



**CITY OF SEATTLE
SWEETENED BEVERAGE TAX COMMUNITY ADVISORY BOARD
PRIORITY AUDIENCE ENGAGEMENT
FINAL REPORT
FEBRUARY 2020**

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EXECUTIVE SUMMARY

In the summer of 2019, the City of Seattle’s Community Advisory Board (CAB) contracted with AV Consulting to facilitate a multicultural engagement process that would prioritize communities that have been overlooked during past efforts to gather community input on the use of revenue generated by Seattle’s Sweetened Beverage Tax. AV Consulting in partnership with the Office of Sustainability and the Environment (OSE) recruited, trained and supported the facilitation of focus groups and survey collection efforts led by community-based organizations (CBOs) and community liaisons representing the city’s most diverse populations. The community’s represented include Latinx, African American, Native Indigenous, Asian and Pacific Islander, East and West African, Filipino as well as a diverse representation of multicultural and multilingual youth and seniors.

This collaboration resulted in a total of 16 focus groups with 100 individuals and over 350 surveys. The content focused on assessing community perspectives on programs and services relating to food access, food insecurity, child development and early learning. This report will include background information on why the Community Advisory Board felt it was necessary to conduct targeted engagement of multicultural communities, a description of the approach, recruitment process for participating CBOs and community liaisons, approach for engaging selected community partners in focus group questions and surveys, a summary of findings including common themes and community-specific needs resulting from focus group and survey collection efforts, and recommendations for next steps.

In addition, the report will also include recommendations for overall improvements to the community engagement process with the hopes that the CAB will continue to engage multicultural communities on an annual basis to not only seek input that will inform the allocation of SBT generated revenue toward programs and services that are responsive to community needs, but also invest in a targeted educational and awareness campaign on the reasoning behind the tax itself and how diverse communities can be brought into the decision-making process in collaboration with the CAB and the Office of Sustainability and the Environment (OSE) as partner advocates with the city council and Mayor’s Office.

While these efforts did not manage to engage all multicultural communities residing within the City of Seattle, the results of these findings indicate the need for the CAB to continue to prioritize and dedicate funding and resources toward engaging multicultural and multilingual communities in a culturally relevant and accessible manner.

KEY FINDINGS

TOPIC	BARRIERS	RECOMMENDED ACTIONS
Food Access	<ul style="list-style-type: none"> • Cost of accessing healthy and high-quality food (<i>over 75% of participants for both surveys and focus groups chose this response</i>). • Lack of awareness of SBT funded programs and services (<i>only 50% of those surveyed are currently accessing programs such as Fresh Bucks</i>). • Eligibility criteria targeted at very low-income vs. those on the cusp of low-income and middle income. • Lack of knowledge of the Fresh Bucks program and limits on where the vouchers can be used. 	<ul style="list-style-type: none"> • Invest in increasing program awareness through community and language-specific informational sessions about SBT-funded programs and services. • Expand Fresh Bucks access to more stores and improve store employee training on how to use. • Re-evaluate eligibility criteria to increase access to individuals and families between low-income and middle-income brackets. • Address shaming associated with coupon/voucher-based benefits by converting Fresh Bucks and any

	<ul style="list-style-type: none"> In some cases, food banks were considered less accessible due to cost, location. All communities surveyed also indicated food banks are lacking culturally relevant foods. Communities desire to grow their own foods, however, most communities were unaware of or lacked access to community gardens and P-Patches. 	<p>other healthy food vouchers into a credit card format.</p> <ul style="list-style-type: none"> Lengthen program registration time, streamline the process and provide in-language technical assistance. Invest in eliminating silos and leveraging city programs with similar offerings (i.e. P-Patch and Urban Farming programs which often work in isolation of each other).
Child Development & Early Learning	<ul style="list-style-type: none"> Majority of participants in both focus groups and surveys listed the number one barrier as the inability to qualify for affordable and quality childcare and child support services. Ability to provide basic needs such as housing, food, food stamps, childcare and clothing for young, low-income, single parents. Lack of knowledge of child development and positive discipline for young parents. Lack of breast feeding and lactation services. Lack of cultural and language-specific childcare and daycare services. 	<ul style="list-style-type: none"> Provide affordable and increase access to child development education for young and single parents. Provide cultural and language-specific programs that focus on promoting the essence of each community's culture and tradition. Increase training and employment opportunities for in-language and culturally specific childcare and daycare providers. Fund language-specific parenting and co-parenting courses.

UNIQUE RESPONSES BY COMMUNITY - FOOD ACCESS

More details about each community's response are available starting on [page 13](#).

COMMUNITY	FOOD ACCESS	TOP PRIORITIES
African American	<ul style="list-style-type: none"> Out of 40% of people who said they use food banks and food donation sites, over 50% indicated they do not offer convenient hours of operations (weeknights/weekends) 	<ul style="list-style-type: none"> Improving healthy foods served in schools (5-18 years old) and daycare facilities (0-4 years old) Increase awareness, access and amount of healthy food vouchers (Fresh Bucks)
African	<ul style="list-style-type: none"> Out of the 30% who said they use food banks, food donation sites and Fresh Bucks, approximately 50% said they did not provide information in their preferred 	<ul style="list-style-type: none"> Improving food served in schools (5-18 years old) More financial support and education for culturally specific organizations to design their own food programs

	<p>language or food from their culture.</p>	<ul style="list-style-type: none"> • Increase awareness, access and amount of healthy food vouchers (Fresh Bucks) • East African communities indicated the need to access goat and halal meat locally. They must travel outside of the city and private farmers are too expensive.
Asian	<ul style="list-style-type: none"> • Out of the 70% who said they use food banks or other food donation sites, 40% said they did not provide information in their language. • The Asian population indicated that while they do access church or community meal sites, they indicated that sites do not offer in-language services and access to food from their culture. 	<ul style="list-style-type: none"> • Improving food served in schools (5-18 years old) • Vouchers so income-eligible people can buy more fruits and vegetables (Fresh Bucks) • Placing water fountains or water bottle filling stations in schools and community centers
Latinx	<ul style="list-style-type: none"> • Out of the 45% who said they use food banks or other food donation sites, approximately 85% said they did not provide information in their preferred language or provided food from their culture. • Less than 10% responded yes to using the P-Patch program. Those that do have access are in South Park (Marra Farms) and desired more food from their culture to be planted at that farm. 	<ul style="list-style-type: none"> • Improving food served in childcare (0-4 years old) and schools (5-18 years old)
Mixed	<ul style="list-style-type: none"> • 50% of seniors accessing meal or grocery programs said they did not have convenient hours of operation. • Only 30% of all surveyed responded yes to using P-Patches, with most respondents being mixed/white. 	<ul style="list-style-type: none"> • Increase access to food banks and food donation programs • Improving access to healthy food served in schools (5-18 years old) • Increase awareness, access and amount of healthy food vouchers (Fresh Bucks)
Native Indigenous	<ul style="list-style-type: none"> • Out of the 90% who said they use food banks or other food donation sites, approximately 60% said they did not have 	<ul style="list-style-type: none"> • Increased access to food banks and food donations that are specific to the needs of native people.

	<p>convenient hours of operation or provide food relevant to native people.</p>	<ul style="list-style-type: none"> • Funding native specific cooking and harvesting classes. • Improving food served in childcare (0-4 years old). • Improving eligibility for the Fresh Bucks program.
Pacific Islander	<ul style="list-style-type: none"> • Out of the 90% who said they use food banks or other food donation sites, 100% said it they are not in convenient locations and do not provide culturally relevant food. 	<ul style="list-style-type: none"> • Extended hours for food banks and food donation programs. • Improving healthy food served in childcare (0-4 years old). • Increase awareness, access and amount of healthy food vouchers (Fresh Bucks).

UNIQUE RESPONSES BY COMMUNITY - EARLY LEARNING

More details about each community's response are available starting on [page 24](#).

COMMUNITY	KEY BARRIERS	TOP PRIORITIES
African American	<ul style="list-style-type: none"> • Not having enough support to care for a disabled child. • Navigating different parenting styles when co-parenting. 	<ul style="list-style-type: none"> • Expand eligibility for childcare support. • Classes that teach parents how to navigate different parenting styles and co-parenting. • Expand childcare services for parents with disabilities.
Latinx	<ul style="list-style-type: none"> • Lack of child development programs. • Lack of affordable and well-trained child care providers. 	<ul style="list-style-type: none"> • Child development training for family members. • Expand access to family development programs in North Seattle. • Change the income-based guidelines or make the income scale higher to accommodate the high cost of living in Seattle.
Mixed	<ul style="list-style-type: none"> • Lack of available childcare. • Child development support for single parents. • Free or reduce cost for baby needs like clothing. 	<ul style="list-style-type: none"> • Parenting classes for immigrants to better understand childcare laws and available resources. • Culturally appropriate day care/after school programs. • Expansion of programs offering food and clothing beyond WIC.

Native Indigenous	<ul style="list-style-type: none"> • Lack of culturally specific services and understanding of native traditions. • Single parent support. • Acknowledgement of trauma of people with PTSD and who have experienced rape. • Lag in care for prenatal services. 	<ul style="list-style-type: none"> • Targeted and unique outreach to native communities. • Native case management and native specific hospital access (i.e. Alaskan medical system). • Native newborn groups and access to post-partum doulas, wet nurses. • Lactation lounge and supplies. • Replicate the Daybreak Star program.
West African	<ul style="list-style-type: none"> • Lack of language and culturally specific child development and lactation services. 	<ul style="list-style-type: none"> • Language and culturally specific lactation assistants/post-partum care. • Programs supporting father needs / co-parenting.

PROJECT BACKGROUND

In the spring of 2019, the Sweetened Beverage Tax Community Advisory Board conducted two interactive workshops attended by representatives from over 50 organizations serving communities impacted by SBT revenue. Participants reviewed the CAB’s 2019 budget recommendations and had the opportunity to re-prioritize the programs and services recommended by the CAB to receive SBT funding. While the sessions were able to generate stakeholder input for 2020 budget recommendations, attendance at these events resulted in a substantial lack of diversity and representation from communities of color, immigrants, refugees, people with low-income, and English language learners. Youth from these communities were also not represented.

The need to engage and expand access to these populations is great. These communities are disproportionately affected by health and education inequities, are disproportionately targeted by the sugary beverage industry and are affected by adverse health effects related to the consumption of sugary drinks. Therefore, seeking input on future SBT programs from these populations was a key priority of the CAB. Besides, earlier sessions had not included gathering insights on barriers and desires for programs and services connected to child development and early learning.

To help mitigate the gap in participation from these highly sensitive groups, the CAB secured funding to support a targeted community engagement effort that would engage community-based organizations (CBOs) serving priority communities who are traditionally excluded from the decision-making table. To diversify the input collected, a letter of interest seeking partners in a targeted community engagement effort was sent to organizations and individual community members who could lead engagement activities with these priority communities. For this project, priority communities were defined as low-income Asian and Pacific Islander, Black/African American, Native and Indigenous communities, Hispanic, Latinx, immigrants, refugees, and communities with language barriers. Recruitment of partner organizations required their ability to demonstrate experience leading inclusive, culturally relevant, and in-language outreach and engagement activities and be able to reach residents in neighborhoods across the city where these populations reside.

The process was launched in July and aimed to provide mini-grants to CBOs who would partner with AV Consulting to help shape the content, receive training on the input gathering tools and conduct outreach for focus groups and survey collection efforts to be completed no later than December of 2019. With only two months to recruit and train participating agencies, AV Consulting, in collaboration with the OSE’s Strategic Advisor to the CAB put together a shortlist of CBOs specifically working with multicultural and multilingual communities who would be invited to submit a simple interest form. In addition, AV Consulting recommended adding trusted community advocates with established multicultural and multilingual relationships with the CAB’s priority communities who were well-positioned to expand outside out of the reach of the selected CBOs.

A total of 20 CBOs and liaisons submitted interest forms and were interviewed by AV Consulting in August of 2019. Of those interviewed eleven CBOs and five community liaisons representing a diverse segment of the city’s most diverse populations were invited to participate. Award amounts were based on their reach and access to populations who could specifically benefit from either food access programs and/or child development programs.

Beyond ethnic and cultural demographics, these community partners were also selected based on their ability to reach residents across the city. Decisions on who would focus on food access vs. child development programs were largely based on each partner’s relationships. For instance, partners with existing programs targeted at parents with 0-3 children were asked to prioritize child development in their focus groups and/or survey collection efforts over food access. Partners who primarily served youth, seniors and families with older children were asked to conduct food access-related activities.

TIMELINE OF ENGAGEMENT

ENGAGEMENT ACTIVITIES	JUL 2019	AUG 2019	SEPT 2019	OCT 2019	NOV 2019	DEC 2019	JAN-FEB 2020
Strategy Development							
CBO/Liaison Recruitment and Agreements							
Kick-off Content Development							
CBO/Liaison Kick-off Events							
Finalization and Translation of Engagement Tools							
Outreach & Community Engagement (Focus Groups & Surveys)							
Engagement Activity Partner Reporting							
Final Report & Recommendations							

PARTNER PARTICIPANTS

PARTNER NAME	COMMUNITIES RESPRESENTED
COMMUNITY-BASED ORGANIZATIONS	
Asian Counseling & Referral Services (ACRS)	Asian - Cambodian
Central Area Collaborative	African American, Black
Eritrean Association of Seattle (EAS)	Ethiopian / Eritrean (Amharic, Tigrinya languages)
Filipino Community of Seattle (FCS)	Filipino, African American

Horn of Africa Services (HOAS)	East African (Amharic, Tigrinya, Oromo languages)
Mercy Housing Northwest	Vietnamese
Rainier Beach Action Coalition (RBAC)	Youth – Multicultural
Somali Health Board	Somali
South Park Senior Citizens (SPSC)	Cambodian, Vietnamese Seniors
Villa Comunitaria	Latinx
Erica Chung (Green Shoots)	Filipino, Asian, Multicultural
Mercedes Cordova-Hakim (King County Promotores Network)	Latinx, Multicultural
Pah-tu Pitt	Native Indigenous
Senait Tilahun	African American, African, Mixed Race
Victoria Garcia	Multicultural
West African Community Council (WACC)	West African

CONTENT DEVELOPMENT & KICK-OFF EVENTS

Upon completion of the partner recruitment and agreement negotiation process, AV Consulting worked with the CAB’s strategic advisor to design preliminary content for the focus groups and surveys. CAB members were asked to provide a list of questions and areas of interest related to food access and child development programs and services. This information was used as the foundation for developing focus group and survey questions.

To accommodate CBO and liaison schedules, two kick-off events were scheduled for early October. During the kick-off events, the team provided background information on the Sweetened Beverage Tax and a recap of the CAB’s past efforts to collect input from multicultural community members. Most of the time, however, was spent presenting a preliminary list of focus group questions, survey questions and engagement activity format recommendations for both Food Access and Early Learning. In addition, partners were given a focus group guide which included a topic-specific ice breaker, a suggested agenda, focus group guidelines, notetaker templates, and notetaking tips.

For two hours, partners provided recommended changes to the content and format of the tools. One primary concern with the survey was that it was too long, some of the questions were too leading. The partners also unanimously rejected open-ended questions opting for a more user-friendly survey that would be composed of multiple-choice and ranking questions.

PARTNER RECOMMENDATIONS & PROJECT LIMITATIONS

Participating Community-Based Organizations and liaisons completed an end of project report providing recommendations on the following:

- Compensation provided to engage partners in SBT engagement for multicultural communities
- Focus group and survey content and tools
- Engagement process improvements
- Improvements in increasing awareness on programs and services funded by the SBT and,
- Recommendations for next steps

AV Consulting has summarized these recommendations in order of priority and commonality.

COMPENSATION

- In the future, allocate consistent and increased funding for multicultural engagement, limited funding resulted in only a small segment of each community being able to participate in the focus groups and surveys.
- The liaison model provides the opportunity to reach communities not typically served by Community-Based Organizations. Liaisons conduct outreach by reaching out to non-traditional community groups including faith-based organizations, neighborhood-based parent groups, and youth. Liaisons request that the CAB continue with this model in the future, however, take equitable steps to compensate them appropriately for their time.
- Surveys take time to administer, especially for community members with low literacy. Additional compensation is needed to conduct verbal surveys. One example is the Cambodian community in which many of its seniors needed to receive their surveys orally.

CONTENT, TOOLS & RESOURCES

- Although the surveys were cut down by 50% after incorporating feedback from CBOs and liaisons during the kick-off, the survey content was still too long and too broad. CBOs and liaisons recommended limiting the surveys to a maximum of two-pages, using simpler language, and combining the food access and early learning content since most of these populations deal with lack of access in both areas.
- While the focus group content and instructions were very well organized, easy to follow, and created the opportunity for robust discussion, participants requested information such as explaining the budgeting process, providing a calendar of opportunities for communities to advocate, and specific commitments on how feedback would be used to help the Mayor and city council members prioritize highest needs communities.
- Participants recommend that in the future, both focus group and survey content be adjusted to develop well-thought questions that are catered to each community surveyed.
- Additional content recommended changes included adding English as one of the languages spoken, distinguishing between food trucks and fast food and encouraging participants to offer more suggestions in the survey.
- Resource requests included more multilingual resources and information about local resources beyond food access and early learning.

PROCESS IMPROVEMENTS

- The approach of engaging CBOs from multicultural and multilingual communities often requires additional preparation including facilitation and notetaking training. Some requested additional coaching on setting boundaries and strategies on redirecting participants to the content at hand.
- The process only provided one to two months to engage communities. Due to competing activities and limited CBO capacity, requests were made to extend the outreach window by at least one or two more months.
- Other process recommendations included shifting engagement to the summer when communities have more flexibility to conduct focus groups, scheduling in the middle of the day to accommodate parents with young children and longer sessions to allow for more participant comments.

SBT EDUCATION

- Lack of knowledge of SBT topic interfered with participants being interested in attending the focus groups and securing overall participation. Partners recommend that more time and funding is made available to invest on educating the public about the SBT, its current food access and early learning programs and prevention tied to the health connotations of sugar in sodas before engaging community in focus groups and surveys.

NEXT STEPS

- Youth who assisted in survey collection are very interested in staying involved with the project – some ideas include creating communication campaigns for other youth (including a more youth-friendly fact sheet), staff community events and serve as liaisons with their parents who are mostly immigrants, low income and for whom their primary language is not English.
- While the investment in these efforts were very much appreciated and needed, overall, partners requested more targeted and in-language engagement with each of their respective communities.
- CBOs and Liaisons look forward to a report back from the CAB's regarding next steps and how their recommendations will be applied to budget decisions.

FINDINGS

FOOD ACCESS: FOCUS GROUPS

The below section will outline the results by topic of the collected information from the 16 Food Access & Early Learning focus groups. The information will be organized as follows:

- Quantitative Results – Location, total participants, communities represented and partner host
- Key Themes – All Communities
- Priorities by Community

COMMUNITIES	CBO/LIAISON	FOCUS GROUP LOCATION	NUMBER OF PARTICIPANTS
African American, African	Senait Tilahun	Van Asselt Community Center	3
East- African (Amharic)	Horn of Africa	Horn of Africa Offices – Central Seattle	6
East African (Oromo)	Horn of Africa	Horn of Africa Offices - Central Seattle	6
East African (Tigrinya)	Horn of Africa	Horn of Africa Offices - Central Seattle	6
Latinx	Villa Comunitaria	South Park Information Resource Center	10
Native Indigenous	Pah-tu Pitt	South Park Food Bank	8
Somali	Somali Health Board	Brighton Apartments – South Seattle	11
Vietnamese	Mercy Housing	Mercy Housing – South Seattle	7
TOTAL FOCUS GROUP PARTICIPANTS			57

KEY THEMES – ALL COMMUNITIES

The end of this report includes detailed notes for each of the focus groups conducted by community in the topic of food access. The below key themes were compiled by collective responses from all the community groups and are based on mentions by 80% or more of the participants.

Barriers to accessing healthy foods:

- Cost of healthy food
- Inability to redeem Fresh Bucks at more grocery stores
- Access within proximity to affordable/healthy food options
- Lack of awareness of food access programs and need for increased education

Access to culturally relevant foods:

- Most of the participants responded that access to culturally relevant food has improved and is no longer considered a barrier. However, participants did indicate that cost is also the biggest barrier to accessing culturally appropriate foods
- Access to affordable healthy options was also listed as limited

Programs currently used

- While several of the participants across all focus groups and surveys indicated that they currently use Fresh Bucks and WIC, the overall numbers were low. On average less than 20% of the participants are currently using Fresh Bucks mostly because of lack of awareness that the program exists, or inability to qualify for the program

- Food banks were also indicated by some communities (i.e. Native Indigenous, Latinx, Asian) however, African communities did not indicate food banks as a primary source for accessing their foods

Program positives:

- Fresh Bucks: Access to healthy food and saves money
- WIC- helps save money and access to healthy food
- Food Banks: Access to a wide range of foods and quality of produce varies depending on location

Recommended changes to address barriers to programs:

- Fresh Bucks
 - Invest in increasing program awareness through community and language-specific informational sessions
 - Expand access to more stores
 - Improve training for store employees on how to use
 - Re-evaluate eligibility criteria to increase access to individuals and families between low-income and middle-income brackets
 - Eliminate shaming of communities by converting vouchers into a debit/Visa card format
 - Lengthen the registration time
- WIC
 - Simplify and clarify instructions on eligibility and procedure
 - Options available are too limiting
- Food Banks
 - Eliminate shaming associated with accessing food banks by promoting the Northwest Harvest grocery store model
 - Increase days and times that communities can access food banks to support those working multiple jobs
- Expand access to healthy food by expanding afterschool, community center and summer meal programs in all neighborhoods
- Provide more language and culturally specific programs and services related to food access
- Expand access to gardens across all neighborhoods so that more people can grow their own foods

KEY THEMES BY COMMUNITY

The below indicates priorities listed by each community. Detailed notes from each focus group can be found in the appendix. The CAB should refer to these detailed notes when developing budget recommendations so that they may be responsive to the needs of each individual community. Below you will find a table of culturally specific foods to help assist the CAB in promoting the expansion to these foods in existing grocery stores, food banks, farmers markets, and community gardens. In some cases, there is overlap with the key themes listed under ALL communities.

CULTURALLY SPECIFIC HEALTHY FOODS AS MENTIONED BY COMMUNITY MEMBERS DURING THE FOCUS GROUPS

COMMUNITY	FOODS
African American	Fruits, vegetables, bread, and rice
East African – Amharic	Injera, rice, spaghetti, and vegetables
East Africa - Tigrinya	Beef/goat stew, injera, spaghetti, vegetables and fruits
East African – Oromo	Grains, wheat, maize, teff, injera, itto

Latinx	Tortillas, rice, beans, carnitas (pork), salsa, barbacoa (beef), pozole (pork/white corn), enchiladas, chicken soup, corn, fruits, and vegetables
Native Indigenous	Salmon, wild turkey, buffalo, venison, dried meat, smoked fish, gooseberries, and blackberries.
Somali	Fish, chicken, green vegetables, bananas, avocados
Vietnamese	Soup with beef, chicken, fish and vegetables. Rice noodles. Bitter melon, squash, green beans, and carrots.

AFRICAN AMERICAN & AFRICAN – SENAIT TILHUAN (VAN ASELT COMMUNITY CENTER)

Barriers to Accessing Healthy Foods:

- Lack of storage to buy in bulk which helps with affordability
- Lack of access to affordable, quality meat

Programs currently used:

- Teach children and families about nutrition early on. Educate parents about the bad effects of juice and soda bought at the dollar store
- Educate parents and children in daycare about nutrition

Recommended changes to address barriers to programs:

- Establish “buying in bulk” neighborhood share programs
- Increase awareness and promote equitable access to community gardens

EAST AFRICAN (AMHARIC) - HORN OF AFRICA

Barriers to Accessing Healthy Foods:

- Cost
- Language
- Access: Injera and spices not available in regular grocery stores. Ethiopian stores do not have fresh produce

Programs currently used:

- Fresh Bucks (2 out of 6)
- WIC (1 out of 6)

Recommended changes to address barriers to programs:

- Community-wide education on SBT funded programs and services and nutrition
- Focus on shaming for using Fresh Bucks and/or other subsidized programs prevent communities from accessing these programs even when available

EAST AFRICAN (OROMO) - HORN OF AFRICA

Barriers to accessing healthy food:

- Cost
- Store locations

Programs currently used:

- Fresh Bucks

- WIC

Recommended changes to address barriers to programs:

- Lack of awareness and eligibility primary barrier for this community
- Increase funding for Northgate senior program
- Provide Islamic study sessions for youth, adult, and seniors (not related to the topic but came out as a key ask)

EAST AFRICAN (TIGRINYA) - HORN OF AFRICA

Barriers to accessing healthy food:

- Cost
- Language: inability to communicate with store personnel

Programs currently used:

- Fresh Bucks (3 out of 6)
- WIC (4 out of 6)

Recommended changes to address barriers to programs:

- Provide healthy snacks at churches, mosques, Islamic study and after-school programs
- Focus education on the health detriments of sugary beverages
- Provide nutrition education to childcare providers

LATINX - VILLA COMUNITARIA (SOUTH PARK INFORMATION RESOURCE CENTER)

Barriers to accessing healthy food:

- More access to fresh vegetables
- Prioritize home and community gardens (i.e. Marra Farms in South Park)
- Access to culturally relevant foods only at Latinx grocery stores and typically more expensive

Programs currently used:

- Fresh Bucks
- Food Banks
- Fresh produce from “Salsa de la Vida” at Marra Farms
- P-Patch

Recommended changes to address barriers to programs:

- Provide funding to extend access to food banks (longer hours and more days for people to access)
- Raise Fresh Bucks amount to at least \$10
- Support the funding of Latinx specific foods at Marra Farms

NATIVE INDIGENOUS – PAH-TU PIT (SOUTH PARK SENIOR CENTER)

Barriers to accessing healthy food:

- Native people are hunters by culture, meat is a large part of our diet. Access to meat markets is very limited and costly (for south park residents, the closes meat market is in White Center)

- Native people have their own standards, “healthy food” by western culture standards are looked at as contaminated
- Need more access to food-co-ops and gardens
- Limited access to buffalo and smelt

Programs currently used:

- Food banks
- Native housing, meal, and homeless programs
- Gatherings at Chief Seattle Club

Recommended changes to address barriers to programs:

- Need access to food co-ops
- Offer education about native culture, foods and recipes with native chefs
- Offer canning programs activities
- Support for native businesses and native caterers

SOMALI – SOMALI HEALTH BOARD (SOUTH SEATTLE – BRIGHTON APARTMENTS)

Barriers to accessing healthy food:

- Very few Somali foods and too expensive
- Somali stores are far and not reached by metro

Programs currently used:

- Food Banks
- Fresh Bucks
- Food Stamps

Recommended changes to address barriers to programs:

- Expand use of fresh bucks to Somali stores
- Lack of awareness of programs and services
- Programs need to be expanded to youth
- Programs need to be specific to each community

VIETNAMESE - MERCY HOUSING (SOUTH SEATTLE – OTHELLO SITE)

Barriers to accessing healthy food:

- Fresh Bucks are not accepted at Asian grocery stores

Programs currently used:

- Fresh Bucks
- Food Bank
- Meals at community site/senior center
- WIC

Recommended changes to address barriers to programs:

- Fresh Bucks at Asian grocery stores and offer automatic renewal
- Base the amount of the voucher to the number in the household
- Paper applications and in Vietnamese
- Funding for Co Lam Budish temple so they can expand free vegetarian lunch on Sundays to all days

FOOD ACCESS: SURVEYS

COMMUNITIES REPRESENTED	CBO/LIAISON	LOCATION	# OF SURVEYS COMPLETED
Cambodian, Vietnamese, Mixed Race	Asian Counseling and Referral Services	Mount Baker Housing	53
Multicultural	Central Area Collaborative	Various	26
Eritrean – Amharic & Tigrinya	Eritrean Association of Seattle	EAS – Columbia City	29
Pacific Islander, Latinx, African American, Mixed	Mercedes Cordova-Hakim	North Seattle – Lake City/Magnuson	12
African American, African, Mixed, Pacific Islander, Latinx, Mixed	Rainier Beach Action Coalition	Rainier Beach - Safeway	87
Multicultural	Senait Tilahun	Children’s Home Society	15
Chinese, Cambodian, Vietnamese, Latinx, Mixed, African	South Park Senior Center	South Park Food Bank	61
Multicultural Youth	Victoria Tamayo	North Seattle	35
TOTAL			318

PRIORITIES ALL COMMUNITIES

Question 1 - “Where do you typically go get your food?”

1. Grocery stores = 277 out of 318 surveys
2. Farmers market and produce stand = 108 out of 318 surveys
3. Convenience store = 76 out of 318 surveys
4. Food bank or food donation site = 68 out of 318 surveys
5. Fast food or food truck = 58 out of 318 surveys
6. Meals on Wheels = 22 out of 318 surveys

Top grocery stores that were visited by all communities are Safeway, Fred Meyer and Grocery Outlet.

Question 2 - “What does “healthy” food mean to you?”

1. Eating vegetables and fruits = 252 out of 318 surveys
2. Not having too much sugar = 166 out of 318 surveys
3. Eating organic food = 152 out of 318 surveys
4. Eating meat/seafood AND Eating foods that won’t make me sick = 142 out of 318 surveys
5. Eating less fast food = 107 out of 318 surveys

Question 3 - “What are your biggest challenges when it comes to eating healthy food?”

1. Cost = 202 out of 318 surveys
2. Lack of time to get or make healthy food = 98 out of 318 surveys
3. Peer pressure and what families LIKE to eat = 90 out of 318 surveys
4. Knowing how to cook healthy = 83 out of 318 surveys
5. Transportation = 65 out of 318 surveys

Question 4a – “Do you use Food banks of other food donation sites?”

No	54%	172 out of 318 surveys
Yes	42%	134 out of 318 surveys
No response	4%	12 out of 318 surveys

If yes, do you think this program/service is

Note: some participants who responded yes to accessing food banks, skipped responding to this question.

	YES	# of responses	NO	# of responses
Is offered in a convenient location?	84%	103	16%	19
Has a convenient hour of operation?	69%	77	31%	35
Provide information in your preferred language?	63%	72	37%	42
Provides food of your culture?	61%	70	39%	44

Question 4b – “Do you use... Vouchers to buy fruits and vegetables (Fresh Bucks)”?

No	56%	176 out of 318 surveys
Yes	41%	128 out of 318 surveys
No response	3%	12 out of 318 surveys

If yes, do you think this program/service is –

Note: some participants who responded yes to using Fresh Bucks, skipped responding to this question.

	YES	# of responses	NO	# of responses
Is offered in a convenient location?	87%	101	13%	15
Has a convenient hours of operation?	82%	88	18%	19
Provide information in your preferred language?	63%	66	37%	38
Provides food of your culture?	62%	63	38%	38

Question 4c – “Do you use... Community or church meal sites” ?

No	70%	221 out of 318 surveys
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Yes	25%	80 out of 318 surveys
No response	5%	15 out of 318 surveys

If yes, do you think this program/service is –

Note: some participants who responded yes to using Community or church meal sites, skipped responding to this question.

	YES	# of responses	NO	# of responses
Is offered in a convenient location?	80%	56	20%	14
Has a convenient hours of operation?	79%	48	21%	13
Provide information in your preferred language?	82%	49	18%	11
Provides food of your culture?	78%	43	22%	12

Question 4d – “Do you use... Free or reduced-price fruits/vegetables for pick up at school or community site”?

No	61%	191 out of 318 surveys
Yes	3%	102 out of 318 surveys
No response	31%	23 out of 318 surveys

If yes, do you think this program/service is –

Note: some participants who responded yes to using Free or reduced-price fruits/vegetables, skipped responding to this question.

	YES	# of responses	NO	# of responses
Is offered in a convenient location?	92%	86	8%	94
Has a convenient hours of operation?	85%	78	15%	92
Provide information in your preferred language?	70%	57	30%	82
Provides food of your culture?	61%	50	39%	82

Question 4e – “Do you use... Meal or grocery programs for seniors”?

No	72%	229 out of 318 surveys
Yes	21%	67 out of 318 surveys
No response	6%	20 out of 318 surveys

If yes, do you think this program/service is –

Note: some participants who responded yes to using meal or grocery programs for seniors, skipped responding to this question.

	YES	# of responses	NO	# of responses
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Is offered in a convenient location?	76%	45	24%	59
Has a convenient hours of operation?	71%	39	29%	55
Provide information in your preferred language?	63%	31	37%	49
Provides food of your culture?	65%	31	35%	48

Question 4f – “Do you use... P-Patch or community gardens”

No	70%	221 out of 318 surveys
Yes	23%	73 out of 318 surveys
No response	7%	22 out of 318 surveys

If yes, do you think this program/service is –

Note: some participants who responded yes to using P-Patch or community gardens, skipped responding to this question.

	YES	# of responses	NO	# of responses
Is offered in a convenient location?	81%	55	19%	13
Has a convenient hours of operation?	77%	44	23%	13
Provide information in your preferred language?	66%	40	34%	21
Provides food of your culture?	77%	47	23%	14

Question 5 – “Before today, had you heard about Seattle’s tax on sugary drinks?”

No	28%	87 out of 318 surveys
Yes	58%	183 out of 318 surveys
Not sure	8%	25 out of 318 surveys

Question 6 – “Money from the Sweetened Beverage Tax is used to pay for a variety of programs that increase access to food for income-eligible people and families. Please select the top 3 priorities”

1. Improving food served in schools (5-18 years old)
2. Food Banks and food donation programs
3. Vouchers so income-eligible people can buy more fruits and vegetables (Fresh Bucks)
4. Improving food served in childcare (0-4 years old)
5. Community gardens so people can grow their own food
6. Give money to organizations to design their own food programs

PRIORITIES BY COMMUNITY – TOP RESPONSES

Question 1 - “Where do you typically go get your food?”

African - Grocery Store: *Safeway, Fred Meyer, Grocery Outlet*

African American - Grocery Store: *Safeway, Costco, Fred Meyer*

Asian - Grocery Store: *Safeway, Mekong, and Lam Seafood*

Latinx - Grocery Store: *Latino market, Safeway, Fred Meyer*

Native American - Grocery Store: *Safeway, Food Bank*

Mixed or white - Grocery Store: *Safeway, Grocery Outlet, Trader Joe's*

Pacific Islander - Grocery Store: *Safeway, and Walmart*

Question 2 - "What does "healthy" food mean to you?"

African American

- Vegetables and fruits
- Less fast food

African

- Foods that are important to my religion, culture, and traditions
- Vegetables and fruits

Asian

- Vegetables and fruits
- Foods that are important to my religion, culture, and traditions

Latinx

- Foods that won't make me sick
- Vegetables and fruits

Native American

- Vegetables and fruits
- Organic food

Mixed or white

- Not having too much sugar
- Vegetables and fruits

Pacific Islander

- Vegetables and fruits
- Organic food

Question 3 - "What are your biggest challenges when it comes to eating healthy food?"

Asian

1. How much it costs
2. Knowing how to cook
3. Availability of foods from my culture

Native American

1. How much it costs
2. Transportation

Latinx

1. How much it costs
2. Lack of time to get or make food
3. What others in my home like to eat

African

1. How much it costs
2. Lack of time to get or make food

EARLY LEARNING: FOCUS GROUPS

COMMUNITIES	CBO/LIAISON	FOCUS GROUP LOCATION	NUMBER OF PARTICIPANTS
African American	Central Area Collaborative	Douglass Truth Library	10
African American Asian Pacific American	Green Shoots	Filipino Community Center	7
Latinx	Villa Comunitaria	Greenwood Library – North Seattle	4
Multicultural - African American, Pacific Islander, Latinx, Mixed Race	Mercedes Cordova-Hakim	Mercy Housing Site – Magnuson Park Seattle	4
Native Indigenous	Pah-tu Pitt	Eastern Café – International District	4
Somali Childcare Providers	Somali Health Board	Tukwila – Somali Health Board Offices	4
West African	West African Council / Senait Tilahun	Childcare Center in Kent (During the process WAC’s children’s center in Columbia City was displaced)	11
TOTAL			44

KEY THEMES – ALL COMMUNITIES

The below summary of themes is based on 80% or more responses by the participants of all the above-listed focus groups. These responses were mentioned multiple times across from all communities.

Key indicators of successful parenting:

- Providing basic needs (housing, food, clothing) so kids can focus on education
- Watching children grow and sharing culture and experiences
- Success demonstrated when kids resist negative peer pressure and make their own decisions
- Feeling equipped to teach strong values of hard work, discipline, manners, responsibilities
- Seeing children with disabilities be self-sufficient

Best part of being a parent:

- Watching kids grow and develop
- Ability to spend quality time with the kids
- Being available to the kids when needed
- Being a stay at home mom
- Seeing kids show interest in new things and get excited about learning
- Teaching and honoring our culture and traditions

Most difficult part of being a parent:

- Availability (lack) of quality and culturally appropriate daycare
- Navigating a full schedule and finding time to spend with children

- Not having enough culturally relevant resources and support
- Having to manage multiple children
- Difficulty in providing and knowing quality food
- Caring for a sick child
- Not having money, a good job or school (education)
- Lack of breastfeeding education and support

For new parents:

- Lack of knowledge of child development
- Lack of family support (No relatives nearby)
- Lack of culturally appropriate resources
- Finding affordable, trusted, and quality daycare or caregivers
- Being a single parent / finding time for yourself

Areas where parents can use more help:

- Childcare:
 - Expand eligibility for childcare support. Currently not geared for middle-income parents
 - Need more childcare facilities with extended hours
 - More jobs that offer childcare
 - Qualified childcare providers
 - Language and culturally specific education about available resources
 - Afterschool childcare and programming
- Post-partum resources and in-home support for new parents
- More food stamps
- Financial support for unemployed parents
- More counseling and mental health services
- Utilities, transportation, housing, health care, jobs
- Parenting education for extended family members/friends caring for children

Programs currently used:

- WIC
- DSHS
- Play and Learn / library programs
- Fresh Bucks
- Food stamps
- Food Banks
- Section 8 Housing

Top Recommendations for changes to programs:

- Adjust income-based guidelines to accommodate Seattle residents
- Increase culturally appropriate and affordable daycare service
- Bring programs back after school programs
- Increase computer literacy for multicultural/multilingual communities focused on supporting access to child development and support resources
- Classes that teach parents how to navigate different parenting styles
- Too much paperwork to get any of the programs and not accessible
- Programs specific for children with an incarcerated parent

Desired new programs or services:

- Assistance for children with incarcerated parents
- Focus on training for childcare providers who can foster culturally appropriate interactions
- Eliminate resource silos: increase programming for North Seattle parents
- Caregiving classes for families, friends and neighbors
- Free education for parents with childcare to promote self-sustainability
- Early learning: child development/nutrition gardens
- Capacity building: Funding and technical assistance towards organizations providing the services

KEY THEMES BY COMMUNITY

Early Learning focus groups generated a significant number of priorities unique to each community group. The below list indicates the top 2 to 3 issues or priorities mentioned by the participants for each focus group.

Detailed notes from each focus group can be found in the appendix. In some cases, there is overlap with the key themes listed above which are true for ALL communities.

AFRICAN AMERICAN - CENTRAL AREA COLLABORATIVE

Key indicators of successful parenting:

- Children with disability becoming self-sufficient
- Success demonstrated when kids resist negative peer pressure

Best part of being a parent:

- Co-parenting – families with separated or divorced parents learning how to accept only what you can control out of the relationship
- Learning how to develop a parenting plan

Most difficult part of being a parent:

- Not having enough support to care for a disabled child
- Navigating different parenting styles when co-parenting

For new parents:

- Grandparents: navigating young parents who don't have the skills nor want the responsibility of caring for their children

Areas where parents can use more help:

- Expand eligibility for childcare support. Currently not geared for middle-income parents
- More classes on child development and discipline

Programs currently used:

- WIC
- Food stamps

Top Recommendations for changes to programs:

- Classes that teach parents how to navigate different parenting styles and teach parents how to co-parent
- Expand childcare services for parents with disabilities

Desired new programs or services:

- Counseling for parents and children with an incarcerated parent

LATINX - VILLA COMUNITARIA

Key indicators of successful parenting:

- As a caregiver, being trusted by parents to take care of their kids when they are working
- When children start to talk and walk

Best part of being a parent:

- Observing their development and participating in their growth
- Seeing them grow healthy

Most difficult part of being a parent:

- As a nanny, working with parents who don't know how to provide healthy food to their children
- Parents feeding children canned and packaged food

For new parents:

- Best: Being part of their development, milestones and creating special memories
- Difficult: Finding affordable, trusted, and quality daycare or caregivers

Areas where parents can use more help:

- Education – Early Learning programs have long waits and you must be very low income to qualify
- Lack of affordable and well-trained child care providers
- In the Latinx community, providing training to family members and friends who take care of the children

Programs currently used:

- Parent-Child Home Program – North Seattle has a shortage of these programs
- Physical therapies support for infants
- Play and Learn programs

Top Recommendations for changes to programs:

- Storytelling Frequency: Currently 30 minutes/once per week expand to twice per week
- Income: Change the income-based guidelines or make the income scale higher to accommodate the high costs of living in Seattle

Desired new programs or services:

- Improve childcare provider training
- Add more child development programs in North Seattle

MULTICULTURAL - FILIPINO COMMUNITY OF SEATTLE

Key indicators of successful parenting:

- Providing food and clothing
- Raising your child as a single, immigrant parent

Best part of being a parent:

- Watching kids grow, developing and learning new things
- Ability to spend quality time with the kids

Most difficult part of being a parent:

- No time to get to know the kids as a single working mom/parent

- Availability (lack) of daycare after school

Areas where parents can use more help:

- Parenting classes for immigrants to better understand the laws (requirements) and available resources
- Culturally appropriate day care/after school program

Programs currently used:

- Fresh Bucks

Top Recommendations for changes to programs:

- Affordable/free childcare/babysitting resources for parents that is sustainable and long-term – irritating to rely on a program then be told it is no longer available
- Recommend increased and regular community outreach to diverse communities, and get input from parents directly who are impacted/would benefit from the SBT

Desired new programs or services:

- Parenting class
- Caregiving classes
- Focused on people of color

MULTICULTURAL - MERCY HOUSING – MAGNUSON PLACE (GROUPS 1 & 2)

Key indicators of successful parenting:

- When we feel prepared
- When me and my children have food, clothing and a place to sleep
- Families doing things together

Best part of being a parent:

- Watching them grow and be healthy
- When we're home
- Being pregnant

Most difficult part of being a parent:

- Attending to my other responsibilities (personal, home, job, extended family, friends, etc.)
- Finding resources to help with family needs
- Work, finding jobs that adjust to the needs of new (single) parents
- When you leave your kids to go to work, not knowing if the provider is reliable
- Not having health insurance or transportation when children are sick

For new parents:

- Being a single parent
- Not being able to care or communicate with your children

Areas where parents can use more help:

- Affordable or free childcare
- Fresh foods
- Access to free/reduce cost education
- Free or reduce cost for baby needs like clothing

Programs currently used:

- WIC
- DSHS
- Food stamps
- Library programs

Top Recommendations for changes to programs:

- Need computer literacy classes for online enrollments, appointment scheduling, etc.
- 24/7 services
- In-language services

Desired new programs or services:

- More improved and individualized services for young families
- More community services that offer FRESH food
- More accessible social services locations (local programs) – North Seattle
- More culturally based programs and resources
- Free transportation for parents who do not drive/unable to drive

NATIVE INDIGENOUS GROUPS – EASTERN CAFE

Key indicators of successful parenting:

- Parenting rooted in tribal roots and cultural connections beyond western concepts

Best part of being a parent:

- The way children look at you with adoration, learning, validating, snuggling, affirming
- Using art to build positive interactions and address trauma
- Building rapport through storytelling

Most difficult part of being a parent:

- Not being able to breastfeed
- Dealing with medication when children are ill
- Dealing with the guilt associated with being a parent

For new parents:

- Lack of culturally appropriate resources
- Lack of opportunities based on intersectional identities
- Managing with the stress of being a new parent

Areas where parents can use more help:

- Resources for those on the cusp of qualifying for services
- More native case management and native specific hospital access (i.e. Alaskan medical system).
- Native newborn groups and access to post-partum doulas, wet nurses
- Lactation lounge and supplies

Programs currently used:

- Daybreak Star doulas
- WIC
- Kaiser
- Mother Nation

- Native Taught birthing class
- Open Arms SIHB
- Ina Maka

Top Recommendations for changes to programs:

- Targeted outreach to native communities is necessary
- Retraumatizing people who are PTSD and experienced rape
- Lag in care for prenatal services
- Programs that provide different age groups care in the same places
- All programs should have food, childcare, transportation, and interpretation

Desired new programs or services:

- Replicate daybreak star preschool
- Address trauma and violence against POC families
- Native and BIPOC birthing education
- Early Learning Education Gardens

Other comments:

- Native people are often overlooked and do not appear in the data
- Many have intersectional identities
- With lesser representation, it's easy to not be at the table and to be left out of the conversation.
- Health data is usually not based on native populations

SOMALI – SOMALI HEALTH BOARD

Key indicators of successful parenting:

- Seeing children graduate from high school/ college
- Children with disabilities going outside, as a childcare provider made her feel accomplished

Best part of being a parent:

- Being a parent all the time

Most difficult part of being a parent:

- Moving from Somalia and assimilating to western culture
- Being a mom and going to school

For new parents:

- Managing multiple children

Areas where parents can use more help:

- Providing safe spaces for children
- Help when moving to a new place (home)
- Navigating different cultures

Programs currently used:

- WIC

Top Recommendations for changes to programs:

- Access to fresh vegetables and fruits

- Assistance in relieving financial restraints

WEST AFRICAN - WEST AFRICAN COUNCIL

Key indicators of successful parenting:

- Children are a blessing

Best part of being a parent:

- Caring for the child – it is rewarding and brings happiness

Most difficult part of being a parent:

- Getting adequate sleep
- Feeding the child in the middle of the night
- Mothers take on most of the responsibility, fathers are distant

For new parents:

- Discomfort at night and not knowing what to do
- Freedom taken away and feel a lack of support

Areas where parents can use more help:

- Need culturally responsive lactation assistants
- Postpartum care (West Africans currently not supported or able to match with programs like Open Arms due to lack of culturally relevant staff). Would like to have nurses visit the mothers at their homes.
- Subsidy for childcare and early education, even for the middle class
- Free preschool and early start for children younger than 3 years of age

Programs currently used:

- WIC
- After school program with Denise Louise
- Parentchild+
- WACC parenting and community empowerment through Best Start for Kids
- WACC preschool

Top Recommendations for changes to programs:

- Assistance for parents to open their own daycare
- In-home visits from nurses for postpartum care.
- More programs addressing the fathers' needs.
- Reinstate funding to the WACC for a program with more cultural representation
- More funding for childcare assistance or changing income requirements
- CAB board structure: equity and representation of the community being served

EARLY LEARNING: SURVEYS

COMMUNITIES REPRESENTED	CBO/LIAISON	LOCATION	# OF SURVEYS
Eritrean – Amharic & Tigrinya	Eritrean Association of Seattle	EAS – Columbia City	21
Multicultural – Latinx, African American, African, Mixed	Green Shoots	Denise Louie	13
Mixed, Filipino	Mercedes Cordova-Hakim	North Seattle – Lake City	3
African American, African and Mixed Race	Mercy Housing	Mercy Housing – Othello site	14
Latinx	Villa Comunitaria	South Park Information Resource Center	13
TOTAL			64

PRIORITIES - ALL COMMUNITIES

Question 1 – “Who takes care of your child?”

1. Parent/Guardian
2. Child Care Center or Preschool
3. In-home Child Care Provider

Question 2 – “What are your biggest challenges when it comes to being the parent/guardian of a young child?”

1. Finding inexpensive and quality childcare
2. Paying for essentials like food, rent, and healthcare
3. Figuring out the most effective way to discipline

Question 3 - “What stops/prevents you from using programs and services for families and young children?”

1. Cost
2. Lack of information (I don’t know enough about what programs and services are available and how I can get them)
3. Language barrier

Question 4 - “Before today, had you heard about Seattle’s tax on sugary drinks?”

No Response	18%
Yes	48%
No	31%

Not Sure	3%
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Question 5 - “Money from Sweetened Beverage Tax is being used to help pay for a variety of programs and services that support income eligible families and their young children. Please select your top three priorities.”

1. Programs for childcare providers (in centers and in homes) to improve the quality of care they offer to young children
2. Childcare vouchers to help income-eligible families on a tight budget pay for childcare
3. Programs for young children who have developmental delays

PRIORITIES BY COMMUNITY

Child Ages by Community of those Surveyed

African American – 2 to 7 years old

African - 2 to 5 years old

Asian - 2 to 6 years old

Latinx - 0 to 10 years old

Mixed – 0 to 5 years old

Native American – 0 to 18 years old

Question 1: “Who takes care of your child?”

Note - multiple responses given by respondents*

Parent / Guardian	51 out of 62 surveys
Childcare Center/Provider	19 out of 62 surveys
In-home Care Providers	13 out of 62 surveys
Family, Friends, Neighbors	4 out of 62 surveys

Question 2: “What are your biggest challenges when it comes to being the parent/guardian of a young child?”

Finding inexpensive and quality childcare	55%	34 out of 62 surveys
Paying for essentials like food, rent, and healthcare	11%	7 out of 62 surveys
Teaching my child basic skills (like colors and numbers)	8%	5 out of 62 surveys
Figuring out the most effective way to discipline	8%	5 out of 62 surveys
Paying for diapers, clothes, toys	3%	2 out of 62 surveys
Not having enough emotional support, counseling	3%	2 out of 62 surveys
Not having enough time with my child	2%	1 out of 62 surveys
Not having enough health insurance	2%	1 out of 62 surveys
Teaching my child about my culture	1%	1 out of 62 surveys

Question 3: “What stops/prevents you from using programs and services for families and young children?”

Cost	62%	38 out of 62 surveys
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Lack of information (I don't know enough about what programs and services are available and how I can get them)	42%	26 out of 62 surveys
Language barrier	37%	23 out of 62 surveys
Work schedule	31%	19 out of 62 surveys
Lack of programs and services in my community for families and young children	29%	18 out of 62 surveys
Transportation	24%	15 out of 62 surveys
Lack of programs and services for undocumented families	19%	12 out of 62 surveys
Programs and services don't meet my cultural and/or language preferences	19%	12 out of 62 surveys

Question 4. "Before today, had you heard about Seattle's tax on sugary drinks?"

Yes	48%	30 out of 62 surveys
No	31%	19 out of 62 surveys
Not Sure	3%	2 out of 62 surveys
No response	11%	30 out of 62 surveys

African American – 2 out 3 answered yes

African – 4 out 26 answered yes

Asian – 2 out of 3 answered yes

Latinx – 14 out of 17 answered yes

Mixed – 5 out 9 answered yes

Native American – 3 out 3 answered yes

Question 5: "Money from Sweetened Beverage Tax is being used to help pay for a variety of programs and services that support income eligible families and their young children. Please select your top three priorities."

Childcare vouchers to help income-eligible families on a tight budget pay for child care	53%	33 out of 62 surveys
Programs for childcare providers (in centers and in homes) to improve the quality of care they offer to young children	55%	34 out of 62 surveys
Programs for young children who have developmental delays	52%	32 out of 62 surveys
Provide basic supplies (diapers, supplies for breastfeeding, baby formula, baby gear, clothes, toys, books)	44%	27 out of 62 surveys
Home visiting programs where child health experts from my community provide coaching and support, in my language, on parenting	31%	19 out of 62 surveys
Doula/midwife care – out of hospital/clinic support during pregnancy, support at birth, and continued postpartum support into early childhood	36%	22 out of 62 surveys

APPENDICES

Appendix A - Interest Form

Interest Form

If you are interested in being considered to lead a community engagement activity, please respond to the following questions. Responses are due by email to bridget.igoe@seattle.gov by **August 9, 2019**.

1. Are you applying as an organization or individual community member? Please check the appropriate boxes below.

Organization; specify type:

Nonprofit organization/501(c)(3)

Faith-based organization

Youth group

Neighborhood group

Other community group, please describe _____

Individual Community Member

2. Name of organization or individual community member

3. Name(s) of who will be the primary leader(s) of the project

4. On a scale of 1-3 (with 1 being the lowest), please use the table below to rate your experience and expertise with leading outreach and engagement activities in the following communities.

<i>Rating Scale Definitions:</i>	
1	No experience working with this community
2	Some experience and proficient knowledge of working with this community, but might need additional support with outreach to maximize reach
3	Deep experience and expert knowledge of working with this community. You are a known, recognized, and trusted entity in this community and can organize, coordinate and lead culturally responsive, in-language outreach and engagement activities

If you rate yourself a 2 or 3 in any row, please **briefly include details about the community you have worked with, such as country of origin, ethnic, cultural or language group, Seattle neighborhood where your previous experience was based, etc.*

For each of the following rows, enter an "X" to rate your experience and expertise with outreach and engagement work in this community	1 – No experience	2 – Some experience	3 – A lot of experience
Native and Indigenous Communities <i>If a 2 or 3, please provide additional detail*:</i>			
Asian and Pacific Islander Communities <i>If a 2 or 3, please provide additional detail*:</i>			
Black/African American Communities <i>If a 2 or 3, please provide additional detail*:</i>			
Hispanic or Latinx Communities <i>If a 2 or 3, please provide additional detail*:</i>			
Immigrants/Refugee Communities <i>If a 2 or 3, please provide additional detail*:</i>			
Families with children ages 0-5 from the priority communities <i>If a 2 or 3, please provide additional detail*:</i>			
Youth from the priority communities <i>If a 2 or 3, please provide additional detail*:</i>			

For each of the following rows, enter an "X" to rate your experience and expertise with outreach and engagement work in this community	1 – No experience	2 – Some experience	3 – A lot of experience
<p>Other (please specify):</p> <hr/> <p><i>If a 2 or 3, please provide additional detail*:</i></p>			

5. Please use the following space to briefly describe your experience leading outreach and engagement activities. Include details like type of engagement activities you typically use, existing connections to community groups, and how many people you typically reach through these activities.

6. Check the box if you have experience leading outreach and engagement activities on the following topics. Note: Prior experience leading outreach and engagement activities on these topics is desired but not required.

- Food Access
- Child health and development (children ages 0-5) and family support programs

Appendix B - Focus Group Guide – FOOD ACCESS

SBT – SWEETENED BEVERAGE TAX COMMUNITY ADVISORY BOARD PRIORITY AUDIENCE ENGAGEMENT FOCUS GROUP GUIDE

Below a list of recommendation to support focus group facilitation for the Sweetened Beverage Tax (SBT) Priority Audience Engagement. Facilitators are encouraged to use the instructions as a guide and cater approach based on their own skill set and style and make their own judgement for language and cultural appropriateness. Facilitation recommendations can be adapted to fit the needs of each audience. However, to ensure consistency in data collection, **ALL FACILITATORS ARE TO FOLLOW THE ICE BREAKER, MAIN CONTENT AND NEXT STEPS AS INDICATED ON THIS GUIDE.**

FACILITATOR PRE-FOCUS GROUP PREPARATION & GENERAL INSTRUCTIONS

- Review and practice content at least 48 hours before your event in case you have any last-minute questions.
- Please connect with Alma (206) 229-3370 prior to your event for any support or clarification needs.
- ***Before you start***, write down the agenda and/or main content questions (not prompts) on a board or large post it paper so you can use it as a guide.
- Please memorize/practice each section of the agenda to help with the flow.
- Reading the guide during the event is ***not*** recommended as it can create a barrier between you and the participants. You can use note cards, if that helps.
 1. F/G Introduction
 1. Share your name, organization (if applicable) and why you are involved in this effort.
 2. Please introduce other individuals on your support team (i.e. note taker, city or CAB representative, staff, etc.).
 3. Share the general purpose of the focus group – (language provided below).
 4. Share room logistics – entrances, exits, bathrooms, etc.
 5. Sign-in sheet – the CAB is not requiring participants to sign in. Our intention is to seek input from your community but not collect personal contact information. Instead, we are providing you with a short demographic collection sheet for each participant to fill out. Please place them on the tables and collect AFTER the event.
 6. Remind participants of resource tables.
 7. If you are working with an interpreter, please pause after every question and answer to allow enough time for the interpreter to respond.
 8. Prayer time, if applicable (if a break needs to occur during Q & A, try NOT to break in between questions).
 9. Introduce the parking lot.
 - A parking lot will be used to capture unrelated questions and content.
 - Use the parking lot to redirect the conversation to the main content when you find participants going off topic.

- Encourage participants to write questions and/or unrelated topics on a sticky or,
- Call it out so that the facilitator/notetaker can write it in the parking lot.
- Let participants know that if time permits at the end, we will come back to the parking lot (if there is no expert in the room, take note and let them know we will research response and share with lead contact from their organization).

NOTETAKER ROLE (Refer to Notetaker Template and Tips for more information)

Each focus group should have a minimum of one notetaker, liaisons can request support from Alma or Bridget or bring their own notetaker. A template will be provided for the notetaker but we would like to also collect any additional raw notes for documentation purposes.

- Assign and introduce your notetaker(s) to participants
- Have your notetaker keep track of time so you don't spend all your time on one question
- Check in with notetaker(s) at least twice during each question

MATERIALS/SUPPLIES

- Agenda written on flip chart paper
- Main Qs written on flip chart paper
- Parking lot flip chart paper
- Extra flip chart paper
- Pens/markers
- Nametags
- Small pads
- SBT Fact sheets
- Participant Information Sheet
- Notetaker Template
- Food/water
- Childcare
- Participant gift cards/incentives

FOCUS GROUP AGENDA (Recommended time: 90 minutes)

AGENDA ITEM	RECOMMENDED TIME
GATHER & INTRODUCTIONS 10. Facilitator / team introductions 11. Participants introductions – <i>recommended for groups of 12 or less only</i>	10 MINUTES
ICEBREAKER ACTIVITY	10 MINUTES
SBT BACKGROUND	5 MINUTES
MAIN CONTENT 12. 7 questions total (Maximum 10 minutes per question)	45-60 MINUTES
CLOSE	10 MINUTES

13. Refer to language at end of this guide. 14. Parking lot, if time permits 15. Collect demographic info sheets 16. Raffle / gift card distribution 17. Thank you	
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FOCUS GROUP CONTENT

INTRODUCTION

FACILITATOR: We are here to get your opinions about food access programs. What we learn from you today will be used next year by a Community Advisory Board that makes recommendations to the *City of Seattle* for programs to fund with money raised by the *Sweetened Beverage Tax*.

SBT BACKGROUND

FACILITATOR (pass out the fact sheet and share key points about the Sweetened Beverage Tax. The below bullets are recommendations. Feel free to change the language as appropriate for your community).

- In 2018, the City of Seattle started taxing sugary drinks – refer to page 1 for what types of drinks are taxed. The purpose of the tax is to reduce consumption of sugary drinks, which can lead to weight gain, type 2 diabetes, high blood pressure, and heart disease.
- Money from the tax is used to pay for programs focused on food access, child health and learning, and family support programs. Page 2 of your fact sheet provides more information.
- A Community Advisory Board makes recommendations to the City on the types of programs to support with Sweetened Beverage Tax money.
- This focus group is part of a larger effort to hear from residents about these topics to help inform the CAB’s recommendations.

ICEBREAKERS

*After participants have introduced themselves, conduct a 15-minute ice breaker activity. This ice breaker is to get participants thinking and sharing about food in general. **The ice breaker is NOT optional.** Facilitator/notetaker will write down common foods shared during the share back section.*

FACILITATOR

- 1) **Think about what is in a typical meal for you/your family and why these foods are typical or important to you/your family. Take two minutes on your own to list or draw two or three examples of foods you eat with your family.**

After two minutes of listing or drawing, ask participants to share with a partner.

FACILITATOR: Why are these foods your favorites, typical or important? What role does culture or tradition play in the foods you choose? Which foods do your kids like?

<p>Legend</p> <p>SECTION HEADERS</p> <p>QUESTIONS</p> <p>PROMPTS – <i>only ask if participants are struggling responding. Silence is good. Give people a brief time after each question to reflect prior to responding.</i></p>

MAIN CONTENT

FACILITATOR: Thank you for participating in this activity. We have 7 questions for this portion of the evening. I'd like to share a list of agreements to help make our time together effective and friendly. *(Facilitator can choose to write key phrases from these agreements on large post it or on a board to help participants).*

Focus Group Agreements

- We encourage everyone to participate.
- There are no right or wrong answers. The goal is to respond as honestly and true to your experience as possible so we can share your desires, concerns and ideas with the city.
- Please speak freely but try not to interrupt others.
- We will only be taking notes to capture responses, no names will be included.
- We want to create a safe environment where all feel welcomed, we ask that we respect all ideas and opinions.
- We also want to make sure we get as many responses per question as possible so as the facilitator, I may stop you to clarify, redirect you back to the question or give someone else an opportunity to speak if you already shared a response. I'd like to ask for your understanding as it will never be my intention to disrespect or under value your response, I just want to make sure we have enough time for all to share and to respond to all the questions.
- Feel free to take notes and share them with us at the end.
- We do request confidentiality (what happens in the room, stays in the room).
- Please take care of yourself. If you need a break, feel free to leave the room.
- Please silence your cell phones.
- Anything else you'd like to add?

Ok, let's get started.

FOOD ACCESS QUESTIONS – *Maximum 10 minutes on any single question.*

1. **When you think about the foods that you and your family eat (refer to icebreaker activity), which foods give you energy and make you feel good? Which foods don't?**

PROMPT *Describe how they make you feel and why. Chart some of the responses on flip chart paper.*

2. **When you hear the words "healthy food and drinks", what does this mean to you/your family?**

PROMPT *For example, some people may say "healthy" foods means:*

- Eating foods that are important to my culture
- Eating less fast food (McDonalds, etc.)
- Eating fresh foods and fruits and vegetables
- Not having too much sugar
- Etc.

3. Now that we talked about the foods and drinks that you/your family consider “healthy”, **what would make it easier for you/your family to get/buy these foods more regularly?**

PROMPT: *Are these foods expensive? Hard to find?*

4. **When you go buy or get food for you and your family, are the foods you can find the foods of your culture? Why or why not?**

PROMPT: *If not, where do you go to find the foods of your culture? What suggestions do you have for making these foods available? Give examples of the types of food you'd like to see more.*

PROGRAMS & SERVICES

FACILITATOR: Now let's talk about programs and services.

5. **Raise your hand if you are currently using programs/services that help you get the food you need. Let me give you a couple of examples: vouchers that income-eligible people can use to buy fruits and vegetables (Fresh Bucks); community sites that serve free meals; food banks.**

NOTETAKER: Counts # of hands that say Yes and # of hands that say no

FACILITATOR: For those of you who raised your hands “YES”...

6. **What programs are you using?**
 - a) **What do you LIKE about these programs?**
 - b) **What would you CHANGE?**

FACILITATOR: For those of you who raised your hands “NO”...

- c) **Why are you not currently using these programs/services?**
7. **Are there food programs/services/help that you see in your community (your school, your church, etc.) that you would like to see this tax pay for?**

PROMPT *For example, is there help you get from family, friends and neighborhoods that you wish the City would provide?*

CLOSE

SAY

- Thank you for participating. This completes our questions.
- *OPTIONAL:* Since we have a few minutes left, let's see if we can answer one or two of these parking lot questions.

- Please fill out the short form on your tables and leave it there. We will come around and pick up at the end.
- Don't forget to visit the resource table on your way out.
- We will be sharing all the results of our citywide focus groups and surveys with your organization at the beginning of 2020. Please feel free to check in with them or visit our website, etc.
- We have gift cards for your participation.

Appendix C – Focus Group Guide – Early Learning

SBT – SWEETENED BEVERAGE TAX COMMUNITY ADVISORY BOARD PRIORITY AUDIENCE ENGAGEMENT FOCUS GROUP GUIDE

Below a list of recommendation to support focus group facilitation for the Sweetened Beverage Tax (SBT) Priority Audience Engagement. Facilitators are encouraged to use the instructions as a guide and cater approach based on their own skill set and style and make their own judgement for language and cultural appropriateness. Facilitation recommendations can be adapted to fit the needs of each audience. However, to ensure consistency in data collection, **ALL FACILITATORS ARE TO FOLLOW THE ICE BREAKER, MAIN CONTENT AND NEXT STEPS AS INDICATED ON THIS GUIDE.**

FACILITATOR PRE-FOCUS GROUP PREPARATION & GENERAL INSTRUCTIONS

- Review and practice content at least 48 hours before your event in case you have any last-minute questions.
- Please connect with Alma (206) 229-3370 prior to your event for any support or clarification needs.
- ***Before you start***, write down the agenda and/or main content questions (not prompts) on a board or large post it paper so you can use it as a guide.
- Please memorize/practice each section of the agenda to help with the flow.
- Reading the guide during the event is ***not*** recommended as it can create a barrier between you and the participants. You can use note cards, if that helps.

2. F/G Introduction

18. Share your name, organization (if applicable) and why you are involved in this effort.
19. Please introduce other individuals on your support team (i.e. note taker, city or CAB representative, staff, etc.).
20. Share the general purpose of the focus group – (language provided below).
21. Share room logistics – entrances, exits, bathrooms, etc.
22. Sign-in sheet – the CAB is not requiring participants to sign in. Our intention is to seek input from your community but not collect personal contact information. Instead, we are providing you with a short demographic collection sheet for each participant to fill out. Please place them on the tables and collect AFTER the event.
23. Remind participants of resource tables.
24. If you are working with an interpreter, please pause after every question and answer to allow enough time for the interpreter to respond.
25. Prayer time, if applicable (if a break needs to occur during Q & A, try NOT to break in between questions).
26. Introduce the parking lot.
 - A parking lot will be used to capture unrelated questions and content.
 - Use the parking lot to redirect the conversation to the main content when you find participants going off topic.

- Encourage participants to write questions and/or unrelated topics on a sticky or,
- Call it out so that the facilitator/notetaker can write it in the parking lot.
- Let participants know that if time permits at the end, we will come back to the parking lot (if there is no expert in the room, take note and let them know we will research response and share with lead contact from their organization).

NOTETAKER ROLE (Refer to Notetaker Template and Tips for more Information)

Each focus group should have a minimum of one notetaker, liaisons can request support from Alma or Bridget or bring their own notetaker. A template will be provided for the notetaker but we would like to also collect any additional raw notes for documentation purposes.

- Assign and introduce your notetaker(s) to participants
- Have your notetaker keep track of time so you don't spend all your time on one question
- Check in with notetaker(s) at least twice during each question

MATERIALS/SUPPLIES

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- Nametags
- Small pads
- SBT Fact sheets
- Participant Information Sheet
- Notetaker Template
- Food/water
- Childcare
- Participant gift cards/incentives

FOCUS GROUP AGENDA (Recommended time: 90 minutes)

AGENDA ITEM	RECOMMENDED TIME
GATHER & INTRODUCTIONS 3. Facilitator / team introductions 4. Participants introductions – <i>recommended for groups of 12 or less only</i>	10 MINUTES
ICEBREAKER ACTIVITY	10 MINUTES
SBT BACKGROUND	5 MINUTES
MAIN CONTENT 5. 7 questions total (Maximum 10 minutes per question)	45-60 MINUTES
CLOSE	10 MINUTES

6. Refer to language at end of this guide. 7. Parking lot, if time permits 8. Collect demographic info sheets 9. Raffle / gift card distribution 10. Thank you	
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FOCUS GROUP CONTENT

INTRODUCTION

FACILITATOR: We are here to get your opinions about family support programs. What we learn from you today will be used next year by a Community Advisory Board that makes recommendations to the *City of Seattle* for programs to fund with money raised by the *Sweetened Beverage Tax*.

SBT BACKGROUND

FACILITATOR (pass out the fact sheet and share key points about the Sweetened Beverage Tax. The below bullets are recommendations. Feel free to change the language as appropriate for your community).

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- Money from the tax is used to pay for programs focused on food access, child health and learning, and family support programs. Page 2 of your fact sheet provides more information.
- A Community Advisory Board makes recommendations to the City on the types of programs to support with Sweetened Beverage Tax money.
- This focus group is part of a larger effort to hear from residents about these topics to help inform the CAB’s recommendations.

ICEBREAKERS

*After participants have introduced themselves, conduct a 15-minute ice breaker activity. This ice breaker is to get participants thinking and sharing about food in general. **The ice breaker is NOT optional.** Facilitator/notetaker will write down common foods shared during the share back section.*

FACILITATOR

- 1) **Think about a time when you felt successful as parent or caregiver.**
 - What were you doing? Who were you with? Where?
 - How did you feel?
 - Why was this moment significant?
 - How did you apply this success to future interactions with your child?

[Participants share in pairs for 5 minutes.]

Legend SECTION HEADERS QUESTIONS PROMPTS – <i>only ask if participants are struggling responding. Silence is good. Give people a brief time after each question to reflect prior to responding.</i>
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FACILITATOR: Share one thing you had in common or one thing you learned from each other.

MAIN CONTENT

FACILITATOR: Thank you for participating in this activity. We have 7 questions for this portion of the evening. I'd like to share a list of agreements to help make our time together effective and friendly. (*Facilitator can choose to write key phrases from these agreements on large post it or on a board to help participants*).

Focus Group Agreements

- We encourage everyone to participate.
- There are no right or wrong answers. The goal is to respond as honestly and true to your experience as possible so we can share your desires, concerns and ideas with the city.
- Please speak freely but try not to interrupt others.
- We will only be taking notes to capture responses, no names will be included.
- We want to create a safe environment where all feel welcomed, we ask that we respect all ideas and opinions.
- We also want to make sure we get as many responses per question as possible so as the facilitator, I may stop you to clarify, redirect you back to the question or give someone else an opportunity to speak if you already shared a response. I'd like to ask for your understanding as it will never be my intention to disrespect or under value your response, I just want to make sure we have enough time for all to share and to respond to all the questions.
- Feel free to take notes and share them with us at the end.
- We do request confidentiality (what happens in the room, stays in the room).
- Please take care of yourself. If you need a break, feel free to leave the room.
- Please silence your cell phones.
- Anything else you'd like to add?

Ok, let's get started.

1. **Raise your hand if you are a new parent or guardian – for example, you started caring for your first child within the last year or two.** *Notetaker writes down the # of new parents.*
2. **Raise your hand if you have more than one child.** *Notetaker writes down the # of people with more than one child.*
3. **What has been the best part of being a parent/guardian of young children? What has been the most difficult part of being a parent?**

[Or, for NEW parents/guardians: What do you think *will be* the best part of being a parent/ the most difficult part?]

4. **Where could you use more help when it comes to caring for or raising your child(ren)?**

PROMPT: *Examples: childcare, food, education, etc. Why is this type of help important to you?*

5. **Think about your number one concern when it comes to caring for your child. What would make the biggest difference to help you with this concern?**

PROGRAMS/SERVICES

Now let's talk about programs/services for families with young children...

6. **What programs/services for families of young children do you currently use or do you plan to use?**
 - a) **What do you LIKE about these programs/services?**
 - b) **What would you CHANGE about these programs/services?**
7. **Are there programs/services/help that you see in your community that you would like to see this tax pay for?**

PROMPT: *For example, is there help you get from family, friends and neighborhoods that you wish the City would provide?*

CLOSE

SAY

- Thank you for participating. This completes our questions.
- *OPTIONAL:* Since we have a few minutes left, let's see if we can answer one or two of these parking lot questions.
- Please fill out the short form on your tables and leave it there. We will come around and pick up at the end.
- Don't forget to visit the resource table on your way out.
- We will be sharing all the results of our citywide focus groups and surveys with your organization at the beginning of 2020. Please feel free to check in with them or visit our website, etc.
- We have gift cards for your participation.

Appendix D - Survey Template – Food Access

Sweetened Beverage Tax Community Advisory Board Community Questionnaire

The purpose of this survey is to get your opinion on topics related to access to food. A Community Advisory Board will use the information to make recommendations to the City of Seattle on the types of food access programs to support with money raised by the Sweetened Beverage Tax. A fact sheet about the Sweetened Beverage Tax is attached.

Your responses to this survey are anonymous. The survey does not ask for personal information.

1. Where do you typically go to get your food? (Select all that apply.)

Grocery store, please specify:

Other type of market/store, please specify:

Farmers market, produce stand

Fast food or food truck

Convenience or corner store

Vending machine

Community or church meal site

Meals on wheels

Food bank or food donation site

Other, please specify:

Gardens (community, personal, or

neighborhood)

2. What does “healthy” food mean to you? (Select all that apply.)

Eating foods that are important to my religion, culture, and traditions

Eating foods that won't make me sick

Eating organic food

Not having too much sugar

Eating vegetables and fruits

Eating less fast food (McDonalds, etc.)

Eating meat/seafood

Other, please describe:

3. What are your biggest challenges when it comes to eating healthy food?

Select your top 3 challenges.

How much it costs

Transportation

Lack of time to get or make the food

Knowing how to cook

What others in my home like to eat

Availability of foods from my culture

Distance to store, market, or food bank

None – I have no challenges

Other, please specify: _____

4. Which of the following City of Seattle programs/services do you/your family use?

Food banks or other food donation site

No

Yes

If Yes, do you think this program/service:



- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

Vouchers to buy fruits and vegetables (Fresh Bucks)

- No Yes

If Yes, do you think this program/service:

- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

Community or church meal sites

- No Yes

If Yes, do you think this program/service:

- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

Free or reduced-price fruits/vegetables for pick up at school or community site

- No Yes

If Yes, do you think this program/service:

- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

Meal or grocery programs for seniors

- No Yes

If Yes, do you think this program/service:

- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

P-Patch or community gardens

- No Yes

If Yes, do you think this program/service:

- Is offered in a convenient location Yes No
- Has convenient hours of operation Yes No
- Provide information in your preferred language Yes No
- Provides food of your culture Yes No

5. Before today, had you heard about Seattle’s tax on sugary drinks?

- Yes
 No

Not sure

6. Money from the Sweetened Beverage Tax is used to pay for a variety of programs that increase access to food for income-eligible* people and families. Please select your top 3 priorities.

**Income eligibility means people are eligible for the program based on their income. Each program has different income eligibility rules.*

Program/Service	Select top 3 priorities
Community gardens so people can grow their own food	<input type="checkbox"/>
Food Banks and food donation programs	<input type="checkbox"/>
Improving food served in childcare (0-4 years old)	<input type="checkbox"/>
Improving food served in schools (5-18 years old)	<input type="checkbox"/>
Placing water fountains or water bottle filling stations in schools and community centers	<input type="checkbox"/>
Give money to organizations to design their own food programs	<input type="checkbox"/>
Vouchers so income-eligible people can buy more fruits and vegetables (Fresh Bucks)	<input type="checkbox"/>
Lactation services to help moms with breastfeeding	<input type="checkbox"/>

7. What is your zip code? _____

8. Gender

- Female Prefer to self-describe _____
 Male I do not wish to identify
 Non-binary

9. How old are you?

- 18 or younger 51-65 I do not wish to identify
 19-30 66-80
 31-50 Over 80

10. What is your race/ethnicity?

- African Latino, Hispanic
 Black/African American White
 American Indian or Alaska Native Mixed Race

- Asian, Asian American
- Hawaiian Native, Pacific Islander, Samoan

Other, please specify:

I do not wish to identify

11. What is the primary language spoken in your home?

- | | | | |
|----------------------------------|-----------------------------------|----------------------------------|---|
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Japanese | <input type="checkbox"/> Punjabi | <input type="checkbox"/> Tigrinya |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Khmer | <input type="checkbox"/> Russian | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Laotian | <input type="checkbox"/> Somali | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> French | <input type="checkbox"/> Oromo | <input type="checkbox"/> Spanish | <hr/> |
| <input type="checkbox"/> Hindi | | <input type="checkbox"/> Tagalog | <input type="checkbox"/> Don't wish to identify |

12. How many people live in your house, including you?

- | | |
|---|--|
| <input type="checkbox"/> 1 (It's just me) | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> More than 10 people |
| <input type="checkbox"/> 6 | <input type="checkbox"/> I do not wish to identify |

13. Are there children under age 18 living in your house?

- Yes No

Appendix E – Survey Template – Early Learning

Sweetened Beverage Tax Community Advisory Board Community Questionnaire

The purpose of this survey is to get your opinion on topics related to raising and taking care of young children. A Community Advisory Board will use the information to make recommendations to the City of Seattle on the types of family programs to support with money raised by the Sweetened Beverage Tax. A fact sheet about the Sweetened Beverage Tax is attached.

Your responses to this survey are anonymous. The survey does not ask for personal information.

1. For each of your children under age 5, please enter the age and check the answer that best describes who takes care of your child.

	Child's Age	WHO TAKE CARE OF YOUR CHILD?				
		Parent/ Guardian	Family, Friend, Neighbor	Child Care Center or Preschool	In-home Child Care Provider	Other (please specify)
Child 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Child 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Child 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Child 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. What are your biggest challenges when it comes to being the parent/guardian of a young child? (Select the top 3 challenges.)

- Finding inexpensive and quality childcare
- Teaching my child about my culture
- Paying for essentials like food, rent, and healthcare
- Maintaining a good relationship with my child's other parent
- Paying for diapers, clothes, toys
- Not knowing enough about child development
- Teaching my child basic skills (like colors and numbers)
- Feeling alone or isolated
- Figuring out the most effective way to discipline
- Not having enough time with my child
- Not having enough emotional support, counseling
- Not having enough health insurance
- None - I have no challenges

Other: please specify:

3. What stops/prevents you from using programs and services for families and young children? (Select your top 3 challenges.)

- | | |
|--|--|
| <input type="checkbox"/> Cost | <input type="checkbox"/> Lack of programs and services in my community for families and young children |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Programs and services don't meet my cultural and/or language preferences |
| <input type="checkbox"/> Work schedule | <input type="checkbox"/> Language barrier |
| <input type="checkbox"/> Lack of information (I don't know enough about what programs and services are available and how I can get them) | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Lack of programs and services for undocumented families | |

Other, please specify:

4. Before today, had you heard about Seattle's tax on sugary drinks?

- Yes No Not Sure

5. Money from the Sweetened Beverage Tax is being used to help pay for a variety of programs and services that support income-eligible* families and their young children.

Please select your top 3 priorities.

**Income eligibility means people are eligible for the program based on their income. Each program has different income eligibility rules.*

Program or Service	Select top 3 priorities
Child care vouchers to help income-eligible families on a tight budget pay for child care	<input type="checkbox"/>
Programs for childcare providers (in centers and in homes) to improve the quality of care they offer to young children	<input type="checkbox"/>
Programs for young children who have developmental delays	<input type="checkbox"/>
Provide basic supplies (diapers, supplies for breastfeeding, baby formula, baby gear, clothes, toys, books)	<input type="checkbox"/>
Home visiting programs where child health experts from my community provide coaching and support, in my language, on parenting	<input type="checkbox"/>

Doula/midwife care – out of hospital/clinic support during pregnancy, support at birth, and continued postpartum support into early childhood	<input type="checkbox"/>
--	--------------------------

6. What is your zip code? _____

7. Gender

- Female
- Male
- Non-binary
- Prefer to self-describe _____
- I do not wish to identify

8. How old are you?

- 18 or younger
- 19-30
- 31-50
- 51-65
- 66-80
- Over 80
- I do not wish to identify

9. What is your race/ethnicity?

- African
- Black/African American
- American Indian or Alaska Native
- Asian or Southeast Asian
- Hawaiian Native, Pacific Islander, Samoan
- Latino, Hispanic
- White
- Mixed Race
- Other, please specify: _____
- I do not wish to identify

10. What is the primary language spoken in your home?

- Amharic
- Arabic
- Chinese
- Farsi
- French
- Hindi
- Japanese
- Khmer
- Korean
- Laotian
- Oromo
- Punjabi
- Russian
- Samoan
- Somali
- Spanish
- Tagalog
- Tigrinya
- Ukrainian
- Vietnamese
- Other, please specify: _____
- Don't wish to identify

11. How many people are in your household, including you?

- 1 (It's just me)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More than 10 people
- I do not wish to identify

Appendix F - Kick Off Agenda

Seattle Sugar Beverage Tax (SBT) - Priority Community Engagement Kick Off Event - AGENDA October 1 & 2, 2019

- Gather, network, Introductions 30 minutes
 - Icebreaker Activity
 - Name, Organization, what excites you about working on this effort?

- SBT Background 15 minutes
 - SBT & CAB
 - Past engagement & budget process

- Community Engagement Process Review 15 minutes
 - Breakdown of Target Communities
 - Timeline: Outreach, Check-Ins, Activities, Reporting
 - Q & A (Background & Process) – FAQ to address all their questions.

- Activity Questions Review 40 minutes
 - Language review – In pairs
 - Early learning - Round 1 (*10 minutes*)
 - Recommendations (*10 minutes*)
 - Food Access – Round 2 (*10 minutes*)
 - Recommendations (*10 minutes*)

- BREAK (10 minutes)**

- Tools presentations 45 minutes
 - Focus Group Guide & Notetaker Template Review (*15 minutes*)
 - Practice – small groups (*10 minutes each switch roles – 30 minutes total*)
 - Share back (*5 minutes*)

- Small group networking – based on communities represented 10 minutes

- Next steps 10 minutes
 - Finalized tools and check-ins
 - Final Q & A