



SNAP-Ed FY2015
Supplemental
Nutrition Assistance
Program Education
 through the
 Land-Grant University System



A Retrospective Review of Land-Grant University SNAP-Ed Programs and Impacts

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I. Introduction

A. Background on the Supplemental Nutrition Assistance Program

The Supplemental Nutrition Assistance Program (SNAP), (formerly known as the Food Stamp Program) is the nation's largest anti-hunger program and a cornerstone of our nation's support for individuals and families with limited financial resources. SNAP is funded and overseen by the U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS) and is administered by state agencies. In fiscal year 2015, the U.S. federal government spent approximately \$75 billion on SNAP in an average month helping more than 45 million low-income U.S. residents afford the food they need for themselves and their families. SNAP supports many of America's most vulnerable populations, providing nutritional support for low-wage individuals, families in poverty, the unemployed, low-income seniors, and people with disabilities living on small fixed incomes.

The non-partisan Center on Budget and Policy Priorities (CBPP) notes that:

SNAP is heavily focused on the poor. About 93 percent of SNAP benefits go to households with incomes below the poverty line, and 58 percent go to households below half of the poverty line (about \$10,080 for a family of three in 2016). Families with the greatest need receive the largest benefits. These features make SNAP a powerful antipoverty tool. A CBPP analysis using the government's Supplemental Poverty Measure, which counts SNAP as income, and correcting for underreporting in government surveys, found that SNAP kept 10.3 million people out of poverty in 2012, including 4.9 million children. SNAP lifted 2.1 million children above half of the poverty line in 2012 according to this same analysis, more than any other program.¹

SNAP's primary purpose is to stand as an important stopgap against hunger and its debilitating effects on individuals and families. Working in concert with this goal is an imperative to assure that those who receive SNAP benefits are equipped with the knowledge they need to make healthy choices regarding their SNAP expenditures. Providing supplemental funds to alleviate poverty and hunger is critically important, but it is equally important that recipients of the funds be equipped to make well-informed food purchase decisions and associated healthy lifestyle choices.



¹ <http://www.cbpp.org/research/policy-basics-introduction-to-the-supplemental-nutrition-assistance-program-snap?fa=view&id=2226>

B. SNAP-Ed, An Introduction

In order to help SNAP recipients and those eligible for SNAP benefits make informed, healthy choices, the federal government includes funding for the **Supplemental Nutrition Assistance Program – Education (SNAP-Ed)**. SNAP-Ed is a research-based federal nutrition education and obesity prevention program that is overseen by state agencies and managed and delivered through implementing agencies at state and local levels. As noted by the United States Department of Agriculture (USDA):

*The SNAP-Ed goal is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA food guidance.*²

The National Institute of Food and Agriculture (NIFA), which oversees the Expanded Food and Nutrition Education Program (EFNEP) and supports FNS through its partnerships with land-grant universities (LGUs) and other collaborative efforts, observes that SNAP-Ed “supports evidence-based nutrition education and obesity prevention interventions and projects for persons eligible for the Supplemental Nutrition Assistance Program through complementary direct education, multi-level interventions, and community and public health approaches to improve nutrition.”³

State agencies that are responsible for SNAP receive formula-based funding for SNAP-Ed by meeting the SNAP-Ed Guidance. NIFA notes that “typically, such agencies contract with public and private SNAP-Ed implementing agencies and organizations” and that “land-grant universities are a primary implementer of SNAP-Ed.” As discussed in the last full report commissioned on the importance of LGU-delivered SNAP-Ed to the nation:

*While not the only SNAP-Ed implementers, LGUs have deep educational roots in communities across the United States. This infrastructure, coupled with the LGU mission of providing practical, hands-on education, has provided an ideal partnership between SNAP and LGUs.*⁴

NIFA further explains the important role of LGUs in SNAP-Ed, reporting that:

*The goal of SNAP-Ed through LGUs is to provide educational programs, messaging, and policy, systems, and environmental interventions through community/public health approaches, to increase the likelihood that people eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the Dietary Guidelines for Americans and Food Guidance System.*⁵

LGUs provide research-driven, evidence-based programs directly (see sidebar). They also coordinate educational efforts with other implementing agencies, such as state public health departments, food banks, tribal programs, local health organizations, and multiple non-profit organizations.

² <https://snaped.fns.usda.gov/snap/Guidance/FinalFY2016SNAP-EdGuidance.pdf>

³ <http://nifa.usda.gov/program/supplemental-nutrition-education-program-education-snap-ed>

⁴ Julie S. Sexton. “Supplemental Nutrition Assistance Program Education Through the Land-Grant University System for FY 2010: A Retrospective Review.” Published January 2013. Funded by Cooperative Extension Service Directors/Administrators through National Land-Grant University SNAP-ED Assessment.

⁵ <http://nifa.usda.gov/program/supplemental-nutrition-education-program-education-snap-ed>

The phrase “Knowledge is Power” applies to SNAP-Ed – with the programs of LGUs focused on empowering individuals and families to make smart, healthy, informed choices for their health that are rooted in well-researched, evidence-based solutions.



C. The Scope of LGU SNAP-Ed: Core Areas of Activity in 2015

No single intervention or program can affect the type of change in knowledge, attitudes and behaviors needed to promote healthy lifestyle choices. Rather, the LGUs have developed a series of activity and action domains that address four areas of critical importance to SNAP-Ed – these include:

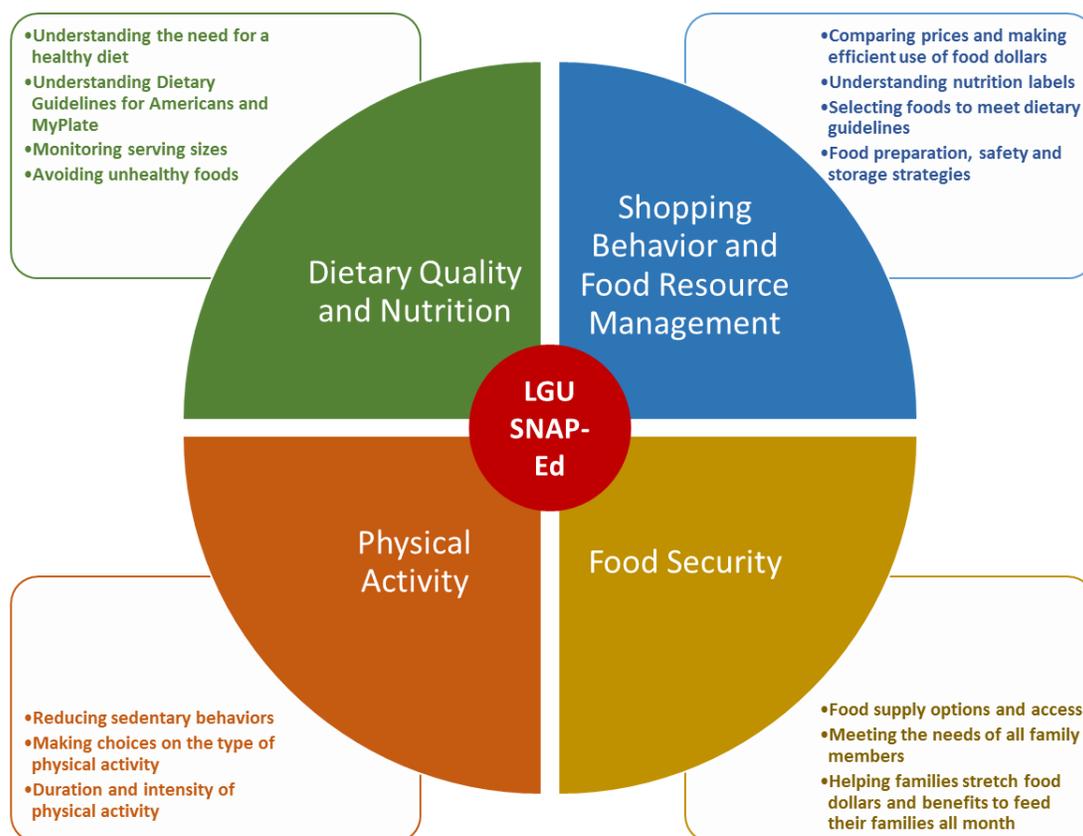
- Educating SNAP-Ed recipients on dietary quality and nutrition choices
- Teaching about effective shopping behavior and food resource management
- Addressing food access and food security issues
- Enhancing understanding of the need for physical activity and the avoidance of a sedentary lifestyle.

These domains of LGU SNAP-Ed, as shown in Figure 1, work together to address substantial, large-scale needs among the SNAP-eligible population for education to inform behaviors and decision making.

LGUs deliver SNAP-Ed directly through group and individual interactive learning opportunities and indirectly through the distribution of print and/or other media. Additionally, in some states, social marketing campaigns are used, involving the dissemination of short and catchy messages to specific audiences in a variety of ways. Regardless of the delivery approach used, SNAP-Ed through the LGU System is based on needs assessment, and is learner-centered and behavior focused. It is community-based programming that follows a socio-ecological approach of considering the impact of programming in the context of individuals and families, their communities, and the policies, systems and structures that affect their lives.

Julie S. Sexton. (2013) “Supplemental Nutrition Assistance Program Education through the Land-Grant University System for FY 2010: A Retrospective Review.” Page 7.

Figure 1: Primary Activity and Action Domains of LGU SNAP-Ed



Domain 1: Dietary Quality and Nutrition

Helping individuals and families make better, more informed decisions about the type and amount of food they consume has profound consequences. Poor nutrition choices and an inadequately structured diet (together with a lack of adequate exercise) lie at the core of an acknowledged obesity epidemic in America. Indeed, in its report “U.S. Health in International Perspective: Shorter Lives, Poorer Health”, the National Research Council found that Americans rank last on key health measures among the 17 leading developed nations.⁶

The Centers for Disease Control and Prevention (CDC) reports that **more than one-third (34.9% or 78.6 million) of U.S. adults are obese and 17% (12.7 million) of U.S. children and adolescents (ages 2 to 19) suffer from obesity.**⁷ Being more susceptible to heart conditions, stroke, type 2 diabetes and some forms of cancer, obese individuals face increased prevalence of preventable disease and death. Obesity clearly carries severe personal health consequences, but it also has substantial negative financial impacts for individuals, families and for the national and individual state economies. Illustrative of this challenge is the fact that the

⁶ Steven H. Woolf and Laudan Aron, Editors (2013) “U.S. Health in International Perspective: Shorter Lives, Poorer Health.” Panel on Understanding Cross-National Health Differences Among High-Income Countries; Committee on Population; Division of Behavioral and Social Sciences and Education; National Research Council. National Academies Press <http://nap.edu/13497>.

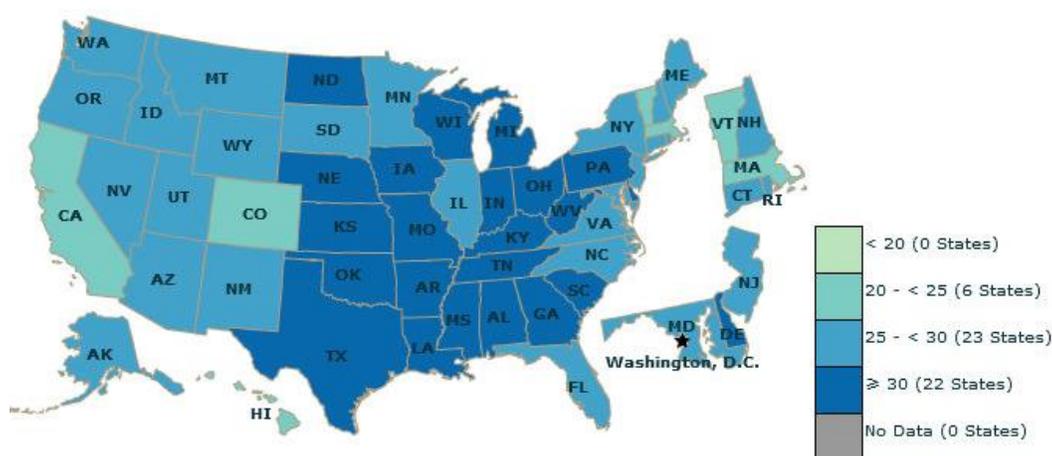
⁷ <http://www.cdc.gov/obesity/index.html>.

CDC reports medical costs for obese individuals being \$1,573 higher annually than for those who are of a healthy weight.⁸ The overall toll on the U.S. economy is an estimated \$162 billion for 2015 – which, to place it in perspective, is approximately equivalent to the entire GDP of nations such as New Zealand or Hungary.

Further, in the U.S., obesity and poverty are strongly associated. In a 2011 study examining these linkages across the nation, the author found that, “In contrast to international trends, people in America who live in the most poverty-dense counties are those most prone to obesity. Counties with poverty rates [greater than] 35% have obesity rates 145% greater than wealthy counties.”⁹ These findings support the work of SNAP-Ed programming as it reaches low-income households with nutrition education and obesity prevention interventions.

Obesity is a nationwide challenge, as clearly shown in Figure 2. In no U.S. state is the rate of obesity under 20% of the adult population, and in 22 states the rate is greater than 30%.

Figure 2: 2014 Percent of adults (age 18 and older) who are obese¹⁰



Changing individual behaviors in regards to food selection and nutrition is no small task. Consumers are constantly subject to advertising, professional marketing, and a social environment that supports consumption of fast food, soda, candy, alcoholic beverages and other less healthy food and drink along with large portions and a physically inactive lifestyle. Convenience stores, grocery stores and restaurants, and other food venues have been designed to encourage the purchase of high-margin products to benefit the retailers’ bottom-line, not necessarily products that are most nutritious or likely to encourage a balanced and healthy diet. As noted in the previous LGU SNAP-Ed report, “diet quality is the outcome of numerous small, everyday choices”¹¹ Opportunities are opening up to work with the

⁸ CDC reported data are for 2008 and total \$1,429 higher for obese individuals. This figure was adjusted by TEconomy Partners to a 2015 value of \$1,573 using a cumulative inflation rate over that time period of 10.1% using CPI data. This likely understates cost since healthcare costs have exceeded the consumer price index rate of inflation.

⁹ Levine, James, “Poverty and Obesity in the U.S.” *Diabetes* (a Journal of the American Diabetes Association), November 2011.

¹⁰ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC). Available at <http://www.cdc.gov/nccdphp/DNPAO/index.html>

¹¹ Julie S. Sexton. “Supplemental Nutrition Assistance Program Education Through the Land-Grant University System for FY 2010: A Retrospective Review.” Published January 2013. Funded by Cooperative Extension Service Directors/Administrators through National Land-Grant University SNAP-ED Assessment. Page 3.

food industry and others to facilitate change. Examples are the increased attention to a social-ecological approach in the 2015-2020 U.S. Dietary Guidelines, the new WIC packages and school lunch guidelines that are now being adopted by retailers, farmers markets, school lunch programs, and other venues, and the national Let's Move campaign. Also, there is significant research that shows that consumers will modify their diet and food choices in response to information that shows the link between diet and health.¹² LGU SNAP-Ed, therefore, specifically targets the provision of information to SNAP-eligible individuals and is adopting more comprehensive approaches that involve other agencies, organizations, the food industry, and media to positively influence the selection of a healthy and nutritious diet by the SNAP population – thereby helping to combat the individual, societal and economic challenges associated with poor nutrition choices.

Domain 2: Shopping Behavior and Food Resource Management

Having knowledge regarding a healthy diet and putting that knowledge into action in everyday shopping activities are two different but complementary things. Ideally an individual will be equipped with the knowledge to practice “strategic shopping” – making a thoughtful list of items to purchase based on a planned healthy diet before going to the store, understanding how to read nutrition labeling on foods, and having knowledge of price comparisons and packaging size selections to stretch their food dollar. The right strategy and behavior can help individuals avoid spur-of-the-moment temptations to buy unhealthy food that is featured prominently, helping them avoid a harmful impulsive decision in favor of a beneficial SNAP-Ed decision. LGU SNAP-Ed works to provide solutions for consumers that encourage sound food shopping practices.

Once home from the store, individuals then have to decide how to store their food, safely prepare their food and plan their family menus. Multiple LGU SNAP-Ed programs are deployed to provide consumers with the knowledge they need to safely and efficiently manage their food from the store to the plate. Such programming is particularly important when one understands just some of the potential consequences of mismanaging food:

- **Food borne illness:** The CDC reports that each year roughly 48 million people get sick from a foodborne illness, 128,000 are hospitalized, and 3,000 die.¹³ Much of this disease burden is preventable through the application of safe food handling and preparation practices – practices that have to be taught and learned. Research and a review of past studies by the Consumer Federation of America finds children disproportionately affected by foodborne illness and connects this with greater risk of exposure to children in low-income households.¹⁴

¹² See for example Viriyam J. and Golan, E. (2002) “New health information is reshaping food choices.” *Food Review*, 25 (1), 13-18.

¹³ <http://www.cdc.gov/foodsafety/foodborne-germs.html>.

¹⁴ Consumer Federation of America, “Child Poverty, Unintentional Injuries and Foodborne Illness: Are Low-income Children at Greater Risk?” June 2013.

- **Food waste:** The Natural Resources Defense Council notes that “getting food from the farm to our fork eats up 10 percent of the total U.S. energy budget, uses 50 percent of U.S. land, and swallows 80 percent of all freshwater consumed in the United States. Yet, 40 percent of food in the United States today goes uneaten. This not only means that Americans are throwing out the equivalent of \$165 billion each year, but also that the uneaten food ends up rotting in landfills as the single largest component of U.S. municipal solid waste where it accounts for a large portion of U.S. methane emissions. Reducing food losses by just 15 percent would be enough food to feed more than 25 million Americans every year at a time when one in six Americans lack a secure supply of food to their tables.”¹⁵

LGU education programs work to avoid the consequences of food mismanagement. Approaches encouraged by LGU programs include topics such as: safe food handling and preparation skills; techniques for batch cooking (cook once/eat many times) and the safe storage of leftovers for reuse via refrigeration or freezing. Such programs help SNAP-Ed recipients safely stretch their food dollars and avoid wasting nutritious foods.



¹⁵ Dana Gunders. (2012) “Wasted: How America Is Losing Up to 40 Percent of Its Food from Farm to Fork to Landfill.” NRDC Issue Paper. August 2012 iP:12-06-B.

Domain 3: Food Security (and Combatting Food Insecurity)

The U.S. Department of Agriculture definition of food insecurity is “having limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways”.¹⁶ As reported by Grilo et al:

*Food insecurity affects 14.9% of American households, and rates are approaching 25% among black and Hispanic households. Nutritionally poor foods are often less expensive than healthful foods, and food insecurity is associated with poor diet quality and diet-sensitive diseases, including diabetes, hypertension, and hyperlipidemia. Food insecurity has also been associated with other behavioral factors related to chronic disease self-management and poor disease control.*¹⁷

Research by the USDA shows the extent of food insecurity in the U.S., reporting that in 2014:

- 48.1 million Americans lived in food insecure households, including 32.8 million adults and 15.3 million children.
- 14 percent of households (17.4 million households) were food insecure and 6 percent of households (6.9 million households) experienced “very low” food security.
- Households that had higher rates of food insecurity than the national average included households with children (19%), especially households with children headed by single women (35%) or single men (22%), Black non-Hispanic households (26%) and Hispanic households (22%).¹⁸



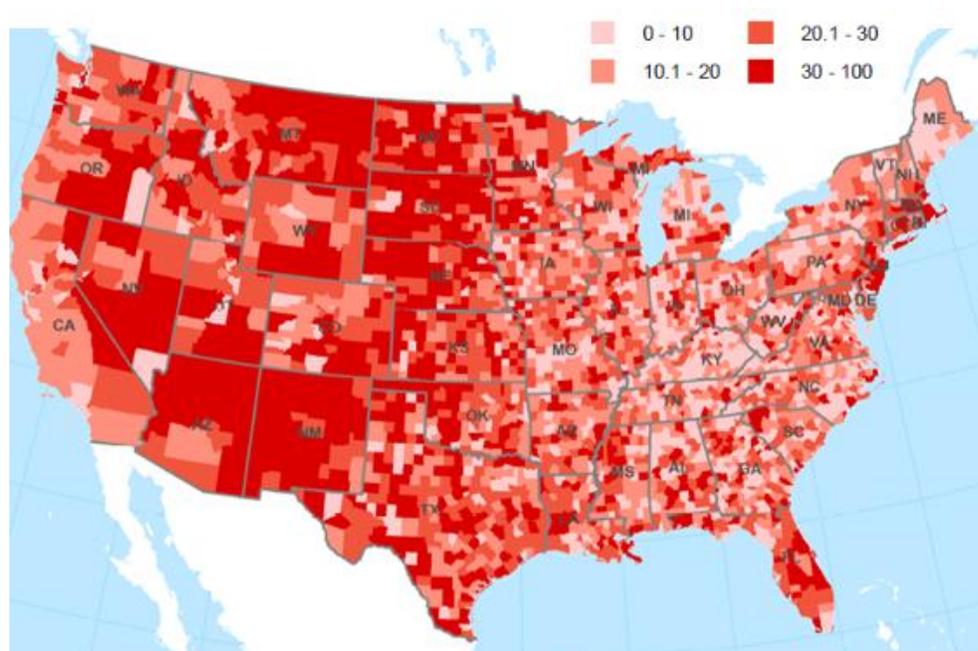
Multiple factors impact food security. Both food costs and access to food vary geographically – with an uneven distribution of accessible grocery stores, farmers markets, and other food outlets. Achieving a healthy diet is not just a factor of having enough money to buy food or the knowledge to select nutritious food products; it is also determined by having the means to access locations where healthy foods are sold. The widespread challenge of low access to food retail locations is evident in the USDA map in Figure 3.

¹⁶ Coleman-Jensen A, Nord M, Singh A. Household food security in the United States in 2012. US Department of Agriculture (USDA) Economic Research Report No. (ERR-155), September 2013. <http://www.ers.usda.gov/publications/err-economic-research-report/err155.aspx>.

¹⁷ Grilo SA, Shallcross AJ, Ogedegbe G, Odedosu T, Levy N, Lehrer S, et al. Food Insecurity and Effectiveness of Behavioral Interventions to Reduce Blood Pressure, New York City, 2012–2013. *Prev Chronic Dis* 2015;12:140368. DOI: <http://dx.doi.org/10.5888/pcd12.140368>.

¹⁸ Coleman-Jensen, A., Rabbitt, M., Gregory, C., & Singh, A. (2015). Household Food Security in the United States in 2014. USDA ERS.

Figure 3: Percent of U.S. Population in Lower 48 States with Low Access to a Grocery Store¹⁹



LGUs and others are conducting research to find solutions that balance food security concerns, food costs and improved diet for the SNAP-eligible population of the nation. LGU SNAP-Ed then comes into play in providing SNAP participants with tools and strategies for overcoming food access and associated food security issues. SNAP-Ed LGUs advocate and work towards improving local food systems in target communities through increasing access to healthful foods.

Domain 4: Physical Activity

The health benefits of physical activity are significant. As reported by the CDC, “people who are physically active tend to live longer and have lower risk for heart disease, stroke, type 2 diabetes, depression, and some cancers.”²⁰ It holds that the inverse is also true; that inactive adults have a higher risk for early death, heart disease, stroke, type 2 diabetes, depression, and some cancers. According to the CDC, adults need at least 2.5 hours of physical activity a week, but the sedentary lifestyles of the majority of Americans means that physical activity goal is not met. The CDC’s *2008 Physical Activity Guidelines for Americans* sets physical activity goals for three separate age groups—children 6-17 years old, adults 18 to 64 years old, and older adults 65 years of age and older.²¹ Unfortunately, only about 1 in 5 adults (21 percent) gets enough physical activity to meet the guidelines, and other age groups are falling far short as well.

It is important to note that physical activity, or more notably inactivity, is not distributed evenly across socioeconomic groups. Indeed, the CDC reports that “those whose family income is above the poverty

¹⁹ USDA Economic Research Service. <http://www.ers.usda.gov/data-products/food-access-research-atlas/documentation.aspx>

²⁰ CDC, Facts About Physical Activity. <http://www.cdc.gov/physicalactivity/data/facts.htm>

²¹ New Physical Activity Guidelines are being updated, a “midcourse” report for the Guidelines was released in 2012 focusing on youth. To access the report, visit: <https://health.gov/paguidelines/midcourse/>.

level are more likely to meet the 2008 Physical Activity Guideline for aerobic activity than adults whose family income is at or near the poverty level.” In other words, the vast majority of Americans get inadequate physical activity, and the SNAP-eligible population falls in the category of those least likely to achieve healthy activity levels.

Diet and exercise go hand-in-hand for achieving health, and so LGU SNAP-Ed programs place an emphasis on both. LGU programs focus on reducing sedentary behaviors in the SNAP-eligible population and increasing the length and intensity of physical activities.

In sum, the evidence-based SNAP-Ed programs developed and administered by the LGUs are custom designed to provide tangible, pragmatic and actionable strategies under each of the above listed four domains for the SNAP-eligible population. LGUs target national challenges that are acknowledged as being associated with poor health and socioeconomic status. Through their SNAP-Ed work they empower low-income, vulnerable populations with the knowledge, skills, confidence, and capacity needed to make healthy lifestyle decisions for themselves and their families. Additionally, LGUs are increasingly working with others in communities and through other venues to change the environment in which food and physical activity decisions are being made. This is important work, and it behooves the LGUs to evaluate and report on the activities they perform and the results obtained.

D. About This Report

This report is the fourth in a series of reports that have served to document the scope and impacts of SNAP-Ed conducted by LGUs. The previous report, authored by Julie Sexton of Mississippi State University, was published in January 2013 and reported results for Federal Fiscal Year 2010, which marked the last year before significant changes were made to the SNAP-Ed funding model and legislative program requirements, and therefore SNAP-Ed Guidance (see box).

SNAP-Ed has long-represented a partnership between the federal government’s financial commitment and similar commitments by state and local partners. Indeed, in FY 2010 the funds that were committed and leveraged by the LGUs through state, local and other sources actually exceeded the federal financial investment. Since 2010, however, major changes have come to SNAP-Ed financing via the Healthy, Hunger-Free Kids Act of 2010. Under this Act, SNAP-Ed was transformed into a formula funded nutrition education and obesity prevention grant program, and the federal matching or cost-share requirement from state and local resources was dropped. The 2010 Act also capped SNAP-Ed federal funding. Despite no longer having a state and local cost share requirement, LGUs remain committed to implementing this program and continue to provide significant personnel and other financial resources beyond what they receive from federal funding.

While the funding model may have changed, the delivery model is still a collaborative one in which multiple

In addition to funding model changes, the Healthy Hunger-Free Kids Act of 2010 also sought to promote an increased emphasis on the use of evidence-based projects and interventions. Program implementers were also encouraged to utilize a more “balanced” intervention approach with program partners and eligible participants, including:

- *Individual or group-based direct nutrition education, health promotion, and intervention strategies*
- *Comprehensive, multi-level interventions at multiple complementary organizational and institutional levels*
- *Community and public health approaches to improve nutrition – with increased emphasis of policies, systems and environmental change to make the healthy choice the easy choice.*

partners at a state and local level come together to share formal curricula, know-how and specific evidence-based programs designed to best serve the SNAP population. LGU faculty and staff collaborate with a network of volunteers and multiple state and community agencies across the nation to sustain high-quality educational programs and initiatives focused on significantly enhancing healthy food selection and lifestyle choices among SNAP-recipients and those eligible for SNAP benefits.²²

This 2016 report provides an analysis of 2015 impacts and activities of LGUs under the SNAP-Education program and thus, no doubt, reflects a changed picture over results seen in the 2010 data report. As before, however, this document reports the results of a detailed survey administered to the LGUs engaged in SNAP-Education. The Community Nutrition Education (CNE) Logic Model was used as the foundation for collecting data for this report, similar to the previous three reports generated for the LGU System.²³ The survey was designed and developed by representatives from multiple LGUs, working to assure the survey accurately reflected the full-range of activities undertaken by LGUs. The distribution of the survey, data tabulation, analysis and reporting have been performed by the independent research firm TEconomy Partners, LLC.

Gathering data on large-scale programs that have impact on diverse communities presents a significant challenge for program evaluators, and in the case of SNAP-Education, this difficulty is exacerbated by the unique local circumstances that affect each SNAP-Education community's implementation of educational programs. A wide

variety of factors influence the specific educational methods and resulting outcomes for SNAP-Education programs across the U.S., including demographics, culture, community infrastructure and availability of healthy foods. These conditions can make consistent comparison of program evaluation metrics difficult. While recognizing these difficulties in gathering and comparing program implementation information across states and communities, the goal of the 2015 data



collection effort was similar to that of the fiscal year 2010 data gathering and reporting and is designed to provide a national "snapshot" of SNAP-Education programs implemented through the LGU system.

Collection of updated data for fiscal year 2015 is especially important given the change in the funding model and programmatic requirements that resulted from the Healthy Hunger-free Kids Act of 2010. The FY 2010 report noted that one of the key purposes of reporting at that time was to establish a baseline as universities

²² While the LGU system is the primary implementer for SNAP-Education across the country, there are other implementing organizations. These include public health agencies, food banks and other independent or local government organizations.

²³ For more information on the CNE Logic Model see: <https://nifa.usda.gov/resource/community-nutrition-education-cne-logic-model>.

shifted from an uncapped cost-share program to a capped formula-based program. Data collection efforts were designed so that any major shifts in program implementation as a result of the funding model changes could be captured and reported in order to assess impacts on the SNAP-Ed programs.

Since the first LGU SNAP-Ed national report was completed, FNS has developed an annual data collection system for SNAP-Ed providers called the Education and Administrative Reporting System (EARS). To simplify data collection by states, the third LGU SNAP-Ed national report incorporated elements of EARS where feasible for the CNE Logic Model framework that was used to collect the data. For the 2015 survey, version 3 of the CNE Logic Model was used along with items from the Western Region's SNAP-Ed Evaluation Framework that were considered relevant and feasible.²⁴ The 2015 iteration of the survey was delivered to state LGU contacts through an electronic PDF document survey instrument where contacts were provided text fields to fill in answers to questions. One of the intentions of providing an open-ended format (versus a field response restricted survey implemented through an online tool) was to allow for detailed information to be provided on individual program implementation case studies, where relevant, so that outcomes reporting could benefit from a more narrative structure.

Starting on October 28th, 2015, survey instruments were delivered to state LGU contacts. Data collection continued through December 15th. Follow up to state contacts concluded by mid-January 2016.

E. Data Analysis

Survey responses from states were electronically aggregated from the returned PDF survey forms into a master database of response data for analysis and summarization. Surveys were sent to all 63 of the land-grant institutions that were known to have implemented SNAP-Ed programs across 50 states, the District of Columbia, and U.S. territories. Returned surveys incorporated into the results database represent 46 total states and 50 LGU institutions.²⁵ This participation rate of 79% represents the vast majority of LGU institutions conducting SNAP-Ed programs and gives a sufficiently large sample size from which to draw conclusions about program performance and outcomes while noting that the conclusive power in any single question is subject to how many institutions provided answers in their surveys.

Because of the more open-ended nature of text fields used for the FY 2015 survey, some portions of responses to given questions either did not provide the correct information or were not formatted in a way that addressed a survey question as intended by question instructions. Where possible, responses were edited to extract the relevant quantitative information from narrative responses, but in cases where it was

²⁴ Following the administration of the survey, the new evaluation framework was published in June 2016 and is referred to as the SNAP-Ed Evaluation Framework. To access the framework and the interpretive guide visit: <https://snaped.fns.usda.gov/sites/default/files/uploads/SNAP-EdEvaluationFrameworkInterpretiveGuide.PDF>.

²⁵ Several states provided more than one survey response, primarily because multiple LGU institutions are operating within the same state. In one state, multiple responses were provided by a single institution. In all cases, data were aggregated to the state level in order to provide more consistent reporting of summary statistics.



unclear how a state would have answered a quantitative question, that state's response was not included in summary statistics.

Some states provided their responses in scanned forms or through additions of supplementary documents. Where possible, these responses were integrated into a master database of survey information in a format that most closely matched the intended format of the data as indicated by the survey question instructions.

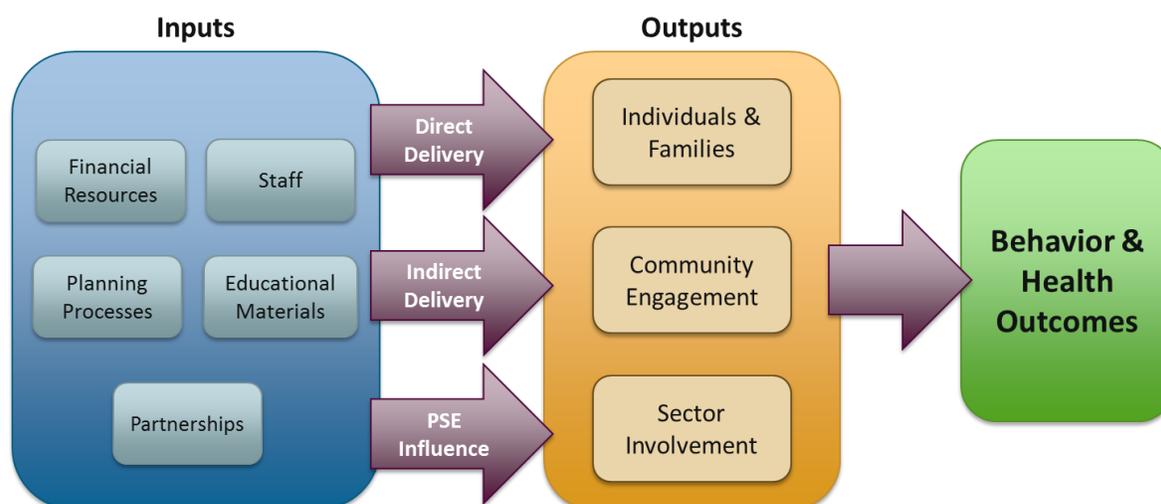
States were able to report on programming according to the interests, concerns and programming decisions for their respective states. Therefore, this report does not directly analyze changes that were implemented across all states. Rather, this report reflects patterns of change that were reported among and across the participating states. These patterns were used to assess any significant trends where possible that appeared since 2010 data were collected.

The data were aggregated and analyzed by TEconomy Partners LLC. Percentages, averages, and frequencies were used where possible to summarize the quantitative data along with citation of the number of state responses used to derive specific data findings. Qualitative data were reviewed to identify case studies and vignettes and further researched where applicable to provide examples to help explain and give context to quantitative results.

II. Findings

Findings from the FY 2015 survey effort are reported in the context of program implementation flow for SNAP-Ed educational efforts across the continuum of program implementation as seen in Figure 4.

Figure 4. SNAP-Ed Program Implementation Flow Model



The significant components of SNAP-Ed programs that can be used to evaluate trends fall into three high level categories:

- **Program Investments (Inputs)** – Composed of all of the time, labor, materials and funding investment made in order to enable program delivery
- **Program Actions (Outputs)** – Composed of numbers of people reached and numbers and types of community engagement and sector involvement actions taken to facilitate change through direct and indirect delivery, and policy, systems, and environmental (PSE) approaches that address how people interact with food and physical activity
- **Program Results (Outcomes)** – Composed of both quantitative and qualitative measurements of behavior and environmental changes designed to improve health outcomes for SNAP-Ed participants

Across these areas, most states had very high and consistent response rates in providing data on inputs and outputs but had more variability and less overall information on outcomes that they reported. This is due to more consistent capture of metrics related to inputs and outputs through state reporting, whereas for outcomes there were many more measures to select among, some of which were relatively new for respondents to report on in FY 2015.

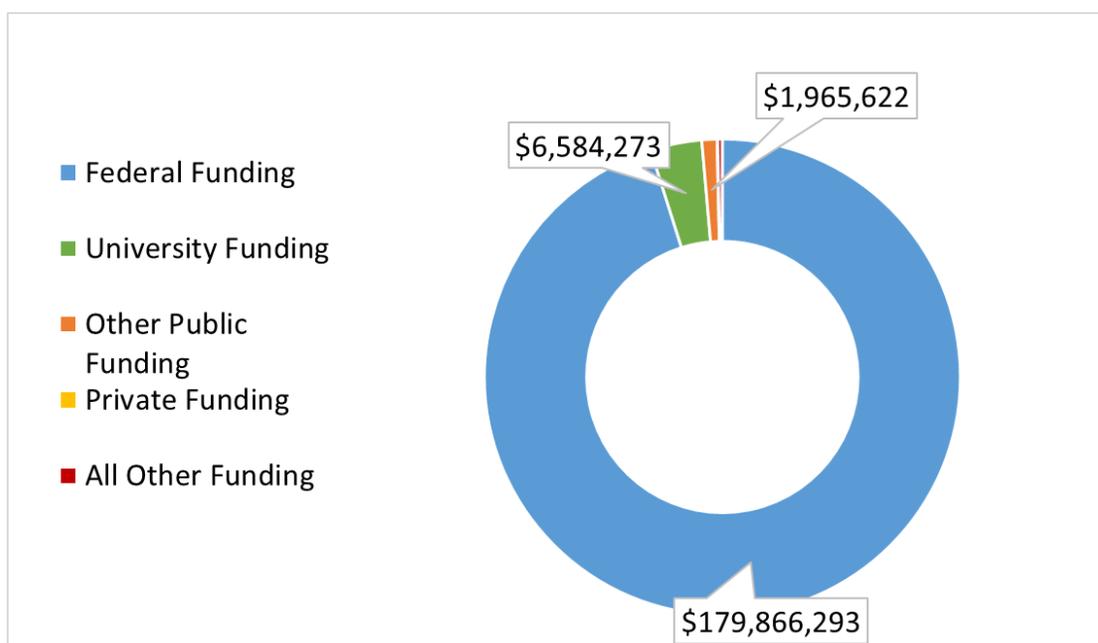
A. Program Investments (Inputs)

LGU's utilize a number of different inputs in supporting SNAP-Ed programs whether through direct education social marketing, or policy, systems, and environmental (PSE) efforts. LGU's utilize local, state, and federal partnerships and resources to tailor programming to the unique circumstances of their communities and states.

Funding

In FY 2015, FNS allocated roughly \$407 million for SNAP-Ed, \$179.9 million of which was allocated to the universities within the LGU System that responded to this survey. Figure 5 below shows the total funds for LGU SNAP-Ed funded programs in FY 2015 reported by LGU survey respondents, which included only approved budgeted funding from federal sources, university contributions, and other public and private funding totaling \$189.1 million.

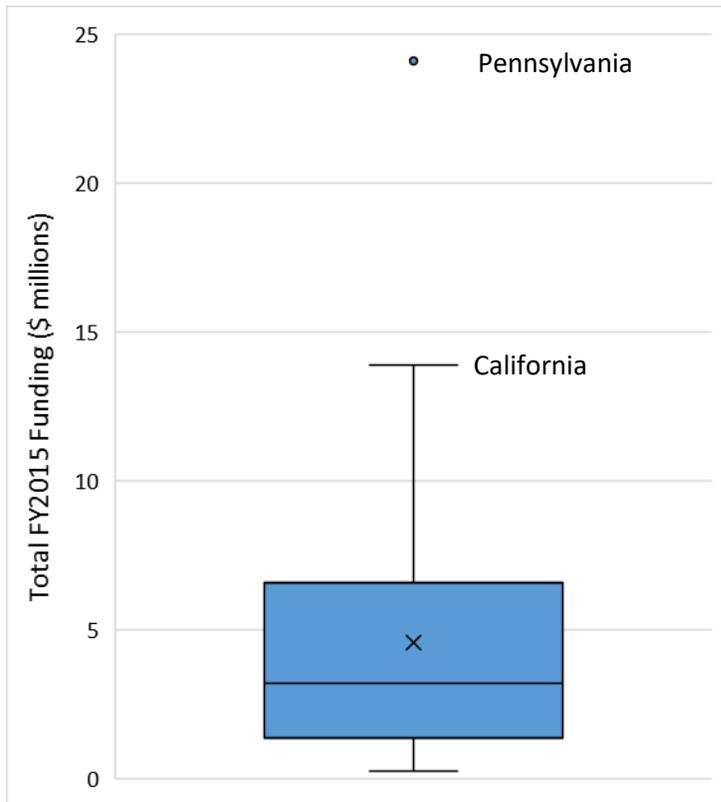
Figure 5: SNAP-Ed Program Funding by Source for FY 2015



Federal contributions have increased in 2015 from the reported \$161 million in federal allocation to the LGUs in 2010. Federal funding in FY 2015 made up over 95% of the financial resources used to fund budgeted costs, which stands in contrast to FY 2010 where state matching funds, in-kind contributions and other public funds represented at least half of the total dollars spent. This shift is largely due to changes in reporting requirements that resulted from the shift to the federal formula-based funding model that no longer required states to report state and local funds. Even though state level contributions are no longer tracked due to the legislation changes, it is likely that individual LGUs still contribute a substantial amount of funding and in-kind resources towards SNAP-Ed programs and remain critical partners in fulfilling the outreach mission of the program. As an example, some university contributions totaling almost \$6.6 million were reported.

Figure 6 shows the distribution of total funds reported by individual states for FY 2015, including all reported federal, state/university, private, and other sources. Average total funding per state was \$4.6 million, with the notable outlier of Pennsylvania. In the case of Pennsylvania, the high funding amount is due to the fact that the LGU is the single implementing agency and receives the full federal allocation; which it then distributes to other implementing agencies who contract with the university.

Figure 6. Distribution of SNAP-Ed LGU Program Funds by State



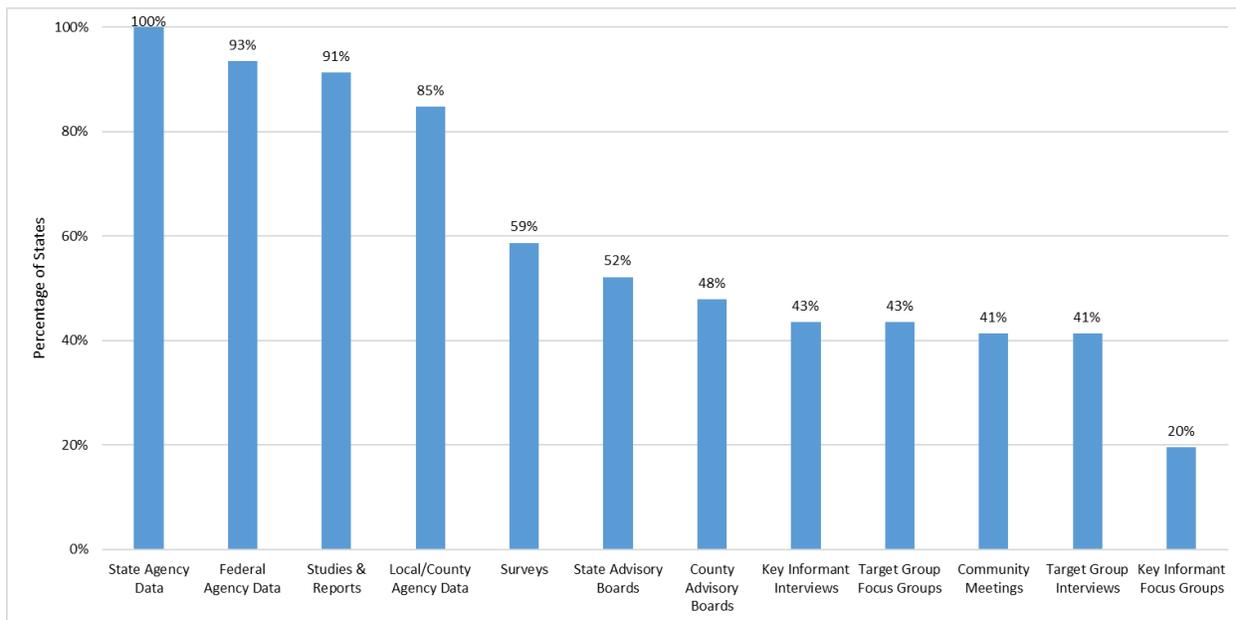
1. Customizing Education to the Local SNAP-Eligible Audience: Planning Processes and LGU SNAP-Ed Needs Assessment

The best results are likely to come from programs that are designed to meet the specific needs and characteristics of the SNAP-eligible population, and these needs and characteristics can vary considerably from one state to another, and from one community to another within a state. LGUs do not use a uniform “one size fits all” approach or curriculum across the nation but rather have adopted formal planning and needs assessment processes to customize best-practices and evidence-based programs to the needs of their individual target audiences.

States were asked to report the various types of information they used in planning their program implementation for FY 2015. Figure 7 shows the percentages of states reporting particular sources used in their planning processes and details a wide-variety of resources and inputs used in the planning process.



Figure 7. Planning and Needs Assessment Processes Used by States in FY 2015 (n = 46 states)



As was the case in 2010, LGUs relied heavily on data reported at the state, federal, and local/county level in planning efforts. The high degree of state level data use reinforces the importance of maintaining high quality databases on SNAP-eligible demographics and outreach in order to serve as a key resource in customizing delivery of SNAP-Ed programs at a more local level. Customization to local needs is evidenced by the high percentage of respondents (85%) using local and county agency data in their planning. Use of studies and reports increased drastically as a planning resource from 2010, which may reflect efforts to integrate findings from evidence-based research reports and existing documented programs.

A key characteristic of this planning and needs assessment process is that it is not rooted in mandated national programs but is very much a tailored approach designed to reflect the special characteristics of the SNAP-eligible population at a state and local community level. As evidenced in Figure 7, many of the LGUs are using local advisory boards, focus groups and community input sessions to further identify needs.

2. Use and Development of Educational Materials

The Dietary Guidelines for Americans are used as a foundation for SNAP-Ed program content. Specific curricula resources vary among states, as they seek to tailor programming to meet specific community needs. Table 1 shows the most popular educational materials used by states in 2015.

Table 1. Most Popular Educational Materials used by States (n = 46 states)

Material Source	Educational Program	% of States Using Program
Non-Profit	Cooking Matters	47.8%
Federal	Team Nutrition	39.1%
Federal	Loving Your Family Feeding Their Future	28.3%
University	Show Me Nutrition	19.6%
Multiple*	Color Me Healthy	17.4%
Multiple*	Sports Play Active Recreation for Kids (SPARK)	15.2%
Multiple*	CATCH Curriculum	13.0%
University	Eating Smart, Being Active	13.0%
University	Eat Healthy, Be Active	13.0%
Federal	Eat Smart, Live Strong	13.0%
Federal	Eat Smart. Play Hard.	8.7%

*In some cases, individual states self-reported that materials were derived from different sources under the same program name. The data were not edited to enforce consistency in the source of each educational program, but rather reported as having multiple material sources.

While there is still significant use of federally-generated materials, there has been an evident shift towards greater diversity in the types of educational materials used by states since 2010 with no one curricula showing a use by the majority of states. Indeed, over 30 different major curricula were reported as being used in 2015. Half of the responding states (23) reported that they used a mix of multiple materials not included as explicit choices on the survey,



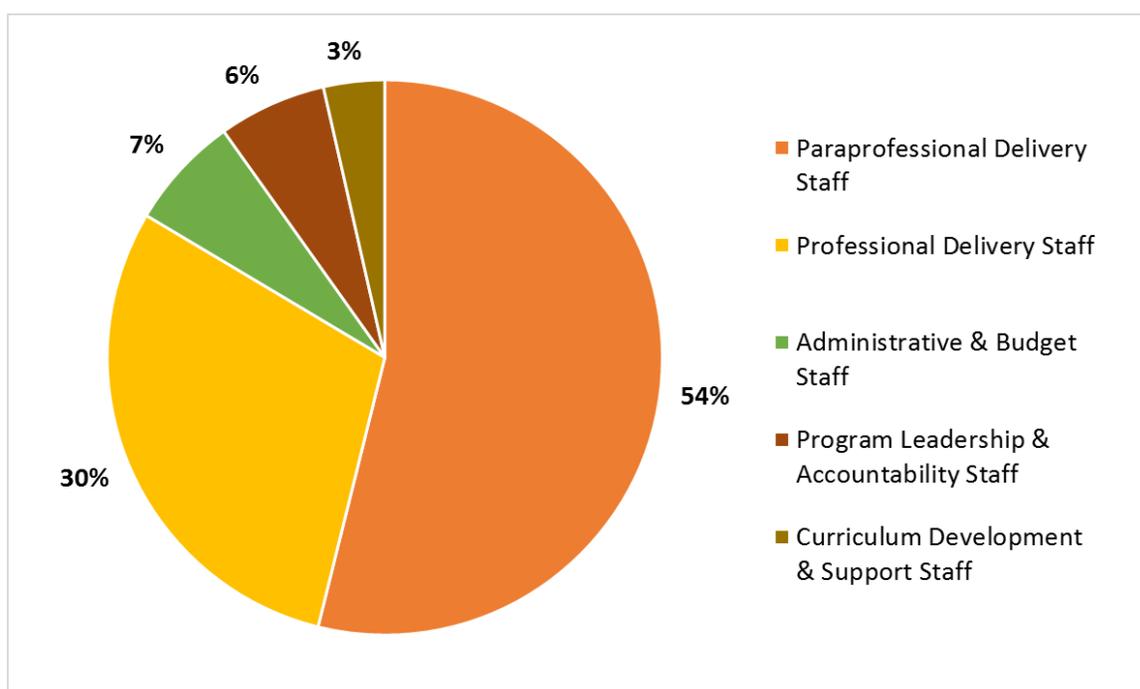
indicating that many of the major SNAP-Ed programs used in 2010 are perhaps being downplayed in favor of more specific audience-tuned/localized educational materials. This represents a continuation of the trend that was noted to be gaining traction in the 2010 survey results, where many states chose or created their

own custom materials to fit their local SNAP-Ed audience.²⁶ The diversification is also present in the sources of materials, with many states noting combination private-public origins for their educational materials.

3. Employees and Volunteers

Educational resources are of little use without a strong base of SNAP-Ed staff members and volunteers able to connect with the target audience, share experiential learning opportunities, and promote changes in food behaviors and environments. For 2015, states reported over 3,620 total staff (equivalent to 2,269 full time employees - FTEs) within the LGU system working on SNAP-Ed programs. This equates to an average of 49 FTEs per state. Figure 8 shows the composition of employment (FTEs) devoted to SNAP-Ed by personnel responsibilities.

Figure 8. State SNAP-Ed Personnel: Percentage of FTEs by Category, FY 2015 (n=46 states)



As was the case in 2010, program delivery staff make up the overwhelming majority of personnel for LGU programs with a continued heavy reliance on paraprofessional delivery staff. Overall staff numbers have decreased by 41% from the 2010 level of 6,135, but the level of FTEs has decreased by only 16%, which likely reflects a shift to more full time employees.

Volunteers are also critical to SNAP-Ed programs where they serve as instructors, as educational support, in advisory roles, or in administrative positions. States reported participation by over 23,527 volunteers in 2015 whose reported hours equated to approximately 289 FTEs with an average of 6.3 FTEs per state. Volunteers had the highest average FTEs per state behind program delivery staff, highlighting their critical role in helping extend reach or learning opportunities through SNAP-Ed programs.

²⁶ Julie S. Sexton. "Supplemental Nutrition Assistance Program Education Through the Land-Grant University System for FY 2010: A Retrospective Review." Published January 2013. Funded by Cooperative Extension Service Directors/Administrators through National Land-Grant University SNAP-ED Assessment.

4. Partnerships and Other State Level Relationships

Although not as easily quantifiable as other investments, the contributions of a wide variety of partnering organizations to SNAP-Education programs ensures the ongoing logistical success of nutrition education efforts.

As with the FY 2010 report, states were asked to report partnerships within the partner relationship framework defined according to the following terminology:

- **Network:** Provides ongoing dialogue and information-sharing
- **Cooperator:** Assists with information, such as referrals and provides space for brochures and access to clients to increase community awareness
- **Coordinator:** Maintains autonomous leadership but shares a focus on issues and group decision-making with an emphasis on sharing resources
- **Coalition:** Shares leadership with defined roles and new resources generated
- **Collaboration:** Maintains a long-term commitment to contribute joint nutrition activities. Consensus decision-making and formal links and role assignments are common

The reported relationships that LGU SNAP-Education providers have within their institutions or organizations are shown below in Table 2.

Table 2. Types of Intra-Institutional Relationships (n = 46 states)

	Network	Cooperator	Coordinator	Coalition	Collaborator	Total States Reporting Relationships
EFNEP	15	8	10	8	27	43
LGU Academic Nutrition Department	26	8	5	7	12	42
Other	16	10	8	8	16	26

Note: Bold font denotes the most frequent response per row.

Over 93% of states reported relationships within their own institutions via EFNEP offices with the majority of relationships being highly collaborative while LGU nutrition departments took on more of a networking role. Other reported relationships included food banks, county schools and county departments such as housing authorities and departments of health.

Reported relationships that LGU SNAP-Education providers have with other institutions or at the state level are shown below in Table 3. State responses are similar to reported relationships in 2010, with most inter-institutional relationships typically being classified as networking or cooperating.

Table 3. Types of Inter-Institutional Relationships with State and Other Partners (n = 46 states)

	Network	Cooperator	Coordinator	Coalition	Collaborator	Total States Reporting Relationships
SNAP Office	14	14	10	4	19	44
Department of Health	20	12	6	6	14	42
WIC Office	20	22	7	3	6	42
Child Nutrition Programs	14	12	14	6	7	42
Department of Education	15	13	7	6	11	42
Adult Service & Aging Office	15	13	1	1	7	32
State Head Start Association	13	15	4	1	1	31
Other University	9	3	5	0	9	23
TEAM Nutrition	8	5	4	0	4	21
Dietetic Association	13	4	0	1	2	19
Indian Tribal Organizations	6	8	2	0	6	18
Nutrition Network	8	1	5	2	3	18

Note: Bold font denotes the most frequent response per row.

Almost all of the LGU providers (96%) reported a relationship with their state SNAP office, 43% of which were collaborative. Over 91% of states also reported working with their Departments of Health and Education, WIC Offices, and Child Nutrition Programs, showing the importance of state-based relationships in developing SNAP-Ed delivery networks. The number of states reporting relationships with other partners were lower than 2010 levels.

B. Program Actions (Outputs)

In order to derive a high-level picture of the scope of SNAP-Ed participation for FY 2015, survey respondents were asked to quantify levels of direct and indirect program actions and policy, systems, and environmental approaches to provide examples of community engagement and sector influence, where indicated.

Direct and indirect actions are defined by the setting where educational interventions are deployed to impact nutrition behaviors:

- **Direct** activities include sessions where participants actively engage in the learning process with educational staff or media.
- **Indirect** activities are those where audiences are recipients of mass distribution or communication of relevant information and resources without explicit interactive instruction being delivered.
- **Policy, systems, and environmental (PSE) approaches** are efforts conducted by SNAP-Ed programs continually working to influence societal sectors of influence that impact the way in which people eat, live, learn, work, play, and shop for food.



While the 2015 SNAP-Ed Guidance notes that it is often difficult, if not impossible, to quantify the relative contributions of SNAP-Ed in achieving these PSE-related societal goals, expanded programming targeting these sectors of influence are showing effects in achieving positive health outcomes changes. Outputs and resulting outcomes are discussed in more detail through the case study examples highlighted in the outcomes section of this report.

1. Number of Participants

In FY 2015, LGU SNAP-Ed providers reported that 2.5 million participants were reached through direct education, of which 1.8 million (74%) were SNAP-eligible.²⁷ The high percentage of SNAP-eligible participants reached through direct methods differs substantially from 2010, where a much higher number of overall participants (4.5 million) were reached but a similar number of 1.6 million SNAP recipients were reached. This suggests that a shift has occurred in the program actions of the LGUs to assure that resources are highly targeted specifically towards the SNAP-eligible demographic for SNAP-Ed programs in addition to the increased attention given to having PSE changes to complement direct education. While evidence from the survey illustrates that this may be the case, other factors to consider include more accurate reporting mechanisms and increased emphasis on reporting through FNS guidance, management reviews and multi-level reporting.

2015 Findings
2.5 million
participants reached
by direct LGU
education programs

Some LGUs track participation by “contacts”, that is, counting an individual once for each intervention they participated in. For example, if ten individuals participated in a six-series class, the number of contacts would total 60. The number of contacts would be expected to be higher than the number of participants, since individuals could be counted multiple times. There were 13.3 million direct education contacts made with

²⁷ The total 2.5 million participants reached through direct education is a conservative estimate of the total reach of SNAP-Ed programming, as it does not include participant numbers from 7 states which did not provide information on these statistics.

2015 Findings
13.3 million contacts
made by LGUs in
delivery of SNAP-Ed

SNAP-Ed participants through programs that counted contacts instead of, or in addition to, individuals. The contact totals for 2015 are significantly lower than those reported in 2010. The reason for the substantial difference is unclear, and may be the result of conscious action refinement by LGUs to reach targeted audiences more directly, or may simply reflect a change in the way LGUs are recording data on contacts under the different funding model of SNAP-Ed.

2. Demographics of Direct Education Participants

Demographics for direct education participants are reported for the subset of total participants that are SNAP-eligible in order to present a conservative and consistent snapshot of the makeup of SNAP-Ed programs. This focus on the SNAP-eligible population allows for the most accurate assessment of the target SNAP-Ed audience and ensures the highest quality of data, as some demographics reporting by states was incomplete across other participant categories.

The majority of participants reached through direct education approaches are in the 5 to 17 years' age-range. These results align very closely with the reported 2010 demographics for program participants, suggesting a similar demographic consistently being reached through direct educational outreach. Figure 9 shows a summary of the ages of participants in direct education efforts.

Figure 9. Percentage of SNAP-eligible SNAP-Ed Program Participants by Age (n = 46 states)

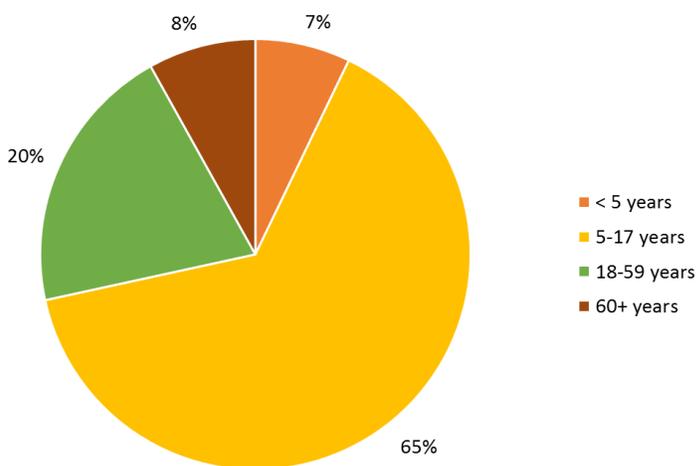


Table 4 provides a further breakdown of age and gender, while Table 5 details results for the race and ethnicity of SNAP-eligible participants in LGU SNAP-ED programs. It is evident that most participants in direct education programs were youth under the age of 18. Such targeting of programs towards the young is a logical approach, as it seeks to influence the behavior of individuals early and engender positive habits that may extend over the life-span. Another key reason SNAP-Ed direct education mostly involves children and youth is ease of access via public education – school age children represent a captive audience that SNAP-Ed programs can directly interact with and school administrators are generally receptive to SNAP-Ed educator presentations within the classroom setting.

2015 Findings
LGU direct education programming is primarily reaching children and youth

Although reaching adult audiences represents a more challenging task for SNAP-Ed programming, there was still a significant portion of direct education participants that were 18 and older. Over 28% of SNAP-eligible participants in SNAP-Ed were in this adult audience, including 20% of the SNAP-eligible participants aged 18-59 and 8% aged 65 and older. Continuing to improve adult audience impact will remain a challenge and is an important focus given the higher relative rates of poverty in adult populations, but the ability of SNAP-Ed programs to meet the needs of diverse age group audiences is evident in the relatively high level of adult participation despite the frequent delivery of programs to younger audiences in school settings.

The gender of full-program SNAP-eligible participants is quite evenly balanced at 55.9% female and 44.1% male, while for those in the category of “contacts” the distribution was similar. These results see programming reaching a somewhat higher percentage of male participants than that found in the 2010 survey.

Table 4. Age and Gender of State LGU SNAP-eligible SNAP-Ed Participants and Contacts (n = 46 states)

	PARTICIPANTS Percentage	Percentage of U.S. Total Population	Percentage of US Below Poverty Line Population
Age Grouping	(n=1,830,828)	(n=315,804,000)	(n=46,657,000)
Less than 5 years	7.2%	23.3%	33.3%
5 to 17 years	64.4%		
18 to 59 years	20.3%	62.1%	56.9%
Greater than 60 years	8.1%	14.6%	9.8%
Gender	(n=1,817,537)		
Female	55.9%	51.0%	55.6%
Male	44.1%	49.0%	44.4%

In terms of race and ethnicity, SNAP-eligible participants in LGU SNAP-Ed programming comprise a higher percentage of minorities than does the U.S. population overall. The category of participants cited in the survey as white represented 70.4%, a level below the overall population of the U.S. that are classified as white (72.4%) and above the proportion of whites in the U.S. below the poverty level (66.6%), while African

2015 Findings
LGU SNAP-Ed
reaches diverse
population
demographics

Americans comprised 19.9% of participants, which is substantially above their make-up of the overall U.S. population as a whole (12.6%) and below the proportion of African Americans in the U.S. below the poverty level (23.1%). Native American Indian, Alaskan Native, Native Hawaiian and Other Pacific Islander categories also demonstrate a higher participation rate. Among minorities, only those classified as Asian show a lower participation rate in LGU SNAP-Ed programming than their overall percent of the U.S. population.

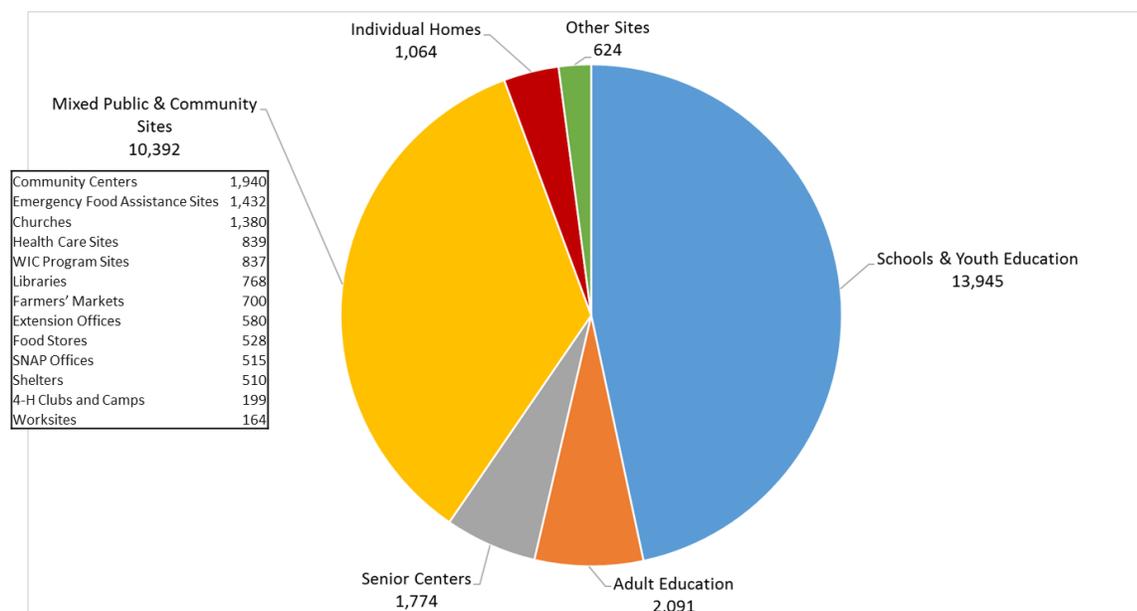
Table 5. Race and Ethnic Diversity for State LGU SNAP-eligible SNAP-Ed Participants (n = 46 states)

	PARTICIPANTS Percentage	Percentage of U.S. Total Population	Percentage of US Below Poverty Line Population
Race	(n=1,767,885)		
American Indian or Alaska Native	2.1%	1.0%	--
Asian	2.0%	4.8%	4.6%
African American	19.9%	12.6%	23.1%
Native Hawaiian or Other Pacific Islander	0.4%	0.2%	--
White	70.4%	72.4%	66.6%
Other	4.3%	9.1%	--
Unknown	0.8%	--	--
Ethnicity	(n=1,761,028)		
Hispanic	16.1%	16.3%	28.1%
Non-Hispanic	83.0%	83.7%	--
Other	0.9%	--	--

3. Direct Delivery Sites for LGU SNAP-Ed

LGU SNAP-Ed providers delivered direct education sessions at over 29,840 sites in FY 2015, with 46.7% of delivery sites consisting of schools and other youth education facilities. A significant 34.8% of sites were mixed use public and community sites, although this number declined from 2010 reporting mainly due to the significant decrease in the number of individual homes where educational sessions were delivered. Figure 10 shows the numbers of delivery sites used by SNAP-Ed providers for FY 2015.

Figure 10. Most Common Delivery Sites Reported by States (n = 46 states)



SNAP-Ed at Work: Outcomes Success Stories

Michigan: Michigan Fresh

Michigan Fresh, run by Michigan State University Extension (MSUE), offers a range of educational resources to help people experience the state's locally grown produce, meats, and other items that can be bought at local farmers markets. The website offers fact sheets that cover topics such as preservation techniques and safe storage for different types of vegetables and fruit, gardening tips and recipes. This information is offered in English, as well as Spanish and Arabic. Along with MSUE, Michigan Fresh works to educate minority groups on the benefits of good nutrition, including tribal communities, the cognitively impaired and the hard of hearing. The program also provides tours of farmers markets to help acquaint SNAP-eligible individuals with the local, nutritious foods found at the market.

Respondents indicated that SNAP-Ed instructors spent 95% of their time in group settings, and programming formats were mostly delivered via single in-person sessions with minimal use of interactive video

instructional methods. The average time for a single session was 70 minutes. Table 6 shows summary statistics for the types of programming formats used to deliver SNAP-Ed education sessions.

Table 6. Programming Format used by LGU SNAP-Ed providers (n = 46 states)

	Number of Sessions Delivered	Average Delivery Time Per Session	Average % Sessions Delivered by Interactive Video (n= number of states reporting)
Single Session	654,326	70 minutes	12% (n=7)
2-4 Sessions	133,833	76 minutes	19% (n=8)
5-9 Sessions	121,376	71 minutes	21% (n=9)
10+ Sessions	157,359	64 minutes	33% (n=6)
Total	1,066,894		

4. Indirect Education

In addition to direct education settings, as noted above, LGU SNAP-Ed providers also record indirect activities – defined as activities that serve to improve outreach and awareness in communities regarding health and nutrition behaviors. These supplemental activities represent an important complement to the direct educational programming discussed above – serving to provide additional reinforcement of the message of good nutrition and health to formal program participants, and also by extending the message to SNAP-eligible individuals who may not choose to participate in formal programming.

States reported indirect delivery activities across five broad categories for 2015:

- **Mass Communications:** radio and television public service announcements (PSAs) and advertisements, newspaper advertisements and articles, and billboards, bus/van wraps, advertisement on buildings or other signage.
- **Print Materials:** Flyers, fact sheets, pamphlets, newsletters, posters and calendars.
- **Incentive Materials with Nutrition Messages:** Pens, pencils, wallet cards, magnets, cups and other materials.
- **Electronic:** Websites, emails and other electronic distribution.
- **Public Events:** Community events, fairs, exhibits and other events.

The LGU survey respondents indicated that they conducted 18,542 indirect activities in FY 2015, with the majority of activities falling under the category of mass communications. Table 7 below shows the number of indirect activities carried out by SNAP-Ed providers.

2015 Findings
Over 18,500 distinct indirect delivery activities performed by LGUs in support of SNAP-Ed

Table 7. Indirect Delivery Methods Reported by States (n = 46 states)

Indirect Activity Category	Unique Number of Activities Used by States	Estimated Target Population Reached (millions)
Mass Communications	11,396	96.63
Website/Email	3,006	3.49
Print Materials	2,171	1.9
Public Events	1,559	1.26
Incentive Materials with Nutrition Messages	410	0.6

Sixty-one percent of indirect activities deployed by LGUs to target SNAP-eligible populations consisted of mass communications. An area of significant growth, versus the 2010 findings, is in website and other electronic distribution activities; however, despite the rise of electronic media and digital advertising as efficient communications vehicles, LGUs still find that mass communications are the most effective at reaching their target populations (approximately 93% of over 103 million estimated individuals reached through indirect activities came as a result of this type of indirect activity). This reliance on generally available mass media is not surprising, with LGUs recognizing the fact that SNAP-eligible low-income populations are less likely to have access to computers and Internet-enabled devices than the overall U.S. population²⁸. However, some universities have begun to recognize that shifts in younger populations towards greater access to and reliance on Internet-based technologies will require ongoing adaptation of outreach efforts to best connect with participants.

SNAP-Ed at Work: Outcomes Success Stories

Georgia: Food eTalk

The University of Georgia SNAP-Ed program has developed Food eTalk, an innovative online eLearning nutrition education program designed to provide cost-effective and efficient nutrition education for low-income populations by capitalizing on trends in Internet access and use and mitigating barriers to attending traditional face-to-face classes. Food eTalk is accessible to anyone with an Internet connection, is mobile friendly, and is designed to be taken at the user's pace and in no particular order. A comprehensive multi-year formative and process evaluation of this newly developed eLearning nutrition education program is currently underway.

²⁸ The Pew Research Center finds that "Household income and education are ... indicators of a person's likelihood to be offline. A third of adults with less than a high school education do not use the internet, but that share falls as the level of educational attainment increases. Adults from households earning less than \$30,000 a year are roughly eight times more likely than the most affluent adults to not use the internet." <http://www.pewresearch.org/fact-tank/2015/07/28/15-of-americans-dont-use-the-internet-who-are-they/>.

C. Program Results (Outcomes)

LGU respondents for 2015 reported outcomes of SNAP-Ed programs in terms of behavioral and health changes that occurred across the broad categories mentioned previously in the report introduction:

- Dietary Quality/Nutrition,
- Physical Activity,
- Food Security, and
- Shopping Behavior/Food Resource Management.

These core areas differ slightly from the areas covered in the 2010 report but emphasize many of the same key nutrition and health outcomes.

Survey questions were grouped into three levels of influence based on the scope of the desired impact: the individual level, the environmental settings level and the sectors of influence level. Additionally, within these three levels of influence, questions were asked regarding metrics that indicate short-, medium-, or long-term changes at the appropriate level of influence.

Table 8 shows the total reported outcomes collected in the survey by LGU respondents for FY 2015. It is important to note that many reported outcomes measures cannot be framed within the aggregate context of statistical reporting since individual LGUs voluntarily report outcomes measures and many report a variety of different outcomes measures depending on the unique programs they have implemented. As a result, these measures may not be comprehensive indicators of the actual progress made within specific states in addressing SNAP-Ed goals. Furthermore, the outcomes questions received lower response rates in the survey than the action and outputs questions. A case study impact approach complements the survey information and is useful for identifying and highlighting the significant impacts many of SNAP-Ed's programmatic efforts have on at-risk communities and is employed as a way to complement summary level data. Note also that some levels of influence had no outcomes of certain types reported or were not collected in the 2015 survey data. This is due to the fact that ongoing changes to programming are still influencing baseline state reporting activities as well as the fact that significantly expanded and customized programming approaches do not enable state respondents to implement and report on all outcomes elements. With all of this noted, these data are useful in beginning to show patterns of change and progress and in those priorities and areas receiving the greatest attention and reflecting some change across communities and states.

Table 8. Total Number of Reported Outcomes for Specific Indicators by Level and Core Topic Areas (n = 46 states)

Core Topic Area	Individual Level			Environmental Level			Sectors of Influence Level			Total
	S	M	L	S	M	L	S	M	L	
Dietary Quality/Nutrition	0	175	44	0	100	0	0	0	0	319
Physical Activity	0	77	0	0	66	0	0	12	0	155
Shopping Behavior/Food Resource Management	0	126	0	121	87	0	0	45	0	379
Food Security	0	0	17	0	0	0	0	0	0	17
Total	0	378	61	121	253	0	0	57	0	870
Percentage of all Reported Outcomes	50.5%			43.0%			6.5%			
Average States Reporting	0	6.6	2.8	13.4	6.8	0	0	4.4	0	6.3

Note: States could report outcomes in multiple areas and levels. S= short-term outcomes, M=medium-term outcomes, and L=long-term outcomes

Individual Level Results

States reported outcomes in 2015 for individuals across both youth (including teenagers) and adult populations. Over 71% of states reported information on individual participant changes for either adult or youth age groups regarding dietary quality and nutrition, with a total of 138,057 adult and 217,853 youth participants reached. Table 9 provides detailed outcomes information on both the number of participants reached by age group as well as the number of participants who were reported to exhibit behavior (medium-term) changes. Approximately 43% of the total population of reported participants exhibited positive changes in behavior with regards to dietary quality and nutrition. Several detailed areas where participants exhibited notable positive changes included eating protein foods prepared without solid fats (55% improved behaviors), drinking plain water (50% improved behaviors) and drinking fewer sugary beverages (46% improved behaviors). Other areas listed by respondent states where participants improved that were not specifically listed in the 2015 survey included eating higher volumes of vegetables and fruits per serving and eating more plant-based proteins.

SNAP-Ed at Work: Dietary Outcomes Success Stories

Minnesota: Go Wild with Fruits & Veggies!

The University of Minnesota Extension program has implemented “Go Wild with Fruits & Veggies!” a comprehensive initiative to encourage students in grades 3 through 5 to eat more fruits and vegetables and to become more physically active. Go Wild uses animal characters and interactive activities to explain why fruits, vegetables and physical activity are good for students’ growing bodies. The program provides opportunities to taste fruits and vegetables during the lesson, at school and at home, and challenges students to add physical activity to their school day. Along the way, students also learn facts about wildlife, local foods, going green and food safety. Resources are available in both English and in Spanish.

North Dakota also uses this program and has tracked outcomes, finding that 89% of youth participants indicate they eat more fruit and 69% eat more vegetables after the lessons.

Table 9. Dietary Quality and Nutrition Outcomes for Individuals (n = 46 states)

Medium-Term Outcomes	Total Adults Reached	Total Youth Reached	Total Reached	Total Adults Changed	Total Youth Changed	Total Changed	% Adults Changed	% Youth Changed	% Total Changed	# of States Reporting Adult	# of States Reporting Youth
Ate protein foods prepared without solid fats - e.g., saturated and/or trans fats	5,763	-	5,763	3,157	-	3,157	54.8%	-	54.8%	3	0
Ate more than one kind of fruit	26,476	50,022	76,498	11,252	18,257	29,509	42.5%	36.5%	38.6%	24	15
Ate more than one kind of vegetable	26,854	51,500	78,354	11,734	19,363	31,097	43.7%	37.6%	39.7%	23	18
Drank plain water	6,936	14,823	21,759	3,238	7,655	10,893	46.7%	51.6%	50.1%	5	6
Drank fewer sugary beverages	11,724	24,423	36,147	5,398	11,080	16,478	46.0%	45.4%	45.6%	14	12
Drank low-fat/fat-free milk/milk products	21,681	34,403	56,084	9,104	11,581	20,685	42.0%	33.7%	36.9%	14	10
Ate more nuts or nut butters	340	-	340	126	-	126	37.1%	-	37.1%	1	0
Ate less refined grains – e.g., spaghetti, white rice, cookies	9,906	14,105	24,011	3,751	4,128	7,879	37.9%	29.3%	32.8%	8	5
Other	28,377	28,577	56,954	15,043	19,045	34,088	53.0%	66.6%	59.9%	9	8

SNAP-Ed at Work: Dietary Outcomes Success Stories

Missouri: Eat Smart in Parks

Eat Smart in Parks (ESIP) is a statewide effort to help local park leaders and community champions find and offer healthy eating options in Missouri's state and local parks. This effort includes the development of a model Eat Smart in Parks policy, based on the USDA Dietary Guidelines for Americans, that guides parks in serving healthier options, training for state and local parks to assist them with using the guidelines and materials to promote healthier items.

Outcomes:

Missouri State Parks incorporated ESIP guidelines compliance into their park concessionaire bidding award procedures.

Kansas City Parks and Recreation:

- Removed all vending machines in their community centers (January 2015).
- Sell healthy concessions now at front desk of centers.
- Increased the percentage of concessions to 60% that meet the ESIP nutrition guidelines at three centers.

Moberly Parks and Recreation:

- Increased number of concession items meeting ESIP guidelines from three to eight.
- Increased their signage for healthy options.

Liberty Parks and Recreation:

- Added four more healthy options to their concessions menu.
- Partnered with the local Hy-Vee grocery store to provide healthy options at the concessions stand. The partnership resulted in Hy-Vee providing the park with \$7,000 in store credit to purchase healthy options in exchange for Hy-Vee promoting their healthy items at the park.

Sedalia Parks and Recreation:

- Increased their healthy options and marketing at their concessions stands.
- Implemented a concessions' employee incentive program in which they awarded movie passes and iTunes gift cards to those employees who sold the healthiest options.



Approximately 41% of states reported information on individual participant changes for shopping behavior and food resource management outcomes, with a total of 109,958 adult and 66,599 youth participants reached. Table 10 provides detailed outcomes information on both the number of participants reached by age group as well as the number of participants who were reported to exhibit behavior (medium-term) changes. Approximately 45% of the total population of reported participants exhibited positive changes in behavior across all shopping and food resource management outcomes. Several detailed areas where participants exhibited notable positive changes included reading nutrition facts of ingredients lists (50% improved behaviors), shopping with a list (53% improved behaviors) and using safe food preparation skills (41% improved behaviors). Other areas where participants improved that were not specifically listed in the 2015 survey included planning meals ahead of time and making main dishes from scratch based on healthy recipes.

SNAP-Ed at Work: Nutrition Outcomes Success Stories

Pennsylvania: Farmers Market for SNAP-Ed Participants

Penn State University Extension *Nutrition Links* provides nutrition education across the state to eligible SNAP-Ed audiences. In two counties it was noted that farmers market vouchers for fruits and vegetables provided to eligible senior citizens and WIC recipients were going unused. Nutrition Links staff met with the local WIC and senior centers and gathered input from the SNAP-Ed participants. It was determined the vouchers weren't being redeemed because there were no farmers markets available in the local communities. Nutrition Links contacted local farmers and helped to establish farmers markets at locations near the SNAP-Ed audience.

Outcomes:

Two farmers markets were established and are now held on a regular basis in these communities. Nutrition Links lessons incorporate and promote items from the farmers markets and the SNAP-Ed participants are now redeeming their vouchers for fresh fruits and vegetables.



Table 10. Shopping Behavior and Food Resource Management Outcomes for Individuals (n = 46 states)

Medium-Term Outcomes	Total Adults Reached	Total Youth Reached	Total Reached	Total Adults Changed	Total Youth Changed	Total Changed	% Adults Changed	% Youth Changed	% Total Changed	# of States Reporting Adult	# of States Reporting Youth
Read nutrition facts or nutrition ingredients list	25,791	19,987	45,778	13,798	9,016	22,814	53.5%	45.1%	49.8%	27	5
Buy 100% whole grain products	1,540	326	1,866	344	153	497	22.3%	46.9%	26.6%	2	2
Buy low-fat dairy products	43	2,711	2,754	14	819	833	32.6%	30.2%	30.2%	1	2
Buy foods with lower added solid fats	702	-	702	279	-	279	39.7%	-	39.7%	1	0
Buy foods with lower added sugar	-	11,407	11,407	-	4,275	4,275	-	37.5%	37.5%	0	1
Buy foods with lower added salt	3,056	-	3,056	1,225	-	1,225	40.1%	-	40.1%	4	0
Compare prices	13,303	-	13,303	5,160	-	5,160	38.8%	-	38.8%	19	0
Identify foods on sale or use coupons	1,068	-	1,068	393	-	393	36.8%	-	36.8%	3	0
Shop with a list	26,503	2,258	28,761	14,577	645	15,222	55.0%	28.6%	52.9%	24	1
Use safe food preparation skills	12,056	21,147	33,203	5,058	8,460	13,518	42.0%	40.0%	40.7%	14	6
Batch cook - cook once; eat many times	-	109	109	-	69	69	-	63.3%	63.3%	0	1
Refrigerate or freeze leftovers	1,499	-	1,499	572	-	572	38.2%	-	38.2%	2	0
Other	24,397	8,654	33,051	10,019	4,196	14,215	41.1%	48.5%	43.0%	9	2

In FY 2015 nearly 61% of states reported information on physical activity outcomes for individuals, with a total of 43,432 adults and 105,310 youth reached. Table 11 provides detailed outcomes information on both the number of participants reached by age group as well as the number of participants who were reported to exhibit behavior (medium-term) changes. Approximately 43% of the total population of reported participants exhibited positive changes in behavior across all physical activity outcomes, with between 37% and 87% of total participants improving in at least one physical activity indicator area. Especially notable was the increase in average number of walking steps reported as outcomes by

SNAP-Ed at Work: Physical Activity Outcomes Success Stories

Alabama: Body Quest

The child obesity program “Body Quest” was first implemented in 1999, and since then has become a 15-week, multi-level program aimed at reducing childhood obesity in third-graders through a number of efforts. In FY 2015, the initiative was implemented on a treatment and control group of students and their parents, which included social marketing, community coalitions and parent and child engagement, among other things. The curriculum included materials and iPad applications with anime-style cartoon characters representing different healthy habits to help make the curriculum relatable to children. By the end of the 15-week period, treatment students reported eating more fruits and vegetables offered through the School Lunch Program compared to the control group. Parents of treatment group children were given easy to make and inexpensive recipes that incorporated more vegetables and were given other information and tips through a texting initiative. A post-survey texting poll found that 100% of parents who received the texts enjoyed them, and as a result, treatment parents found that their third graders ate an increased amount of vegetables per day compared to the control group.

two states with an overall improvement of almost 87%. Areas where states noted that participants improved that were not specifically listed in the 2015 survey included increased ability to track the balance of calories consumed from foods and beverages with the amount of calories expended through physical activity as well as increased frequency of moderate exercise activity.

Table 11. Physical Activity Outcomes for Individuals (n = 46 states)

Medium-Term Outcomes	Total Adults Reached	Total Youth Reached	Total Reached	Total Adults Changed	Total Youth Changed	Total Changed	% Adults Changed	% Youth Changed	% Total Changed	# of States Reporting Adult	# of States Reporting Youth
Increase average number of minutes per session	4,965	19,384	24,349	1,974	6,981	8,955	39.8%	36.0%	36.8%	8	8
Increase average number of days with physical activity	19,617	29,619	49,236	12,411	11,024	23,435	63.3%	37.2%	47.6%	11	12
Increase average number of walking steps	105	607	712	70	547	617	66.7%	90.1%	86.7%	2	2
Reduced sedentary behaviors	3,046	36,229	39,275	2,611	13,665	16,276	85.7%	37.7%	41.4%	4	14
Other	15,699	19,471	35,170	6,008	8,004	14,012	38.3%	41.1%	39.8%	9	7

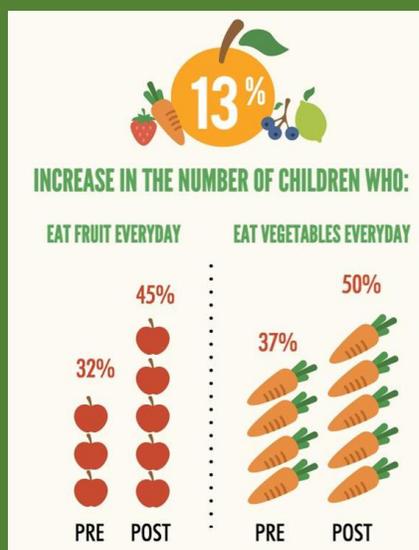
SNAP-Ed at Work: Nutrition and Physical Activity Outcomes Success Stories

Maryland: Text2BHealthy

The Text2BHealthy program is a nutrition and physical activity outreach effort that links existing SNAP-Ed youth direct education in the classroom to the home in order to influence behavior change for the entire family. The program is grounded in the social ecological model, which imparts the importance of intervening at multiple levels of influence to create sustained behavior change. The Text2BHealthy program works at the individual, interpersonal and community levels to promote systemic changes in healthy eating and physical activity behaviors. The program targets parents of elementary school youth already enrolled in SNAP-Ed school-based youth programming. Text2BHealthy adds another layer of intervention by reaching students' families and home environments in an attempt to reinforce behavior change at the individual level. During FY 2015, Maryland SNAP-Ed collected data from the third full school year of program implementation.

Behavioral Outcomes: When comparing the pre-and post-test surveys for the intervention group, there was significant improvement related to children's and parents' fruit and vegetable consumption, snack food/sugared beverage consumption, physical activity, sedentary behaviors and food shopping behaviors.

Daily Fruit and Vegetable Consumption: After participating in Text2BHealthy, there was a 13% increase in the number of parents who reported that their child ate both fruits and vegetables every day. (see graphic)



Availability of Fruits and Vegetables: Parents who keep vegetables ready for their children to eat most or all days increased from 70% to 79%. Parents who keep fruit ready for their children to eat most or all days increased from 81% to 87%.

Physical Activity and Sedentary Behaviors: After participating in Text2BHealthy, most parents reported that their children were meeting or exceeding CDC daily physical activity recommendations, with 90% of parents reporting that their child engaged in more than 60 minutes of physical activity per day during the week, and 93% reporting the same during the weekend.

Food Shopping Behaviors: Parents who always buy fruits increased from 62% before Text2BHealthy to 71% after Text2BHealthy. Parents who reported often or always buying fruits and vegetables from farmers markets increased from 40% to 44%. Parents who reported often or always buying chips, candy or cookies for their families decreased from 32% before the program to 24% after the program.

Overall, Text2BHealthy seems to have a positive impact on both children's and parents' fruit and vegetable consumption, parents' food buying and feeding practices and children's physical activity.

States also reported outcomes at the individual level for long-term outcomes, or outcomes where SNAP-Ed participants were reported to experience a change in condition in one of the core focus areas as a result of educational intervention. Table 12 below shows the long-term individual level outcomes reported for 2015, which included two sets of dietary quality and nutrition outcomes and one set of food security outcomes. Fewer states reported long-term than medium-term outcomes for individuals, with an average of 3.3 states reporting adult outcomes and an average of 2.3 states reporting youth outcomes. The highest success rates for improvement in participants for dietary quality were reported for changes in eating fruits two or more times a day (56% of participants) and consuming dairy products three or more times daily (63% of participants), while for the area of food security 64% of participants reported not running out of food in the past thirty days.

SNAP-Ed at Work: Nutrition Outcomes Success Stories

Louisiana: Let's Eat for the Health of It

“Let’s Eat for the Health of It” is a social marketing campaign that was run by the Louisiana State University AgCenter with the focus of increasing the public’s awareness of the many benefits of diet that included more fruits and vegetables, as well setting aside times for family meals and increased physical activity. Information was disseminated through billboards, posters, outdoor banners, brochures and other handouts. Overall the hope was that the increased exposure to this kind of information would help move towards healthier diets and other healthy behavior choices. A telephone survey of 600 individuals after the campaign had ended found that half of all survey respondents had been exposed to the campaign materials and that a majority of them expressed a readiness to adopt healthier behavior patterns.

Table 12. Long-Term Outcomes for Individuals for Dietary Quality and Nutrition and Food Security (n = 46 states)

Long-Term Outcomes: Fruits & Vegetables	Total Adults Reached	Total Youth Reached	Total Reached	Total Adults Changed	Total Youth Changed	Total Changed	% Adults Changed	% Youth Changed	% Total Changed	# of States Reporting Adult	# of States Reporting Youth
Ate fruits two or more times per day	12,831	5,063	17,894	8,774	1,200	9,974	68.4%	23.7%	55.7%	6	7
Ate vegetables three or more times per day	255	4,637	4,892	75	832	907	29.4%	17.9%	18.5%	3	8
Other	7,979	2,273	10,252	6,779	388	7,167	85.0%	17.1%	69.9%	4	2
Long-Term Outcomes: Dairy											
Drank milk or fortified soy beverages	-	1,608	1,608	-	101	101		6.3%	6.3%	0	2
Switched from whole or 2% to low-fat (1%), or fat-free milk	250	536	786	83	53	136	33.2%	9.9%	17.3%	2	1
Consumed any dairy products three or more times daily	12,753	1,716	14,469	8,797	275	9,072	69.0%	16.0%	62.7%	2	2
Other	8,560	9,106	17,666	3,510	617	4,127	41.0%	6.8%	23.4%	4	1
Long-Term Outcomes: Food Security											
Did not run out of food in the past thirty days	18,312	22	18,334	11,671	4	11,675	63.7%	18.2%	63.7%	10	1
Were food secure in the past twelve months	2,880	2,880	5,760	468	468	936	16.3%	16.3%	16.3%	1	1
Other	12,804	-	12,804	3,610	-	3,610	28.2%	-	28.2%	4	0

Environmental Level Results

At the environmental level, states were first asked to provide information on assessing opportunities for identifying the total number of settings where a need for improving access or creating appeal for nutrition and physical activity supports through community engagement was present. Table 13 shows the total opportunities identified by type of location as well as the number of organizations who developed plans to enact improvements in nutrition education settings. Over 429 organizations across 19 states were reported to have formed organization task forces to address practices or standards around nutrition education, and 10,371 settings were identified where improved engagement was required by an average of 13.9 reporting states by type of location. Almost 46% of locations where engagement opportunities were identified were child care and educational facilities while nearly 33% of locations were public and community facilities, indicating a continued focus on public education venues.

Table 13. Opportunity Identification Outcomes for Environments (n = 46 states)

Short-Term Outcomes: Number of Settings Where Need for Improved Nutrition or Physical Activity Engagement Identified	Total Number of Opportunities Identified	Number of States Reporting
Restaurants, mobile vending/food trucks, congregate meal sites	164	12
Public housing, shelters, places of worship, community organizations, residential treatment centers, adult or senior services	3,380	18
Child care, head start, early care and education, adult education, schools, after-school, Cooperative Extension offices	4,736	21
Worksites with low-wage workers, job training programs, TANF worksites	272	10
Parks and recreation, YMCA, county fairs, Boys and Girls clubs, bicycling and walking paths	344	12
Farmers markets, grocery stores, food retailers, food pantries	1,425	19
Other	50	5
Short-Term Outcomes: Number of Organizations with SNAP-Ed Representatives that Agree to Develop Plan to Improve Practices or Standards in Settings where Nutrition Education is Provided	Total Number of Organizations	Number of States Reporting
Organizational Task Forces	429	19

SNAP-Ed at Work: Social Marketing Campaign and Systems Change

Oregon: Food Hero

Food Hero is a research-based social marketing campaign providing community education along with policy, systems and environmental change activities aimed at increasing the consumption of fruits and vegetables, in all forms, among limited-income Oregonians. Food Hero provides easy recipes for low-cost, adaptable, nutritious, and delicious meals and snacks and practical tips for food shopping and preparation. It builds state and local partnerships to promote policy, systems and environmental change activities aimed at increasing consumption of fruits and vegetables in all forms. Online community kits provide replicable tools, which are a key component of public health programs.

Outcomes:

Through the coordination and collaboration in this campaign, a shared focus has been established. SNAP-Ed educators promote Food Hero recipes in schools, early childhood settings, emergency food sites, as well as other types of sites. Some of these sites have adapted the recipes for their use at quantity levels. A partnership with the Oregon Child Nutrition Program has resulted in the formal translation of Food Hero recipes into appropriate quantities for USDA child and adult care and school food service sites. The recipes are also being credited as meeting USDA meal pattern requirements, which enables USDA food service funded programs nationwide to readily utilize the recipes for reimbursable meals. This project has produced a suite of materials (e.g. posters, recipes, Food Hero Monthlies, passports, hand stamps, coloring sheets) that feature Oregon Harvest products, which are promoted through collaborations with statewide partners. A link to the recipe section of the Food Hero website is featured on the main screen of the Oregon WIC Shopper smartphone app, which enables WIC clients to more easily access Food Hero recipes and shop for their ingredients.



States reported medium-term outcomes for environmental behavior changes in 2015 in areas related to nutrition and physical activity supports. Tables 14 and 15 show the number of states reporting changes enacted as a result of adopting nutrition supports and physical activity supports. On average, 22% of states reported enacting changes in the environments to support nutrition outcomes, 13% of states reported enacting changes in procurement of nutritious foods and 11% of states reported enacting changes related to food preparation. Additionally, an average of 12% of states reported enacting changes in environments to support increased physical activity outcomes, and an average of 12% of states reported program and practice changes to better support increased physical activity levels. While the number of states reporting medium-term environmental outcomes is similar to the total number who reported in FY 2010, it is critical to increase the number of SNAP-Ed providers who consistently track these outcome metrics in order to improve program evaluation and more quickly incorporate the most effective information into shared SNAP-Ed curricula.



Table 14. Environmental Nutrition Supports Adopted (n = 46 states)

Medium Term Outcomes – Environmental Changes	Number of States Reporting Examples of Changes Enacted
Improvements in hours of operations/time allotted for meals or food service	7
Improvements in layout or display of food	12
Change in menus – variety, quality, offering lighter fares	13
Point-of-purchase/distribution prompts	14
Menu labeling/calorie counts	7
Edible gardens	15
Lactation supports or policies for working mothers	6
Improvements in free water taste, quality, smell or temperature	7
Rules on use of food as rewards or foods served in meetings or classrooms	13
Other	6
Medium Term Outcomes – Procurement Changes	
Change in food purchasing specifications(s)	9
Change in vendor agreement(s)	6
Farm-to-table	9
Increase in fruits and vegetables	9
Increase in 100% whole grains	6
Increase in low-fat dairy	4
Increase in lean proteins	5
Lower sodium levels	6
Lower sugar levels	6
Lower solid fats, e.g. saturated or trans fats	6
Other	1
Medium Term Outcomes – Food Preparation Changes	
Enhanced training on menu design and healthy cooking techniques	7
Reduced portion sizes	5
Use of standardized recipes	5
Other	3

SNAP-Ed at Work: Nutrition Outcomes Success Stories

California: Plan, Shop, Save & Cook

UC CalFresh Nutrition Education Program – University of California, Davis and University of California Cooperative Extension

Plan, Shop, Save & Cook (PSSC) is a nutrition and food resource management curriculum for adults. The four, one-hour lessons incorporate adult learning principles and were adapted from a lesson in the *Eating Smart, Being Active* curriculum. Each class includes discussion and skill-building activities such as creating a menu based on MyPlate, writing a shopping list, locating and understanding items on the nutrition facts label and identifying the lowest cost food option by using unit prices. PSSC is designed for small groups of adults and can be implemented in diverse community settings such as adult schools, churches, public housing and county welfare offices.

Outcomes:

PSSC was evaluated with a sample of over 3,700 SNAP-Ed adult participants from 15 California counties over a two-year period. Participants reported significant improvement in each of the resource management behaviors: planning meals, comparing prices, shopping with a list, thinking about healthy choices, using the Nutrition Facts label and eating varied meals more often. Depending on the specific skill, the percent of participants reporting improvement ranged from 39% to 54%.

Greater use of resource management skills was also significantly related to a reduction in running out of food before the end of the month. Participants who received SNAP food assistance and made greater pre-post improvement in resource management skills reported the greatest decrease in running out of food.

The evaluation concluded that both food assistance and education on nutrition and resource management are needed. Targeted nutrition education programs such as PSSC, linked with food assistance benefits and designed to support comprehensive, community-based strategies, can support healthier food choices and improve food security, even within limited budgets. In addition to California, PSSC is also being implemented by SNAP-Ed programs in Washington, Oregon, and Guam.



Table 15. Physical Activity Supports Adopted (n = 46 states)

Medium Term Outcomes – Environmental Changes	Number of States Reporting Examples of Changes Enacted
Improvements in hours of operations of recreation facilities	5
Improvements in access to safe walking or bicycling paths or safe routes to school or work	7
Signage and prompts for use of walking and bicycling paths	7
New or improved stairwell prompts	6
Improvements in access to stairwells	4
Other	3
Medium Term Outcomes – Program or Practice Changes	
New or increased use of school facilities during non-school hours for recreation, or joint use policies	8
New or stronger limits on entertainment screen time	5
Increase in school days spent in physical education	5
Improvements in time spent in daily recess	5
New or improved access to structured physical activity programs	8
Other	3

SNAP-Ed at Work: Environmental Outcomes Success Stories

Florida: Alachua County Food Hub

The Alachua County Food Hub, also known locally as the “Farm to School to Work Hub,” has become a teaching facility for students, a meeting space for school garden champions wanting to connect their gardens to the lunchroom, a place for kitchen managers learning to use farm fresh produce and a learning opportunity for districts around the state desiring to incorporate more fresh produce into school menus for children most in need. The hub is a true representation of collective impact, which includes a partnership between the Family Nutrition Program (Florida SNAP-Ed), the Alachua County School Board, the Growing Educational Training program and numerous community organizations.

Students were instrumental in helping to develop the food hub where they received and aggregated produce from local farmers and learned to weigh, measure, package and distribute produce to district schools. Nineteen FNP-eligible schools received produce from local farms as well as from onsite gardens and greenhouses through the food hub. Nearly 13,000 pounds of produce from local farms and the hub gardens were processed through the food hub.

Additional outcomes and impacts of the program include the following: students participated in gardening classes and were trained in food packing and food safety procedures; more than 150 heads of lettuce were produced for the school lunch program; students cared for over 3,000 plants for school gardens; five local farms provided more than 9,000 pounds of produce for 15 FNP eligible schools; and students assisted in developing standard operating procedures for the food hub based on industry standards.

Sectors of Influence

For FY 2015, states were asked to provide open-ended responses of outcomes (either in terms of numbers or examples of progress) across three key sectors of influence: local government, agriculture and health care. Table 16 shows the number of states reporting medium-term sectors of influence outcomes by sector. An average of 6% of states reported progress with local government, an average of 13% reported progress with agricultural producers and an average of 9% reported progress with health care facilities. States provided a combination of narratives on progress and metrics, making it difficult to gauge progress in terms of the metrics listed in the survey as outcomes indicators due to sparse reporting by states. However, a number of state case studies highlight the significant progress made across combinations of all three of these sectors of influence through coordinated efforts to improve awareness of the importance of physical activity and access to healthy food.

Table 16. Sectors of Influence Outcomes (n = 46 states)

Sector of Influence	Medium Term Outcomes	Number of States Reporting Metrics or Examples of Progress
Local Government	Number of food manufacturers, distributors or retailers that have standards that promote healthy meals, including smaller portions	3
	Number of food retailers that procure locally sourced food (i.e., food grown within a day's driving distance of the place of sale)	4
	Total dollar value of financial incentives for the local production and distribution of food (i.e., food grown within a day's driving distance of the place of sale)	2
	Total dollar value of financial incentives for food retailers to open stores in food deserts	3
	Other	2
Agriculture	Number of certified farmers markets or direct marketing farmers for every 10,000 residents in low-income communities	5
	Number of farmers markets or direct marketing farmers that accept SNAP Electronic Benefit Transfer (EBT) in low-income communities	10
	Number of farmers markets or direct marketing farmers with public-private partnerships that provide bonus incentives programs for SNAP EBT (dollar value of the bonus per individual/household per month)	10
	Number of farm stands or mobile produce carts per 10,000 residents that sell or serve produce in low-income communities.	5
	Other	1
Health Care	Number of low-income health care facilities that routinely measure and track patients' BMI	4
	Number of low-income health care facilities that provide "prescriptions" for physical activity or healthy eating	5
	Other	3

SNAP-Ed at Work: Social Marketing Success Stories

Tennessee: Farmers Market Fresh

Farmers markets are a great place to pick up fresh fruit and vegetables, and the University of Tennessee Extension in collaboration with Tennessee State University are leveraging these markets across the state to offer food demonstrations and other outreach as part of a program titled Farmers Market Fresh (FMF). This “social marketing” initiative promotes the use of farmers markets as a resource for acquiring fruits and vegetables and using SNAP benefits at the markets. FMF was implemented in 12 Tennessee counties, both urban and rural, in the summer of 2015.

The FMF Toolkit utilizes social media posts, newspaper articles and talking points to use for food demonstration, promotional signs and displays for distribution in the community. In addition, display materials and activities were provided to promote seasonal selection of 12 commonly available foods at the markets.

In its early inception the program is already having a measurable impact—109 food demonstrations were presented reaching a total of 28,726 indirect education contacts at the markets. Of those contacts, 11% reported increased consumption of locally-grown fruits, and 19% reported increased consumption of locally-grown vegetables. Markets at which FMF was implemented saw an increase in SNAP redemption from the previous year.

SNAP-Ed at Work: Community Engagement Success Stories

Washington: Mobile Food Bank Partnership with Second Harvest Food Bank

Second Harvest Food Bank approached Washington State University Extension SNAP-Ed in Spokane with a problem: they had too many fresh fruits and vegetables to distribute and wondered if WSU could help them get the produce to SNAP-eligible individuals. WSU SNAP-Ed partnered with Second Harvest and together they helped to increase access to fresh and healthy foods through Family Night events held at local schools, Summer Feeding sites and outreach to low-income neighborhoods. Second Harvest was able to distribute fresh produce during the Family Night events via its mobile food bank. In 2015 these efforts culminated in reaching 3,000 families through 34 school sites and 500 families through the Summer Feeding sites. The impact of this collaboration between Second Harvest, WSU Extension and other community agencies increased access to over 1.3 million pounds of fresh produce through school visits and 2,500 pounds through the Summer Feeding sites.

This ongoing collaborative partnership with Second Harvest has been so successful that Second Harvest dedicated a delivery van, wrapped in colorful fruits and vegetables, to be used exclusively as a mobile food bank by WSU SNAP-Ed. The success of this partnership also led to the expansion of the WSU SNAP-Ed program to include produce tastings at local libraries, senior income housing and the Police Athletic League Summer Basketball Camps.



III. Conclusion

The SNAP-Ed activities of the nation's LGUs continue to generate substantial impacts in nearly every state. LGUs are utilizing diverse, evidence-based approaches to reach SNAP-eligible populations to help them make informed, healthy choices in their SNAP expenditures. This fourth report on the SNAP-Ed activities of LGUs is timely and reflects how LGU-delivered SNAP-Ed has changed across these institutions since the passage of the Healthy Hunger-Free Kids Act of 2010. This study provides an opportunity to gauge and understand the initial implications for SNAP-Ed of recent, significant shifts in the operating and financial context of the program and to begin to understand the implications of these changes for the future. And while these changes are still rippling through the SNAP-Ed system, this report finds continued far-reaching efforts and impacts among LGUs that are highly targeted and making a difference in the lives of SNAP recipients.