

## Topic Checklist Based on the 2019 USDA SNAP-Ed Plan Guidance

All webinar topics must be evidence-based and geared toward those eligible for the Supplemental Nutrition Assistance Program (SNAP). Topics must be derived from the [“FY 2019 SNAP-Ed Plan Guidance”](#). A brief summary of the topics within the Guidance follows:

### Allowable Topics:

- The Policy System and Environmental Change strategies and interventions (p. 139)
- Obesity prevention interventions (p. 72, 83)
- Nutrition education utilizing multiple channels of communication (p. 12, 72, 83)
- Nutrition education provided to those eligible for the Supplemental Nutrition Assistance Program (SNAP) that focuses on behavioral outcomes, motivators that are relevant to audience, fosters personal engagement, and reinforces healthy behaviors (p. 12)
- Following a healthy eating pattern across a lifespan (p. 12)
- Focusing on variety, nutrient density, and food groups (p. 12)
- Limiting calories from added sugar and saturated fat, reducing sodium intake, and shifting to healthier food and beverage choices (p. 12)
- Maintaining a healthy body weight and reducing risk for chronic disease (p. 12)
- Classes that build basic skills like cooking or menu planning (p. 12)
- Physical activity based on Department of Health and Human Services Physical Activity Guidelines as a part of a nutrition education intervention (p 12, 87-88)
- Multilevel nutrition interventions that may target the individual, the interpersonal (family, friends, etc.), organizational (workplace, school, etc.), community (food retailers, food deserts, etc.), and public policy or societal (local laws, social norms, etc.) levels (p. 12)
- Sponsoring multi-component communication activities to reinforce education, such as interactive websites, social media, visual cues and reminders like text messages (p. 12)
- Community and public health approaches to improve nutrition and obesity prevention (p. 13-14)
- Eliminating food deserts or food swamps in low-income areas (p. 12, 14)
- Providing consultation, technical assistance, and training to SNAP-authorized retailers in supermarkets, grocery stores, a local corner or country store to provide evidence-based, multi-component nutrition interventions and healthy checkout lanes. (p. 13)

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- Developing and implementing nutrition and physical activity policies within organizations or schools that include a majority of people who are SNAP-eligible (13).
- Community gardens, food-related gardens, and food-related garden education (p. 14, 72, 88)
- Farmers markets (p. 14, 89)
- How to work with emergency food sites to secure healthier options (p. 13)
- Breastfeeding (p. 13, 72, 89)
- Healthier workplace interventions and policy (p. 13)
- Collaborating with community groups and organizations to improve enrollment in federal nutrition programs, nutrition education, along with wellness committee and task force action (p. 13-14)
- Promoting healthy eating and active lifestyle choices by SNAP recipients (p. 9, 29, 87)
- Providing shopping tips and recipes to low-income individuals (p. 14, 39, 165)
- Conducting health promotion efforts, such as walking trails or selecting healthy foods from vending machines (p. 15)
- Behaviorally-focused messaging related to healthy food choices like increasing whole grains, adding a fruit and vegetable a day, and other [key behavior outcomes from the Dietary Guidelines](#) (p. 165)
- How to create a comprehensive plan that encompasses the following three approaches:
  - Individual or group-based nutrition education, health promotion, and intervention strategies (p. 11)
  - Comprehensive, multi-level interventions at complimentary organizations and institutional levels (p. 12)
  - Community and public health approaches to improve nutrition and obesity prevention (p. 13)
- How to work with school wellness committees, advisory panels, or establish a local school wellness policy (p. 13)
- The Smarter Lunchroom Movement (p. 14)
- Working with local governments to develop policies for eliminating food deserts; improving food, nutrition, and physical activity; and encouraging healthier built environments (p. 14)
- Serving on state and local advisory councils that encourage community-wide healthy behavior change (p. 14)
- Messaging that, in junction with education methods, teaches how to compare ingredients and nutrients among foods (p. 83)

- Cultural competency, sensitivity, and diversity (p. 43)
- Diabetes prevention education, promotion and support (p. 83)

**Unallowable Topics:**

- College and university students (p. 73)
- Medical nutrition therapy and nutrition counseling (p. 73)
- Clinical health assessment and data collection (i.e. cholesterol, blood glucose, or iron levels) on SNAP-eligible population (p. 73)