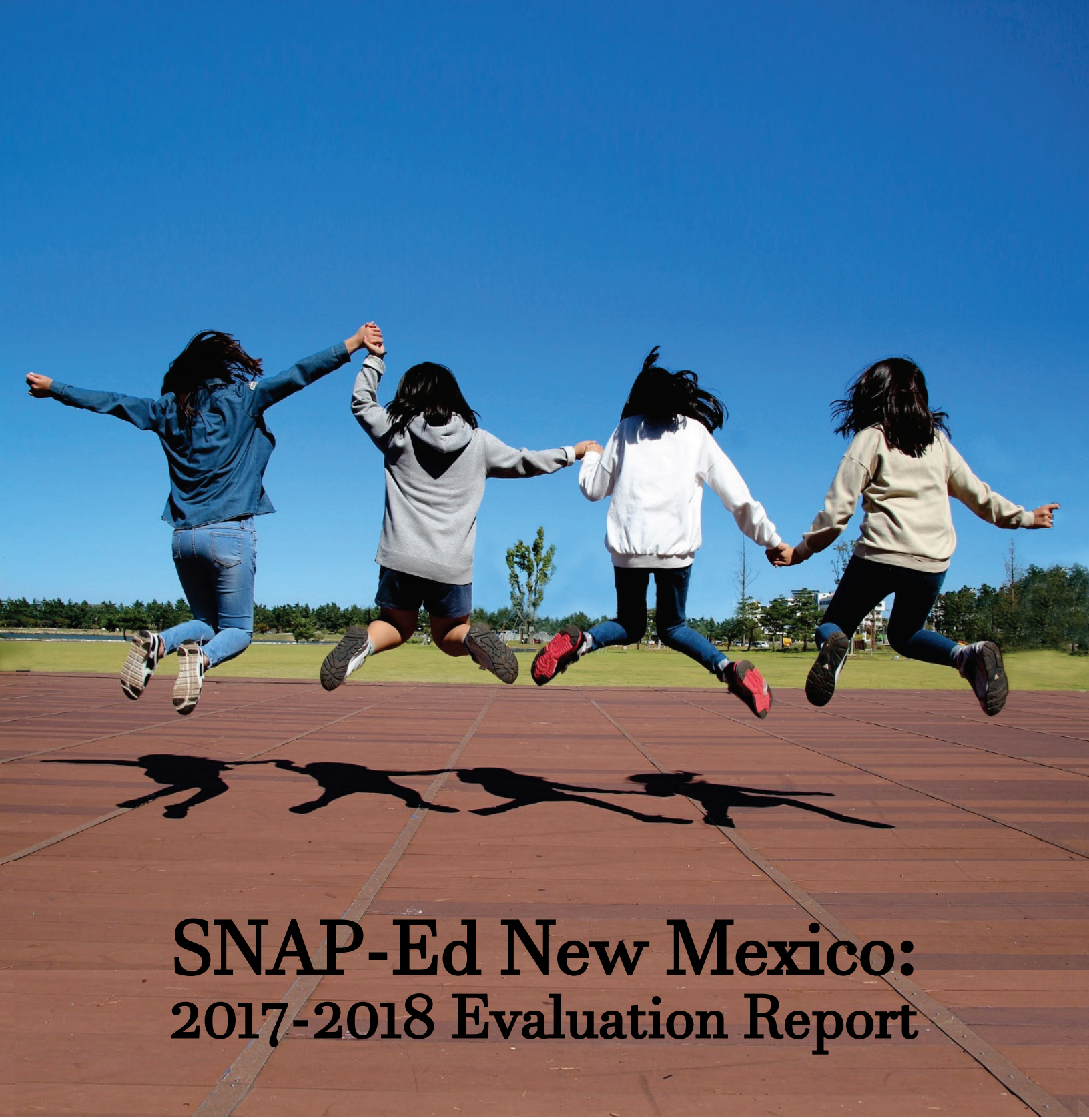

SNAP-Ed New Mexico:
2017-2018 Evaluation Report

SNAP-Ed
New Mexico

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Acknowledgements:

The authors are grateful to the many individuals that contributed to this work including the implementing agencies, nutrition educators, school administrators, teachers and staff, community members, parents and students.

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Executive Summary

Purpose

Healthy eating and active living are critical components of a healthy childhood. The goal of the Supplemental Nutrition Assistance Program-Education in New Mexico (SNAP-Ed New Mexico) is to improve the likelihood that low–income individuals, including those eligible for SNAP, will make healthy food choices and choose physically active lifestyles consistent with the 2015 Dietary Guidelines for Americans. SNAP-Ed NM does this by providing nutrition education and physical activity programming, and by facilitating implementation of policy, systems and environmental strategies that support these healthy behaviors.

The University of New Mexico Prevention Research Center (UNM PRC) evaluated efforts by SNAP-Ed New Mexico during the 2017-2018 academic year. The purpose was to measure health behaviors related to SNAP-Ed NM programming implemented in Head Start centers and elementary schools by: CHILE Plus, Cooking with Kids (CWK), Eat Smart to Play Hard (ESPH), Kids Cook! (KC!), Las Cruces Public Schools (LCPS), New Mexico Department of Health (NMDOH) Healthy Kids Healthy Communities (HKHC), and New Mexico State University (NMSU) Ideas for Cooking and Nutrition (ICAN). A total of 3,787 baseline evaluation surveys and 1,976 follow-up surveys were returned; 1,525 of these were matched from the same children at both time periods.

Key Findings

- The average number of daily servings of fruits and vegetables (FVs) increased significantly by 0.23 servings from baseline to follow-up.
- The greatest increases in FV consumption were seen among girls, those in 3rd and 4th grades, and those completing the survey in English.
- Children ate a greater variety of FVs each day following SNAP-Ed programming.
- Children ate more FVs if they ate their main meals together with their family and if FVs were left out in easy reach.
- Major barriers to FV consumption included cost and concern about spoilage.
- No significant change was seen in water or sugar-sweetened beverage consumption from baseline to follow-up.
- Average screen time increased by 6 minutes from baseline to follow-up.
- The proportion of children with computers, tablets, smartphones or other electronic devices in their bedrooms increased from baseline to follow-up.
- Having a television or other electronic device in their bedroom was significantly associated with increased screen time.
- No change in physical activity was seen from baseline to follow-up.
- Boys and those who took the survey in English reported significantly more physical activity at both baseline and follow-up.

Conclusion

SNAP-Ed NM programming resulted in increases in healthy eating, particularly in the area of fruit and vegetable consumption. No significant changes were seen in water or sugar-sweetened beverage consumption or physical activity. Screen time increased from baseline to follow-up. SNAP-Ed programming appears strongest in the area of healthy eating which has traditionally been the main focus of SNAP-Ed programming (nutrition education). Current SNAP-Ed programming to address physical activity and screen time may not be sufficient to effect behavior change.

SNAP-Ed New Mexico:
2017-2018 Evaluation Report

Background

The University of New Mexico (UNM) Prevention Research Center (PRC) was contracted by the State of New Mexico Human Services Department to conduct an evaluation of the state's Supplemental Nutrition Assistance Program-Education (SNAP-Ed) programs. The goal was to measure health behaviors related to SNAP-Ed NM programming. Six different implementing agencies (IAs) were contracted to deliver SNAP-Ed to children in New Mexico and are included in this evaluation: CHILE Plus, Cooking with Kids (CWK), Eat Smart to Play Hard (ESPH), Kids Cook! (KC!), Las Cruces Public Schools (LCPS), New Mexico Department of Health (NMDOH) Healthy Kids Healthy Communities (HKHC), and New Mexico State University (NMSU) Ideas for Cooking and Nutrition (ICAN).

Implementing Agencies

CHILE Plus, a program of the UNM PRC, is an extension of a research study called CHILE. The original CHILE study tested use of the socioecological model to implement policy, environmental, and behavior changes related to nutrition and physical activity among pre-school-aged children and their families. The program was delivered in Head Start (HS) centers, which provide early education services to children from low-income families. CHILE Plus started in 2011. It incorporates classroom curricula pertaining to healthy eating and physical activity; professional development sessions for teachers, administrators, and food service staff; family engagement through family events, take-home materials, and parent meetings; and promotion of healthy food and beverage options at local grocery stores. The program uses a capacity-building model in which CHILE Plus staff members provide training to the staff at each HS center, the HS administrators and staff implement policy and environmental changes at the centers, and the teaching staff members lead activities with the children.

Cooking with Kids (CWK) is a Santa Fe, NM, based non-profit organization that has provided hands-on nutrition education to public elementary school students since 1995. Participating schools in Santa Fe and Rio Arriba counties have high numbers of students who qualify for free or reduced-price school meals (88% of students in Santa Fe and 100% in Rio Arriba). CWK classroom and cafeteria programming provides students multiple experiential cooking and tasting classes throughout the school year, as part of the regular school day. Classes and promotions led by CWK educators and/or classroom teachers feature fresh, affordable fruits, vegetables and whole grains and recipes from around world. The Cooking with Kids bilingual curriculum in aligned with National Health Education Standards and Common Core State Standards in Language Arts and Mathematics, and is used by educators across the country. Take-home recipes and large numbers of family volunteers create a classroom-to-kitchen bridge to support healthy eating efforts at home. CWK also provides technical support and training to cafeteria staff, as farm-to-school and scratch cooking initiatives grow. Local chefs and farmers are important partners in these initiatives.

Eat Smart to Play Hard (ESPH), a program of the UNM PRC, is a social marketing campaign focused on increasing consumption of fruits and vegetables among 8- to 10-year old students, in under-resourced communities of New Mexico. ESPH offers NM students and their families the opportunity to participate in activities together, cook together, increase energy, improve health, and gain a sense of accomplishment. ESPH collaborates with all other SNAP-Ed implementing agencies to support obesity prevention throughout the state.

Kids Cook! (KC!) is a not-for-profit organization that has run SNAP-Ed programming in the Albuquerque, Rio Rancho and Bernalillo Public School systems since 2001. The program is delivered in a subset of elementary schools in which at least 50% of the children receive free or reduced-price lunches. The KC! curriculum is child-focused, tied to education benchmarks, and includes cooking lessons, tastings, and a physical activity component. KC! educators lead five cooking units per year/ per classroom (K-5th grades.) Classroom teachers and parent volunteers work with KC educators to ensure safety and low student-to-adult ratios during cooking classes. KC also provides monthly cafeteria tastings and up to four FV tasting at parent events (such as math or literacy night). KC! Further engages families by hosting one family night per school per semester.

Las Cruces Public Schools (LCPS) conducts child-focused nutrition education programs. The main program, Cooking with Kids, includes a series of monthly tasting lessons in all elementary schools, a take-home activity sheet with recipes and nutrition information, a growing activity, and funds for teachers to lead a cooking activity in the classroom. The lessons (which focus on fruits, vegetables, whole grains, dairy, water, and physical activity) support the other efforts LCPS funds and coordinates including school gardens (both traditional and hydroponic) and active party kits (as a way to celebrate or reward students with play instead of treats). Efforts are also focused on encouraging adults to be healthy role models by coordinating staff wellness initiatives for Nutrition Services staff and publishing nutrition information on the district's online menus, Nutrislice, and in the local newspaper.

Healthy Kids Healthy Communities (HKHC) is a NMDOH-funded statewide obesity prevention program that builds state and local partnerships to expand healthy eating and physical activity opportunities for children and low-income adults where they live, learn, play, work, eat, and shop. HKHC implements sustainable policy, systems, and environmental change strategies in the school system, and community food system, and the built environment. Key strategies in the school system include updating and implementing school wellness policies, establishing edible school gardens and salad bars, working with community partners to conduct fruit and vegetable tastings and gardening lessons, integrating local produce into school meals, making neighborhood schoolyards and parks more active and welcoming, and establishing regular walk and roll to school programs and in-school walking clubs. Key strategies in the community food system and built environment include establishing farmers' markets and community gardens, working with community partners to conduct tasting, gardening, and cooking lessons at food assistance program sites and WIC clinics, and increasing the number of safe walking and biking routes that connect neighborhoods to schools and other community points of interest. HKHC also provides training and technical assistance to state and local partners on effective implementation strategies and leverages resources to support

healthy eating and physical activity initiatives in schools, licensed childcare centers and Head Start Programs, and communities.

Ideas for Cooking and Nutrition (ICAN) is a program of NMSU whose mission is to inspire New Mexico's limited resource youth and adults to make healthy food and lifestyle choices. They provide hands-on education related to nutrition, gardening, cooking skills, healthy weight management, and eating healthy on a limited budget to adults in a variety of community settings (e.g., WIC sites, public health offices). They also provide nutrition education, cooking skills and FV tastings in hundreds of New Mexico schools, preschool through high school, in both classrooms and after school programs.

Methods

The UNM PRC conducted an evaluation examining the impact of SNAP-ED NM programs throughout the state. The evaluation design consisted of a pre-intervention baseline survey and a post-intervention follow-up survey. Baseline surveys were distributed to 26 schools and HS centers in 10 counties in New Mexico in the fall semester of 2017. The follow-up surveys were distributed to the same classrooms in the spring of 2018. Within each school, the surveys were given to Pre-K, Kindergarten, third-, fourth-, fifth- and sixth-graders whose classes participated in SNAP-ED programming. The UNM Human Research Protections Office approved this work.

Survey Instruments

In 2017-2018, the *Healthy Habits* survey instrument was used for pre-school or elementary school-based participants in all SNAP-ED funded nutrition programs. The survey included questions about FV and beverage consumption, physical activity, screen time and general questions about messages that children and their parents had heard or seen related to nutrition and physical activity. The survey instrument was modified from previous years to ask about *usual* intake of fruit, vegetables, water, and sugar-sweetened beverages (SSBs), and about consumption of these items *yesterday.* Questions about physical activity followed a similar format. This modification followed a review of the literature and existing measurement tools.

Fruit and Vegetable Intake Measurement

In order to measure the amounts of FVs eaten and changes in amounts over time, the survey asked parents to circle the number of FVs usually eaten by their child and eaten by their child yesterday. In addition, the survey included a question to determine how often participants were following the recommended guidance that half of their plate contain FVs. To measure knowledge, parents were asked how many servings of FVs people are supposed to eat each day.

Home Food Environment Measurement

The surveys also included questions about barriers and facilitators to FV consumption (e.g., expense, lack of access). Questions about how often children help make meals, how often children eat the main meal together with the family, how important it was for parents to model healthy eating behaviors, and how often FVs are available within the child's reach were also included on the survey, as they provide information about the home food environment promoted by SNAP-ED NM programs.

Message Data

The Healthy Habits survey included questions to measure message reach and recall among students attending schools with the ESPH social marketing program. These questions provide data on message

channels (e.g., radio, bus ads), engagement in the program, and to what extent the messages resonated with participating children and their families.

Survey Implementation

Baseline surveys were completed between August and October of 2017 for all 26 sites. Surveys were delivered to the schools and teachers by a SNAP-ED program coordinator. Teachers then distributed the surveys to and collected them from their students. The UNM PRC provided instructions for the coordinators, school principals, classroom teachers, and families including: survey notices, surveys, study factsheets, instructions, and participant incentives. Additionally, small incentives were provided to teachers for their participation. The survey was sent home in both English and Spanish to 5,607 students across the 26 sites. Parents were asked to complete the surveys with their children on Monday and to return the surveys to school. Coordinators collected the surveys from the schools and the completed surveys were then collected from the coordinators by UNM PRC staff. Follow-up surveys were delivered and collected in the same manner. They were completed between March and May of 2018. The follow-up surveys were sent home in English and Spanish to 5,640 students.

Quantitative Data Analysis

Descriptive statistics were calculated for variables at baseline and follow-up. Data were assessed for missing values and the range of valid responses, correcting or, when necessary, excluding invalid responses. Open-ended responses were analyzed and categorized into meaningful groupings. Responses to fruit and vegetable consumption were recoded to approximate one unit equaling one serving. Similarly, responses to beverage consumption were recoded to approximate one unit equaling one 16 ounce glass or bottle. Time and day variables were recoded to reflect one hour or one day, as appropriate. Bivariate relationships between demographic variables (i.e., gender, grade, language, relationship to child, and number of children in household) and our primary outcomes of interest (i.e., average total FV consumption, frequency with which FVs are within reach, awareness of recommended servings, importance of parents modelling eating FVs, number of days per week FVs comprised half the child's plate, FV buying trends, average screen time, average physical activity time, water consumption and SSB consumption) were explored, examining associations by using paired sample t-tests. When examining the difference in means of continuous variables by categorical independent variables, one-way analysis of variance was used. Examination of the relationship between two continuous variables was performed using linear regression. All analyses used Stata, version 14.2 (StataCorp., 2015).

Results

Response rate

A total of 3,787 eligible baseline evaluation surveys and 1,976 eligible follow-up surveys were returned, for an overall response rate of 67.5% at baseline and 35.0% at follow-up. Matched baseline and follow-up surveys, where the same child/family responded to both, were returned by 1,525 participants. The majority of the returned baseline surveys (84.3%) and follow-up surveys (84.9%) were completed in English, and the remaining surveys were completed in Spanish. Girls comprised the majority of returned surveys at baseline (52.7%) and at follow-up (57.5%). Demographic characteristics of survey respondents are shown in Table 1. As not every participant answered all of the questions, there was variation in the number of responses to each question.

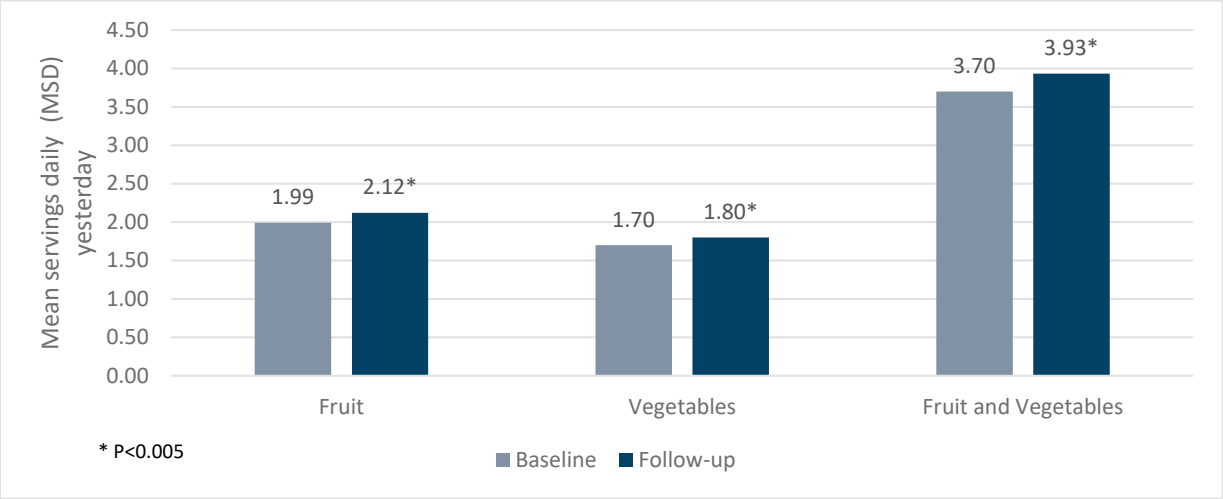
Table 1. Demographic characteristics from the SNAP-Ed evaluation

Characteristic	Baseline (N=3787)	Follow-up (N=1976)
Grade		
Head Start or Pre-K	269 (7.1%)	203 (10.3%)
Kindergarten	834 (22.0%)	506 (25.6%)
Third	922 (24.4%)	448 (22.7%)
Fourth	843 (22.3%)	454 (23.0%)
Fifth	919 (24.3%)	360 (18.2%)
Sixth	0 (0.0%)	5 (0.3%)
Gender		
Boy/male	1724 (47.3%)	826 (42.4%)
Girl/female	1919 (52.7%)	1,121 (57.5%)
Other gender	2 (0.1%)	2 (0.1%)
Language		
English	3,192 (84.3%)	1,677 (84.9%)
Spanish	595 (15.7%)	229 (15.1%)
County		
Bernalillo	741 (19.6%)	377 (19.1%)
Chaves	372 (9.8%)	237 (12.0%)
Cibola	348 (9.2%)	190 (9.6%)
Curry	267 (7.1%)	17 (0.9%)
Doña Ana	1,089 (28.7%)	573 (29.0%)
Sandoval	101 (2.6%)	20 (1.0%)
San Juan	140 (3.7%)	115 (5.8%)
Santa Fe	546 (14.4%)	271 (13.7%)
Taos	14 (0.4%)	16 (0.8%)
Valencia	169 (4.5%)	160 (8.1%)
Race		
American Indian	294 (8.0%)	154 (8.0%)
Hispanic	2,528 (68.5%)	1,342 (70.4%)
White (non-Hispanic)	483 (13.1%)	218 (11.4%)
Other/Mixed	388 (10.5%)	193 (10.1%)

Fruit and Vegetable Consumption

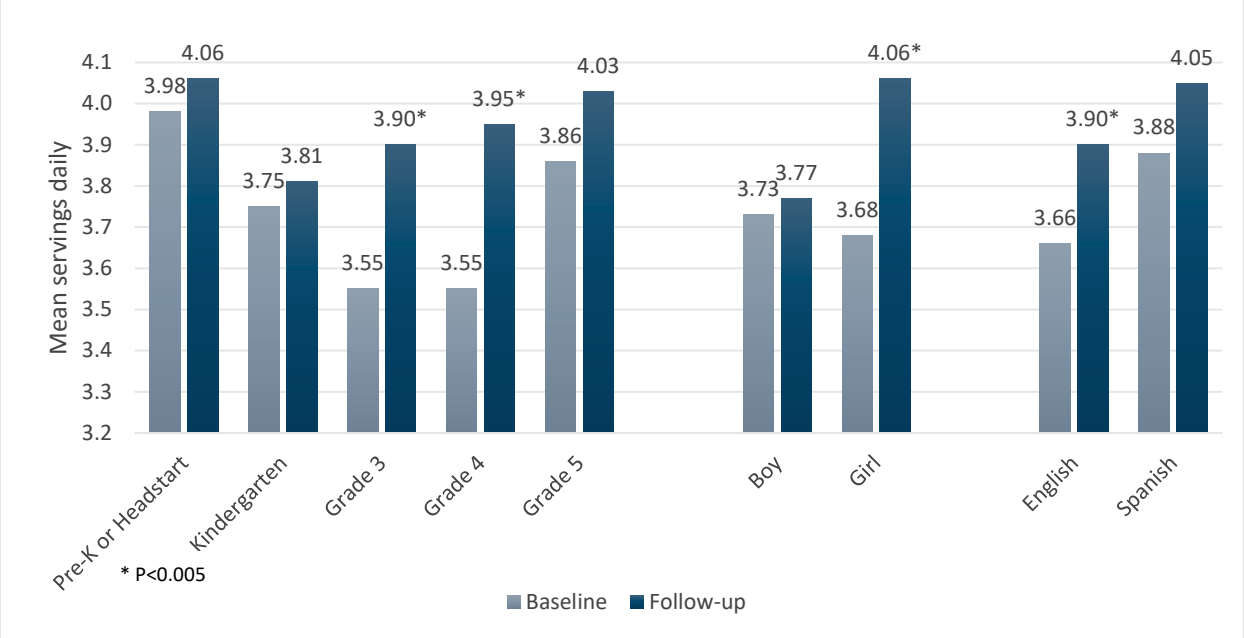
The main outcome variable was the average number of servings of FVs eaten yesterday, which we are considering a proxy for mean FV servings consumed daily (MSD). Additionally, we asked participants how many servings they *usually* ate. Those results were similar, though observed weaker reported changes from baseline to follow-up. As questions about a specific time period are thought to illicit more accurate responses, we included only the responses to the question about their consumption *yesterday* in this report. At baseline, among individuals who completed both surveys, the reported MSD was 1.99 servings of fruits, 1.70 servings of vegetables, and 3.70 servings of FVs combined. Overall, fruit consumption increased from baseline to follow-up by 0.13 servings ($p<0.005$). Vegetable consumption increased from baseline to follow-up by 0.09 servings ($p<0.005$). The MSD of FVs combined increased by 0.23 servings to 3.93 ($p<0.005$) (Figure 1).

Figure 1. Mean number of servings daily of fruits and vegetables *yesterday*, among those who responded to both the baseline and follow-up survey, 2017-2018



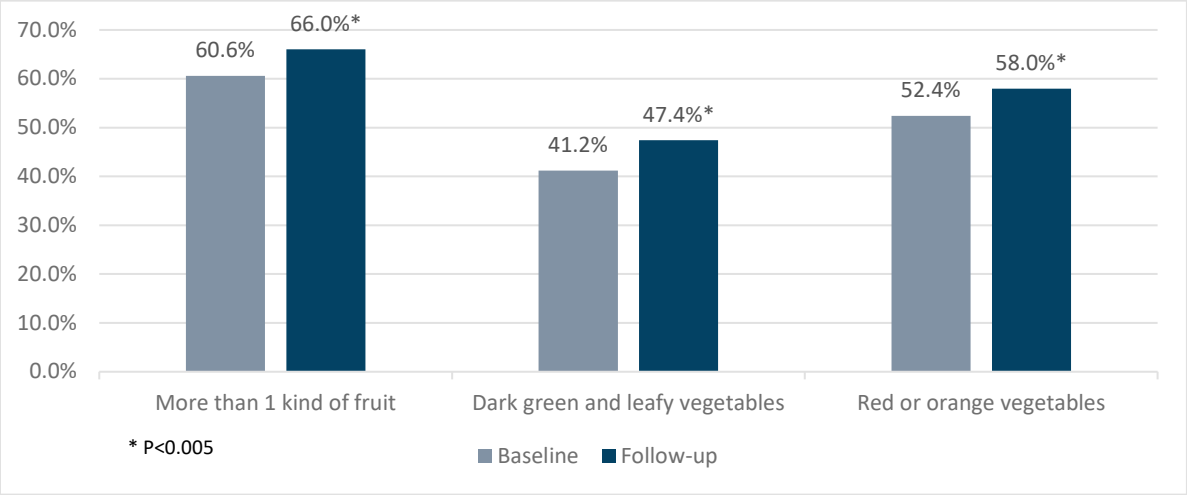
Significant increases in MSD of FV were seen across grades 3 and 4, among girls, and for participants who filled out the survey in English (Figure 2). There was not a significant difference in FV consumption by day of the week.

Figure 2. Mean number of daily servings of fruits and vegetables *yesterday*, of those responding at both baseline and follow-up, by select demographics, 2017-2018



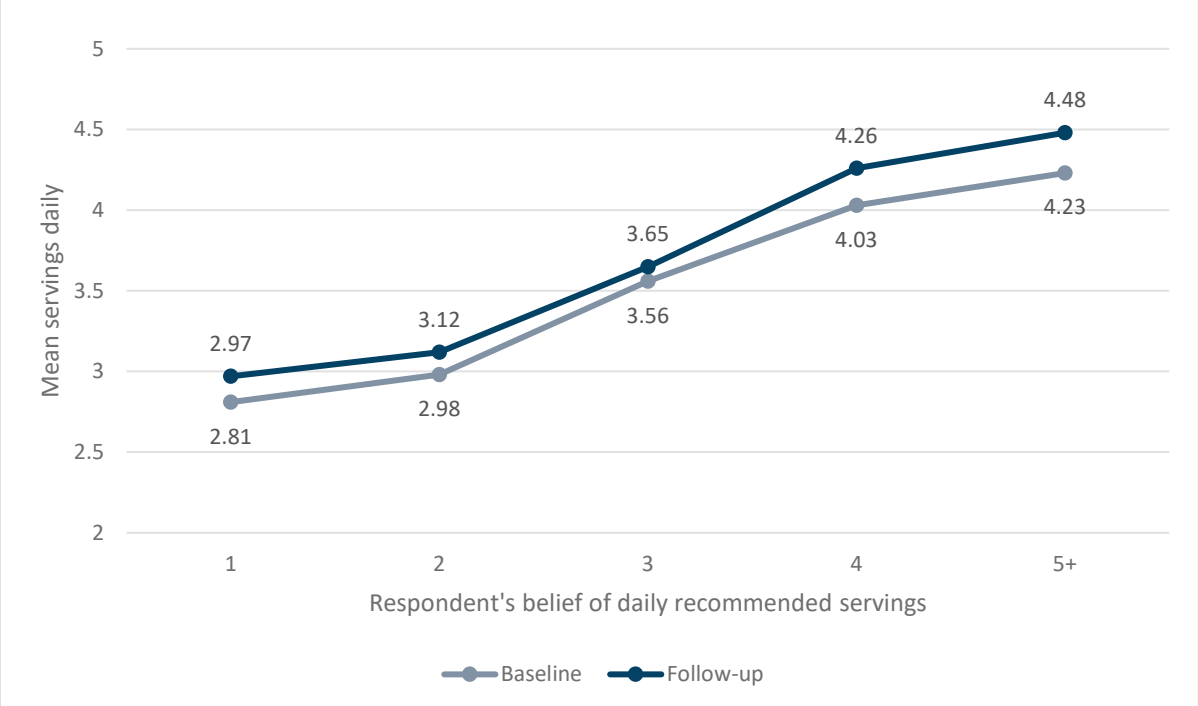
The percentage of respondents who reported that their children ate a variety of FVs each day increased from baseline to follow-up. There was also a significant increase in the reported consumption of dark green and leafy vegetables as well as red and orange vegetables (Figure 3).

Figure 3. Percentage of students who reported previous day consumption of particular foods at baseline and follow-up, 2017-2018



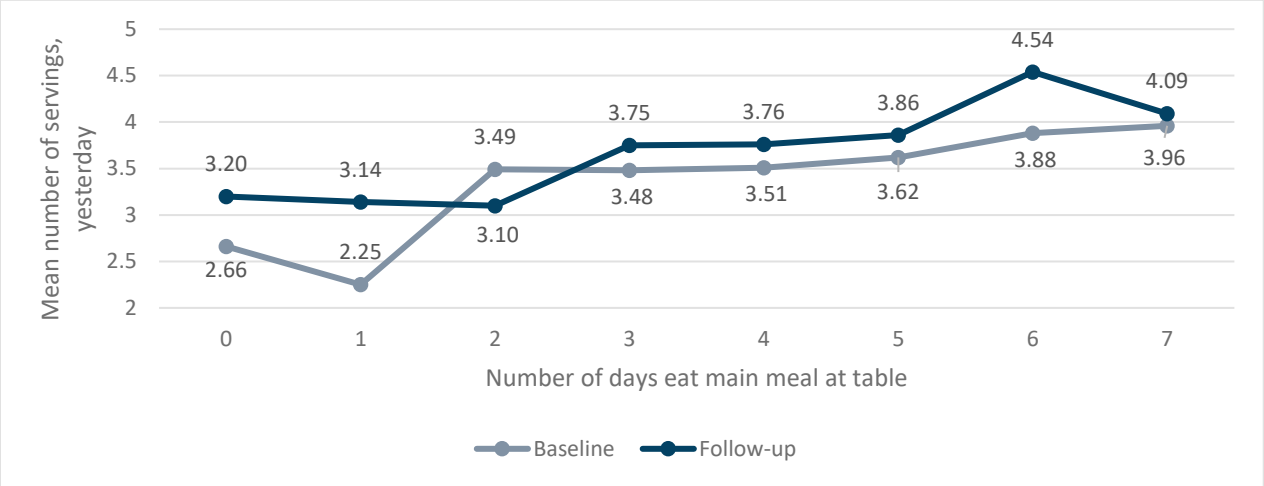
Among those completing both surveys, the mean reported number of daily servings respondents thought were the recommended amount increased from 3.67 to 3.74 ($p<0.05$). Also, the greater the daily number of servings of FVs a participant believed was recommended, the more servings they reported their child consuming in the previous day, both at baseline ($p<0.005$) and at follow-up ($p<0.005$) (Figure 4).

Figure 4. Mean reported number of servings daily of fruits and vegetables consumed yesterday, compared to knowledge of recommended daily servings of FVs, at baseline and follow-up, 2017-2018



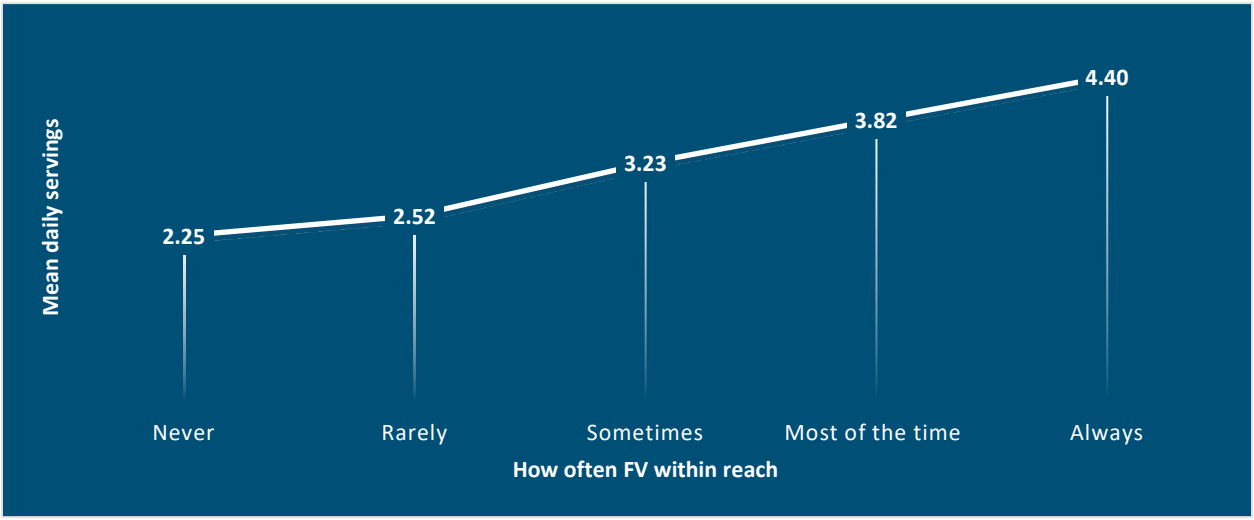
Additionally, the more days children ate their main meal at the table with the family, the higher the reported FV consumption, both at baseline (p<0.005) and follow-up (p<0.005) (Figure 5).

Figure 5. Child's previous day fruit and vegetable consumption at baseline and follow-up by how often they eat main meal at table with family, 2017-2018



The average number of days that at least half the child's plate was FVs did not significantly increase from baseline to follow-up, nor did the frequency with which the child helped with meals. The percentage of parents who thought it was important for parents to model eating FVs declined slightly from baseline to follow up (4.58 to 4.44 on a scale from 0 to 5, where 5 is "very important"; p<0.005). However, leaving FVs out within the child's reach was associated with increased MSDs of FVs (p<0.005) (Figure 6).

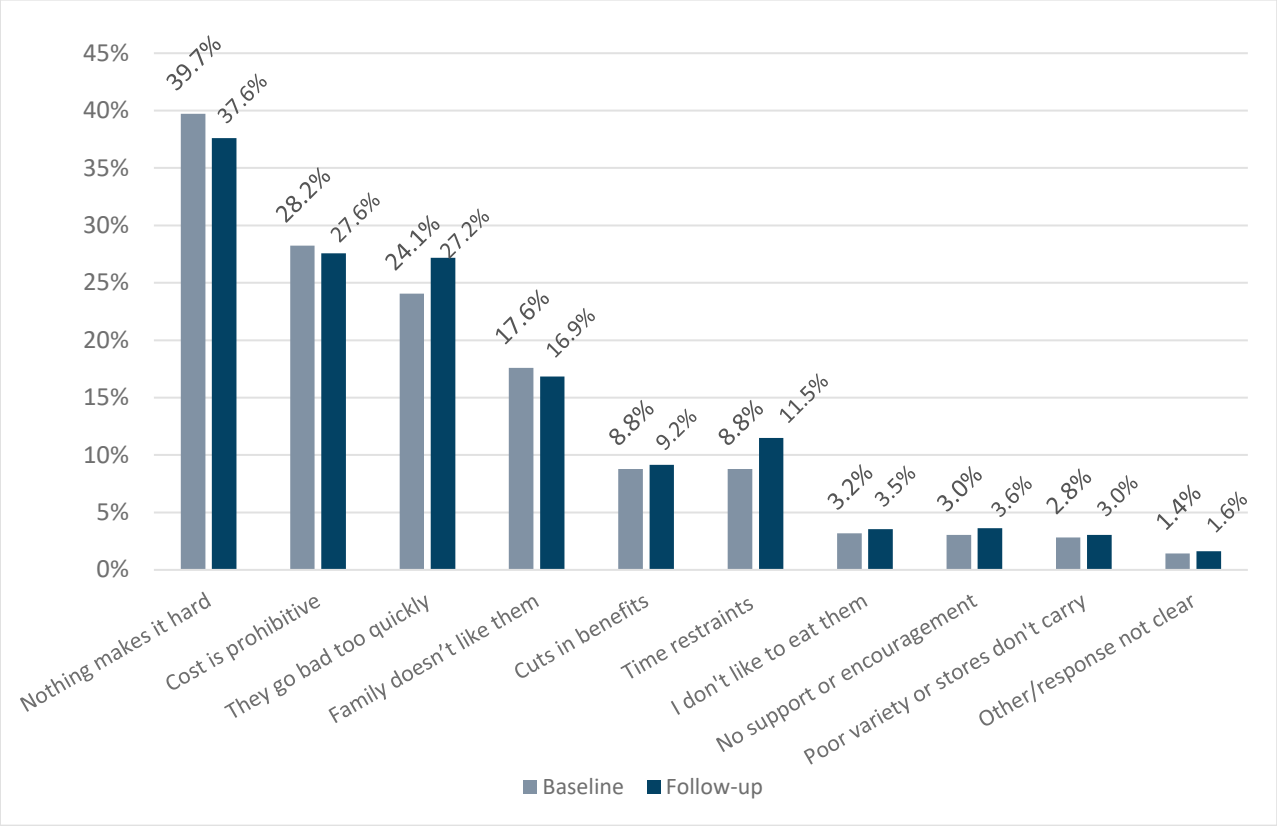
Figure 6. The relationship between how often fruits and vegetables (FVs) were left out within the child's reach and the mean daily servings of FVs, 2017-2018



Barriers to Eating Fruits and Vegetables

Barriers from baseline to follow-up changed little, with more than a third of participants reporting no barriers. Both cost and spoilage were concerns for about one quarter of participants at both time points, and were the largest barriers to more FV consumption (Figure 7).

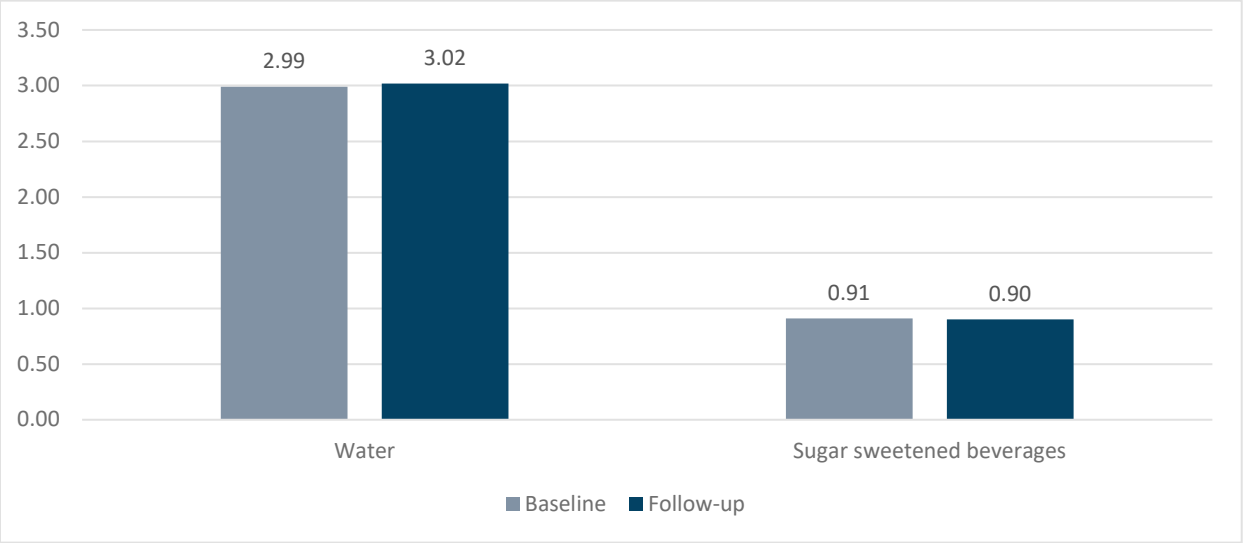
Figure 7. Changes in perceived barriers to fruit and vegetable consumption from baseline to follow-up, All participants, 2017-2018



Beverage Consumption

Among those completing both surveys there were no significant changes from baseline to follow-up for children's water or sugar-sweetened beverage (SSB) consumption (Figure 8). Reported previous day water consumption did not significantly change from baseline (2.99 servings) to follow-up (3.02 servings). Three-day average SSB consumption did not significantly change from baseline (0.91 servings) to follow-up (0.90 servings). There were no differences in SSB consumption by gender or survey language. Those completing the survey in English reported slightly higher water consumption at baseline (English: 3.07 servings vs. Spanish: 2.87 servings; $p<0.05$) and boys consumed more water at follow-up than girls (3.15 servings vs 2.93; $p<0.05$).

Figure 8. Mean number of servings daily of water and sugar sweetened beverages at baseline and follow-up, 2017-2018

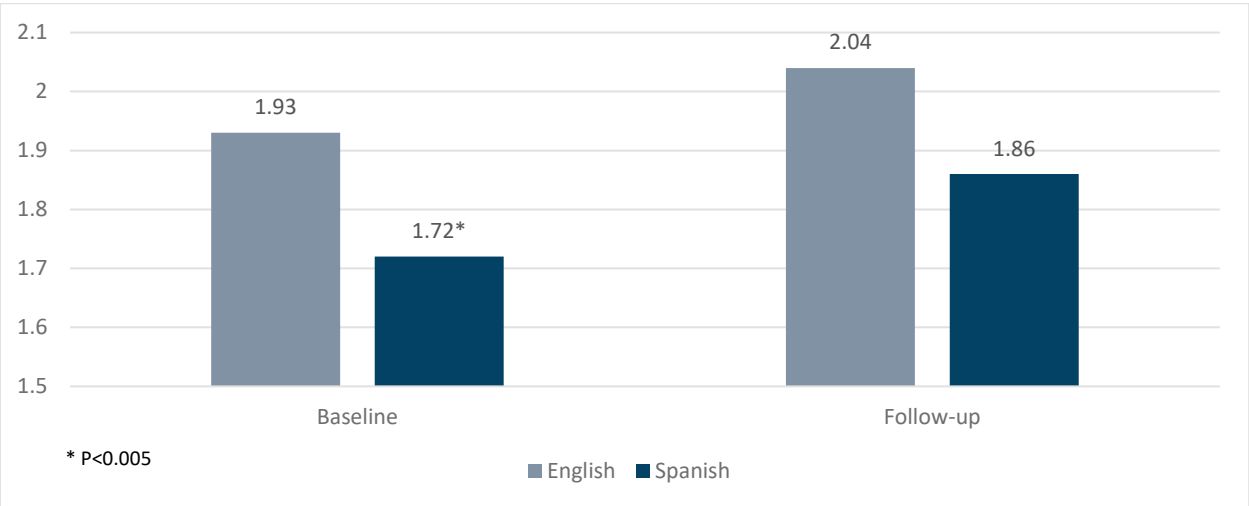


Screen Time

Among participants who responded to both surveys, the mean number of hours that children watched TV, movies, or videos, or played video or computer games increased from baseline (mean=1.89 hours) to follow-up (mean=1.99 hours).

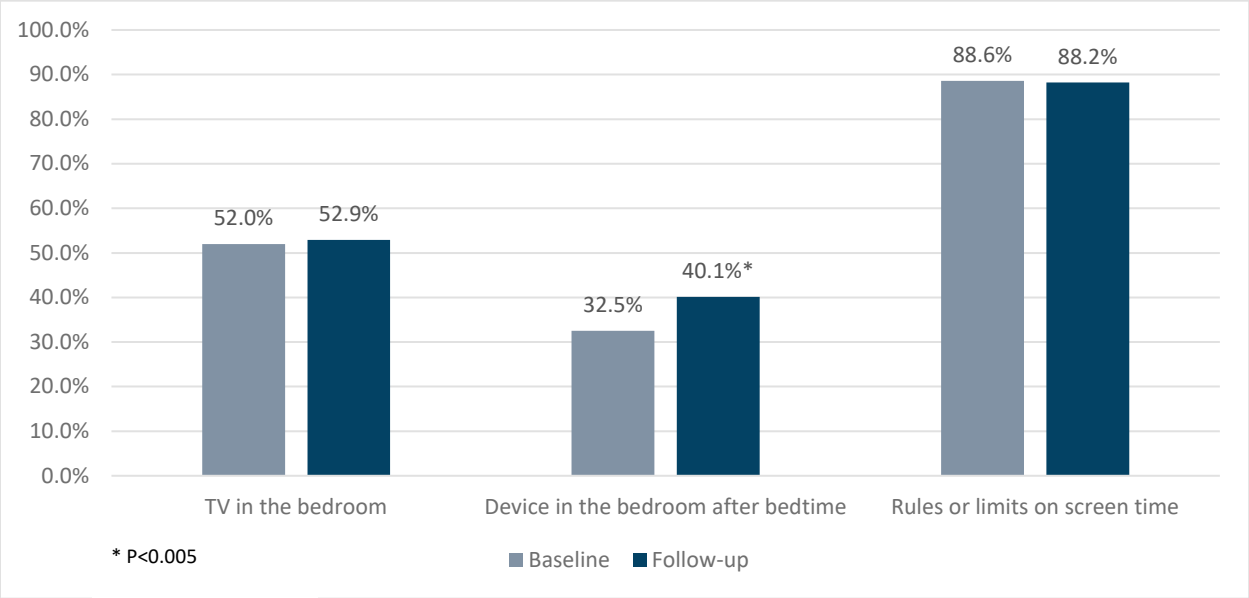
Among all participants, those who filled out the survey in English reported that children spent significantly more hours watching screens at baseline (mean=1.93 hours) compared to participants who filled out the survey in Spanish (mean=1.72 hours, $p<0.005$). This difference was similar, though not significant ($p=0.07$) at follow-up (Figure 9).

Figure 9. Mean number of reported hours of screen time on previous day, by survey language, 2017-2018



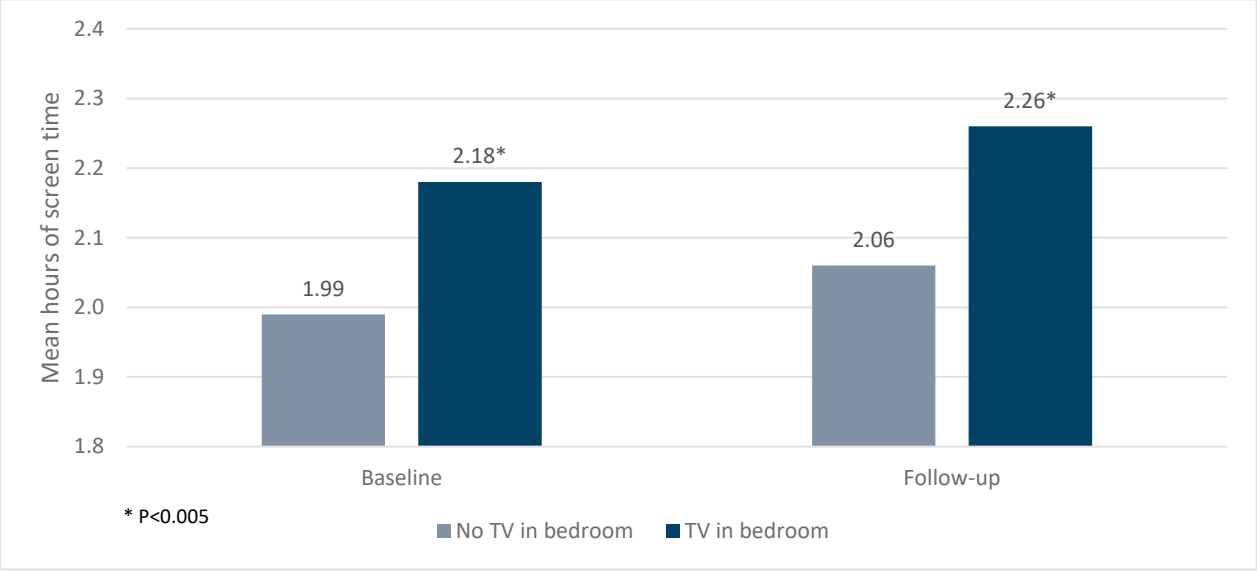
Among participants who filled out both a baseline and a follow-up survey, the average number of days that survey respondents reported that the TV was on during mealtimes did not change significantly from baseline to follow-up (Figure 10). The percentage of children who were reported to have a TV in the bedroom did not change either. However, the proportion of children who were reported to have a computer, tablet, smartphone or other device increased significantly from baseline to follow-up (Figure 10), with no corresponding increase in limits on screen use.

Figure 10. Home screen environment at baseline and follow-up, 2017-2018



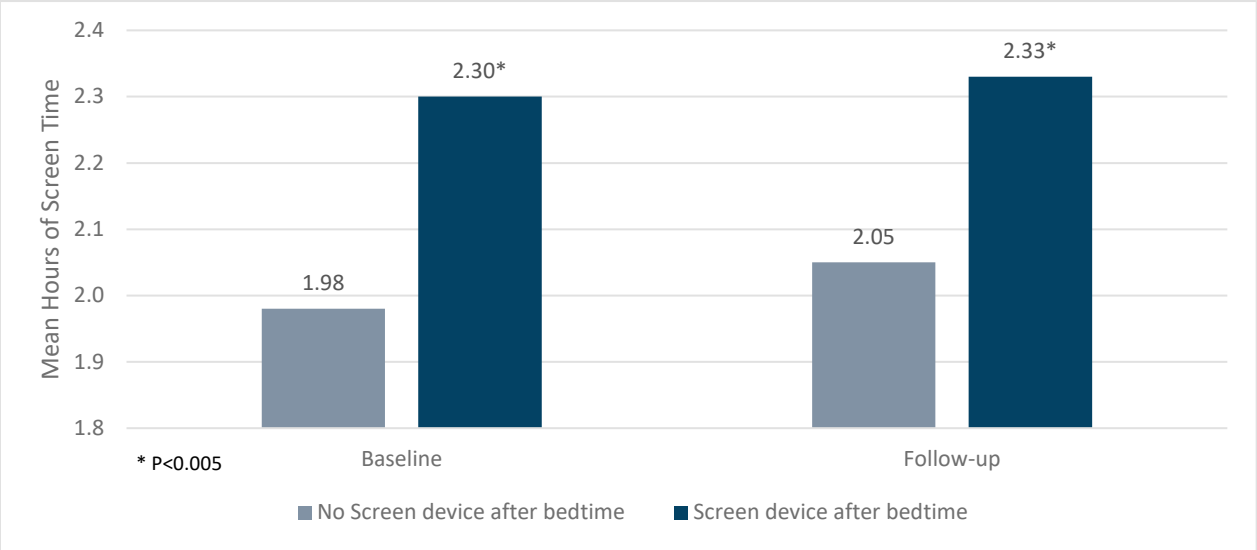
Children with a TV in the room where they sleep had significantly more reported hours of daily screen time at baseline (2.18 hours) than children without a TV in their room (1.99 hours, p<0.005). A similar relationship held at follow-up (Figure 11).

Figure 11. Amount of reported screen time by presence or absence of TV in bedroom, all students, 2017-2018



Similarly, children with another electronic device in in the room where they sleep had significantly more reported hours of daily screen time at baseline (2.30 hours) than children without another electronic device (1.98 hours, p<.01) (Figure 12).

Figure 12. Screen time by presence or absence of electronic device in bedroom, all students, 2017-2018

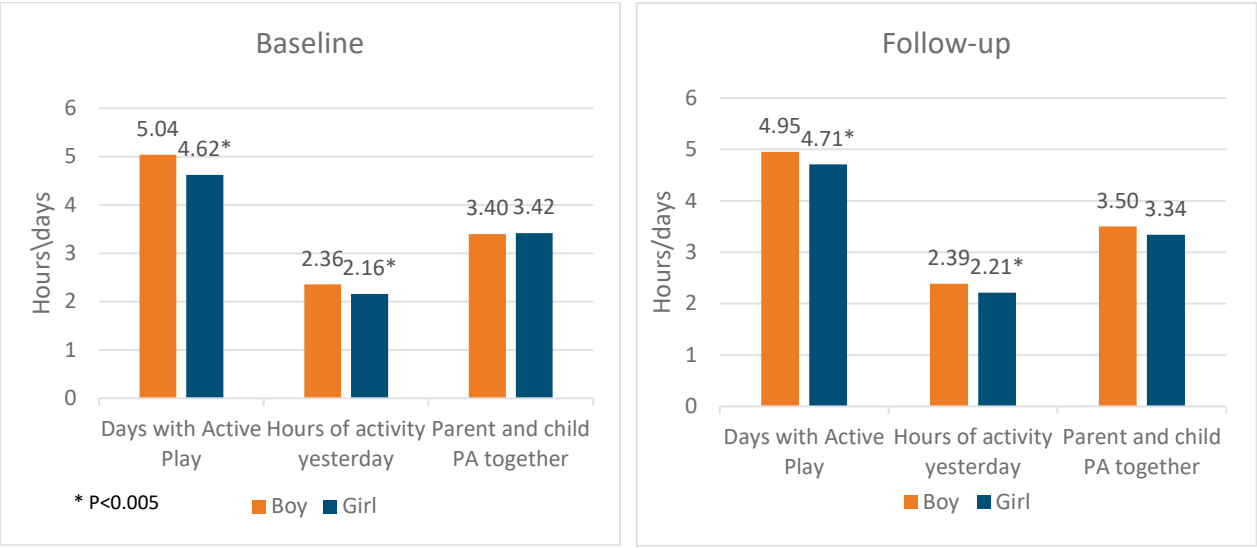


Physical Activity

Among participants who completed both surveys, neither days of usual active exercise, nor how many hours the child played yesterday nor the number of days the parent was active together with the child changed from baseline to follow-up.

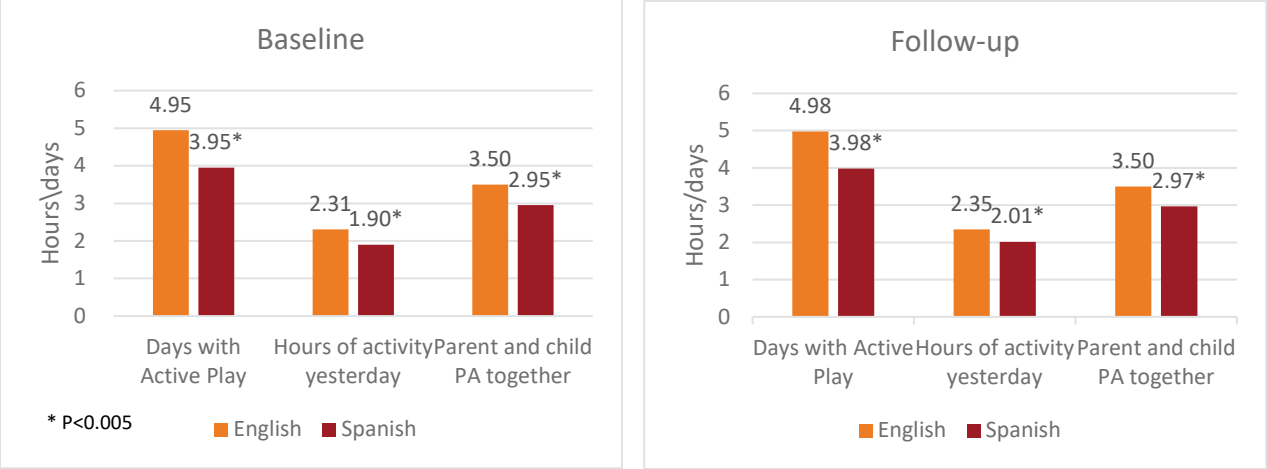
Among all participants, on average, boys usually spent more hours engaging in physical activity than girls did and also actively played more often, at baseline and follow-up. Both boys and girls spent similar time being active with their parents (Figure 13).

Figure 13. Measures of mean daily physical activity, by gender, 2017-2018



Those completing the survey in English all had significantly higher scores on all 3 measures of physical activity, compared to those who completed it in Spanish. This was true at both baseline and at follow up (Figure 14).

Figure 14. Measures of mean daily physical activity, by survey language, 2017-2018



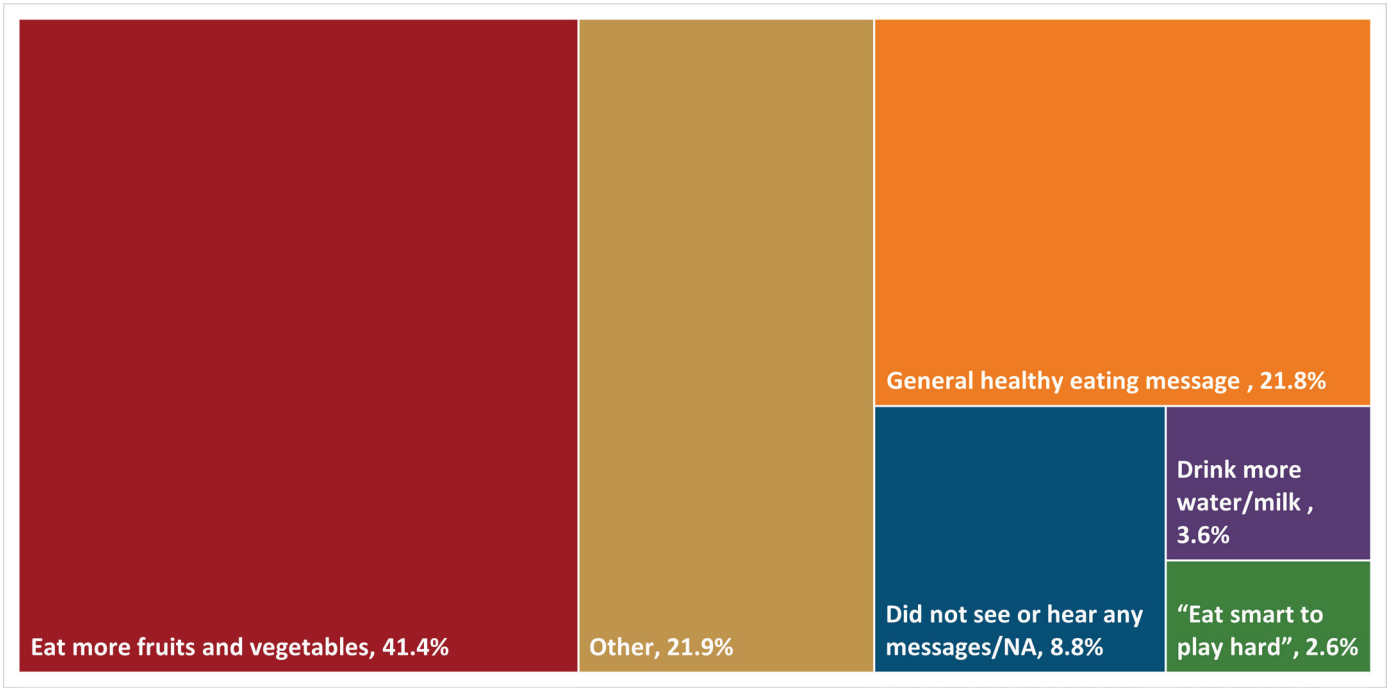
Participant reactions to SNAP-Ed programs

Follow-up survey responses regarding interest and involvement in SNAP-Ed programs were analyzed and categorized according to theme. Survey questions were open-ended.

Respondents were asked to share healthy eating messages they and their children recalled at follow-up.

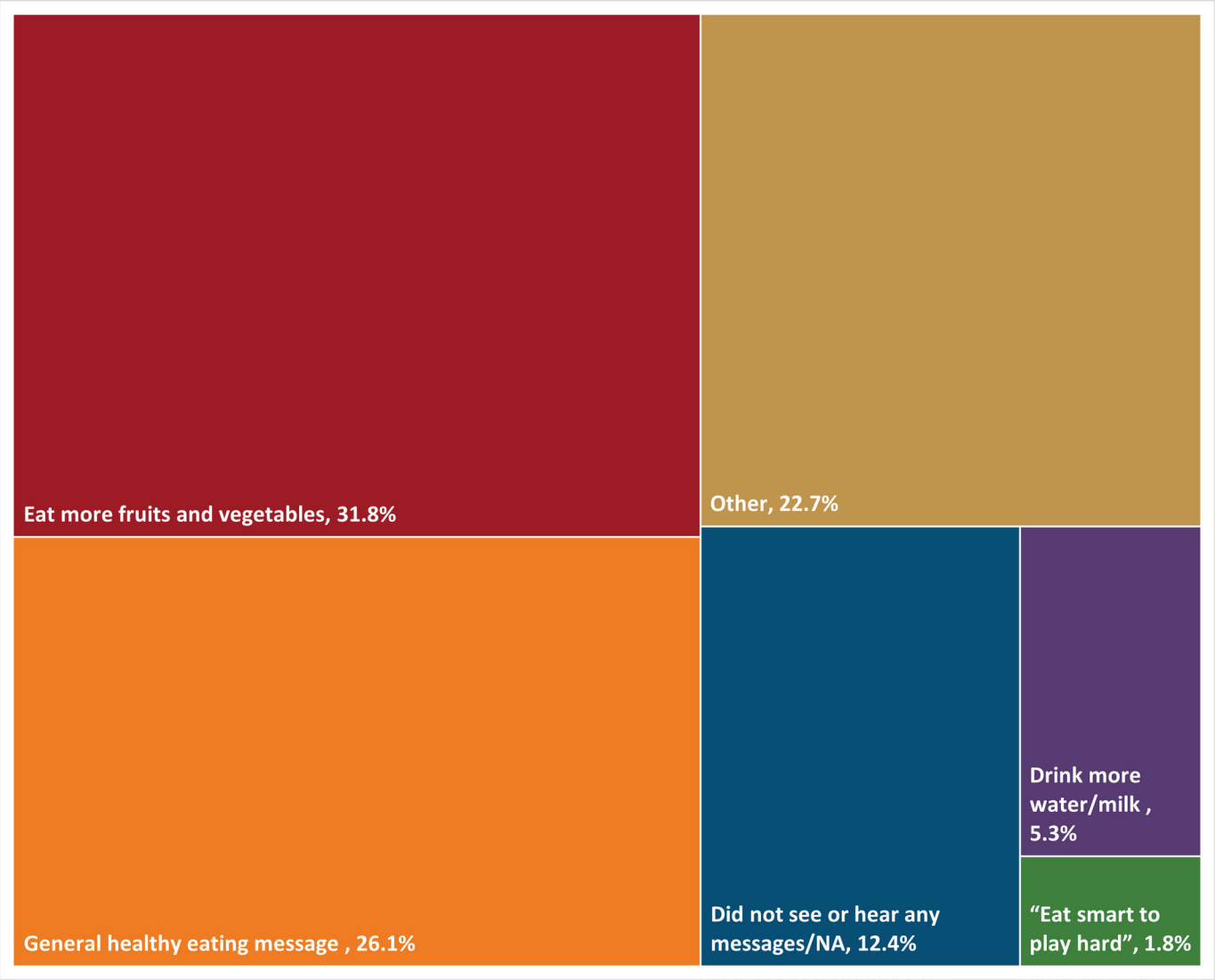
Among children (Figure 15), the most recalled messages were to eat more FV (41.4%). Some also recalled other (21.9%) or general healthy eating messages (21.8%). Some children (8.8%) had no recall of any healthy eating messages after participating in SNAP-Ed programs.

Figure 15. Children's healthy eating message recall at follow-up, 2018



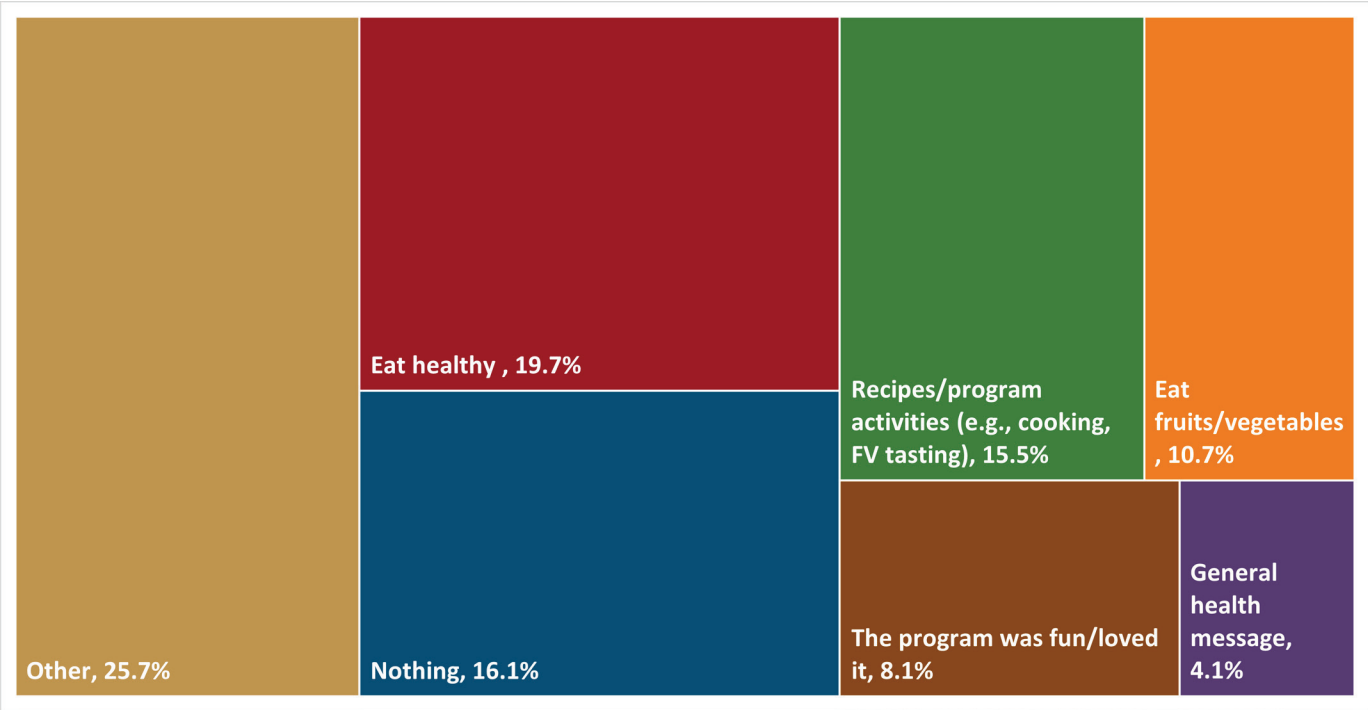
Among parents (Figure 16), about one-third recalled messages about the importance of eating more FV (31.8%), followed by general healthy eating messages (26.1%). Some parents (12.4%) reported not seeing or hearing any healthy eating messages.

Figure 16. Parents' healthy eating message recall at follow-up, 2018



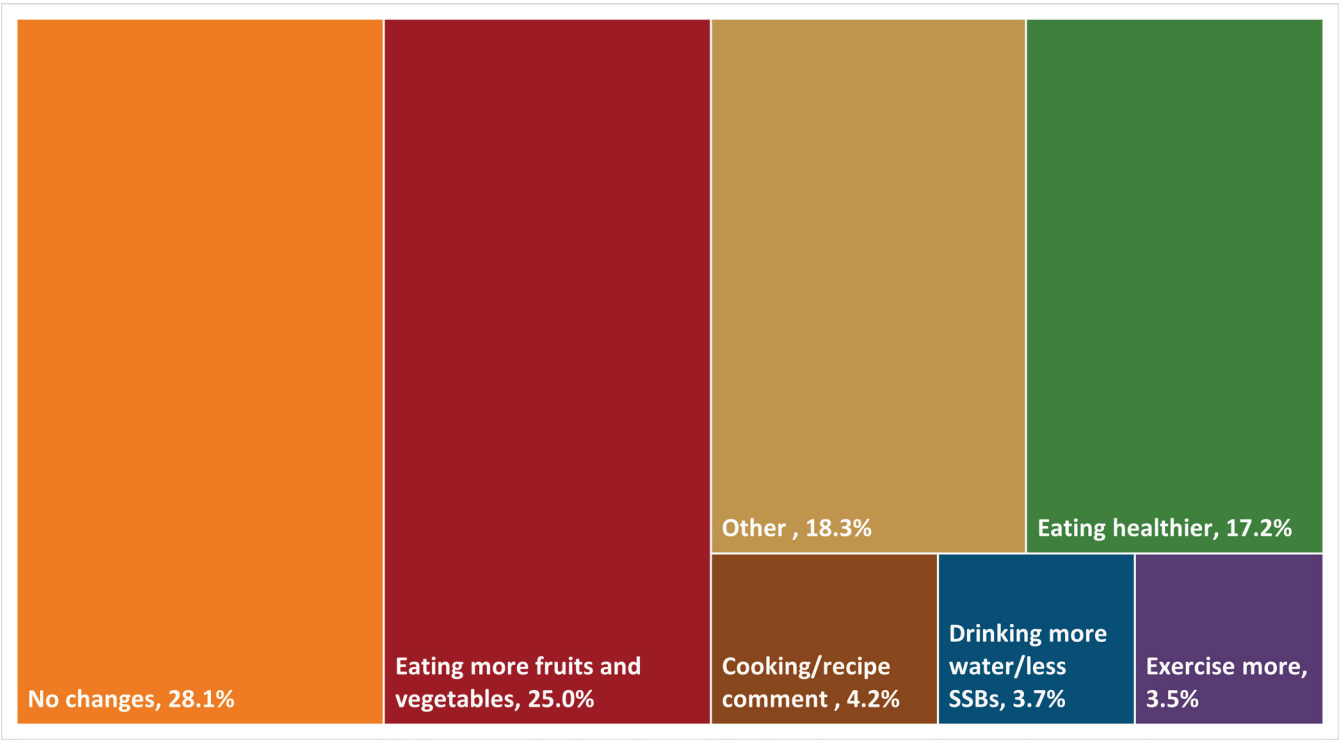
Survey respondents were asked about things their child had shared with them about SNAP-Ed programs (Figure 17). About one quarter (25.7%) reported a variety of general statements such as, "She learned new things," "He loves the teacher," and "They sing songs." Other things the children shared about the programs included eating healthy (19.7%), and recipes and program activities such as cooking and FV tasting (15.5%). Some parents (16.1%) said they had not heard anything about the programs.

Figure 17. Program information children shared with their parents regarding SNAP-Ed programs, 2018



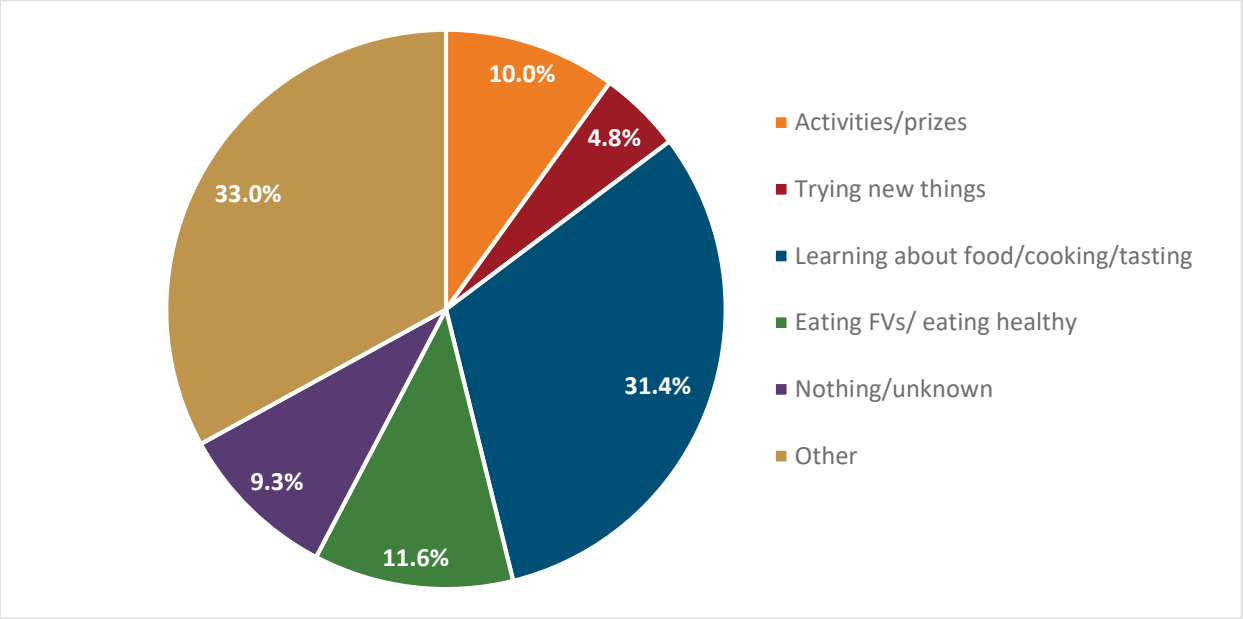
Participants also reported on behavior changes made because of SNAP-Ed programs (Figure 18). One quarter said they were eating more FVs, and another 17.2% said they were eating healthier.

Figure 18. Behavior changes because of SNAP-Ed programs, 2018



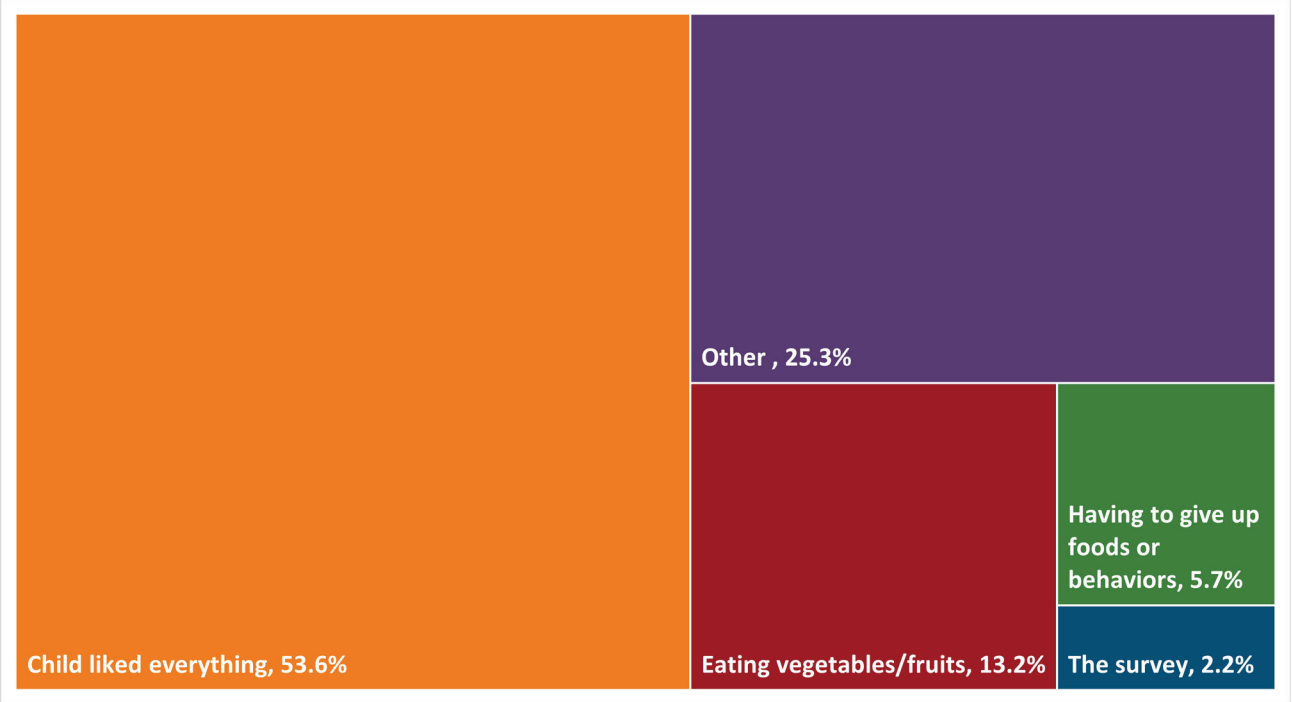
Nearly one-third of participants at follow-up (31.4%) named learning about food/cooking/tasting as their favorite part of the programs (Figure 19).

Figure 19. Children's favorite part of the SNAP-Ed programs, 2018



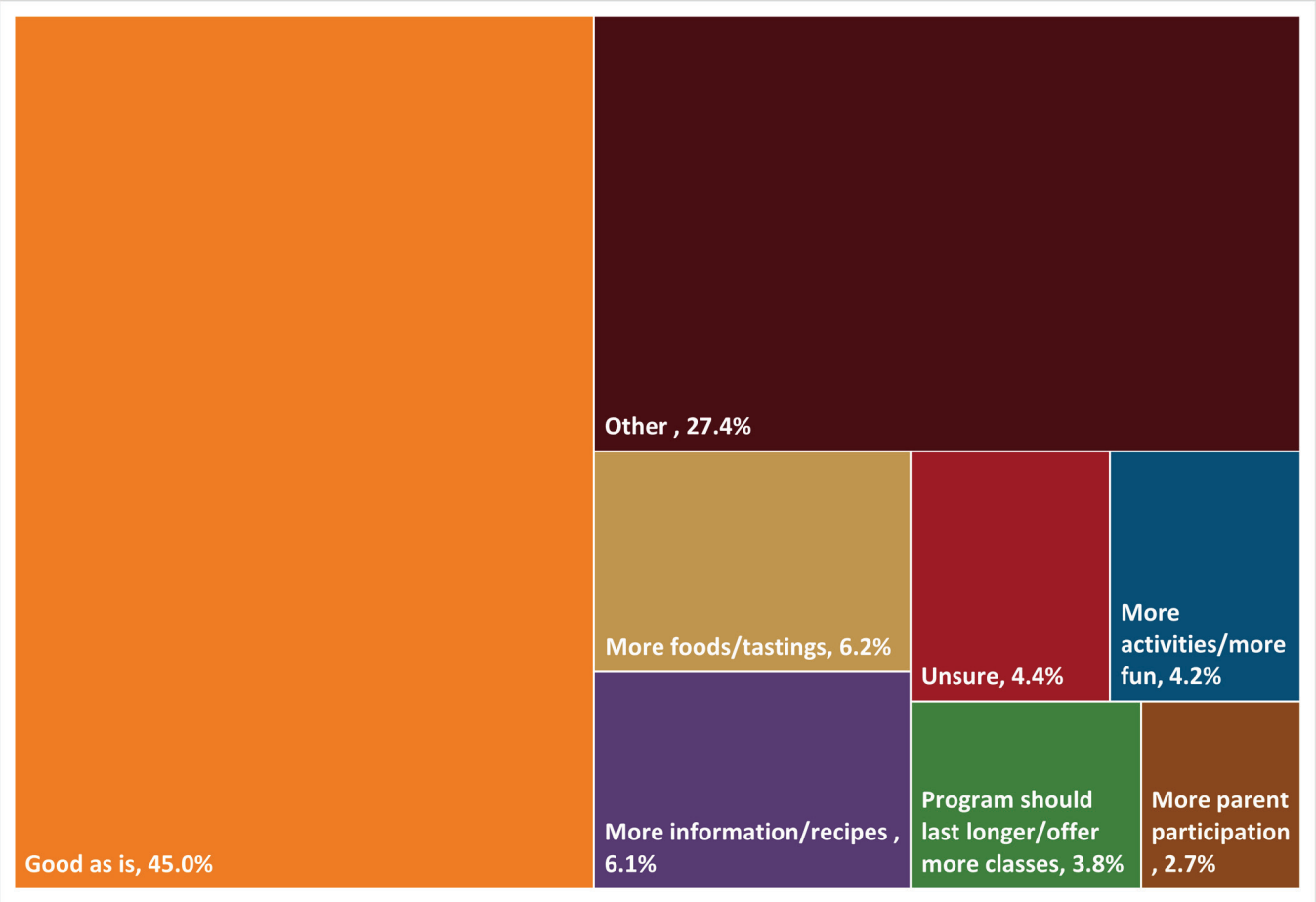
When asked about program elements they disliked, the majority (53.6%) of survey participants reported liking everything about SNAP-Ed programs (Figure 20). Program components that were disliked included having to eat FVs (13.2%), and having to give up certain foods or behaviors (e.g., unhealthy snacks; having electronics in the bedroom) (5.7%).

Figure 20. Elements of SNAP-Ed programs that children disliked, 2018



Survey participants shared ideas for improving SNAP-Ed programs (Figure 21). Nearly half (45.0%) said the program did not need changes. Suggestions for improvements included having more food and tasting activities (6.2%), and providing more recipes and information (6.1%)

Figure 21. Participant ideas for improving SNAP-Ed programs, 2018



Survey comments regarding SNAP-Ed Programs

The following summarize comments provided by survey respondents regarding SNAP-Ed programming, impact, and suggestions for improvement.

What healthy eating messages has your child seen or heard?

- Eating good food helps me grow tall tall tall.
- Eat smart to play hard.
- Healthy food makes you strong.
- Eating healthy gives you more energy.
- Drink lots of water every day.
- Eat with the family and don't watch TV at dinner time.

What healthy eating messages have you seen or heard?

- Enjoy your food with health in mind.
- Rule #1: learn to cook.
- Half of your dinner should be fruits and vegetables.
- Eat smart to play hard.
- Preparing healthy food with your children will help them make better choices as adults.

What has your child shared with you about the program?

- 5-2-1-O [5=recommended number of daily FV servings; 2= recommended hours of daily screen time; 1=recommended hours of daily exercise; O=reminder to drink water daily]
- Making healthy snacks together can be really fun!
- Eating healthy is good for the body.
- She is always wanting to make a recipe from Kids Cook!
- It's fun!
- He loves trying new foods at school.

What changes have you or your family made because of the program?

- We plan ahead of time what we are going to eat.
- Spending more time together, having family nights.
- We are eating more together and eating more fruits and vegetables.
- We drink more water.
- We go out to play more as a family.
- We are more willing to try new foods.

What was your child's favorite part of the program?

- Everything!
- Cooking and trying new foods.
- Fun day.
- The physical activities and exercise.
- Learning what's healthy and what's not.
- Learning about growing food – he wants a garden!
- The prizes.
- Feeling healthy.

What did your child not like about the program?

- Green beans.
- Having to taste vegetables he didn't like.
- That you cannot drink sugary drinks.
- He got tired from the activities.
- Too much talking.
- No phone or TV in her bedroom.
- The singing.
- Having to learn about how unhealthy his eating was.
- Too many survey questions.

Please tell us how you or your child thinks the program could be better.

- The program is good just like it is.
- Play more games.
- Have the program more often.
- Include gluten-free foods so she can eat every time.
- Provide more information – I didn't even know about the program.
- More cooking.
- More recipes.
- More family participation.

Conclusion

Following SNAP-Ed NM programming, increases were seen in healthy eating, particularly in the area of fruit and vegetable consumption. However, no significant changes were seen in water or sugar-sweetened beverage consumption or physical activity. Screen time increased from baseline to follow-up. SNAP-Ed programming appears strongest in the area of healthy eating which has traditionally been the main focus of SNAP-Ed programming (nutrition education) and was the focus of the Eat Smart to Play Hard social marketing campaign. Current SNAP-Ed NM efforts to address sugar-sweetened beverage consumption and water consumption, as well as physical activity and screen time, may not be sufficient to effect behavior change.