



# 2011

## Food \$ense Annual Report

# Utah State University Food \$ense Fiscal Year 2011 Annual Report



**FOOD  
\$ENSE**

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## Table of Contents

• FY 2011 Summary	page 4
• State Program Summary Chart	page 7
• County Program Summary Chart	page 8
• Impacts and Outcomes	
• Food Insecurity	page 9
• Obesity Prevention	page 21
• Healthy Choices & Activity	page 28
• Evidence Based/Outcome Driven	page 46
• EARs	page 50



# FOOD \$ENSE

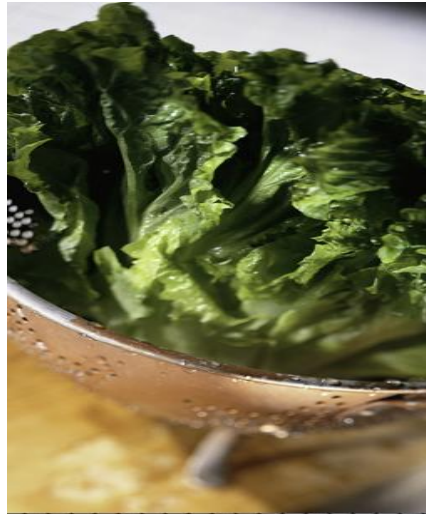
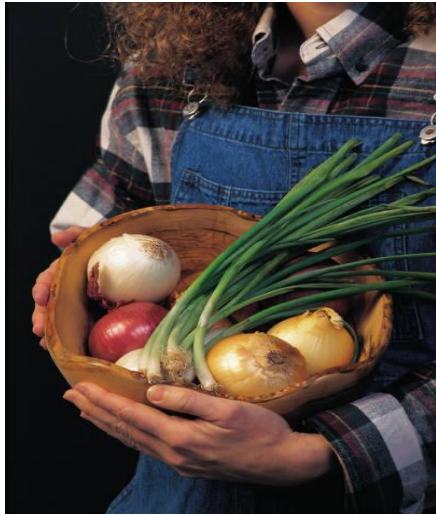
## Report Introduction – FY 2011

- Utah State University Food \$ense program focused on the Healthy, Hunger-Free Kids Act of 2010, which went into law December 13, 2010.
- Utah Focuses on reducing childhood obesity by:
  - 1. Increasing food security and access to safe and healthy food supply.
  - 2. Promotion of healthy food and lifestyle choices that are consistent with current dietary guidelines.
  - 3. Provide evidence based, outcome driven programming.
- Over 8,338 adults were taught
- Over 27,870 youth were taught
- Over 2,429,758 were reached through indirect education



# FOOD \$ENSE

# 2011



Heidi LeBlanc, MS, CFCS

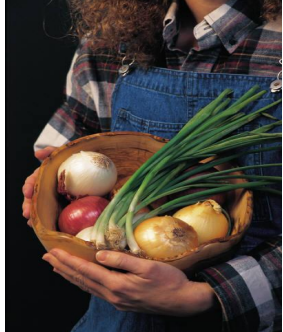
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## Utah State University Food \$ense



**Utah State University Food \$ense commits SNAP-Ed to providing education to low income populations.**



**Utah State University Food \$ense focuses on the issue of obesity.**



**Utah State University Food \$ense follows the promotion of healthy food choices & consistency with Dietary Guidelines for Americans.**



**Utah State University Food \$ense activities are evidence-based and Outcome driven.**

# Reporting Table

## State Programming Summary

Project Time	Delivery Locations		Audiences		Methods	Content	Evaluation
	Geographic	Delivery Sites	Targeted Audience	Total No. Participants	Frequency, Duration, and Type of Educational Methods	Key Messages	Type & Status
State Adult	Utah	29 counties	SNAP families or low-income families	8,338 (unduplicated)	Group and individual classes teaching the following curriculum; Food \$ense basics, cooks, vegetables, fruits, etc. Loving Your Family, Feeding Their Future. Number of lessons per participants varies. 3066 lessons were taught.	Food Security, Cooking Skills, Dietary Quality, Food Safety, Shopping Resource Management. MyPlate, Dietary Guidelines for Americans	Food Frequency Questionnaire, Behavior Checklist (after 4 lessons), Class Participant Form
State Youth	Utah	29 counties	SNAP families or schools with 50% free/reduced lunch eligibility	27,870	Classes taught at schools and at summer school lunch programs teaching the following curriculum: Professor Popcorn, WIN Kids, Food, Fun and Reading, & Food, Culture and Reading, Food \$ense Kids. 977 lessons were taught.	MyPyramid, MyPlate, & Dietary Guidelines for Americans	Class Participant Form (Youth)

# Reporting Table Utah County Programming Summary

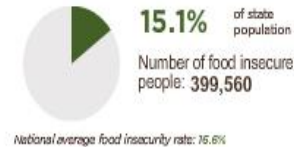


County	Participants Reached		
	Food \$ense Adults	Food \$ense Adults unduplicated	Food \$ense Youth
Beaver	8	3	625
Box Elder	1065	749	462
Cache	1681	1324	1098
Carbon	90	55	876
Davis	898	278	302
Duchesne	0	0	0
Emery	27	18	790
Garfield	16	10	1092
Grand	42	18	1071
Iron	549	376	2081
Juab	639	300	1885
Kane	27	21	400
Millard	486	197	3035
Morgan	53	45	0
Rich	0	0	0
Salt Lake	2680	1966	1506
Sanpete	60	48	441
San Juan	66	50	4031
Sevier	461	170	0
Summit/Wasatch	335	231	388
Tooele	327	194	1286
Uintah/Daggett	162	90	527
Utah	1645	980	1173
Washington	372	182	1546
Wayne/Piute	439	144	1351
Weber	1296	989	1904

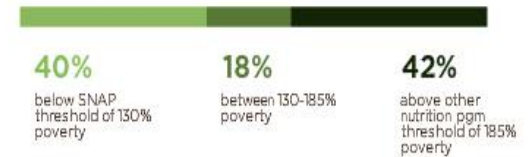
# Utah commits SNAP-Ed to providing education to low income populations.



## FOOD INSECURITY RATE



## INCOME BANDS WITHIN FOOD INSECURE POPULATION



## ADDITIONAL MONEY REQUIRED TO MEET FOOD NEEDS IN 2009

**\$ 163,284,940**

## AVERAGE COST OF A MEAL

**\$2.45\***

\* National average cost of a meal is: \$2.54

## FIVE counties with the highest food insecurity rates

San Juan, Grand, Iron, Sanpete, Garfield

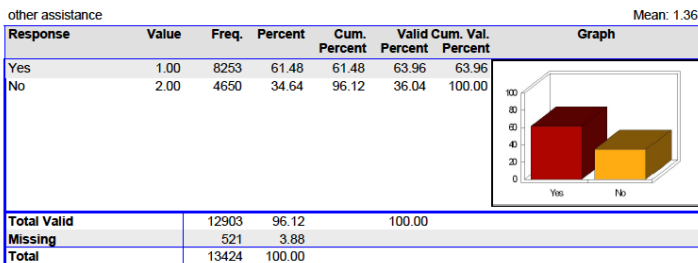
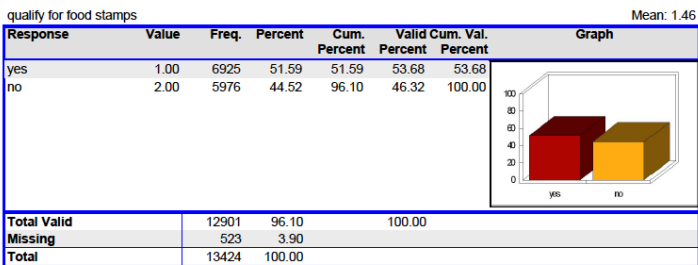
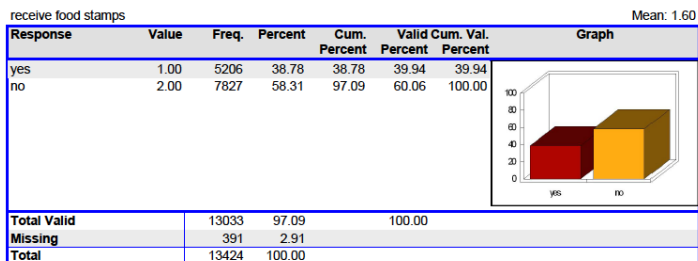


## Food Insecurity Rates



# Utah SNAP-Ed Goals That Address Food Insecurity

- As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their food security so that they have enough wholesome and nutritious food to last through their budget periods.



Food \$ense participants are taught where, how and why to apply for Food Assistance programs. On materials this statement is provided: This material was funded by USDA's Food Stamp Program. The Food Stamp Program provides nutrition assistance to people with low incomes. It can help you buy nutritious foods for a better diet. To find out more, call 1-800-221-5689 or visit online at <http://www.fns.usda.gov/fsp/outreach/coalition/map.htm>.

Nutrition Education Assistants (NEAs) teach participants about SNAP benefits, Food Banks, WIC, Free/Reduced School Lunch programs and other programs that help them stretch their food dollar.

Food \$ense provides classes at over 20 food assistance sites, 7 SNAP offices, 3 shelters, 7 WIC programs, and 53 youth program sites (Title 1 schools with at least 50% free or reduced lunch, or census track programming).

# Food Safety Increases Food Security

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Have enough food to last through the month? (Post/Pre Behavior Checklist)

Enough food - before

Mean: 3.24

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	28	11.72	11.72	12.44	12.44	
seldom	2.00	33	13.81	25.52	14.67	27.11	
sometimes	3.00	64	26.78	52.30	28.44	55.56	
usually	4.00	57	23.85	76.15	25.33	80.89	
always	5.00	43	17.99	94.14	19.11	100.00	
<b>Total Valid</b>		225	94.14		100.00		
<b>Missing</b>		14	5.86				
<b>Total</b>		239	100.00				

Enough food - after

Mean: 3.91

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	13	5.44	5.44	5.80	5.80	
seldom	2.00	13	5.44	10.88	5.80	11.61	
sometimes	3.00	27	11.30	22.18	12.05	23.66	
usually	4.00	100	41.84	64.02	44.64	68.30	
always	5.00	71	29.71	93.72	31.70	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 52.3% did not know where their next meal would come from, and were Food Insecure. After classes, 71.6% usually or always had enough food to last through the end of the month.

# Food Security, Compare Prices While Shopping

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Compare prices while shopping? (Post/Pre Behavior Checklist)

Compare prices -before

Mean: 3.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	30	12.55	12.55	13.39	13.39	
seldom	2.00	33	13.81	26.36	14.73	28.13	
sometimes	3.00	65	27.20	53.56	29.02	57.14	
usually	4.00	49	20.50	74.06	21.88	79.02	
always	5.00	47	19.67	93.72	20.98	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

Compare prices -after

Mean: 3.97

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	12	5.02	5.02	5.33	5.33	
seldom	2.00	7	2.93	7.95	3.11	8.44	
sometimes	3.00	32	13.39	21.34	14.22	22.67	
usually	4.00	99	41.42	62.76	44.00	66.67	
always	5.00	75	31.38	94.14	33.33	100.00	
<b>Total Valid</b>		225	94.14		100.00		
<b>Missing</b>		14	5.86				
<b>Total</b>		239	100.00				

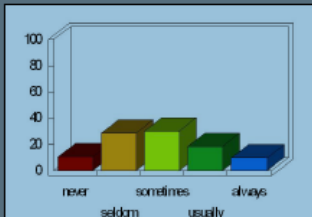
Prior to Food \$ense classes participants reported that 53.56% did not compare prices while shopping. After classes, 73% usually or always compared prices while shopping.

# Food Security, Plan Menu's

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Plan Menu's? (Post/Pre Behavior Checklist)

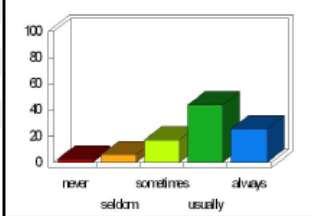
Plan Meals- before

Mean: 2.88

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	25	10.46	10.46	10.78	10.78	
seldom	2.00	68	28.45	38.91	29.31	40.09	
sometimes	3.00	72	30.13	69.04	31.03	71.12	
usually	4.00	44	18.41	87.45	18.97	90.09	
always	5.00	23	9.62	97.07	9.91	100.00	
<b>Total Valid</b>		232	97.07		100.00		
<b>Missing</b>		7	2.93				
<b>Total</b>		239	100.00				

Plan Meals -after

Mean: 3.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	6	2.51	2.51	2.64	2.64	
seldom	2.00	14	5.86	8.37	6.17	8.81	
sometimes	3.00	41	17.15	25.52	18.06	26.87	
usually	4.00	105	43.93	69.46	46.26	73.13	
always	5.00	61	25.52	94.98	26.87	100.00	
<b>Total Valid</b>		227	94.98		100.00		
<b>Missing</b>		12	5.02				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 69% did not plan menus. After classes, 70% usually or always planned menu's.

# Food Security, Grocery Shop with a List

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Grocery Shop with a list? (Post/Pre Behavior Checklist)

Shop with list - before

Mean: 3.17

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
never	1.00	31	12.97	12.97	13.90	13.90	
seldom	2.00	43	17.99	30.96	19.28	33.18	
sometimes	3.00	55	23.01	53.97	24.66	57.85	
usually	4.00	46	19.25	73.22	20.63	78.48	
always	5.00	48	20.08	93.31	21.52	100.00	
<b>Total Valid</b>		223	93.31			100.00	
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

Shop with a list -after

Mean: 4.01

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Percent	Graph
never	1.00	9	3.77	3.77	4.04	4.04	
seldom	2.00	11	4.60	8.37	4.93	8.97	
sometimes	3.00	33	13.81	22.18	14.80	23.77	
usually	4.00	85	35.56	57.74	38.12	61.88	
always	5.00	85	35.56	93.31	38.12	100.00	
<b>Total Valid</b>		223	93.31			100.00	
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 54% did not shop with a list. After classes, 71% usually or always shopped with a list.

# Food Security,

## Food Safety: Refrigerate Meats

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Refrigerate meats and dairy in refrigerator within 2 hours of purchase? (Post/Pre Behavior Checklist)
- Food Safety skills and techniques increase the food security in home by making the food safe for families and individuals to eat.

Refrigerate meats- before

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	22	9.21	9.21	9.69	9.69	
seldom	2.00	20	8.37	17.57	8.81	18.50	
sometimes	3.00	50	20.92	38.49	22.03	40.53	
usually	4.00	53	22.18	60.67	23.35	63.88	
always	5.00	82	34.31	94.98	36.12	100.00	
<b>Total Valid</b>		227	94.98		100.00		
<b>Missing</b>		12	5.02				
<b>Total</b>		239	100.00				

Refrigerate meats- after

Mean: 4.24

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	11	4.60	4.60	4.93	4.93	
seldom	2.00	10	4.18	8.79	4.48	9.42	
sometimes	3.00	21	8.79	17.57	9.42	18.83	
usually	4.00	54	22.59	40.17	24.22	43.05	
always	5.00	127	53.14	93.31	56.95	100.00	
<b>Total Valid</b>		223	93.31		100.00		
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 39% did not refrigerate meats after purchasing. After classes, 76% usually or always refrigerated meats after purchase.

# Food Security, Food Safety:

## Thaw Frozen Foods and Meats Properly

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Thaw frozen foods and meats properly? (Post/Pre Behavior Checklist)
- Food Safety skills and techniques increase the food security in home by making the food safe for families and individuals to eat.

Thaw frozen foods -before

Mean: 3.24

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	24	10.04	10.04	10.57	10.57	
seldom	2.00	31	12.97	23.01	13.66	24.23	
sometimes	3.00	83	34.73	57.74	36.56	60.79	
usually	4.00	45	18.83	76.57	19.82	80.62	
always	5.00	44	18.41	94.98	19.38	100.00	
<b>Total Valid</b>		227	94.98		100.00		
<b>Missing</b>		12	5.02				

Thaw frozen foods- after

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	14	5.86	5.86	6.33	6.33	
seldom	2.00	9	3.77	9.62	4.07	10.41	
sometimes	3.00	32	13.39	23.01	14.48	24.89	
usually	4.00	84	35.15	58.16	38.01	62.90	
always	5.00	82	34.31	92.47	37.10	100.00	
<b>Total Valid</b>		221	92.47		100.00		
<b>Missing</b>		18	7.53				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 58% did not thaw frozen foods such as meats properly. After classes, 69% usually or always thawed frozen foods and meats properly.

# Food Security, Food Safety:

## Keep Raw Foods Separate From Ready to Eat

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Keep raw foods separate from ready to eat? (Post/Pre Behavior Checklist)
- Food Safety skills and techniques increase the food security in home by making the food safe for families and individuals to eat.

Prepare raw foods - before

Mean: 3.54

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	15	6.28	6.28	6.79	6.79	
seldom	2.00	20	8.37	14.64	9.05	15.84	
sometimes	3.00	77	32.22	46.86	34.84	50.68	
usually	4.00	48	20.08	66.95	21.72	72.40	
always	5.00	61	25.52	92.47	27.60	100.00	
<b>Total Valid</b>		221	92.47		100.00		
<b>Missing</b>		18	7.53				
<b>Total</b>		239	100.00				

prepare raw foods separately -after

Mean: 4.20

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	8	3.35	3.35	3.67	3.67	
seldom	2.00	9	3.77	7.11	4.13	7.80	
sometimes	3.00	24	10.04	17.15	11.01	18.81	
usually	4.00	68	28.45	45.61	31.19	50.00	
always	5.00	109	45.61	91.21	50.00	100.00	
<b>Total Valid</b>		218	91.21		100.00		
<b>Missing</b>		21	8.79				
<b>Total</b>		239	100.00				

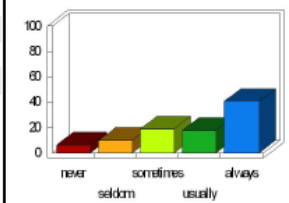
Prior to Food \$ense classes participants reported that 47% did not keep raw foods such as fresh carrots or cooked foods separate from raw meat. After classes, 74% usually or always separated fresh or cooked foods from raw meats .

# Food Security, Food Safety: Wash Hands Properly

- Participants in Food \$ense gain the knowledge and skills to help them stretch their food dollar. Question answered: Wash hands properly? (Post/Pre Behavior Checklist)
- Food Safety skills and techniques increase the food security in home by making the food safe for families and individuals to eat.

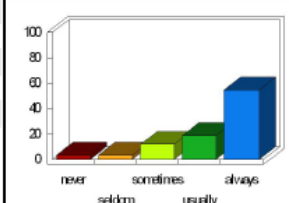
Wash hands - before

Mean: 3.82

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	15	6.28	6.28	6.76	6.76	
seldom	2.00	23	9.62	15.90	10.36	17.12	
sometimes	3.00	45	18.83	34.73	20.27	37.39	
usually	4.00	42	17.57	52.30	18.92	56.31	
always	5.00	97	40.59	92.89	43.69	100.00	
<b>Total Valid</b>		222	92.89		100.00		
<b>Missing</b>		17	7.11				
<b>Total</b>		239	100.00				

Wash hands - after

Mean: 4.29

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	8	3.35	3.35	3.64	3.64	
seldom	2.00	8	3.35	6.69	3.64	7.27	
sometimes	3.00	28	11.72	18.41	12.73	20.00	
usually	4.00	45	18.83	37.24	20.45	40.45	
always	5.00	131	54.81	92.05	59.55	100.00	
<b>Total Valid</b>		220	92.05		100.00		
<b>Missing</b>		19	7.95				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 35% did not wash hands properly before preparing or eating food. After classes, 73% usually or always washed hands properly before preparing or eating food.

# Utah's SNAP-Ed Food Security Impact

Taught a GREAT class to three individuals. Taught grocery shopping on a budget and did food demo. We used the "fake" grocery ad (the one that we got from annual training). There is so much information in this and after 1 1/2 hours, we decided to continue with a second class next week. We spent quite a bit of time using calculators and figuring out price differences between buying bulk, frozen food vs. canned or fresh etc. I loved how many "life skills" were taught in this lesson.

Jane came with her menu finished and done, it looked great, we talked about using leftovers more and making sure to use the ads when they come out; she stated that" she has loved all of our recipes that she has used at home and loves the tips I give her in the lessons, like what enriched and fortified mean"; She also brought in her menu for two weeks and she did good. I asked her if she thought it made a difference in her planning and her shopping budget. She said that it was so much easier to have a plan and she felt she did save money with the shopping list and menu being planned from the ads first.

Sue is trying to use up her chicken from the Food Bank. She is doing really well! Yesterday I had her bake all of the chicken leg quarters and debone them. Today she was ready to make chicken enchiladas. She was so pleased that they are easy to make. I was excited to see her because she knew her husband would be pleased. (He used to work for us and I fixed them a lot for lunch while he was here) Too many of our people are not wanting to use or even accept the chicken from the Food Bank because it is frozen in big blocks and is just leg quarters. Wah! Wah! Lots of good meat there for good meals!

I had a 2nd visit this week with Chris. We finished the menu planning lesson. It went well. She had just received some commodities from the food bank and we were able to make some taco soup before we left. I have really had my eyes opened. She is on food stamps and she can spend \$3.00 a day. I did the exercise at the first of my training where we lived 4 days as if we were on food stamps, but seeing this for real and seeing no food in her house and how she has gotten into the habit of not eating some meals brings it to a reality for me. She is such a giving person and always wants me to take things home with me. We are both learning a lot.

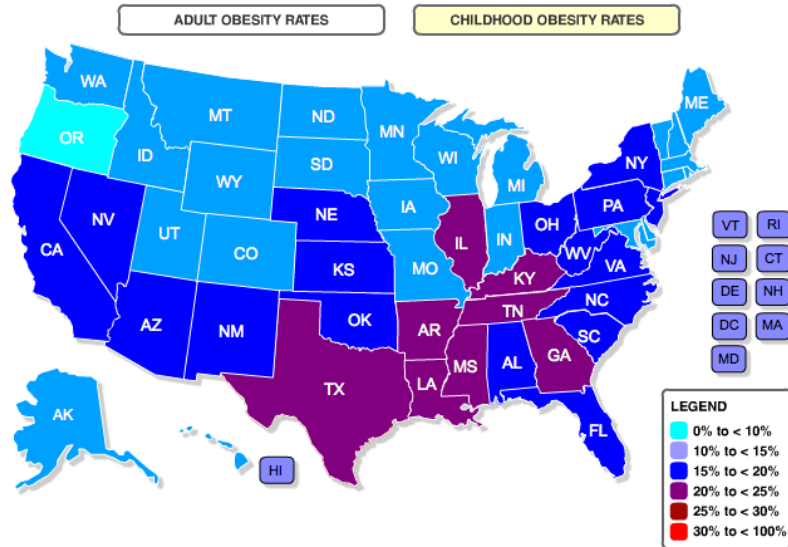
# Utah's SNAP-Ed Food Security Impact, Continued

Normally when I'm at Elise I wonder why she still has me come. She has been taking lessons on and off for more than a year and I wonder if there is really anything more I can teach her. Today when I walked in, both of her kids were napping. This gave us a little bit more time to talk and she was able to devote more attention to me and the lesson. She thanked me for coming. She said she knows that she has been taking lessons for a long time, but she still really appreciates the information. She told me that sometimes she struggles with having the courage to try new things and that our lessons really help her have the confidence to do it. She mentioned that her husband came from a family of severe poverty and their diet was never focused on nutrition. They were more in survival mode and nutrition wasn't on their mind. She mentioned that she came from a family that never had to worry about money. She says her upbringing definitely did not teach her how to be frugal when it came to feeding a family. She then went on to tell me that her and her husband have struggled financially since they've been married. So much so that they had to declare bankruptcy. She told me that our lessons have helped her see that it is possible to feed her family nutrition options even when money isn't flowing freely. She also told me that organization isn't one of her strong points. However, she recognized that to be frugal with your meals, you need organization. She showed me a binder that she had put together to help her stay on top and organized with her menu planning. I was so proud of her! She has really come a long way. She could be a Food \$ense poster child!

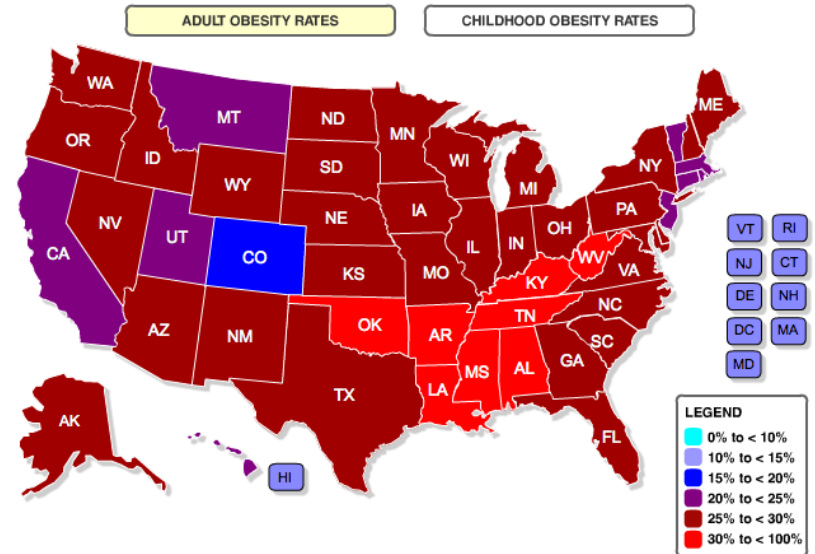
Melanie and I taught a class. We used the Tips for Menu Planning PowerPoint. Melanie did most of the talking and I made a tuna noodle casserole. The staff at site asked us to make something with canned, packaged and commodity foods. The type of food most of the residents would get in their food boxes. I heard a lot of comments after class about the skillet casserole. One woman said that she had forgotten how easy casseroles are to make. Another woman said that the tuna noodle casserole made her feel all safe and protected, just like being a kid again and eating mom's home cooking. It is interesting the different emotions food can evoke.

# Utah Focuses on Issue of Obesity

Adult Obesity Rates and Childhood Obesity Rates



Adult Obesity Rates and Childhood Obesity Rates



# Physical Activity

- As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their physical activity to meet the goals of the 2010 Dietary Guidelines for Americans.
- Energy recommendations applied into practical terms that encourage personal choice but result in an eating pattern that is nutrient dense and calorie balanced.

Physically active - before

Mean: 3.05

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	24	10.04	10.04	10.91	10.91	
seldom	2.00	45	18.83	28.87	20.45	31.36	
sometimes	3.00	80	33.47	62.34	36.36	67.73	
usually	4.00	38	15.90	78.24	17.27	85.00	
always	5.00	33	13.81	92.05	15.00	100.00	
<b>Total Valid</b>		220	92.05		100.00		
<b>Missing</b>		19	7.95				
<b>Total</b>		239	100.00				

physically active - after

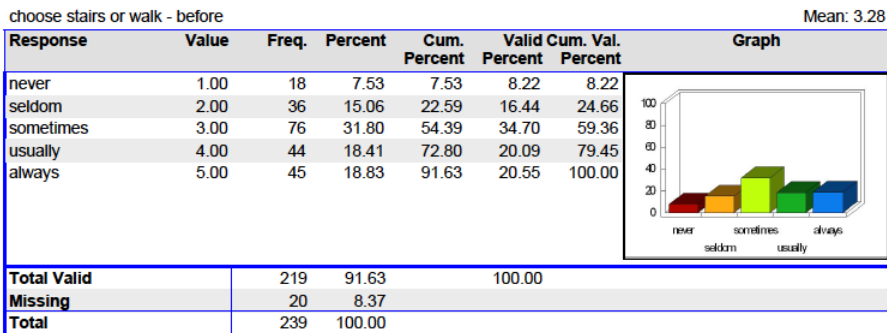
Mean: 3.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	7	2.93	2.93	3.17	3.17	
seldom	2.00	18	7.53	10.46	8.14	11.31	
sometimes	3.00	52	21.76	32.22	23.53	34.84	
usually	4.00	83	34.73	66.95	37.56	72.40	
always	5.00	61	25.52	92.47	27.60	100.00	
<b>Total Valid</b>		221	92.47		100.00		
<b>Missing</b>		18	7.53				
<b>Total</b>		239	100.00				

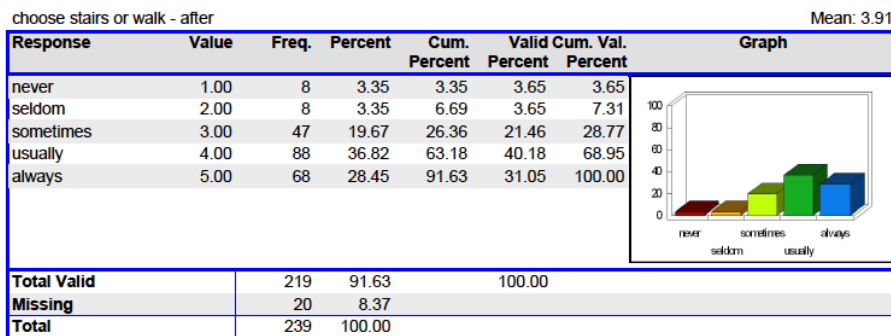
Prior to Food \$ense classes participants reported that 62.3% were not physically active. After classes, 60.25% usually or always were physically active.

# Choose to Take Stairs or Walk . . .

- As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their physical activity to meet the goals of the 2010 Dietary Guidelines for Americans.
- Energy recommendations applied into practical terms that encourage personal choice but result in an eating pattern that is nutrient dense and calorie balanced.



Prior to Food \$ense classes participants reported that 54.4% did not choose to take the stairs or walk. After classes, 73.64% usually or always took the stairs or walked.



# Healthy Food Choices

- As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their physical activity to meet the goals of the 2010 Dietary Guidelines for Americans.
- Energy recommendations applied into practical terms that encourage personal choice but result in an eating pattern that is nutrient dense and calorie balanced.

Heathy choices - before

Mean: 3.16

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	26	10.88	10.88	11.76	11.76	
seldom	2.00	30	12.55	23.43	13.57	25.34	
sometimes	3.00	79	33.05	56.49	35.75	61.09	
usually	4.00	55	23.01	79.50	24.89	85.97	
always	5.00	31	12.97	92.47	14.03	100.00	
<b>Total Valid</b>		221	92.47		100.00		
<b>Missing</b>		18	7.53				
<b>Total</b>		239	100.00				

Healthy choices -after

Mean: 3.90

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	10	4.18	4.18	4.48	4.48	
seldom	2.00	7	2.93	7.11	3.14	7.62	
sometimes	3.00	44	18.41	25.52	19.73	27.35	
usually	4.00	96	40.17	65.69	43.05	70.40	
always	5.00	66	27.62	93.31	29.60	100.00	
<b>Total Valid</b>		223	93.31		100.00		
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 56.49% did not choose to make healthy food choices based on dietary guidelines. After classes, 74.9% usually or always make healthy food choices based on dietary guidelines for Americans 2010.

# Utah's SNAP-Ed Obesity Impact

We had a lesson with Jon today. We've been teaching him the Viva Vegetables curriculum and he really like being surprised with what vegetable we're going to teach him about each time we come. This time I taught him the spinach lesson (since I was in the spinach frame of mind I thought that I might as well). He really seemed to enjoy it because he really didn't know how versatile of a vegetable spinach actually is. We just love teaching him! Because he has some health problems he often meets with a dietitian that assesses his diet. He told us that the dietitian he goes to was very impressed with how he eats and he said it was because of the lessons we teach him! We were tickled! Hearing things such as this really makes this job worthwhile to me!

While we were teaching Fred today he said how thankful he was for us again and said that he lost another 12 pounds. He is very excited about his progress and gives us some credit for helping him know of healthy things to eat.

I met with Gwen today. The weather hasn't been nice enough to take her small children out for walks but she has tried dancing with them and they had a blast! She said she and the kids were all laughing and having such a great time that it didn't seem like it could be exercise!

I love being able to learn more as I research how I am going to teach others! What a valuable experience that enhances not only the lives of the people we teach but also our own lives! I can't begin to applaud Food \$ense for helping my family make healthier and wiser choices when it comes to our eating. It is just amazing that I get to teach that to others, too!

A class participant from my class told me today that attending the classes has, "Changed my life!" He loves the classes and has lost 10 lbs. since he began to attend and implement the principles taught there. I felt so validated! It's so nice when you know someone is actually using what they learn in class.

# Utah's SNAP-Ed Obesity Impact, Continued

Today I visited Sally. Sally is a lovely 60ish year old woman who loves to talk. She lives in a trailer that belonged to her daughter that committed suicide two years ago. She walks with canes, and uses a wheelchair much of the time. She has diabetes and a slew of other health problems. She is a wonderful lady who loves to share stories about where she grew up. She told me so many things, like about how she was raised catholic, but became a born-again Christian when she moved to Utah many years ago. I just really enjoy her. We made a "Create a Soup" today and she is going to separate it into portions and freeze some of them. The AWESOME news is that she reported that she stopped buying freezer dinners! This is a HUGE improvement! And she says it is my fault. Haha. I'm so impressed that she made the change. Something else you don't know about Sally is that she has lost over 100 lbs.. She still has quite a bit to lose, to improve her health - but it is soooo impressive that she has made the progress that she has. I look forward to working more with her soon. This one on one time is so much more meaningful, it's a shame we have to count our success by numbers rather than individual success stories.

The class at DWS went really well and to make things even better Gina (their mentor in the success program) informed me of a success story involving one of the gals that had listened to one of my classes. After listening to my class on menu planning and how important it is to learn to fix easy meals from scratch; I talked (like I always do) about the harm in eating boxed and already prepared meals, she made a change in her own life and decided to implement what I taught. She has lost 10 lbs. in the month since I taught the class and is sticking with the changes and raves about how much better she feels now that she's not eating Hot Pockets all the time. The gal who's success story Gina was raving about ended up walking into the room after returning from some other training and she was able to share her own feelings and story, and repeated how good she felt. It was one of those things I needed to hear. I had to stop myself from tearing up in front of everyone. Just when I begin thinking I waste my time at most of these classes, I hear a success story like this and it makes me realize, again, how much I love my job and that we really do and can make a difference!!

# Utah's SNAP-Ed Obesity Impact, Continued

I taught Menu Planning and Shopping for the DSW Work Success Class and it went really well. I had 12 people there. The cute gal that lost 10 lbs. last month was still there in the program and she informed me that she was still making healthier choices and has lost 20 lbs. now. How wonderful is that!!?? She said exactly what I tell so many of my clients, she said she didn't have to make hard changes, just simple changes that have made a big difference, like cooking from scratch and not eating hot pockets all the time. Being aware of how often she gets her body moving. Things like that. I just think it's great! She is the little cheerleader in the class that hopefully helps others in the program become as motivated as she is.

The class at DWS went really well and to make things even better Gina (their mentor in the success program) informed me of a success story involving one of the gals that had listened to one of my classes. After listening to my class on menu planning and how important it is to learn to fix easy meals from scratch; I talked (like I always do) about the harm in eating boxed and already prepared meals, she made a change in her own life and decided to implement what I taught. She has lost 10 lbs. in the month since I taught the class and is sticking with the changes and raves about how much better she feels now that she's not eating Hot Pockets all the time. The gal who's success story Gina was raving about ended up walking into the room after returning from some other training and she was able to share her own feelings and story, and repeated how good she felt. It was one of those things I needed to hear. I had to stop myself from tearing up in front of everyone. Just when I begin thinking I waste my time at most of these classes, I hear a success story like this and it makes me realize, again, how much I love my job and that we really do and can make a difference!!

I asked the participants how they were doing with the menu planning? All but one has kept up with it and the one gal said "I have not done it for the past two weeks and I am sure feeling the results of not doing it now. I feel very disorganized and upset because my family keeps asking what is for dinner and what happened to the paper that tells us". She States "It will be done this week". I was glad she went through this because I feel she will continue with it now that she knows how it use to be, before she started to do it and how it was with her and her family when the menu was done.

# Utah Promotion of Healthy Food Choices & Consistency with Dietary Guidelines of Americans

## State Indicator Report on Fruits and Vegetables, 2009 Utah Action Guide

The *State Indicator Report on Fruits and Vegetables, 2009* for the first time provides information on Utah's fruit and vegetable (F&V) consumption and policy and environmental support.

Utah's state-specific information is reported for F&V behavioral indicators and policy and environmental indicators. The behavioral indicators are derived from objectives for F&V consumption outlined in *Healthy People 2010*, a framework for the nation's health priorities, and data is from CDC-supported state health surveillance systems. The policy and environmental indicators are from multiple data sources and measure several aspects of a state's ability to support the consumption of F&V.

Fruits and vegetables, as part of a healthy diet, are important for optimal child growth, weight management, and chronic disease prevention. Supporting increased F&V access, availability, and reduced price are key public health strategies to help increase F&V consumption and thus improve nutrition.

This action guide summarizes Utah's data and provides potential actions that state leaders, coalitions, community-based organizations, and professionals can take alone or in partnership to support residents' nutrition.

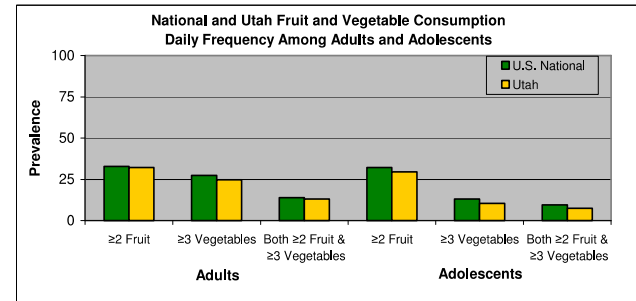


### Behavioral Indicators

The national *Healthy People 2010* fruit objective and vegetable objective are to increase the proportion of Americans aged at least 2 years consuming daily  $\geq 2$  servings of fruit to 75% and  $\geq 3$  servings of vegetables to 50%, respectively.

In this report, Utah's progress towards the fruit objective, vegetable objective, and both fruit and vegetable objectives are assessed from the F&V survey items included as a 6-item frequency screener in the 2007 Behavioral Risk Factor Surveillance System (adults aged  $\geq 18$  years) and the 2007 Youth Risk Behavior Surveillance System (adolescents in grades 9-12).

National and Utah data are presented.



### Policy and Environmental Indicators



#### Promote the Availability of Healthier Food Retail in Communities

Strategies and policies to improve the food environment can aid fruit and vegetable access, availability, and affordability. The indicators below represent key areas in which policy and environmental support can help make changes in people's community access to fruits and vegetables.

Indicator	Utah Data	National Data
• Percentage of census tracts that have healthier food retailers located within the tract or within 1/2 mile of tract boundaries	73.2%	72.0%
• State-level policy for healthier food retail	No	8 states
• Farmers markets per 100,000 state residents	1.1 / 100,000	1.7 / 100,000
• Percentage of farmers markets that accept electronic benefits transfer (EBT)	19.4%	7.6%
• Percentage of farmers markets that accept WIC Farmers Market Nutrition Program coupons	3.2%	28.2%

#### Potential Action Items

- ✓ Provide financial and nonfinancial incentives to food retailers to open new stores and/or to offer healthier food and beverage choices including fruits and vegetables at existing stores in areas with few healthy food options.<sup>1,2</sup>
- ✓ Provide support for farmers markets to purchase wireless electronic benefit transfer (EBT) devices to make it possible for them to accept Supplemental Nutrition Assistance (SNAP) and WIC Program EBT cards.<sup>2</sup>
- ✓ Engage in outreach and education to encourage residents of lower-income neighborhoods and SNAP and WIC recipients to use farmers markets and farm stands where they are available.<sup>2</sup>
- ✓ Improve zoning and transportation policies to make supermarkets, grocery stores, and farmers markets more accessible in communities.<sup>2</sup>

#### Resources:

- PolicyLink offers a tool for concerned residents, policymakers, business leaders, and advocates ideas and strategies for improving access to healthy food in underserved communities: [http://www.policylink.org/site/c.klXLBmNjRE/b.5137405/k.6042/Healthy\\_Food\\_Retailing.htm](http://www.policylink.org/site/c.klXLBmNjRE/b.5137405/k.6042/Healthy_Food_Retailing.htm)
- Planning for Healthy Places is a program of the Public Health Law & Policy at the Public Health Institute. This resource provides Model General Plan Language to Protect and Expand Farmers Markets: <http://www.healthyplanning.org/modelpolicies.html>
- Leadership for Healthy Communities Action Strategies Toolkit is a guide for local and state leaders working to create healthy communities and prevent childhood obesity: <http://www.rwif.org/files/research/20090508lhactionstrategies toolkit.pdf>





## Promote the Availability of Healthier Foods and Nutrition Services in Schools

Schools are uniquely positioned to model and reinforce healthful eating behaviors such as increasing knowledge of and access to fruits and vegetables on the school campus and at school-related activities. Schools have the ability to provide fruits and vegetable not only to youth, but also to teachers, other school staff, parents and community members.

Indicator	Utah Data	National Data
• Percentage of middle and high schools that offer fruits (not juice) and non-fried vegetables as competitive foods	24.9%	20.9%*
• State-level policy for Farm-to-School programs	No	21 states

\*Average percentage across participating states.

### Potential Action Items

- ☒ Establish nutrition standards for competitive foods as part of school wellness policies. These standards could require that fruits and vegetables are available and affordable whenever food is offered to students.<sup>3</sup>
- ☒ Support policies at all levels that address the availability of competitive foods in schools.<sup>3</sup>
- ☒ Monitor and evaluate the implementation and enforcement of nutrition standards.<sup>3</sup>
- ☒ Support Farm-to-School initiatives and policies as a way for schools to purchase food from local farms.<sup>1</sup>

### Resources:

- o Council of State Governments, School Wellness Policies, Legislator Policy Brief provides information on the need for legislator intervention in school wellness policies: [www.healthystates.org/NR/rdonlyres/C87EB28D-B2F6-4399-B1BD-BC5617940019/0/SchoolWellnessPoliciesFINAL.pdf](http://www.healthystates.org/NR/rdonlyres/C87EB28D-B2F6-4399-B1BD-BC5617940019/0/SchoolWellnessPoliciesFINAL.pdf)
- o CDC resource that provides Local Wellness Policy Tools & Resources for school setting: <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>
- o National Farm to School organization site provides how-to guides, policies, and information about collaborating organizations: <http://www.farmtoschool.org/>



## Encourage Food System Support

A systems approach to food considers the many factors involved in getting fruits and vegetables from farm to consumer including aspects of food production, processing, and distribution. Also included in a food system approach are the participants in that system, including farmers, processors, industries, workers, governments, retailers, institutional purchasers, communities, and consumers.

Indicator	Utah Data	National Data
• Percentage of cropland acreage harvested for fruits and vegetables	1.4%	2.5%
• State-level Food Policy Council	Yes	20 states
• Local Food Policy Councils	0	59 across states

### Potential Action Items

- ☒ Organize a Food Policy Council or similar coalition to promote environment and policy change initiatives for healthy eating.<sup>1</sup>
- ☒ Adopt policies that encourage the production, distribution, or procurement of food from local farms.<sup>1</sup>

### Resources:

- o Building local food systems: A planning guide. Rochester, NY: Center for Popular Research, Education and Policy and New York Sustainable Agriculture Working Group, 2006. [http://www.nysawg.org/pdf/Local\\_Food\\_Planning\\_Guide\\_v2.pdf](http://www.nysawg.org/pdf/Local_Food_Planning_Guide_v2.pdf)
- o The North American Food Policy Council site is a component of the Community Food Security Coalition. Their website lists those councils mandated or managed by state governments, a sample budget, how-to guides, and suggested policies: <http://www.foodsecurity.org/FPC/>

### General Resources

CDC is part of the National Fruit and Vegetable Program (<http://www.fruitsandveggiesmatter.gov/>) which aims to increase the consumption of F&V for improved public health. The website highlights a number of tools, recipes, and other resources.

The State Indicator Report on Fruits and Vegetables, 2009 including data sources, national and state-by-state data is available at: <http://www.fruitsandveggiesmatter.gov/indicatorreport>

The CDC Division of Nutrition, Physical Activity and Obesity website provides many resources that support states and communities to make changes through policy and environmental approaches for healthy eating. Available at: <http://www.cdc.gov/nccdphp/dnpao>

**For more information and feedback, contact [indicator\\_reportFV@cdc.gov](mailto:indicator_reportFV@cdc.gov)**

### References

1. Keener D., Goodman, K., Lowry, A., Zaro, S., & Kettel Khan, L. (2009). Recommended community strategies and measurements to prevent obesity in the United States: Implementation and measurement guide. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. [http://www.cdc.gov/obesity/downloads/community\\_strategies\\_guide.pdf](http://www.cdc.gov/obesity/downloads/community_strategies_guide.pdf)
2. IOM (Institute of Medicine). 2009. *Local Government Actions to Prevent Childhood Obesity*. Washington, DC: The National Academies Press. [http://www.iom.edu/Object\\_File/Master/72/800/local%20govts%20obesity%20report%20brief%20FINAL%20for%20web.pdf](http://www.iom.edu/Object_File/Master/72/800/local%20govts%20obesity%20report%20brief%20FINAL%20for%20web.pdf)
3. IOM (Institute of Medicine). 2007. *Nutrition Standards for Foods in Schools: Leading the Way Toward Healthier Youth*. Washington, DC: The National Academies Press. <http://www.iom.edu/CMS/3788/30181/42502.aspx>

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Department of Health and Human Services, Centers for Disease Control and Prevention



# Eat Together as a Family

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

Eat together - before

Mean: 3.45

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
never	1.00	19	7.95	7.95	8.48	8.48	
seldom	2.00	30	12.55	20.50	13.39	21.88	
sometimes	3.00	70	29.29	49.79	31.25	53.13	
usually	4.00	41	17.15	66.95	18.30	71.43	
always	5.00	64	26.78	93.72	28.57	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 50% did not eat together as a family at the table. After classes, 71% usually or always ate together as a family at the table.

Eat together - after

Mean: 4.02

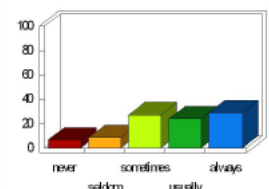
Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Valid Cum. Val. Percent	Graph
never	1.00	10	4.18	4.18	4.48	4.48	
seldom	2.00	13	5.44	9.62	5.83	10.31	
sometimes	3.00	30	12.55	22.18	13.45	23.77	
usually	4.00	80	33.47	55.65	35.87	59.64	
always	5.00	90	37.66	93.31	40.36	100.00	
<b>Total Valid</b>		223	93.31		100.00		
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

# Prepare Meals at Home

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

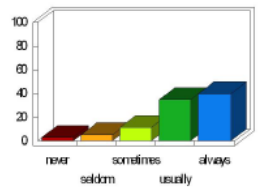
prepare meals at home - before

Mean: 3.63

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	16	6.69	6.69	7.05	7.05	
seldom	2.00	20	8.37	15.06	8.81	15.86	
sometimes	3.00	65	27.20	42.26	28.63	44.49	
usually	4.00	57	23.85	66.11	25.11	69.60	
always	5.00	69	28.87	94.98	30.40	100.00	
<b>Total Valid</b>		227	94.98		100.00		
<b>Missing</b>		12	5.02				
<b>Total</b>		239	100.00				

Prepare meals at home - after

Mean: 4.10

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	7	2.93	2.93	3.13	3.13	
seldom	2.00	12	5.02	7.95	5.36	8.48	
sometimes	3.00	27	11.30	19.25	12.05	20.54	
usually	4.00	83	34.73	53.97	37.05	57.59	
always	5.00	95	39.75	93.72	42.41	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

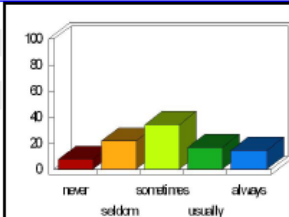
Prior to Food \$ense classes participants reported that 42% did not prepare meals at home. After classes, 75% usually or always prepared meals at home.

# Eat at Least 2.5 Servings Vegetables

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

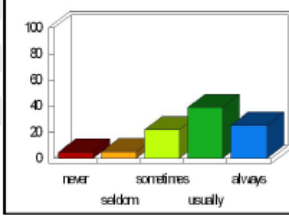
Vegetables - before

Mean: 3.10

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	18	7.53	7.53	7.93	7.93	
seldom	2.00	52	21.76	29.29	22.91	30.84	
sometimes	3.00	82	34.31	63.60	36.12	66.96	
usually	4.00	40	16.74	80.33	17.62	84.58	
always	5.00	35	14.64	94.98	15.42	100.00	
<b>Total Valid</b>		227	94.98		100.00		
<b>Missing</b>		12	5.02				
<b>Total</b>		239	100.00				

vegetables - after

Mean: 3.79

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	11	4.60	4.60	4.82	4.82	
seldom	2.00	12	5.02	9.62	5.26	10.09	
sometimes	3.00	52	21.76	31.38	22.81	32.89	
usually	4.00	93	38.91	70.29	40.79	73.68	
always	5.00	60	25.10	95.40	26.32	100.00	
<b>Total Valid</b>		228	95.40		100.00		
<b>Missing</b>		11	4.60				
<b>Total</b>		239	100.00				

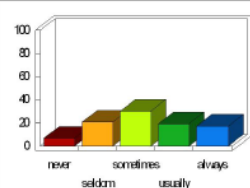
Prior to Food \$ense classes participants reported that 64% did not consume vegetables. After classes, 63% usually or always consumed 2.5 vegetables(cups or equivalents).

# Eat at Least 2 Servings Fruits

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

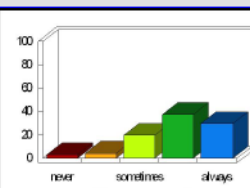
fruits - before

Mean: 3.21

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	16	6.69	6.69	7.14	7.14	
seldom	2.00	49	20.50	27.20	21.88	29.02	
sometimes	3.00	72	30.13	57.32	32.14	61.16	
usually	4.00	46	19.25	76.57	20.54	81.70	
always	5.00	41	17.15	93.72	18.30	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

fruits -after

Mean: 3.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	7	2.93	2.93	3.13	3.13	
seldom	2.00	10	4.18	7.11	4.46	7.59	
sometimes	3.00	47	19.67	26.78	20.98	28.57	
usually	4.00	89	37.24	64.02	39.73	68.30	
always	5.00	71	29.71	93.72	31.70	100.00	
<b>Total Valid</b>		224	93.72		100.00		
<b>Missing</b>		15	6.28				
<b>Total</b>		239	100.00				

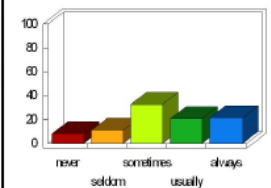
Prior to Food \$ense classes participants reported that 57% did not consume fruit. After classes, 67% usually or always consumed 2 fruits (cups or equivalents).

# Eat at Least 2 Servings Dairy

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

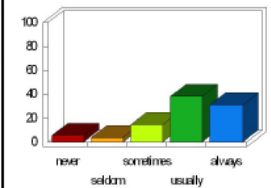
dairy - before

Mean: 3.39

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	19	7.95	7.95	8.52	8.52	
seldom	2.00	26	10.88	18.83	11.66	20.18	
sometimes	3.00	78	32.64	51.46	34.98	55.16	
usually	4.00	49	20.50	71.97	21.97	77.13	
always	5.00	51	21.34	93.31	22.87	100.00	
<b>Total Valid</b>		223	93.31		100.00		
<b>Missing</b>		16	6.69				
<b>Total</b>		239	100.00				

dairy - after

Mean: 3.92

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	13	5.44	5.44	5.86	5.86	
seldom	2.00	9	3.77	9.21	4.05	9.91	
sometimes	3.00	35	14.64	23.85	15.77	25.68	
usually	4.00	91	38.08	61.92	40.99	66.67	
always	5.00	74	30.96	92.89	33.33	100.00	
<b>Total Valid</b>		222	92.89		100.00		
<b>Missing</b>		17	7.11				
<b>Total</b>		239	100.00				

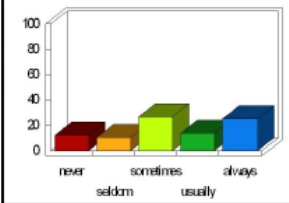
Prior to Food \$ense classes participants reported that 51.46% did not consume dairy products. After classes, 69% usually or always consumed 2 servings of dairy each day (cups or equivalents).

# Eat Breakfast

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

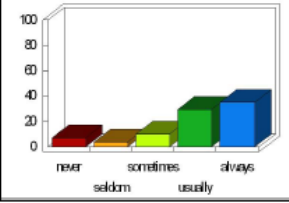
Eat breakfast -before

Mean: 3.33

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	29	12.13	12.13	13.74	13.74	
seldom	2.00	25	10.46	22.59	11.85	25.59	
sometimes	3.00	64	26.78	49.37	30.33	55.92	
usually	4.00	33	13.81	63.18	15.64	71.56	
always	5.00	60	25.10	88.28	28.44	100.00	
<b>Total Valid</b>		211	88.28		100.00		
<b>Missing</b>		28	11.72				
<b>Total</b>		239	100.00				

Eat breakfast - after

Mean: 3.95

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	17	7.11	7.11	8.37	8.37	
seldom	2.00	9	3.77	10.88	4.43	12.81	
sometimes	3.00	24	10.04	20.92	11.82	24.63	
usually	4.00	70	29.29	50.21	34.48	59.11	
always	5.00	83	34.73	84.94	40.89	100.00	
<b>Total Valid</b>		203	84.94		100.00		
<b>Missing</b>		36	15.06				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 49.37% did not eat breakfast. After classes, 64.02% usually or always ate breakfast.

# Label Reading

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.

Read Nutrition label- before

Mean: 2.84

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	44	18.41	18.41	19.82	19.82	
seldom	2.00	42	17.57	35.98	18.92	38.74	
sometimes	3.00	71	29.71	65.69	31.98	70.72	
usually	4.00	35	14.64	80.33	15.77	86.49	
always	5.00	30	12.55	92.89	13.51	100.00	
<b>Total Valid</b>		222	92.89		100.00		
<b>Missing</b>		17	7.11				
<b>Total</b>		239	100.00				

Read nutrition label - after

Mean: 3.69

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	9	3.77	3.77	4.07	4.07	
seldom	2.00	21	8.79	12.55	9.50	13.57	
sometimes	3.00	59	24.69	37.24	26.70	40.27	
usually	4.00	72	30.13	67.36	32.58	72.85	
always	5.00	60	25.10	92.47	27.15	100.00	
<b>Total Valid</b>		221	92.47		100.00		
<b>Missing</b>		18	7.53				
<b>Total</b>		239	100.00				

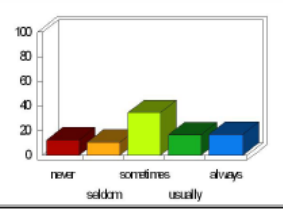
Prior to Food \$ense classes participants reported that 65.69% did not read nutrition labels prior to purchasing food. After classes, 55.23% usually or always read nutrition labels prior to purchasing food.

# Replace Unhealthy Fats with Heart Healthy Oils

- As a result of participating in the SNAP-Ed program, SNAP eligibles statewide will increase their physical activity to meet the goals of the 2010 Dietary Guidelines for Americans.
- Energy recommendations applied into practical terms that encourage personal choice but result in an eating pattern that is nutrient dense and calorie balanced.

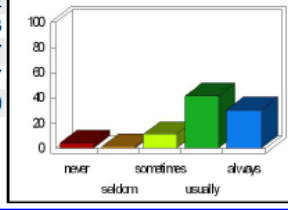
oils - before

Mean: 3.17

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	29	12.13	12.13	13.49	13.49	
seldom	2.00	25	10.46	22.59	11.63	25.12	
sometimes	3.00	82	34.31	56.90	38.14	63.26	
usually	4.00	39	16.32	73.22	18.14	81.40	
always	5.00	40	16.74	89.96	18.60	100.00	
<b>Total Valid</b>		215	89.96		100.00		
<b>Missing</b>		24	10.04				
<b>Total</b>		239	100.00				

oils - after

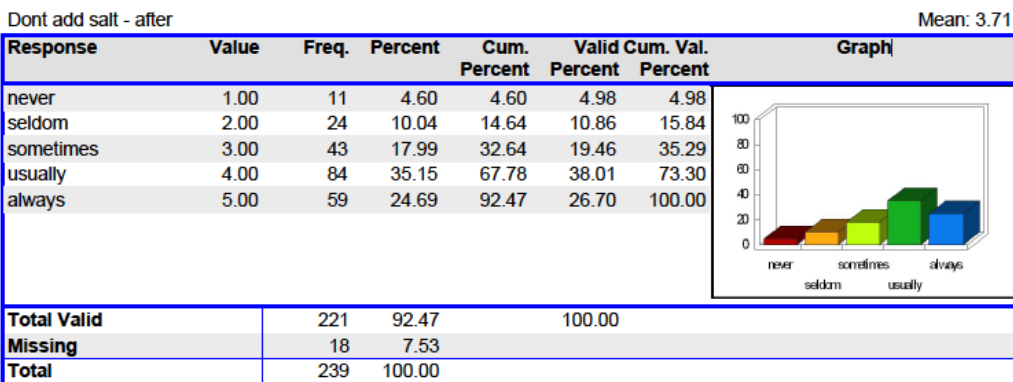
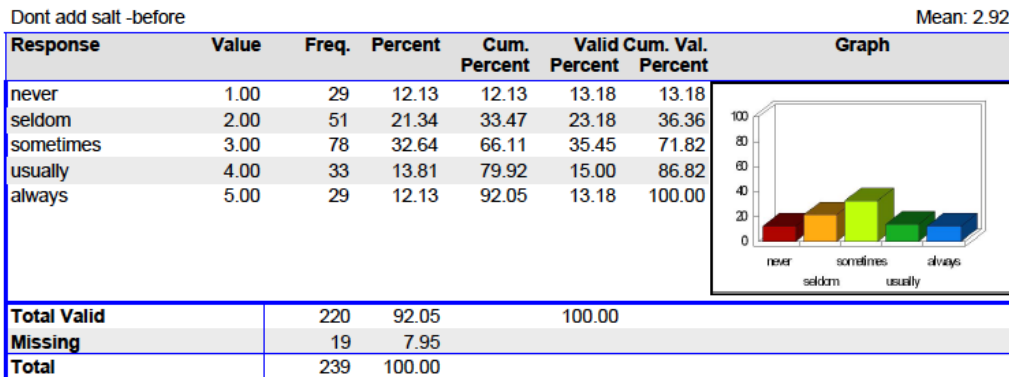
Mean: 4.05

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
never	1.00	10	4.18	4.18	4.72	4.72	
seldom	2.00	3	1.26	5.44	1.42	6.13	
sometimes	3.00	27	11.30	16.74	12.74	18.87	
usually	4.00	99	41.42	58.16	46.70	65.57	
always	5.00	73	30.54	88.70	34.43	100.00	
<b>Total Valid</b>		212	88.70		100.00		
<b>Missing</b>		27	11.30				
<b>Total</b>		239	100.00				

Prior to Food \$ense classes participants reported that 56.49% did not choose to make healthy food choices based on dietary guidelines. After classes, 74.9% usually or always make healthy food choices based on dietary guidelines for Americans 2010.

# Reduce Sodium in Preparation

- As a result to participating in the SNAP program, food stamp eligibles statewide will improve their diets by making healthy and safe food choices consistent with the 2010 Dietary Guidelines for Americans and My Plate.



Prior to Food \$ense classes participants reported that 66.11% added salt to food in preparation phase of cooking. After classes, 59.84% usually or always left salt out of preparation of foods, to decrease intake of sodium.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 1 of 7)

Met with Jamie today. It was a great meeting. We talked about menu planning for the 3rd time and it seems to work this time. We only planned 3 days. I think a weeks worth was a little too much for her. We went to her cupboards and looked at what she had and her freezer and we put several meals together. She seemed thrilled that we actually put those together out of what she had on hand. She only has to buy 2 items at the store. I was also pleased because I have been working hard to help her see the value of planning and I think it clicked today. I will follow up with her early next week and see if we can plan the rest of the week and see how well she did sticking to her plan.

On the way home from the library I visited a former client, Holly whom I taught four lessons. She said she is regularly cooking the meals I helped her with and using a shopping list. Great!

Taught the zucchini class at Senior Housing today. Small group, only 4 ladies. I like the informal nature of a small group. They were a lot more at ease with comments and sharing. Candi announced that she did not like zucchini. She brought one her brother gave her last week that she didn't know what to do with, it was a bit old and soft but I washed it and cut it open. I compared a fresh picked one to the one she brought. It made a good contrast. Most of it was still useable; I took the seeds out and sliced it up. I made the California Vegetable Bowl and gave her just one bite. She was very surprised at how good it was and asked for more. She left the class announcing that she now likes zucchini. Before Candi left I overheard her talking with the other ladies about how she has given up drinking soda. She added up all the empty calories she drinks and realized that she was downing 800 extra calories every day. It is interesting that she finally got it. I've worked with Candi on and off for years. She was one of the first people I worked with when I started this job. Heather and I would come to her house and try to convince her to either cut back on all the soda drinking. She never could give it up for very long. Perhaps this time she will have the internal motivation to stay away from soda.

# Utah's SNAP-Ed Healthy Choices Impact-Narrative (part 2 of 7)

I love being able to learn more as I research how I am going to teach others! What a valuable experience that enhances not only the lives of the people we teach but also our own lives! I can't begin to applaud Food \$ense for helping my family make healthier and wiser choices when it comes to our eating. It is just amazing that I get to teach that to others, too!

One of the children attending the class does not like onions and was not going to eat the homemade taquitos because it has onions but he decided he was hungry enough to try and the whole time he kept saying "hey, I ate the onions and I liked it" so way to go for him.

Sherry asked me how I made the oven baked Cauliflower. She said her daughter tried some at the Delta Youth Activity Center and came home and told her how good it was. Sherry said she tried to make it yesterday, but her daughter said it was not as good as, what we had made. After staff meeting, I got the recipe for Cauliflower Popcorn and gave it to Sherry. She said her daughter said it had a rich buttery taste and was very sweet. She did not think she like cauliflower until she tried it there.

I prepared for and taught 2 lessons to the Albert Family. Nelly and Sam are both disabled and have 3 young kids. They live on food stamps and trips to the food bank and bishop's storehouse. Sam recently was told that his cholesterol was very high, and that his recent weight gain put him at risk for diabetes. This has prompted them to want to change their diets and become healthy. I taught the dietary guidelines lesson and the menu planning lesson. They were very receptive and tried hard to plan healthy meals for the month.

I met with the Albert's today and taught them the Grains lesson and parts of the food safety lesson. I demo'd the Polynesian chicken recipe on one of the handouts, using brown rice. We talked about the health benefits of whole grains and easy ways to substitute for whole grains without extra cost. They are very excited about the progress they made since our last lesson; they have both worked on cutting out sugars and treats, and have cut down their soda consumption and are working on cutting out the fat. William reported losing weight and feeling better.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 3 of 7)

The dreaded Sr. Companions Presentation...it actually went a lot better than I feared it would. The reason I was dreading it so much, well it was silly really, but I didn't want them to think "what does this young whipper snapper have to teach us that we don't already know." I know I have a lot of good information to share and I really think that some of them enjoyed it and learned something from it. A lot of my presentation was focused on how to take care of their heart health. At one point in the presentation I found myself getting choked up. VERY unexpected! But I started to think of my Dad, who recently suffered from a stroke. He is doing fine, and recovering well, but it scares me that he hasn't taken care of himself and now he's suffers from heart disease and I fear if he doesn't make important changes in his life, he won't be around much longer, he's only 58. So I shared this with the people there. I felt a little silly getting so emotional, but I knew that they were listening and I think I gained their trust. I don't know how it is to be old and dealing with changes that happen to your body because of age, but I had a father who did. I told them that I didn't want them to make healthier choices just to extend their life, but to increase the quality of their lives. Since my Dad is still fairly young and already can't do so much because of his health, his quality of life is nowhere near where it could be if he had made better choices.

I taught Menu Planning and Shopping for the DSW Work Success Class and it went really well. I had 12 people there. The cute gal that lost 10 lbs. last month was still there in the program and she informed me that she was still making healthier choices and has lost 20 lbs. now. How wonderful is that!!?? She said exactly what I tell so many of my clients, she said she didn't have to make hard changes, just simple changes that have made a big difference, like cooking from scratch and not eating hot pockets all the time. Being aware of how often she gets her body moving. Things like that. I just think it's great! She is the little cheerleader in the class that hopefully helps others in the program become as motivated as she is.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 4 of 7)

One of the ladies told me before the class started that she loves when I come and has learned a lot. That she is using what she has learned on her family and cooking when she never knew how to before. So I am excited for that. She says she tries to work on her knife skills all the time so I was pleased. When I was cutting an onion I asked how many of them were here when I taught the knives class and only two are still with me. So I asked the lady that I spoke to before class if she wanted to come up and show everyone how to chop the onion. She was a bit nervous, but she jumped right in. She did okay, it was a little rough but I made sure I complemented her. The other ladies asked if they could see it again- they really wanted to know the correct way to chop an onion. So we did it again and you could tell they were into it. So my overall success wasn't much, but we did have some. I will take it.

I met with Jenny. in her home with the Early Head Start director. She is a young mother of a seven month old girl. She has absolutely no cooking experience; they eat at her husband's parents' house. I had her fry and egg and start a small pot of boiled eggs. Her husband made a scrambled egg. This was a really rewarding visit. I felt like I am truly helping someone lift herself up to a higher level of independence. Jenny was insecure about using  $\frac{1}{4}$  and  $\frac{1}{3}$  measuring cups. She didn't understand what the fractions mean. I did a little lesson on fractions and drew diagrams on the bottom of her recipe page showing how  $\frac{1}{4}$  and  $\frac{1}{3}$  fit into a cup. I hope that she understood it and transfers that knowledge to other recipes. I went to her house and went through the lesson on menu planning and shopping. She said that she made a couple of really great dinners following the lesson from last week and was excited to plan more meals from the ideas I would give her this week. She had also looked through the Heart Healthy cookbook and was planning to make the granola recipe. She admitted that she and her husband go shopping and end up with lots of snack food but not much health food to prepare meals with. After today's lesson, she has good intentions of shopping with a list and a strategy of purchasing for specific meals.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 5 of 7)

Taught my BEST class ever at Public Housing! I spent quite a bit of time (before teaching this class) communicating with Mary at the Food Bank to see what we could do to increase our enrollment. We did a better job advertising for the class and we had 14 people there. (Last month we had 2). Also, I had an amazing thing happen. Eileen (the girl whom I taught on 11-3-10, and had a really hard time with) anyway, she showed up at the class, but had a much better attitude. She participated in discussion and after class when most people had gone, she came and talked to me and asked if I could teach her another lesson because she had no idea how or what to cook. (I WAS SHOCKED). After more conversation with her, I learned that her mom was on drugs and not part of her life. Eileen was taken into foster care at age 10, and lived in different homes until she became an adult. Understanding her situation has made me determined to try and help her.

Taught Eileen the second part of Menu Planning and Shopping Class. She participated in a food demonstration and we made a chicken broccoli casserole from the "Create a Casserole" page. She really enjoyed this lesson, and I feel she really learned from this. We went over each step in the create a casserole, so she would understand how to pick starches, protein, veggies etc. Eileen brought her six year old step daughter and we involved her in the class. She LOVED this and it made me want to start the cooking club class for the younger kids. This was my best class with her, and although we made some good progress; she will still need many more classes in the future.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 6 of 7)

Well my appointment with Kelli was interesting. Wow! As I met with her I was stunned. She did not exaggerate when she said she couldn't cook, and did not know anything about nutrition. I really was floored. Her diet consists of frozen foods and junk food and the two year old lives off frozen chicken nuggets. I went over MyPyramid with her and she was shocked and was embarrassed, even though I was very gentle with her, she was on the verge of tears because she recognized that she did not know even the basics. I tried to reassure her that I was going to help her and she made the first step by calling me. I hate to generalize people but she is not very bright and seemed a little slow-not like a learning disability – but “wow” is all I can say and think. The only fresh produce that she has ever purchased is apples and baby carrots. Honestly I can't wait to get to know her better and her story. We decided that we would begin with basic cooking skills at her apartment. I asked her if she had a skillet and she looked at me puzzled and said “is that like a pot?” Boy, this will be a fun challenge! I am totally stoked!

As I taught them the Viva Vegetables – Peppers class, I demonstrated how to make the Black Bean & Sweet Potato Stew and the Philly-style wrap. When I served the stew, I told them that it was a sweet stew so their taste buds would not be shocked. It went well. As they were eating the food, they started to talk amongst themselves. I heard Margie say, “Growing up we never ate a variety of vegetables. We ate what grandpa grew and that was corn and beans. Every meal it was either corn or beans. This is good to try these new recipes with all the vegetables”. They really liked the stew and the wraps.

# Utah's SNAP-Ed Healthy Choices Impact – Narrative (part 7 of 7)

I then got ready for my first to Kelli in her home. I had decided start with the Kitchen Basics outline and go real slow, real slow. What could I teach someone who had absolutely no cooking skills whatsoever? I decided on “eggs”. I went with the assumption that she had no kitchen tools- so I packed my gear- a small saucepot and a small skillet, spatula spoons and a dozen eggs.

So when I got to her house I went over just the very first of the lesson, I could tell she was truly overwhelmed and I was right she only had a few kitchen items. I told her that we were going to cook eggs. She told me that she didn't like eggs, that she did like the goopy clear stuff of an egg or that weird yellow part and what was that called? “the yolk” – Boy I have my work cut out for me. I explained to her that knowing about eggs and how to cook them is pretty essential. I told her that I was going to teach her how to cook eggs correctly and there would be no goopy stuff. She was skeptical, I could tell.

So, while I was there, we fried an egg, made two hard boiled eggs and we made a two egg omelets. I made the first omelet to show her how. She wouldn't taste it until her two year old tried it first. I cut it up for Aubrey and we watched her devour it, Kelli was amazed. She then tentatively tried a bite. She was hesitant but she liked it. I then had her make the next omelet with me guiding her through it. She again was hesitant, but I kept encouraging her- she did it and it was fine. I could see a little confidence then in her eyes.

We then tried the two hard boiled eggs we had made. I showed her how to crack and peel them. She asked “now what do you do with them?” I told her we eat them and explained all the things you do with hard boiled eggs. I encouraged her to take a bite and told her that is really good with a bit of salt. She said “salt?” She had never used it before in cooking and didn't have any, and had never bought it before- really?!(so hard to keep my jaw from falling to the floor). Anyway, I would love to tell you that she loved the different eggs we prepared, but she was just like “it's okay”. Anyway, I gave her homework to make the egg dishes by herself and we would review it next time. She asked me when I come back could I teach her how to make a Thanksgiving turkey (she was serious). I was like “noooo..your not quite there yet”.

Today was my class with Promise IOP. It was a large class today. I first reviewed with the ladies what we talked about last month and asked who implemented any “menu planning” strategies. I actually had three ladies who wanted to share what they accomplished. One client had made the pizza that we did last month, another client made a list of the things they ate the most and had a successful attempt at stretching certain ingredients to use in multiple meals throughout the week and other told me that she and her father actually made grocery lists together for the first time ever. Yeah!! I was thrilled and they were so pleased with themselves- it was awesome.

Today I headed over to Kelli's, We made the fettuccine alfredo, we browned taco meat, we chopped vegetables for the tacos and salad for the week and we made the pizza dough. We got everything in containers and ready for the next couple of days. I showed her how to heat the pans, how to boil pasta to the “al-dente” stage, how to brown the meat correctly, and how to use a knife (it was scary- we are going to have to work on that quite a bit) – how to wash and store the vegetables etc., any tips that I could give her without overwhelming her. She was so grateful and felt so satisfied to see her fridge full of prepped foods for easy week night meals. Her basic kitchen supplies and staples are pretty much zip. She did have a pot and a skillet, but no wooden spoons etc., no pepper, no flour, she had bought salt by this time but really nothing much other than we what purchased at the store the other night. I feel that though Kelli is shy, she really wants to learn and thanks me in every breath when I teach her a new skill that is truly sincere- so I feel like she is trying hard and is learning.

# Utah's Activities are Evidence-Based and Outcome Driven



# Utah SNAP-Ed Goals That Address Evidence Based Education

- Based upon lesson surveys, behavior checklists, and/or Food Frequency Questionnaires (FFQ) by September 30, 2011 participants statewide will demonstrate the intent to follow the 2010 Dietary Guidelines for Americans.
- Materials developed, resources shared and evidence based results are part of the Utah SNAP-Ed program.

# SNAP-Ed is Evidence Based in Utah

- Food \$ense Kids Curriculum, Preschool and Adult Study, currently in process. Study is indicating how to help kids overcome neophobias when introduced to Fruits and Vegetables. This is a preschool obesity prevention program.
- Food \$ense Disabilities project is almost complete. Study indicated how modifying curriculum to meet people with disabilities can impact healthy choices.
- Food \$ense Refugees project is currently in process. Project has NEAs teach nutrition education to advanced refugees, who then help teach lower level refugees. This is very helpful because there are over 20 various languages at these sites.
- Utah's Certification program for paraprofessionals has been shared Nationally. Over 20 various states are participating in the study. Over 150 individuals are completing the certification as required by their state. Certification is Free. Journal Article on pilot (in Utah) has been accepted and will be in Journal of Nutrition Education and Behavior.
- Online, DVD, and traditional classes are continually being analyzed through data collection. Online and DVD are options for participants who live in great distances and/or who do not want to participate in group or individual classes.

# Utah's SNAP-Ed Obesity Impact

Life really is soooo much better right now than it ever has been. I have learned so much through my position as an NEA. I loved food and cooking before, sure. I really did. But my skills have improved so much in the areas of meal planning, nutrition, cooking and baking, teaching, studying... many, many ways because of this job. Also as I've worked as an NEA, and studied health in school, and learned to balance my life and how to be 'well', it has blessed my life more than I can express. I'm so grateful!

Taught 5th and morning Kindergarten classes. When I walked in the door for the fifth grade, a boy walked up to me and said, "I have to be brutally honest with you. When our teacher said that Mrs. Crowther was coming to teach us nutrition, we had no idea who she was talking about but when she said the food lady was coming then we all started cheering!" It was pretty funny.

Drove to class with the 6th grade girls. As they came in, several of them were very excited to see me and one said, "We love you—you are the best!" Personally, I think it is because I bring them food but hey, bribery is part of my job. I taught them the grains lesson and the milk lesson since I can only come for two more days and I needed to do two classes on one day. They are a great class and it went very well. Then I went to my daughter's volleyball game and while I was sitting there a lady that had attended some classes I did a few years ago in Richfield sat by me. She asked if I was still teaching the classes and I said that I was. She told me that she loved the classes and still uses a lot of the recipes. It made me feel good to know that sometimes people really do like and appreciate the classes.

A class participant from my class told me today that attending the classes has, "Changed my life!" He loves the classes and has lost 10 lbs. since he began to attend and implement the principles taught there. I felt so validated! It's so nice when you know someone is actually using what they learn in class.

# EARs



Form Approved OMB No. 0584-0542  
Expiration Date: 08/31/2013Supplemental Nutrition Assistance Program Education (SNAP-Ed)  
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 08/31/2013.

State: Utah Federal Fiscal Year: 2011Number of Implementing Agencies\*:                     

Name of Each Implementing Agency\*


\* An implementing agency is defined as an organization that has a contract/formal agreement with the State Supplemental Nutrition Assistance Program (SNAP) to develop and deliver nutrition education activities in the state. Attach additional pages if necessary.

**DIRECT EDUCATION:**

Items #1-8 ask for information about participants and activities associated with direct SNAP Education (SNAP-Ed). **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, SNAP 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, SNAP 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 SNAP 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: SNAP-Ed Participants and Contacts ADULTS**

**1a. Direct Education: SNAP-Ed PARTICIPANTS by Age and SNAP Status** - Reporting an unduplicated count of direct education participants means providing the number of different individuals who receive any SNAP-Ed 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 SNAP-Ed direct education participants.

- ☒ Actual Counts of Participants (unduplicated)  
☐ Estimated Counts of Participants

**ADULT 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 SNAP Recipients in SNAP-Ed	22	71	2,721	205	3,019
2	Number of All Other Participants in SNAP-Ed	123	303	3,656	1,237	5,319
3	Total Number of SNAP-Ed Participants	145	374	6,377	1,442	8,338

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

Data from Class Participant Annual report.

**1b. Direct Education: SNAP-Ed CONTACTS by Age and SNAP Status**

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

- For Question 1b, indicate below if you are providing actual counts or an estimate of SNAP-Ed 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 SNAP Recipients in SNAP-Ed	360	6,532	21,798	2,861	31,551
2	Contacts with All Other Persons in SNAP-Ed					
3	Total Contacts of SNAP-Ed Participants	360	6,532	21,798	2,861	31,551

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

Estimates based on population

#### Instructions for Question 1a and 1b

- Row 1: Enter the total number of participants (1a) and contacts (1b) who are SNAP 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- SNAP) 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 SNAP combined with persons who are not eligible for the SNAP.
- Row 3: Enter the total participants (1a) and contacts (1b) for SNAP-Ed 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 SNAP status among children (columns A and B) who receive SNAP-Ed services in school and child care settings by multiplying the number of children participating in SNAP-Ed 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 SNAP-Ed 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 SNAP Participants in SNAP-Ed" and 40 students under "Number of All Other Participants in SNAP-Ed" for a total of 100 students.

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

**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: SNAP-Ed PARTICIPANTS by Gender

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

☒ Actual Counts of Participants (unduplicated)

☐ Estimated Counts of Participants

#### Adult Participants

		A	B
		Female	Male
1	Number of SNAP-Ed Participants	6,250	2,088

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

Data from the Class Participant Form

#### 2b. Direct Education: SNAP-Ed CONTACTS by Gender

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

☐ Actual Counts of Contacts

☐ Estimated Counts of Contacts

		A	B
		Female	Male
1	Number of SNAP-Ed Contacts	18,878	12,673

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

Visual count and estimates of general population

#### 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 SNAP-Ed participants in Question 1a, Row 3, Column E. The total of A and B in Table 2b should equal the total number of SNAP-Ed contacts in Question 1b, Row 3, Column E.

**Direct Education: SNAP-Ed Participants and Contacts YOUTH**

**1a. Direct Education: SNAP-Ed PARTICIPANTS by Age and SNAP Status** - Reporting an unduplicated count of direct education participants means providing the number of different individuals who receive SNAP-Ed 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 SNAP-Ed direct education participants.

- ☐ Actual Counts of Participants (unduplicated)
- ☒ Estimated Counts of Participants

**YOUTH / ADULT 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 SNAP Recipients in SNAP-Ed	1,795	25,918	132	25	27,870
2	Number of All Other Participants in SNAP-Ed			129	22	151
3	Total Number of SNAP-Ed Participants	1,795	25,918	261	47	28,021

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

Data from Adult Participation forms where information was incomplete. Information from Youth Participation Race and One Time Youth Enrollment Forms which cannot unduplicate numbers

**1b. Direct Education: SNAP-Ed CONTACTS by Age and SNAP Status**

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

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

- ☐ Actual Counts of Contacts
- ☐ Estimated Counts of Contacts

**2a. Direct Education: SNAP-Ed PARTICIPANTS by Gender**

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

- ☐ Actual Counts of Participants (unduplicated)
- ☒ Estimated Counts of Participants

**YOUTH PARTICIPANTS**

		A	B
		Female	Male
1	Number of SNAP-Ed Participants	14,304	13,566

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

Numbers from One Time Youth Enrollment form and Youth Participation by Race form. Numbers cannot be unduplicated.

**2b. Direct Education: SNAP-Ed CONTACTS by Gender**

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

- ☐ Actual Counts of Contacts
- ☐ Estimated Counts of Contacts

		A	B
		Female	Male
1	Number of SNAP-Ed Contacts		

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

**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 SNAP-Ed participants in Question 1a, Row 3, Column E. The total of A and B in Table 2b should equal the total number of SNAP-Ed contacts in Question 1b, Row 3, Column E.

### 3. Direct Education: Race and Ethnicity

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

☒ Actual Counts of Participants (unduplicated)

☐ Estimated Counts of Participants

		A	B	C
		Number of Hispanic or Latino SNAP-Ed Participants by Race	Number of Non-Hispanic/Latino SNAP-Ed Participants by Race	Total by Race
Individuals Reporting ONLY ONE RACE	1. American Indian or Alaska Native	99	171	270
	2. Asian	28	906	934
	3. Black or African American	35	598	633
	4. Native Hawaiian or Other Pacific Islander	3	56	59
	5. White	1,073	4,931	6,004
Individuals Reporting MULTIPLE RACES	6. American Indian or Alaska Native and White	49	325	374
	7. Asian and White	5	11	16
	8. Black or African American and White	5	15	20
	9. American Indian or Alaska Native and Black or African American		3	3
	10. All Others Reporting More than One Race	13	12	25
	11. TOTAL by ethnicity	1,310	7,028	8,338

#### Instructions for Question 3 Reported Hispanic with no Race

- For purposes of this form, "Hispanic or Latino" is an ethnic group, not a race.
- Column A: Report the number of Hispanic or Latino SNAP-Ed participants for each racial category listed in Rows 1-11. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed 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 SNAP-Ed 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 SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed 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 SNAP-Ed 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 SNAP-Ed participant who reports they are Hispanic and Black is counted in Column A, Row 3.

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

### 4. Direct Education: Number of SNAP-Ed 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	24	Libraries	10
Adult Rehabilitation Centers	19	Churches	32
Workplaces		Public/Community Health Centers	8
Community Centers	13	Public Schools	89
Elderly Service Centers	24	Head Start Programs	21
Emergency Food Assistance Sites	20	Other Youth Education Sites (Includes Parks and Recreation)	53
Extension Offices	29	Shelters	3
Farmers Markets	2	WIC Programs	7
SNAP Offices	7	Other (please specify): Baby Your Baby	2
Food Stores	19	Other (please specify):	
Public Housing	11	Other (please specify):	
Individual Homes	1,390	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.

### 3. Direct Education: Race and Ethnicity

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

☐ Actual Counts of Participants (unduplicated)

☒ Estimated Counts of Participants

#### YOUTH PARTICIPANTS

		A	B	C
		Number of Hispanic or Latino SNAP-Ed Participants by Race	Number of Non-Hispanic/Latino SNAP-Ed Participants by Race	Total by Race
Individuals Reporting ONLY ONE RACE	1. American Indian or Alaska Native		4,300	4,300
	2. Asian		535	535
	3. Black or African American		519	519
	4. Native Hawaiian or Other Pacific Islander		364	364
	5. White	5,605	16,547	22,152
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	5,605	22,265	27,870

#### 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 SNAP-Ed participants for each racial category listed in Rows 1-11. Specifically, in Rows 1-5, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed 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 SNAP-Ed 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 SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report only one race. In Rows 6-10, report the number of SNAP-Ed participants who are not of Hispanic or Latino ethnicity and report two or more races. Use Row 10 for all SNAP-Ed 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.

## Food \$ense

Main website

[www.extension.usu.edu/fsne](http://www.extension.usu.edu/fsne)

Facebook

[www.facebook.com/utahfoodsense](https://www.facebook.com/utahfoodsense)

Blog

[www.foodsense4bucksaday.blogspot.com](http://www.foodsense4bucksaday.blogspot.com)

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

**Example 2:** SNAP-Ed is provided to participants in Head Start which is operating in the local elementary school which also has SNAP-Ed 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:** SNAP-Ed is provided through interactive multimedia via kiosks in 15 food stores and 10 worksites that have no other SNAP-Ed 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 See Attached Chart

		A	B	C
	Format	Number delivered	Time range per session (In minutes)	% delivered by interactive multimedia
1	Single session			
2	Series - 2 to 4 sessions			
3	Series - 5 to 9 sessions			
4	Series - 10 or more sessions			

#### 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:

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

#### 5. Direct Education Programming Format

Format	# of lessons	Length of class
Single Session	96	Less than 30
	574	30 to 60 minutes
	227	61 to 90 minutes
	60	91 to 120 minutes
2-4 Session	42	Display Booth
	6	BLANK
	37	Less than 30
	236	30 to 60 minutes
5-9 Sessions	75	61 to 90 minutes
	53	91 to 120 minutes
	4	Display Booth
	38	Less than 30
10 or more sessions	800	30 to 60 minutes
	268	61 to 90 minutes
	14	91 to 120 minutes
	0	Display Booth
BLANK	6	BLANK
	37	Less than 30
	1055	30 to 60 minutes
	314	61 to 90 minutes
BLANK	73	91 to 120 minutes
	29	BLANK

## 6. Primary Content of Direct Education

CODE: D	CODE: E	CODE: H	CODE: L
------------	------------	------------	------------

## 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 SNAP OUTREACH IN THIS TABLE.**

A. FAT FREE &amp; LOW FAT MILK OR EQUIV (&amp; ALTERNATE CALCIUM SOURCES)

B. FATS AND OILS

C. FIBER-RICH FOODS

D. FOOD SHOPPING/PREPARATION

E. FRUITS &amp; VEGETABLES

F. LEAN MEAT AND BEANS

G. LIMIT ADDED SUGARS OR CALORIC SWEETENERS

H. MYPYRAMID - HEALTHY EATING PLAN

I. PHYSICAL ACTIVITY

J. PROMOTE HEALTHY WEIGHT

K. SODIUM &amp; POTASSIUM

L. WHOLE GRAINS

M. FOOD SAFETY

N. OTHER (specify): (possible for electronic form)

O. OTHER (specify):

P. OTHER (specify):

Q. OTHER (specify):

## INDIRECT EDUCATION:

Item #8 asks for information about SNAP 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	<input checked="" type="checkbox"/>
Posters	<input checked="" type="checkbox"/>
Calendars	<input checked="" type="checkbox"/>
Promotional Materials w/nutrition messages (pens/pencils/wallet reference cards/magnets/cups/etc)	<input checked="" type="checkbox"/>
Website	<input checked="" type="checkbox"/>
Electronic (Email) materials/info distribution	<input checked="" type="checkbox"/>
Videos/CD Rom	<input checked="" type="checkbox"/>
Other	<input checked="" type="checkbox"/>

## 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	800,412	commercial market
Nutrition Education TV PSAs	577,522	commercial market
Nutrition Education Articles	1,020,273	commercial market
Billboard, Bus or Van Wraps, or Other Signage	0	
Community Events/Fairs - In which Participated	26,360	visual estimate
Community Events/Fairs - Only Sponsored	1,360	visual estimate
Other	3,831	survey target audience

## 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

## 9. Expenditures by Sources of Funding (See Instructions)

	Expenditures for Reporting Year
1. Public Cash Contributions – State and Local Tax Revenue only	\$
2. Public and Private Cash Contributions – other than State and Local Tax Revenue	\$ 288,965.50
3. Sum of Lines 1 & 2	\$ 288,965.50
4. Public In-Kind Contributions (non-cash)	\$ 133,212.10
5. Private Cash Contributions to State SNAP Agency only	\$
6. Indian Tribal Organization Contributions	\$
7. Sum of Lines 4, 5 & 6	\$ 133,212.10
8. Federal Reimbursement	\$ 913,000.00
9. TOTAL SNAP-Ed EXPENDITURES: Sum of Lines 3, 7 & 8	\$ 1,335,177.60

## 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 SNAP-Ed 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 SNAP-Ed 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 SNAP 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 SNAP-Ed 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 SNAP-Ed 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 SNAP-Ed 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 SNAP-Ed; 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) SNAP-Ed Expenditures. This total should equal Line 3 in Question 10, Expenditures by Category of Spending.

## 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 SNAP-Ed Program Delivery	\$ 865,492.24
2. Total Expenditures for Administrative Costs	\$ 469,685.36
3. TOTAL SNAP-Ed Expenditures (State and Federal)	\$ 1,335,177.60

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:

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

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

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

# FOOD \$ENSE Special Thanks

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  - Dr. Charles Carpenter
  - Volunteers and Teachers in Utah
  - Greg Paras
  - DWS & SNAP offices in Utah

