



SNAP-ED NM EVALUATION

Policy, System, and Environment Evaluation-
2018-2022

IN BRIEF

School policies, systems and environments play an important role in providing opportunities for healthy eating and physical activity. The UNM PRC conducted the School Physical Activity and Nutrition Environment Tool (SPAN-ET) in 19 NM schools in 2018 and 14 in 2022 (73.7%). The overall average school score and overall average nutrition score increased significantly from baseline to follow-up. Many opportunities remain, especially in policies, systems, and environmental changes to increase physical activity.

EVALUATION TEAM

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Acknowledgements:

The authors would like to thank the implementing agencies and nutrition educators that helped to conduct the school observations and interviews as well as the school principals and other interview participants. We hope this work will contribute to efforts by schools and implementing agencies to increase opportunities for students to eat healthier and be more physically active.

This work was conducted by the University of New Mexico Prevention Research Center with support from the New Mexico Human Services Department. This material was funded by USDA's Supplemental Nutrition Assistance Program Education (SNAP-Ed). The conclusions in this report are those of the authors and do not necessarily represent the official position of the New Mexico Human Services Department or the USDA SNAP-Ed.



EXECUTIVE SUMMARY

Background

Healthy school environments are critical for facilitating healthy eating and active living among children. One of the goals of the Supplemental Nutrition Assistance Program-Education in New Mexico (SNAP-Ed NM) is to expand opportunities for healthy eating and physical activity. SNAP-Ed NM does this by facilitating implementation of policy, system and environmental (PSE) strategies that support healthy eating and active lifestyles.

The purpose of this evaluation was to assess changes over time in nutrition and physical activity environments at NM elementary schools served by SNAP-Ed programs in the state: Cooking with Kids (CWK), 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).

Methods

The UNM PRC collaborated with SNAP-Ed NM programs to conduct a baseline and follow-up assessment of the physical activity and nutrition environment of a purposive sample of schools throughout the state. Fourteen of the original 19 schools (73.7%) participated in the follow-up assessment. Assessments were conducted in 11 elementary, 1 middle and 2 high schools in NM using the School Physical Activity and Nutrition Environment Tool SPAN-ET; Figure 1).

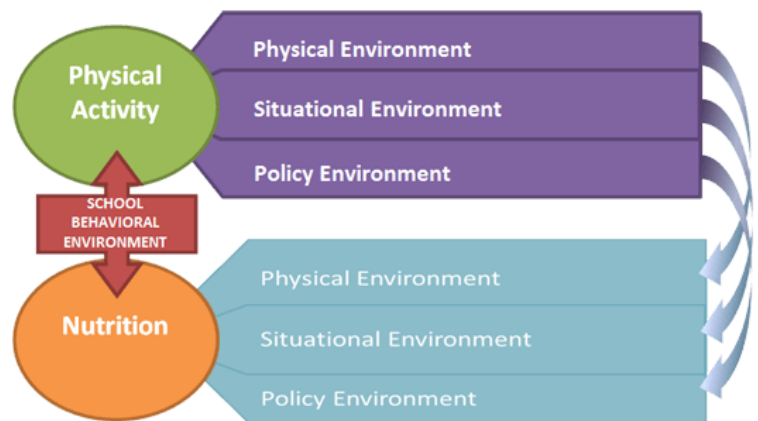


Figure 1. School Physical Activity and Nutrition Environment Tool Model

Key Findings

The average overall school score was 54.4% at baseline and 64.0% at follow-up. Both scores fell in the “good practice” range. Schools experienced the greatest increase from baseline to follow-up in the Nutrition category (+17.8%), with the policy environment (+21.9%) showing the greatest increase over time, followed by the situational environment (+16.9%), and the physical environment (+7.1%). Schools experienced the greatest decrease from baseline to follow-up in the Physical Activity category (-3.4%), with the average school policy environment score decreasing by 3.0% over time and the average school physical (+5.4%) and situational environment (+4.5%) scores increasing over time.

Conclusion

The SPAN-ET is a useful tool for identifying nutrition and physical activity supports and gaps in schools. Although nutrition PSE scores showed the greatest increases from baseline to follow-up in comparison to physical activity PSE scores, there are opportunities for improvement in both areas, especially in the policy domain. Participating sites and SNAP-Ed Implementing Agencies will receive the results of this evaluation in order to continue implementing changes.



Background

The Supplemental Nutrition Assistance Program-Education in New Mexico (SNAP-Ed NM) is a program administered by the United States Department of Agriculture (USDA) Food and Nutrition Service. SNAP-Ed NM focuses on promoting healthy eating and active living, specifically to low-income populations across the state. In New Mexico, about one in five people live below the federal poverty level (19.7%), which is higher than the US average (13.4%).¹ Poverty in New Mexico is even greater among children (under age 18) at 26.2% compared with 18.4% nationally. Nearly half a million people in New Mexico (447,874) participated in the SNAP program in 2019.²

In New Mexico, overall fruit and vegetable consumption and physical activity are comparable to or higher than the national average. Among adults, 16.8% report consuming at least five servings of fruits and vegetables per day,³ and among NM teens, 17.8% consumed vegetables more than three times per day.⁴ Regarding physical activity, 75.5% of adults in New Mexico reported leisure-time physical activity in 2017.³ Among New Mexico teens, the majority (85.9%) reported being physically active in the last 7 days. Although comparable to the national average, these data leave substantial room for improvement and mask disparities among some New Mexico populations.

One of the goals of SNAP-Ed New Mexico is to expand opportunities for healthy eating and physical activity. SNAP-Ed NM does this by facilitating implementation of policy, system and environmental (PSE) strategies that support healthy eating and active lifestyles. Because healthy learning environments are critical influences of healthy behaviors among children, a major focus of the SNAP-Ed NM PSE effort is in schools. These PSE efforts complement the nutrition education provided by SNAP-Ed statewide.

The University of New Mexico (UNM) Prevention Research Center (PRC) was contracted by the State of New Mexico Human Services Department (NM HSD) to conduct an evaluation of the state's SNAP-Ed programs and how they affect nutrition and physical activity supports at schools. Specifically, this evaluation addresses the SNAP-Ed Evaluation Framework outcome medium-term (MT) indicators MT5: Nutrition Supports and MT6: Physical Activity and Reduced Sedentary Behavior Supports.

The state currently has five implementing agencies (IAs) working to improve policies and environments in schools. Programs conducted by these IAs include:

1. Cooking with Kids (CWK), a non-profit working in public elementary and K-8 schools in Santa Fe County and Rio Arriba County;
2. Healthy Kids Healthy Communities (HKHC), a NM Department of Health-funded program that works through community coalitions to implement programming in schools in 14 counties throughout the state;
3. Las Cruces Public Schools (LCPS), which conducts a modified version of CWK in elementary schools in Doña Ana County;
4. Ideas for Cooking and Nutrition (ICAN), a program of New Mexico State University (NMSU) which conducts programming in elementary, middle and high schools in 21 New Mexico counties; and,

5. Kids Cook! (KC!), a non-profit working in public elementary schools in Bernalillo County and Sandoval County. Note: Due to COVID-19 restrictions on outsiders on school grounds and new IRB requirements by the school district, KC! schools did not participate in this assessment.

Purpose

The purpose of this evaluation was to assess nutrition and physical activity policies, systems, and environments (PSEs) at NM schools served by SNAP-Ed NM implementing agencies and to compare 2022 data with 2018 data to determine the extent to which changes in PSEs occurred over time.



Meditation path at one elementary school

Methods

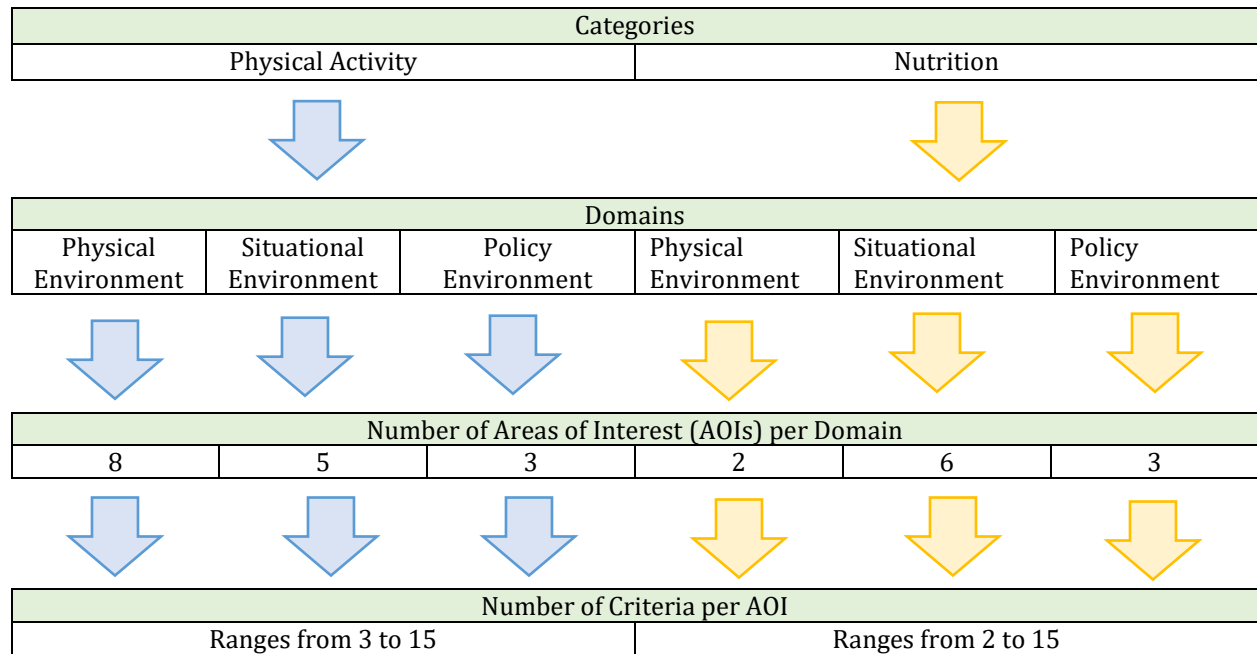
The UNM PRC conducted a baseline and follow-up assessment of the physical activity and nutrition environments of a purposive sample of schools receiving SNAP-Ed programming in New Mexico. The evaluation design consisted of a baseline assessment conducted during 2018 in 19 schools. A follow-up assessment was completed in 2022 with 14 schools (73.7%). Matched baseline and follow-up assessments were conducted in 11 elementary schools, 1 middle school, and 2 high schools. Sites were selected by SNAP-Ed program coordinators from each IA. Sites were eligible for selection if they had not yet worked on PSE change efforts with the IA at baseline, and their perceived readiness to engage in PSE changes to support healthy eating and physical activity was high.

Survey Instruments

The School Physical Activity and Nutrition Environment Tool (SPAN-ET)⁵ was used to assess New Mexico schools served by SNAP-Ed funded nutrition programs (Figure 2). The survey includes 27 Areas of Interest (AOIs), with each AOI containing questions designed to assess the physical, situational, and policy environments related to two categories: physical activity and nutrition. In each AOI, a series of statements are evaluated based on a description and standardized criteria. Each element is then marked “met” or “not met”. It is important to note that the SPAN-ET was updated prior to the follow-up assessment in 2022 – one additional AOI was included (AOI 14: Physical Education Programming) and 1 item was added to AOI 15 (Physical Activity and Wellness Committee) and 2 items were added to AOI 16 (Structured Physical Education). Data collected from the additional SPAN-ET AOI 14 and items from AOI 15 and AOI 16 were not included in this report.

The UNM PRC Evaluation Team added items to two SPAN-ET AOIs that were not scored but that provided more detail on specific questions of interest to implementing agencies. These included determining if schools that had existing garden spaces or greenhouses also had resources that would ensure their sustainability (AOI 18: Nutrition – Garden Features); and documenting the display of any Eat Smart to Play Hard promotional materials, as well as photographing any kitchen classrooms or other designated nutrition education area or equipment (AOI 20: Nutrition – Food and Beverage Habits).

Figure 2. School Physical Activity and Nutrition Environment Tool (SPAN-ET) measurement breakdown by category, domain, and area of interest (AOI).



Physical Environment

Eight AOIs assess the physical environment related to physical activity, and two AOIs assessed the physical environment as it pertained to nutrition. Physical activity AOIs related to the physical environment included questions about the gymnasium, outdoor play areas, shade structures, natural features, school gardens, and neighborhood features. Nutrition AOIs related to the physical environment included questions about the cafeteria and garden.

Situational Environment

Five AOIs assessed the situational environment related to physical activity, and six AOIs assessed the situational environment as it pertained to nutrition. Physical activity AOIs included questions about promotional materials, sensory items such as flowering plants, active “brain breaks” during class, extracurricular activities, and garden spaces. Nutrition AOIs included questions about school meals, marketing of foods, availability of water and other drinks, cafeteria atmosphere, and extracurricular activities.

Policy Environment

Three AOIs assessed the policy environment related to physical activity, and three AOIs assessed the policy environment related to nutrition. Physical activity AOIs included questions about the school’s physical activity wellness policy and committee, and other policies pertaining to physical education. Nutrition AOIs included questions about the school’s nutrition wellness policy and committee, and health and nutrition education.

Survey Implementation

Evaluators from the UNM PRC and representatives from each participating IA attended a six-hour training prior to implementation of the SPAN-ET, both at baseline and follow-up. The protocol for administration of the SPAN-ET specifies that two trained auditors independently complete the tool, and then reconcile their assessments to achieve consensus. Baseline assessments were completed between October and December of 2018 and follow-up assessments were completed between May and October of 2022 in 14 schools. Baseline and follow-up assessments included document review, on-site observations, and interviews with school administrators and staff. State policies, school district policies, parent handbooks, menus, and other documents were reviewed by two auditors from the PRC prior to site visits. Site visits were arranged by auditors from each IA and included an interview with the school principal, an interview with the PE teacher, and an interview with the cafeteria staff. Interviews with other school staff were conducted when possible and appropriate. Auditors noted observations of the grounds and observed lunch, recess, and when possible, PE classes and after-school programs.

Quantitative Data Analysis

Each criterion that was met was assigned a value of 1. The percentage of criteria that were met was calculated for each AOI for each school and averaged across schools for each domain (e.g., Physical Activity Physical Environment). The percentage of criteria that were met was then calculated for all physical activity domains and for all nutrition domains. Mean scores for each AOI were calculated across schools and transformed into a percentage representing the number of schools with each AOI met. The percentage of AOIs that were met in physical activity and nutrition categories were calculated for each school, resulting in an overall score for each school that represented the percentage of AOIs that were met. A paired samples t-test was used to assess differences between mean baseline and follow-up scores for each domain and category.



Raised bed for a school garden

Participating School Characteristics

A total of 14 schools participated in both the baseline and follow-up PSE Evaluations. This includes 9 public elementary schools, 1 public charter elementary school, 1 Pueblo community school, 1 middle school, and 2 high schools (Table 1).

Table 1. Characteristics of sites included in the SNAP-Ed PSE Evaluation, Fall 2018 and Spring 2022

School	IA	County	Enrollment		Free and Reduced Lunch		Hispanic Students		American Indian Students	
			Base	FU	Base	FU	Base	FU	Base	FU
ES1	CWK	Rio Arriba	99	98	100%	100%	93%	98%	1%	≤5%
ES2	CWK	Santa Fe	298	302	69%	100%	78%	80%	2%	2%
ES3	CWK	Santa Fe	559	521	67%	100%	72%	71%	2%	2%
ES4	HKHC	Chaves	420	384	88%	100%	85%	86%	0%	≤1%
ES5	HKHC	Rio Arriba	79	80	100%	100%	0%	0%	100%	100%
ES6	HKHC	Socorro	75	78	100%	100%	64%	68%	0%	≤5%
ES7	LCPS	Doña Ana	552	541	100%	100%	62%	62%	1%	≤1%
ES8	LCPS	Doña Ana	296	279	100%	100%	67%	69%	0%	≤2%
ES9	LCPS	Doña Ana	616	616	100%	100%	76%	75%	0%	≤1%
ES10	LCPS	Doña Ana	394	377	100%	100%	73%	72%	3%	≤5%
ES11	NMSU ICAN	Torrance	307	303	100%	100%	69%	70%	1%	≤1%
MS12	NMSU ICAN	Torrance	91	91	100%	100%	76%	74%	3%	≤5%
HS13	NMSU ICAN	Torrance	183	184	100%	100%	67%	67%	2%	≤2%
HS14	NMSU ICAN	Torrance	697	710	62%	100%	48%	50%	1%	2%

Source: New Mexico Public Education Department, <https://newmexicoschools.com/schools>; National Center for Education Statistics; <https://nces.ed.gov/ccd/schoolsearch/index.asp>; Retrieved on 11/14/2022

Note. Base = Baseline Characteristics; FU = Follow-Up Characteristics; CWK = Cooking with Kids, HKHC = Healthy Kids Healthy Communities, LCPS = Las Cruces Public Schools, NMSU ICAN = New Mexico State University Ideas for Cooking and Nutrition

Percentage of Criteria Met among All Schools

Physical Activity – Physical Environment (SPAN-ET AOIs 1-8)

There was not a significant difference in scores from baseline to follow-up for this domain, $p = 0.13$. The average score across schools for this domain was 67.1% (min: 50.0%, max: 92.0%) at baseline and 72.6% (min: 36.0%, max: 90.0%) at follow-up, with an average increase of 5.4% from baseline to follow-up. The highest average increase (+31.0%) in this domain was for AOI 3, Shelter and Shade Structures. The highest average decrease (-3.6%) in this domain was for AOI 6, Surface and Surface Markings.

Physical Activity – Situational Environment (SPAN-ET AOIs 9-13)

There was not a significant difference in scores from baseline to follow-up for this domain, $p = 0.41$. The average score across schools for this domain was 56.5% (min: 31.3%, max: 75.0%) at baseline

and 60.9% (min: 34.4 %, max: 84.4%) at follow-up, with an average increase of 4.5% from baseline to follow-up. The highest average increase (+9.5%) in this domain was for AOI 13, Gardening Activity Spaces and Programs. The highest average decrease (-8.6%) in this domain was for AOI 9, Portable Equipment.

Physical Activity – Policy Environment (SPAN-ET AOIs 14-16)

There was not a significant difference in scores from baseline to follow-up for this domain, $p = 0.65$. The average score across schools for this domain was 39.0% (min: 25.0%, max: 50.0%) at baseline and 36.0% (min: 12.5%, max: 79.2%) at follow-up, with an average decrease of 3.0% from baseline to follow-up. The highest average increase (+54.3%) in this domain was for AOI 15, Physical Activity and Wellness Committee. The highest average decrease (-48.4%) in this domain was for AOI 16, Structured Physical Education.

Nutrition – Physical Environment (SPAN-ET AOIs 17-18)

There was not a significant difference in scores from baseline to follow-up for this domain, $p = 0.09$. The average score across schools for this domain was 73.5% (min: 57.1%, max: 100.0%) at baseline and 80.6% (min: 71.4%, max: 100.0%) at follow-up, with an average increase of 7.1% from baseline to follow-up. The highest average increase (+10.7%) in this domain was for AOI 18, School Garden Features.

Nutrition – Situational Environment (SPAN-ET AOIs 19-24)

A paired samples t-test indicated a significant increase in scores from baseline to follow-up for this domain, $p < .001$. The average score across schools for this domain was 60.9% (min:

47.8%, max: 78.3%) at baseline and 77.8% (min: 54.3%, max: 93.5%) at follow-up, with an average increase of 16.9% from baseline to follow-up. The highest average increase (+26.5%) in this domain was for AOI 20, Promoting Healthy Food and Beverage Habits.



Nutrition promotion highlighting fall fruits and vegetables

Nutrition – Policy Environment (SPAN-ET AOIs 25-27)

A paired samples t-test indicated a significant increase in scores from baseline to follow-up for this domain, $p < .01$. The average score across schools for this domain was 27.3% (min: 14.3%, max: 53.6%) at baseline and 49.2% (min: 7.1%, max: 75.0%) at follow-up, with an average increase of 21.9% from baseline to follow-up. The highest average increase (+77.1%) in this domain was for AOI 26, Nutrition and Wellness Committee. The highest average decrease (-10.7%) in this domain was for AOI 27, Healthy Nutrition Education.

Table 2. Mean and Median Scores across Schools by SPAN-ET Area of Interest, Fall 2018 and Spring 2022

AOI	Description of Area of Interest (AOI)	Mean			Median		
		Base	FU	Diff	Base	FU	Diff
Domain: Physical Activity – Physical Environment							
1	Gymnasium and/or dedicated multi-purpose space is available to accommodate physical education, physical activity/active play.	71.9%	69.0%	-2.9%	73.3%	83.3%	+10.0%
2	Outdoor space is adequately sized for teaching and physical activity, has clearly defined boundaries, and comprises a variety of appropriate activity settings, fixed equipment, and materials.	76.2%	82.5%	+6.3%	77.8%	88.9%	+11.1%
3	Shade (natural and/or artificial structures) and/or shelters provide protection from sun and/or inclement weather.	26.2%	57.1%	+31.0%	0.0%	66.7%	+66.7%
4	Natural or green playground areas, elements, and/or features are available.	46.4%	60.7%	+14.3%	62.5%	75.0%	+12.5%
5	Gardens and landscaping include a variety of plantings, growing environments (e.g. orchards, inground beds, raised beds, and/or containers), and topical conditions.	28.6%	38.1%	+9.5%	33.3%	33.3%	+0.0%
6	Indoor and outdoor surfaces and surface markings support movement and activity variety and safety.	87.5%	83.9%	-3.6%	100.0%	75.0%	-25.0%
7	School yard, grounds and outdoor facilities are enclosed and safe for physical activity.	92.9%	96.9%	+4.1%	100.0%	100.0%	+0.0%
8	Built environment features and neighborhood proximal to the school property provides safe physical activity/active transportation access for pedestrian and bicycle circulation from the neighborhood to the site entrances to the building.	48.6%	62.9%	+14.3%	40.0%	60.0%	+20.0%
Domain: Physical Activity – Situational Environment							
9	Portable equipment is available, easily accessible, and offers a wide variety/range of experiences.	64.3%	55.7%	-8.6%	80.0%	70.0%	-10.0%
10	Indoor and outdoor spaces have a friendly, welcoming, inclusive, and inviting atmosphere that are culturally appropriate and stimulate the senses (i.e. touch/textures, smell, listening, looking, vestibular and proprioceptive input).	70.4%	76.5%	+6.1%	71.4%	71.4%	+0.0%
11	Indoor and outdoor fixed and portable features promote physical activity, active play and a variety of developmental movements.	71.4%	78.6%	+7.1%	83.3%	83.3%	+0.0%

12	School supports and/or partners with community resources to provide physical activity opportunities before and/or after school and in the summer. Extracurricular programs are available in various indoor and outdoor facilities.	46.8%	52.6%	+5.8%	50.0%	68.2%	+18.2%
13	Existing landscape/garden spaces are designated and used to promote physical activity/active lifestyle habits.	19.0%	28.6%	+9.5%	0.0%	16.7%	+16.7%
Domain: Physical Activity – Policy Environment							
14	School has implemented the district wellness policy, drafted a written physical activity policy and communicates with school staff, families and the district regarding students' physical activity progress on an annual basis; school's physical activity goals are integrated into the school's overall long-range wellness goals/plan.	20.0%	29.3%	+9.3%	15.0%	20.0%	+5.0%
15	Active wellness council/committee exists that has specific physical activity-related objectives and/or an active physical activity council/subcommittee.	2.9%	57.1%	+54.3%	0.0%	60.0%	+60.0%
16	School has a structured physical education/physical activity program that is coordinated and/or instructed by trained/credentialed physical educator(s).	80.2%	31.7%	-48.4%	77.8%	11.1%	-66.7%
Domain: Nutrition – Physical Environment							
17	Cafeteria or alternative meal service area (i.e. classroom) offers a clean, pleasant and safe setting with adequate space for eating meals.	92.9%	98.6%	+5.7%	100.0%	100.0%	+0.0%
18	School has orchards, greenhouses, in-ground gardens, raised beds, and/or container gardens to grow edible produce.	25.0%	35.7%	+10.7%	0.0%	25.0%	+25.0%
Domain: Nutrition – Situational Environment							
19	Program meets or exceeds food and nutrition standards and is managed efficiently and inclusively.	73.8%	81.7%	+7.9%	77.8%	88.9%	+11.1%
20	Promoting healthy food and beverage choices and habits is accepted and integrated into the school culture.	48.0%	74.5%	+26.5%	50.0%	78.6%	+28.6%
21	All foods and beverages served or sold outside of the school meals program during the regular and extended school day meet or exceed federal and/or state standards for foods and beverages sold in schools.	57.1%	80.0%	+22.9%	40.0%	80.0%	+40.0%

22	Clean, safe, palatable drinking water is available, accessible, and promoted to all students and staff throughout the school day.	77.7%	79.5%	+1.8%	81.3%	87.5%	+6.3%
23	Meals served to students are attractively presented in a pleasant (friendly, comfortable, and inviting) environment with sufficient time for eating.	72.1%	90.7%	+18.6%	70.0%	95.0%	+25.0%
24	School provides and/or partners with community resources to provide healthy foods and beverages, and nutrition education opportunities before and/or after school and in the summer.	72.1%	90.7%	+18.6%	70.0%	95.0%	+25.0%
Domain: Nutrition – Policy Environment							
25	School has implemented the district wellness policy, drafted a written nutrition policy and communicates with school staff, families and the school district regarding its nutrition progress on an annual basis. The school's nutrition goals are integrated into the school's overall long-range wellness improvement goals/plan.	24.8%	45.7%	+21.0%	26.7%	56.7%	+30.0%
26	Active wellness council/committee exists and has specific nutrition-related objectives and/or an active nutrition council/subcommittee.	2.9%	80.0%	+77.1%	0.0%	100.0%	+100.0%
27	Health education program includes functional knowledge and skills-based nutrition lessons. Nutrition behaviors/habits are taught in all grades.	47.3%	36.6%	-10.7%	50.0%	37.5%	-12.5%

Note. **Base** = Baseline Score; **FU** = Follow-Up Score; **Diff** = Difference, FU - Base; **+** = increase from baseline to follow-up; **-** = decrease from baseline to follow-up

Within School Scores

Each school received an overall score at baseline and follow-up, representing the proportion of AOIs met across all domains, as well as separate scores across all physical activity AOIs and all nutrition AOIs. **A paired samples t-test indicated a statistically significant increase in overall scores from baseline to follow-up, $p < 0.01$.** The average overall school score was 54.4% at baseline and 64.0% at follow-up, with an average 9.5% increase in overall school scores from baseline to follow-up. **A paired samples t-test indicated a statistically significant increase in nutrition scores from baseline to follow-up, $p < 0.01$.** The average nutrition school score was 50.4% at baseline and 68.2% at follow-up, with an average 17.8% increase in nutrition scores from baseline to follow-up. A paired samples t-test indicated there was not a statistically significant difference in physical activity scores from baseline to follow-up, $p = 0.22$. The average physical activity school score was 57.5% at baseline and 54.2% at follow-up, indicating an average 3.4% **decrease** in physical activity school scores from baseline to follow-up. See Table 3 for average scores by school across domain.

Table 3. Average Score by School Across Domains

School	Overall Score			Overall Physical Activity			Overall Nutrition		
	Base	FU	Diff	Base	FU	Diff	Base	FU	Diff
ES1	49.7%	61.0%	+11.2%	49.1%	55.7%	+6.6%	50.6%	67.9%	+17.3%
ES2	61.5%	64.7%	+3.2%	65.1%	58.3%	-6.8%	56.8%	63.0%	+6.2%
ES3	66.8%	52.9%	-13.9%	76.4%	49.2%	-27.2%	54.3%	49.4%	-4.9%
ES4	48.1%	59.4%	+11.2%	52.8%	43.3%	-9.5%	42.0%	72.8%	+30.9%
ES5	56.1%	55.1%	-1.1%	53.8%	39.2%	-14.6%	59.3%	69.1%	+9.9%
ES6	39.6%	57.8%	+18.2%	38.7%	46.7%	+8.0%	40.7%	64.2%	+23.5%
ES7	55.1%	77.5%	+22.5%	58.5%	65.0%	+6.5%	50.6%	82.7%	+32.1%
ES8	57.2%	69.0%	+11.8%	60.4%	56.7%	-3.7%	53.1%	75.3%	+22.2%
ES9	51.3%	70.1%	+18.7%	50.0%	56.7%	+6.7%	53.1%	77.8%	+24.7%
ES10	53.5%	66.8%	+13.4%	53.8%	51.7%	-2.1%	53.1%	77.8%	+24.7%
ES11	50.3%	55.6%	+5.3%	53.8%	50.8%	-2.9%	45.7%	53.1%	+7.4%
MS12	58.3%	64.2%	+5.9%	63.2%	56.7%	-6.5%	51.9%	64.2%	+12.3%
HS13	58.8%	63.1%	+4.3%	64.2%	56.7%	-7.5%	51.9%	61.7%	+9.9%
HS14	55.6%	78.6%	+23.0%	66.0%	71.7%	+5.6%	42.0%	75.3%	+33.3%
All Schools	54.4%	64.0%	+9.5%	57.5%	54.2%	-3.4%	50.4%	68.2%	+17.8%

Note. **Base** = Baseline Score; **FU** = Follow-Up Score; **Diff** = Difference, FU - Base; + = increase from baseline to follow-up; - = decrease from baseline to follow-up

Dissemination and Next Steps

In addition to this overall report, the SNAP-Ed NM Evaluation Team is providing reports for each participating school. The brief reports focus on assets and opportunities for potential PSE work within each school. The reports also highlight recommendations tailored for each school as well as potential resources for schools and IAs to use in their PSE efforts. The SNAP-Ed NM Evaluation Team will provide the reports to the IAs and will offer to present the findings virtually or in-person to participating school principals. Individual schools will determine if there are PSE strategies that they would like to implement in collaboration with SNAP-Ed NM IAs and/or with other community partners.



Elementary school lunch

CONCLUSION

SNAP-Ed NM is expanding efforts to use PSE change strategies to support healthy eating and active living within the school environment. It is important to be able to measure and evaluate PSE efforts. SPAN-ET scores for New Mexico schools varied widely across schools, categories, domains, and areas of interest. The assessments documented changes in scores over time and identified opportunities for increasing nutrition and physical activity supports. Although the SPAN-ET instrument is not comprehensive, it provides useful data for assessing school physical activity and nutrition environments and identifying potential improvement strategies.

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