

2021

CREATE SNAP-ED
BETTER HEALTH™

— CREATE BETTER HEALTH

ANNUAL REPORT YEAR 2



Publication Team

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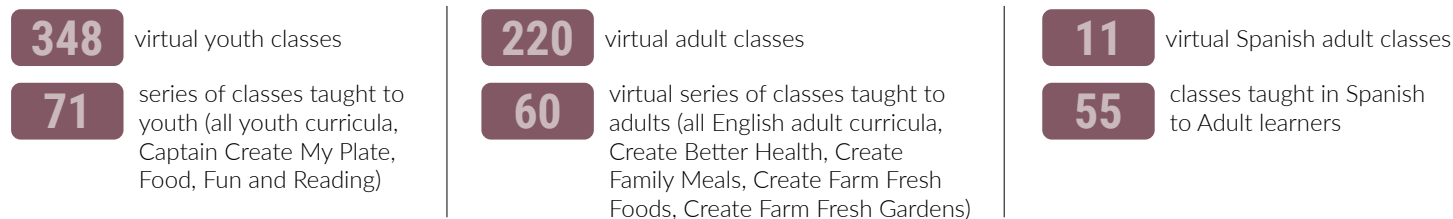
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EXECUTIVE SUMMARY

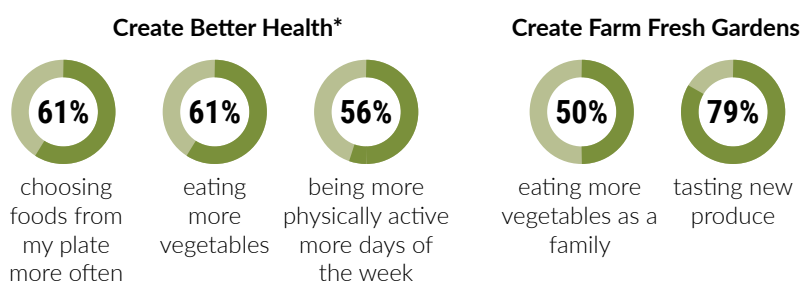
Direct Education (Online and Face-to-Face)

Direct Education Online Programming



Adult Direct Education

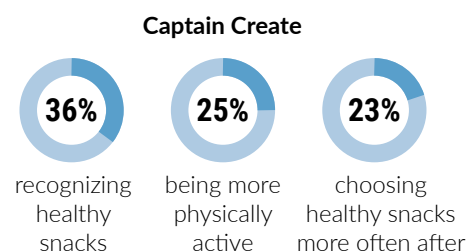
1,228 adults reached through direct education, with respondents reporting the following results after participating:



*Six-month, follow-up survey

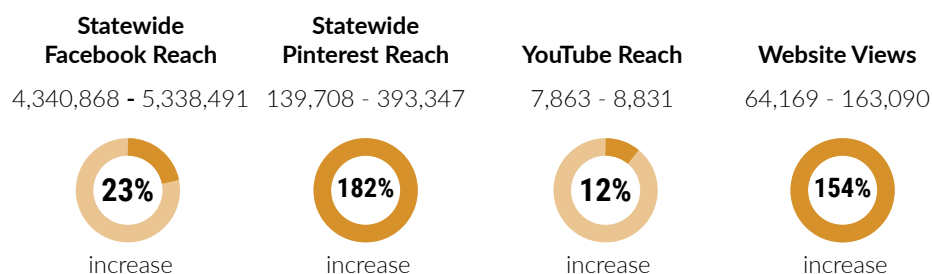
Youth Direct Education

6,009 youth reached through direct education, with respondents reporting the following results after participating:



Social Media

2021 Social Media Growth: Reach



Intergenerational Poverty and Target Audience Newsletter



Policy, Systems, and Environment (PSE) Strategies

150,100

individuals
impacted by PSE

16

schools

28

changes
implemented
in schools

6,355

youth reached

37

pantries
participated
(14 being new)

54,017

pantry
clients reached

115

changes implemented
in pantries

57%

of pantries that completed the year increased shelf space,
number of healthy options, and with CBH assistance, provided
an additional 10,473 pounds of fresh, locally grown produce

Major Achievements

8

journal publications

8

national and
regional awards

The Farmers Feeding Utah project
donated over a million pounds of locally
produced food to Utahns in need in
2021, totaling over

1.7 million pounds

donated over the past two years.

In 2021, the Eat Fresh, Buy
Local social marketing campaign
has reached over

623,757

individuals and helped increase
SNAP sales at farmers markets by
27% compared to 2020.

Overall Assessment Statement

2021 continued to be a noteworthy and highly impactful year. The evaluation data, reporting numbers, and narratives show the impact we are making on the SNAP-Ed target audience—and doing it efficiently with excellent fund management. During the COVID-19 years, Utah has struggled with increasing direct education, yet continued with significant growth in PSE efforts and social media. Utah stakeholders are pleased with the work accomplished, evaluated, and reported.

Major Setback

Although COVID-19 continued to be a major challenge for direct education in FY 2021, Utah state University Create Better Health continues to have success.

— SNAP-ED NARRATIVE ANNUAL REPORT



EVALUATION REPORTS COMPLETED FOR 2021

Project	Key Project Objectives	Target Audience & Evaluation Type(s)	COVID-19 Impact on Evaluation
Adult Direct Education			
Create Better Health (CBH) & Create Better Health en español	<p>Based upon pre-post surveys, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> 65% of participants will report an increase in fruit and/or vegetable intake since the start of the CBH series. 55% of participants will report an increase in adjusting meals to use foods on hand since the start of the CBH series. 40% of participants will report an increase in exercise for at least 30 minutes since the start of the CBH series. <p>Based upon the 6-month follow-up survey, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> 55% of CBH series participants will report an increase in having enough food to last the month. 60% of CBH series participants will report an increase in using MyPlate to make food choices. <p>By September 30, 2021, after participating in a one-time Create Better Health class, at least...</p> <ul style="list-style-type: none"> 65% of participants will report an intent to use MyPlate recommendations more often than prior to participating in the class. 65% of participants will report an intent to stretch their food dollars to last the month more often than prior to participating in the class. 	<p>English & Spanish-speaking adults</p> <p>Medium-term & long-term impact evaluation</p>	Evaluation was conducted as planned, but due to many canceled series, few participants completed both a pre and post survey.

Create Family Meals (CFM) & Creaciones en la Cocina	<p>Based upon pre-post surveys, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> 65% of participants will report an increase in having at least 3 family meals since the start of the CFM series. 65% of participants will report an increase in fruit and/or vegetable intake since the start of the CFM series. 55% of CFM series participants will report an increase in having enough food to last the month. <p>Based upon 6-month follow-up survey, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> 65% of CFM series participants will report an increase in using MyPlate to make food choices. 	<p>English & Spanish-speaking families</p> <p>Medium-term & long-term impact evaluation</p>	<p>Evaluation was conducted as planned, but few series were held due to COVID-19, resulting in an insignificant sample size too small to assess accurate program impacts.</p> <p>Due to COVID-19 in 2021, there were also no CFM 6-month follow-up survey respondents.</p>
Create Farm Fresh Food (CFFF)	<p>Based upon behavior checklist, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> 55% of CFFF participants will report an increase in FV intake throughout the series. 55% of CFFF participants will report an increase in shopping at the farmers market. 	<p>English & Spanish speaking adults</p> <p>Medium-term impact evaluation</p>	<p>Evaluation and analysis were conducted as planned.</p>
Create Farm Fresh Gardens (CFFG)	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> 12 individuals/families will participate in CFFG. 4 community garden locations will offer CFFG. 30% of the participants will report an increase in fruit and vegetable intake and improvement in food resource management after participating in CFFG. 	<p>English & Spanish speaking families</p> <p>Medium-term impact evaluation</p>	<p>Evaluation and analysis were conducted as planned.</p>
Youth Direct Education			
Food, Fun, & Reading (FFR)	<p>Based on parent surveys, by September 30, 2021, after participating in the FFR series, at least...</p> <ul style="list-style-type: none"> 25% of parents will report an increase in preparing healthy foods. 25% of parents will report their youth consumes more vegetables. 25% of parents will report their youth participates in more physical activity. <p>By September 30, 2021, after participating in a FFR face-to-face class series, at least...</p> <ul style="list-style-type: none"> 40% of youth participants will improve in recognizing of what foods comprise each food group. 40% of youth participants will improve in recognizing healthy choices in each food group. 40% of youth participants will improve in identifying components of active lifestyles. 	<p>Youth (grades preschool-1)</p> <p>Medium-term impact evaluation</p>	<p>Parent surveys were collected and analyzed as planned.</p> <p>We were unable to directly evaluate youth participants due to difficulty in identifying an appropriate evaluation tool for young children during 2021.</p>

Captain Create MyPlate	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> 68% of parents will report that youth who participated in Create MyPlate consume more fruits and vegetables. 53% of parents will report that youth who participated in Create MyPlate are more likely to wash their hands before preparing or eating food. 63% of parents will report that youth who participated in Create MyPlate are more likely to be physically active. 53% of parents will report being more likely to use MyPlate when making food choices for their family. <p>By September 30, 2021, after participating in a Captain Create MyPlate face-to-face class series, at least...</p> <ul style="list-style-type: none"> 40% of youth participants will improve in recognizing what foods comprise each food group. 40% of youth participants will show an improvement in understanding the importance of physically active lifestyles. 40% of students will be able to identify how long it takes to wash hands thoroughly. 	Youth (grades 1-6) Medium-term impact evaluation	Parent surveys and youth evaluation were conducted as planned.
Policy, Systems, and Environment (PSE) Strategy			
Create Healthy Pantries	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> 22 pantries will implement Create Healthy Pantries. <p>Based on scores from the NEFPAT, at least...</p> <ul style="list-style-type: none"> 75% of pantries working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up. <p>Based on PSE reporting in PEARS, at least...</p> <ul style="list-style-type: none"> 60% of pantries working with SNAP-Ed will report increased shelf space and number amount or variety of healthy options as an adopted change. 	Food pantry clients Medium-term outcome evaluation	Evaluation and analysis were conducted as planned in some locations. However, COVID-19 did impact the ability to collect environmental scans in some locations.
Create Healthy Schools (Smarter Lunchrooms Movement [SLM])	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> 5 schools will work with SNAP-Ed to implement SLM. <p>Based on the SLM Scorecard...</p> <ul style="list-style-type: none"> 60% of schools working with SNAP-Ed will increase their score by at least three points between baseline and follow-up. 	SNAP-Ed eligible schools Medium-term outcome evaluation	Evaluation and analysis were conducted as planned in some locations. However, COVID-19 did impact the ability to collect environmental scans in some locations.

Create Healthy Stores	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> • 6 stores will implement Create Healthy Stores. • 80% of stores working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up. 	<p>EBT-stores that are in SNAP-Ed</p> <p>Medium-term outcome evaluation</p>	<p>Evaluation and analysis were conducted as planned in some locations. However, COVID-19 did impact the ability to collect environmental scans in some locations.</p>
Social Marketing			
Create Better Health Social Marketing	<p>By September 30, 2021, as part of process evaluation...</p> <ul style="list-style-type: none"> • Utah SNAP-Ed will identify the three most cost-effective delivery channels for reaching the target audience based on a person's reach, impressions, and aided recall data. <p>Based upon the 6-month follow-up survey, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> • 30% of survey respondents will identify the CBH social marketing campaign (aided recall). 	<p>SNAP-Ed eligible adults</p> <p>Process evaluation</p>	<p>Evaluation and analysis were conducted as planned.</p>
Indirect Education			
Create Better Health Social Media & Intergenerational Poverty E-newsletter	<p>By September 30, 2021, at least...</p> <ul style="list-style-type: none"> • 350 additional direct education participants will subscribe to the Create Better Health newsletter. <p>Based upon the 6-month follow-up survey, by September 30, 2021, at least...</p> <ul style="list-style-type: none"> • 15% of survey participants following SNAP-Ed social media will report visiting site(s) more than once. • 10% growth will occur in online reach. 	<p>SNAP-Ed eligible youth and adults, English & Spanish speaking</p> <p>Medium-term outcome evaluation</p>	<p>Impact evaluation was conducted as planned.</p>

PLANNED IMPROVEMENTS

Project	Planned Improvement(s)
Adult Direct Education	<ul style="list-style-type: none"> • Increase visibility of the Create Better Health self-paced online course statewide. • Expand ESL programming statewide by including Create Better Health classes for the Somali populations and beginning work on the Spanish online course. • Strengthen Create Farm Fresh Gardens by merging the most popular sections of Create Farm Fresh Food curriculum into a one-class series. • Pilot Create Better Health for Adults in transitional housing (funded outside SNAP-Ed).
Youth Direct Education	<ul style="list-style-type: none"> • Pilot a nutrition and physical activity curriculum for students in grades 7 and 8. • Develop graduated curriculum for Captain Create MyPlate for students in grades 5 and 6.
PSE: Create Healthy Pantries	<ul style="list-style-type: none"> • Increase the number of strategies that increase the availability of healthy foods in pantries (including Buy Produce for Your Neighbor food drives), not just the visibility and appeal of items already there. • Provide training to CBH ambassadors, pantry managers, and volunteers to improve the sustainability of Thumbs Up for Healthy Choices in pantry settings so work may be expanded to new pantries.
PSE: Create Healthy Schools	<ul style="list-style-type: none"> • Increase the self-efficacy of SNAP-Ed ambassadors to work with Smarter Lunchroom Movement through additional trainings.
PSE: Create Healthy Stores	<ul style="list-style-type: none"> • Expand Thumbs Up for Healthy Choices in retail settings through increasing community engagement and strengthening implementation partnerships with organizations like local health departments. • Provide training to SNAP-Ed ambassadors to help them improve the sustainability of Thumbs Up for Healthy Choices in retail settings so work may be expanded to new stores.
Social Marketing: Healthy Choices Create Better Health	<ul style="list-style-type: none"> • Provide training to encourage SNAP-Ed educators to engage their direct education participants in campaign health challenges.
Social Marketing: Eat Fresh, Buy Local	<ul style="list-style-type: none"> • Provide campaign materials to farmers market managers so the program may continue.
Indirect Education: Create Better Health Utah Social Media	<ul style="list-style-type: none"> • Send a quarterly newsletter entitled, "Utah SNAP-Ed Works" to USU administrators, Utah legislators, collaborating agencies, pantry managers, health department leaders, and partners fighting hunger. • Create and manage social media (Facebook) at the county level for all counties that do not have an in-person ambassador teaching classes. • Vigorously promote the new Create Better Health online class in counties where there is no in-person ambassador teaching classes. • Provide all CBH ambassadors an iPad Mini and confirm they have access to internet to ensure social media messaging is reliable and consistent at the county level. • Offer live and pre-recorded classes over Facebook in those counties still experiencing COVID-19 regulations.

STAFF/PARTNER TRAINING

Staff Trainings (number held in 2020)

Annual SNAP-Ed Conference (1) – Annual program updates (15 presentations)

- Held virtually, 10/12 to 10/14 - Complete statewide staff

Regional SNAP-Ed Conference (1) – Ambassador hands-on learning training (4 presentations)

Monthly staff meetings (28) – Program and policy updates updates

- 1st and 3rd Monday of the month - Complete statewide staff
- 2nd Monday of the month - County supervisor and county faculty trainings

Monday In-service trainings (10) – Professional development

- All held virtually in 2021

Additional USU and Extension staff trainings (2)

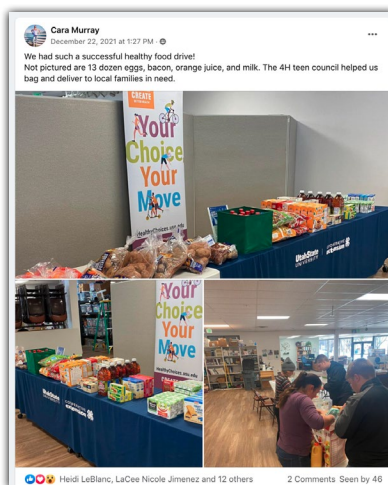
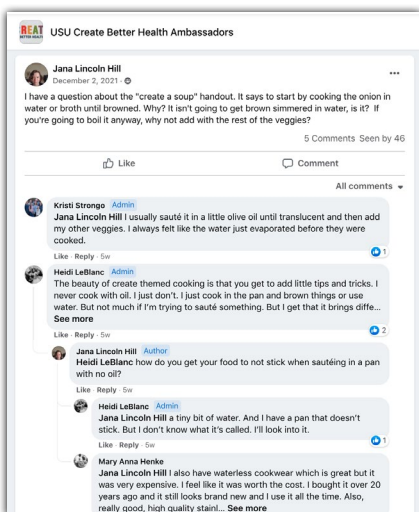
- All held virtually in 2021

New training videos (YouTube training channel)

- 37 created in 2021
- 1,123 views
- 198 hours of watch time

Create Better Health Ambassadors Facebook Page

Create Better Health ambassadors have an internal Facebook page for regular discussions and information sharing. This Facebook group is a quick and easy way to ask questions, share ideas, brainstorm solutions, and post encouragement. It is also an effective way for ambassadors to relay best practices and what they are seeing and learning in the field. Updates to policies, deadlines, and reminders are disseminated across this platform as a supplement to more formal state office communication and training.



CONFERENCE PROCEEDINGS

Oral Presentations

Buessar, K., LeBlanc, H., & Savoie Roskos, M. (2021). *Complementary nutrition education programs withing the land grant system*. Program Development Team.

LeBlanc H., & Jimenez, L. (2021). *Farmer's market and other healthy food access programing highlights in Utah*. USDA Food and Nutrition Services, Southwestern Region, Webinar.

LeBlanc, H. (2021). *Create Better Health: Utah State University Nutrition, Dietetics, and Food Science Department Webinar*.

Armstrong, K., Hall, K., & Jimenez, L. (2021). *Supporting health equity and nutrition education through social marketing in a digital world*. Association for Communication Excellence, Virtual.

Coombs, C. (2021). *Increasing healthy food access in Utah's food pantries*. Utah Higher Education Food Summit, Virtual.

Savoie-Roskos, M. & Coombs, C. (2021). *Health professionals' role in fighting hunger: Connecting people to programs*. Dairy West, Virtual.

Coombs, C. (2020). *Breakfast & briefing: Fighting hunger in our communities*. Dairy West, Virtual.

Poster Presentations

Nur, H., Atoloye, A., Wengreen, H., Archuleta, M., Savoie Roskos, M., Munger, R., & Straquadine, G. (2021). *Evidence and influences regarding food insecurity among refugee in the USA: A systematic review*. Society of Nutrition Education and Behavior Annual Conference, Virtual.

Coombs, C., Jimenez, L., Savoie-Roskos, M., & LeBlanc, H. (2021). *Farmers Feeding Utah: An innovative approach to increasing healthy food access and supporting local agriculture*. Society of Nutrition Education and Behavior Annual Conference, Virtual.

Voorhees, M., Savoie-Roskos, M., Coombs, C., LeBlanc, H. & Wengreen, H. (2021). *The impact of COVID-19 on food security status and food access among SNAP-eligible utahns*. Society of Nutrition Education and Behavior Annual Conference, Virtual.

JOURNAL PUBLICATIONS

Published Journal Articles

LeBlanc, H., & Coombs, C. (2021). *Farmers feeding Utah: Increasing healthy food access and supporting local agriculture. Outcomes and Impacts Quarterly*, 1(2). Utah State University Extension.

Niles, M., Beavers, A., Clay, L., Dougan, M., Pignotti, G., Rogus, S., Savoie-Roskos, M., Schattman, R., Zack, R., Acciai, F., Allegro, D., Belarmino, E., Bertmann, F., Biehl, E., Birk, N., Bishop-Royse, J., Bozlak, C., Bradley, B., Brenton, B., Buszkiewicz, J., Cavaliere, B., Cho, Y., Clark, E., Coakley, K., Coffin-Schmitt, J., Collier, S., Coombs, C., Dressel, A., Drewnowski, A., Evans, T., Feingold, B., Fiechtner, L., Fiorella, K., Funderburk, K., Gadhoke, P., Gonzales-Pacheco, D., Greiner Safi, A., Gu, S., Hanson, K., Harley, A., Harper, K., Hosler, A., Ismach, A., Josephson, A., Laestadius, L., LeBlanc, H., Lewis, L., Litton, M., Martin, K., Martin, S., Martinelli, S., Mazzeo, J., Merrill, S., Neff, R., Nguyen, E., Ohri-Vachaspati, P., Orbe, A., Otten, J., Parmer, S., Pemberton, S., Al Abdeen Qusair, Z., Rivkina, V., Robinson, J., Rose, C., Sadeghzadeh, S., Sivaramakrishnan, B., Torres Arroyo, M., Voorhees, M., & Yerxa, K. (2021). *A multi-site analysis of the prevalence of food security in the United States, before and during the COVID-19 pandemic*. *Current Developments in Nutrition*.

A Nur, H., Atoloye, A. T., Wengreen, H., Archuleta, M., Savoie-Roskos, M. R., Wille, C., & Jewkes, M. (2021). *A scoping review and assessing the evidence for nutrition education delivery strategies for refugees in high-income countries*. *Advances in Nutrition*.

Willie, C. (2020). *Creaciones en la Cocina: A culturally adapted nutrition education curriculum for Spanish-speaking Latinos*. *Journal of Nutrition Education and Behavior*, 52(7), 747-750.

Coombs, C., Savoie Roskos, M., LeBlanc, H. R., Gast, J. A., & Hendrickson, J. (2020). Nudging urban food pantry users in Utah toward healthier choices. *Health Promotion Practice*.

Garner, J., Coombs, C., Savoie-Roskos, M., Durward, C., & Sequin, R. (2020). A qualitative, multi-state analysis of the Double Up Food Bucks (DUFb) farmers market incentive program for SNAP users. *Journal of Nutrition Education and Behavior*, 52(7), 705-712.

Accepted for Publication

Jewkes, M., Coombs, C., Savoie-Roskos, M., & LeBlanc, H. (in press). Needs assessment results for online adult SNAP-Ed courses. *Journal of National Extension Association of Family and Consumer Sciences*.

Christensen, D., Bingeman, B., Coombs, C., Savoie Roskos, M., & LeBlanc, H. (in press). Food, Fun and Reading: Pilot study of updated and expanded preschool curriculum. *Journal of National Extension Association of Family and Consumer Sciences*.

CURRICULUM DEVELOPMENT

Captain Create MyPlate addition of grades 4-6.

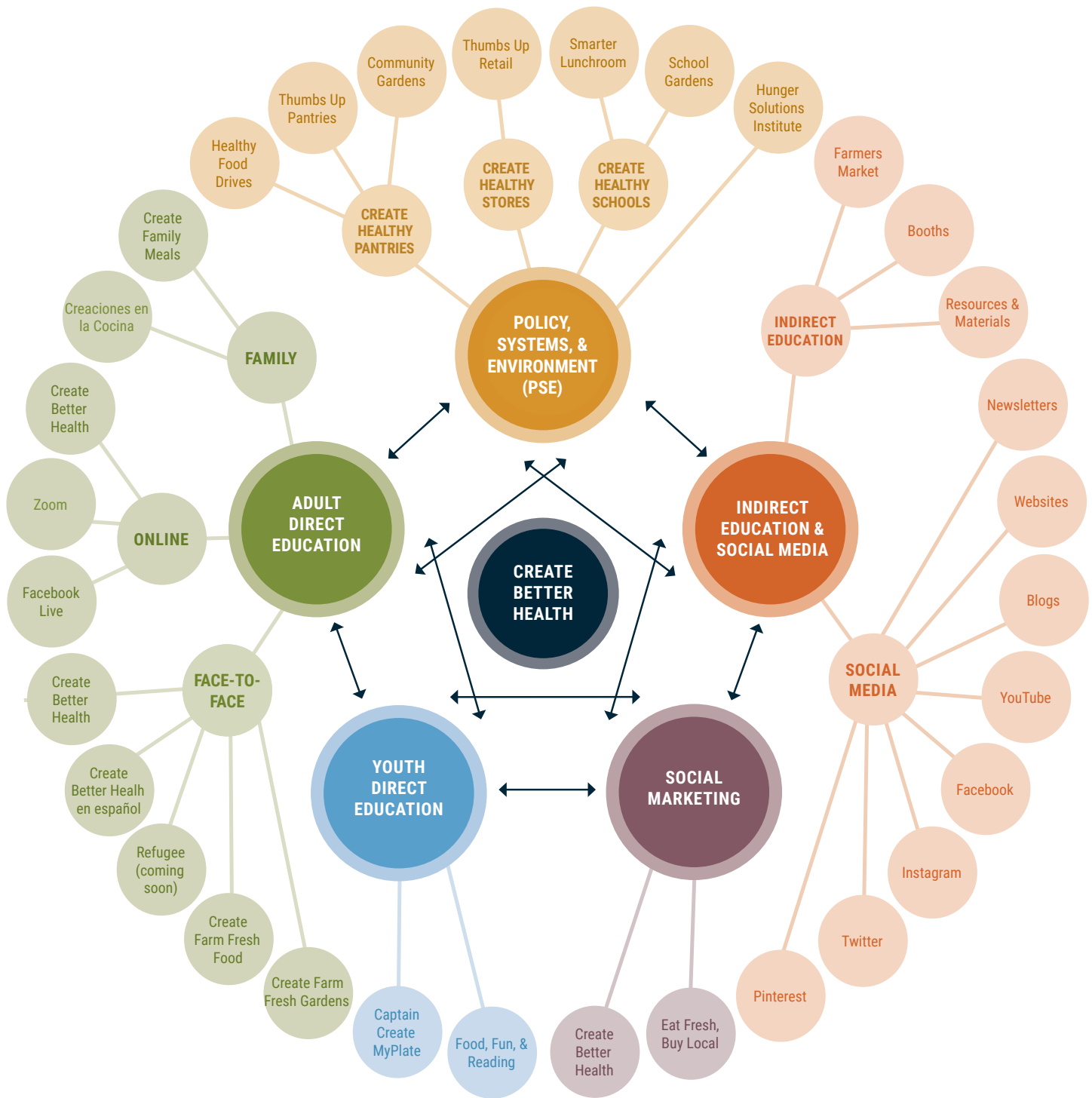
2021 AWARDS

Award	Project	Awarding Association
Merit Award	Eat Fresh, Buy Local	Education Advertising Awards (EduADAWARDS)
Common Good Award	Farmers Feeding Utah	Envision Utah
Service Thank You	Farmers Feeding Utah Recognition for Create Better Health (SNAP-Ed)	Senator Mike Lee
Best of State	Create Better Health Programming	Utah Best of State
3rd Place Winner for SNAP-Ed/EFNEP Curriculum	Create Better Health Curriculum	NEAFCS
1st Place Winner for SNAP-Ed/EFNEP Curriculum	Create Better Health Curriculum	Western Region NEAFCS
Peer Recognition Award	Heidi LeBlanc, Director	UEAFCS
Distinguished Service Utah	Heidi LeBlanc, Director	Epsilon Sigma Phi (Utah Chapter)
Distinguished Service National	Heidi LeBlanc, Director	National Epsilon Sigma Phi

SNAP-ED ANNUAL REPORT SUMMARY FOR OUTCOME AND IMPACT EVALUATIONS



COMPREHENSIVE PROGRAMMING MAP



OUTREACH BY COUNTY

County	Youth Participants (0-17 years old)*	Adult Participants (18+ years old)*	PSE Sites
Beaver	398	-	1
Box Elder	39	47	4
Cache	215	42	2
Carbon	215	20	1
Davis	299	164	12
Duchesne	909	47	12
Emery	12	22	1
Garfield	67	14	3
Iron	373	102	1
Juab	119	87	-
Kane	907	12	4
Millard	1081	44	3
Piute	261	44	-
Salt Lake	163	178	4
San Juan	-	5	-
Sanpete	-	-	-
Sevier	-	-	-
Summit	-	-	-
Tooele	70	96	5
Uintah	432	49	8
Utah	23	131	2
Wasatch	116	-	-
Washington	307	87	10
Wayne	16	-	-
Weber	77	37	1
Farmers Feeding Utah (various counties)	-	-	20
Totals	6099	1228	94

*Includes unduplicated participants enrolled in program activities (direct nutrition education)

ADULT DIRECT EDUCATION

Create Better Health

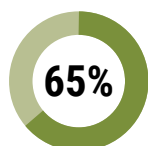
ADULT
DIRECT
EDUCATION

PROJECT GOALS

As a result of participating in Utah SNAP-Ed's adult education series, SNAP-Ed eligible audiences will increase food security and make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate. These choices will decrease the likelihood of developing obesity and other chronic diseases.

RELATED STATE OBJECTIVES

Based upon **pre-post surveys**, at least...



of participants will report an increase in fruit and/or vegetable intake since the start of the CBH series.



of participants will report an increase in adjusting meals to use foods on hand since the start of the CBH series.



of participants will report an increase in exercise for at least 30 minutes since the start of the CBH series.

Based upon the **6-month follow-up survey**, at least...



of participants will report an increase in having enough food to last the month.

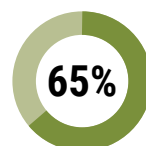


of participants will report an increase in using MyPlate to make food choices.

After participating in a one-time class, based upon an **intent to change survey**, at least...



of participants will report an intent to use MyPlate recommendations more often than prior to participating in the class.



of participants will report an intent to stretch their food dollars to last the month more often than prior to participating in the class.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

ST1-ST4 MT1-MT4 LT1-LT4

EVALUATION DESIGN

In one-time classes that are not part of a series, participants completed a retrospective pre-post survey about intent to change nutrition and physical activity related behaviors. For participants enrolled in a series of classes, two impact evaluations were conducted during different points in time to assess changes in skills and behaviors. Impact evaluation data was collected using a pre-post survey model for series participants. Participants were asked a series of questions about

nutrition, food resource management, and physical activity related behaviors prior to and after participating in Create Better Health (CBH) classes. Additional data was also collected from series participants who agreed to participate in a 6-month follow-up survey regarding behaviors changed since participating in CBH classes.

Evaluation Participants

926 adults participated in Create Better Health classes and 108 program activities

- 51 series
 - 28 face-to-face, 23 online
- 59 one-time classes
 - 21 face-to-face, 38 online

Unit of Assignment

This was a non-experimental study design. All participants were asked to complete the same survey. Participants in a series acted as their own comparison unit by collecting the same data at two points in the intervention.



OUTCOME AND IMPACT MEASURE(S)

Impact measures were collected with a pre-post survey design during each Create Better Health series. Key behaviors measured included:

- Stretch food dollars so there is enough food to last through the month.
- Use MyPlate recommendations to make food choices.
- Adjust recipes to use foods already on hand.
- Shop with a grocery list.
- Use the nutrition facts labels.
- Increase fruit and vegetable intake.
- Implement physical activity behaviors.

Impact measures were collected with a retrospective pre-post survey design during one-time Create Better Health classes. Key behaviors measured included:

- Stretch food dollars so there is enough food to last through the month.
- Choose a variety of foods based on MyPlate recommendations.
- Be physically active for at least 30 minutes, 5 days per week.
- Follow USDA food safety recommendations.

"Excellent class and instructor! Instructor asked for personal behaviors and situations and adjusted her lessons and demonstrations to fit the need of the young mothers in my class. They loved everything about the instructor and about the class content. Completely involved!"

- Teacher of the Mountain High School Young Parent Program, Davis County

"I now know I can make substitutions and make a soup using the exact kinds of beans my family likes. I am making better use of the food I receive at the food bank."

- Class Participant in Emery County

DATA COLLECTION

Pre-surveys were collected in the first class of the CBH series. Mid-series surveys were collected in classes that occurred in the middle of a series (classes 2-7). Post-surveys were collected in the last class of a series. Six-month follow-up surveys were collected at least six months after completion of a series. During one-time classes, retrospective pre-post surveys were collected to assess intent to change. All data is self-reported.

"I have learned some neat things from the videos that are done on Facebook. I am thinking more about MyPlate and how I can do better with following it more closely. Every time I view a video it reminds me to do better."

- Juab County Participant

"Thank you for posting such great informative videos! I had no idea how to read the labels on the ground beef packages."

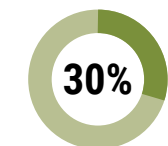
- Uintah County Participant



RESULTS

Create Better Health One-time Class Intent-to-Change Surveys

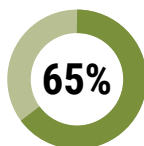
After participating in one Create Better Health class, adult participants (n = 139) reported the following:



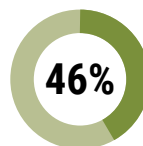
intend to stretch their food dollars to last the month more often.



intend to choose a variety of foods based on MyPlate more often.



intend to be physically active for at least 30 minutes, 5 days a week more often.



intend to adjust their meals to use foods on hand more often.

"I had no idea that is what my dinner plate could look like!"

- Uintah County Participant

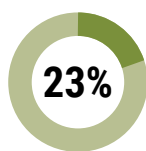
Create Better Health Pre-post Survey (Series Participants)

- 174 participants completed the pre-survey.
- 51 participants completed the post-survey.
- 15 participants completed both the pre and post survey.

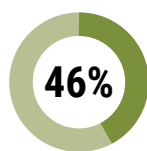
"I've been trying to add more veggies into my days. I bought a \$10 plastic veggie tray that I keep filled with fresh vegetables each week and a container of my favorite greek yogurt dip. This gets pulled out after school to go along with the kids' snacks and for me to snack on while I'm prepping dinner. So yummy!"

- Amberly Lambertson,
Davis County
Ambassador

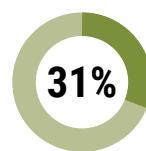
At the end of a Create Better Health series, adult participants:



increased fruit intake since starting the CBH series ($p = .380$).



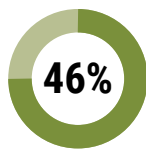
increased vegetable intake since starting the CBH series ($p = .433$).



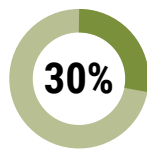
adjusted meals to use foods on hand more often ($p = .251$).



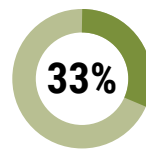
increased the number of days they were physically active for at least 30 minutes ($p = .040$).



used MyPlate recommendations to make food choices more often ($p = .143$).



stretched their food dollars to last the month more often ($p = .286$).

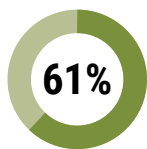


used a grocery list to shop more often ($p = .453$).

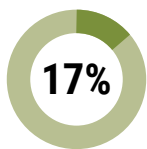
* $p < .05$ is statistically significant
Wilcoxon signed rank test

Create Better Health 6-month Follow-up Survey

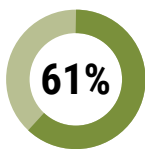
At least six months after participating in a Create Better Health series, adult participants ($n = 18$) reported the following:



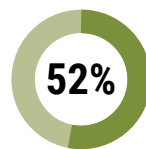
used MyPlate recommendations to make food choices more often ($p = .003$).



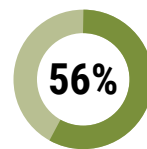
had enough food to last the month more often ($p = .102$).



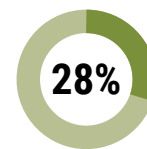
ate more vegetables ($p = .005$).



ate more fruits ($p = .006$).



were more physically ($p = .005$).



adjusted meals to use foods on hand more often ($p = .025$).



used the nutrition facts label more often ($p = .024$).

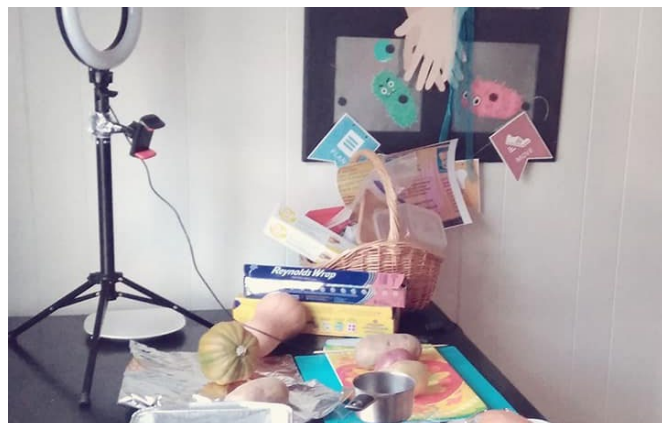


chose foods with less added sugar more often ($p = .015$).



chose foods with less sodium ($p = .015$).

* $p < .05$ is statistically significant
Wilcoxon signed rank test



How evaluation results will be used

Data will improve education and assist in identifying educator training needs.



"After the class participants left and we were cleaning up, Zach came up and gave us a big thank you and said well done. He then said he thought MyPlate was just a fun way to show the food groups, it wasn't until our talk and PowerPoint he realized its what your plate can look like as he prepares a meal(or plate) for himself. He was mind blown MyPlate wasn't just an image, but a tool to use in life. We all got a laugh about that and thought how many of the class possibly thought that same thing before the presentation."

- Cara Murray, Uintah County Ambassador

"A young mother of three small children called me three days after the class and said, 'I was able to map out 13 main dish meals from my pantry and freezer. I have made a written menu plan and I will stick to it.'"

- Emery County Participant

POINT OF CONTACT

Casey Coombs, Heidi LeBlanc, and Kristi Strongo

RELEVANT JOURNAL REFERENCE*

Savoie Roskos, M., Coombs, C., Neid-Avila, J., Chipman, J., Nelson, S., Rowley, L., & LeBlanc, H. R. (2019). Create Better Health: A practical approach to improving cooking skills and food security among SNAP-Ed participants. *Journal of Nutrition Education and Behavior*, 50, 116-120. doi: 10.1016/j.jneb.2018.10.006

* Recipient of the 2020 Best Great Educational Material (GEM) Award from *Journal of Nutrition Education and Behavior*

Create Family Meals

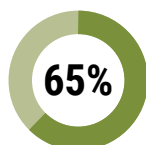
ADULT
DIRECT
EDUCATION

PROJECT GOALS

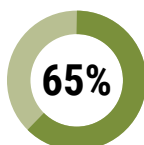
As a result of participating in Utah SNAP-Ed's adult education series, SNAP-Ed eligible audiences will increase food security and make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate. These choices will decrease the likelihood of developing obesity and other chronic diseases.

RELATED STATE OBJECTIVES

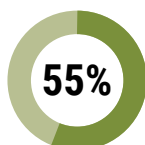
Based upon **pre-post surveys**, at least...



of participants will report an increase in having at least 3 family meals since the start of the CFM series.



of participants will report an increase in fruit and/or vegetable intake since the start of the CFM series.



of CFM series participants will report an increase in having enough food to last the month.

Based upon the **6-month follow-up survey**, at least...



of participants will report an increase in using MyPlate to make food choices.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1-MT4 LT1-LT4

EVALUATION DESIGN

Two impact evaluations were conducted during different points in time with adult participants to assess changes in skills and behaviors. Impact evaluation data was collected using a pre-post survey model for series participants. Participants were asked a series of questions about nutrition, food resource management, and physical activity related behaviors prior to and after participating in Create Family Meals (CFM) classes. Additional data was also collected from series participants who agreed to participate in a 6-month follow-up survey regarding behaviors changed since participating in CFM classes.



Evaluation Participants

288 adults participated in Create Family Meals classes and 12 program activities.

- 10 series
 - 4 face-to-face, 6 virtual
- 2 one-time-classes
 - 1 face-to-face, 1 virtual

"As we were cooking she said, 'Since last week the kids all cook with me. They insist on it. I have made things they normally don't eat, but when we do it together they clean their plate,' Thank you for hosting such a great class!"

- Uintah County Create Family Meals Participant



Unit of Assignment

This was a non-experimental study design. All participants were asked to complete the same survey. Participants in a series acted as their own comparison unit by collecting the same data at two points in the intervention.

OUTCOME AND IMPACT MEASURE(S)

Impact measures were collected with a pre-post survey design during each Create Family Meals series of four lessons. Key behaviors measured included:

- Stretch food dollars so there is enough food to last through the month.
- Eat meals as a family at least three times a week.
- Prepare meals at home at least three times a week.
- Increase fruit and vegetable intake.

"I can't believe she ate this (taco salad) and liked it!"

- Weber County Create Family Meals Participant

DATA COLLECTION

Pre-surveys were collected in the first class of CFM series. Mid-series surveys were collected in classes that occurred in the middle of a series (classes 2-7). Post-surveys were collected in the last class of a series. Six-month follow-up surveys were collected at least six months after completion of a series. All data is self-reported.



RESULTS

Note: There were not enough participants to run data analysis for pre-post surveys OR the 6-month follow-up survey.

- Pre-surveys: 9
- Post-surveys: 7
- Matched sets: 3

POINT OF CONTACT

Casey Coombs and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are no journal references associated with this intervention.

Create Farm Fresh Foods

ADULT
DIRECT
EDUCATION

PROJECT GOALS

As a result of participating in Utah SNAP-Ed's Create Farm Fresh Foods classes and Create Farm Fresh Gardens PSE strategy, participants will increase their fruit and vegetable intake, gardening knowledge and skills, and shop more frequently at local farmers markets.

RELATED STATE OBJECTIVES

Based on **behavior checklists**, after participating in a Create Farm Fresh Foods series, at least...



will report an increase in fruit and vegetable intake.



will report an increase in shopping at the farmers markets.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1 MT2 MT5

EVALUATION DESIGN

Impact evaluation was conducted for Create Farm Fresh Foods through a survey distributed during each class in a series. Data included changes in fruit and vegetable intake, and farmers market shopping behaviors throughout the course

Evaluation Participants

99 adults participated in Create Farm Fresh Food classes and 12 program activities.

- 4 virtual
- 8 face-to-face

Unit of Assignment

This was a non-experimental study design. Participants in a series acted as their own comparison unit by collecting the same data throughout a series. There were no control or comparison groups.

I love coming to the classes because they keep me on track. I read the Nutrition Facts Label and that helps me make healthier choices. These classes remind me to make healthier choices a priority. The classes teach me how to make healthy choices.

- Millard County Participant

OUTCOME AND IMPACT MEASURE(S)

Impact measures were collected by the Create Farm Fresh Food series included:

- Fruit and vegetable intake.
- Farmer's market shopping frequency.
- Barriers to shopping at farmers markets.
- Tasting, purchasing, and preparing new produce.

DATA COLLECTION

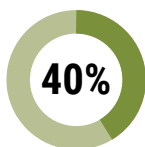
Impact measures were collected at the end of each Create Farm Fresh Food class. All data is self-reported.

RESULTS

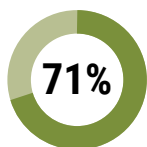
Create Farm Fresh Food Survey

- 38 participants (38%) participated in > 1 class and were included in analysis.

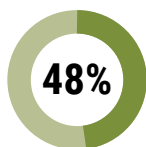
After participating in > 1 Create Farm Fresh Foods classes, participants (n = 38) reported the following:



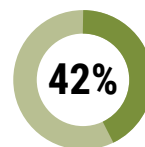
shopped at the farmers market more frequently.



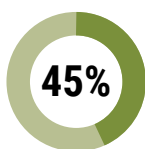
ate more fruit.



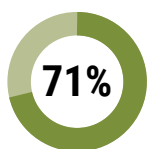
ate "other" vegetables more frequently.



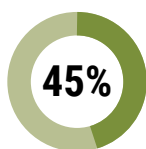
ate dark green vegetables more frequently.



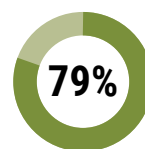
ate orange or red vegetables more frequently.



tasted new produce.



purchased new types of produce.



purchased more produce.

POINT OF CONTACT

Casey Coombs, Heidi LeBlanc, and Kristi Strongo

RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.

Create Farm Fresh Gardens

ADULT
DIRECT
EDUCATION

PROJECT GOALS

As a result of participating in Utah SNAP-Ed's adult education series, SNAP-Ed eligible audiences will increase food security and make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate. These choices will decrease the likelihood of developing obesity and other chronic diseases.

RELATED STATE OBJECTIVES

12

At least 12 individuals/
families will participate in
Create Farm Fresh Gardens.

4

SNAP-Ed will partner
with at least 4 community
garden locations to offer
Create Farm Fresh Gardens.

30%

of participants will report an increase
in fruit and vegetable intake and
improvement in food resource
management after participating in Create
Farm Fresh Gardens.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1 MT2 MT5 ST7

EVALUATION DESIGN

For participants enrolled in Create Farm Fresh Gardens, two impact evaluations were conducted during different points in time to assess changes in dietary and gardening skills, behaviors, and self-efficacy. Impact evaluation data was collected using a pre-post survey model for series participants. Participants were asked a series of questions about fruit and vegetable intake and gardening self-efficacy, knowledge, and enjoyment prior to and after participating in Create Farm Fresh Gardens classes.

Evaluation Participants

23 adults (+ 48 children) participated in three Create Farm Fresh Garden program activities at three garden locations:

- Clearfield Community Garden
- Windsong Apartments
- Bridger Community Garden

Survey Responses:

- 18 pre-survey
- 10 post-survey
- 5 pre-post matched sets

Unit of Assignment

This was a non-experimental study design. All participants were asked to complete the same survey. Participants in a series acted as their own comparison unit by collecting the same data at two points in the intervention.

OUTCOME AND IMPACT MEASURE(S)

Impact measures were collected with a pre-post survey design during each Create Farm Fresh Gardens series. Key behaviors and knowledge measured included:

- Intake of fruit and vegetables.
- Knowledge of fruits and vegetables that grow well in their location.
- How to successfully grow fruits and vegetables.
- When to harvest fruits and vegetables.
- How to prepare garden fresh fruits and vegetables.



DATA COLLECTION

Pre-surveys were collected in the first class of Create Farm Fresh Gardens series. Post-surveys were collected in the last class of a series. All data is self-reported.

RESULTS

After participating in a Create Farm Fresh Gardens program, participants (n = 10) reported the following



ate more fruit.



ate more fruit as a family.



ate more vegetables.



ate more vegetables as a family.

How evaluation results will be used

Data will improve education, and assist in identifying educator training needs.

POINT OF CONTACT

Casey Coombs, Heidi LeBlanc, and Kristi Strongo

RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.

YOUTH DIRECT EDUCATION

Captain Create MyPlate

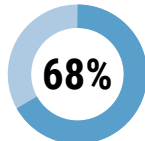
YOUTH
DIRECT
EDUCATION

PROJECT GOALS

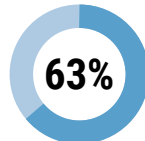
As a result of participating in Utah SNAP-Ed's Captain Create MyPlate classes, youth participants will make healthy food choices and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate, reducing their risk of developing obesity and related chronic diseases.

RELATED STATE OBJECTIVES

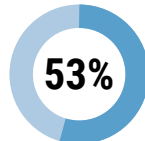
Based on retrospective **parent surveys**, after their child participated in a Captain Create MyPlate series, at least...



of parents will report their youth consumes more fruits and vegetables.

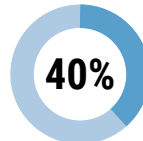


of parents will report their youth is/are more likely to be physically active.

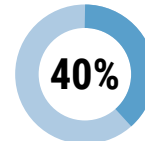


of parents will report being more likely to use MyPlate when making food choices for their family.

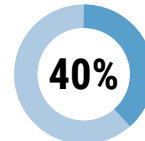
Based on **pre-post surveys** of youth participants, after participating in a Captain Create MyPlate series, at least...



will improve in recognizing what foods comprise each food group.



will improve in understanding the importance of physically active lifestyles.



will identify how long it takes to wash hands thoroughly.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1 MT3 ST7

EVALUATION DESIGN

During the pilot year, the Captain Create MyPlate curriculum was evaluated through two methods. Retrospective parent/guardian surveys were collected about changes parents have observed or implemented since their child/children participated in a Captain Create MyPlate series.

Youth participants were also directly surveyed to assess the impact the curriculum had on either their nutrition and physical activity knowledge (grades 1 and 2) or behaviors (grades 3 to 6). Impact evaluation data was collected using a pre-post survey model for series participants.

"I was able to make dinner for my family last night! I was having so much fun and they said it tasted good too."

- Juab County Participant



"I was at the local city library when I ran into a father of one of my students from one of the 3rd graders that I have been teaching. I had just been in their class that day. We had the lesson about dairy and why it is important. We chatted for a minute. He told me that thanks to my teaching, he now had to go to the store to pick up some cheese. He said his daughter came home and said she wanted strong bones and demanded they go and pick up some more cheese for an afterschool snack. I am happy that he was laughing about how they needed more cheese. He was happy that she was asking for something healthy to eat after school."

- Beaver County Ambassador

"She normally wouldn't have eaten something like this but since she made it, she decided to try it. Turns out she liked it too! Surprised me as much as it did her!"

- Parent of a Third Grade Student, Beaver County



Evaluation Participants

3,212 youth participated in Captain Create MyPlate classes and 139 program activities.

- 100 face-to-face
- 18 virtual
- 21 mixed virtual/face-to-face

"I love seeing the excitement on their faces! They may not grasp every concept but they are developing a positive relationship with food and having a lot of fun while doing it."

- Cache County Ambassador

Unit of Assignment

This was a non-experimental study design. Parents/guardians of all youth participants were asked to complete the same retrospective survey. Additionally, all youth participants were asked to complete the same survey before and after receiving the series of lessons. Participants in a series acted as their own comparison unit by collecting the same data at two points in the intervention. There were no control or comparison groups.

OUTCOME AND IMPACT MEASURE(S)

Impact measures were collected with a pre-post survey design during Captain Create MyPlate first or second grade series. Key knowledge changes measured included:

- Knowledge of MyPlate food groups.
- Recognition of active or sedentary behaviors.
- Understanding hand hygiene.

Impact measures were collected with a pre-post survey design during Captain Create MyPlate third through sixth grade series. Key behavior changes measured included:

- Eating fruits and vegetables.
- Choosing healthy snacks.
- Being physically active.
- Washing hands before preparing or eating food.



"Wow! It is hard work to make that treat....good thing the energy used makes you really hungry!"

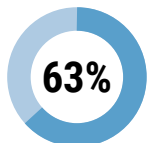
- Emery County Student

DATA COLLECTION

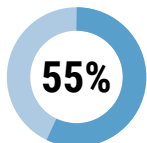
Parents/guardians of youth participants voluntarily complete a retrospective pre-post survey when their child completes a Captain Create MyPlate series. Youth participants also voluntarily complete a pre-post survey after before and after completion of a Captain Create MyPlate series. All data is self-reported.

RESULTS

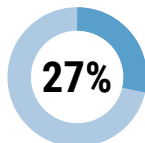
After youth participated in a Captain Create MyPlate series, parent surveys showed that of adult respondents (n = 11)...



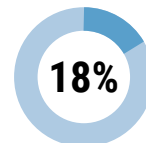
reported their child consumes more fruit.



reported their child eats more vegetables.



reported their child is more physically active.



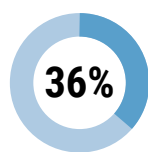
reported using MyPlate more when making food choices for their family.



Captain Create MyPlate First and Second Graders' Responses (n = 466)

- Knowledge-based survey
- Pre-surveys: 737
- Post-surveys: 1040
- Matched sets: 466 (used for analysis)

After participating in a Captain Create MyPlate series, first and second grade participants reported the following improvements:



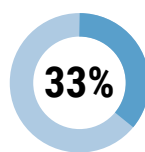
recognized healthy snacks
(p < .001).*



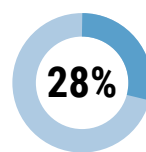
better recognized vegetables
(p < .001).*



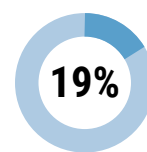
better recognized fruits
(p < .001).*



better recognized of dairy foods
(p < .001).*



better understood proper hand washing
(p < .001).*

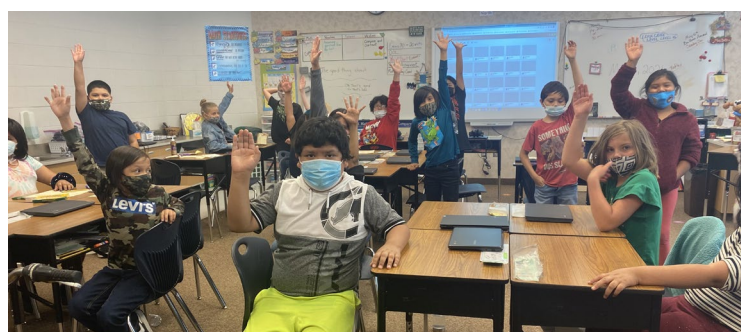


better recognized physically active behaviors
(p < .001).*

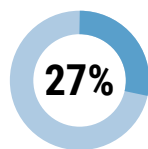
* p < 0.05 statistically significant
Wilcoxon signed rank test

Captain Create MyPlate Third through Sixth Graders' Responses (n = 683)

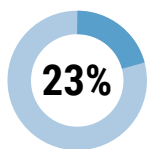
- Behavior change survey
- Pre-surveys: 1160
- Post-surveys: 934
- Matched sets: 683



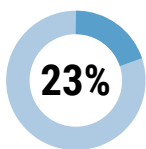
After participating in a Captain Create MyPlate series, third through sixth grade participants reported the following improvements:



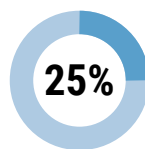
ate more vegetables
(p = .205).



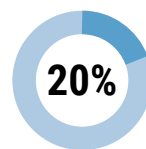
ate more fruit
(p = .646).



choose healthy snacks more often
(p = .004).*



participated in physical activities more often
(p = .005).*



washed their hands before making something to eat more often
(p = .617).

* p < 0.05 statistically significant
Wilcoxon signed rank test

"A mom came into the office and stated "that her daughter took my zoom 4-H class and it has been wonderful for the whole family. Her daughter offers to cook and help more. They were getting ready for a family event and she offered to do the snack, she picked the corn and bean salsa that you made with them on the [Zoom] class. It was a hit at the family gathering and my daughter was so proud. I was too."

- Juab County Parent

How evaluation results will be used

Data will be used to improve education and assist in identifying educator training needs.

POINT OF CONTACT

Darlene Christensen, Casey Coombs, and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.

Food, Fun, and Reading

YOUTH
DIRECT
EDUCATION

PROJECT GOALS

As a result of participating in Utah SNAP-Ed's Food, Fun, and Reading (FFR) classes, youth participants will make healthy food choices and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate, reducing their risk of developing obesity and related chronic diseases.

RELATED STATE OBJECTIVES

Based on **parent surveys**,
by September 30, 2021, at least...

NOTE: We were unable to conduct youth surveys for FFR during 2021, so we will not be reporting on these objectives.

25%

of parents will report an increase in preparing healthy foods after the FFR series.

25%

of parents will report their youth consumes more vegetables after participating in the FFR series.

25%

of parents will report their youth participates in more physical activity after participating in the FFR series.

40%

of youth participants will show improved recognition of what foods comprise each food group.

40%

of youth participants will show improved recognition of healthy choices in each food group.

40%

of youth participants will show an improvement in identifying components of active lifestyles.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1 MT3

EVALUATION DESIGN

Impact evaluation data is collected from the parents/guardians of youth who participated in a Food, Fun, and Reading series.

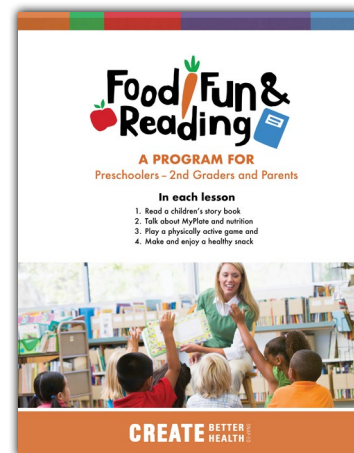
Evaluation Participants

1,326 youth participated in FFR classes

- 56 parents/guardians completed the survey

56 program activities

- 34 face-to-face
- 13 virtual
- 9 mixed virtual and face-to-face



Unit of Assignment

This was a non-experimental study design. Parents/guardians of all youth participants were asked to complete the same survey. There were no control or comparison groups.

OUTCOME AND IMPACT MEASURE(S)

Impact measures are collected through a parent/guardian survey after youth complete a series of Food, Fun, and Reading classes. Throughout the series, parent handouts and recipes are sent home to inform parents of what their child learned during each lesson. Key behaviors measured included:

- Youth talking about healthy food.
- Youth being physically active.
- Youth eating fruits, vegetables, lean protein, and low-fat dairy.
- Adults preparing healthy food.

DATA COLLECTION

Parents/guardians of youth participants voluntarily complete a retrospective pre-post survey when their child completes a Food, Fun, and Reading series. All data is self-reported.



"...[Even] at such a young age, anyone can get excited about trying new things...and definitely new foods. At the end of class, they all took turns telling me what they are going to add to the recipe, like mushrooms or bean sprouts to make it their very own."

- Carbon County Ambassador



"BEST DAY EVER!!!! Today was sooooo much fun. My children loved looking at you through the Zoom meeting. They loved the book--it was so interactive. And they loved doing yoga."

- Head Start Teacher, Davis County

"Milk makes my bones really strong! We drink it every morning and night now!"

- Five-year-old Participant, Iron County





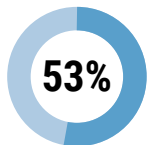
"My kids have been watching me teach FFR classes at least once a week. The other morning, I finished getting ready and came down to find that they'd pulled out my supplies and were teaching portions of the lessons to each other."

- Davis County Ambassador

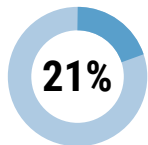
RESULTS

Food, Fun, and Reading Parent Survey

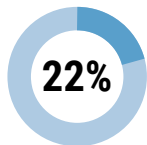
After their child participated in a Food, Fun, and Reading series, parent surveys showed that of adult respondents (n = 71)...



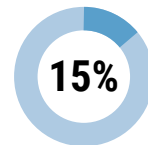
reported their child talks about health food (p < .001).*



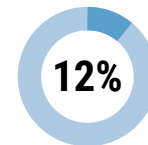
reported their child eats more vegetables (p = .018).*



reported their child eats more fruit (p = .003).*



reported their child is more physically active (p = .005).*



reported they prepare health foods more often (p = .008).*

*p<0.05 statistically significant
Wilcoxon signed rank test.

How evaluation results will be used

Data will improve education and assist in identifying educator training needs.

POINT OF CONTACT

Darlene Christensen, Casey Coombs, and Heidi LeBlanc

RELEVANT JOURNAL REFERENCE

Christensen, D., Bingeman, B., Savoie-Roskos, M., Coombs, C., & LeBlanc, H. (in press). Food, Fun, and Reading: Pilot study of updated and expanded preschool curriculum. *Journal of the National Extension Association of Family and Consumer Sciences*.

POLICY, SYSTEMS, AND ENVIRONMENT CHANGES

Create Healthy Pantries

POLICY,
SYSTEMS, &
ENVIRONMENT
(PSE)

PROJECT GOALS

The overall goal of Create Healthy Pantries is to improve the availability, visibility, and appeal of healthy options in food pantries. Increased visibility and appeal will result in increased selection of targeted items by food pantry users. Items promoted by the Create Healthy Pantries program are low in sodium, added sugar, saturated and trans fats, and high in vitamins, minerals, and fiber.

RELATED STATE OBJECTIVES

Based on PSE reporting and Nutrition Environment Food Pantry Assessment Tool (NEFPAT) scores, at least...

22

pantries will implement Create Healthy Pantries.

57%

of pantries working with SNAP-Ed will report increased shelf space, amount, or variety of healthy options as an adopted change.

75%

of pantries working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

ST5 ST7 MT5 LT12

EVALUATION DESIGN

Evaluation Participants

Individual food pantry users were surveyed during FY 2017. Please refer to the 2017 Utah SNAP-Ed annual report for findings from impact and effectiveness at the individual level for this project or the relevant journal articles section below. Additional evaluation is occurring in FY 2021 in rural food pantries.

During 2021, PSE changes in targeted food pantries were tracked by program staff. Baseline scores were identified by SNAP-Ed staff using an adapted version of the Nutrition Environment Food Pantry Assessment Tool (NEFPAT). Due to COVID-19 restrictions, it was not possible to obtain follow-up assessments at some pantries.

Unit of Assignment

Each food pantry served as their own comparison group. Baseline scores for the healthy food environment were collected at the beginning of the fiscal year, or beginning of work with the pantries. Work at certain pantries began after COVID-19 restrictions and did not have a baseline assessment. Usually, a follow-up assessment is conducted at the end of the fiscal year, but that was not possible due to COVID-19 restrictions in 2021 in some pantries.

Group Assignment

N/A

Unit Retention

Of the 37 sites, two locations did not complete the year and will not likely continue in FY 2022. One did not implement changes due to COVID-19 but is open to continuing efforts in FY 2022.

OUTCOME AND IMPACT MEASURES

During FY 2021, Create Healthy Pantries' outcomes were measured by tracking PSE changes implemented at the food pantries. Changes of interest included product availability and placement and promotion strategies that made healthier choices easier to make in pantries. In one pantry, SNAP-Ed staff collected data using the Healthy Food Pantry Assessment Tool (HFPAT) at the beginning of the year and then at the end of the year. The HFPAT scores were compared to measure improvements.

DATA COLLECTION

PSE changes were tracked throughout the fiscal year by SNAP-Ed educators working in the individual pantries. Observational data was collected throughout the year to report PSE changes adopted by each food pantry that were not captured by the assessment tool or due to not being able to complete the assessment tool.

All families deserve access to healthy foods.

While all donations are appreciated, please consider donating the following items:



TRUNK OR TREAT SO KIDS CAN EAT
Healthy Food Drive
October 29, 6-7pm
Utah Conference Center Parking Lot

- Low-sodium canned vegetables and beans
- Canned fruit packed in 100% fruit juice
- Dried beans & legumes
- Whole grain products
- Low/Reduced sodium broth and soups
- Low/Reduced sodium tomato products
- Reduced sugar pie fillings/pumpkin puree

All donations will be delivered to Ashley Valley Food Pantry

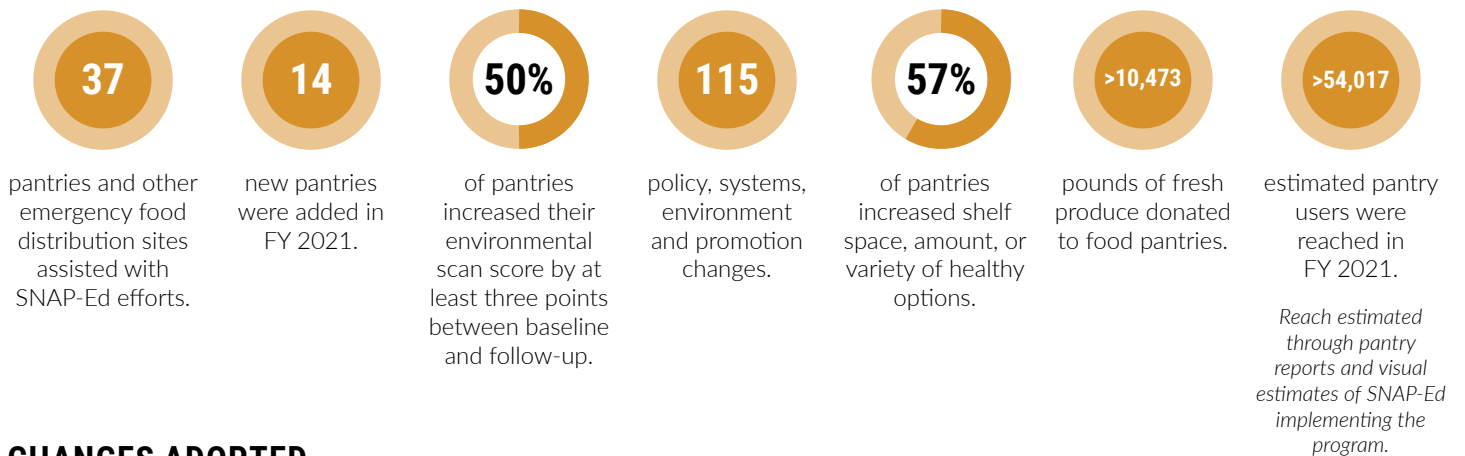
CREATE BETTER HEALTH  Utah County Extension 435-789-5452  EXTENSION  Utah State University

"This is the only way my family can get fresh fruits and vegetables. We are so grateful for this program."

- Pantry Client, Cache County



RESULTS



CHANGES ADOPTED

65 Environmental Changes

- Created or enhanced healthy check out areas (one site).
- Established a new food bank, pantry, or distribution site (six sites).
- Expanded, improved, or implemented storage for fresh produce and other perishable foods (two sites).
- Improve appeal, layout or display of snack or competitive foods to encourage healthier selections (two sites).
- Improved appeal, layout, or display of meal food/beverages to encourage healthy and discourage unhealthy selections (two sites).
- Increased or improved opportunities for nutrition education (13 sites).
- Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus) (21 sites).
- Initiated or expanded the use of digital platforms (websites, social media, text messages, etc.) to improve convenience of/access to healthy food (i.e., by promoting food distribution site, retail, cafeteria, community garden, etc.) (10 sites).
- Initiated or expanded use of the garden for nutrition education (one site).
- Initiated, improved, expanded, reinvigorated, or maintained edible gardens (five sites).
- Used interactive educational displays (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy eating behavior choices close to the point of decision (two sites).

46 Systems Changes

- Ensured clients have the opportunity to choose at least some foods they would like to take from food pantries, food banks, or soup kitchens (i.e., a client-choice model) (five sites).
- Implemented new or improved standards for healthier eating across the organization (one site).
- Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, backpack programs, etc. (six sites).
- Implemented nutrition standards for foods distributed (at food pantries) (two sites).
- Implemented, improved, or expanded fundraisers involving healthy food or decreasing unhealthy food (two sites).
- Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages (three sites).
- Improved menus/recipes (variety, quality, etc.) (three sites).
- Initiated or expanded farm-to-table/use of fresh or local produce (11 sites).
- Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations (seven sites).



"I found that without any help or guidance that the pantry staff and volunteers had begun to make some of our recipes into meal bags for their pantry clients! They took our recipes to the next level in helping their patrons know exactly how to use the pantry foods they are getting."

- Rachel Howell, Davis County Ambassador

- Initiated, improved, or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (one site).
- Initiated, improved, or expanded opportunities for parents/students/community to work in the garden (one site).
- Initiated, improved, or expanded use of standardized, healthy recipes (three sites).
- Initiated, improved, or expanded food safety practices (one site).

4 Policy Changes

- Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (one site).
- Developed a food safety policy (one site).
- Developed a policy increasing healthy foods and beverages (one site).
- Developed a policy limiting unhealthy foods (one site).

Healthy Food Pantry Assessment Tool score changes:

- 19 baseline scores
- 16 follow-up scores
- 14 matched baseline and follow-up scores*
 - *COVID-19 continued to make it difficult to complete both assessments. SNAP-Ed educators also noted that food supply issues (independent of SNAP-Ed efforts) may have impacted follow-up assessment scores.

How evaluation results will be used

Evaluation results will be used to identify additional PSE strategies that could be implemented statewide to continue improving the availability, visibility, and appeal of healthy foods in food pantry settings. Evaluation results from individual pantries are used to identify strengths and weaknesses of each pantry and determine a plan for improvements.

POINT OF CONTACT

LaCee Jimenez, Heidi LeBlanc, and Casey Coombs

RELEVANT JOURNAL REFERENCES

Coombs, C., Savoie Roskos, M., LeBlanc, H. R., Gast, J. A., & Hendrickson, J. (2019). Understanding food pantry users' perception of healthy food access in pantries. *Journal of the National Extension Association of Family and Consumer Sciences*, 14, 60-76.

Coombs, C., Savoie Roskos, M., LeBlanc, H. R., Gast, J. A., & Hendrickson, J. (2020). Nudging urban food pantry users in Utah toward healthier choices. *Health Promotion Practice*. doi.org/10.1177/1524839920904688

The Thumbs Up for Healthy Choices Food Pantry Toolkit, used as one of the Create Healthy Pantry strategies, was accepted as evidence-based practice into the National SNAP-Ed Toolkit in 2019.

Create Healthy Schools

POLICY,
SYSTEMS,
ENVIRONMENT
(PSE)

PROJECT GOALS

Create Healthy Schools aims to increase the selection of fruits, vegetables, nutrient-dense entrees, and low-fat milk in school cafeterias, as well as connect students with agriculture through gardening. It includes the Smarter Lunchroom Movement, which utilizes low-cost strategies that are proven to nudge students to make healthier choices. Some changes to cafeterias may include placement of nutrient-dense food to improve visibility and appeal, prompting messages to encourage healthy choices, and promoting foods using creative, appealing names, etc.

RELATED STATE OBJECTIVES

By September 30, 2021:

5

SNAP-Ed will lead the implementation of Smarter Lunchrooms in at least 5 eligible schools.

60%

At least 60% of participating schools will increase their Smarter Lunchrooms score by at least 3 points from baseline to follow-up assessment.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

ST5 ST6 ST7 MT5

EVALUATION DESIGN

Evaluation Participants

There were 16 schools that participated in the Create Healthy Schools program. The Smarter Lunchroom Movement strategy was introduced in six schools during FY 2021.

Unit of Assignment

Each school served as their own comparison group, receiving a baseline and follow-up score from the Smarter Lunchroom Movement scorecard. Unfortunately, due to COVID-19 restrictions, some schools did not permit staff to complete observation assessments. Ten schools completed the baseline assessment and eight completed the follow-up assessment.

Group Assignment

N/A



Unit Retention

During FY 2021, all of the schools at the end of the year intend to continue implementing Create Healthy Schools interventions. A school district that is in the planning stage intends to work with SNAP-Ed to implement the program this upcoming year.

OUTCOME AND IMPACT MEASURES

During FY 2021, Create Healthy Schools outcome measures were tracked and recorded using the Smarter Lunchroom Movement Scorecard, observations, and measurements by SNAP-Ed staff.

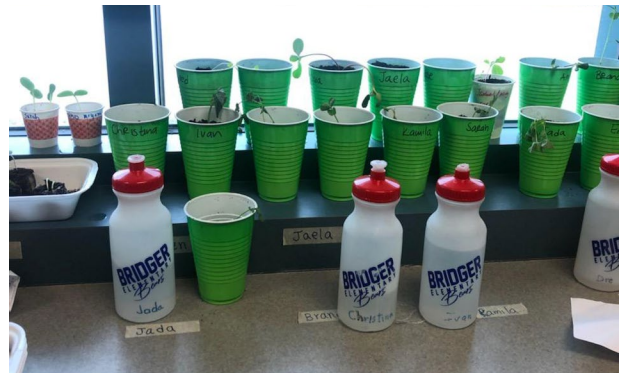
DATA COLLECTION

PSE changes that improved the availability, visibility, and appeal of healthy foods in school cafeterias are measured using the Smarter Lunchroom Scorecard. The scorecard was intended to be used at two points during the year to collect a baseline score and follow-up score.

Baseline scores were collected when the school began to work with Utah SNAP-Ed. Nine schools completed this assessment. A follow-up score was collected at the end of the fiscal year at eight schools. Two schools only began the project in September, not permitting enough time for a follow-up assessment.

"A school employee watched as the students came and grabbed the produce so quickly. After the produce was dispersed to the student, within 10 minutes [she] came up to me at the table as I was cleaning up and said, 'You would think that you were giving out free snow cones or cotton candy, something else besides fresh produce by the way the kids swarmed your table.'"

- Mary Anna Heinke, Millard County Ambassador



RESULTS

16

schools implemented PSE change.

43%

of evaluated schools improved their Smarter Lunchroom Scorecard by least 3 points.

>6,335

youth were reached by Create Healthy Schools.

28

policy, systems, and environment changes were adopted.

CHANGES ADOPTED

18 Environmental Changes

- Established or improved salad bar (three schools).
- Improved appeal, layout or display of snack or competitive foods to encourage healthier selections (five schools).
- Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections (two schools).
- Increased or improved opportunities for nutrition education (two schools).
- Initiated or expanded use of onsite garden produce for meals/snacks provided onsite (one school).
- Initiated or expanded use of the garden for nutrition education (one school).
- Initiated, improved, expanded, reinvigorated, or maintained edible gardens (three schools).
- Used interactive educational displays (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy eating behavior choices close to the point of decision (one school).

10 Systems Changes

- Initiated or expanded a mechanism for distributing produce to families or communities (two schools).
- Initiated or expanded farm-to-table/use of fresh or local produce (three schools).
- Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations (one school).
- Initiated, improved, or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (two schools).
- Initiated, improved, or expanded opportunities for parents/students/community to work in the garden (two schools).



How evaluation results will be used

Evaluation results will be used to identify additional PSE strategies that could be implemented statewide to continue to improve the availability, visibility, and appeal of healthy foods in SNAP-Ed eligible schools. Evaluation results from individual schools are used to identify strengths and weaknesses of each school and develop a plan of action.

POINT OF CONTACT

LaCee Jimenez, Casey Coombs, and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are no journal references associated with this project.

Create Healthy Stores

POLICY,
SYSTEMS,
ENVIRONMENT
(PSE)

PROJECT GOALS

The overall goal of the Create Healthy Stores program is to improve the visibility and appeal of healthy options in small retail settings that accept SNAP benefits. Increased visibility and appeal will result in increased purchase of targeted items by customers.

RELATED STATE OBJECTIVES

By **September 30, 2021**, at least...

6

small retail settings
will implement Create
Healthy Stores.

80%

of stores working with SNAP-Ed
will increase their environmental
scan score by at least two points
between baseline and follow-up.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

ST5 MT5 ST7

EVALUATION DESIGN

Evaluation Participants

Create Healthy Stores was implemented by SNAP-Ed in three retail settings during FY 2021. Utah SNAP-Ed staff reported changes adopted by the stores in all locations. Baseline and follow-up assessments were completed at two stores using an adapted version of the NYC Adopt-a-Shop assessment tool.

Unit of Assignment

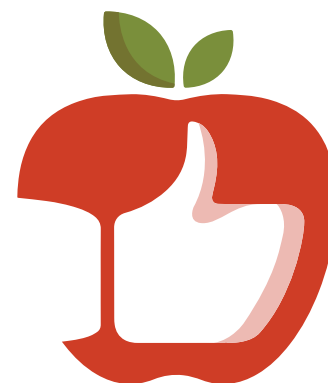
Each retail setting was to serve as their own comparison group, receiving a baseline and follow-up score from a store observation assessment tool, but none of the stores completed baseline or follow-up assessments due to COVID-19 restrictions.

Group Assignment

N/A

Unit Retention

All stores worked with SNAP-Ed through the end of the fiscal year.



HealthyChoice™

OUTCOME AND IMPACT MEASURES

During FY 2021, Create Healthy Stores' outcomes were measured by observing and tracking PSE changes implemented at the store. Changes of interest included product availability and placement and promotion strategies that aim to make healthier choices easier for customers. Changes were observed and reported by SNAP-Ed staff. Reach estimates were reported by the stores.

DATA COLLECTION

PSE changes that improved the availability, visibility, and appeal were measured using an adapted version of the NYC Adopt-a-Shop Store Observation Form. The assessment tool was used at two points during the year to collect a baseline score and follow-up score. Baseline scores were collected when the store began to work with SNAP-Ed. A follow-up score was collected at the end of the fiscal year. In addition to the assessment tool score, observational data was also used to report PSE changes adopted by each store.

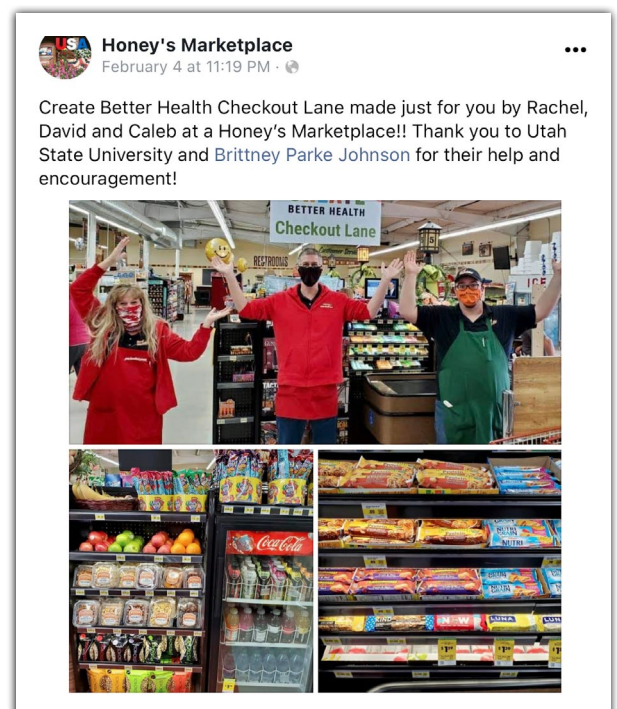
RESULTS



CHANGES ADOPTED

11 Environmental Changes

- Created or enhanced healthy check out areas (two stores).
- Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus) (two stores).
- Eliminated or reduced amount of competitive foods/beverages (one stores).
- Established healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.) (one store).
- Expanded, improved, or implemented storage for fresh produce and other perishable foods (one store).
- Improve appeal, layout, or display of snack or competitive foods to encourage healthier selections (one store).
- Improved appeal, layout, or display of meal food/beverages to encourage healthy and discourage unhealthy selections (one store).





"The store owner reports great success thus far. The lane is well attended and the healthy snacks from the lane have increased in sales!"

– Brittney Johnson, Kane County Ambassador



- Initiated or expanded the use of digital platforms (websites, social media, text messages, etc.) to improve convenience of/access to healthy food (i.e., by promoting food distribution site, retail, cafeteria, community garden, etc.) (one store).
- Used interactive educational displays (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy eating behavior choices close to the point of decision (one store).

4 Systems Changes

- Improved or increased healthy beverage options (one store).
- Initiated or enhanced limits on marketing/promotion of less healthy options (two stores).
- Initiated or expanded farm-to-table/use of fresh or local produce (one store).

How evaluation results will be used

Evaluation results will be used to identify additional PSE strategies that could be implemented statewide to continue improving the availability, visibility, and appeal of healthy foods in small retail settings. Evaluation results from individual stores are used to identify strengths and weaknesses of each store and develop a plan of action.

POINT OF CONTACT

LaCee Jimenez, Heidi LeBlanc, and Casey Coombs

RELEVANT JOURNAL REFERENCES

There are no journal references associated with this project.

Farmers Feeding Utah

POLICY,
SYSTEMS,
ENVIRONMENT
(PSE)

PROJECT GOALS

Farmers Feeding Utah (FFU) is a PSE strategy that is the direct result of COVID-19 impact on SNAP-Ed eligible families. FFU is a combined effort between the Utah Farm Bureau, Utah SNAP-Ed, Utah State University Hunger Solutions Institute, and various community partners and volunteers throughout the state. FFU aims to provide support and relief to both Utah farmers and ranchers, as well as food-insecure families who have been impacted by the pandemic.

HOW IT WORKS

Farmers Feeding Utah raises funds from individual and corporate donations to purchase agricultural commodities directly from farmers and ranchers. Purchased food is then distributed to family in needs through pop-up food pantries or is sent to stock local food pantries.

Utah SNAP-Ed assists in identifying and recruiting families in need, as well as coordinating efforts for food pantry distribution.

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

ST8 MT5 MT8 LT8

EVALUATION DESIGN

Farmers Feeding Utah was developed in response to COVID-19. No formal outcome evaluation was conducted in FY 2021. Impact evaluation is reported below.

Unit of Assignment

NA

Group Assignment

NA

Unit Retention

NA



Brought to you by

Utah Farm Bureau Federation

OUTCOME AND IMPACT MEASURE(S)

Impact measures include the estimated number of individuals provided food through the pop-up food pantry miracle events, the number of food pantries stocked with locally produced foods, and the estimated weight of food distributed.

DATA COLLECTION

NA

"I was a bit emotional seeing all this! Came at the perfect time for our family! Thank you!"

- Food Recipient

RESULTS

16

Miracle pop-up pantry distributions (Davis, Duchesne, Emery, Garfield, Piute, Iron, Kane, Salt Lake, Sevier, Summit, Tooele, Utah, Washington, and Weber counties, with some counties holding multiple events).

4

pint-sized miracle distributions (Weber, Carbon, Tooele, and Grand counties).

>61,453

individuals received food during pop-up pantry distributions.

21

pantries received FFU foods.

1 million

pounds of farm-fresh, locally produced food distributed.

~\$80

worth of local food provided to each household.



"The donation from Farmers Feeding Utah was INCREDIBLE! During these trying times a protein product such as salami is such a wonderful treat for [pantry clients]."

- Linda Trujillo, Utah Food Bank Southern Distribution Center Director



How evaluation results will be used:

The results will be used to further support the project and provide information to stakeholders. It will also help SNAP-Ed provide recommendations for future food distribution sites to the Utah Farm Bureau.

POINT OF CONTACT

Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are not relevant journal references for this event, but there has been a multitude of associated local, state, and national Farmers Feeding Utah media coverage.

INDIRECT EDUCATION

Social Media and Intergenerational Poverty Monthly e-newsletter

INDIRECT
EDUCATION

PROJECT GOALS

The goal of the social media program is to distribute Utah SNAP-Ed information and concepts from USDA Dietary Guidelines, MyPlate, and the Utah Create Better Health curriculum. Social media is an effective and efficient way to reach participants where they go to learn and play online.

SNAP-Ed concepts are shared and promoted on mobile devices via YouTube, Facebook, Twitter, Instagram, Pinterest, blogs, and websites. Social media efforts aim to improve the visibility, availability, and appeal of nutritious foods. These sites also encourage and provide weekly tips on how to increase physical activity.

The Create Better Health Newsletter reaches a specific target audience in Utah. In 2016, Utah SNAP-Ed, in cooperation with the Utah Department of Workforce Services and the Utah legislature, began addressing the needs of families experiencing intergenerational poverty. SNAP-Ed is a key player in combating the cycle of poverty, and Create Better Health sends a newsletter to this group each month. This newsletter distributes SNAP-Ed concepts and promotes healthy lifestyle choices. The monthly letter is specific to each county so it announces local farmers markets accepting SNAP EBT cards, healthy seasonal recipes, physical activity tips, and upcoming Create Better Health classes (live or virtual).

PROJECT OBJECTIVES

By September 30, 2021, at least...

350

additional direct education participants will subscribe to the Create Better Health newsletter.

Based upon the 6-month follow-up survey, by September 30, 2021, at least...

15%

of survey participants following SNAP-Ed social media will report visiting site(s) more than once.

Based upon the 6-month survey, by September 30, 2021, there will be at least...

10%

growth in online reach.

"A participant in the Facebook Live class on March 12 commented that she was applying what she was learning in the classes to her daily life and she was so happy to see the changes that eating from the five groups of healthy food from My Plate was doing to her body. She said she feels more energy and she was able to lose 3 pounds and she was feeling great. [She] said that she tries all the recipes that I [post], and she loves them all."

Anny Galvin, CBH Ambassador

EVALUATION DESIGN

Social Media reporting is compiled by the platform software. Facebook Insights, Google Analytics, Instagram Analytics, etc. provide reach, engagements, impressions, and follower data. This information is standardized and entered into the PEARS software.

Newsletter deliveries and open rates are provided by the email automation software HigherLogic.

Assignment to Intervention and Control or Comparison Conditions

N/A

Unit of Assignment

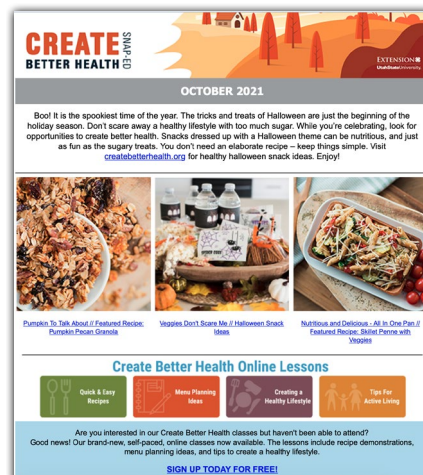
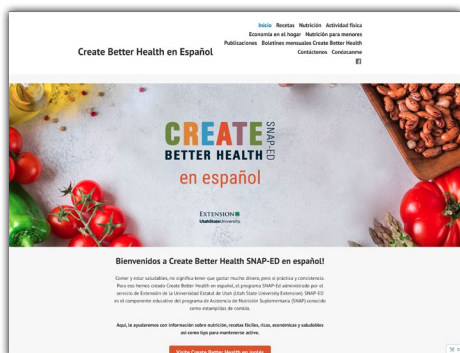
N/A

Group Assignment

Create Better Health social media efforts are divided into two primary groups: Statewide Indirect Education and County Level Indirect Education. The statewide program breaks their audience into three groups: English speaking adults (Create Better Health Utah), Spanish speaking adults (Create Better Health en español), and children (Kids Create!). Messaging is distributed across the various platforms.

County level social media is divided by county. There are 29 Create Better Health County Facebook pages (some counties host an English and a Spanish page). These pages share the statewide messaging but also promote local education and PSE efforts. This is where ambassadors offer Facebook Live classes and market upcoming virtual classes. Local efforts to fight food insecurity are posted on these pages.

Create Better Health Newsletter has two separate lists of recipients. The IGP (Intergenerational Poverty) list is a collection of names provided to Create Better Health by the Utah Department of Workforce Services. This list includes emails for the head of household for families who meet the definition of intergenerational poverty. The second set of names are those gathered by Create Better Health Ambassadors at classes and where SNAP-Ed audiences gather. It also includes the emails of people who self-subscribe from social media and websites.



OUTCOME AND IMPACT MEASURE(S)

Outcome measures collected included:

- Number of messages delivered (posts).
- Number of reach (impressions).

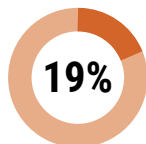
DATA COLLECTION

Social media programing used conventional web and social media analytics such as Google Analytics and Facebook and Instagram unique visitors, page views, reach, engagements, etc.

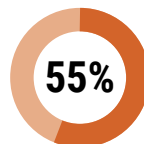
RESULTS



people subscribed to the Create Better Health newsletter (+26 from 2020).



growth occurred in online reach since 2020.



of 6-month follow-up survey respondents reported visiting SNAP-Ed social media sites more than once.

"The farmer's market was about 20 minutes from closing for the day. A woman approached the SNAP booth, looking a little shy.... It's so wonderful to see!"

*Cara Murray,
CBH Ambassador*

Blogs & Website	Number of Messages	Reach (Unique)
Create Better Health Utah Blog	49	42,842
Create Better Health en español Blog	24	1,226
Kids Create!	77	8,961
Create Better Health Kane County	53	35,157
USU Extension Create Better Health Website	n/a	74,904
Total	203	163,090

Facebook	Number of Messages	Reach (Unique)
Create Better Health Utah	561	4,926,490
Create Better Health Utah Stories	1,767	2,030
Create Better Health en español	196	373,024
Kids Create!	114	22,825
Utah SNAP-Ed Works	157	7,987
USU Hunger Solutions Institute	182	6,135
Create Better Health Counties (24)	n/a	593,510
Create Better Health Facebook Classes	n/a	15,363
Total	2,977	5,947,364

YouTube	Number of Messages	Reach (Unique)
Create Better Health Utah	44 (New)	4,136
Kids Create/Captain Create	3 (New)	4,695
Total	47	8,831

Instagram	Number of Messages	Reach (Unique)
Create Better Health Utah	561	70,126
Create Better Health Utah Stories	1778	61,821
USU Hunger Solutions Institute	112	7,019
Total	2,451	138,966

Pinterest	Number of Messages	Reach (Unique)
Create Better Health Utah	n/a	393,347
Total		393,347

Twitter	Number of Messages	Reach (Unique)
Create Better Health Utah	493	33,256
Utah SNAP-Ed Works	143	10,971
USU Hunger Solutions Institute	152	14,086
Total	788	58,313



LinkedIn	Number of Messages	Reach (Unique)
Create Better Health Utah	n/a	2,108
Total		2,108

Create Better Health Newsletter	Number of Messages	Reach (Unique)
Newsletter Recipients IGP	296	701,977
Newsletter Recipients SNAP-Ed	320	46,839
Newsletter Blasts Emergency Food Sites	2	65,676
Total		814,492

Statewide Social Media Outlets	Number of Messages			Reach (Unique)		
	2019	2020	2021	2019	2020	2021
Facebook Statewide	1,412	2,872	2,977	680,493	4,340,868	5,338,491
Facebook Counties	n/a	n/a	n/a	413,703	749,404	608,873
Instagram	624	2,213	2,451	78,478	179,529	138,966
Pinterest	n/a	n/a	n/a	68,795	139,708	393,347
Twitter	671	740	788	167,886	113,345	58,313
YouTube	10	26	47	66,089	7,863	8,831
Newsletter IGP List	300	298	15*	723,484	767,653	903,137
Newsletter SNAP-Ed	324	320	18*	19,138	46,839	27,386
Websites/Blogs	147	262	203	70,184	64,169	163,090

*Each email campaign counted as one message.

"I asked several local friends what sort of Facebook video they'd be interested in seeing. One idea was for a protein bowl. I experimented with protein bowls that use zucchini noodles instead of rice or quinoa. The end product was a bowl with these noodles, peas, bell peppers, avocado, peanuts, and a homemade dressing. The video has gotten over 360 views, which is the highest viewed video we have so far! It also received [nine] comments."

Becky Egli, Box Elder County Ambassador

"As of June 1, 2021, [the] Facebook post has reached 38,480 people, received 3,144 engagements, and has been shared 359 times. On the day of the event, the post had reached 34,000+ After the event had ended, we updated the post letting people know all the boxes had been claimed and that if they needed additional food assistance, they should reach out to their local food pantries. We added a link to one of our previous social media posts that lists all food pantries open to the public in Davis County and their hours of distribution. The linked post has seen additional reach and engagement since that date. Our hope was to reach those in need. But we were also able to increase the reach of posts published to our page in the days following, we increased the number of people following our page, and we have established a rapport of having information to help those in need."

Amberly Lambertson, CBH Ambassador

"A partir de tu segunda clase empecé a tomar más agua y reduje los azúcares y los estoy supliendo por frutas, además estoy haciendo caminatas y ejercicio."

Raquel, SNAP-Ed Participant

(Translation: Right after I took your second class I began to drink more water and cut down on my sugar consumption and replacing it with natural fruits and on top of that, I am going out on walks and exercising.)

How evaluation results will be used

Data will be used to identify the best avenues to reach SNAP-Ed eligible audiences with indirect education.

POINT OF CONTACT

Jocelin A. Gibson and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are no journal references associated with this data.

SOCIAL MARKETING

Healthy Choices Create Better Health

SOCIAL
MARKETING

PROJECT GOALS

The goal of the Healthy Choices Create Better Health social marketing campaign is to promote healthy behaviors taught in Create Better Health classes. The campaign's specific behavior focus is increased physical activity.

RELATED STATE OBJECTIVES

By September 30, 2021, as part of process evaluation, Utah SNAP-Ed will identify the three most cost-effective delivery channels for reaching the target audience based on reach, impressions, and aided recall data.

Based upon the **6-month follow-up survey**, by September 30, 2021, at least...



of survey respondents will identify the social marketing campaign (aided recall).

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT12 LT1 LT3

EVALUATION DESIGN

Outcome data (reach and dosage) was gathered using commercial market data. Aided recall data was collected from adults who agreed to take a follow-up survey six months or 12 months after participating in a SNAP-Ed series.

Evaluation Participants

The evaluation was not part of an experimental-design study.

Assignment of Intervention and Control or Comparison Conditions

The evaluation was not part of an experimental-design study.

Unit of Assignment

N/A

"After the challenge ended, we sent out a post-satisfaction survey. 70% of respondents answered that they likely or very likely will continue to be more physically active in the future."

- Create Better Health Ambassador, Box Elder County

Group Assignment

N/A

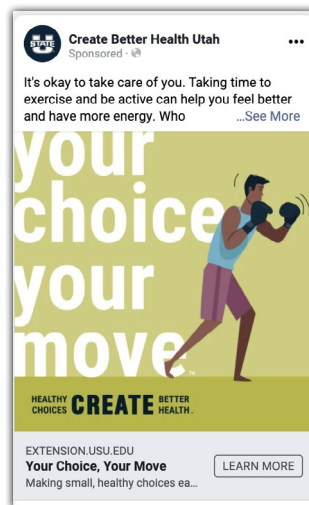
Unit Retention

N/A

OUTCOME AND IMPACT MEASURES

Outcome measures collected include:

- Number of people reached.*
- Number of impressions.
- Aided recall of social marketing campaign.



**Determined by commercial market data on audience size from the channel or communication method, with the largest unique reach*

DATA COLLECTION

Reach and impression measurements were collected through commercial marketing services. The aided recall was gathered through 6-month and 1-year follow-up surveys. Ten participants completed either of these surveys since the campaign was launched in May 2021.

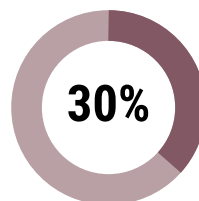
RESULTS



unique individuals were reached.



impressions were achieved.



of 6-month and 1-year follow-up survey respondents identified the Healthy Choices Create Better Health campaign (aided recall).

The leading channels were bus ads, health challenges, posters, and Facebook ads.

- Bus ads contributed to the largest reach and impressions.
- Challenges contributed to the most engagements.
- Of those who reported seeing campaign materials, Facebook and posters were most recognized.

How evaluation results will be used

Data will be used to prioritize communication channels during the campaign in 2022.

HEALTHY CHOICES
CREATE
BETTER HEALTH

create an active winter



It can be challenging to be active in the winter months.
It may be cold and snowy. There is less sunlight and it gets dark early. For some people, poor air-quality may keep them indoors. It can require a bit of creativity to maintain or begin an active lifestyle this time of year. Below are some tips that can help you be active this winter.



Embrace the season

There are many ways to be active in the winter with minimal equipment. Make sure to dress in appropriate clothes for the weather conditions.

- Go for a walk outside during lunch or an afternoon break.
- If there is snow, go sledding. You'll get a great workout pulling the sled up the hill and spend time having fun! Snowshoeing and ice skating are great options, too!
- Enjoy the beauty of the nature and go for a hike. Be safe by checking conditions before you go. Some of Utah's outdoor recreation attractions are easier to access during the off-season.



Warm-up indoors

There are a lot of great options for being active inside in the winter.

Home

- No gym? No problem. There are many effective exercises you can do with just your body and items that you have at home (plank, push-ups, crunch, wall sit, arm circles, and lunges).
- Workout to a yoga, dance or other exercise video. Find some online or check one out from a local library for free.
- Household chores can be part of being active. Multi-task by being active as you clean, organize and care for your home. Consider setting a timer to see how fast you can do different tasks.

Around Town

- Take a few laps around the mall or grocery store. You can go with just a few dollars in cash to help avoid making unplanned purchases. If you are shopping for just a few small items, carry a basket instead of pushing a cart.
- Check out community events and classes. There may be free classes at a local school, church, or civic center.
- Take the stairs instead of an elevator or escalator.
- Explore a museum or historical building.

"I had so much fun with this challenge. I have never been so healthy, and I plan to keep it that way."

- SNAP-Ed Challenge Participant



"This challenge helped me really focus on eating better and moving. I loved it."

- SNAP-Ed Challenge Participant

POINT OF CONTACT

LaCee Jimenez and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are no journal articles associated with this data.

Eat Fresh, Buy Local

SOCIAL
MARKETING

PROJECT GOALS

The goal of Eat Fresh, Buy Local (EFBL) is to educate SNAP recipients, informing them that they can use SNAP benefits at certain farmers markets and that most markets provide the Double Up Food Bucks produce incentive program. It also supports healthy behaviors taught in Create Farm Fresh Food classes.

RELATED STATE OBJECTIVES

Based upon the **6-month follow-up survey**, by September 30, 2021, at least...

30%

of survey respondents will identify the CBH social marketing campaign (aided recall).

ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT12

EVALUATION DESIGN

Outcome data (reach and dosage) was gathered using commercial market data and sales data provided by the Utah Department of Health. Aided recall data was collected from adults who agreed to take a follow-up survey 6-months after participating in a SNAP-Ed series.

Evaluation Participants

Adults who participated in a SNAP-Ed series of classes were recruited to complete a follow-up survey at six months and one year after participating in classes. Aided recall questions about the EFBL social marketing materials were included in the survey.

Unit of Assignment

N/A

Group Assignment

N/A

Unit Retention

N/A





"I explained how [Double Up Food Bucks] worked and she was so excited. Since the market was closing, we hurried to get her tokens and she went off. I saw her as I was cleaning up, she was at a vendor, with an arm load of fresh veggies. We have had 95 new [SNAP customers] and \$5000.00 spent at the market with SNAP benefits. It's so wonderful to see! "

- Cara Murray, Uintah County Ambassador

OUTCOME AND IMPACT MEASURES

Outcome measures collected included:

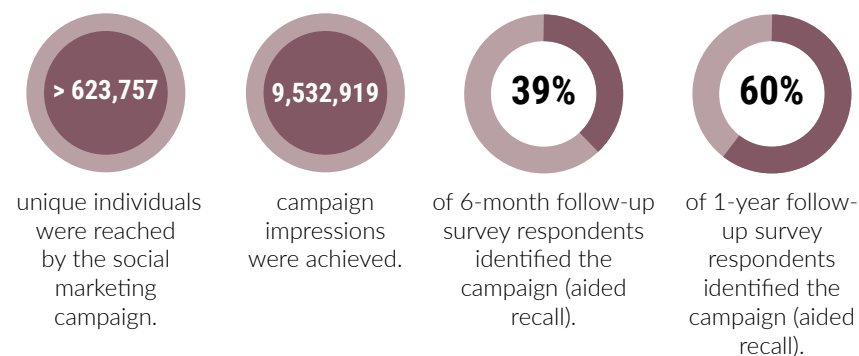
- Number of people reached.*
- Number of impressions.
- Aided recall of social marketing campaign.
- Increased SNAP transactions at farmers markets.
- Increased SNAP and Double Up Food Bucks distributed at Farmers Markets.
- Increased number of farmers markets that participate in Double Up Food Bucks.

*Determined by commercial market data on audience size from the channel, or communication method, with the largest unique reach

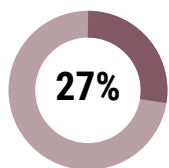
DATA COLLECTION

Outcome measures were collected through commercial marketing data and sales/customer data provided by the Utah Department of Health. Aided recall data was collected through the SNAP-Ed 6-month and 1-year follow-up surveys.

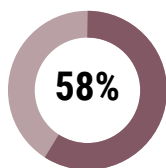
RESULTS



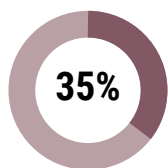
As of October 2021, Utah farmers markets reported the following:



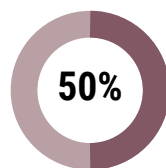
increase in SNAP sales.



increase in SNAP tokens distributed.



increase in Double Up Food Bucks distributed.



increase in markets that offer Double Up Food Bucks.



“One person who stopped by our booth was really excited to learn about [Double Up Food Bucks] and came back past at the end of the market to show us all of the great things that she’d purchased with her SNAP/EBT tokens and the Double Up Food Bucks tokens. This same individual has been back at the market each week since, sometimes by herself and often with another person or two who she has told about Double Up Food Bucks and brought past our booth to get some recipes to make with the fresh produce they have purchased. It’s exciting to see people taking advantage of Double Up Food Bucks and sharing it with others they know will benefit as well.”

- Amberly Lambertsen, Davis County Ambassador

How evaluation results will be used

Data will be used to guide other SNAP-Ed campaigns in the future. This is the final year of the Farmers Market Promotion Program project.

POINT OF CONTACT

LaCee Jimenez and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are no journal articles associated with this data.

PARTNERSHIPS AND COALITIONS

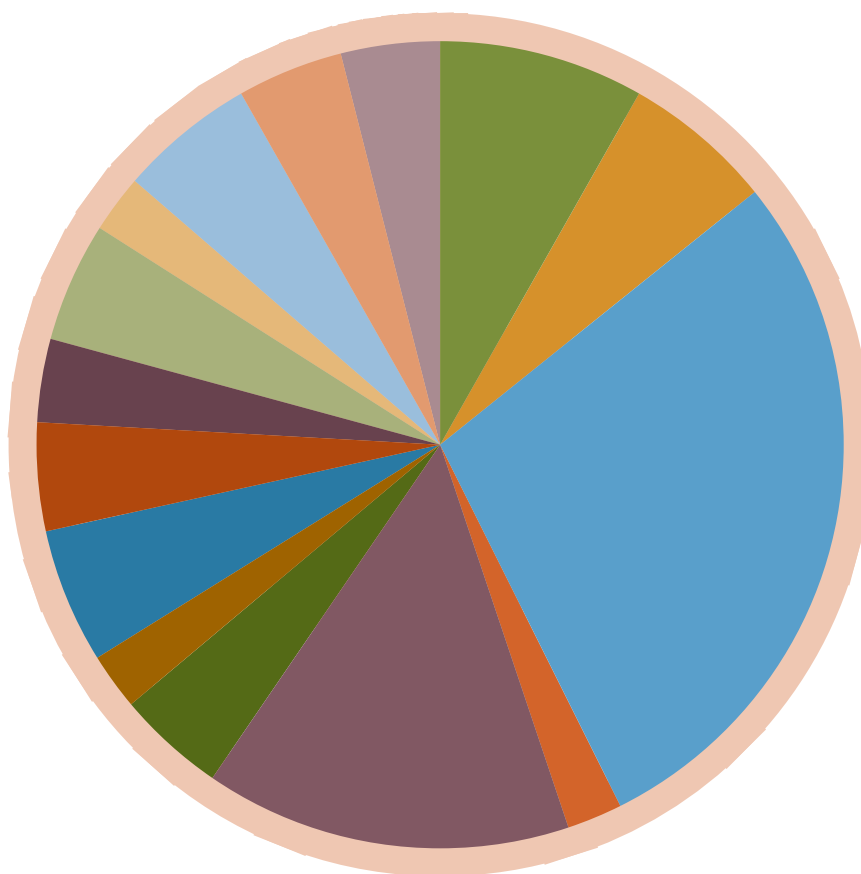
Partnerships

SNAP-Ed partnerships are defined as “two or more individuals or organizations who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or policies.”

Associated SNAP-Ed Framework: ST7

181 Partnerships Reported for FY 2021

- 168 Local partners
- 9 State partners
- 6 Tribal partners



Partnership Highlight:

Hunger Solutions Institute



Hunger Solutions Institute
UtahStateUniversity®

Hunger Solutions Institute (HSI) is an integrated academic, Extension, and community organization dedicated to generate educational and societal solutions to hunger. HSI works to disseminate the best practices among hunger-relief organizations, improve collaboration and cooperative efforts between public and private organizations, and unite higher education institutions and various academic disciplines in Utah to find solutions for state, federal, and worldwide food insecurity. Utah State University's HSI program is a partnership with Create Better Health (SNAP-Ed). Through this partnership, Utah SNAP-Ed is leveraged to improve solutions to improve hunger.

Hunger Solutions Institute Accomplishments

USU Hunger Solutions Institute Website

Thirty new highlights on the HSI website showcase local or state successes in fighting hunger. Special emphasis this year was placed on COVID-19 relief efforts. Examples of articles include:

- COVID-19 Response and Relief Supplemental Appropriation Act Allows Funding to Boost USU Student Nutrition Access Center Capacity.
- Farmers Feeding Utah Food Distribution Helps Over 21,331 Families.
- Utah State University President Encourages Aggies Everywhere to Support Farmers Feeding Utah.
- Create Better Health Utah Tooele County Provides Turkey Meal Kits to 90 Hungry Families.

Social Media

Increased reach was achieved on Instagram.

Hunger Solutions Institute is on Facebook, Instagram, and Twitter:

- 115 Instagram messages reaching 7,019.
- 182 Facebook messages reaching 6,135.
- 152 Twitter messages reaching 13,506.

HSI Newsletter

Three quarterly newsletters sent to partners reached 233 individuals.

Farmers Feeding Utah Projects

The Farm Bureau reached out to Utah State University to start Farmers Feeding Utah on April 24, 2020. Hunger Solutions Institute and Create Better Health (SNAP-Ed) partnered with this project, being able to help identify areas and demographics in need of additional food assistance due to both COVID-19, intergenerational poverty, and other factors. Utah State University CBH and HSI are key partners to the work happening across Utah. The project continued through 2021.

COVID-19 Impact and Related Hunger Research

Members of the Create Better Health leadership and the USU Hunger Solutions team participated in multiple research efforts to better understand the impact of COVID-19 on hunger and food insecurity and shared innovative interventions. In 2021, the team published three articles. Below are the titles, authors that are part of Create Better Health (SNAP-Ed) and the USU Hunger Solutions Institute, and doi link. Some articles have additional authors that are not listed below.

A Multi-Site Analysis of the Prevalence of Food Security in the United States, Before and During the COVID-19 Pandemic

- Mateja R. Savoie-Roskos, Ph.D., Casey Coombs, Heidi LeBlanc
- <https://doi.org/10.1101/2021.07.23.21260280>

Farmers Feeding Utah: An Innovative Approach to Increasing Healthy Food Access and Supporting Local Agriculture

- Casey Coombs, LaCee Jimenez, Mateja R. Savoie-Roskos, Ph.D., Heidi LeBlanc
- <https://doi.org/10.1016/j.jneb.2021.04.394>

The Impact of COVID-19 on Food Security Status and Food Access Among SNAP-Eligible Utahns

- Dr. Mateja R. Savoie-Roskos, Casey Coombs, Heidi LeBlanc
- <https://doi.org/10.1016/j.jneb.2021.04.428>



Coalitions

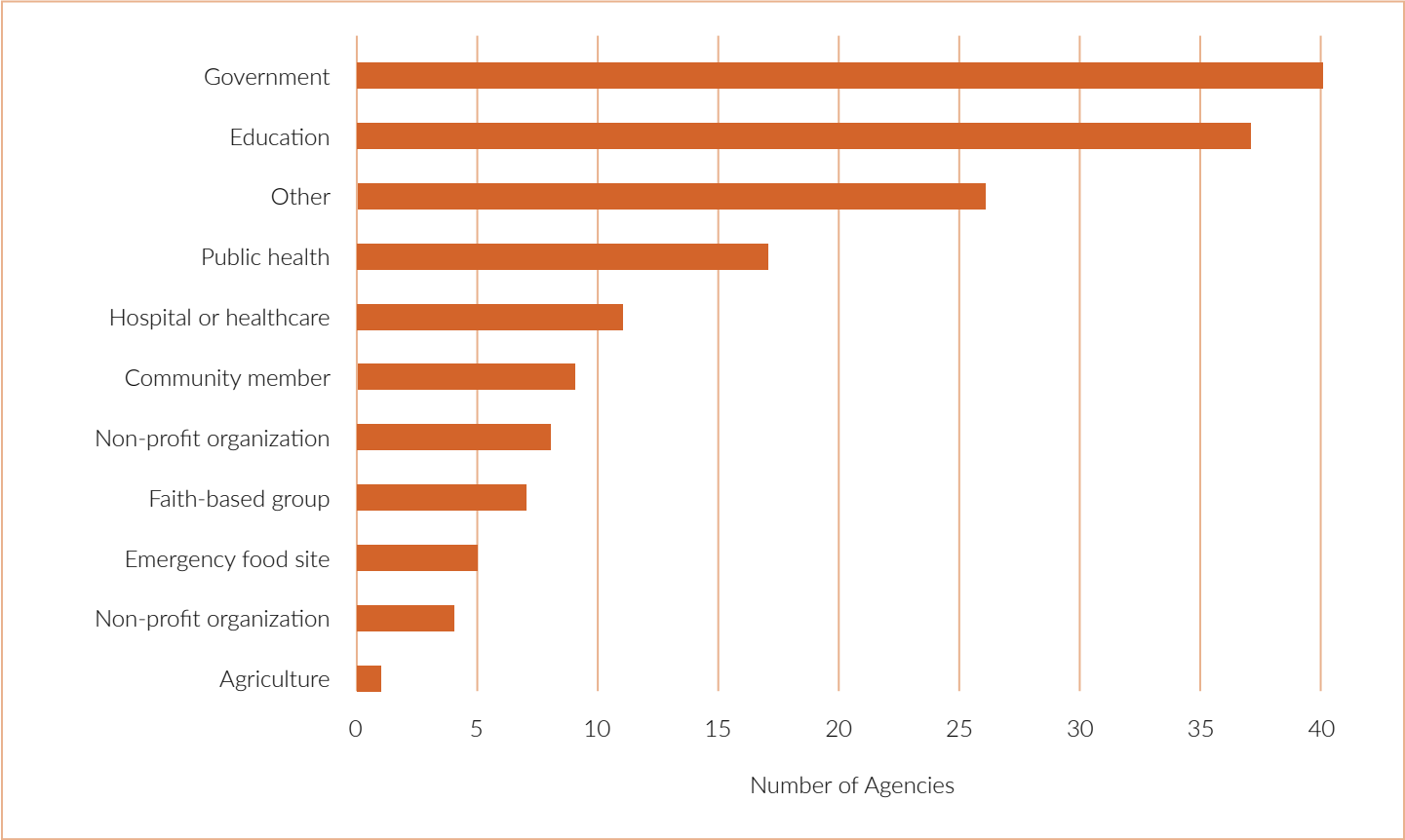
SNAP-Ed Coalitions are defined as a “group of individuals or organizations that commit to joint action in adopting practices, supports, and/or standards, typically for a longer period of time.”

Associated SNAP-Ed Framework Indicators: ST8

25 Coalitions (22 local, 3 state)

125 Partners Represented in Coalitions

Coalition Member Sectors of Influence



FIND US HERE

CENTRAL PLATFORMS



Create Better Health Utah



Create Better Health Utah en español



Kids Create!

COUNTY PLATFORMS



Beaver County



Box Elder County



Cache County



Carbon County



Davis County



Duchesne County



Emery County



Garfield County



Grand County



Iron County



Juab County



Kane County



Millard County



Piute County



Rich County



Salt Lake County



San Juan County



Sanpete County



Sevier County



Summit County



Tooele County



Uintah County



Utah County



Wasatch County



Washington County



Wayne County



Weber County

LEADERSHIP, STAFF, AND PARTNER PLATFORMS



Utah SNAP-Ed
Works



USU Hunger
Solutions Institute

Visit extension.usu.edu/fscreate/cbh-social-media-directory for the URL list.

APPENDICES

2021 National Nutrition Certification Program (NNCP)

Program Area

Coordination Efforts

Unit Retention

N/A

Total Cost of Evaluation

N/A

Outcome and Impact Measures

N/A

Project Goals

The overall goal of the NNCP program is to increase nutrition knowledge and teaching skills of paraprofessional nutrition educators. Nutrition and physical activity information based on the USDA Dietary Guidelines, MyPlate, and the Physical Activity Guidelines for Americans is taught in a friendly, noncompetitive, and accurate manner. Topics include: basic nutrition, vitamins, minerals, menu planning, food safety, physical activity, chronic diseases, childhood nutrition, cooking skills, and the art of teaching. This online training course is offered at no cost to nutrition educators and has become a popular training tool for nutrition paraprofessionals across the nation.

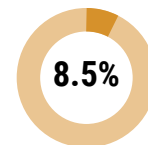
Data Collection

N/A

Results



students enrolled in the NNCP in the 2020-2021 grant year.



This is an 8.5% increase in enrollment from the previous year.

Related State Objectives

N/A

Evaluation Design

N/A

Evaluation Participants

Course participants must pass each end-of-section quiz before moving on to the next lesson. The course ends with a final exam of 100 questions. The course participant must receive 80% or higher in order to earn the NNCP Certificate of Completion.

Unit of Assignment

N/A

Group Assignment

N/A

Major Agencies Trained by NNCP

- SNAP-Ed
- Expanded Food and Nutrition Education Program (EFNEP)
- Women, Infants, and Children (WIC)
- Cooperative Extension
- Department of Public Health
- Community Health Programs
- Food Pantries
- Schools/Child Nutrition Departments
- Private Health Consultant
- Students
- Government Childcare
- Private Childcare
- Hispanic Health Council
- Tribal Government Health
- Job Corps
- AmeriCorps
- Hospitals
- Medical Centers

States Served	Number of Participants
Alabama	051
Alaska	015
Arizona	036
Arkansas	007
California	156
Colorado	013
Connecticut	012
Delaware	002
Florida	423
Georgia	039
Hawaii	010
Idaho	027
Illinois	085
Indiana	056
Iowa	016
Kansas	024
Kentucky	026
Louisiana	042
Maine	015
Maryland	018
Massachusetts	024
Michigan	057
Minnesota	013
Mississippi	026
Missouri	023
Montana	016
Nebraska	012
Nevada	061

States Served	Number of Participants
New Hampshire	013
New Jersey	038
New Mexico	026
New York	153
North Carolina	048
North Dakota	006
Ohio	047
Oklahoma	030
Oregon	032
Pennsylvania	084
Rhode Island	004
South Carolina	022
South Dakota	004
Tennessee	053
Texas	081
Utah	107
Vermont	003
Virginia	027
Washington	059
Washington DC	002
West Virginia	010
Wisconsin	045
Wyoming	005
Outside the US	197

Outside the U.S. includes Antigua and Barbuda, Brazil, Cameroon, Canada, China, Congo, Egypt, Estonia, France, Georgia, Germany, Guam, Iceland, India, Indonesia, Iran, Israel, Italy, Japan, Malawi, Malaysia, Mexico, Mongolia, New Zealand, Nigeria, Oman, Poland, Puerto Rico, Russia, Saipan, Saudi Arabia, Thailand, Turkey, and Ukraine.

Certification expires after three years. Of participants, 303 returned to renew their certificate.

How evaluation results will be used

N/A

Point of Contact

Marcia Gertge

EARS Budget

2021 EARS Financial Reporting

Administrative Expense Total Administrative Cost: \$656,269.97	Name of IA: Utah State University Create Better Health	
	% values	\$ values
Administrative salary and benefits	50.5%	\$333,070.31
Administrative training and functions	5%	\$31,127.05
Reporting costs (not paid on grant this year)	0%	\$0.00
Equipment/office supplies	4%	\$25,528.05
Indirect costs (not including building space)	40.5%	\$266,544.56
Cost of publicly owned building space	0%	\$0.00
Institutional memberships and subscriptions	0%	\$0.00

EARS Data

Unit(s): Utah - Utah State University (Implementing Agency)

Report Timestamp: Dec. 20, 2021, 9:25 p.m.

Please see the official EARS form documentation at snaped.fns.usda.gov/education-and-administrative-reporting-system for more detailed explanations of the items below, including lists of valid codes for items 5 and 6.

ITEM 1 Data on SNAP-Ed

State: Utah

Federal Fiscal Year: 2020–2021

Implementing Agency: Utah State University

ITEM 2 Direct Education - Information on Participation by Age and Sex

Item 2 includes the number of SNAP-Ed participants (unduplicated) by age group and sex.

Per FNS guidance, unduplicated in item 2 means unique individuals per intervention, regardless of the number of sessions he/she has participated in. Individuals attending multiple interventions would be counted once for each unique intervention. Direct education participant demographics are reported in program activities.

Age	Female	Male	Actual Count	Estimated Count	Total
Less than 5 years	330	267	575	55	630
5–17 years	2,735	2,690	4,747	707	5,454
18–59 years	789	197	873	138	1,011
60 years or older	155	48	147	56	203
Total	4,009	3,202	6,342	956	7,298

ITEM 3 Direct Education - Information on Participation by Race and Ethnicity

Item 3 includes the number of unduplicated SNAP-Ed participants by race and ethnicity.

As in Item 2, a row may have both actual counts and estimated counts. Actual counts should be used whenever people self-identify. Estimated counts are appropriate in certain cases, such as when individuals do not identify with a specific race and are assigned one or more than one for reporting purposes. Per FNS guidance, the total is computed as the sum of Hispanic and non-Hispanic participants.

		Actual Count of SNAP-Ed Participants	Estimated Count of SNAP-Ed Participants
Ethnicity	Hispanic/Latino	803	163
	Non-Hispanic/Latino	3,731	538
Race	American Indian or Alaska Native	926	92
	Asian	87	7
	Black or African American	62	18
	Native Hawaiian or Other Pacific Islander	37	1
	White	4,715	641
Total		4,534	701

ITEM 4 Direct Education - Characterizing Education Session Format, Delivery, Time, and Use of Interactive Media

Programming Details

Interactive multimedia integrates text, audio, graphics, still images, and moving pictures into one computer-controlled, multimedia product that provides an individualized educational experience based on a participant's input.

Format	A. Number of Series Delivered	B. Time Range		C. Number of Sessions Delivered Using Interactive Media
		Sessions (in minutes)	Number of Sessions	
1. Single session	103	0-30 31-60 61-90 91-120 Over 120	34 54 7 4 4	0
2. Series of 2 to 4 sessions	100	0-30 31-60 61-90 91-120 Over 120	113 169 30 22 8	0

3. Series of 5 to 9 sessions	169	0-30 31-60 61-90 91-120 Over 120	417 548 64 9 13	0
4. Series of 10 or more sessions	7	0-30 31-60 61-90 91-120 Over 120	7 78 1 22 6	0

ITEM 5 Interventions - Characterizing Implementation, Indirect Education, Reach, and Expenditures

The following table pulls together interventions reported in program activities, PSE site activities, indirect activities, and social marketing. Codes for this item are listed in the official SNAP-Ed EARS Form at [snaped.fns.usda.gov/snap/EARS/EARSFormforFY2017-FY2019Reporting.pdf](https://www.fns.usda.gov/snap/EARS/EARSFormforFY2017-FY2019Reporting.pdf). Indirect education is captured in Column I, and may be blank if not applicable. The year of implementation (column C) is not currently tracked in PEARS. Also, while all reported PSE records are included in this table, population codes and reach (columns E and F) are only included for PSE records that are at least in the “Started implementation of changes” stage of implementation. For social marketing campaigns, we count one site per specified setting.

A. Name or Descriptive Title for the Intervention	B. Intervention Type(s) (DE, SM, and/or PSE) (Select All That Apply)	C. Year	D. Implementation Stage (Use Codes)	E. Priority Population(s) (Use Codes)	F. Estimated Number of SNAP-Ed Participants Reached	G. Data Sources (Select All That Apply)	H. Intervention Settings (Use Codes) and Number of Sites Per Setting	I. Indirect Intervention Channels (Use Codes)	J. Intervention Topic(s)
Other, please specify	PSE, SM		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M AI/AN, W N, H/L	625560	C, O, V	AA, 2; I, 1; K, 1; O, 1; O3, 2; O4,2; S, 1; T, 1; Y, 1	A, B, E, H, O7, S, T,V	A, B, C, D, E, F, O8,O9, P, R
Other, please specify - COVID-19	PSE, SM		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M AI/AN, W H/L, N	393672	C, V	F, 1; K, 1; T, 2;W, 1; Z, 1	A, B, N,O7, S	A, B, C, D,E, F, G, H,I, J, K, L,M, N, O,P, Q, R
Captain Create MyPlate	DE		I	M, F 5-17, <5,18-59,>60 M, F W, A, B,AI/AN,NH/PI H/L, N	2655	C, O, S, V	F, 1; G, 4; I, 4;M, 14; O3, 1;O4, 1; Z, 3	A, H, O7,S, V	A, B, C, E,F, G, H, I,J, K, L, M,N, O, O8,O9, Q, R
Captain Create MyPlate - COVID-19	DE		I	M, F 5-17, 18-59 M, F W, AI/AN,A, NH/PI,B H/L, N	2630	C, O, S, V	G, 4; I, 1; M, 10;O3, 3	E, H, N,O7	A, C, E, F,G, H, I, J,K, L, M,N, O, O9,Q, R

Create Farm Fresh Gardens	DE, PSE		I, P	M, F 5-17, 18-59 M, F AI/AN, W H/L, N	39	S, V	FF, 1; O3, 1; Y,2		A, D, E, F,K, O9
Create Farm Fresh Gardens - COVID-19	DE		I	M, F <5, 5-17,18-59,>60 M, F A, W,AI/AN, B,NH/PI H/L, N	132	S, V	O3, 1; T, 1; Y, 2		A, B, C, F,G, H, I, K,M, N, O,O8, R
Create Better Health	DE, PSE		D, I, P	M, F 5-17, 18-59, >60, M, F AI/AN, A,NH/PI, W,B H/L, N	17916	C, O, S, V	A, 1; AA, 1; E,1; F, 2; FF, 1; G,1; H, 1; I, 2; J,3; K, 1; M, 5; O, 2; O2, 2; O3, 4;O4, 1; O6, 1; R,1; S, 1; U, 2; W,2; Y, 1; Z, 1	A, E, H,O7, R, S,V, W	A, B, C, D,E, F, G, H,I, J, K, L,M, N, O, O8, O9, P,Q, R
Create Better Health - COVID-19	DE, PSE		D, I, P	F, M >60, 18-59, 5-17,<5 F, M W, A,NH/PI,AI/AN, B N, H/L	75054	C, O, S, V	BB, 1; FF, 1; H,1; I, 4; J, 2; L, 2;M, 3; O, 1; O2,7; O3, 24; O4,1; O6, 1; Q, 1;S, 2; W, 1	A, E, H,N, O7, R,S, V	A, B, C, D,E, F, G, H,I, J, K, L,M, N, O,O8, O9, P,Q, R
Create FarmFresh Food	DE, PSE		I, P	F, M 18-59,>60, <5, 5-17 F, M AI/AN, W,A, B,NH/PI H/L, N	679	C, S, V	AA, 1; H, 1; Q,2; T, 1; Y, 2	E, H, O7,S	A, B, C, D,F, G, H, I,J, K, L, M,O
Create FarmFresh Food -COVID-19	DE, PSE		D, I, P	M, F 18-59,>60, <5, 5-17 M, F NH/PI, W,AI/AN, A,B H/L, N	39280	C, S, V	AA, 1; I, 2; K, 1;O3, 2; R, 1; T, 1	H, S	A, B, C, D,E, F, G, H,I, K, L, M,N, O, O8,Q
Create Family Meals	DE		I	M, F <5, 5-17,18-59,>60 M, F AI/AN, W N, H/L	184	C, V	I, 2; J, 2; W, 1	S	A, B, C, F,H, J, K,O8
Create Family Meals - COVID-19	DE		I	M, F <5, 5-17,18-59 M, F W, A, B H/L, N	508	S, V	I, 2; O2, 1; O3,4	H	A, B, C, D,E, F, L,O8, P, Q,R
Create Healthy Pantries (includes Thumbs Up)	PSE		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M W, AI/AN,NH/PI, B,A H/L, N	24871	C, O, S, V	AA, 1; BB, 15;M, 1; O3, 1; P,1; Y, 1	H, O7	A, B, C, F,G, H, I, J,K, M, N,O, O8

Create Healthy Pantries (includes Thumbs Up) -COVID-19	PSE		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M B, A, AI/AN, NH/PI, W H/L, N	3320	O, V	BB, 6; M, 1	H	A, B, C, F, G, H, I, K, L, M, N, O, P, R
Create Healthy Stores (includes Thumbs Up)	PSE		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M B, A, AI/AN, W H/L, N	108000	C, O	EE, 2		B, D, E, F, G, H, I, J, K, L, M, N, O
Create Healthy Stores (includes Thumbs Up) - COVID-19	PSE		D, I, P, T & E	F, M <5, 5-17,18-59,>60 F, M B, AI/AN, NH/PI, W H/L, N	8640	V	S, 1		B, F, G, H, K
Create Healthy Schools (includes Smarter Lunchrooms)	DE, PSE		D, I, P, T & E	M, F 5-17, 18-59, <5,>60 M, F W, B, A, AI/AN, NH/PI H/L, N	4577	C, V	F, 1; M, 15; S, 1	E, H, O7	A, F, G, H, I, K, L, M, O, O9, P, R
Create Healthy Schools (includes Smarter Lunchrooms) -COVID-19	PSE		I, P	F, M 5-17, 18-59 F, M A, AI/AN, W H/L, N	146	S	F, 1		A, B, C, F, O9
Food, Fun, and Reading	DE		I	M, F <5, 5-17,18-59, >60 M, F B, W, NH/PI, AI/AN, A H/L, N	771	C, O, S, V	G, 2; H, 4; I, 1; J, 1; K, 2; M, 2; Z, 2	H, O7, S	A, C, F, G, H, I, L, M, Q, R
Food, Fun, and Reading -COVID-19	DE		I	M, F <5, 18-59, 5-17, >60 M, F AI/AN, NH/PI, W, A H/L, N	1129	C, O, S, V	G, 2; H, 7; I, 1; J, 1; K, 1; M, 5; N, 1; O3, 6	H, S	A, C, F, G, H, I, K, L, M, O9, P, R
Creaciones en la Cocina (Create Family Meals in Spanish)					0				
Creaciones en la Cocina (Create Family Meals in Spanish) -COVID-19	DE		I	F, M 18-59,>60 F, M W, B H/L	36	S, V	J, 1; O2, 1; O3, 3; Q, 1		A, B, C, D, E, F, G, H, I, K, L, P, R
Create Better Health en español (Create Better Health in Spanish)	DE		I	F, M 5-17, 18-59, >60,<5 F, M W H/L, N	45	C, O, S, V	J, 1; O3, 2; Q, 1	E, H, O7, R, S, W	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, O8, P, Q, R

Create Better Health en español (Create Better Health in Spanish) -COVID-19	DE		I	F, M 18-59,>60 F, M W, AI/AN,A H/L, N	662	C, S, V	I, 2; J, 2; K, 1;O2, 1; O3, 10;Q, 2	O7, S	A, B, C, D,E, F, G, H,I, J, K, L,M, N, O,O8, P, Q,R
Farmers Feeding Utah	PSE		I, P		2300	C, O, V	BB, 2	O7, S	F, H, I
Farmers Feeding Utah -COVID-19	PSE		I, P		58235	O, V	BB, 17	H, 07	F, G, H, I
Food, Fun, and Culture	DE		I	M, F <5, 5-17, 18-59 M, F W N, H/L	130	C, O, V	I, 1; K, 3; M, 1	H	A, F, G, H,I, Q, R
Food, Fun, and Culture -COVID-19	DE		I	M, F <5, 5-17,18-59 M, F W H/L, N	138	C, S, V	I, 1; K, 3; O2, 1;O3, 3	S	A, C, D, F,G, H, I, K,L, M, O9,P
Create MyPlate (grades 4-6)	DE		I	M, F 5-17, 18-59 M, F W, A, B,AI/AN H/L, N	796	C, S, V	G, 1; I, 2; M, 8;O2, 1; O4, 1; W,1	H, 07	A, C, E, F,G, H, I, J,L, M, O,O9, P, Q,R
Create MyPlate (grades 4-6) -COVID-19	DE		I	M, F 5-17, 18-59 M, F B, W, A,NH/PI N, H/L	202	C, S, V	G, 1; M, 2; O2,1; O3, 1; O4, 1	S	A, C, E, F,G, H, I, K,L, M, R
No Intervention Specified					0				
No Intervention Specified -COVID-19					0				

Extension
UtahStateUniversity.

