

# Georgia SNAP-Ed Outcome Evaluation Report



Federal Fiscal Year  
**2023**



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## Executive Summary

The Georgia Division of Family & Children Services in collaboration with four implementing agencies across Georgia – HealthMPowers, Open Hand Atlanta, the Georgia Department of Public Health, and the University of Georgia – conduct SNAP-Ed programs each year. The goal of SNAP-Ed is to improve the likelihood that those eligible for SNAP, or the Supplemental Nutrition Assistance Program, 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. In Federal Fiscal Year (FFY) 2023, nutrition education classes, social marketing campaigns and policy, systems and environmental (PSE) changes were conducted with communities to improve the health of low-income Georgians.

Combined results of Georgia's FFY2023 evaluation of its adult direct education classes indicated that Georgia's SNAP-Ed programming was associated with positive improvements in adults' self-reported healthy eating and food resource management behaviors. Adults showed significant improvements across the following healthy eating and food resource management behaviors:

- Ate more than one kind of fruit (MT1c)
- Ate more than one kind of vegetable (MT1d)
- Drinking fewer sugar-sweetened beverages (both for fruit drinks, sport drinks or punch and soda) (MT1h)
- Cups of fruit consumed per day<sup>1</sup> (MT1l)
- Cups of vegetables consumed per day<sup>1</sup> (MT1m)
- Reading nutrition facts labels or nutrition ingredients lists (MT2b)
- Not running out of food before the month's end (MT2g)
- Comparing prices before buying foods<sup>1</sup> (MT2h)
- Shopping with a list (MT2j)

For the past five years (2019-2023), direct nutrition education participants in Georgia have shown consistent, significant improvements across several indicators – MT1c, MT1d, MT1h, MT2b, MT2h.

In addition to direct education, the implementing agencies reported that a total of 279 policy, systems, and environmental changes – 153 nutrition changes, 109 physical activity changes, and 17 combined nutrition and physical activity changes – were implemented at 187 sites across Georgia to promote healthy eating and active living. Long-term PSEs were also implemented as multi-component and/or multi-level interventions (LT5a/LT6a), with 100% multi-component implementation for nutrition PSEs (n=100) and 98% for physical activity PSEs (n=98).

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<sup>1</sup>Some health behaviors had significant improvements but had negligible effect sizes. This means that the difference was so small, that it may not have practical implications in the real world.

## Background

SNAP, or the Supplemental Nutrition Assistance Program, provides food benefits to millions of Americans each year to support individuals and families “to afford nutritious food essential to health and well-being.” The nutrition education program of SNAP, or SNAP Education (SNAP-Ed), uses evidence-based, public health strategies to promote healthy eating and physical activity among SNAP-eligible families. (USDA SNAP-Ed Connection, 2023).

Georgia's SNAP-Ed program is administered by the Georgia Division of Family and Children Services (DFCS) and aims to improve the health of low-income Georgians by providing nutrition education, social marketing campaigns, and increasing access to healthy eating and active living through healthy nutrition and physical supports known as policy, systems, and environmental (PSE) changes.

In FFY2023, Georgia DFCS supported four implementing agencies (IAs) – HealthMPowers, Open Hand Atlanta, the Georgia Department of Public Health, and the University of Georgia – to implement SNAP-Ed programming across the state. IAs facilitated direct nutrition education classes, implemented PSE changes and conducted social marketing campaigns to support Georgians where they live, work, play, learn, shop, and eat.

This evaluation assessed changes in self-reported dietary consumption of adults who participated in direct education activities and assessed the policy, systems, and environmental (PSE) changes implemented in FFY2023.

## Methods

### Participants and Procedure

All participants are SNAP-Ed eligible Georgians, or individuals that live at or below 185% of the federal poverty level.

### Direct Education

Direct nutrition education, which could be conducted in-person or in a live online format, is an evidence-based, behavior-focused nutrition education and physical activity intervention conducted in group settings and supports individual behavior change. Self-reported eating and food resource management behaviors of adults are measured through a comparison of pre- and post-test surveys, for both in-person and online programs. Focusing on 10 indicators from the SNAP-Ed Framework, results are aggregated across all IAs to determine if there are significant changes at the state level (Table 1).

**Table 1. SNAP-Ed Evaluation Framework Direct Education Indicators Assessed for FFY2023 Statewide Evaluation**

SNAP-Ed Indicator	Description
MT1c	Eating more than one kind of fruit throughout the day or week
MT1d	Eating more than one kind of vegetable throughout the day or week
MT1h (1)	Drinking fewer sugar-sweetened beverages (fruit drinks, sport drinks or punch)
MT1h (2)	Drinking fewer sugar-sweetened beverages (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

Survey data were only included in analysis when the question topic was covered in the class curriculum. Statistical analyses appropriate for paired data were conducted, which included Wilcoxon signed-rank and t-tests, to determine whether there was a significant change between pre- and post-surveys. When a significant difference was identified, a test of effect size was used to provide information on the magnitude of the change. A statistical significance criterion of p-value <0.05 was set for each test.

MT1 and MT2 indicators were also disaggregated by race/ethnicity to better understand disparities in race/ethnicity for SNAP-Ed performance. Race and ethnicity were recoded into one category to reflect how participants self-identify, which included: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, non-Hispanic, Latino or Hispanic, more than one race or prefer not to respond. If a participant indicates his/her ethnicity as Latino/Hispanic and does not indicate a race, they were categorized as Latino/Hispanic. If the participant indicated his/her ethnicity as non-Latino/Hispanic, they were recoded according to the race the participant self-identified.

### Policy, Systems, and Environmental (PSE) Changes

Medium- and long-term policy, systems and environmental changes were reported by each IA and summarized at the state-level. Descriptive statistics were analyzed for all reported PSEs that were in the implementation, maintenance, and/or follow-up and monitoring phase.

**Table 2. SNAP-Ed Evaluation Framework Indicators relevant to PSE work in Georgia**

SNAP-Ed Indicator	Description
MT5b/MT6b	Total number of policy changes
MT5c/MT6c	Total number of systems changes
MT5d/MT6d	Total number of environmental changes
MT5e/MT6e	Total number of promotional efforts for a PSE change
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: <ol style="list-style-type: none"> <li>1. Evidence-based education</li> <li>2. Marketing</li> <li>3. Parent/community involvement</li> <li>4. Staff training on continuous program and policy implementation</li> </ol>
LT5b/LT6b	Total number of components per site or organization, and types of components implemented during the period assessed

## Results

### Direct Education Demographics

The IAs in Georgia reported that there were 25,614 direct education participants in FFY2023 (Table 3).

**Table 3. Total Number of Direct Education Participants by Implementing Agency**

Implementing Agency	Number of total participants N (%)
Georgia Department of Public Health	174
HealthMPowers	16,947
Open Hand Atlanta	1,001
The University of Georgia College of Family and Consumer Sciences	7,492
<b>TOTAL</b>	<b>25,614</b>

A total of 1,265 adults responded to at least one pre- and post-survey question for Direct Education. Table 4 shows the reported race and ethnicity of FFY2023 Direct Education participants.

**Table 4. Direct Education Participants' Race/Ethnicity**

Race/Ethnicity	Participants with at least one pre-post survey question N (%)
American Indian or Alaska Native	2 (0.2%)
Asian	5 (0.4%)
Black or African American	618 (48.9%)
Native Hawaiian or Pacific Islander	4 (0.3%)
White, non-Hispanic	413 (32.6%)
Latino or Hispanic	133 (10.5%)
More than one race	13 (1.0%)
Preferred not to say or missing data	77 (6.1%)
<b>TOTAL</b>	<b>1,265 (100%)</b>

### Direct Education

Results showed statistically significant increases among adult participants for all measured *SNAP-Ed Evaluation Framework* indicators:

- Ate more than one kind of fruit (MT1c)
- Ate more than one kind of vegetable (MT1d)
- Drinking fewer sugar-sweetened beverages (both for fruit drinks, sport drinks or punch and soda) (MT1h)
- Cups of fruit consumed per day (MT1l)
- Cups of vegetables consumed per day (MT1m)
- Reading nutrition facts labels or nutrition ingredients lists (MT2b)
- Not running out of food before the month's end (MT2g)
- Comparing prices before buying foods (MT2h)
- Shopping with a list (MT2j)

### MT1c. Ate more than one kind of fruit.

A significant increase was found for adults in the frequency of consuming more than one kind of fruit each day (Figure 1).

**Figure 1. Did you eat more than one kind of fruit each day?**

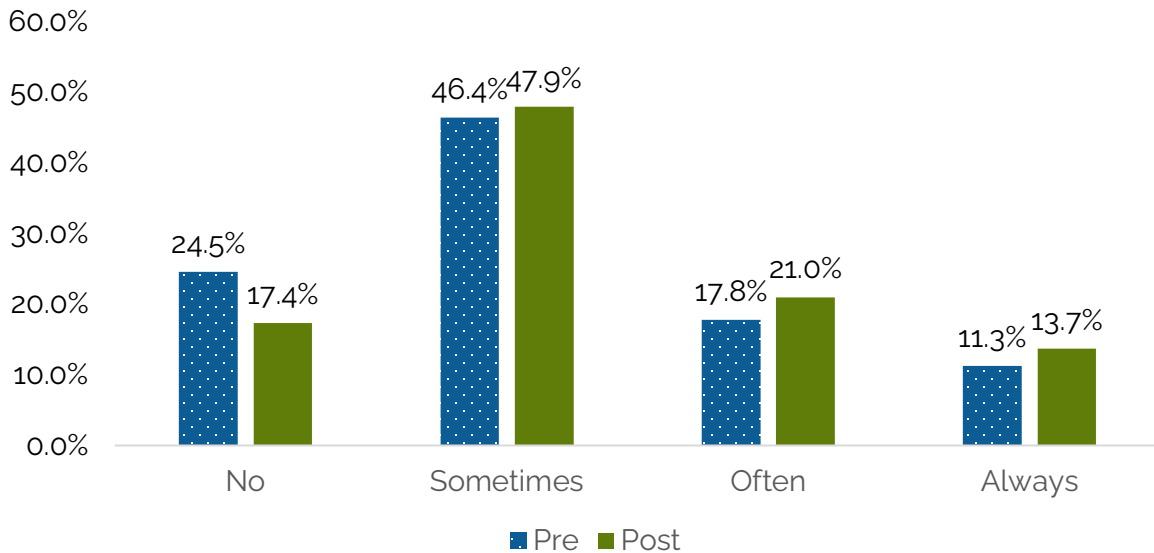


Figure 1: Wilcoxon signed-rank test ( $n = 1,239$ ,  $z = -5.51$ ,  $r=0.12$  (small),  $p < 0.001$ )

### MT1d. Ate more than one kind of vegetable

A significant increase was found for adults in the frequency of consuming more than one kind of vegetable each day (Figure 2).

**Figure 2. Did you eat more than one kind of vegetable each day?**

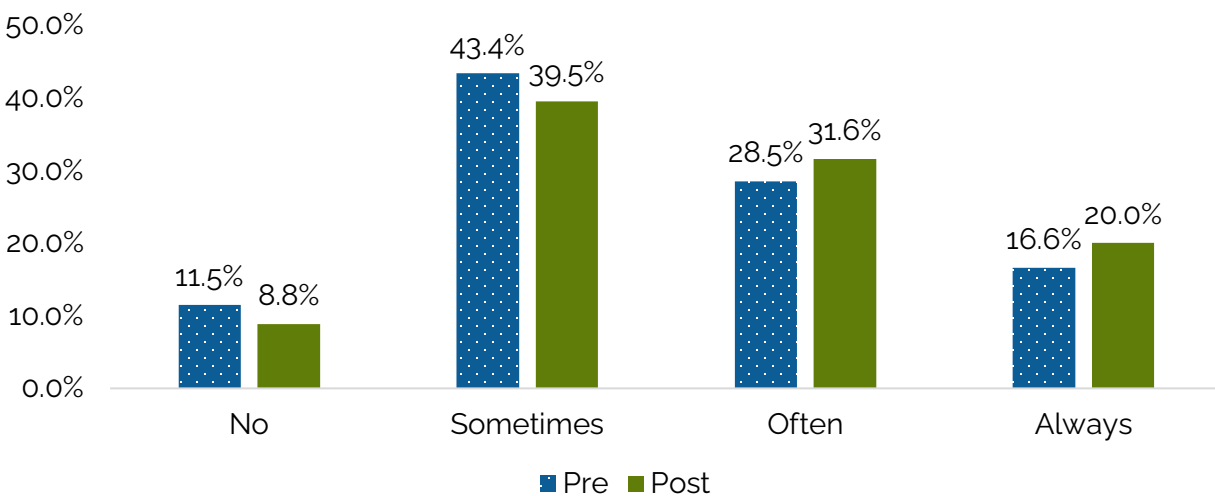


Figure 2: Wilcoxon signed-rank test ( $n = 1,234$ ,  $z = -4.75$ ,  $r=0.10$  (small),  $p < 0.001$ )

### MT1l. Cups of fruit consumed per day

There was a significant increase in the average number of cups of fruit participants reported consuming each day, with a mean of 0.99 cups pre-survey to 1.05 cups post-survey (Figure 3). However, the effect size of MT1l was negligible.

**Figure 3. Fruit: How much do you eat each day?**

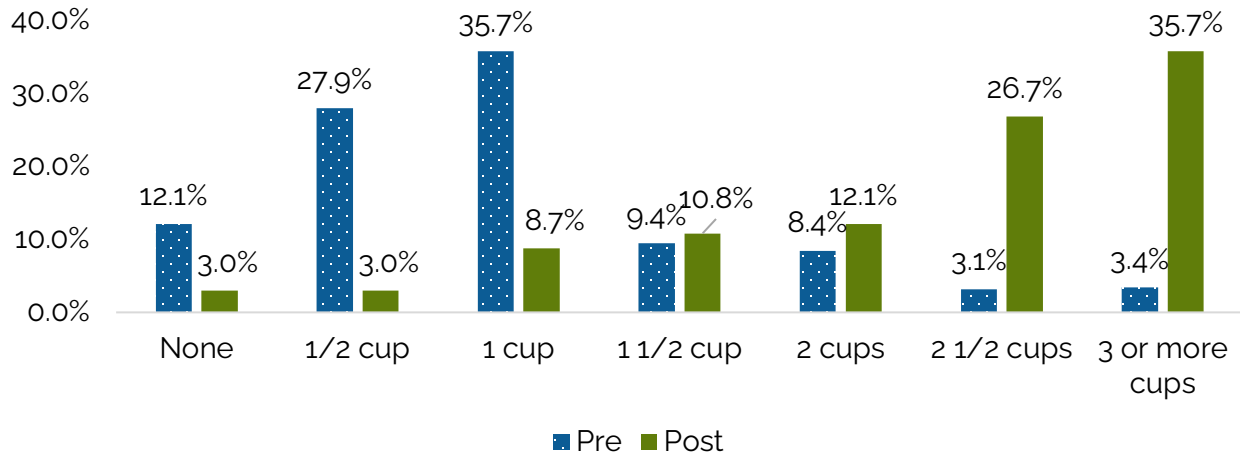


Figure 3: Paired-samples *t*-test,  $n=1,148$ ,  $p=0.001$ ; pre-test ( $M=0.99$ ,  $SD = 0.71$ ) post-test ( $M=1.05$ ,  $SD = 0.69$ ),  $r=0.09$  (negligible)

### MT1m. Cups of vegetables consumed per day

As shown in Figure 4, there was a significant increase in the number of cups of vegetables that adults reported consuming each day, with a mean of 1.25 cups pre-survey to 1.33 cups post-survey. However, the effect size of MT1 was negligible.

**Figure 4. Vegetables: How much do you eat each day?**

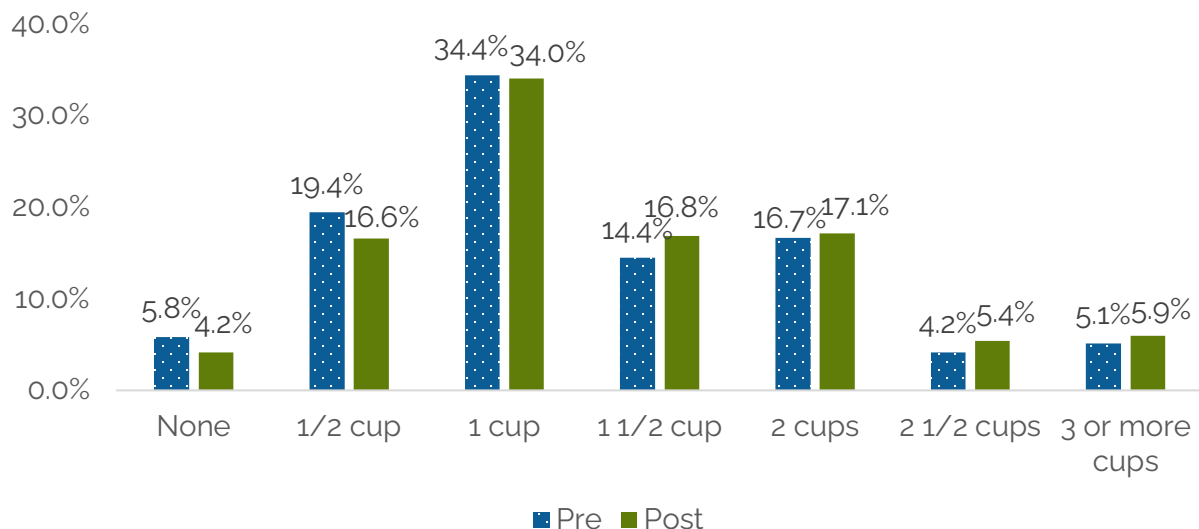


Figure 4: Paired-samples *t*-test,  $n=1,129$ ,  $p<0.001$ ; pre-test ( $M=1.25$ ,  $SD = 0.74$ ) post-test ( $M=1.33$ ,  $SD = 0.74$ ),  $r=0.11$  (negligible)

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

Participants were asked how often they drank fruit drinks, sports drinks, or punch. They were also asked how often they drink regular soda. Survey responses to both questions showed a decrease in the frequency of consumption of fruit drinks, sports drinks, or punch, and regular soda. (Figures 5 and 6).

**Figure 5. Do you drink fruit drinks, sport drinks or punch?**

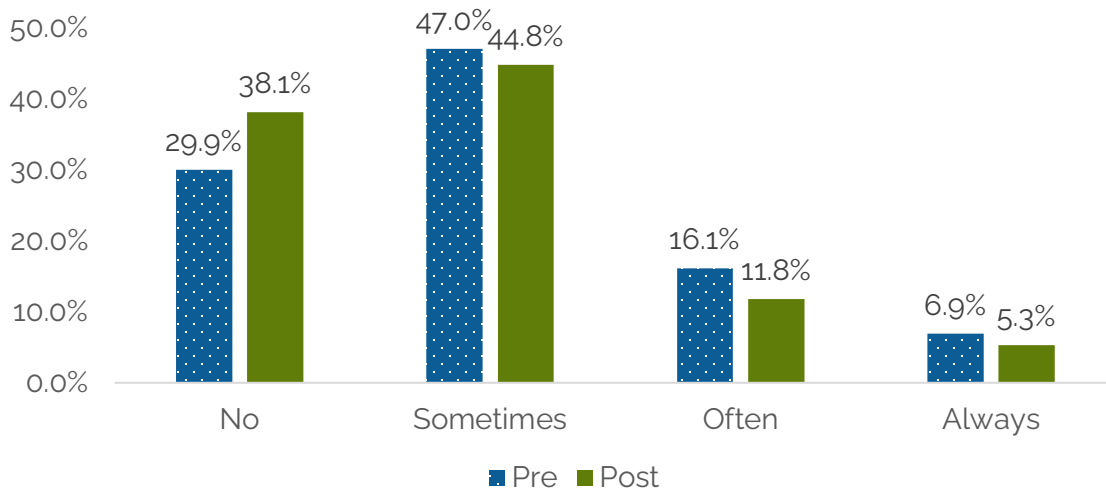


Figure 5: Wilcoxon signed-rank test ( $n = 855$ ,  $z = -5.54$ ,  $r=0.13$  (small),  $p < 0.001$ )

**Figure 6. Do you drink regular soda?**

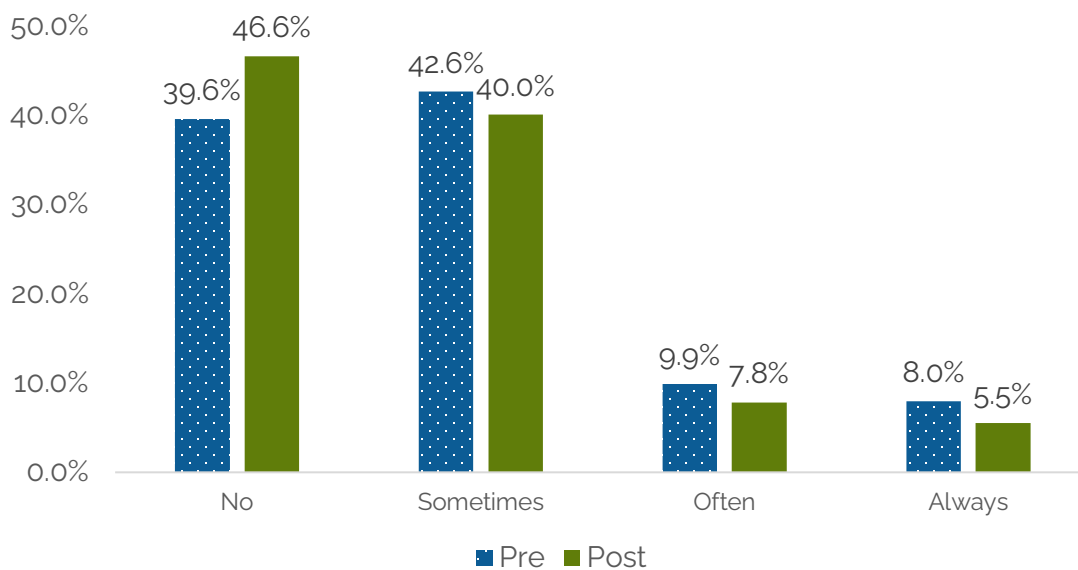


Figure 6.: Wilcoxon signed-rank test ( $n = 829$ ,  $z = -5.51$ ,  $r=0.14$  (small),  $p < 0.001$ )

### MT2b. Reading nutrition facts labels or nutrition ingredients lists

There was a significant increase in the frequency of adults reporting that they read the nutrition labels when shopping for food (Figure 7).

**Figure 7. How often do you use the "nutrition facts" on food labels?**

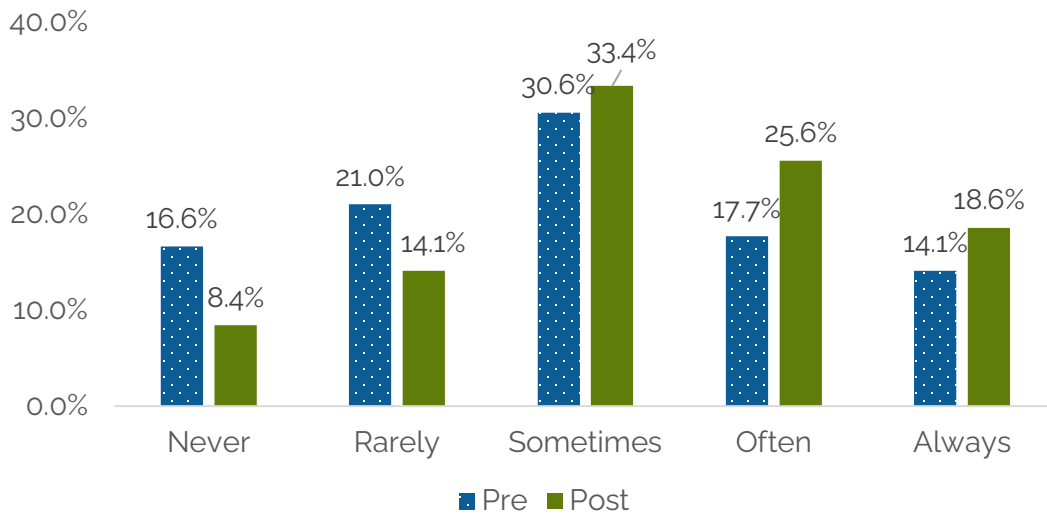


Figure 7: Wilcoxon signed-rank test ( $n = 1,160$ ,  $z = -10.67$ ,  $r=0.22$  (small),  $p < 0.001$ )

### 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. Results indicated a significant decrease in adults reporting that they ran out of food before the end of the month (Figure 8).

**Figure 8. Do you run out of food before the end of the month?**

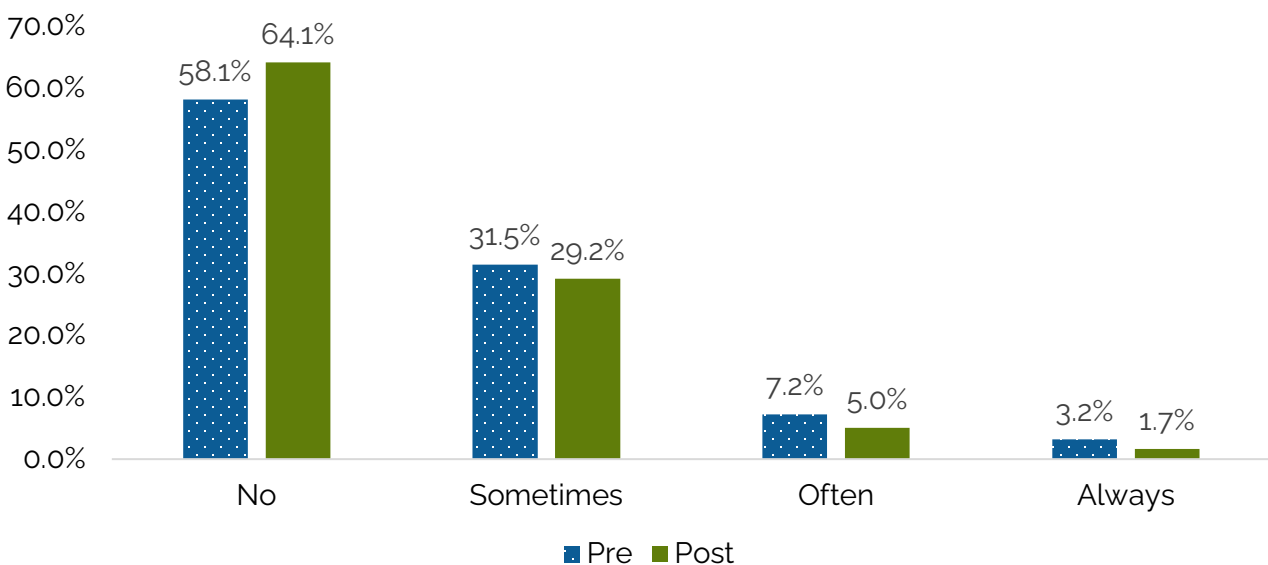


Figure 8: Wilcoxon signed-rank test ( $n = 1,134$ ,  $z = -5.6$ ,  $r=0.12$  (small),  $p < 0.001$ )

### MT2h. Comparing prices before buying foods

A significant increase was found in the frequency of adults reporting that they compare prices before buying food (Figure 9). However, the effect size of MT2h was negligible.

**Figure 9. How often do you compare prices before you buy food?**

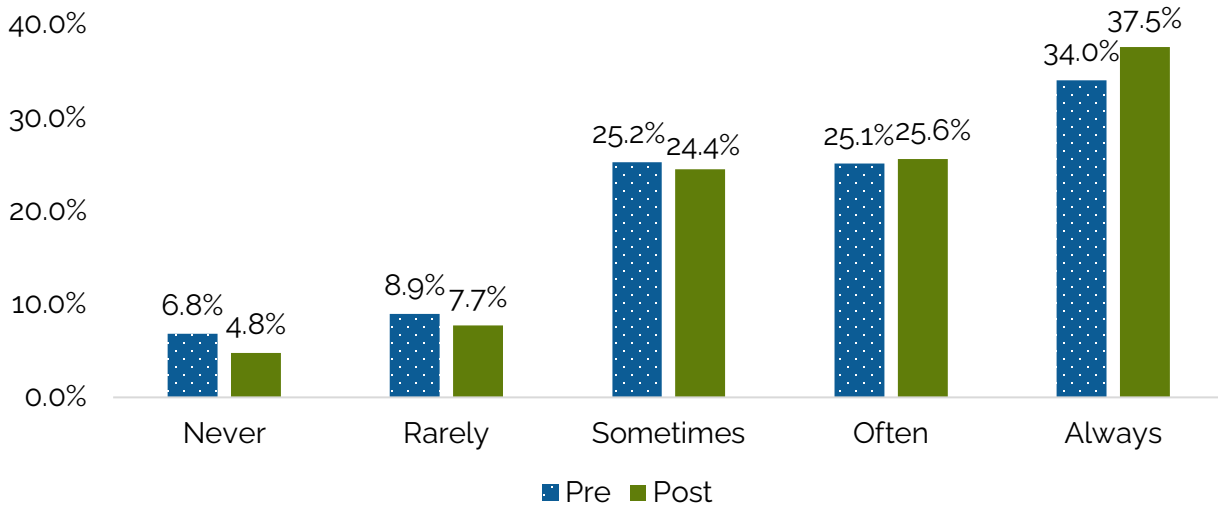


Figure 9: Wilcoxon signed-rank test ( $n = 818$ ,  $z = -3.2$ ,  $r = 0.08$  (negligible),  $p < 0.001$ )

### MT2j. Shopping with a list

A significant increase was found in the frequency of adults reporting that they shop with a list (Figure 10).

**Figure 10. How often do you use a grocery list when you go grocery shopping?**

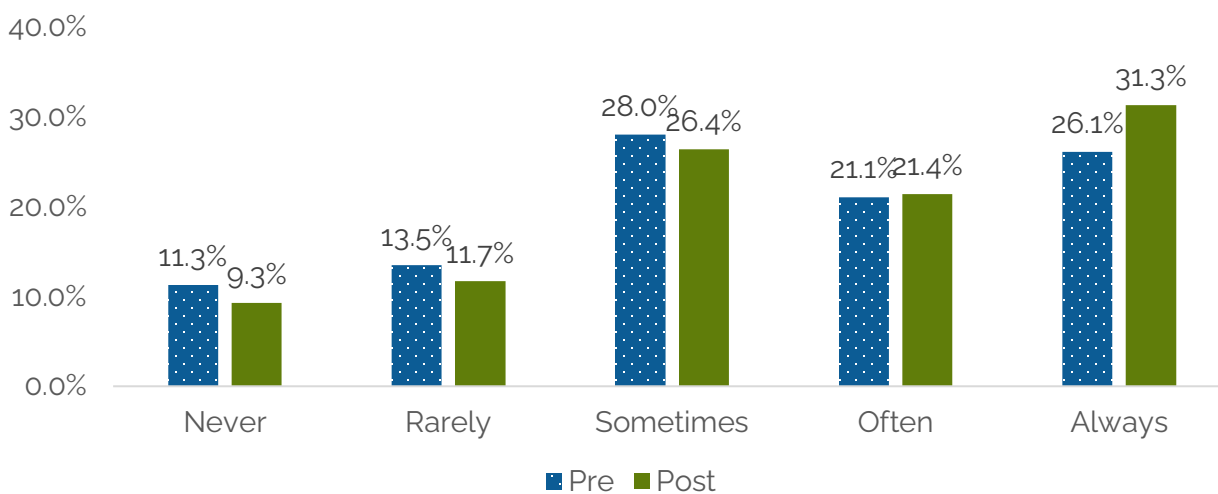


Figure 10: Wilcoxon signed-rank test ( $n = 831$ ,  $z = -4.67$ ,  $r = 0.11$  (small),  $p < 0.001$ )

## Race/Ethnicity Data Disaggregation

Table 5 presents statistically significant increases in outcomes for healthy eating (MT1) and food resource management behaviors (MT2) disaggregated by race and ethnicity. This analysis was conducted within each of the racial and ethnic groups and outcomes were not compared between groups. Indicators with a checkmark (✓) specify outcomes with significant increases in outcomes. Participants who identified as American Indian or Alaskan Native, Asian, Native Hawaiian or Pacific Islander, or more than one race were not included in the analysis because the sample sizes were not sufficient. Appendix I contains frequency tables for each indicator disaggregated by race/ethnicity.

**Table 5. Direct Education Statistically Significant Increases in Outcomes by Race/Ethnicity**

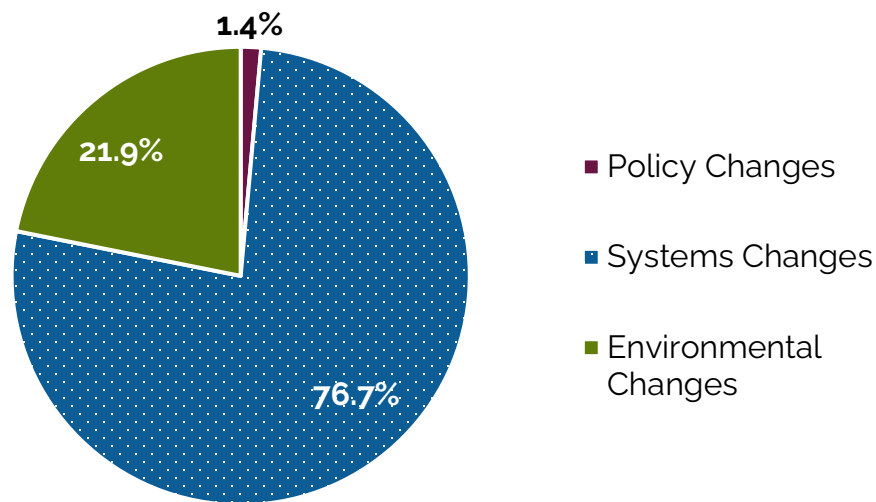
SNAP-Ed Indicator	All adults	Black or African American Adults	White adults	Hispanic or Latino adults
MT1c. Ate more than one kind of fruit	✓	✓*	✓	✓
MT1d. Ate more than one kind of vegetable	✓	✓*	✓	✓
MT1h (a). Drinking fewer fruit punch, sports drinks	✓	✓*	✓	✓
MT1h (b). Drinking less soda	✓	✓*	✓	✓
MT1l. 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	✓	✓*		✓

\*Results were significant, but had negligible effect sizes. This means that the difference is so small, that it may not have practical implications in the real world.

## Policy, Systems, and Environmental (PSE) Changes

Across Georgia, there were a total of 279 PSE changes reported for SNAP-Ed programs, with a combined reach of 69,750 SNAP-Ed eligible individuals. Of these changes, there were 4 (1.4%) policy changes, 214 (76.7%) systems changes, and 61 (21.9%) environmental changes (Figure 11).

**Figure 11: PSE Changes by Type of Approach: Policy, Systems, and Environmental**



### Policy Changes

In total, 4 policy changes were reported across the IAs, with all changes related to physical activity. All 4 policies took place in the school setting and were enacted to increase time spent doing physical activity (n=4).

**Table 6. Physical activity-related policy changes (MT6b)**

Policy Change Description	Frequency
Policy to increase time spent doing physical activity	4

### Systems Changes

In total, 214 systems changes were reported by the IAs, with 117 changes related to nutrition, 80 changes related to physical activity, and 17 changes related to both nutrition and physical activity.

The most common systems changes related to nutrition were professional development opportunities for nutrition (n=51), use of farm-to-table or local produce (n=10), and opportunities for parents, students or community members to work in the garden (n=9). Table 7 lists the top systems changes related to nutrition in Georgia.

**Table 7. Nutrition-related systems changes (MT5c)**

Systems Change Description	Frequency
Professional development opportunities on nutrition (e.g. nutrition standards, gardening, breastfeeding, etc.)	51
Farm-to-table/use of fresh or local produce	10
Opportunities for parents/students/community to work in the garden	9

Systems Change Description	Frequency
Food system transportation options (to increase food access opportunities)	7
Mechanism for distributing produce to families or communities (e.g. gardens, or farmer's markets)	6
Regular (e.g. annual) fundraisers or events involving healthy food or decreasing unhealthy food	6
Opportunities for parents/students/community to access fruits and vegetables from the garden	6

The most common physical activity-related systems changes involved incorporating physical activity into the school day (n=38) and opportunities for unstructured physical activity (n=15). Table 8 lists the top systems changes related to physical activity in Georgia.

**Table 8. Physical activity-related systems changes (MT6c)**

Systems Change Description	Frequency
Incorporation of physical activity into the school day or during classroom-based instruction (not recess/free play or PE)	38
Opportunities for unstructured physical activity time/free play	15
Professional development opportunities on physical activity	14
Quality of PE (physical education) (e.g. activities that increase time moving, evidence-based or standards-based PE, etc.)	4
Increased quantity (minutes) of physical education (PE)	4

### Environmental Changes

In total, 61 environmental changes were reported, with 36 changes related to nutrition and 25 changes related to physical activity.

The most common environmental changes related to nutrition were initiation or continued implementation of edible gardens (n=9), using gardens for nutrition education (n=5), and using digital platforms to improve access to healthy food (n=5). Table 9 lists the top environmental changes related to nutrition in Georgia.

**Table 9. Nutrition-related environmental changes (MT5d)**

Environmental Change Description	Frequency
Initiation, improvement, expansion, reinvigoration or maintenance of edible gardens	9
Use of the garden for nutrition education	6
Initiated or expanded the use of digital platforms (websites, social media, text messages, etc.) to improve convenience of/access to healthy food (i.e. by promoting food distribution site, retail, cafeteria, community garden, etc.)	5

Environmental Change Description	Frequency
Healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)	4
Ongoing, point-of-decision prompts to make a healthy eating behavior choice (could include signage, taste tests, and other interactive displays)	3
Appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections	3

The most common environmental changes related to physical activity reported were opportunities for structured physical activity (n=14), using physical activity facilities, structures or outdoor space (n=5) and improving the quality of structure physical activity (n=3). Table 10 lists the top five environmental changes related to physical activity in Georgia.

**Table 10. Physical activity-related environmental changes (MT6d)**

Environmental Changes Description	Frequency
Opportunities for structured physical activity	14
Physical activity facilities, equipment, structures, or outdoor space	5
Quality of structured physical activity (non-PE) (e.g. activities that increase time moving, evidence-based interventions, etc.)	3
Opportunities for physical activity during recess	1
Incorporated physical activity/reduced sitting during usual, on-going site activities and functions	1
Access to physical activity facilities for after-hours recreation or shared use	1

A complete list of all PSE changes across Georgia can be found in Appendix II for nutrition, Appendix III for physical activity, and Appendix IV for both nutrition and physical activity.

### Reach by Domain

The total estimated reach for all PSEs was 69,750. PSE changes took place in multiple settings where people learn, shop, play and live. Most of the PSE reach was reported in the learn setting, which includes schools, early childhood education facilities, and libraries, among others (93.6%, n= 65,320). No PSE changes occurred in the eat or work settings.

**Table 11. Reach by Domain**

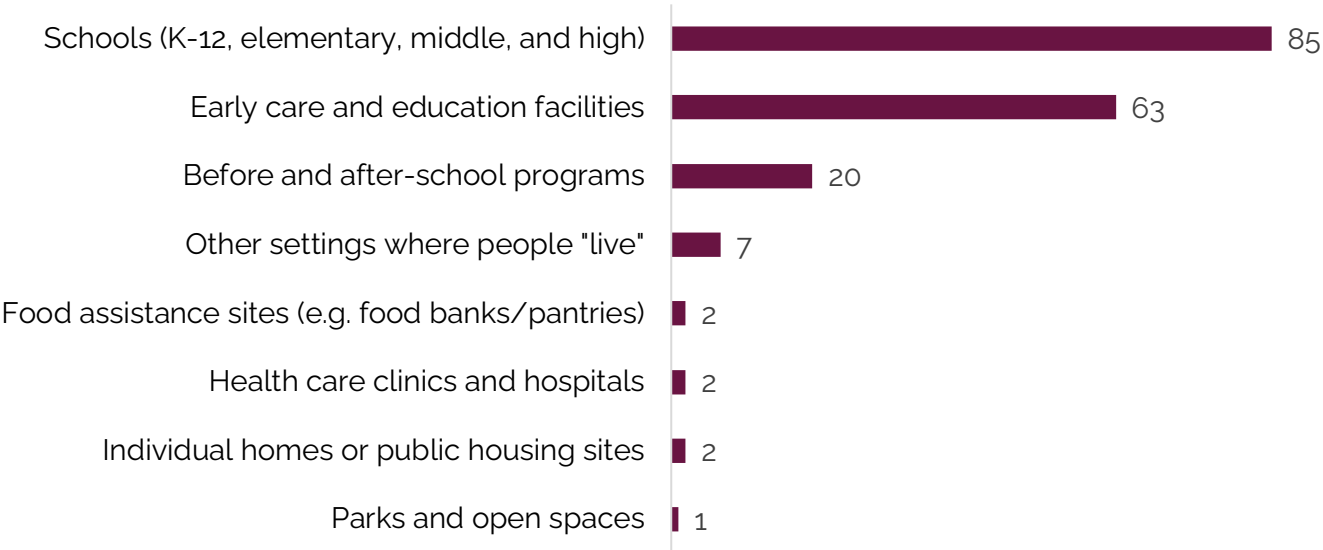
Domain	Reach	Percent
Learn (e.g. schools, early childhood education, libraries)	65,320	93.6%
Shop (e.g. food stores, farmers markets, food banks)	200	0.3%
Play (e.g. gardens, Youth Organizations, recreation centers)	1,104	1.6%

Live (e.g. public housing, shelters, places of worship)	3,126	4.5%
<b>Total Reach</b>	<b>69,750</b>	<b>100.0%</b>

**PSEs by Setting**

Georgia IAs reported the specific settings where PSE changes took place. The most-reported setting was school sites (K-12, elementary, middle, and high) (n=85) followed by early care and education facilities (n=63). Figure 12 shows the settings where PSE changes took place in Georgia.

**Figure 12. Types of Settings with PSE Changes in Georgia**



**Long-Term PSE Changes**

PSE changes were further assessed to see if they were implemented as multi-component and/or multi-level interventions (LT5a/LT6a). A total of 100 sites (n=102, 98%) reported at least one nutritional support (MT5) PSE change and one or more of the following components:

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

A total of 98 sites (n=100, 98%) reported at least one physical activity support (MT6) PSE change and one or more of the components listed above.

For MT5 PSE changes, IAs reported that their MT5 PSE changes most frequently were accompanied by all four other components (n=58; 58.0%) (Table 12).

**Table 12. Total number of components per site, for sites that implemented at least one MT5 PSE change (LT5b)**

Number of components	Number of Sites	Percent
One component	8	8.0%
Two components	5	5.0%
Three components	29	29.0%
Four components	58	58.0%

The most frequently reported component paired with MT5 PSE changes was marketing (n=97, 99.0%), followed by staff training on continuous program and policy implementation (n=87, 87.0%) (Table 13).

**Table 13. Number of sites implementing at least one MT5 PSE change and each type of specific additional component (LT5b)**

Specific Component	Number of Sites	Percent
Evidence-based education	84	84.0%
Marketing	99	99.0%
Parent/community involvement	67	67.0%
Staff training on continuous program and policy implementation	87	87.0%

For MT6 PSE changes, IAs reported three or four components paired with at least one PSE change (Table 14).

**Table 14. Total number of components per site, for sites that implemented at least one MT6 PSE change (LT6b)**

Number of components	Number of Sites	Percent
One component	0	0.0%
Two components	0	0.0%
Three components	45	45.9%
Four components	53	54.1%

The most frequently reported component paired with MT6 PSE changes was evidence-based education (n=98; 100.0%) and staff training (n=98, 100.0%) (Table 15).

**Table 15. Number of sites implementing at least one MT6 PSE and each type of specific additional component (LT6b)**

Specific Component	Number of Sites	Percent
Evidence-based education	98	100.0%
Marketing	97	99.0%

Specific Component	Number of Sites	Percent
Parent/community involvement	54	55.1%
Staff training on continuous program and policy implementation	98	100.0%

## Conclusions

Results of Georgia's Statewide FFY2023 evaluation indicate that Georgia's direct nutrition education programming was associated with positive improvements in adults' self-reported healthy eating and food resource management behaviors. Adults demonstrated improvement across the following healthy eating and food resource management behaviors:

- Ate more than one kind of fruit (MT1c)
- Ate more than one kind of vegetable (MT1d)
- Drinking fewer sugar-sweetened beverages (both for fruit drinks, sport drinks or punch and soda) (MT1h)
- Cups of fruit consumed per day\* (MT1l)
- Cups of vegetables consumed per day\* (MT1m)
- Reading nutrition facts labels or nutrition ingredients lists (MT2b)
- Not running out of food before the month's end (MT2g)
- Comparing prices before buying foods\* (MT2h)
- Shopping with a list (MT2j)

Some health behaviors (indicated by an asterisk above\*) had significant improvements, but had negligible effect sizes. This means that the difference was so small, that it may not have practical implications in the real world.

For the past five years, direct nutrition education participants in Georgia have shown consistent, significant improvements across several indicators – MT1c, MT1d, MT1h, MT2b, MT2h. Table 16 specifies indicators (✓) that have had a significant improvement by year.

**Table 16. MT1 and MT2 Indicators with Significant Improvements by Year**

SNAP-Ed Indicator	Description	2019	2020	2021	2022	2023
MT1c	Eating more than one kind of fruit throughout the day or week	✓	✓	✓	✓	✓
MT1d	Eating more than one kind of vegetable throughout the day or week	✓	✓	✓	✓	✓
MT1h	Drinking fewer sugar-sweetened beverages (fruit drinks, sport drinks or punch or 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	√		√	√	√

The data disaggregation for direct education data by race/ethnicity found that 10 indicators were significant for all respondents, 8 indicators were significant for Black/African American respondents, 7 indicators were significant for Hispanic or Latino respondents, and 7 indicators were significant for White respondents (Table 5). For Black/African American respondents, many of the indicators were significant with a negligible effect size. This means that the difference is so small, that it may not have practical implications in the real world.

In addition to direct education, implementing agencies reported that a total of 279 policy, systems, and environmental changes – 153 nutrition changes, 109 physical activity changes, and 17 combined nutrition and physical activity changes – were implemented at 187 sites across Georgia. The total estimated reach of the PSE interventions was 69,750, with 93.6% of the reach occurring within the learn domain. Similar to FFY2022, no PSE changes took place in the eat or work domains in FFY2023. Long-term PSEs were also implemented as multi-component and/or multi-level interventions (LT5a/LT6a), with 98% multi-component implementation for nutrition PSEs and 98% for physical activity PSEs.

## Recommendations

- Better understand all demographics of direct education participants, including age range, gender, geographic location and race/ethnicity.
- Increase the reach for PSEs in the work and eat domains, so PSEs can span across the five domains of learn, live, play, shop, work and eat.
- Encourage all IAs to implement long-term PSEs including evidence-based education, marketing, parent/community involvement and/or staff training on continuous program and policy implementation.
- Consider adding physical activity indicators to the common tool and/or add indicators to assess data for children and/or teens.

- Work with IAs to implement a common criterion as to which direct nutrition interventions will be included in the statewide evaluation (e.g. all 4-week sessions with adults, length of sessions, etc.).
- Use the PEARS data mart to keep track of direct education and PSE implementation throughout the year.
- Implement a statewide social marketing campaign that focuses on nutrition or physical activity and that is informed by community members to determine the best method for implementation and evaluation. Identify common evaluation indicators that can be reported out in the statewide annual report.

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# Appendix I

MT1c: Ate more than one kind of fruit									
	PRE				POST				p-value
	No	Yes, sometimes	Yes, often	Yes, always	No	Yes, sometimes	Yes, often	Yes, always	
Black or African American	129	283	119	70	92	296	135	78	0.003*
White	137	185	60	27	94	207	82	26	<0.001
Hispanic or Latino	11	64	22	34	3	51	21	56	<0.001

MT1d: Ate more than one kind of vegetable									
	PRE				POST				p-value
	No	Yes, sometimes	Yes, often	Yes, always	No	Yes, sometimes	Yes, often	Yes, always	
Black or African American	73	260	172	95	60	248	179	113	0.016*
White	50	173	126	57	41	157	151	57	0.04
Hispanic or Latino	7	54	34	36	0	42	32	57	<0.001

**MT1h: Drink fruit drinks, sports drinks, sweet tea or punch**

	PRE				POST				p-value
	No	Yes, sometimes	Yes, often	Yes, always	No	Yes, sometimes	Yes, often	Yes, always	
<b>Black or African American</b>	103	227	69	22	135	210	53	23	0.005*
<b>White</b>	76	98	42	22	97	89	32	20	0.007
<b>Hispanic or Latino</b>	53	45	17	9	59	57	8	0	<0.001

**MT1h. Drink soda**

	PRE				POST				p-value
	No	Yes, sometimes	Yes, often	Yes, always	No	Yes, sometimes	Yes, often	Yes, always	
<b>Black or African American</b>	163	203	28	15	186	184	27	12	0.029*
<b>White</b>	84	58	43	38	92	74	28	29	<0.001
<b>Hispanic or Latino</b>	46	66	7	6	71	49	2	3	<0.001

**MT2b. Use the "nutrition facts" on food labels**

	PRE					POST					p-value
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always	
<b>Black or African American</b>	81	120	162	99	84	39	93	176	128	110	<0.001
<b>White</b>	67	75	127	69	40	44	50	137	100	47	<0.001
<b>Hispanic or Latino</b>	28	32	35	13	21	6	9	41	40	33	<0.001

**MT2g. Run out of food before the end of the month**

	PRE				POST				p-value
	No	Yes, sometimes	Yes, often	Yes, always	No	Yes, sometimes	Yes, often	Yes, always	
<b>Black or African American</b>	325	158	35	19	340	161	28	8	0.003*
<b>White</b>	224	117	31	9	255	103	18	5	<0.001
<b>Hispanic or Latino</b>	68	48	8	3	80	40	5	2	0.06

**MT2h. Compare prices before you buy food**

	PRE					POST					p-value
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always	
<b>Black or African American</b>	29	43	94	106	157	20	38	97	96	178	0.02*
<b>White</b>	13	10	67	54	54	13	13	56	58	58	0.43
<b>Hispanic or Latino</b>	7	15	29	26	41	3	7	32	31	45	0.07

**MT2j. Use a grocery list when you go grocery shopping**

	PRE					POST					p-value
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always	
<b>Black or African American</b>	51	62	121	87	112	42	62	115	83	131	0.01*
<b>White</b>	18	20	60	54	50	21	14	53	54	60	0.12
<b>Hispanic or Latino</b>	14	21	34	19	32	7	16	34	20	43	<0.001



MT1l. Cups of fruit per day															
	PRE							POST							p-value
	None	1/2 cup	1 cup	1.5 cups	2 cups	2.5 cups	3+ cups	None	1/2 cup	1 cup	1.5 cups	2 cups	2.5 cups	3+ cups	
Black or African American	57	141	199	51	53	21	28	34	126	219	68	65	18	20	0.08*
White	61	133	122	37	19	3	6	55	132	110	43	31	8	2	0.05*
Hispanic or Latino	9	27	56	11	16	8	3	25	59	16	21	5	4	0	0.07

MT1m. Cups of vegetables per day															
	PRE							POST							p-value
	None	0.5 cups	1 cup	1.5 cups	2 cups	2.5 cups	3+ cups	None	0.5 cups	1 cup	1.5 cups	2 cups	2.5 cups	3+ cups	
Black or African American	25	91	182	77	100	24	34	19	78	188	88	98	28	34	0.19
White	23	84	125	58	60	11	16	22	82	121	61	63	15	13	0.62
Hispanic or Latino	8	27	56	13	15	6	5	2	11	47	26	24	11	9	<0.001

## Appendix II

### Nutrition PSE Changes

Change Type	Change Description	Frequency
Systems	Professional development opportunities on nutrition (e.g. nutrition standards, gardening, breastfeeding, etc.)	51
Systems	Farm-to-table/use of fresh or local produce	10
Systems	Opportunities for parents/students/community to work in the garden	9
Systems	Food system transportation options (to increase food access opportunities)	7
Systems	Mechanism for distributing produce to families or communities (e.g. gardens, or farmer's markets)	6
Systems	Regular (e.g. annual) fundraisers or events involving healthy food or decreasing unhealthy food	6
Systems	Opportunities for parents/students/community to access fruits and vegetables from the garden	6
Systems	Implementation of guidelines on use of food as rewards or during celebrations	5
Systems	Menus/recipes (variety, quality, etc.)	4
Systems	Child feeding practices (e.g. served family style, adults role model healthy behaviors, staff sit with children, children decide when they are full, etc.)	2
Systems	Implementation of guidelines for healthier snack options	2
Systems	Free water access, taste, quality, smell, or temperature	2
Systems	Partners adopt or improve use of a system to monitor implementation of food/beverage or wellness related policy	2
Systems	Healthy beverage options	1
Systems	Food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages	1
Systems	Collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations	1
Systems	Integrate culturally relevant, healthy, traditional foods at food service or distribution sites	1
Systems	Mechanism for distributing seedlings and/or other materials to families or communities for home gardening	1
Environmental	Initiation, improvement, expansion, reinvigoration or maintenance of edible gardens	9
Environmental	Use of the garden for nutrition education	6
Environmental	Initiated or expanded the use of digital platforms (websites, social media, text messages, etc.) to improve convenience of/access to healthy food (i.e. by promoting	5

	food distribution site, retail, cafeteria, community garden, etc.)	
Environmental	Healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.)	4
Environmental	Ongoing, point-of-decision prompts to make a healthy eating behavior choice (could include signage, taste tests, and other interactive displays)	3
Environmental	Appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections	3
Environmental	New food bank, food pantry, or emergency food distribution site	2
Environmental	Cafeteria/dining/serving areas or facilities	1
Environmental	Practice that encourages meal service staff to prompt healthy choices	1
Environmental	Onsite garden produce for meals/snacks provided onsite	1
Environmental	Appeal, layout or display of snack or competitive foods to encourage healthier selections	1

## Appendix III

### Physical Activity PSE Changes

Change Type	Change Description	Frequency
Policy	Policy to increase time spent doing physical activity	4
Systems	Incorporation of physical activity into the school day or during classroom-based instruction (not recess/free play or PE)	38
Systems	Opportunities for unstructured physical activity time/free play	15
Systems	Professional development opportunities on physical activity	14
Systems	Quality of PE (physical education) (e.g. activities that increase time moving, evidence-based or standards-based PE, etc.)	4
Systems	Increased quantity (minutes) of physical education (PE)	4
Systems	Restrictions on use of physical activity as punishment	3
Systems	Partners adopt or improve use of a system to monitor implementation of physical activity policies	2
Environmental	Opportunities for structured physical activity	14
Environmental	Physical activity facilities, equipment, structures, or outdoor space	5
Environmental	Quality of structured physical activity (non-PE) (e.g. activities that increase time moving, evidence-based interventions, etc.)	3
Environmental	Opportunities for physical activity during recess	1
Environmental	Incorporated physical activity/reduced sitting during usual, on-going site activities and functions	1
Environmental	Access to physical activity facilities for after-hours recreation or shared use	1

## Appendix IV

### Nutrition + Physical Activity PSE Changes

Change Type	Change Description	Frequency
Systems	Opportunities for parents or youth to participate in decision making through a wellness committee or other process	15
Systems	Physical activities to incorporate more culturally relevant practices	2

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