



Utah State University Extension

Create Better Health (SNAP-ED)

Supervisor Handbook

October 2019



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USU Extension Administration fully supports the Create Better Health Utah (CBH) program, which is consistently considered one of the most innovative and successful state programs in the nation, a reputation we are most proud of. We encourage all county faculty to fully engage in and provide leadership for the CBH program in every county across the entire state. As our faculty take ownership and plant the seeds of this 'low hanging fruit' opportunity, it provides the potential for each of you to produce consistent funding, valuable nutrition education, substantial outcomes, life-changing impacts, and endless opportunities for professional scholarship, a most bountiful harvest for the investment.

- Margie Memmott, Director of FCS, USU Extension

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Introduction to SNAP-Ed

What is SNAP-Ed

Create Better Health Utah (SNAP-Ed) is a Utah-specific term for the Supplemental Nutrition Assistance Program Education (SNAP-Ed). The name “Create Better Health” is used to distinguish Utah’s program from other state programs. The funding for SNAP-Ed (and Create Better Health Utah) comes from the United States Department of Agriculture (USDA) for the purpose of providing education to help SNAP recipients and people living in poverty use their food budget wisely. In 2019 the Federal SNAP-Ed programming expanded their reach to include not only SNAP participants but low-income communities as well.

Create Better Health Utah SNAP-Ed was previously referred to as Food \$ense. We feel that Create Better Health sends a message that continues to tell people that it’s good to create better health. It is a positive message, it’s a message of hope, they can do this and it is within our realm of personal things we can do in our personal lives. Finally, it is consistent in our messaging across the board.

The Create Better Health Utah SNAP-Ed Program is a partnership of Utah State University Nutrition, Dietetics, and Food Sciences Department (NDFS), Cooperative Extension Services (CES), Utah Department of Workforce Services (DWS). The program provides nutrition education and obesity prevention interventions to low-income individuals in all 29 counties of Utah, including online and/or face-to-face classes. To address the Utah Intergenerational Poverty Mitigation Act, the program works with DWS in providing services to intergenerational poverty families as well as other low-income individuals and families in Utah. Evidence has shown that the Create Better Health Utah (CBH) SNAP-Ed program addresses food insecurity, while increasing healthy habits and decreasing obesity. When referring to Create Better Health Utah it is important that SNAP-Ed is connected. Decision makers and elected officials need to understand that it is the same program. We encouraged them to follow our social media sites.

Target Audience

The CBH program seeks to reach individuals and families with limited resources. The Food Stamp Act of 1977 indicates that nutrition education activities, like CBH, should be directed towards individuals and families who meet the financial criteria for participation in SNAP. The term “target audience” refers to people eligible for CBH SNAP-Ed. This primarily includes those who qualify for SNAP benefits as well as other limited income individuals who qualify for means-tested federal assistance programs and those living in communities with a significant ($\geq 50\%$) low-income population ($\leq 185\%$ federal poverty threshold). In the 2019 SNAP-Ed Guidance it recommends that in order to have the greatest potential impact, CBH should prioritize targeting first women and then children who are eligible for SNAP, especially those who are considered part of intergenerational poverty (IGP) families. Reaching the target audience is important

because CBH SNAP-Ed is accountable for funds spent on nutrition education. Money should be spent on those who qualify for the education, as they are likely the individuals who need it most. The program generally should not be marketed to higher-income individuals because they already have access to many resources. The target audience for Utah SNAP-Ed adult education are persons receiving or eligible for SNAP or FDPIR (SNAP on American Indian Reservations), especially IGP families. In addition to SNAP participants, persons who fit into one of the following categories also qualify:

- *Income*: Persons eligible for means-tested federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF). Persons typically not eligible for SNAP such as incarcerated persons, residents of nursing homes, boarders, or college/university students are ineligible for SNAP-Ed.
- *Qualifying Locations*: Persons using the services of food banks, food pantries, soup kitchens, public housing, and SNAP/TANF readiness program sites, etc.
- *Locations serving low-income populations*: Persons at venues when it can be documented that the location/venue generally serves low-income persons where at least 50% of persons have gross incomes at or below 185% poverty guidelines/thresholds. This would include persons residing or schools located in census tract areas or other defined area where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold or children in schools where at least 50% of children receive free and reduced priced meals.
- *Retail locations serving low-income populations*: Persons shopping in grocery stores when the store has been documented to redeem average monthly SNAP benefits of \$50,000 or more. Persons shopping in stores located in census tracts where at least 50% of persons have gross incomes that are equal to or less than 185% of the poverty threshold. Rural grocery stores may also qualify if the store shows average monthly SNAP purchases are significant compared to overall sales

To help you identify the target population in your county LaCee Jiménez in the State Office has provided an eligibility folder in your Create Better Health Utah, USU Box that includes census data, schools that have high percent of free and reduced meals and eligible locations. If you need help with this information, please contact LaCee. If you want to update eligible locations within your county she can also make those changes.

[SNAP-Ed Focus](#)

The SNAP-Ed focus is to provide strategies and interventions, among other health promotion efforts to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle.

SNAP-Ed provides primary prevention of disease by educating the SNAP-Ed target audience of the risk factors for nutrition-related chronic disease, such as obesity,

diabetes, and some cancers. The focus is also to prevent and postpone the onset of disease by establishing healthier eating habits and being more physically active.

The state level objectives can be found in Section 6: SNAP-Ed Comprehensive Programming in the protocol manual.

Utah SNAP-Ed Mission

Utah's SNAP-Ed mission (mirrors FNS's mission): "We work with partners to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture."

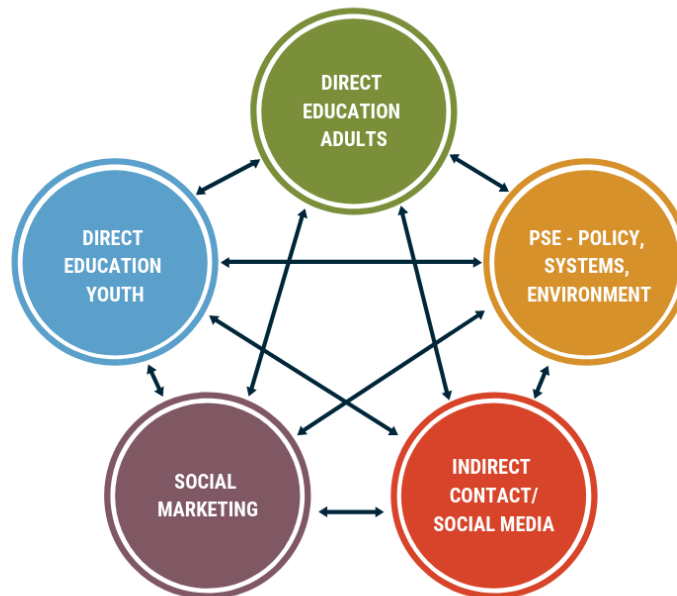
SNAP Ed Program Goals

The Utah SNAP-Ed goal is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current 2015-2020 Dietary Guidelines for Americans. As a result of Utah's Policy, System, Environment (PSE) work, SNAP target audiences will have improved access to nutritious food and physical activity opportunities in their communities.

CBH Programmatic Highlights

- Provide direct education in class settings.
- Contribute to policy, systems and environment projects that improve access and appeal of healthy foods and physical activity opportunities throughout Utah.
- Focused efforts to educate the Intergenerational Poverty (IGP) population to educate on healthy habits through evidence-based nutrition practices
- Increased efforts to reach tribal and refugee communities
- Apply socio-ecological model and logic model planning for both direct education, social marketing, and PSE projects.
- Conduct multi-year, short-term, mid-term, and long-term evaluations.
- Increase in collaboration and programming, specifically with the work to address IGP and food insecurity in Utah.

Create Better Health Comprehensive programming



Utah SNAP-Ed has developed a program that reaches participants in multiple ways. Each area of the program supports one another. This allows participants to be educated, live in an environment that makes the healthy choice the easy choice, and feel supported by additional social media, behavior change nudges and social norms.

Five Program Areas

- Direct Ed- Our Create Better Health Ambassadors provide direct education for teens and adults. The curriculum is based on MyPlate and USDA dietary guidelines. The Create Better Health adult curriculum is built on a simple step by step system that allows participants to use the food they have on hand to create nutritious and delicious meals. In addition to written curricula there are many supporting handouts and resources for educators to share with participants.
- Youth direct education efforts are available for pre-school through 6th grade. Create My Plate includes lessons on nutrition and physical activity at age appropriate levels. Food, Fun and Reading is for children Pre-K through 2nd grade.
- Indirect education opportunities include educational handouts, farmers markets booths, summer meal sites, health fairs booths and other opportunities to recruit for direct education classes and inform the public of CBH services and messages. Social media is also considered indirect education. Indirect activities can include many things if you are unsure if what you are doing is indirect, direct or PSE just ask.

- CBH uses current technology and social media trends to educate the target audience. The social media team builds content that is distributed online and other through other social media platforms such as Facebook and Instagram.
- Each year CBH implements social marketing interventions. These efforts use marketing principles to affect behavior change. This is meant to support and motivate the SNAP-Ed target audience to make the behavior changes that they learn about in direct education classes. CBH campaigns are led by the state office with support from the counties.
- Policy, system and environment efforts impact the participants behavior by making the healthy choice the easy choice. Each county is required to participate in at least one PSE project. Module 4 in this training book will go into more detail about PSE and approved projects.

Each area of programming has specific evaluation and reporting protocol. This will be addressed again briefly in module 4 of this handbook and can be found in full in the protocol manual in Section 8: Evaluation.

Part of the team

The county supervisor plays a vital role in ensuring the CBH program thrives and meets the needs of the county. Supervisors are faculty or educators who typically oversee other Extension areas in the county where the CBH program is housed. They have the responsibility to know their community needs and resources and to cultivate relationships with community partners. The supervisor needs to know what is going on in their county and how they can assist their CBH Ambassador create a better program. CBH provides opportunities for impact and scholarly works, this allows supervisors to be a part of the bigger picture in nutrition education. Participating in scholarly works is not required, however it a great way to give to the SNAP-Ed program while having your work published. If you have an idea or work that you would like to initiate, please contact Heidi LeBlanc to see how CBH can assist you in this project.

State office intro

The state office is here to support you. We want you to be successful. If you have questions or concerns, please ask. Here is the short list of who's who and who does what.

Heidi LeBlanc	Program Director	heidi.leblanc@usu.edu	Create Better Health Director All pieces of Utah SNAP-Ed Hunger Solution Institute Director Grant Oversight Partnerships and stakeholders
Casey Coombs	Assistant Program Director	casey.coombs@usu.edu	Create Better Health Assistant Director Adult and Youth Direct Education Evaluation
Amalia Larson	Staff Assistant	amalia.larson@usu.edu	Supply Orders County Budgets Hiring*** P-card request iPads Google Calendar Participant forms
Celina Wille	Latino Programming Director	celina.wille@usu.edu	Latino audience needs Cultural sensitivity Spanish Curriculum
Darlene Christensen	Youth Curriculum Coordinator	darlene.christensen@usu.edu	Food, Fun and Reading(PreK-2) Create My Plate (K-6)
Jocelin Gibson	Social Media and Marketing Coordinator	jocelin.gibson@usu.edu	CBH Listservs Marketing Staff Website Social Media
LaCee Jiménez	Eligibility and Social Marketing Coordinator	lancee.jimenez@usu.edu	Finding the target audience Recruiting Social Marketing Policy, Systems and Environments Indirect Education Working with elected officials
Kristi Strongo	Program Training Coordinator	kristi.strongo@usu.edu	New hire training Regional training Program observations Training certifications and expirations Management Evaluations

			PEARS Reporting Data Collection
Marcia Gertge	Program Training Coordinator	marcia.gertge@usu.edu	New hire training Regional training Program observations Training certifications and expirations Management Evaluations PEARS Reporting Data Collection National Nutrition Certification Program Employee Wellness Program
Paola Johnson	Latino Program Training Coordinator and CBH Ambassador	laura.johnson@usu.edu	New hire training Program observations Management Evaluations Recruitment Teaching ideas Promote the program to the Latino Community (barriers and obstacles) Translations Programs in Spanish
Josh Johnson	Business Manager	josh.johnson@usu.edu	Service Now Payroll P-cards Purchases requiring a check
Alicia Nyman	Business Services Representative	alicia.nyman@usu.edu	Travel P-cards Purchase requisitions
*Olivia Yeip	Marketing	olivia.yeip@usu.edu	Graphic design
*Cynthia Lyman	Marketing	cynthia.lyman@usu.edu	Partnerships, news, media, etc
*If marketing services are needed, you must first get permission from the State office.			

Acronyms to be familiar with

CES	Cooperative Extension Service
CBH	Create Better Health Adult Curriculum
CFF	Create Farm Fresh Curriculum
CMP	Create My Plate Youth Curriculum
CFM	Create Family Meals Curriculum
DGA	Dietary Guidelines for Americans
DROPS	Delivery Redistribution of Produce and Surplus
DWS	Department of Workforce Services
FEP	Family Employment Program (UT version of TANF or welfare)
FFR	Food, Fun and Reading Youth Curriculum
FNS	Food and Nutrition Service
FPG	Federal Poverty Guidelines
FPL	Federal Poverty Level
FDPIR	Federal Distribution Program on Indian Reservations
IGP	Inter-Generational poverty
NDFS	Nutrition, Dietetics and Food Sciences
NEA	Nutrition Education Assistant
NIFA	National Institute of Food and Agriculture
OMB	Office of Management and Budget
PEARS	Program Evaluation and Reporting System
SNAP	Supplemental Nutrition Assistance Program
SNAP-Ed	Supplemental Nutrition Assistance Program- Education
TANF	Temporary Assistance for Needy Family
USDA	United State Department of Agriculture
USU	Utah State University
WIC	Women, Infants and Children Supplemental Food Program

Module 2- Budgets and funding

Create Better Health is a grant funded program. The guidance for the SNAP-Ed grant can be found at this website <https://snaped.fns.usda.gov/> Select >Program Administration> Guidance and Templates.

Every year CBH must apply for the grant. DWS determines who will receive the funding. CBH has been the recipient of this grant money for many years but should not get complacent. When the grant is written and submitted each year, very specific strategies and goals are stated in the proposal. This means that as a program, CBH and its employees must stay within the bounds of the written grant. Because this is a federal program, it is monitored very closely. Use of federal monies is tracked and evaluated at numerous levels. Progress must be evident, and funding justified. That is why there is so much reporting and paperwork!

Funding Flow

The CBH program is funded in the following way:

- The United States Department of Agriculture (USDA) houses Food and Nutrition Services (FNS). These are the federal components of what we do locally with SNAP-Ed funds.
- In Utah, the Department of Workforce Services (DWS) determines who receives SNAP benefits.
- CBH SNAP-Ed, as part of Utah State University (USU), is funded by DWS, who is funded by FNS. CBH Ambassadors are employed by USU in the Department of Nutrition, Dietetics and Food Sciences (NDFS) and Utah State Extension



County Budget

Being grant funded and needing to use every dime of the grant each year, we have set a plan in place that makes the county budgets a bit fluid. The state office tracks expenses per county each month. CBH county budget items include salary, program supplies and mileage reimbursement. Program funding is distributed quarterly. Each county budget is set by the program director based on need and what has been used in the past. At the end of each quarter the unused portion of the budget is reclaimed by the state office

and a new quarterly budget is distributed. If changes in budget are needed, please contact Heidi LeBlanc or the CBH staff assistant in the state office. This would include saving remaining quarterly money to meet needs in a more expensive quarter for example, farmer's market season.

Allowable cost

Allowable costs are those for which FNS will reimburse the state agency that incurred them. To be allowable a cost must:

1. Support an activity within the scope of SNAP-Ed *and be **included in an approved SNAP-Ed State Plan***
2. Conform to federal government-wide and SNAP-specific cost principles
3. Conform to government-wide and SNAP-specific rules for specific items of cost

The most important federal cost principle is that a cost must benefit the federal program of a component of the program. *See protocol manual Section 10: Budgets for more about allowable expenses.*

The SNAP-Ed Guidance has given examples of activities that support the delivery of SNAP-Ed. Please remember that this list is not all-inclusive.

- Providing nutrition and obesity prevention education and sample sizes (no full meals) to SNAP participants and limited-income individuals eligible for other Federal programs
- Educating and promoting physical activity to members of the SNAP-Ed population in conjunction with SNAP-Ed nutrition interventions or activities
- Gardening for the purposes of educating SNAP-Ed participants about producing healthful foods
- Breastfeeding Promotion Activity must be in collaboration with the WIC program. (This is not part of the Utah the SNAP-Ed grant)
- Collecting information for use in providing nutrition education and obesity prevention activities for the SNAP-Ed audience
- Evaluating SNAP-Ed projects and interventions as described elsewhere in the Guidance
- Evaluation SNAP-Ed projects and interventions

Activities that do NOT support the delivery of SNAP-Ed include, but are not limited to:

- Medical Nutrition Therapy—This includes assessing, teaching about, and modifying diets or specialized nutrition therapies for patients with a specific condition, illness, or injury.
- Providing SNAP-Ed services to persons not eligible for SNAP benefits. See section 5 of the Protocol manual for more about Eligibility.

- Clinical Health Assessments of SNAP-Ed population. This includes obtaining clinical data on and assessing the presence of chronic disease (measuring blood pressure, cholesterol, etc.) or the risk thereof of members of the SNAP-Ed target audience.

In order to determine if an expense meets the federal cost principle requirements use the following criteria (this is not an exhaustive list):

- **Reasonable Costs** are expenditures “that a reasonable, prudent person would opt to incur under the circumstances.” These expenses are outlined in the yearly state budget plan, do not exceed the normal or historical amount for any specific item, and carry constructive nutrition education messages consistent with the Dietary Guidelines for Americans.
- **Necessary Costs** “refers to the cost item’s relationship to the program’s mission and objective(s).” These are expenditures that are necessary to carry out essential functions of the program (i.e. lesson demonstration supplies, copies, postage), cannot be avoided without adversely affecting program operations, and do not duplicate existing efforts. In order to determine if expenditures are necessary, or more importantly to validate expenditures, the expenditure in question must always be accompanied by supporting documentation. You must submit an itemized receipt, a copy of the recipe or lesson plan, and a class roll.
- **Allocable Costs:** “Allocation entails correlating costs with the program benefits obtained by incurring them.” If a cost item benefits only SNAP-Ed, then 100% of it is allocable to SNAP-Ed. If a cost benefits multiple programs or activities, a portion of the cost is allocable to each. That portion must be proportionate to the benefit of each program received.

NOTE: Because USU is sales tax exempt in Utah, CBH *cannot* pay sales taxes. The tax-exempt form can be found on the Staff Menu under miscellaneous forms. If you have questions about allowable expenses, please contact Heidi LeBlanc.

Allowable expenses are defined in the SNAP-Ed Plan Guidance, as follows:

- Salaries and benefits of personnel involved in CBH and administrative support.
- Operational expenditures: office equipment, demonstration supplies, postage, duplication costs, and travel that are necessary to carry out the project’s objective.
- Development and production of CBH SNAP-Ed materials when no other appropriate materials exist. *This will occur only when approval has been granted by the State Office. Materials are developed by state office and should not be developed in counties.

- Nutrition education reinforcement materials. These items will be purchased by the State Office and should not be done in the county.

Unallowable Expenses

Unallowable expenses include, but are not limited to: Public relations and advertising (contact State Office for exemptions), alcoholic beverages, bad debts, contingencies, contributions and donations, entertainment (contact State Office for exemptions), fines and penalties, general government costs, indemnification, lobbying, losses not covered by insurance, medical equipment, pre-agreement costs, volunteer services, alumni activities, commencement and convocations, legal fees (contact State Office for exemptions), housing and personal living expenses, investment management, political party expenses, scholarships and student aid, and student activity costs.

Full meals are not allowable in the SNAP-Ed grant. Sample sizes only should be provided for participants after a cooking demonstration.

If supervisors are unsure if a purchase is allowable, they should contact Heidi LeBlanc in the state office.

Operational Expenditures

Operational expenditures include office equipment, demonstration supplies, postage, duplication costs, and travel. USU handles the purchase of operational supplies in two ways, using a University P-Card and requisitions submitted through EZ-Buy.

All counties must submit itemized receipts into USU Dashboards with attached legible documentation for program related expenses. Each expense, where applicable, should have as documentation an itemized receipt, recipe or lesson description and a class roll. Instructions for processing p-card for CBH expenses can be found in the CBH Protocol manual in section 10.

Purchasing

As a supervisor it is expected that you will act as steward over the CBH (SNAP-Ed) funding provided to your county. This includes that CBH Ambassadors are staying within allotted hours and that travel expenses and program supplies including ingredients for classes stay within budget allocated for each quarter. The supervisor is responsible for making sure Ambassador purchases are non-tax, meet the allowable, reasonable and necessary elements of purchase. You are also responsible for monitoring your Ambassador's travel.

P-cards

Supervisors can determine the p-card system in their county. There are two options. First there is a “county” CBH p-card that is assigned to the supervisor and checked out by the NEA for use. Financial paperwork would then be the responsibility of the supervisor. Second, the CBH Ambassador is provided with their own p-card to make purchases for program needs. The Ambassador would then act as level 100 in p-card approval process. They would be responsible to get all necessary information to the level 10 uploader in a timely manner. Level 10 could be a county staff assistant or the card holder.

All CBH Ambassador’s that will use a p-card need to complete p-card training found under the training tab on the staff menu. The supervisor will make a request for p-card through the staff assistant in the State Office. **Do not go through Extension.** You must go through the CBH state office staff assistant.

Additional funds

Some counties receive additional funds from their county or other grants that allows extended program reach. As a supervisor you can apply for grants or partner with other agencies in your area to stretch your programming budget. Please let Heidi know how much county funds you receive.

Module 3 Roles and Responsibilities

SNAP-Ed in my county

Programming in each county will be somewhat unique. Some counties are urban some are rural. Just this alone will create a difference in the way a program looks from one county to another. How you reach your target audience and implement PSE will also vary with your county needs. However, programming should look similar. A class taught in Piute should meet the same objectives as a Salt Lake class.

Ambassador Role

For the best overview of Ambassador responsibilities, you can review the Ambassador Role Statement found in the protocol manual Section 3: Ambassador Roles and Responsibilities. A Create Better Health Ambassador provides the SNAP-Ed target audience education on ways to establish a healthy lifestyle while gaining food security and being physically active. Ambassadors have two main objectives.

The first is to help participants create healthy habits through basic nutrition and active lifestyle education, following the current USDA Dietary Guidelines for Americans (DGA) and MyPlate. It is important that Ambassadors model behaviors taught through SNAP-Ed. It is critical to teach stretching food dollars by shopping with a list, preparing meals at home, eating meals together as a family, choosing to be physically active, choosing whole foods, and following USDA food safety recommendations at each lesson.

The second main objective is to help create communities where participants can act upon their SNAP-Ed education and make healthy food and physical activity choices. This is accomplished through PSE work. An Ambassadors job includes four important components: Teaching, reporting, recruiting, and PSE work.

CBH Ambassadors are hired to work a specific number of hours per week, depending on the county's agreement with the State Office. They should not exceed their contracted hours without permission from Heidi. If an someone needs to work more than the allotted hours one week, they will need to work fewer hours the next week to stay within the contracted range.

Supervisors will oversee Ambassadors by keeping communication open. This can be done through weekly emails, phone calls or texts. Regular staff meetings should be held at least once a month preferably twice each month. It is recommended that supervisors observe program activities periodically throughout the year. Supervisors will help introduce an Ambassador to potential partners and are asked to keep a current spreadsheet of agencies and partners. This document should include contact information, target population, partnering activities including when classes are taught, what classes were taught and by whom.

Partnership and Agency Spreadsheet

In your CBH box folder there is a partnership template. This is a fluid document that will help to identify partnerships and keep track of SNAP-Ed work with them. Ambassadors can help keep this up to date. This document should be updated as you work with partners through the year and reviewed at the end of the year to make sure it is current.

Scheduling Program Activities

What should a week look like?

In the ideal situation, an Ambassador working 20 hours a week would schedule 3-5 events each week. Events include teaching (both Direct and Indirect), recruiting, and PSE. Scheduling classes back to back and prepping once will allow an educator to teach more classes. Organization is key to making the most of the 20-hour week. There are multiple things that go into one program activity. Each class requires planning, shopping, preparation of demo, travel, teaching, clean-up and reporting. In addition to teaching, Ambassadors schedules include recruiting participants and partners for new classes, PSE and office hours. Below is a sample of what a work week for a 20-hour NEA may look like.

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
9:30-1:30 Statewide Staff Meeting	9 am prep and pack for classes. Arrive @ 10:40	11:00am pack, prep and travel to Springside Elementary @ 12:30pm check in and set up	Modeling Gym class 1 hour.	9:30- 11 Home Office hours- Reporting, Calendaring, emails.
Review lessons to be taught this week.	11:00-11:45 FFR at Library	1:00 Mrs. Jones 3 rd grade	9-10 am PSE- Food Pantry	11:00-12:30 Staff meeting with Supervisor
Call to set up recruiting opportunity with a potential partner for next week.	Travel and Clean up- 12:15	1:45 Mrs. Davis 3 rd Grade		
Organize and Collect paperwork for this week's classes	5:45 pm Pack car and travel arrive @6:30 to set up	Return to office 3:15		
Shop for classes	7:00-8pm Direct-Ed class Adults	Unpack and dishes 3:30		
	Clean up and interact with participants 8:30			
	Return to office, unpack, do dishes 9:00 pm			
4 hours	6.5 hours	4.5 hours	2	3 hours Total 20 Hours

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am prep, travel and set up for morning class. 9:30-10:15am FFR- Local Library 10:30- 12:30pm Organize and collect paperwork for this week's classes. Collect needs for summer meals activities from 4-H office. Shop with a list for classes finish @ 12:30pm	9:30-10:00 am Prep classes for Tuesday and Thursday 10:30 travel and set up 11:00-12pm Summer Meals at elementary school. 12:30 clean-up/ finish 5:45-6:30 pack, arrive and set up 7-9 pm adult direct education class with return travel and clean up	PSE- 2 hours @ community garden. Weed, water, harvest. Modeling behavior- Meal Plan for family .5	9-9:30 Meet with new agency to set up a new series to start in 2 weeks. Stop at office to for 30 minutes return emails and other office needs, check in with supervisor 10:30 pm travel and set up 11:00-12pm Summer Meals at elementary school. Activity 1:00 clean-up/ finish return borrowed items to 4-H	1.5 hour Office hours reporting, calendaring, emails, review aggie time. Modeling behavior.5 go for a walk 1.75 Plan and review lesson materials for next week. Create shopping list.
4.0 hours	5.75 hours	2.5 hours	4.0 hours	3.75 hours Total 20 Hours

Wellness Program and Modeling behavior

CBH Ambassadors can participate in behavior modeling program. Part-time employees can take 30 minutes per 10 hours worked each week to create their own better health. By participating in this privilege, they can relate to the healthy behavior changes participants are asked to make. Some examples of how they could use this time are shopping with a list, making a meal plan or being physically active. This will be reported in Aggie Time where it is approved by the supervisor. It is expected that ambassadors will use their experience to become better educators and build rapport with participants. More information about this can be found in the protocol manual in section 11 or on the Staff Menu tab under NEA resources. ***Modeling behavior is paid time when incorporated correctly into the weekly schedule.***

CBH employees are encouraged to participate in the Employee Wellness program. This can be found in detail on the staff menu under the CBH Ambassador Resource tab. The wellness program includes monthly challenges to establish healthy behaviors and a chance to win quarterly prizes with participation. We hope that employees will take advantage of these benefits of working with the CBH program. ***Time spent participating in the Employee Wellness Program is not paid time.***

Supervisor Role

The county supervisor plays a vital role in the success of the SNAP-Ed program. On average, 10% of the supervisor's time is used to supervise and oversee their county SNAP-Ed program.

- Assist in hiring, training, supervising, and evaluating ambassadors.
- Read "The Scoop" monthly and attend the supervisor Zoom meeting on the 2nd Monday of the month at 10 am for policy and procedure updates. Discuss this in staff meetings.
- Assist in SNAP-Ed program evaluation. Consult and facilitate strategic planning efforts for SNAP-Ed. Assist on SNAP-Ed projects, fact sheets, curriculum development, etc. as appointed and invited.
- Serve as a liaison with county agencies. This includes educating county and local stakeholders on the work of SNAP-Ed and contributing to SNAP-Ed-related community efforts to promote and enable increased physical activity and better nutrition to SNAP and other low-income participants.
- Assist with local food security initiatives.
- Serve as a subject matter resource to CBH Ambassadors.
- Ensure policy systems, and environment (PSE) work occurs within the county
- Support social marketing efforts through local outreach and media opportunities.
- Attend or view recording of monthly in-service training.
- Oversee ambassador entries in PEARS to make sure that entries are timely and reflect their work.
- Ensure that county SNAP-Ed activities are entered in the Google Calendar
- Adhere to program guidelines and county proposals as outlined in the protocol manual and The Scoop.
- Work with state office to ensure expenditures are within allocated funding levels.
- See the Supervisor Checklist found on the Staff Menu under Supervisor Tab or protocol manual section 4, this will help know when these things need to be done weekly, monthly or yearly.

County Proposal

The SNAP-Ed proposal is an agreement between the supervisor and state office. The supervisor needs to sign that they will, to the best of their ability, assist with SNAP-Ed in their county. This can be found in the protocol manual Section 4: Supervisor Role and Responsibilities

Meetings and Trainings

Multiple meetings are held throughout the month for both the supervisors and the NEAs. They are held over ZOOM conferencing software at 10 am. These meetings are live and interactive and allow staff to ask questions to the state office and others that share ideas and successes during County Sharing. The Zoom meeting ID is 572 835 8317. Monday meetings are to be attended via Zoom and should be expected to last 30-60 minutes. If someone is unable to attend the live meeting, minutes will be emailed out in The Scoop within the week. The Scoop newsletter is generated from the Statewide Staff Meeting. All archived versions of The Scoop can also be found on the staff menu tab “The Scoop”. First Monday meetings are recorded and can be viewed later when necessary.

State staff meeting is on the first Monday of each month and is for both the supervisor and the ambassador. This meeting is an opportunity to learn about any policy or procedure changes as well as share ideas across the counties.

The second week Monday meetings are just for Supervisors. This an opportunity to receive new information to share with their staff or ask the Staff Office questions.

The third week Monday meeting each month is for both supervisors and CBH Ambassadors and will address a training topic. These topics will vary based on current need.

SNAP-Ed in-service is held on the 4th Wednesday of each month. Attendance is recommended for all ambassadors and supervisors. This training is more in-depth training and usually requires one hour to cover topics fully. These in-service meetings also allow supervisors an opportunity to share a topic of their expertise with the statewide staff.

Each in-service training is recorded and posted on our YouTube Training channel for ambassadors and supervisors to refer to later as well as for those who cannot attend the live presentation. If you cannot attend the live presentation, you can view the recording and notify State office staff assistant after watching. Previous in-service recordings can be found on the SNAP-Ed You Tube channel found on the staff menu under the Training tab, then Monthly In-service Recordings.

In-person trainings

Annual Conference is held during the fall at the beginning of each new fiscal year, usually the first week of October. All SNAP-Ed staff, including ambassadors and supervisors, are expected to attend. It is important to attend for the following reasons: To receive updates on policy and procedure, to learn more about nutrition related

SAT/SUN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	10 am Zoom Statewide Staff meeting				
WEEK 2	10 am Zoom Supervisor Statewide meeting			County Staff meetings 1-2 times each month. (This can be held anytime during the month)	
WEEK 3	10 Am Zoom Statewide Staff training meeting				
WEEK 4			10 am Zoom In-service- recorded		

topics, to build recruiting skills, to build networking relationships with other counties employees to recognize progress and achievement, both individually and as counties, and to share teaching and recruiting ideas.

FNS requires all SNAP-Ed employees to know agency rules and regulations. All employees are expected to attend Annual Conference for this reason. If you do not attend the conference you will be expected to plan with the state office to travel to Logan to receive the training and information you missed. Training is a required component in the job description.

Regional Trainings are small group one day trainings closer to home. These smaller groups allow for more hands-on training and networking between CBH ambassadors. Regional trainings are usually held in January and May. These meetings are required for CBH ambassadors. Supervisors are invited to attend and participate but not required to be there. Trainings are held from 10 am- 3 pm to allow time for travel.

County Staff meeting

It is recommended that supervisors conduct county staff meetings with their ambassadors every two weeks. If you have a small team and prefer one formal meeting each month and a more informal one in between to stay in touch, that is another

option. Staff meetings are a great way to stay up to date on what ambassadors are working on, discuss calendaring and priorities, overcome obstacles, make goals, and review reporting efforts in PEARS. Even if you only have one ambassador, it is important to meet often and set goals for the SNAP-Ed program in your county. There are many things that can be discussed at these staff meetings including: PEARS data and entry, Google Calendar entries, personal and county goals, reports on classes, share success stories, reports on PSE efforts, recruiting efforts, questions or concerns from recent program efforts, policy and procedure updates received from the State Office, and anything else you feel needs to be addressed. An agenda template is available on the staff menu in the Supervisor Resource tab.

Divide workload

When a county has more than one CBH Ambassador, the workload and responsibilities should be divided evenly. As supervisors get to know their staff's strengths, interests, and personalities they can better know which ambassadors would be most interested in new teaching opportunities or PSE efforts. Some ambassador's may be better at building relationships with the community, teaching children, teaching adults, or have experience that would make them a better fit for a particular class. It may be helpful to keep a spreadsheet with the availability of each educator so that when a new teaching opportunity arises you know who would have time to do it. This allows you can ask someone specifically if they would be interested before opening the opportunity up to others. It will be important to keep teaching opportunities balanced and not give all classes to one teacher, rather find the best fit for each teaching opportunity.

When workloads become overburdensome, the county supervisor is needed to determine priorities and find the best place to teach. It is ok to start a waiting list and let agencies know that while we are not able to schedule right away, we want to provide services. They can be added to a waiting list or scheduled for a later time when we are better able to meet their needs.

Observe and be involved

Supervisors should observe SNAP-Ed classes about once a quarter. It does not have to be a formal observation but stopping in for a little while to see how the classes are going is a great way to support your ambassadors as well as know what their teaching strengths and weaknesses are. The CBH Educational Observation tool is available on the staff menu under Supervisor Resources to help with observations. It is important to know what employees are doing. It can be used for reviews, for management, and training purposes.

Involving CBH Ambassadors in Extension programming

It is important that CBH Ambassadors feel that they are part of the Extension family. One to two percent of their paid time can be used to assist in other Extension programming.

An ambassador can also join another class do a brief synopsis for recruiting. In a specific cooking class or technique class they can assist. Ambassadors should not be asked to judge events or fairs. If an NEA is participating in a shared 4-H event it must be listed as SNAP-Ed/ 4-H event. In 4-H /CBH partnership events, scholarships should be made available to help low income individuals from the SNAP -Ed target audience. CBH is not there just to provide food. This is something that would come to an auditor's attention in an audit situation. When CBH partners with 4-H the title of the event should reflect both programs, for example 4-H /CBH (SNAP-Ed) Youth Event. If the ambassador is going to help, they must educate and meet the target audience rules, provide education at no cost, and provide only a sample.

Questions you could ask yourself:

1. How would it fit into the SNAP-Ed programming?
 - Does it reach the target audience?
 - Does it educate about USDA Dietary guidelines?
 - Does it educate about obesity prevention and physical activity?
2. Is there someone else that could do this task?
3. How involved would the NEA need to be? planning, prep and event or could they just come for their part?
 - How much of the NEA's time will be required?
 - Is this a good use of an NEA's time?
 - Will they be educating or recruiting?
4. Does this event cost money for the participants?
5. Is CBH expected to provide more than a recipe sample?

NEAs should NEVER be asked to *volunteer* for Extension events they must be paid.

Office space

The state office needs to know if your NEA has their own space in the county office. This would include a desk assigned to them where they can come work. What is the space like? They should have access to a computer and work area. If it is a shared computer or they do not have their own space, then their office is at home. Do they have storage space? Is that located in the main office? If not, what is the address and information about where they store supplies. Please let the state office know if the ambassador will be working from a home office.

Approving Aggie Time

Supervisors are required to approve all hours in Aggie Time. It is crucial to approve hours in a timely manner so that ambassadors get paid. Supervisors must approve hours by 10 am on the 1st and 16th of each month. Supervisors can view a short training at ils.usu.edu under Aggie Time Supervisor. This video gives thorough instructions on how to view, approve, flag, and dispute employee time. The following symbols are used:

- Orange clock—Time has been entered and needs approval.
- Green checkmark—Record clear and approved.
- Red arrows—The employee has made a change to the record and there is a comment you must view.
- Red exclamation point—There is a disputed record that needs to be reviewed.
- Note symbol—This indicated an employee has altered a record and noted a reason.
- Red flag—This indicates one of three things
 - Employee has left a note,
 - The supervisor has reviewed a record and flagged that record for business services to review, or
 - The supervisor is disputing the record and need further clarification from the employee.

Leaving a note for Business Services to change the index (FOAPAL) is also discussed. It may require several reviews to catch all the information from the training. Supervisors may also want to watch the Aggie Time Daily Hours training which is viewed by ambassadors.

Some Office Basics and important deadlines

Travel

Travel reimbursements should be submitted by the 5th of the following month. For example, travel for February will be submitted through a travel reimbursement by March 5th. This helps the budget stay current. Travel reimbursements gets behind there is a chance that they will not be reimbursed for work travel. See protocol manual Section 10: for more on Travel Authorizations and Travel Reimbursements.

Paperwork

Evaluation surveys and attendance sheets should be mailed to the state office by the 10th of each month. This is all attendance sheets, surveys and evaluation forms that would be considered personal information collected during the month. These items should be kept in a secure location while in the county office and then mailed to the state office for storage at the end of each month. They should be mailed to:

CBH State Office
8749 Old Main Hill
Logan, UT 84322

Google Calendar

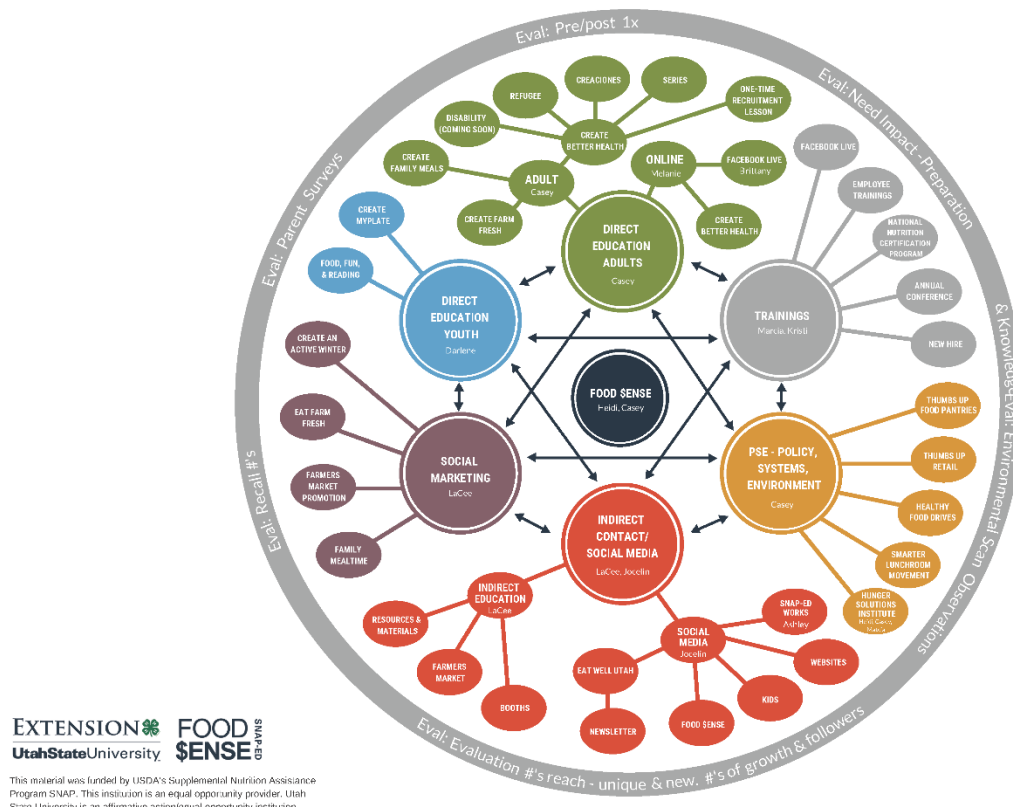
Your county Google calendar can be accessed by logging in to Google with your USU email and strong password. This calendar is for DWS to view programming in each count, for planning management and stakeholder visits, and for recruitment of open CBH classes through the Create Better Health Utah e-newsletter. It should be complete a minimum of 4 weeks ahead, continually adding classes as they are scheduled and deleting those that are cancelled. Direct education classes should be marked as OPEN or CLOSED depending on if they are open to the public or closed for a specific audience. PSE and indirect activities should also be included in the calendar. More instructions for the Google calendar can be found in the protocol manual in Section 9: Quality Control.

Module 4-Program Areas

Comprehensive Programming.

Utah SNAP-Ed is set up to reach an individual in multiple ways. This may be through direct education taught to them or their children, indirect education at a farmer's market or on social media and through PSE projects that improve policy, systems or the environment that make the healthy choice the easy choice in places they live.

SNAP-ED COMPREHENSIVE PROGRAMMING IN UTAH



EXTENSION  **FOOD \$ENSE** SNAP-ED

This material was funded by USDA's Supplemental Nutrition Assistance Program SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution.

Direct Education

The **Create Better Health** (CBH) curriculum was written in 2018 by Casey Coombs MS, RDN and Jaqueline Neid-Avila MDA, RD. This curriculum includes eight lessons that each cover a nutrition subject, physical activity and cooking demonstration. Full classes are typically 45- 60 minutes. The CBH curriculum also includes resources for educators so they are prepared to confidently answer participant questions. It is recommended that

supervisors read the CBH manual and be familiar with this curriculum and the resources included.

This curriculum has CREATE handouts with each lesson and other educational handouts that correlate. Educators should select the CREATE handout that goes with the recipe demo and 1-2 other handouts that complement the lesson taught.

Evaluations that correspond with CBH are a pre/post evaluation. Because these classes are usually taught in a series the first classes are an evaluation to see what participant behaviors are before taking classes. It should be given before any teaching begins. At the last class, participants are asked to complete a post survey to evaluate what they have learned and how this education impacts behavior. Classes taught in-between the first and last class participants will take a mid-series qualitative survey to help tell the story of the behavior changes. Occasionally educators may teach a single class. This class will always be CBH lesson 1 and is evaluated with the CBH Single Use evaluation. All evaluations can be found on the Staff Menu> PEARS and Reporting> Adult Reporting. All classes are reported in the PEARS online evaluation and reporting system. These evaluation surveys will be entered along with class demographics and lesson topics into a Program Activity in PEARS.

Create Better Health Spanish- CBH has been translated into Spanish and can be taught and evaluated the same as CBH. This is applicable where we have Latino Programming. Evaluations will follow the same pattern as CBH in English.

Create Farm Fresh Food (CFF) is a curriculum that is designed to increase participants use of farmer's markets. This is a four-class series. Participants gain knowledge and skills necessary to take advantage of what Utah Farmers' markets have to offer and the Double Up Food Bucks program. These lessons are to be incorporated into the CBH lessons with some additional information specific to shopping at farmers' markets.

Evaluation for this curriculum is the Create Farm Fresh Food Survey. It is to be given to participants at the end of each class.

Create Family Meals (CFM) is a series for families. These classes are intended to provide a hands-on experience in planning nutritious meals as well as improving their cooking skills and nutrition knowledge while spending time together as a family. These classes require additional funding because the families prepare a meal which is more than the sample that is allowed in the SNAP-ed grant. If you want to host Create Family Meals classes in your county, please talk with Heidi LeBlanc.

Evaluations for this series are done like the CBH series. There is a pre/post survey with qualitative mid series surveys for the classes between the first and last class.

Creaciones en la Cocina is a curriculum for the Latino population. This is a four-class series and is like Create Family Meals. Please work with Celina Wille and Paola Johnson if you have a Spanish speaking educator that would like to teach this series.

Youth Classes

Currently there are two approved youth curricula. Food, Fun and Reading (FFR) is targeted for children preschool- 2nd grade. This includes a fun book, short lesson and a food craft or tasting for the children. Create MyPlate is intended to be taught to elementary age children. This curriculum is also written in a series and follows the MyPlate food groups and food safety. It is being updated during the 2019 funding year to include more physical activity and lessons for each grade level. Evaluations for youth classes are done by sending the coordinating letter home to parents where they are invited to participate in an online survey. These letters can be found on the staff menu under the PEARS and Reporting tab.

Indirect Activities

Indirect activities are opportunities to interact and educate participants in a short period of time, maybe only 2-5 minutes. It is also a distribution of information and resources. This includes mass communications, community events, interviews, advertisement and material distribution. Examples of indirect activities include farmer's markets, health fairs, pantry sample/education or social media engagement. Indirect education is a great way to increase awareness about your county's SNAP-Ed programming, recruit participants to classes and share our messages. These activities are reported in PEARS.

Social Media

CBH has a social media team. They provide the online outreach for the program. In addition to our CBH website. Our social media include Eat Well Utah, Kids Create and Utah SNAP-Ed Works. The ambassadors behind the social media provide pictures, recipes and education to our audience. They can be found on web pages, Instagram, Facebook and Twitter.

Counties have the option of hosting a CBH Facebook page. It is not required. However, if you choose to have a page it is required to post and share on a regular basis. It can be used to promote classes and share the content created by the social media team. If you are interested in setting up a page, please contact Jocelin Gibson the social media coordinator at the state office for guidelines and reporting instructions.

Social Marketing

Social marketing is overseen by the state office. This effort uses marketing research and strategies to encourage behavior change. CBH focuses social marketing campaign messaging on target behaviors like being physically active and eating increasing fruit and

vegetable consumption. Often these campaign interventions emphasize how the target audience can overcome barriers to adopting these healthy habits. As a supervisor, you may be asked to help with media interactions like radio or tv interviews or disseminating campaign materials. You may also partner with other organizations in the community to extend the reach of social marketing efforts. LaCee Jiménez is the social marketing coordinator.

Policy, Systems and Environments (PSE)

Research shows that the best strategy for obesity prevention includes a combination of direct nutrition education, social marketing, and policy, system, and environment (PSE) work. According to the SNAP-Ed Plan Guidance FY 2019, “PSE is a required component of SNAP-Ed nationwide. It is intended to complement the teaching NEAs do.” It is required that every county has at least one PSE project. PSE projects can be implemented by the ambassador, supervisor, or a combination of these positions. Even if an ambassador heads up PSE projects, supervisors can support by cultivating relationships with community partners.

PSE projects may seem overwhelming to identify and start. Supervisors, with help from the State Office if needed, should help determine the best PSE strategies for their community. Counties have the option to choose from pre-approved projects on the PSE Pick List or can work with the state PSE coordinator, LaCee Jiménez, to develop or contribute to a PSE strategy specific to their county. The PSE Pick List is a list of approved PSE projects that can be implemented by any ambassador or supervisor. These projects are pre-approved because they contain all components required by the national SNAP-Ed guidelines including the necessary tools for assessment, implementation, and evaluation.

While there are a variety of approved PSE projects to pick from, supervisors or ambassadors may identify a need in their county that goes beyond the scope of the PSE Pick List. If you identify a need or project in your community that you would like to work on, you must fill out the CBH Policy, Systems, and Environmental Strategies Action Plan form. This form is found on the Staff Menu: under the PSE tab. Once the form is returned to the State Office, a meeting with the LaCee Jiménez to discuss the project in more detail will be scheduled. The purpose of the form and initial meeting is not to make county-specific projects more difficult, but to determine if the project is a to see if the tools are already available to facilitate the project and to ensure the project meets PSE protocol.

More details about Create Better Health Comprehensive programming can be found in sections for 6: SNAP-Ed Comprehensive Programming and 7: Approved Program Resources of the protocol manual.

Networking with other counties

The CBH Ambassador Facebook page was created to allow networking across the state. This is a place that staff can share their great ideas as well as ask and answer questions about the work. This is a private group and only seen by CBH employees.

Annual Conference and regional trainings also provide opportunities for networking. There are usually scheduled times to network or activities planned to give ambassadors and supervisors time to talk and share ideas.

County sharing takes place on the statewide calls each first Monday. Selected counties will have an opportunity to share what they are doing to reach people in their county. Anyone can reach out through email to find out more about the project or help in overcoming similar barriers.

Resources for Supervisor

The staff menu has a section specifically for supervisors. There you can find things like a digital copy of the protocol manual, order supply form, responsibility checklist and performance appraisal templates.

Module 5-Hiring

It will be important for supervisors to follow the hiring protocol found in Section 4: Supervisor Role and Responsibilities of the protocol manual. There is a step-by-step process that needs to be followed. Please don't hire someone if they are not fit for the job. It wastes more time and energy and often they leave. If you can't find someone, keep searching.

All requests for new jobs must be communicated to Heidi LeBlanc or Casey Coombs, Once approved, county supervisor and business services will be notified.

An excel spread sheet will be sent to the supervisor to guide the hiring process. The first step is to complete the *Prior to Advertising tab* on the spreadsheet.

Advertising position

Because the best ambassadors are those who are living the principles taught by CBH, advertising in direct-ed classes is a great option. The participants have experience living and eating healthy on a limited budget and can empathize with the other participants. They often could use the flexible work as well. Another great place to advertise is at food pantries, WIC offices, county extension offices, and other places potential CBH participants may frequent. Because we are looking for paraprofessionals it is not best practice to advertise at universities.

If you are hiring for a bi-lingual position it will be important to advertise through the proper channels. For help in reaching potential Spanish speaking educators reach out to Celina Wille and Paola Johnson who work with the Latino programming.

Qualifications

CBH Ambassadors work with people constantly, so a friendly personality is essential. They need to work well with people. If they can connect quickly with new people, that will help them tremendously. They should be self-starters and organized, and while it is good for them to have some background experience in kitchen skills like cooking healthy, using recipes, knife skills, etc. those things can also be taught. The state office has prepared a document of qualities to look for in an NEA. This document includes questions to help identify these qualities. See Appendix A-

Minimum Qualifications:

- A basic knowledge of food preparation and nutrition is recommended.
- Job requires willingness to learn, work with people, keep accurate records and do reports.

- Personal internet access and some skill with computers and other electronic devices necessary.
- Flexible hours.
- Car and current insurance, valid driver's license or access to transportation to meet with clients required. Mileage will be reimbursed.
- Employees will be required to attend a two to three-day in-service training conference each year, which may be held on the USU campus.

Paraprofessionals

While it is not required that ambassadors are paraprofessionals, it is a paraprofessional position. Paraprofessionals work under the supervision of a professional, but generally are not professionals themselves. What qualifies a paraprofessional for the position is life experience as opposed to formal education or work experience. “Paraprofessionals bring with them a wealth of life experiences that allows them to form relationships with clients, to empathize (but not sympathize) with them, and as a result affect behavior change. They are often role models for the clients they serve, an embodiment of what is possible. They may not have college experience, a resume, or comfort with abstractions. ... What they do have, however, is a desire to make a difference and the courage to accept a human service paraprofessional position in the first place.” (Maximizing Paraprofessional Potential, pg. 9)

Committee Selection

A hiring committee will need to be selected and entered into the iCIMS system. It will be important to include the state office staff assistant as a committee member. This will allow them to track the job, but they will not be part of the interview or selection.

Committees will consist of at least 3 people with the supervisor as the committee chair. Other committee members should be selected because of their knowledge of the program and will be an asset in determining the best person for the job.

Applicants and scheduling interviews

When the position has been posted and you are ready to sort through applicants the first thing to look at is if all the required elements of the application are included. It should include cover letter, resume and references. While looking through resumes remember that paraprofessionals may not have a lot of job experience. That’s ok, we can train and teach the right person. Look for other experience that would help someone relate to the SNAP-Ed participants.

Next, look at resumes for job/education experience. Sometimes there are applicants with no related experience at all. Interview the ones with the most experience first.

You may have applicants that have experience working with a similar target audience, or with teaching experience or other preferred qualifications.

Interview

Call qualified applicants to schedule an interview. Try to keep the interviews close together. Block a couple of hours while your committee can be together. Interviews should be conducted by an interview panel of at least three people, one of which is the supervisor. All questions must be pre-prepared, and each candidate asked the same questions. All committee members must be available for each interview. The interview panel cannot change from one applicant to the other.

When scheduling the interview ask the following questions:

- 1) Are you still interested in the job?
- 2) You know it is based in _____ County? (too many think it is in Logan)?
- 3) Do you know it is part-time, flexible (not set) schedule?
- 4) Do you understand that the starting wage is ____?

Decision

When you have completed the interview process and have a preferred candidate your next step is to clear it with Heidi or Casey. Submit the name and justify the decision to them for review. They will give you the approval, if she feels the candidate meets the job description requirements.

Extending the Invitation

After counseling with the State Office, you may extend the position invitation to your selected candidate. This is best done with a phone call. Take this opportunity to set up a time to do the required paperwork at the County Extension office. The official work start date will be assigned after the after the State Office staff assistant receives the hiring excel form. This process takes approximately 4-5 days.

Onboarding

When onboarding a new CBH Ambassador, you will work closely with the program training coordinators. It requires a team effort to get the new ambassadors prepared to facilitate programming. The onboarding checklists has been created to guide the process and help each person to know what they need to cover. The supervisor checklist can be found in the protocol manual on page 53 or under the Supervisor Resource tab on the staff menu. From here you can print a copy to give to the new hire on the start date.

Module 6- Management

Performance appraisals

It is Utah State University policy that formal Performance Appraisals occur annually and are due on March 31st. Use the Performance Appraisal template found on the Staff Menu. It includes sections for both the CBH Ambassador and the supervisor to fill out before the appraisal meeting and section to be completed together during the appraisal. It is vital that time is taken before the performance appraisal to prepare so that collectively you get the most out of the meeting. The Performance Appraisal Template can be found on the Staff Menu: under Supervisor Resources. This is an opportunity for the supervisor to follow up with individual ambassadors on their goals and measure progress. It may be valuable to meet more frequently with new educator as they get their feet on the ground. "Performance Appraisal" can sound intimidating, but it is really an opportunity to assist, learn or strengthen skills, and cement a good supervisor-employee relationship. One-on-one meetings with an ambassador is a way to follow-up regularly on these goals and the county plan. It is recommended that one-on-one meetings with a CBH Ambassador be held quarterly.

Management Evaluations- Set goals

The State Office visits each county to evaluate how they are doing. It is an opportunity for the us to get a better idea of how the county program is running, and what they might need some help with. The best preparation is simply to be running an effective program and complying with the grant rules. The County Management Evaluation Questions can be found on the Staff Menu under Supervisor Resources. Formal evaluations will happen on a case by case basis.

Monthly State Office County Reviews

Each month the State Office reviews county reporting and programming efforts. Supervisors and ambassadors will receive an email from the State Office after the review to share the information discussed.

There will be opportunities for the county Supervisors and NEA's to join the State Office for a county review. This will be arranged by the state office staff assistant. These reviews will take place over Zoom and can be expected to last about 30 minutes. Please be prepared to share work that is taking place, goals that have been set for programming and discuss barriers you are facing.

Communication

Emails from the State Office

State office tries to minimize the number of emails that are sent out. However, when there is communication with your employees you will be included to keep you in the loop. You will not always need to respond. Just be aware.

Email organization helps

- Remove notifications so you are not distracted during the workday
- Setup specific times to check email
- Unsubscribe from junk or spam emails that clutter your email box. Enter UNSUBSCRIBE into your search. This will allow you to see which emails have an unsubscribe option. Sort through and unsubscribe from emails you do not wish to receive.
- Keep emails short and to the point. Try to know what you want to say in the first few lines of text. If necessary, do a mock email to work through your thoughts and only send what is essential.

“I have been looking into X and have concluded that we should do Y”

Calendar items emails- The State office uses Outlook calendar to schedule statewide meetings. These invites will come as an email. They can be easy to manage if you open, accept or decline the email will disappear after you indicate your attendance. If a calendar item is cancelled, you can do the same. Open the email and delete the event or event series. This action will automatically update your calendar.

Heidi recommends the book **Inbox Freedom** written by Mike Ghaffary and Charles Hudson to help with managing emails.

Communication with NEA

As a supervisor it is fundamental to have good communication skills. Supervisors must communicate clearly with their ambassadors, the State Office, and community partners. Some basic communication practices will help in the role of supervisor.

Talk face to face when possible. When communicating via text, email, or even phone call, things can be lost in translation. Technology is a great asset that makes communicating fast and easy, but don't forget to talk with people face to face. Tone, expression, and meaning is better conveyed in person and it is more personal so a better relationship can be established.

Finding a balance in management.

For some it can be difficult to find the balance between micromanaging and being too hands-off. When you hire an ambassador, you should be able to trust them to do their

job. As a supervisor, your role is to guide the work, make connections and advise. CBH Ambassadors are employed in your county to help expand the reach. As a supervisor, if you are overseeing every action, the programming is not maximizing its potential. While it is important for you to make connections and assist with partnerships, the ambassador should be able to teach and carry out their role without much hands-on direction. The supervisor should observe the work. Build up skills when an ambassador is lacking in area, guide and direct to the most eligible of the population and make more complicated decisions about programming needs.

Improving skill set and talent for success.

Some ambassadors will come with many of the skills and natural ability to do their job. However, finding a person that hits the mark in every area is not likely to happen. There will be skills that need to be taught. Learning the strengths of each employee will help them to reach their maximum potential. Edward M. Hallowells' book SHINE is one Heidi likes for helping to identify someone's strengths. In this book he discusses putting the person in the right job.

“As a manager, if you can see to it that (a) your people are mostly doing what they like most to do; (b) they are using the skills they have honed most sharply and the abilities that set them apart from others...; and (c) what they are doing is adding the greatest value to the organization, then you know the match between employee's and their tasks is excellent.” Shine, pg. 43

For those that need help in improving their skill set, the training coordinators and supervisors will work together to help ambassadors be ready. Some may gravitate toward PSE work or partnerships but struggle with teaching youth. This is an example of where the trainers can step in to help them with skills, they need to teach a younger population. There will be times when ambassadors must move out of their comfort zone and learn new skills to be successful in this position. Teaching, cooking, calendaring, or working with partners are some areas the trainers can work to improve skills.

Stress Management

Everyone has stress. It is a normal part of life and some stress can be a good motivator. Learning to control stress so it doesn't get to be too much is very important. While positive stress can motivate and help us get things done, negative stress keeps us from feeling and performing our best. Supervisors have many responsibilities that can become overwhelming if not managed well. Here are a few ideas to help manage stress but remember that there are lots of great resources if something besides these tips is needed to manage stress.

Positive Self-Talk. Everyone talks to themselves, even if it's just in our heads. When we think negatively, we create stress. Switch your way of thinking by recognizing negative thoughts like, I can't do this, everything is going wrong, or I can't believe I messed up so much, and then rephrasing it so it is more positive. For example, I'll do the best I can and that is enough, I can handle this one step at a time, or we all make mistakes, and this can be fixed. With practice, thinking positively in stressful situations can become second nature.

Get moving. CBH teaches participants to get active to improve health, but physical activity can also fight stress. Find something you like and get moving. It can be going for a run, hitting the gym, trying out yoga, playing an active game or sport, or anything else you like. Even something as simple as going for a walk can make a big difference, and it doesn't have to take a lot of time.

Do something you love. If you are feeling overwhelmed, take 10 minutes to do something that brings you joy. Go for a walk, read a book, do a hobby, talk to a friend, make art, or do something else you love. If you are in a situation where you need to diffuse stress in the moment, some of these suggestions may still work. Some other ideas to diffuse stress quickly are to take deep breaths, walk away from a situation (if possible) until things have calmed down, do a quick meditation, break down big tasks into smaller ones, or count to 10.

In this video, Dr. Mike Evans shares one of the most valuable stress management tips. <https://www.youtube.com/watch?v=I6402QJp52M>

For more information on stress, check out the articles on [heart.org](https://www.heart.org/en/healthy-living/healthy-lifestyle/stress-management).
<https://www.heart.org/en/healthy-living/healthy-lifestyle/stress-management>

Conflict resolution

Handle conflicts with diplomacy. Minor issues will usually blow over, but they can turn into bigger disputes. By encouraging employees and others to openly discuss issues with you, minor issues will not develop into bigger issues. When you respond to conflicts, have an open mind and avoid harsh judgement so that you can help both parties find a resolution.

Goal setting

As a supervisor you will be asked to set yearly goals. You will then decide how those goals will be achieved with specific quarterly objectives. You will set 4 goals each year in the areas of program areas, workplace, community involvement, and management. Program areas will be a goal in one of the 5 CBH program areas. Workplace goals could include things like ambassador involvement with Extension, organization, Google

Calendar, etc. Community involvement includes working with partnerships or coalitions. Management could include interactions with the ambassadors, turn over, improving effectiveness or productivity etc.

Goals will be set with a program training coordinator who will follow up with you quarterly. At six months you will have a one on one with Heidi to discuss how things are going with the objectives you have established, if you are on track and if you need additional support to accomplish your goals.

Goal Area	Specific 1-year goal	Quarterly objectives
Program Area	Implement Thumbs up in local Food Pantry	What steps will be taken to reach this goal.
Workplace	Keep Google Calendar up to date and effective	
Community Involvement	Establish partnership with food pantry	
Management	Hold at least one staff meeting each month	

Module 7-Reporting and Digital Measures

Digital Measures

Digital Measures are required for Extension Agents to show reach and impact. Participation in SNAP-Ed allows access to the most up to date information for the county, research sharing and support. Demographic information, impact data are available to you through eligibility websites and PEARS. As a supervisor of the SNAP-Ed program you receive the benefit of using the data collected and the impact of the work the CBH Ambassador is doing. In addition to insight into the county demographic information PEARS data provides counts, class data, community partnerships and coalitions.

Scholarly works opportunities

CBH offers opportunities to do research, create new materials that fit within programming. If you have an idea for any of these areas and would like to implement the project, being part of SNAP-Ed can help you accomplish this. There are opportunities to write new materials that can eventually be researched, peer reviewed and published. These projects can help you on your promotion and tenure track.

Heidi and Casey's recommended reads:

Essentialism: The Pursuit of Less- Greg Mckeown

Shine- Edward M Hallowell, MD

Work Simply- Carson Tate

Inbox Freedom: The Zen Masters' Guide to Tackling Your Email and Work- Mike Ghaffary, Charles Hudson

Bridges Out of Poverty- Ruby K Payne, PhD, Philip E DeVol, Terie Dreussi Smith

From Telling to Teaching- Joye A Norris, Ed.D.

Appendix- Interview questions

Job Skills	NEA qualities	Questions
<i>Experience</i>	<ul style="list-style-type: none"> • Live on a budget • Cook and prepare meals • Physically active • Meal planning • Grocery shopping • Goal setting, achiever • Teaching • Working with low-income population, • Behavior change • Goal setting • Encourage others • Remove barriers • Public Speaking 	<ul style="list-style-type: none"> • Tell us about your background and how this job fits into your goals. • Why did you apply for this job? • Tell us about your experience teaching adults and/or youth. • What are some of your favorite things to make in the kitchen? • Tell us about any previous teaching or public speaking experiences you've had? • Have you had experience teaching health life –skills topics? Please tell us about that experience. • What are some ways that you include physical activity into your day? • What are some goals that you have set? What did you do to reach them?
<i>Program awareness</i>	Are they familiar with CBH, Extension, SNAP-Ed or SNAP program?	<ul style="list-style-type: none"> • What aspects of this job interest you the most? • What attracted you to this job when you saw the job listing? • What do you know about USU Extension? • Why do you think you might like to work for USU extension as a nutrition educator?
<i>Communication</i>	<p>Listen, speak, write, interact with others</p> <p>Email, text, spoken, expresses themselves clearly</p> <p>Communicates well/clearly with others, has a good speaking voice, outgoing, exudes confidence in speaking to others.</p>	<ul style="list-style-type: none"> • This is a statewide program, are you comfortable with communication through email and using a computer or iPad for online meetings and reporting? • What is your experience using mobile devices? Smart phones or tablets • In this position, you will be working with numerous other educators and staff. It is expected that you will maintain the upmost professionalism, team-working atmosphere and positive attitude. Describe how you would go about fulfilling this requirement or give an example of how you have done this in past positions/jobs?
<i>Self-Motivation Personal management perseverance</i>	<p>Self-motivated</p> <p>Driven</p> <p>Self-starter</p> <p>Needs little guidance to accomplish tasks</p>	<ul style="list-style-type: none"> • What are the most important rewards you expect from a job? • How do you motivate yourself to complete a task or job that you do not want to do or like to do? • Tell us about a time when you had to solve a problem with very little guidance or direction.
<i>Work with underserved population</i>	<p>Cultural sensitivity</p> <p>Does not push personal values onto others</p>	<ul style="list-style-type: none"> • As a nutrition educator for Create Better Health Utah (SNAP-Ed), your target audience is people who qualify for Supplemental Nutrition Assistance Program. Please describe 1-2 ways you could

		<p>reach out to them to let them know about classes. Please describe 1-2 things you could do to motivate them to attend classes.</p> <ul style="list-style-type: none"> • How do you feel about serving our “underserved populations”? • Share with us what you know about agencies here in the community that also work with the “underserved population”? • Tell us about experience you have working with inner-city locations? • What is your experience working with minority and limited-income groups?
<i>Problem Solving</i>	<p>Logical and analytical approach to resolving issues</p> <p>Think on the fly, modify message appropriately, adaptable</p>	<ul style="list-style-type: none"> • Please share with us how you would handle this situation “You just arrived at your scheduled class and realize you have forgotten an important ingredient or cooking tool. What would you do?” • “You are teaching a group of moms. The children are being a distraction while you are attempting to teach. What do you do?”
<i>Negotiation and persuasion</i>	<p>Set out to get what you want, as well as see other perspective</p> <p>Partnerships, compassion</p>	<ul style="list-style-type: none"> • Tell us about any experience you have collaborating with community organizations.
<i>Organization</i>	<p>Prioritization, work efficiently and productively, manage time, meet deadlines, paperwork</p>	<ul style="list-style-type: none"> • Would you consider yourself to be organized? Share how you do this. • This job requires paperwork and reports-which also have deadlines. Describe your ability to get and stay organized, keep paperwork accurate and stick to deadlines.
<i>Ability to work under pressure</i>	<p>Keeps calm in a crisis, not easily overwhelmed or stressed</p>	<p>Short teaching demo option- (Keep to 15 minutes)</p> <p>Teach as if teaching our audience. Actually teach, not explain how they would do it.</p> <p>Follow up questions to demo</p> <ul style="list-style-type: none"> • When you have a lot of things that need to be done, explain to us how you get everything done. • You have 2 classes to teach in one day how would you prepare for this?
<i>Confidence</i>	<p>Confident but not arrogant, confidence in program and team</p> <p>Know how to find and share accurate information, research based</p>	<p>Visual assessment, attitude and confidence in answering questions</p>
<i>Relationship</i>	<p>Collaborate, social /cultural sensitivity, resolve conflict</p> <p>Advocate, provide support, serve participants</p>	<ul style="list-style-type: none"> • Describe a difficult co-worker you have had in the past. • What have you done in the past to contribute to a teamwork environment? What were your specific contributions?

<i>IT/ Technical skills</i>	Works well with others, collaborates, shares ideas and credit, contributes equally to group projects	<ul style="list-style-type: none"> In this position, you will be working with numerous other educators and staff. It is expected that you will maintain the upmost professionalism, team-working atmosphere and positive attitude. Describe how you would go about fulfilling this requirement or give an example of how you have done this in past positions/jobs?
	Computer skills	<ul style="list-style-type: none"> What skills or characteristics do you have that would help you to be successful in this job? Tell us about any experience you have with social media and /or social media marketing either personally or professionally? Tell us about your computer skills. Do you feel comfortable doing reports online? Do you have access to the internet? How comfortable are you completing work requirements using the computer or/and iPad? What computer programs, including social media platforms are you comfortable using?
<i>Nutrition Knowledge</i>	Nutrition knowledge is science based.	<ul style="list-style-type: none"> What qualifications do you feel you have that will help you be successful in this position, especially any basic food preparation or nutrition knowledge? Do you like to cook? What is your favorite thing to cook? Tell us about your experience with cooking skills/and or nutrition education programs (or relevant coursework pertaining to these topics)? Where do you go for information about nutrition? This position requires teaching nutrition according to the USDA Dietary Guidelines. Please share with us what you know about MyPlate? If applicant mentions they eat a certain type of diet or have specific personal dietary restrictions/concerns, you can ask a follow up question: "This program teaches nutrition according to the USDA dietary Guidelines. Given you diet of choice, will you be able to teach USDA Dietary Guidelines without any biased opinions?
<i>Creative</i>	Brainstorm, demonstrate foresight, use intuition Conceptualize, design, visualize class activity, planning and marketing strategies	<ul style="list-style-type: none"> Tell us about any experience you have with marketing programs. One aspect of this job is to promote and advocate good nutrition and health, can you describe a time when you have had to market or promote some aspect of your work? What methods would you use to market programs here?

<i>Time Management</i>		<ul style="list-style-type: none"> • What was the most fun project you have ever worked on?
	Planning, dependability, Show up when expected, Allow time for preparation and set up. Punctual Scheduling for classes and work hours Balance personal and work hours with a flexible schedule.	<ul style="list-style-type: none"> • This position is around _____ hours (part-time) and requires a flexible schedule. Please share your availability Monday Meetings, Daytime, Evenings. Occasional weekends. • Tell us about a time when you had too many things to do and you were required to prioritize them. How did you decide what you would do first?
<i>Quick learner</i>	Cooking Chatter, Shares knowledge. Training program completed in a timely manner	<ul style="list-style-type: none"> • Tell us about a time when you had to learn something new in a short amount of time, how did you handle it? • What have you learned from some of the jobs you have held in the past?
<i>Character</i>	<ul style="list-style-type: none"> • Friendly demeanor • Approachable • Energetic • Cleanliness • Confident • Likes to cook • Positive • Willing to learn • Dependable • Relatable • Loyal 	<ul style="list-style-type: none"> • Share two specific skills you bring to this position and how you would use them. • Describe a time you failed at meeting a goal and how you handled it • What are some of the things you have learned as you have worked at different jobs? • What is your favorite thing to cook? • If we were to ask your previous employer to describe you what would they say? • Have you ever had a job you didn't like and why? • What have you learned from some of the jobs you have held in the past? • What is your greatest strength? Weakness?
<i>Accommodations</i>	Car, car insurance and phone Background check Current driver's license	<ul style="list-style-type: none"> • Many activities will be away from the office. Do you have a current driver's license, access to a reliable car, car insurance and a cell phone? • This position requires a background check. Are you willing to submit to that request? • Are you comfortable working from home and have some flexibility in doing that?
<i>Availability</i>	Hours available Conference availability Flexible schedule	<ul style="list-style-type: none"> • What hours are you available to work? Are there any hours you are not available to work? • Do you have limitations on your availability to work the desired hours? Please describe • If offered the position, what date are you available to start?

	<ul style="list-style-type: none"> • Can you work flexible hours? • Do you have a current or future commitment that would prevent you from satisfying the job schedules and requirements? • Create Better Health Utah (SNAP-Ed) holds a 2-3-day mandatory training in October each year. Would you be able to attend?
Wrap Up	<ul style="list-style-type: none"> • What do you find to be the most challenging part of this position as it has been described to you? • Do you have anything else to add that we haven't addressed? • Do you have any questions you would like to ask us at this time? • Some counties have candidate do a short teaching demonstration.
Teresa Hunsaker in Weber uses this checklist to explain the position before asking questions.	<ul style="list-style-type: none"> ✓ Part-time (twenty hours per week), no benefits, teaching nutrition and cooking skills to limited income adults and youth who are Food Stamp eligible. Training and teaching materials will be provided. ✓ Job requires willingness to learn, work well with people, keep records and do reports. ✓ Recruitment of audiences and groups to teach is required. ✓ Monthly staff meetings required...sometimes more often. ✓ Flexible hours. ✓ Car and current insurance, valid driver's license or access to transportation to meet with clients required. ✓ Telephone required. ✓ Mileage will be reimbursed. ✓ Internet access required. ✓ Familiarity with some electronic devices required. ...iPad on occasion. ✓ Must be able to read and speak Spanish...for Spanish position ONLY. ✓ Required to have a background check. ✓ Will be required to have a food handler permit...cost will be reimbursed. ✓ Successful applicant must attend a two to three-day in-service training session annually, which may or may not be held on the USU campus...dates are typically in October.