

2022

**CREATE** SNAP-ED  
BETTER HEALTH™

— CREATE BETTER HEALTH UTAH

# ANNUAL REPORT YEAR 3



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# Publication Team

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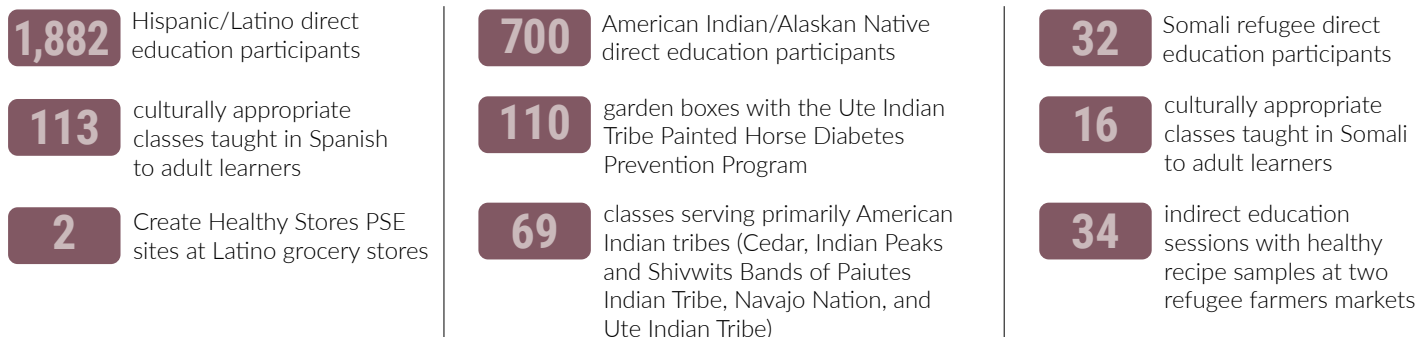


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# EXECUTIVE SUMMARY

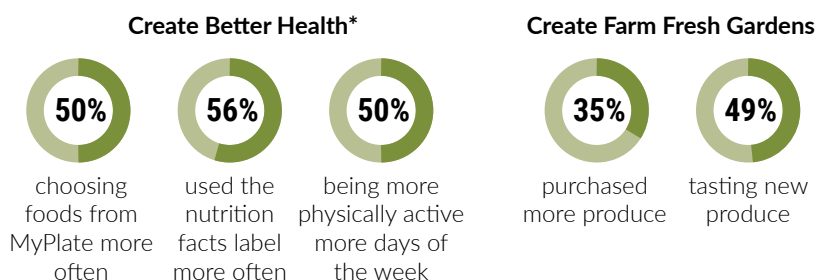
## Priority Population Programming



## Direct Education (Online and Face-to-Face)

### Direct Education - Adult

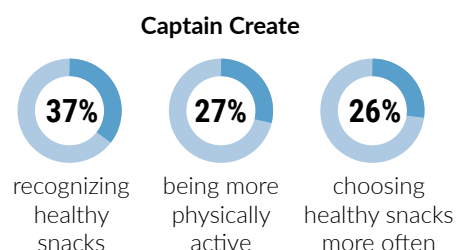
2,373 adults reached through direct education, with respondents reporting the following results after participating:



\*Six-month follow-up survey

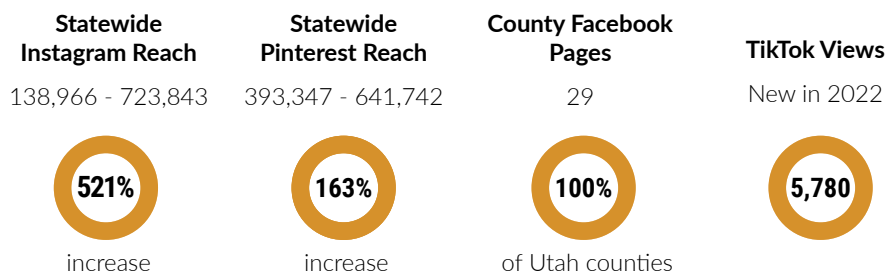
### Direct Education - Youth

7,899 youth reached through direct education, with respondents reporting the following results after participating:



## Social Media

### 2022 Social Media Growth:



### Intergenerational Poverty and Target Audience Newsletter

Newsletter Reach

**881,222**

## Policy, Systems, and Environment (PSE) Strategies

**251,641**

individuals  
impacted by PSE

**17**

schools

**24**

changes  
implemented  
in schools

**2**

new stores

**8**

changes  
implemented in  
stores

**43**

pantries  
participated  
(21 new)

**134**

changes implemented  
in pantries



of pantries that completed the year increased shelf space, number of healthy options, and with CBH assistance, provided an additional 17,022 pounds of fresh, locally grown produce

## Major Achievements

**3**

journal publications

Utah's State Nutrition Action Coalition  
was codified by the Utah State  
Legislature as the

**Utah Food  
Security Council**

The Farmers Feeding Utah Project, also  
known as the Miracle of Agriculture  
Foundation, donated

**1.8 million pounds**

of locally produced food to Utahns in need.

In 2022, the Create Better  
Health social marketing  
campaign reached over

**541,804**

individuals and 50% of 6-month  
follow-up survey participants  
recalled the campaign (aided).

## Overall Assessment Statement

This report is the culminating effort of Utah's three year grant plan. Throughout 2022, Create Better Health continued to thrive. Create Better Health (SNAP-Ed) piloted an award-winning online course, nearly doubled the number of adult direct education participants compared to 2021, continued to strengthen PSE interventions, and actively engaged with the SNAP-Ed audience through social media and other channels. The program was recognized nationally and as a Best in State Nutrition Education Program for Utah. Utah Stakeholders are pleased with the work accomplished, evaluated, and reported.

## Major Setback

There were no major setbacks and Create Better Health continued to educate and assist SNAP-Ed participants. Shifts in programming led to unprecedented reach and impact over virtual platforms and social media. PSE work results were prolific. In addition, direct education programming increased significantly compared to 2021.



# — SNAP-ED NARRATIVE ANNUAL REPORT



# EVALUATION REPORTS COMPLETED FOR 2022

Project	Key Project Objectives	Target Audience	Evaluation Type(s)
<b>Direct Education - Adult</b>			
Create Better Health (CBH) & Create Better Health en español	<p><b>Based upon pre-post surveys, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>65% of participants will report an increase in fruit and/or vegetable intake since the start of the CBH series.</li> <li>55% of participants will report an increase in adjusting meals to use foods on hand since the start of the CBH series.</li> <li>40% of participants will report an increase in exercise for at least 30 minutes since the start of the CBH series.</li> </ul> <p><b>Based upon the 6-month follow-up survey, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>55% of CBH series participants will report an increase in having enough food to last the month.</li> <li>60% of CBH series participants will report an increase in using MyPlate to make food choices.</li> </ul> <p><b>By September 30, 2022, after participating in a one-time Create Better Health class, at least...</b></p> <ul style="list-style-type: none"> <li>65% of participants will report an intent to use MyPlate recommendations more often than prior to participating in the class.</li> <li>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.</li> </ul> <p><b>Based upon 6-month and 1-year surveys, as part of process evaluation...</b></p> <ul style="list-style-type: none"> <li>Utah SNAP-Ed will identify the most effective combination and dosage of interventions resulting in improvements in nutrition, physical activity, and food resource management behaviors among participants.</li> </ul>	<p>English &amp; Spanish-speaking adults</p> <p>Medium-term &amp; long-term impact evaluation</p>	<p>Process evaluation</p> <p>Medium-term &amp; long-term outcome evaluation</p> <p>(PE, OE)</p>



Create Family Meals (CFM) & Creaciones en la Cocina	<p><b>Based upon pre-post surveys, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>65% of participants will report an increase in having at least 3 family meals since the start of the CFM series.</li> <li>65% of participants will report an increase in fruit and/or vegetable intake since the start of the CFM series.</li> <li>55% of CFM series participants will report an increase in having enough food to last the month.</li> </ul> <p><b>Based upon 6-month follow-up survey, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>65% of CFM series participants will report an increase in using MyPlate to make food choices.</li> </ul> <p><b>Based upon 6-month and 1-year surveys, as part of process evaluation...</b></p> <ul style="list-style-type: none"> <li>Utah SNAP-Ed will identify the most effective combination and dosage of interventions resulting in improvements in nutrition, physical activity, and food resource management behaviors among participants.</li> </ul>	English & Spanish-speaking families	<p>Process evaluation</p> <p>Medium-term &amp; long-term outcome evaluation</p> <p>(PE, OE)</p>
Create Farm Fresh Food (CFFF)	<p><b>Based upon behavior checklist, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>55% of CFFF participants will report an increase in FV intake throughout the series.</li> <li>55% of CFFF participants will report an increase in shopping at the farmers market.</li> </ul> <p><b>Based upon 6-month and 1-year surveys, as part of process evaluation...</b></p> <ul style="list-style-type: none"> <li>Utah SNAP-Ed will identify the most effective combination and dosage of interventions resulting in improvements in nutrition, physical activity, and food resource management behaviors among participants.</li> </ul>	English & Spanish speaking adults	<p>Medium-term outcome evaluation</p> <p>(OE)</p>
Create Farm Fresh Gardens (CFFG)	<p><b>By September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>12 individuals/families will participate in CFFG.</li> <li>4 community garden locations will offer CFFG.</li> <li>30% of the participants will report an increase in fruit and vegetable intake and improvement in food resource management after participating in CFFG.</li> </ul>	English & Spanish speaking families	<p>Medium-term outcome evaluation</p> <p>(OE)</p>

Direct Education - Youth			
Food, Fun, & Reading (FFR)	<b>Based on parent surveys, by September 30, 2022, after participating in the FFR series, at least...</b> <ul style="list-style-type: none"> <li>20% of parents will report an increase in preparing healthy foods.</li> <li>20% of parents will report their youth consumes more vegetables.</li> <li>20% of parents will report their youth participates in more physical activity.</li> </ul>	Youth (grades preschool-1)	Medium-term outcome evaluation  (OE)
Captain Create MyPlate	<b>By September 30, 2022, after participating in a Captain Create MyPlate face-to-face class series, at least...</b> <ul style="list-style-type: none"> <li>40% of youth participants will improve in recognizing what foods comprise each food group.</li> <li>40% of youth participants will show an improvement in understanding the importance of physically active lifestyles.</li> </ul>	Youth (grades 1-6)	Medium-term outcome evaluation  (OE)
Policy, Systems, and Environment (PSE) Strategy			
Create Healthy Pantries	<b>By September 30, 2022, at least...</b> <ul style="list-style-type: none"> <li>30 pantries will implement Create Healthy Pantries.</li> </ul> <b>Based on scores from the NEFPAT, at least...</b> <ul style="list-style-type: none"> <li>75% of pantries working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up.</li> </ul> <b>Based on PSE reporting in PEARS, at least...</b> <ul style="list-style-type: none"> <li>70% of pantries working with SNAP-Ed will report increased shelf space and number amount or variety of healthy options as an adopted change.</li> </ul>	Food pantry clients	Medium-term outcome evaluation  (OE)
Create Healthy Schools (Smarter Lunchrooms Movement [SLM])	<b>By September 30, 2022, at least...</b> <ul style="list-style-type: none"> <li>10 schools will work with SNAP-Ed to implement SLM.</li> </ul> <b>Based on the SLM Scorecard...</b> <ul style="list-style-type: none"> <li>70% of schools working with SNAP-Ed will increase their score by at least three points between baseline and follow-up.</li> </ul>	SNAP-Ed eligible schools	Medium-term outcome evaluation  (OE)
Create Healthy Stores	<b>By September 30, 2022, at least...</b> <ul style="list-style-type: none"> <li>4 stores will implement Create Healthy Stores.</li> <li>80% of stores working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up.</li> </ul>	EBT-stores that are in SNAP-Ed	Medium-term outcome evaluation  (OE)

Social Marketing			
Create Better Health Social Marketing	<p><b>By September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>3 partnering organizations will adopt and share Create Better Health social marketing materials expanding the reach of the program.</li> </ul> <p><b>Based upon the 6-month follow-up survey, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>10% of survey respondents will identify the CBH social marketing campaign (unaided recall).</li> <li>60% of survey respondents will identify the CBH social marketing campaign (aided recall).</li> </ul>	SNAP-Ed eligible adults	Process evaluation (PE)
Indirect Education			
Create Better Health Social Media & Intergenerational Poverty E-newsletter	<p><b>By September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>400 additional direct education participants will subscribe to the Create Better Health newsletter.</li> </ul> <p><b>Based upon the 6-month follow-up survey, by September 30, 2022, at least...</b></p> <ul style="list-style-type: none"> <li>20% of survey participants following SNAP-Ed social media will report visiting site(s) more than once.</li> <li>55% of survey participants following SNAP-Ed social media will report being SNAP-Ed eligible.</li> </ul>	SNAP-Ed eligible youth and adults, English & Spanish speaking	Process evaluation Medium-term outcome evaluation (PE,OE)

# PLANNED IMPROVEMENTS

Project	Planned Improvement(s)
<b>Direct Education - Adult</b>	<ul style="list-style-type: none"> <li>• Increase participation of the Create Better Health self-paced online course statewide and with national partners.</li> <li>• Expand ESL programming statewide by expanding Create Better Health classes for the refugee populations and completing work on the Spanish online course.</li> <li>• Develop the Create Healthy Gardens curriculum by merging the most popular sections of Create Farm Fresh Food curriculum and the Create Farm Fresh Gardens toolkit into a series.</li> <li>• Add Tai Chi classes to improve access to active living among our audience.</li> </ul>
<b>Direct Education - Youth</b>	<ul style="list-style-type: none"> <li>• Close the gap in youth programming by having lessons for all age groups, from preK to adult.</li> </ul>
<b>PSE: Create Healthy Pantries</b>	<ul style="list-style-type: none"> <li>• Work towards solving regional barriers within pantries by implementing regional leadership roles.</li> </ul>
<b>PSE: Create Healthy Schools</b>	<ul style="list-style-type: none"> <li>• Increase the self-efficacy of SNAP-Ed ambassadors to work with Smarter Lunchroom Movement through additional training.</li> <li>• Improve school cafeteria environments by implementing Captain CREATE Bulletin Boards in school cafeterias.</li> </ul>
<b>PSE: Create Healthy Stores</b>	<ul style="list-style-type: none"> <li>• Expand Thumbs Up for Healthy Choices in retail settings through increasing community engagement and strengthening implementation partnerships with organizations like local health departments.</li> <li>• 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.</li> </ul>
<b>Social Marketing: Healthy Choices Create Better Health</b>	<ul style="list-style-type: none"> <li>• Pilot campaign activities with SNAP-Ed educators to provide training and increase educator buy-in to improve SNAP-Ed participant engagement with the campaign at the local level.</li> <li>• Improve utilization of social media as a communication channel for social marketing.</li> </ul>
<b>Indirect Education: Create Better Health Utah Social Media</b>	<ul style="list-style-type: none"> <li>• Improve social media presence and online education through county based Facebook and Instagram sites.</li> <li>• Vigorously promote the new Create Better Health online class in counties where there is no in-person ambassador teaching classes.</li> <li>• Provide all CBH ambassadors an iPad and confirm they have access to internet to ensure social media messaging is reliable and consistent at the county level.</li> </ul>



# STAFF TRAINING

## Staff Trainings

### Create Better Health Annual SNAP-Ed Conference and Training

Date: September 2021

Topics: Updates to program (13 presentations total)

Format: Virtual

Audience: Statewide staff

### Regional SNAP-Ed Conference

Date: April 2022

Topics: Basic SNAP-Ed programming (4 presentations total)

Format: In person; Hands on learning

Audience: New ambassadors hired within the year

### Bi-monthly staff meetings

Date: 1st and 3rd Mondays of the month

Topics: Program updates and best practices

Format: Virtual

Audience: Statewide staff

### Monthly supervisor meetings

Date: 2nd Mondays of the month

Topics: Program updates and best practices

Format: Virtual

Audience: Statewide staff supervisors

### Monthly In-service trainings

Date: 4th Wednesdays of the month

Topics: Professional development

Format: Virtual

Audience: Statewide staff

### YouTube training channel

Date: n/a

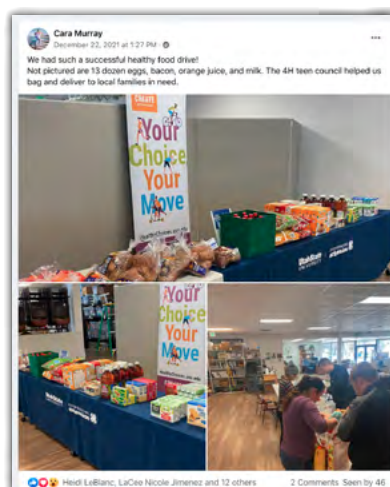
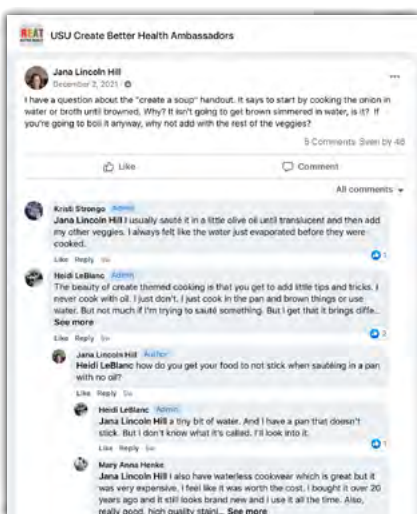
Topics: Basic SNAP-Ed programming and program updates

Format: Virtual

Audience: Statewide staff and partners

## 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

Jimenez, L., Ruhl, H., & Russo, S. (2022). *A SNAP-Ed social marketing recipe for success*. Association of SNAP Nutrition Education Administrators. Virtual.

Wille, C.G., Coombs C., Nur, H., Atoloye, A. (2022). Government, Funds Nutrition Education, Supports Curricular Adaptations and Virtual Delivery to Effectively Reach Limited-Resource/Culturally Diverse Audiences During Pandemic. Twelfth International Conference on Health, Wellness & Society. University of the Witwatersrand, Johannesburg, South Africa.

## Poster Presentations

Coombs, C., Pinkerton, L., Strongo, K., Savoie Roskos, M., Jimenez, L., & LeBlanc, H. (2022). P091 Assessing Level of Interest in In-person and Virtual Nutrition Education Among SNAP-Ed Eligible Utahns. *Journal of Nutrition Education and Behavior*, 54(7), S60–S61. <https://doi.org/10.1016/j.jneb.2022.04.131>

Jimenez, L., LeBlanc, H., & Brain McCann, R. G. H. (2022, May). Eat fresh, buy local: Improving local food access through social marketing [Poster presentation]. Social Marketing Conference, Clearwater, FL, United States.

Nur, H., Atoloye, A., Wengreen, H., Savoie Roskos, M., Archuleta, M. (2022). Barriers and Assets that Influence Nutrition Behaviors and Preferences for Receiving Nutrition Education of Somali Refugees in Utah. *Society of Nutrition Education and Behavior*.

# JOURNAL PUBLICATIONS

## Published Journal Articles

Atoloye, A. T., Nur, H., Wengreen, H., & Archuleta, M. (2021). Tackling Cultural Determinants of Health Through Nutrition Education among refugees. *Health Equity*, 5(1), 390–393. <https://doi.org/10.1089/heq.2020.0109>

Christensen, D., Bingeman, B., Coombs, C., Savoie Roskos, M., & LeBlanc, H. (2021). Food, Fun and Reading: Pilot study of updated and expanded preschool curriculum. *Journal of National Extension Association of Family and Consumer Sciences*, 16(2021).

Jewkes, M., Coombs, C., Savoie-Roskos, M., & LeBlanc, H. (2021). Needs assessment results for online adult SNAP-Ed courses. *Journal of National Extension Association of Family and Consumer Sciences*, 16(2021).

# CURRICULUM DEVELOPMENT

## Food, Fun, and Reading - Culture Series.

In 2022, CBH introduced a curriculum expansion of the Food, Fun, and Reading curricula. The Food, Fun, and Reading: Cultural Adventures series provides exposure to diverse cultures and food through engaging storybooks and a sampling of dishes from around the world. It is taught in local libraries, preschools, daycares, and early elementary classes to target the youngest audience.

## 2022 AWARDS

Award	Project	Awarding Association
<b>Best of State: Nutrition Education</b>	Create Better Health Programming	Utah Best of State
<b>1st Place Winner for SNAP-Ed/EFNEP Curriculum</b>	Create Better Health Online Course	NEAFCS
<b>1st Place Winner for SNAP-Ed/EFNEP Curriculum</b>	Create Better Health Curriculum	Western Region NEAFCS
<b>1st Place Winner for Communication Award Category: Television/Video</b>	Captain Create YouTube Channel	NEAFCS
<b>1st Place Winner for Communication Award Category: Television/Video</b>	Captain Create YouTube Channel	Western Region NEAFCS
<b>2nd Place Winner for Community Partnership Award</b>	Farmers Feeding Utah	Western Region NEAFCS

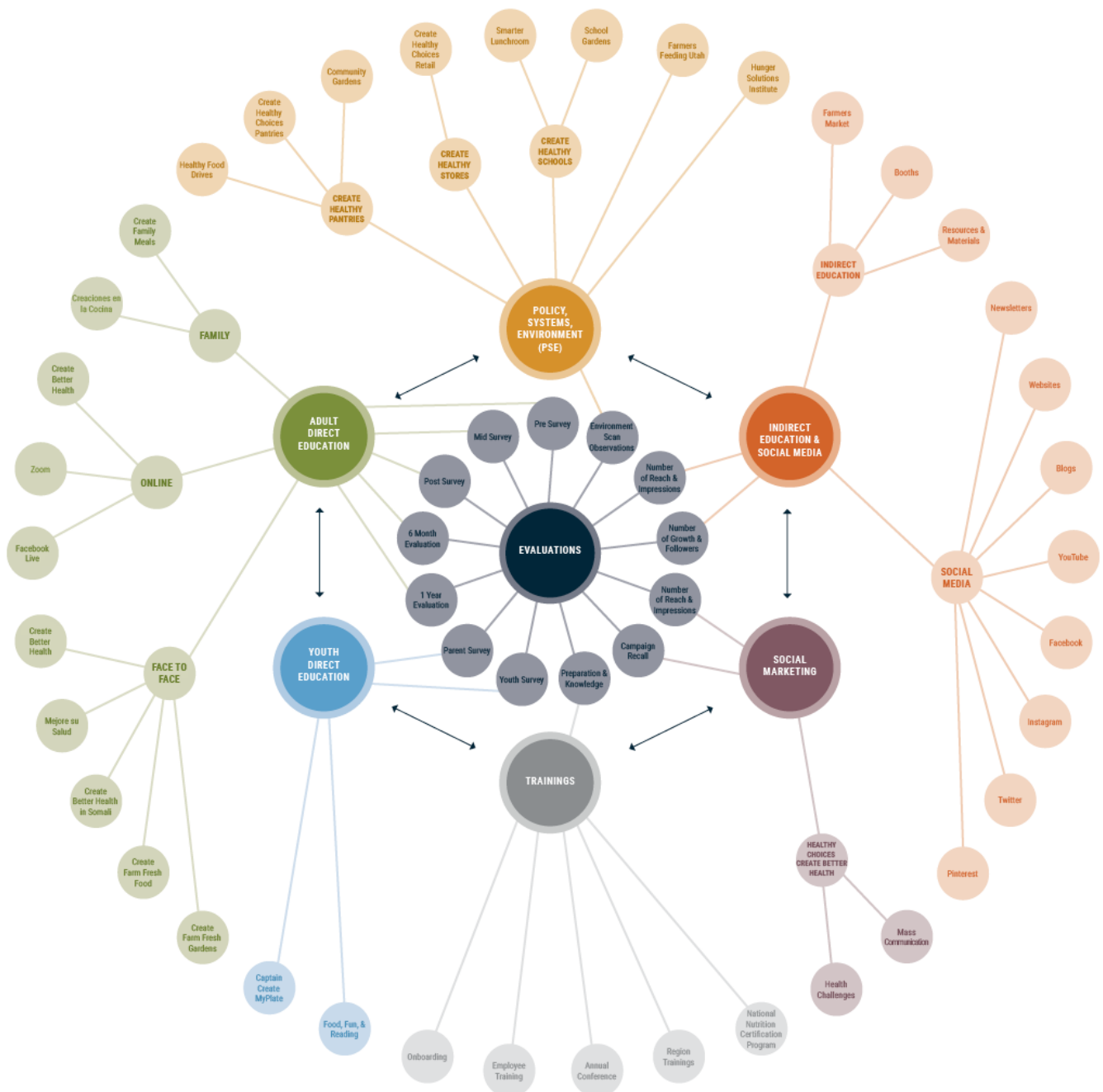




# SNAP-ED ANNUAL REPORT SUMMARY FOR OUTCOME AND IMPACT EVALUATIONS



# COMPREHENSIVE PROGRAMMING MAP



# OUTREACH BY COUNTY

County	Youth Participants (0-17 years old)*	Adult Participants (18+ years old)*	PSE Sites
Box Elder	227	99	4
Cache	209	107	4
Carbon	426	91	1
Daggett	-	-	1
Davis	1126	568	14
Duchesne	654	9	10
Emery	31	32	1
Iron	846	105	1
Juab	143	50	1
Kane	592	-	2
Millard	1678	110	4
Piute	-	148	1
Salt Lake	320	443	4
San Juan	128	27	-
Sevier	77	-	2
Summit	-	-	1
Uintah	443	89	7
Utah	57	118	6
Wasatch	-	-	3
Washington	479	172	12
Weber	277	130	2
Online	-	46	-
Farmers Feeding Utah (various counties)	-	-	6
<b>Totals</b>	<b>6099</b>	<b>1228</b>	<b>95</b>

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

# DIRECT EDUCATION - ADULT

## Class Dosage and Behavior Change

DIRECT  
EDUCATION -  
ADULT

### 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. The purpose of the class dosage and behavior change analysis of adult education data was to better understand how class dosage impacts behavior change.

### RELATED STATE OBJECTIVES

Based upon **6-month and 1-year surveys**, as part of process evaluation...

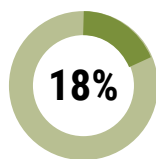
- Utah SNAP-Ed will identify the most effective combination and dosage of interventions resulting in improvements in nutrition, physical activity, and food resource management behaviors among participants.

### EVALUATION DESIGN

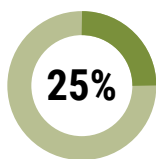
For participants enrolled in a series of Create Better Health adult education classes, two impact evaluations were conducted during different points in time to assess changes in skills and behaviors. Outcome evaluation data was collected using a pre-post survey model for series participants. Participants 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.

### Evaluation Participants

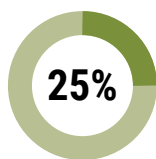
Survey from participants who completed direct education classes from June 2020 to June 2022 were included in the study (n=151). Data was grouped into categories defined by the number of classes participants had attended in the series.



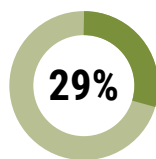
attended  
1-3 classes



attended  
4 classes



attended  
5-7 classes



attended  
8 or more classes

### 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)

Outcome measures were collected with a pre-post survey design during each adult education 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.
- Follow USDA food safety recommendations.
- Shop with a grocery list.
- Use the nutrition facts labels.
- Increase fruit and vegetable intake.
- Implement physical activity behaviors.
- Decrease in sugar sweetened beverage intake.

## DATA COLLECTION

Pre-surveys were collected in the first class of the adult education series. Post-surveys were collected in the last class of a series. All data is self-reported.

## RESULTS

**No significant difference between 4 classes and 5-7 classes, or 4 classes and 8+ classes.**

- Stretch food dollars so there is enough food to last through the month.
- Use MyPlate recommendations to make food choices.
- Shop with a grocery list.
- Follow USDA food safety recommendations.

**No significant differences between groups.**

- Use the nutrition facts labels.
- Adjust recipes to use foods already on hand.
- Increase fruit and vegetable intake.
- Implement physical activity behaviors
- Decrease in sugar sweetened beverage intake.

**How evaluation results will be used**

Create Better Health series will be adjusted so the material may be taught in a 4-session series.

## POINT OF CONTACT

Heidi LeBlanc

## RELEVANT JOURNAL REFERENCE

There are currently no journal references about this analysis.

# Create Better Health

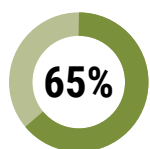
DIRECT  
EDUCATION -  
ADULT

## 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. The purpose of this analysis of adult education data is to better understand how class dosage impacts behavior change.

## 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.

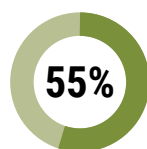


of participants will report an increase in adjusting meals to use foods on hand since the start of the CBH series.



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.

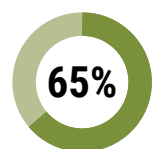


of participants will report an increase in using MyPlate to make food choices.

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

1,485 adults participated in Create Better Health classes

- 150 program activities - 128 face-to-face, 17 online, 4 mixed
- 61 one-time classes

- 311 one-time class surveys and 120 matched pre/post surveys completed
- 19 6-month follow-up surveys completed

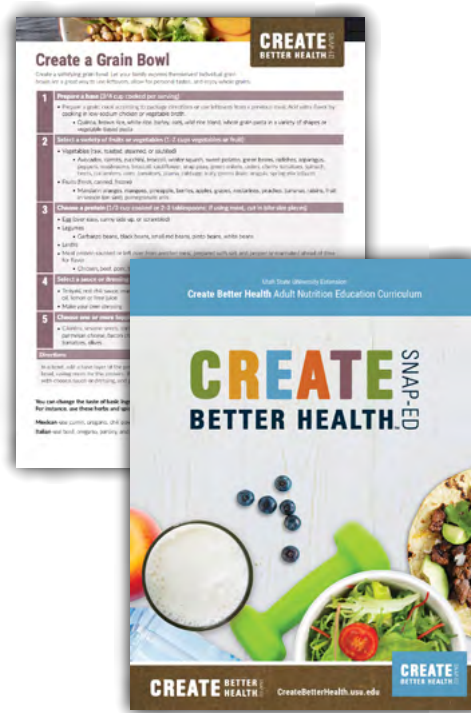
## Unit of Assignment

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.

## 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.

"In my old age, I am eating more vegetables because I know it is important to do so but I had never done it so much in my life until I decided to do it thanks to the course I took at CBH and I loved the veggies more now thanks to our classes. I set goals and I am eating more vegetables and I already like them now."

- Utah County Participant

"I really appreciate you taking the time to teach us and I have learned so much. I have lost 9 pounds over the course of these last couple of weeks of attending your class. Thank you so much!"

-Iron County Participant

The online course was great. I had done an in-person Create Better Health class at the Kaysville location with my toddler, and I love that this course went more in depth. I've used several of the recipes, and overall, I feel like I've learned a lot about portions and the different food groups. Honestly, I never had any idea what whole wheat really meant before.

- Online Participant, April 2022

"I usually don't eat in the morning, and if I do eat something its something like a donut, I am going to make a parfait or smoothie now each day and see how much better I feel!"

- Uintah County Participant



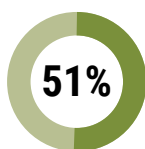
## RESULTS

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

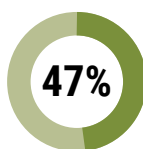
After participating in one Create Better Health class, adult participants reported the following:



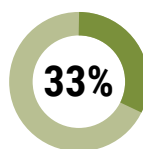
intend to stretch their food dollars to last the month more often (n=309).



intend to choose a variety of foods based on MyPlate more often (n=307).



intend to be physically active for at least 30 minutes, 5 days a week more often (n=309).



intend to adjust their meals to use foods on hand more often (n=311).

"I set out to be active as a mom and help my children to be active too and notice that we are happier while exercising."

- Utah County Participant

### Create Better Health Pre-post Survey (Series Participants)

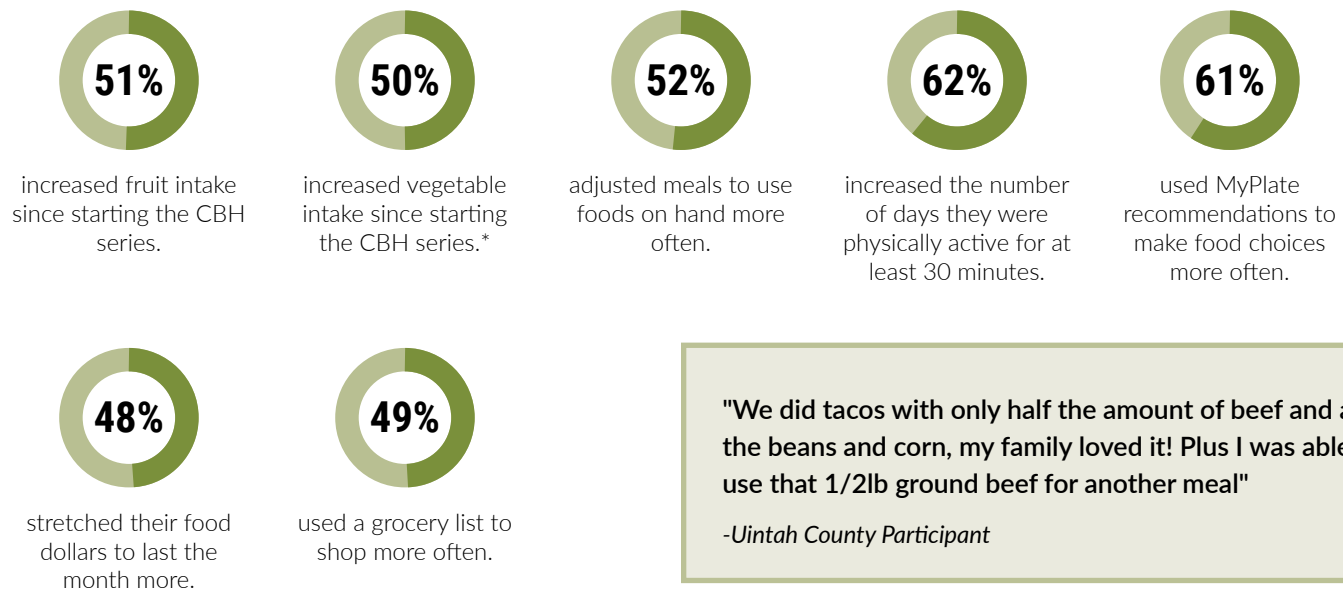
- 509 participants completed the pre-survey.
- 262 participants completed the post-survey.
- 120 participants completed both the pre and post survey.

"During a CBH class series at a local high school, the teacher of the students shared that she had followed the meal plan and grocery shopping tips we taught. At the end of her two-week meal plan, she had \$200 left over from her normal grocery budget. This was an impactful experience for her and great for her students to see the benefits of applying the CBH curriculum into their lives."

-Davis County Ambassador



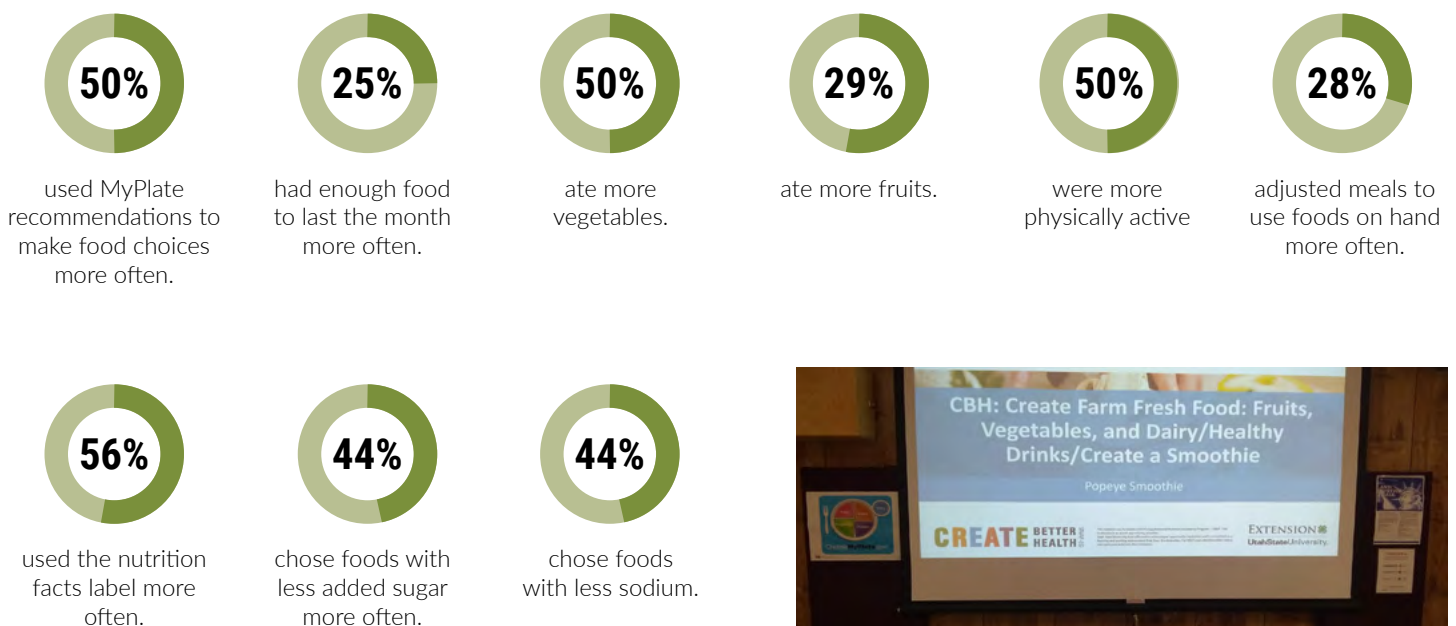
At the end of a Create Better Health series, adult participants:



\* Results of the non-parametric Wilcoxon signed-rank test indicated there was a statistically significant increase in participants' vegetables intake after they completed the program ( $W = 3.42$ ,  $p < 0.001$ ).

## Create Better Health 6-month Follow-up Survey

At least six months after participating in a Create Better Health series, adult participants ( $n = 19$ ) reported the following:



## Somali Refugee Programming Highlights

- Two Create Better Health series in Somali
- 32 participants



## Create Better Health en español Highlights

- 20 Create Better Health series in Spanish
- 314 participants



**"Mi esposo escucha las clases que nos das y él me recuerda de leer las etiquetas cuando andamos de compras y también empezó a hacer ejercicio, hace una hora diaria, te agradezco tus clases y tu buena influencia!"**

*- Utah County Participant*

Translation: "My husband is listening to the classes you share with us, and he reminds me to read the nutrition labels when we go to the market, and he also started exercising, he do it for an hour each day, thank you for your classes and your good influence."

**"Estoy agradecida por tus clases, porque cuando empezamos a tomarlas, decidí cambiar algunos de mis hábitos alimenticios y he perdido peso."**

*-Utah County Participant*

Translation: "I am grateful for your classes because, when we started to learn, I decided to change some of my eating habits, and I have lost weight."



## How evaluation results will be used

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



"Hey! Just wanted to let you know that your class is making an impact! I didn't realize how much I would like orange bell peppers until the snack last week. For dinner tonight, instead of our usual cheese quesadillas on white flour [tortillas], I made whole wheat quesadillas with fajita spiced chicken and sliced orange peppers. Super yummy and feels great in the belly!"

- Davis County Participant

"When you sent me the recipe and I saw it for the first time, I thought I would never add broccoli to an omelet. When I saw the recipe, I questioned your choice of recipe to make, but this broccoli omelet is delicious! Who knew! I guess it is important to try new recipes."

-Millard County Partner

## POINT OF CONTACT

Kristi Strongo and Heidi LeBlanc

## 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

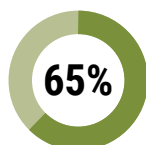
DIRECT  
EDUCATION -  
ADULT

## PROJECT GOALS

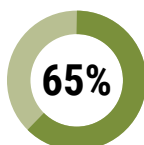
As a result of participating in Utah SNAP-Ed's adult education series, SNAP-Ed eligible audiences will increase food security and make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate.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

## RELATED STATE OBJECTIVES

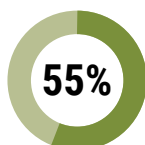
Based upon **pre-post surveys**, at least...



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

135 adults participated in Create Family Meals classes. Thirteen class series were held across the state this year.



"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!"

-Utah County Participant, Farm Bureau Family Meals

"My favorite part was my seeing my kids being able to cook and knowing that they can do the work and that as a family group we can do meal time. Which takes a lot of stress off of me as a single mom. My kids loved that the recipes were easy enough that they could do themselves. I loved the substitutions given for meat like lentils as a protein source instead of hamburger."

- Uintah County Participant, Farm Bureau Family Meals



## 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.

"Thank you for showing us where our food comes from! I didn't realize we had so many producers right here in Vernal."

- Uintah County Participant, Farm Bureau Family Meals

## DATA COLLECTION

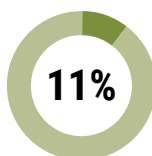
Pre-surveys were collected in the first class of CFM series. Mid-series surveys were collected in classes that occurred in the middle of a series (classes 2-7). Post-surveys were collected in the last class of a series. Six-month follow-up surveys were collected at least six months after completion of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

## RESULTS

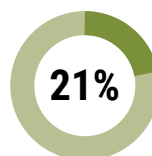
Note: There were not enough participants to run data analysis for the 6-month follow-up survey



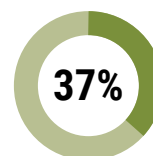
At the end of a Create Family Meals series, adult participants:



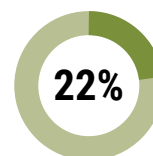
report an increase in having enough food to last the month.



report an increase in fruit intake since the start of the series.



report an increase in vegetable intake since the start of the series.



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

## POINT OF CONTACT

Kristi Strongo and Heidi LeBlanc

## RELEVANT JOURNAL REFERENCES

There are no journal references associated with this intervention.

# Create Farm Fresh Foods

DIRECT  
EDUCATION -  
ADULT

## 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...

55%

will report an increase in fruit and vegetable intake.

55%

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

88 adults participated in Create Farm Fresh Food classes and 8 program activities.

- 1 virtual Facebook series
- 7 in person series

### 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.





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

- 152 retrospective surveys were collected in 2022.

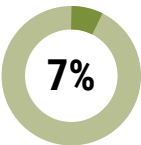
"We had one younger child that absolutely adored the roasted radishes and kept asking for more through the whole class. The mom was very excited about this as she never knew he would love radishes so much and she'd never even planned on giving them to him. The Create Farm Fresh Curriculum helps introduce our participants to new healthy foods (like radishes) that they then decide to add into the diets. Their experience trying these new healthy foods will stick with them and will hopefully encourage them to try even more healthy foods in the future."

- Davis County Ambassador

After participating in > 1 Create Farm Fresh Foods classes, participants (n = 152) reported the following:



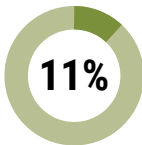
shopped at the farmers market more frequently.



increased fruit and vegetable intake.



ate "other" vegetables more frequently.



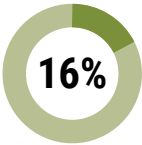
ate dark green vegetables more frequently.



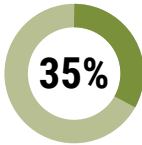
ate orange or red vegetables more frequently.



tasted new produce.



purchased new types of produce.



purchased more produce.

POINT OF CONTACT

Kristi Strongo and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.

# Create Farm Fresh Gardens

DIRECT  
EDUCATION -  
ADULT

## 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

39 adults (12 families including some with children) participated in Create Farm Fresh Garden program activities at two garden locations:

- Clearfield Community Garden
- Windsong Apartments

## 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

Note: There were not enough participants to run data analysis for the pre-post survey.



families participated in Create Farm Fresh Gardens.



community garden locations to offered Create Farm Fresh Gardens.

How evaluation results will be used

Data will improve education, and assist in identifying educator training needs. Special effort will be made to increase the number of locations and evaluation participants.

"By the end of the series [a 3-generation family] reported feeling more confident in gardening and the ability to do it on their own in the future. They also reported eating more fruit and vegetables as a result of taking our Create Farm Fresh Gardens Series. I felt this experience was so impactful on every generation of this family. Now they have the skills and confidence to garden and have that extra source of produce in the future."

- Davis County Ambassador

POINT OF CONTACT

Kristi Strongo and Heidi LeBlanc

RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.



# DIRECT EDUCATION - YOUTH

## Captain Create MyPlate

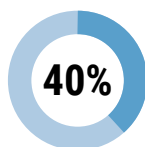
DIRECT  
EDUCATION -  
YOUTH

### PROJECT GOALS

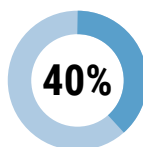
As a result of participating in Utah SNAP-Ed's Captain Create MyPlate classes, youth participants will make healthy food choices and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and USDA's MyPlate, reducing their risk of developing obesity and related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

### RELATED STATE OBJECTIVES

Based on **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.

### ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT1 MT3 ST7

### EVALUATION DESIGN

Youth participants were 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.

### Evaluation Participants

4,202 youth participated in Captain Create MyPlate

### Unit of Assignment

This was a non-experimental study design. 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.

**In the 3rd grade class a student said she had taken home her "popcorn kit", she received from my previous class, and tried it with her family. They tried many different spices and seasonings to see which they liked more. She said her dad loved it so much he ate most of it and bought popcorn kernels and brown paper bags so they could eat "healthy popcorn" for snacks everyday.**

*- Kane County Ambassador*



I did an activity where the students each got a food model and then got to come up and put it onto a colored dot that represented each Food Group. Every student put the foods on the correct dots and I was amazed because that had never happened to me in a class before where every student identified their food correctly. That may sound silly to be excited about, but it was just really rewarding to see the students understanding what I had been teaching. - Beaver County Ambassador

I just have to tell you that my daughter loves you. She listens to everything you teach her and takes it to heart. When you taught her that it was healthy to eat fruits and vegetables, she came home and told us to eat healthy and buy some healthy foods. She asked if we would buy grapes and carrots so we could eat healthier.  
- Millard County Youth Participant's Parent



## 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.

## DATA COLLECTION

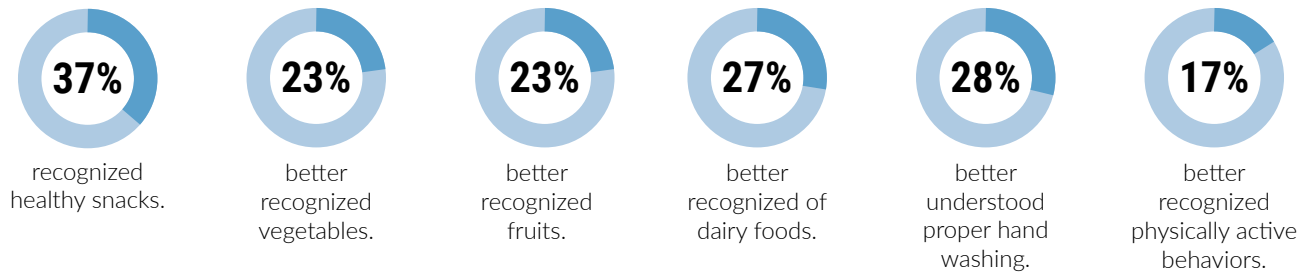
Youth participants also voluntarily complete a pre-post survey after before and after completion of a Captain Create MyPlate series. All data is self-reported.

## RESULTS

### Captain Create MyPlate First and Second Graders' Knowledge-based Survey (n = 503)

- Pre-surveys: 924
- Post-surveys: 790
- Matched sets: 503

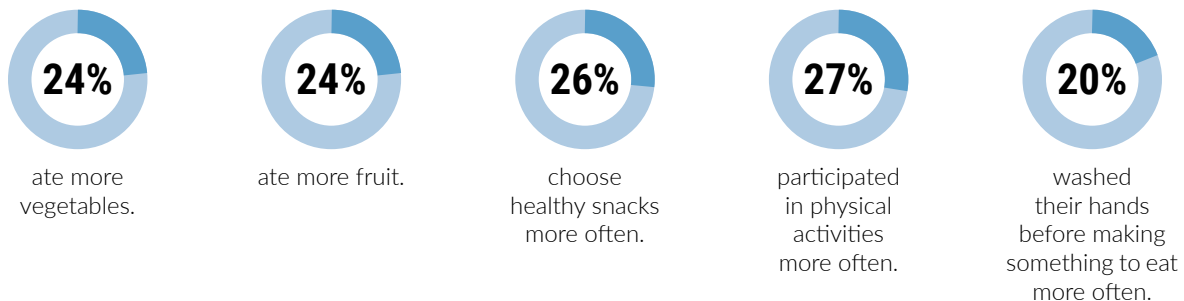
After participating in a Captain Create MyPlate series, first and second grade participants reported the following improvements:



### Captain Create MyPlate Third through Sixth Graders' Behavior-based Survey (n = 737)

- Pre-surveys: 1,280
- Post-surveys: 993
- Matched sets: 737

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



### 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, Kristi Strongo, and Heidi LeBlanc

### RELEVANT JOURNAL REFERENCES

There are currently no journal references about this intervention.

**"We have been using all of the recipes that you have given us. We love them."**

*- Washington County Participants (Father and Son)*



# Food, Fun, and Reading

DIRECT  
EDUCATION -  
YOUTH

## 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, 2022, at least...

20%

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

20%

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

20%

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

## 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

2,661 youth participated in FFR classes



## 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.

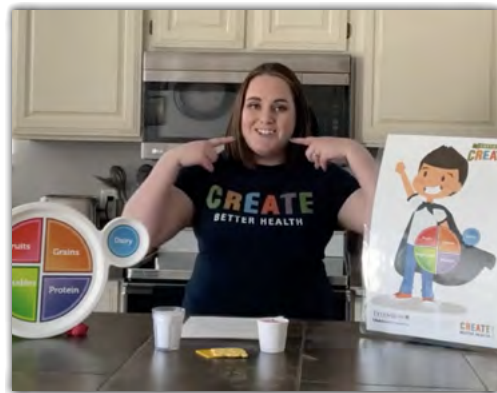
## OUTCOME AND IMPACT MEASURE(S)

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

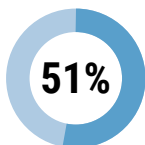
Parents/guardians of youth participants voluntarily complete a retrospective pre-post survey when their child completes a Food, Fun, and Reading series. All data is self-reported.



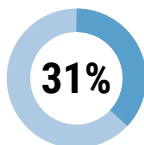
## RESULTS

### Food, Fun, and Reading Parent Survey

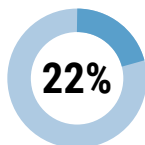
After their child participated in a Food, Fun, and Reading series, parent surveys showed that of adult respondents (n = 184)...



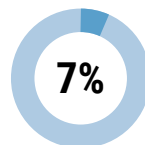
reported their child talks about health food.



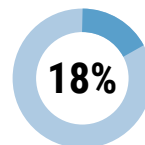
reported their child eats more vegetables.



reported their child eats more fruit.



reported their child is more physically active.



reported they prepare health foods more often.



"I have been drinking milk every single day so my bones can be strong!" – Iron County Youth Participant



"Thank you for bringing oranges today, I like them but, we don't get them at home." – Juab County Youth Participant





The teacher shared that they have always struggled to have this student eat fruits or vegetables. Putting them in a parfait he absolutely loved. So now they have a new way to help him to eat his fruits at the class at meal times/snacks or at home with his family."

- Davis County Ambassador



### How evaluation results will be used

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

### POINT OF CONTACT

Darlene Christensen, Kristi Strongo, and Heidi LeBlanc

### RELEVANT JOURNAL REFERENCE

Christensen, D., Bingeman, B., Savoie-Roskos, M., Coombs, C., & LeBlanc, H. (2021). 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...

30

pantries will implement Create Healthy Pantries.

70%

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

75%

of assessed 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.

During 2022, 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 2022 in some pantries.

## Group Assignment

N/A

## Unit Retention

All the sites will continue into FY 2023.

## OUTCOME AND IMPACT MEASURES

During FY 2022, 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 16 pantries, SNAP-Ed staff collected data using the Nutrition Environment Food Pantry Assessment Tool (NEFPAT) at the beginning of the year and then at the end of the year. The NEFPAT 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.

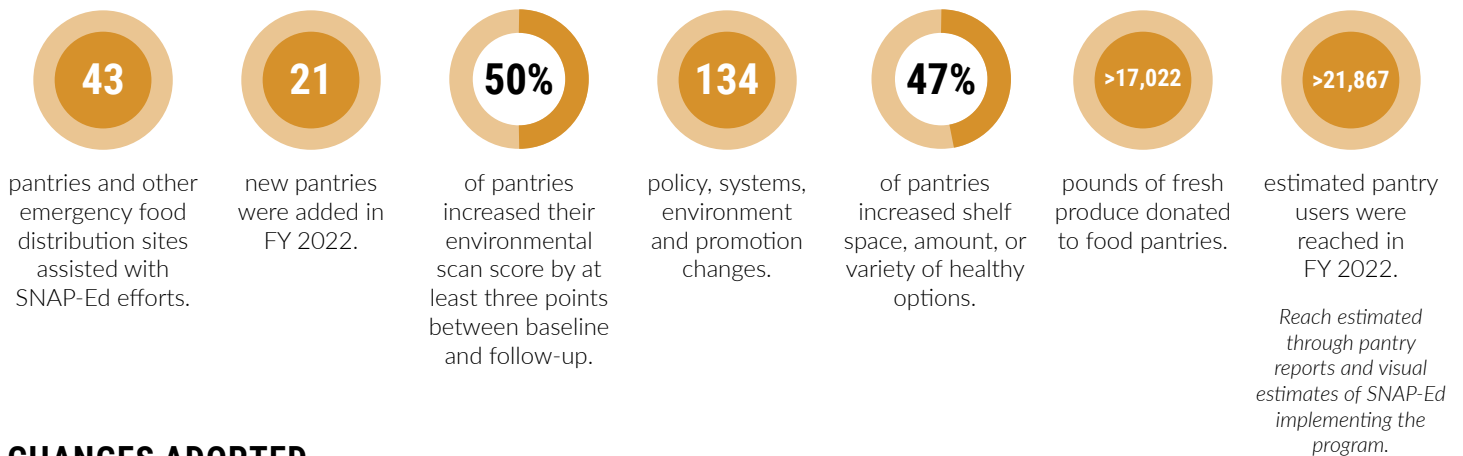


"The meal kit was so easy to make and I was able to eat the soup throughout the week with my family since it made so much."

- Pantry Client, Davis County



## RESULTS



## CHANGES ADOPTED

### 57 Environmental Changes

- Created or enhanced healthy check out areas (three).
- Established a new food bank, pantry, or distribution site (eight).
- Expanded, improved, or implemented storage for fresh produce and other perishable foods (four).
- Improve appeal, layout or display of snack or competitive foods to encourage healthier selections (six).
- Improved appeal, layout, or display of meal food/beverages to encourage healthy and discourage unhealthy selections (three).
- Decreased space/amount/variety of unhealthy options (includes shelf space, number of booths, options on menus) (four).
- Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus) (20).
- 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.) (six).
- Initiated or expanded use of the garden for nutrition education (two).
- Created healthy food/beverage defaults (whole wheat bread, salad, or fruit instead of fries, water instead of soda, etc.) (four).
- 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 (three).
- Increase practices that encourage meal service staff to prompt healthy choices (one).
- Ongoing, point-of-decision prompts to make a healthy eating behavior choice (could include signage, taste tests, and other interactive displays) (six).
- Increased awareness of nutrient labeling (e.g. calories, fat, sodium, added sugar counts, traffic light color-coding) on menus, vending machines, etc. (one).

### 70 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) (nine).
- Implemented new or improved standards for healthier eating across the organization (three).
- Implemented novel distribution systems to reach high-risk populations, such as home delivery for the elderly, backpack programs, etc. (one).
- Implemented nutrition standards for foods distributed (at food pantries) (four).
- Implemented, improved, or expanded fundraisers involving healthy food or decreasing unhealthy food (four).
- Improved food purchasing/donation specifications or vendor agreements towards healthier food(s)/beverages (three).





"[Some state and local representatives] were impressed with shelf talkers and the healthy recipes on hand to help clients use the food they were receiving from the pantry. They also loved the meal kits our team put together and took pictures to show others within the state and local offices."

- Davis County Ambassador

- Improved menus/recipes (variety, quality, etc.) (three).
- Initiated or expanded farm-to-table/use of fresh or local produce (11).
- Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations (four).
- Initiated, improved, or expanded opportunities for parents/students/community to access fruits and vegetables from the garden (two).
- Improvements in hours of operation for food distribution site, food bank, retail, cafeteria, etc. to improve convenience of/access to healthy food (one).
- Initiated, improved, or expanded opportunities for parents/students/community to work in the garden (one).
- Initiated, improved, or expanded use of standardized, healthy recipes (five).
- Initiated, improved, or expanded food safety practices (two).

## 7 Policy Changes

- Developed policies that encourage the establishment of new food distribution sites, food banks, food pantries, etc. (one).
- Developed a food safety policy (three).
- Developed a policy increasing healthy foods and beverages (one).
- Policy for increasing or improving nutrition education or cooking activities (one).
- Develop policy for increasing or improving nutrition education or cooking activities (one).

## Healthy Food Pantry Assessment Tool score changes:

- 25 baseline scores
- 16 follow-up scores
- 16 matched baseline and follow-up scores

## How evaluation results will be used

Evaluation results will be used to identify additional PSE strategies that could be implemented statewide. Evaluation results from individual pantries are used to identify strengths and weaknesses of each pantry and determine a plan for improvements.

## POINT OF CONTACT

Brittney Johnson, Heidi LeBlanc, and LaCee Jimenez

## 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, 2022:

10

SNAP-Ed will lead the implementation of Smarter Lunchrooms in at least 10 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 17 schools that participated in the Create Healthy Schools program. The Smarter Lunchroom Movement strategy was introduced in 13 schools during FY 2022.

### 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. Thirteen schools completed the baseline assessment and one completed the follow-up assessment.

### Group Assignment

N/A



## Unit Retention

During FY 2022, all of the schools at the end of the year intend to continue implementing Create Healthy Schools interventions.

## OUTCOME AND IMPACT MEASURES

During FY 2022, 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. Ten schools completed this assessment. A follow-up score was collected at the end of the fiscal year at one school.

"Seeing the difference between those kids then and now and their attitude towards fruits and vegetables was fun, even if I only played a miniscule role in their journey."

- Davis County Ambassador



## RESULTS

17

schools implemented PSE change.

0%

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

>7,949

youth were reached by Create Healthy Schools.

24

policy, systems, and environment changes were adopted.

\*Only one school had both a baseline and follow-up assessment. It improved by 2 points.

## CHANGES ADOPTED

### 16 Environmental Changes

- Improved appeal, layout or display of snack or competitive foods to encourage healthier selections (one school).
- Increased or improved opportunities for nutrition education (one school).
- 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 (two 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 (12 schools).

## 8 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 (one school).
- Initiated food system transportation options (to increase food access opportunities) (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

Brittney Johnson, Heidi LeBlanc, and LaCee Jimenez

## 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, 2022**, at least...

4

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 two retail settings during FY 2022. 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

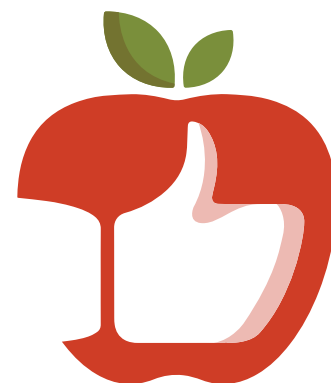
Each retail setting was to serve as their own comparison group, receiving a baseline and follow-up score from a store observation assessment tool, but none of the stores completed baseline or follow-up assessments due to COVID-19 restrictions.

### 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 2022, 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

### 8 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) (one store).
- Eliminated or reduced amount of competitive foods/beverages (one store).
- Expanded, improved, or implemented storage for fresh produce and other perishable foods (two stores).
- Improved appeal, layout, or display of snack or competitive foods to encourage healthier selections (two stores).
- 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).







"The store owner has plans to make this project sustainable and lead buyers to the healthy check out lane, to purchase these healthier products. "

- Cache County Ambassador



## 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

Brittney Johnson, Heidi LeBlanc, and LaCee Jimenez

## RELEVANT JOURNAL REFERENCES

There are no journal references associated with this project.

"The signage is well received. The healthier items at checkout move quickly!! People are grabbing nuts, jerky, whole grain crackers over candy and cookies."

- Uintah County Ambassador

# 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 2022. Impact evaluation is reported below.

## Unit of Assignment

NA

## Group Assignment

NA

## Unit Retention

NA



## 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

"Thank you so much! I know me and my husband worried we wouldn't have food the next few days. This helped us so so so much!!!!"

- Food Recipient

## RESULTS

5

Miracle pop-up pantry distributions (Utah, Weber, and Salt Lake Counties).

1

pint-sized miracle distributions (Cache county).

9,800

individuals received food during pop-up pantry distributions.

8

pantries received FFU foods.

>76,002

pounds of farm-fresh, locally produced food distributed.

~\$80

worth of local food provided to each household.



"We are just trying to help people fight inflation and high prices. Honestly, it warms my heart. As Utahns, this is what we do. We help each other, right?"

- Clayton Beckstead, Utah Farm Bureau



### 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.



# SOCIAL MARKETING

## Healthy Choices Create Better Health

SOCIAL  
MARKETING

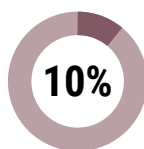
### PROJECT GOALS

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. Its tagline is "Your Choice. Your Move."

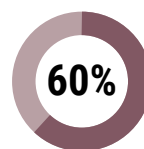
### RELATED STATE OBJECTIVES

By September 30, 2022, at least three partnering organizations will adopt and share Create Better Health social marketing materials expanding the reach of the program.

Based upon the **6-month follow-up survey**, by September 30, 2022, at least...



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



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

### ASSOCIATED SNAP-ED FRAMEWORK INDICATORS

MT12 LT1 LT3

### EVALUATION DESIGN

Process data, partnering organizations, were reported by SNAP-Ed educators. Outcome data (reach and dosage) was gathered using commercial market data. Unaided and aided recall data was collected from adults who agreed to take a follow-up survey six 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

"[A local physician assistant] said he is going to use the four-week challenge at the clinic to help improve the wellness of the community. He is really excited to use the challenge."

- Emery County Ambassador

## Group Assignment

N/A

## Unit Retention

N/A

## OUTCOME AND IMPACT MEASURES

Outcome measures collected include:

- Number of partnering
- Estimated number of people reached.\*
- Estimated number of impressions.
- Unaided and 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 follow-up surveys. One participant answered the unaided recall question and 23 answered the aided recall question in the survey.

## RESULTS



*\*\*Only one individual answered the unaided recall question. They did not recall messaging unaided but did recognize the Eat Fresh, Buy Local Social Marketing Campaign from FY2021. Utah SNAP-Ed will work to improve evaluation approach for unaided recall and plans to measure it again in FY2025.*

## How evaluation results will be used

Data will be used to improve FY2023 campaign.

## POINT OF CONTACT

LaCee Jimenez and Heidi LeBlanc

## RELEVANT JOURNAL REFERENCES

There are no journal articles associated with this data.





# INDIRECT EDUCATION

## Social Media

### 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, Tiktok, 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, 2022, at least...

400

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

Based upon the 6-month follow-up survey, by September 30, 2022, at least...

20%

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, 2022, there will be at least...

55%

growth in online reach.

"Parents also mentioned taking our online classes or seeing us on Facebook. It was cool that at booths before we often had to explain who we are, but this time many of the families knew who we were from the work we have done in the schools, community and on social media. So that was really cool and showed our positive impact on the community from our programming."

*Rachel Howell, Davis County 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

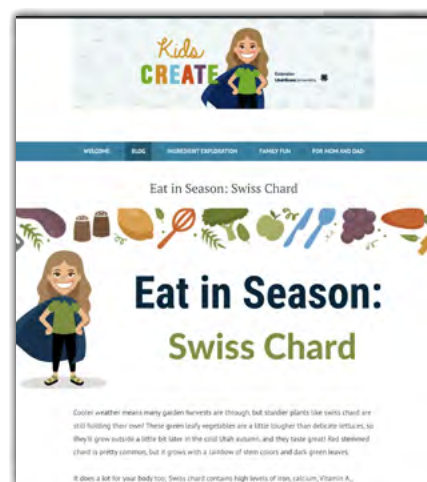
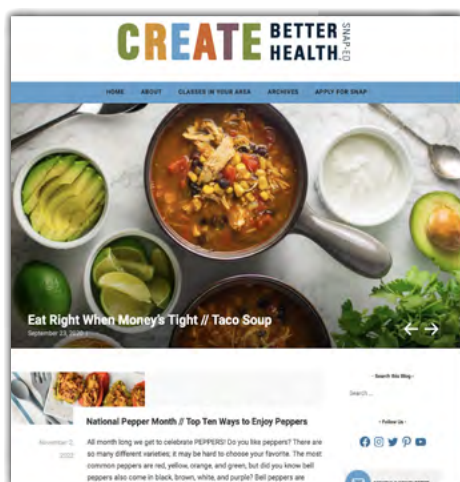
N/A

## 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

Outcome measures collected included:

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

## 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.

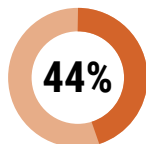
**"You are doing great! Thanks for making these videos, I have learned a lot and shared them with our families. They're great."**

*Washington County Resident*

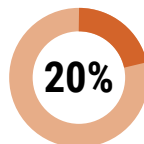
## RESULTS



people subscribed to the Create Better Health newsletter(+619 from 2021).



increased program reach with implementation of Instagram Reels.



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

Blogs & Website	Number of Messages	Reach
Create Better Health Utah Blog	50	45,450
Create Better Health en español Blog	1	3,388
Kids Create!	92	1,602
Create Better Health Kane County	50	16,247
USU Extension Create Better Health Website	n/a	33,991
<b>Total</b>	<b>193</b>	<b>100,678</b>

Facebook	Number of Messages	Reach*
Create Better Health Utah	464	126,786
Create Better Health Utah Stories	1,967	8,847
Create Better Health en español	162	16,692
Kids Create!	92	7,191
Utah SNAP-Ed Works	143	7,200
USU Hunger Solutions Institute	168	3,632
Create Better Health Counties (29)	n/a	397,107
Create Better Health Facebook Classes	n/a	9,319
<b>Total</b>	<b>2,996</b>	<b>576,774</b>

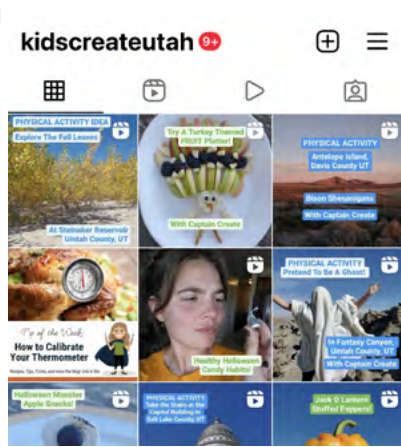
\*Due to Facebook site update, reach was reported rather than impressions as in previous years.

Instagram	Number of Messages	Reach
Create Better Health Utah	481	56,283
Create Better Health Utah Stories	1,329	75,009
Create Better Health Reels	172	330,561
Create Better Health County Site	538	182,676
Kids Create	40	74,540
USU Hunger Solutions Institute	120	4,774
<b>Total</b>	<b>2,680</b>	<b>723,843</b>

Twitter	Number of Messages	Reach
Create Better Health Utah	419	20,925
Utah SNAP-Ed Works	144	4,004
USU Hunger Solutions Institute	120	8,710
<b>Total</b>	<b>683</b>	<b>33,639</b>

TikTok	Number of Messages	Reach
Create Better Health Utah	41	5,780
<b>Total</b>	<b>41</b>	<b>5,780</b>

Pinterest	Number of Messages	Reach
Create Better Health Utah	n/a	641,742
<b>Total</b>		<b>641,742</b>





"A lady [asked], "Aren't you the girl that makes the videos on Facebook?" I said "yes, that's me, on the Create Better Health Uintah County page!" with a smile. She went on to say "I follow you! I love the recipes you make and post, I just made that soup in the pumpkin and it was soooo good, my family loved it"! I of course thanked her for following the page and trying the recipes. I reiterated there are several at cbhutah.org."

*Cara Murray, Uintah County Ambassador*

YouTube	Number of Messages	Reach
Create Better Health Utah	73 (New)	5,990
Kids Create/Captain Create	5 (New)	2,583
<b>Total</b>	<b>78</b>	<b>8,573</b>

LinkedIn	Number of Messages	Reach (Unique)
Create Better Health Utah	n/a	4,305
<b>Total</b>		<b>4,305</b>

Create Better Health Newsletter	Number of Messages	Reach (Unique)
Newsletter Recipients IGP	12*	819,847
Newsletter Recipients SNAP-Ed	12*	21,000
Newsletter en español	6*	240
Newsletter Hunger Solution Institute	4*	1,837
Newsletter Emergency Food Sites	35	57,198
<b>Total</b>	<b>69</b>	<b>900,122</b>

\*Each email campaign counted as one message.

"During a Facebook live video I demonstrated how to make strawberry roses. The roses are a fun way to get more fruit into diets while teaching a creative skill. For a mom of preteens this was a fun way to give their grandmother a sweet treat for Valentine's day since she has diabetes and is limited to the amount of sugar she can eat. The children made a rose to garnish the plates of their Valentine's dinner. Their grandmother was so excited."

*Barbra Jones, Emery County Ambassador*



Statewide Social Media Outlets	Number of Messages			Reach		
	2020	2021	2022	2020	2021	2022
Facebook Statewide	2,872	2,977	<b>2,745</b>	4,340,868	5,338,491	<b>170,348**</b>
Facebook Counties	n/a	n/a	<b>&gt;3,000</b>	749,404	608,873	<b>406,426**</b>
Instagram	2,213	2,451	<b>2,451</b>	179,529	138,966	<b>723,843</b>
TikTok	n/a	n/a	<b>41</b>	n/a	n/a	<b>5,780</b>
Pinterest	n/a	n/a	<b>n/a</b>	139,708	393,347	<b>641,742</b>
Twitter	740	788	<b>596</b>	113,345	58,313	<b>33,639</b>
YouTube	26	47	<b>78</b>	7,863	8,831	<b>9,251</b>
Newsletter IGP List	298	15	<b>12*</b>	767,653	903,137	<b>819,847</b>
Newsletter SNAP-Ed	320	18	<b>4*</b>	46,839	27,386	<b>2,100</b>
Websites/Blogs	262	203	<b>108</b>	70,184	163,090	<b>100,678</b>

\*Each email campaign counted as one message.

\*\* Due to Facebook site update, reach was reported rather than impressions as in previous years.

**"Siempre me acuerdo de tu clase y trato de hacer un menú, porque he notado que cuando no lo hago gasto más dinero y también desperdicio más comida"**

*-Utah County Facebook Live Participant*

Translation:

I always remember your class and try to make a menu, because I have noticed that when I don't do it, I spend more money and also waste more food.

### 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

Brittney Johnson, Jocelin A. Gibson, and Heidi LeBlanc

### RELEVANT JOURNAL REFERENCES

There are no journal references associated with this data.

# PARTNERSHIPS AND COALITIONS

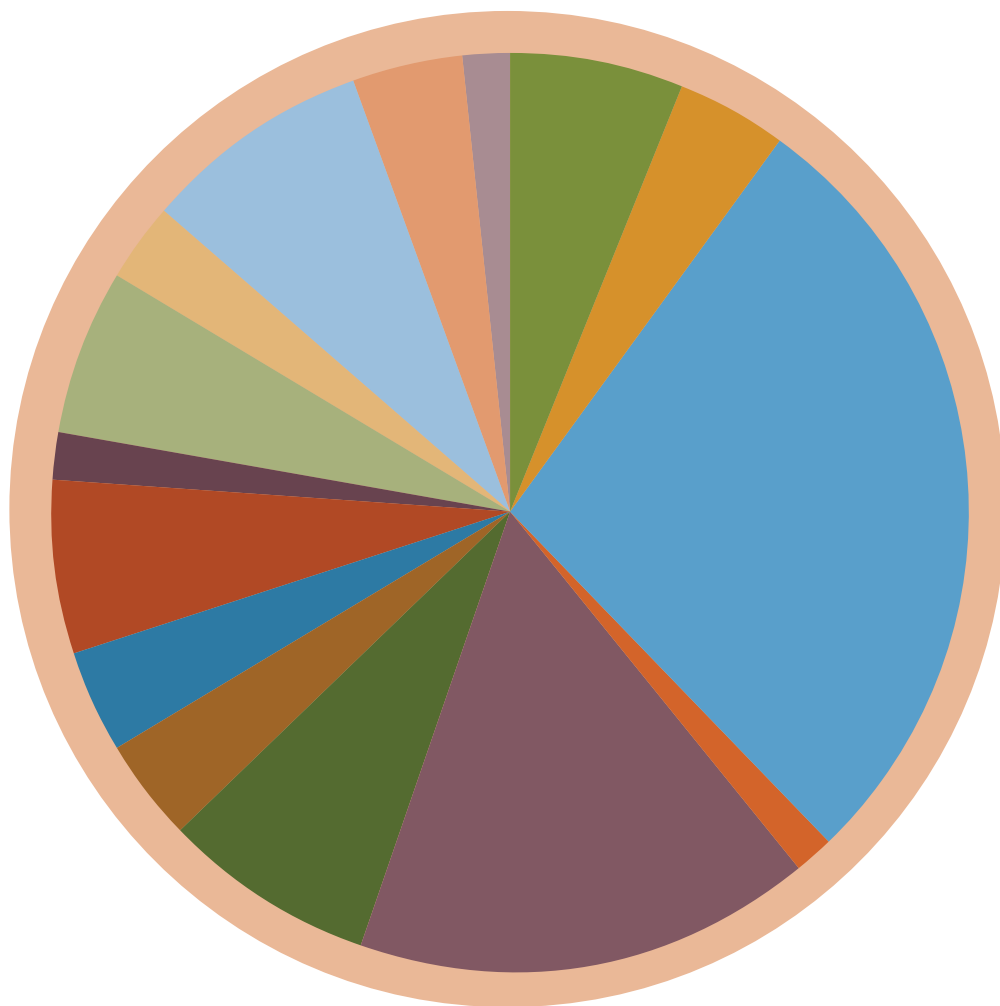
## Partnerships

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

#### 245 Partnerships Reported for FY 2022

- 215 Local partners
- 25 State partners
- 5 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

Twenty-five new highlights on the HSI website showcase local or state successes in fighting hunger. Special emphasis this year was placed on food insecurity relief efforts to combat inflation. . Examples of articles include:

- Utah State University SNAC Pantry combats food insecurity among students.
- Utah's Pacific Island Knowledge 2 Action Resources helps to stabilize struggling families.
- Farmers Feeding Utah Helps Families During Record Inflation.
- USU students provide food to aid local food pantries.
- Utah food security task force created to fight hunger.

### Social Media

Increased reach was achieved on Instagram.

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

- 101 Instagram messages reaching 4,774.
- 130 Facebook messages reaching 3,632.
- 138 Twitter messages reaching 8,710.

### HSI Newsletter

Three quarterly newsletters sent to partners reached 1,837 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 2022.

### S.B. 133 Food Security Amendments (2022 Utah State General Legislative Session)

Effective May 4th, 2022, the state of Utah established the Food Security Council (formally known as the State Nutrition Action Coalition), which is to be housed in the Utah State University Hunger Solution Institute. The council is composed of 15 members including representatives from the Utah Department of Health and Human Services, Utah Department of Workforce Services, the state superintendent, the commission, Utah Department of Agriculture and Food, Utah State University Extension Service, Utah State University Expanded Food and Nutrition Education Program, Utah Women, Infants, and Children Program, Utah SNAP-Ed, a food assistance organization, an advocacy group that addresses federal nutrition programs, an organization that promotes healthy eating and active living, an organization serving refugee populations, the Utah Farm Bureau, and a tribal government. That State of Utah also provided funding for Hunger Solutions staff to support the Council.



# Coalitions

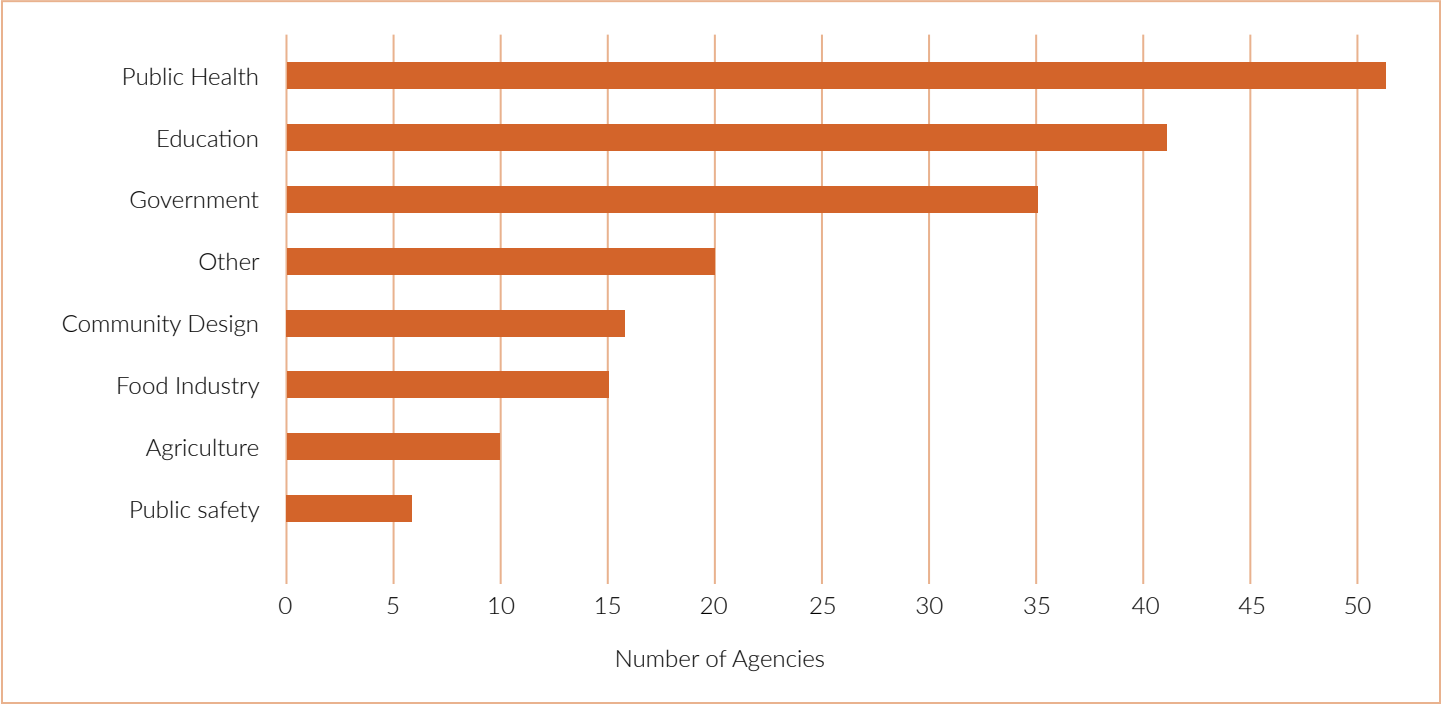
SNAP-Ed Coalitions are defined as a “group of individuals or organizations that commit to joint action in adopting practices, supports, and/or standards, typically for a longer period of time.”

## Associated SNAP-Ed Framework Indicators: ST8

35 Coalitions (31 local, 2 state)

196 Partners Represented in Coalitions

### Coalition Member Sectors of Influence



# FIND US HERE

## STATEWIDE PLATFORMS



Create Better Health Utah



Create Better Health Utah en español



Kids Create!



Create Better Health Refugee

## 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](https://extension.usu.edu/fscreate/cbh-social-media-directory) for the URL list.

# APPENDICES

## 2022 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 2021-2022 grant year.

### Related State Objectives

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
- Department of Workforce Services
- 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

### 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. The certificate of completion is valid for three years.

### Unit of Assignment

N/A

### Group Assignment

N/A



States Served	Number of Participants
Alabama	037
Alaska	008
Arizona	012
Arkansas	005
California	081
Colorado	004
Connecticut	010
Delaware	001
Florida	245
Georgia	014
Hawaii	003
Idaho	019
Illinois	039
Indiana	023
Iowa	006
Kansas	016
Kentucky	009
Louisiana	007
Maine	016
Maryland	010
Massachusetts	004
Michigan	016
Minnesota	007
Mississippi	001
Missouri	029
Montana	004
Nebraska	004
Nevada	023

States Served	Number of Participants
New Hampshire	004
New Jersey	028
New Mexico	014
New York	047
North Carolina	022
North Dakota	002
Ohio	028
Oklahoma	019
Oregon	009
Pennsylvania	052
Rhode Island	000
South Carolina	014
South Dakota	002
Tennessee	043
Texas	089
Utah	047
Vermont	001
Virginia	008
Washington	015
Washington DC	001
West Virginia	009
Wisconsin	023
Wyoming	006
Outside the US	108

*Outside the U.S. includes Argentina, Bangladesh, Belarus, Canada, Chile, Egypt, Germany, Ghana, Guam, Hong Kong, India, Japan, Jordan, Nepal, Philippines, Poland, Polska, Russia, Romania, Spain, Ukraine, United Kingdom, Virgin Islands and Zambia*

Certification expires after three years. Of participants, 67 returned to renew their certificate.

## How evaluation results will be used

N/A

## Point of Contact

Marcia Gertge

# EARS Budget

## 2022 EARS Financial Reporting

<b>Administrative Expense</b> Total Administrative Cost: \$628,427.00	<b>Name of IA:</b> Utah State University Create Better Health	
	% values	\$ values
Administrative salary and benefits	61%	\$386,000.00
Administrative training and functions	>0.008%	\$5,000.00
Reporting costs (not paid on grant this year)	>0.2%	\$10,000
Equipment/office supplies	0%	\$0.00
Indirect costs (not including building space)	59%	\$227,427.00
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 14, 2022, 10:42 a.m.

Please see the official EARS form documentation at [snaped.fns.usda.gov/education-and-administrative-reporting-system](https://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:** 2021-2022

**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	744	749	1,364	129	1,493
5–17 years	3,229	3,108	6,291	115	6,406
18–59 years	1,619	319	1,803	183	1,986
60 years or older	278	87	363	24	387
Total	5,870	4,263	9,821	451	10,272

## 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	1,882	161
	Non-Hispanic/Latino	6,894	218
Race	American Indian or Alaska Native	700	52
	Asian	159	3
	Black or African American	209	35
	Native Hawaiian or Other Pacific Islander	84	10
	White	7,852	316
Total		8,776	379

## 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	147	0-30 31-60 61-90 91-120 Over 120	7 101 28 9 2	2
2. Series of 2 to 4 sessions	126	0-30 31-60 61-90 91-120 Over 120	63 304 44 9 11	2



3. Series of 5 to 9 sessions	229	0-30 31-60 61-90 91-120 Over 120	554 730 82 26 3	0
4. Series of 10 or more sessions	11	0-30 31-60 61-90 91-120 Over 120	57 73 6 3 2	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://snaped.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)
Create Better Health (Mejore su salud)	DE	5 of 8	I, T & E	F, M, 18-59, >60, H/L, N, AI/AN, A, B, NH/PI, W	106,815	C, V, S	A, 4; AA, 1; BB, 5; E, 1; FF, 1; G, 2; H, 5; HH, 1; I, 10; J, 11; K, 3; M, 11; N, 1; O2, 12; O3, 11; O6, 2; Q, 3; R, 3; S, 4; T, 6; U, 3; W, 5; Z, 3	A, E, H, N, 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 Family Meals (Creaciones en la cocina)	DE	7 of 10	I, T & E	F, M, AA, H/L, N, AI/AN, A, B, NH/PI, W	204	V, S	H,1; I,4; J,1; M,2; O3,1; W,2		A, B, C, D, E, O8
Create Farm Fresh Food	DE	7 of 7	I, T & E	F, M, 18-59, >60, H/L, N, AI/AN, A, B, NH/PI, W	2,094	V, S	K,2; N,1; O2,1; R,1; T,3	H, O7, S	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O

<b>Create Farm Fresh Gardens</b>	DE, PSE	3 of 3	I, T & E	F, M, 18-59, >60, H/L, N, AI/AN, A, B, NH/PI, W	357	V, S	G,1; O3,1; T,1; Y,2	H, O7, S	A, B, C, D, E, F, G, H, I, K, L, O8, O9
<b>Captain Create MyPlate</b>	DE	2 of 5	P, D, I, T & E	F, M, 5-17, H/L, N, AI/AN, A, B, NH/PI, W	83,572	V, S, O	G, 11; H, 1; I, 8; K, 1; M, 33; O2, 3; O3, 3; O4, 2; Q, 2; S, 1; W, 1; Z, 2	E, H, N, O7, S, V	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R
<b>Food, Fun, &amp; Reading (Culture)</b>	DE	4 of 7	D, I, T & E	F, M, <5, H/L, N, AI/AN, A, B, NH/PI, W	3,796	V, S	F, 1; G, 8; H, 17; I, 5; J, 3; K, 18; M, 22; N, 1; O3, 2; S, 1; W, 1; X, 1; Z, 2	H, O7, S	A, B, C, E, F, G, H, I, J, K, L, M, N, O, Q, R
<b>Create Healthy Pantries</b>	PSE	3 of 6	D, I, T & E	F, M, 18-59, >60, H/L, N, AI/AN, A, B, NH/PI, W	21,867	V, O	E,1; BB,42	H, O7	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O
<b>Create Healthy Schools</b>	PSE	3 of 6	I, T & E	F, M, <5, 5-17, H/L, N, AI/AN, A, B, NH/PI, W	7,949	V, O	F,4; M,13	N	A, E, F, G, H, I, K, L, O8, P, R
<b>Create Healthy Stores</b>	PSE	3 of 6	I, T & E	F, M, AA, H/L, N, AI/AN, A, B, NH/PI, W	191,800	O	DD,2		A, B, F, G, H, J, K, L, M
<b>Farmers Feeding Utah</b>	PSE	2 of 5	I	F, M, AA, AI/AN, NH/PI, W, B, A, H/L, N	9,800	V	BB,6	O7	A,F,G,H,I
<b>Healthy Choices Create Better Health</b>	SM	2 of 5	D, I, T & E	F, M, 18-59, AI/AN, NH/PI, W, B, A, H/L, N	541,804	C	R,1; O3,6 ;Z,1	B, O7	D,P,Q,
<b>Other, please specify: Uinta Basin Produce and Physical Activity Access</b>	PSE	1 of 4	P, D, I	F, M, AA, H/L, N, AI/AN, A, B, NH/PI, W	20,225	C, O, S, V	AA, 1; FF, 1; O3, 1; S, 1; T,1; Y, 1	E, H, O7,S	A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R

## ITEM 6 Partnerships

The following table includes entities that receive no direct SNAP-Ed funding but are involved in SNAP-Ed programs

Partner Title	A. Number of Partners You Work With This Reporting Year	B. Assistance Received If Applicable (Use Codes)	C. Assistance Provided If Applicable (Use Codes)	D. Interventions Type(s) With Partner's Involvement (DE, SM, and/or PSE)
<b>Agricultural organizations (includes farmers markets)</b>	15	F, H, P, A, D, I, R, S, M, C, E	A, E, I, C, H, M, T, R, P, S	DE, PSE
<b>Chefs/culinary institutes</b>	0			
<b>City and regional planning groups</b>	5	A, C, D, E, F, H, M, P, R, S	C, D, E, H, P, M, I	DE, SM, PSE
<b>Early care and education facilities (includes child care centers and day care homes as well as Head Start, preschool, and pre-kindergarten programs)</b>	14	A, R, S, E, H, P, C, F	H, M, E, I, P, R, C, A	DE
<b>Faith-based groups</b>	3	H, P, S, A, R	H, I, M, P	DE
<b>Food banks/food pantries</b>	40	I, R, M, P, S, H, D, A, E, C, F	H, M, P, I, D, R, E, A, C, F	DE, PSE
<b>Food stores (convenience stores, grocery stores, supermarkets, etc.)</b>	4	A, M, S, H, R, D, F	I, M, A, S, H, P, R	DE, PSE
<b>Foundations/philanthropy organizations/nonprofits</b>	8	A, R, M, P, H, I, S	M, P, I, E, H, S, R	DE, SM, PSE
<b>Government program/agency (Federal, State, local, etc.)</b>	33	A, R, C, D, H, I, P, S, E, F, M	H, I, M, P, C, A, D, E, T, S, R	DE, SM, PSE
<b>Hospitals/healthcare organizations (includes health insurance companies)</b>	9	A, D, H, P, R, T, M, S, F, C, I, E	A, D, E, F, H, I, M, P, R, S, C	DE, SM, PSE
<b>Human services organizations</b>	30	C, P, D, H, I, E, R, A, S, M, F	C, H, P, M, I, S, R, E, F, A, D	DE, PSE
<b>Indian Tribal Organizations</b>	4	A, R, P, S	H, M, P, I	DE, PSE
<b>Labor/workforce development groups</b>	1	A, R, S	E, F, H, I, M, P	DE
<b>Media/advertising groups</b>	1	A, R	M	SM
<b>Parks and recreation centers</b>	3	A, R, S	A, I, H, M, E, R	DE, SM
<b>Public health organizations</b>	9	D, H, S, A, I, M, P, R, F, C, E	H, M, P, D, R, A, C, I	DE, SM, PSE

Partner Title	A. Number of Partners You Work With This Reporting Year	B. Assistance Received If Applicable (Use Codes)	C. Assistance Provided If Applicable (Use Codes)	D. Interventions Type(s) With Partner's Involvement (DE, SM, and/or PSE)
<b>Restaurants</b>	0			
<b>Schools (preschools, K-12, elementary, middle, and high)</b>	49	A, H, R, S, P, E, I, M, C, D	HH, M, P, I, R, C, D, E, S, A, F	DE, PSE
<b>Schools (colleges and universities)</b>	6	A, I, R, S, H, P, M	H, M, I, P, E, S, R	DE, PSE
<b>Transportation groups</b>	0			
<b>Worksites</b>	1	S	I	DE
<b>Other (please specify): Community members/individuals</b>	10	A, C, D, F, I, H, R, S, T	H, M, P, R, E, A, I, D	DE, SM, PSE
<b>Total</b>	245	N/A	N/A	



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This material was funded by USDA's Supplemental Nutrition Assistance Program -- SNAP.

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To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD3027 form or letter must be submitted to USDA by:

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| 1. <b>mail:</b> U.S. Department of Agriculture<br>Office of the Assistant Secretary for Civil Rights<br>1400 Independence Avenue, SW<br>Washington, D.C. 20250-9410; | 2. <b>fax:</b> (833) 256-1665 or (202) 690-7442; or                         |
|  | 3. <b>email:</b> <a href="mailto:program.intake@usd">program.intake@usd</a> |

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The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

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For further information regarding non-discrimination, please visit [equity.usu.edu](http://equity.usu.edu), or contact:

U.S. Department of Education  
Denver Regional Office  
303-844-5695  
[OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

U.S. Department of Education  
Office of Assistant Secretary for Civil Rights  
800-421-3481  
[OCR@ed.gov](mailto:OCR@ed.gov) University.

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