

# Aligning and Elevating University-Based Low-Income Nutrition Education through the Land-Grant University Cooperative Extension System



**National Report  
May 2014**

NATIONAL PROJECT REPORT

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**ALIGNING AND ELEVATING UNIVERSITY-BASED  
LOW-INCOME NUTRITION EDUCATION THROUGH  
THE LAND-GRANT UNIVERSITY COOPERATIVE EXTENSION  
SYSTEM**

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For

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National Institute of Food and Agriculture  
Institute of Food Safety and Nutrition

and

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## Executive Summary

The nation's Land-Grant University Cooperative Extension System (LGU-CES) is committed to ensuring that low-income populations have a safe, affordable, and healthy food supply. Two low-income nutrition education programs that are core to this commitment are the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program Education (SNAP-Ed), which are funded by United States Department of Agriculture's National Institute of Food and Agriculture (NIFA) and Food and Nutrition Services (FNS), respectively. Leadership from the CES Extension Committee on Organization and Policy (ECOP) requested the assistance of NIFA to facilitate improved alignment and visibility of EFNEP and SNAP-Ed within the LGU-CES, given the importance of both programs to their organizational mission and the health needs of the country's low-income populations.

NIFA's Institute of Food Safety and Nutrition issued a special project competitive award to develop recommendations for system-wide alignment of these programs by: 1) hosting a meeting with senior agency and organizational leadership in Washington DC; 2) conducting an environmental scan of EFNEP and SNAP-Ed coordinators; and 3) assembling a working group of LGU-CES experts to inform the recommendations. The University of California's Division of Agriculture and Natural Resources received the award and convened an expert working group with regional and programmatic diversity to participate in the national meeting and help develop the scan and recommendations. The meeting of federal officials and university representatives took place in Washington DC in April 2013. Shared visions and potential strategies for aligning program quality and effectiveness were discussed.

## Results

At the senior agency and organizational leadership meeting, LGU-CES representatives identified potential strategies for aligning program quality and effectiveness within five areas of focus: advocacy, communication, messaging, research, and evaluation. LGU-CES leaders noted that as program reach increased and effective outcomes were being recognized, nutrition education was changing participant behavior.

Sixty-five coordinators responded to the environmental scan for a 68% response rate. Scan results revealed that organizational and leadership structures varied. Results from the leadership meeting and scan indicated what is working well and what may be done to strengthen and improve EFNEP and SNAP-Ed at the university level and by Cooperative Extension, as a total system.

## Recommendations

Recommendations are given for university consideration and for national leadership. University level recommendations include strategies, discussion, and assessment topics that might be considered for each university, with other LGU-CES in the state, and with other agencies that implement nutrition education. National recommendations include actions that ECOP leadership and federal partners might take to strengthen low-income nutrition education programming.

Within each state's university and cooperative extension organization, internal stakeholders need a better understanding of the low-income nutrition education programs, including federal funders' and program leaderships' visions and priorities. Other key recommendations for extension directors/administrators, program coordinators, and program leaders are to:

- Ensure university/state office and local accountability for each program and for key positions, regardless of organizational structure.
- Increase synergy between EFNEP and SNAP-Ed within universities to help meet each program's operational needs and potential for impact.
- Work jointly with internal and external partners to coordinate reach, leverage resources, and distinguish between nutrition education enhancement and duplication to maximize the effectiveness of outreach and outcomes.
- Establish and/or strengthen a spirit of cooperation and positive competition to facilitate an affirmative delivery system environment and build sustainable partnerships.
- Transition partnerships from relationships existing solely between individuals to relationships among respective organizations to help sustain continuity between partners during times of organizational or community change.

Universities are encouraged to assess and align EFNEP and SNAP-Ed programming within their structure and with other implementing agencies that also deliver SNAP-Ed. The type and amount of integration will be specific to needs; the goal should be to maximize the respective contributions of partners within and outside the LGU-CES and to achieve the greatest benefit for the target population.

Regional and national efforts are underway to strengthen evaluation outcomes, impacts, and complementary research. A key priority is to have the ability to aggregate outcomes and impacts at state and national levels, such as the process EFNEP is using through WebNEERS.

Additional system-wide considerations for ECOP are to:

- Drive development of a system-wide advocacy plan for low-income nutrition education.
- Continue with regional and nation-wide evaluation and research committees.
- Develop a research plan for EFNEP and SNAP-Ed through leveraging non-federal funds.
- Explore the use of eXtension or another web-based system as a repository for LGU-CES nutrition programs.

Nationally, enhanced collaboration between NIFA and FNS to address EFNEP and SNAP-Ed has emerged over the past several years. The leadership meeting furthered the coordination and synergy between NIFA and FNS as they are now exploring joint activities. Suggestions for federal partners in conjunction with state/local and LGU-CES efforts to elevate low-income nutrition education include:

- Furthering relationships with ECOP to ensure the fulfillment of federal and university partners' visions.
- Facilitating improved federal, state, and local communications among all involved in administering and executing federal programs.
- Highlighting effective LGU-CES level programs.
- Exploring and improving coordination of data collection and outcome/impact reporting.
- Reviewing funding streams to support research that strengthens comprehensive low-income nutrition education.



# Aligning and Elevating University-Based Low-Income Nutrition Education through the Land-Grant University Cooperative Extension System

## Project Overview

Land-grant universities (LGUs) are committed to reaching low-income populations through their Cooperative Extension System (CES) programs. These institutions are part of a unique partnership throughout all 50 states, the District of Columbia, and US territories. Local CES offices are located in more than 3,000 counties or regional areas. The National Institute of Food and Agriculture (NIFA), as a federal agency, partners closely with the LGU-CES.

Through the CES and its long-established collaborative community networks, LGUs help individuals, families, and communities solve problems using science-based solutions. Healthy individuals and families, as well as a safe and affordable food supply are among the CES's strategic priorities. Two federal nutrition education programs that are considered core to the LGU-CES in reaching low-income populations are the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program - Education (SNAP-Ed), funded by the National Institute of Food and Agriculture (NIFA) and Food and Nutrition Services (FNS), respectively, through the United States Department of Agriculture.

EFNEP was implemented in 1969 and is a hallmark LGU-CES program among 1862 and 1890 institutions in all 50 states, the District of Columbia, and US territories. SNAP-Ed, which was initially referred to as the Family Nutrition Program or Food Stamp Nutrition Education, was implemented by LGUs in 1987, as they sought to expand their nutrition education reach and delivery to low-income populations. Currently SNAP-Ed is conducted by LGU-CES in 48 states. Implementers from other agencies and organizations also conduct SNAP-Ed.

In 2012, leadership from CES's governing committee, the Extension Committee on Organization and Policy (ECOP), requested NIFA's assistance in better aligning and raising the visibility of EFNEP and SNAP-Ed through the CES, given the importance of both programs to the CES mission and the health needs of low-income populations in this country. NIFA's Institute of Food Safety and Nutrition issued a competitive grants opportunity. The University of California, Division of Agriculture and Natural Resources received the award.

The project was charged with developing recommendations to better align and strengthen EFNEP and SNAP-Ed within the LGU-CES. Three strategies were used in developing these recommendations: 1) hosting a meeting with senior leadership and program representatives from NIFA, FNS, ECOP, and the CES regions to learn of their visions and priorities, and consider potential strategies for program quality and effectiveness; 2) conducting an environmental scan of EFNEP and SNAP-Ed coordinators to better understand their respective organizational and program leadership structures as well as identify areas of strengths and needs for program alignment; and 3) convening an expert working group of LGU-CES representatives to assist in developing the environmental scan, reviewing the national meeting and scan data, and making recommendations.

This report shows what is working well and what may be done to strengthen and improve EFNEP and SNAP-Ed at the university level and by Cooperative Extension as a total system. Suggestions are also given for the potential role of ECOP leadership and what federal partners might do to strengthen low-income nutrition education programming. The report has been divided into two sections:

- Part I, Project Recommendations, which contain suggestions for aligning and elevating nutrition education programs for low-income audiences within the LGU-CES.
- Part II, Project Strategies and Findings, which describe the approaches used and insights gained upon which the recommendations are based.

The Extension Committee on Organization and Policy (ECOP, CES's governing committee), NIFA, and FNS are encouraged to take special note of Part I.

CES directors/administrators, program leaders, program coordinators, and other appropriate administrators are also encouraged to review Part I, particularly the three university level recommendations, and then to determine which are most useful and appropriate for their specific structures. Additionally, extension directors/administrators, program leaders, and coordinators are encouraged to discuss these recommendations within their respective regions to determine what they as universities can do as a Cooperative Extension System.

Part II provides universities with data highlights using text boxes to draw attention to discussion points, needs, and suggestions that may be of value in reviewing low-income nutrition education programs.

## **Part I. Project Recommendations**

Results from the agency and organizational leadership meeting and the environmental scan showed that the LGU-CES is strongly committed to changing behavior and impacting the lives of low-income populations through nutrition education. Despite differences in organizational and leadership structures and nutrition education and communication systems, attention to a common, human element has led to more successful administration, communication, messaging, advocacy, and evaluation of EFNEP and SNAP-Ed. Establishing and nurturing relationships, having clear communication processes, understanding guidelines and accountabilities, and working together to problem solve, were processes that worked well. This is not surprising considering how critical the human element is for any organization. The following recommendations incorporate this human element, while also respecting the unique opportunity that LGUs have in strengthening low-income nutrition education nationally through EFNEP and SNAP-Ed within the CES.

### **University Level Recommendations**

#### *1. Understand EFNEP and SNAP-Ed program requirements*

- Ensure that internal stakeholders, including directors, administrators, departments, and campuses that fall under their purview, understand low-income nutrition education programs.

- Utilize coordinators to provide timely and periodic policy updates.
- Include federal and LGU-CES EFNEP and/or SNAP-Ed state office<sup>1</sup> program visions and priorities during orientation of university and local leaders.
- Ensure that EFNEP and/or SNAP-Ed coordinators understand how their programs fit within the broader LGU-CES organizational vision and with stakeholders' and partners' responsibilities at local, state, and federal levels to achieve and communicate outcomes and impacts.

## *2. Maximize outreach and outcomes through joint efforts with others*

Among the agencies that provide nutrition education, LGU-CES needs to engage and become a leader in a shared nutrition education delivery approach – one which recognizes and respects the contributions of all partners to resolve programmatic and organizational differences and furthers programming among the intended audience. Specific strategies may be to:

- Take a coordinated system-wide approach —both within and beyond LGU-CES, to improve nutrition and physical activity of people using a socio-ecological framework (2010 Dietary Guidelines, p.56). Having multiple partners provides opportunities for incorporating a diverse array of interventions to reverse unhealthy environments and promote nutrition behavior changes. Leveraging of resources to reach larger numbers of persons eligible for programming and facilitating changes in their lives is an important outcome that can result with multiple partners.
- Coordinate the reach and scope of programming among partners at all levels to maximize potential impact, since funding streams and authorities may target similar low-income audiences to varying degrees. Overlap of the target audience should be viewed as an opportunity to enhance and reinforce improved nutrition-related behaviors (2014 SNAP-Ed Guidance, p.15). Coordinating activities with partners using strategies from the Dietary Guidelines Socio-ecological Framework to further mutual efforts and maximize resources is expected (2015 SNAP-Ed Guidance, p.18).
- Distinguish between nutrition education enhancement and duplication. Duplication of effort can be defined as providing the same information to the same people at the same time. By contrast, through enhancement, a person may receive key messages through different curricula and teaching techniques over time, which enhances learning. Such dosing of key messaging can be effective (Economos & Curtatone, 2010; Shilts, Martin, & Townsend, 2010). There is a need to understand more fully funders' expectations and definitions related to reach and duplication of effort.

## *3. Facilitate a positive delivery system environment to build sustainable partnerships*

When program resources are limited in the face of great needs, facilitating a positive nutrition education delivery environment among partners is essential. Specific strategies for ensuring a positive environment may be to:

- Foster greater understanding and respect for complementary programs. Understanding missions, values, and funders can promote cooperation and positive competition where programs assess their strengths and weaknesses, improve creativity, and increase quality of service.

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<sup>1</sup> The term "state office" in this report refers to the LGU-CES EFNEP and/or SNAP-Ed coordinator/director and their state leadership team.

- Build upon the LGU-CES’s recognized strength of establishing a culture of partnerships. When initial agreement among individual partners evolves to established relationships among people and is transferred to relationships among organizations, there will be greater strength among partners at both the local and university levels. A partnership culture helps sustain continuity when changes occur in programming, people, and/or external influences. In the midst of change, established partnerships can remain strong.

#### 4. *Consider opportunities for coordination and cooperation*

Programmatic administration and leadership opportunities to coordinate and cooperate can further strengthen the LGU-CES mission and vision and develop solutions that address their community's needs with a higher degree of success that can be shared by all. Specific strategies may be to:

- Determine the optimal level of coordination and cooperation between EFNEP and SNAP-Ed within the institution, regardless of the programmatic leadership structure (e.g., one or two coordinators for the two programs). The optimal level of coordination and cooperation would be one that creates synergy to further each program’s operational needs (outcomes, funder guidelines, involvement by state and local partners), which in turn elevates the LGU-CES successes and impacts in addressing the needs of low-income populations within the state.
- Ensure that programmatic and fiscal accountabilities are well understood and followed regardless of organizational structure.
- Give particular attention to the state office and local program accountabilities, organizational relationships, and operations. EFNEP and SNAP-Ed programs have programmatic and fiscal accountability that are subject to federal and state requirements. Positions of critical responsibility within these programs may lack needed levels of authority to achieve expected programmatic accountability. Persons in key university and extension positions may not understand the requirements and types of accountability associated with these programs. The level of authority needed may be simple or complex depending upon university and county/local structure, staff reporting structures, and associated personnel policies. Consider program alignment across 1862 and 1890 institutions. Assess if coordination and cooperation between the low-income nutrition programs and the institutions are enough to create synergy to meet each university’s program and operational needs (outcomes, funder guidelines, and involvement by state and local partners) and to demonstrate the strength of the LGU-CES overall mission within the state.
- Assess coordination and cooperation with other low-income nutrition education programs, including other implementing agencies that deliver SNAP-Ed. Such cooperation should exist at the local, state, and national level.
- Ensure that other state and community agencies are knowledgeable about the full value of LGU-CES low-income nutrition education's reach and capacity so that programmatic strengths can be realized.

#### 5. *Synthesize operational procedures across programs*

Each institution needs to determine the type and amount of integration that is appropriate to its specific organizational structure. Although there is no “one size fits all” solution, there is the need to maximize the respective contributions of partners within and outside the LGU-CES for

maximum benefit to the target population. Annually review the extent of coordination and cooperation between CES EFNEP and SNAP-Ed Programs. This may or may not be addressed through a formal agreement and should be done within and across universities where both 1862 and 1890 institutions administer the programs. Refer to Appendix I for details.

## CES System-Wide Recommendations

### *1. Develop a system-wide program reporting, representation, and support plan*

- Establish common messaging that clearly distinguishes each program while connecting the low-income nutrition education programs to the LGU-CES. This should be driven and executed at a system-wide level from a governing body such as the Extension Committee of Organization and Policy (ECOP), with input from members of the Board of Human Sciences (BoHS<sup>2</sup>) and National Task Force on Health<sup>3</sup>, who have worked with these programs, program coordinators; and a LGU-CES advocacy expert to provide advocacy guidance as appropriate.
- Consider the use of WebNEERS to capture and report program outcomes for both EFNEP and SNAP-Ed in a systematic manner.
- Consider reporting protocols so that all levels within the LGU-CES system hierarchy have current nutrition program outcome data.

### *2. Develop a system-wide research and outcome agenda*

EFNEP and SNAP-Ed coordinators clearly recognize the need for outcome reporting and research on low-income nutrition education to improve programming and demonstrate the value and impact to NIFA, FNS, and national decision makers. Already underway, efforts should continue to:

- Revise and update adult and youth evaluation questions for EFNEP's evaluation and reporting system.
- Explore common measures/indicators that address SNAP-Ed program and LGU priorities (a LGU SNAP-Ed Program Development Team project).
- Conduct research on evaluation measures for EFNEP within their five year plan and also consider implications for SNAP-Ed (a LGU multi-state research project: NC2169).

The results of this work will showcase distinct strengths and contributions for both programs that enable individual and/or environmental changes through improved skills, knowledge, motivation, and education techniques that initiate behavior change. The combined work will also contribute to the public value of these programs under the LGU-CES leadership. Additional support for research is needed system-wide to:

- Leverage non-federal funds for multi-state impact studies.
- Encourage universities to communicate with their federal funders for programmatic research needs.

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<sup>2</sup> BoHS is an association of administrators with expertise in universities and extension education, programming, and research in the human sciences at state and land-grant universities.

<sup>3</sup> National Task Force on Health and USDA NIFA are currently working to identify priorities for extension health programs.

### 3. Establish a communication repository

Communicating the strength of the LGU-CES low-income nutrition education programs for a system-wide reporting and support plan, including venues such as Agriculture is America or eXtension, will require system-wide data collection. Aggregation of outcomes and impacts at state office and national levels, such as the process EFNEP is using through WebNEERS, is a key system-wide priority.

- Consider expanding the Community Nutrition Education Community of Practice, or another CES repository for both low-income nutrition education programs to post annual reports, share successes and impact stories (with photos and releases) of participants and staff, and share LGU-CES national and state data.
- Consider using such a repository for piloted projects, complementary research, and a 'menu' of evidence-based approaches that both the public and private sectors can invest in to promote healthier eating at the individual, family, and community level.
- Explore expanding the use of eXtension<sup>4</sup> or other methods as a means of communicating within the LGU-CES to strengthen programming system-wide.

## Suggestions for National Partners

An emerging collaboration between NIFA and FNS, particularly with respect to EFNEP and SNAP-Ed, has evolved over the past several years. Ongoing interagency discussions are now underway for strengthening and reporting on these programs. Coordination of efforts is reflected in projects, such as the FNS/NIFA interagency agreement for a LGU to identify best practices from a review of state SNAP-Ed plans and reports. Continued dialogue is foundational to LGU-CES efforts to strengthen the coordination and synergy of EFNEP and SNAP-Ed, nationally. This enhanced dialogue was especially noted at the meeting with senior leadership and program representatives, where areas were identified in which federal and LGU-CES partners could coordinate efforts. The following suggestions reflect how ECOP and agency leadership could help facilitate progress/change. Refer to Appendix II for details.

- *Administration:* Strengthen the relationship between ECOP as the LGU-CES governance body and NIFA/FNS to ensure that federal partners' visions and priorities can be appropriately and effectively implemented through the CES.
- *Communication:* Continue efforts to improve federal, state, and local communications among all persons directly involved in administering and executing these programs through face-to-face and electronic communications. Utilize ECOP and LGU-CES processes to enhance communication.
- *Messaging:* Share effective innovations implemented by state offices that have successful processes and/or outcomes. Facilitate the development and sharing of meaningful public value outcomes and impacts by articulating the respective and combined strengths of both programs. Facilitate training on messaging to assure that LGU-CES and other implementing agencies can provide what is needed.
- *Evaluation:* Continue to explore and improve the coordination of data collection and reporting of outcomes and impacts. Develop common indicators for SNAP-Ed, as has been done with EFNEP. Expand the use of WebNEERS, which was developed for EFNEP to capture SNAP-Ed evaluation. Broadly disseminate findings of high quality impact indicators through both agencies.

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<sup>4</sup> eXtension, an interactive learning environment delivering research-based information from LGU system.

- *Research:* Review funding streams and identify ways to support research that strengthens comprehensive low-income nutrition education program strategies, including, but not limited to: a blending of direct nutrition education, community based policy and environmental changes related to food and nutrition issues for low-income populations; and comparing trend impacts, behavior change, and diet to future health care costs. Consider a research working group among LGU-CES researchers and others to solicit input on research opportunities that are needed.

## Part II. Project Findings

### Project Strategies

#### *Agency and Organizational Leadership Meeting in Washington DC*

On April 16, 2013, top administrators and organizational leadership were invited to an all-day meeting. Scheduling conflicts and other delays precluded holding this meeting at the start of the project, as initially planned. In retrospect, this turned out to be positive.

With the economic challenges associated with the 2012 Tax Payer Relief Act and reductions in federal nutrition program funding, all partners reinforced the significance of nutrition education.

Administrative and program representatives (Table 1) from NIFA, FNS, ECOP, and from CES regions met in person or attended via telecommunications at the Association of Public and Land-Grant Universities office in Washington DC. The morning session included a project overview, NIFA, FNS, and ECOP leaderships' visions of nutrition education, and a facilitated discussion on interagency collaboration. A working lunch presentation provided EFNEP and SNAP-Ed program highlights. After agency administrators left, the remaining participants discussed opportunities and potential challenges in moving forward in a coordinated way.

	(n)	%
NIFA	5	15
FNS	5	15
ECOP	2	6
<i>CES Regions</i>		
Northeast	6	18
North Central	4	12
Southern	4	12
Western	6	18
1890's	1	3
Total attendance	33	100

#### *Environmental Scan of EFNEP and SNAP-Ed Program Coordinators<sup>5</sup>*

Development of the environmental scan began in fall 2012; by spring 2013 the grantee institution, in consultation with the UC Davis Institutional Review Board (IRB), determined that the study did not constitute Human Subjects Research and therefore an IRB-approved protocol and consent forms were not needed. Numerous reviews of the scan and different formats were vetted by the working group (Appendix III) and EFNEP and SNAP-Ed representatives at state office and national levels to ensure that administrative and programmatic similarities and differences as well as opportunities and challenges could be identified. Topics from the face-to-face meeting with senior leadership were integrated into the scan. As recommended by the working group, the scan included optional closed and open-ended questions. The scan was web-based and electronically administered to EFNEP and SNAP-Ed coordinators (~ 95) via LGU-CES listservs; follow-up invitations to participate in the survey were provided three times. The project was limited in scope to EFNEP and SNAP-Ed as conducted by the LGU-CES.

<sup>5</sup> The term "coordinator" used in this report refers to persons in positions responsible for directing EFNEP and SNAP-Ed statewide within the LGU-CES.

### *Working Group*

A working group of eleven EFNEP and SNAP-Ed coordinators, program leaders, and administrators were identified to represent those operating low-income based nutrition programs. The members that were selected represented persons responsible for one or both nutrition programs, large and small programs, a range of experience levels, and various program perspectives. The working group chose to communicate electronically and through conference calls. Members provided input on the development of the scan; most members also attended the agency and organizational leadership meeting in Washington DC. Subsequently, they examined qualitative and quantitative data from the environmental scan and compared data results and themes with data from the leadership meeting. Sub-teams helped develop report recommendations (Working Group Members Appendix III).

## Project Findings

### *Initial Considerations Identified for Interagency Collaboration*

The agency and organizational leadership meeting was a memorable event, as this was the first opportunity that leadership from NIFA and FNS had to jointly share visions with program implementers.

A key outcome of the meeting was strong agreement that nutrition education can be effective. LGU-CES leaders noted that as program reach increased and effective outcomes were being recognized, nutrition education was changing participant behavior. However, fiscal reductions began to affect program reach and LGU-CES' ability to

#### ***Potential Strategies for CES and Federal Agencies to Align Program Quality and Effectiveness***

- Build upon the federal partners' vision and priorities.
- Draw upon the expertise and experience of CES to strengthen low-income nutrition education programs through advocacy, research, and evaluation.
- Develop a common advocacy agenda driven by ECOP.
- Determine a better communication process to share successes, outcomes, and impacts.
- Improve clarity in messaging about the importance of nutrition education.
- Support increased research including long term results and the development of a comprehensive, holistic strategy for obesity prevention and treatment through individual and environmental interventions.
- Improve data aggregation at the national level and share more effectively.
- Share best practices to improve health outcomes.
- Show a return on investment such as public value and cost effectiveness within demonstrated impacts.

scale nutrition education to match population needs. Thus, leaders discussed vision and efforts to improve scale of nutrition education outcomes in light of fiscal reductions. LGU-CES representatives identified potential strategies for aligning program quality and effectiveness within five areas of focus: advocacy, communication, messaging, research, and evaluation.

### *Environmental Scan*

Sixty-five coordinators responded to the scan for a 68% response rate. Results were calculated based upon the number of responses per question and were considered in the context of the LGU-CES (system-wide) and federal implications.



Coordinators responded to the majority of questions (the range was 58% -100% per question). Fewer responses were given for qualitative questions. All environmental scan data were considered for recommendations. Tables, charts, and data that are presented here are highlights. Additional details, including the full quantitative scan question results are found in Appendix IV.

### *Geographic and Program Representation*

The majority of coordinators (n=36; 55%) reported for both EFNEP and SNAP-Ed; 18 (28%) reported only for EFNEP; and 11 (17%) reported only for SNAP-Ed. All Cooperative Extension System (CES) and FNS SNAP-Ed regions were represented (Appendix IV). For confidentiality, names of the university/state and location were not requested. Only 1862 and 1890 programs are included in this report, since they are the only CES institutions wherein both EFNEP and SNAP-Ed programming are conducted. Responses from the 1890 LGU-CES were especially high, with 15 of the 18 coordinators responding. Of the 65 coordinators, 11 (17%) responded that their university did not deliver SNAP-Ed, which is not surprising, since not all of the US territories and 1862/1890 institutions within the CES have SNAP-Ed programs.

### *Program Placement within the University Structure*

Land-grant universities share a common focus of reaching out through CES using research and non-formal education approaches. Working with community partners, CES helps people, businesses, and communities solve problems, develop skills, and build a better future. Organizational structure and leadership at university and county/regional levels vary in how they achieve this focus.

To understand program leadership, coordinators were asked to identify how EFNEP and SNAP-Ed were administered. Almost half noted that the same person administered EFNEP and SNAP-Ed (n=31; 50%) and four (6%) noted that there was one coordinator for both programs but different staff for daily operations. Approximately one-third reported having different coordinators for each program (n=19, 31%). Eight (13%) noted other forms of administration, such as being overseen by different administrators or the program being located in different departments, while staffing in the state office may be the same or different for day-to-day operations.

CES location within the university structure varied. The majority of coordinators (n=33; 51%) responded that CES was located in a university college or department; more than one-quarter (n=18; 28%) indicated CES was a standalone entity within the university system; and less than one-quarter (n=14, 22%) identified their structure as a combination of both.

### *Personnel Oversight*

Four questions focused on the positions involved in administrative oversight of the state program coordinators, state leadership team, local leadership team, and front line staff. Administrative oversight duties included hiring, training, supervising and evaluating. Results show that there were many positions involved in administrative oversight.

For oversight of state program coordinators, program leaders or specialists and LGU-CES directors/administrators were more involved than non-extension administrators or local extension

leaders with hiring, supervising, and evaluating functions. Specialists or program leaders were more involved than other administrators in training coordinators, although comments indicated that some coordinators did not receive training (Appendix IV).

Responses indicated that for the state leadership team—program staff employed at the state office—state program coordinators had greater involvement in administrative oversight than other administrators, although LGU-CES directors/administrators were often involved. Local extension leadership, other administrators, and specialists participated in these functions to a lesser extent (Appendix IV).

Local leadership teams included supervisors and others who held leadership positions at the local/county level. Coordinators and local leadership teams/county directors had greater involvement in local administrative oversight functions. Several comments indicated that for a few universities, there was a centralized state-based system with no local leadership and/or no county government; one had only a county director because the program was small (Appendix IV).

Local leadership was more involved than other administrators with oversight of front line staff—those who delivered program services. Coordinators were most involved in training front line staff. Comments noted that specialists or other faculty were also involved in hiring and training (Appendix IV).

**Table 2. Do you have Extension Specialists and/or other university faculty contributing to your nutrition program? Select all that apply.**

	Yes		No		Unsure		Total	
	(n)	%	(n)	%	(n)	%	(n)	%
Nutrition	45	74	16	26	0	0	61	100
Family Consumer Sciences	32	52	28	45	2	3	62	100
4-H/Youth Development	17	28	40	68	2	4	59	100

\*n = 65; 100% response rate; multiple responses to the area of expertise.

CES specialists in nutrition and/or other faculty in nutrition, family consumer sciences, and 4-H youth development, contributed their knowledge to EFNEP and SNAP-Ed programs (Table 2).

**University and System Wide Need:** Federal funding for EFNEP and SNAP-Ed does not permit research. Additional specialist support is needed for complementary grant/research, evaluation, and staff development activities.

Coordinators also noted that CES specialists were involved in curricula and staff development. Some specialists had programmatic leadership, grant development, and research/evaluation responsibilities. Coordinators commented that increased specialist involvement in research, evaluation, and staff development activities was needed to further benefit these programs.

### Statewide and Local Nutrition Program Planning

Understanding respective responsibilities for statewide and local planning is essential to improve cohesion of programming between state office and local personnel. Coordinators selected those who were responsible for and contributed to statewide program planning. In most states, more than one individual was responsible for statewide planning. The primary responsibility fell to the coordinators, followed by the state leadership team members, and to a much lesser extent, specialists, local leadership, staff, and partners. Those having contributory roles were dispersed

**Discussion Point:** Results suggest that local-state program planning is important for the CES, particularly involving a variety of stakeholders including community partners.

among the state leadership team members, front line staff, community stakeholders, specialists, local extension leadership, and coordinators (Appendix IV).

Local nutrition program planning also involved multiple individuals that were responsible for and contributed to the process. Those with primary responsibility were the local leadership teams and coordinators, followed by front line staff, state leadership teams, community stakeholders, and specialists. Contributors to local planning were dispersed among the front line staff, community stakeholders, coordinators, state leadership teams, specialists, and local leadership teams (Appendix IV).

In general, coordinators strongly agreed or agreed (n=47; 77%) that local/county leadership worked well for nutrition education programming due to connections with community partners and understanding of community needs. Most of the remainder were neutral (n=10; 16%). Of concern, several coordinators disagreed (n=4; 7%); these states may want to review their local leadership process for nutrition education program planning.

### *Local/County Leadership*

Sixty-seven percent of coordinators indicated a high rate of program planning coordination between the state office and local programs. Of concern, about one-third rated planning coordination at either the mid-point or lower end of the scale (Chart 1).

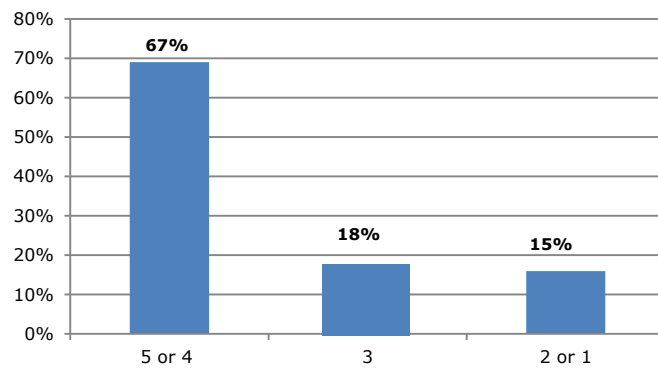
Coordinators shared how local programs benefited from focused program planning due to a thorough understanding of local needs and strong partnerships to assist with identifying resources.

Monthly calls, annual trainings, and having programmatic menu-type options for counties to choose from to best fit local needs were examples of how state leaders facilitated state-local coordination.

Coordinators suggested that university and local leaders were not consistent in their familiarity with programmatic and fiscal guidelines and/or keeping up with federal changes. Specific recommendations included: clarifying roles and responsibility at LGU-CES, state office, and local levels related to program leadership and fiscal decision making; improving accountability and authority related to long-range planning; ensuring that coordinators or supervisors who are knowledgeable of federal requirements and statewide goals have input into staff evaluations; and clarifying programmatic and fiscal training responsibilities. Several coordinators requested improved communication about local support resources and funding supplements that they could incorporate into overall statewide fiscal program planning.

**University Level Need:** Better understanding and coordination between local and state level persons with program and fiscal responsibility to assure that federal programmatic and fiscal requirements are fully met.

**Chart 1: Coordinators' Rating of Program Planning Coordination between State Office and Local Programs**  
5 = Complete program planning; 1 = Little or no coordination



\*n = 60; 94% response rate

Coordinators shared how they addressed or planned to address concerns related to the structure of their local programs including: improving communications; conducting meetings with local supervisors, specialists, and administrators; providing staff development; and changing or requesting to change internal organizational processes. Several coordinators had assessed their programs and were seeking support from their administration to have greater input on hiring and evaluating front line staff.

### Internal Stakeholders

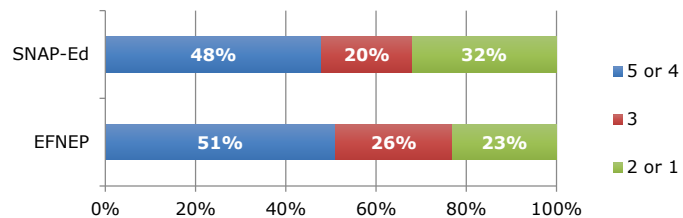
Internal stakeholders range from staff members who deliver services to administrators who make decisions impacting the programs. It is important that internal stakeholders have an understanding of both the university’s purpose and mission as well as a general understanding of program and fiscal policies related to their position.

Nearly all coordinators (n=62; 95%) reported that understanding the LGU-CES mission and purpose was an important component of the orientation for front line staff. More EFNEP coordinators (n=48; 84%) than SNAP-Ed coordinators (n=40; 70%) included the CES purpose and mission in their orientation. The remaining coordinators were unsure if such information was covered.

Most coordinators' believed that their internal stakeholders and/or decision makers may not have sufficient programmatic understanding (Chart 2).

**University Level and System Wide Consideration:** Ensure that key organization decision makers receive fiscal and program orientation and policy updates. Conduct discussions on organizational structure and program structure as related to policy to assist in increasing shared understanding.

**Chart 2: Coordinators' Rating of CES Level of Understanding Nutrition Education Program**  
5= complete understanding: 1= least understanding



\*n= 62 95% response rate

Despite lacking full understanding about these programs, universities provided many types of support. Depending upon university structure, support could come from the university or more specifically Cooperative Extension. University support included:

- In-kind resources provided such as space and administrative support at state and local levels and expertise in contracts and grants.
- Program advocacy at state and national levels.
- Public relations assistance to internally and externally highlight programs.
- Reduction of indirect rates or additional funding during times of fiscal constraints.
- Faculty support for specialists.

Cooperative Extension support included:

- Program advocacy ranging from working with university or local internal partners to external stakeholders at state and national levels.
- Public relations assistance, including highlighting programs in media and reports.

**Discussion Point:** Share promising practices of leveraging university and CES resources, including in-kind support.

- Local enthusiasm, such as choosing annually to retain the program when it was a local decision and including nutrition staff at local/regional agency meetings.
- Securing involvement from other programs such as agriculture, gardening, 4-H, etc.
- Financial support to leverage and/or to supplement low program allocations, especially during state/federal fiscal reductions.
- Opportunities to apply for internal research grants to complement programming.
- Travel, registration, and/or other staff development opportunities.
- State and local in-kind operational support, including space, phone coverage, contracts and grants processing, proposal development/reporting, personnel, budgeting and IT coverage.

Of potential concern, five coordinators (13%) noted that their universities did not support one or both nutrition programs. The placement of the nutrition programs within the university structure may have been a factor or new coordinators responding to the survey were unaware of support provided.

### *A Socio-Ecological Vision for Community Nutrition Education*

#### The Community Nutrition Education (CNE) Logic Model

(<http://www.nifa.usda.gov/nea/food/fsne/logic.html>; accessed 2/10/2014) has been used within the CES to guide program planning and accountability for SNAP-Ed since 2002. It has been used for three national reports on SNAP-Ed through the LGU-CES. This model, which includes a socio-ecological framework for nutrition education, was also incorporated into EFNEP's web-based evaluation and reporting system in 2012. However, less is known about the use of the CNE logic model within strategic planning and so a question was included in the scan.

Scan results showed that most coordinators used the CNE Logic Model (n=39; 66%) or other strategic planning processes (n=7; 12%). Five coordinators (8%) reported that they were developing a strategic plan/logic model. Of concern, some coordinators (n=8; 14%) indicated that they did not have a plan in place, although they did respond to required policy and guidelines; and six coordinators (9%) did not respond.

Since universities and their LGU-CES also have organizational initiatives and/or strategic plans, it was important to ascertain if the low-income nutrition education programs were included in these plans. The majority of coordinators acknowledged their programs were included in broader university and CES planning (Appendix IV).

**Discussion Point:** Consider how CES can use the CNE logic model to further align all nutrition education to address national, state, and local concerns.

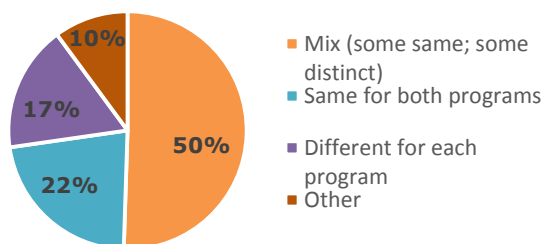
Coordinators' comments suggested that EFNEP and SNAP-Ed were the primary programs used in addressing nutrition-related concerns. Coordinators described how the CNE logic model was used creatively, for example, in combination with other social-ecological frameworks and to develop key messages. Forty-five coordinators (69%) illustrated how colleges, departments, and CES programs (other than EFNEP or SNAP-Ed) had written plans to address national nutrition-related areas of concern. Family and Consumer Sciences; Human Sciences; Human Development; Food and Animal Sciences; Nutrition; Exercise Physiology; the 4-H Youth Development; and the Master Gardeners Program were among those mentioned.

### Nutrition Education Delivery

Scan results revealed that for most universities, separate front line staff were used to deliver EFNEP and SNAP-Ed, followed by a mix of assigning some front line staff to both programs and others to separate programs. Only a few universities assigned the same staff to deliver both EFNEP and SNAP-Ed. A few coordinators indicated that staffing patterns had changed recently due to fiscal reductions (Chart 3). Program delivery occurred in both urban and rural areas (Appendix IV).

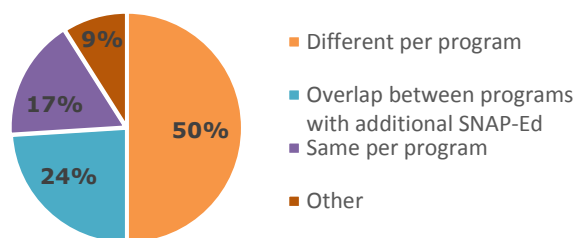
For half of respondents, some curricula were shared by both programs and some curricula were distinctive to each. For the remainder, the same curricula and resources were used more often for both programs than were completely different resources (Chart 3). When the same curricula were used, coordinators also indicated that the number of lessons was greater for EFNEP than SNAP-Ed. Half of respondents used completely different methods to evaluate the two programs and 41% used some or all of the same evaluation methods for both programs. The remainder used other evaluation methods (Chart 4).

**Chart 3: Nutrition Curricula- Educational Resources used in EFNEP & SNAP-Ed**



\*n = 58; 89% response rate

**Chart 4. Program Evaluation Methods used in EFNEP & SNAP-Ed**



\*n = 58; 89% response

### Communicating Outcomes and Impacts

Program identity connects partners and the public to the program, organization, and funder. Coordinators (n=34; 56%) reported that each nutrition program had its individual identity as EFNEP and/or SNAP-Ed; 16 (26%) programs operated separately under one brand (other than EFNEP and SNAP-Ed); and 6 (10%) programs had a more seamless program and used one brand. Five (8%) had other branding processes. Logos were important—often both the LGU and CES logos were required. For at least one state, each local program had its own identity. A notable comment from a state using one brand for both programs was that SNAP-Ed, in being so large, overshadowed EFNEP and the public understood the brand as representing SNAP-Ed only.

Reporting on EFNEP and SNAP-Ed outcomes and impacts primarily was kept separate, although one-third of coordinators reported separately to funders and jointly to other stakeholders, and a few others reported that the decision to separate or combine report data depended on the requested type of extension report (Appendix IV).

**System Wide & University Level Recommendation:** Identity of EFNEP and SNAP-Ed is important for decision makers to recognize federal funders and to connect EFNEP and SNAP-Ed to CES. Information should be clearly indicated on nutrition education materials and reports.

Coordinators also provided examples of actions taken to elevate EFNEP and SNAP-Ed within CES through communication strategies. Primarily, they shared success stories with leadership: administrators, department heads, program leaders, and local leadership. Some coordinators showcased university and local staff by sharing staff achievement stories and nominating staff and/or teams for university awards. Several focused on making connections with other departments such as finance and personnel through hand-delivery of documents for signatures. Having face time was considered beneficial to increase program visibility and communicate its value.

### *Coordination between EFNEP and SNAP-Ed Programs*

The majority of coordinators (n=39; 65%) strongly agreed or agreed that there was programmatic alignment between EFNEP and SNAP-Ed; 15% (n=9) neither agreed nor disagreed; 9% (n=5) disagreed or strongly disagreed; and, 12% (n=7) responded that they did not have SNAP-Ed.

Coordinators overwhelmingly strongly agreed or agreed that EFNEP and SNAP-Ed front line staff understood their individual policies (Table 3). A few coordinators chose neither to agree nor disagree with the statement.

**Table 3. Level of Agreement Front Line Staff Understand Own Program Policies**

Level of Agreement:	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Strongly Agree	20	37	18	42
Agree	29	44	23	53
Neither Agree/Disagree	5	9	2	5
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
Total	54	100	43	100

\*n=61; 94% response rate

By contrast, front line staff understanding of the other program’s policies varied (Table 4). These findings may be related to their county and position descriptions and reflect a strong local focus of programming. However, it is important for front line staff to have a basic understanding of both programs to assist with ensuring program synergy within LGU-CES or with LGU-CES in conjunction with other implementing agencies.

**Table 4. Level of Agreement Front Line Staff Understand Each Other’s Program Policies**

Level of Agreement:	EFNEP Staff’s Understanding of SNAP-Ed Policies		SNAP-Ed Staff’s Understanding of EFNEP Policies	
	(n)	%	(n)	%
Strongly Agree	8	14	9	16
Agree	21	36	19	33
Neither Agree/Disagree	12	21	10	17
Disagree	7	12	10	17
Strongly Disagree	3	5	2	3
Not applicable; don’t coordinate other program	7	12	8	14
Total	58	100	58	100

\*n=58; 89% response rate

**Discussion Point:**  
Coordinators believed investing in training program staff was a LGU-CES strength. Internal and external stakeholder often overlooked the value of training for assuring consistency in understanding and applying program policies. Program consistency is important in achieving reliable outcomes.

Coordinators were asked how EFNEP and SNAP-Ed personnel worked together at the state office (Table 5) and county levels (Table 6). A scale was used that described various levels of

interaction: ranging from "network," indicating having occasional meetings, to "collaborator," wherein personnel might be pursuing programmatic common goals and purpose.

The results illustrate that just over 40% of EFNEP and SNAP-Ed coordinators (43% and 44%, respectively) rated relationships with the other program as "collaborator" or "coalition," suggesting that there were strong relationships between EFNEP and SNAP-Ed at the state level at many institutions, but stronger internal relationships could be established. The need for stronger internal relationships at the county/local level was even more evident.

**Table 5. CES EFNEP and SNAP-Ed State Level Relationship**

Relationship Category	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Network: meet occasionally, no joint projects	9	23	7	19
Cooperator: meet to build trust; goals	4	10	4	11
Coordination/Partnership: work in pursuit goals	10	25	10	27
Coalition: short term common purpose projects	5	12	5	13
Collaborator: worked for long time; common goal, purpose	12	30	11	30
Total	40	100	37	100

\*n=54; 83% response rate. Percentages did not include those who marked not applicable as both programs were operated by the same coordinator.

**Table 6. CES EFNEP and SNAP-Ed County/Local Relationship**

Relationship Category	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Network: meet occasionally, no joint projects	10	25	7	24
Cooperator: meet to build trust; goals	5	3	2	7
Coordination/Partnership: work in pursuit goals	11	27	10	34
Coalition: short term common purpose projects	2	5	2	7
Collaborator: worked for long time; common goal, purpose	12	30	8	28
Total	40	100	29	100

\*n=54; 83% response rate. Percentages did not include not applicable as both programs operated by the same people.

**Discussion Point:** Higher level relationships create synergy between programs. Consider how local relationships – where programming is carried out – might be strengthened between EFNEP and SNAP-Ed.

*Factors Affecting Ability to Lead Programs*

Management of EFNEP and SNAP-Ed is a considerable responsibility to ensure that programmatic and fiscal policies are followed. Coordinators selected the top three factors that affect their ability to lead and/or manage EFNEP and SNAP-Ed programs within (Table 7) and outside (Table 8) of the LGU-CES.

Within the LGU-CES (Table 7), budget concerns trumped all other responses. Also noteworthy was the organizational structure wherein the program resides; and decisions made that impact the nutrition education program without coordinators being part of the decision-making process. The remaining priorities reflected situational differences. Lack of evaluation data was a greater concern for SNAP-Ed than for EFNEP.



Priorities by Combined Responses	Combined		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
Budget concerns or other financial expectations	73	32	38	31	35	31
Organizational structure where program resides	34	15	20	16	14	16
Decisions made impacting program, but not part of the decision process (other departments, personnel, etc.)	28	12	17	14	11	14
Directions from others that coordinators do not have direct interaction	21	9	11	9	10	9
Lack of supervisory authority over CES local staff	19	8	10	8	9	8
Lack of evaluation data to support program	15	7	5	4	10	4
Blending of EFNEP and SNAP-Ed	15	7	8	7	7	7
Separation of EFNEP and SNAP-Ed	13	5	7	6	6	6
Lack of data supporting planned efforts	4	2	2	2	2	2
Other	6	3	4	3	2	3
Total	228	100	122	100	106	100

\*n=57;88% response rate

Funding was also the single greatest factor outside the university that coordinators identified as impacting their ability to manage their programs (Table 8). Direction from others with whom coordinators did not have direct interaction was also a major factor, more so for SNAP-Ed than for EFNEP. Situational differences were also noted and would be important for those affected.

Priorities by Combined Responses	Combined		EFNEP*		SNAP-Ed**	
	(n)	%	(n)	%	(n)	%
Funding	76	52	38	54	38	50
Direction from others that coordinators do not have direct interaction (politicians, external groups)	28	19	10	14	18	24
Lack of supervisory authority over staff not employed by university	17	11	10	14	7	9
County organizational structure where program resides that is not part of the LGU system	16	11	9	13	7	9
Other	10	7	4	5	6	8
Total	147	100	71	100	76	100

\*n=58;89% response rate

**Discussion Point:** Examine what can be controlled within the CES to facilitate leadership, as factors impact fiscal and programmatic accountability and reliability of outcome data. Ensure that there is a strong connection between the statewide programs' responsibility for local level delivery. Examine factors that the university may be able to influence through coordination and cooperative relationships inside and outside the CES.

### *Relationships with Implementing Agencies Outside of LGU-CES*

Coordinated efforts among programs, agencies, and organizations are necessary for synergy in achieving maximum reach and effectiveness of programming to low-income populations. Such

relationships begin with ensuring that EFNEP and SNAP-Ed through the LGU-CES complement or fit well with each other's plans and then with other implementing agencies' plans.

Most coordinators responded affirmatively that their programs complemented their state partners' plans, although more than a quarter were uncertain if their plans were complementary (Table 9). Examples given for partner relationships included those with similar missions such as WIC, Head Start, food banks, other SNAP-Ed implementing agencies, and federally funded and community-based partners. Several coordinators suggested that local level coordination was challenged by territorialism where agencies have established programs; other coordinators noted that local partners drove planning. A few reported that they were just beginning or were in transition developing state partner relationships and shared program plans due to leadership personnel changes.

**Table 9. EFNEP & SNAP-Ed Programs that Complement State Partners' Plans**

	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Yes	43	75	33	69
No	0	0	0	0
Unsure	14	25	15	31
Total	54	100	48	100

\*n=60;92% response rate

Many coordinators (n=48; 74% response rate) shared positive examples of how they worked with other nutrition education implementing agencies for strong partner relationships. Three areas were notable: coordinating efforts and/or education strategies to ensure that targeted populations received nutrition education; leveraging resources by submitting joint grants and sharing in-kind resources; and maintaining open communications through meetings and focusing to build and maintain partnerships.

However, having complementary plans does not necessarily resolve potential issues that may arise. Based upon prior feedback from working group members, the scan probed for potential concerns in partner relationships. These questions resulted in the lowest response rate (n=38; 58%) of all questions in the scan. Possibly, many coordinators did not believe that the issues listed were of concern for them, felt they lacked the knowledge to respond, or were uncomfortable answering this question.

Of the issues identified by coordinators (Table 10), competition (trying to reach the same audience) and territorialism (assigned geographic areas) were the greatest concerns. Staffing and philosophy (approach to nutrition education and agency coordination) were less often identified. Coordinators also shared examples that they faced within their programs and with other agencies. Some findings include:

**Table 10. Issues with Other Implementing Agencies Delivering Nutrition Education**

Issue	Combined		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
Competition	34	35	20	36	14	33
Territory	28	29	16	29	12	29
Staffing	14	14	9	16	5	12
Philosophy	13	13	7	13	6	14
Other	9	9	3	6	5	12
Total	98	100	55	100	42	100

\*n=38;58% response rate

- Competition and territorialism increased when LGU-CES staff did not consistently work cooperatively within their own university programs;
- Lack of coordination in states between 1862 and 1890 universities led to competition and territory issues.

- A lack of geographical and target audience coordination resulted in some programs having greater travel distance and/or difficulties in recruiting audiences.
- Philosophical differences between partners and other implementing agencies included: different perspectives on nutrition education; topics important to teach and/or lack of nutrition education experience; and lack of understanding how to work together.
- Different priorities between respective agency partners and/or local levels make cooperation and collaboration a challenge.
- Some LGU-CES received decreased funding as opportunities expanded for other implementing agencies. A noted downside was the loss of knowledgeable, trained staff being recruited to other growing implementing agencies.

**University-Wide Recommendation:** Seize opportunities to create synergy and leverage resources by facilitating a positive nutrition education delivery environment with sustainable partnerships.

**University-Wide Recommendation:** Maximize outreach and outcomes through coordination and cooperation agreements. Determine how all implementing agencies can be successful and hold each other accountable.

**Discussion Topic:** Share promising practices of how partners have worked together for the success of the all federal nutrition programs' participants.

*Legislative Changes - Switch of the SNAP-Ed Cost Share to Grant Program*

The Healthy, Hungry-Free Kids Act of 2010 resulted in fundamental changes to SNAP-Ed. Two changes that had considerable impact upon the LGU-CES were: 1) the elimination of a federal cost share and 2) the shift to a more comprehensive approach to nutrition education, including policy and environmental system changes. Several questions provided coordinators an opportunity to describe the influence of those changes on established relationships.

SNAP-Ed coordinators described their relationship with their state agency as a result of the change (98% response rate). The majority (n=26; 57%) indicated that no major changes had occurred and several indicated that their strong relationships with the state agencies continued. Six coordinators (13%) provided examples of improved relationships including doing less paperwork and improved partnership relations at the state level including with public health. The remainder of coordinators (n=17; 35%) indicated a weakening between LGU-CES SNAP-Ed and state agency relationships due to changing of state agency leadership positions, political challenges that emerged, and a new request for proposal (RFP) process.

The influence of SNAP-Ed legislation on EFNEP was also considered (77% response rate). Most 30 (60%) shared there were no significant changes in relationships. Fourteen (28%) coordinators noted that there were improved relationships among LGU-CES programs due to increased communication and coordination between EFNEP and SNAP-Ed. Those who managed both programs welcomed the decrease in paperwork. Increased cohesion between EFNEP and SNAP-Ed resulted from other implementing agencies competing for SNAP-Ed during the RFP process or changes in state agency expectations. Six coordinators (12%) responded that the question was not applicable, they did not know, or had not yet experienced a change.

The final question related to how SNAP-Ed legislation changes pertained to LGU-CES low-income nutrition education programs and state agency relationships in general. Of the coordinators (n=46; 71%) who responded, 29 (63%) noted no change and 6 (13%) reported the question as not applicable. Of the 11 coordinators (24%) that indicated a change in their

relationships, improved relationships resulted as university staff were no longer confused about which program required cost share time documentation. On the other hand, greater cooperation and coordination was required as the SNAP-Ed audience focus shifted from youth to adults in some states and the competition for adult agencies increased. Targeting youth had been a primary SNAP-Ed focus and a significant source for cost share. With the shift in legislation and increasing adult education, youth nutrition education needs continued. Some states noted there were more youth education requests than capacity to handle the requests.

**Discussion Point:** Although legislative changes are not within the control of national, state, and LGU-CES partners, it is important to understand how program specific legislative changes can affect other programs with similar target populations and state and local relationships. A constant effort to understand the influence of such legislation and to strengthen cooperation, coordination at state and local levels within LGU-CES and with other partners is essential to fulfilling LGU-CES's mission and purpose.

In conclusion, the environmental scan affirmed what was suggested in the leadership meeting – that nutrition education works within the system. Recognizing that the LGU-CES programs are doing well, in most cases – also as reflected in the environmental scan, there are also ways in which individually and collectively, programs can be reexamined and goals set to strengthen the EFNEP and SNAP-Ed both within universities and as a LGU-CES system. Land-grant universities provide a unique opportunity because they can tap into their Cooperative Extension System and its partnership networks to further improve the reach and effectiveness of low-income nutrition education across the nation.

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## Appendix I: Coordination and Cooperation Considerations

The following coordination and cooperation considerations may be helpful when assessing internal and external relationships between implementers to benefit all stakeholders, including the target audience.

### EFNEP and SNAP-Ed State Level Relationships

This relates to the internal relationships between EFNEP and SNAP-Ed within the LGU-CES.

- Communicate annual planning strategies that facilitate synergy while avoiding duplication of resources.
- Review target audiences for delivery of programs:
  - Be strategic in placing staff geographically; consider location of EFNEP and SNAP-Ed staff to maximize the uniqueness of each program within dense populations, census tracts, and other implementing agencies.
  - Review program delivery opportunities to elevate LGU-CES presence while ensuring that federal goals are achieved by each program.
- Communicate to all partners the work of specialists related to evaluation, training research and grant assistance. Strongly encourage equitable contribution of specialists to each program to complement both EFNEP and SNAP-Ed outcomes and staff professional development.
- Provide training related to federal program delivery and fiscal accountability at state and local levels:
  - Orient staff to include the LGU-CES mission and vision as it relates to EFNEP and SNAP-Ed programming.
  - Agree upon competency training requirements for nutrition professional and para-professional staff.
  - Have clear and consistent program benefit messaging for internal and external stakeholders.
  - Ensure that local programs use approved evidence-based curricula and educational materials.
- Review each program's branding for consistency in identifying the LGU-CES and federal partners required statements for all materials.

### LGU-CES State and Local Relationships

This relates to the internal relationships between the EFNEP and SNAP-Ed state office and the county/local offices within the LGU-CES.

To ensure that statewide goals and federal expectations are met, it is critical that there is an understanding of the respective accountabilities of internal stakeholders who supervise and deliver EFNEP and SNAP-Ed. Specific recommendations might include:

- Develop a training process on federally funded programs for: new fiscal administrators, coordinators, supervisors, specialists, and staff. Provide updates as appropriate.
- Implement an annual agreement between statewide offices (EFNEP/SNAP-Ed) and local programs related to responsibility of utilizing federal funds. Elements within the

agreement may include use of approved curricula and nutrition education materials; funds; supervision and evaluation of staff; and program evaluation and reporting.

- Develop a planning and communication process among EFNEP and SNAP-Ed coordinators and specialists and other key staff as appropriate on statewide programming to prioritize and balance the needs of each program, strengthen the campus to county continuum, and complement the annual planning process between programs at state and local levels.
- Refer to recommendation considerations listed under the LGU-CES State Level as appropriate.

### LGU-CES and Other Implementing Agency Relationships

This refers to external relationships.

Identify all agencies within the state associated with federally funded nutrition education programs. Assess the strength of current partnerships across the state nutrition education delivery system to determine if and how relationships may be improved.

- Consider opportunities that are mutually beneficial for the LGU-CES research and low-income nutrition education programs and other implementing agencies.
- Examine the communication, coordination, and cooperation between federally-funded nutrition education programs at the state and local levels.
- Ensure that EFNEP and SNAP-Ed are at the table for state and/or local discussions.
- Assess agencies' definition/interpretation of duplication of services to determine the level of understanding of federal protocol.
- Develop and assess annually an agreement between the LGU-CES and other implementing agencies to ensure that there is coordination and cooperation of:
  - A state and local process to maximize federal resources and nutrition education delivery strategies to meet the needs of targeted populations.
  - A coordinated effort to demonstrate to funders, community, state, and national decision makers that bringing together diverse resources leverages federal and other funding sources to benefit low-income populations.
  - Consider geographic location of all agencies' programs including EFNEP and SNAP-Ed to maximize the uniqueness and capacity to deliver each program.
  - Identify audiences and/or program delivery opportunities to elevate LGU-CES presence while assuring federal goals are achieved by each program.
  - Communicate research being conducted by all partner agencies for understanding of research protocols and findings.
  - Identity is important for each agency, program, and funder. Determine how credit can be shared.
  - Plan for how final reports and media releases will be handled.
- Refer to recommendation considerations listed under the LGU-CES State Level as appropriate.

## Appendix II:

### Recommendations for ECOP Leadership and Federal Agencies

Given our shared goals for improving food choices, nutrition and health of low income families and youth, there is a need for better coordination of FNS and NIFA funded /directed activities and strategies at all levels. This synergy would create an opportunity for NIFA and FNS to use resources more effectively by collaborating on a variety of fronts.

#### Administration

As appropriate, align EFNEP and SNAP-Ed at the national level to enhance efficiency and increase opportunities for coordination, while also respecting the uniqueness of each program.

- Utilize the LGU-CES and other key partners to better understand and address the needs and concerns of implementers with respect to funding, policy guidance, and program implementation.
- Explore opportunities for more consistency and develop systems for increased efficiency and effectiveness.
- Facilitate greater consistency across programs and regions in understanding and following policy guidelines, program implementation, and evaluation.

#### Communication

Develop strategies to ensure effective communication of program management, planning, implementation, evaluation, and outcomes at all levels.

- Develop a communication plan between federal agencies and LGU partners that better connect program implementers, administrators, and funders.
- Utilizing ECOP's leadership, assist state coordinators in determining ways to better reach higher administration within the LGU-CES, as well as other state and local stakeholders.
- Build upon and better utilize existing ECOP and Extension processes and structures to share nutrition program strengths and accomplishments.

#### Messaging

Articulate the strengths of each nutrition program and how EFNEP and SNAP-Ed complement one another in addressing public needs.

- Identify a small working group, including a representative from both agencies and partners to develop strategies for improving messaging.
- Define who the message is for and the best messenger(s) for each distinct audience.
- Communicate messages and impact statements within and between agencies as well as to stakeholders, decision-makers and funders.
- Through ECOP's leadership, facilitate training on effective and appropriate messaging for state and local educators and administrators.
- Highlight effective state level low income nutrition education programs.
- Clearly articulate the respective and combined strengths of both programs.
- Facilitate training on messaging to improve the quality of messages from all implementers.
- Share both national and state-developed program impact messages.



- Develop and disseminate effective impact statements at all levels and across a variety of venues/mediums.
- Use one voice and one-liners to create a unified identity.

### Evaluation

Increase coordination of data collection and reporting of outcomes and impacts.

- Expand the use of WebNEERS system within LGUs to capture SNAP-Ed data.
- Improve the aggregation and reporting of outcomes and impacts.
- Develop common impact indicators for LGU EFNEP and SNAP-Ed programs to report outcome and impact data.
- Identify and establish a process to broadly disseminate findings of high quality impacts for both agencies.
- Develop a national repository which includes impact statements and a ‘menu’ of effective, evidence-based approaches that both the public and private sectors can invest in to promote healthier eating at the individual, family and community level.

### Research

Support research to address comprehensive nutrition education including direct and indirect methods, environmental supports, and policies for nutritional health and obesity prevention among low income individuals and families.

- Conduct impact research for both programs, facilitate aggregation of data that should be aggregated, encourage publishing of data.
- Compare trend impacts, behavior changes, and diet and future health care costs.
- Support research that can measure long-term impacts of low income nutrition education programs.
- Consider a research working group, which includes LGU researchers, who can inform and assist the national level in developing research opportunities that are needed.

## Appendix III: Align and Elevate Working Group Members

### Northeast Region

*Linda T. Drake*  
University of Connecticut  
Nutritionist and  
Program Director,  
EFNEP & SNAP-Ed Coordinator

*Debbie Luppold*  
University of New Hampshire  
Cooperative Extension  
Extensions Professor/Specialist,  
Food and Nutrition  
EFNEP & SNAP-Ed Coordinator

*Joan Doyle Paddock*  
Cornell University  
Senior Extension Associate,  
EFNEP Coordinator

### Southern Region

*Kimberly Klinger*  
University of Florida  
Program Coordinator,  
EFNEP & SNAP-Ed Coordinator

*Amanda R. Scott, MS, RD, LD*  
Texas A&M University  
Texas A&M AgriLife Extension Service  
Program Coordinator  
Expanded Food Nutrition Education  
Program

*Michelle L. Vineyard*  
University of Tennessee  
Extension Specialist  
Tennessee Nutrition &  
Consumer Education Program

### North Central Region

*Melissa K. Maulding*  
Purdue University  
Family Nutrition Program Director  
EFNEP & SNAP-Ed Coordinator

### North Central Region Continued

*Peggy Martin* (retired 8/1/2013)  
Iowa State University  
Extension Specialist

*Megan Ness* (replaced P. Martin)  
North Dakota State University  
EFNEP & Family Nutrition  
Program Coordinator

*Paula Peters* (liaison as needed)  
Kansas State University  
Assistant Director of Extension,  
Family Consumer Science

### Western Region

*Mary Kay Wardlaw*  
University of Wyoming  
Director, Cent\$ible Nutrition Program  
EFNEP & SNAP-Ed Coordinator

*Mary Wilson*  
University of Nevada, Reno  
Extension Nutrition Specialist  
EFNEP & SNAP-Ed Coordinator

### 1890

*Virginie Zoumenou*  
University of Maryland – Eastern Shore  
State Extension Nutrition Specialist  
EFNEP Program Leader

## Appendix IV: Environmental Scan Quantitative Data

The following tables correspond to the quantitative questions in the electronic environmental scan. The questions are divided by scan sections. The tables are ordered in sequence in this appendix (A-1, A-2, A-3, etc.). Responses to questions were optional. Some questions permitted multiple responses. Response rate for the number of coordinators responding to each question is provided. Coordinators were able to report for one or both programs as noted in the first question, table A-1.

<b>A-1. Program reporting for:</b>		
	<b>(n)</b>	<b>%</b>
EFNEP Only	18	28
SNAP-Ed Only	11	17
Both EFNEP and SNAP-Ed	36	55
<b>TOTAL</b>	<b>65</b>	<b>100</b>

65 or 100% of coordinators responded.

### Scan Section: Land-Grant (LGU) Demographic Characteristics

<b>A-2. Check the extension region your university belongs to:</b>		
	<b>(n)</b>	<b>%</b>
Northeast	10	15
North Central	14	22
Southern	23	35
Western	18	28
<b>TOTAL</b>	<b>65</b>	<b>100</b>

65 or 100% of coordinators responded.

<b>A-3. For SNAP-Ed: check the FNS region your university belongs to:</b>		
	<b>(n)</b>	<b>%</b>
Mid-Atlantic	4	7
Midwest	4	7
Northeast	5	8
Southeast	10	17
Southwest	5	8
Western	8	13
Mountain Plains	11	18
Does Not Apply	13	22
<b>TOTAL</b>	<b>60</b>	<b>100</b>

60 or 92% of coordinators responded.  
47 of 47 SNAP-Ed coordinators responded.

<b>A-4. Please check whether your institution is an 1890 or 1862 LGU</b>		
	<b>(n)</b>	<b>%</b>
1890	15	23
1862	49	77
<b>TOTAL</b>	<b>64</b>	<b>100</b>

64 or 98.5% of coordinators responded.  
15 of 18 or 83% of the 1890 coordinators responded.

<b>A-5. Does your LGU deliver SNAP-Ed?</b>		
	<b>(n)</b>	<b>%</b>
Yes	54	83
No	11	17
<b>TOTAL</b>	<b>65</b>	<b>100</b>

65 or 100% of coordinators responded.

<b>A-6. Which best describes how EFNEP and SNAP-Ed are administered within your university?</b>		
	<b>(n)</b>	<b>%</b>
Same state program coordinator	31	50
Different state program coordinator	19	31
Same State Program Coordinator, but different individuals are responsible for day to day operations	4	6
Other (Specify in comment box)	8	13
<b>TOTAL</b>	<b>62</b>	<b>100</b>

62 or 95% of coordinators responded.

## Scan Section: University Structure

<b>A-7. Which of the following best describes how Cooperative Extension is situated in your institution?</b>		
	<b>(n)</b>	<b>%</b>
Operates as a separate entity/a standalone	18	28
Is under a specific college(s) or department(s) within the university	33	51
Is a combination of the above	14	21
<b>TOTAL</b>	<b>65</b>	<b>100</b>

65 or 100% of coordinators responded.

<b>A-8. Do you have Extension Specialists and/or other university faculty contributing to your nutrition program? Select all that apply.</b>								
	<b>Yes</b>		<b>No</b>		<b>Unsure</b>		<b>TOTAL</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Nutrition	45	74	16	26	0	0	61	<b>100</b>
Family Consumer Sciences	32	52	28	45	2	3	62	<b>100</b>
4-H/Youth Development	17	28	40	68	2	4	59	<b>100</b>

65 or 100% of coordinators responded; multiple responses to the area of expertise.

<b>A-9. To whom does your Nutrition/FCS Program Leader report to as the direct supervisor?</b>		
	<b>(n)</b>	<b>%</b>
Department Chair/Head	13	21
Extension Director	20	32
Associate Dean	7	11
Dean	5	8
Other	18	29
<b>TOTAL</b>	<b>63</b>	<b>100</b>

63 or 97% of coordinators responded.

## Scan Section: Leadership levels - State and Local (County) Structure and Responsibilities

<b>A-10. Who is involved in hiring, training, supervising and evaluating the State Program Coordinator? Select all that apply.</b>								
<b>Positions Involved:</b>	<b>Hiring</b>		<b>Training</b>		<b>Supervising</b>		<b>Evaluating</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Non-Extension Administrator	15	16	1	2	12	17	17	21
1000CES Director/Administrator	32	34	9	17	18	26	20	24
Program Leader or Program Specialist	29	30	26	49	30	43	32	39
Local Extension Leadership Team or Local Administrator/ Director	10	11	9	17	4	6	7	9
Other	9	9	8	15	6	8	6	7
<b>TOTAL Responses per Function</b>	<b>95</b>	<b>100</b>	<b>53</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>82</b>	<b>100</b>

60 or 92% of coordinators responded by selecting the position involved with hiring, training, supervising, and evaluating the State Program Coordinator.

<b>A-11. Who is involved in hiring, training, supervising, and evaluating State Program Leadership Team members? Select all that apply.</b>								
<b>Positions Involved:</b>	<b>Hiring</b>		<b>Training</b>		<b>Supervising</b>		<b>Evaluating</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
State Program Coordinator	43	48	45	61	42	61	41	53
Non-Extension University College/Department Administrator	9	10	2	3	4	6	7	9
CES Director/Administrator	22	25	13	18	15	22	18	23
Local Extension Leadership Team or County Administrator/ Director	9	10	8	11	3	4	6	8
Other	6	7	5	7	5	7	5	7
<b>TOTAL Responses per Function</b>	<b>89</b>	<b>100</b>	<b>73</b>	<b>100</b>	<b>69</b>	<b>100</b>	<b>77</b>	<b>100</b>

59 or 91% of coordinators responded by selecting the positions involved with hiring, training, supervising, and evaluating the State Program Leadership Team members.

<b>A-12. Who is involved in hiring, training, supervising, and evaluating Local Program Leadership Team members? Select all that apply.</b>								
<b>Positions Involved:</b>	<b>Hiring</b>		<b>Training</b>		<b>Supervising</b>		<b>Evaluating</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
State Program Coordinator	35	31	36	35	25	33	30	36
State Program Leadership Team	16	14	28	27	10	13	10	12
Non-Extension Administrator	3	3	2	2	0	0	1	1
Extension Director/Administrator	15	13	8	8	8	10	10	12
Local Extension Leadership Team or County Administrator/ Director	31	28	23	22	27	36	25	30
Front Line Staff	9	8	4	4	2	3	5	6
Other	3	3	2	2	4	5	3	4
<b>TOTAL Responses per Function</b>	<b>112</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>76</b>	<b>100</b>	<b>84</b>	<b>100</b>

54 or 83% of coordinators responded by selecting the positions involved with hiring, training, supervising, and evaluating the Local Program Leadership Team members.

<b>A-13. Who is involved in hiring, training, supervising, and evaluating Front Line Staff? Select all that apply.</b>								
<b>Positions Involved:</b>	<b>Hiring</b>		<b>Training</b>		<b>Supervising</b>		<b>Evaluating</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
State Program Coordinator	28	26	39	33	21	27	21	25
State Program Leadership Team Members	18	17	26	22	9	12	11	13
Non-Extension University College/Department Administrator	1	1	0	0	0	0	0	0
Cooperative Extension Director/Administrator	8	8	2	2	4	5	5	6
Local extension Leadership Team or County Administrator/Director	39	37	35	30	37	48	38	46
Front Line Staff	9	8	11	9	3	4	4	5
Other	3	3	4	3	3	4	4	5
<b>TOTAL Responses per Function</b>	<b>106</b>	<b>100</b>	<b>117</b>	<b>99</b>	<b>77</b>	<b>100</b>	<b>83</b>	<b>100</b>

59 or 91% of coordinators responded by selecting the positions involved with hiring, training, supervising, and evaluating the Front Line Staff.

<b>A-14. Who is responsible for and who contributes to the state program planning? Select all that apply.</b>				
<b>Positions Involved:</b>	<b>Responsible for</b>		<b>Contributes to</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
State Program Coordinator	54	56	20	10
State Leadership Team members	25	26	36	19
Extension Specialists	8	8	29	15
Local Extension Leadership Team	5	5	28	14
Front Line Staff	1	1	34	18
Community stakeholders (state and/or local volunteers, partners, coalition members)	0	0	30	15
All of the above	2	2	14	7
Other	2	2	4	2
<b>TOTAL (by column)</b>	<b>97</b>	<b>100</b>	<b>195</b>	<b>100</b>

61 or 94% of coordinators responded by selecting the positions involved in state planning.

<b>A-15. Who is responsible for and who contributes to the local/county program planning? Select all that apply.</b>				
<b>Positions Involved:</b>	<b>Responsible for</b>		<b>Contributes to</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
State Program Coordinator	24	23	27	15
State Leadership Team members	12	12	25	14
Extension Specialists	7	7	24	13
Local Extension Leadership Team	31	30	22	12
Front Line Staff	15	14	34	19
Community stakeholders (state and/or local volunteers, partners, coalition members)	10	10	32	18
All of the above	4	4	10	6
Other	1	1	4	2
<b>TOTAL (by column)</b>	<b>104</b>	<b>100</b>	<b>178</b>	<b>100</b>

60 or 92% of coordinators responded by selecting the positions involved in local planning.

<b>A-16. Our local/county leadership structure works well for our nutrition education programming.</b>		
<b>Level of Agreement:</b>	<b>(n)</b>	<b>%</b>
Strongly Agree	20	33
Agree	27	44
Neither Agree nor Disagree	10	16
Disagree	4	7
Strongly Disagree	0	0
<b>TOTAL</b>	<b>61</b>	<b>100</b>

61 or 94% of coordinators responded.

<b>A-17. How well is your program planning coordinated between your state office and local/county office?</b>		
On a 5-point scale, where 5 = complete programming coordination between state and local programming and 1 = little or no coordination of program planning between state and local programs.		
<b>Rating Scale:</b>	<b>(n)</b>	<b>%</b>
5	16	27
4	24	40
3	11	18
2	7	12
1	2	3
<b>TOTAL</b>	<b>60</b>	<b>100</b>

60 or 92% of coordinators responded.

## Scan Section: Internal and External Stakeholders

**A-18. LGU/Cooperative Extension's purpose/mission is part of orientation for EFNEP and/or SNAP front line staff:**

	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Yes	48	87	40	91
No	2	4	2	5
Don't Know	5	9	2	5
<b>TOTAL</b>	<b>55</b>	<b>100</b>	<b>44</b>	<b>100</b>

62 or 95% of coordinators responded who represented both EFNEP and SNAP-Ed and those who represented EFNEP or SNAP-Ed only.

**A-19. How well does your LGU understand your program?**  
On a 5-point scale, where 5 = complete understanding of your program and 1 = least understanding of your program.

Rating Scale:	Both		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
5	16	16	9	17	7	16
4	32	33	18	34	14	32
3	23	24	14	26	9	20
2	19	20	9	17	10	23
1	7	7	3	6	4	9
<b>TOTAL</b>	<b>97</b>	<b>100</b>	<b>53</b>	<b>100</b>	<b>44</b>	<b>100</b>

62 or 95% of coordinators responded; multiple responses due to coordinators responsible for both programs.

**A-20. Do you share your LGU/Cooperative Extension story with state/territory partners?**

	(n)	%
Yes	54	92
No	5	8
<b>TOTAL</b>	<b>59</b>	<b>100</b>

59 or 91% of coordinators responded.

**A-21. Do you share your LGU/Cooperative Extension story with local/county partners?**

	(n)	%
Yes	49	86
No	8	14
<b>TOTAL</b>	<b>57</b>	<b>100</b>

57 or 88% of coordinators responded.

**A-22. How are your EFNEP and SNAP-Ed programs branded by the LGU system?**

	(n)	%
Each program has their individual/separate brand identity	34	56
The programs are separate, but operate under one brand identity	16	26
There is only one brand (it is seamless at the statewide level)	6	10
Other (Specify in comment box)	5	8
<b>TOTAL</b>	<b>61</b>	<b>100</b>

61 or 94% of coordinators responded.

## Scan Section: Community Nutrition Education Vision

<b>A-23. Does your program follow the community nutrition education (CNE) logic model or use some other strategic planning to address national program priorities through EFNEP and/or SNAP-Ed?</b>		
	<b>(n)</b>	<b>%</b>
Yes, uses the CNE logic model	39	66
Yes, uses another strategic planning process	7	12
No, but in the process of developing a strategic plan/logic model	5	8
No, do not have a plan in place, but we do respond to guidelines and policy	8	14
<b>TOTAL</b>	<b>59</b>	<b>100</b>

59 or 91% of coordinators responded.

<b>A-24. Our LGU/Cooperative Extension includes EFNEP in its plan or initiative to address the following National Nutrition-Related Areas of Concern.</b>								
	<b>Yes</b>		<b>No</b>		<b>Unsure</b>		<b>TOTAL</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Childhood obesity and/or chronic risk disease factors(s)	44	79	3	5	9	16	<b>56</b>	<b>100</b>
Food security	38	69	5	9	12	22	<b>55</b>	<b>100</b>
Food safety	45	80	1	2	10	19	<b>56</b>	<b>100</b>
Food resource management	44	80	1	2	10	18	<b>55</b>	<b>100</b>
Diet quality	45	80	1	2	10	18	<b>56</b>	<b>100</b>
Physical Activity	42	78	1	2	11	20	<b>54</b>	<b>100</b>

58 or 89% of coordinators responded to at least one of the optional nutrition-related areas of concern.

<b>A-25. Our LGU/Cooperative Extension includes SNAP-Ed in its plan or initiative to address the following:</b>								
	<b>Yes</b>		<b>No</b>		<b>Unsure</b>		<b>TOTAL</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Childhood obesity and/or chronic risk disease factors(s)	37	77	5	10	6	12	<b>48</b>	<b>100</b>
Food security	32	66	7	14	10	20	<b>49</b>	<b>100</b>
Food safety	36	74	6	12	7	14	<b>49</b>	<b>100</b>
Food resource management	35	72	7	14	7	14	<b>49</b>	<b>100</b>
Diet quality	38	78	4	8	7	14	<b>49</b>	<b>100</b>
Physical Activity	36	75	4	8	8	17	<b>48</b>	<b>100</b>

50 or 77% of coordinators responded to at least one of the optional nutrition-related areas of concern.



## Scan Section: Nutrition Education Program Delivery and Partner Relationships

<b>A-26. Check the statement that best describes how EFNEP and SNAP-Ed programs are delivered in your state.</b>		
<b>Delivery Method:</b>	<b>(n)</b>	<b>%</b>
All program staff deliver both EFNEP and SNAP-Ed	3	5
Some program staff deliver both EFNEP and SNAP-Ed; others deliver only EFNEP or SNAP-Ed	15	25
Program staff deliver only EFNEP or SNAP-Ed; they do not deliver both programs	38	63
Other (Specify in comment box)	4	7
<b>TOTAL</b>	<b>60</b>	<b>100</b>

60 or 92% of coordinators responded.

<b>A-27. Check the method that describes how LGU EFNEP and/or SNAP-Ed delivery is distributed at the local level. Select all that apply.</b>								
<b>Delivery Distribution:</b>	<b>Yes</b>		<b>No</b>		<b>Some Counties</b>		<b>TOTAL</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
EFNEP & SNAP-Ed deliver in the same counties/locations	12	23	10	19	30	58	<b>52</b>	<b>100</b>
EFNEP & SNAP-Ed deliver in different counties/locations	18	42	6	14	19	44	<b>43</b>	<b>100</b>
EFNEP focuses on urban	22	55	13	33	5	13	<b>40</b>	<b>100</b>
EFNEP focuses on rural	3	10	24	77	4	12	<b>31</b>	<b>100</b>
EFNEP delivers in both urban and rural	31	66	10	21	6	13	<b>47</b>	<b>100</b>
SNAP-Ed focuses on urban	9	26	21	60	5	14	<b>35</b>	<b>100</b>
SNAP-Ed focuses on rural	7	22	20	62	5	16	<b>32</b>	<b>100</b>
SNAP-Ed delivers in both urban and rural	36	73	6	12	7	14	<b>49</b>	<b>100</b>

59 or 91% of coordinators responded to the question overall; selecting delivery areas were optional.

<b>A-28. Nutrition curricula and other educational resources are:</b>		
	<b>(n)</b>	<b>%</b>
The same for EFNEP and SNAP-Ed	13	23
Mixed - some are used for both programs whereas others are kept distinct	29	50
Completely different between EFNEP and SNAP-Ed	10	17
Other (Specify in comment box)	6	10
<b>TOTAL</b>	<b>58</b>	<b>100</b>

58 or 89% of coordinators responded.

<b>A-29. Check the statement that best describes the evaluation methods for EFNEP and SNAP-Ed in your LGU.</b>		
<b>Evaluation Method:</b>	<b>(n)</b>	<b>%</b>
The same for EFNEP and SNAP-Ed	10	17
Overlapping, but additional evaluation methods are used to assess other types of SNAP-Ed programming (other than EARS)	14	24
Completely different between EFNEP and SNAP-Ed	29	50
Other (Specify in comment box)	5	9
<b>TOTAL</b>	<b>58</b>	<b>100</b>

58 or 89% of coordinators responded.

**A-30. Does your LGU nutrition program complement/fit well with other state partners (plans) who serve low-income families, adults, and/or youth?**

	EFNEP		SNAP-Ed	
	(n)	%	(n)	%
Yes	43	75	33	69
No	0	0	0	0
Unsure	14	25	15	31
<b>TOTAL</b>	<b>57</b>	<b>100</b>	<b>48</b>	<b>100</b>

60 or 92% of coordinators responded who represented both EFNEP and SNAP-Ed and those who represented EFNEP or SNAP-Ed only.

**A-31. Which of the following are issues with other implementing agencies that deliver nutrition education to EFNEP and/or SNAP-Ed families? Check all that apply**

Issue:	Combined		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
Competition	34	35	20	36	14	33
Territory	28	29	16	29	12	29
Staffing	14	14	9	16	5	12
Philosophy	13	13	7	13	6	14
Other	9	9	3	7	5	12
<b>TOTAL</b>	<b>98</b>	<b>100</b>	<b>55</b>	<b>101</b>	<b>42</b>	<b>100</b>

38 or 58% of coordinators responded by marking all related issues that applied to them by each of their own programs.

**A-32. Check the three factors within your LGU system that most affect your ability to lead/manage your EFNEP and/or SNAP-Ed nutrition education program.**

Priorities by Combined Responses:	Combined		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
Budget concerns or other financial expectations	73	32	38	31	35	33
Organizational structure where program resides	34	15	20	16	14	13
Decisions made impacting program, but not part of the decision process (other departments, personnel, etc.)	28	12	17	14	11	10
Directions from others that Coordinators do not have direct interaction	21	9	11	9	10	9
Lack of supervisory authority over LGU/CE local staff	19	8	10	8	9	8
Lack of evaluation data to support program	15	7	5	4	10	9
Blending of EFNEP and SNAP-Ed	15	7	8	7	7	7
Separation of EFNEP and SNAP-Ed	13	6	7	6	6	6
Lack of data supporting planned efforts	4	2	2	2	2	2
Other	6	3	4	3	2	2
<b>TOTAL</b>	<b>228</b>	<b>100</b>	<b>122</b>	<b>100</b>	<b>106</b>	<b>100</b>

57 or 88% of coordinators responded by selecting three factors that applied to them.

**A-33. Check the three factors outside the LGU that most affect your ability to lead/manage your EFNEP and/or SNAP-Ed nutrition education program.**

Priorities by Combined Responses:	Combined		EFNEP		SNAP-Ed	
	(n)	%	(n)	%	(n)	%
Funding	76	52	38	54	38	50
Direction from others that Coordinators do not have direct interaction (politicians, external groups)	28	19	10	14	18	24
Lack of supervisory authority over staff not employed by university	17	11	10	14	7	9
County organizational structure where program resides that is not part of the LGU system	16	11	9	13	7	9
Other	10	7	4	6	6	2
<b>TOTAL</b>	<b>147</b>	<b>100</b>	<b>71</b>	<b>101</b>	<b>76</b>	<b>100</b>

58 or 89% of coordinators responded by selecting three factors that applied to them.

<b>A-34. How are EFNEP and SNAP-Ed outcomes reported?</b>		
<b>Reporting Methods:</b>	<b>(n)</b>	<b>%</b>
Reported separately (always)	28	49
Jointly reported, jointly reported to LGU partners, separately reported to funders	15	26
Other - if more than one of the responses applies	7	12
Reported together when representing LGU to partners	6	11
Jointly reported except to respective funders	1	2
<b>TOTAL</b>	<b>57</b>	<b>100</b>

57 or 88% of coordinators responded. Percentages calculated by total reporting methods.

<b>A-35. Who communicates outcomes and/or impacts to (a) Extension Director or to (b) External partners? (Two separate questions.)</b>				
<b>Communication Process:</b>	<b>To Extension Director</b>		<b>To External Partners</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
EFNEP and/or SNAP-Ed Program Coordinator	33	56	19	31
Program Leader	16	27	9	15
No specific process	7	12	9	15
Both Program Coordinator and Program Leader	-	-	15	25
Other	3	5	7	12
Process reporting is different	0	0	1	2
<b>TOTAL</b>	<b>59<sup>a</sup></b>	<b>100</b>	<b>60<sup>b</sup></b>	<b>100</b>

<sup>a</sup> 59 or 91% of coordinators responded. Percentages calculated by total communication process.

<sup>b</sup> 60 or 92% of coordinators responded. Percentages calculated by total communication process.

## Scan Section: EFNEP and SNAP-Ed Relationships

<b>A-36. EFNEP and SNAP-Ed work together to align programs as much as possible respecting funders' guidelines/differences.</b>		
<b>Level of Agreement:</b>	<b>(n)</b>	<b>%</b>
Strongly Agree	23	38
Agree	16	27
Neither Agree nor Disagree	9	15
Disagree	4	7
Strongly Disagree	1	1
Not Applicable	7	12
<b>TOTAL</b>	<b>60</b>	<b>100</b>

60 or 92% of coordinators responded.

<b>A-37. Our front line staff understands their own program guidelines/policies.</b>				
<b>Level of Agreement:</b>	<b>EFNEP</b>		<b>SNAP-Ed</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Strongly Agree	20	37	18	42
Agree	29	54	23	53
Neither Agree nor Disagree				
Disagree	5	9	2	5
Disagree	0	0	0	0
Strongly Disagree	0	0	0	0
<b>TOTAL</b>	<b>54</b>	<b>100</b>	<b>43</b>	<b>100</b>

61 or 94% of Coordinators responded. Some coordinators had one program, some had two; therefore totals do not equal to 61.

<b>A-38. Our front line staff understands each other's program guidelines/policies.</b>				
<b>Level of Agreement:</b>	<b>EFNEP Staff's Understanding of SNAP-Ed Policies</b>		<b>SNAP-Ed Staff's Understanding of EFNEP Policies</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Strongly Agree	8	14	9	16
Agree	21	36	19	33
Neither Agree nor Disagree				
Disagree	12	21	10	17
Disagree	7	12	10	17
Strongly Disagree	3	5	2	3
Not applicable	7	12	8	14
<b>TOTAL</b>	<b>58</b>	<b>100</b>	<b>58</b>	<b>100</b>

58 or 89% of Coordinators responded for EFNEP and for SNAP-Ed.

<b>A-39. Check the relationship category that best describes your LGU EFNEP and SNAP-Ed state/territory relationship.</b>				
<b>Relationship Category:</b>	<b>EFNEP</b>		<b>SNAP-Ed</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Network: meet occasionally, no joint projects	9	23	7	19
Cooperator: meet to build trust; goals	4	10	4	11
Coordination/Partnership: work in pursuit goals	10	25	10	27
Coalition: short term common purpose projects	5	12	5	13
Collaborator: worked for long time; common goal, purpose	12	30	11	30
<b>TOTAL</b>	<b>40</b>	<b>100</b>	<b>37</b>	<b>100</b>

54 or 83% of Coordinators responded by selecting those options that applied to them. Some had one, some had two programs, therefore totals do not equal to 54.

<b>A-40. Check the relationship category that best describes your EFNEP and SNAP-Ed county/local relationship.</b>				
<b>Relationship Category:</b>	<b>EFNEP</b>		<b>SNAP-Ed</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Network: meet occasionally, no joint projects	10	25	7	24
Cooperator: meet to build trust; goals	5	13	2	7
Coordination/Partnership: work in pursuit goals	11	27	10	34
Coalition: short term common purpose projects	2	5	2	7
Collaborator: worked for long time; common goal, purpose	12	30	8	28
<b>TOTAL</b>	<b>40</b>	<b>100</b>	<b>29</b>	<b>100</b>

54 or 83% of Coordinators responded by selecting those options that applied to them. Some had one, some had two programs, therefore totals do not equal to 54.

<b>A-41. Within our LGU structure, there are other low-income nutrition programs that overshadow (seem to take priority) over EFNEP and SNAP-Ed.</b>				
<b>Level of Agreement:</b>	<b>EFNEP</b>		<b>SNAP-Ed</b>	
	<b>(n)</b>	<b>%</b>	<b>(n)</b>	<b>%</b>
Strongly Agree	1	2	0	0
Agree	2	4	1	2
Neither Agree nor Disagree	3	6	2	4
Disagree	15	29	12	27
Strongly Disagree	30	59	30	67
<b>TOTAL</b>	<b>51</b>	<b>100</b>	<b>45</b>	<b>100</b>

59 or 91% of coordinators responded by choosing one for EFNEP and SNAP-Ed. Some had one, some had two programs, therefore totals do not equal to 59.