

SNAP-Ed at 1890

Historically Black Colleges and Universities

**Lifting Up
Communities
for Healthy,
Active Lives**



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Introduction

Across the United States, nearly 40 million children and adults live in communities where a healthy diet is out of reach. In fact, just one in 10 adults eats the recommended daily serving of both fruits and vegetables, and one-third of children and two-thirds of adults are overweight or obese.

Research has shown that our ZIP codes can have an impact on the number of years in our lives. In many of the nation's largest cities, and in a number of rural communities, as well, people may live at least 20 fewer years than those in other neighborhoods.¹ Not everyone has the same opportunities to be healthy. Improving health and longevity starts with ensuring access to healthy food, safe places to be physically active and information to make healthy choices.

SNAP-Ed plays a key role in improving these statistics. Because lack of healthy food access and nutrition education are major contributors to obesity and other diet-related diseases, and because life expectancy estimates vary greatly from block to block, SNAP-Ed providers across the country focus on:

- Providing nutrition education for children and adults, including topics ranging from making healthy food choices on a limited budget, to increasing physical activity, to adopting safe food preparation and storage skills;
- Advocating for policies that counteract obesity and other diet-related diseases; and
- Improving systems that contribute to healthier environments.

Among SNAP-Ed providers, the 19 higher education institutions across the country designated as 1890 Historically Black Colleges and Universities (1890s) are particularly well-positioned to serve these needs. With a legacy of not only educating first-generation and economically disadvantaged college students, but also providing education and support for limited-resource populations in

the communities where these institutions are located, 1890s play a crucial role in supporting historically excluded individuals—those most impacted by obesity and other diet-related diseases.



The 1890s with SNAP-Ed programs have successfully demonstrated their ability to provide critical information and environmental supports to improve the lives of the nation's most vulnerable. While all 1890s are eligible to receive SNAP-Ed funding, only seven currently do—with two pending applications at the time of this publication. To better understand

why more 1890s do not receive these funds, The Food Trust investigated the barriers and opportunities to accessing and administering SNAP-Ed resources by:

- Conducting an environmental scan of 1890s and 1862 land-grant institutions (1862s), and State SNAP agencies in the 18 states where 1890s are located.
- Conducting interviews with administrators, staff, participants and community partners in collaboration with three 1890s (Tennessee State University, Alabama A&M University and Prairie View A&M University).
- Reviewing findings and discussing the future direction of the investigation with the three 1890s.
- Convening 1890s to share key findings and develop a set of recommendations.
- Developing a plan of action to work toward implementation of the recommendations.

The study found the following:

- 1890s have a proven record of success in reaching and effectively improving the health behaviors of individuals and environmental supports in the communities they serve.
- 37% of the 19 1890s receive SNAP-Ed funding. Two additional 1890s are expected to start receiving funds in Fiscal Year 2022.
- Among the 1890s that do receive SNAP-Ed funding, many receive smaller grants than the 1862s and other SNAP-Ed Implementing Agencies.
- Some states do not have an open application process for applying for SNAP-Ed.
- Agreements with the SNAP-Ed State Agencies and 1862s may limit geographical reach for 1890s in some states.
- Some states do not receive 100% of their required state match for federal land-grant funding.

A convening of the 1890s developed nine recommendations to increase opportunities for 1890s to increase their capacity, reach and effectiveness through SNAP-Ed and related funding:

- 1 Establish equitable SNAP-Ed funding for 1890s.
- 2 Establish a more open and transparent SNAP-Ed application and review process.
- 3 Allow multiple SNAP-Ed Implementing Agencies and subcontracts per state.
- 4 Establish accountability for state matching funds for the 1890s to support strong institutions.
- 5 Create an open and transparent process for determining geographical reach for 1890s.
- 6 Provide technical assistance for 1890 SNAP-Ed applications with training for new applicants.
- 7 Issue multi-year contracts, when requested, to allow sufficient time to complete programming, especially for first-year applicants.
- 8 Establish annual meetings for 1890 SNAP-Ed programs to support program sharing and learning.
- 9 Explore SNAP-Ed barriers and opportunities for 1994 land-grant universities.

Through leveraging SNAP-Ed dollars and reducing funding disparities, 1890s will be able to better reach and serve under-resourced communities and improve the health of SNAP-eligible individuals. The 1890s and The Food Trust are committed to working together to implement these nine policy recommendations to support all individuals and families to lead healthier lives.



Photo credit: TSU SNAP-Ed Diversity Database

SNAP-Ed 101

Funded through the Supplemental Nutrition Assistance Program (SNAP), SNAP-Ed makes the healthy choice the easier choice in under-resourced settings through education, social marketing, and change in the policy, systems and environmental conditions that support healthy eating and physical activity. SNAP-Ed supports SNAP's role in addressing food insecurity and is central to SNAP's efforts to improve nutrition and prevent or reduce diet-related chronic disease and obesity among SNAP recipients.

At the federal level, SNAP-Ed is administered through USDA's Food and Nutrition Service. At the state level, it is administered through the State Agency (SA) that administers SNAP. The approximately 160 SNAP-Ed State Implementing Agencies (SIAs) that administer SNAP-Ed at the state and local level include public sector, university, nonprofit and tribal-serving organizations that reach America's lowest-income residents, including those eligible for SNAP where people eat, play, live, learn, work, and shop for food. SNAP-Ed programming takes place in an estimated 80,000 low-resource locations with more than 87 million people who are income-eligible. SNAP-Ed programs run in all 50 states, the District of Columbia, and the Territory of Guam.

Through a community-based approach to nutrition education and promoting physical activity, the implementation of SNAP-Ed is uniquely tailored to the needs of rural, small town and urban communities, as well as a range of diverse populations—from children to seniors—and ethnicities. SNAP-Ed programs are evidence-based and delivered in a variety of locations, including schools, food pantries, grocery stores and faith-based institutions.



SNAP-Ed Funding Background

SNAP-Ed funding allocations are based on state shares of both SNAP-Ed expenditures and SNAP participation. Prior to 2009, half of SNAP-Ed funds came from program administrative funds and half came from state and local match contributions. The Healthy, Hunger-Free Kids Act of 2010 established SNAP-Ed as the Nutrition Education and Obesity Prevention Grant Program. The Act calls for SNAP-Ed to include an emphasis on obesity prevention in addition to nutrition education.

The earlier match requirement limited the opportunity for many institutions and groups, including the 1890s, to receive SNAP-Ed funding. If they did not have the required state and local match available at the time, they were ineligible to apply for funding. While there is no current match requirement, the earlier requirement limited the ability of many 1890s and other groups to receive funds. The lasting impact of this earlier requirement has been compounded since, over time, available SNAP-Ed funding was allocated to other universities and agencies, often limiting available funds for the 1890s. At the current time, funding is allocated based on a formula: 50% based on a state's FY 2009 SNAP-Ed expenditures, and 50% based on the state's share of national SNAP participants from the previous 12 months.



SNAP-Ed has not received a substantial increase in funding for the past decade. Within states, funds are allocated by the State Agency. Most states do not have specifications for how the funds are distributed; applications for funding are state-specific. Since 2009, SNAP-Ed grants require no state contribution or match to receive SNAP-Ed funding.

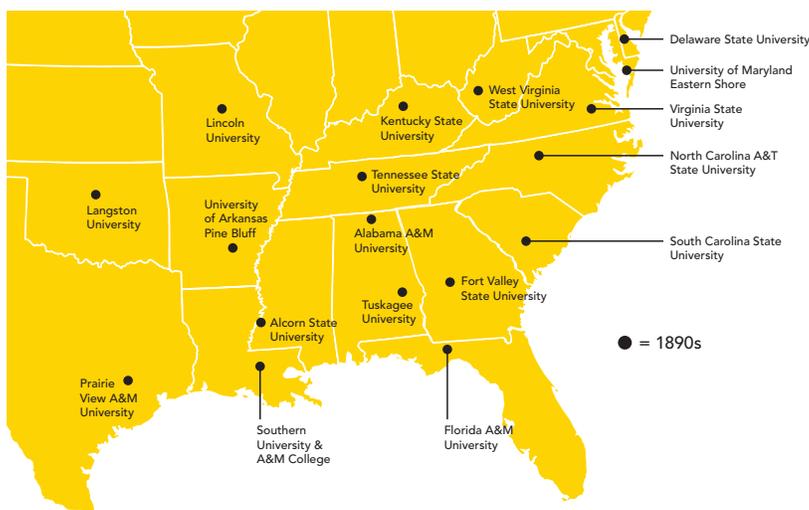
Economic Return On Investment:

For every \$1 spent on nutrition education, as much as \$10 is saved in healthcare costs and \$2 saved in food costs.²

SNAP-Ed helps maximize family resources: Families cook meals more often, make meals healthier and make meals more budget-friendly.

1890 Historically Black Colleges and Universities

To assess the current landscape of SNAP-Ed funding for the 1890s, it is important to understand the historical context of these universities. The Morrill Act of 1862 created the public system of higher education in America as it currently exists. However, racial segregation at that time, primarily in the South, barred Blacks from attending institutions of higher education. The subsequent Morrill Act of 1890 prohibited the distribution of money to states that made distinctions of race in admissions unless at least one land-grant college for African Americans was established. This brought about the establishment of 19 public colleges or universities with land-grant status and primarily Black enrollment. The majority of the 1890s are located in the South; the others are in states that border the South.



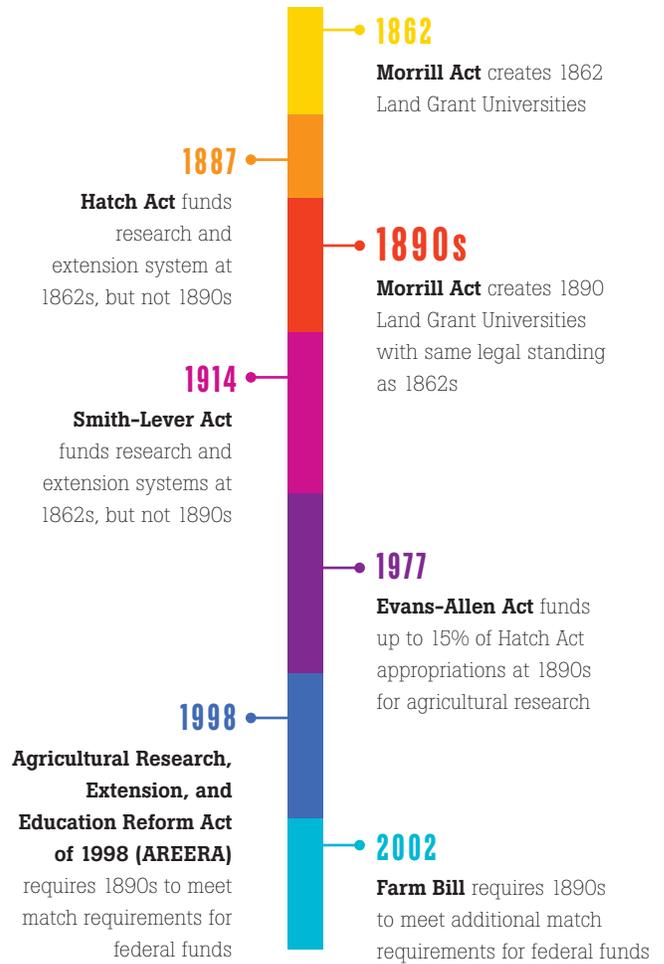
Map of all 1890 Land-grant Colleges and Universities in the USA. Adapted from U.S. Department of Agriculture (2003).

Although the 1890 Act granted the same legal standing to 1890s as the 1862 Land Grant Universities, funding was not initially equal. A timeline of key legislation that has impacted 1890 funding is shown to the right.

A recent audit in Tennessee showed that, from 1957 to 2007, the state failed to match the required federal land-grant funding to Tennessee State University by more than \$500 million. Over the past century, the state of Maryland has also failed to provide funding for four public Historically Black Colleges and Universities (HBCUs) by at least \$2.73 billion.³ Maryland recently signed legislation to provide \$577 million over a decade to the schools.⁴ Other states are reviewing the historical discrimination that has hampered the 1890s and impacted their ability to provide nutrition, along with other programs.

HBCUs strive to reach historically excluded populations and are therefore well-positioned to deliver services to the target population of SNAP-Ed. However, since 1998, the first year that the 1890s participated in SNAP-Ed, only 63% of the 1890s have ever received SNAP-Ed funds. At the time of writing, only seven of the 1890s currently receive SNAP-Ed funds, with two additional universities expected to start in FY 2022. This is the lowest level of participation by the 1890s since the institutions were initially funded.

TIMELINE FOR LEGISLATION IMPACTING 1890 FUNDING



SNAP-Ed Funding Among 1862 and 1890 State Universities

1862s	1890s
Auburn University	Alabama A&M University Tuskegee University
Mississippi State	Alcorn State University
Ohio State University	Central State University
University of Delaware	Delaware State University
University of Florida	Florida A&M University
University of Georgia	Fort Valley State University
University of Kentucky	Kentucky State University
Oklahoma State University	Langston University
University of Missouri	Lincoln University
North Carolina State University	North Carolina A&T State University
Texas A&M University	Prairie View A&M University (pending funding)
Clemson University	South Carolina State University (pending funding)
Louisiana State University	Southern University System
University of Tennessee	Tennessee State University
University of Arkansas	University of Arkansas Pine Bluff
University of Maryland	University of Maryland Eastern Shore
Virginia Polytechnic Institute State U.	Virginia State University
West Virginia University	West Virginia State University

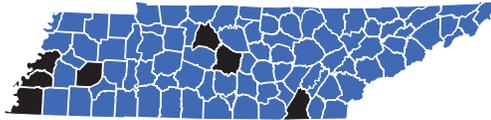
◀ SNAP-Ed-funded universities are in **bold**. All 1862s are listed on the same row as their single 1890 counterpart, with the exception of Alabama, where two 1890s are listed.

Case Studies

Tennessee State University

SNAP-Ed programming at Tennessee State University (TSU) is provided through its College of Agriculture Cooperative Extension Program. TSU serves seven counties out of 95 in Tennessee and reaches approximately 37% of the state's population. The average food insecurity rate for the counties served by TSU SNAP-Ed is 20.7%, higher than the state average of 17%. Almost one of every four children in the counties served are food insecure.

The seven counties served by TSU's SNAP-Ed program



TSU's SNAP-Ed program receives one-third of Tennessee's SNAP-Ed allocation, as required by the state. The other two-thirds are allocated to the University of Tennessee. In FY 2021, the state's allocation was \$6,119,849 of which TSU received \$2,039,950. While TSU now receives their full portion of state matching funds, a legislative committee is exploring the historic loss of state and federal funds going back to the 1950s which is estimated to be more than \$500 million.

TSU is a leader among the 1890 SNAP-Ed programs. In 2021, it co-sponsored, with Alabama A&M University and the University of Arkansas at Pine Bluff, the 1890s Multi-State Conference to extend 1890s SNAP-Ed resources by working together to address policy, systems and environmental approaches (PSE) around food accessibility. This conference launched a community of practice to foster an exchange of ideas and support for resource and information sharing.

TSU's SNAP-Ed programming and outreach success is attributable to its resourcefulness. The program uses a range of curricula to teach nutrition education to adults and youth in a variety of settings, along with PSE initiatives. The TSU SNAP-Ed program makes strong connections with local university staff, faculty and students as TSU's location falls within



Photo credit: TSU SNAP-Ed Diversity Database

185% of the poverty guidelines. TSU works to increase awareness of hunger on college campuses and offers resources for healthy food preparation on campus. TSU also emphasizes local connectivity between educators and SNAP-Ed participants:

“Our educators are from the community. Most people in the State fall within 185% of the poverty guidelines. We need to serve the community first. We’re grassroots activists and need to give the community a voice. If the community loves the program, you’ll never have to look for participants. The parent who has \$50 in their pocket to feed their family until the end of the week—that is who they are teaching. Everyone needs to know it’s for them and for their community.”

— TSU PROGRAMMING STAFF

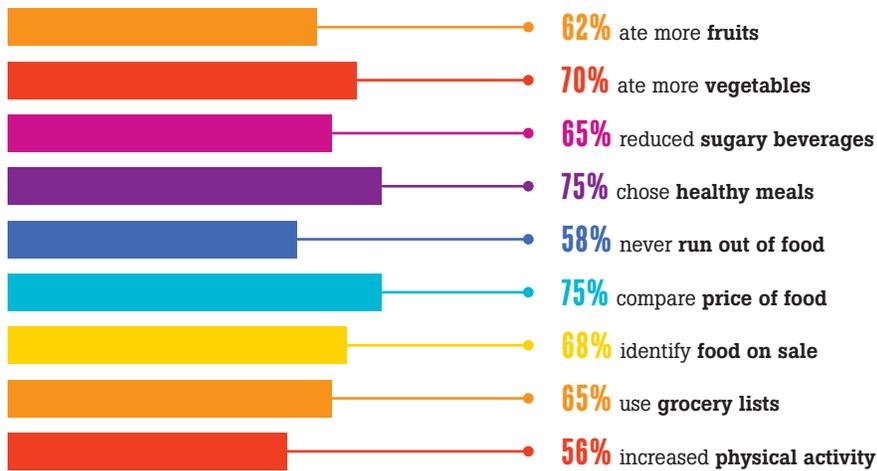
In the last five years, TSU has developed its own social marketing campaign, *Shop. Cook. Eat. Within Your Budget.*, which focuses on food resource management. This campaign utilizes various social media platforms, as well as bus ads in large urban counties to promote SNAP-Education programming and alleviate food insecurity. TSU's social marketing campaign reached over 2 million Tennessee residents in 2020. The campaign proved an effective resource during the COVID-19 pandemic, when tips, recipes, and lessons involving cooking at home and stretching available food dollars became vital for families' survival. TSU's SNAP-Education program also developed a Diversity Database to increase the number and availability of images showing people of color engaging in healthy eating and physical activity, as shown to the right.

TSU assesses the annual impact of its SNAP-Education adult programming on healthy eating, food resource management, physical activity and reduced screen-time behaviors. Survey results show significant changes following completion of SNAP-Education lessons.



Instagram post from TSU's SNAP-Education adult programming campaign

IMPACT OF TSU SNAP-ED ADULT PROGRAMMING



Participant Success Story

Geraldine lives in Memphis, TN, and is a two-time cancer survivor. Her illness prompted her to think more about what she ate. Through SNAP-Education classes, Geraldine learned about stretching her budget, including saving coupons in ways that involve the whole family, and exercises to do at home. Geraldine also learned that some foods that she had enjoyed were not as healthy as she had thought, and that fast food is relatively expensive compared to healthier options. Geraldine's biggest takeaway though was how to portion servings better. Before attending the lessons, Geraldine thought that figuring out serving sizes was complicated, but an educator showed her how to plan in a straightforward way. She really appreciated how well this was communicated in simple, easy-to-understand language.

Alabama A&M University

Urban SNAP-Ed is Alabama A&M University's SNAP-Ed program provided through the Alabama Cooperative Extension System in partnership with Auburn University and Tuskegee University. Alabama A&M's program serves nine urban centers and 20 counties out of the 67 counties in Alabama. Urban SNAP-Ed receives approximately one-quarter of Alabama's federal SNAP-Ed allocation. In FY 2021, the state's allocation was \$5,875,130.



Photo credit: TSU SNAP-Ed Diversity Database

The 20 counties served by Alabama A&M University's SNAP-Ed program



Alabama A&M University oversees an urban garden project with six schools to grow vegetables, like lettuce and onions

In addition to its successful SNAP-Ed nutrition education series, Alabama A&M oversees a garden project with six schools to grow food in raised beds, which yields 622 pounds of harvested vegetables.

To enhance programming, newsletters are sent home with youth to share lessons with parents/caregivers, encouraging them to adopt healthy changes. A significant number of families return the newsletters indicating they had made healthy changes at home. These include being more physically active, drinking less sugary beverages, and making healthy restaurant food choices.





▲ Alabama A&M's SNAP-Ed social marketing campaign through public transportation.

Alabama A&M partners with Auburn University to carry out a broad SNAP-Ed social marketing and advertising campaign that includes billboards and public transit signage. Billboards are placed in urban counties with over 11 million views, while bus signage is visible to 1 million riders.

Urban SNAP-Ed, along with the Alabama Department of Public Health, Alabama Department of Human Resources, Alabama State Department of Education and Alabama Ag and Industries, is part of the Alabama State Nutrition Activity Coalition (SNAC), which collectively promotes and supports nutrition and physical activity. Program results show consistent and strong success with participants making healthy lifestyle choices and adopting healthy eating habits following participation in Urban SNAP-Ed.

“I learned that you can use different kinds of vegetables during snack time. We’ve made a lot of changes because I developed diabetes years ago. It wasn’t because I wasn’t eating right. It was because of how much I ate and gained too much weight. I started eating more vegetables, carrots and other fresh vegetables to get the weight down. I like dried beans. I season the food with fresh onions and other kinds of seasoning like lemons on the fish.”

— URBAN SNAP-ED PROGRAM PARTICIPANT



Photo credit: TSU SNAP-Ed Diversity Database

Participant Success Story

Shirley lives in Montgomery, AL, and has attended 15-20 SNAP-Ed lessons by her estimate. She came into the program with some knowledge about healthy food choices, but not necessarily serving sizes. Her husband is also participating in the program and lost a lot of weight through the lessons—this inspired Shirley to invest more time in the practices she was learning during the lessons. Now she is observant about what she eats both at home and when eating out. She has replaced meat with beans and is also sharing what she is learning with family members, some of whom are obese. Shirley also gardens at home and cooks with her grandkids when they come over. Shirley has a car to travel to buy groceries but acknowledges that it’s hard for many people to access fresh fruits and vegetables or make healthy food purchasing choices in her local area. For this reason, Shirley hopes SNAP-Ed programming can be expanded to have more community programs.

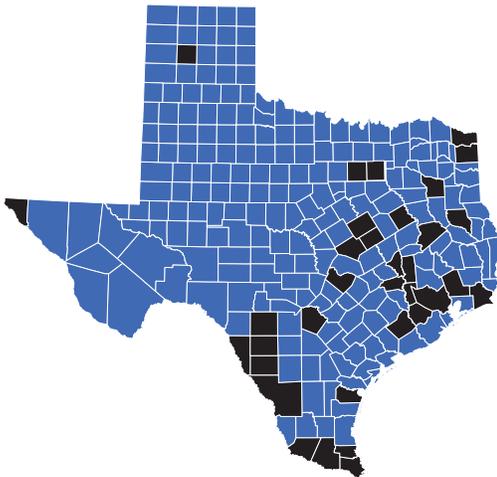
Prairie View A&M University

Prairie View A&M University (PVAMU) works in 35 of the 254 counties in Texas. While it does not currently participate in SNAP-Ed, PVAMU's Cooperative Extension Program - Family & Community Health addresses nutrition, diet and obesity-related issues in 18 Texas counties using evidence-based curricula. PVAMU was one of the first 1890s to participate in SNAP-Ed in the early 2000s; however, its SNAP-Ed program ended over 15 years ago due to a lack of matching funds. PVAMU has a strong nutrition program through a variety of funding sources, including the Expanded Food and Nutrition Education program (EFNEP).

"The greatest impacts that EFNEP has on the local level are meeting needs and changing lives. EFNEP staff commit to reaching diverse, low-income populations to influence change in skills, behaviors, attitudes, and positively impacting the nutritional aspect of the lives of limited-resource families."

— PVAMU NUTRITION EDUCATION ASSOCIATE

The 35 counties served by PVAMU's Cooperative Extension Program



PVAMU is delivering effective programming to help families make healthier choices. Children and adults are learning the basics of nutrition and exercise and creating a solid foundation of healthy lifestyles for years to come.

Funded by the USDA and implemented by PVAMU Cooperative Extension Program staff, EFNEP and Family & Community Health Extension Agents assist limited-resource families by teaching the skills, attitudes, and behaviors necessary to prepare nutritionally sound diets.

PVAMU, along with many other 1890s, does not receive its full share of the state matching funds that are required for states to receive their Cooperative Extension federal funding. As one of the first 1890 SNAP-Ed programs, PVAMU helped form a consortium in the USDA FNS Southwest Region to collectively design Families First-Nutrition Education and Wellness System (FF-NEWS), a nutrition education program which promoted improved dietary habits within the context of familial and cultural values. After years of attempting to reapply for SNAP-Ed, Prairie View anticipates receiving funding starting in FY 2022.



Photo credit: TSU SNAP-Ed Diversity Database

In addition to the matching requirement that prevented PVAMU from applying for SNAP-Ed funding almost 20 years ago, a lack of information on how to access the application and apply for funding has contributed to the challenge. PVAMU's knowledgeable and diverse staff is well poised to utilize SNAP-Ed funding to maximize their expertise.

EFNEP locates families and youth through schools, community centers, transitional living facilities, teen-pregnancy centers, colleges, boys and girls clubs, and churches to ensure that a broad range of community members receive the support they need. Adults and children who participate in the program demonstrated the following improvements:

“During my fall program at Wesley Community Center, I met Ms. Zamora. She introduced me to her nephew, Evan, who attended my session and informed me that Evan was a picky eater and loved the project “Make Half Your Grains Whole” Whole Grain Breakfast Pizza. He loved it so much he wanted to re-create his version substituting with turkey pepperoni for his family. She thanked me for the wonderful experience they had by creating something that was not only healthy but tastes good.”

— EFNEP COORDINATOR

- **91% showed improvement in one or more diet-quality indicators**, including eating fruits, vegetables, drinking less regular soda, and cooking at home
- **79% improved their physical activity** by exercising for at least 30 minutes, doing workouts to build and strengthen muscles and making small changes to be more active
- **84% improved in one or more food safety practices** (washing hands before preparing food and washing items and surfaces after exposure to raw meat, etc.)
- **81% improved their food resource management practices** (by cooking dinner at home, comparing food prices, planning meals before shopping, etc.).

When EFNEP’s face-to-face programs were suspended due to COVID-19, program coordinators worked to develop virtual sessions to produce the same results.

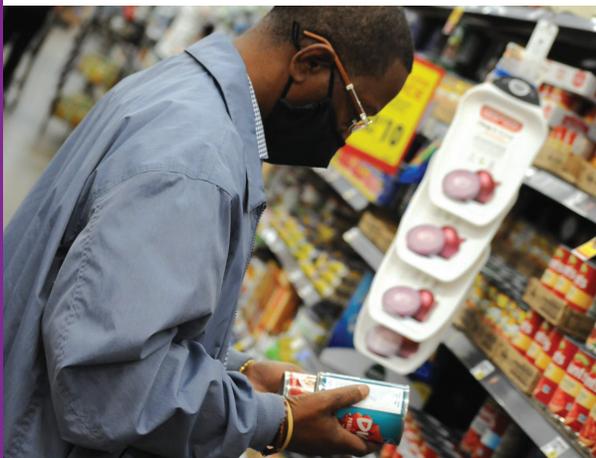


Photo credit: TSU SNAP-Ed Diversity Database

“The shutdown of the world brought about frustration, unease, and fear. However, **EFNEP has taken the negative aspects of COVID-19 and used them as stepping stones to success, conducting successful virtual programs one step at a time.**”

— EFNEP COORDINATOR

Staff Success Story

Grace has worked as an Extension Agent for the Cooperative Extension Program for 20 years. Grace initially began teaching SNAP-Ed lessons using the FF:NEWS curriculum, but when Prairie View’s funding ended, she continued to teach evidence-based nutrition education lessons and do outreach through other funding sources. Participants have health issues and are interested in eating healthier foods but express a lack of time or knowledge. Many of her participants are Mexican American and are interested in finding recipes. Grace helps them adopt healthier choices within their traditional Mexican cuisine.

Grace also emphasizes the importance of portion sizes and physical activity. After lessons, participants are excited to incorporate the new ingredients they have learned about and report that they are adding 30 minutes of exercise to their daily routines.

Recommendations

To respond to the historic lack of 1890 SNAP-Ed funding, The Food Trust collaborated with a number of 1890s to develop a series of consensus driven recommendations to address the disparity and improve opportunities to participate in SNAP-Ed. The recommendations below are designed to serve as both a path forward and a platform for future collaboration.

1 Establish equitable SNAP-Ed funding for 1890s: All 1890s are eligible to receive SNAP-Ed funding. However, among the 1890s, only seven out of 19 currently receive SNAP-Ed funds with two pending applications, thus limiting their reach and impact to improve the health status of SNAP-eligible individuals.

SNAP-Ed funding has not received a substantial increase in funding for the past decade, and while efforts to increase overall funding are underway, the historic discrimination for 1890s persists. Past required state matching funds for SNAP-Ed ended in 2009, but its impact continues since SNAP-Ed funding at the state level has since been allocated to other universities and groups. For 1890s to reach the eligible population, they must have sufficient funding to support administration, programming and evaluation.

A few states have formulated specific percentages for the distribution of SNAP-Ed funds to ensure that the 1890s receive an equitable amount of funding. In many states, the 1862 land-grant university receives all or most of SNAP-Ed funding, which limits the 1890's ability to administer its program and reach a diverse group of participants. States should specify percentages that provide equitable funding for the 1890s, commensurate with the 1862s.

2 Establish a more open and transparent SNAP-Ed application and review process:

States should provide updated information on applying for SNAP-Ed funds that is readily accessible to the 1890s. Many 1890s have tried multiple times to apply for funding but, for a variety of reasons, have been unsuccessful. State Agency contact information should be readily available and Requests for Applications, with clear instructions for applying, should be posted for all who are interested. Having clear guidelines and an open application process would allow more 1890s to access SNAP-Ed funding.

3 Allow multiple SNAP-Ed Implementing Agencies and subcontracts per state:

Some states have limits on the number of State Implementing Agencies and/or subcontracts for SNAP-Ed, which limits the ability for 1890s to apply for funding. Since many states have two land-grant institutions, it is necessary to allow both universities to receive SNAP-Ed funds. The barrier of state limits for additional implementing agencies or subcontracts will continue to limit 1890s from receiving their fair share of SNAP-Ed funds.

4 Establish accountability for state matching funds for the 1890s to support strong institutions:

States have historically failed to provide the 1890s the same level of one-to-one matching dollars they provide other land-grant institutions that receive federal funding. The Agricultural Research, Extension, and Education Reform Act of 1998 and the 2002 Farm Bill required

states to provide a match (starting at 30% and increasing to 100% by 2008). While many states are now receiving their full match, some states still do not receive it and others have a cumulative debt from the state that has impacted their overall budgets and impacted their nutrition programming. A recent audit in Tennessee revealed that, from 1957 to 2007, the state failed to meet its legal obligation to match the federal land-grant funding of its HBCU, Tennessee State University, by more than \$500 million. States need to be held accountable for providing their state match in order for 1890s to successfully provide the nutrition services that are so needed.

5 Create an open and transparent process for determining geographical reach for 1890s: In many states, SNAP-Education programs are geographically limited to avoid duplication with the 1862 and other State Implementing Agencies. 1890s often are only permitted to reach a small percentage of the counties in their states. While it is important to avoid duplication of SNAP-Education services, it is also essential to establish an open and transparent process for determining geographical reach that allows all implementing agencies to have an equal voice in decisions about where programs can provide services. 1890s have established strong relationships in many communities and with SNAP-eligible individuals who would benefit from participating in their programs.

6 Provide technical assistance for 1890 SNAP-Education applications with training for new applicants: The 1890s that do not currently receive SNAP-Education would benefit from technical assistance in submitting a SNAP-Education proposal for funding. As with most federal programs, guidelines and application instructions are complicated. SNAP-Education presents additional challenges due to the fact the states have different applications, thus limiting the extent to which 1890s can support each other. One way to increase the number of 1890s that submit applications is by providing technical support to reduce the burden on applicants and ensure success. Since states have their own processes and procedures, assistance is mostly needed at the state level, but assistance on federal guidelines and programming would also be beneficial.

7 Issue multi-year contracts, when requested, to allow sufficient time to complete programming, especially for first-year applicants: SNAP-Education guidance allows states to submit an annual or multi-year plan. Multi-year plans can cover a two- or three-year period. USDA recommends that states consider developing multi-year SNAP-Education plans; however, several 1890s only receive annual plans or have only been offered a one-year contract by the State Agency. Multi-year plans are beneficial, both to allow sufficient time to hire and train new staff but also to demonstrate progress on their interventions over time.

8 Establish annual meetings for 1890 SNAP-Education programs to support program sharing and learning: 1890s expressed a strong interest in having an annual meeting to discuss SNAP-Education programming and to learn from one another. Annual meetings are an important way for 1890s to provide mutual support and build strong programs. Instituting an annual in-person meeting for all 1890s will help programs grow. The Multi-State Conference that was initiated in 2021 (described on page 9) provides an excellent example of bringing together administrators and educators to share best practices and build capacity in their communities.

9 Explore SNAP-Education barriers and opportunities for 1994 land-grant universities: The 1994 Land Grant Institutions (1994s) are Native American tribally controlled colleges and universities that were granted land-grant status under an Act of Congress in 1994. The 1994s primarily serve Native American populations that are typically located in remote, underserved communities. Their mission involves teaching, community outreach and research. With respect to SNAP-Education funding, the 1994s are similar to the 1890s but, to date, have received even less SNAP-Education funding than the 1890s. It is important to document the funding disparity, and explore the SNAP-Education barriers and opportunities for the 1994s to better understand and offer recommendations for achieving equitable SNAP-Education funding to ensure they can provide needed food and nutrition services.

Conclusion

1890s play a crucial role in supporting those most impacted by obesity and other diet-related diseases by providing nutrition education and environmental supports in limited-resource communities. 1890s have successfully demonstrated their ability to improve the lives of the nation's most vulnerable, yet too often do not receive equitable funding from programs such as SNAP-Ed. Efforts to increase the number of 1890s that administer SNAP-Ed will lead to improving equity and reducing the incidence of diet-related disease.

To accomplish this, a number of barriers need to be addressed: State Agencies, 1890s and 1862s should work together to develop processes for equal access to financial resources and technical assistance. State legislatures also must provide the required match for all land-grant universities. Most 1890s have been deprived of SNAP-Ed funds and the oppor-

tunity to participate in equitable practices for administering the program for far too long. By working together on implementing the recommendations set forth in this report, these complementary entities can better serve our country's most vulnerable populations and ensure that everyone has a seat at the table.



Appendix

METHODS

To identify barriers and opportunities for 1890s to improve SNAP-Ed program delivery and impact, a program review was performed of SNAP-Ed funding and the program landscape in the 18 states that house 1890s. This included an environmental scan of 1890 and 1862s and the SAs that administer SNAP and identification of three states in which to conduct in-depth stakeholders and participant interviews.

ENVIRONMENTAL SCAN

Thirty-one interviews were completed among the 1890s, 1862 and SAs to identify the key issues that impact funding for 1890s. Criteria for selecting 1890s for the research initiative included the perceived interest and capacity, the percentage of poverty and diet-related disease in the state and the presence of SNAP-Ed funding. Following these criteria, three 1890 HBCUs were identified: Tennessee State University, Alabama A&M University, and Prairie View A&M University. The project secured Memorandums of Understandings and IRB approvals. Interviews started in January 2021 and were completed by the end of March 2021.

SNAP-ED PARTICIPANT AND KEY INFORMANT INTERVIEWS

Participants and key informants were identified with assistance from TSU, Alabama A&M and Prairie View A&M. A recruitment flier was used to promote the interviews. The 1890s also identified staff and community partners for key informant interviews. The Food Trust then followed up with these individuals. Interviews were approximately 30–60 minutes in length.

Participants received a \$100 gift card for their participation. Five in-depth interviews were also conducted with former and current SNAP-Ed administrators in additional states. Consent was taken before the beginning of each participant and key informant interview.

SPECIAL THANKS

Tennessee State University provided many photographs for this report. TSU's SNAP-Ed Diversity Database was created to show people of color engaging in healthy living activities.

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Endnotes

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