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Analysis of Supplemental Nutrition Assistance Program Education (SNAP-Ed) Data for All States Study



Nutrition Assistance Program Report

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Analysis of Supplemental Nutrition Assistance Program Education (SNAP-Ed) Data for All States Study

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Acronyms

ASNNA	Association of SNAP Nutrition Education Administrators
DGA	Dietary Guidelines for Americans
EAR	Education and Administrative Reporting System
FNA	Food and Nutrition Act
FNS	Food and Nutrition Service
FPRS	Food Program Reporting System
FY	Fiscal Year
IA	SNAP-Ed Implementing Agency
ITO	Indian Tribal Organization
PSA	Public service announcement
PSE	Policy, systems, and environment
NCCOR	National Collaborative on Childhood Obesity Research
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program Education
USDA	United States Department of Agriculture
TANF	Temporary Assistance for Needy Families
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children



Executive Summary

The Supplemental Nutrition Assistance Program (SNAP) is the largest U.S. nutrition safety net program administered by the U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS). SNAP offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP-Education (SNAP-Ed) is the nutrition education and obesity prevention component of SNAP; its 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 (DGA) and USDA food guidance.¹ The provision of nutrition education through SNAP was authorized in 1981 and began in 1990 with a handful of participating States. Since then, SNAP-Ed has grown, and is now implemented in all 50 States, the District of Columbia, Guam, and the U.S. Virgin Islands.

Between Federal fiscal year (FY) 2014 and FY 2016, SNAP-Ed programming and reporting evolved to align with the expanded scope of the program following enactment of the 2010 Child Nutrition Act. To enhance its understanding of SNAP-Ed programming implemented during this period, examine change over time and assess adherence to planned programming, FNS contracted with Altarum and its team members, Manhattan Strategy Group (MSG) and Gabor & Associates Consulting, to conduct the *Analysis of SNAP-Ed Data for All States Study*. The five study objectives addressed in this report include:

1. For each State, assess adherence of planned programming in State Plans to what was delivered and reported in Education and Administrative Reporting System (EARS) and in Annual Reports by and across the three fiscal years.
2. Assess the variation in the estimated cost for planned programming and actual expenditures for each State.
3. Across all States, identify common SNAP-Ed programming and determine the types of programming that have the best outcomes.
4. Across all States, determine how States are using interventions included in the SNAP-Ed *Toolkit* and Guidance included in the *SNAP-Ed Evaluation Framework*.
5. Assess whether State Plans and the EARS forms are collecting the information needed to assess program performance for each State.

METHODOLOGY

Between February 2017 and May 2017, Altarum obtained from FNS three types of State SNAP-Ed documentation: SNAP-Ed State Plans and associated amendments and approval letters, Annual Reports, and EARS data for FY 2014-16 and abstracted or analyzed specific data elements that were required to address the study research questions.

¹ U.S. Department of Agriculture, Food & Nutrition Service. (2016). *Supplemental Nutrition Assistance Program Education Plan Guidance FY 2017: Nutrition Education and Obesity Prevention Grant Program*.



- ▲ **State Plans, amendments, and approval letters.** SNAP State agencies are required to submit to FNS a SNAP-Ed Plan incorporating information from all implementing agencies (IA) and sub-grantees. States can submit an annual or multiyear Plan to FNS covering a two- or three-year period. SNAP-Ed Annual Plans correspond to the fiscal year beginning October 1 through September 30. Plans are expected to be consistent with the goals, key behavioral outcomes and approaches outlined in the latest SNAP-Ed Guidance. States have until May 1 of each fiscal year to amend their Plan with new or revised activities.
- ▲ **Annual Reports.** States have been required historically to submit an Annual Report to FNS by November 30 of each year. Annual Reports describes: project activities, achievements and budgets from the previous fiscal year; a summary of evaluation activities with costs exceeding \$400,000 or evaluations that contribute significantly to the SNAP-Ed evidence base; and research questions, key impacts, target audience, study design, measures, and results of each evaluation implemented that fiscal year.
- ▲ **EARS.** EARS is an administrative tool that States use to collect and report on the demographic characteristics of SNAP-Ed participants, educational topics by intervention, delivery sites, educational strategies, and resource allocation. EARS is designed to provide uniform SNAP-Ed data and information across all States. It is the responsibility of SNAP agencies to compile EARS data across all IAs and enter them into the FNS Food Program Reporting System (FPRS) by December 31 of each year.

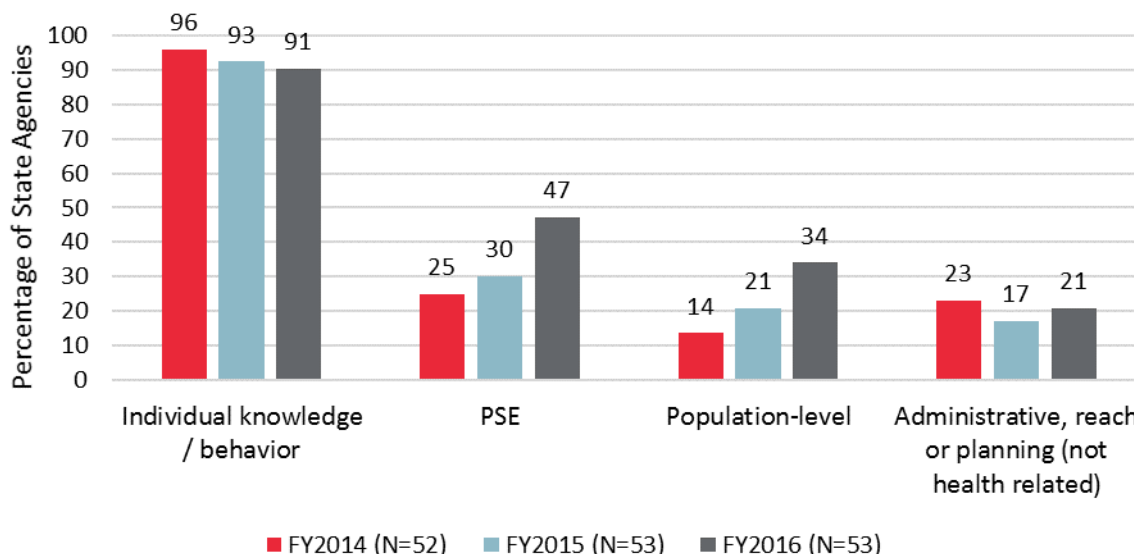
To facilitate the documentation of consistent information across fiscal years from SNAP-Ed State Plans and Annual Reports, an online tool was developed by the study team and utilized during data abstraction, or the reduction of information into a simplified representation of the whole. Information necessary to address study research questions was abstracted at the State-level or project-level, depending on the domain. Because FNS was most interested in State-level findings, State-level summary variables were created from information that was abstracted at the project-level and used for analysis. EARS data were analyzed to describe aspects of SNAP-Ed programming as delivered or implemented, and in some cases, to allow for comparisons of planned versus actual SNAP-Ed activities. EARS data was not available for Guam and the U.S. Virgin Islands. Data analysis was conducted using SAS version 9.3 (SAS Institute, Cary, NC) and was descriptive in nature. Univariate statistics were produced and used to describe SNAP-Ed agency characteristics, programming and the extent to which specific SNAP-Ed programming information is described in State Plans and Annual Reports.

FINDINGS: STATEWIDE GOALS AND OBJECTIVES

All State agencies included statewide goals in their State Plans in FY 2016, and all but one did so in FYs 2014 and 2015. The number of State agencies identifying objectives for each statewide goal increased during this period, from 38 in FY 2014 to 43 in FYs 2015 and 2016. Although individual knowledge and behavior goals were the most commonly selected type of statewide goal in all three years, the number of State agencies selecting policy, systems, and environmental (PSE) and population-level goals increased during this period (see exhibit ES-1). These changes are consistent with updates made to the SNAP-Ed Guidance, which in 2015, acknowledged the broad impact of population-level interventions, and allowed for PSE change to support individual behavior change efforts. By FY 2016, the SNAP-Ed Guidance indicated that States are required to implement PSE change strategies or multi-level interventions as part of their SNAP-Ed programming.



Exhibit ES-1 Four Most Common Statewide Goal Types Selected by States



Source: SNAP-Ed State Plans.

Statewide goals most frequently focused on increasing physical activity, lifestyles consistent with the DGA, and increasing fruit and vegetable consumption. The number of State agencies including physical activity goals increased from 28 in FY 2014 to 32 in FY 2016, perhaps in response to the fact that the words “and physical activity” were incorporated into the Food and Nutrition Act in 2014. This language reinforced the physical activity dimension of the DGA and recognized physical activity promotion as an integral part of SNAP-Ed. The number of State agencies including goals related to the prevention of chronic diseases also increased from 8 in FY 2014 to 14 in FY 2016. The increase may be in response to the FY 2015 SNAP-Ed Guidance² which both describes the primary prevention of diseases as the focus of SNAP-Ed and places emphasis on obesity as a risk factor. Also described in the 2015 Guidance is the expectation that SNAP-Ed State Plans include enhanced SNAP-Ed programming relative to healthy weight management and obesity prevention.

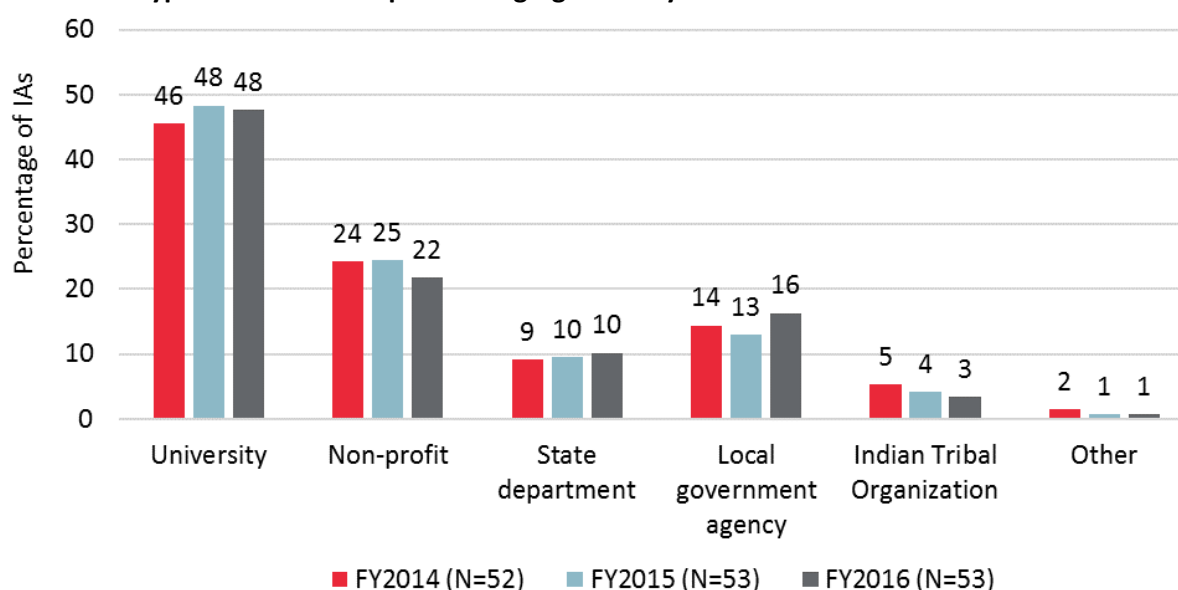
FINDINGS: SNAP-ED IMPLEMENTATION

The majority of the SNAP-Ed program design and implementation responsibilities are undertaken by one or more IAs with which the State agency subcontracts. According to EARS, there were a total of 147 SNAP-Ed IAs in both FY 2015 and FY 2016 and only 132 in FY 2014. Although the number of agencies increased between FY 2014 and 2015, the types of agencies involved in implementing SNAP-Ed activities remained fairly consistent during this period, with universities comprising nearly half of all IAs in FYs 2014, 2015 and 2016 —46, 48, 48 percent, respectively (most of these were cooperative extensions of land grant universities; see exhibit ES-2).

² SNAP-Ed Guidance is issued in March for the upcoming fiscal year.



Exhibit ES-2 Types of SNAP-Ed Implementing Agencies by Fiscal Year



Source: IAs were coded into an IA type category using a predefined list provided by the Association of SNAP Nutrition Education Administrators.

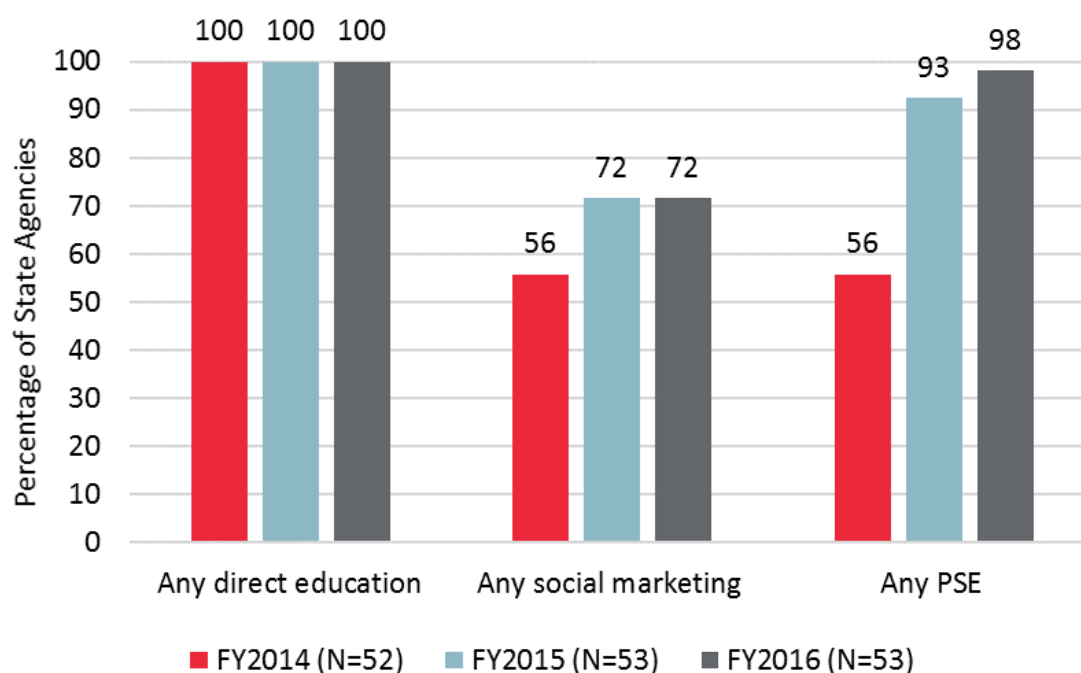
Perhaps because State agencies subcontract with varying numbers and types of IAs, there are inconsistencies in the manner in which SNAP-Ed projects and interventions are defined across States. Most States describe projects as different, distinct activities sponsored by the same IA. For example, direct education programs that target different age groups and are implemented in different settings using different types of series or sessions may be described as separate projects in the State Plan, even if they are being conducted by the same IA. A smaller percentage of State agencies described all activities conducted by a single IA as a project or similar activities that were implemented in different locations as distinct projects (i.e., the same programming implemented in two different counties would constitute two distinct projects). Some State agencies used a combination of the above described approaches to define distinct projects. In all, 438 projects were planned in FY 2016, which is similar to the number of projects planned in FY 2015 (n=444) and approximately 75 percent of the total number of projects planned in FY 2014 (n=585).

SNAP-ED PROGRAMMING TYPES

The three key approaches to SNAP-Ed include direct nutrition education, social marketing and implementation of PSE change strategies. States are expected to use a combination of the three approaches in their SNAP-Ed programming, and indeed, the majority of States planned to do so in FYs 2014, 2015 and 2016—77, 94 and 98 percent, respectively. Based on information gleaned from State Plans, 100 percent of State agencies planned to implement direct education in FYs 2014-16 (see exhibit ES-3). A much smaller proportion planned to implement social marketing and PSE strategies in FY 2014—56 percent each—but the proportion of States planning to implement these programming types increased over time, as depicted in exhibit ES-3. Most notably, the percent of States planning to implement social marketing increased from 56 to 72 percent between FY 2014 and FY 2015 and the number of States planning to implement PSE strategies (or that described them in their State Plans) increased from 56 percent of States to 93 percent by FY 2015.



Exhibit ES-3 Types of Programming SNAP-Ed State Agencies Planned to Implement by Fiscal Year



Source: SNAP-Ed State Plans

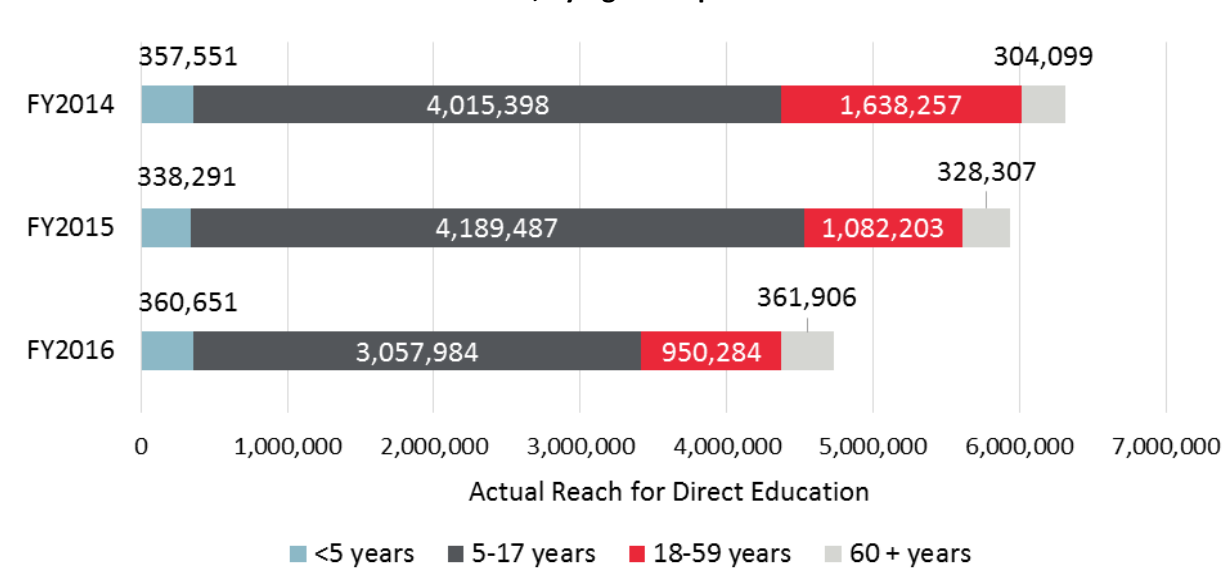
FINDINGS: DIRECT EDUCATION PROGRAMMING

As a critical component of SNAP-Ed, direct education promotes nutrition and physical activity among SNAP recipients and those eligible for SNAP (FY 2017 SNAP-Ed Plan Guidance). According to FNS Guidance, direct education interventions must be evidence-based, including research-based, practice-based, and emerging, and messages must be consistent with the DGA. For the three years included in this analysis, direct education was planned and implemented in 100 percent (n=51) of State agencies.³ However, the total number of individuals reached through direct education decreased by 25 percent between FY 2014 and FY 2016 (see exhibit ES-4), most likely due to the increased emphasis placed on PSE strategies over this time period and perhaps the emphasis on class series rather than single classes or events. Interventions implemented during this period most frequently included content related to fruits and vegetables, MyPlate/healthy eating plan, physical activity, and food shopping/preparation.

³ EARS data were not available for Guam and the U.S. Virgin Islands.



Exhibit ES-4 Actual Direct Education Reach, by Age Group and Fiscal Year

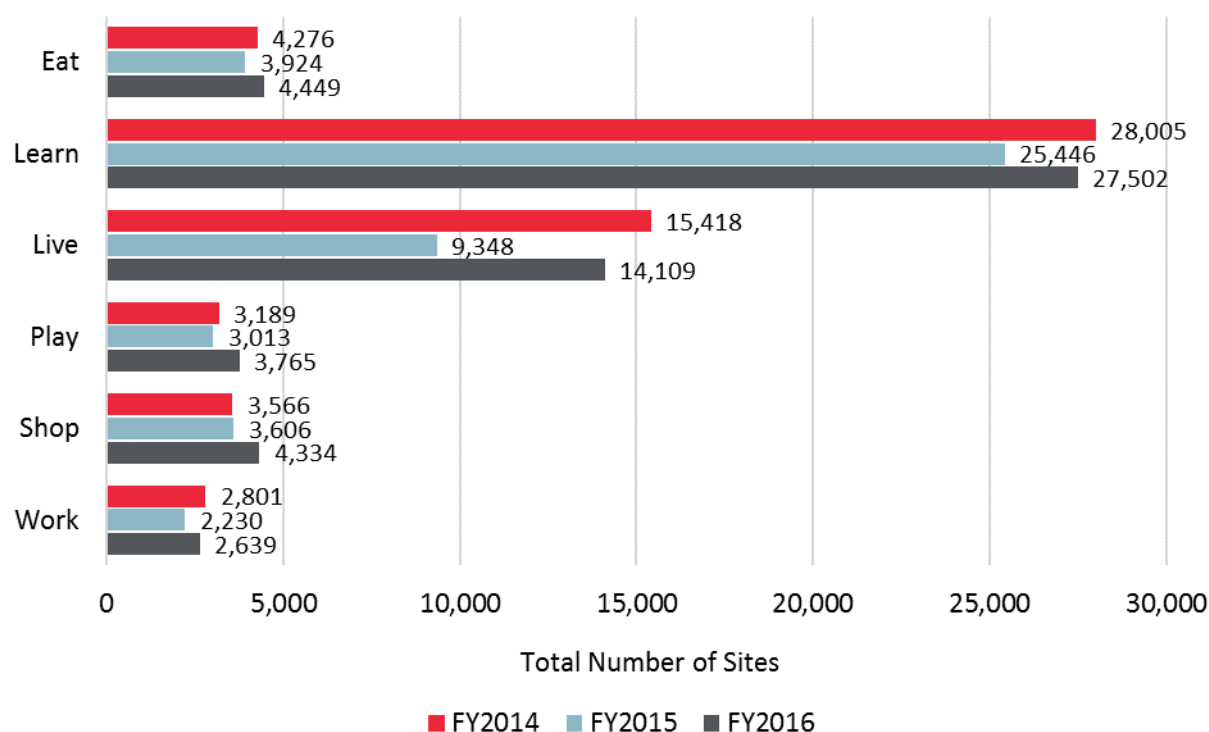


Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.

States partnered with local agencies to deliver direct education in settings where SNAP-eligible populations eat, learn, live, play, shop, and work in order to reach a wider audience of SNAP recipients and those eligible for benefits. Nationally, direct education was implemented in nearly 60,000 different sites FY 2014 and FY 2016 and in about 50,000 different sites in FY 2015 (see exhibit ES-5). In all three years, public schools were the most common direct education site. Public housing, Head Start programs and community centers were also frequently used as sites for SNAP-Ed direct education.



Exhibit ES-5 Number of Sites Where Direct Education Was Delivered, by Setting and Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.

States also collaborated with partners to deliver direct education in order to maximize reach and target participants where they eat, learn, live, play, work, and shop. The most frequently planned partner type was government programs/agencies, included in approximately two-thirds of State Plans each year between FY 2014 and 2016. Other common partners included foundations/philanthropy organizations/nonprofits, food banks/food pantries, agricultural organizations (including farmer's markets), public health organizations, and schools.⁴

FINDINGS: SOCIAL MARKETING PROGRAMMING

The USDA SNAP-Ed Guidance defines social marketing as the use of commercial marketing technologies to influence the voluntary behavior of a specific target audience.⁵ According to data reported in EARS, the number of States delivering social marketing campaigns increased from 40 percent in FY 2014 to 49 percent in FY 2015 and remained fairly steady at 51 percent into FY 2016. States that implemented a social marketing campaign in FY 2014-16 reported social marketing expenditures that, on average, accounted for approximately 6 to 9 percent of their total Federal expenditures.

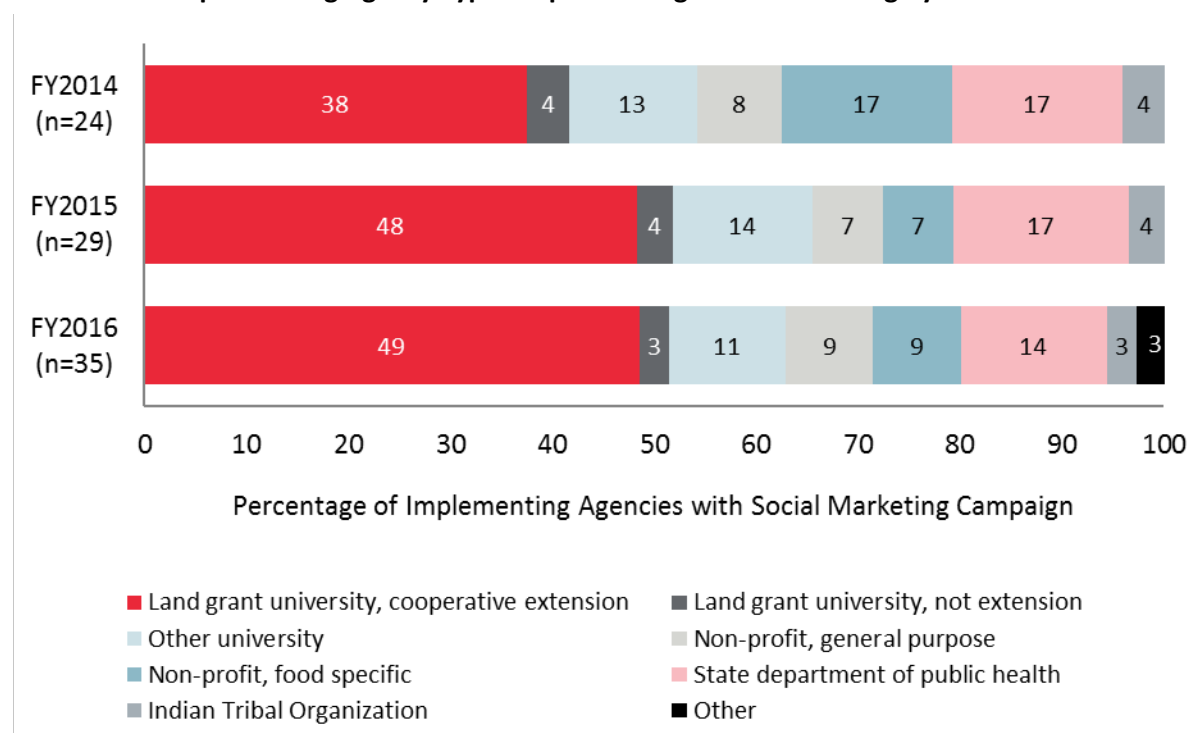
⁴ Organizations identified as a direct education site might also be considered SNAP-Ed partners but were not documented as such during abstraction, thus some planned partners may be underestimated (e.g., public schools).

⁵ U.S. Department of Agriculture, Food & Nutrition Service. (2017). *Supplemental Nutrition Assistance Program Education Plan Guidance FY 2018: Nutrition Education and Obesity Prevention Program*.



The majority of social marketing campaigns were planned at the IA-level (fewer were planned at the State- and local-levels) and the total number of IAs with social marketing campaigns increased over time from 24 IAs in FY 2014 to 35 IAs in FY 2016. When broken out by type of IA, social marketing was most often delivered by land grant universities/cooperative extensions across all three fiscal years reviewed (exhibit ES-6).

Exhibit ES-6 Implementing Agency Types Implementing Social Marketing by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. "Other" refers to a private marketing firm.

Social marketing campaigns typically included a combination of planning, developing, implementing, and tracking and evaluation activities and States planned and reported using multiple channels of social marketing delivery. In FY 2014 and FY 2015, the top three channels of delivery were: 1) fact sheets/pamphlets/newsletters, 2) website, and 3) billboards, bus wraps and other signage. By FY 2016, websites were the most common channel of delivery, followed by fact sheets/pamphlets/newsletters and billboards, bus wraps and other signage. Other commonly reported channels of delivery varied from year to year and included posters, promotional materials with nutrition messages, nutrition education radio public service announcements (PSA) and participation in community events/fairs.

Campaigns most frequently included messages related to fruits and vegetables (67 percent of States reported using this message in FY 2014, 65 percent in FY 2015, and 93 percent in FY 2016) and targeted 18-59 year olds (63 percent of States targeted this audience in FY 2016, 46 percent in FY 2015, and 57 percent in FY 2014). States planned to engage a number of partners when executing their campaign, the most common being a government program or agency (e.g., SNAP, Special Supplemental Nutrition Assistance Program for Women, Infants, and Children, Temporary Assistance for Needy Families) followed by schools (pre-K through grade 12) and a combined category of partners from public health, human services, and philanthropic organizations, foundations and nonprofits.

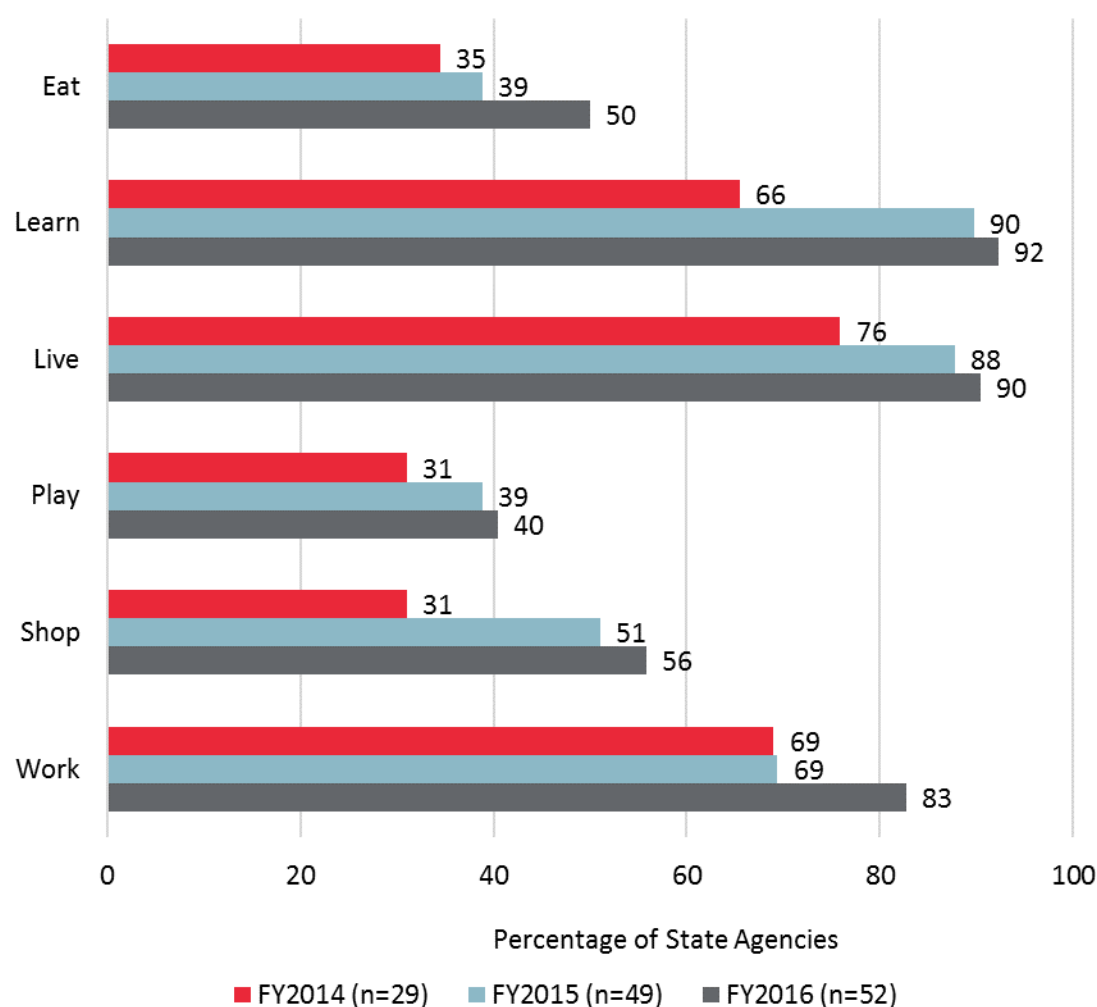


FINDINGS: PSE STRATEGIES

PSE strategies focus on a systems approach to facilitate the adoption of healthy behaviors and are usually population-based and directed to a particular target audience. Beginning in FY 2016, FNS directed States to include in their State Plans, “policy, systems, and environmental interventions, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being” of populations eligible for SNAP in addition to direct nutrition education (FY 2017 SNAP-Ed Plan Guidance).

Across all three years included in the analysis, State agencies most frequently implemented PSE strategies in places where people learn, live and work (see exhibit ES-7). Among the States that specified types of partners for PSE implementation, agricultural organizations, government programs/agencies, foundations/philanthropy organizations/nonprofits, and other uncategorized partners were among the five most frequently engaged types of organizations for one or more PSE projects in all three years.

Exhibit ES-7 Settings in Which PSE Strategies Were Planned by Fiscal Year, Among States Planning PSE Strategies





FINDINGS: INTERVENTIONS USED BY SNAP-ED IAS

One of the study goals was to assess the extent to which State SNAP-Ed programs use evidence-based strategies and interventions outlined in the SNAP-Ed *Toolkit* which was first published in 2013. Based on information available in State Plans, the majority of States (43 in FY 2014, 45 in FY 2015, and 46 in FY 2016) planned to use at least one intervention from the *Toolkit*. Concurrently, there was a very large increase in the number of *Toolkit* interventions that these States included in their plans. In fact, the average number of *Toolkit* interventions included in a State Plan more than doubled from 8.4 in FY 2014 to 17.8 in FY 2016. By FY 2016, 14 State Plans included more than 10 interventions from the *Toolkit*. Most State Plans indicated that the interventions would not be modified (ranging from 58 percent in FY 2014 to 67 percent in FY 2015). Cooking Matters at the Store, Cooking Matters, Eating Smart-Being Active and Color Me Healthy—were the *Toolkit* interventions most frequently used in all three years.

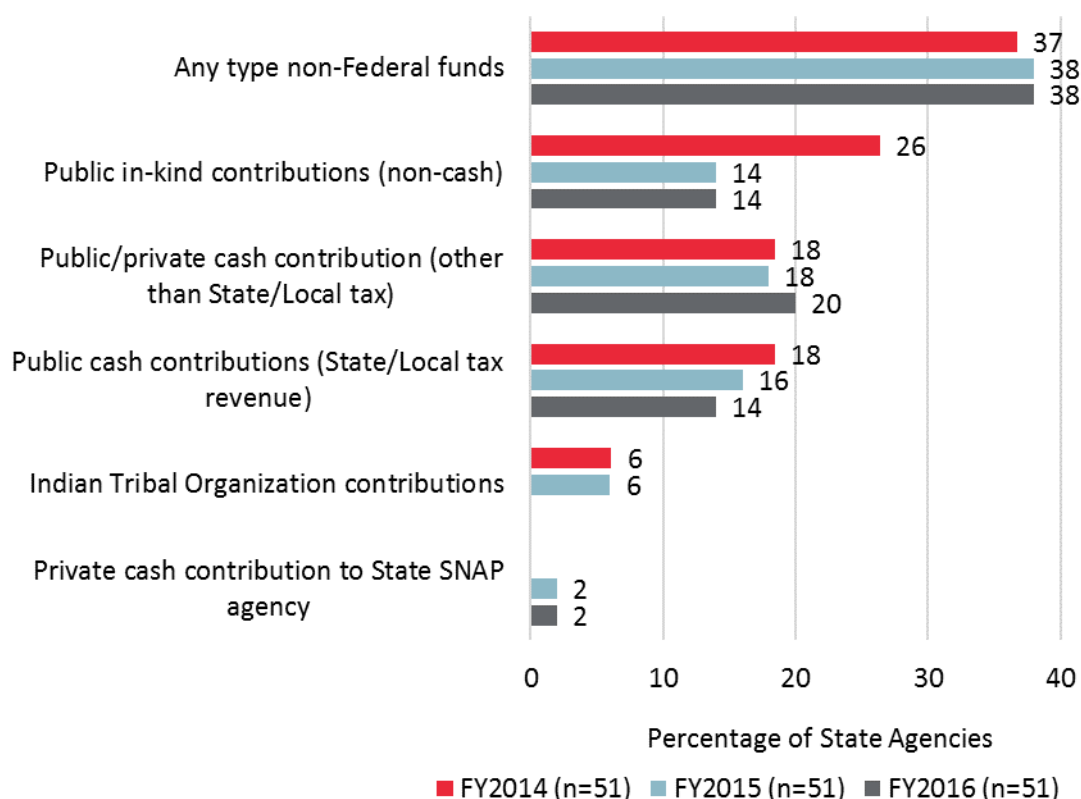
FINDINGS: SNAP-ED FUNDING

With the enactment of the 2010 Child Nutrition Act, SNAP-Ed funding was capped at FY 2009 levels through FY 2018. Beginning in 2014, funding was based on State shares of SNAP-Ed expenditures in conjunction with State shares of SNAP participation and progressed from a 90/10 ratio to a 50/50 weighting of expenditures to participation by 2018. Information on SNAP-Ed funding allocations was obtained from State Plan approval letters during data abstraction. Overall, 39 States saw an average increase of 35 percent in their final SNAP-Ed allocation between FY 2014 and FY 2015, while 12 saw an average decrease of 11 percent and 2 saw no change. Between FY 2015 and FY 2016, fewer States (33 States) saw an average increase of 29 percent in their final allocation, while 20 States saw an average decrease of 4 percent.

In addition to their Federal SNAP-Ed allocation, some States reported receiving non Federal funds to cover SNAP-Ed expenditures (exhibit ES-8). According to data reported in EARS, more than one-third of States received some type of non-Federal funds each year between FY 2014 and 2016 that accounted for an average of 10, 13, and 18 percent of their total SNAP-Ed expenditures, respectively. Cash and public in-kind contributions were the most common types of non-Federal funds received.



Exhibit ES-8 SNAP-Ed State Agencies Receiving Non-Federal Funds by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Categories of non-Federal funding reflect the categories on which State agencies report in EARS. “Any type of non-Federal Funds” includes States that reported receiving one or more types of non-Federal funds.

FINDINGS: SNAP-ED EVALUATION AND REPORTED OUTCOMES

Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs to assess and improve program effectiveness and/or inform decisions about future program development.⁶ The 2017 SNAP-Ed Plan Guidance references four evaluation types: formative, process, outcomes, and impact. Outcome evaluation was the most common evaluation type reported by State agencies (in Annual Reports) in all study years, followed by process and formative respectively. There was a slight increase observed in the number of States conducting impact evaluations of their SNAP Ed programming, from 12 States in FY 2014 to 18 States in FY 2016.

Between FY 2014 and FY 2016, there was also an upward trend in the percentage of State agencies describing evaluation indicators in their State Plan at the State- or IA-level, from 50 percent to 70 percent. An increase in the percentage of State agencies utilizing indicators specifically from the SNAP-Ed Evaluation Framework was also observed during this time, coinciding with the finalization and release of the SNAP-Ed Evaluation Framework⁷ in 2016. As States increasingly adopted the Framework, so did the frequency with which State agencies utilized each of the six most frequently targeted indicators:

⁶ Centers for Disease Control, [Program Evaluation for Public Health Programs: A Self-Study Guide](#).

⁷ See [SNAP-Ed Evaluation Framework](#)



adopting nutrition supports, identifying opportunities, partnerships, shopping behaviors, physical activity behaviors, and physical activity supports.

CLOSING

Overall, the study findings are encouraging and indicate that recent changes to the Guidance and development of SNAP-Ed resources and tools have influenced SNAP-Ed programming. States are increasingly designing multi-level interventions that include PSE and social marketing, incorporating interventions from the SNAP-Ed *Toolkit* into their programming, and using indicators from the *SNAP-Ed Evaluation Framework* to measure progress. These findings signify major steps in the intended direction. Moreover, because the data showed a steady increase over time during the years reviewed for the study, it is reasonable to believe that this progress will continue.



1. Introduction

The Supplemental Nutrition Assistance Program (SNAP) is the largest U.S. nutrition safety net program administered by the U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS). SNAP offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP-Education (SNAP-Ed) is the nutrition education and obesity prevention component of SNAP; its 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 2015-2020 Dietary Guidelines for Americans (DGA) and USDA food guidance.¹

The provision of nutrition education through SNAP was authorized in 1981 and began in 1990 with a handful of participating States. Since then, SNAP-Ed has grown, and is now implemented in all 50 States, the District of Columbia, Guam, and the U.S. Virgin Islands. SNAP-Ed was restructured following the enactment of the 2010 Child Nutrition Act (Public Law 111-296). The statute, signed December 13, 2010, amended the Food and Nutrition Act (FNA) of 2008, Section 2, to establish a nutrition education and obesity prevention grant program with the aim of improving SNAP-Ed programmatic operations and effectiveness and easing administrative burden. The statute emphasized obesity prevention, in addition to nutrition education, and sought to foster a more effective and comprehensive SNAP-Ed program to address the critical problem of obesity, especially its effects on low-income Americans. The scope of activities was expanded, and income eligibility for SNAP-Ed was set at less than 185 percent of the Federal Poverty Level to more closely align with other FNS means-tested nutrition assistance programs. Based on this income threshold, an estimated 90 million people are eligible for SNAP-Ed.

To enhance its understanding of SNAP-Ed programming implemented in FY 2014-16, examine change over time and assess adherence to planned programming, FNS contracted with Altarum and its team members, Manhattan Strategy Group (MSG) and Gabor & Associates Consulting, to conduct the *Analysis of SNAP-Ed Data for All States Study*. A major task of the study was to review thoroughly available program data to provide an overview of the following:

- ▲ Types of SNAP-Ed programming States are planning and implementing (e.g., direct education, social marketing, and/or policy, systems and environmental (PSE) change approaches);
- ▲ Partners engaged with SNAP-Ed;
- ▲ Program expenditures;
- ▲ Program reach and scope;
- ▲ Obesity prevention outcomes; and
- ▲ Extent to which States use interventions that are named in the 2016 SNAP-Ed Strategies and Interventions: An Obesity Prevention *Toolkit* for States (referred to herein as *SNAP-Ed Toolkit* or simply *Toolkit*) and plan, implement and evaluate their programming in ways that align with the guidance contained within the most recent *SNAP-Ed Evaluation Framework and Interpretive Guide* (published June 2016).

¹ U.S. Department of Agriculture, Food & Nutrition Service. (2016). *Supplemental Nutrition Assistance Program Education Plan Guidance FY 2017: Nutrition Education and Obesity Prevention Grant Program*.



Additionally, results from the SNAP-Ed document review and analysis, along with key informant interviews and input from the SNAP-Ed Data Advisory Panel (referred to herein as the Advisory Panel), are being used to inform the development of an improved standardized template for States to use for their SNAP-Ed Annual Reports. The study aimed specifically to address the objectives and associated research questions listed in exhibit 1-1.

This report presents findings from the review of program information (from State Plans and Annual Reports) and Education and Administrative Reporting System (EARS) data. Details on the study methods are provided in section 2 and findings are presented in sections 3 through 10. Included in the overview of each findings section is a description of relevant information that was abstracted from program documentation. A summary of findings by study objective is presented in section 11. Report appendices include a paper version of the online data abstraction tool (appendix A), summary of findings from SNAP-Ed stakeholder interviews (appendix B), data tables (appendix C), and brief profiles of SNAP-Ed programming in each State (appendix D). Exhibit 1-1 crosswalks research questions to the section(s) in which they are addressed.

Exhibit 1-1 Study Objectives and Research Questions

Objectives and Research Questions		Related Sections
Objective 1: For each State, assess adherence of planned programming in State Plans to what was delivered and reported in education and administrative reporting system (EARS) and in Annual Reports by and across the three fiscal years.		Objective 1 Sections
1.	To what degree is planned programming in State Plans actually carried out and reported in State Annual Reports?	Sections 4, 5, 6, 7
2.	Do States provide sufficient information in their plans for FNS to have a good understanding of planned SNAP-Ed programming? Does this vary by annual and multiyear plans?	Sections 3, 4, 5, 6, 7
3.	Do Annual Reports provide sufficient information on the results of SNAP-Ed programming for FNS to use in policy, programming and administrative decisions?	Appendix B
4.	Does EARS data capture the reach and scope of the SNAP-Ed programming?	Section 5
5.	How did the results of this objective change over the three fiscal years?	Same sections as above: 3-7

Objectives and Research Questions		Related Sections
Objective 2: Assess the variation in the estimated cost for planned programming and actual expenditures for each State.		Objective 2 Sections
1.	How much variation is there in cost between different types of programming within States?	Section 9
2.	How much cost variation is there based on programming type between States?	Section 6
3.	How did estimated costs and actual expenditures vary over FY14-16 within and across States?	Section 9



Objectives and Research Questions		Related Sections
Objective 2: Assess the variation in the estimated cost for planned programming and actual expenditures for each State.		Objective 2 Sections
Objectives and Research Questions		Related Sections
Objective 3: Across all States, identify common SNAP-Ed programming and determine the types of programming that have the best outcomes.		Objective 3 Sections
1.	What percentage of SNAP-Ed programming is direct education, social marketing or PSE interventions?	Section 4
2.	Is there evidence to suggest that one form of programming is more effective than others?	Section 10
3.	What are the most commonly targeted health and behavior indicators?	Section 10
4.	How do targeted health or behavior indicators vary by programming type?	Section 10
5.	What is the estimated number of individuals reached by each program type?	Sections 5, 6, 7
6.	How did the results of this objective change over time?	Same sections as above: 4-7, 10
Objectives and Research Questions		Related Sections
Objective 4: Across all States, determine how States are using interventions included in the <i>SNAP-Ed Toolkit</i> and Guidance included in the <i>SNAP-Ed Evaluation Framework</i> .		Objective 4 Sections
1.	What share of States is incorporating interventions included in the <i>SNAP-Ed Toolkit</i> ? How are States using the <i>SNAP-Ed Evaluation Framework</i> ?	Sections 8, 10
Objectives and Research Questions		Related Sections
Objective 5: Assess whether State Plans and the EARS forms (current and revised) are collecting the information needed to assess program performance for each State.		Objective 5 Sections
1.	What revisions to the State Plan templates included in the SNAP-Ed Guidance would improve the data available from States to FNS?	Section 11
2.	What guidance and training is needed to improve the collection and reporting of EARS data?	
3.	What additional variables should be collected through EARS forms to improve FNS's ability to assess program performance?	



2. Study Methods

2.1. OVERVIEW AND DATA SOURCES

Three types of State SNAP-Ed documentation were provided by FNS to address the study objectives: State Plans, amendments and approval letters; Annual Reports; and EARS data. Each is described below.

State Plans, amendments, and approval letters. SNAP State agencies are required to submit to FNS a SNAP-Ed Plan incorporating information from all implementing agencies (IAs) and sub-grantees. States can submit an annual or multiyear Plan to FNS covering a two- or three-year period. SNAP-Ed Annual Plans correspond to the Federal fiscal year (FY) beginning October 1 through September 30. FNS encourages States to consider developing multiyear plans to better allow for longer term, consistent goals and objectives, and implement and document the progress of PSE change strategies over time. The budgets for multiyear plans are approved by FNS on a year-by-year basis.

FNS provides States with templates for completing their State Plan. In FY 2014, FNS recommended that States use the templates, and by FY 2015 FNS made it a requirement (however, in FY 2016, FNS Regional Offices were given the option of requesting alternate templates in order to meet regional needs). FNS issues new SNAP-Ed Guidance each year, and slight variations have been made to the Plan templates. For example, in FY 2015 an environmental supports section was added, and in FY 2016 a PSE change subsection was incorporated into the Description of Projects/Interventions section. Exhibit 2-1 presents the outline for FY 2014-16 State Plan templates and highlights sections that were added or changed.

Exhibit 2-1 SNAP-Ed State Plan Templates, by Fiscal Year

FY 2014 Template Outline	FY 2015 Template Outline	FY 2016 Template Outline
Needs assessment	Needs assessment	Needs assessment
1. State-level goals & objectives	1. State-level goals & objectives (Use SMART format)	1. State Agency goals & objectives
2. Description of projects/interventions a. Related State objectives b. Audience c. Focus on SNAP target audience d. Project description e. Summary of research f. Modification of project methods/strategies g. Use of existing educational materials h. Development of new educational materials i. Key performance measures/indicators	2. Description of projects/interventions a. Related State objectives b. Audience c. Food and activity environments d. Project description and educational strategies e. Evidence base f. Environmental supports g. Use of existing educational materials h. Development of new educational materials i. Key performance measures/indicators	2. Description of projects/interventions a. Related State objectives b. Audience c. Food and activity environments d. Project description for educational strategies e. Project description for Marketing Strategies f. Evidence base g. PSE Changes h. Use of existing educational materials i. Development of new educational materials j. Key performance measures/indicators
3. Evaluation plans	3. Evaluation plans	3. Evaluation plans
4. Coordination Efforts	4. Coordination Efforts	4. Coordination Efforts
5. Staffing & budget summary	5. Staffing & budget summary	5. Staffing & budget summary

Note: Bold font denotes a change from the previous fiscal year



FNS requests that States describe concisely all activities and limit the length of their plans, but does not provide a page limit. FNS also asks that all sections of the document are combined into one consolidated Plan for all IAs and projects rather than submitting individual Plans for each IA or project. The Plan should be consistent with the goals, key behavioral outcomes and approaches outlined in the latest SNAP-Ed Guidance.

States have until May 1 of each fiscal year to amend their Plan with new or revised activities. A Plan amendment is required when there is a change in scope or an increase in budget of 5 percent or \$100,000 or more. States are required to provide a full description of the new activity and submit to their FNS Regional Office for approval.

Annual Reports. States have been required historically to submit an Annual Report to FNS by November 30 of each year. The Annual Report template provided by FNS is broken into two sections (A and B). Section A of the Annual Report describes project activities, achievements and budgets from the previous fiscal year, including:

- ▲ A brief program overview (500 words or less);
- ▲ SNAP-Ed administrative expenditures;
- ▲ Evaluation activities and reports; and
- ▲ Planned improvements for the following year(s).

Section B of the Annual Report template includes a summary of evaluation activities with costs exceeding \$400,000 or evaluations that contribute significantly to the SNAP-Ed evidence base. In previous years, this request related specifically to impact evaluation; however, in FY 2016 FNS expanded it to include outcome evaluation efforts. Section B captures information on the research questions, key impacts, target audience, study design, measures, and results of each evaluation implemented that fiscal year. States can also include full evaluation reports or other activity summaries as appendices. In FY 2016, reference to the *SNAP-Ed Evaluation Framework*—a menu of indicators for measuring the effectiveness of SNAP-Ed activities—was added to the Guidance, and States were asked to measure and report on their State outcomes for seven priority indicators contained within this framework (see exhibit 2-2), using an optional template.

Exhibit 2-2 Seven Priority Indicators from *SNAP-Ed Evaluation Framework*

Individual
MT1: Healthy Eating
MT2: Food Resource Management
MT3: Physical Activity and Reduced Sedentary Behavior
Environmental Settings
ST7: Organizational Partnerships
MT5: Nutrition Supports
Sectors of Influence
ST8: Multi-Sector Partnerships and Planning
Population Results
R2: Fruits & Vegetables

(ST) = short-term (MT) = medium-term (R) = population results



EARS. EARS is an administrative tool that States use to collect and report the following required information:

- ▲ Demographic characteristics of SNAP-Ed participants;
- ▲ Educational topics by intervention;
- ▲ Delivery sites;
- ▲ Educational strategies; and
- ▲ Resource allocation.

EARS is designed to provide uniform SNAP-Ed data and information across all States. It is the responsibility of SNAP agencies to compile EARS data across all IAs and enter them into the FNS Food Program Reporting System (FPRS) by December 31 of each year. States are encouraged to use EARS data to inform future SNAP-Ed planning and programming. Initial development of EARS began in 2003 when FNS convened a workgroup of experts at the State, Federal and local-level, including experts from academia.¹ EARS was piloted in six States before rolling out nationwide. States were required in FY 2008 to submit financial data through EARS, and by FY 2010 States were required to submit annual data for all aspects of EARS. FNS has significantly revised the EARS forms for FY 2017 to better align with changes made to SNAP-Ed through the 2010 Child Nutrition Act. However, the revised form was not in place for the three-year period under review for this study. In FY 2014 and 2015, FNS requested feedback on the implementation of EARS in SNAP-Ed Annual Reports, including a description of data that States are unable to report in EARS and ideas for questions that can be added to the EARS form to capture relevant data.

2.2. ABSTRACTION OF STATE PLANS AND ANNUAL REPORTS

Between February 2017 and May 2017, Altarum obtained from FNS documents described in section 2.1 for FY 2014-16 and systematically reviewed and documented (or abstracted) specific data elements that were required to address the study research questions. State Plans varied considerably in length. In FY 2014 State Plans averaged approximately 213 pages (ranging from 9 to 1,122 pages) excluding attachments, appendices and other supporting documents. In FY 2015, the average length increased to 304 pages (ranging from 2 to 5,611 pages). In FY 2016, the average length of a Plan was 291 pages (ranging from 24 to 4,713 pages). Some States submitted Plans that were fewer than 10 pages (this mostly included the Plans that were updated in the second or third year of a multiyear Plan), while larger States submitted Plans that contained thousands of pages.

The length of Annual Reports also varied considerably, with many States submitting multiple attachments and appendices. The narrative sections of the reports averaged around 100 pages; however, this figure does not account for the volume of documents that accompanied many Annual Report submissions. Exhibit 2-3 summarizes the number of documents and files that were received. EARS data were not included in data abstraction since they were already in a format (Microsoft Excel) that could be incorporated easily into analysis.

¹ USDA Food & Nutrition Service. EARS Overview. Retrieved at [SNAP-Ed EARS Training](#)



Exhibit 2-3 Summary of SNAP-Ed Documentation from Which Data Were Abstracted

Fiscal Year	Number of SNAP-Ed Programs (States)	Number of States with Plans Available for Abstraction	Number of States with Multiyear Plans	Number of States with Plan Amendments	Number of States with Annual Reports Available for Abstraction	Number of States with EARS Data Available for Analysis
2014	52	52	12	9	52	51
2015	53	53	12	13	52	51
2016	53	53	17	6	53	51

Note: In FY 2014, EARS data was not available for the U.S. Virgin Islands. In FY 2015, the Annual Report for U.S. Virgin Islands was missing and EARS data was not available for Guam or the U.S. Virgin Islands. In FY 2016, EARS data was not available for Guam or the U.S. Virgin Islands.

2.2.1. Data abstraction tool

State SNAP-Ed Plans and Annual Reports are lengthy and highly variable relative to detail, complexity and organization. To help manage this task, an online tool was developed allowing abstractors to document consistent information across fiscal years from the SNAP-Ed State Plans and Annual Reports required to address the study research questions. The order of items in the form closely followed the State Plan and Annual Report templates provided in the SNAP-Ed Guidance. The form primarily included pre-coded responses for abstraction items. There was also an option for abstractors to select a “No/Unclear” option when the response to a particular item was not included or unclear from the documentation, thus allowing an objective analysis of the extent to which State Plans and reports provide FNS with sufficient information on planned activities and related results. In some cases, abstractors were asked to copy and paste or briefly summarize narrative from the documentation in the form, such as on modifications made to interventions from the SNAP-Ed *Toolkit*. The abstraction form also included several places for data abstractors to note relevant or noteworthy information that was not otherwise documented in the form. A paper version of the online data abstraction tool is located in appendix A.

Key information required to address the research questions was abstracted at either the State agency-level or at the project-level and then rolled up to the State-level. Exhibit 2-4 presents the specific domains captured by the tool at each level. The same information was captured for each fiscal year, allowing for national and within State comparisons between years.

Exhibit 2-4 Level and Source of Key Abstraction Domains

State-level abstraction domains	Source
• Single or multiyear State Plan	SP
• Planned statewide health and behavior goals	SP
• Planned statewide health and behavior objectives	SP
• Whether a list of permissible interventions available to sub-awardees	SP
• Level at which SNAP-Ed projects are describe	SP
• Number of projects described in the State Plan	SP
• Planned use of indicators for monitoring and evaluation (at State-, IA- or project-level)	SP
• Use of indicators from Western Region Framework or other evaluation framework	SP
• Specific Western Region Framework indicators used, if any	SP
• Whether State Plan ties indicators to State goals and objectives	SP
• Whether State Plan describes outcome measures for indicators	SP
• Whether progress toward statewide goals is described; exemplary descriptions highlighted	AR



State-level abstraction domains	Source
• Whether achievements in implementing program as planned are described; exemplary descriptions highlighted	AR
• Whether setbacks in implementing program as planned are described; what those setbacks were	AR
• Whether implemented PSE strategies are described; settings in which PSE was implemented	AR
• Whether measurable improvements resulting from SNAP-Ed programming are described	AR
• Types and number of evaluations conducted	AR
• Whether an assessment of the State- or IA-level indicators described in the State Plan provided	AR
• Acknowledgement of the national <i>SNAP-Ed Evaluation Framework</i> in FY 2016 Annual Reports	AR
• EARS feedback provided by SNAP Agency	AR

SP = State Plan AR = Annual report

Project-level abstraction domains	Source
• IA implementing project (selected from the list identified in the State-level abstraction)	SP
• Planned target audience (age group)	SP
• Planned use of interventions featured in the 2016 SNAP-Ed <i>Toolkit</i>	SP
• Planned modifications to branded <i>Toolkit</i> interventions	SP
• Planned use of interventions not included in the <i>Toolkit</i> and evidence-base of these interventions	SP
• Planned types of programming (direct, social marketing, PSE)	SP
• Planned direct education settings and partners	SP
• Planned direct education reach, completeness of described reach	SP
• Planned direct education types of series or sessions (single, multi)	SP
• Planned direct education dosage (whether or not provided)	SP
• Planned scale of social marketing	SP
• Types of planned social marketing activities (planning, developing, implementing, tracking/evaluation)	SP
• Planned social marketing level of intervention	SP
• Planned social marketing intervention channels	SP
• Planned partners for social marketing	SP
• Level at which planned reach is described for PSE	SP
• Planned PSE settings (eat, learn, live, play, work, shop) and partners	SP

SP = State Plan AR = Annual report

2.2.2. Data abstractor training and quality control

Data abstractors participated in approximately 11 hours of virtual training over the course of 4 days to become proficient in data abstraction. The training covered the study purpose and objectives; SNAP-Ed reporting requirements; overview of the design of the data abstraction form; review of SNAP-Ed Plans and Annual Reports; and practice abstraction exercises. During the review of the data abstraction form, abstractors practiced how to handle aspects of data abstraction that might require some level of subjective assessment. For ongoing training and to ensure consistency across the abstractors during the data abstraction period, the project director and task leader also responded to questions as they arose and distributed a list of Frequently Asked Questions that was shared with data abstractors on a regular basis throughout the data abstraction period.

2.2.3. Data analysis

As previously noted, information was abstracted from State Plans and Annual Reports at the State-level or project-level, depending on the domain. Since FNS is most interested in State-level findings, State-level summary variables were created from information that was abstracted at the project-level and



used for analysis. During document review, data abstractors noted when the information they were supposed to capture was unclear or unreported. Unclear and unreported responses appear on some tables throughout the report and appendix of tables (see appendix C); however, when the missing information was captured at the project-level— thus perhaps not applying to the entire State— a note was included in exhibit footnotes pertaining to the missing information and its potential impact on the reported results.

EARS data were analyzed to describe aspects of SNAP-Ed programming as delivered or implemented, and in some cases, to allow for comparisons of planned versus actual SNAP-Ed activities. EARS data was not available for Guam and the U.S. Virgin Islands.

Data analysis was conducted using SAS version 9.3 (SAS Institute, Cary, NC) and was descriptive in nature. Univariate statistics were produced and used to describe SNAP-Ed agency characteristics, programming and the extent to which specific SNAP-Ed programming information is described in State Plans and Annual Reports.



3. Description of Statewide Goals and Objectives

As mentioned previously the goal of SNAP-Ed 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 (source: FNS USDA 2015 Guidance). As part of SNAP-Ed Plans, each State is asked to identify State-level SNAP-Ed goals related to the overarching goal of SNAP-Ed and accompanying measurable objectives. FNS encourages States to select a maximum of three to four behaviorally-focused, measurable objectives for each year. Information on statewide goals and objectives was abstracted from State Plans (see text box below).

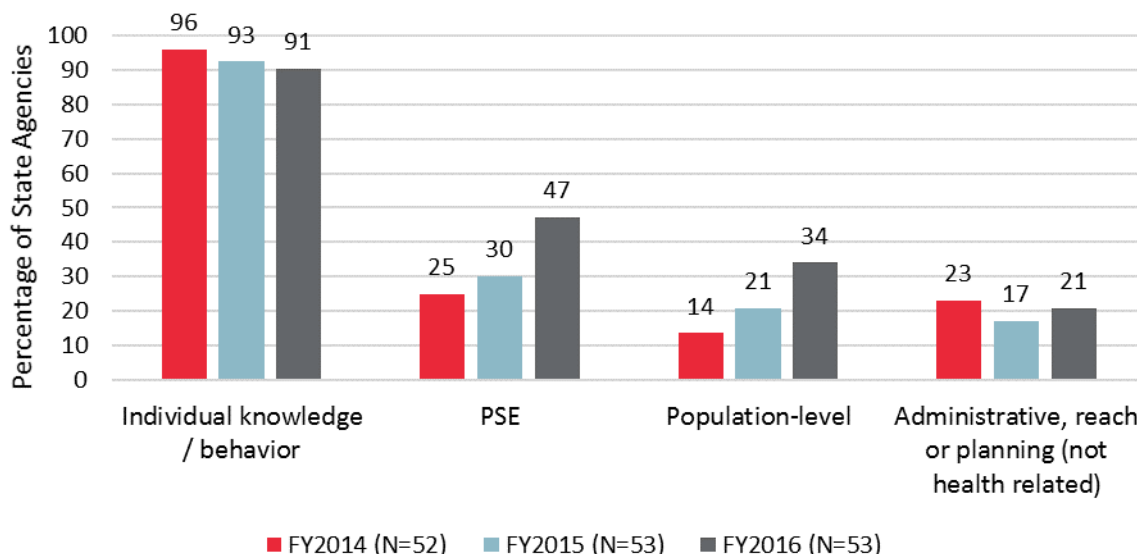
Abstraction Items Related to Statewide Goals and Objectives

- ▲ The type of statewide goals that were identified by the State agency in its Plan (i.e., individual knowledge and/or behaviorally-focused; population-level; related to PSE change strategies; social marketing; and program administration, reach, or planning– not health related).
- ▲ The topics upon which statewide goals are focused.
- ▲ Whether statewide objectives were identified in State Plans.

3.1. STATEWIDE SNAP-ED GOALS

State agencies now include statewide goals in their State Plans. In 2014 and 2015, only one State did not report a statewide goal or the goal listed was unclear. In 2016, all State agencies identified statewide goals in their State Plans.

Statewide goals were categorized as one or more of the following types: individual knowledge and behavior, PSE, social marketing, population-level, and non-health related (e.g., program administration, reach or planning). In all three years, the most commonly selected type of statewide goal, present in almost every State, was focused on individual knowledge and behavior, ranging from 96 percent of State agencies in 2014 to 91 percent in 2016. This was followed by PSE goals (25 percent in 2014 to 47 percent in 2016) and population-level goals (14 percent in 2014 to 34 percent in 2016). Exhibit 3-1 shows the most common four goal types and a more detailed exhibit of all goals selected is included in appendix C.

**Exhibit 3-1 Four Most Common Statewide Goal Types Selected by States**

Source: SNAP-Ed State Plans

One trend of note is the number of State agencies selecting both PSE and population-level goals increased in the years reviewed, which is consistent with changes made to the Guidance. The 2015 SNAP-Ed Guidance acknowledged the broad impact of population-level interventions, and allowed for PSE change to support individual behavior change efforts. By FY 2016, the SNAP-Ed Guidance indicated that states are required to implement PSE change strategies or multi-level interventions as part of their SNAP-Ed programming.

Data abstractors also reviewed State Plans to determine goal topic areas. Exhibits 3-2 to 3-4 below list the most common goal topic areas selected by State agencies in each year reviewed.

Exhibit 3-2 Most Commonly Selected Statewide Goal Topic Areas, 2014

Topic	Number of States	Percentage of States
Increase physical activity	28	53.8
Lifestyle consistent with the DGA	27	51.9
Increase fruit and vegetable consumption	26	50.0
Improve calorie balance during each stage of life	19	36.5
Increase consumption of whole grains	16	30.8
Improve food management practices	13	25.0

Source: SNAP-Ed State Plans

Exhibit 3-3 Most Commonly Selected Statewide Goal Topic Areas, 2015

Topic	Number of States	Percentage of States
Lifestyle consistent with the DGA	29	54.7
Increase physical activity	27	50.9
Increase fruit and vegetable consumption	25	47.2
Improve calorie balance during each stage of life	19	35.8
Switch to non-fat or low-fat milk and milk products	19	35.8
Increase consumption of whole grains	17	32.1

Source: SNAP-Ed State Plans



Exhibit 3-4 Most Commonly Selected Statewide Goal Topic Areas, 2016

Topic	Number of States	Percentage of States
Increase physical activity	32	60.4
Lifestyle consistent with the DGA	26	49.1
Increase fruit and vegetable consumption	21	39.6
Prevent chronic diseases (i.e., obesity, diabetes)	14	26.4
Switch to non-fat or low-fat milk and milk products	14	26.4
Improve calorie balance during each stage of life	12	22.6

Source: SNAP-Ed State Plans

Four goal topic areas were among those most commonly selected in all three years: increase physical activity; lifestyle consistent with the DGA; increase fruits and vegetables; and improve calorie balance during each stage of life. Switch to non-fat or low-fat milk and milk products was amongst the top goals in 2015 and 2016, and prevention of chronic diseases (i.e., obesity and diabetes) was selected as a top goal in 2016.

Two topics that showed positive trends from 2014 to 2016 were increased physical activity (from 28 to 32 State agencies) and prevention of chronic diseases (from 8 to 14 State agencies). During this same period, two knowledge-related topic areas decreased in use—increased knowledge related to nutrition (from 11 States in 2014 to 6 in 2016) and increased knowledge related to physical activity (from 7 States in 2014 to 5 in 2016). A complete exhibit of all goal topic areas is located in appendix C.

One possible explanation for the increased selection of physical activity goals is that the 2014 Farm Bill added the words “and physical activity” into the Food and Nutrition Act; this reinforced the physical activity dimension of the Dietary Guidelines and recognized physical activity promotion as an integral part of SNAP-Ed. The increase in chronic disease prevention goals may be in response to the 2015 Guidance which both describes the primary prevention of diseases as the focus of SNAP-Ed and places emphasis on obesity as a risk factor. Also described in the 2015 Guidance is the expectation that SNAP-Ed State Plans include enhanced SNAP-Ed programming relative to healthy weight management and obesity prevention. The 2015 Guidance also encourages States to focus their efforts on key behavioral outcomes. This guidance along with an increased focus on PSE change strategies might explain the downward trend in knowledge-based goals.

3.2. STATEWIDE SNAP-ED OBJECTIVES

The number of State agencies identifying statewide objectives for all goals increased from 38 in 2014 to 43 in both 2015 and 2016. Five State agencies identified objectives for some goals in 2014, four State agencies in 2015 and one State agency in 2016. Data abstractors also noted that some State agencies are identifying objectives, but they are not clearly related to goals (7 in 2014, 5 in 2015, and 9 in 2016). The number of State agencies not identifying statewide objectives trended downward over the review period, with two State agencies in 2014, one State agency in 2015, and none in 2016. Exhibit 3-5 summarizes information about the identification of statewide objectives in State Plans by fiscal year. Examples of statewide goals and related statewide objectives are included in the text box below.



Examples of statewide SNAP-Ed goals and objectives

Goal: To improve the nutrition and physical activity behaviors of SNAP-Ed program participants by utilizing evidence-based or practice-tested curricula and obesity prevention strategies that lead participants to choose healthier lifestyles.

Related Objectives:

- ▲ 25% of program participants will demonstrate greater knowledge on how to purchase healthy foods on a limited budget.
- ▲ 25% of program participants will consume more fruits and vegetables.
- ▲ 25% of program participants will demonstrate greater knowledge about the importance of physical activity.

Goal: SNAP-Ed programs will create partnerships with other organizations and institutions to identify opportunities for community-level changes that can improve dietary and physical activity choices in settings where nutrition education is provided.

Related Objectives:

- ▲ SNAP-Ed Program Units will identify need for improving access or creating appeal for nutrition and physical activity supports in 25% of sites where direct education is conducted.
- ▲ SNAP-Ed Program Units will identify need for improving access or creating appeal for nutrition and physical activity supports in 25% of sites where direct education is conducted.
- ▲ Changes will be made in writing or practice to improve access or appeal for healthy eating for the period assessed at 10% of SNAP-Ed direct education sites (per “eat, live, learn, work, play, or shop” setting category in ST4).

Exhibit 3-5 Statewide Objectives Identified in State Plan by Fiscal Year

Objectives	FY2014 Number of States (%)	FY2015 Number of States (%)	FY2016 Number of States (%)
Yes, for all goals	38 (73)	43 (81)	43 (81)
Yes, for some goals	5 (10)	4 (8)	1 (2)
Yes, but not clearly related to goals	7 (14)	5 (9)	9 (17)
No/unclear	2 (4)	1 (2)	0 (0)

Source: SNAP-Ed State Plans

Note: States are asked to identify State-level SNAP-Ed goals and accompanying measurable objectives in their annual State Plan. Findings reported in this table indicate the number and percentage of State agencies that: identified objectives for all goals; identified objectives for only some goals; identified objectives but the objectives were not clearly tied to their goals; or did not identify objectives.



4. Description of SNAP-Ed Implementation

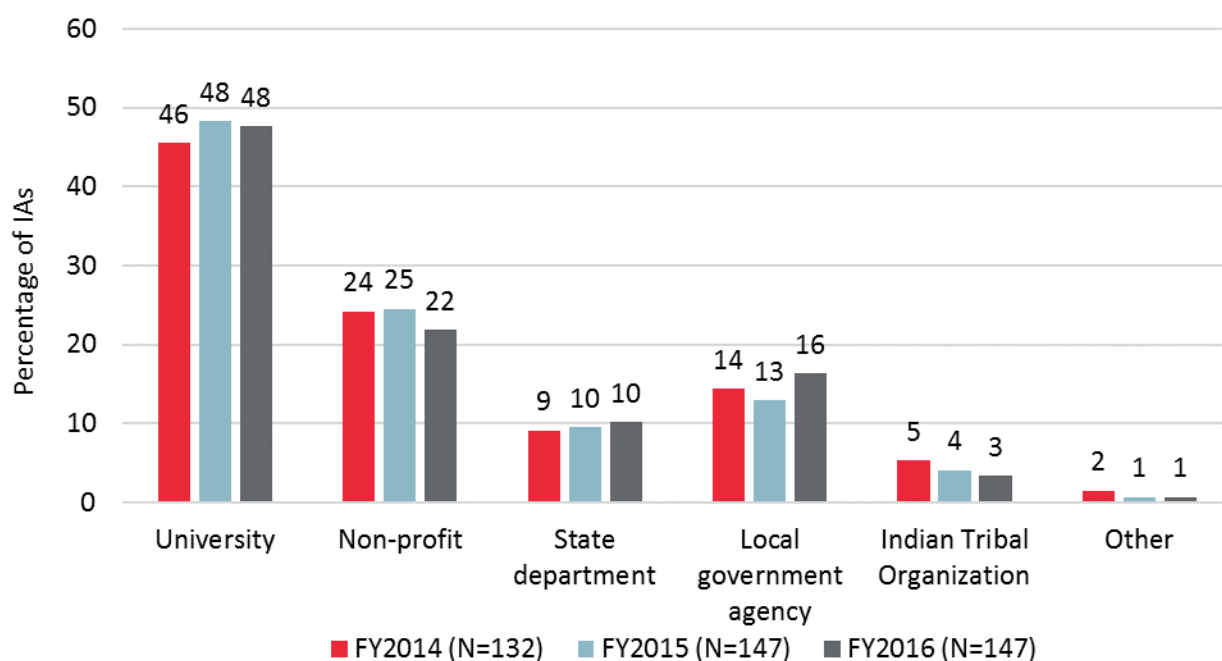
As previously noted, SNAP-Ed is administered by SNAP State agencies in all 50 States, the District of Columbia, Guam, and the U.S. Virgin Islands. However, State agencies typically subcontract with one or more Implementing Agencies (IA) that, in turn, undertake a majority of the program's design and implementation responsibilities. Some States with multiple IAs select one large agency to conduct the program in most of the State and fund smaller IAs to cover specific geographic areas (e.g., rural, county, metro area, inner city) or to target a specific participant group that requires special expertise (e.g., American Indians, faith-based communities, non-English speaking populations). Some IAs, such as food banks, may also be selected because they have the facilities and infrastructure to integrate nutrition education into an existing program. Another reason a State agency may fund multiple IAs is to address different types of programming; for example, in several states, IAs specialize in specific interventions (i.e., *Cooking Matters*®, *CookShop*).

4.1. SNAP-ED IAS

According to EARS, there were a total of 147 SNAP-Ed IAs in both FY 2015 and FY 2016 and only 132 in FY 2014. Although the number of agencies increased between FY 2014 and 2015, the types of agencies involved in implementing SNAP-Ed activities remained fairly consistent during this period, with universities comprising nearly half of all IAs—46, 48, 48 percent, respectively (most of these were cooperative extensions of land grant universities). Non-profit organizations, such as food banks, were the second most common type of IA, comprising approximately one-fifth to one-quarter of all IAs. Local governments were the third most common type of IA, followed closely by State departments (e.g., public health, social services). In each year, a small number of SNAP State agencies, which are included in the category of State department, also served as IAs—2 in FY 2014, 3 in FY 2015, and 4 in FY 2016. A small number of Indian Tribal Organizations (ITOs) and other types of agencies (e.g., private medical practice, private advocacy marketing firm) were also involved in implementing SNAP-Ed between FY 2014 and 2016.



Exhibit 4-1 Types of SNAP-Ed Implementing Agencies by Fiscal Year



Source: IAs were coded into an IA type category using a predefined list provided by the Association of SNAP Nutrition Education Administrators.

4.2. SNAP-ED PROJECTS

In addition to organizational diversity at the State-level, there is variation within IAs at the local-level relative to operational structure. For example, some IAs, such as university cooperative extension programs, use local or county staff who operate under their direction to deliver SNAP-Ed. On the other hand, State public health departments serving as IAs may subcontract with a variety of local agencies, such as local health departments, food banks, social service agencies, senior housing projects or other organizations with expertise, reach or stakeholders that can deliver a mix of complementary intervention activities.

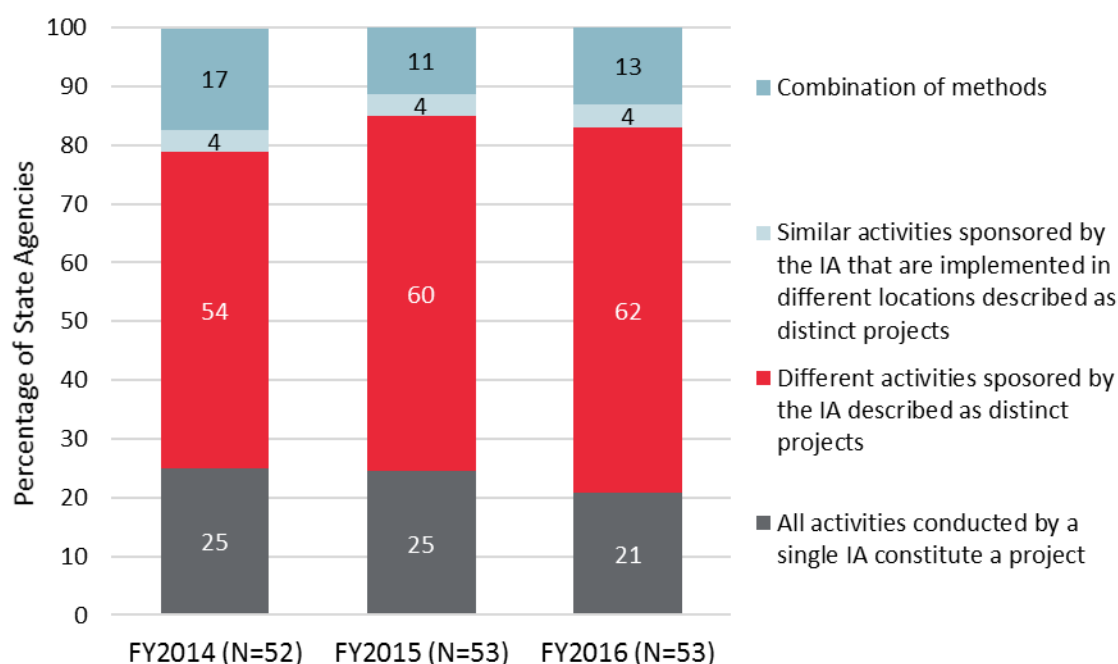
Perhaps for this reason, there are inconsistencies in the manner in which projects and interventions are defined across States. While gleaning detailed information about each planned project within a State, data abstractors were asked to determine the level at which projects are defined and select the description that best characterized the State's projects. As depicted in exhibit 4-2, most States describe projects as different, distinct activities sponsored by the same IA, which became increasingly common each year between FY 2014 and 2016. For example, direct education programs that target different age groups and are implemented in different settings using different types of series or sessions may be described as separate projects in the State Plan, even if they are being conducted by the same IA.

Approximately one-fifth to one-fourth of State agencies described all activities conducted by a single IA as a project, while a much smaller percentage of State agencies (4 percent each year), described similar activities that were implemented in different locations as distinct projects (i.e., the same programming implemented in two different counties would constitute two distinct projects). The remaining



approximately 11 to 17 percent of State agencies used a combination of the approaches described above to define distinct projects.

Exhibit 4-2 Level at Which Projects Are Defined Within a State by Fiscal Year



Source: SNAP-Ed State Plans

In all, 438 projects were planned in FY 2016, which is similar to the number of projects planned in FY 2015 (n=444) and approximately 75 percent of the total number of projects planned in FY 2014 (n=585). Planned projects include those for which the State included a project/intervention summary in its State Plan. In some cases, data abstractors identified activities described outside of the project/intervention summary section as additional planned projects. Typically, these were activities the State agency planned to implement during the year that would not otherwise have been captured in the abstraction form. For example, several State agencies described social marketing activities that were comparable to projects included in other States' Plans.

4.3. SNAP-ED TARGET AUDIENCES

Planned target audiences were abstracted from State Plans at the project-level and for all types of SNAP-Ed programming, not just direct education. Exhibit 4-3 summarizes the age groups that States planned to target through one or more projects and across all types of planned SNAP-Ed programming (direct education, indirect education, social marketing, and PSE).



Exhibit 4-3 Age Groups SNAP-Ed Programs Planned to Target by Fiscal Year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
< 5 years	40 (77)	43 (81)	46 (87)
5-17 years (school-aged)	51 (98)	52 (98)	53 (100)
18-59 years	52 (100)	52 (98)	53 (100)
60+ years	50 (96)	44 (83)	46 (87)
Unclear/not reported	8 (15)	12 (23)	16 (30)

Source: SNAP-Ed State Plans **Note:** Responses are not mutually exclusive. Target age groups were unclear, not reported or not applicable for one or more projects for 8 States in FY 2014, 12 States in FY 2015, and 16 States in FY 2016.

State agencies and IAs report extensive information annually in EARS on the reach of their direct education programming. In addition to a total unduplicated count of participants reached through SNAP-Ed direct education, State agencies report unduplicated counts of SNAP-Ed direct education participants by various subgroups, including by age groups, sex, race, and ethnicity. Using data reported in EARS, the primary age group reached (group with the highest count of unduplicated SNAP-Ed direct education participants) by State agencies and IAs was determined through analysis by comparing the reach for various age subgroups. Exhibit 4-4 depicts the proportion of State agencies that primarily reached each age group from FY 2014 to 2016. Consistently, school-aged children (ages 5 to 17 years) were the most common population reached by States. Between 82 and 90 percent of States primarily reached school-aged children through direct education programming each year, while only 10 to 16 percent of States primarily reached an adult population. Even fewer States primarily reached children less than 5 years old (0 to 2 percent) and none primarily reached an older adult population.

Exhibit 4-4 Age Groups SNAP-Ed Programs Primarily Reached through Direct Education (State-level) by Fiscal Year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
< 5 years	1 (2)	0 (0)	1 (2)
5-17 years (school-aged)	45 (88)	46 (90)	42 (82)
18-59 years	5 (10)	5 (10)	8 (16)
60+ years	0 (0)	0 (0)	0 (0)

Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.

Different trends emerge when primary age groups reached by direct education were examined at the IA-level (see exhibit 4-5). Because some IAs may be responsible for targeting a specific age group or implementing an intervention that is tailored to a specific age group, greater diversity in age groups primarily reached is expected. School-aged children (ages 5 to 17 years) was the most common primarily reached age group among IAs, but this was true for a much smaller proportion of IAs compared to States—only 37 to 50 percent between FY 2014 and FY 2016. Adult populations were primarily reached by a slightly smaller proportion of IAs in FYs 2014 and 2015—37.9 and 40.8 percent, respectively. However, by FY 2016, the proportion of IAs targeting adults plummeted to 1.4 percent. Conversely, a sharp increase in the proportion of IAs targeting children less than 5 years old and older adults was observed between FY 2015 and FY 2016—a 21.1 percentage point increase for both age groups.



Exhibit 4-5 Age Groups SNAP-Ed Programs Primarily Reached (IA-level) by Fiscal Year

Age Group	FY 2014 Number of IAs (%)	FY 2015 Number of IAs (%)	FY 2016 Number of IAs (%)
TOTAL	132 (100)	147 (100)	147 (100)
< 5 years	4 (3)	4 (3)	35 (24)
5-17 years (school-aged)	66 (50)	73 (50)	55 (37)
18-59 years	50 (38)	60 (41)	2 (1)
60+ years	6 (5)	5 (3)	36 (25)
Missing/NA	6 (5)	5 (3)	19 (13)

Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 percent due to rounding.

Since planned target age groups presented in exhibit 4-3 was abstracted at the project-level and for all types of SNAP-Ed programming, not just direct education, it is not directly comparable to data reported in this section; however, there is some degree of consistency between planned target age groups and the age groups primarily reached through direct education. Moreover, these findings are consistent with SNAP-Ed guidance provided in FY 2016 and prior, which indicates that States are encouraged to “focus their resources on changing the nutrition and physical-related behaviors of key subsets of the SNAP population within the broader SNAP-Ed target population. Specifically, FNS encourages targeting first women and then children in households participating in SNAP.” The FY 2016 guidance also states: “Together, mothers and their children make or influence food purchases and meal decisions” and “Targeting SNAP-Ed to women and children captures a majority of SNAP recipients.” Of course, this guidance does not preclude States from offering SNAP-Ed to other SNAP audience segments, but the data show that while State agencies are primarily reaching children through direct education, 98 to 100 percent of State agencies are targeting direct education or other types of SNAP-Ed programming to adults 18-59 years old (Exhibit 4-3) which would include mothers.

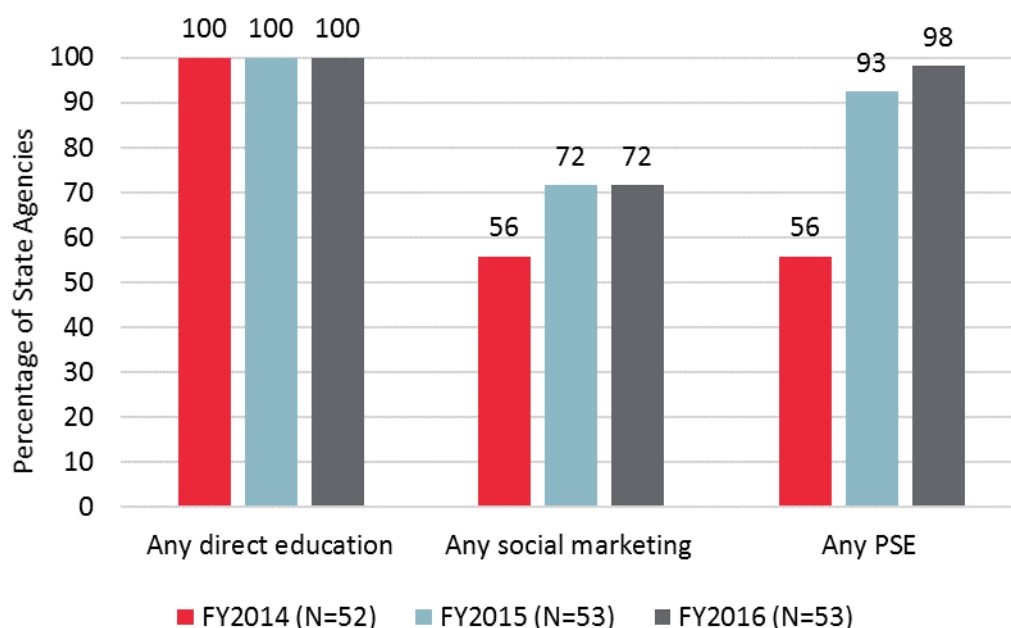
4.4. SNAP-ED PROGRAMMING TYPES

The three key approaches to SNAP-Ed include direct nutrition education, social marketing and implementation of PSE change strategies. States are expected to use a combination of the three approaches in their SNAP-Ed programming; however, PSE strategies only became a required part of SNAP-Ed starting in FY 2016. Moreover, there is considerable diversity in how these approaches are implemented. Direct education curricula, social marketing and PSE approaches can vary widely within and across States relative to targeted behaviors, key messaging and measurable outcomes. This section presents information gleaned from State Plans on the planned use of each programming type and the extent to which multiple programming types were to be implemented in States by fiscal year. More information about each programming type is provided in sections 5, 6 and 7.

Based on information gleaned from State Plans during data abstraction, 100 percent of States implementing SNAP-Ed planned to implement direct education in FYs 2014-2016. A much smaller proportion planned to implement social marketing and PSE strategies in FY 2014 and 2015—56 percent each, respectively—but the proportion of States planning to implement these programming types increased over time, as depicted in exhibit 4-6. Most notably, the percentage of States planning to implement social marketing increased from 56 to 72 percent between FY 2014 and FY 2015 and the number of States planning to implement PSE strategies increased from 56 percent of States to 93 percent by FY 2015. By FY 2016, 98 percent of States planned to implement PSE strategies.



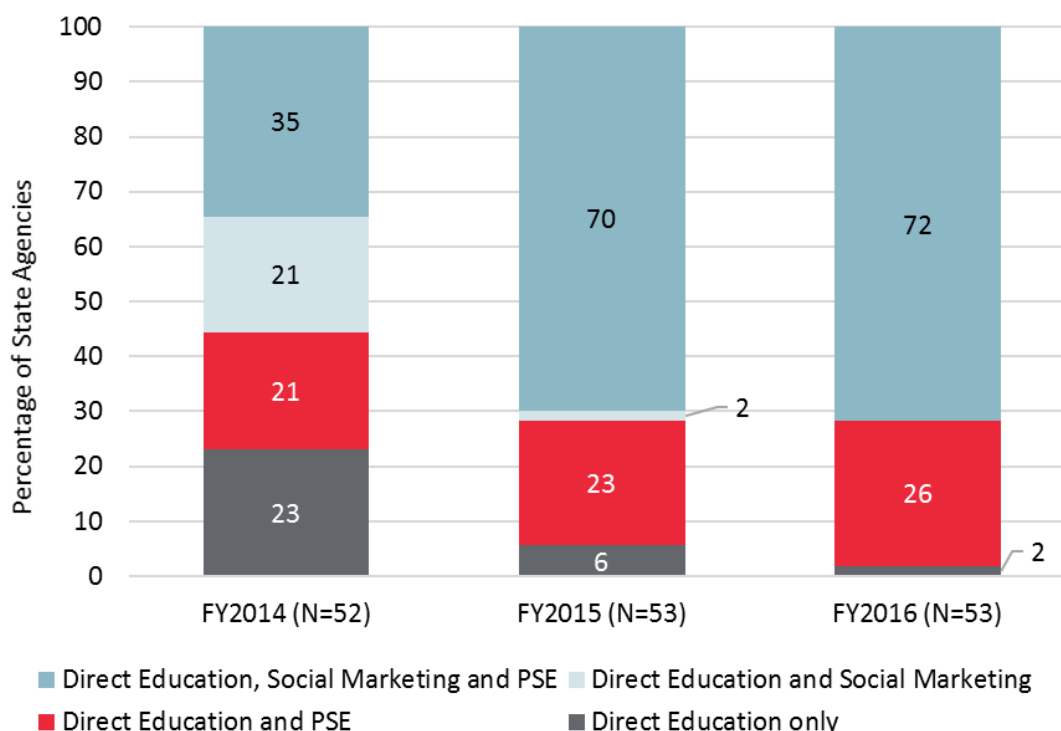
Exhibit 4-6 Types of Programming SNAP-Ed State Agencies Planned to Implement by Fiscal Year



Source: SNAP-Ed State Plans

The majority of States planned to implement a combination of programming types in FYs 2014, 2015 and 2016—77, 94 and 98 percent, respectively. Among these States, most planned to implement all three SNAP-Ed programming types, and this trend increased dramatically over time, as depicted in exhibit 4-7.

Exhibit 4-7 Combinations of Programming Included in Planned SNAP-Ed Projects by Fiscal Year



Source: SNAP-Ed State Plans



5. Description of Direct Education Programming

As a critical component of SNAP-Ed, direct education promotes nutrition and physical activity among SNAP recipients and those eligible for SNAP (FY 2017 SNAP-Ed Plan Guidance). According to FNS Guidance, direct education interventions must be evidence-based and messages must be consistent with the DGA. Efforts are directed toward SNAP recipients and those eligible for SNAP, as described in the Target Audience and Needs Assessment sections of the Plan Template.

For the three years included in this analysis, direct education was planned and implemented in 100 percent (n=51) of State agencies¹. Information about the planned and implemented direct education activities was gleaned from State Plans and EARS data.

Abstraction Items Related to Direct Education

- ▲ Planned settings for direct education delivery
- ▲ Partners agency planned to engage for delivery of direct education
- ▲ Level of detail provided on planned reach, actual unduplicated planned reach, if applicable

Types of series or sessions

Whether total number of planned contacts was described

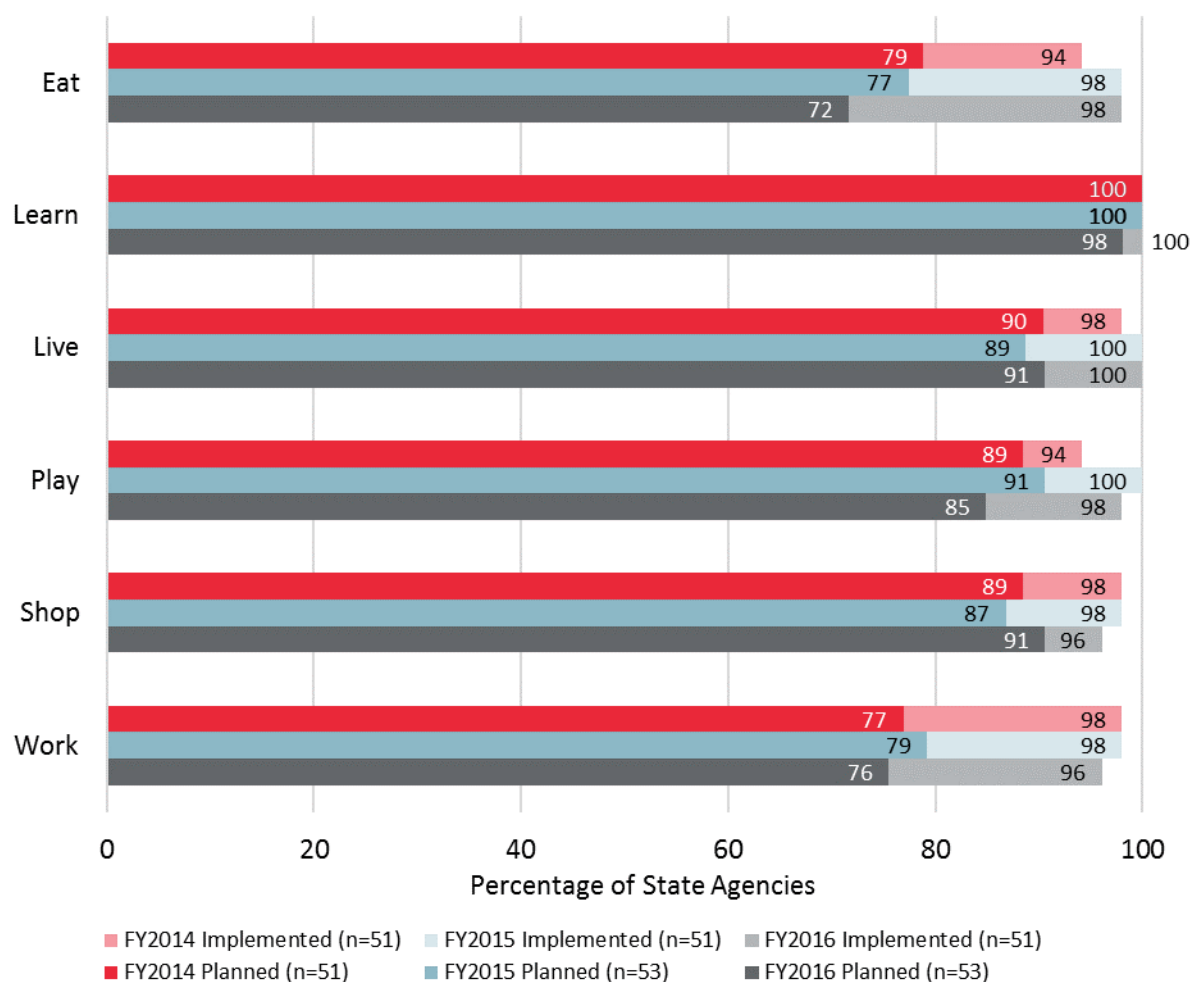
5.1. SETTINGS

States are encouraged to partner with local agencies to deliver direct education in settings, or types of sites, where SNAP-eligible populations eat, learn, live, play, shop, and work in order to reach a wider audience of SNAP recipients and those eligible for benefits (FY 2017 SNAP-Ed Plan Guidance). As shown in exhibit 5-1, direct education was delivered in a variety of settings in all years included in this analysis. Although the majority of States planned to implement direct education in all 6 settings, places where people learn, live, shop, and play were most common. However, analysis of EARS data indicate that some States implemented direct education in more settings than were described in their State Plans. This finding may indicate that State Plans lack specificity (at least to the degree that is available in EARS) or that additional direct education delivery sites are identified during the Plan year, perhaps as a result of new or expanded partnerships. The largest discrepancy between planned and implemented settings for direct education exists for the “Eat” and “Work” categories. More information on the categories of settings can be found in appendix C.

¹ Includes the 50 States and District of Columbia; EARS data from Guam and the U.S. Virgin Islands was unavailable.



Exhibit 5-1 Percent of States that Planned and Implemented Direct Education Each Setting, by Fiscal Year

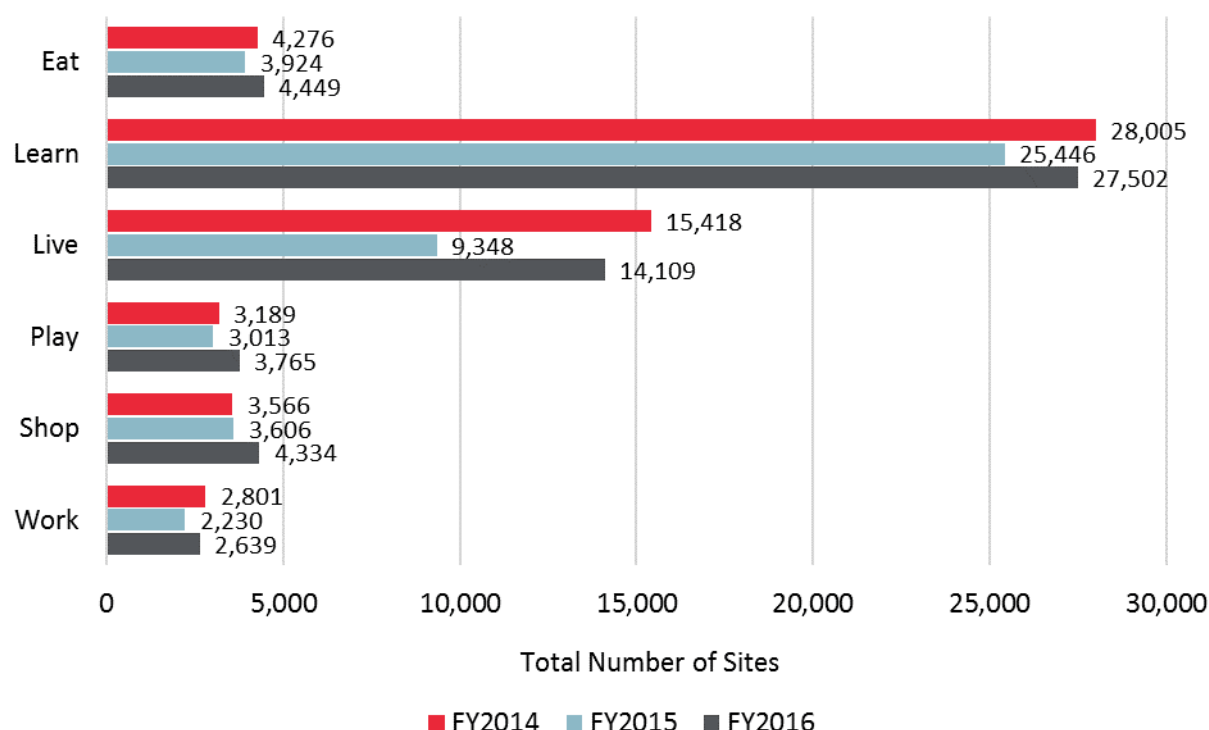


Note: Planned data based on information reported in State Plan and Implemented data based on information reported in EARS.

According to EARS data, State agencies implemented direct education in 59,565 different sites in FY 2014, 49,681 sites in FY 2015, and 59,413 sites in FY 2016 across all types of settings. As shown in exhibit 5-2, the largest number of sites for direct education are in places where people learn, averaging sites per State (see appendix C for more detail). This is consistent with the exhibit 5-1 above, which shows that nearly 100 percent of States planned to and implemented direct education in places where people learn for all three study years. Direct education is delivered in the fewest number of sites in places where people work, ranging from a total of 2,230 sites in FY 2015 to 2,801 sites in FY 2014. Within each type of setting, the total number of sites for direct education has remained relatively stable over the three years included in this analysis.



Exhibit 5-2 Number of Sites Where Direct Education Was Delivered, by Setting and Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.

State agencies reported on the specific site types in which they delivered direct education. All States (100 percent, n=51) delivered direct education in public schools in FY 2014, FY 2015 and FY2016 (exhibit 5-3). Public schools also have the largest number of sites for all three years, ranging from 18,236 in FY 2014 to 16,936 in FY 2015. Public housing, Head Start programs and community centers are additional site types in which most States implement direct education. Individual homes were the second most frequent site type for direct education in FY 2014 and FY 2015, totaling 7,820 and 5,160 sites in the respective years, even though only half of States implemented direct education in this site type (data not displayed).



Exhibit 5-3 Types of Sites in Which Direct Education Was Implemented (Reported for 10 Site Types with the Most Delivery Sites)

FY 2014

Site Type (Setting)	Number of States (%)	Total Number of Delivery Sites Across All States	Average Number of Delivery Sites per State (Range)
TOTAL	51 (100)	59,565	--
Public Schools (Learn)	51 (100)	18,236	357.6 (17,2674)
Individual Homes (Live)	27 (53)	7,820	153.3 (0,4110)
Head Start Programs (Learn)	46 (90)	3,590	70.4 (0,412)
Community Centers (Play)	48 (94)	3,189	62.5 (0,518)
Other Youth Education (Learn)	49 (96)	2,979	58.4 (0,515)
Elderly Service Centers (Eat)	46 (90)	2,898	56.8 (0,415)
Emergency Food Assistance (Shop)	48 (94)	2,744	53.8 (0,529)
Public Housing (Live)	49 (96)	2,389	46.8 (0,441)
Other (Other/missing)	41 (80)	2,310	45.3 (0,501)
Churches (Live)	45 (88)	2,227	43.7 (0,414)

FY 2015

Setting	Number of States (%)	Total Number of Delivery Sites Across All States	Average Number of Delivery Sites per State (Range)
TOTAL	51 (100)	49,681	--
Public Schools (Learn)	51 (100)	16,936	332.1 (4,3065)
Head Start Programs (Learn)	51 (100)	3,379	66.3 (0,406)
Community Centers (Play)	49 (96)	3,013	59.1 (1,352)
Elderly Service Centers (Eat)	49 (96)	2,949	57.8 (0,453)
Emergency Food Assistance (Shop)	49 (96)	2,548	50 (0,406)
Other Youth Education (Learn)	48 (94)	2,396	47 (0,308)
Public Housing (Live)	48 (94)	2,368	46.4 (0,284)
Churches (Live)	48 (94)	2,189	42.9 (0,255)
Other (Other/missing)	48 (94)	2,114	41.5 (0,522)
Community Health Centers (Live)	46 (90)	1,647	32.3 (0,236)

FY 2016

Setting	Number of States (%)	Total Number of Delivery Sites Across All States	Average Number of Delivery Sites per State (Range)
TOTAL	51 (100)	59413	--
Public Schools (Learn)	51 (100)	17671	346.5 (2,3081)
Individual Homes (Live)	50 (98)	5160	101.2 (0,4108)
Head Start Programs (Learn)	49 (96)	4064	79.7 (0,511)
Community Centers (Play)	49 (96)	3765	73.8 (0,535)
Elderly Service Centers (Eat)	49 (96)	3102	60.8 (0,534)
Emergency Food Assistance (Shop)	49 (96)	2909	57 (0,602)
Public Housing (Live)	49 (96)	2879	56.5 (0,488)
Other (Other/missing)	49 (96)	2615	51.3 (0,733)
Churches (Live)	48 (94)	2557	50.1 (0,354)
Other Youth Education (Learn)	48 (94)	2469	48.4 (0,312)

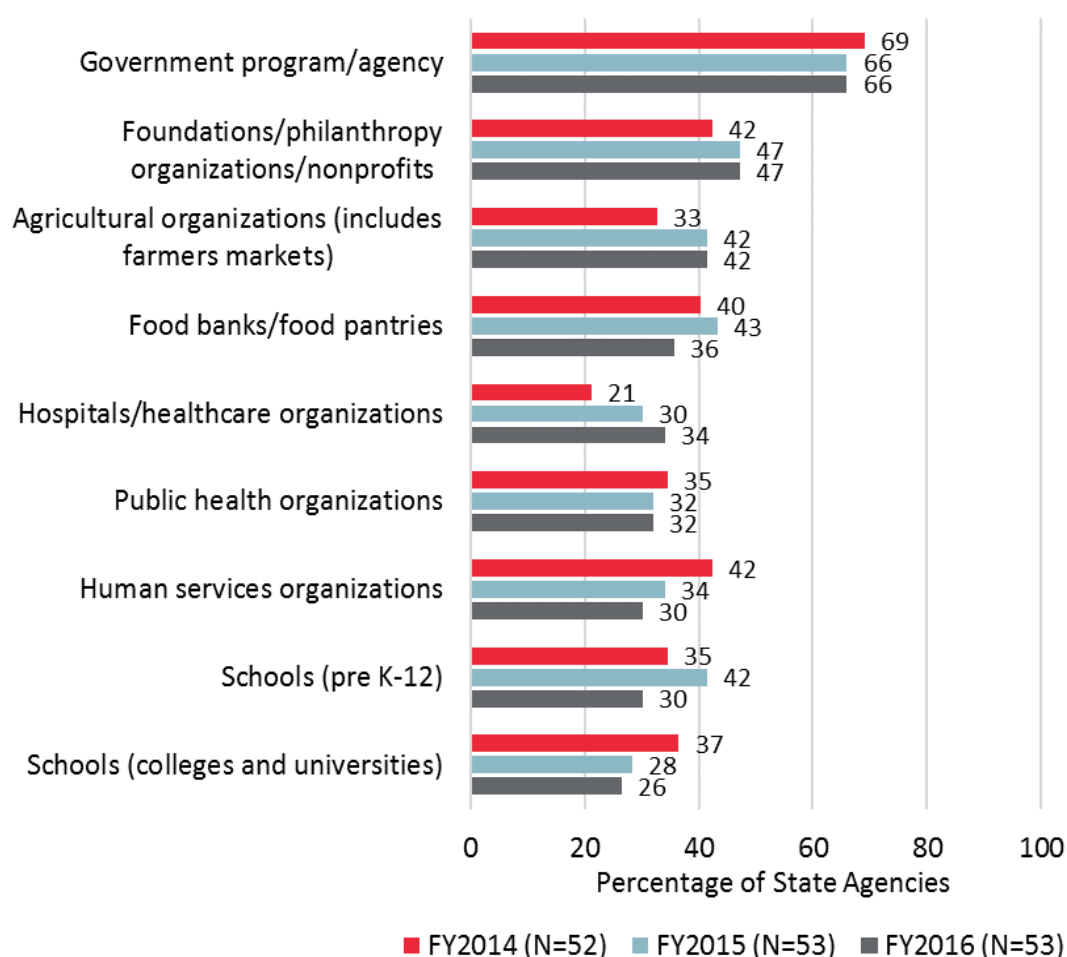
Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Descriptions of delivery sites reported by State agencies as "other" were not available for analysis.



5.2. PARTNERS

States are encouraged to collaborate with partners to deliver direct education in order to maximize reach and target participants where they eat, learn, live, play, work, and shop. The most frequently planned partner type was government programs/agencies, included in approximately two-thirds of State Plans each year between FY 2014 and 2016. Other common partners included foundations/philanthropy organizations/nonprofits, food banks/food pantries, agricultural organizations (including farmer's markets), public health organizations, and schools. The distribution of partners engaged for direct education remained relatively stable across the three years included in this study (see exhibit 5-4). However, nearly half of States did not specify clearly all direct education partners in their State Plans. Additionally, a very low percentage of States planned to engage city and regional planning groups, restaurants, transportation groups or worksites for direct education.

Exhibit 5-4 Most Frequent Planned Partners for Direct Education by Fiscal Year



Source: SNAP-Ed State Plans **Note:** Responses are not mutually exclusive. Planned partners were unclear, not reported, or not applicable for one or more projects for 27 States in FY 2014, 24 States in FY 2015, and 23 States in FY 2016, thus information presented in this exhibit might underrepresent planned partners for direct education.



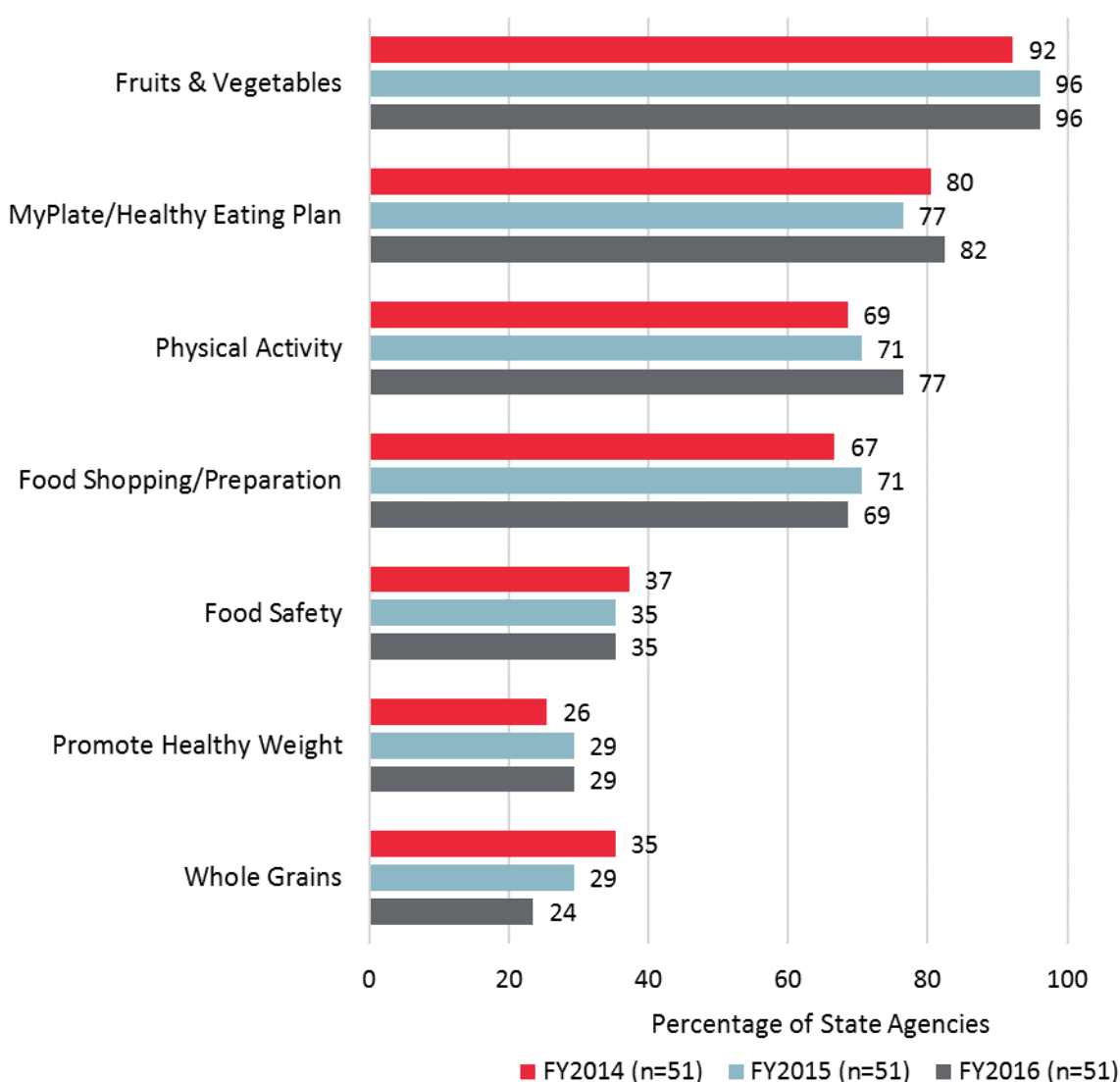
Organizations serving as a direct education site might also be considered partners. An important caveat to these data are that abstractors were trained to first identify sites in which States planned to implement direct education. If already identified as a setting, abstractors did not also mark these organizations as partners. As a result, some planned partners may be underestimated. For example, direct education is frequently delivered in schools. If identified as a direct education setting, schools would not also have been marked as a partner during abstraction, thus the number of States planning to engage schools as partners may be underestimated.

5.3. CONTENT/MESSAGING

The most common content in direct education interventions implemented by States across all three study years includes the following: fruits and vegetables, MyPlate/healthy eating plan, physical activity, and food shopping/preparation. Content topics remained relatively stable across all three years, with a slight decrease in the percentage of States delivering messages related to whole grains (from 35 percent in FY 2014 to 24 percent in FY 2016 (exhibit 5-5)).



Exhibit 5-5 Content of Direct Education That Was Implemented by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.

5.4. REACH

State agencies are required to forecast the number of individuals who will be reached, known as unduplicated planned reach, for all direct education components and each target audience subgroup for each project in their Plans (FY 2017 SNAP-Ed Plan Guidance). Abstractors reviewed State Plans for the level of detail provided on planned reach and categorized projects into one of three categories: 1) unduplicated planned reach provided for all direct education components of the project and each target audience subgroup, 2) unduplicated planned reach provided but missing detail for at least one direct education component or target audience subgroup, or 3) unclear/not reported. The number of State agencies providing complete unduplicated planned reach for all projects in their State Plans varied slightly over time, ranging from 10 States in FY 2015 to 15 States in FY 2016 (exhibit 5-6). More detail can be found in appendix C.



Unduplicated reach indicates that each individual attending a session or series of direct education is counted only once, regardless of the number of contacts made with that person (EARS Frequently Asked Questions and Answers for Fiscal 2017 Reporting, <https://snaped.fns.usda.gov/snap/EARS/EARSfaq.pdf>). As shown in exhibit 5-6, detailed unduplicated planned reach for all direct education components of all projects was provided by approximately one-quarter of States across all three years, ranging from 23 percent (n=12) of States in FY 2014 to 28 percent (n=15) of States in FY 2015. This category represents the majority of projects that include direct education, ranging from 69 percent (n=267) of projects in FY 2015 to 70 percent (n=266) of projects in FY 2016.

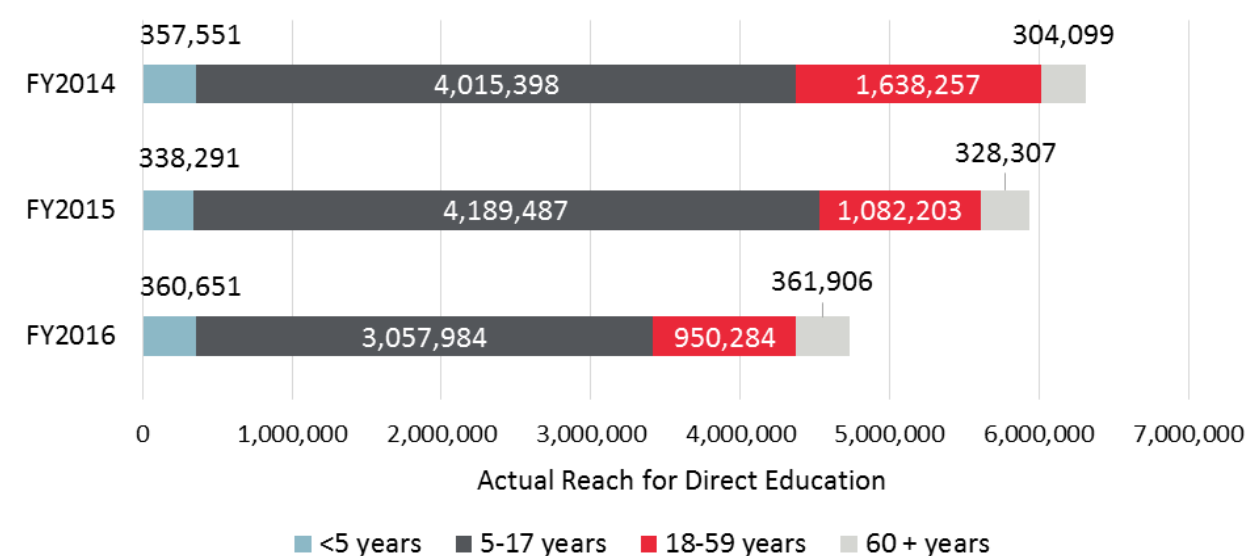
Exhibit 5-6 Completeness of Planned Reach Data in State Plans, by Fiscal Year

Completeness of Planned Reach Data in State Plan	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL States including direct education	52 (100)	53 (100)	53 (100)
Complete unduplicated planned reach provided for all direct education projects	12 (23)	10 (19)	15 (28)
Incomplete or unclear unduplicated planned reach on one or more direct education projects	40 (77)	43 (81)	38 (72)

Source: SNAP-Ed State Plans

For EARS reporting, States report the number of individuals reached with direct education by age category subgroups, as shown in exhibit 5-7 and detailed in appendix C. The total number of individuals reached through direct education decreased by 25 percent from 6,315,305 in FY 2014 to 4,730,825 in FY 2016. This decrease in total direct education reach is likely due to the increased emphasis placed on PSE changes strategies over this time period and perhaps the emphasis on class series rather than single classes or events (to be discussed in more detail in section 5.5). However, the distribution of individuals reached within each age group remained relatively stable across the three years, with children aged 5-17 years comprising the largest proportion of those reached by direct education in all years.

Exhibit 5-7 Actual Direct Education Reach, by Age Group and Fiscal Year



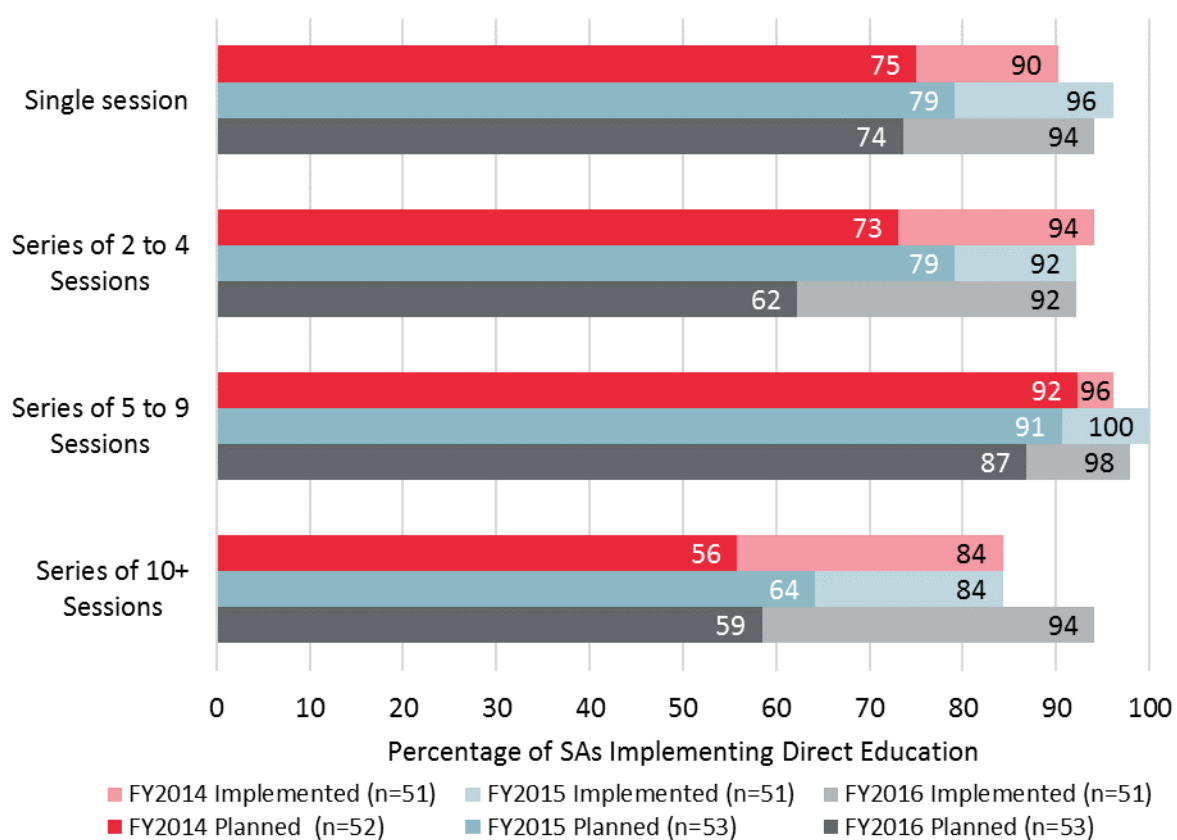
Source: EARS Note: EARS data for Guam and U.S. Virgin Islands was unavailable.



5.5. TYPES OF SERIES OR SESSIONS

States are required to describe in their State Plans the planned number of sessions associated with each direct education series and report in EARS on the number of direct education series or sessions that were implemented. However, 49 percent (n=26) of State Plans contained one or more projects where the number of sessions within a direct education series intervention was unreported or unclear in FY 2016, up from 44 percent (n=23) of State Plans in FY 2014 and 38 percent (n=20) in FY 2015. As shown in exhibit 5-8, based on a comparison of data reported in EARS and information gleaned from State Plans on planned SNAP-Ed activities, more State agencies (a larger percentage) implemented direct education series each year between FY 2014 and FY 2016 than planned; this was true for each type of direct education series or sessions (single, series of 2 to 4, series of 5 to 9, series of 10 or more). The largest discrepancy between planned and implemented series type is in FY 2016 for Series of 10+ Sessions, with 59 percent of States reporting that they planned to offer direct education series of 10 or more sessions and 94 percent of States (all but 3) reporting in EARS that they did implement these longer class series.

Exhibit 5-8 Planned Versus Implemented Types of Direct Education Series or Sessions, by Fiscal Year

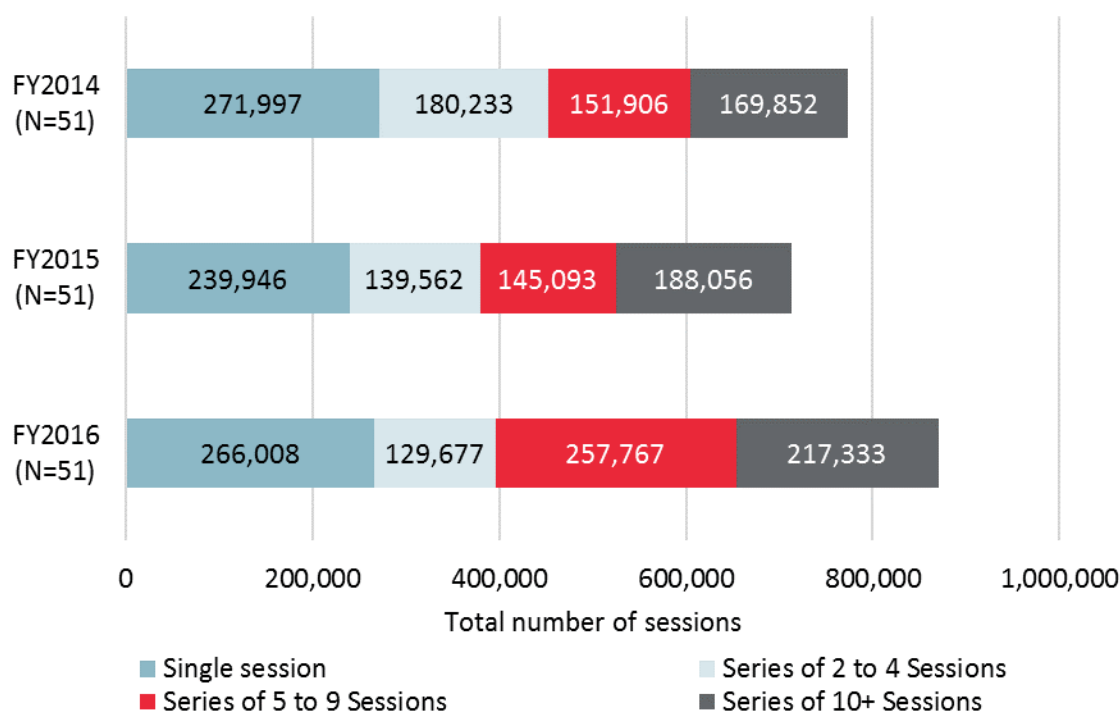


Source: SNAP-Ed State Plans and EARS **Note:** Responses are not mutually exclusive. All State Plans included information on series and session type for at least one planned project. However, because planned series and session type was unclear, not reported, or not applicable for one or more projects for 23 States in FY 2014, 20 States in FY 2015, and 26 States in FY 2016, the information presented in this exhibit might underrepresent the number of States agencies that planned to implemented each direct education series or session type.



The total number of direct education sessions held increased from 773,988 in FY 2014 to 870,785 in FY 2016. As shown in exhibit 5-9, nearly 30,000 additional series of 10+ sessions and approximately 100,000 additional series of 5 to 9 sessions were held in FY 2016 compared to FY 2015. The number of single session and series of 2 to 4 sessions decreased between FY 2014 and 2016. These trends are in line with FNS' increased emphasis on multi-session series.

Exhibit 5-9 Total Number of Direct Education Series or Sessions Implemented by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable.



6. Description of Social Marketing Programming

The USDA SNAP-Ed Guidance defines social marketing as the use of commercial marketing technologies to influence the voluntary behavior of a specific target audience.¹ The SNAP-Ed Guidance indicates that social marketing can be an important component of SNAP-Ed interventions and may target individuals at multiple levels (i.e., large groups, organizational/institutional, societal). Social marketing campaigns should be consumer-focused and research-tested, and should use multiple channels of communication to influence behaviors of the target audience (i.e., mass media, social media, earned media, peer-to-peer, promotional media).²

Although States are not required by USDA to implement social marketing campaigns, they often use them to support or reinforce direct nutrition education messages of community-based programs. Social marketing campaigns can be “stand-alone” to convey a message that encourages healthy behaviors or they can be designed to support direct education and community or PSE messaging. All social marketing campaigns must be directed to SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs as well as individuals residing in communities with a significant (50 percent or greater) low-income population.

For the purposes of this project, anything that was described within a State SNAP-Ed Plan as “social marketing” was counted as such during the data abstraction process (regardless of whether or not it met the official SNAP-Ed definition). If activities were not specifically called out as social marketing, they were not counted as social marketing. Social media, on its own, was not considered social marketing.

Abstraction Items Related to Social Marketing

For planned projects that included social marketing activities, the following information was abstracted from State Plans:

- ▲ Scale of each campaign
- ▲ Campaign activities
- ▲ Levels of intervention
- ▲ Intervention reach
- ▲ Planned channels of intervention
- ▲ Partners enlisted to assist with social marketing efforts

EARS data were analyzed to determine the number of SNAP-Ed social marketing campaigns that were actually implemented by States. Data spanning the same three fiscal years (FY 2014-16) provided key details, including the types of social marketing activities implemented, levels of intervention, intervention channels, key messages and populations served.

Differences between planned and implemented social marketing activities were identified by analyzing State Plans and EARS data. In some instances, State Plans described social marketing activities that were

¹ U.S. Department of Agriculture, Food & Nutrition Service. (2017). *Supplemental Nutrition Assistance Program Education Plan Guidance FY 2018: Nutrition Education and Obesity Prevention Program*.

² Ibid.

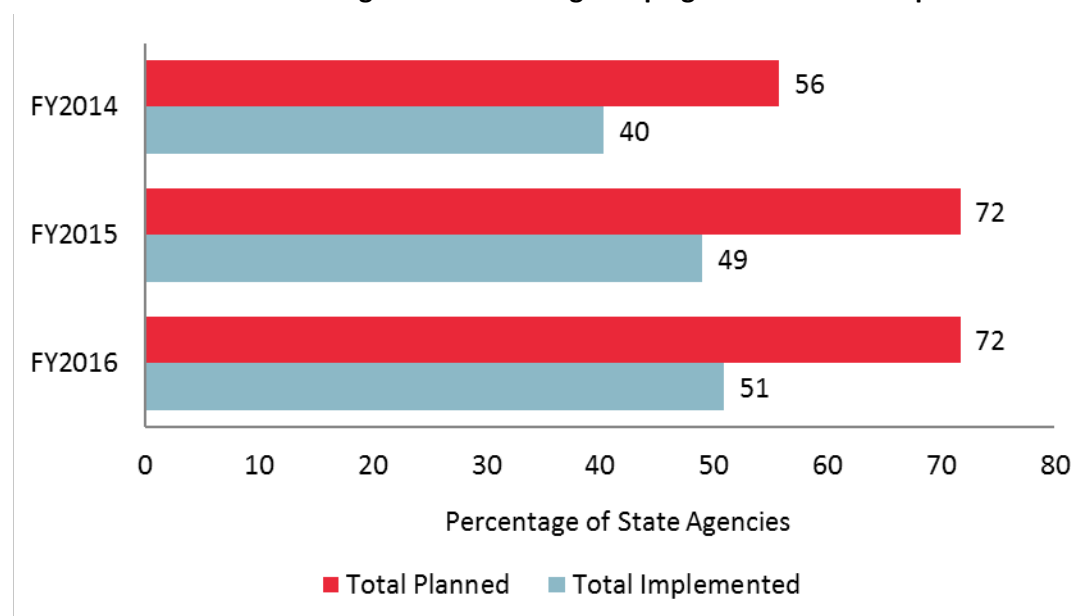


unreported at the end of the fiscal year in EARS. There could be a number of reasons that account for these differences (i.e., social marketing activities may not have come to fruition during a given fiscal year or activities referred to as “social marketing” within a State Plan were later defined as direct or indirect education when EARS reporting was conducted). Whenever possible, planned and implemented data are presented side-by-side to highlight these differences.

6.1. SOCIAL MARKETING DELIVERED BY STATE AGENCIES AND IMPLEMENTING AGENCIES

According to State Plans submitted to FNS, the number of States planning to conduct social marketing increased from 56 percent in FY 2014 to 72 percent in FY 2015 and remained steady at 72 percent in FY 2016. When annual EARS data were reviewed, fewer campaigns were reported as being delivered than initially planned, but a similar pattern emerged, i.e., the number of States that delivered social marketing campaigns increased from 40 percent in FY 2014 to 49 percent in FY 2015 and remained fairly steady at 51 percent into FY 2016 (exhibit 6-1).

Exhibit 6-1 States Delivering Social Marketing Campaigns: Planned vs. Implemented by Fiscal Year

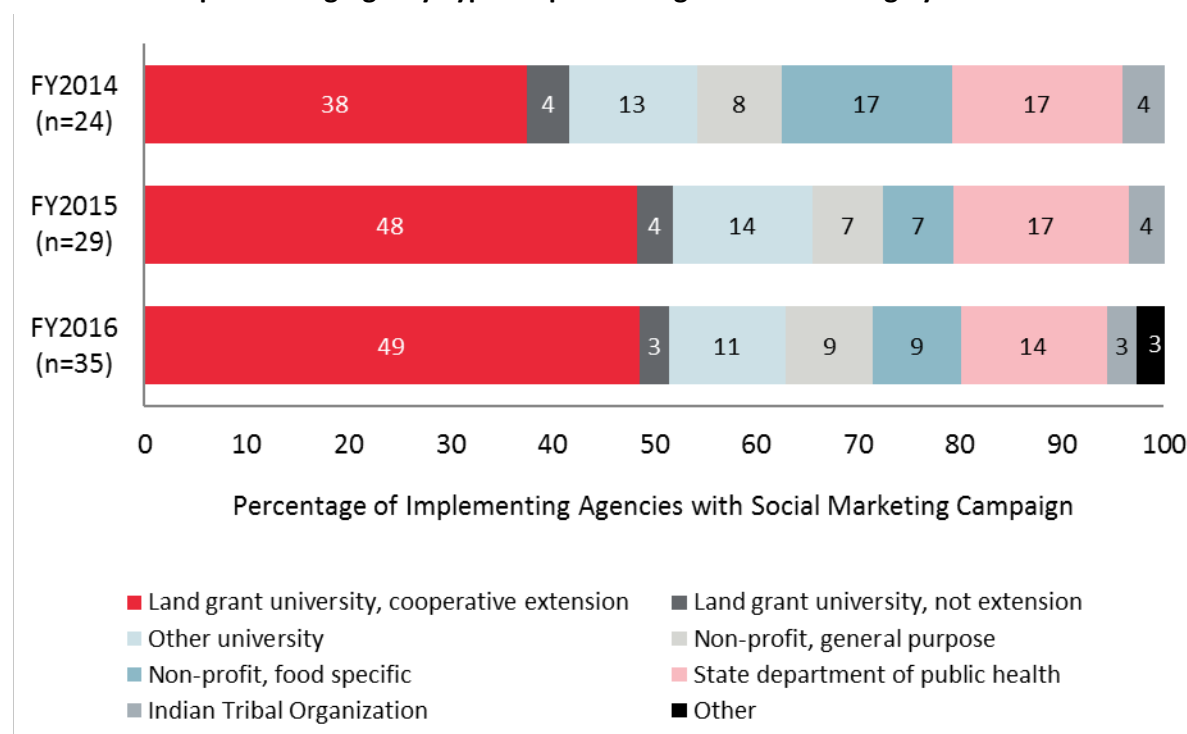


Source: SNAP-Ed State Plans and EARS. Data missing for one State.

The total number of implementing agencies with social marketing campaigns has also increased over time. In FY 2014, 24 IAs reported delivering social marketing. In FY 2015, this number increased to 29, and by FY 2016, a total of 35 IAs were delivering social marketing. When broken out by type of IA, social marketing was most often delivered by land grant universities/cooperative extensions across all three fiscal years reviewed (38 percent, 48 percent and 49 percent respectively). This was followed by State departments of public health and other universities. Seventeen percent of IAs that delivered social marketing in FY 2014 were non-profit organizations (with a food-specific focus), however, this percentage dropped off in FY 2015 and FY 2016, as shown in exhibit 6-2. These percentages mirror the overall breakdown of IAs presented in Section 4.



Exhibit 6-2 Implementing Agency Types Implementing Social Marketing by Fiscal Year



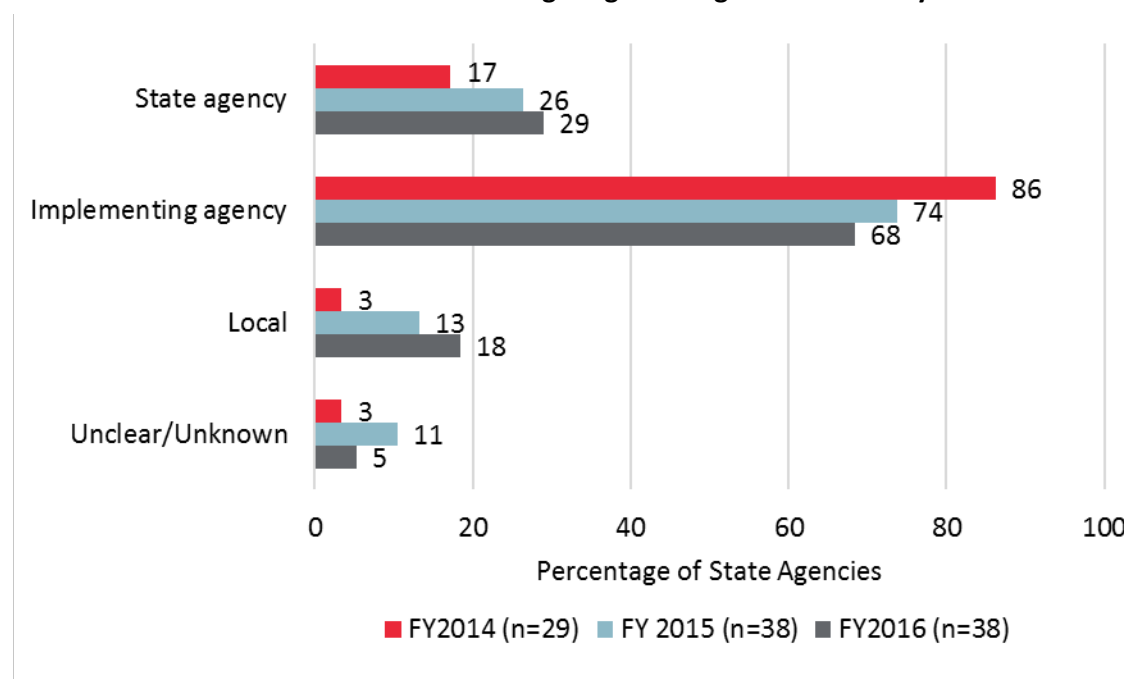
Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. "Other" refers to a private marketing firm.

6.2. LEVEL AT WHICH CAMPAIGNS WERE PLANNED

State Plans were reviewed to determine the level at which social marketing campaigns were planned (i.e., coordinated at the State-level, the IA-level or the local-level). The majority of social marketing activities were planned at the IA-level, followed by the State and local-levels. As outlined in exhibit 6-3, this was true for all three fiscal years reviewed. Some State Plans described social marketing activities that were coordinated at more than one level.



Exhibit 6-3 Level at Which Social Marketing Programming Was Planned by Fiscal Year



Source: SNAP-Ed State Plans. Note: Includes only State agencies that described planned social marketing activities in their State Plan.

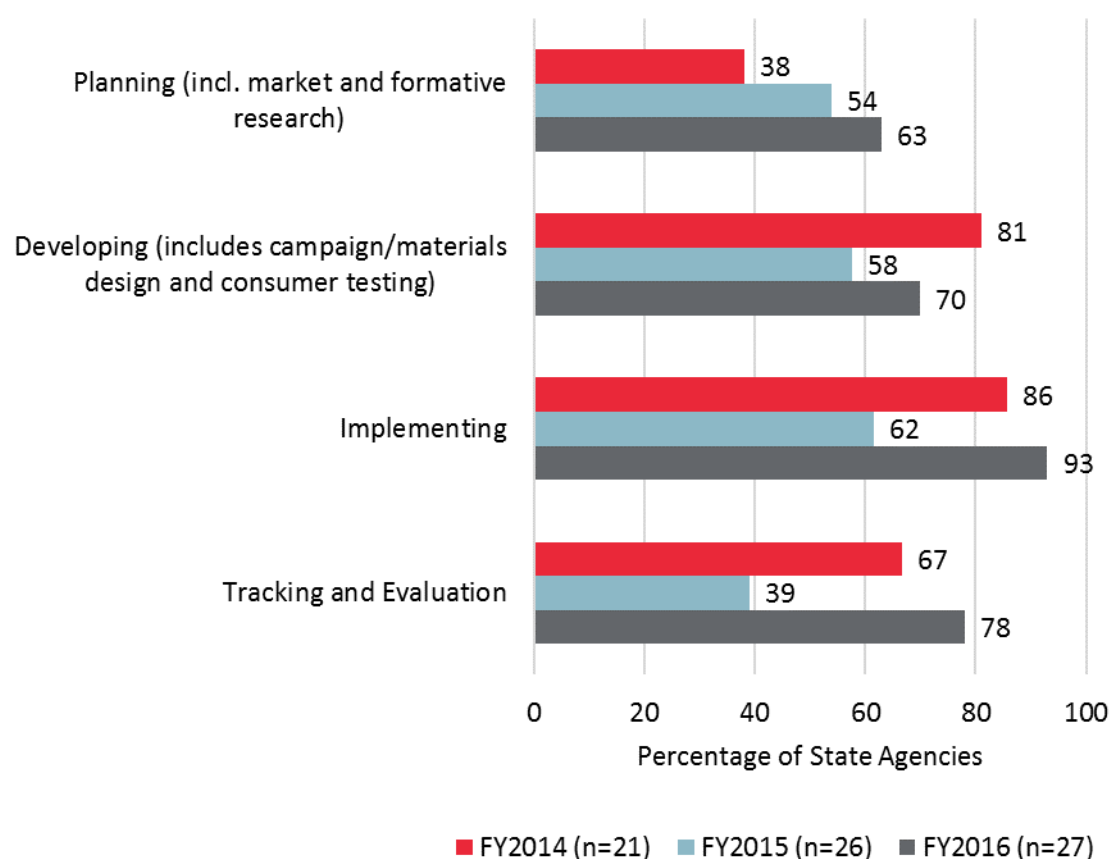
6.3. MAJOR CAMPAIGN ACTIVITIES

State Plans were reviewed to determine the types of social marketing activities that were expected to take place during each fiscal year (i.e., planning, developing, implementing, tracking and evaluation). State Plans typically described a combination of activities, as campaigns were in various phases of development and implementation.

At the end of each fiscal year, States that implemented social marketing campaigns report on the types of social marketing activities that actually took place in EARS. States are able to select as many activities as appropriate. Typically, social marketing activities reported by States at the end of each fiscal year in EARS were consistent with the planned social marketing activities described in State Plans. More than 85 percent of State agencies that delivered social marketing in FY 2014 and FY 2016 reported being in the implementation phase of their campaign and more than three-quarters of the agencies also reported being in the tracking and evaluation phase in FY 2016. States that delivered social marketing in FY 2015 were typically in the planning (54 percent) or developing (58 percent) phases of their campaigns, as shown in exhibit 6-4. Across the three study years, the percentage of States that engaged in tracking and evaluation was greatest in FY 2016 (78 percent), up considerably from 39 percent of States in FY 2015.



Exhibit 6-4 Phase of Social Marketing Activities Implemented by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Includes State agencies that reported social marketing activities in EARS.

6.4. LEVELS OF INTERVENTION

State agencies report in EARS the level at which social marketing campaigns were implemented (i.e., individual, interpersonal (groups), institutional/organization, community). These levels are based on the Social Ecological Model.³ Campaign activities implemented at the individual level might target certain factors, such as individual knowledge and skills, whereas, campaign activities at the interpersonal level might target groups of individuals, such as family and friends. Campaign activities at the organizational level target workplaces and schools, for example, while campaign activities at the community level might target food retailers. State agencies select as many levels of intervention as appropriate. The levels of intervention were also abstracted from State Plans to facilitate the comparison of planned levels of intervention to actual levels of intervention, as reported in EARS.

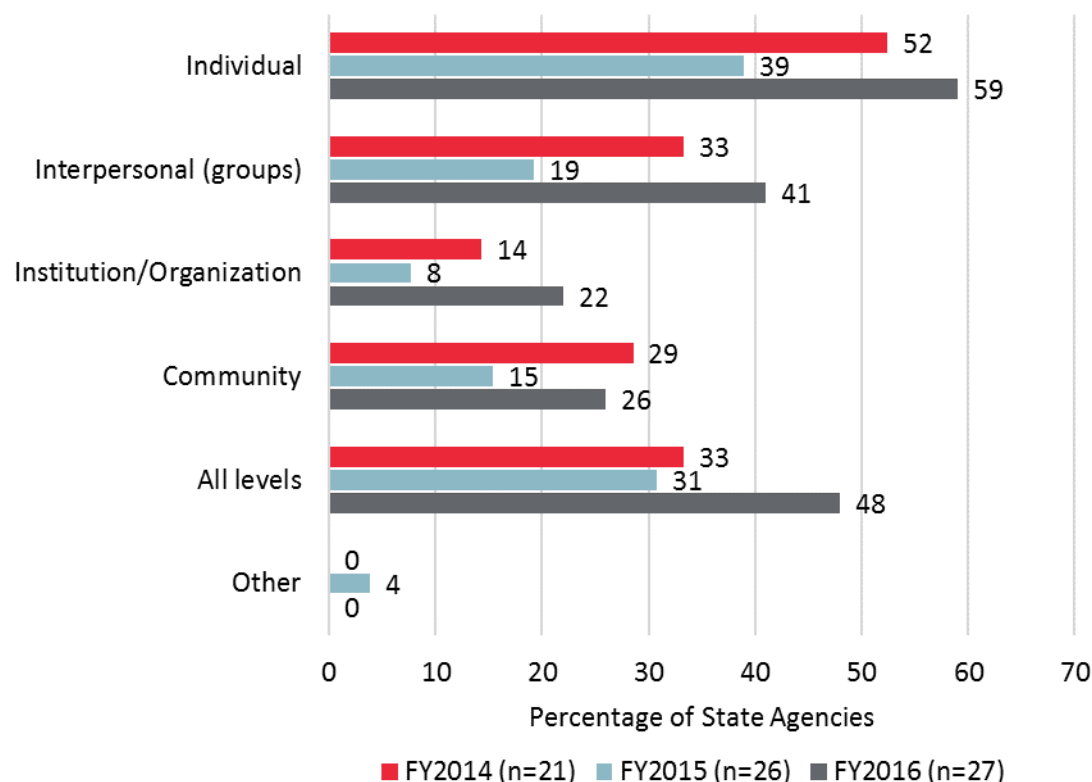
Social marketing campaigns were most frequently planned and implemented at the individual-level during all three years of review. The other levels of intervention, both planned and implemented,

³ Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity, and Obesity. National Center for Chronic Disease Prevention and Health Promotion. Addressing Obesity Disparities: Social Ecological Model. Available at: http://www.cdc.gov/obesity/health_equity/addressingtheissue.html.



fluctuated from year-to-year with no clear patterns emerging. Exhibit 6-5 presents information on the level of intervention for social marketing campaigns that were implemented in each fiscal year. More detail on planned levels of intervention are included in appendix C.

Exhibit 6-5 Social Marketing Levels of Intervention Implemented by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Includes State agencies that reported social marketing activities in EARS.

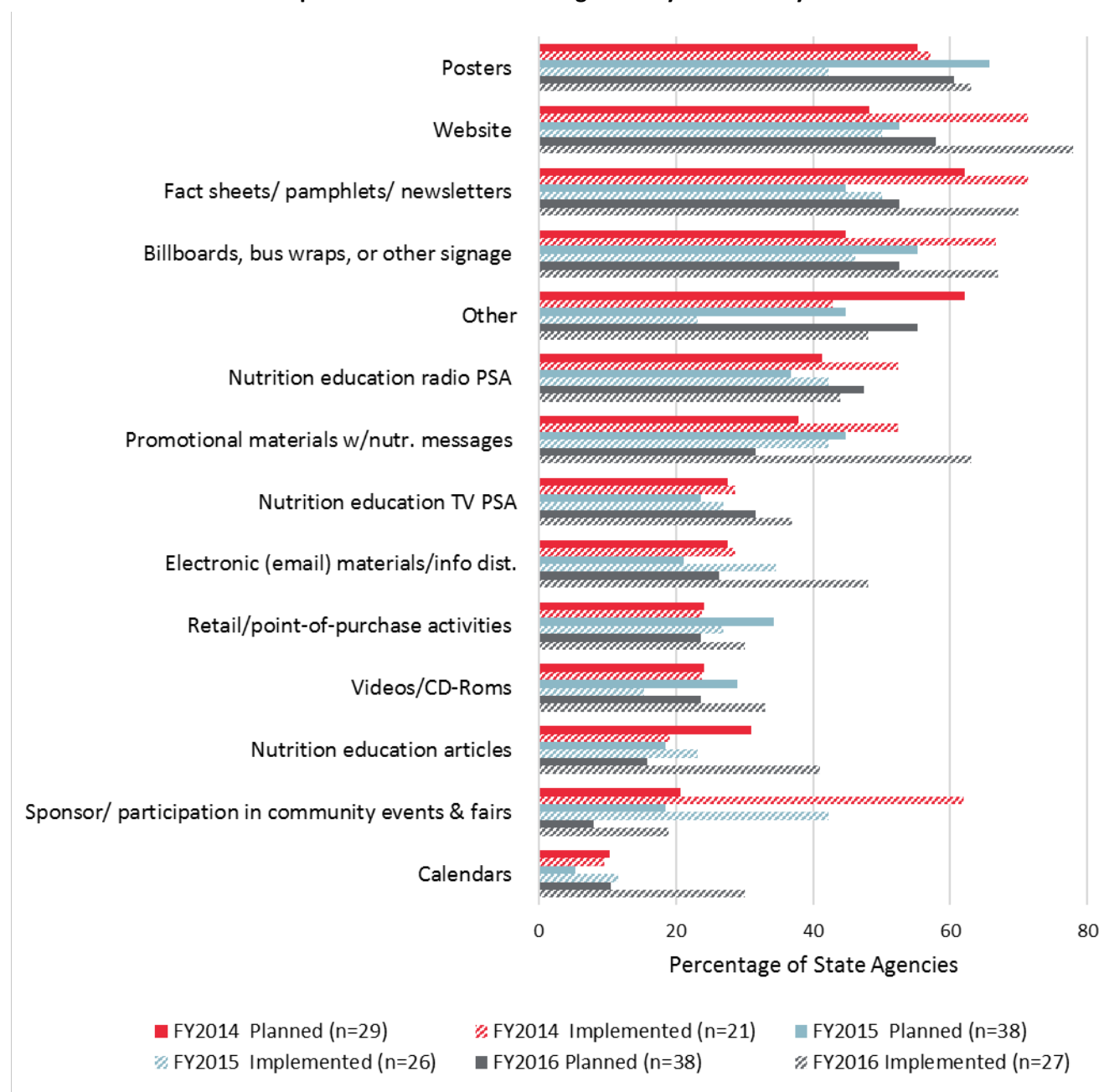
6.5. INTERVENTION CHANNELS

State Plans were reviewed to determine the planned delivery channels for social marketing. To allow for comparisons between planned and implemented activities, the same set of categories that are specified in EARS were used when capturing planned intervention channels from State Plans. While many States implemented campaign activities corresponding to the established categories, they reported a large proportion of social marketing channels in the “other” category. This included many States that were planning to use technology as a delivery channel for social marketing, such as social media (Facebook, Twitter, and Instagram), online advertising, and text messaging. There were also other channels of delivery specific to individual campaigns that did not fall into the EARS categories.

States typically planned multiple channels of social marketing delivery, with posters, websites, fact sheets/pamphlets/newsletters and billboards/bus wraps and other signage most frequently used. Exhibit 6-6 illustrates the various social marketing delivery channels.



Exhibit 6-6 Planned and Implemented Social Marketing Delivery Channels by Fiscal Year



Source: SNAP-Ed State Plans and EARS. Examples of other social marketing channels reported by State agencies include social media (Facebook, Twitter, and Instagram), online advertising, and text messaging.

Actual channels of delivery were captured through EARS reporting. Similar to what was abstracted from State Plans, the same top three channels of delivery were reported in EARS for FY 2014 and FY 2015: 1) fact sheets/pamphlets/newsletters, 2) website, and 3) billboards, bus wraps and other signage. By FY 2016, websites were the most common channel of delivery, followed by fact sheets/pamphlets/newsletters and billboards, bus wraps and other signage. Other commonly reported channels of delivery varied from year to year and included posters, promotional materials with nutrition messages, nutrition education radio PSA and participation in community events/fairs (see exhibit 6-7).



Exhibit 6-7 Most Common Social Marketing Delivery Channels Implemented by Fiscal Year

FY 2014 (N=21)

Delivery Channel	Number of States	Percentage of States
Fact sheets/ pamphlets/ newsletters	15	71
Website	15	71
Billboards, bus wraps or other signage	14	67
Posters	12	57
Nutrition education radio PSA	11	52
Participation in community events/fairs	11	52
Promotional materials with nutrition messages	11	52

FY 2015 (N=26)

Delivery Channel	Number of States	Percentage of States
Fact sheets/ pamphlets/ newsletters	13	50
Website	13	50
Billboards, bus wraps or other signage	12	46
Nutrition education radio PSA	11	42
Participation in community events/fairs	11	42
Posters	11	42
Promotional materials with nutrition messages	11	42

FY 2016 (N=27)

Delivery Channel	Number of States	Percentage of States
Website	21	78
Fact sheets/ pamphlets/ newsletters	19	70
Billboards, bus wraps or other signage	18	67
Promotional materials with nutrition messages	17	63
Posters	17	63
Participation in community events/fairs	15	56
Electronic (email) materials/distribution	13	48

Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Missing data for one additional State in FY 2016. Includes State agencies that reported social marketing activities in EARS.

6.6. KEY MESSAGES

Each year States report the key messages of their social marketing campaign in EARS. As presented in exhibit 6-8, campaign messages related to fruits and vegetables were the most commonly reported for each year reviewed (67 percent of States reported using this message in FY 2014, 65 percent in FY 2015, and 93 percent in FY 2016). Other common messages included physical activity, food shopping and preparation, and MyPlate.



Exhibit 6-8 Top Five Social Marketing Key Message Topic Areas by Fiscal Year

FY 2014 (N=21)

Key Message Topic Areas	Number of States	Percentage of States
Fruits and vegetables	14	67
Physical activity	8	38
MyPlate	6	29
Promote healthy weight	6	29
Limit added sugars and sweeteners	5	24

FY 2015 (N=26)

Key Message Topic Areas	Number of States	Percentage of States
Fruits and vegetables	17	65
Food shopping and preparation	9	35
Physical activity	8	31
MyPlate	6	23
Milk	4	15

FY 2016 (N=27)

Key Message Topic Areas	Number of States	Percentage of States
Fruits and vegetables	25	93
Physical activity	16	59
Food shopping and preparation	14	52
MyPlate	8	30
Limit added sugars and sweeteners	7	26

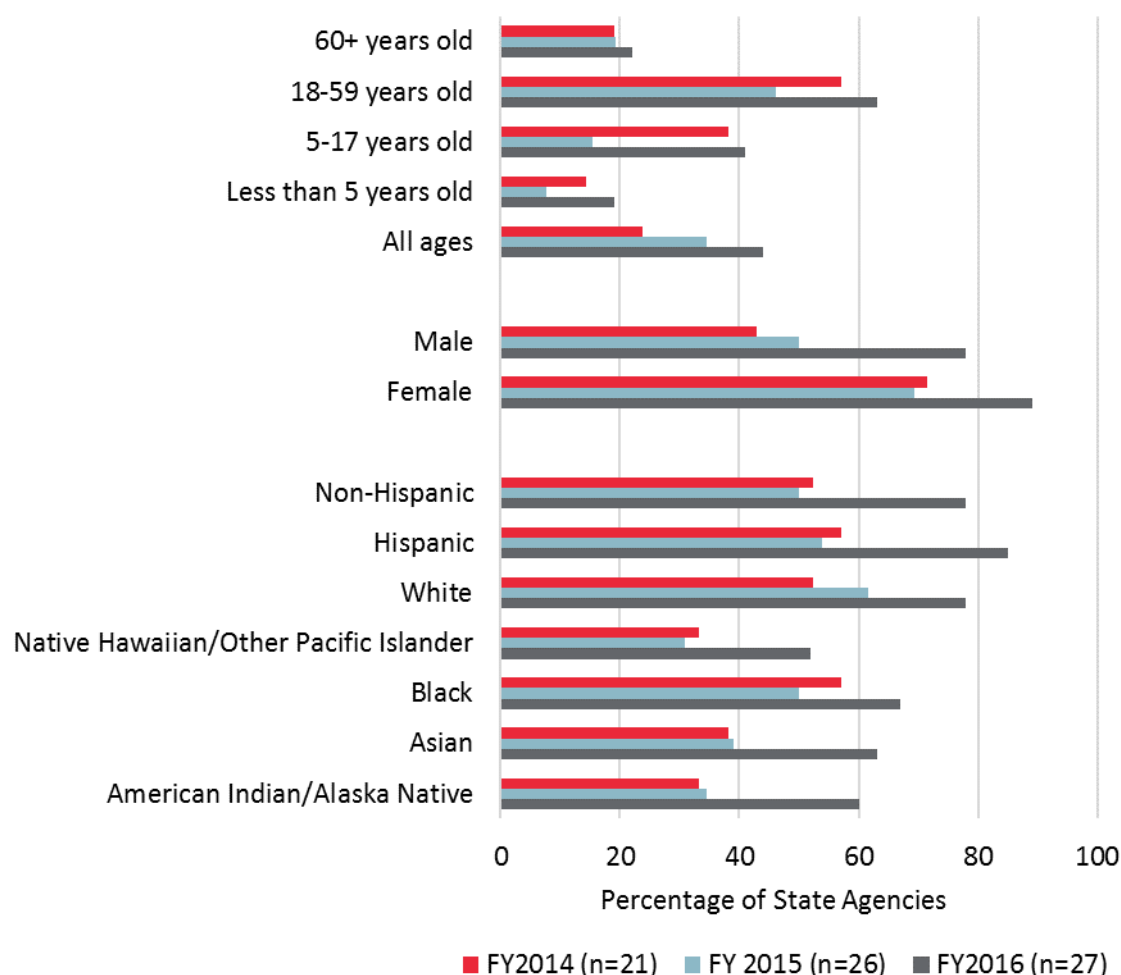
Note: Include State agencies that reported social marketing activities in EARS. Missing data for one State in FY 2016

6.7. PRIORITY POPULATIONS AND REACH

As shown in exhibit 6-9, States also report in EARS the race, ethnicity, gender, and age of priority population(s) (i.e., target audiences) reached through social marketing efforts. States typically reported targeting a variety of age groups, most prominently 18-59 year olds (63 percent of States targeted this audience in FY 2016, 46 percent in FY 2015, and 57 percent in FY 2014). Females were slightly more likely to be targeted than males for all three fiscal years reviewed. The Hispanic and non-Hispanic audiences were equally targeted for all three years.



Exhibit 6-9 Social Marketing Priority Populations Reached



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Includes State agencies that reported social marketing activities in EARS.

Social marketing “reach” is typically described in State Plans in units of delivery (i.e., number of mailings, number of billboards, and number of ads). Planned social marketing reach is not consistently described as number of people reached; if it is described, it is not always aggregated across intervention channels. This results in difficulties in comparisons of EARS data where States report estimated number of participants reached as one aggregated number. Therefore, comparisons could not be made between the planned and actual reach of social marketing campaigns.

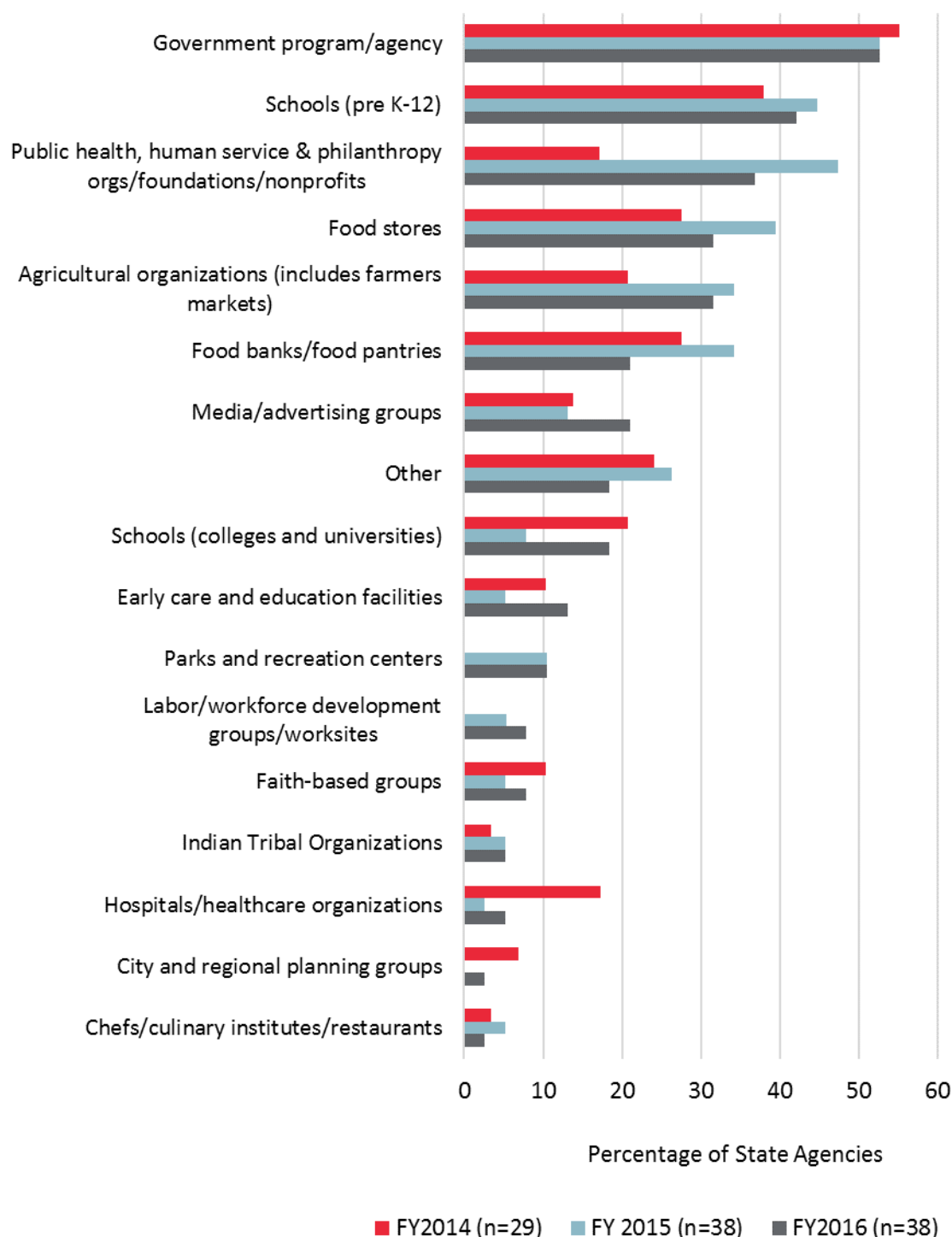
6.8. PARTNERS

State Plans were reviewed to determine the types of partners that were expected to be involved with social marketing. A partner was considered any outside entity engaged in social marketing activities. States planned to work with a number of partners, the most common being a government program or agency (e.g., SNAP, Special Supplemental Nutrition Assistance Program for Women, Infants, and Children (WIC), Temporary Assistance for Needy Families (TANF)). This was followed by schools (pre-K through grade 12) and a combined category of partners from public health, human services, and



philanthropic organizations, foundations and nonprofits. States also planned to work with food stores, agriculture organizations/farmer's markets, and food banks/pantries through social marketing efforts. As shown in exhibit 6-10, there were a number of other types of partners engaged by a smaller number of States.

Exhibit 6-10 Planned Social Marketing Partnerships by Type and Fiscal Year



Source: SNAP-Ed State Plans. **Note:** Includes State agencies that described social marketing activities in their State Plan. Examples of 'Other' include coalitions, community members, and other local businesses.



6.9. EXPENDITURES

Expenditures attributed to social marketing were examined as a percentage of total Federal expenditures. As shown in exhibit 6-11, States that implemented a social marketing campaign in FY 2014-16 reported social marketing expenditures that, on average, accounted for approximately 6 to 9 percent of their total Federal expenditures. However, one State spent as much as one-third of its Federal expenditures on social marketing, while others reported no social marketing expenditures.

Exhibit 6-11 Percentage of Federal SNAP-Ed Dollars Expended on Social Marketing Among States That Implemented a Social Marketing Campaign by Fiscal Year

Fiscal Year	Number of States	Average Percentage	Minimum Percentage	Maximum Percentage
FY 2014	19	5.8	0	30.3
FY 2015	25	8.8	<1	33.1
FY 2016	26	6.8	0	25.3

Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Expenditure data missing for 2 State agencies in FY 2014 and 1 State agency in FY 2015. Expenditure data for one State agency in FY 2016 appeared to be erroneous thus was excluded from the analysis.



7. Description of Policy, Systems, and Environmental (PSE) Strategies

PSE strategies focus on a systems approach to facilitate the adoption of healthy behaviors and are usually population-based and directed to a particular target audience. PSE activities may be conducted to influence change in settings where SNAP participants and other low-income individuals who qualify to receive SNAP benefits or other means-tested Federal assistance programs learn, eat, live, play, shop or work. PSE strategies are meant to be delivered in coordination with direct nutrition education efforts and social marketing. According to 2015 SNAP-Ed Guidance, the role of SNAP-Ed IAs is to act as a consultant or technical assistant to the partner organization that is ultimately responsible for adopting the strategy. Examples of policy, system, and environmental changes are described in the text box below. Sites and systems include, but are not limited to, schools, child care, community youth organizations, recreation centers, food banks worksites, and retail food outlets of all types.

Policy Change Example

- ▲ A school that serves a majority of low-income students establishes a new policy to prohibit the sale of sugar sweetened beverages at concession stands.
- ▲ A county adopts healthy food procurement standards for food service vending across all county departments.

Systems Change Example

- ▲ A food bank developing a system to link local farmers and distributors with retailers and customers in low-income neighborhoods to increase availability of fresh produce.
- ▲ A hospital or clinic creates a system to screen patients for hunger and to provide referrals to food and nutrition programs.

Environmental Change Example

- ▲ Placement of signs within a low-income community to promote new walking trails, or placement of colorful posters and promotional materials in a school cafeteria and positioning fruits and vegetables in a way that entices students to choose them.
- ▲ A local corner store displays healthy food options in a way that is enticing to its customers.

Beginning in FY 2016, FNS directed States to include in their State Plans, “policy, systems, and environmental interventions, demonstrated to facilitate adoption of food and physical activity choices and other nutrition-related behaviors conducive to the health and well-being” of populations eligible for SNAP in addition to direct nutrition education (FY 2017 SNAP-Ed Plan Guidance). Communities eligible to receive PSE interventions mirror those that receive direct education and social marketing approaches in order to deliver evidence-based strategies consistent with the DGA by targeting multiple levels of the Social Ecological Framework.



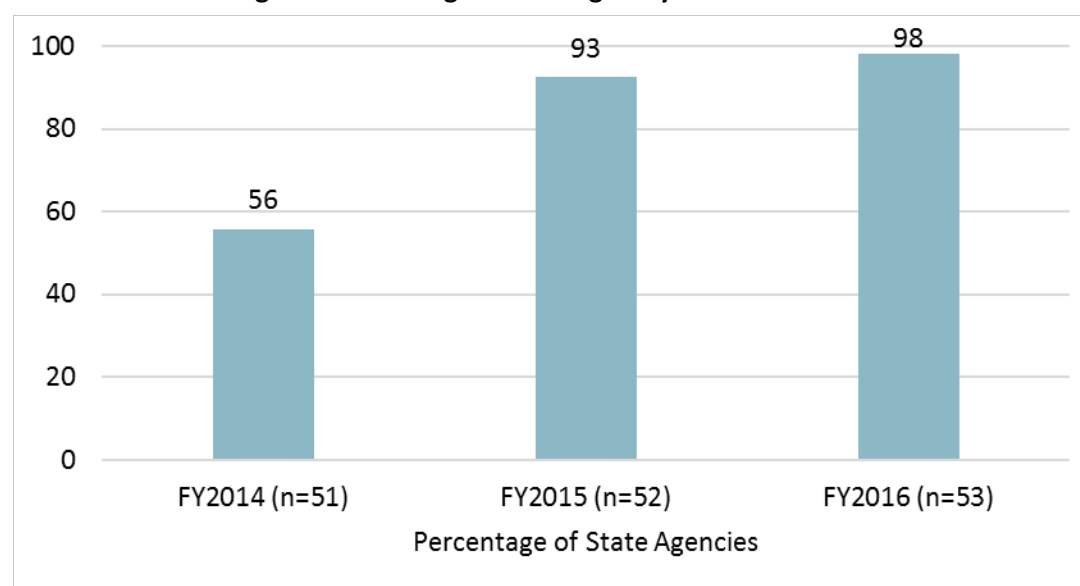
Abstraction Items Related to PSE Strategies

For planned projects that included PSE change activities, the following information was abstracted from State Plans:

- ▲ Level at which planned reach was reported
- ▲ Planned settings for PSE strategies
- ▲ Partners agency planned to engage in PSE strategies

As shown in exhibit 7-1, there was an 80 percent increase in the number of State agencies including PSE activities in their State Plans over the study period, from 56 percent (n=29) of State agencies in FY 2014 to 98 percent (n=52) in FY 2016. FNS requires that States include in their State Plans evidence-based activities for PSE change strategies. State agencies must describe the target audience for the intervention, a description of planned activities, the evidence base supporting the effectiveness of the intervention, Memorandum of Understandings signed by local partners, and assessment of PSE incorporated into the evaluation plan.

Exhibit 7-1 State Agencies Planning PSE Strategies by Fiscal Year



Source: SNAP-Ed State Plans

7.1. SETTINGS

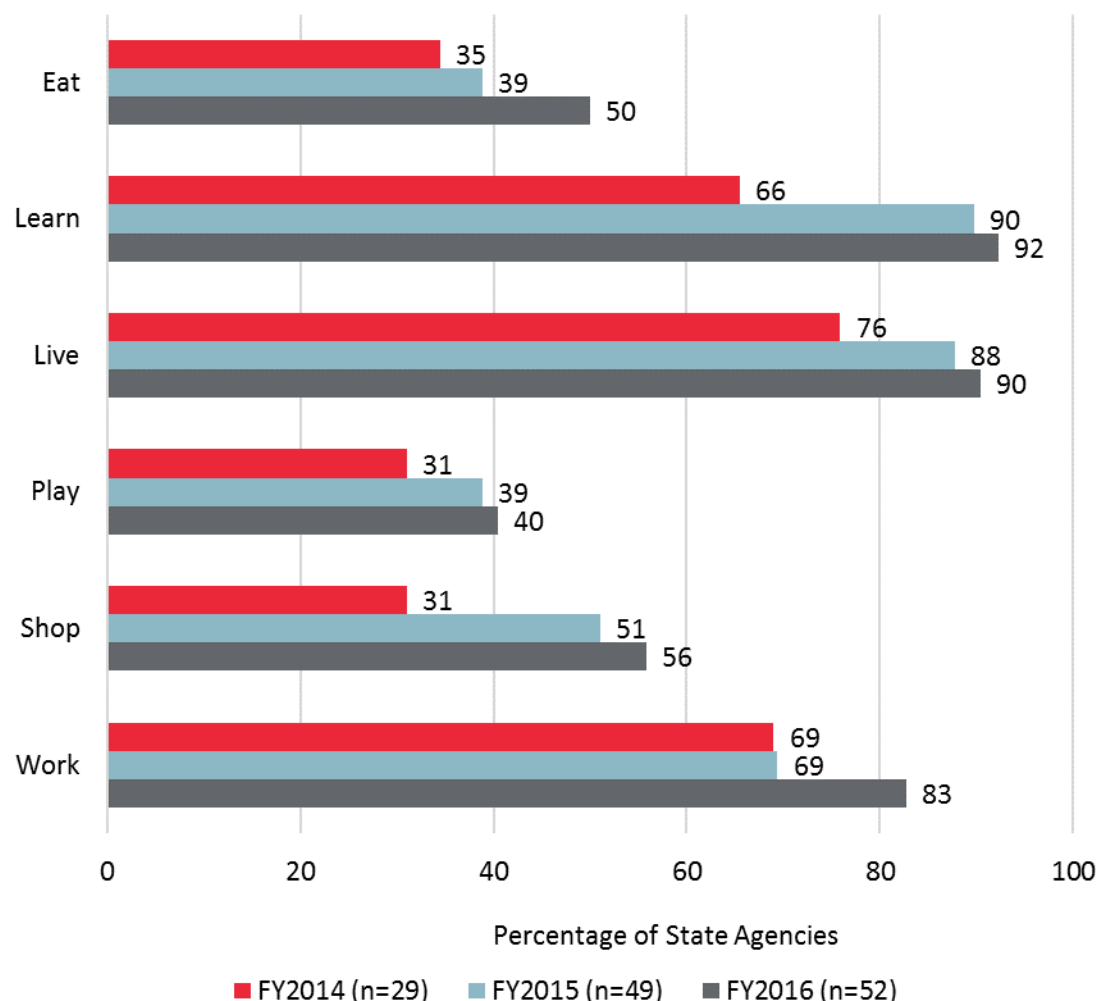
PSE change strategies have the potential to reach a larger audience than direct education when implemented in settings frequented by SNAP-eligible individuals (2017 SNAP-Ed Plan Guidance). The State Plan template requires that States indicate planned settings for the implementation of all planned PSE strategies. Over time, the percentage of State agencies that did not describe planned PSE settings in their State Plans for one or more projects decreased from 35 percent to 21 percent.

Change strategies can support healthy eating in settings where people eat, learn, live, work, shop, and play. Across all three years included in the current analysis, State agencies most frequently implemented PSE strategies in places where people learn, live and work (see exhibit 7-2). State agencies also



implemented PSE strategies in a wider variety of settings across all categories, as demonstrated by the increasing percentage of States implementing PSE in each category over time.

Exhibit 7-2 Settings in Which PSE Strategies Were Planned by Fiscal Year, Among States Planning PSE Strategies



Source: SNAP-Ed State Plans

Note: Responses are not mutually exclusive. Planned PSE settings were unclear, not reported or not applicable for one or more projects for 10 States (34.5 percent) in FY 2014, 11 States (22.4 percent) in FY 2015, and 11 States (21.2 percent) in FY 2016; thus information presented in this exhibit might underrepresent planned PSE settings. Includes State agencies that described PSE strategies in their State Plans.

7.2. PARTNERS

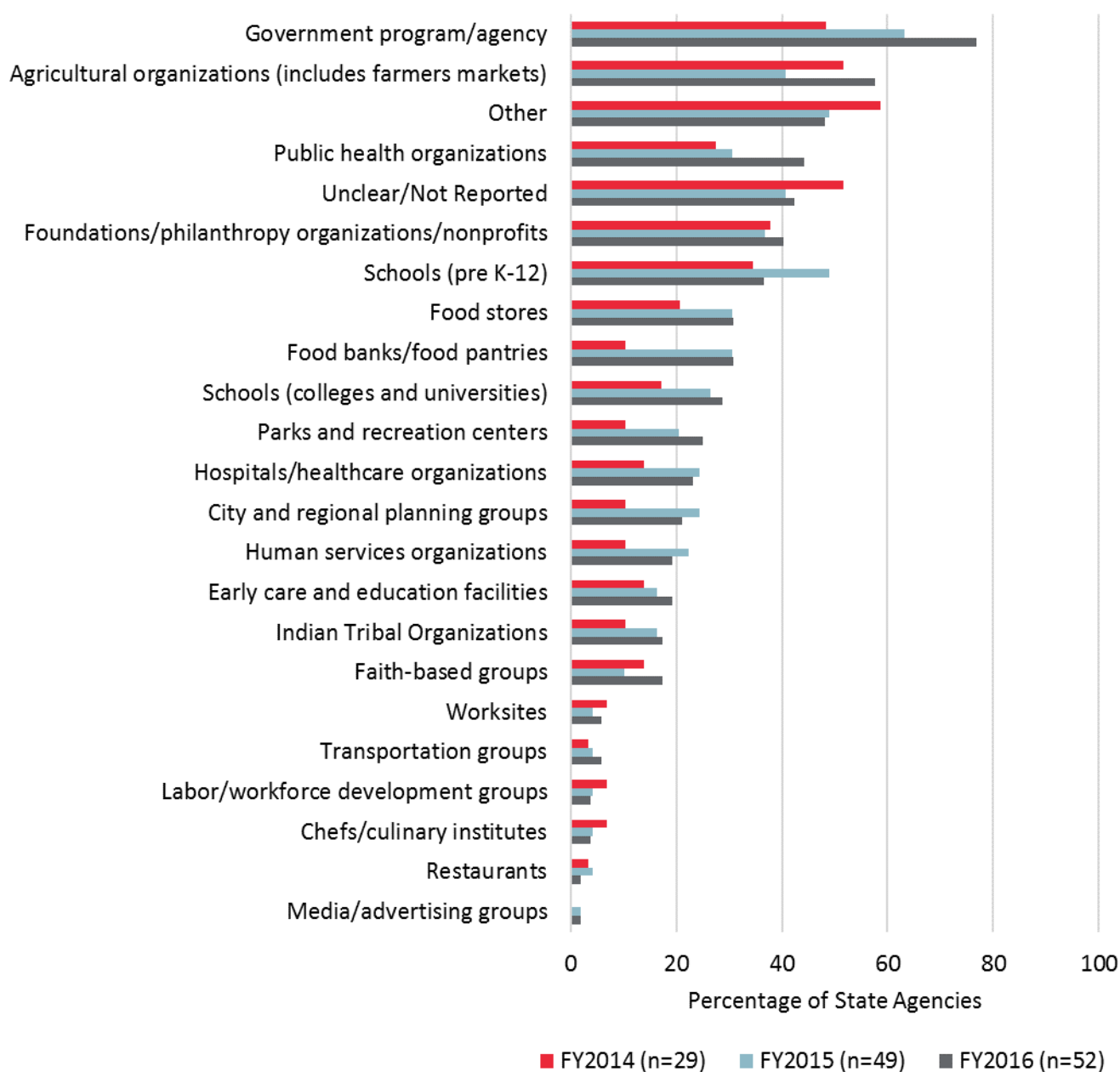
States are encouraged to consult with or provide technical assistance to organizations that can ultimately adopt and become responsible for sustaining PSE change strategies (2017 SNAP-Ed Plan Guidance). Over the study period, the percentage of States implementing PSE strategies that did not clearly identify partners for one or more PSE projects in their State Plan decreased from 34.5 percent in FY 2014 to 21.2 percent in FY 2016.

Among the States that specified types of partners for PSE implementation, agricultural organizations, government programs/agencies, foundations/philanthropy organizations/nonprofits, and other



uncategorized partners were among the five most frequently engaged types of organizations for one or more PSE projects in all three of fiscal years, as shown exhibit 7-3. Examples of agricultural organizations include farmer's markets and Farm to School initiatives. Government programs/agencies leveraged as partners for PSE include WIC clinics, summer food service programs and public housing authorities. Other uncategorized PSE partners include coalitions/taskforces, master gardeners, volunteers, and local businesses.

Exhibit 7-3 Planned PSE Partnerships by Type and Fiscal Year



Source: SNAP-Ed State Plans **Note:** Examples of "Other" include food alliances, coalitions, community wellness committee, economic development council, 4-H, and master gardeners. Includes State agencies that described PSE strategies in their State Plans.



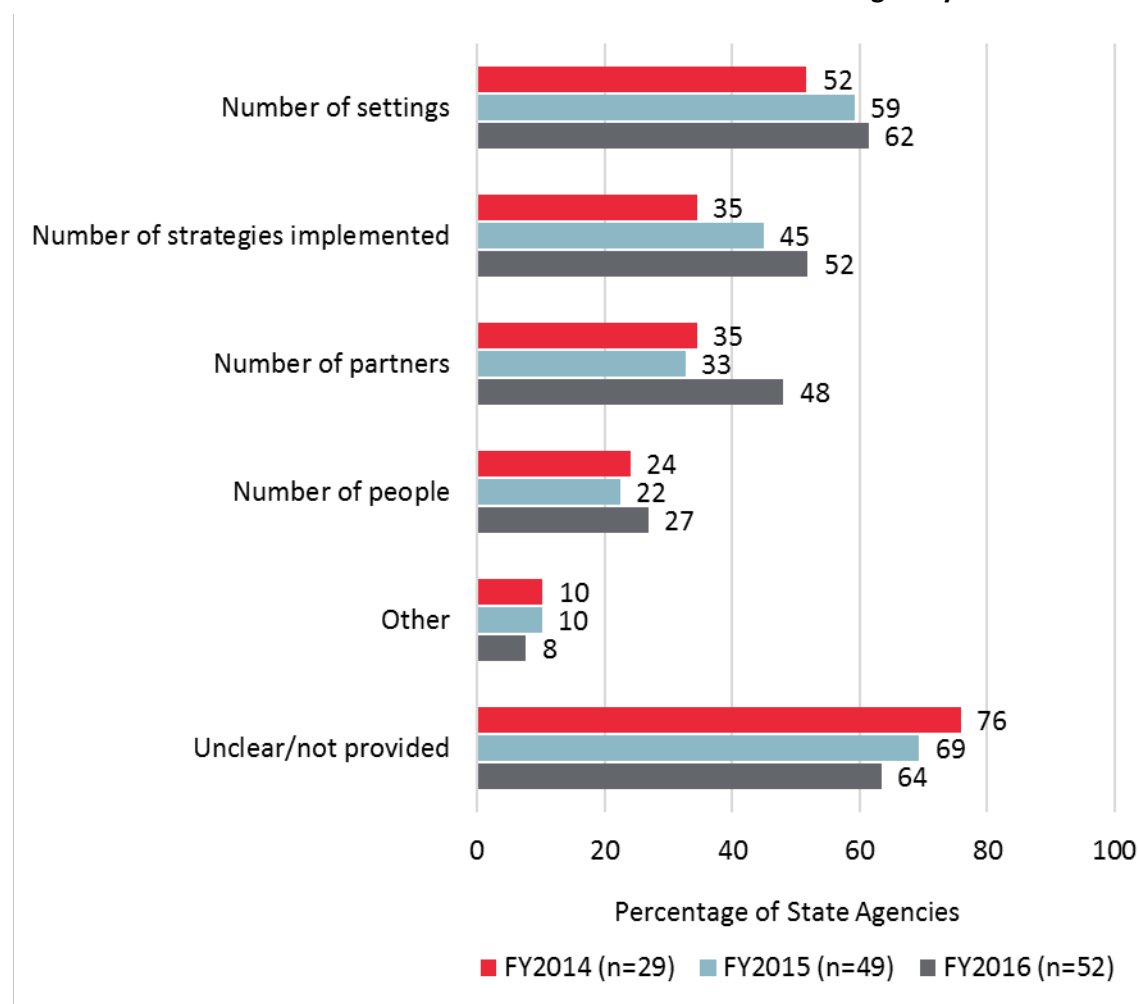
Organizations serving as a PSE site might also be considered partners. An important caveat to these data are that abstractors were trained to first identify sites in which States planned to implement PSE change strategies. If already identified as a setting, abstractors did not also mark these organizations as partners. As a result, some planned partners may be underestimated. For example, PSE strategies are frequently implemented in schools. If identified as a PSE setting, schools would not also have been marked as a partner during abstraction, thus the number of States planning to engage schools as PSE partners may be underestimated.

7.3. REACH

State agencies are asked to include the planned reach of PSE strategies in their State Plan to estimate the scope of activities. However, the level at which reach is measured is not standardized across States. Since States do not currently report EARS data on PSE activities, information was abstracted on the levels of planned reach included in State Plans as shown in exhibit 7-4 and detailed in appendix C. The number of State agencies planning to implement PSE strategies that did not clearly define the anticipated level of reach increased from 22 in FY 2014 to 33 in FY 2016; however, the percentage of States not reporting PSE reach decreased over this time period. When level of reach was included, States generally reported planned PSE reach relative to the number of strategies implemented, number of settings, number of partners, and/or number of people. For all three years, more than half of the States planning to implement PSE indicated they would report the number of settings in which they implemented PSE strategies (52 percent in FY 2014, 59 percent in FY 2015, and 62 percent in FY 2016). Other measures less frequently cited by States reporting PSE reach include social media usage, amount of resources produced/received or an internally developed tool for measurement.



Exhibit 7-4 Levels at Which Planned Reach Is Described for PSE Strategies by Fiscal Year



Source: SNAP-Ed State Plans

Note: Examples of “Other” include number of trainings offered to partners, number of coalitions developed and number of activities for engagement. Includes State agencies that described PSE strategies in their State Plans.



8. Description of Interventions Used by SNAP-Ed Implementing Agencies

One of the study goals is to assess the extent to which State SNAP-Ed programs use evidence-based strategies and interventions outlined in the SNAP-Ed *Toolkit*. The SNAP-Ed *Toolkit*,¹ first published in 2013, was designed to help States implement evidence-based interventions and PSE change strategies for the prevention of obesity. It was developed by FNS, the Association of State Nutrition Network Administrators (ASNNA) and the National Collaborative on Childhood Obesity Research (NCCOR). Since its initial release in 2013, the *Toolkit* has been updated and now includes more than 80 evidence-based strategies and interventions that States are encouraged to incorporate into their SNAP-Ed Plans. The interventions added to the 2016 edition of the *Toolkit* have been designated research-tested, practice-tested or emerging interventions.

Abstraction Items Related to Interventions Used by SNAP-Ed IAs

The following information on interventions was abstracted from State plans:

- ▲ Whether a list of interventions permitted for SNAP-Ed was included
- ▲ The interventions from the 2016 SNAP-Ed *Toolkit* included as part of SNAP-Ed programming and whether or not these were modified
- ▲ Interventions not included in the 2016 SNAP-Ed *Toolkit* and whether these were described as research-based, practice-based or emerging or if an evaluation of the intervention was planned during the fiscal year

8.1. STATE OR IA-LEVEL COORDINATION OF INTERVENTIONS

One of the considerations in exploring the interventions used for SNAP-Ed is the extent to which State agencies or IAs select or coordinate the interventions used by the sub-awardees they oversee. To consider this, abstractors reviewed descriptions of operational approaches for SNAP-Ed to identify if either the State agency or the IA(s) selected the interventions used by the projects, i.e., if a list of interventions was provided to sub-awardees. Exhibit 8-1 shows the results by fiscal year. The trend over the three fiscal years was a small increase in State Plans with lists of SNAP-Ed interventions selected by State agencies or their IAs from 20 (39 percent) in FY 2014 to 25 (47 percent) in FY 2016.

¹ [*SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States*](#)



Exhibit 8-1 State Plan Included a List of SNAP-Ed Interventions That Can Be Used by State Agency or IA(s) by Fiscal Year

List Provided	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Yes, approved list of SNAP-Ed interventions was provided by State agency or IA	20 (39)	24 (45)	25 (47)
No, approved list of SNAP-Ed interventions was not provided by State agency or IA (or it was unclear whether a list was provided)	32 (62)	29 (55)	28 (53)

Source: SNAP-Ed State Plans

8.2. INTERVENTIONS FROM THE *TOOLKIT*

Abstractors reviewed State Plans to identify the interventions described for SNAP-Ed programming by State agencies, IAs or projects. The abstractors selected 2016 SNAP-Ed *Toolkit* interventions from a pick list. For these States, abstractors also identified whether the State Plan indicated whether the *Toolkit* intervention(s) were modified and, for interventions not in the *Toolkit*, whether the State Plan described them as evidence-based. They also entered names or descriptions of interventions included in the State Plans that are not included in the *Toolkit*.

The majority of States (43 in FY 2014, 45 in FY 2015, and 46 in FY 2016) planned to use at least one intervention from the *Toolkit*. Concurrently, there was a very large increase in the number of *Toolkit* interventions that these States included in their Plans. As shown in exhibit 8-2, the average number of *Toolkit* interventions included in a State Plan more than doubled from 8 in FY 2014 to 18 in FY 2016. By FY 2016, 14 State Plans included more than 10 interventions from the *Toolkit*.

Exhibit 8-2 Use of Interventions from the 2016 SNAP-Ed Toolkit by Fiscal Year

Number of Interventions	FY 2014 Number of States	FY 2014 Percentage of States	FY 2015 Number of States	FY 2015 Percentage of States	FY 2016 Number of States	FY 2016 Percentage of States
None	9	17	8	15	7	13
1-5 interventions	26	50	25	47	24	45
6-10 interventions	11	21	10	17	8	15
More than 10 interventions	6	12	10	21	14	26

Interventions	Mean	Range (Min, Max)	Mean	Range (Min, Max)	Mean	Range (Min, Max)
Average number of interventions used in a State	8.40	0, 135	13.9	0, 289	17.8	0, 465

Source: SNAP-Ed State Plans

The 12 most commonly used *Toolkit* interventions are shown in exhibit 8-3, sorted by the number of States that include these in their FY 2016 Plan. The first four interventions—Cooking Matters at the Store, Cooking Matters, Eating Smart-Being Active and Color Me Healthy—were the most frequently used in all three years. The two Cooking Matters interventions were cited most often in about half of



State Plans (51 percent for Cooking Matters at the Store and 49 percent for Cooking Matters) including those in FY 2016. Planned use of the other eight most common *Toolkit* interventions increased across the three years.

Exhibit 8-3 Twelve Most Commonly Used Interventions from the 2016 SNAP-Ed Toolkit by Fiscal Year

Interventions	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Cooking Matters at the Store (national)	20 (39)	26 (49)	27 (51)
Cooking Matters (national)	21 (40)	25 (47)	26 (49)
Eating Smart/Being Active (CO)	18 (35)	21 (40)	20 (38)
Color Me Healthy (NC)	14 (27)	16 (30)	15 (28)
Coordinated Approach to Child Health, CATCH® (TX)	5 (10)	14 (26)	12 (23)
Pick a better snack™ (IA)	6 (12)	8 (15)	11 (21)
Rethink Your Drink (CA)	7 (14)	10 (19)	11 (21)
Smarter Lunchrooms Movement (national)	3 (6)	5 (9)	11 (21)
Media-Smart Youth® (national)	7 (14)	8 (15)	10 (19)
Faithful Families Eating Smart & Moving More (NC)	3 (6)	2 (4)	9 (17)
Eat Well Play Hard in Child Care Settings (NY)	5 (10)	6 (11)	8 (15)
Nutrition and Physical Activity Self-Assessment for Child Care, NAP SACC (NC)	2 (4)	6 (11)	7 (13)

Source: SNAP-Ed State Plans

For the majority of State Plans across the three years (over 80 percent per year), abstractors were able to determine whether or not the State or IA intended to modify the *Toolkit* interventions. Most of those State Plans indicated that the interventions would not be modified (ranging from 58 percent in FY 2014 to 67 percent in FY 2015), while 33 percent (FY 2015) to 42 percent (FY 2014) of this group of State Plans noted that modifications would be made to the *Toolkit* interventions.

Exhibit 8-4 Modifications Made to Interventions Among States Using Interventions from the 2016 SNAP-Ed Toolkit by Fiscal Year

Modifications made	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL States using <i>SNAP-Ed Toolkit</i> interventions	43 (83)	45 (85)	46 (87)
Yes	18 (42)	15 (33)	19 (41)
No	25 (58)	30 (67)	27 (59)

Source: SNAP-Ed State Plans

A wide range of modifications was described in State Plans for those States that indicated they would alter a *Toolkit* intervention. Based on review of descriptions abstracted from the State Plans, some of the modifications pertain to intervention content, e.g. using a subset of the curriculum or materials or adapting content, such as recipes for a specific audience. Other State Plans describe modifications to assessment or feedback tools associated with an intervention.



8.3. USE OF NON-*TOOLKIT* INTERVENTIONS

All State Plans for each of the three years included one or more interventions that are not from the 2016 SNAP-Ed *Toolkit*. Consistent with that result, nearly all projects described in State Plans included one or more interventions that are not part of the *Toolkit*. Exhibit 8-5 shows the number and percent of non-*Toolkit* interventions implemented by projects for each fiscal year. There is a small decrease (90.6 percent to 87.4 percent) in use of these in SNAP-Ed projects from FY 2014 to FY 2016. This may be associated with the update to the *Toolkit* in 2016, e.g. an intervention not in the 2013 version of the *Toolkit* may have been added in 2016. Discontinued use of one or more non-*Toolkit* interventions might also help to explain this finding.

Exhibit 8-5 Use of Interventions That Are Not from the 2016 SNAP-Ed Toolkit by Fiscal Year

Modifications Made	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)
TOTAL	585 (100)	444 (100)	438 (100)
Yes	530 (90.6)	391 (88.1)	383 (87.4)
No	55 (9.4)	53 (11.9)	55 (12.6)

Source: SNAP-Ed State Plans

Exhibit 8-6 Use of Interventions That Are Described as Evidence-Based by Fiscal Year

Described as Evidence-based*	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)
All interventions were described as evidence-based	131 (24.7)	177 (45.3)	257 (67.1)
Some, but not all, interventions were described as evidence-based	126 (23.8)	95 (24.3)	50 (13.1)
No interventions were described as evidence-based	264 (49.8)	111 (28.4)	69 (18)

Source: SNAP-Ed State Plans **Note:** Includes projects that described using interventions that were not from the Toolkit. Information about whether the intervention was evidence-based was missing for 9 projects in FY 2014, 8 projects in FY 2015, and 7 projects in FY 2016. Some non-*Toolkit* interventions might have been evidence-based even if they were not described as such in the State Plan.

For the project interventions not included in the *Toolkit*, abstractors noted whether the State Plan described these as evidence-based. A trend of using interventions that State agencies or IAs describe as evidence-based is clearly shown in exhibit 8-5. One-quarter (24.7 percent) of the projects described the non-*Toolkit* interventions they were using as evidence-based in FY 2014, but by FY 2016, over two-thirds (67.1 percent) of projects indicated their interventions were evidence-based. The increased use of evidence-based interventions—both from the *Toolkit* and outside of the *Toolkit*—may be related to FNS guidance and emphasis on the importance of SNAP-Ed programs implementing interventions that have been evaluated and shown to be impactful.



9. SNAP-Ed Funding

With the enactment of the 2010 Child Nutrition Act, SNAP-Ed funding was capped at FY 2009 levels through FY 2018. Beginning in 2014, funding was based on State shares of SNAP-Ed expenditures in conjunction with State shares of SNAP participation and progressed from a 90/10 ratio to a 50/50 weighting of expenditures to participation by 2018.

9.1. FEDERAL ALLOCATION

Each year FNS releases estimated SNAP-Ed funding allocations by State for a 2-year performance period. Estimated funding allocations for a given fiscal year are typically released several months prior to the beginning of each year. States use the estimated funding allocation for planning purposes; the estimates do not reflect the final State allocations. States prepare a SNAP-Ed Plan and budget and submit to their regional FNS office for review and approval. If approval is granted, the State is provided with an approval letter specifying the final State allocation and any carry-in funds approved for use from the previous fiscal year. If a State amends its budget during the year and the amended amount is approved by FNS, a final approval letter specifying the State's amended allocation is provided to the State. Amendments are necessary if there is a major change in the budget, requests for additional funds, contract changes greater than 10 percent, or anticipated carry over funds greater than 10 percent.

Information on SNAP-Ed funding allocations was obtained from State Plan approval letters during data abstraction. Based on a review of these data, 39 States saw an average increase of 35.1 percent (range: <1 to 294.7 percent) in their final SNAP-Ed allocation between FY 2014 and FY 2015, while 12 saw an average decrease of 10.8 percent and 2 saw no change.

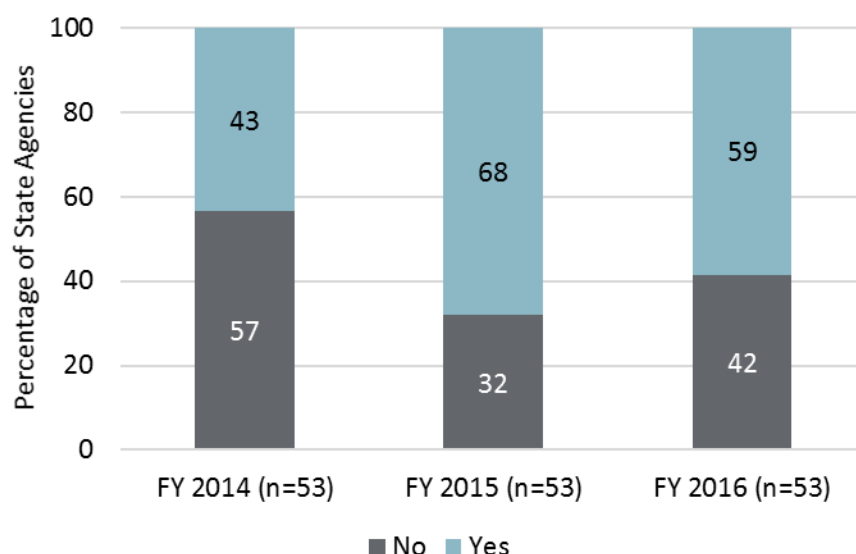
Between FY 2015 and FY 2016, fewer States (33 States) saw an average increase of 29.1 percent in their final allocation, while 20 States saw an average decrease of 3.5 percent. The U.S. Virgin Islands received a 400 percent increase in its final allocation between FY 2015 and FY 2016, which is far greater than any other State or territory; the next closest was South Carolina with a 60.6 percent increase. Excluding the U.S. Virgin Islands, the average increase in final allocations between these fiscal years was much lower, only 15.8 percent.

9.2. CARRY-OVER FUNDS

SNAP-Ed Guidance indicates that unspent funds can be carried forward to the next fiscal year. To assist with management of funds, States must notify FNS by the end of the first quarter of each fiscal year of 1) funds that were carried over from the prior fiscal year; and 2) the amount the State cannot or does not plan to obligate within the 2-year performance period. Based on information gleaned from State Plan approval letters, 23 States (43 percent) carried funds over from FY 2013 into FY 2014, while 36 States (68 percent) did so between FY 2014 and FY 2015—a 25 percentage point increase over the prior fiscal year, as shown in exhibit 9-1. In FY 2016, 31 States (59 percent) carried in funds from FY 2015—slightly fewer than the previous fiscal year.



Exhibit 9-1 States Carrying in Funds from Previous Fiscal Year



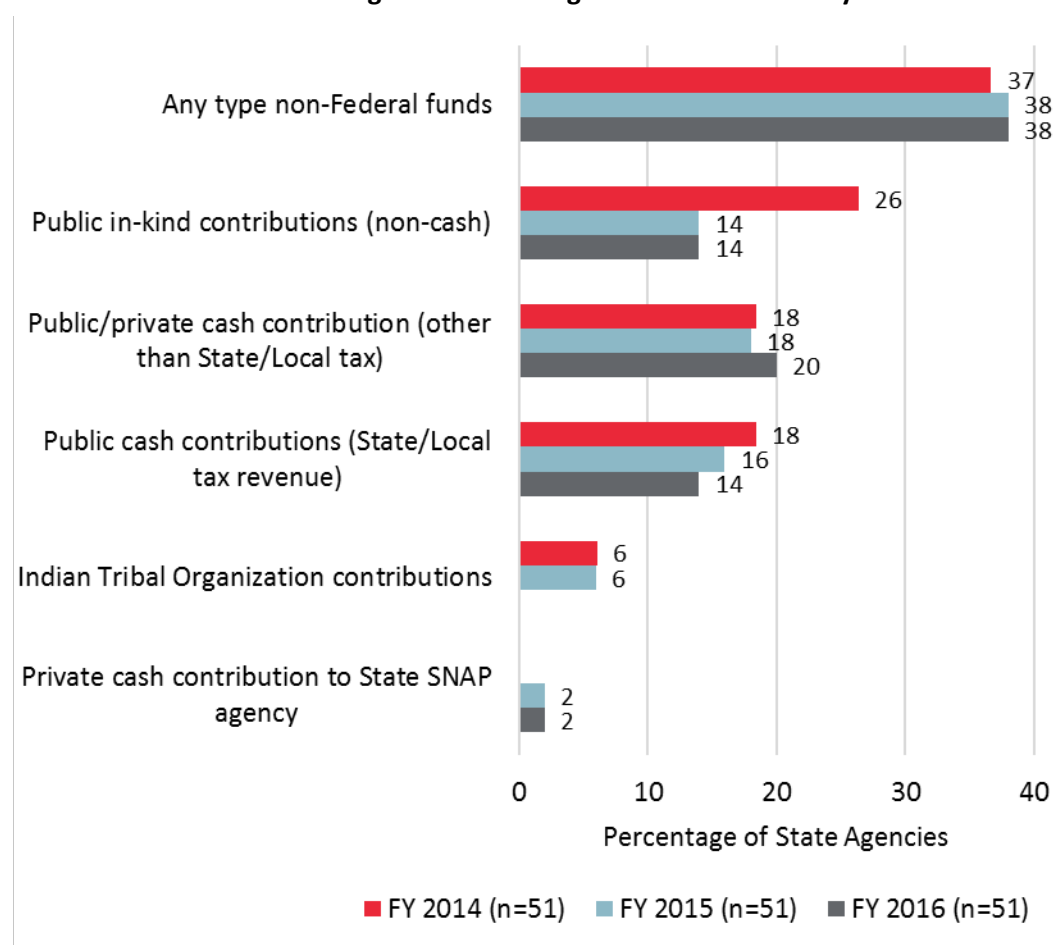
Source: State-level SNAP-Ed budget approval letters.

9.3. NON-FEDERAL FUNDING

USDA Guidance encourages States to leverage SNAP-Ed financial resources with funding of other organizations with complementary missions. In addition to their Federal SNAP-Ed allocation, some States reported receiving non Federal funds to cover SNAP-Ed expenditures. According to data reported in EARS, more than one-third of States received some type of non-Federal funds each year between FY 2014 and 2016 (see exhibit 9-2). Among these States, non-Federal expenditures accounted for an average of 10.4, 12.8 and 17.8 percent of their total SNAP-Ed expenditures in FY 2014-16. Cash contributions (both public and private) and public in-kind contributions were the most common types of non-Federal funds received by SNAP-Ed State agencies. Private cash contributions to State SNAP agencies and ITO contributions were less common, provided to no more than 3 States each year.



Exhibit 9-2 SNAP-Ed State Agencies Receiving Non-Federal Funds by Fiscal Year



Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. Categories of non-Federal funding reflect the categories on which State agencies report in EARS. “Any type of non-Federal Funds” includes States that reported receiving one or more types of non-Federal funds.

9.4. UTILIZATION OF SNAP-ED FUNDS

A State’s final approved budget for SNAP-Ed programming comprises both its final allocation, after accounting for amendments made during the fiscal year, and its approved amount of carry-over from the prior fiscal year. Based on a comparison of Federal expenditures reported in EARS to final approved budgets abstracted from State Plan approval letters, a majority of States underspent and carried over a portion of their grant each year between FY 2014 and 2016. In FY 2014, 45 out 49 States (91.8 percent) did not spend their full approved budget, and on average, they expended only three-quarters of available funds, although the percentage of final budgets that were expended by States ranged from approximately 29 to 98 percent. Only 3 States (6.1 percent) spent 100 percent of their approved budget and one State (District of Columbia) spent 230 percent of its approved budget. It is unclear how a State could spend more than its approved budget. It is possible that an amendment was made during the year and is unaccounted for in the data available for analysis. Slightly fewer States underspent their grants in FY 2015 and FY 2016—42 States each year, respectively. On average, these States expended approximately 74 percent of their approved final budget, similar to the average in FY 2014.



9.5. TYPES OF EXPENDITURES

SNAP-Ed grants cover both program delivery and administrative expenses. States report on these expenditures in EARS annually. Based on a review of these data for FY 2014-16, on average States spent approximately three-quarters of their grants on program delivery and one-quarter of their grants on administrative expenses, although these percentages vary substantially by State. Exhibit 9-3 illustrates the percentage of expenditures that are attributable to SNAP-Ed delivery and administration. In FY2014 and FY2015, nearly half of all States (44 percent and 45 percent, respectively) reported administrative expenditures that accounted for 25 percent or more of their total expenditures, whereas only about one-third of States did so in FY2016.

Exhibit 9-3 SNAP-Ed Delivery and Administration-Related Expenditures (State and Federal)

FY 2014

State and Federal	Number of States	Mean Percentage	Min Percentage	Max Percentage
Program delivery	50	73.5	11.1	89.8
Administration	50	26.5	10.2	88.9

FY 2015

State and Federal	Number of States	Mean Percentage	Min Percentage	Max Percentage
Program delivery	51	73.4	26.5	89.2
Administration	51	26.6	10.8	73.5

FY 2016

State and Federal	Number of States	Mean Percentage	Min Percentage	Max Percentage
Program delivery	51	77.0	30.8	100.0
Administration	51	23.0	0.0	69.2

Source: EARS **Note:** EARS data for Guam and U.S. Virgin Islands was unavailable. For each of the study years, Maine was excluded from analysis because it reported zero Federal expenditures and Missouri was excluded due to missing financial data.



10. Description of SNAP-Ed Evaluation and Reported Outcomes

Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs to assess and improve program effectiveness and/or inform decisions about future program development.¹⁵ Effective SNAP-Ed evaluation is important to help build the evidence base and to identify effective and promising or emerging nutrition education and obesity prevention strategies and interventions.

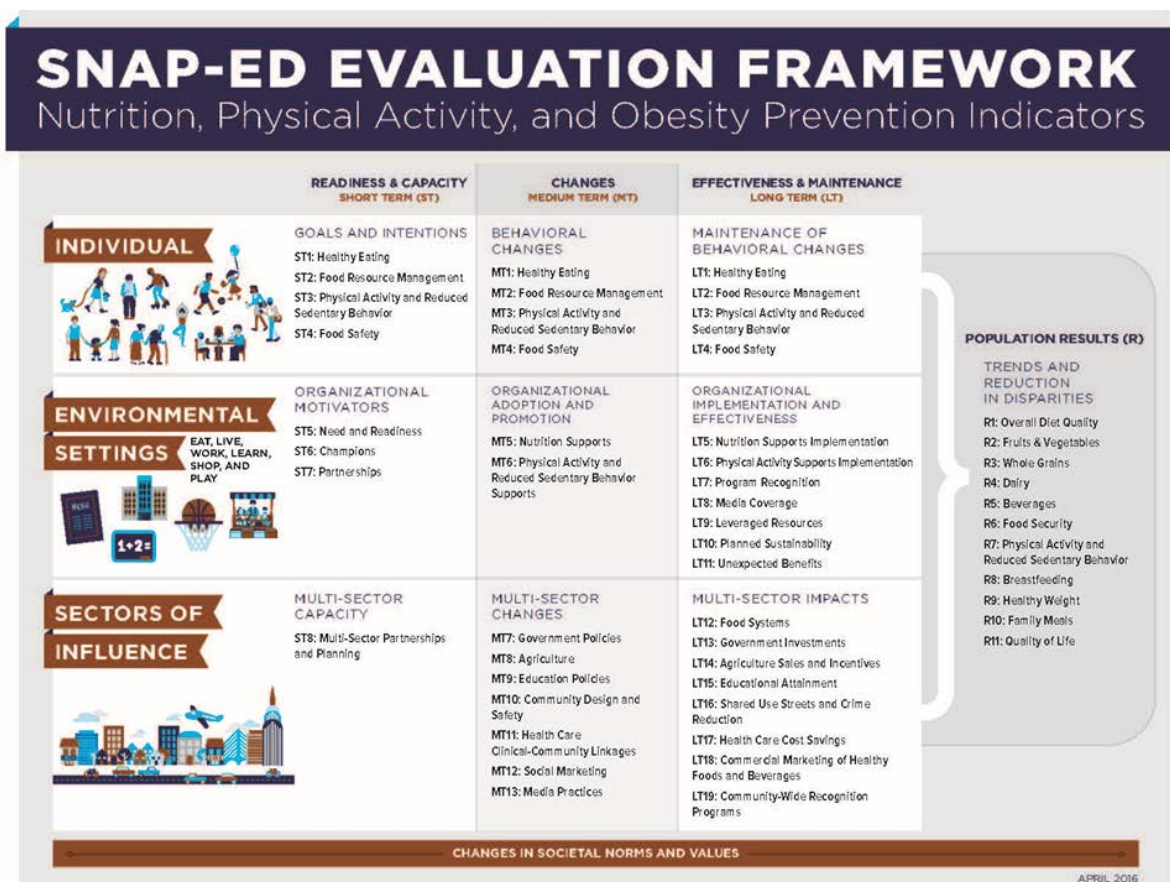
States detail how they will measure and report SNAP-Ed program outcomes in the annual and multiyear State Plans. In addition, program results, successes and challenges are reported in the SNAP-Ed Annual Report.

The SNAP-Ed Evaluation Framework was first developed and released by the FNS Western Region Office. The Framework was piloted, modified and finalized for release in 2016, and provides States with a unified mechanism to evaluate program effectiveness. There are 51 indicators in the Framework, organized by three approaches for nutrition education: 1) individual, group and family nutrition education and physical activity promotion, 2) comprehensive, multilevel interventions in environmental settings, and 3) community and public health approaches that reach a large segment of the population. The Framework, shown in exhibit 10-1, guides States in identifying the indicators that align with their State goals and objectives and in developing a set of criteria for selecting the most useful and relevant indicators. Outcomes are organized as Readiness and Capacity, Short Term (ST); Changes, Medium Term (MT); Effectiveness and Maintenance, Long Term (LT); and Population Results (R).

¹⁵ Centers for Disease Control, [*Program Evaluation for Public Health Programs: A Self-Study Guide*](#).



Exhibit 10-1 SNAP-Ed Evaluation Framework



See [SNAP-Ed Evaluation Framework](#)

10.1. PLANNED MONITORING AND EVALUATION

Information on States' planned monitoring and evaluation activities were gathered from State Plans at the State- or IA-level. Data abstractors reviewed the Plans for descriptions of key performance measures or indicators and outcome measures that were identified as being used for monitoring and evaluation. The connection between the selected indicators and the State's SNAP-Ed goals and objectives was also reviewed. A complete list of indicators for which information was abstracted can be found in appendix C.

10.1.1. Use of indicators and an evaluation framework

Data abstractors assessed whether indicators were described in State Plans, and if so, whether they were described at the State-, IA- or project-level (some State Plans described indicators at multiple levels). Among the subset of States that described indicators at the State- or IA-level, abstractors determined whether the indicators were from the *SNAP-Ed Evaluation Framework*¹⁶ or from a State-adapted or other evaluation framework (as noted above, the *SNAP-Ed Evaluation Framework* was not released until calendar year 2016, after States had submitted their FY 2016 SNAP-Ed Plans to FNS).

¹⁶ Although the final SNAP-Ed Evaluation Framework was not released until 2016, after States had submitted their FY 2016 SNAP-Ed Plans to FNS, earlier iterations of the framework were available for use.



As shown in exhibit 10-2, there was an upward trend in the number and percentage of State agencies describing indicators in their State Plan at the State- or IA-level, from 50 percent in FY 2014 to 69.8 percent in FY 2016. An increase in the number of State agencies utilizing the *SNAP-Ed Evaluation Framework* was also observed during this time, from 5 States in FY 2014 to nearly half of all States (n = 24) in FY 2016.

Exhibit 10-2 Characteristics of Indicators Described for SNAP-Ed Monitoring and Evaluation

Type of Key Performance Measures or Indicators	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Yes, indicators described in State Plan at the State or IA-Level	26 (50)	32 (60)	37 (70)
From <i>SNAP-Ed Evaluation Framework</i>	5 (10)	7 (13)	24 (45)
From State-adapted or other framework	7 (14)	13 (25)	6 (11)
Unclear	14 (27)	12 (23)	7 (13)
Yes, indicators described in State Plan at the project level	30 (58)	26 (49)	28 (53)
No, indicators not described in State Plan	6 (12)	4 (8)	2 (4)

Source: SNAP-Ed State Plans

10.1.2. Types of indicators are identified

According to the DGA, consistent evidence shows that implementing multiple changes at various levels of the Social-Ecological Model is effective in improving eating and physical activity behaviors. Data abstractors gathered information from State Plans about the indicators States planned to track during each fiscal year, including the levels of the *SNAP-Ed Evaluation Framework* (individual, environmental settings, sectors of influence, social and cultural norms and values) from which the indicators were selected. This information was only captured for States that used an evaluation framework of any type.

As can be seen in exhibit 10-3, there was an increase in the number and percentage of States selecting indicators in 2015 and 2016 at the individual, environmental settings and sectors of influence approaches and many States chose indicators of more than one type. The number and percentage of States selecting indicators at the social and cultural norms and values or population-level approaches increased from two States in FY 2014 to four States in FY 2015, but then returned to only two States in FY 2016.

Exhibit 10-3 Level of the Evaluation Framework from which States Selected Indicators by Fiscal Year

Level	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	26 (50)	32 (60)	37 (70)
Individual-level	11 (42)	20 (63)	29 (78)
Environmental settings	8 (31)	18 (56)	29 (78)
Sectors of influence	6 (23)	10 (31)	12 (32)
Social and cultural norms and values or population-level	2 (8)	4 (13)	2 (5)

Note: Percentages in the table are among States that reported using an evaluation framework at either the State- or IA-level.



10.1.3. Types of indicators used

The indicators selected and described by States varied depending on the framework used, as did the information abstracted from State Plans. Two different sets of indicators were documented by data abstractors depending on the evaluation framework used by the State.

Exhibit 10-4 shows five most selected health and behavior indicators among States using the Western Region Framework at the State- or IA-level in FY 2014, 2015 and 2016; the table is sorted from highest to lowest frequency in FY 2016. As States increasingly adopted the Western Region Evaluation Framework over time, there is an upward trend noted in each of the most frequently targeted indicators. Among the 24 States using the Western Region Framework in FY 2016, the indicators selected most frequently were adopting nutrition supports, identifying opportunities, and partnerships (91.7 percent, respectively) followed by shopping behaviors, physical activity behaviors, and physical activity supports (87.5 percent, respectively). Interestingly, all of the most frequently selected indicators are short- and medium-term.

Exhibit 10-4 Six Most Frequently Targeted Health and Behavior Indicators among States Using the SNAP-Ed Evaluation Framework

Indicators	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	5 (10)	7 (13)	24 (45)
MT5: Nutrition Supports	3 (60)	5 (71)	22 (92)
ST5: Need and Readiness	2 (40)	6 (86)	22 (92)
ST7: Partnerships	4 (80)	5 (71)	22 (92)
MT2: Food Resource Management	3 (60)	6 (86)	21 (88)
MT3: PA and Reduced Sedentary Behavior	3 (60)	5 (71)	21 (88)
MT6: PA and Reduced Sedentary Behavior Supports	3 (60)	3 (43)	21 (88)

Source: SNAP-Ed State Plans **Note:** Includes State agencies that planned to use the SNAP-Ed Evaluation Framework at either the State- or IA-level. ST = Short-term MT = Medium-term

Exhibit 10-5 shows the five most selected health and behavior indicators among States using a State-adapted or other evaluation framework at the State- or IA-level in FYs 2014, 2015 and 2016; the table is sorted from highest to lowest frequency in FY 2016. The number of State using these types of frameworks decreased over time as States increasingly utilized the *SNAP-Ed Evaluation Framework*. In all three study years, the 10 most frequently selected indicators were consistent, with healthy eating, physical activity and organizational adoption and promotion of nutrition and physical activity supports being most common (each selected 9 percent of States), followed by food resource management and organizational motivators (both selected by 8 percent of States). Indicators were selected from levels across the Social-Ecological Model of behavior change including individual, environmental, sectors of influence, and population results.



Exhibit 10-5 Five Most Frequently Targeted Health and Behavior Indicators Among States Using a State-Adapted or Framework Other Than the Western Region Evaluation Framework

Targeted Indicators	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	7 (13)	13 (25)	6 (11)
Individual: Healthy eating	6 (86)	12 (92)	5 (83)
Individual: Physical activity and reduced sedentary behavior	4 (57)	12 (92)	5 (83)
Environmental: Organizational adoption and promotion of nutrition or physical activity supports	4 (57)	11 (85)	5 (83)
Individual: Food resource management	5 (71)	12 (92)	4 (67)
Environmental: Organizational motivators	2 (29)	5 (38)	4 (67)

Source: SNAP-Ed State Plans

Note: Percentages in the table are among States that reported using a framework other than the Western Region Evaluation Framework at either the State- or IA-level.

10.1.4. Indicators tied to goals and objectives

If a State Agency selected indicators from any framework, an additional assessment was made to determine whether the indicators were tied to the State's goals and objectives. In FY 2014, almost half of the States (5 of 12) that used an evaluation framework clearly linked their selected indicators to their SNAP-Ed goals and objectives, as shown in exhibit 10-6. In FY 2015, three-quarters of States (15 of 20) that used an evaluation framework linked their selected indicators to their goals and objectives, whereas in FY 2016, this proportion decreased to just over one-half of States (16 of 30) that used an evaluation framework.

Exhibit 10-6 Indicators Tied to State's Goals and Objectives for States Using the Western Region Evaluation or Other State-Adapted Framework

Indicators Used	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
States Using Framework	12 (46)	20 (63)	30 (81)
YES, tied to goals/objectives	5 (42)	15 (75)	16 (53)
NO/unclear/not reported	7 (58)	5 (25)	14 (47)

Source: SNAP-Ed State Plans

10.1.5. Outcome measures selected for indicators

If a State Agency selected indicators from any framework at the State- or IA-level, an additional assessment was also made to determine whether the State Plan described outcome measures for the indicators the State planned to monitor. As shown in exhibit 10-7, the number of States describing outcome measures for some or all indicators increased from 17 in 2014 to 27 in 2015.



Exhibit 10-7 State Plan Describes Outcomes Associated with Indicators by Fiscal Year

Description Present	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Selected indicators at the State- or IA-level	26 (50)	32 (60)	37 (70)
Outcome measures described for all indicators	7 (27)	15 (47)	15 (41)
Outcome measures described for only some indicators	10 (39)	12 (38)	12 (32)
Outcome measures unclear/not reported	9 (35)	5 (16)	10 (27)

Source: SNAP-Ed State Plans.

10.2. TYPES OF EVALUATION CONDUCTED

The 2017 SNAP-Ed Plan Guidance provides the following definitions for each of four evaluation types:

- ▲ **Formative** – involves pre-and ongoing testing of consumer and intermediary elements within program delivery, including messaging, consumer communication materials, training and intervention aids, and evaluation instruments.
- ▲ **Process** – can involve such measures as tracking the number of materials distributed, counting the number of clients reached, effectiveness of alternate methods of delivering services and/or barriers to implementing the intervention; helps to assure fidelity that an evidence-based intervention is delivered as designed and thus likely to result in the expected outcomes.
- ▲ **Outcomes** – demonstrates changes that occur in the presence of an intervention but do not establish cause and effect conclusions.
- ▲ **Impact** – indicates how effective the intervention was in changing the target populations' behavior

Exhibit 10-8 shows the types of evaluation conducted for each year of review. Outcome evaluation is the most common evaluation type reported in all years, followed by process and formative respectively. There was a slight increase observed in the number of States conducting impact evaluations of their SNAP Ed programming. In FY 2014, 12 States (23 percent) reported conducting impact evaluations; this increased to 14 States (26 percent) in FY 2015, and to 18 States (34 percent) in FY 2016.

Exhibit 10-8 Types of Evaluation Conducted by Fiscal Year

Types of Evaluation	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
Formative	24 (46)	26 (49)	32 (60)
Process	36 (69)	37 (70)	36 (68)
Outcome	47 (90)	50 (94)	45 (85)
Impact	12 (23)	14 (26)	18 (34)
Unclear/Not reported	3 (6)	3 (6)	5 (9)

Source: SNAP-Ed Annual Reports



10.3. MEASUREABLE IMPROVEMENTS RESULTING FROM SNAP-ED

The study sought to determine whether one form of programming is more effective than others. To address this question, data abstractors were asked to glean from Annual Reports whether measureable improvements were reported for each type of programming (direct education, PSE strategies, and social marketing), and if so, to document the evaluation type that served as the basis of these findings (impact, outcome or process evaluation), if applicable.

Measurable improvements were most frequently reported for direct education. In FY 2016, 76 percent of States experienced positive improvements based on outcome evaluation, 40 percent of States based on process evaluation, and 23 percent of States based on impact evaluations (see exhibit 10-9).

Exhibit 10-9 Measureable Improvements Resulting from Direct Education by Fiscal Year

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing Direct Education	51 (100)	51 (100)	51 (100)
Yes, based on impact evaluation	8 (16)	6 (12)	12 (24)
Yes, based on outcome evaluation	39 (77)	41 (80)	40 (78)
Yes, based on process evaluation	19 (37)	21 (41)	21 (41)
Yes, based on assumptions	0 (0)	0 (0)	0 (0)

Source: SNAP-Ed Annual Reports

Measurable improvements resulting from PSE strategies were second to direct education. As shown in exhibit 10-10, 49 percent of States experienced positive results based on process evaluations, 38 percent based on outcome evaluation, 8 percent based on assumptions, and 5.7 percent based on impact evaluations in FY 2016.

Exhibit 10-10 Measureable Improvements Resulting from PSE Strategies by Fiscal Year

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing PSE Strategies	23 (44)	36 (68)	44 (83)
Yes, based on impact evaluation	1 (4)	0 (0)	3 (7)
Yes, based on outcome evaluation	7 (30)	11 (31)	20 (46)
Yes, based on process evaluation	7 (30)	16 (44)	26 (59)
Yes, based on assumptions	0 (0)	6 (17)	4 (9)

Source: SNAP-Ed Annual Reports

Measurable improvements resulting from social marketing were less common compared to direct education and PSE strategies. In 2016, only 26 percent of States reported measureable improvements resulting from social marketing based on process evaluation, 25 percent based on outcome evaluation, 6 percent based on impact evaluation, and 4 percent based on assumptions. While social marketing programs had the lowest positive improvements of the three programming types, exhibit 10-11 illustrates that there were increases in measureable improvements in all evaluation types over the review period.

**Exhibit 10-11 Measureable Improvements Resulting from Social Marketing by Fiscal Year**

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing Social Marketing campaigns	21 (41)	26 (51)	26 (51)
Yes, based on impact evaluation	2 (10)	1 (4)	3 (12)
Yes, based on outcome evaluation	9 (43)	8 (31)	13 (50)
Yes, based on process evaluation	8 (38)	11 (42)	14 (54)
Yes, based on assumptions	0 (0)	0 (0)	2 (8)

Source: SNAP-Ed Annual Reports



11. Summary

Between FY 2014 and FY 2016, SNAP-Ed programming and reporting evolved to align with the expanded scope of the program following enactment of the 2010 Child Nutrition Act. To enhance its understanding of SNAP-Ed programming implemented during this period, examine change over time and assess adherence to planned programming, FNS sponsored this study. Specifically, FNS sought to address the following five study objectives:¹⁷

1. For each State, assess adherence of planned programming in State Plans to what was delivered and reported in education and administrative reporting system (EARS) and in Annual Reports by and across the three fiscal years.
2. Assess the variation in the estimated cost for planned programming and actual expenditures for each State.
3. Across all States, identify common SNAP-Ed programming and determine the types of programming that have the best outcomes.
4. Across all States, determine how States are using interventions included in the SNAP-Ed *Toolkit* and Guidance included in the *SNAP-Ed Evaluation Framework*.
5. Assess whether State Plans and the EARS forms are collecting the information needed to assess program performance for each State.

This section of the report provides a summary of key findings organized by study objective, tying together information abstracted from SNAP-Ed documents and gleaned from interviews with key stakeholders (see summary of findings in appendix B). Also described below are limitations of the information available for the study.

OBJECTIVE 1: ASSESS ADHERENCE TO PLANNED PROGRAMMING

Because the State Plans provide detail on planned programming primarily at the project- or intervention-level and the Annual Reports provide less detailed information on implemented programming, there was limited ability to compare differences between planned and actual SNAP-Ed activities. For certain aspects of direct education and social marketing activities, State Plan information was rolled up to the State-level and compared to information reported in EARS.

Based on comparisons between State Plans and EARS data, States generally implemented direct education programming as intended. For example, for the three fiscal years included in this analysis, direct education was planned and implemented by every SA. Some States implemented direct education in more settings types than originally planned, particularly in the places where people eat and work. Additionally, the types of direct education series or sessions (single and series of 2 to 4, 5 to 9, and 10 or more sessions) provided to participants also varied from what was planned. Of particular note, while 59 percent of States planned to offer direct education series of ten or more sessions in FY 2016, 94 percent of States (all but three) reported actually doing so.

¹⁷ A sixth objective related to revising the Annual Report Template was also paramount to the study but addressed through activities and deliverables that are not described within this report.



Overall, States were less likely to implement social marketing activities as planned. For example, in both FY 2015 and FY 2016, 72 percent of States planned to implement a social marketing campaign; however, only 50 percent reported social marketing activities in EARS. This indicates either that at least some States were unable to follow through with their plan for that year or that social marketing activities were underreported in EARS, perhaps because the campaign was primarily in the planning phase that year. The study also found that in some study years certain social marketing delivery channels were used more frequently than planned (e.g., fact sheets/pamphlets/newsletters, sponsorship or participation in community events, electronic material distribution), while others, such as the use of posters, were implemented less frequently than planned.

Comparisons between planned and implemented PSE change-related programming were impossible for a few reasons. First, States were not directed to include PSE interventions in their State Plans until FY 2016, thus Plans reviewed for this study included limited information on this type of SNAP-Ed programming. Second, States were not required to report in EARS on implemented PSE activities until FY 2017, which is beyond the study's period of review. The comparisons between planned and implemented SNAP-Ed PSE activities should be easier in the future because of changes recently made to the EARS form and guidance.

OBJECTIVE 2: ASSESS VARIATION IN THE ESTIMATED COST FOR PLANNED PROGRAMMING AND ACTUAL EXPENDITURES

To assess variation in the estimated cost for planned programming and actual program expenditures, Federal expenditures reported in EARS were compared to final FNS-approved budgets, which include carry-over funds approved for use from the previous fiscal year and the State's final allocation for the current fiscal year, adjusted for any approved budget amendments. Final budget amounts were obtained from FNS approval letters provided to each State, including approval letters for budget amendments where applicable. Because SAs prepare SNAP-Ed Plans that directly tie to their requested and approved budgets, for analysis purposes the final approved budgets were considered to be an estimate of planned programming costs. Based on this comparison, a majority of States underspent a portion of their grant each year between FFYs 2014 and 2016. In FY 2014, 45 out of 49 States (91.8 percent) spent less than their full approved budget, while slightly fewer States did so in FY 2015 and FY 2016—42 each year, respectively. On average, States expended approximately three-quarters of their final approved budgets. However, because SNAP-Ed Guidance allows States to carry forward unspent funds, many States likely utilized these funds during the next fiscal year.

Additionally, the study found that more than one-third of States received some type of non-Federal funds each year between FY 2014 and 2016. Funding from outside sources, including the receipt of in-kind contributions to SNAP-Ed programming, may be underestimated in SNAP-Ed budgets and expenditures as States are not required to report this information. Moreover, it is unclear whether the receipt of non-Federal funds affects a State's ability to fully expend the funds in their final FNS-approved budget.



OBJECTIVE 3: IDENTIFY COMMON SNAP-ED PROGRAMMING ACROSS AND TYPES OF PROGRAMMING WITH THE BEST OUTCOMES

Direct education—a critical component of SNAP-Ed—continues to be the most commonly implemented type of SNAP-Ed programming. During each year of the study period, all SAs reported implementing at least one direct education intervention. Most States used multiple curricula when delivering direct education programming and reached a variety of target audiences, although school age children (ages 5-17) were targeted most frequently.

PSE was the second most common type of SNAP-Ed programming reported during this period, increasing dramatically in use from about 60 percent to nearly 93 percent of States between FY 2014 and FY 2016. The timing of increased PSE activity coincides with the timing of revised SNAP-Ed Guidance from FNS, which encouraged States to incorporate PSE interventions, especially those included in the newly released SNAP-Ed *Toolkit*, into their programming. Consistent with the finding that States' SNAP-Ed direct education primarily targeted school-aged children, their PSE programming was most frequently focused on impacting changes in school settings.

In their Annual Reports, most States (more than three-quarters) reported positive results for one or more of their direct education interventions based on findings from an outcome evaluation, impact evaluation or both. Measurable positive outcomes were reported much less frequently (by approximately one-quarter of States or more annually) for social marketing SNAP-Ed programming. However, this is most likely because only 40 to 50 percent of SAs implemented social marketing activities in each study year. While a majority of States documented measurable outcomes for one or more types of SNAP-Ed programming between FY 2014 and FY 2016, the study did not assess the quality of the evaluations upon which the findings were based or attempt to compare findings for common interventions or outcomes across evaluations. Information required to assess the quality of evaluations was not consistently available across Annual Reports, and because States were not consistently utilizing indicators and metrics from the *SNAP-Ed Evaluation Framework* during the years reviewed for the study, comparing results across evaluations was unfeasible.

OBJECTIVE 4: USE OF BRANDED INTERVENTIONS AND INDICATORS IN THE SNAP-ED EVALUATION FRAMEWORK AND INTERPRETIVE GUIDE

In recent years, SNAP-Ed Guidance has been revised and technical assistance tools developed to encourage the implementation of evidence-based interventions that employ a combination of direct education, social marketing and PSE strategies. Evidence from this study clearly shows an increase over time in the use of multi-level interventions, and in particular, interventions listed in the *SNAP-Ed Toolkit*. For example, in FY 2014, the mean number of *Toolkit* interventions used per State was 8.4; however, this number more than doubled to 17.8 per State by FY 2016. While *Toolkit* interventions that focus solely on direct education programming, such as Share Our Strength's *Cooking Matters*® and *Cooking Matters at the Store*®, remained the most commonly used *Toolkit* interventions, there was a much larger relative increase observed over time in the use of *Toolkit* interventions that combine direct



education with PSE strategies, social marketing or both, such as the *Coordinated Approach to Child Health (CATCH)* program and the *Smarter Lunchroom Movement*.

As previously noted, the *SNAP-Ed Evaluation Framework* was not yet available when States were compiling their SNAP-Ed Plans in FFYs 2014, 2015 or 2016. For this reason, use of the *SNAP-Ed Evaluation Framework* indicators could not be assessed. However, the study examined States' use of indicators from the *Western Region Framework* (the precursor to the *SNAP-Ed Evaluation Framework*) and found a more than a threefold increase between FY 2014 and FY 2016 (from 7 States to 24 States, respectively). Study findings also indicate that the type of indicators most commonly used by States was evenly split between those measuring individual-level change and those measuring environmental-level changes. Specifically, the four most commonly selected individual-level indicators focused on individual shopping, physical activity, MyPlate nutrition behaviors and MyPlate nutrition knowledge. The four most commonly selected environmental-level indicators measured system readiness and capacity for change, number of partnerships established and number of nutrition or physical activity supports adopted in targeted settings.

Importantly, although States were increasingly *planning* to use indicators from the *Framework*, the Annual Reports reviewed during the study did not allow for as assessment of the ways in which States used these indicators or an examination of results by indicator. By FY 2016, some FNS Regions were asking States to complete and include a form in their FY 2016 Annual Reports on selected priority indicators. However, the Annual Reports contained limited and inconsistent documentation of States' use of the indicators or associated measures of changes. Moreover, when States reported on outcomes in their Annual Reports, they were most often reporting project- or intervention-specific findings, not findings at the IA- or State-level.

OBJECTIVE 5: ASSESS WHETHER STATE PLANS, ANNUAL REPORTS AND THE EARS FORMS COLLECT NEEDED INFORMATION

Through Study Objective #5, FNS sought to understand whether State Plans, Annual Reports, and EARS forms collect the information needed to assess program performance in each State. Interestingly, key stakeholder groups reported different needs and uses of the information contained within SNAP-Ed documents. For example, at the national-level, FNS NO staff want easy access to information on SNAP-Ed statewide objectives, reach, and interventions, partnerships, contractors or sub-awardees, progress and results. At the RO-level, information from SNAP-Ed Annual Reports is primarily used to monitor SA and IA progress and program improvement, evaluation design and results, accomplishments, success stories and testimonials as well as to help provide guidance and technical assistance as part of management evaluations.

With this understanding, it appears that current SNAP-Ed documentation may fall short as limitations were noted during interviews and the data abstraction process. For example, RO staff indicated that information reported in Annual Reports does not facilitate tracking progress toward SMART objectives. Based on insights gleaned through data abstraction, a couple of factors are likely at play. First, in their SNAP-Ed Plans, States are expected to identify State-level goals and measurable objectives related to the overarching goal of SNAP-Ed. However, findings from the data abstraction indicate that, although



the majority of States identify goals in their Plan, some do not identify measurable objectives for at least some of their goals, making it challenging for the State and ROs to consistently report on and track progress. Second, although FNS expects States to submit a consolidated State-level Annual Report at the end of each fiscal year, many States with multiple IAs simply copy and paste content from each IA's Annual Report into a "State-level" report while most others submit "State-level" Annual Reports comprising multiple, separate IA Annual Reports. Depending on how information is described and presented in these various Annual Report documents, it could be difficult for ROs and others to track progress toward measurable statewide objectives.

During data abstraction, Altarum noted that State Plans provide detail on planned programming primarily at the project- or intervention-level, while Annual Reports provide less detailed information on implemented programming, and are intended to focus on accomplishments and setbacks. Moreover, States define SNAP-Ed "projects" in many different ways and several projects comprise more than one type of SNAP-Ed programming. To the extent that FNS wishes to track progress and tie results to specific types of SNAP-Ed programming, current SNAP-Ed documentation is likely insufficient. Lack of reporting on PSE in EARS and lack of uniformity around PSE reporting in Annual Reports were also identified as limitations. FNS has recently revised the EARS reporting form; as a result, quantitative information on implemented PSE activities should be more readily and consistently available starting in FY 2017.

Annual report attributes described above relative to Study Objective #3—namely, the inconsistent presentation of evaluation information and inconsistent reporting by standardized indicators and metrics from the *SNAP-Ed Evaluation Framework*—also limit their usefulness to the NO and ROs for the purpose of assessing evaluation design and results. Fortunately, use of the *Framework, Framework* indicators and metrics is on the rise, so this will likely change in the future.

Related to evaluation and measuring positive SNAP-Ed outcomes is the use of interventions from the *SNAP-Ed Toolkit*. Use of these interventions was the focus of several study research questions yet neither the State Plan nor Annual Report template require States or their IAs to indicate whether their programming includes interventions from the *Toolkit*. To the extent that FNS desires this information, plans to require use of *Toolkit* interventions in the future or will revise evaluation expectations when these interventions are used, State Plan and Annual Report guidance and templates need to more explicitly request this information.

Other general concerns, such as SNAP-Ed document length, variability and organization, particularly for Annual Reports, were also noted during abstraction and stakeholder interviews. Limited information about SNAP-Ed partnerships and their outcomes, as well as use of contractors and sub-awardees, was also noted by NO and RO interviewees as a weakness in the current Annual Report template. These document attributes, along with other specific limitations noted above, hinder FNS' ability to easily identify and aggregate data needed to inform policy and answer public inquiries.

LIMITATIONS

SNAP-Ed documentation reviewed for the study reflected the many transitions that occurred between FFYs 2014 and 2016. Some States were able to respond and adapt adeptly to these changes, while



others encountered more challenges. The USDA template for State Plans was also adjusted each year to reflect changing expectations. Because of all of changes that were implemented or underway during this period, the content contained within SNAP-Ed documents varied somewhat across States. The following are specific and noteworthy limitations identified during the study:

- ▲ To the extent that SAs did not completely describe planned SNAP-Ed activities in their FY 2014, 2015 and 2016 State Plans, some attributes of planned programming may be underestimated in this report.
- ▲ Direct nutrition education and social marketing planned reach were difficult to determine. States had many different methods of reporting this information, and it was often challenging to aggregate the data to report unduplicated planned number of participants across all programming. In many States, data abstractors had to indicate that this information was unclear or was not provided.
- ▲ State Plans provided detail on planned programming primarily at the project- or intervention-level, while Annual Reports provided less detailed information on implemented programming, accomplishments and setbacks; therefore, it was not always possible to compare planned to actual SNAP-Ed activities. When comparisons were possible, it was necessary to roll project-level information gleaned from State Plans up to the State-level; it is unclear whether this results in an accurate depiction of SNAP-Ed programming implemented across the State.
- ▲ Several study research questions relate to SNAP-Ed interventions in the *Toolkit*, however, neither the State Plan nor Annual Report template require States or their IAs to indicate whether their programming includes interventions from the *Toolkit*. Data abstractors were trained to identify whether any of the interventions described in the documentation were from the *Toolkit*. However, this process was sometimes subjective and thus may overestimate or underestimate used of *Toolkit* interventions.
- ▲ States can submit an annual or multiyear Plan to FNS covering a two- or three-year period. When abstracting from multiyear State Plans, information from the first year of the Plan, which includes a similar level of detail to a single year Plan, was applied to subsequent years covered by the Plan with the exception of updates States made and described annually. To the extent that SNAP-Ed programming deviated from the original Plan year but was not described in annual updates, data abstracted from the first year of the Plan and applied to subsequent years might not accurately reflect planned programming.
- ▲ Social marketing is the only SNAP-Ed programming type for which specific cost information is reported in the Annual Report. As a result, analysis of costs by programming type was limited.



12. Closing

Due to the enactment of the 2010 Child Nutrition Act, several important updates were made to the SNAP-Ed Guidance prior to and during the period upon which the study focused (FFYs 2014 to 2016), including the expectation that States would plan and implement PSE strategies. The *SNAP-Ed Evaluation Framework and Interpretive Guide* and the *SNAP-Ed Interventions Toolkit* were introduced in FY 2016, leading to the expectation that States implement evidence-based interventions and utilize a standard set of indicators and metrics to measure program outcomes. Additionally, between FFYs 2014 and 2016, States were also adapting their programs to align with new funding allocations.

National data detailing the expenditures, reach, scope and obesity prevention outcomes of SNAP-Ed programming had not recently been analyzed. The Analysis of SNAP-Ed Data in All States Study was conducted to address this gap in readily available national data and identified several areas for improvement. For example, challenges associated with existing documentation, including document length, inconsistencies between States and limitations related to aggregation, may be alleviated through the development of improved State Plan and Annual Report templates and enhanced training and technical assistance on the preparation of these documents.

Despite these challenges and areas for improvement, the study findings are encouraging and indicate that recent changes to the Guidance and development of SNAP-Ed resources and tools have influenced SNAP-Ed programming. States are increasingly designing multi-level interventions that include PSE and social marketing, incorporating interventions from the *Toolkit* into their programming, and using indicators from the *Evaluation Framework* to measure progress. These findings signify major steps in the intended direction. Moreover, because the data showed a steady increase over time during the years reviewed for the study, it is reasonable to believe that this progress will continue.



Appendices



Appendix A – Data Abstraction Form

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PLAN INFORMATION

1. Select Fiscal Year

- ☐ FY 2014
- ☐ FY 2015
- ☐ FY 2016
- ☐ Multiyear plan

➔ If response is “multiyear plan” then answer sub-questions.

2a. Please enter the first FY of the plan: _____

2b. Is the multiyear plan original present:

- ☐ Yes
- ☐ No



STATE LEVEL GOALS/OBJECTIVES

Gather the following information from the State Plan at the state-level using state or IA-level summaries.

1. Indicate which type of statewide goals were identified by the State agency in their plan: [check all that apply]

- ☐ Individual knowledge and/or behavior goal
- ☐ Population-level goal
- ☐ PSE goal
- ☐ Social marketing goal
- ☐ Identified goals related to program administration, reach or planning—not health related
- ☐ Other
- ☐ *State-level goals were not identified*

2. Indicate the topics upon which statewide goals are focused: [check all that apply]

- ☐ 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.
- ☐ Increase fruit and vegetable consumption
- ☐ Increase consumption of whole grains
- ☐ Switch to non-fat or low-fat milk and milk products
- ☐ Improve food resource management practices
- ☐ Improve calorie balance during each stage of life
- ☐ Prevent chronic diseases (i.e., obesity, diabetes)
- ☐ Increased physical activity
- ☐ Food safety
- ☐ Increased knowledge related to nutrition
- ☐ Increased knowledge related to physical activity
- ☐ Other: _____
- ☐ *State-level goals were not identified/topics were not identified*

3. Does the state plan identify statewide objectives:

- ☐ Yes, for all goals
- ☐ Yes, for some goals
- ☐ Yes, but not clearly related to goals
- ☐ No/unclear



4. Does the State agency or its implementing agencies provide sub-awardees with a list of interventions that can be implemented as SNAP-Ed programming in the state?

- ☐ Yes
- ☐ No/unclear

5. At what level are SNAP-Ed projects described in the State Plan? [check all that apply]

- ☐ All activities conducted by a single IA constitute a “project”
- ☐ *Different* activities sponsored by the IA are described as distinct projects
- ☐ *Similar* activities sponsored by the IA that are implemented in different locations are described as distinct projects (e.g., each county constitutes a project)
- ☐ Other, please describe: _____

6. How many projects are described in the State Plan? Enter Number:

Note: Please skim the state plan to determine the total number of projects described or planned and enter this number. You will be able to modify this value later if you later determine the total number of projects if different than originally specified.



PLANNED PROJECTS (REPEAT FOR EACH PROJECT)

Gather the following information from project-level summaries included in the State Plan. Select “add another” for each project summary provided in the Plan.

Project #1: [INSERT NAME OF PROJECT]

Implemented by: [SELECT ALL Implementing Agencies identified on Screen #1 that are implementing this project, include SNAP Agency as a response option]

1. What age groups does this project plan to reach: [check all that apply]

- ☐ <5 years
- ☐ 5-17 (school aged) years
- ☐ 18-59 years (e.g., adults, parents)
- ☐ 60+ years
- ☐ Unclear/Not reported

2. Select ALL of the SNAP-Ed strategies and interventions that were used from the list featured in the 2016 SNAP-Ed Strategies & Interventions: An Obesity Prevention Toolkit for States below: [select the first letter of the intervention to expand the list] Note: each intervention in the Toolkit is categorized as research based, evidence-based or emerging as in the Toolkit so these determinations do not need to be made by the abstractor.

- ☐ **NONE** (The default should be that “NONE” is selected. If abstractor checks any of the boxes below, the “NONE” box is deselected.)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

3. Does the project describe modifications that will be made to one or more of the named interventions selected in Question 3?

- ☐ Yes
- ☐ No
- ☐ Not applicable (none of the named interventions were selected in Question 3)

→ If “Yes” then answer sub-question(s).

4. 4a. Please summarize or paste a description of modifications:

Insert or paste summary here

Will the project use interventions that are not listed in Question 4?

- ☐ Yes
- ☐ No

→ If “Yes” then answer sub-question(s).



5. 5a. Please describe or list the names of all interventions not included in Question 4 that the project plans to use for SNAP-Ed programming:

Insert here

5b. Are these interventions described as one of the following: research-based, practice-based, or emerging or is an evaluation of the intervention planned during this FY?

- ☐ Yes, all are described as being evidence-based
- ☐ Some are described as being evidence-based but not all
- ☐ No, not described

6. Does the project include DIRECT EDUCATION?

- ☐ Yes
- ☐ No

→ If response is YES then answer all sub-questions.

6a. Reported settings for DIRECT EDUCATION:

Check each type of direct education setting mentioned in the State Plan.

- | | | |
|--|--|---|
| ☐ Agricultural organizations (includes farmers markets) | ☐ City and regional planning groups | ☐ Food banks/food pantries |
| ☐ Foundations /philanthropy organizations /nonprofits | ☐ Hospitals/healthcare organizations | ☐ Labor/workforce development groups |
| ☐ Parks and recreation centers | ☐ Restaurants | ☐ Transportation groups |
| ☐ Chefs/culinary institutes | ☐ Early care and education facilities | ☐ Food stores |
| ☐ Government program/agency | ☐ Human services organizations | ☐ Media/advertising groups |
| ☐ Public health organizations | ☐ Schools (pre K-12) | ☐ Worksites |
| | ☐ Faith-based groups | ☐ Other1, please specify: _____ |
| | ☐ Indian Tribal Organizations | ☐ Other2, please specify: _____ |
| | ☐ Schools (colleges and universities) | ☐ Other3, please specify: _____ |



6b. Partners engaged for the delivery of DIRECT EDUCATION:

In addition to the settings identified in 7a above, check each type of partner described in the State Plan.

- | | | |
|--|--|--|
| ☐ Agricultural organizations (includes farmers markets) | ☐ Foundations/philanthropy organizations/nonprofits | ☐ Parks and recreation centers |
| ☐ Chefs/culinary institutes | ☐ Government program/agency | ☐ Public health organizations |
| ☐ City and regional planning groups | ☐ Hospitals/healthcare organizations | ☐ Restaurants |
| ☐ Early care and education facilities | ☐ Human services organizations | ☐ Schools (pre K-12) |
| ☐ Faith-based groups | ☐ Indian Tribal Organizations | ☐ Schools (colleges and universities) |
| ☐ Food banks/food pantries | ☐ Labor/workforce development groups | ☐ Transportation groups |
| ☐ Food stores | ☐ Media/advertising groups | ☐ Worksites |
| ☐ Other1, please specify: _____ | ☐ Other2, please specify: _____ | ☐ Other3, please specify: _____ |

6c. How detailed is the information reported on planned reach for DIRECT EDUCATION:

- ☐ **3** – Unduplicated planned reach provided for all direct education components of the project and each target audience subgroup
- ☐ **2** – Unduplicated planned reach provided but missing detail for at least one direct education component or target audience subgroup
- ☐ **1** – Unduplicated planned reach not provided (or combined with indirect reach)

➔ **If response is 3 then answer sub-question.**

6c1. Reported planned unduplicated reach for DIRECT EDUCATION:

Enter total reported: _____

6d. Types of DIRECT EDUCATION series/sessions planned: [check all that apply]

- ☐ Single session
- ☐ Series of 2 to 4 sessions
- ☐ Series of 5 to 9 sessions
- ☐ Series of 10+ sessions
- ☐ Unclear/Not reported

6e. Does the state plan describe the total number of planned DIRECT EDUCATION contacts: [select all that apply]

- ☐ Yes, for all direct education programming
- ☐ Yes, for some but not all direct education programming
- ☐ No/none provided



7. Does the project include SOCIAL MARKETING?

- ☐ Yes
- ☐ No

→ If response is YES then answer sub-questions.

7a. Which of the following best describes the scale of the SOCIAL MARKETING programming for this project:

- ☐ Coordinated at the State Agency level
- ☐ Coordinated at the IA level
- ☐ Coordinated at the local level
- ☐ Unclear/not reported

7b. Does the plan describe the target audience for the campaign?

- ☐ Yes
- ☐ No

7c. What types of major SOCIAL MARKETING campaign activities are planned for this FY:

- ☐ Planning (includes market and formative research)
- ☐ Developing (includes campaign/materials design and consumer testing)
- ☐ Implementing
- ☐ Tracking and evaluation
- ☐ **Unclear/not provided**

7d. Describe the SOCIAL MARKETING campaign's level of intervention:

- ☐ Individual
- ☐ Interpersonal (groups)
- ☐ Institution/Organization
- ☐ Community
- ☐ All levels
- ☐ Other
- ☐ **Unclear/not provided**



7e. Planned SOCIAL MARKETING intervention channels: *[check all that apply]*
In the table below, indicate which intervention channels the project will use for social marketing, enter planned reach, and specify the unit for which planned reach was provided, if applicable.

Check all that apply:	Planned to use?	Planned Reach	Reach Unit*
Nutrition Education Radio PSA	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Nutrition Education TV PSA	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Nutrition Education articles	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Billboards, bus wraps, or other signage	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Participation in community events/fairs	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Sponsor community events/fairs	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Fact sheets/pamphlets/newsletters	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Posters	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Calendars	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Promotional materials w/nutr. messages	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Website	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Electronic (email) materials/info dist.	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Videos/CD-Roms	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Retail/point-of-purchase activities	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	
Other – please specify: _____	☐ Yes ☐ No	Enter: _____ ☐ Not provided at this level	

* 1 = People; 2 = Announcements; 3 = Articles; 4 = Billboards/bus wraps/signs; 5 = Events; 6 = Posters; 7 = Calendars; 8 = Promotional materials; 9 = Impressions/views; 10 = Mailings/emails; 11 = Videos/CDs; 12 = Other



7f. Partners engaged for **SOCIAL MARKETING**:

Check all types of partners that are/will be engaged in the social marketing campaign.

- | | | |
|--|--|--|
| ☐ Unclear/Not reported | ☐ Foundations/philanthropy organizations/nonprofits | ☐ Parks and recreation centers |
| ☐ Agricultural organizations (includes farmers markets) | ☐ Government program/agency | ☐ Public health organizations |
| ☐ Chefs/culinary institutes | ☐ Hospitals/healthcare organizations | ☐ Restaurants |
| ☐ City and regional planning groups | ☐ Human services organizations | ☐ Schools (pre K-12) |
| ☐ Early care and education facilities | ☐ Indian Tribal Organizations | ☐ Schools (colleges and universities) |
| ☐ Faith-based groups | ☐ Labor/workforce development groups | ☐ Transportation groups |
| ☐ Food banks/food pantries | ☐ Media/advertising groups | ☐ Worksites |
| ☐ Food stores | ☐ Other2, please specify: _____ | ☐ Other3, please specify: _____ |
| ☐ Other1, please specify: _____ | | |

7g. Please use the following text box to describe anything you think is important to understand about SOCIAL MARKETING for this project that is not otherwise captured in the form:

Insert or paste summary here

Does the project describe PSE STRATEGIES?

- ☐ Yes
- ☐ No

If YES, then answer sub-questions.

8a. How does the state plan describe PSE reach? [check all that apply]

- ☐ Number of people
- ☐ Number of partners
- ☐ Number of settings
- ☐ Number of strategies implemented
- ☐ Other
- ☐ Unclear/not provided



8b. **PSE** settings: *[check all that apply]*

☐ Unclear/Not reported

Eat

- ☐ Congr. meal site/sen nutr cntr
- ☐ Fast food chains
- ☐ Mobile vend/food trucks
- ☐ Restaurants
- ☐ Soup kitchens
- ☐ Summer Meals sites
- ☐ Other places people EAT

Shop

- ☐ Farmers markets
- ☐ Food ass. Site/bank/pantr
- ☐ FDPIR dist. Sites
- ☐ Small food stores, <=3reg
- ☐ Large retailers, 4+ reg
- ☐ Other places people SHOP

Learn

- ☐ Before/after school
- ☐ Early car/educ facilities
- ☐ Extension offices
- ☐ Family resource centers
- ☐ Libraries
- ☐ Mobile education sites
- ☐ Schools (K-12)
- ☐ Schools (colleges, univ)
- ☐ WIC clinics
- ☐ Other places people LEARN

Work

- ☐ Adult ed/job trn/TANF/vet
- ☐ Military bases
- ☐ SNAP Offices
- ☐ Low-wage worksites
- ☐ Other places people WORK

Live

- ☐ Emer. shelter/temp hous.
- ☐ Faith-based cntr/worship
- ☐ Health care clinics/hosp.
- ☐ Indian reservations
- ☐ Homes, public housing
- ☐ Group living/res. trx cntrs
- ☐ Other places people LIVE

Play

- ☐ Bicycle and walking paths
- ☐ Comm/rec centers
- ☐ State/county fairgrounds
- ☐ Gardens (comm, school)
- ☐ Parks and open spaces
- ☐ Other places people PLAY

8c. **Partners engaged for PSE:**

In addition to the settings identified in 7a above, check each type of partner described in the State Plan.

- ☐ Agricultural organizations (includes farmers markets)
- ☐ Chefs/culinary institutes
- ☐ City and regional planning groups
- ☐ Early care and education facilities
- ☐ Faith-based groups
- ☐ Food banks/food pantries
- ☐ Food stores
- ☐ Other1, please specify:

- ☐ Foundations/philanthropy organizations/nonprofits
- ☐ Government program/agency
- ☐ Hospitals/healthcare organizations
- ☐ Human services organizations
- ☐ Indian Tribal Organizations
- ☐ Labor/workforce development groups
- ☐ Media/advertising groups
- ☐ Other2, please specify:

- ☐ Parks and recreation centers
- ☐ Public health organizations
- ☐ Restaurants
- ☐ Schools (pre K-12)
- ☐ Schools (colleges and universities)
- ☐ Transportation groups
- ☐ Worksites
- ☐ Other3, please specify:



PLANNED MONITORING AND EVALUATION

Gather the following information from the State Plan at the state-level using state or IA-level summaries.

1. Does the State Plan describe key performance measures or indicators that will be used for monitoring and evaluation (for any programming type)? *[select all that apply]*

- ☐ Yes, at the state level
- ☐ Yes, at the IA level
- ☐ Yes, at the project level
- ☐ No/not clear

If “Yes, at state level” or “Yes, at IA level” selected then answer sub-question.

1a. Does the state or IA use indicators from an evaluation framework?

- ☐ Yes, from the Western Region Framework
- ☐ Yes, from a State-adapted or other framework
- ☐ No/Not clear

1b. Which indicators does the State Plan specify will be used for monitoring and evaluation (for any programming type)? *[select all that apply]*

Show these response options is “Yes, from the Western Region Framework” selected in 1a.

Individual Level, Western Region Framework

Goals and Intentions

- ☐ ST1: MyPlate knowledge
- ☐ ST2: Shopping knowledge/intentions
- ☐ ST3: PA Goals

Behavior Change

- ☐ MT1: MyPlate behaviors
- ☐ MT2: Shopping behaviors
- ☐ MT3: PA behaviors

Maintenance of Behavioral Change

- ☐ LT2: Fruits & Vegetables
- ☐ LT3: Whole Grains
- ☐ LT4: Dairy
- ☐ LT5: Non-Dairy Beverages
- ☐ LT6: Food Security
- ☐ LT7: PA at Recommended Levels
- ☐ LT8: Entertainment Screen Time
- ☐ I1: Healthy Weight / Blood Pressure
- ☐ I2: Quality of Life



Environmental Settings, Western Region Framework

Motivators

- ☐ ST4: Identification of Opportunities
- ☐ ST5: Local Champions
- ☐ ST6: Partnerships

Adoption/Promo.

- ☐ MT4: Nutrition Supports Adopted
- ☐ MT5: PA Supports
- ☐ MT6: Marketing and Messaging

Implementation and Effectiveness

- ☐ LT9: Nutrition Supports Imp.
- ☐ LT10: PA Supports Implementation
- ☐ LT11: Program Recognition
- ☐ LT12: Media Coverage
- ☐ I3: Resources
- ☐ I4: Sustainability Plan
- ☐ I5: Barriers Mitigated

Sectors of Influence, Western Region Framework

Multi-sector Capacity

- ☐ ST8: Community Obesity Partnerships
- ☐ ST9: Community Obesity Prevention Plan

Multi-sector Changes

- ☐ MT7: Food Industry
- ☐ MT8: Local Government
- ☐ MT9: Agriculture
- ☐ MT10: Education
- ☐ MT11: Community Design and Safety
- ☐ MT12: Health Care
- ☐ MT13: Media

Multi-sector Impacts

- ☐ LT13: Food Ind./Healthy Retail Outlets
- ☐ LT14: Local Gov./Healthy Food Sales
- ☐ LT15: Agricultural Sales
- ☐ LT16: Educational Attainment
- ☐ LT17: Shared Use Streets & Crime Prevention
- ☐ LT18: Health Care Cost Savings
- ☐ LT19: Healthy Advertising
- ☐ I6: Let's Move! Recognition
- ☐ I7: Food Hubs
- ☐ I8: Nutrition in Comm. Gen. Plans



Social and Cultural Norms and Values, Western Region Framework

- ☐ NV20: Family Meals
- ☐ NV21: Obesity Prevention Beliefs
- ☐ NV22: Breastfeeding Norms
- ☐ NV23: Physical Activity Norms
- ☐ NV24: Active Commuting

Show these response options if “Yes, from a State-adapted or other framework” or “No/unclear” selected in 1a.

Individual

- ☐ Healthy eating
- ☐ Food resource management
- ☐ Physical activity and reduced sedentary behavior
- ☐ Food safety
- ☐ Other

Environmental

- ☐ Organizational motivators (i.e., identified need and readiness of the organization, champions, partners)
- ☐ Organizational adoption and promotion of nutrition or physical activity supports
- ☐ Organizational implementation and effectiveness (i.e. nutrition supports, physical activity supports, program recognition, media coverage, etc.)
- ☐ Other

Sectors of Influence

- ☐ Multi-sector capacity (i.e., partnership and planning)
- ☐ Multi-sector changes (i.e., government policies, education policies, social marketing, media practices)
- ☐ Multi-sector impacts (i.e., food systems, government investments, educational attainment, community-wide recognition programs)
- ☐ Other

Population Results

- ☐ Trends and reduction in disparities (i.e., diet quality, food security, physical activity, healthy weight)
- ☐ Other



1c. Does the State Plan clearly tie the selected indicators to the state's SNAP-Ed goals and objectives? (only if check any of the above)

- ☐ Yes
- ☐ No/Unclear

1d. Does the State Plan describe outcome measures for the indicators it plans to monitor?

- ☐ Yes, for all indicators
- ☐ Yes, but for only some indicators
- ☐ No/Unclear

IMPLEMENTATION OF PLAN AND EVALUATION

*Gather the following information from the Annual Report at the state-level using state or IA-level summaries. **NOTE: EARS will provide most data on program implementation.***

1. Does the Annual Report describe progress in achieving overarching statewide goals?

- ☐ Yes
- ☐ No/unclear

→ If “Yes” selected then answer sub-question.

1a. Is it an exemplary description?

- ☐ Yes
- ☐ No

→ If “Yes” selected then answer sub-question.

1b. Please summarize or paste the content from this section of the Annual Report:

Insert here

2. Does the Annual Report describe achievements in implementing programming as planned?

- ☐ Yes
- ☐ No/unclear

→ If “Yes” selected then answer sub-question.

2a. Is it an exemplary description?

- ☐ Yes
- ☐ No

→ If “Yes” selected then answer sub-question.

2b. Please summarize or paste the content from this section of the Annual Report:

Insert here



3. Does the Annual Report describe setbacks in implementing programming as planned?

- ☐ Yes
- ☐ No/unclear

➔ If “Yes” selected then answer sub-question.

3a. If yes, please summarize or paste the content from this section of the Annual Report:

Insert here

4. Does the Annual Report describe PSE STRATEGIES that were implemented?

- ☐ Yes
- ☐ No/Unclear

➔ If “Yes” selected then answer sub-question.

**4a. In which of the following settings were PSE strategies implemented:
[check all that apply]**

☐ *Unclear/Not reported*

Eat

- ☐ Congr. meal site/sen nutr cntr
- ☐ Fast food chains
- ☐ Mobile vend/food trucks
- ☐ Restaurants
- ☐ Soup kitchens
- ☐ Summer Meals sites
- ☐ Other places people EAT

Shop

- ☐ Farmers markets
- ☐ Food ass. Site/bank/pantr
- ☐ FDPIR dist. Sites
- ☐ Small food stores, <=3reg
- ☐ Large retailers, 4+ reg
- ☐ Other places people SHOP

Learn

- ☐ Before/after school
- ☐ Early car/educ facilities
- ☐ Extension offices
- ☐ Family resource centers
- ☐ Libraries
- ☐ Mobile education sites
- ☐ Schools (K-12)
- ☐ Schools (colleges, univ)
- ☐ WIC clinics
- ☐ Other places people LEARN

Work

- ☐ Adult ed/job trn/TANF/vet
- ☐ Military bases
- ☐ SNAP Offices
- ☐ Low-wage worksites
- ☐ Other places people WORK

Live

- ☐ Emer. shelter/temp hous.
- ☐ Faith-based cntr/worship
- ☐ Health care clinics/hosp.
- ☐ Indian reservations
- ☐ Homes, public housing
- ☐ Group living/res. trx cntrs
- ☐ Other places people LIVE

Play

- ☐ Bicycle and walking paths
- ☐ Comm/rec centers
- ☐ State/county fairgrounds
- ☐ Gardens (comm, school)
- ☐ Parks and open spaces
- ☐ Other places people PLAY



5. Does the Annual Report describe measureable improvements that resulted from direct education?

- ☐ Yes, based on an impact evaluation
- ☐ Yes, based on an outcome evaluation
- ☐ Yes, based on a process evaluation
- ☐ Yes, based on assumptions
- ☐ No
- ☐ Not specified in the Annual Report (reference to appendices)

6. Does the Annual Report describe measureable improvements that resulted from social marketing?

- ☐ Yes, based on an impact evaluation
- ☐ Yes, based on an outcome evaluation
- ☐ Yes, based on a process evaluation
- ☐ Yes, based on assumptions
- ☐ No
- ☐ Not specified in the Annual Report (reference to appendices)

7. Does the Annual Report describe measureable improvements that resulted from PSE strategies?

- ☐ Yes, based on an impact evaluation
- ☐ Yes, based on an outcome evaluation
- ☐ Yes, based on a process evaluation
- ☐ Yes, based on assumptions
- ☐ No
- ☐ Not specified in the Annual Report (reference to appendices)

8. Types of Evaluation Conducted:

- ☐ Formative
 - o If selected, enter total number of FEs for which reports were included:_____*
- ☐ Process
 - o If selected, enter total number of PEs for which reports were included:_____*
- ☐ Outcome
 - o If selected, enter total number of OEs for which reports were included:_____*
- ☐ Impact
 - o If selected, enter total number of IEs for which reports were included:_____*
- ☐ Unclear/Not reported



8a. According to the Annual Report, which of the following state- or IA-level indicators were assessed through evaluation (any type) for one or more projects?

Repeat the list of indicators selected on Screen 4 using checkbox format. Abstractor will check each indicator that was monitored through evaluation. This question will be skipped if the response to Q1 on the “Planned Monitoring and Evaluation Screen” is “project-level” or “no/unclear.”

9. Does the state or IA(s) acknowledge use of the national SNAP-Ed Evaluation Framework in their 2016 Annual Report?

- ☐ Yes
- ☐ No/unclear
- ☐ Not applicable (this question is only relevant for FY2016)

→ If “Yes” selected then answer sub-questions.

9a. If yes, please explain (e.g., some indicator names have been changed to align with the national framework, additional indicators were identified in the Annual Report that are from the national framework):

Insert here



EARS FEEDBACK

Gather the following information from the Annual Report at the state-level using state or IA-level summaries.

1. Did the state agency provide any feedback on EARS data collection in the Annual Report?

- ☐ Yes
- ☐ No

→ If “Yes” selected then answer sub-questions.

1a. Describe or paste the feedback provided:

Insert or paste summary here



List of Interventions Named in Toolkit

NOTE: This alphabetical list will appear as a “check all that apply” type question in the abstraction form.

A

Return to Screen 3, Question 4.

B

- ☐ Baby-Friendly Hospital Initiative (MA)
- ☐ Balanced Energy Physical Activity *Toolkit*, BEPA *Toolkit* (OR)
- ☐ Baltimore Healthy Stores (MD)
- ☐ Bienestar Health Program (TX)

Return to Screen 3, Question 4.

C

- ☐ California Fit Business Kit (CA)
- ☐ Cent\$ible Nutrition Program (WY)
- ☐ Champions for Change™ (CA)
- ☐ Children’s Power Play Campaign (CA)
- ☐ CHOICES, Contra Costa Child Care Council’s Best Practices (CA)
- ☐ Classroom Energizer Teacher Training Workshop (MN)
- ☐ Color Me Healthy (NC)
- ☐ Communities of Excellence in Nutr., Phys. Act., & Obesity Prevention, CX3 (CA)
- ☐ Connecticut Breastfeeding Initiative (CT)
- ☐ CookShop (NY)
- ☐ Cooking Matters (national)
- ☐ Cooking Matters at the Store (national)
- ☐ Cooking with Kids, Inc. (NM)
- ☐ Coordinated Approach to Child Health, CATCH® (TX)
- ☐ CATCH® Early Childhood (TX)

Return to Screen 3, Question 4.

D

Return to Screen 3, Question 4.

E

- ☐ EatFresh (CA)
- ☐ Eat Smart in Parks (MO)
- ☐ Eat Together, Eat Better (WA)
- ☐ Eating Smart • Being Active (CO)
- ☐ Eat Well & Keep Moving (MA & MD)
- ☐ Eat Well Play Hard in Child Care Settings (NY)
- ☐ Empower Program (AZ)

Return to Screen 3, Question 4.



F

- ☐ Faithful Families Eating Smart & Moving More (NC)
- ☐ Farm to Preschool (NY)
- ☐ Farm to School (national)
- ☐ Farm to Work (TX)
- ☐ First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care (DE)
- ☐ Food Hero (OR)
- ☐ Fruit, Vegetable, and Physical Activity Toolbox for Community Educators

Return to Screen 3, Question 4.

G

Return to Screen 3, Question 4.

H

- ☐ Harvest of the Month (CA)
- ☐ Harvest of the Month (MI)
- ☐ Health Bucks (NY)
- ☐ Health EmPowers You! (GA)
- ☐ Healthy Apple Program (CA)
- ☐ Healthy Behaviors Initiative, HBI (CA)
- ☐ Healthy Eating Active Living – Mapping Attributes using Participatory Photographic Surveys, HEAL MAPPS™ (OR)
- ☐ Healthy Food Environments Pricing Incentives (NC)
- ☐ Healthy Habits for Life (Sesame Street) (national)
- ☐ Healthy Kindergarten Initiative (PA)
- ☐ Healthy Nutrition Guidelines for LA City Government (CA)
- ☐ Healthy Retail Recognition Pilot (CA)
- ☐ Hip Hop to Health Jr. (WI)

Return to Screen 3, Question 4.

I

- ☐ I am Moving, I am Learning (national)

Return to Screen 3, Question 4.

J

- ☐ Just Say Yes to Fruits and Vegetables (NY)

Return to Screen 3, Question 4.

K

- ☐ Kaiser Permanente Cafeteria Menu Labeling (CA, OR, HI)
- ☐ Kids Cook® (NM)

Return to Screen 3, Question 4.

L

- ☐ Latino Campaign (CA)



- ☐ Learning about Nutrition through Activities (MN)
- ☐ Let's Move! Salad Bars in Schools (national)
- ☐ Lifestyle Education for Activity Program (SC)

Return to Screen 3, Question 4.

M

- ☐ Media-Smart Youth® (national)
- ☐ Mind, Exercise, Nutrition....Do It!, MEND (national)

Return to Screen 3, Question 4.

N

- ☐ National Early Care & Education Learning Collaborative Project (national)
- ☐ Nutrition and Physical Activity Self-Assessment for Child Care, NAP SACC (NC)

Return to Screen 3, Question 4.

O

- ☐ Obesity Prevention Plus Parenting Support (VT)
- ☐ Out of School Nutrition and Physical Activity Initiative (MA)

Return to Screen 3, Question 4.

P

- ☐ PE-Nut™ (MI)
- ☐ Pick a better snack™ (IA)
- ☐ Pick it! Try it! Like it! (SD)
- ☐ Policy Regulations for Day Care in New York City (NY)
- ☐ Preschools Shaping Healthy Impressions through Nutr. & Exercise, SHINE (CA)

Return to Screen 3, Question 4.

Q

Return to Screen 3, Question 4.

R

- ☐ Ready, Set, Go! (national)
- ☐ ReFresh (MD)
- ☐ Retail Program (CA)
- ☐ Rethink Your Drink (CA)
- ☐ Riverside Unified School District Farmers Market Salad Bar Program (CA)

Return to Screen 3, Question 4.

S

- ☐ School Nutrition Policy Initiative (PA)
- ☐ School Physical Activity and Nutrition-Environment Tool, SPAN-ET (OR)
- ☐ Shaping Healthy Choices (CA)
- ☐ Smarter Lunchrooms Movement (national)
- ☐ Sports Play Active Recreation for Kids, SPARK (national)
- ☐ Stock Healthy, Shop Healthy (MO)

Return to Screen 3, Question 4.



T

- ☐ Take 10!® (national)
- ☐ Texas Mother-Friendly Worksite Program (TX)
- ☐ Text2BHealthy (MD)
- ☐ They Learn from Watching You (MI)

Return to Screen 3, Question 4.

U

Return to Screen 3, Question 4.

V

- ☐ VERB Scorecard™ (KY)

Return to Screen 3, Question 4.

W

- ☐ Walk with Ease (national)
- ☐ Ways to Enhance Children's Activity & Nutrition, We Can! (national)

Return to Screen 3, Question 4.

X

Return to Screen 3, Question 4.

Y

- ☐ Youth Participatory Action Research Projects, YPAR (CA)

Return to Screen 3, Question 4.

Z

Return to Screen 3, Question 4.



Appendix B – Findings from Interviews with SNAP-Ed Stakeholders

Valuable insights on the primary uses, format and utilization of information included in SNAP-Ed Annual Reports were gleaned from one-on-one and group interviews conducted with key stakeholders, including representatives from the FNS National Office (NO), Regional Offices (ROs), SNAP State Agencies (SAs), and SNAP-Ed Implementing Agencies (IAs). Although these interviews were held primarily to inform development of a new SNAP-Ed Annual Report template (Study Task 3), they also helped to inform answers to study research questions related to the sufficiency of Annual Report information and revisions needed to make State Plans and EARS data more helpful. This section summarizes key findings from the interviews and focus groups as they relate to the study research questions. Along with the insights gained during the data abstraction process, these findings identify opportunities for improving SNAP-Ed planning and reporting documentation (State Plans, EARS and Annual Reports), which are discussed in section 14.

ANNUAL REPORT PRIMARY USES AND CHALLENGES

FNS National Office

Respondents from the FNS NO indicated that they need easy access to information on States' SNAP-Ed statewide objectives, interventions implemented, program reach, partnerships, contractors or sub-awardees, progress, and impacts or results. For policy development or to answer inquiries by policy makers, the NO explained that it needs to be able to easily access key information about all SNAP-Ed activity in a particular State, congressional district or sub-State geographical area as well as specific types of SNAP-Ed activity (e.g., related to farmers' markets) across States. However, due to the current length, variability in content and inconsistent organization of the Annual Reports, FNS is unable to easily identify and aggregate this information. As a result, the NO makes special information requests as needed to the ROs, which in turn may need to collect additional information from their SAs.

FNS Regional Offices

Respondents from the ROs described using Annual Report information primarily to monitor SA and IA progress and program improvement, evaluation design and results, accomplishments, success stories and testimonials. The Annual Reports are also reviewed during management evaluations. Most ROs said that they refer to a SNAP-Ed Annual Report (both the body and appendices) during the approval process for the next year's State SNAP-Ed Plan. They emphasized the importance of a State's experience and results in informing its plans for the following year.

The RO respondents identified several challenges that may limit the utility of the current Annual Reports. For example, respondents indicated that many Annual Reports are lengthy, interpretations of reporting instructions are inconsistent across States, and often times, reported information does not facilitate the tracking of progress relative to State-specific SMART objectives or IA performance on *SNAP-Ed Evaluation Framework* indicators and metrics. Although consistently identified by ROs as high



priority, several topical areas are still limited; these include information about partnerships, *Toolkit* intervention evaluation results, and the organization of outcomes by indicators and measures from the *Evaluation Framework*. Additionally, RO respondents indicated that Annual Reports rarely tie EARS data or budget information back to program activities and results. Also noted was the lack of consistency in the ways in which States report “administrative costs.”

Some ROs indicated that they use Annual Report information to produce regional reports on SNAP-Ed activities, share sections of the Annual Report with other FNS programs, and identify best practices to share with States in the Region. These ROs reported using word searches, Microsoft Excel spreadsheets and other software to abstract and display summary information across States; however, these activities were too time-consuming for most ROs to maintain on an ongoing basis.

SNAP State Agencies and IAs

Some SNAP SA respondents reported using Annual Reports as a tool for assuring alignment between IA State Plans and reported activities, encouraging networking with external groups, and generating internal management reports to describe the expenditures of SNAP-Ed funds. Several IAs said that they use parts of the information in their Annual Report to communicate impact of SNAP-Ed programming to local officials, partners and sub-grantees as well as within their own organization. USDA’s emphasis on evaluation reports and the details of impact and outcome evaluations encourage a focus on results that is useful to sub-grantees and with partners.

Some SAs reported using EARS data to monitor progress during the year; however, this does not appear to be common practice. SAs expressed interest in having access to other States’ SNAP-Ed Annual Reports so that they can learn about the SNAP-Ed activities in which other States are engaged and see and consider alternative report layouts.

SUGGESTIONS FOR IMPROVING ANNUAL REPORT

There was overall agreement across stakeholder groups that revisions to the Annual Report template should allow SAs and IAs to tell the important story of how intervention implementation—guided by State Plans—and resource allocation led to year-end results. Many stakeholders agreed that Annual Reports could be shorter with succinct messaging and a concise stand-alone executive summary. Respondents also noted that inclusion of brief, highly structured evaluation abstracts, along with longer or more detailed evaluation documents in an appendix, would be a good way to streamline and reduce content included in the Annual Report. The NO and ROs in particular expressed interest in an Annual Report structure that makes clear where various information can be found. There was also interest in SNAP-Ed State Plan guidance consistency with changes that are made to the Annual Report template, such as the alignment of planning and reporting on partnerships, outcome indicators and evaluations.

With regard to revisions in content for the SNAP-Ed Annual Report, RO respondents noted that they would like to see the Annual Report template include information from other SNAP-Ed documentation (e.g., the State Plan, EARS, and budget). ROs noted that this would help provide 1) a comprehensive examination of work accomplished during the previous year; 2) an understanding of the overall impact of SNAP-Ed activities and resources used during the fiscal year; 3) consistency of reporting across SNAP-Ed reporting systems; 4) reduction of burden associated with preparing Annual Reports. In addition,



many respondents recommended that information included in the Annual Report and evaluations should, over time, focus more on the ways in which SNAP-Ed interventions lead to larger-scale PSE changes within organizations, communities or the State and less on short-term outcomes based on pre- and post-self-report testing of changes in individual knowledge and behavior.

Finally, relative to simplifying and standardizing the reporting format, stakeholders agreed that quantitative information is most effective when compiled into summary tables, charts and graphs rather than cited in narrative form. Respondents also noted their appreciation for images, such as maps and well-developed infographics, to relay important information. In fact, many IAs already produce these types of visual reports for their own purposes. One stakeholder said, “Data tell, stories sell,” noting that it is still important to humanize statistics, i.e., quantitative information, especially regarding PSE changes, needs to be complemented with powerful success stories and case studies. Ultimately, users described a desire to have Annual Reports set up in a way that supports searches, aggregation and easy generation of reports with States and across States for internal management and public access where feasible and appropriate. Some respondents suggested that this could be accomplished through online reporting and the use of drop-down menus containing standardized responses that facilitate data queries (e.g., by evaluation framework indicator).

Appendix C: Data Tables

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LIST OF ACRONYMS

DGA	Dietary Guidelines for Americans
FY	Fiscal Year
IA	SNAP-Ed Implementing Agency
ITO	Indian Tribal Organization
PSA	Public service announcement
PSE	Policy, systems, and environment
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program Education
TANF	Temporary Assistance for Needy Families
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

Statewide Goals and Objectives

Table 1. Type of statewide goals identified in State Plan by fiscal year

Goal Types	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
Individual knowledge and/or behavior goal	50 (96)	49 (93)	48 (91)
Population-level goal	7 (14)	11 (21)	18 (34)
PSE goal	13 (25)	16 (30)	25 (47)
Social marketing goal	2 (4)	7 (13)	4 (8)
Goals related to program administration, reach or planning (not health related)	12 (23)	9 (17)	11 (21)
Other	2 (4)	0 (0)	1 (2)
Statewide goals unclear or not reported	1 (2)	1 (2)	0 (0)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 2. Statewide goal topic areas identified in State Plan by fiscal year

Goal Topics	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Lifestyle consistent with the Dietary Guidelines for Americans	27 (52)	29 (55)	26 (49)
Increase fruit and vegetable consumption	26 (50)	25 (47)	21 (40)
Increase consumption of whole grains	16 (31)	17 (32)	11 (21)
Switch to non-fat or low-fat milk and milk products	19 (37)	19 (36)	14 (26)
Improve food resource management practices	13 (25)	13 (25)	10 (19)
Improve calorie balance during each stage of life	19 (37)	19 (36)	12 (23)
Prevent chronic diseases (i.e., obesity, diabetes)	8 (15)	7 (13)	14 (26)
Increased physical activity	28 (54)	27 (51)	32 (60)
Food safety	12 (23)	8 (15)	5 (9)
Increased knowledge related to nutrition	11 (21)	7 (13)	6 (11)
Increased knowledge related to physical activity	7 (14)	6 (11)	5 (9)
General Healthy Eating	3 (6)	4 (8)	7 (13)
Reduce consumption of sugar sweetened beverages	0 (0)	2 (4)	5 (9)
Policy, systems, environmental change	4 (8)	6 (11)	6 (11)
Increased food security	4 (8)	4 (8)	4 (8)
Administrative goals	3 (6)	5 (9)	4 (8)
Creating partnerships	3 (6)	2 (4)	1 (2)
Other	2 (4)	3 (6)	2 (4)
NONE IDENTIFIED	2 (4)	3 (6)	1 (2)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 3. Statewide objectives identified in State plan by fiscal year

Objectives Identified	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes, for all goals	38 (73)	43 (81)	43 (81)
Yes, for some goals	5 (10)	4 (8)	1 (2)
Yes, but not clearly related to goals	7 (14)	5 (9)	9 (17)
No/unclear	2 (4)	1 (2)	0 (0)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

SNAP-Ed Implementation

IMPLEMENTING AGENCY TYPES

Table 4. Implementing Agency Types by fiscal year

Implementing Agency Type	FY 2014	FY 2015	FY 2016
	Number of IAs (%)	Number of IAs (%)	Number of IAs (%)
TOTAL	132 (100)	147 (100)	147 (100)
Land grant university, cooperative extension	49 (37)	59 (40)	58 (40)
Land grant university, not extension	5 (4)	4 (3)	4 (3)
Other university	6 (5)	8 (5)	8 (5)
Non-profit, general purpose	11 (8)	12 (8)	14 (10)
Non-profit, food specific	21 (16)	24 (16)	18 (12)
State department of public health	8 (6)	10 (7)	10 (7)
State department of social services	2 (2)	3 (2)	4 (3)
Other department of state government	2 (2)	1 (1)	1 (1)
Local government agency	19 (14)	19 (13)	24 (16)
Indian Tribal Organization	7 (5)	6 (4)	5 (3)
Other	2 (2)	1 (1)	1 (1)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 due to rounding.

Table 5. Implementing agency types (6 categories) by fiscal year

Implementing Agency Type	FY 2014	FY 2015	FY 2016
	Number of IAs (%)	Number of IAs (%)	Number of IAs (%)
TOTAL	132 (100)	51 (100)	51 (100)
University	60 (46)	71 (48)	70 (48)
Non-profit	32 (24)	36 (25)	32 (22)
State department	12 (9)	14 (10)	15 (10)
Local government agency	19 (14)	19 (13)	24 (16)
Indian Tribal Organization	7 (5)	6 (4)	5 (3)
Other	2 (2)	1 (1)	1 (1)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 due to rounding.

LEVEL AT WHICH SNAP-ED PROJECTS ARE DESCRIBED

Table 6. Level at which SNAP-Ed projects are described in State plans by fiscal year

Levels	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Overall	52 (100)	53 (100)	53 (100)
All activities conducted by a single IA constitute a “project”	13 (25)	13 (25)	11 (21)
<i>Different</i> activities sponsored by the IA are described as distinct projects	28 (54)	32 (60)	33 (62)
<i>Similar</i> activities sponsored by the IA that are implemented in different locations are described as distinct projects (e.g., each county constitutes a project)	2 (4)	2 (4)	2 (4)
Other	9 (17)	6 (11)	7 (13)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

TARGET AUDIENCES

Table 7. Age Groups SNAP-Ed Programs Planned to Target by fiscal year

Age Group	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
< 5 years	40 (77)	43 (81)	46 (87)
5-17 years (school-aged)	51 (98)	52 (98)	53 (100)
18-59 years	52 (100)	52 (98)	53 (100)
60+ years	50 (96)	44 (83)	46 (87)
Unclear/not reported	8 (15)	12 (23)	16 (30)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 8. Age Groups SNAP-Ed Programs Reached (State-level) by fiscal year

Age Group	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
< 5 years	42 (82)	49 (96)	46 (90)
5-17 years (school-aged)	49 (96)	51 (100)	50 (98)
18-59 years	50 (98)	51 (100)	51 (100)
60+ years	50 (98)	51 (100)	51 (100)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

Table 9. Age Groups SNAP-Ed Programs Primarily Reached (State-level) by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
< 5 years	1 (2)	0 (0)	1 (2)
5-17 years (school-aged)	45 (88)	46 (90)	42 (82)
18-59 years	5 (10)	5 (10)	8 (16)
60+ years	0 (0)	0 (0)	0 (0)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 due to rounding.

Table 10. Age Groups SNAP-Ed Programs Reached by Implementing Agencies by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	132 (100)	147 (100)	147 (100)
< 5 years	72 (55)	87 (59)	63 (43)
5-17 years (school-aged)	97 (74)	114 (78)	91 (62)
18-59 years	119 (90)	133 (91)	69 (47)
60+ years	96 (73)	114 (78)	105 (71)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. 5 IAs were missing information on age groups in FY 2014. 4 IAs were missing information on age groups in FY 2015. 7 IAs were missing information on age groups in FY 2016. Categories not mutually exclusive therefore percentages may not add to 100.

Table 11. Age Groups SNAP-Ed Programs Primarily Reached (IA-level) by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	132 (100)	147 (100)	147 (100)
< 5 years	4 (3)	4 (3)	35 (24)
5-17 years (school-aged)	66 (50)	73 (50)	55 (37)
18-59 years	50 (38)	60 (41)	2 (1)
60+ years	6 (5)	5 (3)	36 (25)
Missing/NA	6 (5)	5 (3)	19 (13)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. 5 IAs were missing information on age groups in FY 2014. 4 IAs were missing information on age groups in FY 2015. 7 IAs were missing information on age groups in FY 2016. Percentages may not add to 100 due to rounding.

SNAP-ED PROGRAMMING TYPES

Table 12. Types of programming included by SNAP-Ed State Agencies by fiscal year

Types of Programming	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total	52 (100)	53 (100)	53 (100)
Any direct education	52 (100)	53 (100)	53 (100)
Any social marketing	29 (56)	38 (72)	38 (72)
Any PSE	29 (56)	49 (93)	52 (98)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 13. Types of programming included in planned SNAP-Ed projects by fiscal year

Types of Programming	FY 2014	FY 2015	FY 2016
	Number of Projects (%)	Number of Projects (%)	Number of Projects (%)
Total	585 (100)	444 (100)	438 (100)
Any direct education	541 (92)	393 (89)	384 (88)
Any social marketing	51 (9)	95 (21)	95 (22)
Any PSE	178 (30)	312 (70)	364 (83)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 14. Combinations of programming included in planned SNAP-Ed projects by fiscal year

Combinations of Programming by fiscal year	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total	52 (100)	53 (100)	53 (100)
Direct Education only	12 (23)	3 (6)	1 (2)
Direct Education and PSE	11 (21)	12 (23)	14 (26)
Direct Education and Social Marketing	11 (21)	1 (2)	0 (0)
Direct Education, Social Marketing and PSE	18 (35)	37 (70)	38 (72)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

Table 15. Combination of programming types included in planned SNAP-Ed projects by level at which projects are described and by fiscal year

Combination of Programming by Level	FY 2014 Number of States	FY 2014 Percentage of States	FY 2015 Number of States	FY 2015 Percentage of States	FY 2016 Number of States	FY 2016 Percentage of States
All activities conducted by a single IA constitute a "project"	13	25.0	13	24.5	11	20.8
Direct Education only	5	--	2	--	0	--
Direct Education and PSE	2	--	3	--	2	--
Direct Education and Social Marketing	4	--	0	--	0	--
Direct Education, Social Marketing and PSE	2	--	8	--	9	--
Different activities sponsored by the IA are described as distinct projects	28	53.8	32	60.4	33	62.3
Direct Education only	6	--	1	--	1	--
Direct Education and PSE	7	--	8	--	10	--
Direct Education and Social Marketing	5	--	1	--	0	--
Direct Education, Social Marketing and PSE	10	--	22	--	22	--
Similar activities sponsored by the IA that are implemented in different locations are described as distinct projects	2	3.8	2	3.8	2	3.8
Direct Education only	0	--	0	--	0	--
Direct Education and PSE	0	--	0	--	0	--
Direct Education and Social Marketing	0	--	0	--	0	--
Direct Education, Social Marketing and PSE	2	--	2	--	2	--
Combination of methods	9	17.3	5	9.4	7	13.2
Direct Education only	0	--	0	--	0	--
Direct Education and PSE	1	--	1	--	2	--
Direct Education and Social Marketing	0	--	0	--	0	--
Direct Education, Social Marketing and PSE	4	--	5	--	5	--

Source: SNAP-Ed State Plans

Direct Education Programming

DETAILS PROVIDED ON DIRECT EDUCATION

Table 16. Details provided on direct education programming by fiscal year

Details Provided on Direct Education	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Total Number of States with Direct Education projects	52 (100)	53 (100)	53 (100)
Target audience age groups	--	--	--
Yes, for all projects	48 (92)	46 (87)	45 (85)
Yes, for some but not all projects	4 (8)	6 (11)	8 (15)
No/unclear/not reported	0 (0)	1 (2)	0 (0)
Settings	--	--	--
Yes, for all projects	42 (81)	46 (87)	48 (91)
Yes, for some but not all projects	10 (19)	7 (13)	5 (9)
No/unclear/not reported	0 (0)	0 (0)	0 (0)
Partners	--	--	--
Yes, for all projects	25 (48)	29 (55)	30 (57)
Yes, for some but not all projects	22 (42)	18 (34)	18 (34)
No/unclear/not reported	5 (10)	6 (11)	5 (9)
Planned reach	--	--	--
Yes, for all projects	12 (23)	10 (19)	15 (28)
Yes, for some but not all projects	23 (44)	31 (59)	19 (36)
No/unclear/not reported	17 (33)	12 (23)	19 (36)
Types of series or sessions	--	--	--
Yes, for all projects	29 (56)	33 (62)	27 (51)
Yes, for some but not all projects	21 (40)	19 (36)	23 (43)
No/unclear/not reported	2 (4)	1 (2)	3 (6)
Number of planned contacts	--	--	--
Yes, for all projects	9 (17)	11 (21)	14 (26)
Yes, for some but not all projects	20 (39)	23 (43)	19 (36)
No/unclear/not reported	23 (44)	19 (36)	20 (38)

Source: SNAP-Ed State Plans

DIRECT EDUCATION: SETTING

Table 17. Settings in which Direct Education was *Planned* by fiscal year

Setting	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
Eat	41 (79)	41 (77)	38 (72)
Learn	52 (100)	53 (100)	52 (98)
Live	47 (90)	47 (89)	48 (91)
Play	46 (89)	48 (91)	45 (85)
Shop	46 (89)	46 (87)	48 (91)
Work	40 (77)	42 (79)	40 (76)
Unclear/not reported	10 (19)	7 (13)	5 (9)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 18. Settings in which Direct Education was *Implemented* by fiscal year

Setting	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
Eat	48 (94)	50 (98)	50 (98)
Learn	51 (100)	51 (100)	51 (100)
Live	50 (98)	51 (100)	51 (100)
Play	48 (94)	51 (100)	50 (98)
Shop	50 (98)	50 (98)	49 (96)
Work	50 (98)	50 (98)	49 (96)
Unclear*	41 (80)	42 (82)	39 (77)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100. *Includes sites for which setting could not be determined because they were identified by the State agencies as “other” and no additional detail about the site was available.

Table 19. Total and mean number of sites per state for each setting in which direct education was implemented by fiscal year

FY 2014

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	59,565	--	--
Eat	4,276	83.8	0, 595
Learn	28,005	549.1	21, 3403
Live	15,418	302.3	0, 4263
Play	3,189	62.5	0, 518
Shop	3,566	69.9	0, 725
Work	2,801	54.9	0, 484
Unclear*	2,310	45.3	0, 501

FY 2015

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	49,681	--	--
Eat	3,924	76.9	0, 506
Learn	25,446	498.9	6, 3744
Live	9,348	183.3	1, 1213
Play	3,013	59.1	1, 352
Shop	3,606	70.7	0, 572
Work	2,230	43.7	0, 321
Unclear*	2,114	41.5	0, 522

FY 2016

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	59,413	--	--
Eat	4,449	87.2	0, 664
Learn	27,502	539.3	2, 3989
Live	14,109	276.6	1, 4319
Play	3,765	73.8	0, 535
Shop	4,334	85	0, 785
Work	2,639	51.7	0, 277
Unclear*	2,615	51.3	0, 733

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. *Includes sites for which setting could not be determined because they were identified by the State agencies as "other" and no additional detail about the site was available. Categories not mutually exclusive therefore percentages may not add to 100.

Table 20. Settings in which direct education was implemented by fiscal year

Setting	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
Food Stores	39 (77)	42 (82)	41 (80)
Elderly Service Centers	46 (90)	45 (88)	49 (96)
Libraries	42 (82)	48 (94)	46 (90)
Public Schools	51 (100)	51 (100)	51 (100)
Head Start Programs	46 (90)	49 (96)	49 (96)
Other Youth Education	49 (96)	48 (94)	49 (96)
WIC Programs	44 (86)	42 (82)	44 (86)
Extension Offices	44 (86)	38 (75)	42 (82)
Public Housing	49 (96)	49 (96)	49 (96)
Individual Homes	27 (53)	25 (49)	25 (49)
Churches	45 (88)	46 (90)	48 (94)
Public/Community Health Centers	46 (90)	49 (96)	49 (96)
Shelters	44 (86)	45 (88)	47 (92)
Adult Rehabilitation Centers	43 (84)	44 (86)	47 (92)
Community Centers	48 (94)	51 (100)	50 (98)
Farmers Markets	36 (71)	41 (80)	43 (84)
Emergency Food Assistance	48 (94)	48 (94)	48 (94)
Adult Education & Job Training	48 (94)	48 (94)	49 (96)
Worksites	34 (67)	31 (61)	36 (71)
SNAP Offices	34 (67)	40 (78)	39 (77)
Other	41 (80)	42 (82)	39 (77)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

Table 21. Total and mean number of sites per State for each setting in which direct education was implemented by fiscal year

FY 2014

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	59,565	--	--
Food Stores	1,378	27	0, 446
Elderly Service Centers	2,898	56.8	0, 415
Libraries	943	18.5	0, 196
Public Schools	18,236	357.6	17, 2674
Head Start Programs	3,590	70.4	0, 412
Other Youth Education	2,979	58.4	0, 515
WIC Programs	1,426	28	0, 275
Extension Offices	831	16.3	0, 120
Public Housing	2,389	46.8	0, 441
Individual Homes	7,820	153.3	0, 4110
Churches	2,227	43.7	0, 414
Public/Community Health Centers	1,493	29.3	0, 247
Shelters	722	14.2	0, 81
Adult Rehabilitation Centers	767	15	0, 151
Community Centers	3,189	62.5	0, 518
Farmers Markets	822	16.1	(0, 196)
Emergency Food Assistance	2,744	53.8	(0, 529)
Adult Education & Job Training	1,631	32	(0, 349)
Worksites	595	11.7	(0, 196)
SNAP Offices	575	11.3	(0, 84)
Other	2,310	45.3	(0, 501)

FY 2015

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	49,681	--	
Food Stores	975	19.1	0, 201
Elderly Service Centers	2,949	57.8	0, 453
Libraries	981	19.2	0, 139
Public Schools	16,936	332.1	4, 3065
Head Start Programs	3,379	66.3	0, 406
Other Youth Education	2,396	47	0, 308
WIC Programs	1,085	21.3	0, 278
Extension Offices	669	13.1	0, 120
Public Housing	2,368	46.4	0, 284
Individual Homes	1,484	29.1	0, 385
Churches	2,189	42.9	0, 255
Public/Community Health Centers	1,647	32.3	0, 236
Shelters	705	13.8	0, 82
Adult Rehabilitation Centers	955	18.7	0, 188
Community Centers	3,013	59.1	1, 352

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
Farmers Markets	1,058	20.7	0, 265
Emergency Food Assistance	2,548	50	0, 406
Adult Education & Job Training	1,149	22.5	0, 146
Worksites	484	9.5	0, 220
SNAP Offices	597	11.7	0, 83
Other	2,114	41.5	0, 522

FY 2016

Setting	Total Number of Sites	Average Number of Sites Per State	Range (Min, Max) of Sites Per State
TOTAL	59,413	--	--
Food Stores	1,347	26.4	0, 392
Elderly Service Centers	3,102	60.8	0, 534
Libraries	1,153	22.6	0, 175
Public Schools	17,671	346.5	2, 3081
Head Start Programs	4,064	79.7	0, 511
Other Youth Education	2,469	48.4	0, 312
WIC Programs	1,140	22.4	0, 187
Extension Offices	1,005	19.7	0, 140
Public Housing	2,879	56.5	0, 488
Individual Homes	5,160	101.2	0, 4108
Churches	2,557	50.1	0, 354
Public/Community Health Centers	1,867	36.6	0, 250
Shelters	790	15.5	0, 98
Adult Rehabilitation Centers	856	16.8	(0, 216)
Community Centers	3765	73.8	(0, 535)
Farmers Markets	1425	27.9	(0, 314)
Emergency Food Assistance	2909	57.0	(0, 602)
Adult Education & Job Training	1452	28.5	(0, 182)
Worksites	503	9.9	(0, 133)
SNAP Offices	684	13.4	(0, 78)
Other	2615	51.3	(0, 733)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

DIRECT EDUCATION: PLANNED PARTNERS

Table 22. Partners planned for direct education by fiscal year

Setting	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
Agricultural organizations (includes farmers markets)	17 (33)	22 (42)	22 (42)
Chefs/culinary institutes	10 (19)	9 (17)	4 (8)
City and regional planning groups	0 (0)	2 (4)	3 (6)
Early care and education facilities	10 (19)	13 (25)	7 (13)
Faith-based groups	13 (25)	9 (17)	10 (19)
Food banks/food pantries	21 (40)	23 (43)	19 (36)
Food stores	13 (25)	8 (15)	9 (17)
Foundations/philanthropy organizations/nonprofits	22 (42)	25 (47)	25 (47)
Government program/agency	36 (69)	35 (66)	35 (66)
Hospitals/healthcare organizations	11 (21)	16 (30)	18 (34)
Human services organizations	22 (42)	18 (34)	16 (30)
Indian Tribal Organizations	6 (12)	9 (17)	7 (13)
Labor/workforce development groups	8 (15)	8 (15)	6 (11)
Media/advertising groups	1 (2)	3 (6)	2 (4)
Parks and recreation centers	9 (17)	10 (19)	9 (17)
Public health organizations	18 (35)	17 (32)	17 (32)
Restaurants	0 (0)	0 (0)	0 (0)
Schools (colleges and universities)	19 (37)	15 (28)	14 (26)
Schools (pre K-12)	18 (35)	22 (42)	16 (30)
Transportation groups	0 (0)	1 (2)	2 (4)
Worksites	0 (0)	1 (2)	2 (4)
Other	12 (23)	17 (32)	14 (26)
Unclear/Not Reported	27 (52)	24 (45)	23 (43)

Source: SNAP-Ed State Plans Examples of other partners are AmeriCorps, Food Corps, master gardener volunteers, food policy councils, and 4-H. Categories not mutually exclusive therefore percentages may not add to 100.

DIRECT EDUCATION: KEY MESSAGES OR PROGRAMS DELIVERED

Table 23. Content of direct education that was implemented by fiscal year

Key Messages	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
Fats and Oils	2 (4)	1 (2)	1 (2)
Fiber-Rich Foods	3 (6)	5 (10)	5 (10)
Food Safety	19 (37)	18 (35)	18 (35)
Fruits & Vegetables	47 (92)	49 (96)	49 (96)
Promote Healthy Weight	13 (26)	15 (29)	15 (29)
Lean Meat and Beans	4 (8)	4 (8)	4 (8)
Fat Free/Low Fat Milk	14 (28)	11 (22)	14 (28)
Sodium & Potassium	1 (2)	1 (2)	0 (0)
Physical Activity	35 (69)	36 (71)	39 (77)
Mypyramid/Healthy Eating Plan	41 (80)	39 (77)	42 (82)
Food Shopping/Preparation	34 (67)	36 (71)	35 (69)
Limit Added Sugars or Caloric Sweeteners	14 (28)	13 (26)	13 (26)
Whole Grains	18 (35)	15 (29)	12 (24)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

DIRECT EDUCATION: REACH

Table 24. State-reported direct education reach by fiscal year

State	FY 2014 Total Reach	FY 2015 Total Reach	FY 2016 Total Reach
Alabama	49,284	86,051	80,061
Alaska	4,565	1,286	3,896
Arizona	170,303	204,301	140,194
Arkansas	49,417	54,177	56,777
California	840,294	798,085	694,268
Colorado	10,033	13,351	20,709
Connecticut	39,400	37,767	39,270
Delaware	6,653	7,684	4,860
District of Columbia	21,011	31,229	45,411
Florida	84,496	103,680	119,701
Georgia	38,378	49,183	119,902
Hawaii	2,362	3,861	813
Idaho	10,659	6,160	5,009
Illinois	236,111	296,939	305,814
Indiana	49,804	65,574	59,324
Iowa	23,878	26,500	27,968
Kansas	32,683	38,516	37,699
Kentucky	424,208	407,598	527,653
Louisiana	47,949	49,227	16,543

State	FY 2014 Total Reach	FY 2015 Total Reach	FY 2016 Total Reach
Maine	31,889	36,283	34,190
Maryland	31,952	21,623	25,069
Massachusetts	46,126	64,663	69,444
Michigan	239,556	279,233	291,016
Minnesota	29,057	9,743	16,706
Mississippi	60,443	72,591	93,563
Missouri	217,921	234,481	198,829
Montana	4,678	5,370	4,522
Nebraska	26,039	26,133	23,259
Nevada	20,436	16,193	14,891
New Hampshire	3,142	4,127	4,253
New Jersey	27,598	26,173	13,613
New Mexico	41,920	53,702	84,983
New York	104,810	121,205	189,184
North Carolina	21,995	35,042	44,590
North Dakota	11,147	14,141	14,522
Ohio	26,562	34,739	43,925
Oklahoma	7,033	18,395	14,994
Oregon	50,419	45,156	46,337
Pennsylvania	261,363	279,273	275,162
Rhode Island	5,139	5,313	4,711
South Carolina	7,100	11,426	27,116
South Dakota	2,502	767	2,458
Tennessee	25,923	35,437	31,154
Texas	2,497,381	1,775,708	439,107
Utah	25,848	33,197	29,975
Vermont	437	997	1,408
Virginia	113,789	106,197	132,580
Washington	78,990	143,350	127,190
West Virginia	14,287	20,833	17,972
Wisconsin	129,003	115,375	94,499
Wyoming	9,332	10,253	13,731

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable.

Table 25. Completeness of planned direct education reach by fiscal year

Completeness of Planned Reach Data in State plan	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL States including direct education	52 (100)	53 (100)	53 (100)
Complete unduplicated planned reach provided for all direct education projects	12 (23)	10 (19)	15 (28)
Incomplete or unclear unduplicated planned reach on one or more direct education projects	40 (77)	43 (81)	38 (72)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

Table 26. Completeness of planned direct education reach by fiscal year by project

Completeness of Planned Reach Data in State Plan	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL projects including direct education	538 (92)	387 (87)	378 (86)
Unduplicated planned reach provided for all direct education components of the project and each target audience subgroup	390 (73)	267 (69)	266 (70)
Unduplicated planned reach provided but missing detail for at least one direct education component or target audience subgroup	52 (10)	40 (10)	44 (12)
Unclear/not reported	96 (18)	80 (21)	68 (18)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

Table 27. Direct education reach by fiscal year

Actual Reach	FY 2014 Number of SNAP-Ed Participants (%)	FY 2015 Number of SNAP-Ed Participants (%)	FY 2016 Number of SNAP-Ed Participants (%)
All Ages	6,315,305 (100)	5,938,288 (100)	4,730,825 (100)
0-5 years	357,551 (5.7)	338,291 (5.7)	360,651 (7.6)
5-17 years	4,015,398 (63.6)	4,189,487 (70.6)	3,057,984 (64.6)
18-59 years	1,638,257 (25.9)	1,082,203 (18.2)	950,284 (20.1)
60 + years	304,099 (4.8)	328,307 (5.5)	361,906 (7.7)

Note: Based on data reported in EARS.

DIRECT EDUCATION: TYPES OF SERIES OR SESSIONS

Table 28. Types of direct education series or sessions planned by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	52 (100)	53 (100)	53 (100)
Single session	39 (75)	42 (79)	39 (74)
Series of 2 to 4 Sessions	38 (73)	42 (79)	33 (62)
Series of 5 to 9 Sessions	48 (92)	48 (91)	46 (87)
Series of 10+ Sessions	29 (56)	34 (64)	31 (59)
Unclear/not reported	23 (44)	20 (38)	26 (49)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 29. Types of direct education series or sessions implemented by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	51 (100)	51 (100)	51 (100)
Single session	46 (90)	49 (96)	48 (94)
Series of 2 to 4 Sessions	48 (94)	47 (92)	47 (92)
Series of 5 to 9 Sessions	49 (96)	51 (100)	50 (98)
Series of 10+ Sessions	43 (84)	43 (84)	48 (94)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

**Table 30. Total and mean number of direct education series or sessions implemented by fiscal year
FY 2014**

Age Group	Total Number of Sessions	Average Number of Sessions Per State	Range (Min, Max) of Sessions Per State
TOTAL	773,988	--	--
Single session	271,997	5913	1, 98376
Series of 2 to 4 Sessions	180,233	3755	1, 110946
Series of 5 to 9 Sessions	151,906	3100	13, 25596
Series of 10+ Sessions	169,852	3950	2, 108546

FY 2015

Age Group	Total Number of Sessions	Average Number of Sessions Per State	Range (Min, Max) of Sessions Per State
TOTAL	712,657	--	--
Single session	239,946	4897	1, 96503
Series of 2 to 4 Sessions	139,562	2969	5, 88132
Series of 5 to 9 Sessions	145,093	2845	2, 41779
Series of 10+ Sessions	188,056	4373	1, 125987

FY 2016

Age Group	Total Number of Sessions	Average Number of Sessions Per State	Range (Min, Max) of Sessions Per State
TOTAL	870,785	--	--
Single session	266,008	5542	49, 109217
Series of 2 to 4 Sessions	129,677	2759	2, 71033
Series of 5 to 9 Sessions	257,767	5155	20, 114175
Series of 10+ Sessions	217,333	4528	1, 110606

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable.

Social Marketing Programming

SOCIAL MARKETING: IMPLEMENTING AGENCY TYPES

Table 31. Implementing agency types delivering social marketing by fiscal year

IA Types Delivering Social Marketing	FY 2014 Number of IAs (%)	FY 2015 Number of IAs (%)	FY 2016 Number of IAs (%)
TOTAL	24 (100)	29 (100)	35 (100)
Land grant university, cooperative extension	9 (38)	14 (48)	17 (49)
Land grant university, not extension	1 (4)	1 (4)	1 (3)
Other university	3 (13)	4 (14)	4 (11)
Non-profit, general purpose	2 (8)	2 (7)	3 (9)
Non-profit, food specific	4 (17)	2 (7)	3 (9)
State department of public health	4 (17)	5 (17)	5 (14)
Indian Tribal Organization	1 (4)	1 (4)	1 (3)
Other	--	--	1 (3)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 due to rounding.

Table 32. Implementing agency types (collapsed) delivering social marketing by fiscal year

IA Types Delivering Social Marketing	FY 2014 Number of IAs (%)	FY 2015 Number of IAs (%)	FY 2016 Number of IAs (%)
TOTAL	132 (100)	51 (100)	51 (100)
University	13 (54)	19 (66)	70 (48)
Non-profit	6 (25)	4 (14)	32 (22)
State department	4 (17)	5 (17)	15 (10)
Indian Tribal Organization	1 (4)	1 (4)	24 (16)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Percentages may not add to 100 due to rounding.

DETAILS PROVIDED ON SOCIAL MARKETING

Table 33. Details provided on social marketing programming by fiscal year

Details Provided on Social Marketing	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Total Number of States with Social Marketing projects	29 (56)	38 (72)	38 (72)
Scale of campaign	--	--	--
Yes, for all projects	28 (97)	34 (90)	36 (95)
Yes, for some but not all projects	1 (3)	3 (8)	1 (3)
No/unclear/not reported	0 (0)	1 (3)	1 (3)
Target audience	--	--	--
Yes, for all projects	27 (93)	33 (87)	30 (79)
Yes, for some but not all projects	1 (3)	3 (8)	5 (13)
No/unclear/not reported	1 (3)	2 (5)	3 (8)
Major campaign activities	--	--	--
Yes, for all projects	28 (97)	32 (84)	37 (97)
Yes, for some but not all projects	1 (3)	6 (16)	1 (3)
No/unclear/not reported	0 (0)	0 (0)	0 (0)
Levels of intervention	--	--	--
Yes, for all projects	26 (90)	27 (71)	28 (74)
Yes, for some but not all projects	1 (3)	5 (13)	5 (13)
No/unclear/not reported	2 (7)	6 (16)	5 (13)
Intervention channels	--	--	--
Yes, for all projects	27 (93)	28 (74)	30 (79)
Yes, for some but not all projects	1 (3)	6 (16)	3 (8)
No/unclear/not reported	1 (3)	4 (11)	5 (13)
Planned reach	--	--	--
Yes, for all projects	4 (14)	7 (18)	6 (16)
Yes, for some but not all projects	9 (31)	10 (26)	10 (26)
No/unclear/not reported	16 (55)	21 (55)	22 (58)
Partners	--	--	--
Yes, for all projects	17 (59)	25 (66)	22 (58)
Yes, for some but not all projects	7 (24)	8 (21)	8 (21)
No/unclear/not reported	5 (17)	5 (13)	8 (21)

Source: SNAP-Ed State Plans

SOCIAL MARKETING: LEVELS OF INTERVENTION

Table 34. Social marketing levels at which social marketing campaign coordinated by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	29 (56)	38 (72)	38 (72)
State agency	5 (17)	10 (26)	11 (29)
Implementing agency	25 (86)	28 (74)	26 (68)
Local	1 (3)	5 (13)	7 (18)
Unclear/Unknown	1 (3)	4 (11)	2 (5)

Source: SNAP-Ed State Plans. Includes States that described social marketing activities in their State Plan. Categories not mutually exclusive therefore percentages may not add to 100.

Table 35. Social marketing levels of intervention planned by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	29 (56)	38 (72)	38 (72)
Individual	21 (72)	25 (66)	26 (68)
Interpersonal (groups)	4 (14)	4 (11)	9 (24)
Institution/Organization	6 (21)	9 (24)	10 (26)
Community	7 (24)	9 (24)	17 (45)
All levels	9 (31)	8 (21)	9 (24)
Other	0 (0)	0 (0)	1 (3)
Unclear/not reported	3 (10)	11 (29)	10 (26)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

SOCIAL MARKETING: TYPES OF CAMPAIGN ACTIVITIES

Table 36. Types of social marketing activities planned by fiscal year

	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	29 (56)	38 (72)	38 (72)
Planning (incl. market and formative research)	15 (52)	18 (47)	23 (61)
Developing (includes campaign/materials design and consumer testing)	22 (76)	22 (58)	25 (66)
Implementing	26 (90)	33 (87)	34 (90)
Tracking and Evaluation	16 (55)	16 (42)	20 (53)
Unclear/not reported	1 (3)	6 (16)	1 (3)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 37. Types of social marketing activities implemented by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	21 (100)	26 (100)	27 (100)
Planning	8 (38)	14 (54)	17 (63)
Developing	17 (81)	15 (58)	19 (70)
Implementing	18 (86)	16 (62)	25 (93)
Tracking and Evaluation	14 (67)	10 (39)	21 (78)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

Table 38. Social marketing levels of intervention implemented by fiscal year

Age Group	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	21 (100)	26 (100)	27 (100)
Individual	11 (52)	10 (39)	16 (59)
Interpersonal (groups)	7 (33)	5 (19)	11 (41)
Institution/Organization	3 (14)	2 (8)	6 (22)
Community	6 (29)	4 (15)	7 (26)
All levels	7 (33)	8 (31)	13 (48)
Other	0 (0)	1 (4)	0 (0)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

SOCIAL MARKETING: INTERVENTION CHANNELS

Table 39. Planned social marketing intervention channels by fiscal year

Social Marketing Intervention Channels States Planned to Use	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL, States with Planned Social Marketing	29 (56)	38 (72)	38 (72)
Nutrition Education Radio PSA	12 (41)	14 (37)	18 (47)
Planned reach reported	3 (10)	4 (11)	4 (11)
Nutrition Education TV PSA	8 (28)	9 (24)	12 (32)
Planned reach reported	2 (7)	1 (3)	4 (11)
Nutrition Education articles	9 (31)	7 (18)	6 (16)
Planned reach reported	0 (0)	3 (8)	1 (3)
Billboards, bus wraps, or other signage	13 (45)	21 (55)	20 (53)
Planned reach reported	2 (7)	5 (13)	6 (16)
Sponsor/participate in community events/fairs	6 (21)	7 (18)	3 (8)
Planned reach reported	2 (7)	3 (8)	2 (5)
Fact sheets/ pamphlets/ newsletters	18 (62)	17 (45)	20 (53)
Planned reach reported	4 (14)	4 (11)	3 (8)
Posters	16 (55)	25 (66)	23 (61)
Planned reach reported	1 (3)	2 (5)	6 (16)
Calendars	3 (10)	2 (5)	4 (11)
Planned reach reported	1 (3)	1 (3)	1 (3)
Promotional materials w/nutr. messages	11 (38)	17 (45)	12 (32)
Planned reach reported	1 (3)	1 (3)	0 (0)

Social Marketing Intervention Channels States Planned to Use	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Website	14 (48)	20 (53)	22 (58)
Planned reach reported	1 (3)	3 (8)	1 (3)
Electronic (email) materials/info dist.	8 (28)	8 (21)	10 (26)
Planned reach reported	1 (3)	1 (3)	1 (3)
Videos/CD-Roms	7 (24)	11 (29)	9 (24)
Planned reach reported	0 (0)	2 (5)	0 (0)
Retail/point-of-purchase activities	7 (24)	13 (34)	9 (24)
Planned reach reported	2 (7)	2 (5)	1 (3)
Other	18 (62)	17 (45)	21 (55)
Planned reach reported	4 (14)	5 (13)	7 (18)

Source: SNAP-Ed State Plans. Examples of “Other” include social media platforms, like Facebook, YouTube and Twitter and school district newsletters. Categories not mutually exclusive therefore percentages may not add to 100.

Table 40. Intervention channels through which social marketing was implemented by fiscal year

Social Marketing Channel	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	21 (100)	26 (100)	27 (100)
Nutrition Education Radio PSA	11 (52)	11 (42)	12 (44)
Nutrition Education TV PSA	6 (29)	7 (27)	10 (37)
Nutrition Education articles	4 (19)	6 (23)	11 (41)
Billboards, bus wraps, or other signage	14 (67)	12 (46)	18 (67)
Participation in community events/fairs	11 (52)	11 (42)	15 (56)
Sponsor community events/fairs	9 (43)	3 (12)	5 (19)
Fact sheets/ pamphlets/ newsletters	15 (71)	13 (50)	19 (70)
Posters	12 (57)	11 (42)	17 (63)
Calendars	2 (10)	3 (12)	8 (30)
Promotional materials w/nutr. messages	11 (52)	11 (42)	17 (63)
Website	15 (71)	13 (50)	21 (78)
Electronic (email) materials/info dist.	6 (29)	9 (35)	13 (48)
Videos/CD-Roms	5 (24)	4 (15)	9 (33)
Retail/point-of-purchase activities	5 (24)	7 (27)	8 (30)
Other	9 (43)	6 (23)	13 (48)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Examples of “other” include social media (Facebook, Twitter, and Instagram), online advertising, and text messaging. Categories not mutually exclusive therefore percentages may not add to 100.

SOCIAL MARKETING: KEY MESSAGES

Table 41. Social marketing key messages implemented by fiscal year

Actual Reach	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	21 (100)	26 (100)	26 (100)
Milk	3 (14)	4 (15)	3 (11)
Fats/oils	0 (0)	1 (4)	1 (4)
Fiber-rich foods	0 (0)	0 (0)	2 (7)
Food shopping/preparation	4 (19)	9 (35)	14 (52)
Fruits/vegetables	14 (67)	17 (65)	25 (93)
Lean meat and beans	1 (5)	(0)	2 (7)
Limit added sugars/sweeteners	5 (24)	3 (12)	7 (26)
MyPlate	6 (29)	6 (23)	8 (30)
Physical activity	8 (38)	8 (31)	16 (59)
Promote health weight	6 (29)	2 (8)	2 (7)
Sodium/potassium	0 (0)	0 (0)	1 (4)
Whole grains	3 (14)	0 (0)	1 (4)
Food safety	0 (0)	0 (0)	1 (4)
Other	1 (5)	3 (12)	5 (19)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Note: Missing data for one state. Categories not mutually exclusive therefore percentages may not add to 100.

SOCIAL MARKETING: PRIORITY POPULATIONS

Table 42. Social marketing priority populations by fiscal year

Population	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	21 (100)	26 (100)	27 (100)
Race	--	--	--
American Indian/Alaska Native	7 (33)	9 (35)	16 (60)
Asian	8 (38)	10 (39)	17 (63)
Black	12 (57)	13 (50)	18 (67)
Native Hawaiian/Other Pacific Islander	7 (33)	8 (31)	14 (52)
White	11 (52)	16 (62)	21 (78)
Ethnicity	--	--	--
Hispanic	12 (57)	14 (54)	23 (85)
Not hispanic	11 (52)	13 (50)	21 (78)
Sex	--	--	--
Female	15 (71)	18 (69)	24 (89)
Male	9 (43)	13 (50)	21 (78)
Age	--	--	--
All ages	5 (24)	9 (35)	12 (44)
Less than 5 years old	3 (14)	2 (8)	5 (19)
5-17 years old	8 (38)	4 (15)	11 (41)
18-59 years old	12 (57)	12 (46)	17 (63)
60+ years old	4 (19)	5 (19)	6 (22)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Note: Missing data for one state.

SOCIAL MARKETING: REACH

Table 43. State-reported social marketing reach by fiscal year

State	FY 2014 Total Reach	FY 2015 Total Reach	FY 2016 Total Reach
Alaska	108	-	-
Alabama	-	4,556,092	7,807,417
Arizona	24,147,119	229,523,733	179,741,232
California	11,390,000	8,314,699	9,611,242
Florida	-	-	-
Georgia	-	279	312,302
Idaho	-	-	774,737
Iowa	7,237,016	7,064,684	6,004,739
Kentucky		1,569,580	1,519,557
Louisiana	43,110	181,742	95,767
Maine	260,000	4,210,002	11,503,052
Michigan	6,440,225	7,432,500	4,143,342
Missouri	173,008	158,708	23,806
Nevada	38,586	13,541	12,355,037
New Jersey	14,873	18,416	-
New Mexico	8,000	30,000	98,000
New York	233,905		64,000
North Carolina	162,509	3,249,925	24,363,849
Ohio	-	-	900
Oklahoma	3,652,099	16,020,681	2,366,334
Oregon	15,093,775	15,896,377	6,892,877
Pennsylvania	71,216	80,823	401,830
Tennessee	-	353,726	906,226
Texas	65,789,732	46,723,279	35,141,415
Utah	-	-	130,000
Vermont	-	-	244,745
Virginia	943,725	25,725,108	1,264,743
Washington	-	175,047	170,337
West Virginia	16,733,174	3,589,350	6,397,315

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable.

SOCIAL MARKETING: PLANNED PARTNERS

Table 44. Types of partners planned to be engaged for social marketing by fiscal year

Partners	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	29 (56)	38 (72)	38 (72)
Agricultural organizations (includes farmers markets)	6 (21)	13 (34)	12 (32)
Chefs/culinary institutes	1 (3)	2 (5)	0 (0)
City and regional planning groups	2 (7)	0 (0)	1 (3)
Early care and education facilities	3 (10)	2 (5)	5 (13)
Faith-based groups	3 (10)	2 (5)	3 (8)
Food banks/food pantries	8 (28)	13 (34)	8 (21)
Food stores	8 (28)	15 (40)	12 (32)
Foundations/ philanthropy organizations/ nonprofits	1 (3)	6 (16)	5 (13)
Government program/agency	16 (55)	20 (53)	20 (53)
Hospitals/healthcare organizations	5 (17)	1 (3)	2 (5)
Human services organizations	3 (10)	5 (13)	4 (11)
Indian Tribal Organizations	1 (3)	2 (5)	2 (5)
Labor/workforce development groups	0 (0)	1 (3)	3 (8)
Media/advertising groups	4 (14)	5 (13)	8 (21)
Parks and recreation centers	0 (0)	4 (11)	4 (11)
Public health organizations	1 (3)	7 (18)	5 (13)
Restaurants	0 (0)	0 (0)	1 (3)
Schools (colleges and universities)	6 (21)	3 (8)	7 (18)
Schools (pre K-12)	11 (38)	17 (45)	16 (42)
Transportation groups	0 (0)	0 (0)	0 (0)
Worksites	0 (0)	1 (3)	0 (0)
Other	7 (24)	10 (26)	7 (18)
Unclear/Not reported	12 (41)	13 (34)	16 (42)

Note: Percentage of those States with Social Marketing Campaigns. Based on information reported in State Plan. Categories not mutually exclusive therefore percentages may not add to 100.

PSE Strategies

DETAILS PROVIDED ON PSE

Table 45. Details provided on PSE programming by fiscal year

Details Provided on PSE	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Total Number of States with PSE project	29 (56)	49 (93)	52 (98)
Planned reach	--	--	--
Yes, for all projects	7 (24)	16 (33)	19 (37)
Yes, for some but not all projects	15 (52)	21 (43)	22 (42)
No/unclear/not reported	7 (24)	12 (25)	11 (21)
Planned settings	--	--	--
Yes, for all projects	19 (66)	38 (78)	41 (79)
Yes, for some but not all projects	7 (24)	9 (18)	10 (19)
No/unclear/not reported	3 (10)	2 (4)	1 (2)
Partners	--	--	--
Yes, for all projects	14 (48)	29 (59)	30 (58)
Yes, for some but not all projects	13 (45)	16 (33)	19 (37)
No/unclear/not reported	2 (7)	4 (8)	3 (6)

Source: SNAP-Ed State Plans

PSE: SETTINGS

Table 46. Settings in which PSE strategies were planned by fiscal year

Setting	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	29 (56)	49 (93)	52 (98)
Eat	10 (35)	19 (39)	26 (50)
Learn	19 (66)	44 (90)	48 (92)
Live	22 (76)	43 (88)	47 (90)
Play	9 (31)	19 (39)	21 (40)
Shop	9 (31)	25 (51)	29 (56)
Work	20 (69)	34 (69)	43 (83)
Unclear/not reported	10 (35)	11 (22)	11 (21)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 47. Settings in which PSE strategies were implemented by fiscal year

Setting	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	23 (44)	36 (68)	44 (83)
Eat	3 (6)	10 (19)	14 (26)
Learn	11 (21)	28 (53)	37 (70)
Live	13 (25)	31 (59)	41 (77)
Play	5 (10)	8 (15)	17 (32)
Shop	6 (12)	15 (28)	20 (38)
Work	5 (10)	0 (0)	1 (2)
Unclear/not reported	11 (21)	26 (49)	33 (62)

Source: EARS. Data for Guam and U.S. Virgin Islands was unavailable. Categories not mutually exclusive therefore percentages may not add to 100.

PSE: PARTNERS

Table 48. Partners planned for PSE strategies by fiscal year

Partner Type	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL	29 (56)	49 (93)	52 (98)
Agricultural organizations (includes farmers markets)	15 (52)	20 (41)	30 (58)
Chefs/culinary institutes	2 (7)	2 (4)	2 (4)
City and regional planning groups	3 (10)	12 (25)	11 (21)
Early care and education facilities	4 (14)	8 (16)	10 (19)
Faith-based groups	4 (14)	5 (10)	9 (17)
Food banks/food pantries	3 (10)	15 (31)	16 (31)
Food stores	6 (21)	15 (31)	16 (31)
Foundations/philanthropy organizations/nonprofits	11 (38)	18 (37)	21 (40)
Government program/agency	14 (48)	31 (63)	40 (77)
Hospitals/healthcare organizations	4 (14)	12 (25)	12 (23)
Human services organizations	3 (10)	11 (22)	10 (19)
Indian Tribal Organizations	3 (10)	8 (16)	9 (17)
Labor/workforce development groups	2 (7)	2 (4)	2 (4)
Media/advertising groups	0 (0)	1 (2)	1 (2)
Parks and recreation centers	3 (10)	10 (20)	13 (25)
Public health organizations	8 (28)	15 (31)	23 (44)
Restaurants	1 (3)	2 (4)	1 (2)
Schools (colleges and universities)	5 (17)	13 (27)	15 (29)
Schools (pre K-12)	10 (35)	24 (49)	19 (37)

Partner Type	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Transportation groups	1 (3)	2 (4)	3 (6)
Worksites	2 (7)	2 (4)	3 (6)
Other	17 (59)	24 (49)	25 (48)
Unclear/Not Reported	15 (52)	20 (41)	22 (42)

Source: SNAP-Ed State Plans. Examples of “Other” are food alliances, coalitions, community wellness committee, economic development council, 4-H, master gardeners. Categories not mutually exclusive therefore percentages may not add to 100.

PSE: REACH

Table 49. Level at which planned reach is described for PSE strategies, among those States with planned PSE strategies

Level	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Total States with planned PSE strategies	29 (56)	49 (93)	52 (98)
Number of people	7 (24)	11 (22)	14 (27)
Number of partners	10 (35)	16 (33)	25 (48)
Number of settings	15 (52)	29 (59)	32 (62)
Number of strategies implemented	10 (35)	22 (45)	27 (52)
Other	3 (10)	5 (10)	4 (8)
Unclear/not provided	22 (76)	34 (69)	33 (64)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Interventions Used by SNAP-Ed IAs

STATE AGENCY APPROVED INTERVENTIONS

Table 50. State agency provides list of approved SNAP-Ed interventions in the State plan that can be implemented by its IAs by fiscal year

List Provided	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Yes	20 (39)	24 (45)	25 (47)
No/unclear	32 (62)	29 (55)	28 (53)

Source: SNAP-Ed State Plans

USE OF INTERVENTIONS IN SNAP-ED TOOLKIT

Table 51. Use of the 2016 SNAP-Ed toolkit interventions by fiscal year

Number of Interventions	FY 2014 Number of States	FY 2014 Percentage of States	FY 2015 Number of States	FY 2015 Percentage of States	FY 2016 Number of States	FY 2016 Percentage of States
None	9	17	8	15	7	13
1-5 interventions	26	50	25	47	24	45
6-10 interventions	11	21	10	17	8	15
More than 10 interventions	6	12	10	21	14	26

Table 52. Average number of interventions from the 2016 SNAP-Ed toolkit implemented by each State by fiscal year

Number of Interventions	FY 2014 Average	FY 2014 Range (Min, Max)	FY 2015 Average	FY 2015 Range (Min, Max)	FY 2016 Average	FY 2016 Range (Min, Max)
Average number of interventions used in a State	8.40	0, 135	13.9	0, 289	17.8	0, 465

Source: SNAP-Ed State Plans

Table 53. Twelve most commonly used interventions from the 2016 SNAP-Ed toolkit by fiscal year

Most Commonly Used Interventions	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Cooking Matters at the Store (national)	20 (39)	26 (49)	27 (51)
Cooking Matters (national)	21 (40)	25 (47)	26 (49)
Eating Smart o Being Active (CO)	18 (35)	21 (40)	20 (38)
Color Me Healthy (NC)	14 (27)	16 (30)	15 (28)
Coordinated Approach to Child Health, CATCH® (TX)	5 (10)	14 (26)	12 (23)
Pick a better snack™ (IA)	6 (12)	8 (15)	11 (21)
Rethink Your Drink (CA)	7 (14)	10 (19)	11 (21)
Smarter Lunchrooms Movement (national)	3 (6)	5 (9)	11 (21)
Media-Smart Youth® (national)	7 (14)	8 (15)	10 (19)
Faithful Families Eating Smart & Moving More (NC)	3 (6)	2 (4)	9 (17)
Eat Well Play Hard in Child Care Settings (NY)	5 (10)	6 (11)	8 (15)
Nutrition and Physical Activity Self-Assessment for Child Care, NAP StateCC (NC)	2 (4)	6 (11)	7 (13)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 54. Modifications made to interventions among States using interventions from the 2016 SNAP-Ed toolkit by fiscal year

Modifications	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
TOTAL States using toolkit interventions	43 (83)	45 (85)	46 (87)
Yes	18 (42)	15 (33)	19 (41)
No	25 (58)	30 (67)	27 (59)

Source: SNAP-Ed State Plans

USE OF INTERVENTIONS THAT ARE NOT IN THE SNAP-ED TOOLKIT

Table 55. Use of interventions that are not from the 2016 SNAP-Ed toolkit implemented by fiscal year, at the State agency-level

Use of Interventions	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Yes	52 (100)	53 (100)	53 (100)
Described as evidence-based	-	-	-
Yes, all interventions were described as evidence-based	33 (64)	40 (76)	44 (83)
Some but not all interventions were described as evidence-based	26 (50)	30 (57)	27 (51)
No, not described	33 (64)	27 (51)	23 (43)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 56. Use of interventions that are not from the 2016 SNAP-Ed toolkit implemented by fiscal year, at the project-level

Use of Interventions	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)	FY 2014 Number of Projects (%)
TOTAL	585 (100)	444 (100)	438 (100)
Yes	530 (90.6)	391 (88.1)	383 (87.4)
No	55 (9.4)	53 (11.9)	55 (12.6)
Described as evidence-based*	-	-	-
Yes, all interventions were described as evidence-based	131 (24.7)	177 (45.3)	257 (67.1)
Some but not all interventions were described as evidence-based	126 (23.8)	95 (24.3)	50 (13.1)
No, not described	264 (49.8)	111 (28.4)	69 (18)

Note: Percentages based on those that said “yes” interventions not in the SNAP-Ed toolkit were used. For several projects (9 in FY14, 8 in FY15 and 7 in FY16) the response to whether or not the projects were evidence-based was missing.

SNAP-Ed Funding

Table 57. Percentage of Federal SNAP-Ed dollars expended on social marketing among States that implemented a social marketing campaign by fiscal year

Fiscal Year	Number of States	Average Percentage	Range (Min, Max) Percentage
FY 2014	19	5.8	0, 30.3
FY 2015	25	8.8	<1, 33.1
FY 2016	25	7.0	0, 25.3

Source: EARS

Table 58. Percentage of estimated final budget expended by SNAP-Ed agencies, FY 2014

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
Alabama	\$3,829,598	\$2,984,680	77.9
Alaska	\$484,020	\$286,165	59.1
Arizona	\$16,491,586	\$14,216,790	86.2
Arkansas	\$1,640,236	\$1,339,318	81.7
California	\$149,447,227	\$67,785,763	45.4
Colorado	\$5,208,159	\$2,618,836	50.3
Connecticut	\$3,227,873	\$2,747,709	85.1
Delaware	\$1,525,905	\$943,469	61.8
District of Columbia*	\$410,052	\$942,564	229.9
Florida	\$5,781,971	\$3,375,624	58.4
Georgia	\$3,082,563	\$1,097,089	35.6

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
Hawaii	\$1,120,483	\$581,662	51.9
Idaho	\$1,061,631	\$930,408	87.6
Illinois	\$15,179,589	\$10,958,534	72.2
Indiana	\$5,468,288	\$4,024,234	73.6
Iowa	\$2,236,097	\$1,313,272	58.7
Kansas	\$2,489,822	\$1,732,082	69.6
Kentucky	\$10,983,584	\$3,129,002	28.5
Louisiana	\$2,795,603	\$2,068,481	74
Maryland	\$3,649,320	\$2,761,138	75.7
Massachusetts	\$3,320,807	\$2,702,136	81.4
Michigan	\$33,222,503	\$20,360,987	61.3
Minnesota	\$9,414,688	\$9,216,602	97.9
Mississippi	\$3,259,022	\$2,257,443	69.3
Montana	\$944,594	\$644,217	68.2
Nebraska	\$1,606,812	\$1,195,066	74.4
Nevada	\$1,710,755	\$1,283,387	75
New Hampshire	\$949,649	\$709,044	74.7
New Jersey	\$7,338,139	\$5,153,965	70.2
New Mexico	\$3,100,054	\$2,627,469	84.8
New York	\$18,402,083	\$14,827,940	80.6
North Carolina	\$2,911,752	\$1,892,549	65
North Dakota	\$1,211,573	\$1,171,573	96.7
Ohio	\$4,696,735	\$3,301,570	70.3
Oklahoma	\$5,361,845	\$5,361,690	100
Oregon	\$7,912,265	\$6,981,087	88.2
Pennsylvania	\$26,960,558	\$21,551,537	79.9
Rhode Island	\$1,025,655	\$1,025,655	100
South Carolina	\$1,002,383	\$338,137	33.7
South Dakota	\$513,606	\$335,664	65.4
Tennessee	\$2,604,321	\$1,492,334	57.3
Texas	\$8,370,569	\$4,982,153	59.5
Utah	\$1,107,451	\$976,614	88.2
Vermont	\$128,770	\$128,770	100
Virginia	\$6,110,296	\$4,913,001	80.4
Washington	\$9,968,757	\$5,526,464	55.4
West Virginia	\$3,314,961	\$3,017,370	91
Wisconsin	\$10,961,715	\$8,312,511	75.8
Wyoming	\$2,648,333	\$1,559,664	58.9

Source: State approval letters and EARS data.

*Data may be erroneous since spending more than an approved Federal budget is not expected.

Table 59. Percentage of estimated final budget expended by SNAP-Ed agencies, FY 2015

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
Alabama	\$4,319,710	\$4,074,670	94.3
Alaska	\$420,536	\$333,205	79.2
Arizona	\$18,785,155	\$4,464,932	23.8
Arkansas	\$2,298,482	\$1,787,163	77.8
California	\$156,271,443	\$70,570,212	45.2
Connecticut*	\$3,335,416	\$3,434,038	103
Delaware	\$990,506	\$791,028	79.9
District of Columbia	\$2,028,289	\$1,223,353	60.3
Florida	\$9,151,395	\$7,028,254	76.8
Georgia	\$5,584,985	\$3,405,765	61
Hawaii	\$1,708,404	\$583,005	34.1
Idaho	\$1,500,233	\$824,775	55
Illinois	\$18,708,907	\$10,757,338	57.5
Indiana	\$5,872,139	\$4,959,847	84.5
Iowa	\$3,054,731	\$1,506,517	49.3
Kansas	\$2,547,558	\$2,141,367	84.1
Kentucky	\$10,614,975	\$8,026,679	75.6
Louisiana*	\$3,350,742	\$3,719,312	111
Maryland	\$4,404,467	\$3,255,147	73.9
Massachusetts	\$4,286,543	\$3,555,115	82.9
Michigan	\$40,670,469	\$25,228,648	62
Minnesota	\$11,497,089	\$3,943,421	34.3
Mississippi	\$3,305,467	\$2,326,235	70.4
Montana	\$1,183,524	\$893,713	75.5
Nebraska	\$1,923,210	\$1,386,215	72.1
Nevada	\$1,885,953	\$1,357,100	72
New Hampshire	\$1,036,855	\$1,023,202	98.7
New Jersey	\$7,477,032	\$6,630,345	88.7
New Mexico*	\$3,803,346	\$5,350,587	140.7
New York	\$19,453,630	\$11,028,225	56.7
North Carolina	\$5,027,785	\$3,618,643	72
North Dakota	\$1,403,115	\$657,117	46.8
Ohio	\$4,696,753	\$4,213,726	89.7
Oklahoma	\$5,436,175	\$5,436,175	100
Oregon	\$9,681,314	\$6,431,058	66.4
Pennsylvania	\$24,103,593	\$22,294,423	92.5
Rhode Island*	\$1,100,004	\$1,363,585	124
South Carolina	\$1,991,289	\$916,369	46
South Dakota	\$705,979	\$273,374	38.7
Tennessee	\$4,080,624	\$3,153,631	77.3
Texas	\$13,240,550	\$6,233,473	47.1
Utah	\$1,309,747	\$1,244,171	95
Vermont	\$212,565	\$211,569	99.5
Virginia	\$7,068,493	\$5,011,805	70.9
Washington	\$11,584,171	\$5,777,312	49.9

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
West Virginia*	\$3,314,961	\$3,403,182	102.7
Wisconsin	\$10,961,715	\$8,435,950	77
Wyoming	\$2,820,913	\$1,712,399	60.7

Source: State approval letters and EARS data.

Note: Colorado excluded from table because missing budget information for FY 2015.

*Data may be erroneous since spending more than an approved Federal budget is not expected.

Table 60. Percentage of estimated final budget expended by SNAP-Ed agencies, FY 2016

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
Alabama	\$4,793,101	\$4,044,365	84.4
Alaska	\$614,584	\$150,590	24.5
Arizona	\$14,751,514	\$7,768,425	52.7
Arkansas	\$2,002,566	\$1,903,969	95.1
California	\$149,587,301	\$51,817,213	34.6
Colorado	\$4,121,009	\$4,050,015	98.3
Connecticut	\$3,445,550	\$3,254,370	94.5
Delaware	\$1,112,049	\$828,106	74.5
District of Columbia	\$1,960,891	\$994,753	50.7
Florida	\$14,375,122	\$10,047,787	69.9
Georgia	\$6,947,513	\$5,083,170	73.2
Hawaii	\$1,745,305	\$783,388	44.9
Idaho	\$1,519,013	\$1,026,583	67.6
Illinois	\$18,857,545	\$3,455,723	18.3
Indiana	\$10,285,067	\$7,556,007	73.5
Iowa	\$2,552,456	\$1,655,203	64.8
Kansas	\$2,513,019	\$2,458,104	97.8
Kentucky	\$13,306,554	\$3,288	0
Louisiana	\$3,850,886	\$1,285,311	33.4
Maryland	\$6,021,337	\$2,485,588	41.3
Massachusetts	\$4,730,503	\$3,660,065	77.4
Michigan*	\$23,721,159	\$27,002,749	113.8
Minnesota	\$13,361,611	\$9,580,844	71.7
Mississippi	\$3,849,706	\$2,601,178	67.6
Montana*	\$917,524	\$931,777	101.6
Nebraska	\$1,607,053	\$967,474	60.2
Nevada	\$2,227,351	\$1,700,043	76.3
New Hampshire	\$1,025,619	\$831,766	81.1
New Jersey	\$9,752,668	\$7,710,585	79.1
New Mexico	\$4,873,213	\$2,851,546	58.5
New York	\$20,649,460	\$16,879,430	81.7
North Carolina	\$6,901,695	\$5,451,179	79
North Dakota	\$1,029,043	\$584,301	56.8
Ohio	\$10,100,310	\$4,451,218	44.1
Oklahoma	\$5,399,329	\$5,040,269	93.4
Oregon	\$8,125,544	\$6,760,310	83.2
Pennsylvania	\$23,368,593	\$22,292,456	95.4

State	Final Budget (Including Carry-In)	Federal Expenditures	Percent of Final Budget Expended
Rhode Island	\$1,162,090	\$1,162,090	100
South Carolina	\$2,789,919	\$2,087,278	74.8
South Dakota	\$600,675	\$519,347	86.5
Tennessee	\$4,625,213	\$3,697,229	79.9
Texas	\$16,421,672	\$13,605,735	82.9
Utah*	\$1,298,114	\$1,398,114	107.7
Vermont	\$271,056	\$254,400	93.9
Virginia*	\$7,038,233	\$7,614,775	108.2
West Virginia	\$3,369,232	\$3,188,336	94.6
Wisconsin	\$10,150,212	\$8,416,321	82.9
Wyoming*	\$1,805,715	\$1,827,029	101.2

Source: State approval letters and EARS data.

Note: Washington State excluded from table because missing budget information for FY 2015.

*Data may be erroneous since spending more than an approved Federal budget is not expected.

Table 61. Carry-in funds from previous Fiscal Year by fiscal year

Fiscal year	Total Number of States	Number of States with Carry-In (%)	Average Amount of Carry-in per State	Range (Min, Max) Amount of Carry-In
FY 2014	53	23 (43)	\$1,799,831	\$40,000, \$14,126,896
FY 2015	53	36 (67)	\$2,382,293	\$37,745, \$3,3685,141
FY 2016	53	31 (59)	\$2,581,595	\$332, \$33,057,588

Source: State plan approval letters.

Table 62. Budget amendment by fiscal year

Fiscal year	Number of States	Number of States with Budget Amendment (%)
FY 2014	53	7 (13)
FY 2015	53	12 (23)
FY 2016	52	4 (8)

Source: Approval letters.

SNAP-Ed Evaluation and Reported Outcomes

USE OF AN EVALUATION FRAMEWORK

Table 63. Use of indicators from a framework for monitoring and evaluation at the state- or IA-level by fiscal year

Use of Indicators	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	12 (46)	20 (63)	30 (81)
No	14 (54)	12 (38)	7 (19)
Framework Used	-	-	-
Western Region	5 (10)	7 (13)	24 (45)
State adapted or other	7 (14)	13 (25)	6 (11)
National, released in 2016	n/a	n/a	27 (51)

Source: Annual Reports. Percentages may not add to 100 due to rounding.

Table 64. State Plan describes outcome measures associated with each selected indicator at the state- or IA-level by fiscal year

Outcome Measures	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total	26 (50)	32 (60)	37 (70)
Yes, for all indicators	7 (27)	15 (47)	15 (41)
Yes, but for only some indicators	10 (39)	12 (38)	12 (32)
No/Unclear	9 (35)	5 (16)	10 (27)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

Table 65. Twelve most commonly evaluated indicators from the SNAP-Ed Evaluation Framework by fiscal year

Most Commonly Evaluated Indicators	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
MT3: PA and Reduced Sedentary Behavior	3 (6)	5 (9)	19 (36)
MT1: Healthy Eating	2 (4)	4 (8)	18 (34)
MT2: Food Resource Management	3 (6)	6 (11)	18 (34)
MT6: PA and Reduced Sedentary Behavior Supports	2 (4)	2 (4)	17 (32)
MT5: Nutrition Supports	3 (6)	3 (6)	14 (26)
ST7: Partnerships	4 (8)	4 (8)	13 (25)
ST5: Need and Readiness	0 (0)	4 (8)	9 (17)
MT12: Social Marketing	0 (0)	3 (6)	8 (15)
ST1: Healthy Eating	3 (6)	2 (4)	7 (13)
ST2: Food Resource Management	3 (6)	2 (4)	5 (9)
ST6: Champions	0 (0)	0 (0)	5 (9)
ST8: Partnerships	0 (0)	1 (2)	5 (9)

Source: Annual Reports.

Table 66. Evaluated indicators among States using a state-adapted or framework other than the SNAP-Ed Evaluation Framework

Evaluated Indicators	FY 2014	FY 2014	FY 2015
	Number of States	Percentage of States	Number of States
Individual: Healthy eating	5 (10)	11 (21)	4 (8)
Individual: Physical activity and reduced sedentary behavior	3 (6)	9 (17)	4 (8)
Environmental: Organizational adoption and promotion of nutrition or physical activity supports	2 (4)	5 (9)	4 (8)
Individual: Food resource management	2 (4)	10 (19)	3 (6)
Environmental: Organizational motivators	1 (2)	4 (8)	2 (4)
Sectors of influence: Multi-sector capacity	1 (2)	2 (4)	2 (4)
Individual: Food safety	3 (6)	4 (8)	1 (2)
Individual: Other	0 (0)	1 (2)	1 (2)
Sectors of influence: Multi-sector changes	0 (0)	0 (0)	1 (2)
Environmental: Organizational implementation and effectiveness	1 (2)	1 (2)	0 (0)

Source: Annual Reports

IDENTIFICATION OF INDICATORS THAT WILL BE USED FOR MONITORING AND EVALUATION

Table 67. State plan describes indicators that will be used for monitoring and evaluation by fiscal year

Indicators Described	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	46 (89)	49 (93)	51 (96)
No/unclear/not reported	6 (12)	4 (8)	2 (4)

Source: SNAP-Ed State Plans. Percentages may not add to 100 due to rounding.

Table 68. Additional detail provided in State Plans that describe the use of indicators by fiscal year

Additional Detail	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL, States describing indicators at State- or IA-level	26 (50)	32 (60)	37 (70)
Whether indicators are from a framework	--	--	--
Yes	12 (46)	20 (63)	30 (81)
No/unclear/not reported	14 (54)	12 (38)	7 (19)
Whether indicators are tied to State's goals and objectives	--	--	--
Yes	5 (42)	15 (75)	16 (53)
No/unclear/not reported	7 (58)	5 (25)	14 (47)
Outcomes associated with indicators	--	--	--
Yes, for all indicators	7 (27)	15 (47)	15 (41)
Yes, but for only some indicators	10 (39)	12 (38)	12 (32)
No/unclear/not reported	9 (35)	5 (16)	10 (27)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 69. Measureable improvements resulting from direct education by fiscal year

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing Direct Education	51 (100)	51 (100)	51 (100)
Yes, based on impact evaluation	8 (16)	6 (12)	12 (24)
Yes, based on outcome evaluation	39 (77)	41 (80)	40 (78)
Yes, based on process evaluation	19 (37)	21 (41)	21 (41)
Yes, based on assumptions*	0 (0)	0 (0)	0 (0)

Source: EARS data was used to determine total number of State agencies implementing direct education each year and was missing for both Guam and the U.S. Virgin Islands. Annual Reports were used to determine the number of State agencies reporting measurable improvement. *This category was assigned to State agencies that described measureable improvements but not clearly associate them with an evaluation. Categories not mutually exclusive therefore percentages may not add to 100.

Table 70. Measureable improvements resulting from social marketing by fiscal year

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing Social Marketing campaigns	21 (41)	26 (51)	26 (51)
Yes, based on impact evaluation	2 (10)	1 (4)	3 (12)
Yes, based on outcome evaluation	9 (43)	8 (31)	13 (50)
Yes, based on process evaluation	8 (38)	11 (42)	14 (54)
Yes, based on assumptions	0 (0)	0 (0)	2 (8)

Source: EARS data was used to determine total number of State agencies implementing social marketing each year and was missing for both Guam and the U.S. Virgin Islands. Annual Reports were used to determine the number of State agencies reporting measurable improvement. *This category was assigned to State agencies that described measureable improvements but not clearly associate them with an evaluation. Categories not mutually exclusive therefore percentages may not add to 100.

Table 71. Measureable improvements resulting from PSE strategies by fiscal year

Measureable Improvements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total implementing PSE Strategies	23 (44)	36 (68)	44 (83)
Yes, based on impact evaluation	1 (4)	0 (0)	3 (7)
Yes, based on outcome evaluation	7 (30)	11 (31)	20 (46)
Yes, based on process evaluation	7 (30)	16 (44)	26 (59)
Yes, based on assumptions	0 (0)	6 (17)	4 (9)

Source: Annual Reports. *This category was assigned to State agencies that described measureable improvements but not clearly associate them with an evaluation. Categories not mutually exclusive therefore percentages may not add to 100.

Table 72. Types of evaluation conducted by fiscal year

Types of Evaluation	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Formative	24 (46)	26 (49)	32 (60)
Process	36 (69)	37 (70)	36 (68)
Outcome	47 (90)	50 (94)	45 (85)
Impact	12 (23)	14 (26)	18 (34)
Unclear/Not reported	3 (6)	3 (6)	5 (9)

Source: Annual Reports. Categories not mutually exclusive therefore percentages may not add to 100.

DESCRIBES ACHIEVEMENTS IN IMPLEMENTING PROGRAM AS PLANNED

Table 73. Annual Report describes achievements in implementing program as planned by fiscal year

Annual Reports Describe Achievements	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	47 (90)	48 (91)	51 (96)
Exemplary description	13 (28)	16 (33)	19 (37)
Not exemplary	34 (72)	32 (67)	32 (63)
No/unclear/not reported	5 (10)	5 (9)	2 (4)

Source: Annual Reports. Percentages may not add to 100 due to rounding.

Table 74. Annual Report describes progress in achieving overarching statewide goals by fiscal year

Annual Reports Describe Progress	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	38 (73)	46 (87)	43 (81)
Exemplary description	12 (32)	14 (30)	15 (35)
Not exemplary	26 (68)	32 (70)	28 (65)
No/unclear/not reported	14 (27)	7 (13)	10 (19)

Source: Annual Reports. Percentages may not add to 100 due to rounding.

DESCRIBES SETBACKS IN ACCOMPLISHING PLANNED PROGRAMMING

Table 75. Annual reports describes setbacks in accomplishing planned programming by fiscal year

Setbacks	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	44 (85)	40 (76)	33 (62)
No/unclear/not reported	8 (15)	13 (25)	20 (38)

Source: Annual Reports. Percentages may not add to 100 due to rounding.

DESCRIBES TYPES OF EVALUATIONS CONDUCTED

Table 76. Annual reports describes types of evaluations conducted by fiscal year

Types of Evaluations	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Yes	49 (94)	50 (94)	48 (91)
No/unclear/not reported	3 (6)	3 (6)	5 (9)

Source: Annual Reports. Percentages may not add to 100 due to rounding.

DESCRIBES MEASUREABLE IMPROVEMENTS IN ANNUAL REPORT

Table 77. Annual reports describes SNAP-Ed programming related results by fiscal year

SNAP-Ed Programming Related Results	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Resulting from direct education	--	--	--
Yes	41 (79)	43 (81)	43 (81)
No/unclear/not reported	11 (21)	10 (19)	10 (19)
Resulting from social marketing	--	--	--
Yes	10 (19)	14 (26)	19 (36)
No/unclear/not reported	42 (81)	39 (74)	34 (64)
Resulting from PSE	--	--	--
Yes	9 (17)	25 (47)	37 (70)
No/unclear/not reported	43 (83)	28 (53)	16 (30)

Source: Annual Reports. Categories not mutually exclusive therefore percentages may not add to 100.

Table 78. Type of key performance measures or indicators State planned to use for monitoring and evaluation by fiscal year

Type of Key Performance Measures or Indicators	FY 2014 Number of States (%)	FY 2015 Number of States (%)	FY 2016 Number of States (%)
Yes, indicators described in State Plan at the State or IA-Level	26 (50)	32 (60)	37 (70)
From Western Region Framework	5 (10)	7 (13)	24 (45)
From State-adapted or other framework	7 (14)	13 (25)	6 (11)
Unclear	14 (27)	12 (23)	7 (13)
Yes, indicators described in State Plan at the project level	30 (58)	26 (49)	28 (53)
No, indicators not described in State plan	6 (12)	4 (8)	2 (4)

Source: SNAP-Ed State Plans. Categories not mutually exclusive therefore percentages may not add to 100.

Table 79. Top ten most frequently targeted health and behavior indicators among States using the SNAP-Ed Evaluation Framework by fiscal year

Top Ten Indicators	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
TOTAL	5 (10)	7 (13)	24 (45)
MT5: Nutrition Supports	3 (60)	5 (71)	22 (92)
ST5: Need and Readiness	2 (40)	6 (86)	22 (92)
ST7: Partnerships	4 (80)	5 (71)	22 (92)
MT2: Food Resource Management	3 (60)	6 (86)	21 (88)
MT3: PA and Reduced Sedentary Behavior	3 (60)	5 (71)	21 (88)
MT6: PA and Reduced Sedentary Behavior Supports	3 (60)	3 (43)	21 (88)
MT1: Healthy Eating	2 (40)	4 (57)	20 (83)
ST1: Healthy Eating	3 (60)	3 (43)	12 (50)
MT12: Social Marketing	2 (40)	4 (57)	11 (46)
ST6: Champions	2 (40)	1 (14)	10 (42)

Source: SNAP-Ed State Plans. Includes State agencies that used the SNAP-Ed Evaluation Framework and cited indicators at the State- or IA-level. Categories not mutually exclusive therefore percentages may not add to 100.

Table 80. Targeted health and behavior indicators among States using a State-adapted or other evaluation framework (other than the SNAP-Ed Evaluation Framework) by fiscal year

Targeted Indicators	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total	7 (13)	13 (25)	6 (11)
Individual: Healthy eating	6 (86)	12 (92)	5 (83)
Individual: Physical activity and reduced sedentary behavior	4 (57)	12 (92)	5 (83)
Environmental: Organizational adoption and promotion of nutrition or physical activity supports	4 (57)	11 (85)	5 (83)
Individual: Food resource management	5 (71)	12 (92)	4 (67)
Environmental: Organizational motivators	2 (29)	5 (38)	4 (67)
Individual: Other	2 (29)	1 (8)	2 (33)
Environmental: Organizational implementation and effectiveness	2 (29)	4 (31)	2 (33)
Sectors of influence: Multi-sector capacity	2 (29)	5 (38)	2 (33)
Individual: Food safety	4 (57)	4 (31)	1 (17)
Sectors of influence: Multi-sector changes	2 (29)	4 (31)	1 (17)
Population Results: Trends and reduction in disparities	0 (0)	2 (15)	1 (17)
Environmental: Other	0 (0)	1 (8)	0 (0)
Sectors of influence: Multi-sector impacts	2 (29)	1 (8)	0 (0)
Sectors of influence: Other	0 (0)	0 (0)	0 (0)
Population Results: Other	1 (14)	0 (0)	0 (0)

Source: SNAP-Ed State Plans. Includes State agencies that cited a State-adapted or other evaluation framework (other than SNAP-Ed Evaluation Framework) and included indicators at the State- or IA-level. Categories not mutually exclusive therefore percentages may not add to 100.

Table 81. Level of indicators selected among States using any evaluation framework by fiscal year

Level	FY 2014	FY 2015	FY 2016
	Number of States (%)	Number of States (%)	Number of States (%)
Total	26 (50)	32 (60)	37 (70)
Individual-level	11 (42)	20 (63)	29 (78)
Environmental settings	8 (31)	18 (56)	29 (78)
Sectors of influence	6 (23)	10 (31)	12 (32)
Social and cultural norms and values or population-level	2 (8)	4 (13)	2 (5)

Source: SNAP-Ed State Plans. Includes State agencies that cited the SNAP-Ed Evaluation Framework, State-adapted, or other evaluation framework and included indicators at the State- or IA-level. Categories not mutually exclusive therefore percentages may not add to 100.

Appendix D: State Profiles

INTRO TO APPENDIX D:

Appendix C contains State-level profiles of Supplemental Nutrition Assistance Program Education (SNAP-Ed) activities between federal fiscal years (FFY) 2014 and 2016 for each State and the District of Columbia. Each State profile comprises an infographic (a visual presentation of select data) and a data table containing State-level SNAP-Ed information in the following four areas:

- **Funding** allocated to the State Agency by the USDA Food and Nutrition Service for SNAP-Ed;
- **Implementation** of SNAP-Ed programming, including direct education; policy, systems, and environmental (PSE) change; and social marketing campaigns;
- **Reach**, or level of participation, among SNAP eligible people in settings where they eat, live, learn, work, shop, and play; and
- **Evaluation** activities conducted to ensure effectiveness of SNAP-Ed programming.

Data reported in each State profile were gathered from SNAP-Ed State Plans, Annual Reports, and the Education and Administrative Reporting System (EARS) for the 2018 Analysis of SNAP-Ed Data for All States Study, and thus are only as accurate and complete as information contained within these documents. Changes observed between FFY 2014 and 2016 in certain data points may reflect the evolution of SNAP-Ed during this period, which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Alabama SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Alabama Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

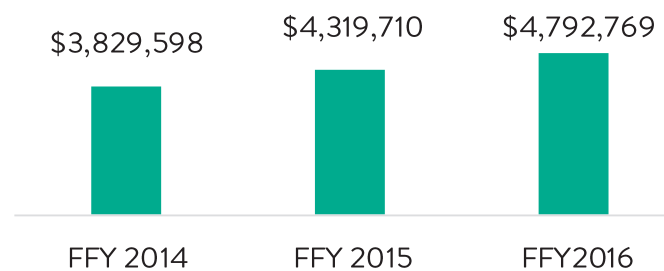
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Alabama SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Alabama SNAP-Ed accounted for an average of 1.1% of all available SNAP-Ed funding.



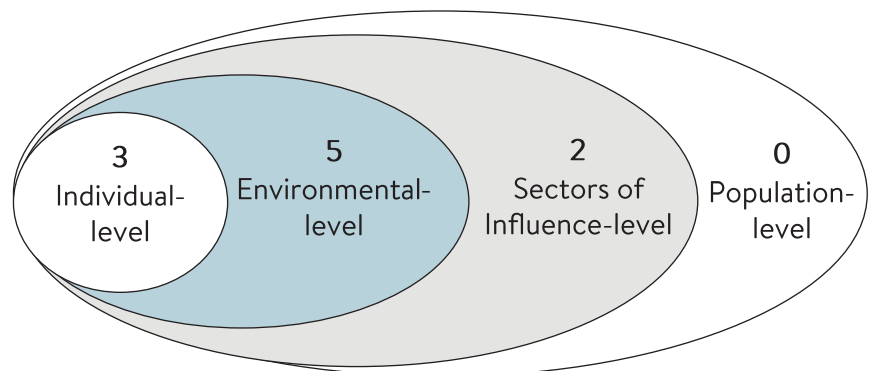
Evaluation

Between FFYs 2014 and 2016, Alabama SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 10 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 2 Outcome, & 1 Impact Evaluations

FFY 2015 3 Outcome, & 2 Impact Evaluations

FFY 2016 3 Outcome, & 2 Impact Evaluations



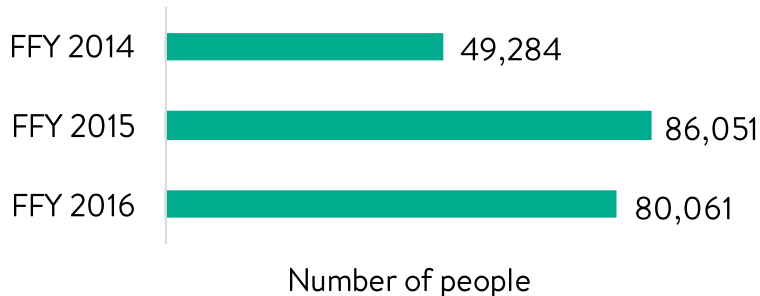
Implementation

A sole Implementing Agency executed a variety of projects under Alabama SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study, and a **Social Marketing** campaign was added in FFY 2015.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	3	11
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

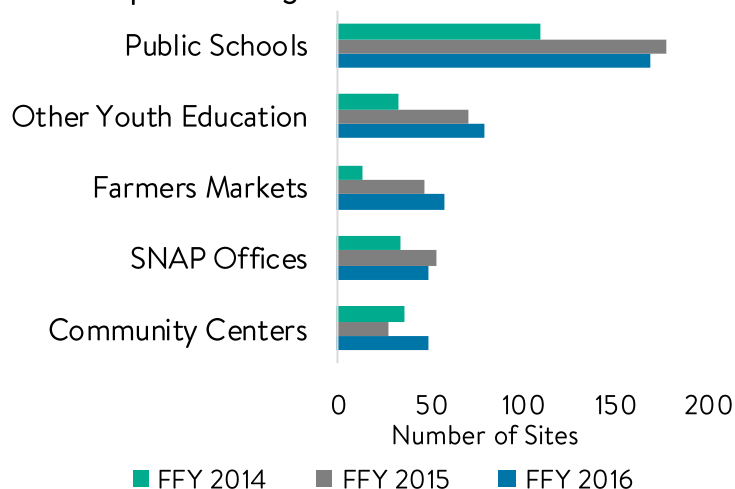
Unduplicated Reach for Direct Education



Adults (ages 18-59 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Alabama SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Restaurants
- Schools (K-12, colleges/universities)
- Worksites

ALABAMA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,829,598	4,319,710	4,792,769
Final approved budget (\$)	3,829,598	4,319,710	4,793,101
Final budget expended (%)	78	94	84
Federal expenditures attributed to SNAP-Ed delivery (%)	83	86	86
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Alabama accounted for an average of 1.1% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	4	3	11
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	18-59 yrs	18-59 yrs	18-59 yrs
Social marketing campaign activities ^b	n/a	P, D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	3	9	12
Food Stores	0	5	23
Public Housing	28	38	41
Libraries	5	15	15
Churches	0	23	44
Public/Community Health Centers	1	10	7
Public Schools	111	179	170
Head Start Programs	26	49	47
Other Youth Education	33	71	80
Shelters	0	2	3
Adult Rehabilitation Centers	2	7	7
WIC Programs	2	2	2
Worksites	0	2	7
Community Centers	37	28	50
Elderly Service Centers	33	35	41
Emergency Food Assistance	8	40	44
Extension Offices	24	37	43
Farmers Markets	14	48	58
SNAP Offices	35	54	50

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE	PSE	PSE
Foundations/philanthropy organizations/nonprofits	-	PSE	-
Government program/agency (Federal, State, local, etc.)	-	PSE	DE, PSE, SM
Human services organizations	-	PSE	-
Parks and recreation centers	-	PSE	-
Public health organizations	-	PSE, SM	PSE
Restaurants	-	-	SM
Schools (preschools, K-12, elementary, middle, and high)	PSE	-	SM
Schools (colleges and universities)	-	PSE	PSE, SM
Worksites	-	SM	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	-	Y	Y
Physical activity	-	Y	Y
Other	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Billboards, bus wraps, or other signage	-	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,768,900	1,702,858	1,636,651
Direct education unduplicated reach	49,284	86,051	80,061
Social marketing reach (impressions or views)	n/a	4,556,092	7,807,417

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O(2), I (1)	O (3), I (2)	O (3), I (2)
Individual ^a	none	none	MT1, MT2, M3, LT1
Environmental settings ^a	none	none	ST5, ST6, ST7, MT5, MT6
Sectors of influence ^a	none	none	MT7, MT12
Population Results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Alaska SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Alaska Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

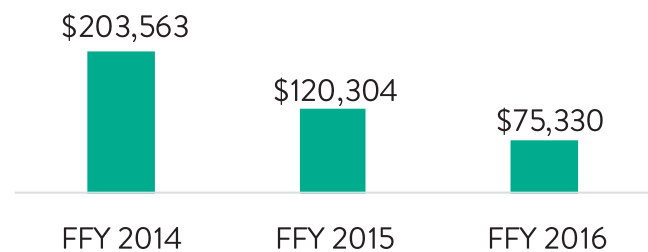
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Alaska SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Alaska SNAP-Ed accounted for an average of 0.03% of all available SNAP-Ed funding.



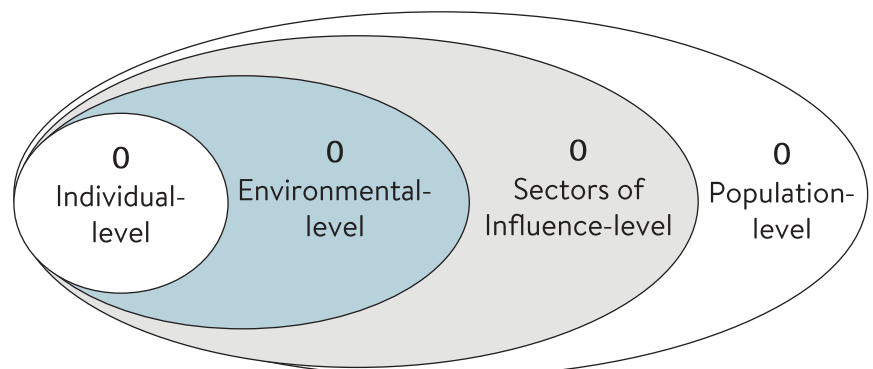
Evaluation

Between FFYs 2014 and 2015, Alaska SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 2 Outcome Evaluations

FFY 2015 4 Outcome Evaluations

FFY 2016 No Evaluations



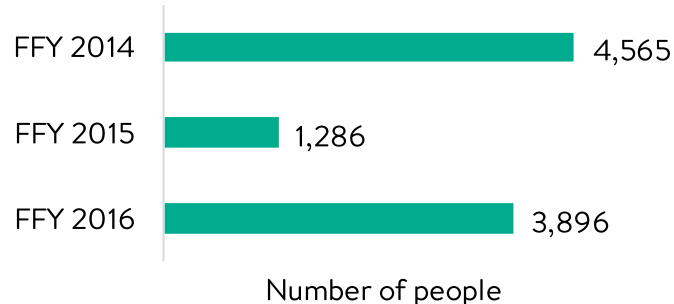
Implementation

A sole Implementing Agency executed a variety of projects under Alaska SNAP-Ed. **Direct Education** was implemented in all three years of the study, **Policy, Systems, and Environmental (PSE)** change strategies were implemented in FFYs 2014 and 2015, but not in FFY 2016. **Social Marketing** activities were implemented in FFY 2014, but not in FFYs 2015 or 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	1	2	6
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

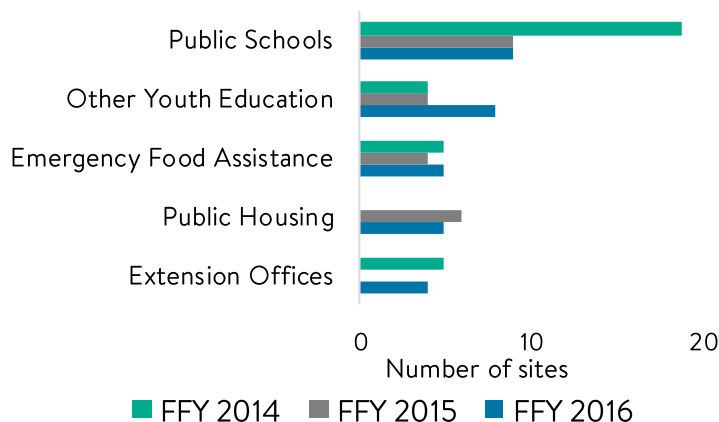
Unduplicated Reach for Direct Education



Primary target audience for Direct Education varied by year. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Alaska SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Food banks/food pantries
- Foundations
- Government program/agency
- Hospitals/healthcare organizations
- Human services organizations
- Indian Tribal Organizations
- Public health organizations
- Colleges and universities

ALASKA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	203,563	120,304	75,330
Final approved budget (\$)	484,020	420,536	614,584
Final budget expended (%)	59	79	25
Federal expenditures attributed to SNAP-Ed delivery (%)	11	26	100
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Alaska accounted for an average of 0.03% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	1	2	6
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE	DE
Number of sessions per direct education series ^b	Single - 10+	Single - 5 to 9	Single - 10+
Primary target age group (Direct Education) ^b	18-59 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I	n/a	n/a

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	0	1	2
Food Stores	6	5	4
Public Housing	0	6	5
Libraries	0	5	0
Churches	0	0	3
Public/Community Health Centers	0	0	1
Public Schools	19	9	9
Head Start Programs	2	2	2
Other Youth Education	4	4	8
Shelters	2	4	4
Adult Rehabilitation Centers	1	2	3
WIC Programs	1	3	1
Community Centers	0	2	4
Elderly Service Centers	2	4	3
Emergency Food Assistance	5	4	5
Extension Offices	5	0	4
Farmers Markets	3	4	2
SNAP Offices	5	0	1

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	-	PSE
Food banks/food pantries	-	-	PSE
Foundations/philanthropy organizations/nonprofits	-	DE, PSE	DE, PSE
Government program/agency (Federal, State, local, etc.)	-	DE, PSE	DE, PSE
Hospitals/healthcare organizations	-	-	DE
Human services organizations	-	-	DE
Indian Tribal Organizations	-	-	DE, PSE
Public health organizations	-	-	PSE
Schools (colleges and universities)	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Other	Y	-	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	171,791	165,738	159,254
Direct education unduplicated reach ^b	4,565	1,286	3,896
Social marketing reach (impressions or views) ^b	108	n/a	n/a

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O (2)	O (4)	none
Individual	1 ^a	4 ^a	none
Environmental settings	none	none	none
Sectors of influence	none	none	none
Population results	none	none	none

Source: Annual reports and State plans | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Arizona SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Arizona Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

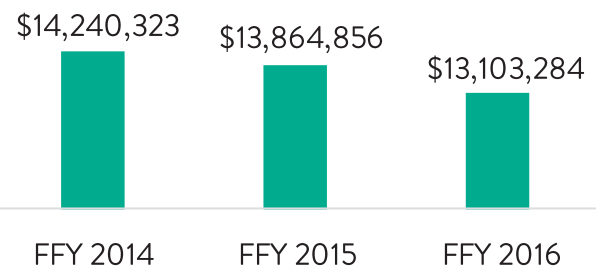
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Arizona SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Arizona SNAP-Ed accounted for an average of 3.51% of all available SNAP-Ed funding.



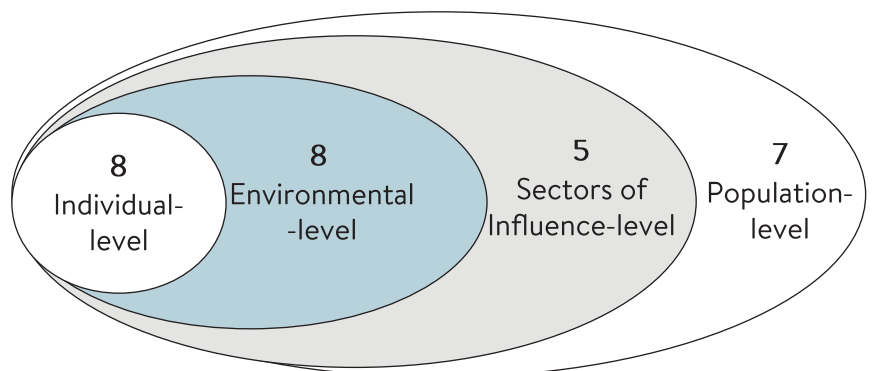
Evaluation

In FFYs 2015 and 2016, Arizona SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 28 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 No evaluation activities.

FFY 2015 2 Process & 2 Outcome Evaluations

FFY 2016 4 Formative, 1 Process, 1 Outcome & 1 Impact Evaluation



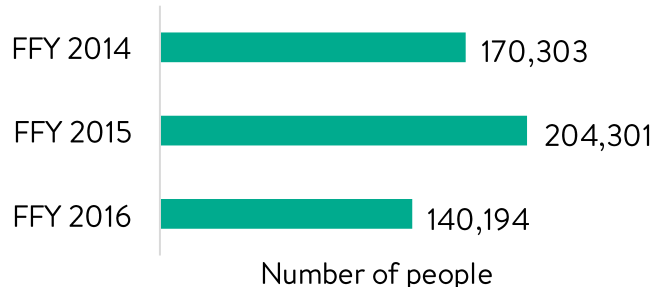
Implementation

A sole Implementing Agency executed a variety of projects under Arizona SNAP-Ed. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies and **Social Marketing** activities were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	13	12	9
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• State dept	• State dept	• State dept
Types of Programming			

Reach

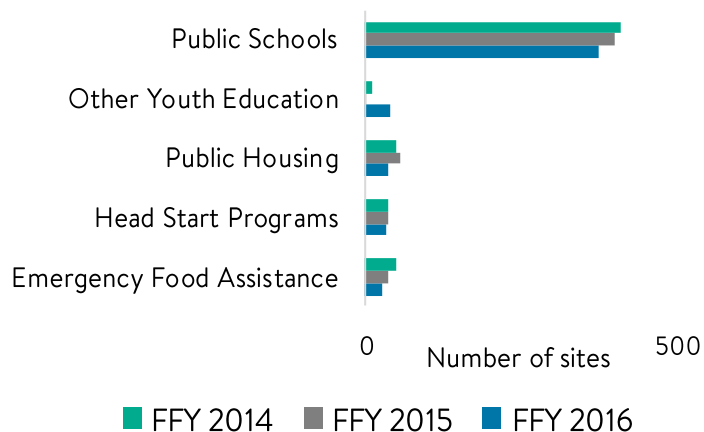
Unduplicated Reach for Direct Education



School-aged Children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Arizona SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs/culinary institutes
- City & Regional Planning
- Food Banks & Food Stores
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Hospitals
- Parks and recreation centers
- Indian Tribal organizations
- Schools
- Colleges and universities
- Media/advertising groups
- Labor development groups
- Transportation groups

ARIZONA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	14,240,323	13,864,856	13,103,284
Final approved budget (\$)	16,491,586	18,785,155	14,751,514
Final budget expended (%)	86	24	53
Federal expenditures attributed to SNAP-Ed delivery (%)	59	46	51
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Arizona accounted for an average of 3.51% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	State dept (1)	State dept (1)	State dept (1)
Total number of planned projects ^a	13	12	9
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I	D, I	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	0	1	3
Food Stores	0	0	5
Public Housing	52	58	39
Libraries	5	5	13
Churches	12	8	7
Public/Community Health Centers	6	8	19
Public Schools	414	403	379
Head Start Programs	39	37	36
Other Youth Education	11	1	40
Shelters	4	1	5
Adult Rehabilitation Centers	5	3	2
WIC Programs	37	21	17
Community Centers	21	33	26
Elderly Service Centers	11	13	25
Emergency Food Assistance	51	38	29
Extension Offices	1	2	1
Farmers Markets	0	2	3
SNAP Offices	11	6	3
Other	5	15	15

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE, PSE	DE, PSE
Chefs/culinary institutes	-	DE	-
City and regional planning groups	-	PSE	PSE
Food banks/food pantries	-	DE, PSE	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	SM	PSE, SM	PSE
Foundations/philanthropy organizations/nonprofits	DE	DE, PSE	PSE
Government program/agency (Federal, State, local, etc.)	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Hospitals/healthcare organizations	DE, PSE	DE, PSE	PSE
Human services organizations	-	PSE	-
Indian Tribal Organizations	-	DE, PSE	PSE
Labor/workforce development groups	-		PSE
Media/advertising groups	-	DE	-
Parks and recreation centers	-	DE, PSE	DE, PSE
Public health organizations	-	DE	-
Schools (preschools, K-12, elementary, middle, and high)	PSE	PSE	-
Schools (colleges and universities)	PSE	DE, PSE	PSE
Transportation groups	-	PSE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	Y	-	-
Food shopping/preparation	-	Y	Y
Fruits and vegetables	Y	Y	-
Whole grains	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	-	Y	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	Y	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	Y	Y	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	Y	Y	Y
Retail/point-of-purchase activities	Y	Y	Y
Other	Y	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	2,356,359	2,302,101	2,249,963
Direct education unduplicated reach ^b	170,303	204,301	140,194
Social marketing reach (impressions or views) ^b	24,147,119	229,523,733	179,741,232

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	none	P (2), O (1)	F (4), P (1), O (1), I (1)
Individual ^a	none	MT1, MT2, MT3	ST1, ST3, MT1, MT2, MT3, LT1, LT2, LT3
Environmental settings ^a	none	ST5, ST6, MT5, MT6	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT10
Sectors of influence ^a	none	none	ST8, MT7, MT8, LT12, LT14
Population results ^a	none	none	R1, R2, R3, R4, R5, R7, R9

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Arkansas SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Arkansas Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

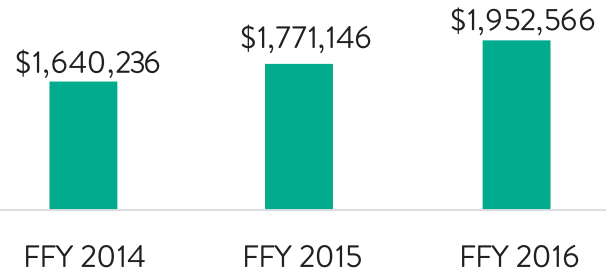
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Arkansas SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Arkansas SNAP-Ed accounted for an average of 0.46% of all available SNAP-Ed funding.



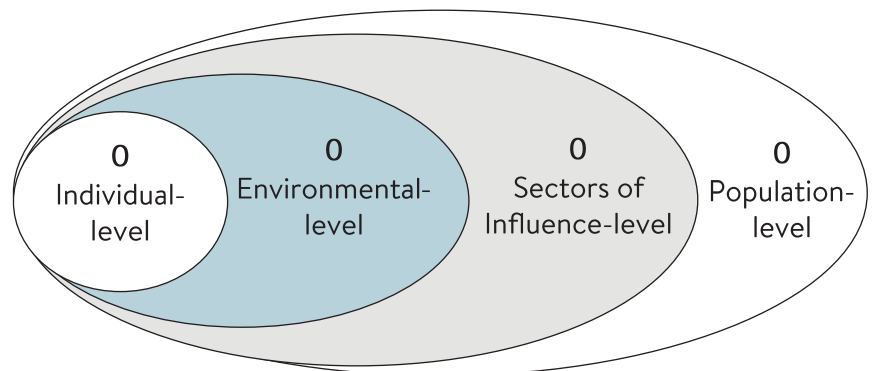
Evaluation

Between FFYs 2014 and 2016, Arkansas SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 3 Outcome Evaluations

FFY 2015 3 Outcome Evaluations

FFY 2016 3 Outcome Evaluations



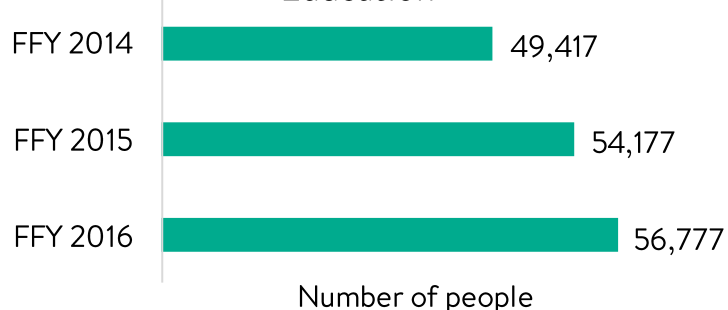
Implementation

One to two Implementing Agencies executed a variety of projects for Arkansas SNAP-Ed between FFY 2014 and 2016. **Direct Education** was implemented all three years included in the study and **Policy, Systems, and Environmental (PSE)** change strategies were added for FFYs 2015 and 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	3	1	2
Number of Implementing Agencies	1	2	2
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE

Reach

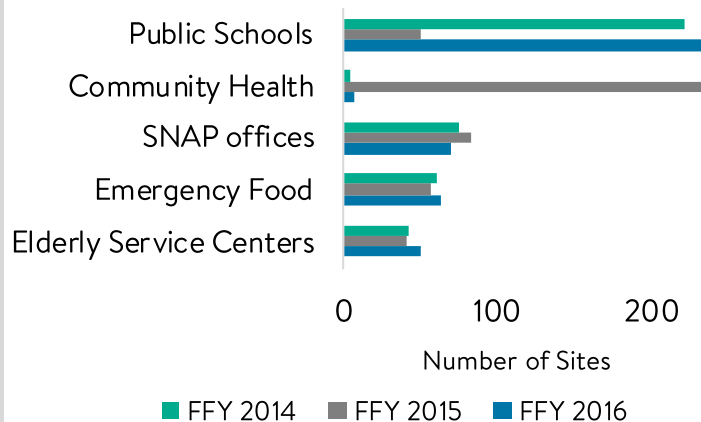
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play. Shop and Work.**

Arkansas SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Faith-based groups
- Food banks
- Food stores
- Foundations and nonprofits
- Government agencies
- Labor development groups
- Schools
- Colleges
- Worksites

ARKANSAS SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,640,236	1,771,146	1,952,566
Final approved budget (\$)	1,640,236	2,298,482	2,002,566
Final budget expended (%)	82	78	95
Federal expenditures attributed to SNAP-Ed delivery (%)	60	78	95
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Arkansas accounted for an average of 0.46% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FFY 2015	FFY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (2)	University (2)
Total number of planned projects ^a	3	1	2
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	14	10	12
Food Stores	12	11	11
Public Housing	13	14	28
Individual Homes	0	8	0
Libraries	8	2	19
Churches	7	10	5
Public/Community Health Centers	5	236	7
Public Schools	222	50	234
Head Start Programs	45	14	44
Other Youth Education	17	5	16
Shelters	3	43	4
Adult Rehabilitation Centers	9	7	6
WIC Programs	44	11	35
Worksites	0	0	0
Community Centers	17	6	5
Elderly Service Centers	42	41	51
Emergency Food Assistance	61	57	64
Extension Offices	0	0	2
Farmers Markets	6	11	12
SNAP Offices	75	83	70
Other	0	0	6

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE	DE, PSE
Faith-based groups	DE	-	-
Food banks/food pantries	DE	-	DE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	DE, PSE
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE
Hospitals/healthcare organizations	DE	-	DE
Labor/workforce development groups	DE	-	-
Schools (preschools, K-12, elementary, middle, and high)	-	-	DE
Schools (colleges and universities)	DE	-	-
Worksites	-	-	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,130,699	1,115,645	1,069,618
Direct education unduplicated reach ^b	49,417	54,177	56,777

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FY 2014	FY 2015	FY 2016
Types of evaluations conducted (number)	O (3)	O (3)	O (3)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

California SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of California Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

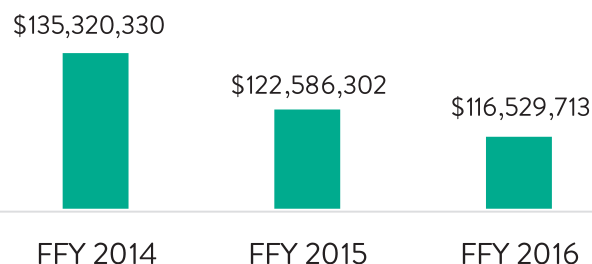
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for California SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for California SNAP-Ed accounted for an average of 31.86% of all available SNAP-Ed funding.



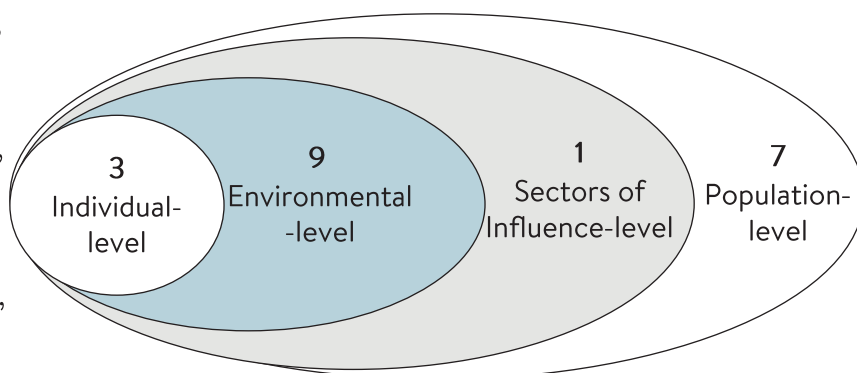
Evaluation

Between FFYs 2014 and 2016, California SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 20 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 1 Process, **44** Outcome, & **34** Impact Evaluations

FFY 2015 12 Formative, 17 Process, **30** Outcome & **13** Impact Evaluations

FFY 2016 8 Formative, 22 Process, **70** Outcome & **45** Impact Evaluations



Implementation

Six Implementing Agencies executed a variety of projects under California SNAP-Ed in 2014 and five in 2015–2016. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies and a **Social Marketing** campaign were implemented all three years.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	15	15
Number of Implementing Agencies	6	5	5
Type of Implementing Agencies	• University (1) • Non Profit (1) • State Dept. (4)	• University (1) • Non Profit (1) • State Dept. (3)	• University (1) • Non Profit (1) • State Dept. (3).
Types of Programming			

Reach

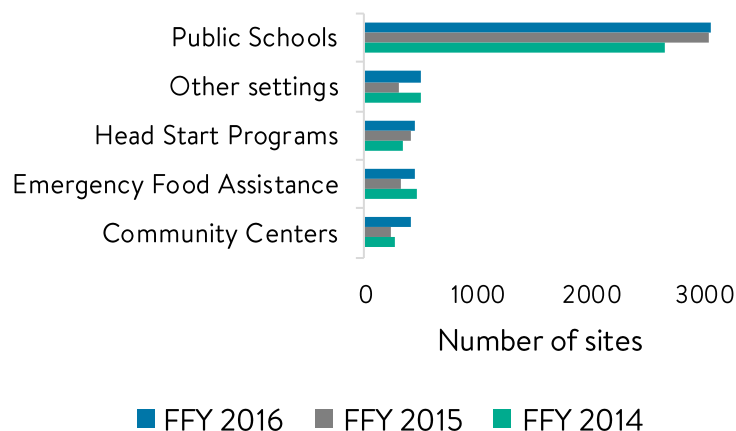
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

California SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs & Restaurants
- City planning groups
- Early childcare
- Faith-based groups
- Food banks and pantries
- Food stores
- Government agencies
- Hospitals and healthcare
- Human services organizations
- Indian Tribal organizations
- Workforce development
- Parks and recreation centers
- Public health organizations
- Schools & Colleges

CALIFORNIA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	135,320,330	122,586,302	116,529,713
Final approved budget (\$)	149,447,227	156,271,443	149,587,301
Final budget expended (%)	45	45	35
Federal expenditures attributed to SNAP-Ed delivery (%)	62	62	60
Use of non-Federal funds (Yes/No)	Yes	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to California accounted for an average of XX% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) Non Profit (1) State Dept (4)	University (1) Non Profit (1) State Dept (3)	University (1) Non Profit (1) State Dept (3)
Total number of planned projects ^a	15	15	15
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	I	I, E	I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	135	96	102
Food Stores	446	57	392
Public Housing	244	284	353
Individual Homes	330	47	83
Libraries	57	49	71
Churches	217	230	333
Public/Community Health Centers	138	94	155
Public Schools	2674	3065	3081
Head Start Programs	345	406	455
Other Youth Education	209	173	275
Shelters	80	79	98
Adult Rehabilitation Centers	33	46	42
WIC Programs	112	49	105
Worksites	111	48	78
Community Centers	268	235	421
Elderly Service Centers	122	318	272
Emergency Food Assistance	467	328	450
Extension Offices	6	2	2
Farmers Markets	53	31	59
SNAP Offices	84	52	78

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Other	501	310	509

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	PSE	PSE
Chefs/culinary institutes	DE, PSE		-
City and regional planning groups	-	PSE	PSE
Early care and education facilities	DE, PSE	PSE	PSE
Faith-based groups	DE, PSE	PSE	PSE
Food banks/food pantries	DE		PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	PSE	PSE
Foundations/philanthropy organizations/nonprofits	DE, PSE	PSE	PSE
Government program/agency (Federal, State, local, etc.)	DE	PSE	PSE
Hospitals/healthcare organizations	DE, SM	PSE	PSE
Human services organizations	DE	PSE	PSE
Indian Tribal Organizations	DE, PSE	PSE	PSE
Labor/workforce development groups	DE	-	-
Parks and recreation centers	-	PSE	PSE
Public health organizations	DE, PSE	PSE	PSE
Restaurants	PSE	PSE	-
Schools (preschools, K-12, elementary, middle, and high)	DE	-	-
Schools (colleges and universities)	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	Y	Y	Y
MyPyramid – Healthy eating plan	Y	Y	Y
Physical activity	Y	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	Y	Y	Y
Nutrition education articles	Y	Y	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	Y	Y	Y
Sponsor community events/fairs	Y	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	Y	Y	Y
Calendars	Y	Y	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	Y	Y	Y

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Videos/CD-ROM	Y	Y	Y
Retail/point-of-purchase activities	Y	Y	Y
Other	Y	Y	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	12,714,430	12,257,489	11,599,108
Direct education unduplicated reach ^b	840,249	798,085	694,268
Social marketing reach (impressions or views) ^b	11,390,000	8,314,699	9,611,242

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (1), O (44), I (34)	F (12), P (17), O (30), I (3)	F (8), P (22), O (70), I (45)
Individual ^a	none	MT1, MT2, MT3, LT1, LT3	MT1, MT2, MT3
Environmental settings ^a	ST6, ST7, MT5, MT6, LT5, LT6	ST5, ST6, ST7, MT5, MT6, LT5	ST5, ST7, MT5, MT6, LT5, LT6, LT7, LT8, LT10
Sectors of influence ^a	MT8, MT9, MT10	none	ST8
Population results ^a	none	none	R1, R2, R4, R5, R6, R7, R9

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework have been translated to the most recent version.

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Colorado SNAP-Ed State Profile

FFYs 2014 – 2016

Purpose

This profile provides a snapshot of Colorado Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Colorado SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Colorado SNAP-Ed accounted for an average of 0.69% of all available SNAP-Ed funding.

\$3,948,915



FFY 2014

N/A

FFY 2015

\$4,121,009



FFY 2016

Evaluation

Between FFYs 2014 and 2016, Colorado SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 19 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014

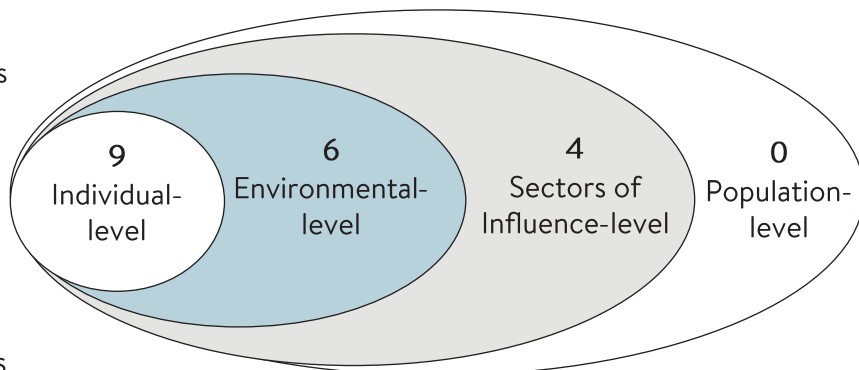
1 Process Evaluation,
& **5** Outcome Evaluations

FFY 2015

1 Process, **8** Outcome
& **1** Impact Evaluation

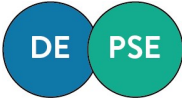
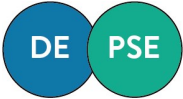
FFY 2016

2 Process Evaluations
& **3** Outcome Evaluations

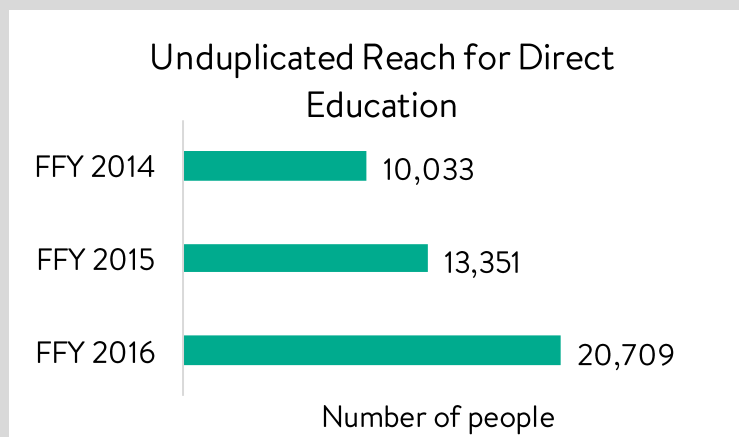


Implementation

A sole Implementing Agency executed a variety of projects under Colorado SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study. **Social Marketing** activities were not implemented during the study period.

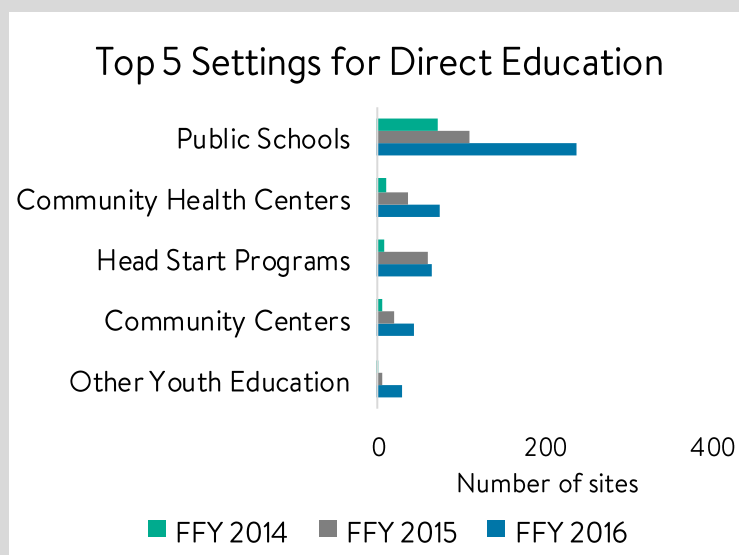
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	3	4
Number of Implementing Agencies	2	3	2
Type of Implementing Agencies	• University	• University (2) • Nonprofit (1)	• University • Nonprofit
Types of Programming			

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Colorado SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.



Planned Partners for DE & PSE

- Agricultural organizations
- Chefs/culinary institutes
- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations
- Government program/agency
- Hospitals/healthcare organizations
- Human services organizations
- Labor/workforce development groups
- Parks and recreation centers
- Public health organizations
- Schools

COLORADO SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,948,915	n/a	4,121,009
Final approved budget (\$)	5,208,159	n/a	4,121,009
Final budget expended (%)	50	n/a	98
Federal expenditures attributed to SNAP-Ed delivery (%)	55	55	76
Use of non-Federal funds (Yes/No)	No	Yes	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Colorado accounted for an average of 0.69% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2)	University (2), Nonprofit (1)	University (1), Nonprofit (1)
Total number of planned projects ^a	4	3	4
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 5 to 9	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	21	13	13
Food Stores	1	13	7
Public Housing	8	21	22
Individual Homes	49	7	0
Libraries	2	3	4
Churches	7	22	28
Public/Community Health Centers	11	37	76
Public Schools	74	110	241
Head Start Programs	8	60	66
Other Youth Education	2	7	30
Shelters	4	6	8
Adult Rehabilitation Centers	6	12	8
WIC Programs	6	4	5
Worksites	2	10	1
Community Centers	7	21	43
Elderly Service Centers	0	2	15
Emergency Food Assistance	14	22	23
Extension Offices	11	1	1
Farmers Markets	10	0	22
SNAP Offices	1	4	3
Other	0	15	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE		PSE
Chefs/culinary institutes	DE	DE, PSE	DE, PSE
City and regional planning groups		PSE	DE, PSE
Early care and education facilities	DE	DE, PSE	DE, PSE
Faith-based groups	DE		
Food banks/food pantries	DE	PSE	DE, PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE	-	-
Foundations/philanthropy organizations/nonprofits	DE	-	-
Government program/agency (Federal, State, local, etc.)	DE	PSE	DE, PSE
Hospitals/healthcare organizations	-	-	DE, PSE
Human services organizations	DE	-	-
Labor/workforce development groups	DE	-	-
Parks and recreation centers	DE	-	PSE
Public health organizations	DE	-	-
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE	DE, PSE	DE, PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq 185\%$ FPL) ^a	1,386,626	1,327,900	1,324,638
Direct education unduplicated reach ^b	10,033	13,351	20,709

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (1), O (5)	P (1), O (8), I (1)	P (2), O (3)
Individual	none	4 ^a	ST1, ST2, MT1, MT2, MT3, MT4, LT1, LT2, LT3 ^b
Environmental settings	none	none	ST7, MT5, MT6, LT5, LT6, LT10 ^b
Sectors of influence	none	none	ST8, MT8, LT12, LT14 ^b
Population results	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model planned and reported on | ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated at the most recent version.

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Connecticut SNAP-Ed State Pro-



Purpose

This profile provides a snapshot of Connecticut Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

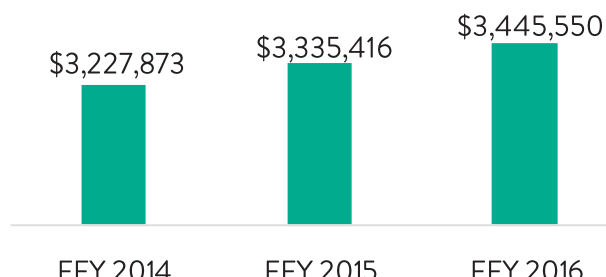
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Connecticut SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Connecticut SNAP-Ed accounted for an average of 0.85% of all available SNAP-Ed funding.



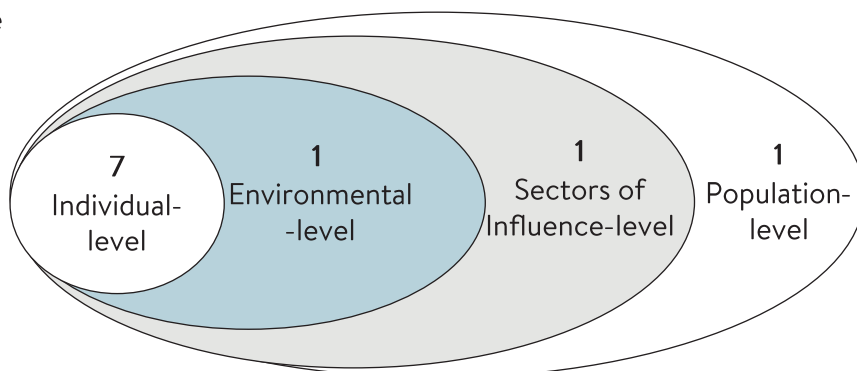
Evaluation

Between FFYs 2014 and 2016, Connecticut SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 10 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 14 Process & 9 Outcome Evaluations

FFY 2015 17 Process, 13 Outcome & 1 Impact Evaluation

FFY 2016 21 Process, 17 Outcome & 1 Impact Evaluation

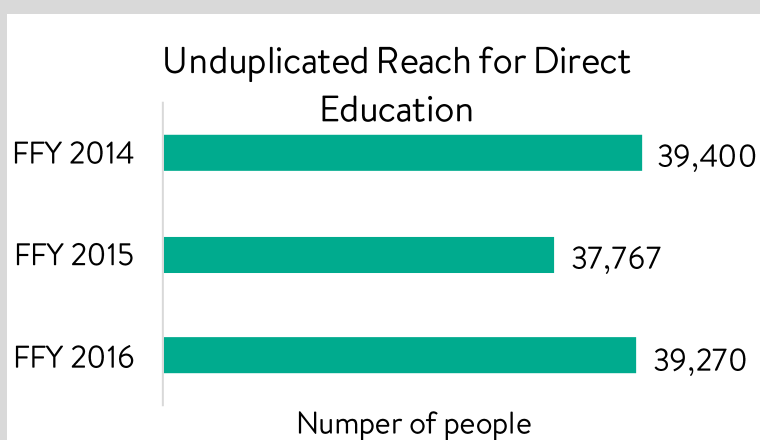


Implementation

Multiple Implementing Agencies executed a variety of projects under Connecticut SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study, however **Social Marketing** was not part of programming.

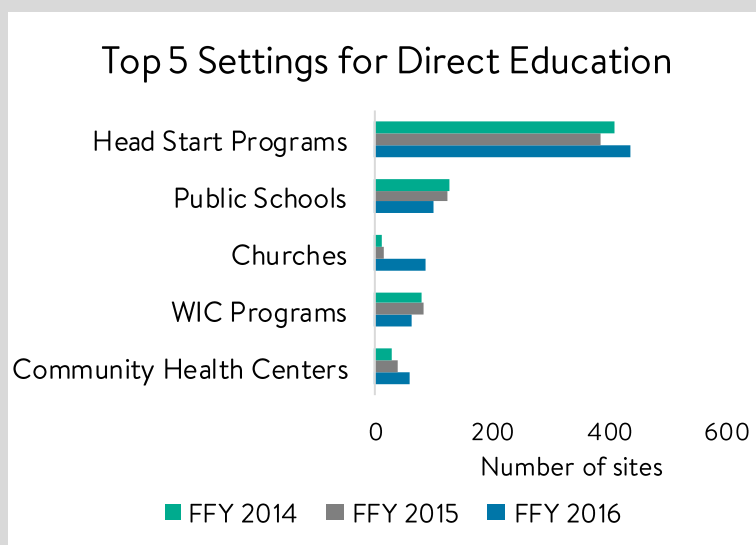
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	7	7	9
Number of Implementing Agencies	6	6	6
Type of Implementing Agencies	• University (4) • Nonprofit (1) • State department (1)	• University (4) • Nonprofit (1) • State department (1)	• University (4) • Nonprofit (1) • State department (1)
Types of Programming			

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Connecticut SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.



Planned Partners for DE & PSE

- Chefs/culinary institutes
- Food stores
- Foundations/nonprofits
- Government agencies
- Indian Tribal Organizations
- Parks and recreation centers
- Public health organizations
- Colleges and universities

CONNECTICUT SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,227,873	3,335,416	3,445,550
Final approved budget (\$)	3,227,873	3,335,416	3,445,550
Final budget expended (%)	85	103	94
Federal expenditures attributed to SNAP-Ed delivery (%)	80	83	85
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Connecticut accounted for an average of 0.85% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (4), Nonprofit (1), State dept (1)	University (4), Nonprofit (1), State dept (1)	University (4), Nonprofit (1), State dept (1)
Total number of planned projects ^a	7	7	9
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	4	4	2
Food Stores	18	18	12
Public Housing	34	20	56
Individual Homes	1	0	1
Libraries	22	16	20
Churches	14	16	88
Public/Community Health Centers	31	41	59
Public Schools	130	125	101
Head Start Programs	412	389	440
Other Youth Education	13	26	12
Shelters	1	2	6
Adult Rehabilitation Centers	1	5	19
WIC Programs	80	84	65
Worksites	0	1	2
Community Centers	17	21	33
Elderly Service Centers	13	33	41
Emergency Food Assistance	231	167	45
Extension Offices	1	0	0
Farmers Markets	36	63	29
SNAP Offices	0	9	6
Other	58	104	50

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Chefs/culinary institutes	-	-	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	SM
Foundations/philanthropy organizations/nonprofits	DE	DE	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE	DE, PSE	DE, PSE
Indian Tribal Organizations	-	DE	
Parks and recreation centers	-	-	PSE
Public health organizations	-	-	PSE
Schools (colleges and universities)	DE	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	777,045	741,332	719,732
Direct education unduplicated reach ^b	39,400	37,767	39,270

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(14), O(9)	P(17), O(13), I(1)	P(21), O(17), I(1)
Individual	none	3 ^a	ST1, ST2, ST3, MT1, MT2, MT3, MT4 ^b
Environmental settings	none	1 ^a	ST7 ^b
Sectors of influence	none	none	ST8 ^b
Population results	none	none	R2 ^b

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model

| ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

District of Columbia SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of District of Columbia Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

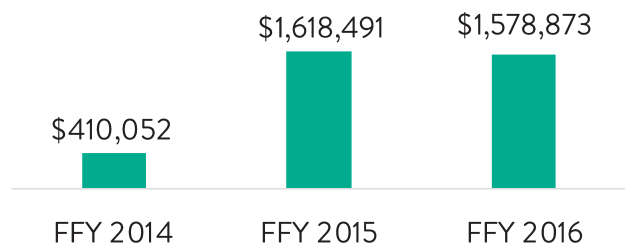
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for District of Columbia SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for District of Columbia SNAP-Ed accounted for an average of 0.31% of all available SNAP-Ed funding.



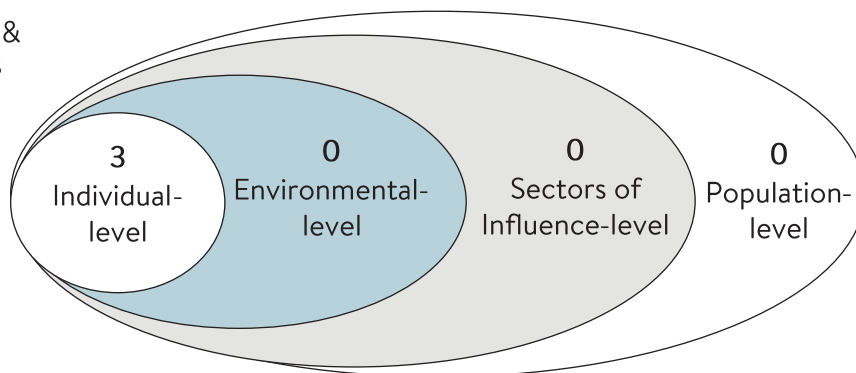
Evaluation

Between FFYs 2014 and 2016, District of Columbia SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 3 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 2 Formative, 3 Process, & 2 Outcome Evaluations

FFY 2015 2 Outcome Evaluations

FFY 2016 3 Outcome Evaluations & 2 Impact Evaluations



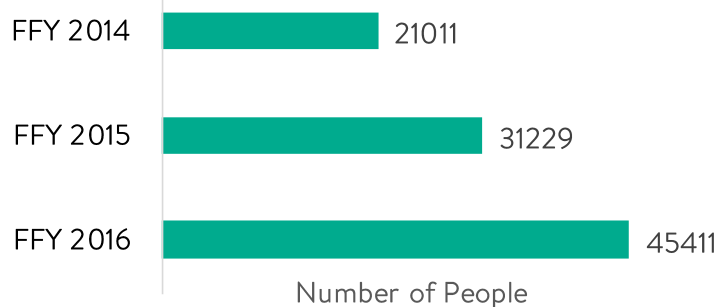
Implementation

A sole Implementing Agency executed one to three SNAP-Education projects each year in the District of Columbia. **Direct Education** was implemented all three years included in the study. **Policy, Systems, and Environmental (PSE)** change strategies and **Social Marketing** activities were not implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	1	1	3
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• State Department	• State Department	• State Department
Types of Programming	DE	DE	DE

Reach

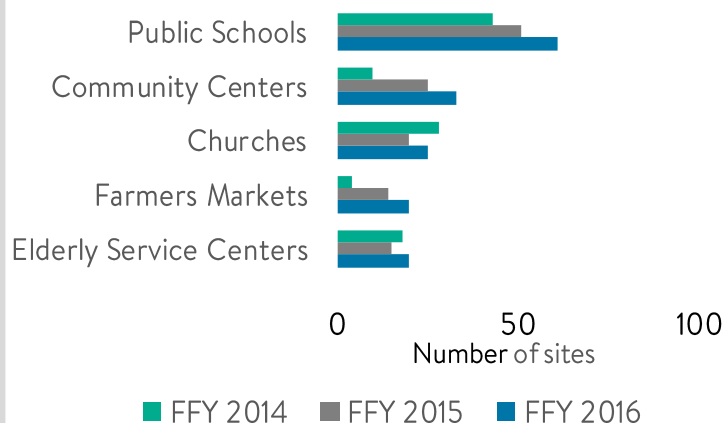
Unduplicated Reach for Direct Education



Primary target audience for Direct Education varied by year. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

District of Columbia SNAP-Education **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Faith-based organizations
- Food banks and pantries
- Foundations/nonprofits
- Government agencies
- Hospitals/healthcare
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Schools
- Colleges/Universities

DISTRICT OF COLUMBIA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	410,052	1,618,491	1,578,873
Final approved budget (\$)	410,052	2,028,289	1,960,891
Final budget expended (%)	230	60	51
Federal expenditures attributed to SNAP-Ed delivery (%)	78	84	75
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to District of Columbia accounted for an average of 0.31% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FFY 2015	FFY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	State dept (1)	State dept (1)	State dept (1)
Total number of planned projects ^a	1	1	3
Types of programming implemented ^{b, c}	DE	DE	DE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	Less than 5 yrs	18-59 yrs	18-59 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming: (SM)=Social Marketing (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	4	4	7
Food Stores	3	4	7
Public Housing	21	4	4
Libraries	4	9	15
Churches	28	20	25
Public/Community Health Centers	6	12	13
Public Schools	43	51	61
Head Start Programs	30	4	4
Other Youth Education	13	3	15
Shelters	4	4	4
Adult Rehabilitation Centers	0	0	1
WIC Programs	4	4	7
Worksites	2	8	8
Community Centers	10	25	33
Elderly Service Centers	18	15	20
Emergency Food Assistance	1	1	2
Extension Offices	1	1	1
Farmers Markets	4	14	20
Other	6	29	24

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE	DE
Faith-based groups	-	-	DE
Food banks/food pantries	DE	DE	DE
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE
Hospitals/healthcare organizations	-	-	DE
Human services organizations	DE	DE	DE
Public health organizations	DE	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE	DE, PSE
Schools (colleges and universities)		DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	182,042	184,611	189,138
Direct education unduplicated reach ^b	21,011	86,051	80,061

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(2), P(3), O(2)	O(2)	O(3), I(2)
Individual ^a	none	none	MT1, MT2, MT3
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Delaware SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Delaware Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

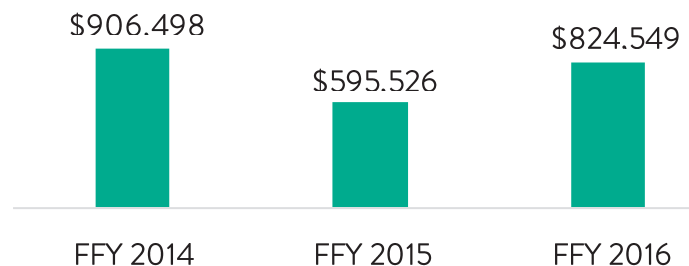
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Delaware SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Delaware SNAP-Ed accounted for an average of 0.2% of all available SNAP-Ed funding.



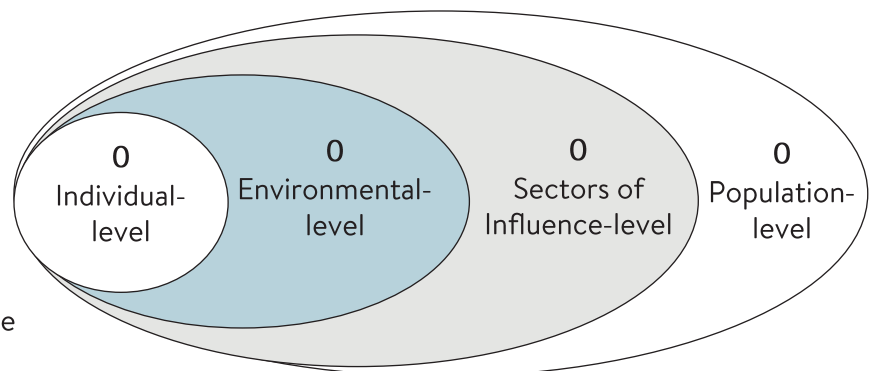
Evaluation

No SNAP-Ed evaluation activities were conducted in Delaware in FFY 2014 and 2015. In FFY 2016, Delaware conducted numerous process and outcome evaluations to **measure the effectiveness** of SNAP-Ed programming. No indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 No evaluations conducted

FFY 2015 No evaluations conducted

FFY 2016 4 Process & 4 Outcome Evaluations



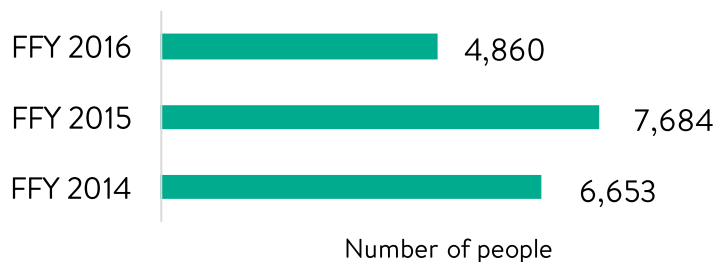
Implementation

A sole Implementing Agency executed a variety of projects under Delaware SNAP-Ed. **Direct Education** was implemented all three years and **Policy, Systems and Environmental (PSE)** change strategies were added in FFY 2015. **Social Marketing** was not implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	11	9	11
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE

Reach

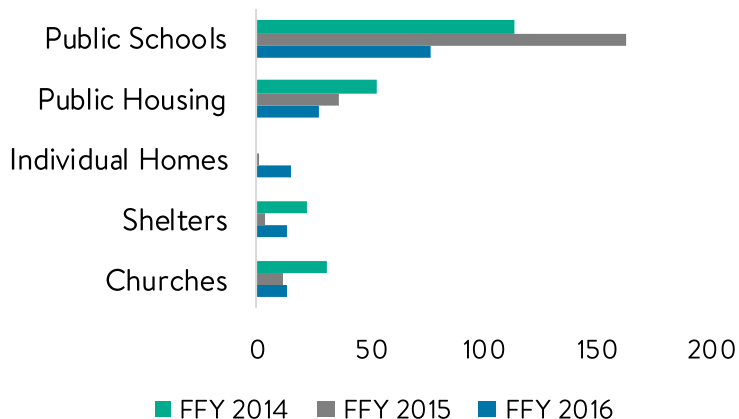
Unduplicated Reach for Direct Education



School aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 9 sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Delaware SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Faith-based groups
- Food banks/food pantries
- Food stores
- Government program/ agency
- Schools

DELAWARE SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	906,498	595,526	824,549
Final approved budget (\$)	1,525,905	990,506	1,112,049
Final budget expended (%)	62	80	83
Federal expenditures attributed to SNAP-Ed delivery (%)	69	84	74
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Delaware accounted for an average of 0.2% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	11	9	11
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 9	Single - 9	Single - 9
Primary target age group (Direct Education) ^b	5 -17 yrs	5 -17 yrs	5 -17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	10	8	9
Public Housing	53	37	28
Individual Homes	0	1	15
Libraries	5	18	6
Churches	31	12	14
Public/Community Health Centers	7	0	2
Public Schools	114	164	77
Head Start Programs	3	12	1
Other Youth Education	1	0	2
Shelters	22	4	14
Adult Rehabilitation Centers	5	7	9
WIC Programs	0	4	0
Worksites	0	0	2
Community Centers	28	15	8
Elderly Service Centers	25	21	12
Emergency Food Assistance	0	0	1
Farmers Markets	3	3	0
SNAP Offices	0	2	0
Other	14	6	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	PSE	DE
Faith-based groups	-		PSE

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Food banks/food pantries	DE	DE	DE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	PSE	-
Government program/agency (Federal, State, local, etc.)	DE	-	DE
Schools (preschools, K-12, elementary, middle, and high)	DE, SM	DE, PSE, SM	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	227,694	237,150	220,468
Direct education unduplicated reach ^b	6,653	7,684	4,860

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	none	none	P (4), O (4)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual Reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes indicators from the SNAP-Ed Evaluation Framework only: <https://snapedtoolkit.org/toolkit/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Florida SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Florida's Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

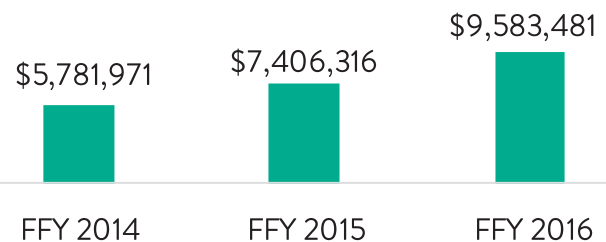
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Florida SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Florida SNAP-Ed accounted for an average of 1.9% of all available SNAP-Ed funding.



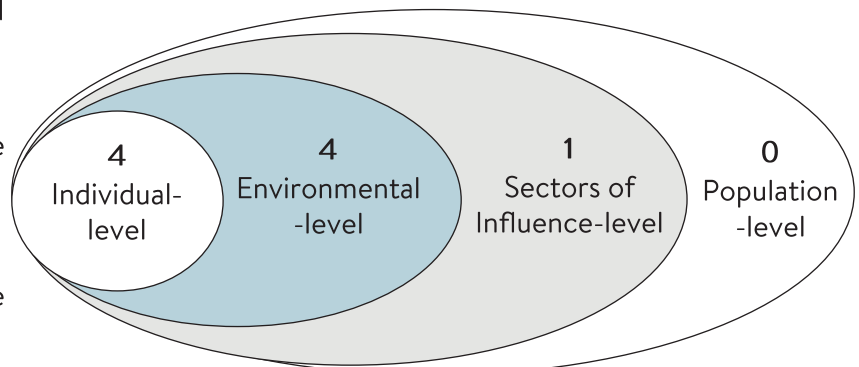
Evaluation

Between FFYs 2014 and 2016, Florida SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 9 indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual Report.

FFY 2014 No evaluations conducted

FFY 2015 1 Formative & 3 Outcome Evaluations

FFY 2016 1 Formative & 3 Outcome Evaluations



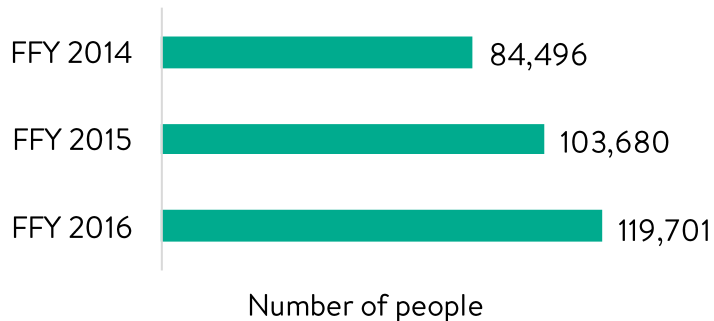
Implementation

A sole Implementing Agency executed a variety of projects under Florida SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies, and a **Social Marketing** campaign were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	5	5
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

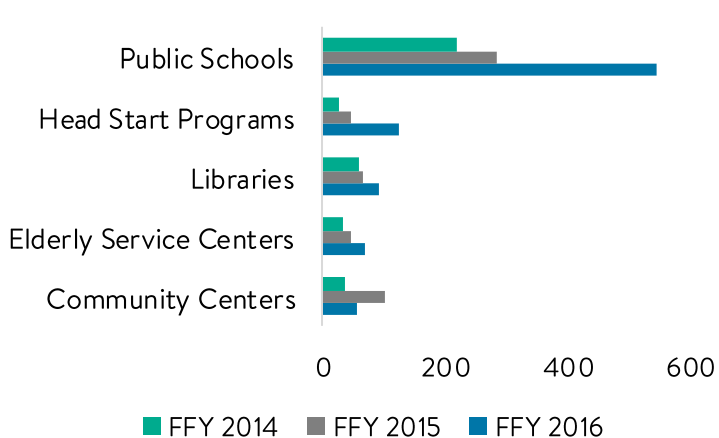
Unduplicated Reach for Direct Education



School aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Florida SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, & SM

- Agricultural organizations
- City and regional planning groups
- Early child and education facilities
- Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals/healthcare organizations
- Human services organizations
- Workforce development groups
- Media/advertising groups
- Parks and recreation centers
- Public health organizations
- Restaurants
- Schools

FLORIDA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	5,781,971	7,406,316	9,583,481
Final approved budget (\$)	5,781,971	9,151,395	14,375,122
Final budget expended (%)	58	77	70
Federal expenditures attributed to SNAP-Ed delivery (%)	76	78	83
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Florida accounted for an average of 1.94% of all SNAP-Ed fundings between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	4	5	5
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P, D, I, E	P	P, D

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	15	16	13
Food Stores	6	24	10
Public Housing	8	49	48
Individual Homes	0	1	4
Libraries	60	68	92
Churches	18	41	17
Public/Community Health Centers	37	25	43
Public Schools	220	285	547
Head Start Programs	29	46	126
Other Youth Education	48	47	41
Shelters	3	9	16
Adult Rehabilitation Centers	6	8	2
WIC Programs	10	13	21
Worksites	41	5	29
Community Centers	38	103	56
Elderly Service Centers	33	48	69
Emergency Food Assistance	5	6	34
Extension Offices	18	20	10
Farmers Markets	6	14	7
SNAP Offices	3	5	1
Other	2	65	6

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE	-	DE, PSE
City and regional planning groups	-	-	PSE
Early care and education facilities	-	-	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	PSE
Foundations/philanthropy organizations/nonprofits	PSE	PSE	DE, PSE
Government program/agency (Federal, State, local, etc.)	PSE	PSE	DE, PSE
Hospitals/healthcare organizations	-	DE, PSE	DE, PSE
Human services organizations	-	-	PSE
Labor/workforce development groups	-	-	PSE
Media/advertising groups	SM	PSE, SM	SM
Parks and recreation centers	PSE	-	PSE
Public health organizations	-	-	PSE
Restaurants	-	-	PSE
Schools (preschools, K-12, elementary, middle, and high)	SM	PSE	DE, PSE
Schools (colleges and universities)	-	DE	DE, PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	Y	Y
Fruits and vegetables	Y	-	Y
Limiting added sugars or caloric sweeteners	Y	-	-
Physical activity	-	-	Y
Whole grains	Y	-	-
Other	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	-	-
Nutrition education articles	Y	-	-
Participation in community events/fairs	Y	-	-
Sponsor community events/fairs	Y	-	-
Fact sheets/pamphlets/newsletters	Y	-	-
Posters	Y	-	-
Websites	Y	-	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	6,803,140	6,721,714	6,570,847
Direct education unduplicated reach ^b	84,496	103,680	119,701
Social marketing reach (impressions or views) ^b	0	0	0

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	none	F(1), O(3)	F(1), O(3)
Individual	2 ^a	none	ST1, MT1, MT2, MT3 ^b
Environmental settings	3 ^a	none	ST5, ST7, MT5, MT6 ^b
Sectors of influence	1 ^a	none	MT12 ^b
Population results	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^a Number of indicators from other evaluation frameworks aligned with the social-ecological model planned and reported on

| ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Georgia SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Georgia Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

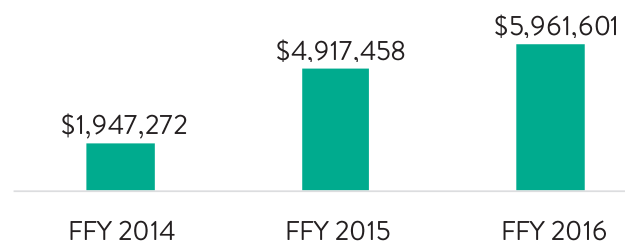
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Georgia SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Georgia SNAP-Ed accounted for an average of 1.09% of all available SNAP-Ed funding.



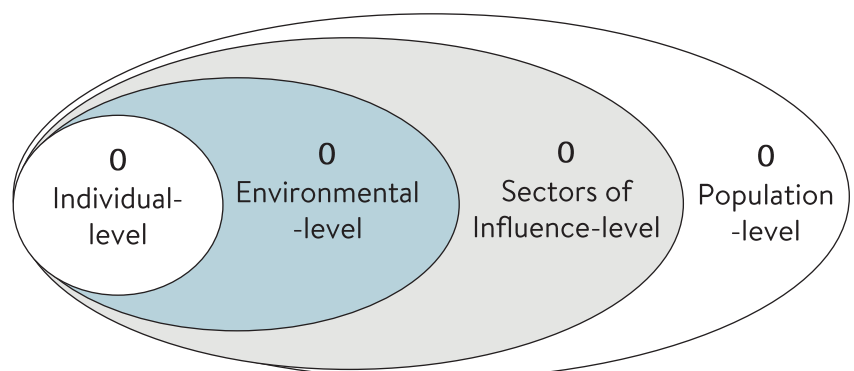
Evaluation

Between FFYs 2014 and 2016, Georgia SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, Georgia did not use any indicators from the SNAP-Ed Evaluation Framework in the FFY 2016 Annual Report.

FFY 2014 2 Formative, 2 Process & 2 Outcome Evaluations

FFY 2015 3 Formative, 8 Process & 7 Outcome Evaluations

FFY 2016 5 Formative, 10 Process & 8 Outcome Evaluations



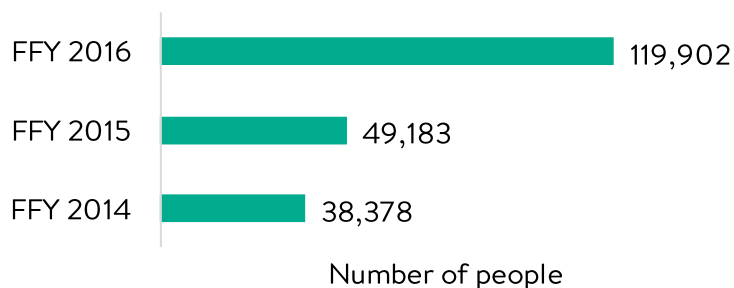
Implementation

A sole Implementing Agency in FFY 2014 and multiple Implementing Agencies in FFYs 2015 and 2016 executed a variety of projects for Georgia SNAP-Ed. **Direct Education** was implemented all three years, **Social Marketing** was added in FFY 2015, and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	3	3
Number of Implementing Agencies	1	3	4
Type of Implementing Agencies	• Nonprofit	• University (1) • Nonprofit (2)	• University (1) • Nonprofit (3)
Types of Programming	DE	DE SM	DE PSE SM

Reach

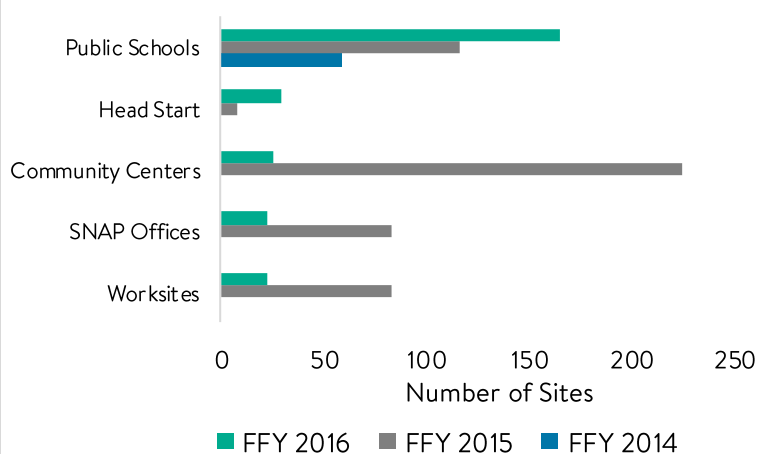
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Georgia SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Foundations/nonprofits
- Government agencies
- Hospitals/healthcare organizations
- Parks and recreation centers
- Schools
- Colleges and universities

GEORGIA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,947,272	4,917,458	5,961,601
Final approved budget (\$)	3,082,563	5,584,985	6,947,513
Final budget expended (%)	36	61	73
Federal expenditures attributed to SNAP-Ed delivery (%)	82	64	71
Use of non-Federal funds (Yes/No)	No	No	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Georgia accounted for an average of 1.09% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	Nonprofit (1)	University (1), Nonprofit (2)	University (1), Nonprofit (3)
Total number of planned projects ^a	4	3	3
Types of programming implemented ^{b, c}	DE	DE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	none	P, D	D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	0	63	9
Food Stores	0	1	23
Public Housing	0	20	5
Individual Homes	0	0	3
Libraries	0	102	6
Churches	0	138	20
Public/Community Health Centers	0	33	6
Public Schools	59	117	166
Head Start Programs	0	8	30
Other Youth Education	0	5	6
Shelters	0	23	2
Adult Rehabilitation Centers	0	125	9
WIC Programs	0	2	2
Worksites	0	84	23
Community Centers	0	226	26
Elderly Service Centers	0	7	3
Emergency Food Assistance	0	11	4
Extension Offices	0	0	9
SNAP Offices	0	84	23
Other	0	60	8

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE	DE
Early care and education facilities	-	-	PSE
Faith-based groups	-	DE	DE
Food banks/food pantries	DE	DE	DE
Foundations/philanthropy organizations/nonprofits	DE	-	PSE
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, SM	DE, PSE, SM
Hospitals/healthcare organizations	-	DE	DE
Parks and recreation centers	-	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	-	DE	-
Schools (colleges and universities)	SM	-	PSE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	-	-	Y
Fats and oils	-	-	Y
Food shopping/preparation	-	-	Y
Fruits and vegetables	-	-	Y
Lean meats and beans	-	-	Y
Limiting added sugars or caloric sweeteners	-	-	Y
Sodium and potassium	-	-	Y
Whole grains	-	-	Y
Food safety	-	-	Y
Other	-	Y	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Websites	-	-	Y
Electronic (email) materials and information distribution	-	-	Y
Videos/CD-ROM	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	3,491,741	3,420,119	3,250,797
Direct education unduplicated reach ^b	38,378	49,183	119,902
Social marketing reach (impressions or views) ^b	none	279	312,302

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (2), P (2), O (2)	F (3), P (8), O (7)	F (5), P (10), O (8)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Hawaii SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Hawaii Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

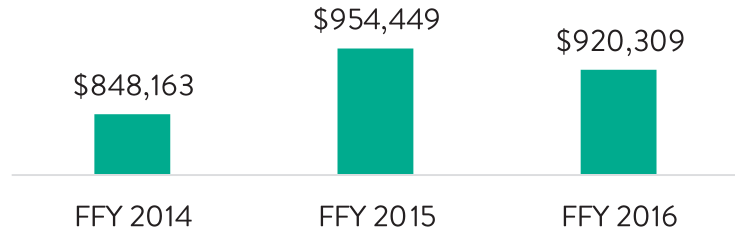
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Hawaii SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Hawaii SNAP-Ed accounted for an average of 0.23% of all available SNAP-



Evaluation

In FFY 2014, Hawaii SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed evaluation framework reported in the FFY 2016 Annual Report.

FFY 2014

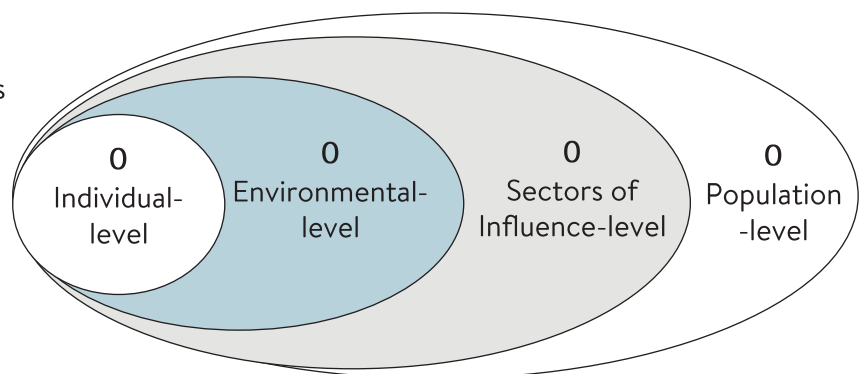
1 Formative, **3** Process & **4** Outcome Evaluations

FFY 2015

No Evaluations Reported

FFY 2016

No Evaluations Reported



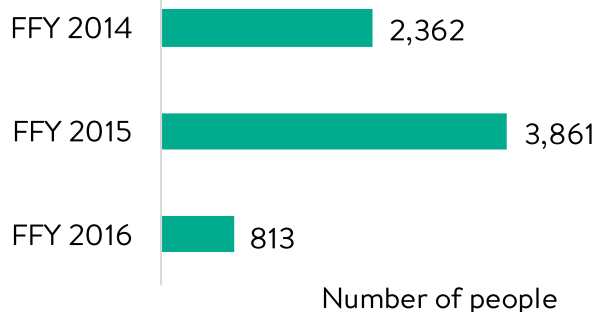
Implementation

Two Implementing Agencies executed a variety of projects under Hawaii SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study. **Social Marketing** activities were not conducted during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	5	7	7
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	• University • State Dept.	• University • State Dept.	• University • State Dept.
Types of Programming			

Reach

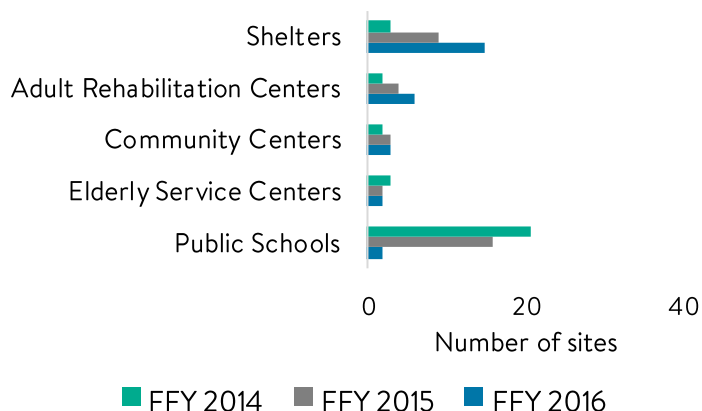
Unduplicated Reach for Direct Education



The primary target audience for direct education varied during the study period. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Hawaii SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, Social Marketing and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, SM, PSE

- Agricultural organizations
- City planning groups
- Faith-based groups
- Food banks and pantries
- Food stores
- Foundations/nonprofits
- Government agencies
- Parks and recreation centers
- Schools
- Colleges and Universities

HAWAII SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	848,163	954,449	920,309
Final approved budget (\$)	1,120,483	1,708,404	1,745,305
Final budget expended (%)	52	34	45
Federal expenditures attributed to SNAP-Ed delivery (%)	78	82	84
Use of non-Federal funds (Yes/No)	No	Yes	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Hawaii accounted for an average of 0.23% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) State dept (1)	University (1) State dept (1)	University (1) State dept (1)
Total number of planned projects ^a	5	7	7
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	2 - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	18-59 yrs	18-59 yrs
Social marketing campaign activities ^b	none	none	none

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	2	2	0
Public Housing	8	3	1
Libraries	0	1	0
Churches	1	0	0
Public/Community Health Centers	0	4	1
Public Schools	21	16	2
Head Start Programs	0	2	0
Other Youth Education	0	1	0
Shelters	3	9	15
Adult Rehabilitation Centers	2	4	6
Community Centers	2	3	3
Elderly Service Centers	3	2	2
Emergency Food Assistance	1	0	0
Farmers Markets	0	4	1
Other	10	3	10

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)		SM	SM
City and regional planning groups	PSE	-	-
Faith-based groups	DE, PSE	-	-

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Food banks/food pantries	-	SM	SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE	SM	SM
Foundations/philanthropy organizations/nonprofits	-	SM	SM
Government program/agency (Federal, State, local, etc.)	DE	PSE	PSE
Parks and recreation centers	DE	-	-
Schools (preschools, K-12, elementary, middle, and high)	DE	-	-
Schools (colleges and universities)	DE	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	321,395	294,810	291,688
Direct education unduplicated reach ^b	2,362	3,861	813

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P(3), O (4)	none	none
Individual ^a	none	none	none
Environmental settings ^a	ST7	none	none
Sectors of influence ^a	none	none	none
Social and cultural norms and values ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework have been translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Idaho SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Idaho Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

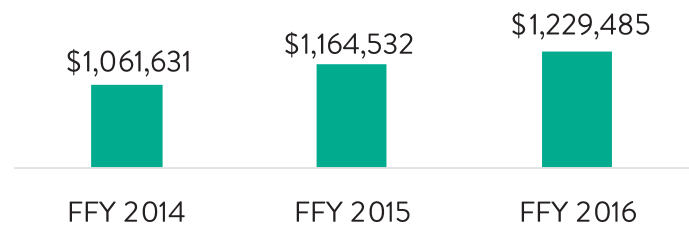
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Idaho SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Idaho SNAP-Ed accounted for an average of 0.29% of all available SNAP-Ed funding.



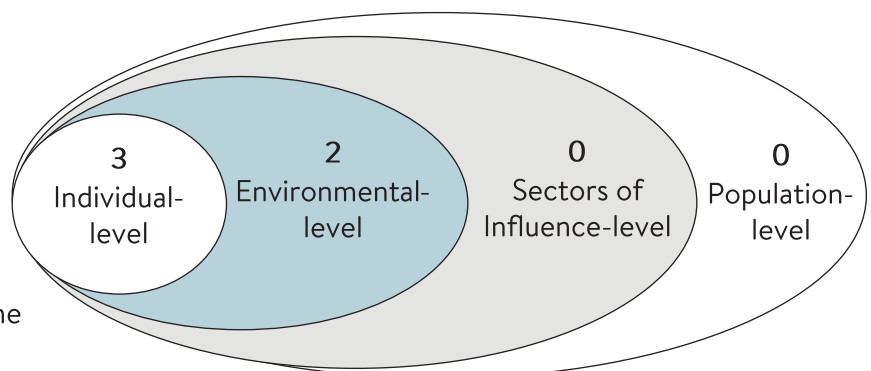
Evaluation

Between FFYs 2014 and 2016, Idaho SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 5 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 4 Outcome Evaluations

FFY 2015 1 Process & 2 Outcome Evaluations

FFY 2016 2 Formative & 6 Outcome Evaluations



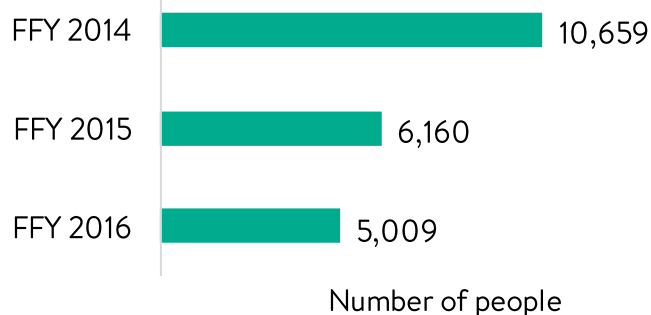
Implementation

Two Implementing Agencies in 2014 and 2016 and a sole agency in 2015 executed a variety of projects under Idaho SNAP-Ed **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included of the study and **Social Marketing** activities began in FFY 2015.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	5	7
Number of Implementing Agencies	2	1	2
Type of Implementing Agencies	• University • Nonprofit	• University	• University • State Dept.
Types of Programming			

Reach

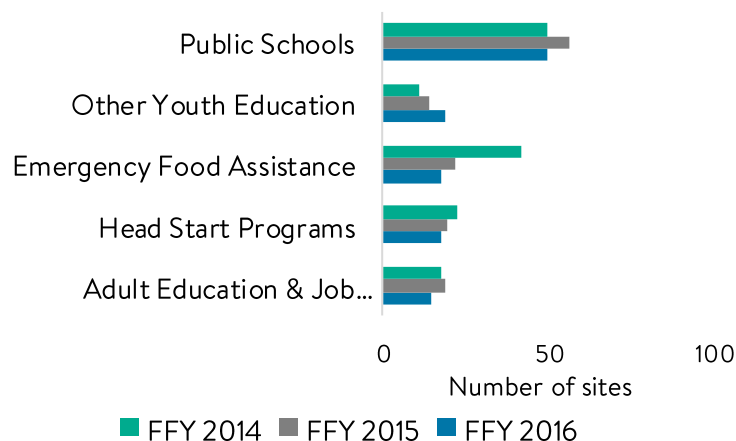
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Idaho SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early childcare
- Food banks & Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals/ healthcare
- Parks and recreation centers
- Public health organizations
- Schools
- Colleges/Universities

IDAHO SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,061,631	1,164,532	1,229,485
Final approved budget (\$)	1,061,631	1,500,233	1,519,013
Final budget expended (%)	88	55	68
Federal expenditures attributed to SNAP-Ed delivery (%)	67	69	72
Use of non-Federal funds (Yes/No)	Yes	No	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Idaho accounted for an average of 0.29% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1), Nonprofit (1)	University (1)	University (1), State Dept(1)
Total number of planned projects ^a	4	5	7
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single – 5 to 9	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	none	P	D, I

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	18	19	15
Food Stores	4	2	1
Public Housing	13	16	4
Individual Homes	0	0	11
Libraries	0	0	4
Churches	3	5	7
Public/Community Health Centers	10	6	6
Public Schools	50	57	50
Head Start Programs	23	20	18
Other Youth Education	11	14	19
Shelters	3	9	1
Adult Rehabilitation Centers	2	3	4
WIC Programs	7	6	5
Worksites	1	0	2
Community Centers	7	11	7
Elderly Service Centers	2	6	3
Emergency Food Assistance	42	22	18
Extension Offices	6	7	6
Farmers Markets	1	7	13
SNAP Offices	1	1	1

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Other	1	3	4

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE	-	SM
Early care and education facilities	-	-	SM
Food banks/food pantries	-	PSE, SM	PSE, SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	SM
Foundations/philanthropy organizations/nonprofits	-	-	SM
Government program/agency (Federal, State, local, etc.)	-	DE, SM	DE, PSE, SM
Hospitals/healthcare organizations	-	-	SM
Parks and recreation centers	-	-	SM
Public health organizations	-	-	SM
Schools (preschools, K-12, elementary, middle, and high)	-	DE	SM
Schools (colleges and universities)	-	-	PSE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	-	Y	Y
Limiting added sugars or caloric sweeteners	-	-	Y
MyPyramid – Healthy eating plan	-	Y	-
Physical activity	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	-	-	Y
Nutrition education articles	-	-	Y
Billboards, bus wraps, or other signage	-	-	Y
Participation in community events/fairs	-	-	Y
Posters	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	-	Y
Websites	-	-	Y
Electronic (email) materials and information distribution	-	-	Y
Retail/point-of-purchase activities	-	-	Y
Other	-	Y	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	548,424	562,790	526,735
Direct education unduplicated reach ^b	10,659	6,160	5,009
Social marketing reach (impressions or views) ^b	n/a	0	774,737

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O (4)	P (1), O (2)	F (2), O (6)
Individual ^a	ST1, ST2	MT1, MT2, MT3	MT1, MT2, MT3
Environmental settings ^a	none	none	ST5, ST6
Sectors of influence ^a	none	none	none
Social and cultural norms and values ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version.

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Illinois SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Illinois Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

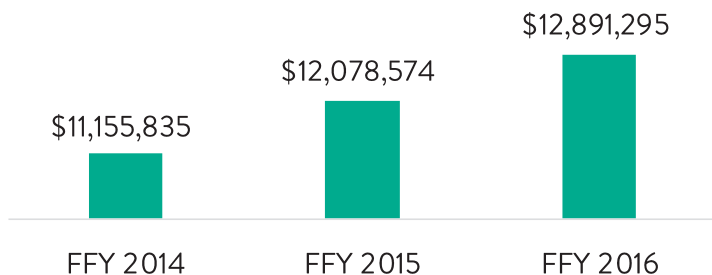
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Illinois SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Illinois SNAP-Ed accounted for an average of 3.07% of all available SNAP-Ed funding.



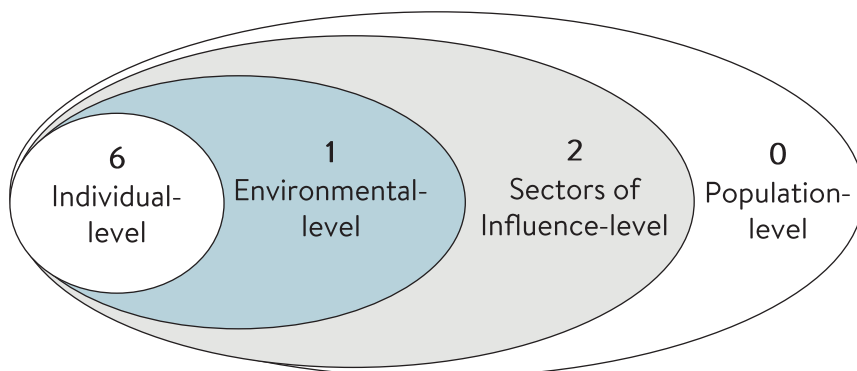
Evaluation

Between FFYs 2014 and 2016, Illinois SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 9 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 No Evaluation Activity Reported

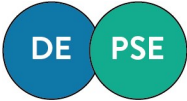
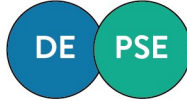
FFY 2015 No Evaluation Activity Reported

FFY 2016 1 Impact Evaluation



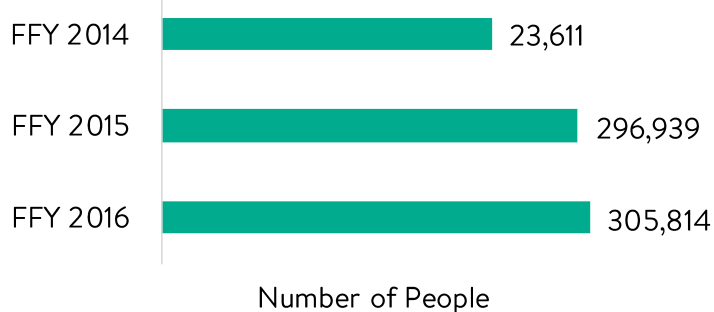
Implementation

Two Implementing Agencies executed a variety of projects under Illinois SNAP-Ed. Both **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented in all three years. There were no Social Marketing activities implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	7	7	7
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	• University (2)	• University (2)	• University (2)
Types of Programming			

Reach

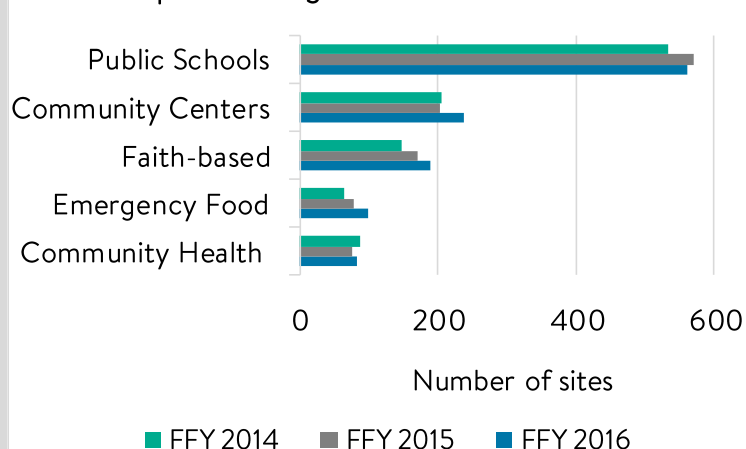
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Illinois SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Early child care
- Faith-based groups
- Food stores
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Schools

ILLINOIS SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	11,155,385	12,078,574	12,891,295
Final approved budget (\$)	15,179,589	18,708,907	18,857,545
Final budget expended (%)	72	57	18
Federal expenditures attributed to SNAP-Ed delivery (%)	77	78	92
Use of non-Federal funds (Yes/No)	No	No	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Illinois accounted for an average of 3.07% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2)	University (2)	University (2)
Total number of planned projects ^a	7	7	7
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5 -17 yrs	5 -17 yrs	5 -17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	37	35	32
Food Stores	16	19	33
Public Housing	75	63	65
Libraries	21	32	32
Churches	147	170	188
Public/Community Health Centers	87	76	82
Public Schools	534	570	560
Head Start Programs	88	81	66
Other Youth Education	169	187	57
Shelters	19	20	18
Adult Rehabilitation Centers	9	5	7
WIC Programs	15	16	17
Community Centers	206	203	237
Elderly Service Centers	54	46	39
Emergency Food Assistance	65	79	100
Extension Offices	15	13	23
Farmers Markets	3	8	22
SNAP Offices	25	21	19

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE, PSE	DE, PSE
Early care and education facilities	-	DE	DE
Faith-based groups	-	PSE	DE, PSE
Food banks/food pantries	-	DE	DE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	PSE	-
Foundations/philanthropy organizations/nonprofits	-	DE	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE, PSE
Hospitals/healthcare organizations		PSE	DE, PSE
Human services organizations	DE	DE	DE
Public health organizations	DE	DE, PSE	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	-	DE, PSE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	3,641,537	3,496,312	3,377,077
Direct education unduplicated reach ^b	236,111	296,939	305,814

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	none	none	I (1)
Individual	4 ^a	4 ^a	ST1, ST4, MT1, MT2, MT3, MT4 ^b
Environmental settings	1 ^a	1 ^a	ST6 ^b
Sectors of influence	none	none	ST8, ST9 ^b
Population results	none	none	none

Source: Annual Reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model | ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Indiana SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Indiana Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

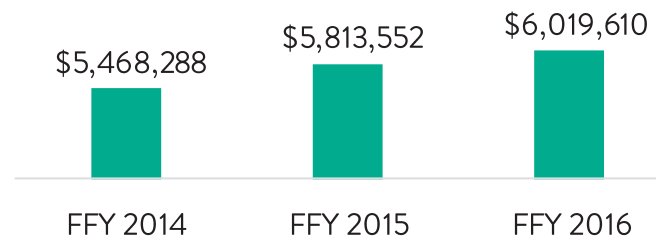
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Indiana SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Indiana SNAP-Ed accounted for an average of 1.47% of all available SNAP-Ed funding.



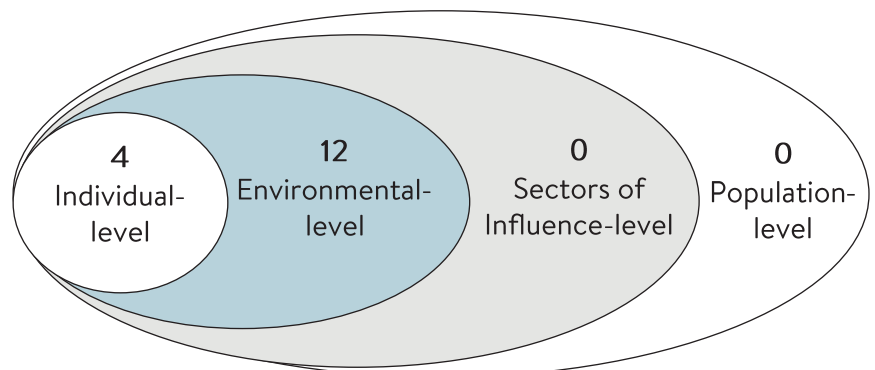
Evaluation

Between FFYs 2014 and 2016, Indiana SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 16 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Process & 2 Outcome Evaluations

FFY 2015 1 Process, 2 Outcome & 1 Impact Evaluation

FFY 2016 1 Process, 3 Outcome & 1 Impact Evaluation



Implementation

A sole Implementing Agency executed a variety of projects under Indiana SNAP-Ed. **Direct Education** change strategies were implemented all three years included in the study. **Policy, Systems, and Environmental (PSE)** approaches were added in FFY 2015 and a **Social Marketing** campaign was added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	6	5
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE SM

Reach

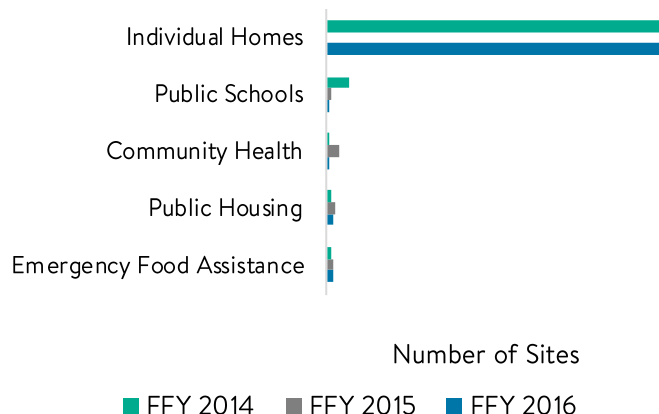
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Indiana SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early care and education
- Food banks
- Government program/agency
- Hospitals
- Labor development groups
- Schools
- Colleges and universities

INDIANA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	5,468,288	5,813,552	6,019,610
Final approved budget (\$)	5,468,288	5,872,139	10,285,067
Final budget expended (%)	74	84	73
Federal expenditures attributed to SNAP-Ed delivery (%)	86	75	80
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Indiana accounted for an average of 1.47% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	4	6	5
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE, SM
Number of sessions per direct education series ^b	Single – 10+	Single – 10+	Single – 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSEP=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	15	30	40
Food Stores	4	4	3
Public Housing	42	95	83
Individual Homes	4110	0	4108
Libraries	8	12	18
Churches	20	23	37
Public/Community Health Centers	35	157	38
Public Schools	275	50	36
Head Start Programs	63	58	53
Other Youth Education	36	40	47
Shelters	43	36	38
Adult Rehabilitation Centers	13	30	15
WIC Programs	52	62	50
Worksites	1	0	1
Community Centers	31	64	37
Elderly Service Centers	29	56	44
Emergency Food Assistance	51	76	67
Extension Offices	91	0	92
Farmers Markets	0	1	1
SNAP Offices	5	12	68
Other	139	29	45

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE, PSE	DE, PSE
Early care and education facilities	-	DE	-
Food banks/food pantries	-	DE, PSE	DE, PSE
Foundations/philanthropy organizations/nonprofits	-	DE	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE, PSE, SM
Hospitals/healthcare organizations	-	PSE	PSE
Labor/workforce development groups	-	DE, PSE	DE
Public health organizations	-	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	-	DE, PSE	DE, PSE
Schools (colleges and universities)	DE	DE, PSE	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	2,038,110	1,965,752	1,921,119
Direct education unduplicated reach ^b	49,804	65,574	59,324

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(1), O(2)	P(1), O(2), I(1)	P(1), O(3), I(1)
Individual ^a	none	none	MT1, MT2, MT3, MT4
Environmental settings ^a	none	none	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT7, LT8, LT9, LT10, LT11
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Iowa SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Iowa Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Use of funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

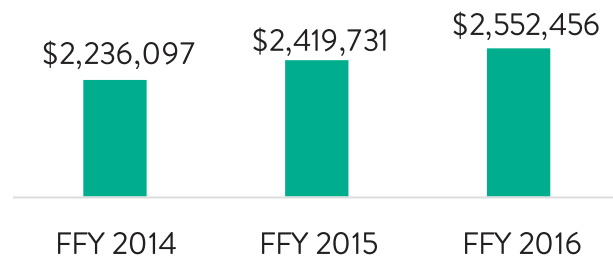
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Iowa SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Iowa SNAP-Ed accounted for an average of 0.61% of all available SNAP-Ed funding.



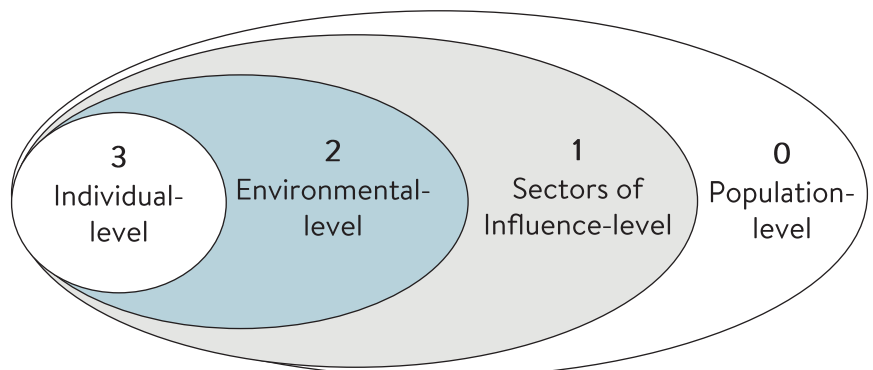
Evaluation

Between FFYs 2014 and 2016, Iowa SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 6 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 8 Process & 2 Outcome Evaluations

FFY 2015 1 Formative, 9 Process & 3 Outcome Evaluations

FFY 2016 2 Formative, 9 Process, 5 Outcome & 1 Impact Evaluation



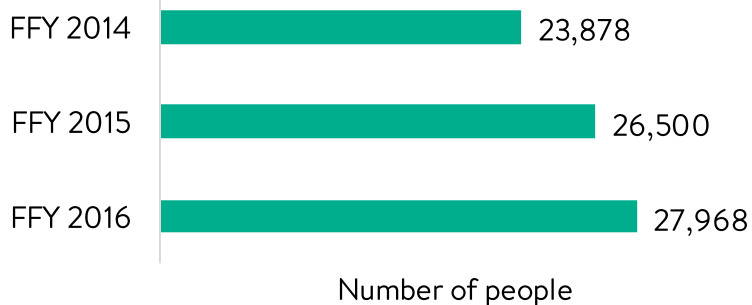
Implementation

Two Implementing Agencies executed a variety of projects under Iowa SNAP-Ed. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies and a **Social Marketing** campaign were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	6	7
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	• University (1) • State dept (1)	• University (1) • State dept (1)	• University (1) • State dept (1)
Types of Programming			

Reach

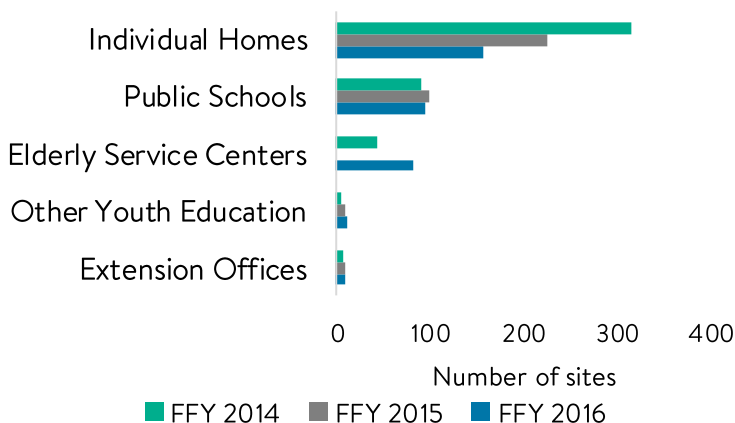
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Iowa SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early care and education
- Food banks
- Foundations and nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Labor development groups
- Media/advertising groups
- Public health organizations
- Colleges and universities

IOWA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	2,236,097	2,419,731	2,552,456
Final approved budget (\$)	2,236,097	3,054,731	2,552,456
Final budget expended (%)	59	49	65
Federal expenditures attributed to SNAP-Ed delivery (%)	69	71	80
Use of non-Federal funds (Yes/No)	No	No	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Iowa accounted for an average of 0.61% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) State dept (1)	University (1) State dept (1)	University (1) State dept (1)
Total number of planned projects ^a	4	6	7
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	I, E	none	I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	2	0	1
Food Stores	0	1	0
Public Housing	3	1	5
Individual Homes	318	228	159
Libraries	3	5	4
Churches	16	16	9
Public/Community Health Centers	5	3	2
Public Schools	92	100	97
Head Start Programs	2	2	2
Other Youth Education	5	9	13
Shelters	1	0	1
WIC Programs	5	2	1
Worksites	1	0	0
Community Centers	4	6	9
Elderly Service Centers	44	0	82
Emergency Food Assistance	1	1	1
Extension Offices	8	10	9
Other	19	59	6

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE, SM	DE, PSE, SM	PSE
Early care and education facilities	-	DE	DE
Food banks/food pantries	DE, SM	DE, SM	DE, PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	SM	SM
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE, SM	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE, PSE, SM	DE, PSE, SM	DE, PSE
Hospitals/healthcare organizations			DE
Human services organizations	DE, SM	DE, PSE, SM	DE, PSE
Labor/workforce development groups	DE	DE	DE
Media/advertising groups	-	-	SM
Public health organizations	-	-	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	DE, SM	SM	SM
Schools (colleges and universities)	-	-	PSE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	Y	-	Y
Physical activity	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Billboards, bus wraps, or other signage	Y	-	Y
Fact sheets/pamphlets/newsletters	Y	-	-
Posters	Y	-	-
Calendars		-	-
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	-	-
Websites	Y	-	-
Other	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	810,263	807,851	766,956
Direct education unduplicated reach ^b	23,878	26,500	27,968
Social marketing reach (impressions or views) ^b	7,237,016	7,064,684	6,004,739

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (8), O(2)	F (1), P (9), O (3)	F (2), P (9), O (5), I (1)
Individual ^a	none	none	MT1, MT2, MT3
Environmental settings ^a	none	none	MT5, ST7
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Kansas SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Kansas Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

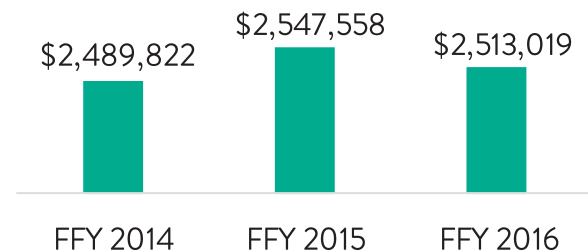
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Kansas SNAP-Ed remained relatively stable between FFY 2014 and FFY 2016. The funding for Kansas SNAP-Ed accounted for an average of 0.64% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Kansas SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 5 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

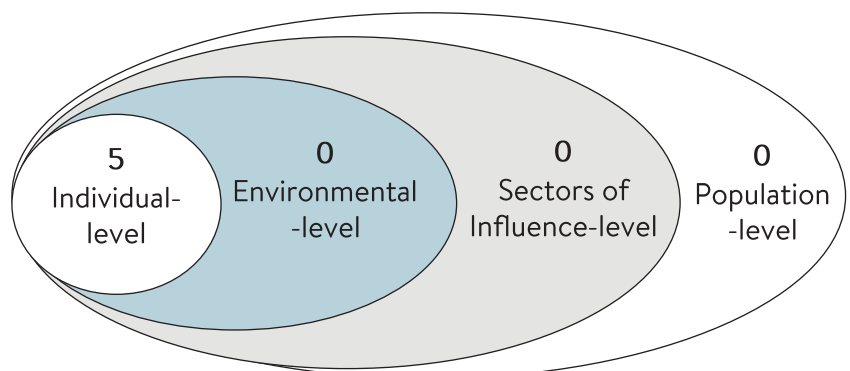
5 Outcome Evaluations

FFY 2015

1 Formative Evaluation & 5 Outcome Evaluations

FFY 2016

1 Formative Evaluation & 5 Outcome Evaluations



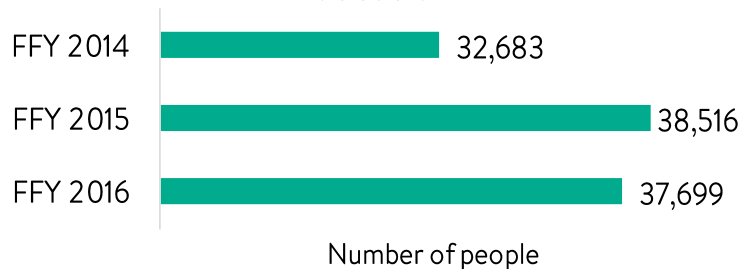
Implementation

A sole Implementing Agency executed a variety of projects under Kansas SNAP-Ed. **Direct Education** was the only programming type implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	1	1	1
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE	DE

Reach

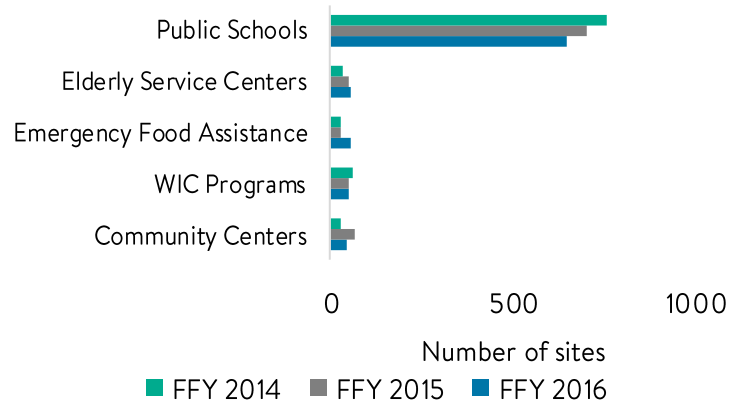
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Kansas SNAP-Ed **planned to partner** with community stakeholders to deliver Direct Education.

Top 5 Settings for Direct Education



Planned Partners

- Faith-based groups
- Indian Tribal

KANSAS SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	2,489,822	2,547,558	2,513,019
Final approved budget (\$)	2,489,822	2,547,558	2,513,019
Final budget expended (%)	70	84	98
Federal expenditures attributed to SNAP-Ed delivery (%)	81	81	78
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Kansas accounted for an average of 0.64% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	1	1	1
Types of programming implemented ^{b, c}	DE	DE	DE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	17	17	16
Food Stores	1	0	7
Public Housing	15	24	37
Libraries	55	56	2
Churches	32	53	43
Public/Community Health Centers	20	27	21
Public Schools	760	710	654
Head Start Programs	84	66	42
Other Youth Education	7	21	14
Shelters	10	6	4
Adult Rehabilitation Centers	17	15	7
WIC Programs	63	53	53
Worksites	1	2	0
Community Centers	30	68	49
Elderly Service Centers	34	51	58
Emergency Food Assistance	28	27	55
Extension Offices	10	33	29
Farmers Markets	15	23	2
SNAP Offices	12	10	4
Other	12	0	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Faith-based groups	-	-	DE
Indian Tribal Organizations	DE	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	827,761	800,845	790,353
Direct education unduplicated reach ^b	32,683	38,516	37,699

^aSource: U.S. Census Bureau, 2014 - 2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O (5)	F (1), O (5)	F (1), O (5)
Individual ^a	none	none	ST1, MT1, MT2, MT3, MT4
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Kentucky SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Kentucky Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

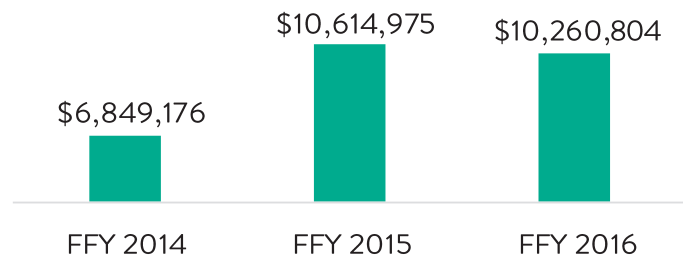
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Kentucky SNAP-Ed varied between FFY 2014 and FFY 2016. The funding for Kentucky SNAP-Ed accounted for an average of 2.36% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Kentucky SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 8 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

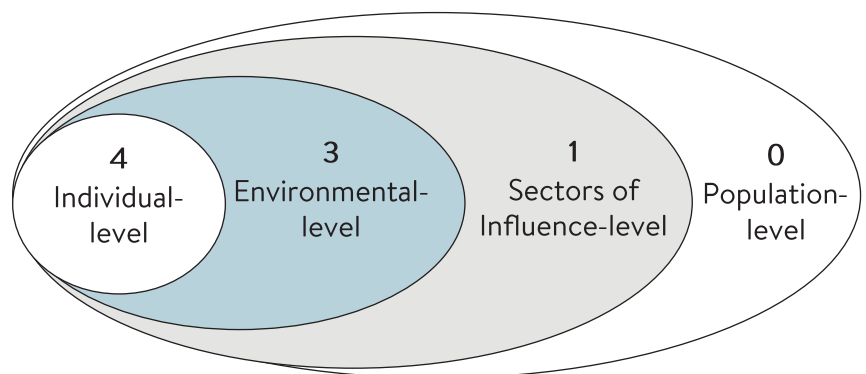
4 Formative, **3** Process & **3** Outcome Evaluations

FFY 2015

4 Formative, **3** Process & **3** Outcome Evaluations

FFY 2016

5 Formative, **5** Process, **4** Outcome & **1** Impact Evaluation

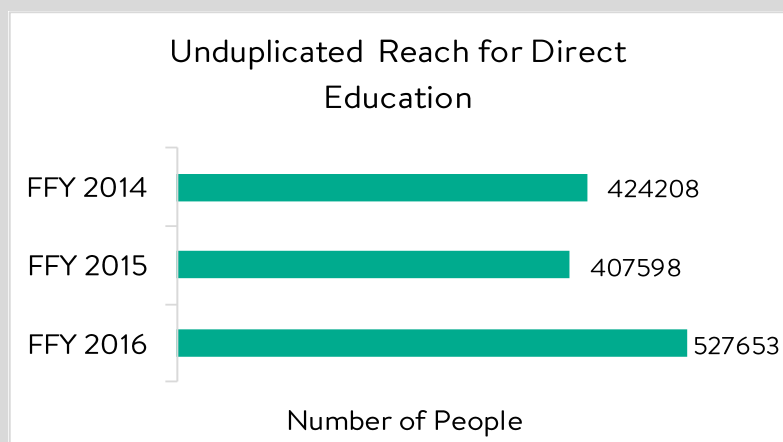


Implementation

A single Implementing Agency executed a variety of projects under Kentucky SNAP-Ed. **Direct Education** was implemented all three years included in the study, **Social Marketing** activities were added in FFY 2015 and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

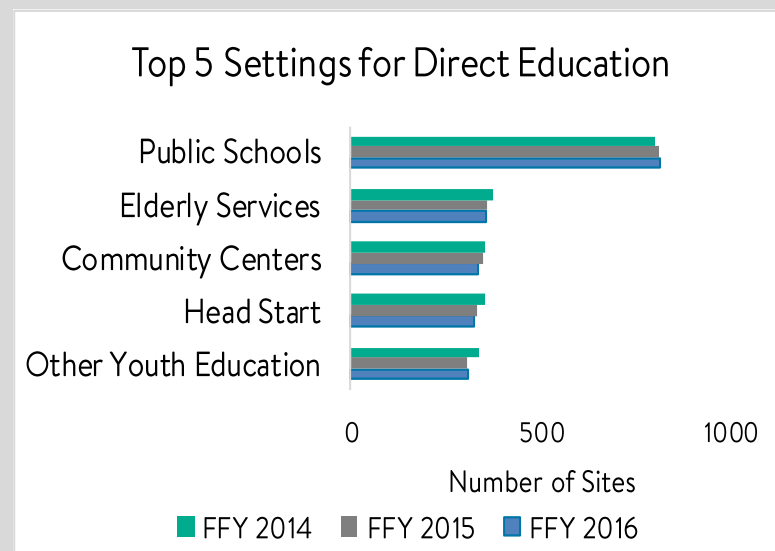
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	10	4	7
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE SM	DE PSE SM

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Kentucky SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks and pantries
- Food stores
- Government agencies
- Media and advertising groups
- Park and recreation centers
- Public health organizations
- Schools
- Colleges and universities

KENTUCKY SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	6,849,176	10,614,975	10,260,804
Final approved budget (\$)	10,983,584	10,614,975	13,306,554
Final budget expended (%)	28	76	≥1
Federal expenditures attributed to SNAP-Ed delivery (%)	79	88	90
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Kentucky accounted for an average of 2.36% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FFY 2015	FFY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	10	4	7
Number of sessions per direct education series ^{b, c}	DE	DE, SM	DE, PSE, SM
Types of direct education series or sessions ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	none	D, I, E	I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	178	146	152
Food Stores	51	26	56
Public Housing	175	181	192
Individual Homes	28	31	27
Libraries	125	139	135
Churches	190	223	226
Public/Community Health Centers	137	85	77
Public Schools	808	819	822
Head Start Programs	359	337	329
Other Youth Education	339	308	312
Shelters	81	82	89
Adult Rehabilitation Centers	151	188	216
WIC Programs	5	9	14
Worksites	86	79	81
Community Centers	355	352	337
Elderly Service Centers	376	361	362
Emergency Food Assistance	180	147	156
Extension Offices	120	120	120
Farmers Markets	147	265	267
SNAP Offices	9	12	19

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, SM	DE	DE, PSE, SM
City and regional planning groups	-	PSE	PSE
Early care and education facilities	DE, SM	DE	-
Faith-based groups	DE, SM	SM	PSE, SM
Food banks/food pantries	DE, SM	SM	SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE, SM	PSE, SM	SM
Foundations/philanthropy organizations/nonprofits	DE	-	-
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, SM	DE, PSE, SM
Hospitals/healthcare organizations	DE, SM	-	-
Human services organizations	DE, SM	-	-
Media/advertising groups	-	-	PSE, SM
Parks and recreation centers	DE	DE, PSE	DE, PSE, SM
Public health organizations	DE	DE	DE
Restaurants	-	PSE	-
Schools (preschools, K-12, elementary, middle, and high)	DE, SM	DE, SM	DE, SM
Schools (colleges and universities)	DE	DE	DE, PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	-	Y	-
Food shopping/preparation	-	-	Y
Fruits and vegetables	-	Y	Y
MyPyramid – Healthy eating plan	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	-	Y
Billboards, bus wraps, or other signage	-	-	Y
Participation in community events/fairs	-	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Posters	-	-	Y
Calendars	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	-	Y
Websites	-	-	Y
Videos/CD-ROM	-	-	Y
Other	-	Y	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP eligible population	1,588,628	1,518,983	1,510,020
Direct education unduplicated reach	424,208	407,598	527,653
Social marketing reach (impressions or views)	n/a	1,569,580	1,519,557

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (4), P (3), O (3)	F (4), P (3), O (3)	F (5), P (5), O (4), I (1)
Individual ^a	none	none	ST1, MT1, MT2, MT3
Environmental settings ^a	none	none	ST7, MT5, MT6
Sectors of influence ^a	none	none	MT12
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Louisiana SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Louisiana Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

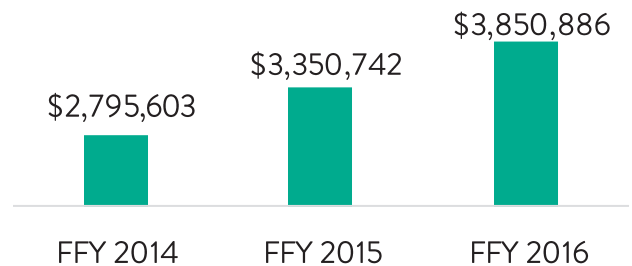
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Louisiana SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Louisiana SNAP-Ed accounted for an average of 0.85% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Louisiana SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

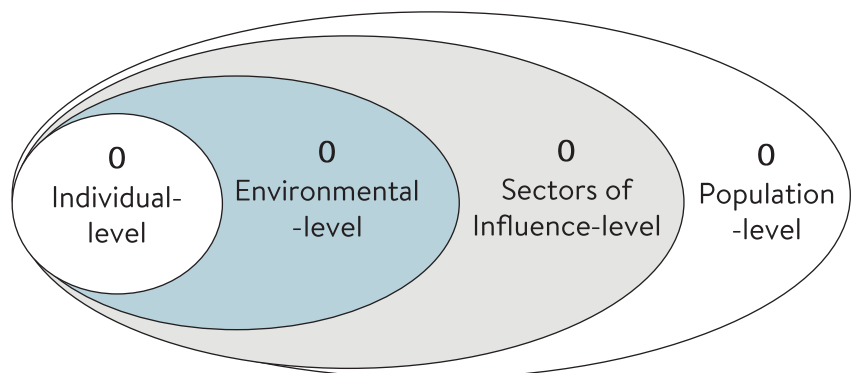
1 Formative & **1** Impact Evaluation

FFY 2015

1 Formative, **2** Process, **1** Outcome & **1** Impact Evaluation

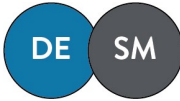
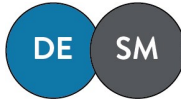
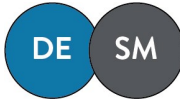
FFY 2016

1 Formative, **2** Process & **1** Outcome Evaluation



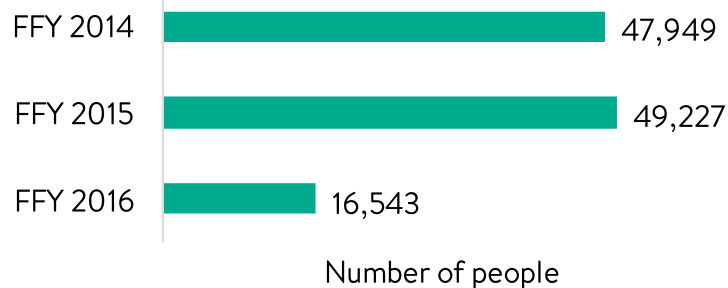
Implementation

Two Implementing Agency executed a variety of projects under Louisiana SNAP-Ed. **Direct Education** and **Social Marketing** campaigns were implemented all three years included in the study. **Policy, System, and Environmental (PSE)** change strategies were implemented between FFYs 2014 and 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	2	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

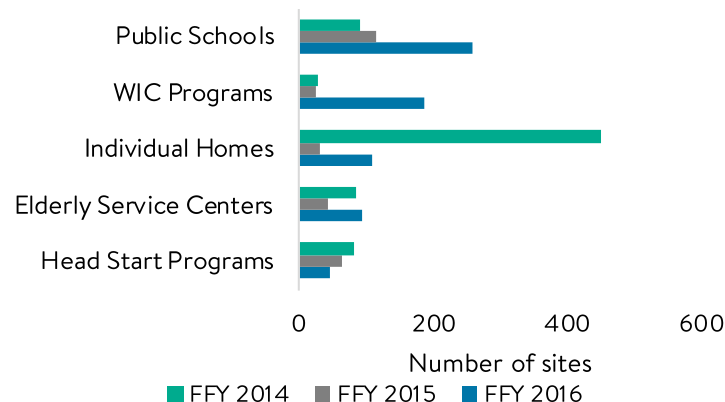
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Louisiana SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City and regional planning groups
- Food stores
- Foundations/nonprofits
- Government agencies
- Schools

LOUISIANA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	2,795,603	3,350,742	3,850,886
Final approved budget (\$)	2,795,603	3,350,742	3,850,886
Final budget expended (%)	74	111	33
Federal expenditures attributed to SNAP-Ed delivery (%)	61	88	88
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Louisiana accounted for an average of 0.85% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2)	University (2)	University (2)
Total number of planned projects ^a	2	2	2
Types of programming implemented ^{b, c}	DE, SM	DE, SM	DE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P	P, D, I, E	I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	15	9	13
Food Stores	6	3	2
Public Housing	10	20	8
Individual Homes	450	30	107
Libraries	4	11	9
Churches	5	19	23
Public/Community Health Centers	5	10	12
Public Schools	90	114	259
Head Start Programs	80	62	46
Other Youth Education	20	12	17
Shelters	6	1	8
Adult Rehabilitation Centers	1	4	1
WIC Programs	26	23	187
Worksites	4	1	5
Community Centers	17	22	30
Elderly Service Centers	83	41	92
Emergency Food Assistance	2	5	1
Extension Offices	7	7	6
Farmers Markets	0	2	0
SNAP Offices	2	7	3
Other	11	26	2

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	PSE	PSE
City and regional planning groups	-	PSE	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	SM	SM	SM
Foundations/philanthropy organizations/nonprofits	-	PSE	PSE
Government program/agency (Federal, State, local, etc.)	DE	PSE	PSE
Schools (preschools, K-12, elementary, middle, and high)	SM	PSE, SM	PSE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	Y	Y
Fruits and vegetables	Y	Y	Y
Physical activity	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	-	Y	Y
Nutrition education TV public service announcement	-	Y	Y
Nutrition education articles	-	Y	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	-	Y	Y
Fact sheets/pamphlets/newsletters	-	Y	Y
Posters	-	Y	Y
Websites	-	Y	Y
Retail/point-of-purchase activities	-	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,697,248	1,672,912	1,681,032
Direct education unduplicated reach ^b	47,949	49,227	16,543
Social marketing reach (impressions or views) ^b	43,110	181,742	95,767

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), I (1)	F (1), P (2), O (1), I (1)	F (1), P (2), O (1)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Maine SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Maine Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

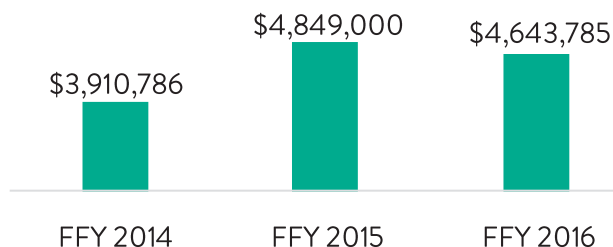
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Maine SNAP-Ed increased varied between FFY 2014 and FFY 2016. The funding for Maine SNAP-Ed accounted for an average of 1.14% of all available SNAP-Ed funding.



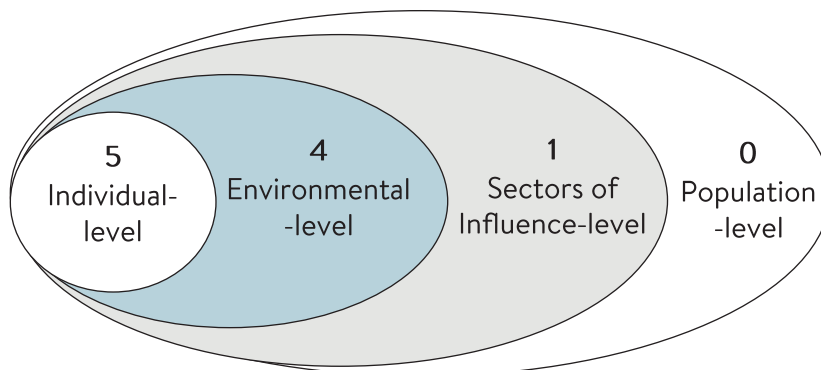
Evaluation

Between FFYs 2014 and 2016, Maine SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 10 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Formative, 3 Process & 2 Outcome Evaluations

FFY 2015 15 Process & 6 Outcome & 2 Impact Evaluations

FFY 2016 3 Formative, 12 Process & 7 Outcome Evaluations



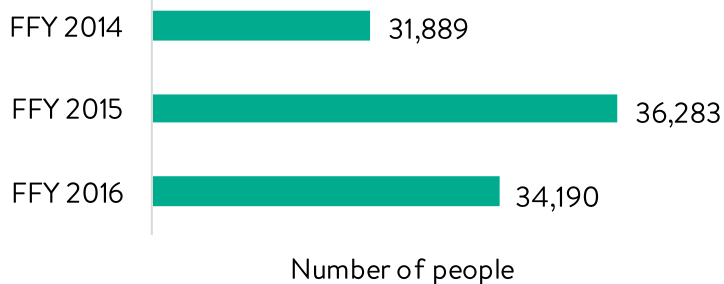
Implementation

A sole Implementing Agency executed a variety of projects under Maine SNAP-Ed. **Direct Education** and a **Social Marketing** campaign were implemented all three years included in the study, and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	11	12	11
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

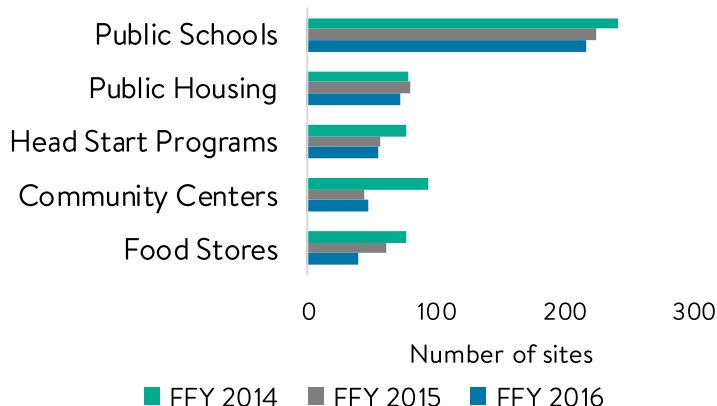
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Maine SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs/culinary institutes
- Early care and education facilities
- Food stores
- Government agencies
- Hospitals/healthcare organizations
- Human services organizations
- Media/advertising groups
- Schools
- Transportation groups

MAINE SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,910,786	4,849,000	4,643,785
Final approved budget (\$)	3,910,786	4,849,000	4,643,785
Final budget expended (%)	0	0	87
Federal expenditures attributed to SNAP-Ed delivery (%)	70	74	77
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Maine accounted for an average of 1.14% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	11	12	11
Types of programming implemented ^{b, c}	DE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 9	Single - 10+	Single - 9
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P, D, I, E	P, D, I	P, D, I

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	28	21	18
Food Stores	78	62	40
Public Housing	79	81	72
Individual Homes	0	2	2
Libraries	12	7	9
Churches	62	25	23
Public/Community Health Centers	22	20	16
Public Schools	243	226	218
Head Start Programs	78	57	56
Other Youth Education	90	73	26
Shelters	13	7	8
Adult Rehabilitation Centers	12	11	8
WIC Programs	11	0	2
Worksites	3	8	2
Community Centers	95	44	47
Elderly Service Centers	40	15	18
Emergency Food Assistance	56	12	10
Extension Offices	2	0	0
Farmers Markets	25	3	9
SNAP Offices	2	1	2
Other	29	45	82

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	SM	SM
Chefs/culinary institutes	DE	DE	DE
Early care and education facilities	-	SM	SM
Food banks/food pantries	DE	DE, SM	DE, SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE, SM	DE, SM	DE, SM
Government program/agency (Federal, State, local, etc.)	-	PSE, SM	DE, PSE, SM
Hospitals/healthcare organizations	DE	-	-
Human services organizations	DE, SM	DE, SM	SM
Media/advertising groups	-	SM	SM
Schools (preschools, K-12, elementary, middle, and high)	SM	SM	SM
Transportation groups	-	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	Y	Y	Y
Fruits and vegetables	-	Y	Y
Other	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Posters	-	Y	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	-	Y	Y
Videos/CD-ROM	-	Y	Y
Other	Y	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	386,641	373,473	357,434
Direct education unduplicated reach ^b	31,889	36,283	34,190
Social marketing reach (impressions or views) ^b	260,000	4,210,002	11,503,052

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P (3), O (2)	P (15), O (6), I (2)	F (3), P (12), O (7)
Individual	none	3 ^a	ST1, ST2, MT1, MT2, MT3 ^b
Environmental settings	none	ST5, ST6, MT5 ^b	ST5, ST6, ST7, MT5 ^b
Sectors of influence	none	none	MT12 ^b
Population results	none	none	none

Source: Annual reports / Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact / ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model / ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Maryland SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Maryland Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

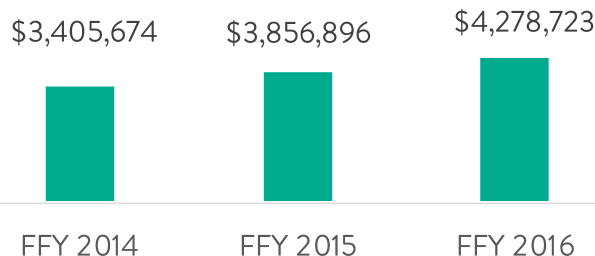
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Maryland SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Maryland SNAP-Ed accounted for an average of 0.98% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Maryland SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 12 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

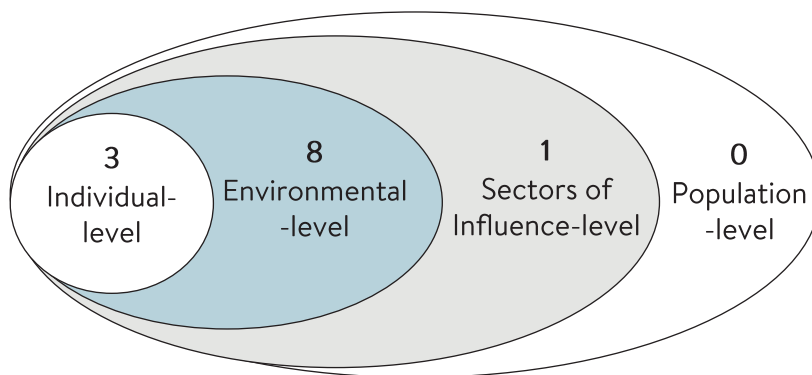
1 Formative, **7** Process, **6** Outcome, & **1** Impact Evaluation

FFY 2015

1 Formative, **4** Outcome, & **1** Impact Evaluation

FFY 2016

5 Process & **5** Outcome Evaluations



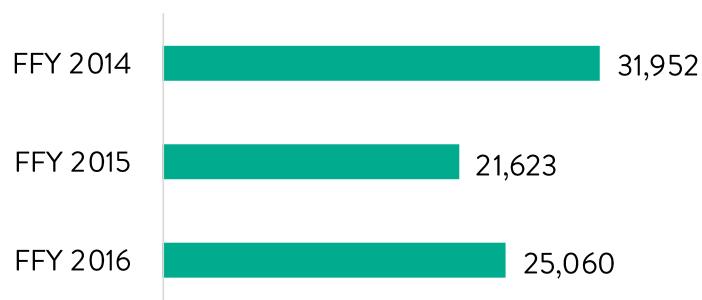
Implementation

A sole Implementing Agency executed a variety of projects under Maryland SNAP-Ed. **Direct Education** was implemented all three years and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	8	8	5
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE	DE PSE

Reach

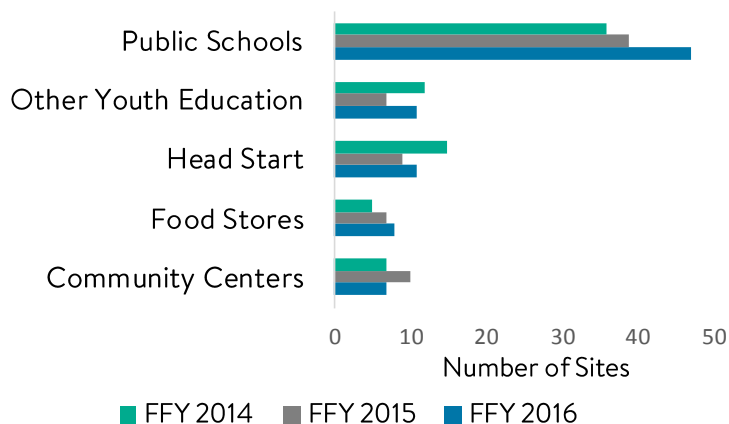
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Maryland SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Foundations/nonprofits
- Government agencies
- Hospitals/Healthcare Organizations
- Schools (preschool, K-12)
- Worksites

MARYLAND SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,405,674	3,856,896	4,278,723
Final approved budget (\$)	3,649,320	4,404,467	6,021,337
Final budget expended (%)	76	74	41
Federal expenditures attributed to SNAP-Ed delivery (%)	69	78	78
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Maryland accounted for an average of 0.98% of all SNAP-Ed fundings between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	8	8	5
Types of programming implemented ^{b, c}	DE	DE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	3	5	1
Food Stores	5	7	8
Public Housing	4	3	7
Individual Homes	5	3	2
Libraries	8	6	2
Churches	2	2	0
Public/Community Health Centers	3	1	0
Public Schools	36	39	47
Head Start Programs	15	9	11
Other Youth Education	12	7	11
Shelters	1	0	0
Adult Rehabilitation Centers	5	6	1
WIC Programs	1	1	0
Worksites	0	0	0
Community Centers	7	10	7
Elderly Service Centers	7	4	1
Emergency Food Assistance	4	3	3
Extension Offices	3	4	4
Farmers Markets	0	1	1
SNAP Offices	1	1	1

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	-	PSE
Foundations/philanthropy organizations/nonprofits	PSE	PSE	DE
Government program/agency (Federal, State, local, etc.)	-	-	PSE
Hospitals/healthcare organizations	PSE	-	-
Schools (preschools, K-12, elementary, middle, and high)	-	DE	-
Worksites	PSE	DE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population ($\leq 185\%$ FPL) ^a	1,271,949	1,209,819	1,180,952
Direct education unduplicated reach ^b	31,952	21,623	25,069

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(1), P(7), O(6), I(1)	F(1), O(4), I(2)	P(5), O(5)
Individual	3 ^a	3 ^a	MT1, MT2, MT3 ^b
Environmental settings	none	none	ST6, ST7, MT5, MT6, LT5, LT6, LT7, LT10 ^b
Sectors of influence	none	1 ^a	MT9 ^b
Population results	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model | ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Massachusetts SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Massachusetts Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

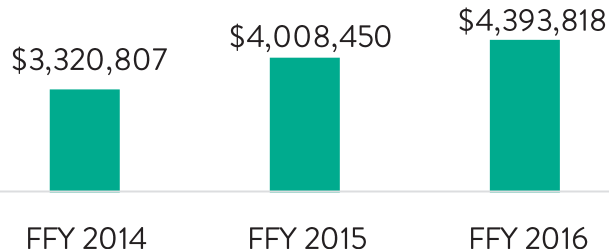
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Massachusetts SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Massachusetts SNAP-Ed accounted for an average of 1.0% of all available SNAP-Ed funding.



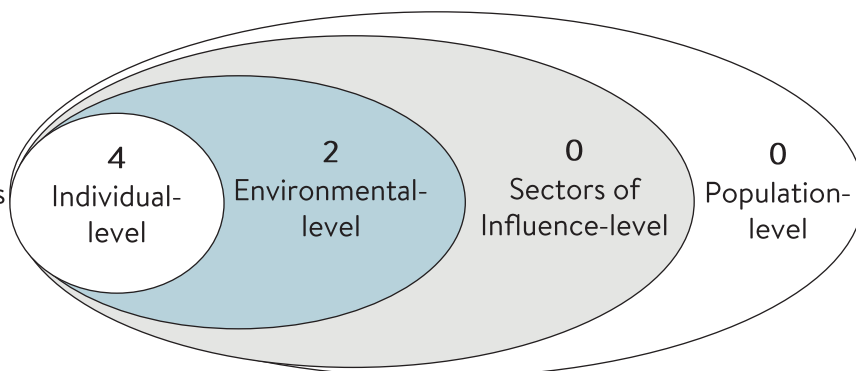
Evaluation

Between FFYs 2014 and 2016, Massachusetts SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 6 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 2 Process & 12 Outcome Evaluations

FFY 2015 3 Formative, 6 Process & 8 Outcome Evaluations

FFY 2016 7 Process & 7 Outcome Evaluations



Implementation

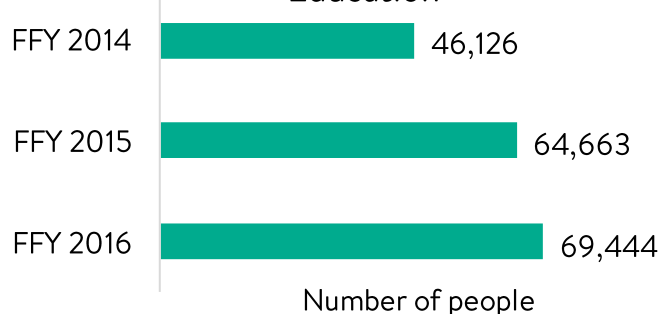
Multiple Implementing Agencies executed a variety of projects under Massachusetts SNAP-Ed.

Direct Education was implemented all three and **Policy, Systems, and Environmental (PSE)** change strategies were began in FFY 2015. There were no **Social Marketing** activities implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	6	2
Number of Implementing Agencies	4	4	4
Type of Implementing Agencies	• University (1) • Nonprofit (3)	• University (1) • Nonprofit (3)	• University (1) • Nonprofit (3)
Types of Programming			

Reach

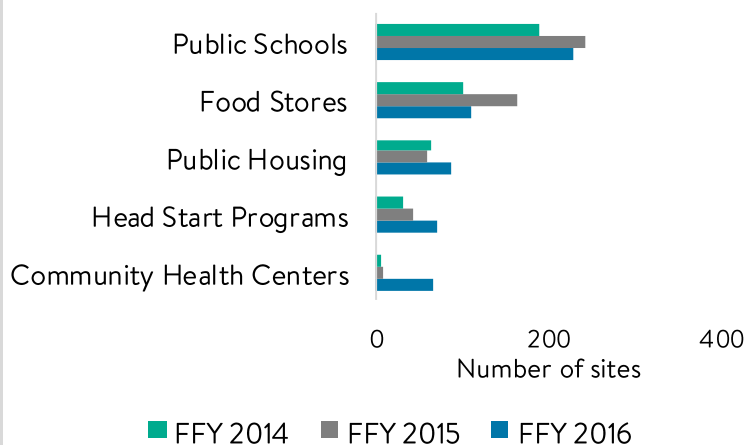
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Massachusetts SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, Social Marketing and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, SM, PSE

- Agricultural organizations
- Chefs
- City planning groups
- Early care and education
- Food stores
- Government agencies
- Hospitals
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Schools
- Transportation groups

MASSACHUSETTS STATE-LEVEL SUMMARY DATA TABLE

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,320,807	4,008,450	4,393,818
Final approved budget (\$)	3,320,807	4,286,543	4,730,503
Final budget expended (%)	81	83	77
Federal expenditures attributed to SNAP-Ed delivery (%)	73	70	71
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Massachusetts accounted for an average of 1.0% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1), Nonprofit (3)	University (1), Nonprofit (3)	University (1), Nonprofit (3)
Total number of planned projects ^a	4	6	2
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	12	14	42
Food Stores	102	165	113
Public Housing	65	61	88
Libraries	1	1	2
Churches	8	9	12
Public/Community Health Centers	7	10	67
Public Schools	192	245	232
Head Start Programs	33	44	73
Other Youth Education	53	56	59
Shelters	3	4	19
Adult Rehabilitation Centers	0	1	9
WIC Programs	1	5	11
Worksites	0	0	1
Community Centers	32	39	58
Elderly Service Centers	14	22	15
Emergency Food Assistance	6	9	12
Extension Offices	1	1	1
Farmers Markets	42	37	41
SNAP Offices	20	22	20
Other	31	24	21

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE	DE, PSE
Chefs/culinary institutes	DE	DE	-
City and regional planning groups	-	DE, PSE	PSE
Early care and education facilities	-	-	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	PSE
Government program/agency (Federal, State, local, etc.)	-	PSE, SM	PSE
Hospitals/healthcare organizations	DE	DE	-
Human services organizations	DE	-	-
Parks and recreation centers	-	-	PSE
Public health organizations	-	PSE	PSE
Schools (preschools, K-12, elementary, middle, and high)	-	PSE	PSE
Transportation groups	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,493,103	1,488,391	1,349,293
Direct education unduplicated reach ^b	46,126	64,663	69,444

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (2), O (12)	F (3), P (6), O (8)	P (7), O (7)
Individual ^a	none	none	ST4, MT1, MT3, MT4
Environmental settings ^a	none	none	ST6, MT5
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

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Michigan SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Michigan Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

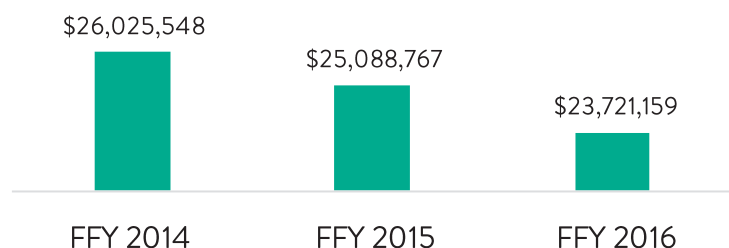
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Michigan SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Michigan SNAP-Ed accounted for an average of 6.37% of all available SNAP-Ed funding.



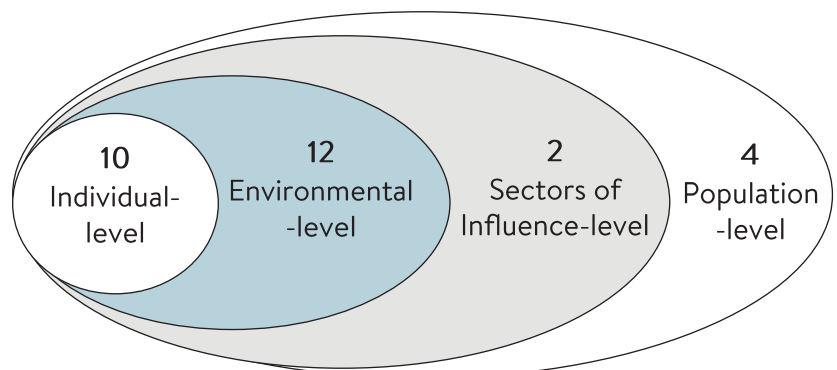
Evaluation

Between FFY 2014 and 2016, Michigan SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 28 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 7 Formative, 68 Process, 2 Outcome & 4 Impact Evaluations

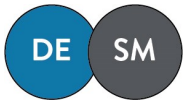
FFY 2015 10 Formative, 59 Process, 56 Outcome & 3 Impact Evaluations

FFY 2016 2 Process & 13 Outcome Evaluations



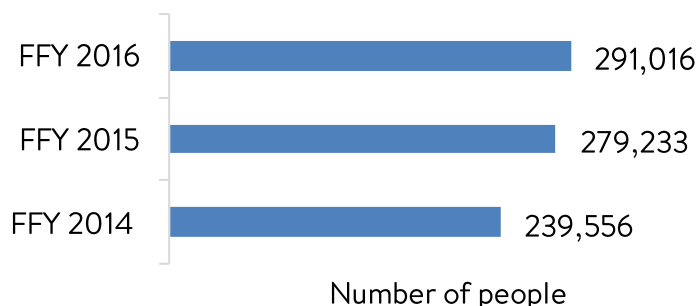
Implementation

A sole Implementing Agency executed a variety of projects under Michigan SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	15	15
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	- University - Nonprofit	- University - Nonprofit	- University - Nonprofit
Types of Programming			

Reach

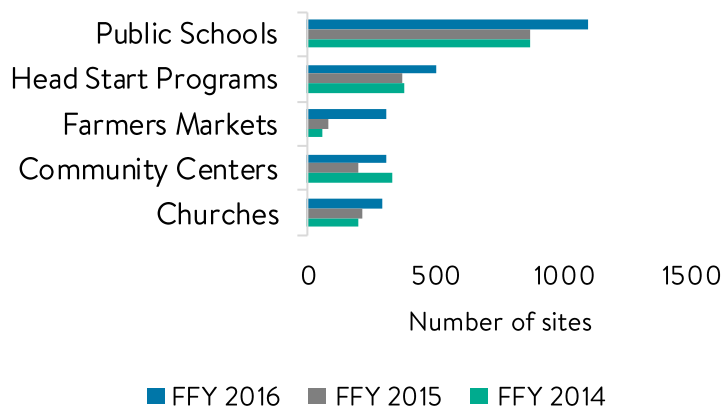
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Michigan SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE & SM

- Agricultural organizations
- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations/nonprofits
- Government program/agency
- Hospitals/healthcare organizations
- Human services organizations
- Indian Tribal Organizations
- Parks and recreation centers
- Public health organizations
- Schools (pre-K-12)
- Schools (colleges and universities)

MICHIGAN SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	26,025,548	25,088,767	23,721,159
Final approved budget (\$)	33,222,503	40,670,469	23,721,159
Final budget expended (%)	61	62	114
Federal expenditures attributed to SNAP-Ed delivery (%)	78	79	80
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Michigan accounted for an average of 6.37% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) Nonprofit (1)	University (1) Nonprofit (1)	University (1) Nonprofit (1)
Total number of planned projects ^a	15	15	15
Types of programming implemented ^{b, c}	DE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5 - 17 yrs	5 - 17 yrs	5 - 17 yrs
Social marketing campaign activities ^b	P, D, I, E	none	D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	120	68	119
Food Stores	65	201	57
Public Housing	161	183	218
Individual Homes	820	10	1
Libraries	33	43	72
Churches	199	220	291
Public/Community Health Centers	159	151	211
Public Schools	878	875	1108
Head Start Programs	384	376	511
Other Youth Education	160	151	71
Shelters	34	34	46
Adult Rehabilitation Centers	44	65	18
WIC Programs	37	106	26
Worksites	10	5	10
Community Centers	333	197	309
Elderly Service Centers	298	140	218
Emergency Food Assistance	62	104	86
Extension Offices	75	52	88
Farmers Markets	59	81	314
SNAP Offices	0	35	64
Other	96	66	119

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE, PSE, SM	SM
City and regional planning groups	-	-	PSE, SM
Early care and education facilities	DE	DE, PSE	-
Faith-based groups	DE	-	-
Food banks/food pantries	DE	DE, PSE, SM	-
Food stores (convenience stores, grocery stores, etc.)	DE	DE, PSE, SM	-
Foundations/philanthropy organizations/nonprofits	DE	-	PSE
Government program/agency (Federal, State, local, etc.)	DE	DE, PSE	PSE, SM
Hospitals/healthcare organizations	DE	DE	-
Human services organizations	DE	DE, PSE	-
Indian Tribal Organizations	-	DE	-
Parks and recreation centers	DE	DE	-
Public health organizations	DE	-	PSE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE, PSE, SM	PSE
Schools (colleges and universities)	DE	PSE	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	Y	-	Y
Physical activity	Y	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	-	Y
Billboards, bus wraps, or other signage	Y	-	Y
Fact sheets/pamphlets/newsletters	Y	-	Y
Posters	Y	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	-	Y
Websites	-	-	Y
Videos/CD-ROM	Y	-	Y
Retail/point-of-purchase activities	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	3,167,686	3,133,226	n/a
Direct education unduplicated reach	239,556	279,233	291,016
Social marketing reach (impressions/views) ^b	6,440,225	7,432,500	4,143,342

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (7), P (68), O (2), I (4)	F (10), P (59), O (56), I (3)	P (2), O (13)
Individual ^a	none	MT2, LT1, LT3	ST1, ST2, ST3, ST4, MT1, MT3, MT4, LT1, LT2, LT4
Environmental settings ^a	none	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT7, LT8	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT7, LT8, LT9, LT10, LT11
Sectors of influence ^a	none	MT12	MT12, LT14
Social and cultural norms and values ^a	none	none	R2, R7, R9, R11

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Minnesota SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Minnesota Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

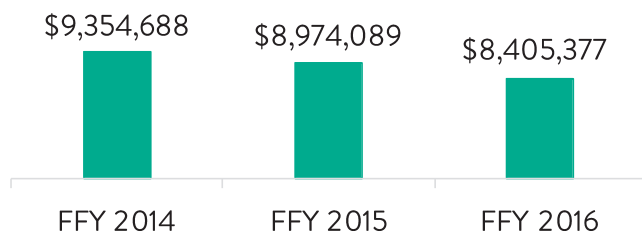
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Minnesota SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Minnesota SNAP-Ed accounted for an average of 2.27% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Minnesota SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 6 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

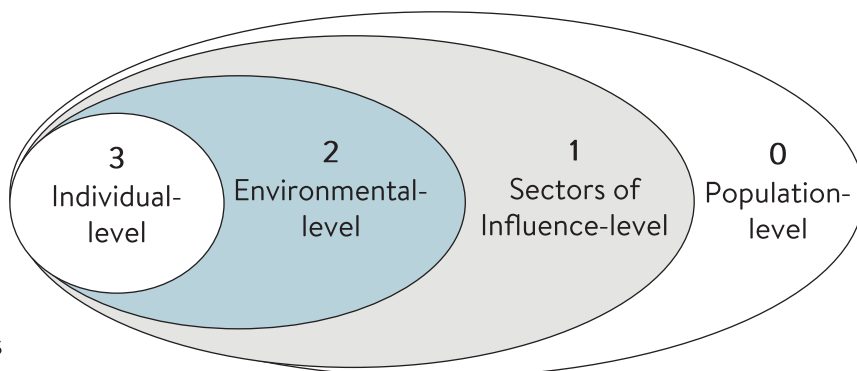
4 Process & 8 Outcome Evaluations

FFY 2015

4 Process & 7 Outcome Evaluations

FFY 2016

5 Formative, 5 Process, & 7 Outcome Evaluations



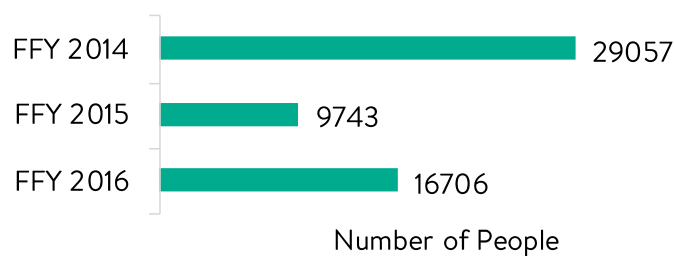
Implementation

Two Implementing Agencies executed a variety of projects under Minnesota SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented during all three study years. **Social Marketing** activities were not conducted during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	8	7	4
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	- University - Indian Tribal Organization	- University - Indian Tribal Organization	- University - Indian Tribal Organization
Types of Programming			

Reach

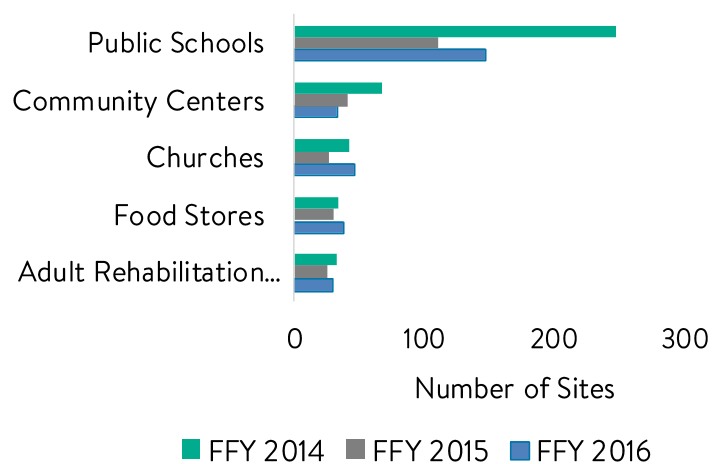
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Minnesota SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Early care and education
- Faith-based groups
- Food banks and pantries
- Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Indian Tribal organizations
- Labor/workforce development
- Parks and recreation centers
- Public health organizations
- Schools
- Transportation groups

MINNESOTA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	\$9,354,688	\$8,974,089	\$8,405,377
Final approved budget (\$)	\$9,414,688	\$11,497,089	\$13,361,611
Final budget expended (%)	98	34	72
Federal expenditures attributed to SNAP-Ed delivery (%)	60	53	82
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Minnesota accounted for an average of 2.27% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) ITO (1)	University (1) ITO (1)	University (1) ITO (1)
Total number of planned projects ^a	8	7	4
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	42	16	19
Food Stores	34	30	38
Public Housing	25	16	20
Individual Homes	2	7	0
Libraries	3	2	1
Churches	43	27	47
Public/Community Health Centers	15	15	16
Public Schools	248	111	147
Head Start Programs	16	9	13
Other Youth Education	27	14	22
Shelters	10	4	4
Adult Rehabilitation Centers	33	26	30
WIC Programs	7	3	3
Worksites	7	1	5
Community Centers	68	41	33
Elderly Service Centers	25	9	10
Emergency Food Assistance	25	13	10
Extension Offices	8	1	2
Farmers Markets	0	7	16
SNAP Offices	0	2	0
Other	130	49	67

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	DE, PSE	DE, PSE
Early care and education facilities	DE	-	PSE
Faith-based groups	-	DE	-
Food banks/food pantries	-	DE	PSE
Food stores (convenience stores, grocery stores, etc.)	-	-	DE, PSE
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE	PSE
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE	DE, PSE
Hospitals/healthcare organizations	DE	PSE	-
Human services organizations	DE, PSE	DE, PSE	DE, PSE
Indian Tribal Organizations	PSE	PSE	DE, PSE
Labor/workforce development groups	DE	DE	-
Parks and recreation centers	-	-	PSE
Public health organizations	DE, PSE	DE, PSE	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE	-	-
Transportation groups	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,288,175	1,239,490	1,195,140
Direct education unduplicated reach	29,057	9,743	16,706

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(4), O(8)	P(4), O(7)	F(5), P(5), O(7)
Individual ^a	none	ST2, MT1, MT2, MT3	MT1, MT2, MT3
Environmental settings ^a	none	ST4, ST6	ST5, ST7
Sectors of influence ^a	none	ST8	ST8
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Mississippi SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Mississippi Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

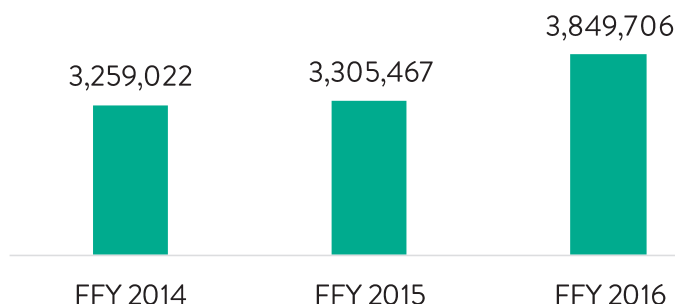
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Mississippi SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Mississippi SNAP-Ed accounted for an average of 0.89% of all available SNAP-Ed funding.



Evaluation

Mississippi did not report any evaluation activities in its Annual Reports between FFY 2014 and FFY 2016.

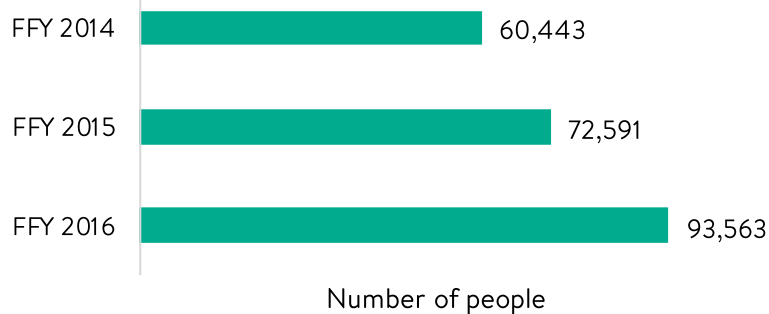
Implementation

A sole Implementing Agency executed a variety of projects under Mississippi SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three study years. No **Social Marketing** activities were implemented during this period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	3	2	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

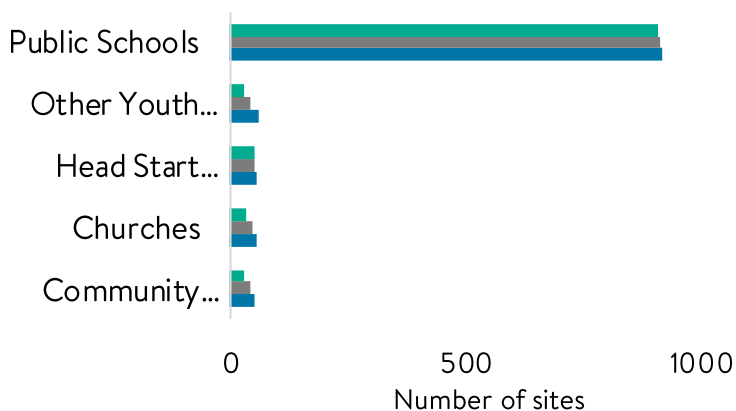
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Mississippi SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, Social Marketing and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, SM, PSE

- Agricultural organizations
- City and regional planning groups
- Early care and education facilities
- Food stores
- Foundations/nonprofits
- Government agencies
- Labor development groups
- Parks and recreation centers
- Public health organizations
- Schools

MISSISSIPPI SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,259,022	3,305,467	3,849,706
Final approved budget (\$)	3,259,022	3,305,467	3,849,706
Final budget expended (%)	69	70	68
Federal expenditures attributed to SNAP-Ed delivery (%)	85	80	95
Use of non-Federal funds (Yes/No)	3,259,022	3,305,467	3,849,706

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Mississippi accounted for an average of 0.89% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	3	2	2
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	15	18	21
Food Stores	5	7	9
Public Housing	17	28	34
Individual Homes	2	2	3
Libraries	27	32	41
Churches	35	48	57
Public/Community Health Centers	18	22	25
Public Schools	916	921	924
Head Start Programs	50	52	57
Other Youth Education	30	44	62
Shelters	2	2	2
Adult Rehabilitation Centers	4	8	9
WIC Programs	11	12	12
Worksites	5	8	9
Community Centers	30	42	51
Elderly Service Centers	24	30	36
Emergency Food Assistance	50	50	50
Extension Offices	46	47	48
Farmers Markets	6	6	7
SNAP Offices	11	12	17
Other	27	37	40

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	SM	-	-
City and regional planning groups	-	PSE	-
Early care and education facilities	SM	-	-
Food banks/food pantries	SM	-	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	SM	-	-
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, PSE	DE, PSE
Labor/workforce development groups	-	PSE	-
Parks and recreation centers	-	PSE	PSE
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE, SM	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,212,375	1,220,838	1,149,515
Direct education unduplicated reach	60,443	72,591	93,563

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	none	none	none
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Missouri SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Missouri Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

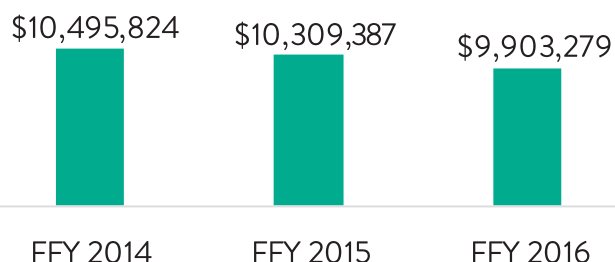
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Missouri SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Missouri SNAP-Ed accounted for an average of 2.61% of all available SNAP-Ed funding.



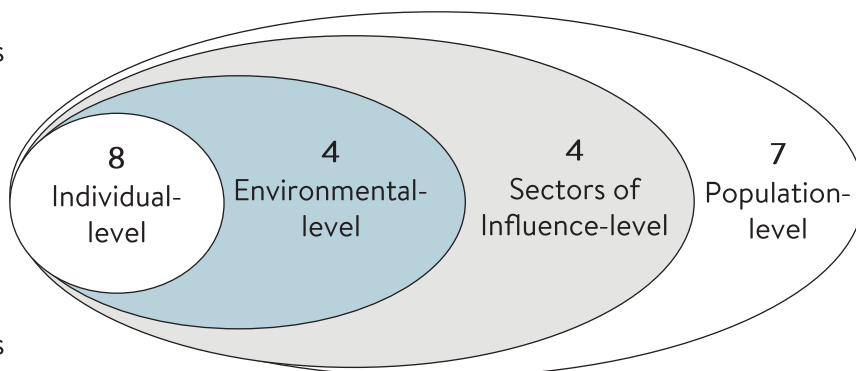
Evaluation

Between FFYs 2014 and 2016, Missouri SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 23 indicators from the SNAP-Ed Evaluation Framework reported on in the FFY 2016 Annual Report.

FFY 2014 1 Formative, 1 Process & 3 Outcome Evaluations

FFY 2015 2 Process & 2 Outcome Evaluations

FFY 2016 1 Formative, 4 Process & 3 Outcome Evaluations

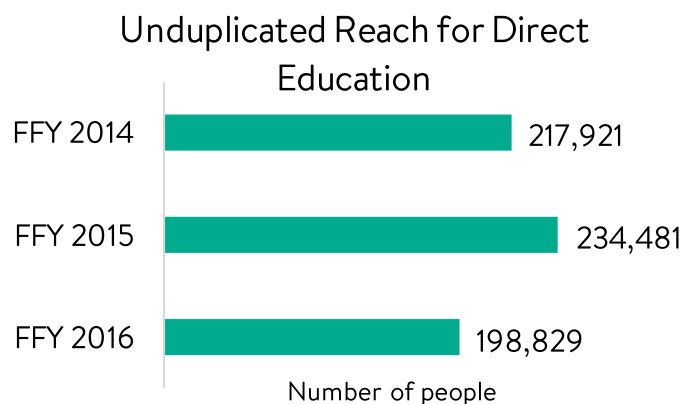


Implementation

A sole Implementing Agency executed a variety of projects under Missouri SNAP-Ed. **Direct Education, Policy, Systems, and Environmental (PSE)** and **Social Marketing** activities were implemented all three years included in the study.

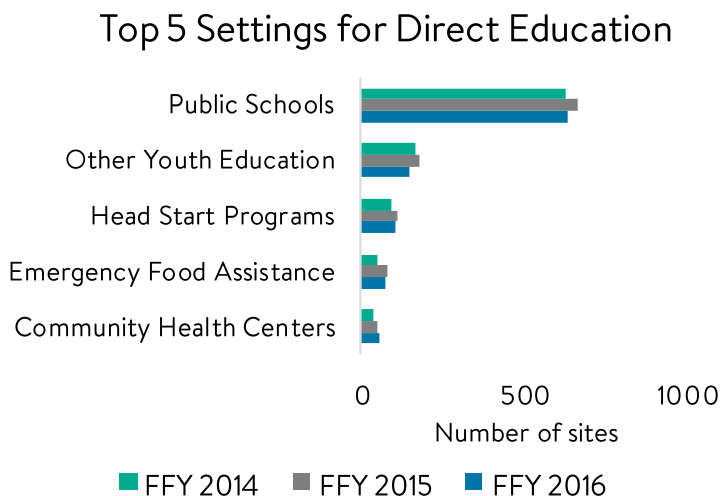
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	4	4
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Missouri SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs/culinary institutes
- Food banks
- Food stores
- Government agencies
- Hospitals
- Public health organizations
- Restaurants
- Colleges and universities
- Schools
- Worksites

MISSOURI SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	10,495,824	10,309,387	9,903,279
Final approved budget (\$)	10,495,824	11,809,387	9,903,279
Final budget expended (%)	0	79	79
Federal expenditures attributed to SNAP-Ed delivery (%)	n/a	86	85
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Missouri accounted for an average of 2.61% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	4	4	4
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	none	I	P, I

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	11	13	13
Food Stores	15	45	25
Public Housing	13	14	12
Libraries	24	18	16
Churches	33	36	22
Public/Community Health Centers	39	50	55
Public Schools	634	671	639
Head Start Programs	93	111	104
Other Youth Education	165	178	146
Shelters	15	15	17
Adult Rehabilitation Centers	7	8	14
WIC Programs	7	8	8
Worksites	4	3	2
Community Centers	24	30	21
Elderly Service Centers	42	47	28
Emergency Food Assistance	49	78	72
Extension Offices	4	3	6
Farmers Markets	1	3	6
SNAP Offices	4	19	42
Other	21	27	25

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	-	PSE
Chefs/culinary institutes	DE	DE	-
Food banks/food pantries	DE	DE	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	PSE
Government program/agency (Federal, State, local, etc.)	DE	DE	PSE
Hospitals/healthcare organizations	DE	DE	PSE
Public health organizations	-	-	PSE
Schools (preschools, K-12, elementary, middle, and high)	-	DE	-
Schools (colleges and universities)	DE	-	-
Worksites	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	Y	Y	Y
MyPyramid – Healthy eating plan	Y	Y	Y
Physical activity	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	-
Nutrition education TV public service announcement	Y	Y	-
Billboards, bus wraps, or other signage	Y	Y	-
Participation in community events/fairs	Y	Y	Y
Sponsor community events/fairs	Y	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,888,928	1,814,393	1,778,432
Direct education unduplicated reach ^b	217,921	234,481	198,829
Social marketing reach (impressions or views) ^b	173,008	158,708	23,806

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P (1), O (3)	P (2), O (2)	F (1), P (4), O (3)
Individual ^a	MT2, LT3	MT2, MT3 LT3	ST1, ST2, ST3, ST4, MT1, MT2, MT3, MT4
Environmental settings ^a	ST7, MT5, MT6, LT7	ST7, MT5, MT6, LT7	ST5, MT5, MT6, LT7
Sectors of influence ^a	MT12, LT12, MT7, MT8, MT9, MT22, LT13, LT14, LT15	MT12, LT12, MT7, MT8, MT9, MT22, LT13, LT15	MT8, MT11, MT12, LT12
Population results ^a	R20	R20	R2, R5, R7, R8, R9, R10, R11

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Montana SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Montana Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

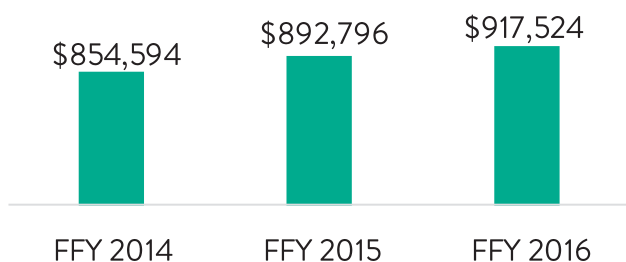
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Montana SNAP-Ed increased each year between FFYs 2014 and 2016. The funding for Montana SNAP-Ed accounted for an average of 0.23% of all available SNAP-Ed funding.



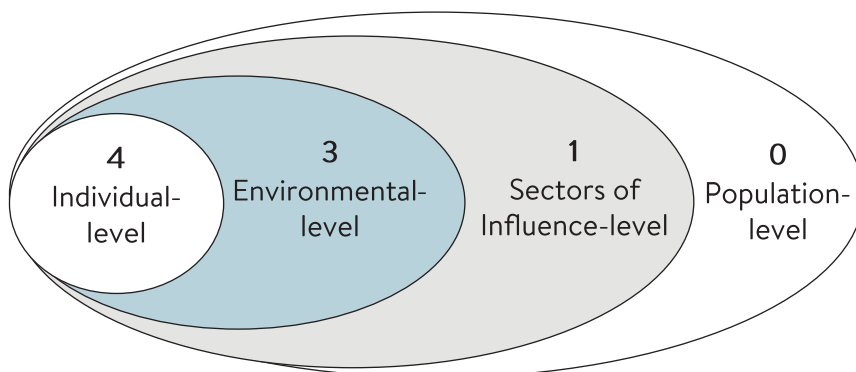
Evaluation

Between FFYs 2014 and 2016, Montana SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 8 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 4 Outcome & 1 Impact Evaluation

FFY 2015 2 Outcome Evaluations

FFY 2016 2 Outcome Evaluations



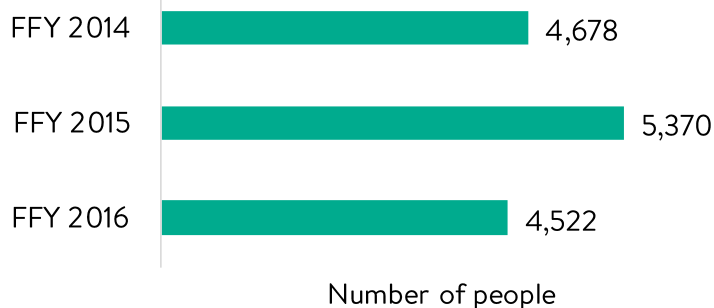
Implementation

A sole Implementing Agency executed a variety of projects under Montana SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study. **Social Marketing** was not implemented during the study years.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	3	1
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

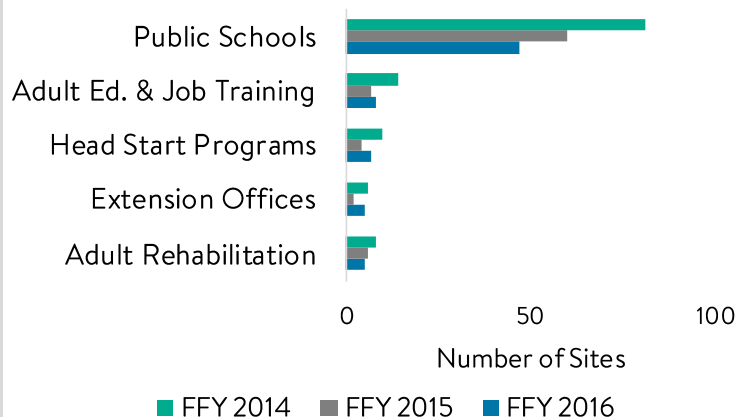
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **5 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Montana SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Government agencies
- Hospitals
- Human services organizations
- Indian Tribal Organizations
- Public health organizations

MONTANA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	854,594	892,796	917,524
Final approved budget (\$)	944,594	1,183,524	917,524
Final budget expended (%)	68	76	102
Federal expenditures attributed to SNAP-Ed delivery (%)	60	59	67
Use of non-Federal funds (Yes/No)	Yes	Yes	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Montana accounted for an average of 0.23% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	2	3	1
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	5 to 9	5 - 10+	5 - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	14	7	8
Food Stores	14	0	0
Public Housing	8	4	4
Libraries	14	2	2
Churches	6	3	1
Public/Community Health Centers	15	6	4
Public Schools	81	60	47
Head Start Programs	10	4	7
Other Youth Education	3	2	4
Shelters	14	3	2
Adult Rehabilitation Centers	8	6	5
WIC Programs	10	1	2
Worksites	2	0	0
Community Centers	7	3	2
Elderly Service Centers	10	2	4
Emergency Food Assistance	18	4	4
Extension Offices	6	2	5
Farmers Markets	8	0	0
Other	10	2	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Government program/agency (Federal, State, local, etc.)	-	-	PSE
Hospitals/healthcare organizations	DE	-	DE
Human services organizations	-	-	DE
Indian Tribal Organizations	DE	-	PSE
Public health organizations	DE	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	335,092	307,430	314,174
Direct education unduplicated reach ^b	4,678	5,370	4,522

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O(4), I(1)	O(2)	O(2)
Individual ^a	none	MT1, MT2, MT3	MT1, MT2, MT3, MT4
Environmental settings ^a	none	MT5, MT6, ST5, ST7	ST7, MT5, MT6
Sectors of influence ^a	none	MT12	ST8
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Nebraska SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Nebraska Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Use of funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

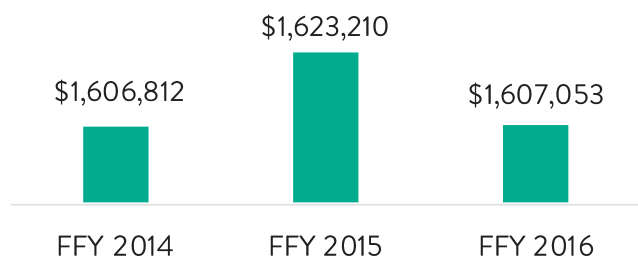
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Nebraska SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Nebraska SNAP-Ed accounted for an average of 0.41% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Nebraska SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators aligned with the social-ecological model or the SNAP-Ed Evaluation Framework were used.

FFY 2014

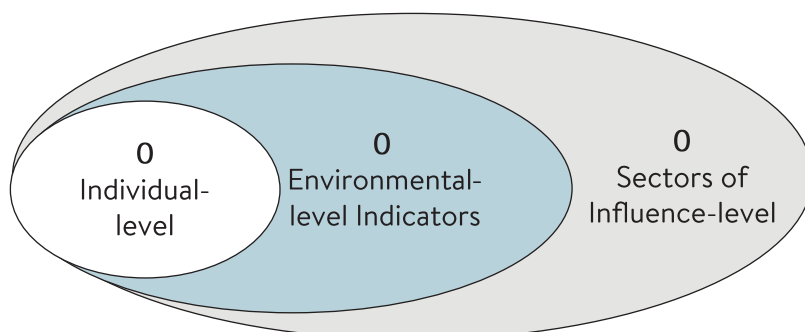
2 Process & 3 Outcome Evaluations

FFY 2015

4 Formative, 5 Process & 4 Outcome Evaluations

FFY 2016

2 Formative, 5 Process, 8 Outcome & 1 Impact Evaluation



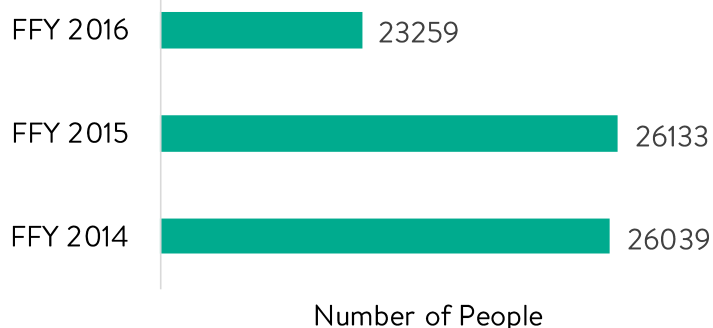
Implementation

A sole Implementing Agency executed a variety of projects under Nebraska SNAP-Ed. **Direct Education** was implemented all three years of the study and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	6	11	11
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE	DE PSE

Reach

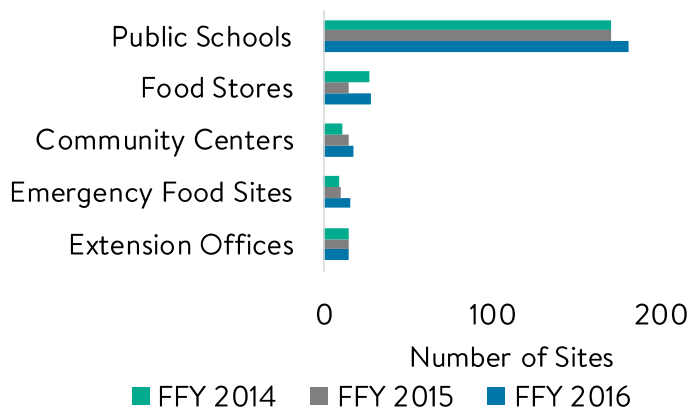
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Nebraska SNAP-Ed **partnered** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- Early Childcare
- Food Banks and Pantries
- Food Stores
- Foundations/nonprofits
- Government agencies
- Hospitals and Healthcare
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Schools
- Colleges and Universities

NEBRASKA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,606,812	1,623,210	1,607,053
Final approved budget (\$)	1,606,812	1,923,210	1,607,053
Final budget expended (%)	74	72	60
Federal expenditures attributed to SNAP-Ed delivery (%)	86	86	74
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Nebraska accounted for an average of 0.41% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	6	11	11
Types of programming implemented ^{b, c}	DE	DE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	13	11	12
Food Stores	27	15	28
Public Housing	13	13	13
Individual Homes	5	4	5
Libraries	4	8	8
Churches	4	5	8
Public/Community Health Centers	12	10	13
Public Schools	171	171	181
Head Start Programs	9	4	6
Other Youth Education	10	8	10
Shelters	12	10	10
Adult Rehabilitation Centers	8	9	9
WIC Programs	11	12	8
Worksites	0	2	4
Community Centers	11	15	18
Elderly Service Centers	8	6	8
Emergency Food Assistance	9	10	16
Extension Offices	15	15	15
Farmers Markets	3	2	6
SNAP Offices	9	2	2
Other	17	15	21

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE	DE, PSE
Early care and education facilities	DE	DE, PSE	DE, PSE
Food banks/food pantries	DE	DE	DE
Food stores (convenience stores, grocery stores, etc.)	DE	PSE	PSE
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE, PSE	DE, PSE
Hospitals/healthcare organizations	DE	-	-
Human services organizations	DE	DE, PSE	DE, PSE
Public health organizations	DE	DE, PSE	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE, PSE	DE, PSE
Schools (colleges and universities)	DE	DE, PSE	DE, PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	512,741	505,371	475,598
Direct education unduplicated reach	26,039	26,133	23,259

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(2), O(3)	F(1), P(5), O(4)	F(2), P(5), O(8), I(1)
Individual	none	none	none
Environmental settings	none	none	none
Sectors of influence	none	none	none
Social and cultural norms and values	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Nevada SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Nevada Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

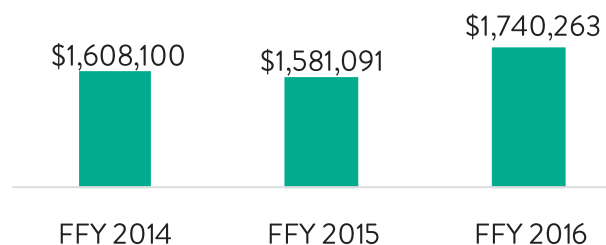
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Nevada SNAP-Ed varied slightly between FFY 2014 and 2016. The funding for Nevada SNAP-Ed accounted for an average of 0.42% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Nevada SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

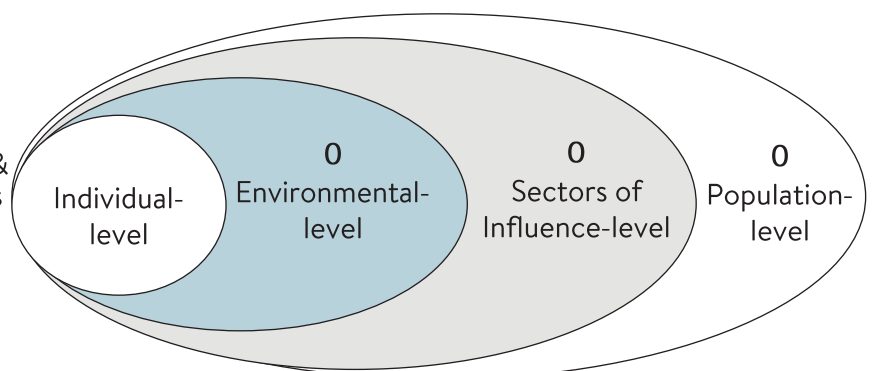
1 Formative, **9** Process, **14** Outcome & **1** Impact Evaluation

FFY 2015

4 Formative, **9** Process & **18** Outcome Evaluations

FFY 2016

4 Formative, **13** Process, **17** Outcome & **1** Impact Evaluation



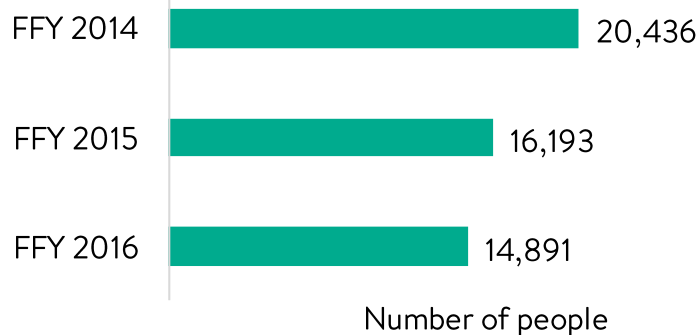
Implementation

Multiple Implementing Agencies executed a variety of projects under Nevada SNAP-Ed. **Direct Education** and a **Social Marketing** campaign were implemented all three years included in the study, and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	15	15
Number of Implementing Agencies	11	1	1
Type of Implementing Agencies	• University (2) • Nonprofit (4) • State dept. (2) • ITO (3) • Other (1)	• University (2) • Nonprofit (4) • State dept. (2) • ITO (3)	• University (2) • Nonprofit (4) • State dept. (1) • ITO (1)
Types of Programming			

Reach

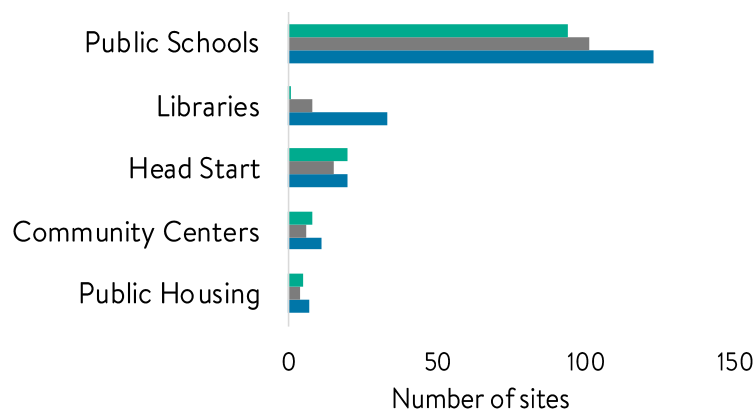
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Nevada SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, & SM

- Agricultural organizations
- Chefs/culinary institutions
- Early care and education facilities
- Food banks/pantries
- Foundations/nonprofits
- Government agencies
- Hospitals/healthcare organizations
- Indian Tribal Organizations
- Media/advertising groups
- Parks and recreating centers
- Public health organizations
- Colleges and universities
- Schools
- Worksites

NEVADA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,608,100	1,581,091	1,740,263
Final approved budget (\$)	1,710,755	1,885,953	2,227,351
Final budget expended (%)	75	72	76
Federal expenditures attributed to SNAP-Ed delivery (%)	73	72	76
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Nevada accounted for an average of 0.42% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2), Nonprofit (4), State dept (1), ITO (3), Other (1)	University (2), Nonprofit (4), State dept (1), ITO (2)	University (2), Nonprofit (4), State dept (1), ITO (1)
Total number of planned projects ^a	15	15	15
Types of programming implemented ^{b, c}	DE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I, E	P, D, I	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	4	0	3
Food Stores	1	0	0
Public Housing	5	4	7
Individual Homes	12	0	0
Libraries	1	8	33
Churches	0	0	1
Public/Community Health Centers	1	1	2
Public Schools	94	101	123
Head Start Programs	20	15	20
Other Youth Education	20	11	4
Adult Rehabilitation Centers	0	0	1
WIC Programs	2	0	0
Worksites	3	1	2
Community Centers	8	6	11
Elderly Service Centers	5	3	3
Emergency Food Assistance	4	0	0
Extension Offices	2	2	4

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
SNAP Offices	0	4	4
Other	14	14	16

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	PSE, SM	PSE
Chefs/culinary institutes	DE, PSE, SM	DE, SM	DE, PSE
Early care and education facilities	-	-	SM
Food banks/food pantries	DE	DE	DE
Food stores (convenience stores, grocery stores, etc.)	DE, PSE	DE, PSE, SM	DE, PSE
Foundations/philanthropy organizations/nonprofits	DE	DE, PSE, SM	DE, PSE, SM
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE, SM	DE, PSE
Hospitals/healthcare organizations	-	DE	DE
Human services organizations	-	DE	-
Indian Tribal Organizations	DE	DE	DE, PSE
Media/advertising groups	SM	SM	SM
Parks and recreation centers	-	DE	DE
Public health organizations	DE, PSE	DE, SM	DE, PSE, SM
Schools (preschools, K-12, elementary, middle, and high)	DE	DE, PSE	PSE, SM
Schools (colleges and universities)	DE, PSE, SM	DE, SM	DE, PSE
Worksites	-	-	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	Y	Y	Y
Food shopping/preparation	Y	-	-
Fruits and vegetables	Y	Y	Y
Lean meats and beans	Y	-	Y
Limiting added sugars or caloric sweeteners	Y	Y	Y
Physical activity	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	-	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	-	-	Y
Calendars	-	-	Y
Promotional materials with nutrition messages	Y	-	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	-	Y	-
Videos/CD-ROM	Y	-	-
Other	Y	-	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	939,118	918,123	890,966
Direct education unduplicated reach	20,436	16,193	14,891
Social marketing reach (impressions or views)	38,586	13,541	12,355,037

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(1), P(9), O(14), I (1)	F(4), P(9), O(18)	F(4), P(13), O(17), I(3)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | Includes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

New Hampshire SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of New Hampshire Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

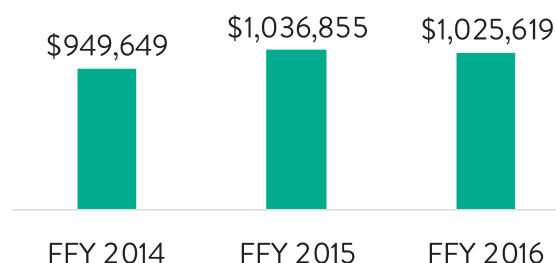
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for New Hampshire SNAP-Ed varied slightly each year between FFY 2014 and FFY 2016. The funding for New Hampshire SNAP-Ed accounted for an average of 0.26% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, New Hampshire SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. No indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

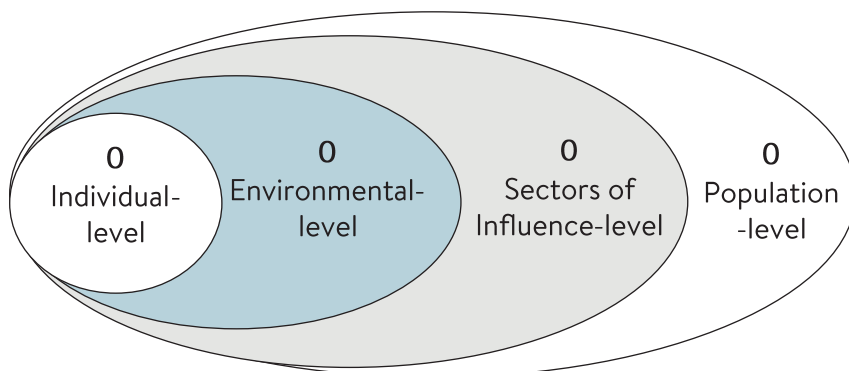
5 Outcome Evaluations

FFY 2015

3 Formative, 2 Process & 2 Outcome Evaluations

FFY 2016

4 Formative, 5 Process & 2 Outcome Evaluations



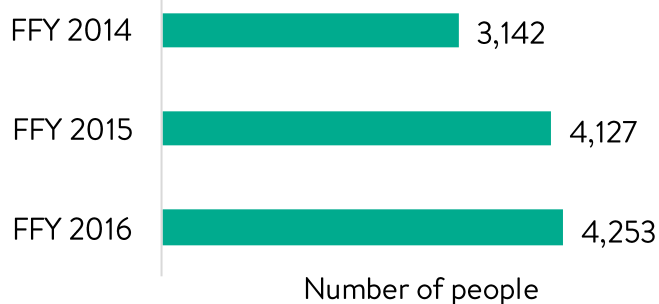
Implementation

A sole Implementing Agency executed a variety of projects under New Hampshire SNAP-Ed. **Direct Education** was implemented all three years and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015. **Social Marketing** was not implemented during the study years.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	3	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE

Reach

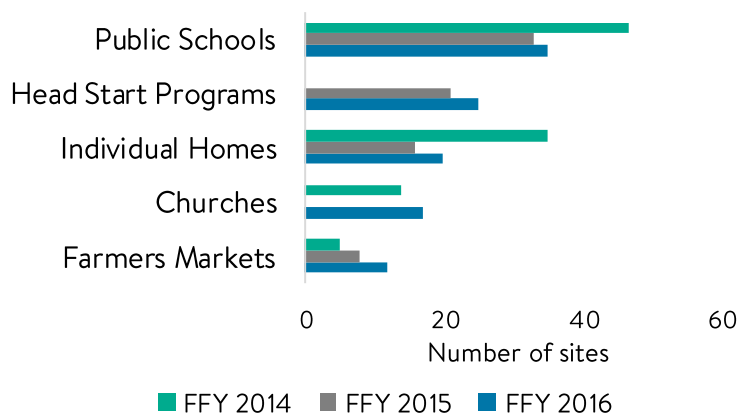
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

New Hampshire SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, Social Marketing and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Faith-based groups
- Food banks
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Public health organizations
- Colleges and universities
- Schools

NEW HAMPSHIRE SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	949,649	1,036,855	1,025,619
Final approved budget (\$)	949,649	1,036,855	1,025,619
Final budget expended (%)	75	99	81
Federal expenditures attributed to SNAP-Ed delivery (%)	84	61	82
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to New Hampshire accounted for an average of 0.26% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	2	3	2
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 9	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	2	6	10
Food Stores	13	1	10
Public Housing	15	18	12
Individual Homes	35	16	20
Libraries	0	0	4
Churches	14	0	17
Public/Community Health Centers	0	2	5
Public Schools	47	33	35
Head Start Programs	0	21	25
Other Youth Education	5	8	11
Shelters	8	4	8
Adult Rehabilitation Centers	2	0	4
WIC Programs	15	4	3
Community Centers	13	1	9
Elderly Service Centers	0	1	0
Emergency Food Assistance	4	3	10
Extension Offices	3	1	2
Farmers Markets	5	8	12
Other	7	3	4

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Faith-based groups	-	-	DE
Food banks/food pantries	DE	DE	PSE
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE, PSE	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE	PSE, SM
Human services organizations	DE	-	-
Public health organizations	PSE	-	-
Schools (preschools, K-12, elementary, middle, and high)	-	DE, PSE	PSE, SM
Schools (colleges and universities)	DE, PSE	DE, PSE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	262,673	228,392	225,737
Direct education unduplicated reach ^b	3,142	4,127	4,253

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O(5)	F(3), P(2), O(2)	F(4), P(5), O(2)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | Includes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

New Jersey SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of New Jersey Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

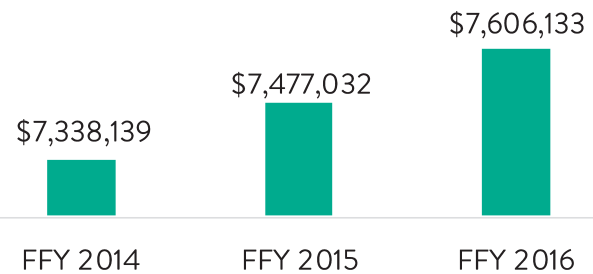
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

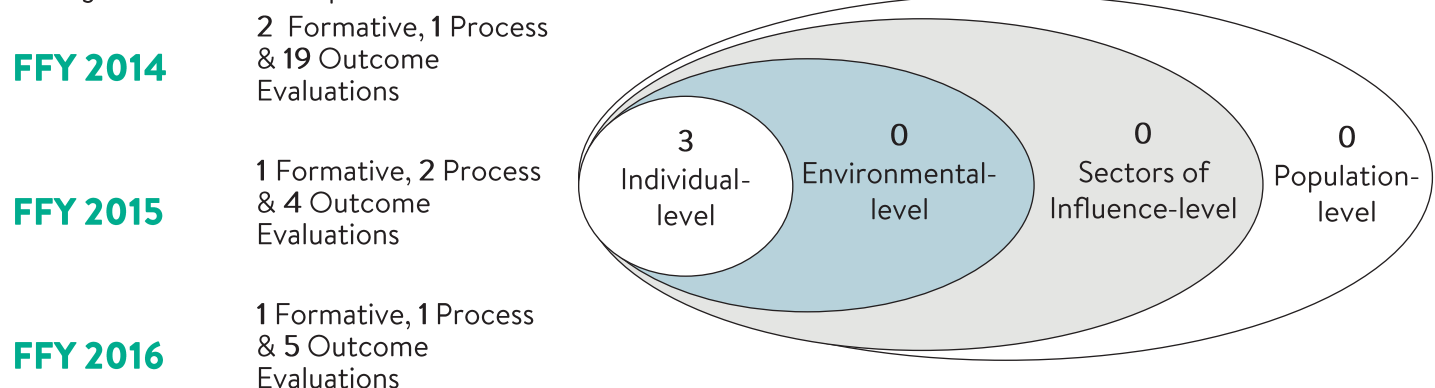
Funding

The **amount allocated** by the USDA Food and Nutrition Service for New Jersey SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for New Jersey SNAP-Ed accounted for an average of 1.91% of all available SNAP-Ed funding.



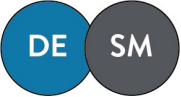
Evaluation

Between FFY 2014 and 2016, New Jersey SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. No indicators from the SNAP-Ed Evaluation Framework were reported in the FFY 2016 Annual report, however 3 indicators from another framework aligned with the social-ecological model were reported.



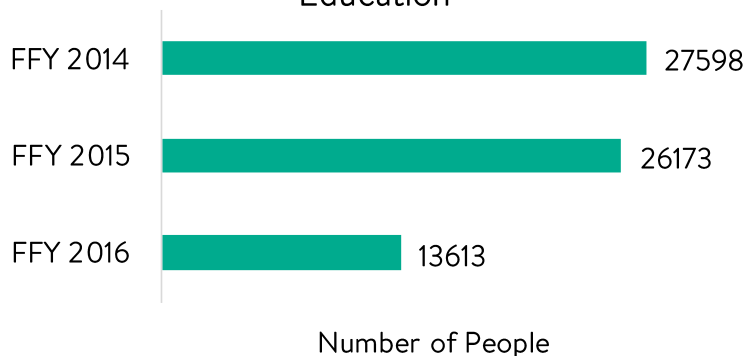
Implementation

A sole Implementing Agency executed a variety of projects under New Jersey SNAP-Ed. **Direct Education** was implemented all three years. **Social Marketing** was implemented in FFY 2014 and 2015. **Policy, Systems, and Environmental (PSE)** change strategies were introduced in FFY 2015.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	6	5
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

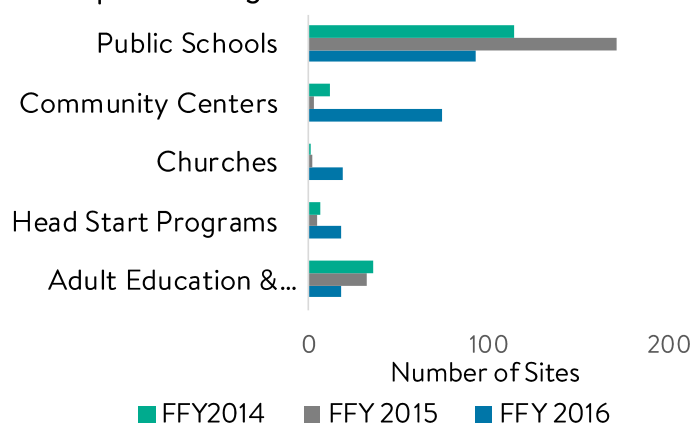
Unduplicated Reach for Direct Education



Adults (ages 18-59 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **2 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

New Jersey SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE & SM

- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations/nonprofits
- Government program/agency
- Hospitals/healthcare organizations
- Parks and recreation centers
- Schools

NEW JERSEY SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	7,338,139	7,477,032	7,606,133
Final approved budget (\$)	7,338,139	7,477,032	9,752,668
Final budget expended (%)	70	89	79
Federal expenditures attributed to SNAP-Ed delivery (%)	71	73	58
Use of non-Federal funds (Yes/No)	Yes	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to New Jersey accounted for an average of 1.91% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	15	6	5
Types of programming implemented ^{b, c}	DE, SM	DE, PSE, SM	DE, PSE
Number of sessions per direct education series ^b	2-9	2-9	10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	18-59 yrs
Social marketing campaign activities ^b	P, D, I, E	I, E	None

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	36	32	18
Public Housing	9	5	2
Libraries	0	2	0
Churches	1	2	19
Public/Community Health Centers	1	2	5
Public Schools	114	171	93
Head Start Programs	7	5	18
Other Youth Education	3	3	4
Shelters	6	13	1
Adult Rehabilitation Centers	30	25	16
Worksites	1	3	1
Community Centers	12	3	74
Elderly Service Centers	12	12	8
Emergency Food Assistance	3	1	3
Extension Offices	1	0	0
Other	3	3	2

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
City and regional planning groups	SM	PSE	-
Early care and education facilities	-	-	PSE
Faith-based groups	DE, SM	DE	-
Food banks/food pantries	DE	DE, PSE	PSE
Food stores (convenience stores, grocery stores, etc.)	-	-	PSE
Foundations/philanthropy organizations/nonprofits	-	PSE	-
Government program/agency (Federal, State, local, etc.)	SM	-	-
Hospitals/healthcare organizations	SM	-	PSE
Parks and recreation centers	-	PSE, SM	-
Schools (preschools, K-12, elementary, middle, and high)	-	PSE, SM	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	Y	Y	-
Limiting added sugars or caloric sweeteners	Y	Y	-
MyPyramid – Healthy eating plan	Y	-	-
Physical activity	Y	-	-
Promoting a healthy weight	Y	Y	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Participation in community events/fairs	Y	Y	-
Sponsor community events/fairs	Y	-	-
Fact sheets/pamphlets/newsletters	Y	Y	-
Posters	Y	-	-
Promotional materials with nutrition messages	-	Y	-
Websites	Y	Y	-
Electronic (email) materials and information distribution	Y	Y	-
Other	Y	-	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	2,001,012	1,995,662	1,919,388
Direct education unduplicated reach	27,598	26,173	13,613
Social marketing reach (impressions or views) ^b	14,873	18,416	0

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(2), P(1), O(19)	F(1), P(2), O(4)	F(1), P(1), O(5)
Individual	none	3 ^a	3 ^a
Environmental settings	none	2 ^a	none
Sectors of influence	none	none	none
Population results	none	none	none

Source: Annual reports and State plans | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | Descriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/> | ^aNumber of indicators planned and reported on from other frameworks aligned with the social-ecological model

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

New Mexico SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of New Mexico Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Use of funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

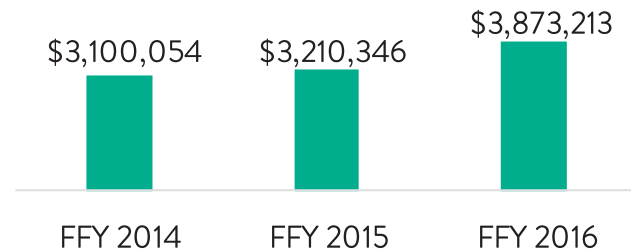
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for New Mexico SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for New Mexico SNAP-Ed accounted for an average of 0.87% of all available SNAP-Ed funding.



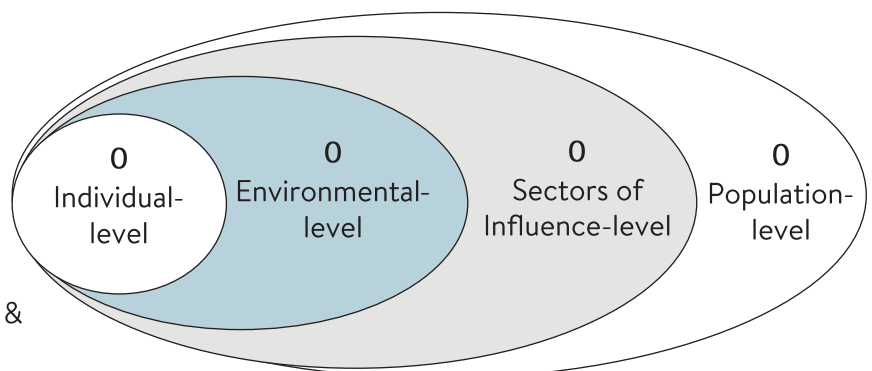
Evaluation

Between FFY 2014 and 2016, New Mexico SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 6 Process & 6 Outcome Evaluations

FFY 2015 6 Process & 6 Outcome Evaluations

FFY 2016 4 Formative, 10 Process & 2 Outcome Evaluations



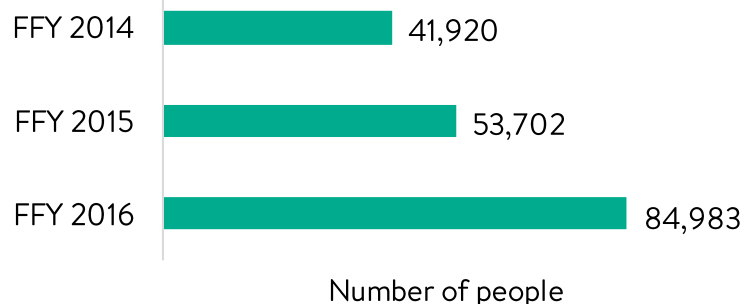
Implementation

Multiple Implementing Agencies executed a variety of projects under New Mexico SNAP-Ed. **Direct Education** and a **Social Marketing** campaign were implemented all three years included in the study and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	5	6	3
Number of Implementing Agencies	6	6	5
Type of Implementing Agencies	• University (2) • Nonprofit (2) • Local gov. (1) • Other (1)	• University (2) • Nonprofit (2) • Local gov. (1) • Other (1)	• University (2) • Nonprofit (2) • Local gov. (1)
Types of Programming			

Reach

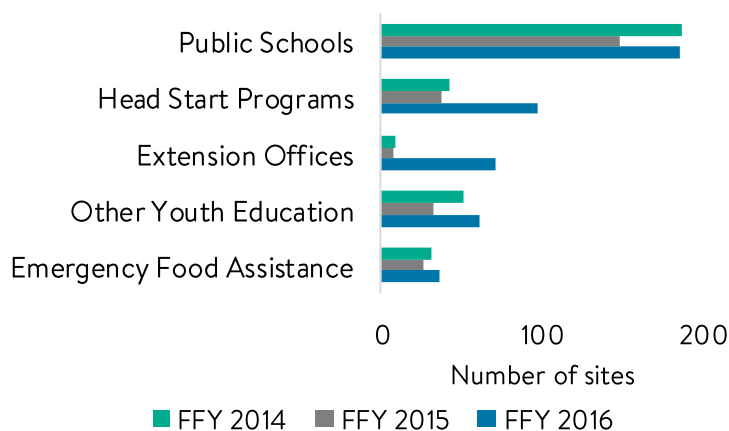
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

New Mexico SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, & SM

- Agricultural organizations
- Chefs/culinary institutes
- Food banks
- Food stores
- Government agencies
- Hospitals
- Human services organizations
- Indian Tribal Organizations
- Parks and recreation centers
- Colleges and universities
- Schools

NEW MEXICO SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,100,054	3,210,346	3,873,213
Final approved budget (\$)	3,100,054	3,803,346	4,873,213
Final budget expended (%)	85	141	59
Federal expenditures attributed to SNAP-Ed delivery (%)	80	76	73
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to New Mexico accounted for an average of 0.87% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2), Nonprofit (2), Local Gov (1), Other (1)	University (2), Nonprofit (2), Local Gov (1), Other (1)	University (2), Nonprofit (2), Local Gov (1)
Total number of planned projects ^a	5	6	3
Types of programming implemented ^{b, c}	DE, SM	DE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I, E	none	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	24	20	17
Food Stores	7	2	0
Public Housing	6	9	7
Individual Homes	3	2	6
Libraries	3	2	6
Churches	9	3	17
Public/Community Health Centers	20	9	18
Public Schools	189	149	187
Head Start Programs	43	38	98
Other Youth Education	52	33	62
Shelters	4	5	4
Adult Rehabilitation Centers	15	12	8
WIC Programs	7	8	22
Worksites	24	20	17
Community Centers	2	0	1
Elderly Service Centers	34	32	36
Emergency Food Assistance	32	27	36
Extension Offices	9	8	72

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Farmers Markets	7	10	8
SNAP Offices	9	12	10
Other	38	3	12

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	DE, PSE	-
Chefs/culinary institutes	DE	DE	-
Food banks/food pantries	-	DE	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE	DE, SM	-
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE	-
Hospitals/healthcare organizations	-	DE	-
Human services organizations	DE	DE	-
Indian Tribal Organizations	-	DE	-
Schools (preschools, K-12, elementary, middle, and high)	-	-	SM
Schools (colleges and universities)	DE	DE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under "Partners" are in addition to those listed under "Settings"

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	-	Y
Fruits and vegetables	-	-	Y
Physical activity	-	-	Y
Whole grains	Y	-	

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Billboards, bus wraps, or other signage	Y	-	Y
Participation in community events/fairs	Y	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Posters	Y	-	Y
Calendars	-	-	-
Promotional materials with nutrition messages	Y	-	Y
Websites	-	-	Y
Electronic (email) materials and information distribution	-	-	Y
Videos/CD-ROM	Y	-	Y
Retail/point-of-purchase activities	Y	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	833,766	796,537	785,118
Direct education unduplicated reach	41,920	53,702	84,983
Social marketing reach (impressions or views)	8,000	30,000	98,000

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(6), O(6)	P(6), O(6)	F(4), P(10), O(2)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

New York SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of New York Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

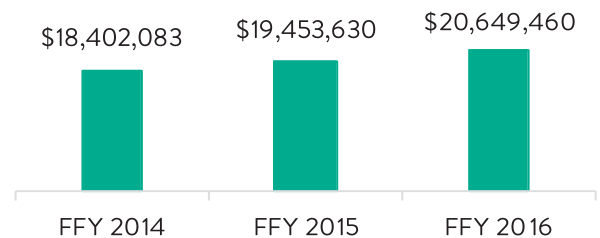
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for New York SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for New York SNAP-Ed accounted for an average of 4.98% of all available SNAP-Ed funding.



Evaluation

In FFY 2014, New York SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. No indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

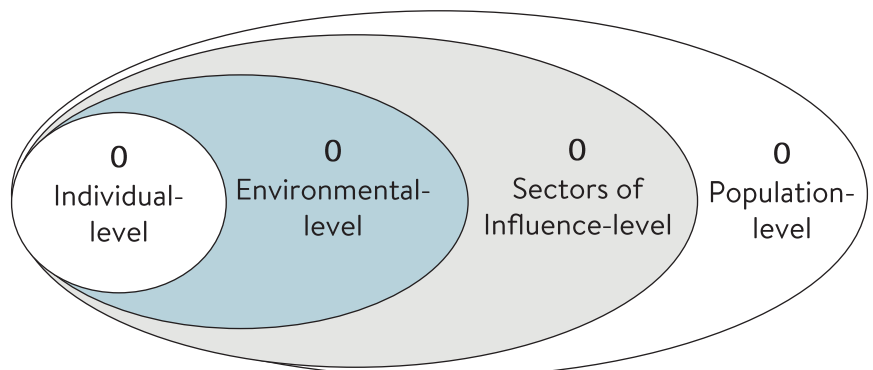
1 Formative, **3** Process, **4** Outcome & **1** Impact Evaluation

FFY 2015

0 Evaluations

FFY 2016

0 Evaluations

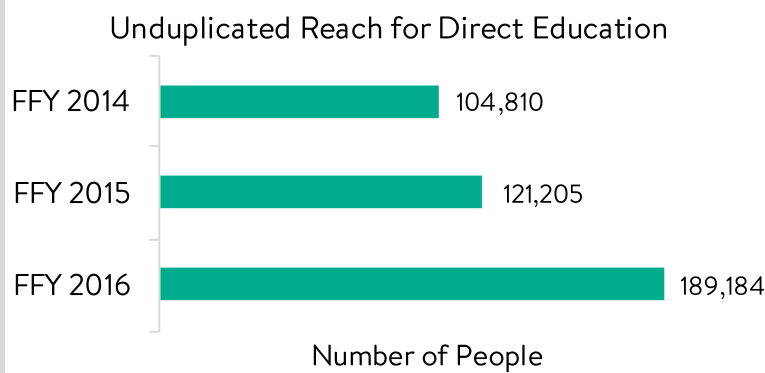


Implementation

There were between 2 and 12 Implementing Agencies that executed a variety of projects under New York SNAP-Ed between FFY 2014 and 2016. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies, and **Social Marketing** were implemented in all three years of the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	14	13
Number of Implementing Agencies	2	12	12
Type of Implementing Agencies	- University (1) - Nonprofit (1)	- University (7) - Nonprofit (4) - State Dept (1)	- University (7) - Nonprofit (4) - State Dept (1)
Types of Programming			

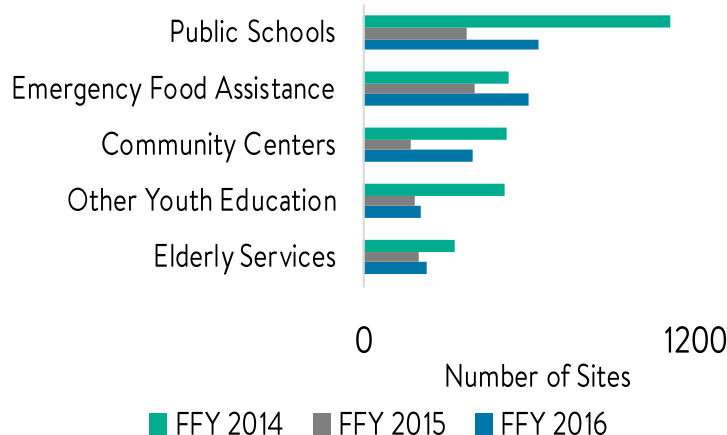
Reach



Primary target audience for direct education varied by year. Direct Education was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

New York SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations/nonprofits
- Government program/agency
- Hospitals/healthcare organizations
- Human services organizations
- Labor/workforce development groups
- Parks and recreation centers
- Public health organizations
- Schools (K-12)
- Schools (colleges and universities)

NEW YORK SNAP-ED SUMMARY DATA TABLES

FUNDING	FY 2014	FY 2015	FY 2016
Federal grant amount (\$) ^a	18,402,083	19,453,630	20,649,460
Final approved budget (\$)	18,402,083	19,453,630	20,649,460
Final budget expended (%)	81	57	82
Federal expenditures attributed to SNAP-Ed delivery (%)	83	82	88
Use of non-Federal funds (Yes/No)	No	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to New York accounted for an average of 4.98% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) Nonprofit (1)	University (7) Nonprofit (4) State Dept (1)	University (7) Nonprofit (4) State Dept (1)
Total number of planned projects ^a	4	14	13
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	18-59 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P, D, I, E	n/a	P, D, I

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	349	86	182
Food Stores	260	61	127
Public Housing	138	111	207
Individual Homes	84	0	1
Libraries	196	35	109
Churches	414	124	165
Public/Community Health Centers	247	44	140
Public Schools	1118	373	636
Head Start Programs	306	85	105
Other Youth Education	515	188	211
Shelters	58	31	58
Adult Rehabilitation Centers	21	31	40
WIC Programs	154	12	8
Worksites	60	12	19
Community Centers	518	177	400
Elderly Service Centers	335	205	231
Emergency Food Assistance	529	406	602
Extension Offices	89	16	31
Farmers Markets	196	166	183
SNAP Offices	75	40	38
Other	402	245	405

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FY 2014	FY 2015	FY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	PSE	DE, PSE
Early care and education facilities	SM	-	-
Faith-based groups	-	DE, PSE	DE
Food banks/food pantries	SM	PSE	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE, PSE, SM	DE, PSE	DE, PSE
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE, PSE	DE, PSE
Government program/agency (Federal, State, local, etc.)	PSE, SM	DE, PSE	DE, PSE
Hospitals/healthcare organizations	PSE	DE, PSE	DE, PSE
Human services organizations	-	DE, PSE	-
Labor/workforce development groups	DE, PSE	DE	SM
Parks and recreation centers	PSE	DE, PSE	DE, PSE
Public health organizations	DE, PSE	DE	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	-	DE, PSE	DE, PSE
Schools (colleges and universities)	-	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FY 2014	FY 2015	FY 2016
Fruits and vegetables	Y	-	Y
Limiting added sugars or caloric sweeteners	Y	-	-
MyPyramid – Healthy eating plan	Y	-	-
Physical activity	-	-	Y
Other	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FY 2014	FY 2015	FY 2016
Nutrition education radio public service announcement	Y	-	-
Billboards, bus wraps, or other signage	Y	-	Y
Participation in community events/fairs	Y	-	-
Sponsor community events/fairs	Y	-	-
Fact sheets/pamphlets/newsletters	Y	-	-
Posters	Y	-	-
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	-	-
Websites	Y	-	-
Other	Y	-	-

Source: EARS

REACH	FY 2014	FY 2015	FY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	5,884,894	5,672,179	5,467,206
Direct education unduplicated reach ^b	104,810	121,205	189,184
Social marketing reach (impressions or views) ^b	233,905	n/a	64,000

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FY 2014	FY 2015	FY 2016
Types of evaluations conducted (number)	F (1) P (3) O(4), I (1)	none	none
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

North Carolina SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of North Carolina Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

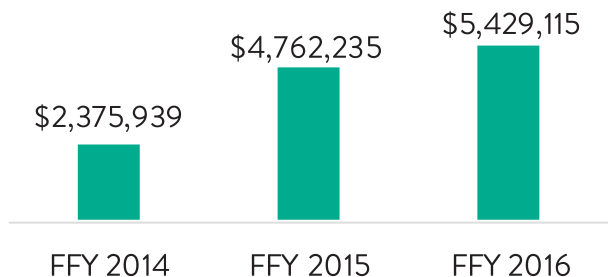
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for North Carolina SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for North Carolina SNAP-Ed accounted for an average of 1.07% of all available SNAP-Ed funding.



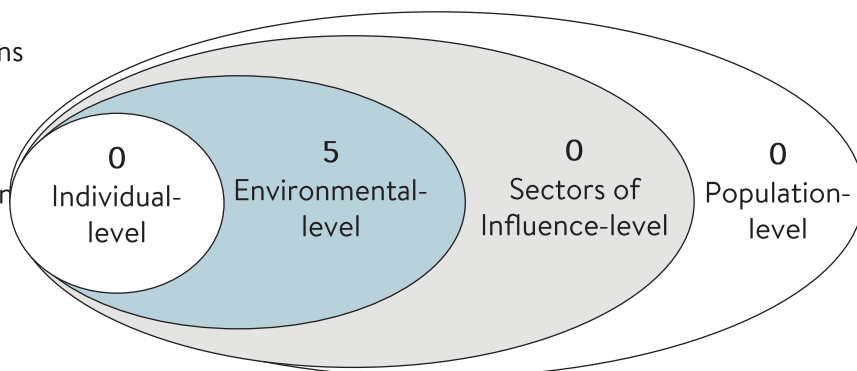
Evaluation

Between FFYs 2014 and 2016, North Carolina SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 5 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 11 Formative, 6 Process, & 33 Outcome Evaluations

FFY 2015 6 Formative, 25 Process & 38 Outcome Evaluation

FFY 2016 6 Formative, 21 Process, 34 Outcome & 1 Impact Evaluation

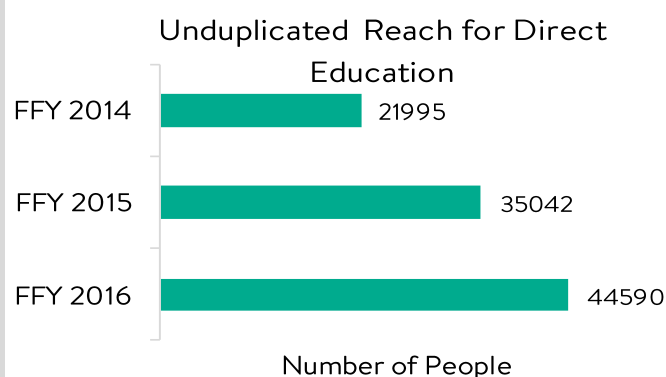


Implementation

Between FFY 2014 and FFY 2016, between six and eleven Implementing Agencies executed a variety of projects under North Carolina SNAP-Ed. **Direct Education** and **Social Marketing** change strategies were implemented in all three study years and **Policy, Systems, and Environmental (PSE)** change strategies in FFY 2014 and 2015.

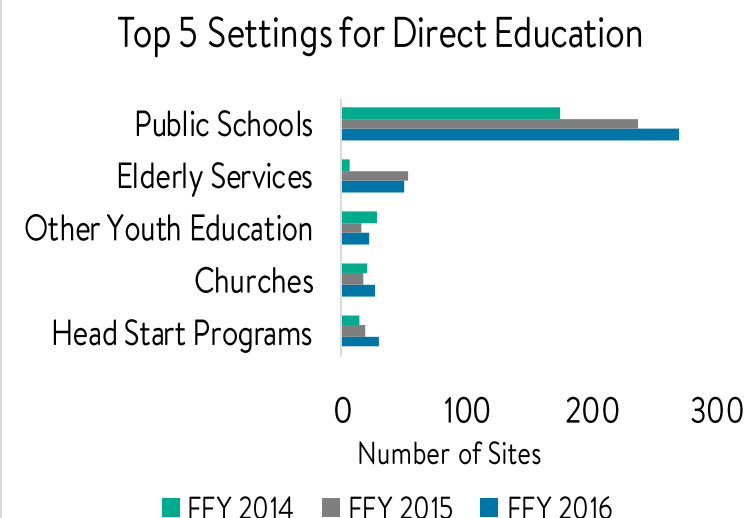
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	6	7	11
Number of Implementing Agencies	6	8	11
Type of Implementing Agencies	- University (4) - Nonprofit (1) - Local Govt (1)	- University (6) - Nonprofit (1) - Local Govt (1)	- University (6) - Nonprofit (4) - Local Govt (1)
Types of Programming			

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

North Carolina SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations/nonprofits
- Government program/agency
- Hospitals/healthcare organizations
- Human services organizations
- Indian Tribal Organizations
- Labor/workforce development groups
- Parks and recreation centers
- Public health organizations
- Schools (K-12)
- Schools (colleges and universities)
- Transportation groups

NORTH CAROLINA SNAP-ED SUMMARY DATA TABLES

FUNDING	FY 2014	FY 2015	FY 2016
Federal grant amount (\$) ^a	2,375,939	4,762,235	5,429,115
Final approved budget (\$)	2,911,752	5,027,785	6,901,695
Final budget expended (%)	65	72	79
Federal expenditures attributed to SNAP-Ed delivery (%)	78	69	77
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to North Carolina accounted for an average of 1.07% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (4) Nonprofit (1) Local govt (1)	University (6) Nonprofit (1) Local govt (1)	University (6) Nonprofit (4) Local govt (1)
Total number of planned projects ^a	6	7	11
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	P, D, I, E	none	none

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSEP=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FY 2014	FY 2015	FY 2016
Adult Education & Job Training	1	4	3
Food Stores	1	3	17
Public Housing	5	12	16
Individual Homes	12	0	2
Libraries	4	5	10
Churches	21	17	27
Public/Community Health Centers	3	5	16
Public Schools	177	239	273
Head Start Programs	14	19	30
Other Youth Education	28	16	22
Shelters	2	2	1
Adult Rehabilitation Centers	3	4	5
WIC Programs	2	2	1
Worksites	1	0	0
Community Centers	2	23	34
Elderly Service Centers	7	54	51
Emergency Food Assistance	0	4	16
Extension Offices	7	9	3
Farmers Markets	3	6	4
SNAP Offices	3	4	6
Other	46	51	59

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FY 2014	FY 2015	FY 2016
Agricultural organizations (includes farmers markets)	-	DE, PSE, SM	DE, SM
City and regional planning groups	-	-	DE
Early care and education facilities	DE, PSE	DE, SM	-
Faith-based groups	DE	DE, PSE, SM	DE, SM
Food banks/food pantries	-	DE, SM	DE, SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	PSE	PSE, SM	-
Foundations/philanthropy organizations/nonprofits	-	DE, PSE	DE
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, PSE, SM	DE, SM
Hospitals/healthcare organizations	-	DE	DE
Human services organizations	DE	DE, PSE, SM	DE, SM
Indian Tribal Organizations	-	PSE	SM
Labor/workforce development groups	-	SM	SM
Parks and recreation centers	DE	DE, PSE	-
Public health organizations	DE	DE, PSE	DE, SM
Schools (preschools, K-12, elementary, middle, and high)	-	PSE, SM	SM
Schools (colleges and universities)	DE, SM	-	DE
Transportation groups	-	-	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FY 2014	FY 2015	FY 2016
Food shopping/preparation	-	-	Y
Fruits and vegetables	-	-	Y
MyPyramid – Healthy eating plan	-	-	Y
Physical activity	Y	-	Y
Promoting a healthy weight	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FY 2014	FY 2015	FY 2016
Nutrition education radio public service announcement	Y	-	Y
Nutrition education TV public service announcement	Y	-	Y
Billboards, bus wraps, or other signage	-	-	Y
Participation in community events/fairs	-	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Posters	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	-	Y
Websites	Y	-	Y
Electronic (email) materials and information distribution			Y
Other	Y	-	Y

Source: EARS

REACH	FY 2014	FY 2015	FY 2016
SNAP eligible population	3,448,544	3,382,693	3,231,233
Direct education unduplicated reach	21,995	35,042	44,590
Social marketing reach (impressions or views)	162,509	3,249,925	24,363,849

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FY 2014	FY 2015	FY 2016
Types of evaluations conducted (number)	F(11), P(6), O(33)	F(6), P(25), O(38)	F(6), P(21), O(34) I(1)
Individual ^a	none	none	none
Environmental settings ^a	none	none	ST5, MT5, MT6, LT5, LT6
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

North Dakota SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of North Dakota Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

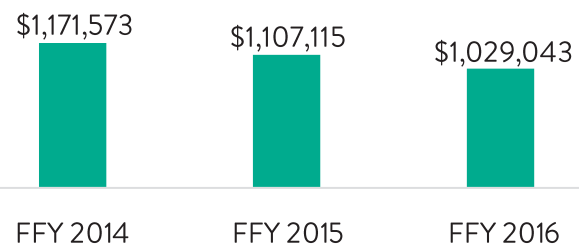
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for North Dakota SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for North Dakota SNAP-Ed accounted for an average of 0.28% of all available SNAP-Ed funding.



Evaluation

Between FFY 2014 and 2016, North Dakota SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual report.

FFY 2014

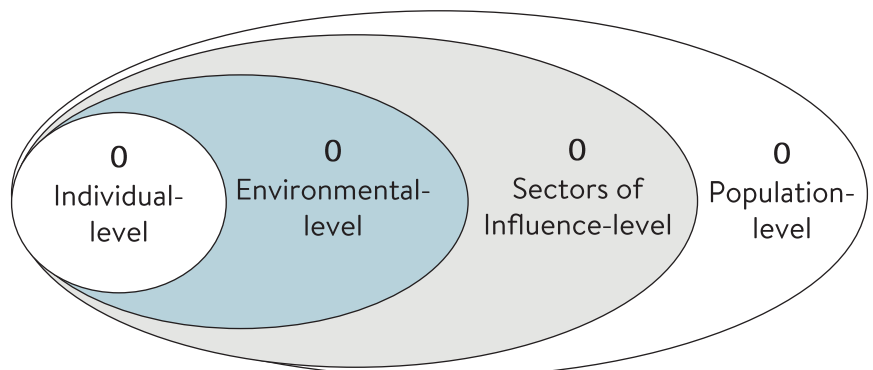
1 Process & 5 Outcome Evaluations

FFY 2015

1 Process & 6 Outcome Evaluations

FFY 2016

6 Outcome Evaluations



Implementation

A sole Implementing Agency executed a variety of projects under North Dakota SNAP-Ed. **Direct Education** was implemented all three years included in the study and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015. **Social Marketing** was not implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	6	6	7
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE

Reach

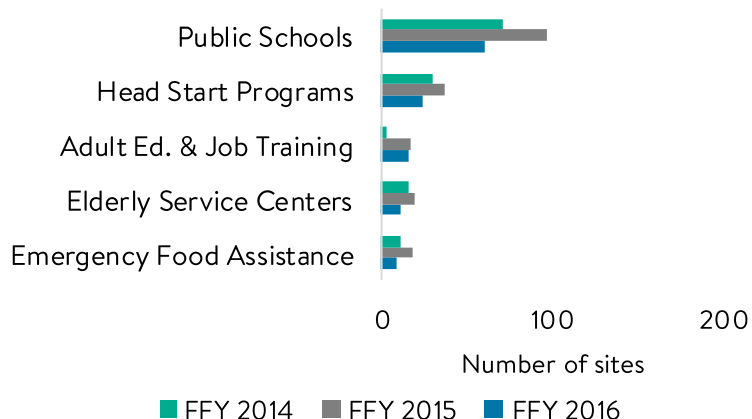
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

North Dakota SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Early care and education
- Food banks
- Food stores
- Government agencies

NORTH DAKOTA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,171,573	1,107,115	1,029,043
Final approved budget (\$)	1,211,573	1,403,115	1,029,043
Final budget expended (%)	97	47	57
Federal expenditures attributed to SNAP-Ed delivery (%)	89	85	78
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to North Dakota accounted for an average of 0.28% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	6	6	7
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	4	18	16
Food Stores	4	1	2
Public Housing	5	7	7
Individual Homes	1	0	0
Libraries	3	1	2
Churches	3	2	2
Public/Community Health Centers	9	12	6
Public Schools	72	98	61
Head Start Programs	31	38	25
Other Youth Education	8	20	8
Shelters	2	5	2
Adult Rehabilitation Centers	7	11	8
WIC Programs	12	14	4
Worksites	2	3	3
Community Centers	4	9	9
Elderly Service Centers	17	20	12
Emergency Food Assistance	12	19	9
Extension Offices	8	10	6
Farmers Markets	0	2	3
SNAP Offices	2	8	8
Other	15	12	12

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Early care and education facilities	DE	DE	DE
Food banks/food pantries	DE	DE	DE
Food stores (convenience stores, grocery stores, etc.)	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	168,356	167,092	169,818
Direct education unduplicated reach ^b	11,147	14,141	14,522

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (1), O (5)	P (1), O (6)	O (6)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/toolkit/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Ohio SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Ohio Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

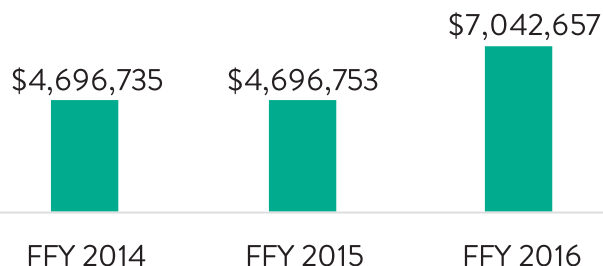
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Ohio SNAP-Ed was stable from FFYs 2014 to 2015 and increased in FFY 2016. The funding for Ohio SNAP-Ed accounted for an average of 1.4% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Ohio SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 7 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

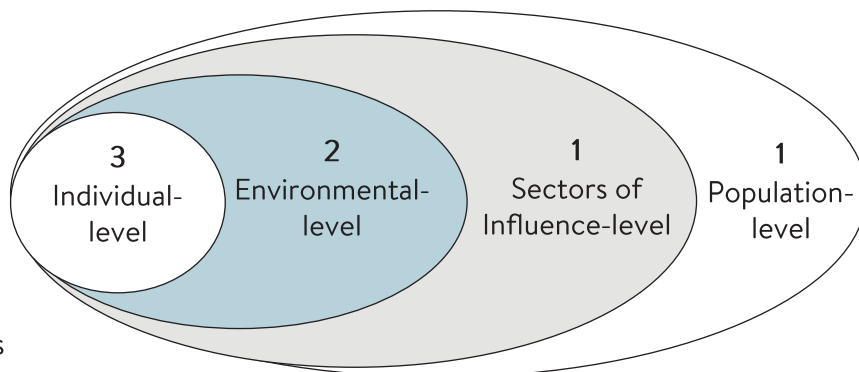
3 Process & **3** Outcome Evaluations

FFY 2015

4 Process & **4** Outcome Evaluations

FFY 2016

2 Formative, **3** Process & **2** Outcome Evaluations



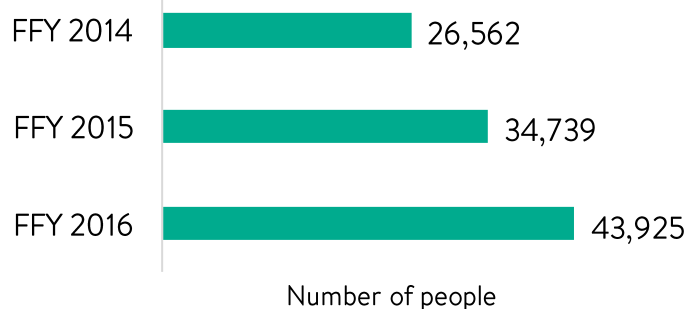
Implementation

A sole Implementing Agency executed a variety of projects under Ohio SNAP-Ed. **Direct Education** was implemented all three years, **Social Marketing** activities were added in FFY 2015, and **Policy, Systems, and Environmental (PSE)** change strategies were also implemented in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	5	4
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE SM	DE PSE SM

Reach

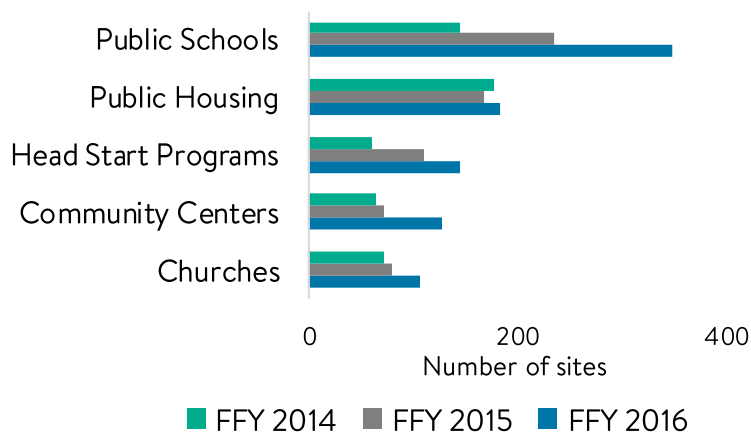
Unduplicated Reach for Direct Education



The primary target audience for Direct Education varied by year. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Ohio SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City planning groups
- Food banks
- Government agencies
- Parks and recreation centers
- Public health organizations
- Colleges and universities
- Schools

OHIO SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	4,696,735	4,696,753	7,042,657
Final approved budget (\$)	4,696,735	4,696,753	10,100,310
Final budget expended (%)	70	90	44
Federal expenditures attributed to SNAP-Ed delivery (%)	76	82	86
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Ohio accounted for an average of 1.4% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	15	5	4
Types of programming implemented ^{b, c}	DE	DE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	18-59 yrs	5-17 yrs	18-59 yrs
Social marketing campaign activities ^b	n/a	P	P

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	35	29	32
Food Stores	3	9	12
Public Housing	179	170	185
Individual Homes	1	0	1
Libraries	34	32	45
Churches	73	80	108
Public/Community Health Centers	31	32	13
Public Schools	146	237	350
Head Start Programs	62	112	147
Other Youth Education	43	39	57
Shelters	25	35	28
Adult Rehabilitation Centers	34	31	37
WIC Programs	25	13	11
Worksites	2	2	0
Community Centers	66	72	128
Elderly Service Centers	86	71	67
Emergency Food Assistance	31	26	19
Extension Offices	15	20	27
Farmers Markets	5	0	1
SNAP Offices	35	39	45
Other	0	14	71

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	PSE	PSE, SM
City and regional planning groups	-	PSE	-
Food banks/food pantries	-	-	SM
Government program/agency (Federal, State, local, etc.)	-	DE, PSE, SM	PSE, SM
Parks and recreation centers	-	-	SM
Public health organizations	-	DE, PSE, SM	DE, PSE, SM
Schools (preschools, K-12, elementary, middle, and high)	-	PSE	-
Schools (colleges and universities)	-	PSE	PSE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	-	Y	Y
Physical activity	-	Y	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	-	Y	-
Billboards, bus wraps, or other signage	-	Y	-
Participation in community events/fairs	-	Y	-
Fact sheets/pamphlets/newsletters	-	Y	-
Posters	-	Y	-
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	Y	-
Websites	-	Y	-
Retail/point-of-purchase activities	-	Y	-
Other	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	3,517,325	3,392,283	3,290,695
Direct education unduplicated reach ^b	26,562	34,739	43,925
Social marketing reach (impressions or views) ^b	n/a	0	900

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (3), O (3)	P (4), O (4)	F (2), P (3), O (2)
Individual ^a	none	none	MT1, MT2, MT3
Environmental settings ^a	none	none	MT5, ST7
Sectors of influence ^a	none	none	ST8
Population Results ^a	none	none	R2

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Oklahoma SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Oklahoma Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

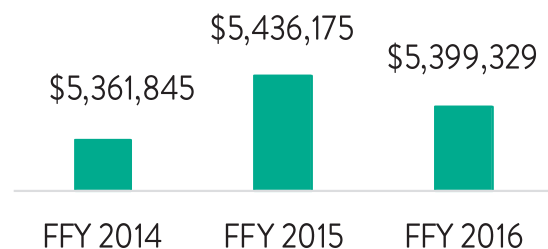
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Oklahoma SNAP-Ed increased slightly between FFY 2014 and FFY 2016, with the highest year of funding in FY 2015. The funding for Oklahoma SNAP-Ed accounted for an average of 1.38% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Oklahoma SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 5 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

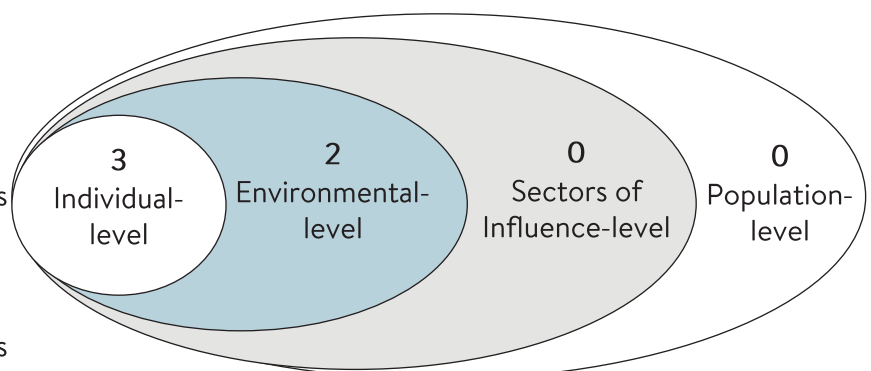
1 Process & **3** Outcome Evaluations

FFY 2015

1 Formative, **2** Process, & **3** Outcome Evaluations

FFY 2016

1 Formative, **1** Process, & **5** Outcome Evaluations

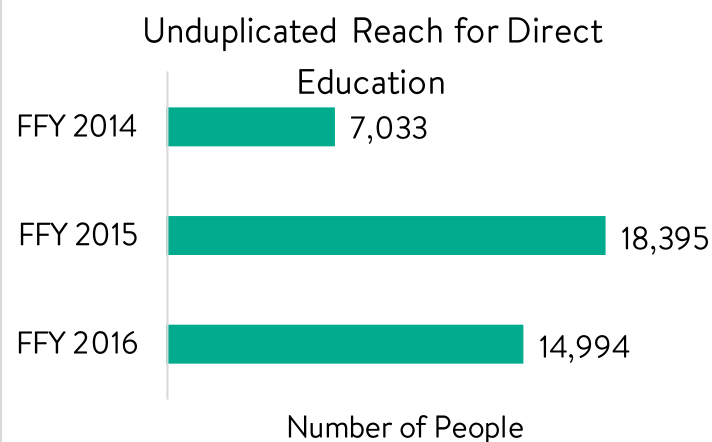


Implementation

Three Implementing Agencies executed a variety of projects under Oklahoma SNAP-Ed. **Direct Education** and **Social Marketing** approaches were implemented during all three years included in the study, and **Policy, Systems, and Environmental (PSE)** change strategies were implemented in FFY 2014 and FFY 2016.

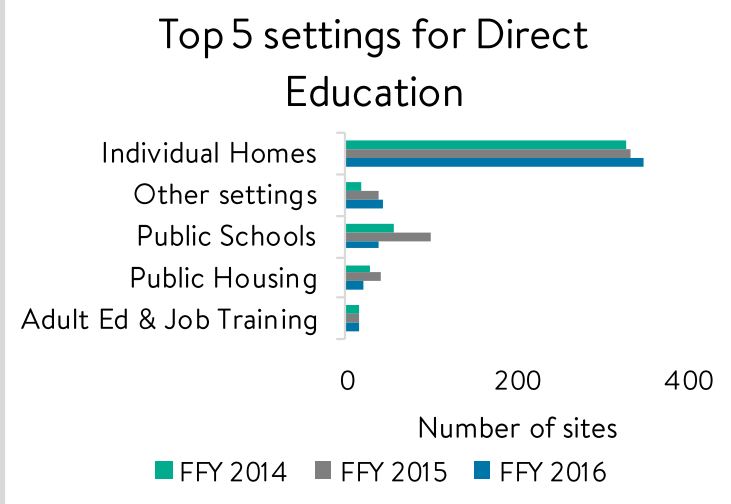
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	3	3	3
Number of Implementing Agencies	3	3	3
Type of Implementing Agencies	- University - Indian Tribal Organization	- University - Indian Tribal Organization	- University - Indian Tribal Organization
Types of Programming			

Reach



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Oklahoma SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Food banks
- Foundations
- Governmental Organizations
- Hospitals
- Indian Tribal Organizations
- Media
- Schools
- Universities

OKLAHOMA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	5,361,845	5,436,175	5,399,329
Final approved budget (\$)	5,361,845	5,436,175	5,399,329
Final budget expended (%)	100	100	93
Federal expenditures attributed to SNAP-Ed delivery (%)	74	76	71
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Oklahoma accounted for an average of 1.38% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2), Indian Tribal Organization (1)	University (2), Indian Tribal Organization (1)	University (2), Indian Tribal Organization (1)
Total number of planned projects ^a	3	3	3
Types of programming implemented ^{b, c}	DE, SM, PSE	DE, SM, PSE	DE, SM, PSE
Number of sessions per direct education series ^b	Single – 10+	Single – 10+	Single – 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I, E	P, D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	15	15	17
Food Stores	2	11	4
Public Housing	29	42	22
Individual Homes	331	334	351
Libraries	14	16	13
Churches	7	17	11
Public/Community Health Centers	17	6	8
Public Schools	58	99	39
Head Start Programs	27	12	16
Other Youth Education	9	34	11
Shelters	10	9	6
Adult Rehabilitation Centers	13	8	7
WIC Programs	3	3	3
Worksites	7	9	6
Community Centers	13	28	8
Elderly Service Centers	12	0	6
Emergency Food Assistance	6	12	5
Extension Offices	9	14	4
Farmers Markets	5	3	2

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
SNAP Offices	11	7	1
Other	18	38	43

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, SM	DE, SM	DE, SM
City and regional planning groups	SM	-	-
Early care and education facilities	DE	-	-
Faith-based groups	DE	-	-
Food banks/food pantries	DE, SM	-	SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE	DE, SM	DE, PSE, SM
Foundations/philanthropy organizations/nonprofits	DE, SM	DE, SM	DE, PSE, SM
Government program/agency (Federal, State, local, etc.)	DE, PSE, SM	SM	DE, PSE
Hospitals/healthcare organizations	SM	DE, SM	DE
Human services organizations	-	-	PSE, SM
Indian Tribal Organizations	SM	DE, SM	DE, SM
Media/advertising groups	SM	DE	DE, SM
Parks and recreation centers	-	-	SM
Schools (preschools, K-12, elementary, middle, and high)	SM	DE, SM	DE, SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fiber-rich foods	-	-	Y
Food shopping/preparation	-	Y	-
Fruits and vegetables	Y	Y	Y
Limiting added sugars or caloric sweeteners	-	Y	Y
MyPyramid – Healthy eating plan	-	-	Y
Physical activity	Y	-	Y
Promoting a healthy weight	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	Y	Y	Y
Nutrition education articles	-	Y	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	-	Y	Y
Sponsor community events/fairs	Y	-	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	Y	Y	Y
Calendars	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	Y	Y
Websites	Y	Y	Y

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Videos/CD-ROM	-	Y	Y
Retail/point-of-purchase activities	-	Y	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,310,462	1,297,216	1,316,985
Direct education unduplicated reach ^b	7,033	18,395	14,994
Social marketing reach (impressions or views) ^b	3,652,099	16,020,681	2,366,334

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P(1), O(3)	F (1) P(2), O(3)	F(1), P(1), O(5)
Individual ^a	none	none	MT1, MT2, MT3
Environmental settings ^a	none	none	ST7, MT5
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>

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Oregon SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Oregon Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

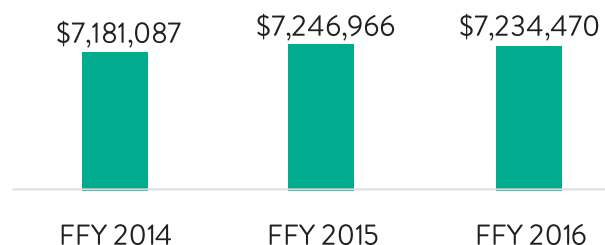
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Oregon SNAP-Ed varied slightly each year between FFY 2014 and FFY 2016. The funding for Oregon SNAP-Ed accounted for an average of 1.84% of all available SNAP-Ed funding.



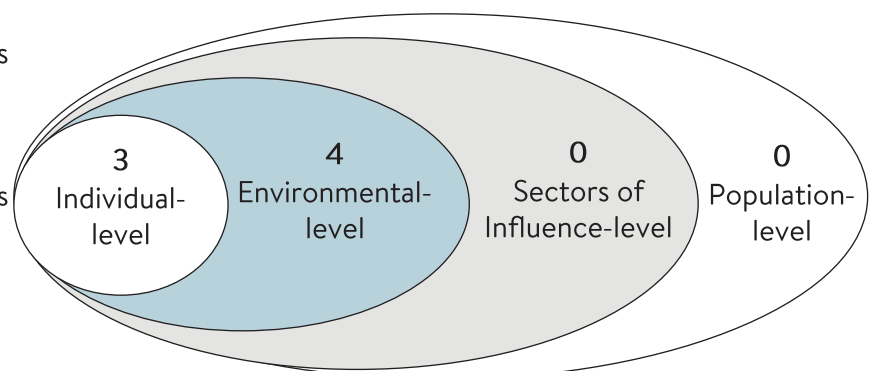
Evaluation

Between FFYs 2014 and 2016, Oregon SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 7 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 2 Formative, 3 Process & 2 Outcome Evaluations

FFY 2015 1 Formative, 2 Process & 3 Outcome Evaluations

FFY 2016 1 Formative, 2 Process, 4 Outcome & 1 Impact Evaluations



Implementation

A sole Implementing Agency executed a variety of projects under Oregon SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies and a **Social Marketing** campaign were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	6	2	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

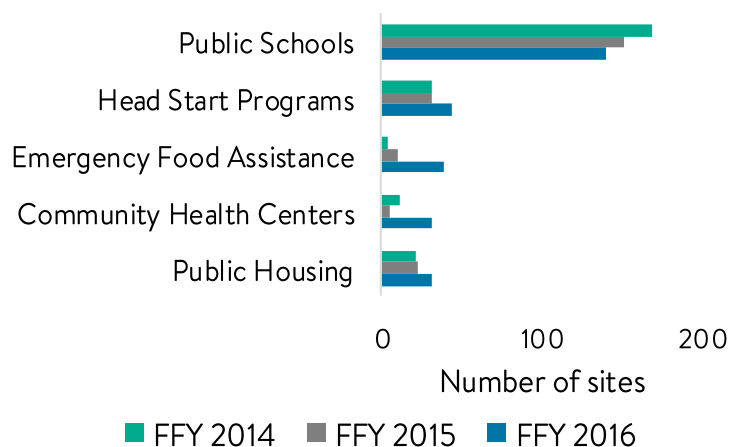
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Oregon SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early care and education
- Faith-based groups
- Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Indian Tribal Organizations
- Labor development groups
- Parks and recreation centers
- Public health organizations
- Colleges and universities
- Schools

OREGON SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	7,181,087	7,246,966	7,234,470
Final approved budget (\$)	7,912,265	9,681,314	8,125,544
Final budget expended (%)	88	66	83
Federal expenditures attributed to SNAP-Ed delivery (%)	83	75	76
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Oregon accounted for an average of 0.91% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	6	2	2
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P, D, I, E	P, D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education, (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	3	1	4
Food Stores	0	10	22
Public Housing	21	23	31
Individual Homes	1	1	0
Libraries	0	3	1
Churches	6	5	15
Public/Community Health Centers	11	5	31
Public Schools	170	153	141
Head Start Programs	32	32	44
Other Youth Education	24	23	24
Shelters	3	0	2
Adult Rehabilitation Centers	0	1	4
WIC Programs	3	3	8
Community Centers	12	11	24
Elderly Service Centers	1	0	1
Emergency Food Assistance	4	10	39
Extension Offices	8	10	27
Farmers Markets	0	0	3
SNAP Offices	0	3	3
Other	25	2	38

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE	PSE, SM	PSE
Early care and education facilities	-	-	SM
Faith-based groups	-	PSE	-
Food banks/food pantries	SM	SM	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	SM	PSE, SM	-
Foundations/philanthropy organizations/nonprofits	PSE	PSE	-
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, PSE, SM	DE, SM
Hospitals/healthcare organizations	-	PSE	DE, PSE, SM
Human services organizations	PSE	-	DE, SM
Indian Tribal Organizations	-	PSE, SM	-
Labor/workforce development groups	-	DE	-
Parks and recreation centers	-	PSE	-
Public health organizations	PSE	PSE	-
Schools (preschools, K-12, elementary, middle, and high)	PSE, SM	PSE, SM	SM
Schools (colleges and universities)	PSE	PSE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	Y	Y	Y
Fruits and vegetables	Y	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Participation in community events/fairs	Y	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	Y	Y	Y
Calendars	Y	Y	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	Y	Y	Y
Retail/point-of-purchase activities	Y	Y	Y
Other	Y	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,321,678	1,235,530	1,160,990
Direct education unduplicated reach ^b	50,419	45,156	46,337
Social marketing reach (impressions or views) ^b	15,093,775	15,896,377	6,892,877

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (2), P (3), O (2)	F (1), P (2), O (3)	F (1), P (2), O (4), I (1)
Individual ^a	ST1, ST3, MT1, MT2, MT3, LT1	ST1, ST3, MT1, MT2, MT3, LT1	ST1, ST2, MT1, MT2, MT3
Environmental settings ^a	ST1, ST3, MT1, MT2, MT3, LT1	ST5, ST7, MT5, MT6	ST7, MT5, MT6
Sectors of influence ^a	none	none	ST8
Population Results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Pennsylvania SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Pennsylvania Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

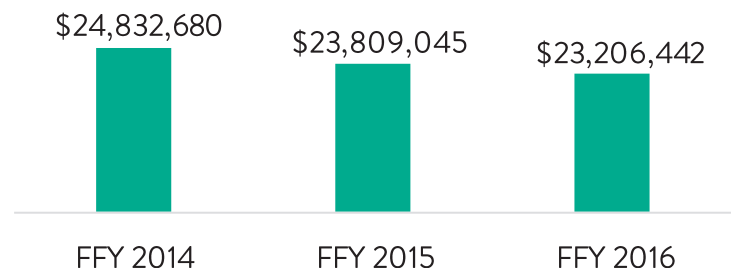
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Pennsylvania SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Pennsylvania SNAP-Ed accounted for an average of 6.11% of all available SNAP-Ed



Evaluation

Between FFYs 2014 and 2016, Pennsylvania SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

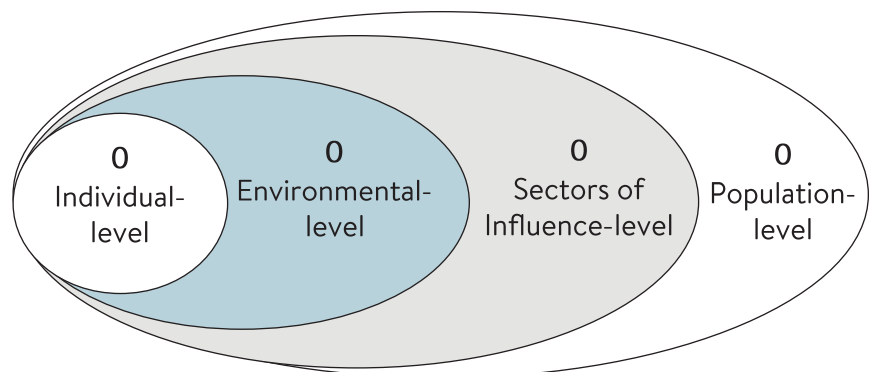
2 Formative, 1 Process, 6 Outcome & 4 Impact Evaluations

FFY 2015

3 Formative, 1 Process, 9 Outcome & 3 Impact Evaluations

FFY 2016

1 Formative, 3 Process, 6 Outcome & 2 Impact Evaluations



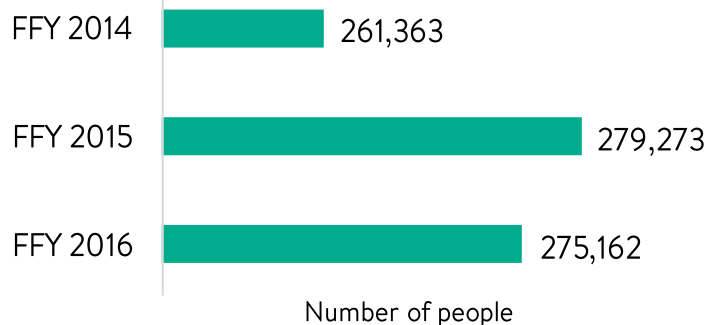
Implementation

A sole Implementing Agency executed a variety of projects under Pennsylvania SNAP-Ed. **Direct Education** and **Social Marketing** activities were implemented all three years included in the study. However, **Policy, Systems, and Environmental (PSE)** change strategies were not implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	3	3	3
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

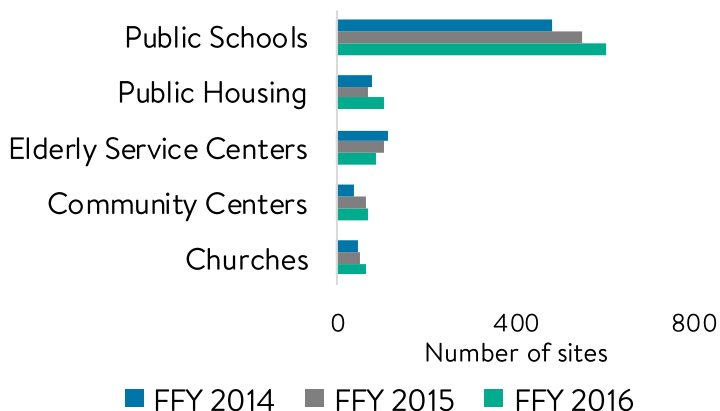
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Pennsylvania SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs/culinary institutes
- Early care and education
- Faith-based groups
- Food banks
- Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals
- Labor development groups
- Human services organizations
- Public health organizations
- Colleges and universities

PENNSYLVANIA STATE-LEVEL SUMMARY DATA TABLE

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	24,832,680	23,809,045	23,206,442
Final approved budget (\$)	26,960,558	24,103,593	23,368,593
Final budget expended (%)	80	92	94
Federal expenditures attributed to SNAP-Ed delivery (%)	62	57	63
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Pennsylvania accounted for an average of 6.11% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	3	3	3
Types of programming implemented ^{b, c}	DE, SM	DE, SM	DE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	D, I, E	P, D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	17	10	10
Food Stores	23	29	40
Public Housing	78	69	109
Individual Homes	66	0	0
Libraries	10	13	13
Churches	50	53	67
Public/Community Health Centers	29	25	23
Public Schools	488	552	609
Head Start Programs	18	54	61
Other Youth Education	14	21	29
Shelters	29	24	19
Adult Rehabilitation Centers	3	3	1
WIC Programs	2	0	1
Worksites	0	0	3
Community Centers	38	66	73
Elderly Service Centers	116	107	91
Emergency Food Assistance	18	23	30
Extension Offices	0	0	0
Farmers Markets	11	12	11
Other	36	49	45

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE, SM	SM	PSE
Chefs/culinary institutes	-	PSE	-
City and regional planning groups	-	-	PSE
Early care and education facilities	PSE	-	-
Faith-based groups	SM	-	PSE
Food banks/food pantries	-	SM	SM
Food stores (convenience stores, grocery stores, supermarkets, etc.)	PSE	-	PSE
Foundations/philanthropy organizations/nonprofits	-	-	PSE
Government program/agency (Federal, State, local, etc.)	SM	PSE, SM	PSE, SM
Hospitals/healthcare organizations	-	PSE	-
Labor/workforce development groups	SM	-	-
Public health organizations	SM	SM	PSE
Schools (colleges and universities)	SM	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fats and oils	-	Y	-
Food shopping/preparation	Y	-	Y
Fruits and vegetables	Y	Y	Y
MyPyramid – Healthy eating plan	-	Y	Y
Other	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	Y	Y
Billboards, bus wraps, or other signage	-	Y	Y
Participation in community events/fairs	-	Y	Y
Sponsor community events/fairs	-	Y	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	Y	Y	Y
Calendars	-	Y	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	-	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	-	Y	Y
Videos/CD-ROM	-	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	3464,741	3,335,201	3,302,452
Direct education unduplicated reach ^b	261,363	279,273	275,162
Social marketing reach (impressions or views) ^b	71,216	80,823	401,830

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (2), P (1), O (6), I (4)	F (3), P (1), O (9), I (3)	F (1), P (3), O (6), I (2)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Rhode Island SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Rhode Island Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

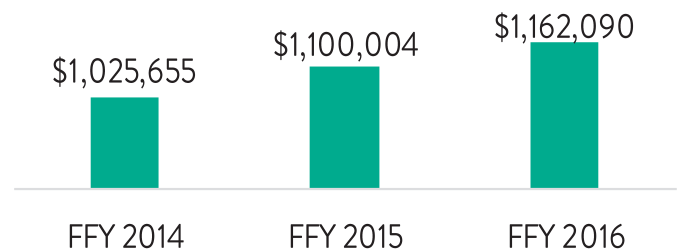
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Rhode Island SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Rhode Island SNAP-Ed accounted for an average of 0.28% of all available SNAP-Ed funding.



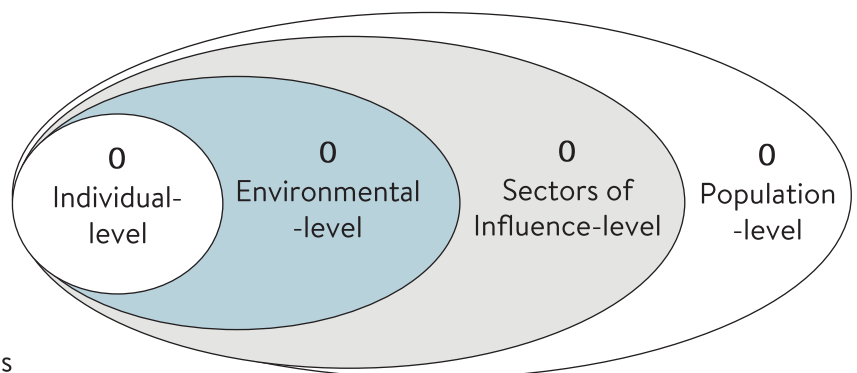
Evaluation

Between FFYs 2014 and 2016, Rhode Island SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 2 Formative, 12 Process, 11 Outcome & 1 Impact Evaluation

FFY 2015 2 Formative, 13 Process, 12 Outcome & 1 Impact Evaluation

FFY 2016 1 Formative, 13 Process, & 13 Outcome Evaluations



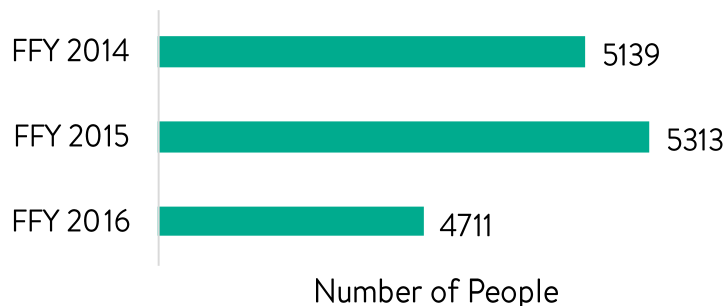
Implementation

A sole Implementing Agency executed a variety of projects under Rhode Island SNAP-Ed. **Direct Education** and a **Social Marketing** campaign were implemented all three years included in the study, and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015–2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	1	1	1
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE PSE

Reach

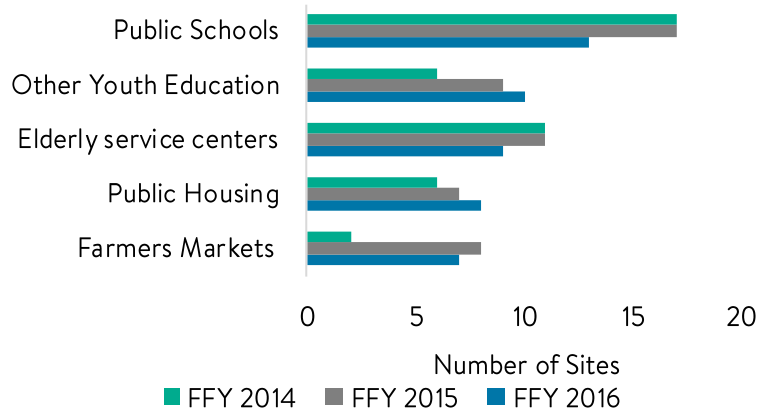
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Rhode Island SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE

- Agricultural organizations
- City planning groups
- Early childcare
- Food banks and pantries
- Food stores
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Schools
- Colleges and Universities

RHODE ISLAND SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,025,655	1,100,004	1,162,090
Final approved budget (\$)	1,025,655	1,100,004	1,162,090
Final budget expended (%)	100	124	100
Federal expenditures attributed to SNAP-Ed delivery (%)	81	75	80
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Rhode Island accounted for an average of 0.28% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	1	1	1
Types of programming implemented ^{b, c}	DE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single – 5 to 9	Single - 10+
Primary target age group (Direct Education) ^b	5 - 17 yrs	5 - 17 yrs	5 - 17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	10	10	6
Food Stores	2	3	4
Public Housing	6	7	8
Libraries	1	3	2
Churches	0	1	0
Public/Community Health Centers	1	7	4
Public Schools	17	17	13
Head Start Programs	5	4	3
Other Youth Education	6	9	10
Shelters	3	1	0
WIC Programs	1	1	1
Worksites	3	4	5
Community Centers	10	8	5
Elderly Service Centers	11	11	9
Emergency Food Assistance	4	6	6
Farmers Markets	2	8	7
SNAP Offices	4	2	4
Other	7	3	4

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	DE	DE
City and regional planning groups	-	DE	DE
Early care and education facilities	-	PSE	PSE
Food banks/food pantries	-	DE, PSE	DE, PSE

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE	PSE	PSE
Foundations/philanthropy organizations/nonprofits	-	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE
Human services organizations	DE	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE, PSE	DE, PSE, SM
Schools (colleges and universities)	DE	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	290,815	280,654	269,793
Direct education unduplicated reach ^b	5,139	5,313	4,711
Social marketing reach (impressions or views) ^b	n/a	n/a	0

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (2), P (12), O(11), I (1)	F (2), P (13), O(12), I (1)	F (1), P (13), O (13)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

South Carolina SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of South Carolina Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

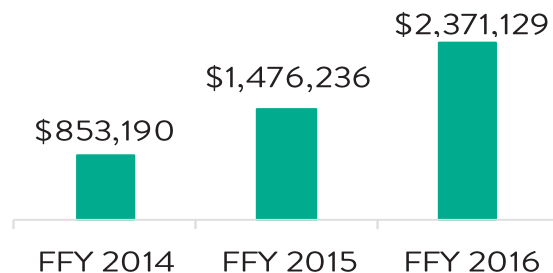
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for South Carolina SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for South Carolina SNAP-Ed accounted for an average of .40% of all available SNAP-Ed funding.



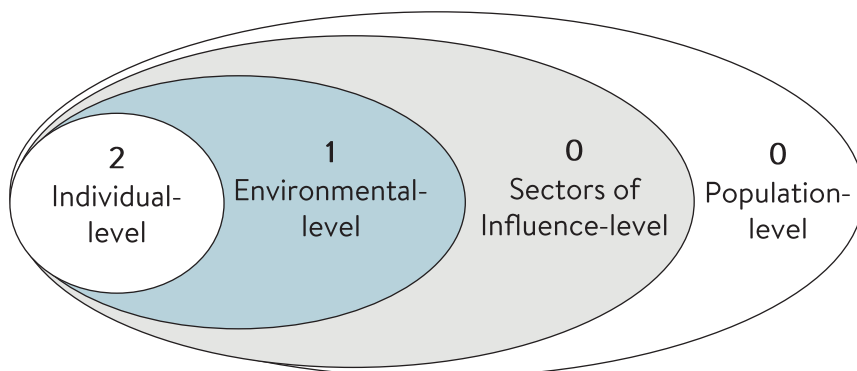
Evaluation

Between FFYs 2014 and 2016, South Carolina SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 3 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 7 Outcome Evaluations

FFY 2015 7 Outcome Evaluations

FFY 2016 3 Formative, 2 Process, 10 Outcome & 2 Impact Evaluations



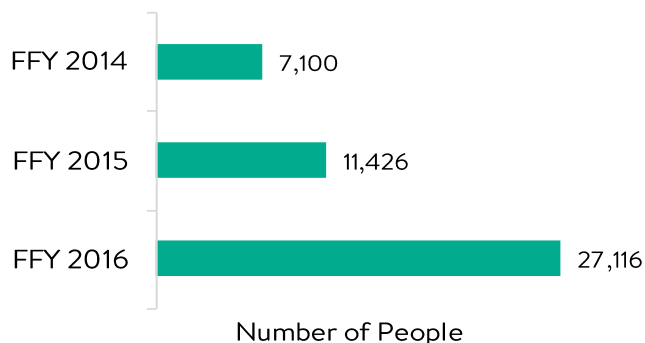
Implementation

Between FFY 2014 and FFY 2016, between two and five Implementing Agencies executed a variety of projects under South Carolina SNAP-Ed. **Direct Education** change strategies were implemented in all three years of the study. **Social Marketing** change strategies were implemented in FY 2015, and **Policy, Systems and Environment** strategies were utilized in FY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	4	4
Number of Implementing Agencies	2	5	5
Type of Implementing Agencies	- University (1) - State Dept (1)	- University (2) - Nonprofit (1) - State Dept (2)	- University (2) - Nonprofit (1) - State Dept (2)
Types of Programming	DE	DE	DE PSE

Reach

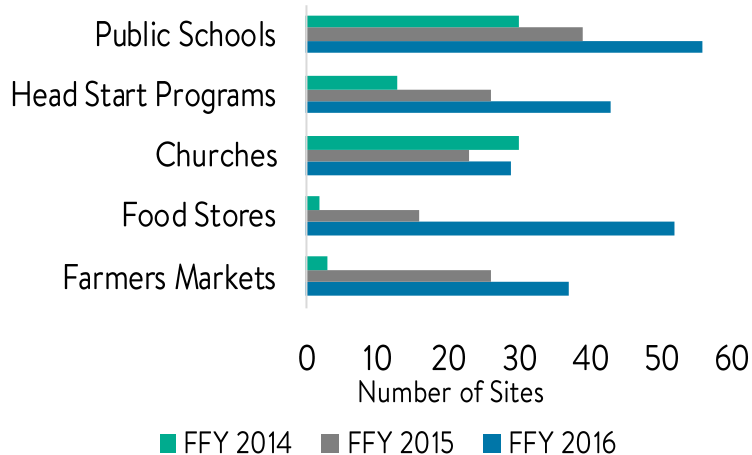
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

South Carolina SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE and PSE

- Agricultural organizations
- Faith-based groups
- Food banks and pantries
- Food stores
- Foundations
- Government agencies
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Schools
- Colleges and universities

SOUTH CAROLINA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	853,190	1,476,236	2,371,129
Final approved budget (\$)	1,002,383	1,991,289	2,789,919
Final budget expended (%)	34	46	75
Federal expenditures attributed to SNAP-Ed delivery (%)	80	66	74
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to South Carolina accounted for an average of 0.40% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) State Dept (1)	University (2) Nonprofit (1) State Dept (2)	University (2) Nonprofit (1) State Dept (2)
Total number of planned projects ^a	2	4	4
Types of programming implemented ^{b, c}	Single – 10+	Single – 10+	Single – 10+
Number of sessions per direct education series ^b	DE	DE	DE, PSE
Primary target age group (Direct Education) ^b	5-17 years old	5-17 years old	5-17 years old

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSEP=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	6	3	11
Food Stores	2	16	52
Public Housing	3	5	8
Libraries	8	9	7
Churches	30	23	29
Public/Community Health Centers	0	5	21
Public Schools	30	39	56
Head Start Programs	13	26	43
Other Youth Education	2	7	9
Shelters	0	5	3
Adult Rehabilitation Centers	4	3	3
Worksites	5	4	6
Community Centers	13	20	17
Elderly Service Centers	8	18	38
Emergency Food Assistance	1	1	6
Extension Offices	1	0	0
Farmers Markets	3	26	37
SNAP Offices	2	1	1
Other	19	11	12

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE	DE
Early care and education facilities	-	DE	-
Faith-based groups	DE	DE	PSE
Food banks/food pantries	DE	DE	DE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	DE	-
Foundations/philanthropy organizations/nonprofits	-	DE	-
Government program/agency (Federal, State, local, etc.)	DE	DE	DE, PSE
Hospitals/healthcare organizations	-	DE	-
Human services organizations	DE	DE	DE
Parks and recreation centers	DE	DE	DE, PSE
Public health organizations	DE	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	-	DE	-
Schools (colleges and universities)	DE	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,702,728	1,626,109	1,554,173
Direct education unduplicated reach ^b	7,100	11,426	27,116

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O(7)	O(7)	F(3), P(2), O(10), I(2)
Individual ^a	none	none	MT1, MT2
Environmental settings ^a	none	none	MT5
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

South Dakota SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of South Dakota Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

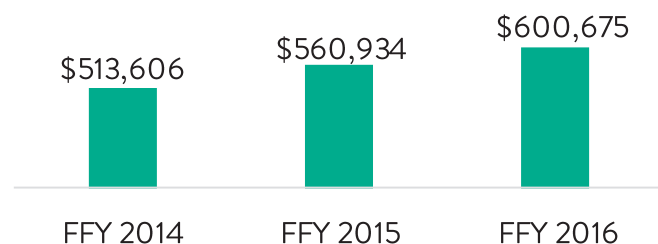
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for South Dakota SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for South Dakota SNAP-Ed accounted for an average of 0.14% of all available SNAP-Ed funding.



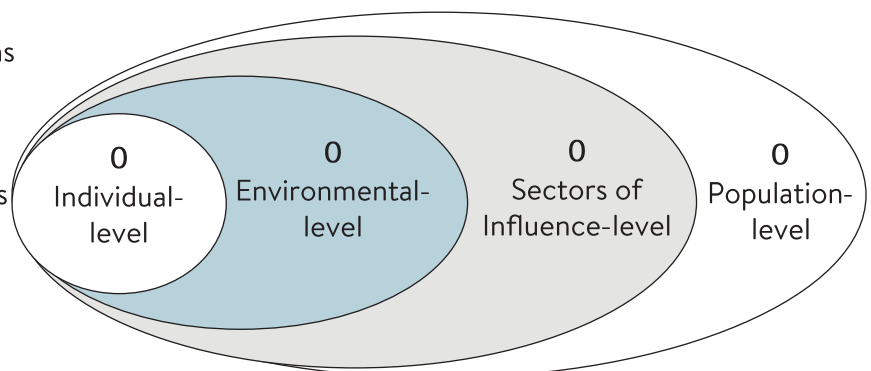
Evaluation

Between FFYs 2014 and 2016, South Dakota SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Formative, 1 Process & 2 Outcome Evaluations

FFY 2015 1 Formative, 3 Process & 1 Outcome Evaluations

FFY 2016 1 Formative & 3 Process Evaluations



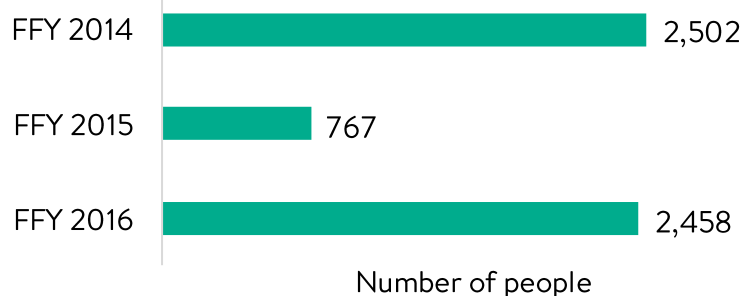
Implementation

A sole Implementing Agency executed a variety of projects under South Dakota SNAP-Ed. **Direct Education** was implemented all three years included in the study and **Policy, Systems, and Environmental (PSE)** change strategies were implemented in FFY 2015 only. There were no **Social Marketing** activities implemented during the study period.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	7	9	4
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE PSE	DE

Reach

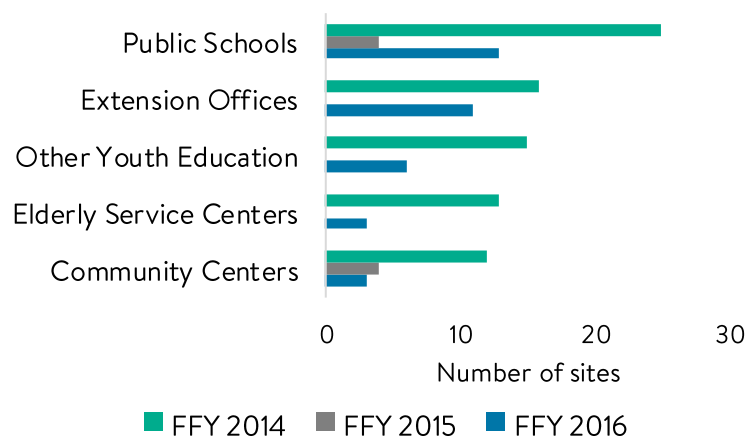
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

South Dakota SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE & PSE

- Agricultural organizations
- City planning groups
- Foundations/nonprofits
- Government agencies
- Indian Tribal Organizations
- Human services organizations
- Parks and recreation centers
- Public health organizations
- Colleges and universities

SOUTH DAKOTA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	513,606	560,934	600,675
Final approved budget (\$)	513,606	705,979	600,675
Final budget expended (%)	65	39	86
Federal expenditures attributed to SNAP-Ed delivery (%)	69	63	67
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to South Dakota accounted for an average of 0.14% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	7	9	4
Types of programming implemented ^{b, c}	DE	DE, PSE	DE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Types of IAs: (Univ)=University | Programming (SM)=Social Marketing, (DE)=Direct Education, (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	8	0	0
Food Stores	9	1	0
Public Housing	44	0	0
Libraries	1	1	0
Churches	3	0	1
Public/Community Health Centers	2	1	1
Public Schools	25	4	13
Head Start Programs	2	1	2
Other Youth Education	15	0	6
Shelters	11	0	1
Adult Rehabilitation Centers	10	0	0
WIC Programs	3	0	1
Worksites	1	1	0
Community Centers	12	4	3
Elderly Service Centers	13	0	3
Emergency Food Assistance	8	1	1
Extension Offices	16	0	11
SNAP Offices	4	0	0
Other	0	1	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	PSE	PSE
City and regional planning groups	-	PSE	PSE
Foundations/philanthropy organizations/nonprofits	-	PSE	PSE
Government program/agency (Federal, State, local, etc.)	DE, SM	DE, PSE	DE, PSE
Indian Tribal Organizations	-	PSE	PSE
Parks and recreation centers	-	-	PSE
Public health organizations	DE	DE, PSE	PSE
Schools (colleges and universities)	-	PSE	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq 185\%$ FPL) ^a	244,790	242,697	240,848
Direct education unduplicated reach ^b	2,502	767	2,458

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P (1), O(2)	F (1), P (3), O (1)	F (1), P (3)
Individual	none	1 ^a	none
Environmental settings	none	1 ^a	none
Sectors of influence	none	1 ^a	none
Population results	none	none	none

Source: Annual reports and State plans | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Tennessee SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Tennessee Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

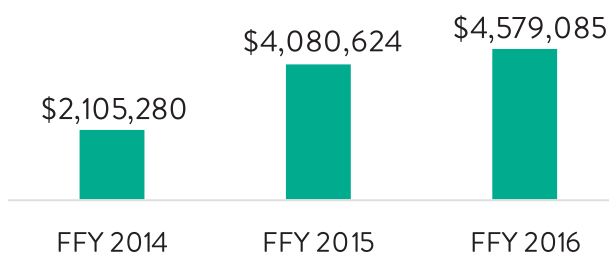
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Tennessee SNAP-Ed more than doubled between FFYs 2014 and 2016. The funding for Tennessee SNAP-Ed accounted for an average of 0.91% of all available SNAP-Ed funding.



Evaluation

Between FFYs 2014 and 2016, Tennessee SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 3 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

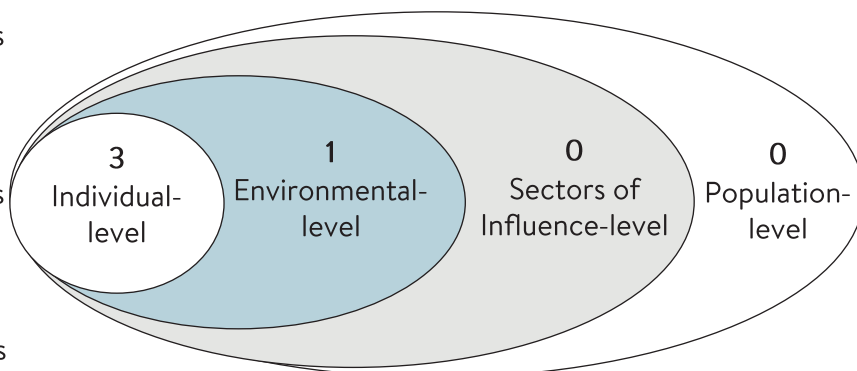
1 Formative, **1** Process & **2** Outcome Evaluations

FFY 2015

1 Formative, **4** Process & **3** Outcome Evaluations

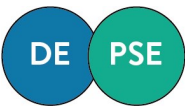
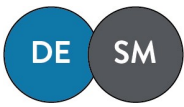
FFY 2016

1 Formative, **5** Process & **4** Outcome Evaluations



Implementation

Two Implementing Agencies executed a variety of projects under Tennessee SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented in FFY 2014, direct education and a **Social Marketing** campaign were implemented in FFY 2015 and all three programming types were implemented in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	4	2
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	• University (2)	• University (2)	• University (2)
Types of Programming			

Reach

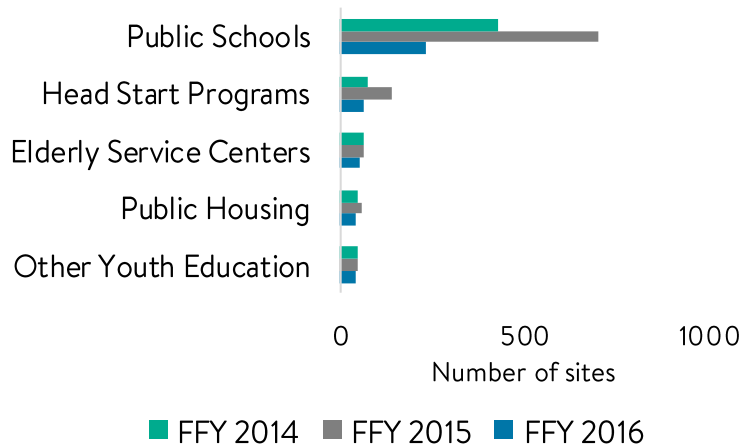
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Tennessee SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City planning groups
- Early care and education
- Food banks
- Food stores
- Foundations/nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Labor development groups
- Media groups
- Parks and recreation centers
- Public health organizations
- Schools

TENNESSEE SNAP-ED SUMMARY DATA TABLE

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	2,105,280	4,080,624	4,579,085
Final approved budget (\$)	2,604,321	4,080,624	4,625,213
Final budget expended (%)	57	77	80
Federal expenditures attributed to SNAP-Ed delivery (%)	86	79	76
Use of non-Federal funds (Yes/No)	Yes	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Tennessee accounted for an average of 0.91% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (2)	University (2)	University (2)
Total number of planned projects ^a	4	4	2
Types of programming implemented ^{b, c}	DE, PSE	DE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	n/a	none	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education, (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	26	35	35
Public Housing	51	62	46
Libraries	11	33	16
Churches	19	16	22
Public/Community Health Centers	34	30	20
Public Schools	430	708	233
Head Start Programs	76	142	64
Other Youth Education	50	48	43
Shelters	0	4	10
Adult Rehabilitation Centers	18	32	19
WIC Programs	2	19	12
Worksites	3	0	6
Community Centers	27	137	17
Elderly Service Centers	65	68	56
Emergency Food Assistance	60	97	22
Extension Offices	10	5	21
Farmers Markets	0	20	5
SNAP Offices	41	45	3
Other	11	24	18

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	-	PSE, SM
City and regional planning groups	PSE	-	-
Early care and education facilities	PSE	-	-
Faith-based groups	-	-	DE
Food banks/food pantries	PSE	PSE	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	-	-	SM
Foundations/philanthropy organizations/nonprofits	-	-	DE
Government program/agency (Federal, State, local, etc.)	PSE	PSE	DE, SM
Hospitals/healthcare organizations		PSE	-
Human services organizations	PSE	-	DE
Labor/workforce development groups	-	-	DE, SM
Media/advertising groups	-	SM	-
Parks and recreation centers	PSE	-	-
Public health organizations	PSE	-	DE
Schools (preschools, K-12, elementary, middle, and high)	PSE	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fiber-rich foods	-	-	Y
Food shopping/preparation	-	-	Y
Fruits and vegetables	-	-	Y
Limiting added sugars or caloric sweeteners	-	-	Y
Physical activity	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education articles	-	-	Y
Billboards, bus wraps, or other signage	-	-	Y
Participation in community events/fairs	-	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Posters	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	-	Y
Websites	-	-	Y
Other	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	2,351,261	2,213,860	2,149,407
Direct education unduplicated reach ^b	25,923	35,437	31,154
Social marketing reach (impressions or views) ^b	n/a	353,726	906,226

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P (1), O (2)	F (3), P (4), O (3)	F (1), P (5), O (4)
Individual	3 ^a	3 ^a	MT1, MT2, MT3 ^b
Environmental settings	none	none	none
Sectors of influence	none	none	none
Population results	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators from other evaluation frameworks aligned with the social-ecological model | ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Texas SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Texas Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

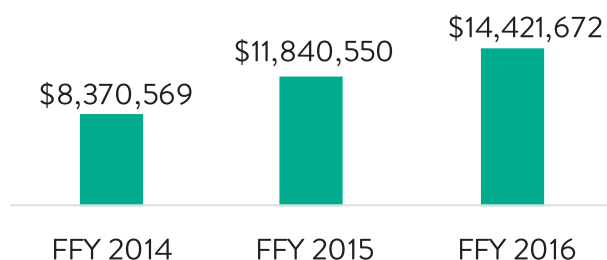
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Texas SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Texas SNAP-Ed accounted for an average of 3.67% of all available SNAP-Ed funding.



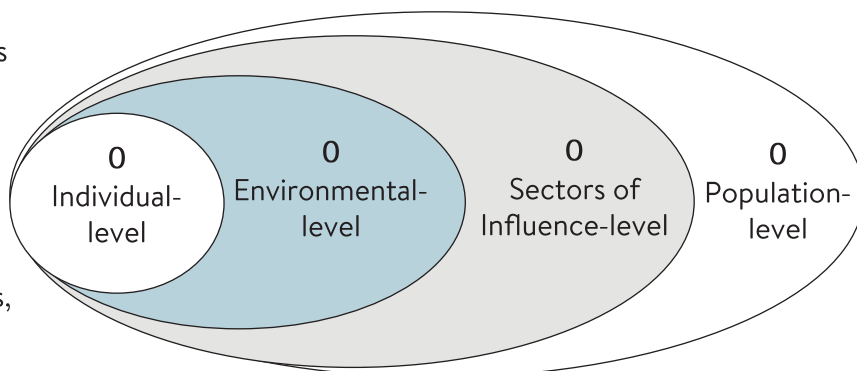
Evaluation

Between FFYs 2014 and 2016, Texas SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 6 Formative, 2 Process & 8 Outcome Evaluations

FFY 2015 15 Formative, 2 Process, 17 Outcome & 1 Impact Evaluation

FFY 2016 14 Formative, 16 Process, 26 Outcome & 1 Impact Evaluation



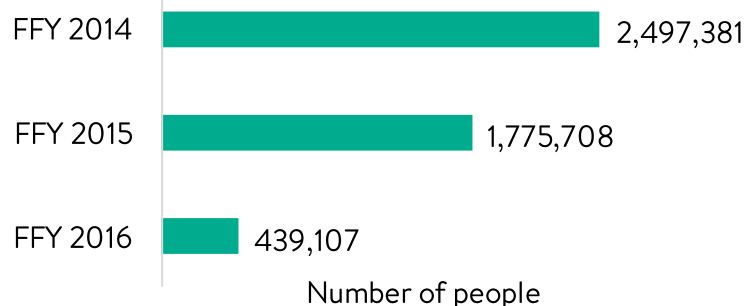
Implementation

Multiple Implementing Agencies executed a variety of projects under Texas SNAP-Ed. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies and **Social Marketing** activities were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	15	13
Number of Implementing Agencies	12	12	5
Type of Implementing Agencies	• University (1) • Nonprofit (11)	• University (1) • Nonprofit (11)	• University (1) • Nonprofit (3) • Other (1)
Types of Programming			

Reach

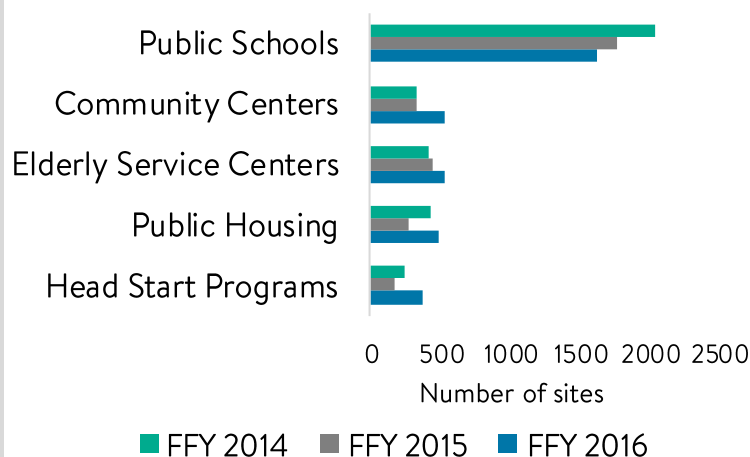
Unduplicated Reach for Direct Education



Primary target audience varied for Direct Education varied by year. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Texas SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City planning groups
- Early care and education
- Faith-based groups
- Food banks
- Foundations/nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Labor development groups
- Parks and recreation centers
- Public health organizations
- Colleges and universities
- Schools
- Worksites

TEXAS SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	8,370,569	11,840,550	14,421,672
Final approved budget (\$)	8,370,569	13,240,550	16,421,672
Final budget expended (%)	60	47	83
Federal expenditures attributed to SNAP-Ed delivery (%)	66	80	81
Use of non-Federal funds (Yes/No)	No	No	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Texas accounted for an average of 3.67% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	No	No	Yes
Number and types of implementing agencies ^b	University (1), Nonprofit (11)	University (1), Nonprofit (11)	University (1), Nonprofit (3), Other (1)
Total number of planned projects ^a	15	15	13
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	18-59 yrs
Social marketing campaign activities ^b	D, I, E	P, D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	120	81	120
Food Stores	57	53	90
Public Housing	441	273	488
Individual Homes	13	385	87
Libraries	73	79	175
Churches	253	255	354
Public/Community Health Centers	133	179	250
Public Schools	2048	1777	1634
Head Start Programs	245	181	376
Other Youth Education	265	190	238
Shelters	71	47	81
Adult Rehabilitation Centers	72	74	87
WIC Programs	58	42	59
Worksites	196	220	133
Community Centers	330	331	535
Elderly Service Centers	415	453	534
Emergency Food Assistance	212	273	367
Extension Offices	69	72	140
Farmers Markets	42	57	110
SNAP Offices	25	20	24
Other	250	522	733

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	DE	DE
City and regional planning groups	-	PSE	PSE
Early care and education facilities	-	DE, PSE	-
Faith-based groups	DE, PSE	DE, PSE	-
Food banks/food pantries	DE, PSE	DE, PSE	DE
Foundations/philanthropy organizations/nonprofits	PSE	DE, PSE	DE
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE	DE, PSE
Hospitals/healthcare organizations	-	DE	-
Human services organizations	DE	-	DE
Labor/workforce development groups	PSE	DE	-
Media/advertising groups	DE	DE	DE
Parks and recreation centers	-	-	DE, PSE
Public health organizations	-	DE, PSE	DE, PSE
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE	DE, PSE	DE, PSE
Schools (colleges and universities)	DE	DE, PSE	DE
Worksites	-	-	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fruits and vegetables	-	-	Y
Limiting added sugars or caloric sweeteners	-	-	Y
MyPyramid – Healthy eating plan	Y	Y	Y
Physical activity	Y	Y	Y
Promoting a healthy weight	Y	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	Y	Y	Y
Nutrition education articles	Y	Y	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	Y	-	Y
Sponsor community events/fairs	Y	-	Y
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y
Websites	Y	-	Y
Electronic (email) materials and information distribution	Y	-	Y
Videos/CD-ROM	Y	-	Y
Other	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	9,221,401	8,957,596	8,925,652
Direct education unduplicated reach ^b	2,497,381	1,775,708	439,107
Social marketing reach (impressions or views) ^b	65,789,732	46,723,279	35,141,415

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (6), P (2), O (8)	F (15), P (2), O (17), I (1)	F (14), P (16), O (26), I (1)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Utah SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Utah Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

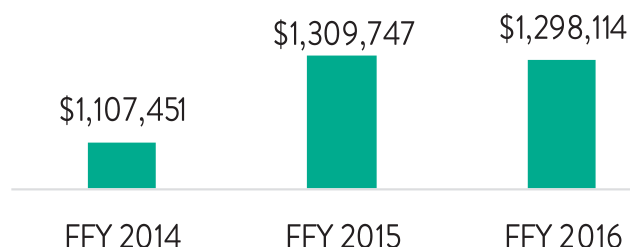
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Utah SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Utah SNAP-Ed accounted for an average of 0.31% of all available SNAP-Ed funding.



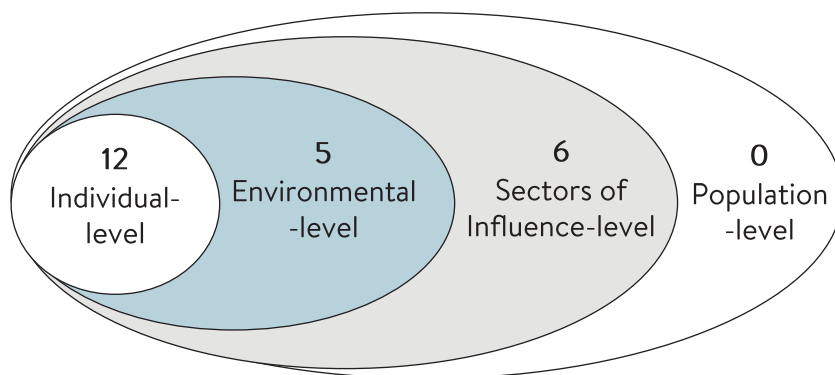
Evaluation

Between FFYs 2014 and 2016 Utah SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 24 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 2 Outcome Evaluations

FFY 2015 5 Formative, 11 Process, 10 Outcome & 8 Impact Evaluations

FFY 2016 7 Impact Evaluations



Implementation

A sole Implementing Agency executed a variety of projects under Utah SNAP-Ed. **Direct Education** was implemented all three years included in the study, and a **Social Marketing** campaign was added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	3	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE	DE SM

Reach

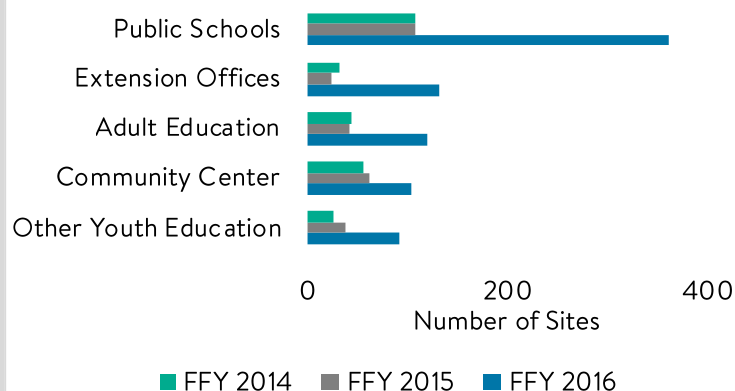
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Utah SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE and SM

- Foundations/nonprofits
- Colleges and Universities
- Workforce Development

UTAH SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	1,107,451	1,209,747	1,298,114
Final approved budget (\$)	1,107,451	1,309,747	1,298,114
Final budget expended (%)	88	95	108
Federal expenditures attributed to SNAP-Ed delivery (%)	69	73	62
Use of non-Federal funds (Yes/No)	Yes	No	Yes

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Utah accounted for an average of 0.31% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	2	3	2
Types of programming implemented ^{b, c}	DE	DE	DE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	18 - 59 yrs	5 -17 yrs	5-17 yrs
Social marketing campaign activities ^b	none	none	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	44	42	120
Food Stores	8	20	7
Public Housing	39	45	69
Individual Homes	498	15	52
Libraries	28	24	55
Churches	20	34	10
Public/Community Health Centers	3	11	34
Public Schools	108	108	362
Head Start Programs	0	0	21
Other Youth Education	26	37	92
Shelters	9	9	30
Adult Rehabilitation Centers	18	18	47
WIC Programs	9	13	22
Worksites	6	7	41
Community Centers	55	62	104
Elderly Service Centers	45	42	81
Emergency Food Assistance	50	53	69
Extension Offices	32	24	132
Farmers Markets	19	19	30
SNAP Offices	0	9	16
Other	67	88	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Foundations/philanthropy organizations/nonprofits	-	-	DE
Schools (colleges and universities)	-	-	DE
Labor/workforce development groups	-	-	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Other	-	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	-	-	Y
Nutrition education TV public service announcement	-	-	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Websites	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	803,352	794,862	750,222
Direct education unduplicated reach ^b	25,848	33,197	29,975
Social marketing reach (impressions or views) ^b	n/a	n/a	130,000

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	O (2)	F (5), P (11), O (10), I (8)	I (7)
Individual ^a	none	none	ST1, ST2, ST3, ST4, MT1, MT2, MT3, MT4, LT1, LT2, LT3, LT4
Environmental settings ^a	none	none	ST5, ST6, ST7, MT5, MT6
Sectors of influence ^a	none	none	ST8, MT7, MT8, MT9, MT12, MT13
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Vermont SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Vermont Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

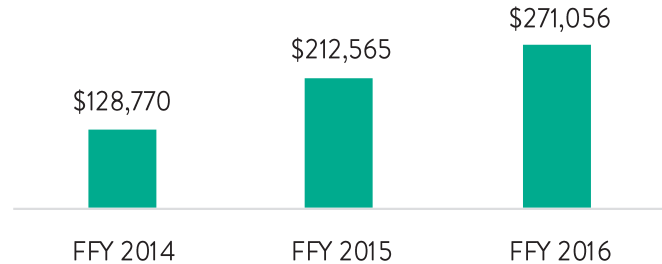
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Vermont SNAP-Ed increased each year between FFY 2014 and FFY 2016. The funding for Vermont SNAP-Ed accounted for an average of 0.05% of all available SNAP-Ed funding.



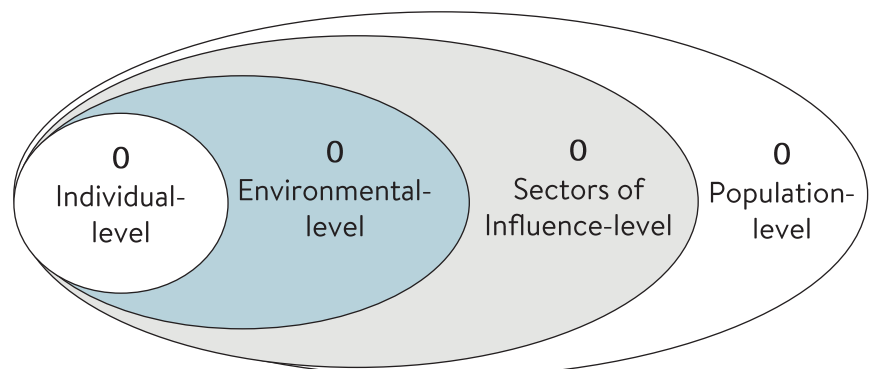
Evaluation

Between FFYs 2014 and 2016, Vermont SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Process & 1 Outcome Evaluation

FFY 2015 1 Process & 1 Outcome Evaluation

FFY 2016 2 Process, 3 Outcome, & 1 Impact Evaluation



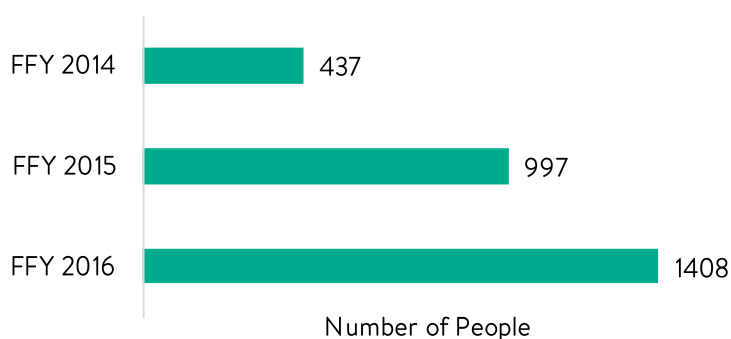
Implementation

A sole Implementing Agency executed a variety of projects under Vermont SNAP-Ed. **Direct Education** was implemented all three years included in the study and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2015, as well as a **Social Marketing** campaign in FFY 2015 -2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	2	2	2
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• Non Profit	• State Dept.	• State Dept.
Types of Programming	DE	DE PSE SM	DE SM

Reach

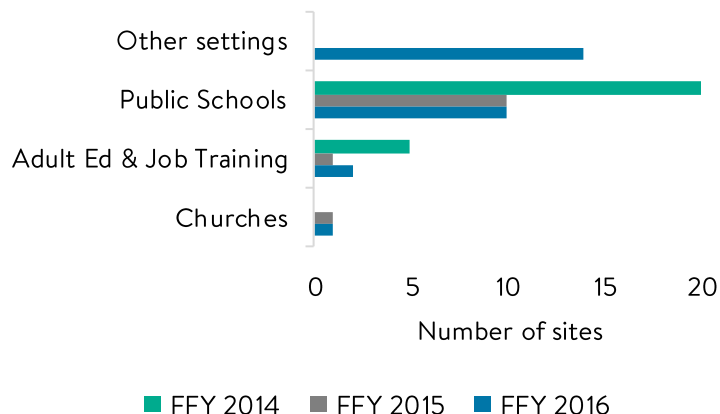
Unduplicated Reach for Direct Education



Adults (ages 18-59 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 5–9 sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Vermont SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Direct Education settings



Planned Partners for DE, PSE, SM

- Chefs/Culinary Institutes
- Early Childcare
- Food banks and pantries
- Schools

VERMONT SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	128,770	212,565	271,056
Final approved budget (\$)	128,770	212,565	271,056
Final budget expended (%)	100	100	94
Federal expenditures attributed to SNAP-Ed delivery (%)	83	80	53
Use of non-Federal funds (Yes/No)	No	Yes	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Vermont accounted for an average of 0.05% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	Nonprofit (1)	State Dept (1)	State Dept (1)
Total number of planned projects ^a	2	2	2
Types of programming implemented ^{b, c}	DE	DE, PSE, SM	DE, SM
Number of sessions per direct education series ^b	Single – 5 to 9	Single – 5 to 9	Single – 5 to 9
Primary target age group (Direct Education) ^b	5 -17 yrs	18-59 yrs	18-59 yrs
Social marketing campaign activities ^b	none	P, D	I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	5	1	2
Public Housing	1	0	0
Churches	0	1	1
Public/Community Health Centers	1	1	0
Public Schools	29	10	10
Other Youth Education	3	0	0
Community Centers	0	1	0
Emergency Food Assistance	1	4	0
Other	0	0	14

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Chefs/culinary institutes	DE	DE, SM	DE
Early care and education facilities	-	-	DE
Food banks/food pantries	-	DE, PSE, SM	DE
Schools (preschools, K-12, elementary, middle, and high)	-	PSE, SM	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	Y	Y
Fruits and vegetables	-	Y	Y
MyPyramid – Healthy eating plan	-	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	-	Y	Y
Websites	-	Y	Y
Other	-	Y	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	162,798	154,477	150,197
Direct education unduplicated reach ^b	437	997	1,408
Social marketing reach (impressions or views) ^b	n/a	none	244,745

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

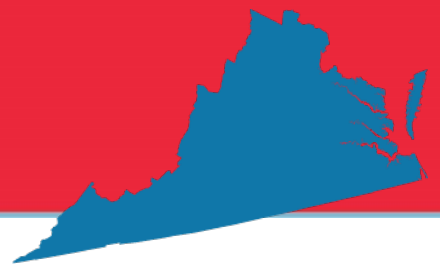
EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (1), O (1)	P (1), O (1)	P (2), O (3), I (1)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Virginia SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Virginia Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

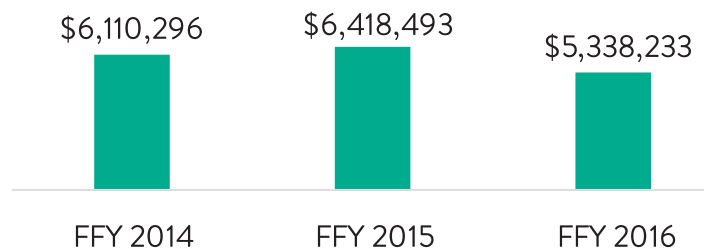
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Virginia SNAP-Ed varied each year between FFY 2014 and FFY 2016. The funding for Virginia SNAP-Ed accounted for an average of 1.52% of all available SNAP-Ed funding.



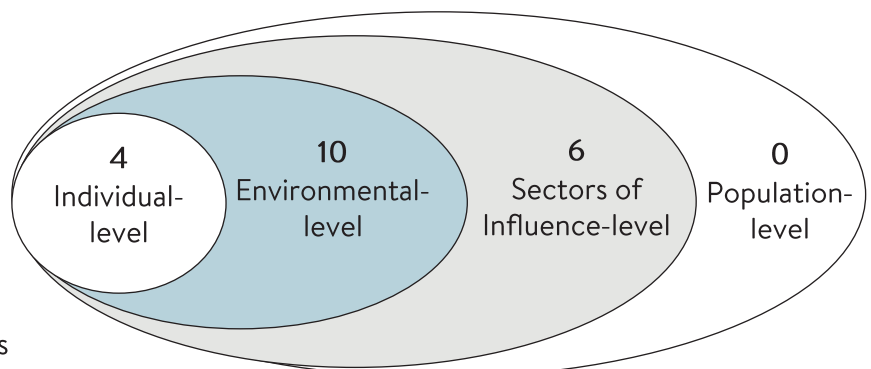
Evaluation

Between FFYs 2014 and 2016, Virginia SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 20 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Process & 3 Outcome Evaluations

FFY 2015 2 Outcome Evaluations

FFY 2016 2 Formative, 1 Process & 4 Outcome Evaluations



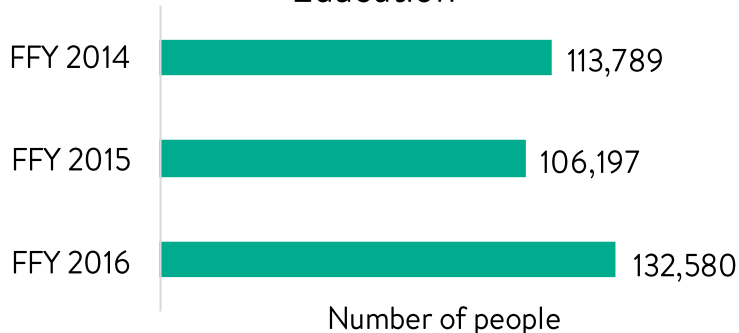
Implementation

A sole Implementing Agency executed a variety of projects under Virginia SNAP-Ed. **Direct Education, Policy, Systems, and Environmental (PSE)** change strategies and **Social Marketing** were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	4	4	4
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

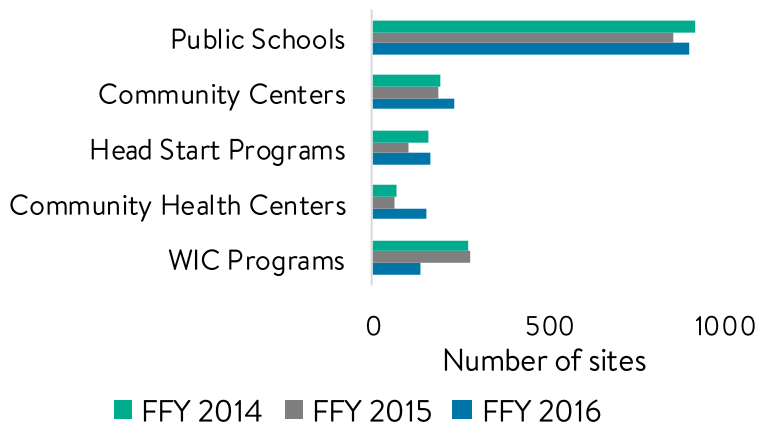
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Virginia SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Chefs/culinary institutes
- Faith-based groups
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Hospitals
- Colleges and universities
- Schools

VIRGINIA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	6,110,296	6,418,493	5,338,233
Final approved budget (\$)	6,110,296	7,068,493	7,038,233
Final budget expended (%)	80	71	108
Federal expenditures attributed to SNAP-Ed delivery (%)	80	74	80
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Virginia accounted for an average of 1.52% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	4	4	4
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs
Social marketing campaign activities ^b	P, D, I, E	P, D, I, E	P, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education, (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	49	32	44
Food Stores	54	6	9
Public Housing	64	31	71
Individual Homes	284	213	97
Libraries	24	20	11
Churches	112	96	68
Public/Community Health Centers	71	62	154
Public Schools	921	858	905
Head Start Programs	159	103	165
Other Youth Education	236	99	70
Shelters	69	49	28
Adult Rehabilitation Centers	37	24	31
WIC Programs	273	278	140
Worksites	9	15	13
Community Centers	195	190	232
Elderly Service Centers	39	45	61
Emergency Food Assistance	66	89	65
Extension Offices	13	16	17
Farmers Markets	24	19	28
SNAP Offices	21	22	20
Other	7	5	2

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	DE, PSE, SM	-
Chefs/culinary institutes	DE	DE	-
Faith-based groups	DE, SM	DE, SM	-
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	PSE, SM	DE, PSE, SM	PSE, SM
Hospitals/healthcare organizations	-	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	SM	SM	SM
Schools (colleges and universities)	DE	DE	SM

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	Y	Y
Fruits and vegetables	-	Y	Y
Physical activity	Y	-	-
Promoting a healthy weight	Y	-	-

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education TV public service announcement	-	-	Y
Billboards, bus wraps, or other signage	Y	Y	Y
Participation in community events/fairs	Y	Y	Y
Fact sheets/pamphlets/newsletters	-	-	Y
Posters	Y	Y	-
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	-	Y	Y
Websites	Y	Y	Y
Electronic (email) materials and information distribution	Y	Y	Y
Retail/point-of-purchase activities	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	2,005,251	1,944,425	1,885,770
Direct education unduplicated reach ^b	113,789	106,197	132,580
Social marketing reach (impressions or views) ^b	943,725	25,725,108	1,264,743

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	P (1), O (3)	O (2)	F (2), P (1), O (4)
Individual ^a	none	none	MT1, MT2, MT3, MT4
Environmental settings ^a	none	none	ST5, ST6, ST7, MT5, MT6, LT7, LT6, LT8, LT9, LT10
Sectors of influence ^a	none	none	ST8, MT7, MT11, MT9 MT12, LT12
Population Results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Washington SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Washington Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

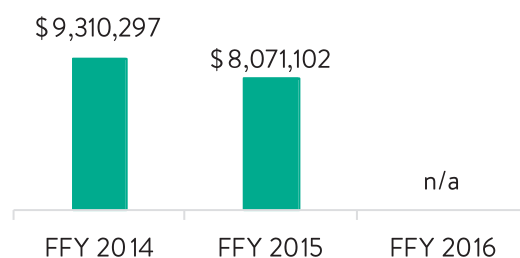
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Washington SNAP-Ed decreased from FFY 2014 to FFY 2015 and was not reported in FFY 2016. The funding for Washington SNAP-Ed accounted for an average of 1.48% of all available SNAP-Ed funding.



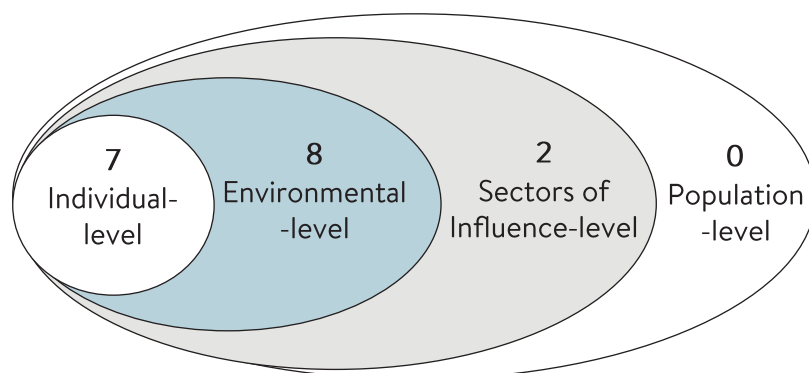
Evaluation

Between FFYs 2014 and 2016, Washington SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 17 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 83 Formative, 152 Process & 114 Outcome Evaluations

FFY 2015 54 Formative, 104 Process & 73 Outcome Evaluations

FFY 2016 28 Formative, 30 Process & 29 Outcome Evaluations



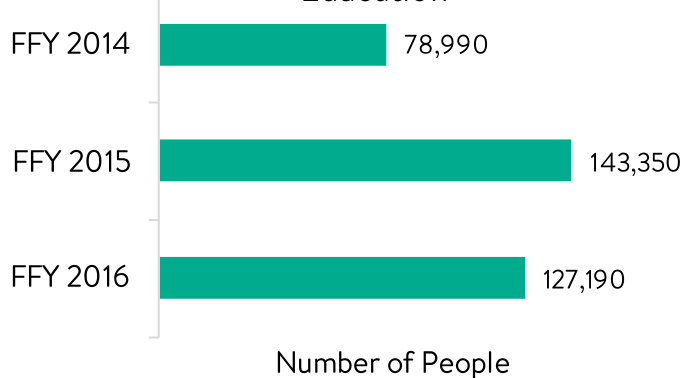
Implementation

Between FFY 2014 and FFY 2016, two Implementing Agencies executed a variety of projects under Washington SNAP-Ed. **Direct Education, Social Marketing, and Policy, Systems, and Environmental (PSE)** change strategies were implemented in all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	15	15	15
Number of Implementing Agencies	2	2	2
Type of Implementing Agencies	- University (1) - State Dept (1)	- University (1) - State Dept (1)	- University (1) - State Dept (1)
Types of Programming			

Reach

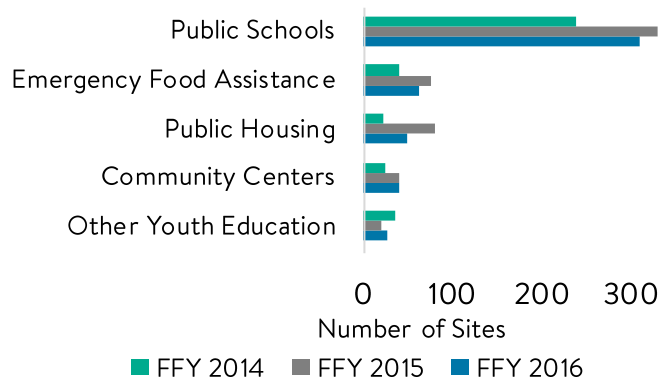
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Washington SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- City and regional planning groups
- Early care and education facilities
- Faith-based groups
- Food banks/food pantries
- Food stores
- Foundations/nonprofits
- Government program/agency
- Media/advertising groups
- Hospitals/healthcare organizations
- Human services organizations
- Indian Tribal Organizations
- Parks and recreation centers
- Public health organizations
- Schools (K-12, colleges, universities)
- Transportation groups
- Worksites

WASHINGTON SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$)	9,310,297	8,071,102	unavailable
Final approved budget (\$)	9,968,757	11,584,171	unavailable
Final budget expended (%)	55	50	unavailable
Federal expenditures attributed to SNAP-Ed delivery (%)	83	78	31
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Washington accounted for an average of 1.48% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1) State Dept (1)	University (1) State Dept (1)	University (1) State Dept (1)
Total number of planned projects ^a	15	15	15
Types of programming implemented ^{b, c}	DE, SM, PSE	DE, SM, PSE	DE, SM, PSE
Types of direct education series or sessions ^b	Single – 10+	Single – 10+	Single – 10+
Primary target age group (Direct Education) ^b	5-17 years old	5-17 years old	5-17 years old
Social marketing campaign activities ^b	none	P, D, I	n/a

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSEP=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	10	14	12
Food Stores	6	17	15
Public Housing	24	82	52
Individual Homes	0	11	0
Libraries	0	2	2
Churches	4	9	12
Public/Community Health Centers	10	25	28
Public Schools	240	332	312
Head Start Programs	13	18	17
Other Youth Education	37	23	28
Shelters	13	8	14
Adult Rehabilitation Centers	6	4	4
WIC Programs	5	0	3
Worksites	1	4	1
Community Centers	26	41	41
Elderly Service Centers	8	8	7
Emergency Food Assistance	43	78	64
Extension Offices	3	3	1
Farmers Markets	10	23	12
SNAP Offices	10	10	20
Other	24	16	23

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE, PSE	DE, PSE	DE, PSE, SM
City and regional planning groups	PSE	PSE	
Early care and education facilities	-	DE, PSE	DE, PSE
Faith-based groups	PSE	-	PSE
Food banks/food pantries	DE, PSE	DE, PSE	-
Food stores (convenience stores, grocery stores, supermarkets, etc.)	DE, PSE	DE, PSE, SM	-
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE, PSE	DE, PSE
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE, SM	DE, PSE, SM
Media/advertising groups	-	-	SM
Hospitals/healthcare organizations	PSE	DE, PSE	DE, PSE
Human services organizations	DE	DE, PSE	PSE
Indian Tribal Organizations	DE, PSE	DE, PSE	DE, PSE
Parks and recreation centers	DE	DE, PSE	PSE
Public health organizations	DE	DE, SM	DE
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE	DE, PSE, SM	-
Schools (colleges and universities)	PSE	PSE	DE, PSE
Transportation groups	PSE	PSE	PSE
Worksites	PSE	-	-

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Fat free and low fat milk or equivalent	-	Y	Y
Fruits and vegetables	Y	Y	Y
Physical activity	Y	Y	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	Y	Y	Y
Nutrition education articles	Y	-	-
Billboards, bus wraps, or other signage	Y	Y	-
Sponsor community events/fairs	Y	-	-
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	-	Y	Y
Retail/point-of-purchase activities	Y	-	-
Other	-	-	Y

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,889,198	1,839,356	1,731,705
Direct education unduplicated reach ^b	78,990	143,350	127,190
Social marketing reach (impressions or views) ^b	0	175,047	170,337

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(83), P(152), O(114)	F(54), P(104), O(73)	F(28), P(30), O(29)
Individual ^a	ST1, ST2, ST3, MT1, MT2, MT3, LT1, LT3	MT1, MT2, MT3, LT1	ST1, ST2, MT1, MT2, MT3, LT1, LT2
Environmental settings ^a	ST5, ST6, ST7, MT5, LT5, LT6, LT7, LT8	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT7, LT8	ST5, ST6, ST7, MT5, MT6, LT5, LT6, LT7
Sectors of influence ^a	MT12	MT8, MT11, MT12, LT12, LT14	MT12, LT12
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

West Virginia SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of West Virginia Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

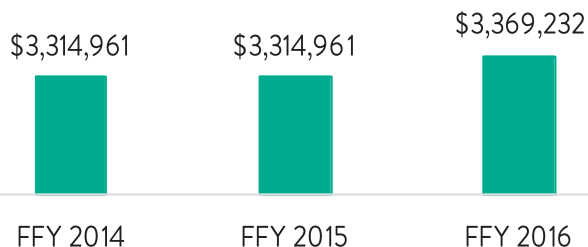
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for West Virginia SNAP-Ed stayed the same from FFY 2014 to FFY 2015 and increased in FFY 2016. The funding for West Virginia SNAP-Ed accounted for an average of 0.85% of all available SNAP-Ed funding.



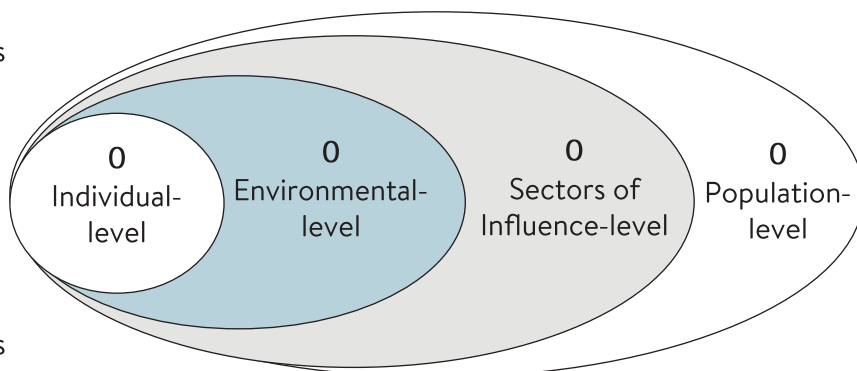
Evaluation

Between FFYs 2014 and 2016, West Virginia SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. However, no indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 2 Formative, 4 Process, & 3 Outcome Evaluations

FFY 2015 3 Process & 4 Outcome Evaluations

FFY 2016 2 Formative, 2 Process, & 3 Outcome Evaluations



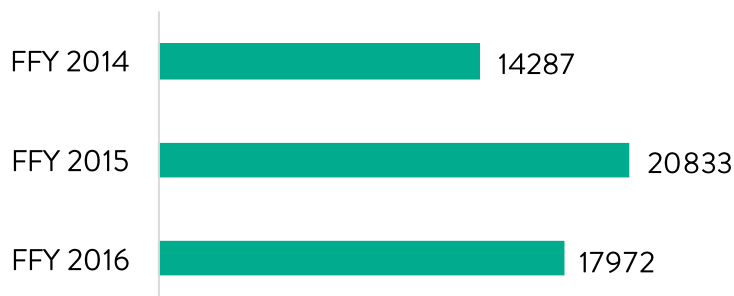
Implementation

A sole Implementing Agency executed a variety of projects under West Virginia SNAP-Ed. **Direct Education, Social Marketing, and Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	6	6	7
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming			

Reach

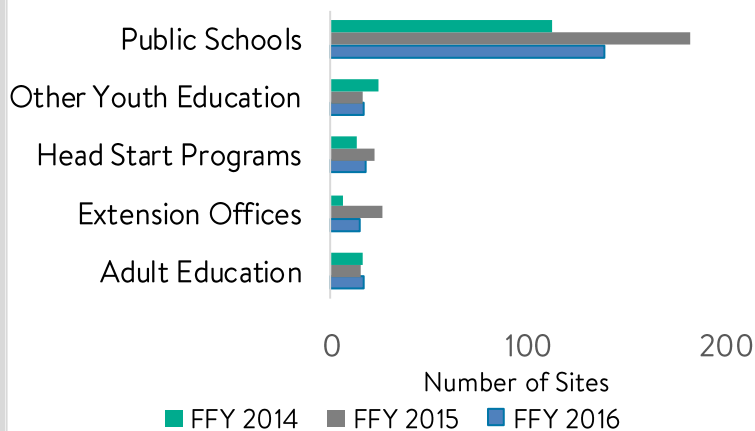
Unduplicated Reach for Direct Education



School-aged children (ages 5-17 years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

West Virginia SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.

Top 5 Settings for Direct Education



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Early Care and Education
- Faith-based groups
- Food banks
- Food Stores
- Foundations
- Government agencies
- Human services organizations
- Labor/workforce development
- Parks and recreation centers
- Schools
- Worksites

WEST VIRGINIA SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	3,314,961	3,314,961	3,369,232
Final approved budget (\$)	3,314,961	3,314,961	3,369,232
Final budget expended (%)	91	103	95
Federal expenditures attributed to SNAP-Ed delivery (%)	55	78	79
Use of non-Federal funds (Yes/No)	No	Yes	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to West Virginia accounted for an average of 0.85% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	6	6	7
Types of programming implemented ^{b, c}	DE, PSE, SM	DE, PSE, SM	DE, PSE, SM
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 years	5-17 years	5-17 years
Social marketing campaign activities ^b	D, I	D, I, E	P, D, I, E

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSEP=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	16	15	17
Food Stores	0	2	4
Public Housing	10	15	15
Individual Homes	0	1	0
Libraries	6	8	19
Churches	8	12	12
Public/Community Health Centers	18	10	5
Public Schools	113	184	140
Head Start Programs	13	23	18
Other Youth Education	25	16	17
Shelters	5	3	3
Adult Rehabilitation Centers	10	11	6
WIC Programs	0	1	2
Worksites	3	2	3
Community Centers	18	10	5
Elderly Service Centers	0	0	2
Emergency Food Assistance	3	5	6
Extension Offices	6	27	15
Farmers Markets	5	9	17
SNAP Offices	0	1	2
Other	7	0	0

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	PSE, SM	DE, PSE, SM	DE, PSE, SM
Early care and education facilities	DE	-	SM
Faith-based groups	DE	-	DE, PSE
Food banks/food pantries	DE	PSE	PSE
Food stores (convenience stores, grocery stores, supermarkets, etc.)	PSE	PSE	DE, PSE, SM
Foundations/philanthropy organizations/nonprofits	DE, PSE	DE, PSE	DE, PSE, SM
Government program/agency (Federal, State, local, etc.)	DE, PSE	DE, PSE, SM	DE, PSE, SM
Hospitals/healthcare organizations	-	-	DE
Human services organizations	DE	DE	DE
Labor/workforce development groups	DE	DE	DE
Parks and recreation centers	DE	PSE	DE
Public health organizations	DE	-	DE
Schools (preschools, K-12, elementary, middle, and high)	DE, PSE, SM	PSE, SM	DE, PSE, SM
Schools (colleges and universities)	-	-	SM
Worksites	-	PSE	PSE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

SOCIAL MARKETING MESSAGING	FFY 2014	FFY 2015	FFY 2016
Food shopping/preparation	-	Y	Y
Fruits and vegetables	-	Y	Y
Limiting added sugars or caloric sweeteners	Y	-	Y
Promoting a healthy weight	Y	-	Y

Source: EARS

SOCIAL MARKETING INTERVENTION CHANNELS	FFY 2014	FFY 2015	FFY 2016
Nutrition education radio public service announcement	Y	Y	Y
Nutrition education TV public service announcement	-	-	Y
Nutrition education articles	-	Y	-
Billboards, bus wraps, or other signage	Y	-	Y
Participation in community events/fairs	Y	Y	Y
Sponsor community events/fairs	Y	-	-
Fact sheets/pamphlets/newsletters	Y	Y	Y
Posters	-	Y	Y
Calendars	-	-	Y
Promotional materials with nutrition messages (pens, pencils, wallet reference cards, magnets, cups, etc.)	Y	Y	Y
Websites	-	-	Y
Electronic (email) materials and information distribution	-	-	Y
Retail/point-of-purchase activities	-	Y	-

Source: EARS

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	661,632	648,908	645,929
Direct education unduplicated reach ^b	14,287	20,833	17,972
Social marketing reach (impressions or views) ^b	16,733,174	3,589,350	6,397,315

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F(2), P(4), O(3)	P(3), O(4)	F(2), P(2), O(3)
Individual ^a	none	none	none
Environmental settings ^a	none	none	none
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aIncludes SNAP-Ed Evaluation Framework indicators only: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Wisconsin SNAP-Ed State Profile

FFYs 2014 – 2016



Purpose

This profile provides a snapshot of Wisconsin Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

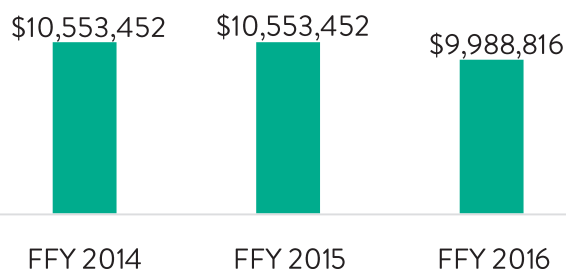
Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Wisconsin SNAP-Ed was stable in FFYs 2014 and 2015 and decreased in FFY 2016. The funding for Wisconsin SNAP-Ed accounted for an average of 2.65% of all available SNAP-Ed funding.



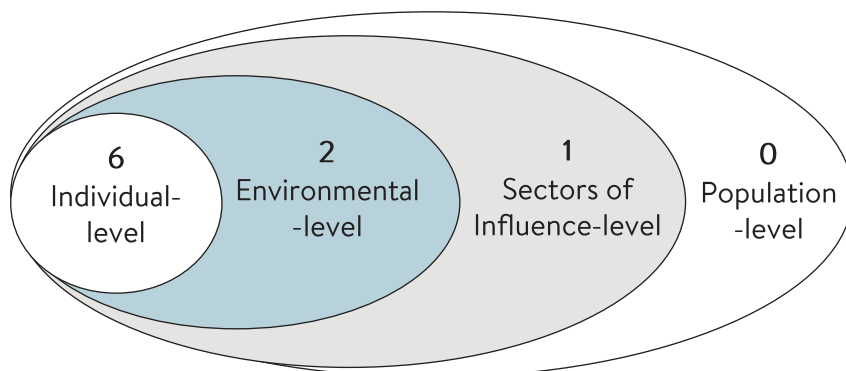
Evaluation

Between FFYs 2014 and 2016, Wisconsin SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 9 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014 1 Formative, 1 Process & 1 Outcome Evaluation

FFY 2015 1 Formative, 2 Process & 2 Outcome Evaluations

FFY 2016 1 Formative, 2 Process & 3 Outcome Evaluations

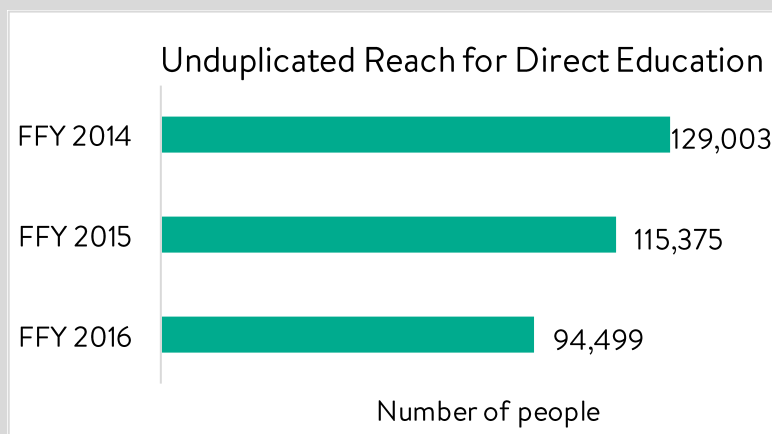


Implementation

Multiple Implementing Agencies executed a variety of projects under Wisconsin SNAP-Ed. **Direct Education** and **Policy, Systems, and Environmental (PSE)** change strategies were implemented all three years included in the study, however, **Social Marketing** was not included in programming.

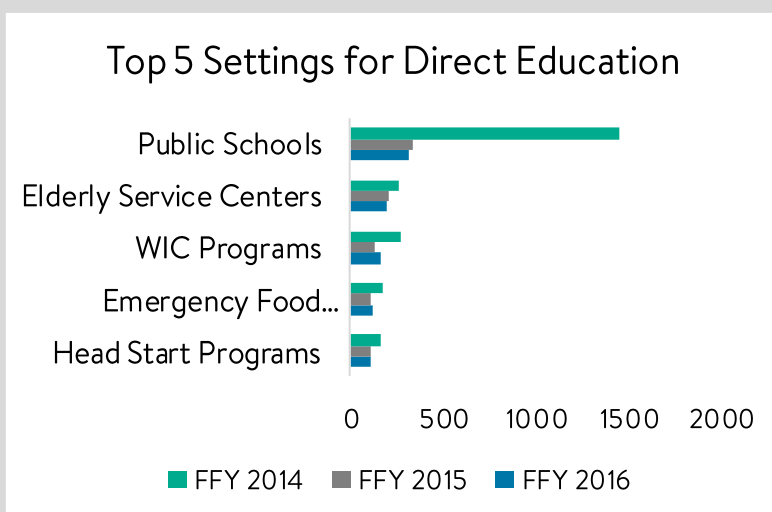
	FFY 2014	FFY 2015	FFY 2016
Number of Projects	5	5	5
Number of Implementing Agencies	24	24	29
Type of Implementing Agencies	• University (1) • Nonprofit (4) • Local government (17) • Indian Tribal Organization (2)	• University (1) • Nonprofit (4) • Local government (17) • Indian Tribal Organization (2)	• University (1) • Nonprofit (4) • Local government (22) • Indian Tribal Organization (2)
Types of Programming			

Reach



School-aged children (ages 5-17) years old) were the primary target audience for Direct Education. Programming was delivered through series lasting from **1 to 10+ sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Wisconsin SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education and PSE initiatives.



Planned Partners for DE & PSE

- Agricultural organizations
- Chefs/culinary institutes
- Food banks
- Foundations/nonprofits
- Government agencies
- Hospitals
- Human services organizations
- Indian Tribal Organizations
- Labor development groups
- Parks and recreation centers
- Public health organizations
- Colleges and universities
- Schools

WISCONSIN SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	10,553,452	10,553,452	9,988,816
Final approved budget (\$)	10,961,715	10,961,715	10,150,212
Final budget expended (%)	76	77	83
Federal expenditures attributed to SNAP-Ed delivery (%)	90	89	88
Use of non-Federal funds (Yes/No)	Yes	Yes	Yes

Source: Education and Administrative Reporting System (EARS) / ^aFunding allocated to Wisconsin accounted for an average of 2.65% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1), Nonprofit (4), Local gov (17), Indian Tribal Organization (2)	University (1), Nonprofit (4), Local gov (17), Indian Tribal Organization (2)	University (1), Nonprofit (4), Local gov (22), Indian Tribal Organization (2)
Total number of planned projects ^a	5	5	5
Types of programming implemented ^{b, c}	DE, PSE	DE, PSE	DE, PSE
Number of sessions per direct education series ^b	Single - 10+	Single - 10+	Single - 10+
Primary target age group (Direct Education) ^b	5-17 yrs	5-17 yrs	5-17 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education, (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	89	36	46
Food Stores	7	1	13
Public Housing	23	15	19
Individual Homes	351	123	12
Libraries	13	10	6
Churches	34	25	19
Public/Community Health Centers	9	8	15
Public Schools	1464	341	322
Head Start Programs	166	110	113
Other Youth Education	98	96	80
Shelters	0	29	41
Adult Rehabilitation Centers	66	43	47
WIC Programs	275	136	165
Worksites	9	12	8
Community Centers	67	45	38
Elderly Service Centers	267	203	194
Emergency Food Assistance	177	115	116

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Extension Offices	30	17	15
Farmers Markets	20	25	14
SNAP Offices	17	4	2
Other	17	15	16

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	DE	DE	DE
Chefs/culinary institutes	-	-	PSE
Food banks/food pantries	DE	DE	DE
Foundations/philanthropy organizations/nonprofits	DE	DE	DE
Government program/agency (Federal, State, local, etc.)	DE	DE	DE, PSE
Hospitals/healthcare organizations	-	DE	DE
Human services organizations	DE	DE	DE
Indian Tribal Organizations	DE	DE, PSE	DE, PSE
Labor/workforce development groups	DE	DE	DE
Parks and recreation centers	DE	DE	DE
Public health organizations	DE	DE	DE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE	DE
Schools (colleges and universities)	DE	DE	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	1,557,345	1,481,006	1,420,355
Direct education unduplicated reach ^b	129,003	115,375	94,499

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	F (1), P (1), O (1)	F (1), P (2), O (2)	F (1), P (2), O (3)
Individual	none	1 ^a	ST1, ST2, ST4, MT1, MT2, MT4 ^b
Environmental settings	none	none	ST7, MT5 ^b
Sectors of influence	none	none	ST8 ^b
Population results	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact | ^aNumber of indicators planned and reported on from other evaluation frameworks aligned with the social-ecological model

| ^bDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>

Disclosure: Data included in this profile are only as accurate and complete as the information reported in SNAP-Ed documentation. Changes observed between FFY 2014 and 2016 may reflect the evolution of SNAP-Ed during this period which included an increased emphasis on multi-level interventions, the introduction of a national SNAP-Ed Evaluation Framework, and Federal grant reallocation.

Wyoming SNAP-Ed State Profile

FFYs 2014 – 2016

Purpose

This profile provides a snapshot of Wyoming Supplemental Nutrition Assistance Program Education (SNAP-Ed) between federal fiscal years (FFY) 2014 and 2016.

Funding

Funds allocated by USDA Food and Nutrition Service for SNAP-Ed.

Implementation

Direct Education, Policy Systems and Environmental Change (PSE) and Social Marketing campaigns

Evaluation

Evaluation activities conducted to ensure effectiveness of SNAP-Ed programming.

Reach

Participation of SNAP-eligible people at settings where they eat, play, learn, shop, and work.

Information contained in this profile was gathered from SNAP-Ed **State Plans, Annual Reports**, and the **Education and Administrative Reporting System (EARS)** for the 2018 Analysis of SNAP-Ed Data for All States Study.

Funding

The **amount allocated** by the USDA Food and Nutrition Service for Wyoming SNAP-Ed decreased each year between FFY 2014 and FFY 2016. The funding for Wyoming SNAP-Ed accounted for an average of 0.51 % of all available SNAP-Ed funding.

\$2,198,333



FFY 2014

\$2,020,913



FFY 2015

\$1,805,715



FFY 2016

Evaluation

Between FFYs 2014 and 2016, Wyoming SNAP-Ed conducted a variety of evaluation activities to **measure the effectiveness** of SNAP-Ed programming. A total of 10 indicators from the SNAP-Ed Evaluation Framework were reported on in the FFY 2016 Annual Report.

FFY 2014

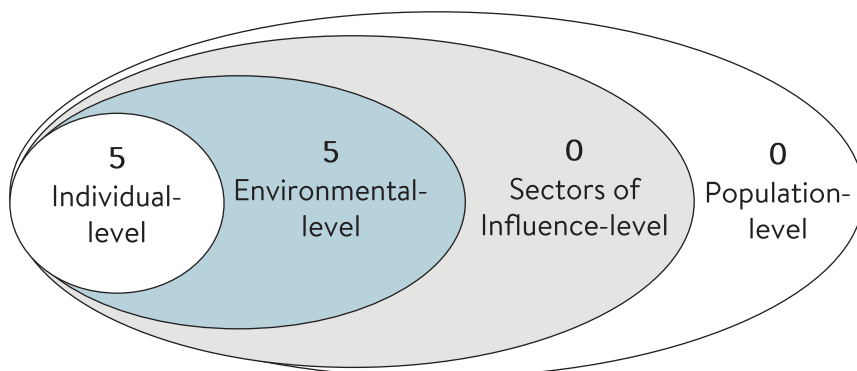
2 Impact Evaluations

FFY 2015

2 Outcome Evaluations

FFY 2016

1 Outcome Evaluation

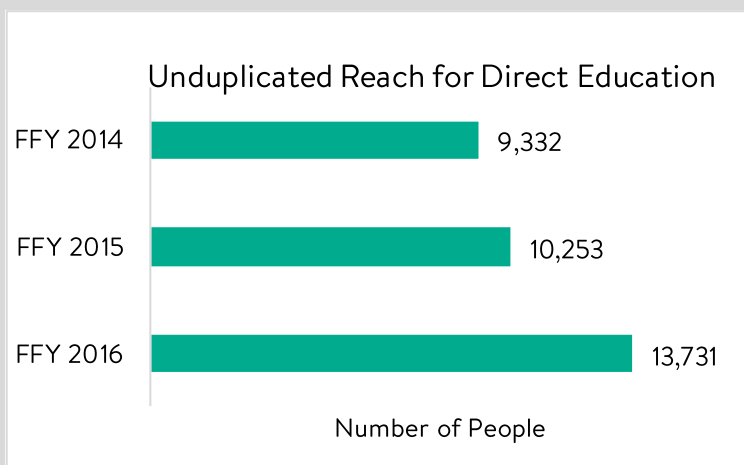


Implementation

A sole Implementing Agency executed a variety of projects under Wyoming SNAP-Ed. **Direct Education** was implemented all three years, and **Policy, Systems, and Environmental (PSE)** change strategies were added in FFY 2016.

	FFY 2014	FFY 2015	FFY 2016
Number of Projects	1	1	1
Number of Implementing Agencies	1	1	1
Type of Implementing Agencies	• University	• University	• University
Types of Programming	DE	DE	DE PSE

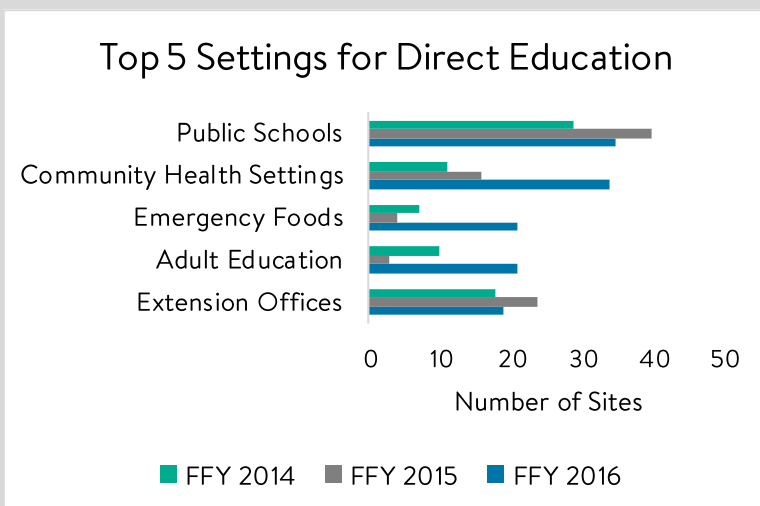
Reach



The primary target audience for Direct Education varied by year.

Programming was delivered through series lasting from **1 to 5 -9 sessions** at a wide variety of **Settings** where people **Eat, Live, Learn, Play, Shop and Work**.

Wyoming SNAP-Ed **planned to partner** with a variety of community stakeholders to deliver Direct Education, PSE, and Social Marketing initiatives.



Planned Partners for DE, PSE, SM

- Agricultural organizations
- Foundations/nonprofits
- Government agencies
- Human services organizations
- Public health organizations
- Schools
- Colleges and Universities

WYOMING SNAP-ED SUMMARY DATA TABLES

FUNDING	FFY 2014	FFY 2015	FFY 2016
Federal grant amount (\$) ^a	2,198,333	2,020,913	1,805,715
Final approved budget (\$)	2,648,333	2,820,913	1,805,715
Final budget expended (%)	59	61	101
Federal expenditures attributed to SNAP-Ed delivery (%)	82	82	84
Use of non-Federal funds (Yes/No)	No	No	No

Source: Education and Administrative Reporting System (EARS) | ^aFunding allocated to Wyoming accounted for an average of 0.51% of all SNAP-Ed funding between FFY 2014 and FFY 2016

IMPLEMENTATION	FFY 2014	FY 2015	FY 2016
Identification of statewide goals in State Plan (Yes/No) ^a	Yes	Yes	Yes
Number and types of implementing agencies ^b	University (1)	University (1)	University (1)
Total number of planned projects ^a	1	1	1
Types of programming implemented ^{b, c}	DE	DE	DE, PSE
Number of sessions per direct education series ^b	Single – 5 to 9	Single – 5 to 9	Single – 5 to 9
Primary target age group (Direct Education) ^b	5 – 17 yrs	5 – 17 yrs	18-59 yrs

^aSource: State Plans, ^bSource: EARS, ^cSource: Annual Reports | Programming (SM)=Social Marketing, (DE)=Direct Education (PSE)=Policy, Systems, and Environment | Campaign activities: (P)=Planning (I)=Implementing (D)=Developing (E)=Evaluating

DIRECT EDUCATION SETTINGS	FFY 2014	FFY 2015	FFY 2016
Adult Education & Job Training	10	3	21
Food Stores	0	4	5
Public Housing	6	6	6
Individual Homes	8	2	0
Libraries	3	8	6
Churches	6	10	2
Public/Community Health Centers	11	16	34
Public Schools	29	40	35
Head Start Programs	12	19	8
Other Youth Education	7	8	18
Shelters	1	3	4
Adult Rehabilitation Centers	14	9	14
WIC Programs	10	20	15
Worksites	0	2	1
Community Centers	14	13	5
Elderly Service Centers	12	7	16
Emergency Food Assistance	7	4	21
Extension Offices	18	24	19
Farmers Markets	18	3	9
SNAP Offices	3	4	12
Other	2	5	26

Source: EARS

PLANNED PARTNERS (ALL PROGRAMMING TYPES)	FFY 2014	FFY 2015	FFY 2016
Agricultural organizations (includes farmers markets)	-	-	DE, PSE
Foundations/philanthropy organizations/nonprofits	DE	DE	-
Government program/agency (Federal, State, local, etc.)	DE	DE	PSE
Human services organizations	DE	DE	DE, PSE
Public health organizations	DE	DE	PSE
Schools (preschools, K-12, elementary, middle, and high)	DE	DE	DE, PSE
Schools (colleges and universities)	-	-	DE

Source: State Plans | Note: Organizations that served as a setting for SNAP-Ed were also considered partners; therefore, organizations listed under “Partners” are in addition to those listed under “Settings”

REACH	FFY 2014	FFY 2015	FFY 2016
SNAP-Ed eligible population (Number of people $\leq$ 185% FPL) ^a	147,137	142,164	146,525
Direct education unduplicated reach ^b	9,332	10,253	13,731

^aSource: U.S. Census Bureau, 2014-2016 American Community Surveys 1-Year Estimates | ^bSource: EARS

EVALUATION FRAMEWORK INDICATORS	FFY 2014	FFY 2015	FFY 2016
Types of evaluations conducted (number)	I (2)	O (2)	O (1)
Individual ^a	none	none	ST4, MT1, MT2, MT3, MT4
Environmental settings ^a	none	none	ST5, ST6, ST7, MT5, MT6
Sectors of influence ^a	none	none	none
Population results ^a	none	none	none

Source: Annual reports | Types of evaluations: (F) = Formative (P) = Process (O) = Outcome (I) = Impact

| ^aDescriptions of SNAP-Ed Evaluation Framework indicators: <https://snapedtoolkit.org/framework/index/>; previous iterations of the national framework translated to the most recent version

Disclosure: The accuracy of the data included in this document are only as accurate and complete as the information provided in SNAP-Ed documentation. Changes over time may be reflective of several major changes that occurred in SNAP-Ed between FFY 2014 and 2016, including the increased emphasis on multi-level interventions, introduction of the SNAP-Ed Evaluation Framework, and Federal grant reallocation.