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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**

**State Contacts:**

**Ms. Bethany Caputo, SNAP Administrator  
Ms. Jenna Maloney, Assistant SNAP Administrator  
State of Rhode Island  
Department of Human Services**

**Sarah Amin, PhD, MPH  
SNAP-Ed Director, Co-Principal Investigator  
Department of Nutrition and Food Sciences  
College of Health Sciences  
University of Rhode Island**

**Kate Balestracci, PhD, RDN  
SNAP-Ed Program Manager, Co-Principal Investigator  
Department of Nutrition and Food Sciences  
College of Health Sciences  
University of Rhode Island**

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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 people with low incomes in RI. 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 the SNAP-Ed eligible population 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 among Rhode Islanders; 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 older adults 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.

### **The Three-Year Plan**

RI SNAP-Ed continues to strive 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, the 2021-2023 plan includes additions from previous plan years.

A major overarching theme of this three-year plan continues to be cultural relevance. Based on results from needs assessments and conversations with community partners, there is a request for nutrition education that encompasses food-related cultural diversity. To meet this need, SNAP-Ed continues to 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 inform the creation of low-cost, culturally relevant recipes. Aside from new recipes, the various modes of education integrate more culturally diverse foods into the lessons. Lastly, the plan includes the development of a social marketing campaign celebrating the diverse cultures and foods of the Rhode Island community that also serves to reinforce SNAP-Ed content.

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The formation and inclusion of new partnerships within several subpopulations including the older adult population, non-US-born persons and refugee population, and Narragansett Indian Tribe 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 help guide what PSE work to accomplish.

RI SNAP-Ed also wants to increase relationships to meet the needs of non-US-born persons and refugee populations. Therefore, there continues to 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. New this past year is participation in the Tribe's Food Sovereignty Project.

A new setting of this three-year plan that 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. A new clinical-community partnership with Hasbro Children's Hospital Primary Care Clinic formed in year 1 of this plan. The plan lays out the creation, implementation and evaluation of a distance-based education program for parents/caregivers of clinic pediatric patients (ages 2-8 years).

Lastly, this three-year plan delineates the launch of a social marketing campaign. This campaign prioritizes reaching diverse racial and ethnic groups. Thus, each stage of the social marketing campaign involves appropriate community partners and SNAP-Ed adult and parent participants themselves. A key priority of the campaign is to address nutrition disparities among RI people with lower incomes through the application of a cultural and racial equity lens.

### Changes in Year 3

As we continue to strengthen the RI SNAP-Ed program to meet the needs of the community served, interventions and efforts added include afterschool programming, involvement in the Hunger Elimination Task Force Community of Practice Serving Aging Rhode Islanders, and increased focus on food pantry PSE efforts. To accommodate these additions, table events at grocery stores were removed from the plan. In addition, some interventions were removed in the 3<sup>rd</sup> year of the plan due to a lack of funding, resources or shifted priorities by community partners. Programs removed include professional development with community health workers as a part of a Brown University collaboration, involvement in the Lifespan Community Health Institute Committee, content and programs for Age-Friendly Rhode Island's statewide Virtual Community Center, and radio broadcasting guest-spots.

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#### Needs Assessment Findings

##### ***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 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 older adults across a wide variety of qualifying locations including, but not limited to: schools, childcare 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 2019, 11.6% of Rhode Islanders were living in poverty** (under 100% of the Federal Poverty Line or FPL). Between 2017-2019, RI households experienced high rates of food insecurity at 9.1% compared to 11.1% nationally with 3.1% of RI households reporting very low food insecurity, meaning they miss meals and experience hunger (USDA ERS, 2021). During the COVID-19 pandemic, food insecurity in RI increased dramatically with 25.2% of households being classified as food insecure. Those are the highest rates the state had seen in 20 years and were exacerbated in racially and ethnically diverse audiences where health disparities are more pressing (RI Community Food Bank, 2020). **In 2021, the rates of food insecurity have declined slightly at 18.4%; however the rates showed racial and ethnic disparities with 34% of Black and Latinx households food insecure compared to 14.2% of White households (RI Community Food Bank, 2021).**

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- **Among children under the age of 18, in 2020, one in nine (11.5%) of Rhode Island children lived in poverty.** Between 2016 to 2020, 34% of Native American, 30% of Hispanic, and 26% of Black children in Rhode Island lived in poverty compared to 9% of Asian/Pacific Islander children and 11% of White children (RI Kids Count, 2022).
- **The core cities** of Central Falls, Pawtucket, Providence and Woonsocket had an average poverty rate of 31.5% from 2016-2020 with 12.6% in extreme poverty (RI Kids Count, 2022).
- The RI Life Index data from 2021 found 25% of **households with children in Rhode Island reported not being able to meet their basic food needs**, compared to 18% of all households (RI Kids Count, 2022)
- Of the 139,787 Rhode Islanders enrolled in SNAP as of October 2021, 69% were adults and 31% were children (RI Kids Count, 2022).
- **Among parents/caregivers, the unemployment rate decreased from 9.3% in 2020 to 5.5% in 2021, however it is still higher than the U.S. rate of 5.3%.** (RI Kids Count, 2022).
- **Among older adults (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).
- Before the pandemic, the RI Community Food Bank served 53,700 people each month. **At the height of demand during the pandemic, they served 76,500 people. In 2021 the numbers decreased back to 53,650 people each month.** (RI Community Food Bank, 2021).

### THE IMPACT

**138,290** Rhode Islanders are enrolled in SNAP (DHS, 2022)

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.**

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- **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).
- A recent study of medical records from 2020 found that **15% of Rhode Island children ages 2-17 are overweight and 20% are obese**. Rhode Island Non-Hispanic Black and Hispanic children **both have the highest rates of overweight/obesity at 41%** (RI Kids Count, 2022).
- **The core cities had an average overweight/obesity rate of 40% compared to 32% of the remainder of the state and 35% of Rhode Island** (RI Kids Count, 2022).
- 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:

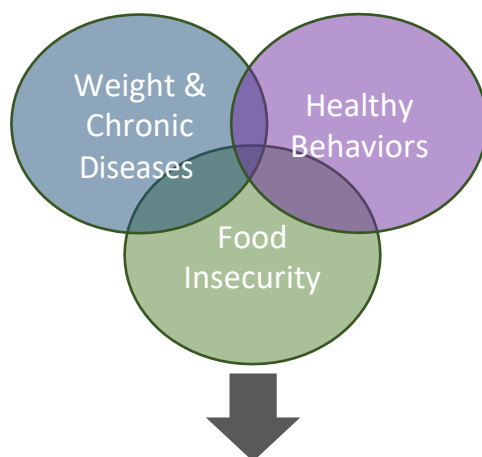
- Only 12.2% of adults meet the daily fruit intake recommendation, and only 9.3% of adults meet the daily vegetable intake recommendation (CDC MMWR, 2017). In 2019, 35.7% of adults in Rhode Island reported consuming fruit less than one time daily and 20.4% reported consuming vegetables less than one time daily (CDC BRFSS, 2019).
- In 2019, half (49.9%) of Rhode Island adults met the CDC weekly physical activity recommendations of 150 minutes or more of aerobic physical activity per week (CDC BRFSS, 2019).



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### Adolescents:

- Of Rhode Island students in grades 9-12, 86% reported eating less than the recommended 3 servings of vegetables a day, 18% reported drinking a sugar sweetened beverage at least once a day, and 59% reported less than five days of physical activity in a week (RI Kids Count, 2022).
- 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 beneficial outcomes for all-cause mortality, cardiovascular disease, type II diabetes, certain types of cancers, and overweight and obesity (Dietary Guidelines, 2020).

**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.

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- Given the connection between food security, diet quality, and equity, in 2021, the USDA announced actions on nutrition security to address diet-related health disparities among low-income and racially and ethnically diverse communities (USDA, 2022).

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 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.

This multi-year proposal includes extensive needs assessment data collected in FY2018 through the current fiscal year, FY2022 (see *New Information Collection*, next section) to optimize programming 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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<https://health.ri.gov/publications/reports/2017StateInnovationModelHealthAssessment.pdf>

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

To assist us in the continued 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: Clinical-Community Programming**

*January 2021 – February 2022*

**Overview:** To determine the gaps and needs for a clinical-community program, formative evaluation with pediatricians, community partners and parent/caregivers was conducted from January 2021 through February 2022.

#### **Participants:**

30 pediatricians from Hasbro Children’s Hospital Primary Care clinic completed a survey and 14 of those participated in in-depth interviews. The interviews included conversations around food insecurity, access to resources, and also needs of the pediatricians to be effective in providing community services.

9 community partners who serve racially and ethnic minority groups across RI participated in interviews. Partners included schools, early childcare, housing, a Federally Qualified Health Center, food pantries, and community wrap-around programs. Topics included strategies and barriers to recruitment and communication with their population, food access programs, and information deemed important to families and healthcare providers to include in the created program.

7 parents/caregivers (5 English speaking; 2 Spanish speaking) from the Hasbro Hospital Primary Care clinic participated in interviews. Topics included the current connection to community programs from the clinic, barriers to feeding their families,

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topics and logistics for upcoming programs, and food resource programs in the state.

### Summary:

There is a need to provide resources and professional development training to pediatricians to expand food resource management knowledge and increase effectiveness of office visits to provide community-based services around social determinants of health, including food insecurity. Development of a clinical-community program needs to not only include family-appropriate topics on nutrition and healthy eating, but also food resource management information to expand food access to healthy foods.

### Needs Assessment #2: Social Marketing Campaign

*January 2021 – January 2022*

**Overview:** To determine the best modes to reach the SNAP-Ed eligible audience and topics of interest for a social marketing campaign

#### **Participants (n=9 community partners; n=89 SNAP-Ed eligible adults):**

9 community partners who serve racial and ethnic minority groups across RI participated in interviews. Partners included community centers (n=3), adult education/job training site, early childhood site, elementary school, an emergency meal site and a health center. The interviews aimed to understand how to most effectively reach and engage their audiences through social marketing channels to promote positive nutrition and physical activity behaviors.

75 SNAP-Ed eligible adults completed the 12-question survey. The survey inquired about how they found information on food/healthy eating, what topics were interesting to them, how often they looked for that type of information, what was important to them when getting information on food/healthy eating, and barriers to finding the information they want.

14 SNAP-Ed eligible adults participated in interviews to further expand on topic areas captured in the survey. Interview topics included what “healthy eating” meant to the participant; how they found information on healthy eating and more specifically, how they found information relatable to themselves and/or their family; who and what they trust for the information and platforms used; and challenges and barriers to finding information. In addition, the interviews probed more into the topic of fruits and

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vegetables to learn about fruit and vegetable preferences, recipe sourcing, and cooking at home.

### Summary:

Overall, multiple modes of communication are necessary to maximize reach of a social marketing campaign including various social media platforms and printed materials. Top topics were fruits and vegetables, and food resource management information including healthy recipes and planning for healthy meals. Of importance is that the information is easy and quick to read and also relatable to their culture and identity.

### Needs Assessment #3: Food Access during COVID-19

*September – November 2020*

**Overview:** During the COVID-19 pandemic, to gain awareness of the impacts that COVID-19 has had on food access in RI and to identify promising solutions, URI SNAP-Ed was involved with virtual key informant interviews with 24 RI partners including food pantries, nonprofit organizations, Health Equity Zone representatives, and state agencies from September-November 2020. Approximately 64% of those interviewed were partners that reside in core cities where poverty is more concentrated and where SNAP-Ed programming is focused. The table below highlights the representation of the types of community partners interviewed:

### Participants:

Community Partner Type	n (%)
State Agency	7 (28)
Health Equity Zone (HEZ)	5 (20)
Nonprofit Organization	5 (20)
Food Pantry	3 (12)
City Agency	1 (8)
Home-delivered Meal Program	1 (4)
Federally Qualified Health Center	1 (4)

**Summary:** Successes and challenges of community partners interviewed are presented in the table below and highlight the food access needs of vulnerable racial and ethnic populations particularly around culturally appropriate food during

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emergency situations. URI SNAP-Ed will leverage these findings to contribute to our emphasis on cultural relevance and our continued commitment to these community partners and their food access needs.

Successes	Challenges
<ul style="list-style-type: none"><li>• Enhanced collaboration between new and existing partnerships among partners</li><li>• Increased effective communication among community partners and the populations they serve</li><li>• Increases in new initiatives to support food access needs</li></ul>	<ul style="list-style-type: none"><li>• Unemployment</li><li>• Lack of culturally relevant foods</li><li>• Insufficient resources (i.e. funding, personal protective equipment, technology)</li><li>• Exacerbation of existing food access challenges connected to transportation and food storage needs</li></ul>

### Needs Assessment #4: 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 and PSE programming when possible. Future work will include needs assessments of older adult 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

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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

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 #5: 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.

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- **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:
  - 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.

### *Spring 2021: Listening Session with RI Department of Health and WIC Leadership*

**Overview:** The Rhode Island Department of Health (RI DOH) houses many nutrition-related programs and initiatives. In order to discuss current programming and identify new opportunities for collaboration, listening sessions were held in February, May, and June of 2021 with several individuals at the RI DOH.

#### **Participants:**

Nancy Sutton, Chief of the Chronic Disease Program

Megan Fallon-Sheridan, Program Administrator for the Diabetes, Heart Disease, and Stroke Program

Meghan McCormick, Acting Chief of the Center for Health Promotion

Katlynn Ferreira, Manager of the Diabetes Prevention Program (DPP)

Mia Patriarca, Manager of the Health Equity Institute

Kristy Whitcomb, Professional Development Coordinator for the Office of Family Visiting

Kathryn Roy, Nutrition Coordinator for the Rhode Island WIC Program

Randi Belhumeur, Health Systems Transformation Administrator

Kate Balestracci, URI SNAP-Ed Program Manager

Heidi Hetzler, URI SNAP-Ed Program Coordinator

**Summary:** SNAP-Ed provided updates on current programs and projects being implemented in conjunction with WIC, the Diabetes Prevention Program (DPP), and the Office of Family Visiting. DOH staff members described their particular programs and shared ideas for potential SNAP-Ed involvement. Some specific areas to continue, expand, or explore include:

- **WIC:** Continue providing annual training for all WIC nutritionists in the state, as well as assisting in the development of additional training modules, in order to further extend SNAP-Ed healthy eating messages to low-income families across the state. Work with WIC to identify additional languages (other than English, Spanish, and Portuguese) needed for SNAP-Ed resources for WIC clients.
- **Office of Family Visiting:** Continue offering annual training for all staff of home visiting programs on nutrition needs and feeding best practices for infants and young children. Align training content with WIC for consistency of messaging.



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- **DPP:** Continue offering annual training for DPP coaches on how to help their program participants eat healthier within a limited budget and explore future nutrition training topics needed for coaches.
- **Diabetes, Heart Disease, and Stroke Program:** SNAP-Ed will look into the Diabetes Health Equity Challenge to see if there is potential for collaboration.
- **Health Equity Institute:** Look into having SNAP-Ed conduct a workshop on a nutrition-related topic for DOH's Online Learning Community for Health Equity Zones around the state. If funded, loop into DOH's CDC grant to improve food security in Central Falls through the HEZ there.
- **Community Health Workers:** SNAP-Ed was encouraged to reach out to further contacts to explore the possibility of expanding nutrition-related professional development opportunities for Community Health Workers.
- **Other:** It was recommended that SNAP-Ed reach out to additional DOH staff members, including the person involved in statewide training and certification for community health workers, the program manager for the WISEWOMAN program, and the program manager of the Asthma Control Program.

### Needs Assessment #6: 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 the refugee population. The CHWs work with the refugee population 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. Refugee populations 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 population audience in Rhode Island. As the nutrition education needs varied between refugee populations 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 population 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 population 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 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.

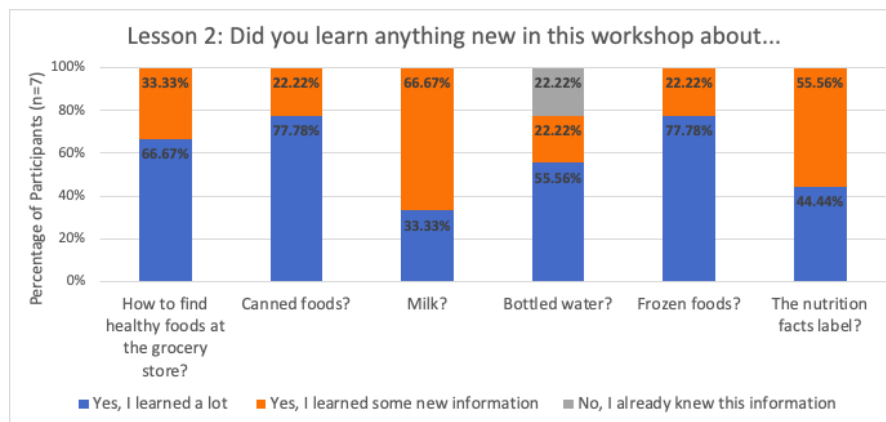
#### **Survey Results:**

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:

<b>Ranking</b>	<b>Topic</b>
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

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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:



### Needs Assessment #7: 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 Older Adult 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.

### *Spring 2021: Participation in Newly Formed Food Sovereignty Project*

**Overview:** During FY20, the Narragansett Indian Tribe formed the Food Sovereignty Project and invited URI SNAP-Ed and other members of Cooperative Extension to participate. The overarching goal of this project is to develop a self-sufficient, healthy, sustainable Tribal food system for the people, the plants, the animals, the water, and the land. The Food Sovereignty Project may also lead to additional URI SNAP-Ed nutrition education opportunities to complement grant proposals that align with the Tribe's food access and nutrition priorities. While a submission with the Native American Agricultural Fund to promote food sovereignty and increase their agricultural production capacity was not funded, other opportunities are being explored. Previous data collected by the Tribe in 2020 underscores the need for food sovereignty initiatives including nutrition education.

#### **Participants:**

Dinalyn Spears, Tribal Member and Director of the NIT's Division of Agriculture  
Steven Smith, Tribal Member and Assistant Director of the NIT's Division of Agriculture  
Lee Fry, Tribal Member and Laborer for the NIT's Division of Agriculture  
Vanessa Venturini, URI Cooperative Extension Master Gardener Program Leader  
Kate Venturini, Outreach Programs Administrator and Extension Educator  
Sarah Amin, URI Assistant Professor and Director of SNAP-Ed  
Heidi Hetzler, URI SNAP-Ed Program Coordinator  
Amanda Missimer, URI Clinical/Extension Assistant Professor  
Andy Radin, URI Extension Educator and Research Associate  
Elizabeth Hoover, University of California Berkeley Associate Professor

**Summary:** The Tribe's Namaus (All Things Fish) Project received funding from the U.S. Environmental Protection Agency, Brown University Superfund Research Project, and National Institutes of Health. As a part of this work, a survey that included items pertaining to food insecurity was conducted in 2020 with Tribal members (n=166) ranging from 18 to 50+ years. Key findings included:

- 27% of Tribal members were food insecure and 14% were very food insecure, which is almost three times higher than all of Rhode Island (5%).
- 45% of all participants receive food from a food bank, food pantry, church, or soup kitchen each month
- 39% worried they would run out of food before having money to buy more.
- 96% of all respondents indicated they would like to see a discounted produce program on the reservation

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### Needs Assessment #8: Aggregated Needs Assessment Information from Professional Development Groups

August-September 2018, September-June 2019,  
September-May 2020, September – June 2021, July 2021-May 2022

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

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> <li>● Meal planning</li> <li>● Specialty diets and healthy food options within these diets</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> <li>● Handouts and websites to share</li> <li>● Learning how to use nutrition tech resources for virtual classes</li> <li>● MyPlate</li> </ul>
<b>Community Health Workers PD</b>	<ul style="list-style-type: none"> <li>● Nutrition Facts label</li> <li>● Fruits and vegetables</li> <li>● How long can pre-prepared meals last in the refrigerator</li> <li>● Culturally relevant preferences/dishes</li> <li>● Building nutritious meals that do not require kitchen access</li> <li>● About healthy oils and calories</li> <li>● Eating organic</li> <li>● About the farmers' market fresh fruit and vegetables also 50% SNAP bonus</li> </ul>	<ul style="list-style-type: none"> <li>● Resources with foods the Latino community are most familiar with</li> <li>● Images/pictures</li> <li>● Touring the supermarket with them</li> <li>● Books</li> </ul>

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<p><b>Department of Health Home Visitors</b></p>	<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> <li>● How to handle difficult family situations with feeding infants/young children</li> </ul>	
<p><b>Statewide WIC Nutritionists</b></p>	<ul style="list-style-type: none"> <li>● Hunger cues</li> <li>● How to address child obesity</li> <li>● New trends in feeding</li> <li>● Prenatal vitamins and other supplements</li> <li>● Feeding toddlers</li> <li>● USDA guideline update regarding infants</li> <li>● Common food allergens</li> <li>● Sugar-sweetened beverages</li> <li>● Training for older toddler age-range</li> </ul>	
<p><b>East Bay Food Pantry volunteer workers</b></p>	<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> <li>● Nutrition content of some common pantry staple items</li> <li>● Allergen information</li> <li>● Spice shelf life and use</li> </ul>	<ul style="list-style-type: none"> <li>● Handouts and recipes</li> <li>● More in-person recipe demonstrations</li> <li>● Updated MyPlate nutrition guide</li> </ul>

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<p><b>Staff at Adult Education sites in Providence</b></p>	<ul style="list-style-type: none"> <li>● Shopping for and preparing healthy foods on a budget</li> <li>● How physical health lowers healthcare costs</li> <li>● Reducing food waste</li> <li>● Sharing ideas for tasty, healthy versions of traditional/cultural cuisine</li> <li>● Autism and nutrition</li> <li>● Helping students encourage families to “buy-in” to nutrition</li> <li>● Plant-based diet and other specialty diet food options</li> <li>● Encouraging food sensitive people to eat healthier</li> </ul>	<ul style="list-style-type: none"> <li>● More visuals</li> <li>● More hands-on materials</li> <li>● Hands-on cooking</li> </ul>
<p><b>Volunteers that connect low-income clinical patients to community resources</b></p>	<ul style="list-style-type: none"> <li>● Food deserts/food access</li> <li>● Impact of culture on eating habits and cultural competence</li> <li>● Eating healthy on a budget</li> <li>● Nutrition programs and eligibility</li> <li>● Budgeting for healthy foods</li> <li>● Healthy recipes</li> </ul>	<ul style="list-style-type: none"> <li>● Brochure of food and nutrition programs in different languages</li> <li>● SNAP-Ed recipe videos</li> <li>● Referrals to SNAP-Ed</li> </ul>
<p><b>Public School District Elementary &amp; Secondary PE/Health teachers</b></p>	<ul style="list-style-type: none"> <li>● Sugar- how much is in foods/drinks, natural vs added, what it does in the body</li> <li>● Nutrition information for parents</li> <li>● Calories, energy expenditure</li> <li>● Media influence on nutrition</li> <li>● Healthy fast-food options</li> <li>● Food/nutrition labels</li> <li>● Influence of culture on food choices</li> <li>● Weight loss/dieting/eating disorders</li> <li>● Nutrition for athletes</li> <li>● How much help kids provide to make a healthy lunch at home</li> <li>● Food waste</li> <li>● Food allergies</li> <li>● Special diets- vegetarian/plant-based, diabetic</li> <li>● Hunger and food insecurity</li> </ul>	<ul style="list-style-type: none"> <li>● More digital resources and interactive smart board activities</li> <li>● Integrate resources with Google classroom</li> <li>● More physical education games involving fruits and vegetables</li> <li>● “Team Up” curriculum for K-2 grades</li> <li>● Ways to teach about nutrients</li> <li>● Tools to help ESL students</li> <li>● More electronic resources</li> <li>● More parent engagement resources</li> </ul>



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	<ul style="list-style-type: none"> <li>• Healthy and unhealthy fats</li> <li>• Food labels</li> <li>• Student involvement in healthy recipe cooking</li> <li>• Recommendations of nutrition-related apps</li> <li>• Healthy alternatives to popular snacks</li> <li>• Healthy substitutes in cultural cooking</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>Team Nutrition <i>Grow It, Try It, Like It</i> 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>Center-Based 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> <li>• Family and teacher interactions regarding feeding/eating styles</li> <li>• Cultural eating patterns and choosy eaters</li> <li>• How to help overeaters</li> <li>• Healthy snack/treat ideas</li> <li>• Recipe options</li> <li>• Healthy meal plan</li> </ul>	

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<p><b>Providence and Central Falls Closed Site Summer Meals Staff Summer Food, Summer Moves training</b></p>	<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> <li>● Exercise, sports, and relaxation</li> <li>● How to talk to kids about less healthy foods</li> <li>● How to get kids to eat vegetables</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> <li>● Worksheets, puzzles and videos</li> <li>● Healthy food toys</li> <li>● More books and games</li> <li>● More physical activity materials</li> </ul>
<p><b>Create Healthy Habits wellness policy training for early care and education administrators</b></p>	<ul style="list-style-type: none"> <li>● Addressing cultural differences in nutrition and physical activity</li> </ul>	
<p><b>Early childhood educator Healthy Habits for Life training at Progreso Latino and Genesis Center</b></p>	<ul style="list-style-type: none"> <li>● Childhood obesity</li> <li>● Sports</li> <li>● Hygiene and health</li> <li>● Developing a weekly menu</li> <li>● Impact of fats, sugar, and salt on the body</li> <li>● Teaching parents about feeding their family</li> <li>● Introducing culturally diverse foods</li> </ul>	

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### 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><b>Total RI Population (estimate) 2021: 1,095,610</b></p> <ul style="list-style-type: none"> <li>• 83.6% White</li> <li>• 16.3% Hispanic or Latino</li> <li>• 8.5% Black or African American</li> <li>• 3.7% Asian</li> <li>• 2.9% Two or More Races</li> <li>• 1.1% American Indian</li> <li>• 0.2% Native Hawaii/PI</li> </ul> <p>RI Population by Gender:</p> <ul style="list-style-type: none"> <li>• 48.7% Male</li> <li>• 51.3% Female</li> </ul>	<p><a href="https://www.census.gov/quickfacts/fact/table/RI#">https://www.census.gov/quickfacts/fact/table/RI#</a></p>
<ul style="list-style-type: none"> <li>• Median income 2018 for households receiving SNAP Congressional District 1: \$18,367</li> <li>• Median income 2018 for households receiving SNAP Congressional District 2: \$20,134</li> </ul>	<p>USDA FNS Profile of SNAP Households RI, 2018  <a href="https://fns-prod.azureedge.net/sites/default/files/resource-files/RhodeIsland_1.pdf">https://fns-prod.azureedge.net/sites/default/files/resource-files/RhodeIsland_1.pdf</a>  <a href="https://fns-prod.azureedge.net/sites/default/files/resource-files/RhodeIsland_2.pdf">https://fns-prod.azureedge.net/sites/default/files/resource-files/RhodeIsland_2.pdf</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  <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  <a href="https://2cyg1u24pr903unzk92wub21-wpengine.netdna-ssl.com/wp-content/uploads/2019/12/Facts-Figures-2020-FINAL-digital-2_Page_1.jpg">https://2cyg1u24pr903unzk92wub21-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, 2019-2020  <a href="https://www.eride.ri.gov/reports/reports.asp">https://www.eride.ri.gov/reports/reports.asp</a></p>

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<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 (<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>
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### **SNAP Participation:**

*Provide the number of SNAP households in each county in the State using the most recent SNAP State agency data.*

Target Audience	Source
<p>RI Households Receiving SNAP in <b>February 2022: 84,645</b></p> <p>Total SNAP enrollment <b>February 2022: 138,290</b> participants</p> <p>Congressional District 1: % SNAP households w/ one or more individuals &gt;60 years: 38.4% % SNAP Households w/ children under 18: 36.6% % SNAP Households below poverty level: 49.4%</p> <p>Congressional District 2: % SNAP households w/one or more &gt;60 years: 44.4% % SNAP Households w/children under 18: 34.9% % SNAP Households below poverty level: 41.6%</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><b>Department of Human Services, SNAP Advisory Committee Data, May 2022</b></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>

### **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).

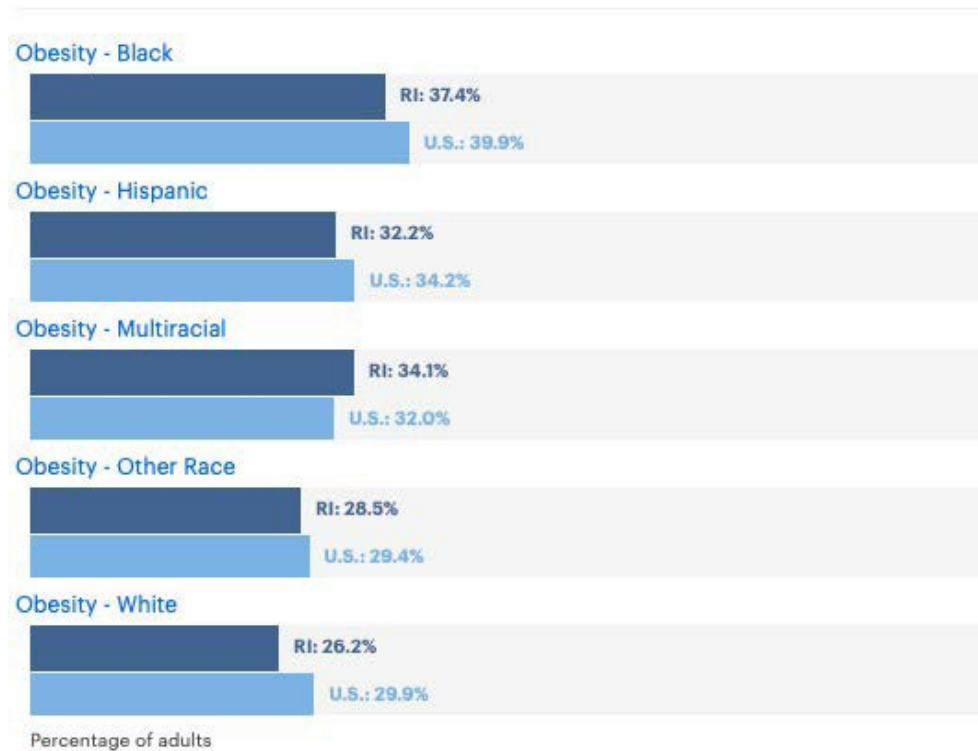
A recent study of medical records from **2020** found that **15% of Rhode Island children ages 2-17 are overweight and 20% are obese**. Rhode Island Non-Hispanic Black and Hispanic children **both have the highest rates of overweight/obesity at 41%**

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(RI Kids Count, 2022). The core cities had an average overweight/obesity rate of 40% compared to 32% of the remainder of the state and 35% of Rhode Island (RI Kids Count, 2022).

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



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### 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**

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### 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)

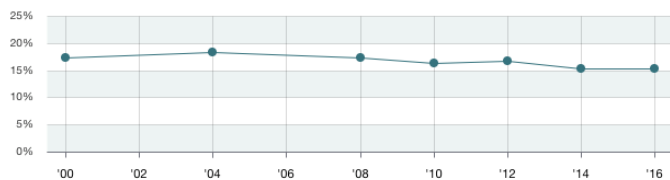
#### 2- To 4-Year-Old WIC Participants

CURRENT OBESITY RATE (2016)

**15.4%**

RANK AMONG STATES (2016)

**11/51**



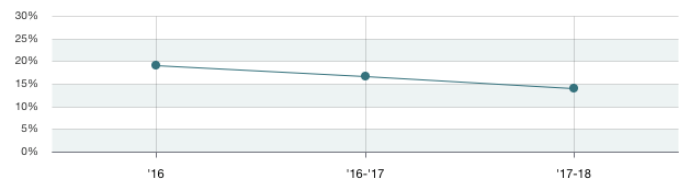
#### 10- To 17-Year-Olds

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

### 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, 2022 Rhode Island Kids Count Factbook, 2022.

[https://www.rkidscount.org/Portals/0/Uploads/Documents/Factbook%202022/fm6798\\_Factbook2022\\_web.pdf?ver=2022-05-18-151346-817](https://www.rkidscount.org/Portals/0/Uploads/Documents/Factbook%202022/fm6798_Factbook2022_web.pdf?ver=2022-05-18-151346-817)

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)



## Module 1: Identifying the Target Audiences and Their Needs

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### **Program Access and Appropriateness for Diverse Target Audiences:**

*Describe mode of delivery, time of delivery, accommodations for people with disabilities, languages offered, culture, etc.)*

Based on recent SNAP issuance data, a few cities/towns in the Bristol, Providence, Washington and Newport Counties do not receive direct nutrition education. However, direct nutrition education is provided in surrounding cities/towns where SNAP-Ed eligible individuals may attend. In addition, policy, system and environment efforts are statewide. Efforts continue to be made to expand direct and indirect education and PSE efforts.

Interventions are delivered in-person or virtually, based on the needs of the community partners and SNAP-Ed eligible participants. Interventions are offered at times and in settings that meet the needs of the audience, in English and/or Spanish (with written material also currently available in Portuguese), utilizing various learning methods to accommodate people all learning needs and disabilities. While several efforts are made towards diversity, equity, inclusion and belonging work (DEIB), including professional development for staff on cultures served, inclusion of food examples and food models that represent the culture of the audience, and development of new culturally appropriate recipes, RI SNAP-Ed continues to make DEIB work a priority in order to be more culturally-relevant to participants.

### **Coordination and Partnerships with Programs and Organizations from Multiple Sectors**

*Review the collaboration, coordination and partnerships including programs, multisector partnerships and coalitions, Indian tribal organizations, and minority-serving institutions in which SNAP-Ed coordinates. Describe the strengths and areas for improvement in coordination and partnerships.*

- **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 2021, 118 adults and**

## Module 1: Identifying the Target Audiences and Their Needs

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815 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 Department of Environmental Management and SNAP-Ed to deliver Senior Farmers' Market Nutrition Program produce boxes, 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, 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 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 150 member agencies across Rhode Island. In 2021, 53,650 individuals, family members and older adults received food each month through RICFB member agencies. In

## Module 1: Identifying the Target Audiences and Their Needs

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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.
- **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 Farmers' Market Nutrition Program provides boxes of fresh produce to income-eligible clients in RI in partnership with FFRI and SNAP-Ed.
- **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.

## Module 1: Identifying the Target Audiences and Their Needs

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- **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 partners 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):** In 2021, partially state-funded agency coordinated home delivered over 357,000 meals to 3,029 older adults throughout Rhode Island; It also manages 9 café meal sites for low-income older adults living in Providence and served 314 older adults there. 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 older adults through nutrition 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 NouRIsh campaign that addresses SNAP fruit and vegetable incentives and sugar sweetened beverages consumption.
- **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 in their network there are 58 gardens and farms 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

## Module 1: Identifying the Target Audiences and Their Needs

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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.

### **Agency/Workforce Capacity**

*Describe the strengths and needs of the SNAP-Ed workforce at the State and Implementing Agency levels.*

The State Agency is comprised of professional staff who are well-versed in human services, including SNAP and affiliated programs. The Implementing Agency (IA) is staffed by nutrition and health professionals (Registered Dietitian Nutritionists, culinary experts, Registered Nurses). Staff professional development provides continued training on relevant topics. The IA staff include those who are bilingual in Spanish and English to provide requested Spanish programming and contracts with per-hour staff for Portuguese translation.

### ***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.

## Module 1: Identifying the Target Audiences and Their Needs

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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.
- 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.
- Creation of a series focused on food-related parenting practices, food resource management, and access for participants through a clinical-community connection.
- Development of a social marketing campaign focused on fruits and vegetables and food resource management topics that is culturally relevant to the SNAP-Ed eligible audience.

### Module 2: State SNAP-Ed Action Plan

#### Selected State Priority Goals

*Goals are based on Needs Assessment*

As a part of the three-year plan, the goals of the Rhode Island SNAP-Ed program are to continue 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

## Module 2: State SNAP-Ed Action Plan

### SMART Objectives

Create SMART objectives based on goals.

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
<b>OBJECTIVES</b>			
<b>1</b>	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)
<b>2</b>	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)



## Module 2: State SNAP-Ed Action Plan

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>

## Module 2: State SNAP-Ed Action Plan

	<p><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></p>	<p><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, 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></p>	<p><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, 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></p>
<p><b>7</b></p>	<p>Formative evaluation with parents/ caregivers, physicians and key partners for Hasbro clinical-community partnership programming</p>	<p>Pilot 8-week distance-based food assistance and education program with parents/caregivers of young children</p>	<p>Continue to expand and evaluate 8-week distance-based food assistance and education program with parent/caregivers of young children</p>

**Module 2: State SNAP-Ed Action Plan**

<p><b>8</b></p>	<p>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></p>	<p>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></p>	<p>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></p>
<p><b>DIRECT NUTRITION EDUCATION</b></p>			
<p><b>9</b></p>	<p>Evidence-based programming based on 2020 needs assessments (see Template 1)</p> <p>See section “Description of projects/interventions” below for specifics</p>	<p>Programming will be adjusted based on previous year’s process and outcome evaluations</p> <p>Evidence-based programs will be used for individual or group-based nutrition education for obesity prevention and health promotion</p>	<p>Programming will be adjusted based on previous year’s process and outcome evaluations</p> <p>Evidence-based programs will be used for individual or group-based nutrition education for obesity prevention and health promotion</p>

## Module 2: State SNAP-Ed Action Plan

<b>POLICY, SYSTEMS AND ENVIRONMENT</b>			
<b>10</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>11</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>12</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>13</b>	Formative evaluation with community partners and SNAP-Ed adult/parent participants to inform future culturally relevant social marketing campaign	Pilot test key educational message with community partners and SNAP-Ed adult/parent program participants for feedback and social marketing message refinement	Implement and evaluate social marketing campaign statewide

## Module 2: State SNAP-Ed Action Plan

	Craft key education message and concept boards for social marketing campaign		
14	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%

### Performance Indicators

Identify performance indicators to track progress on all objectives from SNAP-Ed Evaluation Framework

Performance indicators for all projects are provided within Module 3.

### Projects

Link SNAP-Ed projects to SMART objectives.

Reference to SMART objectives are provided within Module 3.

### Non-Project Activities

Non-project activities are all efforts funded by SNAP-Ed other than projects that are designed to accomplish priority goals and objectives.

Several activities take place throughout the grant year to meet the needs of the community. Such activities include:

- Needs assessments with community partners including Narragansett Indian Tribe and

## Module 2: State SNAP-Ed Action Plan

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refugee resettlement agencies, among others. This ties into Objective 9.

- Staff professional development to expand cultural knowledge as it relates to nutrition and food. This ties into Objective 14 and is integrated throughout all objectives that impact SNAP-Ed eligible participants.
- Participation in regional and national groups such as the Association of SNAP Nutrition Education Administrators (ASNNA) and New England Farm to Early Childhood Education.

### SNAP-Ed Outreach

*Summarize general outreach efforts that are not tied to a specific project.*

SNAP-Ed staff provide linkages to SNAP-Ed eligible participants to food pantries, SNAP Outreach agencies, WIC, Farm Fresh Rhode Island SNAP incentive opportunities, and other community resource organizations.

### Action Plan Overview

*Provide a brief overview of how the planned SNAP-Ed efforts across implementing agencies and subgrantees fit together to address the target audiences' needs, accomplish SMART objectives, and complement other programs in the State.*

RI SNAP-Ed has a single implementing agency that communicates regularly with the State Agency and other programs in the state to ensure RI SNAP-Ed is effectively meeting the needs, without duplicating efforts, of individuals and families experiencing low income to help improve healthy eating and physical activity behaviors.

## Module 3: Planned Projects

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### Module 3: Planned Projects

#### Description of projects/interventions:

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.

Project/intervention details include a brief description, link to SMART objective(s), approaches utilized, priority population served, settings, community partners involved, evidence-based resources utilized, and evaluation methods.

**Rhode Island SNAP-Ed FY'23 State Plan:**  
**Socio-Ecological Model describing direct, indirect, PSE, and Social Marketing efforts to affect positive behavior change for SNAP-Ed eligible individuals**





### Focus Area 1: Healthy Kids & Families

#### Related State Objective(s):

Objective #s: 3, 4, 5, 6, 7, 8, 9, 12, (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:

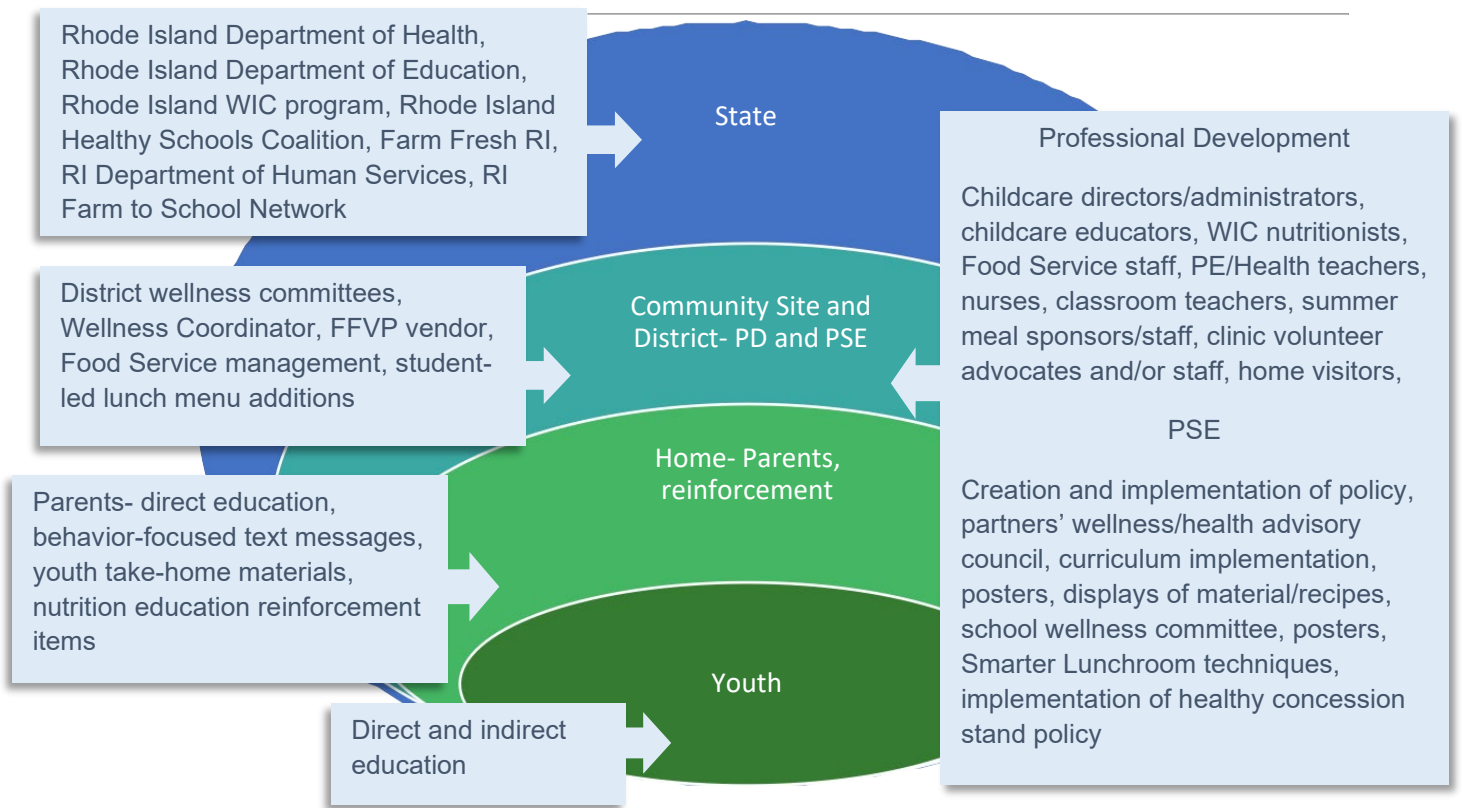
##### Key Educational Messages

- 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, Genesis Center, Hasbro Children's Hospital Primary Care Clinic, Highlander Charter School, **Martin Luther King, Jr. Community Center**, Newport Boys and Girls Club, Narragansett Indian Tribe, Newport Public Schools, Pawtucket Boys and Girls Club, Pawtucket School Department, 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 Farm to School Network, Rhode Island Healthy Schools Coalition (RIHSC), Roch's Fresh Foods, Silver Lake Community Center, Sodexo Food Service, Southside Elementary Charter School, State Health Equity Zones, Tennis Hall of Fame Team FAME, Warwick Public Schools, Woonsocket Head Start Child Development Association, Woonsocket School Department, YWCA of RI

## Module 3: Planned Projects



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

## Module 3: Planned Projects

### 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 **Out-of-School**

- ↳ Project 1.3a Nutrition Education at Summer Meal Sites
- ↳ Project 1.3b Improving Food Choices at Youth Sports Sites
- ↳ **Project 1.3c Nutrition Education at After School Sites**
- ↳ Project **1.3d** PSE Approaches to Support Healthy Habits **at Out-of-School Locations**

#### 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

## Module 3: Planned Projects

### 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; 2 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

## Module 3: Planned Projects

### 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 childcare 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

## Module 3: Planned Projects

### 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-** N/A

**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

## Module 3: Planned Projects

- **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 bi-annual basis. (2 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	300	~300 parents/caregivers	9 public or charter elementary schools	42+ 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 & 6 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

## Module 3: Planned Projects

### 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-** N/A

**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 2 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 16 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 16 sessions)
- **CATCH Go for Health**
  - The *CATCH Go for Health* will be offered in-person or distance-based, depending on the partner’s preference 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). The curriculum teaches students how to choose the healthiest foods in each food group by exploring Go (anytime), Slow (sometimes), and Whoa (once in a while) foods. Food tastings will be offered if allowable by latest guidance and partner preference. (total of 16+ sessions)



## Module 3: Planned Projects

- An optional set of 4 cafeteria fruit and vegetable promotion events will be offered every other week if allowable (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 6 schools that participate in FFVP. Winning classrooms in each school will receive a one-time SNAP-Ed session and smoothie demonstration. (6 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 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 implemented in at least two elementary schools in Providence, Woonsocket and/or Central Falls using a train-the-trainer model with 3rd, 4th, or 5th grade

## Module 3: Planned Projects

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 with the Rhode Island Farm to School Network through attendance of Farm to School Advisory meetings, engagement with the Education Community of Practice and School Initiatives Action Committee, and coordination of nutrition education activities and/or providing partners insight on planning and program activities. (6+ meetings)

### 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

#### Education Description/PSE Components:

- **Wellness Committees**
  - Involvement in the Providence, 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)

## Module 3: Planned Projects

- **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.

## Module 3: Planned Projects

### Intervention 1.3: Youth **Out-of-School**

Audience	# Unique Contacts	Reach*	Sites	# Sessions	Method
<b>Project 1.3a Nutrition Education at Summer Meals Sites</b>					
School-age youth & summer meals staff	130 youth & 16 staff	100 parents/caregivers, 100+ youth attending summer meals sites	5 closed & 2 open summer meals sites	49 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 Nutrition Education at After School Sites</b>					
School-age youth	50 youth	50+ parents/caregivers	2 after school sites	8+ sessions	Direct, PSE
<b>Project 1.3d PSE Approaches to Support Healthy Habits at Out-of-School Locations</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

## Module 3: Planned Projects

baseline to post-assessment; count of sites that implement a multi-component intervention

### 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 5 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 35+ 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-** N/A

**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:

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- **One-Time Sample Table utilizing USDA MyPlate at a Youth Sports Setting**
  - 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 Nutrition Education at After School Sites

**Evidence-Base:** Cooking with Kids, Inc. *Cooking with Kids for a Healthy Future* (research-tested)

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** N/A

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

**Outcome Evaluation-** Positive change in positive nutrition-related behaviors from baseline to post-assessment

#### Education Description/PSE Components:

- **Cooking with Kids for a Healthy Future**
  - Series of 4-6-sessions for youth at 2 or more after school sites using the *Cooking with Kids* curriculum. 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. (total of 8+ sessions)

## Module 3: Planned Projects

### Project 1.3d: PSE Approaches to Support Healthy Habits at **Out-of-School Locations**

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 **out-of-school 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.
  - Youth will examine current snacks received and suggest healthy changes they want to see.

## Module 3: Planned Projects

### 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	20 parents/caregivers & 5 students	20+ students reached via parent participation in a series	6 elementary schools, Head Starts, or preschool sites	28 education sessions	Direct/indirect
<b>Project 1.4b Clinical Partnerships to Improve Families' Eating Habits</b>					
Pediatricians, clinic volunteer advocates, Pediatric patients & families	8 parents/caregivers, ~75 advocates	500 families reached through advocates	1 primary care clinic at an urban children's hospital	8 education sessions, 2 PD trainings	Direct/PSE
<b>Project 1.4c PSE Approaches to Support Healthy Habits at Home</b>					
WIC nutritionists, home visitors, parents	40 nutritionists & 30 home visitors	~20,500 infants, children & pregnant women participating in WIC/home visitors	2 central training sites	2 training sessions, 2 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); 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-** N/A

**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



## Module 3: Planned Projects

Outcome Evaluation- Positive change in nutrition-related behaviors from baseline to post-assessment

Education Description/PSE Components:

- **Healthy Children Healthy Families: Parents Making a Difference! or MyPlate for My Family**
  - Four series of 4-6 sessions held once per week for partnering elementary schools, Head Start, or preschool locations in-person or distance-based, depending on partner preference, using either the *Healthy Children Healthy Families: Parents Making a Difference!* or the *MyPlate for My Family* curriculum, per the community partner's needs. The focus is for parents to learn skills for overall family health and includes a demonstration of a healthy, family-friendly recipe with discussion of budgeting tips and meal planning. In addition, *Healthy Children Healthy Families: Parents Making a Difference!* concentrates on making healthy habits happen in their family and supporting each other in taking healthy steps each week while *MyPlate for My Family* helps them plan and prepare healthy meals based on USDA MyPlate. (total of 16+ sessions)
  
- **Cooking with Kids for a Healthy Future**
  - For at least one 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 4+ 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-person or distance-based, depending on partner preference. 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 4 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)

## Module 3: Planned Projects

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

Evidence-Base: N/A

Key Performance Indicators (KPIs):

Formative Evaluation- N/A

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

Education Description/PSE Components:

- **Hasbro Children's Hospital Clinical-Community Partnership**
  - Through referral by the Hasbro Children's Hospital Primary Care Clinic, **continue to evaluate** an 8-week distance-based food assistance and education program with SNAP-Ed eligible parents/caregivers of young children (ages 2-8) (total of 8 sessions)
  - Training will be offered two times per year for new clinic volunteer advocates and/or staff, clinicians and doctors 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 RIWIC 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)

## Module 3: Planned Projects

- Two 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. (2 training sheets)
- **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, 9, 10, 11 (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:

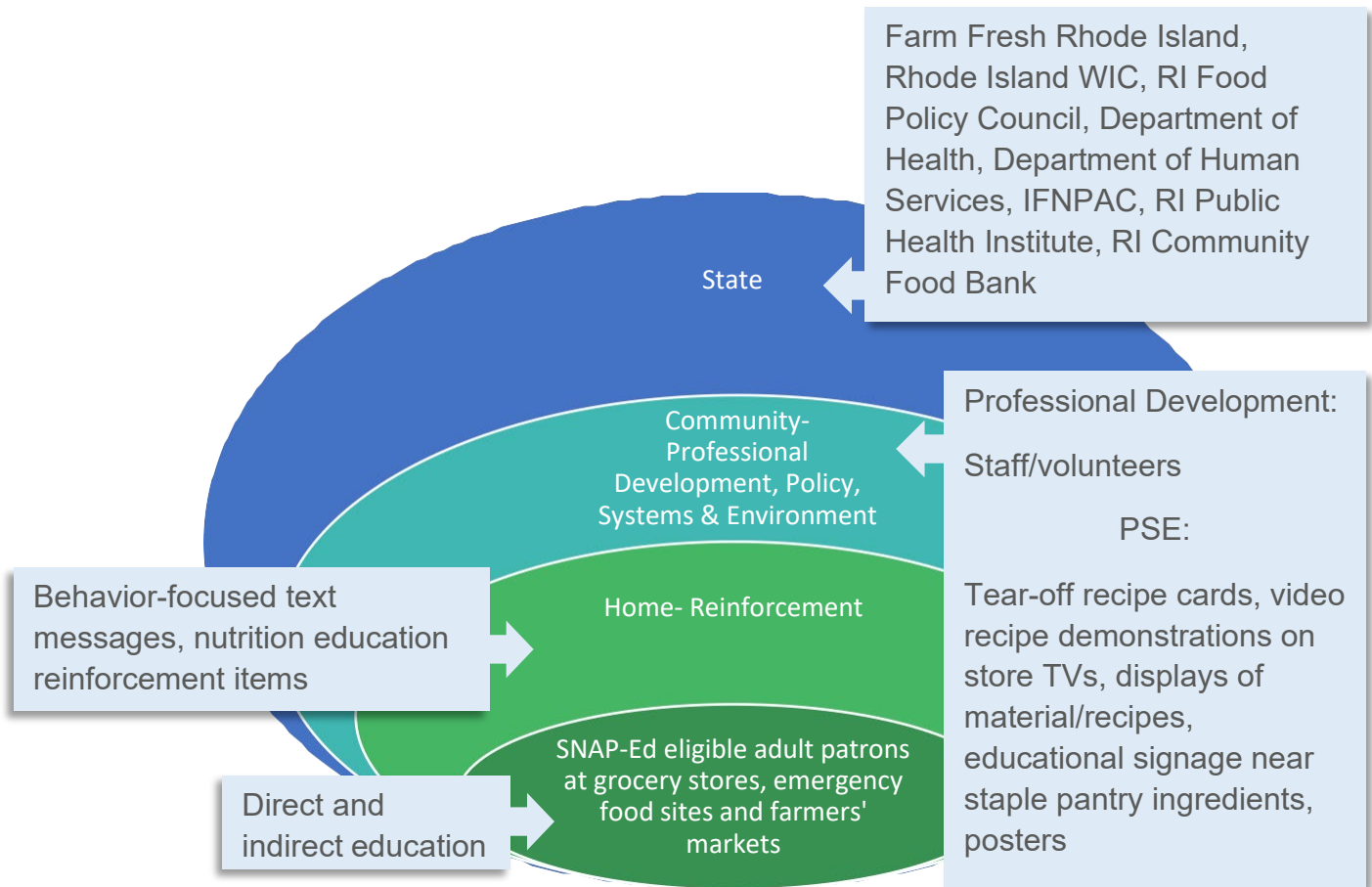
##### Key Educational Messages

- 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

Community Action Partnership of Providence, Department of Human Services (DHS), East Bay Food Pantry, **Esperanza Convenience Store**, Farm Fresh Rhode Island, Federal Hill House Food Pantry, **Jonnycake Center of Hope**, Jonnycake Center of Westerly, McAuley Ministries, **Progreso Latino**, RefriPVD, Rhode Island Department of Health, RI Interagency Food and Nutrition Policy Advisory Council (IFNPAC), Rhode Island Public Health Institute, Sharing Locker, St. Edwards Health and Wellness, The Rhode Island Community Food Bank, Women Infants and Children (WIC), Woonsocket Health Equity Zone (HEZ)

## Module 3: Planned Projects



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**

## Module 3: Planned Projects

### 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>					
Corner store, farmers' market, and mobile market patrons	1,000 patrons	1,000 friends/family of patrons	1 corner store in Central Falls and 1 in Providence; 4 farmers' market sites and 3 mobile market sites, with a focus on core cities	40 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 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-** N/A

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

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

## Module 3: Planned Projects

### Education Description/PSE Components:

- **One-Time Sample Table utilizing USDA MyPlate**
  - 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: Pending any partner or site restrictions, 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. (up to 36 sessions)

### 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



## Module 3: Planned Projects

### 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.
- **SNAP's Healthy Incentive Program RI Grocery Stores**
  - The Department of Human Services will administer the Healthy Incentive Program, providing a SNAP incentive program for fruit and vegetable purchases in grocery stores. Involvement may include providing nutrition education materials, recipe demonstrations, and partner 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.
- **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)

## Module 3: Planned Projects

### 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, Peacedale 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, Peacedale and Westerly	1+ training	PSE

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

### 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-** N/A

**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

## Module 3: Planned Projects

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)

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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
  - Continue to support implementation as a result of *NEFPAT* at existing emergency food sites

## Module 3: Planned Projects

### 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	145,287+ SNAP-Ed eligible population	Statewide reach	20 meetings; year round	PSE
<b>Project 2.3b Health Equity Zones</b>					
SNAP-Ed eligible audience of HEZ city/towns	n/a	30,000+ SNAP-Ed eligible population	Woonsocket, Pawtucket/Central Falls and one other SNAP-Ed eligible area	30 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- N/A

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 quarterly with the goal of leading efforts to reduce food insecurity in RI to below 10% by 2020. (total of 4 meetings)

## Module 3: Planned Projects

- **Hunger Elimination Task Force Community of Practice Serving Aging Rhode Islanders**
  - This community of practice created by the RI Hunger Elimination Task Force, in partnership with Age-Friendly Rhode Island, convenes monthly with the goal of focusing on the needs of older adults in RI. (total of 12 meetings)

### Project 2.3b Health Equity Zones

Evidence-Base: N/A

Key Performance Indicators (KPIs):

Formative Evaluation- N/A

Process Evaluation- Count of meetings attended

Outcome Evaluation- Count of healthy food access changes made

Education Description/PSE Components:

- **Woonsocket and Pawtucket/Central Falls Health Equity Zones (HEZ)**
  - Meeting monthly as part of the Woonsocket HEZ and Pawtucket/Central Falls HEZ. The goal of the group is to increase healthy eating among city residents. (total of 24+ 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)

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

#### Related State Objective(s):

Objective #s: 1, 2, 6, 9 (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:

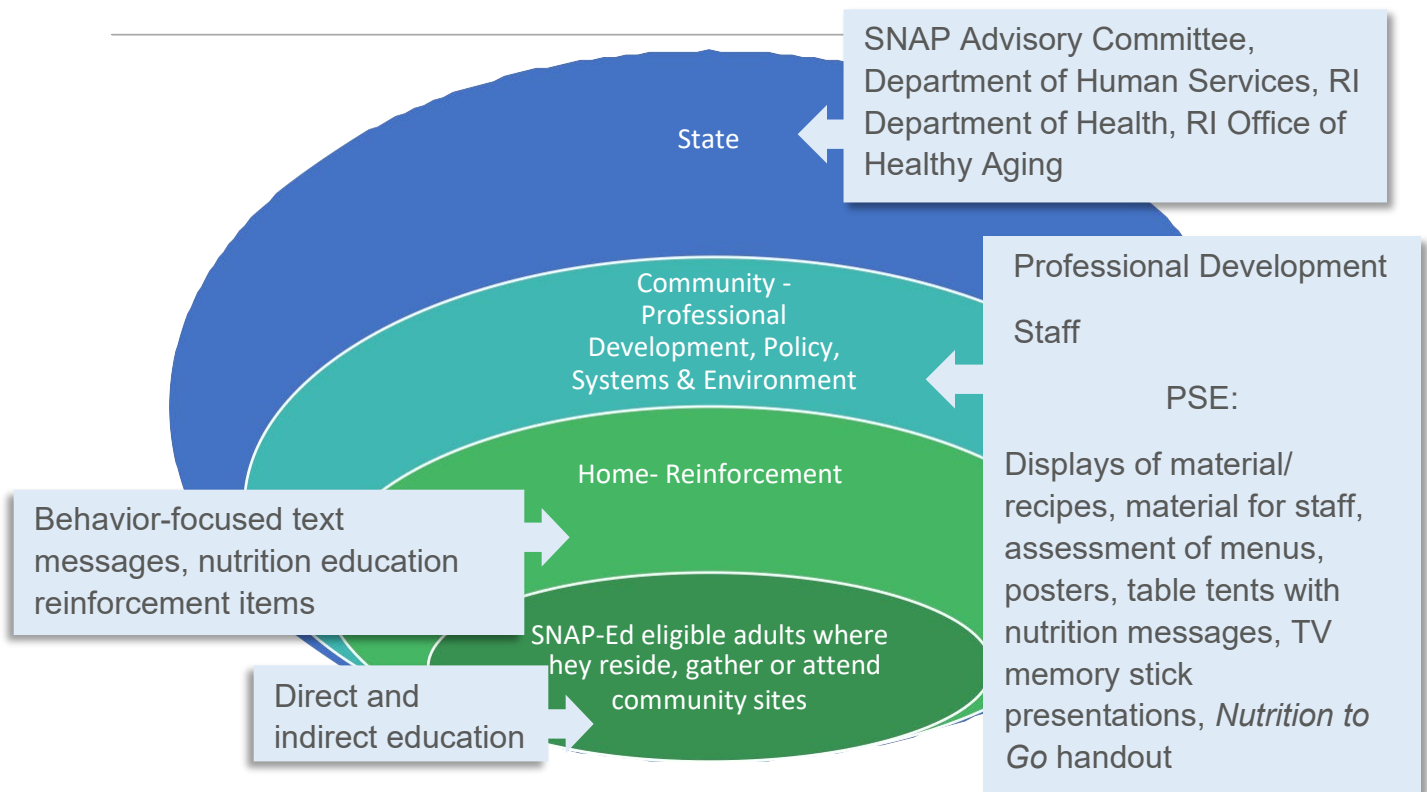
##### Key Educational Messages

- 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 (AFRI) through Rhode Island College, 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

## Module 3: Planned Projects



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**



## Module 3: Planned Projects

### Intervention 3.1: Nutrition Education in SNAP Offices

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 3.1a Direct/Indirect Education in SNAP Offices</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 PSE Approaches to Support Healthy Habits while in SNAP offices</b>					
DHS office clients	300 DHS staff	145,000 SNAP participants	8 DHS locations throughout the state	1 training; 6 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-** N/A

**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) if locations are open and allowing visitors beyond appointment-only visits. The emphasis is on healthy food group choices, especially plant-based foods and making half the plate fruits and vegetables. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills. (total of 12 sessions)

## Module 3: Planned Projects

### 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- N/A

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 **or magazines** for youth at DHS offices
  - Offer PD to DHS field staff (at least 1 training)
  - Attend bi-monthly SNAP Advisory meetings to discuss food insecurity issues with SNAP-Ed eligible individuals (total of 6 meetings)

## Module 3: Planned Projects

### 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)	81+ 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)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-** N/A

**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

## Module 3: Planned Projects

### Education Description/PSE Components:

- **Cent\$ible Nutrition Series Program**
  - Pending the preference of the partner for in-person or distance-based, a *Cent\$ible Nutrition Program* series of 4 or more sessions will be held once a week for consecutive weeks for multiple groups at 5 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 66+ sessions)
- **Cent\$ible Nutrition One-Time Program**
  - One-time programs utilizing *Cent\$ible Nutrition Program* curriculum materials for Rhode Island Works participants held monthly through a virtual platform in both English and Spanish. (total of 12 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

## Module 3: Planned Projects

**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 of healthy behaviors (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.

## Module 3: Planned Projects

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

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 3.3a Direct/Indirect Education for Adults in Community Settings &amp; Housing Sites</b>					
SNAP-Ed eligible adults/ older adults in community centers and housing sites	400 adult/older adults  65 community partners	2,500 adults/ older adults	31+ adult/senior community centers and/or housing sites throughout the state, including Native American Reservation	100 sessions year-round; 4 newsletters year-round;	Direct/ Indirect
<b>Project 3.3b PSE Approaches to Support Healthy Habits in a Community Setting &amp; Housing Sites</b>					
SNAP-Ed eligible adults/ older adults in community centers and housing sites	20 Diabetes Prevention Program Coaches and 10 older adult volunteers	370 DPP participants and older adults	18+ adult/senior community centers and/or housing sites throughout the state, including tribal nation	6 training	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-** N/A

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

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

## Module 3: Planned Projects

### Education Description/PSE Components:

- **Cent\$ible Nutrition Program or Eat Smart, Live Strong Series**
  - If in-person programming is allowed, a series of 4-8 sessions will be held at community centers, housing sites, and/or Tribal nation utilizing either the *Cent\$ible Nutrition Program* or *Eat Smart, Live Strong* curriculum, per community partner's needs. The emphasis of *Cent\$ible Nutrition Program* 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. The focus of *Eat Smart, Live Strong* is to increase intake of fruits and vegetables and physical activity. Inclusion of budgeting tips in demonstration and on recipes aims to increase food budgeting skills are offered through both curriculums. (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. (up to 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)
- **Monthly Newsletter Distribution**
  - Quarterly 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 4 mailings)

## Module 3: Planned Projects

### 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 for DPP Lifestyle Coaches**
  - In conjunction with the RI Department of Health, DPP 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)
- **Professional Development for Silver Apron Older Adults**
  - In conjunction with Age-Friendly Rhode Island, the pilot of the Silver Apron train-the-trainer program serves the older adult population with a focus on older adult volunteers training other older adults on nutritious and culturally relevant recipes. Volunteers will receive a 4-part series using the *Cent\$ible Nutrition Program*, with an additional add-on of a *Cooking Matters at the Store* tour. (5 trainings)
- **Other PSE initiatives (vary according to partner)**
  - Displays with healthy, low-cost recipes in key areas of the community/housing site
  - *Nutrition to Go* quarterly 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.



### **Module 3: Planned Projects**

- 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: 13, 14 (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, community leaders and SNAP-Ed eligible individuals will be included in the formative research.

#### Project Description:

Based on the results from the pilot test formative research completed in FY'22, key educational messages will be implemented in one city through multiple modes of dissemination including social media, print materials and a dedicated website page. A community-driven cookbook will be created through participant-inspired recipes, culinary stories, and drawings by youth. Further, Project 4.2 will consist of promoting and building on current social media marketing strategies. 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.

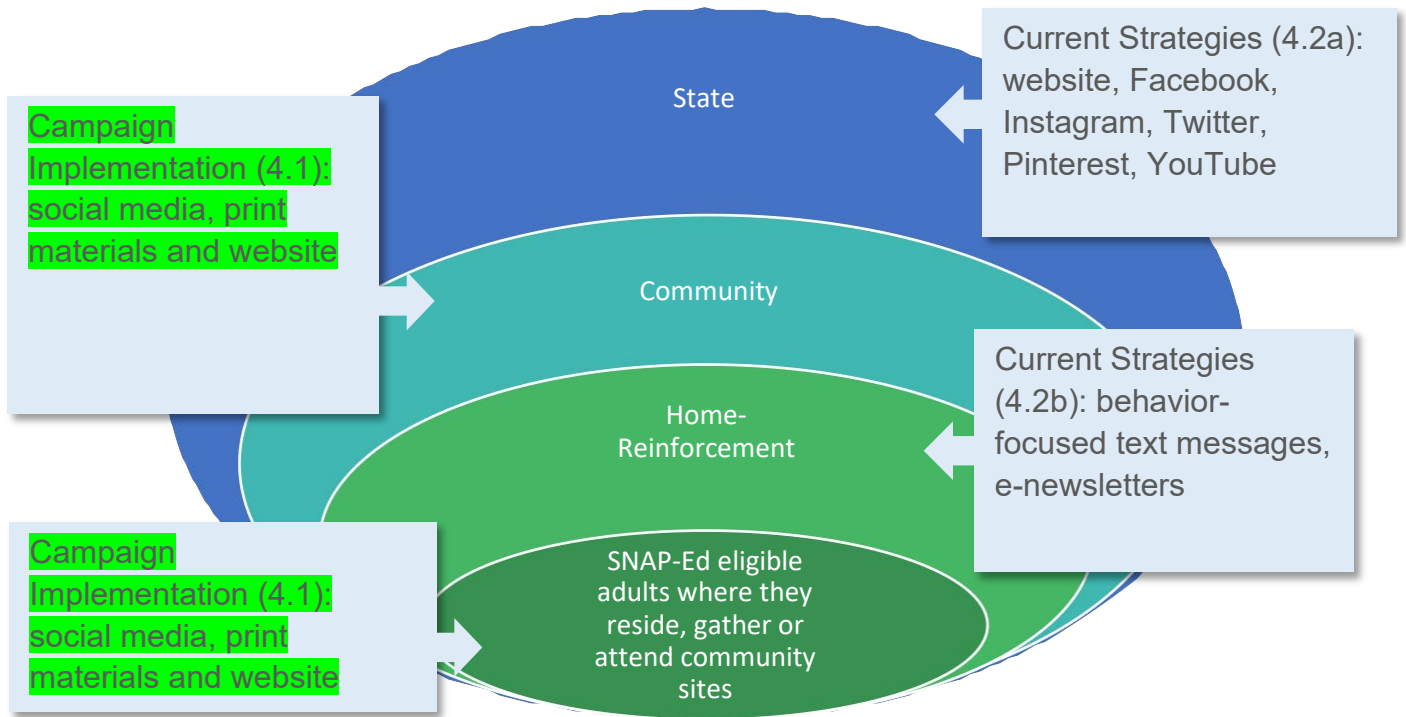
#### Key Educational Messages

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

#### Community Partners

Progreso Latino, Central Falls School District, Central Falls/Pawtucket Health Equity Zones, Children's Friend, City of Central Falls, community partners where family programs are held, and housing and congregate meal sites. Due to the exploratory nature of this work, other community partners that work with adult and parent populations may be engaged as appropriate.

## Module 3: Planned Projects



Socio-Ecological Model describing Social Marketing efforts to affect positive behavior change in SNAP-Ed eligible adults/parents 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 **Pilot** Implementation



Project 4.1a **Implementation of Social Marketing Campaign**



Project 4.1b **Evaluation Plan**

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

## Module 3: Planned Projects

### Intervention 4.1: SNAP-Ed Social Marketing Campaign Pilot Implementation

Audience	# Unique Contacts	Reach	Sites	# Sessions	Method
<b>Project 4.1a Implementation of Social Marketing Campaign</b>					
Central Falls residents	Estimated at 1,000 SNAP-Ed eligible participants	2,000+	Community locations throughout the city	20+ social media posts, 3+ key messages, 1 website page	Social Marketing
<b>Project 4.1b Evaluation Plan</b>					
Central Falls residents	Estimated at 1,000 SNAP-Ed eligible participants	2,000+	Community locations throughout the city	30+ surveys; analytics of website, social media, and print materials; 1 cookbook	Social Marketing

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

#### Project 4.1a Implementation of Pilot Social Marketing Campaign

**Evidence-Base:** Michigan Fitness Foundation's *Healthy Choices Catch On* campaign (research-tested); California Department of Public Health's CalFresh Healthy Living (formerly *Champions of Change*) (evidence-based); ASNNA *Social Marketing Campaign Reach* resource; Oregon's *Food Hero*

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** N/A

**Process Evaluation-** Count of key messages created; count of modes of social marketing dissemination; amounts of social marketing material disseminated, locations of social marketing materials; count of submissions for community cookbook

**Outcome Evaluation-** N/A

#### Description:

- **Implementation**
  - Throughout existing community partners and community locations in Central

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Falls, implement a social marketing campaign. The campaign focuses on 1) increasing awareness of how all cultural foods can fit into a healthy diet, with an emphasis on increasing fruit and vegetable consumption and food resource management tips and 2) how RI SNAP-Ed can be a resource for this information. The campaign will be implemented through multiple modes of dissemination including social media platforms, print material and dedicated website page. A community-driven cookbook will be created through participant-inspired recipes, culinary stories, photos of culturally relevant meals, and drawings by youth. (20+ social media posts, 3+ key messages, 1 dedicated website page)

### Project 4.1b Evaluation Plan

**Evidence-Base:** Michigan Fitness Foundation's *Healthy Choices Catch On* campaign (research-tested); California Department of Public Health's CalFresh Healthy Living (formerly *Champions of Change*) (evidence-based); ASNNA *Social Marketing Campaign Reach* resource; Oregon's *Food Hero*

#### Key Performance Indicators (KPIs):

**Formative Evaluation-** N/A

**Process Evaluation-** N/A

**Outcome Evaluation-** Sample participant recall/familiarity of campaign, self-reported changes due to the campaign, and awareness of what RI SNAP-Ed provides to the community; website analytics for campaign website, social media engagement, and estimated percent unique reach of printed materials; community cookbook created

#### Description:

- **Assessment of Campaign Effectiveness**

- Analysis of the social marketing campaign includes surveys with a sample of the campaign population to determine recall and familiarity of the campaign, self-reported change as a result of the campaign, and awareness of what RI SNAP-Ed provides to the community. It also includes analytics of website, social media, and printed material metrics to better estimate unique reach. (sample participants 30+ surveys)

- **Community Cookbook**

- Creation and dissemination of a community-driven cookbook that incorporates submissions such as participant-inspired recipes, culinary stories, photos of culturally relevant meals and drawings by youth. (1 cookbook)

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

Audience	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+ family/friends of participant	Facebook, Instagram, Pinterest, Twitter, YouTube and SNAP-Ed website	201 posts, boards, tweets, uploads	Indirect
<b>Project 4.2b Text Messaging and Electronic Newsletters</b>				
SNAP-Ed Adult and Parent Program Participants and Community Partners	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 CalFresh Healthy Living (formerly *Champions of Change*) (evidence-based)

**Key Performance Indicators (KPIs):**

**Formative Evaluation-** N/A

**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

## Module 3: Planned Projects

will be included as potential outlets for dissemination of the social marketing campaign during formative research. (10 new ethnically diverse recipes)

- **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 52+ posts)
- **Instagram**
  - Posts of SNAP-Ed program highlights, low-cost healthy recipes, and nutrition messages to encourage behavior change. (total of 52+ posts)
- **Pinterest**
  - Once the recipes are updated on the website, creation of additional Pinterest boards and pinning of healthy nutrition and food tips pertinent to target audience to encourage behavior change. (total of 10+ pins)
- **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.



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### Project 4.2b Text Messaging and Electronic Newsletters

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

Key Performance Indicators (KPIs):

Formative Evaluation- N/A

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 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*, <https://catchinfo.org/research/>, accessed June 28, 2021

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*, <https://snapedtoolkit.org/interventions/programs/cooking-with-kids-cwk/>, accessed June 28, 2021

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Cornell University, *Healthy Children, Healthy Families: Parents Making a Difference!*, <https://snapedtoolkit.org/interventions/programs/healthy-children-healthy-families-parents-making-a-difference/>, accessed June 28, 2021

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

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

## Module 3: Planned Projects

### Existing Materials:

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

Title	Author	Description	Language	Purchased New for this Year
<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

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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

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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

### Module 3: Planned Projects

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

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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

## Module 3: Planned Projects

### 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 older adults	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
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



### Module 3: Planned Projects

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

## Module 3: Planned Projects

### Development of New Educational Materials:

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

Title	Justification	Purchased New for this Year
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 "Produce Prep Sheets" and accompanying recipes by URI SNAP-Ed. Cost is for reproduction.	Yes- \$275
<i>Healthy &amp; Homemade Nutrition and Fitness Calendar 2022</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
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

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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	Quarterly 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
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
1 community-driven cookbook	Inspired through the social marketing campaign, the cookbook will include participant-inspired recipes, culinary stories, and drawings by youth	Yes-\$300

## Module 4: Planned Evaluations

### Module 4: Planned Evaluations

#### 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'22**).

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

- ST5

### 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

*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/or 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.

## Module 4: Planned Evaluations

**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'22**).

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

- ST5

### 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

## Module 4: Planned Evaluations

- 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 PD trainings conducted and staff reached
- Count of TA interactions with community partners
- 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*

## Module 4: Planned Evaluations

- Some process evaluation measures have been done previously (latest FY'22), but more have been added as needed.

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

- MT5, ST7, ST8

### 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 SNAP-Ed Social Marketing Campaign Implementation
- 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 messages created
- Count of modes of social marketing dissemination
- Amounts of social marketing material disseminated
- Locations of social marketing materials
- Count of submissions for community cookbook
- 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 implementation work of a social marketing campaign as well as count the current social marketing strategies already underway.



## Module 4: Planned Evaluations

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

- Much of the process evaluation measures have never been conducted; only a small percentage has previously been used (latest **FY'22**).

**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

## Module 4: Planned Evaluations

read aloud. Staff administer post-assessment surveys at the end of programming in the same fashion.

*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'22**).

*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)*

## Module 4: Planned Evaluations

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

*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'22**).

*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.*

## Module 4: Planned Evaluations

- 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
- 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
- Change in NEFPAT results
- 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'22**); only a small percentage has never been used.

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

- MT5

## Module 4: Planned Evaluations

### 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 SNAP-Ed Social Marketing Campaign Implementation
- 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.*

- Sample participant recall/familiarity of campaigns, self-reported changes due to the campaign, and awareness of what RI SNAP-Ed provides to the community
- Website analytics for campaign website, social media engagement, and estimated percent unique reach of printed materials
- Creation of community cookbook
- 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 surveys
- Evaluator will utilize platform metrics.

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

- These outcome evaluation measures will help determine the effect of the social marketing campaign 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'22).

**Use of SNAP-Ed Evaluation Framework:** *Identify the Evaluation Framework indicators that are used. MT12*

## Module 5: Coordination and Collaboration

### Module 5: Coordination and Collaboration

#### Coordination and Collaboration with Other Federal Nutrition, Obesity Prevention, and Health 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 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).

Older adult 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 the Hunger Elimination Task Force Older Adult working group, maximize the opportunity for more older adults to receive nutrition education without duplicating efforts.

## Module 5: Coordination and Collaboration

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.

### Engagement with Multisector Partnerships/Coalitions

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

### Consultation, Coordination and Collaboration 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  
Lee Fry, Tribal Member and Laborer for the NIT's Division of Agriculture

**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

## Module 5: Coordination and Collaboration

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:
    - 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.

### Coordination and Collaboration with Minority-Serving Institutions (MSIs)

Currently RI SNAP-Ed does not coordinate with a MSI.



## Module 6: Planned Staffing and Budget

### Module 6: Planned Staffing and Budget

#### Planned Staffing

##### 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	0.125 Oversee project operations and budget; proposal development; supervision of staff; program evaluation and research activities	100%	0%	Total Summer Salary: <b>\$29,522</b> SNAP-Ed Salary: <b>\$14,761</b> SNAP-Ed Benefits: \$0 SNAP-Ed total: <b>\$14,761</b>
<b>Project Manager and Co-Principal Investigator</b> , Kate Balestracci, PhD, RDN	0.72 FTE Project/proposal development, management, evaluation and reporting; coordination of activities and liaison between SNAP-Ed partners and staff; supervision of staff for grant activities; materials and program development and delivery. <b>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.</b>	90%	10%	Total Annual Salary: <b>\$75,436</b> SNAP-Ed Salary: <b>\$54,314</b> SNAP-Ed Benefits: <b>\$31,089</b> SNAP-Ed total: <b>\$85,403</b>

## Module 6: Planned Staffing and Budget

<p><b>Project Coordinator,</b> Heidi Hetzler, MS, RDN</p>	<p>1.0 FTE Coordinates and delivers statewide nutrition education programs;  serves as key liaison between SNAP-Ed partners and staff; 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</p>	<p>60%</p>	<p>40%</p>	<p>Total Annual Salary: <b>\$71,591</b> SNAP-Ed Salary: <b>\$71,591</b> SNAP-Ed Benefits: <b>\$42,794</b> SNAP-Ed total: <b>\$114,385</b></p>
<p><b>SNAP-Ed Community Nutrition Coordinators/ Educators</b></p>	<p>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, under graduate 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.</p>	<p>10%</p>	<p>90%</p>	

## Module 6: Planned Staffing and Budget

Melissa Pincince, MS, RDN	0.6 FTE	10%	90%	Total Annual Salary: <b>\$61,517</b> SNAP-Ed Salary: <b>\$36,910</b> SNAP-Ed Benefits: <b>\$19,997</b> SNAP-Ed total: <b>\$56,907</b>
Natalie Weisfeld, MS, RDN	0.5 FTE	10%	90%	Total Annual Salary: <b>\$65,494</b> SNAP-Ed Salary: <b>\$32,747</b> SNAP-Ed Benefits: <b>\$11,667</b> SNAP-Ed total: <b>\$44,414</b>
Joanna Raymond, MS, RDN	1.0 FTE	10%	90%	Total Annual Salary: <b>\$66,207</b> SNAP-Ed Salary: <b>\$66,207</b> SNAP-Ed Benefits: <b>\$41,417</b> SNAP-Ed total: <b>\$107,624</b>
SNAP-Ed Staff	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, MS	1.0 FTE	0%	100%	Total Annual Salary: <b>\$61,884</b> SNAP-Ed Salary: <b>\$61,884</b> SNAP-Ed Benefits: <b>\$39,714</b> SNAP-Ed total: <b>\$101,598</b>

## Module 6: Planned Staffing and Budget

Mary Parisi, BS, RN	1.0 FTE	0%	100%	Total Annual Salary: <b>\$62,167</b> SNAP-Ed Salary: <b>\$62,167</b> SNAP-Ed Benefits: <b>\$40,384</b> SNAP-Ed total: <b>\$102,551</b>
Fatima Tobar, MS	1.0 FTE	0%	100%	Total Annual Salary: <b>\$58,429</b> SNAP-Ed Salary: <b>\$58,429</b> SNAP-Ed Benefits: <b>\$23,505</b> SNAP-Ed total: <b>\$81,934</b>
Rachel Oliva, BS	1.0 FTE	0%	100%	Total Annual Salary: <b>\$38,587</b> SNAP-Ed Salary: <b>\$38,587</b> SNAP-Ed Benefits: <b>\$18,646</b> SNAP-Ed total: <b>\$57,233</b>
TBD Research Associate II	0.6 FTE	0%	100%	Total Annual Salary: <b>\$58,429</b> SNAP-Ed Salary: <b>\$35,058</b> SNAP-Ed Benefits: <b>\$22,496</b> SNAP-Ed total: <b>\$57,554</b>
<b>Scientific Research Grant Assistant, Kathy Schnell</b>	0.75 FTE Manage SNAP-Ed purchases and human resource functions (hiring, benefits, etc.); assists with budget monitoring	100%	<b>0%</b>	Total Annual Salary: <b>\$44,439</b> SNAP-Ed Salary: <b>\$33,329</b> SNAP-Ed Benefits: <b>\$31,543</b> SNAP-Ed Total: <b>\$64,872</b>

## Module 6: Planned Staffing and Budget

<p><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</p>	<p>0.58 Delivers statewide and local nutrition education for SNAP eligible children, families and adults; coordinates students working in nutrition education activities</p>	<p>0%</p>	<p>100%</p>	<p>Total Annual Salary: <b>\$35,920</b></p> <p>SNAP-Ed Salary: <b>\$25,403</b></p> <p>SNAP-Ed Benefits: <b>\$2,974</b></p> <p>SNAP-Ed total: <b>\$28,377</b></p>
<p><b>Undergraduate Program Assistants</b> (hourly) Academic Year and Summer; FICA</p>	<p>Assist Nutrition Educators with a variety of tasks related to Nutrition Education</p>	<p>0%</p>	<p>100%</p>	<p>Total Annual Salary: <b>\$14,002</b></p> <p>SNAP-Ed Salary: <b>\$14,002</b></p> <p>SNAP-Ed Benefits: <b>\$536</b></p> <p>SNAP-Ed total: <b>\$14,538</b></p>
<p><b>Hourly Nutrition Educators</b> (hourly) Calendar Year, FICA</p>	<p>Assist Nutrition Educators with translations and culinary expertise.</p>	<p>0%</p>	<p>100%</p>	<p>Total Annual Salary: <b>\$70,200</b></p> <p>SNAP-Ed Salary: <b>\$70,200</b></p> <p>SNAP-Ed Benefits: <b>\$5,370</b></p> <p>SNAP-Ed total: <b>\$75,570</b></p>
		<p>Total Staffing Budget: Enter total for all salary, benefits, and wages from Federal dollars here.</p>		<p><b>\$1,007,721</b></p>

## Module 6: Planned Staffing and Budget

### Implementing Agency Budgets

**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

## Module 6: Planned Staffing and Budget

### Planned Project Budget

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:** 2023

**State:** Rhode Island

**Sub-grantee Name:**

Expenses	Unobligated Balances (Carry-over) from Previous FY	Current FY Budget	Non-Federal Support
Salary/Benefits		\$1,007,720	
Contracts/Sub-Grants/Agreements		N/A	
Non-Capital Equipment/ Office Supplies		\$46,488	
Nutrition Education Materials		\$59,868	
Travel		\$23,020	
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		\$1,138,077	
Indirect Costs (Indirect Cost Rate=_____)		\$284,919	
Total Federal Funds		\$1,422,996	Leave blank
<b>Total Federal Funds Including Unobligated Balance from Previous FY</b>	Leave Blank	\$0	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: 2022.08.01 09:47:29 -0400 Date: \_\_\_\_\_

Theodore Myatt, Associate Vice President for Research Administration

## Module 6: Planned Staffing and Budget

### Planned Project Budget Narrative:

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

For **FY23**, **11** full-time and part-time community nutrition educators, one part-time support staff, approximately 10 students (graduate/undergraduate), and **3 hourly nutrition educators** support the goals and objectives of the URI SNAP-Ed program at a cost of **\$675,590**. Also included are the benefits of **\$332,131**, which contain FICA and fringe benefits for staff.

**Total requested for salary/benefits is \$1,007,721.**

**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:** **\$29,368** includes services for:

- graphic artist (\$10,000)
- social marketing consultant **(\$19,368)**

**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	100.00
<b>TOTAL:</b>	<b>1,000.00</b>

**Total requested for non-capital equipment/office supplies is \$46,468**



## Module 6: Planned Staffing and Budget

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

**Food for Demonstrations:** Money requested for food for multiple weekly demonstrations at various locations throughout the state at **\$6,600**. This amount is according to expenses from previous years.

**Demonstration/Program Supplies:** Money requested for demonstration/program supplies including products necessary for programming is \$18,019. This includes:

- Replacement of demonstration kitchenware equipment as it breaks (*such as skillets, cooking utensils, blenders, etc*) (~\$1950)

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	345	4	1,380.00
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			\$1953.75

- 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

## Module 6: Planned Staffing and Budget

- Paper goods (such as paper plates, cups, bowls, paper towels, disposable cutlery, single-use hairnets and gloves) (\$7,497)

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	6.64	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	21	73.08
Plastic wrap, 300 square feet	2.98	15	44.70
TOTAL			\$7,496.68

- 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

## Module 6: Planned Staffing and Budget

- 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

## Module 6: Planned Staffing and Budget

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	48.65
		TOTAL	\$8996.12

- Acrylic displays (\$477) (\$53/display to have 9 displays)

## Module 6: Planned Staffing and Budget

- 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

## Module 6: Planned Staffing and Budget

**Publication and copy costs:** \$19,249 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
"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
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
<b>URI SNAP-Ed Nutrition Newsletter</b>	<b>0.21</b>	<b>1,086</b>	<b>228.00</b>
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

## Module 6: Planned Staffing and Budget

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			\$19,249.34

Total requested for Nutrition Education Materials is **\$59,868**

### **Travel:**

**In-state travel:** **\$7,020** is requested for 12,000 miles at **.585** per mile, to reimburse **12** staff, several students, **and hourly staff** 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 **\$23,020**.

### **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.

## Module 6: Planned Staffing and Budget

---

### ***Equipment and other capital expenditures:***

N/A

### **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 12 staff, several students, and hourly staff travel for SNAP-Ed related programs.

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

Based on FY20/FY21 (typical program years without social distancing vs. FY21 where virtual programming was predominant) number of workshops and distances traveled, approximately 12,174 miles at .575 per mile.

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

**\$7,020**



## Module 6: Planned Staffing and Budget

---

### ***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.

Those being considered include ASNNA, Society of Nutrition Education and Behavior, Academy of Nutrition and Dietetics, and American Society for Nutrition national conferences, along with the Rhode Island Academy of Nutrition and Dietetics state level conference, depending on what is virtual or in-person.

### ***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 Travel Cost:***

\$23,020

## Planned Total Budget

### ***Total direct costs:***

\$1,138,077

***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.

\$284,519 for overhead, at 25% (MTDB) (See Appendix F)

### ***Total Federal funds:***

\$1,422,596

## Module 6: Planned Staffing and Budget

---

***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.*

**\$1,422,596**

## Module 7: Assurances and Signatures

State Agency completion only: To assure compliance with policies described in this Guidance, the SNAP-Education Plan shall include the following assurances. Mark your response to the right.

SNAP-Education Plan Assurances	Yes	No
The State SNAP agency is accountable for the content of the State SNAP-Education 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-Education to the SNAP-Education 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-Education grant. Approved activities are those designed to expand the State's current EFNEP coverage in order to serve additional SNAP-Education 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-Education.	x	
Documentation of payments for approved SNAP-Education 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-Education 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	

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Supplemental Nutrition Assistance Program Annual Plan for SNAP-Ed

**State Agency:** Rhode Island

**Date:** August 2, 2022

**Federal Fiscal Year:** FY 2023

**Certified By:**

*Sarah A. Amin*

\_\_\_\_\_  
SARAH AMIN

State Implementing Agency Director

**Date:** 8-2-22

*Kate Balestracci*

\_\_\_\_\_  
KATE BALESTRACCI

State Implementing Agency Program Manager

**Date:** 8-2-22

**SNAP STATE AGENCY FISCAL REVIEWER**

*Erica Norcini*

\_\_\_\_\_

8/9/2022

**Date**

**SNAP STATE AGENCY PROGRAM APPROVER**

*Humbly Pereira*

\_\_\_\_\_

8/11/2022

**Date**

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## 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

---

## 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

## Appendix D

	A	C	D	E
1	<b>A. Salary</b>	<b>FY 2023 Projected Annual Salary (FY23)</b>	<b>FTE</b>	<b>Budget for 2023</b>
2	Sarah Amin, Assistant Professor & Director	\$ 29,522	50%	\$ 14,761
3	Kate Balestracci, Research Associate IV*	\$ 75,436	72%	\$ 54,314
4	Heidi Hetzler, Research Associate III	\$ 71,591	100%	\$ 71,591
5	Kathy Schnell, SRGA	\$ 44,439	75%	\$ 33,329
6	Melissa Pincince, Research Associate II*	\$ 61,517	60%	\$ 36,910
7	Luz Posada, Research Associate II	\$ 61,884	100%	\$ 61,884
8	Mary Parisi, Research Associate II	\$ 62,167	100%	\$ 62,167
9	Joanna Raymond, Research Associate II	\$ 66,207	100%	\$ 66,207
10	Fatima Tobar, Research Associate II	\$ 58,429	100%	\$ 58,429
11	Natalie Weisfeld, Research Associate II*	\$ 65,494	50%	\$ 32,747
12	Rachel Oliva, Reseach Assistant II	\$ 38,587	100%	\$ 38,587
13	TBD, Research Associate II*	\$ 58,429	60%	\$ 35,058
14	1 Graduate Research Students I AY 10 hrs/week	\$ 21,034	50%	\$ 10,517
15	1 Graduate Research Students I Summer 35 hrs/week	\$ 14,886	100%	\$ 14,886
16	Undergraduate Student Staff (13.00/hour) AY	\$ 7,001		\$ 7,001
17	Undergraduate Student Staff (13.00/hour) Summer	\$ 7,001		\$ 7,001
18	Hourly Nutrition Educator (30.00/hour) Calendar Year	\$ 23,400		\$ 23,400
19	Hourly Nutrition Educator (30.00/hour) Calendar Year	\$ 23,400		\$ 23,400
20	Hourly Nutrition Educator (30.00/hour) Calendar Year	\$ 23,400		\$ 23,400
61	<b>TOTAL PERSONNEL COSTS</b>			<b>\$ 675,590</b>
62				
63	<b>B. Benefits</b>			
64	Fringe for S. Amin (Individual)**			\$ -
65	Fringe for K. Balestracci (family)	57.24%		31,089
66	Fringe for H. Hetzler (family)	59.78%		42,794
67	Fringe for K Schnell (family)	94.64%		31,543
68	Fringe for M. Pincince (family)	54.18%		19,997
69	Fringe for L. Posada (family)	64.18%		39,714
70	Fringe for M. Parisi (family)	64.96%		40,384
71	Fringe for J. Raymond (family)	62.56%		41,417
72	Fringe for F. Tobar (individual)	40.23%		23,505
73	Fringe for N. Weisfeld (individual)	35.63%		11,667
74	Fringe for R. Oliva (individual)	48.32%		18,646
75	Fringe for TBD (family)	64.17%		22,496
76	Fringe for GRA (individual)	17.45%		1,835
77	FICA for Summer GRA	7.65%		1,139
78	FICA for Summer Undergraduate Students	7.66%		536
79	FICA for Hourly Nutrition Educator	7.65%		1,790
80	FICA for Hourly Nutrition Educator	7.65%		1,790
81	FICA for Hourly Nutrition Educator	7.65%		1,790
82	<b>TOTAL FRINGE BENEFITS</b>			<b>\$ 332,131</b>
83	<b>TOTAL SALARY AND BENEFITS</b>			<b>\$ 1,007,721</b>

Appendix D

	A	C	D	E
84				
85	<b>Nutrition Education Materials</b>			<b>Budget for 2023</b>
86	<b>C. Supplies</b>			
87	Food for Demonstrations			\$ 6,600
88	Demonstration/Program Supplies			\$ 18,019
89	Nutrition Education Materials			\$ 16,000
90	Publications and Copy Costs for Nutrition Education			\$ 19,249
91	TOTAL SUPPLIES			\$ 59,868
92	<b>D. Travel</b>			
93	In-State Travel			\$ 7,020.00
94	Out-of-State Travel			\$ 16,000.00
95				
96	TOTAL TRAVEL			\$ 23,020
97	<b>E. Non-capital equipment/office supplies</b>			
98	Computers, Printers, Software Licenses/Maintenance Fees			\$ 7,000
99	Postage for Client Communication/Mass Mailings, Express Mail			\$ 5,000
100	EZ Texting SMS Text Messaging Services			\$ 600
101	Long-Distance Phone (Project Related Only)			\$ 500
102	Telephone Equipment (Project Related Only)			\$ 4,000
103	Consultants ( Graphic Designer, Translation Services, Social Marketing etc.)			\$ 29,368
104	<b>F. Institutional memberships and subscriptions</b>			\$ 1,000
105	TOTAL OTHER COSTS			\$ 47,468
106	TOTAL DIRECT COSTS			\$ 1,138,077
107				
108	TOTAL MODIFIED DIRECT COSTS			\$ 1,138,077
109				
110	FACILITIES AND ADMINISTRATIONS COSTS			
111	25% (MTDC)			\$ 284,519
112				
113	TOTAL REQUESTED FROM AGENCY			\$ 1,422,596
114	* pertains to the following: please see Appendix E for an example of the calculations. ** pertains to the following: Sarah Amin is a summer salary only on SNAP-Ed and thus does not have a fringe benefit rate.			



### 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.

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,  
 0.9.2342.1.9200300.100.1.1=2000131669,  
 cn=Darryl W. Mayes -S  
 Date: 2019.08.06 08:33:08 -04'00'

Darryl W. Mayes  
 Deputy Director  
 Cost Allocation Services

Enclosures  
 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.

**SECTION I: Facilities And Administrative Cost Rates**

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 (%)</u>	<u>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)

Patricia E. Casey

(NAME)

Controller

(TITLE)

8/15/19

(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 -0400

(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 Casey  
 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>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>
 <b>Published On-Campus Rate - OSA</b>	 <b><u>46.0%</u></b>	 <b><u>46.0%</u></b>

\* Reflects provisions of Uniform Guidance, Appendix III to Part 200, Section C.8.

Name : Patricia Adams  
 Title: Controller  
 Date: 8/15/19

## 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 : 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>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