

*FNEE3 (continued)*

sections. The tool provided two scores: a comprehensive score indicated whether an item was addressed, while a strength score communicated how well an item was addressed. Both scores ranged from 0-100, with 100 representing the optimum score. Each LWP was scored by at least two trained staff using the WellSAT 2.0 online assessment. Scorecards and recommendations were disseminated to the schools by SNAP-Ed staff that provided targeted technical assistance to encourage LWP revisions.

**Results:** Forty-two LWPs were assessed; the overall comprehensive scores ranged from 28 to 95 (median: 63) and the overall strength scores ranged from 7 to 82 (median: 36). Ten schools (24%) revised their LWP since results were shared and thirteen (31%) planned to revise their LWP in the following school year.

**Conclusions and Implications:** The use of the WellSAT 2.0 enabled the SNAP-Ed in Arizona to communicate results and to provide effective technical assistance that encouraged SNAP-Ed school LWP revisions.

**Funding:** Supplemental Nutrition Assistance Program - Education

### FNEE4 Passing the Baton: Setting Schools Up for Sustainable SNAP-Ed PSE Programs

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**Objective:** To support sustainable policy, systems, and environmental (PSE) nutrition interventions with school districts in Washington State.

**Target Audience:** Two Supplemental Nutrition Assistance Program Education (SNAP-Ed) eligible school districts (n=2) with an enrollment of 26,559 students.

**Theory, Prior Research, and Rationale:** SNAP-Ed has evolved from a traditional nutrition education approach to a combined approach, utilizing nutrition education strategies in tandem with PSE interventions. PSE changes are ensured and sustained by involvement and support from multiple levels in the Socio-Ecological Model. Creating sustainable interventions is crucial for long-term outcomes, increased reach, and maximization of resources.

**Description:** Partnerships with food service directors and staff from both districts were established. Washington State University (WSU) Extension provided technical assistance to apply for the Fresh Fruit and Vegetable Program (FFVP), Pilot Project for Procurement, and the Team Nutrition Grant. WSU assisted with the coordination among district staff to implement the grants and delivered training to key staff (n=79) in support of the following PSE interventions: educational resources featuring 37 foods served with the FFVP; Harvest of the Month banners featuring local farm foods; and School-wide taste tests & Smarter Lunchroom interventions. Evidence-based nutrition education classes were also provided at select schools (n=5).

**Evaluation:** The SNAP-Ed Evaluation Framework & Interpretive Guide was used to evaluate interventions. The pro-

grams achieved environmental changes of 120 short-term, 71 medium-term, and 67 long-term metrics from October 2014 to present.

**Conclusions and Implications:** Strong partnerships are key components in creating long lasting PSE interventions. Combining various sources of funding and programs with SNAP-Ed is essential to maximize resources and expand reach.

**Funding:** Supplemental Nutrition Assistance Program - Education

### FNEE5 Stock Healthy, Shop Healthy: If Customers Demand It, Healthy Options Will Come

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**Objective:** To increase access to healthy foods in underserved urban and rural communities.

**Target Audience:** Small-scale SNAP vendors in food deserts, including 11 urban corner stores and 11 rural town groceries.

**Theory, Prior Research, and Rationale:** USDA defines food deserts in relation to proximity to a supermarket, yet small food retailers such as urban corner stores or rural town groceries often operate in food deserts. The microeconomic principles of supply and demand can be used to help increase access to healthy foods in both rural and urban underserved communities.

**Description of Program Intervention:** Through the Stock Healthy, Shop Healthy Community and Retailer Toolkits, the program has two main components – nutrition education and store support. Nutrition education builds demand through strategies such as nutrition classes in the community and in the partner store, and in-store taste tests. On the supply side, store layout, merchandising, and minor physical modifications introduce and highlight healthy foods in stock or the addition of new items as requested by customers.

**Evaluation:** Customer feedback regarding healthy foods was incorporated at each store. Baseline, midpoint, and endpoint assessments of participating sites measured the amount of shelf space occupied by healthy inventory in linear inches. Across the twenty-two stores, there was a 24% increase amount of this shelf space after one year in the project.

**Conclusions and Implications:** Healthy retail programs that address both supply and demand at the same time, such as Stock Healthy, Shop Healthy, are effective at increasing access to healthy foods and building demand for such foods among community members and customers.

**Funding:** Supplemental Nutrition Assistance Program - Education Missouri Department of Health and Senior Services

### FNEE6 Planning and Reporting Policy, System and Environmental Changes for Alabama SNAP-Ed: An Assessment and Evaluation Tool

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