

Maximizing the Reach and Impact of WA SNAP-Ed Resources

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BACKGROUND

WA SNAP-Ed seeks to help people in Washington with food insecurity access healthy food. To achieve this goal, **services and resources must be equally accessible to all** participants. The SNAP-eligible population is a diverse group with high concentrations of people of color, seniors, and people with disabilities. These **demographics should be considered** in both educator and participant material development to **maximize the reach and impact of SNAP-Ed programming**.

DELIVERABLES

This project consisted of two separate but related deliverables: an **outline for a SNAP-Ed specific civil rights training**; and **instructions for adding accessibility features to recipe videos**.



QUICK FACTS

- > In WA, rates of food insecurity are greatest among American Indian, Alaska Native, Black, and Hispanic adults.¹
- > In 2018, 81 percent of SNAP households included a child, an elderly individual, or an individual with a disability.²
- > Between 2017 and 2018, the number of SNAP households with elderly individuals increased by nearly 2 percent.²

CIVIL RIGHTS TRAINING OUTLINE

A work group is creating the first nation-wide SNAP-Ed educator civil rights training. The training aims to provide the knowledge base to address discrimination and promote equity. I created the outline for this new training.

METHODS

Collaborated with educators and state agency manager to develop goals and priorities of the civil rights training.

Researched training requirements, existing civil rights trainings, and the intersection between discrimination and food insecurity.

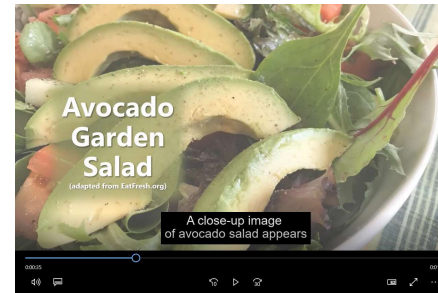
Drafted an outline to serve as the foundation for the SNAP-Ed specific civil rights training.

TRAINING OBJECTIVES

- Explain the historical context and purpose of civil rights laws.
- Acknowledge the intersectional issues of discrimination, systemic oppression, and food insecurity.
- Distinguish between equality and equity.
- Understand your rights and responsibilities.
- Provide just, fair, and respectful services to all individuals.

VIDEO ACCESSIBILITY FEATURES

The WA SNAP-Ed Live Well website houses a collection of cooking demonstration videos. The Curriculum, Training, and Website team seeks to make these available to more participants by adding accessibility features. I created a workflow and prototype.



A still frame from the Avocado Garden Salad recipe video with enhanced accessibility features.

METHODS

Reviewed accessibility feature guidelines and best practices.

Researched and tested subtitle, video, and audio editing tools. **Identified** and tested free, user-friendly programs.

Developed a workflow for adding accessibility features and **created** a recipe video prototype with an audio description track and subtitles.

Created step-by-step instructions for adding these features to other videos and **trained** the CTW team in this process.

REFLECTIONS

This experience highlighted the value of addressing public health issues at multiple levels.

- Educating SNAP-Ed employees on the upstream causes of food insecurity can empower them to challenge unjust practices and promote equity at the programmatic level.
- The video accessibility project illustrated the importance of optimizing downstream approaches, like direct education. Together, upstream and downstream work is needed to tackle complex issues like food insecurity.

ACKNOWLEDGEMENTS

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REFERENCES

1. Washington State Department of Social and Health Services. *Washington SNAP-Ed State Plan Federal Fiscal Year 2021-2023*; 2020.
2. U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support. *Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2018*, by Kathryn Cronquist. Project Officer, Jenny Genser White. Alexandria, VA, 2019.