ASSESSING SNAP-ED MATERIALS THROUGH EQUITY AND EMPOWERMENT RUBRIC

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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-revised 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 (DSSH) 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

SNAP-ED PROVIDERS

Plan, Shop, Save, Cook

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

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?

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

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

Possible next steps to consider and discuss with TI in mind.