



Supplemental Nutrition Assistance Program Education (SNAP-Ed)

SNAP-Ed 101 Training: Program Overview

Today's Presenters



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Learning Goals

1. Identify the role that SNAP-Ed plays within the context of nutrition assistance programs
2. Recall the essential features of the SNAP-Ed State Plan
3. Describe comprehensive approaches
4. Explain success in SNAP-Ed



Audience

- State Agency SNAP-Ed Coordinators
- SNAP-Ed Implementing Agency Staff

Summary of Topics



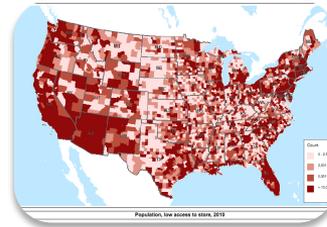
SNAP-Ed Overview



Agency Roles and Responsibilities



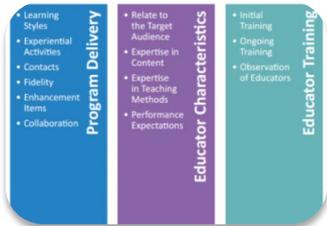
SNAP-Ed Plan



Needs Assessment



Targeting



Nutrition education



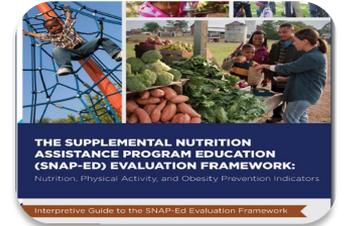
Social marketing



Policy, systems, and environmental change



Partnerships



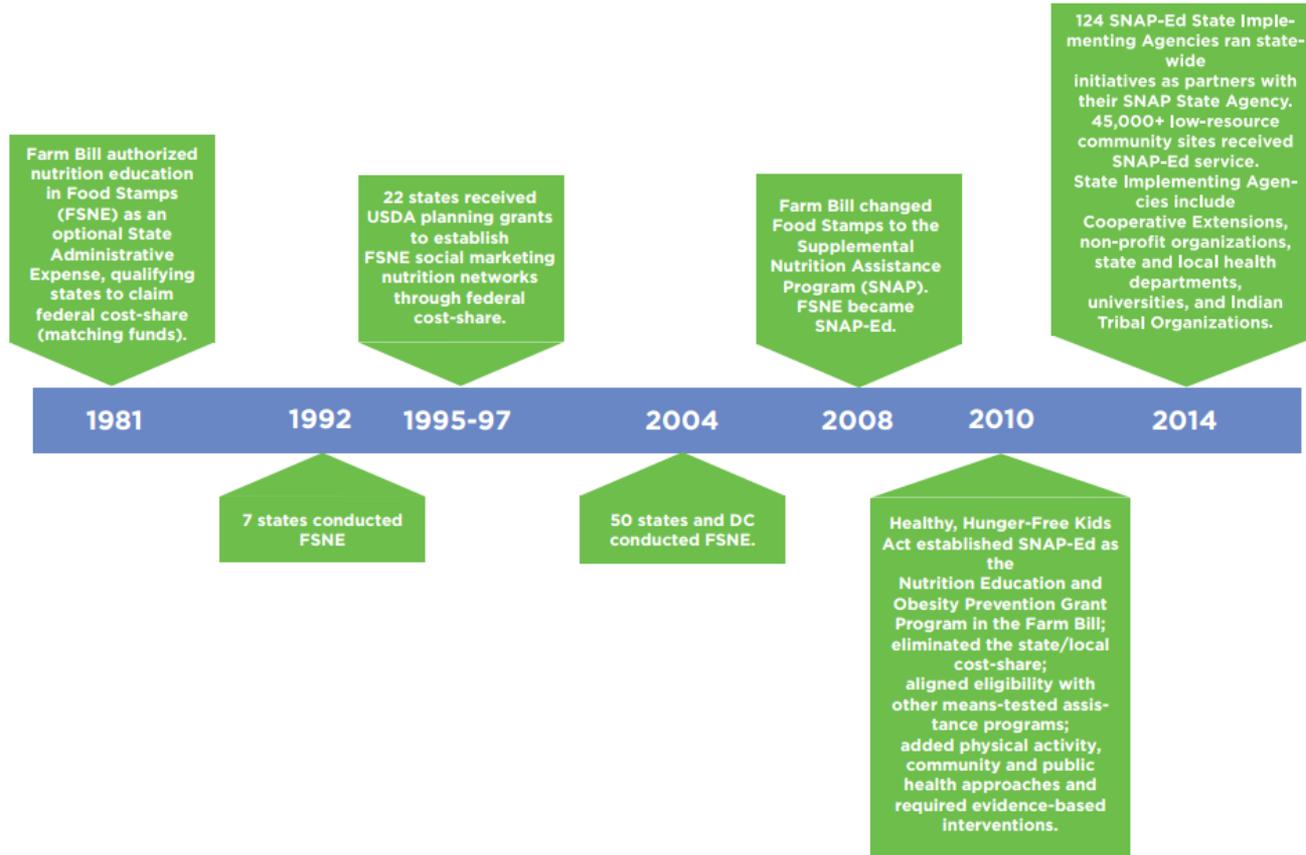
Outcomes and Evaluation



SNAP-Ed Overview

What is SNAP-Ed, what does it provide, and why is it important?

History of SNAP-Ed





Laws and Regulations

Food and Nutrition Act of 2008, Sec. 28 (As Amended Through PUBLIC LAW 113-128—July 22, 2014]

Healthy, Hunger Free Kids Act of 2010, Sec. 41 (PUBLIC LAW 111-296—DEC. 13, 2010)

Agricultural Act of 2014, Sec. 4028. (PUBLIC LAW 113-79—FEB. 7, 2014)

Code of Federal Regulations, Title 7
Agriculture § 272.2 (2)



SNAP-Ed Overview

Healthy, Hunger Free Kids Act of 2010, Sec 241

(3) USE OF FUNDS.— (A) IN GENERAL.—A State agency may use funds provided under this section for any evidence-based allowable use of funds identified by the Administrator of the Food and Nutrition Service of the Department of Agriculture in consultation with the Director of the Centers for Disease Control and Prevention of the Department of Health and Human Services, including—

(i) individual and group-based nutrition education, health promotion, and intervention strategies;

(ii) comprehensive, multilevel interventions at multiple complementary organizational and institutional levels; and

(iii) community and public health approaches to improve nutrition



SNAP-Ed Goal

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.





Behavioral Outcomes

Make half your plate fruits and vegetables, at least half your grains whole grains, and switch to fat-free or low-fat milk and milk products.

Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.,

Maintain appropriate calorie balance during each stage of life.



USDA Mixing Bowl



Household Recipes

Large Quantity Recipes

Recetas en Español



Strawberry S'Mores

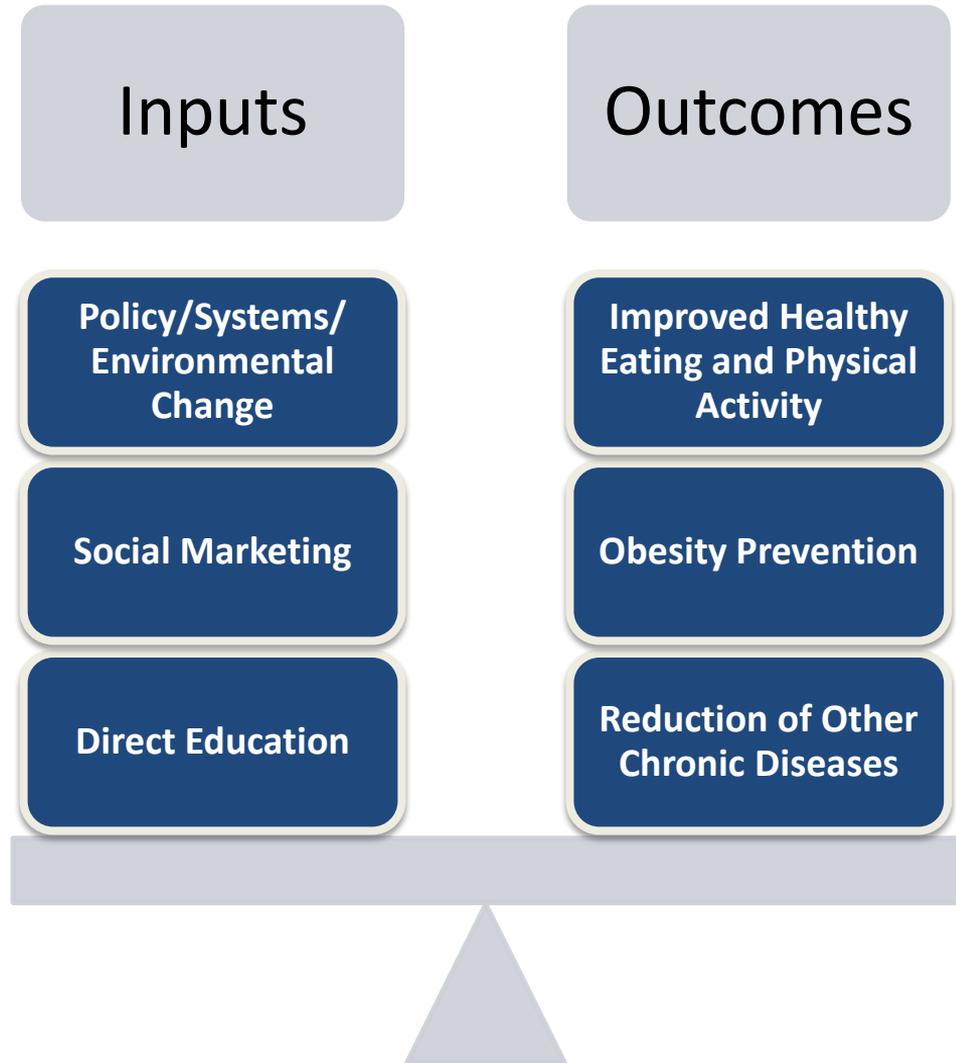
This quick, easy, and mouth-watering recipe is a perfect afternoon snack for the early days of summer. Kids will love that they can make it themselves, and parents will love that it's an inexpensive and healthy treat!

<http://www.whatscooking.fns.usda.gov/>

SNAP-Ed Comprehensive Approach



SNAP-Ed Overview



Obesity Prevention

Obesity is common.

- More than one-third of U.S. adults (over 72 million people). Co-existence of obesity, poverty, and food insecurity. (CDC)

Obesity begins in childhood.

- 17% of U.S. children are obese. (CDC)

Obesity is costly.

- Annual medical costs of obesity is \$147 billion. (Finkelstein et al., 2009)



Expanded Program Topics



SNAP-Ed Funding

100 % Federal Grant

- No State contribution
- 2-year period of performance (carry-in)
- Only source of Federal funds for SNAP-Ed

Funding Formula Components

1. State's percentage of national SNAP-Ed expenditures
2. State's percentage of national SNAP participation





Questions

Describing SNAP-Ed to your stakeholders:

What does SNAP-Ed provide?

Why is SNAP-Ed important?



Questions

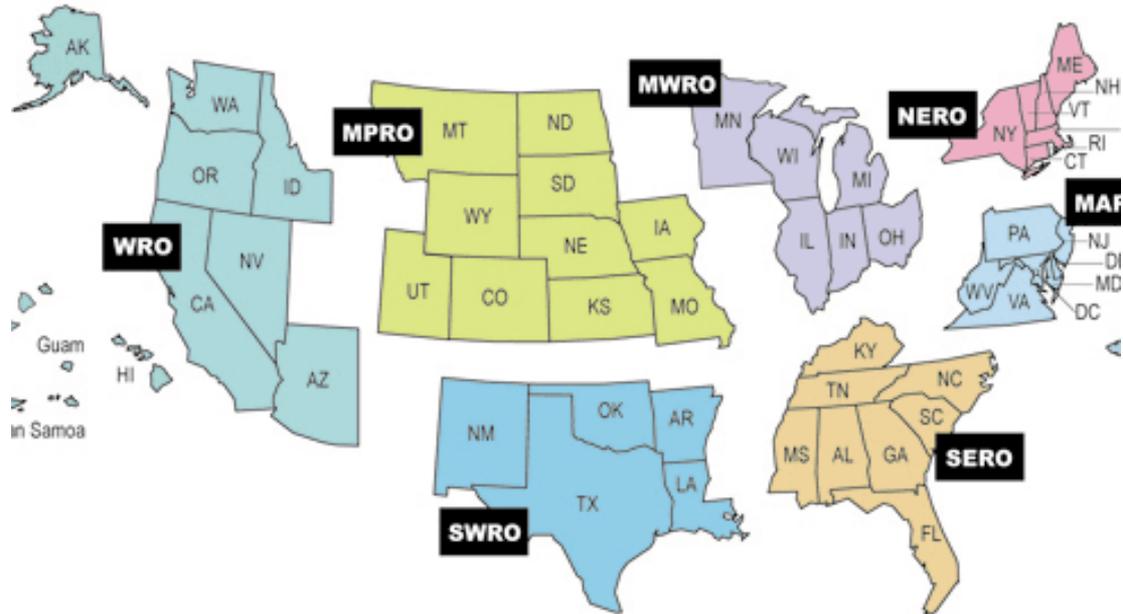
What does SNAP-Ed provide?

- a. Nutrition education
- b. Social marketing
- c. Policy, systems, and environmental changes
- d. All of the above

Why is SNAP-Ed important?

- a. Prevents obesity and related chronic diseases
- b. Encourages healthy purchases in SNAP households
- c. Serves low-income audiences of all ages
- d. All of the above





Roles and Responsibilities

Who is responsible for oversight, administration, and implementation of SNAP-Ed?



Agencies

Federal

- Congress
- US Department of Agriculture/Food and Nutrition Service

State

- State SNAP Agency
 - *Grantee*
- SNAP-Ed Implementing Agencies (e.g., Land-Grant Universities, State Health Departments, Non-Profit Organizations, Nutrition Networks, Indian Tribal Organizations)
 - *Sub-grantee*

Local

- Local Agencies (County Cooperative Extension Offices, Local Health Departments)
- Low-income neighborhoods and community organizations
- Children and caregivers, adults, elderly





SAs and IAs

State SNAP Agency

- Cognizant SNAP-Ed agency
- Coordinates with other State agencies
- Develops coordinated, cohesive SNAP-Ed Plan in partnership with IAs
- Sets state SNAP-Ed goals
- Funds and monitors IAs

SNAP-Ed Implementing Agencies

- Funded by State SNAP agency
- Develops SNAP-Ed Plan projects
- Plans, implements, and evaluates SNAP-Ed programs, strategies and interventions
- Develops and disseminates nutrition and physical activity messaging
- Trains and monitors local staff
- Coordinates with other nutrition education and obesity prevention programs





SNAP-Ed Alphabet Soup



Roles and
Responsibilities

Associations and Programs

Acronym	Organization or Program Name
ASNNA	Association of SNAP-Ed Nutrition Networks and Other Implementing Agencies
CDC	Centers for Disease Control and Prevention
EFNEP	Expanded Food and Nutrition Education Program
LGU	Land-grant university
NCCOR	National Collaborative for Childhood Obesity Research
NIFA	National Institute of Food and Agriculture
RNECE	Regional Nutrition Education & Obesity Prevention Centers of Excellence
FINI	Food Insecurity Nutrition Incentive





SNAP-Ed Plan Development

What are the essential components of the State SNAP-Ed Plan?

SNAP-Ed Connection



USDA United States Department of Agriculture

SNAP-Ed Connection

Home | SNAP-Ed Library | About SNAP-Ed Connection | Topics A-Z | e-Bulletin | Contact Us | Help

Search SNAP-Ed Connection

Search

- Search all USDA
- Advanced Search

Home

The SNAP-Ed Connection is a dynamic online resource center for State and local SNAP-Ed providers. SNAP-Ed Connection is funded by USDA's **Food and Nutrition Service** (FNS).

Browse Nutrition Education Tools

- SNAP-Ed Library
- SNAP Recipes
- Eat Right When Money's Tight
- Meal Planning, Shopping, and Budgeting
- Handouts and Web Sites
- Seasonal Produce Guide
- Recipes
- Photo Gallery
- Basic Nutrition for Everyone
- MyPlate for My Family
- Nutrition Through the Seasons

I Want To

- Order FNS materials from the SNAP Nutrition Education materials order page
- Accept SNAP Benefits in my store
- Visit the SNAP (Food Stamp Program) Web site

Follow us on Twitter

Now Available
EARS Online Training Module!



New SNAP-Ed Evaluation Framework Interpretive Guide



Read the FY2017 SNAP-Ed Guidance



New! SNAP-Ed Library



SNAP-Ed Interventions Toolkit - April 2016 Update!



Eat Right When Money's Tight Tip Sheet



MyPlate for My Family



Cooking Section



New! Lead Poisoning and Nutrition







SNAP-Ed Annual Guidance

Supplemental Nutrition Assistance Program Education
Plan Guidance FY 2017

Nutrition Education & Obesity Prevention Grant Program

TODAY'S MENU

Choose at least 3 colors. And be sure to include a fruit or vegetable to make a healthy school lunch!

- Protein**
 - Eggs
 - Greek Yogurt, Lowfat
 - Cheese or Cheddar with Pita
 - Salmon, Tuna, Pork
- Grains**
 - Whole Grain Bread
 - Grain or Rice Pancakes with Tils
- Vegetables**
 - Broccoli
 - Spinach
 - Carrots
 - Tomato (Sliced)
 - Cucumber (Sliced)
 - Onion (Sliced)
 - and others
- Fruit**
 - Apples
 - Low Fatting Energy Bars
 - Orange
 - Cherry Tomatoes
 - Apple Slices
- Milk**
 - Low Fat Milk
 - Low Fat 1% Milk
 - Low Fat Cheddar Cheese

USDA
SNAP
Supplemental Nutrition Assistance Program
Putting Healthy Food Within Reach





Six Elements of the SNAP-Ed Plan

- A. Target Audience, Needs Assessment, Coordination
- B. Goals, Objectives, Nutrition Education Projects, Evaluation
- C. Staffing
- D. Budget Summary
- E. Assurances
- F. Signatures





Social Ecological Model

SNAP-Ed Plans must include activities at the individual level, along with approaches at the environmental and/or sectors of influence levels.





Plan Approaches

Approach 1:

- individual and group-based nutrition education, health promotion, and intervention strategies

Approach 2:

- comprehensive, multilevel interventions at multiple organizational and institutional levels

Approach 3:

- community and public health approaches





Annual or Multi-Year Plans

Annual Plan

- Single year
- Annual goals, objectives, and activities
- Annual budget

Multi-Year Plan

- 2 or 3 years
- Consistent goals
- Must show progression in objectives and activities
 - Logic Models help
- Updated annual budgets





Notification of SNAP Activities

Identify methods the State will use to notify applicants, participants, and eligible individuals to the maximum extent possible, about the availability of SNAP-Ed activities in local communities.





What Makes A Plan Easy To Read

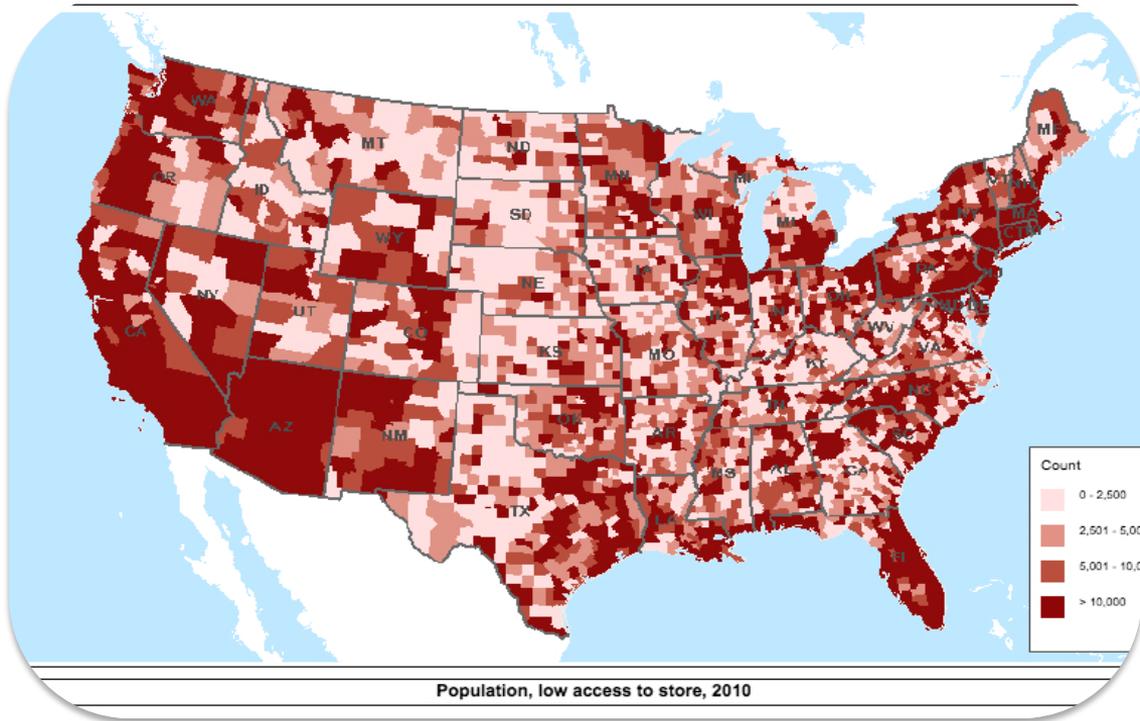
- Cover letter/Executive Summary
- Cohesive document
- Provide relevant information and explanations
- Consistency/logical flow of information
- SMART Objectives
- Show FNS what has changed from previous year
- Page numbers



State Plan Amendments

- Due to the Regional Office no later than May 1
- Consult with Regional Offices





Needs Assessment

What are the needs for nutrition education and obesity prevention in the SNAP-Ed audience?



Characteristics of SNAP Participants

Ages	Disability	Earned income	Geography	Gender
<ul style="list-style-type: none">• 44 percent of participants under age 18• 9 percent age 60 or older	<ul style="list-style-type: none">• 10 percent disabled nonelderly adults	<ul style="list-style-type: none">• 31 percent of SNAP households had income from work	<ul style="list-style-type: none">• 80 percent of SNAP households live in or near large cities	<ul style="list-style-type: none">• 61 percent of nonelderly adults female



U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support, *Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2013*, by Kelsey Farson Gray. Project Officer, Jenny Genser. Alexandria, VA, 2014



Needs Assessments

Review Existing Information



Collect New Data Selectively



Describe the Findings





Needs Assessment Tools

Tool Name	URL and Description
Food Environment Atlas	http://www.ers.usda.gov/data-products/food-environment-atlas.aspx Web-based mapping tool – 211 indicators of the food environment
American FactFinder	http://factfinder2.census.gov/ Census data for States, Puerto Rico, and territories
Health Landscape	www.healthlandscape.org Interactive web-based mapping tool
Community Commons	www.communitycommons.org Interactive web-based mapping tool and Community Health Needs Assessment Toolkit
The State of Obesity (formerly <i>F as in Fat</i>)	http://stateofobesity.org/ Obesity rates, trends, policy analysis, state briefs
Sortable Stats	http://wwwn.cdc.gov/sortablestats/ Risk factors and disease rates for 50 States, DC, and territories
County Health Rankings	http://www.countyhealthrankings.org/ Vital health factor records in nearly every county in America

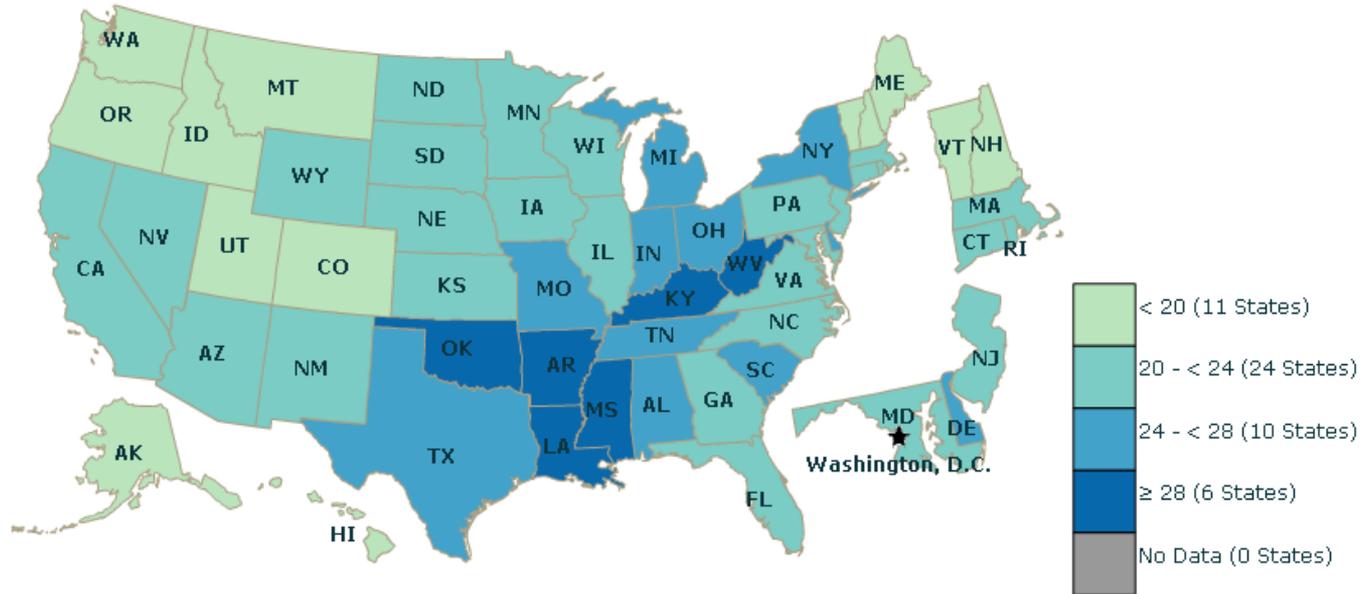




Geographic Information System Mapping

2014: Percent of adults who engage in no leisure-time physical activity †

[Save Map](#)





Targeting

Who is the SNAP-Ed target audience?

SNAP-Ed Primary Audience



Targeting

Audience Targeting Methodology

Income-based – Persons eligible for other means-tested Federal assistance programs, including TANF

Location-based – Food pantries, soup kitchens, public housing sites

School-based – Schools where least 50% of the student body receives free or reduced price meals

Work-site-based: Persons employed at organizations or locations where at least 50% of the employees are working poor

Geography-based: Census tracts (or other defined communities) where at least 50% of residents have gross incomes at or below 185% of poverty

Media/Marketing-based: At least 50% of the audience has gross incomes at or below 185% of poverty

Retail-based: Stores that redeem average monthly SNAP benefits of \$50,000 or more or stores in low-income census tracts



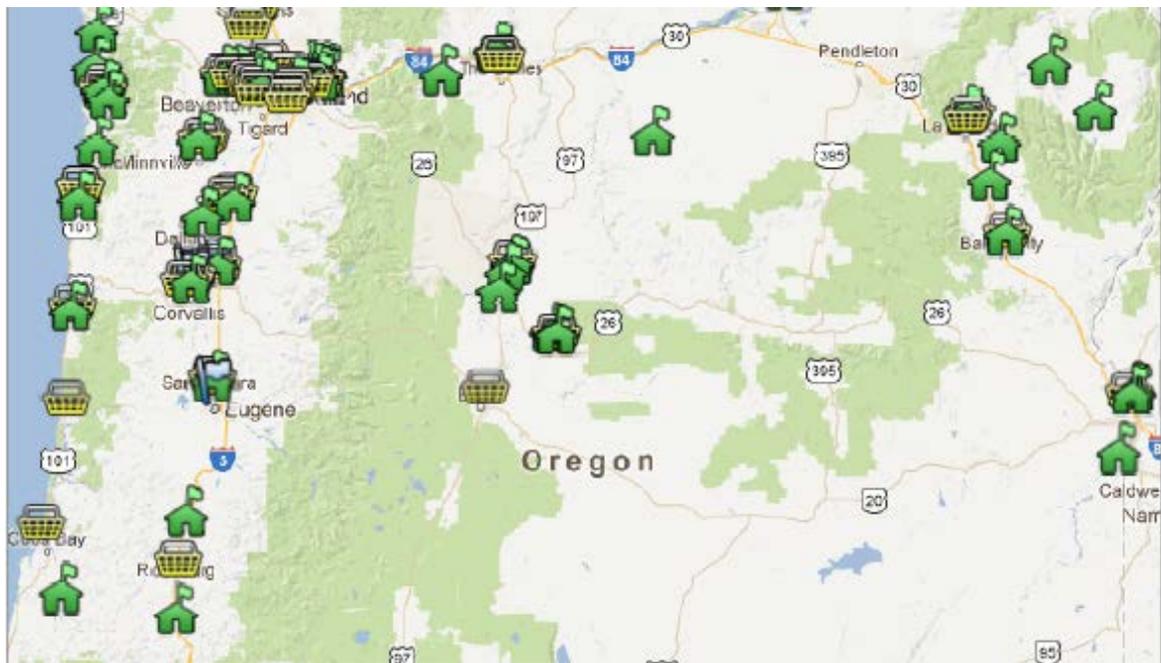


Alternative Targeting Methodologies

- Census Designated Places
- National School Lunch Program
 - Community Eligibility Provision
- Rural/Frontier Communities
- Pro-rating SNAP-Ed costs

% of audience within 130% FPL





Oregon Food Hero Billboard Targeting

57 Elementary Schools in 75% of Oregon Counties



Targeting



Champions for Change – Targeting

- Media campaign target audience
 - Multicultural English-dominant women ages 18-54
 - Latino Spanish-dominant women ages 18-49
- At least 50% of media campaign impressions delivered to individuals living at or below 185% of poverty
 - Campaign is geographically tiered
 - Outdoor ads and digital ads are targeted by census tract
 - TV, radio ads are placed on stations that index high against the target audience



Targeting



Questions

Describing SNAP-Ed to your stakeholders:
Who does SNAP-Ed serve?

- a. Only children from low-income families
- b. Only low-income parents
- c. Low-income families, adults, and children eligible for SNAP





Evidence-Based Nutrition Education

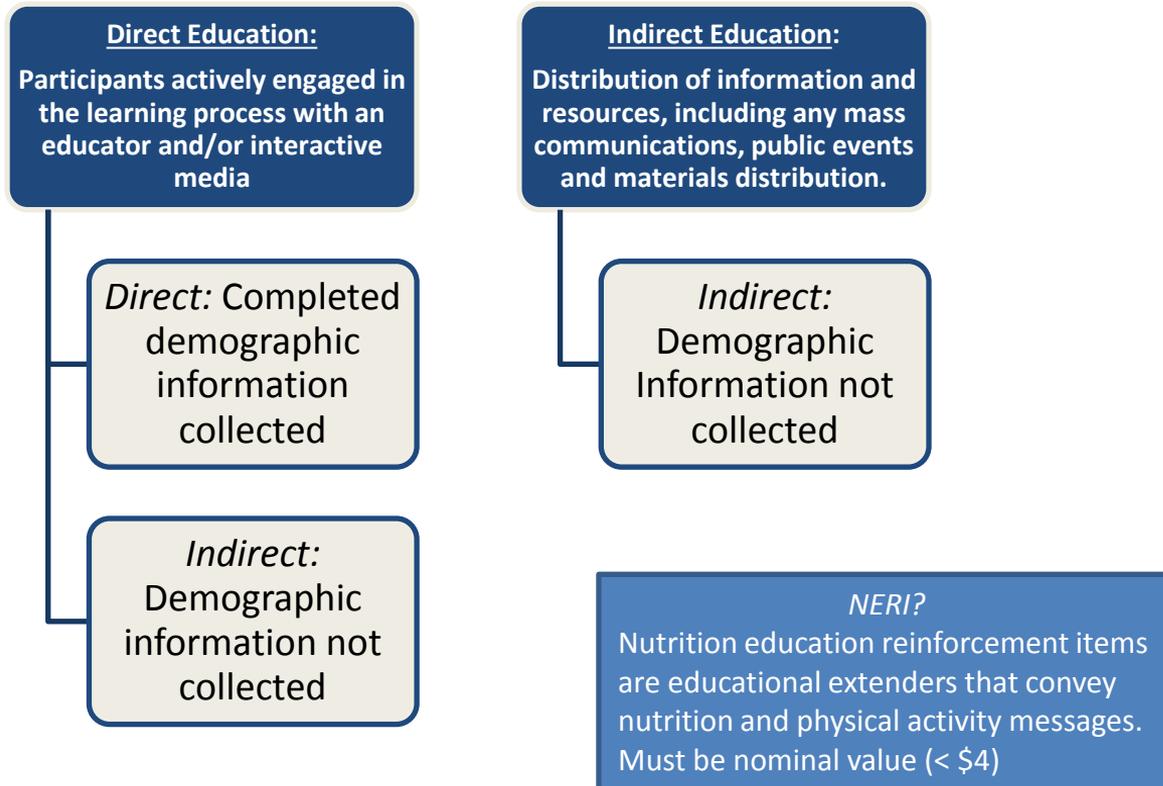
What is nutrition education?

Nutrition Education

SNAP nutrition education and obesity prevention services are any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being of SNAP participants and low-income individuals eligible to participate in SNAP and other means-tested Federal assistance programs. (Adapted from definition by Isobel R. Contento, PhD in *Nutrition Education, Linking Research, Theory, and Practice*, Jones and Bartlett Publishers, 2011)



Direct or Indirect Education



Evidence-Based

An evidence-based approach for nutrition education and obesity prevention is defined as the integration of the best research evidence with the best available practice-based evidence.



Best Practices for Nutrition Education for Low-Income Audiences

- 28 best practices
- Use best practices to self-assess program strengths and limitations;
- Include behavior change theory and research-based content in program design;
- Deliver evidence-based curricula, messages, and materials appropriate for the specific target audience;
- Ensure fidelity in program delivery, educator training, data collection, and evaluation; and
- Link evaluation to program design, program delivery, educator training, and appropriate levels of the Social-Ecological Model.



A Continuum of Evidence for Nutrition Education: Descriptions

Research-tested

- Peer reviewed journal publications
- Testing across multiple populations and venues
- Experimental or quasi-experimental study designs with control groups
- Meta-analyses or systematic reviews are most conclusive

Practice-tested

- Evaluated for program effectiveness
- Reflects known best practices in nutrition education and obesity prevention strategies

Emerging

- Innovative, pilot projects
- Responds to unmet needs in addressing Healthy People 2020 objectives



Identify Strategy or Intervention Name:			
Step 1	Many strategies or interventions have already been reviewed for their effectiveness for nutrition education and obesity prevention. To begin, check if the approach is recognized as evidence-based by at least one government or scientific agency, or listed in a registry reviewed by experts and researchers in nutrition education and obesity prevention.	Yes	No
	National Collaborative for Childhood Obesity Research: SNAP-Ed Interventions Toolkit		
	Food and Nutrition Service: Nutrition Evidence Library		
	National Cancer Institute: Research-Tested Interventions Program		
	U.S. Department of Health and Human Services: Guide to Community Preventive Services		
	U.S. Department of Health and Human Services: Rural Obesity Prevention Toolkit		
	What Works for Health: Policies and Programs to Improve Wisconsin's Health		
	University of North Carolina Center of Excellence for Training and Research Translation		
	Other (specify, attach with submission): _____)		
Notes/Comments:			
<i>If you answered to yes to any of the above, congratulations, your strategy or intervention has been certified as research- or practice-tested! If you answered no, go to Step 2.</i>			
Step 2	Search for evaluation results for your intervention or strategy with a university or public health partner using the following guidelines.	Yes	No
A	Is there at least one peer-reviewed ¹ , scientific journal article that concludes your approach has significant positive impacts on individual behaviors, food/physical activity environments, or obesity prevention policies? Journal, article title, publication date: _____		
B	Was the approach tested and compared against some type of control condition present (e.g., a similar venue or population that does not receive the intervention or strategy) with significant positive effects?		
Notes/Comments (including applicable supporting files to be attached with submission):			

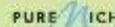
¹ Peer-reviewed articles have been critiqued by the author's peers, who are experts in a given field or academic discipline. Articles published in peer-reviewed journals meet standards of excellence in scientific research. Examples of peer-reviewed journals with SNAP-Ed articles include: *Journal of Nutrition Education and Behavior* and *Preventing Chronic Disease*.

Checklist for Evidence- Based Approaches





They learn from watching you.
**Eat More Fruits
and Veggies
and they will too!**

  Funded in part by U.S. Department of Agriculture Supplemental Nutrition Assistance Program (SNAP) through the State of Michigan and the Michigan Fitness Foundation. These institutions are equal opportunity providers and employers. For food help contact the toll free Michigan Food Assistance Program Hotline: (855) ASK-MICH. 

Social Marketing

How do States change health behaviors using commercial marketing techniques?



Social Marketing

A disciplined, consumer-focused, research-based process to plan, develop, implement, and evaluate interventions, programs and multiple channels of communications designed to influence the voluntary behavior of a large number of people in the target audience (*Adapted from Alan Andreasen 1995 and Social Marketing Division of Society for Nutrition Education*)





Marketing 4 Ps:

- **Product** - The social marketing "product" is not necessarily a physical offering
- **Price** - refers to what the consumer must do in order to obtain the social marketing product.
- **Place** - describes the way that the product reaches the consumer.
- **Promotion** - consists of the integrated use of advertising, public relations, promotions, media advocacy, personal selling and entertainment vehicles.



4 P's Plus:

- **Publics** - Social marketers often have many different audiences
- **Partnership** - Social and health issues are often so complex that one agency can't make a dent by itself.
- **Policy** - Social marketing programs can do well in motivating individual behavior change, but that is difficult to sustain unless the environment they're in supports that change for the long run.
- **Purse strings** – campaigns are most often funded by grants

Brand Equity



Eat Smart New York!



Eat Better For Less!





Champions for Change – Social Marketing Campaign



To empower you and your family to
live life to the fullest.



Champions for Change – Social Marketing Campaign

- **Product** - Tips and recipes to eat healthy and be more active
- **Price** – Free!
- **Place** – Campaign reaches target where they live, work and play
- **Promotion** – Integrated campaign





Champions for Change – Social Marketing Campaign

The concept of a healthy life becomes achievable when it is broken down into steps the average low-income family can take in their day-to-day life. By making small changes each day, we enjoy the cumulative effects of a healthier life.



When we understand that we don't have to strive for the unattainable goal of "perfection," we embrace the concept that we do have the ability and means to "just be better."



Champions for Change Communications Resource Library

<https://www.cdph.ca.gov/programs/cpns/RL/Pages/Media.aspx>

Champions for Change – Social Marketing Campaign

Process

- Dozens of ideas were narrowed down to 3 concepts
- Those 3 concepts were focus group tested with the target audience in three cities
- The *Be Better* concept was selected based on focus group responses



Champions for Change - Spokespeople

Champions

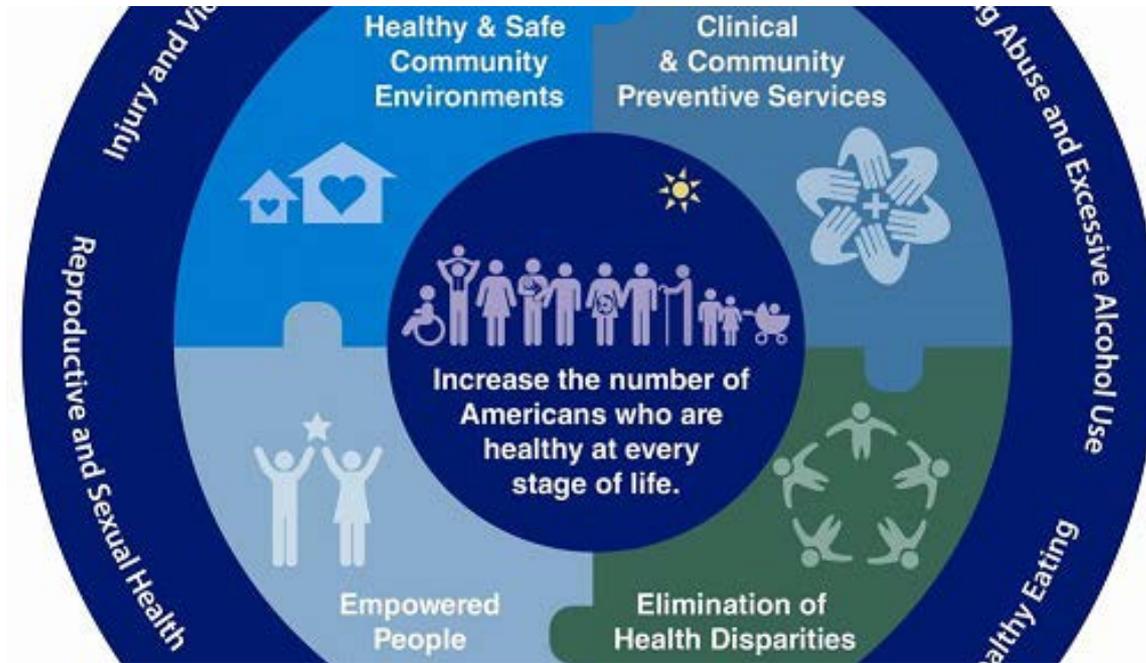
Real people just like you and I who have made healthy changes in their lives.





Arizona: Brighten the Family Table





Partnerships

What is the value of partnerships in SNAP-Ed?



FNS Nutrition Assistance Programs

Supplemental Nutrition Assistance Program

SNAP-Ed

Child Nutrition

Food
Distribution
Programs

WIC

School
Breakfast
Program

Fresh Fruit
and
Vegetable
Program

Special Milk
Program

Summer Food
Service
Program

Child and
Adult Care
Food Program

National
School Lunch
Program

Team
Nutrition

Farm2School

Commodity
Supplemental
Food Program

Food
Distribution
Program on
Indian
Reservations

The
Emergency
Food
Assistance
Program

Farmers'
Market
Nutrition
Program
(FMNP)

Senior
Farmers'
Market
Nutrition
Program
(SFMNP)



Partnering Across FNS Programs



Partnerships

State, Tribal, or Territorial Levels

- State Nutrition Action Committee
- State SNAP-Ed Advisory Committee
- Food Policy Council

Local Level

- Community Nutrition Action Plan
- Food Policy Council
- Let's Move: Cities and Towns
- Community Benefits

Site or Organization-Level

- Local School Wellness Policies
- Site collaboration agreements





Multi-Sector Collaboration, Defined

... “linking or sharing of information, resources, activities, and capabilities by organizations in two or more sectors to **achieve jointly an outcome that could not be achieved by organizations in one sector separately**”

(Bryson et al., 2007)





	Your Agency	Partner 1	Partner 2	Partner 3
Laws and regulation	POPULATION REACH 			
Change organizational practices and policies				
Build state and local coalitions and networks				
Train and provide technical assistance to state and local agencies				
Investigate community risks and barriers to nutrition				
Market healthy behaviors community-wide				
Inform and empower individuals and families				





	School	Local Hospital	Food Bank	City Parks
Laws and regulation	Smart snacks	Community health worker – billable service	City policy for mobile distribution van	Free daily physical activity
Change organizational practices and policies	Joint use policy with parks and rec	Electronic prompts for BMI and food insecurity screening	Healthy donations policy	Joint use policy with schools
Build state and local coalitions and networks	Member of Local Food Security Taskforce	Member of Local Food Security Taskforce	Member of Local Food Security Taskforce	Safe Routes to School National Network
Train and provide technical assistance to state and local agencies	How to improve nutrition standards in after school programs	Provider training on BMI screening and referrals to nutrition education	Training on weekend backpack program in schools	Safe Routes to School trainings
Investigate community risks and barriers to nutrition	CDC’s School Health Index	Community health needs assessments	Health pantry assessment	Health impact assessment
Market healthy behaviors community-wide	School-based marketing campaign	Direct mail campaign	Texting/SMS campaign for SNAP	Safe Routes to School Promotion
Inform and empower individuals and	Nutrition classes with parent night	Diabetes prevention class	6 week adult series	Pedestrian safety videos





SNAP-ED STRATEGIES & INTERVENTIONS:

An Obesity Prevention Toolkit for States

Public Health Approaches

What is the role of public health approaches in SNAP-Ed?

Public health approaches

- Broader reach of the target population without individual blame or stigma.
- The environment in which we eat, live, work, learn, shop, play, affects our behaviors & choices.
- Our behaviors and choices (based on the opportunities we have) affect our health.
- Venues and neighborhoods that have access to healthy foods & safe streets mean that people can make healthy choices that result in better health outcomes.
- Venues and neighborhoods lacking this access mean that people cannot make healthy choices.



Definition of Policy, Systems, and Environmental Changes

- **Programs:** Activities targeted to individuals or groups to change knowledge or behaviors, typically has a beginning and an end.
- **Policy:** A written statement of an organizational position, decision, or course of action.
- **Systems:** unwritten, ongoing, organization decisions or changes that result in new activities reaching large proportions of people the organization serves.
- **Environmental Change:** Includes the built or physical environments which are visual/observable, but may include economic, social, normative or message environments.



Policy Change

- **Policies** include laws, rules, regulations, ordinances, and procedures designed to guide behavior.
 - **Examples:**
 - Local ordinance allowing residents to plant community gardens in vacant lots
 - School policy allowing use of facilities for recreation during non-school hours.



Environmental Change

- **Environmental interventions** include changes to the physical, social, or economic environments.
 - **Physical:** Opening a farm stand at a local welfare office, or posting signage at vending machines identifying healthy foods.
 - **Social:** Changing attitudes among teachers about disallowing candy in the classroom, or improving parenting practices and social supports to limit their children's time watching television or playing video games.
 - **Economic:** Offering financial incentives to consumers who purchase fresh fruits and vegetables. (**NOTE: SNAP funds cannot pay for financial incentives**)





Product Placement

Business Plan

Marketing Cling

Fruit and vegetable access

Pricing

Promotional Materials



SNAP-ED STRATEGIES & INTERVENTIONS:
An Obesity Prevention Toolkit for States
Developed by the National Center for Chronic Disease Prevention and Control, in partnership with the National Center for Health Promotion and Disease Prevention, and the National Center for Health Statistics.
© 2014 U.S. Department of Health and Human Services

Photo Credit: Arteaga's Food Center
Photo credit approaches

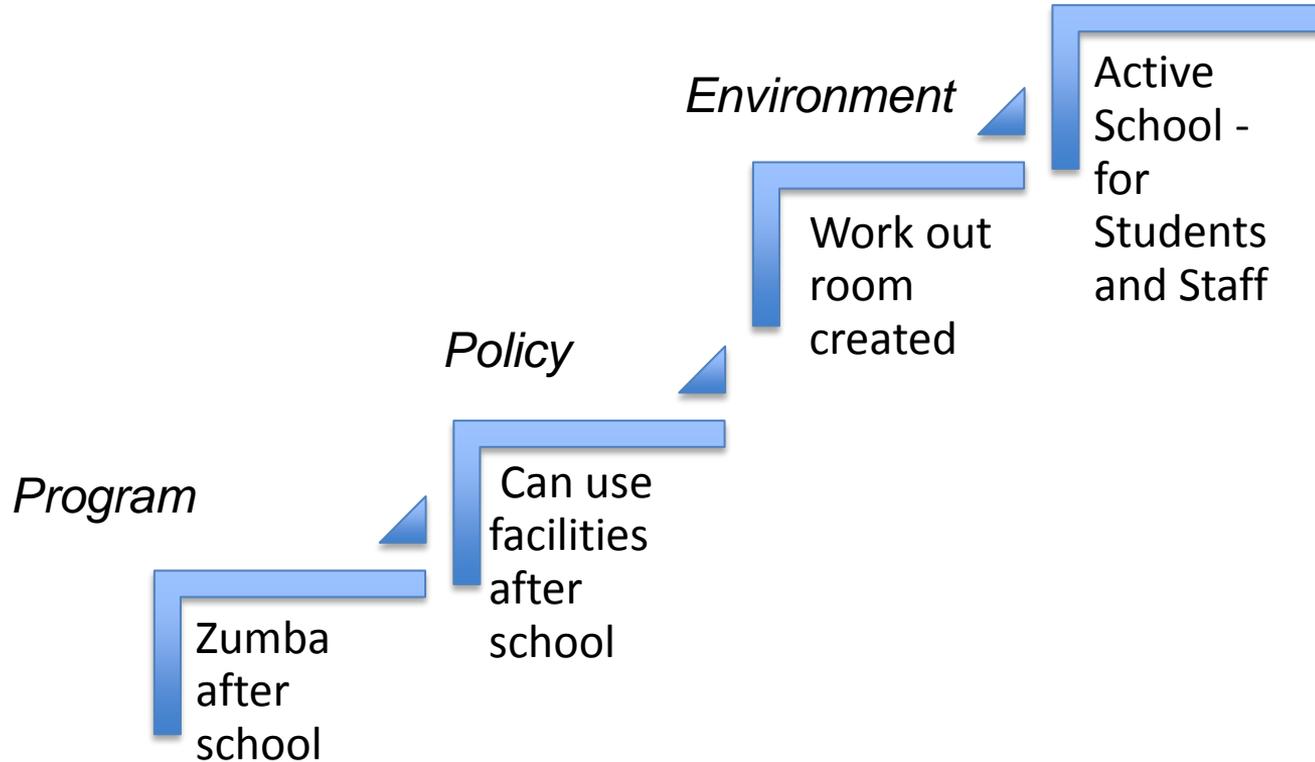
Systems Change

- **Systems changes** include changes to the way an organization conducts business. These changes impact:
 - all aspects of an organization or institution and
 - endure time, leadership changes, etc.
- **Types of systems:**
 - Welfare offices, schools, parks and recreation, transportation, food distribution

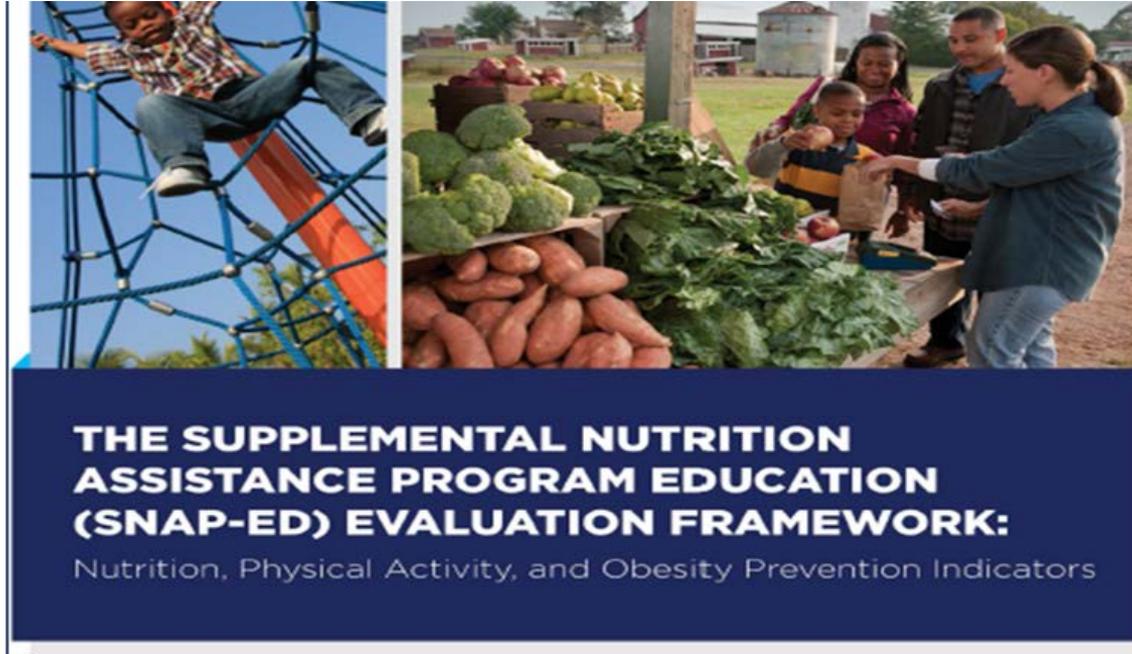


Putting the Pieces Together

System



Public health approaches



Evaluation

What does success look like, and how we measure it?

Types of Evaluation

Type of Evaluation	When	Description
Formative	Before	Provides information that is used during the development of an intervention
Process	During	Determines whether the interventions was delivered as intended
Outcomes	After	Answers whether or not anticipated group changes or differences occur in conjunction with an intervention
Impact	After	Concludes authoritatively, whether or not the observed outcomes are a result of the intervention.



The SNAP Education and Evaluation, Waves I and II:

independent evaluations designed to identify potential models of effective SNAP education and evaluation.

*Addressing the Challenges of Conducting Effective Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluations:
A Step-by-Step Guide*

Nutrition Assistance Program Report
Food and Nutrition Service
Office of Policy Support

March 2014



A Suite of Materials

The EARS Form (FNS-759)

- is an administrative tool used to collect annual uniform data and information on SNAP-Ed activities.

The SNAP-Ed Evaluation Framework

- is a program evaluation tool that guides State SNAP-Ed Agencies and providers in measuring and reporting to stakeholders SNAP-Ed program outcomes for annual and multi-year State Plan activities. The SNAP-Ed Evaluation Framework outcomes are to be reported in the SNAP-Ed Annual Report.

The SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States

- is a package of off-the-shelf options that can be readily adopted by State SNAP-Ed Agencies and providers and are highly likely to produce positive outcomes. State SNAP-Ed Agencies and local providers can use the outcome measures and data collection tools in the interpretive guide to demonstrate that toolkit interventions on the lower end of the continuum of evidence (e.g., emerging or practice-tested) produce changes in policies, systems, or environments and individual behaviors.

SNAP-ED EVALUATION FRAMEWORK

Nutrition, Physical Activity, and Obesity Prevention Indicators

	READINESS & CAPACITY SHORT TERM (ST)	CHANGES MEDIUM TERM (MT)	EFFECTIVENESS & MAINTENANCE LONG TERM (LT)	POPULATION RESULTS (R)
INDIVIDUAL 	MOTIVATORS (KNOWLEDGE, INTENTIONS, SKILLS, AND GOALS) ST1: MyPlate ST2: Food Resource Management ST3: Physical Activity and Reduced Sedentary Behavior ST4: Message Recognition	BEHAVIORAL CHANGES MT1: MyPlate MT2: Food Resource Management MT3: Physical Activity and Reduced Sedentary Behavior MT4: Food Safety	MAINTENANCE OF BEHAVIORAL CHANGES LT1: MyPlate LT2: Food Resource Management LT3: Physical Activity and Reduced Sedentary Behavior LT4: Food Safety	DIETARY, PHYSICAL ACTIVITY RECOMMENDATIONS, AND HEALTH R1: Overall Diet Quality R2: Fruits & Vegetables R3: Whole Grains R4: Dairy R5: Beverages R6: Food Security R7: Physical Activity and Reduced Sedentary Behavior R8: Breastfeeding R9: Healthy Weight R10: Family Meals R11: Quality of Life
ENVIRONMENTAL SETTINGS EAT, LIVE, WORK, LEARN, SHOP, AND PLAY 	ORGANIZATIONAL MOTIVATORS ST5: Readiness ST6: Champions ST7: Partnerships	ORGANIZATIONAL ADOPTION AND PROMOTION MT5: Nutrition Supports MT6: Physical Activity and Reduced Sedentary Behavior Supports	ORGANIZATIONAL IMPLEMENTATION AND EFFECTIVENESS LT5: Nutrition Supports Implementation LT6: Physical Activity Supports Implementation LT7: Program Recognition LT8: Media Coverage LT9: Leveraged Resources LT10: Planned Sustainability LT11: Spin-off Benefits	
SECTORS OF INFLUENCE 	COMMUNITY CAPACITY ST8: Multi-Sector Partnerships and Planning	COMMUNITY CHANGES MT7: Government Policies MT8: Agriculture MT9: Education Policies MT10: Community Design and Safety MT11: Health Care Clinical-Community Linkages MT12: Social Marketing MT13: Media Practices	COMMUNITY BENEFITS LT12: Food Systems LT13: Government Investments LT14: Agriculture Sales and Incentives LT15: Educational Attainment LT16: Shared Use Streets and Crime Reduction LT17: Health Care Cost Savings LT18: Commercial Marketing of Healthy Foods and Beverages LT19: Community-wide Recognition Programs	

CHANGES IN SOCIETAL NORMS AND VALUES



THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM EDUCATION (SNAP-ED) EVALUATION FRAMEWORK:

Nutrition, Physical Activity, and Obesity Prevention Indicators

Interpretive Guide to the SNAP-Ed Evaluation Framework

JUNE 2016

This guide is a collaborative effort between:



Framework:

- 51 Indicators = general concept
- Outcome Measures = For each indicator, specific, measurable

Interpretive Guide documents:

- standards for outcomes, measures to use, and tracking success, developing SNAP-Ed objectives, reporting program evaluation

Practitioner Stories

As an accompaniment to the SNAP-Ed Evaluation Framework Interpretive Guide, the Food and Nutrition Service (FNS), in partnership with the National Collaborative on Childhood Obesity Research and the Association of SNAP Nutrition Education Administrators, produced this collection of vignettes. The stories describe how SNAP-Ed agencies have used the evaluation framework, as told by practitioners themselves. Since there is no single way to apply the framework, it is important to make the framework work for your agency. This document presents exemplars that are ordered strategically to illustrate comprehensive approaches through broad application of the framework followed by narratives that reference specific aspects or indicators. Overall, the vignettes focus on the creation of statewide evaluating and reporting systems, explain how the evaluation framework informed the development of state and local work plans, and highlight ways that the SNAP-Ed Evaluation Framework helps to communicate program evaluation results to stakeholders.

FNS intends to grow this collection over time as more states incorporate the evaluation framework into their State SNAP-Ed Plans. For consideration, please share your brief vignettes (approximately 150 words) on how the evaluation framework has inspired your state or agency with your Regional SNAP-Ed Coordinator.

Using the Framework to Inform Arizona's Statewide Evaluation Plan

State: Arizona. Agency Type: Health Department, University. Food and Nutrition Service Region: Western.

In 2015, in preparation for a new grant cycle, the Arizona Department of Health Services (ADHS) sought a comprehensive, statewide evaluation plan that incorporated both direct education and policy, systems, and environmental change (PSE) approaches.

The external evaluator for Arizona's SNAP-Ed program, the University of Arizona Evaluation Team, turned to the Western Region Office (WRO) SNAP-Ed Evaluation Framework (now the national [SNAP-Ed Evaluation Framework](#)) as a guide. Because the Social-Ecological Model was foundational to Arizona's SNAP-Ed program delivery model—and therefore the evaluation of that programming—the framework provided an ideal scaffold for a state-level one.

What has emerged as the Arizona SNAP-Ed Evaluation Framework combines Arizona's 16-strategy programming with the national SNAP-Ed Evaluation Framework. Individual-level indicators from the SNAP-Ed Evaluation Framework assess the state's direct education strategy; environmental settings indicators measure PSE work that is site-based or with single partners; and sectors of influence indicators evaluate multi-sector partnerships and coalitions.

Arizona SNAP-Ed Evaluation Framework - Excerpt from a Food Systems Strategy

Description of Strategy	INTENDED REACH	PROCESS INDICATOR	SHORT TERM OUTCOME INDICATORS
<i>Start and expand Farm to School, Farm to Child Care, Farm to Worksite programs.</i>	Number of sites that will be reached	Percent of sites reached	ST5/ST8 Qualitative data related to identification of partner opportunities
		<p><u>If working with single partners/sites:</u></p> <p>Number of meetings/trainings with site leaders</p> <p><u>If working with multi-sector partnerships/coalitions:</u></p> <p>Number of meetings with multi-sector partnerships/coalitions</p>	<p><u>Single partners/sites track:</u></p> <p>ST7 % of sites reached that have an action plan, Year 2</p> <p><u>Multi-sector partnerships/coalitions track:</u></p> <p>ST8 Baseline scores for active partnerships, Year 1</p>

Organizational Level

Sectors of Influence Level

Summary of Topics



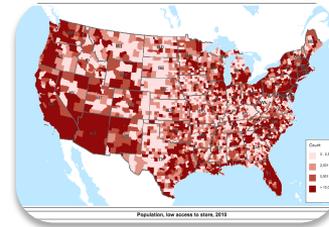
SNAP-Ed Overview



Agency Roles and Responsibilities



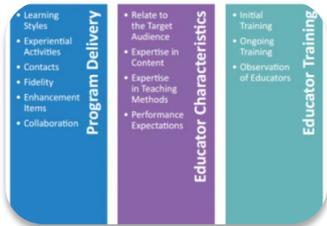
SNAP-Ed Plan



Needs Assessment



Targeting



Nutrition education



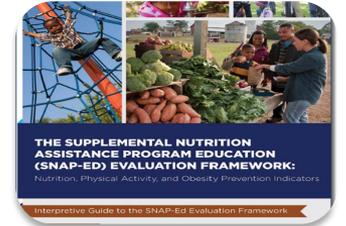
Social marketing



Policy, systems, and environmental change



Partnerships



Outcomes and Evaluation



Learning Goals

1. Identify the role that SNAP-Ed plays within the context of nutrition assistance programs
2. Recall the essential features of the SNAP-Ed State Plan
3. Describe comprehensive approaches
4. Explain success in SNAP-Ed