

FEDERAL
FISCAL
YEAR
2025

Georgia SNAP-Ed Outcome Evaluation Report



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Executive Summary

The Georgia Division of Family & Children Services (DFCS), in collaboration with seven implementing agencies (IAs), delivered Supplemental Nutrition Assistance Program Education (SNAP-Ed) interventions statewide during Federal Fiscal Year (FFY) 2025. The program's goal is to improve the likelihood that SNAP-eligible Georgians make healthier food choices on a limited budget and adopt physically active lifestyles aligned with the Dietary Guidelines for Americans.

Direct Education Interventions

In FFY2025, Georgia SNAP-Ed implemented 680 direct education interventions across 101 cities in 59 counties, reaching 43,064 Georgians at 367 SNAP-eligible sites. Interventions occurred in diverse settings, with schools (30%) and early care and education facilities (18%) being the most common. The majority of participants (75%) were youth aged 5–17 years, and 64% identified as African American. Interventions were delivered in English and Spanish, primarily in person (96%).

Behavioral Outcomes

Adult participants demonstrated statistically significant improvements in all SNAP-Ed Evaluation Framework indicators except Mt2g: Not running out of food before the month's end. Statistically significant improvements showed a small magnitude of change (effect size).

Policy, Systems, and Environmental (PSE) Changes

Georgia SNAP-Ed implemented 625 PSE changes across 227 sites, reaching over 82,000 Georgians. Most changes were systems-related (63%), followed by environmental (35%) and policy (3%). Nutrition-focused changes were dominant (67%), with common strategies including edible gardens, point-of-decision prompts, and improved menus. Physical activity changes emphasized opportunities for free play and structured physical activity. Multi-component interventions were prevalent, with 90% of nutrition sites and 84% of physical activity sites incorporating complementary activities such as direct education, marketing, community involvement and staff training.

Social Marketing

Eleven statewide social marketing campaigns reinforced SNAP-Ed messages on healthy eating and active living, generating over 22 million impressions through diverse channels, including social media, billboards, and community-based assets.

Conclusions and Recommendations

Georgia SNAP-Ed continues to make measurable progress in promoting healthy behaviors among SNAP-eligible populations. Georgia SNAP-Ed's multi-level approach—combining direct education, PSE interventions, and social marketing campaigns—positions the program as a contributor to improved health and nutrition behaviors across the state, especially among low-income families.

The impact of Georgia's SNAP-Ed program, considering the end of SNAP-Ed funding, can be enhanced by:

- Prioritizing the development and execution of sustainability plans to preserve and build upon the progress achieved, especially now that SNAP-Ed funding is ending.

- Leveraging the success, infrastructure, and partnerships that have been established through SNAP-Ed to attract new funding and collaborators so that nutrition education and PSE work can continue.
- Identifying barriers to the implementation of PSE interventions into the shop, eat, and work domains.
- Emphasizing food resource management practices in nutrition education classes to improve household food security
- Developing strategies to reach more adults and seniors with direct education

Program Overview

The Georgia Division of Family & Children Services (DFCS), in collaboration with seven Implementing Agencies (IAs) across Georgia, provides administrative oversight to execute the Supplemental Nutrition Assistance Program Education (SNAP-Ed) programs each year. The seven IAs are:

- Georgia Department of Public Health
- Hand Heart and Soul Project
- HealthMPowers
- Open Hand Atlanta
- Quality Care for Children
- University of Georgia
- Urban Health Initiative

The goal of SNAP-Ed interventions is to improve the likelihood that those eligible for the Supplemental Nutrition Assistance Program (SNAP) will make healthy food choices on a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans. In Federal Fiscal Year (FFY) 2025, Georgia SNAP-Ed, through its IAs and community organizations, implemented evidence-based direct education, Policy System and Environmental (PSE) Change interventions and Social Marketing Campaigns in SNAP-eligible sites across communities in the state. IAs leverage local partnerships to implement direct education, PSE interventions and Social Marketing Campaigns to reach eligible Georgians where they live, learn, shop, eat, work and play.

Methods

Direct Education

The effectiveness of SNAP-Ed direct education interventions was assessed using healthy eating (MT1) and food resource management (MT2) indicators from the SNAP-Ed Evaluation Framework. Outcome evaluation was conducted for only adult participants using a pre-post approach. Pre-intervention surveys were administered during the first session of direct education, and post-surveys were administered at the last session using either printed and electronic surveys. Data were collected using the unified survey and reported in the Program Evaluation and Reporting System (PEARS). Pre- and post-responses were matched using the unique respondent ID and analyzed in relation to MT1 and MT2 indicators described in Table 1. The paired data were analyzed for changes in self-reported healthy behavior indicators between pre- and post-intervention measurements using Wilcoxon signed rank tests for ordinal, nonparametric data and paired t-tests for continuous variables. To determine the magnitude (small, medium, and large) of change from pre to post, effect sizes were calculated for indicators that showed statistically significant changes. Results are presented in tables and figures.

CREATING GOOD JOBS FOR YOUTH IN AGRICULTURE IN COLUMBUS, GEORGIA.



Turn Around Columbus (TAC) is transforming lives in Southeast Columbus, Georgia, by empowering youth through community-based agriculture. In a neighborhood where 85% of families live below the federal poverty line and food insecurity remains a challenge, TAC's mission is to provide hope, opportunity, and practical skills that lead to long-term success and improved food access.

At the heart of this effort is the George Washington Victory Garden and Farm—a 10-acre urban farm managed by youth leaders employed by TAC. Since its launch in 2021, the farm has grown from nine raised beds into a thriving

source of fresh produce for SNAP-eligible families. In 2025, TAC harvested and donated 2,700 pounds of fresh produce to 145 families. Beyond food access, the program creates real jobs: 11 youth farmers were employed this year, many for the first time, gaining income and invaluable experience.

Columbus faces high rates of poverty, chronic hunger, and diet-related illnesses such as diabetes and heart disease. Many residents live miles away from grocery stores. TAC addresses these challenges by growing food where it's needed most and mentoring young people to become change agents in their own communities.

Through partnerships with organizations like the Southwest Cancer Care Coalition and support from SNAP-Ed, TAC is not only feeding families but also cultivating leadership, pride, and hope. These young farmers are proving that when given real opportunities, they can transform their communities—one garden bed at a time.



"The farm has taught me a lot about agriculture and more, like time management and working with others. I've learned so much and taken it into the real world."- Youth Farmer

Table 1. SNAP-Ed Evaluation Framework Indicators Relevant to the Direct Education Interventions

Indicator	Description
MT1c	Eat more than one kind of fruit throughout the day or week
MT1d	Eat more than one kind of vegetable throughout the day or week
MT1h	Drink fewer sugar-sweetened beverages (soda & fruit drinks, sport drinks or punch)
MT1l	Cups of fruit consumed per day
MT1m	Cups of vegetables consumed per day
MT2b	Read nutrition facts labels or nutrition ingredients lists
MT2g	Not run out of food before the month's end
MT2h	Compare prices before buying food
MT2j	Shop with a list

Policy, Systems, and Environmental (PSE) Changes

PSE data reported by IAs in PEARS were analyzed in relation to the SNAP-Ed indicators described in Table 2. Results are presented in tables and charts descriptively.

Table 2. SNAP-Ed Evaluation Framework Indicators Relevant to PSE Interventions

Indicator	Description
MT5b/MT6b	Total number of policy changes
MT5c/MT6c	Total number of systems changes
MT5d/MT6d	Total number of environmental changes
MT5f/MT6f	Reach: Total potential number of persons who encounter the improved environment or are affected by the policy change on a regular (typical) basis and are assumed to be influenced by it.
LT5a/LT6a	Total number of sites or organizations that implemented a multi-component and multi-level intervention with one or more changes in MT5/MT6 (site or organizational adoption of PSE changes and promotion) and one or more of the following additional components: Evidence-based education Marketing Parent/community involvement Staff training on continuous program and policy implementation
LT5b/LT6b	Total number of components per site or organization, and types of components implemented during the period assessed

Social Marketing

Social Marketing Campaigns covering various key messages of the SNAP-Ed program were reported by IAs in PEARS. The campaigns were described using the social marketing campaign indicators (Table 3).

Table 3. SNAP-Ed Evaluation Framework Indicators Relevant to Social Marketing

Indicator	Description
MT12a	Number of statewide social marketing campaigns conducted during the reporting period
MT12b	Number of total media impressions and reach

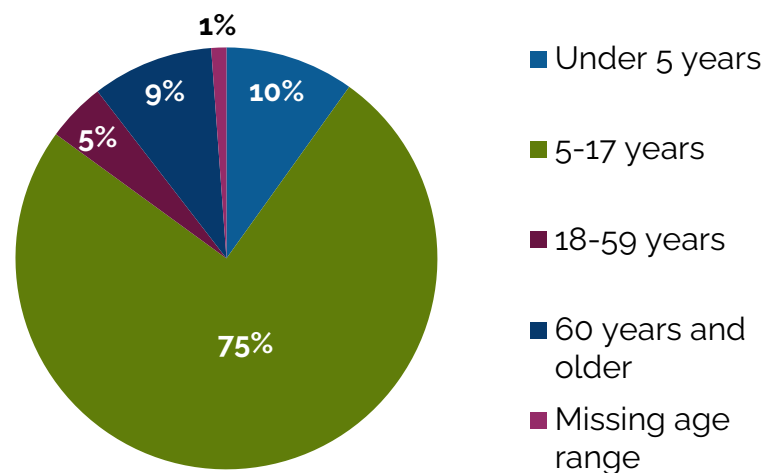
Results

Direct Education

Direct education interventions are interactive, evidence-based classes that teach SNAP-eligible Georgians how to live healthy, active lives. In FFY 2025, Georgia SNAP-Ed implemented 680 direct education interventions in 101 cities across 59 counties. A total of 3,178 direct education sessions were held at 367 eligible sites, reaching 43,064 Georgians. Direct education interventions were implemented across all 14 congressional districts in Georgia using both in-person and virtual modes of instruction in English and Spanish. Of the total number of direct education interventions, 96% were held in person, and 97% were held in English.

Figure 1.1 shows the age range distribution of the SNAP-Ed direct education participants in FFY 2025. The majority (75%) of participants were youth between the ages of 5 and 17 years.

Figure 1.1. Age Ranges of Georgia SNAP-Ed Direct Education Participants (n = 43,064)



REIMAGINING SCHOOL HEALTH: GEM GIRLS LEAD THE WAY

Cotton Indian Elementary School in Henry County, Georgia has participated in the HealthMPowers Girls Empowering Movement (GEM) project for two years. GEM helps girls build leadership skills while promoting physical activity, nutrition, and overall wellness.



"The students truly enjoy the yoga experience — it allows them to enjoy new experiences within the school building." - GEM Adult Site Facilitator

The school formed its first GEM group to create opportunities for physical activity and healthy habits. In its second year, the ambassadors—student leaders trained through GEM—took on bigger projects. After learning about the connection between nutrition and physical activity, they repurposed unused school land to create a garden. This space was designed not only for growing healthy foods but also for physical activity. Working with adult facilitators and school administrators, the ambassadors organized yoga sessions in the garden for rotating classes, introducing non-competitive, structured physical activity for all students.

Recognizing that a rotating schedule limited participation, the GEM group launched a morning yoga initiative in 2025. Ambassadors led mindful movement during the school's morning broadcast, ensuring every student could start the day with physical activity. This peer-led model shows how empowering youth can lead to sustainable changes, creating environments and policies that support health for the entire school community.



Tables 1.1 and 1.2 show the race and ethnic distribution of direct education participants. Most direct education participants were African Americans (64%) followed by whites (13%). Non-Hispanic or Latino participants accounted for 82% of the total number of participants, and 16% were Hispanic or Latino.

Table 1.1 Race distribution of Direct Education Participants (n = 43,064)

Race Category	Number of participants n (%)
American Indian and Alaska Native	134 (< 1)
Asian	770 (2)
African American	27,684 (64)
Native Hawaiian and Pacific Islander	98 (< 1)
White	5,515 (13)
Missing Race	8,954 (21)

Note: Participants could select multiple races.

Table 1.2. Ethnicity of Direct Education Participants (n = 43,064)

Ethnicity	Number of participants n (%)
Hispanic or Latino	6,946 (16)
Non-Hispanic or Latino	35,221 (82)
Missing ethnicity	897 (2)

Direct education interventions took place in a variety of 26 settings where Georgians learn, live, play or eat. As shown in Table 1.3, interventions most frequently took place in schools (30%), followed by early care and education facilities (18%), healthcare clinics and hospitals (9%), community organizations (7%) and faith-based centers or places of worship (5%).

Table 1.3. Number and percent of the top 10 Nutrition Education Settings (n = 680)

Setting	Number of direct Education Interventions n (%)
Schools (K-12, elementary, middle, and high)	206 (30)
Early care and education facilities	120 (18)
Health care clinics and hospitals	59 (9)
Community organizations	49 (7)
Faith-based centers/places of worship	35 (5)
Individual homes or public housing sites	26 (4)
Community and recreation centers	23 (3)
Public housing sites	23 (3)
Extension offices	20 (3)
Congregate meal sites & other senior nutrition centers	16 (2)

TRANSFORMING AFTERSCHOOL WELLNESS THROUGH YOUTH LEADERSHIP



For three years, the Future Seekers Afterschool Program has partnered with HealthMPowers' Empowering Healthy Choices in Schools, Homes, and Communities through the Out of School Time (OST) project to promote nutrition, physical activity, and youth leadership. In 2025, Future Seekers launched a Youth Wellness Council to give students a voice in shaping wellness decisions for all participants. Using HealthMPowers' Student Health Advocate curriculum, youth learned key nutrition and physical activity strategies and applied them in real ways.

Weekly menu planning sessions allowed students to introduce healthier, youth-preferred options such as pita sandwiches, smoothie days, and fresh fruit bars. Hydration became a priority as students set up water stations to ensure access for peers. Gardening projects flourished as youth planted peppers and tomatoes, cleaned neglected beds, and initiated new planting efforts. Their leadership even inspired the East Point Housing Authority to explore creating a larger community garden, showing how youth-driven ideas can spark systemic change.

Decision-making extended beyond food and gardens. Students proposed recipes, created supply lists, and guided program activities. They are now preparing to present their work at an upcoming Housing Authority Board meeting, building leadership and public speaking skills that will serve them beyond the program. Families and the broader community engaged through health events, prevention days, and the 20th Annual Summer Extravaganza, which celebrated youth achievements and reinforced healthy living.

Collectively, these efforts demonstrate that when youth are trusted to lead, they not only build healthier habits for themselves but also influence systems and environments that support long-term community wellness.



"The kids were asking for things that were cold, because it was very hot. So, we purchased fresh fruit bars for them —and they loved it. They even set up the water bottles on every table the night before, making sure everyone had access."
-Ms. Erikkion Riley



Direct Education interventions and participation by congressional district

To reach Georgians at eligible sites with SNAP-Ed interventions, IAs strive to implement interventions in all of Georgia's 14 congressional districts. Data collected from each district provides the opportunity to assess program reach and how collaboration with stakeholders can help expand the SNAP-Ed program. In FFY2025, Georgia SNAP-Ed implemented direct education across sites in all 14 congressional districts. The number of interventions implemented ranged from 7 to 135 interventions and the number of participants ranged from 219 to 10,715. Table 2.1 shows the number of interventions and participants by congressional district.

Figure 2.1. Georgia Congressional District Map

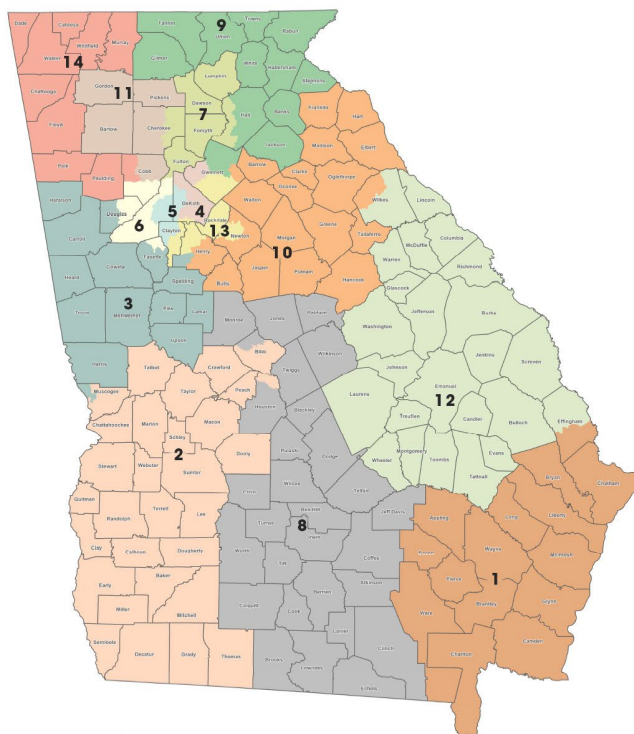


Table 2.1. Direct Education Interventions and Participants by Congressional District

Congressional District	Number of interventions n (%)	Number of participants n (%)
1	23 (3)	302 (1)
2	65 (10)	873 (2)
3	53 (8)	2,840 (7)
4	77 (11)	5,314 (12)
5	135 (20)	5,356 (12)
6	36 (5)	5,667 (13)
7	7 (1)	219 (1)
8	28 (4)	373 (1)
9	23 (3)	352 (1)
10	34 (5)	4,173 (10)
11	26 (4)	330 (1)
12	25 (4)	3,653 (8)
13	102 (15)	10,715 (25)
14	45 (7)	2,892 (7)

Direct Education results summary

Results showed statistically significant improvement in all but one of the SNAP-Ed indicators. While there was improvement in the proportion of adults who reported not running out of food before the month's end, that improvement was not statistically significant. All statistically significant improvements showed small effect sizes or magnitudes of change from pre- to post-test.

MT1c. Eat more than one kind of fruit.

There was a significant increase in the frequency of consuming more than one kind of fruit among adult direct education participants from pre- to post-test. The percentage of participants who consumed more than one kind of fruit often or always increased from 31.4% (n = 352) to 39% (n = 438), as shown in Figure 3.1.

Figure 3.1. Did you eat more than one kind of fruit each day?

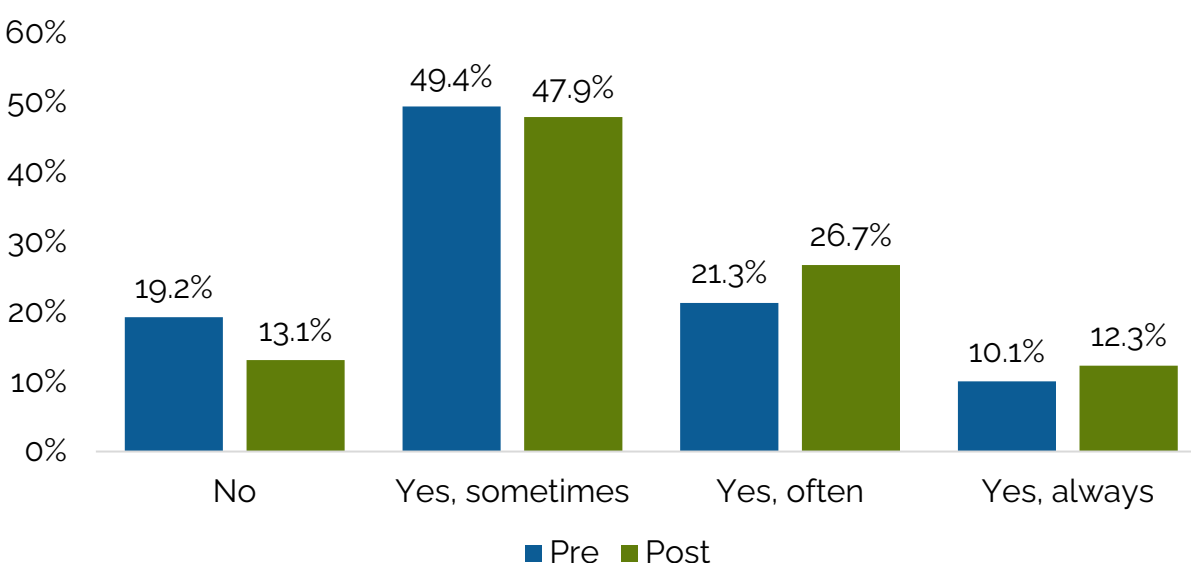


Figure 3.1 Note: Wilcoxon signed-rank test (n = 1,123, z = 6.09, p < 0.001, r = 0.18 (small))

MT1d. Eat more than one kind of vegetable

Participants showed a significant increase in the frequency of consuming more than one kind of vegetable (Figure 3.2). At pre-test, 42.4% (n = 470) of respondents met the recommendation of consuming more than one kind of vegetable often or always compared with 49.3% (n = 546) at post-test.

Figure 3.2. Did you eat more than one kind of vegetable each day?

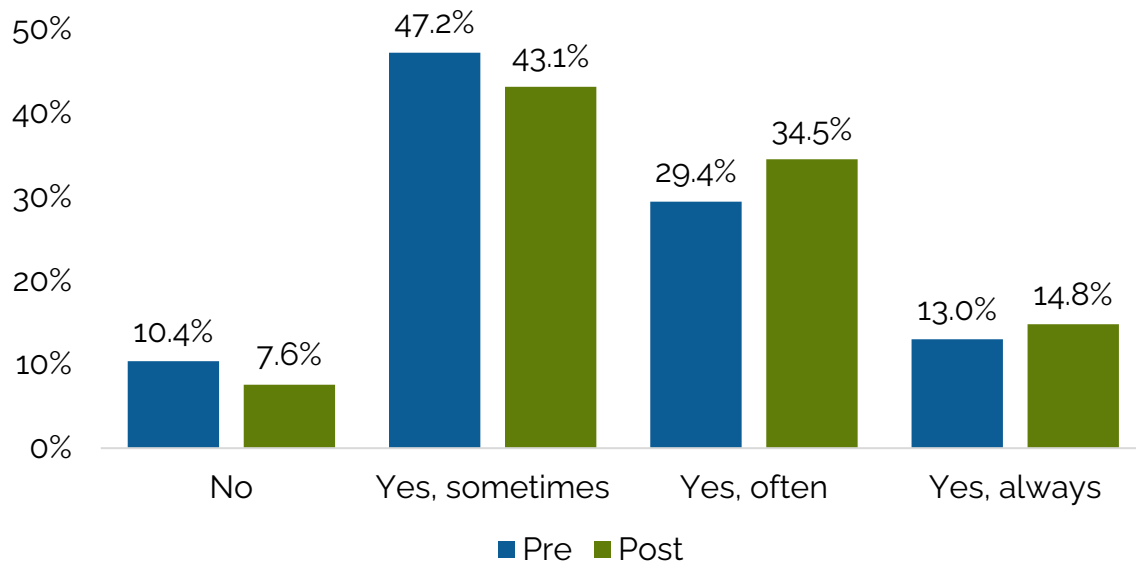


Figure 3.2 Note: Wilcoxon signed-rank test ($n = 1108$, $z = 4.6$, $p < 0.001$ $r=0.14$ (small))

CLAYTON COUNTY COMMUNITY CHAMPIONS LEADING THE WAY TO BETTER HEALTH



Clayton County, GA, has a rich history and a vibrant, active community. Still, many residents face barriers that make it difficult to access local resources that support their health and well-being. These challenges limit families' opportunities to fully benefit from their community's strengths.

To inspire healthier eating across the county, a multigenerational group of 12 residents came together as Clayton County Community Champions. Each individual joined for their own reasons, some wanted to lose weight, others were curious to learn new skills regarding healthy eating, and some

wanted to be a resource for their neighbors. Through the program, they learned about healthy living and put their knowledge into action by becoming role models for their families, friends, and broader community. The Champions have shared simple, practical tools to help others eat more fruits and vegetables. They distributed healthy recipe cards among their church congregations and community gatherings, provided magnets with QR codes linking to easy recipes, and led a healthy cooking demonstration at the gathering. Along the way, they also improved their own eating habits, demonstrating to others that small changes can make a significant difference in health.



I've shared a lot. I'm not a cooker. When I tell people about the [recipe] cards, they're just as fascinated as I was." - Champion

Community Champions will continue next year and will expand to include residents who represent local businesses, organizations, and elected officials.

MT1l. Cups of fruit consumed per day

There was a significant increase in the cups of fruit consumed daily (Figure 3.3). The average number of cups consumed per day increased from an average of 1 cup to 1.14 cups pre to post-test. The percentage of participants who consumed 2 or more cups of fruit per day increased from 15.6% (n = 168) to 19.7% (n = 213). There was also a reduction in the percentage of adults who consumed no fruit from 10.1% to 4.8%.

Figure 3.3. Fruit: How much do you eat each day?

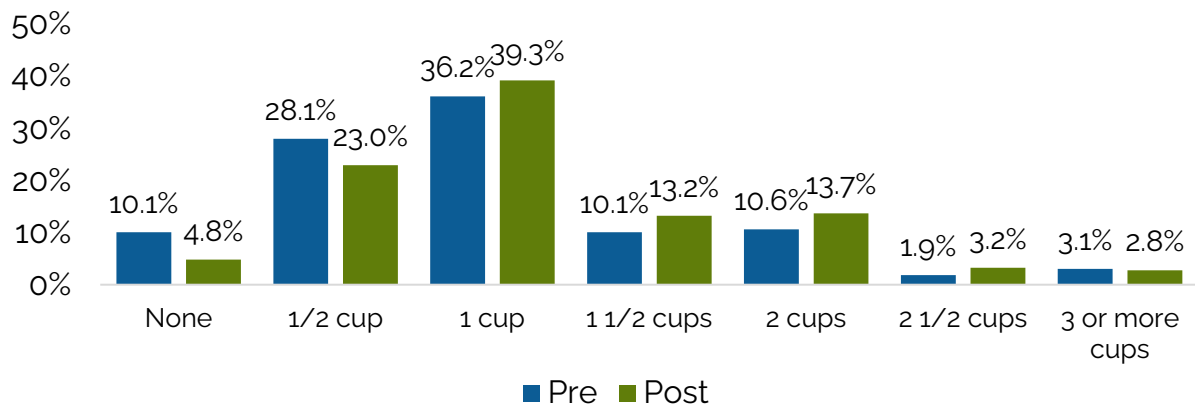


Figure 3.3 Note: Paired-sample t-test, $n=1080$, $p<0.001$; pre-test ($M=1.0$, $SD = 0.66$) post-test ($M=1.14$, $SD = 0.69$), $d=0.2$ (small))

MT1m. Cups of vegetables consumed per day

Adult participants significantly increased cups of vegetables consumed per day, on average. The average cup of vegetables consumed per day increased from 1.2 to 1.3 cups. At pre-test, 7.3% (n = 79) reported consuming at least 2.5 cups of vegetables daily compared with 8.3% (n = 89) at post-test (Figure 3.4).

Figure 3.4. Vegetables: How much do you eat each day?

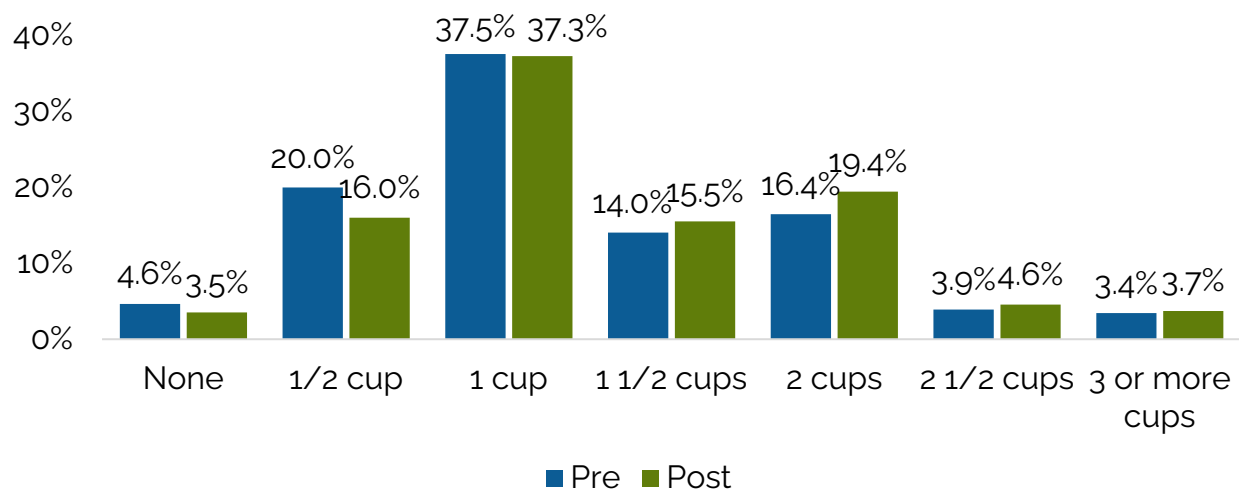


*Figure 3.4 Note: Paired-samples t -test, $n = 1076$, $p < 0.001$; pre-test ($M=1.2$, $SD = 0.69$)
post-test ($M=1.3$, $SD = 0.69$), $d=0.2$ (small))*

SPROUTING SUCCESS: HOW CLAYTON COUNTY GARDENS ARE FEEDING YOUNG MINDS



Clayton County, GA has a rich history and a thriving, active community, but many of its residents are faced with barriers that limit their access to supermarkets with quality fresh produce. Children and young people are especially affected by these barriers; Early Childhood Education Centers (ECEs) and schools can be a space to foster opportunities for healthy eating among the youth, their families, and the community.

To make fresh, healthy foods more available to children and their families, Hand, Heart + Soul Project expanded its garden-based nutrition education in Clayton County. Over the past year, Community Outreach Specialists worked with teachers and administrators to build and maintain gardens at ECEs and schools. Hands-on lessons in these gardens help children learn where food comes from and how to make healthy choices.

In just one year, school and early childhood education center (ECE) gardens have flourished—expanding nutrition education through garden activities. More ECEs and schools are now serving produce grown onsite, and parents are now gardening alongside their children. These efforts are helping families learn about and enjoy fresh, healthy foods right where they learn and play.

Nutrition education using gardens grew from 3 early childhood education programs (ECEs) and no schools last year to 7 ECEs and 3 schools this year. The use of garden-grown produce in meals and snacks also increased, from 3 ECEs and no schools to 7 ECEs and 2 schools. Parents who hadn't been involved before are now volunteering in 3 of the 11 ECE gardens, helping with planting, weeding, and harvesting alongside their children. These efforts are building stronger connections between families and schools while promoting healthy eating habits that benefit the entire community.



Such an honor to witness young minds advance in their gardening skills. Gives hope for a sustainable future." - Teacher



MT1h (a-b). Drink fewer sugar-sweetened beverages (fruit drinks, sport drinks or punch and soda)

Two questions were used to assess the frequency of sugar-sweetened beverage consumption:

1. Do you drink fruit drinks, sports drinks or punch?
2. Do you drink regular soda?

As shown in Figures 3.5 and 3.6, there was a significant reduction in the frequency of sugar-sweetened beverage consumption. The percentage of adults who reported not consuming sugar-sweetened beverages increased from 27.9% (n = 251) to 32.5% (n = 293) for sports drinks or fruit drinks, and from 38.8% (n = 350) to 44.9% (n = 405) for regular soda.

Figure 3.5. Do you drink fruit drinks, sports drinks or punch?

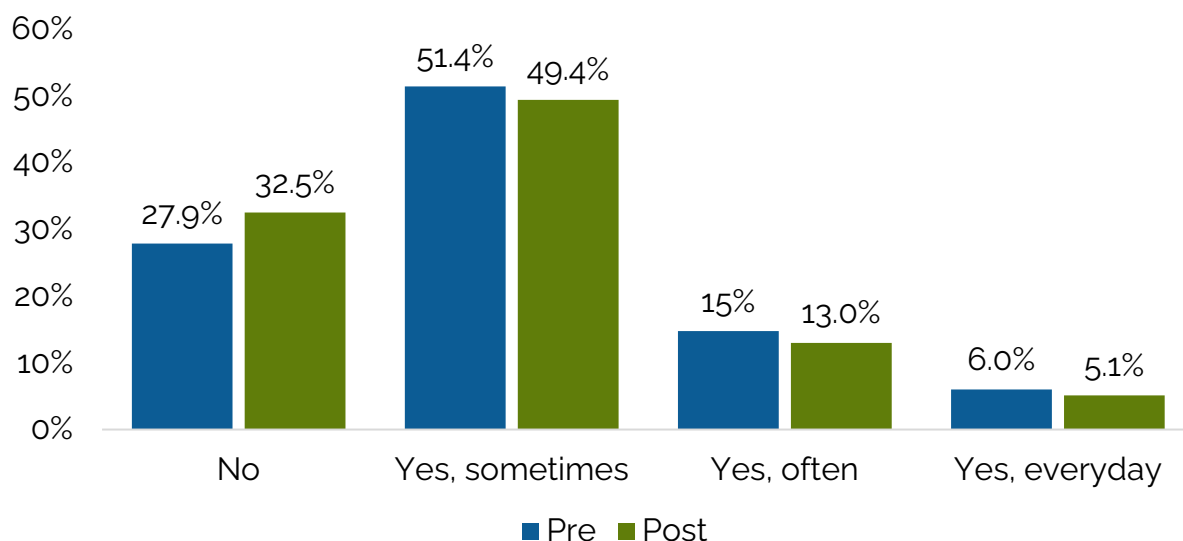


Figure 3.5 Note: Wilcoxon signed-rank test (n = 901, z = 3.05), p = 0.002, r=0.1 (small)

Figure 3.6. Do you drink regular soda?

Figure 3.6 Note: Wilcoxon signed-rank test (n = 902, z = 3.58, p < 0.001 r=0.12 (small))

MT2b. Read nutrition facts labels or nutrition ingredients lists

There was a significant improvement in the proportion of adults who reported reading nutrition fact labels when purchasing food. At pretest, 34.8% (n = 370) often or always read nutrition facts labels compared to 44.0% (n = 467) post-test (Figure 3.7).

HEALTHY CHOICES FOR EVERYBODY: BUILDING LIFELONG HEALTHY HABITS

In FY25, Open Hand SNAP-Ed introduced a new curriculum, Healthy Choices for Every Body (HCFEB), replacing the Cooking Matters for Adults program after 14 years. This SNAP-Ed approved series includes seven interactive lessons on topics like MyPlate, eating more fruits and vegetables, reading food labels, shopping on a budget, and cooking skills—all designed to inspire lasting healthy habits.

HCFEB also offers flexible supplemental lessons on areas such as feeding young children, postpartum nutrition, and managing chronic disease through diet. This adaptability allows educators to tailor classes to community needs, making nutrition education more relevant and engaging.

Open Hand trained its team to deliver HCFEB and launched the program statewide. In FY25 alone, 56 class series reached over 600 adults across 15 Georgia counties. Participants praised the approachable content and simple, budget-friendly recipes. Many cohorts even received cookbooks and, thanks to generous partners, electric skillets—helping families continue healthy cooking at home. By adopting HCFEB, Open Hand is empowering communities with practical tools and knowledge to make healthier choices every day.



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"(I've enjoyed) Learning how to eat healthy and having a dietitian available to teach better eating. I've learned to watch my sugar intake, carbs, and veggies and to use a variety of different food groups. The only thing I would change is that I wish we could have this class more often."

- Participant in Savannah, GA

"A very interesting course that helped me get various tips for improving my daughter's diet; I will definitely put them into practice. I cleared up lots of doubts and fears regarding healthy diets. I really appreciate having access to this class and the very valuable information that definitely contributes to improving our children's diets and preventing illnesses in the future. A great contribution to society."

- Participant in Chamblee, GA

Figure 3.7. How often do you use the “nutrition facts” on food labels?

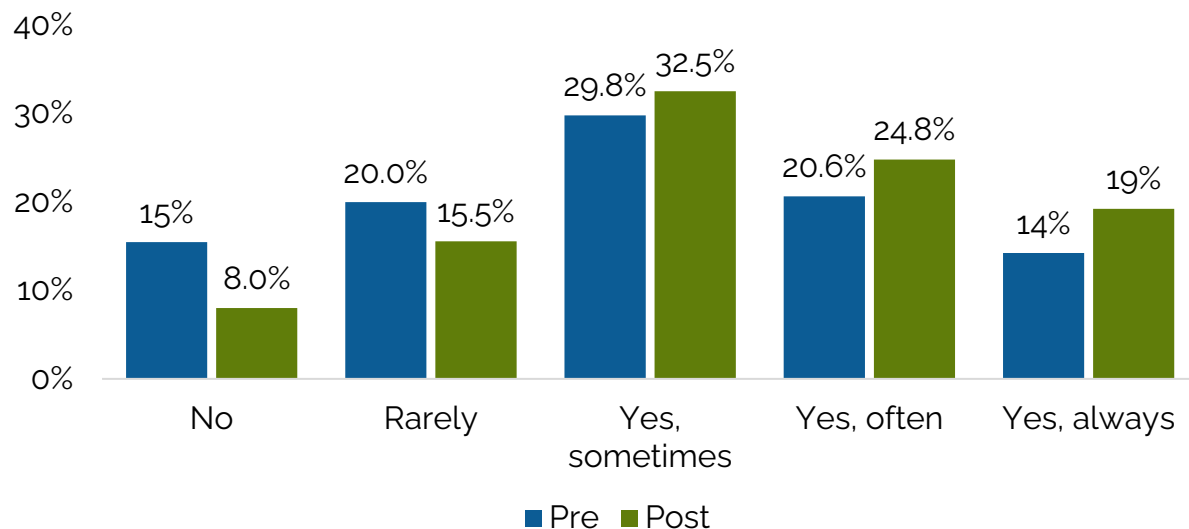


Figure 3.7 Note: Wilcoxon signed-rank test ($n = 1062$, $z = 9.23$, $p < 0.001$, $r = 0.3$ (Medium))

MT2g. Not running out of food before the month's end

Food security was assessed by asking whether participants ran out of food before the end of the month. The proportion of adults who responded “No” to running out of food before the end of the month increased 56.4% ($n = 600$) to 60.9% ($n = 647$), with a slight increase in the proportion who answered “always”. The overall change was not statistically significant from pre- to post-test (Figure 3.8).

Figure 3.8. Do you run out of food before the end of the month?

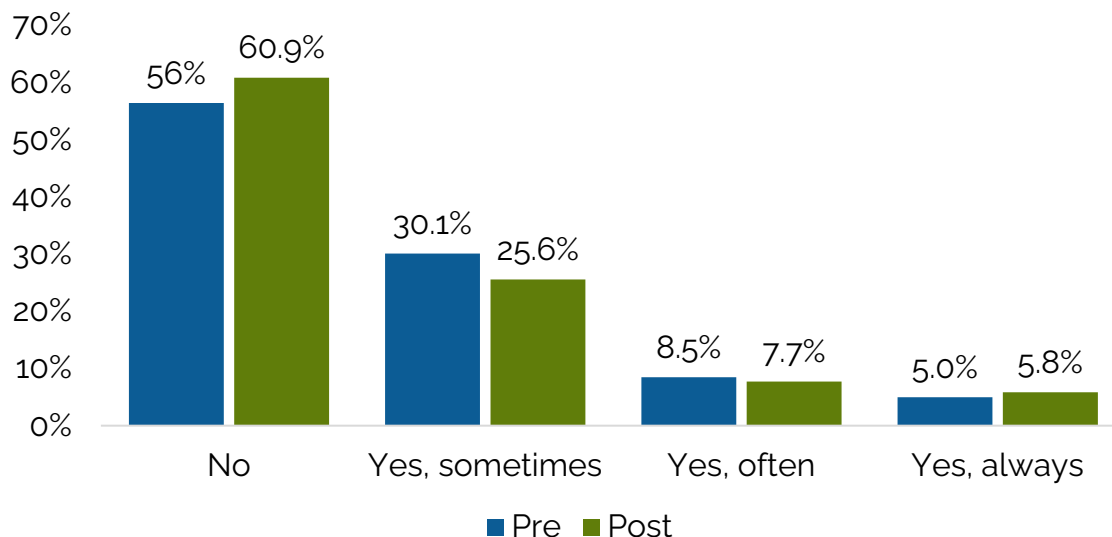


Figure 3.8 Note: Wilcoxon signed-rank test ($n = 1063$, $z = 1.53$, $p = 0.12$)

MT2h. Compare prices before buying food

There was a significant increase in the frequency of adults reporting that they compared prices before buying food (Figure 3.9). At pre-test, 62.7% (n = 524) of respondents often or always compared prices compared to 65.8% (n = 550) post-test.

Figure 3.9. How often do you compare prices before you buy food?

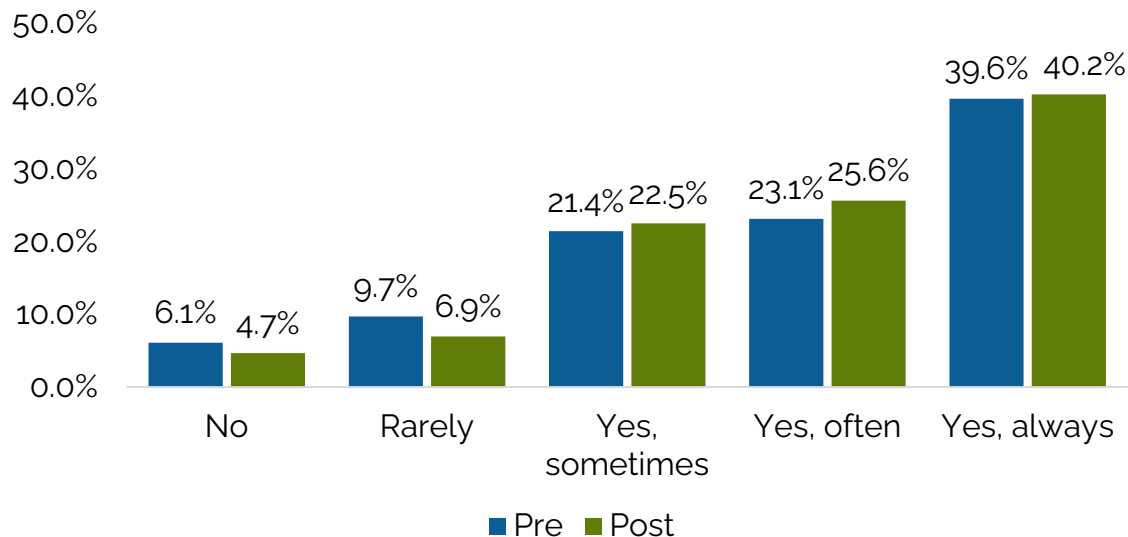


Figure 3.9 Note: Wilcoxon signed-rank test (n = 835, z = 2.19, p=0.03, r = 0.1 (small))

MT2j. Shop with a list

A significant increase was found in the frequency of adults reporting that they shopped with a list (Figure 3.10). At pre-test, 44.3% (n = 368) of respondents often or always shopped with a list which increased to 50.9% (n = 423) post-test.

Figure 3.10. How often do you use a grocery list when you go grocery shopping?

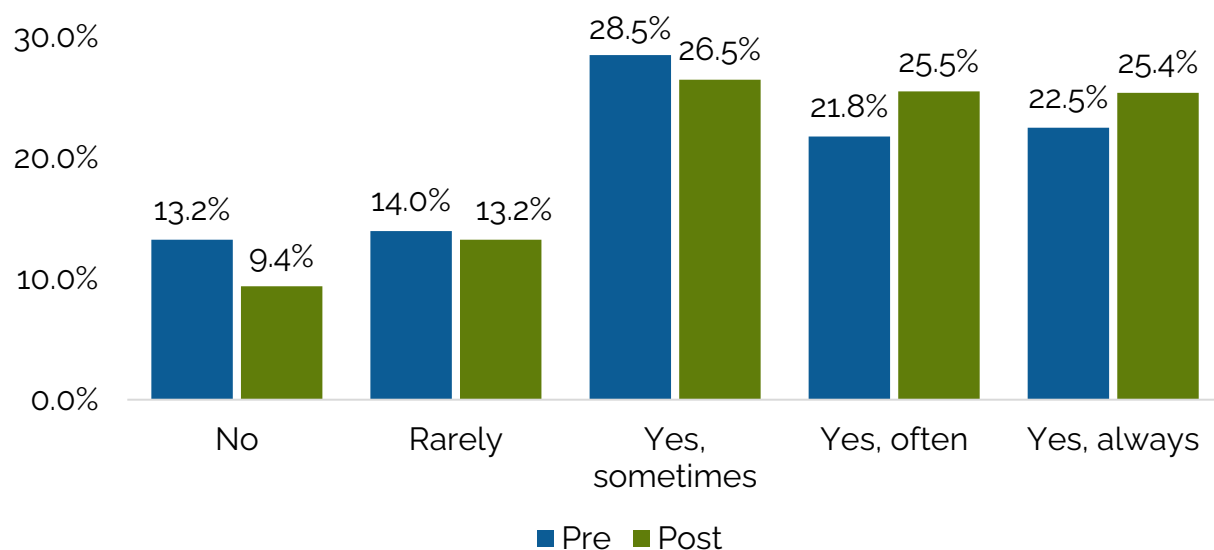


Figure 3.10 Note: Wilcoxon signed-rank test (n = 831, z = 4.52, p<0.001, r=0.15 (small))



IMPROVING HEALTH & BUILDING CONFIDENCE THROUGH PRODUCE PRESCRIPTIONS

Open Hand Atlanta partnered with Good Shepherd Clinic and the Georgia Department of Public Health to implement a 3-month Produce Prescription (PRx) program in Morrow, GA. The program supported patients at risk of or living with chronic disease and food insecurity by providing home-delivered produce and nutrition education.

Participants attended six weeks of hands-on cooking and nutrition classes, followed by two monthly reunions, while receiving fresh produce for three months. Twelve patients referred by their clinicians joined the program. Many had chronic conditions like high blood pressure or diabetes and were not accustomed to preparing balanced meals or reading food labels.

The program achieved an 83% retention rate and showed significant improvement in healthy behaviors. Participants increased their daily fruit and vegetable intake by 15%, averaging 2 cups of vegetables per day, compared with less than 1 cup at the start of the program. They reported greater confidence in cooking healthy meals, reading labels, and discussing nutrition with loved ones. Biometric measures such as blood pressure and weight improved, and participants felt more energetic and received positive feedback from their doctors.

Beyond health improvements, the group built a strong sense of community and accountability. The PRx program not only helped participants make lasting changes in their eating habits but also fostered connections that support long-term wellness.

”

“It was a great program. I learned to eat more fruit and vegetables and my A1C is down to 5.6%. I am now trying more different kinds of food.” – PRx Participant.



Race and Ethnicity Data Disaggregation

Data were analyzed to assess improvements in healthy behaviors within racial and ethnic categories. Indicators in Table 4.1 with statistically significant change from pre- to post-test are marked with a checkmark (✓). Most of the indicators showed small effect sizes, with MT2b showing a medium effect size across all race and ethnicity categories analyzed.

Table 4.1. Direct Education Statistically Significant Improvements in Outcomes by Race/Ethnicity

SNAP-Ed Indicator	All adults	Black or African American Adults	White adults	Hispanic or Latino adults
MT1c. Eat more than one kind of fruit	✓	✓	✓	
MT1d. Eat more than one kind of vegetable	✓	✓	✓	✓
MT1h (a). Drink fewer fruit punch, sports drinks	✓	✓		✓
MT1h (b). Drink less soda	✓	✓		
MT1l. Cups of fruit consumed per day	✓	✓	✓	
MT1m. Cups of vegetables consumed per day	✓	✓	✓	✓
MT2b. Read nutrition facts labels or nutrition ingredients lists	✓	✓	✓	✓
MT2g. Not run out of food before month's end				✓
MT2h. Compare prices before buying foods	✓			
MT2j. Shop with a list	✓	✓	✓	✓

Policy, Systems, and Environmental (PSE) Changes

Georgia SNAP-Ed implementing agencies implement PSE change interventions in collaboration with local organizations and community groups. These interventions improve community health by increasing access to healthy food, promoting healthy dietary choices, and expanding opportunities for physical activity.

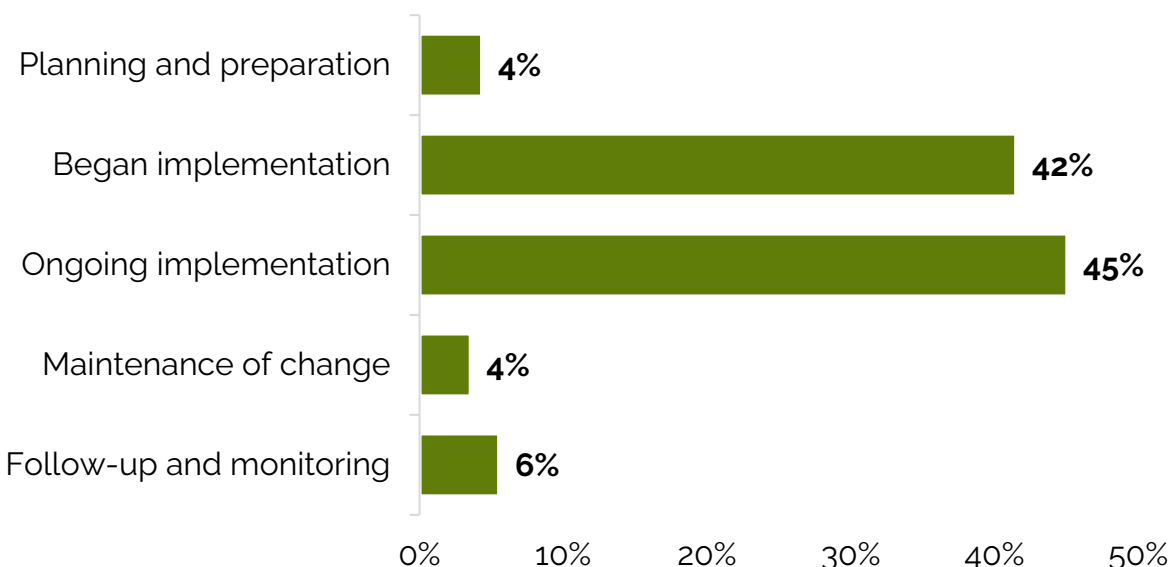
Policy changes involve the creation or enhancement of written health-related rules, regulations, ordinances, and procedures intended to influence and guide individual behaviors.

Systems changes can be defined as modifications to how business is conducted across a network of agencies, organizations, or institutions, rather than through written policy.

Environmental changes are direct modifications to the physical, economic, or social environment to improve behaviors.

The implementation of PSE interventions begins with an agreement between implementing agencies and sites of implementation and ends with change monitoring of follow-up. Figure 5.1 shows the number of PSE interventions at each stage of implementation. In FFY2025, there were 253 PSE activities at various stages of implementation, 45% of which were in the ongoing implementation stage, while 42% were in the change maintenance stage.

Figure 5.1. Percentage of PSE Activities at Each Stage of Implementation (n = 253)



A total of 625 PSE changes were adopted from the 242 PSE interventions across 227 sites. These changes were adopted in 47 counties, reaching more than 82,000 Georgians at SNAP-eligible sites in all 14 congressional districts. Of the total number of PSE changes, 420 (67%) were nutrition-related, 179(29%) were physical activity-related and the remaining 26(4%) were related to both nutrition and physical activity.

PLANTING THE SEED OF CHANGE AT WAVERLY TERRACE HEAD START

Quality Care for Children partnered with Enrichment Services Program and eight Head Start centers in Columbus, GA, to bring SNAP-Ed's Farm to Early Care and Education (Farm to ECE) program to life.

At Waverly Terrace Child Development Center, children care for vegetables in raised garden beds on their playgrounds, growing foods like zucchini, tomatoes, peppers, lettuce, kale, and herbs. In the classroom, children learn about local foods through Georgia's Early Care and Education Harvest of the Month program. Educators implement curriculum activities throughout the month, which combine nutrition education with fine motor skill development, science, literacy, and more. Seeing the positive impact on children, Center Director Brittany Smith teamed up with local food hub The Food Mill to host a mobile food market for families and the community. The market accepts SNAP EBT and offers discounts on fresh produce.

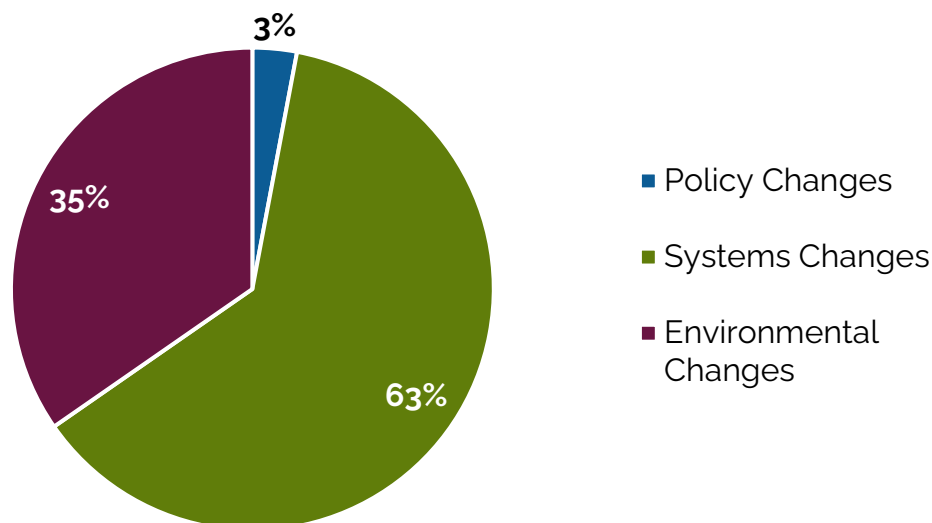
To support program sustainability, the center implemented a Farm to ECE policy to ensure children experience regular opportunities to work in the garden, participate in nutrition education, and that staff complete on-going professional development in nutrition.



PSE Changes by Type of Approach

Shown in Figure 5.2, the majority (63%) of PSE changes were systems changes, followed by environmental changes (35%), with the remainder being policy changes (3%). Of all the reported PSE changes, 75% were newly adopted changes, while 35% were changes maintained from previous years of implementation.

Figure 5.2. PSE Changes by Type of Approach (n = 625)



Policy Changes

All 16 policy changes were nutrition-related and were implemented at early care and education facilities; 8 were related to edible gardens and 8 were policies around increasing or improving nutrition education or cooking activities (Table 5.1).

Table 5.1. Nutrition activity-related policy changes (MT5b)

Policy Change Description	Frequency
Policy related to edible gardens	8
Policy for increasing or improving nutrition education or cooking activities	8

Systems Changes

A total of 391 system changes were implemented by the IAs, with 259 changes related to nutrition, 106 changes related to physical activity, and 26 changes related to both nutrition and physical activity.

The most frequent nutrition-related system changes were the creation and use of menus or recipes to improve diet quality and variety (n = 35), followed by system changes that provide opportunities for parents/students or community members to work in gardens (n = 29). Table 5.2 shows the 5 most frequent nutrition-related system changes.

Table 5.2. Nutrition-related systems changes (MT5c)

Systems Change Description	Frequency
Menus/recipes (variety, quality, etc.)	35
Opportunities for parents/students/community to work in the garden	29
Use of a clinical screening tool for food insecurity and/or a referral system to nutrition or healthy food access resources (e.g. direct education, food bag, resource list, produce prescription, etc.)	23
Farm-to-table/use of fresh or local produce	21
Mechanism for distributing produce to families or communities (e.g. gardens or farmers' markets)	21

As shown in Table 5.3, the most frequently implemented physical activity-related systems change was the provision of opportunities for unstructured physical activity time/free play (n= 56).

Table 5.3. Physical activity-related systems changes (MT6c)

Systems Change Description	Frequency
Opportunities for unstructured physical activity time/free play	56
Incorporation of physical activity into the school day or during classroom-based instruction (not recess/free play or PE)	20
Professional development opportunities on physical activity	19
Regular (e.g., annual) physical activity-related fundraisers (e.g. Walk-a-thon) or events	8
Quality of PE (physical education) (e.g. activities that increase time moving, evidence-based or standards-based PE, etc.)	1

Environmental Changes

A total of 218 environmental changes were reported, comprising 145 nutrition-related changes and 73 physical activity-related changes. The most frequently reported nutrition-focused environmental change was the use of point-of-decision prompts to encourage healthy eating behaviors (n = 51). The top five frequently reported nutrition and physical activity-related environmental changes are presented in Tables 5.4 and 5.5.

Table 5.4. Nutrition-related environmental changes (MT5d)

Environmental Change Description	Frequency
Ongoing, point-of-decision prompts to make a healthy eating behavior choice (could include signage, taste tests, and other interactive displays)	51
Initiation, improvement, expansion, reinvigoration or maintenance of edible gardens	41
Use of the garden for nutrition education	31
On-site garden produce for meals/snacks provided on-site	7
Healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)	6

Table 5.5. Physical activity-related environmental changes (MT6d)

Environmental Changes Description	Frequency
Opportunities for structured physical activity	35
Physical activity facilities, equipment, structure or outdoor space	20
Opportunity for physical activity during recess	11
Playground markings/stencils to encourage physical activity	3
Ongoing, point-of-decision prompts to make physical activity choices (could include signage and other interactive educational displays to prompt physical activity such as walking, stairs, or bicycle paths)	2

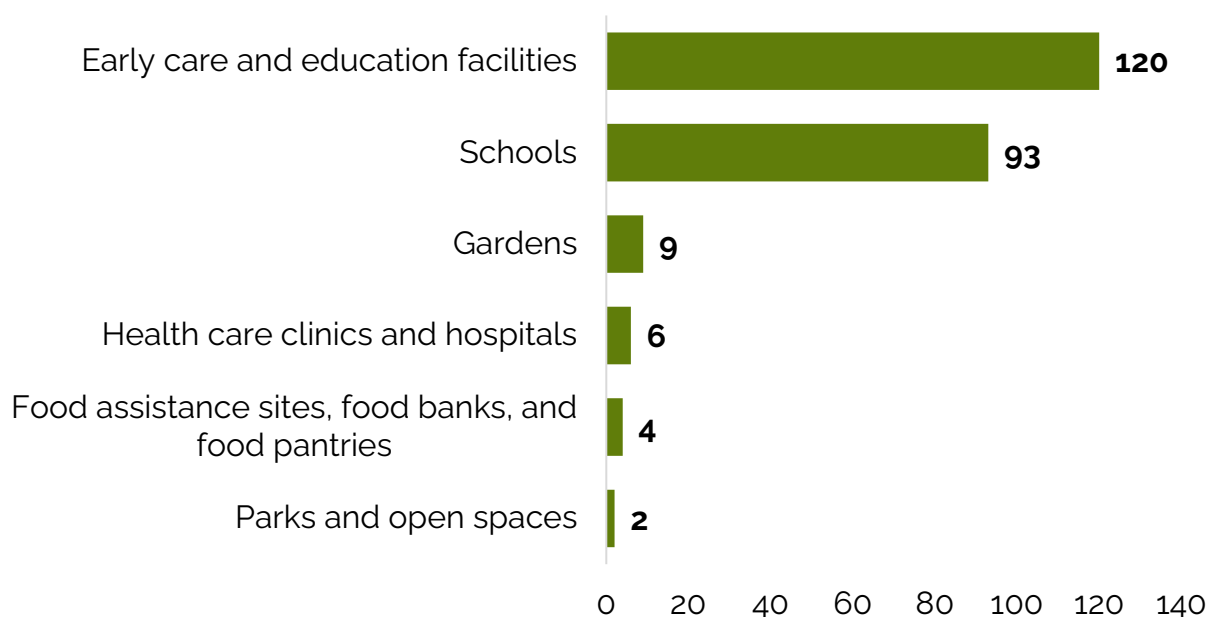
PSE Interventions by Setting

In FFY2025, PSE interventions were implemented across 11 unique settings where Georgians learn, live, play, and shop. The majority of Georgians encountered the interventions within the learn domain, including schools and early childhood education facilities (Table 5.6). No PSE interventions were reported in the eat or work domains. The total estimated reach of all PSE interventions was 82,068. The most frequent PSE settings are presented in Figure 5.3.

Table 5.6. PSE Reach by Domain (n = 82,068)

Domain	Reach n (%)
Learn	69,698
Play	3,599
Shop	7,822
Live	949

Figure 5.3. Top Settings with PSE Changes in Georgia, Number of PSE Interventions



PSE Implementation by Congressional District

PSE interventions were implemented across all of Georgia's 14 congressional districts, with the minimum and maximum number of interventions per district being 2 and 50, respectively. Table 5.7 shows the number of interventions and associated reach per district.

Table 5.7 PSE Interventions and Reach by Congressional District

Congressional District	Number of PSE Interventions n (%)	Estimated Reach n (%)
1	2 (1)	176 (<1)
2	21 (9)	2,486 (3)
3	7 (3)	2,454 (3)
4	35 (14)	9,233 (3)
5	50 (21)	7,242 (9)
6	13 (5)	7,228 (9)
7	5 (2)	5,374 (7)
8	14 (6)	2,589 (3)
9	2 (1)	998 (1)
10	18 (7)	10,239 (12)
11	3 (1)	2,234 (3)
12	14 (6)	6,945 (8)
13	50 (21)	22,540 (27)
14	8 (3)	2,330 (3)

Multi-component PSE Implementation

To ensure that SNAP-Ed interventions increase the likelihood of behavior change, PSE interventions are implemented alongside complementary activities or interventions. Multi-component PSE sites are sites where PSE interventions are implemented in addition to one or more complementary activities. Complementary activities include:

- Evidence-based education
- Marketing
- Parent/community involvement
- Staff training on continuous program and policy implementation

Of the sites with nutrition-related changes, 90% (n = 159) implemented at least one complementary activity, while 84% (n = 106) of sites with physical activity-related changes implemented multi-component PSE interventions. Tables 5.8 and 5.9 show the number of sites where each of the complementary activities was implemented.

Table 5.8 Frequency of Complementary Activities at Nutrition-Related (MT5) Sites (N= 176)

Complementary Activity	Number of MT5 sites, n (%)
Evidence-based education	153 (87)
Marketing	122 (69)
Parent/community involvement	152 (86)
Staff training on continuous program and policy implementation	141 (80)

Table 5.9 Frequency of Complementary Activities at Physical Activity-Related (MT6) Sites (N = 126)

Complementary Activity	Number of MT6 sites, n (%)
Evidence-based education	104 (83)
Marketing	99 (77)
Parent/community involvement	104 (83)
Staff training on continuous program and policy implementation	89 (71)

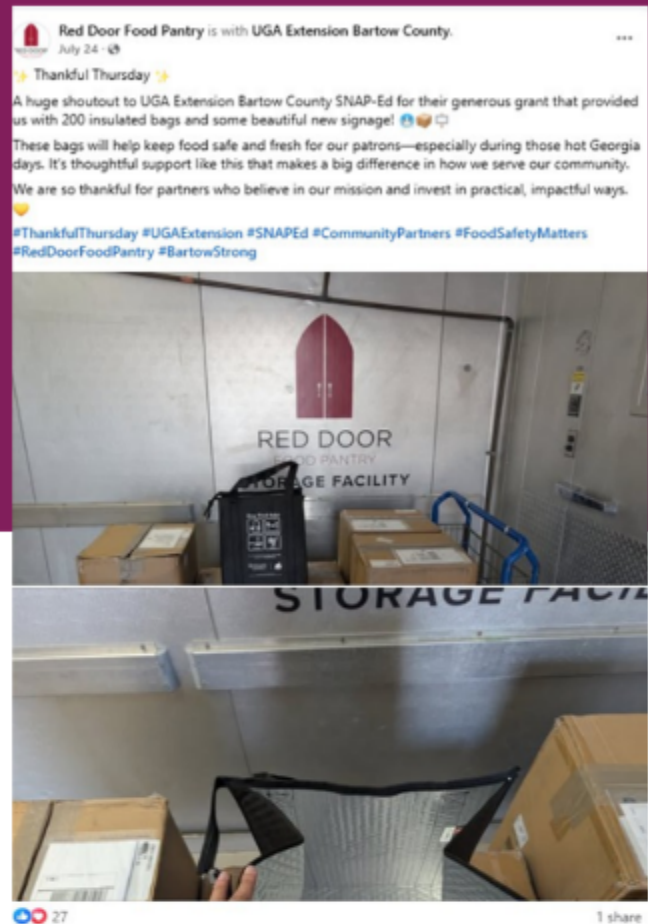
KEEPING PANTRY FOODS SAFE FROM SHELF TO HOME IN BARTOW COUNTY

UGA SNAP-Ed participated in the Georgia Hunger Study, the statewide assessment of charitable food systems. Insights from the study guided UGA SNAP-Ed and UGA Extension FACS Agents in creating sustainable food pantry interventions.

In Bartow County (10.1% poverty; 13.3% food insecurity), UGA SNAP-Ed worked with FACS Agent Angelica Davis and local partners, including the Cartersville Food Security Coalition, schools, libraries, and faith-based groups to improve access to healthy foods and nutrition education. The Red Door Food Pantry, where Angelica serves on the Executive Board, underwent major upgrades: new bylaws, leadership, and a move to a more accessible location. UGA Extension supported food safety improvements, strengthening operations and expanding the Pantry's impact.

A SNAP-Ed mini-grant provided insulated cooler bags, helping clients transport more food safely and incentivizing return visits. These efforts reduced barriers for long-distance pantry patrons and improved pantry engagement.

Through partnerships, nutrition education, and resources like SNAP-Ed recipes, UGA Extension and SNAP-Ed strengthened food distribution, safety, and sustainability in Bartow County, building capacity for long-term impact.



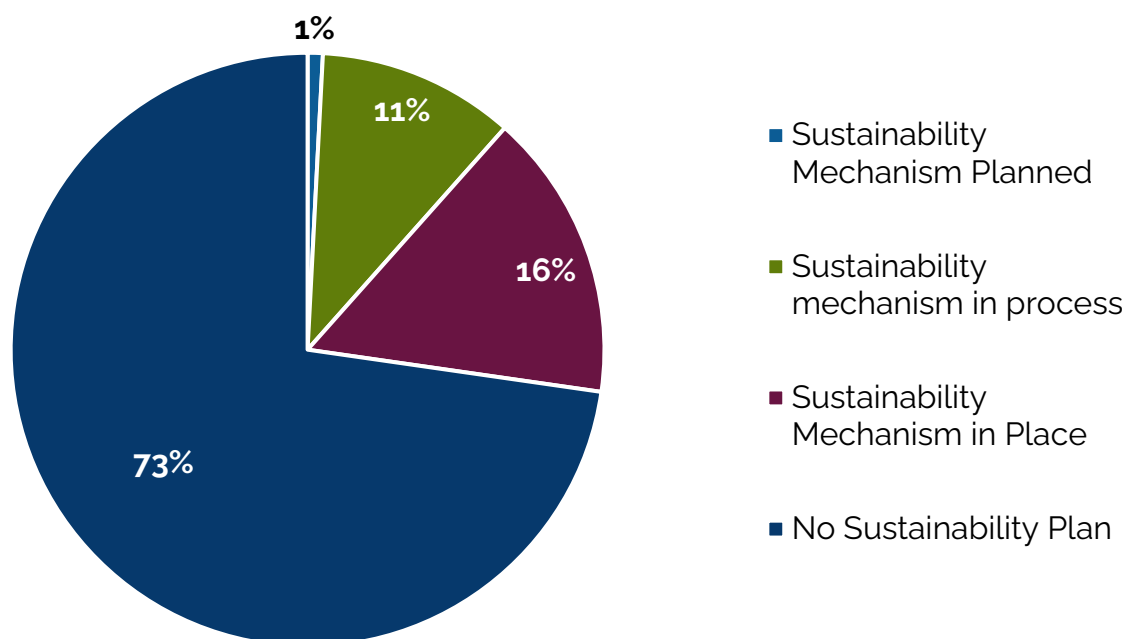
"I am so grateful for the time I have had with the Bartow County Extension SNAP-Ed program. Those ladies and the program are so informative and much needed in our community. From nutrition education and incentives, this program has helped the food pantry and our participants so much. We are so happy to have collaborated with this program." - Ashley Davis, Red Door Food Pantry Director

Sustainability of PSE Interventions

In August 2025, the Georgia Department of Human Services convened a statewide meeting in partnership with the Georgia Health Policy Center to introduce Sustainability Framework 2.0. The framework assesses organizations across eight domains: funding diversification, visionary leadership, active collaboration, effective communication, data utilization, practical alignment, contextual relevance, and strategic purpose. As part of the convening, each organization completed an organizational assessment designed to help identify strengths and areas for improvement. The framework is intended to support agencies in positioning their organizations to sustain valued programs in the absence of SNAP-Ed funding.

To ensure sustainable PSE changes, organizations institute site-level sustainability plans and mechanisms. Of the 242 PSE interventions with documented PSE changes, 16% (n = 38) had a sustainability mechanism fully in place, 11% (n = 26) were in process, and 72% (n = 66) had no sustainability plan (Figure 5.4). Sustainability mechanisms included identifying funding sources, securing stakeholder support, assuming responsibility by an organization outside SNAP-Ed, and implementing a reporting system.

Figure 5.4. Sustainability Plans of PSE Interventions with Changes in FFY 2025 (n = 275), Percentage of PSE Interventions



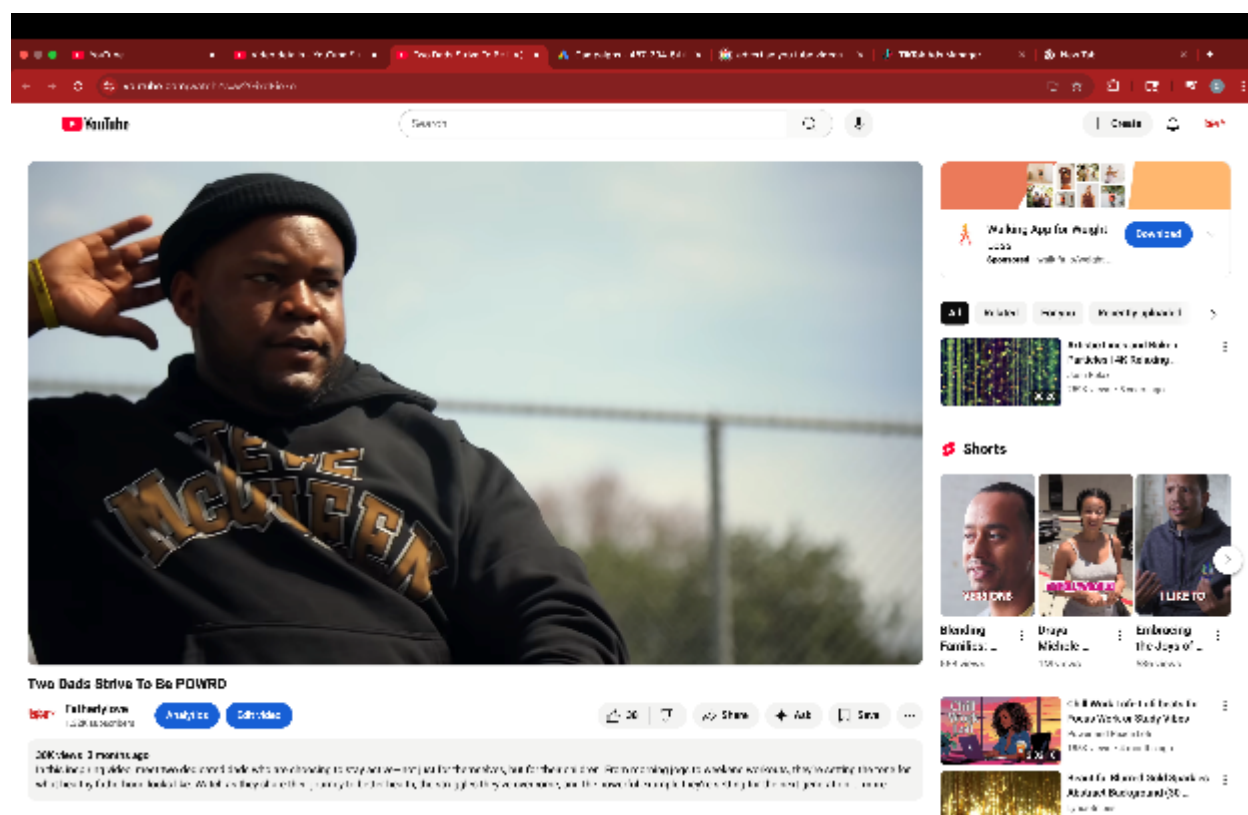
Social Marketing Campaigns

Social Marketing campaigns are multi-level strategies combining education and marketing, and other public health approaches to influence behavior changes using varying channels of communication to promote healthy and active living. In FFY 2025, Georgia SNAP-Ed implemented a total of 11 social marketing campaigns generating over **22 million** impressions. Implementing Agencies used a variety of

channels including web advertisements, social media, billboards, text messaging, websites, email updates, YouTube channels and site-level assets such as banners, posters and displays. Social marketing campaigns were designed using the key SNAP-Ed messages of fruit and vegetable consumption, healthy beverage consumption, and the promotion of physically active lifestyles.

The social marketing campaigns included:

- POWRD -- Promoting Optimal Wellness through Recreation and Diet
- Hydrate My State
- Sow Seeds for Wellness
- Be a Health Hero: Eat, Drink, Move
- WIC Eat Brighter
- Healthy Retail - Community Farmers Markets Promotional Campaign
- Drink Water Georgia Social Marketing
- Food Talk Social Marketing



Coalitions

In FFY 2025, Georgia IAs led or engaged across four coalitions with a focus on food access, health, and improved nutrition. There were three local-level and one statewide coalition. Coalition members represented between 5 and 9 sectors of influence, with a median membership of 15. The sectors of influence represented include Agriculture, Commercial marketing, public health, healthcare, government, social services, community members, food industry, community design and education. Coalition sizes ranged from 14 to 47 members. The following are the coalitions IAs engaged with to champion courses aimed at improving health and nutrition across the state:

1. Clayton County Collaborative
2. Food Policy Council
3. Live Well Twiggs/ Twiggs County Family connections
4. PEACH (Partners in ECE Advancing Child Health) Collaborative

Table 7.1 shows the coalition membership and the number of sectors represented

Table 7.1 Coalition Membership and Sectors of Influence

Coalition name	Membership	Number of sectors
Clayton County Collaborative	47	8
Food Policy Council	14	9
Live Well Twiggs/ Twiggs County Family connections	14	5
PEACH (Partners in ECE Advancing Child Health) Collaborative	16	5

Conclusions

During the FFY2025 reporting year, Georgia SNAP-Ed reached over 125,000 Georgians at eligible sites with direct education, PSE intervention and Social Marketing Campaigns. Direct education results showed significant improvement in healthy eating and food resource management behaviors among adult participants. PSE interventions provided improved opportunities for Georgians to live healthy and active lives. With 90% of nutrition PSE sites and 84% physical activity sites implementing at least one complementary activity, the program is well-positioned to influence behavior change among eligible Georgians. Additionally, SNAP-Ed activities were present in all of Georgia's 14 congressional districts indicating expansive reach of the program.

H.R.1 was enacted federal budget reconciliation law signed on July 4, 2025. This legislation eliminated funding for SNAP Education on September 30, 2025. States that had unobligated funding from federal fiscal year 2025 (October 1, 2024-September 30, 2025) could expend funds by September 30, 2026. Given this shift, agencies have pivoted to focuses on sustainability activities.

Recommendations

The impact of Georgia's SNAP-Ed and similar programs can be enhanced if the program has sustained funding include:

- Developing strategies to reach more adults and seniors with direct nutrition and physical activity education to impact behavior change across all age groups.
- Identifying barriers to the implementation of PSE interventions in the Shop, Eat and Work domains.
- Developing unified statewide social marketing campaigns to ensure standardized data collection, improved reach and facilitate statewide evaluation.
- Continuing to encourage inter-agency collaboration and knowledge sharing to support sustainability and collaboration under new funding and programs.
- Enhancing food resource management skills in nutrition education classes to improve household food security.

Given the funding elimination program, staff should focus on the following:

- Prioritizing the development and execution of sustainability plans to preserve and build upon the progress achieved, especially now that SNAP-Ed funding is ending.
- Leveraging the success, infrastructure, and partnerships that have been established through SNAP-Ed to attract new funding and collaborators so that nutrition education and PSE work can continue.
- Supporting community members in developing advocacy skills to advance nutrition-dense foods and support a built environment that encourages physical activity.
- Establishing a publicly available clearinghouse for SNAP Education de-identified data
- Draft one-pagers, graphics, peer-reviewed articles, conference presentations, community town halls, and reports telling the story of SNAP-Ed's program impact.

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