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Section 1: Introduction to SNAP-Ed Protocol Manual

This manual aims to familiarize you with the Utah State University Create Better Health Utah (SNAP-Ed) program and its policies and procedures for the fiscal year (FY) 2022-23. Create Better Health Utah (SNAP-Ed) is a Utah-specific term for the Supplemental Nutrition Assistance Program Education (SNAP-Ed). The name “Create Better Health” is used to distinguish Utah’s program from other state programs. Throughout this document, the terms SNAP-Ed and Create Better Health are used interchangeably. The funding for SNAP-Ed (and Create Better Health) comes from the United States Department of Agriculture (USDA) Food and Nutrition Services to provide programming to help SNAP eligible and recipients.

Create Better Health sends a message that continues to tell people that it’s good to create better health. It is a positive message. It’s a message of hope. Encouraging individuals that they can do this, they can Create Better Health, and it is within their realm of possibilities to accomplish it in their lives. Finally, it is consistent in our message across our comprehensive program.

SNAP is different than SNAP-Ed. SNAP is the program that gives supplemental food benefits to low-income individuals and families to expand their food dollars to help end food insecurity. SNAP-Ed focuses on improving health through 5 points of comprehensive programming: nutrition and physical activity education to both youth and adults; policy, systems, and environment (PSE) changes that encourage healthy food access and nudges; indirect education; and social marketing. Through these efforts, Utah is able to educate low-income individuals and families about stretching their food dollars and food insecurity.

Whether you are a Create Better Health Ambassador, county supervisor, state office program lead, or administrative assistant, please refer to this protocol manual, which will frequently change and improve. This manual is to assist you in all aspects of your position. If followed, you will find utmost success in your role with Create Better Health. Each month, after statewide staff meetings, a video recording of the meeting and its notes will be made available to the staff. Both the video and notes will be distributed through the Create Better Health Utah e-mail listserv, as well as posted to the program website at: http://extension.usu.edu/fscreate/. If you do not currently receive these emails, please contact Jocelin Gibson (jocelin.gibson@usu.edu) and ask her to put you on the listserv. You must have a current professional USU email address to be on the listserv.
**Introduction to Utah State University**

Utah SNAP-Ed (Create Better Health) is a program that is part of Utah State University and is composed of three main parts.

1. Extension – the infrastructure of SNAP-Ed is enhanced through Extension. It is key for us to serve participants in all areas of Utah by having county offices located strategically throughout the state and faculty assisting in the supervision and oversight of local programming.

2. Research – SNAP-Ed values evidence-based programming. Through research projects and evidence-based evaluation, Utah is a leader in curricula development, program outreach, and incorporating comprehensive programming.

3. Academia – It is critical that we work with professors, specifically in NDFS, who specialize in educating people in community nutrition. We also need their help developing and teaching hunger solutions that Utahns can get behind.

**University Mission:**

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, *and by serving the public through learning, discovery, and engagement.*

**Engagement:**

A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital. This is perhaps most evident with the Utah Cooperative Extension Service, founded in 1914, which disseminates information and provides education through offices throughout the state. However, the scope of USU’s off-campus engagement is much greater. Through the practical application of knowledge, the University and its faculty preserve the historical land-grant tradition of providing service and expertise to the state, nation, and world.

**Introduction to USU Nutrition, Dietetics and Food Sciences**

Create Better Health is housed in the USU Nutrition, Dietetics & Food Sciences (NDFS) department and collaborates with Extension. NDFS isn’t simply an academic pursuit, but it is a part of everyone’s everyday lives. From creating healthier diets to preparing better tasting foods to understanding diseases better and increasing food safety, our department can prepare you for a great career in the "science of food."
Introduction to USU Extension

Utah State University Extension provides research-based programs and resources with the goal of improving the lives of individuals, families, and communities throughout Utah. It operates through a cooperative agreement between the United States Department of Agriculture, Utah State University, and county governments. Founded in 1914 as part of the Smith-Lever Act, USU Extension plays a primary role in helping Utah State University fulfill its land-grant mission. Though more than 100 years old, USU Extension is as vital as ever, and perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. Integrating teaching, research, and public service enables USU Extension to respond to critical and emerging issues with research-based, unbiased information.

Introduction to United States Department of Agriculture- Food and Nutrition Services (FNS)

Food and Nutrition Services is the branch of the United States Department of Agriculture that oversees the SNAP, WIC, and SNAP-Ed (Supplemental Nutrition Assistance Program – Education) programs nationwide. FNS is the funding and leadership group for all SNAP-Ed programming. Programming flows from FNS to agencies in each state. Utah’s agency is DWS. SNAP-Ed is an evidence-based program that helps people lead healthier lives. It teaches people who are using or are eligible for SNAP about good nutrition and how to make their food dollars stretch further. SNAP-Ed participants also learn how to be physically active.

SNAP-Ed only works when we build partnerships with all types of community organizations. By doing this, we ensure that each community has social marketing campaigns, holds nutrition education classes, and improves its policies, systems, and environment.

Introduction to Department of Workforce Services (DWS)

The Department of Workforce Services is the State Agency that has oversight over the Utah SNAP-Ed program. Because DWS oversees SNAP benefits, they are the agency that works with organizations like USU to provide nutrition education throughout the state in the most efficient and effective way possible. USU has been the SNAP-Ed partner of the DWS for the past 20 years. It is critical that we work with our local DWS and consider them a partner when helping our communities.
Introduction to Utah State University Create Better Health – SNAP-Ed

The Create Better Health Utah (SNAP-Ed) program is a partnership of Utah State University Nutrition, Dietetics, and Food Sciences Department (NDFS), Cooperative Extension Services (CES), Utah Department of Workforce Services (DWS), and other collaborating agencies, including Utah’s State Nutrition Action Coalition (SNAC). The program provides nutrition education and obesity prevention interventions to low-income individuals in all 29 counties in the state, including online and face-to-face classes, digital/virtual education, Policy, Systems and Environment (PSE), Social Marketing, Indirect Education, and partnerships/coalition work. Evidence has shown that the Create Better Health Utah (SNAP-Ed) program addresses food insecurity while increasing healthy habits and decreasing obesity.

Create Better Health Utah – SNAP-Ed Programmatic Highlights
- Apply comprehensive program planning for direct and indirect education, social marketing, & PSE projects.
- Contribute to policy, systems and environment projects that improve access and appeal of healthy foods and physical activity opportunities throughout Utah.
- Provide direct education in group settings in person and online.
- Support social marketing efforts to help the target audience overcome barriers to adopting healthy eating and physical activity behaviors.
- Focus efforts on the Intergenerational Poverty (IGP) population to educate on healthy habits through evidence-based nutrition practices.
- Increase in collaboration and programming, specifically with the work to address hunger in Utah.
There are several different types of agencies that implement SNAP-Ed programming nationwide. In Utah, Create Better Health Utah (SNAP-Ed) is part of the state’s land-grant university, Utah State University. Here is a brochure that highlights some of the benefits associated with SNAP-Ed and land grant university systems.
Mission, Focuses, and Goals of SNAP-Ed

**Mission**
Utah’s SNAP-Ed mission: We work with partners to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture.

**Focuses**
- Provide strategies and interventions, along with other health promotion efforts, to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle.
- Primary prevention of disease through teaching the SNAP-Ed target audience about the risk factors for nutrition-related chronic disease, such as obesity. Also, preventing and postponing the onset of disease by establishing healthier eating habits and being more physically active.

**Goals**
- Improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles consistent with the current Dietary Guidelines for Americans and the USDA Food Guidance.
- As a result of Utah’s Policy, Systems and Environment (PSE) work, SNAP target audiences will have improved access to nutritious food and physical activity opportunities in their communities.

### SNAP-ED EVALUATION FRAMEWORK

**Nutrition, Physical Activity, and Obesity Prevention Indicators**

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13
Welcome

Dear Create Better Health Utah (SNAP-Ed) Team Member,

Welcome to the Create Better Health Utah (SNAP-Ed) team! I am the director of the SNAP-Ed program in Utah. I also direct the Hunger Solutions Institute, an umbrella program that collaborates and coordinates efforts to solve hunger in Utah. I have worked with Utah State University Extension for over 23 years and directed the Create Better Health Utah (SNAP-Ed) program since 2005. I love this program, and I am proud of the work Utah’s SNAP-Ed program accomplishes.

Create Better Health Utah is a leader among national SNAP-Ed programs. We have been successful because our ambassadors and supervisors work hard to make a difference in the lives of low-income individuals and families in their county. The fundamental role of a CBH Ambassador is to:

- Provide strategies, interventions, and other health promotion tools to help the SNAP-Ed target audience establish healthy eating habits and a physically active lifestyle.
- Help the SNAP-Ed audience prevent nutrition-related chronic diseases, such as obesity and diabetes, through healthier eating habits and physical activity.

The State Office team is here to provide training, direction, technical assistance, and tools to help you deliver evidence-based programming. We have a support team, including your local county supervisor, here to make your position with us a success. Please do not hesitate to reach out to any of us.

Again, welcome to the Create Better Health Utah (SNAP-Ed) team. We are excited to have you.
Heidi LeBlanc

*Program Director*

heidi.leblanc@usu.edu
435-760-0925

Heidi is the director of the Extension Home and Community Department, as well as the Create Better Health (CBH) and Hunger Solutions Institute (HSI) programs. Her primary goal for Create Better Health is to increase nutrition security and improve the lives of Utahns through a healthy diet and physical activity, using a comprehensive approach within the SNAP-Ed, Create Better Health program. Heidi is the director of and principal investigator (PI) for the Utah SNAP-Ed grant plan and contracts with the Department of Workforce Services (DWS) and USDA’s Food and Nutrition Service Program. Heidi is also on the planning team for the Miracle of Agriculture (previously known as Farmers Feeding Utah) miracle projects, providing healthy local grown foods to families in need throughout the state.

Heidi lives in Mantua, Utah with her husband and has a son who is married and has made Heidi a grandma — the best thing ever. She also has a creative and fun teenage daughter. Heidi enjoys spending time with her family. Heidi has been the director for over 17 years and has worked with SNAP-Ed for 24 years. She has a passion for the entire Create Better Health (SNAP-Ed) program and loves to watch the CBH Ambassadors and counties succeed!

As the director of the program, Heidi oversees all pieces of CBH and HSI programs and can answer any questions or redirect to the right team member on any topic as needed.

Lea Palmer

*Program Manager/Assistant Director*

lea.palmer@usu.edu
(480) 343-0247

Lea Palmer is the new Program Manager/Assistant Director for the Create Better Health program. She is registered dietitian with a background in public health nutrition. Lea’s goal is to strengthen programming that inspires people to live a healthy life they love. She strongly believes that every person
Lea is a returning Aggie, having received her bachelor’s in nutrition and dietetics through the coordinated program at USU followed by a master’s in public health at the University of Arizona. Lea enjoys learning and experiencing life and culture through travel, cultural immersion events, trying out new recipes, or exploring the outdoors with her two dogs.

As a new member of the state team, Lea will assist Heidi LeBlanc in managing the Create Better Health programming throughout the state.

Kristi Strongo

Curriculum & Education Coordinator

kristi.strongo@usu.edu
801-669-1654

Kristi has been with Create Better Health Utah SNAP-Ed since 2013 and is currently working to oversee direct education and curriculum. Kristi enjoys working with partnerships and community agencies to share the amazing things that CBH Utah SNAP-Ed can do to help people within our communities. She is committed to helping CBH Ambassadors provide a valuable experience for participants.

Kristi and her family live in the Utah County area. She and her husband are parents to six children who keep home life busy. She spends a lot of time supporting kids’ activities and is their greatest cheerleader on the sideline. She recently graduated from USU with a master’s degree in Public Health: Health Education, and Promotion. Kristi earned her undergraduate degree from UVU in Public and Community Health and is a Certified Health Education Specialist.

If you need help with any of the following, you will contact Kristi:

Direct education classes
- Youth and Adult community classes
- Online education

Create Better Health Utah (SNAP-Ed) curricula
- Create Better Health
- Mejore su Salud- Create Better Health in Spanish
- Create Farm Fresh Food
- Create Farm Fresh Gardens
- Create Family Meals
- Creaciones en la Cocina
- Captain Create MyPlate

Food, Fun, & Reading
Jocelin A. Gibson

Marketing Coordinator
jocelin.gibson@usu.edu
435-590-0051

Jocelin joined the Create Better Health Utah program in 2013. She is the content manager for the Create Better Health websites. She is responsible to keep the staff webpage up-to-date and easy-to-use. She also oversees program branding and marketing, so she works closely with USU Extension Marketing and the university trademark and licensing office to make sure CBH materials reflect our look and style. She enjoys working with county ambassadors and supervisors and is eager to review marketing materials and promotional supplies to help CBH put the best foot forward.

Jocelin studied French Language and International Relations as an undergraduate, and later (much later!) returned to school for a master’s degree in Professional and Technical Writing. This means her CBH responsibilities are a great fit for her skills and interests (especially if she can convince Heidi to send her to a conference in Paris). Outside work, Jocelin loves spending time with her family. She has one son, two daughters, and a new son-in-law. Jocelin and her husband enjoy travel, tennis, hiking, binge watching tv shows, and playing card games.

If you need help with any of the following things, you will contact Jocelin:

- Marketing materials
- Marketing templates
- CBH email listservs
- Staff website navigation
- University brand approvals
- Writing and editing assistance

LaCee Jimenez

Evaluation and Social Marketing Coordinator
lacee.jimenez@usu.edu
435-797-4209

LaCee grew up in Kanab, Utah. She has a bachelor’s degree from Brigham Young University in Public Health, a graduate certificate in social marketing from the University of South Florida (USF) and is currently working toward earning a Master of Public Health degree from USF. LaCee has worked for the State Office since November 2015. Her primary responsibilities are to oversee PEARs, program evaluation, and the development and implementation of social marketing campaigns.
LaCee is married to a sweet Nicaraguan man, and together they have three wonderful children. She speaks English, Spanish, and often Spanglish. Her hobbies include reading, singing, exploring, cooking, and learning new ways to be creative.

If you need help with any of the following things, you will contact LaCee:

- Social Marketing - campaign marketing, community health challenges
- Evaluation - surveys, PEARS, data collection

Marcia Gertge
Program Training Coordinator
marcia.gertge@usu.edu
435-723-2244

Marcia is the Create Better Health Utah (SNAP-Ed) Program Training Coordinator. She acts as the liaison between the Utah SNAP-Ed State Office and SNAP-Ed supervisors and CBH Ambassadors. She helps to ensure statewide SNAP-Ed program fidelity by assisting with the training and monitoring of program implementers throughout the state. She helps plan and hold regional trainings for statewide staff throughout the year.

Marcia Gertge grew up in Idaho, the youngest of 5 girls. She learned to love cooking and creating in the kitchen from her mom. Marcia loves being busy and active. As an athlete, she learned the importance of fueling her body for improved athletic performance. This love led her to graduate with two degrees, one in Exercise Science and another in Nutrition Science from Utah State University. She also works as a certified personal trainer. Marcia began with Utah SNAP-Ed as a nutrition educator in Davis County, and then continued to teach in Washington County when her family moved to Saint George in 2016. She is now a Training Coordinator for the program. Watching people learn new skills that empower their lives is really one of her favorite parts of the Utah SNAP-Ed program.

If you need help with any of the following things, please contact Marcia:

- New hire training
- Regional trainings
- Supervisor Training
- National Nutrition Certification Program (NNCP)
- Program observations
- Training certifications and expiration dates
- Management Evaluations
- Employee Wellness Program
Kristin Hoch
Program Assistant
kristin.hoch@usu.edu
435-797-0879

As the Program Assistant, Kristin assists with the day-to-day operations at the State Office. You’ll work with Kristin to order Create Better Health Utah (SNAP-Ed) program materials for your office, or if you have questions about your program budget. You will also go to her when you wish to hire a new CBH Ambassador or apply for a P-card.

Kristin grew up in Maryland and moved to Utah to pursue an undergraduate degree at Utah State University in Health Education and Promotion. Upon graduating in 2020, she began a master’s in Public Health Nutrition at USU. She enjoys traveling with her husband, spending time outside, and watching sports.

If you need help with any of the following things, you contact Kristin:

- Day-to-day programming
- State Office Interns and Staff Assistant
- Hiring / Termination
- P-card requests
- County budgets and allowable expenses
- Index questions
- Aggie Print, Amazon, and Oriental Trading Orders
- Event Logistics such as Annual Conference and other events

Also, if you are unsure who to contact for something, please reach out to Kristin and she can get you to the correct contact.

Brittney Johnson
PSE and Social Media Coordinator
brittney.johnson@usu.edu
801-414-8618

Brittney oversees the Social Media and Policy, Systems, and Environment (PSE) programming for the Create Better Health program. Brittney is passionate about health and wellness and is currently working on her master's degree and dietetic license. She has worked as an ambassador in Kane County for 7 years and is now enthusiastically contributing at a state office level. PSE programming has always been a focus in her CBH efforts. Influencing healthy environmental efforts can improve healthy food access and...
create health patterns that can benefit our participants and entire communities. Her mission is to increase PSE efforts statewide, and to increase their consistency and sustainability.

Brittney lives in Kanab Utah with her husband and 3 sons. Sports are inevitable in her family, they claim fan status to the Kanab Cowboys, Utah Jazz, and the San Francisco 49ers. She enjoys exercising, baking, and spending time with her family outdoors.

Brian Joy
Staff Assistant
brian.joy@usu.edu
435-797-3923

Brian joined the State Office as the Staff Assistant in Spring 2022 and works with the Program Assistant to manage the daily operations at the State Office. He is the first point of contact with the public for the State Office and helps ambassadors and administration with their needs regarding supplies, printing of program materials, etc.

Brian worked in the front offices of both the Departments of Biology and Geology for many years and is excited to be back on the Utah State University campus as he enjoys the atmosphere of discovery, education, and innovation that it affords.

Brian also is passionate about the arts in general, but especially music. He currently sings in the American Festival Chorus and with the Chancel Choir of the First Presbyterian Church of Logan. He also enjoys spending time with family and friends, playing games, and good conversation.

Specialty Program Coordinators

Celina Wille
Latino Programming Director
celina.wille@usu.edu
435-752-6263

Celina Wille is an Associate Professor in the Applied Sciences, Technology and Education Department and Extension specialist for Latino Programs with Utah State University (USU) Extension. Celina oversees all Create Better Health programming that is directed to the Latino audience and helps ensure program materials are accessible and culturally appropriate. She also serves as Associate Director of USU’s Latinx
Cultural Center. Dr. Wille has worked for over 25 years in land grant institutions and her experience includes various management, teaching, outreach, and capacity-building roles. She has been a 4-H and Youth Development Specialist at Texas A&M University, SNAP-Ed program manager for the Michigan Nutrition Network, and program evaluator for the Health and Nutrition Institute at Michigan State University (MSU) Extension. At MSU, Celina was Associate Director of Diversity and Pluralism in the College of Agriculture and taught courses on campus and abroad. Overseas, she has managed USAID projects in Sub-Saharan Africa, and served as technical consultant for a food security USAID-funded project in Guatemala. She serves on the boards of various non-profit community-based organizations and as a non-voting member of Utah’s Local Food Advisory Council.

Despite her hard work and dedication to professional responsibilities, Celina finds time to play. She is a globe-trotter who regularly travels to new and unfamiliar countries. She is also an enthusiastic foodie and has an ardent interest in exotic foods. To balance her interest in fine food, Celina is a weightlifter. Celina and her husband have four children; their youngest two are twin daughters who are currently in college.

If you need help with any of the following, you would contact Celina:

- Latino audience needs
- Cultural sensitivity
- Creaciones en la Cocina Curriculum
- Create Better Health in Spanish
- Training for CBH Ambassadors teaching Spanish classes

Darlene Christensen

**Youth Curriculum Coordinator**

darlene.christensen@usu.edu

435-277-2406

Darlene became the Youth Curriculum coordinator in 2018. She provides leadership and guidance on the development of the youth curricula. She works with a smart team of writers to continually update and enhance the youth programming.

In her free time, Darlene is active in pet rescue and works with her group *Purrfect Pawprints* to provide homes for cats. She spends time at the local pet store “socializing” kitties and getting them ready for adoptions. The pet store is only a block from her office so it is a nice way to take a break from the craziness of life. Darlene is enjoys quilting and does so long-distance with her mom in Montana and sister in Wyoming. She has two nephews Dodge and Decker that she enjoys spoiling rotten.

If you need help with any of the following, contact Darlene:

- Soaperhero.org
- Food, Fun, & Reading curriculum
- Captain Create MyPlate
Paola Johnson
*Spanish Training and Program Coordinator*
Paola.johnson@usu.edu
435-754-6975

Paola Johnson grew up in Guadalajara Jalisco, México. She studied law in her native country and enjoyed working to serve and improve the welfare of the general population. She teams up with Marcia to onboard and train the Spanish-speaking Create Better Health ambassadors.

She loves to get involved in events in the Latino community. One of her goals is to help the vulnerable Spanish-speaking population in Utah overcome language barriers. She believes language should not be a barrier to having proactive communication with the population that Create Better Help serves. For Paola, it’s very important to create confidence among the Spanish-speaking CBH Ambassadors, so they can engage with the community and succeed in recruiting, teaching, and implementing the program.

She helps with the creation, adaptation, and translation of material, curricula, surveys, posters, or any other resource for the Spanish-speaking population in the State. Paola also helps with the Spanish social media and with the creation of Spanish material.

If you need help with anything that has to do with the Spanish program, please, contact her; she’ll be thrilled to answer all your questions.

Habiba Nur
*Refugee Ambassador*
Habiba.nur@usu.edu
801-6455821

Habiba is originally from Somalia with a family of five, a husband, and three beautiful children. She has over ten years of experience teaching and counseling nutrition and health in a multicultural environment.

Habiba is also a Ph.D. Candidate in the Nutrition, Dietetics, and Food Science Department at Utah State University. Her research topic is Enhancing Nutrition Education for Utah Refugees. Currently, she is proud to be part of the UTAH SNAP-ED team Create Better Health as a Utah Refugee Ambassador.

She has devoted her life to improving the living conditions of the refugee community from all over the world who reside in Utah, particularly the Somali refugee community. She has worked with Valley Mental Health, a behavioral healthcare provider specializing in mental health,
substance abuse, and prevention services. Habiba has also served as Clinical Case Manager and an advocate responsible for assisting eligible clients in connecting to the medical, social, and educational systems to ensure coordinated communication between all parties. In addition, she worked with the Asian Association of Utah, where I focused on similar initiatives.

Alongside her community efforts, she currently serves as an Adjunct Professor at Weber State University and previously at Salt Lake Community College and The University of Utah.

During her free time, Habiba enjoys spending time with loved ones, cooking, and gardening!

Cynthia Lyman
CBH Marketing Manager
Cynthia.lyman@usu.edu
801-856-1431

Cynthia is part of the USU Extension/CAAS marketing team, as well as part of CBH marketing. Cynthia helps with marketing strategy and implementation, media, oversees marketing requests, and has brilliant ideas on ways to expand exposure.

Business Services

Liz Vaterlaus
Program Business Manager
liz.cerenzie@usu.edu
435-797-0925

As the Business Manager, Liz oversees the spending on the Create Better Health Utah (SNAP-Ed) grant as well as other associated accounts (indexes). This includes verifying funds available for travel, EZ-Buy, and P-card purchases. When there are requests for new P-cards, she ensures the information is accurate. If there are misplaced charges or erroneous transactions, she performs journal entries to make sure they are on the appropriate index.

Liz was born in San Diego, but grew up in Utah County and came up to USU to pursue her dual Bachelor’s degrees in Accounting and Finance. She met her husband on USU campus and they enjoy
spending time with family, taking their puppy on hikes, playing games, and going to the gym together (which is actually where they met). Liz has recently discovered a passion for DIY home improvement projects, which most recently entailed building a stone fireplace for the living room.

If you need help with any of the following things, you contact Liz:

- Service Now
- P-Card applications
- P-card transactions (including where they are in the process)
- Purchase requisitions
- Purchases requiring a check
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<td>Beaver County Office</td>
<td>Beaver County Extension Office</td>
<td>Cindy Nelson</td>
<td><a href="mailto:cindy.nelson@usu.edu">cindy.nelson@usu.edu</a></td>
<td>435-438-6452</td>
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<td>Box Elder County Office</td>
<td>Box Elder County Extension Office</td>
<td>April Litchford</td>
<td><a href="mailto:april.litchford@usu.edu">april.litchford@usu.edu</a></td>
<td>435-695-2544</td>
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<td>01 South Main Street, Room 30</td>
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<td>Brigham City, UT 84302</td>
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<td>Cache County Office</td>
<td>Cache County Administration Building</td>
<td>Jenna Dyckman</td>
<td><a href="mailto:jenna.dyckman@usu.edu">jenna.dyckman@usu.edu</a></td>
<td>435-752-6263 ext. 1572</td>
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<td>179 North Main Street, Suite 111</td>
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<td>Carbon County Office</td>
<td>Carbon County Courthouse</td>
<td>Christina Pay</td>
<td><a href="mailto:christina.pay@usu.edu">christina.pay@usu.edu</a></td>
<td>435-636-3236</td>
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<td>Davis County Office</td>
<td>Davis County Extension Office</td>
<td>Emma Parkhurst</td>
<td><a href="mailto:emma.parkhurst@usu.edu">emma.parkhurst@usu.edu</a></td>
<td>435-919-1334</td>
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<td>Duchesne County Extension Office</td>
<td>Suzanne Prevedel</td>
<td><a href="mailto:suzanne.prevedel@usu.edu">suzanne.prevedel@usu.edu</a></td>
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<td>Emery County Office</td>
<td>Emery County Extension Office</td>
<td>Christine Jensen</td>
<td><a href="mailto:christine.jensen@usu.edu">christine.jensen@usu.edu</a></td>
<td>435-381-3539</td>
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<td>Garfield County Office</td>
<td>Garfield County Courthouse</td>
<td>Callie Ward</td>
<td><a href="mailto:callie.ward@usu.edu">callie.ward@usu.edu</a></td>
<td>435-676-1113</td>
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<td>Grand County</td>
<td>Extension Office</td>
<td>1850 S. Aggie Blvd Moab, UT 84532</td>
<td>Catherine Hansen</td>
<td><a href="mailto:catherine.hansen@usu.edu">catherine.hansen@usu.edu</a></td>
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<tr>
<td>Iron County</td>
<td>Extension Office</td>
<td>585 N Main St. #4 Cedar City, UT 84721</td>
<td>Kathy Riggs</td>
<td><a href="mailto:kathleen.riggs@usu.edu">kathleen.riggs@usu.edu</a></td>
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<tr>
<td>Juab County</td>
<td>Extension Office</td>
<td>160 North Main St. Nephi, UT 84648</td>
<td>Tasha Killian</td>
<td><a href="mailto:tasha.killian@usu.edu">tasha.killian@usu.edu</a></td>
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<tr>
<td>Kane County</td>
<td>Extension Office</td>
<td>180 W 300 N Kanab, UT 84741</td>
<td>Elizabeth Davis</td>
<td><a href="mailto:elizabeth.davis@usu.edu">elizabeth.davis@usu.edu</a></td>
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<tr>
<td>Millard County</td>
<td>Delta Office</td>
<td>83 Manzanita Ave, Delta, UT 84624</td>
<td>Eva Timothy</td>
<td><a href="mailto:eva.timothy@usu.edu">eva.timothy@usu.edu</a></td>
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<tr>
<td>Morgan County</td>
<td>Courthouse (Online)</td>
<td>48 West Young St. P.O. Box 886 Morgan, UT 84050</td>
<td>Amanda Christensen</td>
<td><a href="mailto:amanda.christensen@usu.edu">amanda.christensen@usu.edu</a></td>
</tr>
<tr>
<td>Piute County</td>
<td>Extension Office</td>
<td>550 North Main St. P.O. Box 39 Junction, UT 84740</td>
<td>Chris Jessen</td>
<td><a href="mailto:chris.jessen@usu.edu">chris.jessen@usu.edu</a></td>
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<tr>
<td>Rich County</td>
<td>Courthouse</td>
<td>20 South Main St. P.O. Box 8 Randolph, UT 84064</td>
<td>ONLINE</td>
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<tr>
<td>Salt Lake County</td>
<td>Government Complex</td>
<td>2001 South State Street, Suite S1-300, P.O. Box 144575 Salt Lake City, UT 84114-4575</td>
<td>Melanie Jewkes</td>
<td><a href="mailto:melanie.jewkes@usu.edu">melanie.jewkes@usu.edu</a></td>
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<td>Sanpete County Office</td>
<td>Sanpete County Extension Office 325 W 100 N Ephraim, UT 84627</td>
<td>Shannon Cromwell</td>
<td><a href="mailto:shannon.cromwell@usu.edu">shannon.cromwell@usu.edu</a></td>
<td>435-283-3472</td>
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<tr>
<td>Sevier County Office</td>
<td>Sevier County Extension Office 250 North Main St. Richfield, UT 84701</td>
<td>Kari Ure</td>
<td><a href="mailto:kari.ure@usu.edu">kari.ure@usu.edu</a></td>
<td>435-893-0471</td>
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<tr>
<td>Summit County Office</td>
<td>Summit County Extension Office 45 E 100 N P.O. Box 127 Coalville, UT 84017</td>
<td>Jared Hawkins</td>
<td><a href="mailto:jared.hawkins@usu.edu">jared.hawkins@usu.edu</a></td>
<td>435-336-3217</td>
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<tr>
<td>Tooele County Office</td>
<td>Tooele County Extension Office 151 North Main St. Tooele, UT 84074-2141</td>
<td>Darlene Christensen</td>
<td><a href="mailto:darlene.christensen@usu.edu">darlene.christensen@usu.edu</a></td>
<td>435-277-2406</td>
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<tr>
<td>Uintah County Office</td>
<td>Uintah County Extension Office 328 E 200 S Vernal, UT 84078</td>
<td>Suzanne Prevedel</td>
<td><a href="mailto:suzanne.prevedel@usu.edu">suzanne.prevedel@usu.edu</a></td>
<td>435-738-1140</td>
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<tr>
<td>Utah County Office</td>
<td>Utah County Extension Office 1426 E 750 N Suite 202 Orem, UT 84097</td>
<td>Cindy Jenkins</td>
<td><a href="mailto:cindy.jenkins@usu.edu">cindy.jenkins@usu.edu</a></td>
<td>385-268-6538</td>
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<td>Wasatch County Office</td>
<td>Wasatch County Extension Office 55 S 500 E Heber City, UT 84032</td>
<td>Tricia Mathis</td>
<td><a href="mailto:tricia.mathis@usu.edu">tricia.mathis@usu.edu</a></td>
<td>435-657-3234</td>
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<td>Washington County Office</td>
<td>Washington County Extension Office 339 S 5500 W Hurricane, UT 84737</td>
<td>Andrea Schmutz</td>
<td><a href="mailto:andrea.schmutz@usu.edu">andrea.schmutz@usu.edu</a></td>
<td>435-817-6373</td>
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<tr>
<td>Wayne County Office</td>
<td>Wayne County Courthouse 18 South Main Street</td>
<td>Melanie Dabb</td>
<td><a href="mailto:melanie.dabb@usu.edu">melanie.dabb@usu.edu</a></td>
<td>435-836-1312</td>
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<tr>
<td>Weber County Office</td>
<td>Weber County Extension Office</td>
<td>Stephanie Carlson</td>
<td><a href="mailto:stephanie.carlson@usu.edu">stephanie.carlson@usu.edu</a></td>
<td>801-399-8203</td>
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Section 2: Staff Website

Create Better Health Utah (SNAP-Ed) Staff Website

http://extension.usu.edu/fscreate/

The Create Better Health Utah (SNAP-Ed) staff website is your virtual storage cabinet. The State Office keeps all program materials here, so you can refer to them and order what you need for your office. Please use only resources that are available on this website. We provide all the materials you need at this site, so there is no reason to look elsewhere for teaching supplies or recruiting materials.
There are a few tips to make the website more user-friendly:

**Browser Requirements:**
Utah State University’s webpages work best on Google chrome. If that is not an option, the next best browser is Microsoft Edge. Firefox, Internet Explorer, and Safari are often not compatible.

**Software Requirements:**
To view, download, print, sign, and utilize the templates and materials on the staff website, you’ll need Microsoft Office 2021 or Microsoft 365 (specifically, Word, Excel, Outlook, and PowerPoint). This is available to you at no cost through your USU Microsoft email account and as a university employee. You will also need to download Adobe Acrobat Reader (the free version is adequate). And finally, you will need the Zoom Video Conferencing app.

**Software Updates:**
All Utah State University online programs assume you will be using the latest version of the browser and software. Periodically check your browser, Microsoft Office, Adobe Acrobat Reader, and Zoom to confirm you are using the most up-to-date version. If you are using an outdated version, it can interfere with entering your hours in AggieTime, downloading templates, and participating in online trainings.
http://extension.usu.edu/fscreate/

This webpage is designed and maintained for the CBH Ambassadors and supervisors. All materials on the CBH Staff Menu website can be used for programming in counties. For detailed information, please contact the state office. The menu items are broken into categories that correspond to CBH Ambassador responsibilities:

**Lessons for Adults**

Here is where you will find all approved curriculum for adults: Create Better Health, Create Better Health en español, Create Family Meals, Create Family Meals en español, Create Farm Fresh Food, and Create Farm Fresh Gardens. This is where we will post any additional adult curriculums once they are developed, designed, and approved.

**Lessons for Kids**

This is where you will find all approved curriculum for children: Captain Create MyPlate, Food, Fun, & Reading, and Food, Fun, &Reading Cultural Adventure. When new curriculums for youth are developed, designed, and approved, you will find them here.

**Ambassador Resources**

This is a bank of supplemental resources for CBH Ambassadors. The materials here are approved by the State Office as activities, handouts, videos, and recipes to use in classes and at recruiting events. The Employee Wellness Challenge is found here. And this tab also houses the Extended Time Off (Leave) Survey.

**Farmers Market**

Every Spring, CBH Ambassadors begin working with farmer's markets to promote and educate about the fresh produce in their county. This list of resources includes fliers, posters, recipes, recipe books, and the Farmers Market Toolkit, which is especially useful.

**Travel and Payroll**

Here you will find the links to enter payroll hours, submit travel reimbursement, and fill out travel authorizations. You must be using an up-to-date browser, preferably Google Chrome, for these links and online forms to work properly.

**PSE**

Here you will find the Policy, Systems, and Environment instructions and supplies. There is an abundance of information found here and everything you need to successfully implement and evaluate PSE in your county.

**Social Marketing**

Periodically, our program participates in state and national marketing campaigns to promote SNAP-Ed concepts. You can find the materials for new and previous social marketing campaigns here.

**Statewide Staff Meetings**

On the first and third Mondays of each month, we hold our Statewide Staff Meeting. You can find the video recordings from these meetings here. Starting in 2022, videos will be in Box file system.
Supply Order Form
This is where you can order printed supplies from the state office. For help with this process, contact Amalia Larson.

PEARS and Reporting
This is where you find information pertaining to PEARS and program reporting. Under this tab, you can find the class participant forms (for all classes), the WIC waiver, and class rolls. This is also where CBH Ambassadors go for instructions on how to report their PSE work and Indirect Education reach.

Misc. Forms
This is a collection of important but varied documents and forms, including eligibility Waivers, the Food Allergies Warning poster, the Photo Release Form, etc. Here you can also find our official logos and legal disclaimers.

County and State Reports
This is our brag section. CBH Ambassadors and supervisors may have times when they want or need to showcase the accomplishments of them or their team, and this is where you can find those types of reports and infographics.

Training
Here is where the CBH Ambassador and supervisor can find everything related to new hire and ongoing trainings. This is a rich collection of instructions and trainings for anyone new to Create Better Health Utah or a CBH Ambassador needing a refresher.

Recruiting and Marketing
This is the time saver section of the website. Here you will find templates galore! There are a variety of flyers, calendars, posters, and stock photos. This is where we keep the logos and letterhead. It is also where you will find the official USU and USDA Disclaimers and Nondiscrimination statements. This section of the website also includes links to DWS services, academic publications, and journal articles.

Supervisor Resources
This section is of special interest to the supervisor. It has tools for overseeing the program at the county level, including the Supervisor Handbook, event observation tool, a county staff meeting agenda template, a performance appraisal template, and FSNE Core Competencies.

Social Media
Here you will a comprehensive list of all state and county level social media pages. This is also where ambassadors can upload Ambassadors in Action, download stories, and find recipes.

USU Hunger Solutions Institute
Here you will find links to the Utah State University Hunger Solutions Institute webpage, an institute that collaborates closely with Create Better Health (SNAP-Ed).

Farmers Feeding Utah
Here you will find links associated with the Farmers Feeding Utah program Create Better Health is a key player and collaborator in this statewide initiative.
Section 3: Ambassador Information

CBH Ambassador
Create Better Health Utah (SNAP-Ed) hires ambassadors to provide education and information to low-income participants throughout Utah. A CBH Ambassador job can vary depending on the county and community needs: direct education, Policy, Systems, and Environment work, indirect education, social media, etc. However, the key components of the job are to reach low-income individuals and families, help them gain healthy skills through approved curricula and methods, recruit new participants and partnerships, and report data in the PEARs data management system.

Each CBH Ambassador has a supervisor who is usually a local USU Extension faculty/educator. The supervisor is there to assist the educator throughout the job and provide direction and local supervision of programming. Ambassadors and supervisors work together to determine needs and program activities and interventions that will be successful in the county.

CBH Ambassador Training Needs
Upon hiring, all new ambassadors will receive an email with required annual compliance university trainings on the ILS system. Please log in to the system and complete all trainings in your queue. https://learningmanager.adobe.com/utahstateuniversity/

Also, all new CBH Ambassadors need to follow and complete the Onboarding Training Course in Canvas. It will guide you through all the training and program background needed to be a successful ambassador. It is expected that you will complete this training within four weeks of your hire date. The program training coordinator will work closely with you during your onboarding.

Contact Marcia Gertge if you have any new hire training questions: marcia.gertge@usu.edu
To enroll in the course, follow this link: https://extension.learn.usu.edu/browse/food-sense/courses/food-sense-snap-ed-new-hire

Required Documentation and Training
Onboarding Training
Onboarding training is to be completed by all new CBH Ambassadors within the first 30 days of their hire. The purpose of Onboarding Training is to become well acquainted with Create Better Health Utah (SNAP-Ed) policies and procedures. This training will give CBH Ambassadors the tools and resources to know how to do their job and will provide CBH Ambassadors with valuable information. It is also important to access and utilize this policy manual. Ambassadors are held responsible for the information taught in the lessons and for performing their job duties in accordance with the instruction provided. This onboarding training canvas course also walks you through all the required training and documents. The lessons can be reviewed at any time.
As a part of the Canvas course, there are several trainings and documents that need to be completed as a CBH Ambassador. Each of these documents need to be uploaded and digitally stored in the county's Box folder. Email them to your county supervisor and upload them to the Canvas course assignment when complete.

**Background Criminal Investigation (BCI)**

Upon hiring, Utah State University will conduct a background check. It is a required piece of hiring to pass the BCI check.

The onboarding course will take the ambassador through all the required trainings and documentation.

**Lesson 1 – Introduction to SNAP-Ed & State Office Team**

**Photo Release**

We need to have a photo release form for everyone who is captured on camera in conjunction with Create Better Health Utah (SNAP-Ed). You do not need to sign this one if you absolutely do not want us sharing your photo. However, the sharing of you and the work you do enhances the SNAP-Ed program and shows a face to the work we do. So, it is highly encouraged.

Staff Menu > Misc Forms > Media Photo Release form.

**Lesson 2 – University Policies**

**Defensive Driving**

All employees that travel for Create Better Health Utah (SNAP-Ed) (including driving to attend Annual Conference) need to complete the State of Utah Driver’s Training. It can be found through USU on the ILS system. Ambassadors may have to manually search for this training as it may not show up automatically in their queue. This must be completed every two years.

**Cardholder Training**

This training can be found through USU on the ILS system. Ambassadors may have to manually search for this training as it may not show up automatically in their queue.

**Lesson 3 – Create Better Health Policies & Procedures**

**CBH Ambassador Role Statement**

All CBH Ambassadors need to complete the current Role Statement. This document can be found on the Staff Menu in the Training tab.

Staff Menu > Training > Recurring Training & Certifications > Ambassador Role Statement
Lesson 4 – Target Population & Protecting Information

Utah State University Institutional Review Board (IRB) Social & Behavioral Research by CITI

***This is required prior to working with the public in any way.

Before working with any program data or participants (this includes job shadowing and training), all Create Better Health Utah (SNAP-Ed) employees must complete the CITI certification. This is found at [https://research.usu.edu/irb/training](https://research.usu.edu/irb/training) and it must be completed every three years. Directions on registering for this training are available on the onboarding canvas course. After the initial 1st time, you may do the renewal training, which is less strenuous and faster. *Any CBH Ambassadors who prefer to do this training in Spanish can contact Marcia Gertge at the State Office.*

Civil Rights Training
Every year the Create Better Health Utah (SNAP-Ed) State Office will provide a Civil Rights Training. This training needs to be completed every year to ensure that everyone has fair access to programming activities and resources. This includes choosing locations that are accessible and accommodating to all participants. CBH Ambassadors need to prominently display the official “And Justice for All” Poster in offices, classes, and booths. Posters can be ordered from the State Office through the state office staff assistant.

Training link: [https://www.youtube.com/watch?v=aZ2T2T8LHTc](https://www.youtube.com/watch?v=aZ2T2T8LHTc)

Rights to Privacy
All information, particularly the names of participants, must be kept confidential. Names of participants may not be discussed with spouses, friends, or others to whom the information is not directly pertinent to providing Create Better Health Utah (SNAP-Ed) programming. All Create Better Health Utah (SNAP-Ed) employees are required to sign a Non-Disclosure Agreement each year and watch the Rights to Privacy training. It is also important for all Create Better Health Utah (SNAP-Ed) employees and supervisors to practice good data protection principles. Sensitive documents (that include personal identifying information) should be locked in a safe location until they can be mailed to the State Office. Also, electronic documents with participant information must be stored in Box, the encrypted data storage site. USU employees can access their Box account at usu.box.com.

Training Link: [https://www.youtube.com/watch?v=Hfr_v4N_L8w](https://www.youtube.com/watch?v=Hfr_v4N_L8w)

Non-Disclosure Agreement (watch the Right to Privacy training listed below before signing)
This form must be signed every year and is required by the Department of Workforce Services. This document can be found on the Staff Menu in the Training tab.

Staff Menu > Training > Recurring Training & Certifications > Non-disclosure Agreement.

Code of Conduct
All employees working with Create Better Health Utah (SNAP-Ed) must read and sign the Code of Conduct. This document can be found on the

Staff Menu > Training > Recurring Training & Certifications > Code of Conduct.
Lesson 5 – Teaching & Demonstrating

Food Handler’s Permit
CBH Ambassadors must have a current Food Handler’s Permit card. The certification fee can be purchased with the P-card or can be paid by the county. Permits can be obtained from the city/county health department or can be obtained online at:


Lesson 6 – Policy, Systems, and Environment Work

Lesson 7 – Indirect Education and Social Media Work

Lesson 8 - Reporting

Lesson 9 – National Nutrition Certification Program and SNAP Challenge

National Nutrition Certification Program (NNCP)
NNCP is an educational opportunity that will allow CBH Ambassadors to become certified. This certification program allows CBH Ambassadors to learn and remain knowledgeable on current nutrition basics. All CBH Ambassadors must be current with their certification. To become NNCP certified, the CBH Ambassador must complete the course with 80% accuracy on the quizzes and posttest. This training needs to be renewed every three years.

Training link: https://extension.learn.usu.edu/browse/food-sense/

Continuous Training

Yearly Annual Conference
Annual Conference is held in the fall at the beginning of each new fiscal year. All Create Better Health Utah (SNAP-Ed) staff are expected to attend. Annual Conference is important for the following reasons:

- To receive updates on policy and procedure
- To learn more about nutrition-related topics
- To build recruiting skills
- To build networking relationships with other counties and CBH Ambassadors
- To recognize progress and achievement, both individually and as counties
- To share teaching and recruiting ideas with other counties and CBH Ambassadors

NOTE: FNS requires all Create Better Health Utah (SNAP-Ed) employees to know agency rules and regulations. All employees are expected to attend Annual Conference. If you do not attend the conference, you will be expected to make arrangements with the State Office to travel to Logan to receive the training and information you missed. Training is a required component in the job description.
Region Trainings
Region trainings are held in smaller group settings, and all CBH Ambassadors are expected to attend the training nearest them.

- To receive updates on policy and procedure
- To build teaching and recruiting skills
- To build networking relationships with neighboring CBH Ambassadors
- To share teaching and recruiting ideas and best practices

Statewide Staff Zoom Meetings and Special Trainings
Statewide Staff Zoom meetings are held on the first and third Monday of each month at 10 am. It is required that CBH Ambassadors be part of the meeting. The trainings are live and interactive and occur over Zoom video conferencing software. The meeting ID is sent through a calendar invitation through your email. Timely information, county sharing, and new resources are shared. Staff meetings can be reviewed at any time on the CBH training channel on YouTube.

The Create Better Health Utah (SNAP-Ed) State Office will provide minutes (meeting notes) and meeting recordings, from the statewide calls through an email from Brian. The recordings can also be found in Box.

https://usu.app.box.com/folder/168449294707?s=pnr3hkyw9j34uulvvyrr65wd0yii8n79

This email also clarifies policy and procedure, makes individuals aware of current issues, and keeps CBH Ambassadors aware of future events and policy changes. All CBH Ambassadors must obtain and use an official USU email account and read the email each time it is sent out.

Monthly Create Better Health Utah (SNAP-Ed) Inservice
Create Better Health Utah – SNAP-Ed staff inservice occurs on the 4th Wednesday of each month. The trainings are live and interactive, and they take place over Zoom video conferencing software. An invitation to attend will be sent through your email. Each training is recorded and posted on our YouTube training channel for CBH Ambassadors to refer to later and for those who cannot attend the live presentation. Attendance or subsequent viewing is mandatory for CBH Ambassadors and Supervisors. CBH Ambassadors are to sign into the chat box to mark their attendance. If they watch the inservice at a later date, they should email Marcia Gertge so she can record their viewing.

During the months where a live regional training occurs, there will be no statewide Inservice.

Training recordings can be found here:
https://usu.app.box.com/folder/168449544076?s=0nkryry8t0tvw03zljitegci439m1esb
**County Staff Meetings**

County Staff meetings are to be held often. It is recommended that the CBH Ambassador and supervisor meet at least every other week to coordinate programming. This is a time to discuss calendaring and priorities, review reporting in PEARs, deal with problems, make suggestions, and receive supervisor training.

A county staff meeting template can be downloaded and manipulated to meet your needs from the Supervisor Resources tab on the staff menu.

Staff Menu> Supervisor Tab> Optional County Staff Meeting Agenda

**Time Commitment**

CBH Ambassadors are hired to work a specific number of hours per week, depending on the county’s agreement with the State Office. CBH Ambassadors should check with the county supervisor to know how many hours they have been hired to work. It is important to note that overtime is not allowed. The Create Better Health Utah (SNAP-Ed) budget is based on each county’s proposal. CBH Ambassadors should not exceed their contracted hours without prior approval from their supervisor (who will get approval from the State Office). In the event that a CBH Ambassador needs to work more than the allotted hours, the CBH Ambassador will need to work less the following week to keep within the contracted range.

There are many important components of a CBH Ambassador job: PSE (policy, systems, and environment) work, recruitment, direct education, indirect education, social media work and reporting. CBH Ambassadors need to plan their time in order to complete all job requirements.

**Job Requirements**

- Knowledge of basic nutrition based on DGA and MyPlate, food preparation, food shopping, food budgeting, and food storage skills. This basic knowledge is provided by the Utah State University Create Better Health Utah (SNAP-Ed) State Office through trainings, National Nutrition Certification Program (NNCP), statewide staff meetings, monthly in-service, Regional Trainings, and Annual Conference.
- Valid Utah driver’s license and insurance policy or access to reliable transportation. Mileage for work will be reimbursed.
- Primary insurance must be maintained on the personal vehicle.
- Access to a computer and internet.
- Basic computer skills. Knowledge and ability to access a computer and internet for emails, reports, online trainings, etc.
- A USU email must be used to send and receive messages for this job. This email is how USU interacts with employees. Please check it regularly.
• Work well with people from diverse backgrounds and experiences. Effectively communicate and relate with low-income audiences without judgment. A CBH Ambassador’s job is to help families and individuals improve their lives.
• Keep accurate reports and stay current on reporting.
• Be willing to attend a 2-3 day Create Better Health Utah (SNAP-Ed) Annual Conference held each fall, typically in October, and occasional 1-day Region Trainings throughout the year.
• Complete all training, attend statewide and county staff meetings, and view monthly Zoom training recordings.
• Complete and keep current all required trainings and certifications
• Network with and become knowledgeable on available services and programs that you can refer to and receive referrals from within your community or county.
• Maintain confidentiality.
• Judge personal safety in any teaching situation.
• Have a passion for cooking and eating healthy.
• Teach classes online or in-person to group settings using approved curriculum and recipes.
• Promote Statewide Social Marketing campaigns.
• Implement PSE efforts, choosing from the approved PSE Pick List.
• Be willing to learn and follow Create Better Health Utah (SNAP-Ed) policies.
• Understand and have empathy for low-income audiences.
• Understand and promote eating well on a limited food budget.
• Have good organizational skills.

**Dress Code**

Dress should be clean, neat, modest, and appropriate for work with participants. During food demonstrations correct food safety principles should be followed: hair should be tightly pulled back; a clean apron and plastic gloves should be worn. No open-toe shoes, sandals, or flip flops are allowed during classes. County supervisors may institute additional dress code requirements.

**Working Conditions**

CBH Ambassadors can expect:
- To work in low-income areas.
- Regular travel throughout their designated county. Ambassadors will need to keep their supervisor informed about travel that takes place for work. It is important for ambassadors to use their best judgment in traveling and when traveling in inclement weather conditions.
- To travel outside of the assigned county, they must have a Travel Authorization with approval from their supervisor and State Office.
- Possible exposure to adverse weather conditions. CBH Ambassadors need to make best judgment calls based on travel conditions.
- Food preparation, handling, lifting, and storage.

Create Better Health Kitchen Kits

Each CBH Ambassador will have a Kitchen Kit. This is to be returned upon leaving the CBH Ambassador position. Each kit includes the following list:

- Can Opener
- Casserole Dish – 6 cup
- Chef’s Knife
- Cutting Boards – set of 3
- Ladle
- Liquid Measuring Cup
- Measuring Cups
- Measuring Spoons
- Mixing Bowls – 3 & 5 quart
- Omelet Pan
- Paring Knife
- Serving Spoon
- Stirring Spoon
- Soup Pot – 5 quart
- Spatula Turner
- Trivets – 2
- Vegetable Peeler
- Vegetable Scrubber
- Ninja Blender
- Hot Plate
- Toaster Oven
- Electric Skillet – 12”

iPads

Each CBH Ambassador will have access to an iPad mini. These are to be used to enhance your learning experience for the participants and help you with reporting. iPads are given out by the State Office staff assistant. When you receive your iPad, please create a new iCloud account with your USU e-mail. Email this account/password information to the state office staff assistant, so someone else has the ability to clear the iPad if necessary. If your employment with Create Better Health Utah (SNAP-Ed) ends, your iCloud account must be removed, and the iPad returned to the State Office.

The following are helpful websites that you will want to become familiar with on your iPad.

Staff Menu
- The CBH staff menu can be sent to your home screen. It will appear as an app, making it easy to access the staff menu. https://extension.usu.edu/fscreate/

Email – Outlook
- Outlook.usu.edu (you will use you’re A number and strong USU password in your e-mail address to log in) https://owa.usu.edu/
- Outlook is how you will access your USU e-mail and should be one of the first things you set up as a new employee.
**Curriculum**
- From the staff menu, download the curriculum into iBook on your iPad. This will provide quick access to all curricula.

**PEARS**
- [http://pears.oeie.org/accounts/signin](http://pears.oeie.org/accounts/signin)
- PEARS is the reporting system that we use to collect all of the data from our programming. You will enter all of your program data into PEARS, including participant demographics, surveys, indirect activities, partnerships, and PSE activities. Shortly after you are hired, you will watch an Introduction to PEARS training video. This video is found in the onboarding training canvas course or on the Create Better Health Training YouTube channel. In addition to the Introductory PEARS training, you can also find several other PEARS trainings on our YouTube PEARS Training Playlist, which you can access by following this link.
  https://www.youtube.com/playlist?list=PLCV2wqgVxzg1hz3s4Kh0bQfbkoYjYOBTkPEARS
- The PEARS website also provides training on how to enter the various program types on their homepage. To access PEARS training click the Question Mark icon on the homepage and select Support.
- If you have any questions about PEARS, please contact LaCee Jimenez at lacee.jimenez@usu.edu.

**Trainee, Supervisor, and State and Federal Observations**

**CBH Ambassador Observations**
Each CBH Ambassador will be observed throughout the grant year for program fidelity. These observations will be done by the State Office as well as the county supervisor. The CBH Ambassador will be evaluated based on the Create Better Health Utah (SNAP-Ed) Educational Activity Observation Tool which is a combination of Federal requirements and Create Better Health Utah (SNAP-Ed) policy and procedures. The State Office will contact the CBH Ambassador before attending a class. No special arrangements will need to be made for the class being observed.

During the 2022-2023 year, the state office may be observing online and in-person classes and visiting PSE sites for in-person observations. Ambassadors should set aside some time to spend with the state office team member when they visit the county.

**Trainer Evaluations of CBH Ambassadors:**
- Each CBH Ambassador should be observed and evaluated by a program trainer once or twice each grant year.
- The evaluator should use the Create Better Health Utah (SNAP-Ed) approved curriculum and Activity Observation Tool to record observations and make sure CBH Ambassador is meeting objectives. (CBH Staff Menu > Supervisor Resources > Supervisor Event Observation Tool)
Supervisor Observation of CBH Ambassadors:

- CBH Ambassadors should be observed by the supervisor for performance appraisals and occasionally throughout the grant year, preferably quarterly.

- Supervisors have the option to use the approved Create Better Health Utah (SNAP-Ed) curriculum and Create Better Health Utah (SNAP-Ed) Educational Activity Observation tool to ensure the CBH Ambassador is meeting objectives. Found in the supervisor resource tab on the staff menu. (CBH Staff Menu > Supervisor Resources > Supervisor Event Observation Tool)

- Use observation findings to direct CBH Ambassador and set goals in one-on-one meetings.
## CREATE BETTER HEALTH

### EDUCATIONAL ACTIVITY OBSERVATION TOOL

<table>
<thead>
<tr>
<th>LESSON</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced Create Better Health Program</td>
<td>Create Better Health (English or Spanish)</td>
</tr>
<tr>
<td>Introduced themselves</td>
<td>Create Family Meals (English or Spanish)</td>
</tr>
<tr>
<td>Presented approved lesson plan</td>
<td>Create Farm Fresh</td>
</tr>
<tr>
<td>Topic appropriate for audience</td>
<td>Captain Create MyPlate</td>
</tr>
<tr>
<td>Met lesson objectives</td>
<td>Food, Fun &amp; Reading</td>
</tr>
<tr>
<td>Taught at the appropriate literacy level</td>
<td>Food, Fun &amp; Culture</td>
</tr>
<tr>
<td>Consistent with USDA, DGA and MyPlate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS CONTENT</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved Participants</td>
<td>Eligible location</td>
</tr>
<tr>
<td>Free from disparaging remarks</td>
<td>Conducive to learning</td>
</tr>
<tr>
<td>Free from endorsements</td>
<td>Convenient for participants</td>
</tr>
<tr>
<td>Encourage behavior change</td>
<td>Comfortable, safe atmosphere</td>
</tr>
<tr>
<td>Included an invitation to act</td>
<td>Room was prepared prior to participants arrival</td>
</tr>
<tr>
<td>Referred to CBH social media sites</td>
<td>Clean and uncluttered from participants perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPLAY</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice for All</td>
<td>SNAP-Ed Eligible</td>
</tr>
<tr>
<td>Allergy Warning</td>
<td>Education available in primary language</td>
</tr>
<tr>
<td>Social Media link or QR code visible</td>
<td>Actively engaged</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATOR</th>
<th>RECIPE DEMONSTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relatable</td>
<td>Objectives met</td>
</tr>
<tr>
<td>Positive rapport with participants</td>
<td>Food safety addressed</td>
</tr>
<tr>
<td>Culturally sensitive and respectful to all</td>
<td>Discussion included 2 tips to stretch food dollars</td>
</tr>
<tr>
<td>Stayed within scope of practice</td>
<td>Demo was related to lesson topic</td>
</tr>
<tr>
<td>Engaging in personality</td>
<td>UsedCreates handout in demo</td>
</tr>
<tr>
<td>Well prepared</td>
<td>Shared how to use the Creates method to make</td>
</tr>
<tr>
<td>Engaged learners</td>
<td>substitutions and variation</td>
</tr>
<tr>
<td>Able to answer questions</td>
<td>Demo area was neat and tidy</td>
</tr>
<tr>
<td>Provided referrals as appropriate</td>
<td>Participants have unobstructed view</td>
</tr>
<tr>
<td>Knowledgeable of local resources</td>
<td>Provided sample size for participants</td>
</tr>
<tr>
<td>Stayed on task</td>
<td>Recipe met CBH guidelines</td>
</tr>
<tr>
<td>Checked for understanding</td>
<td>Simple to prepare recipe</td>
</tr>
<tr>
<td>Kept audience in mind</td>
<td>Recipe didn’t require special kitchen tools</td>
</tr>
<tr>
<td>NUTRITION</td>
<td>YOUTH CLASSES</td>
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</tr>
<tr>
<td>☐ Objectives met</td>
<td>☐ Lesson was presented at an age</td>
</tr>
<tr>
<td>☐ Checked for</td>
<td>☐ Hand washing was taught</td>
</tr>
<tr>
<td></td>
<td>☐ Classroom control maintained</td>
</tr>
<tr>
<td>participant</td>
<td>☐ Surveys explained and handed</td>
</tr>
<tr>
<td></td>
<td>out to participants</td>
</tr>
<tr>
<td>understanding</td>
<td>☐ Parent letter introduced and</td>
</tr>
<tr>
<td></td>
<td>explained to youth</td>
</tr>
<tr>
<td></td>
<td>☐ Parent evaluation letter sent</td>
</tr>
<tr>
<td></td>
<td>home with youth</td>
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<table>
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<tr>
<th>EVALUATIONS</th>
<th>PHYSICAL ACTIVITY</th>
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<td>☐ Evaluations</td>
<td>☐ Objectives met</td>
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<tr>
<td>explained and</td>
<td>☐ Checked for participant</td>
</tr>
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<td>handed out to</td>
<td>understanding</td>
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<td>participants</td>
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</tbody>
</table>

| OBSERVED BEST      | CONCERNS                         |
| PRACTICES          |                                  |
|                    |                                  |

| FEEDBACK FOR AMBASSADOR | |
|-------------------------||

| EDUCATOR:              | OBSERVER:                       |
| LOCATION:              | DATE:                           |
| AUDIENCE:              | LESSON TOPIC:                   |
Supply Management

Each CBH Ambassador is responsible for ensuring they have the supplies they need to complete their job successfully. To make this a little easier, the State Office program assistant will organize your supply orders and mail them out to you at your extension office or otherwise requested address.

To place an order, go to the Supply Order tab on the Staff Website and select the link to the order form. It will be a Qualtrics survey. Please select the quantity of each item you need. After the order form has been submitted, a confirmation email will be sent to both you, Kristin, and Brian. Upon receipt of the order, please allow for orders to be filled or sent to Aggie Print within 3-5 business days. Printing from Aggie Print can take up to 7 business days before shipping. Once the order has been shipped, we will provide a tracking number for the package.

It is expected that you plan 6 months in advance. Please plan accordingly. Additionally, if you have something that needs to be printed (poster, banner, etc.), please give us at least 3 weeks’ notice to get it completed.
Section 4: Supervisor Role and Responsibilities

Supervisors are faculty or educators who typically oversee Home and Community programming in the county where the program is housed. Create Better Health Utah (SNAP-Ed) is an optional program and is not required for any faculty or staff to oversee, but it is highly encouraged by Extension administration. Supervisors provide expertise in helping CBH Ambassadors to meet their job requirements. For supervisors, there are perks such as increased reach and opportunities for research and publication. Supervisors are required to meet expectations in order to continue to have funding. Some of the benefits of supervising the Create Better Health Utah (SNAP-Ed) program include:

- Grant funding
- Impacts
- Program expansion
- Scholarly activities (journal articles, conference presentations, research posters, etc.)

Supervisor Role

The county supervisor plays a vital role in ensuring the CBH program thrives and meets the needs of the county. Supervisors are faculty or educators who typically oversee other Extension areas in the county where the CBH program is housed. They have the responsibility to know their community needs and resources and to cultivate relationships with community partners. The supervisor needs to know what is going on in their county and how they can assist their CBH Ambassador create a better program.

CBH provides opportunities for impact and scholarly works, this allows supervisors to be a part of the bigger picture in nutrition education. Participating in scholarly works is not required, however it a great way to give back to the SNAP-Ed program while having your work published. If you have an idea or work that you would like to initiate, please contact Heidi LeBlanc to see how CBH can assist you in this project.

- Assist in hiring, training, supervising, and evaluating ambassadors.
- Read “The Scoop” monthly and attend the supervisor Zoom meeting on the 2nd Monday of the month at 10 am for policy and procedure updates. Discuss this in staff meetings.
- Assist in SNAP-Ed program evaluation. Consult and facilitate strategic planning efforts for SNAP-Ed. Assist on SNAP-Ed projects, fact sheets, curriculum development, etc. as appointed and invited.
- Serve as a liaison with county agencies. This includes educating county and local stakeholders on the work of SNAP-Ed and contributing to SNAP-Ed-related community efforts to promote and enable increased physical activity and better nutrition to SNAP and other low-income participants.
- Assist with local food security initiatives.
- Serve as a subject matter resource to CBH Ambassadors.
- Ensure policy systems, and environment (PSE) work occurs within the county
- Support social marketing efforts through local outreach and media opportunities.
- Attend or view recording of monthly in-service training.
- Oversee ambassador entries in PEARS to make sure that entries are timely and reflect their work.
- Ensure that county SNAP-Ed activities are entered in the Google Calendar
- Adhere to program guidelines and county proposals as outlined in the protocol manual and The Scoop.
- Work with state office to ensure expenditures are within allocated funding levels.
- See the Supervisor Checklist found on the Staff Menu under Supervisor Tab or protocol manual section 4, this will help know when these things need to be done weekly, monthly or yearly. [https://extension.usu.edu/fscreate/files/2020-22-staff/Supervisor_Checklist_2022.pdf](https://extension.usu.edu/fscreate/files/2020-22-staff/Supervisor_Checklist_2022.pdf)

**Ambassador Role**

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

- The first is to help participants create healthy habits through basic nutrition and active lifestyle education, following the current USDA Dietary Guidelines for Americans (DGA) and MyPlate. It is important that Ambassadors model behaviors taught through SNAP-Ed. It is critical to teach stretching food dollars by shopping with a list, preparing meals at home, eating meals together as a family, choosing to be physically active, choosing whole foods, and following USDA food safety recommendations at each lesson.
- The second main objective is to help create communities where participants can act upon their SNAP-Ed education and make healthy food and physical activity choices. This is accomplished through PSE work. An ambassadors job includes four important components: Teaching, reporting, recruiting, and PSE work.

CBH Ambassadors are hired to work a specific number of hours per week, depending on the county’s agreement with the State Office. They should not exceed their contracted hours without permission from Heidi. If someone needs to work more than the allotted hours one week, they will need to work fewer hours the next week to stay within the contracted range. Supervisors will oversee ambassadors by keeping communication open. This can be done through weekly emails, phone calls or texts. Regular staff meetings should be held at least once a month, preferably twice each month. It is recommended that supervisors observe program activities periodically throughout the year. Supervisors will help introduce an ambassador to potential partners and are asked to keep a current spreadsheet of agencies and partners. This document should include contact information, target population, partnering activities including when classes are taught, what classes were taught and by whom.
SNAP-Ed in My County

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

Partnership and Agency Spreadsheet

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

Scheduling Program Activities

What should a week look like?

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-1:30</td>
<td>9 am prep and pack for classes. Arrive @ 10:40</td>
<td>11:00am pack, prep and travel to Springside</td>
<td>Modeling Gym class 1 hour.</td>
<td>9:30- 11 Home Office hours-</td>
</tr>
<tr>
<td>Statewide Staff Meeting</td>
<td>11:00-11:45 FFR at Library Travel and Clean up- 12:15</td>
<td>Elementary @ 12:30pm check in and set up</td>
<td>9-10 am PSE- Food Pantry</td>
<td>Reporting, Calendaring,</td>
</tr>
<tr>
<td>Review lessons to be taught this week.</td>
<td>5:45 pm Pack car and travel arrive @6:30 to</td>
<td>1:00 Mrs. Jones 3rd grade</td>
<td>1:45 Mrs. Davis</td>
<td>11:00-12:30 Staff meeting with Supervisor</td>
</tr>
<tr>
<td>Call to set up recruiting opportunity with</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week 1
a potential partner for next week.
Organize and Collect paperwork for this week’s classes
Shop for classes
set up
7:00-8pm Direct-Ed class Adults
Clean up and interact with participants 8:30
Return to office, unpack, do dishes
9:00 pm

<table>
<thead>
<tr>
<th>4 hours</th>
<th>6.5 hours</th>
<th>4.5 hours</th>
<th>2</th>
<th>3 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total 20 Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am prep, travel and set up for morning class.</td>
<td>9:30-10:15 am FFR- Local Library</td>
<td>10:30 travel and set up Summer Meals at elementary school.</td>
<td>9-9:30 Meet with new agency to set up a new series to start in 2 weeks.</td>
<td>1.5 hour Office hours reporting, calendaring, emails, review aggie time.</td>
</tr>
<tr>
<td>9:30-10:15 am Prep classes for Tuesday and Thursday</td>
<td>11:00-12pm Summer Meals at elementary school. 12:30 clean-up/finish</td>
<td>Modeling behavior-Meal Plan for family .5</td>
<td>Stop at office to for 30 minutes return emails and other office needs, check in with supervisor</td>
<td>Modeling behavior.5 go for a walk</td>
</tr>
<tr>
<td>10:30- 12:30pm Organize and collect paperwork for this week’s classes.</td>
<td>5:45-6:30 pack,</td>
<td>10:30 pm travel and set up Summer Meals at elementary school. Activity</td>
<td>1:00 clean-up/finish return</td>
<td>1.75 Plan and review lesson materials for next week. Create shopping list.</td>
</tr>
</tbody>
</table>
Runner with a list
for classes
finish @
12:30pm

<table>
<thead>
<tr>
<th>Shop with a list</th>
<th>arrive and set up</th>
<th>borrowed items to 4-H</th>
</tr>
</thead>
<tbody>
<tr>
<td>for classes</td>
<td>7-9 pm adult direct education class with return travel and clean up</td>
<td>4.0 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.0 hours</th>
<th>5.75 hours</th>
<th>2.5 hours</th>
<th>4.0 hours</th>
<th>3.75 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 20 Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Running the Program Without a CBH Ambassador**

Running a program without a CBH Ambassador is possible. Our office is available to assist you with the things you can do as a supervisor and how to report them properly. Supervisors without a CBH Ambassador can continue to stay involved in the Create Better Health program by attending statewide staff meetings, supervisor meetings, and annual conference. Supervisors may also support social marketing campaigns or implement PSE changes in their community. The Create Better Health program changes yearly based on the grant guidance. It is your responsibility to stay current with the policy and procedure of the program so that when a CBH Ambassador is hired, you will be familiar with the current programming. Schedule supervisor one-on-ones with Heidi to keep her up to date with what is happening in your county.

An online CBH course is available to participants that live in a county that is not staffed with an educator. This course was written by Melanie Jewkes and you can access it by going to the USU Extension Create Better Health Utah webpage (https://extension.usu.edu/createbetterhealth/). This course will be shared with all low-income families/individuals in the county to provide reach for this population. County directors may work with Heidi LeBlanc to gain participation rates and behavior changes.

**Hiring a CBH Ambassador**

**Committee Selection**

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

Committees will consist of at least 3 people with the supervisor as the committee chair. Other committee members should be selected because of their knowledge of the program and will be an asset in determining the best person for the job.
Applicants and scheduling interviews
When the position has been posted and you are ready to sort through applicants the first thing to look at if all the required elements of the application are included. It should include cover letter, resume and references. While looking through resumes remember that paraprofessionals may not have a lot of job experience. That’s ok, we can train and teach the right person. Look for other experience that would help someone relate to the SNAP-Ed participants.

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

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

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

When scheduling the interview ask the following questions:
1) Are you still interested in the job?
2) You know it is based in ____________County? (Too many think it is in Logan)?
3) Do you know it is part-time, flexible (not set) schedule?
4) Do you understand that the starting wage is ____?

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

Extending the Invitation
After counseling with the State Office, you may extend the position invitation to your selected candidate. This is best done with a phone call. Take this opportunity to set up a time to do the required paperwork at the County Extension office. The official work start date will be assigned after the after the State Office program assistant receives the hiring Qualtrics survey. This process takes approximately 4-5 days.
Onboarding
When onboarding a new CBH Ambassador, you will work closely with the program training coordinator. It requires a team effort to get the new ambassadors prepared to facilitate programming. Once an ambassador is hired and has an USU email, Marcia Gertge will reach out to them to help guide them through the onboarding trainings. As a supervisor, if you can make them feel welcome, introduce them to other county extension faculty and help them know what to expect the first couple of weeks, it is extremely helpful to your ambassador. Marcia will continue to update you as your ambassador makes progress through the onboarding course. When the ambassador is ready to go to work, Marcia will let you know, and you as a supervisor can help guide the work and introduce her to potential partners throughout the community.

Hiring CBH Ambassadors
Step 1: Identify a need to hire in your county.
Step 2: Request approval to hire from Heidi LeBlanc (heidi.leblanc@usu.edu) or Lea Palmer (lea.palmer@usu.edu).
Step 3: Once your request to hire has been approved, you will receive a Pre-Hire survey to fill out from Kristin Hoch (kristin.hoch@usu.edu) or the current Program Assistant.
Step 4: Please fill out all of the areas on the form and return it to Kristin Hoch (kristin.hoch@usu.edu), see survey link and screen shot below.
Step 5: Kristin Hoch will input the information into Service Now to be processed and posted.
Step 6: Once your job is posted Kristin Hoch will email you the job posting number and ensure you know how to use iCIMS.
Step 7: Once it is posted, you can start recruiting.
Step 8: Review the candidates. We recommend that you make a list of key traits that you are looking for in a candidate. Especially, look for someone who wants to be part of the Create Better Health Team. *Remember that if you are looking for a specific group such as Spanish Speaking, efforts need to be made to recruit that type of person. Also, remember that the candidates must meet the required qualifications.
Step 9: After identifying the person you would like to hire, please send Heidi, Lea and Kristin Hoch an email explaining why you are choosing that person and that they meet the qualifications. Example: If your position is bilingual, but you have not selected a bilingual candidate, you need to provide sufficient justification as to why.
Step 10: Please call the references either while waiting to hear back from Heidi, Lea and Kristin Hoch or prior to the interviews.
Step 11: Heidi, Lea or Kristin Hoch will either send you the go-ahead to hire your candidate or turn it down.
Step 12: If approved, you may call and offer that person the position. It is okay if it is not that same day as these things can take some time.

Step 13: You can ask them when they are available to come in and do paperwork and let them know that it takes time to process.

Step 14: Kristin Hoch will send you the Hiring survey. Please fill it out completely and as soon as possible. See survey link and screen shot below.

Step 15: As soon as the hiring request is submitted through USU, USU will let you know when they can be hired. This date will come from Kristin Hoch, as she is working with HR and Create Better Health Utah to ensure that we have the hiring in-process.

Step 16: It is appropriate to give them two weeks from offering the job until their start date as this will allow them to give notice at other positions. If they are available for immediate start, please let Kristin Hoch know, and we can try to expedite the hiring process.

Step 17: All official paperwork for hiring (I9s, etc.) can be completed by working with local staff or Kristin Hoch or the NDFS business assistant.

Pre-Hiring Survey (This is now a Qualtrics survey)
https://usu.co1.qualtrics.com/jfe/form/SV_0kZysOiOiuawH4

The following information is going to be included or gathered in the pre-hiring survey:

- Department Index:
  - This will default to the current CBH grant index unless changed in the survey.
- Position Advertisement:
  - iCIMS (non-benefited) for any part-time hires. If hiring full-time. Please email Kristin Hoch to make this change.
- Title:
  - Create Better Health Ambassador (Your County Here)
- Number of Openings:
  - Please note if you are going to be hiring for more than one position.
- Position Type:
  - Non-benefited (hourly) Part-time
- Hours per week:
  - 20 hours is the standard hiring protocol, if it is going to be different please note that in the survey
- Position Location (County):
- Search Type (Internal/External):
  - External is the default – please change this in the survey if needed.
- Firm Closing Date (Yes / No):
  - Please use the survey to let us know if there is a firm closing date for your position
- Closing date (if applicable):
• Chair/Interviewer:
  o Name:
  o Email:
  o Phone:

• Committee Members:
  1. Heidi LeBlanc
  2. Kristin Hoch
  3. Lea Palmer
  4.
  5.
  6.
    o Heidi, Kristin and Lea will be included on all Hiring Committee’s for CBH so that
      they can keep track of the open positions. If you want them to help as part of the
      committee, you will need to email them and ask them to participate.

• Hourly Compensation Advertised:
  o $14.50 all CBH Ambassadors start at this wage unless otherwise negotiated and
    approved through Heidi and/or Lea.

• Position Summary: The Utah State University (USU) Extension Create Better Health
  (SNAP-ED) program is a comprehensive program that helps low-income individuals and
  families by providing direct education on basic nutrition, cooking skills and physical
  activity to youth and adults both online and face-to-face (as situations allow);
  collaborates with community partners to improve healthy food access and physical
  activity opportunities within communities (PSE work); provides outreach and education
  through social media platforms. USU Extension Create Better Health program in (Your
  County Here) is seeking a qualified individual to work part-time (20 hours per week
  depending on available grant funding) providing complementary elements of the
  program (mentioned above). Reporting program progress and impacts is an essential
  part of this work. Familiarity with SNAP procedures and local community food
  distribution sites is desirable. Successful applicants will be required to recruit agencies
  they partner with, recruit clients they teach, and follow federal guidelines. SNAP-Ed is a
  grant funded program and adherence to policies, protocols and procedures are
  essential.

• Job Description: Dependably teach Create Better Health established and approved
  curriculum which covers; basic nutrition, food safety, food money budgeting and
  educate about physical activity to groups of low-income individuals and families eligible
  to receive SNAP benefits. Classes are offered virtually, as well as face-to-face. Work with
  community partners to improve healthy food access and physical activity opportunities
  in your county (PSE work). Help make the healthy choice, the easy choice for your
  clients. Requires computer skills for communication, reporting and planning. Requires
  regular travel within assigned county and district. Occasional travel to state trainings will
  also be required. Continuation of employment is based upon need, performance, and
  available funding (funding is grant funded). Work under County Extension supervisors.
Must follow Create Better Health (SNAP-Ed) policies and procedures. Provide accurate and timely reports.

- **Responsibilities:** Work with a positive attitude, including interaction with state office, supervisor, county team and public. Recruit clientele for program participation through personal contact, advertising in public areas, brochures, local media, social media, and Department of Workforce Service (DWS) client list, which will be provided by the state office. Adhere to confidentiality requirements. Accurately collect and report evaluation data to the Create Better Health (SNAP-Ed) state office through the PEARS reporting system. Participate twice a month in statewide Zoom staff meetings on the 1st and 3rd Mondays @ 10am, attend county planning and staff meetings, and participate in Create Better Health Inservice meetings. Attend regional trainings and annual conference in October. Complete approximately 3-6 activities per 20-hour work week, depending on county circumstances and programming needs. Participate in approved PSE work and report to the state office. Contribute to the county Google calendar. Submit supply receipts and accompanying documentation to supervisor or enter it to Banner Workflow within a week of purchase. Accurately submit travel and work hours in a timely manner. Plan and coordinate with USU, DWS, WIC (Women, Infants and Children), Local Department of Health, Senior Centers, Head Start, Title 1 schools with minimum 50% students eligible for free/reduced lunch, church auxiliaries and other government and community organizations and agencies. Request referrals, provide information on upcoming classes, and network with other agencies to build local partnerships. Be aware of and familiarize clients with available community resources, specifically DWS, WIC, local food banks and food pantries and Extension programs. Facilitate booths and workshops for public events, such as farmers’ markets, where SNAP is accepted, county fairs, 4-H, churches, and other organizations. Support statewide social marketing efforts. Understand policies and procedures and be willing to follow USDA and USU guidelines. Follow code of conduct required by DWS. Keep confidential information confidential. Keep trainings and certificates current. Participate in multiple platforms (example: social media, live classes, zoom, face-to-face, etc.)

- **Minimum Qualifications:** A basic knowledge of food preparation and nutrition is recommended. Job requires willingness to learn, work will with people, keep accurate records and do reports. Personal internet access and some skill with computers and other electronic devices necessary. Flexible hours. Car and current insurance, valid driver’s license, or access to transportation to meet with clients required. Mileage will be reimbursed. Employees will be required to attend a two to three-day in-service training conference each year, which may be held on the USU campus.

- **Required Documents:**
  - Cover Letter
  - Resume
  - Other (Please Specify):
Hiring Survey (This is now a Qualtrics survey)
https://usu.co1.qualtrics.com/jfe/form/SV_4I95nILTxnfgnTE

The following information is going to be included or gathered in the pre-hiring survey:

Department: DPAGNF
Index: A51728

• Does the Employee have an A-Number? Yes / No
  o If they do NOT have an A-number then you need to request one. To request an A-Number please copy and paste the following into an email, add the information for your new hire and then send to Kristin (kristin.hoch@usu.edu):
    ▪ Name (Include maiden name if applicable)
    ▪ Address
    ▪ Email
    ▪ Birthday
    ▪ Phone

**Employee’s need to have an A-Number before we can complete their hire in service now. Please do this as soon as possible so that the hire date doesn’t have to be delayed.

**Please reach out Kristin Hoch or the current CBH Business Assistant to fill out an i9 once you have an A-Number and know the hire date of your Ambassador (hire date must be at least three days out from the date you process the i9 and service now requests).

The following information must be filled out or come directly from the new hire:

• Employee Status ACA Type: Variable Preferred
• First Name:
• Employee’s Full Name:
• Employee A-Number (must have one):
• Non-USU Email Address:
• Address:
• State:
• City:
• Zip:

Biographical Information

• Gender (Male/Female/Not Available):
• U.S. Citizen (Yes/No):
• Work Location Zip Code:
• Work Location (In the State of Utah or Out of State):
• Ethnicity (Hispanic or Latino, Not Hispanic or Latino):
• Race (check all that apply):
  o Pacific Islander
  o Hispanic
  o American Indian / Alaskan Native
- Asian
- White, non-Hispanic
- Black, non-Hispanic

**Position Information**
- Position Type:
- Hourly Job Title:
- Create Better Health Ambassador Job Ad Req Number:
  - This information is in iCIMS
- Position Number:
  - This information is in iCIMS
- Start Date:
- FTE: 50%
  - Full-Time Equivalent
- Direct Supervisor:
- Supervisor Phone:
- I9 Completion Date:

**Accounts Payable/Payroll**

To set up direct deposit, scan this code with your phone camera and click on the pop-up notification that takes you to Banner.usu.edu. Enter your A#, strong password, and Duo authentication. Then you can enter Direct Deposit information for Accounts Payable and Payroll (if employed by USU). If you have any questions, please call The Controller’s Office @ 435-797-1011.

All new hires will use the job description we provide, with a few modifications based on county needs. If protocol is not followed, supervisors will need to find funding elsewhere as this will not be an approved Create Better Health Utah (SNAP-Ed) position.

Before advertising, the supervisor must request hiring from Kristen.hoch@usu.edu, complete this document (which will be emailed to the supervisor), and receive approval from the State Office.

**Termination of a CBH Ambassador**

The State Office, specifically Heidi LeBlanc (heidi.leblanc@usu.edu), Lea Palmer (lea.palmer@usu.edu) and Kristin Hoch (kristin.hoch@usu.edu), should be notified immediately when a CBH Ambassador has given notice. Kristin will send you (the supervisor) a link to the Termination Survey; please fill it out completely. Kristin will submit it in ServiceNow to begin the processing of the termination.
Termination Survey (supervisor fill out):
https://usu.co1.qualtrics.com/jfe/form/SV_6zh6uLBKQ8vcQEm
Please have the CBH Ambassador complete the exit interview located on Qualtrics. You can simply click on the link in the excel form or below to get to it.
CBH Ambassador Exit Interview Form (ambassador fill out):
https://usu.co1.qualtrics.com/jfe/form/SV_7OJv4WYJjiEtXT

Returning Supplies
Any work supplies need to be returned to the county supervisor upon termination. These supplies include all those items in the Create Better Health kitchen kits, iPad, Apple Pencil, keyboard or any other devices, all items in the Youth Curriculum teaching supplies, including books. A list of some of the items are included below:

Items in the Create Better Health Kitchen Kits
- Can Opener
- Casserole Dish – 6 cup
- Chef’s Knife
- Cutting Boards – set of 3
- Ladle
- Liquid Measuring Cup
- Measuring Cups
- Measuring Spoons
- Mixing Bowls – 3 & 5 quart
- Omelet Pan
- Paring Knife
- Serving Spoon
- Stirring Spoon
- Soup Pot – 5 quart
- Spatula Turner
- Trivets - 2
- Vegetable Peeler
- Vegetable Scrubber
- Ninja Blender
- Hot Plate
- Toaster Oven
- Electric Skillet - 12”
iPad and cover
- Banners, table top posters, pull up signage
- Wagon (for toting items to teaching locations)
- Printed materials
- Reinforcement materials
- Projector
- additional handouts-lesson materials
- Farmers’ market supplies – if applicable
- Table clothes
- Apron – if never worn
- T-shirts – if never worn
List of Youth Curriculum Kit Supplies

Food, Fun & Reading Original Kit in Large Plastic Bag: Six children’s books for all lessons

Supplemental Food, Fun & Reading Kits

- Mini speaker to plug into iPad
- Whole grain bread food replica
- White bread food replica
- MyPlate Pocket Chart
- Jack and the Hungry Giant Eat Right with MyPlate Book
- Hand Air Pump to Pump up large red dice for fruits lesson
- Two sets of colored poly dots
- Reggie Veggie says laminated poster
- 11x17” vegetable rainbow poster and 5 color vegetable posters
- MyPlate food pictures

Captain Create Kits

- Whole Grains Kit
- Clear Plastic box of Plastic food
- Giant Ziplock Bag of Supplies
  - 18x20” Eat a Rainbow Poster
  - 2 large number dice
  - 2 large color dice with clear sleeves
  - Whole grain Interactive Hard Poster board
  - MyPlate Game
  - MyPlate Stickers
  - 6 MyPlate color plastic cones
  - Icky Sicky Plush doll – Vitamin C visual
  - 2 scoops of large spoons for games
  - Plush eyeball – Vitamin A visual
  - Small plastic or plush heat – Potassium visual
  - Toy Dump Truck – Fiber visual
  - Small colored balls
  - Puffy foods stickers and MyPlate sticker boards
  - MyPlate large posters/placemats
  - Clear Pocket Display Chart
  - Clips to Hang Chart
  - 11x17 soaperhero posters

Hand-i-wash in Large Denim Bag with Large Black light, glogerm lotion and Hand-i-wash.
Conducting Performance Appraisals for CBH Ambassadors

Supervisors should conduct one performance appraisal annually. In conjunction with the appraisal, the supervisor should also observe the CBH Ambassador. More information regarding observation and performance appraisals can be found in the Supervisor Training Handbook. Performance Appraisals should be initially filled out by the CBH Ambassador and turned in electronically to the supervisor prior to meeting so the supervisor can add comments. A supervisor should be clear, exact, and direct when providing a performance appraisal.

Observing a CBH Ambassador

- CBH Ambassadors should be observed by the supervisor for performance appraisals and occasionally throughout the grant year, preferably quarterly.
- Supervisors will use the approved Create Better Health Utah (SNAP-Ed) curriculum and Create Better Health Utah (SNAP-Ed) Educational Activity Observation tool to ensure the Ambassador is meeting objectives.
- Use observation findings to direct CBH Ambassador and set goals in one-on-one meetings.

When You May Need the State Office for County Issues

Heidi LeBlanc is available to assist in any corrective or termination needs for the county. All hourly CBH Ambassadors are employees at will.

USU Policy 390.1

Certain positions at the University are defined as "at-will." At-will positions are those where employment and compensation can be terminated with or without cause and with or without notice. Employees in these positions are generally hired to work at the pleasure of the President and include (but are not limited to) provost, vice presidents, director of athletics, athletic coaches, hourly employees and post-doctoral fellows. For those who have administrative positions that include academic rank this policy applies only to the administrative portion of the assignment. Professional and classified employees within the introductory period of employment are also considered at-will. At will employees are not eligible to participate in the employee grievance process.

No one except the University President, or the President's designee, is authorized to provide any individual with special arrangements concerning terms or conditions of employment.

Since Create Better Health Utah (SNAP-Ed) is grant “soft” funded, employees fit in the at-will category, and funding is contingent upon availability.
Performance Appraisals for Supervisors

The State Office provides Regional Directors with information and data on the work provided by the supervisor who is in partnership with the SNAP-ED program. The State Office looks at the agreement proposal and how the supervisor is meeting the CBH Ambassador and county needs.

- Ensure that CBH Ambassadors are meeting target audiences.
- Ensure that CBH Ambassadors have the support and resources to perform their jobs with excellence.
- Overseeing and providing staff meetings is necessary.
- Approving time and travel in a timely manner is essential.
- Other duties needed to supervise Create Better Health Utah—SNAP-Ed.

The supervisor performance appraisal is completed in early January by Heidi LeBlanc and includes the following:

Regional Directors use the evaluation provided by the State Office when meeting with supervisors throughout the state during their Performance Appraisals.

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2023 Proposal/Agreement

*FY 2023 Proposal is an agreement between the supervisor and the State Office. The supervisor needs to sign that they will, to the best of their ability, assist with SNAP-Ed in their county by:*

Utah SNAP-Ed works in collaboration with Extension to provide excellence in programming in the following areas:

- Direct Education to Adults and Youth
- Policy, Systems, and Environment work
- Indirect Education (social media, newsletters, booths, etc.)
- Social Marketing

When a county faculty/educator commits to being part of the SNAP-Ed program, the supervisor is committed to ensuring compliance with FNS, USU, and Create Better Health Utah (SNAP-Ed) rules and guidelines. These rules and guidelines are set up to ensure evidence-based programming and evaluation. The supervisor is responsible for making sure they understand the policies, protocols, and methods required for the CBH Ambassador to complete their responsibilities.

The supervisors provide oversight of the CBH Ambassadors, making sure they have the tools, resources, education, and training needed to complete their jobs with excellence. The supervisor also provides performance appraisals on the CBH Ambassador(s). CBH Ambassador(s) are expected to complete the roles outlined in the current role statement. The progressive growth of the CBH Ambassador(s) is an expectation. The supervisor also approves time, travel, and resources for the CBH Ambassador, making sure that fidelity is used in all decisions.

Supervisors sound also ensure that CBH Ambassadors are meeting target audiences and have the support and resources to perform their jobs with excellence. Overseeing and providing staff meetings is necessary.

Also, there are opportunities for supervisors to advance with scholarly materials: curriculum development, pilot programs, impacts, grant funding, and journal writing. The scholarly works then will be assessed by a team of experts at the Create Better Health Utah (SNAP-Ed) office ensuring that all work within SNAP-Ed is in compliance and is reasonable, necessary, and allowable.

Signed by supervisor ______________________________________ Date____________________

Signed by CBH Director__________________________________ Date____________________
CREATE BETTER HEALTH
SUPERVISOR - CHECKLIST OF DUTIES

WEEKLY
- Approve hours in Aggietime
- Check in with Ambassador
- Review CBH Google calendar

MONTHLY
- Staff meeting preferable twice each month
  - Schedule teaching assignments
  - Update Ambassador on county happenings
  - Review program needs
  - Policy updates from state office
  - Review classes and partnerships
  - Ambassador reports on projects
  - *Hold individual one on one interviews
- Approve Aggie Time hours for Ambassador on 1st and 16th
- Review PEARs reporting
- Assist with programming
- Zoom Meetings Mondays at 10 am.
  - Week 1: Statewide staff meeting
  - Week 2: Supervisor meeting
  - Week 3: Statewide training
- Inservice Zoom 4th Wednesday at 10 am

QUARTERLY
- Meet with staff one-on-one
- Observe Ambassador

YEARLY
- Digital Measures
- Performance Appraisals
  - Contact Marcia for training dates
- Attend Annual Conference
- Attend Region Trainings as available
- Manage Partnership list
- Set yearly program goals with Ambassador
- Select PSE efforts for the year
- *Scholarly Works
- *Write additional grants

* Optional best practice

This material was funded by USDA’s Supplemental Nutrition Assistance Program-SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution and is committed to a learning and working environment free from discrimination. For USU’s non-discrimination notice, see https://www.usu.edu/equity/non-discrimination.

Staff Menu > Supervisor Resources > Responsibilities of Supervisor Checklist
Trainings for supervisors
Supervisors should participate in Zoom trainings, regional trainings, and annual conference to stay current on programming and protocol.

Monthly Create Better Health Utah (SNAP-Ed) Inservice
Monthly Inservice is an excellent opportunity for USU Extension Supervisors and Agents to present on an area of specialty. You are invited to present research you’ve conducted, an area of expertise, or a skill you believe would benefit the statewide staff. Please let Caitlyn Davis or Marcia Gertge know if you have a presentation you would like to share with the statewide staff.

There will be no statewide Inservice during the months of a live regional training. Inservice will be hosted on Zoom and the recordings can be found in Box. You can find the recordings by following the link on the staff menu under Statewide Staff Meetings. https://usu.app.box.com/folder/168449544076?s=Onkyry8t0tvwo3zkljitegci439m1esb

Heidi LeBlanc will be available for calls with new supervisors to help with program direction. Please email her heidi.leblanc@usu.edu to schedule a time.

County Staff Meetings
Staff meetings are required and should be held even if you just have one ambassador. It makes a difference if the CBH Ambassador has your support and supervision. County Staff meetings are to be held often. It is recommended the CBH Ambassador and supervisor communicate at least every other week to coordinate programming. This is a time to discuss calendaring and priorities, deal with problems, make suggestions, and receive supervisor assistance.

It is recommended that supervisors conduct county staff meetings with their ambassadors every two weeks. If you have a small team and prefer one formal meeting each month and a more informal one in between to stay in touch, that is another option. Staff meetings are a great way to stay up to date on what ambassadors are working on, discuss calendaring and priorities, overcome obstacles, make goals, and review reporting efforts in PEARs. Even if you only have one ambassador, it is important to meet often and set goals for the SNAP-Ed program in your county. There are many things that can be discussed at these staff meetings including: PEARs data and entry, Google Calendar entries, personal and county goals, reports on classes, share success stories, reports on PSE efforts, recruiting efforts, questions or concerns from recent program efforts, policy and procedure updates received from the State Office, and anything else you feel needs to be addressed. An agenda template is available on the staff menu in the Supervisor Resource tab.
Meetings and Trainings

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

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

The second week Monday meetings are just for Supervisors. This an opportunity to receive new information to share with their staff or ask the Staff Office questions. This meeting is combined with the nutrition workgroup meeting with Carrie Durward.

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

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

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

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

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

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

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

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

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

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

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

Approving Aggie Time
Supervisors are required to approve all hours in Aggie Time. It is crucial to approve hours in a timely manner so that ambassadors get paid. Supervisors must approve hours by 10 am on the 1st and 16th of each month. Supervisors can view a short training at ils.usu.edu under Aggie Time Supervisor. This video gives thorough instructions on how to view, approve, flag, and dispute employee time. The following symbols are used:
- Orange clock—Time has been entered and needs approval.
- Green checkmark—Record clear and approved.
- Red arrows—The employee has made a change to the record and there is a comment you must view.
- Red exclamation point—There is a disputed record that needs to be reviewed.
- Note symbol—This indicated an employee has altered a record and noted a reason.
- Red flag—This indicates one of three things
  - Employee has left a note,
- The supervisor has reviewed a record and flagged that record for business services to review, or
- The supervisor is disputing the record and need further clarification from the employee.

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

Some Office Basics and important deadlines

**Travel**

Travel reimbursements should be submitted by the 5th of the following month. For example, travel for February will be submitted through a travel reimbursement by March 7th. This helps the budget stay current. If travel reimbursements gets behind there is a chance that they will not be reimbursed for work travel. See protocol manual Section 10: for more on Travel Authorizations and Travel Reimbursements.

**Paperwork**

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

CBH State Office
8749 Old Main Hill
Logan, UT 84322

**Google Calendar**

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

Direct Education

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

This curriculum has CREATE handouts with each lesson and other educational handouts that correlate. Educators should select the CREATE handout that goes with the recipe demo and no more than one or two other handouts that complement the lesson taught.

Evaluations that correspond with CBH are a pre/post evaluation. Because these classes are usually taught in a series the first classes are an evaluation to see what participant behaviors are before taking classes. It should be given before any teaching begins. At the last class, participants are asked to complete a post survey to evaluate what they have learned and how this education impacts behavior. Classes taught in-between the first and last class participants will take a mid-series qualitative survey to help tell the story of the behavior changes.

Occasionally educators may teach a single class. This class will always be CBH lesson 1 and is evaluated with the CBH Single Use evaluation. All evaluations can be found on the Staff Menu > PEARS and Reporting > Adult Reporting. All classes are reported in the PEARS online evaluation and reporting system. These evaluation surveys will be entered along with class demographics and lesson topics into a Program Activity in PEARS.

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

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

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

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

Evaluations for this series are done like the CBH series. There is a pre/post survey with qualitative mid series surveys for the classes between the first and last class.
**Creaciones en la Cocina** is a curriculum for the Latino population. This is a four-class series and is like Create Family Meals. Please work with Celina Wille and Paola Johnson if you have a Spanish speaking educator that would like to teach this series.

**Youth Classes**

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

**Indirect Activities**

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

**Social Media**

CBH has a social media team. They provide the online outreach for the program. In addition to our CBH website. Our social media include Eat Well Utah, Kids Create and Utah SNAP-Ed Works. The ambassadors behind the social media provide pictures, recipes and education to our audience. They can be found on web pages, Instagram, Facebook and Twitter. We do encourage ambassadors and supervisors to submit Ambassador in Action photos that can be used to share in social media post.

It is recommended for each county to have a Create Better Health Facebook page. To keep the page active and a current source of information is necessary to post and share on a regular basis. It can be used to promote classes and share the content created by the social media team. If you need help setting up a page, please contact Brittney Johnson the social media coordinator at the state office for guidelines and reporting instructions.

**Social Marketing**

Social marketing is overseen by the state office. This effort uses marketing research and strategies to encourage behavior change. CBH focuses social marketing campaign messaging on target behaviors like being physically active and eating increasing fruit and vegetable consumption. Often these campaign interventions emphasize how the target audience can overcome barriers to adopting these healthy habits. As a supervisor, you may be asked to help with media interactions like radio or tv interviews or disseminating campaign materials. You
may also partner with other organizations in the community to extend the reach of social marketing efforts. LaCee Jiménez is the social marketing coordinator.

**Policy, Systems and Environments (PSE)**

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

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

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

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

**Networking with other counties**

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

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

County sharing takes place on the statewide calls each first Monday. Selected counties will have an opportunity to share what they are doing to reach people in their county. Anyone can reach out through email to find out more about the project or help in overcoming similar barriers.
Resources for Supervisor
The staff menu has a section specifically for supervisors. There you can find things like a digital copy of the protocol manual, order supply form, responsibility checklist and performance appraisal templates.

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

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

Funding Flow
The CBH program is funded in the following way:

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

County Budget
Being grant funded and needing to use every dime of the grant each year, we have set a plan in place that makes the county budgets a bit fluid. The state office tracks expenses per county each month. CBH county budget items include salary, program supplies and mileage reimbursement. Program funding is distributed quarterly. Each county budget is set by the program director based on need and what has been used in the past. At the end of each quarter the unused portion of the budget is reclaimed by the state office and a new quarterly budget is distributed. If changes in budget are needed, please contact Heidi LeBlanc or the CBH
program assistant in the state office. This would include saving remaining quarterly money to meet needs in a more expensive quarter for example, farmer’s market season.

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

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

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

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

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

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

- Medical Nutrition Therapy—This includes assessing, teaching about, and modifying diets or specialized nutrition therapies for patients with a specific condition, illness, or injury.
- Providing SNAP-Ed services to persons not eligible for SNAP benefits. See section 5 of the Protocol manual for more about Eligibility.
- Clinical Health Assessments of SNAP-Ed population. This includes obtaining clinical data on and assessing the presence of chronic disease (measuring blood pressure, cholesterol, etc.) or the risk thereof of members of the SNAP-Ed target audience.

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

- **Reasonable Costs** are expenditures “that a reasonable, prudent person would opt to incur under the circumstances.” These expenses are outlined in the yearly state budget
plan, do not exceed the normal or historical amount for any specific item, and carry constructive nutrition education messages consistent with the Dietary Guidelines for Americans.

- **Necessary Costs** “refers to the cost item’s relationship to the program’s mission and objective(s).” These are expenditures that are necessary to carry out essential functions of the program (i.e. lesson demonstration supplies, copies, postage), cannot be avoided without adversely affecting program operations, and do not duplicate existing efforts. In order to determine if expenditures are necessary, or more importantly to validate expenditures, the expenditure in question must always be accompanied by supporting documentation. You must submit an itemized receipt, a copy of the recipe or lesson plan, and a class roll.

- **Allocable Costs**: “Allocation entails correlating costs with the program benefits obtained by incurring them.” If a cost item benefits only SNAP-Ed, then 100% of it is allocable to SNAP-Ed. If a cost benefits multiple programs of activities, a portion of the cost is allocable to each. That portion must be proportionate to the benefit of each program received.

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

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

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

**Unallowable Expenses**

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

Full meals are not allowable in the SNAP-Ed grant. Sample sizes only should be provided for participants after a cooking demonstration.
If supervisors are unsure if a purchase is allowable, they should contact Heidi LeBlanc in the state office.

**Operational Expenditures**

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

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

**Purchasing**

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

**P-cards**

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

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

**Additional funds**

Some counties receive additional funds from their county or other grants that allows extended program reach. As a supervisor you can apply for grants or partner with other agencies in your area to stretch your programming budget. Please let Heidi know how much county funds you receive.
**Section 5: Create Better Health Utah (SNAP-Ed) Participants, Partners, and Coalitions**

**Eligibility: Who is the target audience for SNAP-Ed?**

While SNAP-Ed classes and resources would be helpful for many people, Create Better Health Utah (SNAP-Ed) is **federally mandated** to serve people who are SNAP-Ed eligible.

**Who is SNAP-Ed Eligible?**

People who are eligible for SNAP-Ed, often called the “target audience,” are persons who are SNAP participants, who are eligible for SNAP benefits or other means-tested Federal assistance programs that “require the income and/or assets of an individual or family to be at or below 185 percent of the Federal Poverty Guidelines” (Food and Nutrition Service, 2018). All people living in low-income communities with at least 50% of the households that are eligible for SNAP-Ed are also eligible. Reaching the target audience is important because Create Better Health Utah (SNAP-Ed) is accountable for funds spent on nutrition education. Money should be spent on those who qualify for the education, as they are likely the individuals who need it most. The program generally should not be marketed to higher-income individuals.

The Food and Nutrition Service has given four guidelines for identifying the SNAP-Ed target audience: 1) income, 2) qualifying locations, 3) locations serving low-income populations, and 4) retail locations serving low-income populations.

**Income**

Persons eligible for SNAP (FDPIR for American Indian Tribes) or means-tested federal assistance programs such as Supplemental Security Income (SSI), the WIC program, Child Nutrition Program, or Temporary Assistance for Needy Families (TANF) are eligible for Create Better Health Utah—SNAP-Ed. All these programs require that participants don’t earn more than 185% of the Federal Poverty Guidelines. Note that SNAP recipients earn 130% of the Federal Poverty Guidelines or less, and it is important to focus efforts on those who need the program most. In Utah, special efforts are made to reach intergenerational poverty families (families who suffer from chronic poverty).
### Household Size

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Federal Poverty Guidelines</th>
<th>SNAP-Ed Eligible</th>
<th>SNAPP &amp; SNAP-Ed Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual</td>
<td>Annual</td>
<td>Monthly</td>
</tr>
<tr>
<td>1</td>
<td>12,760</td>
<td>23,606</td>
<td>1,968</td>
</tr>
<tr>
<td>2</td>
<td>17,240</td>
<td>31,894</td>
<td>2,658</td>
</tr>
<tr>
<td>3</td>
<td>21,720</td>
<td>40,182</td>
<td>3,346</td>
</tr>
<tr>
<td>4</td>
<td>26,200</td>
<td>48,470</td>
<td>4,040</td>
</tr>
<tr>
<td>5</td>
<td>30,680</td>
<td>56,758</td>
<td>4,730</td>
</tr>
<tr>
<td>6</td>
<td>35,160</td>
<td>65,046</td>
<td>5,421</td>
</tr>
<tr>
<td>7</td>
<td>39,640</td>
<td>73,334</td>
<td>6,112</td>
</tr>
<tr>
<td>8</td>
<td>44,120</td>
<td>81,622</td>
<td>6,802</td>
</tr>
<tr>
<td>For each add’l family member</td>
<td>4,480</td>
<td>8,288</td>
<td>691</td>
</tr>
</tbody>
</table>

Persons typically not eligible for SNAP, such as incarcerated persons, residents of nursing homes, boarders, or college/university students, are ineligible for SNAP-Ed. Please check with the county supervisor or Kristin Hoch at the State Office if you aren’t sure about a specific individual or group.

### Qualifying Locations

Persons using the services of food banks, food pantries, soup kitchens, public housing, SNAP/TANF readiness program sites, and similar locations are eligible for Create Better Health Utah (SNAP-Ed).

#### Locations Serving Low-income Populations

When it can be documented that a location/venue generally serves significantly (≥ 50%) low-income persons, those at these venues are eligible for Create Better Health Utah (SNAP-Ed). This would include persons attending schools located in census tract areas or other defined areas where at least 50% of persons are income-eligible for SNAP-Ed. Schools, where at least 50% of children qualify for free and reduced-price meals, are also eligible.

### Eligibility Waiver

If a site does not have documentation, census tract, or school data, showing that it serves at least 50% of SNAP-Ed eligible people, CBH Ambassadors or supervisors must fill out an eligibility waiver. This form must be signed by a site administrator or staff member, like a school principal, who can confirm that the site is eligible. This is often used at schools that are a little
short of having 50% receive free and reduced lunches but have some eligible students who do not receive the assistance.

The waiver is filed electronically in the County’s Box folder and in each county office. Please send digital copies of the waiver to Amalia Larson or e-mail her, informing her that the documents have been added to the County SNAP-Ed Box folder. It must be renewed annually and it is best to do so at the beginning of each fiscal year. If a class is taught several times at the same location, the initial waiver obtained for that location validates all future lessons taught there. Any new eligibility waivers should be sent monthly.

Counties may find it beneficial to make a list of locations at which they intend to teach during the upcoming year and spend the first few weeks of the new fiscal year obtaining eligibility waivers for those locations to validate any future classes taught there. Many counties have found it beneficial to visit the school district office to obtain eligibility waivers for all eligible schools in that district. This allows many waivers to be obtained at the same time.

This waiver can be found on the Staff Menu at: http://extension.usu.edu/fscreate/htm/staff-menu under Misc. Forms.

Retail Locations Serving Low-income Populations

Persons shopping in grocery stores that are documented to redeem average monthly SNAP benefits of $50,000 or more are eligible for Create Better Health Utah (SNAP-Ed). Persons shopping in stores located in census tracts where at least 50% of persons have gross incomes equal to or less than 185% of the poverty threshold are also eligible. Rural grocery stores may also qualify if the store shows average monthly SNAP purchases are significant compared to overall sales. Contact Amalia Larson to determine if a rural store may qualify.

Special Groups

Intergenerational Poverty Families

Intergenerational poverty in Utah is an area of growing concern; Senator Reed (Weber County) initiated a state law to address it explicitly. The Utah Intergenerational Poverty Mitigation Act states that it will “establish and maintain a system to track intergenerational poverty-related data to identify at-risk children and other groups, identify trends, and to assist case workers, social scientists, and government officials in the study and development of plans and programs to help individuals and families break the cycle of poverty.”

It is imperative that Create Better Health Utah (SNAP-Ed) makes diligent efforts to recruit and teach members of IGP families. These families often need nutrition education services and focusing efforts on this group will allow the program to have substantial impacts on those who truly most need it.

Latinos

Create Better Health Utah (SNAP-Ed) is committed to providing nutrition education services to the underserved Hispanic audience. Often, groups and organizations will offer translation classes and activities, and the State Office has forms and curriculum handouts in Spanish. As the
county needs change, let the Create Better Health Utah (SNAP-Ed) State Office know and efforts can be made to provide culturally aware education. For questions or concerns regarding Latino programming, contact Celina Wille and Paola Johnson.

**American Indians**

Create Better Health Utah (SNAP-Ed) had committed to expanding efforts to reach out to American Indian tribes. CBH Ambassadors and supervisors must make sure to work with tribal leadership in order to facilitate access to tribal communities. If tribal restrictions do not allow CBH Ambassadors to have participants fill out participant class forms, please make sure to fill out other forms in PEARs, including success stories in order to capture some data for this important group.

**People with Developmental Disabilities**

Create Better Health Utah (SNAP-Ed) is prepared to provide nutrition education services to individuals with disabilities. However, these individuals must be in a situation where they have control over their food choices. If they live in an assisted living situation where they can cook or choose their own food, they qualify for Create Better Health Utah—SNAP-Ed. Teaching these individuals a simplified curriculum is important to facilitate understanding and behavior change. They must meet the same financial guidelines as other Create Better Health Utah (SNAP-Ed) participants.

**Seniors**

Create Better Health Utah (SNAP-Ed) is willing and happy to provide nutrition education services to seniors. However, it is more difficult to determine whether seniors qualify financially. All seniors must meet the same financial stipulations as other Create Better Health Utah (SNAP-Ed) participants. Seniors receiving Medicare and have control over their food choices qualify for Create Better Health Utah (SNAP-Ed). Those in assisted living situations are more likely to qualify than those who live in long-term care facilities. Remember, the key here is that individuals must have control over their food choices, and those in long-term care rarely, if ever, have that control.

It is appropriate to recruit at senior centers, but if there is hesitation as to the financial eligibility of attendees, only a one-time recruitment visit is allowable until eligibility is verified. Senior centers within boundaries of qualifying schools or census tracts would be eligible for multiple visits or lessons.

**Persons NOT Eligible for Create Better Health Utah (SNAP-Ed)**

Incarcerated persons (including those in juvenile detention centers), boarders, or college/university students are not eligible to receive Create Better Health Utah (SNAP-Ed) lessons. The key is that participants must have control over and prepare their own meals (specifically in regard to extended care facilities and facilities for the disabled) and not be restricted from receiving SNAP when income eligible.
Statistics for the SNAP-Ed Target Audience in Utah

Below is a table with some demographic information about our target audience.

<table>
<thead>
<tr>
<th>UTAH DEMOGRAPHICS*</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployment rate, June 2020</td>
<td>n/a</td>
<td>5.1%</td>
</tr>
<tr>
<td>Total people living below 185% poverty, 2017</td>
<td>725,187</td>
<td>23.8%</td>
</tr>
<tr>
<td>Total people living below 100% poverty, 2017</td>
<td>296,577</td>
<td>9.7%</td>
</tr>
<tr>
<td>Children under 18 living below 185% poverty, 2017</td>
<td>264,339</td>
<td>28.9%</td>
</tr>
<tr>
<td>Children under 18 living in poverty, 2017</td>
<td>97,832</td>
<td>10.7%</td>
</tr>
<tr>
<td>Food Insecure Households, 2017</td>
<td>107,107</td>
<td>10.7%</td>
</tr>
<tr>
<td>Total People experiencing homelessness, 2018 estimate</td>
<td>2,876</td>
<td>n/a</td>
</tr>
<tr>
<td>Households receiving cash public assistance or SNAP</td>
<td>78,160</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

(Food Research and Action Center [FRAC], 2019 – United States Bureau of Labor Statistics, 2019 – United States Census Bureau [USCB], 2018 – Department of Workforce Services, 2020)

With more than every 1 in 5 people in the state eligible for our program, there are many people in Utah who we can reach. If you would like to learn more information about the target audience, read Appendix A: Utah’s SNAP-Ed Audience near the end of this manual.

Finding the Target Audience

Knowing where to begin looking to find the target audience can be difficult. To help you, the State Office has created eligibility folders that include information specific to your county.

Eligibility Folder

To access this electronic folder, go to box.usu.edu and sign in with your A# and USU password. Each Box storage site looks a little different depending on how many files and folders you have, but there should be one called “Eligibility Packets.” You can search for the folder in the search bar at the top of the page.
If you cannot find this folder, please contact LaCee Jimenez to ensure you have access to it.

Each folder should include the county IGP list, a list of new SNAP recipients, and eligible grocery stores. All of this information is sensitive and must be protected. Please follow the guidelines presented in the Privacy Training and the non-disclosure agreement you sign for DWS. Please be aware that some counties may not have any eligible grocery stores in census tract locations.

The folder also has census maps to help people locate neighborhoods where they will best be able to reach the target audience. This will be most helpful for urban counties. The eligible school list is included in the folder too. Please use this information to figure out where to teach and help your county prioritize efforts so you may help those who need SNAP-Ed most.
County IGP and New SNAP Participant Lists

These lists are provided by the Department of Workforce Services (DWS). They include contact information for families that experience chronic poverty that has spanned over generations and for households who have recently signed up for SNAP. You may only use these lists in accordance with the following data exchange agreement.

Data Exchange Plan

In order to help the Utah SNAP-Ed program market its program to SNAP participants, the Department of Workforce Services (DWS) has established a data exchange agreement as part of the SNAP-Ed grant contract. This SNAP participant household data includes personally identifiable data (PPI) and must be protected.

Utah SNAP-Ed’s purpose for using PPI for SNAP households is to market the SNAP-Ed program. It is only to be used to send newsletters, invitations, and other information about SNAP-Ed services available to the SNAP participants.

In order to keep this PPI secure, DWS requires Utah SNAP-Ed employees to sign a non-disclosure agreement that mandates that all precautions should be made in order to keep SNAP participant PPI access restricted to authorized personnel and is only be used for authorized purposes.

Data shared between DWS and Utah SNAP-Ed is shared through an encrypted server and is password protected. DWS directly shares this file with the SNAP-Ed Director, who saves the file in a restricted-access folder on Box.com, an encrypted, cloud-based storage system approved by Utah State University. In addition to the program director, state coordinators will have access to data for the entire state. Employees in each county will have access to data for SNAP households within their county. Only employees who have signed the non-disclosure agreement and who have participated in the annual privacy training will be allowed access to the PPI on the secure server.

Each year, all Utah SNAP-Ed employees will participate in a data security and privacy training provided by the program’s state coordinators or director. Each employee will also sign the annual non-disclosure agreement and a role statement stating they understand their responsibilities for protecting PPI.

Every month when Utah SNAP-Ed receives a new file, the file from the previous month is deleted from the Box.com folder within 60 days. Frontline employees are trained to delete all files within 30 days of no longer needing the file. Any paper copies of data, e.g., mailing labels, are to be shredded immediately after use.

Data breaches may occur due to employee negligence (lost iPads), malicious employee behavior (disgruntled employees using PPI for unauthorized reasons), or external cybercriminal behavior (hacking into protected servers).
In the case of a data breach, the SNAP-Ed employee will immediately contact the program director, who will then contact DWS and the Utah State University Information Technology Department.

**How can I use the DWS lists?**

You may use this contact information to send mailers. Make sure that nothing on the exterior of the mailer identifies the family as low-income. Postcards cannot say anything about SNAP or food insecurity. You may also send e-mails to the people on the list. When e-mailing, make sure to blind carbon copy (bcc) the State Create Better Health Utah (SNAP-Ed) office (cbh_state_office@lists.usu.edu). Supervisors must approve all communication sent to families on these DWS lists. They may only be used for Create Better Health Utah (SNAP-Ed) programming and not for other Extension or partner projects.

Personal information that we receive for IGP and SNAP households is confidential, should be kept at the county office, and is not to be discussed with anyone but the county supervisor, county CBH Ambassadors, and the Create Better Health Utah (SNAP-Ed) State Office. Any copy of the lists must be safeguarded. Electronic files should be saved in Box (not just on a computer). All physical copies need to be kept in a secure location. DWS in your county should not be contacted for a full list of participants.

When contacting individuals on the lists, do not tell them that you got their name from “a list.” This message makes many people nervous and suspicious. You may tell them, “After you signed up for SNAP benefits, you received a letter from DWS about a free nutrition program. I am calling to follow up with you about that letter and your interest in the nutrition program.” If you are asked about how you got their information, please share this approved statement:

“Create Better Health Utah (SNAP-Ed) is Utah’s SNAP-Ed program (Supplemental Nutrition Assistance Education Program). As the educational component of the SNAP program, we partner with the Department of Workforce Services to provide free cooking, nutrition and physical activity classes that help SNAP participants make healthy choices on a limited budget. Anyone receiving SNAP benefits is automatically eligible for our program and classes we offer.”

It is important to respect the privacy of our participants. Please refer to Section 3, Required Trainings, to learn more about protecting our target audience’s privacy and find a link to the “Right to Privacy” training.
Recruiting

As part of recruiting, CBH Ambassadors are asked to plan, network, and coordinate with USU Extension, Utah Department of Workforce Services, Women, Infants, Children, local health departments, Head Start, eligible schools, church auxiliaries, and other government and community-based agencies. Recruitment can occur in many places and is not limited to specific sites. However, it makes sense to partner with organizations where the target audience congregates.

To help with recruitment of the target audience, Create Better Health Utah (SNAP-Ed) works with the DWS to get Intergenerational Poverty (IGP) contact lists to assist with advertising classes. DWS and USU have an agreement that allows this to be possible. This list is only to be used for Create Better Health Utah (SNAP-Ed) purposes. If using the e-mails included in the IGP and the New SNAP Participant lists, CBH Ambassadors must blind carbon copy (bcc) the addresses to maintain privacy. Also, carbon copy the e-mail to Heidi LeBlanc. If you are unsure how to do this, please ask.

Developing Local SNAP-Ed Partnerships

CBH Ambassadors work closely with their supervisor to identify established and potential partnerships in the county. Supervisors should keep a living document of agencies and partnerships already established in the county. This document should have current contact information as well as a history of how Utah SNAP-Ed and this organization have interacted in the past.

Coalitions are groups of people, organizations, or agencies that work together in partnership to achieve a common goal. Look for coalitions in your area that serve a similar purpose or have an interest in the same target population in your county. Attend coalition meetings regularly and be prepared to share what is happening with CBH in your county. Coalitions provide an opportunity to create forward movement for a cause that would not otherwise be achieved individually.

Representing Create Better Health Utah (SNAP-Ed) on local school councils.

Community members are often part of the wellness committee for the school districts and local schools. Ask your local school district for opportunities serve as a committee member in schools that have free and reduced lunch participation of 50% or higher.

County Eligibility Packet in USU Box. CBH Ambassadors and Supervisors have access to an Eligibility Packet file in their county’s Box account. Here is where you will find the IGP list for your specific county. Remember this is confidential and protected information. The file will include county census data and maps. It includes a list of the eligible local schools, free and
reduced lunch participation, and a list of information for finding other locations for recruitment and teaching. CBH Ambassadors and supervisors can contact Kristin Hoch to gain access to this folder or to better understand and use the information in the file.

Meeting Potential Partners

CBH Ambassadors should schedule a time to meet with key stakeholders, principals or administration of the agency. Email is an option but may not get the response you are looking for. These people are busy. If you are not getting a response from email, drop in to introduce yourself and set up an appointment for a later date.

- Dress professionally and represent USU and Create Better Health Utah (SNAP-Ed) with pride.
- In the meeting share information about the program. Take handouts, infographics and curriculum. Be confident as you share all the ways Create Better Health Utah (SNAP-Ed) can impact an individual or family.
- Explain that lessons are taught in a series for best results. Research shows 4+ lessons produce the greatest behavior change. FNS recommends at least 6 classes in a series.
- No kitchen is necessary, just a table and room for people to sit.
- Share what you love about Create Better Health Utah (SNAP-Ed). Why you are part of this program.
- Work with the agency to determine the best way Create Better Health Utah (SNAP-Ed) can meet the needs of the community they serve. The partnership should benefit both agencies.
- Each year send out partnership "Thank You" emails. Use this as an opportunity to update contact information and schedule a series during the upcoming year.
- Be willing to talk to people everywhere. You never know what connections they have. A simple question of "what do you do" can lead to scheduling a PSE partnership or new series of classes.

State Nutrition Action Coalition (SNAC)

Throughout the nation, State Nutrition Action Coalitions (SNAC) are a popular tool for nutrition focused agencies to ensure that quality programming and resources are available to their state’s residents. Utah’s SNAC group was initially formed in 2005 and has continued to grow and evolve with the changing demographics and needs of Utah’s population. The mission of Utah’s SNAC group is to unite Utah agencies to improve food security, nutrition, and health for Utahns.

Create Better Health Utah (SNAP-Ed) has been a SNAC member since 2005 and works closely on a variety of projects with many of the agencies that are part of SNAC. The State Office team ensures that all the partnering agencies are aware of the variety of programs our team offers throughout the state. Keeping other agencies informed of our work allows them to refer appropriate individuals to the Create Better Health Utah (SNAP-Ed) program. In turn, we also
like to refer our participants to their services and programs. Below is a list of SNAC agencies and some of the services they provide that may be beneficial to your participants. Please feel free to share the information in your classes, booths, food pantries, etc. For a more extensive description of each of the agencies please visit their websites.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Description of Select Services</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Department of Workforce Services | - Administrators of the SNAP program and other forms of assistance  
- Helps individuals prepare and find employment | Phone: 801-526-WORK  
Website: jobs.utah.gov |
| Get Healthy Utah | - Non-profit organization that aims to reduce obesity through improvements in healthy eating and physical activity | Email: info@gethealthyutah.org  
Website: Gethealthyutah.org |
| International Rescue Committee | - Work with refugee populations to improve health, safety, education, economic well-being, and power  
- New Roots community garden  
- Sunny Vale Farmers’ Market | Phone: 801-328-1091  
Email: saltlakecity@rescue.org  
Website: www.rescue.org |
| Utah Department of Health-Healthy Living through Environment, Policy, and Improved Clinical Care (EPICC) | - Improve food and physical activity environments in early childcare settings, schools, food pantries, stores  
- Promote breastfeeding  
- Improve access to fruits and vegetables for low-income Utahns through management of Double Up Food Bucks & Fruit and Vegetable RX program | Phone: 1-888-222-2542  
Website: choosehealth.utah.gov |
| Utah State Board of Education-Child Nutrition Programs | - Manages school meal programs throughout the state, including free and reduced meals  
- Farm to school initiatives | Phone: 801-538-7500  
Website: www.schools.utah.gov/cnp |
**Partnerships**

Building successful partnerships with local agencies is essential to the work of a CBH Ambassador. Partners help our program expand our reach and resources. Many partnering agencies work with similar priority populations and are happy to have our program teach their clients, recruit them for a class, or help them make healthy choices through our policy, systems, and environment work. Below is a list of common partners that Create Better Health Utah (SNAP-Ed) works with. These are not the only agencies/organizations you can work with, rather it is just a glimpse of some of our most popular partners throughout the state.

**Note:** Before offering Create Better Health Utah (SNAP-Ed) programming or recruiting potential participants be sure that the individuals served/reached by these agencies meet the eligibility requirements of our program. If a location charges a fee for their participants to be there, you may not be allowed to provide classes at that location. SNAP-Ed must be free to participants. Contact Kristin Hoch to help you determine if that location is allowed.
<table>
<thead>
<tr>
<th>Agency/Organization</th>
<th>Create Better Health Utah (SNAP-Ed) Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(These are just suggestions. There may be other appropriate activities.)</td>
</tr>
<tr>
<td>Afterschool/Boys and Girls Club</td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Recruit parents/families for other classes</td>
</tr>
<tr>
<td></td>
<td>PSE efforts (healthier snack guidelines, healthy rewards, wellness policy work- must fill out PSE Action Plan Form)</td>
</tr>
<tr>
<td>Aging and Adult Services</td>
<td>• Adult classes (appropriate when seniors still make their own food decisions)</td>
</tr>
<tr>
<td></td>
<td>• PSE efforts (healthy menu items, wellness policy work- must fill out PSE Action Plan Form)</td>
</tr>
<tr>
<td>Clinics/Hospitals</td>
<td>Adult classes</td>
</tr>
<tr>
<td></td>
<td>Recruit for Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>Nutrition booths w/ demonstrations</td>
</tr>
<tr>
<td></td>
<td>Program referrals-inform employees about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients</td>
</tr>
<tr>
<td></td>
<td>Collaborate with Health Department for Produce Rx program</td>
</tr>
<tr>
<td>Community Gardens</td>
<td>• Adult/Family Classes</td>
</tr>
<tr>
<td></td>
<td>o Create Fresh Gardens</td>
</tr>
<tr>
<td></td>
<td>• Recruit for Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>• PSE efforts (help establish a garden in a low-income community, cultivate garden and distribute excess produce to agencies serving our priority population, i.e. food pantries, soup kitchens).</td>
</tr>
<tr>
<td>Domestic Violence Victim Assistance Programs</td>
<td>Adult classes</td>
</tr>
<tr>
<td>Extension Offices</td>
<td>• Create Better Health Utah (SNAP-Ed) is run through Extension offices</td>
</tr>
<tr>
<td></td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
</tr>
<tr>
<td></td>
<td>• Family classes</td>
</tr>
<tr>
<td></td>
<td>• Recruit for Create Better Health Utah (SNAP-Ed) classes through other Extension programs</td>
</tr>
<tr>
<td>Farmers’ Markets with EBT machines</td>
<td>• PSE efforts (Get markets to accept SNAP and participate in Double Up Food Bucks, implement Buy Produce for Your Neighbor)</td>
</tr>
<tr>
<td></td>
<td>• Nutrition education booths w/ recipe samples</td>
</tr>
<tr>
<td></td>
<td>• Recruit participants for Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
</tbody>
</table>
| **Food Pantries/Food Banks** | Create Healthy Pantries PSE efforts  
  Create Healthy Choices, healthy food drives, community gardens, Buy Produce or Dinner for Your Neighbor  
  Nutrition education booths  
  Educate about Create Healthy Choices, easy pantry-friendly recipes  
  Recruit for other Create Better Health Utah (SNAP-Ed) classes  
  Adult classes |
|-----------------------------|---------------------------------------------------------------|
| **Headstart/Early Headstart** | Youth classes  
  Adult classes  
  Family classes  
  Recruit for other Create Better Health Utah (SNAP-Ed) classes |
| **Homeless Shelters** | • Adult classes  
  o Inquire about clients in transitional housing where they will have access to a kitchen  
  • Youth classes  
  • PSE efforts (community gardens, healthy food drives) |
| **Human Services** | Adult classes  
  Family classes  
  Recruit for other Create Better Health Utah (SNAP-Ed) classes |
| **Job skills worksites, Deseret Industries, Employment Centers, etc.** | • Adult classes  
  • Recruit for other Create Better Health Utah (SNAP-Ed) classes  
  • Program referrals-inform employees about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients |
| **Library Services** | Adult classes  
  Youth classes  
  Food, Fun & Reading  
  Recruit for other Create Better Health Utah (SNAP-Ed) classes  
  Note: check with Amalia Larson to make sure that the library is a good location for reaching the SNAP-Ed target audience |
| **Local and State Health Departments (UDOH)** | Recruit for Create Better Health Utah (SNAP-Ed) classes  
  PSE partnerships  
  UDOH also has health educators that may be interested in partnering on PSE projects, specifically Smarter Lunchrooms and Create Healthy Stores  
  Program referrals-inform employees about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients |
<p>| <strong>Local Interagency</strong> | Partnership building |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Councils (LIC)</td>
<td>Partner on community wide PSE initiatives</td>
</tr>
<tr>
<td></td>
<td>Program referrals-inform members about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients</td>
</tr>
<tr>
<td>Local SNAP Office (Department of Workforce Services)</td>
<td>Recruit for Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>Program referrals-inform employees about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients</td>
</tr>
<tr>
<td>Humanitarian Centers</td>
<td>• Adult classes</td>
</tr>
<tr>
<td></td>
<td>o Curriculum tailored for ESL populations will be available soon!</td>
</tr>
<tr>
<td></td>
<td>• Youth classes</td>
</tr>
<tr>
<td></td>
<td>• Family classes</td>
</tr>
<tr>
<td>Public Assistance for Housing</td>
<td>Adult classes</td>
</tr>
<tr>
<td></td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Family classes</td>
</tr>
<tr>
<td></td>
<td>Recruit for other Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td>Recreation/Community Centers</td>
<td>Adult classes</td>
</tr>
<tr>
<td></td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Family classes</td>
</tr>
<tr>
<td></td>
<td>Recruit for other Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>PSE efforts (policy to lower cost for low income – must fill out PSE plan form)</td>
</tr>
<tr>
<td>Religious groups</td>
<td>PSE efforts (policy for healthy snacks for activities – must fill out PSE plan form)</td>
</tr>
<tr>
<td></td>
<td>Adult classes</td>
</tr>
<tr>
<td></td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Family classes</td>
</tr>
<tr>
<td></td>
<td>Recruit for other Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>Note: be sure groups are part of Create Better Health Utah (SNAP-Ed) priority populations</td>
</tr>
<tr>
<td>Schools (Districts, Elementary, Middle/Jr. High, High)</td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Recruit parents and families for other Create Better Health Utah (SNAP-Ed) classes</td>
</tr>
<tr>
<td></td>
<td>PSE efforts (Smarter Lunchroom Movement, school gardens, safe walking/biking paths to school – must fill out PSE plan form)</td>
</tr>
<tr>
<td>Tribes</td>
<td>Adult classes</td>
</tr>
<tr>
<td></td>
<td>Youth classes</td>
</tr>
<tr>
<td></td>
<td>Family classes</td>
</tr>
<tr>
<td></td>
<td>PSE efforts (Establishing community gardens, Create Healthy Choices in pantries and retail settings)</td>
</tr>
</tbody>
</table>
Women Infants and Children (WIC) | Adult classes  
| Youth classes  
| Family classes  
| Recruit for other Create Better Health Utah (SNAP-Ed) classes  
| Program referrals-inform employees about local Create Better Health Utah (SNAP-Ed) programs so they can share with their clients

See Section 8 for details on how report Partnerships and Coalitions in PEARS.

State Office Recruitment Tools

Create Better Health Utah Newsletter
The IGP contact list (referenced above) provides an effective online recruiting tool. Each month the names on the IGP list are sent a newsletter with a nutrition message, tip of the month, and seasonal recipe.

Candi Merritt designs and sends the newsletter, and it is an extension of the Create Better Health Utah blog. The newsletter is currently sent to nearly 60,000 email addresses, divided up by county. This newsletter helps fulfill the recruiting part of the CBH Ambassador job description. It gives you the ability to reach an online audience who you may not reach otherwise. It is a great recruitment tool that is already created for you. With minimal effort, the number of people you reach in your county can grow. The most important thing you can do is maintain the Google calendar as instructed. See section 9 for instructions on how to use the Google calendar.

The Create Better Health Utah Newsletter is not limited to the IGP names. You can collect email addresses at Create Better Health Utah (SNAP-Ed) events and places where you would normally recruit. Send the names and email addresses to Candi Merritt. She needs them in an excel file with three columns. It should look like this:

<table>
<thead>
<tr>
<th>Last Name, First</th>
<th>Email</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, Jane</td>
<td><a href="mailto:jane.doe@usu.edu">jane.doe@usu.edu</a></td>
<td>Summit</td>
</tr>
<tr>
<td>Smith, John</td>
<td><a href="mailto:john.smith@yahoo.com">john.smith@yahoo.com</a></td>
<td>Summit</td>
</tr>
</tbody>
</table>

Customizable Marketing Flyers and Calendar Templates
Numerous flyers and marketing templates are provided to you for recruiting purposes. These can be found on the Staff Menu > Recruiting and Marketing > Marketing Materials & Templates > https://extension.usu.edu/fscreate/marketing-materials

This page stores everything you should need to create marketing materials. It also includes additional branding supplies. Here you’ll find:
Marketing fliers and materials for the different curriculums
Official logos
USDA funding and non-discrimination statements
Official USU Email signature
Posters, pull-up banners, pass-along cards
QR codes for various counties
Stock photo sites
Links to Canva templates

When creating your own marketing materials, always send them to Jocelin Gibson
(jocelin.gibson@usu.edu) so she can affirm they have the right logos, disclaimers, and funding statement.

Beginning this year (2022-2023), most templates will become available in Canva graphic design software. Every county ambassador will have access to a county USU Canva Enterprise Account. Within the Canva software will be folders with various templates to be edited according to purpose: recipes, flyers, social media posts, etc. The county Canva account will be set up by the CBH State Office and managed by the ambassador. The ambassador is responsible to manage the images and folders in a smart fashion to make marketing materials easy to find and update.

Printed and Electronic Recruiting Materials
USU or anyone else may not charge for any CBH materials.

Utah State University, USU Extension, and Create Better Health Utah (SNAP-Ed) are working hard to foster a professional and more consistent visual identity. USU branding office has developed a Visual Identity Guide for program Supervisors and CBH Ambassadors to follow to ensure they represent our program with the appropriate brand, look, and logos. This guide can be found on the Staff Menu > Recruiting & Marketing > Create Better Health Mini Visual Identity Guide.

Disclaimers
All Create Better Health Utah (SNAP-Ed) materials must have three statements:

USDA Funding Statement
USDA Non-discrimination Statement
USU Equal Opportunity and Employer Statement
English
This material was funded by USDA's Supplemental Nutrition Assistance Program -- SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution and is committed to a learning and working environment free from discrimination, including harassment. For USU’s non-discrimination notice, see https://www.usu.edu/equity/non-discrimination.

Spanish
Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés). Esta institución es un proveedor que ofrece igualdad de oportunidades. Utah State University es una institución de acción afirmativa e igualdad de oportunidades que está comprometida a mantener un ambiente laboral y de aprendizaje sin discriminación o acoso. Para mayor información sobre la política universitaria en contra de la discriminación vaya al sitio https://www.usu.edu/equity/non-discrimination.

These three sentences must be legible and can be placed on the front or back of a printed document. The English and Spanish versions are available for download on the staff website on the Recruiting & Marketing Materials or under Misc Forms.

For publications that provide information on how to provide for SNAP benefits or which recruit for SNAP benefits (and not SNAP-Education), then a full disclaimer must be used. In situations like this, please reach out to Jocelin Gibson for permission to print. SNAP-Ed is not funded nor is it permitted to recruit for SNAP benefits.

Logos
Create Better Health logos have been created and approved by USU Trademark and Licensing Office. These logos cannot be manipulated or changed in any way. The logos are available in a variety of colors, layouts, and file types. They can be found on the Staff Website > Misc Forms and also Staff Website > Recruiting and Marketing.

These logos are to be used in conjunction with, but NOT combined with, USU Extension logos. These logos cannot be manipulated or changed in any way.
The Create Better Health Utah (SNAP-Ed) logo must be on the front page of all printed and electronic communications. The USU Extension logo must be present, preferably on the front page, but could be included on the back page if space prohibits it on the front.

Both logos must maintain an area of isolation, meaning they cannot be set up next to another image or logo. This way they are kept clear of competing visual elements.

Always remember to share our logo with partnering agencies. Don’t wait to be asked, send the EPS file, and make sure our logo and disclaimer are included on the materials. Official logos for both programs can be found here: https://extension.usu.edu/employee/marketing/wordmarks

**Email Signature**
The Create Better Health Utah (SNAP-Ed) email signature template is on the staff website on the Recruiting & Marketing Materials page. To create an email signature

- Open the file in Acrobat
- Click the blue box next to your logo or design element
- Enter the preferred information
- Go to File - Export to – Image – png and select what to name and where to save your signature

For additional help with your signature, you can contact Jocelin Gibson.

**Letterhead**
For printed correspondence, a template of the official Create Better Health letterhead is provided on the staff menu on the Recruiting & Marketing Materials page.

**Fonts**
The base text of your marketing material should be Univers, Trend Sans One, Trend Sans Four, or Wisdom Script. Please remember to never use more than three font styles per document.

**Templates**
Templates are provided for marketing and recruiting purposes on the staff website on the Recruiting & Marketing Materials page.
Please Note: It is anticipated supervisors and ambassadors will use the provided templates rather than spend time developing flyers and calendars from scratch. All flyer and calendar templates are editable and capable of manipulation to meet your needs. The marketing supplies are there to ensure our branding, look, logos, as well as, to save you time.

If you have a recurring marketing tool need, please reach out to Jocelin Gibson and she can arrange to have a template made for you.

If you are unable to use the templates provided and must create something from scratch, below are the visual identity guidelines. Please send the materials to Jocelin Gibson for a second set of eyes. If you use a template, it can be assumed all visual identity guidelines have been followed and no approval is necessary. These guides are required for all program use, this includes fonts, colors, etc. It is so important for us to have our solid branding in all our resources.
Class Promotion

Advertising and recruiting may be done through pass along cards, class promotion fliers, word-of-mouth, emails, mailings, and over social media. Below are some guidelines for various advertising initiatives. Work closely with your supervisor with contact he or she has in the community.

- Promote classes in locations you will see the Create Better Health Utah (SNAP-Ed) target population. Always ask permission before leaving pass along cards at any location to promote the program. These should always be available at the local DWS. Keep DWS offices well stocked with CBH materials. Order more from the State Office using the online order form. It can be found on the staff website under Supply Order Forms.
- If you live in a small community, consider pass along cards or a recipe card with your county social media QR code. These could be distributed at a local grocery store and included when bagging groceries.
- An efficient way to build an audience is by using your social media following. By creating an EVENT on your county CBH Facebook page you can generate interest in classes. Boosting for a particular class may be an option but please check with Brittney Johnson about funding.
- Reach out to city administration when using public buildings. Advertise classes in city newsletter, calendars, marquee, or websites.
- Display CBH banners at the locations you teach within the week of the scheduled class. Make sure staff is informed and able to answer questions about when, where, and what the classes will be about. They can help generate interest in the class. You could also include this information on the banner by adding an eye-catching sign with the details.
- Participate in indirect activities to promote classes in the area. If you have indirect opportunities, set up classes in the area through a partnership or agency. Use the indirect activity to generate interest in classes and introduce yourself to the people and gain their trust. Show that you care for them and want to see them come to classes. Have a list of classes or a flyer promoting a specific class as well as a sign up to receive the Create Better Health Utah newsletter where they will receive information about other upcoming classes.
- Promote classes in other Extension events in the county, even within your own classes. For example, invite the parents at a Food, Fun, and Reading class to come to a Create Better Health class at the Extension office. Utilize County Extension website, and social media outlets to share and promote CBH programing and activities (coordinate with the county Extension social media manager).
- Creating professional looking marketing materials can be done using your CBH Canva account. Use templates provided by the staff website to prepare informative and brand approved materials for program promotion. Bulk printing of materials should be done at USU Aggie Print. Small quantities can be printed at the local Extension office.
- Eventbrite can be used as a free resource if you want people to register for the class. This helps with planning and can create urgency if they feel seating is limited. You can
also send out reminders through Eventbrite to those that sign up. Make sure they know the classes are free and provide details that will capture their attention. Sell it as a can’t miss event!

- Title classes to be eye catching and interesting. You will teach the classes as a series but can put a fun spin on it. For example, using holidays, focus the recipe demonstration on what is happening around that time (Easter "Egg"stravaganza and teach an egg skillet class with CBH Lesson 1.) Mother’s Day, Father’s Day, Independence Day, etc. be creative, use your imagination. Use recipe demos to capture the attention of the participants and what is relevant to them.
- Ask participants what they want to learn about and make sure those topics are in the title or description of the class while still following the CBH lesson plan.
- One of the best ways to encourage people to come to classes is word of mouth. When someone comes to your class and you are engaging, entertaining, and provide a healthy learning environment people want to come back and bring someone with them. This will also work in your favor to create a support group for participants. Their friends will be setting goals and trying new things right along with them. Reinforcement materials can be used as door prizes for someone that brings a friend or follows the social media. If supplies are limited have people enter a drawing for an item.
- When scheduling classes consider the audience you want to attract. Know and understand the priority population and keep them in mind as you plan classes. Make the location and time convenient for them. Content of the class should be applicable to the audience. Ask community leaders when is best to reach people. For example, you wouldn’t plan a Food, Fun and Reading class during the early afternoon at the local library. This is usually nap time for your target audience.
- Rely on the name recognition and authority of being associated with Utah State University. Noting the relationship between USU Extension and Create Better Health will add power to your presentation and give you greater respect. Your affiliation with USU will open doors and permit community agencies to trust the program. Always follow the Create Better Health and Utah State University Extension brand guidelines and use proper marketing templates to ensure the relationship between Create Better Health and USU Extension is clear and recognizable.

Social Media as Recruitment
More and more people are flocking to Facebook and social media. Each county currently has a Facebook page for social media programming. If you and your supervisor believe Instagram and YouTube are smart and effective places to reach people in your county, contact Brittney Johnson brittney.johnson@usu.edu for site set-up. Please utilize social media sites as a programming tool. Social media can be a great way to spread the word about classes you are teaching. Encourage people to follow your page at direct and indirect-ed opportunities. When you have people following your page, create EVENTS on Facebook. Check with your supervisor and decide together how much time you should spend each week on social media.
Social media is not just a recruiting tool, it is also an indirect education activity, and therefore should be reported in PEARS. Instructions for reporting social media work as an Indirect Education Activity is under the Indirect Education section of this manual.

Please follow these guidelines in managing your county Facebook page:

- Keep your page active. **Post a minimum of two times per week.** (This can be your own post or simply sharing *Create Better Health Utah* or *Kids Create* posts.)
- Check inbox and notifications daily for requests for information by participants, but that is the only time you should spend in notifications and messages.
- Have your target audience in mind every time you post. Be clear who you are talking to and be consistent in your outreach to SNAP recipients.
- Remind followers about upcoming classes and events. It’s a great place to post a weekly calendar.
- Always be professional. You can use a friendly tone and humor, but steer clear of immature, faddish, or meaningless posts.
- Use appropriate stock photos. Always follow the license agreement (attribution or no, advertising, downloadable okay or not, etc.). A list of approved and readily available stock photos can be found on the staff website under Recruiting and Marketing Materials.
- Never post participants images without a signed Media Release form. These can be found on the staff website under Misc. Forms.
- Use hashtags as a sorting tool, not a fad. For example, label all recipes #SNAPEdRecipes, and you can even specify by labeling something multiple times. For example, a strawberry and yogurt parfait could be labelled: #SNAPEdSmoothies #SNAPEdFruityDesserts #SNAPEdRecipes.
- Always share content from the existing Create Better Health Utah (SNAP-Ed) statewide pages:
  - (FB) https://www.facebook.com/createbetterhealthutah
  - (FB) https://www.facebook.com/createbetterhealthkids
  - (FB) https://www.facebook.com/CreateBetterHealthUtahenespanol/
  - (Blog) https://createbetterhealth.org/
  - (Blog) https://kidscreateutah.org/
  - (Blog) https://createbetterhealthutahenespanol.wordpress.com/
  - (IG) https://www.instagram.com/createbetterhealthutah/
  - (IG) https://www.instagram.com/kidscreateutah/
  - (TikTok) https://www.tiktok.com/@createbetterhealthutah
- (YouTube) https://www.youtube.com/channel/UCp5fRTxguUUpO-OJWXLx3FQ
- (YouTube) https://www.youtube.com/channel/UCA9UUVYEagSVjyzf8enp9gQ

- You can also share helpful information from USU Extension. Remember to SHARE these posts, do not copy and paste.
- Don’t forget to report your efforts in PEARs. This is a great indirect education activity, and you should get credit for your efforts.

THE BOTTOM LINE

Remember that this free nutrition education program is for people who need it most. The program potential cannot be fulfilled if CBH Ambassadors are not targeting the right people. Contact the Kristin Hoch with any questions regarding eligibility and recruitment.
Section 6: SNAP-Ed Comprehensive Programming

Over the years, SNAP-Ed has morphed from a simple nutrition education program into a comprehensive program reaching low-income populations through multiple ways. In Utah, we have provided many innovative practices to meet the guidance given through Food and Nutrition Service (FNS). Multiple approaches include: 1) individual, group, and family nutrition education and physical activity promotion in addition to related interventions; 2) comprehensive, multi-level interventions in environmental settings; and 3) community and public health approaches that reach a large segment of the population.

This section provides evidence-based approved programming. These comprehensive methods are improving the lives and health of the low-income population.

In Utah, the SNAP-Ed program is divided into areas of main focuses below that represent the comprehensive program areas.

It is critical for the State Office and state team to have access to the newest evidence-based information. This information changes yearly. And the materials included in this protocol manual are approved and allowed for education for FY 2022. If anything changes, the State Office will let the state team know of those changes through Zoom statewide staff meetings, scoop and/or emails. No other materials that are housed or have been used prior to this document are allowed. All materials on the website are currently up to date and may be used.

www.extension.usu.edu/fscreate
USU Create Better Health Utah (SNAP-Ed) State Office is required to ensure that CBH Ambassadors and Supervisors are all trained. It is the requirement of a supervisor to ensure that this also is happening. And of course, personal responsibility and accountability for CBH Ambassadors to take advantage of the trainings and meetings provided by the state and local supervisors. Program trainers are available to assist.

Employees are on “soft” grant funding. Meaning that grant funding can be pulled back if there is not sufficient funding available through government entities. Create Better Health Utah (SNAP-Ed) has been part of USU since 1998.

Marketing is essential to Create Better Health Utah—SNAP-Ed. The program has a very “branded” or specific look. This is done on purpose, so that anyone who knows us can pick up materials and see our look and know that this is Utah State University Create Better Health Utah (SNAP-Ed) program. Please do not create your own materials, we have a graphic artist who does this for us. If you would like assistance, please let Amalia know and we can try to assist you.

### 2023 Program Objectives & Indicators

Comprehensive programming results in different objectives for every area of Create Better Health Utah (SNAP-Ed). Below is a table that includes all the objectives for the statewide Create Better Health Utah (SNAP-Ed) program for 2023. As a Create Better Health Utah (SNAP-Ed) employee it is unlikely you will be involved in programming that helps reach every objective. This table is to help you see how comprehensive and wide reaching our program hopes to be during this year.

In addition to the program objectives, the table below also lists program area and indicators. The indicators come from the SNAP-Ed Evaluation Framework and are used to measure program success. Indicators represent key interventions we have been asked to focus on in our programming. As you can see there are many aspects of health and nutrition that are covered. The following list of priority indicators are what Create Better Health Utah (SNAP-Ed) is focusing on during 2023.

- Medium-Term (MT) & Long-Term (LT) 1: Healthy Eating Behaviors
- MT & LT 2: Food Resource Management
- MT & LT 3: Physical Activity and Reduced Sedentary Behaviors
- MT & LT 5: Nutrition Supports Adopted in Environmental Settings
- Short-Term (ST)7: Organizational Partnerships
- ST8: Multi-sector partnerships and planning

Each approved Create Better Health Utah (SNAP-Ed) activity is based upon these indicators. Often in your reporting you will be asked to list the indicators that were taught during your program activity. The chart below identifies which indicators are represented in each curriculum and program area.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Objectives FY 2023</th>
<th>Program Area &amp; Indicators Measured</th>
</tr>
</thead>
</table>
| Adult Direct Education | Based upon pre-post surveys, by September 30, 2023, at least 45% of participants will report an increase in fruit and/or vegetable intake since the start of the CBH series.  
  Based upon pre-post surveys, by September 30, 2023, at least 45% of participants will report an increase in using MyPlate recommendations to make food choices.  
  Based on pre-post surveys, by September 30, 2023, at least 30% of participants will report an increase in stretching their food dollars to last the month.  
  Based upon pre-post surveys, by September 30, 2023, at least 50% 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, by September 30, 2023, at least 50% of respondents will report an increase in fruit and/or vegetable intake.  
  Based upon 6-month follow-up survey, by September 30, 2023, at least 55% of respondents will report an increase in using MyPlate to make food choices. | Adult Direct Education  
  MT1-MT4  
  LT1-LT4  
  ST7 |
| Create Better Health Online |  
  By September 30, 2023, at least 20 individuals/families will participate in Create Healthy Gardens (CHG).  
  By September 30, 2023, SNAP-Ed will partner with at least 3 community garden locations to offer CHG.  
  By September 30, 2023, at least 40% of the participants will report an increase in fruit and/or vegetable intake after participating in CHG. |  
  Create Healthy Gardens  
  PSE  
  MT1  
  MT5  
  ST7 |
| **Food, Fun, and Reading** (FFR) & **Food, Fun, and Reading: Cultural Adventures** | By September 30, 2023, at least 2,000 youth will participate in an FFR series.  
By September 30, 2023, FFR series will be offered in at least 25 sites. | **Youth Direct Education** |
|---|---|---|
| **Captain Create MyPlate** | By September 30, 2023, after participating in a Captain Create MyPlate face-to-face series of classes, at least 30% of 1–2nd grade participants will show improved recognition of what each food group is comprised of.  
By September 30, 2023, after participating in a Captain Create MyPlate, at least 30% of 3rd-6th grade participants will report an increase in fruit and/or vegetable intake.  
By September 30, 2023, after participating in a Captain Create MyPlate, at least 30% of 3rd-6th grade participants will report an increase in choosing health snacks. | **Youth Direct Education**  
MT1  
MT3  
ST7 |
| **Create Healthy Pantries** (Thumbs Up for Healthy Choices) | By September 30, 2023, at least 30 pantries will implement Create Healthy Pantries.  
Based on scores from the Nutrition Environment Food Pantry Assessment Tool (NEFPAT), by September 30, 2023, at least 50% of pantries working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up.  
Based on PSE reporting in PEARS, by September 30, 2023, at least 50% of pantries working with SNAP-Ed will report increased shelf space, amount or variety of healthy options | **PSE**  
Indirect Education  
ST5  
ST7  
MT5  
LT12 |
as an adopted change.

<table>
<thead>
<tr>
<th><strong>Create Healthy Stores</strong> (Thumbs Up for Healthy Choices)</th>
<th>By September 30, 2023, at least 4 small retail settings will implement <em>Create Healthy Stores</em>. By September 30, 2023, at least 80% of stores working with SNAP-Ed will increase their environmental scan score by at least three points between baseline and follow-up.</th>
<th><strong>PSE</strong> Indirect Education ST5 MT5 ST7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create Healthy Schools</strong></td>
<td>By September 30, 2023, at least 8 schools will work with SNAP-Ed to implement <em>Create Healthy Schools</em>. Based on the <em>Smarter Lunchroom (SLM)</em> Scorecard, by September 30, 2023, at least 50% of schools working with SNAP-Ed will increase their score by at least three points between baseline and follow-up.</td>
<td><strong>PSE</strong> ST5 ST6 ST7 MT5</td>
</tr>
<tr>
<td><strong>Create Better Health Social Marketing</strong></td>
<td>By September 30, 2023, at least 3 partnering organizations will adopt and share <em>Create Better Health</em> social marketing materials expanding the reach of the program.</td>
<td><strong>Social Marketing PSE</strong> MT12 LT1 LT3</td>
</tr>
<tr>
<td><strong>Create Better Health Social Media</strong></td>
<td>By September 30, 2023, a social media influencer will be hired to ‘virtually’ model <em>Create Better Health</em> behaviors and 100 new participants will subscribe and follow the NEW <em>Create Better Health Tik Tok account</em>. Based upon the 6-month follow-up survey, by September 30, 2023, at least 10% 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, 2023, at least 50% of survey participants following SNAP-Ed social media will report being SNAP-Ed eligible.</td>
<td><strong>Social Media LT8</strong></td>
</tr>
</tbody>
</table>
# 2022 Comprehensive Logic Model

**Program Situation:** Utah State University Create Better Health (SNAP-Ed) The target audience for the Utah SNAP-E eligible individuals, those at or below 185% of the Federal Poverty Guideline and those living in communities where most residents experience this level of income. In order to target priority populations, several interventions (e.g., Create Family Meals and Creations) in a box have been designed to address the needs of specific groups (intergenerational poverty and Hispanic/Latinos). Because most SNAP-Ed eligible households include children, many of the recommendations and program messaging are applicable to families (USCB, 2018). In Utah, children experience poverty at a higher rate than the general population (FRAC, 2010). The Captain Create MyPlate and Food, Fun, and Reading curricula directly help understand MyPlate recommendation and encourages them to create health habits when they are young in order to avoid chronic disease and lower equality of life. While most of SNAP recipients, who are SNAP-Ed eligible, live in urban areas, many of the areas in rural Southern Utah are considered food deserts (Ver Ploeg & Brenerman, 2015; Utah SNAP-Ed, 2017). Since these rural location often lack many of the resources available in urban areas, Utah SNAP-Ed makes special effort to provide nutrition education throughout the entire state.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Participation</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Resource FNS (SNAP-Ed) DWS, USU/ Create Better Health, State of Utah Counties, Extension Supervisors, Facilities, SNAP-Ed Resources:</td>
<td>Partnerships and Coalitions developed to expand reach and increase funding. Establish and maintain collaborations, expanding evidence-based practices. Education: Series/group and online classes, in-class/ lessons, recruitment indirect booth, demos, social marketing (message, photos, materials, ads). Social Media: content, blogs, FB, I, T, etc. Evaluate and continue to show evidence-based program with validated and reliable tools.</td>
<td>Southwestern Region (MPRO trim.) Utah Department of workforce Services, USU, SMAC team, HHS Create Better Health Team, UBER, UPIC low-income families and individuals in Utah, youth, adults, Latinos, Native Americans, Refugees, Intergenerational poverty populations (NGP) Pantries/ Corner Stores. Other underserved populations.</td>
<td>ST5 ST8</td>
<td>MT1 MT4 MT12 MT13 LT1 LT4 R1 R7 R10</td>
</tr>
<tr>
<td>Adult direct education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBH, CFM, CHG.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth direct education:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFR, COMP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Assessments:</td>
<td>Comprehensive, SNAP-Ed Toolkit, UT Values Study, PEARs, Qualtrics, RedCap Evaluations, MIs &amp; Audits.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:** Create better Health Programming will have evidence-based outcomes and fidelity in programming in all areas of the state. Participants will report improvements through ST, MT and LT indicators in evaluations. Food and physical activity behaviors significantly impact health; evidence-based research on curriculums listed above, leads to improved nutrition education programs and thus personal behaviors and environmental supports; Interventions such as SNAP-Ed impact longer-term nutrition and physical behaviors; Utah’s approach is key to strengthening National SNAP-Ed programs and improving interventions. Participants are accurately completing surveys.

**External Factors:** Congressional funding, farm bill and food policies, stakeholder input, increasing food cost and availability, food and physical activity policy changes SNAP-Ed guidance and operations changes and situations.
Section 7: Approved Program Resources

Direct Nutrition Education
Direct education is one component of the Create Better Health Utah (SNAP-Ed) program. Direct education refers to classes taught to a variety of audiences including adults, youth, and families. These classes can take place face to face or virtually using Zoom, Facebook Live, Facebook Messenger or similar platforms. We have a several approved curricula to choose from depending on the audience being taught. Each of the curricula was developed to initiate positive nutrition and physical activity behavior change in specific audiences. As a SNAP-Ed program it is required that all of the Create Better Health nutrition education is based on United States Department of Agriculture (USDA) Dietary Guidelines for Americans, MyPlate, and the Physical Activity Guidelines for Americans. It is required that ambassadors use approved curricula for all Create Better Health Utah (SNAP-Ed) direct education activities.

In Person Classes
When offering in person classes you will work with partners including the Extension office to schedule location and times for classes. Identify partners that work with a similar population or are located in an eligible community. It is good practice to confirm the location and time within a week of the class taking place. On the day of the class, arrive early to set up, be prepared with lesson materials and ingredients. Present the lesson and demonstration based on one of the approved curricula. If teaching an evaluated class be sure to distribute the evaluations at the appropriate time. Before leaving clean up and ensure the room looks as it did when you arrived, be sure to takeout trash. Return to the Extension office or your home office. To complete the class document miles on the CBH mileage log and enter class data in to PEARs.

Online Education
The CBH Canvas course is an alternative way of participating in the CBH adult class series. The enrollment link can be found on the CBH public webpage. https://extension.usu.edu/createbetterhealth/
The series content is the same as the face-to-face, direct education classes and is ideal for counties where there are no ambassadors teaching community classes or when participants are not able to attend community classes. The Spanish CBH online course is being filmed and will hopefully be available early FY 2024.

Another option for online direct education is teaching live on Facebook or using Zoom Video Conferencing software. Each ambassador has access to Zoom through USU. https://usu.edu.zoom.us/ During the 2020 pandemic there was a need to move classes from face to face in the community to online. This opened up a new way of reaching the SNAP-Ed target audience.
Classes taught live online allow for interaction through the comments section. They provide an opportunity to engage the audience and answer questions in real-time. However, it can be challenging to manage questions and teach at the same time. If another ambassador is available, they can join to help with the questions in the comments. This allows the teacher to focus on the lesson material. A second ambassador can also help by posting recipes and civil rights materials. The live online class can feel a little frightening at first, but live classes are relatable and people enjoy watching.

For those that are not comfortable teaching live, there is the option to pre-record themselves teaching a class. If recording classes, minimal time should be used in the editing process. Ideally, edits would only include adjusting the start and stop times.

**Direct Education Best practice**

**Population**
- Recruit the eligible population through partnerships or marketing strategies
- Teach in eligible location- Use eligibility data in Box folder
- Schedule and post OPEN classes on social media to inform public of classes
- Ensure efforts are being made for disabilities or language services if needed
  - If you need help providing language services please talk with your supervisor or the state office team.

**FNS Expectations**
- Direct Education and other CBH interventions must follow curriculum identified in the CBH grant and this protocol manual
- Samples from demonstrations only- NO full meals
- Make every effort to reach our intended population

**Lessons**
- Meet lesson objectives
- Include nutrition, physical activity and observational demonstration
- Stay within scope of practice
- No medical advice, fad diet information
- No promotion or disparaging of product or businesses
- Handouts have appropriate disclaimers and University logos

**Ambassador**
- Know the lesson material, be able to answer related questions
- Use the CBH resources provided in the curriculum books, know more than just the lesson
- It’s ok to say “I don’t know, I will get back to you”
- Have lesson on hand to refer to
- Stay on task
  - Encourage participation, but reign in run-away conversations
- Follow up for understanding
- Prepare the class with the audience in mind
- Modify the delivery if needed such as when working with teen or people with disabilities.
  - Culturally appropriate

**Engagement with participants**
- Be prepared
- Build Rapport
  - Be friendly, arrive early to meet and talk with participants
  - Visit and talk with people as you prepare and clean up
  - Invite them to share successes with you
- Involve participants in the discussion
- Allow them to share ideas
- Class members can become a support group within the class
- Be respectful

**Youth Classes**
- Have fun with the kids, be happy
- Involve them in the discussion, allow them to share
- Make it memorable
  - Food tasting experience, hand on, use the senses
  - WOW factor in presentation
- Kids enjoy learning something new
  - Add on to what they know, growth mind set
- When possible, involve movement
  - Even in confined classroom space kids can move

**Invitation**
- Invite to act, set goals and report back
- Invite to complete an evaluation survey as appropriate
- Invite to the next class, let them know when and what to expect
- Invite to follow CBH social media sites
Teaching Adults

CREATE BETTER HEALTH
TEACHING CHECKLIST - ADULT CLASSES

BEFORE CLASS
- Enter Class on Google Calendar
- Shop for Ingredients
- Gather Paperwork & Handouts

BRING TO CLASS
- Creates Ingredients & Kitchen Supplies
- Class Handouts
- Printed Recipe
- Create Better Health Lesson Book
- Creates Roll
- CBH Class Evaluation Form
- Justice For All Poster
- Allergy Warning Poster

AFTER CLASS
- Enter PEAR Success Stories
- Enter PEAR PSE Site Activities
- Enter PEAR Partnerships and/or Coalitions
- Enter PEAR Indirect Activities
- Enter PEAR Program Activities

AT THE END OF EACH WEEK
- Add Any Missing Hours into AggieTime
- Double Check that PEARs is Up to Date

SEND TO THE STATE OFFICE

AT END OF EACH MONTH
- Creates Roll
- CBH Evaluation Forms

AT THE END OF THE MONTH
- Complete Travel Reimbursement

THROUGOUT THE MONTH

Check list can be found under Ambassador Resources on the Staff Menu
https://extension.usu.edu/fscreate/nea-resources

Curriculum for Adult Audiences
Create Better Health Curriculum
https://extension.usu.edu/fscreate/creates-curriculum-and-handouts

*Create Better Health* (CBH) is the Create Better Health Utah (SNAP-Ed) curriculum for adult audiences. This curriculum includes 8 lessons to be taught as a series with participants completing 6 or more lessons. New for FY2023 ambassadors will have the option of teaching a 4-class series. These lessons will be provided to ambassadors in a new series so that we are able to cover the most important concepts in a reduced number of lessons. CBH lessons have a structured format that includes a nutrition topic, physical activity discussion, and recipe demonstration and sample. The nutrition topics include information about how to make the healthiest choices from the five food groups represented in MyPlate, stretching food dollars, and understanding the Nutrition Facts Label to make healthy food choices. Each lesson also covers a physical activity topic including the three important types of physical activity (aerobic, strength, & flexibility), overcoming barriers to being active, and injury prevention. Finally, each lesson has a Creates recipe demonstration that will help reinforce the content taught in the class. CBH Ambassadors can choose the Create concept that they feel is best suited for the lesson and group.
The following messages in the *Create Better Health* curriculum are consistent with the 2020-2025 Dietary Guideline for Americans:

**Follow a healthy eating pattern**
Eat a well-balanced diet that focuses on eating a variety of whole foods from each food group.

**Balance Calories**
Enjoy food, but eat less
Be aware of oversized portions; choose healthy, reasonable servings

**Food to Increase**
Make half the plate fruits and vegetables.
Make at least half of the grains, whole grains.
Switch to fat-free or low-fat (1%) milk

**Foods to Reduce**
Limit sodium, saturated fats, trans fats, and sugar sweetened beverages.
Drink water instead of sugar sweetened beverages.

*Create Better Health* will be most effective when taught as a series of at least 4, but ideally 6 or 8 lessons. The new 4-class series is intended to address the needs of partners and encourage participants completion of a full series with pre and post evaluations. Series are necessary because people rarely make behavior changes after hearing a message one time. It takes multiple reminders and reinforcements of those messages to motivate people to make difficult nutrition and lifestyle changes. Ideally you will schedule 60 minutes for each CBH lesson.

**CBH Graduation**
Adult participants have the opportunity to graduate from our Create Better Health series. In order to graduate, adults must attend at least 6 classes. Ideally these participants will have filled out all of the requested surveys throughout the series (see Section 8 for more information on surveys). However, if participants have not completed all the surveys, but did attend at least 6 classes in the series they are still considered graduates.

You can edit and print the graduation certificate from the staff website.
**CBH Description**

| Behavioral or PSE changes | Stretch food dollars to last the month  
|                          | Increase fruit and vegetable intake  
|                          | Shop with a list  
|                          | Read nutrition facts labels  
|                          | Follow food safety recommendations  
|                          | Adjust meals to use food on hand  
|                          | Be physically active |

| Key educational messages | Following USDA Dietary Guidelines for Americans & MyPlate recommendations, food resource management, cooking healthy meals at home from scratch, food safety, and being physical activity guidelines. |

| How CBH will be delivered | CBH will be delivered through face-to-face group lessons taught by nutrition education assistants. Classes and materials are provided in English and Spanish. Each lesson will provide interactive communications with hands-on learning from cooking demonstrations and recipe testing.  
| CBH will also be offered online through a user-friendly learning management system, intended to be taken at convenience of the participants. Each lesson will include a video demonstration, physical activity recommendations, printable handout, and recipe. Classes and materials are provided in English. There will also be imbedded interactive response activities to reinforce learning in each lesson. At the end of the series, the participant will answer questions and receive a certificate of achievement. |
| Where CBH will be delivered | Location of face-to-face lessons may include adult education and learning centers, rehabilitation centers, churches, community centers, elderly service sites, emergency food assistance sites, county Extension offices, DWS offices, low-income housing units, etc.  

CBH Online will be created with Canvas Instructure software and housed on the Utah SNAP-Ed createbetterhealth.usu.edu website. The lessons will be available online at no cost. A link to the course will be provided on Social Media, at DWS offices, in newsletters, on the program website, and on printed information cards. |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Partner roles &amp; contributions</td>
<td>In an effort to encourage attendance at either in-person or online CBH classes, Utah SNAP-Ed will continue to work with community agencies. Partnering agencies will be given information to advertise to their audiences, as appropriate, including web graphics, fliers, etc., to aid in marketing. Locations where SNAP eligible people will be recruited include: adult education and learning centers, rehabilitation centers, churches, community centers, elderly service sites, emergency food assistance sites, county extension offices, farmers’ markets, SNAP offices, food stores, Head Start Programs, homes, libraries, public/community health centers, public housing, schools, shelters, WIC offices, DWS offices worksites, and other locations where the target audience may congregate.</td>
</tr>
</tbody>
</table>
| Duration of the project | Face-to-face CBH participants will be encouraged to attend at least 6, but up to 8, lessons to complete the series. Each lesson is 45-60 minutes.  

CBH Online participants will be encouraged |
<table>
<thead>
<tr>
<th><strong>Projected total number of individuals, sites, or systems participating or reached</strong></th>
<th>to take a series of 4 or more lessons to receive a certification of completion. However, they may sign up for 1-8 lessons, depending on their need and interest. Each lesson takes between 30-60 minutes to complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Over 5,000 unduplicated adult participants will be reached annually with face-to-face CBH classes. During the CBH online pilot program in FY 2023, at least 30 participants will complete the course.</td>
</tr>
</tbody>
</table>

See Section 8 for details on how to conduct program evaluation for *Create Better Health* classes.
Curriculum for Family (Adults and Youth) Audiences

Create Family Meals
https://extension.usu.edu/fscreate/create-family-meals

Creaciones en la Cocina

Create Family Meals is a four-lesson family-based curriculum with lessons focused on developing healthy families through encouraging healthy eating patterns and increasing daily physical activity. Participants learn how to follow the USDA Dietary Guidelines for Americans. Participants will learn to turn the Dietary Guidelines for Americans into nutritious, appealing family meals. Ideally, Create Family Meals will be offered in locations where families are able to prepare and share a meal together.

Creaciones en la Cocina is the Spanish version of the Create Family Meals curriculum. It is designed to teach the same principles based on USDA Dietary Guidelines for Americans, but uses culturally appropriate recipes and addresses needs unique to Latino participants.

When teaching a family meals class where the families prepare a meal it requires additional funds. The SNAP-Ed grant cannot be used for full meals. Ingredients can be purchased by a
partner or you can apply for a mini grant from CBH. You can find the link on the staff menu with the Create Family Meals curriculum. https://extension.usu.edu/fscreate/create-family-meals

### Project Description

| Behavioral or PSE changes | Increased family mealtime  
|                          | Increased fruit and vegetable consumption  
|                          | Increased use of MyPlate  
|                          | Improved food safety practices  
|                          | Improved food security  
| Key messages | The importance and benefits of family mealtime  
|              | Planning, shopping, and cooking skills  
|              | Budgeting to stretch food dollars to last the month  
|              | MyPlate and Dietary Guidelines recommendations for healthy food and physical activity choices  
|              | Food safety  
|              | Importance of breakfast  
| How Create Family Meals will be implemented | CFM is a direct education strategy that will be delivered in face-to-face group lessons. Classes and materials are available in English and Spanish. Each class will feature a lesson from the CFM curriculum, and include a hands-on cooking demonstration and sample. Families will all participate in the cooking lesson and food preparation resulting in samples for their family to taste.  
| Where Create Family Meals will be delivered | Locations of CFM may include adult education and learning centers, churches, county extension offices, schools, public/community health centers, and public housing centers. Locations must have a kitchen which allow families to directly participate in the cooking lesson.  
| Partner roles & contributions | A variety of organizations including schools, community centers, Head Start programs, and recreation centers will provide the location to hold CFM classes. Other essential partners are County Extension offices; they are required to provide the funding for the food for CFM classes. CFM classes ideally give families the opportunity to prepare and consume a meal together at each lesson. SNAP-Ed funding can only be used for food samples, rather than the whole meal, so county Extension funds are required for the classes.  
| Create Family Meals duration | CFM is a 4-week series. Each class lasts about 1-2 hours.  

<table>
<thead>
<tr>
<th>Projected # of participants</th>
<th>FY 2023 &gt; 30 families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2024 &gt; 30 families</td>
</tr>
<tr>
<td></td>
<td>FY 2025 &gt; 30 families *</td>
</tr>
<tr>
<td></td>
<td>*Numbers are lower than other direct education strategies due to the need to secure outside funding for the recipe and meal supplies.</td>
</tr>
</tbody>
</table>

See Section 8 for details on how to conduct and report program evaluation for *Create Family Meals*.

**Create Farm Fresh Food**

https://extension.usu.edu/fscreate/create-farm-fresh-food-curriculum-handouts

The *Create Farm Fresh Food* is a supplement to the CBH curriculum that can be used for adult audiences during the farmers’ market season. The specific goal of the CFFF curriculum is to increase SNAP participants’ use of local farmers’ markets as well as their intake of fruits and vegetables. CFFF is designed to be taught as a four-lesson part of a 6-8 lesson *Create Better Health* series. The content from CFFF is to be incorporated into the core lessons (1,2 and 8) of the *Create Better Health* curriculum (see CBH for info on core lessons). The information in the CFFF curriculum should replace the physical activity portion of the CBH lesson it is incorporated into.

**CFFF Graduation**

Adult participants have the opportunity to graduate from our *Create Farm Fresh Food* series. In order to graduate, adults must attend at least 6 classes. Ideally these participants will have filled out all of the requested surveys throughout the series (see Section 8 for more information on surveys). However, if participants have not completed all the surveys, but did attend at least 6 classes in the series they are still considered graduates.
You can edit and print the graduation certificate from the staff website

See Section 8 for details on how to conduct and report program evaluation for Create Farm Fresh Food

Create Farm Fresh Gardens
https://extension.usu.edu/fscreate/community-garden-materials

Create Farm Fresh Gardens is a tool-kit that includes lessons taught in partnership with Master Gardener volunteers. This tool kit is intended to help low-income individuals and families with the knowledge and skills necessary to grow their own garden. It is a partnership between USU Extension Create Better Health and the Master Gardener programs. Contact your Extension horticulture specialist for volunteers.

Lessons are presented in a series of workshops that focus on gardening tricks and nutrition tips. It is the hope that by the end of the gardening season, participants will eat more vegetables and have the confidence and skills needed to grow a garden in the future.

For these classes you will need to find a community garden where people can gather, learn and if grow produce under the direction of a master gardener. These classes are intended to be longer than the regular CBH classes. They are more hands on and cover gardening and nutrition.

See Section 8 for evaluation of the Create Farm Fresh classes.
Create Farm Fresh Foods and Create Farm Fresh Gardens will be updated to become Create Healthy Gardens for Spring 2023.

| Behavioral or PSE changes | PSE changes:  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target families will have access to community garden plots to grow their own fruits and vegetables. Excess produce may be donated to local emergency food sites.</td>
<td></td>
</tr>
</tbody>
</table>
| Behavioral change:  
| Garden participants will improve their gardening skills as well as increase their nutrition knowledge. As a result of the garden, participants will have increased access to fruit and vegetables, and ideally a greater intake of fresh produce in their homes. |

| Key educational messages | Increase fruit and vegetable intake  
|-------------------------|--------------------------------------|
| Improve basic gardening self-efficacy and skills  
| Improve food security by learning to grow food |

| How CHG will be delivered | SNAP-Ed educators will deliver the nutrition workshops at the monthly garden meetings. USU Master Gardener volunteers will deliver gardening assistance and mentorship at each monthly garden meeting. |

| Where CHG will be delivered | CHG can be offered at gardens located in areas where at least 50% of the residents live at or below 185% of the federal poverty level. Recruiting strategies will specifically target locations where SNAP-Ed eligible eat, play, live, learn, work, and shop. |

| Partner roles & contributions | Community garden managing entities will provide the plots for the program since SNAP-Ed funding cannot be used to purchase or rent land. Many community gardens also provide water and gardening tools.  
|-------------------------------|----------------------------------------------------------|
| USU Extension Master Gardeners will provide volunteers to provide gardening expertise to CHG participants. During the monthly workshops, master gardeners will work with individual plot holders to help improve the planting, maintenance, and harvest of the garden plots.  
| SNAP-Ed will recruit eligible families and individuals, provide seeds and starter plants, and provide nutrition education at each of the monthly workshops. SNAP-Ed will also provide materials, including handouts and evaluation |

121
<table>
<thead>
<tr>
<th>Duration of the project</th>
<th>CHG is a monthly intervention that runs the duration of the gardening season which can vary in Utah depending on the specific location. Most programs will run for 4-6 months.</th>
</tr>
</thead>
</table>
| Projected total number of individuals, sites, or systems participating or reached | FY 2023: ≥ 3 garden sites & 20 individuals/families  
FY2024: ≥ 4 garden sites & 25 individuals/families  
FY2025: ≥ 6 garden sites & 30 individuals/families |
### Teaching Youth

#### CREATE BETTER HEALTH
TEACHING CHECKLIST - YOUTH CLASSES

<table>
<thead>
<tr>
<th>BEFORE CLASS</th>
<th>AT THE END OF EACH WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Enter Class on Google Calendar</td>
<td>○ Add Any Missing Hours into AggieTime</td>
</tr>
<tr>
<td>○ Shop for Ingredients</td>
<td>○ Double Check that PEARs is Up to Date</td>
</tr>
<tr>
<td>○ Gather Paperwork &amp; Handouts</td>
<td></td>
</tr>
<tr>
<td>○ Get Eligibility Waiver Form Signed by Principal if Necessary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BRING TO CLASS</th>
<th>SEND TO THE STATE OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Curriculum Lesson Book</td>
<td>○ Creates Roll</td>
</tr>
<tr>
<td>○ Class Handouts</td>
<td>○ Eligibility Waivers</td>
</tr>
<tr>
<td>○ Roll</td>
<td>○ Evaluation Forms</td>
</tr>
<tr>
<td>○ Youth Evaluation Forms</td>
<td></td>
</tr>
<tr>
<td>○ Justice For All Poster</td>
<td></td>
</tr>
<tr>
<td>○ Allergy Warning Poster</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AFTER CLASS</th>
<th>AT THE END OF THE MONTH</th>
<th>THROUGHOUT THE MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ PEARs Reporting</td>
<td>○ Create Travel Reimbursement</td>
<td>○ Enter PEARs Success Stories</td>
</tr>
<tr>
<td>○ PCard Dashboard – Class Roll with Receipt</td>
<td></td>
<td>○ Enter PEARs PSE Site Activities</td>
</tr>
<tr>
<td>○ Mileage Logged on Monthly Mileage Sheet</td>
<td></td>
<td>○ Enter PEARs Partnerships and/or Coalitions Entries</td>
</tr>
<tr>
<td>○ Hours Entered into AggieTime</td>
<td></td>
<td>○ Enter PEARs Indirect Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Enter PEARs Program Activities</td>
</tr>
</tbody>
</table>

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Check list can be found under Ambassador Resources on the Staff Menu

https://extension.usu.edu/fscreate/nea-resources
Curriculum for Youth Audiences

Create Better Health Teens
High school ages students (ages 14-18) should be taught the Create Better Health curriculum. Delivery of this curriculum can be adapted to best meet the needs of students. Youth in this age group are often preparing to leave home. The skills taught in CBH are important life skills that will help them be successful as they take the next step into adulthood. We recognize that they may not be the person that does that grocery shopping for the home but it is still an important skill to have. They are in a position to make important food choices and are juggling thinks like work, school and social activities. Helping them to plan healthy meals and snacks during a busy time of life will allow them to establish healthy habits. The CBH lessons taught to teens will be evaluated differently than the CBH for adults. This evaluation will ask them to share knowledge and behaviors that are more relevant to the stage of life they are in.

Create My Plate for Teens
New for FY 2023 there is a curriculum for middle school students. It should be used to teach grades 6-8 (ages 12-14). This curriculum will help younger teens identify healthy behaviors. At this age they are beginning to make more of their own choices. These lessons will encourage them to enjoy healthy eating, be physically active and help them understand why these things are important habits to create now. This curriculum is written with the 4 A’s, anchor, add, apply, and away. This format will allow the youth to connect with what they already know, provide new information, teach them how to apply it in their lives while inviting them to practice this new information in their everyday decisions. It is a little more grown up than the Captain Create lessons.

Captain Create MyPlate
https://extension.usu.edu/fscreate/captain-create-myplate-curriculum
Captain Create MyPlate is the primary curriculum for youth audiences. The curriculum is designed to reach youth in 1st-5th grade. The lessons are based on USDA Dietary Guidelines for Americans and MyPlate. Captain Create MyPlate contains lessons that feature interactive activities about MyPlate food groups, handwashing, physical activity, and healthy snacking. The goal of the curriculum is to help youth create healthy diet and activity habits that they will sustain throughout their lives.

<table>
<thead>
<tr>
<th>Behavioral or PSE changes</th>
<th>Youth participants will be able to identify foods and food groups. Youth participants will request and consume more MyPlate food groups. Youth participants will be physically active.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key educational messages</td>
<td>Making healthy food choices from MyPlate and USDA Dietary Guidelines.</td>
</tr>
</tbody>
</table>

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| **How *Captain Create MyPlate* will be delivered** | Face-to-face instruction and activities will be provided in the classroom, at assemblies, in small groups, and during after-school programming. Lessons will be provided by Utah SNAP-Ed educators with assistance from school staff or volunteers as available. Online classes will be taught by educators through platforms such as Facebook, Zoom or other virtual meeting platforms. |
| **Where *Captain Create MyPlate* will be delivered** | Face-to-face classes will be offered in elementary and middle schools in which at least 50% of the students qualify for free or reduced-price lunches. After school programs and special enrichment programs in which income guidelines are met by at least 50% of the participants. Online classes will be targeted and marketed to children that attend eligible schools or live within eligible locations. |
| **Partner roles & contributions** | Individual elementary and middle/junior high schools will provide the location. |
| **Duration of project** | Each lesson takes approximately 30-60 minutes to complete. *Captain Create MyPlate* will occur primarily during the typical school year (Oct-May) Each series has between 6-8 lessons. |
| **Projected total number of individuals, sites, or systems participating or reached** | Approximately 10,000 youth are reached annually with *Captain Create MyPlate* education. |

**Food, Fun, and Reading**

https://extension.usu.edu/fscreate/food-fun-and-reading

*Food, Fun and Reading* is a six-lesson series designed for youth from pre-K through 2nd grade. The original curriculum was developed by University of Vermont Extension in the late 1990s, and was updated in 2018 by Utah State University Extension agents to reflect the updated 2015-2020 Dietary Guidelines and MyPlate. The lessons engage young children with an interactive lesson about a MyPlate food group, a physical activity game, and tasting a kid-friendly, healthy recipe. The nutrition topic is reinforced by reading a related food-focused story.
Food, Fun, and Reading: Cultural Adventure

Like the original Food, Fun, and Reading it is designed for youth from pre-K through 2nd grade. This cultural adventure series will include a different series of books and introduce other cultures through food. Lessons are interactive and teach about MyPlate food groups, include a physical activity and a tasting experience. The lesson topic is reinforced by reading a related culture and food-focused story.

Evaluation for Fun, Food & Reading will include capturing reach and demographics only in PEARs. There is no evaluation for this curriculum in FY 2023.

The following materials can be used as a supplement to the Captain Create MyPlate curriculum. We do not evaluate the supplemental resources. When teaching youth, the main lessons should be Captain Create MyPlate or Food, Fun, and Reading.

<table>
<thead>
<tr>
<th>Behavioral or PSE changes</th>
<th>Youth participants will talk about healthy foods at home more frequently. Youth participants will eat more vegetables, fruit, whole grains, lean protein, and low-fat dairy. Parents of youth participants will prepare more healthy foods (vegetables, fruit, whole grains, lean protein, and low-fat dairy).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key educational messages</td>
<td>To follow MyPlate recommendations and increase physical activity. Take home messages for parents are provided in the form of lesson handouts or worksheets and are provided with each lesson.</td>
</tr>
<tr>
<td>How FFR will be delivered</td>
<td>SNAP-Ed educators conduct the lesson face-to-face or online and read the nutrition-oriented story. In face-to-face classes, educators provide participants with a healthy snack. In online classes, educators demonstrate how to make the snack and share a link to a printable recipe.</td>
</tr>
<tr>
<td>Where FFR will be delivered</td>
<td>Face-to-face classes will be offered at Head Start and other preschools/elementary schools, after school programs, or special enrichment programs in which at least 50% of youth qualify for free or reduced-price lunches. Online classes will be offered through Facebook, Zoom or other virtual platforms. Face-to-face and online programs are promoted through eligible schools, WIC programs, and other locations that serve low-income youth and families.</td>
</tr>
<tr>
<td>Partner roles &amp; contributions</td>
<td>Schools will provide the location and the students for the</td>
</tr>
</tbody>
</table>
education. Local libraries in low-income areas will also provide classroom settings and will help promote the classes. Classes will be promoted through local WIC clinics as well.

<table>
<thead>
<tr>
<th>Duration of project</th>
<th>Each lesson and learning activity take approximately 30-60 minutes to complete.</th>
</tr>
</thead>
</table>
| Projected total number of individuals, sites, or systems participating or reached | FY 2023: ≥ 2,000  
FY 2024: ≥ 2,225  
FY 2025: ≥ 2,500 |
| Frequency of contact | FFR and FFR: Cultural Adventures has 6 lessons. |

**Supplemental Resources for youth classes:**
https://extension.usu.edu/fscreate/create-kids-supplemental

**Captain Create YouTube Channel**
- Videos that reinforce the concepts taught in the Captain Create MyPlate lesson  
- Can be used in classes when teaching youth

**Soaper Hero**
- Utah State University Extension  
- Description: Soaper hero is a hands hygiene project that focuses on educating children of all ages on why hand washing is so important and how to wash hands correctly.

**Captain Create You Tube Channel**
- Create Better Health  
- Captain Create teaches kids how to be healthy superheroes  
- Being healthy means eating well, being physically active

**Serving Up MyPlate**
- USDA youth curriculum.  
- Classroom materials to teach nutrition  
- Activities, games and music

**Create My Plate Youth Curriculum (F$, 2015)**
- Food Sense Youth Curriculum from 2015  
- Nutrition lessons and classroom activities
- Can be used for longer classes or to include additional activities for afterschool programs.
- It is not to be taught as a stand-alone lesson.

**Create Better Health Youth Programming Supplies**
- Food, Fun and Reading
- Food, Fun and Reading – Cultural Adventures
- Captain CREATE MyPlate

**Create Better Health Youth Programming Materials each County has received**

**Food, Fun and Reading**

**Food Fun and Reading books and lessons**
- Grains - The Little Red Hen
- Vegetables - Eating the Alphabet
- Fruit - The Little Mouse, The Red Ripe Strawberry, and the Hungry Bear
- Protein - Green Eggs and Ham
- Dairy - Boy and the Travelling Cheese

All books available at amazon
Lessons at https://extension.usu.edu/fscreate/food-fun-and-reading

**Food, Fun and Reading Kits**
- MyPlate Pocket Chart (no longer available. Darlene (435-840-4404) has very limited supply
- Jack and the Hungry Giant eat right with MyPlate book
- Two sets of champion sports MSPSET colored poly markers – 10 inch- set of 6)
- Inflatable red dice
- Whole grain bread food replica
- White bread food replica
- Mini speaker to plug in directly to iPad mini to use with lessons with activities with music (no longer available)
- Hand air pump to pump up large red dice for Fruits lesson (no longer available)
- Reggie Veggie says laminated poster (available from Darlene 435-840-4404)
- 11 x 17” vegetable rainbow poster and 5 color vegetable posters (available from Darlene 435-840-4404)
- MyPlate food pictures for MyPlate lesson – in zippered pencil pouch (for replacement go to: https://extension.usu.edu/fscreate/food-fun-and-reading)
Captain CREATE Kits

There are THREE parts of the kit. Flat plastic tub – grains kit; plastic tub of play food; giant Ziploc bag of supplies.

- **MyPlate Puppet (no longer available)** If you do not have a puppet you can still use the Captain CREATE 11 x 17” poster that is included in the Captain CREATE supplemental kit
- Rolled up—18 x 20” Eat a Rainbow Poster with small vegetable cards with Velcro (for replacement contact Darlene 435-840-4404)
- Large Numbered Dice
  - 2 Large Color Dice with clear sleeves
  - 4 Macro Giant 6” Foam Jumbo Dice
- Toy Dump truck – Driven by Battat -Fiber visual aid
- Teeth Plastic mouth puppet
- Whole Grain Interactive Hard Poster Board (were custom made- very limited amount with Darlene 435-840-4404)
- MyPlate stickers MUST make change to remove butter from dairy group. Throw away butter stickers if purchase at oriental trading) or contact Darlene 435-840-4404 has limited supply.
- 6 color plastic cones
- “Icky Sicky Plush doll - Vitamin C visual – Fuggler Spin Master Ugly Plush
- 2 scoops or large spoons for games
- Plush eyeball - Vitamin A visual – No longer available – contact Darlene 435-840-4404 for alternative
- Small plastic or plush heart - Potassium visual
- Small colored balls – 2 for each food group
- Six Giant Lego Pieces (protein lesson visual) (contact Darlene 435-840-4404 limited supply)
- MyPlate large posters/placemats (no longer available). You can print off 2nd grade coloring page at https://extension.usu.edu/fscreate/captain-create-myplate-curriculum
- MyPlate Game (optional- not used in lessons)
- Plastic tub of plastic food models
- Foods from each food group other than grains included.

Flat square plastic tub—Grains kit

Grains plastic play foods, wheat stalks, examples of grains, whole grain flip chart). When teaching MyPlate lesson take grains foods out and put with other foods. Remember to replace them to teach grains lesson.

**Foods kits were custom made from several different play foods. Grains kit was custom made. If you need replacement foods contact Darlene at 435-840-4404.

Large flat plastic bag with:
- Serving Size Comparisons Kit in Ziploc bag
- Clear Pocket Display Chart
- Clips to Hang Chart
- 11 x 17” Soaperhero posters

**Food, Fun and Reading – Cultural Adventures**

- Nine books for Food, Fun and Culture:
  - MyPlate - Bee-bim Bop! OR Cora Cooks Pancit
  - Fruit Group - The First Strawberries OR What can you do with a Paleta?
  - Vegetable Group - Gazpacho for Nacho, Tomatoes for Neela
  - Dairy Group - Because Dragons love Milk
  - Grains Group - Diary of a Wombat OR Mama Panya’s Pancakes
  - Protein Group - Rice and Rocks
- Two My Plate inflatable balls (contact Darlene 435-840-4404 for replacements)
- 16” globe inflatable ball
- Plastic strawberry toy
- 15” Jumbo chopsticks
- Beans Samples for protein lesson Rice and Rocks
- Two MyPlate paper plates for games
- Handwashing kit: Blacklight Flashlight, glitter bug lotion and powder, Those Invisible Germs book, two plush monsters, hand cookie cutter

**Handwashing Supplies**

Hand-i-wash in Large Denim Bag with Large Black light, glitterbug lotion and hand-i-wash – custom made – contact Darlene 435-840-4404 for replacement. Limited supplies)

**Additional Books to be Given at 2022 fall conference:**

The Good Egg (to replace Green Eggs and Ham) for Food, Fun and Reading Protein lesson. **We no longer have permission to use Green Eggs and Ham.**

Tomatoes for Neela (to be used as second option for Food, Fun and Reading-Cultural Adventures- Vegetable lesson).

**Policy, Systems, and Environment (PSE) Work**

Research shows that the best strategy for obesity prevention includes a combination of direct nutrition education, social marketing, and policy, system, and environment (PSE) work. According to the SNAP-Ed Plan Guidance FY 2017, “Using these three elements helps create conditions where people are encouraged to act on their [SNAP-Ed] education and awareness and where the healthy choice becomes the easy and preferred choice.” PSE is a required component of SNAP-Ed nationwide. It is intended to complement your teaching responsibilities
outlined in other chapters throughout this manual. Under most circumstances, all CBH counties must have at least one PSE project underway. PSE projects can be implemented by the CBH ambassador, supervisor, or a combination of these positions. Your PSE regional facilitator is also a great resource for PSE project discussion and support.

**Policy Work**

Policies are written organizational rules, guidelines, or courses of action. They are made in the public, non-profit, and business sectors. Policies can help guide behavioral changes for our target population.

**Create Better Health Utah (SNAP-Ed) Policy Work Examples**

A CBH Ambassador or supervisor joins the wellness committee at a school that offers Create Better Health Utah (SNAP-Ed) classes. The committee discusses writing a new school policy to require recess before lunch in elementary schools, so children are hungrier to eat enough lunch to fuel the rest of their day. The CBH Ambassador or supervisor reinforces the importance of this policy by reminding committee members that some low-income children may not have the opportunity to eat a full meal when they return home from school. Therefore, these students must have a good appetite and enough time to eat a nourishing lunch. The wellness committee agrees, and they move the policy forward.

**Systems Work**

System change is an unwritten, ongoing organizational change that impacts many people. System changes often alter how an organization or group of organizations conduct business. These changes often result in the adoption of a new intervention or new use of resources. System changes may come either before or after a policy change.

**Create Better Health Utah (SNAP-Ed) System Work Examples**

A CBH Ambassador or supervisor works with the local Extension Master Gardener Program to establish a system for gardeners to grow produce for the local food pantry. The CBH Ambassador talks with the pantry clients, staff, and gardeners to determine the best items to grow. The CBH Ambassador provides seeds and plants for the garden plots. The CBH Ambassador coordinates a distribution plan with the gardeners and pantry to ensure that the fruits and vegetables are distributed to clients while still very high quality. CBH Ambassadors report the number of pounds donated to the pantry.
Environment Work

Environmental changes are modifications to places where our target audience eat, work, play, live, eat, or shop for food. These changes will ultimately improve access or appeal for nutritious food and physical activity opportunities. Environmental modifications are not always changes made to the physical environment. They can also impact the social or economic environments.

Create Better Health Utah (SNAP-Ed) Environment Work Examples

A food pantry manager approaches a CBH Ambassador or supervisor with a concern that clients are not taking the dried beans or lentils. The CBH Ambassador uses the Create Healthy Choices Toolkit to nudge clients to select these items by placing the ‘healthy choice’ shelf sign in front of the beans and lentils. The CBH Ambassador also gives clients a recipe sample and recipe card, teaching clients how to use these products. A CBH Ambassador approaches a corner store manager about having more fresh fruits available for purchase. The manager complains that people never buy fresh fruit before it goes bad and is thrown away. The CBH Ambassador notices that the fresh fruit display is in the store's back corner on a dusty rack. The CBH Ambassador works with the store manager to purchase a few colorful baskets to place at the register with the fruit. After a few weeks, the manager notices that people impulse buy the fruit for a snack rather than candy bars.

Choosing PSE Projects

PSE projects may seem overwhelming to identify and start. The State Office and your supervisor can help determine the best PSE strategies for you and your community. CBH Ambassadors have the option to choose from pre-approved projects on the PSE Pick List or can work with the State Office to develop or contribute to a PSE strategy specific to their county.

PSE Pick List

The PSE Pick List is an approved list of PSE projects that any CBH Ambassador can implement. These projects are pre-approved because they contain all components required by the national SNAP-Ed guidelines, including the necessary tools for assessment, implementation, and evaluation. Several times per year, CBH Ambassadors interested in or actively implementing the PSE Pick List projects will receive essential training and updates via a Zoom conference call.

<table>
<thead>
<tr>
<th>PSE Goal</th>
<th>Associated Projects</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Healthy Pantries</td>
<td>Healthy Food Drives (includes Buy Dinner for Your Neighbor &amp; Buy Produce for Your Neighbor)</td>
<td>Increase availability of healthy foods in pantry.</td>
</tr>
<tr>
<td></td>
<td>Community Gardens (food is donated to the food pantry)</td>
<td>Increase availability of healthy foods in pantry.</td>
</tr>
</tbody>
</table>
### Create Healthy Choices in Food Pantries

Increase visibility and appeal of healthy foods in pantry.

### Create Healthy Choices in Retail Settings

Increase availability, visibility, and appeal of healthy foods in small retail settings.

### Healthy Checkout Lanes

Increase visibility and appeal of healthy foods in retail settings.

### Create Healthy Schools

#### Smarter Lunchroom Movements (SLM)

Increase visibility and appeal of healthy options in school cafeteria.

#### School Gardens

Increase availability of healthy foods in schools.

#### Captain Create Bulletin boards (will be piloted in 2022/2023)

Increase the appeal of healthy options and education in school cafeterias.

### PSE Strategies Not on the PSE Pick List

While the State Office tries to offer a variety of approved PSE projects, counties sometimes have needs beyond the scope of the PSE Pick List. **If you identify a need or project in your community that you would like to work on you must fill out the brief Create Better Health Utah (SNAP-Ed) Policy, Systems, and Environmental Strategies Action Plan form. This form can be found on the staff website under the PSE tab.** Once the form is returned to the State Office, a meeting will be scheduled between the CBH Ambassador, supervisor, and state PSE coordinator Brittney Johnson to discuss the project in more detail.

The point of the form and initial meeting is not to make county-specific projects more difficult, but to determine the following items:

- If the project is a true PSE strategy (many indirect activities are often misreported as PSE).
- If tools are already available that can be used to facilitate the project.
- If the project meets the federal requirements of an approved SNAP-Ed project.

**NOTE:** PSE projects must meet certain criteria to be funded with our federal funding. The best way to move forward with the project.

All PSE strategies not on the PSE Pick List requires the Create Better Health Utah (SNAP-Ed) Policy, Systems, and Environmental Strategies Action Plan form before moving forward. Any
PSE strategies reported in PEARs that are not on the PSE Pick List and do not have a filed form will be questioned immediately.

Create Healthy Pantries
Food pantry users experience a variety of barriers that prevent them from making healthy choices in the pantry. To help address these barriers, CBH Ambassadors can choose from various projects to make healthy options more available, visible, and appealing to pantry users. The most successful CBH Ambassadors will engage in at least one strategy to increase healthy food in a pantry (through community garden donations and healthy food drives) and use the Create Healthy Choices (Thumbs Up) nudge program to promote the healthy options.

Healthy Food Drives
A great way to increase the number of healthy foods in your local food pantry is to hold a community food drive that requests healthy options. CBH ambassadors and supervisors can conduct food drives in various locations, including Extension offices, farmers markets, local grocery stores, or throughout the community by dropping bags off at individual houses.
The first step to conducting a successful healthy food drive is to talk to your pantry manager about foods they would like to see donated that fit both their needs and the health guidelines of our program. Options may include low-sodium canned beans and vegetables, canned fruit packed in 100% fruit juice, whole grain cereals and pasta, nut butter, canned protein (tuna, salmon, chicken, etc.), and low-fat shelf-stable milk. It is also important to mention to the pantry manager and include all your marketing materials that all food donations are appreciated. We would not want to discourage people from donating, even if the items do not meet the healthy guidelines.

Another key to a successful food drive is partnering with other organizations that will support and help promote the food drive. Extension agents will likely have a good idea of which local organizations may be interested in helping. Local grocery stores may also be willing to help by either donating specific foods or allowing you to leave a box and marketing materials requesting the healthy items.

You may also support an organization that has an established healthy food drive. You can provide technical support like suggesting that the food drive encourages healthy food donations. You may also help the organization connect with a pantry partner that is in need of more healthy food donations.
You can find some marketing materials for healthy food drives on the staff website under the PSE tab. You can edit the posters to include the items your pantry has requested, as well as your pantry’s name and logo. If you need something other than the materials available, the State Office must approve them before distribution.

**Buy Dinner for Your Neighbor**

Another version of a healthy food drive is the *Buy Dinner for Your Neighbor* program. This program requires a partnership between Create Better Health Utah—SNAP-Ed, a local grocer, and food pantry. For this program, the CBH Ambassador prepackages recipe bags at the grocery store with all the ingredients needed to make a meal. A recipe for how to prepare the meal is also included. These bags are for sale for a set price at the grocery store (price is determined by the store). Customers are encouraged to buy a meal bag for themselves and then donate one to the local food pantry. The CBH Ambassador must be considerate of the types of products being donated to the food pantry. Recipes with all non-perishable items are ideal, but some pantries may be able to manage some perishable ingredients. Talk to your local pantry to see what works for them. The CBH Ambassador must coordinate the packaging and distribution of the bags to the pantry. The most successful CBH Ambassador will have a booth where the bags are being sold to talk to customers about the program and let them sample the recipe that the bag will make.

You can order a large standing or hanging *Buy Dinner for Your Neighbor* banner from the State Office. It can be customized to include the name and logo of the grocery store and pantry you are partnering with.
Buy Produce for Your Neighbor
You can also use the adaptation of “Buy Dinner for Your Neighbor” at farmers market called “Buy Produce for Your Neighbor.” This program requires a partnership between Create Better Health Utah—SNAP-Ed, a local farmers market, and food pantry. Customers are encouraged to buy extra produce and donate it to the food pantry. Talk to your local pantry to see how to best arrange the donation delivery process and to make sure they have capacity to receive the donated produce. The CBH Ambassador must coordinate delivery of the produce to the pantry. The most successful CBH Ambassador will have a booth at the farmers market where he or she can talk to customers about the program and will have buy-in from vendors who will post marketing materials at their booths. It is important to work with your farmers market to make sure that the program is allowed at your market.

You can order a large standing or hanging Buy Produce for Your Neighbor banner from the State Office. It can be customized to include the name and/or logo of the grocery store and pantry you are partnering with. You can also order smaller hanging banners for vendor booths and an arrow pointing to where donations are collected.

Examples of promotional materials you can order for Buy Produce for Your Neighbor

strategy for create healthy pantries. Getting produce from the garden donated to the local food pantry is another effective approach to increasing the amount of fresh produce available for pantry users. There are a couple of ways you can engage in community garden work:

- Coordinate a day and time for garden members to harvest and leave their excess produce for the local food pantry. During that day and time, the CBH Ambassador should go to the garden, pick up the produce and deliver it to the pantry. It is important to ensure the quality of the produce is still high, so providing coolers to the garden for people to leave their produce would be helpful. Make sure to coordinate with the pantry manager about receiving the produce. If they do not have adequate refrigeration, consider bringing the produce to the pantry during a distribution time.
• Grow a row for the hungry. Work with other local agencies to plant, maintain, and harvest produce specifically for the food pantry. While some CBH Ambassador time and resources can be used to help maintain a garden plot, the most successful programs will have partners to also assist with the production. Volunteer groups from other areas of Extension including 4-H and the master gardeners are potential partners to explore.
• Work with your local community garden organizers to identify other potential ways to help get garden produce to our priority population.

Create Healthy Choices in Food Pantries (Thumbs Up for Healthy Choices)
Hopefully your efforts to increase the amount of healthy foods in the pantry have started to pay off! To help pantry clients easily identify and select the healthy options that are available in their pantry, CBH Ambassadors can use a variety of strategies outlined in the Create Healthy Choices Food Pantry Toolkit, formally the Thumbs Up for Healthy Choices Food Pantry Toolkit. The aim of the Create Healthy Choices program is to make healthy options more visible and appealing to pantry users. Create Healthy Choices promotes items that are high in vitamins, minerals and fiber and low in sodium, added sugar, and saturated and trans fats. The Create Healthy Choices Food Pantry toolkit contains everything you need to know to identify and promote the healthy options. Included in the toolkit are suggestions on how to approach the pantry manager, a healthy pantry assessment tool, nutrition criteria for the foods that can be labeled as healthy, and a description of the program components available to you as an CBH Ambassador.

Available Tools:
Create Healthy Choices Toolkit-Food Pantries
This includes everything you need to know to successfully implement Create Healthy Choices in a pantry setting. 

http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

For a short training video series visit:
https://www.youtube.com/playlist?list=PL-KHilFp_Dhi2IM-KCWbA2m7Nd65mv4tp

Nutrition Environment Food Pantry Assessment Tool
This is used to assess what the pantry is already doing to promote client nutrition, as well as help pantry managers determine what things they would like to do that you can assist with. Be sure to let the pantry know that you the purpose of the assessment is to evaluate Create Better Health (SNAP-Ed) and our work, not their pantry.
It is required that you conduct this assessment when you begin to work with a pantry (or at the beginning of each fiscal year), as well as when you complete your work with the pantry (or at
the end of the fiscal year). The pantry will receive a score each time you conduct the assessment. Your goal is to see an increase in their score which will indicate an increase in the number of things the pantry is doing to improve client health and nutrition.

http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

See section 8 for details on how to use and report findings from the Health Food Pantry Assessment Tool.

Promotion Tools
Once you conduct your food pantry assessment tool you can begin using the Create Healthy Choices tools to promote healthy foods. Every pantry is set up a bit differently. In response to this variety of pantry settings, Create Better Health Utah (SNAP-Ed) has developed a myriad of promotion tools you can use to help pantry clients easily identify healthy options. Use any combination of the items below to make the program visible. Below is a table that includes each of the available tools, how to use them, as well as how to obtain them.

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to Obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelf Talkers</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Place directly on shelf in front of healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>2” square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4” square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1x3” strip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelf Labels</td>
<td><img src="image2.png" alt="Image" /></td>
<td>Contain different messages to help clients make a healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>1 x 6” strips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set of 8 different messages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Clips</strong></td>
<td>Use to attach shelf talkers onto the shelves.</td>
<td>Order from State Office.</td>
<td></td>
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<tr>
<td>-----------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Shelf Educators</td>
<td>Contain nutrition &amp; use highlights for common food pantry items.</td>
<td>Available on staff website.</td>
<td></td>
</tr>
<tr>
<td>29 educators</td>
<td></td>
<td>Print at county office.</td>
<td></td>
</tr>
<tr>
<td>4x6”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tip Sheets</strong></th>
<th>Contains a variety of ideas on how to use common food pantry items.</th>
<th>Available on staff website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 tip sheets</td>
<td></td>
<td>Print at county office.</td>
</tr>
<tr>
<td>4x6”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8x11”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recipe Cards</td>
<td>Editable template to add food pantry friendly recipe</td>
<td>Available on staff website. Print at county office.</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Single or double sided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4x6”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2x4”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster Templates</td>
<td>Editable poster template that can be used for pantry specific needs</td>
<td>Print at county level or order through State Office.</td>
</tr>
<tr>
<td>8x11”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11x17”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>Large banners to educate pantry users about the program. Should be used in all pantries.</td>
<td>Order from State Office.</td>
</tr>
<tr>
<td>Standing Banners (horizontal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanging Banners (vertical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Order</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Posters 11x17”</td>
<td>Information posters to educate pantry users about the program. Available in English &amp; Spanish</td>
<td>Order from State Office</td>
</tr>
<tr>
<td>Information Cards 4x6”</td>
<td>Cards to educate pantry users about the program. Place a stack where people sign in for pantry services. Available in English &amp; Spanish</td>
<td>Order from State Office</td>
</tr>
<tr>
<td>Grocery Cart Signs &amp; Holders</td>
<td>Grocery cart signs and holders to educate pantry users about the program. Available in English &amp; Spanish</td>
<td>Order signs and holders from State Office</td>
</tr>
</tbody>
</table>
**Prepackaged Recipe Bags**

Another option that some CBH Ambassadors have used to help increase the selection of healthy foods is to pre-package bags with ingredients needed to make a healthy Create Better Health Utah (SNAP-Ed) recipe. You can order strong, clear bags from the State Office for this strategy. Often the pantry will not have all the ingredients needed to make the total recipe. In this case, be sure to indicate on the recipe card which ingredients are included, and which ingredients still need to be obtained. This is a great strategy to use if the pantry has a lot of an item that fits the Create Healthy Choices guidelines that they are hoping to move out of the pantry. This can be an excellent strategy to help people make the Healthy Choice when pantries are not allowing their participants to select items inside the pantry.

**Nutrition Education Booths**

A hugely important part of a successful Create Healthy Choices program in a food pantry is a nutrition education booth. Booths are an opportunity to talk to pantry users about the Create Healthy Choices program and the importance of making healthy choices. When possible, offer a
recipe sample for pantry users to try while they wait. This is also a good opportunity to recruit participants for other Create Better Health Utah (SNAP-Ed) classes or programs you are holding.

**Create Healthy Stores**

Another PSE option for CBH Ambassadors is to create healthy store environments. The goal of our healthy store PSE initiative is to improve the availability, visibility, and appeal of healthy options in small retail settings like corner stores, convenience stores, or small grocers. This work can be conducted using a variety of strategies in our Create Healthy Choices Retail Settings Toolkit, previously known as the Thumbs Up for Healthy Choices Retail Settings Toolkit.

Similar to our food pantry work, Create Healthy Choices uses simple marketing strategies that are known to increase the selection of targeted items. The strategies in the toolkit have been used in retail settings for decades, but the big difference is we are using them to promote healthy foods. We use the same logo and many of the same promotion tools in both retail and pantry settings to increase the recognition of our program by our priority audience.

The Create Healthy Choices Retail Settings Toolkit includes everything you need to locate an eligible and interested store, discuss potential strategies with the store manager/owner, assess the current food environment, identify healthy foods, and determine the marketing strategies the store owner is interested in trying. Any store working with the Create Healthy Choices program must accept SNAP benefits.

Here are some of the tools you will need to get started to create healthy stores:

**Store Owner Interview**

http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

Use this survey to get to know the store owner better and to learn what challenges he or she may face and how Create Better Health Utah (SNAP-Ed) can help.

<table>
<thead>
<tr>
<th>Date:</th>
<th>CBH Ambassador Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store Name:</td>
<td>Name of Owner:</td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
</tbody>
</table>

How long have you owned or managed this store? ________ years _________months

What are the 3 top-selling items in your store, including nonfood items?

1. 
2. 
3. 
Are there any healthier items that you are interested in selling? _____ Yes _____ No

If so, what are they?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What makes it hard to carry more healthy foods in your store?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How can we best help you offer and sell healthier foods?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Thank you for your time!

Store Observation Form**

http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

After the store owner has agreed to participate, it’s helpful to assess what products the store currently stocks and promotes, what healthy options are already available, and where there is room for improvement. You will conduct this same assessment two times. Once at the beginning of your work with the store (or beginning of the fiscal year) and again at the end of the fiscal year. Your goal is to see an increase in the total score by the end of the fiscal year (or when you finish your work with the store). You will enter the score of baseline and follow-up assessment into PEARs to show the work you have done through the year.

See Section 8 for details on how to use and report the Store Observation Form.

Healthy Retail Strategies Pick List

http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

There are many ways to improve the sale of healthy foods and beverages. Below are a variety of strategies that have been shown to improve the sale of targeted items. Go through the list
with store owners/managers and identify which options they are interested in trying. You may also brainstorm with the owners/managers to come up with other ideas that work better for their location!

### Product Placement Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place fruits and vegetables at the front of the store, in a highly visible location.</td>
</tr>
<tr>
<td>Offer ready to eat fruits or vegetables, i.e. bananas, oranges, washed apples, baby carrots right at the cash register.</td>
</tr>
<tr>
<td>Place non-perishable healthy snacks, i.e. baked chips, granola bars, etc. right next to the cash register instead of high sugar candy bars.</td>
</tr>
<tr>
<td>Display water, or other low-calorie drinks at eye level in the refrigerated section.</td>
</tr>
<tr>
<td>Place whole grain cereals at eye level. Move sugary cereals to higher shelves, out of the eye level of small children.</td>
</tr>
<tr>
<td>Place whole grain products at eye level.</td>
</tr>
<tr>
<td>Place low-sodium, or no salt added canned vegetables at eye level.</td>
</tr>
<tr>
<td>Place canned fruits packed in 100% fruit juice at eye level.</td>
</tr>
</tbody>
</table>

### Product Promotion Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote all healthy foods and beverages using Create Healthy Choices signage on shelves and refrigerators.</td>
</tr>
<tr>
<td>Use Create Healthy Choices shelf educators to teach consumers how to identify the healthier options (i.e. look for reduced sodium beans, look for whole grain pasta, etc.)</td>
</tr>
<tr>
<td>Remove unhealthy food advertising from the entry door and store. Replace with Create Healthy Choices posters and banners.</td>
</tr>
<tr>
<td>Offer recipes for healthy products throughout the store. Place recipes close to the foods they utilize.</td>
</tr>
<tr>
<td>Create recipe kits that contain all the necessary ingredients and the recipe card. Promote these recipes at nutrition education booths in the store (see below).</td>
</tr>
<tr>
<td>Promote only water and low-calorie beverages in circulars and other in-store advertising, instead of high calorie, sugar sweetened drinks.</td>
</tr>
<tr>
<td>Schedule weekly, or monthly Create Better Health Utah (SNAP-Ed) nutrition education booths with recipe samples in the store.</td>
</tr>
</tbody>
</table>
Promote Create Better Health Utah (SNAP-Ed) education booths and recipe sampling on local radio stations, newspapers, and other local outlets to advertise.

### Product Availability Strategies

| Stock low-sodium, or no salt added canned goods, i.e. vegetables, beans, broth, soups, etc. |
| Stock canned fruit packed in 100% fruit juice, or water. |
| Stock at least two healthy snacks, i.e. whole grain pretzels, low-sugar granola bars, low-fat yogurt, unsweetened dried fruit, etc. |
| Stock 100% whole grain products, i.e. brown rice, whole grain pasta, oatmeal, 100% whole wheat bread. |
| Stock sugar sweetened beverages that are 16 oz. or smaller, i.e. soda, energy drinks, fruit drinks, etc. |

### OTHER STRATEGIES OF INTEREST

Create Healthy Choices (Thumbs Up) Retail Setting Toolkit

Find more information on all of these tools as well as nutrition guidelines for identifying healthy foods in the Create Healthy Choice Retail Toolkit.

[http://extension.usu.edu/fscreate/](http://extension.usu.edu/fscreate/) under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

**Nutrition education booths- VERY IMPORTANT!!**

Having a physical presence at the store to promote the new marketing strategies and/or new healthy foods that are available will be essential to a successful store intervention. It is recommended that you set up a regular schedule to have a nutrition education booth at the store. For example, let customers know that Create Better Health Utah (SNAP-Ed) will be at the store every other Saturday with great nutrition education and a delicious recipe sample. The booth can provide information to the consumers about how to make healthy choices, as well as
an explanation of the Create Healthy Choices program. If time and budget allow, preparing a sample or doing a recipe demonstration at the store will also likely increase the sale of the item(s) being featured.

**Promotion Tools:**

Once you conduct your interviews, store observation form, and healthy retail pick list you can begin using the Create Healthy Choices tools to promote healthy foods. Every store is set up a bit differently. In response to this variety of settings, Create Better Health Utah (SNAP-Ed) has developed a myriad of promotion tools you can use to help customers easily identify healthy options. Use any combination of the items below to make the program visible. The below table includes each of the available tools, how to use them, as well as how to obtain them.

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to Obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelf Talkers</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Place directly on shelf in front of healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>2” square</td>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4” square</td>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1x3” strip</td>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelf Labels</td>
<td><img src="image5.png" alt="Image" /></td>
<td>Contain different messages to help clients make a healthy choice. Available in English &amp; Spanish</td>
<td>Order from the State Office.</td>
</tr>
<tr>
<td>1 x 6” strips</td>
<td><img src="image6.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set of 8 different messages</td>
<td><img src="image7.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Clips</strong></td>
<td>Use to attach shelf talkers onto the shelves.</td>
<td>Order from State Office.</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Shelf Educators</strong>&lt;br&gt;29 educators&lt;br&gt;4x6”</td>
<td>Contain nutrition &amp; use highlights for common food pantry items.</td>
<td>Available on staff website&lt;br&gt;Print at county office.</td>
<td></td>
</tr>
<tr>
<td><strong>Tip Sheets</strong>&lt;br&gt;17 tip sheets&lt;br&gt;4x6”&lt;br&gt;8x11”</td>
<td>Contains a variety of ideas on how to use common food pantry items.</td>
<td>Available on staff website.&lt;br&gt;Print at county office.</td>
<td></td>
</tr>
<tr>
<td><strong>Recipe Cards</strong>&lt;br&gt;Single or double sided&lt;br&gt;4x6”&lt;br&gt;2x4”</td>
<td>Editable template to add food pantry friendly recipe</td>
<td>Available on staff website.&lt;br&gt;Print at county office.</td>
<td></td>
</tr>
<tr>
<td>Poster Templates</td>
<td>Editable poster template that can be used for pantry specific needs</td>
<td>Print at county level or order through State Office.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8x11” 11x17”</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>[Image]</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>[Image]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banners</td>
<td>Large banners to educate pantry users about the program. Should be used in all pantries.</td>
<td>Order from State Office.</td>
<td></td>
</tr>
<tr>
<td>Standing Banners (horizontal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hanging Banners (vertical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters 11x17”</td>
<td>Information posters to educate pantry users about program. Available in English &amp; Spanish</td>
<td>Order from State Office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Image]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Image]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

150
<table>
<thead>
<tr>
<th>Information Cards 4x6”</th>
<th>Cards to educate pantry users about the program. Place a stack where people sign in for pantry services. Available in English &amp; Spanish</th>
<th>Order from State Office.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery Cart Signs &amp; Holders</td>
<td>Grocery cart signs and holders to educate pantry users about the program. Available in English &amp; Spanish.</td>
<td>Order signs and holders from State Office.</td>
</tr>
<tr>
<td>Pantry Staff/volunteer information sheet</td>
<td>3-page sheet that describes MyPlate and the Create Health Choices program for food pantry volunteers/staff</td>
<td>Order from State Office or print at county office.</td>
</tr>
<tr>
<td>Healthy Snacks/Swaps/Choice/Lunch Posters</td>
<td>1-page posters that give ideas for healthy lunches, snacks, drinks, and swaps.</td>
<td>Print at county level or order through State Office.</td>
</tr>
</tbody>
</table>
Recipe Bags
See description below
Order from State Office
(bag only, recipes not included)

Healthy Checkout Lanes
If it isn’t feasible to implement the Create Healthy Choices-Retail strategy in an entire store, CBH ambassadors may create a Healthy Checkout Lane. The ambassador will work with the retail partner to provide all healthy choices in a checkout lane. Below is an example of a Create Better Health checkout lane in Kane County.

See Section 8 for details on how to evaluate and report your work with the Create Healthy Stores.

Create Healthy Schools
PSE initiatives that make healthy choices easier for youth audiences are just as important as those geared towards adults. Create Better Health Utah (SNAP-Ed) youth PSE efforts are focused in school settings where youth spend a lot of their time and make many food choices from a young age.

Smarter Lunchroom Movement (SLM)
The Smarter Lunchroom Movement (SLM) is a PSE effort that was developed by Cornell University and is used by over 30,000 schools nationwide. The goal of SLM is to nudge or encourage students to make healthier choices in the cafeteria. The program has been shown to increase participation in the national school lunch program, reduce food waste, and increase
students’ intake of healthy foods. SLM offers over 60 low-cost, effective strategies that cafeterias can apply to increase the selection of healthy foods in the cafeteria. SLM promotes fruits, vegetables, nutrient dense entrees, whole grains, and low-fat unflavored milk. Part of the reason for SLM’s popularity is it has shown to increase the selection and intake of these healthful items without reducing the overall selection available to the students.

Utah is excited to become part of the Smarter Lunchroom Movement. The implementation of SLM is a partnership between Create Better Health Utah—SNAP-Ed, Utah School Board of Education Child Nutrition Programs, and the Utah Department of Health.

**Smarter Lunchroom Movement Tools**
All SLM tools are developed by Cornell University.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>How to obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Lunchroom Handbook</td>
<td>Comprehensive, detailed look at the SLM. Contains detailed information about the program’s guiding principles and objectives, effective cafeteria strategies, the Smarter Lunchrooms Scorecard, the path to successful implementation.</td>
<td>Order from State Office</td>
</tr>
</tbody>
</table>
| **Smarter Lunchrooms Scorecard** | Contains 60 simple, no-cost or low-cost strategies that lunchrooms can use to increase participation, improve intake of healthy food, and reduce food waste.  

The scorecard is used to track improvements made to the cafeteria throughout the year.  

*Using and reporting scorecard results is required.* | An online scorecard tracker is available online.  
If you prefer a laminated scorecard you can write on, order it from the State Office. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smarter Lunchroom Magnet Sets</strong></td>
<td>Allows you and the interested cafeteria/school visualize the changes they would like to make as part of SLM.</td>
<td>Order from the State Office. Counties with multiple CBH Ambassadors are encouraged to share a single set of magnets.</td>
</tr>
<tr>
<td><strong>School Gardens</strong></td>
<td>One of the strategies included in the Smarter Lunchroom Movement scorecard is that children are involved in the process of growing food. Create Better Health SNAP-Ed may support school gardens in a variety of ways. They may help SNAP-Ed qualifying schools to establish a garden. It is best if the CBH ambassadors work with Extension faculty who oversee horticulture and the Master Gardener program, if possible. CBH ambassadors may also take the students on a taste tour of the garden and utilize the garden produce in their youth direct education classes.</td>
<td></td>
</tr>
</tbody>
</table>
Captain Create Cafeteria Bulletin Boards

With school approval Create Better Health can support health education in a cafeteria setting. The Smarter Lunchroom Movement is a great way to do this. If sites are apprehensive or unable to approve this project, a Captain Create Bulletin Board may be an option. Create Better Health donates a 48”X36” bulletin board to the school cafeteria. Ambassadors visit the site monthly and decorate the board with supplies from the Captain Create bulletin board kit. This kit corresponds with the CBH Captain Create youth curriculum. Monthly site visits allow the ambassador to swap out topics and provide indirect education at a cafeteria site.

See Section 8 for details on how to evaluate and report your work with the Create Healthy Schools.

Indirect Education

Indirect education is the distribution of information and resources that are not considered direct education or social marketing. Sharing recipes, informative fact sheets, or newsletters are types of resources that provide education and information but are not as comprehensive as a direct education class. Our biggest area of indirect education is social media. CBH has an amazing social media team that creates high-quality content which is sent out across multiple statewide social media platforms. However, there are many opportunities in local communities to provide indirect education. Things like newsletters distributed in the local library, recipes handed out at food pantries, fact sheets at farmer’s markets, or county Facebook pages. The distribution of pass-along cards or recruiting events that promote the Create Better Health program would also be indirect education. The reach is the most important part of indirect reporting.

CBH is invited to participate in many activities, but care should be taken to determine if this activity is a good, better, or best use of an ambassador’s time and program resources. Indirect education intends to encourage greater participation in other program areas. An ambassador’s efforts put toward this type of activity should be evaluated to decide if it is
reaching the CBH target population and that outcome of efforts will benefit overall programming.

Indirect activities may be associated with a PSE site. When you distribute educational or recruiting materials in a location that is also a PSE site you will also need to enter a date and short description of the event in the PSE site report.

**Guidance for reporting Indirect Education in PEARs**

When reporting indirect activities there are a couple of options. They could be reported by Site, Materials, or the Actual Activity. This would mean that sometimes the umbrella of the activity would be the site, other times it may be the material that is distributed to different sites, and other times it may be the actual activity itself. Step by step instruction for PEARs entry can be found in Section 8.

**Preferred methods for a recurring activity**

**Reporting the SITE as the umbrella.**

A good example is the farmers' market. This is a project where the ambassadors go weekly, hand out food samples, recruitment flyers, and do for BPFYN. Intervention channels and materials distributed will vary, but it will be reported as "X County Farmers Market". Intervention channel and reach will capture when, what, and how many. The report would look something like the images below.
Reporting the MATERIAL as the umbrella.

An ambassador does a Food, Fun, and Reading newsletter and distributes it to two libraries, a Head Start, and a preschool. The entry would be "Food, Fun, and Reading Newsletter" and each month the total number of newsletters delivered could be reported in the intervention channels. Use the intervention channels to listing the total number of newsletters distributed to each site, or lump them all together for a monthly total.
### Food Fun Reading Newsletters

<table>
<thead>
<tr>
<th>Reporting Periods</th>
<th>SNAP-Ed 2021 (October 1, 2020 - September 30, 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Name</td>
<td>Food, Fun, and Culture</td>
</tr>
<tr>
<td>Unit</td>
<td>Kane (County)</td>
</tr>
<tr>
<td>COVID-19 Impact</td>
<td>No Impact due to COVID-19</td>
</tr>
<tr>
<td>Food Demonstration?</td>
<td>Yes</td>
</tr>
<tr>
<td>Recipes</td>
<td>Not Specified</td>
</tr>
<tr>
<td>Intervention Topics</td>
<td>Not Specified</td>
</tr>
<tr>
<td>Start Date</td>
<td>06/01/2021</td>
</tr>
<tr>
<td>End Date</td>
<td>07/30/2021</td>
</tr>
</tbody>
</table>

### Intervention Channels and Reach

<table>
<thead>
<tr>
<th>Channel</th>
<th>Description</th>
<th>Site</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hard copy materials (e.g. flyers, pamphlets, activity books, posters, banners, postcards, recipe cards, or newsletters for mailings)</td>
<td>June 1-6</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Hard copy materials (e.g. flyers, pamphlets, activity books, posters, banners, postcards, recipe cards, or newsletters for mailings)</td>
<td>June 7-13</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Hard copy materials (e.g. flyers, pamphlets, activity books, posters, banners, postcards, recipe cards, or newsletters for mailings)</td>
<td>June 14-20</td>
<td>40</td>
</tr>
</tbody>
</table>

**Reporting single occurrence activities**
**ACTUAL ACTIVITY as the umbrella.** (An activity that has various sites, outlets or occurs only one time)

A good example of this is when there are multiple activities supporting an event. There are different ways people are being reached with this project, but it all falls under the umbrella of the ‘Quick and Easy Recipes’. Setting up one activity, "CBH Quick & Easy Recipes" with various intervention channels is a good way to report it. (i.e. radio, social media, etc)

There are also opportunities to participate in county fairs and other community events that happen once or twice a year. In this situation, you will report by Actual Activity. Title the report according to the activity taking place. Such as ‘Cache County Fair’. The intervention channel will provide a place to add what took place and the reach from the one-time event.

---

**2021 Duchesne County Fair Family Fun Night Blender Bikes and Stroll or Roll**

- **Reporting Periods**: SNAP-Ed 2021 (October 1, 2020 - September 30, 2021)
- **Intervention Name**: Create Better Health
- **Unit**: Duchesne (County)
- **COVID-19 Impact**: No Impact due to COVID-19
- **Food Demonstration?**: Yes
- **Recipes**: Create a Smoothie
- **Intervention Topics**: Not Specified
- **Start Date**: 08/10/2021
- **End Date**: 08/10/2021

**Intervention Channels and Reach**

<table>
<thead>
<tr>
<th>Channel</th>
<th>Description</th>
<th>Site</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community events / fairs - in which participated</td>
<td>Blender Bikes and Stroll or Roll</td>
<td>Roy Park</td>
<td>150</td>
</tr>
</tbody>
</table>

**New for FY 2022**- In the intervention channel, use the description to add the date and if relevant, a one or two-word description of the topic. For a recurring farmers’ market, it could look like this, 8.15- Berries.
A new section for indirect can be found in Custom Data. Ambassadors will include the program area the indirect activity is supporting here. In the drop-down menu, select the other program areas supported by this activity. See below for a description of each option.

**Custom Data**

Program Area Supported

- **Education**
- **PSE**
- **Recruitment**
- **Social Marketing Campaign**
- **Social Media**

**Progress**

- General Information
- Collaborators
- Custom Data
- Intervention Channels and Reach
- Mark as Complete

**Education** - An indirect activity that supports education teaches participants indirectly through conversation or printed materials. The conversation or materials shared include information about nutrition or physical activity from approved CBH materials. This can be distributed digitally, in conversation, or through printed materials, like a newsletter, fact sheets, or recipes.

**PSE** - An indirect activity that supports PSE provides additional information about classes or educational materials including recipes in a location that is also connected to a PSE activity. For example, a booth held at a farmer’s market where you are giving away fact sheets or recipes and collecting food for a food pantry. It would be reported in the PSE activity (date and pound of produce) and indirect activities (date and reach).

**Recruitment** - An indirect activity that supports recruiting allows ambassadors to recruit for classes or raise program awareness in the community. It could be collecting contact information or encouraging new or continued partnerships. Other examples include a podcast, radio interview, or TV appearances.

**Social Marketing Campaign** - An indirect activity that supports a social marketing campaign promotes and shares information related to a current social marketing campaign at a booth, radio, or TV appearance where the interview is about the current social marketing campaign. An example of this could be sharing ‘Eat Fresh, Buy Local’ materials at a county fair to encourage participants to visit the local farmers’ market.
**Social Media** - An indirect activity that supports social media includes Facebook insights, distribution of social media pass-along cards, or recipes with QR codes to connect with CBH social media sites at an event. If you distribute social media pass-along cards at the Weber County Fair and collect names for the CBH monthly newsletter, you would be supporting the social media team's efforts by driving more people to the CBH social media sites.

**Newsletter as Indirect Education**

The Create Better Health State Office prepares and delivers a monthly electronic newsletter to two lists of recipients. First, the Utah IGP and SNAP benefit email list (a collection of names provided by the Utah Department of Workforce Services which includes emails for the heads of households who meet the definition of intergenerational poverty and those who have signed up for SNAP benefits); and second, county emails (those gathered by ambassadors where SNAP-Ed audiences meet and people who self-subscribe from social media). Consequently, there is no need for a general Create Better Health newsletter at the county level. The Create Better Health monthly newsletter shares CBH lesson concepts, healthy recipes, and directs recipients to learn more about SNAP-Ed by contacting their county Extension office.

However, ambassadors may have a need or desire to send out smaller, more targeted, newsletters in the county. This is a decision that should be made with the supervisor. County-level newsletters would need to have a specific objective and an explicit recipient list. Examples might include sending a newsletter home with students who are taught in the elementary school setting, sending an email newsletter to adults who attended a Create Farm Fresh Food class, sending a newsletter to people who signed up for more information at a Farmers Market booth, etc. Newsletters can be a great way to keep in touch with local SNAP-Ed participants, especially if it informs them of upcoming Facebook classes or recipe demos they can use. It is important, however, to make sure the newsletter is county or class-specific and the recipients are a group separate from the ones receiving the Statewide version. Otherwise, this is a duplication of time and effort.

Newsletter templates for county audiences can be found on the Staff Website under Recruiting and Marketing.

**Facebook as a Method of Recruiting and Indirect Education**

Many communities in Utah use Facebook as a way to communicate town events, local activities, and regional information. If you work in a county that utilizes Facebook for other community announcements, and if you have reason to believe your target audience is using Facebook, you should consider having a county Create Better Health Utah (SNAP-Ed) Facebook page.

Hosting a county Create Better Health Utah (SNAP-Ed) Facebook page does not require a great deal of time or effort. The typical county page will share the educational and promotional material posted by our statewide social media CBH Ambassadors (Create Better Health Utah, Kids Create, and Create Better Health en español). The county CBH Ambassador should also
post upcoming events, classes, or farmers’ market information in their area. CBH Ambassadors are not asked to spend work hours creating content, taking pictures, or writing lengthy posts. They should be sharing the existing content and announcing upcoming events.

County CBH Ambassadors Who Provide Social Media

- Keep your page active. Post a minimum of two times per week. (This can include sharing Create Better Health Utah and Kids Create posts.)
- Check inbox and notifications daily for requests for information by participants, but that is the only time you should spend in notifications and messages.
- Have your target audience in mind every time you post. Be clear who you are talking to and be consistent in your outreach to SNAP recipients.
- Always be professional. You can use a friendly tone and humor, but steer clear of immature, faddish, or meaningless posts.
- Use appropriate stock photos. Always follow the license agreement (attribution or no, advertising, downloadable okay or not, etc.). A list of approved and readily available stock photos can be found on the staff website under Recruiting and Marketing Materials.
- Never post participants images without a signed Photo Release form. These can be found on the staff website under Misc Forms.
- Use hashtags as a sorting tool, not a fad. For example, label all recipes #SNAPEdRecipes, and you can even specify by labeling something multiple times. For example, a strawberry and yogurt parfait could be labelled: #SNAPEdSmoothies #SNAPEdFruityDesserts #SNAPEdRecipes.

  - (Facebook) www.facebook.com/createbetterhealthutah/
  - (Facebook) www.facebook.com/createbetterhealthkids/
  - (Facebook) www.facebook.com/createbetterhealthinspanish/
  - (Blog) https://createbetterhealthutah.org
  - (Blog) https://kidscreateutah.org/
  - (Blog) https://createbetterhealthenespanol.org
  - (Facebook) https://www.facebook.com/usuextension/

- You can also share helpful information from USU Extension. Remember to SHARE these posts, do not copy and paste.
- Don’t forget to report your efforts in PEARS. This is a great indirect education activity, and you should get credit for your efforts.

Individual counties should always report their Facebook numbers in PEARS. See section 8 for detailed instructions on how to retrieve your reach numbers from Facebook and enter your work into PEARS.
Farmers’ Market Booths

In addition to social media, another option for indirect education is to have a Create Better Health Utah (SNAP-Ed) nutrition education booth at select farmers’ markets throughout the state. Farmers’ markets that are approved to have a Create Better Health Utah (SNAP-Ed) booth are required to accept EBT/SNAP benefits and will ideally offer the Double Up Food Bucks incentive program. They should also be located in an area that is easily accessible to our priority population. Ambassadors may also use their booth as a location to receive donations for the Buy Produce for Your Neighbor program.

The goal of the farmers’ market nutrition education booths is to increase SNAP-Ed participants’ fruit and vegetable consumption through improving their nutrition knowledge and willingness to try new produce and to support PSE efforts, like Buy Produce for Your Neighbor. A secondary goal of the booth is to increase awareness of Create Better Health Utah (SNAP-Ed) and recruit participants for classes and other programming. These goals are reached through offering market patrons education about the different produce available at the market as well as a sample of a quick, easy, nutritious recipe that features seasonal fruits and vegetables.

You can find all the information you need to successfully identify a market location, gather supplies for your market booth, and plan your weekly nutrition education and recipe sample in the Create Better Health Utah (SNAP-Ed) farmers’ market booth toolkit. The toolkit is found on the CBH staff menu under the Farmers’ Market tab.

Remember, you must have approval from your supervisor and the State Office to have a Create Better Health Utah (SNAP-Ed) booth at your local farmers’ market.

In addition to the toolkit there are other tools available for your farmers’ market booth. You can access all these materials on the staff website under the Farmers Market Materials tab.

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers’ Market</td>
<td><img src="image" alt="Broccoli Image" /></td>
<td>33 fruit or vegetable posters. Each poster features a different fruit or vegetable and details nutrition, use, storage, selection, and preparation tips.</td>
<td>Order through the State Office or print at the county office.</td>
</tr>
<tr>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8x11” or 11x17”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Farmers’ Market Recipes - English

90 Food $ense tried and true recipes that feature seasonal fruits and vegetables.

Order from State Office or print at county office. Allow four weeks for printing and delivery.

Farmers’ Market Recipes - Spanish

Farmers’ market friendly recipes that have been translated into Spanish.

Available on the staff website. Order from State Office or print at county office. Allow four weeks for printing and delivery.

Farmers’ Market Recipe Template

A blank recipe template for farmers’ market recipes.

Fill out the recipe template. Order from the State Office or print at the county office.

Create Better Health Utah Recipe Book - Farmers’ Market edition

A recipe book with 24 seasonal recipes and other great information.

Order from State Office (if hard copies are available). Share PDF from staff website.

Social Marketing

Social marketing uses behavior theory and marketing techniques to influence a target audience to adopt a behavior that benefits the audience or society. In Create Better Health Utah—SNAP-Ed, social marketing serves as a support and reminder for what participants learn in class, a recruitment tool making more people aware of Create Better Health, and a strategy to help our target audience adopt the behaviors that we teach in our direct education classes. Below is the current social marketing project with the campaign’s messages and marketing mix. Social marketing in Utah is conducted by the State Office, which may request assistance from ambassadors to promote the campaign and possibly implement a health challenge.
Healthy Choices Create Better Health

This campaign uses the marketing mix to increase awareness of the Physical Activity Guidelines for Americans (PAGA), improve the audience’s attitudes and beliefs about physical activity, and increase the amount of time the audience spends being physically active.

The primary audience segment is parents of school-aged children who are eligible for SNAP-Ed (children qualify for free and reduced lunch program). The parents are planning on becoming more active and need a nudge to begin or are already active and need support to maintain or increase their level of physical activity. The campaign works complementary to the Create Better Health adult education series. Healthy Choices Create Better Health has two priorities: 1) Help the audience identify physical activities they enjoy and 2) reduce barriers to adopting a more physically active lifestyle.

Messages

The tagline for the campaign is “Your choice, your move.” There are four messages that campaign provides to help the target audience.

1. Start Small. Overdoing it when someone is new to physical activity, or different kind of exercise, can lead to burnout and giving up. Starting small can help the participants set realistic expectations and find success as they get into a new routine.

2. Move Your Way. It is hard to keep up a habit if you do not enjoy doing it. One of the best ways to help people get moving more is to help them figure out what they enjoy doing. When you like it, you are more likely to do it.

3. Plan Time to Be Active. Many of your participants are busy. Planning time to be active can help them make it a priority. It is especially helpful if the physical activity can be associated with something they already do. For example, if they must wait for their child at soccer practice, they can take a walk around the field instead of waiting in the car.

4. Be social. Having a workout buddy is often helpful. Not only can it make the physical activity more enjoyable, but it can also create a sense of accountability. They don’t want to let your friend or family member down.
## Health Challenge Toolkit

### Resources

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
<th>Use</th>
<th>How to obtain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar-Direct Education Class 4-week Challenge (English &amp; Spanish)</td>
<td><img src="calendar_image.png" alt="Calendar Image" /></td>
<td>Invite class participants to do the 4-week challenge during the CBH series to reinforce physical activity behavior change.</td>
<td>Print from staff menu in the social marketing section.</td>
</tr>
<tr>
<td>Community Challenge Kit (English &amp; Spanish)</td>
<td><img src="community_challenge_image.png" alt="Community Challenge Kit Image" /></td>
<td>Work with community partners to hold a community-wide challenge.</td>
<td>Access materials, including the toolkit, on the staff website under the social marketing tab.</td>
</tr>
<tr>
<td>Handout - Create an Active Winter</td>
<td><img src="handout_image.png" alt="Handout Image" /></td>
<td>Use as support to physical activity portions of CBH lessons or as a handout at indirect education booths during the winter.</td>
<td>Order from the state office with other handouts.</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Availability</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Parking Stencil</td>
<td>Can be used at partner sites to identify parking spots that are far from entrances and require more walking.</td>
<td>The stencils have not been created as of August 2022, but will be available for checkout from the state office in the future.</td>
<td></td>
</tr>
<tr>
<td>Posters 8x11”</td>
<td>Promote the campaign and tagline. Encourage people to learn more at the website.</td>
<td>Order through the State Office or print at the county office.</td>
<td></td>
</tr>
<tr>
<td>Shopping Cart Placard</td>
<td>Can be placed at SNAP-Ed qualifying grocery stores or food pantries (prioritize Create Healthy Choices posters at pantries)</td>
<td>Order from State Office. Allow four weeks for printing and delivery.</td>
<td></td>
</tr>
<tr>
<td>T Shirts</td>
<td>Can be worn by ambassadors at events and in classes.</td>
<td>Request from the State Office (limited availability).</td>
<td></td>
</tr>
</tbody>
</table>
Water Bottles

Meant to be provided to CBH class participants who complete a series and also participate in a health challenge. There is a limited supply, and they are not to be used for indirect booths.

Request from State Office (limited availability).

There are also multiple Facebook post images that may be used by CBH ambassadors and the social marketing team. Please email LaCee Jimenez and Brittney Johnson, if you are interested in promoting the campaign through social media.

**County Efforts**

For the social marketing campaign to be most effective, we need help from county ambassadors and supervisors. Below are a few things you can consider doing to help.

**CBH AMBASSADORS:**
- Share campaign materials in classes and indirect activities
- Promote the target behavior in classes
- Hold a promotional event or challenge that supports the campaign message
- Gather local information for campaign handouts and materials
- Gather images and videos for promotional materials
- Share social media posts by the social media CBH Ambassador team
- Help identify local “Champions” for word-of-mouth marketing
- Assist with formative research data collection

**Supervisors:**
- Share campaign materials with community partners
- Write materials for the campaign (press releases, fact sheets, etc.)
- Oversee a promotional event or challenge that supports the campaign message
- Be a media liaison and share campaign messaging on a local news station or radio show
- Assist with formative research
Reporting
Social marketing is reported as one entry for each campaign in PEARS. LaCee Jimenez will take care of the state campaign report in PEARS, but she does need help from county ambassadors. Please fill out the Qualtrics survey that is linked below as you share, or wear, campaign materials. That will help the state office provide a more accurate reach estimate for the campaign.

https://usu.co1.qualtrics.com/jfe/form/SV_0N9vCp9KIsvlWhg

The survey will ask for the ambassador’s name, county, ways that the campaign was promoted, estimates for reach and impressions (if applicable), and feedback on the campaign. If you regularly share campaign materials, please report in Qualtrics each month. Please email LaCee Jimenez if you have any questions.
Section 8: Evaluation

Direct Education, PSE, Indirect & Social Marketing

Create Better Health Utah (SNAP-Ed) is a funded through the USDA Nutrition Education and Obesity Prevention Grant Program. Recipients of the grant funds are required to offer evidence-based programming that is based on the USDA Dietary Guidelines. Successful programming will improve healthy eating, physical activity behaviors and food resource management practices of the people reached. SNAP-Ed programs will also improve access to healthy foods and physical activity opportunities in locations where the target audience eat, play, work, live, learn and shop.

To show that our programming is reaching the goals of the grant program and positively impacting the lives of those we reach, we are required to evaluate and report program impacts annually. We use a variety of strategies to collect data including, but not limited to, participant surveys, parent surveys, environmental scan tools (for PSE efforts), and reach and impression estimates. We use the results from these strategies to assess and improve all areas of our programming. PEARS is our data management system where each CBH Ambassador is required to enter the data they collect from their programming. The State Office utilizes data from around the state for our annual reports, regional impact studies and further grant funding. It helps us expand our reach and further our goal of creating a healthier Utah. In short, evaluation keeps Create Better Health Utah (SNAP-Ed) running!

Create Better Health Utah (SNAP-Ed) has approved procedures and evaluation tools for each curriculum, PSE strategy, and indirect activity. It is required that CBH Ambassadors follow the approved procedures for all activities. The table below briefly outlines what you need for each specific program. Below the table you will find additional details. As we continue to make our programming better evaluation tools may change from time to time. Always feel free to reach out to the State Office with questions.

All the tools you need for program evaluation can be found at on the staff website. https://extension.usu.edu/fscreate/ à PEARS and Reporting OR Misc. Forms

All paper surveys should be ordered through the State Office via the supply order form. Use the tab for Ambassador Resources or Supervisor Resources and click the link supply order form. Fill out as necessary. Allow 2 weeks for your order to arrive.
<table>
<thead>
<tr>
<th>FY 2023 Evaluation Snapshot</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Education - Adult</strong></td>
</tr>
<tr>
<td>Create Better Health (CBH)</td>
</tr>
<tr>
<td>• Script</td>
</tr>
<tr>
<td>• Adult Roll</td>
</tr>
<tr>
<td>• 1st or 2nd lesson – pre-test.</td>
</tr>
<tr>
<td>• Final lesson (6th-8th lesson) – post-test</td>
</tr>
<tr>
<td>• In-between lessons-mid-series survey</td>
</tr>
<tr>
<td>• One-time lesson only – do one-time survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create Family Meals (CFM) &amp; Creaciones Script</th>
<th>Captain Create MyPlate/Create MyPlate (CMP)</th>
<th>Create Healthy Stores</th>
<th>Create Healthy Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Family Meals (CFM) &amp; Creaciones Script</td>
<td>Classroom Data Form- demographics.</td>
<td>• Baseline - Complete Store Observation Form.</td>
<td>• Baseline - Complete Store Observation Form.</td>
</tr>
<tr>
<td>Adult Roll</td>
<td>• 1st lesson-pre worksheet</td>
<td>• Follow-up – Complete Store Observation Form.</td>
<td>• Follow-up – Complete Store Observation Form.</td>
</tr>
<tr>
<td>1st lesson – pre-test. Final lesson (4th lesson)-post-test</td>
<td>Final Lesson-post worksheet and distribute youth letter for parents to complete survey in Qualtrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Create Healthy Gardens (CHG)
- Script
- Adult Roll
- Create Healthy Gardens survey. Distribute after each class.

Create Better Health (high school)
- Script
- Classroom Data Form-demographics.
- 1st lesson – pre-test.
- Final lesson (4th-8th lesson) – post-test
- In-between lessons-mid series survey
- One-time lesson only – do one-time survey.

Create Healthy Schools
Baseline - Complete a SLM scorecard assessment.
Follow-up - Complete a SLM scorecard assessment.

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**Evaluation Procedures & Survey Tools**

**Adult & Family Direct Education Evaluation**
(Create Better Health, Create Better Health en español, Create Family Meals, Creaciones en la Cocina, Create Healthy Gardens)

When a Create Better Health Utah (SNAP-Ed) class is offered to adults, participants should always be given the option to fill out a participant survey. This is a chance for us to collect data about our program. The data allows us to learn what parts of our curriculum are helping participants make behavior changes, as well as what areas need improvement. We use this data to improve our education and tailor it to fit our audience’s needs.

**Remember that participants should take pre-surveys before you begin teaching the lesson.**

**Method for Survey Distribution in Face-to-face Adult & Family Classes**

**Step 1:** Distribute Adult Roll and appropriate survey tool to participants. Read script to inform participants why they are being asked to complete the survey.

**Step 2:** Allow participants time to complete the survey. Collect completed tools.

**Step 3:** Ask anyone who came in late to sign in on the adult roll and give them the opportunity to complete the survey.

**Step 4:** Enter survey responses into PEARS. Mail the surveys and rolls to the state office each month.
**Method for Creating a Link to Survey in PEAR**

**IMPORTANT**: You will have to create the Program Activity entry in PEARs BEFORE you teach your class so that you have the link needed to share the survey.

- Log-in to PEARs
- TRACK a Program Activity

**Program Activity Information**

Create a new program activity

You will create a NEW program activity for each Facebook Live class you teach.

- **Program activity name**
  Give your program activity a name that makes it clear this is an online class
  i.e., Facebook Live Create Better Health – Class 1

- **Site**
  Select your Extension Office

- **Unit**
  Select your county

- **Skip COVID-19 Impact**

- **Method used to deliver this program**
  Select method that matches delivery method for series (e.g. webinar/online for virtual classes, face-to-face for in person classes)

- **Sessions**
  Add a session for each lesson, or teaching session, of the series
  Enter Date, Start Time, Length
  You will have to enter the # of participants after the class
  You are NOT using IM (Interactive Media), do not click

- **Comments**
  Add any comments about the class to help you remember details about the audience or class. It can be a great place to share information with the state office that doesn’t fit elsewhere in the program activity entry.

- **File Attachments**
  Attach photos of the classes, if available. Make sure that any people photographed have completed USU’s Photo Release Form.
COLLABORATORS
If you are working with another ambassador, this is where you can grant them access to view or view & edit the PEARS entry. To add a collaborator, do the following.

1) Click +Add Collaborator button
   a. Select the PEARS user who is collaborating with you
   b. Select access level (view only or view & edit)
   c. Briefly describe how the collaborator is helping with the program activity.

SNAP-ED CUSTOM DATA
1) Template
   a. Select the name of the curriculum you are teaching to autofill most of the SNAP-Ed Custom Data (review, correcting if needed, the following fields and continue at Step 9).
   b. If Template is not available continue to Step 2.
2) Intervention Name
3) Priority Indicators
   a. CBH: Healthy Eating Behaviors, Food Resource Management Behaviors or Physical Activity & Reduced Sedentary Behavior
4) Target audiences
5) Setting
   a. Select the session that best matches where you are teaching
      i. Online classes - For classes where your audience is likely viewing from home select LIVE, Other individual places or neighborhoods where people live.
6) Primary curriculum
   a. Select Create Better Health
7) Objectives
   a. Select appropriate objectives based on the lesson you are teaching
8) Intervention Topics
   a. Select appropriate topics based on the lesson you are teaching
9) Did this activity include a food demonstration/taste test?
   a. Select yes or no
10) What recipe was used
    a. Add class dates and recipes

EVALUATION
1) Did you perform any evaluations of this program activity?
   a. Click “Yes”
2) Click +Attach Survey
a. Select the survey that matches the class and curriculum (e.g. 2023 Spanish Create Better Health Pre/Post Survey for first lesson of Create Better Health en español, etc.)
b. Choose the correct Type (e.g. Pre for a Pre-survey)
c. Select the date of the session or class
d. Leave the name as-is and Save

3) Once you attach the survey click to link to create a link to your survey

**This is the link and QR code you will share through your classes to ask participants to take your survey. This is what you will see:

Completed survey data will automatically be added to your program activity. You will not have to enter the data from the surveys.

You will be able to see the responses, but you will not be able to edit anything.

![Attach Surveys](image)

**PROGRAM ACTIVITY DEMOGRAPHICS**

You will come back to this section after your lesson.

1) Total: To be determined (TBD)
2) Method used to determine demographic makeup of participants
   a. If you use the survey data provided by participants after your class select Actual Count
   b. If you do not have survey data and use data provided by Facebook select Estimated Count
3) Source of data
   a. Commercial market data on audience size
4) Age & Sex: TBD
5) Ethnicity – you can select unknown if you are unsure
6) Race - you can select unknown if you are unsure

**MARK AS COMPLETE**

You must keep the program activity open for participants to access the survey. Do not Mark as Complete until you feel no one else will complete the survey.

You need to enter participant demographics before you can mark it complete.
If you attach a survey and no one fills it out you will have to remove it from your program activity before you will be able to mark it complete.

Create Better Health/Create Better Health en español Classes

For the *Create Better Health* curriculum we currently use a pre-post survey model for classes. Participants complete a survey at the beginning of a series of *Create Better Health* classes and then answers the same questions in the last class of their *Create Better Health* series. For classes in between the first and last class we offer a short two question survey to gain more data on the participant’s experience. These surveys are available in English and Spanish on the staff website. Below are visuals of the English versions.
Create Better Health Pre-Survey
Distributed at the beginning of the FIRST class of a series. Can also be distributed at the beginning of the 2nd class for new participants.

CREATE BETTER HEALTH PRE SURVEY

First letter of first name: _____    First letter of last name: _____
Birth Month: _____    Birth Day: _____
For example, if you were born on May 1st you would write: Birth Month: 05    Birth Day: 01

Gender
○ Male
○ Female

Age
○ 18-59 years
○ 60+ years

Ethnicity
○ Hispanic
○ Non-Hispanic

Race (select all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black/African American
○ Native Hawaiian or Other Pacific Islander
○ White

How often in the past 12 months would you say you were worried or stressed about having enough money to buy nutritious meals?
○ All months
○ Some months
○ Never

In the past 12 months, how many months did anyone in your household receive benefits from a federal food assistance program? (SNAP, WIC, free and reduced lunch program, or any other federal food assistance program)
○ All months
○ Some months
○ Never

How many Create Better Health classes have you already attended this year? (including this one)
○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8 or more

How did you hear about the Create Better Health Program?
○ Social media
○ Friends or family
○ Community organization
○ School
○ Flyers or poster
○ Other, please explain: ____________________________________________
1. Prior to taking Create Better Health (SNAP-Ed) classes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stretch my food dollars so there is food to last the entire month.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I choose a variety of foods based on MyPlate recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I use the nutrition facts label to make food choices.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I shop with a grocery list.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I follow USDA food safety recommendations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I adjust meals to use foods I already have at home.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. How many times a day do you eat fruit?
   *(Include fresh, frozen, dried and canned fruit. Do not include juice.)*

- ☐ I rarely eat fruit
- ☐ Less than 1 time a day (couple times a week)
- ☐ 1 time a day
- ☐ 2 times a day
- ☐ 3 times a day
- ☐ 4 or more times a day

3. How many times a day do you eat vegetables?
   *(Include fresh, frozen and canned vegetables. Do not count french fries, potato chips or rice.)*

- ☐ I rarely eat vegetables
- ☐ Less than 1 time a day (couple times a week)
- ☐ 1 time a day
- ☐ 2 times a day
- ☐ 3 times a day
- ☐ 4 or more times a day

4. How often do you drink regular soda *(not diet)*, fruit punch, fruit drinks, sweet tea or sports drinks?

- ☐ Never
- ☐ 1-3 times a week
- ☐ 4-6 times a week
- ☐ 1 time a day
- ☐ 2 times a day
- ☐ 3 times a day
- ☐ 4 or more times a day

5. In the past week, how many days did you exercise for at least 30 minutes?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
6. What do think will make it difficult for you to follow MyPlate recommendations for nutrition and physical activity? Select all that apply.

- It is hard to find all food groups from MyPlate
- It is hard to find places to exercise
- Convenience and marketing of less healthy food options
- Difficulty knowing what food to choose when shopping
- Other, please describe ____________________________
- It will not be difficult to follow MyPlate recommendations

Are you willing to take a follow-up survey in 6 months to be entered in a drawing for a $250 prize?  
- Yes  
- No

Are you willing to take a follow-up survey in 1 year to be entered in a drawing for a $250 prize?  
- Yes  
- No

Are you interested in receiving our free Create Better Health Utah Newsletter?  
- Yes  
- No

If you answered yes to any of the above questions, please clearly write your email address.

Email: ____________________________

For Office Use Only:

Ambassador Name: ____________________________  Lesson: ____________________________

Location: ____________________________

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Create Better Health Mid-Series Survey
Distributed during classes in the middle of series, i.e., lessons 2-7.

CREATE BETTER HEALTH MID-SERIES CLASSES
Use during classes in the middle of a series

First letter of first name: _____  First letter of last name: _____
Birth Month: _____  Birth Day: _____
For example, if you were born on May 1st you would write:  Birth Month: 05  Birth Day: 01

Gender  Age  Ethnicity  Race (select all that apply)
○ Male  18-59 years  ○ Hispanic  ○ American Indian/Alaskan Native
○ Female  60+ years  ○ Non-Hispanic  ○ Asian

What, if anything, have you done to improve your eating habits since taking the Create Better Health class?

________________________________________

What, if anything, have you done to increase your physical activity since taking the Create Better Health class?

________________________________________

How would you rate the content of this class?
○ Poor  ○ Fair  ○ Good  ○ Very Good  ○ Exceptional

How would you rate the instructor of this class?
○ Poor  ○ Fair  ○ Good  ○ Very Good  ○ Exceptional

Would you like to receive our free Create Better Health newsletter?
If so, please clearly write your email address here:
Email: ____________________________________________

For Office Use Only:
Ambassador Name: ___________________________  Lesson: ___________________________
Location: _________________________________

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Create Better Health Post-Survey
Distributed at the end of the last class in a series.

First letter of first name: _____  First letter of last name: _____
Birth Month: _____  Birth Day: _____
For example, if you were born on May 1st you would write: Birth Month: 05  Birth Day: 01

Gender  Age  Ethnicity
○ Male  ○ 18-59 years  ○ Hispanic
○ Female  ○ 60+ years  ○ Non-Hispanic

Race (select all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black/African American
○ Native Hawaiian or Other Pacific Islander
○ White

How often in the past 12 months would you say you were worried or stressed about having enough money to buy nutritious meals?
○ All months  ○ Some months  ○ Never

In the past 12 months, how many months did anyone in your household receive benefits from a federal food assistance program? (SNAP, WIC, free and reduced lunch program, or any other federal food assistance program)
○ All months  ○ Some months  ○ Never

How many Create Better Health classes have you already attended this year? (including this one)
○ 1  ○ 2  ○ 3  ○ 4  ○ 5  ○ 6  ○ 7  ○ 8 or more

How did you hear about the Create Better Health Program?
○ Social media  ○ Friends or family  ○ Community organization  ○ School
○ Flyers or poster  ○ Other, please explain: ________________________________
1. After taking Create Better Health (SNAP-Ed) classes

| I stretch my food dollars so there is food to last the entire month. | Never | Seldom | Sometimes | Usually | Always |
| I choose a variety of foods based on MyPlate recommendations. |     |       |          |         |        |
| I use the nutrition facts label to make food choices. |     |       |          |         |        |
| I shop with a grocery list. |     |       |          |         |        |
| I follow USDA food safety recommendations. |     |       |          |         |        |
| I adjust meals to use foods I already have at home. |     |       |          |         |        |

2. How many times a day do you eat fruit?

*Include fresh, frozen, dried and canned fruit. Do not include juice.*

- I rarely eat fruit
- 1 time a day
- 2 times a day
- Less than 1 time a day (couple times a week)
- 3 times a day
- 4 or more times a day

3. How many times a day do you eat vegetables?

*Include fresh, frozen and canned vegetables. Do not count french fries, potato chips or rice.*

- I rarely eat vegetables
- 1 time a day
- 2 times a day
- Less than 1 time a day (couple times a week)
- 3 times a day
- 4 or more times a day

4. How often do you drink regular soda (not diet), fruit punch, fruit drinks, sweet tea or sports drinks?

- Never
- 4-6 times a week
- 1-3 times a week
- 1 time a day
- 2 times a day
- 3 times a day
- 4 or more times a day

5. In the past week, how many days did you exercise for at least 30 minutes?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
6. What made it difficult for you to follow MyPlate recommendations for nutrition and physical activity that you learned about in this series? Select all that apply.

- It is hard to find all food groups from MyPlate
- It is hard to find safe places to exercise
- Convenience and marketing of less healthy food options
- Difficulty knowing what food to choose when shopping
- Other, please describe ____________________________
- It was not be difficult to follow MyPlate recommendations

**How would you rate the content of this class?**

- Poor
- Fair
- Good
- Very Good
- Exceptional

**How would you rate the instructor of this class?**

- Poor
- Fair
- Good
- Very Good
- Exceptional

---

Are you willing to take a follow-up survey in 6 months to be entered in a drawing for a $250 prize?

- Yes
- No

Are you willing to take a follow-up survey in 1 year to be entered in a drawing for a $250 prize?

- Yes
- No

Are you interested in receiving our free Create Better Health Utah Newsletter?

- Yes
- No

*If you answered yes to any of the above questions, please clearly write your email address.*

**Email:** __________________________

---

*For Office Use Only:*

**Ambassador Name:** __________________________  **Lesson:** __________________________

**Location:** __________________________

---

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Create Better Health One Time Class Survey
Distributed ONLY during one-time classes that are not part of a series. Remember these types of classes should be limited and be used as a recruitment tool for a series.

CREATE BETTER HEALTH ONE-TIME SURVEY
Used in a class that is NOT part of a series

Gender
○ Male ○ 18-59 years ○ Hispanic
○ Female ○ 60+ years ○ Non-Hispanic

Race (select all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black/African American
○ Native Hawaiian or Other Pacific Islander
○ White

How often in the past 12 months would you say you were worried or stressed about having enough money to buy nutritious meals?
○ All months ○ Some months ○ Never

In the past 12 months, how many months did anyone in your household receive benefits from a federal food assistance program? (SNAP, WIC, free and reduced lunch program, or any other federal food assistance program)
○ All months ○ Some months ○ Never

How did you hear about the Create Better Health Program?
○ Social media ○ Friends or family ○ Community organization ○ School
○ Flyers or poster ○ Other, please explain: __________________________

What do think will make it difficult for you to follow MyPlate recommendations for nutrition and physical activity? Select all that apply.

○ Hard to find all food groups from MyPlate
○ Hard to find safe places to exercise
○ Convenience and marketing of less healthy food options
○ Difficulty knowing what food to choose when shopping
○ Other, please describe __________________________
○ It will not be difficult to follow MyPlate recommendations
Prior to taking Create Better Health (SNAP-Ed) classes

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stretch my food dollars so there is food to last the entire month.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I choose a variety of foods based on MyPlate recommendations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am physically active for at least 30 minutes, 5 days a week.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I adjust meals to use foods I already have at home.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

As a RESULT of what I learned today,

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to stretch my food dollars so there is food to last the entire month.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I plan to choose a variety of foods based on MyPlate recommendations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I plan to be physically active for at least 30 minutes, 5 days a week.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I plan to adjust meals to use foods I already have at home.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Are you interested in being contacted about free Create Better Health Utah (SNAP-Ed) classes in your area?  ○ Yes  ○ No

Are you interested in receiving our free Create Better Health newsletter?  ○ Yes  ○ No

If you answered yes to any of the above questions, please clearly write your email address.

Email: ____________________________

For Office Use Only:

CBH Ambassador Name: ____________________________
Location: ____________________________

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Create Family Meals/Creaciones en la Cocina Classes

For the Create Family Meals curriculum we also use a pre-post survey model for classes. Participants complete a survey at the beginning of a Create Family Meals series and then answers the same questions in the last class of their Create Family Meals series. For classes in between the first and last class we offer a short two question survey to gain more data on the participant’s experience. Only one person per family needs to complete a survey.

These surveys are also in Spanish on the staff website with the title of Creaciones en la Cocina.
Create Family Meals Pre-Survey
Distributed at the beginning of the first class in a series. Can also be distributed to new families during the second class.

CREATE FAMILY MEALS PRE SURVEY

First letter of first name: _____  First letter of last name: _____

Birth Month: _____  Birth Day: _____
For example, if you were born on May 1st you would write:  Birth Month: 05  Birth Day: 01

Gender  Age  Ethnicity
○ Male  ○ 18-59 years  ○ Hispanic
○ Female  ○ 60+ years  ○ Non-Hispanic

Race (select all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black/African American
○ Native Hawaiian or Other Pacific Islander
○ White

How often in the past 12 months would you say you were worried or stressed about having enough money to buy nutritious meals?
○ All months  ○ Some months  ○ Never

In the past 12 months, how many months did anyone in your household receive benefits from a federal food assistance program? (SNAP, WIC, free and reduced lunch program, or any other federal food assistance program)
○ All months  ○ Some months  ○ Never

How many Create Family Meals or Create Better Health (SNAP-Ed) classes have you attended this year? (including this one)
○ 1  ○ 2  ○ 3  ○ 4  ○ 5  ○ 6  ○ 7  ○ 8 or more
1. Prior to taking Create Family Meals (SNAP-Ed) classes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I stretch my food dollars so there is food to last the entire month.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>We eat meals as a family at least three times a week.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>We prepare meals at home at least three times a week.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I choose a variety of foods based on MyPlate recommendations.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I use the nutrition facts labels to make food choices.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I shop with a grocery list.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I follow USDA food safety recommendations.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I adjust meals to use foods I already have at home.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

2. How many times a day do you eat fruit?

(Include fresh, frozen, dried and canned fruit. Do not include juice.)

- ☑ I rarely eat fruit
- ☑ 2 times a day
- ☑ 3 times a day
- ☑ 4 or more times a day
- ☑ 1 time a day

3. How many times a day do you eat vegetables?

(Include fresh, frozen and canned vegetables. Do not count french fries, potato chips or rice.)

- ☑ I rarely eat vegetables
- ☑ 2 times a day
- ☑ 3 times a day
- ☑ 4 or more times a day
- ☑ 1 time a day

4. How did you hear about the Create Family Meals Program?

- ☑ Social media
- ☑ Friends or family
- ☑ Community organization
- ☑ School
- ☑ Flyers or poster
- ☑ Other, please explain:
Are you willing to take a follow-up survey in 6 months to be entered in a drawing for a $250 prize?

- Yes
- No

Are you willing to take a follow-up survey in 1 year to be entered in a drawing for a $250 prize?

- Yes
- No

Are you interested in receiving our free Create Better Health Utah Newsletter?

- Yes
- No

*If you answered yes to any of the above questions, please clearly write your email address.

Email: ________________________________

---

**For Office Use Only:**

Ambassador Name: ______________________ Lesson: ______________________

Location: ____________________________________________________________

---

**Extension**

Utah State University

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CREATE FAMILY MEALS MID-SERIES CLASSES
Use during classes in the middle of a series

First letter of first name: _____  First letter of last name: _____
Birth Month: _____  Birth Day: _____
For example, if you were born on May 1st you would write:  Birth Month: 05  Birth Day: 01

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Ethnicity</th>
<th>Race (select all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Male</td>
<td>☐ 18-59 years</td>
<td>☐ Hispanic</td>
<td>☐ American Indian/Alaskan Native</td>
</tr>
<tr>
<td>☐ Female</td>
<td>☐ 60+ years</td>
<td>☐ Non-Hispanic</td>
<td>☐ Asian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Black/African American</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐ White</td>
</tr>
</tbody>
</table>

What, if anything, have you done to improve your and your family’s eating habits since taking Create Family Meals classes?

________________________________________________________________________________________________________________________________________________________

What was the most valuable thing you learned at your last Create Family Meals class?

________________________________________________________________________________________________________________________________________________________

Would you like to receive our free Create Better Health newsletter? If so, please clearly write your email address here:

Email: __________________________________________

For Office Use Only:

Ambassador Name: ___________________________  Lesson: ___________________________
Location: ______________________________________________________

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Create Family Meals Post-Survey
Distributed at the end of the last class in a series.

First letter of first name: _____  First letter of last name: _____
Birth Month: _____  Birth Day: _____
   For example, if you were born on May 1st you would write:  Birth Month: 05  Birth Day: 01

Gender  Age  Ethnicity
○ Male  ○ 18-59 years  ○ Hispanic
○ Female  ○ 60+ years  ○ Non-Hispanic

Race (select all that apply)
○ American Indian/Alaskan Native
○ Asian
○ Black/African American
○ Native Hawaiian or Other Pacific Islander
○ White

How often in the past 12 months would you say you were worried or stressed about having enough money to buy nutritious meals?
○ All months  ○ Some months  ○ Never

In the past 12 months, how many months did anyone in your household receive benefits from a federal food assistance program? (SNAP, WIC, free and reduced lunch program, or any other federal food assistance program)
○ All months  ○ Some months  ○ Never

How many Create Family Meals or Create Better Health (SNAP-Ed) classes have you attended this year? (including this one)
○ 1  ○ 2  ○ 3  ○ 4  ○ 5  ○ 6  ○ 7  ○ 8 or more
### 1. After taking Create Family Meals (SNAP-Ed) classes

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
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<th>Usually</th>
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<tbody>
<tr>
<td>I stretch my food dollars so there is food to last the entire month.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>We prepare meals at home at least three times a week.</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>I follow USDA food safety recommendations.</td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. How many times a day do you eat fruit?

*(Include fresh, frozen, dried and canned fruit. Do not include juice.)*

- [ ] I rarely eat fruit
- [ ] 2 times a day
- [ ] Less than 1 time a day (couple times a week)
- [ ] 3 times a day
- [ ] 4 or more times a day
- [ ] 1 time a day

### 3. How many times a day do you eat vegetables?

*(Include fresh, frozen and canned vegetables. Do not count french fries, potato chips or rice.)*

- [ ] I rarely eat vegetables
- [ ] 2 times a day
- [ ] Less than 1 time a day (couple times a week)
- [ ] 3 times a day
- [ ] 4 or more times a day
- [ ] 1 time a day

### 4. How did you hear about the Create Family Meals Program?

- [ ] Social media
- [ ] Friends or family
- [ ] Community organization
- [ ] School
- [ ] Flyers or poster
- [ ] Other, please explain:
How would you rate the content of this class?
○ Poor  ○ Fair  ○ Good  ○ Very Good  ○ Exceptional

How would you rate the instructor of this class?
○ Poor  ○ Fair  ○ Good  ○ Very Good  ○ Exceptional

<table>
<thead>
<tr>
<th>Are you willing to take a follow-up survey in 6 months to be entered in a drawing for a $250 prize?</th>
<th>Are you willing to take a follow-up survey in 1 year to be entered in a drawing for a $250 prize?</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Yes  ○ No</td>
<td>○ Yes  ○ No</td>
</tr>
</tbody>
</table>

Are you interested in receiving our free Create Better Health Utah Newsletter?
○ Yes  ○ No

*If you answered yes to any of the above questions, please clearly write your email address.*

Email: ___________________________________________________________________________________

---

For Office Use Only:

| Ambassador Name: ___________________________ | Lesson: ___________________________ |
| Location: ____________________________________ |

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Create Healthy Gardens

Create Healthy Gardens Pre-Survey

Distributed at the beginning of the first class in a series. Can also be distributed to new participants during the second class.
Create Healthy Gardens Post-Survey
Distributed at the end of the last class in a series.

Youth Direct Education Evaluation

(Create Better Health, Create MyPlate, Captain Create MyPlate & Food, Fun & Reading)

Create Better Health is typically taught to adults, but may also be used for high school classes. Use the adapted Create Better Health surveys, Create Better Health for Teens, in addition to the Classroom Data Form for data collection in these classes.

Captain Create MyPlate (or Create MyPlate for Middle School Students) is a new youth curriculum and therefore it is essential that we evaluate the curriculum to ensure it is having a positive impact on kids’ nutrition and physical activity knowledge. To do this we are going to ask youth participants to complete a pre and post worksheet to analyze knowledge gained throughout the series. There are three different worksheets; one for students in grades K-2, one for kids in 3rd – 6th grade, and one for 6th - 9th grade. Note that there is overlap for some years. This allows flexibility for differing school set ups. For example, some districts have 6th grade in the Elementary School while others have 6th grade in Middle School. These are tools that were designed and tested specifically for these age groups and are used across the nation.
Method for Youth Demographics Collection and Pre-Post Worksheets.

Step 1: Give the Classroom Data Form to the teacher of the class. This form will capture the demographics of the classroom where you are teaching. Ideally the teacher will fill out this form. *The form only needs to be filled out one time per series.*

Step 2. During the first class in a series distribute and complete the worksheet before you start the lesson. Please note there is just a single worksheet and the ambassador will select whether it is pre or post in the box at the end of the survey. We have called it a worksheet so that students do not feel like it is a test. Please work through each of the questions with the class and allow students time to ask questions and complete the respond to the question before moving onto the next question. We recognize this will take time, but since we are not doing recipe sampling at this time, we hope the extra time can be used for this important evaluation. Important: please ask students to write their first name and first letter of their last name on the worksheet. This will be important for matching their pre and post responses.

Step 3. Enter the responses from the worksheets into PEARS. Use the instructions provided to enter the data into PEARS. For the K-2nd grade worksheet you will simply enter if the student got the answer correct into PEARS. Use the codebook to identify if they got the answer correct. For 3rd-9th grade there are not right or wrong answers, so you will enter the responses as the student marked them on the sheet. *If the student selected more than one answer to a question, do not enter any answer for that question.*

Step 4. In the last class of the series distribute the same worksheet to the students. Ambassadors will select “post” in the box at the end of the worksheet. Again, ask students to put their first name and the first initial of their last name on the worksheet. Work through the worksheet with the entire group giving each student time to ask questions and mark their response.

Step 5. Enter the results from the last class worksheets into PEARS. Again, for K-2 worksheets you will simply select if they answered the question correctly. For the 3rd-9th grade worksheets you will enter the response the student selected. If the student circled more than one response for a question, do not enter any answer to that question.
Captain Create MyPlate K-2nd grade worksheet (same tool used for pre and post assessment)

Captain Create MyPlate 3rd-6th grade worksheet (same tool used for pre and post assessment)
Create MyPlate 6th-9th grade worksheet (same tool used for pre and post assessment)

**CAPTAIN CREATE MYPLATE**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

Please answer the following questions by circling your answer. Please circle only one answer in each box.

1. I eat vegetables
   - Never or almost never
   - Some days
   - Most days
   - Every day

2. I eat fruit
   - Never or almost never
   - Some days
   - Most days
   - Every day

3. I choose healthy snacks
   - Never or almost never
   - Some days
   - Most days
   - Every day

4. I eat breakfast
   - Never or almost never
   - Some days
   - Most days
   - Every day

5. I do physical activities
   - Never or almost never
   - Some days
   - Most days
   - Every day

6. Being active is fun
   - I do not agree
   - I'm not sure
   - I agree

7. Being active is good for me
   - I do not agree
   - I'm not sure
   - I agree

8. I wash my hands before making something to eat
   - Almost never
   - Sometimes
   - Most of the time
   - Always

9. Why ask your family to buy your favorite fruits or vegetables?
   - No
   - Maybe
   - Yes

10. Will you ask your family to buy more healthy dairy foods like milk, yogurt, and cheese?
    - No
    - Maybe
    - Yes

11. Will you ask your family to buy more whole grain foods like whole-wheat bread or pasta?
    - No
    - Maybe
    - Yes

Food, Fun & Reading Surveys

We do not survey youth that participate in the Food, Fun & Reading classes. Rather than surveying youth, we only collect reach data that can be collected through the Youth Class Roll or the Classroom Data Form.

Method for Parent Survey Distribution in Youth (for both Food, Fun & Reading and Captain Create MyPlate)

**Step 1:** Give the Classroom Data Form to the teacher of the class. This form will capture the demographics of the classroom where you are teaching. Ideally the teacher will fill out this form. The form only needs to be filled out one time per series.

Youth Roll for an on-going series

The youth roll is to be used with the classroom data form for ongoing series outside of a classroom setting. This form is not mandatory but can aid you in keeping track of youth when you see a variety of youth at each class of your series. The classroom data form that lists the demographics of the children is still mandatory. The youth roll can be used as a supplement to help keep track of the youth you teach. Please send this roll in to the state office on a monthly basis. It includes sensitive identifying information about the children and must be in a locked cabinet when not in use.
PSE Evaluation

Our direct education evaluation assesses knowledge and behavior changes made by individuals because of our classes. Evaluating PSE changes is very different. The goal of PSE work is to improve the availability, visibility, and/or appeal of healthy foods and physical activity opportunities. The best way to capture if our PSE strategies are reaching this goal is to conduct a type of evaluation called an environmental scan. An environmental scan uses an assessment tool that looks at a variety of factors that assess the healthfulness of the options available at a specific location.

For each of our PSE strategies—Create Healthy Food Pantries, Create Healthy Stores, and Create Healthy Retail settings we have an approved environmental scan tool.

Method for conducting environmental scans in pantries, stores, and schools.

Step 1: Contact appropriate personnel in the setting you are hoping to do some PSE work. Get permission to conduct the environmental scan. Make sure to be clear that the purposes of the scan, or assessment, are to determine which PSE changes would be best for that site and how well Create Better Health supports those changes. It is NOT meant to critique or regulate our partners.

Step 2: At the beginning of the fiscal year, or at the beginning of your work with a new site, complete the environmental scan tool. Determine the score for that setting (each tool has instructions on how to determine the score).

Step 3: Discuss the score with the appropriate personnel. Based on the score determine what PSE changes the agency wants to focus on. Enter this baseline assessment score into PEARS (instructions below).

Step 4: Implement PSE changes throughout the year.

Step 5: At the end of the fiscal year, or when you are finished working with that site, conduct the same environmental scan a second time. Your goal is to see an increase in the score for that site. An increase in scores indicates changes that have the improved availability, visibility, and/or appeal of healthy foods and physical activity options. Enter this follow-up assessment score into PEARS (instructions below).
Create Healthy Food Pantries Tool
Nutrition Environment Food Pantry Assessment Tool
http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section. In this same section, you will also find the file “Nutrition Environment Food Pantry Assessment Tool Instructions” that you may use to help you with filling out the assessment.

Create Healthy Stores Tool
Create Healthy Choices Retail Store Observation Form
http://extension.usu.edu/fscreate/ under the PSE Tab in the Thumbs Up Materials -- Food Pantries & Retail Settings section.

Create Healthy Schools Tool
Smarter Lunchroom Movement Scorecard
http://extension.usu.edu/fscreate/ou-files/2017-18_staff/SLM_Scorecard_May2.pdf
Social Marketing Evaluation
The State Office social marketing coordinator is responsible for all reporting social marketing efforts in PEARS. CBH AMBASSADORS are responsible for sharing reach and success stories from class and community challenges and share campaign materials in Qualtrics. That will help the state office provide a more accurate reach estimate for the campaign.

https://usu.co1.qualtrics.com/jfe/form/SV_0N9vCp9KIsvlWhg

The survey will ask for the ambassador’s name, county, ways that the campaign was promoted, estimates for reach and impressions (if applicable), and feedback on the campaign. If you regularly share campaign materials, please report in Qualtrics each month. Please email LaCee Jimenez, if you have any questions.

Indirect Education Evaluation
Indirect education evaluation involves estimating the reach of the materials and/or information shared through community events, nutrition education booths, advertisements, newsletters, and social media. The impact of the indirect education on an individual participant is not collected. Find detailed instructions on how to enter reach for indirect activities, including how to determine and enter the reach of county Facebook pages in the section below.

PEARS
How to Enter Direct Education, PSE, Indirect Education, Partnership, & Coalitions into PEARS Program Activities
All direct education classes must be entered into PEARS on a weekly basis. The directions on how to add a new program activity are found below or another version can be viewed at https://support.pears.io/create-a-program-activity/.

Log-in to PEARS
Select to TRACK a Program Activity

Program Activity Information
1) Create a new program activity
   a. You will create a NEW program activity for each Facebook Live class you teach.
2) Program activity name
   a. Give your program activity a name that makes it clear this is an online class i.e. Facebook Live Create Better Health – Class 1
3) Site  
   a. Select your Extension Office
4) Unit  
   a. Select your county
5) Skip COVID-19 Impact
6) Method used to deliver this program  
   a. Select method that matches delivery method for series (e.g. webinar/online for virtual classes, face-to-face for in-person classes)
7) Sessions  
   a. Add a session for each lesson, or teaching session, of the series
      Enter Date, Start Time, Length
      You will have to enter the # of participants after the class
      You are NOT using IM (Interactive Media), do not click
Comments  
   Add any comments about the class to help you remember details about the audience or class. It can be a great place to share information with the state office that doesn’t fit elsewhere in the program activity entry.
File Attachments  
   Attach photos of the classes, if available. Make sure that any people photographed have completed USU’s Photo Release Form.

COLLABORATORS

If you are working with another ambassador, this is where you can grant them access to view or view & edit the PEARS entry. To add a collaborator do the following.

Click +Add Collaborator button
   Select the PEARS user who is collaborating with you
   Select access level (view only or view & edit)
   Briefly describe how the collaborator is helping with the program activity.

SNAP-ED CUSTOM DATA

Template  
   Select the name of the curriculum you are teaching to autofill most of the SNAP-Ed Custom Data (review, correcting if needed, the following fields and continue at Step 21).
   b. If Template is not available continue to Step 14.
Intervention Name
Priority Indicators  
   CBH: Healthy Eating Behaviors, Food Resource Management Behaviors or Physical Activity & Reduced Sedentary Behavior
Target audiences
Setting
Select the session that best matches where you are teaching
  i. Online classes - For classes where your audience is likely viewing from home select LIVE, Other individual places or neighborhoods where people live.

Primary curriculum
  Select Create Better Health

Objectives
  Select appropriate objectives based on the lesson you are teaching

Intervention Topics
  Select appropriate topics based on the lesson you are teaching

Did this activity include a food demonstration/taste test?
  Select yes or no

What recipe was used
  Add class dates and recipes

EVALUATION

25) Did you perform any evaluations of this program activity?
   a. Click “Yes”

26) Click +Attach Survey
   b. Select the survey that matches the class and curriculum (e.g. 2023 Spanish Create Better Health Pre/Post Survey for first lesson of Create Better Health en español, etc.)
   c. Choose the correct Type (e.g. Pre for a Pre-survey)
   d. Select the date of the session or class
   e. Leave the name as-is and Save

27) Once you attach the survey click to link to create a link to your survey
   **This is the link and QR code you will share through your classes to ask participants to take your survey. This is what you will see:

Completed survey data will automatically be added to your program activity. You will not have to enter the data from the surveys. You will be able to see the responses, but you will not be able to edit anything.
If you are using paper surveys, click on the enter response data icon under Actions. Then, proceed to enter the information as entered on the form by your class participants. Select Add New, after each entry until you have entered all the surveys for the session. Click Save. The click on “Go Back to Attach Surveys” button on the upper right side of the screen. You may have to scroll up to see it.

**PROGRAM ACTIVITY DEMOGRAPHICS**

You will come back to this section after your lesson.

28) **Total:** Add number of attendees

29) **Method used to determine demographic makeup of participants**
   a. If you use the survey data provided by participants after your class, select Actual Count
   b. If you do not have survey data and use data provided by Facebook, select Estimated Count

30) **Source of data**
   a. Commercial market data on audience size

31) **Age & Sex:** Breakout participant number by age and sex, if possible

32) **Ethnicity** – you can select unknown if you are unsure

33) **Race** - you can select unknown if you are unsure

**MARK AS COMPLETE**

34) Once the series is completed and all data is entered, mark as complete.

You must keep the program activity open for participants to access the survey. Do not Mark as Complete until you feel no one else will complete the survey. You need to enter participant demographics before you can mark it complete. If you attach a survey and no one fills it out, you will have to remove it from your program activity before you will be able to mark it complete.

**PSE PEARS Entry Instructions**

Remember that the intervention reported for PSE entries will either be Create Healthy Pantries, Create Healthy Stores, Create Healthy Schools, Farmers Feeding Utah, or Other, please specify. The intervention is where the PSE change happens. For example, a county that implements Buy Produce for Your Neighbor will report the project with the food pantry that receives the donation as the site and Create Healthy Pantries as the intervention.

**Create Healthy Pantries PEARS Entry**

Please follow these instructions for creating a PEARS PSE entry for projects implemented in food pantries.
**GENERAL INFORMATION**

**Site or organization**
Add the name of the food pantry
If you are working at multiple pantries create a new PSE entry for each pantry

**Intervention Name**
Create Healthy Pantries

**Unit**
Your County
Select if the site is a USDA summer meal site, American Indian reservation, or military base.

**PSE Setting**
Food assistance sites, food banks and food pantries (under ‘Shop’ blue heading)

**Intervention Topics**
This will depend on what projects you are doing to create a healthy pantry. You may add multiple intervention topics. Below are intervention topics that are specific to the pick-list PSE strategies. Please include these intervention topics for the projects listed below that you are working on to create a healthy pantry, unless you feel they do not reflect the work you are doing. You may add additional intervention topics that are specific to your work with the pantry.

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Impact</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Garden Work</strong></td>
<td>Donate fresh produce to pantry</td>
<td>Fruits &amp; vegetables</td>
</tr>
<tr>
<td><strong>Healthy Food Drives</strong></td>
<td>Increase availability of healthy foods</td>
<td>Choose topics that reflect specific items requested through food drive. For example, fruits and vegetables, whole grains, fiber-rich foods, limiting sodium, protein foods, etc.</td>
</tr>
<tr>
<td>(including Buy Produce for Your Neighbor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Create Healthy Choices</strong></td>
<td>Increase visibility and appeal of healthy options</td>
<td>Limiting added sugars, Limiting saturated fats, Limiting sodium</td>
</tr>
</tbody>
</table>

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Example: If you have done a healthy food drive and the Create Healthy Choices program you would include the intervention topics from the bottom two rows above.

**In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?**
Enter year you started your pantry work. It is OK to work with the same pantry for multiple years.

**Stages of Implementation**
Select your stage of implementation from the available choices. Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.

An example of a timeline for working with a new food pantry, you would check the following boxes:
- October 1, 2020- Select contacted site and agreed to participate
- October 15, 2020- Select planning and preparation for implementation
- December 1, 2020-Select started implementation of changes
- February 15, 2021-Select continued to implement changes
- May 25, 2021-Select worked to maintain changes
- September 15, 2021-Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all the boxes would be checked.

**Approximate date you began implementing changes at this site**
Enter the date when you began implementation of the changes. With the example above, you would enter December 1, 2020 as the date when implementation began.

**Comments**
This section is VERY important to help the State Office, DWS, and FNS know what is happening at each PSE site. Please list your activities or day-to-day PSE work in this box to help track how you are spending your PSE time. Please include the date, name/s of the ambassadors doing the work (if in a county with multiple ambassadors), a brief description of the activity (including lbs. of donations for each healthy food drive), and time spent. At the end
of each healthy food drive, please add a total amount donated at the top of the Comments section.

Example:
Total Community Garden Donations: 30 lbs.
Total Buy Produce for Your Neighbor Donations: 23 lbs.
October 3 – Heidi collected 10 lbs. of excess produce from the community garden, collected 8 lbs. at the farmers market with BPFYN, and delivered to pantry – 3 hours
October 10 – Amalia collected 20 lbs. of excess produce from the community garden and 15 lbs. of produce at the farmers market with BPFYN, and delivered to pantry – 3 hours
November 2 - Heidi replaced shelf talkers and packed recipe bags – 2 hours
November 15 – Heidi organized low-sodium shelf, educated pantry staff & volunteers about Create Healthy Choices– 4 hours

File Attachments
Please add photos of your PSE work and your baseline and follow-up assessments here. Make sure that you follow all USU rules, such as completing photo release forms, if your photos include people.

COLLABORATORS
If there is another ambassador or supervisor who is working on the PSE project or who needs access to edit and/or view, add them in this section.

To add the collaborator first, Click +Add Collaborator.
Type in the textbox under User to find the other Create Better Health Ambassador or Supervisor you wish to add.
Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.
Under Access you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”
Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offer in this record?”
NEEDS, READINESS & EFFECTIVENESS

Did you conduct any needs or readiness assessments at this site or org.....
Select YES (this is required for all work in food pantries)
Click +Add Assessment

Assessment Type
Select Needs assessment/environmental scan

Survey Instrument
Select Nutrition Environment Food Pantry Assessment Toolkit

Approximate date baseline assessment administered
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new pantry)

Brief description of baseline assessment results
Add highlights, areas for improvement, etc.

Assessment Score
Add score from Healthy Food Pantry Assessment Toolkit

Approximate date follow-up assessment administered
Enter date of your follow-up assessment

Brief description of follow-up assessment results
Add highlights, areas that were improved, etc.

Follow-up Assessment Score
The goal is to have this score higher than the baseline assessment conducted earlier in the year
STRATEGY

If you are doing complementary strategies in addition to your PSE work in the pantry select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Create Better Health classes in the food pantry</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>If you are also having a booth where you recruit food pantry users to other Create Better Health Utah (SNAP-Ed) classes. If you leave fliers about your classes at the pantry.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>If you are conducting healthy food drives or have community garden members donating excess produce.</td>
</tr>
<tr>
<td>Staff training on continuous program and policy implementation</td>
<td>If you train pantry volunteers and staff to help implement the Create Healthy Choices program.</td>
</tr>
</tbody>
</table>

SNAP-Ed Funding

Select the appropriate responses for the different options. This can change as the year progresses.

Involvement

Select appropriate response for youth involvement.

CHANGES ADOPTED

This will depend on what projects you are doing to create a healthy pantry. You may add multiple changes adopted. Below are changes adopted that are specific to the pick-list PSE strategies. Please include these changes for the projects listed below that you are working on to create a healthy pantry unless you feel your work has not resulted in these changes. You may also add additional changes adopted that are specific to your work with the pantry. Do not add changes that already were happening before SNAP-Ed began the project. The changes are listed alphabetically in PEARs.

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Impact</th>
<th>Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Garden Work</td>
<td>Donate fresh produce to pantry</td>
<td>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options)</td>
</tr>
<tr>
<td>Healthy Food Drives</td>
<td>Create Healthy Choices</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Increase availability of healthy foods</strong></td>
<td><strong>Increase visibility and appeal of healthy options</strong></td>
<td></td>
</tr>
<tr>
<td>Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Initiated or expanded the collection or gleaning of excess healthy foods for distribution to clients, needy individuals, or charitable organizations</td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
<td></td>
</tr>
<tr>
<td>Implemented, improved or expanded healthy fundraisers</td>
<td>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to</td>
<td></td>
</tr>
</tbody>
</table>
Reach
Method used to determine reach
Select Measured if the pantry provides you with accurate counts of the people they reach
Select Estimated if pantry provides you with an estimated reach or you estimate the reach on your own

Source of data
Select Survey of target audience if pantry provides accurate count
Select Visual estimate if no formal tool was used

Total number of people reached by PSE work
Add your measured or estimated number of people reached

Characteristics of those reached
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of pantry users select Unknown. You do not have to try to estimate.

INDIVIDUAL EFFECTIVENESS
Are you evaluating individual-level effectiveness....?
Select No

RECOGNITION & MEDIA COVERAGE
Add as appropriate

SUSTAINABILITY
Answer as appropriate.

To reach more people through PSE work, it is important to consider how to make the program more sustainable. Option included in this section are listed below.
• An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts.
• A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified.
• One or more polices was adopted, requiring the changes to be maintained.
• A monitoring and reporting system has been implemented
• Support from stakeholders

Create Better Health (SNAP-Ed) does not currently use a sustainability framework or assessment tool. You may select none.

REFLECTION
Answer as appropriate

MARK AS COMPLETE
Only mark as complete when you finish your work with the food pantry for the fiscal year. Remember, all pantry work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Create Healthy Stores PEARS Entry
Please follow these instructions for creating a PEARS PSE entry for projects implemented in retail settings such as corner stores or convenience stores.

GENERAL INFORMATION
Site or organization
Add the name of the store
If you are working at multiple stores create a new PSE entry for each store

Intervention Name
Create Healthy Stores
*If you are holding a Healthy Food Drive at a store, the PSE site would be the food pantry and the intervention would be Create Healthy Pantries.
Unit
Your County
Select if the site is a USDA summer meal site, American Indian reservation, or military base.

PSE Setting
Select which setting best reflects the store you are working in:
Small food stores (<=3 registers)
Large food stores (4+ registers)

Intervention Topics
This will depend on what strategies you are doing to create a healthy store. You may add multiple intervention topics. Below are intervention topics that are specific to the pick-list PSE strategies. Please include these intervention topics for the projects listed below that you are working on to create a healthy store, unless you feel they do not reflect the work you are doing. You may add additional intervention topics that are specific to your work with the store.

<table>
<thead>
<tr>
<th>Project</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
</table>
| Increasing inventory of healthy items (ie: low sodium canned options, whole grain items, fresh produce, water, etc). | Fruits & vegetables
Dairy
Limiting sodium
Limiting added sugar
Whole grains
Protein foods
Limiting saturated fat
Water
Etc. |

Create Healthy Choices
Using the marketing tools to promote Healthy Choices Foods that are

| Limiting added sugars
Limiting saturated fats
Limiting sodium
Fiber-rich foods
Whole Grains |
Fruits & Vegetables

Healthy Checkout Lane
Topics depend on the items that you are promoting at the checkout lane.

- Limiting added sugars
- Limiting saturated fats
- Limiting sodium
- Fiber-rich foods
- Whole Grains
- Fruits & Vegetables

In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?
Enter year you started your store work. It is OK to work with the same store for multiple years.

Stages of Implementation
Select your stage of implementation from the available choices.
Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.
An example of a timeline for working with a new food pantry, you would check the following boxes:

- October 1, 2019 - Select contacted site and agreed to participate
- October 15, 2019 - Select planning and preparation for implementation
- December 15, 2019 - Select started implementation of changes
- February 1, 2019 - Select continued to implement changes
- May 15, 2019 - Select worked to maintain changes
- September 15, 2019 - Select conducted follow-up assessments, evaluation

In this example, at the end of the fiscal year, all the boxes would be checked.

Approximate date you began implementing changes at this site
Enter the date when you began implementation of the changes. With the example above, you would enter December 15, 2019 as the date when implementation began.

Comments
This section is VERY important to help the State Office, DWS, and FNS know what is happening at each PSE site. Please list your activities or day-to-day PSE work in this box to help track how you are spending your PSE time. Please list your weekly activities in this box to help track how you are spending your PSE time. Please include the date, name/s of the...
ambassadors doing the work (if in a county with multiple ambassadors), a brief description of the activity, and time spent.

Example:

October 25 – Jocelin interviewed store manager and conducted store assessment – 2 hours
November 2 - LaCee moved healthy options to more visible shelving location and placed shelf-talkers on those items – 1 hour
November 15 – LaCee set up a booth to educate customers about the Create Healthy Choices program and got their feedback on healthy options they would like to see available in the store. -3 hours

File Attachments

Please add photos of your PSE work and your baseline and follow-up assessments here. Make sure that you follow all USU rules, such as completing photo release forms, if your photos include people.

COLLABORATORS

If there is another ambassador or supervisor who is working on the PSE project or who needs access to edit and/or view, add them in this section.

To add the collaborator first, **Click +Add Collaborator.**

Type in the textbox under **User** to find the other Create Better Health Ambassador or Supervisor you wish to add.

Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.

Under **Access** you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”

Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offer in this record?”

For example, if you are adding your supervisor, you may enter that this person supervised the project and initiated contact with the PSE site.

NEEDS, READINESS & EFFECTIVENESS

Did you conduct any needs or readiness assessments at this site or org.....

Select YES (this is required for all work in corner or convenience stores)

**Click +Add Assessment**

**Assessment Type**
Select Needs assessment/environmental scan

**Survey Instrument**
Select Other
Enter NYC Adopt-a-Shop Store Observation Form

**Approximate date baseline assessment administered**
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new store)

**Brief description of baseline assessment results**
Add highlights, areas for improvement, etc.

**Assessment Score**
Add score from Observation Form

**Approximate date follow-up assessment administered**
Enter date of your follow-up assessment

**Brief description of follow-up assessment results**
Add highlights, areas that were improved, etc.

**Follow-up Assessment Score**
The goal is to have this score higher than the baseline assessment conducted earlier in the year

**STRATEGY**
If you are doing complementary strategies *in addition* to your PSE work in the store select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Create Better Health classes in the store</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>If you are also having a booth where you recruit customers to other Create Better Health Utah (SNAP-Ed) classes. If you leave fliers about your classes at the store.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>Unlikely you will select this unless you have a</td>
</tr>
</tbody>
</table>
kick-off event to unveil the changes.

| Staff training on continuous program and policy implementation | If you train store employees how to implement the Create Healthy Choices program. |

SNAP-Ed Funding
Select the appropriate responses for the different options. This can change as the year progresses.

Involvement
Select appropriate response for youth involvement.

CHANGES ADOPTED
This will depend on what strategies you are using to create a healthy store. You may add multiple changes adopted. Below are changes adopted that are specific to the strategy options listed in the *Up for Thumbs Healthy Choices* in Retail Settings Toolkit. Please use this table as a reference for choosing changes adopted, but make sure the ones you choose reflect your work with the store. There isn’t a one size fits all for this PSE project! You may also add additional changes adopted that are specific to your work with the pantry. The changes are listed alphabetically in PEARs.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Project Impact</th>
<th>Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Placement Strategies</td>
<td>Improving visibility of healthy options.</td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td>*Healthy Checkout Lane work likely applies to this section.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Promotion Strategies</td>
<td>Increase visibility and appeal of healthy foods</td>
<td>Created or enhanced healthy checkout area</td>
</tr>
<tr>
<td>*Includes using Create Healthy Choices materials to promote healthy options or creating a healthy checkout lane. Also includes nutrition education booths at the store to increase awareness about Create Healthy Choices and healthy available options.</td>
<td></td>
<td>Implemented or enhanced limitations on marketing or promotion of less healthy options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used interactive educational display</td>
</tr>
</tbody>
</table>
(that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision

<table>
<thead>
<tr>
<th>Product Availability Strategies</th>
<th>Increase availability of healthy options</th>
<th>Decreased shelf space, amount or variety of unhealthy options</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Improved or increased healthy beverage options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased shelf space, amount or variety of healthy options</td>
</tr>
</tbody>
</table>

Reach

**Method used to determine reach**
Select *Measured* if the store provides you with *accurate counts* of the customers they reach
Select *Estimated* if the store provides you with an *estimated reach* or you estimate the reach on your own

**Source of data**
Select *Survey of target audience* if store provides accurate count of customers
Select *Visual estimate* if no formal tool was used

**Total number of people reached by PSE work**
Add your measured or estimated number of people reached

**Characteristics of those reached**
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of customers select *Unknown*. You do not have to try to estimate.
INDIVIDUAL EFFECTIVENESS

Are you evaluating individual-level effectiveness....?
Select No

RECOGNITION & MEDIA COVERAGE
Add as appropriate

SUSTAINABILITY
Answer as appropriate
To reach more people through PSE work, it is important to consider how to make the program more sustainable. Option included in this section are listed below.
• An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts.
• A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified.
• One or more polices was adopted, requiring the changes to be maintained.
• A monitoring and reporting system has been implemented
• Support from stakeholders

Create Better Health (SNAP-Ed) does not currently use a sustainability framework or assessment tool. You may select none.

REFLECTION
Answer as appropriate

MARK AS COMPLETE
Only mark as complete when you finish your work with the store for the fiscal year. Remember, all store work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Create Healthy Schools PEARS Entry
Please follow these instructions for creating a PEARS PSE entry for projects implemented in schools. For FY 2019, this includes the Smarter Lunchroom Movements (SLM).
GENERAL INFORMATION

Site or organization
Add the name of the school
If you are working at multiple schools create a new PSE entry for each school

Intervention Name
Create Healthy Schools

Unit
Your County
Select if the site is a USDA summer meal site, American Indian reservation, or military base.

PSE Setting
Schools (preschools, K-12, elementary, middle, and high)

Intervention Topics
This will depend on what strategies you are doing to create healthy schools. You may add multiple intervention topics. Below are intervention topics that are common for the Smarter Lunchroom Movement (SLM). Please include intervention topics that seem relevant to the specific work you are doing within the school. You may choose intervention topics from PEARs that are not listed below as needed.

<table>
<thead>
<tr>
<th>Project</th>
<th>Intervention Topic to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Lunchrooms Movement</td>
<td>Fruits &amp; vegetables</td>
</tr>
<tr>
<td></td>
<td>Fiber-rich foods</td>
</tr>
<tr>
<td></td>
<td>Dairy</td>
</tr>
<tr>
<td></td>
<td>Limiting sodium</td>
</tr>
<tr>
<td></td>
<td>Limiting added sugar</td>
</tr>
<tr>
<td></td>
<td>Whole grains</td>
</tr>
<tr>
<td></td>
<td>Protein foods</td>
</tr>
<tr>
<td></td>
<td>Limiting saturated fat</td>
</tr>
<tr>
<td></td>
<td>Water</td>
</tr>
<tr>
<td></td>
<td>MyPlate food groups and portions for a</td>
</tr>
</tbody>
</table>
**School Garden**
- Fruits & vegetables
- Other individual knowledge and skills topic, please specify (gardening)

**Captain Create Bulletin Boards**
- Fruits & vegetables
- Fiber-rich foods
- Dairy
- Limiting sodium
- Limiting added sugar
- Whole grains
- Protein foods
- Limiting saturated fat
- Water
- MyPlate food groups and portions for a healthy eating pattern

**Topics are dependent on the specific activities you are working on with the individual school. Consider the specific foods you are promoting, as well as the ones you are discouraging.**

For example, if the only change your cafeteria can start with is the fresh fruit basket you would only choose fruits & vegetables as the intervention topic.

**In what Federal Fiscal Year did you first contact this site to participate in SNAP-Ed funded PSE work?**
Enter year you started your work in the school. It is OK to work with the same store for multiple years.

**Stages of Implementation**
Select your stage of implementation from the available choices.
Be sure to show progress in your implementation by updating the stage regularly. You can have more than one box checked at the same time.
An example of a timeline for working with a school, you would check the following boxes:
- October 5, 2019- Select contacted site and agreed to participate
- October 25, 2019- Select planning and preparation for implementation
- December 1, 2019-Select started implementation of changes
- February 2, 2019-Select continued to implement changes
- May 15, 2019-Select conducted follow-up assessments, evaluation
In this example, at the end of the fiscal year, all the boxes would be checked.
Approximate date you began implementing changes at this site
Enter the date when you began implementation of the changes. With the example above, you would enter December 1, 2019 as the date when implementation began.

Comments
This section is VERY important to help the State Office, DWS, and FNS know what is happening at each PSE site. Please list your activities or day-to-day PSE work in this box to help track how you are spending your PSE time. Please include the date, name/s of the ambassadors doing the work (if in a county with multiple ambassadors), a brief description of the activity (including lbs. of donations for each healthy food drive), and time spent.
Example:

October 25 – Hiram met with school administrators and food service staff – 1.5 hours
November 2- Hiram conducted school assessment with Smarter Lunchroom Scorecard - 2 hours
November 15 – Hiram and Kristi met with school administrators and food service staff to discuss scorecard results and strategies of interest – 1 hour
December 2- Marcia helped school implement fruit basket and create creative names for menu items – 2 hours

File Attachments
Please add photos of your PSE work and your baseline and follow-up assessments here. Make sure that you follow all USU rules, such as completing photo release forms, if your photos include people

COLLABORATORS
If there is another ambassador or supervisor who is working on the PSE project or who needs access to edit and/or view, add them in this section.

To add the collaborator first, Click +Add Collaborator.
Type in the textbox under User to find the other Create Better Health Ambassador or Supervisor you wish to add.
Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.
Under Access you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”
Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offer in this record?”
For example, if you are adding your supervisor, you may enter that this person supervised the project and initiated contact with the PSE site.
NEEDS, READINESS & EFFECTIVENESS

Did you conduct any needs or readiness assessments at this site or org.....
Select YES (this is required for all work in food pantries)

Click +Add Assessment

Assessment Type
Select Needs assessment/environmental scan

Survey Instrument
Select Smarter Lunchrooms Self-Assessment Scorecard

Approximate date baseline assessment administered
Enter date of your first assessment (will be at the beginning of the fiscal year or when you start with a new school)

Brief description of baseline assessment results
Add highlights, areas for improvement, etc.

Assessment Score
Add score from Smarter Lunchrooms Self-Assessment Scorecard

Approximate date follow-up assessment administered
Enter date of your follow-up assessment

Brief description of follow-up assessment results
Add highlights, areas that were improved, etc.

Follow-up Assessment Score
The goal is to have this score higher than the baseline assessment conducted earlier in the year
STRATEGY
If you are doing complementary strategies in addition to your Smarter Lunchroom work select them here. For example, you would select the following if you were also:

<table>
<thead>
<tr>
<th>Complementary Activities</th>
<th>Examples of when to select</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based education</td>
<td>If you are also offering Create Better Health Utah (SNAP-Ed) classes in the school.</td>
</tr>
<tr>
<td>Marketing (Advertising, Promotion, etc.)</td>
<td>Helping the school to promote the school lunch program.</td>
</tr>
<tr>
<td>Parent/community involvement</td>
<td>If you work with the school to inform parents of the changes being made to the school environment.</td>
</tr>
<tr>
<td>Staff training on continuous program and policy implementation</td>
<td>If you train food service employees or other school staff how to maintain the SLM changes.</td>
</tr>
</tbody>
</table>

SNAP-Ed Funding
Select the appropriate responses for the different options. This can change as the year progresses.

Involvement
Select appropriate response for youth involvement.

CHANGES ADOPTED
This will depend on what strategies you are using to create a healthy school with the Smarter Lunchrooms Movement, school gardens, and Captain Create Cafeterias. You may add multiple changes adopted. Below are some likely changes adopted as a result of the approved interventions. The table is broken up into the categories from the Smarter Lunchrooms Self-Assessment Scorecard. Choose the changes adopted that best reflect your work in that specific school. You also choose changes adopted from PEARS that are not listed below as needed. The changes are listed alphabetically in PEARS.
<table>
<thead>
<tr>
<th>Scorecard Section</th>
<th>Possible Changes Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on Fruit</strong></td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td></td>
<td>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</td>
</tr>
<tr>
<td><strong>Vary the Vegetables</strong></td>
<td>Flavor station with low-sodium/no-sodium seasonings added to lunchroom</td>
</tr>
<tr>
<td></td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td></td>
<td>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</td>
</tr>
<tr>
<td><strong>Highlight the Salad</strong></td>
<td>Established or improved salad bar</td>
</tr>
<tr>
<td></td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td></td>
<td>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</td>
</tr>
<tr>
<td><strong>Move More White Milk</strong></td>
<td>Improved appeal, layout or display of meal food/beverages to encourage healthy and discourage unhealthy selections</td>
</tr>
<tr>
<td></td>
<td>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</td>
</tr>
<tr>
<td></td>
<td>Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision</td>
</tr>
<tr>
<td><strong>Boost Reimbursable Meals</strong></td>
<td>Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)</td>
</tr>
</tbody>
</table>
| Lunchroom Atmosphere | Took steps to improve the appeal of the school meal program in order to increase meal participation  
Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision  
Increased space/amount/variety of healthy options (includes shelf space, number of booths, options on menus)  
Meal service staff encourages healthy selections  
Used interactive educational display (that will stay at the site), other visual displays, posters, taste testing, live demonstrations, audiovisuals, celebrities, etc. to prompt healthy behavior choices close to the point of decision |
| --- | --- |
| School Community Involvement | *This section includes the changes for garden work.*  
Established or improved food/beverage or nutrition related policy (childcare wellness, school wellness, workplace wellness, etc.)  
Edible gardens (establish, reinvigorate or maintain food gardens)  
Initiated or expanded use of onsite garden produce for meals/snacks provided onsite  
Initiated, improved or expanded opportunities for parents/students/community to access fruits and vegetables from the garden  
Initiated, improved or expanded opportunities for parents/students/community to work in the garden  
Took steps to improve the appeal of the school meal program in order to increase meal participation |
Reach

Method used to determine reach
Select Measured if the school provides you with accurate counts of the students that use the cafeteria.
Select Estimated if school provides you with an estimated reach or you estimate the reach on your own.

Source of data
Select Survey of target audience if school provides an accurate count.
Select Visual estimate if no formal tool was used.

Total number of people reached by PSE work
Add your measured or estimated number of people reached.

Characteristics of those reached
If you don’t know the specific demographics, i.e.: age, gender, ethnicity, etc. of students select Unknown. You do not have to try to estimate.

INDIVIDUAL EFFECTIVENESS

Are you evaluating individual-level effectiveness?
Select No.

RECOGNITION & MEDIA COVERAGE
Add as appropriate.

SUSTAINABILITY
Answer as appropriate.
To reach more people through PSE work, it is important to consider how to make the program more sustainable. Option included in this section are listed below.

- An organization or group that is not dependent on SNAP-Ed funding has assumed responsibility for sustaining the efforts.
• A dependable, on-going source of funding and/or support (other than SNAP-Ed) has been identified.
• One or more polices was adopted, requiring the changes to be maintained.
• A monitoring and reporting system has been implemented
• Support from stakeholders

Create Better Health (SNAP-Ed) does not currently use a sustainability framework or assessment tool. You may select none.

REFLECTION
Answer as appropriate

MARK AS COMPLETE
Only mark as complete when you finish your work with the school for the fiscal year. Remember, all schools work must have two assessments conducted and reported in the Needs, Readiness & Effectiveness section (see above), one at the beginning of your work with them and one at the end. Enter your follow-up assessment information before marking this entry as complete.

Indirect Activity PEARS Entry Instructions
Indirect activities must be entered into PEARS weekly. Indirect activities are defined as, “the distribution or display of information and resources, including any mass communications, public events (such as health fairs, farmers’ markets, community fairs, etc.) which involve limited, to no interaction with an instructor.” Other examples of indirect activities include leaving CBH brochures at a DWS office, radio broadcast, display at the county fair, booth at a back to school night, distributing a newsletter, and the use of social media platforms. Please note that instructions for social media reporting are below.

CBH Ambassadors are encouraged to participate in indirect activities to increase awareness and recognition of the Create Better Health Utah (SNAP-Ed) program in their county. Ambassadors should also use indirect activities to recruit participants for adult, family or youth classes, as well as to educate community members about PSE efforts.

CBH Ambassadors are required to develop an Indirect Activity entry for each activity in PEARS. However, if CBH Ambassadors have a recurring indirect activity, such as a nutrition education booth at a weekly farmers’ market or a booth at a monthly employee wellness fair, you will create one indirect activity entry for that event. Within that entry you will be able to capture the different dates, intervention channels, and people reached during each time you attended the event. See below for detailed instructions on how to create an indirect activity entry in PEARS.
**General Information**

**Title:** Give your indirect activity a Title.

**Intervention:** Select intervention name from the drop-down menu that most closely reflects what was promoted during the indirect activity. For example, if you were recruiting for Food, Fun and Reading you would select that as the intervention name. If you are doing a general promotion of the program (i.e. at a health fair) select, Create Better Health.

**Unit:** Most CBH ambassadors will select the county they work in.

**Activity Date Range:**

If your activity is a one-time event, enter the date of your activity (start date and end date are the same)

If your activity is recurring (i.e. a weekly or monthly farmers’ market booth), select the first date you will attend the event (start date) and the last day of the event (end date). This is how you indicate that the event is occurring more than a single time.
File Upload
If you have photos or other materials from the event that you would like to attach to the indirect activity you can attach them here.

Intervention Channels & Reach

This is the section where you will report what types of materials were distributed and the estimated number of people you reached at the event.

IMPORTANT NOTE:

You can enter more than one intervention channel for each activity.
Example if you have a farmers’ market entry you would select ‘Community Event- in which participated” and “hard copy materials” for the recipe cards you distributed.

You can also enter the same intervention channel more than one time to capture the reach of the activity on different dates.
Example: For a three-week farmers’ market you could add the community event- in which you participated three different times in order to capture the reach of the event each time you go.

Custom Data
New for FY2022 please use the custom data to indicate which program area is being supported by the activity. Select program areas that are being supported by the indirect activity. You can select more than one. See section for Indirect Activities for an explanation on the Custom Data fields.

Intervention Channel
Select the appropriate intervention channel from the drop-down menu. The intervention channel is how you reached the people during the indirect activity (i.e. radio interview, distribution of brochures, social media, etc.)

Description
Write a short description that describes your intervention channel. For example, if you selected community event/s fairs- in which participated your description may be Farmers’ Market booth. Or, if you selected hard copy materials your description may be farmers market recipe cards.
Site
Select the site of your activity from the drop-down menu. If the site is new, select Add Site and follow instructions to enter site into PEARS.

Estimated number of unique individuals reached
This is number of individuals you estimate you reached at the event. There are a couple of ways to estimate this:

Best practice: Count the number of materials you distributed (i.e. brochures, recipe cards, recipe samples, etc.). This number would best reflect how many people you actually interacted with versus those that were just present at the event. If you do not distribute any hard materials that you can count, or if you run out of materials but still interact with people you will just estimate the number you interacted with. This could also be the number of email addresses you sent something to, how many posters you hung up, how many brochures you left at DWS, etc.

Estimated number of new individuals reached.
New individuals refer to the people reached by the indirect activity that have not attended a class, or been reached through a PSE or social marketing campaign. This number should be equal to or less than the number of unique individuals reported above.

We recognize that it is nearly impossible to know if someone has been reached through a PSE effort or social marketing campaign in your county. So, please use your best judgement for this number.

Example: You have a booth at farmers’ market and estimate that you reached 200 unique individuals (based on the number of recipe samples you distributed). You recognized 5 of those people from your classes. You would report the number of new individuals reached as 195.

Source of reach data
Select how you estimated the unique and new individuals reached.
Most of the time you will select visual estimate.

Mark as Complete
Mark the activity as complete when all the information is added.

Note: If the event is recurring, do not mark the entry as complete until you will no longer be participating in the activity OR the end of fiscal year occurs.
COUNTY FACEBOOK REPORTING INSTRUCTIONS

Individual counties should always report their Facebook reach in PEARS.

Only one Indirect Activity will be created for work on Facebook. Once the Indirect Activity is created in PEARS, you will simply update it with Facebook reach each month.

Log in to PEARS (link is on the staff website under PEARS & Reporting)
Click on Track (top menu bar)
Select Indirect Activities
Select Add (found at top right)
Title: Create Better Health [County] Facebook
Intervention name: Create Better Health
Unit: [County]
Does this activity include a food demonstration/taste test: No
Intervention topics: [Skip]
Activity Date Range: 10/01/2022 through 09/30/2023 (the entire grant year)
Click Save
Now you have an Indirect Activity under which you will add your monthly Facebook Impressions (reach).

When you report Facebook reach each month in PEARS, please follow these instructions.

Find the # Daily Total Impressions by generating a quick report on your Facebook page.
Log in to the Create Better Health [County] Facebook page.
Click on Insights (left side menu)
Click on Export Data (found at top right)
Click on Date Range
Select the date range (select “last month,” or mark the date range for the report)
Click on Export Data (be sure to select xlsx format if that is not the default)
The report will download to the computer in Excel format
Open the report called Facebook Insights Data Export – Create Better Health [Your County] – [Date]
Scroll horizontal to Column T: (It is labeled: Daily Total Impressions: The number of times any content from your Page or about your Page entered a person's screen. This includes posts, stories, check-ins, ads, social information from people who interact with your Page and more.)
Sum total Column T to get the monthly total (if there are questions about how to sum total a column, give Brittney Johnson a call. It’s a swift keystroke.)

This sum total is the number of people who have seen content associated with the page for the date range selected.
If you want to save this report to your computer for record keeping, you may. For PEARS reporting, you won’t need the report, just the sum total of Column T.

Now, log in to PEARS (link is on the staff website under PEARS & Reporting)
Click on Track (found along top menu bar)
Select Indirect Activities
Click on Create Better Health [County] Facebook
Select Edit (green button on top far right)
The date range will show the entire grant year 10/01/2022 through 09/30/2023
Scroll to the bottom
Select Save and Continue
On Collaborators screen scroll to the bottom
Select Save and Continue
Intervention Channels and Reach: click Add Intervention Channel (green Box at top right)
Select: Social media (e.g. Facebook, Twitter, and Pinterest)
Description: Type the Month you are reporting (e.g. May 2023)
Site: Create Better Health [County] Facebook*
*First time you enter this site, you will have to create it. Click Add Site.
Name: Create Better Health [County] Facebook
Address: [Facebook url / web address]
Parent Organization: [Skip]
City: [City of Extension Office]
State and Zip: [Extension office state and zip]
Primary Contact: [Ambassador/Your name]
Email Address: [Ambassador usu.edu email]
Phone #: [Extension office phone number]
Setting: Learn: Other places people go to ‘learn’
Is this site ADA accessible: Yes
Click Save

Estimated # of Unique Individuals Reached: enter the sum total of the Column T labeled Daily Total Impressions from the Facebook Insights Report
Estimated # of New Individuals Reached: 0 (zero)
Source of Data: Commercial Market Data
Click Save

Review your entry – there should be a list of all your monthly entries here:
    Channel = Social Media (e.g. Facebook, Twitter, and Pinterest)
    Description = Month for which you are reporting (May 2020, June 2020...)
    Site = Create Better Health [County] Facebook
    Reach = Number people who saw your Facebook page that month
    Source = Commercial Market Data
Click Save and Continue

You will **not** mark this as complete until the end of the grant year. This Indirect Activity is the same entry you will update each month as you enter the new numbers on your Facebook page.

At the end of September, you will go in and mark this Indirect Activity **Complete**.

Please don’t hesitate to call Brittney Johnson at the end of the month with questions on entering your Facebook Indirect Education count.

Below are a few tips for successfully hosting a county Create Better Health Facebook page:
    Keep your page active. Post a minimum of two times per week. (This includes sharing other Create Better Health posts.)

    Check inbox and notifications daily for requests for information by participants, but that is the only time you should spend in notifications and messages.
Have your target audience in mind every time you post. Be clear who you are talking to and be consistent in your outreach to SNAP recipients.

Always be professional. You can use a friendly tone and humor, but steer clear of immature, faddish, or meaningless posts.

Use appropriate stock photos. Always to follow the license agreement (attribution or no, advertising, downloadable okay or not, etc.). A list of approved and readily available stock photos can be found on the staff website under Recruiting and Marketing Materials.

Never post participants images without a signed Photo Release form. These can be found on the staff website under Misc Forms.

Use hashtags as a sorting tool, not a fad. For example, label all recipes #SNAPEdRecipes, and you can even specify by labeling something multiple times. For example, a strawberry and yogurt parfait could be labelled: #SNAPEdSmoothies #SNAPEdFruityDesserts #SNAPEdRecipes #createbetterhealth

Always share from the existing Create Better Health statewide pages:
https://www.facebook.com/createbetterhealthutah
https://www.facebook.com/createbetterhealthkids/
https://www.facebook.com/CreateBetterHealthUtahenespanol

You can also share helpful information from USU Extension. Remember to SHARE these posts, do not copy and paste.

Don’t forget to report your efforts in PEARs. This is a great indirect education activity, and you should get credit for your efforts.
COUNTY NEWSLETTER REPORTING INSTRUCTIONS

Individual counties should always report newsletter reach in PEARs.

One Indirect Activity will be created for Adult Newsletters and one Indirect Activity for Youth Newsletters. Once the Indirect Activity is created in PEARs, you will simply update it with newsletters sent each month. The different recipient groups can be broken down by Intervention Channels.

**Adult Audience:**
Log in to PEARs (link is on the staff website under PEARs & Reporting)
Click on Track (top menu bar)
Select Indirect Activities
Select Add (found at top right)
Title: Create Better Health [County] Adult Newsletters
Intervention name: Create Better Health
Unit: [County]
Does this activity include a food demonstration/taste test: No
Intervention topics: [Skip]
Activity Date Range: 10/01/2022 through 09/30/2023 (the entire grant year)
Click Save
Now you have an Indirect Activity under which you will add your newsletter reach each month.

**Youth Audience:**
Log in to PEARs (link is on the staff website under PEARs & Reporting)
Click on Track (top menu bar)
Select Indirect Activities
Select Add (found at top right)
Title: Create Better Health [County] Youth Newsletters
Intervention name: Food, Fun & Reading or Captain Create MyPlate
Unit: [County]
Does this activity include a food demonstration/taste test: No
Intervention topics: [Skip]
Activity Date Range: 10/01/2022 through 09/30/2023 (the entire grant year)
Click Save
Now you have an Indirect Activity under which you will add your newsletter reach to youth each month.

Monthly Reporting:
At the end of each month, you should edit this Indirect Activity to show how many people received the newsletter. If it is a printed hard copy, you’ll report how many were printed and delivered; if it’s an electronic (email) newsletter, you’ll report how many email addresses it was sent to.

Log in to PEARs
Click on Track (found along top menu bar)
Select Indirect Activities
Click on Create Better Health [County] Adult Newsletters or Create Better Health [County] Youth Newsletters
Select Edit (green button on top far right)
The date range will show the entire grant year 10/01/2022 through 09/30/2023
You may use the comment field to provide additional information relating to your newsletter efforts.
Upload a copy of the newsletter sent. If one newsletter was sent to multiple lists or classes, just upload one copy. Give the newsletters a clear and consistent naming system like month, year, recipients (ex: March 2021 Delta Sands Apartments or March 2021 Eagle Elementary)
Select Save and Continue

Custom Data: Use this section to indicate the program area supported by the newsletter. It will usually be education and possibly recruitment.

Collaborators: Add co-workers or supervisors if they help on this project

Intervention Channels and Reach: click Add Intervention Channel
Select: Electronic materials (e.g. email and electronic newsletters or mailings/text messaging) for electronic emails or Hard copy materials (e.g. flyers, pamphlets, activity books, posters, banners, postcards, recipe cards or, newsletters for mailings) for hard copy newsletters
Description: Month, Year, Recipients of Newsletter (ex: March 2021 Delta Sands Apartments)
Site: Select the site where the recipients gather or where you got the emails*
*First time you enter this site or if it’s a new location, you may have to create it.

Click Add Site.

Estimated # of Unique Individuals Reached: enter the number of emails where the newsletter was sent or the number of hard copies delivered to the site

Estimated # of New Individuals Reached: if you are emailing the newsletter, this would be the number of new recipients (people who did not receive the last issue of your newsletter but are now on the email list; this number should always be smaller than the # of Unique Individuals Reached because it is a subset of that group)

Source of Data: Other

Please specify other source of reach data: Explain where your number came from (CBH class participant list, teacher class list, subscribed over Facebook, library story time list, etc.)

Click Save

Review your entry – there should be a complete list of all your monthly entries

Channel = Electronic Materials or Hard Copy Materials
Description = Month Year Recipients of Newsletter
Site = Site from where Recipient List was generated
Reach = Number people who received your newsletter
Source = Other

Click Save and Continue

You will not mark this as complete until the end of the grant year. This Indirect Activity is the same entry you will update each month as you create and email or print newsletters.

At the end of September, you will go in and mark this Indirect Activity Complete.

Please don’t hesitate to call Brittney Johnson at the end of the month with questions on entering your Newsletter Indirect Education count.

Partnerships

Report a partnership that includes two or more individuals who regularly meet, exchange information, and identify and implement mutually reinforcing activities that contribute to organizational changes or polices. This includes organizations where direct education is taking place. Only report partners active during the current reporting year.
General Information

Reporting Period
This should auto-populate for the current grant year.

Partnership name
Enter the name of the partnership such as CBH Elementary School PSE Leadership

Site or organization
Select or add the primary site where the partner is located.

Unit
Usually, you will select your county as the unit.

Jurisdiction level

Type of partnership

Assistance received from this partner

Assistance provided to this partner

Does this partner receive any direct SNAP-Ed funding?
Select no.

In which of the following intervention types is this partner involved during the current reporting period?
Select all the options (direct education, social marketing, PSE changes) that apply.

Comments
This section is very important. In the comment section, you can share any details about your partnership that are important for the State Office, DWS, or FNS to know.
Files Attachments
You may add photos, fliers, or other files that may have to do with this partner. For example, if a school highlights Create Better Health classes on their website, you can add a screenshot of the website highlight here.

COLLABORATORS
If there is another ambassador or supervisor who is working with this partnership, or who needs access to edit and/or view, add them in this section.

To add the collaborator first, Click +Add Collaborator.
Type in the textbox under User to find the other Create Better Health Ambassador or Supervisor you wish to add.
Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.
Under Access you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”
Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offers in this record?”
For example, if you are adding your supervisor, you may enter that this person introduced you to the partner.

Evaluation
Depth of relationship
Select one of the following that best describes the partnership.

**Network:** Organization has agreed to be involved in an initiative. There is ongoing dialogue and information sharing.

**Cooperator:** Organization assists with information such as referrals, providing space, distributing marketing and client education materials, and hosting events open to the clients and community members.

**Coordination:** Organization maintains autonomous leadership, but there is a common focus on group decision-making; emphasizes sharing resources to aid in the adoption of policy, systems, environmental (PSE) changes.

**Coalition:** Organization has longer-term commitment to be more closely involved in an initiative. Key characteristics include shared leadership, definition of roles, and generation of new resources.

**Collaboration:** Organization contributes to joint activities and has identified personnel who help advise and make decisions about effective strategies and interventions. Key characteristics include a system with shared impacts, a consensus-decision making process, and formal role assignments.
Assessment tool used
Select None.

Briefly describe any partnership accomplishments for the current reporting period
Provide any accomplishments, as appropriate.

Briefly describe any lessons learned from this partnership during the current reporting period. Include barriers or challenges you may have encountered
Provide any lessons learned, as appropriate.

Meetings and Events
Optionally track past or upcoming meetings or events involving this partner during the current reporting year. Do not include direct education interventions taking place at this partner’s site. Instead, report those in program activities.

Do you wish to report meetings and events related to this partnership?
You may select yes or no. Currently, we are not requiring that CBH ambassadors or supervisors track meetings and events in Pears Partnership entries.

Coalitions
A coalition is a group of individuals and organizations that commit to joint action in adopting practices, supports and/or standards, typically for a longer period of time.

General Information

Reporting Period
This should auto-populate for the current grant year.

Coalition name
Enter the name of the coalition.

Jurisdiction level
Unit
Usually, you will select your county as the unit.

Assistance received from this coalition

Assistance provided to this coalition

Is this a State Nutrition Action Committee/Coalition (SNAC)?
Select no.

In which of the following intervention types is this partner involved during the current reporting period?
Select all the options (direct education, social marketing, PSE changes) that apply.

Comments
This section is very important. In the comment section, you can share any details about your coalition, that are not captured in another section or the PEARS entry form, that are important for the State Office, DWS, or FNS to know.

Files Attachments
You may add photos, fliers, or other files that may have to do with this coalition.

COLLABORATORS
If there is another ambassador or supervisor who is working with this partnership, or who needs access to edit and/or view, add them in this section.

To add the collaborator first, Click +Add Collaborator.
Type in the textbox under User to find the other Create Better Health Ambassador or Supervisor you wish to add.
Once you clicked their name then you can show whether this person is “involved in performing the work described in this record”. Select the box, if appropriate.
Under Access you may select what permissions this person has for the record by choosing either “View & Edit” or “View Only.”
Finally, you may describe the role this person had in the project in the textbox below “What role or contribution this user offers in this record?”
For example, if you are adding your supervisor, you may enter that this person introduced you to the partner.
Members in this Coalition

Add all the members of the coalition.

To add the coalition member first, **Click +Add Member.**

Type in the textbox under **Individual or organization name,** the name of the coalition member or organization you wish to add.

Under **Member's sector of influence,** use the drop-down menu to select the most appropriate sector for that member or member organization.

Under **Type of member,** use the drop-down menu to select the most appropriate type of member.

Next is the **Member's primary site or organization.** Here you may add the physical site for this coalition member.

Finally, you may describe the role this person had in the project in the textbox below “Briefly describe this member's role and any resources they provide to this coalition”

*For example, if you are adding the health department, you may enter that this member provides funding for signage or refrigerators at a school pantry.*

Evaluation

**Depth of relationship**

Select one of the following that best describes the coalition.

- **Network:** Organization has agreed to be involved in an initiative. There is ongoing dialogue and information sharing.
- **Cooperator:** Organization assists with information such as referrals, providing space, distributing marketing and client education materials, and hosting events open to the clients and community members.
- **Coordination:** Organization maintains autonomous leadership, but there is a common focus on group decision-making; emphasizes sharing resources to aid in the adoption of policy, systems, environmental (PSE) changes
- **Coalition:** Organization has longer-term commitment to be more closely involved in an initiative. Key characteristics include shared leadership, definition of roles, and generation of new resources.
- **Collaboration:** Organization contributes to joint activities and has identified personnel who help advise and make decisions about effective strategies and interventions. Key characteristics include a system with shared impacts, a consensus-decision making process, and formal role assignments.

**Assessment tool used to document the level of active engagement of members**

Select None.
Assessment tool used to document the level of influence
Select None.

Briefly describe any accomplishments of this coalition for the current reporting period
Provide any accomplishments, as appropriate.

Meetings and Events
Optionally track past or upcoming meetings or events involving this partner during the current reporting year. Do not include direct education interventions taking place at this partner’s site. Instead, report those in program activities.

Do you wish to report meetings and events related to this partnership?
You may select yes or no. Currently, we are not requiring that CBH ambassadors or supervisors track meetings and events in Pears Partnership entries.

FACEBOOK ONLINE CLASS REPORTING INSTRUCTIONS
There will be two primary types of online classes – those with online survey responses and those without. They will require two different types of reporting in PEARS. County Facebook classes should be reported separate from regular Facebook indirect activity efforts. If an ambassador teaches a class over Facebook (live or pre-recorded) this is how they will report their work in PEARS.

ONLINE CLASSES WITH SURVEY RESPONSE REPORTING INSTRUCTIONS
These instructions are for your online adult classes that have survey responses in PEARS. These classes may have been taught through Facebook or Zoom. The instructions describe how to obtain your program reach and demographics from the surveys your participants completed using a link you provided them from PEARS.

If you taught online adult or youth classes, but no one completed the survey you will delete your program activity and create an indirect activity for that class. To do so, follow the set of instructions you have received entitled, “Facebook Classes with No Survey Responses Reporting Instructions.”
Step 1: Determine if your Program Activities have any surveys attached

- **PEARS Analyze Program Activities**
  - This will list all of your program activities for the year.
  - They are sorted by the date that the entry was last modified. The most recent modification (not necessarily class) is first.
- **The I/R column**
  - I= instruments (aka surveys) that you attached to this program.
  - R= responses to your surveys.
  - Example= If your I/R column is 1/3 that means you have one type of survey attached (i.e. CBH one-time survey) and 3 people responded to your survey.
- For any ONLINE program activity that does not have any survey responses you will need to delete that program activity and create a new indirect activity for that class.
  - Follow the instructions in, “Facebook Classes with No Survey Responses Reporting Instructions.”
    - This includes both adult and youth programming.

Step 2: For Program Activities that have survey responses, export your survey responses

- **PEARS Analyze Survey Data Responses by Survey**
- **Uncheck the ‘Completed’ Box at the top of the screen-*important step!**
- Find the survey in the list that you would like to see the data for, i.e. ONLINE Create Better Health One-Time Survey
  - Note: If you have used different surveys since the beginning of COVID-19 you will have to do this for each of the surveys you have distributed through your online classes.
    - For example, if you have used English and Spanish Online CBH One-Time Surveys you would have to do this step for each survey.
- Select ‘Export’ for the survey you would like to export
- Export to Excel Spreadsheet
  - This will export all of your responses to that survey
  - It may include more than one program activity
- Select the “Response Data” tab at the bottom of the spreadsheet to view your responses.
- Separate your program activities based on the number in Column A.
  - I.E. Add a blank row between your program activities so it is easy to see the gather the date for each program activity separately.
You will collect your demographic data from the following columns:

- Column M - Gender
- Column N - Age
- Column O - Ethnicity
- Column P - Race

It may be easier to print out your spreadsheet if possible.

Once you have your numbers return to PEARS home page.

**Step 3: Enter the demographic information from your Excel Spreadsheet into PEARS**

- PEARs Track Program Activities
- Open the program activity that you have data for:
  - Match based on Program Activity ID AND/OR Program Activity Name
  - Double check that you are entering the right numbers for the right program activity
- Go to Demographics
- Under demographics enter the numbers from your spreadsheet
- Total
  - NOTE: The Excel spreadsheet will not give you the total number reached. You will have to total that based on one of the demographic characteristics.
    - For example: If you have 4 females and 1 male, you would enter 5 in the ‘Total’ box
- Method used to determine demographic makeup of participants
  - Select: Actual Count
- Source of Data
  - Select: Survey of target audience
- Age & Sex
  - Use data from Excel spreadsheet
- Ethnicity and Race
  - Use data from Excel spreadsheet
  - Note: You will only enter the information from the primary race question (column P). You do not need to enter secondary race information.

**Step 4: Mark your Program Activity as COMPLETE**
Once you have entered your data and you are not planning to share the link to the survey any longer you can mark the Program Activity as complete. You do not need to do anything with any other data from your spreadsheet including the responses to Likert scale questions or the email address for the newsletter.

ONLINE CLASSES WITHOUT SURVEY RESPONSE REPORTING INSTRUCTIONS

County Facebook classes should be reported separate from the regular Facebook page activity. If an ambassador teaches a class over Facebook (live or pre-recorded) and no one completes a participant survey, this is how they will report the work in PEARS.

First, create an Indirect Activity dedicated to Facebook classes in PEARS. Each curriculum should have its own Indirect Activity. (For Example: Create Better Health Facebook Classes, and Create Farm Fresh Food Facebook Classes, and Food, Fun, and Reading Facebook Classes would all be separate Indirect Activities. Each time an online class is offered, it will be a new channel underneath the curriculum title.

Log in to PEARS (found on Staff Website > PEARS and Reporting)
Click on Track (top menu bar)
Select Indirect Activities
Select Add (top right)
Title: [Curriculum Name] Facebook Classes (ex: Create Better Health Facebook Classes)
Intervention name: Select the curriculum for your classes (Create Better Health; Create Farm Fresh Food; Create Family Mealtime...)
Unit: [County]
Does this activity include a food demonstration: Yes
What recipe(s) were used: [will add later]
Intervention topics: [select intervention topics covered in classes; can go back and add more later]
Activity Date Range: 10/01/2022 through 09/30/2023 (duration of the grant year)
File Attachments: [skip for now]
Click Save
Custom Data: Use this field to indicate the program area supported. For online classes it will be education and social media.

After you have taught a Facebook class and are ready to report the reach, follow these instructions to add an Intervention Channel:

Log in to PEARS (found on Staff Website > PEARS and Reporting)
Click on Track (top menu bar)
Select Indirect Activities
Select [Curriculum Name] Facebook Classes
Click on Edit (green button, top right)
What recipe(s) were used: [add recipe demo detail]
File Attachments: Skip
Press: Save and Continue
Collaborators: [Add any county ambassadors who teach with you]
Press: Save and Continue
Go to Intervention Channels and Reach (far right menu)
Intervention channels and Reach: click Add Intervention Channel
Select: Social media (e.g. Facebook, Twitter, and Pinterest)
Description: Lesson # Facebook Class [Date of Class] (Ex: Lesson 4 Facebook Class 04/22/2021)
Site: Create Better Health [County] Facebook* (Ex: Create Better Health Iron County Facebook, https://www.facebook.com/createbetterhealthironcounty/)

*If you haven’t set up the county Facebook page as a site or if it is incorrectly listed, please do the following:
Click: Add Site
Name: Create Better Health [County] Facebook (Ex: Create Better Health Iron County Facebook)
Address: [Facebook page URL] (Ex: https://www.facebook.com/createbetterhealthironcounty/)
Parent Organization: Skip
City: [Extension County office city] (Ex: Cedar City)
State: Utah
Zip: [Extension County office zip code] (Ex: 84720)
Primary Contact: [Ambassador name]
Email Address: [Ambassador usu.edu email]
Phone: [Extension County office phone]
Setting: Learn > Other places people go to “learn”
Is this site ADA accessible? Yes
Estimated # of unique individuals reached: [See page 231]
Estimated # of new individuals reached: 0 (Zero)
Source of Data: Commercial Market Data
Click Save

Review your entry:
Channel = Social Media (e.g. Facebook, Twitter, and Pinterest)
Description = Lesson # Facebook Class #/#/2020
Site = Create Better Health [your] County Facebook
Reach = # of Impressions
Source = Commercial Market Data
Click Save and Continue

You will not mark this as complete until the end of the grant year. This is the same entry you will update each time you enter a Facebook class.

At the end of September, you will go in and mark this Indirect Activity Complete. When you submit your last entry and prior to marking it Complete please confirm you have uploaded the Facebook video reports in Excel (xls format).

Please don’t hesitate to call Brittney Johnson with questions on entering your Facebook Classes Indirect Activity count.

HOW TO FIND REACH (VIEWS) ON AN INDIVIDUAL FACEBOOK CLASS

Please remember that the online class views will continue to occur for a few days or a couple weeks after the original live class or the recorded video is posted. We recommend you wait at least one month before reporting the “views” for your video in PEARs to allow for the maximum views to be captured.

Log in to your County Create Better Health Facebook page.
Click on Videos (top right menu)
Click on Visit Creator Studio (top right)
Click on Insights (left menu bar)
Click Export Data (top right corner)
Select the Date Range for which you want to report total views
Metric Presets: Leave on default (Performance)
Data Options: Leave on default (Lifetime, Video, Creation Date)
Click Generate (the report will download to the computer)
When the Export is Complete, press Download Export.
Your export (the report) will download to your computer wherever you have downloads go.
Depending on your own computer’s settings, you’ll want to select “Open With” and chose Excel so you can work with the spreadsheet.

Open the report called [Date Range] ######## (The report will be the date range you selected followed by a series of numbers).
Column D will list the individual videos according to their titles.
Scroll to Column J: (It is labeled Impressions)
This number, Impressions, is what you will report for that lesson.

You may save this report to the computer as an Excel file for your own records but it is not required for reporting in PEARS.

Success Stories
Success stories are a great way to capture the qualitative effort for our programs. This is a chance to write a paragraph about participants behavior change throughout their time participating in Create Better Health Utah—SNAP-Ed. When a participant tells you about an experience or lifestyle change, they have made because of the education they have received that is a success, we want to hear about it! The directions on how to input a success story into PEARS are found below.
Examples of good success stories:

<table>
<thead>
<tr>
<th>Story</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td><strong>Background</strong></td>
</tr>
<tr>
<td>Estoy dando clases para South Franklin Community Center con CIBM Mejore su salud. Dos de las participantes se empezaron a sentir mejor y en mi clase donde menciono las metas para hacer ejercicio ellas dos decidieron hacer sus metas juntas.</td>
<td>I have been doing food, fun, and reading every week at 10:30 am in the Cedar City local library and I have one little girl who is 5 years old and going to kindergarten this upcoming year. She comes with her mom every single week. I have been doing the food, fun, and reading curriculum. I have been doing lessons since June 5, 2021.</td>
</tr>
<tr>
<td><strong>Story Narrative</strong></td>
<td><strong>Story Narrative</strong></td>
</tr>
<tr>
<td>Dos de mis alumnas me dijeron que gracias a la clase y gracias a que hablamos sobre las metas la importancia de hacer metas para hacer actividad física ellas dos empezaron a caminar juntas al menos dos veces a la semana. Ellos me comentaron que se han sentido muy bien tanto emocional como físicamente a partir de que empezaron a llevar acá sus caminantes. Todo ello es gracias a la clase donde vivimos: Establecimiento de Metas para la actividad Física.</td>
<td>I have one little girl that comes every week to my food, fun, and reading lessons. I did the dairy story and afterwards did a small craft with them. She learned so much. The following week, she told me that she made her mom buy the low-fat yogurt tubes that I brought as a snack for them. This week, she was talking to me before class and she told me everything that she learned about dairy. It was the sweetest thing. She said that they have increased their milk consumption at home by drinking one cup in the morning and one at night. She even mentioned how milk makes her bones super strong!</td>
</tr>
<tr>
<td><strong>Favorite Quote</strong></td>
<td><strong>Favorite Quote</strong></td>
</tr>
<tr>
<td>Gracias a Create Better Health encuentro a mi amiga de ejercicios. Gracias a la clase me siento mejor y soy mejor mamá porque ahora hago ejercicio. (Reyes)</td>
<td>“Milk makes my bones really strong! We drink it every morning and right now!”</td>
</tr>
</tbody>
</table>

**PEARS Close Out**

The current reporting year October 1, 2022- September 30, 2023

The SNAP-Ed grant funds one year of programming from the beginning of October to the end of September the following year. All data input into PEARs during this year period is editable until the last day of September. We are unable to edit any data included in the reporting period once it is over. This is why it is advisable to stay current with your data input. September is typically a busy month with schools back in session. Do not get behind inputting data into PEARs! Please still teach up until the end of September but plan to do so in a way that you will
allow you to have time to add those program activities into PEARS. All series of classes must be finished by the end of September. All PSE projects must be completed in PEARS.

Although some aspects of programming may be multi-year endeavors (such as PSE, coalitions and marketing campaigns), for reporting purposes, the entries should only include information about the work done in the current reporting period. All other work will be logged in the reporting period within which it was completed. After you have logged all relevant data for the reporting period, you will need to mark it as complete. Doing this ensures that others know it is ready for review and inclusion in impact reports. Below is a list of snapshots from PEARS on how to close out and complete each part of our programming.

How to Mark a Program Activity as Complete

Although a Program Activity can be included in reports if it is incomplete, marking an activity as complete ensures that it will be included in all reports and lets reviewers looking at the data know that the information shown is complete.

You may use the progress bar as a guide to see what needs to be entered/completed before the program activity can be reported on.

To Mark a Program Activity as Complete

1. Review all data entered to make sure it is correct.
2. If your program activity has a Custom Data section, make sure it is filled out.
3. At the very least, make sure you have filled out the Total Participants in the Demographics section.
4. If you have no survey instruments or if you have entered all the survey instruments and response data you wish to, click "Mark as Complete" to move on to the "Mark as Complete" section.
5. Finally, click Mark as Complete.

Note
A survey instrument must have response data in order to mark a program activity as complete.
How To Mark an Indirect Activity as Complete

Marking an Indirect Activity as Complete

Once you have finished entering data for you Indirect Activity you will want to mark it complete so that it shows up in all organizational reports. To do this:

1. Go to the Mark as Complete section by clicking “Save and continue” from the Intervention Channels and Reach page or by clicking the blue hyperlink in the progress bar.

2. Click “Mark as Complete” to mark your indirect activity as complete.

3. While your indirect activity is marked as complete you will not be able to edit it. To edit completed indirect activities you will need to mark them as incomplete. On the Mark as Complete page click “Mark as Incomplete” to unlock your data for editing.

Note:
You will only be able to edit indirect activities from the current reporting period. Data from previous reporting periods is locked at the end of the reporting period.

How to Mark a PSE Site Activity as Complete

Before a PSE Site Activity can be used for reporting, it must be marked as complete so the system knows that all data has been entered.

You may use the progress bar as a guide to see what needs to be entered/completed before the program activity can be reported on.

To Mark a PSE Site Activity as Complete

1. Review all data entered to make sure it is correct.

2. Next, click “Mark as Complete” located in the progress bar.

3. Finally, click “Mark as Complete”.
How to Mark a Partnership entry in PEARS as complete

Marking a partnership as complete ensures that it will be included in all impact reports and lets reviewers looking at the data know the information is complete.

First, go to the Partnership entry in PEARS.

To mark a Partnership entry as Complete

Review all data entered to make sure it is correct.
Next, click “Mark as Complete” located in the progress bar.
Finally, click the green “Mark as Complete” button on the screen.

How to Mark a Coalition entry in PEARS as complete

Marking a coalition as complete ensures that it will be included in all impact reports and lets reviewers looking at the data know the information is complete.

First, go to the Coalition entry in PEARS.

To mark a Coalition entry as Complete

Review all data entered to make sure it is correct.
Next, click “Mark as Complete” located in the progress bar.
Finally, click the green “Mark as Complete” button on the screen.
Section 9: Quality Control

Management Evaluations

Throughout each year the State Create Better Health Utah (SNAP-Ed) office will visit with various counties to conduct a management evaluation. This visit will usually occur on the first or third Monday after the Statewide Staff Meeting. The visits will be held over zoom conferencing and will include meeting with the supervisor and ambassadors in the county. The ME will be used to have an overview of programming in the county and will be used to determine policy compliance, support local SNAP-Ed efforts and express praise for areas of excellence.

Marcia will reach out to the county team members and will coordinate scheduling for these meetings.

Monthly Evaluations

Every month, the State Office will compile a short report of Create Better Health Utah (SNAP-Ed) efforts for each county for the previous month. These reports include reporting numbers for program activities, indirect activities, PSE activities, social media efforts, success stories and Google calendar events. The report also includes information about training needs for CBH Ambassadors, hours the CBH Ambassadors worked, and status of the budget. These regular reports may be used to determine county needs, help the State Office prevent any problems, and highlight excellent practices.

For training purpose, a state team member may observe classes throughout the year. During these visits, the trainers will fill out the Observation Tool and often will share recommendations for improvement and encouragement for what is going well.

Create Better Health Utah (SNAP-Ed) Google Calendar

calendar.google.com

Each county is required to maintain a county Google calendar that is shared with the State Office and DWS. The Google calendar is mandatory. This is the clearinghouse for all Create Better Health Utah (SNAP-Ed) activities and events occurring in Utah at any given time. Ideally, counties will schedule most classes at least a month in advance. The calendar is reviewed and cross-referenced with PEARs data and staff work hours. It is consulted for scheduling management evaluations, on-site training, and stakeholder visits. It will also be used to recruit class participants through the Create Better Health Utah Newsletter. Supervisors must make sure all Create Better Health Utah (SNAP-Ed) activities are listed. Program funders have access to the calendar and will notice if a county doesn’t show that Create Better Health Utah (SNAP-Ed) is active there.
Counties may assign CBH Ambassadors or a staff assistant to keep the calendar up-to-date. Supervisors should contact the state office Staff Assistant to request access to the calendar for a staff assistant.

The google calendar entries need to be in by the fifteenth of the month prior to be included in the newsletter and sent to DWS. Please notify Amalia if you have classes entered after the fifteenth so that she can go back and review the new entries.

When filling out event entries, staff should use the following instructions.

Sign in with your USU e-mail. Google will send you to the USU secure log-in. If you have a Gmail account, make sure that you are signed in with your USU e-mail account. You can check to see what account is signed in at the top right corner.
Add an event:

- Click on the red circle icon with a plus sign in the bottom right corner.
- In “Add title,” write OPEN or CLOSED (this must be the first term in the event title). This indicates whether the event is OPEN to the public or CLOSED to the public. Please include class name (curriculum title). If the event is not a class, please specify if it is a PSE or an indirect activity, right after putting open or closed in the title.
- Below you can schedule the date, starting and ending time for the class.
- In the text box for “Add location,” you must put the actual building name and street address of the event for closed and open classes. If the event is in an undisclosed or confidential location, you should still include the name of the site, but may exclude the address.
  - If you are doing a virtual class, please provide a link to where it will be held.
- Make sure that the county calendar is selected.
- In the “Description” section, please include the name of the class (Mommy & Me, Create an Omelet, Create Farm Fresh Food...) and a description. This is what will be used in the Create Better Health Utah Newsletter mailed to your county recruiting list. If the event is not a class, please specify that it is a PSE or an indirect activity. It can also be helpful to include contact information for the point of contact at the class/activity site and the names of the CBH Ambassadors assigned to that class.
- Click the blue “SAVE” button to save and add the activity to the calendar.
See some good example of event entries below.

For questions regarding the Google calendar, please email amalia.larson@usu.edu

Risk Management Guidelines for Create Better Health Utah (SNAP-Ed)

Food Allergy Protocol
As a CBH Ambassador it is our responsibility to make all possible efforts to reduce the risk of a participant having an allergic reaction to a recipe sample. Below you will find the requirements for different program types. You will notice that you are always required to display the Food Allergy Warning Sign which you can find here:

   Staff Website >Misc. Forms >Food Allergy Warning
**Adult classes**

CBH Ambassadors are required to always display the Food Allergy Warning Sign in ALL classes. The responsibility to not taste the recipe sample ultimately falls on the adult participant, but it is your responsibility to display the sign.

If you are teaching a series of classes to the same adults it is good customer service to ask about food allergies during the first lesson. If your participants report any food allergies, please refrain from using that food in your future recipe demonstrations during the series.

**Youth classes in schools (no parents present)**

CBH Ambassadors are required to display the Food Allergy Warning Sign in ALL classes. In addition to the sign, you are also required to request from the school a list of food allergies present in the entire school. The school does not need to share the names of the students with the allergies, just the list of allergens. Please become familiar with the list and refrain from using any of the ingredients listed as an allergen in ANY classroom within that school. If a school refuses to share the allergen list with you, please do not offer recipe samples as part of your programming.

**Youth classes where parents/guardians are present**

CBH Ambassadors are required to display the Food Allergy Warning Sign in ALL classes. If parents are present, at the beginning of each lesson ask parents to immediately inform you if their child has a food allergy. If parents are dropping kids off at a class and then leaving the area, they must sign their child in and give permission for their child to taste the sample. You can find the form for this on the staff website > youth education > parent sign in sheet.

**Indirect Activities (i.e. health fair, farmers’ market, etc.)**

CBH Ambassadors are required to display the Food Allergy Warning Sign at all events where they are serving recipe samples. Do not give recipe samples to any child that is not accompanied by an adult.

**Civil Rights**

As a USDA and USU program, CBH is required to provide access to our program regardless of race, color, national origin, sex, age, religion, disability or political belief. The program must provide reasonable accommodations and work to be inclusive in our marketing and programming. When hired and annually, all CBH employees and supervisors must complete a Civil Rights Training. This helps each employee know what is required to ensure equitable access and make SNAP-Ed a program for everyone that makes up our target audience. Note that socioeconomic status is not a protected class and not providing equal access to higher income families and individuals is not a civil rights issue.
Filing a Civil Rights Claim

If a participant ever expresses that their civil rights have been violated. Practice good customer service skills, while maintaining your safety, and share the information on the “And Justice For All Poster” that is required at all SNAP-Ed program activities (including indirect, PSE, and social marketing activities).

Please remember that a person may feel like their rights have been violated even when you may not have intentionally done anything to violate their rights or if you don’t agree that a violation has occurred. As soon as you are able, contact your supervisor and Heidi LeBlanc to let them know of the complaint.

(Policy adapted from USU 4-H Extension)
Insurance Definitions

Liability Insurance
Liability insurance provides the insured entity protection from the risk of damage claims for which the insured entity is held legally liable. After payment of a deductible, a liability insurance policy will cover the payment of damages that the insured would have to pay if found legally responsible for the event that caused a third-party damages. Liability insurance coverage also provides legal representation and coverage of legal costs in situations where a claim goes to court.

USU has liability insurance coverage through the Utah Division of Risk Management. This coverage extends to employees and officially registered volunteers acting in the course and scope of their employment or volunteer assignment with USU. It does not provide coverage for an employee acting outside the scope of his or her employment. The following examples illustrate this concept:

- If a USU grounds crew employee is mowing a lawn on the USU campus and the lawn mower accidentally throws a rock through someone else’s car window, USU would be responsible for the damage and the liability insurance policy would pay for the damages.
- If that same USU employee is mowing his or her own lawn and the mower throws a rock through the neighbor’s car window, USU’s liability insurance would not be involved.

Workers Compensation
Workers compensation insurance covers medical expenses incurred by employees who are injured in the course and scope of their employment. USU has a workers compensation policy through the Workers Compensation Fund.

USU procures this coverage for all USU employees and officially registered volunteers. Should an employee or registered volunteer be injured while performing duties for and on behalf of USU, workers compensation insurance will cover the cost of getting him or her well again so he or she can return to work. It is important to note that workers compensation insurance is aimed solely at workplace injuries and workplace-related conditions. Workers compensation insurance is not health insurance.

- Workers compensation only covers workplace injuries. In some cases, an employee may have preexisting conditions that may cause or exacerbate a workplace injury. In these cases, while workers compensation claims adjusters may acknowledge that there are preexisting conditions, they are only obligated to cover the costs of the workplace injury.
- Workers compensation does not cover students or participants in USU-related activities.
Property Insurance
Property insurance provides coverage for USU property that is damaged or otherwise lost. USU’s property insurance is provided by the Utah Division of Risk Management. It is an “all risk” policy meaning that all risks are covered except those that have been specifically excluded.

All property that is owned by or in the care and custody of USU as well as all buildings owned by USU are covered by this policy. Buildings leased to USU are not covered. USU Risk Management reports building and contents values to the Utah Division of Risk Management each year. It is important for USU units to have a current inventory of the contents and the value of the contents in their respective buildings so USU Risk Management can ensure that the insurance is maintained at an appropriate level.

- Your unit should work with USU Risk Management to have documentation describing what it would cost to replace everything you have in a building in case there was a total loss, like from a fire.
- The policy will only cover property owned or in the care and custody of USU. An employee’s personal property is not covered.
- There is a $1000.00 deductible on property claims.

Automobile Insurance
USU has automobile liability and physical damage insurance coverage through the Utah Division of Risk Management. This insurance covers vehicles owned by USU and used by USU permissive drivers during the course and scope of their employment.

- To be a permissive driver, a person needs to have permission from USU to drive the vehicle and he or she needs to have passed the State of Utah Online Driver’s Training Course and submitted his or her certificate of completion to USU Parking and Transportation. This training may be accessed at the following webpage: https://parking.usu.edu/fleet-operations/driver-training
- If a USU employee or registered volunteer is injured while riding in a USU vehicle, medical expenses would be paid by the Workers Compensation Fund, not through the Utah Division of Risk Management.
- There is very limited personal injury protection (PIP) coverage for personal injuries suffered by non-USU employees and non-registered volunteers riding as passengers in a USU vehicle.
- There is a deductible of up to $1,500.00 for automobile physical damage claims.
- When using a rental vehicle, USU employees and registered volunteers must use a rental company with a State Contract. A claim involving a rental vehicle that was not rented through a State Contract may be covered but can have a $10,000.00 deductible.
- Insurance follows the vehicle, meaning, an employee’s personal automobile insurance is the primary insurance for their own vehicle, even if he or she is using that vehicle for work purposes.
Health Insurance
USU Risk Management does not provide health insurance covering medical costs to any student or participant in a USU-related activity.
- Groups associated with USU might carry their own insurance. For example, 4-H has a small medical coverage policy through American Income Life. The coverage limits are small and intended to cover a participant’s own insurance deductible in the case of an injury. The participant’s own insurance would still be paying the bulk of the medical costs.

4H/Extension activities may include the following types of individuals:

Employee
An employee is an individual legally employed by the University in any capacity.

Participant
A Create Better Health Utah (SNAP-Ed) participant is someone actively and directly participating in a Create Better Health Utah (SNAP-Ed) program, group, or activity who is not an employee or registered volunteer.

Spectator
Anyone who is not an employee, registered volunteer, or participant of a Create Better Health Utah (SNAP-Ed) program, event, or activity and is simply in attendance to observe the program, event, or activity.

Frequently Asked Questions

Workers Compensation
What are the correct steps to follow when a USU employee or registered volunteer is injured or there is an emergency during a Create Better Health Utah (SNAP-Ed) activity?
- Emergency response plans should be developed and understood by activity leaders before any activity takes place. Emergency response plans should include the steps that will be taken in the case of a foreseeable incident, including where the nearest clinic or hospital is to the location of the activity, what first-aid resources should be on hand, emergency contact information for participants, and at what point should activity leaders call 911.
- The Workers Compensation Fund (WCF) has various healthcare facilities with whom they prefer to work. This includes all Intermountain Healthcare WorkMed locations.
- A complete list of WCF Preferred Medical Providers can be found on the WCF website: [https://www.wcf.com/preferred-medical-providers](https://www.wcf.com/preferred-medical-providers)
- If there are no preferred medical providers close enough to provide appropriate treatment, take the injured individual to the nearest healthcare facility that can provide appropriate treatment.
For serious injuries, call 911 and take the injured individual to the nearest emergency room.

When an injury does occur, the first step is to get the injured employee or registered volunteer the appropriate treatment. This could include onsite first-aid up to calling 911. When in doubt about the appropriate treatment, err on the side of caution and take the injured party to a clinic, an emergency room, or call 911.

Where possible, the employee or registered volunteer’s supervisor should accompany the injured person to the healthcare provider.

What is the reporting process after a USU employee or registered volunteer has been injured during a Create Better Health Utah (SNAP-Ed) activity?

- An Employer’s First Report of Injury should be completed and sent to USU Risk Management as soon as possible after the injury. The electronic report form can be found on the USU Risk Management website.
- In the case of dismemberment or death, USU Risk Management should be notified immediately.
- A Supervisor’s Investigation Report should be filed with USU Risk Management the same day as the injury. The employee or registered volunteer’s supervisor will need to investigate the cause of the incident and determine what can be changed to avoid a similar incident in the future. The electronic investigation form can be found on the USU Risk Management website.
- USU Environmental Health and Safety and/or USU Risk Management may perform further investigation.

What happens after the reports have been filed?

- USU Risk Management will use the information in the Employer’s First Report of Injury to file a WCF claim. A WCF claim number will be generated and USU Risk Management will send the claim number and paperwork to the injured individual.
- After the claim has been filed, WCF will assign a claims adjuster who will contact the injured individual. Treatment and payment for treatment is handled between the employee/registered volunteer, the medical provider, and the claims adjuster. Questions about covered treatment or payments for services provided should be directed to the WCF adjuster assigned to the claim.
- WCF can be contacted at 385-351-8010. When calling, please reference the claim number.
- WCF will need copies of all doctors’ notes, restrictions, and billing documents. Please keep the documents and provide them to the WCF adjuster. The medical provider will not send the documents to the WCF adjuster.
- Employees/Registered Volunteers are responsible for following doctor’s orders and restrictions.
- Supervisors are responsible for helping employees/registered volunteers follow doctor’s orders and restrictions while employees/volunteers are at work.
- If the doctor has ordered the employee/volunteer to miss work, the employee/registered volunteer should not return to work until returning is approved by their doctor.
- Supervisors are encouraged to help employees/volunteers return to work as soon as possible by finding ways to accommodate doctor’s restrictions while the injured employee/registered volunteer is recovering.

If you have more detailed questions about workers compensation, please contact USU Risk Management at 435-797-1951.

USU does have workers compensation but not healthcare coverage for Create Better Health Utah (SNAP-Ed) participants. All Create Better Health Utah (SNAP-Ed) group, program, and activity leaders should have emergency plans in place for how to respond to an incident or emergency involving a Create Better Health Utah (SNAP-Ed) participant. Even though there is no insurance coverage for participants and spectators, incidents/injuries should still be reported to Create Better Health Utah (SNAP-Ed) administration and USU Risk Management.

Minors

Do all Create Better Health Utah (SNAP-Ed) volunteers need background checks to be able to work with minors?

- Even if there are Create Better Health Utah (SNAP-Ed) staff present, all Create Better Health Utah (SNAP-Ed) volunteers need to pass a background check and complete all Create Better Health Utah (SNAP-Ed) training before working with minors or other at-risk populations.

Vehicles/Travel

Who can drive a USU vehicle?

- USU employees and registered volunteers may drive USU vehicles, but all use of a USU vehicle must comply with USU Policy 514 – Vehicle Use Policy.
- At a minimum, the driver must:
  1. Hold a valid driver’s license
  2. Complete the State of Utah Driver Safety Program. The online training can be found at https://parking.usu.edu/htm/parking-information/drivers-representation-form/.
a. Be sure to follow the instructions found on this link. Certificates of completion have to be emailed to the USU fleet manager for the program to be fully completed.

Can a USU employee and/or volunteer use their personal vehicle for USU business?

- However, using a personal vehicle for USU business, or any purpose, has some inherent risk. Insurance policies follow the vehicle. USU does not carry any auto physical damage insurance that would cover damage to an employee’s vehicle, even if that vehicle were being used for USU business. If the personal vehicle were in an accident, USU’s auto insurance would not cover the physical damage to that vehicle.

- Many private auto insurance policies exclude damage caused to a vehicle while it is being used for business purposes. If a Create Better Health Utah (SNAP-Ed) employee/registered volunteer is using his or her personal vehicle for business purposes and is in an accident, he or she should check with their insurance provider to make sure they have coverage for business use of their vehicle.
  1. Mileage paid to Create Better Health Utah (SNAP-Ed) employee/volunteer for travel in his or her personal vehicle is intended to cover such things as gas, maintenance, and auto insurance.

Is it possible to use a car from a car rental company for Create Better Health Utah (SNAP-Ed) travel? Must receive prior approval.

- It is possible, and in some cases preferable, to use a vehicle rented from a vehicle rental company. The State of Utah has negotiated contracts with Enterprise, Hertz, and National to provide rental car services to State entities.

- Auto insurance is already included in these State Contracts, so extra insurance does not need to be purchased.

- When renting a vehicle from Enterprise, Hertz, or National it is important to reference that the rental is for USU and to use the State Contract number.

- Please visit the USU Risk Management website for more information on the rented vehicle State Contracts.

- These guidelines also apply to travel outside of the State of Utah.

- It is not recommended you drive internationally. If driving is required outside of the U.S., use the rental companies with State Contract where possible and purchase the offered additional insurance.

- Vehicle rentals are not recommended from companies without a State Contract even though they may have cheaper rates. If an employee/registered volunteer rents a vehicle from a company without a contract with the State of Utah, they should purchase extra insurance from that company, as the Utah Division of Risk Management may impose a $10,000.00 deductible or deny a claim completely.
If an employee or registered volunteer is traveling on behalf of Create Better Health Utah (SNAP-Ed) in their personal vehicle and is in an accident, does it need to be reported?

- Yes

How should an auto accident be reported?

- If the accident involves a vehicle owned by USU, the driver of the vehicle should file a Vehicle Accident Report with USU Risk Management as soon as possible. The online form to file this report can be found on the USU Risk Management website.
  - In order to use the online form, you will need to have a USU A#. If you do not have an A#, a printable version of the form can be found on the Frequently Used Forms link on the USU Risk Management Website.
- If the accident happens in a rental vehicle from a company with a State Contract, report the accident to the rental company.
- If an employee/registered volunteer is injured in the accident, they should seek the appropriate treatment and follow the procedures for filing a WCF claim.
- Whenever a USU employee/registered volunteer is involved in a vehicle accident, they should call 911 and get a police report of the accident.

Procedures

Should there be an emergency plan for every Create Better Health Utah (SNAP-Ed) program or activity?

- Emergency response plans should be developed and understood by activity leaders before any activity takes place. Emergency response plans should include the steps that will be taken in the case of a foreseeable incident, including where the nearest clinic or hospital is to the location of the activity, what first-aid resources should be on hand, emergency contact information for participants, and at what point should activity leaders call 911.
  - For advice and help developing an emergency response plan, please contact USU Risk Management at 435-797-1951.

What is the procedure to create a liability waiver?

- Contact USU Risk Management at 435-797-1951.
What kind of review should be done for facilities used for Create Better Health Utah (SNAP-Ed) programs, activities, and events?

- Program, activity, and event leaders should ascertain that the desired venue is appropriate for the planned program, activity, or event. If the desired venue is not appropriate, another venue should be selected.

How should a Create Better Health Utah (SNAP-Ed) employee or volunteer report inappropriate behavior and/or harassment from another volunteer or participant?

- If a volunteer becomes aware of inappropriate behavior and/or harassment of any kind, it should be reported immediately to the volunteer’s supervisor and the AA/EO Office. Online reporting forms for the AA/EO Office are available at http://www.aaeo.usu.edu.
- If you have first-hand knowledge of mistreatment, then it is essential to report.

How do we report an incident if a Create Better Health Utah (SNAP-Ed) employee or registered volunteer causes damage to public or private property or to another person while volunteering?

- All incidents/accidents should be reported to USU Risk Management.
  - Auto accidents can be reported here.
  - Property damage incidents can be reported here.
  - Injuries to other people can be reported here.
  - In order to use the online form, you will need to have a USU A#. If you do not have an A#, a printable version of the form can be found on the Frequently Used Forms link on the USU Risk Management Website.
  - Each Create Better Health Utah (SNAP-Ed) program or group may also have their own additional internal reporting process to report incidents to Create Better Health Utah (SNAP-Ed) leadership.

Can Create Better Health Utah (SNAP-Ed) equipment and property be rented or loaned to the general public, employees or volunteers for personal use, or third parties unaffiliated with Create Better Health Utah—SNAP-Ed?

- Create Better Health Utah (SNAP-Ed) equipment and property can only be used by Create Better Health Utah (SNAP-Ed) groups and for approved Create Better Health Utah (SNAP-Ed) activities. It is not appropriate, and against USU policy, to rent or lend Create Better Health Utah (SNAP-Ed) equipment or property to third parties unaffiliated with Create Better Health Utah (SNAP-Ed) without University authorization.
- USU departments and entities are not third parties. They may use Create Better Health Utah (SNAP-Ed) equipment and property for University-related activities.
How and when is Create Better Health Utah (SNAP-Ed) equipment and property authorized for the general public or a third party?

- Create Better Health Utah (SNAP-Ed) equipment may be authorized for use by a third party to support Create Better Health Utah (SNAP-Ed) activities. Authorization occurs through existing processes:
  - The use, sharing, loaning of equipment or property may be included as part of an approved grant or contract.
  - Agreements may be approved through the University’s Document Review process. Agreements should address issues of liability, indemnification, scope of use, time, supervision, responsibility for repairs, etc. Risk Management can assist with the development of such agreements.
  - Procedures for “check-out” kits, “shopping-carts”, “lending libraries”, etc. may be developed and approved through the University’s Document Review process. Risk Management can assist with language that addresses issues of liability, indemnification, scope of use, time, supervision, responsibility for repairs, etc.
- Create Better Health Utah (SNAP-Ed) equipment and property is not authorized for non USU Create Better Health Utah (SNAP-Ed) purposes. When a third party is authorized to use Create Better Health Utah (SNAP-Ed) equipment and property, they do not receive a blanket authorization. The authorization is tied to the approved Create Better Health Utah—SNAP-Ed/USU grant, event, activity, etc. Authorization does not extend to other activities conducted by the third party. Exceptions require a written agreement approved through the University’s Document Review process.
Section 10: Budgets

County Budgets

Being grant funded and needing to use every dime of the grant each year, we have set a plan in place that makes the county budgets a bit fluid. Our office tracks expenses per county each month, it usually is the month after because of the systems at USU. When expenses are not used it puts us in an uncomfortable situation and so then the State Office removes the extra allocated a month and makes sure it is used. This helps with hiring new staff or other expenses needed. At the beginning of the fiscal year, the State Office sends out the amount for the year, divided by 12 for each month. If expenses are being saved for a specific project like Farmer’s Markets in the Summer, or School education in the school year – then we project that the funding will be used. Supervisors must request these special budgets up front or as soon as possible.

Funding of staff, supplies and travel are to be very specific to Create Better Health Utah (SNAP-Ed) programming. CBH Ambassadors, supplies (whether food or materials) and any county or state travel must be official business.

Another thing to note, is that all materials and resources developed by Create Better Health Utah (SNAP-Ed) cannot be charged to the public. All materials are free! Counties cannot even re-coop printing costs. They are to be free, specifically Create Better Health Utah (SNAP-Ed) funded materials are to be to the target audience. If the supervisors or other faculty or educators want to use one of the resources for their programming they can print or purchase the item and then give the resource away.

Cost Policy Overview

Create Better Health Utah—SNAP-Ed

Reviewed August 20, 2018

(NOTE: SO = State Office)

To be allowable expenses they must:

- Support an activity within the SNAP-Ed approved plan.
- Conform to cost principles
- Conform to SNAP specific rules for specific items of cost
- What activities are considered SNAP-Ed activities?
  - Use the program areas (Adult/Youth Education, PSE, Social Media, Social Marketing, Indirect, etc.)
  - Support areas (Evaluation, Budgeting, Paperwork, etc.)
  - Comprehensive program (A + B)
Cost Principles
- Staff CBH Ambassador, state and regional program people.** MUST BE APPROVED THROUGH State Office. (New hire CBH Ambassadors)
- Nutrition Education Interventions within approved plan to target audience. **FOLLOWS CURRICULUM
- Physical Activity interventions within approved plan to target audience
- Gardening interventions within approved plan to target audience. **MUST BE PREAPPROVED
- Breastfeeding supporting WIC – they have cornered the market, so we refer our participants to them. At this time – this is not an approved activity in Utah’s plan. *NOT ALLOWED IN UTAH CREATE BETTER HEALTH UTAH—SNAP-ED
- Evaluations – on knowledge and behaviors are approved in our plan. **CRITICAL TO FOLLOW GUIDELINES
- Evaluating SNAP-Ed projects and interventions as described in our plan/protocols/need clarification – we are here for you. **IMPORTANT

Items not allowed:
- Interventions to not eligible SNAP participants
- Cannot spend $ on materials that endorses products or stores
- Cannot promote specific coupons
- Any work not consistent with the current Dietary Guidelines for Americans and MyPlate
- Ongoing snacks or food service
- Meal sized portions or complete meal service
- Cost of food provided as groceries or supplemental food for participants, etc.
- Life skill classes – refer participants to Extensions work.
- Incentives over $4 – must be preapproved through the State Office.
- Education provided to incarcerated or institutionalized persons who cannot choose and purchase their own food.
- College/University students – 18-49 years old.
- 4-H camps – they must be Create Better Health Utah (SNAP-Ed) camps.

3 criteria to look at or think about when purchasing a purchase:
- **Reasonable** – does it make sense? Needed?
- **Necessary** – is this needed to carry out program cost?
- **Allocable** – meet the cost policy? If it is something extra – like family meals, then costs must be prorated.

Specifically Allowed:
- Supplies, postage, copies, travel – but only county travel, regional trainings, and state conference – *(FYI - - other meetings like Bridges and FACS are no longer allowed. It had to be pre-approved and is tightened through federal guidelines).*
- Cost of food for recipe/taste testing purposes and cost of kitchen equipment (purchased through State Office) and supplies necessary for food storage, preparation, and display of food prepared for demo purposes.
- Food Samples associated with educational lessons.
- Physical activity demo, etc. that is associated with educational lessons.
- Gardening expenses associated with education lessons as approved by State Office.
- Classes and demonstrations, and materials from the approved curricula.
- PSE related costs as approved by State Office.

**P-Card Application Process**

To request a P-Card CBH, ambassadors should have their supervisor email a request to the State Office Staff Assistant and include the name of the CBH Ambassador and A# as well as the name and A# of the supervisor. The State Office Staff Assistant will obtain approval for the issuance of the P-Card and submit the request for the new card.

P-card holders and supervisors are also required to complete the P-Card trainings offered by USU. Training for supervisor and CBH Ambassador can be found here: Pcard.usu.edu. Videos are found on right hand side. All CBH Ambassador’s need to watch the first two training videos.

All funds used for Create Better Health Utah (SNAP-Ed) must be allowable, reasonable and necessary. Please refer to cost policy for details.

**Travel**

**Creating a New Travel Authorization**

1. Log into USU Service Now Portal ([https://usu.service-now.com/aggies](https://usu.service-now.com/aggies))
2. Select Travel on the left side bar (under Applications)
3. Travel Forms Page
4. Select New Travel Authorization
5. Request
   a. Confirm Requested By is **your name**
6. Traveler: Enter A# of the traveler
   a. This will be your personal A# if you are creating a TA for yourself
   b. If you are doing it for someone else, it will be their A#
   c. It will autofill after the TA# is entered
7. Trip Information
   a. Travel/Project Name: **Last, First, FY23, Oct-June**
   b. Purpose select: Year Open
   c. Description: Open TA
d. International Destinations: No 

e. Student Travelers: No 

f. Departure Date: Oct 1, 2022 

g. Return Date: June 30, 2023 

h. Departure City: Enter the city of the Extension Office you work from 

i. Destination City: Re-enter city 

j. List Destination- None 

8. Travel Options  
   a. Select- Mileage 

9. Mileage for personal Vehicle 
   a. Estimate Number of Miles: Enter 1 
   b. Vehicle Category: Private Automobile 

10. Funding 
   a. Scroll down to Mileage Index: FY 23 index is: ________________ 
   b. Do not change anything in Mileage Account 

   Scroll back to the top and submit
Approving your TA

Approving your TA is easy. ServiceNow will send you an email. With-in the email there are instructions to approve from the email itself.

Write down your new TA number that can be found under your name.

To approve your TA from USU ServiceNow Portal click Activity. Select Approvals. In the left corner of the green tiles you will see Travel Authorizations. Select this tile, it will take you to another page. You will probably have only one item listed here. Find your TA request and select the blue circle, when you open the blue circle you will be able to see everyone that must approve the TA and the progress bar. If everything looks correct, click Approve in the gray bar. If it needs correction, add the needed corrections into comments and select Return for Correction.

Review the information by scrolling down to the details look over the information. If everything is correct go ahead and approve. If it needs review or corrections, you will follow the instructions below and in the comment about what needs to be corrected.
Submitting your TR

Log into USU ServiceNow Portal (https://usu.service-now.com/aggies)

Select Travel on the left side bar (under Applications)

Travel Forms Page
Select New Travel Reimbursements
Enter your A number- This will auto populate
Enter your TA number- it will show in the drop-down box when you hit search.
You will make a couple of changes in the reimbursement form

Travel/Project: Last, First, FY23 (month of travel)
Description: CBH, Open Travel

- **Edit start and end dates** of travel to reflect travel dates. *This is not the best example since I only traveled 2 day this month but you get it right?*

- **Edit Mileage** to match your mileage log for this month:

CBH Utah SNAP-Ed

Processing P-card Receipts

Access your USU Dashboard (https://dashboards.usu.edu) and log in

Click on ACTIVITY
Click TASKS at the top of the Activity Dashboard
Click P-Card Tasks
In the next screen you will see your outstanding p-card transactions
Click on the blue circle to open the task for processing

Transaction

Check for accuracy: Cardholder name, invoice date, card number amount and supplier
Attach receipt using the paperclip located in the top right of the gray bar. Upload scanned copy of receipt.
These things must be visible in the scanned image:
Payment transaction
Tax Free
  o Itemized
  o Vendor name
  o Date of transaction

**Transaction Information**

Receipt Classification select *Meals and Entertainment*
Receipt Type select *Itemized*

If you do not have an itemized receipt or are missing any of the five items, you will select the substitute receipt form. This will open another box that needs to be filled out. This box replaces the paper substitute receipt form.

Description- enter in this format *(CBH) (Curriculum) (date) (location)*
  o for example, CBH, CBH 9/5/2020 Layton Food Bank.

• No reference number or approval needed

**Meal and Entertainment Details**

  Event date: Select date of event
  Business Purpose: Cut and paste description, use again here
  Event Location: Enter location of class
  Attendees/Affiliation: enter See Attached (attach the class attendance list using the paperclip located in the top right of the gray bar)

**Distribution**

  Index 1: Enter current Create Better Health Utah SNAP-Ed index number, FY23 Index_________.
  Account: Enter 712900 (This is program supplies and the most common account number)
  Double check the amount and make sure it matches the receipt
  You should not need to worry about the second Index

**Comments**

  • Leave any comments you feel would be helpful for others reviewing this task

You should be able to view the attached receipt and attendance in the preview window under comments box

If you are not finished with this task click update, it will stay in your que. If you are done, click Save and Close Task and it will be sent on to the next level for approval.
Section 11: Create Better Health Utah (SNAP-Ed) Employee Wellness Program

For CBH Ambassadors and any other part-time, non-benefitted employee

We all know the benefits of healthy living: increased energy and productivity, decreased risk of chronic disease, and a better-quality life, but healthy living is often easier said than done. Finding time to incorporate healthy behaviors in our personal lives can be complicated between the hustle and bustle of work, family, school, and other responsibilities. In an effort to practice what we preach, we have created a simple wellness program for our employees. Creating better health in our communities starts with us.

We hope that as you increase your personal wellness, you will experience improved productivity and job satisfaction. Have fun working towards these challenges both individually and as a team.

Modeling Behavior

Ambassadors of Create Better Health Utah are allowed to take 30 minutes per 10 hours worked to create better health. If you are a 20 hour per week employee then you can use one hour of your work time to improve your health. This is privilege we hope you take advantage of. You can use your time all at once, or split it between multiple days (i.e. take a 15-minute walk in the middle of your work day 4 days/week). Modeling behavior can include being physically active, menu planning, create a family meal, etc.

Please share pictures from modeling behavior. It can be a snapshot of a healthy meal you prepared or the sunset you enjoyed on your evening walk. These brief glimpses into our CBH Ambassadors lives as they are living the SNAP-Ed principles is a powerful tool in promoting better health. These snapshots can be taken with your iPad and emailed to Candi.Merritt@usu.edu.

Office Improvements

Collectively as a program, we are encouraging healthy office environments to make it easier to choose healthy behaviors. Below are some suggestions of behaviors your team can adapt to improve the health environment of your office.

Healthy Food Environment

Assure healthy options are available when food is incorporated into an office event. Instead of keeping candy in a jar on your desk, keep a jar of mixed nuts. Bring sliced fruits or veggies to office meetings and parties. Pack your own lunches or pick healthy lunch destinations for your team to gather at.
Meetings
Try going on a 30-minute walk for your staff meeting rather than sitting around a table. Encourage employees to call in and take a walk during Zoom meetings. Avoid holding meetings over lunchtime to allow employees the opportunity to eat a nutritious mid-day meal.

Recipe Sharing
Encourage conversations where healthy recipes can be shared among fellow employees.

Work Settings
Where available, design an office space that allows you to stand as well as sit while you work. Work together with your team to incorporate these changes into your office culture.

Monthly Challenges
In addition to modeling behavior and office improvements we would also like to encourage ambassadors to practice what he/she teaches. To help facilitate this, during the Create Better Health Fiscal Year from October 2022 - September 2023, we will hold a monthly virtual health fair. The health fair will include a variety of topics that promote good nutrition, physical activity, and mental health well-being. These activities do not count toward work time.

The virtual health fair will be hosted on the USU Create Better Health Ambassador Facebook group and through various zoom meetings throughout the year.

Entries into a prize drawing will be awarded for participation and completed challenges. At the end of the year, a prize drawing will be held. Three winners will receive a price valued at $100. Prizes will help encourage healthy living.
Employee Wellness Program

We all know the benefits of healthy living: increased energy and productivity, decreased risk of chronic disease, and a better-quality life, but healthy living is often easier said than done. Finding time to incorporate healthy behaviors in our personal lives can be complicated by the hustle and bustle of work, family, school, and other responsibilities. In an effort to practice what we preach, we have created a simple wellness program for our employees. Creating better health in our communities starts with us.

We hope that as you increase your personal wellness, you will experience improved productivity and job satisfaction. Have fun working towards these challenges both individually and as a team.

Modeling Behavior

Ambassadors of Create Better Health Utah are allowed to take 30 minutes per 10 hours worked to create better health. If you are a 20 hour per week employee then you can use one hour of your work time to improve your health. This is privilege we hope you take advantage of. You can use your time all at once, or split it between multiple days (i.e. take a 15 minute walk in the middle of your work day 4 days/week). Modeling behavior can include being physically active, menu planning, create a family meal, etc.

Office Movements

Collectively as a program, we are encouraging healthy office environments to make it easier to choose healthy behaviors. Below are some suggestions of behaviors your team can adapt to improve the health environment of your office.

Healthy Food Environment

Assure healthy options are available when food is incorporated into an office event. Instead of keeping candy in a jar on your desk, keep a jar of mixed nuts. Bring sliced fruits or vegetables to office meetings and parties. Pack your own lunches or pick healthy lunch destinations for your team to gather at.

Meetings

Try going on a 30-minute walk for your staff meeting rather than sitting around a table. Avoid holding meetings over lunchtime to allow employees the opportunity to eat a nutrition meal.

Recipe Sharing

Encourage conversations where healthy recipes can be shared among fellow employees.

Work Settings

Where available, design an office space that allows you to stand as well as sit while you work. Work together with your team to incorporate these changes into your office.

Monthly Challenges

In addition to modeling behavior and office improvements we would also like to encourage ambassadors to practice what he/she teaches. To help facilitate this, during the Create Better Health Fiscal Year from October 2021 - September 2022, we will hold a monthly health challenges. The challenges will include a variety of topics that promote good nutrition, physical activity, and mental health well-being. These activities do not count toward work time.

The challenges will be hosted on the USU Create Better Health Ambassador Facebook group.

Entries into a prize drawing will be awarded for participation and completed challenges. At the end of the year, a prize drawing will be held. Three winners will receive a prize valued at $100. Prizes will help encourage healthy living.

This material was funded by USDA’s Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider. Utah State University is an affirmative action/equal opportunity institution and is committed to a learning and working environment free from discrimination. For USU’s non-discrimination notice, see https://www.usu.edu/equity/non-discrimination.
### Appendix

**Definitions & Acronyms used by SNAP-Ed**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES</td>
<td>Cooperative Extension Service</td>
</tr>
<tr>
<td>DGA</td>
<td>Dietary Guidelines for Americans</td>
</tr>
<tr>
<td>DROPS</td>
<td>Delivery Redistribution of Produce and Surplus</td>
</tr>
<tr>
<td>DWS</td>
<td>Department of Workforce Services</td>
</tr>
<tr>
<td>FEP</td>
<td>Family Employment Program (UT version of TANF or welfare)</td>
</tr>
<tr>
<td>FNS</td>
<td>Food and Nutrition Service</td>
</tr>
<tr>
<td>FDPIR</td>
<td>Federal Distribution Program on Indian Reservations</td>
</tr>
<tr>
<td>IGP</td>
<td>Inter-Generational poverty</td>
</tr>
<tr>
<td>NDFS</td>
<td>Nutrition, Dietetics and Food Sciences</td>
</tr>
<tr>
<td>NEA</td>
<td>Nutrition Education Assistant</td>
</tr>
<tr>
<td>NIFA</td>
<td>National Institute of Food and Agriculture</td>
</tr>
<tr>
<td>OMB</td>
<td>Office of Management and Budget</td>
</tr>
<tr>
<td>PSE</td>
<td>Policy Systems and Environments</td>
</tr>
<tr>
<td>PEARS</td>
<td>Program Evaluation and Reporting System</td>
</tr>
<tr>
<td>SNAP</td>
<td>Supplemental Nutrition Assistance Program</td>
</tr>
<tr>
<td>SNAP-Ed</td>
<td>Supplemental Nutrition Assistance Program- Education</td>
</tr>
<tr>
<td>TANF</td>
<td>Temporary Assistance for Needy Family</td>
</tr>
<tr>
<td>USDA</td>
<td>United State Department of Agriculture</td>
</tr>
<tr>
<td>USU</td>
<td>Utah State University</td>
</tr>
<tr>
<td>WIC</td>
<td>Women, Infants and Children Supplemental Food Program</td>
</tr>
</tbody>
</table>
# Utah’s SNAP-Ed Audience

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>INDIVIDUALS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver</td>
<td>882</td>
<td>13.4%</td>
</tr>
<tr>
<td>Box Elder</td>
<td>5,539</td>
<td>10.1%</td>
</tr>
<tr>
<td>Cache</td>
<td>10,429</td>
<td>8.2%</td>
</tr>
<tr>
<td>Carbon</td>
<td>3,869</td>
<td>19.1%</td>
</tr>
<tr>
<td>Daggett</td>
<td>41</td>
<td>4.2%</td>
</tr>
<tr>
<td>Davis</td>
<td>23,614</td>
<td>6.7%</td>
</tr>
<tr>
<td>Duchesne</td>
<td>3,086</td>
<td>15.5%</td>
</tr>
<tr>
<td>Emery</td>
<td>1,336</td>
<td>13.3%</td>
</tr>
<tr>
<td>Garfield</td>
<td>363</td>
<td>7.1%</td>
</tr>
<tr>
<td>Grand</td>
<td>1,192</td>
<td>12.2%</td>
</tr>
<tr>
<td>Iron</td>
<td>8,063</td>
<td>15.3%</td>
</tr>
<tr>
<td>Juab</td>
<td>1,137</td>
<td>11.1%</td>
</tr>
<tr>
<td>Kane</td>
<td>682</td>
<td>8.8%</td>
</tr>
<tr>
<td>Millard</td>
<td>1,467</td>
<td>11.3%</td>
</tr>
<tr>
<td>Morgan</td>
<td>293</td>
<td>2.4%</td>
</tr>
<tr>
<td>Piute</td>
<td>176</td>
<td>12.2%</td>
</tr>
<tr>
<td>Rich</td>
<td>212</td>
<td>8.6%</td>
</tr>
<tr>
<td>Salt Lake</td>
<td>111,876</td>
<td>9.7%</td>
</tr>
<tr>
<td>San Juan</td>
<td>4,557</td>
<td>29.5%</td>
</tr>
<tr>
<td>Sanpete</td>
<td>3,133</td>
<td>10.2%</td>
</tr>
<tr>
<td>Sevier</td>
<td>3,262</td>
<td>15.1%</td>
</tr>
<tr>
<td>Summit</td>
<td>969</td>
<td>2.3%</td>
</tr>
<tr>
<td>Tooele</td>
<td>7,436</td>
<td>10.6%</td>
</tr>
<tr>
<td>Uintah</td>
<td>5,025</td>
<td>19.8%</td>
</tr>
<tr>
<td>Utah</td>
<td>41,575</td>
<td>6.7%</td>
</tr>
<tr>
<td>Wasatch</td>
<td>1,284</td>
<td>3.9%</td>
</tr>
<tr>
<td>Washington</td>
<td>17,285</td>
<td>10.1%</td>
</tr>
<tr>
<td>Wayne</td>
<td>254</td>
<td>9.4%</td>
</tr>
<tr>
<td>Weber</td>
<td>31,048</td>
<td>12.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>290,085</strong></td>
<td><strong>9.2%</strong></td>
</tr>
</tbody>
</table>

(Utah Department of Work Force Services [DWS], 2019)

*Percentage based on population estimates from U.S. Census Bureau for 2018.*
### ZIPCODES WITH HIGHEST NUMBER OF SNAP PARTICIPANTS IN UTAH 2019

<table>
<thead>
<tr>
<th>ZIPCODE</th>
<th>CITY</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>84119</td>
<td>West Valley City</td>
<td>9,598</td>
</tr>
<tr>
<td>84404</td>
<td>Ogden</td>
<td>9,231</td>
</tr>
<tr>
<td>84401</td>
<td>Ogden</td>
<td>8,108</td>
</tr>
<tr>
<td>84120</td>
<td>West Valley City</td>
<td>7,967</td>
</tr>
<tr>
<td>84015</td>
<td>Clearfield</td>
<td>7,661</td>
</tr>
<tr>
<td>84116</td>
<td>Salt Lake City</td>
<td>6,642</td>
</tr>
<tr>
<td>84115</td>
<td>Salt Lake City</td>
<td>6,403</td>
</tr>
<tr>
<td>84074</td>
<td>Tooele</td>
<td>5,811</td>
</tr>
<tr>
<td>84118</td>
<td>Salt Lake City</td>
<td>5,746</td>
</tr>
<tr>
<td>84041</td>
<td>Layton</td>
<td>5,678</td>
</tr>
</tbody>
</table>

(DWS, 2019)

### GENDER OF SNAP PARTICIPANTS IN UTAH 2019

<table>
<thead>
<tr>
<th>AGE</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131,312</td>
</tr>
<tr>
<td>Female</td>
<td>158,771</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>290,085</td>
</tr>
</tbody>
</table>

(DWS, 2019)

### AGE OF SNAP PARTICIPANTS IN UTAH 2019

<table>
<thead>
<tr>
<th>AGE</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5</td>
<td>59,841</td>
</tr>
<tr>
<td>6 to 17</td>
<td>87,644</td>
</tr>
<tr>
<td>18 to 59</td>
<td>126,625</td>
</tr>
<tr>
<td>60 and Older</td>
<td>15,975</td>
</tr>
<tr>
<td>TOTAL</td>
<td>290,085</td>
</tr>
</tbody>
</table>

(DWS, 2019)

### PRIMARY LANGUAGE OF SNAP PARTICIPANTS IN UTAH 2019

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>261,712</td>
</tr>
<tr>
<td>Spanish</td>
<td>16,485</td>
</tr>
<tr>
<td>Other Languages</td>
<td>11,844</td>
</tr>
<tr>
<td>Unknown</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>290,085</td>
</tr>
</tbody>
</table>

(DWS, 2019)

### ETHNICITY OF SNAP PARTICIPANTS IN UTAH 2019

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>INDIVIDUALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>38,062</td>
</tr>
<tr>
<td>Non-Hispanic/Latino</td>
<td>199,216</td>
</tr>
<tr>
<td>Undeclared</td>
<td>52,753</td>
</tr>
<tr>
<td>Unknown</td>
<td>54</td>
</tr>
<tr>
<td>TOTAL</td>
<td>290,085</td>
</tr>
</tbody>
</table>

(DWS, 2019)
### SNAP HOUSEHOLD PROFILES, BY U.S. CONGRESSIONAL DISTRICT

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>STATE</th>
<th>DISTRICT 1</th>
<th>DISTRICT 2</th>
<th>DISTRICT 3</th>
<th>DISTRICT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households</td>
<td>66,759</td>
<td>17,950</td>
<td>21,342</td>
<td>12,497</td>
<td>14,970</td>
</tr>
<tr>
<td>With one or more people 60 years and older</td>
<td>26.2%</td>
<td>23.3%</td>
<td>28.0%</td>
<td>27.1%</td>
<td>28.1%</td>
</tr>
<tr>
<td>With child(ren) under 18 years</td>
<td>65.1%</td>
<td>65.5%</td>
<td>60.1%</td>
<td>69.6%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Married-couple family with child(ren)</td>
<td>31.0%</td>
<td>29.9%</td>
<td>26.6%</td>
<td>38.1%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Female Householder (no spouse present) with child(ren)</td>
<td>27.3%</td>
<td>28.5%</td>
<td>25.9%</td>
<td>25.9%</td>
<td>29.1%</td>
</tr>
<tr>
<td>With disabled individuals</td>
<td>45.2%</td>
<td>43.6%</td>
<td>45.1%</td>
<td>51.3%</td>
<td>42.1%</td>
</tr>
<tr>
<td>No workers in past 12 months</td>
<td>13.0%</td>
<td>13.6%</td>
<td>11.2%</td>
<td>12.3%</td>
<td>15.0%</td>
</tr>
<tr>
<td>1 worker in the past 12 months</td>
<td>45.5%</td>
<td>43.0%</td>
<td>54.8%</td>
<td>46.2%</td>
<td>36.8%</td>
</tr>
<tr>
<td>2 workers in the past 12 months</td>
<td>41.6%</td>
<td>43.4%</td>
<td>34.0%</td>
<td>41.6%</td>
<td>48.2%</td>
</tr>
<tr>
<td>Median income in past 12 months</td>
<td>$29,978</td>
<td>$29,798</td>
<td>$26,598</td>
<td>$27,365</td>
<td>$33,501</td>
</tr>
</tbody>
</table>

(USCB, 2018)

#### Demographic characteristics of Intergenerational Poverty (IGP) target audience

<table>
<thead>
<tr>
<th>UTAHNS EXPERIENCING INTERGENERATIONAL POVERTY</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults Experiencing IGP</td>
<td>40,122</td>
<td>4%</td>
</tr>
<tr>
<td>Children Experiencing IGP</td>
<td>59,059</td>
<td>7%</td>
</tr>
<tr>
<td>Children Experiencing IGP in single-parent households (DWS, 2018)</td>
<td>n/a</td>
<td>61%</td>
</tr>
</tbody>
</table>
### Percent of Population Experiencing Intergenerational Poverty

<table>
<thead>
<tr>
<th>County</th>
<th>Adults</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver</td>
<td>4.3%</td>
<td>9%</td>
</tr>
<tr>
<td>Box Elder</td>
<td>4.1%</td>
<td>8%</td>
</tr>
<tr>
<td>Cache</td>
<td>2.2%</td>
<td>5%</td>
</tr>
<tr>
<td>Carbon</td>
<td>10.9%</td>
<td>16%</td>
</tr>
<tr>
<td>Daggett</td>
<td>N&lt;10</td>
<td>7%</td>
</tr>
<tr>
<td>Davis</td>
<td>2.3%</td>
<td>4%</td>
</tr>
<tr>
<td>Duchesne</td>
<td>8.9%</td>
<td>14%</td>
</tr>
<tr>
<td>Emery</td>
<td>5.8%</td>
<td>9%</td>
</tr>
<tr>
<td>Garfield</td>
<td>3.3%</td>
<td>7%</td>
</tr>
<tr>
<td>Iron</td>
<td>4.6%</td>
<td>12%</td>
</tr>
<tr>
<td>Juab</td>
<td>4.5%</td>
<td>9%</td>
</tr>
<tr>
<td>Kane</td>
<td>3.8%</td>
<td>8%</td>
</tr>
<tr>
<td>Millard</td>
<td>5.3%</td>
<td>9%</td>
</tr>
<tr>
<td>Morgan</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Piute</td>
<td>3.9%</td>
<td>7%</td>
</tr>
<tr>
<td>Rich</td>
<td>1.8%</td>
<td>5%</td>
</tr>
<tr>
<td>Salt Lake</td>
<td>3.1%</td>
<td>7%</td>
</tr>
<tr>
<td>San Juan</td>
<td>18.5%</td>
<td>31%</td>
</tr>
<tr>
<td>Sanpete</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Sevier</td>
<td>8.6%</td>
<td>15%</td>
</tr>
<tr>
<td>Summit</td>
<td>0.6%</td>
<td>1%</td>
</tr>
<tr>
<td>Tooele</td>
<td>4.4%</td>
<td>8%</td>
</tr>
<tr>
<td>Uintah</td>
<td>6.4%</td>
<td>12%</td>
</tr>
<tr>
<td>Utah</td>
<td>1.8%</td>
<td>4%</td>
</tr>
<tr>
<td>Wasatch</td>
<td>1.3%</td>
<td>2%</td>
</tr>
<tr>
<td>Washington</td>
<td>3.3%</td>
<td>8%</td>
</tr>
<tr>
<td>Wayne</td>
<td>3.9%</td>
<td>5%</td>
</tr>
<tr>
<td>Weber</td>
<td>5.1%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Utah Intergenerational Welfare Reform Commission [IWRC], 2017)

### Schools Where 30% or More Students Experience Intergenerational Poverty

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>SCHOOL</th>
<th>% IGP Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Juan District</td>
<td>Montezuma Creek School</td>
<td>45.0%</td>
</tr>
<tr>
<td>San Juan District</td>
<td>Bluff School</td>
<td>45.0%</td>
</tr>
<tr>
<td>Washington District</td>
<td>Post HS Self-Cont</td>
<td>43.0%</td>
</tr>
<tr>
<td>San Juan District</td>
<td>Tse‘Bii’Nidzigai School</td>
<td>38.8%</td>
</tr>
<tr>
<td>Granite District</td>
<td>Granite Technical Institute</td>
<td>37.2%</td>
</tr>
<tr>
<td>Canyons District</td>
<td>Canyons Transition Academy</td>
<td>33.3%</td>
</tr>
<tr>
<td>San Juan District</td>
<td>Whitehorse High</td>
<td>33.1%</td>
</tr>
<tr>
<td>San Juan District</td>
<td>Navajo Mountain High</td>
<td>30-39%</td>
</tr>
</tbody>
</table>

(IWRC, 2018)
State-Specific Diet-Related Health Statistics on Target Population

Overweight and Obesity
- In 2017, the CDC reported that 35% of Utah adults and 13% of Utah adolescents have an overweight classification, and 25.3% of Utah adults and 9.6% of Utah adolescents have obesity (Centers for Disease Control & Prevention [CDC], 2017).
- Minorities experience obesity at higher rates compared to white Utahns (25.9%): Native Hawaiian/Pacific Islanders (45.5%), American Indian/Alaskan Natives (34.3%), and Black/African American (29.1%) (Utah Data: Behavior Risk-Factor Surveillance System [BRFSS], 2017). Latinos also experience higher rates at 27.9% (Trust for America’s Health and Robert Wood Johnson Foundation, 2018).
- The Utah SNAP-Ed target population has higher obesity and overweight (66.4%) compared to the general population at 60.3% (BRFSS, 2017).
- According to the National Survey of Children’s Health, Utah has the lowest rate (8.7%) of children ages 10-17 experiencing obesity (Robert Wood Johnson Foundation, 2018).
- Even though Utah has a lower rate of obesity compared to most states, there are six counties (Box Elder, Tooele, Sevier, Garfield, Carbon, and Millard) in Utah with rates above the national average (State of Utah, 2016).
- The SNAP-Ed target audience can be susceptible to obesity due to the unique challenges this group faces. The Food Research and Action Center found that “limited resources, lack of access to healthy, affordable foods, cycles of food deprivation and overeating, high levels of stress/anxiety/depression, fewer opportunities for physical activity, greater exposure to market of obesity-promoting products, and limited access to health care” could all contribute to higher rates of obesity in the food insecure and low-income population (2015).

Arthritis
- According to the Arthritis Foundation, obesity is associated with various forms of arthritis, including osteoarthritis, rheumatoid arthritis, gout, and psoriatic arthritis (Kane, A., n.d.).
- Nearly 1 in 4 (24.6%) of SNAP-Ed eligible adults experience arthritis in Utah (BRFSS, 2017).
- People earning less than $15,000 a year are more than three times as likely as people with the highest incomes (over $75,000) to experience debilitating arthritis that limits their ability to work (BRFSS, 2017).
Heart Disease and Stroke

- In 2017, heart disease and stroke were the first and fifth leading causes of death in Utah, respectively (CDC, 2018).
- Households in Utah earning less than $15,000 a year have higher rates of angina/coronary heart disease, heart attack, and stroke (CDC, 2017).
- Up from 4% in 2016, doctors had told 5% of the SNAP-Ed target audience that they experienced a heart attack in 2017 (BRFSS, 2017).
- As of 2017, doctors had told 3.6% of SNAP-Ed eligible people in Utah that they experienced a stroke (BRFSS, 2017).

Hypertension

- In Utah, 30.5% of SNAP-Ed eligible adults have been told they have high blood pressure, or hypertension, compared to 24.5% for adults above 185% of the poverty level (BRFSS, 2017).
- Within the SNAP-Ed target audience, Blacks (37.2%) and Pacific Islanders (36.8%) have the highest rates of high blood pressure (BRFSS, 2017).

Type 2 Diabetes

- In Utah, 11% of people at or below 185% of the federal poverty level have diabetes compared to 7.1% of the general population (BRFSS, 2017). Within the SNAP-Ed target audience, those who are American Indian/Alaskan Natives have an even higher rate of 13.4% (BRFSS, 2017).

Nutrition-related Behavior Characteristics

Dietary and food purchasing habits of Utah SNAP target audience and their implications

- Only a small proportion of SNAP-Ed eligible adults report eating the recommended amount of fruits and vegetables. Nearly 32% report eating two or more servings of fruit daily, and just 11% report eating three or more daily servings of vegetables (BRFSS, 2017).
- In 2016, the United States Department of Agriculture reported that 40% of SNAP benefits are used to purchase staple foods like meat, produce, eggs, milk, and bread. Another 40% is used to purchase a variety of items like cereal, rice, beans, and prepared foods. Twenty percent of benefits are reported to be used to buy “sweetened drinks, desserts, salty snacks, candy, and sugar.”
- SNAP households spend a larger percentage of their food dollars on animal-based proteins, sweetened beverages, frozen prepared foods, prepared desserts, and prepared foods compared to non-SNAP households (United State Department of Agriculture [USDA], 2016).
- SNAP households use a smaller percentage of their benefits to purchase vegetables, high-fat dairy/cheese, and fruits compared to non-SNAP households (USDA, 2016).
- Food insecure persons may tend to purchase more nonperishable, canned, or energy-dense processed foods due to problems with shopping frequency. Participation in SNAP-Ed can improve food resource management and healthy food choices (Nguyen et al., 2015; Utah Food Sense (SNAP-Ed), 2017).
- Low-income Utahns reported that there is a need for more knowledge of farmers’ markets, community gardens, healthier options at food pantries, and convenience stores (Utah Food Sense (SNAP-Ed), 2017; Utah Food Sense (SNAP-Ed), 2016).
- Low-income Utahns have indicated a need to develop meal planning and cooking skills (Utah Food Sense (SNAP-Ed), 2017).
- Many low-income individuals believe eating healthy foods, especially fresh fruits and vegetables, is essential, but they also report the cost is prohibitive (Utah Food Sense (SNAP-Ed), 2017; Utah Food Sense (SNAP-Ed), 2016).
- Food insecurity is related to lower diet quality and inadequate nutritional intake associated with chronic disease and obesity. Researchers expect this to be related to the cycle of food scarcity and overconsumption when it is available (Nguyen & et al., 2015).

Where and how Utah’s SNAP target audience eat

- Low-income neighborhoods often “lack full-service grocery stores and farmers’ markets where residents can buy a variety of fruits, vegetables, whole grains, and low-fat dairy products” (FRAC, 2015). Residents of these neighborhoods have to rely on either transportation or small convenience stores that have limited fresh produce, low-fat dairy, and whole grain products to buy their groceries.
- According to the Utah Food Sense (SNAP-Ed) Community Needs Survey, SNAP recipients would like to have access to more farmers’ markets and to have more healthy options at convenience stores (2016).
- Low-income communities have a large availability of fast food restaurants. These restaurants serve many energy-dense foods at relatively low prices. Fast food consumption is associated with a diet high in calories and low in nutrients, and frequent consumption may lead to weight gain (FRAC, 2015).
- The USDA has categorized areas of Utah as food deserts based on the low access to grocery stores, as well as low-income levels of residents. Much of southern Utah is considered a food desert, including majority areas of Beaver, Iron, Washington, San Juan, and Sanpete County (Ver Ploeg & Breneman, 2015). Rural and urban SNAP-Ed participants have reported a lack of transportation, inconvenience, cost of traveling, and lack of local resources as barriers to access healthy food (Utah Food Sense (SNAP-Ed), 2017).
- Utah ranks 49th with one of the lowest SNAP participation rates in the nation. Only 70% of SNAP-eligible people apply for SNAP benefits (FRAC, 2019). There are some additional services and programs that may be able to help these individuals and families access food: community food pantries, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the National School Breakfast and Lunch programs (free and reduced-price), Summer Meals, and faith-based food pantries.
Where and how Utah’s SNAP target audience redeem benefits

- SNAP-Ed participants redeem most of their benefits at large grocery stores or local rural grocery stores that accept the Utah Horizon Card or Electronic Benefits Transfer (EBT) cards (DWS, 2019; Utah Food Sense (SNAP-Ed), 2017; Utah Food Sense (SNAP-Ed), 2016).
- The state of Utah has 20 current farmers’ markets/stands that accept EBT Cards at 22 locations. The locations of farmers’ markets with EBT machines include:
  - SLC Downtown Farmers Markets, 9th West Market, Liberty Park Market; Sunnyvale Farmers Market, and Sugar House Farmers Market in Salt Lake City; New Roots Farmers Market in South Salt Lake, Provo Farmers Market; Spanish Fork Farmers Market; Sunset Farmers Markets in Springville, Cedar Hills, and Orem; Wilkerson Farm Stand; Cache Valley Gardeners Market in Logan; Brigham City Farmers Market; USU Botanical Center Farmers Market in Kaysville; Syracuse City Farmers Market; Kohles’ Family Farm Stand in Kaysville; Farmers Market Ogden; Summit County Community Market in Park City; Grist Mill Farmers Market in Tooele; Roosevelt Farmers Market; Nature Hills Farm Stand in Cedar City; and Downtown Farmers Market at Ancestor Square in St. George (Utahns Against Hunger, 2019).

Physical Activity-related Behavior Characteristics

Where and how Utah’s SNAP target audience engages in physical activity

- In Utah, 28.5% of SNAP-Ed eligible people report being inactive compared to only 16.1% of non-eligible individuals (BRFSS, 2017). According to the Utah Health Values study, one of the leading barriers to physical activity is time (Heart + Mind, 2017). A lack of time is a barrier specifically for the target audience as well (Utah Food Sense (SNAP-Ed), 2017).
- Only 19.1% of Utah adolescents (in 9th-12th grades) report reaching the recommended amount of 1 hour of moderate/strenuous physical activity a day (CDC, 2017).
- Some barriers to physical activity in communities where the SNAP-Ed target audiences live include cost, safety concern (lack of lighting, safe sidewalks, and police presence), childcare, and weather (Utah Food Sense (SNAP-Ed), 2017). Low-income neighborhoods have fewer resources, like parks and recreation facilities, that promote physical activity, and low-income school students spend less time being active in physical education classes (FRAC, 2015).
- Low-income Utahns report the need for free or subsidized membership to recreation facilities that provide childcare (Utah Food Sense (SNAP-Ed), 2017).
- Low-income households are less likely to live near safe and inexpensive recreation resources. To increase accessibility, it is important that physical activity promotion activities include policy, systems, and environment changes (Utah Food Sense (SNAP-Ed), 2017; Utah Food Sense (SNAP-Ed), 2016).
- Many SNAP-Ed participants report walking as a way to travel and be active (Utah Food Sense (SNAP-Ed), 2017).
Lifestyle Characteristics
Where and how Utah’s SNAP target audience live, learn, work, and play

- Seventy-two percent of Utah’s SNAP recipients live in the geographical location known as the Wasatch Front, an urban area that contains Utah, Salt Lake, Davis, and Weber counties. Salt Lake County alone comprises 39% of the SNAP recipient population (Utah DWS, 2019).

- Rural San Juan and Piute Counties have the highest poverty rates in the state at 27.4% and 20.2%, respectively (Community Action Partnership of Utah [CAPU], 2018). While County Health Rankings did not rank Piute County, it did rank San Juan as the lowest county in the state for health outcomes and factors (2019).

- San Juan County has the highest rate of food insecurity in Utah at 19.4% with Iron (16.9%), Garfield (15.6%) and Wayne (15.1%) having the next highest rates in the state (Feeding America, 2017).

- There are six Utah school districts with a majority of students enrolling in the Free and Reduced Lunch Program.
  - Ogden School District (73.8%)
  - San Juan School District (72.9%)
  - North Sanpete School District (54.8%)
  - Salt Lake School District (54.8%)
  - Logan School District (53.6%)
  - Millard School District (53.0%) (Utah State Board of Education [USBE], 2018).

- The Food Research and Action Center estimates that on average, from 2012-2016, Utah had the highest percent of SNAP households with at least one person working at 86.3% (FRAC, 2019). While 26% of all working families are considered low-income in Utah, working minority families that are low-income in Utah are above the national average at 44% (Working Poor Families Project, 2016).

- The annual income for an employee earning minimum wage in Utah is $15,080. For a single parent with two children, this income is well below the poverty threshold (CAPU, 2018).

- Unemployment is higher in the counties with the highest poverty rates. While Utah’s rate is 3.0%, it is 5.7% in San Juan County and 4.7% in Piute County. Piute County has the lowest job growth rate of -4.5% in the state (Utah DWS, 2019).

- Most Utah SNAP-Ed focus group participants report that their food choices are influenced by information they receive from local schools, family, and Facebook (Utah Food Sense (SNAP-Ed), 2017).

- Even though social media participation is lower for households earning $30,000 or less annually compared to higher incomes, participation for this group has increased from 56% in 2015 to 68% in 2019 with the most popular platforms being Facebook and YouTube (PRC, 2019).
Social and Cultural Values and Norms

- According to the Utah Health Values Study, Utahns do not consider adult and childhood obesity as top priorities for the state (Heart+Mind Strategies [HMS], 2017).
- Eighty-eight percent of Utahns believe individuals have the most responsibility for making sure they live a healthy lifestyle (HMS, 2017).
- Utahns view schools as the most influential sector for addressing nutrition and physical activity behaviors (Utah Food $ense (SNAP-Ed), 2017; HMS, 2017).
- Social marketing that bases messages on core values is more likely to inspire behavior change.
- The ability to care for family and friends motivates many middle-aged adults, while the quality of life and freedom motivate younger and older adults (HMS, 2017).
- Many Utahns are considered religious (53% attend religious services at least once a week), but only 33% of Utahns believe the faith-based sector is influential in health behavior (Pew Research Center [PRC], 2014; HMS, 2017)*.
- A large percentage of Utahns (45%) report a conservative political ideology, and 66% believe government should be smaller and provide fewer services (PRC, 2014)*.
- Fifty-three percent believe that “government aid to the poor does more harm than good” (PRC, 2014)*.
- Utah is the highest ranked state for volunteerism, with 43.2% of residents volunteering (Corporation for National & Community Service [CNCS], 2015).
- Cultural competency is important for minority population-targeted health interventions (Kagie, Lin, Hussain, & Thompson, 2019; Diaz-Rios, Muzzaffar, Meline, & Chapman-Novakofski, 2016).

*This is the most recent data for these topics from a highly credible source.
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