



ASSESSING SNAP-ED MATERIALS THROUGH EQUITY AND EMPOWERMENT RUBRIC

Mayra Gutierrez, MPH Candidate in Nutritional Sciences Program, GCPD Student
Preceptor: Courtney Schupp, Extension Coordinator Specialist

ADDRESSING HEALTH AND NUTRITION BEYOND THE INDIVIDUAL CHOICES

SNAP-Ed (Supplemental Nutritional Assistance Program Education) provides evidenced-based education to help people live healthy and active lives. Through state and local partners, materials are developed for nutrition education, as well as the improvement of policies, systems, and environments of communities. A newly re-designed rubric that includes an equity lens was used to analyze six SNAP-Ed curricula will be assessed adherence to SNAP-Ed's equity goals.

SNAP-ED BACKGROUND

- > SNAP-Ed serves those eligible for Basic Food, household income at or below 200% of the federal poverty level
- > Federal funds from the United States Department of Agriculture (USDA) are awarded to the Washington State Department of Social and Health Services (DSHS) for SNAP and SNAP-Ed services
- > SNAP-Ed program elements include nutrition education, health promotion, and policy, systems, and environmental (PSE) strategies
- > Works to create health equity through PSE changes that encourage long-lasting change to nutrition and physical activity for people with low incomes

Plan, Shop, Save, Cook

Ecological Summary of Responses
Because the Ecological section is long, we have provided a summary table here that will pull down your responses from above.

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
Language Availability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion of Diverse Participants	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for the lived experience of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Empowerment of participants and acknowledgement of systemic barriers to health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recipes (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Belonging and Mattering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total marks for each category (top row)	0	1	3	1	1
Which category (i.e. "Exemplary") received the most check marks? Indicate here and provide any additional comments.	Emerging, there is still large opportunities to grow in each areas				

Note: checking and un-checking these boxes will change your original selections

COMMONALITIES IN CURRICULA

- > Discussed manners in which to increase adherence to Dietary Guidelines for Americans (DGA)
- > Materials requested that facilitators create a welcoming setting.
- > Tone of materials was respectful of participants' lived experiences
From Read for Health: Explain that the word 'family' can mean different things to different people-not all families are nuclear families.
- > Room to improve on language that may marginalize communities based on cultural or economic background
From Food Smarts: Ask them what they'd add at home: ... any 'ethnic' spices they would add



Introduction to the Curriculum
Read for Health (RFH) focuses on sources of food, emphasizing on fruits, vegetables, and whole grains, physical activity, and related links to the environments from which foods are sourced and accessed. Each lesson applies an interactive read-aloud format with a discussion that relates reading content to the child. The program focuses on increasing exposure of fruits, vegetables, and whole grains through activities, food demonstrations and tastings. Newsletter communication provides families with ideas and tools to increase access and consumption.
Resources have been developed to help educators plan programming using *Read for Health* in their communities. An overview is available and lesson assessment tools have been developed for all lessons.

Screenshot of Read for Health Curriculum resource webpage on WA SNAP-ED website

ACKNOWLEDGING MARGINALIZATION

- > Speaking on PSE influences on health
From At the Table – Caregiver Instructor Guide: For example, toxic stress can occur when: feeling unsafe at home, at work, or at school, experiencing violence or threats of violence...
- > Prioritizing participant experience
From At the Table – Youth Workbook: What values motivate your food choices the most? Moral, social, sacred, aesthetic, or health? What are some examples of these values in your life?
From At the Table – Youth Instructor Guide: A participant may pick a Table Talk Question for everyone to answer OR a member of each recipe team can share their experience preparing the recipe...

Food Smarts - Youth

Ecological Summary of Responses
Because the Ecological section is long, we have provided a summary table here that will pull down your responses from above.

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
Language Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inclusion of Diverse Participants	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for the lived experience of participants.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowerment of participants and acknowledgement of systemic barriers to health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recipes (if applicable)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Belonging and Mattering	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total marks for each category (top row)	1	4	0	1	0
Which category (i.e. "Exemplary") received the most check marks? Indicate here and provide any additional comments.	Developing				

Note: checking and un-checking these boxes will change your original selections

GUIDANCE TO FACILITATORS

- > Some vague guidance to facilitators
From Plan, Shop, Save, Cook: Ask what they look for on the Nutrition Facts panel. Now ask how it might help them to make decisions about which foods to buy?
- > Curricula with TI in mind, provided speaking points while maintaining flexibility in communication
From Food Smarts – Youth Instructor Guide: For some participants, even simple mindfulness activities can be uncomfortable or triggering... allow them to make adjustments or opt out

The assessed curricula were graded on materials presented; however, facilitators may add their experience to the experience when in-person.

Around the Table - Caregiver

Ecological Summary of Responses
Because the Ecological section is long, we have provided a summary table here that will pull down your responses from above.

Criteria	Transformative	Developing	Emerging	Neutral	Unsatisfactory
Language Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inclusion of Diverse Participants	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for the lived experience of participants.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowerment of participants and acknowledgement of systemic barriers to health.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recipes (if applicable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Belonging and Mattering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total marks for each category (top row)	4	1	0	1	0
Which category (i.e. "Exemplary") received the most check marks? Indicate here and provide any additional comments.	Transformative Conversation of emotional wellbeing and examples of environmental factors and their effect on diet Although not explicitly asked, conversation starters and facilitation notes allow for space of analyzing of circumstances in communities that influence health and nutrition, lending space for local/historical issues				

Note: checking and un-checking these boxes will change your original selections

POSSIBLE NEXT STEPS

- Be more specific of what PSE factors led to the health issues of marginalized communities:
 - > Can help participants process traumas and engage in community work together better
- Continue providing methods for student engagement, emotional grounding, and post-session decompression
 - > Staff expressed a desire for further training on methods to manage a classroom setting
 - > References to grounding techniques and local resources refer participants to following sensitive topics brought up in curricula



Instructor Guide



Photo of At the Table instructor lesson plans and participant workbook covers