The Role of Racial Equity in SNAP-Ed Part 4

Equity Considerations for Conducting Needs Assessments

September 22, 2022
Honor Native Lands

We gather for this webinar from different places but all on the traditional lands of indigenous peoples past and present.

We honor with gratitude the land itself and the people who have stewarded it throughout the generations.

This calls us to commit to continuing to learn how to be better stewards of the land we inhabit and the practices in which we engage.

HONOR NATIVE LAND: A GUIDE AND CALL TO ACKNOWLEDGMENT
Available at: https://usdac.us/nativeland
Tribal Land site: https://native-land.ca/
Native Land Digital. Available at: https://native-land.ca/
Guiding Principles

- Do no harm
- People that we serve who have been most harmed from disinvestment, discrimination, and disenfranchisement is in the best position to inform solutions
- People are the experts of their own lives
- Impact over intent
- We are ultimately accountable to the communities we serve
- Start with the opportunity
- Be transparent
- We believe that healthy food access is a right, not a privilege, and all people no matter gender, ethnicity, race, class, sexual orientation, national origin, disability, or age hold this right.
- Our work centers the lived experiences of communities and honoring their strengths and knowledge. Policies, programs, and interventions must be planned, delivered and evaluated through community-based participatory methods.
- Acknowledging the intersection of food insecurity with economic and social injustices, we involve cross-sectoral partners in our work and collaborate at the local community level.
Outline

- Overview – Molly De Marco
- Framing the issue – Latresh Davenport
- Panel Presentations
- How these efforts can inform state SNAP-Ed Plans – Latresh Davenport
- Wrap-up and next steps
Welcome & Housekeeping

- Please use the Q&A feature to ask questions throughout the webinar.
- The chat feature will be enabled to communicate thoughts among attendees; however, please remember our discussion agreements slide when utilizing the chat. **Be mindful. Be respectful. Be humble.**
- Live captioning is available. Use the ‘Live Transcript (CC)’ button to turn it on.
- You received a link to the slides in your reminder email.
- This training will be recorded and posted on all host websites. All those registered will receive an email with links following this training.
- The answers to questions will also be shared via email and websites.
- CEUs for Registered Dieticians are available for this webinar.
Attendees will be able to:

• Describe at least two components of equity that can be addressed through thoughtful needs assessment design.

• Identify ways that needs assessments have maintained the status quo in the past and strategies to prioritize community needs over agency needs.

• Develop needs assessment processes that advance equity and redistribute power.
1. This webinar is not open to discussions that *question or challenge the existence* of racism, injustice, and inequity. This webinar is not a place to *question the validity of learning* about race, racism, equity, or white supremacy.

2. Share your learning, reflections, and truths using “I” statements whenever possible, focusing on your own experiences and understandings.

3. Treat each other with respect, honesty, appreciation and grace whenever possible, as many of you will be in different “places” along your learning path.

4. If you have any concerns about a discussion during this webinar, please contact molly_demarco@unc.edu.

Source: Online Discussion Agreements – FSNE 21-Day Racial Equity Habit-Building Challenge (foodsolutionsne.org)
Framing the issue
The SNAP-Ed Program facilitated and hosted two recent Needs Assessment webinars:

- **Part 1**: Needs Assessment Purpose and Planning
  - Focused on state agency staff.
  - Consider benefits and challenges of different ways to implement a needs assessment

- **Part 2**: SNAP-Ed Needs Assessment: State Level Approach
  - Examine the role of State agencies at the center of the needs assessment
  - Explore a state-level needs assessment process

- **Part 3**: Centering Equity in Assessments: We have speakers who will share their work in two areas of advancing equity in needs assessments: designing the assessment; redistributing power.
Equity-centered practices in community assessments

• Culturally adapting assessments
• Asset-based approach
• Shared decision-making with community members
• Shared data ownership with community members
• Reallocating funds to organizations led by marginalized people
• Funding local community-based organizations accountable to community members to facilitate data collection
• Shared decision-making about how data is collected, used, analyzed, and interpreted

• Program attributes:
  • Sharing financial benefits between institutions and communities
  • Sharing products created from community knowledge production
  • Co-authoring journal articles
Poll

Have you conducted a needs assessment to inform your SNAP-Ed plan?
Speakers

Cheri Nemec, Great Lakes Tribal Council (Wisconsin)

Beatriz Botello + Stephanie Russell, Oregon State University

Mariela Hernandez, Orange County Food Council (North Carolina)

Mariah Brown-Pounds, Washington State University
Equity in Conducting Needs Assessments

Great Lakes Inter-Tribal Council, Inc.
Lac du Flambeau, Wisconsin

Cheri Nemec
Our Target Population

SNAP-Ed Implementing Agency serving:

- Lac du Flambeau Band of Lake Superior Chippewa
- Bad River Band of Lake Superior Chippewa
- St. Croix Chippewa Indians of Wisconsin
- Sokaogon Chippewa Community
- Stockbridge Munsee Community
- St. Croix Chippewa Indians of Wisconsin
Challenges with Needs Assessments

- Not included in race options
- Small populations-sample sizes
- Applies to statewide population
- Timeliness of data
Indigenous Data Sovereignty

- Indigenous Data: any information that could impact lives at the collective and individual levels
- Inherent right of Tribal Nations to govern their peoples, land and resources
- Impact of Federal policies led Tribes to rely on external sources of information
- History of harms done to Indigenous communities through research
- Community resistance

2. Tribal Data Governance and Informational Privacy: Constructing "Indigenous Data Sovereignty " Rebecca Tsosie
3. Rebecca Tsosie, Regents' Professor of Law, University of Arizona and Faculty Co-Chair, Indigenous Peoples' Law and Policy Program
4. Policy Brief Indigenous Data Sovereignty in the United States V0.3 (arizona.edu)
it starts here
Community Conversations

PURPOSE

• Create a sense of community
• Emphasize the individual stories
• Connect with cultural tradition of using stories /language
Community Conversations

PROCESS

• Clear explanation of how data is being collected and used
• Make space for community-driven concerns
• Appropriate incentives
• Data Use Agreements
• Engage community facilitators
Community Conversations

OUTCOMES

- Giving data back to the community
- Identifying common themes

Example: Parents and caregivers are overworked and under-resourced.

- Food insecurity is a source of stress for parents.
- Increasing access to affordable and healthy food will provide parents with more time and energy to care for their children’s physical, social, and emotional needs.
- Identify connections to direct education, indirect education and potential partnerships.
Cheri Nemec, RDN, CD, CLS, IBC  Great Lakes Inter-Tribal Council, Inc.
Email: cnemec@glitc.org
Phone: 715.588.1020
HEALth MAPPS™
TOOLS FOR PARTICIPATORY NEEDS ASSESSMENT
WITH EQUITY AT ITS CORE

Presenters:
Beatriz Botello & Stephanie Russell

Presented:
ASNNA, September 22, 2022
HEALth MAPPS™ mobilizes the diversity of local residents

- **Assess community context and needs**
  the local resources and resource gaps that make it easier or harder to eat healthfully and be physically active most every day

- **Include and address people’s different perceptions**
  and experiences of their local community as supports or barriers to healthy lifestyle behaviors

- **Identify social-environmental factors**
  that affect the diversity of residents’ ability to meet U.S. guidelines for healthy nutrition and physical activity

- **Present findings and plan actions**
  to local stakeholders and decision-makers to improve equity in resources and options for all
HEALth MAPPS™ for Mapping Healthy Eating Active Living Assets using Participatory Photographic Surveys

Oregon State University Extension

Contact: Deborah H. John, Professor & Extension Specialist, Health Equity and Place
Email: Deborah.John@oregonstate.edu
**Project purpose:** to engage community members and stakeholders to work together to identify, explore, and discover solutions to address environmental barriers that may impact behaviors related to healthy eating and active living.

**Project designed** to promote inclusivity of Latinx community members by elevating their voices, experiences and perspectives.

**Who Participated:** 10 Latinx community members from Lincoln City, OR

This project was selected/started in response to input received from community members.
Key Project Phases

1. Community members photograph/describe lived experiences

2. Inform and engage partners/stakeholders

3. Community readiness conversations-Community Cafés to bring stakeholders and community members together in inclusive dialogue
Community Activity: Photograph Lived Experience

Why?
➢ A photograph is a simple way to document experiences and raise visual awareness for structural challenges to healthy eating and active living.
➢ We can consider these experiences to communicate perspectives and accomplish policy, systems and environment change.

How?
➢ Community members also enjoyed this as a “fun family activity” they could do during the pandemic.
Stakeholder Engagement: Community Participatory Photo Assessment

You may want to know...
This project aims to engage community members and stakeholders to work together to identify, explore, and discover solutions to address environmental barriers that may impact behaviors related to healthy eating and active living. This project is for the community of Lincoln City and focuses on inclusion of Latino/a/x.

Lincoln City, OR
Community Photo Assessment Project
When: February 9th, 3:30 - 5:00 PM
Where: Join remotely via Zoom:
https://oregonstate.zoom.us/j/981717970417
Ongoing Efforts and Outcomes

Danone Institute North America: One Planet. One Health Initiative

Juntos en el Jardín (Together in the Garden)

➢ Prioritize strategies to engage limited-income, Latinx and Mesoamerican Indigenous communities

➢ Further assess needs to guide implementation details

➢ Hire a part-time multilingual project assistant

➢ Expand reach with multilingual volunteers and Extension Master Gardeners
Ongoing Efforts and Outcomes

Juntos en el Jardín

➢ Design new/rejuvenate existing garden spaces

➢ Provide guidance and resources to encourage implementation of sustainable practices

➢ Provide ‘in the garden’ educational activities

➢ Strengthen the regional community food garden network with culturally relevant resources
Ongoing Efforts and Outcomes

Community Cafés

- Funding
- Purpose
- Format
- Cultural considerations
Thank you!

Beatriz.Botello@oregonstate.edu
Stephanie.Russell@oregonstate.edu

HEALth MAPPS™
Contact: Deborah H. John, Professor & Extension Specialist, Health Equity and Place
Email: Deborah.John@oregonstate.edu
Framing the Orange County Community Food Assessment

• The next presentation highlights the piloting of a method to shift how assessments are conducted:
  • 'Taking from' community --> listening to community.

• This was a larger effort, which focused generally on 'food access' because it was conducted during the pandemic when food charity was at its height.

• This is just a snapshot of that assessment, focusing on how community partners were put in the lead.

• The recommendations will be studied for how to change the work of the county-level food council related to promotion of healthy eating and physical activity (food council is supported by the UNC-CH SNAP-Ed Implementing Agency).
Community Food Access Assessment

A collaborative community-focused process
Mariela Hernandez, Orange County Food Council (North Carolina)
WHO WE ARE

Lead Community Expert Consultant

- Lived experience + deep relationships
- Designed the project’s scope + goals
- Recruited other Community Experts
- Advised research/coordination/final report

Research / Coordination Team

- Works with Lead Community Expert to implement steps in assessment, prepare materials/research, and coordinate institutional supports through the Orange County Food Council (which is supported by a SNAP-Ed IA)

Community Experts

- Lived experience
- Developed recommendations for policy makers
- Participated in a 2 month photovoice process
PURPOSE: shifting power & listening to the experts

- Equity is about power shifting and resource sharing

- Started off asking ourselves:
  1) In our community, who gets to make decisions for whom, and how?
  2) Why have other assessments/surveys not developed more effective solutions or greater trust?
  3) Do those experiencing food insecurity feel like charity is working?

- Respecting lived experience as subject matter expertise that should be compensated and listened to (not tokenized)
STEP BY STEP

1. Asked community leaders if they would participate in a food access assessment for a county commissioner report. Swift answer was: why do you need to keep assessing us vs. listening to us?
2. They asked us to ‘audit’ the county and provide more transparency about food access investments. We collected 5 years of budget data to assess how $ was spent.
3. Recruited 12 community experts representing a wide spectrum of the communities most impacted by food insecurity.
4. 2 month photovoice process with a small group.
5. 4 sessions of data analysis and recommendation development with larger group.
This was not a traditional assessment

It was a process of working with subject matter experts to analyze ‘what has been’ and develop recommendations for ‘what could be’ if we started to operationalize values like equity and justice

Final report outlines the process, shares key resources that informed how we did this work, and lays out specific recommendations in the words of the community

Incorporates poetry and art to add a creative element and root the report in the lived experience of food insecurity
Food

The blazing sun cooks the skin during this summer heat
People linger around with their impatient bellies
They growl to be satisfied
Anticipation for those simple packages of food grows thick in the air
Rations of food are their saving grace during a time of turmoil
The Packages are given out
One
By
One
Hands hastily open the packages once home
They are filled with bruised fruit and vegetables
The only salvageable things are canned food or meat
It's a struggle to keep them preserved in the summer’s unforgiving heat
Some have no proper storage with blissful cold air
Money flies by when you’re trying to keep food from leaving the table
Their howling stomachs cannot be kept at bay for long.

- Maria-Jose Guerrero Hernandez, Community Expert
RECOMMENDATIONS: Example 1

We need a more effective, dignified, and direct way of providing food assistance.

A service similar to Instacart should be made available as a public program. People should be able to choose their foods and schedule when to pick up or receive them. This would help increase access and dignity for those receiving food program support, especially for people who are homebound or need delivery services due to transportation issues. This service should accept EBT/SNAP and other FNS funds a participate may have available.
RECOMMENDATIONS: Example 2

There needs to be a focus on longer term changes not just immediate-needs based services. We need deeper investments in ending hunger that address underlying issues like wages and cost of living.

Housing is an important part of these longer term solutions. Recommend that any time a new development is being proposed/built, a certain number of new apartments or homes must be set aside for subsidized/affordable housing.
Physical Activity Needs Assessment in Washington State

Mariah Brown-Pounds
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Washington State University Extension
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In Washington State the Latinx community reported to be more physically inactive and obese compared to the White, non-Latinx community
In Whatcom County more Latinx children live in poverty compared to White, non-Latinx children
Trail use improves health, resulting in $390 million in health savings for Washingtonians per year
Recreational trail use contributes $8.2 billion dollars to the Washington economy and provides over 81,000 jobs a year
Purpose

To determine what the community needs are around improving the environment to make physical activity more accessible for Latinx communities, individuals and families.
Overview

**Purpose:** To determine what the community needs are around improving the environment to make physical activity more accessible for Latinx communities, individuals and families.

**Overview:**
Performed needs assessment at Sterling Meadows Apartments, subsidized farmworker housing in Bellingham, WA

- Door to Door Survey
- Walkability Audit
- Focus Group
Door to Door Survey

Feedback included:

• There were unsafe drivers, driving too fast with low visibility and not paying attention
• They didn’t feel safe due to a camper trailer that parked along the side of the road with aggressive dogs and people who made them uncomfortable
• It was stressful to walk in their neighborhood
Walkability Audit

- Performed Walkability Audit in September of 2021
- Used the Walkability Checklist Tool
- Gave everyone reflective vests and clipboards
- Introduced the project and the purpose
- Walked as a group to the end of Sterling Drive, the road on which the apartment complex resides
Results

- Received the lowest possible score on the Walkability Index
- No sidewalks
- There was no room to walk because of cars parked along the road
- Inadequate street lighting
- There was no shoulder or bike lanes
- The noise from the freeway was stressful
Physical Activity Focus Group

- Performed physical activity focus group at Sterling Meadows in October of 2021
- Worked on the focus group questions with the Washington State SNAP-Ed Evaluation Team
- 11 people attended
- Meeting was held in English and Spanish
- Conversation was lively. Everyone appeared comfortable sharing their opinions
Results

• Barriers to physical activity included
  • Safety in the neighborhood: traffic, sidewalks, streetlights
  • Weather
  • Time and motivation

• Ideas for improving exercise included
  • Offer music and dancing, dance classes
  • Being able to bring the kids
  • Morning and evening walking groups according to work schedule
  • Free exercise videos (aerobic, dance, muscle strengthening)
  • Exercise equipment at the bus stops and parks
  • Accessible gyms (cheaper, closer)
Sharing with the Transportation Planner

• Shared the results of the walkability survey with the Bellingham Transportation Planner, Chris Comeau

• He drove to the neighborhood and looked around

• Concluded that it was not a high priority neighborhood because it was a dead-end street
2022

• The City of Bellingham began their 2022 Pedestrian and Bicycle Master Plan Updates

• Chris Comeau, the Transportation Planner, hand delivered surveys in English and Spanish to Sterling Meadows Apartments

• Chris also did an interview with the manager of Mercy Housing about Sterling Meadows

• City of Bellingham staff attended the Sterling Meadows Back to School Fair
Next Steps

• Make sure that Spanish surveys get filled out and returned to the City
• Contact The Church in Bellingham and Bellis Fair Mall about vacant land on Sterling Drive
• Partner with Bellingham Parks and Recreation
• Possible Photo mapping project with the residents of Sterling Meadows
• Organize ongoing walking groups at Sterling Meadows
• Offer dance classes and exercise videos
Mariah Brown-Pounds
SNAP-Ed Latinx Outreach Program Coordinator
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Recommended equity-focused practices in community assessments

- Recruit a variety of organizations, partners, organizers at the onset
- Prioritize organizations that tailor their services to people from racial/ethnically marginalized group, people that speak another language than English, people from urban, suburban, and rural location, etc.
- Create a plan to center community voices from marginalized people
- Consider the questions asked, the information gathered and how the information is used
- Create inclusive spaces for focus groups, listening sessions, town halls, visioning sessions
- Consider timing, location, interpreters, disability accommodations, geographic
- Create a system for making decisions and specific decision points for community members i.e. majority rule, consensus
- Build capacity such as trainings, learning circles for community members to build skills
- Invest in ongoing discussions with community members
- Create internal processes to respond to community concerns
- Identify an appropriate facilitator
Recommendations to facilitate equity-focused assessment strategies that can inform state plans

• Set aside sufficient funds for a state planning process for the needs assessment.
• Set a timeline:
  • This process might take 1-3 years
  • Can include different iterations with different community partners, priority areas, geographic location, different data collection methods, different participatory methods
• Provide overall structure for the needs assessment process in the state plan but steps and methods can be decided during the planning phase.
Reflection

WHAT IS RESONATING WITH YOU?/WHAT IS CHALLENGING YOU?

WHAT PRACTICES SHOULD WE KEEP IN MIND DURING THIS WORK?
Resources

• Liberatory Design for Equity: https://www.nationalequityproject.org/training/liberatory-design-for-equity


• Karen Washington’s definition of Food Apartheid: https://www.karenthefarmer.com/faq-index
Resources

• Due East Racial Equity Collaborative [https://dueeast.org/educational-equity-defined/](https://dueeast.org/educational-equity-defined/)

• APHA homepage’s Racism and Health page - Racial Equity Advocacy Fact Sheet, [https://www.apha.org/topics-and-issues/health-equity/racism-and-health](https://www.apha.org/topics-and-issues/health-equity/racism-and-health)


• From Baby Steps to Equity Leaps: [https://www.ascd.org/el/articles/trading-baby-steps-for-big-equity-leaps](https://www.ascd.org/el/articles/trading-baby-steps-for-big-equity-leaps)


Join us next Thursday!

The Role of Racial Equity in SNAP-Ed Part 4:
Equity Considerations for Conducting Needs Assessments

Community of Practice Discussion

Thursday, September 29th 3:00 to 4:00 pm EST

Registration Link:
https://zoom.us/meeting/register/tJEpf-msqjopHtdRKIYo2yqFyKUATmQ6Ra1