarily a formative, process, outcome or impact assessment*

- Impact

**Questions:** *The questions(s) that will be addressed.*

- Comparison of in-person *Healthy Children, Healthy Families: Parents Making a Difference!* outcomes to distance-based version outcomes. Outcomes include
  - Positive parenting practices
  - Nutrition-related habits of parents
  - Nutrition-related habits of children
- Focus groups with distance-based participants for perceptions of distance-based nutrition education

*Provide approaches and planned use for each evaluation question.*

**Approach(es):** *The approach to conducting the evaluation, including scope, design, measures and data collection (Add lines as needed)*

- This is a non-randomized controlled design study. The parent outcomes from the in-person series is compared to parent outcomes of the video, distance-based version. Data is collected at baseline and post-assessment for both groups.
- Staff will conduct focus groups with distance-based group parents at the completion of the series

**Planned use:** *Plans for using the results (Add lines as needed)*

- The intention of the data collection is to determine if the video, distance-based version is just as effective in eliciting behavior change as in-person education, as well as to understand the parent's perception of the positive and negative aspects of distance-based education.

**Prior Evaluation:** *If the project has been evaluated previously, note the most recent year in which the evaluation was done*

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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- This has not been done prior.

*Use of SNAP-Ed Evaluation Framework: Identify the Evaluation Framework indicators that are used.*

- ST1, MT1

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Coordination of Efforts

*Describe efforts to coordinate, complement, and collaborate with other programs in order to deliver consistent behavior-focused nutrition and/or physical activity messages, comprehensive multi-level interventions, and community-based and public health approaches and to maximize the reach and potential impact of Federal nutrition education and nutrition assistance programs. State the purpose of the coordination and SNAP-Ed's role. Describe how efforts avoid duplication of services, especially when two IAs are working in the same venue or jurisdiction. Retain written agreements.*

### Consultation with Indian Tribal Organizations (ITOs):

**Name of the ITO:** Narragansett Indian Tribe (NIT)

**Name of the individual(s) contacted:**

Dinalyn Spears, Director of Community Planning, NIT  
Monica Stanton, Tribal County Secretary, NIT  
Jackie Stanton, Education/Early Childhood Coordinator, NIT  
Steven Smith, Assistant Director, NIT  
Michael Munroe, 2nd Councilman, NIT  
Pearl Brown, Supervisor/Head Cook for Senior Meal Site, NIT

**Brief description of the outcome of the consultation and how it will impact the SNAP-Ed plan:**

- **Community Gardens:** NIT expressed interest in receiving support from the URI Master Gardeners (who also participated in the consultation) to develop their community garden, which is currently in its beginning stages. Once the community garden is better established, URI SNAP-Ed will be able to discuss opportunities to provide complementary nutrition education and PSE initiatives to NIT.
  - Key discussion points related to the SNAP-Ed plan are included below:
    - Possible sites for community gardens located at separate properties were discussed, including the Elder's garden (4 raised beds).
    - NIT expressed interest in eventually starting a garden at their daycare.
- **Direct Education Programs:** Currently, SNAP-Ed provides series programs for health center patrons through the "Healthy Weight Management" program and senior center patrons through their congregate meal site program. Discussions included expanding current programs and exploring future opportunities.
  - Key discussion points related to the SNAP-Ed plan are included below:

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

- NIT leadership discussed strategies for expanding recruitment for the “Healthy Weight Management” program.
  - To reinforce direct education already provided at the congregate meal site, the NIT Food Service Director would like to receive SNAP-Ed’s support on recipe and menu development.
  - The NIT Early Childhood coordinator discussed future opportunities for parent education through the NIT Childcare Center.
- Impact on the SNAP-Ed plan:
    - The outcomes of the consultation are specifically in Focus Area 3 with adult direct education and PSE opportunities. In addition, Focus Area 4 incorporates NIT as a valuable stakeholder and community partner as formative work is done to help inform the future social marketing campaign.

### Coordination and Collaboration with Other Programs

RI SNAP-Ed continues to cultivate current and establish new, strong collaboration efforts with multiple government and local departments and community partners. These collaborations allow for the delivery of consistent behavior-focused nutrition messages to increase fruits, vegetables, and plant-based eating, along with an increase in physical activity for a healthy lifestyle. As RI SNAP-Ed strives for multi-level interventions to help the SNAP-Ed eligible audience more easily make the healthy choice, strong collaborative efforts help maximize reach and potential impact of the nutrition programs.

RI SNAP-Ed shares an office with other nutrition-related federal grants, including the Expanded Food and Nutrition Education Program (EFNEP) and Children, Youth and Families at Risk (CYFAR). Management meet regularly to avoid duplicating efforts.

Enhancing the program’s cultural relevance through increased culturally relevant recipes and developing a social marketing campaign around racially and ethnically diverse foods is a new priority initiative. This initiative requires formidable collaboration with community partners who work with racial and ethnically diverse groups, including Progreso Latino, Narragansett Indian Tribe, Dorcas International Institute of Rhode Island, and HEZs.

Extensive work within the core city school departments offers not only nutrition education in the classroom, but also PSE efforts that involve students, parents, teachers, administrators, food service, and at the state level the Department of Education, in strengthening and enhancing USDA nutrition programs such as the School Breakfast, School Lunch and Fresh Fruit and Vegetable programs. Membership in school district wellness committees ensures that SNAP-Ed nutrition education programs and supports are not duplicating efforts of the district and other community groups, but complementing them. In the summer, additional collaboration with

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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partnering cities encourages consistent nutrition messaging within the Summer Food Service Program via training for the sponsors' front line staff.

RI SNAP-Ed also works closely with the RI Department of Education child nutrition team, Head Start programs, and center- and home-based childcare programs to coordinate SNAP-Ed programs and PSE efforts related to USDA's Child and Adult Care Food Program (CACFP).

Senior programming is a large component of the RI SNAP-Ed plan. Thus, collaborative efforts with the state's Office of Health Aging, RI Meals on Wheels, the USDA Commodity Supplemental Food Program, and several congregate meal sites, along with involvement in Rhode Island College's Age-Friendly Rhode Island coalition, maximize the opportunity for more seniors to receive nutrition education without duplicating efforts.

With local non-profits such as Farm Fresh RI, the RI Community Food Bank, and RI Public Health Institute, regular meetings are held to coordinate nutrition education efforts and messages. For example, SNAP-Ed and Farm Fresh RI both conduct nutrition education at farmers' markets, SNAP-Ed shows participants easy, healthy ways to use fresh produce in order to increase fruit and vegetable intake; meanwhile Farm Fresh RI educates consumers about how fruits and vegetables grow and the benefits of buying RI-grown produce in order to increase demand for these products.

RI SNAP-Ed enhances the direct nutrition education done throughout the state by providing PD trainings to staff and volunteers at the Department of Human Services, the Department of Health, food pantries, WIC sites and childcare programs. These trainings provide the opportunity to inform staff about what SNAP-Ed is, what the program specifically does at their site, and how they can extend nutrition messages to their clients on a regular basis. All staff at partnering agencies are encouraged to refer clients to the URI SNAP-Ed website as a resource for nutrition information and healthy recipes. In addition, a display of SNAP-Ed education materials is maintained at each partner location. These modes of information dissemination ensure that the SNAP-Ed audience is exposed to useful, science-based nutrition information via several different communication channels.

Participation in groups such as the SNAP Advisory Committee, Statewide HEZ, Interagency Food and Nutrition Policy Advisory Council (IFNPAC), and Hunger Elimination Task Force, ensures that RI SNAP-Ed is working collaboratively to improve the nutrition behaviors of low-income Rhode Islanders.

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

### Appendices

#### Appendix A: Behavior-Focused Text Messages for Parents

Sample of text messages sent 2 times/week for 4 weeks to parents after series programming

(URI Nutrition) Thanks for signing up for the URI nutrition text messages! Starting next week you will receive a text Tues & Fri for 4 weeks. Hope you enjoy! HH

(URI Nutrition) Keep meals stress-free. As a parent it's ur job 2 decide what 2 serve & when. Offer healthy foods & let child decide whether 2 eat & how much. H

(URI Nutrition) It's important 2 eat a rainbow of fruits & vegetables. Try making a big salad w ur family. Let everyone pick fav fruits & veg and mix it up! HH

(URI Nutrition) Kids can make good choices if you give them a chance! Let your child decide between healthy options. Ask, "Would you like an apple or grapes?" H

(URI Nutrition) Make a meal with your kids this weekend & let them help! Easy & low-cost fam faves@ <http://web.uri.edu/snaped/recipes/kid-friendly-dishes/> HH

(URI Nutrition) Two reasons to make healthy choices for yourself: Improve your health, set a good example! If you care about being healthy your kids will too! HH

(URI Nutrition) Re-think your drink! Dump the sugary sodas, iced tea & fruit drinks. Instead, add sliced cukes or lime to water for a refreshing twist! HH

(URI Nutrition) What new fruit or veg will you add to ur meal tonight? Try mac & cheese w/ broccoli, scrambled eggs w/ peppers or meatloaf w/ shredded carrot. H

(URI Nutr) Kids r more likely to eat fruit & veg if they pick or plant them! Visit a nearby farm soon or plant some veg in pots! Fun, tasty and saves \$\$! H

## Template 2: SNAP-Ed State Goals, Objectives, Projects, Campaigns, Evaluation, and Collaboration

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### Appendix B: Reminder Text Messages for SNAP-Ed Participants

#### Sample of reminder text messages sent to adults regarding upcoming programming

(URI Nutrition) See you at the Woon farmers market tmrw? We're making Curly Kale Slaw, a nutrient-rich superfood! Try it, and get the recipe to make at home. M

(URI Nutrition) Hope 2 see u tomorrow afternoon at the Woon farmers mkt- stop by for a taste of our famous sweet potato quesadillas! Get ur veggies in! JP

(URI Nutrition) Woon Fmrs Mkt tmrw! Many ways 2 use those dark green leafy veg like kale & collards; serve w eggs or pasta, in smoothies & salad, top pizza! MB

### Appendix C: Behavior-Focused Text Messages for Adults

#### Sample of text messages sent 2 times/week for 4 weeks to adults after series programming

(URI Nutrition) Thank you for signing up for the nutrition text messages! Starting next week you will receive texts Tues & Fri for 4 weeks. Hope you enjoy! JP

(URI Nutrition) Eat a rainbow! To keep eyes & skin healthy, have deep yellow/orange fruits & veggies 3x/week - like butternut squash, mango, oranges & corn! JP

(URI Nutrition) To save \$\$ and eat healthier, have a meatless meal once a week or more. Get your protein from beans, lentils, nuts or seeds instead of meat. JP

(URI Nutr) EZ way 2 stick w foods lower in sugar & fat? Remember GO-SLOW-WHOA! Choose more GO foods like fruit & veg, whole grains, beans and nuts. JP

(URI Nutrition) Try-Day Friday! Try more whole grains like brown rice, oats & quinoa for more minerals and fiber, to fight hunger & help ur digestion. JP

(URI Nutrition) Hungry between meals? Grab a pc of fruit, baby carrots & hummus, or handful of nuts or seeds instead of junk food. Your body will thank you! JP

(URI Nutrition) Try-day Friday! Try making your own fast meals & skip the fast food! Get EZ recipes from [web.uri.edu/snaped/recipes](http://web.uri.edu/snaped/recipes) 2 save \$\$, eat healthier. JP

(URI Nutr) Feed ur family 4 less \$\$! 1 can blk beans + 2 cups unckd rice + 1 crown broccoli = meal for 4 for just few dollars. JP

(URI Nutrition) Try-day Friday! 4 fun & 2 save \$\$, try planting herbs or veggies at home - in ur yard, a container, or on a windowsill! Easy & healthy. Thnx JP



## Template 3: SNAP-Ed Staffing Plan

*Provide the following summary by SNAP-Ed project for all paid staff in the budget. Complete a summary for each project. Provide the Full Time Equivalents (FTE), describe staff responsibilities as they relate to SNAP-Ed, and note the funding amounts that will be paid by State and/or Federal funds. Add rows as needed.*

### Project Name: Rhode Island SNAP-Ed Program

Position Title Attach statement of work listing SNAP-Ed related job duties for each position	FTEs charged to SNAP-Ed Attach definition of FTE and basis for calculations (see Appendix E)	Percentage of SNAP-Ed Time Spent on Management/Administrative Duties	Percentage of SNAP-Ed Time Spent on SNAP-Ed delivery. Include all approaches described in Guidance Section 1	SNAP-Ed Salary, Benefits, and Wages Federal dollars only
<b>Director and co-Principal Investigator,</b> Sarah Amin, PhD, MPH	.50 Oversee project operations and budget; proposal preparation	100%	0%	Total Summer Salary: \$28,358 SNAP-Ed Salary: \$14,179 SNAP-Ed Benefits: \$0 SNAP-Ed total: <b>\$14,179</b>
<b>Project Manager and Co-Principal Investigator,</b> Kate Balestracci, PhD, RDN	.77 FTE Project development, management, evaluation and reporting; proposal preparation; primary coordinator of activities and liaison between SNAP-Ed partners and personnel; supervision and evaluation of staff as it relates to grant activities; materials and program development and delivery	80%	20%	Total Annual Salary: \$73,139 SNAP-Ed Salary: \$56,317 SNAP-Ed Benefits: \$33,205 SNAP-Ed total: <b>\$89,522</b>
<b>Social Media Specialist,</b> Jessica Meuleners, MS, RDN	.25 FTE Coordinate social media activities, web presence, social networking projects and graphics. Develop or review and edit print and media projects related to nutrition education programs.	80%	20%	Total Annual Salary: \$64,614 SNAP-Ed Salary: \$16,154 SNAP-Ed Benefits: \$4,672 SNAP-Ed total: <b>\$20,826</b>

### Template 3: SNAP-Ed Staffing Plan

<b>Project Coordinator,</b> Heidi Hetzler, MS, RDN	1.0 FTE Coordinates and delivers statewide nutrition education programs; serves as key liaison between SNAP-Ed partners and personnel; coordinates student activities; directs nutrition consultants, graduate students and undergraduate students; collects program data; assists with proposal preparation; conducts community nutrition education programs with local partners; trains teachers and local partner agencies	60%	40%	Total Annual Salary: \$68,362 SNAP-Ed Salary: \$68,362 SNAP-Ed Benefits: \$41,865 SNAP-Ed total: <b>\$110,227</b>
<b>SNAP-Ed Community Nutrition Coordinators/ Educators</b>	All staff listed coordinate and deliver statewide nutrition education programs for SNAP eligible children, families and adults; coordinate student activities; direct nutrition consultants, graduate students, undergraduate students; design and conduct evaluations of program impact; conduct community based nutrition education programs with local partners; train teachers and local partner agencies; identify and develop nutrition education materials; collect program impact data.	10%	90%	

### Template 3: SNAP-Ed Staffing Plan

Melissa Pincince, MS, RDN	0.6	10%	90%	Total Annual Salary: \$59,645 SNAP-Ed Salary: \$35,787 SNAP-Ed Benefits: \$33,282 SNAP-Ed total: <b>\$69,069</b>
Paula Paolino, MS, RDN, MBA	0.6	10%	90%	Total Annual Salary: \$69,265 SNAP-Ed Salary: \$41,559 SNAP-Ed Benefits: \$34,802 SNAP-Ed total: <b>\$76,361</b>
Joanna Raymond, MS, RDN	1.0	10%	90%	Total Annual Salary: \$63,222 SNAP-Ed Salary: \$63,222 SNAP-Ed Benefits: \$40,506 SNAP-Ed total: <b>\$103,728</b>
Natalie Weisfeld, MS, RDN	1.0	10%	90%	Total Annual Salary: \$55,999 SNAP-Ed Salary: \$55,999 SNAP-Ed Benefits: \$23,301 SNAP-Ed total: <b>\$79,300</b>
Research Associate II Hire TBD	0.6	10%	90%	Total Annual Salary: \$53,000 SNAP-Ed Salary: \$31,800 SNAP-Ed Benefits: \$22,028 SNAP-Ed total: <b>\$53,828</b>

### Template 3: SNAP-Ed Staffing Plan

<b>SNAP-Ed Staff</b>	Conduct specified nutrition programming with SNAP eligible in the community; serve as community liaison; assist coordinators and nutrition educators with a variety of nutrition education functions	0%	100%	
Luz Posada, BS	1.0	0%	100%	Total Annual Salary: \$52,149 SNAP-Ed Salary: \$52,149 SNAP-Ed Benefits: \$37,594 SNAP-Ed total: <b>\$89,743</b>
Mary Parisi, BS, RN	1.0	0%	100%	Total Annual Salary: \$58,804 SNAP-Ed Salary: \$58,804 SNAP-Ed Benefits: \$39,346 SNAP-Ed total: <b>\$98,150</b>
Fatima Tobar, BS	1.0	0%	100%	Total Annual Salary: \$40,275 SNAP-Ed Salary: \$40,275 SNAP-Ed Benefits: \$19,159 SNAP-Ed total: <b>\$59,434</b>
Rachel Oliva, BS	1.0	0%	100%	Total Annual Salary: \$36,500 SNAP-Ed Salary: \$36,500 SNAP-Ed Benefits: \$18,166 SNAP-Ed total: <b>\$54,666</b>

### Template 3: SNAP-Ed Staffing Plan

<b>Scientific Research Grant Assistant</b> , Debra Ogni	0.75 Manage SNAP-Ed purchases and human resource functions (hiring, benefits, etc.); assists with budget monitoring	100%	0%	Total Annual Salary: \$47,086 SNAP-Ed Salary: \$35,315 SNAP-Ed Benefits: \$18,173 SNAP-Ed total: <b>\$53,488</b>
<b>One SNAP-Ed Graduate Level 1 Student Nutrition Educator</b> (10 hours per week academic year per grad, total 280 summer hours), health benefits and FICA	0.875 Delivers statewide and local nutrition education for SNAP eligible children, families and adults; coordinates students working in nutrition education activities	0%	100%	Total Annual Salary: \$34,112 SNAP-Ed Salary: \$23,862 SNAP-Ed Benefits: \$2,760 SNAP-Ed total: <b>\$26,622</b>
<b>Undergraduate Program Assistants</b> (hourly) Academic Year and Summer; FICA	Assist Nutrition Educators with a variety of tasks related to Nutrition Education	0%	100%	Total Annual Salary: \$14,002 SNAP-Ed Salary: \$14,002 SNAP-Ed Benefits: \$536 SNAP-Ed total: <b>\$14,538</b>
		Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.		<b>\$1,013,681</b>

## Template 4: SNAP-Ed Budget Information by Project

### Section A. Budget Summary for Sub-Grantee

*Refer to Appendix E. for additional information on allowable costs.*

#### ***Contracts/Grants/Agreements for nutrition education services:***

*Provide the information below for each contract, grant, or agreement.*

***Name of sub-grantee:*** N/A

***Total Federal funding, grant:*** N/A

***Description of services and/or products:*** N/A

***Cost of specific services and/or products:*** N/A

## Template 4: SNAP-Ed Budget Information by Project

### Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection. Please note the clarification of some cost categories below in order to comply with the Agriculture Improvement Act of 2018.

**Federal Fiscal Year: 2021**

**State: Rhode Island**

**Sub-grantee Name: University of Rhode Island**

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		1,013,681	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		44,226	
Nutrition Education Materials		59,269	
Travel		23,000	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		1,000	
Equipment and Other Capital Expenditures			
Total Direct Costs			
Indirect Costs (Indirect Cost Rate=25%)		285,294	
Total Federal Funds		1,426,470	Leave blank
<b>Total Federal Funds Including Unobligated Balance from Previous FY</b>	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official: \_\_\_\_\_

Date: \_\_\_\_\_

## Template 4: SNAP-Ed Budget Information by Project

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### Section C. Travel

*Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).*

*Provide the following information for all travel included in your SNAP-Ed budget:*

#### ***In-State Travel***

***Travel Purpose:*** Justification of need for travel, including how attendance will benefit SNAP-Ed

Travel will be used to deliver educational programming to SNAP eligible audiences throughout the state of Rhode Island. Travel dollars will also be used for staff to attend quarterly in-service training sessions focusing on new program implementation and evaluation, including outcome evaluations. Travel is necessary to deliver programming to Rhode Island SNAP eligible audiences. All travel paid for by SNAP-Ed funds will support the goals and objectives of the state SNAP plan. All in-state travel by community nutrition educators, graduate and undergraduate students will be for the purpose of delivering nutrition programs and information to the targeted SNAP eligible population. Additional travel needed for trainings and attendance at state SNAP-Ed staff meetings by professionals serving the targeted audiences.

***Travel destination (city, town or county or indicate local travel):***

Statewide with emphasis on core cities.

***Number of staff traveling:***

To be determined, varies depending on programming needs, but all 14 staff and several students travel for SNAP-Ed related programs.

***Cost of travel for this purpose:***

Based on FY20 number of workshops and distances traveled, approximately 12,174 miles at .575 per mile.

***Total In-State Travel Cost:***

\$7,000



## Template 4: SNAP-Ed Budget Information by Project

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### ***Out-of-State Travel***

***Travel Purpose:*** Justification of need for travel, including how attendance will benefit SNAP-Ed

All out-of-state travel by senior personnel will be related to SNAP-Ed staff training and attendance at SNAP related conferences including attendance at mandatory national and regional conferences as deemed necessary by FNS and USDA. All out-of-state travel will be pre-approved by the State of Rhode Island SNAP Administrator. All travel will be monitored by RI DHS and SNAP. The purpose of this travel is to enhance knowledge and understanding of SNAP-Ed goals, objectives, and evaluation protocols.

***Travel destination (city and State):***

Washington D.C. and others to be determined and pre-approved by FNS

***Number of staff traveling:***

At least 4 staff

***Cost of travel for this purpose:***

\$16,000

***Total In-State Travel Cost:***

\$23,000

## Template 4: SNAP-Ed Budget Information by Project

### Section B. Project Costs

For each sub-grantee, provide the Federal cost for each planned nutrition project. Provide a detailed breakdown that includes, at a minimum, the information contained in the following table. An Excel version of this form is available online at the SNAP-Ed Connection. Please note the clarification of some cost categories below in order to comply with the Agriculture Improvement Act of 2018.

**Federal Fiscal Year: 2021**

**State: Rhode Island**

**Sub-grantee Name: University of Rhode Island**

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		1,013,681	
Contracts/Sub-Grants/Agreements			
Non-Capital Equipment/ Office Supplies		43,830	
Nutrition Education Materials		59,269	
Travel		23,000	
Building/Space Lease or Rental			
Cost of Publicly-Owned Building Space			
Maintenance and Repair			
Institutional Memberships and Subscriptions		1,000	
Equipment and Other Capital Expenditures			
Total Direct Costs			
Indirect Costs (Indirect Cost Rate=25%)		285,195	
Total Federal Funds		1,425,975	Leave blank
<b>Total Federal Funds Including Unobligated Balance from Previous FY</b>	Leave Blank		Leave Blank
Estimated Unobligated Balance from Current FY to Next FY, if any	Leave blank		

Signature of Responsible Official:

Theodore A. Myatt

Digitally signed by Theodore A. Myatt  
Date: 2020.07.22 09:55:52 -04'00'

Date: \_\_\_\_\_

## Template 4: SNAP-Ed Budget Information by Project

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### Budget narrative:

#### **Salary/Benefits:**

For FY21, 13 full-time and part-time community nutrition educators, one part-time support staff, and approximately 10 students (graduate/undergraduate) support the goals and objectives of the URI SNAP-Ed program at a cost of \$644,286. Also included are the benefits of \$369,395, which contain FICA and fringe benefits for staff. Total requested is \$1,013,681.

**Contracts/Sub-Grants/Agreements:** *Retain copies of agreements on site.*

N/A

#### **Request for Non-capital equipment/office supplies:**

**Postage for mailings:** \$5,000 Mass mailings for community partners and mailings for SNAP-Ed eligible individuals (approx. 10,000 pieces of first-class mail at \$0.50/piece)

**Telephone charges:** (both equipment and equipment charges) \$4,500 – this accounts for per month phone charges for staff phone lines (\$234.75 per month) plus hotline charges which vary per community participant use.

**Consultants:** \$26,730, services for:

- graphic artist (\$10,000)
- translation services (\$2,400)
- social marketing consultant (\$14,330)

**SMS Text Messaging:** 12,000 SMS text credits via EZ Texting messaging service (\$25 for 500 credits) \$600.

**Computers, printers, software license/maintenance fees:** \$7000

- Replacement of computers/printers \$6000- this covers the cost for three computers at \$2,000 each
- Software license/software maintenance fees (such as food processing programs for recipe labels) \$1,000

Software item	Total Cost (\$)
Food Processor	900.00
Adobe Acrobat	90.00
TOTAL:	990.00

Total requested for non-capital equipment/office supplies is \$43,830.

## Template 4: SNAP-Ed Budget Information by Project

### ***Request for Nutrition Education Materials:***

**Food for Demonstrations:** Money requested for food for multiple weekly demonstrations at various locations throughout the state at \$6,000. This amount is according to expenses from previous years.

**Demonstration/Program Supplies:** Money requested for demonstration/program supplies including products necessary for programming is \$17,269. This includes:

- replacement of demonstration kitchenware equipment as it breaks (*such as skillets, cooking utensils, blenders, etc*) (~\$1200)

Kitchenware item	Cost per Item (\$)	Number of Items	Total Cost (\$)
6 Quart Soup Pot	24.99	1	24.99
Griddle	29.94	2	59.88
Can Opener	12.50	4	50.00
Plastic bowls with covers	16.99	2	33.98
Ice blankets (set of 6)	17.82	3	53.46
Table cloth with logo, cloth	315	2	630.00
Slow cooker	39	1	39.00
Herb keeper	16.15	1	16.15
Electric skillet	30.99	2	61.98
Blender	33.09	1	33.09
Beverage dispenser	15.96	3	47.88
Plastic clear table cloth protectors	10	4	40.00
Spatulas	5	3	15.00
Steel cheese grater box	10.99	1	10.99
Knives for food preparation	10.65	4	42.60
Cutting boards	8.95	5	44.75
TOTAL			\$1203.75

- tables, tents, and banners (~\$299)

Item	Cost per Item (\$)	Number of Items	Total Cost (\$)
8x8 canopy tent	150	1	150.00
Folding table	71	2	142.00
TOTAL			\$292.00



## Template 4: SNAP-Ed Budget Information by Project

- paper goods (*such as paper plates, cups, bowls, paper towels, disposable cutlery, single-use hairnets and gloves*) (\$7,493)

Paper goods item	Cost per Item (\$)	Number of Items	Total Cost (\$)
Hairnets, 200 count	25	23	575.00
Clorox Wipes, 3 pack w/ 75 count	30.00	100	3000.00
Paper Towel 18 count	38.00	24	912.00
Disposable gloves 100 count	14.00	48	672.00
Disposable table cloths	2.32	30	69.60
Flannel back table cloths	12.63	3	37.90
Snack size paper plates, 50 count	2.67	80	213.60
4 oz sample cups, 150 count	19.99	30	599.70
Plastic knives, 500 count	23.55	2	47.10
Napkins, 600 count	9.46	15	141.90
Sandwich bags, 240 count	6.94	10	66.40
Quart bags, 75 count	6.55	10	65.50
6 oz paper bowls, 50 count	2.98	50	149.00
Purell hand sanitizer, 2 fl oz	7.50	50	375.00
Plastic spoons and forks, 120 count	4.68	33	154.40
1.5 oz sample cups	14.99	20	299.80
Foil, 75 square feet	3.48	20	69.60
Plastic wrap, 300 square feet	2.98	15	44.70
TOTAL			\$7,493.20

- tools for transporting program materials (*such as travel carts and canvas bags*) (~\$1,277)

Tools for transport item	Cost per Item (\$)	Number of Items	Total Cost (\$)
Tote bag	20.00	7	140.00
Portfolio bags for boards	40.00	6	240.00
Collapsible wagon	67.00	3	201.00
Rolling carts- standard	50.00	4	200.00
Rolling carts for stairs	54.55	3	163.65
Plastic foldable crate carrier	35.65	3	106.95
Bungie cords	22.90	2	45.80
Hand cart	59.99	3	179.97
TOTAL			\$1277.37

## Template 4: SNAP-Ed Budget Information by Project

- non-food related program supplies for community partners to keep (*such as binders for curriculums, food models, and other educational resources necessary for sustainable programming*) (~\$4000)

Non-food related program supply item for community partner	Cost per Item (\$)	Number of Items	Total Cost (\$)
<i>Healthy Snacks, Healthy You</i> book	6.29	20	125.80
<i>Sylvia's Spinach</i> book	8.43	20	168.60
Pocket Dice	7.39	60	443.40
FFVP Binders including sleeves, page dividers, etc.	50	25	1250
<i>Fruit Rhyming</i> book	8	25	200
<i>Vegetable Rhyming</i> book	8	25	200
Rubber food model (average/piece)	10	31	310
Sidewalk sandwich board	56.99	2	113.98
<i>Posters for Wellness Policy Workbook for Early Care and Education</i>	50	10	500.00
<i>Healthy Habits for Life</i> Binders	25	10	250
<i>Tops &amp; Bottoms</i> book	14.73	10	147.30
<i>Up, Down and Around</i> book	7.99	10	79.90
Paper food models (1 set)	7	30	210
TOTAL			\$3998.98

- non-food related program supplies to replace damaged items (or create new items) (*such as interactive education boards, activities, and food replicas*) (~\$3,000).

Non-food related program supply item	Cost per Item (\$)	Number of Items	Total Cost (\$)
Fat kit	50	4	200.00
Think Your Drink kit	25	4	100.00
Dry erase/post-it easel boards	15.54	7	108.78
Replacement post-it pads for easel boards (4 pads)	34.00	11	374.00
Rubber food models (average/piece)	10	35	350.00
Average cost of new interactive educational boards to be created	100	13	1300.00

## Template 4: SNAP-Ed Budget Information by Project

Go, Slow, Whoa interactive board	96.75	2	193.50
\$10 Dinner Board Games kit	179	1	179.00
MyPlate board and pieces	65	3	195.00
TOTAL			\$3,000.28

**Nutrition Education Materials:** \$16,000 is requested for nutrition education materials including, but not limited to, the cost of:

- nutrition education reinforcement items (*such as reusable grocery bags, snack containers, water bottles, cooking aprons*) (\$9,000). The average cost per nutrition education reinforcement item is \$1.42.

Item	Cost per Item (\$)	Number of Items	Total Cost (\$)
Cutting board	1.62	100	162.00
Measuring spoons	2.34	100	234.00
Snack containers	3.63	100	363.00
Collapsible strainers	3.06	100	306.00
Backpacks	1.48	250	370.00
Magnetic shopping lists	0.76	100	76.00
Adult water bottles	1.86	100	186.00
Youth water bottles	1.08	250	270.00
Fruit and Veggie Masks	1.00	475	475.00
Eatable ABC cards	4.99	36	179.64
Eat a Rainbow wristband	0.83	125	103.75
Jump ropes	1.40	370	518.00
Eat a Rainbow shopping bag	4.07	244	993.08
Toddler drinking cups w/ covers	3.28	100	328.00
Youth comic book aprons	3.93	100	393.00
Healthy & Homemade Calendar	0.85	294	250.00
Chop Chop Magazine	1.30	800	1,040.00
Chop Chop Sprout Magazine	1.00	2,400	2,400.00
Chop Chop Seasoned Magazine	1.00	300	300.00
"I Tried It" stickers	6.95/roll	7	50.00
TOTAL			\$8997.47

- acrylic displays (\$500) (\$53/display to have 9 displays)

## Template 4: SNAP-Ed Budget Information by Project

- posters (\$1,000). The average cost per poster is \$12.50

Poster	Cost per Item (\$)	Number of Items	Total Cost (\$)
MyPlate Spanish	16.25	6	97.50
MyPlate English	16.25	5	81.25
Older Adult	14.95	5	74.75
Healthy Eating Head to Toe Kid	14.95	5	74.75
Healthy Eating Head to Toe Adult	14.95	5	74.75
Rainbow Poster	1.25	50	62.50
Vegetable Learning Chart	5.08	17	86.36
Which Side are you On	19	12	228.00
Catch a Rainbow	14.95	10	149.50
Fruit and Veggie Learning Chart	7.06	10	70.60
TOTAL			\$999.96

- office supplies (\$5,500)

Office supply item	Cost per Item (\$)	Number of Items	Total Cost (\$)
Printer ink	100	16	1600
Calendars and planners	20	10	200
Mailing labels	19	24	456
Colored paper (ream)	4	240	960
White paper (case)	28	24	672
Folders (box of 25)	15.99	12	191.88
Binder clips, tape, staples, paper clips, pens, highlighters	--	--	280.00
Thermal laminated pouches 8.5x11 (50 pack)	66.02	12	792.24
Laminate rolls (60')	28.99	12	347.88
TOTAL			\$5,500.00



## Template 4: SNAP-Ed Budget Information by Project

**Publication and copy costs:** \$20,000 is requested for publication and copy costs of handouts, training materials, and program material creation such as poster boards and games. This includes, but is not limited to, the cost of:

Item	Cost per Item (\$)	Number of Items	Total Cost (\$)
"You Can Cook" cookbook	0.42	645	270.90
"Simple Meals for One or Two" cookbook	0.42	600	252.00
New cookbook	0.42	655	\$275.10
"Prep It and Forget It" cookbook	0.42	600	252.00
"Cooking with Herbs and Spices" cookbook	0.38	600	228.00
"Summer is Served" cookbook	0.88	1200	1,056.00
"Hearty and Healthy Recipes" cookbook	0.42	543	228.06
"Family Mealtime" cookbook	0.38	600	228.00
"Cooking from your Pantry" cookbook	0.38	900	342.00
"Kids in the Kitchen" cookbook	0.65	900	585.00
"Free Food Programs" booklet	0.65	1500	975.00
Color Charts	1.56	90	140.40
Change is Good handout	0.42	1000	420.00
Go, Slow, Whoa & MyPlate handout	0.28	1000	280.00
NC State <i>Families Eating Smart and Moving More</i>	750.00	1	750.00
Eat a Variety handout	0.57	450	256.50
Fast Food Switcheroo handout	0.57	450	256.50
Recipe tear-off pads	16.73	200	3,346.00
<i>Nutrition to Go</i> newsletter	0.21	11,028	2,315.88
Pantry tip Cards	0.57	450	256.50
Black ink, double-sided copies on color paper 8.5x11	0.21	6,000	1,260.00
Color ink, double-sided copies on white paper 8.5x11	0.39	5,500	2,145.00
Black ink, color paper 8.5x11 cut	0.11	1000	110.00
3 sheets collated, stapled, black ink, white paper	0.33	1000	330.00
Thick laminate on 8.5x11	1.25	500	625.00

#### Template 4: SNAP-Ed Budget Information by Project

Eng/Spa WIC Food Cookbooks	2.60	500	1300.00
F&V BINGO game	50	8	400
Laminate and cut of fruit and veg pieces	2.43	150	364.50
Eat a Rainbow cut pieces	14.36	20	287.20
Laminate of poster	7.73	60	463.80
TOTAL			\$19,999.34

Total requested for Nutrition Education Materials is \$59,269.

#### ***Travel:***

**In-state travel:** \$7,000 is requested for 12,174 miles at .575 per mile, to reimburse 14 staff and several students for daily travel to deliver nutrition programming throughout the state, purchase food and supplies, and attend state SNAP-Ed meetings.

**Out-of-state travel:** \$16,000 is requested for attendance at SNAP-Ed meetings, seminars or conferences directly related to SNAP-Ed for at least 4 staff members. The amount of \$4,000 per staff member is based on previous travel experience cost. Locations of travel include Washington D.C. and other cities to be determined and pre-approved by FNS.

Total requested is \$23,000.

#### ***Building/space lease or rental:***

N/A

#### ***Cost of publicly-owned building space:***

N/A

#### ***Maintenance and repair:***

N/A

#### ***Institutional memberships and subscriptions:***

**Membership:** ASNNA Membership (\$500)

**Subscriptions:** computer program accounts that may be necessary for SNAP-Ed staff use. Such subscriptions include, but are not limited to, Canva Pro (\$120/year) for resource creation and SurveyMonkey (\$380/year) for electronic data collection.

Total requested is \$1,000.

## Template 4: SNAP-Ed Budget Information by Project

---

***Equipment and other capital expenditures:***

N/A

***Total direct costs:***

\$1,140,780

***Total indirect costs:*** *Include both a total and the indirect cost rate. Provide assurance that the indirect cost rate is an approved rate as described in SECTION 3, FINANCIAL AND COST POLICY.*

\$285,195 for overhead, at 25% (MTDB) (See Appendix F)

***Total Federal funds:***

\$1,425,975

***Estimated unobligated balances (carry-over) from current FY to next FY, if any:***

*Please note that unobligated balances cannot be obligated in the next Federal FY if the funds are in the last year of their two-year period of performance.*

\$0

*Total Federal funds including unobligated balance from previous FY:*

*Indicate the total amount of Federal funding to be used in your State Plan. **This should include any unobligated balance from the previous FY.***

**\$1,425,975**

## Template 4: SNAP-Ed Budget Information by Project

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### Section C. Travel

*Travel expenditures are a variable cost. In order to be considered for funding, the request should provide a direct and clear link to providing quality SNAP-Ed programming for the target audience. States are reminded that they may use a portion of their SNAP-Ed allocation for State agency travel for the same purpose. Total Travel Cost (In- and Out-of-State) per project to be entered as line 5 of budget summary (Template 4).*

*Provide the following information for all travel included in your SNAP-Ed budget:*

#### ***In-State Travel***

***Travel Purpose:*** Justification of need for travel, including how attendance will benefit SNAP-Ed

Travel will be used to deliver educational programming to SNAP eligible audiences throughout the state of Rhode Island. Travel dollars will also be used for staff to attend quarterly in-service training sessions focusing on new program implementation and evaluation, including outcome evaluations. Travel is necessary to deliver programming to Rhode Island SNAP eligible audiences. All travel paid for by SNAP-Ed funds will support the goals and objectives of the state SNAP plan. All in-state travel by community nutrition educators, graduate and undergraduate students will be for the purpose of delivering nutrition programs and information to the targeted SNAP eligible population. Additional travel needed for trainings and attendance at state SNAP-Ed staff meetings by professionals serving the targeted audiences.

***Travel destination (city, town or county or indicate local travel):***

Statewide with emphasis on core cities.

***Number of staff traveling:***

To be determined, varies depending on programming needs, but all 14 staff and several students travel for SNAP-Ed related programs.

***Cost of travel for this purpose:***

Based on FY20 number of workshops and distances traveled, approximately 12,174 miles at .575 per mile.

***Total In-State Travel Cost:***

\$7,000

## Template 4: SNAP-Ed Budget Information by Project

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### ***Out-of-State Travel***

***Travel Purpose:*** Justification of need for travel, including how attendance will benefit SNAP-Ed

All out-of-state travel by senior personnel will be related to SNAP-Ed staff training and attendance at SNAP related conferences including attendance at mandatory national and regional conferences as deemed necessary by FNS and USDA. All out-of-state travel will be pre-approved by the State of Rhode Island SNAP Administrator. All travel will be monitored by RI DHS and SNAP. The purpose of this travel is to enhance knowledge and understanding of SNAP-Ed goals, objectives, and evaluation protocols.

***Travel destination (city and State):***

Washington D.C. and others to be determined and pre-approved by FNS

***Number of staff traveling:***

At least 4 staff

***Cost of travel for this purpose:***

\$16,000

***Total In-State Travel Cost:***

\$23,000

## Template 5: SNAP-Ed Plan Assurance

### Template 5: SNAP-Ed Plan Assurances

State Agency completion only: To assure compliance with policies described in this Guidance, the SNAP-Ed Plan shall include the following assurances. Mark your response to the right.

SNAP-Ed Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Ed Plan and provides oversight to any sub-grantees. The State SNAP agency is fiscally responsible for nutrition education activities funded with SNAP funds and is liable for repayment of unallowable costs.	x	
Efforts have been made to target SNAP-Ed to the SNAP-Ed target population.	x	
Only expanded or additional coverage of those activities funded under the Expanded Food and Nutrition Education Program (EFNEP) are claimed under the SNAP-Ed grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Ed individuals or to provide additional education services to EFNEP clients who are eligible for the SNAP. Activities funded under the EFNEP grant are not included in the budget for SNAP-Ed.	x	
Documentation of payments for approved SNAP-Ed activities is maintained by the State and will be available for USDA review and audit.	x	
Contracts are procured through competitive bid procedures governed by State procurement regulations.	x	
Program activities are conducted in compliance with all applicable Federal laws, rules, and regulations including Civil Rights and OMB circulars governing cost issues.	x	
Program activities do not supplant existing nutrition education programs, and where operating in conjunction with existing programs, enhance and supplement them.	x	
Program activities are reasonable and necessary to accomplish SNAP-Ed objectives and goals.	x	
All materials developed or printed with SNAP Education funds include the appropriate USDA nondiscrimination statement and credit to SNAP as a funding source.	x	
Messages of nutrition education and obesity prevention are consistent with the Dietary Guidelines for Americans.	x	

## Template 6: SNAP-Ed Plan Signatures

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### Template 6: SNAP-Ed Plan Signatures

Supplemental Nutrition Assistance Program Annual Plan for SNAP-Ed

**State Agency:** Rhode Island

**Date:** TBD

**Federal Fiscal Year:** FY 2021

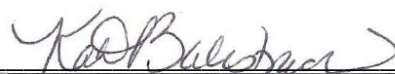
**Certified By:**



SARAH AMIN

State Implementing Agency Director

**Date:** August 5, 2020



KATE BALESTRACCI

State Implementing Agency Program Manager

**Date:** August 5, 2020

SNAP STATE AGENCY FISCAL REVIEWER



**Date:** August 11, 2020

## Appendix D

	A	C	D	E	F
1	<b>A. Salary</b>	<b>FY2021 Projected Annual Salary (FY21)</b>	<b>FTE</b>	<b>Budget for 2021</b>	
2	Sarah Amin, Summer Research Faculty	\$ 85,074		\$ 14,179	
3	Melissa Pincince, Research Associate II	\$ 59,645	60%	\$ 35,787	
4	Kate Balestracci, Research Associate III	\$ 73,139	92%	\$ 56,317	
5	Paula Paolino, Research Associate II	\$ 69,265	60%	\$ 41,559	
6	Luz Posada, Research Associate I	\$ 52,149	100%	\$ 52,149	
7	Mary Parisi, Research Associate II	\$ 58,804	100%	\$ 58,804	
8	Heidi Hetzler, Research Associate III	\$ 68,362	100%	\$ 68,362	
9	Joanna Raymond, Research Associate II	\$ 63,222	100%	\$ 63,222	
10	Fatima Tobar, Research Assistant III	\$ 40,275	100%	\$ 40,275	
11	Natalie Weisfeld, Research Associate II	\$ 55,999	100%	\$ 55,999	
12	Jessica Meuleners, Research Associate II (100% CY)	\$ 64,614	25%	\$ 16,154	
13	Research Associate II (TBD)	\$ 53,000	60%	\$ 31,800	
14	Rachel Oliva, Reseach Assistant II	\$ 36,500	100%	\$ 36,500	
15	Debra Ogni (.9 FTE dedicated to SNAP-Ed)	\$ 47,086	75%	\$ 35,315	
16	1 Graduate Research Students I AY 10 hrs/week	\$ 20,500	50%	\$ 10,250	
17	1 Graduate Research Students I Summer 35 hrs/week	\$ 13,612	100%	\$ 13,612	
18	Undergraduate Student Staff (13.00/hour) AY	\$ 7,001		\$ 7,001	
19	Undergraduate Student Staff (13.00/hour) Summer	\$ 7,001		\$ 7,001	
60	<b>TOTAL PERSONNEL COSTS</b>			<b>\$ 644,286</b>	
61					
62	<b>B. Benefits</b>	<b>FY21 Project Fringe %</b>			
63	Fringe for S. Amin (Individual)	31.52%			
64	Fringe for M. Pincince (family)	93.00%		\$ 33,282	
65	Fringe for K. Balestracci (family)	58.96%		\$ 33,205	
66	Fringe for P. Paolino (family)	83.74%		\$ 34,802	
67	Fringe for L. Posada (family)	72.09%		\$ 37,594	
68	Fringe for M. Parisi (family)	66.91%		\$ 39,346	
69	Fringe for H. Hetzler (family)	61.24%		\$ 41,865	
70	Fringe for J. Raymond (family)	64.07%		\$ 40,506	
71	Fringe for F. Tobar (individual)	47.57%		\$ 19,159	
72	Fringe for N. Weisfeld (individual)	41.61%		\$ 23,301	
73	Fringe for J. Meuleners (family)	28.92%		\$ 4,672	
74	Fringe for Research Associate II (individual)	69.27%		\$ 22,028	
75	Fringe for R. Oliva (family)	49.77%		\$ 18,166	
76	Fringe for D. Ogni (family)	51.46%		\$ 18,173	
77	Health Benefits for GRA's (individual)	16.77%		\$ 1,719	
78	FICA for Summer GRA	7.65%		\$ 1,041	
79	FICA for Summer Undergraduate Students	7.65%		\$ 536	
80	<b>TOTAL FRINGE BENEFITS</b>			<b>\$ 369,395</b>	
81	<b>TOTAL SALARY AND BENEFITS</b>			<b>\$ 1,013,681</b>	
82					



	A	C	D	E	F
83	<b>Nutrition Education Materials</b>			<b>Budget for 2021</b>	
84	<b>C. Supplies</b>				
85	Food for Demonstrations			\$ 6,000	
86	Demonstration/Program Supplies			\$ 17,269	
87	Nutrition Education Materials			\$ 16,000	
88	Publications and copy costs related to nutrition education			\$ 20,000	
89	TOTAL SUPPLIES			\$ 59,269	
90	<b>D. Travel</b>				
91	In-State Travel			\$ 7,000	
92	Out-of-State Travel			\$ 16,000	
93					
94	TOTAL TRAVEL			\$ 23,000	
95	<b>E. Non-capital equipment/office supplies</b>				
96	Computers, printers, software licenses/maintenance fees			\$ 7,000	
97	Postage for client communication/mass mailings, express mail			\$ 5,000	
98	EZ Texting SMS text messaging services			\$ 600	
99	Long-Distance phone (project related only)			\$ 500	
100	Telephone equipment (project related only)			\$ 4,000	
101	Consultants ( graphic artist, translation services, laundry service etc.)			\$ 27,126	
102	<b>F. Institutional memberships and subscriptions</b>			\$ 1,000	
103	TOTAL OTHER COSTS			\$ 45,226	
104	TOTAL DIRECT COSTS			\$ 1,141,176	
105					
106	TOTAL MODIFIED DIRECT COSTS			\$ 1,141,176	
107					
108	FACILITIES AND ADMINISTRATIONS COSTS				
109	25% (MTDC)			\$ 285,294	
110					
111	TOTAL REQUESTED FROM AGENCY			\$ 1,426,470	
112					
113					
114					
115	*** \$1,426,470 for FY2021				

## Appendix E

100% CY (Calendar year)= 35 hours/week x 52 weeks/year = 1820 hours/year;

$1820/1820= 1.0$  FTE

69% CY for a 21 hour/week position= 21 hours/week x 36 weeks/year = 756 hours/year =

$756/1820= .42$  FTE

100% CY for a 21 hour/week position = 21 hours/week x 52 weeks/year = 1,092 hours/year;

$1092/1820= 0.6$  FTE

## Appendix F- Indirect Cost Agreement



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

26 Federal Plaza, Room 3412  
New York, NY 10278  
PHONE: (212) 264-2069  
FAX: (212) 264-5478  
EMAIL: [CAS-NY@psc.hhs.gov](mailto:CAS-NY@psc.hhs.gov)

July 22, 2019

Ms. Patricia Casey  
University Controller  
University of Rhode Island  
110 Carlotti Administration Bldg.  
75 Lower College Rd., Suite 10  
Kingston, RI 02881-0806

Dear Ms. Casey:

A negotiation agreement is being sent to you for signature. This agreement reflects an understanding reached between your institution and a member of my staff concerning the rates or amounts that may be used to support your claim for costs on grants and contracts with the Federal Government. The agreement must be signed by a duly authorized representative of your institution and e-mailed to [CAS-NY@psc.hhs.gov](mailto:CAS-NY@psc.hhs.gov). Retain a copy for your file. We will reproduce and distribute the agreement to awarding agencies of the Federal Government for their use.

Requirements for adjustments to costs claimed under Federal Grants and Contracts resulting from this negotiation are dependent upon the type of rate contained in the negotiation agreement. Information relating to these requirements is enclosed.

In consideration of this negotiation, the following conditions are agreed to:

Attached are 5 documents entitled "Components of Published Facilities and Administrative Cost Rate (F&A)". There is one document issued for each F&A rate published on the rate agreement. These documents must be signed and returned to this office along with the signed rate agreement.

July 22, 2019

An indirect cost rate proposal, together with the required supporting information, must be submitted to this office for each fiscal year in which your organization claims cost under grants and contracts awarded by the Federal Government. Therefore, your next indirect cost rate proposal for the fiscal year ending June 30, 2021 will be due in our office by December 31, 2021. In addition, please acknowledge your concurrence with the comments and conditions cited above by signing this letter in the space provided below and submit your next proposal electronically via email to [CAS-NY@psc.hhs.gov](mailto:CAS-NY@psc.hhs.gov).

Sincerely,

Darryl W.  
Mayes -S

Digitally signed by Darryl W. Mayes -S  
DN: c=US, o=U.S. Government, ou=HHS,  
ou=PSC, ou=People,  
0.9.2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes -S  
Date: 2019.08.06 08:33:08 -0400

Darryl W. Mayes  
Deputy Director  
Cost Allocation ServicesEnclosures  
Concurrence:

Patricia Casey  
Name

Contidley  
Title

8/15/19  
Date

## COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 05-60000522

DATE:07/22/2019

ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
04/08/2014

University of Rhode Island  
110 Carlotti Administration Bldg.  
75 Lower College Rd., Suite 10  
Kingston, RI 02881

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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### SECTION I: Facilities And Administrative Cost Rates

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

#### EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2017	06/30/2019	53.50	On-Campus	Research
PRED.	07/01/2019	06/30/2020	54.50	On-Campus	Research
PRED.	07/01/2020	06/30/2021	56.00	On-Campus	Research
PRED.	07/01/2021	06/30/2022	57.50	On-Campus	Research
FINAL	07/01/2017	06/30/2019	55.00	On-Campus	Instruction
FINAL	07/01/2017	06/30/2019	46.00	On-Campus	OSA
FINAL	07/01/2017	06/30/2019	50.00	On-Campus	Agr.Exp.Station
PRED.	07/01/2019	06/30/2022	55.00	On-Campus	Instruction
PRED.	07/01/2019	06/30/2022	46.00	On-Campus	OSA
PRED.	07/01/2019	06/30/2022	50.00	On-Campus	Agr.Exp.Station
FINAL	07/01/2017	06/30/2019	26.00	Off-Campus	All Programs
PRED.	07/01/2019	06/30/2022	26.00	Off-Campus	All Programs

ORGANIZATION: University of Rhode Island  
AGREEMENT DATE: 7/22/2019

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2022	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2022.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Rhode Island  
AGREEMENT DATE: 7/22/2019

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## **SECTION II: SPECIAL REMARKS**

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### TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

### TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-SITE DEFINITION: The off-site rate will apply for all activities:

- a) Performed in facilities not owned by the organization and where no costs are included in the F&A pools; or
- b) Where rent is directly allocated/charged to the project(s).

Grants or contracts will not be subject to more than one indirect cost rate. If more than 50% of a project is performed off-site, the off-site rate will apply to the entire project.

1. Fringe Benefits: The fringe benefits specifically identified to individuals include: FICA and Medicare taxes, health, dental and vision insurance, disability insurance, retirement benefits, group life insurance, unemployment insurance, workers' compensation, tuition assistance(employees only), employee assistance programs, and accrued leave payouts.

2. Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

### NEXT PROPOSAL DUE DATE

Your next proposal based on actual costs for the fiscal year ending 6/30/2021 is due by 12/31/2021.

ORGANIZATION: University of Rhode Island  
AGREEMENT DATE: 7/22/2019

### SECTION III: GENERAL

#### A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

#### B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

#### C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

#### D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

#### E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Rhode Island

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes -S

Digitally signed by Darryl W. Mayes -S  
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People, 0.9.2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes -S  
Date: 2019.08.06 08:32:23 -04'00'

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

7/22/2019

(DATE) 7137

HHS REPRESENTATIVE:

Edwin Miranda

Telephone:

(212) 264-2069



## Components of Published Facilities and Administrative Cost Rate

**Institution:** University of Rhode Island

<u>Rate Component</u>	<u>7/1/2017 - 6/30/2019 FINAL</u>	<u>7/1/2019 - 6/30/2020 PRED.</u>	<u>7/1/2020 - 6/30/2021 PRED.</u>	<u>7/1/2021 - 6/30/2022 PRED.</u>
1. a. Depreciation - Bldgs & Improvements	<u>3.00%</u>	<u>3.00%</u>	<u>3.40%</u>	<u>4.90%</u>
b. Depreciation - Moveable Equipment	<u>1.00%</u>	<u>1.00%</u>	<u>1.26%</u>	<u>1.26%</u>
2. Interest	<u>0.20%</u>	<u>0.04%</u>	<u>0.04%</u>	<u>0.04%</u>
3. Operation & Maintenance	<u>22.30%</u>	<u>21.16%</u>	<u>22.00%</u>	<u>22.00%</u>
4. General Administration	<u>0.00%</u>	<u>0.00%</u>	<u>0.00%</u>	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u>	<u>26.00%</u>	<u>26.00%</u>	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u>	<u>0.00%</u>	<u>0.00%</u>	<u>0.00%</u> *
7. Library	<u>1.00%</u>	<u>2.00%</u>	<u>2.00%</u>	<u>2.00%</u>
8. Utility Cost Adjustments	<u>0.00%</u>	<u>1.30%</u>	<u>1.30%</u>	<u>1.30%</u>
<b>Published On-Campus Rate - <u>Organized Research</u></b>	<b><u>53.5%</u></b>	<b><u>54.5%</u></b>	<b><u>56.0%</u></b>	<b><u>57.5%</u></b>

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

Name : Patricia Clary

Title: Controller

Date: 8/15/19

## Components of Published Facilities and Administrative Cost Rate

**Institution:** University of Rhode Island

<u>Rate Component</u>	<u>7/1/2017 - 6/30/2019 FINAL</u>	<u>7/1/2019 - 6/30/2022 PRED</u>
1. a. Depreciation - Bldgs & Improvements	<u>4.1%</u>	<u>4.5%</u>
b. Depreciation - Moveable Equipment	<u>0.4%</u>	<u>0.2%</u>
2. Interest	<u>0.1%</u>	<u>0.1%</u>
3. Operation & Maintenance	<u>15.0%</u>	<u>15.0%</u>
4. General Administration	<u>0.0%</u>	<u>0.0%</u> *
5. Departmental Administration	<u>26.0%</u>	<u>26.0%</u> *
6. Sponsored Projects Administration	<u>0.0%</u>	<u>0.0%</u> *
7. Library	<u>9.4%</u>	<u>9.2%</u>
8. Student Services	<u>0.0%</u>	<u>0.0%</u>
9. Utility Cost Adjustment	<u>0.0%</u>	<u>0.0%</u>
 <b>Published On-Campus Rate - Instruction</b>	 <b><u>55.0%</u></b>	 <b><u>55.0%</u></b>

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

Name : Patricia C. [Signature]

Title: Controller

Date: 8/15/19

## Components of Published Facilities and Administrative Cost Rate

Institution: University of Rhode Island

7/1/2017 - 7/1/2019 -  
6/30/2019 6/30/2022  
FINAL PRED

<u>Rate Component</u>		
1. a. Depreciation - Bldgs & Improvements	<u>1.9%</u>	<u>2.3%</u>
b. Depreciation - Moveable Equipment	<u>0.4%</u>	<u>0.5%</u>
2. Interest	<u>0.0%</u>	<u>0.0%</u>
3. Operation & Maintenance	<u>16.7%</u>	<u>15.3%</u>
4. General Administration	<u>0.0%</u>	<u>0.0%</u> *
5. Departmental Administration	<u>26.0%</u>	<u>26.0%</u> *
6. Sponsored Projects Administration	<u>0.0%</u>	<u>0.0%</u> *
7. Library	<u>1.0%</u>	<u>1.9%</u>
8. Utility Cost Adjustment	<u>0.0%</u>	<u>0.0%</u>

**Published On-Campus Rate - OSA** 46.0% 46.0%

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

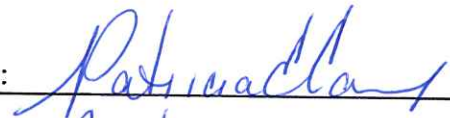
Name : Patricia Adams  
Title: Controller  
Date: 8/15/19

## Components of Published Facilities and Administrative Cost Rate

**Institution:** University of Rhode Island

<u>Rate Component</u>	<u>7/1/2017 - 6/30/2019 FINAL</u>	<u>7/1/2019 - 6/30/2022 PRED</u>
1. a. Depreciation - Bldgs & Improvements	<u>4.0%</u>	<u>4.7%</u>
b. Depreciation - Moveable Equipment	<u>0.4%</u>	<u>0.7%</u>
2. Interest	<u>0.0%</u>	<u>0.0%</u>
3. Operation & Maintenance	<u>18.2%</u>	<u>17.2%</u>
4. General Administration	<u>0.0%</u>	<u>0.0%</u> *
5. Departmental Administration	<u>26.0%</u>	<u>26.0%</u> *
6. Sponsored Projects Administration	<u>0.0%</u>	<u>0.0%</u> *
7. Library	<u>1.4%</u>	<u>1.4%</u>
8. Utility Cost Adjustment	<u>0.0%</u>	<u>0.0%</u>
<b>Published On-Campus Rate - Agr.Exp.Station</b>	<b><u>50.0%</u></b>	<b><u>50.0%</u></b>

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

Name :   
 Title: Controller  
 Date: 8/15/19

## Components of Published Facilities and Administrative Cost Rate

**Institution:** University of Rhode Island

<u>Rate Component</u>	<u>7/1/2017 - 6/30/2019 FINAL</u>	<u>7/1/2019 - 6/30/2022 PRED</u>
1. a. Depreciation - Bldgs & Improvements	<u>0.0%</u>	<u>0.0%</u>
b. Depreciation - Moveable Equipment	<u>0.0%</u>	<u>0.0%</u>
2. Interest	<u>0.0%</u>	<u>0.0%</u>
3. Operation & Maintenance	<u>0.0%</u>	<u>0.0%</u>
4. General Administration	<u>0.0%</u>	<u>0.0%</u> *
5. Departmental Administration	<u>26.0%</u>	<u>26.0%</u> *
6. Sponsored Projects Administration	<u>0.0%</u>	<u>0.0%</u> *
7. Library	<u>0.0%</u>	<u>0.0%</u>
8. Utility Cost Adjustments	<u>0.0%</u>	<u>0.0%</u>
<b>Published Off-Campus Rate - <u>All programs</u></b>	<b><u>26.0%</u></b>	<b><u>26.0%</u></b>

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

Name : Patricia Adams

Title: Controller

Date: 8/15/19

Is there a separate agreement between URI and RI DHS for the 25% rate we use? What they want is the approved indirect cost rate agreement that supports that.

Thanks.

Deb

*Debra Ogni*  
*Scientific Research Grant Assistant*  
*University of Rhode Island*  
*SNAP-Ed/EFNEP/CYFAR*  
*80 Washington Street, Room 300*  
*Providence, RI 02903*  
[\(401\) 277-5270](tel:(401)277-5270)  
<http://web.uri.edu/snaped>

As we discussed earlier today, it is just a courtesy rate that we provide to the state so there is nothing in writing.

Franca

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Franca Cirelli  
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(401) 874 - 4272  
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