

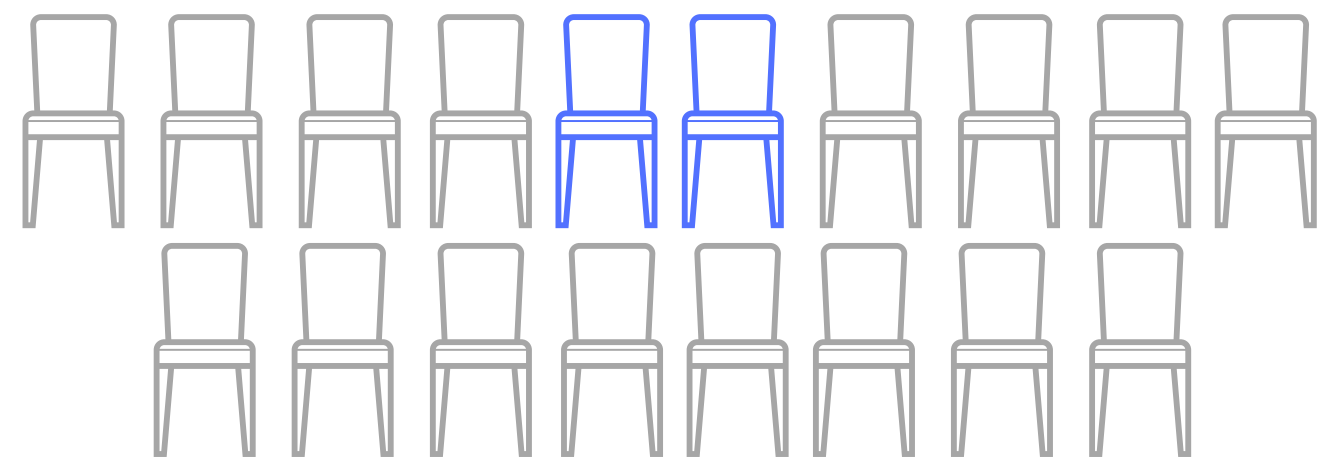
5 Steps to Improve SNAP E&T Participation and Engagement



Every aspect of program delivery—from modes of communication, to staff protocols, to participants’ life circumstances—affects whether and how SNAP participants engage with and succeed in SNAP Employment and Training (SNAP E&T) programs. A behavioral science approach to addressing these issues re-examines program services from the participant perspective and helps States create a better fit between program design and participants’ capacities, needs, and goals.

Example Engagement Challenge

The program offers a range of services to voluntary E&T participants, but orientation attendance is low. Only 2 people showed up to the last session.



The Phase

Ask "Can We...?"

For Example

1

Define the Problem

Are there recruitment, enrollment, engagement, or completion challenges getting in the way of success?

2

Diagnose/Analyze

Work toward a deeper understanding of the problem from the participant's perspective. What are the barriers?

3

Design

Create solutions to address the barriers uncovered in the diagnosis. Prototype the solution ideas.

4

Implement

Launch new solutions to address the identified challenges.

5

Review/Refine

Assess implementation and measure outcomes to see how well the solution is working. Adapt solution for greater impact.

- Approach the problem from the participant perspective
 - Gather a diverse range of program staff to share stories about what they've heard
- Identify each interaction a participant has with our program
 - Collect data that reveal problem steps
 - Collect participant feedback on interactions
- Brainstorm a range of potential solutions
 - Prioritize one or more solution ideas and create "prototypes" of these solutions
- Try the solution we designed to see if it works
 - Measure how the solution affects important outcomes
 - Monitor how staff use/deliver new solutions
- Update the design based on feedback
 - Launch the updated design and measure changes in attendance at orientation

Program staff create short problem statement/definition:

“Only X% of the XX participants we informed about orientation actually showed up.”

Staff interview participants about their experiences and learn that some participants think the benefits and requirements of the program are not clear.

Program staff develop a new checklist to outline steps in participation and potential benefits for participants.

Program staff test the new checklist by sending it out to participants for 6 weeks. They get feedback from staff and participants during orientation and by holding a focus group.

Program staff revise checklist based on feedback from staff and participants. They begin using the revised checklist and review orientation attendance data to determine whether the revised checklist is having an impact.