

Utah State University Extension

Utah Supplemental Nutrition Assistance

Program Education Report

Utah Food \$ense

Fiscal Year 2008



Heidi LeBlanc

Utah SNAP-Ed (Food \$ense)

**Funded by USDA Food and Nutrition Services
Supplemental Nutrition Assistance Program (SNAP)**

October 1, 2007-September 30, 2008

Final Report

Table of Contents

Fiscal Year 2008 Report Introduction	page 2
Reporting Table: Overall State Program Summary	page 3
Retrospective Program Impacts	page 3
Class Information and Teaching Data	page 4
Youth Class Participant Data and Impacts	page 5
Adult Class Participant Data	page 8
Adult Class Participant Intent to Change	
<i>Giving Your Body the Best</i>	page 9
<i>Loving Your Family, Feeding Their Future</i>	page 13
<i>Loving Your Family, Feeding Their Future: Seven Habits</i>	page 15
Program Behavior Change	page 17
Anecdotal Narratives	page 22
Program Staff	page 24
Special Thanks	page 24
EARS Reporting Form	page 25

Fiscal Year 2008 Report Introduction

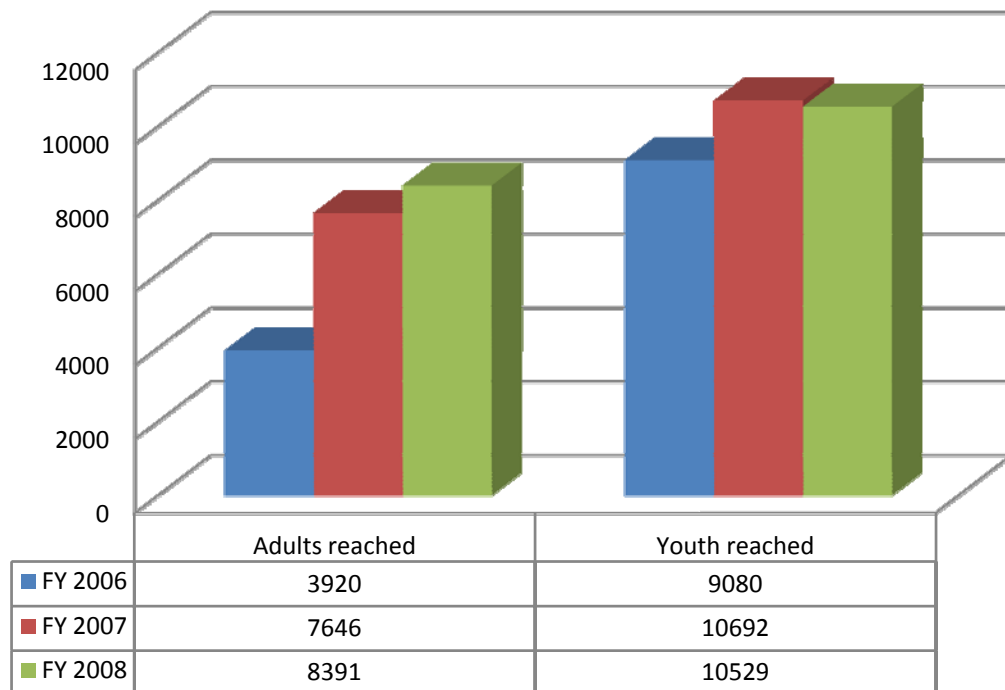
Utah Supplemental Nutrition Assistance Program-Education, known in Utah as Food \$ense, saw great success in Fiscal Year 2008. Food \$ense is greatly supported by both Utah State University Extension and Department of Nutrition and Food Sciences. We have seen great results in the last fiscal year:

- Over 2000 adult nutrition education classes were held
- Over 8000 adult contacts were made
- Over 500 youth nutrition education classes were held
- Over 10,000 youth contacts were made

We look forward to continued improvement next year and have confidence that the Utah Food \$ense program will grow to serve more of Utah's most needy.

Reporting Table: Overall State Program Summary

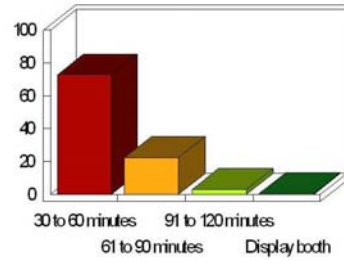
Project Name	Delivery Locations		Audiences		Methods	Content	Evaluation
	Geographic	Delivery Sites	Targeted Audience	Total No. Participants	Frequency, Duration and Type of Educational Methods	Key Messages	Type and Status
State Adult	Utah	29 counties	SNAP families or low-income families	8391	Group and individual classes teaching the following curriculum: <i>Giving Your Body the Best</i> <i>Loving Your Family,</i> <i>Feeding Their Future</i> Number of lessons per participant varies. 2084 lessons were taught.	Dietary Quality Food Safety Food Security Shopping and Resource Management	Food Frequency Questionnaire Intent to Change (every lesson) Multiple Lesson Behavior Checklist (after 4 lessons)
State Youth	Utah	29 counties	SNAP families or schools with >50% free/reduced lunch eligibility	10529	Classes taught at schools and at summer school lunch programs teaching the following curriculum: <i>Professor Popcorn</i> <i>WIN Kids</i> <i>Food, Fun, and Reading</i> <i>Food, Culture, and Reading</i> 538 lessons were taught.	MyPyramid Dietary Guidelines	Knowledge assessment



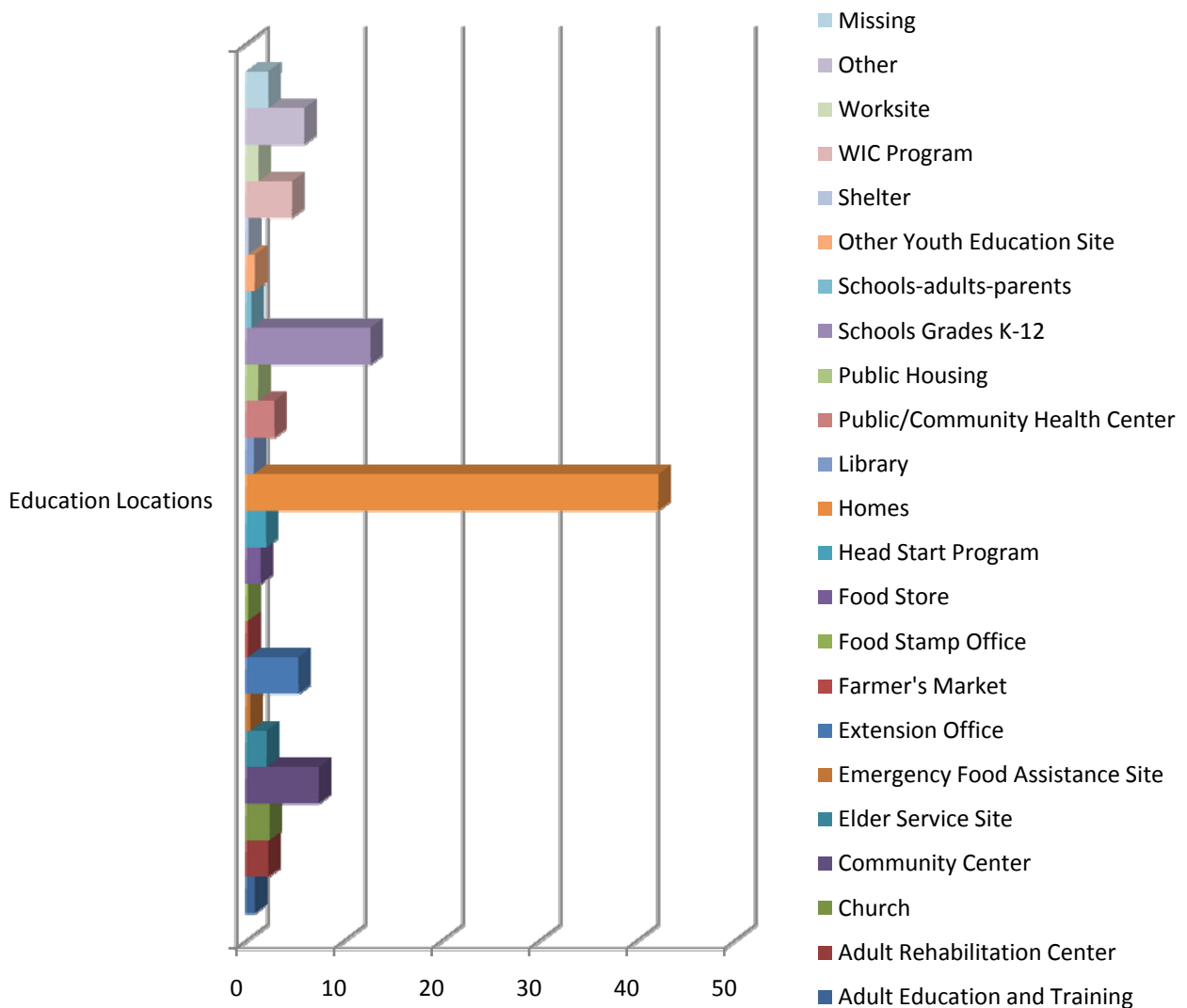
Class Information

Lesson time

- 30-60 minutes 73%
- 61-90 minutes 22%
- 90-120 minutes 3%
- Display booth 1%
- Missing 1%



Education Locations



Youth Class Participant Data and Impacts

Demographic Information

Total number of youth contacts: 10529

Gender of class participant

- Female: 5478
- Male: 5051
- Unknown: 0

Hispanic ethnicity of class participant:

- Yes: 1328

Race of class participant:

- American Indian or Indian: 1573
- Asian: 112
- Black or African American: 137
- Native Hawaiian or Other: 148
- White: 7598
- Other: 364
- Missing: 597



Knowledge Evaluation

WIN kids evaluation, grades 3-6

- 97% of children know that taking even a short walk can help boost energy
- 89% of children recognize the basic components of a healthy eating plan
- 80% of children recognize that super-sized servings encourage us to eat more than we really need
- 80% of children recognize that portion sizes have increased over the past 50 years
- 74% of children recognize some of the major nutrients provided by fruits and vegetables, including vitamins A and C and fiber
- 67% of children recognize that slowing down during eating and using the senses to enjoy food causes us to eat less
- 75% of children know that drinking soda and other sweetened beverages is a health concern
- 67% of children recognize good sources of calcium
- 77% of children know that calcium is important for healthy bones and teeth
- 76% of children recognize that most Americans don't eat enough fiber; 67% of children know good sources of fiber
- 86% of children can choose a low-fat, nutrient-dense food
- 73% of children recognize the ways in which exercise benefits our body

Knowledge Evaluation

Food, Fun and Reading: Grades 1-3

Lesson 1:

- 91% of children know foods in the grain group
- 95% of children know foods in the fruit group
- 88% of children know foods in the vegetable group
- 92% of children know foods in the milk group
- 80% of children know foods in the meat group
- 93% of children can choose at least 1 healthy snack from various options

Lesson 2:

- 100% of children can identify at least 1 food from the fruit group

Professor Popcorn: Grade 1

Lesson 1: *When Do I Wash My Hands?*

- 90% of children who took this lesson know when hands should be washed

Lesson 2: *Grains Group Foods* evaluation

- 100% of children who took this lesson were able to identify at least 1 food from the grains group

Lesson 3: *Vegetables Group Foods*

- 100% of children who took this lesson were able to identify at least 1 food from the vegetable group

Lesson 4: *Milk Group Foods*

- 100% of children who took this lesson were able to identify at least 1 food from the milk group

Lesson 5: *What is Physical Activity?*

- 100% of children who took this lesson were able to identify at least 1 physical activity

Professor Popcorn: Grades 4 and 6

Lesson 5, grade 4: *Tell Us About You*

- 59% of children eat different kinds of vegetables most days or every day
- 94% of children eat different kinds of fruits most days or every day
- 82% of children eat whole grains most days or every day
- 71% of children almost always wash their hands before touching or eating food
- 94% of children are physically active most days or every day
- 88% of children eat breakfast most days or every day
- 41% of children tried new foods that week
- 100% of children selected a healthy snack choice
- 100% of children were able to identify the purpose of MyPyramid
- 100% of children understand what being physically active means

Lesson 5, grade 6: *Tell Us About You*

- 69% of children eat different kinds of vegetables most days or every day
- 88% of children eat different kinds of fruits most days or every day
- 81% of children eat whole grains most days or every day

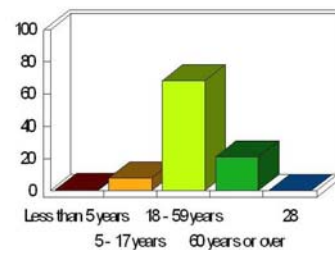
- 50% of children almost always wash their hands before touching or eating food
- 100% of children are physically active most days or every day
- 94% of children eat breakfast most days or every day
- 63% of children tried new foods that week
- 50% of children understand why MyPyramid is designed the way it is
- 38% of children know the FightBAC! steps



Adult Class Participant Demographics

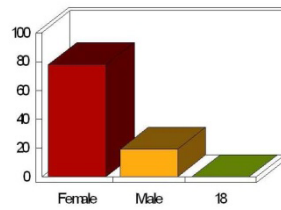
Age of class participant:

- <5 years 0%
- 5-17 years 8%
- 18-59 years 68%
- >60 years 21%
- Missing 3%



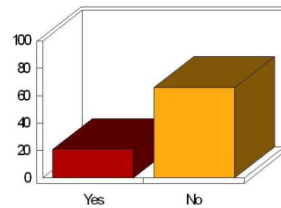
Gender of class participant:

- Female 78%
- Male 19%
- Missing 3%



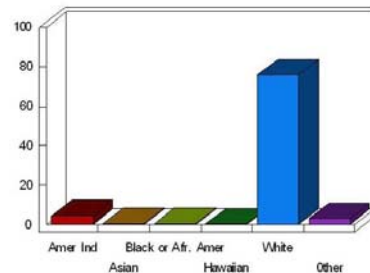
Hispanic ethnicity of class participant:

- Yes 21%
- No 66%
- Missing 13%



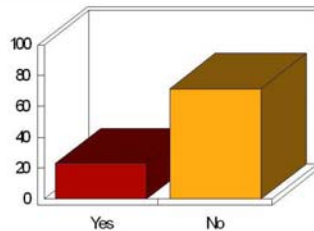
Race of class participant

- American Indian 5%
- Asian 1%
- Black/
African American 0%
- Native Hawaiian 0%
- White 76%
- Other 3%
- Missing 15%



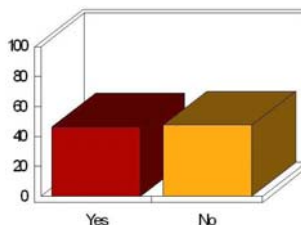
SNAP qualifications of class participant

- Yes 47%
- No/unsure 48%
- Missing 5%



Other food assistance qualifications of class participant

- Yes 57%
- No/unsure 39%
- Missing 4%



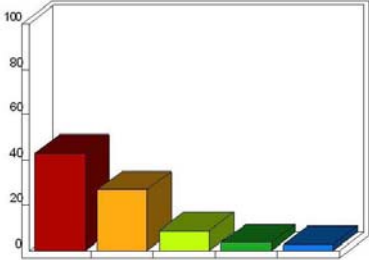
Adult class participants: Intent to change reflected by lesson evaluations

Giving Your Body the Best curriculum

Healthy Lifestyles

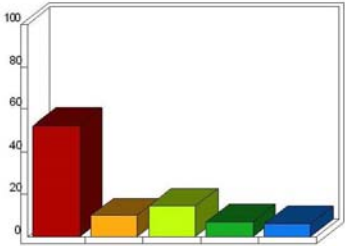
Behavior change: **Dietary Guidelines** lesson

- Consume more fruits and vegetables 43%
- Consume more low-fat or non-fat milk 27%
- Consume more whole grain products 9%
- Not make any changes 4%
- Instead I will 3%
- Missing 14%



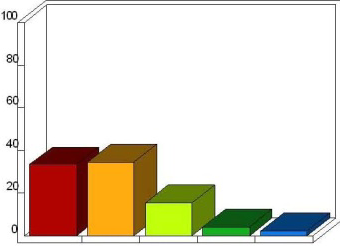
Behavior change: **MyPyramid** lesson

- Consume more fruits and vegetables 52%
- Consume more low-fat or non-fat milk 10%
- Consume more whole grain products 15%
- Not make any changes 7%
- Instead I will 6%
- Missing 10%



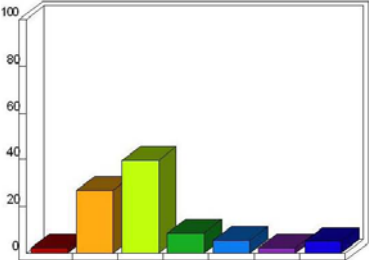
Behavior change: **Heart Healthy** lesson

- Consume less saturated or trans fats 33%
- Consume more foods that contain fiber 35%
- Choose lower-fat cooking methods 16%
- Not make any changes 4%
- Instead I will 2%
- Missing 10%



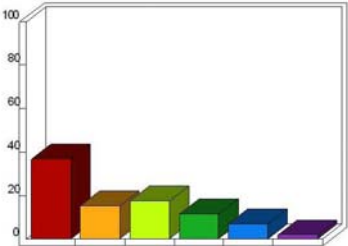
Behavior change: **Fitness** lesson

- 0-10 minutes/day 2%
- 15 minutes/day 27%
- 30 minutes/day 40%
- 45 minutes/day 8%
- 60+minutes/day 6%
- I plan to exercise ___ minutes/day 2%
- Instead of changing the above behaviors 5%
- Missing 10%



Behavior change: **Food Safety** lesson

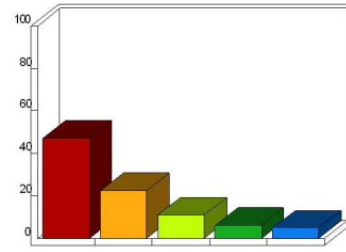
- Clean hands and surfaces more often 37%
- Prevent cross-contamination 15%
- Cook foods at proper temperatures 18%
- Refrigerate properly 12%
- Not make any changes 7%
- Instead I will 2%
- Missing 9%



Basic Nutrition

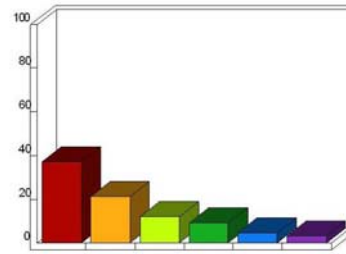
Behavior change: **Grains** lesson

- Make half my grains whole 47%
- Substitute a whole grain product 23%
- Choose unsweetened whole grain cereals 11%
- Not make any changes 6%
- Instead I will 5%
- Missing 8%



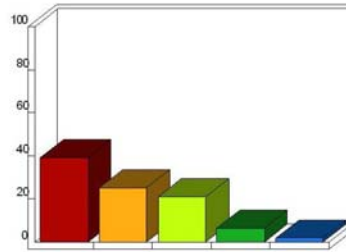
Behavior change: **Fruit and Vegetables** lesson

- Use fruits and vegetables as a snack 38%
- Add extra vegetables to soups, casseroles 21%
- Try a new vegetable 12%
- Eat more whole or cut fruit instead of juice 9%
- Not make any changes 5%
- Instead I will 3%
- Missing 12%



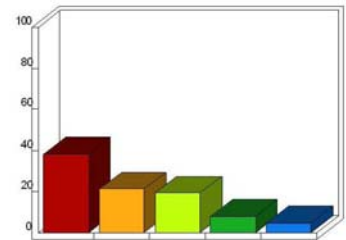
Behavior change: **Milk and Dairy** lesson

- Include 3 cups of calcium rich foods 39%
- Make lower fat choices in dairy 25%
- Get regular exercise to maintain bone health 21%
- Not make any changes 7%
- Instead I will 2%
- Missing 6%



Behavior change: **Meats, Beans, and Proteins** lesson

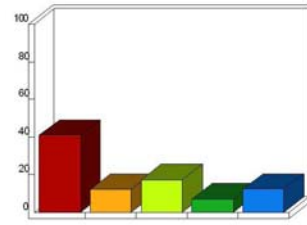
- Plan to serve at least one meatless meal 38%
- Choose lean cuts of meat, trim away fat 21%
- Choose fish more often for lunch and dinner 20%
- Not make any changes 8%
- Instead I will 5%
- Missing 8%



Healthy Choices

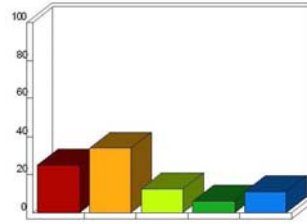
Behavior change: **Breakfast** lesson

- Consume more fruits and vegetables 41%
- Consume more low-fat/non-fat milk 12%
- Consume more wholegrain products 17%
- Not make any changes 7%
- Instead I will 13%
- Missing 10%



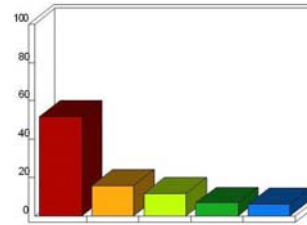
Behavior change: **Snacks** lesson

- Consume more fruits and vegetables 25%
- Consume more low-fat/non-fat milk 34%
- Consume more whole grain products 13%
- Not make any changes 6%
- Instead I will 11%
- Missing 11%



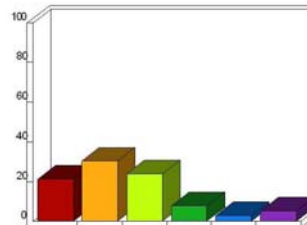
Behavior change: **Quick Meals** lesson

- Plan menus 52%
- Organize my kitchen is it is convenient 16%
- Use more efficient clean-up methods 12%
- Not make any changes 7%
- Instead I will 6%
- Missing 7%



Behavior change: **Menu Planning and Shopping** lesson

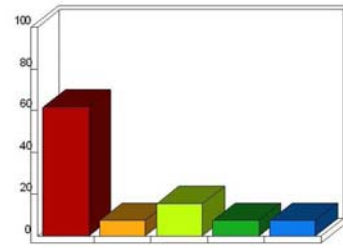
- Prepare and use a food budget 21%
- Plan a menu using nutritious foods 30%
- Shop with a list 24%
- Make wise shopping choices by using Nutrition Facts labels 8%
- Not make any changes 3%
- Instead I will 5%
- Missing 9%



Pregnancy and Early Nutrition

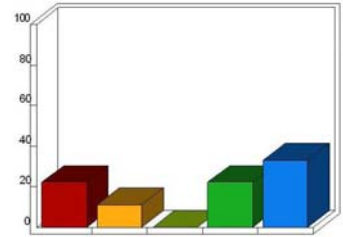
Behavior change: Nutrition During Pregnancy lesson

- Consume more fruits and vegetables 61%
- Consume more low-fat milk products 8%
- Consume more foods high in protein 15%
- Not make any changes 8%
- Instead I will 8%
- Missing 0%



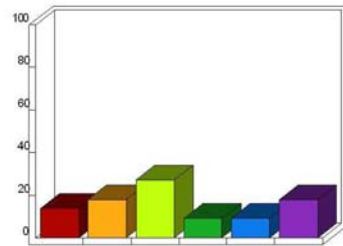
Behavior change: Feeding Infants: Breast or Bottle lesson

- Properly store breast milk or formula 22%
- Properly heat stored breast milk or formula 11%
- Avoid propping baby during feeding 0%
- Not make any changes 22%
- Instead I will 34%
- Missing 11%



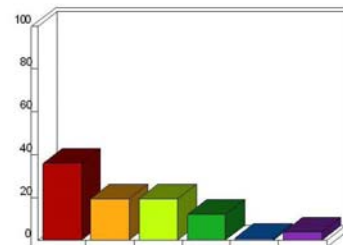
Behavior change: Feeding Infants: Introducing Solids lesson

- Give baby juice in a cup rather than bottle 14%
- Avoid putting baby to bed with bottle 18%
- Avoid giving baby finger foods that can cause choking 27%
- Avoid cow's milk until 1 year old 9%
- Not make any changes 9%
- Instead I will 18%
- Missing 5%



Behavior change: Preschool Children: Healthy Eating and Activity lesson

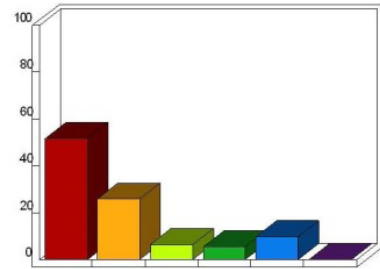
- Plan nutritious meals and snacks 36%
- Encourage my child to try a new foods 19%
- Play and/or exercise more with my child 19%
- Reward my child with something other than food 12%
- Not make any changes 1%
- Instead I will 4%
- Missing 9%



Loving Your Family, Feeding Their Future curriculum

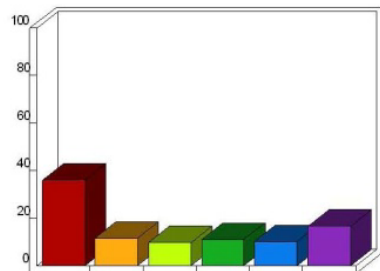
Behavior change: **Family Time** lesson

- Plan easy and low-cost ways to be physically Active 52%
- Use the MyPyramid eating plan 26%
- Include children in physical activity/healthy eating plans 6%
- As an adult, include at least 30 minutes of moderate activity 5%
- Balance calories in with calories out 10%
- Instead I will 0%
- Missing 1%



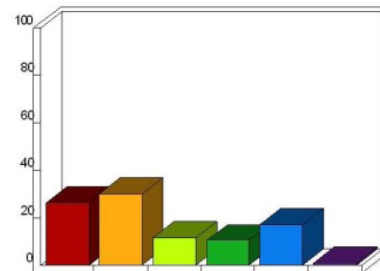
Behavior change: **Family Meals** lesson

- Add vegetables to a favorite low-cost food 36%
- When cooking make extra food to freeze and have available quickly for later in the week 12%
- Cook in a fast way: microwave, broil, or stir fry more often 10%
- Stretch dollars by shopping with a list, checking store sales, etc. 11%
- Wash and cut fruits and vegetables ahead of meals for easy snacks 10%
- Instead I will 16%
- Missing 5%



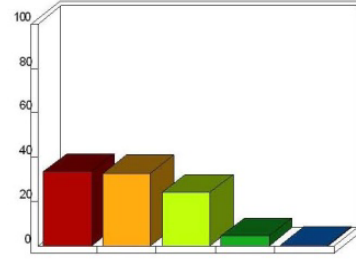
Behavior change: **How Much** lesson

- Plan easy and low-cost ways to be physically active each day 27%
- Use the MyPyramid eating plan to choose foods and eat in a healthy way every day 30%
- Include children in physical activity and healthy eating plans every day 11%
- Keep the right kinds of foods on hand to make it easy to get the amounts and kinds of foods my family needs for good health 10%
- Balance what I eat with how physical I am 17%
- Instead I will 1%
- Missing 4%



Behavior change: **Vegetables and Fruits** lesson

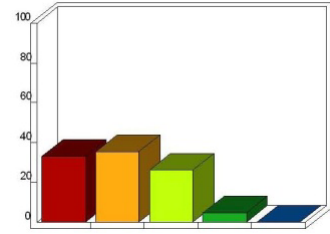
- Increase fruits and vegetables in my family's snacks and meals 33%
- Eat a variety of vegetables 33%
- Try fresh, frozen, canned or dried fruits and Vegetables 24%
- Try to use smart, low-cost ways to get vegetables and fruits 5%
- Instead I will 0%
- Missing 5%



Loving Your Family, Feeding Their Future: Seven Habits curriculum

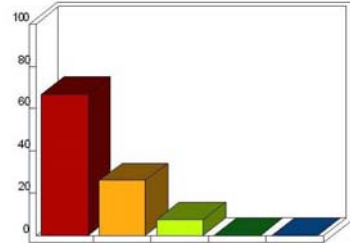
Behavior change: Vary Your Veggies lesson

- Add extra veggies 33%
- Try a new veggie 36%
- Keep cut-up veggies in the fridge 26%
- Not make any changes 5%
- Instead I will 0%
- Missing 0%



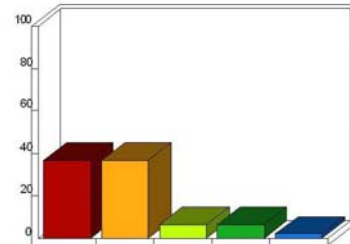
Behavior change: Focus on Fruits lesson

- Use fruit as a snack 67%
- Eat more whole or cut-up fruit 26%
- Buy 100% juice 7%
- Not make any changes 0%
- Instead I will 0%
- Missing 0%



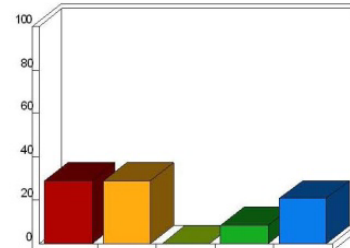
Behavior change: Get Your Calcium Rich Foods lesson

- Include 3 cups calcium-rich foods 37%
- Make lower-fat choices 37%
- Read labels 7%
- Not make any changes 7%
- Instead I will 2%
- Missing 10%



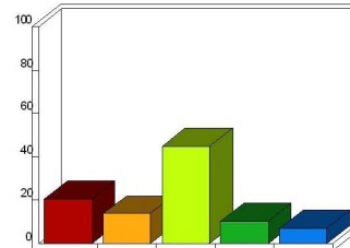
Behavior change: Make Half Your Grains Whole lesson

- Half your grains whole 29%
- Substitute whole grain 29%
- Choose unsweetened whole grain 0%
- Not make any changes 8%
- Instead I will 21%
- Missing 13%

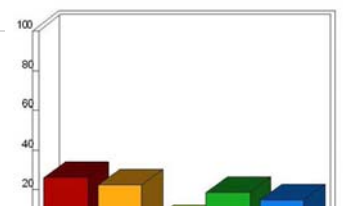


Behavior change: Go Lean With Protein lesson

- Plan to serve one meatless meal 21%
- Choose lean cuts of meat 14%
- Choose fish more often 45%
- Not make any changes 10%
- Instead I will 7%
- Missing 3%



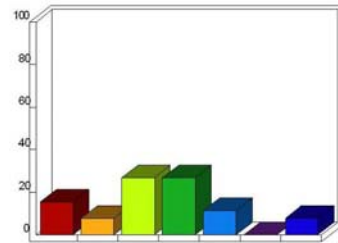
Behavior change: Watch Your Fats, Sugar, and Salt lesson



- Eat less saturated or trans fat 26%
- Eat and drink less sugar 22%
- Buy canned foods low in sodium 4%
- Not make any changes 19%
- Instead I will 15%
- Missing 14%

Behavior change: **Balance What You Eat** lesson

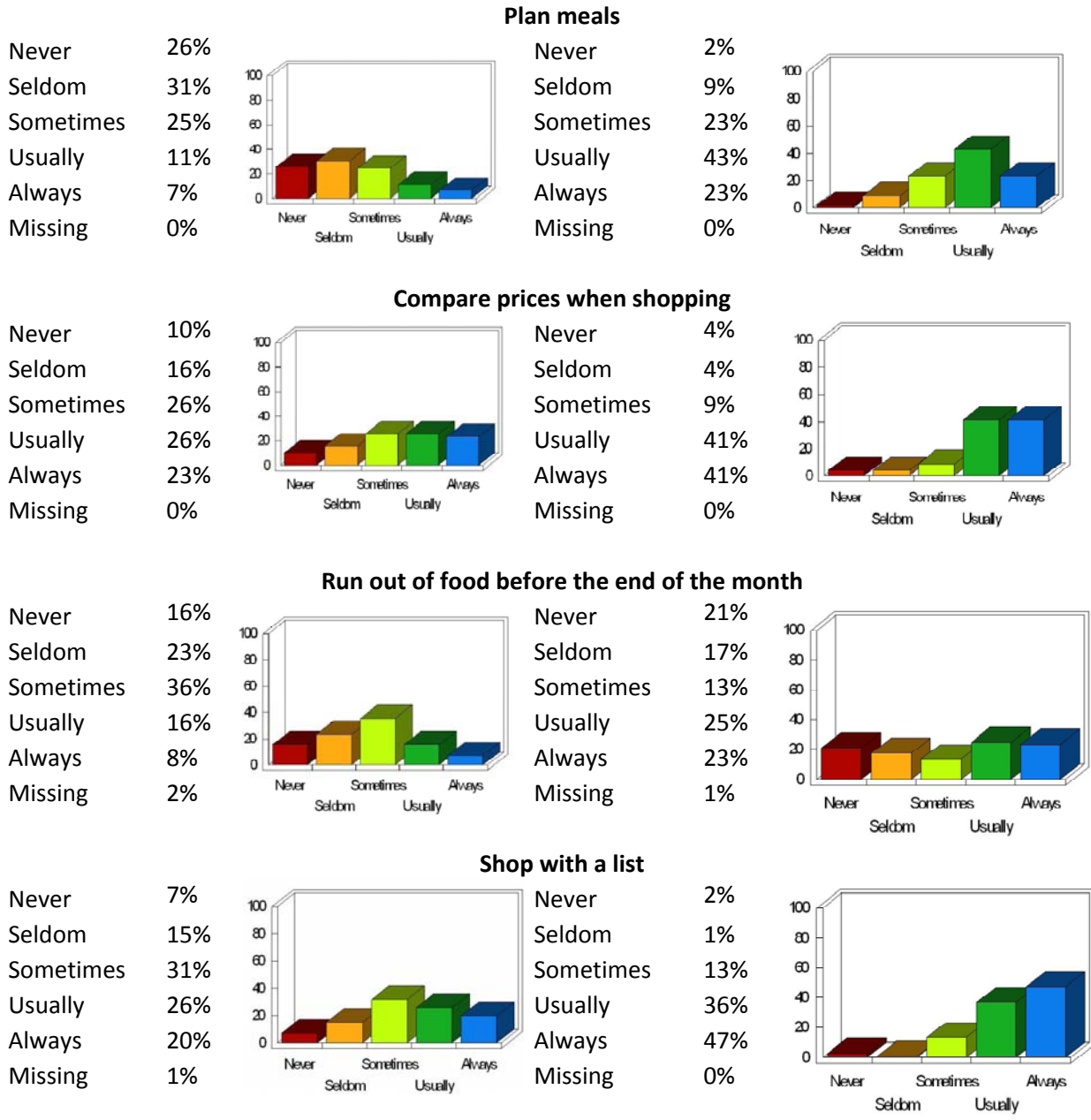
- Get 0-10 minutes 15%
- Get 10-15 minutes 8%
- Get 15-30 minutes 27%
- Get 30-45 minutes 27%
- Get >60 minutes 12%
- I plan to exercise 0%
- Instead I will 8%
- Missing 3%



Program Behavior Change As evaluated by multiple lesson behavior checklist

Prior to F\$ lessons, participants would:

After F\$ lessons, participants would:

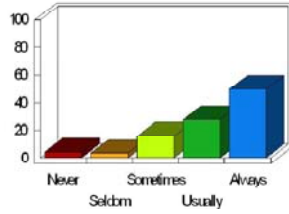


Prior to F\$ lessons, participants would:

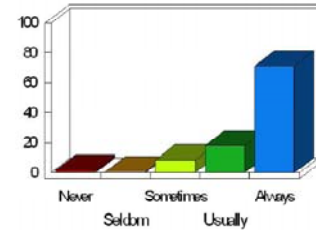
After F\$ lessons, participants would:

Chill foods properly

Never	4%
Seldom	3%
Sometimes	16%
Usually	27%
Always	50%
Missing	0%

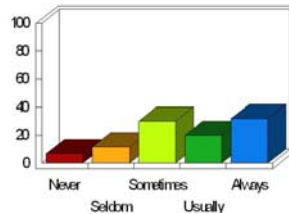


Never	2%
Seldom	1%
Sometimes	8%
Usually	18%
Always	71%
Missing	0%

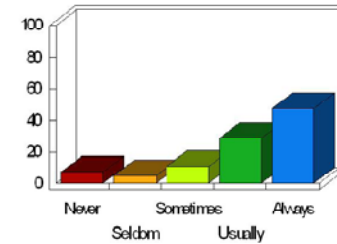


Not thaw at room temperature

Never	7%
Seldom	12%
Sometimes	30%
Usually	20%
Always	31%
Missing	1%

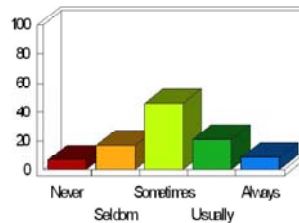


Never	7%
Seldom	5%
Sometimes	11%
Usually	29%
Always	47%
Missing	1%

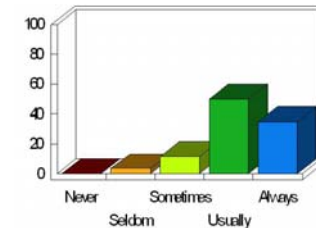


Make food choices based on healthy choices

Never	7%
Seldom	17%
Sometimes	46%
Usually	21%
Always	8%
Missing	2%

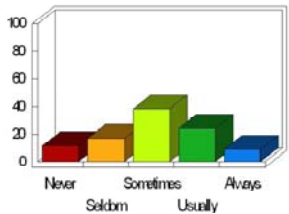


Never	0%
Seldom	3%
Sometimes	12%
Usually	50%
Always	35%
Missing	1%

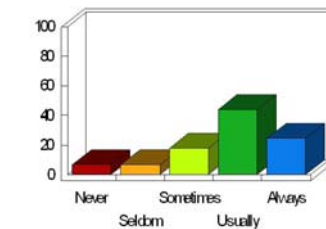


Prepare foods without salt

Never	12%
Seldom	16%
Sometimes	38%
Usually	24%
Always	9%
Missing	1%

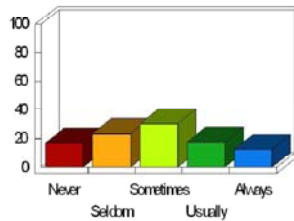


Never	7%
Seldom	7%
Sometimes	18%
Usually	44%
Always	25%
Missing	0%

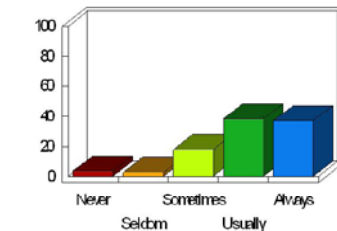


Read labels before purchasing foods

Never	17%
Seldom	23%
Sometimes	30%
Usually	17%
Always	12%
Missing	1%



Never	3%
Seldom	2%
Sometimes	18%
Usually	38%
Always	37%
Missing	1%

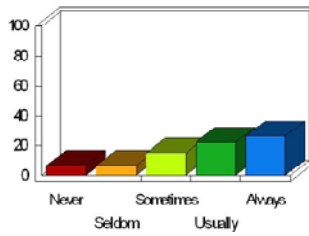


Prior to F\$ lessons, participants would:

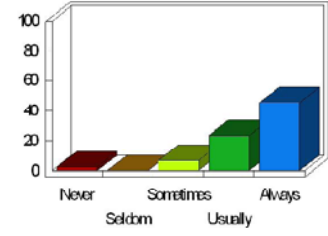
After F\$ lessons, participants would:

Children in household eat within two hours of waking

Never	7%
Seldom	7%
Sometimes	15%
Usually	22%
Always	26%
Missing	23%

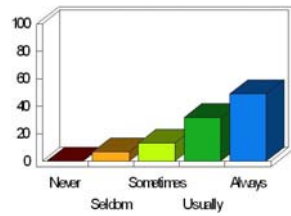


Never	2%
Seldom	0%
Sometimes	7%
Usually	23%
Always	45%
Missing	22%

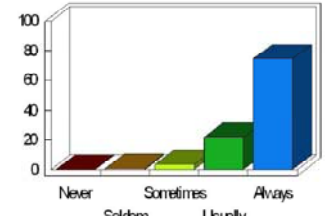


Wash hands before meals and food preparations

Never	0%
Seldom	7%
Sometimes	13%
Usually	31%
Always	49%
Missing	0%

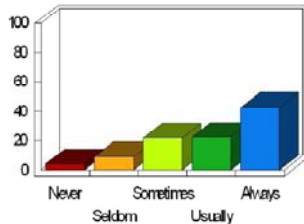


Never	0%
Seldom	1%
Sometimes	3%
Usually	21%
Always	74%
Missing	0%

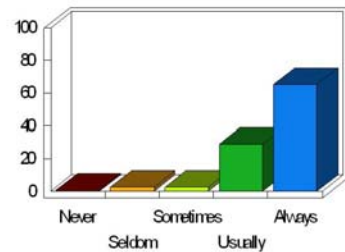


Prepare raw meats separately from other foods

Never	4%
Seldom	9%
Sometimes	21%
Usually	22%
Always	42%
Missing	1%

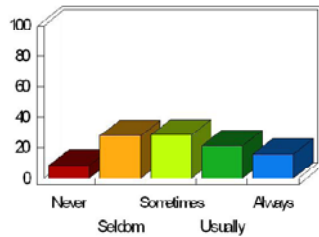


Never	1%
Seldom	2%
Sometimes	2%
Usually	29%
Always	65%
Missing	0%

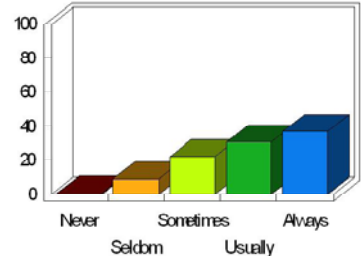


Physically active at least 30 minutes a day

Never	8%
Seldom	27%
Sometimes	28%
Usually	21%
Always	16%
Missing	0%

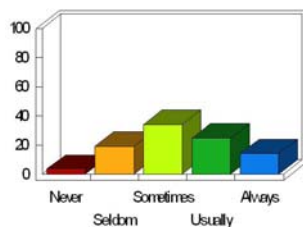


Never	1%
Seldom	9%
Sometimes	22%
Usually	31%
Always	37%
Missing	0%

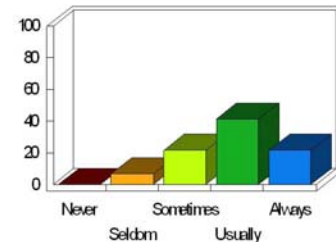


Choose to walk, take the stairs or be active in other ways

Never	3%
Seldom	19%
Sometimes	34%
Usually	25%
Always	14%
Missing	5%



Never	0%
Seldom	7%
Sometimes	21%
Usually	41%
Always	21%
Missing	9%

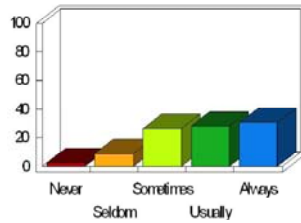


Prior to F\$ lessons, participants would:

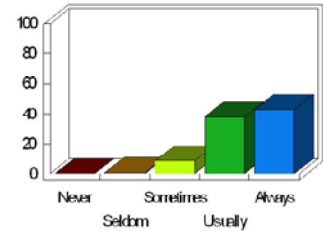
After F\$ lessons, participants would:

Prepare meals at home at least 3 times a week

Never	2%
Seldom	9%
Sometimes	26%
Usually	28%
Always	31%
Missing	3%

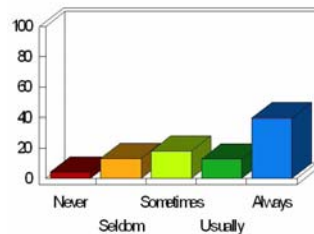


Never	0%
Seldom	1%
Sometimes	8%
Usually	38%
Always	43%
Missing	10%

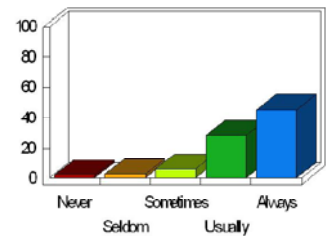


Eat meals together as a family at least 3 times a week

Never	4%
Seldom	13%
Sometimes	18%
Usually	12%
Always	40%
Missing	12%

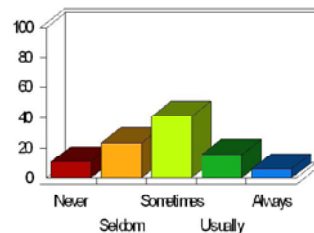


Never	2%
Seldom	2%
Sometimes	6%
Usually	28%
Always	45%
Missing	17%

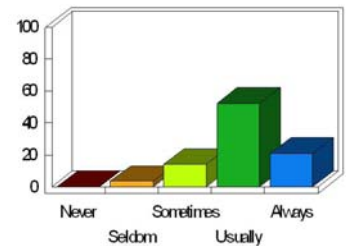


Eat at least 3 vegetables a day

Never	11%
Seldom	23%
Sometimes	41%
Usually	16%
Always	6%
Missing	4%

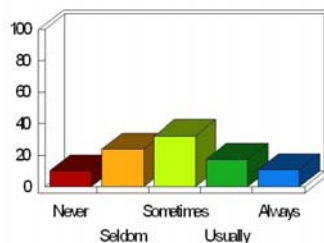


Never	0%
Seldom	3%
Sometimes	14%
Usually	52%
Always	21%
Missing	10%

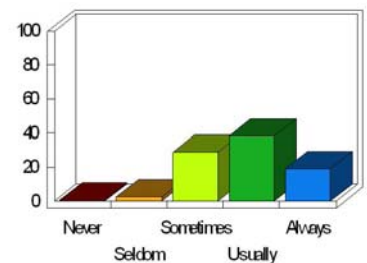


Eat at least 2 fruits a day

Never	10%
Seldom	24%
Sometimes	32%
Usually	17%
Always	11%
Missing	6%

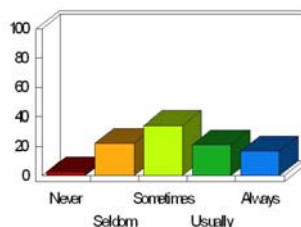


Never	1%
Seldom	2%
Sometimes	29%
Usually	38%
Always	19%
Missing	11%

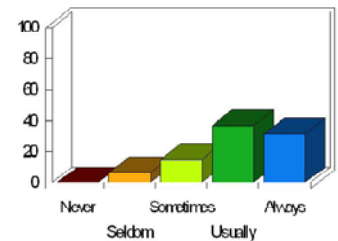


Consume at least 2 dairy servings a day

Never	2%
Seldom	22%
Sometimes	34%
Usually	21%
Always	17%
Missing	4%



Never	0%
Seldom	7%
Sometimes	15%
Usually	37%
Always	31%
Missing	10%

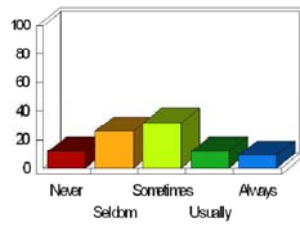


Prior to F\$ lessons, participants would:

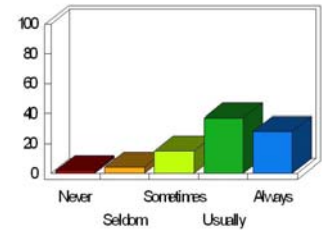
After F\$ lessons, participants would:

Replace saturated and trans fats with heart healthy fat

Never	12%
Seldom	26%
Sometimes	31%
Usually	12%
Always	9%
Missing	11%



Never	2%
Seldom	4%
Sometimes	15%
Usually	37%
Always	28%
Missing	14%



Anecdotal Data

“I had one teacher tell me that she had talked to a parent of one of her students. The parent told the teacher that her son asked her to buy spinach and bananas at the store. The parent couldn’t believe that her son wanted her to buy such things. She expressed to the teacher that what ever she was doing in her classroom was really great. I was happy to hear that.”

“I did a lesson on the milk group and made smoothies for the kids to taste. They enjoyed it. A teacher told me that one of the kids said they liked Thursdays because I come in and teach about eating healthy.”

“The first time we tried the lessons, M was having too hard a time adjusting to her husband’s death do much of anything. Her neighborhood has offered to watch her children for a few hours throughout the week to give her a chance to do something for herself. They said they were willing to keep the kids so we could concentrate on the lessons because they feel the lessons have been very helpful to others in the neighborhood.”

“In a lesson on fruits and veggies, one older woman remarked, ‘Well, I can’t believe I made it this far in life without knowing that!’”

“A man turned himself all around and said, ‘Look at me, just look at me! I’ve lost so much weight. I feel better, I have a job. Thank you, thank you!’”

“One girl came up to me after class to tell me thanks for teaching this year and to let me know what a difference Food \$ense has made in her life. It’s cool because I had noticed earlier that I thought she looked better, healthier, and more poised and confident than the first time I met her last summer when started teaching there. She said she has tried so many healthy recipes and eats so much better than ever before and feels like she has learned a lot that will continue to influence her dietary choices.”

“One participant said, ‘I am back to doing menus and shopping lists. I was going through some of my papers and came to the lesson you gave me on menu planning. I read over the lesson once again and decided I would give it a try again. I have been doing a menu and shopping list for 6 months now and it has made such a difference in our meal time at night. Everyone has a job and helps which is even better.’”

A participant commented: “I have learned so much from having you come to teach us at our apartments. I do not have a car and would not be able to attend the class otherwise. I am eating better and doing menus with my shopping list. Not to mention learning how to use the microwave when cooking vegetables and other foods and it has saved me so far time and money plus it tastes good. Thank you.”

“M shared with me her successes of planning a menu and shopping list and saving over \$50 at the grocery store. She is concerned that her daughter is on the road to obesity but feels that if she can stick to her goals she made while working with the Food \$ense program, she will be able to combat this issue.”

“This is more of a ‘why we need Food \$ense’ – During my lesson, I was asking the kids which foods would be the best choice. In the fruit group I asked, ‘If you could choose between fresh cherries or cherry pie what would be the best choice?’ One girl responded that she had never had fresh cherries. I was taken by surprise and asked if there were any others who have never tasted fresh cherries – over half the class raised their hands. When I asked them to fill out the MyPyramid worksheet on how they ate the day before, again I was surprised at how few if any fruits and vegetables these youth had eaten.”

“One of the participants stated, ‘My husband is now asking what I am learning this week in cooking lessons. I think he likes the new things I have been doing as much as I do.’”

“I went to visit a participant who was about to cook a roast and was not sure where to begin. We put it on to cook and went over how to use the thermometer to make sure it was cooked. I went back to help her check the temperature. We had to wait a few minutes for it to get cooked. It turned out to be a great visit.”

Program Staff

Heidi LeBlanc, SNAP-Ed (Food \$ense) Program Director

Meagan Latimer, Food \$ense Program Eligibility Coordinator, Interim Director

Eileen Milligan, Food \$ense Program Coordinator, Data Collection and Evaluation

Gayla M. Johnson, Food \$ense Program Coordinator, Travel and Payroll

Debbie Christofferson, Food \$ense Program Coordinator, New Hire and Curriculum

Shawn Hansen, Food \$ense Program Financial Manager

Special Thanks

Utah State University Extension

Utah State University Department of Nutrition and Food Sciences and students

Utah State University Dietetics

Meagan Latimer, Interim Director (Fiscal Year 2008 Final Report compilation)

Jennifer Meyer-Smart, DWS, Food Stamp Program Specialist

Scott Anderson, DWS, Budget Analyst

Debbi Class, DWS, Financial Management Evaluator

Noelle Cockett, USU Extension Vice President, Department of Agriculture Dean

Chuck Gay, USU Extension Associate Vice President

Steve Broadbent, Extension Business Manager

Chuck Carpenter, USU NFS Department Head

Nedra Christensen, USU Nutrition Outreach Program Leader

County Extension Faculty and Staff

Volunteers and teachers throughout Utah

DWS and Food Stamp offices

Irene Jorgensen, USU Controller

Steve Smith, USU Controller

Corey Burger, USU Sponsored Programs

EARS reporting form

FY 2008

Food Stamp Nutrition Education EARS Reporting Form

OMB BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0542. The time to complete this information collection is estimated to average 54 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. OMB #0584-0542 expires 08/31/2010.

State: Utah Federal Fiscal Year: 2008

Number of Implementing Agencies*: 1

Name of Each Implementing Agency*

Utah State University Cooperative Extension

* An implementing agency is defined as an organization that has a contract/formal agreement with the State Food Stamp Program Agency to develop and deliver nutrition education activities in the state. Attach additional pages if necessary.

DIRECT EDUCATION:

Items #1-6 ask for information about participants and activities associated with direct food stamp nutrition education. **Direct Education** is defined as interventions where a participant is actively engaged in the learning process with an educator and/or interactive media. Direct education provides an opportunity to obtain information about individual participants. For an activity to qualify as direct education, information on the number of individuals, Food Stamp Program participation status, age, gender, and race/ethnicity must be collected.

Example 1: An implementing agency conducts a series of nutrition sessions designed to increase fruit and vegetable intake. The educators collect enrollment data including name, age, race, ethnic group, Food Stamp participation, and gender.

Example 2: The implementing agency provides nutrition education via kiosks at several locations. Participant using the kiosks provides identifying information including their Food Stamp status, ethnicity, age, and gender by entering this data or by using codes that can be linked to this information by the implementing agency.

Situations that would not count as "direct education" include cases where an individual obtains nutrition education or materials or listens to a session, but no demographic information is captured about the individual. This would count as indirect education.

Direct Education: FSNE Participants and Contacts

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

1a. Direct Education: FSNE PARTICIPANTS by Age and Food Stamp Program Status

Reporting an unduplicated count of direct education participants means providing the number of different individuals who receive any FSNE direct education. Each individual counts as one participant, regardless of the number of times he or she has participated in direct education activities. You are encouraged to provide actual unduplicated counts but if you are unable, you should estimate the number of individuals served.

- For Question 1a, indicate below if you are providing actual unduplicated counts or an estimate of FSNE direct education participants.

Actual Counts of Participants (unduplicated)

Estimated Counts of Participants

		A	B	C	D	E
		Less than 5 Years	5-17 Years Grades K-12	18-59 Years	60 Years or More	All Ages Combined
1	Number of Food Stamp Recipients in FSNE	2	56	763	224	1045
2	Number of All Other Participants in FSNE	21	325	2619	887	3852
3	Total Number of FSNE Participants	23	381	3382	1111	4897

If you reported an estimate in Question 1a, please describe in 100 words or less the methods used to estimate the number of participants.

Food \$ense collects data from participants on a self-reporting form. A few participants did not complete the data for age - therefore USU estimated that since the majority of participants were age 18-59. We estimated that the few unknown were in that category.

1b. Direct Education: FSNE CONTACTS by Age and Food Stamp Program Status

A "FSNE contact" is defined as an interaction in which a FSNE participant participates in a direct education activity. Each FSNE participant may have one or more FSNE contacts.

- For Question 1b, indicate below if you are providing actual counts or an estimate of FSNE direct education contacts.

Actual Counts of Contacts

Estimated Counts of Contacts

		A	B	C	D	E
		Less than 5 Years	5-17 Years Grades K-12	18-59 Years	60 Years or More	All Ages Combined
1	Contacts with Food Stamp Recipients in FSNE	7	116	1542	285	1950
2	Contacts with All Other Persons in FSNE	22	559	4404	1456	6441
3	Total Contacts with FSNE Participants	29	675	5946	1741	8391

If you reported an estimate in Question 1b, please describe in 100 words or less the methods used to estimate the number of contacts.

Food \$ense collects data from participants on a self-reporting form. A few participants did not complete the data for age - therefore USU estimated that since the majority of participants were age 18-59. We estimated that the few unknown were in that category.

Instructions for Question 1a and 1b

- Row 1: Enter the total number of participants (1a) and contacts (1b) who are Food Stamp recipients by each age range and for all ages combined (Row 1; Columns A-E).
- Row 2: Enter the total participants (1a) and contacts (1b) for all other (non- food stamp) persons by each age range and for all ages combined (Row 2; Columns A-E). This includes persons who are eligible non-participants with respect to the Food Stamp Program combined with persons who are not eligible for the Food Stamp Program.
- Row 3: Enter the total participants (1a) and contacts (1b) for FSNE by age category (Row 3; Columns A-E). Each number in Row 3 should equal the sum of Rows 1 and 2 in that column.

Special Circumstances

- If necessary, determine food stamp status among children (columns A and B) who receive FSNE services in school and child care settings by multiplying the number of children participating in FSNE at each school or child care facility by the percent of students enrolled in the FREE school lunch program.

Example: An elementary school program has 100 children participating in FSNE and the school's free lunch participation rate is 60%. In the "5-17 Years (grade K-12)" column, report 60 students under "Number of Food Stamp Participants in FSNE" and 40 students under "Number of All Other Participants in FSNE" for a total of 100 students.

- Teen-age FSNE participants should be counted by their age for Question 1 even if they are parents.

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

Example: If the teen parent is 16 years old, they should be counted under Column B, 5-17 Years (Grades K-12). If the teen is 19 years old, they should be counted under Column C 18-59 Years.

2a. Direct Education: FSNE PARTICIPANTS by Gender

- For Question 2a, indicate below if you are providing an unduplicated count or an estimate of FSNE direct education participants.

Actual Counts of Participants (unduplicated)

Estimated Counts of Participants

		A	B
		Female	Male
1	Number of FSNE Participants	3925	972

If you reported an estimate in Question 2a, please describe in 25 words or less the methods used to estimate the number of participants.

Food Sense collects data from participants on a self-reporting form. A few participants did not complete the data for gender- therefore USU estimated that since the majority of participants were female. We estimated that the few unknown were in that category.

2b. Direct Education: FSNE CONTACTS by Gender

- For Question 2b, indicate below if you are providing actual counts or an estimate of FSNE direct education contacts.

Actual Counts of Contacts

Estimated Counts of Contacts

		A	B
		Female	Male
1	Number of FSNE Contacts	6592	1799

If you reported an estimate in Question 2b, please describe in 25 words or less the methods used to estimate the number of contacts.

Food Sense collects data from participants on a self-reporting form. A few participants did not complete the data for gender- therefore USU estimated that since the majority of participants were female. We estimated that the few unknown were in that category.

Instructions for Question 2a and b

Enter the DIRECT EDUCATION participants (2a) and contacts (2b) by gender in Row 1; Columns A and B of Table 2a and 2b. The total of A and B in Table 2a should equal the total number of FSNE participants in Question 1a, Row 3, Column E. The total of A and B in Table 2b should equal the total number of FSNE contacts in Question 1b, Row 3, Column E.

3. Direct Education: Race and Ethnicity

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

- For Question 3, indicate below if you are providing actual unduplicated counts or an estimate of FSNE direct education participants.

Actual Counts of Participants (unduplicated)

Estimated Counts of Participants

		A	B	C
		Number of Hispanic or Latino FSNE Participants by Race	Number of Non-Hispanic/Latino FSNE Participants by Race	Total by Race
Individuals Reporting ONLY ONE RACE	1. American Indian or Alaska Native		202	202
	2. Asian		41	41
	3. Black or African American		33	33
	4. Native Hawaiian or Other Pacific Islander		25	25
	5. White		3823	3823
	Other		730	730
Individuals Reporting MULTIPLE RACES	6. American Indian or Alaska Native and White			
	7. Asian and White			
	8. Black or African American and White			
	9. American Indian or Alaska Native and Black or African American			
	10. All Others Reporting More than One Race			
	11. TOTAL by ethnicity		4854	4854

Instructions for Question 3

- For purposes of this form, "Hispanic or Latino" is an ethnic group, not a race.
- Column A: Report the number of Hispanic or Latino FSNE participants for each racial category listed in Rows 1-11. Specifically, in Rows 1-5, report the number of FSNE participants who are of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of FSNE participants who are of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all FSNE participants who are of Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. For Row 11, enter the sum of Rows 1-10 under Column A.
- Column B: Report the number of FSNE participants who are *not* of Hispanic or Latino ethnicity for each racial category listed in Rows 1-10. Specifically, in Rows 1-5, report the number of FSNE participants who are not of Hispanic or Latino ethnicity and report only one

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

race. In Rows 6-10, report the number of FSNE participants who are not of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all FSNE participants who are not Hispanic or Latino ethnicity and describe themselves with a racial combination not included in Rows 6-9. In Row 11, enter the sum of Rows 1-10 under Column B.

- Column C: Add the number of FSNE participants reported in Column A and Column B for each row. For Column C, Row 11, add the numbers reported in Column C.

Example 1: A FSNE participant who reports they are Hispanic and Black is counted in Column A, Row 3.

Example 2: A FSNE participant who reports being White, Asian, and Black but not Hispanic is counted in Column B, Row 10.

4. Direct Education: Number of FSNE Delivery Sites by Type of Setting

Type of Setting	Number of Different Sites/ Locations	Type of Setting	Number of Different Sites/Locations
Adult Education & Job Training Sites		Libraries	2
Adult Rehabilitation Centers	1	Churches	4
Worksites		Public/Community Health Centers	
Community Centers	9	Public Schools	49
Elderly Service Centers	2	Head Start Programs	4
Emergency Food Assistance Sites		Other Youth Education Sites (includes Parks and Recreation)	11
Extension Offices	6	Shelters	
Farmers Markets		WIC Programs	1
Food Stamp Offices		Other (please specify): Indian Reservation	2
Food Stores	6	Other (please specify):	
Public Housing		Other (please specify):	
Individual Homes	7	Other (please specify):	

Instructions for Question 4

For each type of DIRECT EDUCATION setting used, enter the number of different sites/locations used within the State. Record each site only ONCE on this form.

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

Example 1: FSNE is provided to residents of a shelter that is located in a local church. Record this site under "Church".

Example 2: FSNE is provided to participants in Head Start which is operating in the local elementary school which also has FSNE activities with the elementary school students. Record this site only once under "Public School".

- If you provide interactive multimedia education, please report locations where kiosks/computers are available.

Example 3: FSNE is provided through interactive multimedia via kiosks in 15 food stores and 10 worksites that have no other FSNE activities. These kiosks should be added to the numbers of sites reported under the food stores and worksite categories in Question 4.

5. Direct Education Programming Format

	Format	A Number delivered	B Time range per session (in minutes)	C % delivered by interactive multimedia
1	Single session	759	30-90 minutes	23.92%
2	Series – 2 to 4 sessions	325	30-90 minutes	23.92%
3	Series – 5 to 9 sessions	433	30-90 minutes	23.92%
4	Series – 10 or more sessions	418	30-90 minutes	23.92%

Instructions for Question 5

- For Rows 1-4, Column A, enter the number of single sessions, the number of 2-4 session series, the number of 5-9 session series, and the number of series with 10 or more sessions delivered.
- For Rows 1-4, Column B, enter the time range per session in minutes.
- For Rows 1-4, Column C, enter the percent of Column A delivered by interactive multimedia lessons/modules.

Example 1: A state reports that 40 single sessions were delivered ranging in time from 45-60 minutes and that 10% were delivered by interactive multimedia. Row 1 of the form would show:

	Format	A Number delivered	B Time range per session (in minutes)	C % delivered by interactive multimedia
1	Single Session	40	45-60 minutes	10%

6. Primary Content of Direct Education

FNS-759 (8-07) Previous Editions Obsolete. Electronic Form Designed in Word 2003

CODE: H	CODE: D	CODE: E	CODE: N
------------	------------	------------	------------

INSTRUCTIONS for Question 6

- Identify up to four educational topic areas of emphasis from the list below. These four topic areas should reflect those areas given most emphasis (e.g. taught most frequently) in your State. Record only one code per box. **DO NOT REPORT Food Stamp Program OUTREACH IN THIS TABLE.**

- A. FAT FREE & LOW FAT MILK OR EQUIV (& ALTERNATE CALCIUM SOURCES)
- B. FATS AND OILS
- C. FIBER-RICH FOODS
- D. FOOD SHOPPING/PREPARATION
- E. FRUITS & VEGETABLES
- F. LEAN MEAT AND BEANS
- G. LIMIT ADDED SUGARS OR CALORIC SWEETNERS
- H. MYPYRAMID – HEALTHY EATING PLAN
- I. PHYSICAL ACTIVITY
- J. PROMOTE HEALTHY WEIGHT
- K. SODIUM & POTASSIUM
- L. WHOLE GRAINS
- M. FOOD SAFETY
- N. OTHER (specify): Heart-healthy eating (possible for electronic form)
- O. OTHER (specify): _____
- P. OTHER (specify): _____
- Q. OTHER (specify): _____

SOCIAL MARKETING INITIATIVES:

Item #7 asks for information about FSNE social marketing initiatives. **Social Marketing** is defined as a consumer-focused, research-based process to plan, implement and evaluate interventions that are designed to influence the voluntary behavior of a large number of people in the target audience (adapted from Alan Andreasen 1995 and Social Marketing Division of Society for Nutrition Education).

For an activity to qualify as a social marketing campaign, the initiative being reported must have included all of the following steps:

- Identified a specific segment of the food stamp/low income population to target.
- Identified the specific nutrition needs of the target audience, associated target behavior(s), and the target audience's reasons for and against changing behavior.
- Interacted with the target audience to see if the message, materials, and delivery channel are understood and meaningful (would lead to behavior change).

States that conduct social marketing campaigns that include both direct and indirect education activities may elect to report these under these categories. However, if direct and indirect education activities are reported in the "direct education" section or the "indirect education" section, they should not be reported in the social marketing section because that would result in a duplicate count.

7. Description of ALL Social Marketing Campaigns

Attach an additional form to record data, if there are more than five campaigns.

A. Name of Campaign	B. Current Year of Campaign	C. Major Campaign Activities for Current Year <i>Use Codes</i>	D. Priority Population(s) <i>Use Codes</i>	E. Estimated Number of FSP Recipients Reached	F. Estimated Number of Other Low Income Persons Reached	G. Total Estimated Reach (Low-income, FSP Recipients AND All Others)
1 Not applicable in UT						
2						
3						
4						

INDIRECT EDUCATION:

Item #8 asks for information about food stamp indirect education. **Indirect Education** is defined as the distribution of information and resources, including any mass communications, public events and materials distribution that DO NOT meet the definitions of Direct Education or Social Marketing Campaigns. Mass communication, public events and material distribution efforts that don't meet the definition of social marketing should be reported here.

8a. Types of Materials Distributed

	Check if applicable
Fact sheets/pamphlets/newsletters	X
Posters	X
Calendars	
Promotional Materials w/nutrition messages (pens/pencils/wallet reference cards/magnets/cups/etc)	X
Website	X
Electronic (Email) materials/info distribution	
Videos/CD Rom	
Other	

Instructions for Question 8a

Check all methods/materials used for indirect education.

8b. Estimated Size of Audiences Reached through Communication and Events

	Estimated No. of target population reached	Source of Data
Nutrition Education Radio PSAs	140	4
Nutrition Education TV PSAs	140	4
Nutrition Education Articles	365759	4
Billboard, Bus or Van Wraps, or Other Signage	360	4
Community Events/Fairs -- in Which Participated	1130	4
Community Events/Fairs -- Only Sponsored	7635	4
Other	66041	4

Instructions for Question 8b

For each type of communication channel and event enter the estimated number of individuals in the target population(s) reached and the code of the source of the data used to tabulate the estimate.

- 1 = commercial market data on audience size
- 2 = survey of target audience
- 3 = visual estimate
- 4 = other

FNS-759 (12-06) Previous Editions Obsolete. Electronic Form Designed in Word 2003

9. Expenditures by Sources of Funding (See Instructions)

	Expenditures for Reporting Year
1. Public Cash Contributions -- State and Local Tax Revenue only	\$ 449018.49
2. Public and Private Cash Contributions -- other than State and Local Tax Revenue	\$ 0
3. Sum of Lines 1 & 2	\$ 449018.49
4. Public In-Kind Contributions (non-cash)	\$ 137942.99
5. Private Cash Contributions to State Food Stamp Agency only	\$ 0
6. Indian Tribal Organization Contributions	\$ 0
7. Sum of Lines 4, 5 & 6	\$ 137942.99
8. Federal Reimbursement	\$ 579810.34
9. TOTAL FSNE EXPENDITURES: Sum of Lines 3, 7 & 8	\$ 1166771.72

Instructions for Question 9

All dollar amounts recorded in item #9 should reflect actual expenditures NOT those initially budgeted.

- Line 1: Enter the dollar value of expenditures paid only with State and local tax revenue designated specifically for FSNE activities.
- Line 2: Enter the dollar value of expenditures paid with public and private cash contributions. These are contributions that are received by state implementing agencies or their subcontractors other than State and local tax revenues designated specifically for FSNE activities. These are not from State and local tax revenues.
- Line 3: Enter the sum of lines 1 and 2 in line 3.
- Line 4: Enter the dollar value of expenditures paid with public in-kind (non-cash) contributions. These contributions are defined as goods or services provided by a state or local agency for which no cash funds are transferred and no out-of-pocket cost is incurred by the contributing agency. Typically, in-kind contributions are the value of goods or services provided by volunteers.
- Line 5: Enter the dollar value of expenditures paid with private cash contributions made to the State Food Stamp Office/Agency These contributions are funds provided by non-governmental groups. They may include cash provided to the State or outlays made directly by a non-governmental organization to cover approved FSNE costs.
- Line 6: If applicable, enter the dollar value of expenditures paid with Indian Tribal Organization (ITO) contributions. Although technically ITO contributions are Federal funds, for the purposes of FSNE reimbursement, they are considered state match.
- Line 7: Enter the sum of lines 4, 5 and 6 in line 7. This may be less than 50% of the Total FSNE Expenditures in line 9 when there is an ITO contribution because FNS reimburses allowable activities conducted on Indian reservations at the 75% rate.
- Line 8: Enter the total amount of the federal reimbursement for FSNE; this is the total amount chargeable to FNS. It may be greater than 50% of total outlays when there is an ITO contribution because FNS reimburses for allowable activities conducted on Indian reservations at the 75% rate.
- Line 9: Enter the sum of lines 3, 7 and 8 to record Total (allowable) FSNE Expenditures. This total should equal Line 3 in Question 10, Expenditures by Category of Spending.

FNS-759 (12-06) Previous Editions Obsolete. Electronic Form Designed in Word 2003

10. Expenditures by Category of Spending (See Instructions below)

Cost breakouts for item #10 may be the actual allocation or estimated.

1. Total Expenditures for FSNE Program Delivery	\$ 899165.54
2. Total Expenditures for Administrative Costs	\$ 267606.18
3. TOTAL FSNE Expenditures (State and Federal)	\$ 1166771.72

Data provided in this table are (check one): actual or estimated based on FTE allocation.

Instructions for Question 10

Costs reported in this table may be calculated based on: 1) the actual expenditures associated with each component described above; or, 2) be estimated based on multiplying the percentage of total FTE time spent on nutrition education versus administration to any cost component that is not tracked separately as a delivery or administrative expense.

Example: 45% of FTEs are for administrative functions. Apply this to the total expenditures and you can estimate your Total Expenditures for Administrative Costs, line 2.

Line 1: Count all of the following as Nutrition Education Program Delivery Expenditures:

- Dollar value of salaries and benefits associated with staff time spent providing approved and allowable FSNE activities.
- Cost of all food demonstration supplies.
- Cost of purchasing and/or developing educational materials (literature/materials/audiovisuals).
- Cost of developing and implementing media campaigns.
- Dollar value of the pro-rated costs of space used to deliver FSNE.
- Cost of any FSNE evaluation efforts.
- Cost of traveling to deliver FSNE services.
- Cost of training for nutrition education providers.
- Indirect costs (must be proportionate to time spent to delivery of FSNE)
- Other overhead charges (space, HR services, etc).

Line 2: Count all of the following as FSN Administrative Expenditures:

- Dollar value of salaries and benefits associated with staff time spent on FSNE administration not on nutrition education. (example: State FSP/IA/Project staff, support staff).
- Cost of training to performing administrative functions like record keeping, accounting, etc.
- Cost of reporting.
- Cost of equipment and office supplies.
- Operating Costs.
- Indirect Costs for those administrative staff not covered above.
- Other overhead charges associated with administrative expenses (space, HR services, etc).

Line 3: Sum of lines 1 and 2. This total should equal the total reported in Line 9 of Question 9, Expenditure by Sources of Funding.