



# FFY 2025 Annual Plan

## Supplemental Nutrition Assistance Program Nutrition Education (SNAP-Ed)

# Proposed

**New Mexico Human Services Department (State Agency)**

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Pending:

- 1) Tribal Organization comments and/or questions; and updates based on comments and responses received in accordance with CFR
- 2) Finalized Budget
- 3) Director Approval

# Target Audience and Needs Assessment

## Needs Assessment Process

This needs assessment is a **comprehensive needs assessment**.

### Stakeholders engaged in the needs assessment process

SNAP-Ed aims to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans (DGA) and the USDA food guidance. SNAP-Ed also seeks to improve access to healthy foods, particularly in underserved areas. With its large eligible population, SNAP-Ed serves as an important asset for the state of New Mexico.

New Mexico oversees five (5) agencies implementing SNAP-Ed programming throughout the state to support USDA's goal. These Implementing Agencies (IAs) include **Cooking with Kids** (CWK), **Kids Cook!** (KC!), **NM Department of Health** (DOH)-Obesity, Nutrition, and Physical Activity Program (ONAPA) Healthy Kids Healthy Communities, **NMSU** Ideas for Cooking and Nutrition (ICAN), and the **UNM PRC** which has the Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus), the Social Marketing Program, and the SNAP-Ed Statewide Evaluation. The IAs and the NM State Agency (SA) engage with their numerous local and statewide partners to understand the SNAP-Ed needs at the local and state level. These include state agencies and programs, Tribal organizations, non-profit organizations, schools, senior centers, WIC clinics, and other partners.

### Process used to determine the State's priority goals and develop objectives and indicators to track progress toward them

Statistics regarding poverty, obesity, and chronic diseases have been considered across the state to formulate programs and activities designed to combat poor nutrition and low levels of physical activity. NM has formulated a plan to address these issues and concerns.

SNAP-Ed provides various methods for program delivery, through Direct Education, Policy, Systems, and Environmental (PSE) changes, and Social Marketing.

To carry out the NM SNAP-Ed plan, implement, and operate the SNAP-Ed program, NMHCA will:

- Work collaboratively across state agencies, including those administering other FNS Programs, to promote healthy eating and active living among the SNAP-Ed priority population.
- Develop a coordinated, cohesive State SNAP-Ed Multi-Year Plan based on the current state-specific needs assessment of nutrition-related disease and obesity that addresses national and state priorities.
- Provide leadership, direction, and information to entities contracted to deliver SNAP-Ed services ensuring the program appropriately serves its audience and is consistent with SNAP-Ed policies. The SA and IAs will meet individually and as a group at least monthly, with at least two in-person meetings each year.
- Monitor activities of all implementing agencies in the State's approved SNAP-Ed Plan to include ensuring allowable expenditures, approving educational items, observing training materials, and conducting management observations, per the FY 2025 SNAP-Ed Guidance Procedures.

- Submitting plans and reports to FNS, collecting data, and maintaining financial records. Review, validate and document payments for approved SNAP- Ed activities and maintain files that will be available for USDA review and audit.
- Procure contracts through competitive bid process and governed by State procurement regulations.

## Needs Assessment Findings

### State-Specific Nutrition and Physical Activity-Related Data on Target Population

Topic	Age Group Range	Finding	Data Source
Obesity	2 to 4	23.9 %	2022 State of Childhood Obesity
	10 to 17	34.3 %	2021 Behavioral Risk Factor Surveillance System
	18 to 44	33.3 %	2022 Behavioral Risk Factor Surveillance System
	45 to 64	38.3 %	2022 Behavioral Risk Factor Surveillance System
	65 to 99	24.0 %	2022 Behavioral Risk Factor Surveillance System
Type 2 diabetes	18 to 44	4.3 %	2022 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
	45 to 64	16.5 %	
	65 to 99	23.2 %	
Cancer	18 to 44	2.3 %	2022 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
	45 to 64	8.3 %	
	65 to 99	29.0 %	
Hypertension	18 to 44	0.5 %	2022 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
	45 to 64	3.9 %	
	65 to 99	11.3 %	
High cholesterol	18 to 44	35.9 %	2021 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
Fruit consumption	14 to 17	10.7 Consumed fruit less than one time per day	2021 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
	18 to 64	41.9 Consumed fruit less than one time per day	
Vegetable consumption	14 to 17	8.9 consumed less than one time per day	2021 Behavioral Risk Factor Surveillance System ( <i>applies to all age groups</i> )
	18 to 64	21.1 consumed less than one time per day	

Topic	Age Group Range	Finding	Data Source
Physical activity behaviors	6 to 13	23.8 met aerobic physical activity guideline	2021 National Survey of Children's Health
	14 to 17	26.4 met aerobic physical activity guideline	2021 Youth Risk Behavior Surveillance System
	18 to 64	75.7 participated in any form of leisure-time physical activity	2022 Behavioral Risk Factor Surveillance System
Household food insecurity	0 to 17	19.2 Percentage of children who are food insecure	2021 State of Childhood Obesity ( <i>applies to all age groups</i> )

## Community Food Access Data

File Attachments: [Food Insecurity rates by county-NM Voices for Children.pdf](#)

### Demographic Characteristics of SNAP-Ed Target Audiences

The SNAP gross income limit (as a percentage of the Federal Poverty Level): **200%**

#### Age

**49,026** 76 or older

**74,659** Younger than 5

**153,874** 5-17

**406,855** 18-59

**119,999** 60-75

Source: American Community Survey, 2022

#### Ethnicity

**464,912** Hispanic/Latino

**353,415** Not Hispanic/Latino

Source: American Community Survey, 2022

#### Race

**208,534** Other

**468,685** White

**18,813** Black or African American

**112,244** American Indian or Alaska Native

Source: American Community Survey, 2022

**9,349** Asian**702** Native Hawaiian or Other Pacific Islander

Source: American Community Survey, 2022

**Primary language spoken in household****0** Amharic**999** Arabic**26** Armenian**35** Cantonese**0** Creole**370,769** English**461** Farsi**426** Hindi**21** Hmong**0** Khmer**957** Korean**0** Laotian**275** Mandarin**99** Polish**95** Portuguese**418** Russian**0** Serbo-Croatian**0** Somali**325,416** Spanish**307** Thai**229** Urdu**1,540** Vietnamese**26** afrikaans**0** akan (incl. twi)**0** albanian**0** aleut languages**2,310** apache languages**0** assyrian neo-aramaic**493** bengali**0** bosnian

Source: American Community Survey, 2022

<b>0</b> bulgarian	<b>0</b> burmese
<b>0</b> cajun french	<b>0</b> cebuano
<b>0</b> chaldean neo-aramaic	<b>56</b> chamorro
<b>30</b> cherokee	<b>0</b> chin languages
<b>1,445</b> chinese	<b>0</b> chuukese
<b>33</b> croatian	<b>0</b> czech
<b>3</b> dakota languages	<b>72</b> danish
<b>162</b> dari	<b>71</b> dutch
<b>0</b> edoid languages	<b>956</b> filipino
<b>50</b> finnish	<b>1,435</b> french
<b>0</b> fulah	<b>0</b> ga
<b>0</b> ganda	<b>0</b> gbe languages
<b>2,354</b> german	<b>388</b> greek
<b>27</b> gujarati	<b>16</b> hawaiian
<b>119</b> hebrew	<b>6</b> hungarian
<b>27</b> igbo	<b>0</b> ilocano
<b>0</b> india n.e.c.	<b>0</b> indonesian
<b>104</b> irish	<b>363</b> italian
<b>0</b> iu mien	<b>798</b> japanese

Source: American Community Survey, 2022

<b>0</b> kabuverdianu	<b>0</b> kannada
<b>100</b> karen languages	<b>0</b> konkani
<b>0</b> kurdish	<b>0</b> lao
<b>36</b> latvian	<b>0</b> lithuanian
<b>0</b> macedonian	<b>35</b> malay
<b>104</b> malayalam	<b>0</b> manding languages
<b>0</b> marathi	<b>0</b> marshallese
<b>128</b> min nan chinese	<b>0</b> mongolian
<b>26</b> muskogean languages	<b>60,916</b> navajo
<b>147</b> nepali	<b>53</b> nilo-saharan languages
<b>0</b> norwegian	<b>24</b> ojibwa
<b>0</b> oromo	<b>8</b> other afro-asiatic languages
<b>112</b> other and unspecified languages	<b>0</b> other bantu languages
<b>65</b> other central and south american languages	<b>75</b> other eastern malayo-polynesian languages
<b>67</b> other indo-european languages	<b>0</b> other indo-iranian languages
<b>137</b> other languages of africa	<b>16</b> other languages of asia
<b>0</b> other mande languages	<b>18,322</b> other native north american languages
<b>10</b> other niger-congo languages	<b>0</b> other philippine languages
<b>64</b> pashto	<b>0</b> pennsylvania german

Source: American Community Survey, 2022



<b>0</b> punjabi	<b>38</b> romanian
<b>0</b> samoan	<b>46</b> serbian
<b>0</b> serbocroatian	<b>0</b> shona
<b>35</b> sinhala	<b>0</b> slovak
<b>1,094</b> swahili	<b>11</b> swedish
<b>0</b> swiss german	<b>781</b> tagalog
<b>0</b> tamil	<b>14</b> telugu
<b>51</b> tibetan	<b>129</b> tigrinya
<b>0</b> tongan	<b>20</b> turkish
<b>9</b> ukrainian	<b>619</b> uto-aztecan languages
<b>0</b> wolof	<b>144</b> yiddish
<b>250</b> yoruba	

Source: American Community Survey, 2022

#### Members of State and federally recognized Tribes

<b>2,982</b> Acoma Pueblo and Off-Reservation Trust Land
<b>4,466</b> Isleta Pueblo
<b>2,132</b> Jemez Pueblo
<b>2,599</b> Jicarilla Apache Nation Reservation and Off-Reservation Trust Land
<b>4,460</b> Laguna Pueblo and Off-Reservation Trust Land

Source: American Community Survey, 2022

<b>3,969</b>	Mescalero Reservation
<b>2,148</b>	Nambe Pueblo and Off-Reservation Trust Land
<b>166,545</b>	Navajo Nation Reservation and Off-Reservation Trust Land
<b>2,448</b>	Picuris Pueblo
<b>1,577</b>	Pueblo de Cochiti
<b>6,847</b>	Pueblo of Ohkay Owingeh
<b>3,687</b>	Pueblo of Pojoaque and Off-Reservation Trust Land
<b>5,173</b>	Pueblo of Sandia
<b>3,224</b>	San Felipe Pueblo
<b>2,223</b>	San Ildefonso Pueblo and Off-Reservation Trust Land
<b>1,097</b>	Santa Ana Pueblo
<b>11,842</b>	Santa Clara Pueblo and Off-Reservation Trust Land
<b>2,961</b>	Santo Domingo (Kewa) Pueblo
<b>5,110</b>	Taos Pueblo and Off-Reservation Trust Land
<b>1,196</b>	Tesuque Pueblo and Off-Reservation Trust Land
<b>1,751</b>	Ute Mountain Reservation and Off-Reservation Trust Land
<b>899</b>	Zia Pueblo and Off-Reservation Trust Land
<b>8,134</b>	Zuni Reservation and Off-Reservation Trust Land

Source: American Community Survey, 2022

County, Ward, Parish

<b>231,321</b> Bernalillo	<b>1,788</b> Catron	<b>28,850</b> Chaves	<b>13,257</b> Cibola	<b>5,279</b> Colfax
<b>19,439</b> Curry	<b>831</b> De Baca	<b>98,851</b> Doña Ana	<b>17,184</b> Eddy	<b>11,957</b> Grant
<b>1,671</b> Guadalupe	<b>261</b> Harding	<b>1,753</b> Hidalgo	<b>26,144</b> Lea	<b>9,072</b> Lincoln
<b>2,003</b> Los Alamos	<b>13,084</b> Luna	<b>42,114</b> Mckinley	<b>2,285</b> Mora	<b>26,628</b> Otero
<b>4,246</b> Quay	<b>16,617</b> Rio Arriba	<b>7,770</b> Roosevelt	<b>59,172</b> San Juan	<b>12,121</b> San Miguel
<b>37,460</b> Sandoval	<b>46,883</b> Santa Fe	<b>5,496</b> Sierra	<b>8,756</b> Socorro	<b>12,580</b> Taos
<b>7,285</b> Torrance	<b>1,883</b> Union	<b>29,892</b> Valencia		

Source: American Community Survey, 2022

## SNAP Participation

### County, Ward, Parish

<b>83,852</b> Bernalillo	<b>0</b> Catron	<b>9,145</b> Chaves	<b>3,884</b> Cibola	<b>1,835</b> Colfax
<b>8,566</b> Curry	<b>0</b> De Baca	<b>30,781</b> Doña Ana	<b>6,303</b> Eddy	<b>4,310</b> Grant
<b>20</b> Guadalupe	<b>0</b> Harding	<b>9</b> Hidalgo	<b>8,049</b> Lea	<b>2,083</b> Lincoln
<b>0</b> Los Alamos	<b>5,206</b> Luna	<b>11,990</b> Mckinley	<b>0</b> Mora	<b>6,543</b> Otero
<b>2,143</b> Quay	<b>6,880</b> Rio Arriba	<b>8</b> Roosevelt	<b>11,093</b> Sandoval	<b>15,846</b> San Juan
<b>5,487</b> San Miguel	<b>10,187</b> Santa Fe	<b>2,838</b> Sierra	<b>1,175</b> Socorro	<b>4,658</b> Taos
<b>1,175</b> Torrance	<b>0</b> Union	<b>9,505</b> Valencia		

Source: Prepopulated from Bi-Annual County Level SNAP Participation and Issuance Data, 2024. Values may have been adjusted by the State agency.

# Program Access for Diverse Target Audiences

## Gaps in geographic reach of SNAP-Education and related programs for the target audiences

### Description of the areas of the State that have a significant number of SNAP-Education-eligible individuals but little or no current programming from SNAP-Education or other nutrition programs

SNAP-Education is currently not in the counties of Catron, De Baca, Harding, Los Alamos, and Union. Los Alamos County is generally not SNAP-Education eligible by income. The other four counties are extremely rural with very small populations making it difficult to deliver in-person SNAP-Education education.

New Mexico's substantial Native American population (9.2% identifying as solely American Indian or Alaska Native) underscores the importance of strengthening ongoing collaborations with Tribal communities to design culturally appropriate interventions as partners to build trust. The state is home to 19 Pueblos, 3 Apache Tribes, and the Navajo Nation – all of which are federally recognized. The Navajo Nation, the largest of these tribes, comprises roughly two-thirds (67.3%) of the state's Native American population, encompassing both the Navajo Nation Reservation and Off-Reservation Trust Land. Partnering with Tribes and Tribal organizations is critical to reaching this population. (based on 1-year estimates from the American Community Survey (2022)).

New Mexico continues to grow an online presence among various social media platforms as well as virtual education. New Mexico is slowly building trust, collaborating, and tailoring programming with Tribal Organizations. We have done our best to bring services and reach to our SNAP-eligible population throughout New Mexico.

### Factors that limit the geographic reach of SNAP-Education in the State

New Mexico is a minority-majority state and statistics show that minority populations have a greater risk of developing obesity, chronic diseases, food insecurity, etc. Nearly 40% of New Mexicans speak a language other than English. This fact, combined with the vast ruralness of the state, often makes obtaining access to services difficult, if not impossible.

### The SNAP-Education State agency and implementing agencies can address the identified gaps in the State by:

New Mexico SNAP-Education is fortunate to have multiple IAs working to educate eligible populations, Early Child through Seniors, about good nutrition and the benefits of physical activity. Statistics regarding poverty, obesity, and chronic diseases have been considered and utilized across the state to formulate programs and activities for best combating poor nutrition. Federally funded programs such as WIC, FDIPR, EFNEP, TEFAP and CSFP food banks, public health offices, and health prevention programs are available nutrition and/or physical activity programs that fill the gaps. The IAs have compiled plans that do not duplicate efforts but collaborate and expand on each other to reach the target populations.

## Other factors affecting program access for diverse target audiences

### Description of how SNAP-Education programming is reaching all groups within its target audiences

Understanding the household size distribution across age groups allows SNAP-Education programs to develop targeted interventions that address the unique needs and challenges of different household compositions. For adults between 18 to 64 years old, the higher proportion of medium-sized (3-4 members) and larger households (5-6 members) suggests the presence of families with children or multi-generational households.

To deliver the important work of nutrition education for SNAP-Eligible persons, SNAP-Education provides various methods for program delivery, through Direct Education, Policy, Systems, and Environmental (PSE) changes, and Social Marketing where the target audiences live, work, shop, play, eat, and learn. Implementing agencies consider and ensure appropriateness is not limited to accommodations, target audience, culture, languages offered, and mode of delivery.

NMSU/ICAN uses primarily DE and PSE efforts via a paraprofessional model to deliver programming in a variety of settings for youth to adults/seniors across the entire state.

UNM Chile Plus is a multi-level, multi-component strategy utilizing DE and PSE efforts through multiple counties throughout the state. The primary audience is Head Start, Early care and Education (ECE) settings where predominantly Hispanic and American Indian children are enrolled.

UNM Social Marketing program initially developed for SNAP-eligible Spanish speaking elementary students and their families has evolved to include SNAP-Eligible High Schools, Senior centers and a collaboration with the Office of Indian Elder Affairs and NM Aging and Long-Term Services.

NM Department of Health/Obesity, Nutrition, and Physical Activity Program (ONAPA) PSE audience includes SNAP eligible pre-school and elementary school-age children, families, adults and older adults/seniors of various counties and Tribal communities. ONAPA assists school districts to establish school wellness policies mandated by the state of New Mexico.

Kids Cook! (KC!) DE is held with both English and non-English speaking families and entire communities surrounding the students (families, teachers, school staff, mobile food pantry participants, farmers market participants, health care providers when appropriate, and other community organizations). DE delivery is provided with physical activity and interactive nutrition/cooking education.

Cooking with Kids (CWK), DE audience is prek-8th grade attending SNAP eligible schools and/or after school programs.

### **Key factors supporting access to SNAP-Education programming for each of these groups**

SNAP-Education IA's tailor their interventions to address the specific needs and challenges of cooking for families with children or multi-generational households and for older adults, over 64 years old with smaller 1-2 person households, potential social isolation, and accessibility and mobility.

Agencies facilitating DE resumed established and expanded their online presence through social media platforms and virtual education to support SNAP-Education programming to accommodate access, location, language barriers, and transportation limitations. IA's have found the online presence allows for greater SNAP-Education reach and connection to include families and communities where they cook and eat. Access also includes coordination and collaboration with Indian Tribal Organizations to provide physical activity and nutrition education which incorporates local indigenous foods tailored to each respective community. IA's offering multilingual options in programming and ensuring language accessibility are important for effective communication and

engagement with diverse linguistic communities. IA's continuously evaluate and adjust strategies to reach our target audience new circumstances and opportunities present themselves.

### **Key factors limiting access to SNAP-Ed programming**

New Mexico has high poverty levels in the state. Poverty results in a host of concerns including food insecurity, poor health care, lack of transportation, or adequate housing, etc. and NM faces many of these challenges. New Mexico ranks poorly in many areas of concern. Physical activity of children under the age of 18 falls short of the national average while food insecurity in the state exceeds it. 25% of New Mexicans live at or are below the federal poverty level. NM Department of Health Office of Health Equity (<https://www.nmhealth.org/about/asd/ohe>). About 1 in 3 New Mexicans (32.9%) live in rural areas. In these less densely populated areas, access to essential resources and services can be more limited, creating unique challenges in promoting healthy eating and active lifestyles. Rural residents may face barriers such as limited availability of fresh produce, longer travel distances to grocery stores, and fewer opportunities for physical activity. Moreover, cultural and social norms deeply rooted in rural communities can influence dietary preferences and attitudes toward health and wellness. While English is the predominant language spoken (69.1%), about 1 in 5 New Mexicans (24.8%) speak Spanish as their primary language. Additionally, Native languages are spoken by a notable percentage. These statistics combined with the vast ruralness of the state, and lack of broadband access, often makes obtaining access to services difficult. \*1-year estimates from the American Community Survey (2022).

### **The State agency and implementing agencies can address the above limiting factors by:**

Effective strategies to target this population include collaborating with community organizations, tailoring materials and programs to address their specific needs and language barriers, utilizing existing networks to identify and connect with those in need, implementing targeted outreach in low-income neighborhoods, and providing incentives to reduce barriers and encourage participation.

To effectively reach this population, ongoing partnerships with schools and childcare centers, collaborations with other state agencies, pediatric healthcare providers, the development of family-friendly materials and programs, utilization of existing networks, and focused outreach in communities with high concentrations of low-income households with children are essential strategies to implement.

## **Program appropriateness for diverse target audiences**

### **Strengths of current SNAP-Ed programming regarding its appropriateness for target audiences**

Implementing Agency (IA) collaboration with social marketing ESPH, helps with SNAP-Ed eligible school partnerships and extending the messages taught during DE efforts allows for greater statewide reach. The collaboration strengthens DE and PSE work by generating the desired behavior change of eating more fruit and vegetables using the evidence-based theory of social marketing. This exchange translates to actual behavior change vs change in education, knowledge, and awareness.

NMSU/ICAN Direct Education Youth Education efforts for school age through series, single sessions and activities have been successful and a reported increase in participation. Adult age SNAP-eligible participants are provided with opportunities to engage and build skills related to community and home gardens with the self-paced online gardening series Seed to Supper, leading to the economical production and consumption of healthy and fresh foods.

Cooking with Kids (CWK) Many of CWK schools are in underserved, rural communities. 85% of students serviced identify as Hispanic, and about one-third are English Language Learners. CWK incorporates DE and PSE programming efforts to support healthy food preference and eating behaviors in students and their families. CWK programming in SNAP-Ed eligible schools provides culturally appropriate curricula and has teamed with multiple chefs, farmers, partner organizations, and ITO's to support their efforts.

NMDOH/ONAPA, serves many underserved areas of NM with high Hispanic, Native American, and US border population representation to implement comprehensive, culturally appropriate Farm to Preschool programs, including purchasing NM grown produce for meals and snacks, growing edible gardens, nutrition education and hands-on gardening lessons, and family and community engagement. NMDOH/ONAPA partnerships with Public Education Department (PED), NM Food Distribution Programs on Indian Reservations (FDPIR), Aging and Long-Term Services Department (ALTSD), and Office of Indian Elder Affairs (OIEA); provided professional development opportunities on healthy meal preparation and nutrition education for food programs that reached 19 total Tribal communities.

University of New Mexico (UNM) CHILE Plus programming provides a multi-level DE and PSE approach reaching preschool aged children and their families; curricula delivery is in person, virtual, self-directed and interactive. CHILE Plus partners include Head Starts and Early Childhood Development Centers, providing the classroom curriculum, staff professional development, food service, family engagement, grocery store collaboration, and partnership with local health care providers and Women, Infants and Children (WIC) program providers.

#### **Weaknesses of current SNAP-Ed programming regarding its appropriateness for target audiences**

About 1 in 3 New Mexicans (32.9%) live in rural areas. In these less densely populated areas, access to essential resources and services can be more limited, creating unique challenges in promoting healthy eating and active lifestyles. Rural residents may face barriers such as limited availability of fresh produce, longer travel distances to grocery stores, and fewer opportunities for physical activity. Moreover, cultural and social norms deeply rooted in rural communities can influence dietary preferences and attitudes toward health and wellness.

The income disparity for older adults highlights a critical area for SNAP-Ed intervention. Adults 65 and over are more concentrated in lower income ranges (\$25,000 < \$75,000) compared to adults 18-64 (\$50,000 < \$150,000). This limited income significantly increases the risk of food insecurity for seniors, who may struggle to afford nutritious food options. Programs should emphasize cost-effective ingredients and easy recipes, empowering seniors to make healthy choices within their budget constraints.

#### **The SNAP-Ed State agency and implementing agencies can address weaknesses related to the appropriateness of programming for its target audiences by:**

NM can expand DE and PSE efforts in schools, increase online presence using social media platforms, provide virtual lessons, and distribute educational materials to reach those in rural areas. SNAP-Ed programs should also tailor their interventions to address the specific needs and challenges of cooking for smaller households, potential social isolation, and accessibility and mobility. Reconnect and re-establish relationships with State offices and local partners such as WIC, FDIPR, Income Support Division offices, and food distribution sites. For example, NMSU/ICAN efforts include distributing educational materials in the form of recipes that encourage our food distribution recipients to use the food that is included in their food boxes. And the NMSU/ICAN Seed to Supper is available with an on-demand self-paced, online class available in English and Spanish at no cost. NM can continue, and expand,

collaborations with NM Grown, New Mexico Aging and Long-Term services, and City of Albuquerque-Department of Senior affairs to expand the rural and older adult reach.

## Tribal Consultation

### All Tribal Organizations

**Primary Contact**

Shelly Begay

**Contact Title**

Native American Liaison-  
Administrative Officer II HSD-  
Office of the Secretary

**Description of the outcome of the consultation and how it impacted the SNAP-Ed plan**

Tribal liaison facilitated Tribal listening session with all NM Tribal Organizations invited on July 19, 2023. SNAP-Ed program manager presented SNAP-Ed program with the Implementing Agencies available for programming questions.

**Description of written comments received and outcome**

- No written comments were received from the

### Tribal Organizations

**Primary Contact**

Shelly Begay

**Contact Title**

Native American Liaison-  
Administrative Officer II HSD-  
Office of the Secretary

**Description of the outcome of the consultation and how it impacted the SNAP-Ed plan**

Tribal Notification for proposed FFY2025 SNAP-Ed State Plan to be available for review on HCA website  
<https://www.hca.nm.gov/income-support-division-plans-and-reports/>

**Description of written comments received and outcome**

Tribal comment/questions received by August 9, 2024 will be reviewed and recorded. NMHCA will update the proposed SNAP-Ed State Plan as

### Tribal Organizations- FY24 SNAP-Ed State plan

**Primary Contact**

Shelly Begay

**Contact Title**

Native American Liaison-  
Administrative Officer II HSD-  
Office of the Secretary

**Description of the outcome of the consultation and how it impacted the SNAP-Ed plan**

Tribal Notification for proposed FFY2024 SNAP-Ed State Plan had been made available for review on HCA (Formerly HSD) website  
<https://www.hca.nm.gov/income-support-division-plans-and-reports/>

**Description of written comments received and outcome**

No Tribal comment was received

### Tribal Organizations- Outreach

**Primary Contact**

Shelly Begay

**Contact Title**

Native American Liaison-  
Administrative Officer II HSD-  
Office of the Secretary

**Description of the outcome of the consultation and how it impacted the SNAP-Ed plan**

SNAP-Ed Program manager increasing outreach with attendance at Tribal health and resource fairs held on various Tribal lands as the opportunity arises.

**Description of written comments received and outcome**

No comments have been received from Tribal leaders or designee's



Tribal organizations, either by Tribal liaison Shelly Begay or SNAP-Ed program manager, Adele Blue-Sky

- Tribes directly reached out to Implementing Agencies
- IA's with current Tribal partnership work directly with Tribes to implement programming and/or receive permission to conduct focus groups and surveys to improve programming.
- IA UNM-Social Marketing has received written feedback and is currently working in collaboration with Laguna Pueblo Elementary School to pilot a program for 3rd, 4th, and 5th grades for school year 2024-2025. A focus group of students helped design an activity book incorporating QR codes to specific words in the language of the tribe, Keresan.

necessary based on comments and responses received in accordance with the Code of Federal Regulations (CFR).

## Coordination and Partnerships With Programs and Organizations From Multiple Sectors

### **Strengths of coordination and partnerships among SNAP-Ed and other nutrition education, obesity prevention, and health programs and organizations from multiple sectors**

NM DOH and NMSU/ICAN partners with federal means tested food benefit programs: SNAP, The Emergency Food Assistance Program (TEFAP), Commodity Supplemental Food Program (CSPF), Food Distribution Program on Indian Reservations (FDIPR), Women, Infants and Children (WIC) program and/or food pantries.

PSE audience includes SNAP eligible School staff and administrators, food service staff and statewide partners (e.g., NM DOH Healthy Kids Healthy Communities coordinators), and other state agencies, counties, and Tribal Organizations as directed by NMHCA.

### **Important areas for improved coordination and partnerships among SNAP-Ed and other nutrition education, obesity prevention, and health programs and organizations from multiple sectors**

Coordinate with local Income Support Division offices and WIC offices statewide to provide Direct Education. Recruitment and retention of Implementing Agency staff to address the increase in the number of programming opportunities.

## Agency/Workforce Capacity

### **Strengths of the SNAP-Ed workforce at the State and implementing agency levels for program planning, implementation, and evaluation**

Implementing agency collaboration to conduct research on, develop, create, and evaluate evidence-based social marketing, DE and PSE programming specifically for NM. Implementing agency collaborations significantly contributes and enhances DE and PSE efforts for successful outcomes of programming efforts that support healthy eating and increase physical activity. State and Implementing Agencies meet individually and monthly for updates, training and support. Evaluation feedback allows IA's to adjust strategy to reach and expand target audience. Program planning collaboration increases reach to strengthen community food policies and systems (production, access, and education) across NM.

### **Needs of the SNAP-Ed workforce at the State and implementing agency levels for program planning, implementation, and evaluation**

Recruiting and retention of staff is a concern with all implementing agencies. IA's have developed training to support and retain staff for their respective programs.

**State Agency** receives professional development training and networking opportunities by attending local, state and national conferences. Attends mandatory and optional State Agency Trainings.

IA's have developed training within their own agencies.

**NMSU** meets weekly with State team staff and Regional Coordinators to discuss programming. meets with and train new Health & Nutrition Educators (curricula, reporting requirements and responsibilities of the position), and conduct Nutrition Educator observations.

**Social Marketing** hosts a training summit for IA agency staff to come together to learn and share experiences across the state. Meets weekly with team for reinforcement and support. Participation in conferences and training academies to update social marketing expertise.

**Kids Cook!** Provides staff training and support for educators on expanding nutrition knowledge, understanding of feeding relationships, and social emotional learning techniques.

**CHILE Plus** team receives professional development training and networking opportunities by attending, participating, and presenting in local, state and national conferences.

**CWK** meets bi-monthly for staff meetings and training. provides Teacher training/delivery for tastings in school classrooms. Attending state and national conferences for professional development.

**UNM Evaluation** team members participate in healthy eating and active living webinars and training sponsored by the CDC and the CDC REACH program. Members attended the ASNNA conference in Washington, DC, presenting and participating in sessions for professional development.

**NMDOH/ONAPA** provides professional development training, staff wellness training on health and nutrition education.

## Selected State Priority Goals Based on Needs Assessment

### PRIORITY GOAL 1

Increase healthy eating among snap eligible children in NM

#### Goal Type(s)

- Improve health behaviors

### PRIORITY GOAL 2

Increase physical activity among snap eligible children in NM

#### Goal Type(s)

- Improve health behaviors

### PRIORITY GOAL 3

Increase healthy eating among snap eligible adults in NM

### PRIORITY GOAL 4

Increase physical activity among snap eligible adults in NM

Goal Type(s)

- Improve health behaviors

Goal Type(s)

- Improve health behaviors

**PRIORITY GOAL 5**

**Improve food resource management among snap eligible adults in NM**

Goal Type(s)

- Improve health behaviors

**PRIORITY GOAL 6**

**Improving program access appropriateness**

Goal Type(s)

- Improve SNAP-Ed access
- Improve appropriateness of SNAP-Ed programming

**PRIORITY GOAL 7**

**Strengthen partnerships and collaborations**

Goal Type(s)

- Expand or strengthen coordination and collaboration with other programs

# Action Plans

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This is part of a **multi-year plan**.

## Priority Goals

**PRIORITY GOAL 1****Increase healthy eating among snap eligible children in NM****Goal Types**

- Improve health behaviors

**SMART Objectives****Increase fruit and vegetable consumption among participants**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1)

**Other Performance Indicators:** Servings of fruits and vegetables

**PRIORITY GOAL 2****Increase physical activity among snap eligible children in NM****Goal Types**

- Improve health behaviors

**SMART Objectives****Increase physical activity among participants**

**SNAP-Ed Evaluation Framework Indicators:** Physical Activity & Reduced Sedentary Behavior (MT3)

**Other Performance Indicators:** Hours of physical activity and hours of screen time

**By September 30, 2025, make direct education interventions featuring physical activity topics and exercises available for Grades K to 10.**

**SNAP-Ed Evaluation Framework Indicators:** None

**Other Performance Indicators:** Number of direct education sessions featuring physical activity topics and exercises received by youth in Grades K to 10, Estimated reach of direct education interventions featuring physical activity topics and exercises received by youth in Grades K to 10

**PRIORITY GOAL 3****Increase healthy eating among snap eligible adults in NM****Goal Types**

- Improve health behaviors

**SMART Objectives****Increase fruit and vegetable consumption among participants****PRIORITY GOAL 4****Increase physical activity among snap eligible adults in NM****Goal Types**

- Improve health behaviors

**SMART Objectives****Increase physical activity among participants**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1)

**Other Performance Indicators:** Servings of fruits and vegetables

**Increase the percentage of adults participating in direct education series interventions who eat more than one kind of fruit each day post-intervention**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1)

**Other Performance Indicators:** None

**Increase the percentage of adults participating in direct education series interventions who eat more than one kind of vegetable each day post-intervention**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1)

**Other Performance Indicators:** None

**SNAP-Ed Evaluation Framework Indicators:** Physical Activity & Reduced Sedentary Behavior (MT3)

**Other Performance Indicators:** Hours of physical activity and hours of screen time

**Increase the percentage of adults participating in direct education series interventions who exercise for at least 30 minutes 4 days per week post-intervention.**

**SNAP-Ed Evaluation Framework Indicators:** Physical Activity & Reduced Sedentary Behavior (MT3)

**Other Performance Indicators:** None

#### **PRIORITY GOAL 5**

**Improve food resource management among snap eligible adults in NM**

#### **Goal Types**

- Improve health behaviors

#### **SMART Objectives**

**Increase food resource management among participants**

**SNAP-Ed Evaluation Framework Indicators:** Food Resource Management Behaviors (MT2)

**Other Performance Indicators:** Direct Education behavior change

#### **PRIORITY GOAL 6**

**Improving program access appropriateness**

#### **Goal Types**

- Improve SNAP-Ed access
- Improve appropriateness of SNAP-Ed programming

#### **SMART Objectives**

**Expanding into 6-10 Early Childcare Centers**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1), Nutrition Supports (MT5)

**Other Performance Indicators:** Number of early childhood centers

**Increase the percentage of adults participating in direct education series interventions who report often choosing healthy foods for their family post-intervention.**

**SNAP-Ed Evaluation Framework Indicators:** Food Resource Management Behaviors (MT2)

**Other Performance Indicators:** None

**Increase the percentage of adults participating in direct education series interventions who report never running out of food before the end of each month post-intervention.**

**SNAP-Ed Evaluation Framework Indicators:** Food Resource Management Behaviors (MT2)

**Other Performance Indicators:** None

**Increasing the number of school gardens by 7 and community gardens by 3-4**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1), Food Resource Management Behaviors (MT2), Nutrition Supports (MT5)

**Other Performance Indicators:** Number of school gardens, number of community gardens

**Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1), Food Resource Management Behaviors (MT2), Nutrition Supports (MT5)

**Other Performance Indicators:** Number of food demonstrations and tastings

**Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming**

**SNAP-Ed Evaluation Framework Indicators:** Healthy Eating Behaviors (MT1), Food Resource Management Behaviors (MT2), Physical Activity & Reduced Sedentary Behavior (MT3), Educational Policies (MT9)

**Other Performance Indicators:** Number of schools and/or community centers

**Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming**

**SNAP-Ed Evaluation Framework Indicators:** Social Marketing (MT12)

**Other Performance Indicators:** Number of community centers and after-school programs

**Expand Social Marketing SNAP express/PSA wire on virtual sites**

**SNAP-Ed Evaluation Framework Indicators:** Social Marketing (MT12)

**Other Performance Indicators:** Number of social marketing impressions/reach/engagements.

**By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.**

**SNAP-Ed Evaluation Framework Indicators:** Nutrition Supports (MT5)

**Other Performance Indicators:** Percent increase in Double Up Food Bucks usage at different locations (grocery stores, farmer's markets, farm stands) by program participants post-outreach

**PRIORITY GOAL 7****Strengthen partnerships and collaborations****Goal Types**

- Expand or strengthen coordination and collaboration with other programs

**SMART Objectives**

**Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...**



**SNAP-Ed Evaluation Framework Indicators:** Multi-Sector Partnerships and Planning (ST8), Agriculture (MT8), Educational Policies (MT9), Health Care Clinical-Community Linkages (MT11)  
**Other Performance Indicators:** Number of partnerships

**By September 30, 2025, conduct a pilot of a SNAP-Ed Intervention, Brighter Bites, in Dona Ana County and potentially other locations. Brighter Bites builds community coalitions that support produce distribution events at local schools for SNAP-Ed-eligible families, while educating children at those schools through the CATCH direct education curriculum.**

**SNAP-Ed Evaluation Framework Indicators:** Multi-Sector Partnerships and Planning (ST8), Nutrition Supports (MT5)  
**Other Performance Indicators:** Number of sites served by the Brighter Bites intervention in Dona Ana County and other potential locations

**By September 30, 2025, expand in-person offerings of the Seed to Supper curriculum taught by Extension Master Gardeners and other partners to at least 2 additional counties.**

**SNAP-Ed Evaluation Framework Indicators:** None  
**Other Performance Indicators:** Number of counties served by the Seed to Supper curriculum partnership

## Projects Linked to the State Objectives

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
NM Social Marketing- Eat Smart to Play Hard	University of New Mexico- PRC Social Marketing Eat Smart to Play Hard (ESPH) (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase food resource management among participants</li> <li>• Increase physical activity among participants</li> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR</li> </ul>

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
		<p>locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</p> <ul style="list-style-type: none"> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming</li> <li>• Increase physical activity among participants</li> </ul>
University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus)	University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus) (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>• Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables</li> <li>• Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming</li> <li>• Increase physical activity among participants</li> </ul>
Statewide Evaluation of Success Stories	University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase food resource management among participants</li> <li>• Increase physical activity among participants</li> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Expanding into 6-10 Early Childcare Centers</li> <li>• Increasing the number of school gardens by 7 and community gardens by 3-4</li> <li>• Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables</li> <li>• Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming</li> </ul>

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
		<ul style="list-style-type: none"> <li>Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming</li> <li>Expand Social Marketing SNAP express/PSA wire on virtual sites</li> <li>Increase physical activity among participants</li> <li>By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.</li> </ul>
Statewide Evaluation of Tribal Partnerships	University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency)	<ul style="list-style-type: none"> <li>Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> </ul>
Statewide Evaluation of College Food Insecurity	University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency)	<ul style="list-style-type: none"> <li>Increase food resource management among participants</li> <li>Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>Increase fruit and vegetable consumption among participants</li> </ul>
Statewide Evaluation of Policy, Systems and Environmental Changes	University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency)	<ul style="list-style-type: none"> <li>Increase fruit and vegetable consumption among participants</li> <li>Increase physical activity among participants</li> </ul>
Healthy Kids Healthy Communities	NM DOH/Obesity, Nutrition, and Physical Activity Program (ONAPA) (Implementing Agency)	<ul style="list-style-type: none"> <li>Increase fruit and vegetable consumption among participants</li> <li>Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>Increase fruit and vegetable consumption among participants</li> </ul>

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
		<ul style="list-style-type: none"> <li>• Expanding into 6-10 Early Childcare Centers</li> <li>• Increasing the number of school gardens by 7 and community gardens by 3-4</li> <li>• Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables</li> </ul>
Kids Cook!	Kids Cook! (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase food resource management among participants</li> <li>• Increase physical activity among participants</li> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables</li> <li>• Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming</li> <li>• Increase physical activity among participants</li> </ul>
NMSU Ideas for Cooking and Nutrition (ICAN)	New Mexico State University ICAN (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase the percentage of adults participating in direct education series interventions who report often choosing healthy foods for their family post-intervention.</li> <li>• Increase the percentage of adults participating in direct education series interventions who report never running out of food before the end of each month post-intervention.</li> <li>• By September 30, 2025, conduct a pilot of a SNAP-Ed Intervention, Brighter Bites, in Dona Ana County and potentially other locations. Brighter Bites builds community coalitions that support produce distribution events at local schools for SNAP-Ed-eligible families, while educating children at those schools through the CATCH direct education curriculum.</li> <li>• By September 30, 2025, expand in-person offerings of the Seed to Supper curriculum taught by Extension Master Gardeners and other partners to at least 2 additional counties.</li> </ul>

Project Name/Title	Agency Conducting Project	SMART Objective(s) to be Addressed
		<ul style="list-style-type: none"> <li>• By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.</li> <li>• Increase the percentage of adults participating in direct education series interventions who eat more than one kind of fruit each day post-intervention</li> <li>• Increase the percentage of adults participating in direct education series interventions who eat more than one kind of vegetable each day post-intervention</li> <li>• By September 30, 2025, make direct education interventions featuring physical activity topics and exercises available for Grades K to 10.</li> <li>• Increase the percentage of adults participating in direct education series interventions who exercise for at least 30 minutes 4 days per week post-intervention.</li> </ul>
Cooking with Kids	Cooking with Kids (Implementing Agency)	<ul style="list-style-type: none"> <li>• Increase fruit and vegetable consumption among participants</li> <li>• Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...</li> <li>• Increasing the number of school gardens by 7 and community gardens by 3-4</li> <li>• Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables</li> <li>• Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming</li> <li>• Increase physical activity among participants</li> </ul>

## Nonproject Activities Linked to the State Objectives

No data submitted

## SNAP-Ed Outreach

Methods that the State agency will use to notify SNAP applicants, participants, and eligible individuals of the availability of SNAP-Ed activities. Including a description of any specific target groups for these outreach efforts and, if relevant, how SNAP-Ed is working with State and local SNAP offices to reach participants and applicants.

State agencies, Income Support offices, WIC offices and other agencies will provide SNAP-Ed information via linkages and referrals on office bulletin boards within facilities and programs that serve the SNAP eligible population and/or resource events within SNAP eligible communities. Local agencies, food banks, etc. provide information through posters and fliers within food boxes. SNAP-Ed information is provided through electronic media and on seven large delivery trucks that travel throughout the state distributing food from other federal programs. State Agency attends outreach events (resource events, health fairs) throughout the state including within Tribal Communities.

## Action Plan Overview

Overview of how the planned SNAP-Ed efforts across implementing agencies and subgrantees fit together to address the target audiences' needs, accomplish SMART objectives, and complement other programs in the State to support individuals and families with low incomes in improving their healthy eating and physical activity behaviors.

NM Implementing agencies (IA's) communicate among each other and across state agencies to include those administering other FNS Programs as well as additional appropriate agencies to promote healthy eating and active living among the SNAP-Ed eligible target population. IA's also work with various local partners and access resources to increase reach and strengthen the impact of programming. Collaborations and coordinated efforts among SNAP-Ed IA's strengthen impact and prevent duplication of services.

# Planned Projects and Activities

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## Cooking with Kids (Implementing Agency) Projects and Activities

### Cooking with Kids

This project is entering year 30 of implementation

#### Project Description

Cooking with Kids (CWK) programming uses direct education (DE) and policy, systems, and environmental change (PSE) initiatives in public schools to positively influence healthy food preferences and eating behaviors in students and their families and to support healthy food initiatives in school cafeterias. Combined, these DE and PSE approaches amplify overall impact and allow CWK to leverage SNAP-Education resources to secure additional government and private funding and partnerships.

CWK's target populations are students (and their families) in grades preK-8 attending SNAP-Education eligible public schools (at least 50% of students qualify for free and reduced-price school meals) in Rio Arriba, San Miguel and Santa Fe Counties and in Ohkay Owingeh and Santa Clara Tribal Communities. Many of our schools are in underserved, rural communities. 85% of our students identify as Hispanic, and about one-third are English Language Learners.

CWK's main partner organizations are public school districts. They provide the dedicated kitchen classrooms, teacher time, scheduling flexibility and easy family contact that make CWK a truly community-based, embedded school program. PSE changes result from close collaboration with district administrators and other agencies and stakeholders. CWK provides training and support for school food service scratch-cooking and farm to school initiatives in our partner school districts and at the state level. In addition, CWK participates in School Health Advisory Committees and supports school garden initiatives.

Services are delivered to approximately 6,500 students in 27 - 30 schools. Over 1,000 family volunteers participate annually, as children explore, learn, and practice cooking skills and enjoy fresh, healthy, affordable foods from diverse cultural traditions. All students at each school participate in DE programming about once every 6 weeks as part of the regular school day, and in some instances, in after-school and summer. In addition, fruit and vegetable promotions occur regularly in cafeterias, and CWK participates in out-of-school time family engagement events. Parents, classroom teachers, farmers and chefs are important partners in both classroom and cafeteria initiatives.

Programming is formatted as a series, and CWK's research- and practice-tested curriculum and lesson plans are used. Year-round staff trainings and monitoring ensure fidelity to CWK program design. Each classroom lesson includes a take-home packet of student materials with home recipes and key messages that encourage increased consumption of fruits, vegetables, and whole grains, while also encouraging family meals. Key messages include "Eat a

Rainbow Every Day” (for children), and “Sometimes New Foods Take Time” (for caregivers). All materials are designed for SNAP-eligible audiences and are printed in Spanish and English.

The audience’s awareness and access to healthy foods and beverages is addressed in several ways. CWK uses affordable, easily accessible foods along with in-season fresh fruits and vegetables. CWK’s bilingual curriculum is culturally sensitive and considers varying levels of awareness and experience with healthy foods. PSE work that creates changes in school cafeterias and lunchrooms often involves the training of staff who have limited experience in preparing and promoting healthy foods. Engaging those staff members as change agents and co-creators of healthy lunchroom initiatives has shown great success.

### Linked SMART Objectives

- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increasing the number of school gardens by 7 and community gardens by 3-4
- Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming
- Increase physical activity among participants

### Project Outreach

All students enrolled in participating schools participate in Cooking with Kids programming as part of the regular school-day. In order for this to happen, we work closely with school district administrators to create robust Memorandums of Understanding or Professional Service Agreements. Requests for programming at new schools come teachers, principals and administrators who learn about Cooking with Kids from their colleagues.

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** Implementing

Provided in [English](#), [Spanish](#)

#### Settings

#### PSE Initiatives

**PSE Stages:** Implementing changes, Maintaining changes

#### Settings

- Schools (K-12, elementary, middle, and high) (2 tribal / 11 rural / 30 total)



- Schools (K-12, elementary, middle, and high) (2 tribal / 11 rural / 30 total)

### Social Marketing Campaigns

#### Priority Populations

##### Priority Age Groups

- Younger than 5
- 5–7 (or grades K–2)
- 8–10 (or grades 3–5)
- 11–13 (or grades 6–8)

##### Priority Racial Groups

- No racial group priority

##### Priority Ethnic Groups

- Hispanic/Latino

##### Priority Gender Groups

- No gender group priority

#### Interventions

##### SNAP-Ed Interventions (Formerly Toolkit Interventions)

##### Cooking with Kids for a Healthy Future (CWK)

Not adapted for this project

##### Previously Developed Interventions

No data submitted

##### New Interventions

No data submitted

## New Mexico State University ICAN (Implementing Agency) Projects and Activities

### NMSU Ideas for Cooking and Nutrition (ICAN)

This project is entering year 5 of implementation

### **Project Description**

Ideas for Cooking and Nutrition (ICAN) is a New Mexico State University Cooperative Extension Service (NMSU CES) program that provides nutrition education to SNAP-eligible audiences in New Mexico. Our mission is to inspire New Mexico's families to make healthy food and lifestyle choices, and to make those choices possible by creating health-friendly communities. ICAN delivers Direct Ed programming to youth and adults statewide on a variety of topics including healthy eating, food resource management, physical activity, and food gardening. Additional approaches supplement ICAN's Direct Ed programming to create a comprehensive, multilevel project.

### **Linked SMART Objectives**

- Increase the percentage of adults participating in direct education series interventions who report often choosing healthy foods for their family post-intervention.
- Increase the percentage of adults participating in direct education series interventions who report never running out of food before the end of each month post-intervention.
- By September 30, 2025, conduct a pilot of a SNAP-Ed Intervention, Brighter Bites, in Dona Ana County and potentially other locations. Brighter Bites builds community coalitions that support produce distribution events at local schools for SNAP-Ed-eligible families, while educating children at those schools through the CATCH direct education curriculum.
- By September 30, 2025, expand in-person offerings of the Seed to Supper curriculum taught by Extension Master Gardeners and other partners to at least 2 additional counties.
- By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.
- Increase the percentage of adults participating in direct education series interventions who eat more than one kind of fruit each day post-intervention
- Increase the percentage of adults participating in direct education series interventions who eat more than one kind of vegetable each day post-intervention
- By September 30, 2025, make direct education interventions featuring physical activity topics and exercises available for Grades K to 10.
- Increase the percentage of adults participating in direct education series interventions who exercise for at least 30 minutes 4 days per week post-intervention.

### **Project Outreach**

ICAN educators perform outreach at the county level both online through county Facebook pages and with physical flyers. Using Canva (canva.com), the ICAN State Office provides a variety of splash images and short videos to enhance the look and appeal of educator Facebook posts. Both Facebook splash images and flyer templates are provided in English and Spanish. Flyers offer multiple routes of enrollment, including online enrollment via QR code, calling or emailing the educator, and the "just walk in!" option.

To help educators communicate the value of SNAP-Ed programming to site administrators, they are also provided an Academic Standards Alignment flyer for schools, and various styles of infographics.

ICAN also utilizes single-session educational outreach—derived from the DGAs and other Federal data sources such as the Nutrition Facts Label Update—to promote and reinforce direct education programming. Educational outreach can be delivered at sites that would not support traditional direct education series classes, such as most food assistance sites and farmstands. Demonstrating how to use fruits and vegetables for purchase at a SNAP-authorized farmstand is a fun and accessible way to promote SNAP-Ed direct education classes and use of the New Mexico Double Up Food Bucks program.

Statewide, ICAN uses the following social media platforms to notify eligible individuals of project offerings: Facebook, Instagram, Twitter, YouTube. Short recipe recordings on YouTube can be used to augment in-person or online classes, or can be played on rotation in the lobbies of SNAP-Ed eligible sites.

## Settings and Approaches

### Direct Education

#### Direct Ed Stages: Implementing

Provided in [English](#), [Spanish](#)

#### Settings

- Emergency shelters and temporary housing sites (0 tribal / 0 rural / 1 total)
- Faith-based centers/places of worship (0 tribal / 0 rural / 3 total)
- Food assistance sites (e.g, food banks, food pantries food shelves) (2 tribal / 6 rural / 19 total)
- Adult education, job training and work (e.g, SNAP E&T), TANF, and veteran services sites (0 tribal / 1 rural / 5 total)
- Healthcare clinics and hospitals (0 tribal / 2 rural / 6 total)
- Indian Reservations (0 tribal / 1 rural / 4 total)
- Public housing sites (includes public housing for seniors and disabled individuals) (1 tribal / 4 rural / 14 total)
- Group living arrangements/homes (0 tribal / 0 rural / 2 total)
- Community and recreation centers (1 tribal / 3 rural / 10 total)
- Worksites with low-wage workers (0 tribal / 2 rural / 6 total)
- USDA Summer Meal sites (0 tribal / 0 rural / 1 total)

### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training), Implementing changes, Maintaining changes

#### Settings

- Gardens (community/school) (0 tribal / 2 rural / 6 total)
- Schools (K-12, elementary, middle, and high) (6 tribal / 21 rural / 64 total)
- Farmers' markets (0 tribal / 2 rural / 6 total)

- Before- and afterschool programs (1 tribal / 4 rural / 12 total)
- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) (0 tribal / 0 rural / 2 total)
- Extension offices (0 tribal / 2 rural / 6 total)
- State/county fairground (0 tribal / 2 rural / 6 total)
- Gardens (community/school) (0 tribal / 2 rural / 6 total)
- Parks and open spaces (0 tribal / 1 rural / 4 total)
- Congregate meal sites/senior nutrition centers (3 tribal / 9 rural / 27 total)
- Family resource centers (1 tribal / 5 rural / 16 total)
- Libraries (0 tribal / 1 rural / 5 total)
- Schools (colleges and universities) (0 tribal / 0 rural / 1 total)
- Schools (K-12, elementary, middle, and high) (6 tribal / 21 rural / 64 total)
- WIC clinics (0 tribal / 1 rural / 4 total)

### Social Marketing Campaigns

#### Priority Populations

##### Priority Age Groups

- No age group priority

##### Priority Racial Groups

- No racial group priority

##### Priority Ethnic Groups

- No ethnic group priority

##### Priority Gender Groups

- No gender group priority

### Interventions

#### SNAP-Ed Interventions (Formerly Toolkit Interventions)

#### Create Better Health Curriculum

Not adapted for this project

### **Brighter Bites**

Not adapted for this project

### **The OrganWise Guys Program**

Not adapted for this project

### **Eagle Adventure**

Not adapted for this project

## **Previously Developed Interventions**

### **UP4it**

Approved for use by FNS.

Not adapted for this project

Emerging: Addresses State or local priorities/strategic plans

Foundational Evidence:

Citation for existing evidence base retrieved from [UC CalFresh Evidence-Based Summaries](#).

Horowitz, M., and Hedrick, C. (2019). UP4it Obesity Prevention Intervention for 4th-5th Graders. California SNAP-Ed LIA Forum, Sacramento, CA.

To grow the evidence base for this intervention, NMSU ICAN will conduct project monitoring as directed in the SNAP-Ed Annual Report.

### **Eat Smart Live Strong**

Approved for use by FNS.

Not adapted for this project

Research tested: SNAP-Ed Library

Evidence Citation:

Hersey JC, Cates SC, Blitstein JL, Kosa KM, Santiago Rivera OJ, Contreras DA, Long VA, Singh A, Berman DA. Eat Smart, Live Strong intervention increases fruit and vegetable consumption among low-income older adults. *J Nutr Gerontol Geriatr*. 2015;34(1):66-80.

doi:[10.1080/21551197.2015.1007199](https://doi.org/10.1080/21551197.2015.1007199). PMID: 25803605.

### MyPlate for My Family

Approved for use by FNS.

Not adapted for this project

Practice tested:

Jacobs, L., LeGros, T., & Orzech, K. (2017). (rep.). *FFY16 Annual Evaluation Report*. Arizona Nutrition Network. Retrieved June 2023, from <https://nutritioneval.arizona.edu/sites/nutritioneval.arizona.edu/files/materials/FFY16%20AzNN%20Annual%20Evaluation%20Report%20v2.0pdf.pdf>

Schultz, J., & Litchfield, R. (2016). Evaluating Nutrition Education Programming by Using a Dietary Screener. *The Journal of Extension*, 54(5), Article 24. doi:[10.34068/joe.54.05.24](https://doi.org/10.34068/joe.54.05.24)

### EatFit

Approved for use by FNS.

Not adapted for this project

Research tested: No source specified

Evidence Citation:

Citations retrieved from [UC CalFresh Evidence-Based Summaries](#).

Shilts, MK, Lamp, C, Horowitz, M, Townsend, M. Pilot Study: EatFit Impacts Sixth Graders' Academic Performance on Achievement of Mathematics and English Education Standards. *JNEB* 2009; 41(2):127-131.

Shilts, MK, Horowitz, M, Townsend, M. Guided goal setting: Effectiveness in a dietary and physical activity intervention with low-income adolescents. *Int J Adolesc Med Health* 2009; 20(1):111-122.

Shilts, MK, Townsend, M. A goal setting intervention positively impacts adolescents' dietary behaviors and physical activity self-efficacy. *Journal of Youth Development Bridging Research & Practice* 2012; 7(4): 92-108.

Horowitz, M, Shilts, MK, Townsend, M. EatFit: A Goal-Oriented Intervention that Challenges Adolescents to Improve Their Eating and Fitness Choices. *JNEB* 2004; 36, 43-44).

Warner, J, Byron, J. EatFit guides adolescents to improve health and fitness. *California Agriculture* 2004; 58(1): 10-11.

Shilts, MK, Townsend, M, Horowitz, M. Pilot Study of the EatFit Intervention to Determine Sample Size and Protocol for a Randomized Controlled Trial. Center for Advanced Studies in Nutrition and Social Marketing, University of California at Davis 2002; 2.

### Seed To Supper

Approved for use by FNS.

Not adapted for this project

#### Practice tested:

Cassady, S. (2020). P85 The Seed to Supper Program and Its Effect on Fruit and Vegetable Consumption Among Low-Income Beginning Gardeners in New Mexico. *Journal of Nutrition Education and Behavior*, 52(7), S56–S56. doi:[10.1016/j.jneb.2020.04.131](https://doi.org/10.1016/j.jneb.2020.04.131)

Cassady, S. (2021). P6 The Seed to Supper Online Program and Its Effect on Motivation to Consume Fruit and Vegetables Among Beginning Gardeners in New Mexico. *Journal of Nutrition Education and Behavior*, 53(7), S26–S26. doi:[10.1016/j.jneb.2021.04.398](https://doi.org/10.1016/j.jneb.2021.04.398)

Edmunds, B. A., Hadekel, C., & Monnette, P. (2017). The Seed to Supper Program and Its Effect on Low-Income Beginning Gardeners in Oregon. *The Journal of Extension*, 55(3), Article 19. doi:[10.34068/joe.55.03.19](https://doi.org/10.34068/joe.55.03.19)

### Learn Grow Eat and Go

Approved for use by FNS.

Not adapted for this project

Research tested: No source specified

Evidence Citation:

Citations retrieved from [LGEG Published Research Results](#).

Evans, A., Ranjit, N., Hoelscher, D. et al. Impact of school-based vegetable garden and physical activity coordinated health interventions on weight status and weight-related behaviors of ethnically diverse, low-income students: Study design and baseline data of the Texas, Grow! Eat! Go! (TGEG) cluster-randomized controlled trial. BMC Public Health 16, 973 (2016). doi:[10.1186/s12889-016-3453-7](https://doi.org/10.1186/s12889-016-3453-7)

Spears-Lanoix EC, McKyer EL, Evans A, et al. Using Family-Focused Garden, Nutrition, and Physical Activity Programs To Reduce Childhood Obesity: The Texas! Go! Eat! Grow! Pilot Study. Child Obes. 2015;11(6):707-714. doi:[10.1089/chi.2015.0032](https://doi.org/10.1089/chi.2015.0032)

Fair KN, Solari Williams KD, Warren J, McKyer ELJ, Ory MG. The Influence of Organizational Culture on School-Based Obesity Prevention Interventions: A Systematic Review of the Literature. J Sch Health. 2018;88(6):462-473. doi:[10.1111/josh.12626](https://doi.org/10.1111/josh.12626)

### Botany on Your Plate

Approved for use by FNS.

Not adapted for this project

Practice tested:

Barrett, Katharine D., et al. "Effectiveness Study." Botany on Your Plate: Investigating the Plants We Eat, National Gardening Association, Burlington, VT, 2008, pp. 4–5.

### New Interventions

No data submitted



# Kids Cook! (Implementing Agency) Projects and Activities

## Kids Cook!

This project is entering year 24 of implementation

### Project Description

Kids Cook! seeks to increase students' and their families' opportunities and willingness to try diverse, healthy foods and to learn healthy food preparation methods while gaining sanitation and safety skills. We emphasize families cooking and eating together and the need for regular exercise paired with good nutrition to promote a healthy lifestyle throughout the lifespan. Our program includes direct education, multi-level interventions and public health approaches.

### Linked SMART Objectives

- Increase food resource management among participants
- Increase physical activity among participants
- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increase fruit and vegetable consumption among participants
- Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming
- Increase physical activity among participants

### Project Outreach

Kids Cook! works directly with schools to engage the full school in direct education classes. Our website, [www.kidscook.us](http://www.kidscook.us), promotes our school programming and community events shared through social media channels and partner websites.

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** Developing (design and consumer testing), Implementing, Evaluating

#### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training), Implementing changes,

Provided in English, Spanish

**Settings**

- Farmers' markets (0 tribal / 0 rural / 1 total)
- Schools (K-12, elementary, middle, and high) (1 tribal / 1 rural / 18 total)
- Before- and afterschool programs (1 tribal / 2 rural / 5 total)
- Community and recreation centers (0 tribal / 0 rural / 16 total)
- Healthcare clinics and hospitals (0 tribal / 0 rural / 1 total)
- Gardens (community/school) (0 tribal / 0 rural / 5 total)
- USDA Summer Meal sites (0 tribal / 0 rural / 16 total)
- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) (0 tribal / 0 rural / 12 total)

Maintaining changes, Conducting follow-up assessments, evaluation, and/or monitoring

**Settings**

- Schools (K-12, elementary, middle, and high) (1 tribal / 1 rural / 18 total)
- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) (0 tribal / 0 rural / 12 total)

**Social Marketing Campaigns**

**Priority Populations**

**Priority Age Groups**

- Younger than 5
- 5–7 (or grades K–2)
- 8–10 (or grades 3–5)
- 11–13 (or grades 6–8)
- 18-59

**Priority Racial Groups**

- No racial group priority

**Priority Ethnic Groups**

- No ethnic group priority

**Priority Gender Groups**

- No gender group priority

**Prioritizes Disabled**

People with disabilities

**Interventions**

SNAP-Ed Interventions (Formerly Toolkit Interventions)	Previously Developed Interventions	New Interventions
<p><b>Kids Cook!</b></p> <p>Not adapted for this project</p>	<p>No data submitted</p>	<p>No data submitted</p>

## NM DOH/Obesity, Nutrition, and Physical Activity Program (ONAPA) (Implementing Agency) Projects and Activities

### Healthy Kids Healthy Communities

This project is entering year 1 of implementation

#### Project Description

The New Mexico (NM) Department of Health's (DOH) Obesity, Nutrition, and Physical Activity (ONAPA) program's focuses its obesity prevention efforts on increasing opportunities for healthy eating and physical activity using a policy, systems, and environmental (PSE) change approach. Obesity is a serious health issue in NM and the complex connection between poverty, food insecurity, and social and environmental dynamics can have an adverse effect on children and adult lifestyle behaviors and health outcomes. In 2023, 31.9% of NM kindergarten students and 42.7% of third graders were overweight or obese. The upward shift in overweight and obesity between kindergarten and third grade highlights the need to prevent excessive weight gain by shaping healthy behaviors at an early age.

The Healthy Kids Healthy Communities (HKHC) project builds state and local partnerships to increase opportunities for healthy eating and physical activity in 9 high-need, geographically diverse communities across NM. Efforts are supported by local coordinators who are selected for their expertise and social connectivity within each community. Coordinators are the backbone of local coalitions where stakeholders and partners collaborate to advance sustainable healthy eating and physical activity efforts.

**Three healthy eating interventions implemented in preschools, elementary schools, and communities in HKHC project.**

Audience:

**Preschools:** preschool-age children, parents and families, and all staff in SNAP-eligible Early Childhood Education (ECE) programs participating in the Children and Adult Care Food Program (CACFP).

Activities:

- establish/implement wellness policies supporting healthy eating and physical activity,
- comprehensive Farm-to-Preschool initiatives,
- the Family 5.2.1.0 Challenge supporting families to adopt healthy lifestyle behaviors at home.

**Elementary Schools:** school-age children, parents and families, and all staff in SNAP-eligible public schools, and parents and families of elementary school children.

Activities:

- strengthen/implement school wellness policies supporting healthy eating and physical activity,
- comprehensive Farm-to-School initiatives,
- offering salad bars/premade salads,
- healthy cafeteria promotions/fundraisers,
- implementing the Healthy Kids 5.2.1.0 Challenge supporting children and families to adopt healthy behaviors at home,
- Eat Smart to Play Hard (ESPH) social marketing campaign.

**Communities:** families, adults, and older adults in HKHC communities who qualify for federally means-tested food or benefits programs including: SNAP, TEFAP, CSFP, FDPIR, WIC, and/or food banks/pantries.

Activities:

- comprehensive Farm-to-Senior Center initiatives,
- food tastings/cooking demos, and nutrition education in grocery stores, farmers' markets, WIC clinics, food distribution sites, food bank/pantries, and community gardens,
- increase/promote availability of fresh produce and other healthy food options in grocery stores,
- establish/expand farmers' markets,
- establish/maintain edible community gardens.

**Key Educational Messages:** based on ONAPA's Healthy Kids 5.2.1.0 Challenge and in alignment with national best practices to prevent obesity and support healthy behavior goals.

1. Eat 5 or more fruits and vegetables/day,
2. Limit screen time to 2 hours or less/day,
3. Get at least 1 hour of physical activity/day,
4. Drink lots of water (H2O)/day.

ONAPA works with key partners including Public Education Department (PED), Early Childhood Education and Care Department (ECECD), Aging and Long Term Services Department (ALTSD), statewide NM Grown Coalition, and local HKHC coalitions to align efforts, build capacity, increase awareness, and maximize impact of healthy eating interventions.

### Linked SMART Objectives

- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increase fruit and vegetable consumption among participants
- Expanding into 6-10 Early Childcare Centers
- Increasing the number of school gardens by 7 and community gardens by 3-4
- Growing the number of tastings, Double Up Food Bucks (DUFb) use, demonstrations, etc. featuring fresh fruits and vegetables

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** This project does not include direct education

#### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training), Implementing changes, Maintaining changes, Conducting follow-up assessments, evaluation, and/or monitoring

#### Settings

- Congregate meal sites/senior nutrition centers (2 tribal / 9 rural / 9 total)
- Before- and afterschool programs (1 tribal / 3 rural / 3 total)
- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten)

- programs) (5 tribal / 20 rural / 30 total)
- Schools (K-12, elementary, middle, and high) (2 tribal / 9 rural / 77 total)
- Indian Reservations (2 tribal / 2 rural / 2 total)
- Gardens (community/school) (2 tribal / 9 rural / 25 total)
- Farmers' markets (1 tribal / 3 rural / 3 total)
- Food distribution sites (e.g, FDPIR, TEFAP, CSFP) (1 tribal / 2 rural / 2 total)

### Social Marketing Campaigns

### Priority Populations

#### Priority Age Groups

- Younger than 5
- 5–7 (or grades K–2)
- 8–10 (or grades 3–5)
- 76 or older

#### Priority Racial Groups

- No racial group priority

#### Priority Ethnic Groups

- No ethnic group priority

#### Priority Gender Groups

- No gender group priority

### Interventions

#### SNAP-Ed Interventions (Formerly Toolkit Interventions)

**Alliance for a Healthier Generation (Healthier Generation) Healthy Schools Program (HSP)**

Adapted for this project:

#### Previously Developed Interventions

No data submitted

#### New Interventions

No data submitted

ONAPA follows the Alliance for a Healthier Generation's 6 step process to improve school nutrition and physical activity environments. We also incorporate the Center for Disease Control and Prevention's (CDC) Whole School, Whole Community, Whole Child (WSCC) model, CDC's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.

### **Cooking with Kids for a Healthy Future (CWK)**

Adapted for this project: Cooking with Kids for a Healthy Future (CWK) tasting lessons are used for healthy cafeteria promotions, classrooms, and some after school programs in HKHC elementary schools. CWK tasting lessons do not include every type of fruit or vegetable offered to elementary school students. The format of CWK tasting lessons can be easily adapted for all types of fruits and vegetables. HKHC elementary schools focus on featuring New Mexico grown produce, school garden produce, and produce offered in the federal Fresh Fruit

and Vegetable program for tasting lessons in classrooms, cafeterias, and afterschool programs.

### **Eat Smart to Play Hard**

Not adapted for this project

### **Farm to Early Care and Education**

Adapted for this project:

Since December of 2020, the ONAPA program has planned and implemented Farm to Early Care and Education across NM. We use the National Farm to School Network's information and resources but have adapted them to meet New Mexico's diverse populations and culture.

### **Farm to School**

Not adapted for this project

## **University of New Mexico- PRC Social Marketing Eat Smart to Play Hard (ESPH) (Implementing Agency) Projects and Activities**

### **NM Social Marketing- Eat Smart to Play Hard**

This project is entering year 11 of implementation

#### **Project Description**



New Mexico Social Marketing developed Eat Smart to Play Hard (ESPH) to increase fruit and vegetable consumption among 8–11-year-olds and their families. ESPH is implemented in elementary schools. It includes outdoor media promotion containing FNS core nutrition messages, contributing to home environmental changes. ESPH also promotes increased physical activity and water consumption, eating whole grains, healthy food preparation, reducing screen time, and has a strong parent engagement component. I Choose H2O is implemented with teen audiences and focuses on increasing water consumption and reducing sugary sweetened beverages. Social marketing creates nutrition/recipe calendars for the older adult population based on three years of formative research to increase cooking healthy meals at home, consumption of fruits and vegetables, and physical activity.

These social marketing campaigns are held in elementary, middle, and high schools, senior centers, and through NM State home-delivered meals. UNM directly implements ESPH in Bernalillo and Santa Fe Co., and in collaboration with the Department of Health HKHC, school staff, and community experts, it is implemented in other counties. With an identified group of peers, UNM facilitates the I Choose H2O campaign in Bernalillo County. Adults 60+ calendars are delivered to senior centers and home-delivered meal participants in multiple counties.

Social Marketing uses FNS Core Nutrition Messages for the Eat Smart to Play Hard campaign. Key messages include “Eat smart to play hard. Eat fruits and veggies at meals and snacks”, “Want your kids to reach for a healthy snack, make sure fruits and veggies are in reach,” and “They take their lead from you. Eat fruits and veggies and your kids will too”. Other educational messages include my plate, whole grains, food preservation tips, and nutrition education about fruits and vegetables. FNS core nutrition messages are promoted at participating elementary schools and through outdoor media, including billboards and bus ads, each academic year for eight weeks during the ESPH campaign. The messages are permanently displayed on eight semi-trailer trucks that deliver supplemental foods to schools in NM. Social marketing programming is implemented in schools that receive over 50% free and reduced lunch and low-income communities based on zip code and community data reports. Social marketing began formative research for ESPH in 2011. The program was pilot-tested in 2015 and has been implemented each academic year until the present. Outcome evaluation has shown participation in ESPH increases fruit and vegetable consumption. ESPH has reached over 30,000 students from 2015 through 2024. The teen campaign has reached over 700 students, and the older adult campaign has reached over 4000 adults 60+.

Formative research for ESPH was conducted from 2011 to 2014 with the primary and secondary audiences. Data showed that children aged 8-11 valued play and fun, which is a focus for the program. Program materials encourage physical activity and completing recipes that require fruit and vegetables. Process evaluation is conducted each year with minor adjustments in response to the data. Annual training and monthly meetings are provided for ESPH program implementers to ensure fidelity and facilitate process evaluation.

### Linked SMART Objectives

- Increase food resource management among participants
- Increase physical activity among participants
- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...

- Increase fruit and vegetable consumption among participants
- Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming
- Increase physical activity among participants

### Project Outreach

Classroom and school introductions will notify eligible individuals about campaign participation. Nutrition/Recipe calendars will be made available to eligible individuals through senior centers and through home delivered meal services.

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** Implementing

Provided in [English, Spanish](#)

#### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training), Implementing changes, Maintaining changes

#### Settings

- Congregate meal sites/senior nutrition centers (5 tribal / 10 rural / 15 total)
- Schools (K-12, elementary, middle, and high) (3 tribal / 32 rural / 45 total)

### Social Marketing Campaigns

#### NM Social Marketing- Eat Smart to Play Hard Campaign 1

**Campaign Stages:** Planning (formative research), Developing (design and consumer testing), Implementing, Evaluating

Provided in [English, Spanish](#)

[ZIP Code](#) is the largest geographic unit.

**Areas covered:**

- 87004
- 87105
- 87106
- 87107
- 87108
- 87110
- 87114
- 87116
- 87327
- 87507
- 87510
- 87532
- 87740
- 88036
- 88045
- 88061
- 88101
- 88116
- 88118
- 88130
- 88203
- 88230
- 88232
- 88353
- 88435

**Projected reach:** 400,000

**Priority Populations**

**Priority Age Groups**

**Priority Racial Groups**

**Priority Ethnic Groups**

**Priority Gender Groups**

- 8–10 (or grades 3–5)
- 11–13 (or grades 6–8)
- 14–17 (or grades 9–12)
- 60-75
- 76 or older

- American Indian or Alaska Native
- White

- Hispanic/Latino

- No gender group priority

**Interventions**

**SNAP-Ed Interventions (Formerly Toolkit Interventions)**

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**Eat Smart to Play Hard**

Not adapted for this project

**Previously Developed Interventions**

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No data submitted

**New Interventions**

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No data submitted

## University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus) (Implementing Agency) Projects and Activities

### University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus)

This project is entering year 1 of implementation

**Project Description**

The Child Health Initiative for Lifelong Eating and Exercise (CHILE) Plus is a multi-component nutrition and physical activity education program for preschool-aged children and their families. CHILE Plus is the dissemination project of CHILE, a randomized control trial conducted by the University of New Mexico Prevention Research Center (UNM PRC). CHILE Plus is based on the socioecological model and includes 6 components that fit into this model: the classroom curriculum, staff professional development, food service, family engagement, grocery store collaboration, and partnership with local health care

providers and Women, Infants and Children (WIC) program providers. CHILE Plus has partnered with more than 100 Head Start centers across New Mexico and involving more than 5000 preschoolers and their families every year.

### Linked SMART Objectives

- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming
- Increase physical activity among participants

### Project Outreach

We attend local early childhood/public health/nutrition meetings to promote our program. We also reach out to head start centers that are not currently working with us to understand their interest/willingness for working with us. As of July 2024, we are partnering with more than 67% head start centers in New Mexico.

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** Planning (formative research), Developing (design and consumer testing), Implementing, Evaluating

Provided in [English](#), [Spanish](#)

#### Settings

- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) (4 tribal / 62 rural / 120 total)

#### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training), Implementing changes, Maintaining changes, Conducting follow-up assessments, evaluation, and/or monitoring

### Social Marketing Campaigns

### University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus) Campaign 1

**Campaign Stages:** This project does not include social marketing

#### Priority Populations

##### Priority Age Groups

- Younger than 5

##### Priority Racial Groups

- No racial group priority

##### Priority Ethnic Groups

- Hispanic/Latino

##### Priority Gender Groups

- No gender group priority

#### Interventions

##### SNAP-Ed Interventions (Formerly Toolkit Interventions)

No data submitted

##### Previously Developed Interventions

No data submitted

##### New Interventions

No data submitted

## University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency) Projects and Activities

### Statewide Evaluation of Success Stories

This project is entering year 1 of implementation

## Project Description

In FFY25, the UNM PRC Evaluation Team will conduct an outcome evaluation to capture success stories from SNAP-Ed NM programs implemented by various agencies, including CWK, UNM-CHILE Plus, NM DOH-HKHC, KCI, NMSU-ICAN, and UNM-Social Marketing. The evaluation aims to answer the question, "What personal stories and experiences highlight the effect of SNAP-Ed NM programming on participants?" The Evaluation Team will develop a standardized template and protocol for collecting success stories, which will include interview questions, photos, and other relevant information. The stories will showcase the impact of SNAP-Ed programming on participants, focusing on changes in healthy eating, physical activity, and food resource management. SNAP-Ed NM will use these success stories to demonstrate the program's effects and share them with stakeholders, partners, and the public through various channels, such as websites, social media, newsletters, and presentations. Although individual implementing agencies have captured some success stories, this evaluation will systematically document and analyze success stories statewide for the first time. The qualitative data from these stories will provide compelling evidence of the program's impact, guide future program improvements, and relate to several indicators in the SNAP-Ed Evaluation Framework, including MT1, MT2, MT3, MT5, MT6, and MT12.

## Linked SMART Objectives

- Increase food resource management among participants
- Increase physical activity among participants
- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increase fruit and vegetable consumption among participants
- Expanding into 6-10 Early Childcare Centers
- Increasing the number of school gardens by 7 and community gardens by 3-4
- Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming
- Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming
- Expand Social Marketing SNAP express/PSA wire on virtual sites
- Increase physical activity among participants
- By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.

## Settings and Approaches

### Direct Education

**Direct Ed Stages:** Evaluating

Provided in English, Spanish

#### Settings

- Early care and education facilities (includes childcare centers, daycare homes, Head Start, preschool, and prekindergarten programs) (0 tribal / 0 rural / 0 total)
- Senior centers (0 tribal / 0 rural / 0 total)
- Food assistance sites (e.g, food banks, food pantries food shelves) (0 tribal / 0 rural / 0 total)

### PSE Initiatives

**PSE Stages:** Conducting follow-up assessments, evaluation, and/or monitoring

#### Settings

- USDA Summer Meal sites (0 tribal / 0 rural / 0 total)
- Before- and afterschool programs (0 tribal / 0 rural / 0 total)
- Schools (K-12, elementary, middle, and high) (0 tribal / 0 rural / 0 total)

### Social Marketing Campaigns

#### Priority Populations

##### Priority Age Groups

- No age group priority

##### Priority Racial Groups

- No racial group priority

##### Priority Ethnic Groups

- No ethnic group priority

##### Priority Gender Groups

- No gender group priority

### Interventions

#### SNAP-Ed Interventions (Formerly Toolkit Interventions)

No data submitted

#### Previously Developed Interventions

No data submitted

#### New Interventions

No data submitted



## Statewide Evaluation of Tribal Partnerships

This project is entering year 1 of implementation

### Project Description

In FFY25, the UNM PRC Evaluation Team will conduct a process evaluation to assess SNAP-Ed NM's collaborations with and reach among Tribal communities in New Mexico. The evaluation aims to answer the question, "To what extent are efforts by SNAP-Ed NM implementing agencies (IAs) to collaborate with Native American communities and reach Native Americans with SNAP-Ed programming succeeding?" The IAs involved include CWK, UNM-CHILE Plus, NM DOH-HKHC, KCI, NMSU-ICAN, and UNM-Social Marketing. The Evaluation Team will survey the IAs and may also include surveys or interviews with Tribal partners. The findings will highlight SNAP-Ed NM's work with Tribal communities and inform future program development and improvements. Results will be shared with Native American communities, SNAP-Ed NM partners, and decision-makers to guide ongoing and future efforts, and may also be presented at conferences and in manuscripts. The UNM PRC SNAP-Ed Evaluation Team conducted similar evaluations in 2021 and 2023 to examine the reach of SNAP-Ed programming into Tribal communities and among Native American students. The proposed evaluation will continue these surveys and administrative data collection to detect changes over time, with the addition of interviews with Tribal partners as a new component. The Tribal partnership evaluation will focus on SNAP-Ed Evaluation Framework Indicators ST7 and LT11.

### Linked SMART Objectives

- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** This project does not include direct education

#### PSE Initiatives

**PSE Stages:** Conducting follow-up assessments, evaluation, and/or monitoring

#### Settings

- IAs & partners (0 tribal / 0 rural / 6 total)

### Social Marketing Campaigns

## Priority Populations

### Priority Age Groups

- No age group priority

### Priority Racial Groups

- American Indian or Alaska Native

### Priority Ethnic Groups

- No ethnic group priority

### Priority Gender Groups

- No gender group priority

## Interventions

### SNAP-Ed Interventions (Formerly Toolkit Interventions)

No data submitted

### Previously Developed Interventions

No data submitted

### New Interventions

No data submitted

## Statewide Evaluation of College Food Insecurity

This project is entering year 1 of implementation

### Project Description

In FFY25, the UNM PRC Evaluation Team will conduct a formative evaluation to inform SNAP-Ed NM programming aimed at increasing access to healthy food and food resource management skills among college and university students in New Mexico. The evaluation will involve interviews or focus groups with foodbank personnel and students to answer the question, "What strategies and methods are best for increasing access to and consumption of healthy food through use of foodbanks among New Mexico college/university students?" The Evaluation Team will develop and implement semi-structured interview/focus group guides to assess barriers to and facilitators of foodbank access among SNAP-eligible students. The team will collaborate with the implementing agency NMSU-ICAN and the UNM Social Marketing program to develop the instruments and conduct the interviews/focus groups. The collected data will be analyzed to provide recommendations for increasing access, usage, and food resource management. The findings will inform NMSU's programming and messaging efforts to improve access to healthy food and food resource management among SNAP-eligible students. Results may also be presented at conferences and in manuscripts. Although individual colleges and universities have conducted assessments of student food insecurity and pantry use, this will be the first statewide formative assessment to inform programming and messaging. The evaluation will inform program development and implementation related to SNAP-Ed Evaluation Framework Indicators ST5, MT1, and MT2.

### Linked SMART Objectives

- Increase food resource management among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increase fruit and vegetable consumption among participants

### Settings and Approaches

**Direct Education**

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**Direct Ed Stages:** Planning (formative research)

Provided in English, Spanish

**Settings**

- Schools (colleges and universities) (0 tribal / 0 rural / 8 total)

**PSE Initiatives**

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**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training)

**Settings**

- Schools (colleges and universities) (0 tribal / 0 rural / 8 total)

### Social Marketing Campaigns

#### Priority Populations

**Priority Age Groups**

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- 18-59

**Priority Racial Groups**

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- No racial group priority

**Priority Ethnic Groups**

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- No ethnic group priority

**Priority Gender Groups**

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- No gender group priority

### Interventions

**SNAP-Ed Interventions (Formerly Toolkit Interventions)**

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**Previously Developed Interventions**

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**New Interventions**

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No data submitted

No data submitted

No data submitted

## Statewide Evaluation of Policy, Systems and Environmental Changes

This project is entering year 1 of implementation

### Project Description

In FFY25, the UNM PRC Evaluation Team will conduct a baseline outcome evaluation of SNAP-Ed NM's Policy, Systems, and Environments (PSE) efforts in elementary schools. The evaluation aims to answer the question, "To what extent do SNAP-Ed NM policy, systems, and environmental change efforts result in changes to nutrition and physical activity supports in the school environment?" The Evaluation Team will collaborate with implementing agencies (IAs) CWK, NM DOH-HKHC, KC!, and NMSU-ICAN to identify specific PSE efforts and collect baseline data using a modified SPAN-ET tool or other instruments specific to the PSE effort, such as school gardens. The collected data will be analyzed, and a report will be developed to present the results. The baseline data will serve as a foundation for tracking progress and measuring the impact of SNAP-Ed NM's PSE efforts over time. The results will guide program improvements and will be reported to partners and funders. Findings may also be presented at conferences and in manuscripts. The UNM PRC SNAP-Ed Evaluation Team previously conducted baseline and follow-up PSE evaluations in FFY19 and FFY22 using the SPAN-ET tool. The proposed evaluation will be more focused, aiming to measure changes in a limited number of PSE strategies. The PSE baseline evaluation will focus on SNAP-Ed Evaluation Framework Indicators MT5 and MT6.

### Linked SMART Objectives

- Increase fruit and vegetable consumption among participants
- Increase physical activity among participants

### Settings and Approaches

#### Direct Education

**Direct Ed Stages:** This project does not include direct education

#### PSE Initiatives

**PSE Stages:** Planning and preparing for implementation (e.g., contacting sites, assessment, training)

#### Settings

- Schools (K-12, elementary, middle, and high) (0 tribal / 0 rural / 0 total)

### Social Marketing Campaigns

#### Priority Populations

##### Priority Age Groups

- Younger than 5
- 5–7 (or grades K–2)
- 8–10 (or grades 3–5)
- 11–13 (or grades 6–8)

##### Priority Racial Groups

- No racial group priority

##### Priority Ethnic Groups

- No ethnic group priority

##### Priority Gender Groups

- No gender group priority

#### Interventions

##### SNAP-Ed Interventions (Formerly Toolkit Interventions)

No data submitted

##### Previously Developed Interventions

No data submitted

##### New Interventions

No data submitted

## New Mexico Human Services Department (State Agency) Projects and Activities

No data submitted

# Planned Evaluations

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## Cooking with Kids (Implementing Agency) Evaluations

No data submitted

## New Mexico State University ICAN (Implementing Agency) Evaluations

No data submitted

## Kids Cook! (Implementing Agency) Evaluations

### Kids Cook!

#### Projects Evaluated

- Kids Cook!

**Process** 08/01/2024 - 05/30/2025

**Project Components Evaluated:**

- Direct Education

**Data Collection Methods:**

- Self-administered online survey

**Outcome** 08/01/2024 - 05/30/2025

**Project Components Evaluated:**

- Direct Education

**Objectives:**

- Increase fruit and vegetable consumption among participants

- Direct observation (e.g., monitoring tool)

**Planned Use of Results:**

- Intervention design
- Intervention adaptation or improvement
- Dissemination to policy makers

- Growing the number of tastings, Double Up Food Bucks (DUFEB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expanding into 6-8 new schools and/or community centers to allow for the augmentation of in-person or virtual cooking lessons/programming

**Data Collection Methods:**

- Self-administered online survey
- Direct observation (e.g., monitoring tool)

**Planned Use of Results:**

- Intervention design
- Intervention adaptation or improvement
- Partner dissemination
- Dissemination to policy makers

**Measurements:**

- Posttest
- Other: Qualitative Commentary

## NM DOH/Obesity, Nutrition, and Physical Activity Program (ONAPA) (Implementing Agency) Evaluations

No data submitted

## University of New Mexico- PRC Social Marketing Eat Smart to Play Hard (ESPH) (Implementing Agency) Evaluations

No data submitted

## University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus) (Implementing Agency) Evaluations

No data submitted

## University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency) Evaluations

### Statewide Evaluation of Success Stories

#### Projects Evaluated

- Statewide Evaluation of Success Stories

**Outcome** 10/01/2024 - 09/30/2027

#### Project Components Evaluated:

- Direct Education
- PSE
- Social Marketing Campaign

#### Objectives:

- Increase food resource management among participants
- Increase fruit and vegetable consumption among participants
- Adding new and/or maintaining partnerships at locations such as WIC offices, CSFP sites, TEFAP sites, Public Health offices, Income Support offices, EFNEP sites, FDIPR locations, Tribal communities, Pueblos, virtual platforms, Farm stands, health care organizations, community food projects, universities, etc...
- Increasing the number of school gardens by 7 and community gardens by 3-4



- Growing the number of tastings, Double Up Food Bucks (DUFB) use, demonstrations, etc. featuring fresh fruits and vegetables
- Expand Social Marketing Eat Smart to Play Hard in community centers and after-school programming
- Increase physical activity among participants
- By September 30, 2025, conduct a pilot of a SNAP-Ed Intervention, Brighter Bites, in Dona Ana County and potentially other locations. Brighter Bites builds community coalitions that support produce distribution events at local schools for SNAP-Ed-eligible families, while educating children at those schools through the CATCH direct education curriculum.
- By September 30, 2025, foster the acceptance of SNAP benefits and participation in the NM GusNIP incentive program, Double Up Food Bucks, at the Chispas Farms farmstand, and pilot an educational outreach program, Farm-Fresh, in coordination with a vendor, The Sprouting Kitchen. Farm-Fresh educational outreach teaches participants how to prepare and cook produce obtainable seasonally at farmstands.

**Data Collection Methods:**

- Qualitative interview
- Direct observation (e.g., monitoring tool)
- Focus group
- Other: Documentation (e.g., photos)
- Other: Ripple Effect Mapping (REM)

**Planned Use of Results:**

- Community-wide dissemination
- Partner dissemination
- Dissemination to policy makers
- Conference presentations: None
- Peer-reviewed paper: None
- Other report or paper: None

**Measurements:**

## Statewide Evaluation of Tribal Partnerships

### Projects Evaluated

- Statewide Evaluation of Tribal Partnerships

**Process** 10/01/2024 - 09/30/2026

#### Project Components Evaluated:

- PSE

#### Data Collection Methods:

- Self-administered online survey
- Qualitative interview

#### Planned Use of Results:

- Intervention design
- Intervention adaptation or improvement
- Partner dissemination
- Conference presentations: None
- Other report or paper: None

**Outcome** 10/01/2026 - 09/30/2027

#### Project Components Evaluated:

- PSE

#### Objectives:

- Increase fruit and vegetable consumption among participants
- Increase physical activity among participants

#### Data Collection Methods:

- Self-administered online survey
- Qualitative interview

#### Planned Use of Results:

- Intervention adaptation or improvement
- Community-wide dissemination
- Partner dissemination
- Dissemination to policy makers
- Conference presentations: None
- Peer-reviewed paper: None
- Other report or paper: None

#### Measurements:

- Pretest
- Posttest

#### Prior Evaluations:

<https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1044&context=prc-reports-documents> and

<https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1057&context=prc-reports-documents>

## Statewide Evaluation of College Food Insecurity

### Projects Evaluated

- Statewide Evaluation of College Food Insecurity

**Formative** 10/01/2024 - 09/30/2025

#### Project Components Evaluated:

- Direct Education
- PSE
- Social Marketing Campaign

#### Data Collection Methods:

- Qualitative interview
- Direct observation (e.g., monitoring tool)
- Focus group

#### Planned Use of Results:

- Intervention design
- Intervention adaptation or improvement
- Partner dissemination
- Dissemination to policy makers
- Conference presentations: None
- Peer-reviewed paper: None
- Other report or paper: None

## Statewide Evaluation of Policy, Systems and Environmental Changes

### Projects Evaluated

- Statewide Evaluation of Policy, Systems and Environmental Changes

**Outcome** 10/01/2024 - 09/30/2026

**Project Components Evaluated:**

- PSE

**Objectives:**

- Increase fruit and vegetable consumption among participants
- Increase physical activity among participants

**Data Collection Methods:**

- Qualitative interview
- Direct observation (e.g., monitoring tool)
- Self-administered paper survey
- Self-administered online survey

**Planned Use of Results:**

- Intervention adaptation or improvement
- Partner dissemination
- Dissemination to policy makers
- Conference presentations: None
- Peer-reviewed paper: None
- Other report or paper: None
- Community-wide dissemination

**Measurements:**

- Pretest
- Posttest

**Prior Evaluations:**

[https://hsc.unm.edu/medicine/departments/pediatrics/divisions/pps/initiatives/snap\\_ed/](https://hsc.unm.edu/medicine/departments/pediatrics/divisions/pps/initiatives/snap_ed/)

## New Mexico Human Services Department (State Agency) Evaluations

No data submitted

# Coordination and Collaboration

## Cooking with Kids (Implementing Agency)

### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Food and Nutrition Service, USDA</b>						
Community Food Systems Programs (e.g., Farm to School and Community Food Projects)	⊘	✓	✓	⊘	⊘	
National School Lunch Program (NSLP)	⊘	✓	✓	⊘	⊘	
Summer Food Service Program (SFSP)	⊘	✓	✓	⊘	⊘	

## Engagement With Multisector Partnerships/Coalitions

**NM Grown Coalition** State/Territory**Sectors Represented**

- Agriculture: 15
- Childcare: 6
- Education: 18
- Government: 7
- Public health and healthcare: 2

**Key Activities**

The New Mexico (NM) Grown Coalition is a network of public institutions, community-based organizations, and individuals working to strengthen community food systems across NM by:

- Providing diverse leadership for the NM Grown movement through program and policy development rooted in community engagement.
- Supporting NM Grown practitioners through alignment of resources, professional development training, and networking opportunities.
- Advocating for systemic change and steward community food system resources and services to ensure equitable impacts for all New Mexicans through community engagement and capacity building.

The NM Grown Coalition has 3 main priorities: New Mexico Grown & Local Procurement, Garden & Nutrition Education, Advocacy & Community

Engagement. Cooking with Kids will support the Garden & Nutrition Education by providing resources, technical support, and relationship connections.

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

### Ohkay Owingeh Pueblo

**Primary Contact**

Claudia Sena

**Contact Title**

Principal, Ohkay Owingeh Community School

**Nature of Work**

- Involve Tribal Organization in SNAP-Ed activities
- Meet with Tribal Organization for input on SNAP-Ed programming
- Provide Tribal Organization with dedicated SNAP-Ed staff: 0.50

### Santa Clara Pueblo

**Primary Contact**

Porter Swentzell

**Contact Title**

Executive Director, Kha'p'o Community School

**Nature of Work**

- Involve Tribal Organization in SNAP-Ed activities
- Provide Tribal Organization with dedicated SNAP-Ed staff: 0.50
- Meet with Tribal Organization for input on SNAP-Ed programming

## Coordination and Collaboration With Minority-Serving Institutions

### New Mexico State University ICAN (Implementing Agency)

## Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Food and Nutrition Service, USDA</b>						
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	⊘	✓	⊘	⊘	⊘	
The Emergency Food Assistance Program (TEFAP)	⊘	✓	⊘	⊘	⊘	
<b>National Institute of Food and Agriculture, USDA</b>						
Expanded Food and Nutrition Education Program (EFNEP)	⊘	✓	✓	⊘	✓	

### Engagement With Multisector Partnerships/Coalitions

**Brighter Bites Program** Local

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**Sectors Represented**

- Education: 1
- Food retailers: 1
- Agriculture: 1
- Community design: 1
- Food assistance: 1

**Key Activities**

Through a subcontract with the Brighter Bites program, NMSU ICAN has formed a multisector coalition that provides



community members with produce at school sites in Dona Ana County and potentially other locations. Together with the coalition's distribution events, Brighter Bites teaches students at the associated schools with the evidence-based direct education CATCH curriculum.

Partners in the coalition include the Las Cruces Public Schools system, food retailers such as Target, food assistance programs such as Roadrunner Food Bank, and champions, volunteers, and guides from local neighborhoods.

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

### Tribal Extension, McKinley County Cooperative Extension Service Office

#### Primary Contact

Shellby Tacheney-Yazzie

#### Contact Title

Tribal Extension Ag Agent

#### Nature of Work

- Meet with Tribal Organization for input on SNAP-Ed programming
- Involve Tribal Organization in SNAP-Ed activities

### Navajo Technical University

#### Primary Contact

Sharon Nelson

#### Contact Title

Assistant Professor of Diné Culture

#### Nature of Work

- Involve Tribal Organization in SNAP-Ed activities

## Coordination and Collaboration With Minority-Serving Institutions

### Central New Mexico Community College

#### MSI Type(s)

- Hispanic-serving institution

#### Nature of Planned Coordination and Collaboration

- Meeting with MSI for input on SNAP-Ed programming
- Other: Our offices are located on campus, offering opportunities to collaborate especially around community gardens.

#### Planned Coordination and Collaboration

Quarterly meeting to discuss collaborations.

### San Juan College

#### MSI Type(s)

- Hispanic-serving institution

#### Nature of Planned Coordination and Collaboration

- Meeting with MSI for input on SNAP-Ed programming
- Involved in plan development

#### Planned Coordination and Collaboration

Providing direct education at a Farm Initiative.

### University of New Mexico

#### MSI Type(s)

- Hispanic-serving institution

#### Nature of Planned Coordination and Collaboration

- Other: New Mexico Implementing Agency
- Meeting with MSI for input on SNAP-Ed programming
- Involved in plan development
- Involved in SNAP-Ed activities

#### Planned Coordination and Collaboration

UNM hosts multiple SNAP-Ed implementing agencies that coordinate with NMSU, such as Eat Smart to Play Hard, ChilePLUS, and the UNM evaluation team that provides evaluation projects for New Mexico SNAP-Ed.

## Kids Cook! (Implementing Agency)

### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Food and Nutrition Service, USDA</b>						
Summer Food Service Program (SFSP)	⊘	✓	⊘	⊘	✓	
Supplemental Nutrition Assistance Program (SNAP)	⊘	✓	✓	⊘	✓	
National School Lunch Program (NSLP)	⊘	✓	✓	⊘	✓	
Fresh Fruit and Vegetable Program (FFVP)	⊘	✓	✓	⊘	✓	
Other: Bernalillo and Sandoval County School Systems	⊘	✓	✓	⊘	✓	
Other: City of Albuquerque	⊘	✓	⊘	⊘	✓	
Other: Presbyterian Community Health	✓	✓	⊘	⊘	✓	
Other: University of New Mexico Service Learning	✓	⊘	⊘	⊘	✓	
Other: Three Sisters Kitchen	✓	✓	⊘	⊘	✓	
Other: NM Farmers Market Association	⊘	✓	⊘	⊘	✓	

## Engagement With Multisector Partnerships/Coalitions

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

### Running Medicine/Native Health Initiative

**Primary Contact**

Jessica Begay

**Contact Title**

Running Medicine

**Nature of Work**

- Involve Tribal Organization in plan development
- Involve Tribal Organization in SNAP-Ed activities

## Coordination and Collaboration With Minority-Serving Institutions

### NM DOH/Obesity, Nutrition, and Physical Activity Program (ONAPA) (Implementing Agency)

#### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Food and Nutrition Service, USDA</b>						
Child and Adult Care Food Program (CACFP)	✓	✓	✓	⊘	⊘	
Community Food Systems Programs (e.g., Farm to School)	✓	✓	✓	⊘	⊘	

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
and Community Food Projects)						
Fresh Fruit and Vegetable Program (FFVP)	✓	✓	✓	⊘	⊘	
National School Lunch Program (NSLP)	✓	✓	✓	⊘	⊘	
School Breakfast Program (SBP)	✓	✓	✓	⊘	⊘	
<b>Centers for Disease Control and Prevention, HHS</b>						
Other: Preventative Health and Health Services Block Grant	✓	✓	✓	⊘	⊘	
Other: Healthy Schools 2301 Grant	✓	✓	✓	⊘	⊘	
<b>Administration for Community Living, HHS</b>						
Older Americans Act Title III-C Senior Nutrition Program	⊘	✓	✓	⊘	⊘	
<b>Food and Nutrition Service, USDA</b>						
Senior Farmers Market Nutrition Program (SFMNP)	⊘	✓	⊘	⊘	⊘	
The Emergency Food Assistance Program (TEFAP)	⊘	✓	⊘	⊘	⊘	
WIC Farmers Market Nutrition Program (FMNP)	⊘	✓	⊘	⊘	⊘	

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
Food Distribution Program on Indian Reservations (FDPIR)	⊘	✔	⊘	⊘	⊘	
Commodity Supplemental Food Program (CSFP)	⊘	✔	⊘	⊘	⊘	

### Engagement With Multisector Partnerships/Coalitions

#### New Mexico Grown Coalition State/Territory

##### Sectors Represented

- Agriculture: 15
- Childcare: 6
- Education: 17
- Government: 7
- Public health and healthcare: 2
- Food industry: 1

##### Key Activities

The New Mexico (NM) Grown Coalition is a network of public institutions, community-based organizations, and individuals working to strengthen community food systems across NM by:

- Providing diverse leadership for the NM Grown movement through program and policy development rooted in community engagement.

- Supporting NM Grown practitioners through alignment of resources, professional development training, and networking opportunities.
- Advocating for systemic change and steward community food system resources and services to ensure equitable impacts for all New Mexicans through community engagement and capacity building.

The NM Grown Coalition has 3 main priorities: **New Mexico Grown & Local Procurement, Garden & Nutrition Education, Advocacy & Community Engagement.**

HKHC will provide support by co-chairing the coalition, and leading work of the Garden and Nutrition Education and Advocacy and Community Engagement priorities. HKHC will also support the NM Grown Coalition's recognition program, The Golden Chile Awards, recognizing and celebrating the innovative NM Grown programming taking place in early childhood programs, K-12 schools, and senior centers across the state, and the NM farmers, producers, and ranchers who grow and provide the food.

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

**Zuni Youth Enrichment Project**

**Primary Contact**  
Tahlia Natachu

**Contact Title**  
Executive Director

**Nature of Work**

- Meet with Tribal Organization for input on SNAP-Ed programming
- Involve Tribal Organization in SNAP-Ed activities
- Fund Tribal Organization with SNAP-Ed funding (as an implementing or subcontracting agency): \$50,000.00

**Laguna Pueblo**

**Primary Contact**  
April Ruben

**Contact Title**  
Public Health Education Program Manager

**Nature of Work**

- Meet with Tribal Organization for input on SNAP-Ed programming
- Involve Tribal Organization in SNAP-Ed activities

**Coordination and Collaboration With Minority-Serving Institutions**

**University of New Mexico- PRC Social Marketing Eat Smart to Play Hard (ESPH) (Implementing Agency)**

**Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs**

<b>Program/Organization Type</b>	<b>Needs Assessment / Plan Development</b>	<b>Coordination of Messaging/Materials/Approaches</b>	<b>PSE Change Efforts</b>	<b>Social Marketing Campaign(s)</b>	<b>Improvement of SNAP-Ed Access for Target Audiences</b>	<b>Other</b>
<b>Administration for Community Living, HHS</b>						
Older Americans Act Title III-C Senior Nutrition Program	✓	✓	✓	✓	⊘	
<b>Food and Nutrition Service, USDA</b>						
Special Supplemental Nutrition Program for Women, Infants,	✓	✓	✓	✓	✓	



Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
and Children (WIC)						

## Engagement With Multisector Partnerships/Coalitions

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

Laguna Pueblo	Navajo Nation	Zuni Pueblo
<p><b>Primary Contact</b> Monika Whitmore</p> <p><b>Contact Title</b> Director of the Office of Laguna Learning /Laguna Department of Education</p> <p><b>Nature of Work</b></p> <ul style="list-style-type: none"> <li>• Meet with Tribal Organization for input on SNAP-Ed programming</li> <li>• Involve Tribal Organization in SNAP-Ed activities</li> <li>• Involve Tribal Organization in plan development</li> </ul>	<p><b>Primary Contact</b> Patience Williams</p> <p><b>Contact Title</b> Healthy Kids Coordinator</p> <p><b>Nature of Work</b></p> <ul style="list-style-type: none"> <li>• Meet with Tribal Organization for input on SNAP-Ed programming</li> <li>• Involve Tribal Organization in plan development</li> <li>• Involve Tribal Organization in SNAP-Ed activities</li> </ul>	<p><b>Primary Contact</b> Zachary James and Brittny Seowtiwa</p> <p><b>Contact Title</b> Food Sovereignty Coordinator and Food Sovereignty Specialist</p> <p><b>Nature of Work</b></p> <ul style="list-style-type: none"> <li>• Meet with Tribal Organization for input on SNAP-Ed programming</li> <li>• Involve Tribal Organization in plan development</li> <li>• Involve Tribal Organization in SNAP-Ed activities</li> </ul>

## Coordination and Collaboration With Minority-Serving Institutions

**University of New Mexico**

**MSI Type(s)**

- Hispanic-serving institution

**Nature of Planned Coordination and Collaboration**

- Meeting with MSI for input on SNAP-Ed programming
- Involved in SNAP-Ed activities
- Involved in plan development

**Planned Coordination and Collaboration**

SNAP-Ed social marketing works with other departments at the University of NM to collaborate research and program implementation. Planned activities will include scheduled meetings, informational conferences, and training/education for minority inequities.

## University of New Mexico Child Health Initiative for Lifelong Eating and Exercise (CHILE Plus) (Implementing Agency)

### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Food and Nutrition Service, USDA</b>						
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	⊘	✓	✓	⊘	✓	
Other: Supplemental Nutrition	⊘	⊘	⊘	⊘	✓	

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
Assistance Program (SNAP)						

### Engagement With Multisector Partnerships/Coalitions

**NM Children Youth and Families Department (CYFD) State/Territory**

**Sectors Represented**

- Childcare: 15

**Key Activities**

The CHILE Plus Team has a decade long relationship with the NM Children Youth and Families Department (CYFD), which oversees the Child and Adult Care Food Program (CACFP), the FNS program utilized in HS and childcare centers and homes throughout NM. CYFD continues to support the program by allowing CHILE Plus activities to be used as approved activities for CACFP program compliance. New partners, including the Partnership for Community Action (PCA) and Three Sisters Kitchen, provide new access points to test CHILE Plus with the home provider audience in order to build evidence for how the program can most effectively engage this population in evidence-based nutrition education in their childcare setting.

**Nutrition and Obesity Policy Research and Evaluation Network (NOPREN) Multi-State**

**Sectors Represented**

- Childcare: 80

**Key Activities**

The UNM PRC’s concurrent collaborations with HSD and SNAP-Ed Implementing Agencies as well as national partners including the CDC’s Nutrition and Obesity Policy Research and Evaluation Network (NOPREN), provides further resources for collaboration at the state level and national level, and may increase the likelihood of consistent nutrition and physical activity messages across programs. University of New Mexico nutrition and health education students and dietetic interns volunteer on CHILE Plus as appropriate and are supervised by the CHILE Plus team. This provides future professionals with a better understanding of food and nutrition issues in early childhood, particularly among rural

PCA has a network of providers they already work with, but they do not have the nutrition and physical activity curriculum or expertise to train them, so it is a unique and exciting new partnership for CHILE Plus, which began in FY19.

populations, and provides low-cost assistance to the CHILE Plus team for program implementation and evaluation.

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

### Eight Northern Indian Pueblos Council, Inc. (ENIPC)

**Primary Contact**  
Jolene Nelson

**Contact Title**  
Head Start Director

- Nature of Work**
- Meet with Tribal Organization for input on SNAP-Education programming
  - Involve Tribal Organization in SNAP-Education activities

### Haak'u learning center (Pueblo of Acoma)

**Primary Contact**  
Cassandra Sanchez

**Contact Title**  
Head Start Director, Education Manager

- Nature of Work**
- Meet with Tribal Organization for input on SNAP-Education programming
  - Involve Tribal Organization in SNAP-Education activities

### Five Sandoval Indian Pueblos Inc:

**Primary Contact**  
Alyssa Arce

**Contact Title**  
Health and Nutrition Manager

- Nature of Work**
- Meet with Tribal Organization for input on SNAP-Education programming
  - Involve Tribal Organization in SNAP-Education activities

### Zuni Pueblo Head Start

**Primary Contact**  
Michelle Kaskalla

**Contact Title**  
Teacher, Zuni Head Start

- Nature of Work**
- Meet with Tribal Organization for input on SNAP-Education programming
  - Involve Tribal Organization in SNAP-Education activities

## Coordination and Collaboration With Minority-Serving Institutions

University of New Mexico Health Sciences Center

**MSI Type(s)**

- Hispanic-serving institution

**Nature of Planned Coordination and Collaboration**

- Involved in plan development
- Involved in SNAP-Ed activities

**Planned Coordination and Collaboration**

Prevention Research Center at the University of New Mexico Health Sciences Center conducts research projects and receives fundings from SNAP-Ed via New Mexico Health Service Department

## University of New Mexico-PRC SNAP-Ed Evaluation (Implementing Agency)

### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

Program/Organization Type	Needs Assessment / Plan Development	Coordination of Messaging/Materials/Approaches	PSE Change Efforts	Social Marketing Campaign(s)	Improvement of SNAP-Ed Access for Target Audiences	Other
<b>Centers for Disease Control and Prevention, HHS</b>						
Other: Racial and Ethnic Approaches to Community Health (REACH)	✓	✓	✓	⊘	⊘	
Other: Division of Diabetes Translation	✓	⊘	✓	⊘	⊘	

### Engagement With Multisector Partnerships/Coalitions

**REACH Healthy Here** Local**Sectors Represented**

- Agriculture: 2
- Childcare: 0
- Commercial marketing: 0
- Community design: 1
- Education: 1
- Food industry: 0
- Food retailers: 0
- Government: 0
- Media: 0
- Public health and healthcare: 4
- Public safety: 0
- Transportation: 1
- Charitable food systems: 1
- Community service organizations: 2

**Key Activities**

Healthy Here is an initiative of the Health Equity Council based in Albuquerque, NM. It's funded through the Center for Disease Control and Prevention's REACH (Racial and Ethnic Approaches to Community Health) award and managed by Presbyterian Healthcare Services. Healthy Here works to change systems and environments to make it easier for Hispanic, Latino, and Native American residents of the International District and South Valley to access healthy foods, be physically active, and manage chronic disease. They do this with the help of a large network of partners, all of which have years of experience and expertise working in

communities. The project is currently in the first year of a 5-year cooperative agreement.

## Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

### Coordination and Collaboration With Minority-Serving Institutions

#### University of New Mexico

##### MSI Type(s)

- Hispanic-serving institution

##### Nature of Planned Coordination and Collaboration

- Receives SNAP-Ed funding (as an implementing or subcontracting agency): \$309,979.00

##### Planned Coordination and Collaboration

The evaluation is being conducted by staff working for the Hispanic-serving institution. We will also be evaluating programs that are part of UNM, a minority-serving and Hispanic-serving institution - UNM - CHILE Plus and Social Marketing.

#### New Mexico State University

##### MSI Type(s)

- Hispanic-serving institution

##### Nature of Planned Coordination and Collaboration

- Other: Evaluating programming
- Involved in plan development
- Involved in SNAP-Ed activities

##### Planned Coordination and Collaboration

The SNAP-Ed Evaluation Team will be evaluating programming conducted by NMSU, a Hispanic serving institution.

## New Mexico Human Services Department (State Agency)

### Coordination and Collaborations With Other Federal Nutrition, Obesity Prevention, and Health Programs

No data has been provided for this section.

## Engagement With Multisector Partnerships/Coalitions

### Consultation, Coordination, and Collaboration With Tribes and Tribal Organizations

#### All Tribal Organizations

##### Primary Contact

Shelly Begay

##### Contact Title

Native American Liaison- Administrative Officer II HSD-Office of the Secretary

##### Nature of Work

- Involve Tribal Organization in SNAP-Ed activities
- Involve Tribal Organization in plan development

### Coordination and Collaboration With Minority-Serving Institutions